



Institution Application
Silver Award

UNIVERSITY OF
Southampton



Submission details

Name of institution	University of Southampton	
Date of application	November 2021 (deadline 14 January 2022)	
Award level	Silver	
Date joined Athena Swan	2005	
Current award level	Silver	September 2016
Contact for application	Camilla Gibson	
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Word count

Institution application	Recommended / Allowed	Actual
1. Letter of endorsement	500	521
2. Description of the institution	500	409
3. Self-assessment process	1,000	959
4. Picture of the institution	3,000	3,143
5. Supporting and advancing women's careers	6,000	7,505
6. Supporting trans people	500	462
7. Further information	500	0
- Unassigned	500	-
Sub-total	12,500	-
- Additional words for COVID-19	500	(511 already included in other word counts)
Total	13,000	12,999

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1. **LETTER OF ENDORSEMENT**

SECTION WORD COUNT: 521 WORDS; RUNNING TOTAL: 521 WORDS



Athena Swan Manager
Advance HE
First Floor, Napier House
24 High Holborn
London
WC1V 6AZ

6 January 2022

Dear Dr Gilligan,

Silver Athena Swan award renewal application

I am delighted to present the University of Southampton's Silver Athena Swan renewal application, which reaffirms our commitment to gender equality, recognises our achievements since our last Silver award in 2016, and sets out our approach to the challenges still lying ahead. My thanks go to all who have contributed.

We are proud of our progress on gender equality. Today, we have a third more female professors than in 2014/15, including an increase of over 50% in STEMM. We have equalised our career pathways, allowing proportionately more women than men to achieve promotion on 'focused' pathways, and we have introduced *Academic Career Development Committees* in every school to identify potential promotion applicants, especially among women and under-represented groups.

Meanwhile, we continue to achieve new Bronze and Silver departmental awards, gender pay gaps are closing year-on-year, and our *Super-Recruiters* project is adding additional rigour to recruitment, ensuring best practice, and targeting higher female application rates.

Looking ahead, we know there is more work to be done to understand and unblock talent pipelines, attract and appoint more diverse job applicants, foster job security, enhance flexible working practices and ensure our family friendly policies are truly inclusive. The action plan that accompanies this submission is structured into themes addressing these areas.

Since taking up post as President and Vice-Chancellor in October 2019, I have strengthened our commitment to Equality Diversity and Inclusion, placing it front and centre of our new University strategy, supported by a five-year strategic plan for EDI, launched in 2020.

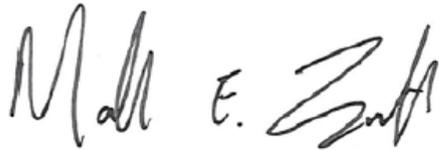
Our ambition is that EDI is seen as a major asset by our staff and students, truly embedded into all that we do, creating an inclusive community where everyone feels they belong. Gender equality is a vital component of this.

I have backed up this ambition with new investment of over £300k per year, expanding our central EDI team from 3 to 10 people, creating a hub of specialist advice, engagement, data analysis and project management expertise allowing us to accelerate delivery of our charter commitments and action plans, alongside the wider behavioural and systemic changes required to embed a truly inclusive culture in our community.

Leadership of this agenda comes from the top. The University's EDI Champion and the sponsors of Athena Swan and our other charter commitments are all Executive Board members, and each Faculty and Professional Service has EDI KPIs against which they are measured. We also have a strong track record of female representation on senior and influential committees, which we strive to maintain and improve. This has been a particular focus of senior recruitment since I have been in role, with four of six Executive Board appointments being female.

I am totally and personally committed to making sure we build on the progress we have made to date. To the best of my knowledge, the following submission, and the information presented within it, is an honest, accurate and true representation of the University of Southampton and our efforts to provide a really inclusive and welcoming community where *all* people can thrive.

Yours sincerely

A handwritten signature in black ink that reads "Mark E. Smith". The signature is written in a cursive, flowing style.

Professor Mark E Smith
President and Vice-Chancellor

GLOSSARY

ACAP	Hourly-paid teaching staff
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena Swan
A&R	Academic and research staff (Clinical, ERE and Research Nurse job families)
CAO	Community and Operational (P&S job family)
EDI	Equality, Diversity and Inclusion
EDIC	University EDI Committee
ERE	Education, Research and Enterprise (our principal A&R job family)
FEB	Faculty Executive Board
FPE	Full person equivalent
FTC	Fixed-term contract
FTE	Full-time equivalent
HESA	Higher Education Statistics Authority
HR	Human Resources
HRBP	Human Resources Business Partner
HRSLT	Human Resources Senior Leadership Team
MSA	Management, Specialist and Administrative (a P&S job family)
P&S	Professional and support staff (CAO, MSA and TAE job families)
PRG	Planning and Resources Group (operational subset of UEB)
PSL	Professional Services Leadership (senior P&S management committee)
SAT	Self-assessment team(s)
ShPL	Shared Parental Leave
STEMM	Science, Technology, Engineering, Mathematics and Medicine
REC	Race Equality Charter
REF	Research Excellence Framework
RESN	Research Nurse (an A&R job family)
TAE	Technical and Experimental (a P&S job family)
UEB	University Executive Board
UoS	University of Southampton

2. DESCRIPTION OF THE INSTITUTION

SECTION WORD COUNT: 409 WORDS; RUNNING TOTAL: 930 WORDS

The University of Southampton (UoS) is a research-intensive university and a founding member of the Russell Group. Founded as the Hartley Institute in 1862, the University was granted its Royal Charter in 1952. Our mission is to change the world for the better.

A community of over 6,000 staff (19th largest in UK, 53%F) support 23,000 students (34th largest, 54%F). We are top 20 in all three major UK league tables and 77th in the QS World Rankings. The 2014 REF placed us 8th for research intensity and 11th for the volume and quality of our research, with strengths in a range of AHSSBL and STEMM disciplines. Our teaching is recognised as TEF Silver and we performed very strongly in the inaugural KEF.

We are a founding signatory of the Athena Swan Charter, initially awarded Bronze in 2006, progressing to Silver in 2016 (pre-May 2015 criteria). Eleven schools and one faculty hold awards, including four Silver (**Table 2.3**). We are signatories to several other relevant charters (**Figure 2.1**).



Figure 2.1: UoS commitments that complement Athena Swan: Researcher Development Concordat (2012, new version 2020), HR Excellence in Research (2012), Disability Confident Leader (2018), Race Equality Charter (2018) and Technician Commitment (2018).

The University comprises five faculties¹ made up of 22 schools and institutes, supported by 11 centralised Professional Services directorates (**Figure 2.3**). Our main campus is Highfield, a Southampton suburb, with other campuses and halls of residence across the city, Winchester and Malaysia.



Figure 2.2: The location of our sites in Southampton, Hampshire and Malaysia

¹ We restructured from eight to five faculties with effect from 1 August 2018.

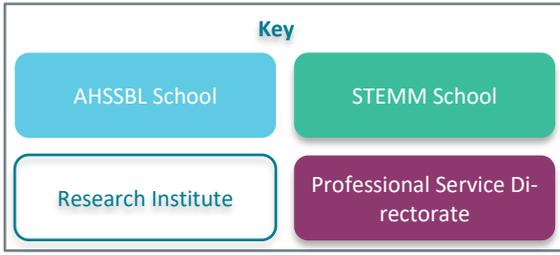
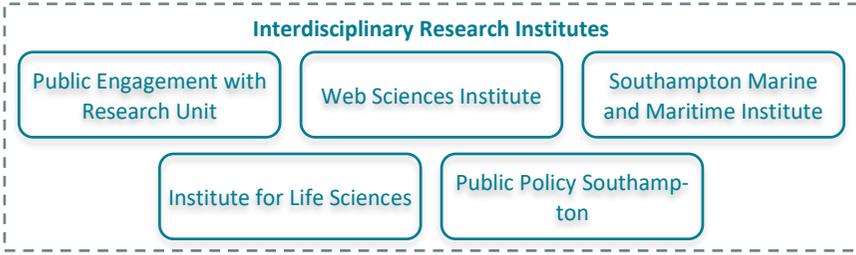


Figure 2.3: University of Southampton Faculties, Schools and Professional Services directorates (including current Athena Swan awards and academic disciplines)

Governance

University Executive Board (UEB, 43%F) meets weekly to oversee delivery of the University’s Strategy. Chaired by the President and Vice-Chancellor (VC), membership includes the University’s most senior leaders (**Figure 2.4**). Since January 2020, UEB has delegated detailed oversight of project delivery and resourcing to a smaller Planning and Resources Group (PRG, 33%F).



Figure 2.4: Members of UEB; meets as PRG without the Deans and Executive Director, HR.

Each Faculty is overseen by a Faculty Executive Board (FEB), broadly mirroring the structure of UEB (**Figure 2.5**). Deans are responsible for EDI in their Faculty and FEBs act as EDI Committees for each faculty.

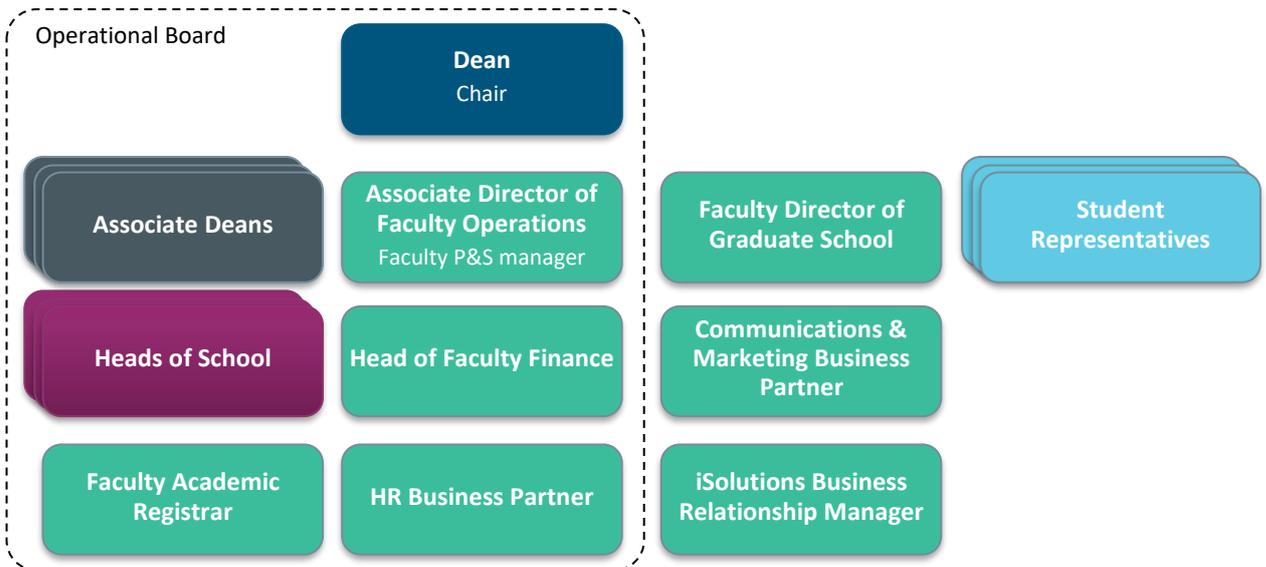


Figure 2.5: Membership of Faculty Executive Boards. Operational Board meets monthly; Full Board meets termly

Staff and student numbers

Of our staff (**Table 2.1**), 47.3% work in A&R roles (40.5%F) and 52.7% work in P&S roles (63.1%F), split between centralised Professional Services and embedded faculty support functions.

STEMM schools have significant research focus and employ 71.3% of A&R staff (37.2%F). AHSSBL schools employ 28.7% of A&R staff (48.7%F).

Table 2.1: Staff by gender, occupation and disciplinary group, December 2020

Disciplinary group	Total FPE	Female FPE	Male FPE	% F	Sector (HESA)	RG (HESA)
AHSSBL (6 schools)	927	483	444	52.1%	57.8%	56.4%
- of which Academic and Research Staff	816	398	418	48.7%	49.0%	46.1%
- of which Professional and Support Staff	111	85	26	76.6%	62.6%	60.4%
STEMM (18 schools/institutes)	2,951	1,352	1,599	45.8%	46.8%	46.6%
- of which Academic and Research Staff	2,030	755	1,275	37.2%	40.2%	38.3%
- of which Professional and Support Staff	921	597	324	64.8%	62.7%	62.9%
Centralised 'Professional Services'	2,133	1,315	818	61.7%	62.6%	61.3%
All Staff	6,011	3,150	2,861	52.4%	53.8%	51.4%

Students are more evenly distributed between AHSSBL and STEMM, but gender differences exist by discipline and levels of study (**Table 2.2**): 43.0% of students study AHSSBL subjects (61.9%F); 57.0% of students study STEMM subjects (46.6%F).

Table 2.2: Students by gender and discipline, December 2020

Disciplinary group	Total FPE	Female FPE	Male FPE	% F	Sector (HESA)	RG (HESA)
AHSSBL (6 schools)	9,769	6,051	3,718	61.9%	61.2%	60.9%
- of which UG	6,219	3,635	2,584	58.4%	61.2%	60.2%
- of which PGT	3,052	2,131	921	69.8%	62.2%	63.7%
- of which PGR	498	285	213	57.2%	54.8%	54.7%
STEMM (15 schools)	12,945	6,037	6,908	46.6%	52.4%	50.1%
- of which UG	9,571	4,331	5,240	45.3%	51.6%	49.5%
- of which PGT	1,659	989	670	59.6%	58.7%	56.7%
- of which PGR	1,715	717	998	41.8%	45.3%	44.5%
All Students	22,714	12,088	10,626	53.2%	57.1%	55.4%

Our Athena Swan progress

We currently hold nine Bronze and four Silver departmental awards, including our first AHSSBL award in November 2018 (**Table 2.3**).

Table 2.3: Athena Swan awards held by our departments since 2013 (*U = Unsuccessful application; P = Application pending, i.e. submitted or due to be submitted*)

Faculty / School (A = AHSSBL; S = STEMM)		2013	2014	2015	2016	2017	2018	2019	2020	2021	Target Award
Institutional Award Level		Bronze			Silver					P	Silver TBC
FAH	Humanities	A									Bronze 2022
	Winchester School of Art	A									Bronze 2022
FEPS	Chemistry	S	Bronze	Silver		Silver					Gold 2023
	Electronics and Computer Sciences	S	Bronze			U			Bronze		Silver 2024
	Engineering	S	Bronze		Bronze						Bronze 2022
	Physics and Astronomy	S		Bronze				Silver			Silver 2022
	Zepler Institute	S						Bronze			Bronze 2024
FELS	Biological Sciences	S	Bronze			Silver					Silver 2022
	Geography and Environmental Sci.	S		U		U	Bronze				Bronze 2023
	Health Sciences	S	Bronze	Bronze	Bronze	Bronze					Silver 2024
	Ocean and Earth Science	S	Bronze		Bronze	Bronze					Silver 2023
	Psychology	S		U	U				Bronze		Bronze 2025
Medicine	Cancer Sciences	S	Bronze (Faculty award)	Silver (Faculty award)						S	Gold 2024
	Human Development and Health										
	Clinical and Experimental Sci.										
	Primary Care and Population Sci.										
FSS	Economic, Social and Political Sci.	A						Bronze			Bronze 2023
	Mathematical Sciences	S		Bronze		Bronze					Silver 2023
	Southampton Business School	A							U		Bronze TBC
	Southampton Education School	A									Bronze TBC
	Southampton Law School	A					U				Bronze TBC

3. THE SELF-ASSESSMENT PROCESS

SECTION WORD COUNT: 959 WORDS; RUNNING TOTAL: 1,889 WORDS

(i) a description of the self-assessment team

SUCCESSES	<ul style="list-style-type: none"> • A&R SAT members evenly split between AHSSBL and STEMM • 7 of 19 SAT members are P&S staff, reflecting change in AS principles • SAT workload formally protected and recognised by UEB
GAPS	<ul style="list-style-type: none"> • No FTC, hourly-paid, L1-3 or student SAT members

EDI governance

EDI is at the heart of our University strategy, with our ambitions detailed in our strategic plan for EDI, launched February 2021 (see **5.6(i)**).

- EDI responsibility is delegated to the VC and UEB by University Council. A new EDI governance structure was approved in January 2020 (**Figure 3.1**) with Vice-President Professor Mark Spearing as EDI Champion.
- University EDI Committee (EDIC, **Figure 3.2**) meets at least termly to oversee EDI for staff and students. EDIC reports quarterly to UEB and annually to Council.
- Deans and the Vice-President Operations are accountable for EDI in faculties and Professional Services respectively, with FEBs and PSL meeting at least termly as departmental EDI Committees.

AS SAT is chaired by Professor Diana Eccles, Dean of Medicine, who is executive sponsor for AS at UEB and EDIC.

- AS SAT, and other institutional SATs, report to EDIC which oversees progress; UEB approve action plans.
- Institutional SATs are supported by our EDI team, expanded in 2021 (was 3FTE, now 10FTE) to bring together EDI specialists, communication and engagement roles and project management expertise to ensure a strategic and sustainable approach to delivering our AS and other equality charter commitments, maximising synergies between equality charters, and strengthening the impact of actions.
- AS Forum brings together the chairs of all AS SATs (departmental and institutional) to share progress, insights and best practice.

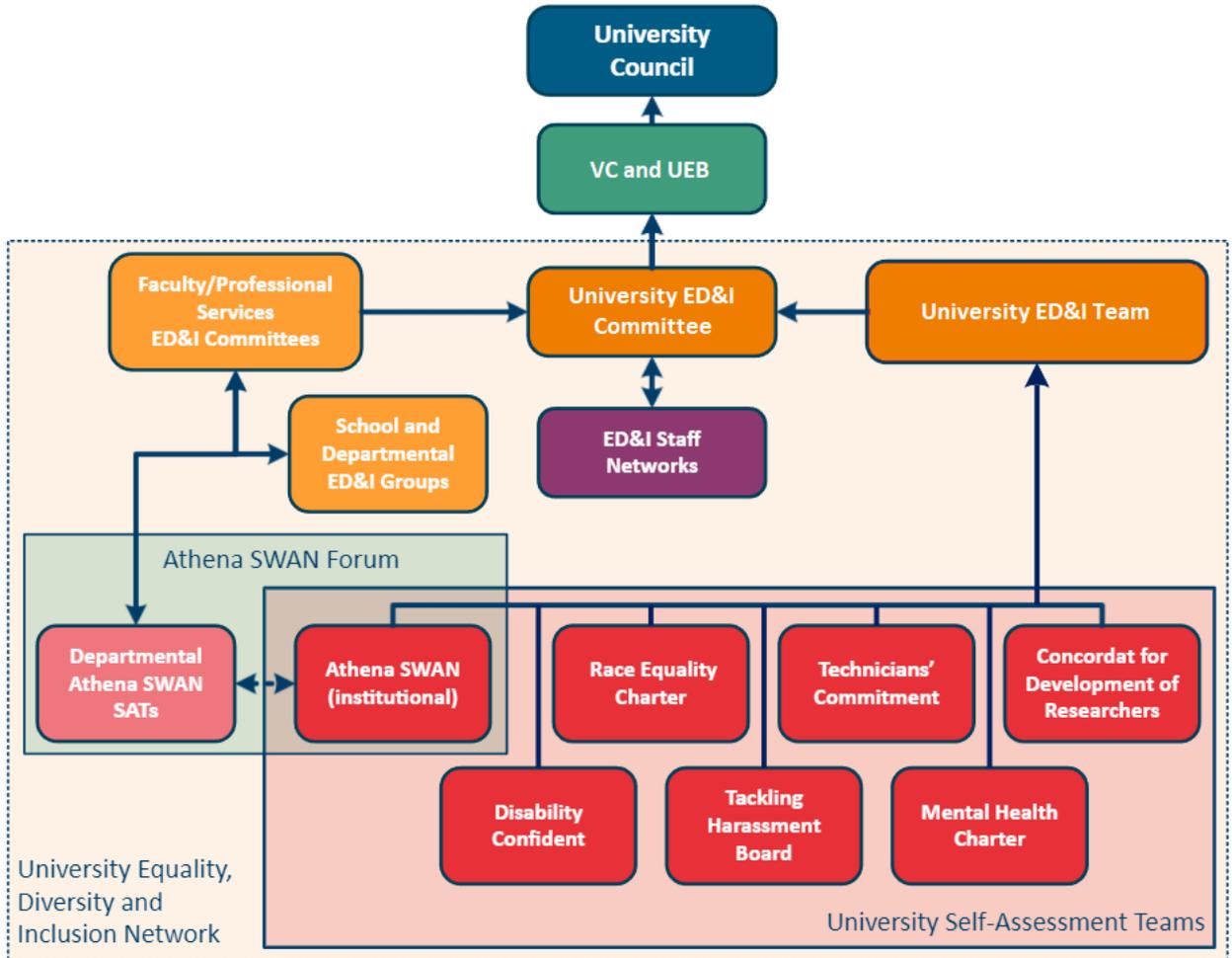


Figure 3.1: Institutional EDI governance structure

 Professor Mark E Smith President and Vice-Chancellor	 Professor Mark Spearing EDI Champion (Chair)	 Camilla Gibson Head of Equality, Diversity and Inclusion
 Professor Diana Eccles Dean of Medicine	 Professor Jane Falkingham Vice-President (International) (<i>Interim</i>)	 Rebecca O'Selmo Equality Charters Programme Manager
 Professor Michael Butler Dean of Physical Sciences and Engineering	 Dr Valentina Cardo Academic Representative (FAH)	 Savanna Cutts SUSU Vice President Welfare
 Professor Maria Stokes Academic Representative (FELS)	 Professor Mark Sullivan Academic Representative (FEPS)	 Sonia Cottrell SUSU Director of Student Voice
 Anne-Marie Sitton Executive Director, Human Resources	 Wendy Appleby Vice-President (Operations)	 Kieron Broadhead Executive Director, Student Experience
 Shaun Williams Executive Director, Engagement and Advancement	 Sarah Hollowbread Senior Professional Services Representative	 Gino Graziano Director of Widening Participation and Social Mobility

Figure 3.2: Members of University Equality, Diversity and Inclusion Committee

AS SAT

- SAT members are volunteers sought through open invitation and nomination. Our aim is to ensure a membership representative of the University community with the skills and experience necessary to support the self-assessment process.
- SAT membership represents a broad range of disciplines, job families, departments, academic and professional grades (L4+), working patterns, lengths of service and work-life experiences (**Figure 3.3, Figure 3.4, Table 3.1**), however we currently have no FTC, hourly-paid or student SAT members, nor representatives of junior grades (L1-3). We will address this when refreshing membership and ToRs (see **3(iii)**).
- Before committing to SAT membership, impact on workload is discussed with line management. UEB agreed 0.1 FTE workload allocation for SAT members from November 2019. SAT contribution is expected to be recognised through appraisal and associated processes (e.g., promotion).

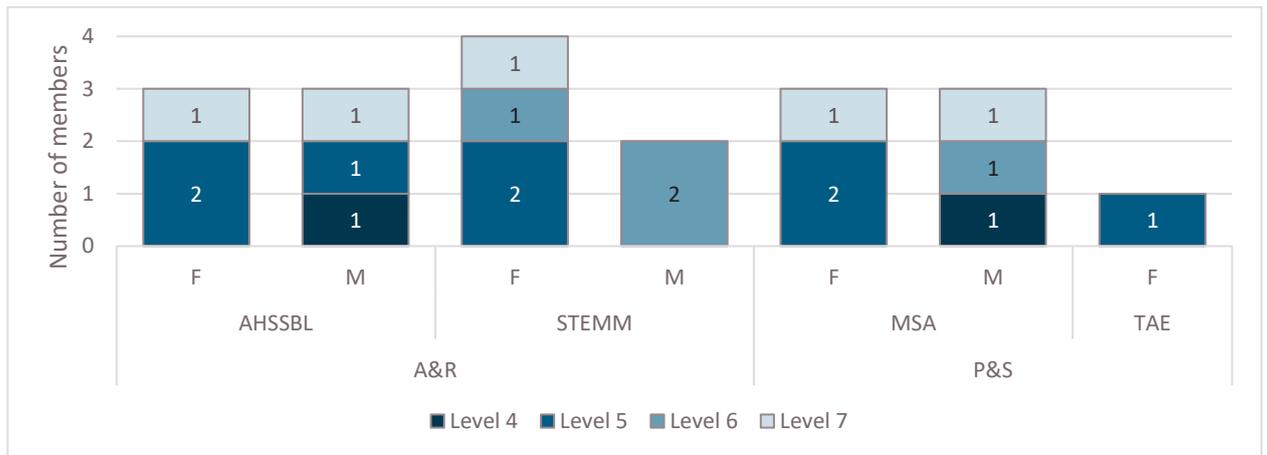


Figure 3.3: SAT membership by grade, discipline and gender

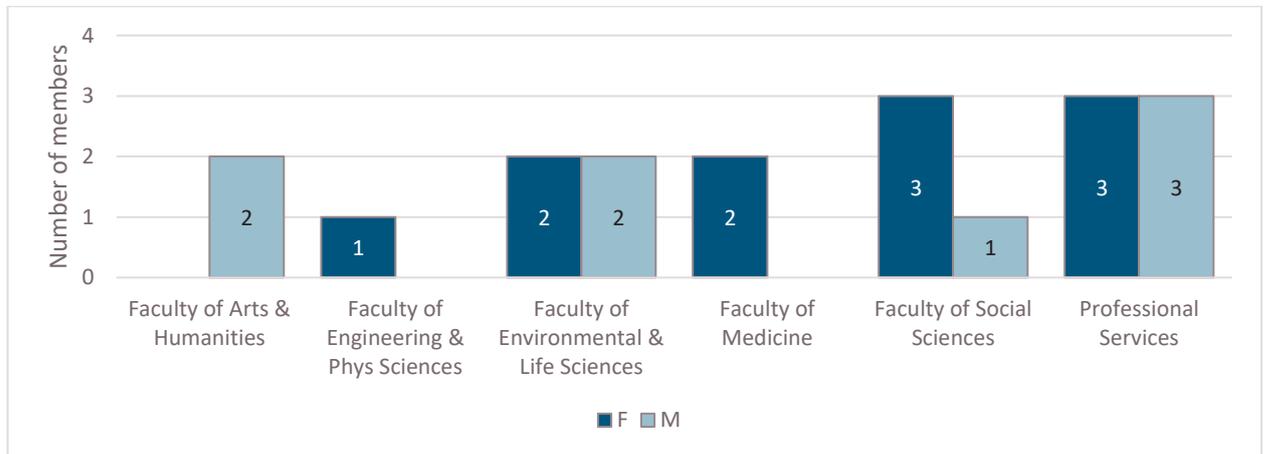


Figure 3.4: SAT membership by department and gender

Table 3.1: Members of the self-assessment team (2020/21)

SAT member	University role(s)	Faculty	SAT role	Notes
Diana Eccles	Dean of Medicine, Professor of Cancer Genetics	Medicine	Chair, Writing	Parent, Ex-departmental AS chair
Jasmin Godbold	Associate Professor in Marine Ecology	Environmental and Life Sciences	Policy and Practice working group	Parent, Part-time, Ex-departmental AS/EDIC chair
Alice Harrison	Senior Teaching Fellow in Law	Social Sciences	Policy and Practice working group	
Sarah Flynn	HR Business Partner	Professional Services	Policy and Practice working group	Parent, Part-time
Stephen Morton	Professor of English	Arts and Humanities	Policy and Practice working group	
Diego Gomez-Nicola	Associate Professor in Neuroimmunology	Environmental and Life Sciences	Academic and Research Staff working group	Parent, Ex-departmental AS/EDIC chair
Maria Kyriacou	Lecturer in Economics	Social Sciences	Academic and Research Staff working group	
Tom Ezard	Associate Professor in Evolutionary Ecology	Environmental and Life Sciences	Academic and Research Staff working group	Parent, Departmental AS/EDIC member
Kinda Ibrahim	Senior Research Fellow in Geriatric Medicine	Medicine	Academic and Research Staff working group	
Gino Graziano	Director, Widening Participation and Social Mobility	Professional Services	Professional and Support Staff working group	Parent
Rachel Fitzearle	Senior Technical Manager, Biological Sciences	Environmental and Life Sciences	Professional and Support Staff working group	Parent, Technician Commitment SAT member
Pauline Leonard	Professor of Sociology, Director, Web Science Inst.	Social Sciences	Consultation, Writing	
Reena Pau	Senior Enterprise Fellow and Outreach Officer	Engineering and Physical Sciences	Consultation, Writing	Parent, Part-time, Departmental AS/EDIC chair
Taposh Roy	Senior Teaching Fellow in Organisational Behaviour	Social Sciences	Consultation	
Daniel Hobson	Teaching Fellow in Graphic Arts	Arts and Humanities	Consultation	Parent, Departmental AS member
Alexander Melhuish	Equality Charters Adviser	Professional Services	Writing	Parent, Part-time, AS panellist
Camilla Gibson	Head of Equality, Diversity and Inclusion	Professional Services	Writing	Parent
Andrew Game-son	Head of Reward, Recognition and Inclusion	Professional Services	Writing	Parent
Sarah Hollow-bread	Director of Human Resources Service Delivery	Professional Services	Writing	Parent

(ii) an account of the self-assessment process

SUCCESSSES	<ul style="list-style-type: none"> Improving Staff Engagement Survey (SES) response rates (46%F, 36%M in 2012; 66%F, 62%M in 2018) Inaugural Staff Diversity Survey in February 2019 (42%F, 32%M response rates)
GAPS	<ul style="list-style-type: none"> Further consultation needed to understand specific issues. More communication and engagement needed with the wider University community

- AS SAT established in current form in September 2018.
- Four working groups focus on specific topics and sections of the submission (**Table 3.2**).
- Regular meetings were held (**Table 3.3**), initially in-person and virtually since March 2020. Working groups are self-organised, meeting outside of SAT meetings. Extensive use has been made of collaborative platforms including SharePoint and Teams.
- Initially, all SAT members contributed to a shared draft and then a smaller writing team assumed responsibility to ensure consistent language, presentation and highlighting of key themes.

Table 3.2: SAT working groups with allocated sections and responsibilities

Working Group	Application sections(s)	Other responsibilities	
Academic and Research Staff	2(ii); 4.1(i-iv); 5.1(i-iv); 5.3(i-iii); 6(xi)	Review departmental submissions for impact, good practice, learning and actions	Refer policy issues to Policy and Practice Group
Professional and Support Staff	4.2(i-iii); 5.2(i-ii); 5.4(i-iii)		Recommend a structure for involving Professional Services in Athena Swan. Refer policy issues to Policy and Practice Group.
Policy and Practice	4.1(v); 5.5; 6(ii-x); 7.		Identify issues with policies and practices and recommend remedial actions
Consultation	6(i)	Review results from departmental QuickCAT and Staff Engagement Surveys Draft survey questions (SDS) Analyse results of consultation Liaise with staff networks and departments Report findings to other working groups	
Project Oversight (Whole SAT)	1; 2(i, iii-v); 3; 6(i, xii); 8; 9.	Sign-off on decisions/progress e.g., survey questions Reporting to EDI Committee	

Table 3.3: Summary of discussions at each SAT meeting

Meeting		Summary of Discussions
2018/19	September 2018	TOR, plans for Staff Diversity Survey (SDS), policy issues, 2016 action plan progress, working groups and members' responsibilities
	January 2019	SDS launch and comms; working groups progress update
	April 2019	SDS response rate and plans for analysing results; working group updates
	July 2019	HR review of draft submission and action plan
2019/20	August 2019	HR review of draft submission and action plan
	October 2019	Submission progress update; Changes to Athena Swan governance agreed
	November 2019	New TOR and membership refresh: SAT now meet separate to AS Forum
	December 2019	Preparations for planning meeting in January
	January 2020	Planning meeting: Working Groups re-established, tasks confirmed
	February 2020	Review of data/content in submission draft, start review of action plan
	March 2020	First remote meeting (COVID-19). Update on working groups' tasks
April 2020	Plans for updating action plan and getting more consultation data	

Meeting		Summary of Discussions
	May 2020	Review of consultation and best practice data from departmental SATs; Action Plan updated with evidenced rationale
	June 2020	Agree submission redrafting sessions; discussion of Covid-19 impacts
	July 2020	HR review of action plan, update on submission redrafting sessions
	August 2020	Review feedback from external submission critique
2020/21	September 2020	Status review; identification of outstanding tasks; review options for deferral to 2021
	October 2020	Confirmation of 2021 deferral. Planning for extra 12 months. Interim action plan explored (i.e., actions now to be prioritised ahead of submission) and key themes refined.
	December 2020	Update on interim action plan priorities (2021/22 promotion process changes, Super Recruiters project, data dashboards) and PRG funding request to support these.
	January 2021	Confirmation of successful funding request. Submission now with core editorial team. Wider SAT tasked with proof-reading, assurance, identifying any additional good practice examples.
	September 2021	Submission substantially complete. Wider SAT to review and quality-assure content.
	October 2021	Open feedback session on Submission content, discussion of action plan

Data

- The SAT and working groups had access to comprehensive data to support their work. Data covers the 2013/14 to 2020/21 academic years:
- Annual snapshot data (e.g., staff numbers) from 1 December each year.
- Periodic data (e.g., starters/leaver data, training uptake) based on HESA academic years (1 August to 31 July)
- All figures are [Full-Person Equivalent](#) (FPE) unless stated otherwise.
- Some supplementary data analysed by the SAT (e.g., training evaluations, exit questionnaires) did not include information on gender and other demographics (**Action EU.1**).
- Through the self-assessment process, we have recognised the limitations of snapshot data for documenting experiences at an individual level, where longitudinal cohort analysis could provide more insight, and help us better understand where to focus resources to retain and develop more women in the University (**Action EU.2**).

Action EU.1 Compile and implement a common set of demographic questions for all surveys and evaluation forms across the institution.

Action EU.2 Conduct quantitative and qualitative cohort (longitudinal) analysis by gender to identify career choices and career progression differences, and motivating/influencing factors, over an extended period (10+ years), including: i) Promotion outcomes over time, ii) Fixed term contract end reasons (women appear more likely to resign), iii) Progression of P&S staff, and iv) Maternity up-take and length.

Internal consultation

- Surveys analysed by consultation working group, and presented throughout:
 - Biennial **Staff Engagement Survey** (SES) results from 2012-2018. Conducted independent of AS but analysed in self-assessment. SES response rates have increased over time; women are more likely to respond (**Table 3.4**).
 - **Staff Diversity Survey** (SDS) run for the first time in February 2019, complementing SES data. Response rates lower than SES (43% of all staff) (**Table 3.5**).
 - Qualitative, experiential evidence collected through internal networks and AS Forum, including identifying impact, learning and best practice from departmental submissions.

Table 3.4: Staff Engagement Survey response rates as a percentage of all staff by gender 2012-2018

Respondents	2012	2014	2016	2018
Women	1,353	1,572	2,283	2,063
<i>% of F staff</i>	46%	49%	72%	66%
Men	975	1,179	1,746	1,689
<i>% of M staff</i>	36%	40%	59%	62%
Prefer not to say	307	291	315	407
Overall response rate	46%	49%	68%	69%

Table 3.5: Latest survey response rates (SES 2018 and SDS 2019) by gender and discipline

Gender	SES2018			SDS2019		
	AHSSBL	STEMM	P&S	AHSSBL	STEMM	P&S
Women	258	844	957	178	615	608
<i>% of F staff</i>	62%	60%	69%	35%	44%	44%
Men	209	930	547	120	525	308
<i>% of M staff</i>	53%	57%	65%	26%	32%	36%
Prefer not to say	89	157	161	24	63	33
Overall response rate	72%	64%	74%	33%	40%	42%

External reviewers

- Professor Averil MacDonald reviewed an early submission draft in August 2019.
- Dr Sean McWhinnie reviewed a submission draft in August 2020 and supported the SAT's work thereafter.

Submission Sign Off

This submission has been approved by EDIC and the action plan approved by UEB.

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

The AS SAT will meet quarterly to monitor action plan implementation, increasing to monthly ahead future submissions.

Action plan implementation, monitoring and communication

- Minutes will record progress, highlight examples of best practice, and record learning points from faculty and school EDI committee minutes.
- AS annual report to SAT/AS Forum and EDIC.
- Institutional SAT reports shared with Faculty EDI committees for school level communication. Communications representatives share with University community through internal networks, AS SharePoint site and regular staff newsletters.
- There are areas where further consultation is needed to understand specific issues identified in this submission, and to engage more regularly with the wider University community (**Action EU.3**). We recruited specific roles to the central EDI team in November 2021 to address this.

Action EU.3 Utilise newly appointed engagement roles in the central EDI team to conduct consultation exercises to supplement existing quantitative and qualitative data with more detailed experiential evidence to help us fill gaps in understanding identified in this submission. Feedback results to AS SAT to shape the delivery of the action plan.

- We will review the ToRs and membership of the SAT during 2022, focusing on succession planning, role rotation, representation and the requirements of the transformed AS charter (**Action EU.4**).

Action EU.4.1 Revise the institutional AS SAT terms of reference to reflect the transformed AS charter, improved institutional EDI governance and maximise the benefits of the significant University investment in EDI resources. Including, i) the introduction of co-Chairs to ensure resilience, continuity and experience, ii) the introduction of defined term lengths and term limits to ensure role rotation, iii) the balance of membership required by the transformed AS charter, iv) the SAT recruitment process and v) reaffirm work-load protection and recognition for SAT members (minimum 2.5%FTE, increasing to 10%FTE ahead of submissions).

Action EU.4.2 Explore opportunities to create more efficiency between institutional SATs (e.g., Race Equality Charter, Concordat, Technician Commitment).

Departmental support

- AS Forum includes representatives from schools/departments yet to apply for an AS award, helping to support them in preparing their first submission.
- We will have particular focus on identifying and supporting PTO departments under the transformed AS charter (**Action EU.5**).
- EDI Team will continue to provide support to departments preparing submissions.

Action EU.5.1 Evaluate the new Professional, Technical and Operational Athena Swan application process and identify directorates for applications from 2023 onward

Action EU.5.2 Contingent on success of AdvanceHE pilot, submit first applications for PTO Directorate Athena Swan awards

4. A PICTURE OF THE INSTITUTION

SECTION WORD COUNT: 3,143 WORDS; RUNNING TOTAL: 5,032 WORDS

Figure 4.1 shows the University’s job families and grading structure. Staff are presented as ‘Academic and Research’ (A&R) or ‘Professional and Support’ (P&S) based on job family:

Category	Job Family
A&R	Education, Research and Enterprise (ERE), including hourly-paid academic staff (ACAP)
	Research Nurse (RESN)
	Clinical (CLIN), mapped on a best-fit basis to equivalent University grades
P&S	Management, Specialist and Administrative (MSA)
	Technical and Experimental (TAE)
	Community and Operational (CAO)

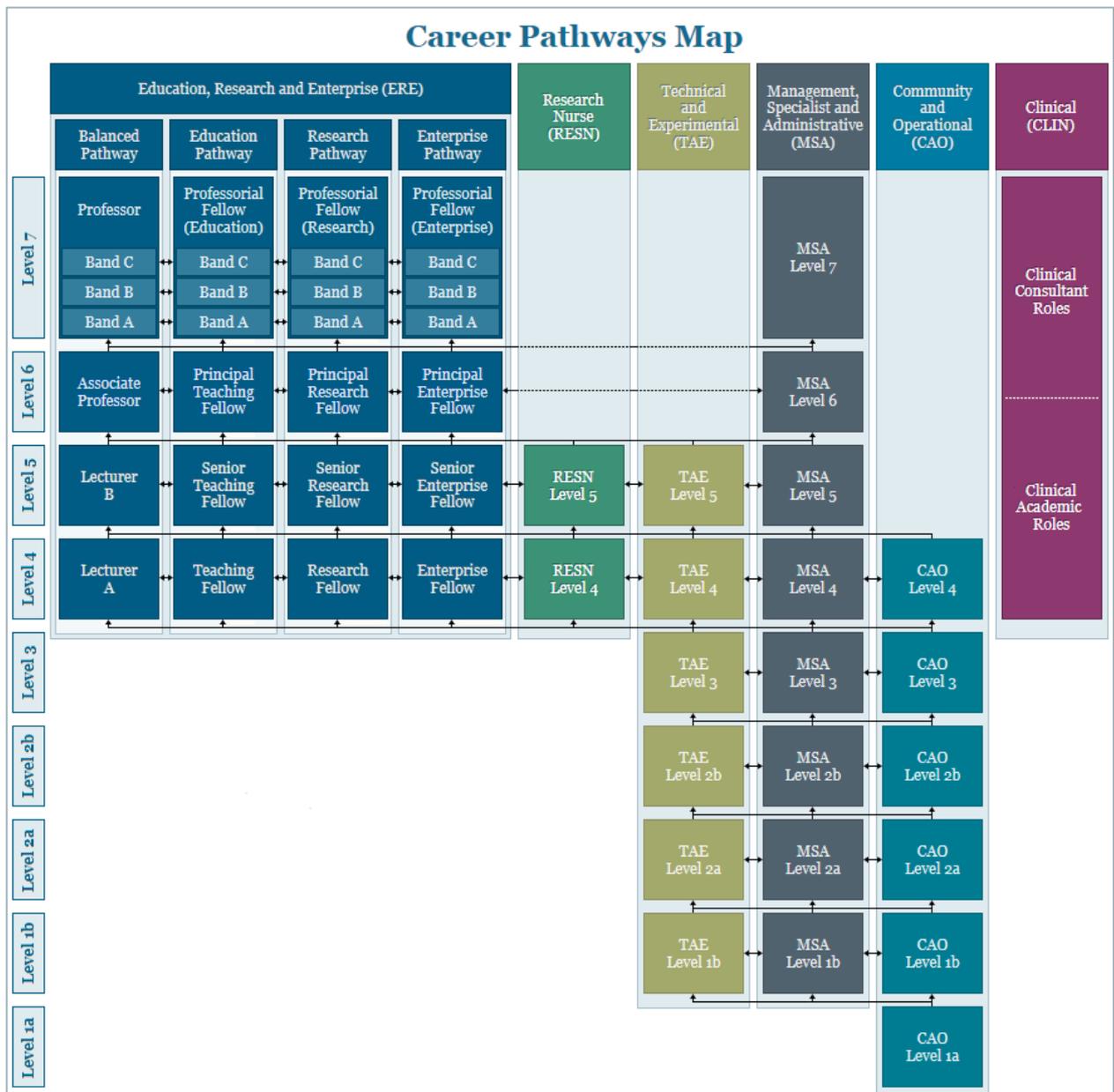


Figure 4.1: UoS job families and career pathways. Arrows indicate potential movement between job families, pathways and grades (promotion). Diagonal movement is also possible. L1a to L6 map to XperTHR P-I; L7 maps to UCEA contract levels 5A/5B-1.

Table 4.1: Total FPE and percentage female for all staff by job family and grade (2020/21)

Grade	Academic and Research Staff						Professional and Support Staff						Overall	
	ERE		CLIN		RESN		TAE		MSA		CAO			
	FPE	%F	FPE	%F	FPE	%F	FPE	%F	FPE	%F	FPE	%F	FPE	%F
Level 7	506	23.0	60	30.0					31	64.5			597	25.9
Level 6	534	34.9	34	38.2					72	59.7			640	37.9
Level 5	699	48.3	11	45.5	1	100.0	35	14.3	331	56.3			1,077	49.7
Level 4	865	44.8	30	60.0	14	100.0	122	35.7	627	67.2	9	11.1	1,765	53.3
Level 3							148	36.7	549	75.4	56	14.3	753	63.2
Level 2b							35	51.4	497	79.3	41	28.4	573	74.0
Level 2a							16	43.8	105	66.8	79	63.1	200	63.5
Level 1b							3	33.3	36	64.8	58	14.1	98	33.6
Level 1a											309	70.5	309	70.5
Hourly-paid*	99	56.6											99	56.6
Total	2,702	40.1	135	40.0	15	100.0	359	35.9	2,248	69.9	552	53.7	6,011	52.4

Note: The responsibilities of hourly-paid teaching staff (ACAP) are generally aligned with ERE L4 but, for the purposes of clarity, they are treated as separately in this submission.

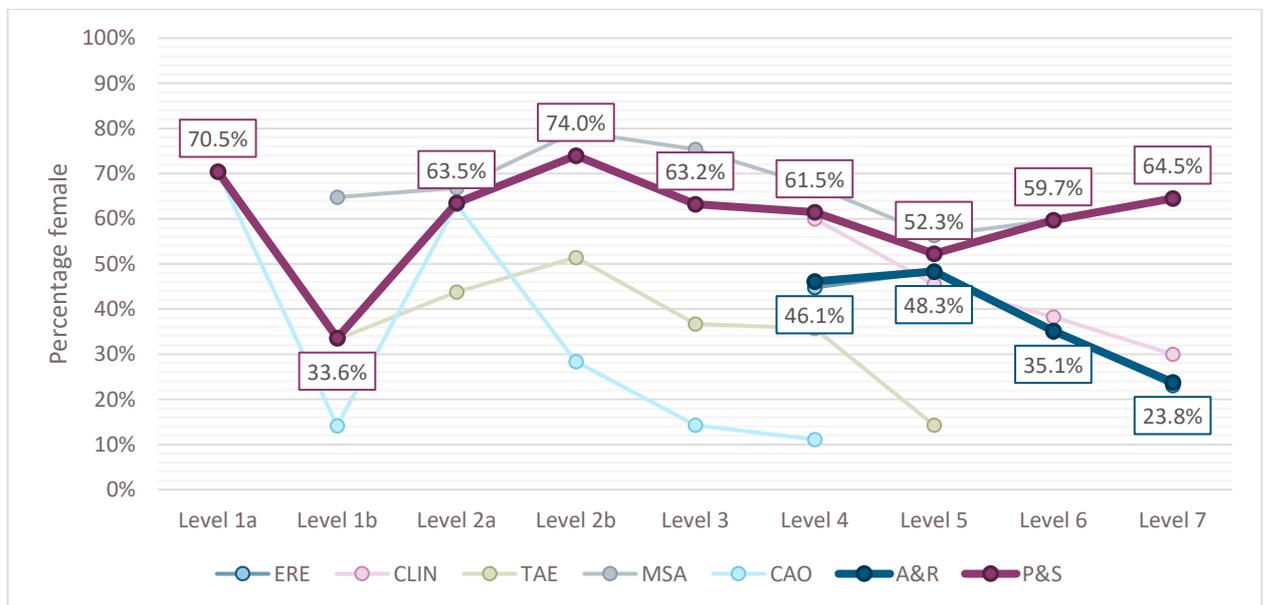


Figure 4.2: Percentage female representation by grade and job family with A&R and P&S aggregates overlaid (2020/21)

4.1. ACADEMIC AND RESEARCH STAFF DATA

(i) Academic and research staff by grade and gender

SUCSESSES	<ul style="list-style-type: none"> • Increase from 52 (14.7%) to 85 (20.4%) female professors in STEMM between 2014/15 and 2020/21 whilst maintaining female representation at L4-6. • 12.3% of female A&R staff are now professors, compared to 8.8% in 2014/15. • Proportions of L5+ men and women working part-time have both increased by approx. 1/5th since 2014/15, indicating greater normalisation of flexible working. • Strategic commitment to grow numbers of women in STEMM 2022-2027; introduction of <i>Academic Fellowship Scheme</i> from 2022.
GAPS	<ul style="list-style-type: none"> • Rates of women promoted to L6 and L7 have plateaued since 2017/18. • Leaky pipelines remain evident. • A&R women are underrepresented relative to the sector, particularly in STEMM.

A key objective has been to address female under-representation in senior A&R grades by:

- introducing new career pathway routes (see **4.1(iii)**)
- revising our promotion processes (see **5.1(iii)**)
- ensuring regular, meaningful appraisals (see **5.3(ii)**)
- encouraging mentoring (see **5.3(iii)**), and
- seeking greater gender and ethnic diversity of senior management (see **5.1(i)**, **5.6(iii)**).

Athena Swan award holding schools have also developed initiatives with positive impact.

- Women are better represented in AHSSBL (47.5%F) than STEMM (37.2%F). In both cases a leaky pipeline is evident – women’s representation falls beyond L5 (**Figure 4.3**).
- Work to improve female promotion application rates (see **5.1(iii)**) has increased the number of women and their representation at L7 in STEMM, with no loss of representation in lower grades, but impacts have been less durable or less pronounced elsewhere (**Figure 4.4**, **Figure 4.5**).
- Female representation is generally below HESA benchmarks across a range of measures, more so in STEMM (5.6pp underrepresentation vs HESA) than AHSSBL (3.2pp underrepresentation vs HESA) (**Table 4.2**). Normalizing for cost-centre sizes indicates this is partly attributable to the over-representation of male-dominated subject areas at Southampton.
- Recognising this, as part of strategic planning in 2021, we have committed to growing the number of women in STEMM from 2022-2027, boosting our talent pipeline, alongside introduction of our *Academic Fellowship Scheme* from 2022 (see **5.3(iii)**).
- Female representation at L7 improved relative to HESA data until 2017/18 but has fallen since (**Table 4.2**), reflecting earlier success, but a more recent plateau in rates of women promoted to L6 and L7 since 2017/18 (see **5.1(iii)**).

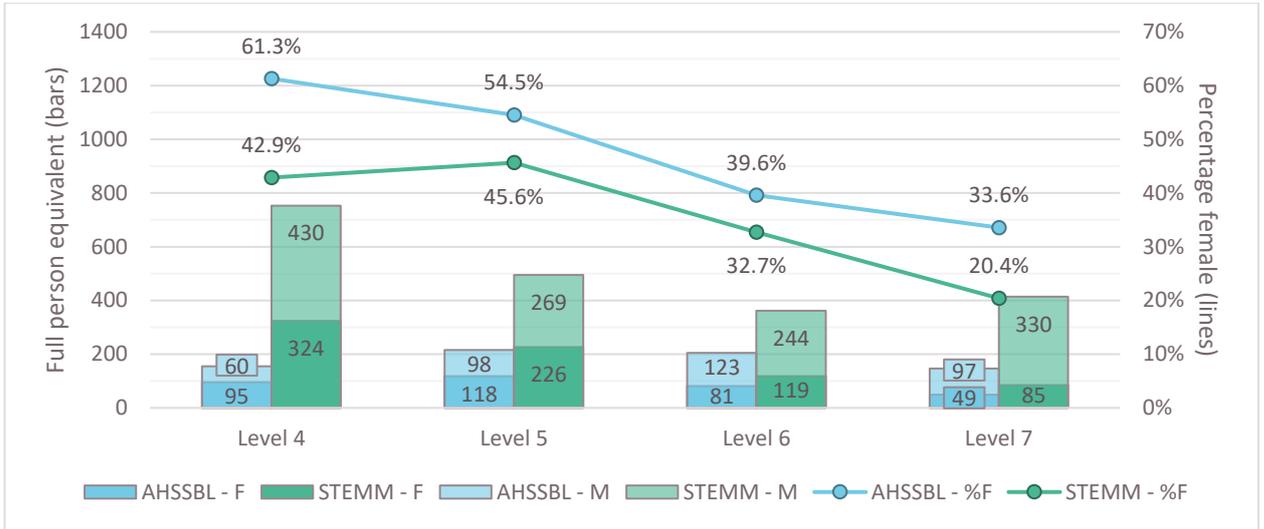


Figure 4.3: Number (FPE) of A&R staff by grade, gender and discipline, with female representation overlaid (2020/21)

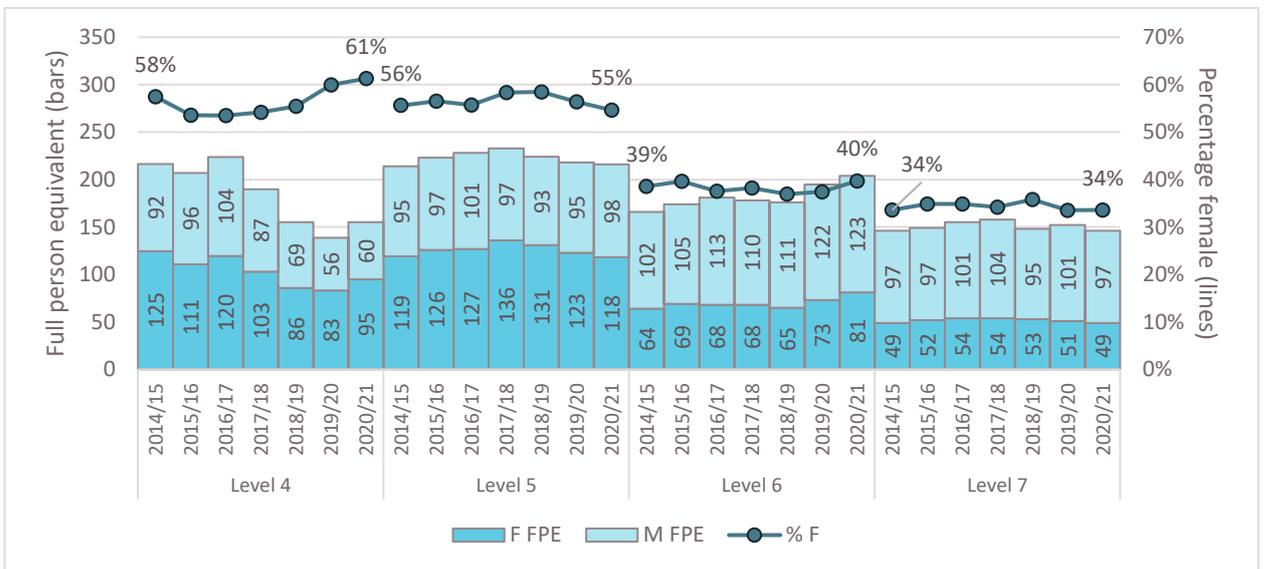


Figure 4.4: Annual trend in AHSSBL FPE by grade and gender, with female representation overlaid (2014/15 to 2020/21)

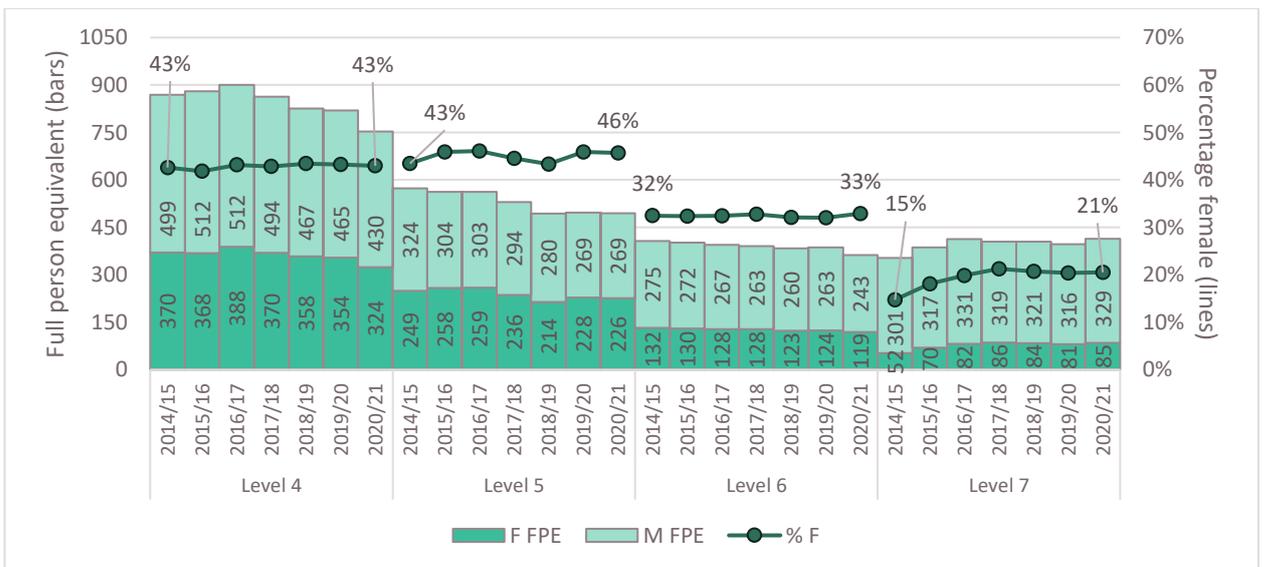


Figure 4.5: Annual trend in STEMM FPE by grade and gender, with female representation overlaid (2014/15 to 2020/21)

Table 4.2: Female representation compared with HESA data for all UK HEIs

		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
AHSSBL	Southampton	50.9%	49.5%	48.5%	48.8%	49.4%	47.9%	48.7%
	HESA - All UK HEIs	49.5%	49.9%	50.1%	50.4%	50.8%	51.1%	No data
	Difference	+1.4pp	-0.4pp	-1.6pp	-1.6pp	-1.4pp	-3.2pp	n/a
STEMM	Southampton	36.4%	37.1%	37.8%	37.4%	37.0%	37.5%	37.2%
	HESA - All UK HEIs	41.2%	41.4%	41.9%	42.2%	42.6%	43.1%	No data
	Difference	-4.8pp	-4.3pp	-4.1pp	-4.8pp	-5.6pp	-5.6pp	n/a
Profs.	Southampton (All L7)	21.2%	23.8%	24.5%	25.0%	24.6%	24.1%	23.8%
	HESA - All UK HEIs (Profs)	23.1%	23.9%	24.6%	25.5%	26.7%	27.7%	No data
	Difference	-1.9pp	-0.1pp	-0.1pp	-0.5pp	-2.1pp	-3.6pp	n/a
All A&R	Southampton	39.4%	39.7%	40.1%	40.0%	39.6%	40.7%	40.5%
	HESA - All UK HEIs	44.9%	45.2%	45.6%	45.8%	46.2%	46.7%	No data
	Difference	-5.5pp	-5.5pp	-5.5pp	-5.8pp	-6.6pp	-6.0pp	n/a
	HESA - All UK HEIs (rebalanced)	41.1%	41.4%	41.9%	42.0%	42.3%	42.8%	No data
	Difference (vs rebalanced)	-1.7pp	-1.7pp	-1.8pp	-2.0pp	-2.7pp	-2.1pp	n/a

Full-time and part-time working

- Except at AHSSBL L4 and L7, women are more likely to work part-time than men, with statistically significant differences at STEMM L4, L5 and L6 and AHSSBL L5 (Figure 4.6, Figure 4.7). Differences are particularly large at L5; 25pp in AHSSBL, 31pp in STEMM.
- Proportions of both men and women working part-time have tended to increase since 2014/15 in AHSSBL and STEMM at L5+. These data suggest increasing normalisation of flexible working for those in established roles, but not in higher-turnover L4 roles.
- Falls in part-time working rates at L5 and L6 (but not L7) in AHSSBL and STEMM in 2020/21 reflect the outcomes of a voluntary severance exercise, the terms of which were more attractive to part-time staff in these grades as the scheme was based on statutory redundancy pay.

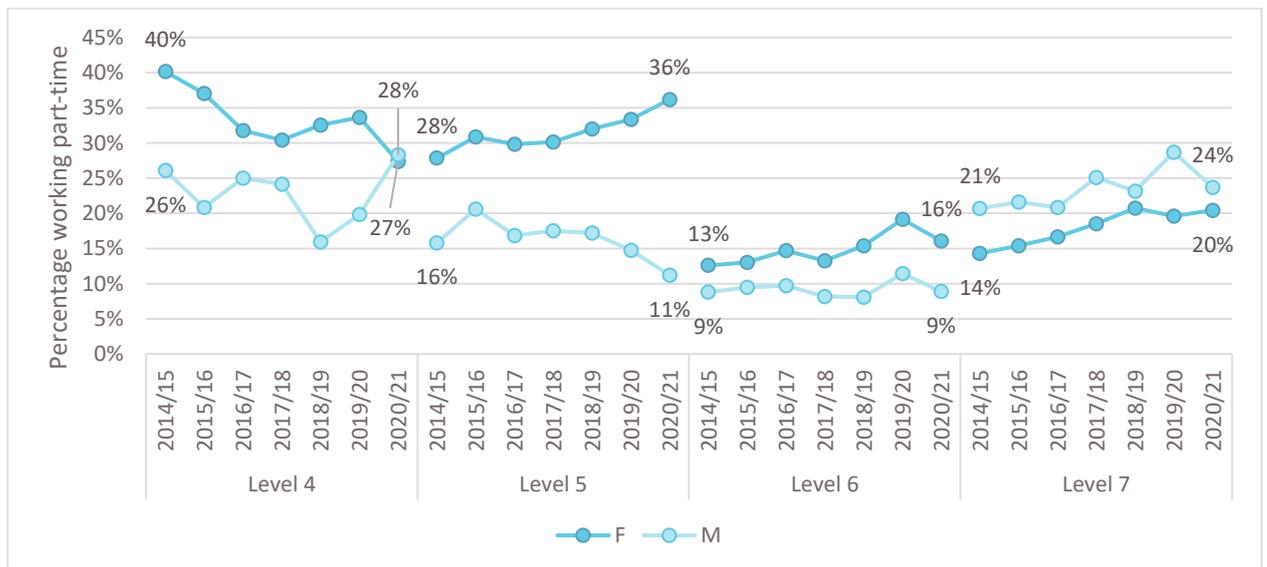


Figure 4.6: Percentage of AHSSBL A&R staff working part-time by grade and gender (2014/15 to 2020/21).

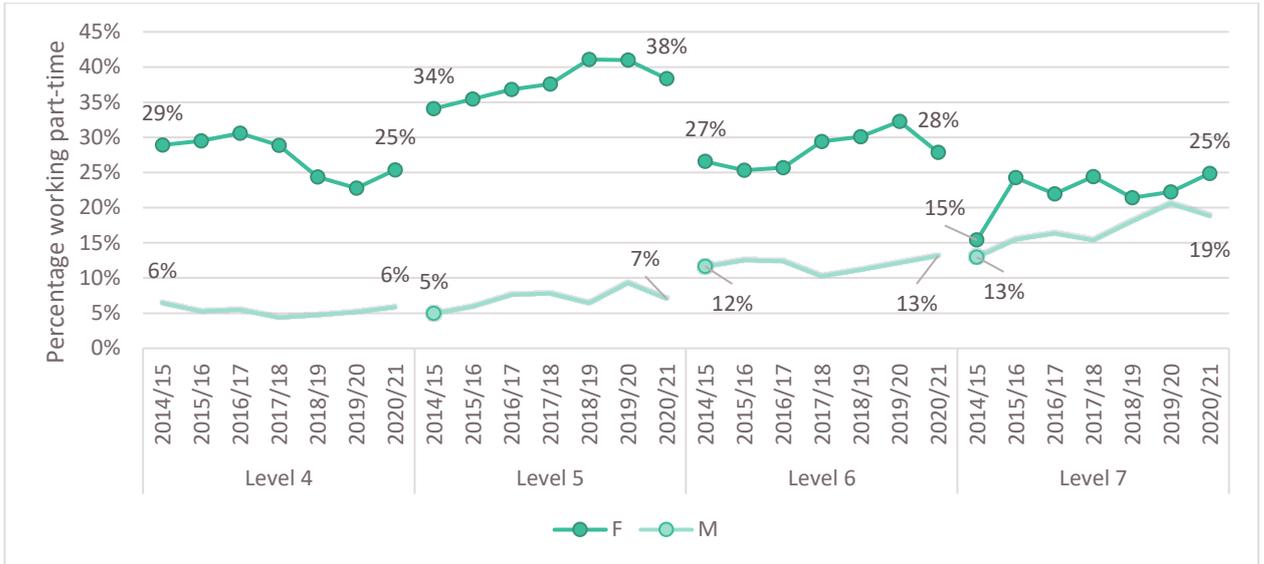


Figure 4.7: Percentage of STEM A&R staff working part-time by grade and gender (2014/15 to 2020/21).

Intersection with age

- Mean and median ages of women are slightly higher than men in every grade except AHSSBL L4 and STEM L7 (Figure 4.8, Figure 4.9, Figure 4.10). Age profile differences are most pronounced in STEM. They are statistically significant (non-parametric test) at AHSSBL L6 and STEM L4, L5 and L6.
- These data evidence the existence of barriers to entry and progression for women, particularly in STEM, and provide strong circumstantial evidence of delayed career progression linked to maternity and childcare responsibilities, typically arising in a person’s 30’s and 40’s.
- That these gaps are not present at L7 could be caused by many factors. We will investigate the differences between cohorts who are promoted (or not) to professor to understand better what factors affect progression to L7 (Action EU.2).

