Athena SWAN: Bronze and Silver institution application

Contents

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.

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	Used
Word limit	**10,500**	**10,365**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the institution	500	491
3. Self-assessment process	1,000	991
4. Picture of the institution	2,000	1819
5. Supporting and advancing women's careers	5,000	5851
6. Supporting trans people	500	436
7. Further information	500	277

Name of institution	University of Salford	
Date of application	November 2020	
Award Level	**Bronze**	
Date joined Athena SWAN	2015	
Current award	**Date: Dec 2015**	**Level: Bronze**
Contact for application	1. **Head of Athena Swan** 2. **PVC Academic Development**	
Email		
Telephone		

1. Letter of endorsement from the head of institution

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

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

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

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Professor Helen Marshall
Vice-Chancellor
University of Salford
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17 November 2020

Athena Swan Institutional Letter of Support

When we launched our Inclusion and Diversity Strategy in 2016 our ambition was to create an inspirational, inclusive learning and teaching environment, celebrating the diversity of our University community in our everyday conversations and this remains core to what we want to be as a University. Since then, we have worked hard to realise this ambition and the Athena Swan accreditation has been one of our guiding principles.

This application sets out some key areas of progress we have made to improve the gender balance of our colleagues at all grades. It is an honest reflection of our journey and shows that all schools have seen an increase in female academic colleague representation over the reporting period. I believe gender equality is now woven into conversations and activities across the university. One example is the way we have encouraged more female applicants for Professorial roles and crucially, the Head of Athena Swan now has a seat on the promotion panel. Over the reporting period we have seen a 6% increase in female Professors. We are also routinely sending large cohorts to participate in the Advance HE Aurora programme demonstrating our firm commitment to the Athena Swan principles. We have established a strong Women's Colleague Network (Women's Voice), which has representation on University governance committees, and I meet with the Chair on a quarterly basis to discuss progress and help promote their activity including a range of events for female colleagues throughout the year and the Women's Voice awards to recognise the achievements of our amazing female colleagues and students.

Throughout my career I have balanced advancement with family responsibilities, and I am committed to provide opportunities for all people to develop within the organisation. I am proud to lead a University which has appointed women to many of its executive positions, but we have much to do to ensure this is reflected across the whole institution. I feel confident that gender equality is now embedded in the university and that our active interest in the career progression of female staff and students at all stages demonstrates our commitment to gender equality. This is reflected in the work that the School Athena Swan Self-Assessment Teams are undertaking.

In this application we have highlighted where we need to work harder. We know that we still have patterns of difference within our senior academic roles where our female colleagues are underrepresented, and flexible working opportunities are still hard to find. I am committed to addressing this. As Vice-Chancellor, I will be accountable to University Council in implementing the action plan.

I would like to pay tribute to previous Heads of Athena Swan Professor Abigail Gregory and Dr Francine Morris and our new Head, Helen Matthews, who will help us further to embed the Athena Swan principles into the consciousness of academic Schools and Professional Services Directorates.

Finally, I can confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the University.

Yours sincerely

Professor Helen Marshall
Vice-Chancellor, University of Salford

Section 1: 500 words

List of Abbreviations

AcS	Academic Staff
ACF	Academic Career Framework
AD	Associate Dean
AHE	Advance HE
AHSSBL	Arts, Humanities, Social Sciences, Business, and Law
AP	Action Plan
APP	Access and Participation Plan
AS	Athena Swan
ASQAC	Academic Standards and Quality Assurance Committee
ASSC	Athena Swan Sub-Committee
AW	Agile Working
BAME	Black, Asian, and Minority Ethnic
CoP	Code of Practice
CP	Career Progression
DD	Deputy Dean
DoS	Dean of School
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusivity
EIA	Equality Impact Assessment
FT	Full-time
FTC	Fixed Term Contract
FoR	Festival of Research
FW	Flexible working
GE	Governance and Engagement
GM	Greater Manchester
GMCA	Greater Manchester Combined Authority
GPG	Gender Pay Gap
GPGAG	Gender Pay Gap Action Group
HE	Higher Education
HESA	Higher Education Statistics Agency
HoAS	Head of Athena Swan
HPA	Hourly Paid Academic
HR	Human Resources
HS	School of Health and Society
IC	Inclusive Culture
I&D	Inclusion & Diversity
IDEC	Inclusion & Diversity Executive Committee
ISEC	Inclusive Student Experience Committee
KIT	Keeping in touch
KPI	Key Performance Indicators
L	Lecturer
ML	Maternity Leave
PCC	Performance and Career Conversations
PDR	Performance and Development Review
Perm	Permanent
PG	Postgraduate
PGCAP	Postgraduate Certificate in Academic Practice
PGR	Postgraduate Research Student

PGT	Postgraduate Taught Student
PL	Parental Leave
PNTS/U	Prefer not to say/ Unknown
PS	Professional Services
PSS	Professional Services Staff
PT	Part-time
PVC	Pro Vice Chancellor
QEO	Quality Enhancement Office
RA	Research Assistant
RDF	Researcher Development Framework
RDI	Recruitment, data and induction
REC	Advance HE Race Equality Charter
REC	Research and Enterprise Committee
REF	Research Excellence Framework
REMCOM	Remuneration Committee
RF	Research Fellow
RLW	Real Living Wage
SAM	School of Arts & Media
SAT	Self-Assessment Team
SBS	Salford Business School
SCELT	Salford Community for Excellence in Learning and Teaching
SEE	School of Science, Engineering and Environment
SELTEC	Student Experience, Learning Teaching and Enhancement Committee
SL	Senior Lecturer
SPL	Shared Parental Leave
SRR	Significant responsibility for research
STEMM	Science, Technology, Engineering, Mathematics, and Medicine
TO	Teaching-only
UB	Unconscious Bias
UG	Undergraduate Student
UOA	Unit of Assessment
UoS	University of Salford
VCET	Vice Chancellor's Executive Team
WIC	Workplace Inclusion Committee
WLA	Workload Allowance
WLB	Workload Balance
WVN	Women's Voice Network

Data and action plan presentation notes:

- Benchmarking comparisons refer to the 'Advance HE Equality in Higher Education: statistical report' 2020, unless stated otherwise.
- Academic staff data is presented as headcount, unless stated otherwise.
- Small variations in some numbers presented throughout the application are the result of database updates during the period of data analysis.
- Academic departmental data is separated into STEMM (SEE and HS) and AHSSBL (SAM and SBS) combined.

- The Action Plan is organised into four workstreams. Each workstream is sponsored by a member of the Vice Chancellor's Executive Team (VCET) and a School Dean. The sponsors will provide leadership and support for the relevant workstreams.

2. Description of the institution

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

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

(i)   information on where the institution is in the Athena SWAN process;

The University of Salford (UoS) joined the Athena Swan (AS) charter in 2015 and was awarded Institutional bronze in April 2016. Since then, we have formed the Athena Swan Sub-Committee (ASSC), appointed a Head of Athena Swan (HoAS), and introduced a new I&D governance structure to support the work undertaken across the university towards creating an inclusive learning and working environment, as stated in our I&D Strategy 2016-2021. To deliver on the AS objectives and support the HoAS, the University now has a permanent I&D Manager, two I&D Officers, plus administration and data analyst support. To ensure a unified approach, the new AS action plan (AP) is aligned with the wider University I&D actions including our People Strategy, the Race Equality Charter (REC), and the Access and Participation Plan (APP).

In the last four years the UoS has achieved four departmental bronze awards, however, the University has recently changed the structure and operation of schools, moving from seven schools to four (Figure 2.1). To renew our commitment to gender equality, we embedded I&D within this change process, involving the HoAS and self-assessment team (SAT) leads. SATs are in place to advance AS actions and apply for awards, as appropriate, within each new School, although we acknowledge that COVID-19 has had a recent impact on progress**.**

Table 2.1: Athena Swan progress in Schools.

School	Athena Swan Progress
SBS	Bronze award (2019)
SAM	Preparing for Bronze application
HS	Previously 2 Schools, now preparing for Bronze application (April 2021) • School of Health and Society (no award) • School of Health Sciences (Bronze award)
SEE	Previously 3 schools, now applying as one school for an interim bronze award (Nov 2020) • Environment and Life Sciences (Bronze award) • Computing, Science and Engineering (Bronze award) • School of the Built Environment (no award)

| Action GE 1.1	➢ Create and maintain an online depository for resources, links and examples of best practice. ➢ Hold workshops to support departments with gender equality initiatives and Athena Swan applications. ➢ Establish a mechanism for rewarding good practice and ambition for gender equality in Ac and PS departments.
Action GE 1.2	➢ Schools to submit Athena Swan bronze award School applications. ➢ Prepare and apply for institutional and departmental silver awards by engaging with and learning from best practice in the sector.

(ii)   information on its teaching and its research focus;

The UoS is a teaching and research informed university with approximately 18,500 students and over 2000 staff. We offer undergraduate (UG), postgraduate taught (PGT), and postgraduate research (PGR) degrees in 40 subject areas. We have a main campus in Salford, near Manchester City Centre, and a significant presence at Media City UK.

The University's vision is that "by pioneering exceptional industry partnerships we will lead the way in real world experiences preparing students for life." This vision of industry collaboration spans all areas of the University, including research, teaching & learning, and enterprise, enhancing student experience, and employability.

By aligning our cross-University research communities with industry, other Higher Education (HE) institutions, and community partners, our diverse capabilities and strong culture of research excellence provide innovative solutions to the key societal, industrial, and global challenges.

Figure 2.1: Summary of University Teaching and Research Focus.
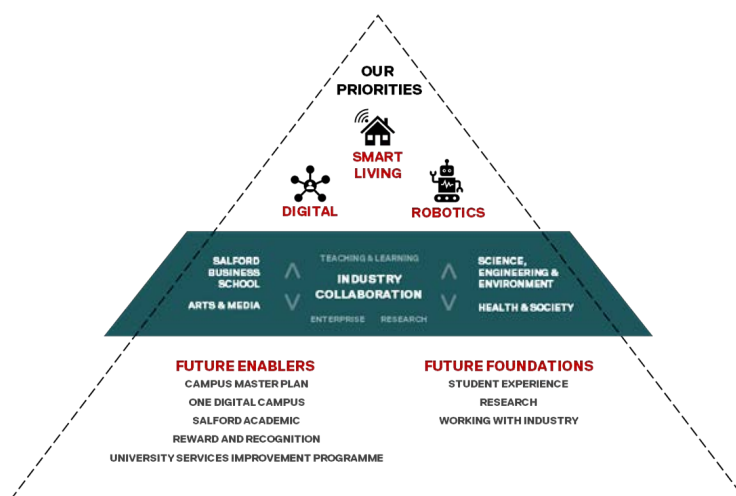
(iii)   the number of staff. Present data for academic and professional and
         support staff separately;

Table 2.2: UoS Headcount by gender, and year for Academic and Professional Support Staff.

		F	M	Total	%F	UK Benchmark
2016/2017	Academic	444	512	956	46.4%	45.7%
	PSS	824	563	1387	59.4%	62.6%
	All staff	1268	1075	2343	54.1%	54.2%
2017/2018	Academic	464	529	993	46.7%	45.9%
	PSS	853	536	1389	61.4%	62.7%
	All staff	1317	1065	2382	55.3%	54.4%
2018/2019	Academic	513	530	1043	49.2%	46.3%
	PSS	867	546	1413	61.4%	62.8%
	All staff	1380	1076	2456	56.2%	54.6%

We have seen a growth in female academic staff to 49.2%, slightly above sector data (46.3%), as is our overall proportion of female staff at 56.2% (54.6%).

Action GE 1.3	➢ KPI's will be set for staff gender balance as part of School and departmental I&D action plans in line with sector and community benchmarks.

(iv)   the total number of departments and total number of students;

Figure 2.2: UoS Schools and associated subjects.
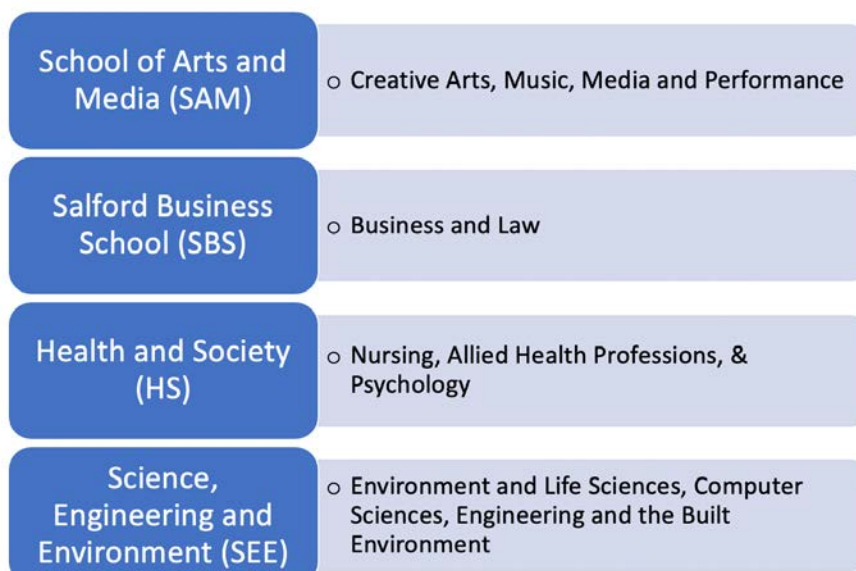
Student data by School are presented in Table 2.3. Table 2.4 provides a further breakdown by level and for STEM and AHSSBL.

Table 2.3: University of Salford student numbers by gender and year.

| | All Levels (UG,PGT,PGR) | | | | | | | | |
| | 2016-17 | | | 2017-18 | | | 2018-19 | | |
School	F	M	%F	F	M	%F	F	M	%F
SAM	1922	1926	49.9%	2116	2016	51.2%	2223	2140	51.0%
SBS	1120	1262	47.0%	1126	1348	45.5%	1201	1340	47.3%
H&S	5437	1379	79.7%	5477	1372	80.0%	5576	1491	78.9%
SEE	1382	3128	30.6%	1429	3275	30.4%	1530	3393	31.1%
UoS	9861	7695	56.2%	10148	8011	55.9%	10530	8364	55.7%
Sector			56.7%			57.0%			57.2%

University of Salford Student Data 2018/19 by school, level, and gender					UK Benchmark
School	Female	Male	Non-Binary	% Female	
HS	**5576**	**1491**		**78.8%**	
UG	4268	1076		79.7%	
PGT	1237	388		75.8%	
PGR	71	27		72.4%	
SEE	**1530**	**3393**		**31.0%**	
UG	1281	2748		31.7%	
PGT	210	580		26.6%	
PGR	39	65		37.5%	
All STEMM	**7106**	**4884**		**59.2%**	**52.5**
UG	5549	3824		59.1%	50.6
PGT	1447	968		59.7%	58.8
PGR	110	92		54.5%	45.4
SAM	**2223**	**2140**		**50.9%**	
UG	2103	1943		52.0%	
PGT	107	181		37.2%	
PGR	13	16		44.8%	
SBS	**1201**	**1340**		**47.2%**	
UG	1017	1131		47.3%	
PGT	168	186		47.3%	
PGR	16	23		41.0%	
All AHSSBL	**3424**	**3480**		**49.6%**	**61.3**
UG	3120	3074		50.3%	60.9
PGT	275	367		42.8%	62.3
PGR	29	39		42.6%	54.9
University of Salford	**10530**	**8364**		**55.7%**	**57.2%**
UG	8669	6898		55.6%	56.6
PGT	1722	1335		56.2%	62.9
PGR	139	131		51.5%	50.3

Figure 2.3: Snapshot of student population characteristics 2019-2020

Our Undergraduate students...

56%	21%	30%	31%
Female	Disabled	Mature (21+)	BAME

Comparison to all Universities (HESA)

| 57% | 15% | 46% | 21% |

Our PG Taught Students...

56%	18%	77%	24%
Female	Disabled	Mature (25+)	BAME

Comparison to all Universities (HESA)

| 61% | 10% | 60% | 14% |

Our PG Research Students...

52%	22%	87%	29%
Female	Disabled	Mature (25+)	BAME

Comparison to all Universities (HESA)

| 49% | 10% | 76% | 10% |

Action GE 1.3	➢ KPI's will be set for student gender balance as part of School I&D action plans in line with sector and UoS student benchmarks.
Action GE 1.4	➢ Introduce model, descriptors and network for EDI Leads and Champions for schools and departments.
Action GE 1.5	➢ Refine reporting structures and link all EDI action plans. By linking all our I&D actions we will improve effectiveness and ensure we address the intersectionality and diversity of our staff and student populations. ➢ Align AS and REC action plans. By aligning the AS and REC action plans we will ensure our actions address the intersectionality of our staff and students.
Action GE 1.6	➢ Establish a forum to collate student feedback and explore how we can work with USSU to support and promote GE activities.

(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.

Table 2.5: Academic Staff Headcount by School, gender, and year for STEMM and AHSSBL departments.

School	2016/17			2017/18			2018/19			Growth		
	F	M	% F	F	M	% F	F	M	% F	F	M	Total
HS	■	■	69.1%	■	■	68.1%	■	■	69.5%	14.6%	12.9%	14.1%
SEE	■	■	26.3%	■	■	25.8%	■	■	28.0%	11.7%	2.3%	4.5%
All STEMM	**337**	**332**	**50.4%**	**346**	**348**	**49.9%**	**384**	**352**	**52.2%**	**13.9%**	**6.0%**	**10.0%**
UK benchmark									42.6%			
SAM	■	■	44.4%	■	■	45.5%	■	■	46.9%	18.4%	7.4%	12.3%
SBS	■	■	27.0%	■	■	28.6%	■	■	34.0%	33.3%	-4.1%	6.0%
All AHSSBL	**103**	**168**	**38.0%**	**111**	**172**	**39.2%**	**126**	**172**	**42.3%**	**22.3%**	**2.4%**	**10.0%**
UK benchmark									50.8%			

Table 2.6: Professional Services Support Staff Headcount by School, gender, and year for STEMM and AHSSBL departments.

School	2016/17			2017/18			2018/19			Growth		
	F	M	% F	F	M	% F	F	M	% F	F	M	Total
HS	■	■	93.3%	■	■	91.8%	■	■	91.0%	45.2%	100%	48.9%
SEE	■	■	57.0%	■	■	55.3%	■	■	46.7%	-4.4%	44.1%	16.5%
All STEMM	**87**	**37**	**70.2%**	**114**	**44**	**72.2%**	**104**	**55**	**65.4%**	**19.5%**	**48.6%**	**28.2%**
UK benchmark									63.7%			
SAM	■	■	77.1%	■	■	80.0%	■	■	74.5%	2.7%	18.2%	6.3%
SBS	■	■	78.1%	■	■	80.0%	■	■	84.8%	12.0%	28.6%	3.1%
All AHSSBL	**62**	**18**	**77.5%**	**64**	**16**	**80.0%**	**66**	**18**	**78.6%**	**6.5%**	**0%**	**5.0%**
UK benchmark									62.5%			

Our priority is to increase the representation of women in SEE and across AHSSBL (see section 4 for detailed analysis).

Action GE 1.3	➢ KPI's will be set for staff gender balance as part of School and departmental I&D action plans in line with sector and community benchmarks.
Action RDI 1.1	➢ Implement a new recruitment system to include gender decoder, greater reporting functionality on diversity of applicants, shortlists and hiring decisions and ability to use specific imagery to support adverts focusing on gender.
Action CP 1.2	➢ Provide targeted career support in Schools and departments for women where they are under-represented by sharing and implementing examples of best practice to ensure all staff have access to appropriate support.

Section 2: 491 words

3. The self-assessment process

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

Describe the self-assessment process. This should include:

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

The Self-Assessment Team (ASSC - Athena Swan Sub-Committee) is chaired by the appointed HoAS (0.4 FTE) and includes staff at different stages of their careers and from a range of backgrounds and disciplines, including representatives from professional support and the Students' Union (USSU). To ensure the staff and student voice is represented, and reflect the diversity of our University population, other members are nominated by Schools and Departments. Membership also includes those who can provide a range of specialist advice, guidance, and support and can help deliver the action plans. We acknowledge the high number of women on ASSC (74%) and the need to increase the diversity (currently 22% BAME) and number of male staff actively involved in this work.

Action GE 2.1	Advertise opportunities within Schools and Professional Services departments and where appropriate co-opt members to improve the diversity and gender balance of the ASSC.

Table 3.1: Members of ASSC including job title, relevant experience and contract type and grade: Full-time (FT) Part-time (PT), Fixed-term or Permanent (FTC/P), Academic (Ac) or Professional Support (PS).

Member	Title		
Helen Matthews	Head of Athena Swan 2020		
Dr Francine Morris	Head of Athena Swan 2018-2020		
I and D Representatives			
Dr Sara Biscaya	Chair of Women's Voice Network		
Anwen Bottois	Associate Director HR		

Sue Clark	Inclusion & Diversity Manager
Sam Gill	Project Officer Athena Swan
Rob Bulman	Management Information Manager
School Representatives	
Dr Maria Rana	SBS Athena Swan Co-Lead Lecturer
Dr Katherine Rostron	SBS Athena Swan Co-Lead Lecturer
Janet Gibson	HS SAT Representative School Business Manager
Martyn Matthews	HS SAT Representative Senior Lecturer
Professor Will Swan	SEE Athena Swan Lead
Dr Heather Yates	SEE SAT Representative Reader
Dr Toni Sant	SAM Athena Swan Lead Reader
Professor Insook Choi	SAM SAT representative Chair
Students Union Representative	
Temi Adebayo	President of the Students' Union
Professional Support Staff Representatives	
Hannah Burchell	Associate Director Marketing

David Clay	University Librarian
Nasrin Fazal	Associate Director Digital IT
Professoriate Representative	
Professor Andy Miah	Chair in Science Communication & Future Media
Professor Haifa Takruri	SEE Athena Swan Lead Salford Aurora Champion Chair in SET Engagement
Research and Enterprise Representatives	
Dr Rachel Brenchley	REF Manager & Lecturer
Dr Marie Griffiths	Director of PG Research (SBS) Reader
Davina Whitnall	Researcher Development Coordinator

ASSC meets quarterly and is part of the University I&D Governance Structure (Figure 3.1), originally developed from our previous AS action plan. The HoAS chairs the ASSC and also sits on the Inclusion, Diversity and Engagement Committee (IDEC). The Chair of IDEC is the PVC with specific responsibility for I&D, and reports to the Vice Chancellor. Progress reports and actions are passed through the governance structure to ensure all involved are aware of and can contribute to the successful progression of the actions. The HoAS updates VCET quarterly.

