



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



## ATHENA SWAN BRONZE INSTITUTION AWARDS

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

This includes:

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

## ATHENA SWAN SILVER INSTITUTION AWARDS

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

## COMPLETING THE FORM

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

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

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

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

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

## WORD COUNT

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

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

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

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

<b>Name of institution</b>	Edge Hill University
<b>Date of application</b>	November 2018
<b>Award Level</b>	<b>Bronze</b>
<b>Date joined Athena SWAN</b>	November 2013
<b>Current award</b>	<b>Date: October 2015</b> <b>Level: Bronze</b>
<b>Contact for application</b>	<b>Dr Nikki Craske</b>
<b>Email</b>	nikki.craske@edgehill.ac.uk
<b>Telephone</b>	01695 650926

<b>Acronyms List</b>	
<b>AB</b>	Academic Board
<b>ACDWG</b>	Academic Career Development Working Group
<b>ACV</b>	Apple Childcare Vouchers
<b>AHSSBL</b>	Arts, Humanities, Social Science, Business and Law
<b>AML</b>	Additional Maternity Leave
<b>AS</b>	Athena SWAN
<b>ASSG</b>	Athena SWAN Steering Group
<b>AQDU</b>	Academic Quality and Development Unit
<b>AT</b>	Associate tutor
<b>BAME</b>	black, Asian and minority ethnic
<b>DMG</b>	Directorate Management Group
<b>EDI</b>	Equality, diversity and inclusion
<b>E&amp;D</b>	Equality and diversity
<b>EDSG</b>	Equalities and Diversity Steering Group
<b>ECR</b>	Early career researcher
<b>ECU</b>	Equality Challenge Unit
<b>EHU</b>	Edge Hill University
<b>EqIA</b>	Equalities Impact Assessment
<b>FAS</b>	Faculty of Arts and Sciences
<b>FoE</b>	Faculty of Education
<b>FHSC</b>	Faculty of Health and Social Care
<b>GRA 2004</b>	Gender Recognition Act 2004
<b>GTA</b>	Graduate teaching assistant
<b>HEA</b>	Higher Education Academy
<b>HEI</b>	Higher Education Institution
<b>HoD</b>	Head of department
<b>HR</b>	Human Resources
<b>IIP</b>	Investors in People
<b>L&amp;T</b>	Learning and teaching
<b>LTC</b>	Learning and teaching committee
<b>LGBTIQi+</b>	Lesbian, Gay, Bisexual, Trans(gender) and Intersex
<b>No.</b>	Number
<b>NSS</b>	National Student Survey
<b>OML</b>	Ordinary Maternity Leave
<b>PDR</b>	Performance and Development Review
<b>PGR</b>	Postgraduate Research student
<b>PhD</b>	Doctor of Philosophy
<b>PNTS</b>	Prefer not to say
<b>PSS</b>	Professional and support staff
<b>PVC</b>	Pro Vice-Chancellor
<b>RA</b>	Research assistant
<b>RAE</b>	Research Assessment Exercise
<b>RDSM</b>	Researcher Development Support Manager
<b>REF</b>	Research Excellence Framework
<b>RO</b>	Research Office
<b>SAT</b>	Self-assessment team
<b>SL</b>	Senior Lecturer
<b>SMART</b>	Specific, measurable, actionable, relevant and time-bound
<b>SSCNC</b>	Support Staff Consultation Negotiation Committee

<b>STEMM</b>	Science, Technology, Engineering, Mathematics and Medicine
<b>THE</b>	Times Higher Education
<b>TSCNC</b>	Teaching Staff Consultation Negotiation Committee
<b>URC</b>	University's Research Committee
<b>UOA</b>	Units of assessment
<b>VC</b>	Vice Chancellor
<b>WAM</b>	Workload allocation model

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

Recommended word count: Bronze: 500 words | Silver: 500 words.  
Our word count: 527 words.

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

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



Edge Hill  
University

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

30 November 2018

Dear Sarah Dickenson Hyams,

I am delighted to endorse this Athena SWAN Bronze submission.

Edge Hill University was founded in 1885 as the first non-denominational teacher training college for women. The principles of fairness, accessibility and inclusion continue to underpin our mission and purpose. Our People Strategy promotes a positive culture where staff feel engaged, recognised, valued, encouraged, and where they experience fairness and equity and see that their views count. We believe that a positive, inclusive culture enables competitive advantage and makes us an excellent place to work and study. This approach has been endorsed by a number of awards:

- Best University Workplace (Times Higher Education 2015)
- Best UK Employer (European Business Awards 2016)
- Workplace of the Year (Times Higher Education Leadership and Management Awards 2017).

As we begin the process of renewing our People Strategy, we will ensure that principles of equality, diversity and inclusion remain at its heart.

Our profile has meant that we have always been fortunate that female managers are well-represented in both academic areas and professional support services. We recognise, however, that there is always more we can do. I am pleased that the number of women professors and heads of departments is growing and we continue to support this with targeted staff development activities, both in-house and external. There has been new life breathed into our approach to equality, diversity and inclusion led by our new Director of Human Resources and the Deputy Vice-Chancellor. We acknowledge, also, that there are areas where men are significantly under-represented and we also have very low levels of BAME staff. As a result of this current Athena SWAN process, we are converting the Athena SWAN



Steering Group into an Equalities and Diversity Steering Group which will drive forward the agenda on all fronts.

Our approach to the management and collation of data is central to understanding where our challenges lie. I am committed to enhancing the quality and effectiveness of data we collect.

The University was awarded Bronze in 2015; a significant outcome of this was a comprehensive review of promotions and progression processes and we are now implementing the changes. These will bring tangible benefits to all staff but I believe that women, in particular, will benefit and see their roles rewarded.

Since our Bronze Award in 2015, there have been several positive developments:

- Our Psychology Department now holds a Bronze award
- Three department Athena SWAN submissions and more in preparation
- Annual Athena SWAN lectures that both celebrate achievements and challenge gender stereotypes
- HR Excellence in Research accreditation
- Established a LGBTQ staff network and had our first presence at Liverpool Pride
- We celebrated the 100-year anniversary of limited female suffrage with our Wonder Women campaign; this brought women from many backgrounds and experiences to campus to inspire and motivate. Staff, students and the public were involved in commemorating this milestone. We are proud that suffrage colours are University colours.

I look forward to supporting new initiatives emerging out of this self-assessment and remain committed to promoting equality and diversity at Edge Hill.

I can confirm that the information presented in the application, both quantitative and qualitative, is an honest, accurate and true representation of Edge Hill University.

Yours sincerely,



Dr John Cater  
Vice-Chancellor

(527 words)

## 2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words (word count: 443)

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



Figure 1: Organisational diagram

- (i) information on where the institution is in the Athena SWAN process. (word count: 158)

Edge Hill University (EHU) achieved bronze accreditation in October 2015 and this is our first institutional application for bronze accreditation using post-May 2015 criteria (see table 1 for timeline). Since 2015, we have:

- encouraged faculties and departments to apply for their own awards by providing access to data, mentoring and training
- embedded Athena SWAN (AS) in University culture by producing an annual report on the work of the Athena SWAN Steering Group (ASSG) including implementation of our action plan
- required HoDs (Heads of Departments) to address specifically their plans for AS accreditation via the annual planning process
- established an AS annual lecture and AS champions
- included AS as a standing item on key committees
- run annual information workshops.

This current application builds on the successes of our 2015 plan by identifying new action points to continue to support the principle of gender equity.

Area	Date	Activity
Institution	Nov-13	Became member of AS Charter
	Dec-13	Established Self-assessment team (SAT)
	Apr-15	Submitted for bronze (pre-May 2015 criteria)
	Oct-15	Bronze accreditation awarded
	Oct-15	ASSG established
	Dec-15	Signed up to post-May 2015 principles
	Apr-16	Inaugural AS lecture – Professor Susan Wray
	Sept-16	Faculty Champions/leads appointed
	Jun-17	Annual AS lecture – Professor Janet Hemingway
		Resubmission SAT established
Nov-18	Submitted for bronze (post-May 2015 criteria)	
Computer Science	Oct-15	Established SAT
	Apr-17	Submitted for bronze - unsuccessful
	Nov -18	Submitted for bronze
Business School	Nov-17	Established SAT
Faculty of Education	Mar-18	Established SAT
Faculty of Health & Social Care	Jul-16	Established SAT
	Nov-18	Inaugural AS lecture – Chris Jones
		Submitted for bronze
Psychology	Oct-16	Established SAT
	Apr-18	Submitted for bronze
	Oct-18	Bronze accreditation awarded
Sport & Physical Activity	Oct-17	Established SAT
<b>Table 1: timeline of Athena SWAN activities across the institution</b>		

To strengthen further the positive impact of AS, we have the following broad action points:

Action points: Engagement with Athena SWAN at Edge Hill University

- 1.1 All departments to make an Athena SWAN submission within five years.
- 1.2 At least one department to make a silver application.
- 1.3 Prepare silver institutional Athena SWAN submission
- 1.4 Review resources needed to support the increased AS activity, particularly a review of data required to make informed analysis with a view to establishing more integrated processes wherever possible

(ii) information on its teaching and its research focus (word count: 128)

EHU achieved university status in 2006 and research degree awarding powers in 2008. We have traditionally been a teaching-focused institution (including the training of teachers and nurses). Since 2010, we have become more research focused, as evidenced in section 5.1.4.

As University of the Year (Times Higher Education (THE) 2014/15), we were described as 'a great success story...an institution that improves and impresses year after year.' We have several quality indicators for teaching excellence:

- Global Teaching Excellence Spotlight Award 2018 (Advance HE (Higher Education))
- University of the Year for Student Retention (Times/Sunday Times Good University Guide 2018)
- Teaching Excellence Framework (TEF) Gold awarded 2017 (Office for Students)
- Top ten nationally for Teaching Quality (Times/Sunday Times Good University Guide 2017)
- Top in the Region for Student Experience (THE 2017).

(iii) the number of staff. Present data for academic and professional and support staff separately (word count: 56)

Edge Hill University	31/07/2014		31/07/2015		31/07/2016		31/07/2017	
Staffing group	F	M	F	M	F	M	F	M
Academic & Research	345	234	353	244	383	264	376	285
Professional & Support	591	267	621	286	670	297	702	324
<b>Total</b>	<b>936</b>	<b>501</b>	<b>974</b>	<b>530</b>	<b>1053</b>	<b>561</b>	<b>1078</b>	<b>609</b>
% Academic & Research	60%	40%	59%	41%	59%	41%	57%	43%
% Professional & Support	69%	31%	68%	32%	69%	31%	68%	32%
% Total Staff	65%	35%	65%	35%	65%	35%	64%	36%

**Table 2: Gender profile of EHU staff (headcount)**

Our gender profile for both academic and professional and support staff (PSS) is significantly more female (+11%) compared with the sector (table 2 & chart 1). The high female representation in academic areas, reflects the size and profile of FoE and FHSC which account for over 50% of EHU’s academic staff (chart 2 & tables 4a-d).

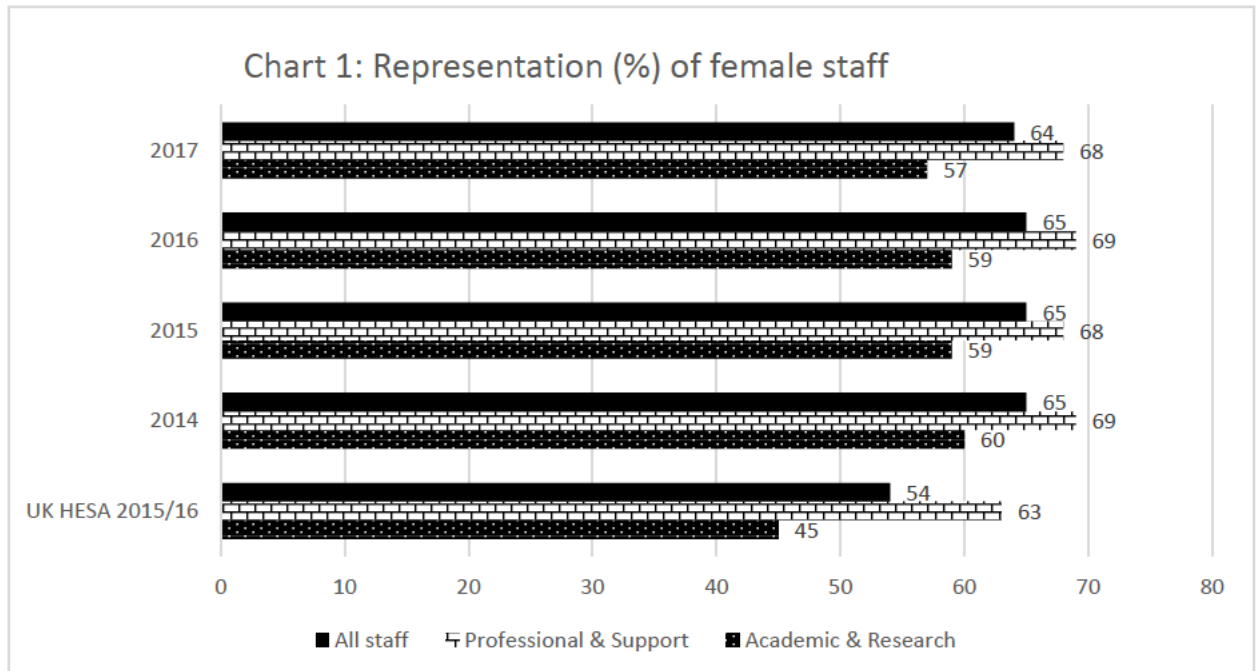
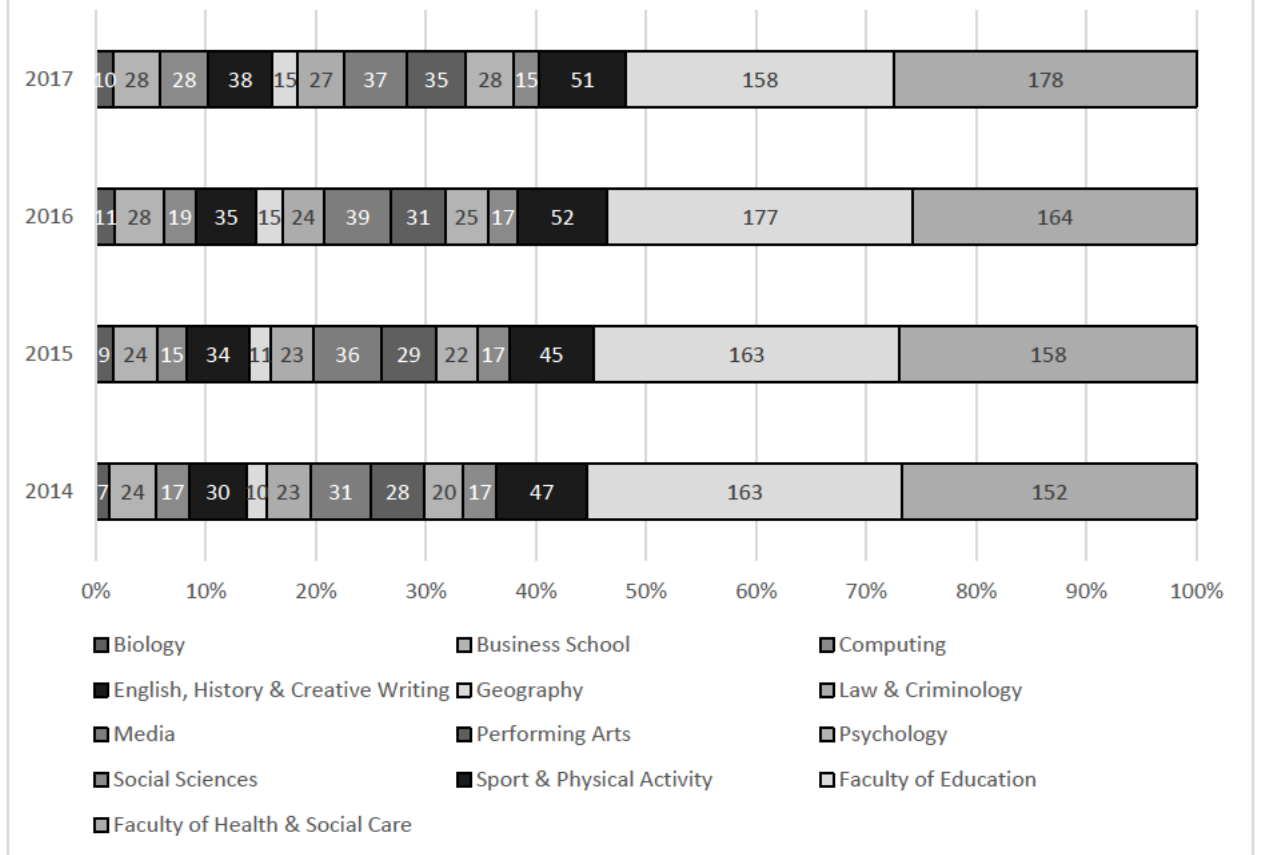


Chart 2: All academic staff by faculty/department



(iv) the total number of departments and total number of students (word count: 106)

We have three faculties: FoE and FHSC are centralised with faculty-wide policies and processes, while the FAS has eleven academic budget-holding departments with local policies and processes (figure 1).

Edge Hill University	2013/14		2014/15		2015/16		2016/17	
Student type	F	M	F	M	F	M	F	M
Undergraduate	9395	3997	8881	3955	8661	3963	8328	3851
Postgraduate Taught	2802	1219	2709	1296	2347	1117	2315	1167
Postgraduate Research	51	41	71	46	80	64	90	69
<b>Total</b>	<b>12248</b>	<b>5257</b>	<b>11661</b>	<b>5297</b>	<b>11088</b>	<b>5144</b>	<b>10733</b>	<b>5087</b>
% Undergraduate	70.2%	29.8%	69.2%	30.8%	68.6%	31.4%	68.4%	31.6%
% Postgraduate Taught	69.7%	30.3%	67.6%	32.4%	67.8%	32.2%	66.5%	33.5%
% Postgraduate Research	55.4%	44.6%	60.7%	39.3%	55.6%	44.4%	56.6%	43.4%
% Total	70.0%	30.0%	68.8%	31.2%	68.3%	31.7%	67.8%	32.2%

**Table 3: Gender profile of EHU students (headcount)**

Overall student numbers have declined slightly, though STEMM numbers have increased. Similarly, postgraduate research students (PGR) numbers have grown reflecting the increasing focus on research (tables 3 and 4a-d). Women outnumber men generally in the student body, although there are some disciplinary differences (table 4a-d). The growth in STEMM is also evident in staffing numbers where numbers are also increasing (action 3.1). There have been substantial changes in FoE and this needs to be monitored (action 2.4).

Action point: Reporting

2.4 Ask the Education SAT to review the gender balance to consider whether there are any patterns to staffing changes.

Action point: Enhancing recruitment

3.1 Monitor the recruitment process for STEMM areas, including GTAs, with particular attention to women's representation.

- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately (word count: 10)

Tables 4a-d describe gender profiles of STEMM and AHSSBL departments.

Edge Hill University Department	Academic & Research		Professional & Support		All staff	Students		
	F	M	F	M		F	M	All
<b>STEMM</b>	157	96	56	25	334	4337	2215	6552
Biology	█	█	█	█	14	59	75	134
Computer Science	█	10	█	█	23	64	343	407
Geography	█	█	█	█	13	108	179	287
Psychology	█	11	█	█	24	327	125	452
Sport & Physical Activity	17	30	█	█	53	397	793	1190
Faculty of Health & Social Care	115	37	41	14	207	3382	700	4082
<b>AHSSBL</b>	185	131	75	17	408	7793	2999	10792
Business School	█	15	█	█	28	373	318	691
English, History & Creative Writing	12	18	█	█	32	503	283	786
Law & Criminology	13	10	█	█	26	357	170	527
Media	13	18	█	█	34	282	445	727
Performing Arts	18	10	█	█	37	437	127	564
Social Sciences	11	█	█	█	18	396	39	435
Faculty of Education	109	54	60	10	233	5445	1617	7062
<b>Grand Total</b>	342	226	131	42	742	12130	5214	17344

**Table 4a: Staff & student profile by subject for 31/07/2014 (2013/14)**



Edge Hill University	Academic & Research		Professional & Support		All staff	Students		
	F	M	F	M		F	M	All
<b>Department</b>								
<b>STEMM</b>	159	101	54	26	340	5009	2620	7629
Biology	█	█	█	█	16	72	92	164
Computer Science	█	█	█	█	22	84	415	499
Geography	█	█	█	█	14	97	147	244
Psychology	10	12	█	█	26	335	126	461
Sport & Physical Activity	17	28	█	█	53	405	731	1136
Faculty of Health & Social Care	115	43	40	11	209	4016	1109	5125
<b>AHSSBL</b>	191	135	79	16	421	6583	2645	9228
Business School	█	16	█	█	28	377	346	723
English, History & Creative Writing	16	18	█	█	36	458	259	717
Law & Criminology	13	10	█	█	26	345	145	490
Media	15	21	█	█	38	330	460	790
Performing Arts	17	12	█	█	39	392	112	504
Social Sciences	11	█	█	█	19	327	29	356
Faculty of Education	111	52	62	10	235	4354	1294	5648
<b>Grand Total</b>	350	236	133	42	761	11592	5265	16857

**Table 4b: Staff & student profile by subject for 31/07/2015 (2014/15)**

Edge Hill University	Academic & Research		Professional & Support		All staff	Students		
	F	M	F	M		F	M	All
<b>Department</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>		<b>F</b>	<b>M</b>	<b>All</b>
<b>STEMM</b>	<b>168</b>	<b>118</b>	<b>60</b>	<b>19</b>	<b>365</b>	<b>4852</b>	<b>2604</b>	<b>7456</b>
Biology	█	█	█	█	17	96	101	197
Computer Science	█	12	█	█	22	100	508	608
Geography	█	8	█	█	18	103	132	235
Psychology	11	14	█	█	28	349	116	465
Sport & Physical Activity	17	35	█	█	57	400	688	1088
Faculty of Health & Social Care	120	44	47	12	223	3804	1059	4863
<b>AHSSBL</b>	<b>211</b>	<b>140</b>	<b>77</b>	<b>18</b>	<b>446</b>	<b>6111</b>	<b>2488</b>	<b>8599</b>
Business School	█	19	█	█	31	433	370	803
English, History & Creative Writing	17	18	█	█	37	430	237	667
Law & Criminology	14	10	█	█	27	364	141	505
Media	18	21	█	█	42	383	489	872
Performing Arts	18	13	█	█	39	375	120	495
Social Sciences	11	█	█	█	18	317	30	347
Faculty of Education	124	53	62	13	252	3809	1101	4910
<b>Grand Total</b>	<b>379</b>	<b>258</b>	<b>137</b>	<b>37</b>	<b>811</b>	<b>10963</b>	<b>5092</b>	<b>16055</b>

**Table 4c: Staff & student profile by subject for 31/07/16 (2015/16)**

Edge Hill University	Academic & Research		Professional & Support		All staff	Students		
	Department	F	M	F		M	F	M
<b>STEMM</b>	173	137	71	28	409	4956	2695	7651
Biology	█	█	█	█	20	116	104	220
Computer Science	█	22	█	█	35	103	591	694
Geography	█	█	█	█	18	114	131	245
Psychology	13	15	█	█	32	398	112	510
Sport & Physical Activity	13	38	█	█	61	408	656	1064
Faculty of Health & Social Care	126	52	50	15	243	3817	1101	4918
<b>AHSSBL</b>	195	143	72	21	431	5666	2339	8005
Business School	█	19	█	█	31	461	463	924
English, History & Creative Writing	18	20	█	█	40	400	230	630
Law & Criminology	16	11	█	█	30	420	155	575
Media	19	18	█	█	40	322	373	695
Performing Arts	20	15	█	█	43	378	151	529
Social Sciences	█	█	█	█	17	378	31	409
Faculty of Education	105	53	56	16	230	3307	936	4243
<b>Grand Total</b>	368	280	143	49	840	10622	5034	15656

**Table 4d: Staff & student profile by subject for 31/07/17 (2016/17)**

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words (word count: 731)

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team (word count: 133)

The current SAT includes sixteen women and six men (reflecting our institutional gender profile) with a range of personal and professional characteristics (table 5). Selection was made by identifying colleagues who had diverse experiences outlined in the AS handbook and inviting them to participate. Chairs of departmental SATs are all invited on to the SAT. Deans of faculty/heads of service were involved in appointing SAT members to ensure consideration of workload. We have aimed to be representative of the workforce (with accommodation of staffing changes).

Name	Role at Edge Hill University	Role on self-assessment team (SAT)	Experiences relevant to ASSG
Professor Clare Austin	Associate Dean, Research & Innovation, FHSC	Chair of ASSG/institutional SAT (to Aug 2018) AS lead for FHSC	Scientific background, line management, senior leadership and [REDACTED]
Vicky Bosward	Human Resources (HR) Manager, Business Support, HR	HR Equality, diversity and inclusion (EDI) manager	Responsible for successful HR Excellence in Research submission.
Dr Kate Burrell	Faculty Assistant Registrar, FoE	Deputy faculty lead for AS	Senior PSS role within FoE, line management, and joint EHU representative for Association of University Administrators. Scientific academic background
Dr Luis Adrián Cabrera Diego	Post-Doctoral Researcher, Computer Science	Fixed-term research staff	Early career Fixed-term contract International
Dr Jayne Charnock	Lecturer, Biology, FAS	Department representative	Scientific background, part-time with [REDACTED]
Sonya Clarkson	Director of HR	Senior leadership	Operational and strategic HR specialist. Worked in the NHS and Lancaster University. Member University Council for Education Administration (UCEA). National Working Group for gender pay gap.

Name	Role at Edge Hill University	Role on self-assessment team (SAT)	Experiences relevant to ASSG
Dr Nikki Craske	Director of Research Office (RO)	Bronze Award SAT chair/2018 SAT chair (from August 2018)	Senior leadership and management experience Led previous Bronze award Researched gender issues Introduced Aurora programme to EHU
Thom Dallimore	Research Technician, Biology, FAS	STEMM support staff and PhD student representative	Staff and student experience of EHU processes: recruitment, performance review, induction, training etc.
Eden Franklin	Administrator, RO	Administrative support for Bronze submission	Fixed-term, PSS
Dr Joyce Humphries	Senior Lecturer (SL) Psychology, FAS	Chair of Psychology SAT	Departmental AS lead, member of previous Institutional SAT. Programme leader, scientific background and [REDACTED].
Simon Jenkins	Head of Student Recruitment Student Recruitment	Department representative	Sat on the ASSG in previous role at Keele University. Management Student facing knowledge and experience
Dr Anastasia Konstantopoulou	Associate Dean Learning & Teaching (L&T) FAS	Faculty lead for AS	Scientific background. Experience of line management.
Dr Kelly Marrin	SL, Sport & Physical Activity, FAS	Representative of department SAT	Programme Leader in male prevalent discipline
Dr Mary McAteer	Director of Professional Learning Programmes FoE	Faculty lead for AS	Experience of flexible working, [REDACTED], international research, research leadership
Joanne Morris	Researcher Development Support Manager (RDSM), RO. Institutional contact for Equality Challenge Unit (ECU) and Vitae	Secretary to ASSG/institutional SAT, PSS & RO representative	Promotion experience. Secretary to previous institutional submission Lead for Concordat to support the career development of researchers

Name	Role at Edge Hill University	Role on self-assessment team (SAT)	Experiences relevant to ASSG
Dr Richard Page	Lecturer Sport & Physical Activity, FAS	Early career researcher (ECR)	Experience of graduate teaching assistant (GTA) Programme. ECR and member of departmental SAT team.
Dr Marian Peacock	SL, Applied Health & Social Care	Chair of FHSC SAT	Experience of induction, flexible working in relation to [REDACTED]. Entered academia in later life. Committed to changing inequalities in the workplace.
Professor Ella Pereira	Director of PGR studies and environment, Computer Science, FAS	Chair of Computer Science SAT	[REDACTED]. Progression and promotion experiences. Involved in previous Bronze submission.
Lucy Rees	Head of Corporate Communications	Department representative	[REDACTED], progression and promotion experience. [REDACTED]. Management experience. Experience: public relations, central Government, journalism and criminal justice.
Professor Mark Schofield	Academic Director SOLSTICE Centre for L&T and Dean of L&T	L&T lead	Fellow of the Higher Education Academy. Leads on strategy and policy development in teaching, learning and associated research. Management experience
Dr Paul Simpson	Senior Lecturer, Applied Health & Social Care, FHSC	STEMM academic representative from female-prevalent discipline	Researches gay male ageing and LGBT issues, particularly regarding ageing and social class. [REDACTED].
Fiona Syson	SL in Business Management & Leisure Business School, FAS	Chair of Business School SAT	Programme leader, [REDACTED]. Participated in Advance HE panels for awarding institutional and departmental AS awards.

**Table 5: characteristics of SAT members**

(ii) an account of the self-assessment process (word count: 352)

The SAT established working-groups, coordinated by team members, which included staff across the institution with relevant knowledge and expertise to contribute to the self-assessment, including identification of SMART (Specific, measurable, actionable, relevant and time-bound) action points. In addition, the SAT was supported by data analysts in different areas.

Staff were consulted via the biennial Staff Survey (1,136 participants (62%)) which was amended to include additional questions relevant to AS (this remains under review: action 1.6). We had regular consultation with senior managers to ensure the delivery of identified actions. Additional consultation occurred via departmental submissions and reporting to Academic Board (AB) committees (table 6).

Action point: Engagement with Athena SWAN at Edge Hill University

1.6 Review staff survey in light of action plan and University's interest in race charter to suggest additions to enhance staff consultation

Date	Accounts of our self-assessment process
Oct-15	Directorate appointed Clare Austin, Associate Dean FHSC, to establish a steering group to promote and advance EHU's commitment to AS.
12-Oct-15	Recruited RDSM (AS Officer)
Oct-Dec-15	Established membership of ASSG
08-Feb-16 07-Mar-16 09-May-16 14-Jul-16	<p><b>ASSG meetings 2015/16</b></p> <ul style="list-style-type: none"> <li>• reviewing terms of reference, plan of business and membership</li> <li>• review of action plan and allocating roles and responsibilities</li> <li>• establishing action plan working groups                             <ul style="list-style-type: none"> <li>○ AS survey</li> <li>○ Exit survey review</li> </ul> </li> <li>• updates from working groups and departmental SATs</li> <li>• promoting AS and female role models</li> <li>• planning for supporting submissions to expanded charter</li> <li>• producing annual report for University's Research Committee (URC) &amp; Learning and Teaching Committee (LTC).</li> </ul>
28-Nov-16 16-Jan-17 06-Mar-17 04-May-17 29-Jun-17	<p><b>ASSG meetings 2016/17</b></p> <ul style="list-style-type: none"> <li>• reviewing terms of reference, plan of business, membership and timings of meetings</li> <li>• establishing action plan working groups                             <ul style="list-style-type: none"> <li>○ AS/Staff survey (develop joint survey)</li> <li>○ Academic Career Development Working Group (ACDWG)</li> <li>○ Performance Review</li> </ul> </li> <li>• promoting AS and female role models</li> <li>• review of data requirements for expanded charter</li> <li>• updates from working groups and departmental SATs</li> <li>• Research Excellence Framework (REF) consultation</li> </ul>

	<ul style="list-style-type: none"> <li>• equality and diversity (E&amp;D) update from HR</li> <li>• learning analysis for departmental applications</li> <li>• producing annual report for URC &amp; LTC</li> <li>• established initial working groups for institutional submission</li> </ul>
29-Jun-17	ASSG converted into institutional SAT
05-Sep-17 08-Dec-17 27-Apr-18 06-Jul-18	<p><b>SAT meetings 2017/18</b></p> <ul style="list-style-type: none"> <li>• annual review of terms of reference, plan of business and membership</li> <li>• planning institutional submission</li> <li>• review of institutional submission groups and allocation of roles and responsibilities</li> <li>• Working with HR and Capita on amendments to 2018 Staff Survey</li> <li>• updates from institutional submission working groups and departmental SATs</li> <li>• review of progress on institutional submission</li> <li>• action plan updates</li> <li>• producing annual report for URC &amp; LTC</li> </ul>
11-Sep-18	<p><b>SAT meetings 2018/19</b></p> <ul style="list-style-type: none"> <li>• annual review of terms of reference, plan of business and membership</li> <li>• review draft of institutional submission</li> <li>• Establishment of Microsoft Teams group to facilitate draft development and communication</li> </ul>
Oct/Nov-18	<p><b>Action plan consultation and dissemination</b></p> <ul style="list-style-type: none"> <li>• Directorate Management Group (DMG)</li> <li>• URC</li> <li>• LTC</li> <li>• AB</li> <li>• Discussions with the Vice Chancellor (VC) to approve final action plan</li> </ul>
<b>Table 6: Timeline/key dates for Athena SWAN activities</b>	

(iii) plans for the future of the self-assessment team (word count: 246)

We will establish an Equalities and Diversity Steering Group (EDSG) to oversee work related to AS and race charter mark and provide strategic oversight. This will be supported by action plan implementation focused working-groups and an AS network for supporting departmental submissions (figure 2). The proposed structure allows (action 1.5):

- more opportunities for all staff to become involved with AS initiatives
- more even distribution of the workload associated with AS submissions
- best practice and initiatives to be shared effectively
- improve sustainability and future leadership with more people with direct experience of AS actions and principles
- ensure a diverse membership which is reflective of our community and includes members from all areas of the University.