Action EU.2

Conduct quantitative and qualitative cohort (longitudinal) analysis by gender to identify career choices and career progression differences, and motivating/influencing factors, over an extended period (10+ years), including: i) Promotion outcomes over time, ii) Fixed term contract end reasons (women appear more likely to resign), iii) Progression of P&S staff, and iv) Maternity up-take and length.

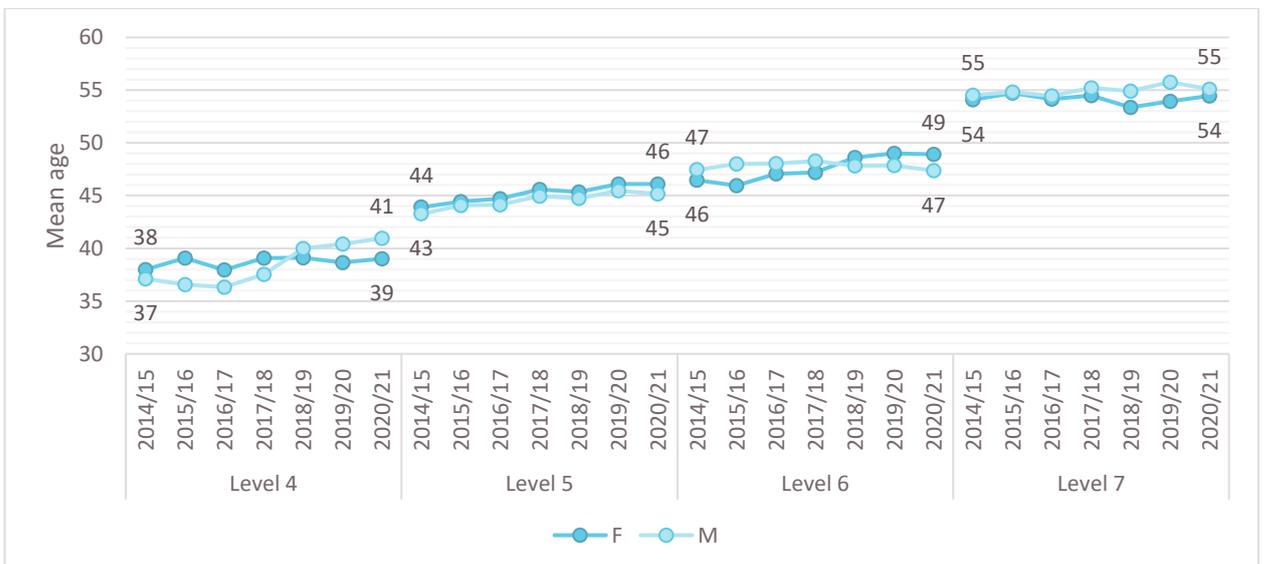


Figure 4.8: Mean age of AHSSBL A&R staff by grade and gender (2014/15 to 2020/21)

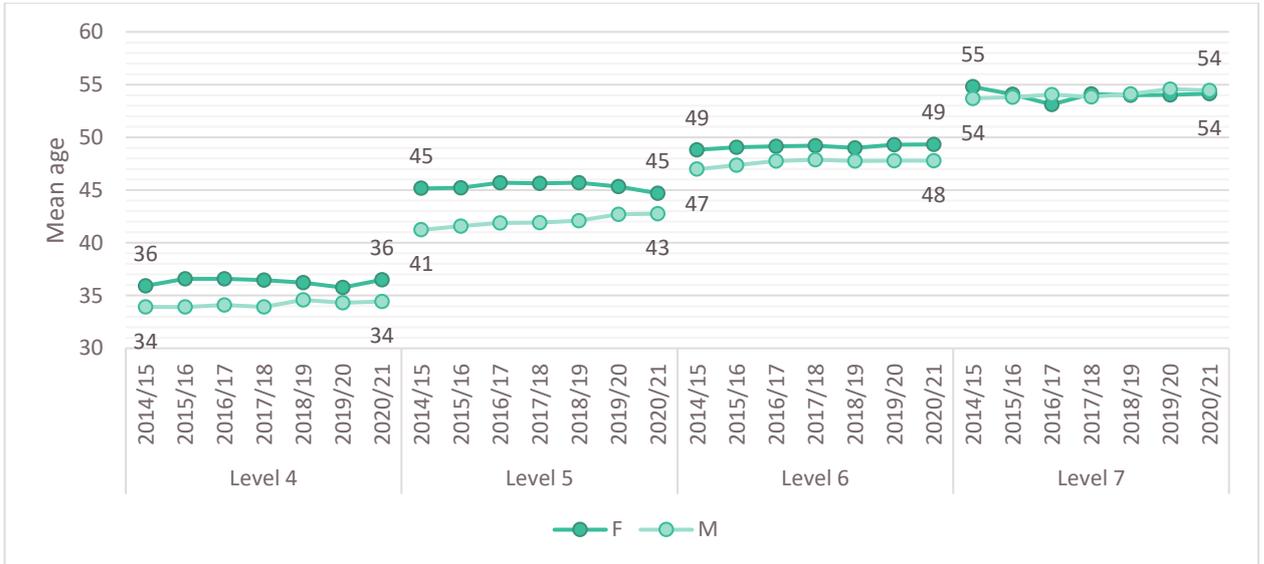


Figure 4.9: Mean age of STEMM A&R staff by grade and gender (2014/15 to 2020/21)

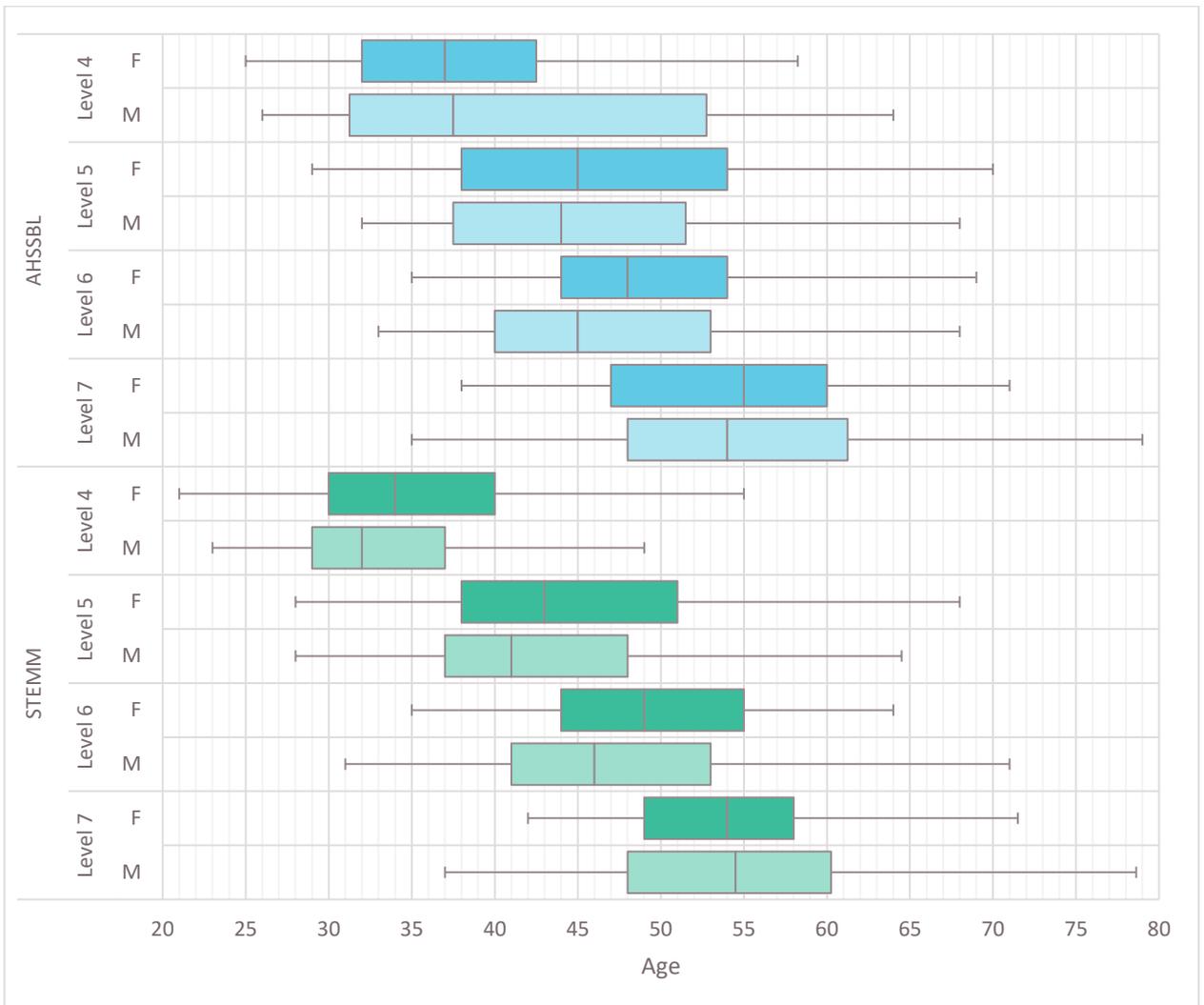


Figure 4.10: Box and whisker plot showing age ranges of A&R staff by discipline, grade and gender (2020/21)

Intersection with ethnicity

- For both men and women, international minority ethnic representation has increased steadily since 2014/15, with female representation rates broadly equivalent to male representation in AHSSBL, but approximately half of male rates in STEMM. UK minority ethnic representation is similar for women and men, and generally stable over time (Figure 4.11).

- For both men and women, international minority ethnic representation decreases as seniority increases, unlike UK minority ethnic representation, which is relatively stable across grades (**Figure 4.12**).
- Overall, female minority ethnic representation is lower than male minority ethnic representation at AHSSBL L7 and STEMM L4, L5 and L7, primarily driven by differences in international minority ethnic representation. The differences are statistically significant for STEMM L4 and L5 (both χ^2 , $P < .001$).
- These data suggest barriers to progression for international minority ethnic staff, irrespective of gender. It is not clear whether this is an issue of retention or progression; this will be considered in our upcoming REC submission.

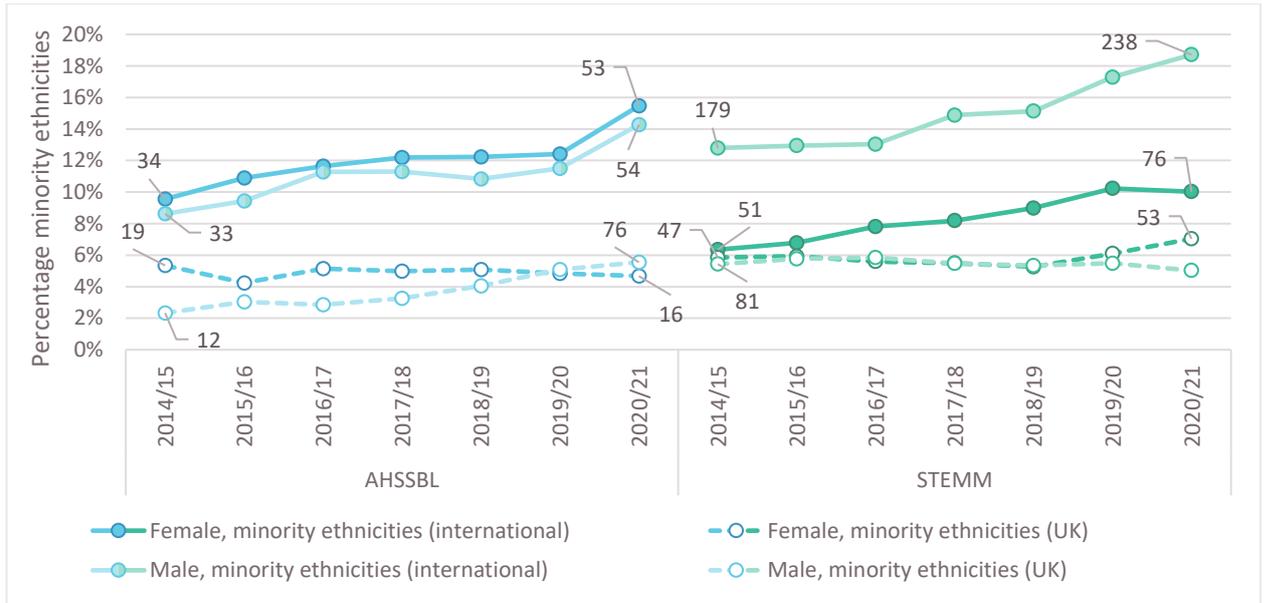


Figure 4.11: Proportion of A&R staff who are from minority ethnicities (international and UK) by discipline and gender (2014/15 to 2020/21)

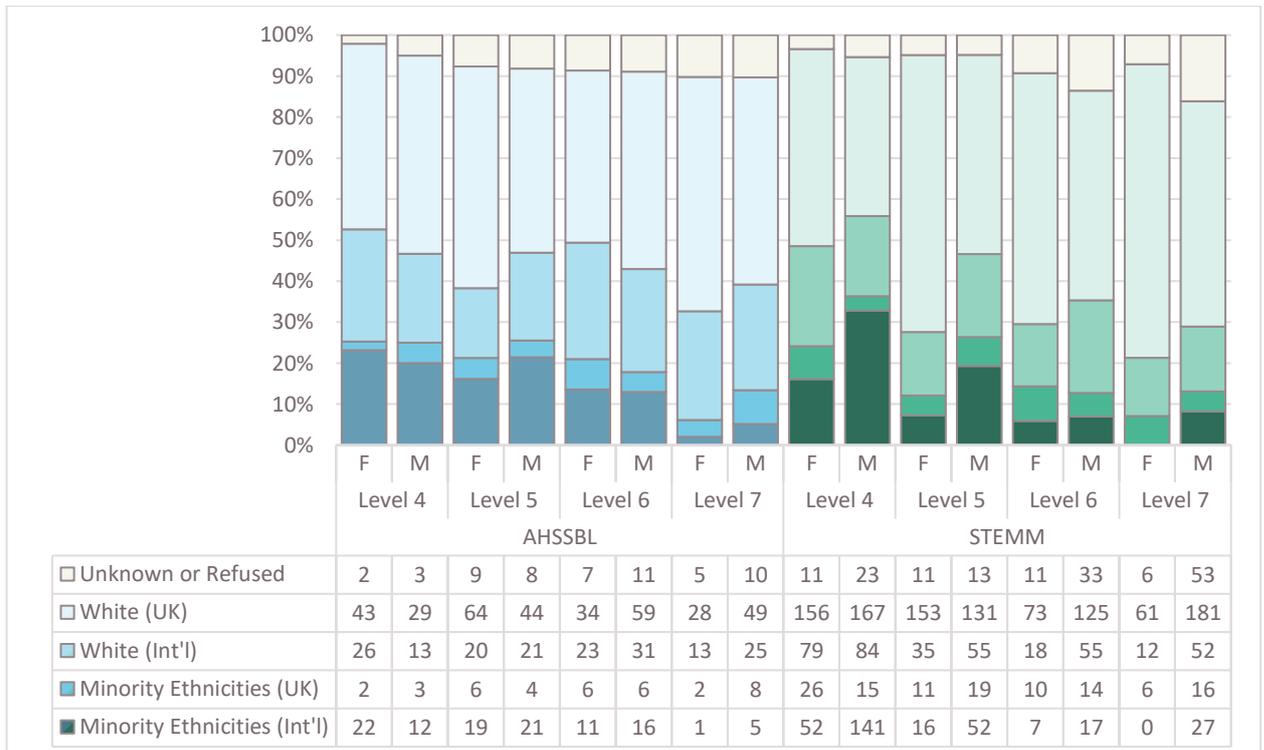


Figure 4.12: Ethnicity of A&R men and women (International and UK) by discipline, grade and gender (2020/21)

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

SUCCESSES	<ul style="list-style-type: none"> 18% fewer A&R staff employed on FTC in 2020/21 compared to 2014/15 whist open-ended contracts have been maintained at 2014/15 levels. Women are less likely than men to be employed on FTCs at most levels. Since 2016/17 all women at L6 and L7 in AHSSBL have been employed on OECs.
GAPS	<ul style="list-style-type: none"> FTCs remain predominant at L4, particularly in STEMM. 80% of A&R recruitment is to FTCs. Around 6% of FTCs are converted to OECs each year, but process is not proactive.

University policy is that appointments will be made or renewed as FTCs only where this can be justified. Reasons include funding constraints and cover for absence (e.g., family leave, long-term sickness).

- 33.3% of all A&R staff (35.5%F, 31.9%M) are employed on FTCs, down from 38.0% (37.8%F, 38.0%M) since 2014/15 as usage of FTCs has reduced in both AHSSBL and STEMM (Figure 4.13).
- 85.1% of A&R FTCs (84.6%F, 85.5%M) are on the research pathway. Women appear less likely than men to be employed on FTCs by pathway in AHSSBL and STEMM, but differences are not statistically significant (Figure 4.17, Figure 4.18, Figure 4.19).
- 94.8% of A&R FTCs (96.7%F, 93.5%M) are at L4 or STEMM L5. Proportionately fewer women than men are employed on FTCs at every grade in AHSSBL and STEMM, except among the small number of FTCs at AHSSBL L5 (Figure 4.14). This pattern is consistent over time (Figure 4.15, Figure 4.16).
- AHSSBL shows increased FTC usage at L4 on the education pathway in 2020/21 (Figure 4.15, Figure 4.18) due to additional short-term recruitment related to the COVID-19 pandemic.
- Overall, 80% of A&R recruitment is to FTCs (Figure 4.20), primarily due to research contract funding constraints.



Figure 4.13: Number (FPE) of A&R staff employed on FTCs by discipline and gender (2014/15 to 2020/21)

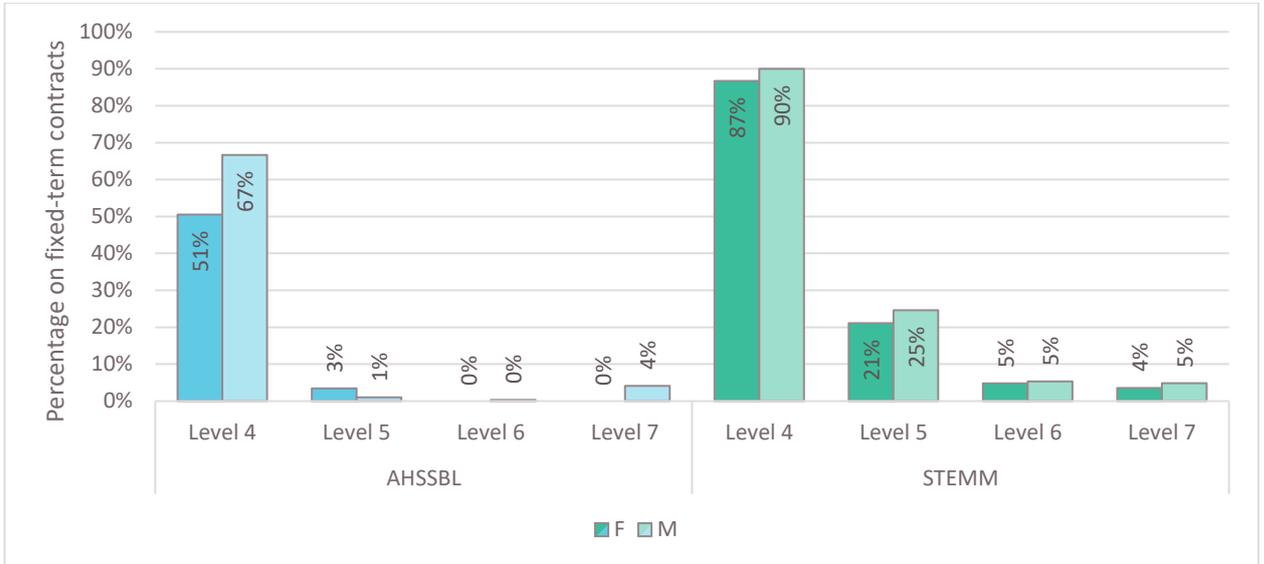


Figure 4.14: Proportion of A&R staff employed on FTCs by discipline, grade and gender (2020/21)

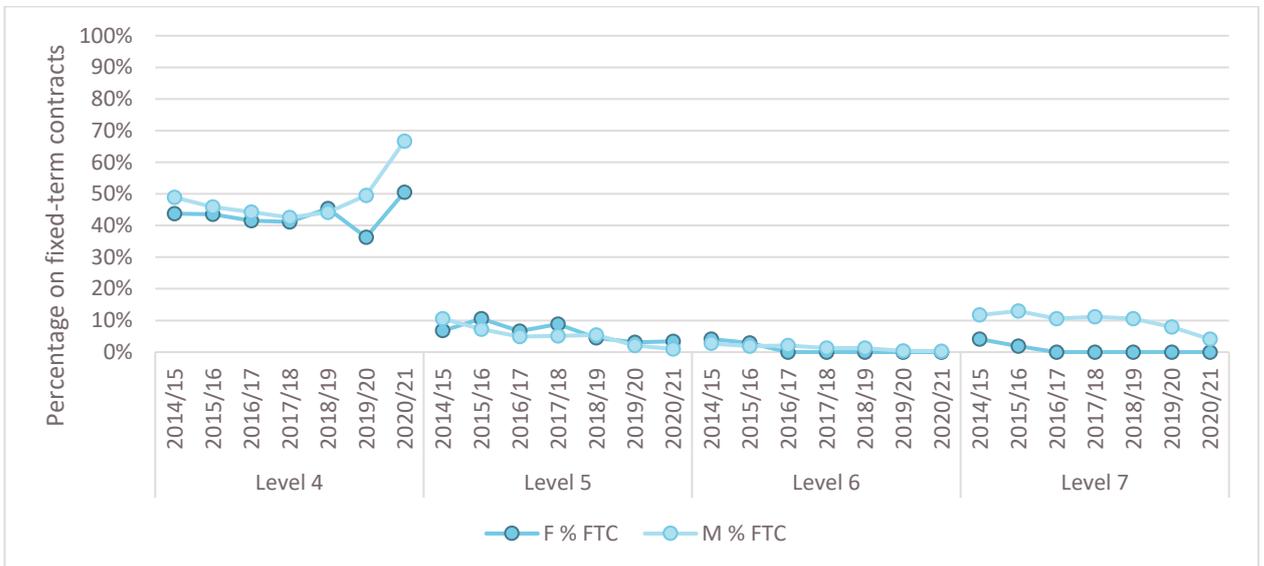


Figure 4.15: Proportion of AHSSBL A&R staff employed on FTCs by grade and gender (2014/15 to 2020/21)

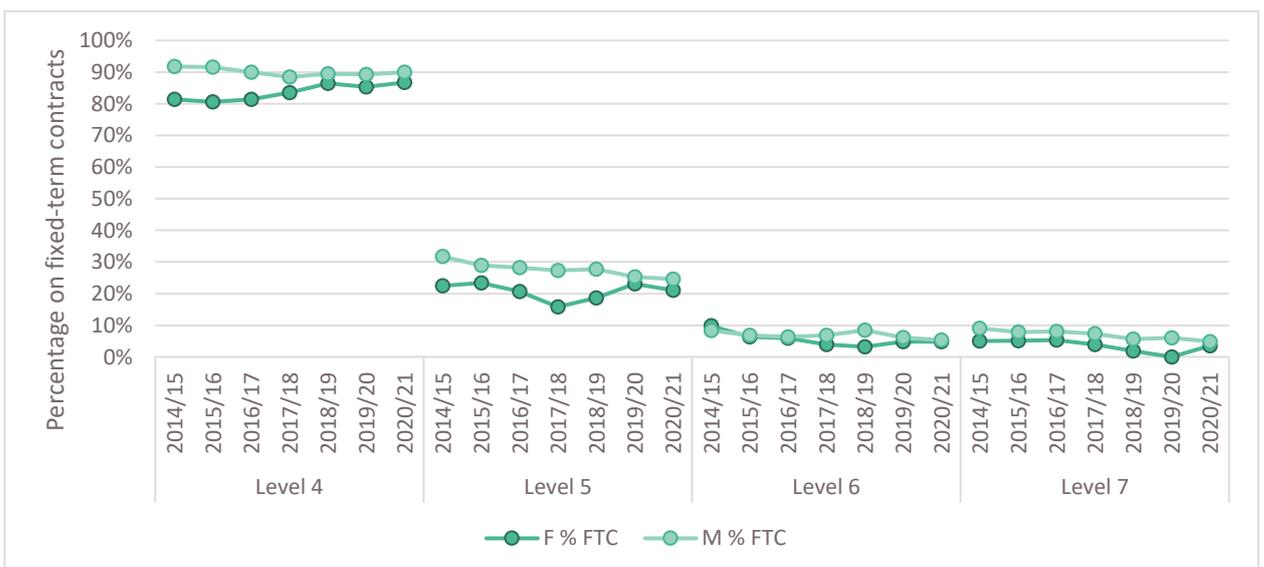


Figure 4.16: Proportion of STEMM A&R staff employed on FTCs by grade and gender (2014/15 to 2020/21)

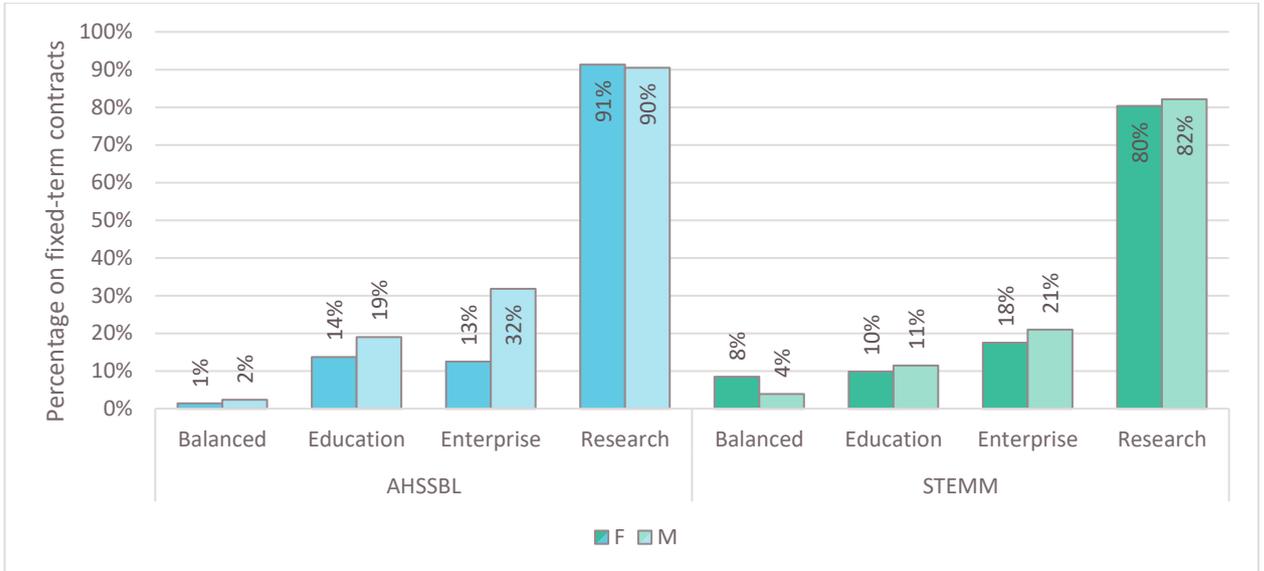


Figure 4.17: Proportion of A&R staff employed on FTCs by discipline, pathway and gender (2020/21)

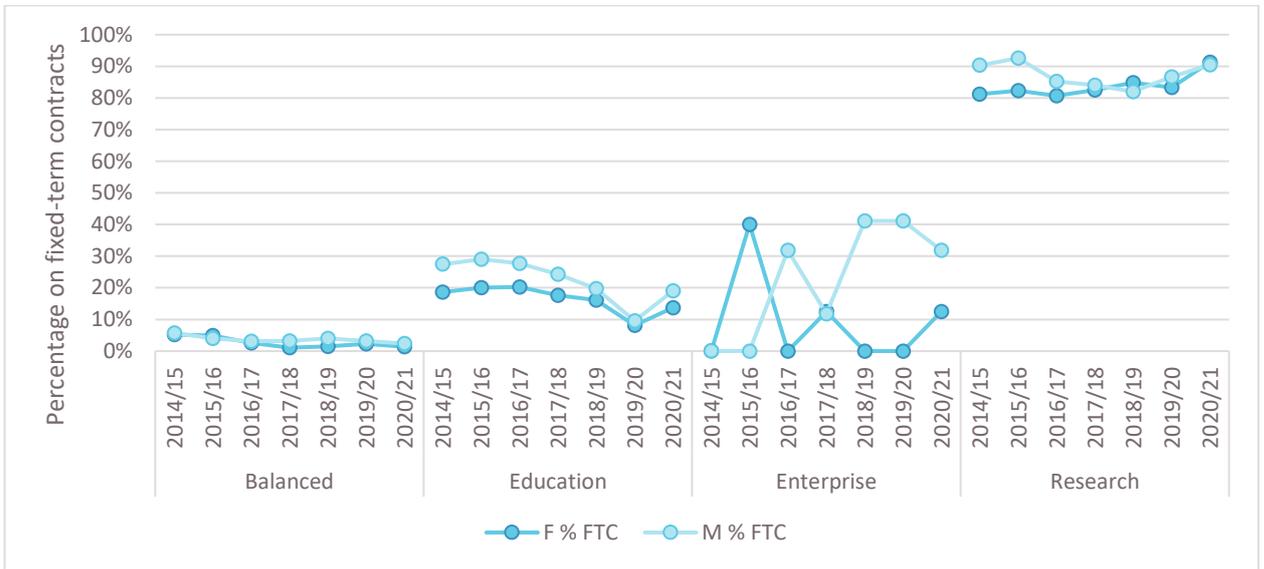


Figure 4.18: Proportion of AHSSBL A&R staff employed on FTCs by pathway and gender (2014/15 to 2020/21)

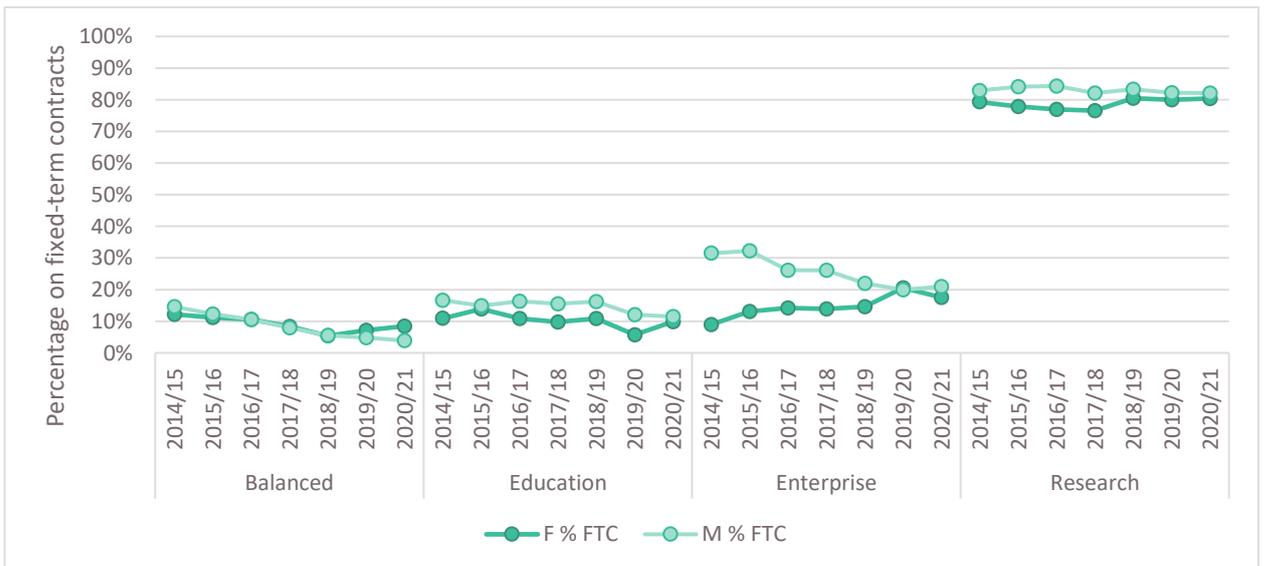


Figure 4.19: Proportion of STEMM A&R staff employed on FTCs by pathway and gender (2014/15 to 2020/21)

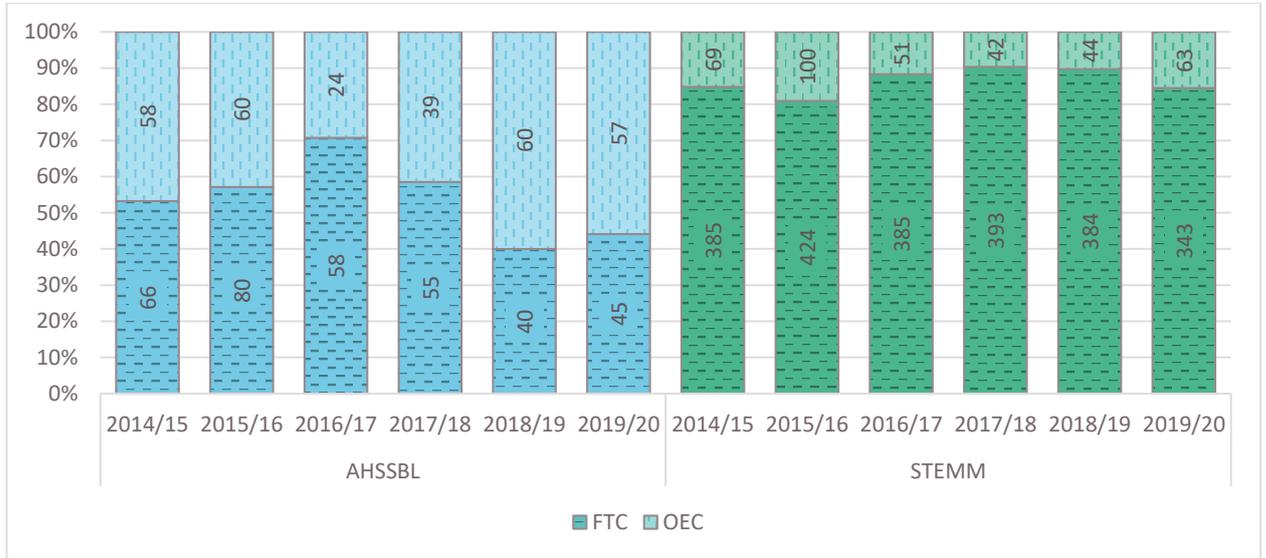


Figure 4.20: Proportion and number of vacancies advertised by contract type and discipline (2014/15 to 2019/20)

Employees on FTCs with four years' service and at least one renewal may request conversion to OEC.

- AHSSBL is proportionately more successful than STEMM in converting FTCs to OECs (10.9% and 4.8% average annual conversion, respectively) (**Figure 4.21**).
- Women appear marginally more likely to be converted from FTC to OEC, but differences are not statistically significant.
- Of FTC employees in 2014/15 over two-thirds had left the University by 2020/21. Of those still employed by the University in 2021/21 the majority were on OECs, but a significant minority are still employed on FTCs (**Figure 4.22**).

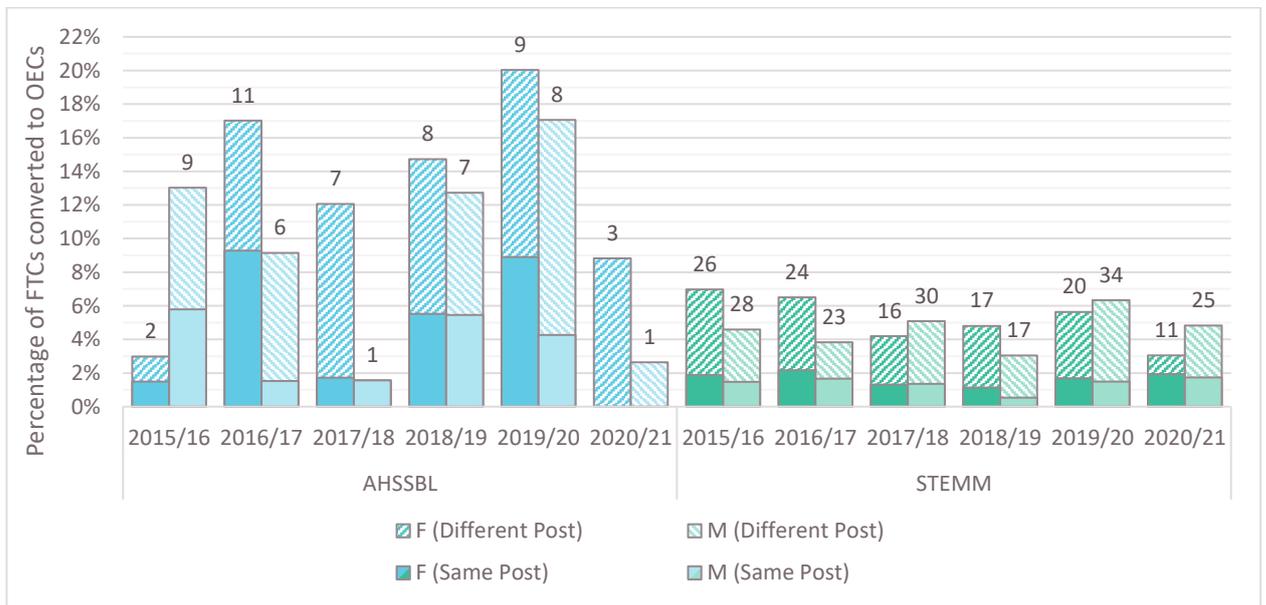


Figure 4.21: Annual conversion rate of fixed-term contracts to open-ended contracts by gender and discipline (2015/16 to 2020/21; labels show total number of conversions)

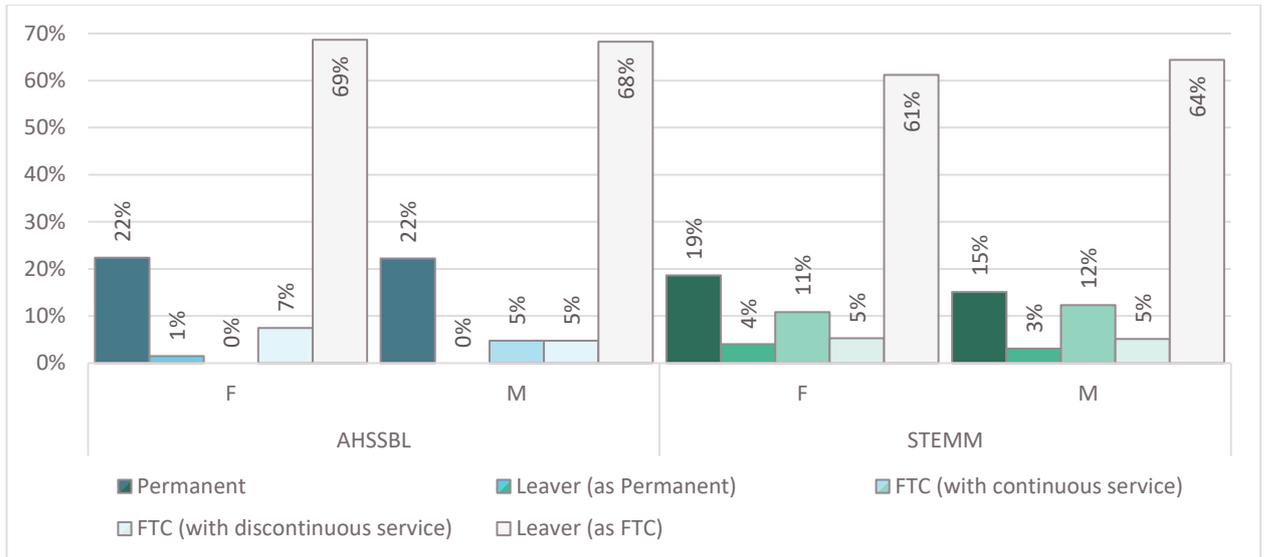


Figure 4.22: 2020/21 status of A&R staff who were employed on fixed-term contracts in 2014/15 dataset, by discipline and gender

UoS signed the revised *Researcher Development Concordat* in November 2020, committing to seeking to improve job security for researchers through greater use of OECs and implementing more effective re-deployment processes.

Following submission of our *Concordat* action plan in November 2021, work has begun on a multi-year project to increase the use of OECs and to define a better, more proactive policy and procedure for the conversion of FTCs to OECs, alongside modernised redundancy procedures (**Action JS.1**).

Action JS.1.1

Work in collaboration with *Concordat* working group to build an evidence base and comprehensive understanding of current practice to support next steps.

Action JS.1.2

Update the governance procedures and policies around the redundancy processes to reduce bureaucracy required.

Action JS.1.3

Agree and introduce strengthened principles and policy on the use of FTCs, updating associated governance processes, systems, procedures, guidance and training accordingly.

Action JS.1.4

Redesign FTC to OEC conversion policy and procedures to be more proactive, and automatic where possible, especially where 4 years' service is achieved.

Action JS.1.5

Review all staff currently employed on FTCs with >4 years' service, with a view to offering those eligible an OEC. We aspire to extend this provision further, subject to the specific provisions agreed as part of **JS.1.3**.

The University aims to protect security of employment through its redeployment procedure, which was strengthened in 2019/20. All staff approaching the end of FTCs are automatically added to the redeployment register three months prior to contract end, giving advance access and priority consideration for vacancies.

However, data shows that redeployment remains relatively uncommon for A&R staff; approximately 2.5% of A&R vacancies are filled by redeployees, with approximately 6.2% of those ending FTCs redeployed each year (62%F) (**Action JS.2**).

Action JS.2

Positively promote recently strengthened redeployment policy and associated guidance, with the aim of improving recruiting managers' perceptions of appointing redeployees. Understand the appetite for redeployment from FTC staff.

Other contract types

The University engages:

- Approximately 100 hourly-paid (ACAP) lecturers (57%F, **Figure 4.23**) on employment contracts, delivering teaching and assessment activities, often in niche specialisms.
- Approximately 200 pre-sessional tutors (62%F, **Figure 4.25**) on short employment contracts each summer, delivering intensive English language courses for international students preparing to join degree programmes.
- Approximately 1,000 (predominantly STEMM), postgraduate demonstrators (average 38%F, **Figure 4.27**) on casual contracts, developing their skills and experience by delivering teaching-support activities. Female representation is similar to STEMM PGRs (42%F).
- For ACAPs/PSTs, female representation is similar to AHSSBL L4 (61%F). A majority of ACAPs and a sizeable minority of PSTs return year-on-year (**Figure 4.24**, **Figure 4.26**), many on successive FTCs. We plan to introduce annualised-hours contracts to improve job security (**Action JS.3**).

Action JS.3 Develop and introduce tailored annualised-hours contracts (along with associated systems and guidance) to provide greater certainty and transparency on terms and conditions of employment and improve job security.

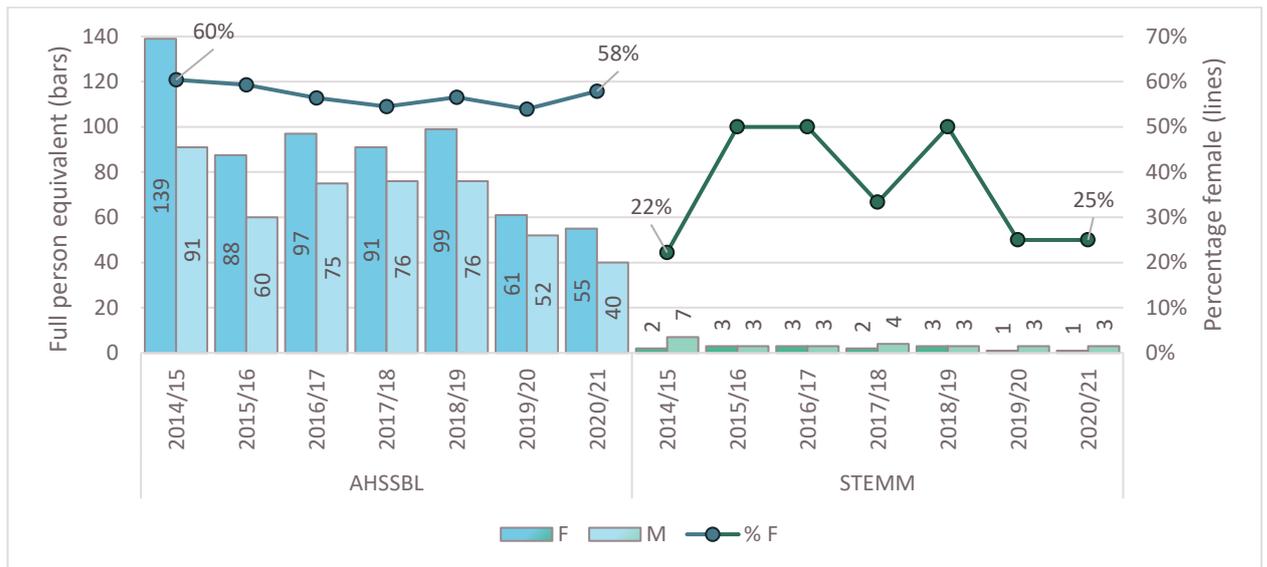


Figure 4.23: Number (FPE) of hourly-paid lecturers employed by discipline and gender, with female representation overlaid (2014/15 to 2020/21)

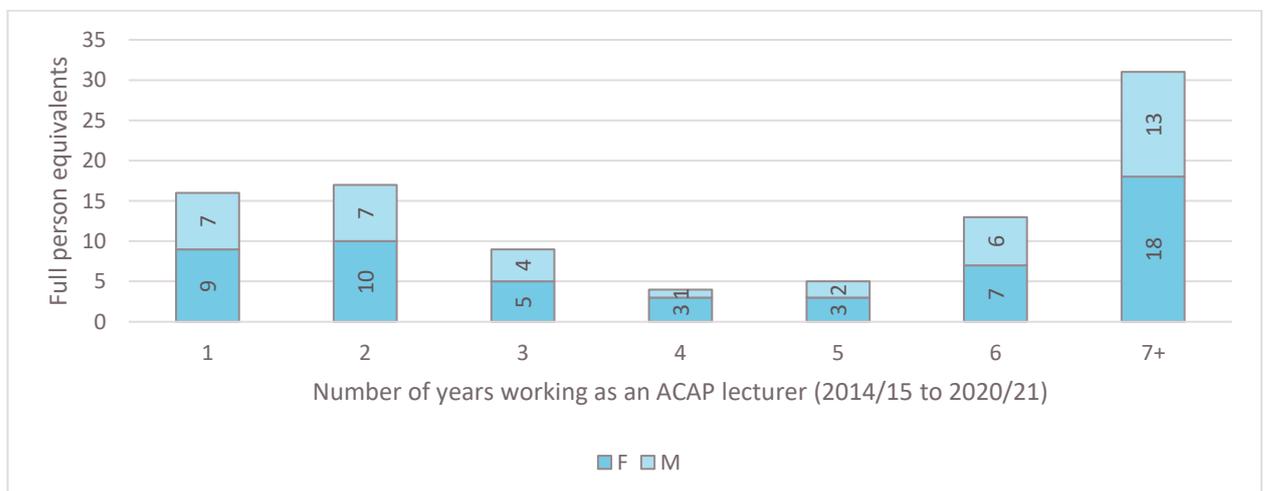


Figure 4.24: Number of years 2020/21 ACAP lecturers have been employed previously (2014/15 to 2020/21)

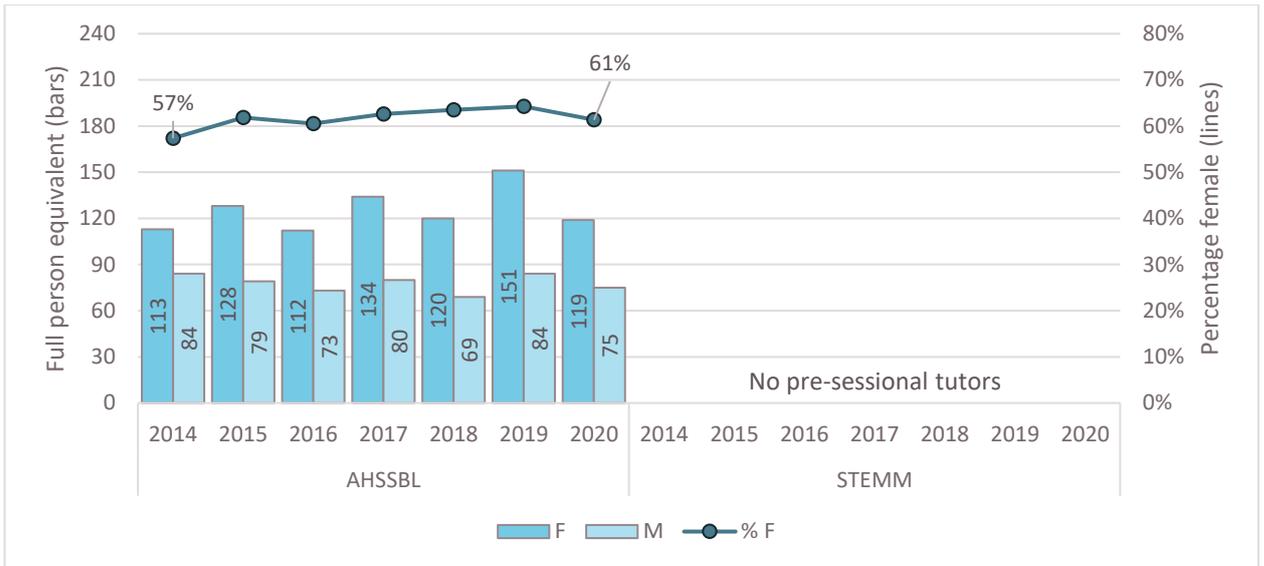


Figure 4.25: Number (FPE) of pre-sessional tutors employed each summer by gender, with female representation overlaid (2014/15 to 2020/21)

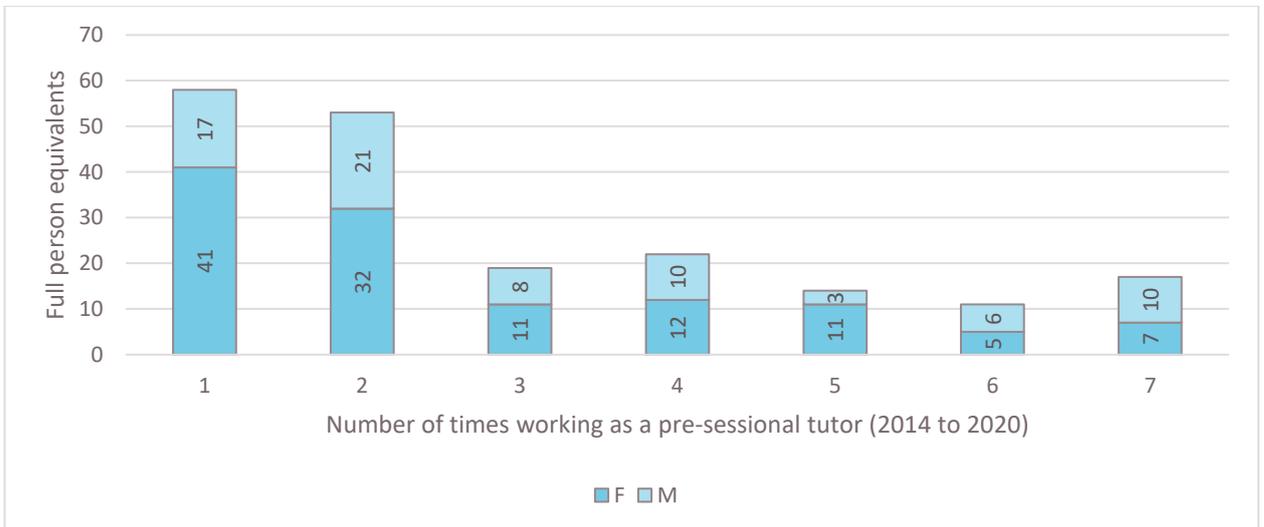


Figure 4.26: Number of times 2020 pre-sessional tutors have been employed previously (2014 to 2020)

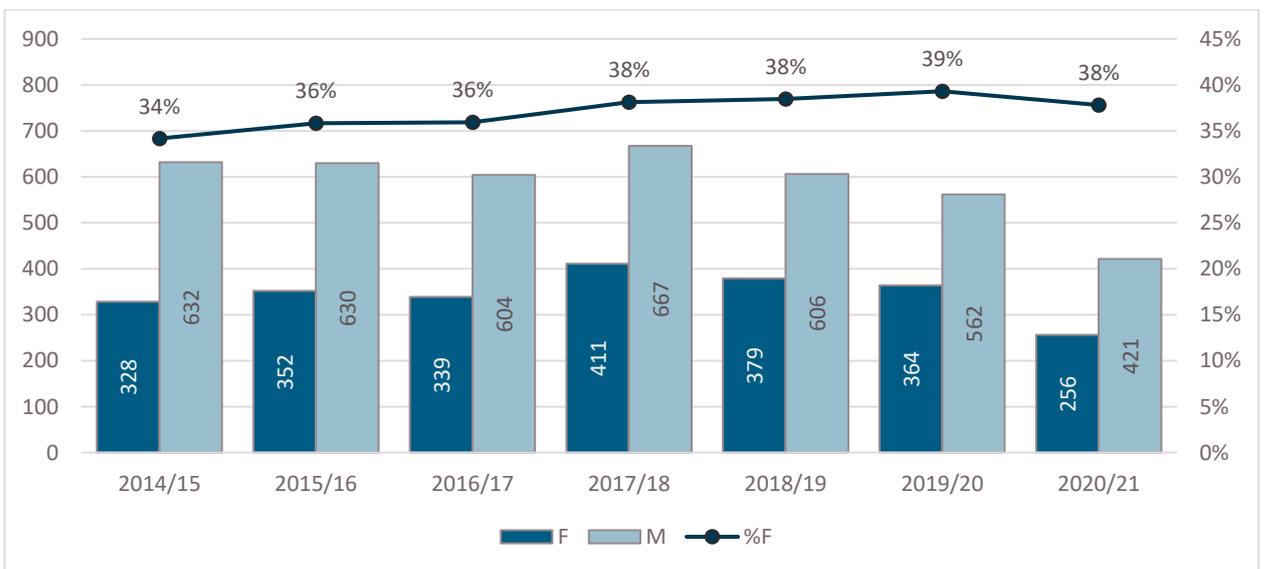


Figure 4.27: Number (headcount) of postgraduate demonstrators paid each academic year by gender, with female representation overlaid (2014/15 to 2020/21; AHSSBL/STEMM split not available)

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

SUCCESSSES	<ul style="list-style-type: none"> • <i>Reward Project</i> equalised pathways. • Proportionately more women have progressed to L7 on ‘focused’ pathways, especially Education-led. • Simplified pathway movement process introduced in 2020/21
GAPS	<ul style="list-style-type: none"> • Women are generally over-represented on the Education and Research pathways and under-represented on the Balanced pathway. • Some staff report that progression seems more difficult on focused pathways (particularly Education), although rates are increasing.

In part to address gendered patterns, since 2014/15 the University has designed and implemented - through the *Reward Project* - a career pathway structure that recognises and values ‘focused’ career trajectories equally, alongside more traditional mixed portfolios.

A&R staff follow one of four pathways (see **Figure 4.1**): ‘Balanced’, ‘Education’, ‘Research’ or ‘Enterprise’. ‘Balanced’ pathway staff contribute *at least* 20% education and 20% research. The other pathways recognise equally the needs of individuals and the University to focus on particular areas of contribution for significant periods within their careers (see **Figure 4.28** and section 5.1(iii)). All staff are expected to contribute to Leadership, Management and Engagement.

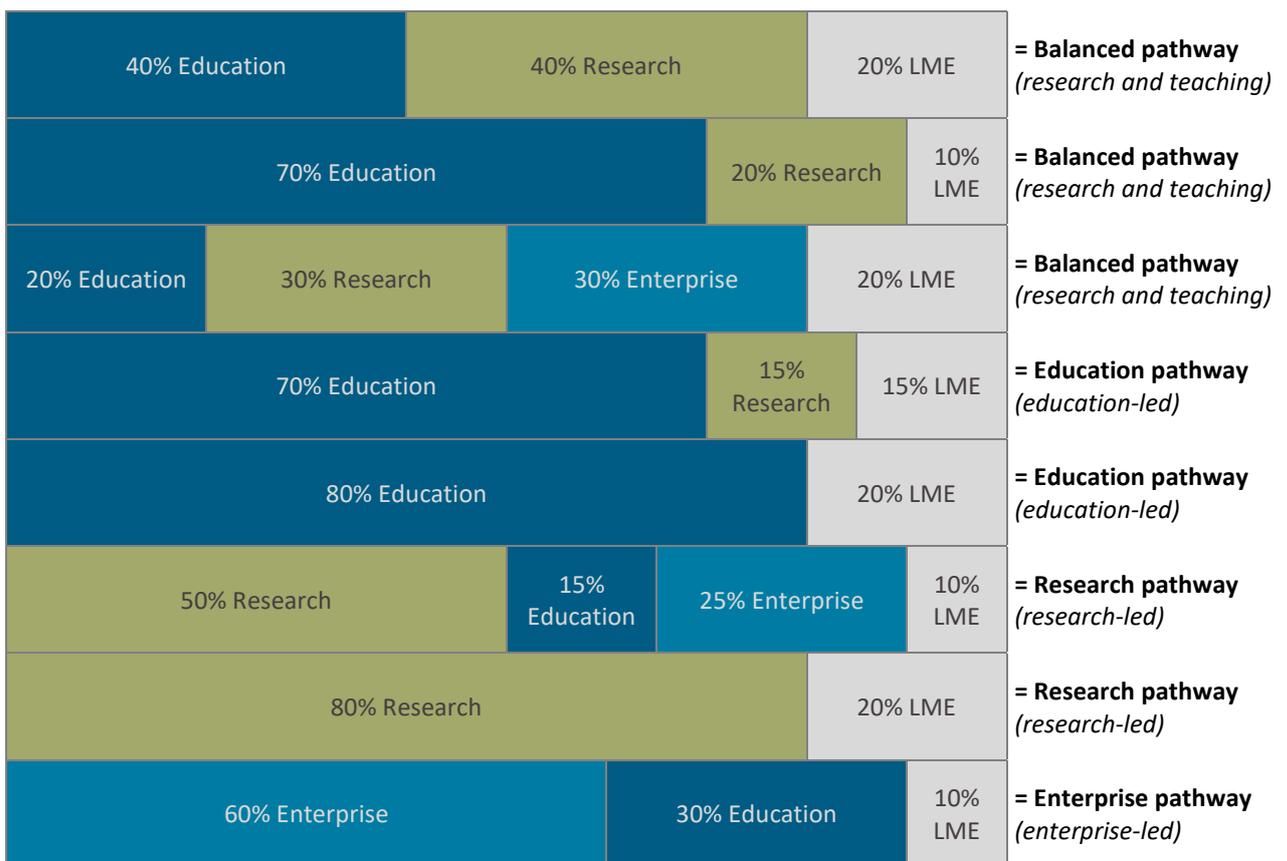


Figure 4.28: Illustrative pathway allocations according to areas of contribution

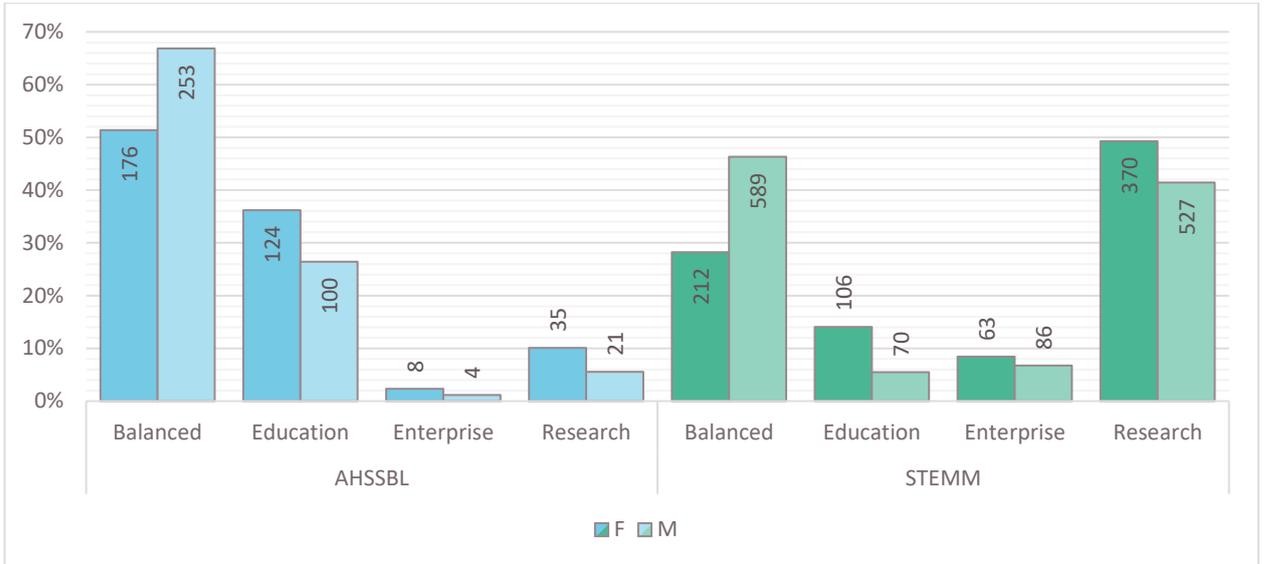


Figure 4.29: Percentage and number of A&R staff on each pathway by gender and discipline (2020/21)

- In general, women are over-represented on the Education and Research pathways and under-represented on the Balanced pathway (Figure 4.29).
- By grade, the Research pathway is largely gender-balanced, but female over-representation on the Education pathway and under-representation on the Balanced pathway is evident at L5 and L6 (Figure 4.30, Figure 4.31). These gaps are narrowing at L5 (Figure 4.32, Figure 4.33).
- Pathway divergence is particularly pronounced for part-time women (Figure 4.34, Figure 4.35), but there are indications some differentials are closing.
- Most progression to L7 is on the Balanced pathway. However, the *Reward Project* revised and extended all pathways to L7 enabling, in particular, more women to progress through small but growing L7 Education pathway membership. Equal numbers of women and men (10 each) have progressed to L7 via this route since 2014/15, accounting for 1/8th of all female promotions to L7, compared to 1/16th of all male promotions to L7.
- We recognise that inflexible contracts/pathway allocations can hamper career development and progression. In 2020/21 we simplified our pathway movement processes for both in-level moves and concurrent promotion and pathway movement, as part of wider changes to promotion processes to encourage female applicants (see 5.1(iii)).