Our original action plan included three working groups that reported into ASSC: Women in Research, Women's Career and Leadership Task Group, and the Human Resources Task Group. The first two of these groups have completed all initial actions. The HR Task Group actions were merged with the Workplace Inclusion Committee (WIC) and the HoAS is now a member of WIC.
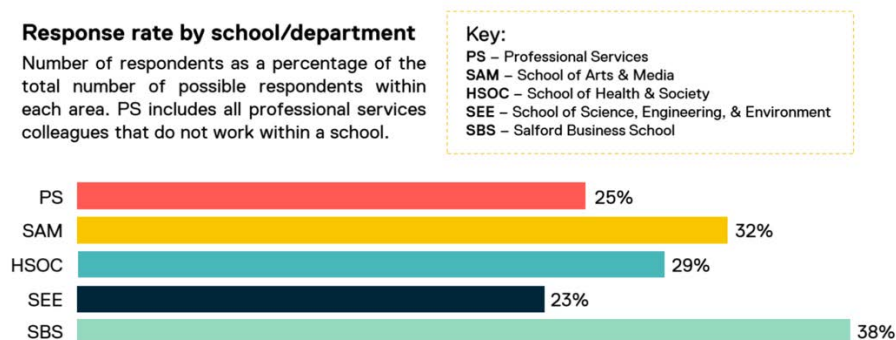
Figure 3.1: Athena Swan Governance Structure

VICE CHANCELLOR'S EXECUTIVE TEAM (VCET)
Chair: Vice Chancellor

INCLUSION & DIVERSITY ENGAGEMENT COMMITTEE (IDEC)
Chair: Pro-Vice Chancellor International

INCLUSIVE STUDENT EXPERIENCE COMMITTEE (ISEC)
Chair: Dean of Students

WORKPLACE INCLUSION COMMITTEE (WIC)
Chair: Associate Director HR

RACE EQUALITY CHARTER SAT (REC)
Chair: Head of Race Equality Charter

ATHENA SWAN SUB-COMMITTEE (ASSC)
Chair: Head of Athena SWAN

(vii)   an account of the self-assessment process;

ASSC led the development of the AS submission including engagement activities, data analysis, and action planning. Quarterly meetings were held to discuss data, feedback, and plan actions. The team will monitor the implementation and effectiveness of the AP and support individual schools to achieve awards and monitor their actions in the future. The key consultation and engagement activities undertaken by ASSC are detailed below:

UoS AS Staff surveys - The anonymous surveys cover key areas for achieving our action plan objectives. Where possible, 2019 survey data are displayed with comparison data from 2017. In 2019, we opened the survey to all staff (comparisons between 2017 and 2019 are included for academics only). In 2019 we received 626 responses (25.5% response rate). Respondents were 66% female; 32% male; 2% non-binary or prefer not to say. We were disappointed with the response rate and will review this prior to the next survey in 2021.

Figure 3.2: Response rate to Athena Swan survey 2019.

Response rate by school/department
Number of respondents as a percentage of the total number of possible respondents within each area. PS includes all professional services colleagues that do not work within a school.

Key:
PS – Professional Services
SAM – School of Arts & Media
HSOC – School of Health & Society
SEE – School of Science, Engineering, & Environment
SBS – Salford Business School

PS   25%
SAM   32%
HSOC   29%
SEE   23%
SBS   38%

Action GE 3.1	➤ Undertake a review of the AS survey questions and conduct a biennial AS survey. Liaise with Schools and PS departments to achieve greater awareness and engagement in responding to the survey.

Focus Groups 2018-2020

- Focus Groups were held in conjunction with the Women's Voice Network to discuss gender equality, work-life balance, career progression, skills development and culture.
- HR People Strategy events on Yammer allowed staff to provide feedback on the People Plan. I&D is integral to the People Plan and findings were shared with ASSC. 118 staff attended 4 sessions.

Consultation meetings 2018-2020 – to raise awareness and collate feedback:

- HoAS presented at School Congress and School Executive Group (SEG) meetings.
- HoAS Chairs School SAT network meetings with SAT Leaders from each School.
- Regular meetings with staff and student groups (e.g., USSU President and Women's Equality Officer, Parents Network Chair, Women's Voice Network Chair).

To raise awareness and communicate with colleagues we developed our AS web pages, which include an overview of AS, updates on the action plan, University contacts, and links encouraging staff to get involved and provide feedback.

Engagement with External stakeholders:

HoAS and some ASSC members are members of external groups in the community:
- Steering Committee of GM4Women2028
- GMCA Women & Girls' Allies Network
- Queen Bee Coaching

Table 3.2: Example of AS events to raise awareness and celebrate women at UoS.

| **Women's Voice Network Annual Awards** - held on IWD to celebrate staff and students at Salford. Started in 2017 and has grown to nearly 200 nominations in 2020. This was an action from our previous AS plan.	

Festival of Research Discussion Panel on **Women in HE and their experiences**. Attended by 40+ colleagues.	
Menopause at Work event for staff and line managers with a keynote speech by Professor Jo Brewis. Attended by 58 staff. Opportunity for feedback on new menopause guidance.	
Celebrating International Women's Day with a change in our University logo, staff profiles and the Vice Chancellor and HoAS led a procession of staff and students to the unveiling of the statue of Emmeline Pankhurst in Manchester.	
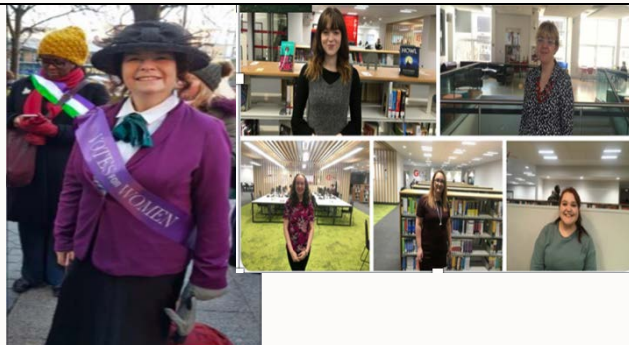
-Empowering women in the workplace Power Breakfast -Salford STEMinist event -Women in Science and Engineering Conference.	
BAME symposium – a day of talks, panel discussions and networking opportunities for staff and students focusing on the experiences of BAME women in HE.	

All ASSC members contributed to consultation, engagement, and data analysis for the application via a specific Teams site. A core team, led by the HoAS, wrote the submission, with input from I&D Manager, AS Project Officer, University data analyst, and additional ASSC contributions. ASSC members regularly reviewed sections and provided input and feedback to the action planning. External feedback was provided by Advance HE and an external consultant. The draft submission and action plan were shared with ASSC and IDEC. The final application was signed off by IDEC and VCET.

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

- ASSC will continue raising awareness of the aims and purpose of the AS charter, implementing the action plan, overseeing institutional and departmental submissions, and monitoring and reporting on the effectiveness and progress of the action plan**.**
- We will continue to review and refresh the membership and build upon the reporting cycle**.** To support committee members when working off campus, ASSC is utilising Microsoft Teams in the organisation and management of the committee.
- The action plan is organised into four key workstreams, each with a senior institutional sponsor. Workstream task groups will report to ASSC**.**
- To assess the understanding of AS and progress on the action plan, we consult regularly with University staff. To ensure all staff can access updates on AS activity, we have recently developed our webpages and social media presence. We will continue to ensure these are up-to-date and accessible for all staff

Action GE 2.1	➢ Conduct an annual review of ASSC membership so that ASSC comprises a range of individuals from a wide range of grades with clearly defined roles and diverse backgrounds. ➢ Introduce a 3-year membership term on a rolling basis to include a workload allowance for membership.
Action GE 2.2	➢ Set up and allocate ASSC members and leads to task groups for each workstream, reporting progress back to ASSC.
Action GE 2.3	➢ Establish an annual cycle of business for ASSC to include monitoring the action plan, reviewing updated datasets, and a formal annual review of the action plan.
Action GE 2.4	➢ Invite PS Leads for AS/EDI to attend SAT network.
Action GE 3.1	➢ Conduct regular focus groups to include specific focus groups for part-time working and reasons for leaving. ➢ Present survey and focus group analysis to ASSC for discussion and action.
Action GE 3.2	➢ Utilise the University communications tools to provide updates on AS progress, events and actions. ➢ Update the Athena Swan webpages. To raise awareness of Athena Swan and ensure consistent messaging.

Section 3: 991 words

4. A picture of the institution

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

4.1 Academic and research staff data

(i)   Academic and research staff by grade and gender.

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

Table 4.1: Academic Career Pathways – type of contract and grades.

Grade	*Xpert HR Level	Research-Only	Teaching & Research	Teaching-Only
G6	L	Research Assistant		
G7	K	Research Fellow		Teaching Fellow/ Lecturer
G8	J	Senior Research Fellow**	Lecturer	-
G9	I		Senior Lecturer/ Reader	-
MGMT Pay Scale (Grade 10+)	I	-	Professor	-
███████████				

Figure 4.1: Academic staff by gender for UoS
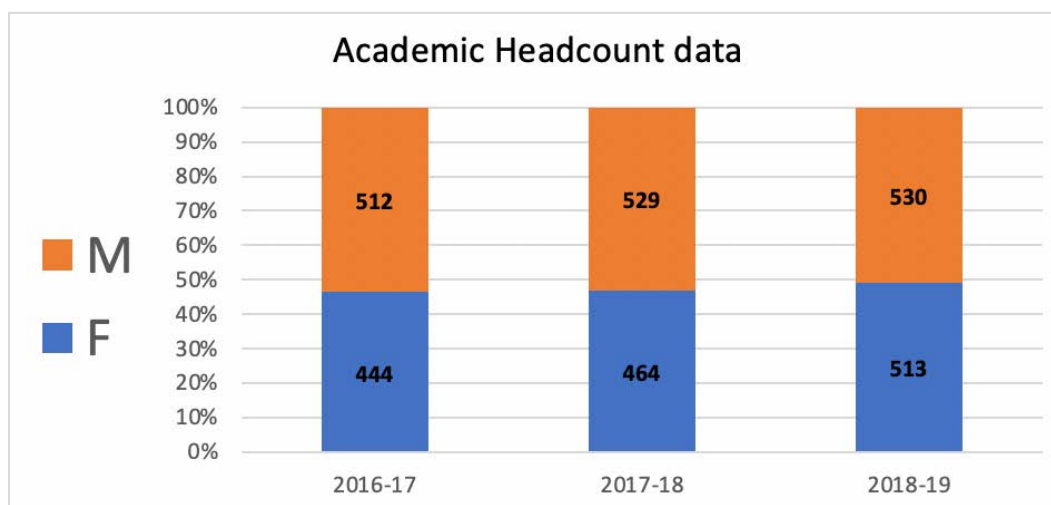
Table 4.2: Academic staff and growth by gender for STEMM and AHSSBL subjects.

School	2016-2017			2017-2018			2018-2019			Growth		
	F	M	%F	F	M	%F	F	M	%F	F	M	Total
HS	■	■	69.1%	■	■	68.1%	■	■	69.5%	**14.6%**	12.9%	14.1%
SEE	■	■	26.3%	■	■	25.8%	■	■	28.0%	**11.7%**	2.3%	4.8%
STEMM	337	332	50.4%	346	348	49.9%	384	352	52.2%	**13.9%**	6.0%	10.0%
SAM	■	■	44.4%	■	■	45.5%	■	■	46.9%	**18.4%**	7.4%	12.3%
SBS	■	■	27.0%	■	■	28.6%	■	■	34.0%	**33.3%**	-4.1%	6.0%
AHSSBL	103	168	38.0%	111	172	39.2%	126	172	42.3%	**22.3%**	2.4%	10.0%
UoS	**444**	**512**	**46.4%**	**464**	**529**	**46.7%**	**513**	**530**	**49.2%**	**15.5%**	**3.5%**	**9.1%**

Table 4.3: Benchmarking data for comparator institutions 2018/2019.

Pre-92	44.3%
SET Marker	*41.0%*
Non-Set Marker	*50.3%*
Post-92	**50.2%**
SET Marker	*47.9%*
Non-Set Marker	*51.8%*
University Alliance	**50.1%**
SET Marker	*48.3%*
Non-Set Marker	*51.7%*
Region – NW	**46.6%**
SET Marker	*42.4%*
Non-Set Marker	*52.0%*

Over the three-year period, the University has seen a change in the gender balance, with a 15.5% growth in female academic staff to 49.2%, which is in line with comparator institutions (Table 4.3) and above the UK sector (46.3%). The proportion of STEMM female staff is above the sector but is strongly influenced by HS. The proportion of AHSSBL female staff is below sector. We have increased female academics in SEE and SBS by 11.7% and 33% respectively. Previous actions to improve our recruitment practices, such as EDI training and gender balanced panels, have supported this increase. At subject level we have supported Schools with targeted initiatives, such as the 'Salford STEMinist' and 'Empowering Women at Work' events. Our priority is to increase female representation in SEE and AHSSBL and to support these areas to implement targeted actions.

Action GE 1.3	➤ KPI's will be set for staff gender balance as part of School and departmental I&D action plans in line with sector and community benchmarks.
Action RDI 1.1	➤ Implement a new recruitment system to include gender decoder, greater reporting functionality on diversity of applicants, shortlists and hiring decisions and ability to use specific imagery to support adverts focusing on gender.
Action CP 1.2	➤ Provide targeted career support in Schools and departments for women where they are under-represented by sharing and implementing examples of best practice to ensure all staff have access to appropriate support.

The following tables (4.4 to 4.6) and figures (4.2 to 4.7) demonstrate the career pipeline for staff by grade across the whole institution and between STEMM and AHSSBL subjects.

Table 4.4: Academic Staff Headcount by Grade/Role and Gender: University of Salford.

	2016/17			2017/18			2018/19			Growth		
	F	M	% F	F	M	% F	F	M	% F	%F	%M	% Total
Research Assistant	■	■	55.2%	■	■	58.5%	■	■	54.2%	62.5%	69.2%	65.5%
Research Fellow	■	■	41.7%	■	■	39.4%	■	■	39.7%	8.0%	17.1%	13.3%
Teaching Fellow/ G7 Lecturer	■	▮	68.4%	■	■	57.6%	■	■	75.8%	261.5 %	150.0 %	226.3%
Lecturer	■	■	52.2%	■	■	52.9%	■	■	54.0%	10.6%	3.1%	7.0%
Senior Lecturer	■	■	47.2%	■	■	45.0%	■	■	46.1%	-2.7%	1.6%	-0.4%
Reader	■	■	55.2%	■	■	48.4%	■	■	42.9%	-25.0%	23.1%	-3.4%
Professor	■	■	16.2%	■	■	19.8%	■	■	22.3%	21.1%	-18.4%	-12.0%

Figure 4.2: UoS Employment Role by Gender 2016-2019.
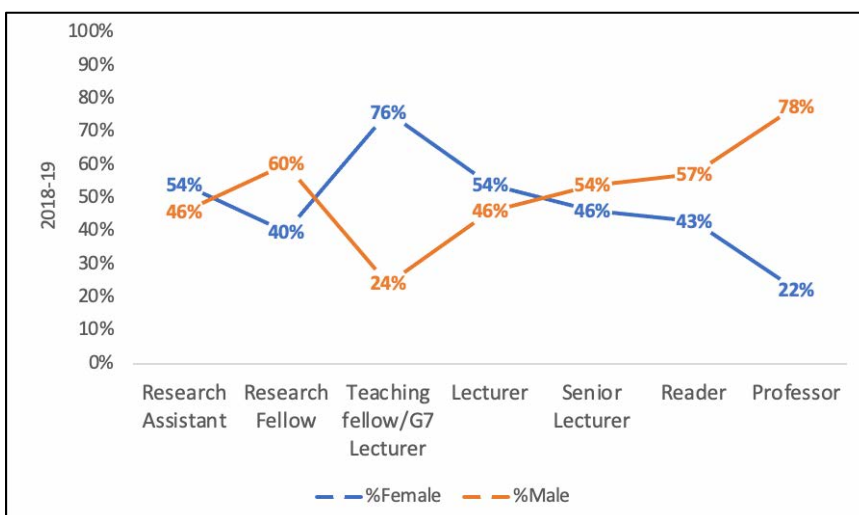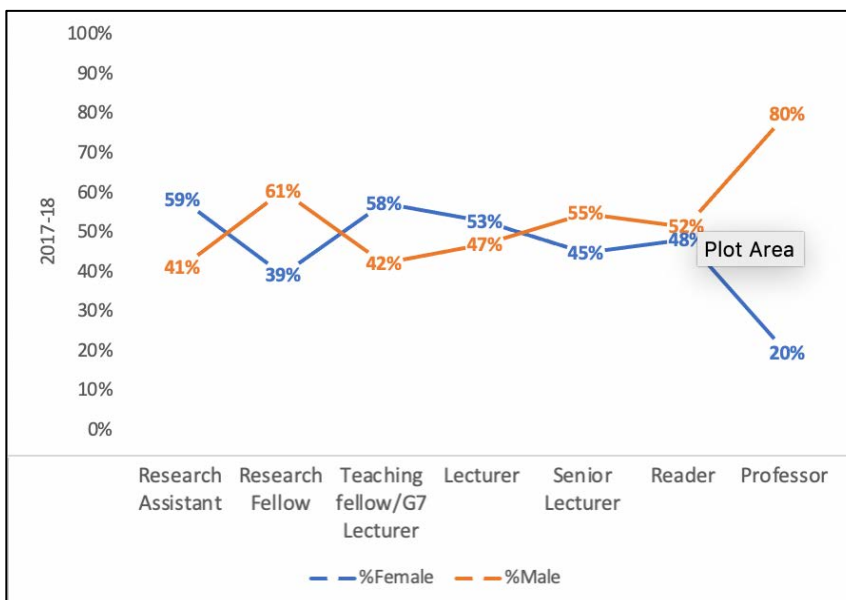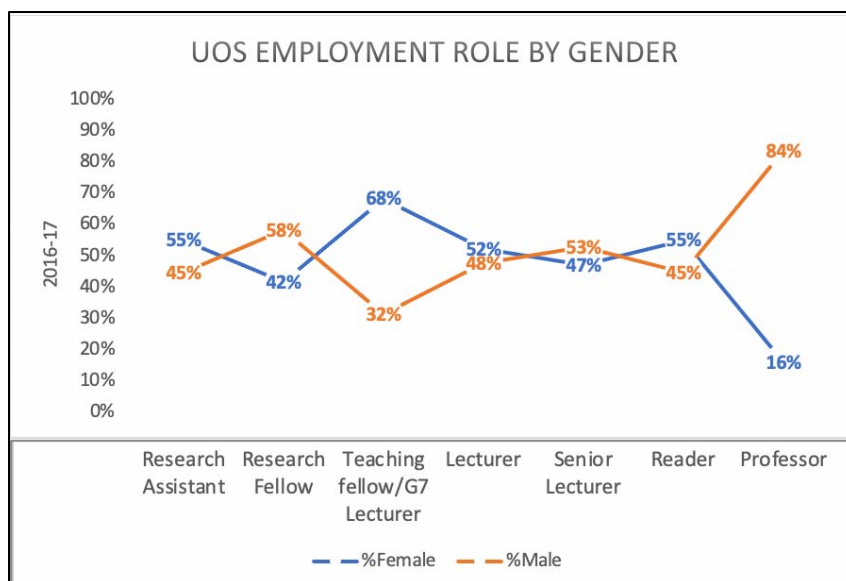
Table 4.5: Academic Staff Headcount by Grade: STEMM.

STEMM	2016/17			2017/18			2018/19		
School	F	M	% F	F	M	% F	F	M	% F
HS	**260**	**116**	**69.1%**	**269**	**126**	**68.1%**	**298**	**131**	**69.5%**
Research Assistant			66.7%			68.4%			63.6%
Research Fellow			100.0%			65.4%			63.0%
Teaching Fellow/ G7 Lecturer			75.0%			64.7%			82.9%
Lecturer			74.2%			73.1%			73.2%
Senior Lecturer			68.9%			67.0%			66.7%
Reader			87.5%			72.7%			75.0%
Professor			34.6%			36.0%			40.0%
SEE	**77**	**216**	**26.3%**	**77**	**216**	**26.3%**	**86**	**221**	**28.0%**
Research Assistant			47.4%			47.6%			44.0%
Research Fellow			29.0%			20.0%			17.1%
Teaching Fellow/ G7 Lecturer			50.0%			50.0%			66.7%
Lecturer			30.2%			32.4%			33.6%
Senior Lecturer			19.7%			16.4%			22.2%
Reader			40.0%			25.0%			28.6%
Professor			12.7%			15.1%			15.7%
All STEMM	**337**	**332**	**50.4%**	**346**	**342**	**50.3%**	**384**	**352**	**52.2%**
Research Assistant			53.6%			57.5%			53.2%
Research Fellow			51.1%			39.3%			37.1%
Teaching Fellow/ G7 Lecturer			66.7%			60.9%			79.5%
Lecturer			58.7%			58.4%			59.8%
Senior Lecturer			49.7%			47.8%			49.4%
Reader			61.1%			47.8%			45.5%
Professor			19.8%			21.8%			23.7%

Figure 4.3: UoS Employment Role by Gender: STEMM 2016-2019.

STEMM EMPLOYMENT ROLE BY GENDER

2016-17:
- Research Assistant: %Female 54%, %Male 46%
- Research Fellow: %Female 51%, %Male 49%
- Teaching fellow/G7 Lecturer: %Female 67%, %Male 33%
- Lecturer: %Female 59%, %Male 41%
- Senior Lecturer: %Female 50%, %Male 50%
- Reader: %Female 61%, %Male 39%
- Professor: %Female 20%, %Male 80%

2017-18:
- Research Assistant: %Female 58%, %Male 43%
- Research Fellow: %Female 39%, %Male 61%
- Teaching fellow/G7 Lecturer: %Female 61%, %Male 39%
- Lecturer: %Female 58%, %Male 42%
- Senior Lecturer: %Female 48%, %Male 52%
- Reader: %Female 48%, %Male 52%
- Professor: %Female 22%, %Male 78%

2018-19:
- Research Assistant: %Female 53%, %Male 47%
- Research Fellow: %Female 37%, %Male 63%
- Teaching fellow/G7 Lecturer: %Female 80%, %Male 20%
- Lecturer: %Female 60%, %Male 40%
- Senior Lecturer: %Female 49%, %Male 51%
- Reader: %Female 45%, %Male 55%
- Professor: %Female 24%, %Male 76%

Table 4.6: Academic Staff Headcount by Grade: AHSSBL.

AHSSBL	2016/17			2017/18			2018/19		
School	F	M	% F	F	M	% F	F	M	% F
SAM	**76**	**95**	**44.4%**	**81**	**97**	**45.5%**	**90**	**102**	**46.9%**
Research Assistant			100.0%			100.0%			100.0%
Research Fellow			50.0%			50.0%			66.7%
Teaching Fellow/ G7 Lecturer			N/A			20.0%			64.7%
Lecturer			47.7%			49.1%			46.4%
Senior Lecturer			43.9%			45.2%			44.2%
Reader			28.6%			40.0%			25.0%
Professor			18.2%			18.2%			22.2%
SBS	**27**	**73**	**27.0%**	**30**	**75**	**28.6%**	**36**	**70**	**34.0%**
Research Assistant			N/A			N/A			N/A
Research Fellow			0.0%			0.0%			N/A
Teaching Fellow/ G7 Lecturer			100.0%			100.0%			100.0%
Lecturer			27.6%			31.7%			38.5%
Senior Lecturer			31.8%			24.0%			28.0%
Reader			75.0%			66.7%			50.0%
Professor			0.0%			13.3%			15.4%
All AHSSBL	**103**	**168**	**38.0%**	**111**	**172**	**39.2%**	**126**	**172**	**42.3%**
Research Assistant			100.0%			100.0%			100.0%
Research Fellow			40.0%			40.0%			66.7%
Teaching Fellow/ G7 Lecturer			100.0%			33.3%			66.7%
Lecturer			40.6%			42.9%			43.5%
Senior Lecturer			39.7%			37.3%			38.2%
Reader			45.5%			50.0%			33.3%
Professor			8.0%			15.4%			18.2%

Figure 4.4: UoS Employment Role by Gender: AHSSBL 2016-2019.