Action point: Engagement with Athena SWAN at Edge Hill University

1.5 Establish Equalities and Diversity Steering Group with broader equalities remit and revised membership underpinned by a delegated structure to promote greater engagement and improve workload.

The EDSG will meet three times a year with responsibilities to:

- Establish working-groups to implement action plan themes and monitor progress
- Produce an annual report for AB on progress of implementation
- Review institutional and departmental submissions for AS awards and provide institutional sign-off
- Maximise synergies between AS and race charter activities
- Organise and promote activities that implement AS Charter's principles including establishing a communications plan (action 1.7)
- Establish institutional SAT (eighteen months before resubmission); potentially to make a silver application.

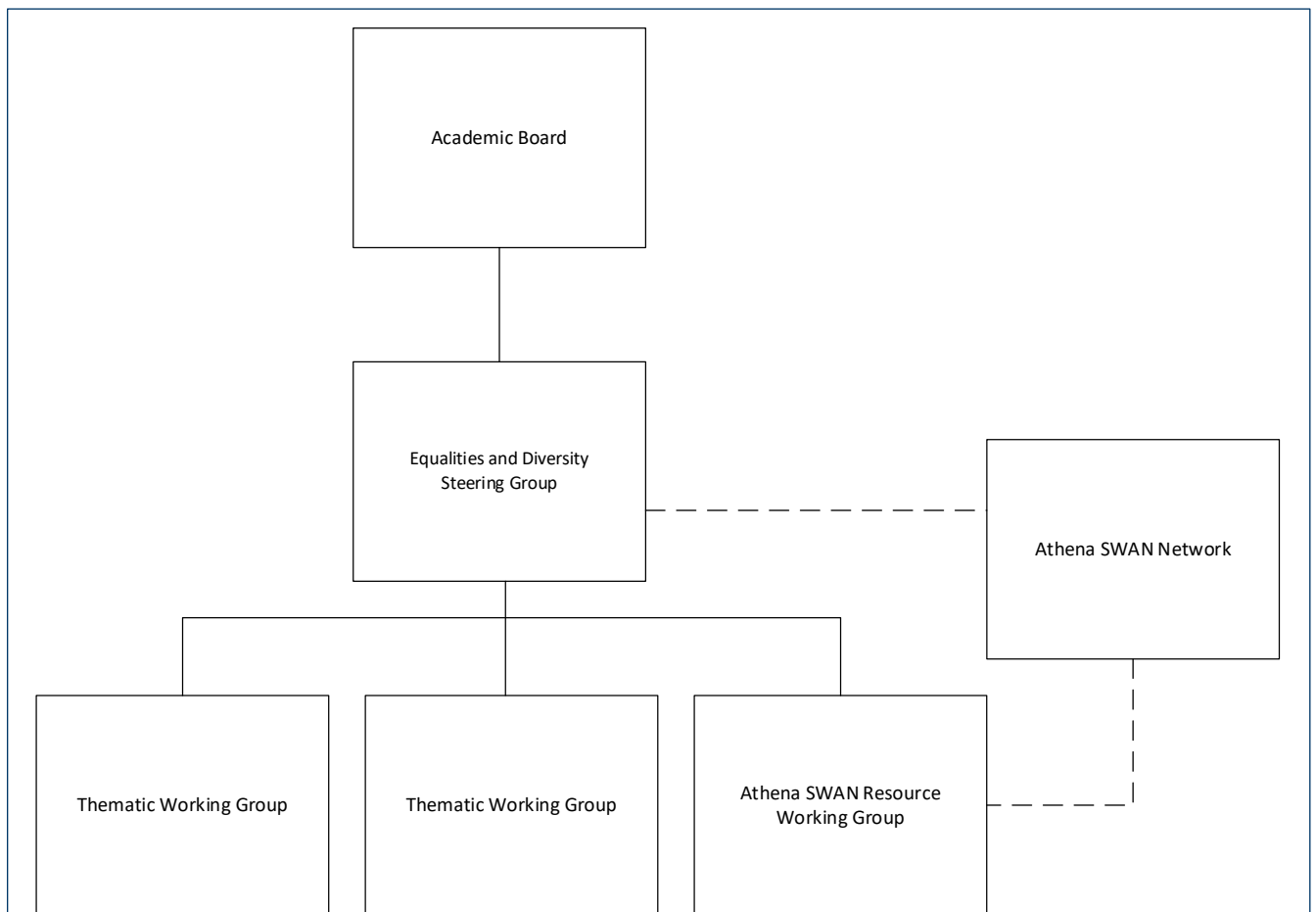


Figure 2: Organisational structure of revised Equalities and Diversity Steering Group

The EDSG will be responsible to AB and report to URC and LTC to promote full ownership and engagement. The annual report will also be presented to faculty boards to enhance dissemination (action1.7). To encourage greater embedding across all areas of the University, the EDSG will produce a communications plan (action 1.8).

Action point: Engagement with Athena SWAN at Edge Hill University

- 1.7 Devise communication plan to disseminate information beyond annual reports and to promote AS principles and to promote 'what has Athena SWAN done for you' by highlighting positive changes as a result of both submissions.
- 1.8 Establish a communication plan for PSS heads to promote knowledge and understanding of AS and how they might engage in anticipation of a silver application and as a matter of good practice. Ensure this includes PSS staff in faculties and departments.

#### 4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words (word count: 997)

##### 4.1 ACADEMIC AND RESEARCH STAFF DATA

(iv) Academic and research staff by grade and gender (word count: 299)

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

Edge Hill University	31/07/2014		31/07/2015		31/07/2016		31/07/2017	
Staff by Gender	F	M	F	M	F	M	F	M
Graduate Teaching Assistant	13	█	26	13	32	24	34	34
Research Assistant (RA)	█	█	█	█	█	█	█	█
Lecturer	43	31	57	31	60	38	74	45
Senior Lecturer	230	132	222	142	222	144	202	137
Reader	10	14	10	13	12	13	16	22
Professor	█	20	█	20	14	23	15	25
Academic Head / Manager	41	29	37	27	39	21	30	20

**Table 7: Academic staff profile by role and gender**

Chart 3: Percentage of EHU Female Academic Staff across grades

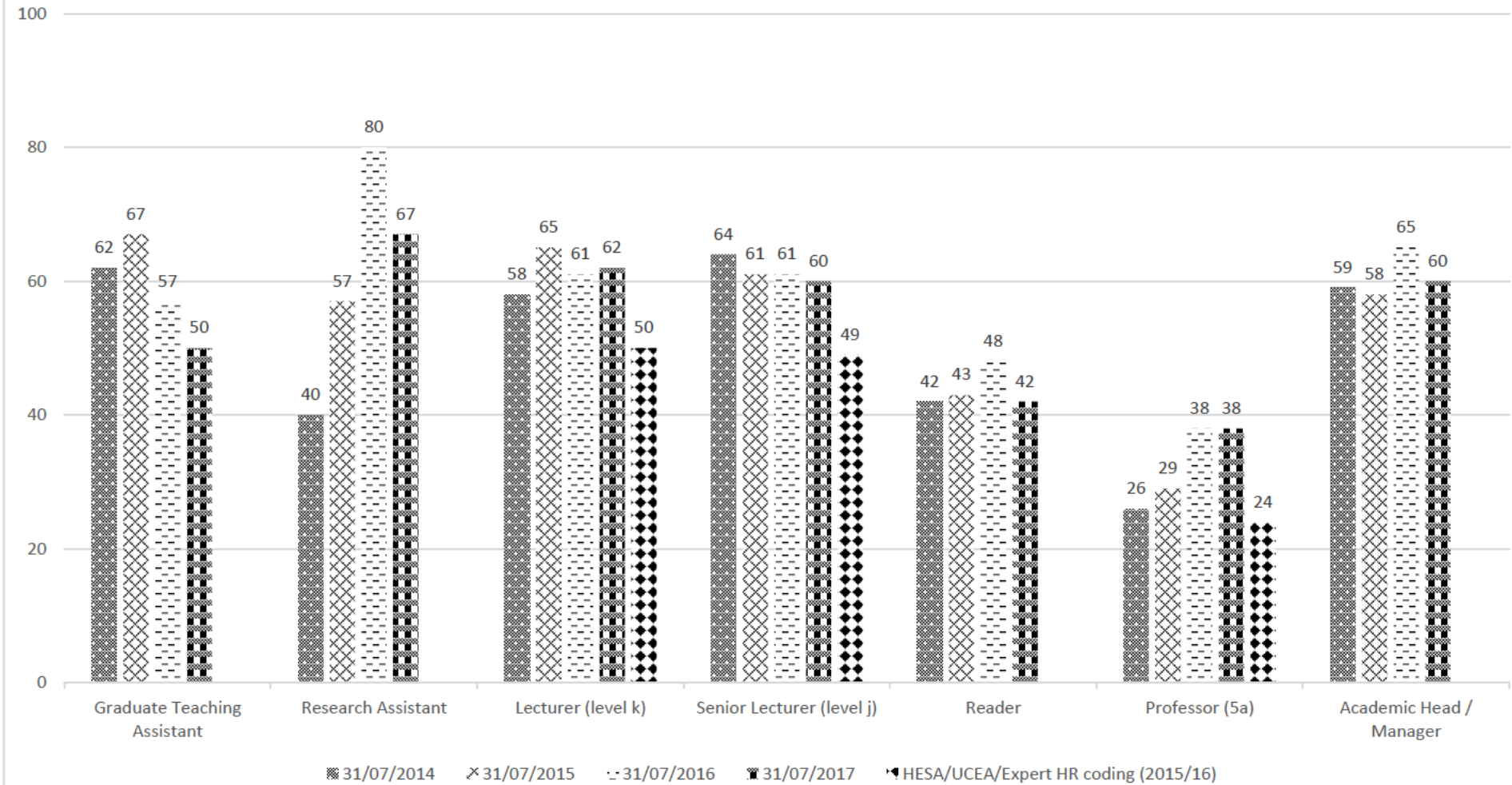


Table 7 and chart 3 show:

- Women are well-represented across the organisation
- Their representation is generally steady except for the relative decline in GTAs and the increase in professors (GTAs are 3-year PhD studentships that include teaching responsibilities)
- The number of RAs is too low to analyse (average n=5)
- The proportion of women professors is above the national average, including STEMM (we have no benchmarks for our GTAs, RAs, readers or academic heads/managers).

STEMM	31/07/2014		31/07/2015		31/07/2016		31/07/2017	
Staff by Gender	F	M	F	M	F	M	F	M
Graduate Teaching Assistant	█	█	11	█	13	13	16	18
Research Assistant	█	█	█	█	█	█	█	█
Lecturer	23	16	30	18	29	25	39	32
Senior Lecturer	109	52	107	56	106	57	99	62
Reader	█	█	█	█	█	█	█	█
Professor	█	█	█	█	█	10	█	13
Academic Head / Manager	11	11	10	█	█	█	█	█

**Table 8: Academic staff profile for STEMM**

Chart 4: Percentage of EHU Female STEMM Academic Staff across grades

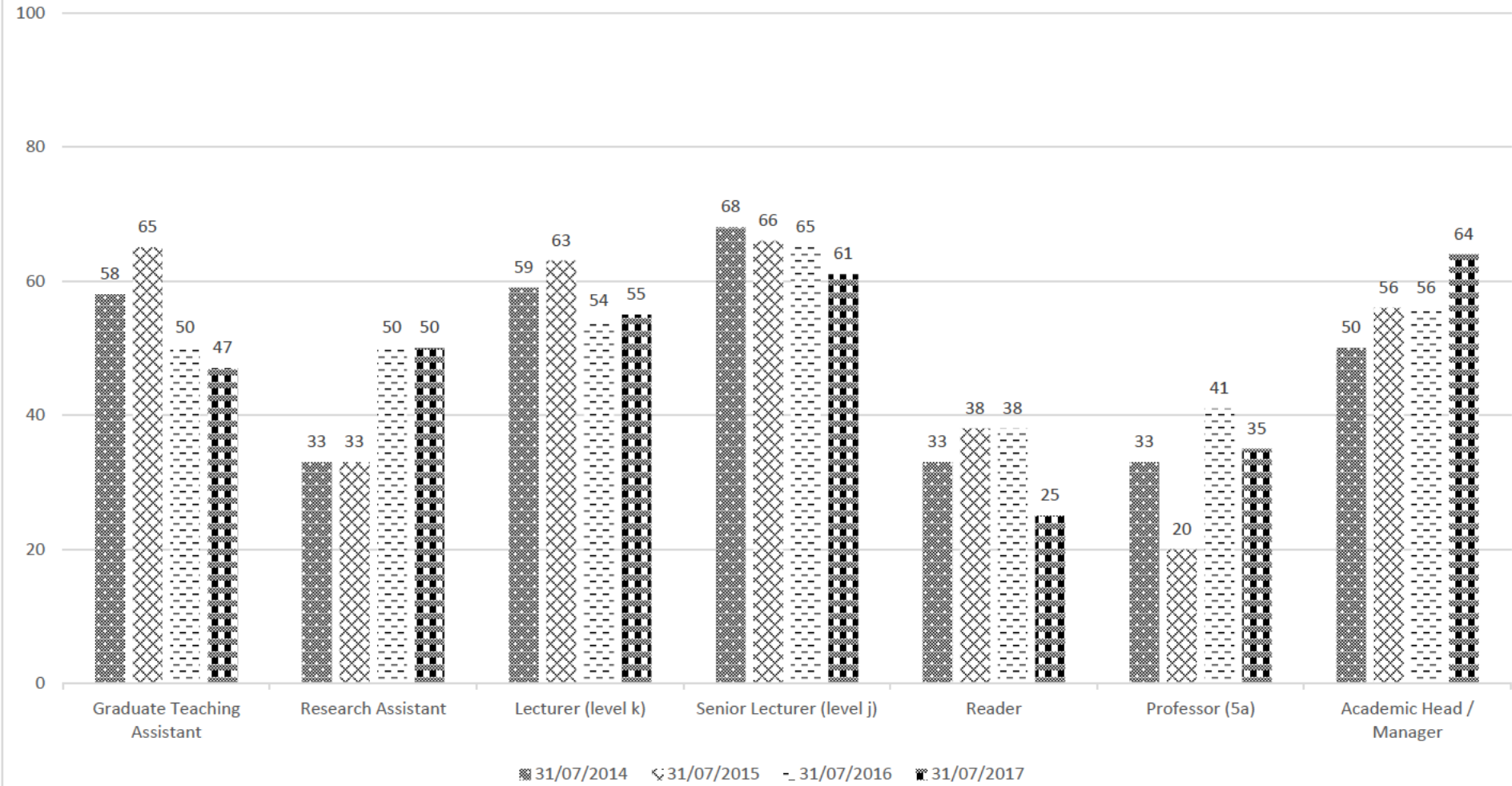


Chart 5: Percentage of EHU Female STEMM Academic Staff across grades (excluding FHSC)

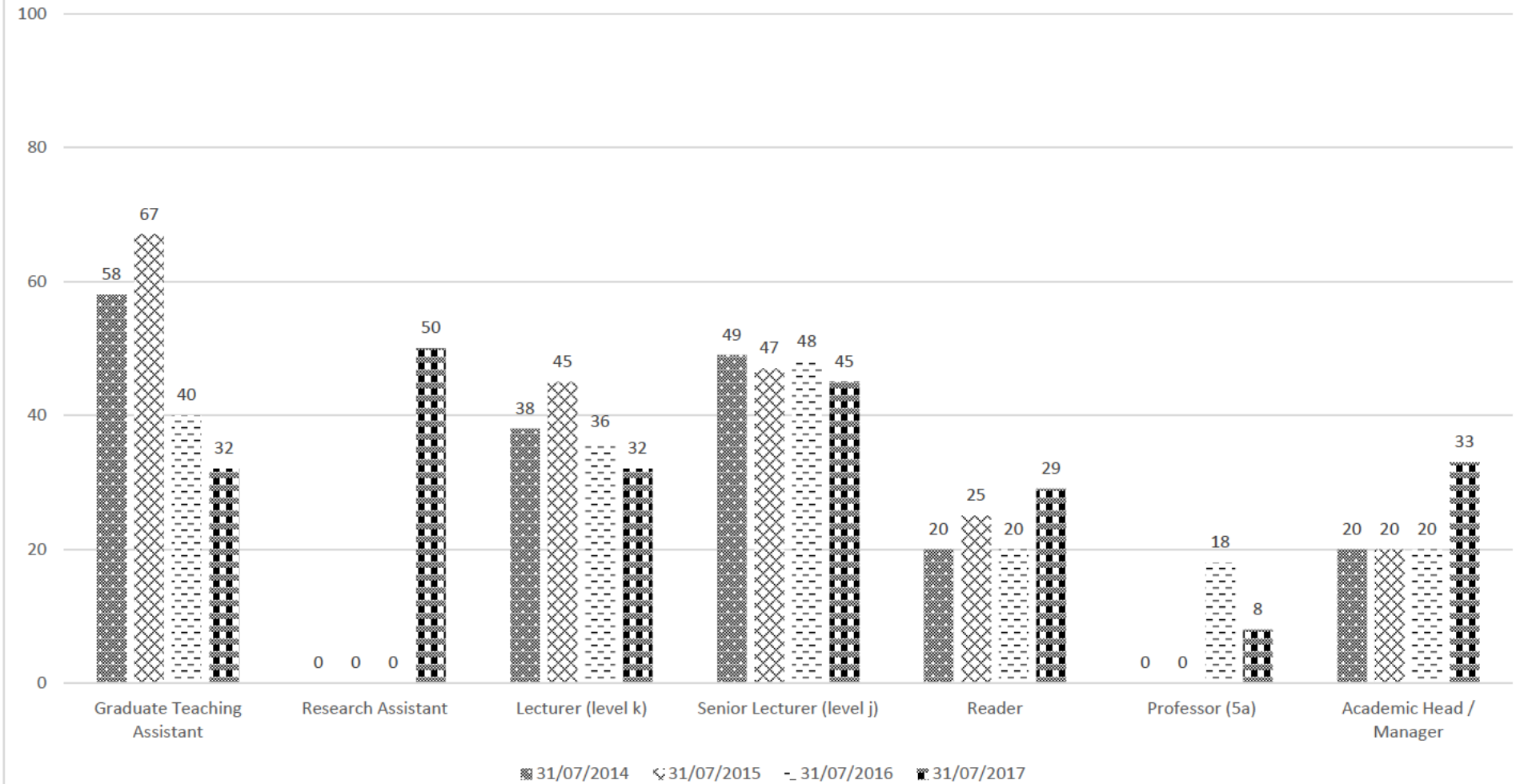


Table 8, charts 4 and 5 show:

- Relative decline in women GTAs more noticeable in STEMM, especially outside of FHSC (action 3.1)
- Low number of women readers in STEMM limiting the pipeline to professor (actions 5.1 and 5.2)
- Female professors are concentrated in FHSC.

Action point: Enhancing recruitment

3.1 Monitor the recruitment process for STEMM areas, including GTAs, with particular attention to women's representation.

Action point: Training, development and support

5.1 Establish a mentoring process to support staff with applications for chairs and readerships, paying particular attention mid-career women in STEMM where the pipeline is weakest.

5.2 Develop and deliver unconscious bias training for all staff required to chair and support interview/shortlisting panels (including promotion); monitor its implementation and effectiveness.

AHSSBL	31/07/2014		31/07/2015		31/07/2016		31/07/2017	
Staff by Gender	F	M	F	M	F	M	F	M
Graduate Teaching Assistant	█	█	15	█	19	11	17	16
Research Assistant	█	█	█	█	█	█	█	█
Lecturer	19	15	26	13	30	13	34	13
Senior Lecturer	121	78	115	84	116	85	101	73
Reader	█	█	█	█	█	█	14	16
Professor	█	14	█	12	█	13	█	12
Academic Head / Manager	28	14	25	15	27	10	18	11

**Table 9: Academic staff profile by AHSSBL**

Chart 6: Percentage of EHU Female AHSSBL Academic Staff across grades

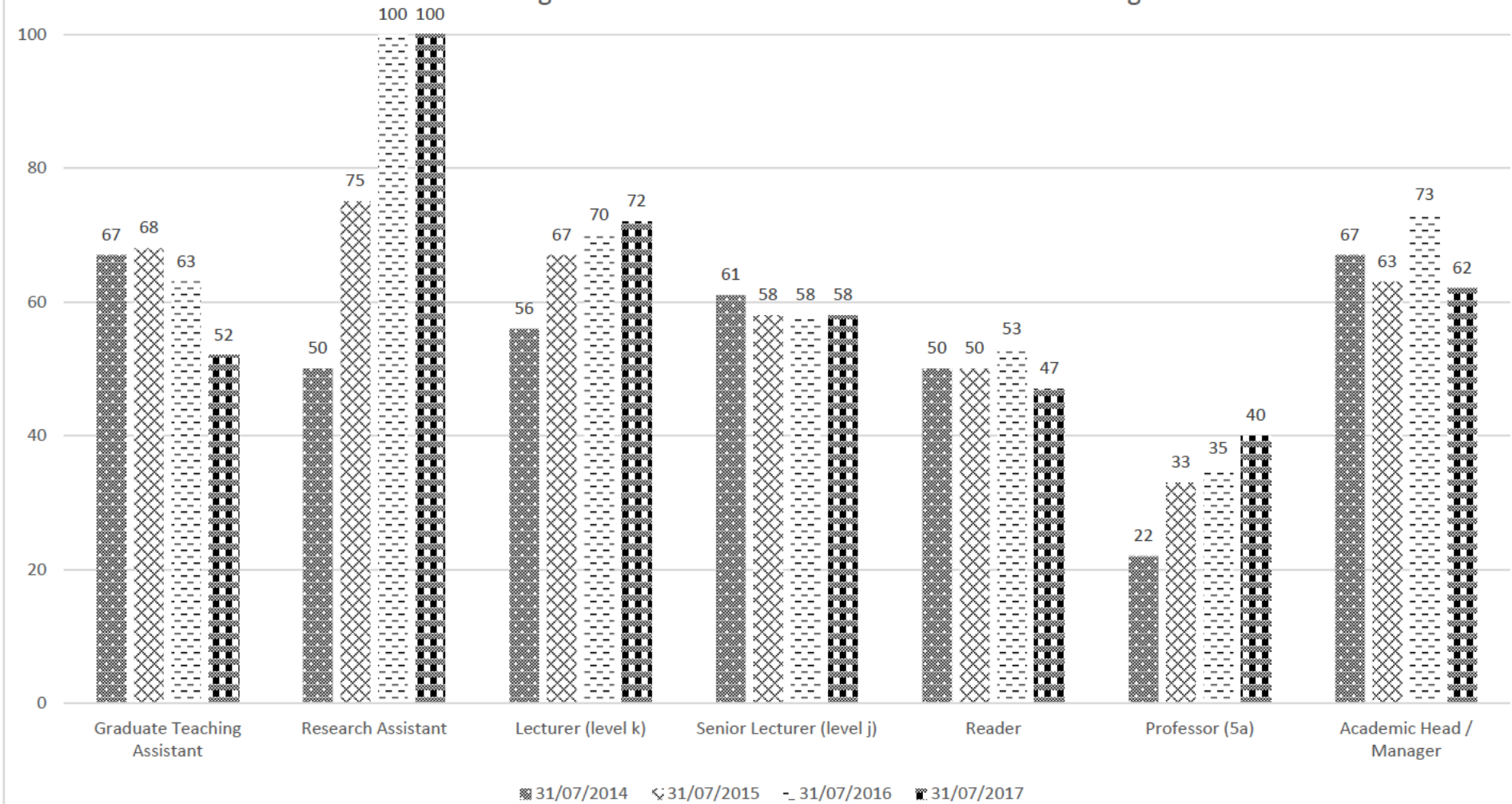




Chart 7: Percentage of EHU Female AHSSBL Academic staff across grades (excluding FoE)

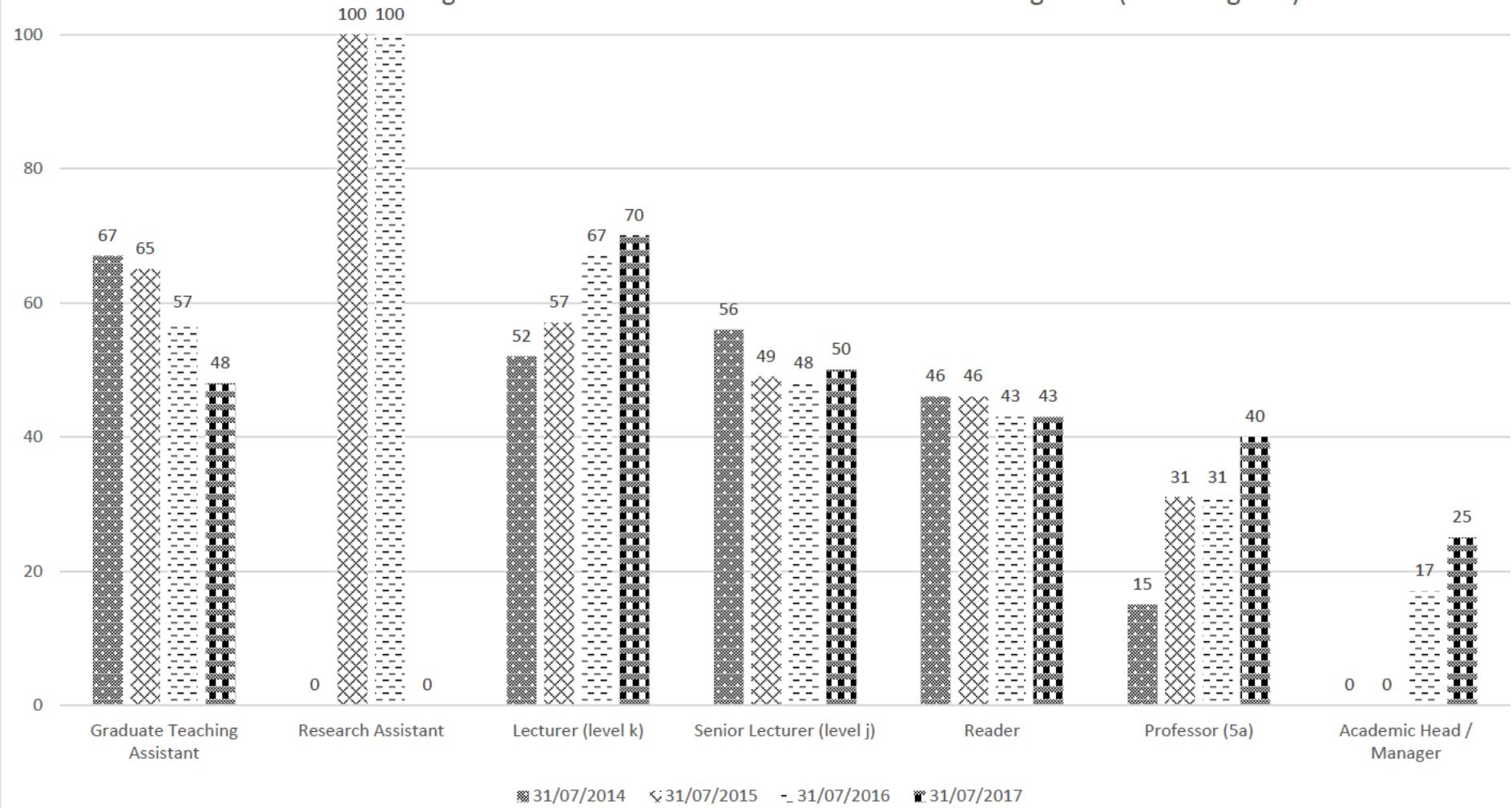


Table 9, charts 6 and 7 show:

- AHSSBL women outnumber men except for professors
- There is a healthy pipeline of women readers
- AHSSBL women managers are concentrated in FoE (heads are recruited: see 5.1.i)
- As with STEMM, women's number decline with seniority
- There are similar numbers of female and male professors in AHSSBL and STEMM.

While women are well represented, the proportion of women declines with seniority (not including managers) and we recognise that we need to support women (action 5.1).

Action point: Training, development and support

5.1 Establish a mentoring process to support staff with applications for chairs and readerships, paying particular attention mid-career women in STEMM where the pipeline is weakest.

BAME	31/07/2014		31/07/2015		31/07/2016		31/07/2017	
Grade	F	M	F	M	F	M	F	M
Graduate Teaching Assistants	█	█	█	█	█	█	█	█
GD08	█	█	█	█	█	█	█	█
GD09	█	█	█	█	█	█	█	█
GD10	█	█	█	█	█	█	█	█
GD11	█	█	█	█	█	█	█	█
Professor	█		█	█	█	█	█	█
Academic Head / Manager			█		█		█	

**Table 10: Academic staff profile by BAME**

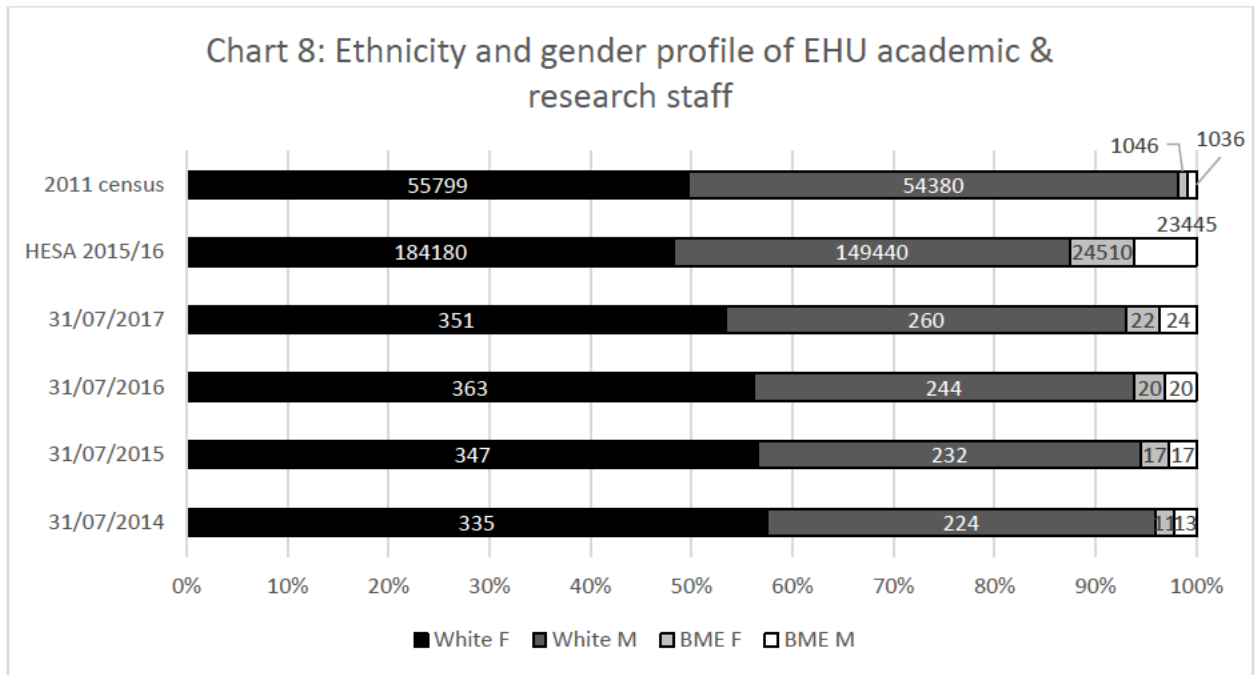


Table 10 and chart 8 show:

- Relative to the sector, black, Asian and minority ethnic (BAME) staff at EHU are under-represented
- number BAME academic staff has increased
- there are equal numbers of female and male BAME staff
- we have a slightly larger representation of BAME (average 6%) than our locality (2%)<sup>1</sup>

The increase of BAME staff is encouraging and we need to monitor the career progression of BAME staff (action 2.1).

Action point: Reporting

2.1 Monitor progression/promotion of BAME staff to ensure no bias or discrimination.

As our professoriate continues to grow, we have more role models and potential mentors for all staff and particularly for those who are under-represented or lack confidence (action 6.1).