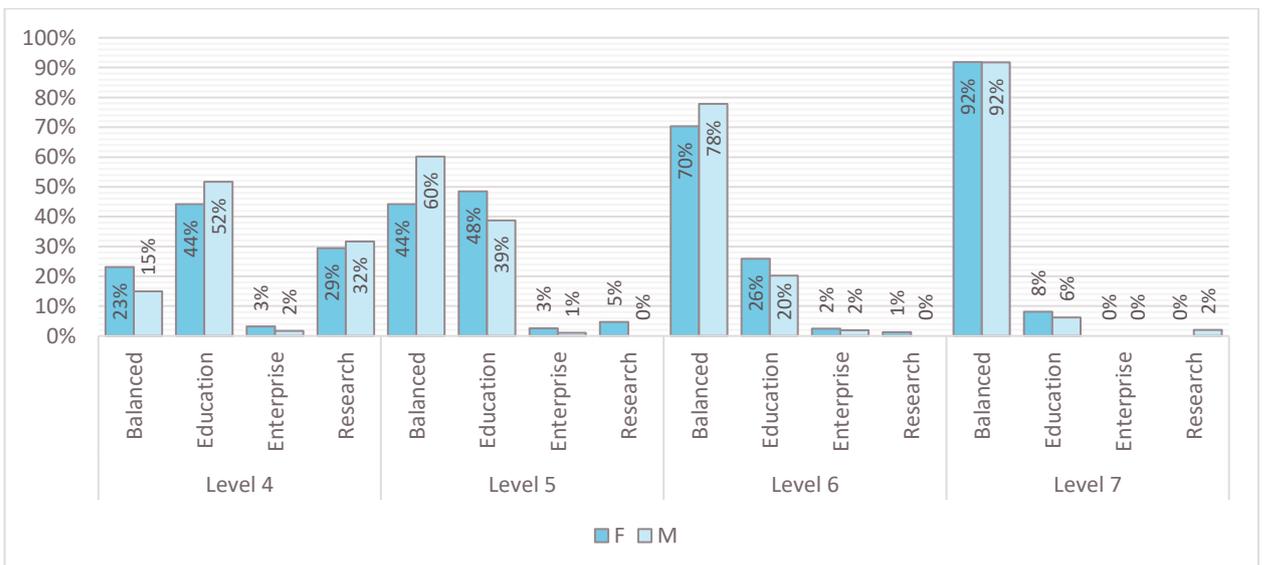


Figure 4.30: Percentage of AHSSBL A&R staff on each pathway for each grade, by gender (2020/21)

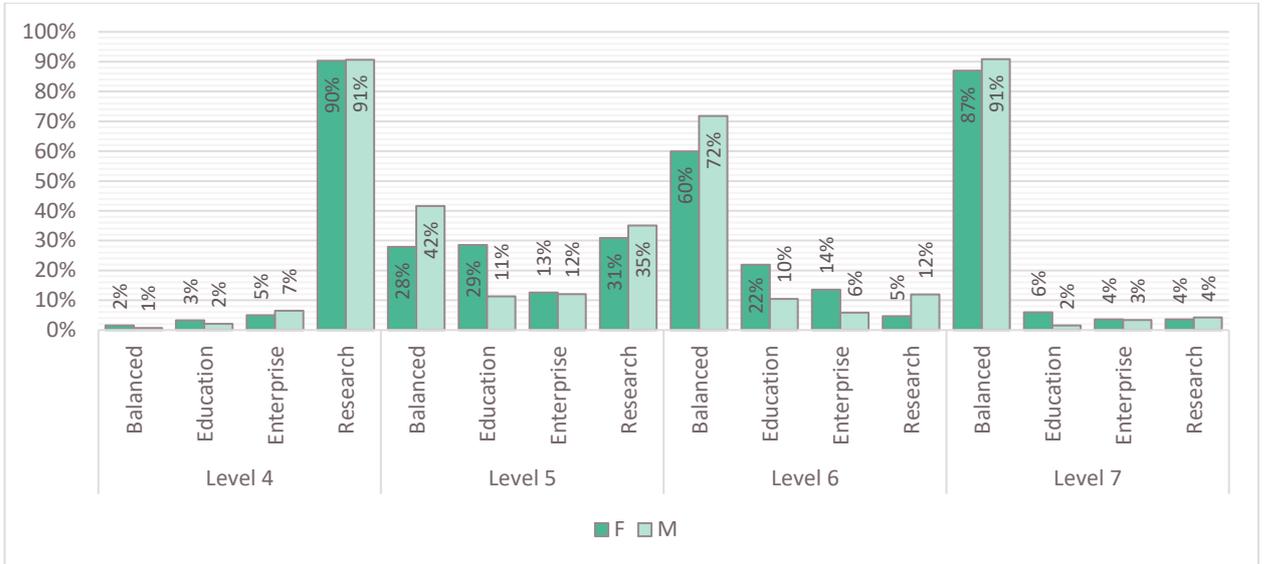


Figure 4.31: Percentage of STEM A&R staff on each pathway for each grade, by gender (2020/21)

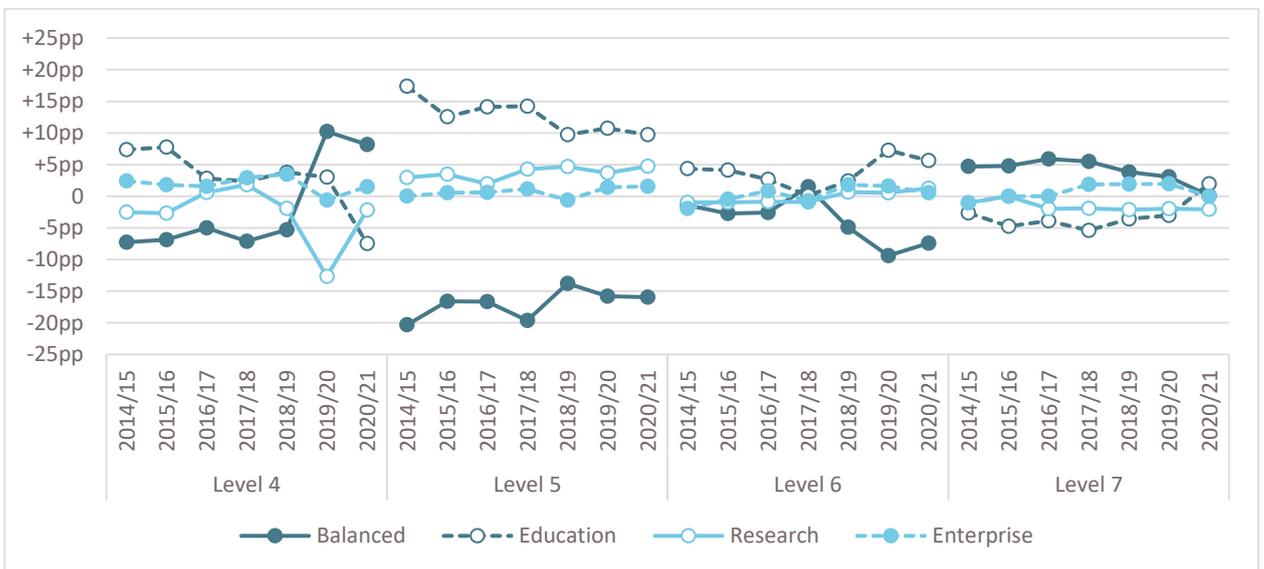


Figure 4.32: Relative likelihood of pathway allocation for AHSSBL A&R staff: female v male (2014/15 to 2020/21). Positive values indicate higher female representation.

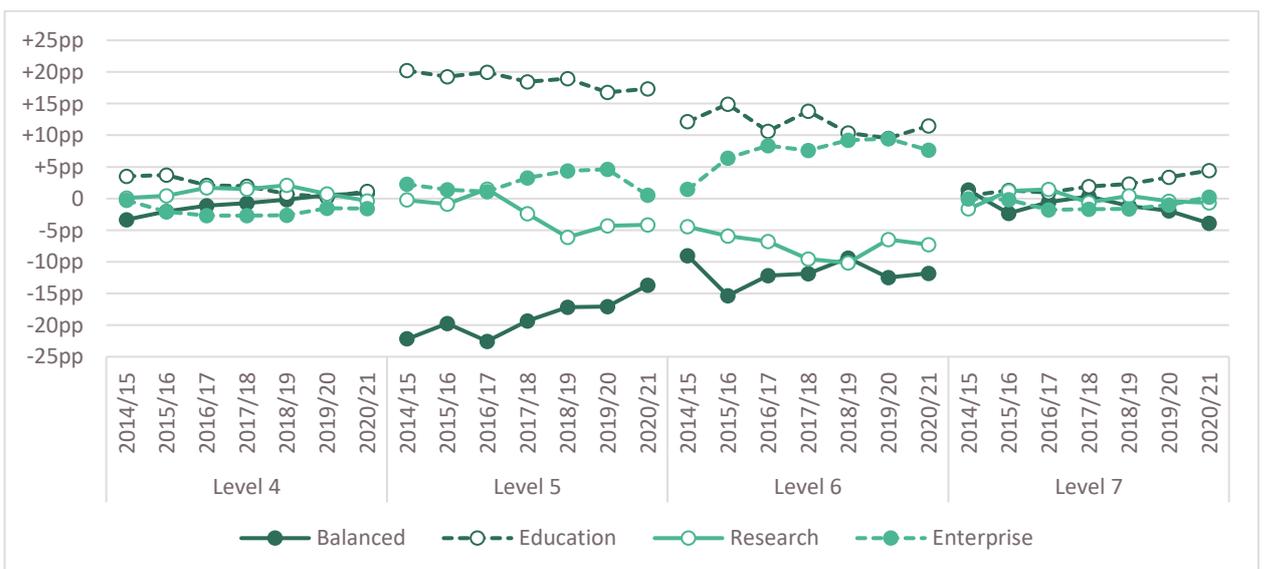


Figure 4.33: Relative likelihood of pathway allocation for STEM A&R staff: female v male (2014/15 to 2020/21). Positive values indicate higher female representation.

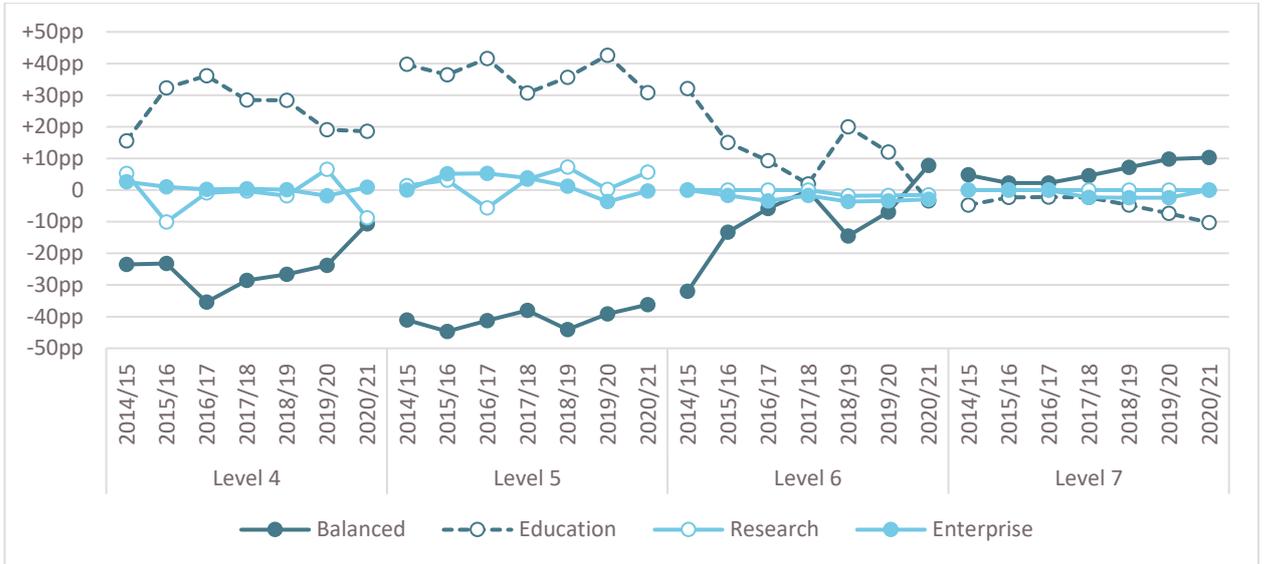


Figure 4.34: Relative likelihood of pathway allocation for **AHSSBL** A&R staff: part-time female v full-time female (2014/15 to 2020/21). Positive values indicate higher part-time representation.

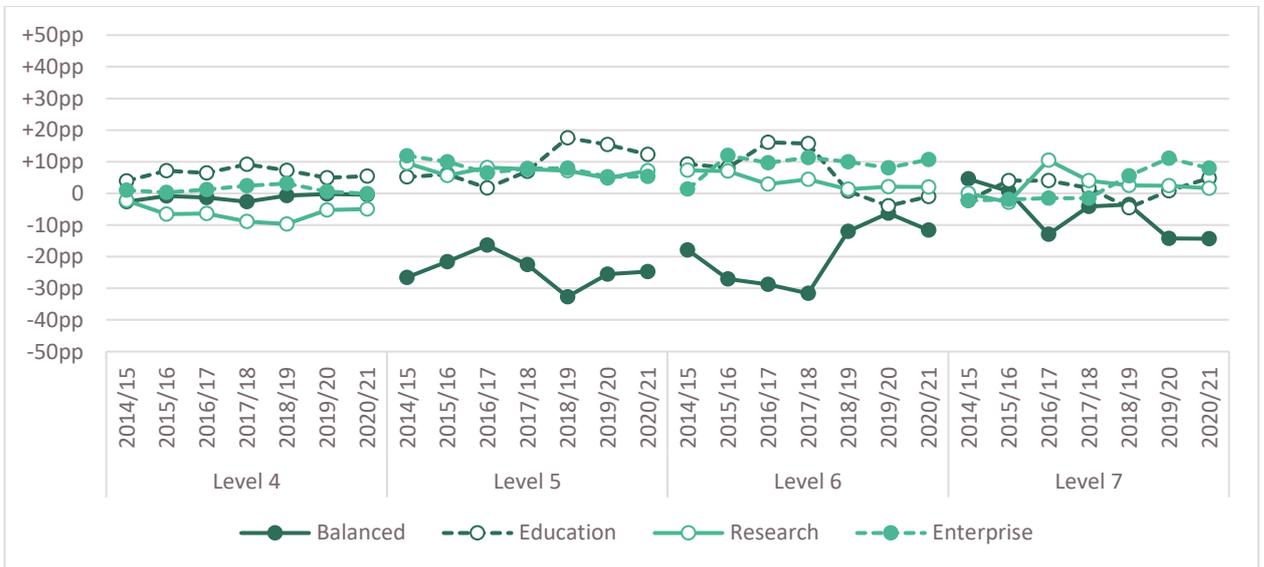


Figure 4.35: Relative likelihood of pathway allocation for **STEMM** A&R staff: part-time female v full-time female (2014/15 to 2020/21). Positive values indicate higher part-time representation.

(iv) Academic leavers by grade and gender

SUCCESSSES	<ul style="list-style-type: none"> • Turnover of staff on OECs is low, typically <10%. • Headline leaver reasons are collected in all cases.
GAPS	<ul style="list-style-type: none"> • Detailed leaver reasons are frequently unknown. • Exit questionnaire completion rates are low.

We collect leaver data through three mechanisms:

- Headline leaver reasons are collected when line managers notify HR that an employee is leaving. This includes seeking reasons for resignations.
- Since January 2019, leavers have been encouraged (through their leaver confirmation letter and HR self-service) to complete a more detailed anonymous online exit questionnaire.
- Leavers also have the option of a face-to-face meeting with HR if they would like to provide feedback confidentially.

As good practice, leavers are also encouraged to have an exit interview with their line manager, supported by an HRBP if appropriate.

Turnover

- There are few notable differences in turnover rates for men and women by grade in AHSSBL (**Figure 4.36**) or STEMM (**Figure 4.37**).
- Turnover rates are strongly influenced by pathway (**Figure 4.38, Figure 4.39**) with researchers having highest turnover, corresponding with FTC usage (**Figure 4.40**), however there are no significant gender differences.
- Annual turnover rates of FTC staff at AHSSBL L4 have dropped from approx. 50% in 2013/14 to approx. 35% in 2019/20 as usage of FTCs has reduced and average FTC length has increased.
- Turnover of OEC staff is low, typically <10% irrespective of grade, discipline or gender (**Figure 4.40**).
- Turnover of part-time staff is consistently higher than for full-time staff (**Figure 4.41**), though differences are only statistically significant for men in STEMM, likely to be associate with flexible retirement (see **5.5vi**).

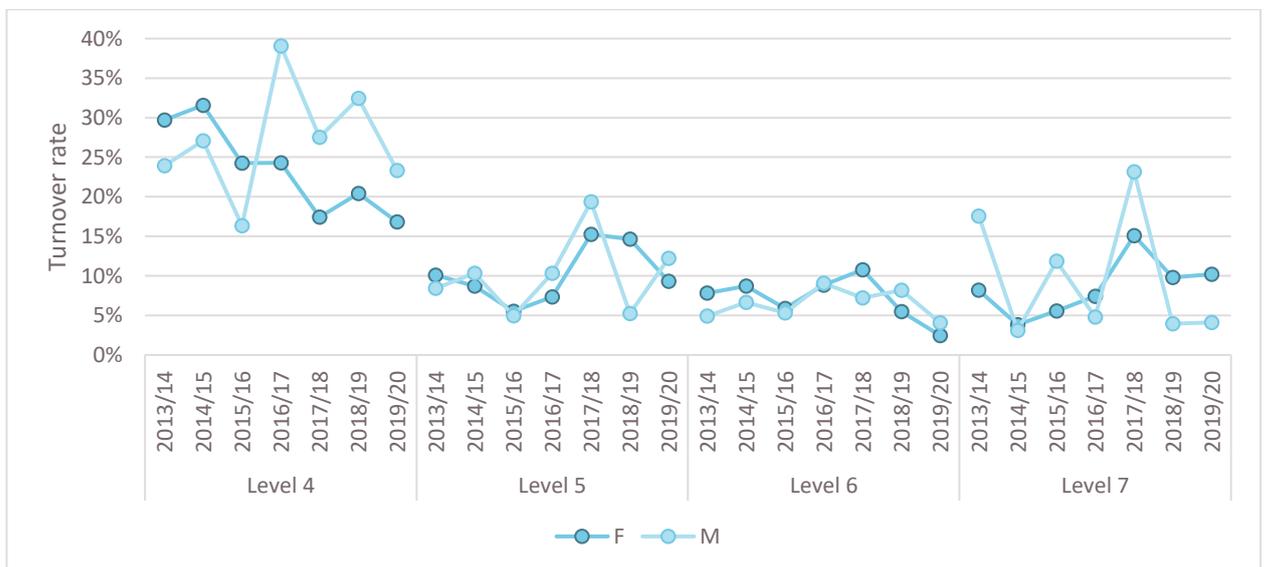


Figure 4.36: Annual turnover rates of AHSSBL A&R staff by grade and gender (2013/14 to 2019/20)

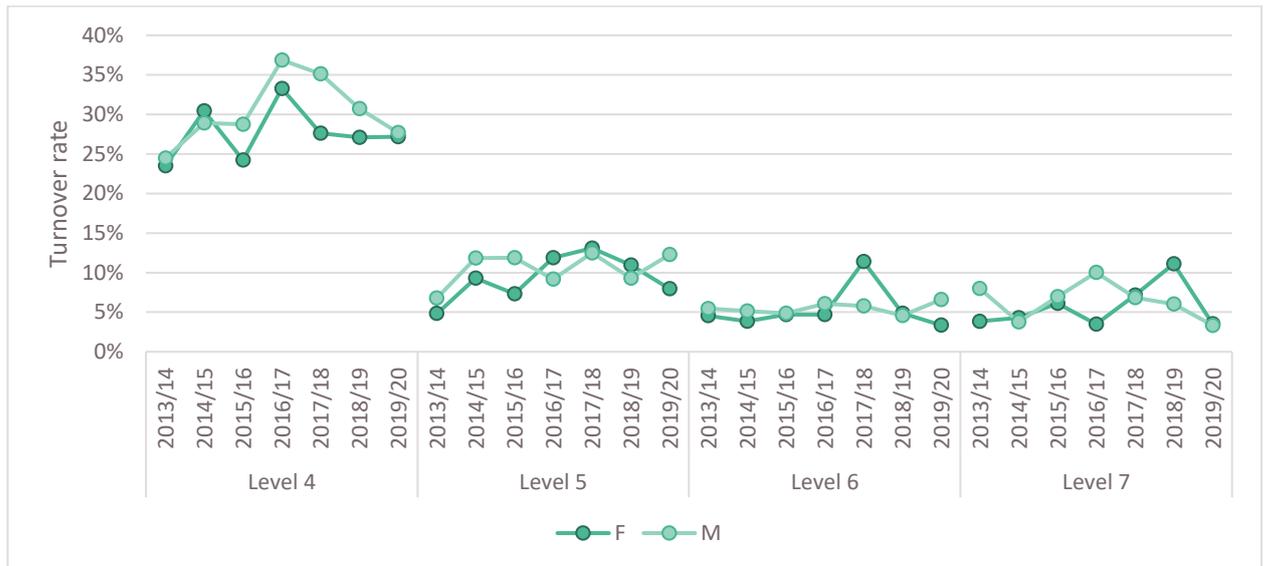


Figure 4.37: Annual turnover rates of STEMM A&R staff by grade and gender (2013/14 to 2019/20)

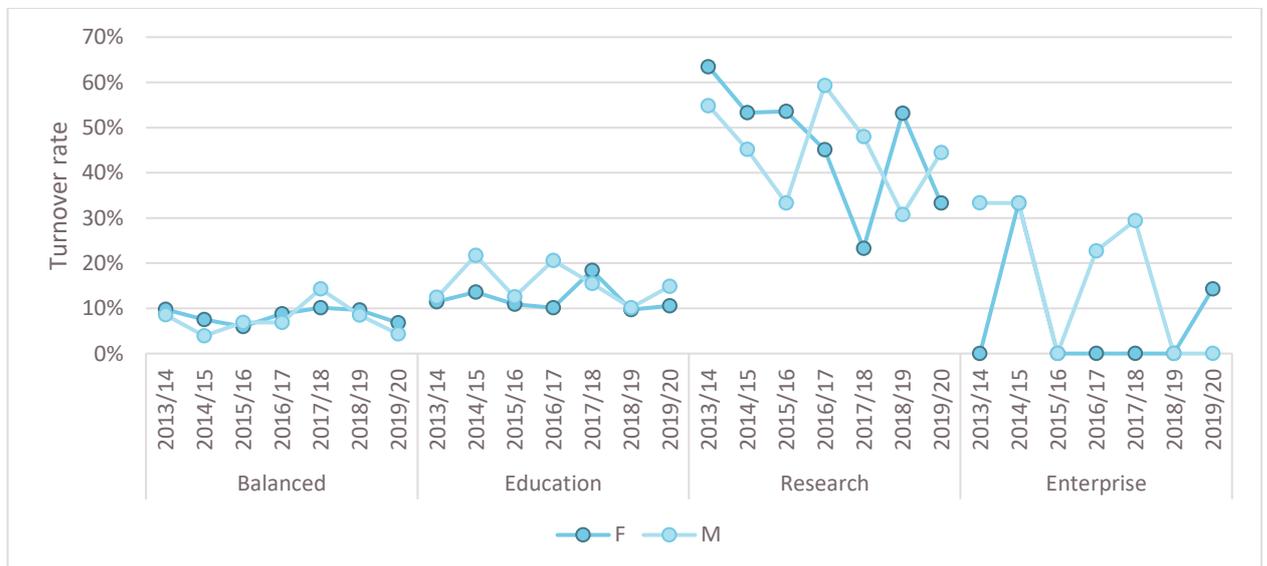


Figure 4.38: Turnover rates of AHSSBL A&R staff by pathway and gender (2013/14 to 2019/20)

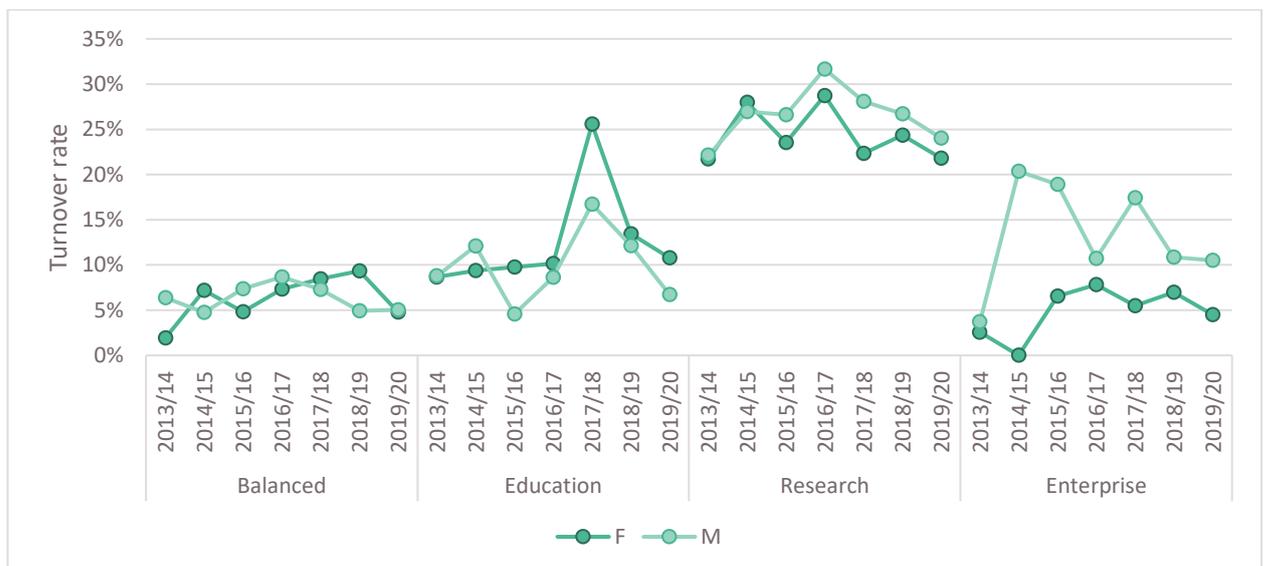


Figure 4.39: Turnover rates of STEMM A&R staff by pathway and gender (2013/14 to 2019/20)

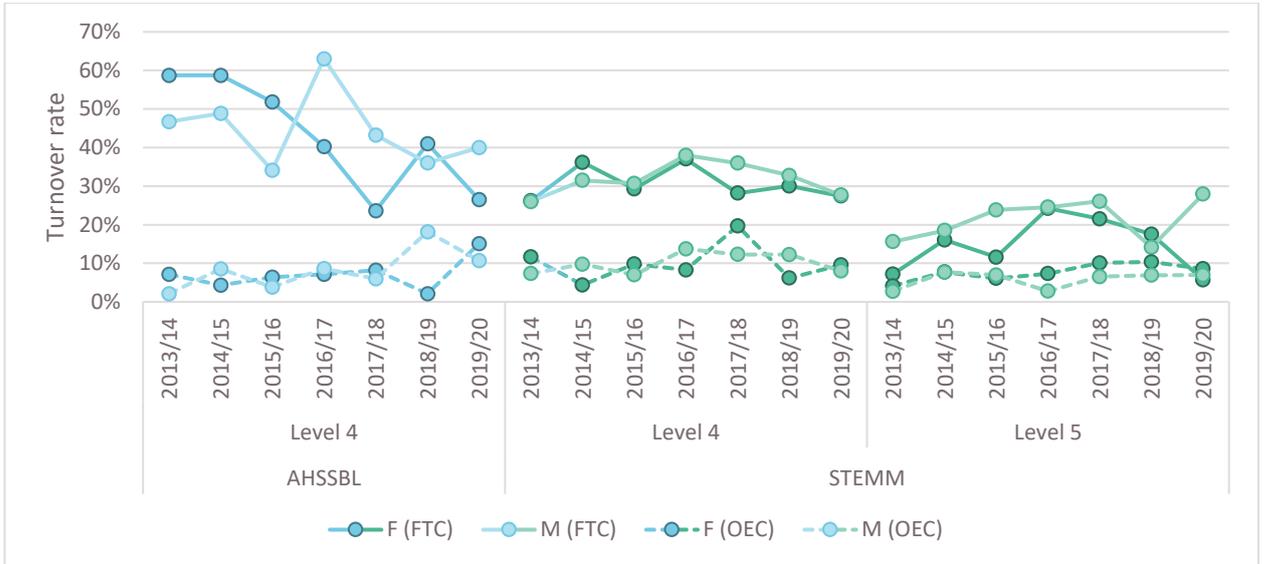


Figure 4.40: Annual turnover rates of FTC v OEC A&R staff at AHSSBL Level 4 and STEMM Levels 4 and 5, by gender (2013/14 to 2019/20)

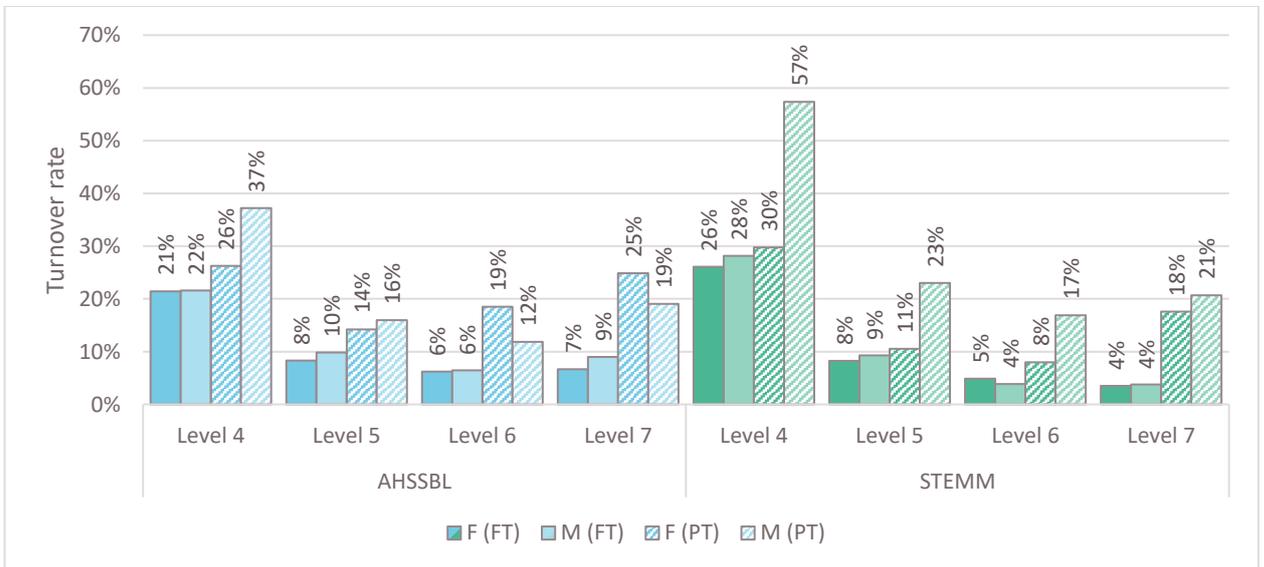


Figure 4.41: Average annual turnover rates of FT and PT A&R staff, by gender and discipline (2013/14 to 2019/20)

Leaver reasons

- In both AHSSBL and STEMM, for both FTCs and OECs, women are more likely to resign than men (**Table 4.3**). The differences are statistically significant for FTC leavers (AHSSBL: χ^2 , P=.049; STEMM χ^2 , P=.003). These data could imply women are less willing than men to see FTCs through to conclusion, with possible implications for access to contract extensions, contract conversions and re-deployment provisions. We will test this hypothesis (**Action EU.2**).

Action EU.2

Conduct quantitative and qualitative cohort (longitudinal) analysis by gender to identify career choices and career progression differences, and motivating/influencing factors, over an extended period (10+ years), including: i) Promotion outcomes over time, ii) Fixed term contract end reasons (women appear more likely to resign), iii) Progression of P&S staff, and iv) Maternity up-take and length.

Table 4.3: A&R staff leaver reasons by discipline, contract type and gender (2014/15 to 2019/20 aggregated)

Discipline / Leaver Reason (overall most common listed first)		Fixed-Term Contract				Open-Ended Contract			
		Female		Male		Female		Male	
		Leavers	%	Leavers	%	Leavers	%	Leavers	%
AHSSBL	Resignation	60	34.7%	38	24.7%	117	76.0%	133	73.5%
	End of Fixed-Term Contract	107	61.8%	109	70.8%	n/a	n/a	n/a	n/a
	Retirement	0	0.0%	2	1.3%	17	11.0%	20	11.0%
	Voluntary Severance	3	1.7%	0	0.0%	12	7.8%	21	11.6%
	Dismissal	0	0.0%	4	2.6%	4	2.6%	3	1.7%
	Other	3	1.7%	1	0.6%	4	2.6%	4	2.2%
STEMM	Resignation	327	45.4%	453	38.6%	134	64.7%	189	61.6%
	End of Fixed-Term Contract	379	52.6%	689	58.6%	n/a	n/a	n/a	n/a
	Retirement	1	<0.1%	5	<0.1%	40	19.3%	72	23.5%
	Voluntary Severance	2	<0.1%	2	<0.1%	25	12.1%	30	9.8%
	Dismissal	3	<0.1%	8	0.1%	8	3.9%	9	2.9%
	Other	9	1.2%	18	1.5%	0	0.0%	7	2.3%

Note: Other = Transfer/TUPE, Death in Service, Career Break and No Reason Recorded/Reason Declined

Table 4.4: A&R staff resignation reasons by discipline, contract type and gender (2014/15 to 2019/20 aggregated)

Discipline / Leaver Reason (overall most common listed first)		Fixed-Term Contract				Open-Ended Contract			
		Female		Male		Female		Male	
		Leavers	%	Leavers	%	Leavers	%	Leavers	%
AHSSBL	Unknown or No Reason Stated	45	75.0%	20	52.6%	60	51.3%	77	57.9%
	Relocation	10	16.6%	9	23.7%	23	19.7%	26	19.5%
	Promotion (External)	3	5.0%	4	10.5%	7	6.0%	15	11.3%
	Pay	0	0.0%	1	2.6%	5	4.3%	8	6.0%
	Work/Life Balance	0	0.0%	2	5.3%	7	6.0%	4	3.0%
	Education or Training	1	1.7%	0	0.0%	5	4.3%	1	0.8%
	Discontent	0	0.0%	1	2.6%	7	6.0%	0	0.0%
	Other	1	1.7%	1	2.6%	3	2.6%	2	1.5%
STEMM	Unknown or No Reason Stated	197	60.2%	257	56.7%	78	58.2%	112	59.3%
	Relocation	59	18.0%	79	17.4%	22	16.4%	34	18.0%
	Promotion (External)	22	6.7%	41	9.1%	14	10.4%	13	6.9%
	Pay	17	5.2%	44	9.7%	5	3.7%	19	10.1%
	Work/Life Balance	16	4.9%	14	3.1%	9	6.7%	6	3.2%
	Education or Training	8	2.4%	10	2.2%	1	0.7%	1	0.5%
	Discontent	2	0.6%	1	0.2%	1	0.7%	2	1.1%
	Other	6	1.8%	7	1.5%	4	3.0%	2	1.1%

Note: Other = Health, Carer Responsibilities and Resignation after Maternity Leave

- Resignation reasons are unknown or not stated for >50%, irrespective of discipline, contract type or gender (**Table 4.4**). This is likely a consequence of this information being sought from line managers completing an HR leaver notification, rather than directly from employees.
- Where resignation reasons are reported, women appear slightly more likely to leave, citing work/life balance than men, who are more likely to leave citing promotion or pay.
- Completion rates of exit questionnaires is low. Since the online questionnaire has been in place, it has been completed by ≈17% of A&R leavers. Completion appears higher in STEMM (≈22%) than AHSSBL (≈8%), but data are uncertain due to anonymised reporting. No gender data are collected.

From the data collected, staff development is the factor with greatest impact on leaving decisions (**Table 4.5**).

- We will review our exit questionnaire and data collection processes with the aim of capturing better data to inform decision making (**Action EU.6**).

Action EU.6

Consult with staff to understand reasons for poor completion of exit questionnaires and resignation reasons on leaver forms, and refresh guidance, training and data collection mode, if required, to improve completion rates and the quality of information disclosed.

Table 4.5: A&R staff exit questionnaire responses (January 2019 to July 2021, aggregated)

Discipline / Response		To what extent did ... have an impact on your decision to leave?								Has your experience working for the University been...		
		Reward		Development		Manager		Leadership				
AHSSBL*	Great impact	5	13.5%	7	18.9%	2	5.4%	3	8.1%	Negative	2	5.4%
	Some impact	9	24.3%	9	24.3%	5	13.5%	10	27.0%	Neutral	10	27.0%
	No impact	16	43.2%	13	35.1%	23	62.2%	16	43.2%	Positive	16	43.2%
	No answer	7	18.9%	8	21.6%	7	18.9%	8	21.6%	No answer	9	24.3%
STEMM*	Great impact	40	21.6%	56	30.3%	39	21.1%	18	9.7%	Negative	27	14.6%
	Some impact	51	27.6%	53	28.6%	31	16.8%	32	17.3%	Neutral	35	18.9%
	No impact	84	45.4%	58	31.4%	100	54.1%	118	63.8%	Positive	83	44.9%
	No answer	10	5.4%	18	9.7%	15	8.1%	17	9.2%	No answer	40	21.6%

Note: Questionnaire responses are anonymous. Discipline has been estimated from self-reported work area. Gender data not available.

(v) Equal pay audits/reviews

2020 Equal Pay Review

- No significant (>5%) pay gaps by grade at University-level; most mean gaps <1%, but some significant gaps at lower aggregations (**Table 4.6**).
- No significant (>5%) pay gaps by professorial band, but overall professorial pay gap (all bands) rose above 5% in 2020 (**Table 4.7**).
- Higher proportions of men than women receive additional payments and bonus pay.

Table 4.6: Mean and median pay gaps by gender and grade, from 2020 Equal Pay Review

Grade	Academic and Research		Professional and Support		Whole University	
	Mean	Median	Mean	Median	Mean	Median
Level 1a	-	-	0.0%	0.0%	0.0%	0.0%
Level 1b	-	-	0.0%	0.0%	0.0%	0.0%
Level 2a	-	-	+1.7%	+2.6%	+1.7%	+2.6%
Level 2b	-	-	-0.1%	-1.5%	-0.1%	-1.5%
Level 3	-	-	+0.4%	0.0%	+0.4%	0.0%
Level 4	-0.9%	-3.0%	+1.1%	+2.9%	-0.4%	0.0%
Level 5	-0.3%	0.0%	+2.0%	+2.9%	+0.5%	0.0%
Level 6	+1.1%	+5.7%	+1.8%	0.0%	+0.9%	+2.9%
Level 7	+5.4%	+5.3%	+9.5%	+6.6%	+3.4%	+1.9%
-- Band A	+2.3%	+2.0%	-	-	+2.3%	+2.0%
-- Band B	+1.0%	+2.0%	-	-	+1.0%	+2.0%
-- Band C	+2.8%	+1.0%	-	-	+2.8%	+1.0%
Clinical*	+12.7%*	+6.2%*	-	-	+12.7%*	+6.2%*
Overall	+13.7%	+13.6%	+7.0%	+5.7%	+20.3%	+11.1%

Note 1: In this section, pay gaps preceded by '+' favour men; pay gaps preceded by '-' favour women

Note 2: There are 12 clinical grades currently in use by the University; for brevity, only a single line of data is shown and gaps are not reflective of the detailed position.

Table 4.7: Mean pay gaps by gender for each professorial band, from 2013 to 2020 Equal Pay Reviews

ERE Level 7 Band	2013	2015	2017	2018	2019	2020
Band A (lowest salaries)	+1.3%	+0.4%	+0.6%	+0.7%	+1.8%	+2.3%
Band B	-0.8%	+0.8%	+1.3%	+1.6%	+0.4%	+1.0%
Band C (highest salaries)	-2.8%	-1.5%	-1.8%	-1.7%	-1.0%	+2.8%
All ERE Level 7	+6.0%	+5.4%	+5.6%	+4.6%	+4.6%	+5.4%

Gender Pay Gaps

- Mean gender pay gaps are closing year-on-year, but progress is slowing, and gaps are larger than sector mean (**Figure 4.42**). Median pay gaps are changeable, influenced by variable numbers of casual workers.
- Bonus gaps heavily influenced by high-value NHS-awarded Clinical Excellence Awards, disproportionately paid to men. Bonus pay accounts for <1% of all pay.

Table 4.8: The University’s statutory gender pay gap figures

Measure		2017/18	2018/19	2019/20	2020/21
Gender pay gap	Mean	+20.2%	+18.9%	+18.8%	+17.9%
	Median	+17.4%	+16.2%	+18.3%	+18.6%
Bonus pay gap	Mean	+54.1%	+60.2%	+46.5%	+57.1%
	Median	+50.0%	+33.3%	+33.3%	0.0%

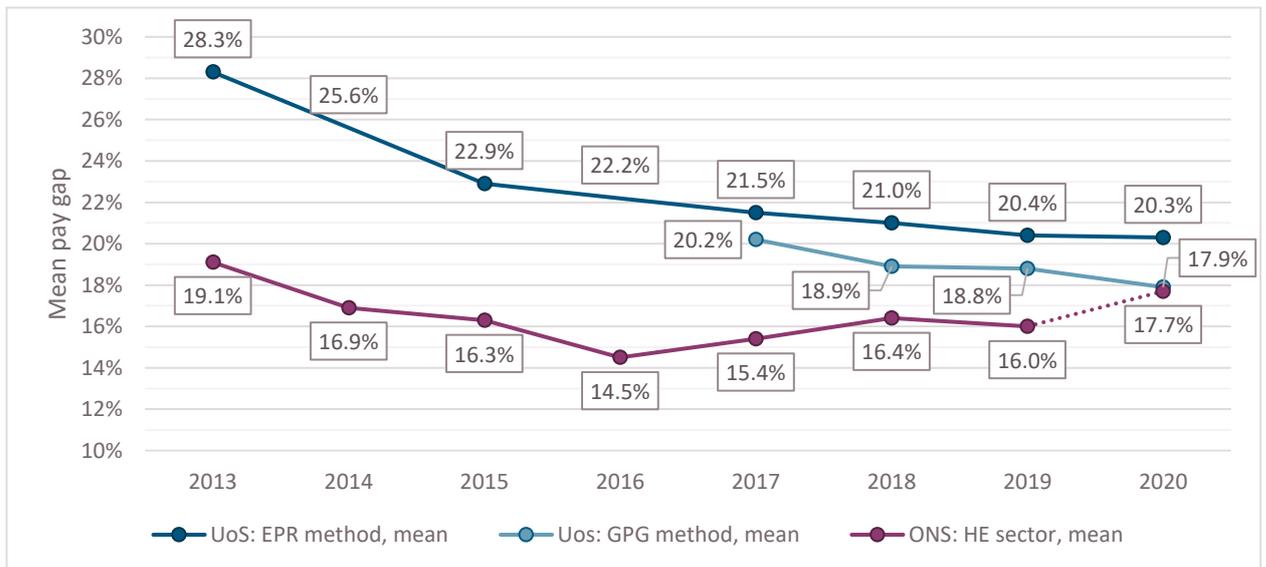


Figure 4.42: Institutional mean gender pay gap figures as reported in Equal Pay Reviews (EPR) since 2013 and statutory gender pay gap (GPG) reports since 2017, compared with ONS data for the higher education sector (Annual Survey of Hours and Earnings (ASHE), based on hourly earnings for all higher education sector employees, excluding overtime)

Key priorities

- Increased scrutiny of ‘bonus’ and ‘additional’ payments, addressing equality.
- Revisions to professorial pay review methodology, including specific provision to address equality.
- Review and update reward policies to improve clarity, aid consistency of practice and promote up-front consideration of equality.

4.2. PROFESSIONAL AND SUPPORT STAFF DATA

Note: Analysis for section 4.2 has considered AHSSBL, STEMM and PS staff separately. Where there are meaningful differences by discipline, data is presented accordingly; otherwise presentation is aggregated, or split instead by job family.

(i) Professional and support staff by grade and gender

SUCCESSSES	<ul style="list-style-type: none"> • Women predominate amongst P&S staff, including in senior roles. • Gender representation has generally become more balanced since 2014/15.
GAPS	<ul style="list-style-type: none"> • Evidence of leaky pipelines by job family (particularly CAO and TAE) and workforce segregation by age and gender. • Part-time working clearly reduces with seniority. • Male part-time working is below sector benchmarks, widening gender differentials.

Women predominate amongst P&S staff (63.2%F). This is typical of the sector benchmark (62.7%F in 2019/20) and stable over time.

- Most P&S staff (67.3%) are in central PS directorates, with 29.2% in STEMM and 3.5% in AHSSBL departments.
- Female representation tends to be higher in faculties/schools (76.6% AHSSBL, 64.8% STEMM) than centrally (61.8%) (**Figure 4.43**).

Overall, there is a female majority (ranging from 52.3% to 74.0%) in all P&S grades, except L1b (33.6%F) (**Figure 4.44**, **Figure 4.45**).

Patterns don't vary meaningfully by discipline, but by job family, there is evidence of leaky pipelines (**Figure 4.46**). In the CAO and TAE job families this manifests itself as significant female under-representation in senior grades. In the MSA job family (by far the largest numerically), significant female over-representation at L2a-L4 gives way to narrower female majorities at L5-7. In most cases, gender representation has become more balanced since 2014/15 (**Figure 4.47**).

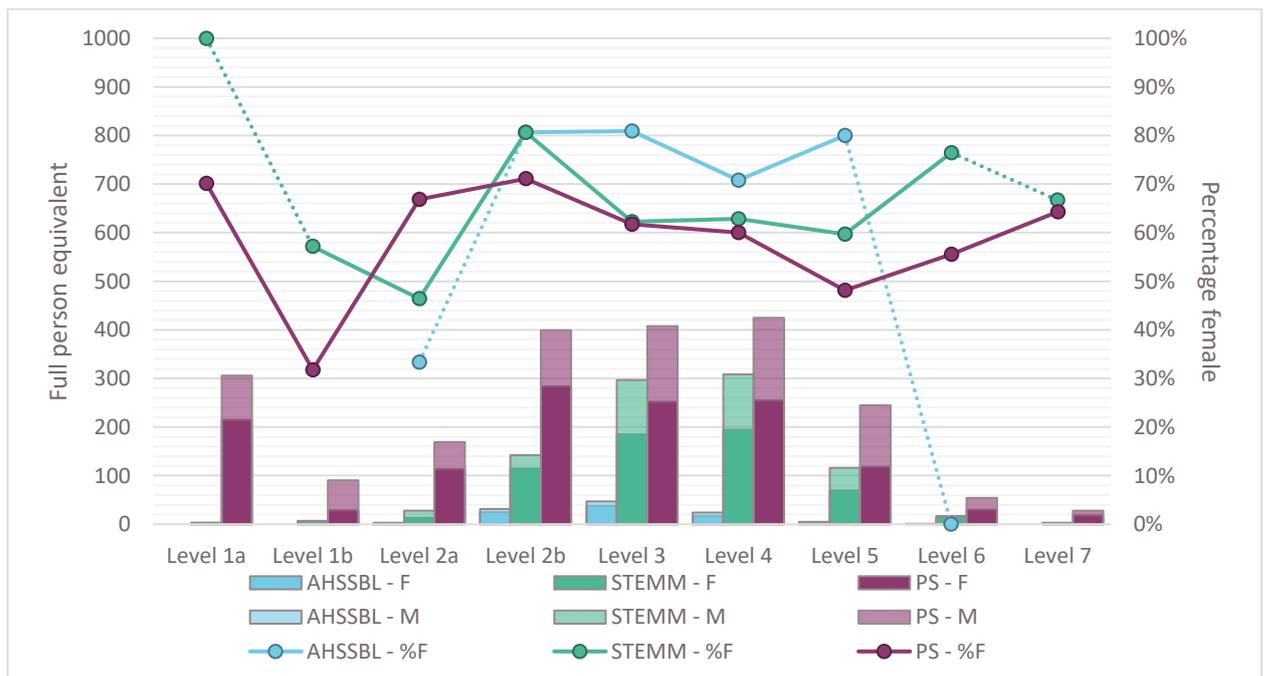


Figure 4.43: Number (FPE) of P&S staff by grade and discipline, with female representation overlaid (2020/21)

Table 4.9: Female representation compared with HESA data for all UK HEIs

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Southampton - P&S staff	63.2%	63.8%	64.0%	63.7%	64.0%	63.8%	63.2%
HESA - All UK HEIs - Non-academic staff	62.8%	62.7%	62.6%	62.7%	62.8%	62.7%	No data
Difference	+0.4pp	+1.1pp	+1.4pp	+1.0pp	+1.2pp	+1.1pp	n/a

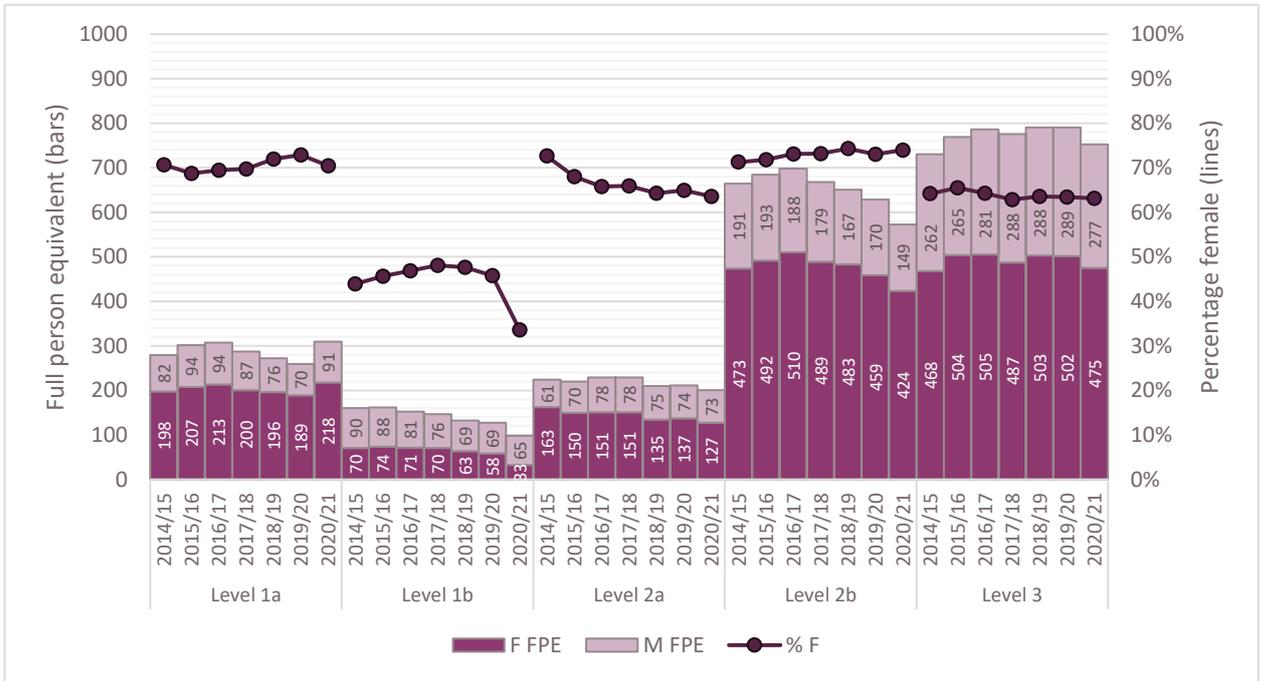


Figure 4.44: Annual trend in P&S staff FPE by grade and gender, with female representation overlaid (Level 1a to 3, 2014/15 to 2020/21)

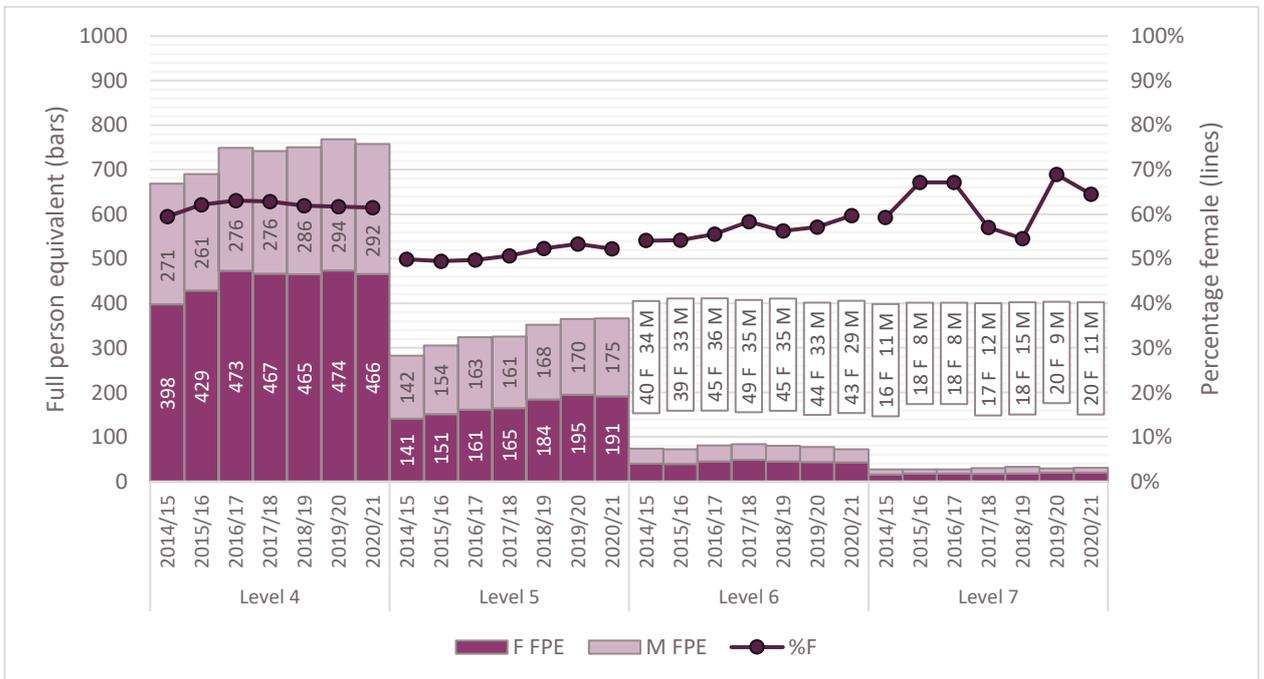


Figure 4.45: Annual trend in P&S staff FPE by grade and gender, with female representation overlaid (Level 4 to 7, 2014/15 to 2020/21)

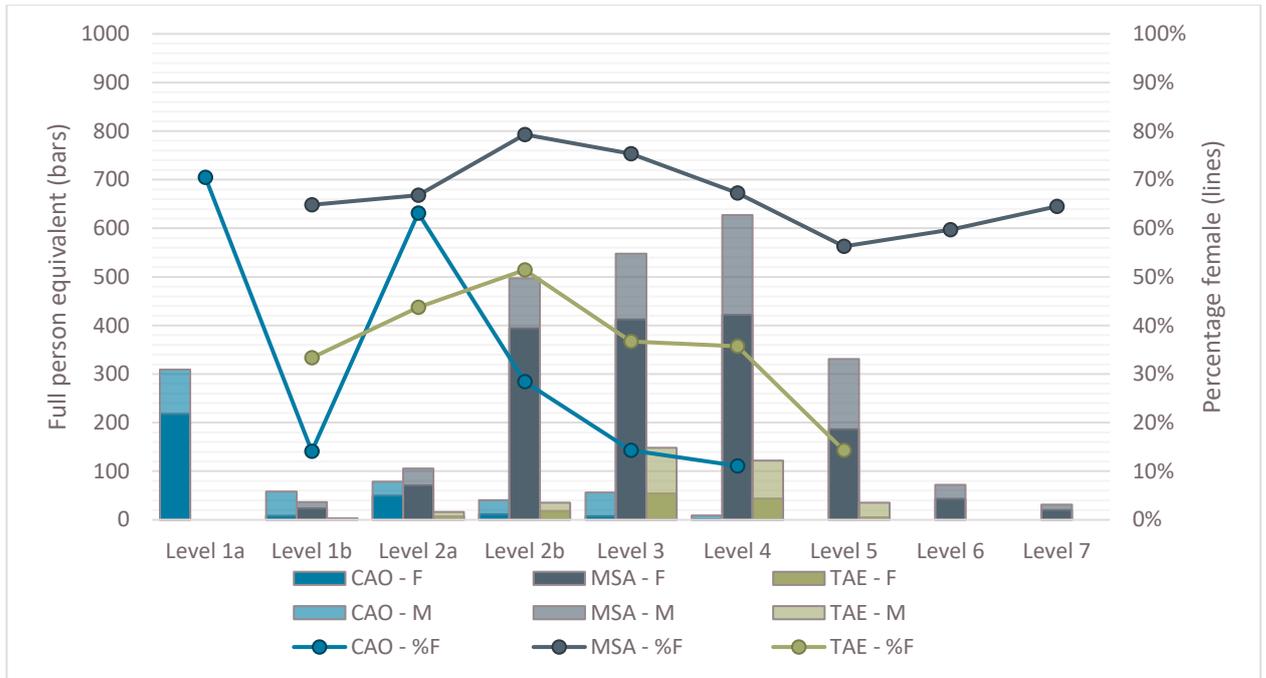


Figure 4.46: Number (FPE) of P&S staff by grade and job family, with female representation overlaid (2020/21)

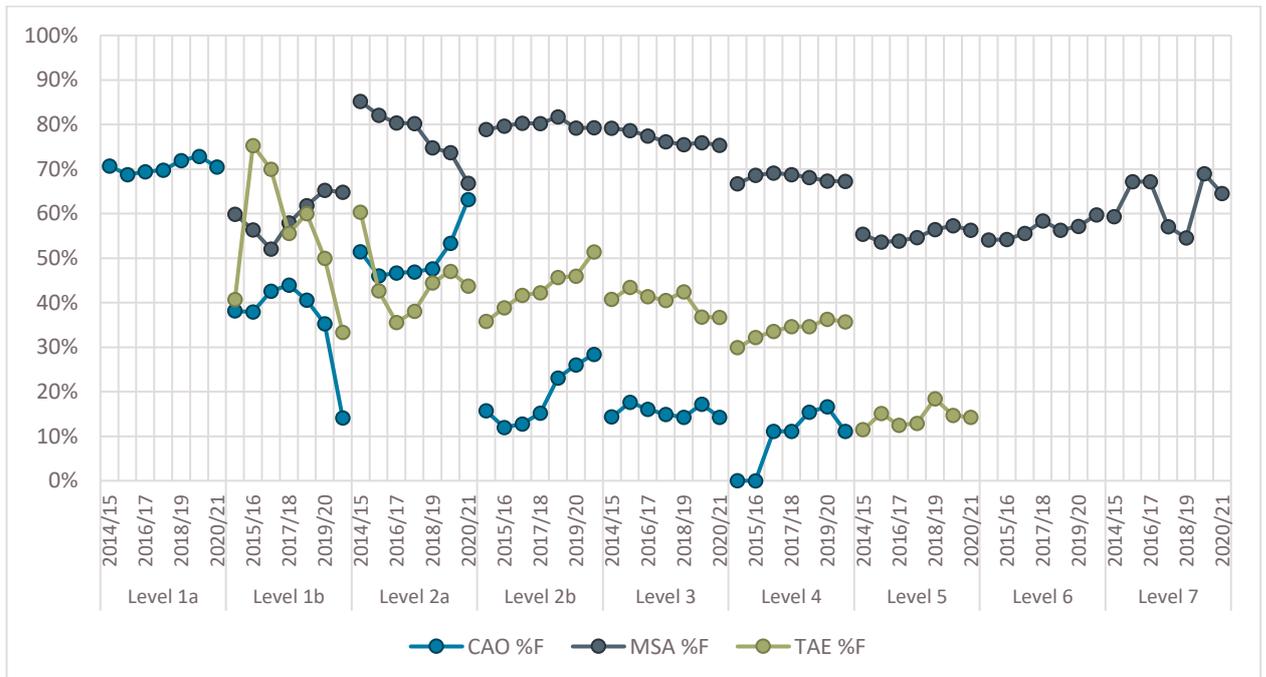


Figure 4.47: P&S staff female representation by job family and grade (2014/15 to 2020/21)

Full-time and part-time working

- Women are far more likely to work part-time than men (41.1%F, 13.5%M). This is typical of the sector for women (39.5% in 2019/20), but below benchmark for men (17.1% in 2019/20). In both cases part-time working has increased approx. 3pp relative to the sector since 2014/15 (**Table 4.10**).
- By grade, gender differences in part-time working are statistically significant at L1b to L5. For both women and men, part-time working reduces with seniority, and is rare at L7 (**Figure 4.48**).
- Since 2014/15 there have been slight increases in the proportions of women working part-time at L2b, L3 and L4, but slight decreases at L5 and L6 (**Figure 4.49, Figure 4.50**). This may imply reduced availability or reduced demand for part-time working at senior levels (**Action FF.1**).

- Action FF.1.1** Review evidence and conduct supplementary consultation (e.g., focus groups, listening sessions, etc.) with senior P&S staff to establish the underlying demand for part-time and flexible working, and whether this is being satisfied or subdued by existing policies and working practices.
- Action FF.1.2** Develop and implement proposals to address any issues or barriers identified from the qualitative exercises in FF.1.1.



Figure 4.48: Percentage of P&S staff working part-time by grade and gender (2020/21).



Figure 4.49: Percentage of P&S staff working part-time by grade and gender (Levels 1a to 3, 2014/15 to 2020/21).



Figure 4.50: Percentage of P&S staff working part-time by grade and gender (Levels 4 to 7, 2014/15 to 2020/21).

Table 4.10: Part-time working by gender compared with HESA data for all UK HEIs

		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Female	Southampton	39.4%	38.9%	40.5%	40.5%	40.5%	41.7%	41.1%
	HESA - All UK HEIs	40.8%	40.7%	40.2%	40.1%	39.9%	39.5%	No data
	Difference	-1.4pp	-1.8pp	+0.3pp	+0.4pp	+0.6pp	+2.2pp	n/a
Male	Southampton	11.1%	12.7%	12.0%	11.9%	12.9%	13.7%	13.5%
	HESA - All UK HEIs	17.2%	17.3%	17.2%	17.1%	17.3%	17.1%	No data
	Difference	-6.1pp	-4.6pp	-5.2pp	-5.2pp	-4.4pp	-3.4pp	n/a

Intersection with age

- Mean and median ages of women are higher than men at L1-3 and lower than men at L4-6 (Figure 4.51, Figure 4.52, Figure 4.53), suggesting workforce segregation and different career choices and trajectories by gender.

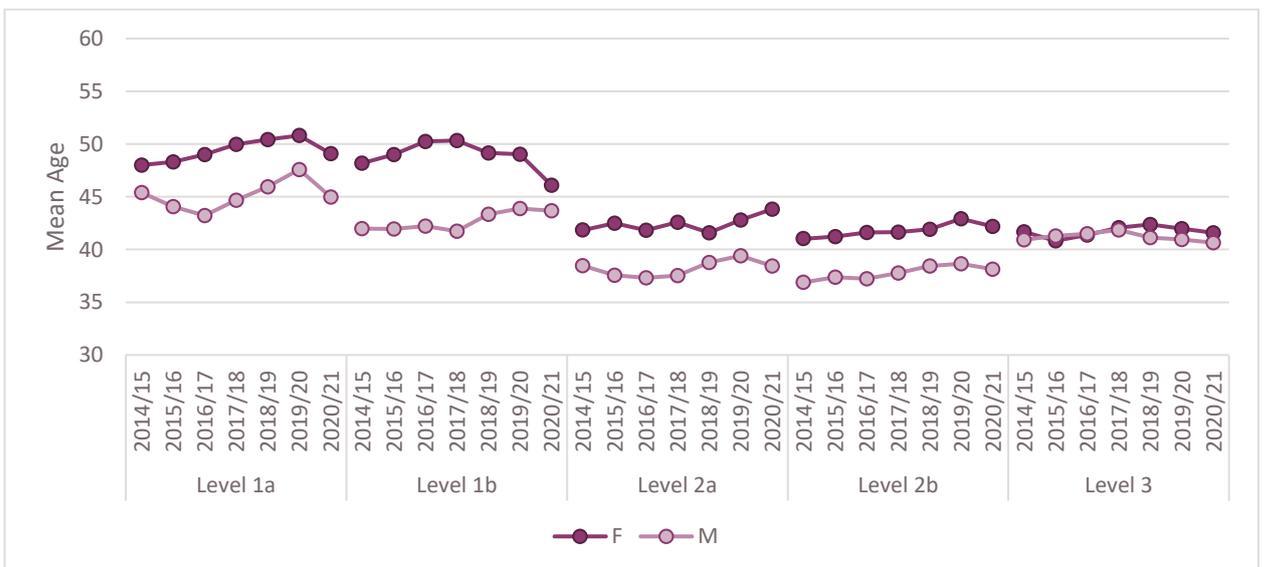


Figure 4.51: Mean age of P&S staff by grade and gender (Levels 1a to 3, 2014/15 to 2020/21).