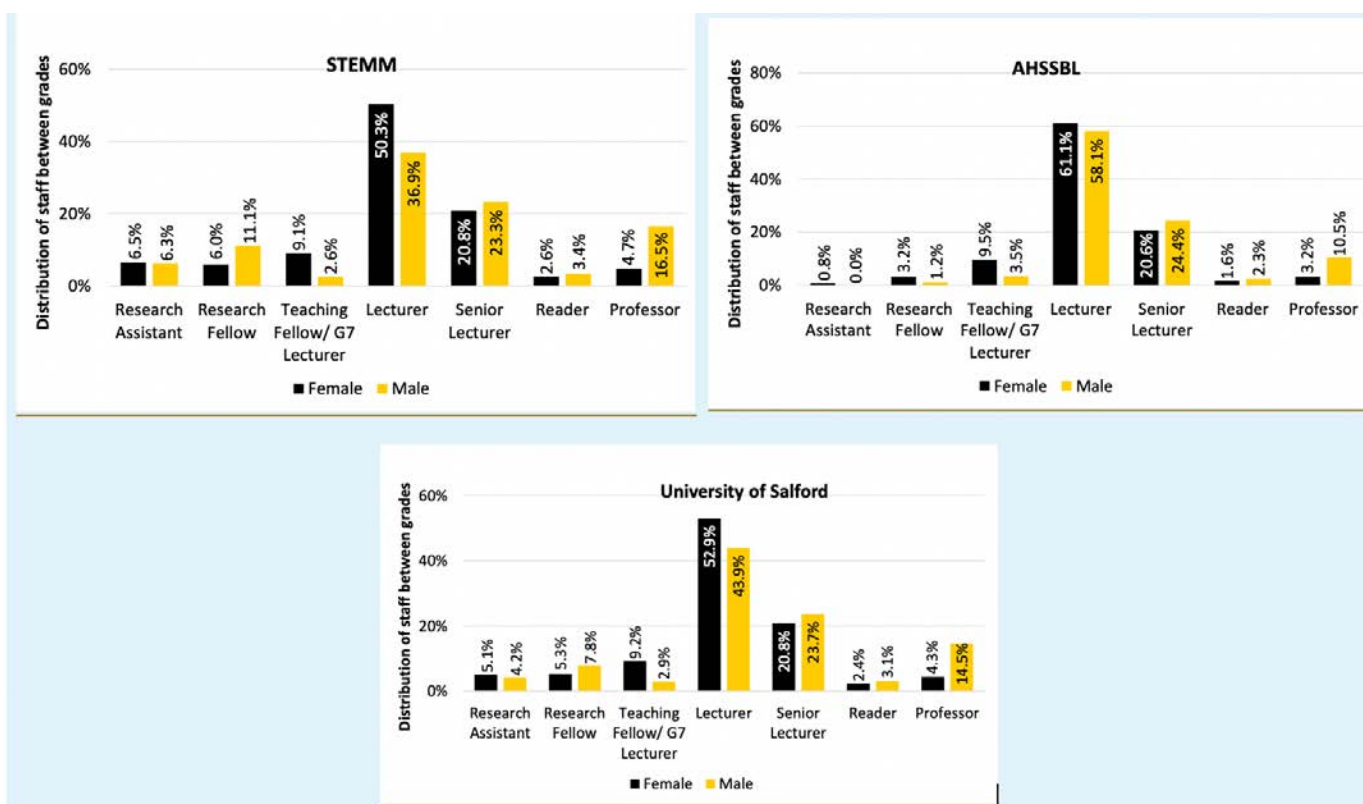Figure 4.5: Distribution of staff between grades for UoS and STEMM/AHSSBL.

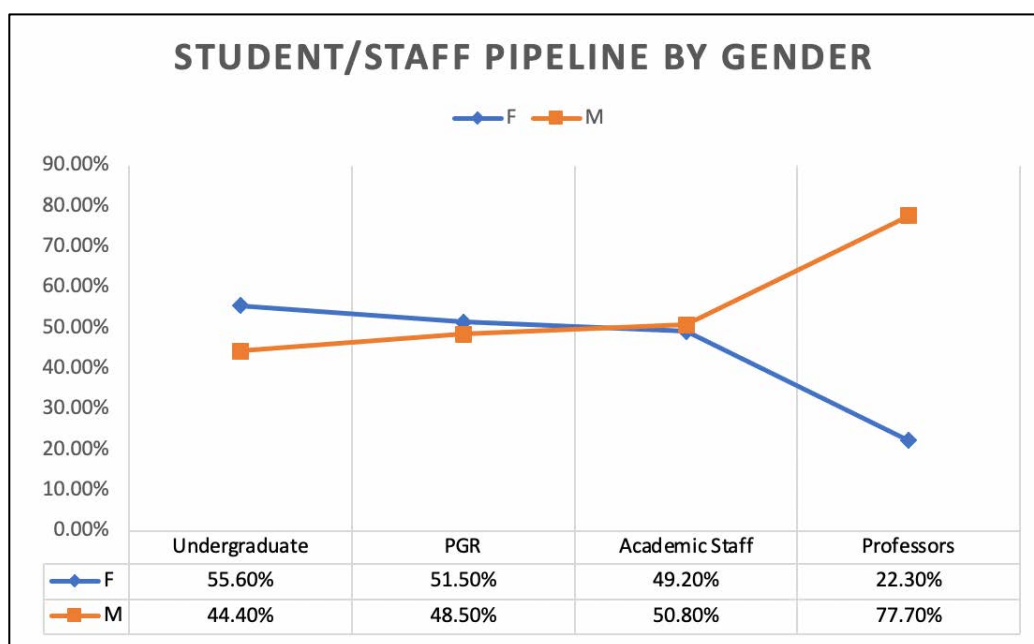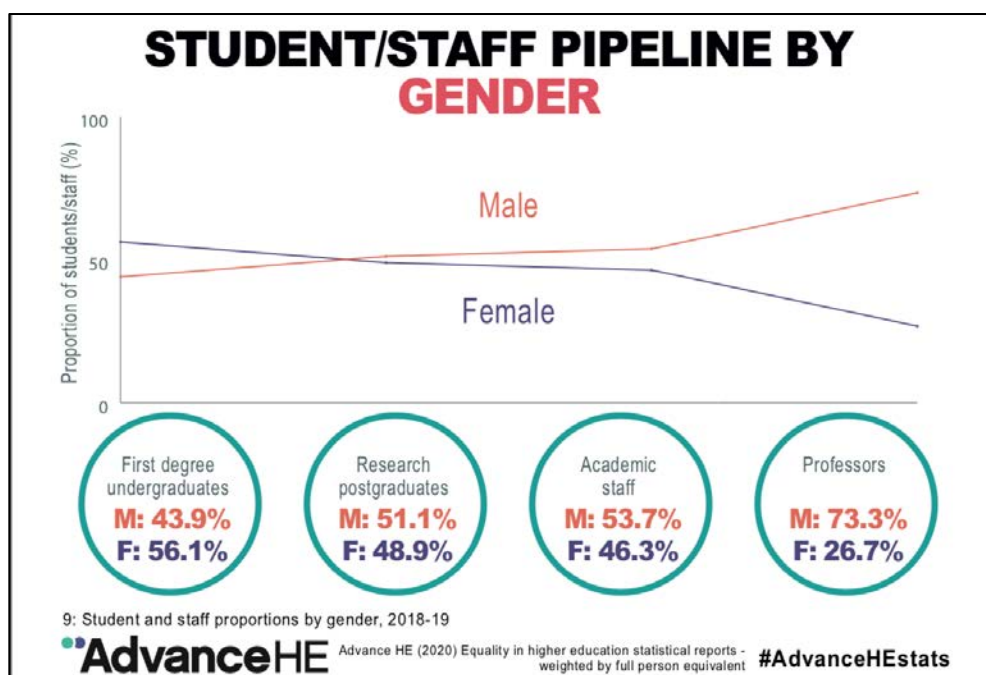Figure 4.6: UoS Student/Staff Pipeline by Gender.

	Undergraduate	PGR	Academic Staff	Professors
F	55.60%	51.50%	49.20%	22.30%
M	44.40%	48.50%	50.80%	77.70%

Figure 4.7: Advance HE 2020 Student/Staff Pipeline by Gender.

These data demonstrate a clear gender divide across the institution, widening in favour of men as staff progress from RA to RF and from lecturer to professor.

- Female representation falls notably at professorial level, although we have successfully increased this from 16.2% to 22.3% (UK benchmark 26.7%) as a result of previous AS actions (improving the decision-making process and increasing understanding of the criteria and application process (section 5.3)). The same pattern is seen across STEMM and AHBBSL subjects.

- Women are overrepresented at L level with 53% of female academics at this level vs 44% of males, with a bigger difference in STEMM at 50% and 37% respectively. This changes to 21% and 24% respectively at SL level, with a small drop in the proportion of females at SL and Reader.

- These data also reflect recent increases in female lecturing staff at G7 and on Teaching-Only contracts. We made a strategic decision to create a developmental model at G7 for future academics and for potentially 'growing our own' academics. At present the numbers are small and influenced by the higher numbers in HS, but we will monitor recruitment at this level for gender inequalities.

- Our STEMM data follow a similar pattern to the institutional, data with a widening gap from 60% female at L to 24% at Professor (UK sector 22.6%). The priority for SEE is to increase representation of females at all levels. The high proportion of females in HS (69%) is comparable with the sector (Nursing and Allied Health 74%), but we recognise a need to increase male representation in some subject areas. HS has made progress

with an increased proportion of female professors in the reporting period but at 40% this is still below the sector.

- The AHSSBL data mirror the overall academic staff data and are below sector across the grades with a similar large gap at Professor (18.2% vs 33.1%).

Survey feedback from staff highlights difficulties associated with progression.

> "The promotion criteria to Reader is out of the grasp of many Lecturer-grade staff as we are snowed with teaching and admin so cannot meet the research, writing and grant demands associated with promotion to reader. It feels like we are all trapped in the lecturer role..."
>
> - Athena SWAN Survey 2019

At all levels, feedback from staff focus groups highlight the need for clarity of progression criteria, mentoring, dedicated WLB time, support for return from maternity, and specific pathway support.

Our priorities are to improve progression for G7/G8 research and lecturing staff, to increase the proportion of females at Reader/Professor, and to target underrepresented groups in STEMM and AHSSBL – via the Academic Career Framework (ACF), our revised approach to recruitment and selection, and a focus on barriers to progression (addressed in detail in Section 5).

Action RDI 1.1	➢ Implement a new recruitment system to include gender decoder, greater reporting functionality on diversity of applicants, shortlists and hiring decisions and ability to use specific imagery to support adverts focusing on gender.
Action RDI 1.2	➢ Recruitment specialist to work with recruiting managers to review the job descriptions, person specifications, adverts, recruitment platforms and panel representation with a clear focus on gender targets.
Action RDI 1.3	➢ Monitor and publish metrics internally per School/Department on the gender balance of recruitment shortlists and develop further actions to improve gender equality in light of the data collected, including for honorary staff appointments.
Action RDI 1.5	➢ Commitment that no future appointments will be made unless there has been both (a) a person of colour and (b) a person of the gender that is underrepresented for that team, interviewed for that post. If nobody applies, or those that do don't meet the minimum job specification, then we will re-advertise the post, other than in exceptional circumstances.

Action RDI 2.1	➤ Provide AS datasets to Schools annually to specifically monitor and assess data for groups of staff identified within the action plan.
Action RDI 2.2	➤ Monitor the use of OE and FTC 'Teaching' only contracts and the gender breakdown of staff at Teaching Fellow/Grade 7, and the progression of staff on these contracts.
	➤ Investigate reasons for any gender imbalances and develop further actions to improve gender equality in light of the data collected.
Action CP 1.1	➤ Implement the Academic Career Framework through delivery of training and engagement sessions for line managers and staff, to explain the ACF and how it can support career progression.
Action CP 1.2	➤ Provide targeted career support in Schools and departments for men and women where they are under-represented by sharing and implementing examples of best practice to ensure all staff have access to appropriate support.

Tables 4.7 and 4.8 demonstrate our staff ethnicity data by area and gender in comparison to benchmarks.

Table 4.7: University of Salford Headcount by area, gender, and Ethnicity.

Area	Gender	Ethnicity	2016-17		2017-18		2018-19	
			No.	%	No.	%	No.	%
STEMM	Female	BAME		7.3%		8.4%		9.6%
		White		89.7%		88.7%		87.5%
		PNTSU		3.0%		2.9%		2.9%
	Male	BAME		15.1%		16.4%		16.5%
		White		79.4%		77.6%		77.0%
		PNTSU		5.5%		6.0%		6.5%
AHSSBL	Female	BAME		16.1%		14.4%		14.3%
		White		81.3%		83.8%		83.3%
		PNTSU		2.7%		1.8%		2.4%

		BAME	■	15.8%	■	14.0%	■	15.7%
	Male	White	■	77.0%	■	79.1%	■	76.7%
		PNTSU	■	7.3%	■	7.0%	■	7.6%
		BAME	■	9.2%	■	9.9%	■	10.7%
	Female	White	■	87.4%	■	87.3%	■	86.5%
		PNTSU	■	3.4%	■	2.8%	■	2.7%
Academic		BAME	■	15.4%	■	15.5%	■	16.0%
	Male	White	■	77.9%	■	77.9%	■	76.8%
		PNTSU	■	6.6%	■	6.6%	■	7.2%
		BAME	■	10.0%	■	11.5%	■	11.6%
	Female	White	■	86.5%	■	84.8%	■	84.3%
		PNTSU	■	3.5%	■	3.7%	■	4.1%
Support		BAME	■	14.6%	■	14.7%	■	14.1%
	Male	White	■	79.8%	■	79.8%	■	80.2%
		PNTSU	■	5.6%	■	5.5%	■	5.7%
		BAME	127	9.8%	147	10.9%	159	11.3%
	Female	White	1130	86.8%	1153	85.7%	1202	85.1%
University of Salford		PNTSU	45	3.5%	46	3.4%	51	3.6%
		BAME	175	15.0%	176	15.1%	177	15.0%
	Male	White	924	79.0%	922	78.9%	929	78.7%
		PNTSU	71	6.1%	70	6.0%	75	6.4%

Area	Ethnicity	University of Salford			GM Universities			UK Universities		
		F	M	Total	F	M	Total	F	M	Total
STEMM	BAME	11.6%	18.5%	**15.2%**	17.0%	22.2%	**20.1%**	16.0%	19.7%	**18.2%**
	White	84.3%	75.9%	**80.0%**	80.8%	74.8%	**77.2%**	77.0%	71.6%	**73.8%**
	PNTS/U	4.1%	5.6%	**4.9%**	2.2%	3.1%	**2.7%**	7.0%	8.7%	**8.0%**
AHSSBL	BAME	13.2%	12.9%	**13.0%**	14.0%	14.5%	**14.3%**	13.6%	13.1%	**13.4%**
	White	82.3%	78.8%	**80.3%**	82.6%	81.1%	**81.9%**	79.7%	79.2%	**79.4%**
	PNTS/U	4.5%	8.3%	**6.7%**	3.4%	4.4%	**3.9%**	6.7%	7.7%	**7.2%**
Support	BAME	9.3%	13.4%	**11.1%**	12.3%	12.7%	**12.5%**	11.7%	11.0%	**11.5%**
	White	87.4%	81.9%	**85.0%**	86.6%	85.3%	**86.0%**	83.9%	82.7%	**83.4%**
	PNTS/U	3.3%	4.8%	**3.9%**	1.1%	2.0%	**1.5%**	4.4%	6.3%	**5.1%**

The proportion of female BAME staff has risen over the last 3 years to 11.3% (male representation is 15%). This is lower than other GM and UK Universities, particularly in STEMM.

Our next REC application is February 2021. To ensure that we address and prioritise the diversity of our staff in terms of both gender and ethnicity, we will respond to feedback from REC and align both AS and REC action plans. We have developed I&D targets for ethnicity for schools and departments, using appropriate comparators, and will update IDEC quarterly.

Action GE 1.5	➢ Refine reporting structures and link all EDI action plans. By linking all our I&D actions we will improve effectiveness and ensure we address the intersectionality and diversity of our staff and student populations. ➢ Align AS and REC action plans. By aligning the AS and REC action plans we will ensure our actions address the intersectionality of our staff and students.

Figure 4.8: Distribution of staff between full and part/time 2016-2019.
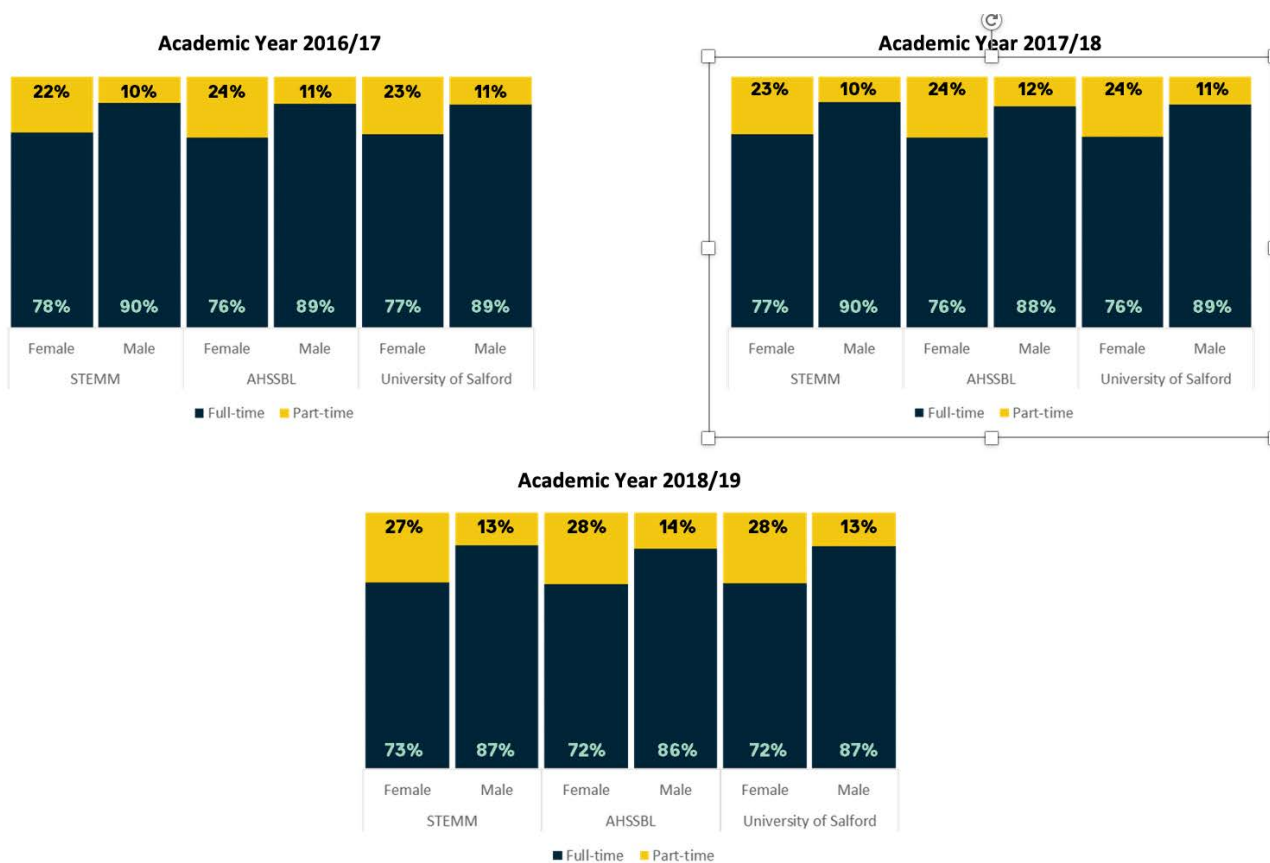
The University offers a flexible working policy to support staff choosing to work part-time (PT) and has seen an increase in both female (28%) and male (13%) PT staff. The female figures are lower than the sector (33%).

From the AS Survey 2019, those who reduced their working hours reported they had not seen a reduction in workload, and that having PT hours impacted their likelihood of promotion. We clearly need to investigate the experiences of PT staff in more detail. In the meantime, to address these barriers, the AP targets both the WLB process and career development criteria (see section 5).

One positive impact of COVID-19 is the shift to homeworking. We will evaluate the impact for all staff, but anticipate that much will be positive and can be incorporated into return to campus planning.

Action GE 3.1	➢ Conduct regular focus groups to include specific focus groups for part-time working and reasons for leaving.
Action RDI 1.6	➢ Advertise all posts as being suitable for PT work/job share unless case is made for not doing so.

Action CP 1.1	➤ Implement the Academic Career Framework through delivery of training and engagement sessions for line managers and staff, to explain the ACF and how it can support career progression.
Action CP 1.3	➤ Utilise staff forums and focus groups to investigate any gendered impact of COVID-19 on teaching, research and enterprise activity. Feedback to be reported to VCET and appropriate Senate Committees for discussion and action.

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

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

*The University does not employ staff on zero-hour contracts.

Table 4.9: Proportions of staff on fixed term, open-ended contracts.