Action points: Organisation and culture: policies and processes

6.1 Formal establishment of professoriate to encourage academic leadership and mentoring capacity.

<sup>1</sup> <https://www.nomisweb.co.uk/census/2011/dc2101ew>

(v) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender (word count: 243)

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

Edge Hill University	31/07/2014		31/07/2015		31/07/2016		31/07/2017	
Staff by Gender	F	M	F	M	F	M	F	M
Part-time fixed term	19	11	34	20	41	27	41	41
Full-time fixed term	25	17	15	19	22	17	21	13
Total fixed term	44	28	49	39	63	44	62	54
Part-time permanent	39	11	42	12	40	1	44	11
Full-time permanent	265	198	272	199	281	213	277	224
Total permanent	304	209	314	211	321	214	321	235
Grand total	348	237	363	250	384	258	383	289

**Table 11: Proportion of academic staff by gender and contract type**

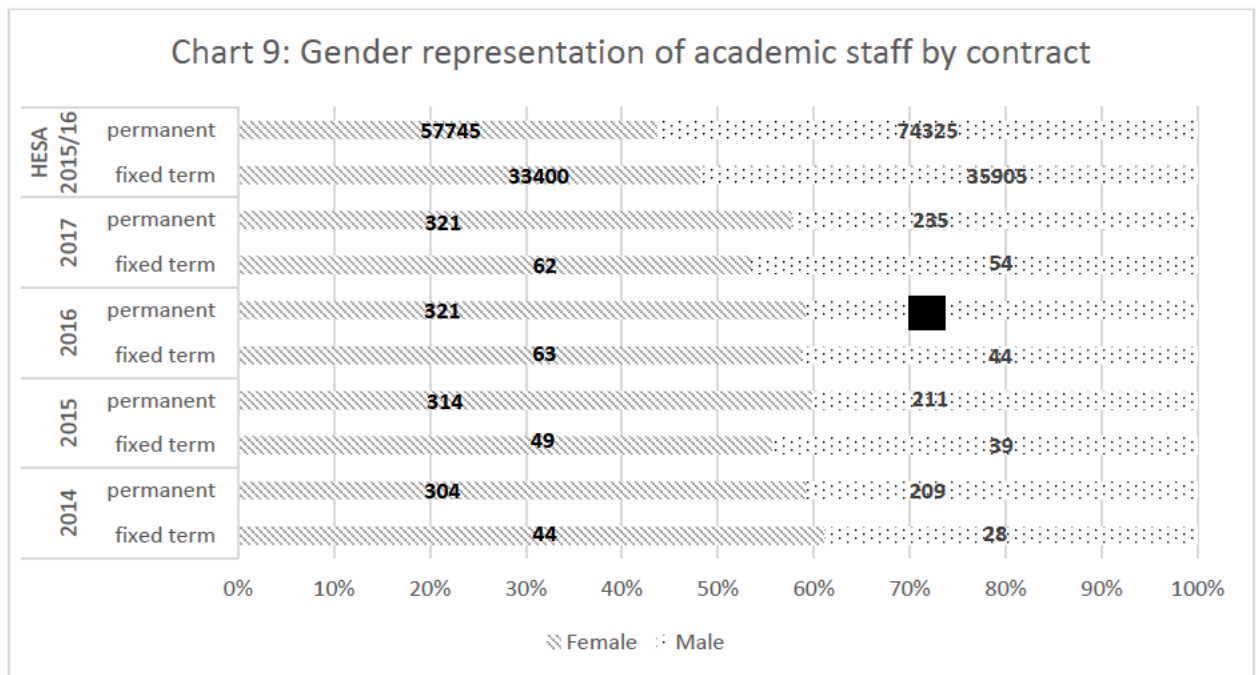


Table 11 and chart 9 show:

- An average of 85% of academic staff have permanent contracts
- Our permanent contract rates are considerably above the sector norm (65%)
- Women represent the majority of both permanent (average 59%) and fixed-term (average 57%) academic staff.

Fixed-term staff tend to be either maternity cover, GTAs or RA posts. All fixed-term staff have access to research support resources, staff development funding, training and formal probation/performance review meetings to support career progression.

Section 4.1(iv) indicates that 'end-of-contact' reason for leaving is declining which indicates that i) we issue fewer contracts and ii) more people are having contracts extended.

Edge Hill University	31/07/2014		31/07/2015		31/07/2016		31/07/2017	
Grade	F	M	F	M	F	M	F	M
Associate Tutor/hourly paid	262	142	325	156	312	139	279	134
	404		481		451		413	
<b>Table 12: Associate Tutors profile</b>								
N.B. unable to provide a breakdown of ATs by department due to how they are recorded on our staffing database. AT data has not been included in our other data sets due to how the data is managed.								

We have no zero-hours contracts though we have hourly-paid Associate Tutors (ATs) (table 12) to:

- cover specialist modules
- provide additional expertise (e.g. professionals in practice)
- cover teaching for those receiving internal research funds
- cover for unplanned absences such as sickness, resignations etc.

We treat ATs as employees and the AT contract mirrors an academic contract in:

- stipulating a maximum of 18 hours in one week or 550 contact hours per year
- holiday pay
- automatic annual pay progression through the salary range.

Should full-time work be identified for a period of over 3-months, a fixed-term academic contract will normally be issued. The number of ATs has decreased since its peak in 2014/15 (table 12); (the trend continues with 383 ATs employed in 2017/18). As with establishment staff, women outnumber men. We do not collect data by department or disciplinary area (action 2.2).

Action point: Reporting
2.2 Establish more fine-grained analysis of Associate Tutors (e.g. by STEM/AHSSBL)

(vi) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only (word count: 89)

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

Edge Hill University		31/07/2014			31/07/2015			31/07/2016			31/07/2017		
Contract type	Grade	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Research only	Research Assistant	█	█	50	█	█	56	█	█	80	█	█	50
	Lecturer	█	█	█	█	█	█	█	█	█	█	█	█
	Reader	█	█	█	█	█	█	█	█	█	█	█	█
Research & Teaching	Research Assistant	█	█	█	█	█	█	█	█	█	█	█	100
	Lecturer	42	31	58	56	30	65	60	38	61	74	45	62
	Senior Lecturer	230	131	64	223	141	61	225	144	61	212	146	59
	Reader	11	16	41	12	13	48	█	13	█	█	14	█
	Professor	█	20	█	█	20	█	14	23	28	15	28	35
	Academic Head / Manager	41	29	59	37	25	60	39	21	65	29	19	60
Teaching only	Graduate Teaching Assistant	11	█	█	27	15	64	32	24	57	34	34	50

**Table 13: Profile of academic staff by contract function**

Table 13 shows:

- Almost all (average 92%) establishment staff have research and teaching contracts
- Teaching-only staff are ATs (table 12) or GTAs where numbers are increasing.
- Very low numbers of research-only staff)
- Senior lecturer posts are the most common for women (average 61%) and men (average 54%)
- While men outnumber women in professorial (average 68%) and reader (average 59%) positions, women are well-represented in management posts (average 61%).

As we grow research, we acknowledge that there may be an increase in research-only contracts, particularly in STEMM subjects (action 3.2).

Action point: Enhancing recruitment

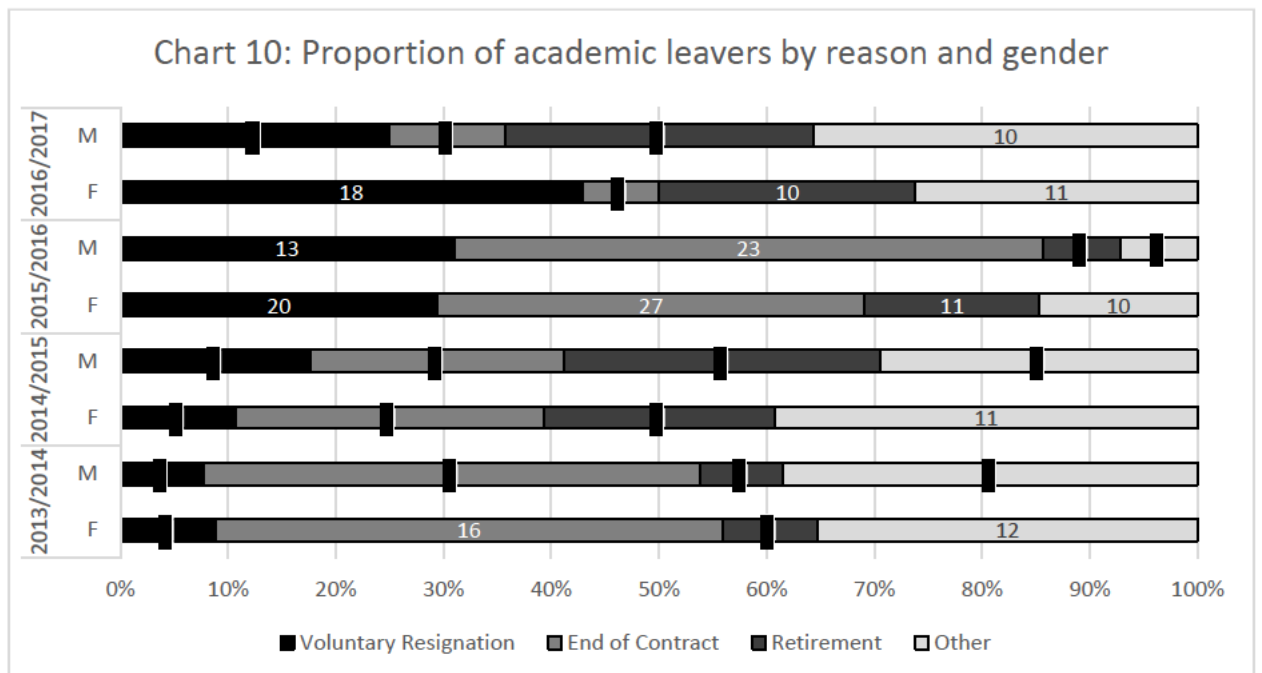
3.2 To monitor any increase in the recruitment of RAs, particularly in STEMM, and review for gender and ethnicity to identify any trends which might suggest bias.

(vii) Academic leavers by grade and gender (word count: 125)

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

Edge Hill University	12 months to 31/07/2014			12 months to 31/07/2015			12 months to 31/07/2016			12 months to 31/07/2017		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Reason for leaving												
Voluntary Resignation	█	█	75	█	█	50	20	13	61	18	█	█
End of Contract	16	█	█	█	█	67	27	23	54	█	█	50
Retirement	█	█	75	█	█	55	11	█	█	10	█	56
Other	12	█	█	11	█	█	10	█	█	11	10	52
Total	34	13	72	28	17	62	68	42	62	42	28	60
Turnover rate	11%	6%	n/a	8%	7%	n/a	19%	17%	n/a	11%	11%	n/a
	9%		n/a	8%		n/a	18%		n/a	11%		n/a

**Table 14: Reasons academic staff leave EHU**



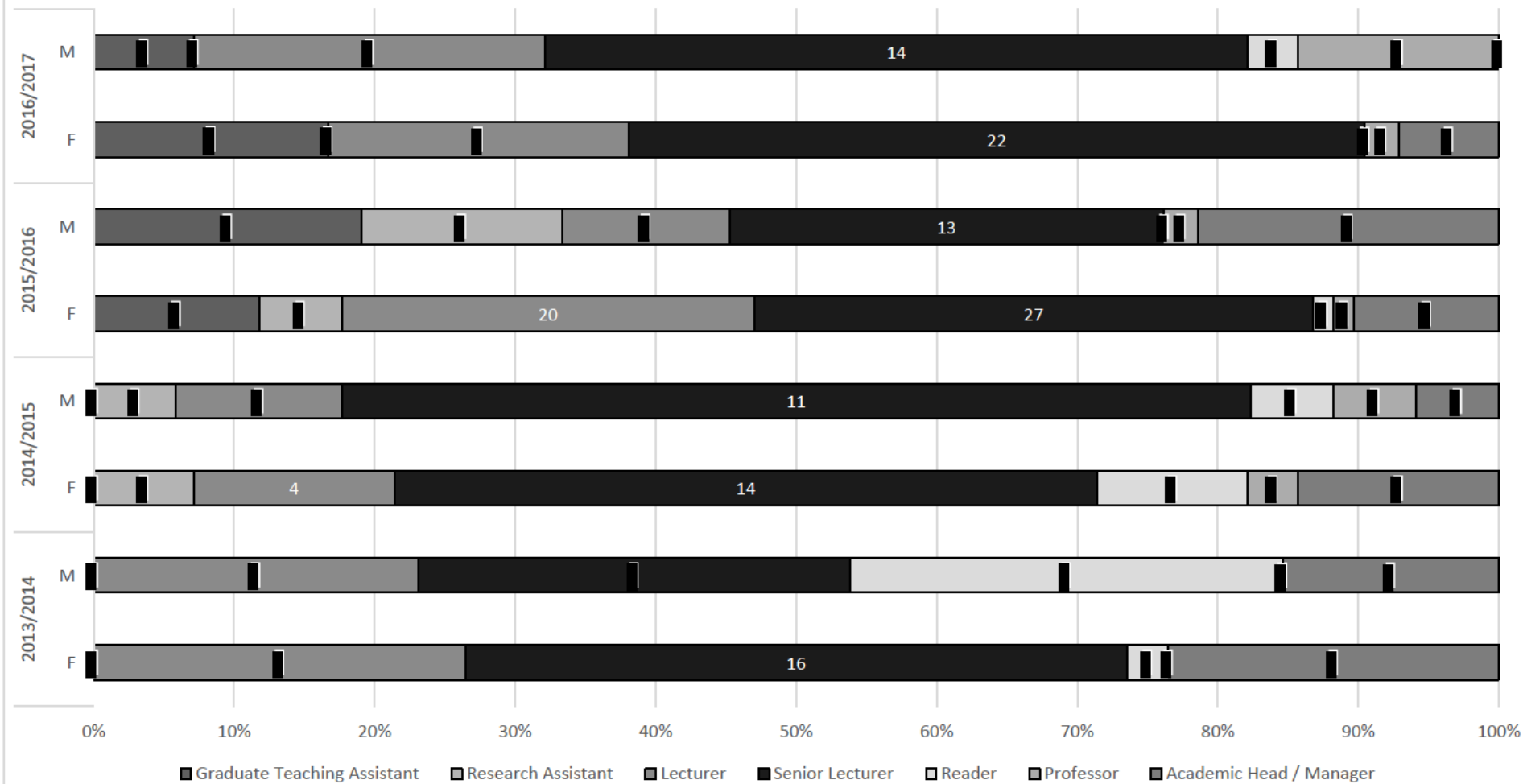
Data shows a relative growth in voluntary resignations, particularly for women. Turn-over rates generally show little gender difference. We note that, relative to overall gender profile, women and men have the same reason for leaving, taking into consideration low numbers and annual fluctuations.

Edge Hill University	12 months to 31/07/2014		12 months to 31/07/2015		12 months to 31/07/2016		12 months to 31/07/2017	
	F	M	F	M	F	M	F	M
Graduate Teaching Assistant	█	█	█	█	█	█	█	█
Research Assistant	█	█	█	█	█	█	█	█
Lecturer	█	█	█	█	20	█	█	█
Senior Lecturer	16	█	14	11	27	13	22	14
Reader	█	█	█	█	█	█	█	█
Professor	█	█	█	█	█	█	█	█
Academic Head / Manager	█	█	█	█	█	█	█	█

**Table 15: Profile of academic leavers**



Chart 11: Proportion of academic leavers by grade



Both male and female SLs are the most likely to leave reflecting their overall numbers. Despite attempts to secure exit interviews, we have little data to explain why people choose to leave but speculate that this may be for promotion (action 2.3).

Action point: Reporting

2.3 Identify new ways of encouraging enhanced information on reasons for leaving to allow for greater understanding of gender, discipline and grade differences; focus of developing enhances qualitative data.

Edge Hill University	12 months to 31/07/2014		12 months to 31/07/2015		12 months to 31/07/2016		12 months to 31/07/2017	
Leavers by department	F	M	F	M	F	M	F	M
Biology	█	█	█	█	█	█	█	█
Business School	█	█	█	█	█	█	█	█
Computer Science	█	█	█	█	█	█	█	█
English, History & Creative Writing	█	█	█	█	█	█	█	█
Geography	█	█	█	█	█	█	█	█
Law & Criminology	█	█	█	█	█	█	█	█
Media	█	█	█	█	█	█	█	█
Performing Arts	█	█	█	█	█	█	█	█
Psychology	█	█	█	█	█	█	█	█
Social Sciences	█	█	█	█	█	█	█	█
Sport & Physical Activity	█	█	█	█	█	█	█	█
Faculty of Education	18	█	12	█	13	█	█	█
Faculty of Health & Social Care	█	█	10	█	17	█	23	█

**Table 16: Academic leavers by department**

Higher numbers of leavers are in larger areas (Health, Education, Sport). Biology is a newly formed department and only now has its full complement of permanent staff. In Psychology, some of the turnover is a result of RA contracts finishing.

(viii) Equal pay audits/reviews (word count: 241)

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

EHU implemented Higher Education Role Analysis (HERA) in 2007 to ensure equal pay practices. We have annual equal pay audits and gender pay gap reports which are reported to the Staff Partnership Group, both staff consultative and negotiating committees, and the Board of Governors. To date EHU's equal pay audits have concluded that there is equal pay for work of equal value, whether in relation to gender, ethnicity, disability or hours worked – (also the true for academic-only data (table 17)). Differences in pay within grade was found to be caused by incremental progression.

EHU's gender pay gap report shows:

- a mean gender pay gap of 7.5% (includes managers and professors)
- women are concentrated at lower grades (likely to be accounted for by larger numbers of domestic staff and lower grade PSS staff)
- our mean pay gap is significantly lower than the sector average of 14.1% and the national average 17.3%<sup>2</sup>

We have identified nine initiatives to support closing the gender pay gap; the top three priorities are:

Action point: Training, development and support

5.2 Develop and deliver unconscious bias training for all staff required to chair and support interview/shortlisting panels; monitor its implementation and effectiveness.

5.3 Providing specialist Diversity in the Workplace training to all staff with refresher training every 3 years as a mandatory requirement.

Action point: Organisation and culture: policies and procedures

6.2 Review all reward and recognition policies so that discussions on pay are transparent and demonstrably equitable.

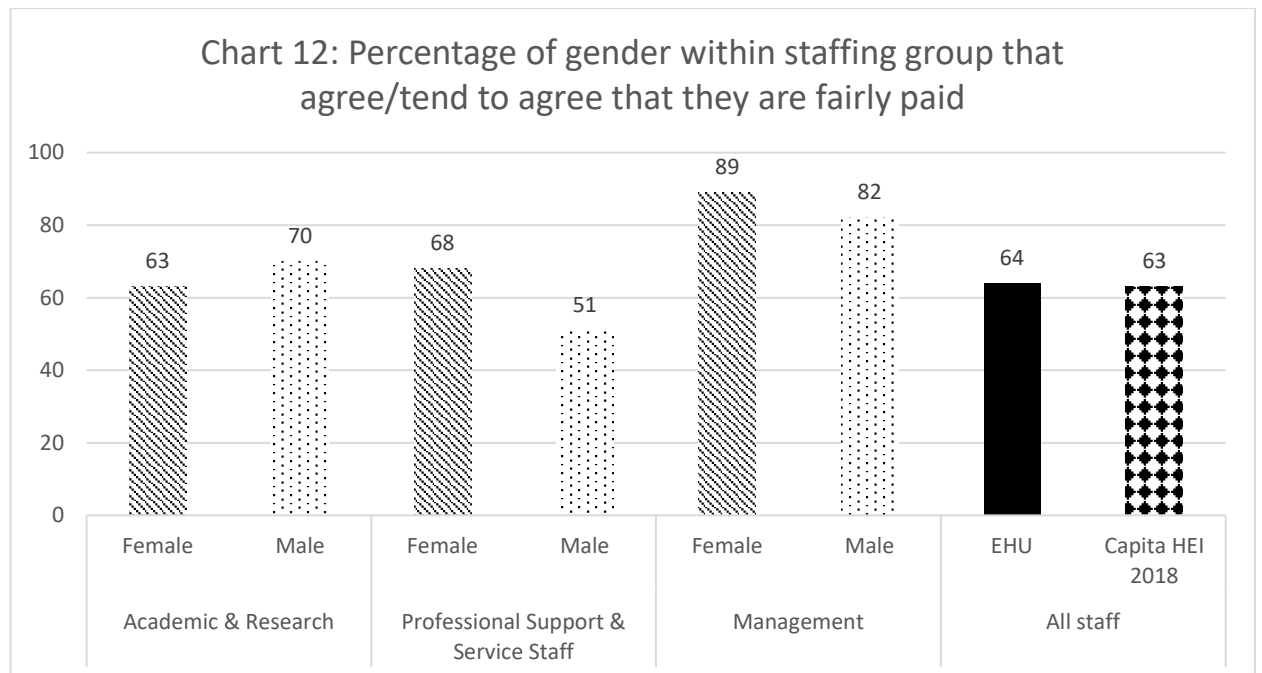
---

<sup>2</sup>UCEA 'Examining the Gender Pay Gap in Higher Education' January 2017 (version 1)  
<https://www.ucea.ac.uk/en/empres/epl/gender-pay-gap/gpg-infographic.cfm>

EHU	Grade	All Staff					Academic staff				
		#Posts		Average salary of each post holder		Female% pay difference	#Posts		Average salary of each post holder		Female% pay difference
Census Dates	1-12	F	M	F	M	F +/-	F	M	F	M	F +/-
01/08/15	GD01	147	31	£15,559	£15,479	0.51%					
01/08/16	GD01	138	38	£15,930	£15,898	0.22%					
<b>01/08/17</b>	<b>GD01</b>	<b>156</b>	<b>38</b>	<b>£16,216</b>	<b>£16,206</b>	<b>0.06%</b>					
01/08/15	GD02	54	32	£17,454	£17,560	-0.60%					
01/08/16	GD02	47	37	£17,598	£17,688	-0.50%					
<b>01/08/17</b>	<b>GD02</b>	<b>47</b>	<b>28</b>	<b>£17,600</b>	<b>£17,763</b>	<b>-0.90%</b>					
01/08/15	GD03	132	39	£19,294	£19,093	1.05%					
01/08/16	GD03	141	40	£19,344	£19,232	0.58%					
<b>01/08/17</b>	<b>GD03</b>	<b>134</b>	<b>47</b>	<b>£19,514</b>	<b>£19,302</b>	<b>1.09%</b>					
01/08/15	GD04	78	54	£21,254	£21,460	-0.95%					
01/08/16	GD04	90	48	£21,509	£21,731	-1.02%					
<b>01/08/17</b>	<b>GD04</b>	<b>86</b>	<b>56</b>	<b>£21,697</b>	<b>£21,887</b>	<b>-0.86%</b>					
01/08/15	GD05	102	45	£24,153	£24,000	0.64%					
01/08/16	GD05	107	42	£24,461	£24,265	0.80%					
<b>01/08/17</b>	<b>GD05</b>	<b>114</b>	<b>44</b>	<b>£24,690</b>	<b>£24,439</b>	<b>1.02%</b>					
01/08/15	GD06	60	38	£27,075	£27,304	-0.84%					
01/08/16	GD06	62	39	£27,155	£27,529	-1.35%					
<b>01/08/17</b>	<b>GD06</b>	<b>66</b>	<b>47</b>	<b>£27,319</b>	<b>£27,546</b>	<b>-0.82%</b>					
01/08/15	GD07	297	132	£29,910	£30,322	-1.36%	█	█	£31,342	-	
01/08/16	GD07	310	130	£30,362	£30,688	-1.06%	█	█			
<b>01/08/17</b>	<b>GD07</b>	<b>262</b>	<b>111</b>	<b>£32,028</b>	<b>£31,045</b>	<b>0.05%</b>	█	█	<b>£32,004</b>	-	
01/08/15	GD08	392	206	£33,963	£34,045	-0.24%	58	32	£34,391	£33,987	1.18%
01/08/16	GD08	406	201	£34,403	£34,493	-0.26%	59	38	£34,788	£34,605	0.52%
<b>01/08/17</b>	<b>GD08</b>	<b>355</b>	<b>197</b>	<b>£35,005</b>	<b>£34,875</b>	<b>0.37%</b>	<b>75</b>	<b>45</b>	<b>£35,009</b>	<b>£35,198</b>	<b>-0.53%</b>
01/08/15	GD09	106	79	£40,133	£39,642	1.23%	55	42	£40,694	£40,104	1.47%
01/08/16	GD09	122	77	£40,248	£40,004	0.60%	68	46	£40,700	£40,467	0.57%
<b>01/08/17</b>	<b>GD09</b>	<b>102</b>	<b>77</b>	<b>£41,260</b>	<b>£40,873</b>	<b>0.54%</b>	<b>69</b>	<b>52</b>	<b>£41,672</b>	<b>£41,255</b>	<b>1.01%</b>
01/08/15	GD10	149	93	£47,746	£47,712	0.07%	146	93	£47,725	£47,712	0.02%
01/08/16	GD10	142	91	£48,500	£48,388	0.23%	139	91	£48,484	£48,388	0.19%
<b>01/08/17</b>	<b>GD10</b>	<b>133</b>	<b>95</b>	<b>£49,292</b>	<b>£48,724</b>	<b>1.16%</b>	<b>129</b>	<b>90</b>	<b>£49,320</b>	<b>£48,973</b>	<b>0.70%</b>
01/08/15	GD11	30	20	£53,277	£51,890	2.67%	30	19	£53,277	£52,532	1.41%
01/06/16	GD11	26	19	£53,872	£53,062	1.52%	26	19	£53,872	£53,062	1.52%
<b>01/08/17</b>	<b>GD11</b>	<b>23</b>	<b>19</b>	<b>£54,406</b>	<b>£53,396</b>	<b>1.89%</b>	<b>23</b>	<b>19</b>	<b>£54,406</b>	<b>£53,396</b>	<b>1.89%</b>
01/08/15	GD12	█	█	-	-	-	█	█			
01/08/16	GD12	█	█	-	-	-	█	█	-	-	-
<b>01/08/17</b>	<b>GD12</b>	█	█	<b>£59,400</b>	-	-	█	█	<b>£59,400</b>	-	

Table 17: Equal pay audit

Our staff survey indicates that the majority (64%) feel fairly paid (chart 12: sector benchmark (63%)). Notably, female managers are the most content, while, male academics are more satisfied than female academics: male PSS are the least satisfied (action 2.6).



In addition to the priorities identified above, a number of issue merit further action and/or investigation (actions 2.5 and 6.3):

**Action points: Reporting**

- 2.5 Explore possibility of enhancing the equal pay audit to academic managers and professors and be presented by AHSSBL and STEMM.
- 2.6 Explore reasons for different feelings/perceptions around fair pay looking at gender, grade and ethnicity.

**Action point: Organisation and culture: policies and procedures**

- 6.3 Academic Career Implementation Working Group (ACIWG) to review gender pay gap to determine whether it is progression or promotion that accounts for difference and to recommend action where appropriate.

## SILVER APPLICATIONS ONLY

### 4.2 PROFESSIONAL AND SUPPORT STAFF DATA

(i) Professional and support staff by grade and gender

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

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

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

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

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

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

Our word count: 6,524 words

### 5.1 KEY CAREER TRANSITION POINTS: ACADEMIC STAFF (WORD COUNT: 1,689)

(i) Recruitment (word count: 485)