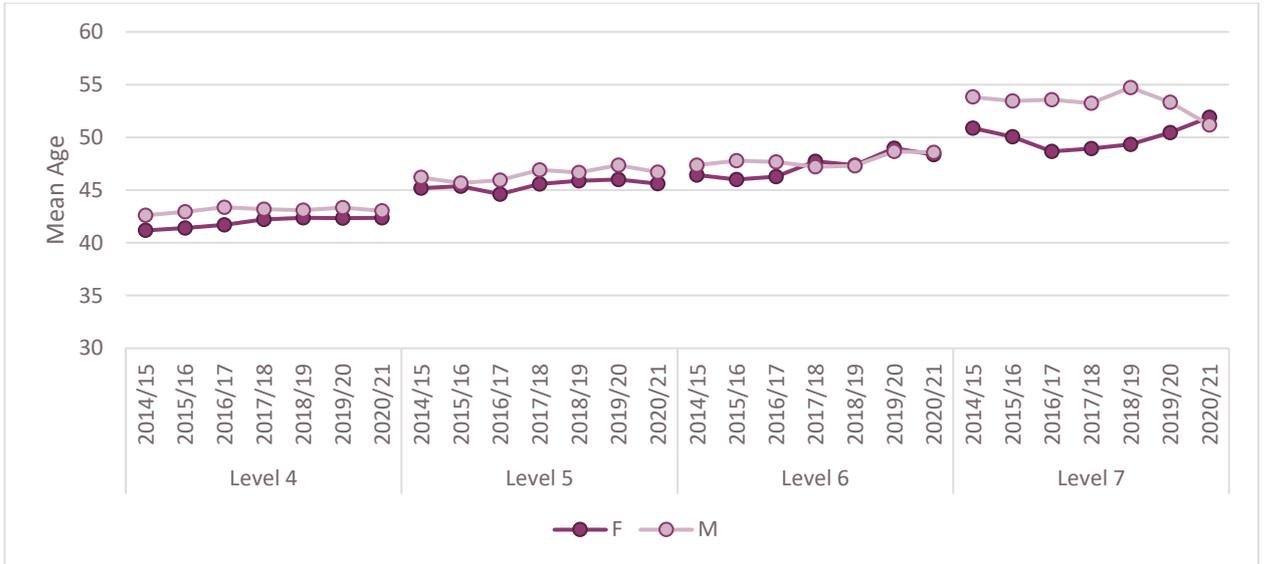


Figure 4.52: Mean age of P&S staff by grade and gender (Levels 4 to 7, 2014/15 to 2020/21).

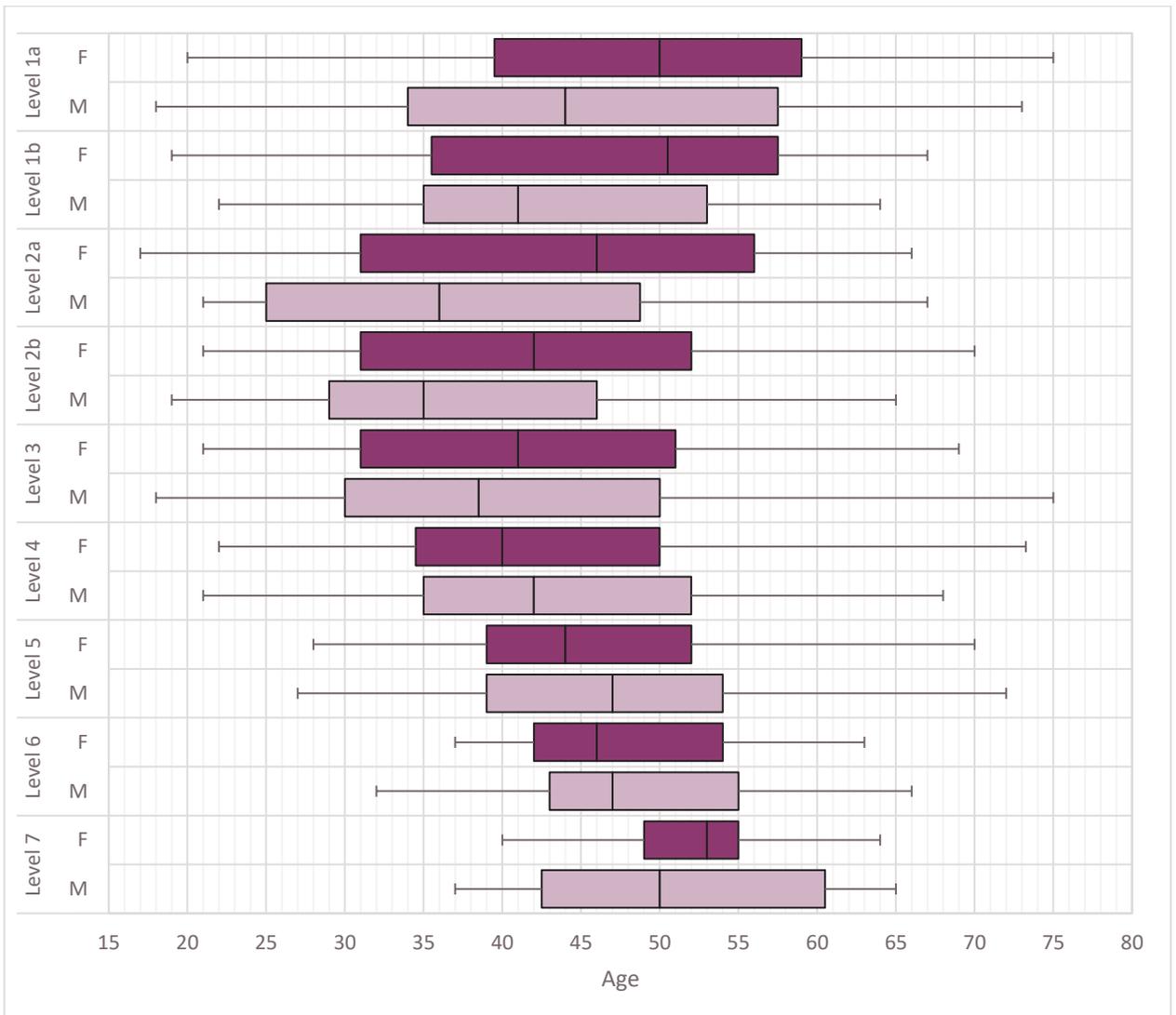


Figure 4.53: Box and whisker plot showing age ranges of P&S staff by grade and gender (2020/21)

Intersection with ethnicity

- Minority ethnic representation has tended to increase slightly since 2014/15.

- Minority ethnic representation is highest at L1a and decreases with seniority. There is little or no minority ethnic representation at L6 and L7.
- The CAO job family has significantly higher minority ethnic representation than MSA or TAE (**Figure 4.54**).
- Gender is not a significant factor (**Figure 4.55**).

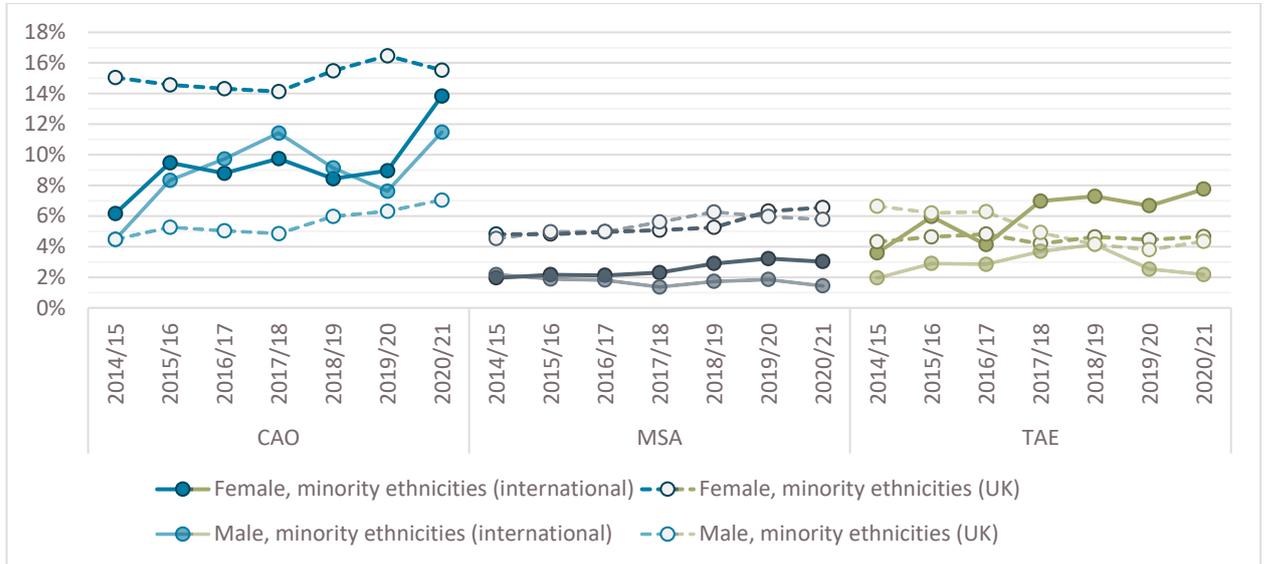


Figure 4.54: Proportion of P&S staff who are from minority ethnicities (international and UK) by job family and gender (2014/15 to 2020/21)

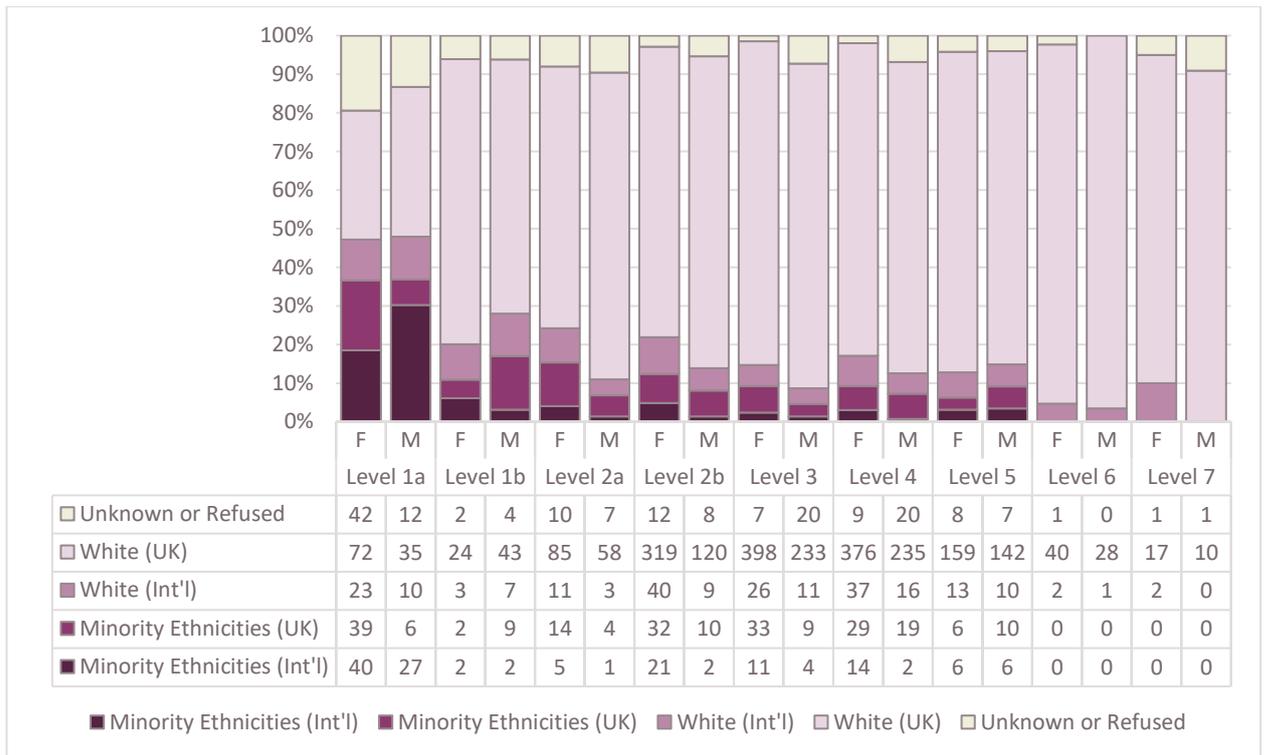


Figure 4.55: Ethnicity of P&S men and women (International and UK) by grade and gender (2020/21)

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

SUCCESSSES	<ul style="list-style-type: none"> • FTC usage low in Professional Services, declining slightly in AHSSBL. • No statistically significant gendered patterns in FTC usage.
GAPS	<ul style="list-style-type: none"> • FTC usage highest in STEMM and largely unchanged since 2014/15.

- School-based P&S staff are more likely to be employed on FTCs than centrally-based staff (AHSSBL 22.8% FTC, STEMM 32.1% FTC, PS 10.5% FTC), reflecting funding arrangements.
- Women appear more likely to be FTC at L2b, L3 and L4 in AHSSBL and STEMM, together accounting for over half (50.3%) of all P&S FTCs (**Figure 4.56, Figure 4.57**), but differences are not statistically significant
- FTC usage has declined slightly in AHSSBL and remained largely unchanged in STEMM and PS, apart from an increase in PS FTCs in 2020/21 related to the pandemic (**Figure 4.57**).

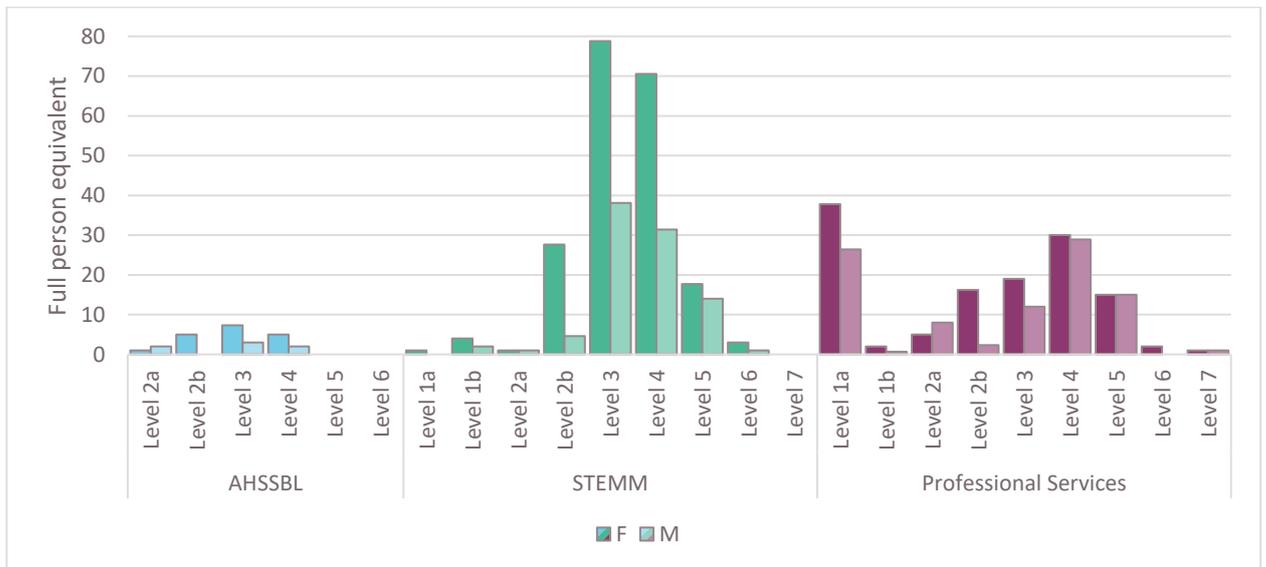


Figure 4.56: Number (FPE) of P&S men and women employed on FTCs by discipline and grade (2020/21)

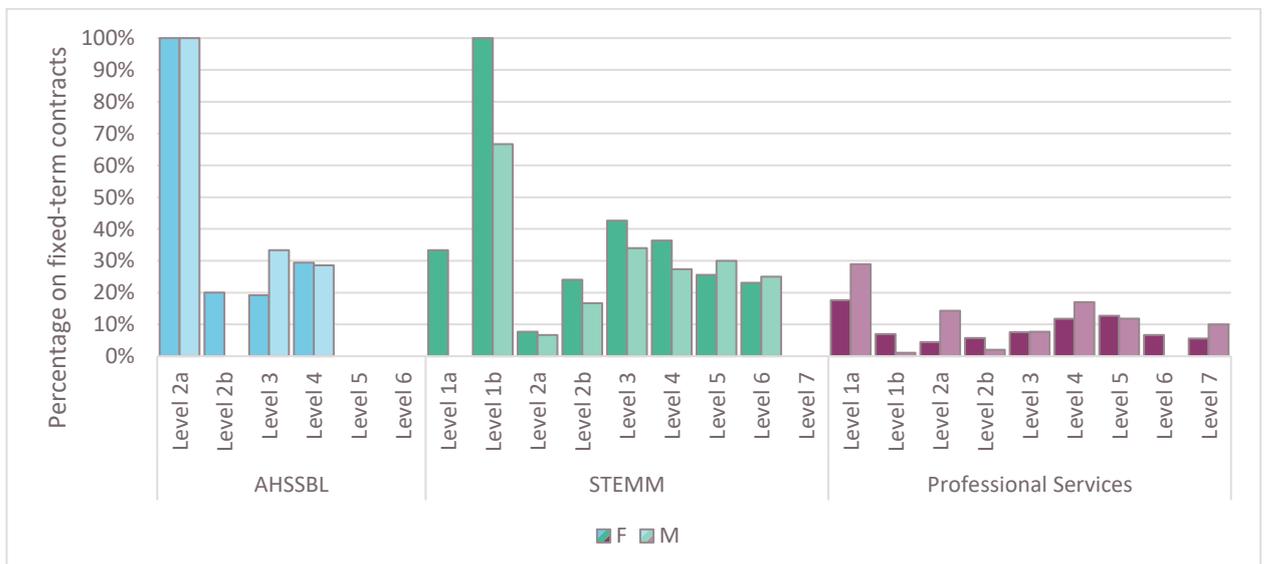


Figure 4.57: Percentage of P&S staff employed on FTCs by discipline, grade and gender (2020/21).

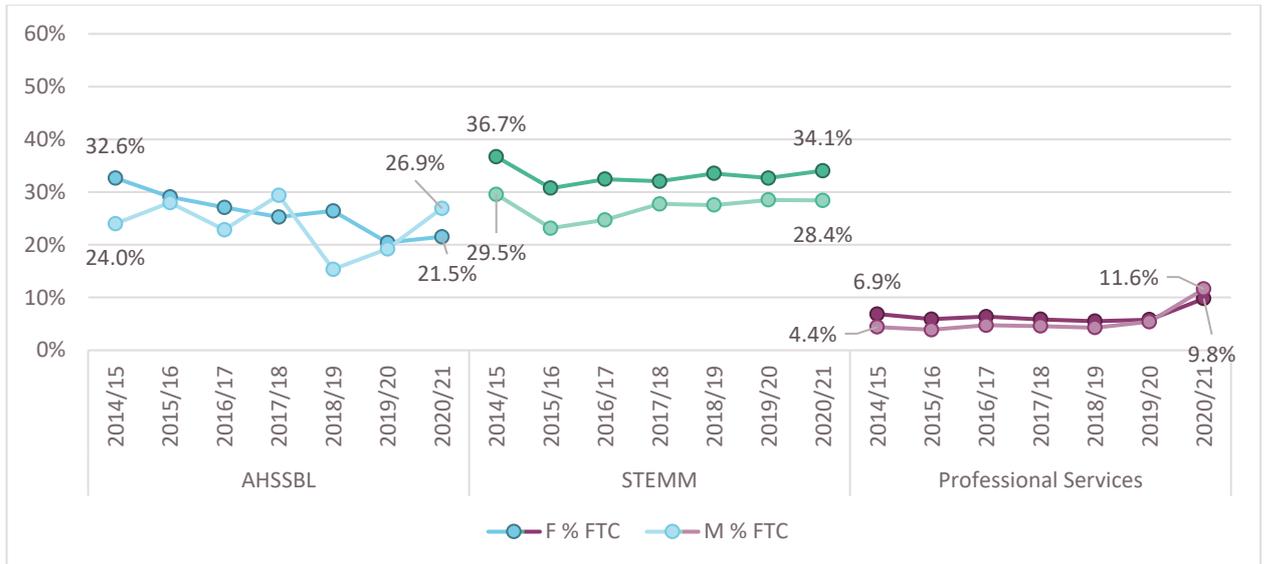


Figure 4.58: Percentage of all P&S staff employed on FTCs by discipline and gender (2014/15 to 2020/21).

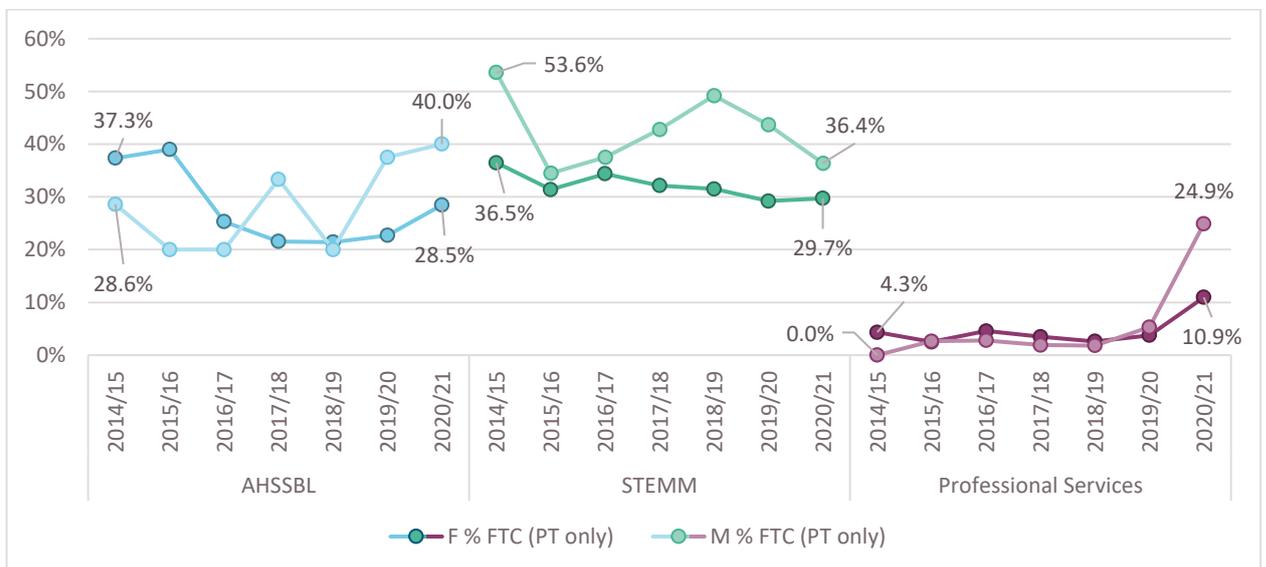


Figure 4.59: Percentage of part-time P&S staff employed on FTCs by discipline and gender (2014/15 to 2020/21).

- FTC usage is similar for full-time (**Figure 4.58**) part-time (**Figure 4.59**) staff. Differences by gender are not statistically significant.
- Increased Professional Services FTC usage in 2020/21 is related to the pandemic.

Other contract types

- The University engages casual workers (56%F) through its UniWorkforce function for a range of short-term (max. 12 weeks) or irregular assignments, e.g., open days, catering, cleaning, administrative work. Many causal workers are University students.
- Assignments of >12 weeks require standard employment contracts. Requests to extend UniWorkforce assignments beyond 12 weeks are assessed on a case-by-case basis.

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

SUCCESSSES	<ul style="list-style-type: none"> • Turnover of staff on OECs is low, typically around 10%. • Headline leaver reasons are collected in all cases.
GAPS	<ul style="list-style-type: none"> • Detailed leaver reasons are frequently unknown. • Exit questionnaire completion rates are low.

Data collection and exit processes are as described in 4.1(iv).

Turnover

- There is substantial year-on-year variation in turnover rates, but no significant differences over time (Figure 4.60 and Figure 4.61) or by discipline or gender (Figure 4.62), once small sample sizes are disregarded.
- High turnover is apparent in FTC roles, particularly at L1a-L2b (Figure 4.63). Gender differences are not significant.
- Turnover of part-time men is consistently higher than part-time women, significantly so at L5 (χ^2 , $P < .001$), believed to be linked to flexible retirement (Figure 4.64).

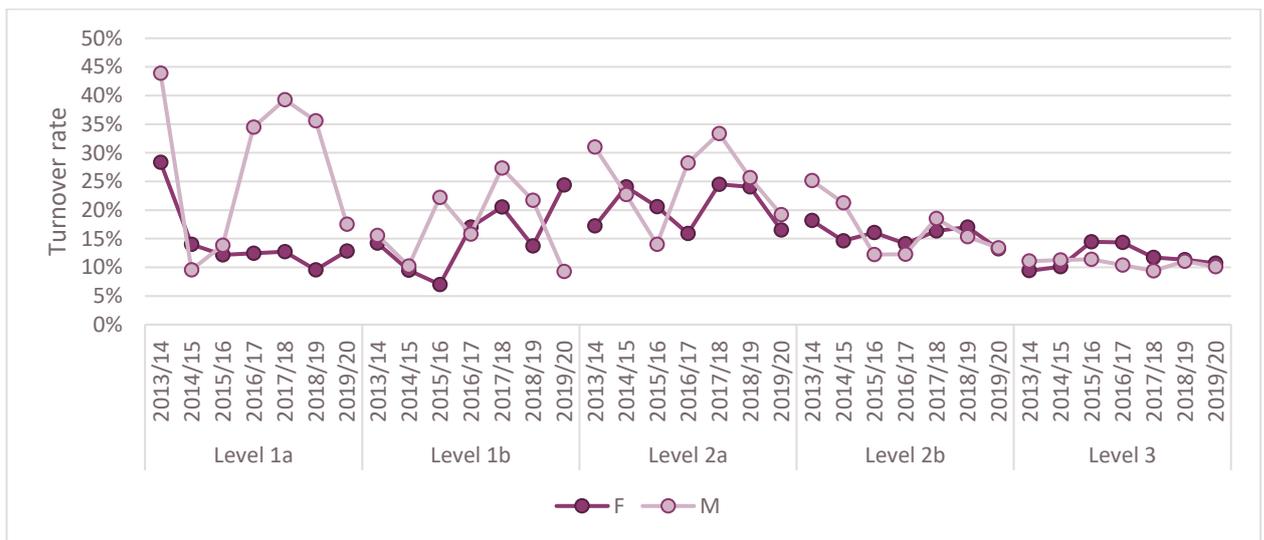


Figure 4.60: Turnover of P&S staff by grade and gender (Level 1a to 3, 2013/14 to 2019/20)

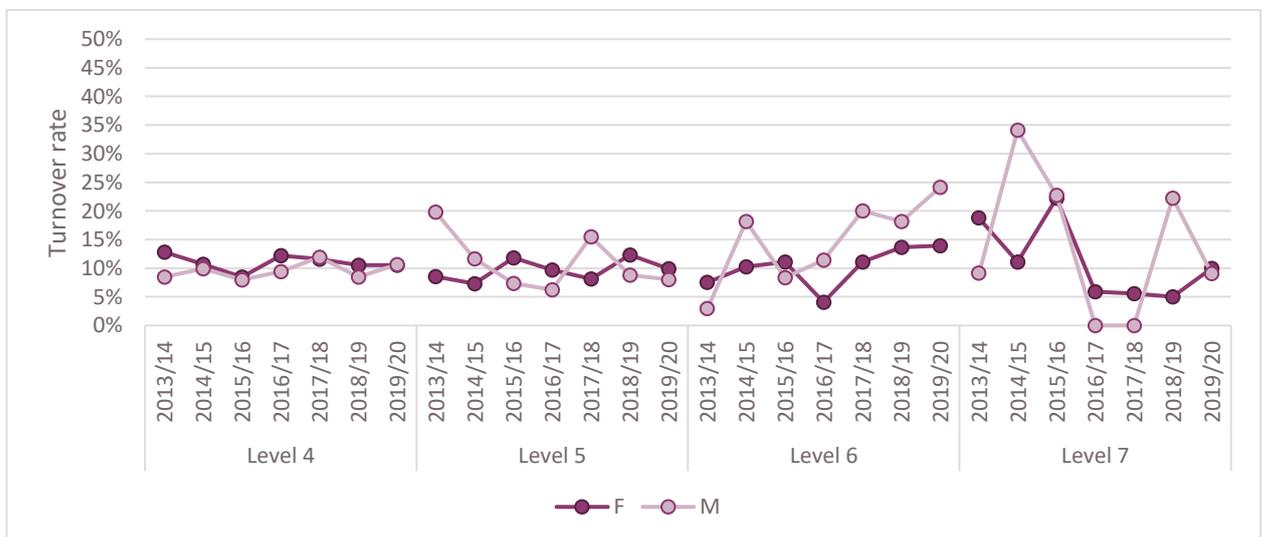


Figure 4.61: Turnover of P&S staff by grade and gender (Level 4 to 7, 2013/14 to 2019/20)

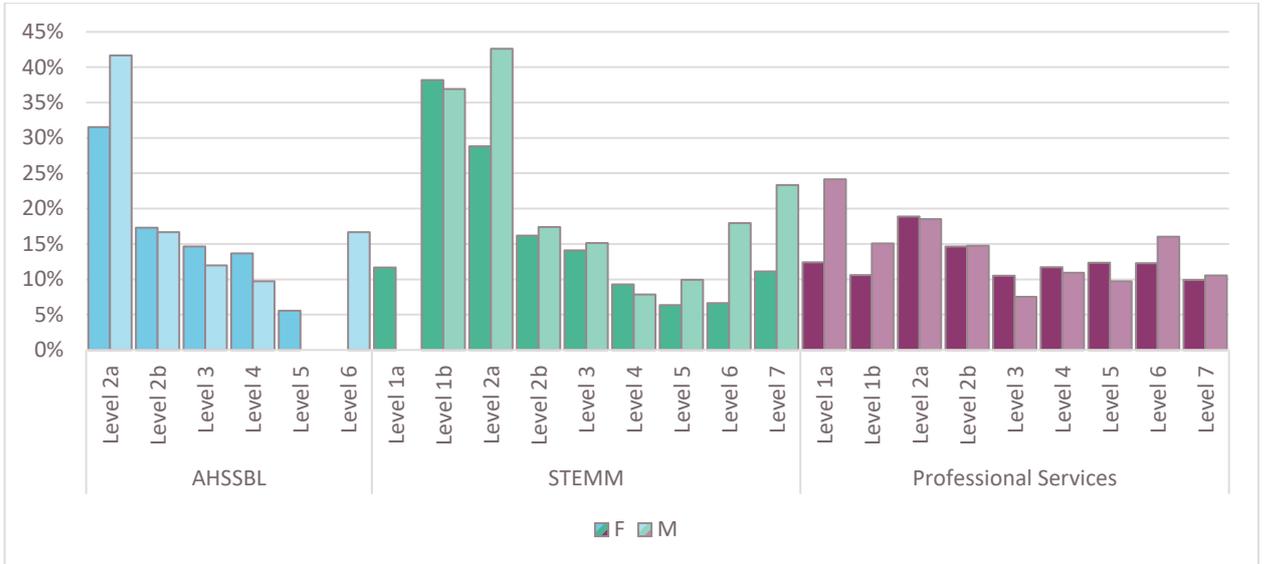


Figure 4.62: Average annual turnover of P&S staff by discipline, grade and gender (2013/14 to 2019/20)

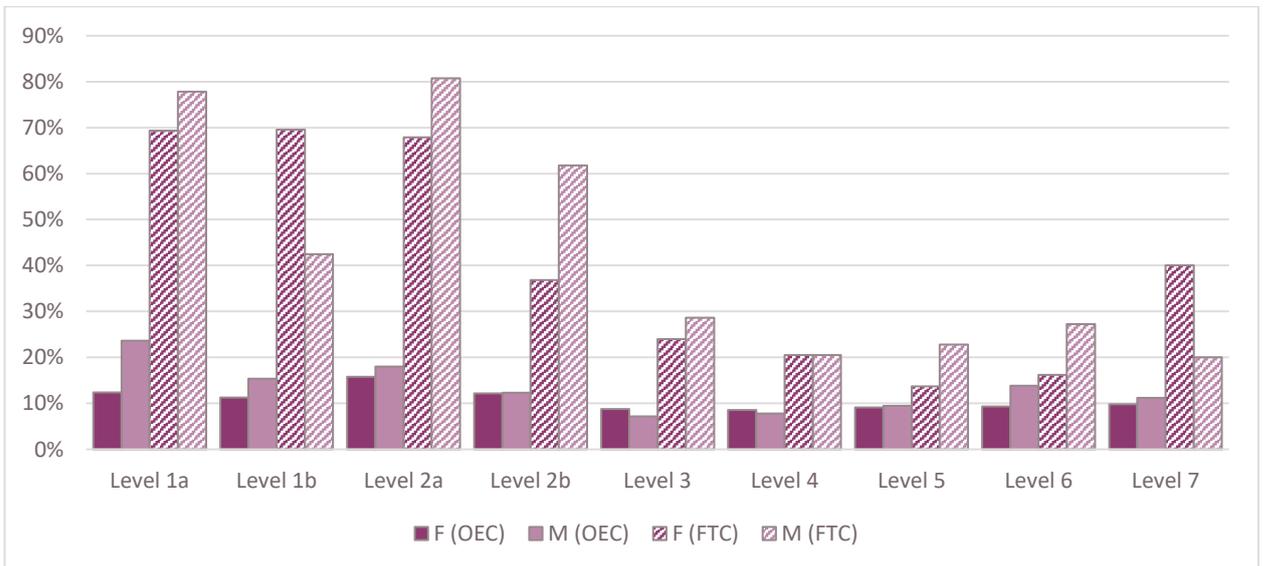


Figure 4.63: Average annual turnover of P&S staff by contract type, grade and gender (2013/14 to 2019/20 aggregated)

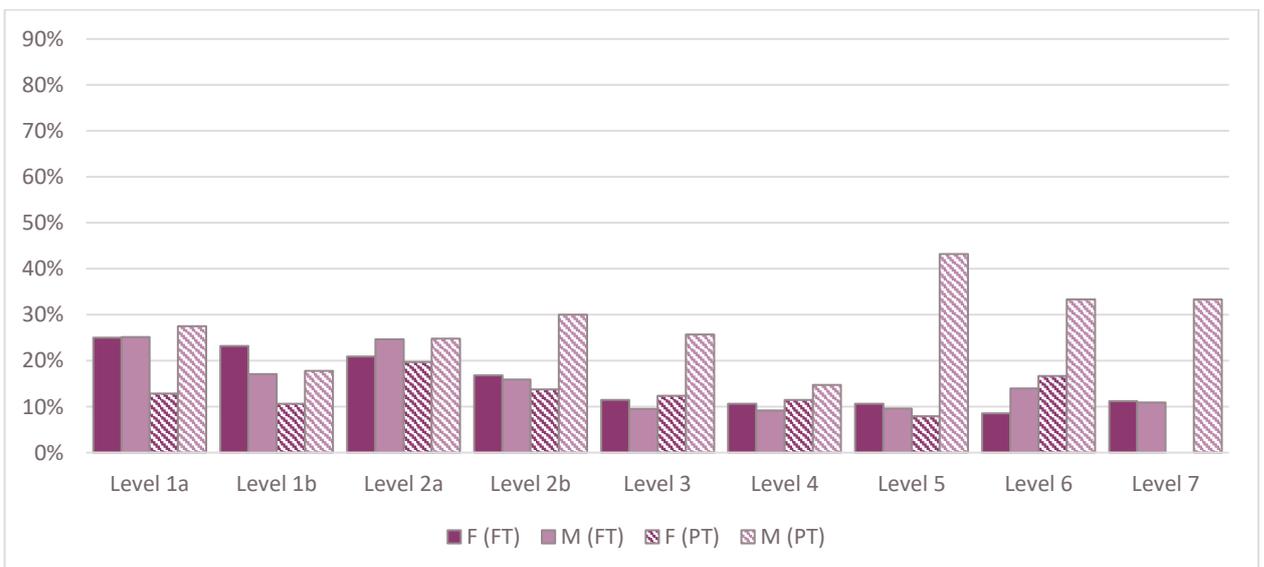


Figure 4.64: Average annual turnover rates of FT and PT P&S staff, by grade and gender (2013/14 to 2019/20 aggregated)

Leaver reasons**Table 4.11:** P&S staff leaver reasons by discipline, contract type and gender (2013/14 to 2019/20 aggregated)

Discipline / Leaver Reason (overall most common listed first)		Fixed-Term Contract				Open-Ended Contract			
		Female		Male		Female		Male	
		Leavers	%	Leavers	%	Leavers	%	Leavers	%
AHSSBL	Resignation	22	43.1%	2	11.8%	32	76.2%	10	83.3%
	End of Fixed-Term Contract	29	56.9%	13	76.4%	n/a	n/a	n/a	n/a
	Retirement	0	0.0%	0	0.0%	4	9.5%	0	0.0%
	Voluntary Severance	0	0.0%	0	0.0%	6	14.3%	1	8.3%
	Dismissal	0	0.0%	2	11.8%	0	0.0%	1	8.3%
	Other	0	0.0%	0	0.0%	0	0.0%	0	0.0%
STEMM	Resignation	169	53.7%	71	32.4%	155	68.0%	63	52.5%
	End of Fixed-Term Contract	131	41.6%	136	62.1%	n/a	n/a	n/a	n/a
	Retirement	6	1.9%	4	1.8%	32	14.0%	34	28.3%
	Voluntary Severance	1	0.3%	4	1.8%	7	3.1%	14	11.7%
	Dismissal	5	1.6%	3	1.4%	27	11.8%	9	7.5%
	Other	3	1.0%	1	0.5%	7	3.1%	0	0.0%
Prof. Services	Resignation	127	51.2%	52	51.0%	827	80.8%	539	79.4%
	End of Fixed-Term Contract	109	44.0%	44	43.1%	n/a	n/a	n/a	n/a
	Retirement	4	1.6%	1	1.0%	114	11.1%	57	8.4%
	Voluntary Severance	2	0.8%	0	0.0%	34	3.3%	28	4.1%
	Dismissal	3	1.2%	2	2.0%	38	3.7%	45	6.6%
	Other	3	1.2%	3	2.9%	11	1.1%	10	1.5%

Note: Other = Transfer/TUPE, Death in Service, Career Break and No Reason Recorded/Reason Declined

- Among school-based P&S staff on FTCs, women's exit reasons are significantly more likely to be resignation than men (χ^2 , $P < .001$), mirroring A&R staff observations (see **4.1(iv)**). There are no significant differences in leaver reasons by gender for PS staff (**Table 4.11**).
- Excluding unknowns, relocation is the most common resignation reason followed by promotion, pay and work-life balance (**Table 4.12**). Men are more likely to resign due to promotion or pay and women for work-life balance. Gender differences are statistically significant.
- Completion of exit questionnaires is low ($\approx 30\%$). No gender data are collected (**Action EU.6**). From the data collected, reward and staff development are the factors with greatest impact on leaving decisions (**Table 4.13**).

Action EU.6

Consult with staff to understand reasons for poor completion of exit questionnaires and resignation reasons on leaver forms, and refresh guidance, training and data collection mode, if required, to improve completion rates and the quality of information disclosed.

Table 4.12: P&S staff resignation reasons by discipline, contract type and gender (2014/15 to 2019/20 aggregated)

Discipline / Leaver Reason (overall most common listed first)		Fixed-Term Contract				Open-Ended Contract			
		Female		Male		Female		Male	
		Leavers	%	Leavers	%	Leavers	%	Leavers	%
AHSSBL	Unknown or No Reason Stated	17	77.3%	1	50.0%	13	40.6%	5	50.0%
	Relocation	2	9.1%	1	50.0%	4	12.5%	1	10.0%
	Promotion (External)	2	9.1%	0	0.0%	2	6.3%	1	10.0%
	Pay	0	0.0%	0	0.0%	2	6.3%	0	0.0%
	Work/Life Balance	1	4.5%	0	0.0%	5	15.6%	0	0.0%
	Education or Training	0	0.0%	0	0.0%	3	9.4%	1	10.0%
	Discontent	0	0.0%	0	0.0%	1	3.1%	1	10.0%
	Other	0	0.0%	0	0.0%	2	6.3%	1	10.0%
STEMM	Unknown or No Reason Stated	95	56.2%	43	61.4%	70	45.8%	44	69.8%
	Relocation	22	13.0%	9	12.9%	25	16.3%	4	6.3%
	Promotion (External)	5	3.0%	3	4.3%	13	8.5%	6	9.5%
	Pay	9	5.3%	3	4.3%	11	7.2%	6	9.5%
	Work/Life Balance	6	3.6%	1	1.4%	14	9.2%	2	3.2%
	Education or Training	13	7.7%	8	11.4%	8	5.2%	0	0.0%
	Discontent	7	4.1%	0	0.0%	4	2.6%	1	1.6%
	Other	12	7.1%	3	4.3%	8	5.2%	0	0.0%
Professional Services	Unknown or No Reason Stated	75	59.1%	34	65.4%	465	56.7%	321	59.6%
	Relocation	19	15.0%	5	9.6%	84	10.2%	57	10.6%
	Promotion (External)	8	6.3%	6	11.5%	66	8.0%	41	7.6%
	Pay	9	7.1%	4	7.7%	39	4.8%	41	7.6%
	Work/Life Balance	4	3.1%	0	0.0%	60	7.3%	27	5.0%
	Education or Training	2	1.6%	1	1.9%	25	3.0%	19	3.5%
	Discontent	3	2.4%	1	1.9%	13	1.6%	11	2.0%
	Other	7	5.5%	1	1.9%	68	8.3%	22	4.1%

Note: Other = Health, Carer Responsibilities and Resignation after Maternity Leave

Table 4.13: P&S staff exit questionnaire responses (January 2019 to July 2021, aggregated)

Discipline / Response		To what extent did ... have an impact on your decision to leave?								Has your experience working for the University been...		
		Reward		Development		Manager		Leadership				
Prof. Serv.	Great impact	48	25.1%	51	26.7%	26	13.6%	21	11.0%	Negative	21	11.0%
	Some impact	55	28.8%	57	29.8%	40	20.9%	45	23.5%	Neutral	35	18.3%
	No impact	72	37.7%	52	27.2%	93	48.7%	94	49.2%	Positive	86	45.0%
	No answer	16	8.4%	31	16.2%	32	16.8%	31	16.2%	No answer	49	25.7%

Note: Questionnaire responses are anonymous. Gender data not available.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

SECTION WORD COUNT: 7,505 WORDS; RUNNING TOTAL: 12,537 WORDS

5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i) Recruitment

Process

- Job descriptions, advert text, shortlisting criteria and interview questions developed using best-practice guidelines and reviewed by HR for bias/gendered-language/inclusivity.
- Many departments showcase flexibility and encourage applications from under-represented groups.
- Since 2019, we provide support for drafting inclusive, gender-neutral advert text and identifying positive advertising options, via our recruitment agency, TMP. This has been effective; in Physics a new style advertisement led to a female hire, who reports that the advertisement stood out.
- Recruiting managers are encouraged to offer/consider flexible working. Part-time or job-share appointments are made for roles advertised as full-time (**Table 5.1**) with examples in 19 of 22 schools.
- When using executive search agencies for senior appointments (see **Table 5.7**), we ensure firms have a Voluntary Code of Conduct in place, per the Davies Report.
- Panels should include at least one woman and one man, and ideally be gender-balanced; this is generally achieved in AHSSBL, but not STEMM (**Table 5.2**). Panellists must have completed EDI training (see **5.3(i)**).
- Recruitment and Selection training has been incorporated into our new *Line Manager Development Programme* (see **5.3(i)**) with facilitated learning supplemented by comprehensive toolkits and guidance.
- Complementing this, a project is underway (**Action IR.1**) developing over 160 *Super-Recruiters* across the University, supported by senior sponsors, with the resources and training to:
 - ensure an inclusive approach to all recruitment activity
 - provide guidance and advice (recognising half of recruiting managers recruit, at most, once a year)
 - challenge unconscious bias and poor practice
 - explore and share good practice
 - influence change
 - within the project, we are also developing e-Recruit to include an embedded gender decoder and the ability to conduct blind shortlisting.
- Shortlisting uses standardised merit-based scoring.
- Interviews are arranged to accommodate applicants' needs.
- Equal opportunities data are collected at application and held confidentially.
- Application/interview feedback is provided to all candidates on request.

Areas for improvement

- Data from AHSSBL (**Table 5.3, Table 5.4**) and STEMM (**Table 5.5, Table 5.6**) underline that proactive action is needed to encourage female applicants, especially for L6, L7 and senior appointments (**Table 5.7**). In most cases, women are more likely to be shortlisted and appointed than men (**Figure 5.1**), implying a shortfall in female applications. (**Action IR.2**)
- Only 2/3rds of SDS2019 respondents believe recruitment is fair and transparent with respect to gender, with women less likely to agree (**Figure 5.2**). We will do more to promote inclusive recruitment and increase the visibility of our recruitment processes. (**Action IR.3**).

<u>Action IR.1</u>	Ensure consistency and consideration of EDI in all recruitment activity, initially using a cohort of 'super recruiters' who will act as 'critical friends' throughout the recruitment process, ensuring awareness of unconscious bias and offering guidance for best inclusive recruitment practice. [Sub-actions shown in full action plan].
<u>Action IR.2</u>	Increase female application rates at recruitment through the development of resources, capture and communication of data, and best practice sharing. [Sub-actions shown in full action plan].
<u>Action IR.3.1</u>	Create internal recruitment SharePoint site to showcase inclusive recruitment processes and offer visibility of executive recruitment processes and ensure that inclusive recruitment processes are embedded within system guidance, advert templates and recruitment training for new managers. Super recruiters to advocate inclusive recruitment practices at faculty/service level.
<u>Action IR.3.2</u>	Investigate the use and publication of KPIs in relation to inclusive recruitment

Recruitment data**Table 5.1:** Number and proportion of A&R vacancies advertised as full-time but appointed on a part-time or job-share basis, by discipline and year. Includes new starters and internal appointments.

Year	AHSSBL			STEMM		
	F	M	as % of FT vacancies	F	M	as % of FT vacancies
2020/21 (part-year)	3	1	5.8%	6	2	2.3%
2019/20	1	1	2.9%	6	4	2.9%
2018/19	3	-	4.4%	10	2	3.2%
2017/18	-	-	0.0%	1	1	0.5%
2016/17	1	1	3.8%	9	1	2.6%
2015/16	1	2	2.7%	9	3	2.8%
2014/15	4	-	4.1%	4	2	1.5%
Overall	15	5	3.8%	45	15	2.3%

Table 5.2: A&R recruitment panel composition (2014/15 to 2020/21)

Measure		2014/ 15	2015/ 16	2016/ 17	2017/ 18	2018/ 19	2019/ 20	2020/ 21
AHSSBL	Number of vacancies advertised*	173	184	146	147	121	118	123
	Percentage of shortlisting panels with at least one woman	93%	84%	86%	88%	80%	92%	87%
	Gender balance of all shortlisting panels (%F)	50%	43%	43%	48%	36%	43%	42%
	Percentage of interview panels with at least one woman	94%	89%	87%	91%	85%	93%	87%
	Gender balance of all interview panels (%F)	49%	43%	43%	49%	37%	43%	42%
STEMM	Number of vacancies advertised*	484	521	399	451	425	383	422
	Percentage of shortlisting panels with at least one woman	67%	65%	62%	61%	62%	64%	64%
	Gender balance of all shortlisting panels (%F)	38%	36%	34%	35%	35%	37%	35%
	Percentage of interview panels with at least one woman	68%	67%	63%	63%	63%	65%	66%
	Gender balance of all interview panels (%F)	38%	36%	34%	36%	35%	37%	36%

Note: Vacancies data includes all advertisements, including re-advertisements of the same role. Panel data excludes 15-20% of vacancies where information on panel composition is incomplete.

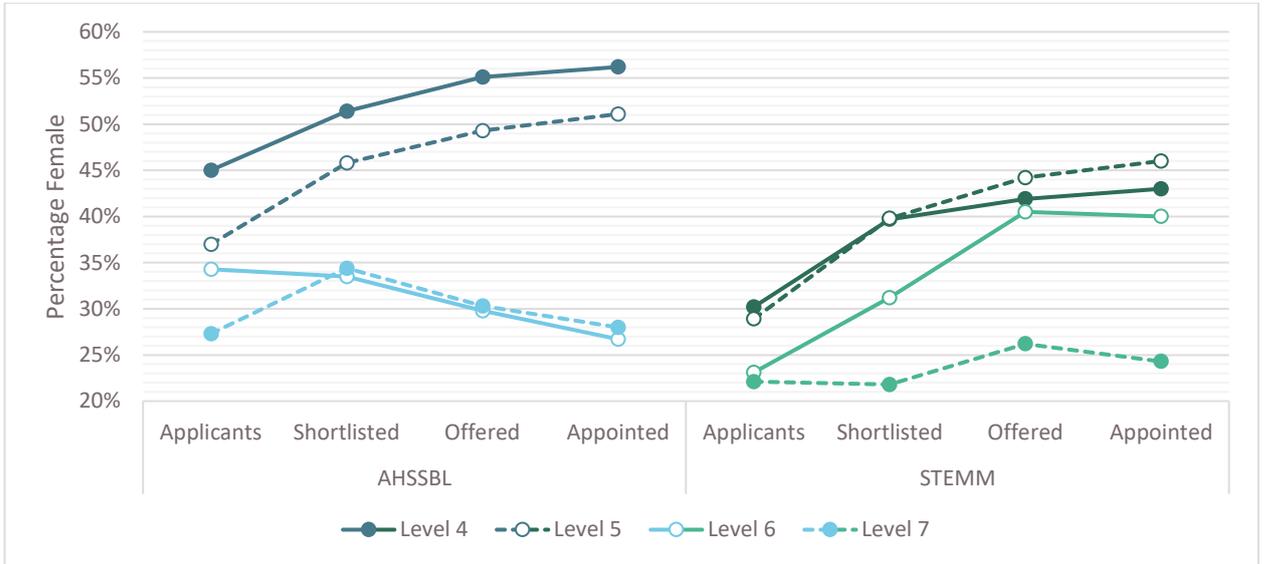


Figure 5.1: Female representation at each recruitment stage, by grade and discipline (2014/15 to 2020/21 aggregated)

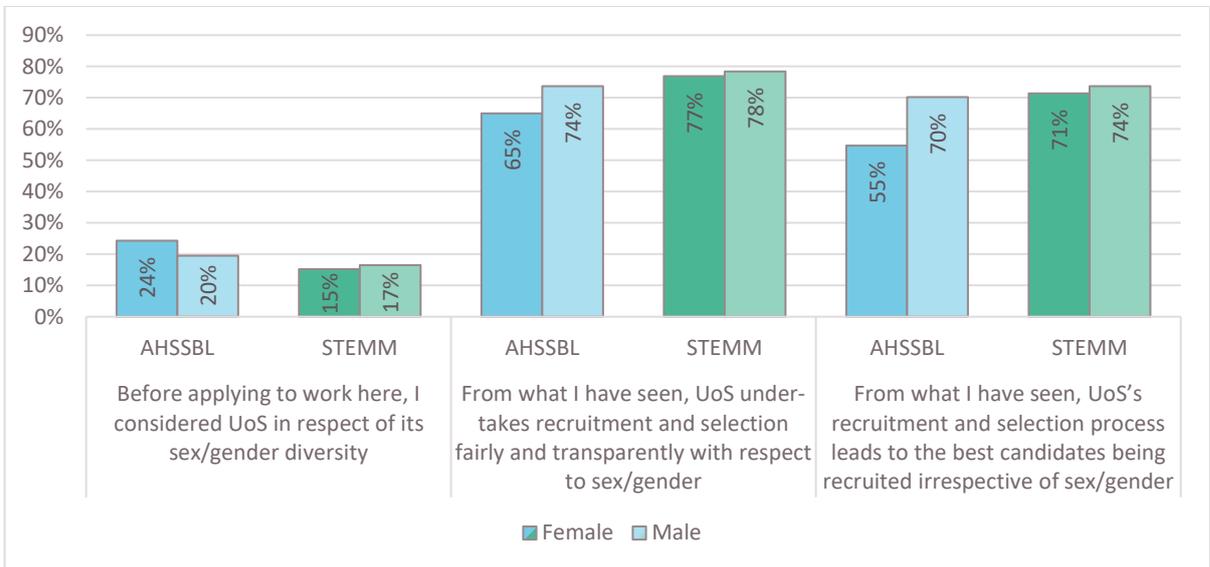


Figure 5.2: Positive responses to recruitment-related questions in SDS2019

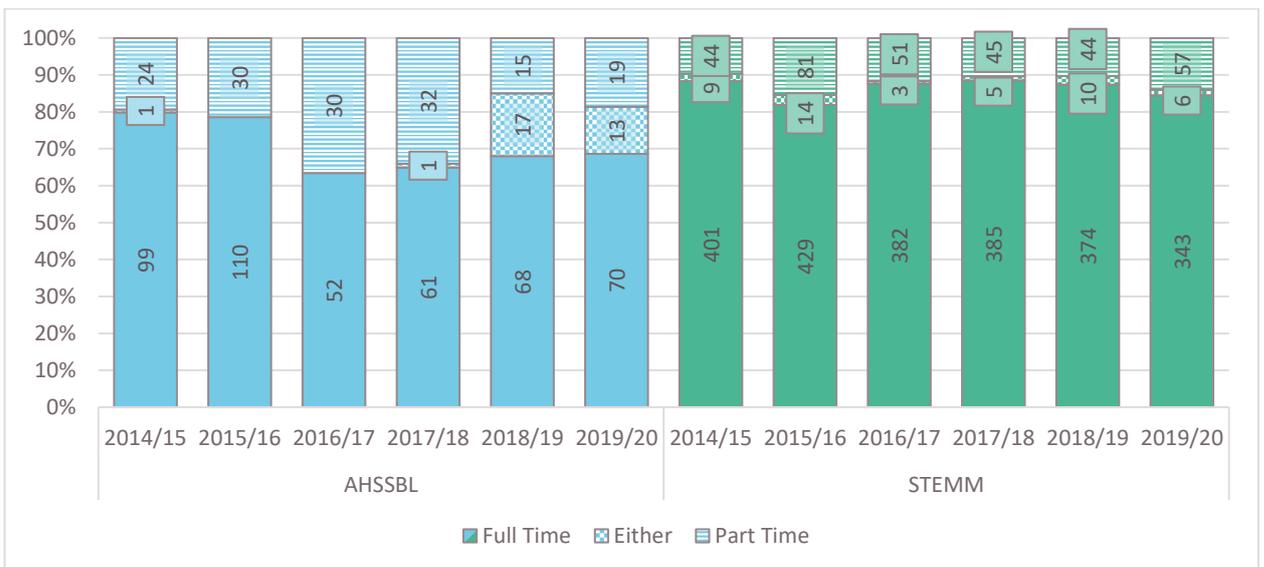


Figure 5.3: Proportion and number of A&R vacancies advertised by working pattern and discipline (2014/15 to 2019/20)

AHSSBL data

Table 5.3: AHSSBL A&R staff recruitment by year and gender (2014/15 to 2019/20)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
2014/15	F	983	196	82	73	[19.9%]	41.8%	89.0%	7.4%
	M	1,164	192	75	67	[16.5%]	39.1%	89.3%	5.8%
	%F	45.8%	50.5%	52.2%	52.1%	-	-	-	-
2015/16	F	826	200	68	63	[24.2%]	34.0%	92.6%	[7.6%]
	M	1,255	237	73	64	[18.9%]	30.8%	87.7%	[5.1%]
	%F	39.7%	45.8%	48.2%	49.6%	-	-	-	-
2016/17	F	478	111	40	37	[23.2%]	36.0%	92.5%	[7.7%]
	M	730	106	34	29	[14.5%]	32.1%	85.3%	[4.0%]
	%F	39.6%	51.2%	54.1%	56.1%	-	-	-	-
2017/18	F	454	138	43	43	[30.4%]	31.2%	[100.0%]	9.5%
	M	598	131	48	40	[21.9%]	36.6%	[83.3%]	6.7%
	%F	43.2%	51.3%	47.3%	51.8%	-	-	-	-
2018/19	F	402	95	37	28	23.6%	38.9%	75.7%	7.0%
	M	789	167	53	41	21.2%	31.7%	77.4%	5.2%
	%F	33.8%	36.3%	41.1%	40.6%	-	-	-	-
2019/20	F	452	127	44	41	[28.1%]	34.6%	93.2%	[9.1%]
	M	747	155	42	37	[20.7%]	27.1%	88.1%	[5.0%]
	%F	37.7%	45.0%	51.2%	52.6%	-	-	-	-
Overall	F	3,595	867	314	285	[24.1%]	36.2%	[90.8%]	[7.9%]
	M	5,283	988	325	278	[18.7%]	32.9%	[85.5%]	[5.3%]
	%F	40.5%	46.7%	49.1%	50.6%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at $P < 0.05$

- Women are significantly more likely to be shortlisted (χ^2 , $P < 0.001$) and appointed having received an offer (χ^2 , $P = 0.041$). They are slightly more likely to receive an offer having been shortlisted.

Table 5.4: AHSSBL A&R staff recruitment by grade and gender (2014/15 to 2019/20 aggregated)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
Level 4	F	2,086	535	205	194	[25.6%]	38.3%	94.6%	[9.3%]
	M	2,546	506	167	151	[19.9%]	33.0%	90.4%	[5.9%]
	%F	45.0%	51.4%	55.1%	56.2%	-	-	-	-
Level 5	F	1,043	218	74	68	[20.9%]	33.9%	91.9%	[6.5%]
	M	1,773	258	76	65	[14.6%]	29.5%	85.5%	[3.7%]
	%F	37.0%	45.8%	49.3%	51.1%	-	-	-	-
Level 6	F	369	83	25	16	22.5%	30.1%	64.0%	4.3%
	M	706	165	59	44	23.4%	35.8%	74.6%	6.2%
	%F	34.3%	33.5%	29.8%	26.7%	-	-	-	-
Level 7	F	97	31	10	7	32.0%	32.3%	70.0%	7.2%
	M	258	59	23	18	22.9%	39.0%	78.3%	7.0%
	%F	27.3%	34.4%	30.3%	28.0%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at $P < 0.05$

- Among applicants %F falls with seniority.
- At L4 and L5 women are significantly more likely to be shortlisted (L4: χ^2 , $P < 0.001$; L5: χ^2 , $P < 0.001$) and appointed (L4: χ^2 , $P < 0.001$; L5: χ^2 , $P = 0.001$) than men. Patterns are less clear at L6 and L7.

STEMM data

Table 5.5: STEMM A&R staff recruitment by year and gender (2014/15 to 2019/20; excludes ACAP/PST)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
2014/15	F	1,285	420	173	162	[32.7%]	41.2%	93.6%	[12.6%]
	M	3,456	680	260	233	[19.7%]	38.2%	89.6%	[6.7%]
	%F	27.1%	38.2%	40.0%	41.0%	-	-	-	-
2015/16	F	1,510	519	232	220	[34.4%]	[44.7%]	[94.8%]	[14.6%]
	M	3,299	731	271	241	[22.2%]	[37.1%]	[88.9%]	[7.3%]
	%F	31.4%	41.5%	46.1%	47.7%	-	-	-	-
2016/17	F	879	294	143	131	[33.4%]	48.6%	91.6%	[14.9%]
	M	2,444	593	248	220	[24.3%]	41.8%	88.7%	[9.0%]
	%F	26.5%	33.1%	36.6%	37.3%	-	-	-	-
2017/18	F	1,084	406	173	156	[37.5%]	42.6%	90.2%	[14.4%]
	M	2,456	605	245	207	[24.6%]	40.5%	84.5%	[8.4%]
	%F	30.6%	40.2%	41.4%	43.0%	-	-	-	-
2018/19	F	1,003	375	148	131	[37.4%]	39.5%	88.5%	[13.1%]
	M	2,329	544	202	167	[23.4%]	37.1%	82.7%	[7.2%]
	%F	30.1%	40.8%	42.3%	44.0%	-	-	-	-
2019/20	F	1,174	332	147	132	[28.3%]	[44.3%]	89.8%	[11.2%]
	M	2,792	530	184	166	[19.0%]	[34.7%]	90.2%	[5.9%]
	%F	29.6%	38.5%	44.4%	44.3%	-	-	-	-
Overall	F	6,935	2,346	1,016	932	[33.8%]	[43.3%]	[91.7%]	[13.4%]
	M	16,776	3,683	1,410	1,234	[22.0%]	[38.3%]	[87.5%]	[7.4%]
	%F	29.2%	38.9%	41.9%	43.0%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at $P < 0.05$

- Women are significantly more likely to be shortlisted (χ^2 , $P < 0.001$), receive an offer (χ^2 , $P < 0.001$), be appointed (χ^2 , $P < 0.001$) and be appointed having received an offer (χ^2 , $P = 0.001$). The patterns in shortlisting and appointments (as a proportion of applicants) are significant in every individual year.

Table 5.6: STEMM A&R staff recruitment by grade and gender (2014/15 to 2019/20 aggregated)

Year		Apps	Shortlist	Offer	Appoint	Shortlist/ Apps	Offer/ Shortlist	Appoint/ Offer	Appoint/ Apps
Level 4	F	5,258	1,861	793	737	[35.4%]	[42.6%]	[92.9%]	[14.0%]
	M	12,169	2,830	1,101	975	[23.3%]	[38.9%]	[88.6%]	[8.0%]
	%F	30.2%	39.7%	41.9%	43.0%	-	-	-	-
Level 5	F	1,139	351	163	148	[30.8%]	[46.4%]	90.8%	[13.0%]
	M	2,803	531	206	174	[18.9%]	[38.8%]	84.5%	[6.2%]
	%F	28.9%	39.8%	44.2%	46.0%	-	-	-	-
Level 6	F	447	115	49	38	[25.7%]	[42.6%]	77.6%	[8.5%]
	M	1,484	254	72	57	[17.1%]	[28.3%]	79.2%	[3.8%]
	%F	23.1%	31.2%	40.5%	40.0%	-	-	-	-
Level 7	F	91	19	11	9	20.9%	57.9%	81.8%	9.9%
	M	320	68	31	28	21.3%	45.6%	90.3%	8.8%
	%F	22.1%	21.8%	26.2%	24.3%	-	-	-	-

Note: Differences between pairs marked in square brackets are significant at $P < 0.05$

- Among applicants %F falls with seniority.

- At L4, L5 and L6 women are significantly more likely to be shortlisted (L4: χ^2 , $P < 0.001$; L5: χ^2 , $P < 0.001$; L6: χ^2 , $P < 0.001$), receive an offer (L4: χ^2 , $P = .011$; L5: χ^2 , $P = .024$; L6: χ^2 , $P = 0.007$) and appointed (L4: χ^2 , $P < 0.001$; L5: χ^2 , $P < 0.001$; L6: χ^2 , $P < 0.001$) than men. At L4 women are also significantly more likely to be appointed having received an offer (χ^2 , $P = 0.001$).
- At L7, men are slightly more likely to be shortlisted than women, but less likely to receive an offer. The differences are not statistically significant.

Senior recruitment

Concerted efforts are made to attract diverse applicants and secure high-quality, gender-balanced longlists and shortlists (**Table 5.7**). Our chosen executive search partner, TalentEdu, specialize in this area. Adverts highlight our commitment to inclusivity, including job-share options. Appointment committees are gender representative, fully briefed and supported by HR.

Table 5.7: Gender breakdown of recent senior recruitment exercises via executive searches

Role		Apps	Longlist	Shortlist	Longlist/ Apps	Shortlist/ Longlist	Shortlist/ Apps
Senior Vice-President (Academic) (Male appointment)	F	23	3	2	13.0%	66.6%	8.7%
	M	29	9	4	31.0%	44.4%	13.8%
	%F	44.2%	25.0%	33.3%	-	-	-
Vice-President (International) (Not yet appointed)	F	63	<i>Recruitment paused due to COVID-19</i>				
	M	66					
	%F	48.9%					
Dean of Engineering and Physical Sciences (Male appointment)	F	4	2	2	[50.0%]	100.0%	50.0%
	M	49	4	3	[8.2%]	75.0%	6.1%
	%F	7.6%	33.3%	40.0%	-	-	-
Dean of Social Sciences (Female appointment)	F	6	1	1	16.7%	100.0%	16.7%
	M	26	5	2	19.2%	40.0%	7.7%
	%F	18.2%	16.7%	33.3%	-	-	-
Vice-President (Operations) (Female appointment)	F	17	3	3	17.6%	100.0%	17.6%
	M	37	5	2	13.5%	40.0%	5.4%
	%F	31.5%	37.5%	60.0%	-	-	-
Dean of Environmental and Life Sciences (Not yet appointed)	F	10	3	2	30.0%	66.7%	20.0%
	M	21	4	2	19.0%	50.0%	9.5%
	%F	32.3%	42.9%	50.0%	-	-	-
Vice-President (Education and Student Experience) (Not yet appointed)	F	15	7	4	46.7%	57.1%	26.7%
	M	20	1	0	5.0%	0.0%	0.0%
	%F	42.9%	87.5%	100.0%	-	-	-

(ii) Induction

The process described is the same for A&R and P&S staff (see **5.2(i)**).