Area & Contract	2016/17			2017/18			2018/19		
	F	M	%F	F	M	%F	F	M	%F
STEMM: Research Only	■	■	54%	■	■	58%	■	■	53%
Fixed-Term	■	■	52%	■	■	57%	■	■	53%
Open-Ended	▮	▮	67%	▮	▮	67%	▮	▮	50%
% Fixed Term	87%	92%	-	91%	94%	-	92%	91%	-
STEMM: Teaching Only	■	▮	67%	■	▮	61%	■	▮	80%
Fixed-Term	▮	▮	57%	▮	▮	53%	■	▮	78%
Open-Ended	▮	▮	100%	▮	▮	75%	■	■	82%
% Fixed Term	67%	100%	-	57%	78%	-	60%	67%	-

STEMM: Research & Teaching	310	313	**50%**	309	322	**49%**	324	321	**50%**
Fixed-Term	28	34	**45%**	25	36	**41%**	21	37	**36%**
Open-Ended	282	279	**50%**	284	286	**50%**	303	284	**52%**
% Fixed Term	**9%**	**11%**	**-**	**8%**	**11%**	**-**	**6%**	**12%**	**-**
AHSSBL: Research Only			**100%**			**100%**			**100%**
Fixed-Term			**100%**			**100%**			**100%**
Open-Ended			**0%**			**0%**			**0%**
% Fixed Term	**100%**	**0%**	**-**	**100%**	**0%**	**-**	**100%**	**0%**	**-**
AHSSBL: Teaching Only			**100%**			**33%**			**67%**
Fixed-Term			**0%**			**50%**			**75%**
Open-Ended			**100%**			**25%**			**64%**
% Fixed Term	**0%**	**0%**	**-**	**50%**	**25%**	**-**	**25%**	**17%**	**-**
AHSSBL: Research & Teaching	101	168	**38%**	108	168	**39%**	113	166	**41%**
Fixed-Term			**33%**			**50%**			**46%**
Open-Ended	98	162	**38%**	102	162	**39%**	107	159	**40%**
% Fixed Term	**3%**	**4%**	**-**	**6%**	**4%**	**-**	**5%**	**4%**	**-**

Over the three-year period, there was a small increase in fixed-term contracts, but this is relatively low as a proportion of academic staff (14%) compared to the sector (24%). There are small differences in the likelihood of women or men being on FTC's overall, although there are some differences at school level. There has been an increase in the use of Teaching FTC's in STEMM, which will be monitored.

As part of its FTC guidance, to ensure that there is a genuine reason for an appointment being made on, or continuing on, a fixed-term basis, the University has committed to scrutinising the

rationale for utilising FTC's. The most common rationale for making an appointment fixed-term is the finite nature of the job and/or the funding linked to the job. The University is committed to ensuring that employees who have three+ years continuous service are considered for permanency before their fourth year.

Action RDI 2.2	➢ Monitor the use of OE and FTC 'Teaching' only contracts and the gender breakdown of staff at Teaching Fellow/Grade 7, and the progression of staff on these contracts. ➢ Investigate reasons for any gender imbalances and develop further actions to improve gender equality in light of the data collected.

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

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

Table 4.10: Academic staff by contract function and gender.

School	2016/17			2017/18			2018/19		
	F	M	% F	F	M	% F	F	M	% F
HS	**260**	**116**	**69.1%**	**269**	**126**	**68.1%**	**298**	**131**	**69.5%**
Teaching only			75.0%			64.7%			82.9%
Teaching & Research	245	110	69.0%	245	114	68.2%	255	117	68.5%
Research only			66.7%			68.4%			63.6%
SEE	**77**	**216**	**26.3%**	**77**	**222**	**25.8%**	**86**	**221**	**28.0%**
Teaching only			50.0%			50.0%			66.7%
Teaching & Research			24.3%			23.5%			25.3%
Research only			47.4%			47.6%			44.0%

All STEMM	337	332	**50.4%**	346	348	**49.9%**	384	352	**52.2%**
Teaching only	■	■	66.7%	■	■	60.9%	■	■	79.5%
Teaching & Research	310	313	49.8%	309	322	57.5%	324	321	53.2%
Research only	■	■	53.6%	■	■	57.5%	■	■	50.2%
SAM	76	95	**44.4%**	81	97	**45.5%**	90	102	**46.9%**
Teaching only	■	■	N/A	■	■	20.0%	■	■	64.7%
Teaching & Research	■	■	44.1%	■	■	45.9%	■	■	44.8%
Research only	■	■	100%	■	■	100%	■	■	100%
SBS	27	73	**27%**	30	75	**28.6%**	36	70	**34.0%**
Teaching only	■	■	N/A	■	■	100%	■	■	100%
Teaching & Research	■	■	26.3%	■	■	27.9%	■	■	33.3%
Research only	■	■	100%	■	■	N/A	■	■	N/A
All AHSSBL	103	168	**38.0%**	111	172	**39.2%**	126	172	**42.3%**
Teaching only	■	■	N/A	■	■	33.3%	■	■	66.7%
Teaching & Research	101	168	37%	108	168	39.1%	113	166	40.5%
Research only	■	■	100%	■	■	100%	■	■	100%
University of Salford	443	501	**46.9%**	451	521	**46.4%**	540	524	**50.8%**
Teaching only	■	■	68.2%	■	■	41.7%	■	■	75.8%
Teaching & Research	411	481	46.0%	417	490	46.0%	467	487	49.0%
Research only	■	■	56.7%	■	■	58.5%	■	■	54.2%

Figure 4.9: Distribution of UoS staff between contract functions 2016/17-2018/19.

University of Salford
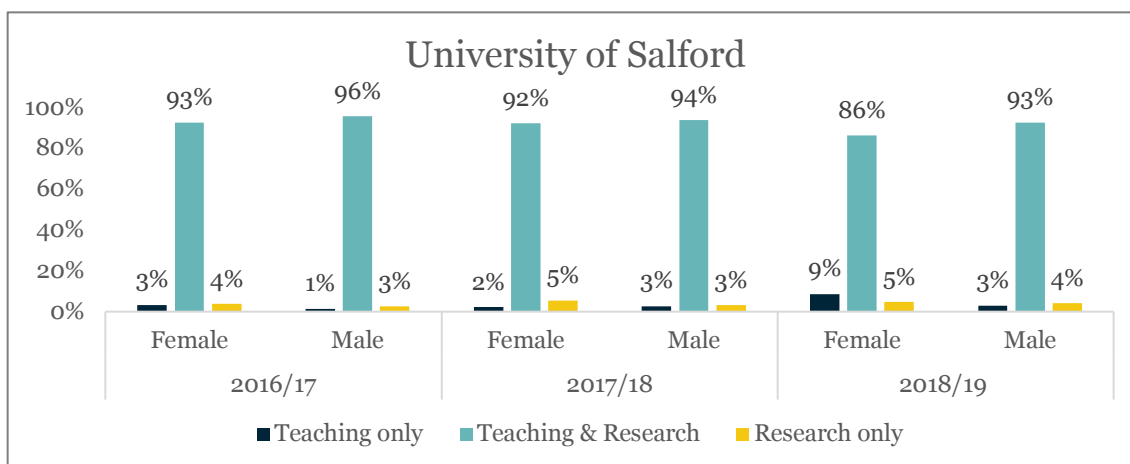
Figure 4.10: Distribution of staff between contract functions 2018/19 – STEMM.
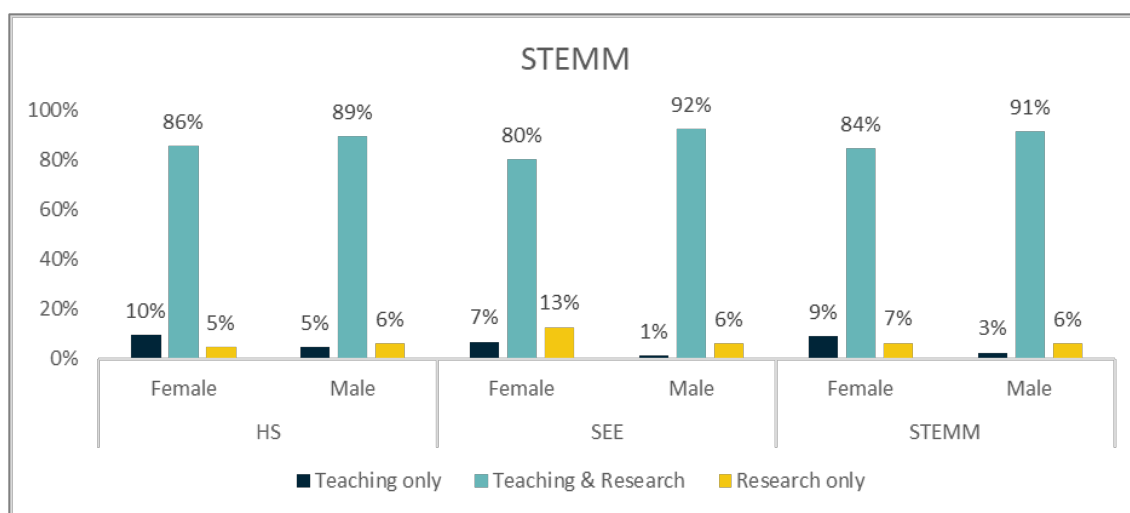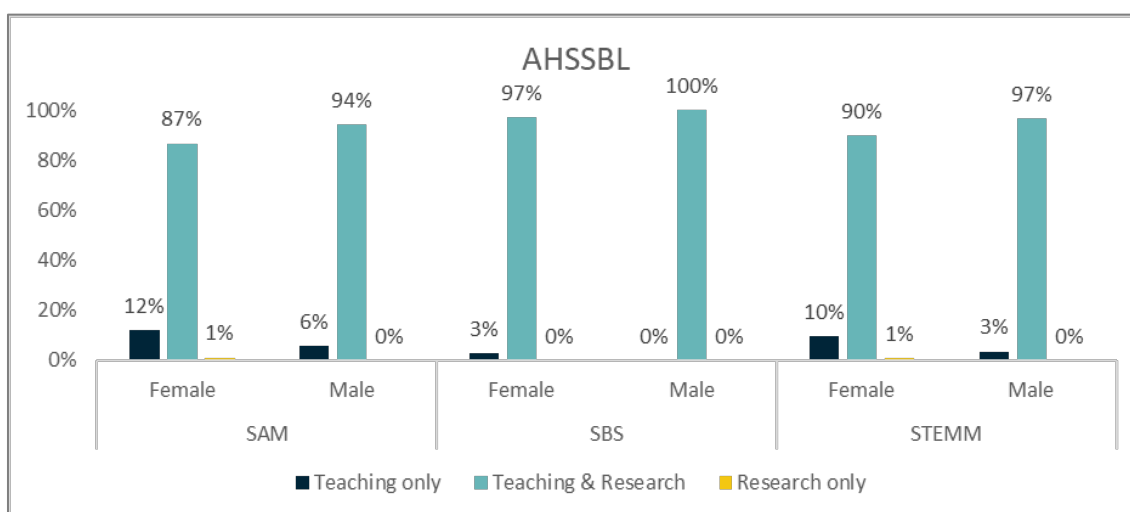

STEMM

Figure 4.11: Distribution of staff between contract functions 2018/19 – AHSSBL.

AHSSBL

Most academic contracts are Teaching & Research (90% vs 45% UK sector) with limited numbers in Teaching or Research-Only contracts. Although the numbers are small, the distributions of women and men between contract functions is significantly different (2018/19), with higher proportions of females in Teaching-Only (Figure 4.9). This is partly due to more Teaching-Only contracts in HS where there is high female representation. Over the three-year period, the proportion of females in Teaching-Only contracts has risen across all schools, due in part to the growth in Teaching Fellow/G7 Lecturer positions. The University will monitor the use of Teaching-Only contracts and investigate any gender imbalances.

Staff have equal access to development and promotion opportunities regardless of their contract function. The new ACF ensures parity across research, teaching, and leadership.

Action RDI 2.2	➢ Monitor the use of OE and FTC 'Teaching' only contracts and the gender breakdown of staff at Teaching Fellow/Grade 7, and the progression of staff on these contracts. ➢ Investigate reasons for any gender imbalances and develop further actions to improve gender equality in light of the data collected.
Action CP 1.1	➢ Implement the Academic Career Framework through delivery of training and engagement sessions for line managers and staff, to explain the ACF and how it can support career progression.

(iv) Academic leavers by grade and gender.

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

Table 4.11: Leaving rates by gender, area, and contract function.

Area & Contract Function		2016/17		2017/18		2018/19	
		F	M	F	M	F	M
STEMM: Research only	Total Staff	■	■	■	■	■	■
	Leavers	▮	▮	▮	▮	▮	▮
	Leaving Rate	**13%**	**15%**	**22%**	**24%**	**12%**	**32%**
STEMM:	Total Staff	■	▮	■	▮	■	▮

Teaching only	Leaers	▮	▮	▮	▮	▮	▮
	Leaving Rate	**17%**	**17%**	**7%**	**11%**	**9%**	**11%**
STEMM: **Teaching & Research**	Total Staff	▰	▰	▰	▰	▰	▰
	Leavers	▰	▰	▰	▰	▰	▰
	Leaving Rate	**8%**	**6%**	**9%**	**7%**	**10%**	**11%**
AHSSBL: Research only	Total Staff	▮	▮	▮	▮	▮	▮
	Leavers	▮	▮	▮	▮	▮	▮
	Leaving Rate	**100%**	**0%**	**0%**	**0%**	**0%**	**0%**
AHSSBL: Teaching only	Total Staff	▮	▮	▮	▮	▰	▮
	Leavers	▮	▮	▮	▮	▮	▮
	Leaving Rate	**0%**	**0%**	**0%**	**25%**	**8%**	**17%**
AHSSBL: Teaching & Research	Total Staff	▰	▰	▰	▰	▰	▰
	Leavers	▮	▮	▮	▰	▮	▮
	Leaving Rate	**9%**	**5%**	**4%**	**8%**	**5%**	**5%**

The leaver rates are comparable to the sector (STEMM: UoS 10.2%, Sector 9.2%; AHBBSL: UoS 5.6%, Sector 4.2%). Higher leaver rates in STEMM Research-Only positions are mainly due to the number of FTC's relevant to this type of employment. There are no significant gender differences in leaver rates for this employment function, except for 2018-19 where males left at a higher rate than females. The majority of these leavers were on FTC's. This also applies to Teaching-Only positions in STEMM and AHSSBL, where the majority of contracts are fixed-term. Due to the rapid increase in recruitment of these roles, the leaver rate may increase as colleagues reach the end of their contract terms. We will monitor the lifecycle of these contracts and support these staff in line with the FTC guidance.

In Teaching & Research, where the majority of contracts are open-ended, we see no discernible differences between the leaver rates for males and females. The rates are low, with the highest at 11% for STEMM males in 2018-19. There is a marginal difference in rates between STEMM and AHSSBL for T&R contracts, with AHSSBL leaver rates tracking slightly lower each year. This could be explained by the impact of School restructures or because research is more prevalent in STEMM, and the REF process driving job offers to researchers from competitor institutions.

Action RDI 2.2	➢ Monitor the use of OE and FTC 'Teaching' only contracts and the gender breakdown of staff at Teaching Fellow/Grade 7, and the progression of staff on these contracts. ➢ Investigate reasons for any gender imbalances and develop further actions to improve gender equality in light of the data collected.
Action RDI 2.3	➢ Include leaver data as part of a standard report considered by each department on an annual basis as part of the planning process to improve our understanding of the reasons staff leave and where they are going.

Table 4.12: Academic staff: reasons for leaving by gender.

Area	2016/17		2017/18		2018/19	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**
STEMM leavers	■	■	■	■	■	■
Resigned	■	■	■	■	■	■
Resigned (on FTC) *	■	■	■	■	■	■
Mutual Consent/Voluntary severance	■	■	■	■	■	■
Retirement	■	■	■	■	■	■
End of FTC	■	■	■	■	■	■
Other	■	■	■	■	■	■
AHSSBL leavers	■	■	■	■	■	■
Resigned	■	■	■	■	■	■
Resigned (on FTC) *	■	■	■	■	■	■
Mutual Consent/Voluntary severance	■	■	■	■	■	■
Retirement	■	■	■	■	■	■
End of FTC	■	■	■	■	■	■
Other	■	■	■	■	■	■
University of Salford leavers	■	■	■	■	■	■
Resigned	67%	55%	54%	54%	50%	52%
Resigned (on FTC) *	23%	26%	8%	13%	15%	21%
Mutual Consent/Voluntary severance	3%	6%	10%	7%	17%	25%
Retirement	21%	10%	18%	15%	13%	4%
End of FTC	8%	19%	15%	15%	20%	12%
Other	3%	10%	3%	9%	0%	8%

	2016/17			2017/18			2018/19		
	F	M	Total	F	M	Total	F	M	Total
STEMM	■	■	■	■	■	■	■	■	■
All leavers	9%	6%	7%	10%	8%	9%	10%	12%	9%
Resigned	5%	3%	4%	5%	5%	5%	5%	7%	5%
Resigned (on FTC) *	1%	2%	2%	1%	1%	1%	2%	3%	1%
Mutual Consent/ Voluntary severance	0%	0%	0%	1%	1%	1%	2%	2%	0%
Retirement	2%	1%	1%	2%	1%	2%	2%	1%	2%
End of FTC	1%	2%	1%	2%	1%	1%	2%	1%	1%
Other	9%	6%	7%	10%	8%	9%	10%	12%	9%
AHSSBL	■	■	■	■	■	■	■	■	■
All AHSSBL	3%	2%	3%	1%	4%	3%	2%	3%	3%
Resigned	2%	2%	2%	1%	3%	2%	1%	1%	2%
Resigned (on FTC) *	1%	0%	0%	0%	0%	0%	0%	0%	1%
Mutual Consent/Voluntary severance	0%	0%	0%	0%	0%	0%	1%	2%	0%
Retirement	0%	0%	0%	0%	1%	0%	0%	0%	0%
End of FTC	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	3%	2%	3%	1%	4%	3%	2%	3%	3%

Overall, the reasons for leaving do not show substantial differences between men and women. Males were slightly more likely to leave by Mutual Consent/Voluntary Severance. The rise in numbers for this can be attributed to a Mutual Agreement to Leave (MAL) scheme that the University ran in 2017/18 and 2018/19. As there are no plans to run MAL again, this is not expected to continue to rise.

Figure 4.12: Leaver Survey Responses: Reason for Leaving, Jan 2017 - Feb 2020.

|	FEMALE	MALE	UNKNOWN	ALL
CAREER CHANGE	0%	13.3%	9.6%	9.1%
CAREER DEVELOPMENT	15.0%	20.0%	25.9%	24.7%
END OF FIXED TERM CONTRACT	10.0%	0%	3.9%	4.2%
RELATED TO A PROTECTED CHARACTERISTIC	0%	0%	3.1%	2.7%
DISSATISFACTION WITH LINE MANAGEMENT/LEADERSHIP	15.0%	6.7%	5.7%	6.5%
DISSATISFACTION WITH PAY OR CONDITIONS	0%	0%	3.1%	2.7%
DISSATISFACTION WITH YOUR CURRENT ROLE	5.0%	6.7%	9.2%	8.7%
RELOCATION OR WORKING CLOSER TO HOME	5.0%	13.3%	6.1%	6.5%
OTHER	20.0%	13.3%	11.0%	11.8%
BLANK	30.0%	26.7%	22.4%	23.2%

On notification of their intention to leave, staff are invited to complete an anonymous Leaver Survey. Survey data from January 2017 to February 2020 show that males are likely to give "career development/change", "career change" or "relocation" and females "career development" and "dissatisfaction with line management/leadership" as their reason for leaving. "Career development" emerged from the AS Survey 2019 as an important issue, with staff feeling there was limited progression available to them. The new ACF addresses career development, however, to understand the issues, the University will conduct focus groups to explore this further.

Action GE 3.1	➢ Conduct regular focus groups to include specific focus groups for part-time working and reasons for leaving.
Action RDI 1	➢ Conduct focus groups in the following areas: why staff may not provide reason for leaving information when they leave the University, career development, and relationships with managers and senior leaders.

(v)   Equal pay audits/reviews.

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

Figure 4.13: Gender Pay Gap analysis 2019 showing mean and median GPG.
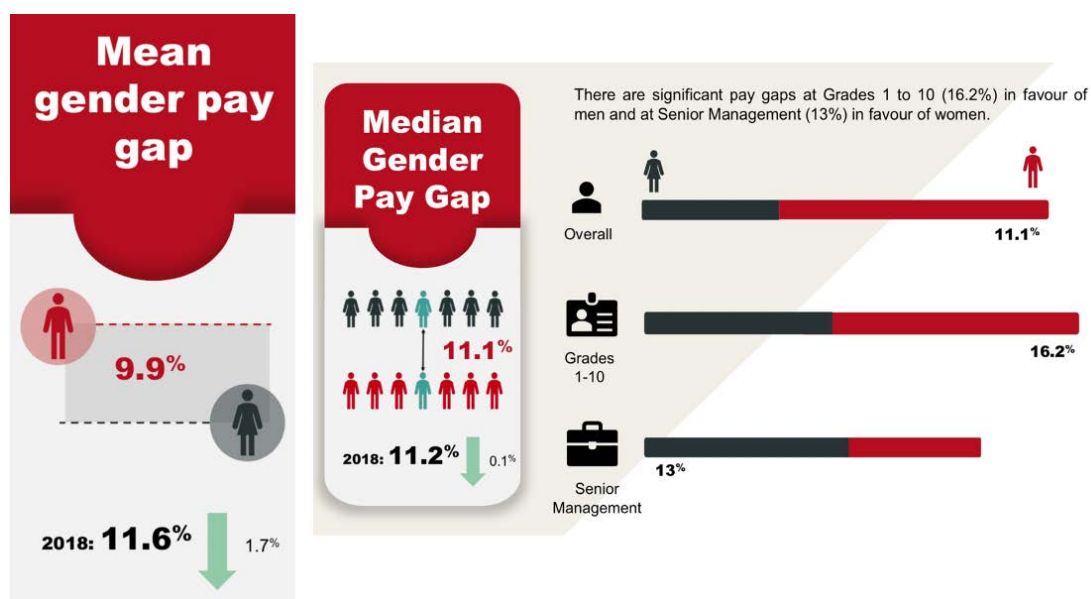
The Gender Pay Gap (GPG) is considered for individual schools and university wide. The GPG analysis and reporting process in 2019 identified the overall mean and median GPG as 9.9% and 11.1% respectively (UK sector mean 16.1%; median 13.7%). There are significant GPGs at Grades 1 to 10 (16.2%) in favour of men, due to proportionally more men than women employed at higher grade roles. The gap at senior management, which includes PS managers and Deans, is 13% in favour of women, however this is a small population of 34 colleagues. For senior academics, there is a mean pay gap of 5.5.% in favour of males.

Figure 4.14: Gender split by pay grade/grouping, 2019.
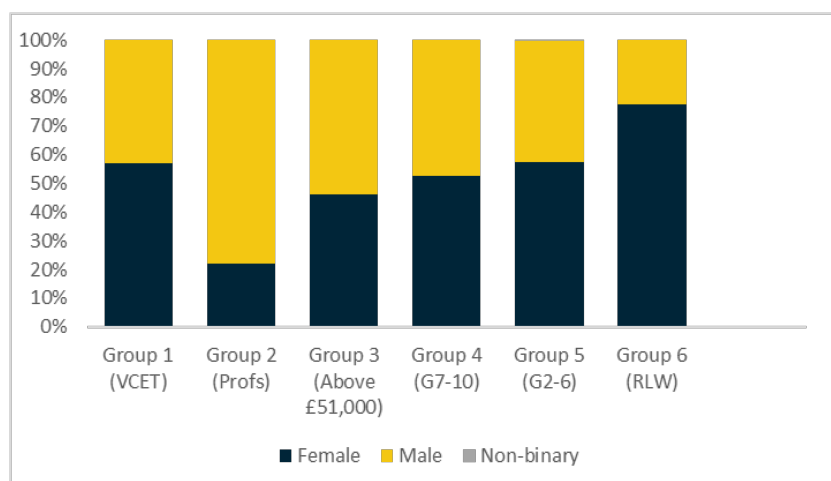
The average hourly rate for men is 9.9% higher than the average hourly rate for women, which shows an improvement year-on-year of 1.7%. There is a trend of more males being in higher pay groupings, until the top pay grouping (VCET) where there is a more even split.