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

Chart 13a: Recruitment of academic staff by gender

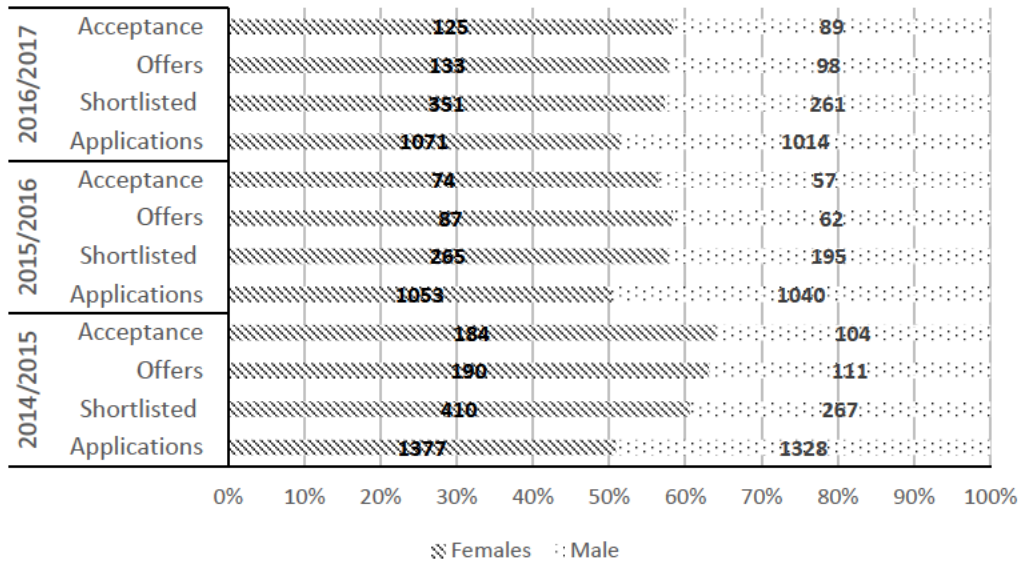


Chart 13b: Recruitment of associate tutors by gender

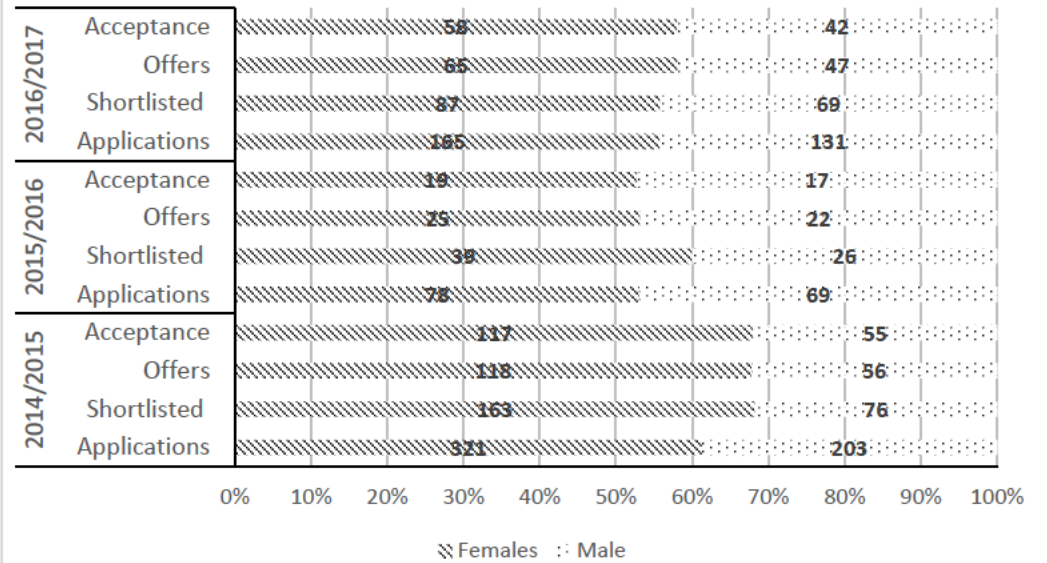


Chart 13c: Recruitment of graduate teaching assistants by gender

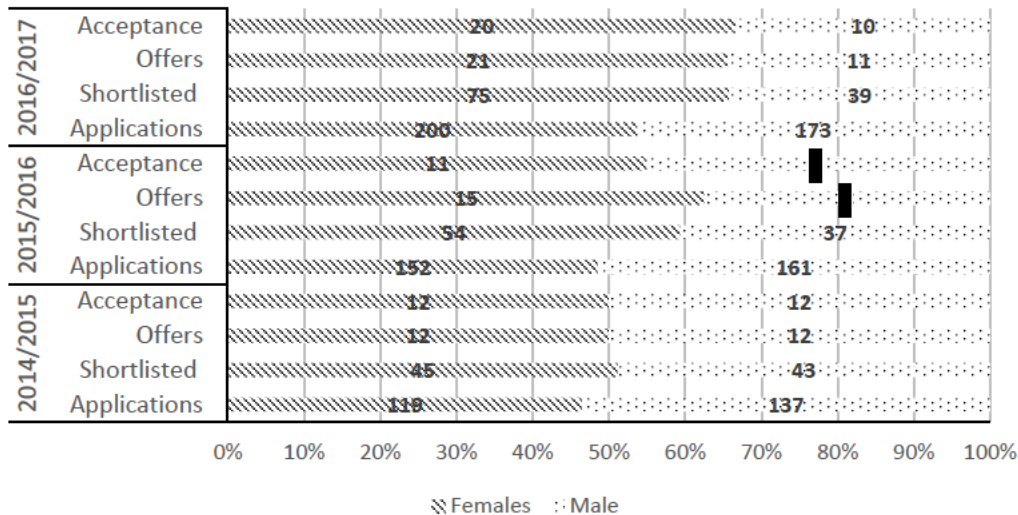


Chart 13d: Recruitment of research assistants by gender

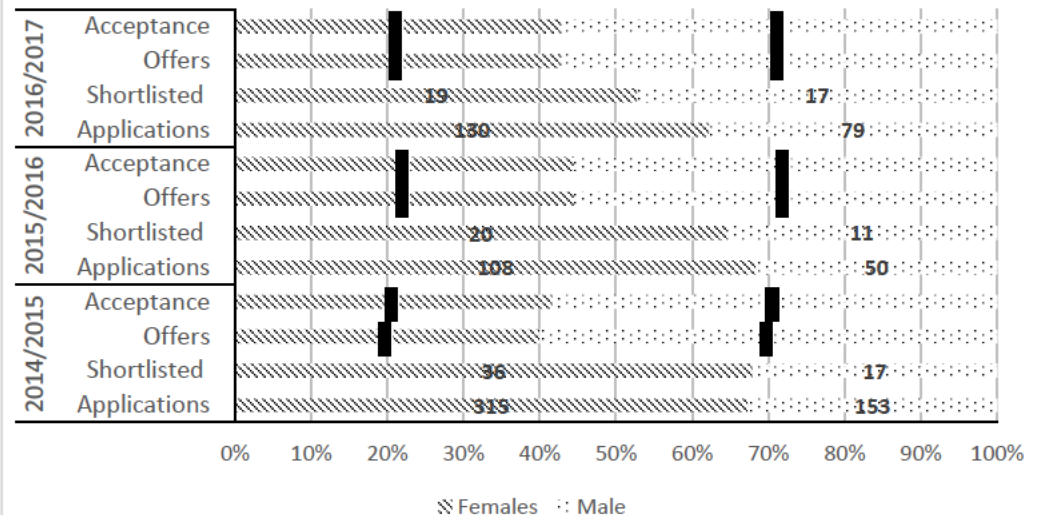


Chart 13e: Recruitment of lecturers by gender

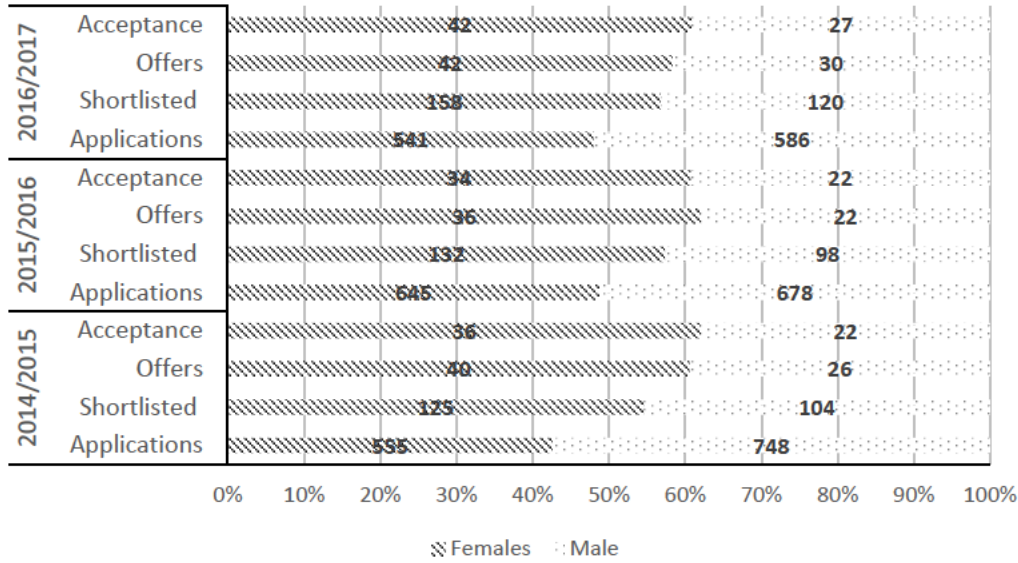


Chart 13f: Recruitment of senior lecturers by gender

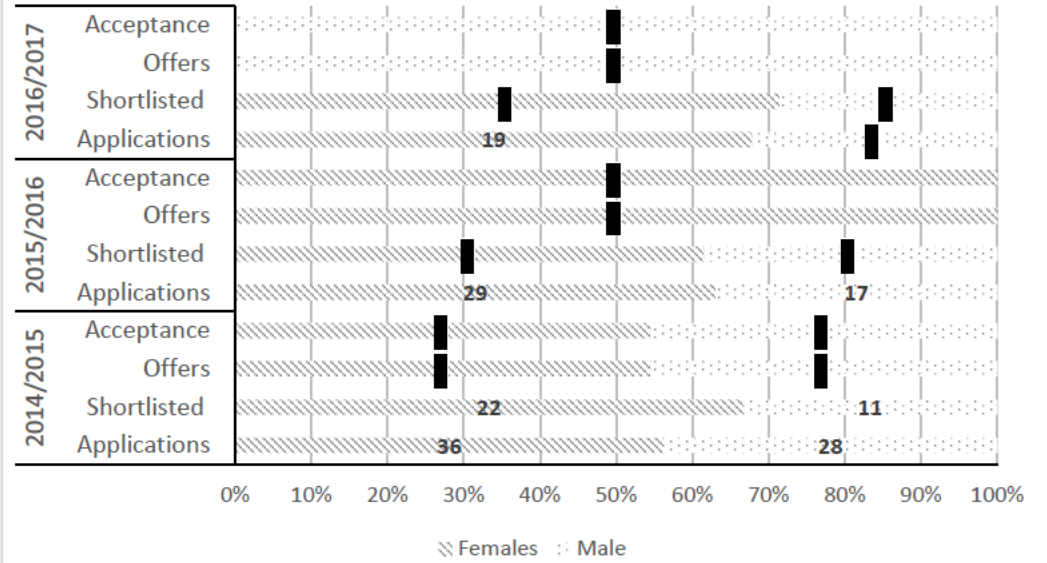


Chart 13g: Recruitment of professors by gender

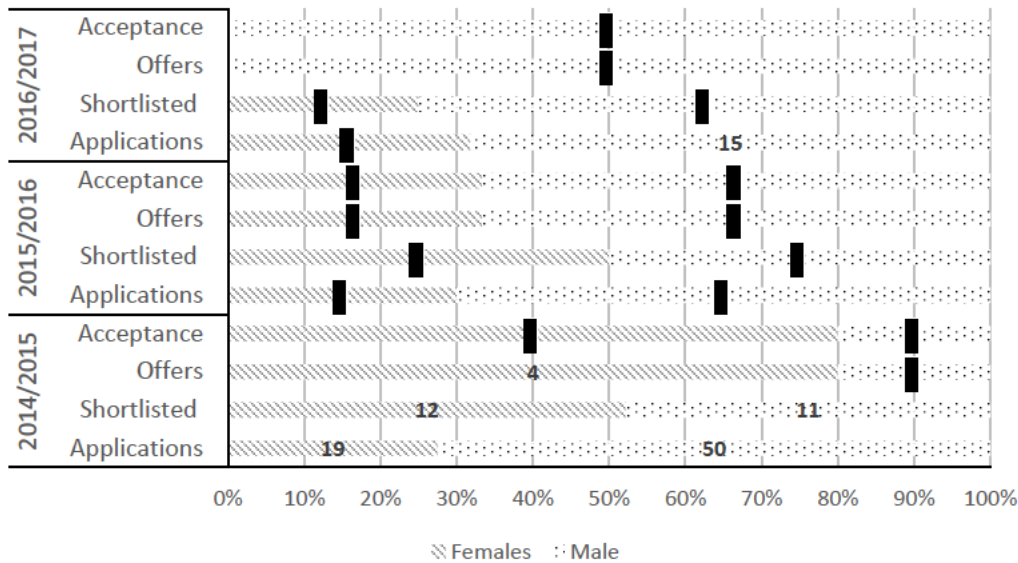
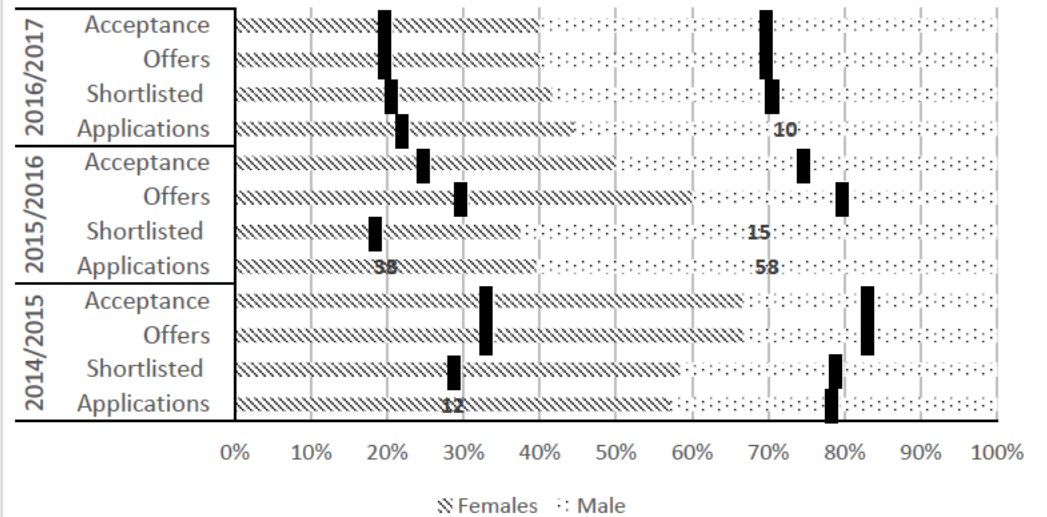


Chart 13h: Recruitment of academic head/managers by gender





The SAT examined three years of data (including data on ATs and GTAs): i.e. the period since we established an online applications process (charts 13a-h):

- women generally perform well in the recruitment process
- for all posts except RAs, where numbers are low, men are less likely to be shortlisted
- men constitute 37% of applicants for FoE and FHSC (faculties where men are significantly under-represented) and 17% of women and 16% of men accept offers indicating that the issue is with applications rather than appointment (action 3.3)
- the low numbers for RAs makes it difficult to draw conclusions
- for professorial appointments, where numbers are low, recruitment data indicates that female applicants are as successful as the males when the data is reviewed over the years.

Without considering the demographics of the leavers in this period, the recruitment data suggest that 85 more female academics were recruited to FoE and FHSC relative to males. While we are pleased that women perform well in the recruitment process, where males are under-represented, the recruitment process appears to add to this under-representation (actions 3.3).

Action point: Enhancing recruitment

3.3 Identify ways of reaching under-represented groups to encourage more applications from appropriately qualified individuals identifying targeted ways to support departments and faculties with particular gender imbalances.

### The recruitment process

Staff are hired through open competition with academic and senior vacancies being advertised with jobs.ac.uk and THE, and on our own website (as a minimum) with the AS Bronze award logo visible to demonstrate our commitment to gender equity. HR monitors the language used and has analysed all academic/management job description templates using Textio to identify any gender bias in text, resulting in amendments to help adverts appeal to a wider range of people. Where posts are part-time/job-share, the information is included prominently in the advertisement and job description.

Areas with notable gender disparities use promotional materials showing those under-represented groups wherever possible. When posts become available, staff are encouraged to promote these amongst their networks including, for example, women in science groups.



Our staff survey demonstrates very high levels of satisfaction with the recruitment process in relation to E&D issues, however in recognition that we have not always attracted a sufficiently diverse range of candidates, all advertisements (including for Board of Governors) will now include a statement encouraging under-represented groups to apply (action3.3).

Recruitment and selection training is mandatory for all panel members, including new unconscious bias training (introduced September 2018). A separate session will be delivered senior managers/decision-makers by a Senior Psychologist from Pearn and Kandola (Diversity, Inclusion, Assessment and Development Specialists). We will monitor effectiveness of new training (action 5.5). The recruitment and selection policy recommends that consideration be given to the size and composition of the interview panel, including the appropriateness of the level of seniority, ensuring externality and a balanced gender mix as far as possible.

Action point: Enhancing recruitment

3.3 Identify ways of reaching under-represented groups to encourage more applications from appropriately qualified individuals identifying targeted ways to support departments and faculties with particular gender imbalances.

Action point: Training, development and support

5.5 Monitor uptake of E&D training particularly with the view to determining whether e-learning is more appealing to staff.

We will monitor the overall changes in the professoriate by examining both recruitment and promotion processes to identify trends in gender and other characteristics. We do not recruit directly to readerships, but this is changing and will also be monitored (action 2.7).

Action points: Reporting

2.7 Monitor the growth of the professoriate and readers, whether as a result of recruitment or promotion, to identify any trends based on gender, and other characteristics.

(ii) Induction (word count: 159)

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

Corporate induction:

- All new staff are invited gain an institutional overview (including E&D, supporting staff and Prevent)
- Presentation from the senior management team with Q&A
- Delivered three times per academic year to ensure timely access for new staff.
- Feedback from attendees is reviewed by Staff Development to inform programme
- Additional sessions by RO, Learning Services, Centre for Learning and Teaching (key strategic targets, key governance information, support and resources) are delivered over the subsequent weeks
- Men are less likely to attend (chart 15) (action 5.4).

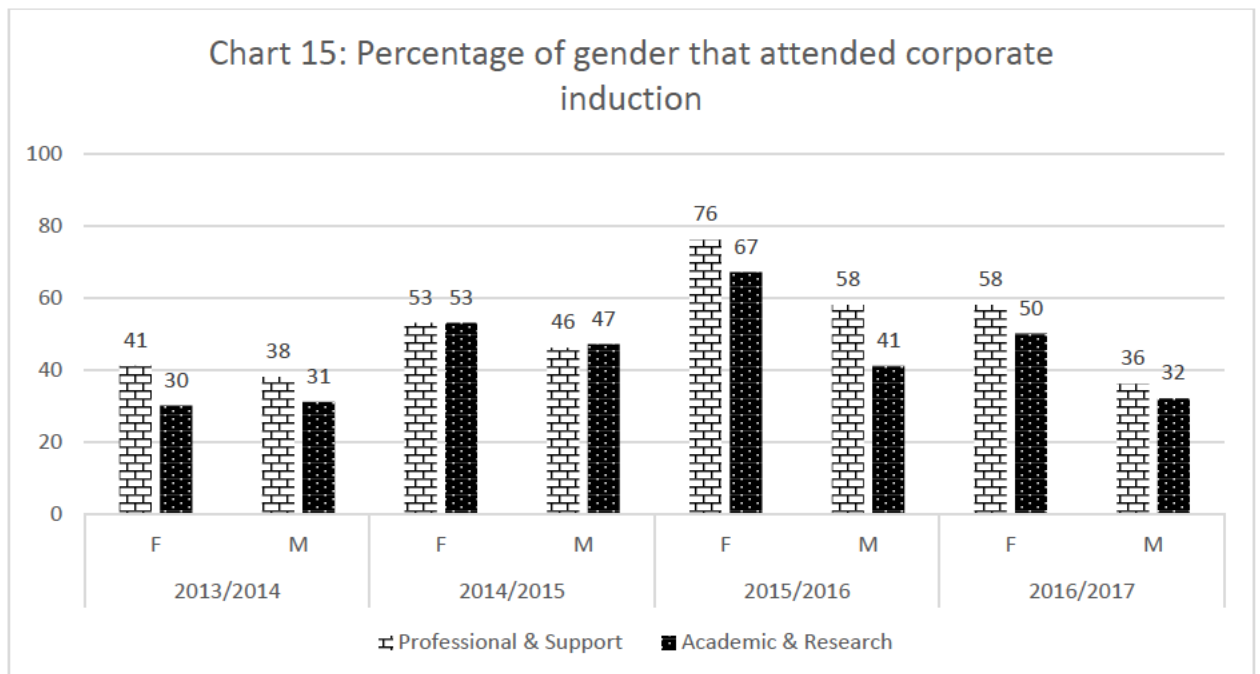
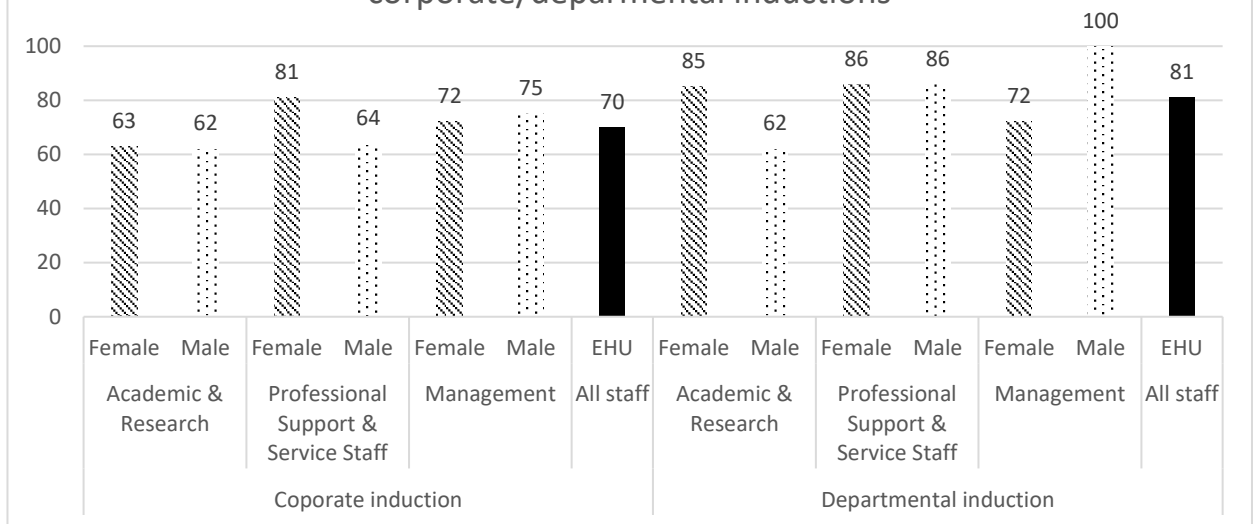


Chart 16: Percentage of gender within staffing group that agree/tend to agree that they were satisfied with corporate/deparmental inductions



While the majority of staff are satisfied with induction (chart 16), men are noticeably less so and corporate induction is seen as less useful than departmental induction. Only staff who self-identified as starting in the last twelve months were asked about induction, so the sample size is small (n=149/1136); nevertheless, given the importance of induction, this merits further exploration (action 5.4).

Departmental induction provides more tailored approach to introduce staff to their work environment.

Action points: Training, development and support

5.4 To identify why there is low attendance at Corporate Induction and why men in particular choose not to attend; consider factors such as seniority.

(iv) Promotion (word count: 772)

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

Edge Hill University		2014				2015				2016				2017			
		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time		Full-time		Part-time	
Staff by Gender		F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Grade 8 to 9	No. applications received					█	█	█	█	█	█	█	█	10	10	█	█
	No. Progressed	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Grade 9 to 10	No. applications received					█	█	█	█	█	█	█	█	█	█	█	█
	No. Progressed	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Reader	No. applications received	█	█	█	█	█	█	█	█	█	15	█	█	█	14	█	█
	No. Promoted	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
Professor	No. applications received	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
	No. Promoted	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
<b>Table 18: Promotions/progression data by gender and contract type</b>																	
N.B. no data on 2014 progression applications																	

Information on progression/promotion is disseminated via an annual call (email), progress review, HR wiki and, for those off campus, via regular mail and keeping-in-touch days. Career progression is discussed in performance and development review (PDR) and managers work with staff to identify their development needs to achieve promotion. Academic staff can apply for promotion without the approval of the HoDs and managers can seek accelerated progression for those staff who are excelling. For women who have had a career break, or are planning one, management-led business cases may offer the opportunity for them to accelerate increments within their grade, so parity of pay exists between them and counterparts that have not opted for unpaid career breaks.

Progression between grades 8-10: table 18 shows:

- Full-time staff are much more likely to apply and progress successfully
- Low numbers cannot show any consistent gender pattern.

#### Faculty differences:

- Female-dominated FoE received no applications for progression
- FHSC only had candidates in 2016-17: all were successful, including part-time staff (all women).
- In both FoE and FHSC staff tend to be recruited to higher grades reflecting their professional status
- FAS often recruits ECRs at grade 8: the focus on appointing post-doctoral lecturers reflects our greater emphasis on research engagement than previously.

Unsuccessful candidates are given the opportunity to speak with their Dean and/or their HoD to identify areas for development.

In 2017-18, for the first time the progression process considered faculties together to ensure consistency. Information from this round indicates that there has been no detriment to staff and, in fact, that staff have benefited but this will be monitored (action 4.1).

#### Action point: Promotion and progression

- 4.1 To review the new three-faculty approach to the progression process to identify any gender-based, or other, trends and act where appropriate.

#### Readers/professors

- HR manages annual call for promotion to reader/professor
- The Standing Committee for the Appointment of Chairs, chaired by the Pro Vice-Chancellor (PVC) for Research (F; M), reviews all applications
- 3-4 external references are sought (referees are nominated by both candidate and Committee).
- All unsuccessful candidates are given feedback.

Given the low numbers (table 18), it is not possible to identify trends based on gender or to disaggregate for subject areas, though we note the lack of women in STEMM outside of FHSC (table 8). Numbers applying for promotion are increasing (also in 2018): we will monitor this to encourage suitably qualified women and men apply, encouraging the use of mentors where appropriate (action 5.1).

Where part-time staff, who are largely female, apply their success rate is good (three out of four applications). We shall monitor the impact of the new promotion criteria (action 4.2).

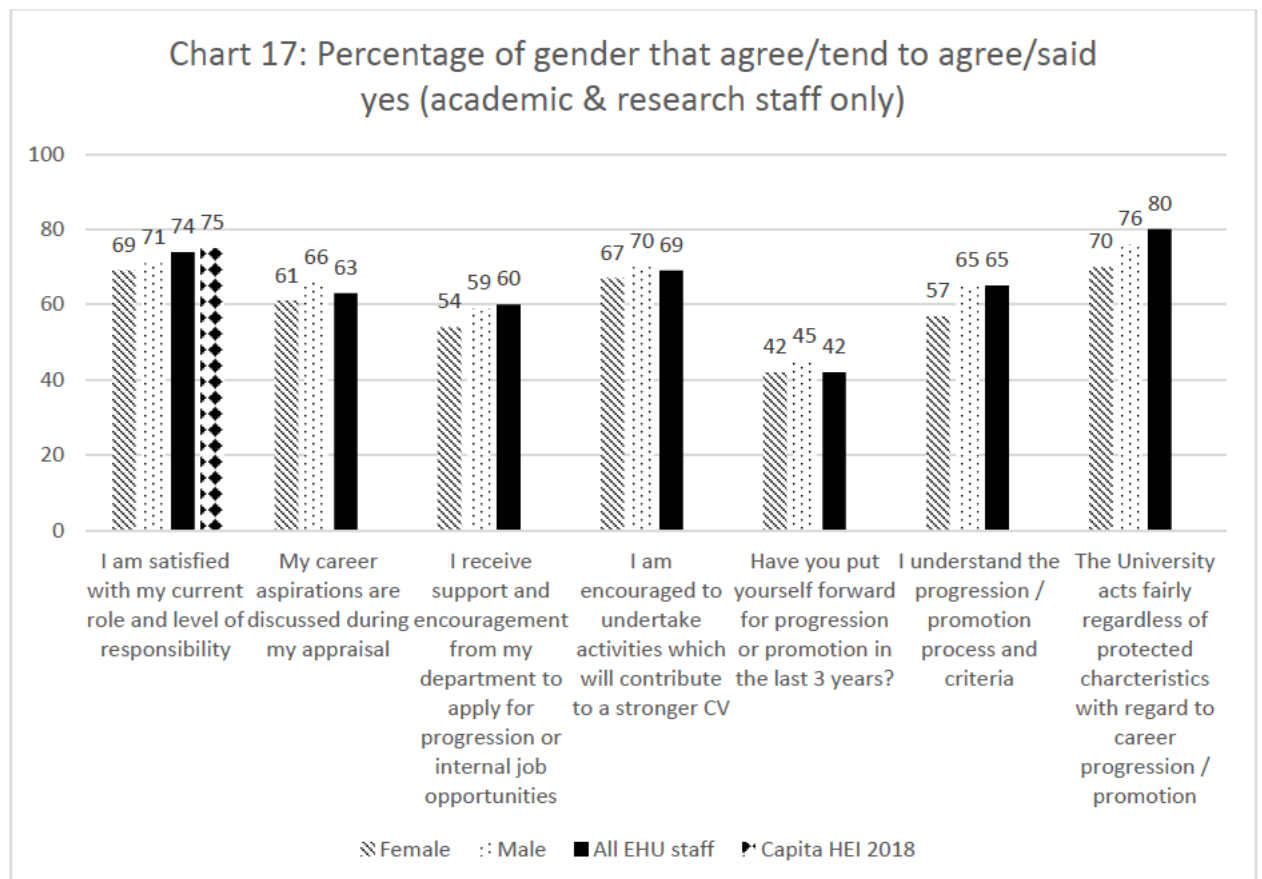
Action point: Promotion and progression

4.2 Monitor new promotions process for gender, ethnicity and contract type to identify any imbalances within normal annual fluctuations.

Action point: Training, development and support

5.1 Establish a mentoring process to support staff with applications for chairs and readerships, paying particular attention mid-career women in STEMM where the pipeline is weakest.

To support progression/promotion, Staff Development manages a mentoring scheme and training with specific sessions for promotion to reader/professor (see section 5.3(iii)). We do not use metrics in promotion and staff are encouraged to identify their full contribution. Pay is largely standardised on 12-point or professorial scale.



Staff consultation (chart 17) shows most staff declare that they are satisfied with their current role and responsibilities (74% compared with HEI benchmark of 75%); academic women express least satisfaction which needs to be monitored (action 2.8). While many staff understand the promotion/progression process and feel well supported by their managers, there is work to be done with managers and mentors to help them to support staff. Although most staff agree that we act fairly on E&D grounds with respect to promotion/progression (80%), this is lower than satisfaction of E&D in other areas and academics are less satisfied than PSS (action 2.9).

Action point: Reporting

- 2.8 Monitor whether academic women continue to be less satisfied with role and responsibility and take action if required (e.g. carry out focus groups, promote training and development targeted at women)
- 2.9 Monitor views of satisfaction levels regarding E&D in relation to progression/promotion as new promotions process embeds (satisfaction levels are currently lower in comparison with other areas (recruitment, learning and development)).

The last AS application resulted in revisions to the promotion process which are being introduced:

- Clearer pathways to promotion to reflect excellence in L&T, research, and enterprise and employability respectively
- Readerships as fixed grade 11 posts with a clearer set of expectations and no longer fixed-term (the current fixed-term readerships provide two increments)
- Current readers' appointments finish in 2020 and all may apply for the new readership along with anyone else seeking promotion.

HR is leading a communications strategy to ensure:

- all staff and managers are aware of the changes and feel confident to engage with the new processes (actions 4.3 and 5.6).
- revised staff development sessions on applying for readerships and professors (facilitated by the (PVC) Research and the Director of the RO, chair and member respectively of the Standing Panel for the Appointment of Chairs).
- the revised PDR process to enhance career development discussions.
- revised resources the promotion process available to all staff (action 4.3).

In addition, the SAT recommends that as part of the launch of the new process, fuller consideration is given to recognising explicitly a range of administrative and 'citizenship' activities (action 4.4).

The new process will be closely monitored during implementation to ensure that there are no unintended consequences based on gender, ethnicity or contract type (action 4.2).

Action points: Promotion and progression

- 4.2 Monitor new promotions process for gender, ethnicity and contract type to identify any imbalances within normal annual fluctuations.



- 4.3 Review the resources and information on promotion/progression and establish a comprehensive communications plans to ensure that staff are fully aware and feel confident to engage with the changes.
- 4.4 Ensure that the new staff progression/promotion criteria capture appropriately the full range of activities outside of teaching, research and enterprise, such as outreach, AS leadership, committee membership, REF/research lead etc.
- 5.6 Briefings for managers and mentors supporting potential promotion/progression applicants and help them to be aware of potential gender, and other, issues that might affect the process.

(v) Staff submitted to the Research Excellence Framework (REF) by gender (word count: 273)

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

Between RAE 2008 and REF 2014 seven new departments, some from the division of existing departments. Due to this significant restructure, we cannot provide RAE eligibility data by department/units of assessment (UOA). We submitted six UOAs in 2008 and twelve in 2014.

Edge Hill University	RAE 2008			REF 2014		
Academic Staff	F	M	Grand total	F	M	Grand total
Number (No.) Eligible staff*	296	198	494	330	225	555
No. Staff submitted**	28	42	70	67	84	151
% of gender submitted	9%	21%	14%	20%	37%	27%
% of gender represented in submission	40%	60%	100%	44%	56%	100%
*all academic staff with research in contract on RAE/REF census date						
**excluding category B staff (RAE 2008)						
<b>Table 19: Academic staff submitted versus those that were eligible</b>						

Tables 18 and 19 show:

- significant growth in overall numbers/percentages being submitted.
- that growth is more marked for women.
- men are still more likely to be submitted for the REF than women.
- men make up a larger proportion of the submission: 60% (2008) and 56% (2014).

- men were more likely to be submitted than women in all departments, except for Biology and Media in REF2014 and there was almost parity in FHSC and Social Sciences.

Edge Hill University	Female (all academics)	Female in REF	Male (all academics)	Male in REF	% of 'female (all)' returned to REF	% of 'male (all)' returned to REF
Faculty/ Department						
Biology & Geography	█	█	█	█	63.64	50.00
Computing	█	█	█	█	33.33	50.00
FHSC	112	█	38	█	█	█
Psychology	█	█	11	11	57.14	100.00
Sport & Physical Activity	13	█	28	11	█	39.29
<b>STEMM Total</b>	<b>149</b>	<b>26</b>	<b>93</b>	<b>34</b>	<b>17.45</b>	<b>36.56</b>
Business School	10	█	14	█	█	█
English & History	16	█	19	13	█	68.42
FoE	105	█	54	█	█	█
FAS Central Managers	█	█	█	█	█	100.00
Law & Criminology	11	█	10	█	█	█
Media	12	█	17	█	█	█
Performing Arts	16	█	█	█	█	66.67
Social Sciences	10	█	█	█	█	71.43
<b>AHSSBL Total</b>	<b>181</b>	<b>41</b>	<b>132</b>	<b>50</b>	<b>22.65</b>	<b>37.88</b>
<b>Grand Total</b>	<b>330</b>	<b>67</b>	<b>225</b>	<b>84</b>	<b>20.30</b>	<b>37.33</b>

**Table 20: Academic staff submitted versus those that were eligible for REF 2014 by department**

EHU has always taken an inclusive approach to research assessments reflecting our growing research engagement. The basic criteria for inclusion were:

- (i) to have the requisite number of outputs
- (ii) to have a suitable UOA, and
- (iii) for REF 2014, the additional the requirement that the outputs needed to be of at least 2-star quality (more inclusive than many other HEIs).

The gender difference is due to broader issues of research engagement rather than selection processes for inclusion, nevertheless PDRs are important in encouraging engagement (action 5.7). We are conducting regular equality impact assessments (EqIAs) on our processes for REF 2021, including the code of practice (action 2.10). Our REF codes of practice underscored that inclusion in a REF submission is not a factor when

considering promotions of any staff members nor, indeed, any other career opportunity: EHU values all staff contributions equally and recognises that research activity is not the only way to achieve promotion.

Mock REF 2017 (31/10/17)							
Number of research outputs	Female			Male			Grand Total
	No.	%↓	%→	No.	%↓	%→	
0	231	70.00%	66.57%	116	49.36%	33.43%	347
1	32	9.70%	45.71%	38	16.17%	54.29%	70
2	19	5.76%	52.78%	17	7.23%	47.22%	36
3	14	4.24%	42.42%	19	8.09%	57.58%	33
4	10	3.03%	45.45%	12	5.11%	54.55%	22
5+	24	7.27%	42.11%	33	14.04%	57.89%	57
<b>Grand Total</b>	<b>330</b>	<b>100.00%</b>	<b>58.41%</b>	<b>235</b>	<b>100.00%</b>	<b>41.59%</b>	<b>565</b>
<i>N.B. Performing Arts/UoA D33 did not participate in mock REF 2017</i>							
<b>Table 21: Gender profile of academic staff with research outputs</b>							

**Action points: Reporting**

2.10 To carry out and review EqIAs annually, including CoP, to identify trends in gender balance for REF 2021.

**Action points: Training, development and support**

5.7 To ensure that PDR encourages women in particular to identify their development needs to support them in being identified as 'category A submitted' for the REF.