University Induction

Regular University induction workshops, led by a member of UEB, provide new staff opportunities to learn about the University community, strategy, key policies and our Southampton Behaviours. During the pandemic, a *Welcome e-Learning* replaced these workshops, covering similar subject matter.

Feedback is generally positive (**Table 5.8**), but uptake is low (**Table 5.9**). Responses to CROS indicate that local/departmental induction is more valued and visible than university induction (**Figure 5.4**) (**Action CD.1**).

Table 5.8: Anonymous feedback for University induction workshops (January 2019 to March 2020; not collected by gender or A&R/P&S)

Question	Average Score
How useful did you find the workshop?	3.7 / 5.0 (74% positive)
Did the workshop broaden your knowledge of the University of Southampton?	4.2 / 5.0 (84% positive)
Do you now have a better understanding of our strategy?	4.4 / 5.0 (88% positive)
To what extent did the workshop meet your expectations?	3.9 / 5.0 (78% positive)
Would you recommend this workshop to other new starters?	4.0 / 5.0 (80% positive)

Table 5.9: Number of A&R staff taking up University induction or Welcome eLearning by gender and year

		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
New Staff Induction	Female	26	43	31	13	38	16	-
	Male	20	49	29	19	41	18	-
Welcome eLearning	Female	-	-	-	-	-	-	23
	Male	-	-	-	-	-	-	30
Uptake rate	Female	19.1%	28.6%	25.8%	13.6%	24.9%	11.8%	29.5%
	Male	11.1%	24.2%	19.1%	12.6%	20.8%	10.0%	32.6%

Local and Departmental Induction

New staff are directed to our *Induction Portal* (high usage: 1,460 unique users between December 2019 and August 2021), containing information to support staff preparing to join us, and during their first months.

- **Before joining:** Practical information (e.g., travel, relocation) and early IT access.
- **First Week:** An *Induction Checklist* sets out key items and ‘domestics’ to be covered: H&S, workplace familiarisation, reasonable adjustments, mandatory training etc. Many departments augment this with local checklists/induction packs.
- **First Month:** A *Personal Induction Programme* is expected, with a structured timetable of meetings and events tailored to the employee’s needs.
- Thereafter, formal expectations and objectives are defined through probation.

For A&R staff, the portal provides additional information about relevant development (e.g., CHEP, PGCAP, PREP; see **5.3(i)**, **5.3(iii)**), quality standards and sources of academic support.

The portal includes guidance and advice for managers and stresses that inductions are also beneficial for career break/family leave returners and newly-promoted or transferred staff.

Individual departments have additional support, including reduced teaching/administration loads, local induction workshops, mentoring/buddy arrangements and management compliance/effectiveness checks.

There is no central mechanism to record/verify that the local/departmental induction has been completed, or that it has achieved its aims (**Action CD.2**).

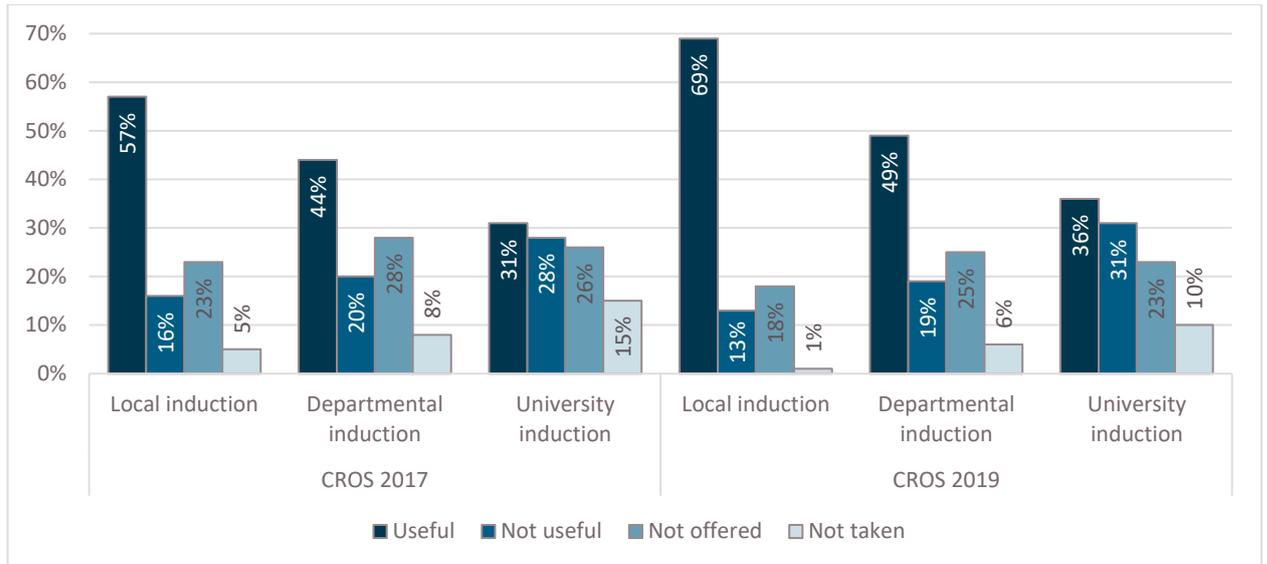


Figure 5.4: Usefulness of induction, as reported in CROS 2017 and CROS 2019 (no gender breakdown available)

- Action CD.1** Understand low uptake of University induction. Clarify purpose. Revise content, format as required.
- Action CD.2** Introduce 'New Starter Questionnaires' as a means of collecting data on up-take/completion of different elements of induction and probation, so that we can understand their value, and analyse for any differences in experience by gender.

(iii) Promotion

We have made substantial progress enhancing the clarity, accessibility and fairness of our promotion process:

- Promotion is built around our four career pathways (Balanced, Education, Research, Enterprise), which recognise and value ‘focused’ career trajectories equally, alongside ‘balanced’ academic portfolios (see **4.1(iii)**).
- Expectations and promotion criteria are clearly detailed in *Contribution Matrices* for each pathway and level. All pathways recognise contributions towards Leadership, Management and Engagement (including administrative, pastoral and outreach work).
- Annual launch event, hosted by a Vice-President, provides process information, advice and Q&A. Events are recorded, available online for maximum accessibility.
- Our promotion website (high usage: 1,515 unique users since February 2018 refresh) provides comprehensive information and resources to support applicants, decision-makers and administrators.
- Recognising lower female application rates (but good success rates) are a consistent theme (see **Figure 5.5 to Figure 5.10**), and that applicants seek greater support in developing their applications, in 2021/22 we introduced:
 - *Academic Career Development Committees* in every school identify potential promotion applicants, actively encourage applications and assign mentors, especially among women and under-represented groups (**Action CD.3**). Early data are positive: 47% of 2021/22 L5 and L6 applicants are female, well above the average since 2016/17 (39%F).
 - Non-decision-making School-level panels to provide constructive feedback on applications prior to submission (**Action CD.3**).
 - Diversity dashboards to help leadership teams develop local plans to address shortfalls.

Action CD.3

Monitor and evaluate the impact of the introduction of *Academic Career Development Committees*, non-decision-making School-level panels and Covid mitigations over the course of the 2021/22, 2022/23 and 2023/24 promotion rounds, with particular focus on female application and success rates, and qualitative perceptions of the promotion process. Refine processes and introduce changes as required.

- Applications are submitted to *Faculty Review Panels* (FRP), comprising the Dean, Associate Deans, Heads of School and the HRBP. FRPs ensure applicants are meeting the promotion criteria relative to their discipline. If supported, L6 and L7 cases proceed to interview. L5 promotions are directly determined by FRPs.
- Interview panels comprise the Chair (Dean for L6; Vice-President for L7), two internal-to-faculty members, one external-to-faculty member (for wider consistency/perspective), the applicant’s HoS (as advocate/observer) and an HRBP. Panels must include at least one member from groups under-represented in the academic area.
- Promotion outcomes are moderated by the *Academic Promotions Advisory Group* (APAG), comprising the Vice-Chancellor (Chair), Vice-Presidents (Education/Research and Enterprise/International), representatives of each faculty and the Executive Director HR. Successful promotions are ratified by Senate and Council.
- Pay on promotion moves to the lowest point of the new grade.
- All applicants are offered feedback to support development and future applications. Applicants can apply for promotion in successive years.

- For expediency in retaining exceptional talent, promotion cases can be considered “out-of-rounds”, subject to the same APAG oversight. 4% of promotion cases were considered out-of-rounds between 2013/14 and 2019/20. Although well-established, this process is not clearly documented, and A&R staff perceive it’s neither fair nor transparent (**Action TA.1**). Cases are disproportionately male (72.1%M) and disproportionately successful (Overall:83.6%; F:100.0%; M:77.3%).

Action TA.1 Document and publish the University’s out-of-rounds promotion process on the promotion website. Provide a regularly updated, anonymised summary of the numbers of cases and aggregate outcomes of both in-round and out-of-rounds applications.

Additional support for applicants and assessors to promote equality:

- Since 2019, all prospective promotion applicants can request a mentor. Schools facilitate the appointment of suitable mentors.
- All interviewees are invited to promotion training workshops, to understand the purpose of promotion interviews and improve interview technique:
 - 80% attend (F:80%; M:79%); 88% go on to be promoted (F:88%; M:88%).
 - feedback is positive.
 - refresher workshops were offered for 2019/20 applicants whose interviews were delayed by the pandemic.
 - female-only workshops offered since 2019/20. Most women choose these sessions, making gender-mixed sessions male-dominated.
- *Responsible Research Metrics* policy, introduced 2019, ensures fair and appropriate use of research metrics by applicants and assessors. For example, panels must:
 - not use journal-level metrics to assess publications and people
 - be mindful that chronological time ≠ effective time
 - ensure metrics, if used, can be independently verified
- Addressing unconscious bias, *Inclusive Leadership Training* was delivered to all promotion panel members in 2016/17. All promotion panel meetings begin with a briefing and short video on unconscious bias, updated periodically to maintain impact.
- Application forms invite applicants to declare circumstances impacting their promotion portfolio (e.g., disabilities, leave, illness). Panels adjust assessments accordingly, applying a founding principle of ‘quality not quantity’.

Covid-19 mitigations (for 2021/22 and at least three years thereafter):

- Applicants invited to disclose impacts of the pandemic on promotion portfolios, with panels adjusting assessments, considering what was reasonably achievable.
- Contributions to the University’s pandemic response considered additionally, if not covered by usual assessment criteria.
- Training for panellists on the changes.
- A commitment to review mitigations and their effectiveness at each promotion round.

Promotions Data

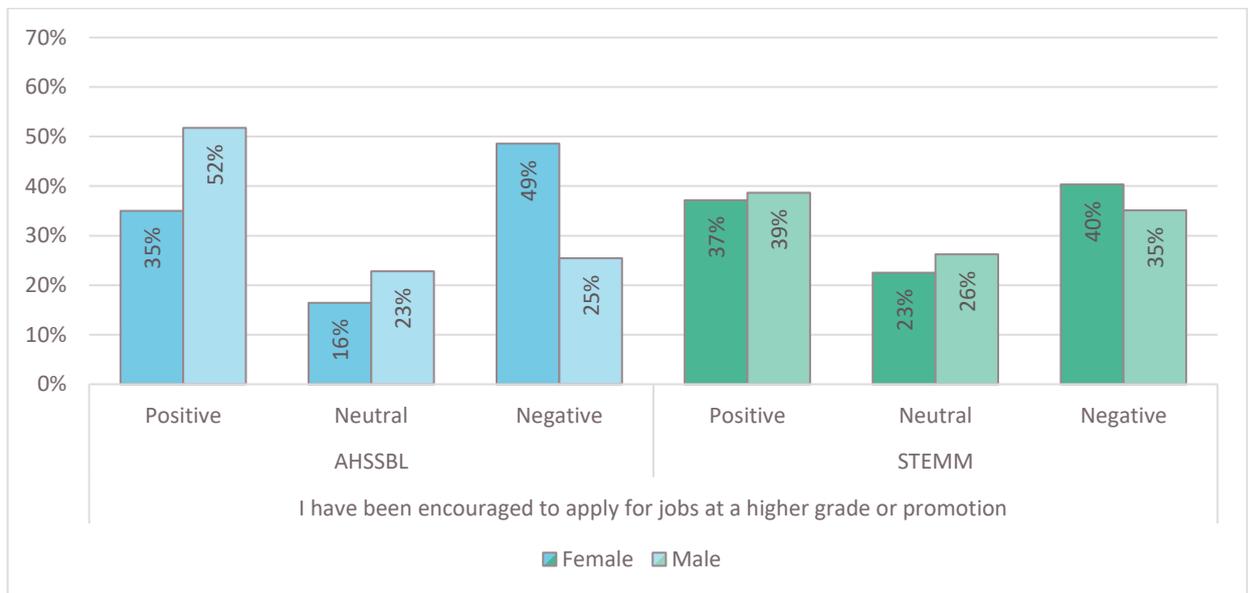
Table 5.10: AHSSBL promotion application and success rates by gender (2013/14 to 2019/20 aggregated)

Measure	Promotion to Level 5 (2016/17* to 2019/20)		Promotion to Level 6 (2013/14 to 2019/20)		Promotion to Level 7 (2013/14 to 2019/20)	
	F	M	F	M	F	M
Total applications	123		192		124	
Applicants	61	62	93	99	42	83
Successful	50	53	62	66	28	47
Average application rate	14.5%	18.6%	10.6%	14.7%	9.0%	10.8%
Average success rate	82.0%	85.5%	66.7%	66.7%	66.7%	56.6%
Average % of applicant pool promoted*	11.9%	15.9%	7.1%	9.8%	6.0%	6.1%

Note: Data in this table, and subsequent charts and tables, include standard promotion routes but exclude in-level transfers. Applicant pools are the number of men or women in the preceding grade (i.e. at Level 4, for promotion to Level 5). Data on promotion to Level 5 only collected centrally from 2016/17 onwards.

Table 5.11: STEMM promotion application and success rates by gender (2013/14 to 2019/20 aggregated)

Measure	Promotion to Level 5 (2016/17 to 2019/20)		Promotion to Level 6 (2013/14 to 2019/20)		Promotion to Level 7 (2013/14 to 2019/20)	
	F	M	F	M	F	M
Total applications	190		386		286	
Applicants	74	116	134	252	83	203
Successful	42	73	79	157	51	118
Average application rate	4.4%	6.4%	7.9%	12.1%	9.2%	10.8%
Average success rate	56.8%	62.9%	59.0%	62.3%	61.4%	58.1%
Average % of applicant pool promoted	2.5%	4.0%	4.7%	7.5%	5.6%	6.3%



L7 promotion

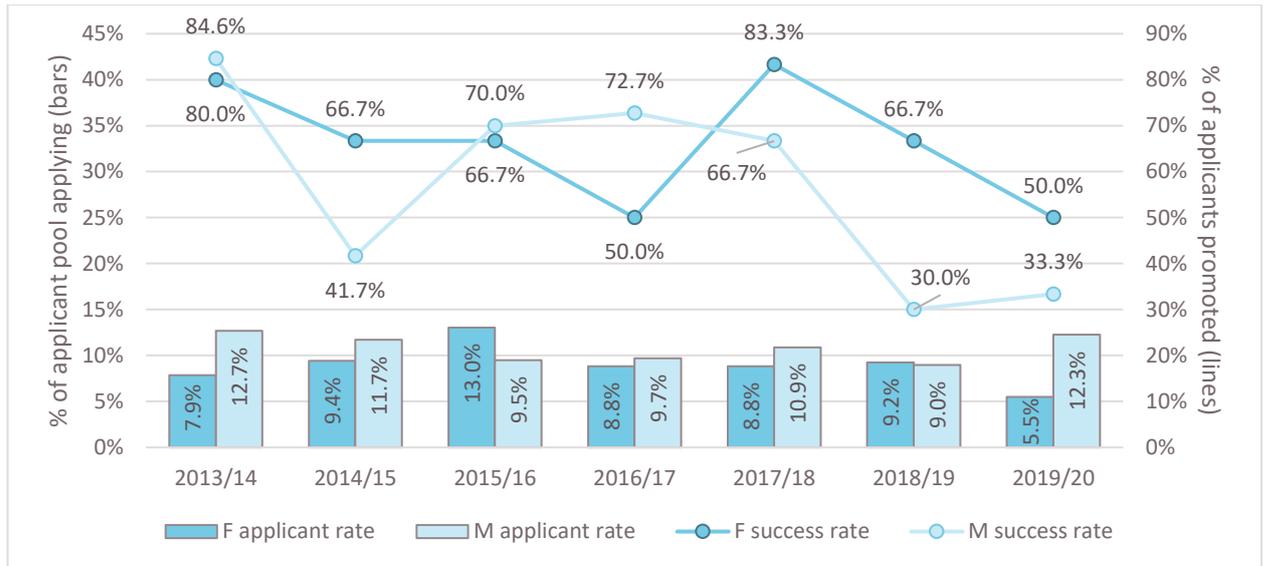


Figure 5.5: AHSSBL Level 7 promotion application and success rates by gender (2013/14 to 2019/20)

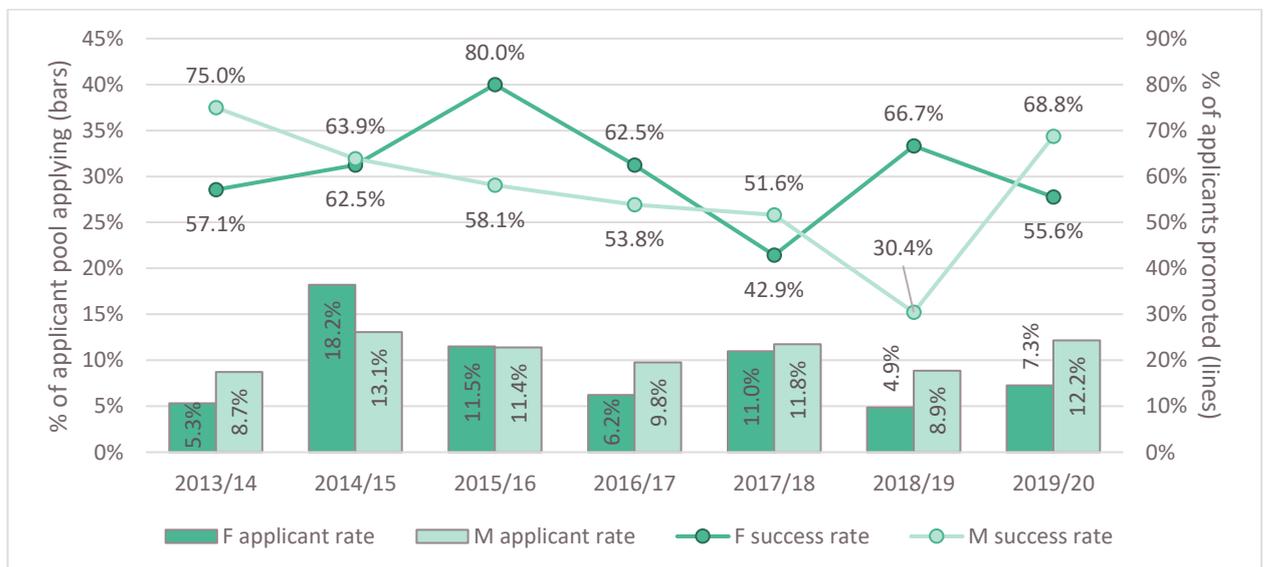


Figure 5.6: STEMM Level 7 promotion application and success rates by gender (2013/14 to 2019/20)

In AHSSBL (Figure 5.5), on average:

- Women (9.0%) less likely to apply than men (10.8%).
- Success rates higher for women (66.7%) than men (56.6%); sometimes in-year differences are large.
- Consequently, similar proportions of female (6.0%) and male (6.1%) applicant pools promoted.

In STEMM (Figure 5.6), on average:

- Women (9.2%) less likely to apply than men (10.8%). Female application rates much more variable.
- Success rates slightly higher for women (61.4%) than men (58.1%).
- Consequently, slightly lower proportion of female (5.6%) than male (6.3%) applicant pools promoted.

L6 Promotion

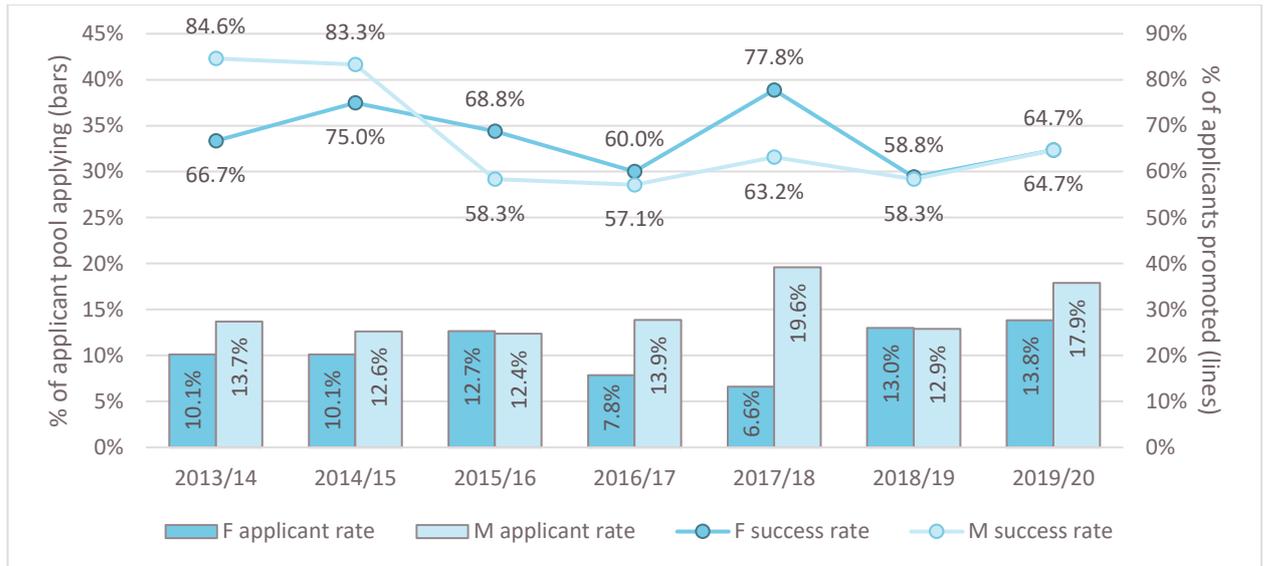


Figure 5.7: AHSSBL Level 6 promotion application and success rates by gender (2013/14 to 2019/20)

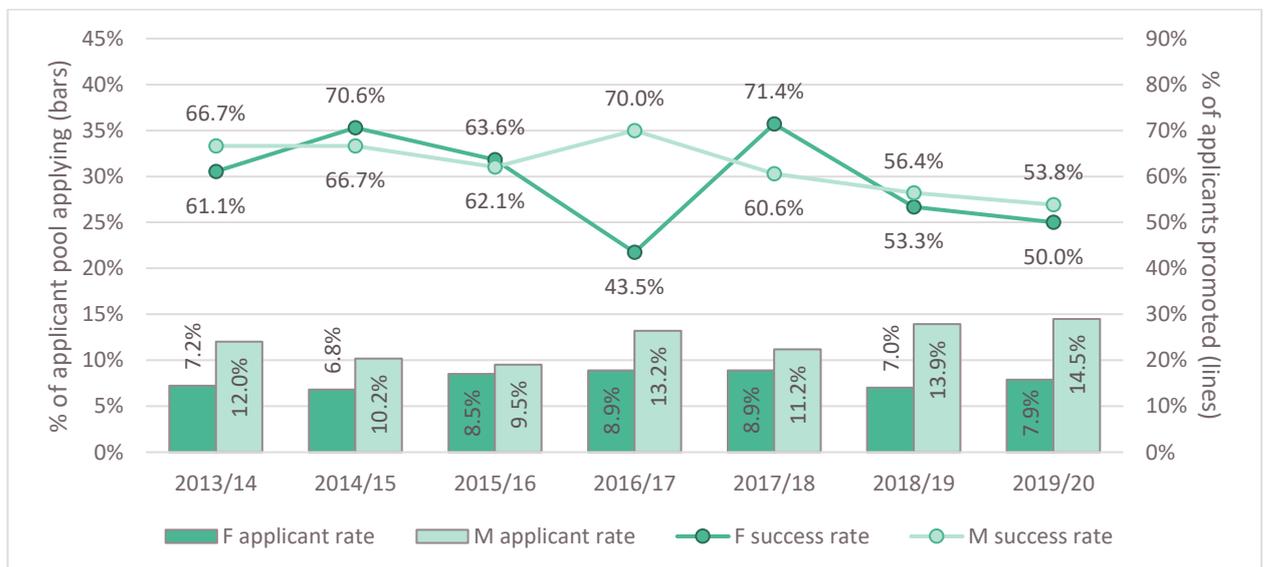


Figure 5.8: STEMM Level 6 promotion application and success rates by gender (2013/14 to 2019/20)

In AHSSBL (Figure 5.7), on average:

- Women (10.6%) less likely to apply than men (14.7%).
- Success rates the same for women and men (66.7%).
- Consequently, lower proportion of female (7.1%) than male (9.8%) applicant pools promoted.

In STEMM (Figure 5.8), on average:

- Women (7.9%) consistently less likely to apply than men (12.1%).
- Success rates slightly lower for women (59.0%) than men (62.3%).
- Consequently, lower proportion of female (4.7%) than male (7.5%) applicant pools promoted.

L5 Promotion

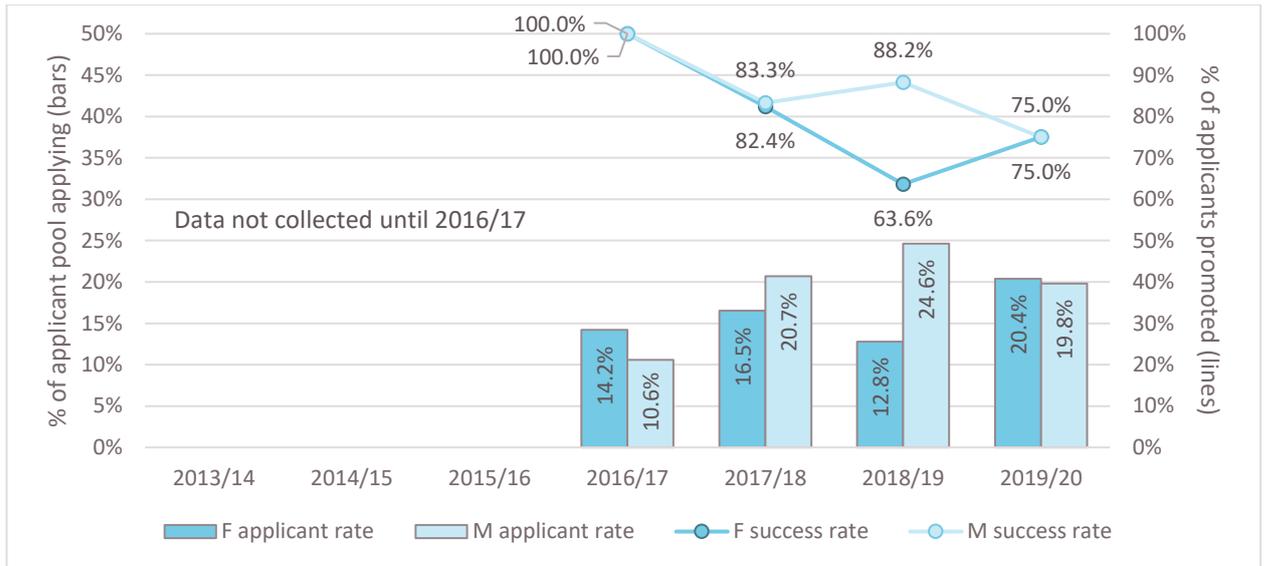


Figure 5.9: AHSSBL Level 5 promotion application and success rates by gender (2016/17 to 2019/20)

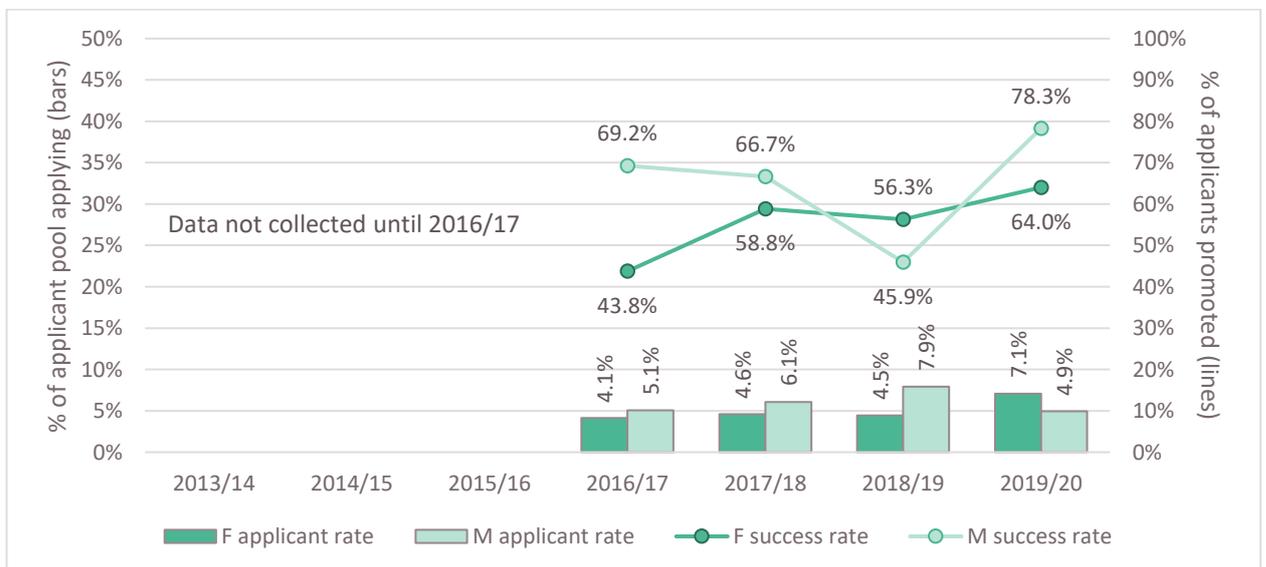


Figure 5.10: STEMM Level 5 promotion application and success rates by gender (2016/17 to 2019/20)

In AHSSBL (Figure 5.9), on average:

- Women (14.5%) less likely to apply than men (18.6%).
- Success rates are high, but lower for women (82.0%) than men (85.5%).
- Consequently, lower proportion of female (11.9%) than male (15.9%) applicant pools promoted.

In STEMM (Figure 5.10), on average:

- Women (4.4%) less likely to apply than men (6.4%).
- Success rates lower for women (56.8%) than men (62.9%).
- Consequently, lower proportion of female (2.5%) than male (4.0%) applicant pools promoted.
- Application rates and success rates are notably lower in STEMM than AHSSBL, meaning L4 staff in STEMM are 4-5 times less likely to be promoted than AHSSBL (Action CD.4).

Action CD.4

Examine the factors causing lower promotion application and success rates for L4 staff in STEMM, compared with AHSSBL, and if applicable, introduce changes to guidance or processes to address this.

Part-time staff

- Numbers of applications by male part-time staff are too low to draw conclusions by gender.
- Part-time staff are less likely to be promoted than full-time staff (**Table 5.12**, **Table 5.13**).

Table 5.12: AHSSBL promotion application and success rates for full-time and part-time staff by gender (2013/14 to 2019/20 aggregated)

Measure		Promotion to Level 5 (2016/17 to 2019/20)		Promotion to Level 6 (2013/14 to 2019/20)		Promotion to Level 7 (2013/14 to 2019/20)	
		F	M	F	M	F	M
Part-time	Total applications	18		13		11	
	Applicants	15	3	11	2	5	7
	Successful	12	2	6	1	3	5
	Average application rate	12.0%	4.3%	4.0%	1.8%	6.8%	9.6%
	Average success rate	80.0%	66.7%	54.5%	50.0%	60.0%	71.4%
	Average % of applicant pool promoted	9.6%	2.9%	2.2%	0.9%	4.1%	6.9%
Full-time	Total applications	105		179		113	
	Applicants	46	59	82	97	37	76
	Successful	38	51	56	65	25	42
	Average application rate	17.3%	23.9%	13.6%	17.1%	8.9%	10.6%
	Average success rate	82.6%	86.4%	68.3%	67.0%	67.6%	55.3%
	Average % of applicant pool promoted	14.3%	20.6%	9.3%	11.5%	6.0%	5.9%

Table 5.13: STEMM promotion application and success rates for full-time and part-time staff by gender (2013/14 to 2019/20 aggregated)

Measure		Promotion to Level 5 (2016/17 to 2019/20)		Promotion to Level 6 (2013/14 to 2019/20)		Promotion to Level 7 (2013/14 to 2019/20)	
		F	M	F	M	F	M
Part-time	Total applications	22		30		25	
	Applicants	21	1	26	4	12	13
	Successful	16	0	19	2	9	8
	Average application rate	5.3%	1.0%	4.1%	2.8%	4.8%	5.9%
	Average success rate	76.2%	0.0%	73.1%	50.0%	75.0%	61.5%
	Average % of applicant pool promoted	3.5%	0.0%	3.0%	1.4%	3.6%	3.7%
Full-time	Total applications	168		356		261	
	Applicants	53	115	108	248	71	190
	Successful	26	73	60	155	42	110
	Average application rate	4.9%	6.2%	10.4%	14.5%	11.2%	11.7%
	Average success rate	49.1%	63.5%	55.6%	62.5%	59.2%	57.9%
	Average % of applicant pool promoted	2.4%	3.9%	5.8%	9.1%	6.6%	6.8%

Intersection with ethnicity

- Numbers of minority ethnicity applicants generally too small to draw conclusions by gender.
- For L5 promotion, there are no notable differences by ethnicity.
- For L6 promotion, minority ethnicity staff are slightly more likely to apply but less successful. Overall, similar proportions are promoted.

- For L7 promotion, application rates for minority ethnicity staff are notably higher than that for White staff, but success rates are lower. Overall, a higher proportion of minority ethnicity staff are promoted.

By pathway

- Success rates generally comparable by gender and pathway, but female application rates frequently lower.
- Promotion significantly more likely on the Balanced pathway, especially to L5 and L6, partly influenced by structured programmes such as our *New Frontiers Fellowships*.
- Only a small proportion (<3%) of STEMM L4 researchers are promoted to L5, and rates are lower for women than men.

Table 5.14: AHSSBL promotion application and success rates by pathway and gender (2013/14 to 2019/20)

Measure		Promotion to Level 5 (2016/17 to 2019/20)		Promotion to Level 6 (2013/14 to 2019/20)		Promotion to Level 7 (2013/14 to 2019/20)	
		F	M	F	M	F	M
Balanced	Total applications	67		149		106	
	Applicants	32	35	67	82	32	74
	Successful	28	31	42	52	24	43
	Average application rate	30.2%	37.2%	17.7%	20.2%	8.8%	12.0%
	Average success rate	87.5%	88.6%	62.7%	63.4%	75.0%	58.1%
	Average % of applicant pool promoted	26.4%	33.0%	11.1%	12.8%	6.6%	7.0%
Education	Total applications	49		39		15	
	Applicants	24	25	22	17	7	8
	Successful	19	20	17	14	3	3
	Average application rate	12.5%	17.1%	5.0%	6.7%	6.3%	5.3%
	Average success rate	79.2%	80.0%	77.3%	82.4%	42.9%	37.5%
	Average % of applicant pool promoted	9.9%	13.7%	3.9%	5.5%	2.7%	2.0%
Research	Total applications	6		1		2	
	Applicants	4	2	1	0	1	1
	Successful	2	2	1	-	0	1
	Average application rate	4.8%	2.7%	2.1%	-	33.3%	16.7%
	Average success rate	50.0%	100.0%	100.0%	-	0.0%	100.0%
	Average % of applicant pool promoted	2.4%	2.7%	2.1%	-	0.0%	16.7%
Enterprise	Total applications	1		3		2	
	Applicants	1	0	3	0	2	0
	Successful	1	-	2	-	1	-
	Average application rate	6.7%	-	20.0%	-	20.0%	-
	Average success rate	100.0%	-	66.7%	-	50.0%	-
	Average % of applicant pool promoted	6.7%	-	13.3%	-	10.0%	-

Table 5.15: STEMM promotion application and success rates by pathway and gender (2013/14 to 2019/20)

Measure		Promotion to Level 5 (2016/17 to 2019/20)		Promotion to Level 6 (2013/14 to 2019/20)		Promotion to Level 7 (2013/14 to 2019/20)	
		F	M	F	M	F	M
Balanced	Total applications	24		268		211	
	Applicants	10	14	83	185	62	149
	Successful	9	12	47	115	39	87
	Average application rate	35.7%	31.1%	18.4%	19.6%	11.6%	11.2%
	Average success rate	90.0%	85.7%	56.6%	62.2%	62.9%	58.4%
	Average % of applicant pool promoted	32.1%	26.7%	10.4%	12.2%	7.3%	6.5%
Education	Total applications	10		53		20	
	Applicants	6	4	28	25	10	10
	Successful	3	3	18	18	7	7
	Average application rate	10.9%	8.3%	5.2%	9.2%	5.1%	5.3%
	Average success rate	50.0%	75.0%	64.3%	72.0%	70.0%	70.0%
	Average % of applicant pool promoted	5.5%	6.2%	3.3%	6.6%	3.6%	3.7%
Research	Total applications	121		47		32	
	Applicants	42	78	15	32	5	27
	Successful	20	48	9	20	2	15
	Average application rate	3.1%	4.5%	3.0%	4.8%	12.2%	12.3%
	Average success rate	47.6%	61.5%	60.0%	62.5%	40.0%	55.6%
	Average % of applicant pool promoted	1.5%	2.8%	1.8%	3.0%	4.9%	6.8%
Enterprise	Total applications	36		18		23	
	Applicants	16	20	8	10	6	17
	Successful	10	10	5	4	3	9
	Average application rate	32.7%	18.0%	4.7%	6.2%	5.3%	16.2%
	Average success rate	62.5%	50.0%	62.5%	40.0%	50.0%	52.9%
	Average % of applicant pool promoted	20.4%	9.0%	2.9%	2.5%	2.7%	8.7%

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

Table 5.16: Full-time equivalent staff submitted in RAE 2008, REF 2014 and REF 2021, by discipline and gender

Discipline	RAE 2008			REF 2014			REF 2021		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
AHSSBL	128.6	191.2	40.2%	121.2	181.5	40.0%	171.3	248.0	40.9%
STEMM	152.2	626.7	19.5%	178.6	636.2	21.9%	241.2	654.2	26.9%
Overall	280.8	817.9	25.6%	299.8	817.6	26.8%	412.5	902.2	31.4%

Table 5.17: Number of staff (headcount) eligible for and returned in REF 2014, by discipline and gender.

Discipline	Gender	A&R staff	REF eligible	Proportion of A&R staff REF eligible	REF returned	Proportion of REF eligible staff returned
AHSSBL	Female	356	168	[47.2%]	130	77.4%
	Male	386	241	[62.4%]	200	83.0%
STEMM	Female	803	214	[26.7%]	192	[89.7%]
	Male	1,399	704	[50.3%]	662	[94.0%]
Overall	Female	1,159	382	[33.0%]	322	[84.3%]
	Male	1,785	945	[52.9%]	862	[91.2%]

Table 5.18: Number of staff (headcount) eligible for and returned in REF 2021, by discipline and gender

Discipline	Gender	A&R staff	REF eligible	Proportion of A&R staff REF eligible	REF returned	Proportion of REF eligible staff returned
AHSSBL	Female	334	187	[56.0%]	187	100.0%
	Male	379	268	[70.7%]	268	100.0%
STEMM	Female	785	264	[33.6%]	264	100.0%
	Male	1,304	694	[53.2%]	694	100.0%
Overall	Female	1,119	451	[40.3%]	451	100.0%
	Male	1,683	962	[57.2%]	962	100.0%

- In REF2014 and REF2021, in both AHSSBL and STEMM, women were significantly less likely to be eligible than men (χ^2 , $P < 0.001$ in each case) reflecting gender differences by grade and pathway.
- For REF2014, our policy was to return all eligible staff with outputs rated 3* and above. In STEMM, eligible men were significantly more likely than eligible women to be returned (χ^2 , $P = 0.030$). In AHSSBL, eligible men were more likely to be returned (χ^2 , $P = 0.158$) (**Table 5.17**).
- For REF 2021, all eligible A&R staff were returned (**Table 5.18**).

Ahead of REF2014, some staff unlikely to be returned were moved pathways, making them ineligible for return. Anecdotally, this had a detrimental impact on career progression. Subsequently we introduced robust processes preventing pathway changes without employee consultation, consideration of all reasonable alternatives, and senior management approval via APAG (see **5.1(iii)**).

For REF2021, the University's ambition was to return all research-focused L5+ staff. From 2016/17, faculties were tasked with identifying all research-focused staff meeting the independent researcher criteria.

In preparation for REF2021, our EIA recommended briefing managers on selection processes and providing EDI training at earliest opportunity.

In addition:

- Approximately 200 decision makers (including all members of UEB) completed REF-specific EDI training in 2018/19 covering unconscious bias and how it could be mitigated. Feedback was positive.
- We ran approximately 100 open-forum workshops explaining REF2021 plans and guidance.
- Developed information papers and ensured clarity and timelines of information for REF2021 in our communications on intranet, social media and Faculty/School level
- Following internal simulations, REF2021 EIA identified that the average grade for assessments of men's outputs was 3.45 compared to 3.29 for women. To guard against bias, subsequently, outputs were assessed without assessors knowing to whom each output was attributed.

5.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i) Induction

Induction processes for P&S staff are as described in 5.1(ii).

- Uptake of University induction is higher for P&S than A&R staff, but still low. Uptake of Welcome eLearning is slightly higher (**Table 5.19**) (**Action CD.1**).

Table 5.19: Number of P&S staff taking up University induction or Welcome eLearning by gender and year

		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
New Staff Induction	Female	65	118	79	88	114	50	-
	Male	18	47	37	35	44	17	-
Welcome eLearning	Female	-	-	-	-	-	-	64
	Male	-	-	-	-	-	-	50
Uptake rate	Female	28.0%	40.9%	44.1%	37.9%	45.1%	25.6%	46.4%
	Male	18.8%	31.5%	24.5%	26.9%	33.8%	17.0%	42.4%

Action CD.1

Understand low uptake of University induction. Clarify purpose. Revise content, format as required.

(ii) Promotion

There is no formal promotion process for P&S staff, but progression can be achieved through:

- Applying for vacancies at a higher grade; or
- Job re-grading.

Discussions about career development form part of appraisal and one-to-one meetings.

However, only a third of P&S SDS2019 respondents (F:34%, M:34%) reported being encouraged to apply for “promotion” and only half (F:50%, M:53%) responded positively that work-related development opportunities were allocated fairly by gender (**Action CD.5**).

83% of recruitment panels have female representation, but only 62% have male representation; average gender balance is 59% female (**Table 5.20**). Three-quarters of P&S SDS2019 respondents (F:76%, M:76%) felt recruitment was conducted fairly and transparently by gender.

Equality considerations are embedded into job evaluation panels, which are conducted gender-blind, have open/transparent criteria, and include female decision-makers.

Table 5.20: P&S recruitment panel composition (2014/15 to 2020/21)

Measure		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
P&S	Number of vacancies advertised*	769	756	600	595	568	497	595
	Percentage of shortlisting panels with at least one woman	85%	85%	83%	82%	84%	82%	79%
	Percentage of shortlisting panels with at least one man	60%	60%	60%	68%	61%	65%	69%
	Gender balance of all shortlisting panels (%F)	61%	62%	61%	56%	61%	55%	55%
	Percentage of interview panels with at least one woman	85%	84%	82%	83%	85%	81%	80%
	Percentage of interview panels with at least one man	61%	61%	62%	69%	63%	67%	71%
	Gender balance of all interview panels (%F)	61%	62%	61%	57%	62%	56%	55%

Analysing progression trends shows:

- Overall rates of grade progression for P&S staff (**Figure 5.11**) are similar to A&R staff, although MSA staff (70%F) are much more likely to progress than CAO (54%F) or TAE (36%F) staff (**Figure 5.12**) and mid-graded staff are much more likely to progress than junior or senior staff (**Figure 5.13**).
- Female MSA staff are significantly less likely to progress than male MSA staff (χ^2 , P=0.002), driven by significantly lower female progression rates to L3 (χ^2 , P=0.004) and L5 (χ^2 , P=0.034) (**Figure 5.13**) (**Action EU.2**).
- There were no other significant differences by gender.

Action CD.5.1

Improved Career Pathways guidance to support career development and movement between different career pathways at Southampton. In particular, this will include greater clarity on i) the career progression routes available to P&S staff, ii) how a career may move between P&S pathways (CAO, MSA, TAE) and from P&S pathways to the ERE pathway, iii) expanded advice on how skills growth and experience can be achieved in-role.

Action CD.5.2

Standardize processes (building on best practice) for sharing and seeking 'expressions of interest' in roles that become available internally (e.g., ill-health/maternity cover, secondments), creating greater transparency in the availability of development opportunities.

Action EU.2

Conduct quantitative and qualitative cohort (longitudinal) analysis by gender to identify career choices and career progression differences, and motivating/influencing factors, over an extended period (10+ years), including: i) Promotion outcomes over time, ii) Fixed term contract end reasons (women appear more likely to resign), iii) Progression of P&S staff, and iv) Maternity up-take and length.

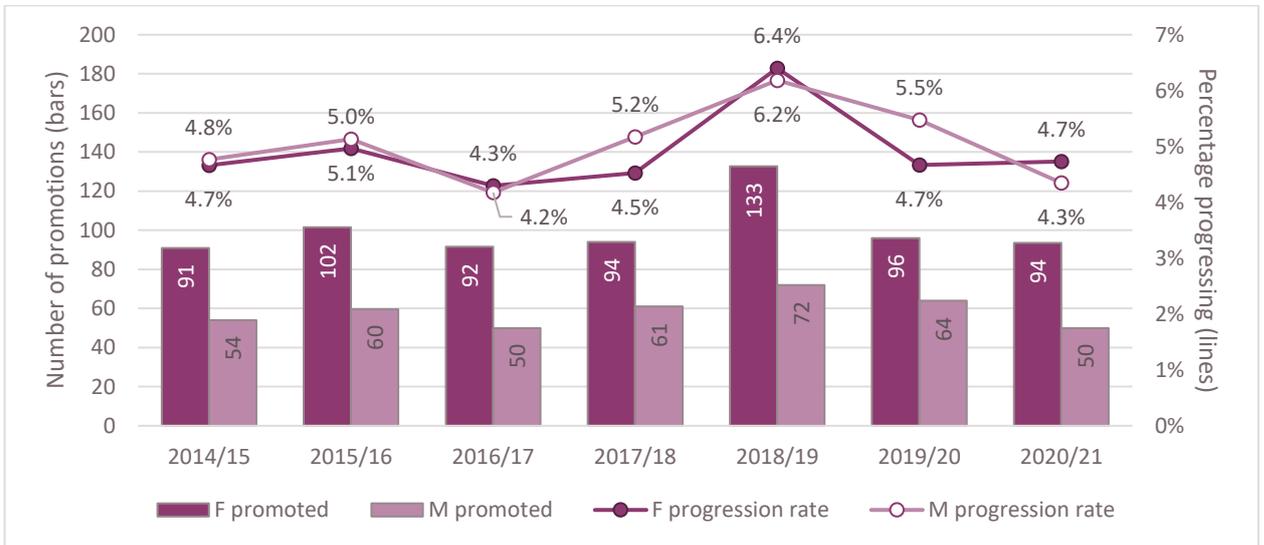


Figure 5.11: P&S promotions and progression rates by gender and year (2014/15 to 2020/21)

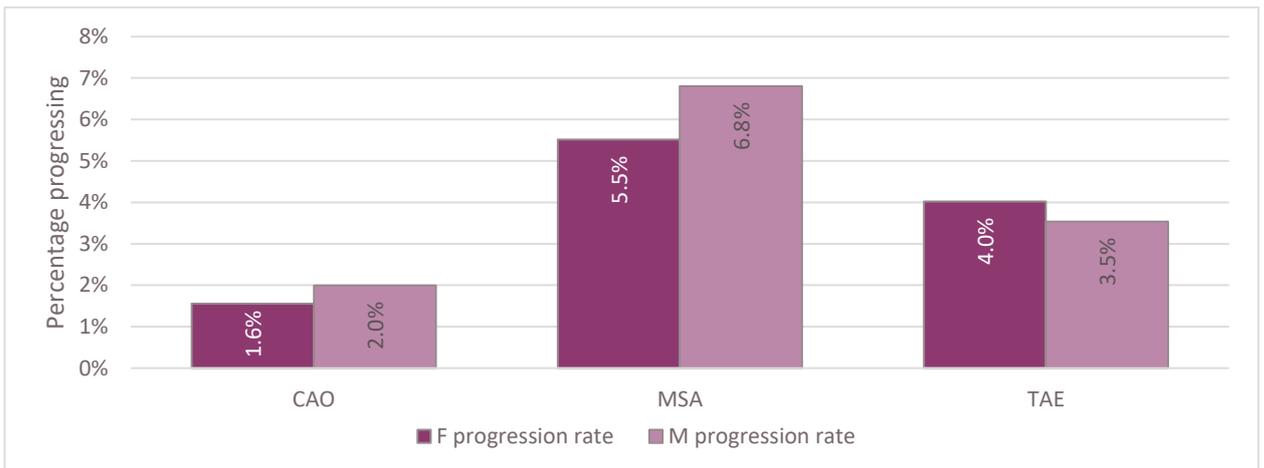


Figure 5.12: P&S progression rates by gender and job family (2014/15 to 2020/21 aggregated)

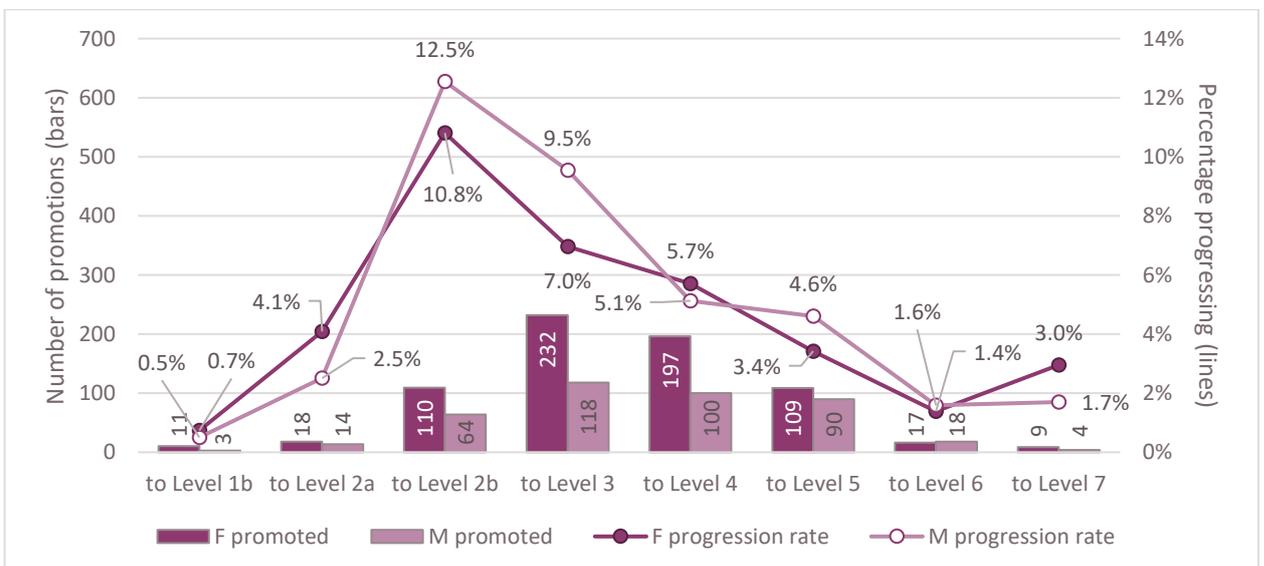


Figure 5.13: P&S promotions and progression rates by gender and level (2014/15 to 2020/21 aggregated)

5.3. CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training

We’ve invested heavily in training provision (**Table 5.21**) in recent years:

Table 5.21: Highlights of our training provision

Training Type	Training Highlights
Academic Development	Postgraduate Certificate in Academic Practice (PGCAP), PhD supervisor training, Planning Your Career in Research, etc.
Management Development	Line Manager Development Programme , Appraising with Confidence, Managing Underperformance, etc.
Personal Development	Preparing for Promotion (including female-only sessions), Springboard (female-only), Leadership Circles, etc.
EDI Training	EDI Essentials (mandatory), Managing EDI.

Our *Line Manager Development Programme* was launched November 2020. We expect all current line managers to complete the programme by 2023; 40% are already enrolled.

Training needs are identified through line management supervision and appraisal. Some courses are role-requirements or mandatory (e.g., academic staff complete PGCAP during probation). Approximately three-quarters of A&R staff have completed EDI training (**Table 5.22**).

Table 5.22: Proportion A&R staff who have completed EDI training by gender

Gender	1-Dec-14	1-Dec-15	1-Dec-16	1-Dec-17	1-Dec-18	1-Dec-19	1-Dec-20
Female	3.7%	5.0%	7.9%	43.5%	62.2%	68.8%	71.2%
Male	3.5%	3.1%	7.8%	44.0%	61.6%	73.0%	74.6%

Training opportunities are advertised via intranet (all staff have access) and promoted through other channels (e.g., management cascade, HRBPs, flyers). Self-service online booking is provided.

Start times and days of delivery vary, providing flexibility. During the pandemic, most courses moved online. Several courses are offered in ‘full’ or ‘bitesize’ formats, increasing accessibility. Additional self-help and e-Learning materials facilitate personal development at convenient times.

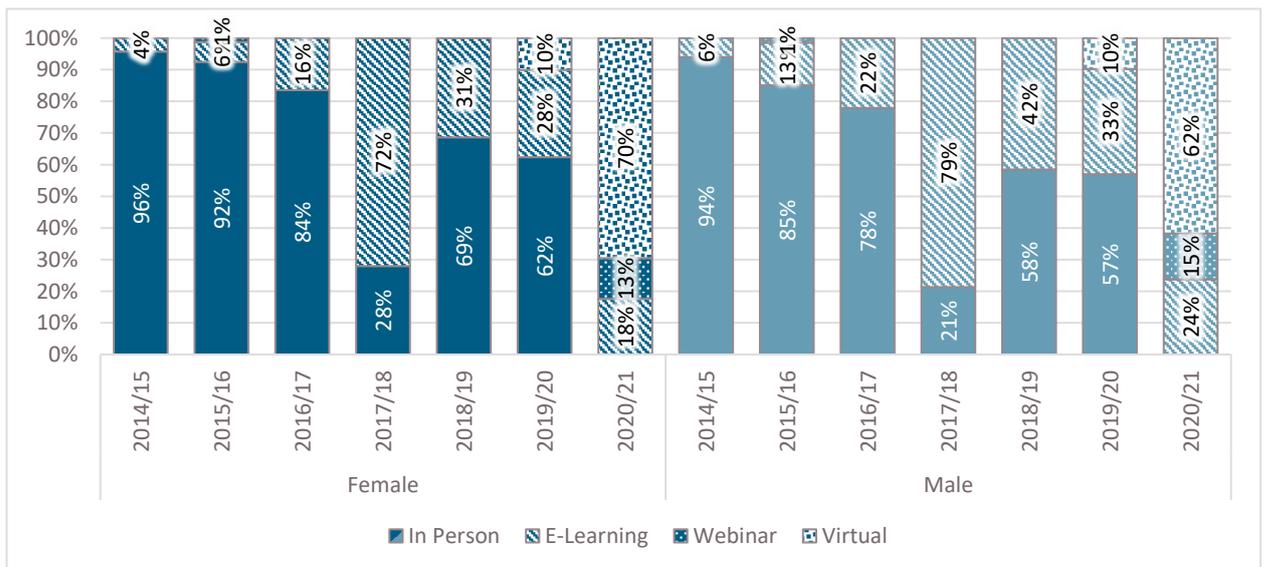


Figure 5.14: Training mode for training undertaken by A&R staff each year by gender (2014/15 to 2020/21)

Participant feedback is sought after every course, with quarterly reviews ensuring courses remain fit-for-purpose, current and relevant. Feedback is generally positive (**Table 5.23**), but anonymous, meaning data cannot be analysed by gender or staff group (**Action EU.7.1**).

Table 5.23: Average feedback scores for all training workshops (January 2019 to March 2020)

Question	Average Score
How relevant was this workshop to your role?	4.4 / 5.0 (88% positive)
What impact will your learning have on your role	3.9 / 5.0 (78% positive)
How has your knowledge of this topic increased	4.0 / 5.0 (80% positive)
How useful did you find hearing from other participants	4.2 / 5.0 (84% positive)
How likely is it that you would recommend this workshop to a colleague?	8.1 / 10.0 (81% positive)

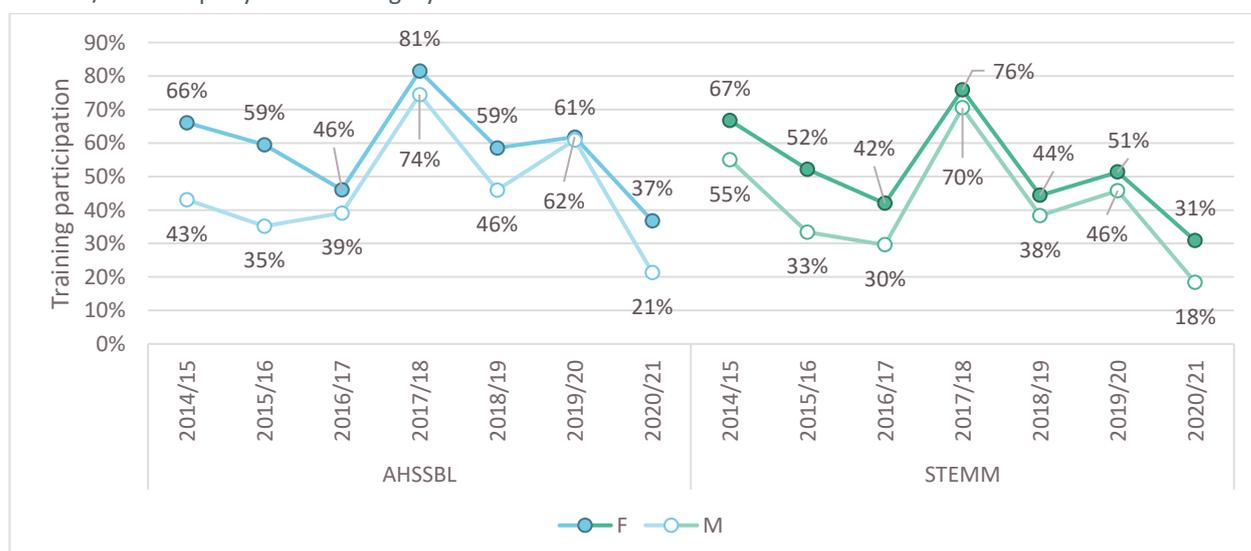
Uptake

- Proportionately, women consistently attend more training than men (**Table 5.24, Figure 5.15**).
- This pattern persists by training type (**Figure 5.16**) and grade (**Figure 5.17, Figure 5.18**); female participation rates are significantly higher (χ^2 , $P < 0.001$) for academic and personal development (**Action EU.7.2**).

Table 5.24: Number of A&R staff participating in training each year by training type, discipline and gender (2014/15 to 2020/21)

Discipline / Year	Academic Development			Management Development			Personal Development			EDI Training			Overall			
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F	
AHSSBL	2014/15	121	82	60%	67	68	50%	44	16	73%	3	1	75%	235	167	59%
	2015/16	120	93	56%	30	17	64%	63	29	68%	0	0	-	213	139	61%
	2016/17	124	106	54%	19	27	41%	14	13	52%	13	18	42%	170	164	51%
	2017/18	64	36	64%	33	41	45%	14	18	44%	183	201	48%	294	296	50%
	2018/19	93	76	55%	22	25	47%	31	15	67%	50	54	48%	196	170	54%
	2019/20	102	99	51%	13	29	31%	18	16	53%	72	84	46%	204	228	47%
	2020/21	45	23	66%	31	33	49%	10	4	71%	40	21	66%	126	81	61%
STEMM	2014/15	231	288	45%	162	380	30%	113	67	63%	30	35	46%	536	770	41%
	2015/16	223	263	46%	50	48	51%	121	86	58%	37	72	34%	431	469	48%
	2016/17	219	238	48%	28	41	41%	44	49	47%	69	90	44%	360	418	46%
	2017/18	118	160	42%	47	82	36%	48	40	55%	408	684	37%	621	966	39%
	2018/19	148	168	47%	80	121	40%	33	47	41%	85	173	33%	345	509	40%
	2019/20	167	206	45%	34	59	37%	63	72	47%	140	246	35%	404	601	40%
	2020/21	114	88	57%	59	68	47%	25	16	61%	34	63	35%	232	234	50%

Note: In this table, individuals are counted once per year and category, even if they attended multiple training courses/sessions per year and category.