To close the gap and address pay imbalances, a GPG Action Group (GPGAG) was formed to oversee the priority actions. The GPGAG present the annual report and action plan at ASSC and the HoAS sits on IDEC, where the final GPG report is approved for submission to VCET and Council. Furthermore, each school will have their own KPIs for gender and ethnicity. These KPI's will feature on monthly reports/overviews and quarterly KPI dashboards. We have set an ambitious target to achieve a below 5% gap on both the Mean and Median Gender Pay Gap by 2023.

Action GE 1.3	➤ KPI's will be set for staff gender balance as part of School and departmental I&D action plans in line with sector and community benchmarks.
Action RDI 4.1	➤ Introduce reporting at school/ department level. Monitor new starters, promotions, secondments, pay reviews, and in role increases for gender bias.

Section 4: 1819 words

SILVER APPLICATIONS ONLY

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 department.

5. Supporting and advancing women's careers

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

KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

(i)   Recruitment.

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

Analysis of our recruitment data shows that:

Table 5.1.1:

- The proportion of women applying for roles falls with seniority, such that females account for almost 60% of those applying for research assistant roles but only 29.2% for chairs.
- For Teaching Fellow/ G7 Lecturer, lecturer, and senior lecturer roles, women are significantly more likely to be shortlisted than men (χ2, P<0.01).
- For research roles, shortlisted men are more likely to be appointed than women, but not significantly so. At Teaching Fellow/ G7 Lecturer and above, shortlisted women are more likely to be appointed than men, but not significantly so.

Table 5.1.2:

- 44.2% of applicants for posts in STEMM schools are female.
- Women are significantly more likely to be shortlisted than men (χ2, P<0.01).
- Shortlisted men are slightly more likely to be appointed than women.
- There has been an increase in females being appointed to STEMM roles.

Table 5.1.3:

- 35.72% of applicants for posts in AHSSBL schools are female.
- Women are significantly more likely to be shortlisted than men (χ2, P<0.01).
- Shortlisted women are more likely to be appointed than men, but not significantly so.

Please note: The majority of Readers and Professors are appointed through the promotion process (Section 5.3).

Table 5.1.1: Recruitment Data: Application, Shortlisted, and Appointment, 2016/17 to 2018/19, by grade.

Role/Grade	Gender	Applications	Shortlisted	Appointments	Shortlisted: Applications	Appointments: Shortlisted	Appointments: Applications
Research Assistant	F				16.7%	8.6%	1.4%
	M				18.4%	12.7%	2.3%
	% F	58.6%	56.3%	46.7%			
Research Fellow	F				28.8%	7.1%	2.1%
	M				28.9%	24.6%	7.1%
	% F	39.4%	39.3%	15.8%			
Teaching Fellow/ G7 Lecturer	F				37.9%	9.2%	3.5%
	M				21.3%	14.3%	3.0%
	% F	46.7%	60.9%	50.0%			
Lecturer	F				30.0%	13.9%	4.2%
	M				18.3%	9.1%	1.7%
	% F	35.8%	47.8%	58.3%			
Senior Lecturer	F				59.1%	30.9%	18.2%
	M				32.1%	27.9%	9.0%
	% F	39.3%	54.4%	56.8%			
Reader	F				16.7%	0.0%	0.0%
	M				44.4%	0.0%	0.0%
	% F	25.0%	11.1%	-			
Professor	F				14.3%	50.0%	7.1%
	M				29.4%	20.0%	5.9%
	% F	29.2%	16.7%	33.3%			

Table 5.1.2: - STEMM Recruitment Data: Application, Shortlisted, and Appointment, 2016/17 to 2018/19.

Year	Gender	Applications	Shortlisted	Appointment	Applications Shortlisted	Applications Appointed
2016/17	F	■	■	■	26.5%	30.1%
	M	■	■	■	23.1%	26.1%
	% F	38.8%	42.0%	45.6%	-	-
2017/18	F	■	■	■	30.2%	9.6%
	M	■	■	■	24.6%	11.0%
	% F	48.3%	53.5%	50.00%	-	-
2018/19	F	■	■	■	39.1%	8.3%
	M	■	■	■	25.4%	8.6%
	% F	44.7%	55.4%	54.6%	-	-
Overall	F	■	■	■	32.46%	13.28%
	M	■	■	■	24.40%	14.65%
	% F	44.2%	51.3%	48.9%	-	-

Table 5.1.3: AHSSBL Recruitment Data: Application, Shortlisted, and Appointment, 2016/17 to 2018/19.

Year	Gender	Applications	Shortlisted	Appointment	Applications Shortlisted	Applications Appointed
2016/17	F	■	■	■	24.3%	26.8%
	M	■	■	■	14.9%	19.2%
	% F	32.6%	44.1%	52.4%	-	-
2017/18	F	■	■	■	25.7%	26.2%
	M	■	■	▮	14.2%	10.5%
	% F	37.2%	51.7%	72.7%	-	-

2018/19	**F**	■	■	▮	24.7%	4.4%
	M	■	■	▮	15.8%	6.8%
	% F	36.4%	47.2%	36.4%	-	-
Overall	**F**	■	■	■	24.9%	16.0%
	M	■	■	■	15.1%	10.9%
	% F	35.7%	47.8%	57.4%	-	-

We have changed all stages of the recruitment process and developed webpages to advise and support managers through the stages of recruitment. For example:

- All those involved in recruitment activities must complete recruitment and selection training covering compliance, unconscious bias, and effective interviewing techniques.
- Advertising media are reviewed to ensure a more targeted approach for certain characteristics. For example, we use BAME recruitment job boards and the Daphne Jackson Trust, which supports female researchers back into work.
- Updated recruitment material promotes our AS Bronze Award holder status.
- Use of multiple advertising platforms to reach a diverse range of candidates.
- All recruiting managers must consider whether the role could be performed PT or as a job share.
- Flexible interview times are offered, and all interviews/assessments are available to complete over video call via Teams.

A review of the recruitment process for AS highlighted that:

- Gender balance on recruitment panels is encouraged but not consistently monitored.
- A small number of roles are audited to ensure they focus on I&D features throughout.
- Some reporting takes place to ascertain inequalities in the existing population prior to advertising, but this is inconsistent.
- The current recruitment system does not show candidates who were offered roles but declined. These data would highlight whether there is a pattern in the groups more likely to decline an offer.
- It is not clear why women are more likely to be shortlisted.
- More information is needed at all stages of the process.

Actions RDI 1.1	➢ Implement a new recruitment system to include gender decoder, greater reporting functionality on diversity of applicants, shortlists and hiring decisions and ability to use specific imagery to support adverts focusing on gender.
Actions RDI 1.2	➢ Recruitment specialist to work with recruiting managers to review the job descriptions, person specifications, adverts, recruitment platforms and panel representation with a clear focus on gender targets.
Actions RDI 1.3	➢ Monitor and publish metrics internally per School/Department on the gender balance of recruitment shortlists and develop further actions to improve gender equality in light of the data collected, including for honorary staff appointments.
Actions RDI 1.4	➢ All appointment panel members to undertake UB awareness training.
Actions RDI 1.5	➢ Commitment that no future appointments will be made unless there has been both (a) a person of colour and (b) a person of the gender that is underrepresented for that team, interviewed for that post. If nobody applies, or those that do don't meet the minimum job specification, then we will re-advertise the post, other than in exceptional circumstances.
Actions RDI 1.6	➢ Advertise all posts as being suitable for PT work/job share unless case is made for not doing so.
Actions RDI 1.7	➢ Develop video testimonials to support vacancies and attract particular groups as identified by the data.

(ii) Induction.

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

The University Code of Practice (CoP) for Welcome and Orientation aims to settle new staff into the organisation, clarify their role and responsibilities, and inform them of relevant policies, procedures, legislation, and development opportunities, and includes both local and University wide induction support. Staff changing role may also adopt aspects of this programme.

To improve induction, we introduced:

- A requirements checklist at each stage.
- Recommendation that all new staff are allocated a mentor for 3–6 months.
- Onboarding webpages for managers including a step-by-step guide, documents, policies, and helpful links.

The Dean of School/Director of Professional Services must ensure that the process of induction and orientation has been completed and the induction checklist approved by the individual's line manager.

All new staff must complete five online modules followed by a ½ day face-to-face session. Completion is monitored via the Probationary Review process. The modules are:

- Diversity in HE
- Health and Safety
- The Bribery Act
- GDPR and Information Security
- Inclusive, Cohesive and safe HE Campuses

New Academic staff must also complete the following elements:

-
- Learning and Teaching at the University of Salford
- Research Governance and Ethics

New line management staff must attend the Line Managers Programme and complete the following core modules:

- PDRs for Reviewers
- Recruitment and Selection training
- Managing Attendance

The following training activities are recommended for all new staff:

- University Welcome and Orientation
- University Systems Induction
- Environment and Sustainability

In addition, new academic staff without a teaching qualification must complete the PGCAP. (Section 5.3).

The University collates some data for completion of the induction modules and face-to-face induction, but this has not been recorded by gender. AS feedback on the induction process is positive but suggests that it is inconsistent.

Action RDI 3.1	➢ Implement a process to monitor the induction process and collate feedback from colleagues as to their experiences and to share good practice. ➢ Raise awareness of the induction process with Line Managers at training and events and through the Salford Leaders webpages.
Action RDI 3.2	➢ Establish and develop a mentor network in Schools and Departments to support induction for new staff. Develop resources to support the mentors.

(iii) Promotion.

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

The University holds an annual appointments process for Professorial and Reader promotions.

- o Any Reader, Senior Lecturer, or Senior Research Fellow can apply for a Chair.
- o Any Senior Lecturer, Lecturer, or Research Fellow can apply for Reader.

Applications can be submitted for the following areas of activity:

- o Teaching and Learning / Student Success
- o Research and Innovation
- o Enterprise, Engagement and Knowledge Transfer

Guidelines on the process are available to all staff and applications are submitted via the Dean of School who also has responsibility for arranging to meet unsuccessful candidates and provide detailed oral feedback.

The procedure was reviewed, updated, and subject to an EIA as part of our previous AS action plan. The HoAS now sits on the promotions panel and the criteria amended to address and give due consideration to career breaks. Regard is also given to relatively low levels of pathway activity during periods when candidates have been undertaking a major management or University role. As part of our AS commitment to redress inequalities in female representation at professorial level and achieve our ambition of creating a diverse UoS research community, we actively encourage a diverse range of applicants for our Professorial and Reader promotions.

I&D statement – Professorial Promotions

In line with the University of Salford's commitment to I&D including to the principles of the Athena Swan Charter, the Race Equality Charter and Stonewall, full consideration will be given to the effects of career breaks and any part time or other flexible work arrangements of candidates. Account will be taken of any barriers or delays in the development of a candidate's academic career so that promotion decisions will be based purely on merit.

The University does not have a standard procedure for promotion from Lecturer to Senior Lecturer as this is the responsibility of Schools.

Promotion data show that:

Tables 5.1.4 – 5.1.7: Professorial Promotions

- 40% of applicants, and 53% of those promoted, were female
- Low number of applicants from AHBBSL and only 29% of applicants in AHBBSL were female

Table 5.1.8 – 5.1.11: Reader Promotions

- 36% of applicants, and 36% of those promoted, were female
- 86% of promotions were in STEMM, of which 37% were female

Table 5.1.12: Promotions to SL

- No difference between male and female overall.
- 71% of promotions were in STEMM, of which 60% were female.

Table 5.1.4: Professorial Promotions: by academic year, area, and gender.

Year	Area	Gender	Eligible Staff	Promotion Application	Promotion Application Rate	Number Promoted	Success Rate
2016/17	STEMM	F	95	▮	5%	▮	4%
		M	92	▮	5%	▮	1%
	AHSSBL	F	30	▮	3%	▮	3%
		M	44	▮	7%	▮	5%
	UoS	F	126	▮	5%	▮	4%
		M	136	▮	6%	▮	2%

Year	Group	Gender	Count		%		%
2017/18	STEMM	F	88	▮	3%	▮	2%
		M	96	▮	2%	▮	2%
	AHSSBL	F	29	▮	3%	▮	3%
		M	46	▮	2%	▮	0%
	UoS	F	119	▮	3%	▮	3%
		M	143	▮	2%	▮	1%
2018/19	STEMM	F	90	▮	2%	▮	1%
		M	94	▮	6%	▮	3%
	AHSSBL	F	28	▮	0%	▮	0%
		M	46	▮	2%	▮	0%
	UoS	F	119	▮	2%	▮	1%
		M	141	▮	5%	▮	2%

Table 5.1.5: Professorial Promotions 2016-17.

	F APP	M APP	F % APP	F SUC	M SUC	F % SUC	M % SUC	F % FS	M % MS
STEMM	▮	▮	50.0%	▮	▮	80.0%	20.0%	80.0%	20.0%
AHSSBL	▮	▮	25.0%	▮	▮	33.3%	66.7%	100.0%	66.7%
UoS	▮	▮	42.9%	▮	▮	62.5%	37.5%	83.3%	37.5%

Table 5.1.6: Professorial Promotions 2017-2018.

	F APP	M APP	F % APP	F SUC	M SUC	F % SUC	M % SUC	F % FS	M % MS
STEMM	▮	▮	60.0%	▮	▮	50.0%	50.0%	66.7%	100.0%
AHSSBL	▮	▮	50.0%	▮	▮	100.0%	0.0%	100.0%	0.0%
UoS	▮	▮	50.0%	▮	▮	60.0%	40.0%	75.0%	50.0%

Table 5.1.7: Professorial Promotions 2018-2019.

	F APP	M APP	F % APP	F SUC	M SUC	F % SUC	M % SUC	F % FS	M % MS
STEMM	▮	▮	25.0%	▮	▮	25.0%	75.0%	50.0%	50.0%
AHBBSL	▮	▮	0.0%	▮	▮	0.0%	0.0%	0.0%	0.0%
UoS	▮	▮	**20.0%**	▮	▮	**25.0%**	**75.0%**	**50.0%**	**37.5%**

2017-18 and 2018-19 both had an unsuccessful application from an academic male staff whose position sits outside of the schools.

Table 5.1.8: Reader Promotions: by academic year, area, and gender.

Year	Area	Gender	Eligible Staff	Promotion Application	Promotion Application Rate	Number Promoted	Success Rate
2016/17	STEMM	F	260	▮	1%	▮	1%
		M	209	▮	5%	▮	2%
	AHSSBL	F	92	▮	1%	▮	0%
		M	136	▮	2%	▮	1%
	UoS	F	**355**	▮	1%	▮	1%
		M	**347**	▮	4%	▮	2%
2017/18	STEMM	F	257	▮	2%	▮	1%
		M	212	▮	2%	▮	0%
	AHSSBL	F	98	▮	1%	▮	0%
		M	139	▮	0%	▮	0%
	UoS	F	**358**	▮	1%	▮	1%
		M	**353**	▮	1%	▮	0%
2018/19	STEMM	F	273	3	1%	2	1%
		M	212	12	6%	6	3%

AHSSBL	**F**	103	▮	**2%**	▮	**1%**
	M	142	▮	**1%**	▮	**0%**
UoS	**F**	378	▮	**1%**	▮	**1%**
	M	356	▮	**4%**	▮	**2%**

Table 5.1.9: Reader Promotions 2016-2017.

	F APP	M APP	F % APP	F SUC	M SUC	F % SUC	M % SUC	F % FS	M % MS
STEMM			23.1%			37.5%	62.5%	100.0%	50.0%
AHSSBL			25.0%			0.0%	100.0%	0.0%	66.7%
UoS			**23.5%**			**30.0%**	**70.0%**	**75.0%**	**53.8%**

Table 5.1.10: Reader Promotions 2017-2018.

	F APP	M APP	F % APP	F SUC	M SUC	F % SUC	M % SUC	F % FS	M % MS
STEMM			44.4%			66.7%	33.3%	50.0%	20.0%
AHSSBL			100.0%			0.0%	0.0%	0.0%	0.0%
UoS			**50.0%**			**66.7%**	**33.3%**	**40.0%**	**20.0%**

Table 5.1.11: Reader Promotions 2018-2019.

	F APP	M APP	F % APP	F SUC	M SUC	F % SUC	M % SUC	F % FS	M % MS
STEMM			20.0%			25.0%	75.0%	66.7%	50.0%
AHSSBL			66.7%			100.0%	0.0%	50.0%	0.0%
UoS			**27.8%**			**33.3%**	**66.7%**	**60.0%**	**46.2%**

Table 5.1.12: Lecturer to Senior Lecturer: by academic year, area, and gender.

Year	Area	Gender	Eligible Staff	Number Promoted	Success Rate
2016/17	STEMM	F	176		2%
		M	124		2%
	AHSSBL	F	67		1%
		M	98		3%
	UoS	F	**245**		2%
		M	**224**		3%
2017/18	STEMM	F	180		2%
		M	128		2%
	AHSSBL	F	73		1%
		M	97		3%
	UoS	F	**254**		2%
		M	**226**		3%
2018/19	STEMM	F	193		3%
		M	130		2%
	AHSSBL	F	77		0%
		M	100		0%
	UoS	F	**271**		2%
		M	**231**		1%

Since the previous submission, the University has focused on female representation at professorial level. This has included organising workshops to help those seeking to apply to understand the criteria, and messages of support for female applications from the Vice-Chancellor. This has led to an increase in the number of female Professors. However, the

data show that the progress has not been consistent over the three-year period and this remains a priority area.

Individual Schools encourage staff to apply if considered ready or close to being ready and have processes to support applications. This includes mentoring and examples of good practice such as the 'Route to Chair' research group in HS.

Action CP1.2	➢ Provide targeted career support in Schools and departments for men and women where they are under-represented by sharing and implementing examples of best practice to ensure staff have access to appropriate support.
Action CP 2.1	➢ Hold annual promotions workshops for all grades and pathways and include a diversity of speakers.
Action CP 2.2	➢ Implement a reviewed transparent and fair Reader/Professorial promotions and review process which is aligned to the Academic Career Framework with parity of appointments across the three core pathways.
Action CP 2.3	➢ Using the new appraisal process identify female staff at G8 and G9 who have potential for promotion and encourage to apply for promotion to Reader/Professor and senior academic roles.

Feedback from staff (Figure 5.1.1) highlighted the need to continue actions to support the promotion process. In particular feedback highlighted the lack of clarity for progress at lower grades.

"I feel that the pathway to reader and professor is clearer than the pathway leading upwards but within the lower Grades (below Grade 9)"

Figure 5.1.1: Comparison of UoS AS survey data for the Professorial and Reader Promotions process.

PROFESSORIAL & READER PROMOTIONS
Those who selected "I don't know/not applicable" have been removed from the following.

Key: ■ Strongly agree ■ Strongly disagree ■ Agree ■ Disagree

| | | 2017 | | | | 2019 | | | |
		SD	D	A	SA	SD	D	A	SA
I understand the promotion process and criteria for Professorial and Reader promotions	ALL	17%	34%	36%	13%	13%	25%	47%	15%
	FEMALE	20%	38%	35%	7%	14%	30%	44%	12%
	MALE	13%	29%	38%	20%	8%	19%	51%	22%
I think the process/criteria for Professorial/Reader promotions is transparent and fair	ALL	24%	37%	31%	8%	18%	32%	35%	15%
	FEMALE	24%	49%	23%	4%	17%	39%	32%	12%
	MALE	22%	27%	40%	11%	14%	25%	41%	20%
I am encouraged and supported to apply for Professorial/Reader promotions	ALL	24%	37%	29%	10%	26%	38%	23%	13%
	FEMALE	24%	42%	26%	8%	26%	38%	24%	12%
	MALE	23%	32%	33%	12%	21%	39%	23%	17%
When I applied for Professorial/Reader promotions I have received appropriate and useful feedback	ALL	17%	28%	41%	14%	29%	22%	25%	24%
	FEMALE	16%	26%	43%	15%	32%	25%	21%	22%
	MALE	18%	30%	39%	13%	24%	17%	31%	28%

To create parity of esteem with opportunities for successful development, recognition and progression across teaching, research and enterprise, the University recently developed a new structured Academic Career Framework (ACF). Three key stages of academic careers were identified and mapped to the academic roles (e.g. Lecturer, Senior Lecturer, Professor) and to the UKPSF (D2-D4). This framework is applicable to all permanent and fixed-term academic staff and provides a progression framework for all grades to be implemented in 2021.

Action CP 1.1	➢ Implement the Academic Career Framework through delivery of training and engagement sessions for line managers and staff, to explain the ACF and how it can support career progression.
Action CP 2.4	➢ Investigate routes to improve the progression pathway and opportunities for Grade 7 and Grade 8 academic and research staff.

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

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

Table 5.1.12: Number of staff submitted to REF 2014 by gender and department.

	Female			Male		
	Number in School	Number Submitted	% Submitted	Number in School	Number Submitted	% Submitted
HS	■	■	13%	■	■	30%
SEE	■	■	49%	■	■	49%
All STEMM	268	53	20%	292	126	43%
SAM	■	■	35%	■	■	44%
SBS	■	■	24%	■	■	21%
All AHSSBL	105	30	29%	166	50	30%
UoS	373	83	22%	458	176	38%

Table 5.1.13: Number of staff submitted to the Research Assessment Exercise (RAE) 2008, by gender and department.

	Female			Male		
	Number in School	Number Submitted	% Submitted	Number in School	Number Submitted	% Submitted
HS	■	■	10%	■	■	30%
SEE	■	■	37%	■	■	52%
All STEMM	283	46	16%	344	157	46%
SAM	■	■	47%	■	■	59%
SBS	■	■	40%	■	■	31%
All AHSSBL	139	60	43%	268	125	47%
UoS	432	106	25%	612	282	46%

Table 5.1.14: Staff submitted to RAE 2008 and REF 2014 as a percentage of the total number submitted.

	RAE 2008			REF 2014		
	Female	Male	% Female	Female	Male	% Female
HS	■	■	42%	■	■	50%
SEE	■	■	16%	■	■	20%
All STEMM	46	157	23%	53	126	30%
SAM	■	■	33%	■	■	39%
SBS	■	■	32%	▎	■	37%
All AHSSBL	60	125	32%	30	50	38%
UoS	106	282	27%	83	176	32%

In the REF 2014, 32% of submitted staff were female, and 24% of eligible women were submitted compared with 42% of eligible men. We recognise the work required to address systemic issues contributing to female under-representation and are committed to a more inclusive research environment. In particular, it is a University priority to increase submission rates for women in STEMM for REF 2021.

Considerations for EDI are incorporated into each process within our REF 2021 code of practice (CoP). The I&D Manager worked closely with Research & Knowledge Exchange to develop the code and at key points during its implementation. During the identification of staff who should have 'significant responsibility for research' and be returned to REF2021, equality-related circumstances are taken into account allowing individuals to define the effect that personal circumstances have had on achievement of particular research goals.