## SILVER APPLICATIONS ONLY

### 5.2 Key career transition points: professional and support staff

#### (i) Induction

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

#### (ii) Promotion

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

### 5.3 CAREER DEVELOPMENT: ACADEMIC STAFF (WORD COUNT: 980)

#### (i) Training (word count: 427)

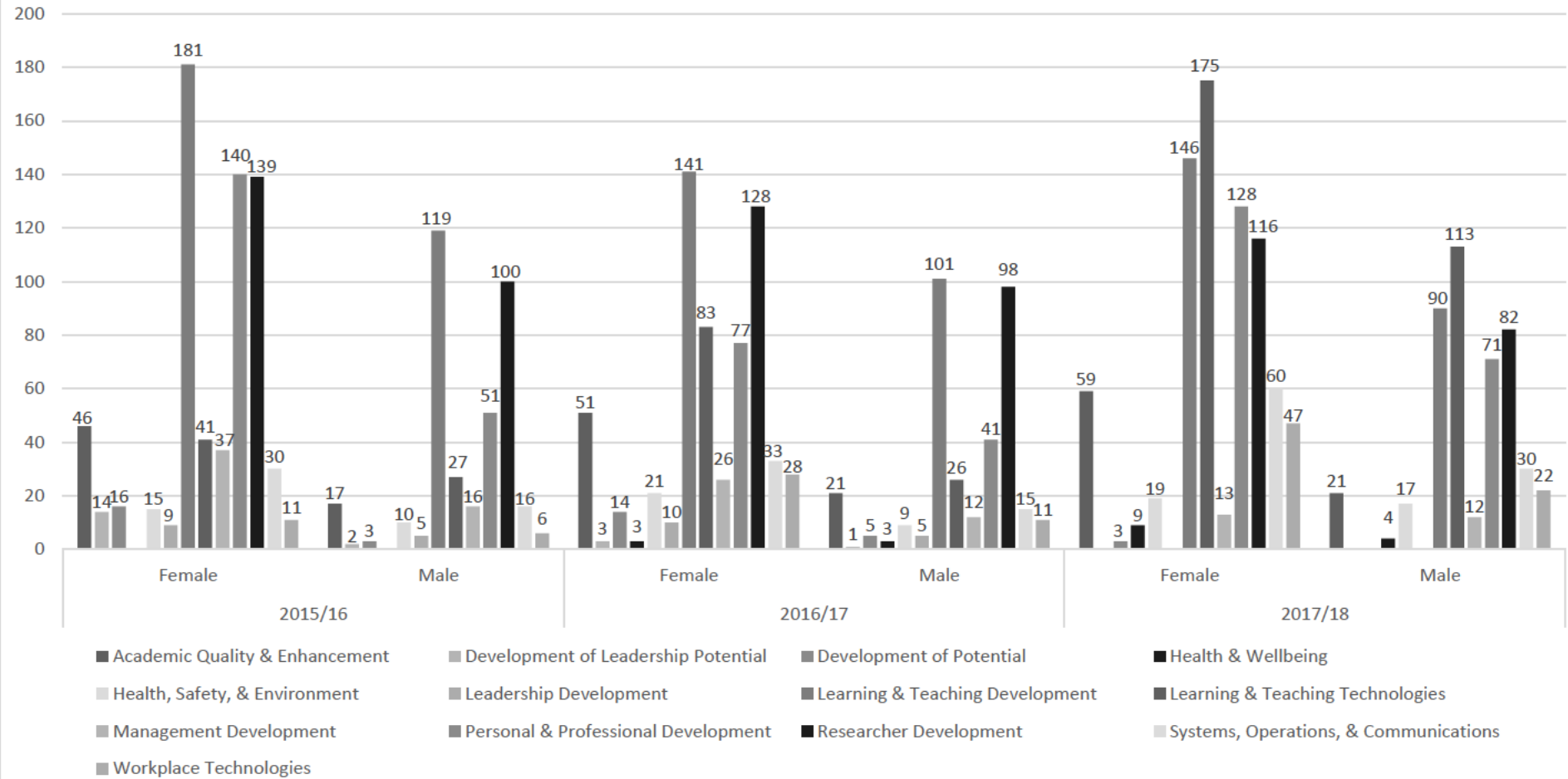
Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Our central staff development programme is open to all and supports the University's strategic objectives/initiatives. It is informed by training needs analysis in probation and PDR, Investors in People (IIP) process, the managers' and staff questionnaires, and researched good practice. Alongside in-house training, staff development funds are available for external training if required. Our revised and updated programme is clustered in broad categories:

- Induction programme
- The People manager
- Talent and potential
- The EHU professional
- You at Edge Hill (well-being)
- Core at Edge Hill (mandatory training)

There are dedicated staff development wiki pages, weekly newsletters and online booking system. Attendance is recorded so staff can track their development and managers can see their teams' training history. Feedback is sought from each attendee and evaluated by both the facilitator and the staff development team to assist the development and relevance of the programme. Training and development are also discussed in PDR. Alongside T&D, there is a comprehensive well-being offer.

Chart 18: No. academic and research staff that have attended course(s) on internal development programmes by gender



The HR offer of internal leadership development programmes, accredited by the Institute of Leadership & Management, has been substantially revised and updated:

- Level 5 Certificate in Leadership & Management – Aspiring Managers
- Level 5 Certificate in Coaching & Mentoring
- Level 5 Diploma in Leadership & Management – New/Current Managers
- Level 7 Certificate in Strategic Leadership and Management Capability

Self-reflection is a central to each programme which include a range of external experts, psychometrics, coaching, mentoring and skill-based development.

Additional sessions focused on academic role includes:

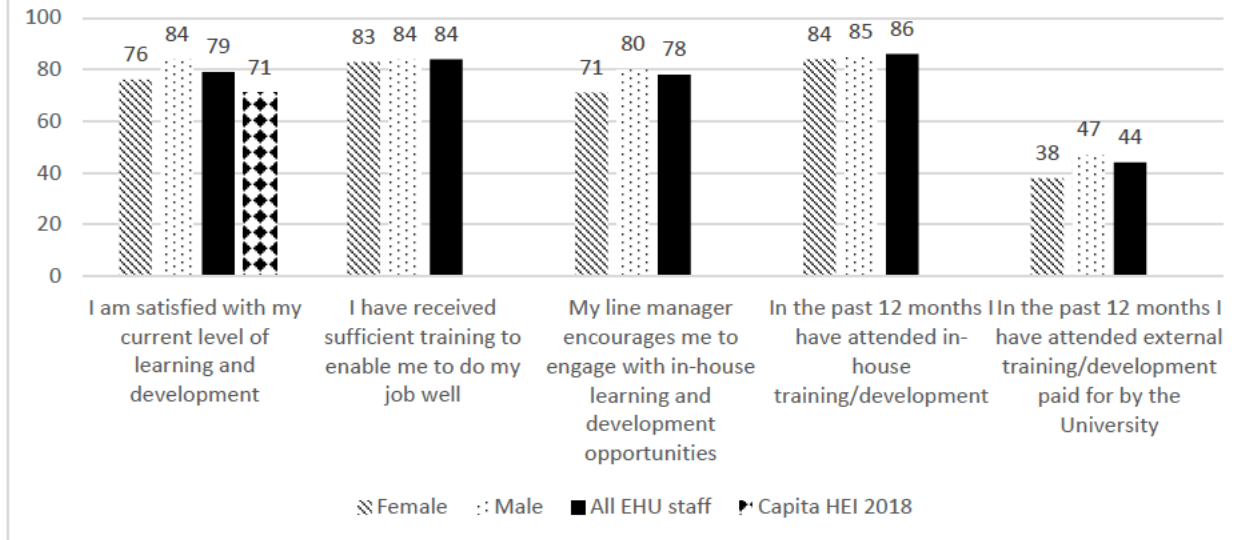
- L&T:
  - Continuing Professional Development Framework (workshops, short courses, conferences and postgraduate qualifications) for academic staff, PGRs and ATs
  - HEA (Higher Education Academy) accreditation at Associate and Fellowship levels: our Professional Recognition Development Scheme enables staff to gain fellowship of the HEA at all four levels.
  - Annual L&T conference, open to all staff.
- Research:
  - Researcher Development Programme (based on the sector-standard Researcher Development Framework) for academic staff, PGR students and ATs
  - Tailored sessions for different career stages
  - Biennial ECR conference for staff and PhD students, including a poster competition with bursaries to spend on personal development. In the past three conferences 118 (F=80, M=38) have participated and 9 (F=■, M=■) have won bursaries.
- The digital practitioner:
  - Programme to support staff to engage effectively with technologies in all aspects of their academic lives.

Academic staff are significantly more likely to attend sessions on L&T, research and professional development (chart 18). There is no significant difference between women and men relative to their profile in the organisation except for a slight over-representation of men attending research sessions (action 5.7).

Action point: Training, development and support

5.7 To ensure that PDR encourages women in particular to identify their development needs to support them in being identified as 'category A submitted' for the REF.

Chart 19: Percentage of gender that agreed/tend to agree/said yes (academic & research staff only)



(ii) **Appraisal/development review (word count: 366)**

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

We are recognised nationally by IIP for our culture of developing staff to meet current and future challenges. All new staff have a year’s probation regardless of grade or experience, which ensures at least four meetings with their manager in their first year. Probation helps to align our strategic aims with staff members’ own career aspirations to identify development needs, personal objectives and professional development priorities. Academic staff in their first post:

- are required to register for the institution’s Postgraduate Certificate (PGCert) in Teaching in HE to support their academic practice
- have priority access to research support funds
- must complete the E&D e-learning module (launched October 2018), to pass probation and/or access other development opportunities (action 5.5).

Action point: Training, development and support

5.5 Monitor uptake of E&D training particularly with the view to determining whether e-learning is more appealing to staff.

Once confirmed in post, colleagues transfer to the PDR process with a focus on career development; this is required regardless of job role (including those on fixed-term contracts). Although hourly-paid staff and leavers within six months are excepted,

acknowledging the importance of PDR, we introduced meetings with hourly-paid staff in academic areas.

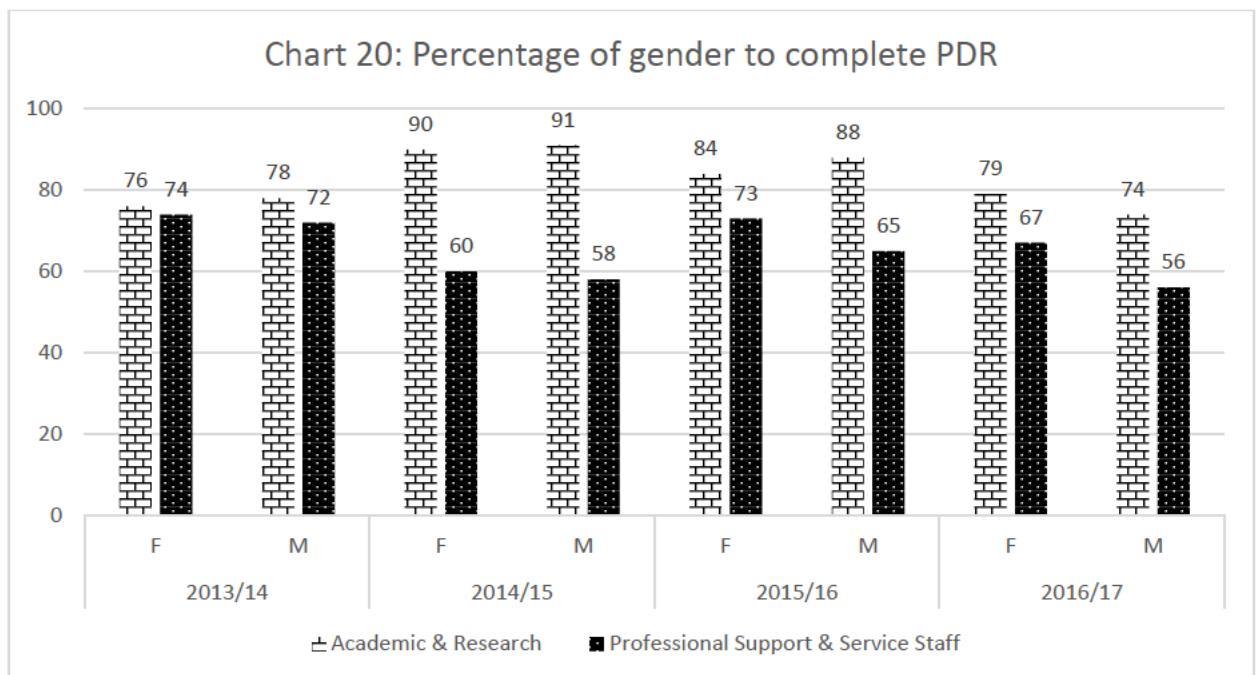
The PDR process:

- Discusses progress, achievements and longer-term objectives
- Offers support and development for continuous improvement
- Reflects progression/promotion criteria for academic staff with specific requirement to record discussions about progression/promotion.

Managers are provided with appraisal training as part of our leadership, management and supervisory development programme (uptake see chart 18); this will be revitalised as part of the relaunch for the new online process (action 6.7).

Action point: Organisation and culture: policies and processes

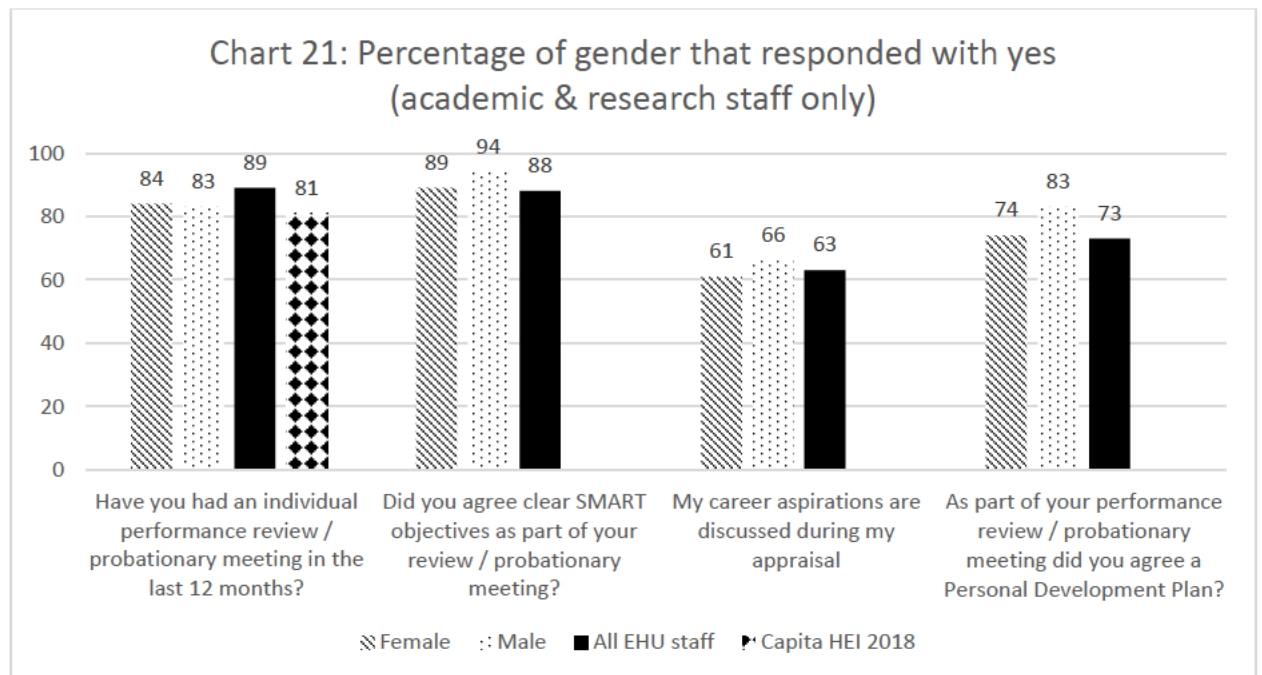
6.7 HR to create the process, policy and systems to enable monitoring of equality issues and monitor implementation by managers through their personal PDR meetings



The PDR and probation processes were reviewed in 2017-18 to enhance their effectiveness as professional development tools. From 2018-19, the process will be managed online, allowing more effective monitoring: while PDR is mandatory, we acknowledge that engagement is not 100% (we aim to reach 90%+). We need to ensure that it is a useful career development tool and recognises all activity and promotes a conversation about training and development (action: 5.8).



Academic staff are more likely to engage with PDR and there is little gender difference (table 18). Similarly, the staff survey indicates that while most agreed SMART objectives, not all established a personal development plan (chart 21). The staff survey, 63% of staff agreed that they discussed career aspirations in PDRs but this fell to 60% for academics (action 5.8).



**Action point: Training, development and support**

**5.8** Review the implementation of the new PDR process to ensure it encourages engagement and benefits staff and managers by promoting conversations about career progression discussions through a personal development plan and acknowledges the full range of activities (e.g. outreach work, committee membership, AS SAT membership, REF lead).

(iii) Support given to academic staff for career progression (word count: 187)

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

Alongside PDRs and staff training, we support staff with career progression in the following ways:

- Sessions on applying for promotion, updated with the revised process
- All ECRs and GTAs undertake a compulsory program on teaching, learning assessment and technology enhanced learning (TEL).
- Opportunities to acquire new skills, competencies, roles that contribute to strong progression/promotion applications (e.g. committee roles, key administration roles such as year tutor or research lead)
- Staff development funds to support excellent research, prioritising
  - ECRs
  - Staff returning from extended periods of leave, including parental leave
- ECR staff on PGR teams to develop experience relevant to promotion
- Institutional mentoring scheme
- Aurora programme – women-only Advance HE leadership development programme
- New workshops run three times each year with additional sessions for targeted groups (e.g. women, mid-career):
  - career planning
  - progression/promotions (how to submit an application, what panels are looking for).
- One-to-one meetings with post-doctoral research assistants with the RO to ensure awareness of all resources available (all staff development sessions are open to them).
- There are opportunities to shadow more senior staff to help to demystify leadership roles.

These developments will be reviewed (action 5.9).

Action point: Training, development and support

5.9 Review revised and updated T&D offer for effectiveness and fitness-for-purpose over three years to ensure that they benefit all staff regardless of gender, ethnicity, contract type or other characteristics.

## SILVER APPLICATIONS ONLY

### 5.4 CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i) Training

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

(vi) Appraisal/development review

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

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

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

### 5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS (WORD COUNT: 972)

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

(i) Cover and support for maternity and adoption leave: before leave (word count: 141)

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

We publish our maternity and adoption leave policies online. All employees, regardless of length of service, are entitled to a minimum of 52 weeks leave; 26 weeks ordinary maternity leave (OML) and 26 weeks additional maternity leave (AML). The same entitlement applies to those who take adoption leave and shared parental leave.

All pregnant employees are entitled to reasonable time off to attend appointments for antenatal care made on the advice of a doctor, midwife or health visitor, including non-medical examinations such as relaxation and parent-craft classes. GTAs are entitled to additional 'interruption of studies' time to cover parental leave.

Once an employee declares she is pregnant, discussions are held with managers to discuss any adjustments to role/tasks (e.g. lab work, fieldwork) to ensure her well-being. Planning also begins for cover arrangements during her absence, including participation in PGR supervisory teams.

(ii) Cover and support for maternity and adoption leave: during leave (word count: 132)

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

OML: the contract of employment continues for the first 26 weeks of maternity leave, when the employee benefits from all the terms and conditions of her employment except remuneration.

AML: the contract of employment continues throughout AML, when the employee benefits from all the terms and conditions of her employment except remuneration.

Keeping-in-touch days: An employee may undertake up to ten days' work under her contract of employment at any stage during the maternity leave period by prior agreement with her line manager. The type of work undertaken on 'keeping-in-touch-days' is agreed between the employee and her line manager and may include conferences, training activities, team meetings or PDR.

While staff are on parental leave, key policy communications will be sent to the home address to ensure staff members are kept informed.

(iii) Cover and support for maternity and adoption leave: returning to work (word count: 212)

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

An employee who resumes work after OML and/or AML is entitled to return to the same role on the same terms and conditions unless a redundancy situation has arisen. However, if it is not reasonably practicable to return to her original role, an employee can be offered suitable alternative work. At present we do not have qualitative data on the experiences of those returning from maternity leave, whether to the same or an alternative role/hours: we propose a more systematic 'welcome back' package and regular review for the first year (action 6.5 and 6.6).

Many staff members choose to use leave accrued during maternity leave to provide a phased return and provide informal flexibility. Permanent changes would always be via a formal flexible working request process (see section 5.5.vi).

Staff who return after an extended period of leave are prioritised for internal research support funding to help them to re-engage with their work; despite this being an established resource, we have not systematically reviewed the benefits (action 6.4).

For fixed-term staff where the role finishes while the staff member is on leave we add them to an 'at risk' register (as we would in a redundancy situation) to explore any suitable alternative employment before confirming the termination of contract as last resort.

Action points: Organisation and culture: policies and processes

- 6.4 Monitor and review applications and awards to the RIF and promote awareness of criteria for priority access (e.g. return from extended period of leave including maternity).
- 6.5 Flexible Working Steering Group (FWSG) to be established to review policy, procedure and practice to promote consistent practice, and monitor both applications for flexible working and outcomes (including return from maternity leave and engagement with paternity/shared parental leave).
- 6.6 FWSG sub-group to be established to review the particular needs of staff returning from significant periods of leave, including maternity leave, to develop support mechanisms with the emphasis on flexibility

(iv) Maternity return rate (word count: 63)

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

Virtually all academics return from maternity leave (table 20) but very low numbers make it difficult to draw conclusions.

Edge Hill University			Academic	PSS	Total
Took maternity leave within:	12 months to 31/07/2014	Total	█	11	█
		Did not return	0	0	0
		Return rate	100%	100%	100%
	12 months to 31/07/2015	Total	11	21	32
		Did not return	0	█	█
		Return rate	100%	█	█
	12 months to 31/07/2016	Total	█	20	27
		Did not return	█	█	█
		Return rate	86%	█	█
Grand total		35	71	106	

**Table 22: Staff maternity leave and return rates**

N.B. Data was produced on 29/11/18 therefore we do not have the complete dataset for 2016/2017

Edge Hill University			Academic	PSS	Total
Took maternity leave within:	12 months to 31/07/2014	No. returning	█ (100%)	11 (100%)	█ (100%)
		No. remaining in post after 6 months	█ (100%)	█ (82%)	18 (90%)
		No. remaining after 12 months	█ (100%)	█ (64%)	16 (80%)
		No. remaining after 18 months	█ (100%)	█ (64%)	16 (80%)
	12 months to 31/07/2015	No. returning	11 (100%)	20 (95%)	31 (97%)
		No. remaining in post after 6 months	11 (100%)	17 (81%)	28 (88%)
		No. remaining after 12 months	█ (82%)	14 (67%)	█ (74%)
		No. remaining after 18 months	█ (64%)	14 (67%)	█ (66%)
	12 months to 31/07/2016	No. returning	█ (86%)	18 (90%)	█ (89%)
		No. remaining in post after 6 months	█ (86%)	16 (80%)	█ (81%)
		No. remaining in post after 12 months	█ (86%)	16 (80%)	█ (81%)
		No. remaining in post after 18 months	█ (86%)	10 (50%)	█ (59%)

**Table 23: No. of staff remaining in post 18 months following maternity leave**

N.B. Data was produced on 29/11/18 therefore we do not have the complete dataset for 2016/2017

It is noticeable that PSS are more likely to leave within 18 months of returning but since we have little qualitative data on leavers, we do not know the reasons for this: renewed efforts to solicit more information from leavers is key (action 2.3)

Action point: Reporting

- 2.3 Identify new ways of encouraging enhanced information on reasons for leaving to allow for greater understanding of gender, discipline and grade differences; focus of developing enhances qualitative data.

SILVER APPLICATIONS ONLY

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

(v) Paternity, shared parental, adoption, and parental leave uptake (word count: 45)

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

Numbers taking paternity leave, parental leave and adoption leave are very low and have not been broken down further by grade and gender (tables 24 & 25). We recognise that there may be under-reporting of paternity leave that is organised locally (action 6.5 & 2.11).

Action point: Reporting

- 2.11 Promote uptake of shared parental leave and review impact when there is sufficient data.

Action point: Organisation and culture: policies and processes

- 6.5 Flexible Working Steering Group (FWSG) to be established to review policy, procedure and practice to promote consistent practice, and monitor both applications for flexible working and outcomes (including return from maternity leave and engagement with paternity/shared parental leave).

Edge Hill University		Academic	PSS	Total
12 months to 31/07/2014	Paternity	█	█	12
	Parental	0	0	0
	Adoption	█	█	1
12 months to 31/07/2015	Paternity	█	█	9
	Parental	0	0	0
	Adoption	█	█	1
12 months to 31/07/2016	Paternity	█	16	█
	Parental	0	0	0
	Adoption	0	0	0
12 months to 31/07/2017	Paternity	█	█	13
	Parental	█	█	█
	Adoption	█	█	█

**Table 24: Uptake of paternity, shared parental, adoption, and parental leave**

Edge Hill University	AT/GTA/RA	Lecture/S. Lecturer	Reader/Professor	Academic Head
Paternity	█	12	█	█
Parental	█	█	█	█
Adoption	█	█	█	█

**Table 25: Academic Staff taking paternity, parental, adoption leave by grade 2014-2017**

(vi) Flexible working (word count: 149)

Provide information on the flexible working arrangements available.

An employee may apply for a change in terms and conditions to facilitate flexible working if the change relates to:

- The hours s/he is required to work
- The times when s/he is required to work
- The place s/he is required to work

Our formal flexible working policy (available on HR wiki) seeks to offer flexibility in working patterns that are based on individual staff needs: e.g. working part-time, career breaks, emergency leave and flexi-time. Informal flexible working procedures (e.g. home working) also complement the formal procedures. At present we are not able to provide data on uptake/successful applications because data is not collected in a suitable format; however, HR is currently reviewing our approach to flexible working. While the staff



survey does not ask about flexible working, feedback from departmental representatives on the SAT indicates varied practice and understanding (of both staff and managers) of the policy (actions 6.5).

Action points: Organisation and culture: policies and processes

6.5 Flexible Working Steering Group (FWSG) to be established to review policy, procedure and practice to promote consistent practice, and monitor both applications for flexible working and outcomes (including return from maternity leave and engagement with paternity/shared parental leave).

(vii) Transition from part-time back to full-time work after career breaks (word count: 37)

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

We currently have no formal policy or systematic collection of information transitioning back to full-time. This is managed on a case-by-case basis with discussions between staff member and manager who would prepare a business case (action 2.16).

Action point: Reporting

2.16 Explore the potential of using our online recruitment process for management requests for move to full-time from part-time working

(viii) Childcare (word count: 78)

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

EHU has an agreement with Apple Childcare Vouchers (ACV), which are exempt from tax and NI to a maximum of £55 per week (£243 per month): in 2017/18 49 men and 73 women used ACVs. ACVs are no longer available to new members and the scheme will be replaced by the Tax-Free Childcare (managed outside of employment). We also have agreements with some local nurseries which offer discounts to University staff, information is available on the HR Wiki.

(ix) Caring responsibilities (word count: 115)

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

Our support for staff with caring responsibilities includes:

- Standard 8.45-5pm hours; PPS staff have core hours of 10am-noon and 2-4pm
- Most meetings taking place between 10am-4pm (main committee meetings are generally held at 2pm on Wednesdays)

- Special leave options (compassionate leave, unpaid extended leave, time off for dependants)
- ‘Caring for Carers’ support group where staff can access advice and moral support from other carers
- Dementia support group for those with personal experience of dementia
- Line manager support for staying in-touch during absence and returning to work
- Flexible working policy
- Confidential support from our Occupational Health Nurse Adviser and/or Counselling Team.

Information is promoted via staff well-being team, weekly newsletters, HR wiki and special promotional activities.

## 5.6 ORGANISATION AND CULTURE (WORD COUNT: 2938)

### (i) Culture (word count: 353)

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

EHU has a long tradition of widening access to education and commitment to:

- creating an inclusive work/study environment,
- addressing barriers to all forms of inequality
- providing all staff and students with equal opportunities.

This commitment is not only central to our values, it is also critical to the continued success of the University.

Our staff survey (chart 22) and National Student Survey (NSS) scores positively highlight an inclusive and welcoming environment. It is notable, however, that academics, particularly women, report fewer positive responses to the University treating people with dignity and the University being interested in their welfare. Given that we are implementing many important changes, the impact of these on staff perceptions will be monitored (action 6.18).

Action point: Organisation and culture: policies and processes

6.18 Monitor the impact of the changes in PDR, workload allocation model and the new promotions process on staff satisfaction.

Chart 22: Percentage of gender within staffing group that agree/tend to agree

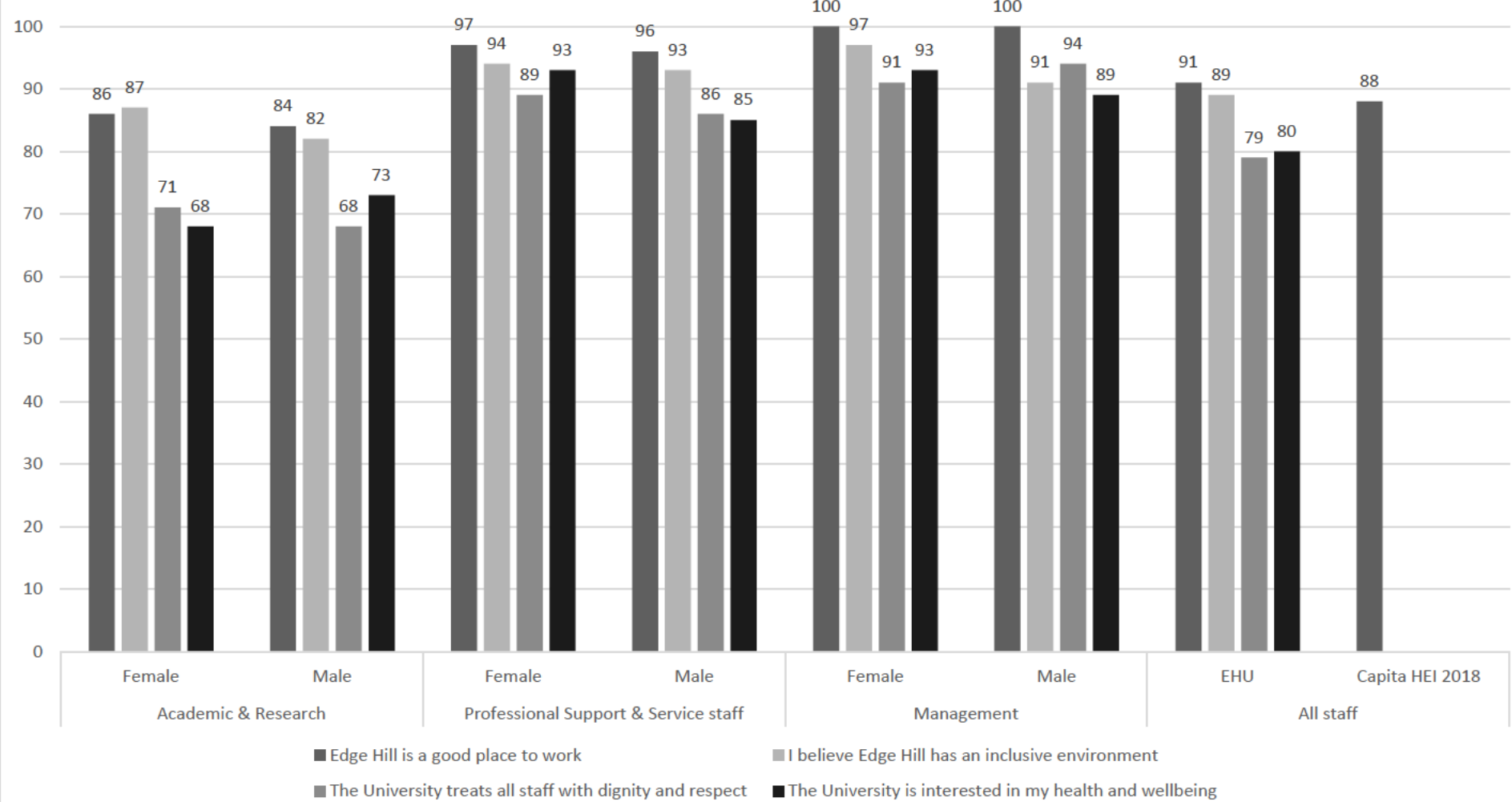
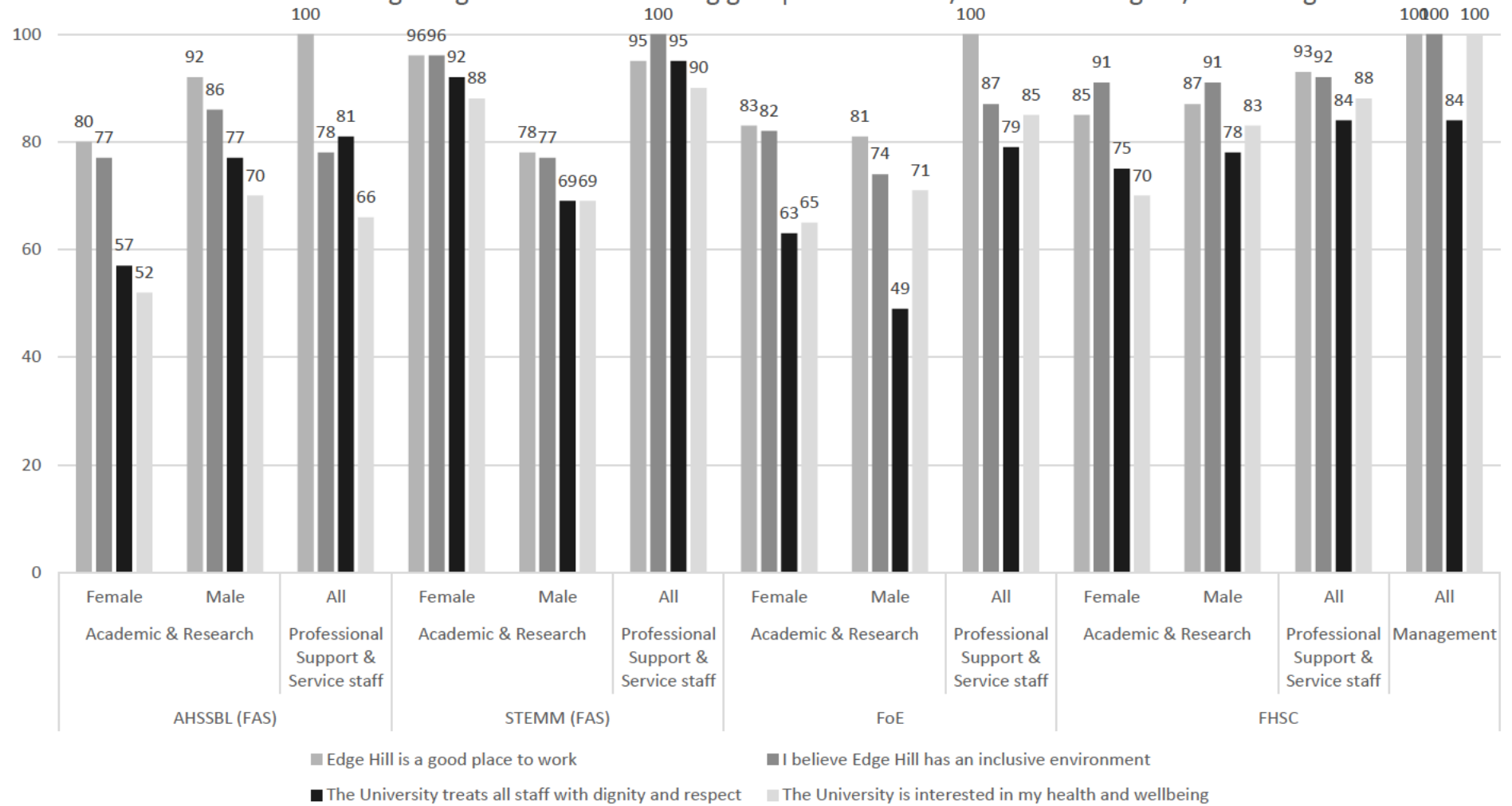


Chart 23: Percentage of gender within staffing group and STEMM/AHSSBL that agree/tend to agree



The strategic vision for equality, diversity and inclusion (EDI) is to create an intellectually stimulating, creative and inclusive environment where everyone is inspired to excel by working together to reach their full potential.