Figure 5.15: Proportion of A&R staff taking training each year by discipline and gender (2014/15 to 2020/21)

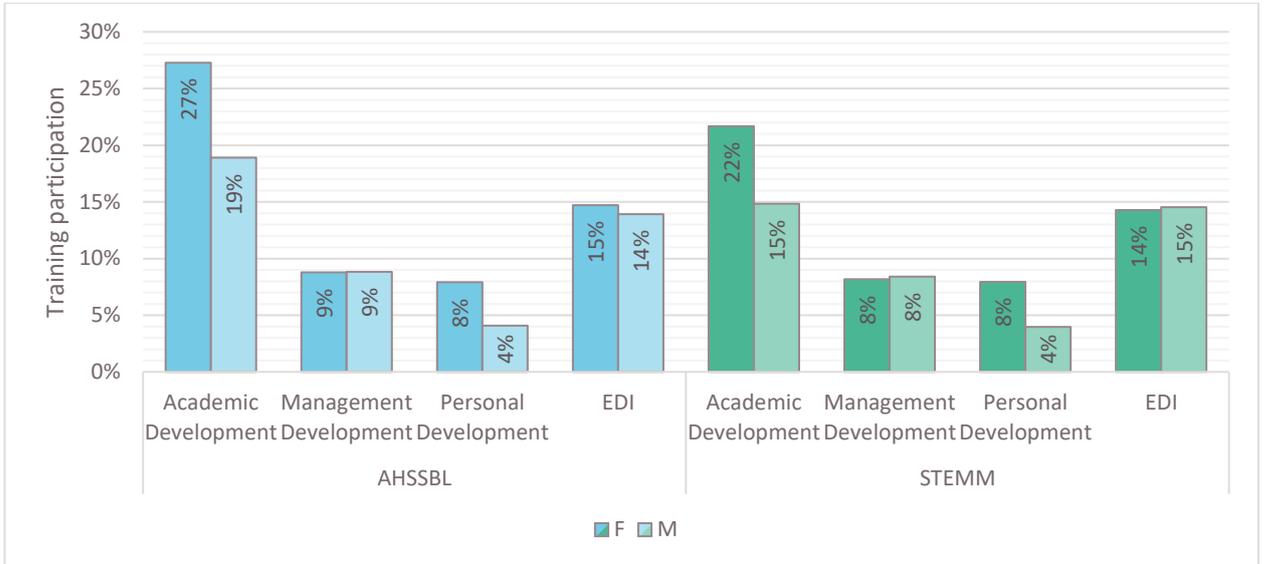


Figure 5.16: Average proportion of A&R staff taking training per year by gender, discipline and training type (2014/15 to 2020/21 aggregated)

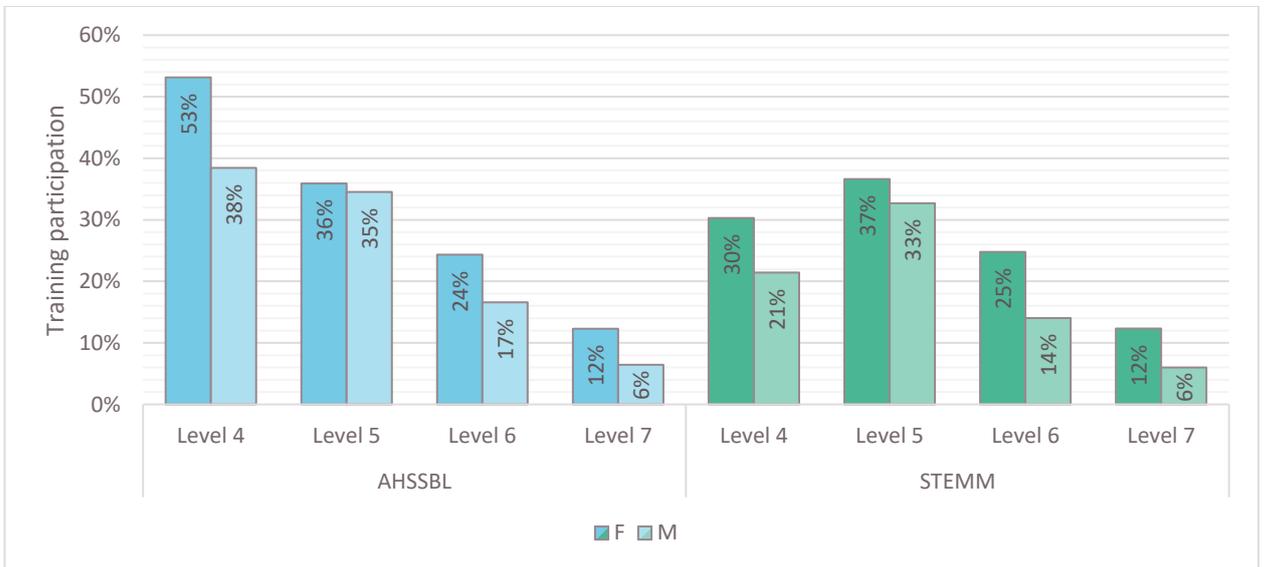


Figure 5.17: Average proportion of A&R staff taking Academic Development and/or Personal Development training per year by gender, discipline and grade (2014/15 to 2020/21 aggregated)

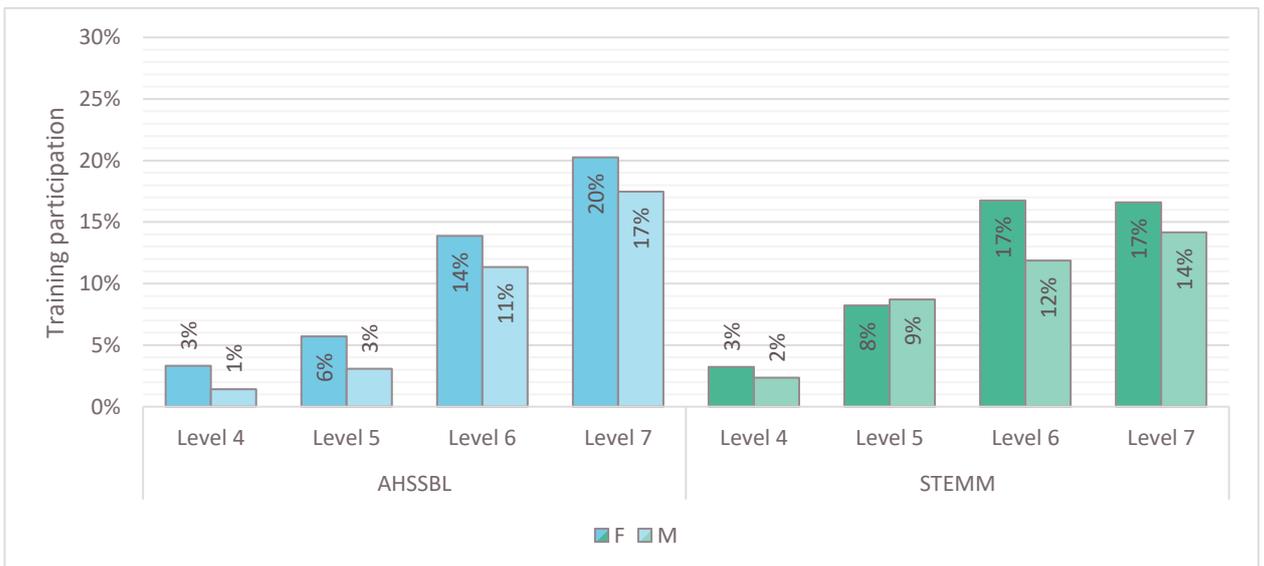


Figure 5.18: Average proportion of A&R staff taking Management Development training per year by gender, discipline and grade (2014/15 to 2020/21 aggregated)

- Action EU.7.1** Capture equal opportunities data with training evaluations. Establish regular reporting of training evaluation and impact, including analysis by gender and other protected characteristics, to HRSLT, SATs and EDIC
- Action EU.7.2** Conduct qualitative research to understand the drivers of higher (proportionate) female attendance at training. Seek to understand if there are material implications of this imbalance, and whether it is needed or desirable to seek a more gender-balanced uptake of training.

(ii) Appraisal/development review

Process

- Compulsory for all A&R staff, including ECRs/FTCs. Forms are online.
- Covers areas of contribution (education, research, enterprise, leadership/management) applicable to the appraisee's pathway. Career aspirations, development needs and readiness for promotion are explicitly identified topics to be discussed and recorded.
- Discussion of wellbeing and work-life balance are highlighted as good practice, especially when agreeing achievable objectives.
- There is regular communication of appraisal timelines, responsibilities, guidance/tips and training.
- For new starters, probation includes appraisal.

Training

- Training is mandatory for appraisers: 'License to Appraise' workshops were comprehensively updated and relaunched in 2018 as 'Appraising with Confidence', with tailored versions for appraising staff at different levels.
- Training uptake is monitored (**Table 5.25**). New appraisers are contacted to attend. Over 92% of A&R line managers have completed appraisal training (**Table 5.26**); managers of L4 and clinical staff are slightly less likely to have completed training (**Table 5.27**). There is no significant gender variation.
- Online guidance (good usage: 2,459 unique users since February 2018, c.4,000 target audience) and e-Learning also available for appraisers *and* appraisees.

Table 5.25: Number of A&R staff completing appraisal training by gender and year

		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
License to Appraise / Skills Workshop	Female	199	38	16	-	-	-	-
	Male	426	37	20	-	-	-	-
Appraising with Confidence	Female	-	-	-	-	48	33	25
	Male	-	-	-	-	79	71	37
Totals		625	75	36	0	127	104	62

Table 5.26: Proportion of line managers of female and male A&R staff who have completed appraisal training

	1-Dec-14	1-Dec-15	1-Dec-16	1-Dec-17	1-Dec-18	1-Dec-19	1-Dec-20
Proportion of line managers of female A&R staff who have completed appraisal training.	42.1%	78.0%	73.2%	73.4%	80.9%	85.4%	93.0%
Proportion of line managers of male A&R staff who have completed appraisal training.	48.2%	77.1%	72.7%	70.7%	78.5%	84.2%	92.0%

Table 5.27: Proportion of line managers of female and male A&R staff who had completed appraisal training by 1 December 2020, by discipline and grade

Discipline	Level	Proportion of line managers of female A&R staff who have completed appraisal training.	Proportion of line managers of male A&R staff who have completed appraisal training.
AHSSBL	Level 4	95.2%	95.8%
	Level 5	100.0%	100.0%
	Level 6	100.0%	100.0%
	Level 7	100.0%	100.0%
STEMM	Level 4	93.2%	91.4%
	Level 5	96.9%	96.6%
	Level 6	99.0%	97.7%
	Level 7	100.0%	99.6%
	Clinical	88.9%	86.7%

Completion and outcomes

- Recorded appraisal completion rates have risen from 76% in 2015/16 to 91% in 2019/20 (**Table 5.28**). Self-reported completion rates rose from 71% in SES2016 to 83% in SES2018.
- Completion rates are similar by gender.
- Appraisal ratings follow an indicative distribution and are subject to moderation. Moderation panels are provided with gender comparison data.

There are no significant gender differences in the distribution of ratings. However, there is a slight tendency for higher-grade staff to receive higher ratings (**Table 5.29**) and a clear tendency for full-time staff to receive higher ratings (

- **Table 5.30**), both of which are more likely to disadvantage women (**Action CD.6**).
- At L7, pay reviews are linked to appraisal outcomes. The impact on gender pay gaps is monitored and reported to UEB (see **4.1(v)**).

Improvements

- The current appraisal process is not universally liked. Many SDS2019 respondents reported not finding it useful; STEMM respondents were generally more positive than AHSSBL (**Figure 5.19**). Many feel the ratings distribution and moderation devalue the process. An ongoing review will reform these elements from 2022.

Action CD.6 Ensure that guidance and associated training accompanying the revised appraisal process from 2022 highlights and addresses the issue of lower appraisal rating outcomes for part-time staff and junior staff. Monitor appraisal outcomes under the revised appraisal process from 2022 to see whether the issue improves, persists or worsens, and use this to inform ongoing actions.

Table 5.28: A&R staff appraisal completion rates by discipline, grade and gender (2015/16 to 2019/20)

Discipline / Year	Level 4		Level 5		Level 6		Level 7		Overall		
	F	M	F	M	F	M	F	M	F	M	
AHSSBL	2015/16	56%	71%	68%	61%	72%	79%	61%	69%	65%	71%
	2016/17	81%	71%	82%	84%	86%	92%	89%	85%	84%	85%
	2017/18	87%	88%	84%	88%	95%	94%	71%	80%	85%	88%
	2018/19	94%	98%	94%	97%	94%	95%	88%	86%	93%	93%
	2019/20	93%	88%	89%	97%	93%	96%	87%	88%	90%	93%
STEMM	2015/16	63%	76%	79%	88%	89%	85%	81%	82%	77%	83%
	2016/17	73%	84%	83%	83%	87%	89%	82%	91%	80%	87%
	2017/18	68%	74%	86%	91%	91%	90%	72%	82%	78%	84%
	2018/19	75%	82%	93%	94%	92%	95%	82%	90%	85%	90%
	2019/20	86%	86%	96%	93%	96%	94%	89%	89%	92%	90%

Table 5.29: A&R staff distribution of appraisal ratings by discipline, grade and gender (2015/16 to 2019/20 aggregated)

Discipline / Level		No Rating	Not Met	Partly Met	Fully Met	Exceeded	Significantly Exceeded	
Indicative distribution		-	2.0%	3.0%	75.0%	15.0%	5.0%	
AHSSBL	Level 4	Female	4.1%	0.0%	5.5%	75.7%	12.8%	1.8%
		Male	5.4%	0.0%	6.0%	72.0%	16.1%	0.6%
	Level 5	Female	3.2%	0.2%	2.4%	76.7%	15.6%	1.9%
		Male	2.4%	0.0%	5.5%	69.0%	21.0%	2.1%
	Level 6	Female	1.4%	0.0%	3.5%	69.6%	23.9%	1.7%
		Male	2.6%	0.2%	3.1%	70.2%	22.2%	1.7%
	Level 7	Female	0.4%	0.0%	1.3%	64.8%	30.1%	3.4%
		Male	1.6%	0.5%	3.5%	75.4%	14.5%	4.4%
	AHSSBL Overall	Female	2.4%	0.1%	3.0%	72.5%	19.9%	2.1%
		Male	2.6%	0.2%	4.1%	71.7%	18.8%	2.5%
STEMM	Level 4	Female	11.9%	0.5%	4.9%	70.6%	11.4%	0.6%
		Male	5.0%	0.5%	6.9%	72.3%	14.5%	0.8%
	Level 5	Female	3.9%	0.0%	4.4%	75.1%	16.4%	0.1%
		Male	1.8%	1.0%	5.1%	72.8%	18.1%	1.2%

Discipline / Level		No Rating	Not Met	Partly Met	Fully Met	Exceeded	Significantly Exceeded
Level 6	Female	3.4%	0.2%	4.6%	67.2%	23.4%	1.2%
	Male	2.0%	0.3%	5.8%	68.3%	20.7%	2.9%
Level 7	Female	0.3%	0.0%	2.0%	73.7%	20.8%	3.1%
	Male	0.2%	0.1%	2.0%	74.4%	20.3%	3.0%
STEMM Overall	Female	6.2%	0.2%	4.3%	71.9%	16.5%	0.9%
	Male	2.2%	0.4%	4.8%	72.2%	18.4%	2.0%

Table 5.30: A&R staff distribution of appraisal ratings by working pattern, grade and gender (2015/16 to 2019/20 aggregated)

Discipline / Level		No Rating	Not Met	Partly Met	Fully Met	Exceeded	Significantly Exceeded	
Indicative distribution		-	2.0%	3.0%	75.0%	15.0%	5.0%	
AHSSBL	Full Time	Female	2.6%	0.1%	3.1%	69.3%	22.5%	2.4%
		Male	2.7%	0.2%	3.7%	69.3%	21.1%	2.9%
	Part Time	Female	1.7%	0.0%	2.7%	82.3%	12.0%	1.3%
		Male	2.0%	0.4%	6.0%	82.7%	8.1%	0.8%
STEMM	Full Time	Female	5.2%	0.3%	4.7%	71.4%	17.2%	1.2%
		Male	2.2%	0.4%	4.8%	71.3%	19.2%	2.1%
	Part Time	Female	8.5%	0.1%	3.3%	72.9%	14.8%	0.3%
		Male	2.0%	0.3%	5.3%	80.8%	10.1%	1.5%

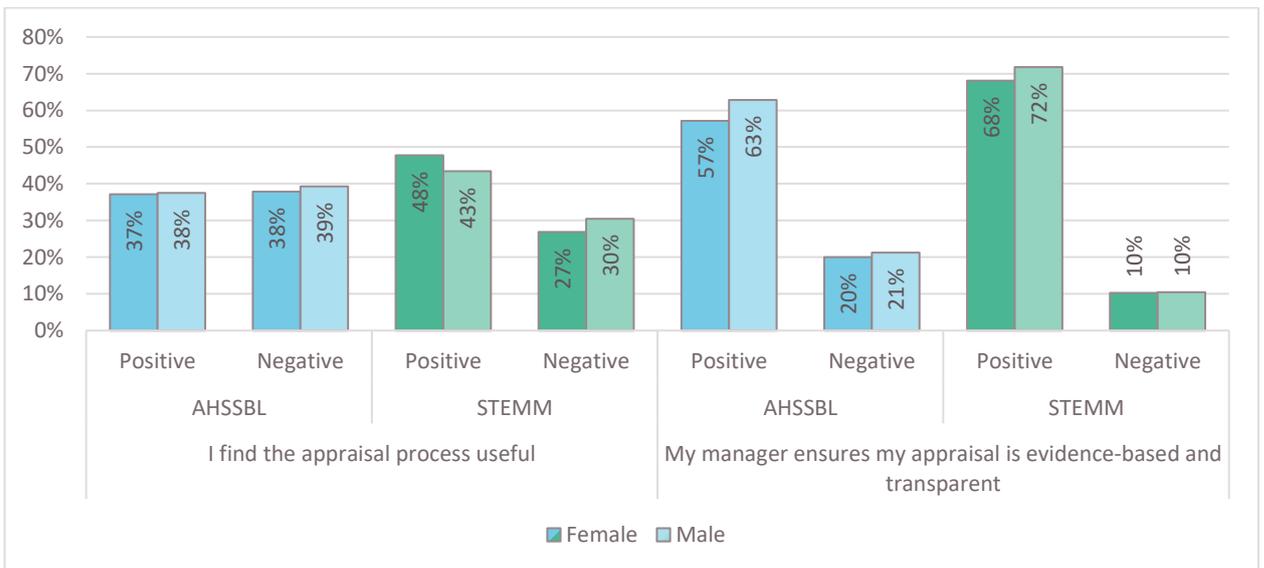


Figure 5.19: SDS responses relating to appraisal

(iii) Support given to academic staff for career progression

Springboard

We have invested £100k running the Springboard Women's Development Programme since 2012/13, with 242 A&R women completing the programme (64 AHSSBL, 178 STEM).

- 81 participants (33%) have been promoted post-completion (20 AHSSBL (31%), 61 STEM (34%).
- Participants are significantly (χ^2 , $P < 0.001$) more likely to make promotion applications than non-participant females (**Table 5.31**)
- Participants are slightly less likely (non-significantly; χ^2 , $P = 0.739$) to succeed in promotion than non-participant females (**Table 5.32**).

Feedback is generally positive; participants report greater confidence and motivation, and value the support networks created. However, uptake has waned and the programme was not run in 2020/21 due to the pandemic.

Recognising this, we organised focus groups of recent participants to understand the overall benefits to individuals, their career, and the University. These insights are being used to inform a review considering whether a new or refreshed provision is now needed (**Action CD.7**).

Action CD.7 Finalise a review of development opportunities that support women to progress into leadership positions, including those currently offered (i.e., Springboard), external offers that we don't currently provide (e.g., Aurora), and how these interact with other internal development opportunities (e.g., Leadership Circles, mentoring). Establish a business case to support the recommendations of the review (i.e., the continuation of Springboard, or introduction of a new or revised provisions).

Table 5.31: Promotion application rates of Springboard participants

Year	Proportion of female promotion applicants who had completed Springboard prior to their application	Proportion of potential female promotion applicants who had completed Springboard prior to the opportunity to apply for promotion
2014/15	23.9% (17 of 71)	13.5% (140 of 1,037)
2015/16	27.8% (20 of 72)	17.5% (182 of 1,039)
2016/17	23.5% (20 of 85)	15.5% (166 of 1,072)
2017/18	19.4% (19 of 98)	16.8% (170 of 1,014)
2018/19	22.5% (18 of 80)	17.0% (162 of 952)
2019/20	24.7% (22 of 89)	15.1% (143 of 948)
Overall	23.4%	15.9%

Table 5.32: Promotion application success rates of Springboard participants and non-participant females

Year	Application success rates of female promotion applicants who had completed Springboard prior to their application	Application success rates of female promotion applicants who had <u>not</u> completed Springboard prior to their application
2014/15	70.6% (12 of 17)	74.1% (40 of 54)
2015/16	60.0% (12 of 20)	75.0% (39 of 52)
2016/17	65.0% (13 of 20)	60.0% (39 of 65)
2017/18	63.2% (12 of 19)	73.4% (58 of 79)
2018/19	61.1% (11 of 18)	58.1% (36 of 62)
2019/20	54.5% (12 of 22)	65.7% (44 of 67)
Overall	63.8%	67.9%

Leadership Circles

Leadership Circles bring together ‘circles’ of 8-12 A&R and P&S staff at L5 and L6 showing future leadership potential. They provide an opportunity to explore leadership challenges/issues, learn from others and build supportive networks of like-minded colleagues.

- First used informally in 2012. Formally established by 2016.
- 116 A&R staff (44%F) have participated (**Figure 5.20**).
- Methodology focuses on active listening, avoiding interruption, encouraging equal contribution.
- Senior leaders, supported by HRBPs, nominate participants using participant profiles to ensure fairness.
- Circles are facilitated by previous participants (71%F) with training provided.

“The impact is exceptionally positive and rewarding... it is an iterative process helping people to solve their own problems in their own way.” (Female, FAH)

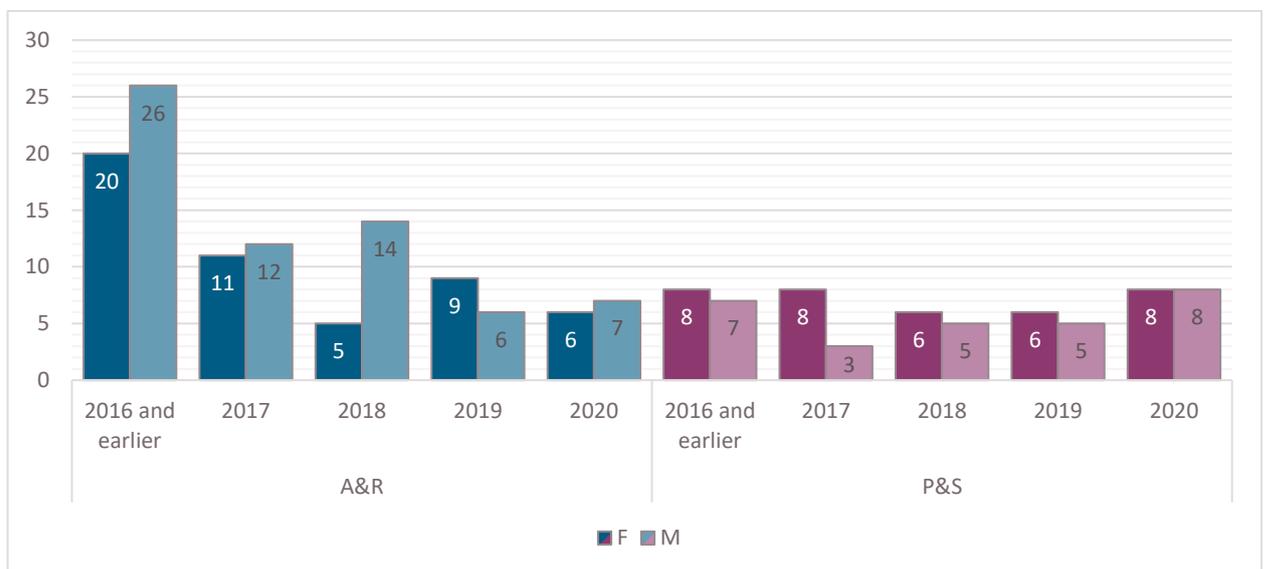


Figure 5.20: Leadership Circles participation by gender (2016 to 2020)

Fellowship Scheme

Starting in 2022, we are investing, initially £1.2m, in creating an *Academic Fellowship Scheme* focused on attracting and developing talented individuals from diverse backgrounds. The scheme will support the University’s associated commitment to grow the number of women in STEMM.

Mentoring

We have bespoke mentoring partnerships across the University, facilitated by individual faculties and schools, tailored to local needs and sharing best-practice (e.g., Geography’s scheme, launched 2020, is based on the successful Biological Sciences scheme). Most offer a range of mentoring opportunities, including long-term, one-stop, workshop-based and peer-group mentoring.

Medicine has one of the most established schemes (**Figure 5.21**) with 100 trained mentors (49F, 51M); 71% have recently provided mentoring. 63% of mentees are female.

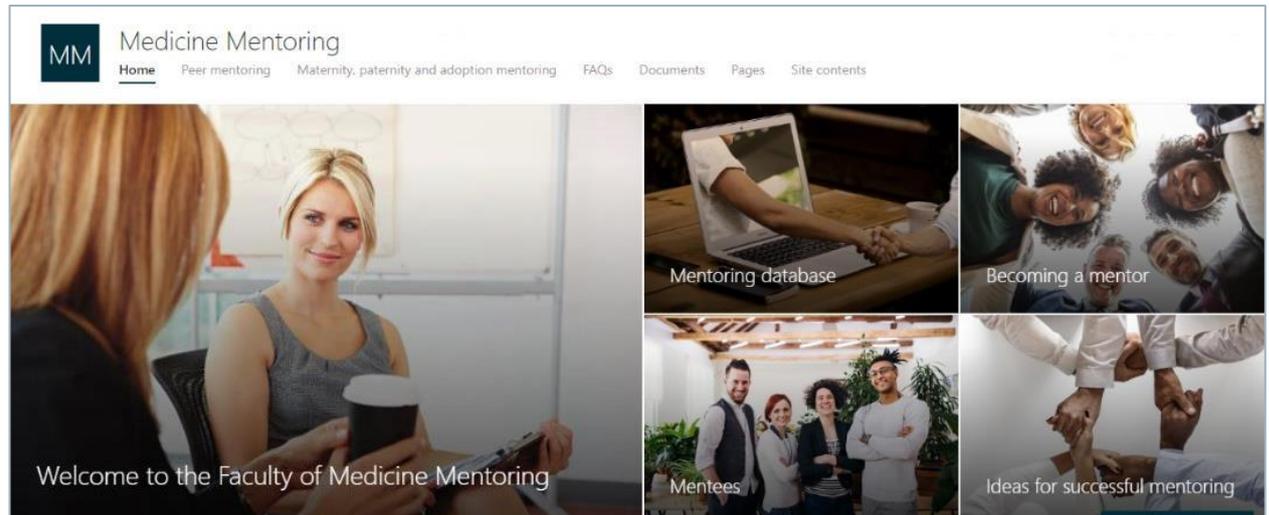


Figure 5.21: Medicine Mentoring portal

All prospective promotion candidates are encouraged to seek a mentor to provide help and guidance through the process. Schools facilitate the appointment of suitable mentors.

“My mentor gave me valuable advice that I used when applying for promotion. I was also offered emotional support” (Female, ECS)

Staff survey results generally confirm that mentoring is useful, with results tending to improve over time, but there is variation by school and some instances where there are gender differences (females less positive) in perceptions of mentoring usefulness (**Action CD.8**).

- Action CD.8.1** Develop a central mentoring portal that links to the mentoring schemes and opportunities available within the University and provides resources for individuals and departments to learn more about mentoring.
- Action CD.8.2** Incorporate National Mentoring Month into the University’s annual communication plan to promote the benefits of mentoring and share examples of good practice.

Early Career Researchers

We’re a member of Vitae, a *Concordat* signatory and have held the HR Excellence in Research Award since 2012.

Our ECR Development Hub provides guidance, resources and training to ECRs, who also have access to our Careers and Employability Service. Alongside formal training, we seek to ensure researchers have easy access to activities where they can use and develop skills.

Reduced teaching/administration loads and mentoring/buddy arrangements are common for new research-focused staff (see **5.1(ii)**)

Education support

Academic staff (balanced and teaching-focused) require HEA Fellowship and are supported to achieve this with allocated time and funding (see **5.3(i)**). Participants receive support from faculty and PGCAP tutors, also working closely with disciplinary PGCAP mentors who help situate educational theory within local context. Staff can also be funded to achieve HEA Senior Fellowship.

5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i) Training

Training for P&S staff closely mirrors provision for A&R staff (see 5.3(i)).

- Proportionately, women attend more training than men (Table 5.33, Figure 5.22). This pattern generally persists by training type (Figure 5.23) and grade (Figure 5.24, Figure 5.25) (Action EU.7.2).
- Over three-quarters of P&S staff have completed EDI training (Table 5.34).

Action EU.7.2 Conduct qualitative research to understand the drivers of higher (proportionate) female attendance at training. Seek to understand if there are material implications of this imbalance, and whether it is needed or desirable to seek a more gender-balanced uptake of training.

Table 5.33: Number of P&S staff participating in training each year by training type and gender (2014/15 to 2020/21)

Year	Management Development			Personal Development			EDI Training			Overall		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2014/15	232	101	70%	302	64	82%	36	8	82%	570	173	77%
2015/16	301	174	63%	315	85	79%	25	5	83%	641	264	71%
2016/17	143	72	67%	86	19	82%	29	20	59%	258	111	70%
2017/18	362	135	73%	27	10	73%	1,089	676	62%	1,478	821	64%
2018/19	280	131	68%	316	108	74%	263	130	67%	859	369	70%
2019/20	263	124	68%	347	85	80%	549	252	69%	1,159	461	72%
2020/21	283	116	71%	85	27	76%	202	202	53%	597	346	63%

Table 5.34: Proportion P&S staff who have completed EDI training by gender

Gender	1-Dec-14	1-Dec-15	1-Dec-16	1-Dec-17	1-Dec-18	1-Dec-19	1-Dec-20
Female	1.3%	1.5%	2.7%	35.5%	51.5%	65.0%	76.7%
Male	0.4%	0.5%	0.8%	36.2%	52.0%	62.5%	75.5%

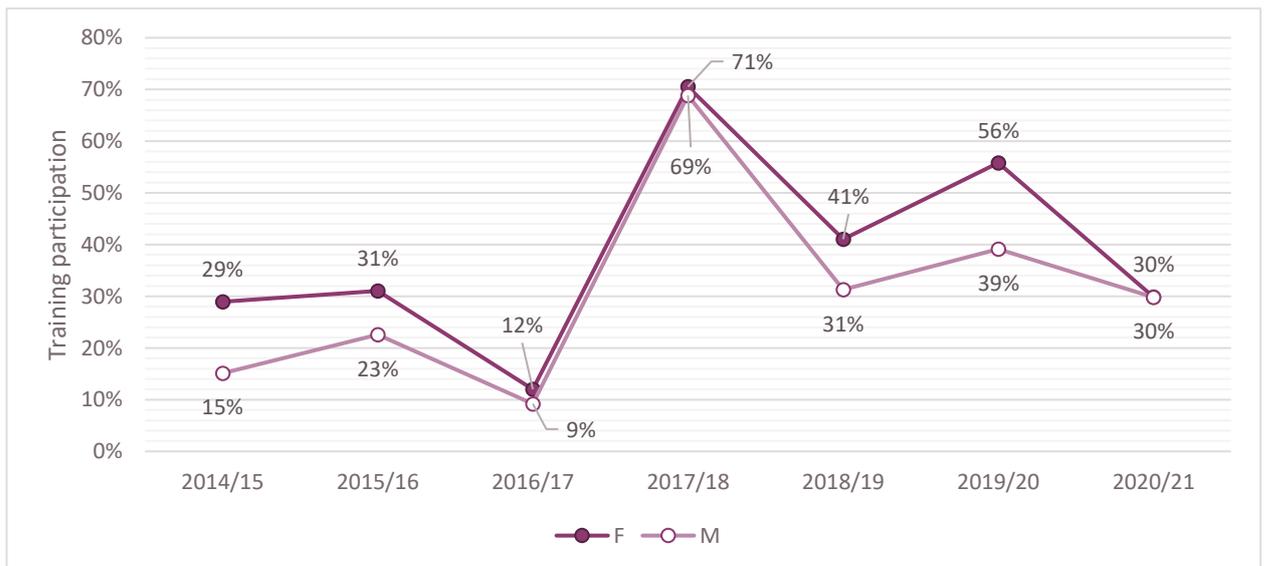


Figure 5.22: Proportion of P&S staff taking training each year by gender (2014/15 to 2020/21)

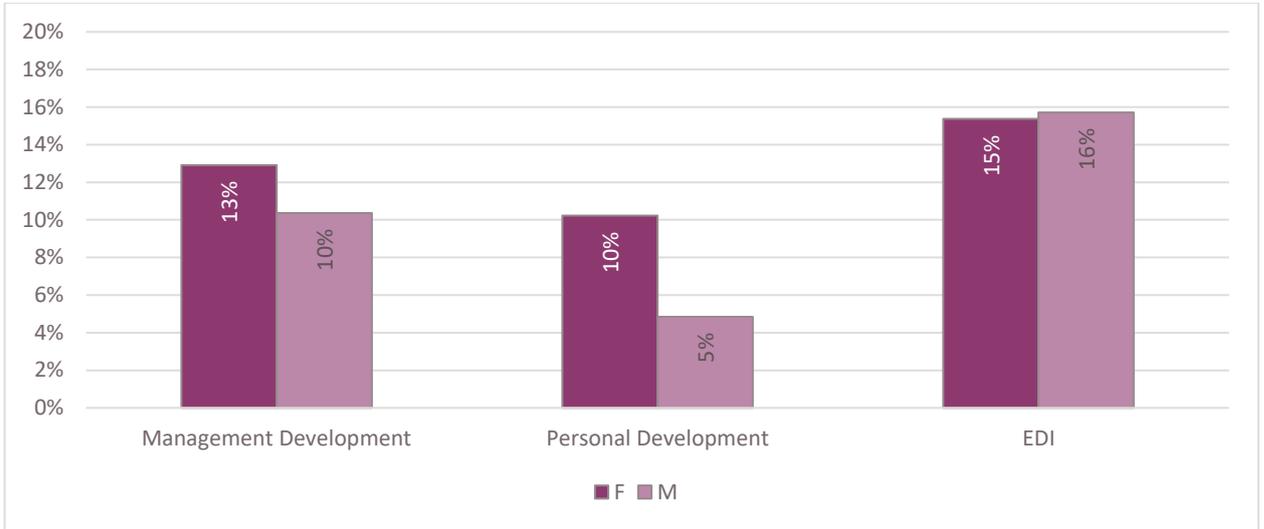


Figure 5.23: Average proportion of P&S staff taking training per year by gender and training type (2014/15 to 2020/21 aggregated)

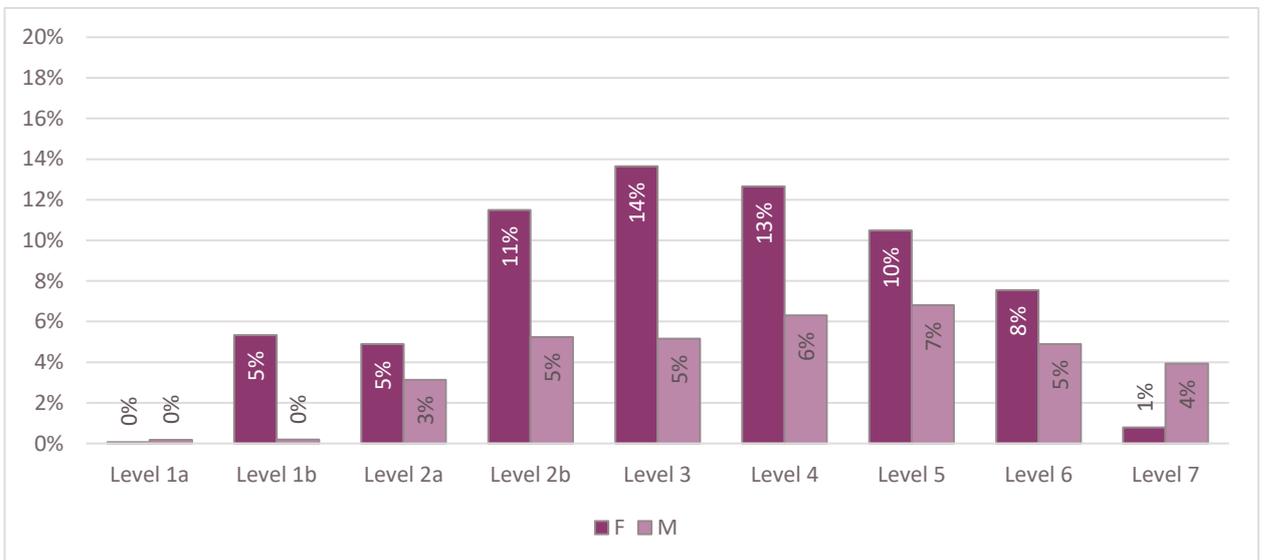


Figure 5.24: Average proportion of P&S staff taking Personal Development training per year by gender and grade (2014/15 to 2020/21 aggregated)

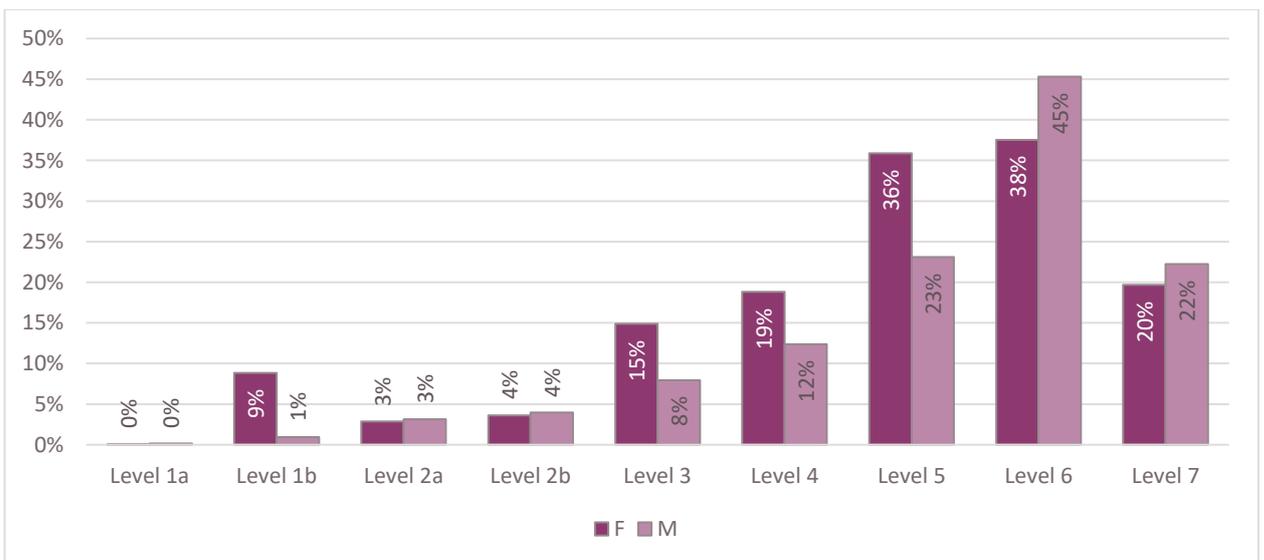


Figure 5.25: Average proportion of P&S staff taking Management Development training per year by gender and grade (2014/15 to 2020/21 aggregated)

(ii) Appraisal/development review

Process

- Appraisal for L4-7 P&S staff is fundamentally the same as for A&R staff (see **5.3(ii)**).
- L1-3 P&S staff use a paper-based Personal Performance and Development Review (PPDR), which is not compulsory, but strongly promoted.
- Appraisals/PPDRs are supplemented by regular one-to-one meetings.

Training

- 80% of P&S line managers have completed appraisal training. Completion rates are lower for line managers of L1-3 staff (higher %F); *Appraising with Confidence* introduced tailored training to address this.

Table 5.35: Number of P&S staff completing appraisal training by gender and year

		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
License to Appraise / Skills Workshop	Female	60	158	42	-	-	-	-
	Male	35	111	19	-	-	-	-
Appraising with Confidence	Female	-	-	-	-	133	168	54
	Male	-	-	-	-	65	77	31
Totals		95	269	61	0	198	245	85

Table 5.36: Proportion of line managers of female and male P&S staff who have completed appraisal training

	1-Dec-14	1-Dec-15	1-Dec-16	1-Dec-17	1-Dec-18	1-Dec-19	1-Dec-20
Proportion of line managers of female P&S staff who have completed appraisal training.	7.9%	38.6%	38.8%	40.2%	54.4%	72.7%	78.8%
Proportion of line managers of male P&S staff who have completed appraisal training.	11.6%	51.7%	46.3%	47.2%	60.9%	75.3%	83.6%

Completion and outcomes

- Completion rates at L4-7 are consistently around 90% (**Table 5.37**), with little variation by gender. However, self-reported appraisal/PPDR completion rates for P&S staff in SES2018 were 72%, indicating much lower completion at L1-3.
- There are no statistically significant differences in the distribution of L4-7 appraisal ratings by gender (**Table 5.38**, **Table 5.39**).

Table 5.37: P&S staff appraisal completion rates at Level 4-7 by grade and gender (2016/17 to 2019/20)

Year	Level 4		Level 5		Level 6		Level 7		Overall	
	F	M	F	M	F	M	F	M	F	M
2016/17	89%	89%	89%	95%	88%	90%	100%	100%	89%	91%
2017/18	91%	90%	94%	89%	88%	96%	86%	82%	91%	90%
2018/19	91%	90%	93%	86%	94%	96%	92%	75%	92%	89%
2019/20	89%	90%	95%	93%	90%	79%	88%	80%	91%	90%

Table 5.38: P&S staff distribution of appraisal ratings by grade and gender (2016/17 to 2019/20 aggregated)

Level		No Rating	Not Met	Partly Met	Fully Met	Exceeded	Significantly Exceeded
Indicative distribution		-	2.0%	3.0%	75.0%	15.0%	5.0%
Level 4	Female	2.2%	0.2%	4.0%	80.3%	12.6%	0.7%
	Male	2.2%	0.1%	9.1%	74.9%	11.7%	2.0%
Level 5	Female	1.5%	0.0%	3.1%	76.9%	17.7%	0.8%
	Male	2.0%	0.6%	3.7%	74.2%	17.2%	2.2%
Level 6	Female	6.0%	0.0%	3.0%	55.6%	31.6%	3.8%
	Male	3.4%	1.1%	6.7%	78.7%	9.0%	1.1%
Level 7	Female	2.0%	0.0%	2.0%	70.0%	26.0%	0.0%
	Male	0.0%	0.0%	2.9%	91.4%	0.0%	5.7%
Overall	Female	2.3%	0.2%	3.7%	77.5%	15.5%	0.9%
	Male	2.2%	0.3%	6.9%	75.3%	13.1%	2.1%

Table 5.39: P&S staff distribution of appraisal ratings by working pattern and gender (2016/17 to 2019/20 aggregated)

Working pattern		No Rating	Not Met	Partly Met	Fully Met	Exceeded	Significantly Exceeded
Indicative distribution		-	2.0%	3.0%	75.0%	15.0%	5.0%
Full-time	Female	2.4%	0.1%	4.0%	75.7%	16.6%	1.1%
	Male	1.9%	0.4%	6.5%	75.5%	13.5%	2.1%
Part-time	Female	2.0%	0.2%	2.8%	81.5%	13.1%	0.5%
	Male	7.1%	0.0%	14.3%	71.4%	5.7%	1.4%
Overall	Female	2.3%	0.2%	3.7%	77.5%	15.5%	0.9%
	Male	2.2%	0.3%	6.9%	75.3%	13.1%	2.1%

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

Springboard programme

88 P&S women have completed Springboard (see **5.3(iii)**); 29 (33%) have been promoted post-completion.

Leadership Circles

64 P&S staff (56%F) have participated in Leadership Circles (see **5.3(iii)**, **Figure 5.20**).

Mentoring

See **5.3(iii)**. SDS2019 results show P&S staff are less likely to access mentoring than A&R staff.

Technician Commitment

We've been a signatory of the *Technician Commitment* since 2018 and are working to implement changes to ensure visibility, recognition and career development for TAE staff. Supporting this, we became a Partner Affiliate of the National Technician Development Centre (NTDC) in 2021.

5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

Policy and guidance for expectant parents and their managers includes concise advice, calls to action and links to further information. Managers are encouraged to adopt a flexible and supportive style and, before leave:

- Refresh knowledge of relevant policies.
- Undertake risk assessment(s).
- Agree how to accommodate antenatal appointments.
- Develop a maternity/adoption cover and handover plan, with employee input.
- Agree planned length of leave, keeping-in-touch arrangements and return-to-work intentions.

AskHR provides assistance and common queries are in the HR Knowledge Base.

Our *Parents' and Carers' Network* is also a valued source of support and guidance.



Figure 5.26: Lisa Hanley (right; with her mum, left), founder of our *Parents' and Carers' Network*, and winner of the Vice-Chancellor's Award for Equality, Diversity and Inclusion in 2019.

Personal perceptions of preparing for maternity/adoption leave are mostly positive about the processes, support and adjustments provided, but there are occasional examples of poor/inconsistent management.

"Applying for maternity leave was a very smooth and easy process... My line manager was very supportive... I couldn't have asked for more support." (ESPS)

"I told my line manager and he sorted everything out. I didn't worry about a thing!" (Mathematics)

"I had a really bad experience. When I told my manager, she was fuming." (Psychology)

Our new *Line Manager Development Programme* (see 5.3(i)) includes learning activities on managing family leave and flexible working to address inconsistency.

Consultation has identified some limitations and inconsistencies in our policy provisions relating to ante-natal/pre-adoption appointments (**Action FF.2.1**).

Action FF.2.1 Update policies/guidance to ensure that time off for appointments (including ante-natal, medical, adoption training and fertility treatment) is protected and paid for all parents needing to attend them.

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

Our contractual maternity/adoption pay (CMP/CAP) policies are generous, offering 26 weeks’ full pay but requiring 52 weeks’ qualifying service and 52 weeks’ return-to-work. Policy is the same for FTC and OEC.

Many universities require less qualifying service and most require shorter return-to-work. Qualification periods create difficulties, particularly for FTCs: 20% don’t meet qualifying service; a further 10% don’t meet our return-to-work requirement (roughly double the rates of OEC ineligibility) (**Figure 5.27, Figure 5.28**).

Funding for CMP/CAP is from departmental budgets, limiting options for cover, often placing pressure on colleagues. Several departments have local schemes that help reduce these impacts (e.g., ensuring backfill, extending contracts, bridging funding between FTCs, maintaining research during leave). However, there is no University-wide approach and there are examples of similar interventions elsewhere only being intermittently available, usually due to budget availability (**Action FF.2.2, Action FF.2.3**).

Action FF.2.2 Develop cost-neutral proposals for updating maternity/adoption/ShPL pay policies to increase flexibility and access to these policies staff on FTCs. Consult with staff and trades unions, and benchmark against the sector.

Action FF.2.3 Review how CMP/CAP is funded to understand how the financial and workload burden can be more fairly accommodated across the University and establish greater consistency in departments’ ability to offer back-fill or other support.

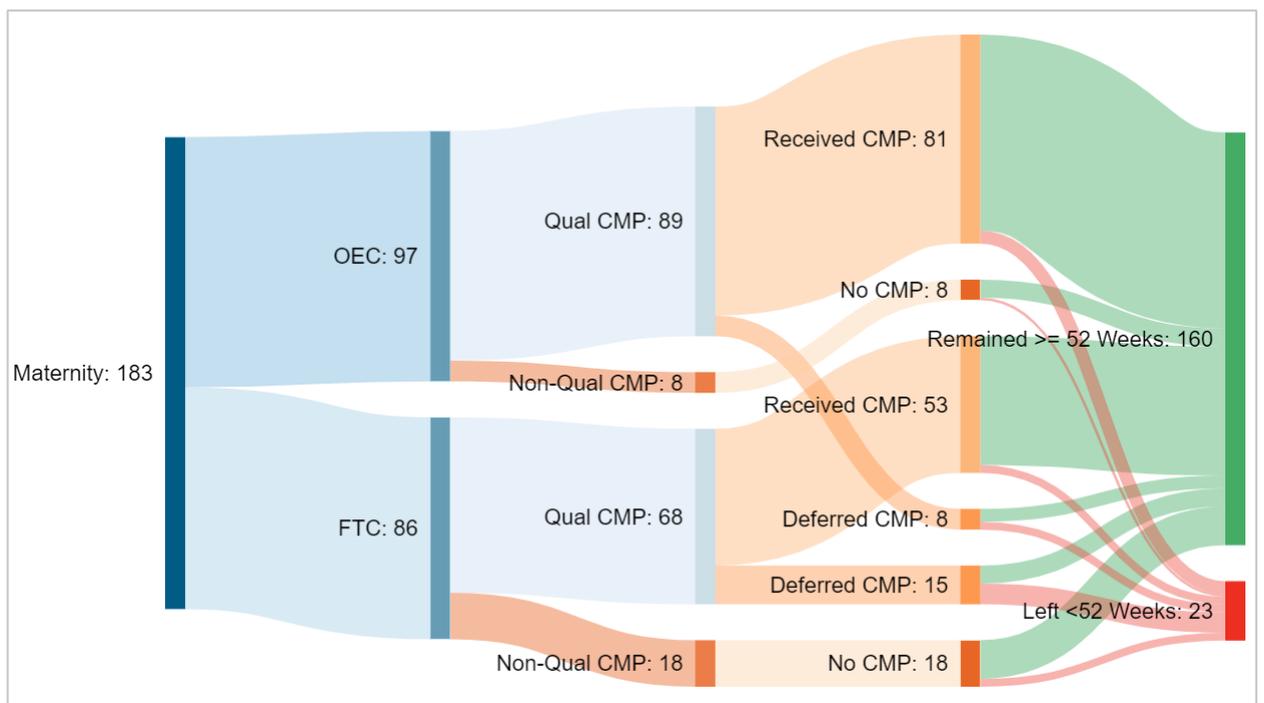


Figure 5.27: Contractual Maternity Pay outcomes for A&R staff commencing maternity leave between 1 January 2017 and 31 July 2019

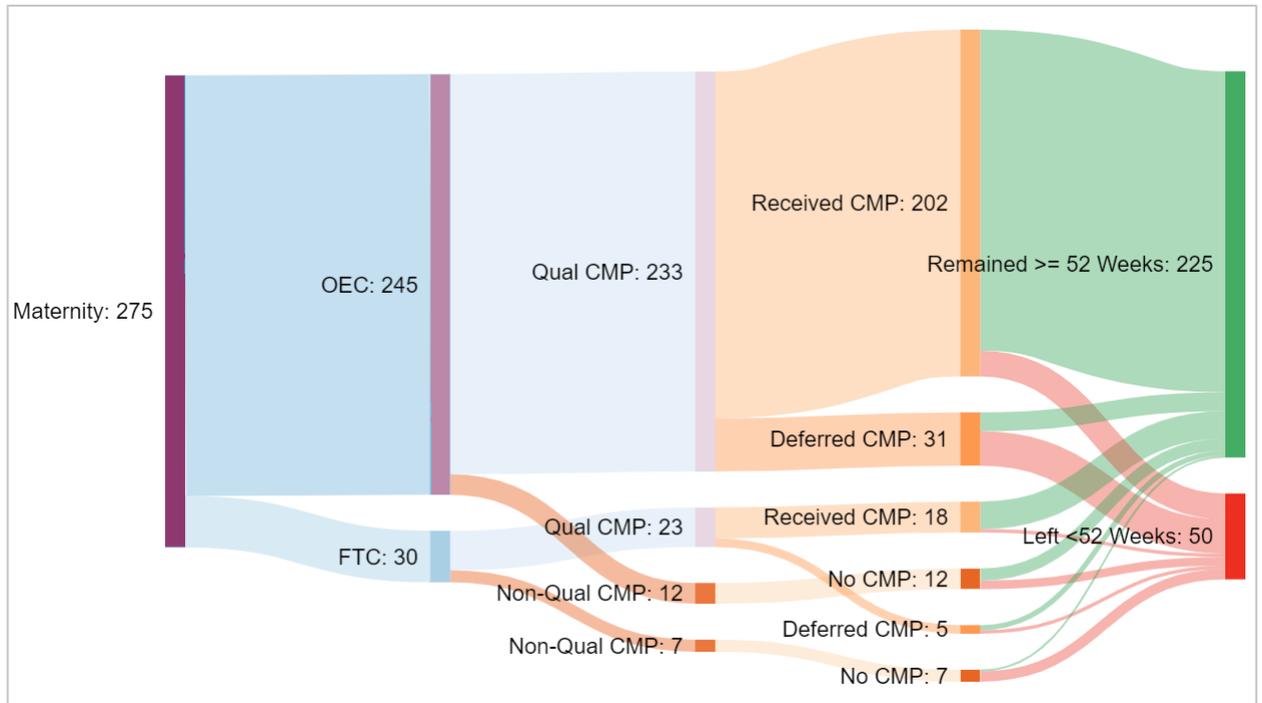


Figure 5.28: Contractual Maternity Pay outcomes for P&S staff commencing maternity leave between 1 January 2017 and 31 July 2019

Regular contact is encouraged during family leave. Staff can use KIT/ SPLIT days to maintain skills and meet colleagues.

- KIT/SPLIT days are under-utilised. P&S staff are more likely to use KIT/SPLIT days than A&R staff but tend to use fewer days (**Table 5.40**).
- Usage may be under-reported during full-pay periods of leave; and focus groups suggest that some staff (including line-managers) are unsure how to record KIT/SPLIT days and many were unaware they include working from home (**Action FF.5.1**).

Consultation responses demonstrate varied experiences during leave, ranging from regular, active engagement and inclusion in social activities through to only sporadic, functional contact (**Action FF.5.2**).

Table 5.40: Usage of KIT days for periods of maternity leave starting from 2014/15 to 2019/20

		Year Maternity Leave Started						Overall
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	
A&R AHSSBL	Instances of maternity leave	18	14	20	17	16	18	103
	Number using KIT day(s)	4	2	6	3	3	6	24
	Percentage using KIT day(s)	22%	14%	30%	18%	19%	33%	23%
	Average number of KIT days used	6.1	2.5	8.7	8.0	5.0	7.2	6.8
	Percentage of possible KIT days used	14%	4%	26%	14%	9%	24%	16%
A&R STEMM	Instances of maternity leave	19	37	31	36	33	32	188
	Number using KIT day(s)	8	7	10	10	12	8	55
	Percentage using KIT day(s)	42%	19%	32%	28%	36%	25%	29%
	Average number of KIT days used	4.9	5.3	5.8	4.9	6.8	9.1	6.1
	Percentage of possible KIT days used	21%	10%	19%	14%	24%	23%	18%
P&S	Instances of maternity leave	68	76	84	74	80	71	453
	Number using KIT day(s)	30	36	29	35	36	39	205
	Percentage using KIT day(s)	44%	47%	35%	47%	45%	55%	45%
	Average number of KIT days used	4.4	3.6	4.5	3.5	4.7	5.0	4.3
	Percentage of possible KIT days used	19%	17%	16%	16%	21%	28%	19%

Action FF.5.1	Create an HR Request for recording KIT/SPLIT days, to make recording this information easier for staff/line managers.
Action FF.5.2	Improve guidance on maintaining contact during leave and how to use KIT/SPLIT days for the benefit of employees.

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

Line managers meet with staff before return to discuss flexible working options and identify any specific needs. Regular line management support is expected on return, appraisal objectives should be refreshed, and career development discussed within two months.

Most departments have good practice policies in place to support returners, although policies are inconsistent across the University (**Action FF.2.4**). Examples include:

- Significantly reduced (typically 50%) teaching and administration load.
- Bringing forward study/sabbatical leave entitlements.
- Support funds to buy-out time, cover childcare costs for conferences *etc.*
- The University covers additional care costs when attending professional development.

Around a quarter of returners decrease their working hours on return. Accrued holiday can be used to ease the transition or trial new working patterns before formalising a permanent or temporary change (**see 5.5vi**).

Many of those not changing hours already work part-time. Significantly fewer AHSSBL A&R staff decrease hours than STEMM A&R staff (χ^2 , $P=0.006$) or P&S staff (χ^2 , $P<0.001$) (**Table 5.41**).

Some staff report pressure to return from maternity leave, and it is notable that the median length of maternity leave for A&R staff (8.9 months) is significantly shorter than for P&S staff (10.4 months) implying greater urgency to return (**Figure 5.29**) (**Action EU.2**).

Table 5.41: Changes in working hours following maternity leave

		Year Maternity Leave Ended							Overall
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	
A&R AHSSBL	No change (full-time)	12	6	11	14	7	10	12	72 (60%)
	No change (part-time)	4	5	1	4	2	7	2	25 (21%)
	Decrease	2	2	3	0	2	1	1	11 (9%)
	Increase	1	0	0	0	0	0	0	1 (1%)
	No return	2	0	3	1	3	2	1	12 (10%)
A&R STEMM	No change (full-time)	8	13	14	14	18	24	12	103 (50%)
	No change (part-time)	5	1	8	7	7	6	5	39 (19%)
	Decrease	3	10	10	5	7	8	5	48 (23%)
	Increase	1	0	1	0	1	0	1	4 (2%)
	No return	4	1	3	2	1	1	2	14 (7%)
P&S	No change (full-time)	18	22	26	29	19	19	35	168 (33%)
	No change (part-time)	19	23	16	25	20	17	15	135 (27%)
	Decrease	29	14	18	19	28	27	7	142 (28%)
	Increase	1	0	2	3	1	2	1	10 (2%)
	No return	5	5	3	15	6	8	7	49 (10%)

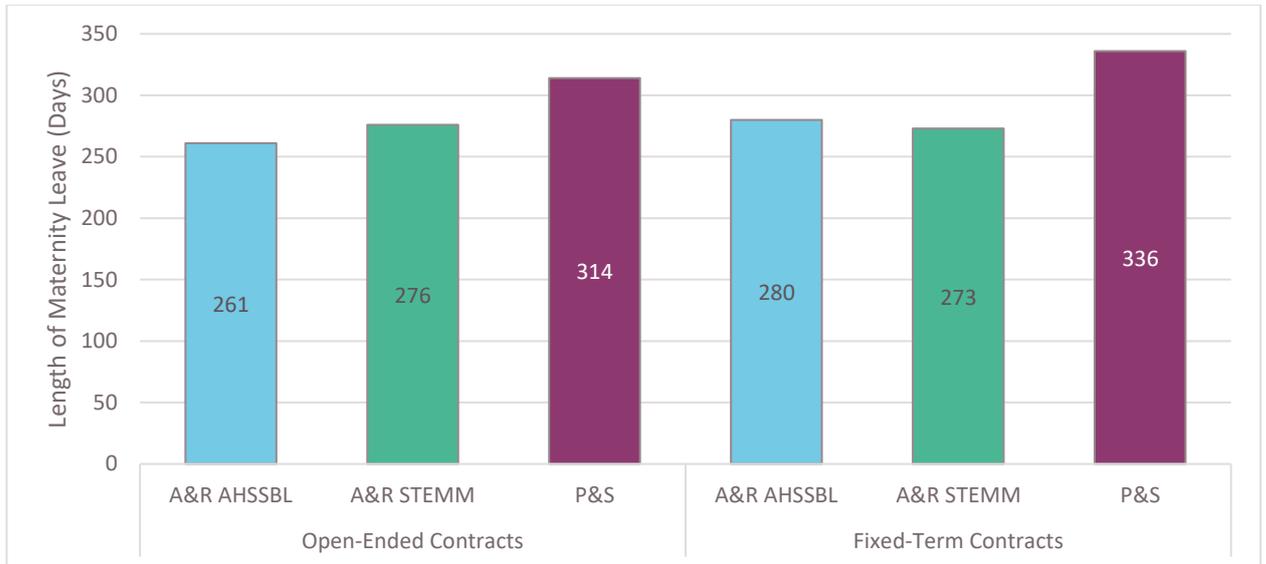


Figure 5.29: Median length of maternity leave for A&R and P&S staff, by contract type

Action FF.2.4

Compile examples of good practice from Schools/Faculties (including funded returners' schemes) and develop University-wide solutions to support staff returning from family leave, to mitigate the impact of time out from their career.

Action EU.2

Conduct quantitative and qualitative cohort (longitudinal) analysis by gender to identify career choices and career progression differences, and motivating/influencing factors, over an extended period (10+ years), including: i) Promotion outcomes over time, ii) Fixed term contract end reasons (women appear more likely to resign), iii) Progression of P&S staff, and iv) Maternity up-take and length.

(iv) Maternity return rate

Maternity return (91%) and retention rates (77% after 18 months) are high, exceeding turnover benchmarks for equivalent staff groups (**Table 5.42** to **Table 5.45**) and national return rates (79%: [EHRC](#), 2016). Rates are slightly lower for P&S staff and uniformly lower for FTC staff, but both exceed benchmark.

Of 28 FTC non-returners between 2014/15 and 2019/20, 18 (64%) were due to end of FTC, the remainder resigned (**Table 5.46**).

There is no evidence of decreased retention once the 52-week return-to-work period for CMP is completed.

Table 5.42: A&R staff maternity leave return and retention rates by discipline, OEC only (2014/15 to 2019/20)

A&R Open-Ended Contracts		Year Maternity Leave Ended						Overall	B'mark*
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20		
AHSSBL	Instances of maternity leave	18	10	11	16	9	14	-	-
	Returners	16 (89%)	10 (100%)	10 (91%)	16 (100%)	8 (89%)	13 (93%)	94%	91%
	Remaining after 6 months	16 (89%)	10 (100%)	10 (91%)	15 (94%)	8 (89%)	12 (86%)	91%	87%
	Remaining after 12 months	15 (83%)	10 (100%)	10 (91%)	15 (94%)	7 (78%)	12 (86%)	88%	84%
	Remaining after 18 months	14 (78%)	10 (100%)	9 (82%)	15 (94%)	7 (78%)	No data	86%	80%
STEMM	Instances of maternity leave	7	11	14	14	17	18	-	-
	Returners	6 (86%)	11 (100%)	14 (100%)	14 (100%)	17 (100%)	18 (100%)	99%	92%
	Remaining after 6 months	6 (86%)	9 (82%)	14 (100%)	14 (100%)	16 (94%)	17 (94%)	94%	89%
	Remaining after 12 months	6 (86%)	9 (82%)	14 (100%)	14 (100%)	16 (94%)	17 (94%)	94%	85%
	Remaining after 18 months	6 (86%)	9 (82%)	14 (100%)	14 (100%)	15 (88%)	No data	92%	82%

Table 5.43: A&R staff maternity leave return and retention rates by discipline, FTC only (2014/15 to 2019/20)

A&R Fixed-Term Contracts		Year Maternity Leave Ended						Overall	B'mark*
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20		
AHSSBL	Instances of maternity leave	3	3	7	3	5	6	-	-
	Returners	3 (100%)	3 (100%)	5 (71%)	2 (67%)	3 (60%)	5 (83%)	78%	47%
	Remaining after 6 months	3 (100%)	3 (100%)	5 (71%)	2 (67%)	3 (60%)	4 (67%)	74%	34%
	Remaining after 12 months	3 (100%)	2 (67%)	5 (71%)	2 (67%)	3 (60%)	4 (67%)	70%	25%
	Remaining after 18 months	3 (100%)	1 (33%)	4 (57%)	2 (67%)	3 (60%)	No data	62%	18%
STEMM	Instances of maternity leave	14	14	22	14	17	21	-	-
	Returners	11 (79%)	13 (93%)	19 (86%)	12 (86%)	16 (94%)	20 (95%)	89%	67%
	Remaining after 6 months	10 (71%)	12 (86%)	18 (82%)	11 (79%)	14 (82%)	18 (86%)	81%	56%
	Remaining after 12 months	10 (71%)	12 (86%)	18 (82%)	10 (71%)	14 (82%)	18 (86%)	80%	49%
	Remaining after 18 months	9 (64%)	8 (57%)	15 (68%)	10 (71%)	13 (76%)	No data	68%	39%

Table 5.44: P&S staff maternity leave return and retention rates, OEC only (2014/15 to 2019/20)

P&S Open-Ended Contracts		Year Maternity Leave Ended						Overall	B'mark*
		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20		
Instances of maternity leave		65	56	59	82	64	66	-	-
Returners		62 (95%)	51 (91%)	57 (97%)	71 (87%)	59 (92%)	61 (92%)	92%	88%
Remaining after 6 months		60 (92%)	49 (88%)	55 (93%)	66 (80%)	57 (89%)	56 (85%)	88%	82%
Remaining after 12 months		58 (89%)	47 (84%)	51 (86%)	64 (78%)	56 (88%)	56 (85%)	85%	77%
Remaining after 18 months		58 (89%)	46 (82%)	48 (81%)	59 (72%)	54 (84%)	No data	81%	73%

Table 5.45: P&S staff maternity leave return and retention rates, FTC only (2014/15 to 2019/20)

P&S Fixed-Term Contracts	Year Maternity Leave Ended							Overall	B'mark*
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20			
Instances of maternity leave	7	8	6	9	10	7	-	-	
Returners	5 (71%)	8 (100%)	5 (83%)	5 (56%)	9 (90%)	4 (57%)	77%	66%	
Remaining after 6 months	5 (71%)	8 (100%)	5 (83%)	5 (56%)	9 (90%)	4 (57%)	77%	55%	
Remaining after 12 months	5 (71%)	7 (88%)	5 (83%)	4 (44%)	9 (90%)	4 (57%)	72%	45%	
Remaining after 18 months	5 (71%)	7 (88%)	5 (83%)	4 (44%)	9 (90%)	No data	75%	38%	

Note: Benchmark rates in **Table 5.45** show the average retention rates of all females for the relevant disciplines and contract types between 2014/15 and 2019/20.