We conducted an in-depth EIA of staff research activity to determine potential areas of inequality. This ensured that REF selection criteria were not based on activities or outcomes that would disadvantage staff with protected characteristics. The work indicated that a low proportion of our REF impact case studies had involvement from female academics and, therefore, we have since undertaken a programme of activity to raise awareness, deliver training, and work with staff individually to realise impact from their research.

AS Survey 2019 respondents reported that female staff are more likely to take on committee, pastoral, admin, and teaching roles than male staff, and that female staff are more likely to be disadvantaged in research by taking caring leave. The new CoP and the ACF address these issues by recognising citizenship work and accounting for career breaks or other

barriers. Individual Schools have also increased their support for female researchers, using internal funds to help staff who are returning to work after a period of leave.

Section 5.3.3 reports on the support available for research. We have sought to construct a diverse group of academics to lead the Unit of Assessment (UOA) submissions, seeking early career researchers especially to participate as Submission Deputies. This has provided an opportunity for junior staff to gain knowledge of research administration and build their professional networks, becoming recognised as emerging research leaders. Overall, the REF UOA submission teams are 42% female.

Action CP 1.3	➤ Utilise staff forums and focus groups to investigate any gendered impact of COVID-19 on teaching, research and enterprise activity. Feedback to be reported to VCET and appropriate Senate Committees for discussion and action. ➤ Publish a commitment to recognise any impact on career development activity and decisions for promotions. ➤ Improve accessibility off campus to training and development resources and support.
Action CP 3.1	➤ Each school to collect data on the gender of those supported by school Staff Development Funds and their processes for selecting staff to support.
Action CP 3.2	➤ Create UoS ECR and PGR networks to support research activity and career development.
Action IC 3.1	➤ Develop and provide targeted additional career related (research, teaching, leadership) support to women returning from maternity leave which is available to all returning staff.
Action IC 4.1	➤ Develop and provide targeted additional career related (research, teaching, leadership) support to staff returning from long-term absence due to caring responsibilities.

SILVER APPLICATIONS ONLY

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.

5.1 Career development: Academic Staff

(i) Training.

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

Training for all academic staff, including online and face-to-face workshops, is accessible through a career development hub. Training needs are identified through the appraisal process and feedback from staff forums.

- All staff must complete several online learning modules (Table 5.3.1).

- Our Quality Enhancement Office (QEO) provides all training for teaching and learning and quality enhancement, including the PGCAP offered (with workload) to all new staff, plus existing staff as part of career development plans (Table 5.3.2).

- QEO offers a programme of training to all staff to support:

  - Academic Practice
  - Digital skills and learning technologies
  - Academic policy and procedure

- All new line managers take part in the 'Salford Managers' programme with 87 (61% female) participating so far.

- We have two dedicated training and development programmes to support research staff and PGR's (see 5.3.iii):

  - Salford Postgraduate Researcher Training (SPoRT)
  - Salford Early to Experienced Career Researcher Enterprise Training (SECRET)

Table 5.3.1: Mandatory Online Training percentage of all staff who have completed (at end 2019-2020).

Mandatory Online Training – Percentage of all Staff						
	Bribery	**GDPR**	**Diversity in HE**	**Health & Safety**	**Inclusive, Cohesive & Safe Campus**	**All**
HS	■	■	■	■	■	■
SEE	■	■	■	■	■	■
All STEMM	■	■	■	■	■	■
SAM	■	■	■	■	■	■
SBS	■	■	■	■	■	■
All AHSSBL	■	■	■	■	■	■
PSS	■	■	■	■	■	■
UoS	■	■	■	■	■	■

Table 5.3.2: PGCAP Completions 2017-2020 by School and Gender.

	PSS		SAM		SBS		SEE		HS		Total		
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**%F**
2019-20	■	■	■	■	■	■	■	■	■	■	30	20	60%
2018-19	■	■	■	■	■	■	■	■	■	■	22	12	65%
2017-18	■	■	■	■	■	■	■	■	■	■	31	19	62%
Total	■	■	■	■	■	■	■	■	■	■	83	51	62%

'Diversity in HE' has the highest completion rate and we have strong representation of women in the PGCAP programme. All training is evaluated for uptake and feedback. AS survey feedback is positive. As training is administered through a central package, however, we have no data on the uptake and effectiveness of training by gender.

Figure 5.3.1: AS Survey feedback 2017 and 2019.

"My line manager encourages me to undertake activities that will contribute to a stronger CV"

75%

75% of all survey respondents in 2019 agree* and 75% of females agree and 78% of males agree. In 2017, 65% of females and 71% of males agreed with this statement.

Action CP 1.5	➢ Develop and provide a mechanism for staff to keep a log of engagement in training and development activities and collate detailed attendance data by gender for all training and career progression support sessions.
	➢ To monitor, review and analyse training undertaken by gender and amend action plan where appropriate to address any issues.

(ii)   Appraisal/development review.

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

We are in a transition phase for appraisal. Previous data (Figure 5.3.2) highlighted a decline in PDR completion across all schools except SAM, with differences in completion rates between male and female in SEE, HS, and SBS. School mergers and lack of recording impacted this and we have put actions in place to address this, with PDR completion at 88% for 2019/20. Feedback on PDR from the AS Survey 2019 (Figure 5.3.3) revealed concerns over inconsistency and lack of focus on career development opportunities. In response, a new appraisal framework - Performance and Career Conversations (PCC's) - was developed as part of the ACF. The objective is to improve wellbeing, career development, and contribution through setting specific and meaningful goals aligned to the ACF, and to reflect on career path and next steps in terms of support and responsibilities.

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Figure 5.3.2: PDR Completion rates by school and gender 2016-2019.

	2016/17		2017/18		2018/19	
	FEMALE	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**
HS						
SEE						
ALL STEMM						
SAM						
SBS						
ALL AHSSBL						
ALL UoS	81%	85%	67%	63%	54%	49%
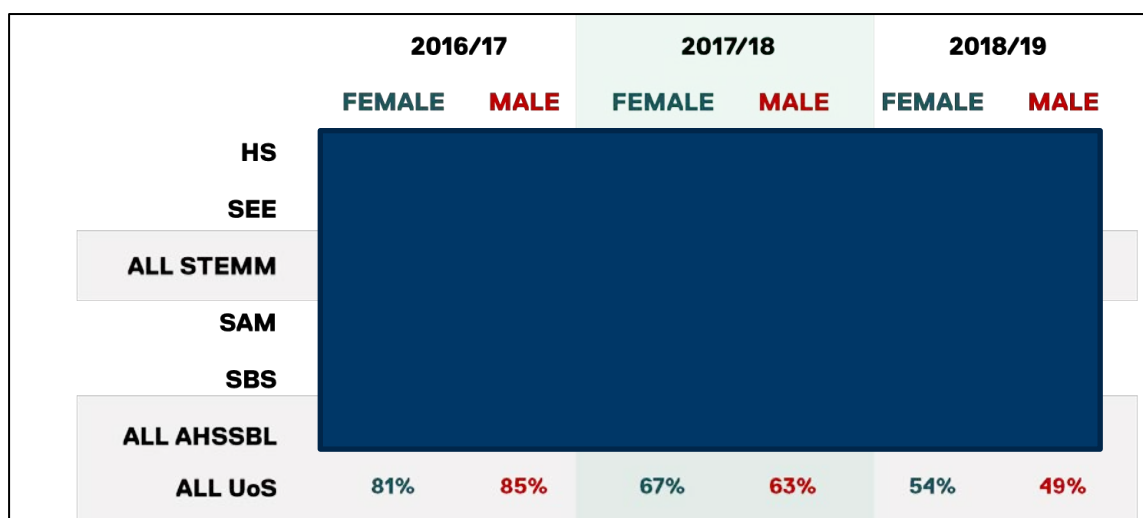
Figure 5.3.3: AS survey responses 2019 for PDR.

"My line manager discusses career progression during PDR*"

75% of all survey respondents in 2019 agree* and 74% of females agree and 79% of males agree. In 2017, 56% of females and 64% of males agreed with this statement.

75%
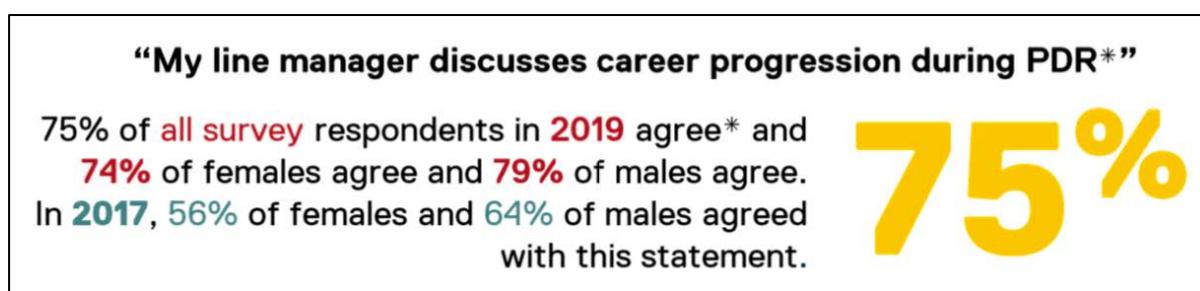
"The current PDR form encourages a focus on annual objectives with career development at the end. If it was at the beginning (and core to) the PDR there may be a better conversation about career development as well as operational needs""

Action CP 4.1	➢ Implement the new Performance and Career Conversations appraisal system as part of the Academic Career Framework across all Schools and Departments.
	➢ Provide training sessions for line managers on the new PCC system and having meaningful conversations.
	➢ Collate detailed records of engagement with PCC's and analyse feedback from all staff for any further action.

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

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

The University offers career development through a variety of schemes and pathways, each sponsored by a PVC.

Teaching and Learning is supported by:

- Salford Community for Excellence in Learning and Teaching (SCELT). SCELT offers a scholarship and funding scheme, networking, mentoring, coaching, masterclasses, and events.
- HEA Fellowship Support Scheme - group workshops and personalised support for applications for Fellow, Senior Fellow, and Principal Fellow, as well as paying for staff applications from a central university fund. This approach has been instrumental in the significant rise in the number of HEA fellows, especially at D3 (Senior Fellow, 56% female).

Research and Enterprise is supported by:

- The Research Centre offers the Researcher Mentorship scheme, career development online toolkit, funding, and networking/collaborative opportunities.
- We hold the European Excellence in Research Award, where we demonstrate how our support and development of researchers aligns to the 'Concordat to Support the Career Development of Researchers' and enact a comprehensive action plan to ensure our activities are effective. The UoS research development programme also aligns with the national Researcher Development Framework (RDF). The University is committed to maintaining the wellbeing of doctoral researchers and has developed the UoS PGR Wellbeing Concordat to illustrate how PGR's are supported.

Leadership is supported by:

- Salford Leaders programme offers training, workshops, events, online toolkit, and collaborative opportunities, and was shortlisted for a Times Higher Award in 2019.
- The University has committed to supporting female staff via the Aurora programme. Applications are open to academic and PS staff. Schools have contributed to additional places, increasing from 1 place in 2017 to 16 in 2019/20.

Feedback from staff about career development has improved from 2017 to 2019 (Figure 5.3.4). However, feedback from the recent People Plan focus groups highlights the need to do more to ensure all staff have consistent access to appropriate support.

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Figure 5.3.4: AS survey feedback for career development 2017 and 2019.

"I am satisfied with the opportunities for career development I receive"

66% of all survey respondents in 2019 agree* and 65% of females agree and 70% of males agree. In 2017, 46% of females and 55% of males agreed with this statement. **66%**

Action CP 1.1	➢ Implement the Academic Career Framework through delivery of training and engagement sessions for line managers and staff, to explain the ACF and how it can support career progression
Action CP 1.2	➢ Provide targeted career support in Schools and departments for men and women where they are under-represented by sharing and implementing examples of best practice to ensure staff have access to appropriate support.
Action CP 1.3	➢ Utilise staff forums and focus groups to investigate any gendered impact of COVID-19 on teaching, research and enterprise activity. Feedback to be reported to VCET and appropriate Senate Committees for discussion and action. ➢ Publish a commitment to recognise any impact on career development activity and decisions for promotions. ➢ Improve accessibility off campus to training and development resources and support.
Action CP 1.4	➢ Establish UoS mentoring/coaching scheme with trained mentors to support all pathways and grades and for managing specific circumstances such as maternity, or caring responsibilities.
Action CP 1.5	➢ Establish UoS mentoring/coaching scheme with trained mentors to support all pathways and grades and for managing specific circumstances such as maternity, or caring responsibilities.
Action CP 1.6	➢ Identify departments with low female participation in the University's Leadership Programmes and encourage them to nominate staff.
Action CP 1.7	➢ Continue support for Aurora Leadership programme with annual commitment to fund places. ➢ Develop and provide support for the network of Aurora staff through a MS Teams site and regular meetings.

Action CP 1.8	➢ Share and implement use of best practice 'shadowing' guidance across all Schools and departments.
Action IC 3.1	➢ Develop and provide targeted additional career related (research, teaching, leadership) support to women returning from maternity leave which is available to all returning staff.
Action IC 4.1	➢ Develop and provide targeted additional career related (research, teaching, leadership) support to staff returning from long-term absence due to caring responsibilities.

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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?

(ii)   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.

(iii)   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.

5.2 Flexible working and managing career breaks

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

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

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

All pregnant employees are eligible for 52 weeks Maternity Leave (ML), which may be transferred or shared under the Shared Parental Leave (SPL) policy. Employees who have 26 weeks service before the 15th week of pregnancy are entitled to an enhanced maternity pay package and can access health and wellbeing support through Occupational Health. Support for staff taking maternity and adoption leave is the same for both academic and PS staff as follows:

- Initial planning discussion with line manager covering risk assessment, support needs on return to work, and arrangements for cover. Line managers are all trained in maternity/adoption policy and practice. Cover is arranged by the School or department.
- Staff member meets HR to review maternity/adoption policy.
- Staff member has access to 'Pregnancy, Maternity, Adoption and Paternity: A guide for pregnant workers, new parents, and managers'.
- The guide also advises staff and managers on procedures when pregnancies do not go as expected.
- Maternity coaching is available for staff if required, through HR.
- Regardless of length of service or working hours, staff are entitled to paid time off for antenatal care and time off for travelling to hospital or doctor's appointments and antenatal classes.

In response to staff feedback, we have introduced support for those undergoing fertility treatment by providing paid time off for staff who are recipients of fertility treatment or a partner.

Action IC 3.2	➤ Develop a centralised and consistent mechanism to provide resources for covering maternity leave.
Action IC 3.3	➤ Create and advertise web pages on the hub specifically for Maternity, Paternity and other parental leave to support staff preparing for, undergoing and returning from maternity/parental leave, and for supporting line managers, to include resources, links, guidance, and case studies.
Action IC 3.4	➤ Conduct focus groups to understand the perceptions and experiences of staff who have or are going through maternity/parental leave. Utilise the feedback to adapt our provision where possible.

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

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

Staff may undertake up to 10 days of paid 'Keeping in Touch Days' (KIT days) or 'Shared Parental Leave in Touch Days' (SPLIT days), during their maternity or SPL. The days are often used to enable attendance at team meetings or training activities.

Staff are encouraged to lead on the degree and method of communication during the period of leave. Prior to returning, there is a meeting to discuss support measures, including future working patterns. The University also has MS 365 with Teams and Yammer, which benefit those on leave, allowing them to keep up-to-date with the processes and community of the University.

Action IC 3.2	➢ Develop a centralised and consistent mechanism to provide resources for covering maternity leave.
Action IC 3.3	➢ Create and advertise web pages on the hub specifically for Maternity, Paternity and other parental leave to support staff preparing for, undergoing and returning from maternity/parental leave, and for supporting line managers, to include resources, links, guidance, and case studies.

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

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

The University is a committed family friendly employer and offers flexible and agile working. Staff can choose to return PT and then return to FT working when/if they are ready. Our guidance requires managers of staff returning from ML to consider any FW requests and temporary amendments to workload. In practice, support varies across departments and is negotiated on an individual basis. Individual Schools have piloted the introduction of research assistants to support female researchers returning from ML. The University, however, acknowledges a lack of consistency in managing the options around return from ML and that clearer guidance is needed.

From the 2017 to 2019 AS survey, more respondents reported feeling supported before, during, and after maternity (67% to 74%). Staff highlighted issues with timetabling and a lack of breastfeeding spaces on campus.

The University's staff network for Parents hosts an online community on the University's intranet and arranges events throughout the year. The Parents' Network provides a space for parents and carers to meet, share experiences, raise issues, or suggest improvements. The

Co-Chairs of the network have a place on WIC to raise any queries or issues from the wider network.

Action IC 3.1	➢ Develop and provide targeted additional career related (research, teaching, leadership) support to women returning from maternity leave which is available to all returning staff.
Action IC 3.3	➢ Create and advertise web pages on the hub specifically for Maternity, Paternity and other parental leave to support staff preparing for, undergoing and returning from maternity/parental leave, and for supporting line managers, to include resources, links, guidance, and case studies.
Action IC 3.4	➢ Conduct focus groups to understand the perceptions and experiences of staff who have or are going through maternity/parental leave. Utilise the feedback to adapt our provision where possible.
Action IC 3.6	➢ Investigate current availability and quality of spaces for expectant and nursing mothers and develop provision for improving accessibility.
Action IC 3.7	➢ Review and update our maternity policy and guidance to address neonatal pay and leave.

(iv) Maternity return rate.

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

Table 5.5.1: Academic and Professional Staff Maternity Leave.

Year	Area	Employment Type	Maternity Started	Returned from leave	6 months	12 months	18 months
2016/17	STEMM	Teaching Only	∎	∎	∎	∎	∎
		Research Only	∎	∎	∎	∎	∎
		Teaching & Research	∎	∎	∎	∎	∎
		Total	∎	∎	∎	∎	∎
	AHSSBL	Teaching Only	∎	∎	∎	∎	∎
		Research Only	∎	∎	∎	∎	∎
		Teaching & Research	∎	∎	∎	∎	∎

Year	Category	Staff Type					
		Total	■	■	■	■	■
	PSS	All non-academic	■	■	■	■	■
	All Staff	Total	28	28	27	26	24
2017/18*	STEMM	Teaching Only	■	■	■	■	■
		Research Only	■	■	■	■	■
		Teaching & Research	■	■	■	■	■
		Total	■	■	■	■	■
	AHSSBL	Teaching Only	■	■	■	■	■
		Research Only	■	■	■	■	■
		Teaching & Research	■	■	■	■	■
		Total	■	■	■	■	■
	PSS	Non-Academic	■	■	■	■	■
	All Staff	Total	22	21	18	18	15
2018/19*	STEMM	Teaching Only	■	■	■	■	■
		Research Only	■	■	■	■	■
		Teaching & Research	■	■	■	■	■
		Total	■	■	■	■	-
	AHSSBL	Teaching Only	■	■	■	■	■
		Research Only	■	■	■	■	■
		Teaching & Research	■	■	■	■	■
		Total	■	■	■	■	■
	PSS**	Non-Academic	■	■	■	■	■
	All Staff	Total	42	35	34	34	-

The most maternity leave is seen in PSS. The maternity return rate is high except in 2018-2019 as noted above. Due to the small academic numbers, it is not possible to see any patterns in grade, contract, or length of maternity.

Action IC 3.5	➢ Introduce more detailed record keeping in the HR data system, to capture return from maternity and if returners request a reduction in worked hours after they have returned from leave. Check for consistency of approach and amend our actions or policies if appropriate.

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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.

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.

Policies for paternity, SPL, parental leave, and adoption are available via the HR website and can be discussed with line managers or HR staff. We actively encourage staff to take Paternity Leave and we offer enhanced pay. One way to keep staff informed during this time is through SPLIT days, these are in addition to the 10 KIT days available for ML or Adoption Leave.

Table 5.5.2: Leave type by year and role.

Leave Type	2016-17		2017-18		2018-19	
	Male	Female	Male	Female	Male	Female
Shared Parental	■	■	■	■	■	■
STEMM	■	■	■	■	■	■
AHBBSL	■	■	■	■	■	■
PSS	■	■	■	■	■	■

Adoption						
STEMM						
AHBBSL						
PSS						
Paternity						
STEMM						
AHBBSL						
PSS						
Parental Leave (unpaid)						
STEMM						
AHBBSL						
PSS						

In the AS survey 2019, 74% of those that answered said they had been supported before, during, and after taking parental leave, showing an increase from the 2017 survey. However, female staff were less likely to agree that they had been supported and more likely than males to say that taking parental leave would limit their career.

Figure 5.5.1: AS Survey 2019 Responses to Parental leave questions 2017 and 2019.

PARENTAL LEAVE

Key: ■ Strongly agree ■ Strongly disagree ■ Agree ■ Disagree

*those who selected "not applicable" for this question have been removed.

		2017				2019			
		SD	D	A	SA	SD	D	A	SA
"The current parental leave policy is adequate for my needs"	ALL	8%	16%	58%	18%	9%	16%	60%	15%
	FEMALE	8%	18%	60%	14%	8%	16%	63%	13%
	MALE	8%	13%	57%	22%	11%	14%	59%	16%
"Taking parental leave would limit my career at Salford"	ALL	14%	48%	26%	12%	18%	45%	29%	8%
	FEMALE	10%	39%	34%	17%	12%	41%	35%	12%
	MALE	17%	57%	18%	8%	29%	51%	18%	2%
"I have been supported before, during, and after my return from parental leave"	ALL	13%	20%	49%	18%	8%	18%	52%	22%
	FEMALE	16%	25%	42%	17%	10%	24%	47%	19%
	MALE	8%	14%	59%	19%	2%	8%	64%	26%
"I am aware of and understand the current parental leave provisions provided by the University"	ALL	5%	23%	58%	14%	6%	14%	58%	22%
	FEMALE	4%	25%	55%	16%	5%	16%	58%	21%
	MALE	6%	21%	61%	12%	5%	11%	59%	25%

Focus group feedback reinforced the survey findings:

- Respondents said they were discouraged from taking parental leave, and males highlighted the financial impact of taking paternity leave as a factor.
- Female respondents were more likely to feel that management did not understand how to support staff with changing needs for parental and caring responsibilities.
- Female staff highlighted issues with timetabling around parental leave.

Action IC 3.3	➤ Create and advertise web pages on the hub specifically for Maternity, Paternity and other parental leave to support staff preparing for, undergoing and returning from maternity/parental leave, and for supporting line managers, to include resources, links, guidance, and case studies.
Action IC 3.4	➤ Conduct focus groups to understand the perceptions and experiences of staff who have or are going through maternity/parental leave. Utilise the feedback to adapt our provision where possible.

(vi) Flexible working.

Provide information on the flexible working arrangements available.

The University encourages agile working, job sharing, flexible retirement, and flexible working arrangements, and offers additional annual leave where staff can take up to ten additional days through a salary sacrifice scheme. Staff can make use of the 'timetable constraints form' where appropriate.