We have appointed a dedicated EDI manager (January 2019) to formalise and coordinate a proactive approach to the EDI agenda, strengthen our EDI provision to benefit both staff and students, and to continue to build on recent developments, including:

- Stonewall membership renewed
- HR Excellence in Research accreditation
- Diversity champions established, and training undertaken
- LGBTIQ+ Group established
- EHU's first presence at Liverpool Pride parade
- Transgender training delivered
- First mandatory E&D e-learning module launched
- Unconscious bias training available to all staff
- Academic Career Development Working Group (now Implementation Group) established to review and develop new progression routes for teaching, research and enterprise
- Policy Review Group established to review existing policies and procedures and their impact on all staff and student communities
- Disability Confident status maintained
- Faculty and departmental AS working groups established in all faculties
- Successful Mental Health Road Show and extended staff development provision on mental health awareness and intervention
- Mindful Employer Status achieved
- 'Wonder Woman' University-wide celebration of 100 years of women's suffrage programme of activity successfully delivered

Building on our values, we will continue to work with all of our staff and students, and regardless of ethnicity, gender, age, disability, religion or sexual orientation, to provide them with opportunities to reach their full potential.

(ii) HR policies (word count: 436)

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

Our managers work collaboratively with HR professionals who provide advice and guidance on the application of policies and procedures. Where formal processes are instigated, HR professionals are present to ensure adherence and consistency. We also work closely with recognised trade unions to review policies and procedures; they, in turn, provide support to their members on a wide range of work-related matters.

Managers are signposted to policies and procedures during induction and are encouraged to attend development sessions on managing formal procedures. We are working towards providing an enhanced process for monitoring the implementation of E&D initiatives via managers' PDR process (action 6.7).

Feedback via the SAT process from departmental representatives indicate that there appears to be differential practice with local cultures meaning that women and men have different experiences, in reality and in perception, which needs to be addressed (action 6.8).

Action point: Organisation and culture: policies and processes

6.7 HR to create the process, policy and systems to enable monitoring of equality issues and monitor implementation by managers through their personal PDR meetings.

6.8 Develop a process to deal with differences between policy and practice and ensure that managers' practice is consistent across the organisation.

- EHU's Policy Review Group – established to ensure all current and emerging policies and procedures are fit for purpose:
  - Each procedure is tested by applying real life examples and working through various scenarios.
  - EqlA are completed for each policy and appended to them.
  - Broad consultation on all policies and procedures via Teaching Staff Consultation Negotiation Committee (TSCNC) and Support Staff Consultation Negotiation Committee (SSCNC).
  - Light-touch interim reviews to keep policies relevant (and lawful)
  - Full biennial reviews with comprehensive consultation for major changes.

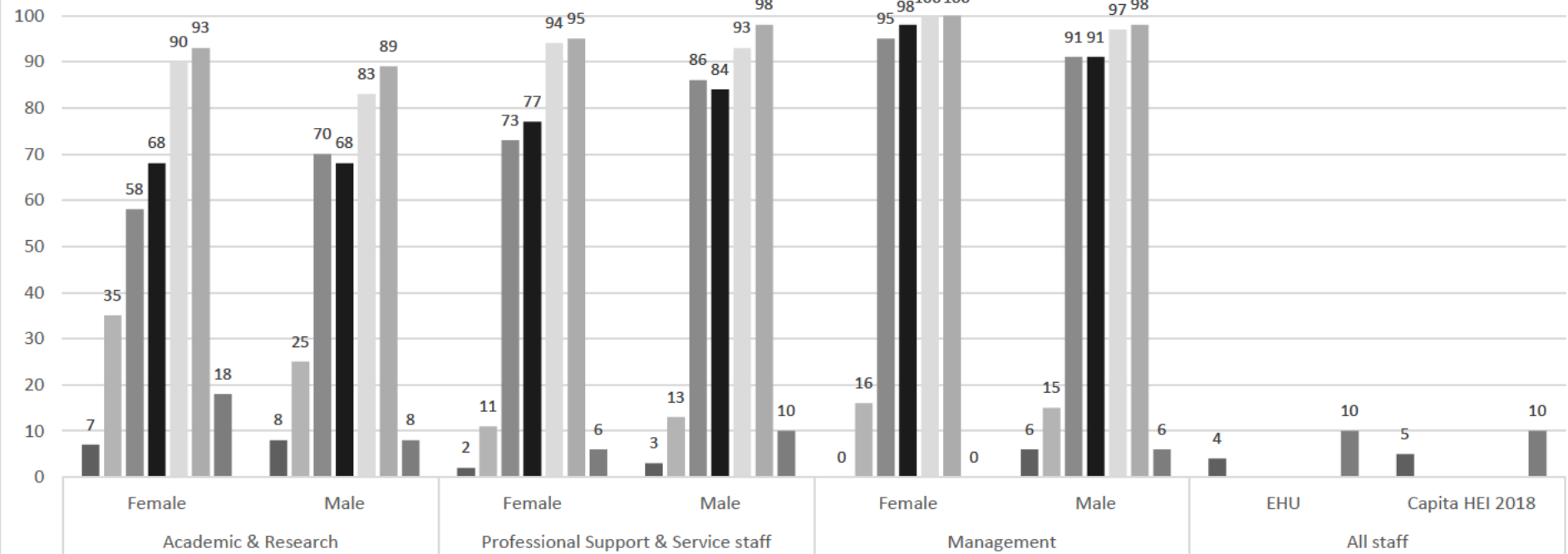
- Integrated staff and student processes where appropriate (i.e. bullying and harassment) to encourage consistent cultures across both staff and student communities.
- Regular HR manager/adviser meetings to share best practice and discuss learning points from unique cases:
  - Outcomes cascaded to team members involved in providing staff and managers with advice and guidance
  - Promotes consistent advice on the practical application of processes
  - Reflected in managers' guidance notes on HR wiki.
- HR manager/advisors provide one-to-one advice to managers – regular business partner meetings take place where advice and guidance on any live people-management issues is shared.
- Staff advisers provide one-to-one advice to staff
- Management Development Programme delivered by experienced HR managers for all line management
- Job shadowing for less experienced/new members of the HR team with time allocated during induction for familiarisation with policies and procedures
- Software tracks all live casework to promote efficiency and consistent advice.

We are aware of weaknesses in the systematic recording and updating of EqIAs and the new EDI Manager will prioritise this (action 6.9).

Action point: Organisation and culture: policies and processes

6.9 Reinvigorate the use of EqIAs for all policies and ensure systematic application and legal compliance

Chart 24: Percentage of gender within staffing group that agree/tend to agree/said yes



- Are you currently being harassed or bullied at work?
- Are you aware of others being subject to bullying at work?
- If you were aware of bullying would you feel able to challenge it?
- Do you know how to report instances of harassment and bullying?
- I am aware of the University's Diversity Policy
- I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues
- Have you felt discriminated against at work in the last 12 months?



The staff survey (Chart 24) indicates low experience of bullying or discrimination though a higher level of noting it for others rather than self, especially academic women. There is also a lack of confidence about reporting incidents. (action 5.10).

Action points: Training, development and support

5.10 Review training and dissemination of anti-bullying policy and process to ensure that staff are aware of how to report bullying and harassment, whether experienced personally or to others.

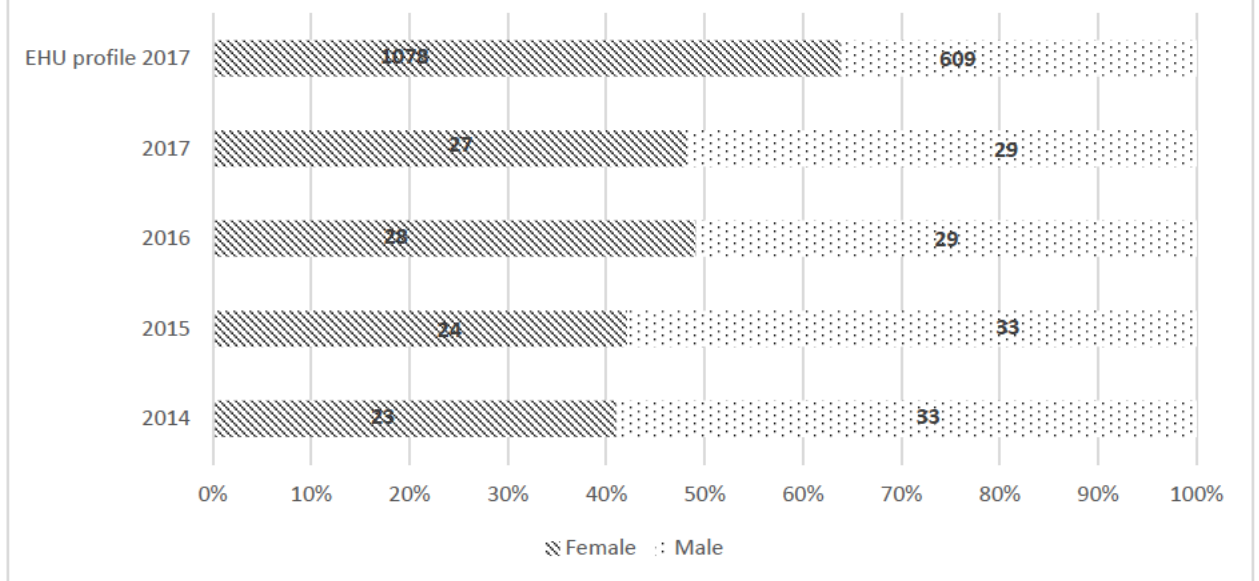
(iii) Proportion of heads of school/faculty/department by gender (word count: 60)

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

Edge Hill University	31/07/2014		31/07/2015		31/07/2016		31/07/2017	
Staff by Gender	F	M	F	M	F	M	F	M
Directorate	█	█	█	█	█	█	█	█
Deans of Faculties	█	█	█	█	█	█	█	█
Associate Deans of Faculties	█	█	█	█	█	█	█	█
HoDs, FAS	█	11	█	11	█	█	█	█
Heads of areas, FoE	█	█	█	█	█	█	█	█
Heads of areas, FHSC	█	█	█	█	█	█	█	█
HoDs, Central Services	█	11	█	10	█	10	█	10
Heads of STEMM departments	█	█	█	█	█	█	█	█
Heads of STEMM departments excluding FHSC	█	█	█	█	█	█	█	█
Heads of AHSSBL departments	█	█	█	█	█	█	█	█
Heads of AHSSBL departments excluding FoE	█	█	█	█	█	█	█	█

**Table 26: Gender profile of EHU senior leadership**

Chart 25: Gender representation of senior leadership



- Senior leadership positions are appointed using recruitment process.
- Male colleagues are proportionally over-represented in senior leadership positions (chart 25)
- Women’s under-representation in FAS leadership roles (table 26) is changing: we now have three female HoDs (new female STEMM HoD started in Sept 2018) (action 5.2).
- We need to explore ways to encourage more applications from suitably qualified women (actions 3.4).

Action points: Enhancing recruitment

- 3.4 Review how we recruit to senior posts considering the language of job descriptions for senior leadership positions is gender neutral and highlights flexible working policies, family friendly policies, potential for job share etc. and where posts are advertised.
- 5.2 Develop and deliver unconscious bias training for all staff required to chair and support interview/shortlisting panels (including promotion); monitor its implementation and effectiveness.

(iv) Representation of men and women on senior management committees (word count: 67)

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

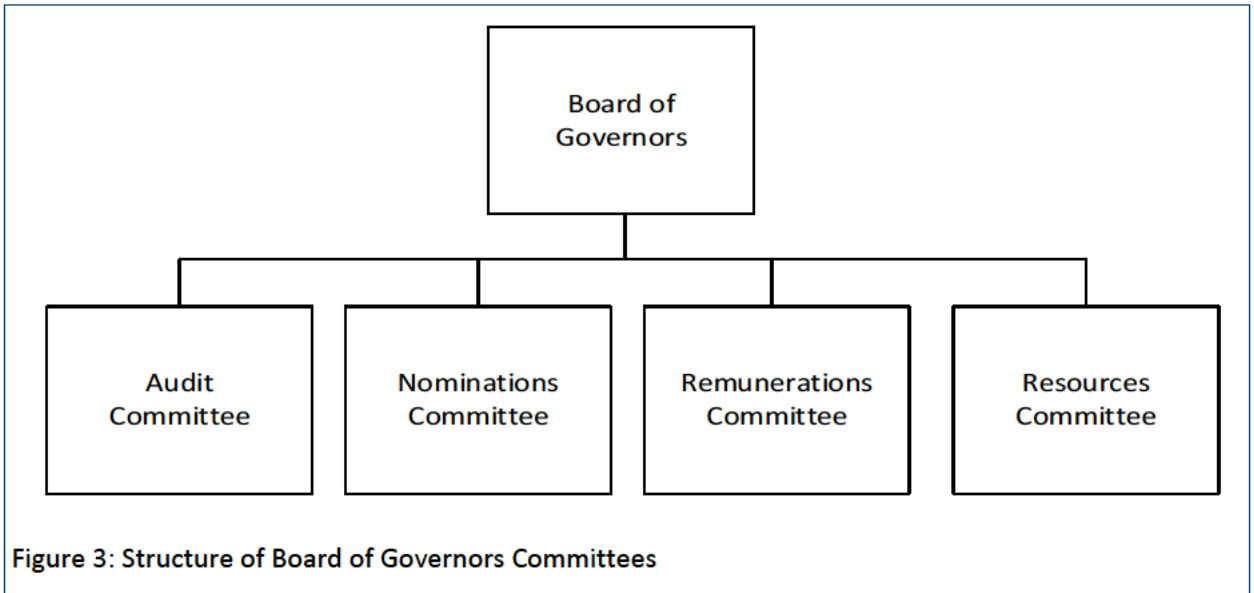


Figure 3: Structure of Board of Governors Committees

Committees of Board of Governors	2014/15			2015/16			2016/17			2017/18		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Board of Governors	█	█	26	█	█	30	█	█	30	█	█	2
Audit Committee	█	█	29	█	█	42	█	█	58	█	█	50
Nominations Committee	█	█	33	█	█	33	█	█	43	█	█	43
Remunerations Committee	█	█	0	█	█	0	█	█	20	█	█	20
Resources Committee	█	█	33	█	█	25	█	█	20	█	█	20

**Table 27: Gender profile of the Board of Governors Committees**

Chart 26: Gender profile of Committees of Board of Governors

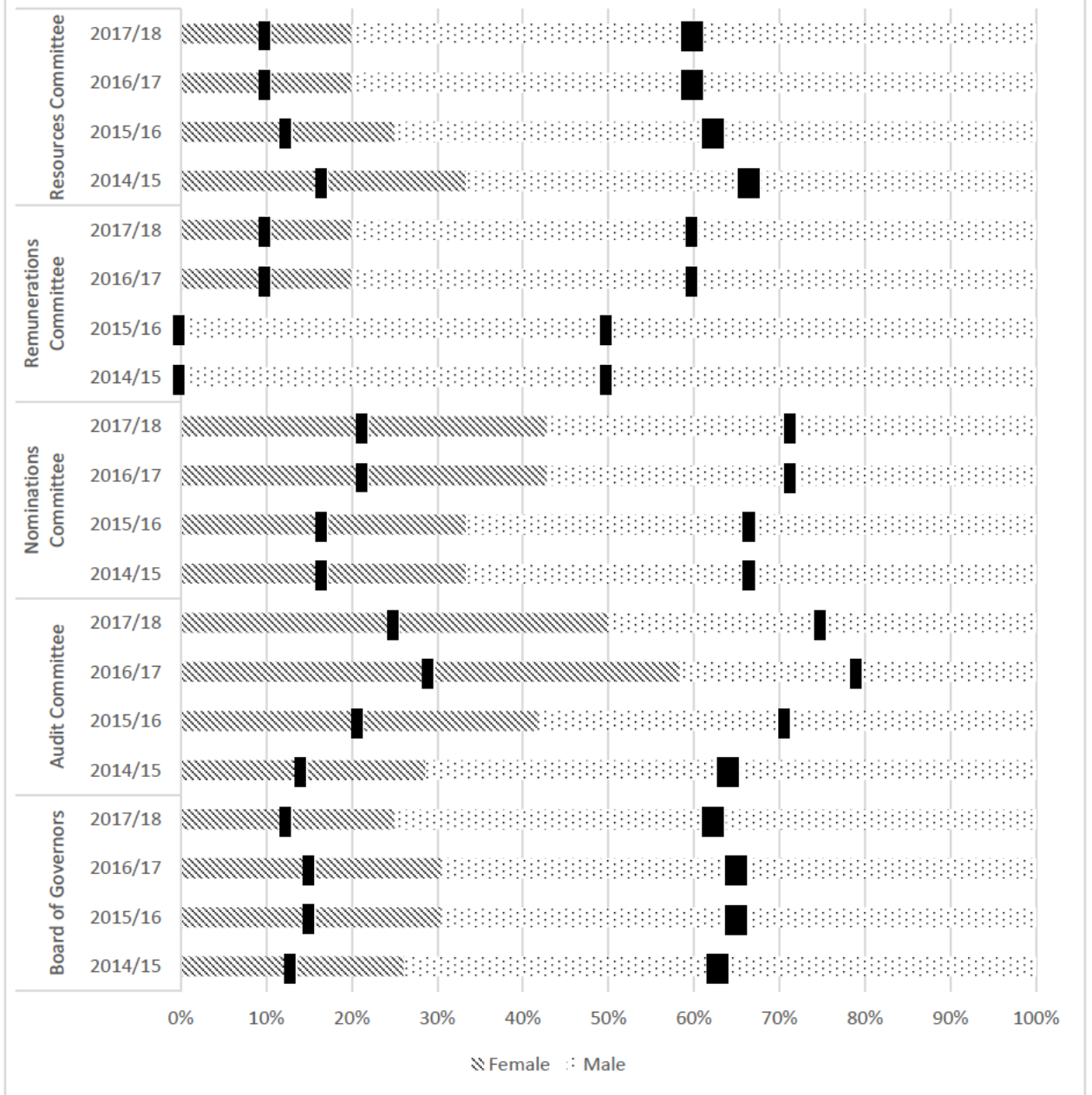
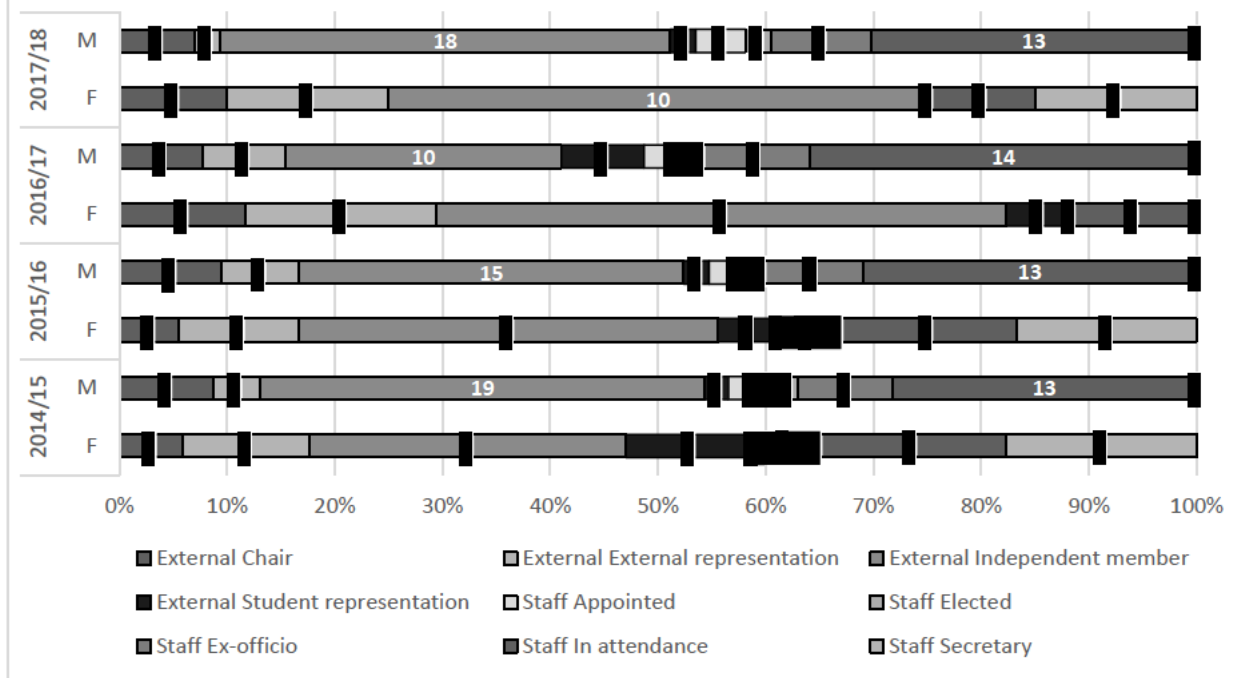


Chart 27: Proportion of members identified by membership characteristics and gender



- Majority (average 67%) of Governors tend to be men (actions 3.3-3.5)
- Men represent the majority (average 70%) of members on Board of Governor Committees
- Men tend to have better representation on committees where budgets are allocated (Resource & Remunerations Committee) (Chart26)
- Membership of the Board of Governors Committees is largely (average 59%) external (not employed by EHU)
- Governors/independent members (includes chairs) on average constitute 47% of membership

**Action plan: Enhancing recruitment**

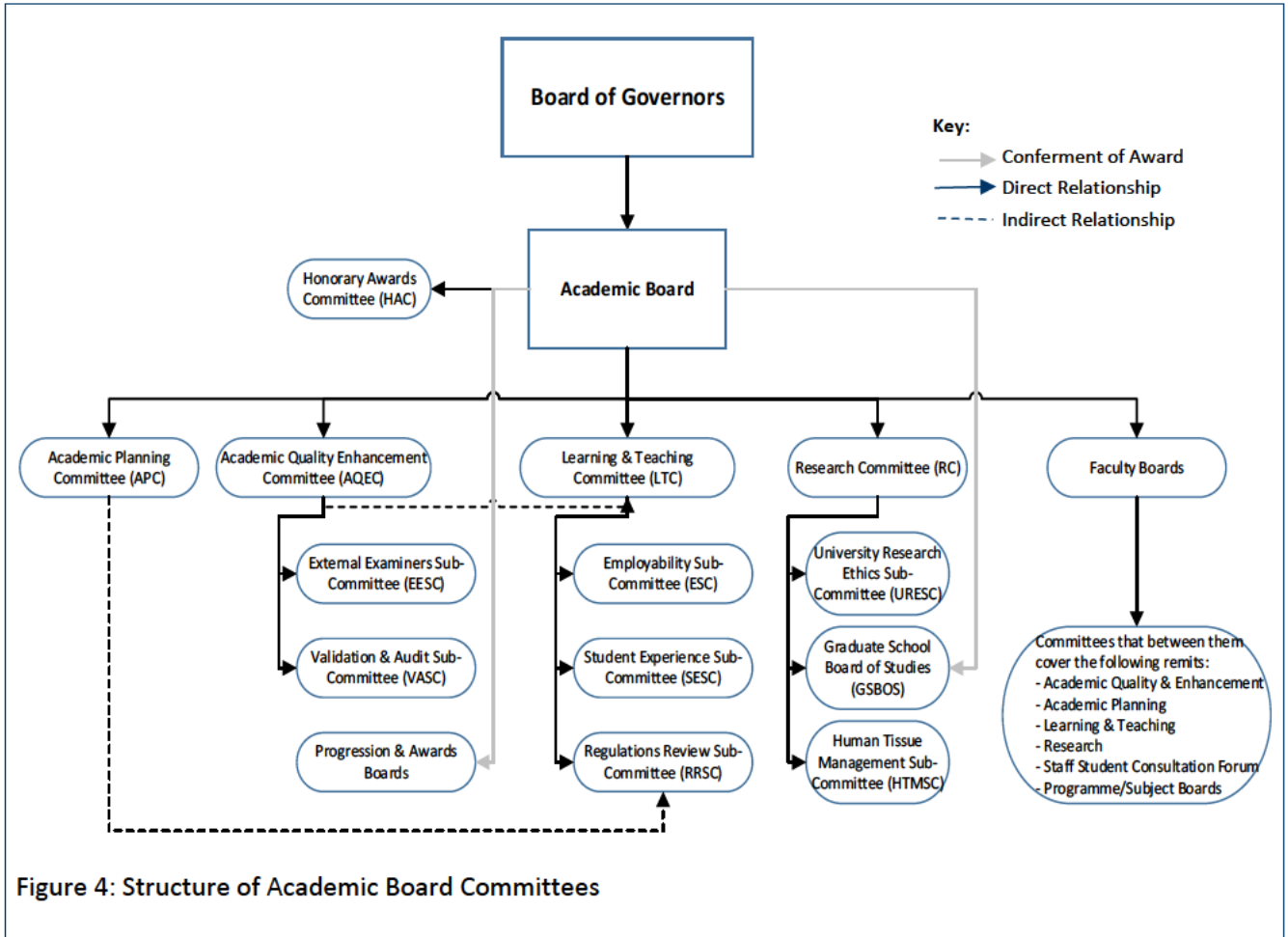
3.3 Identify ways of reaching under-represented groups to encourage more applications from appropriately qualified individuals identifying targeted ways to support departments and faculties with particular gender imbalances.

3.4 Review how we recruit to senior posts considering the language of job descriptions for senior leadership positions is gender neutral and highlights flexible working policies, family friendly policies, potential for job share etc. and where posts are advertised.

3.5 Identify and invite suitably qualified women to apply for governor roles.

(v) Representation of men and women on influential institution committees (word count: 218)

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

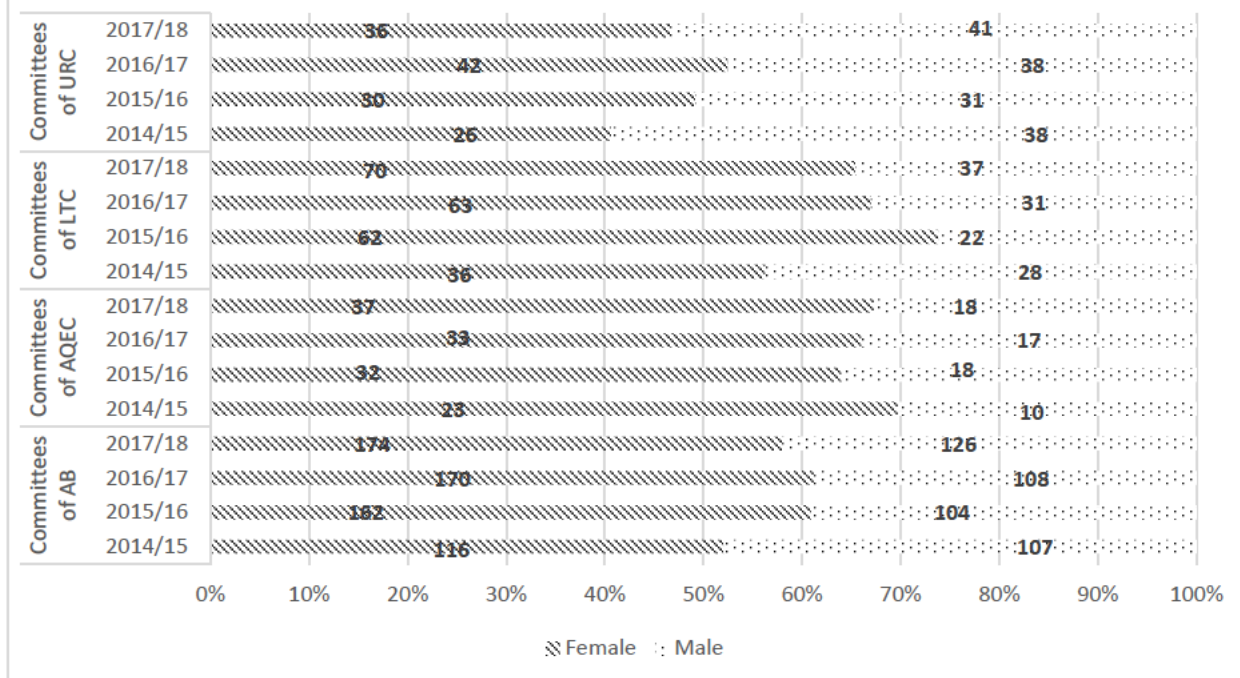


Committees of Academic Board	2014/15		2015/16		2016/17		2017/18	
	F	M	F	M	F	M	F	M
Academic Board	10	15	17	14	20	11	17	16
Academic Planning Committee	█	█	█	█	█	█	█	10
Academic Quality Enhancement Committee	14	█	17	█	17	█	20	█
Employability Sub-Committee			17	█	17	█	17	10
External Examiners Sub Committee	█	█	█	█	█	█	█	█
Graduate School Board of Studies	10	13	█	█	12	█	11	█
Graduate School Board of Studies Quality Sub-Group					█	█	█	█
Graduate School Board of Studies Research Student Experience Sub-Group							█	█
Honorary Awards Committee	█	█	█	█	█	█	█	█
Human Tissue Management Sub Committee			█	█	█	█	█	█
Learning & Teaching Committee	13	█	19	█	20	█	21	10
Regulations Review Sub-Committee	12	█	10	█	█	█	10	█
University Research Committee	13	18	14	14	14	15	11	15
Retention Strategy Group	10	█						
Student Experience Sub-Committee	11	10	16	█	17	10	22	█
University Research Ethics Sub-Committee	█	█	█	█	█	█	█	█
Validation & Audit Sub-Committee			12	█	12	█	12	█
Widening Participation & Retention Working Group			10	█				
<b>Total</b>	<b>116</b>	<b>107</b>	<b>162</b>	<b>104</b>	<b>170</b>	<b>108</b>	<b>174</b>	<b>126</b>

**Table 28: Gender profile of Academic Board Committees**

N.B. Data does not include external members or student representatives

Chart 28: Gender profile of the committees of Academic Board



**AB committees:**

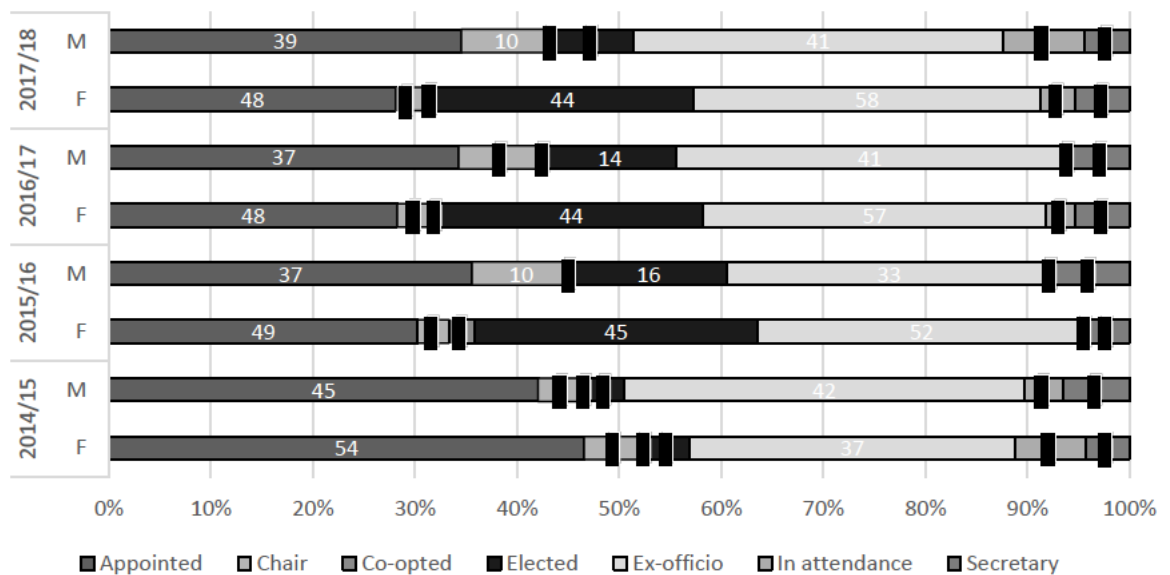
- Men are over-represented in committees: 58% of members are women relative to 65% in EHU population
- Men particularly over-represented in URC (53% against 35% in EHU population)
- Women’s participation reflects EHU profile for LTC (66%) and Academic Quality Enhancement (67%)
- There is student representation on all AB committees and faculty boards. At present, we do not collect data on gender profile of student representatives (action 7.1).

**Action plan: Organisation and culture: committees**

7.1 Establish a process for monitoring the gender composition of AB committees and to delegate this to chairs/secretaries of faculty/department/working groups to improve our understanding of workload.