Table 5.46: Reasons for non-return from maternity leave (2014/15 to 2019/20 aggregated)

		Contract Type	
		Open-Ended Contracts	Fixed-Term Contracts
AHSSBL	Non-returners	5 of 78	6 of 27
	- End of Fixed-Term Contract	n/a	5 (83%)
	- Resignation	5 (100%)	1 (17%)
STEMM	Non-returners	1 of 81	11 of 102
	- End of Fixed-Term Contract	n/a	7 (64%)
	- Resignation	1 (100%)	4 (36%)
P&S	Non-returners	31 of 392	11 of 47
	- End of Fixed-Term Contract	n/a	6 (55%)
	- Resignation	28 (91%)	5 (45%)
	- Other (TUPE, Career Break, VS)	3 (9%)	0 (0%)

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

We offer:

- **Paternity Leave:** Up to two weeks' leave on full pay. Over 99% male usage. 98% use full two weeks.
- **Shared Parental Leave:** Statutory provision. 82% male usage. Uptake low, likely due to unenhanced provision. Average length 82 days. Flexible usage encouraged; 42% took ShPL in multiple chunks.
- **Adoption Leave:** Policy mirrors maternity leave (see 5.5(i-iii)). 58% male usage. Average length and return rates similar to maternity. 3% uptake relative to maternity is higher than 0.6% nationally.
- **Ordinary Parental Leave:** Statutory option remains, but unused since ShPL introduced, April 2015.

Uptake of all forms of family leave is proportionately higher for women than men, especially so for A&R staff, implying relative under-utilisation of paternity leave by men (**Figure 5.30**).

By grade, differences in family leave usage rates are most apparent at L4. Usage by men is more evenly distributed across grades; age is a key factor (**Figure 5.31, Figure 5.32**).

Consultation responses have highlighted lack of flexibility (paternity leave) and complicated wording (ShPL) as issues potentially impacting uptake (**Action FF.2.5**).

Action FF.2.5 Develop improved guidance/training to equip managers to proactively support staff who are planning to take family leave, including: case study examples (with men and women) demonstrating how family leave and flexible working policies can be applied; step-by-step guidance for managers and employees preparing for family leave; clarifying funding implications and arranging cover; providing facilities for rest and milk expression; and making existing facilities on campus more visible.

Table 5.47: Paternity, shared parental and adoption leave by discipline and gender (2014/15 to 2020/21)

Type of Leave / Discipline / Gender			Instances of Leave by Year Period of Leave Started							Overall
			2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	
Paternity Leave	A&R AHSSBL	Female	-	-	-	-	-	-	-	0
		Male	10	9	5	10	13	8	5	60
	A&R STEM	Female	1	-	-	1	-	-	-	2
		Male	39	38	34	36	37	36	28	248
	P&S	Female	-	-	-	-	-	-	-	0
		Male	32	27	37	36	40	24	25	221
Shared Parental Leave	A&R AHSSBL	Female	-	-	-	-	-	-	-	0
		Male	-	-	1	2	-	2	1	6
	A&R STEM	Female	-	1	1	-	-	1	-	3
		Male	-	-	3	1	1	2	3	10
	P&S	Female	-	-	1	-	1	-	1	3
		Male	-	-	1	1	7	1	2	12
Adoption Leave	A&R AHSSBL	Female	-	1	-	-	-	-	-	1
		Male	-	-	-	-	-	-	1	1
	A&R STEM	Female	1	1	1	1	-	-	-	4
		Male	1	1	-	2	1	-	1	6
	P&S	Female	-	1	1	1	2	-	-	5
		Male	-	1	-	1	3	2	-	7

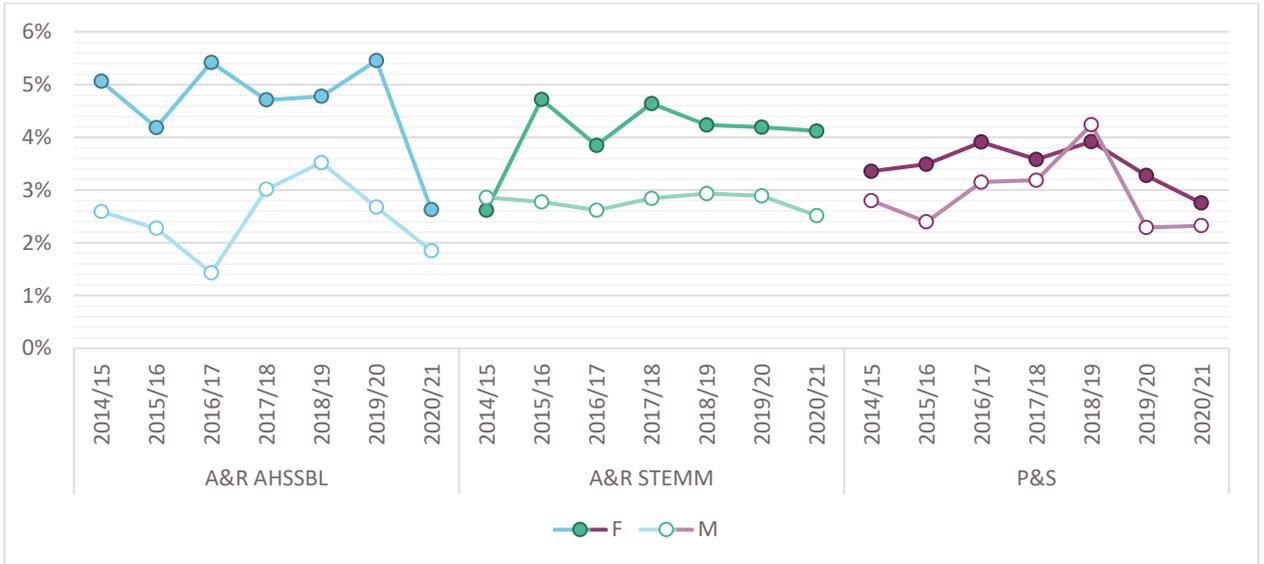


Figure 5.30: Combined uptake of all forms of family leave (maternity, paternity, shared parental and adoption leave) by gender and discipline, as a proportion of respective population (2014/15 to 2020/21; instances, based on date leave started)

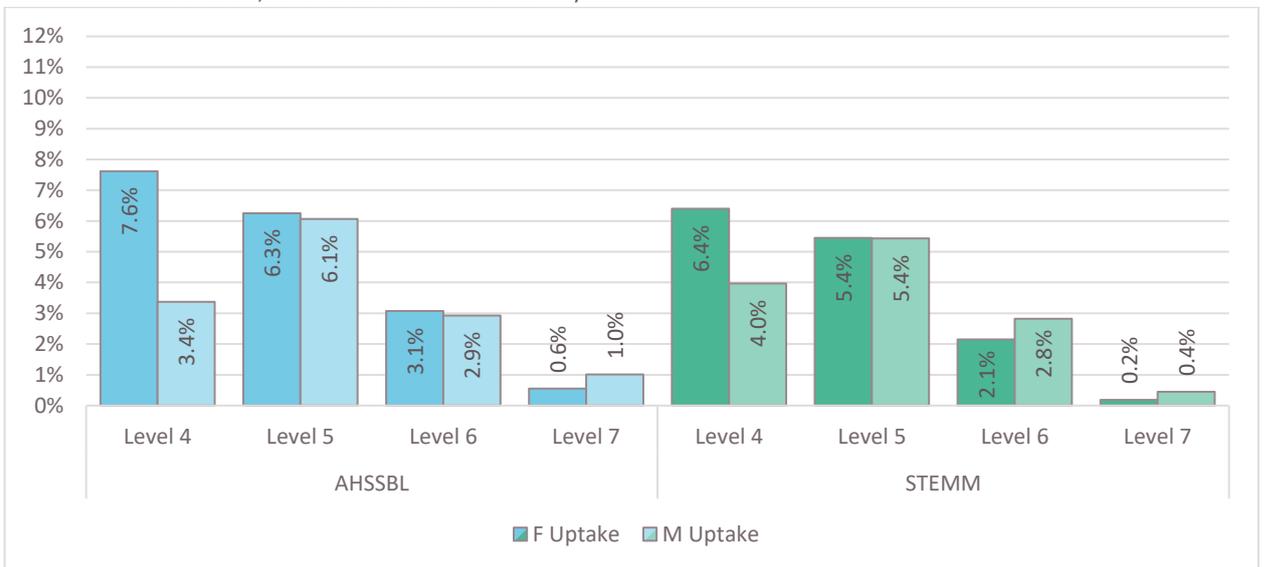


Figure 5.31: Uptake of all forms of family leave (maternity, paternity, shared parental and adoption leave) by A&R staff by discipline, grade and gender (2014/15 to 2020/21 aggregated)

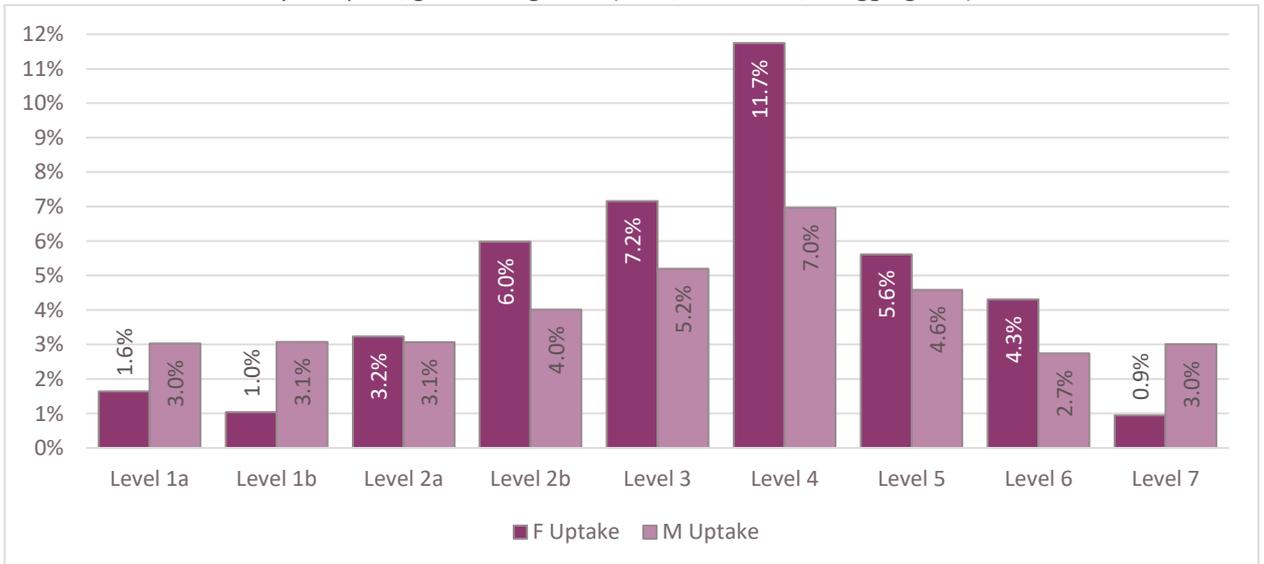


Figure 5.32: Uptake of all forms of family leave (maternity, paternity, shared parental and adoption leave) by P&S staff by grade and gender (2014/15 to 2020/21 aggregated)

(vi) Flexible working

Flexible working policies are on our website. AskHR advise staff and support managers in promoting and applying policy, which allows for:

- Permanent or temporary changes of hours
- Changes of working pattern
- Working from another location, where and when the role allows

In practice, compressed hours, flexitime, term-time working and job-shares are also considered formally and informally, although anecdotally managers are less receptive to such proposals (**Action FF.3.1**).

Timetabling can accommodate individual working patterns, and there is some evidence of good practice in 'core hours' scheduling of meetings to accommodate flexible working.

Action FF.3.1 Collate case study examples for how a range of policies can be used to enable/support flexible working, including formal requests for changes in FTE, changes in working hours/pattern that do not affect FTE, and ad-hoc/temporary measures to support staff as needed. Compile guidance for the HR website, incorporating the case studies, and promote to staff.

Most staff (>80%) report awareness of flexible working policies, with higher awareness amongst women. A&R staff are more confident than P&S that requests will be treated fairly and that ad-hoc requests will be supported. Nonetheless, around a third of staff lack confidence in how requests might be treated (**Table 5.48**). Recognising this, our *Line Manager Development Programme* includes learning activities on managing flexible working.

A&R staff generally have autonomy to manage their working time flexibly, often without formal requests or frequent line manager oversight, but many P&S staff do not have this flexibility.

Table 5.48: SDS2019 'positive' responses relating to flexible working

Question	Staff Group	All genders	Female	Male	Non-binary	Prefer not to say
I am aware of the formal flexible working policies and arrangements at the University, for example, part-time working.	UoS	81.7%	86.7%	76.7%	67.0%	74.2%
	Faculties	81.5%	87.7%	75.8%	n/a	74.7%
	Prof. Serv.	82.1%	85.3%	78.5%	n/a	72.7%
If I formally requested flexible working arrangements, I am confident that the request would be considered fairly.	UoS	64.8%	67.0%	64.6%	41.7%	46.6%
	Faculties	68.9%	74.0%	66.6%	n/a	46.0%
	Prof. Serv.	58.2%	57.7%	60.6%	n/a	48.4%
On request, my manager is supportive of ad hoc flexible working	UoS	72.6%	75.0%	71.1%	50.0%	59.7%
	Faculties	74.9%	78.8%	72.7%	n/a	58.6%
	Prof. Serv.	68.9%	69.9%	67.8%	n/a	62.5%

We have limited data on flexible working requests; data are only recorded centrally once a change is approved. Consequently, we cannot document success rates (**Action FF.3.3**).

Action FF.3.3 Develop an HR Request (online HR form) for flexible working requests that can record and track all requests from their point of submission by employees, their success rate and reasons for rejection (if applicable).

Women make 2-3 times more flexible working changes than men, with largest differentials in STEMM (**Figure 5.33**). There is general equivalence between increases and decreases in hours for women, but men are substantially more likely to decrease than increase hours (**Figure 5.34**). Analysis by grade suggests this may be associated with flexible retirement (**Figure 5.35**, **Figure 5.36**).

During the pandemic, the University adopted a ‘sympathetic and flexible’ approach, asking colleagues to ‘do what you can’, advising managers to be as flexible as possible to enable people to work around caring obligations. Additional University Closure Days were provided, paid leave entitlements were expanded (see 5.5(ix)), additional holiday could be purchased and temporary reductions in working hours were offered.

Building on lessons from the pandemic, harnessing flexible and hybrid working to improve wellbeing, EDI and sustainability, the University has established a *Future Ways of Working Programme* to help transform working practices.

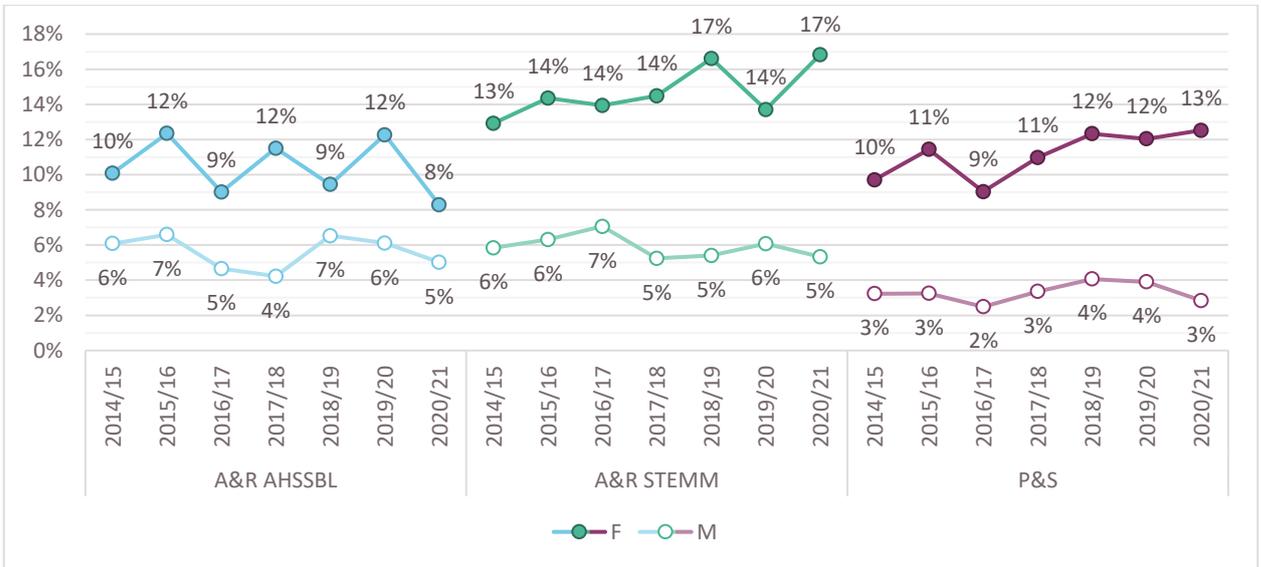


Figure 5.33: Proportion of staff making flexible working changes, by gender and discipline (2014/15 to 2020/21)

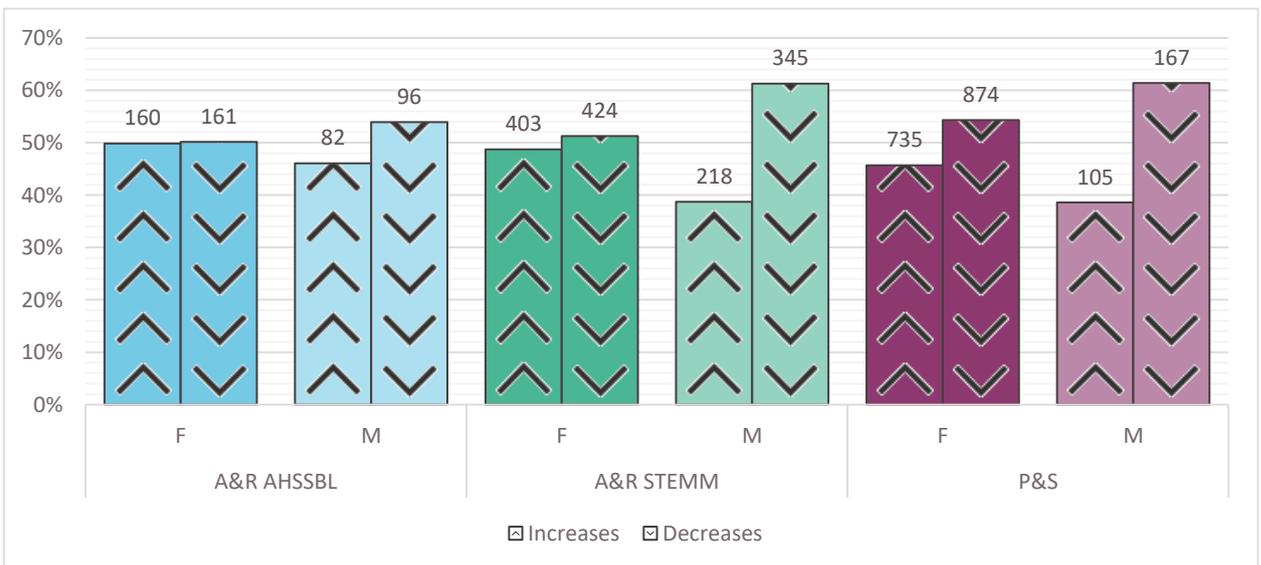


Figure 5.34: Proportion of flexible working changes that were for increased or decreased working hours, by discipline and gender (2014/15 to 2020/21 aggregated, with total number of changes shown)

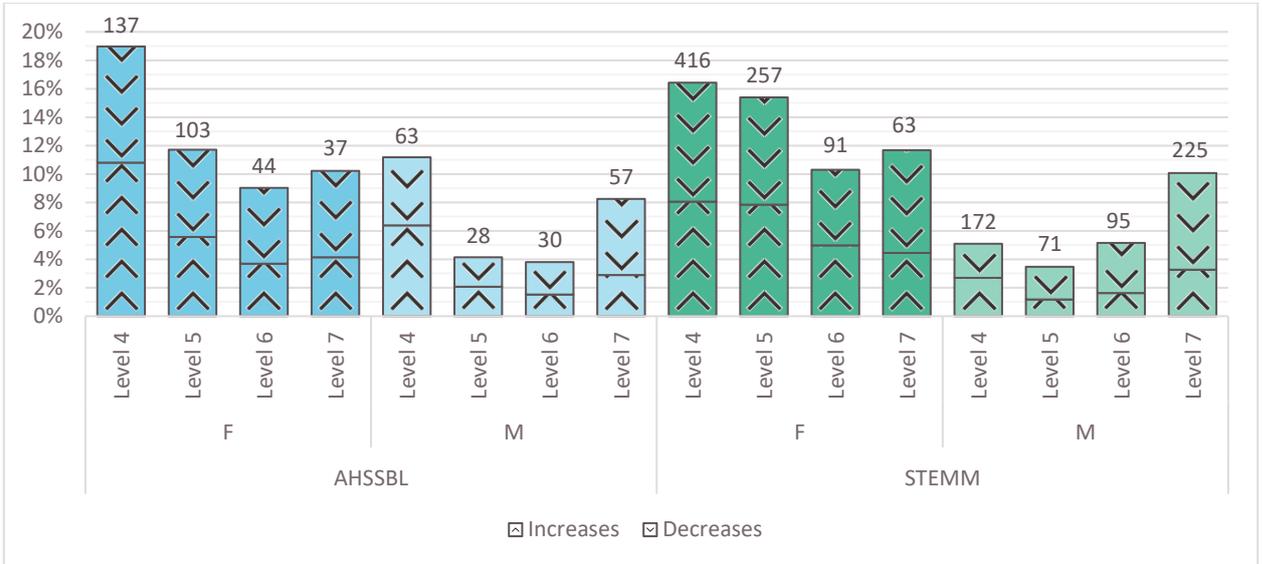


Figure 5.35: Proportion of A&R staff at each grade making flexible working changes, by discipline and gender (2014/15 to 2020/21 aggregated, with total number of changes shown)

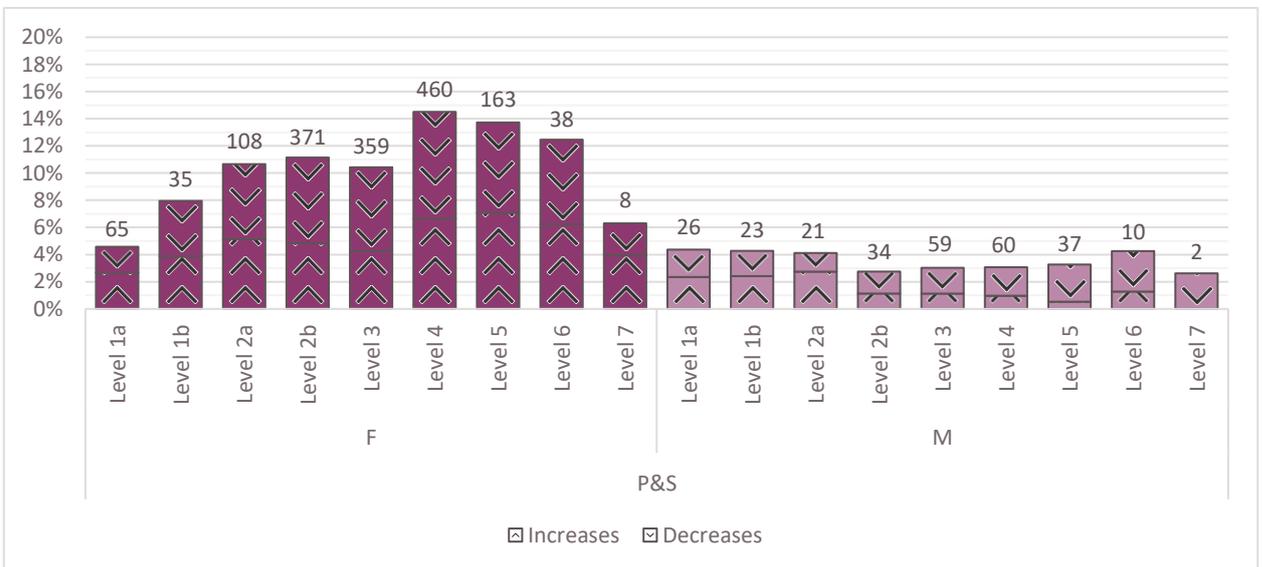


Figure 5.36: Proportion of P&S staff at each grade making flexible working changes, by gender (2014/15 to 2020/21, aggregated, with total number of changes shown)

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

The university supports phased returns and flexible working arrangements (see **5.5(vi)**) following career breaks. Working hours changes are considered under our flexible working policy.

Policy allows for permanent and temporary changes, though not explicitly highlighting return from family leave (**Action FF.3.2**); however, several A&R departments emphasise this option in local guidance.

There is broad equivalence between increases and decreases in working hours (see **5.5(vi)**, **Figure 5.34**).

Of those returning from maternity/adoption leave on a part-time basis, ≈10% subsequently increased to full-time and a further 14% increased to less-than-full-time. Increases are more common for A&R staff than P&S (**Table 5.49**), perhaps highlighting shortcomings in guidance (**Action FF.3.2**).

Action FF.3.2 Revise flexible working policy, website and guidance to emphasise the ability to make temporary/time-bound changes to working hours and working patterns, particularly on return from family leave.

Table 5.49: Subsequent hours changes for those who returned from maternity or adoption leave on a part-time basis from 2014/15 to 2019/20 (data includes only those with at least one year's service post-maternity/adoption leave).

	Hours Change Immediately After Maternity or Adoption	Subsequent Hours Changes (as of 30 June 2021 or on last day of service)			
		Decrease	No change	Increase (to < FT)	Increase (to FT)
A&R AHSSBL	Decrease (from FT)	1	3	0	4
	Decrease (from < FT)	0	1	2	0
	No change (remaining PT)	4	11	2	1
	Increase (to < FT)	1	0	0	0
	Totals	6 (20%)	15 (50%)	4 (13%)	5 (17%)
A&R STEMM	Decrease (from FT)	3	20	6	8
	Decrease (from < FT)	2	4	4	1
	No change (remaining PT)	2	16	7	2
	Increase (to < FT)	0	1	0	0
	Totals	7 (9%)	41 (54%)	17 (22%)	11 (15%)
P&S	Decrease (from FT)	15	75	17	11
	Decrease (from < FT)	1	16	9	2
	No change (remaining PT)	20	71	4	9
	Increase (to < FT)	1	6	1	0
	Totals	37 (14%)	168 (65%)	31 (12%)	22 (9%)

(viii) Childcare

On-campus facilities for new and expectant parents to rest, breast-feed and express milk (**Figure 5.37**) have improved. Information is provided through a dedicated 'Infant Amenities' layer of the [University's Interactive Map](#) (**Figure 5.38**). However, facilities are not yet available on all campuses and not all staff report knowing about the facilities available (**Action FF.2.5**).

Action FF.2.5 Develop improved guidance/training to equip managers to proactively support staff who are planning to take family leave, including: case study examples (with men and women) demonstrating how family leave and flexible working policies can be applied; step-by-step guidance for managers and employees preparing for family leave; clarifying funding implications and arranging cover; providing facilities for rest and milk expression; and making existing facilities on campus more visible.

Gaps in provision at other campuses are being addressed by the Faculties using those campuses.

Our 'Children and young people in the workplace' policy details circumstances when staff may bring children to work, including allowing for breastfeeding, for parents of young children to meet colleagues, and to help manage short-term childcare difficulties.

"The [breast-feeding] room was invaluable during my pregnancy... it provided a private room to do yoga exercises to help with my backache and muscle cramps." (Health Sciences)

"I had no idea it existed! There was even one in my building and I had no clue!" (Physics)



Figure 5.37: Baby changing and breast-feeding facilities on our campuses

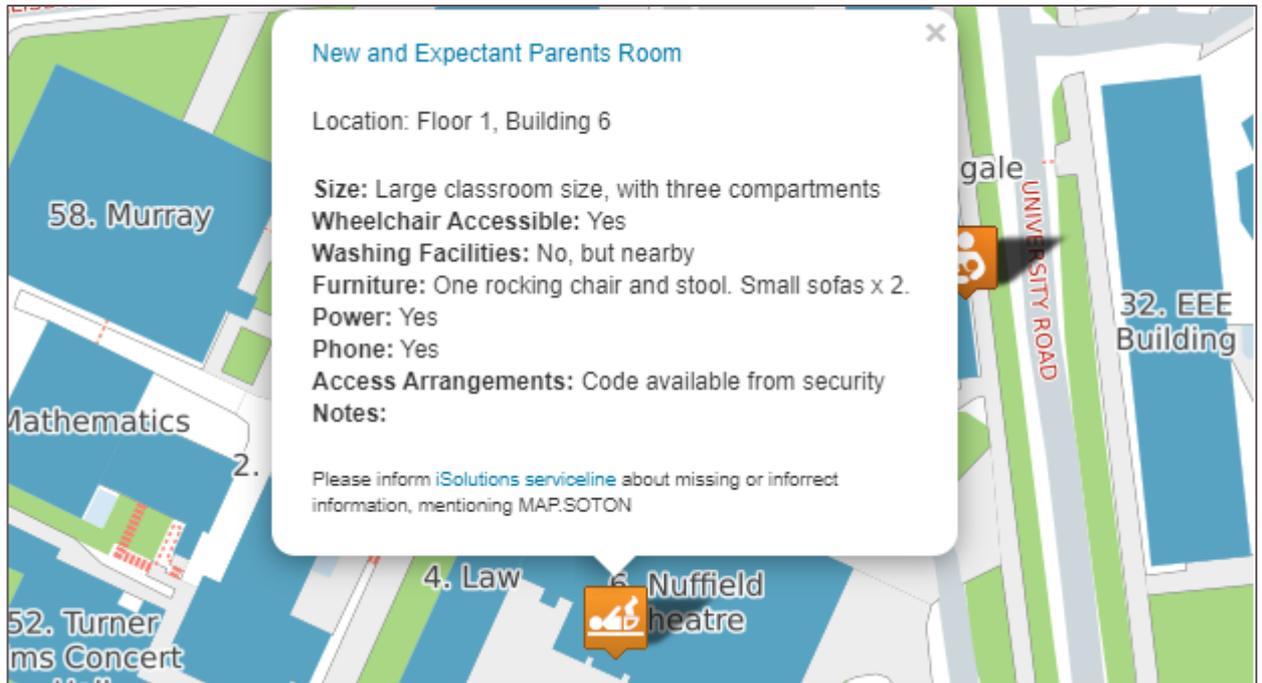


Figure 5.38: Example of the infant amenity information provided through our interactive map

Our Early Years Centre (EYC) on Highfield Campus (Ofsted: Good) is open 8am-6pm Monday-Friday, 50 weeks/year for children from birth to age five. In order, places are prioritised for students, staff and local residents. Childcare vouchers (CV), tax-free childcare (TFC) and government-funded hours are accepted. Fees are discounted 10% for staff, and a further 10% for siblings of existing attendees. An on-site nursery at Southampton General Hospital (Ofsted: Good) provides similar facilities.

We proactively promote childcare funding options, doubling membership of our CV scheme from 2012-2017. After introduction of TFC, our CV scheme closed to new joiners. Roadshows across all campuses communicated changes, ensuring staff knew their funding options and deadlines for action; clearly reflected in CV membership patterns (Figure 5.39). We continue to contact staff quarterly to ensure CV eligibility doesn't unintentionally lapse. TFC usage has now overtaken CV for families using EYC (July 2021: 64% TFC, 36% CV).

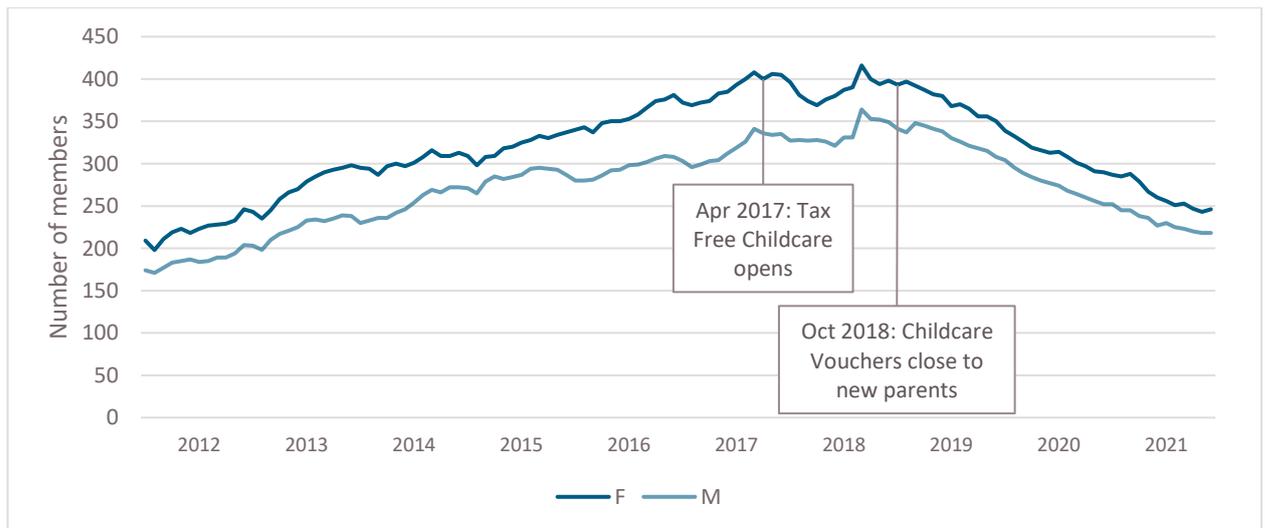


Figure 5.39: Membership of childcare voucher scheme by gender (2012 to 2021)

(ix) Caring responsibilities

We provide (per year):

- **Domestic leave:** Up to 4 days paid, for emergencies, illness or disruption of care involving a dependent. Extended to 10 days from March 2020 to September 2022 due to the pandemic. Usage increased significantly during lockdowns (**Figure 5.40**), although only a minority used the extended entitlement (**Figure 5.41**).
- **Compassionate leave:** Up to 4 days paid, where there is a bereavement (**Figure 5.42**).
- **Extended carers leave:** Up to two weeks paid, to care for dependents recovering from serious illness, near end-of-life or to establish caring arrangements. Introduced Autumn 2017 following 12-month pilot (**Figure 5.43**).
- **Ordinary Parental Leave:** Up to 18 weeks per child (see 5.5(v)).
- **Temporary changes in hours:** Flexible working policy allows temporary changes hours and patterns. During the pandemic, we explicitly offered temporary reductions in hours for 3-12 months during 2020/21 (43 applications, 30 approved).

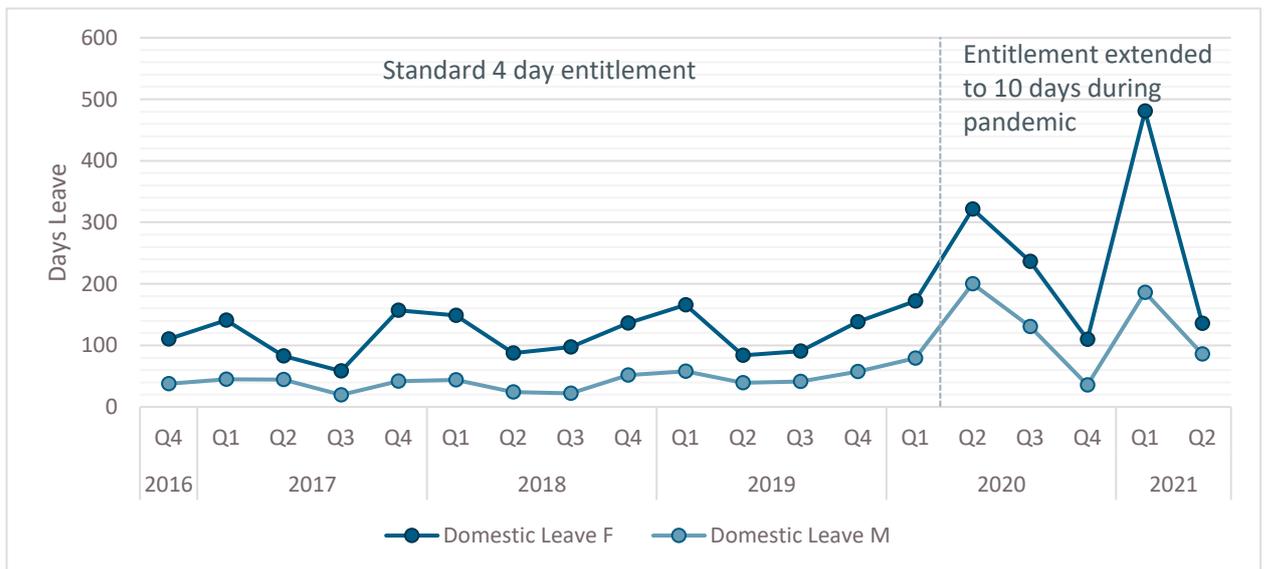


Figure 5.40: Usage of domestic leave by gender (October 2016 to June 2021)

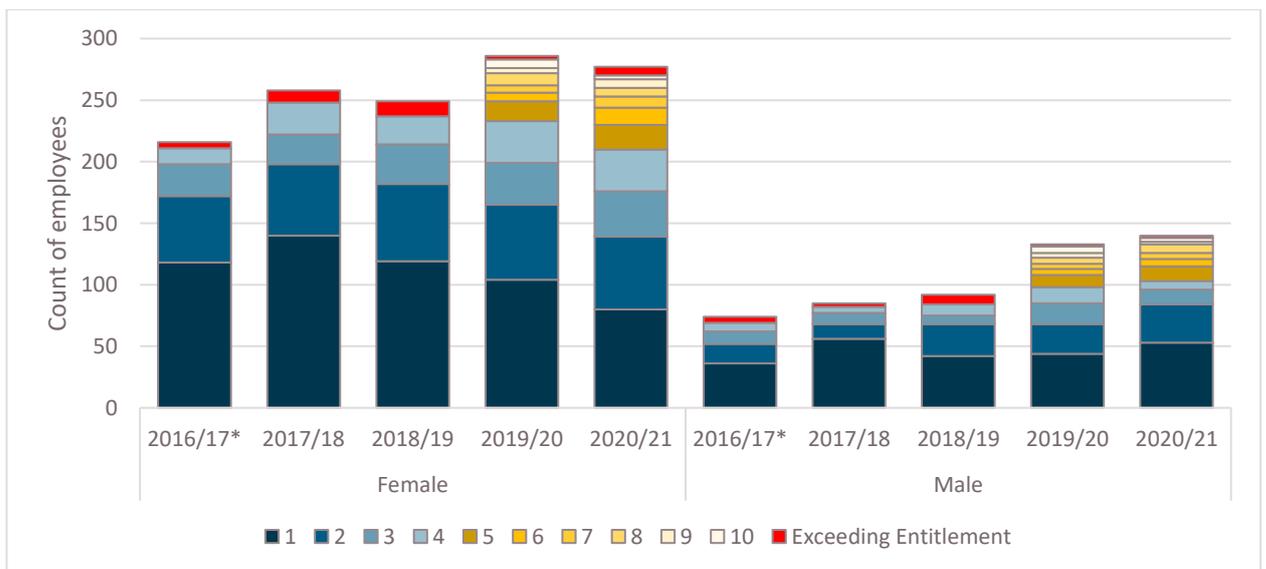


Figure 5.41: Number of employees using domestic leave by number of days used per year and gender (Note: Only 10 months' data available for 2016/17).

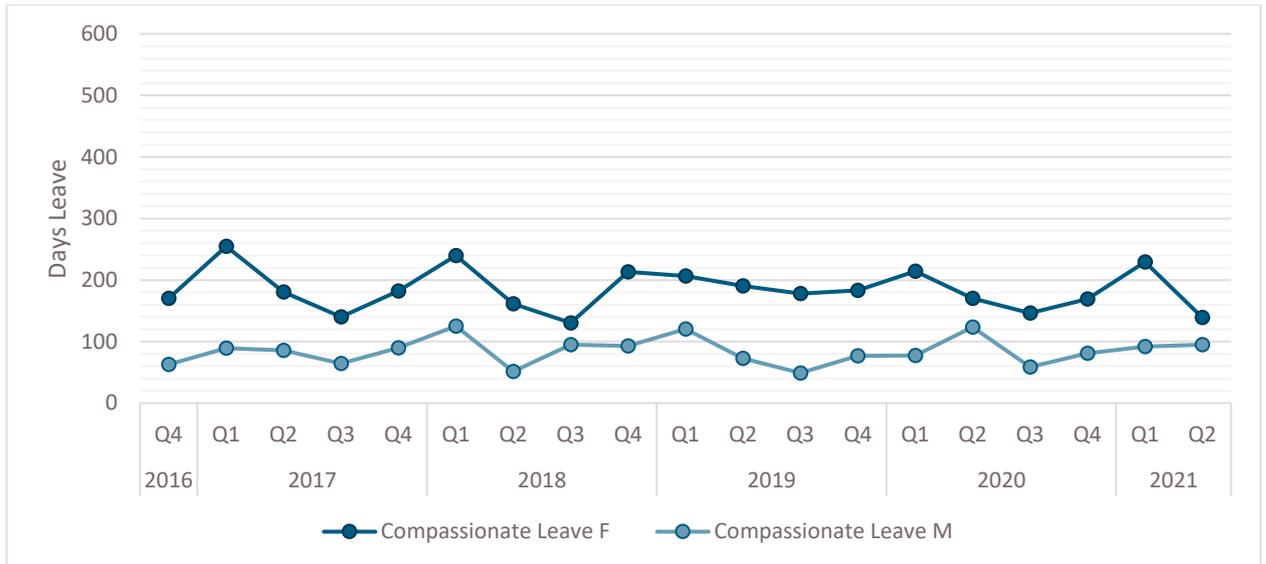


Figure 5.42: Usage of compassionate leave by gender (October 2016 to June 2021)

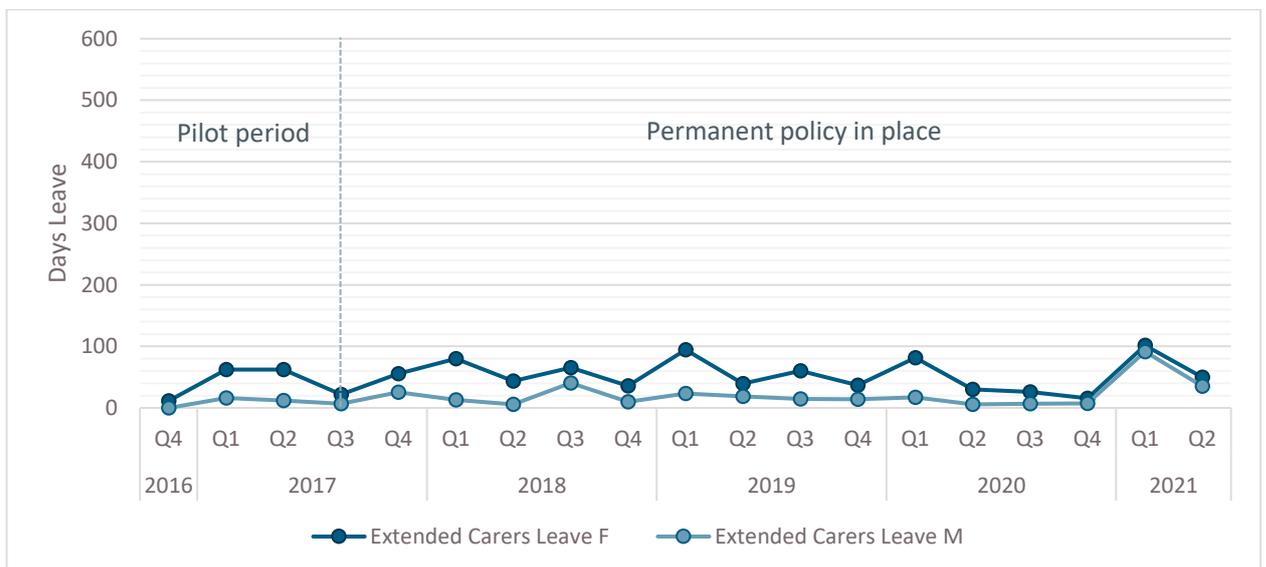


Figure 5.43: Usage of extended carers leave by gender (October 2021 to June 2021)

The University has a policy supporting additional care costs incurred when attending development opportunities, though it lacks visibility and is under-utilised (**Action FF.3.4**).

Action FF.3.4 Raise awareness of *Additional Care Costs for Professional Development* policy; identify data sources to track its use/take-up; explore options for making ACCPD policy more flexible/applicable to more staff.

5.6. ORGANISATION AND CULTURE

(i) Culture

Our strategic plan for EDI, aimed at creating an environment where everyone can thrive and belong, was launched in February 2021. Our new University strategy, to be launched in 2022, amplifies this ambition, placing EDI front and centre, with accompanying institutional EDI KPIs, and each faculty and PS directorate will have its own EDI KPIs by July 2022.

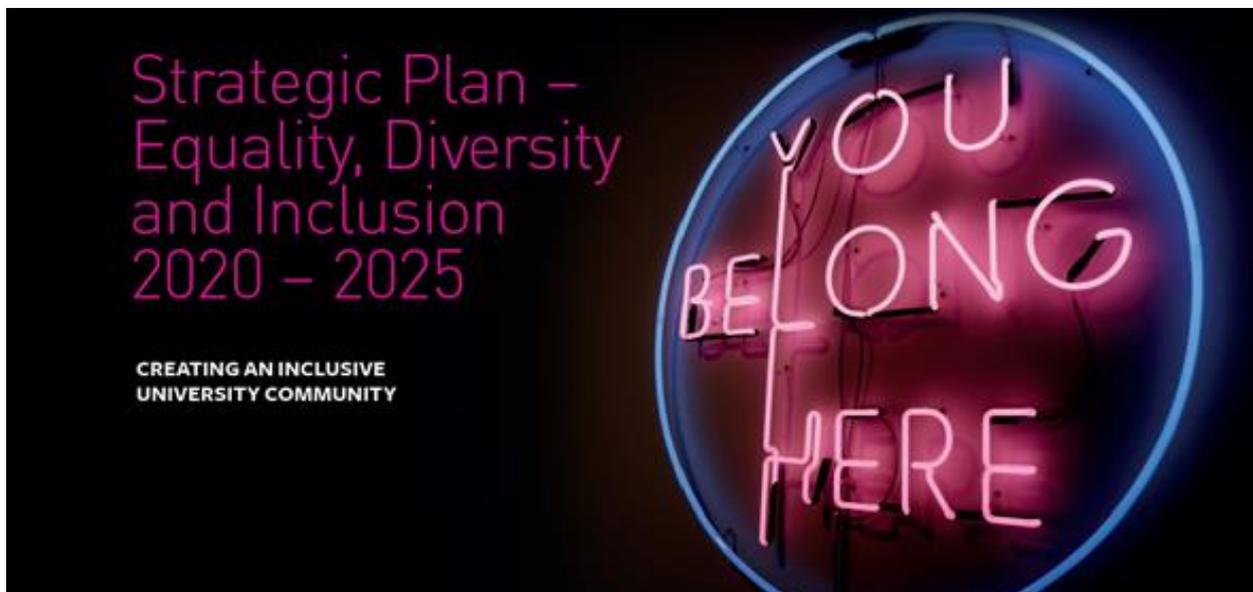


Figure 5.44: Cover image of the University's Strategic Plan – Equality, Diversity and Inclusion

The university has several staff networks. Those most relevant to gender equality include:

- **WISET+** women academics' network (founded 2002)
- **Parents' and Carers' Network** (2012)
- **Women's Physics Network** (2014)
- **EDI Network** (2020).
- We are exploring the creation of a **menopause network** and becoming an accredited **Menopause Friendly Employer**.

We have many campaigns, initiatives and events including:

- Annual **Campbell Lecture** (founded 2004): Showcasing the work of female academics.
- **Health and Wellbeing Champions** (established 2018): Promoting events, campaigns and good practice.
- **Our Southampton Behaviours** set out our expectations of staff to act collegially (**Action EU.10**).
- **Reverse Mentoring pilot** (2021): Members of UEB mentored by staff and students from under-represented groups, with plans to roll-out more widely.
- **Safe Listening Spaces** (launched 2020): Allowing colleagues to share and engage in conversations about equality and inclusion.
- **Stefan Cross Centre for Women, Equality and Law** (launched 2018): Seeks to understand, raise awareness and address issues associated with gender discrimination.
- We actively highlight and celebrate a calendar of EDI events, including **International Women's Day**, **National Inclusion Week** and **Trans Awareness Week**.

We have awards recognising EDI work:

- **Vice-Chancellor’s Award for EDI** (established 2017): Recognising those who have contributed to creating a more inclusive culture.
- **WISSET+ awards** (established 2016): Recognising individuals that go above and beyond to promote gender equality.

Staff Engagement

SES2018 (69% completion) indicated 61% of respondents felt positively engaged. Although a decrease from 68% in SES2016 (68% completion), this was against a backdrop of significant organisational restructuring in 2018.

There were few significant variances by gender, but the 10% of respondents preferring not to disclose gender were consistently less positive than those who did, potentially obscuring gendered patterns. Faculty-based staff tended to be slightly less positive than professional services.

Table 5.50: SES2018 ‘positive’ responses to questions related to culture and work environment

Selected Questions	All	Faculties			Professional Services		
		Female (1,106)	Male (1,142)	PNTS (246)	Female (957)	Male (547)	PNTS (161)
As long as I get the work done, I am trusted to organise my workload in a way that suits me	85%	89%	88%	72%	87%	83%	81%
My direct line manager treats me with respect	85%	87%	87%	72%	86%	83%	72%
My direct line manager and I have a positive working relationship	80%	83%	83%	67%	81%	80%	70%
I think my line manager cares about my health and well-being	75%	78%	74%	53%	80%	77%	61%
I am proud to work for the University	73%	76%	73%	43%	80%	77%	55%
I think the University respects individual differences (e.g., cultures, working styles, backgrounds, ideas).	71%	68%	72%	48%	77%	78%	60%
I am treated with fairness and respect in the University	67%	68%	69%	36%	73%	71%	51%
I feel a strong sense of belonging to the University	48%	45%	47%	26%	58%	55%	31%
It is safe to speak up and challenge the way things are done in the University	32%	28%	34%	18%	40%	38%	20%
Overall engagement index	61%	62%	60%	37%	70%	65%	42%

Note: There were also 16 responses from employees identifying as non-binary, which are not tabulated.

Action EU.10

Design and implement a communication plan to re-engage staff with the Southampton behaviours, including facilitated discussions, safe spaces and guidance on how to use the behaviours to create a sense of belonging

(ii) HR policies

Employee Relations Managers (ERMs) support managers and employees to ensure HR policies and procedures are followed fairly and consistently. In 2017 we implemented a casework tracker to monitor trends and prompt proactive interventions to address concerns. Casework statistics are shared monthly with HRSLT, quarterly with UEB and summarised in our *Gender and Diversity Dashboard*.

- ERMs run training programmes on bullying and harassment and, with Legal Services, provide panel member training to aid consistency in formal decision-making.
- An *Employee Relations Toolkit* (launched March 2019, 706 unique users, 9,926 unique page views) provides additional support to ensure consistency of policy application.
- AskHR provide first-line advice and add common queries to our *HR Knowledge Base*, ensuring visibility and consistency of advice.
- Business case templates for a range of discretionary HR processes (e.g., re-grading, additional increments, bonuses) require consideration of the EDI impacts of those actions.

Results of SES2018 (**Table 5.51**) suggested a significantly higher prevalence of bullying than is recorded in formal casework (35 cases (21F, 14M) from 2017/18 to 2020/21). Meanwhile, SDS2019 (**Table 5.51**) found that women were less confident than men that reporting sex/gender related incidents would lead to appropriate action.

Table 5.51: SES2018/SDS2019 responses to questions about bullying and responding to incident reports

Question	All	Faculties			Professional Services		
		Female (1,106)	Male (1,142)	PNTS (246)	Female (957)	Male (547)	PNTS (161)
During the last 12 months I have personally experienced bullying	19%	16%	18%	38%	18%	18%	34%
During the last 12 months I have personally witnessed a colleague being bullied	26%	23%	20%	47%	26%	25%	42%
I believe appropriate action would be taken if I reported an incident to my School/Faculty/Service with respect to sex/gender	66%	61%	74%	47%	68%	71%	36%

Since then, we’ve made Anti-Bullying Week a prominent part of our communication calendar, promoted our Harassment Contacts (trained volunteers providing confidential support to staff and students experiencing, or accused of, bullying or harassment), launched the #UoSRespect campaign and committed to reviewing our Dignity at Work and Study policy (**Action EU.9**).

Action EU.9

Update our suite of Equality, Diversity and Inclusion policies through consultation and engagement with staff, students and other relevant stakeholders.



Figure 5.45: Examples of work to promote Anti Bullying Week and the #UoSRespect campaign to staff and students

Alongside these interventions, we still need to do more to understand and address barriers to formal reporting (**Action EU.8.1**)

In March 2021 we launched Report+Support, a confidential, optionally anonymous platform for staff and students to report bullying, harassment, discrimination or abuse. It remains too early to assess take-up and impact (**Action EU.8.2**).

- Action EU.8.1** Conduct focus groups to understand why there is a gap between bullying casework and what is reported via staff surveys, and whether this has a gender component.
- Action EU.8.2** Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021.

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

- Female representation up from 31% to 40% since 2016/17; growth in AHSSBL and STEMM (**Table 5.52**).
- Deans (five-year term, extendible to eight), Heads of School and Associate Deans (both maximum five-year term) are appointed following expressions of interest, consultation with faculty/school staff and fair and transparent assessment/selection processes.
- Diversity of shortlists, selection panels and resulting senior management cohorts are considered throughout. Documentation is checked to avoid using gender-stereotypical language.
- Job-share arrangements are available. Two AD roles are currently job-shared (1xM/F, 1xF/F).
- Over half of current female Deans/ADs/HoS have previously attended Springboard, Leadership Circles or both (see **5.3(iii)**). Executive coaching is available to Deans.

Table 5.52: Gender representation among Deans, Associate Deans (ADs) and Heads of School (HoS) by discipline; 2016/17 to 2020/21

Discipline	Roles	2016/17			2017/18			2018/19			2019/20			2020/21		
		F	M	%F												
AHSSBL	Deans	2	1	67%	2	1	67%	1	1	50%	1	1	50%	1	1	50%
	ADs	3	3	50%	3	3	50%	3	4	43%	3	4	43%	3	4	43%
	HoS	3	9	25%	3	9	25%	2	4	33%	2	4	33%	3	3	50%
	Overall	8	13	38%	8	13	38%	6	9	40%	6	9	40%	7	8	47%
STEMM	Deans	2	3	40%	2	3	40%	2	1	67%	2	1	67%	2	1	67%
	ADs	4	14	22%	5	13	28%	3	9	25%	4	8	33%	6	8	43%
	HoS	6	14	30%	6	14	30%	3	12	20%	5	10	33%	4	11	27%
	Overall	12	31	28%	13	30	30%	8	22	27%	11	19	37%	12	20	38%
Whole University		20	44	31%	21	43	33%	14	31	31%	17	28	38%	19	28	40%

Note: Representation is as at the end of each year (31 July).

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

- All members of UEB and FEBs (operational boards) are ex-officio.
- Female representation has increased (**Table 5.53, Table 5.54**), mirroring **5.6(iii)** and generally exceeds representation in underlying senior staff populations (**Action TA.2.1**).
- FEPS FEB (21%F) is an outlier (Faculty: 27%F). The Dean intends to address this as terms expire.

Table 5.53: Gender representation on University Executive Board; 2016/17 to 2020/21

C'ttee	Discipline	2016/17			2017/18			2018/19			2019/20			2020/21		
		F	M	%F												
University Executive Board	A&R	3	8	27%	4	7	36%	4	5	44%	3	5	38%	3	6	33%
	P&S	2	1	67%	2	1	67%	2	1	67%	2	1	67%	2	1	67%
	Overall	5	9	36%	6	8	29%	6	6	50%	5	6	45%	5	7	42%

Note: Representation is as at the end of each year (31 July). For current representation (43%F), see **Figure 2.4**.

Table 5.54: Gender representation on Faculty Executive Boards (Operational Boards); 2018/19 to 2020/21

Faculty	Discipline	2016/17			2017/18			2018/19			2019/20			2020/21		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
FAH (AHSSBL)	A&R	Not applicable						2	4	33%	2	4	33%	2	4	33%
	P&S	Not applicable						3	1	75%	3	1	75%	3	0	100%
	Overall	Not applicable						5	5	50%	5	5	50%	5	4	56%
FELS (STEMM)	A&R	Not applicable						5	4	56%	5	4	56%	6	4	60%
	P&S	Not applicable						4	0	100%	4	0	100%	4	0	100%
	Overall	Not applicable						9	4	69%	9	4	69%	10	4	71%
FEPS (STEMM)	A&R	Not applicable						1	10	9%	1	10	9%	0	10	0%
	P&S	Not applicable						3	1	75%	3	1	75%	3	1	75%
	Overall	Not applicable						4	11	27%	4	11	27%	3	11	21%
Medicine (STEMM)	A&R	Not applicable						3	7	30%	3	5	38%	5	5	50%
	P&S	Not applicable						3	1	75%	3	1	75%	3	1	75%
	Overall	Not applicable						6	8	43%	6	6	50%	8	6	57%
FSS (AHSSBL + STEMM)	A&R	Not applicable						4	5	44%	5	5	50%	6	4	60%
	P&S	Not applicable						2	2	50%	2	2	50%	2	2	50%
	Overall	Not applicable						6	7	46%	7	7	50%	8	6	57%
All Faculty Boards	A&R	Not applicable						15	30	33%	16	28	36%	19	27	41%
	P&S	Not applicable						15	5	75%	15	5	75%	15	4	79%
	Overall	Not applicable						30	35	46%	31	33	48%	34	31	52%

Note: Representation is as at the end of each year (31 July).

Action TA.2.1

Use the *Gender and Diversity Dashboard* to publicise data on the composition of management committees (including Council, Senate, UEB and Faculty) by gender and other protected characteristics. Regular review of this data by EDIC. Address remaining under representation through targeted action as roles come up for renewal.

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

- Council consciously improved gender balance since 2016/17 (**Table 5.55**) with female lay members actively sought (was 1F/6M, now 4F/4M). However, female representation on sub-committees (notably Finance, Audit) has reduced (**Action TA.2.2**).
- Senate has consistent mid-40% female representation (**Table 5.55**), maintained following size reduction in 2020/21. Of 68 Senate members: 16 are ex-officio; 42 A&R and 5 P&S are elected; 5 are students' union members.
- Ruby Wax OBE was appointed as our Chancellor in 2019, succeeding Dame Helen Alexander, who served as Chancellor from 2011-2017.

Table 5.55: Gender representation on Council (incl. sub-committees) and Senate; 2016/17 to 2020/21

C'ttee	Discipline	2016/17			2017/18			2018/19			2019/20			2020/21		
		F	M	%F												
Council	n/a	5	14	26%	8	11	42%	7	12	37%	8	11	42%	8	11	42%
- Audit		2	3	40%	2	3	40%	1	4	20%	1	4	20%	1	4	20%
- Finance		2	3	40%	2	3	40%	1	4	20%	1	5	20%	0	5	0%
- Health & Safety		4	5	44%	4	4	50%	3	4	43%	3	4	43%	3	5	38%
- Nominations		1	4	20%	2	5	29%	3	4	43%	3	4	43%	4	4	50%
- Remuneration		3	2	60%	2	3	40%	2	2	50%	2	3	40%	2	3	40%
- All sub-committees		-	-	41%	-	-	40%	-	-	36%	-	-	33%	-	-	32%
Senate	A&R	54	73	43%	65	71	48%	58	66	47%	48	67	42%	23	29	44%
	P&S	5	4	56%	4	5	44%	5	4	56%	7	2	78%	5	5	50%
	Overall	59	77	43%	69	76	48%	63	70	47%	55	69	44%	28	34	45%

Note: Senate data excludes students' union members

- EDIC and APAG expanded in 2019/20 and 2020/21 respectively to increase membership diversity.
- Education Committee has good gender balance.
- Research and Enterprise Executive Group is increasingly gender-balanced, reflecting increased STEMM AD gender balance (**Table 5.52**).

Table 5.56: Gender representation on other influential committees; 2016/17 to 2020/21

C'ttee	Discipline	2016/17			2017/18			2018/19			2019/20			2020/21		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Academic Promotions Advisory Group	A&R	1	5	17%	1	5	17%	2	4	33%	2	4	33%	4	5	44%
	P&S	1	0	100%	1	0	100%	1	0	100%	1	0	100%	1	0	100%
	Overall	2	5	31%	2	5	31%	3	4	43%	3	4	43%	5	5	50%
Education Committee	A&R	Not applicable						4	5	44%	5	6	45%	6	6	50%
	P&S	Not applicable						6	1	86%	6	1	86%	6	2	75%
	Overall	Not applicable						10	6	63%	11	7	61%	12	8	60%
Institutional EDI Committee	A&R	3	8	27%	4	7	36%	4	5	44%	6	3	67%	6	3	67%
	P&S	2	1	67%	2	1	67%	2	1	67%	3	4	43%	4	3	57%
	Overall	5	9	36%	6	8	29%	6	6	50%	9	7	56%	10	6	63%
Research and Enterprise Executive Group	A&R	3	18	14%	3	17	15%	4	12	25%	5	11	31%	7	12	37%
	P&S	3	6	33%	3	6	33%	8	4	67%	9	6	60%	6	4	60%
	Overall	6	24	20%	6	23	21%	12	16	43%	14	17	45%	13	16	45%

Action TA.2.1	Use the <i>Gender and Diversity Dashboard</i> to publicise data on the composition of management committees (including Council, Senate, UEB and Faculty) by gender and other protected characteristics, and help maintain current strong levels of female representation. Regular review of this data by EDIC. Address remaining under representation through targeted action as roles come up for renewal.
Action TA.2.2	Revise the Terms of Reference of Nominations Committee to ensure representation on Council sub-committees is actively considered.

(vi) **Committee workload**

Committee membership is included in WLMs (see **5.6(viii)**)

Most institutional committee appointments are tenured or ex-officio, meaning workload is rotated.

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

HR consults with trade unions (via *Joint Policy Working Group*) and engages other stakeholder groups (including EDI leads and staff networks) to provide experiential input into policy and procedure development and review.

Equality Impact Assessments (EIAs) are required as part of the development, implementation and review of institutional policies and procedures. They are an integral part of our decision-making processes but can be seen as burdensome and complex (**Action TA.3**).

A simplified EIA was used during the pandemic to ensure equality was considered during a period of fast-paced decision-making.

The University's standard reporting template, used by all institutional decision-making bodies, was updated in 2021, requiring explicit consideration of equality and diversity.

Action TA.3	Improve the current EIA process by i) providing a single, systemized route for completion and submission, ii) building in quality assurance and auditing processes, overseen by EDIC, and iii) providing a library of past EIAs to inform new EIAs.
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(viii) Workload model

Line managers are responsible for allocating workload. Schools decide whether to use workload models (WLMs); most do (**Table 5.57**). Some faculties are harmonising WLMs across schools.

- Most WLMs have evolved in consultation with staff, are reviewed annually and inform appraisal discussions. WLMs don't directly inform promotions, but individuals' contribution splits define pathway and expectations via contribution matrices (see **5.1(iii)**)
- Transparency varies. While most schools share WLM data openly, several only share anonymised/aggregated data. Two schools don't currently share data, but plan to.
- Most staff report that work is allocated fairly/transparently, apart from women in AHSSBL (**Figure 5.46**). The two AHSSBL schools with the most negative SDS2019 responses do not have a WLM: WSA (which is developing a WLM) and Law.

We recognise that an inconsistent approach to WLMs creates unfairness across the institution, but also that work varies between schools, so flexibility is needed. We will review existing WLMs to identify good practice principles that all schools can apply in defining their WLMs (including those currently without a WLM) (**Action TA.4**).

Professional Services do not use WLMs. As P&S staff report high satisfaction with the fairness/transparency of work allocation, we don't plan to change this.

Action TA.4 Compile a set of common principles for workload management based on an audit of how schools currently manage workload. Seek feedback from staff, then provide all Schools with guidance and support for the incorporation of those principles into their workload management.