In 2019, the University introduced agile working principles which aim to offer flexibility in when and where staff conduct their work. Applications of these principles can include working from home, compressed hours, and flexible start and finish times. The principles are applied locally and do not require formal changes to contract.

The AS survey feedback is positive. In 2019 PS staff were included in the survey so this may have had an impact on the feedback, as academic staff are more able to take advantage of flexible and agile working, whereas PSS may be limited by role. Comments from staff demonstrate some inconsistency of experience.

> "I have two young children and I have been really impressed with how flexible the working pattern can be around teaching hours. The senior managers' positive attitude to flexible working attracted me to Salford in the first place and will certainly encourage me to stay". (Female Lecturer)
>
> "I feel that working from home is not seen favourably by line managers". (Female Lecturer)
>
> "The Library's flexitime scheme is critical to my positive experience as a working parent" (PSS)
>
> "I would welcome a more flexible way of working" (PSS)

Table 5.5.2: AS Survey Responses for Flexible Working 2017 and 2019.

KEY		2017 D	2017 A	2019 D	2019 A
AGREE A / DISAGREE D	ALL	17%	83%	23%	77%
"My current working arrangements give me the flexibility I need"	FEMALE	16%	84%	24%	76%
	MALE	17%	83%	20%	80%

2017 SURVEY				2019 SURVEY			
		D	A			D	A
"I am aware of the opportunities for flexible working offered by the University"	ALL	35%	65%	"I understand the opportunities for flexible working offered by the University"	ALL	32%	68%
	FEMALE	38%	62%		FEMALE	34%	66%
	MALE	32%	68%		MALE	28%	72%
"I have taken advantage of opportunities for flexible working offered by the University"	ALL	58%	42%	"I regularly work from home"	ALL	56%	44%
	FEMALE	61%	39%		FEMALE	57%	43%
	MALE	54%	46%		MALE	56%	44%

A culture of flexibility is essential to improving our gender balance at all levels but especially, to promote, recruit, and retain women in senior roles. The recent COVID-19 situation has increased acceptance of working from home, particularly for PSS. We will collate and evaluate feedback from staff on their experiences to inform our future actions.

Action IC 5.1	➢ Collate feedback from staff on their experiences of working from home during COVID. Utilise this to develop and review the principles for flexible ways of working. ➢ Briefing to be produced for staff and managers about flexible and agile work options. ➢ Create additional resources and case studies as guidance for line managers to support staff to take advantage of the flexible ways of working. ➢ Review implementation via the AS survey.

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

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

When staff return to FT working after a temporary FW agreement, any phased return is managed by the line manager. Requests to change from PT to FT hours, outside of the FW policy, are managed on a case-by-case basis. We also support staff to return to part-time if the return to full-time did not work out. In the absence of a current career break policy, the

University relies on the line manager and staff jointly planning the return, with the support of the HR team. In recognition of the varied practice we will develop specific guidance for departments about different options to support staff, including good practice examples.

Action IC 5.2	➤ Develop a UoS career break scheme with guidance using best practice from the sector.
	➤ Launch and communicate via the staff hub.
	➤ Evaluate impact.

(viii) Childcare.

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

The University partners with Busy Bees to provide a large purpose-built nursery on campus. It offers flexible provision and is open 8.00am to 6.00pm Monday to Friday, catering for children from 3 months to 5 years. University staff can access an annual discount equivalent to two weeks' fees. Information on this option is provided at induction and on the University hub.

(ix) Caring responsibilities.

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

The University is keen to help staff balance the demands of work and family life. We provide a range of policies that can support staff with caring responsibilities and guidance for managers emphasising that staff may need to work flexibly. However, AS feedback highlights the inconsistency of experience and lack of awareness of the support available.

Figure 5.5.3: AS Survey Responses for Caring Responsibilities 2019.

LEAVE FOR CARING RESPONSIBILITIES

*those who selected "not applicable" for this question have been removed.

46% of respondents said that taking leave for caring responsibilities would limit their career at Salford.

59% of respondents said the current leave provision for caring responsibilities is adequate for their needs.

62% of respondents agreed that they had been supported by their school/ department before, during and after leave for caring responsibilities

"I discussed my caring responsibilities with my line manager when I was appointed. I have had excellent support. Caring responsibilities can change without notice and I know that I can talk about these changing needs at any point with my line manager and team.

"Although I am aware of care leave policies, I am not sure that they are flagged to staff sufficiently"

"I have growing caring responsibilities for my parents, but as yet I have covered this using annual leave, weekends and evenings. I have had some informal, helpful support from my line manager."

UoS introduced guidance for staff with caring responsibilities requiring additional flexibility in working arrangements during the COVID-19 pandemic, with an option for the University to support with an additional 10 days paid leave. We plan to develop this guidance for use beyond the current situation.

Action IC 4.1	➢ Conduct focus groups to collate feedback on the experiences of staff with caring responsibilities. ➢ Utilising the feedback, develop a permanent Carers Policy to support carers of adult, disabled or other dependants based on best practice in the sector. ➢ Briefing to be produced for staff and managers about the policy with additional resources and case studies as guidance for line managers. ➢ Review implementation via the AS survey.
Action IC 4.2	➢ Develop and provide targeted additional career related (research, teaching, leadership) support to staff returning from long-term absence due to caring responsibilities.

5.3 Organisation and culture

(i) Culture.

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

EDI is a strategic priority for the UoS. The PVC Academic Development has specific responsibility for EDI with Deans and Heads of Professional Services responsible for EDI at a School/departmental level. The University actively considers gender equality and inclusivity and embeds the AS Principles through the I&D Strategy 2016-2021. The goals set within the strategy are:

- Embed an inclusive approach to staff recruitment and the staff experience, promoting a culture that enables everyone to fulfil their potential.

- Create an inclusive environment that facilitates and promotes belonging and respect for staff, students, and the wider community.

Activities to support this have included the annual EDI Fortnight events, delivered in partnership with staff networks (Women's Voice (inc Menopause Group); Salford Proud; BAME Staff Network; Parent's Network, Disability Network) and the Students' Union.

Annually, the I&D Team analyse diversity data and produce a report that highlights the work done and the issues for future work to address. This analysis provides the foundation for I&D targets set for each of the schools, based on their own data. Schools are supported to deliver by the I&D Team and held accountable for their targets by ASSC, REC, and IDEC as part of the I&D Governance Structure, which provides the opportunity to share good practice. All EDI actions, including AS, will be aligned, ensuring that VCET has final oversight and accountability.

The AS survey 2019 reported 69% of respondents agreeing that gender equality is an important priority in their school/department. We are committed to continuing our investment and actions to enhance gender equality and diversity.

| Action IC 1.1 | ➢ All future policies and strategies to be considered by VCET must include an appropriate Equality Impact Assessment. |
| | ➢ All data related reports to contain equality monitoring section to highlight any patterns of systemic discrimination. |

Action IC 1.2	➤ Hold annual Salford Leaders I&D event to raise awareness and encourage discussion of gender equality data and issues.
Action IC 1.3	➤ Produce a briefing for Programme Approval panel members and Chairs with an EDI checklist to be completed as part of the approval process.
Action IC 1.4	➤ Work with colleague networks to raise awareness and gather ongoing feedback for gender equality actions.
Action IC 1.5	➤ Extend our online EDI training to the student community.

(ii) HR policies.

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

HR policies for equality, dignity at work, bullying, harassment, grievance, and disciplinary processes are monitored for consistency in application through several routes: Equality Impact Assessments (EIA's), Institutional Surveys, and the I&D governance structure. The I&D governance structure provides an opportunity for staff, staff networks, trade unions, and student representatives, to feedback and discuss HR policies. All leads on changes and policies must undertake an EIA as part of the process. A central tracker of casework allows the HR Advisors to ensure consistency in the implementation of the policies and processes.

HR produce guidance and liaise with managers to assist with implementing policies. HR staff keep up-to-date with relevant information and practice and Schools have a designated HR Manager to assist managers in implementing the policies. In addition, the HR website has recently been redeveloped to guide staff and managers through various processes, acting as a hub for information, forms, and guidance. All managers are part of the 'Salford Leaders' programme which utilises events, newsletters, and Yammer to update, educate, and inform managers on policies and changes.

In the AS Survey 2019, respondents of all genders highlighted that there is inconsistency in policy application across schools and departments. We will continue to raise awareness and provide guidance for managers to ensure consistency of staff experience.

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

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

Due to the structural changes to Schools and the number of interim roles over the past two years, we present an analysis of our current Heads of Department and other senior roles.

Deans are appointed through a central process. All appointments are FT open-ended and have been open to internal and external candidates. Two of our current Deans were internal promotions. Appointments to Deputy Dean (DD) and Associate Dean (AD's) are made by the Schools. Most have been internal appointments but where appropriate have been advertised externally.

The data indicate strong representation of women in leadership roles across the University and broadly reflect our staff population in terms of gender balance. Three of our 4 Deans are female, and across academic departments 50% of DD/AD roles are held by women. In STEMM both Deans are female but at AD level female representation drops to 36%. These are small numbers, but it will be important to monitor these data moving forward.

Table 5.6.1: Heads of School and Departments 2019-2020.

	Deans			Deputy Deans			Associate Deans			All			
	STEMM	AHSSBL	UoS	STEMM	AHSSBL	UoS	STEMM	AHSSBL	UoS	STEMM	AHSSBL	PSS	UoS
%M	0%	50%	25%	50%	50%	50%	64%	44%	55%	53%	46%	46%	49%
%F	100%	50%	75%	50%	50%	50%	36%	56%	45%	47%	54%	54%	51%
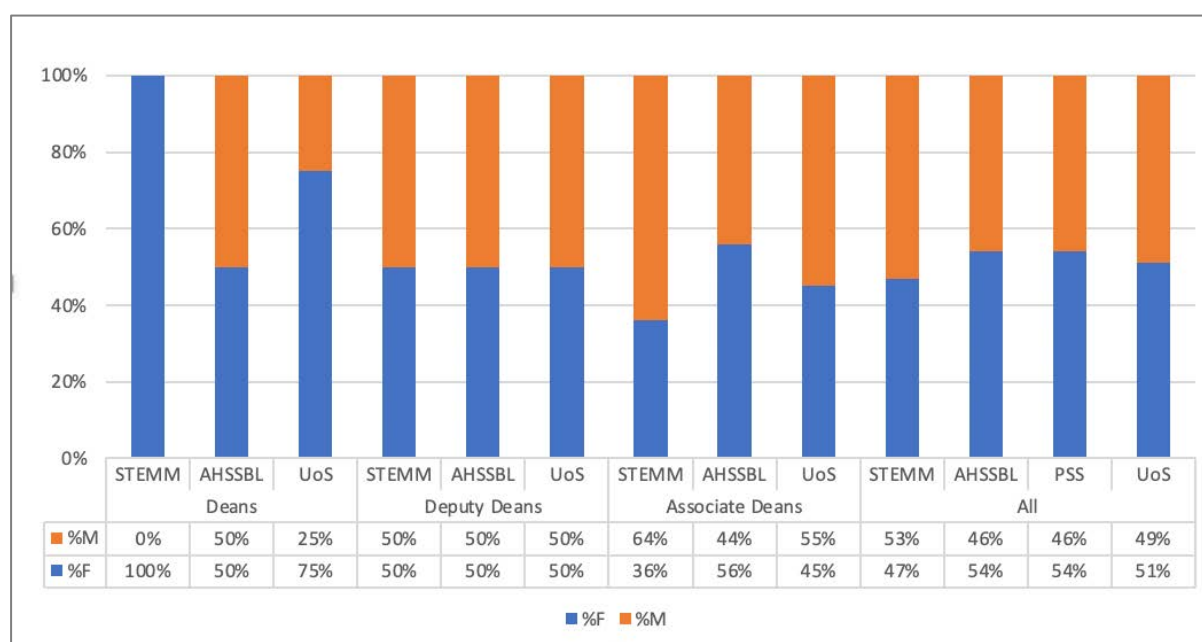
Action IC 6.1	➢ Implement a mechanism to track, and review gender and diversity composition of Senior Leadership roles.

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

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

Figure 5.6.2: VCET membership by gender 2017-2020.
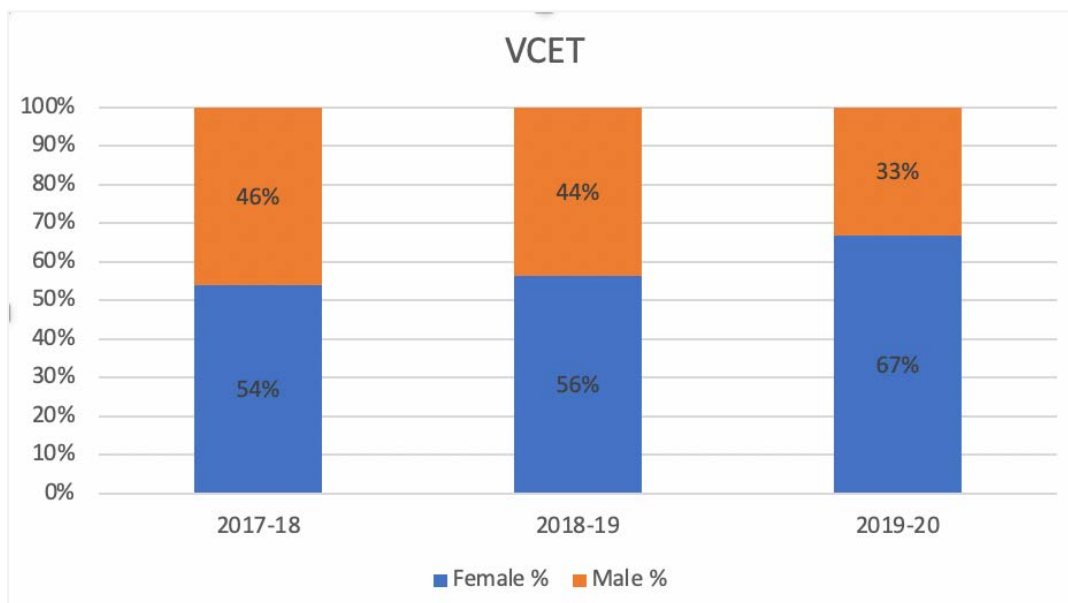
Figure 5.6.3: Council membership by gender 2017-2020.
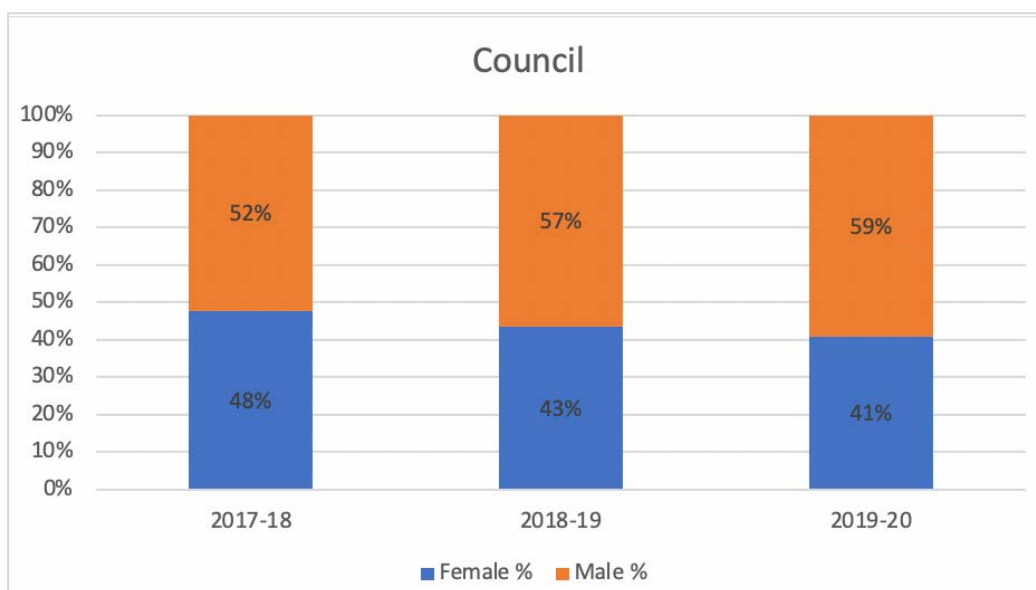
Figure 5.6.4: Senate membership by gender 2017-2020.
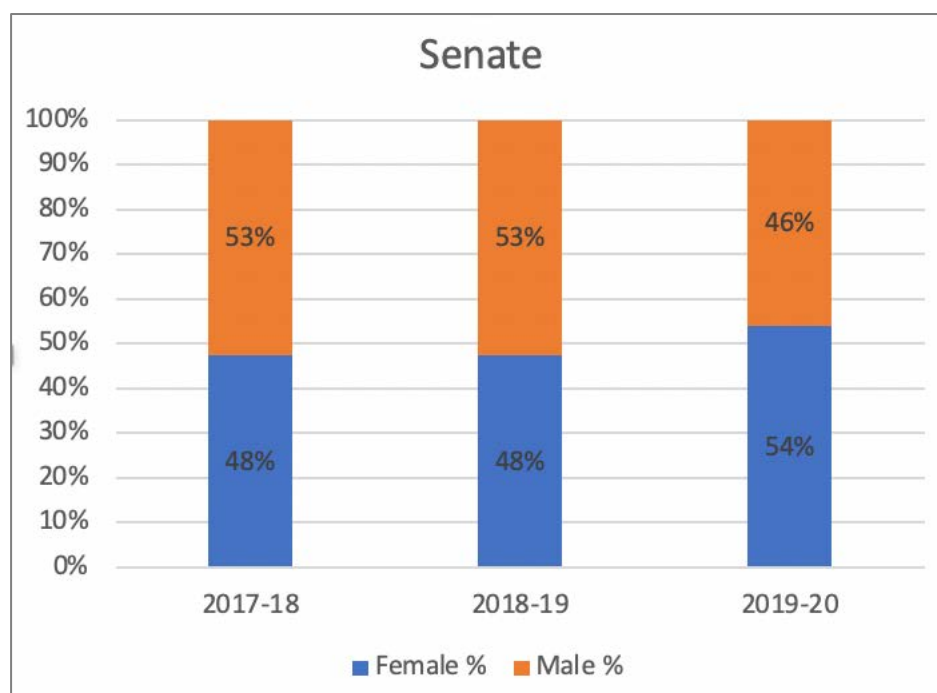
The Vice Chancellor's Executive Team (VCET), Council, and Senate form the 3 University management committees. VCET consists of 15 senior staff members and is currently 67% female. The University Council (41% F, 2019-2020) is responsible for the strategic oversight of the institution's activities. Council has 24 appointed members serving 3-year terms. Student representatives serve 1-year terms. The University Senate (54% female 2019-2020) is responsible for maintaining the academic quality and standards of the University. Senate has 33 members (10 appointed by role, 20 elected staff members serving 3-year terms, and 3 1-year-term SU representatives).

Overall, these committees reflect the proportion of female staff at UoS. We are currently recruiting up to four new independent members of Council, and member diversity is the top priority, particularly in terms of ethnicity, age, gender, and sexual orientation, but not limited to these - we are also seeking diversity in terms of candidates' professional background and experiences.

Action IC 6.2	➢ Implement a mechanism to track, review and take action to ensure balanced gender and diversity composition of key University boards and committees and embed annual reporting to VCET, Senate and Council.
Action IC 6.3	➢ Provide training for Chairs of Senate and Council committees on maintaining an effective and unbiased chair role as part of their induction. ➢ Revise terms of reference for all committees to include explicit reference to gender equality and diversity.

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

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

The following Senate Committees support the academic governance of the University. Members are nominated by Schools and Departments, with additional members attending dependent on role. Appointed members serve 3-year terms. Schools and departments are encouraged to consider diversity when making nominations. Current memberships are well balanced for gender and reflect the University staff. We will continue to monitor diversity and plan to ensure I&D is explicit in the Terms of Reference.

Figure 5.6.5: gender representation on influential institutional committees 2017-2020.

	Acad. Ethics			Academic Development & Partnership		ASQAC			REC			SELTEC			Senate		
	2017-18	2018-19	2019-20	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
F	32%	44%	48%	41%	54%	58%	48%	50%	44%	44%	59%	48%	41%	48%	48%	48%	54%
M	68%	56%	52%	59%	46%	42%	52%	50%	56%	56%	41%	52%	59%	52%	53%	53%	46%

Action IC 6.2	➢ Implement a mechanism to track, review and take action to ensure balanced gender and diversity composition of key University boards and committees and embed annual reporting to VCET, Senate and Council. ➢ Produce briefing for managers setting out policy on gender balance and diversity on committees.

	➢ Conduct quick survey of managers to check on understanding of committee nominating policy.
Action IC 6.3	➢ Provide training for Chairs of Senate and Council committees on maintaining an effective and unbiased chair role as part of their induction. ➢ Revise terms of reference for all committees to include explicit reference to gender equality and diversity.

(vi) Committee workload.

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

Committee roles are monitored by Schools and Departments, and via the workload model, and membership is valued within the new ACF. Most committee nominations or appointments are for 3-year terms to allow for a refresh and other staff to gain experience. Committee overload can occur where there are fewer female staff in Schools. This is addressed at a School/departmental level where appropriate. Committee members are able to send a representative when they are unable to attend. To support staff to gain committee experience we will extend the 'shadowing' guidance recently introduced by HS.

Action CP 1.8	➢ Share and implement use of best practice 'shadowing' guidance across all Schools and departments.
Action IC 2.1	➢ Complete workload review and analysis by gender and by academic grade, annually. Develop further actions to improve gender equality in light of the data collected.

(vii) Institutional policies, practices and procedures.

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

All new policies, practices, and procedures at the University are subject to an EIA, which requires the change owner to consider its impact on people with different characteristics, including gender, gender identity, and gender expression. The change owner must then produce actions to address any negative impacts. This is supported by the I&D Team, who

approve the EIA and follow up on actions. An example where the EIA process has delivered change is in the Professorial Promotions process, where actions included: clear consistent University-wide communications, a review of the guidelines, criteria, language used, and HoAS sitting on the panel.

In addition, the I&D Governance Structure reviews policies and institutional practices. This provides opportunity for staff networks and representatives from across the University, including ASSC and the HoAS, to review and comment on the policy/procedure and make changes. Responses and feedback from the institutional AS Survey are circulated to the committees to provide an understanding of the gender equality impact of various policies, practices, and procedures.

Action IC 1.1	➢ All future policies and strategies to be considered by VCET must include an appropriate Equality Impact Assessment.
	➢ All data related reports to contain equality monitoring section to highlight any patterns of systemic discrimination.

(viii) Workload model.

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

The UoS uses a standard Workload Balance Model (WLBM) that is used by the schools to determine resources required to perform academic work and to allocate these, via points, to individual academics. Individual academic reports are produced and discussed at PDR.

In previous AS Surveys, workload allocation was highlighted as requiring improvement and consistency in approach. In the 2019 survey, females reported they are more likely to undertake pastoral and administration work, issues with scaling workload for PT hours, and a feeling of a lack of transparency.