Chart 29: Proportion of members identified by membership status and gender



**Composition:**

- 34% of members are appointed: F=33%; M=37%
- 34% are ex-officio: F=33%; M=36%
- Men are more likely to be chairs, generally as a result of their roles in the University (VC, DVC, PVC, Dean; e.g.: Directorate (including PVC deans) are men)
- Elected positions: F=21%; M=10% - largely reflective of our staffing profile

The structure and membership of AB committees was substantially revised in 2015 to establish greater clarity on different roles and how people become involved in committees: Academic Quality and Development Unit (AQDU) is reviewing these to ensure that they are fit-for-purpose and inclusive (action: 7.4). Gender balance is a consideration when establishing membership but since many are there in ex-officio or appointed capacity, it often reflects their other roles. Elected roles are renewed every three years to offer the opportunity to gain experience without over-committing

We cannot currently produce data on staff type and grade (action 7.1).

**Action plan: Organisation and culture: committees**

- 7.1 Establish a process for monitoring the gender composition of AB committees and to delegate this to chairs/secretaries of faculty/department/working groups to improve our understanding of workload.
- 7.4 AQDU to lead a review the effectiveness of committees and to consider whether there is an appropriate diversity of members on committees and to consider

workload issues of current structure to mitigate against over-burdening individuals.

(vi) Committee workload (word count: 146)

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

No. committees	2014/15		2015/16		2016/17		2017/18	
	F	M	F	M	F	M	F	M
1	42	31	60	38	54	36	62	42
2	10	14	17	20	20	11	17	█
3	█	█	█	█	█	█	█	█
4	█	█	█	█	█	█	█	█
5	█		█	█	█	█	█	█
6		█			█	█	█	█
7	█	█	█	█	█		█	█
8	█		█	█	█		█	█
9						█		
<b>Total</b>	<b>65</b>	<b>57</b>	<b>93</b>	<b>69</b>	<b>91</b>	<b>59</b>	<b>97</b>	<b>65</b>

**Table 29: No. Academic Board committees an individual attends**

The gender profile of committee membership (av: f=58%; m=42%) reflects an over-representation of men (av: f=65%; m=35%): this will be reviewed as part of the review of committees.

Chart 30: No. Academic Board committees an individual attends by gender

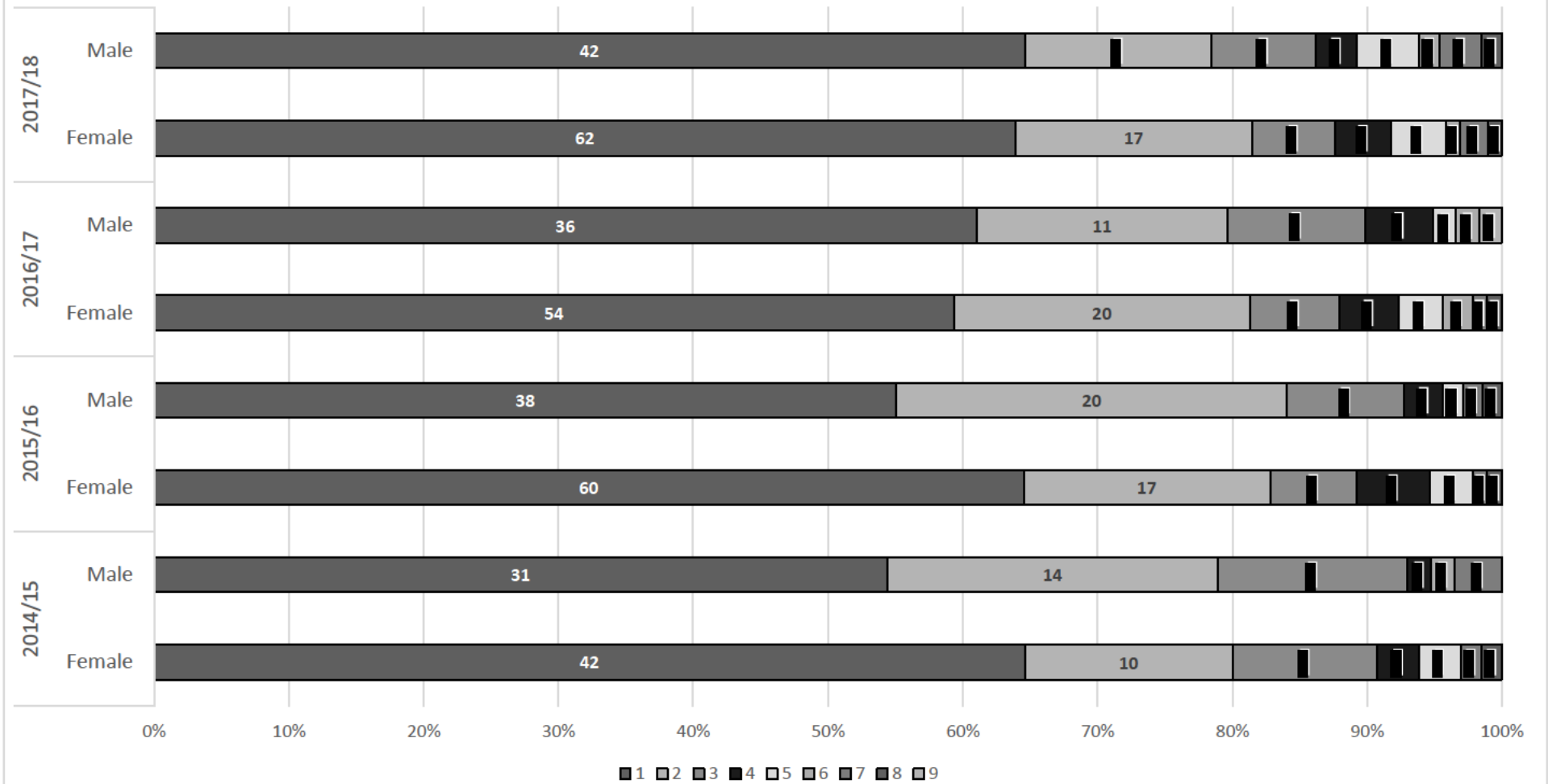


Chart 31: Staff with membership of two or fewer committees by membership characteristic and gender

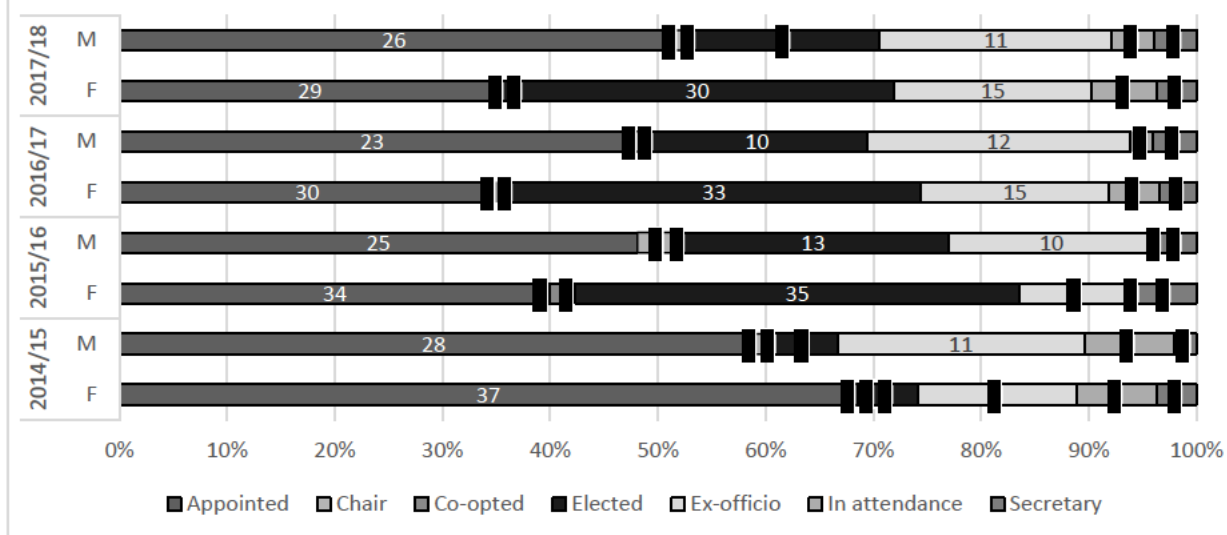
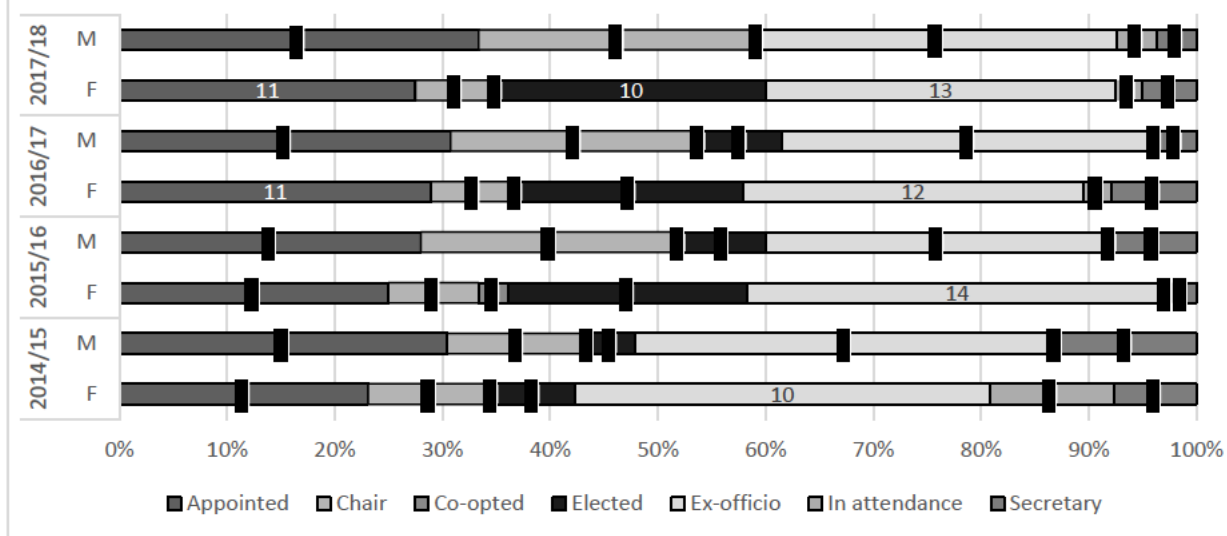


Chart 32: Staff with membership of three or more committees by membership characteristic and gender



When reviewing committee workload, a number of issues are evident:

- Ex-officio posts tend to be those who are members of 3+ committees
- There is no limit of how many committees someone can be elected to, which may lead to unmonitored over-burden
- Those who are involved in appointing staff to committees may not always be aware of the gender balance of the committee when putting people forward.

- The data does not cover board of governor committees, faculty board committees, departmental committees, working groups because their membership is not routinely recorded in a format suitable for analysis.
- Women are more likely to be elected, reflecting their overall profile.

When considering committee membership and participation, the following actions have been identified:

Action points: Organisation and culture: committees

7.1 Establish a process for monitoring the gender composition of AB committees and to delegate this to chairs/secretaries of faculty/department/working groups to improve our understanding of workload.

7.4 AQDU to lead a review the effectiveness of committees and to consider whether there is an appropriate diversity of members on committees and to consider workload issues of current structure to mitigate against over-burdening individuals.

(vii) Institutional policies, practices and procedures (word count: 105)

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

AB committee document cover sheets state:

‘in policy development, decisions and resolutions, members are asked to consider and take into account and comment briefly on any impact on people with different characteristics. EqIA should be applied to all policies and reviewed regularly.’

We are aware that these two mechanisms are not formally or systematically monitored but the recent appointment of an EDI Manager will result in a revitalised approach to EqIA (section 5.6.II. – actions 7.2 and 7.3).

Consultation with staff is carried out via the committee structure and, where required, with TSCNC and SSCNC. Some policies emerge from working-groups which include staff with relevant expertise.

Action points: Organisation and culture: policies and processes

7.2 Review the impact of the coversheets on practice for AB committee papers.

7.3 Establish an appendix on all policies confirming the date of the EqIA and a signature of both the policy holder and E&D manager.

(viii) Workload model (word count: 225)

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

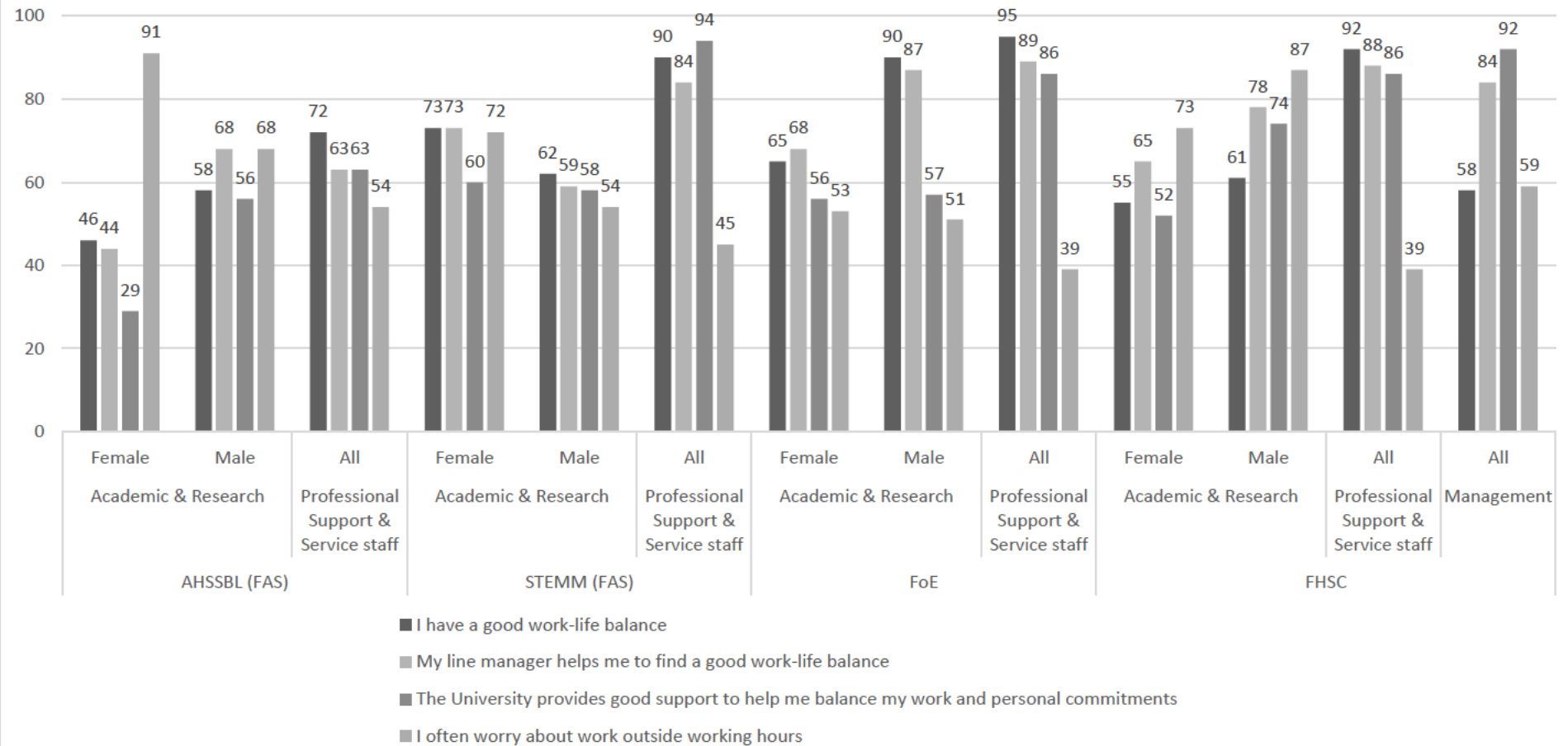
We do not have a unified workload allocation model (WAM). HoDs/area are responsible for ensuring that workload allocation is fair and transparent. Given the distinct characteristics and traditions of the three faculties, a uniform approach has not been appropriate; however, it is recognised that more work needs to be done on establishing a clear set of organising principles to ensure transparency, consistency and equity. The Academic Career Development Implementation Group discussed this at its inaugural meeting in October 2018 and is working towards a system that is easy to understand, manage and calculate, and ensures no one is required to teach more than 500 hours per annum (action 6.10). This is beginning with a review of current practices in the three faculties (action 6.11).

Action points: Organisation and culture: policies and processes

6.10 Establish a common set of principles that can be used to inform workload allocation model which will be monitored annually by faculties.

6.11 ACDIG to collate and review the workload allocation models currently employed across EHU to identify common approaches and best practice

Chart 33: Percentage of gender within staffing group and STEMM/AHSSBL that agree/tend to agree/said yes



While we do not have WAM and the staff survey does not ask about workload allocation, staff have expressed views on work-life balance where academics (60% agree they have a good work-life balance) are clearly less satisfied than PSS (91%). Disaggregated AHSSBL/STEMM figures (chart 33) shows:

- Female academic and PSS AHSSBL staff in FAS are significantly less satisfied with their work-life balance than their colleagues
- Male academic staff in FoE have the highest rates of satisfaction for academic staff
- In all faculties the majority of academic staff often worry about work outside working hours.

Since workload allocation has been managed locally, work is needed to understand the differential experience/perceptions and whether a more unified, transparent WAM would help to improve staff satisfaction with regard their work-life balance (action 2.12 & 6.12)

Action plan: Reporting

2.12 Explore the faculty differences on work-life balance issues to identify where the differences may lie and how to support staff to address work-life balance and support managers to support their staff.

Action plan: Organisation and culture: policies and processes

6.12 Workload allocation models that recognise work outside of teaching and learning, research and enterprise and employability (such as outreach, Athena SWAN SAT work, committee membership, REF/research lead etc.), and link effectively with PDR and promotions processes.

#### (ix) Timing of institution meetings and social gatherings (word count: 316)

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

Most events happen in working hours:

- AB Committees (generally Wednesday 2pm)
- Research seminars and master classes take place at varied times during the day
- Specialist workshops (varied days and times)
- Mince pies (served by Directorate members to all staff between 9.30-11.30am just before Christmas break)
- Hot crossed buns (served by Directorate members for all staff between 9.30-11.30am just before Easter break)
- Staff BBQ (lunchtime in July)



Events that may happen outside working hours:

- Public lectures tend to be held in the evening – including professorial inaugurals (to allow family and friends to attend)
- Staff film night (free monthly events, early Friday evenings to encourage team cohesion)
- Family film (free events on Saturdays open to whole families)
- Christmas party – early evening on a Friday close to term end, for staff only but well-advertised
- Governors’ committee meetings – generally, senior managers are in attendance but we are aware that many of these have school-aged children and other caring responsibilities. We recognise this is a challenge but governors are often employed and it is this experience that makes them excellent governors.

Events outside normal working hours are generally scheduled months in advance to provide adequate notice. Some events are also aimed at an external audience reflecting our civic role to encourage the local community to engage with events on campus – hence we vary the timing of events to be inclusive of those who are working.

Other events/activities:

- Sporting Edge programme (a wide range of events before, during and after work for staff, students and the community – PSS staff can use flexi to attend and academics can engage depending on teaching commitments)
- Health and well-being sessions (broad range of activities, the majority are held during the day: PSS staff can use flexi and academics can engage depending on teaching commitments).

While events take place at different times, on different days, we recognise that some events habitually occur on certain days (action 6.13).

Action point: Organisation and culture: policies and processes

6.13 Review the timing of institutional events to facilitate the engagement of part-time staff attending

#### (x) Visibility of role models (word count: 382)

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

Seminars are organised at departmental level and no central records are kept on speakers and chairs but the expectation is that they represent diverse speakers and consider role models. For institutional events, the person introducing or giving the vote of thanks will tend to be a senior member of staff (Directorate, PVC/deans, and associate deans) and, therefore, are more likely to be men

EHU aims to attract a diverse audience to our events; we choose speakers who inspire our target audiences and who challenge the accepted norms. Examples of our role models and speakers:

**Chancellor: 2008-18**

**Professor Tanya Byron**



As well as being the ceremonial head of the University, awarding qualifications and scholarships, she has hosted 'In conversation with' video interviews with honorary graduates to share inspirational advice to students.

There is a regular 'Chancellor's lecture', with influential role models selected to motivate current and future students.



Jane Horrock



Clare Balding OBE



Professor Sarah-Jayne Blakemore

**Inaugural lectures**

The appointment of new professors is celebrated with thought-provoking public lectures.

Between 2014/15 and 2016/17



Professor Paresh Wankhade



Professor Ella Pereira

**Annual Festival of ideas**

2017 inaugural programme explored **Identity and Belonging**. Highlights included:

- Annual AS lecture by Janet Hemingway CBE, Director of Liverpool School of Tropical Medicine

- Symposium marking the centenary of celebrated surrealist artist Leonora Carrington with Dr Catriona McAra from Leeds College of Art and Guest Speaker Joanna Moorhead, cousin of Leonora.

The 2018 Festival of Ideas addressed the theme of **'Equalities'**.

Programme included:

- Implicit bias in the shortlisting of Black and minority ethnic staff
- Forgotten works of Ethel Leginska, the first woman to conduct her own orchestra.
- Day devoted to the topic 'From Suffragettes to Modern Feminism'
- 'On Working Class White Males' featuring rapper and documentary maker Professor Green.



Professor Green



44% of events were delivered by women.

### Wonder Woman

2018 marks the centenary of some women gaining the right to vote. We marked this with our wonder women campaign which included 12 months of events.



Baroness Lynne Featherstone speaking about Same Sex marriage



Caroline Lucas MP speaking about the role of women in politics



Jo Cox Great Get Together event including MPs Rosie Cooper and Seema Kennedy



Students perform Suffragette Tribute with band Stealing Sheep

### Website, prospectus, profiles

We recruit for publicity photography on an annual basis across the whole student body and are mindful of gender (and other characteristics) balance: these images appear in the prospectus, other publicity and on our website.



Our alumni team identifies graduate role models to feature as alumni case studies to inspire and highlight diverse career choices. Some recent case studies include female fire fighter, chief executive and clinical lead and male novelist, dancer, teacher and nurse.

**(xi) Outreach activities (word count: 208)**

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

We deliver a wide variety of academic-led outreach through workshops in schools and colleges, as well as residentials and subject taster days on campus. The participant uptake of this activity, across the submission period, is as follows:

Academic Year	Participant uptake
2013/14	124
2014/15	799
2015/16	675
2016/17	848
2017/18	1117

**Table 30: Uptake of outreach activities by participants**

- Over 90% of participants were students from non-selective state secondary schools or academies
- The approximate gender split between 2014-2017 was 75% female and 25% male (such data is not yet systematically recorded: action 2.13 ).

In addition, we run an annual Fastrack scheme (an intensive seven-week HE preparation programme for adults). Successful completion of the Fastrack course enables participants to be considered for a place on a full-time degree in particular subjects, in lieu of achieving the Universities and Colleges Admissions Service (UCAS) tariff points.

The participant uptake of the programme across the submission period is as follows:

Academic Year	Student enrolled	Female enrolled	Male Enrolled	Students completed	Females Completed	Males Completed
2013/14	179	119	60	167	110	57
2014/15	213	138	75	197	129	68
2015/16	265	156	109	233	133	100
2016/17	174	106	68	170	104	66
2017/18	189	123	66	173	114	59

**Table 31: Uptake of Fastrack programme by gender**

We have a strong commitment to outreach, school/college engagement and widening participation and Directorate strongly encourages outreach and engagement activities. Contribution is recognised through the annual PDR process. We do not currently collect data on gender and grade of academic staff involved and this is being addressed. We also recommend that such activity is explicitly identified in progression/promotion criteria and in future workload models and discussed in PDRs (actions 4.4, 5.8 and 6.12).

**Action points: Reporting**

2.13 Improve reporting mechanisms to reflect more accurately the characteristics of participants and staff (gender (and staff grade) by discipline).

**Action points: Promotion and progression**

4.4 Ensure that the new staff progression/promotion criteria capture appropriately the full range of activities outside of teaching, research and enterprise, such as outreach, AS leadership, committee membership, REF/research lead etc.

**Action point: Training, development and support**

5.8 Review the implementation of the new PDR process to ensure it encourages engagement and benefits staff and managers by promoting conversations about career progression discussions through a personal development plan which acknowledges the full range of activities (e.g. outreach work, committee membership, AS SAT membership, REF lead).

**Action point: Organisation and culture: policies and processes**

6.12 Workload allocation models that recognise work outside of teaching and learning, research and enterprise and employability (such as outreach, Athena

SWAN SAT work, committee membership, REF/research lead etc.), and link effectively with PDR and promotions processes.

(xii) Leadership (word count: 422)

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

We already strongly encourage departments/units to apply for their own AS awards. Key to this is raising awareness of AS and supporting departments through the application process.

Actions since original Bronze award:

- A new post, established in 2014, with 0.5 FTE dedicated to supporting AS applications and activity throughout the University
  - Member of key external networks including:
    - North West AS network
    - North West Vitae membership network
  - Runs annual information session and visits individual departments and faculties to raise awareness and support submissions
  - Developed and manages a central data repository and supported departments to extract the relevant data.
  - Provides additional resources (external resources and initiatives, minutes of meetings, exemplar applications, details of AS events etc.) support applications.
- Appointment of AS Faculty Leads
  - As members of the University AS SAT
  - As the main point of contact for the areas and departments within them
  - Increase AS awareness via departmental meetings and staff study days.
- Six departmental AS applications submitted/in preparation (table 1)
  - Local SAT chairs or their representative have been members of institutional ASSG to promote best practice, increase awareness and provide peer support. As indicated in section 3.iii a new departmental network will provide this support in the future
  - Institutional peer reviewed of applications
- FAS heads have to address directly their plans for AS accreditation in their annual planning statements (FoE and FHSC have faculty-wide applications)
- AS is a standing item on all faculty boards, the URC and LTC, the minutes of which feed into University AB. The Chair of the ASSG/EDSG and the chair of the SAT are members of AB which ensures that pertinent issues are raised and minuted.

We are mindful of the considerable work involved in coordinating departmental AS applications, especially for EHU departments which are small. To mitigate against overburdening staff (which is counter to the aims of AS), we try to provide as much central support as possible but realise that there is a limit to the effectiveness of this (action 1.4) (section 3.iii). It is important, therefore, that such activity is visible (actions 4.4 and 6.12)

The VC is consulted on developments and preparations for resubmission were discussed at DMG which includes heads of PSS, deans and associate deans to ensure that all areas of aware of developments.

Future developments:

- EDSG restructure identified above, including Directorate member as chair with greater embedding across the institution (action 1.9).
- Greater engagement with PSS heads since they will be key to a silver submission in the future (action 1.8).

Action plan: Engagement with Athena SWAN at Edge Hill University

1.4 Review resources needed to support the increased AS activity, particularly a review of data required to make informed analysis with a view to establishing more integrated processes wherever possible.

1.8 Establish a communication plan for PSS heads to promote knowledge and understanding of AS and how they might engage in anticipation of a silver application and as a matter of good practice. Ensure this includes PSS staff in faculties and departments.

1.9 Embed AS activity and principles across the organisation led via the EDSG chaired by a senior manager in Directorate

Action points: Promotion and progression

4.4 Ensure that the new staff progression/promotion criteria capture appropriately the full range of activities outside of teaching, research and enterprise, such as outreach, AS leadership, committee membership, REF/research lead etc.

Action point: Organisation and culture: policies and processes

6.12 Workload allocation models that recognise work outside of teaching and learning, research and enterprise and employability (such as outreach, Athena SWAN SAT work, committee membership, REF/research lead etc.), and link effectively with PDR and promotions processes.

## 6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words | Silver: 500 words (word count: 502)

### (i) Current policy and practice (word count: 364)

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

We have developed guidance on supporting trans and non-binary staff, students and visitors; this was informed by the Equalities Act 2010, the Gender Recognition Act (GRA) 2004, the ECU Guide on Trans Staff and Students in HE and Colleges, and Stonewell's web-based resources. Published on our wiki, it reflects the anticipatory duty placed on institutions and individuals under the Equalities Act 2010.

Stonewall reviewed our HR, bullying and harassment policies, and family-friendly policies to ensure they are explicitly LGBTQI inclusive, use gender-neutral language, highlight accessibility for trans and non-binary people and make explicit reference to transphobic bullying in relevant policies and guidance.

Our policy/guidance addresses:

- What constitutes discrimination towards trans and non-binary individuals and the legal framework.
- Definition of the trans spectrum and non-binary status.
- Support required for trans individuals:
  - emotional support
  - time off
  - name changes
  - confidentiality
  - use of appropriate pronouns
  - continuing in post/on course
  - change to records (including name change on degree certificates)
  - access to facilities in accordance with new gender identity (toilets, changing rooms etc.)
  - counselling and occupational health services
  - staff training to accommodate trans and non-binary individuals
  - communicating transition sensitively to colleagues
  - pension entitlements (dependent on a Gender Recognition Certificate).
- Further information – guides and helpful trans/non-binary voluntary/campaigning organisations.

The guidance also establishes that 'outing' (disclosure of an individual's trans status without consent) constitutes harassment and is illegal.



In March 2018, Stonewall delivered a session on trans awareness and is planning a regular series of events to address trans issues in relation to curricula and equality on campus. Our 'Diversity Champions' will receive additional guidance and staff development opportunities on trans issues to cascade to staff. Stonewall recommended distinct guidance aimed at specific groups (action 6.14).

Job advertisements will encourage applications from suitably qualified individuals from under-represented groups including those identifying as trans or non-binary gender and will offer appropriate, individualised support in line with policy, guidance and legal requirements.

An informal LGBTQI+ staff group, facilitated by HR, has been running since April 2017 with the support of the VC. It will have a EHU wiki resource to enhance visibility within EHU to enable communication among LGBTQI+ staff (action 6.15).

Action point: Organisation and culture: policies and processes

- 6.14 To have distinct guidance in relation to trans awareness and to address trans issues in relation to curricula and equality on campus. To be aimed at managers, HR, colleagues and the trans staff members/students themselves.
- 6.15 Establish a wiki resource for LGBTQI+ staff group to facilitate communication and provide a space to archive activities including photographs on participation in events such as Pride

(ii) Monitoring (word count: 75)

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

Our E&D Action Plan specifies that the University will consult with organisations concerned with trans equality every three years to ensure deployment and development of best practice. We are committed to developing an audit process to evaluate, with stakeholders, implementation of guidance and engagement with best practice; in particular, incorporating any recommendations and changes in policy ensuing from the review of the GRA 2004, which proposes to extend legal recognition to individuals identifying as non-binary.

Action point: Organisation and culture: policies and processes

- 6.16 Every three years review our trans policy and guidance in consultation with external organisation and stakeholders to ensure our policies and guidance documents incorporate best practice. Reviews may also be triggered by internal process developments or legal changes, such as the review of the Gender Recognition Act.

(iii) Further work (word count: 63)

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

In addition to 6(ii), we are implementing changes to our information recording systems to:

- recognise new preferred given name (whether gendered or gender-neutral)
- keep separate original records (bearing an individual's previous first name or a previous photograph)
- allow degree certificates to be reissued (at no cost to the individual) in new name (conditional Academic Registry receiving a copy of a new birth certificate).

Action points: Organisation and culture: policies and processes

6.17 Implement and monitor change in our information recording systems that would recognise a new preferred first name.

## 7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words (word count: 286)

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

While developing this self-assessment we were aware that there was a segment of staff who declared 'prefer-not-to-say' (PNTS) as their gender in the staff survey and these staff generally expressed lower levels of satisfaction and understanding of processes (such as progression/promotion). While the numbers were low (54/1136), we acknowledge that we need to create the conditions where these staff feel comfortable to make themselves known so that we can address their concerns (action 2.15). We cannot make assumptions why people declare PNTS and could speculate that this has less to do with gender identity and more to do with not wishing to be identified: adding 'other' as an option to staff survey might help to uncover more nuanced information (action 2.14).

Action point: Reporting

2.14 In consultation with staff, review the possibility of adding 'other' as a category in the staff survey to provide an opportunity for those who don't identify with a particular gender to express their views.

2.15 To establish a confidential process to encourage staff who are not satisfied with their roles to disclose more, particularly for those who identify as 'prefer-not-to-say' (PNTS).

In developing this self-assessment, we have highlighted three significant developments: the new promotions process, the introduction of the revised PDR process and the move towards a more unified WAM. In all three themes of recognition of the full academic role have been raised (action 6.19).

Action point: Organisation and culture: policies and processes

6.19 Ensure that the implementation of the new promotion process, WAM and PDR are consciously aligned with appropriate training for staff and managers to maximise synergies and ensure that these complementary processes work together to enhance transparency and consistency.

We also wish to highlight that the revision of the promotions process and addressing the anomaly of the readership role was a key benefit of our last submission. As a result our academic progression routes will be more transparent and equitable which recognise the breadth of the modern academic role. As it is being implemented, we will ensure that the role of AS is recognised as a driver of the change: we believe that it is vital that staff recognise the benefits of AS as a process and the benefits it brings. While this is not the only benefit (it has raised the profile of EDI issues generally), this is a tangible gain for academic colleagues – both female and male.

Action point: Engagement with Athena SWAN at Edge Hill University

1.7 Devise communication plan to disseminate information beyond annual reports to promote AS principles and to promote 'what has Athena SWAN done for you' by highlighting positive changes as a result of both submissions.