Table 5.57: Summary of workload models in use

Discipline, Faculty, School		WLM	Grades	Pathway coverage	C'ttee M'ship	PT/Flex working	Data sharing	
AHSSBL	FAH	Humanities	Yes	L4-L7	All	Yes	Yes	Dept. level
		Winchester School of Art	No	-	-	-	-	-
	FSS	Economic, Social and Political Sciences	Yes	L4-L7	All	Yes	Yes	Dept. level
		Southampton Business School	Yes	L4-L7	All	Chairs	Yes	Full
		Southampton Education School	No	-	-	-	-	-
		Southampton Law School	No	-	-	-	-	-
STEMM	FEPS	Mathematical Sciences	Yes	L4-L7	B, T, E, L	Yes	Yes	Dept. level
		Chemistry	Yes	L4-L7	B, T, L	Yes	Yes	No
		Electronics and Computer Sciences	Yes	L4-L7	B, T, L	Yes	Yes	Full
		Engineering	Yes	L4-L7	All	Yes	Yes	Summary
		Physics and Astronomy	Yes	L5-L7	All	Yes	Yes	Anonymised
	FELS	Zepher Institute	No	-	-	-	-	-
		Biological Sciences	Yes	L5-L7	All	Yes	Yes	Full
		Geography and the Environment	Yes	L4-L7	B, T, L	Yes	Yes	Full
		Health Sciences	Yes	L4-L7	All	Yes	Yes	No (planned)
		Ocean and Earth Sciences	Yes	L5-L7	T, L	Yes	Yes	Anonymised
Medicine	Psychology	Yes	L4-L7	B, T, L	Yes	Yes	Summary	
	Cancer Sciences	No	-	-	-	-	-	
	Clinical and Experimental Sciences	No	-	-	-	-	-	
	Human Development and Health	No	-	-	-	-	-	
	Primary Care and Population Sciences	No	-	-	-	-	-	

Note: Pathway coverage: B=Balanced, T=Teaching, E=Enterprise, L=Leadership and Management, R=Research.

Table 5.58: SES2018 responses to question on organising workload

Question	All	Faculties			Professional Services		
		Female (1,106)	Male (1,142)	PNTS (246)	Female (957)	Male (547)	PNTS (161)
As long as I get the work done, I am trusted to organise my workload in a way that suits me	85%	89%	88%	72%	87%	83%	81%

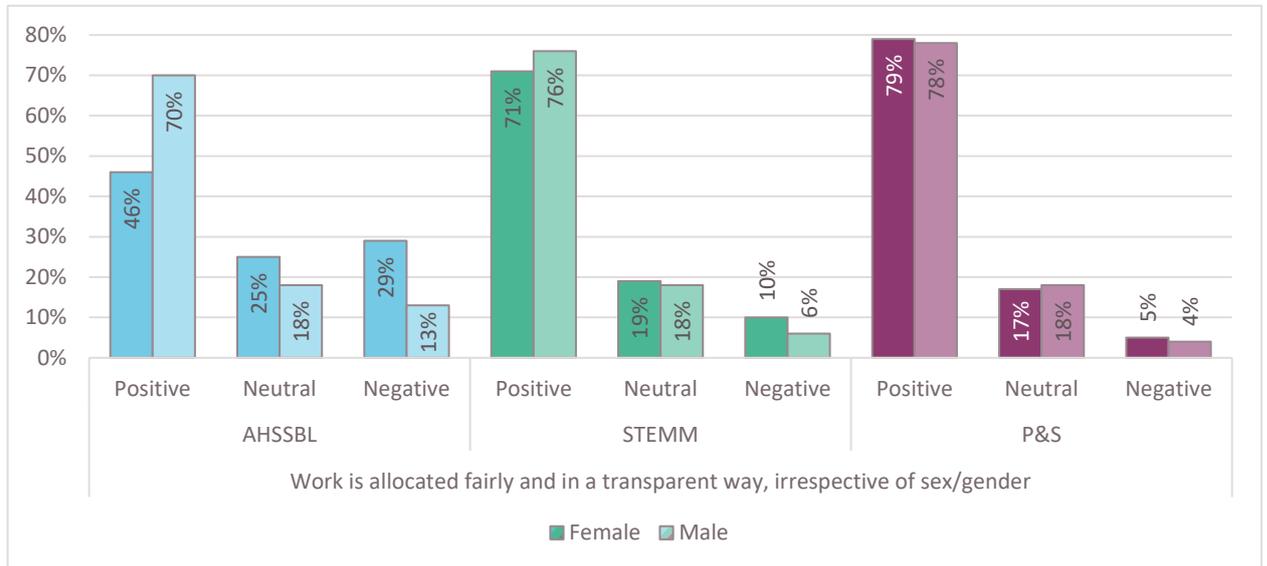


Figure 5.46: SDS2019 responses relating to workload allocation

(ix) Timing of institution meetings and social gatherings

The University doesn't have formal core hours, but some departments have implemented policies, including our largest faculty, FEPS, which requires that regular meetings should be scheduled between 9:30-16:00, Monday-Friday, with meetings outside these times only by agreement of all participants.

Several departments have implemented meeting-free periods during the pandemic, including "Teams-free Fridays" to counter excess screen-time and the pressures of home working.

Institutional meetings (e.g., Council, Senate) and social gatherings (e.g., Staff Party, Vice-Chancellor's Awards) are organised well in advance to allow time for caring arrangements to be made.

(x) Visibility of role models

We strive to celebrate success and increase the visibility of female role models through high profile events and lectures (Table 5.59, Figure 5.47), inspiring web content (Figure 5.48), campus art and imagery (Figure 5.49) internal publications, newsletters and press articles (Figure 5.50, Figure 5.51) and social media content (Figure 5.52).

Many departments have set targets and achieved improvements in the gender balance of seminar speakers (e.g., Biological Sciences (latest 47%), Chemistry (25% target), Geography (latest 45%), ECS (30% target), Medicine (50% target achieved), OES (latest 34%), Physics (30% target).

We’ve substantially improved gender balance in the awarding of honorary degrees (Figure 5.53).

Many of our exceptional women academics have been recognised with honours (Figure 5.54).

We hosted:

- IEEE Women in Engineering International Leadership Summit, August 2018.
- Athena Swan Awards Ceremony, December 2018.

The University’s Communications and Marketing guidance emphasises the importance of using inclusive language and imagery in print and digital publications and signage. Our external website demonstrates gender balance and avoids gender stereotypes.

Table 5.59: Gender balance of speakers and panellists for high profile lectures (2016 to 2020)

Year	Distinguished Lectures			Public Lectures			Wellington Lecture			Campbell Lecture		
	Events	F	M	Events	F	M	Events	F	M	Events	F	M
2016	3	2	1	5	2	13	1	0	1	1	1	0
2017	4	3	1	4	5	7	1	1	0	1	1	0
2018	1	0	1	3	2	6	1	0	1	0	-	-
2019	2	2	0	0	-	-	-	-	-	1	1	0
2020	1	0	1	0	-	-	1	1	0	1	1	0
Overall	11	7 (64%)	4 (36%)	12	9 (26%)	26 (74%)	4	2 (50%)	2 (50%)	4	4 (100%)	0



Figure 5.47: Clockwise from top left: Prof Jane Falkingham and Rt Hon. Helen Clark, ‘In Conversation: Women in Leadership’ 2019; Prof Jackie Wahba, Public Lecture 2018; Prof Emma Clery, Wellington Lecture 2020; Prof Mandy Fader, Public Lecture 2016.

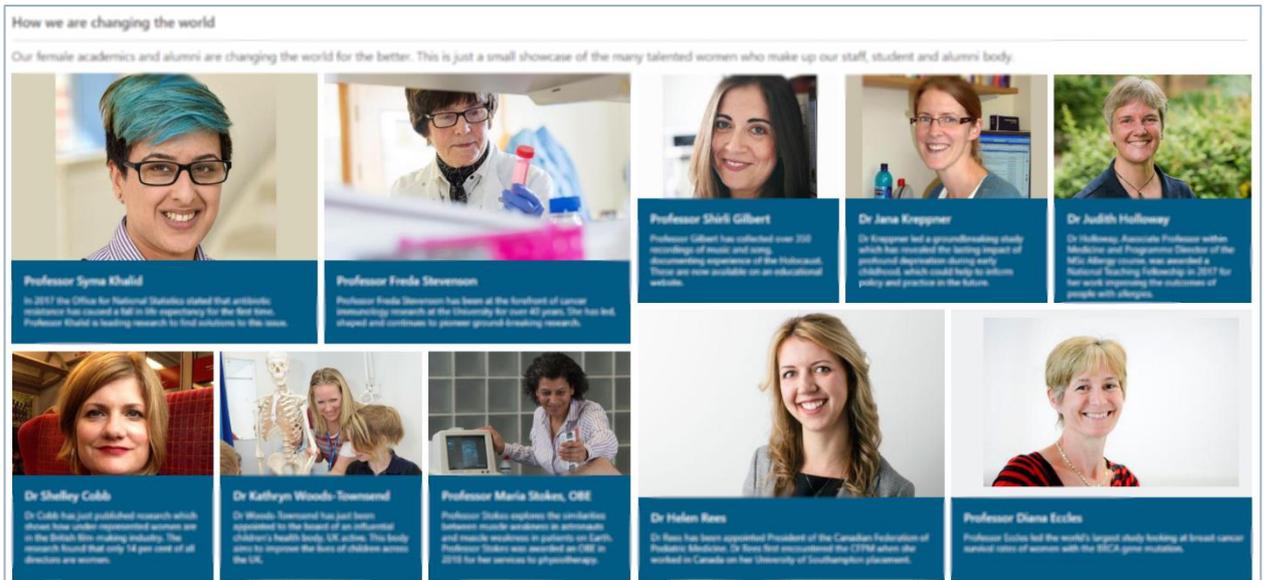


Figure 5.48: Web content showcasing the work of female staff, students and alumni.



Figure 5.49: The WiSET Ada Lovelace mosaic, featuring 100s of women from the University, unveiled in 2017



Figure 5.50: Celebrating International Women's Day

Celebrating our own extraordinary women in science

Posted by Internal Communications RB | February 11, 2021 2:00 pm



Figure 5.51: Internal news article celebrating women in science, accompanied by local press coverage



Figure 5.52: Video celebrating International Day of Women and Girls in Science

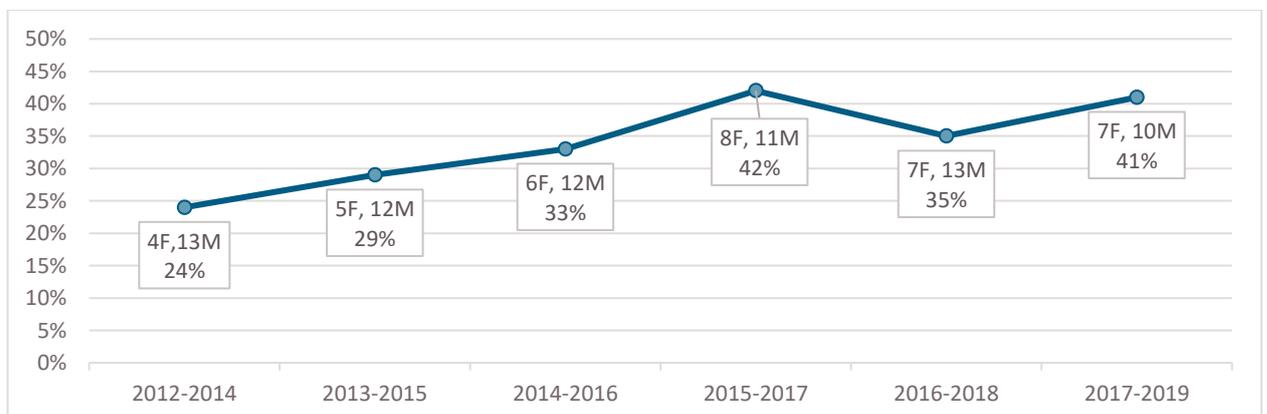


Figure 5.53: 3-year rolling averages of female representation among honorary degree recipients (2012-2019)



Figure 5.54: Recent recipients of honours (left to right): Jocelyn Walters, MBE (2019); Lucy Yardley, OBE (2020); Nisreen Alwan, MBE (2021); Jackie Wahba, OBE (2020).

The University awards Emeritus Professor titles on retirement to recognise distinguished service. Historically, women have been under-represented. We have improved this to representative levels through more rigorous nominations processes (**Figure 5.55**).

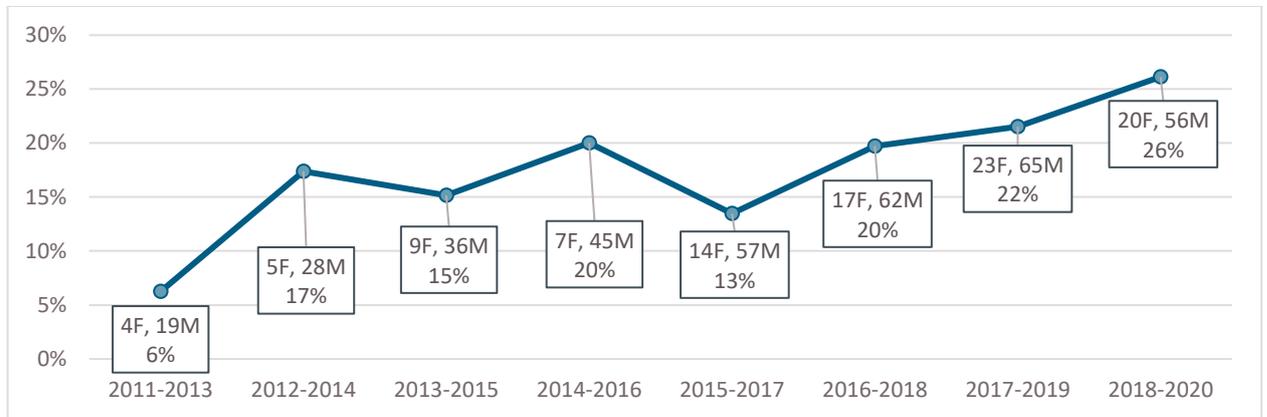


Figure 5.55: 3-year rolling averages of female representation among Emeritus Professor title recipients (2011-2020)

(xi) Outreach activities

Staff at all grades participate in outreach activities, recognised through appraisal, promotion criteria and WLMs. A huge range of activities are run across the University, including many aimed at encouraging women into STEMM subjects. While some activities are centralised, most are locally organised.

- In 2018 a collaborative project launched an online Activity Mapping Tool where staff and students can record and explore outreach activities. Since launch, over 800 engagement events have been recorded, delivered by 250 representatives (56%F) of all faculties and PS.
- Most (77%) recorded outreach activities are school-based, overwhelmingly in state schools (98%). Outreach activities in private schools tend to be targeted in all-girls schools.
- In 2018/19 there were 3,760 recorded participants (54%F) in outreach activities, dropping to 2,109 (53%F) in 2019/20 due to the pandemic.
- Our central outreach team (22 people, L2b-L5, 73%F) focuses on widening participation in HE. In 2019/20, 194 student ambassadors (74%F) supported central outreach activities through on and off-campus activities, residential events and mentoring schemes with young people.
- Our Public Engagement with Research unit (PERu; 7 people, 71%F) inspires and supports high-quality public engagement.
- In 2018 we established a Vice-Chancellor’s Award recognising public engagement and outreach.
- SDS2019 responses indicate fewer women than men participate in outreach in STEMM (**Figure 5.56**). Some staff report a contention between caring commitments and participating in weekend events, especially open days (**Action FF.4**).

Action FF.4 Identify and examine options for better supporting staff who need care provision for dependents in order to participate in weekend open days.

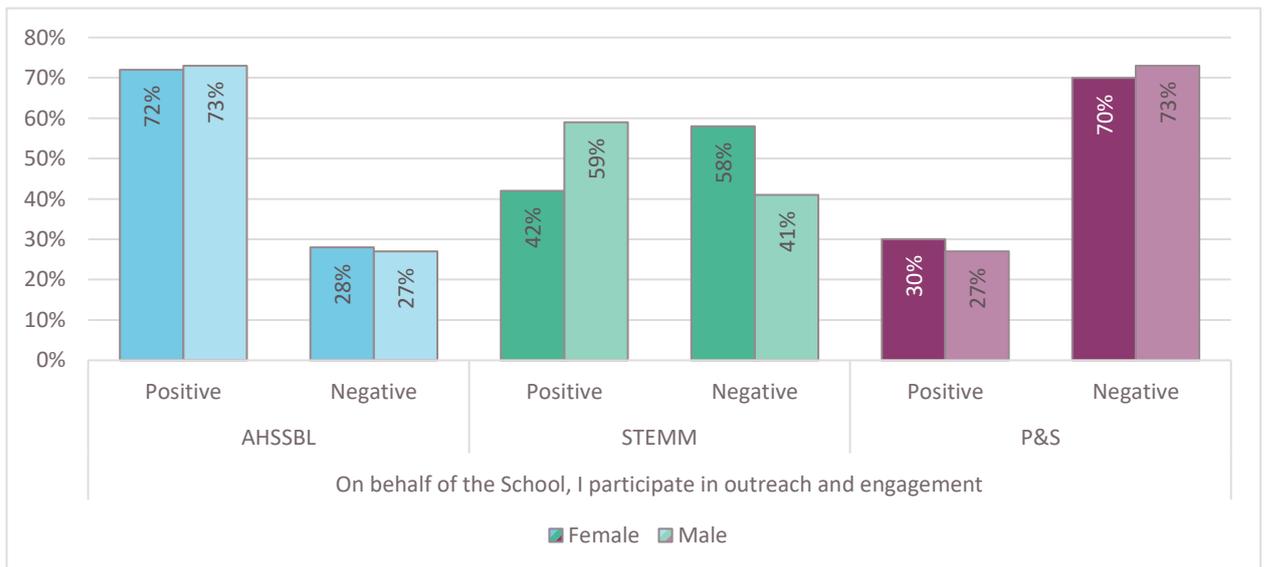


Figure 5.56: SDS2019 responses relating to outreach and engagement

(xii) Leadership

As shown in **Table 2.3** (in section 2), all STEMM schools and one AHSSBL school are already award holders. During the next five-year award cycle, we aspire to:

- All AHSSBL schools becoming award holders.
- Four Bronze award holders achieving Silver.
- Two Silver award holders achieving Gold.
- Our first PTO award.

Core support for all departments includes:

- Provision of annually updated quantitative data
- Centralised pre-approved question bank for surveys with support with ethics and quality assurance approvals

Advice/consultancy including:

- Guidance documents and templates.
- Regular SAT meeting attendance.
- Review/feedback on draft submissions and action plans, including institutional alignment.
- External consultant reviews/feedback.
- Quarterly Athena Swan Forum for departmental AS leads to network and share good practice.

We plan to implement (**Action TA.5.1**):

- Searchable best practice/impact knowledge bank.
- Departmental 'buddies'.
- Mock review panels.

We are also adapting to the new Athena Swan submission deadlines and plan to improve departmental governance of submission timings and action planning to ensure all SATs have equal access to central support (**Action TA.5.2**).

<u>Action TA.5.1</u>	Develop a good practice knowledge bank for the key sections of departmental AS submissions. Assign departmental 'buddies', pairing AS SATs for peer support. Reinforce the role of the AS Forum as a source of collegiate critique (including mock review panels) and for sharing learning and best practice.
<u>Action TA.5.2</u>	Establish Faculty Board responsibility to oversee departmental timelines and approval to submit, guided by the availability of central support, to minimise clashes in self-assessments and deadlines so that all SATs have equal access to central support.

6. SUPPORTING TRANS PEOPLE

SECTION WORD COUNT: 462 WORDS; RUNNING TOTAL: 12,999 WORDS

(i) Current policy and practice

Our Gender Identity Policy recognises that staff and students' gender identity and/or presentation may differ from their sex assigned at birth, based on the Association of Colleges 2005 joint agreement. Transphobia as covered by the Dignity at Work and Study Policy. However, the policy is now very dated (see **6(iii) below**).

Gender identity is included in EDI Training. All our systems offer the 'Mx' title, and students can select their preferred pronouns at enrolment or update them online at any time. Staff are encouraged to include their preferred pronouns in email signatures to normalise the practice.

We are increasing gender neutral toilet provision across our campuses, achieved by updating signage on all single-cubicle toilets to simply say 'Toilet.' Meanwhile, several new building projects and renovations have incorporated gender neutral facilities.

We regularly raise the rainbow flag across our campuses for LGBT History Month (February), IDAHOBT (17 May) and Southampton Pride (August Bank Holiday). We have sponsored Southampton Pride since 2019. We fly the trans flag for Trans Awareness Week (**Figure 6.1**) and IDAHOBT (alongside the rainbow flag), and we fly the trans flag half-mast for Trans Remembrance Day (20 November).



Figure 6.1: Promoting Trans-Awareness Week through University social media

(ii) Monitoring

Staff and student record systems include separate questions for legal sex (M/F) and gender identity (male, female, non-binary or self-described).

Students and staff are asked the HESA question, 'Does your gender identity match your sex as registered at birth?' We updated staff monitoring questions and ran an awareness-raising disclosure exercise in June 2021. As of November 2021, 71% of staff have answered: 14 (<1%) have answered 'no' and 3% 'prefer not to say'.

Surveys and monitoring forms generally offer 'Non-binary' and 'Other' gender options, and we plan to make this consistent (**Action EU.1**).

Action EU.1 Compile and implement a common set of demographic questions for all surveys and evaluation forms across the institution.

Our 'Pulse' LGBT+ Staff Network actively engages with trans staff and works closely with the student LGBT+ Society. The Network recently facilitated 'safe listening spaces' for trans staff and PGR students. We will use our learning from these sessions to inform policy updates (**Action EU.9**).

(iii) Further work

There were 12 non-binary respondents to SDS2019, which limits our analysis. However, their responses were overwhelmingly negative – at least half said that they:

- witnessed sex/gender discrimination on campus or in the local area;
- do not have access to mentoring;
- have not been encouraged to apply for jobs at a higher grade or promotion;
- have not participated in conferences or networking event on behalf of their School.

The last three points may indicate that non-binary staff are more likely to be P&S and/or less senior roles where these developmental opportunities are less common. However, we cannot confirm this due to the low response rate.

Our policy is very dated: non-binary identities are not explicitly covered, and the gender transition process could be streamlined. We will update our policy in 2021/22, in consultation with trans staff and students, and the LGBT+ Network and student societies (**Action EU.9**).

Action EU.9 Update our suite of Equality, Diversity and Inclusion policies (including our Gender Identity policy) through consultation and engagement with staff, students and other relevant stakeholders.

7. FURTHER INFORMATION

SECTION WORD COUNT: 0 WORDS; RUNNING TOTAL: 12,999 WORDS

8. ACTION PLAN

Engage and Understand: We will continue to work closely with our university community to identify current cultures, structures, practices, procedures and policies that unintentionally keep gender inequality and injustice in place. We will agree one set of demographic categories to be used in all relevant areas where we collect information that would benefit from being analysed through the lens of demography. We will work collaboratively with staff to design and implement changes to how we run the AS SAT that lead to an inclusive community; we will deliberately seek to involve the voice of women from underrepresented groups and understand experiences at an individual level.

Ref	Objective	Rationale/Issue	Actions	Outcome/Measures	Owner	Start	End
EU.1	Establish definitive and regularly updated data sources for all equality charters	We have made good progress compiling datasets to support equality charter SATs (including Athena Swan), but this has highlighted some inconsistencies in data collection across different projects/charters, particularly in respect of survey and evaluation data. This reduces opportunities for robust and intersectional analysis.	Compile and implement a common set of demographic questions for all surveys and evaluation forms across the institution.	All qualitative insights can be analysed using the same demographics	IR	Jan-22	Aug-22
EU.2	Use cohort analysis to improve our understanding of career choices and career progression at an individual level	Much of our Athena Swan data analysis is based on time series snapshot data, which cannot document experiences at an individual level, where longitudinal cohort analysis could provide much more insight. We hold extensive data which can be used to characterise the career trajectories of given cohorts which, appropriately analysed and supported by qualitative insight, will help us better understand and identify the key attrition points and their causes enabling better identification of where to focus resources to retain and develop more women in the University.	Conduct quantitative and qualitative cohort (longitudinal) analysis by gender to identify career choices and career progression differences, and motivating/influencing factors, over an extended period (10+ years), including: i) Promotion outcomes over time, ii) Fixed term contract end reasons (women appear more likely to resign), iii) Progression of P&S staff, and iv) Maternity up-take and length.	Recommendations for mitigation made available for Equality, Diversity and Inclusion Committee. Learning to influence the continued development of promotion (see CD.3 and CD.4), FTC (see JS.1) and family leave policies (see FF.2).	EDI TEAM	Jan-22	Dec-23

EU.3	Achieve wider engagement to address gaps in understanding	There are areas where further consultation is needed to understand specific issues identified in the institutional Athena Swan submission, and to engage more regularly with the wider University community. We recruited specific roles to the central EDI team in November 2021 to address this, including an Equality Communications and Engagement manager, and an EDI officer.	Utilise newly appointed engagement roles in the central EDI team to conduct consultation exercises to supplement existing quantitative and qualitative data, with more detailed experiential evidence to help us fill gaps in understanding identified in this submission. Feedback results to AS SAT to shape the delivery of the action plan	Equality Communications & Engagement manager fully onboarded, and consultation exercises completed regularly (at least once per year)	EDI TEAM, AS SAT	Jul-22	Jul-27
EU.4.1	Review and refresh the membership and terms of reference of the institutional Athena Swan SAT	The launch of the transformed Athena Swan charter and the completion of a submission cycle provides an ideal opportunity to review and refresh the membership and terms of reference of the Athena Swan SAT.	Revise the institutional AS SAT terms of reference to reflect the transformed AS charter, improved institutional EDI governance and maximise the benefits of the significant University investment in EDI resources. Including, i) the introduction of co-Chairs to ensure resilience, continuity and experience, ii) the introduction of de-fined term lengths and term limits to ensure role rotation, iii) the balance of membership required by the transformed AS charter, iv) the SAT recruitment process and v) re-affirm workload protection and recognition for SAT members (minimum 2.5%FTE, increasing to 10%FTE ahead of submissions).	EDI manager assigned as co-chair of AS SAT Refreshed ToR SAT members allocated minimum 2.5%FTE, increasing to 10%FTE ahead of submission	EDI TEAM, AS SAT	Nov-21	Oct-22

EU.4.2			Explore opportunities to create more efficiency between institutional SATs (e.g., Race Equality Charter, Concordat, Technician Commitment).	Programme approach moved towards a holistic approach to project management, working across the charters with a focus on allocated key themes which are reflected in more than one charter e.g. inclusive recruitment Aligned project management processes and software /application tools to ensure consistency and data integrity across charters	EDI TEAM	Jan-22	Dec-22
EU.5.1	Ensure that professional, technical and operational staff are fully included in Athena Swan	Half of our staff are based in central Professional Services directorates but their inclusion in gender equality discussions and actions has been limited until recently. The transformed Athena Swan charter now includes a framework for applications from Professional, Technical and Operational directorates, and AdvanceHE are running a pilot between Nov 2021 and March 2023	Evaluate the new Professional, Technical and Operational Athena Swan application process and identify directorate candidates for applications from 2023 onward	Process evaluated and at least two directorates identified	VP Operations, PS Director(s) and AS PS lead	Jan-22	Mar-23
EU.5.2		Contingent on success of AdvanceHE pilot, submit first applications for PTO Directorate Athena Swan awards	Increased focus on gender equality in central professional services At least two PTO Athena Swan applications submitted	Mar-23		Dec-26	
EU.6	Strengthen data collection to better understand the reasons why staff leave, particularly in respect of resignation, and whether there are any gender differences in those reasons	Although headline leaver reasons are collected in all cases, resignation reasons are unknown or not stated for >50%, irrespective of discipline, contract type or gender. We believe this is because line managers complete this information, rather than it being sought directly from employees. In addition, completion of (voluntary, anonymous) exit questionnaires is low (17% of A&R, 30% of P&S leavers).	Consult with staff to understand reasons for poor completion of exit questionnaires and resignation reasons on leaver forms, and refresh guidance, training and data collection mode, if required, to improve completion rates and the quality of information disclosed.	Process review completed and recommendations made. Changes approved and implemented. An increase in documented resignation reasons to >75%. An increase in exit questionnaire completions to >50%. Common demographic questions used (see EU.1), enabling analysis by protected characteristics.	HR BPs	Jan-22	Dec-22

EU.7.1	Greater equality of training uptake	Some data are collected on uptake of training and evaluation but does not always capture gender (or other protected characteristics).	Capture equal opportunities data with training evaluations. Establish regular reporting of training evaluation and impact, including analysis by gender and other protected characteristics, to HRSLT, SATs and EDIC	Majority of training data are available with breakdown by protected characteristics, and data are regularly reviewed for impact. We will know if there are differences in the experience of training by gender (and other protected characteristics), enabling us to take action to address any issues identified.	HR LMD	Nov-21	Mar-22
EU.7.2		Women consistently are more likely to attend more training than men. This pattern exists for A&R and P&S staff and persists by training type, grade.	Conduct qualitative research to understand the drivers of higher (proportionate) female attendance at training. Seek to understand if there are material implications of this imbalance, and whether it is needed or desirable to seek a more gender-balanced uptake of training.	Qualitative research completed with conclusions and recommendations, with SMART actions to be added to this plan.	HR LMD	Aug-23	Dec-23
EU.8.1	Address inconsistencies in reporting levels of bullying / harassment	In SES2018, 19% of employees (similar for women and men) said they had experienced bullying or harassment in the 12 months prior to the survey, however instances of bullying reported through Harassment Contacts and formal case work is significantly lower. Anecdotally, staff are pessimistic about the usefulness of reporting to managers and the effectiveness of the formal processes in dealing with bullying complaints.	Conduct focus groups to understand why there is a gap between bullying casework and what is reported via staff surveys, and whether this has a gender component.	More detailed understanding of the factors affecting staff survey vs formal reporting rates, which can inform Tackling Harassment actions (and other Athena Swan work, if there is a gender component) and interpretation of Report+Support data.	TACKLING HAR-RASMENT	Apr-22	Jun-22
EU.8.2		Monitor take-up and impact of the "Report+Support" reporting system, introduced in March 2021.	Report+Support take-up is monitored and feedback from staff and students is more positive that reporting will be handled appropriately. Discrepancy between reported cases (e.g., through Report+Support) and survey responses is reduced	TACKLING HAR-RASMENT	Nov-21	Nov-26	

EU.9.1	Update our suite of Equality, Diversity and Inclusion policies through consultation and engagement with staff, students and other relevant stakeholders.	Our Equality, Diversity and Inclusion policies (Equal Opportunities, Dignity at Work and Study, Gender Identity, and Religion and Belief) have not been updated for several years. They are still useful, and we have only had concerns raised about our dated Gender Identity Policy, but they would all benefit from being updated to better reflect current best practice and the University's common policy format. It is important that we engage with staff and students from a range of backgrounds to make these policies relevant and supportive for all.	Establish a co-design panel, with a representative group of staff and students, to develop a set of principles we want to embed in our EDI policies: Equal Opportunities; Dignity at Work and Study; Gender Identity; and Religion and Belief. Obtain approval for the principles from key University decision makers: HR SLT, Education Committee, EDIC and Senate.	Principles agreed by HR SLT, Education committee, EDIC and Senate and embedded into our EDI policies.	EDI TEAM	Oct-21	Jan-22
EU.9.2			Redraft the policies, incorporating the agreed principles. Undertake statutory consultation with trade and student unions (where needed) and ratify the policies.	The revised EDI policies are brought in line with the University EDI strategic vision and incorporate views from across the University community	EDI TEAM, HR POLICY HUB, SAA	Jan-22	Mar-22
EU.9.3			Develop accompanying guidance (as necessary) for the policies. Publish and promote the new policies via internal networks and communications channels.	Guidance documents developed, written into the EDI communications plan and communicated.	EDI TEAM, HR POLICY HUB, SAA	Feb-22	May-22
EU.10	Improve engagement of Staff with the Southampton Behaviours	The Southampton Behaviours are currently under-utilised but could provide an effective tool to support staff with conversations around ED&I, professional development and creating a more inclusive team environment.	Design and implement a communication plan to re-engage staff with the Southampton behaviours, including facilitated discussions, safe spaces and guidance on how to use the behaviours to create a sense of belonging	Communication plan implemented and guidance available on the EDI webpages for staff to access. EDI partners assigned to faculties to support team discussion and the implementation of Southampton Behaviours at faculty/service level	EDI TEAM	Jan-22	Dec-22

Job Security: We know that fixed term contracts affect employees' sense of belonging and job security, and that this can create particular barriers for women and their retention and career progression. We will work in collaboration with Concordat working groups to improve job security through greater use of open-ended contracts, improved procedures for conversion of fixed-term contracts to open-ended contracts, and more effective redeployment processes.

Ref	Objective	Rationale/Issue	Actions	Outcome/Measures	Owner	Start	End
JS.1.1	Improve job security for researchers and other staff through greater use of OECs	We recognise that FTCs affect job security and sense of belonging, creating barriers to retention and career progression, particularly for women. Work has begun on a multi-year project to increase the use of OECs and to define a better, more proactive policy and procedure for the conversion of FTCs to OECs, alongside modernised redundancy procedures	Work in collaboration with Concordat working group to build an evidence base and comprehensive understanding of current practice to support next steps.	Engagement across Concordat, Athena SWAN and the Technician Commitment will result in a cohesive and comprehensive report on current practice	EDI Charters	Jan-22	Oct-22
JS.1.2			Update the governance procedures and policies around the redundancy processes to reduce bureaucracy required.	A Flexible governance procedure is in place which enables a higher level of commitment to conversion of FTC to OEC	Modernising the governance	Aug-22	Oct-23
JS.1.3			Agree and introduce strengthened principles and policy on the use of FTCs, updating associated governance processes, systems, procedures, guidance and training accordingly.	Grant-funded staff are routinely employed on open-ended contracts	New project owners TBC	Oct-22	Dec-24
JS.1.4			Redesign FTC to OEC conversion policy and procedures to be more proactive, and automatic where possible, especially where 4 years' service is achieved.	More FTC staff currently employed transferred to open-ended contracts	New project owners TBC	Jan-22	Dec-24
JS.1.5			Review all staff currently employed on FTCs with >4 years' service, with a view to offering those eligible an OEC. We aspire to extend this provision further, subject to the specific provisions agreed as part of JS.1.3.		New project owners TBC	Nov-23	Dec-24

JS.2	Promote and support our strengthened redeployment policy and associated guidance	Data shows that redeployment remains relatively uncommon for A&R staff; approximately 2.5% of A&R vacancies are filled by redeployees, with approximately 6.2% of those ending FTCs redeployed each year (62%F). The redeployment policy has been strengthened with associated guidance, and communicated, but this now needs to be promoted positively to further embed within the recruiting community	Positively promote recently strengthened redeployment policy and associated guidance, with the aim of improving recruiting managers' perceptions of appointing redeployees. Understand the appetite for redeployment from FTC staff.	A measurable increase in the number of staff redeployments. Specific targets for improvement to be specified after gauging the underlying appetite for redeployment. Indicative target of improvement from 2.5% to >5% for A&R, and from 6.2% to >10% of those ending FTCs, with no significant gendered pattern.	HR Recruitment	Aug-22	Oct-23
JS.3	Introduce annualised hours contracts to improve job security for hourly-paid (ACAP) lecturers.	A majority of ACAP lecturers and a sizeable minority of Pre-Sessional Tutors return year-on-year, many on successive short FTCs which do not provide job security.	Develop and introduce tailored annualised-hours contracts (along with associated systems and guidance) to provide greater certainty and transparency on terms and conditions of employment and improve job security.	All ACAP lecturers moved onto annualised hours contracts and no longer employed on a succession of FTCs.	HR Policy Hub	Jan-22	Dec-23

Inclusive Recruitment: Our people are our greatest asset, and we need to proactively attract candidates from all walks of life. We have invested resources to develop, implement and evaluate an extensive programme to improve recruitment from start to finish. This peer-led programme will embed best practice and address implicit gender bias from job design through to appointment.

Ref	Objective	Rationale/Issue	Actions	Outcome/Measures	Owner	Start	End
IR.1.1	Ensure consistency and consideration of EDI in all recruitment activity initially using a cohort of 'super recruiters' who will act as 'critical friends' throughout the recruitment process, ensuring awareness of unconscious bias and offering guidance for best inclusive recruitment practice.	Only 2/3rds of Staff Diversity Survey 2019 respondents answer positively that recruitment is fair and transparent with respect to gender, and a lower proportion of women than men agree. We recognise that half of recruiting managers recruit, at most, once a year, meaning that recruitment knowledge, skills and practical experience are potentially at risk even where training has been undertaken previously. Utilising the super recruiter cohort will ensure that there is consistent and up to date skills, training and knowledge present across all recruitment activities There is a need for a more structured feedback mechanism to capture the practical reality of recruitment.	All Super Recruiters to attend training over four modules; unconscious bias training, Inclusive Recruitment webinar, active bystander training & LMD e-learning module.	By end Q1 ,2022, there will be at least one trained super recruiter on each recruitment panel Recruitment and interview training will also be rolled out over 2022 & 2023	Super Recruiter Project	Jul-21	Dec-23
IR.1.2			Super Recruiters identified in each Faculty/Professional Service area at level 3 upwards in order to act as role models for the recruitment process and challenge unconscious bias and inclusion at each stage of the recruitment process.	Super Recruiters on each recruitment panel by end Q1, 2022.	Super Recruiter Project	Jul-21	Apr-22
IR.1.3			Consider options with the recruitment system to enable more inclusive processes, such as an embedded gender decoder, an option for 'blind shortlisting' to redact applicant personal information and protected characteristics.	Recruitment system updated to include tools which enable inclusive recruitment including options for blind shortlisting (where appropriate) and an embedded gender decoder. Use of blind shortlisting analysed to understand effectiveness and impact	Super Recruiter Project (consideration) HR recruitment & Talent (implementation)	Jul-21	Dec-23
IR.1.4			Implement recommendations from the review of the Super Recruiter project to shape & enhance our current offer and inform future recruitment training and practices.	Recruitment training available for all recruiting managers Recruitment practices are inclusive and project recommendations in place	Super Recruiter Project	May-22	Dec-22

IR.1.5			<p>Capture and analyse recruitment experience feedback provided by super recruiters and support the escalation of concerns to HRBPs and senior sponsors to ensure we are working towards an improved recruitment experience.</p>	<p>Feedback and review mechanisms are used to ensure training content remains relevant and up to date</p> <p>Super recruiter feedback and support forms are completed and used to inform and implement change</p> <p>Recommendations for change implemented and reviewed on a 6-monthly basis, with progress monitored by the relevant committees</p>	<p>Super Recruiter Project</p> <p>Talent and Recruitment Team</p> <p>HR BP</p>	<p>May-22</p> <p>May-22</p>	<p>Dec-22</p> <p>May-24</p>
IR.2.1	<p>Increase female application rates at recruitment through the development of resources, capture and communication of data, and best practice sharing</p>	<p>Data from AHSSBL and STEMM underline that proactive action is needed to encourage female applicants, especially for L6, L7 and senior appointments. In most cases, women are more likely to be shortlisted and appointed than men, implying a shortfall in female applications</p>	<p>Encourage the use of our recruitment agency (TMP) to enhance the attraction of job adverts to women, particularly in areas where women are underrepresented.</p>	<p>Increased usage of advert drafting assistance.</p> <p>Evidence of improvement in application rates from women in areas of under-representation where there has been assistance with advert text.</p>	<p>HR BP, HR Operations Recruitment</p>	<p>Nov-21</p>	<p>Nov-26</p>
IR.2.2			<p>Develop a job advert 'library' accessible to all managers of past TMP adverts.</p>	<p>Access to advert templates and job advert library on SharePoint.</p>		<p>Jan-22</p>	<p>Dec-22</p>
IR.2.3			<p>Develop an advert template which enables the manager to consider job shares and highlights the flexible benefits package / possibility of hybrid working which may appeal to female applicants.</p>	<p>An increase in the #s of women applying from 34% average to >40%, with >35% at Level 7</p>		<p>Jan-22</p>	<p>Dec-22</p>

IR.2.4			Produce and share best practice re-ruitment guidance for staff on gender neutral and inclusive lan- guage within recruitment advertis- ing.	Access to good practice guidelines and examples, including a selection of job boards which seek to in- crease the diversity of the work- force, promoting vacancies to tar- geted audiences.		Nov-21	Dec-22
IR.2.5			Review senior level candidate packs to consider diversity in im- ages and inclusive language and provide a clear focus on ED&I..	Candidate pack is reviewed and up- dated to ensure diverse represen- tation in images and inclusive lan- guage EDI page in the candidate pack which reflects our commitment to inclusion and promotes opportuni- ties for job shares		Nov-21	Dec-22
IR.2.6			Investigate when applicants turn down offers and pass this back to HR to identify any trends in why women are less likely to accept of- fers for senior appointments	Trends identified and mitigations in place to support an increase in the #s of women applying from 34% av- erage to >40%, with >35% at Level 7		May-22	May-24
IR.2.7			Improve capture of equal oppor- tunity stats for executive recruit- ment campaigns	Online capture of equal oppor- tunity stats. EDI report at the end of each campaign detailing the sta- tistics at each stage of the process, feedback included in annual EDI re- port		Nov-21	Dec-22

IR.3.1	Promote and support inclusive recruitment practices and increase visibility of our recruitment processes.	Only 2/3rds of Staff Diversity Survey 2019 respondents answer positively that recruitment is fair and transparent with respect to gender, and fewer women agree than men.	Create internal recruitment Share-Point site to showcase inclusive recruitment processes and offer visibility of exec recruitment processes and ensure that inclusive recruitment processes are embedded within system guidance, advert templates and recruitment training for new managers. Super recruiters to advocate inclusive recruitment practices at faculty/service level.	6 monthly reviews of hits on recruitment webpages to ensure they are increasing and used to effect Increase of staff responding positively that recruitment is fair and transparent in the next staff diversity survey	Talent and Recruitment Team	Aug-21	Dec-22
IR.3.2			Investigate the use and publication of KPIs in relation to inclusive recruitment.	Inclusive recruitment KPIs agreed and measuring the success of inclusive recruitment practices	Talent and Recruitment Team	Aug-21	Dec-22

Career Development: We want all staff to feel that they are stimulated to deliver their best work and feel supported to reach for career development opportunities - sideways or upwards. We know that this starts with building good, trusting working relationships where we actively seek and give constructive feedback, and by making opportunities transparent. We will make it easier to see what formal and informal learning and development opportunities are available and use case studies from a range of people to make the different routes people have taken more visible. We will use our data to take targeted action where pipeline blockages are apparent.

Ref	Objective	Rationale/Issue	Actions	Outcome/Measures	Owner	Start	End
CD.1	Improve induction processes	Uptake of University induction is low (typically, less than 30% of A&R new starters and less than 50% of P&S new starters participate in University induction) Responses to CROS indicate that local/departmental induction is more valued and visible than university induction	Understand low uptake of University induction. Clarify purpose. Revise content, format as required.	Increased uptake, awareness and self-reported 'usefulness' of University induction and/or closer alignment with local induction processes	HR LMD	Jan-23	Jun-23
CD.2	Improve induction and probation processes	There is no central mechanism to record/verify that the local/departmental induction has been completed, or that it has achieved its aims	Introduce 'New Starter Questionnaires' as a means of collecting data on uptake/completion of different elements of induction and probation, so that we can understand their value, and analyse for any differences in experience by gender.	Data on the uptake, completion and usefulness of induction and probation procedures is readily available and supports future recommendations and actions to address low uptake, as well as identify any gender imbalances	HR LMD / REWARD	Aug-22	Dec-22
CD.3	Proactively encourage and provide support for under-represented groups to apply for academic promotion	Promotion to Level 5: Women are less likely to apply and slightly less likely to be successful in promotion than men in both AHSSBL and STEMM, leading to markedly lower promotion rates for women. Application rates and success rates are notably lower in STEMM than AHSSBL, meaning AHSSBL staff are 4-5 times more likely to be promoted than STEMM. Promotion to Level 6: Men are more likely to apply, but success rates are broadly similar by gender, leading to lower promotion rates	Monitor and evaluate the impact of the introduction of Academic Career Development Committees, non-decision-making School-level panels and Covid mitigations over the course of the 2021/22, 2022/23 and 2023/24 promotion rounds, with particular focus on female application and success rates, and qualitative perceptions of the promotion process. Refine processes and introduce changes as required.	An increase in the number of women identified and encouraged to apply for promotion, and a reduced gender imbalance in the promotion data for levels 5-7. Promotion to Level 5: Increase from 43% (long-term average) to 46% (current L4 %F) of L5 applications from women. Promotion to Level 6: Increase from 39% (long-term average) to 44% of L6 applications from women. Stretch target 48% L6 applications from women (current L5 %F).	HR Reward	Oct-21	Jul-24

		<p>for women. Success rates are generally slightly higher in AHSSBL than STEMM.</p> <p>Promotion to Level 7: Men are slightly more likely to apply and women are slightly more likely to be successful, leading to similar promotion rates.</p> <p>The Academic Career Development Committee has a primary purpose to identify potential applicants for promotion, at a School-level, and actively encourage such eligible employees to apply</p>		<p>Promotion to Level 7: Increase from 30% (long-term average) to 35% (current L6 %F) of L7 applications from women.</p>			
CD.4	<p>Understand promotion differences at L4-L5 between STEMM and AHSSBL</p>	<p>For L4 to L5 promotions, application rates and success rates are notably lower in STEMM than AHSSBL, meaning L4 staff in STEMM are 4-5 times less likely to be promoted than AHSSBL.</p>	<p>Examine the factors causing lower promotion application and success rates for L4 staff in STEMM, compared with AHSSBL, and if applicable, introduce changes to guidance or processes to address this.</p>	<p>A clear understanding of the reasons behind the disparity, with recommendations made and implemented to address them if applicable.</p>	HR Reward	Apr-23	Oct-23
CD.5.1	<p>Increased support, awareness and encouragement for P&S staff to take advantage of career development and progression opportunities</p>	<p>Only a third of P&S SDS2019 respondents (F:34%, M:34%) reported being encouraged to apply for promotion and only half (F:50%, M:53%) responded positively that work-related development opportunities were allocated fairly by gender</p>	<p>Improved Career Pathways guidance to support career development and movement between different career pathways at Southampton. In particular, this will include greater clarity on i) the career progression routes available to P&S staff, ii) how a career may move between P&S pathways (CAO, MSA, TAE) and from P&S pathways to the ERE pathway, iii) expanded advice on how skills growth and experience can be achieved in-role.</p>	<p>An increase in % of staff responding positively that work-related development opportunities are allocated fairly (from ~50% to >65%)</p>	<p>HR Reward (action shared with Technician Commitment)</p>	Jul-22	Jul-23

CD.5.2			Standardise processes (building on best practice) for sharing and seeking 'expressions of interest' in roles that become available internally (e.g., ill-health/maternity cover, secondments), creating greater transparency in the availability of development opportunities.		HR	Jul-22	Jul-23
CD.6	Increase fairness of appraisal processes	Although there are no significant gender differences in the distribution of appraisal ratings, there is a slight tendency for higher-graded staff to receive higher ratings and a clear tendency for full-time staff to receive higher ratings, both of which are more likely to disadvantage women. An ongoing review will reform our ratings distribution and moderation process from 2022.	Ensure that guidance and associated training accompanying the revised appraisal process from 2022 highlights and addresses the issue of lower appraisal rating outcomes for part-time staff and junior staff. Monitor appraisal outcomes under the revised appraisal process from 2022 to see whether the issue improves, persists or worsens, and use this to inform ongoing actions.	Continued absence of gender differentials in the distribution of appraisal ratings. Reduced tendency for high-graded staff to receive higher ratings (ideally no differential) Reduced tendency for full-time staff to receive higher ratings than part-time staff (ideally no differential)	HR LMD	Apr-22	Aug-22
CD.7	Review our women's development provision	We have invested £100k running the Springboard Women's Development Programme since 2012/13, with 330 women at the University completing the programme. Feedback is generally positive; participants report greater confidence and motivation, and value the support networks created. However, uptake has waned, with the programme under-subscribed in 2018/19 and 2019/20. The programme was not run in 2020/21 due to the pandemic.	Finalise a review of development opportunities that support women to progress into leadership positions, including those currently offered (i.e., Springboard), external offers that we don't currently provide (e.g., Aurora), and how these interact with other internal development opportunities (e.g., Leadership Circles, mentoring). Establish a business case to support the recommendations of the review (i.e., the continuation of Springboard, or introduction of a new or revised provisions).	Finalise review of women's development provision by the end of academic year 2021/22 to allow new or revised provision to be put in place by the 2022/23 academic year.	HR LMD	Jan-22	Aug-23

CD.8.1	Increase usefulness and accessibility of mentoring opportunities	Mentoring: Staff survey results generally confirm that mentoring is useful, with results tending to improve over time, but there is variation by school and some instances where there are gender differences (females less positive) in the perception of usefulness of mentoring.	Develop a central mentoring webpage that links to the various mentoring schemes and opportunities available within the University and provides resources for individuals and departments to learn more about mentoring.	Developed mentoring resource with links to training already available (LinkedIn Learning, GoodPractice Guides, PocketBooks, etc.); links to established programmes in faculties/schools	HR LMD	Jan-22	Mar-22
CD.8.2			Incorporate National Mentoring Month into the University's annual communication plan to promote the benefits of mentoring and share examples of good practice.	Raised awareness and engagement of mentoring resources, with an annual spotlight on mentoring via our comms plan during National Mentoring Month	EDI Team and Internal Communications	Aug-22	Jan-23

Flexible and Family Friendly: To be a world leading creative institution we know we must attract and retain talent from a diverse field, and we know that having a strong flexible working culture allows for talented people to flourish. We will address the inconsistencies, and potential inequities, in how we make it clear to our staff and managers what is in place to support working in way that is truly flexible. We will transform working practices, building on lessons from the pandemic, harnessing flexible and hybrid working to improve wellbeing, EDI and sustainability through our Future Ways of Working Programme. Our leaders will actively support and model flexible working.

Ref	Objective	Rationale/Issue	Actions	Outcome/Measures	Owner	Start	End
FF.1.1	The option of part-time working (and other forms of flexible working) is genuinely and realistically available to staff in senior grades when requested, and that those working part-time are offered equal opportunities for career development and progression as those working full-time, regardless of their role, grade and gender.	Since 2014/15 there have been slight increases in the proportions of P&S women working part-time at L2b, L3 and L4 (+4-6 pp), but slight decreases at L5 and L6 (-9-10 pp), while there remains a 15-25pp gap between the proportions of women and men who work part-time. This may imply reduced availability or reduced demand for part-time working at senior levels.	Review evidence and conduct supplementary consultation (e.g., focus groups, listening sessions, etc.) with senior P&S staff to establish the underlying demand for part-time and flexible working, and whether this is being satisfied or subdued by existing policies and working practices.	Clear understanding of demand for part-time and flexible working established; reasons for the differences in part-time working identified. Reported to HR SLT, EDIC, the Future Ways of Working programme, and shared with staff.	EDI TEAM	Aug-22	Dec-22
FF.1.2			Develop and implement proposals to address any issues or barriers identified from the qualitative exercises in FF.1.1.	Proposals developed and implemented; part-time staff at all levels report increased satisfaction and access to opportunities.	TBD depending on outcomes of FF.1.1 (Likely: EDI TEAM, HR REWARD, HR Policy Hub)	Oct-22	Jul-23
FF.2.1	Our family leave policies are equally inclusive of all parents (e.g., female/male, 'primary/secondary'), Promote retention and career development for all parents, and deliver financial sustainability for the University	Compared to other Universities, Southampton's contractual maternity/adoption pay is generous but has longer qualifying periods, currently excluding ~30% of FTC staff vs ~15% for open-ended contracts. Shared Parental Leave is statutory only, perpetuating expectations that women should take time off.	Update policies/guidance to ensure that time off for appointments (including antenatal, medical, adoption training and fertility treatment) is protected and paid for all parents needing to attend them.	All expectant parents can take paid time-off for appointments. Increase in men taking time off for appointments. Surveys/focus groups: reduced gender disparity in satisfaction with family leave, flexible working and career development; men and women report similar levels of access and satisfaction with these provisions.	HR Policy Hub	Oct-22	Jul-23

FF.2.2		CMP/CAP is funded from local staffing budgets (reclaimed from fellowships when possible), creating an inequitable financial burden on departments with more women, limiting opportunities for back-fill and perpetuating the gender impact of family leave for named fellows.	Develop cost-neutral proposals for updating maternity/adoption/ShPL pay policies to increase flexibility and access to these policies for staff on FTCs. Consult with staff and trades unions, and benchmark against the sector.	Positive response from staff consultation on proposed changes; changes implemented. Evaluate take-up of changed provision and the ways in which it is used. Increase in men using family leave policies; more consistent take-up/length of leave by men and women in A&R vs P&S roles. Increase in systematic back-fill	HR Policy Hub	Jun-21	Jul-23
FF.2.3		Only mothers/primary adopters are entitled to paid time off for antenatal/preparatory appointments. Most schools have good practice policies in place supporting family leave returners through workload relief/redistribution and funding for additional support, but policies are inconsistent across the University.	Review how CMP/CAP is funded to understand how the financial and workload burden can be more fairly accommodated across the University and establish greater consistency in departments' ability to offer back-fill or other support.	where staff take family-leave. A&R named fellows retain their funding for their research. Surveys/focus groups: staff report an awareness of the changes and greater satisfaction with them, and support for family leave. Staff are happier about back-fill arrangements vs workload redistribution; processes and approach are seen as fair.	HR REWARD and FINANCE	Jun-21	Mar-22
FF.2.4			Compile examples of good practice from Schools/Faculties (including funded returners' schemes) and develop University-wide solutions to support staff returning from family leave, to mitigate the impact of time out from their career.	Current examples of good practice compiled and shared, signposted from relevant policies/guidance for managers and employees. University solutions implemented; staff are aware of them and at least 50% of staff taking family leave make use of them. Increase in retention rates for family leave returners. Surveys/focus groups: family leave returners report increased satisfaction with support, desire to stay, and access to development.	EDI TEAM and LMD	Jul-23	Dec-23

FF.2.5			<p>Develop improved guidance/training to equip managers to proactively support staff who are planning to take family leave, including: case study examples (with men and women) demonstrating how family leave and flexible working policies can be applied; step-by-step guidance for managers and employees preparing for family leave; clarifying funding implications and arranging cover; providing facilities for rest and milk expression; and making existing facilities on campus more visible.</p>	<p>Training/guidance developed. Increased use by staff/take-up of training. Staff using the training/guidance say that they find it useful.</p> <p>Surveys/focus groups: Increase in staff reporting satisfaction with their family leave and return to work experiences in Staff Engagement surveys.</p>	<p>EDI TEAM, Client Services and LMD</p>	<p>Jul-23</p>	<p>Dec-23</p>
FF.3.1	<p>Line managers facilitate flexible and part-time working consistently across the University. Flexible working requests are handled fairly and positively.</p>	<p>Although most staff (>80%) report awareness of flexible working policies, around a third of staff lack confidence in how requests might be treated, and some staff report that they are not aware of the full range of flexible working and family leave policies offered by the University, or how they can be applied to best support them (e.g., temporary changes to hours are possible rarely applied - only 10% of part-time returners go back to full-time). Line managers report that planning for family leave can be difficult.</p> <p>We have limited data on flexible working requests; flexible working requests are currently received by</p>	<p>Collate case study examples for how a range of policies can be used to enable/support flexible working, including formal requests for changes in FTE, changes in working hours/pattern that do not affect FTE, and ad-hoc/temporary measures to support staff as needed (e.g., domestic leave). Compile guidance for the HR website, incorporating the case studies, and promote to staff.</p>	<p>Case studies and guidance compiled and published. Staff know about them, measured through survey responses, AskHR enquiry rates and qualitative feedback.</p> <p>Increased numbers of people recording ad-hoc leave types (e.g., domestic incidents), measured through MyHR. Receipt of flexible working requests that do not change FTE (as well as those that do) measured via FF3.3.</p> <p>Surveys/focus groups: Increase in staff saying they know and understand our flexible working policies, support for ad-hoc flexibility and satisfaction with flexible working arrangements.</p>	<p>EDI TEAM, Client Services</p>	<p>Jul-23</p>	<p>Dec-23</p>

FF.3.2		<p>and discussed with line managers before any notification to HR, and data are only recorded centrally once a change is approved. Consequently, we cannot document success rates for flexible working requests.</p>	<p>Revise flexible working policy, website and guidance to emphasise the ability to make temporary/time-bound changes to working hours and working patterns, particularly on return from family leave.</p>	<p>Increased usage of time-bound changes of working hours and working patterns, measured via FF.3.3</p>	<p>POLICY HUB</p>	<p>May-22</p>	<p>Dec-22</p>
FF.3.3		<p>49%F vs 53%M agree that they have the opportunity for personal development and growth. Some staff report concern about the conflict between attending conferences and other development opportunities and their caring commitments. We have an 'additional care costs for professional development' policy, but few staff know about it and its usefulness for some situations is limited.</p>	<p>Develop an HR Request (online HR form) for flexible working requests that can record and track all requests from their point of submission by employees, their success rate and reasons for rejection (if applicable).</p>	<p>HR Request for flexible working is implemented; guidance updated to reflect the change. Requests are submitted and we have data on the nature of requests (e.g., change of hours/change of pattern, time-bound/open-ended) and workflow (accept/reject rates) that we can compare by gender, role, department, etc.</p> <p>Data is used to identify if further interventions are required to address inconsistency in acceptance rates, and types of flexible working requests received and approved.</p>	<p>HR SYSTEMS / ASK HR / TRANSACTIONS</p>	<p>May-22</p>	<p>Dec-22</p>
FF.3.4			<p>Raise awareness of Additional Care Costs for Professional Development policy; identify data sources to track its use/take-up; explore options for making ACCPD policy more flexible/applicable to more staff.</p>	<p>ACCPD policy signposted from other relevant policies; data identified and shows an increase in take-up.</p> <p>Surveys/focus groups: staff report increased support to access professional development and balance with caring commitments.</p>	<p>POLICY HUB / REWARD</p>	<p>Jul-23</p>	<p>Dec-23</p>

FF.4	All staff are enabled to represent the University in outreach and public engagement activities.	Some staff report a contention between wanting to participate in weekend University Open Days (held on Saturdays to attract the most students) and managing caring commitments, especially where both parents work for the University and want to participate. Paid childcare at weekends is difficult to obtain.	Identify and examine options for better supporting staff who need care provision for dependents in order to participate in weekend open days.	Support is put in place, which is used and staff report satisfaction with the provision. The diversity of staff taking part in weekend open days increases.	RRI	May-22	Sep-23
FF.5.1	KIT/SPLIT days are used by all staff taking family leave to effectively manage their family leave, maintain contact and career continuity, and plan for their return to work.	KIT/SPLIT days appear under-utilised in terms of numbers using them, and days used. This may include under-reporting. Focus groups suggest that some staff (including line-managers) are unsure how to record KIT/SPLIT days and many were unaware they include working from home.	Create an HR Request (online HR form) for recording KIT/SPLIT days, to make recording this information easier for staff/line managers. Update guidance to signpost staff to always record KIT/SPLIT days using this new Request.	Increase in recording of KIT/SPLIT days. Ability to report on their uptake more reliably and evaluate their use. Surveys/focus groups: staff report increased support for managing family leave and their return to work, continuity of their career and the support of KIT/SPLIT days in achieving this.	HR SYSTEMS	Oct-21	May-22
FF.5.2		Consultation responses demonstrate varied experiences during leave, ranging from regular, active engagement and inclusion in social activities through to only sporadic, functional contact	Improve guidance on maintaining contact during leave and how to use KIT/SPLIT days for the benefit of employees.	Staff report greater use of KIT/SPLIT days and satisfaction with the way that they're used. Staff identify that KIT/SPLIT days have supported their continuity of employment and career development during and after taking family leave.	HR REWARD / POLICY HUB	May-22	Jul-22

Transparency and Accountability: We want our community to see and feel that this is a place where they understand who makes decisions and how. We want everyone to understand the background of the people who are part of our governance structures and see what proactive steps we are taking to address over-or under-representation. Accountability for these actions will be brought to life through our EDI governance structure.

Ref	Objective	Rationale/Issue	Actions	Outcome/Measures	Owner	Start	End
TA.1	Increase the transparency of the promotion processes.	4% of promotion cases were considered out-of-rounds between 2013/14 and 2019/20. Although well-established, this process is not clearly documented, and A&R staff perceive it's neither fair nor transparent. Cases are disproportionately male (27.9%F, 72.1%M) and disproportionately successful (83.6% overall, F:100.0%, M:77.3%)	Document and publish the University's out-of-rounds promotion process on the promotion website. Provide a regularly updated, anonymised summary of the numbers of cases and aggregate outcomes of out-of-rounds applications.	Increased transparency of out-of-rounds promotion processes. Out of rounds cases to be maintained at <5% of all cases	HR REWARD	Jan-22	Oct-22
TA.2.1	Maintain and promote existing strong representation of women (typically 40-50%+) on senior management and influential committees. Address remaining isolated cases of under-representation.	Female representation on senior management and influential committees is strong; in almost all cases >40%, often >50%, and generally exceeding representation in underlying senior staff populations. Focus is required to maintain these strong representation levels, and to ensure that remaining isolated cases of under-representation (primarily Council Finance and Audit sub-committees and FEPS FEB) are addressed.	Use the Gender and Diversity Dashboard to publicise data on the composition of management committees (including Council, Senate, UEB and Faculty) by gender and other protected characteristics and help maintain current strong levels of female representation. Regular review of this data by EDIC. Address remaining under representation through targeted action as roles come up for renewal.	The composition of management committees continues to include strong representation of women. Actions in place and monitored by EDIC to address remaining areas of underrepresentation. Target: 40% minimum female representation on senior management and influential committees, except in areas with demonstrably lower underlying female representation (e.g., FEPS FEB).	Governance	Nov-21	Apr-22
TA.2.2			Revise the Terms of Reference of Nominations Committee to ensure representation on Council sub-committees is actively considered.	Target: 40% minimum female representation on Council sub-committees.	Governance	Nov-21	Apr-22

TA.3	Ensure committees are fully sighted on equality impacts and mitigations as part of decision making by streamlining the EIA process.	EIAs are required as part of the development, implementation and re-view of institutional policies and procedures. They are an integral part of our decision-making processes but can be seen as burdensome and complex and need to be simplified to ensure consistency.	Improve the current EIA process by i) providing a single, systemized route for completion and submission, ii) building in quality assurance and auditing processes, overseen by EDIC, and iii) providing a library of past EIAs to inform new EIAs.	Single route, systemized EIA process is put in place in Q4 2022 Samples audited by EDIC to review the impact of EIAs in decision making Representative sample of past EIAs and all new EIAs added to a reference library once new system is in place.	EDI TEAM	Jan-22	Dec-22
TA.4	Ensure consistency in our approach to workload models. Establish core principles that all schools should follow to ensure that women and staff opting for flexible working are not disadvantaged.	We recognise that an inconsistent approach to WLMs creates unfairness across the institution, but also that work varies between schools, so flexibility is needed. We will re-view existing WLMs to identify good practice principles that all schools can apply in defining their WLMs (including those currently without a WLM)	Compile a set of common principles for workload management based on an audit of how schools currently manage workload. Seek feedback from staff, then provide all Schools with guidance and support for the incorporation of those principles into their workload management.	Schools adopt principles in their workload management. Staff report increased satisfaction with workload management with no differences between men and women.	Academic / Education Led	Jan-23	Dec-23
TA.5.1	Better sharing of good practice and improved peer support for departmental SATs. Increased oversight/control of how and when departments apply for Athena Swan awards, and what is included action plans.	Departmental SATs are autonomous with little consideration for overlapping demands for central resources to support them. Not all faculties have full oversight of their schools' AS work and action plans. Teams tend to work in silos and often look outside the University for advice and learning.	Develop a good practice knowledge bank for the key sections of departmental AS submissions. Assign departmental 'buddies', pairing AS SATs for peer support. Reinforce the role of the AS Forum as a source of collegiate critique (including mock review panels) and for sharing learning and best practice.	Good practice knowledge bank in place. SATs aware of the knowledge bank, using it and contributing to it. Buddy system in place. AS Forum used as a routine source of collegiate critique.	EDI team	Jan-22	Jul-22
TA.5.2			Establish Faculty Board responsibility to oversee departmental timelines and approval to submit, guided by the availability of central support, to minimise clashes in self-assessments and deadlines so that all SATs have equal access to central support.	More consistent workload for central support (EDI team). Better success rate for applications.	FACULTY EXECUTIVE BOARDS	Jan-22	Jul-22