**TOTAL WORD COUNT: 10,165**

## 8. ACTION PLAN

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

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

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

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

Action plan currently in separate document



This guide was published in May 2015. ©Equality Challenge Unit May 2015.

Athena SWAN is a community trademark registered to Equality Challenge Unit: 011132057.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited. Alternative formats are available: [pubs@ecu.ac.uk](mailto:pubs@ecu.ac.uk)

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
<b>1. Engagement with Athena SWAN at Edge Hill University</b>							
1.1	All departments to make an Athena SWAN submission within five years.	AS applications encourage good practice and reflexivity.	Plan for three-year submission process with at least two applications per round.	Nov 2018	Nov 2021	HoDs	All depts. submitted. All/majority successful
1.2	At least one department to make a silver Athena SWAN application.	To encourage leadership in AS and to permit the possibility of an institutional silver application.	Identify suitable department.  Put in place suitable support for the additional work for a silver application.  Ensure that data requirements are in hand (identify required data and format).	July 2019  Autumn 2019	By July 2019  April 2021  Nov 2020	EDSG chair with heads  Researcher Development Support Manager (RDSM)  HR Management Information (MI) team; SPPU; RDSM	Silver application submitted
1.3	Prepare silver institutional	Promotes a more holistic approach to E&D across the institution	Achievement of dept silver	Difficult to predict		EDSG chair, relevant head.	Institutional silver submission

Action point no.	Planned action/objective	Rationale <i>(i.e. what evidence is there that prompted this action/objective?)</i>	Key outputs and milestones	Timeframe		Person responsible <i>(include job title)</i>	Success criteria and outcome
				Start date	End date		
	Athena SWAN submission.		Establish data requirements	Autumn 2019	Nov 2021		
1.4	Review resources needed to support the increased AS activity, particularly a review of data required to make informed analysis with a view to establishing more integrated processes wherever possible.	Making good applications requires significant resources, particularly regarding data analysis and embedding actions. For small departments, central support is essential.	New structure established with clearer lines of responsibility.  Closer working between HR, SPPU and RO to generate a data bank.  More examples of successful applications.	Jan 2019	April 2019	EDSG Chair with Researcher Development Support Manager (RDSM)	High quality resources made available to dept SATs.
1.5	Establish Equalities and Diversity Steering Group (EDSG) with broader equalities remit and revised membership underpinned by a delegated structure to promote greater	To encourage broader and deeper engagement with AS principles and action plan.  To manage workload associated with AS applications, particularly for small departments as	New EDSG structure in place. Annual review of membership.	January 2019	August 2022	Chair of EDSG, Deans	More people engaged with AS process.
			Central support clearly identified	May 2019	Aug 2022	RDSM, HoDs	Manageable workload, especially for those engaged in

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	engagement and improve workload.	more departments make their own submissions.	and communicated to local SAT chairs.				departmental submissions.
1.6	Review staff survey in light of action plan and University's interest in race charter to suggest additions to enhance staff consultation	Staff survey has been enhanced to add questions relevant to AS but there remain areas which could benefit from additional consultation.	Review of current structure well in advance of the next survey date.	April 2019	Dec 2019	Chair, EDSG	New questionnaire implemented for 2020 survey.
1.7	Devise communication plan to disseminate information beyond annual reports and to promote AS principles and to promote 'what has Athena SWAN done for you' by highlighting positive changes as a result of both submissions.	To ensure that all staff and managers are aware of the activities and benefits of engaging with AS.	New promotional materials developed (what AS has done for you).	Jan 2019	Aug 2022	Chair EDSG	Greater support from across the institution for the AS principles and greater understanding of the benefits.  More people are able to benefit from the change encouraged by AS.

Action point no.	Planned action/objective	Rationale <i>(i.e. what evidence is there that prompted this action/objective?)</i>	Key outputs and milestones	Timeframe		Person responsible <i>(include job title)</i>	Success criteria and outcome
				Start date	End date		
1.8	Establish a communication plan for PSS heads to promote knowledge and understanding of AS and how they might engage in anticipation of a silver application and as a matter of good practice. Ensure this includes PSS staff in faculties and departments.	To embed AS principles and actions, they must be understood by everyone. In addition, silver application requires greater analysis of PSS areas and students which needs to be planned for.	PSS heads have greater understanding and appreciation of AS principles and actions.  Data needs are identified to include PSS and students into analysis.	Jan 2019	Dec 2021	Chair EDSG	We are prepared for both departmental and institutional silver applications.
1.9	Embed AS activity and principles across the organisation led via the EDSG chaired by a senior manager in Directorate	To help raise the profile of AS principles throughout the organisation with leadership of one of the organisation's most senior managers.	EDSG chair meets with each area (including PSS) to promote AS principles. All areas consider how to embed those principles into their areas.	Jan 2019	March 2020	Chair EDSG (PVC Dean of Education)	Higher visibility and understanding of AS principles. Each area can point to actions to embed AS principles in their area.

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
<b>2. Reporting</b>							
2.1	Monitor progression/promotion of BAME staff to ensure no bias or discrimination	Our BAME community is growing and we need to ensure that no bias, unconscious or otherwise, impedes their progression.	<p>Ensure that data is collected is easy-to-use format and is available for decision-makers.</p> <p>Provide targeted training and development if required, including mentors</p> <p>Initiate work on the race charter mark.</p>	<p>March 2019</p> <p>Oct 2019</p> <p>April 2019</p>	<p>On-going</p> <p>On-going</p> <p>2021</p>	<p>HR MI manager</p> <p>Senior Employee Development Advisor (HR)</p> <p>PVC/Dean of Education</p>	<p>Good quality data available for progression and promotion decision-making meetings.</p> <p>Development needs identified and addressed.</p> <p>Submission on race charter mark application.</p>
2.2	Establish more fine-grained analysis of Associate Tutors (e.g. by STEM/AHSSBL).	<p>To be better able to understand patterns of recruitment for this group of staff.</p> <p>To have better understanding of the gender profile by subject area.</p>	Annual HESA return.	Nov 2019	Aug 2022	HR MI Manager	To have improved information on AT contracts



Action point no.	Planned action/objective	Rationale <i>(i.e. what evidence is there that prompted this action/objective?)</i>	Key outputs and milestones	Timeframe		Person responsible <i>(include job title)</i>	Success criteria and outcome
				Start date	End date		
2.3	Identify new ways of encouraging enhanced information on reasons for leaving to allow for greater understanding of gender, discipline and grade differences; focus of developing enhances qualitative data.	At present we have insufficient qualitative information on why people choose to leave which impedes implementing appropriate action.	Better quality information shared with relevant decision makers.	April 2019	On-going	HR Advisor – Projects	A more holistic picture of leavers' reasons and higher retention of excellent staff.
2.4	Ask the Education SAT to review <b>the</b> gender balance to consider whether there are any patterns to staffing changes.	There has been considerable movement in staffing of FoE as the Faculty responds to changes in government policy.	Report on change to identify whether action needs to be taken.	April 2019	July 2019	FoE SAT chair	Action taken to address lower levels of applications from suitably qualified men to FoE.
2.5	Explore possibility of enhancing the equal pay audit to academic managers and professors and be presented by	To have a more comprehensive analysis of pay by gender.	HR working group to assess feasibility  First dataset	Spring 2019  Spring 2020	Autumn 2019  On-going	Director HR	Greater transparency with respect to gender pay gap

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	AHSSBL and STEMM.						
2.6	Explore reasons for different feelings/perceptions around fair pay looking at gender, grade and ethnicity.	Given that there are different perceptions of fair pay, this needs to be monitored as new processes are put in place to ensure that this not exacerbated.	Conduct regular PULSE surveys between biennial staff surveys to identify perceptions earlier.	March 2019	Jan 2020	EDI manager / Employee Experience Manager (with external provider)	Higher levels of positive answers reflected in staff survey.
2.7	Monitor the growth of the professoriate and readers, whether as a result of recruitment or promotion, to identify any trends based on gender, and other characteristics.	As our professoriate grows and the changes to the readership role bed-in, to ensure that this is not done in a way that discriminates on gender (or other) grounds.	Annual report on promotions and appointments for Resources Committee and Academic Board considering gender, and other, characteristics.	Oct 2019	Annually	EDI Manager /PVC Research	Good quality data to inform decisions. Gender balance in professorial appointments over a 3-5 year period relative to workforce profile with reasonable annual fluctuations.
2.8	Monitor whether academic women continue to be less satisfied with role and responsibility and take action if	Where there is a noticeable discrepancy this needs to be investigated, particularly to review the impact of	Review responses after next staff survey (2020) to identify whether differences persist.	May 2020	Dec 2020	EDI Manager	Women register greater satisfaction with roles and responsibilities.

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
	required (e.g. carry out focus groups, promote training and development targeted at women (see AP or section)).	new processes and procedures.					
2.9	Monitor views of satisfaction levels regarding E&D in relation to progression/promotion as new promotions process embeds (satisfaction levels are currently lower in comparison with other areas (recruitment, learning and development)).	This is the area that scored the lowest on E&D grounds (but still 80% satisfaction): need to explore why and monitor this as the new promotions process is implemented.	Conduct regular PULSE surveys between biennial staff surveys to identify issues earlier.	March 2019	January 2020	EDI manager / Employee Experience Manager (with external provider)	Higher levels of positive answers reflected in staff survey.
2.10	To carry out and review EqIAs annually, including CoP, to identify trends in gender	To ensure that there is no bias in identifying staff for REF 2021 based on gender, or other, identity.	Development of REF code of practice.  Communications plan.	Sept 2018  Jan 2019	June 2019  July 2020	REF Manager (Director, Research Office); PVC Research; RDSM	An inclusive approach to the REF with all staff correctly identified.

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
	balance for REF 2021.		Regular EqlAs on process.	Feb 2018	Dec 2020		Few/no appeals against REF process.
2.11	Promote uptake of shared parental leave and review impact when there is sufficient data.	Shared parental leave is still a recent phenomenon and we have insufficient data to make any conclusions. Promoting it as an option might encourage greater take-up and allow suitable analysis.	Increased knowledge of parental leave for both staff and managers and better information about its benefits to staff and the organisation.	April 2019	On-going	Employee Experience Manager (HR)	Staff report high levels of knowledge of policy and are able to benefit from it.  Managers express confidence in engaging with the policy.
2.12	Explore the faculty differences on work-life balance issues to identify where the differences may lie and how to support staff to address work-life balance and support managers to support their staff.	There are significantly different opinions on work-life balance issues; we hope that the new WAM will have a positive impact on this.	The gap in perception diminishes and more people report better work-life balance. Time is needed to allow the development of the WAM and for its impact to be felt.	Feb 2019	May 2022	Chair, ACDIG	More staff report satisfaction in relation to their work-life balance.

Action point no.	Planned action/objective	Rationale <i>(i.e. what evidence is there that prompted this action/objective?)</i>	Key outputs and milestones	Timeframe		Person responsible <i>(include job title)</i>	Success criteria and outcome
				Start date	End date		
2.13	Improve reporting mechanisms to reflect more accurately the characteristics of participants and staff (gender (and staff grade) by discipline).	At present, some of the outreach work is less visible and we do not know whether the workload impact is greater for men or women	Establish a reporting template for each activity which records key data which be verified by HR records	March 2019	Sept 2019	Head of Student Recruitment	Clearer accounting for activities so we have a clearer understanding of any gendered elements in allocating this type of work.
2.14	In consultation with staff, review the possibility of adding 'other' as a category in the staff survey to provide an opportunity for those who don't identify with a particular gender to express their views.	At present our gender identification in the staff survey is a little blunt; however, we need to ensure that any change will not lead to some people feeling exposed.	More nuanced reporting available which will enhance the evidence base on which we are making decisions.	April 2019	Dec 2019	EDI Manager/Employee experience Manager	People feel confident that their gender is being appropriately represented in surveys.
2.15	To establish a confidential process to encourage staff who are not	To better understand and provide relevant support/systems to staff who are dissatisfied with their roles	A new confidential process and feedback mechanism	Jun 2019	Jan 2020	EDI Manager / Employee Experience Manager	Higher numbers of promotion applications from a diverse staff profile, increased

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	satisfied with their roles to disclose more, particularly for those who identify as 'prefer-not-to-say' (PNTS).	Targeted communication of the annual progression and promotion rounds, and support available to females and those at the top of grades	Focus group for PNTS staff to explore high levels of discontent using external providers if required to ensure confidentiality			Reward & Resourcing Advisor	staff engagement and reduced turnover. Fewer people identifying as PNTS.
2.16	Explore the potential of using our online recruitment process for management requests for move to full-time from part-time working	At present we are not able to track this and there is a possibility that the online recruitment process may offer a solution.	We establish a rigorous but efficient way of identifying shifts in working hours/requests for flexible working.	Feb 2019	Feb 2020	HR MI Manager	Better data on changes in contract to enhance the evidence base on which decisions are made
<b>3. Enhancing recruitment</b>							
3.1	Monitor the recruitment process for STEMM areas, including GTAs, with particular attention	To encourage gender balance in recruitment while appointing the most suitably qualified people	At each point in recruitment process (for GTAs between Jan and May)	Jan 2019	On-going	Head of recruitment Assistant Director of Research Office	To have gender balance within normal annual fluctuations. To encourage the best range of

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	to women's representation.					(Graduate School)	suitably experienced candidates to the GTA scheme
3.2	To monitor any increase in the recruitment of RAs, particularly in STEMM, and review for gender and ethnicity to identify any trends which might suggest bias	As we grow STEMM areas, it is quite likely that the number of post-doctoral research assistants will increase; we need to monitor this development for diversity in recruitment process.	As numbers grow sufficiently for meaningful analysis, we can track developments.	Oct 2019	On-going	Head of recruitment	To have good diversity among PDRA community.
3.3	Identify ways of reaching under-represented groups to encourage more applications from appropriately qualified individuals identifying targeted ways to support departments and faculties with	Need a greater understanding of the barriers to applying and an understanding of approaches that may increase participation	Identify under-representation and identify barriers and positive action/measures to improve the current position	Jan 19	Jun 19	EDI Manager	Tools and initiatives identified to increase diverse participation

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	particular gender imbalances.						
3.4	Review how we recruit to senior posts considering the language of job descriptions for senior leadership positions is gender neutral and highlights flexible working policies, family friendly policies, potential for job share etc. and where posts are advertised.	To ensure that we are reaching a diverse audience of suitably qualified people for our senior positions	A Standard Operating Procedure developed to include the planned objectives.  Awareness raised with the HR Business Partners and via Recruitment & Selection training	Autumn 19	Ongoing	EDI Manager/HR Operations manager /Head of HR Business Partnering / Employee Experience Manager	Greater diversity in applications for senior posts across the range of protected characteristics
3.5	Identify and invite suitably qualified women to apply for governor roles.	We have a long-term under-representation of women and, while advertisements will now encourage applications from under-represented groups, actively inviting women to apply may also increase applications.	At next opportunity, identify appropriately qualified women in the locality.	When vacancy arises	On-going	Clerk to the Governors	Board of Governors has a better gender balance (between 40-60% of one group).



Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
<b>4. Promotion and progression</b>							
4.1	To review the new three-faculty approach to the progression process to identify any gender-based, or other, trends and act where appropriate.	To analyse data to ensure gender equality and ensure consistency across the organisation.  Review data annually and report to Teaching Staff Consultation and Negotiation Committee, and Resources Committee	Collation of data  Annual reports	Jan 2020	March 2020 and yearly thereafter	HR Director / Chair of Promotion Panel	That data indicates that people are not discriminated against on grounds of gender (or other characteristics).  That there is greater consistency across the whole institution with the same factors being recognised and rewarded.
4.2	Monitor new promotions process for gender, ethnicity and contract type to identify any imbalances within normal annual fluctuations.	To ensure that the new promotions process does not have hidden gender (or other) biases and to ensure that all staff understand the processes.	Review new process annually for five years to ensure no major gender biases	May 2020	May 2025	EDI Manager	Good levels of applications from suitably qualified staff reflecting the characteristics of the workforce in general.

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
							Improved promotions process recognised in staff surveys.
4.3	Review the resources and information on promotion/progression and establish a comprehensive communications plans to ensure that staff are fully aware and feel confident to engage with the changes.	To ensure that all staff are fully aware of processes and are able to plan their careers accordingly.	Develop new guidance materials.  Establish communications plans for dissemination	Jan 2019  March 2019	March 2019  Oct 2019	HR Advisor (Projects) / EDI Manager	High levels of satisfaction expressed in staff survey.
4.4	Ensure that the new staff progression/promotion criteria capture appropriately the full range of activities outside of teaching, research and enterprise,	People do not always know what elements are being considered: a clearer statement identifying what panels consider would help support staff with career progression.	Review the guidance as part of implementation of new promotions process (see above).	Jul 2019	Aug 2020	Senior HR Advisor / ACDIG sub group / EDI Manager	Clearer set of guidelines of how activities are being taken into consideration for career progression.

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
	such as outreach, AS leadership, committee membership, REF/research lead etc.						
<b>5. Training, development and support</b>							
5.1	Establish a mentoring process to support staff with applications for chairs and readerships, paying particular attention mid-career women in STEMM where the pipeline is weakest.	To support women to plan career progression, particularly in areas where they are under-represented	Establish short-term group to decide how best to provide mentoring.  Establish and promote system  Review system	Summer 2019  Summer 2020	April 2019  On-going  Annually thereafter	Employee Development Advisor	A good pipeline of suitably qualified women across all posts.  Increasing number of women able to act as role models for those coming behind them, including students.
5.2	Develop and deliver unconscious bias training for all staff required to chair and support interview/shortlisting panels	To ensure that recruitment, promotion and progression are as fair and equitable as possible.	Recently been launched as part of the revised core Learning & Development programme.	Oct 2018	Oct 2019	Employee Development Advisor / EDI Manager	Everyone involved in recruitment and promotion are aware of implicit bias that this training is

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	(including promotion); monitor its implementation and effectiveness.						updated regularly.
5.3	Providing specialist Diversity in the Workplace training to all staff with refresher training every 3 years as a mandatory requirement.	To enhance participants cultural awareness, knowledge, and communication and prevent active or passive discrimination	Recently launched as part of the revised core Learning & Development programme, available through an online learning platform.	Oct 2018	Oct 2019	Employee Development Advisor / EDI Manager	High levels of bias awareness among appointment panels.
5.4	To identify why there is low attendance at Corporate Induction and why men in particular choose not to attend; consider factors such as seniority.	Induction is an essential part of ensuring that an individual feels a sense of belonging to the organisation and an understanding of its goals and ambitions, as well as its ethos and mission.	Establish focus group for newly appointed staff.  Review grades of those who attend/do not attend over three-year period to help determine whether we need a more role-focused	April 2019  Summer 2019	July 2019  Summer 2022	L&D Coordinator  L&D Coordinator	Better take up of induction by all staff (grades, gender, ethnicity etc.)  Potentially the enhancement of the induction offer to be more attractive to all staff.

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
			approach to induction.				
5.5	Monitor uptake of E&D training particularly with the view to determining whether e-learning is more appealing to staff.	To improve the overall knowledge and understanding of E&D issues and to encourage an inclusive culture for all	Development of suitable session.  Roll out for all new staff via induction.  Programme of training for existing staff and monitor uptake.	Feb. 2019  Sept 2019  Sept 2019	May 2019  On-going  On-going	Senior Employee Development Advisor / EDI Manager	High levels of understanding of E&D issues across the institution and grades.  A positive work environment for all reflected in positive responses in staff surveys.
5.6	Briefings for managers and mentors supporting potential promotion/ progression applicants and help them to be aware of potential gender, and other, issues that might affect the process.	To ensure that managers also understand the changes in promotion and progression processes and how they affect the staff in their teams so that they can support them to make appropriate applications for promotion.	Develop training sessions for managers regarding new processes to ensure that no-one is impeded from applying for promotion. Provide guidance around the options for accelerated progression.	Sep 2019	Feb 2020  With regular training on an on-going basis	Senior HR Advisor / EDI manager	That the staff survey indicates high levels of satisfaction with support received from managers in the promotions process.  Greater satisfaction expressed regarding

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
							transparency of progression and promotion process.
5.7	To ensure that PDR process encourages women in particular to identify their development needs to support them in being identified as 'category A submitted' for the REF.	There is a gender gap with respect to engagement with the REF which we need to ensure is a choice which reflects roles and responsibilities and not bias.	Revised performance and development review process encourages more open conversations about REF.  Regular EqIAs on REF process until Nov 2020 submission.	Sept 2019  Feb 2019	Sept 2020  Dec 2020	Deans/ Employee Experience Manager  REF Manager	Closing of the gender gap of people who are identified as category A staff.  Few/no appeals against the REF process.
5.8	Review the implementation of the new PDR process to ensure it encourages engagement and benefits staff and managers by promoting conversations about career	The new process has been developed to make it more meaningful for both staff member and manager. As with all new processes, the implementation needs to be monitored to ensure that it does what is intended.	Introduction of new process.  Communication plan  Training for staff and managers	February 2019	June 2019	Employee Experience Manager	High levels of engagement with PDR process.  High levels of satisfaction expressed in staff surveys. Managers report enhanced

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
	progression discussions through a personal development plan which acknowledges the full range of activities (e.g. outreach work, committee membership, AS SAT membership, REF lead).		Review of new system after two years.				understanding of their staff members' professional goals.
5.9	Review revised and updated T&D offer for effectiveness and fitness-for-purpose over three years to ensure that they benefit all staff regardless of gender, ethnicity, contract type or other characteristics.	To ensure that 'hidden' work is recognised and rewarded appropriately	Guidance updated and provided as an e-booklet.  New e-booklet guidance is disseminated to staff and managers via the various communication mechanisms identified in the implementation plan for the changes to	Jan 2019	Feb 2020	Chair of ACDWIG/ HR Advisor (Projects)	Guidance is revised and updated. Such activities are identified in applications for career progression

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
			promotion and progression processes				
5.10	Review training and dissemination of anti-bullying policy and process to ensure that staff are aware of how to report bullying and harassment, whether experienced personally or to others.	While the University has comprehensive policies and processes, the staff survey suggests that not everyone is aware and/or has confidence in applying them.	Targeted training sessions are delivered reaching more staff and alternative forms of dissemination explored.	Jan 2019	Dec 2019	Employee Experience Manager	Greater knowledge and confidence reported in next staff survey.
<b>6. Organisation and culture: policies and processes</b>							
6.1	Formal establishment of professoriate to encourage academic leadership and mentoring capacity.	Expansion of professoriate but expectations of role not always clear.  Enhance mentoring capacity for more junior staff.	Inaugural meeting.  Identification of any training needs	Oct 2019  Summer 2019	Spring 2019  On-going	PVC Research  PVC Research, Dean of L&T, and	Group established with clear role and remit.  Appropriate training to support professors.



Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
						Staff development lead	Enhanced mentoring available for academic staff (to complement HR mentoring offer).
6.2	Review all reward and recognition policies so that discussions on pay are transparent and demonstrably equitable.	To ensure that everyone, including managers, has access to clear information about how reward and recognition is determined.	Review of guidance to staff and managers with roll out of new promotions criteria.  Communications plan to disseminate information and guidance for managers and staff.	Nov 2018  Jan 2019	Jan 2019  March 2019 and yearly thereafter	HR MI Manager	Staff survey indicates higher percentage stating that they are paid fairly.
6.3	Academic Career Implementation Working Group (ACIWG) to review gender pay gap to determine whether it is progression or	More women are represented more in the lower grades of academic appointments.	Report for senior managers. Action plan if required	Summer 2019	Summer 2020	Chair ACIWG, Director HR	Clarity over reasons for difference. Action plan if required.

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
	promotion that accounts for difference and to recommend action where appropriate.						
6.4	Monitor and review applications and awards to the RIF and promote awareness of criteria for priority access (e.g. return from extended period of leave including maternity).	Create a system to monitor and review uptake of support and any alternative measures provided	Report and recommendations for further development available re support provided for maternity and adoption leave: during leave	May 2019	Jun 2020	RO	A clear understanding of the impact of current processes along with recommendations for further developments to overcome barriers to career development
6.5	Flexible Working Steering Group (FWSG) to be established to review policy, procedure and practice to promote consistent practice, and monitor both applications for flexible working	Feedback from staff indicates confusion over policy and practice which needs addressing.	Establishment of clear policy accompanied by communications plan to ensure that staff and managers are confident in its application.	Nov 2018	Sept 2019	Chair, Flexible Working Steering Group	Staff report greater understanding of flexible working policy and are confident in engaging with it for their own circumstances.

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	and outcomes (including return from maternity leave and engagement with paternity/shared parental leave).						
6.6	FWSG sub-group to be established to review the particular needs of staff returning from significant periods of leave, including maternity leave, to develop support mechanisms with the emphasis on flexibility	An institutional, consistent approach to an overarching and contemporary Flexible Working Policy and Practice that begins to address some of the barriers caused to career development as a result of caring responsibilities	Utilise data gathered in 5.5 (iv), (v) to review current approaches to flexible working and identify good practice and areas  Supported by management training and awareness raising	Sep 2019	Jun 2020	Chair, Flexible Working Steering Group	Greater assurance of a consistent and institutional wide approach. Appropriate flexible working practices introduced to support those with a range of personal circumstances and preferences.
6.7	HR to create the process, policy and systems to enable monitoring of equality issues and	Equality data collated, monitored and reported on.	Talent Management Systems implemented, monitored and	Sep 2019	Jun 2021	EDI Manager /MI & S Specialist	As a result of monitoring and escalation, continuous improvement in

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	monitor implementation by managers through their personal PDR meetings	Managers to have sight and take responsibility of arising equality issues	reporting mechanisms agreed and developed.				the success of developing a diverse workforce and development opportunities across all under-represented groups
6.8	Develop a process to deal with differences between policy and practice and ensure that managers' practice is consistent across the organisation.	Staff survey reports concerns with information provided by managers and discrepancies between areas/depts.	A process developed to understand where differences between policy and practice arise.	Sep 2020	Jun 2021	EDI Manager / HR Advisor (Projects)	Understanding of where and how differences arise between policy and practice and a process designed to deal with them
6.9	Reinvigorate the use of EqIAs for all policies and ensure systematic application and legal compliance	To identify and address existing or potential inequalities, resulting from policy and practice development	Systematic process in place to ensure new or revised policies are assessed at point of need and existing policies are assessed in line with usual biannual	Jan 2019	Jun 2019	EDI Manager	All EqIA published on wiki alongside appropriate policy

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
			policy review schedule				
6.10	Establish a common set of principles that can be used to inform workload allocation model which will be monitored annually by faculties.	We need to establish principles to promote greater fairness and transparency.	Workload allocation approach identified and working group established  Communication plan developed to ensure that staff and managers are aware of the principles and how to operationalise the new approach.	Feb 2019	Oct 2019	Chair, ACDIG  Director, HR	Staff report greater understanding of how workload is allocated.  Staff report that workload allocation is fair.
6.11	ACDIG to collate and review the workload allocation models currently employed across EHU to identify common approaches and best practice	At present there is not a consistent workload approach across the institution resulting in differential experiences that is not based on clear business reasons.	Greater understanding of current approaches employed across the institution with the view to identifying best practice.	Oct 2018	Feb 2019	Chair, ACDIG  Director, HR	Good practice identified.  Clearer understanding of local needs and how these can be accommodated.
6.12	Workload allocation models	We are currently reviewing the kind of	Production of pilot WAM for	Oct 2018	May 2019	Chair, ACDIG	WAM introduced and accepted to

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
	that recognise work outside of teaching and learning, research and enterprise and employability (such as outreach, Athena SWAN SAT work, committee membership, REF/research lead etc.), and link effectively with PDR and promotions processes.	WAM that might best work for the University. This is an opportunity to ensure that the whole role of the modern academic is taken into account appropriately.	implementation and review				be fair and transparent by staff and managers, which is reflected in staff surveys.
6.13	Review the timing of institutional events to facilitate the engagement of part-time staff attending	Part-time staff have varying working pattern and to facilitate their attendance at at least some of the events we need vary the days and times of those events which generally happen at similar times each year.	Production of a shared calendar of cross-institutional events to aid collaborative working on similar and complimentary events	Feb 2019	Mar 2019	Reward and Resourcing Advisor	Shared calendar of cross-institutional events
6.14	To have distinct guidance in	To provide a supportive, inclusive environment for	Following the outcomes of the	Sep 2019	Aug 2020	EDI Manager	Guidance which has been

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	relation to trans awareness and to address trans issues in relation to curricula and equality on campus. To be aimed at managers, HR, colleagues and the trans staff members/students themselves.	our staff who identify as trans.  Promote better knowledge and understanding of key issues among managers	review of the GRA provide updated guidance to ensure support to colleagues and clarity of understanding to managers				endorsed by external organisations that are experts in supporting trans people.
6.15	Establish a wiki resource for LGBTIQ+ staff group to facilitate communication and provide a space to archive activities including photographs on participation in events such as Pride.	This is a new group which is an important source of support for staff and students across the organisation and good resources are essential to its effectiveness.	Resources established, explore how to share effectively but securely with students.	Nov 2019	May 2019	Coordinator of LGBTIQi group	All LGBTIQi staff (and students) are able to access resources and support as required.
6.16	Every three years review our trans policy and guidance in consultation	To ensure that any support we offer is best	Identify specific areas that require monitoring and identify key	Sep 2019	Aug 2020	EDI Manager	That our guidance is reviewed regularly and

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
	with external organisation and stakeholders to ensure our policies and guidance documents incorporate best practice. Reviews may also be triggered by internal process developments or legal changes, such as the review of the Gender Recognition Act (2004).	practice and is legally compliant	reporting requirements				compliant with legislation
6.17	Implement and monitor change in our information recording systems that would recognise a new preferred first name.	To ensure that once there is a definitive statement from GRA, that we are able to respond in a timely manner.	Review existing provision Make changes aligned to requirements of amended GRA Provide revised systems	Sep 2019	Aug 2020	EDI Manager	That our policy and practice demonstrate best practice and complies with all legal requirements.



Action point no.	Planned action/objective	Rationale <i>(i.e. what evidence is there that prompted this action/objective?)</i>	Key outputs and milestones	Timeframe		Person responsible <i>(include job title)</i>	Success criteria and outcome
				Start date	End date		
6.18	Monitor the impact of the changes in PDR, workload allocation model and the new promotions process on staff satisfaction.	We note that there are considerable changes taking place and we need to monitor the impact on staff.	All new policies and processes are accompanied by clear guidance and appropriate training is delivered to ensure that staff are fully aware of developments.	Nov 2019	Dec 2020	Chair, ACDIG	Staff report enhanced understanding of policy and process and report higher levels of satisfaction in staff survey.
6.19	Ensure that the implementation of the new promotion process, WAM and PDR are consciously aligned with appropriate training for staff and managers to maximise synergies and ensure that these complementary processes work together to enhance	We note that a number of complementary changes are occurring in a similar timeframe; to maximise the benefits, we need to ensure that these consciously aligned and integrated.	There is alignment and transparency in how these complementary processes work.	Nov 2019	Dec 2020	Director, HR	Staff report high levels of satisfaction and no longer report on inconsistent practice.

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
	transparency and consistency.						
<b>7. Organisation and culture: committees</b>							
7.1	Establish a process for monitoring the gender composition of AB committees and to delegate this to chairs/secretaries of faculty/ department/ working groups to improve our understanding of workload.	At present we do not have an easy way of collecting data on the broad membership of committees and other deliberative groups.	Way of collecting the data efficiently identified and used by secretaries of committees and other boards so to enhance reporting.	Jan 2019	Jan 2020	University Secretary	Annual reports on committee membership to monitor committee make-up and diversity and that this looks beyond Academic Board committees to capture more comprehensively workload.
7.2	Review the impact of the coversheets on practice for AB committee papers.	We state that we review all policy documents for E&D issues, but these are not systematically monitored.  Help to improve analysis of impact of policies.	Provide report on all policies developed or reviewed in 2018-19 to consider impact on E&D principles.	Oct 2019  Spring 2020	Feb 2020  On-going	Chair of relevant committee  EDI Manager	An annual report that reflects on committee activity which includes reflection on the impact of policy changes on different groups of staff.

Action point no.	Planned action/objective	Rationale <small>(i.e. what evidence is there that prompted this action/objective?)</small>	Key outputs and milestones	Timeframe		Person responsible <small>(include job title)</small>	Success criteria and outcome
				Start date	End date		
			Provide training on EqIAs for managers who 'own' policies.				Managers feel comfortable with conducting EqIAs.
7.3	Establish an appendix on all policies confirming the date of the EqIA and a signature of both the policy holder and E&D manager.	To be more systematic in the review of policy impacts from an E&D perspective	Review existing EqIA documents and identify review date.	Dec 2019	July 2020	EDI Manager /Chair of relevant Committee	An EqIA for each policy using the same EqIA template to ensure consistency.
7.4	AQDU to lead a review the effectiveness of committees and to consider whether there is an appropriate diversity of members on committees and to consider workload issues of current structure to mitigate against	Our review of committees has identified some potential issues re workload and gender balance which need to be reviewed.	Review of current structure and identification of possible actions. Further work to determine alternatives structures if required.	Jan 2019	Jan 2020	University Secretary	Better reporting on committee workload and gender representation with a view to committees with good diversity of representation.

Action point no.	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start date	End date		
	over-burdening individuals.						