In 2019, the University reviewed the WLBM, with the intention of developing a more accessible and consistent approach across all four schools and to establish key principles that the University commits to: fairness, transparency, clarity, timeliness, sustainability, and compliance.

Table 5.6.6 provides an analysis of the WLBM for 2019/20. The unreliability of the data and the variation in practice in the application of the model means that previous year-on-year comparisons are of limited benefit. The demarcation by employee sub-group is stronger than that of gender. These data show a higher number and proportion of 'other' workload (includes

pastoral, admin, and committee work) for females (59%), but this is balanced by a lower teaching workload and equitable research allocation.

Table 5.6.6: Distribution of Workload by activity, grade and gender 2019-2020.

		Male				Female			
	Staff Sub-category	T&L	RES	Other	Total	T&L	RES	Other	Total
Points	Professorial	2,724	3,235	610	6,568	413	1,079	406	1,897
	Snr Lecturer/Reader	9,343	2,502	1,569	13,414	6,354	1,692	1,852	9,899
	Lecturer	16,201	2,851	1,068	20,120	19,755	2,892	2,109	24,756
	Other	1,048	947	55	2,050	982	1,100	138	2,220
	Total Points	**29,316**	**9,534**	**3,301**	**42,152**	**27,504**	**6,763**	**4,505**	**38,771**
Headcount	Professorial	56	63	27	146	16	18	10	44
	Snr Lecturer/Reader	126	91	70	287	95	59	66	220
	Lecturer	228	117	88	433	297	128	151	576
	Other	38	10	3	51	37	15	8	60
	Total Points	**448**	**281**	**188**	**917**	**445**	**220**	**235**	**900**
Points Per Person	Professorial	49	51	23	123	26	60	41	126
	Snr Lecturer/Reader	74	27	22	124	67	29	28	124
	Lecturer	71	24	12	108	67	23	14	103
	Other	28	95	18	141	27	73	17	117
	Total Points	**65**	**34**	**18**	**117**	**62**	**31**	**19**	**112**
Points Per Person %	Professorial	40%	42%	18%	100%	20%	47%	32%	100%
	Snr Lecturer/Reader	60%	22%	18%	100%	54%	23%	23%	100%
	Lecturer	66%	23%	11%	100%	65%	22%	14%	100%
	Other	20%	67%	13%	100%	23%	63%	15%	100%
	Total Points	**56%**	**29%**	**15%**	**100%**	**55%**	**28%**	**17%**	**100%**

There remains inconsistency in our approach, and there are a number of actions to enable the University to make further improvements to this process.

Action IC 2.1	➢ Conduct an Equality Impact Assessment on workload allocation model.
	➢ Complete workload review and analysis by gender and by academic grade, annually. WL user group report to ASSC. Develop further actions to improve gender equality in light of the data collected.
	➢ To recognise all aspects of academic work and have a consistent approach and WLA (e.g., EDI/AS, citizenship).
	➢ Workload to be discussed as part of PCC.
	➢ To include perceptions of fairness and transparency of workload balance model question in AS survey.

(ix)   Timing of institution meetings and social gatherings.

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

Supporting work-life balance is an institutional priority, supported by our agile and flexible working policies. Our previous action plan aimed to introduce core hours of 10.00am-4.00pm. In response, key University committees, University training provision, and social events are all scheduled within these hours. In addition, VC briefings are arranged on different days/campuses and times and are recorded, so all staff have an opportunity to attend or listen. All briefings and updates during COVID-19 have all been recorded and opportunities provided for staff to post questions before or during the event.

This policy has been difficult to implement consistently across the University as normal hours for teaching are 9am-6pm (staff can complete a constraint form for individual circumstances) and many individual or team meetings are held at earlier/later hours. Staff have commented on the difficulties this can cause with caring responsibilities.

During COVID-19, staff have commented on the impact of back-to-back meetings on Teams. Using staff feedback we will establish a set of good practice guidelines, building upon the good practice across the University and promoting the balanced use of digital technology to facilitate and participate in meetings.

Action IC 2.2	➢ Consult with staff and introduce a working-hours guide to address core hours, timing of meetings and working practices.
	➢ Launch and communicate via the staff hub.
	➢ Review implementation via the AS survey.

(x)   Visibility of role models.

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

The university is mindful of gender equality and the representation of women in the organisation of events.

Figure 5.6.1: Visibility of women at events to celebrate staff and student achievements.

For example, in 2019 the Festival of Research held 37 events for over 1000 attendees led by 104 staff, 45% of whom were female, consistent with other public events (Table 5.6.7).

Table 5.6.7: Alumni Events and Public Lectures 2016-2019.

	Number of Events	Proportion of female speakers	Proportion of male speakers
Alumni Events	■	43%	57%
Public Lectures	■	44%	56%
All Events	■	43%	57%

We have looked at best practice in the sector and members of ASSC have developed the UoS Conference and Event Guidelines. These have recently been completed and will be communicated to all Schools and departments for use from 2021.

Action IC 7.1	➢ Launch and communicate new conference and event guidelines via the staff hub and with departments responsible for arranging events.
	➢ Capture and monitor participation in conferences and events by gender.
	➢ Evaluate the data and review implementation via the AS survey and update guidelines if appropriate.

To ensure we promote visibility of gender and diversity on our webpages and recruitment materials, our marketing and recruitment staff undertook I&D training and regularly review web content for all strands of diversity. Following an EIA on brand guidelines in 2018, the following actions were introduced in the marketing team:

- Regular EDI scans of the curated marketing photo bank to ensure representation for all visible protected characteristics (PC's).
- Snapshot data by School annually to encourage marketing and recruitment staff to consider effective representation of staff/students in outputs and increase representation for PC's not present.

We are also committed to gender equality and diversity in our buildings. Two main buildings are named after women – Mary Seacole (HS) and Lady Hale (Law) and the VC has recently committed to undertaking a review of naming conventions for all campus buildings and artefacts.

Action IC 1.7	➢ Host an annual institutional Athena Swan lecture inviting internal and external speakers to raise awareness of gender equality issues.

(xi) Outreach activities.

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

The Student Recruitment and Outreach team (75% female) is responsible for managing the University's relationship with schools and colleges. Academic and PS staff regularly engage in a diverse range of outreach and engagement activities. Some are annual events,

such as lectures at colleges and schools, open days, and campus visits, while others are ad hoc, for example, visits to industry partners and employability activities. Some activities take place in evenings or weekends. We do not currently record these data by gender, but these activities are accounted for in workload calculations. Our student ambassador cohort includes students from a diverse background. Whilst we don't collect gender data at the point of recruitment, we do request students provide their preferred pronoun - 78% of the cohort present with she/her and 22% as he/him.

Action IC 7.2	➢ Define public and outreach work to include all admissions events, public research activities and industrial partnership events and capture and monitor participation in outreach activities by gender. ➢ Collect data on external engagement by all academic staff by gender. ➢ Evaluate and include in annual report to ASSC. Amend action plan where appropriate to address any issues.

(xii) Leadership.

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

Since 2015, the University has taken the following actions to encourage and provide strategic leadership and practical support to departments in applying for the Athena Swan awards:

- Appointment of Head of Athena Swan
- Formation of the Athena Swan Sub-Committee (ASSC) with oversight by IDEC.
- Appointment of AS leads and SATs in schools
- AS Project Officer
- HR Data Analyst support and datasets
- Developed AS toolkit.
- SAT network and meetings for all AS Leads.
- More experienced members of staff mentor others in AS and provide internal review for applications.
- AS talks in Schools and Departments by HoAS
- AS webpages.

We continue to support gender equality activity across the institution, providing information, advice, and support for Schools and PS departments.

Action GE 1.1	➢ Create and maintain an online depository for resources, links and examples of best practice.

	➢ Hold workshops to support departments with gender equality initiatives and Athena Swan applications. ➢ Establish a mechanism for rewarding good practice and ambition for gender equality in Ac and PS departments
Action GE 1.2	➢ Schools to submit Athena Swan bronze award School applications. ➢ Prepare and apply for institutional and departmental silver awards by engaging with and learning from best practice in the sector.

Section 5: 5851 words

6. Supporting trans people

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

(i)   Current policy and practice.

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

In response to a significant increase in the number of students and staff who were seeking support around gender identity issues and/or transition, and to ensure that our services and employment practices are inclusive to everyone, the University developed a Trans and Non-Binary Policy. The governance committees provided scrutiny and opportunity for greater understanding of the issues impacting this group. The Trans & Non-Binary Officer for the LGBT+ Staff Network Salford Proud assisted in the creation and review of the policy and accompanying practical guidance documents.

The University's EDI policy explicitly bans discrimination, bullying, and harassment based on gender identity and gender expression. As part of the University's work with Stonewall Diversity Champion, policies such as those for Adoption, Maternity and Paternity, Special or Compassionate leave, and Shared Parental Leave, are all inclusive of trans and non-binary staff and use gender neutral language.

The University has an LGBT+ staff network (Salford Proud) and the Trans Forum, which provide a supportive space for trans and non-binary staff to discuss their experiences, raise any concerns, and provide feedback on institutional policies and practices. Salford Proud hosts regular events and campaigns, such as entry into the annual Manchester Pride event, creating a LGBT+ History Month video series, and organising events for Trans Visibility Day, and Trans Day of Remembrance.

Figure 6.1: Dean of Students at Manchester Pride, and Vice-Chancellor supporting Trans Visibility Day.

The University has gender neutral toilets in every building which can be found using the online campus map. In 2019, the University also introduced the Report and Support system which encourages all students to report any discrimination, misconduct, or harassment via the online portal. They can report anonymously or using their name. This will be extended to staff during January 2021.

(ii)   Monitoring.

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

The impact of our policies and practices on trans and non-binary staff is monitored through several processes. Firstly, changes to policies have an accompanying EIA, where the impact on people with each protected characteristic is assessed and actions identified to mitigate any negative impact. In addition, any issues with policies and practices at the University can be raised by representatives from the University's LGBT+ staff network, Salford Proud, and the student and staff Trans Forum, who sit on WIC and can feedback on any proposed changes or policies. These can either be addressed in the WIC action log or escalated to IDEC.

(iii)   Further work.

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

The University is committed to ongoing monitoring around the impact of policies and decision making on our trans and Non-Binary staff. Patterns of experiences are identified during our

I&D annual reporting and reported at VCET. The VC also meets annually with the Chair of Salford Proud. Further engagement and raising awareness will continue to be a priority.

Action IC 1.6	➢ Build on our support for Trans staff and students with a review and evaluation of the impact of the trans policy & guidance, engaging with members of the network and the student/ staff Trans Forum. ➢ Develop new actions in response to the review.

Section 6: 436 words

7. Further information

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

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

In response to the COVID-19 pandemic, the UoS has focused on the wellbeing of our staff and students. We introduced:

- Specific webpages for all COVID-19 news, updates, and FAQ's.
- Regular briefings by senior staff, Q&A events, emails, and newsletters.
- Guidance for managers around supporting colleagues to balance their work and caring responsibilities in a kind and compassionate way.
- Training and support for remote working.
- Online teaching development programme.
- Flexibility on annual leave.
- Return to campus induction, risk assessments, and care packs.
- Recognition of the impact of caring responsibilities on teaching and research activity and development.
- New carers policy.
- Additional paid leave.
- Early Christmas closure and extra holiday.
- Social events on MS Teams e.g., coffee mornings and quizzes.
- New online learning materials – 'Taking care of yourself' and your team & 'Managing Positive Mental Wellbeing'.
- Salford Skills Building Resilience and Wellbeing - resources.
- Sports Injury clinic - virtual appointments.
- Additional EAP webinars from 24/7 Employee Assistance Programme.
- Promoted 'Access to work mental health support service'.
- Online meditation sessions via MS Teams.
- Lecturers in Mental Health created a resource to support the emotional health and wellbeing of children and young people during the pandemic.
- Sports Centre fitness sessions online.
- Student Counselling and Student Care phoneline.
- Referrals to Greater Manchester University Mental Health Service.

Feedback from the People Strategy focus groups highlighted that:

> "As teams we have been checking in with one another a lot more and making sure that we are doing well personally"

Our priority is to continue supporting staff and students through the pandemic and return to campus and ensure that any impact on career development and progression is assessed and recognised and appropriate actions put in place.

Action CP 1.3	➢ Utilise staff forums and focus groups to investigate any gendered impact of COVID-19 on teaching, research and enterprise activity. Feedback to be reported to VCET and appropriate Senate Committees for discussion and action. ➢ Publish a commitment to recognise any impact on career development activity and decisions for promotions. ➢ Improve accessibility off campus to training and development resources and support.
Action IC 5.1	➢ Collate feedback from staff on their experiences of working from home during COVID. Utilise this to develop and review the principles for flexible ways of working. ➢ Briefing to be produced for staff and managers about flexible and agile work options. ➢ Create additional resources and case studies as guidance for line managers to support staff to take advantage of the flexible ways of working. ➢ Review implementation via the AS survey.

Section 7: 277 words

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.

LANDSCAPE PAGE

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University of Salford Athena SWAN Action Plan 2020-2024

The Action Plan is organised into four workstreams. Each workstream is sponsored by a member of the Vice Chancellor's Executive Team (VCET) and a School Dean. The sponsors will provide leadership and support for the relevant workstreams.

	Workstream	Focus	VCET Workstream Sponsor
GE	**Athena Swan Governance and Engagement**	This workstream focuses on Athena Swan leadership and governance arrangements to ensure actions and targets are approved with oversight for implementation, monitoring, achievement and evaluating impact. The workstream also includes actions to ensure engagement with all staff and students to raise awareness of Athena Swan work and to ensure regular feedback is incorporated into action planning.	**PVC Academic Development & Dean SBS**
RDI	**Recruitment, Data and Induction**	This workstream focuses on how we will deliver the change required for gender equality at the University and captures the changes we want to make for recruitment and induction, including contract arrangements, and the Gender Pay Gap. These changes will be enabled by improving data reporting and monitoring, and ensuring our understanding and decision making.	**Director of HR and Organisational Development & Dean SAMCT**
CP	**Career Progression**	This workstream focuses on actions to support career development and addressing the gender inequalities in the career pipeline.	**Chief Operating Officer & Dean H&S**
IC	**Inclusive Culture**	This workstream is focused on embedding a consistent inclusive culture and inclusive behaviours across the University in relation to gender equality. This includes specific gender equality actions to improve and support staff and students working practices, work-life balance, and support for trans-gender staff and students.	**PVC Research & Enterprise & Dean SEE**

The priority for actions is shown in the timescale column as follows:		
P1 -High priority actions **(to commence by Trimester 3 (June) 2020-2021)**	**P2 – Moderate priority actions** (to commence by Trimester 2 (Jan) 2021-2022)	**P3 Longer term actions** (to commence by Trimester 1 (Sept) 2022-2023)

Athena Swan Governance and Engagement (GE)

Sponsor: PVC Academic Development & Dean SBS

This workstream focuses on Athena Swan leadership and governance arrangements to ensure actions and targets are approved with oversight for implementation, monitoring, achievement and evaluating impact. The workstream also includes actions to ensure engagement with all staff and students to raise awareness of Athena Swan work and to ensure regular feedback is incorporated into action planning.

Objective	Action No.	Action	Rationale	Success Criteria/ Outcome Measures	Responsibility (oversight and implementation)	Timescale (start/complete)	
GE 1 **To support gender equality activity across the institution providing information, advice and support for Schools and PS departments aligning with our**	GE 1.1	Create and maintain an online depository for resources, links and examples of best practice. Hold workshops to support departments with gender equality initiatives and Athena Swan applications. Establish a mechanism for rewarding good practice and	To share best practice between Schools and departments and ensure that they are supported and recognised for their gender equality activities and achievements.	Athena Swan depository site created and includes gender equality best practice resources. A minimum of 2 AS workshops held annually. >80% positive feedback. Reward mechanism agreed and in use.	ASSC (o) HoAS (i) Dean SBS & HoAS (oi) PVC AD & Dean SBS (o)	Jan 2021 Jan 2021 Jan 2021	Sept 2021 Every year Sept 2021

University Equality, Diversity and Inclusion strategy and action plan.		ambition for gender equality in Ac and PS departments			ASSC (oi) HoAS (i)		
	GE 1.2	Schools to submit Athena Swan bronze award School applications. Prepare and apply for institutional and departmental silver awards by engaging with and learning from best practice in the sector.	To achieve external recognition for the gender equality work and progress at the University.	All schools successfully submit and achieve bronze awards.	ASSC & Deans (o) HoAS & SAT Leads (i)	Dec 2020	Dec 2022
				HoAS/ASSC members attendance at Athena Swan webinars and events. Connections made with at least two other silver institutions.	PVC AD & IDEC (o) ASSC& HoAS (i)	Oct 2022	Nov 2024
				Institutional Silver award application submitted. Minimum of 2 departmental silver award applications submitted.	ASSC & Deans (o) HoAS & SAT Leads (i)	Oct 2022	Nov 2024

	GE 1.3	KPI's will be set for staff gender balance as part of School and departmental I&D action plans in line with sector and community benchmarks. KPI's will be set for student gender balance as part of School I&D action plans in line with sector and UoS student benchmarks.	We found that females/males are underrepresented in both STEMM and AHBBSL Schools and subjects. KPI's and action plans will ensure that specific targets are set, monitored and overseen by IDEC.	School and department I&D plans produced including specific KPI's for gender and actions and deadlines to achieve targets. I&D plans presented and reviewed annually at IDEC.	Deans and Heads of PS Departments I&D Manager ASSC (o) EDI Leads (i) IDEC (o)	Jan 2021 Oct 2021	Oct 2021 Every year
	1.4	Introduce model, descriptors and network for EDI Leads and Champions for schools and departments.	There is evidence of good practice across the University for EDI leads, but this isn't joined up or consistent. By introducing a University wide model, we will promote a consistent approach to EDI activity and resourcing.	EDI Leads in place for all Schools and Departments reporting to Deans and PVC AD.	PVC AD, Deans and Heads of PS Departments (oi). IDEC (o) I&D Manager (i)	Jan 2021	Jan 2022
	GE 1.5	Refine reporting structures and link all EDI action plans.	At the moment we have several EDI related actions plans. By linking all our I&D actions we will improve effectiveness and ensure we address the intersectionality and	UoS EDI action plan includes all EDI actions from AS aligned with REC, People Plan and Access and Participation Plan.	VCET (o) PVC AD (o) I& D Manager HR Director Director of Strategy (i)	Jan 2021	July 2021

			diversity of our staff and student populations.				
		Align AS and REC action plans.	We are due to submit our REC application in Feb 2021. By aligning the AS and REC action plans we will ensure our actions address the intersectionality of our staff and students.		IDEC (o) HoAS &HoREC (i)	Feb 2021	July 2021
	GE 1.6	Establish a forum to collate student feedback and explore how we can work with USSU to support and promote GE activities.	Although we have meetings with SU reps and they are members of ASSC, we would like to collaborate on a wider basis to support their GE priorities and ensure that we listen to the student voice.	Student AS forum established with quarterly meetings.

Student feedback to identify GE priorities to support. | ASSC (o) HoAS & USSU (i) | Jan 2021 | Oct 2021 |

| GE 2 | GE 2.1 | Advertise opportunities within Schools and Professional Services departments and where appropriate co-opt members to improve the diversity and gender balance of the ASSC.

Conduct an annual review of ASSC membership so that ASSC comprises a range of individuals from a wide range of grades with clearly defined roles and diverse backgrounds.

Introduce a 3-year membership term on a rolling basis to include a workload allowance for membership. | The ASSC has a high proportion of female members and we need to increase the number of men involved in AS work. We also want to ensure that we have a diverse membership to represent our staff and students. To ensure that we refresh the membership (but maintain some continuity) and that it reflects all staff including FT/PT, Ac/PSS, grades and roles. To ensure that all members are given an appropriate and consistent workload allowance. | Representation on ASSC reflects UoS gender balance (increase from 26% to a minimum of 40% M) and diversity from 25% to 30% BAME).

First review held and annual review incorporated into planning process.

All staff grades/roles and contract types represented.

All members receive the same WLB. | ASSC (o) Deputy Deans & HoAS (i) | Oct 2021 | Every year |
|---|---|---|---|---|---|---|
| **Ensure ongoing effectiveness of the Athena Swan governance structure and self-assessment process.** | | | | | | |
| | GE 2.2 | Set up and allocate ASSC members and leads to task groups for each workstream, reporting progress back to ASSC**.** | To give staff the opportunity to be involved in a particular workstream and ensure that we progress and oversee the AS actions. | Workstream groups formed with workstream leads and sponsors. Progress on actions tracked and reported to ASSC quarterly. | IDEC & ASSC (o)

HoAS & PVC's (i). | Jan 2021 | July 2022 |

	GE 2.3	Establish an annual cycle of business for ASSC to include monitoring the action plan, reviewing updated datasets, and a formal annual review of the action plan.	There is not a current process in place to ensure we review data and the action plan at specific timepoints each year. This will provide a formal mechanism to ensure this happens.	Annual cycle of business discussed and agreed at the first ASSC each academic year. Minutes of ASSC record monitoring and annual review. Action plan progress tracker.	IDEC & ASSC (o) HoAS (i)	Jan 2021	Every year
	GE 2.4	Invite PS Leads for AS/EDI to attend SAT network.	We have a SAT network, but this currently only includes School SAT Leads. We want to extend the network to include PS departments to encourage and support AS activity.	SAT network meets regularly and includes representatives from all Schools and PS departments.	ASSC(o) HoAS (i)	Jan 2021	Oct 2021
GE 3 **To refine and extend the opportunity for staff and student feedback.**	GE 3.1	Undertake a review of the AS survey questions and conduct a biennial AS survey. Liaise with Schools and PS departments to achieve greater awareness and engagement in responding to the survey.	We had a poor response rate to the 2019 AS survey and want to ensure that our AS survey is effective in understanding the perceptions of all staff including the intersectional	Revised survey completed in 2021 and 2023. Increase response rate from 26% to above 50% in 2021 and above 70% in 2023.	ASSC & HoAS (oi) SAT Leads (i)	April 2021	Oct 2023

		Conduct regular focus groups to include specific focus groups for part-time working and reasons for leaving.	characteristics and experiences. It is important to monitor progress by consulting staff and students. Focus groups will allow us to target specific sets of staff where we need additional feedback or to explore experiences of policy and practice.	A minimum of 2 focus groups held per year for specific staff groups and aligned with actions where we need further information. Analysis undertaken and reported to workstreams for consideration of further actions.	ASSC (o) ASSC, HoAS WVN, SAT Leads (i)	July 2021	Every Year
		Present survey and focus group analysis to ASSC for discussion and action.		Survey data analysed and presented to ASSC. Discussion held and action plan amended as appropriate.	ASSC & HoAS (i)	Oct 2021	Oct 2023
	GE 3.2	Utilise the University communications tools to provide updates on AS progress, events and actions. Update the Athena Swan webpages.	To raise awareness of Athena Swan and ensure consistent messaging. To ensure all staff are able to access updates on Athena Swan activity and the action plan.	Monthly updates on Yammer and evidence of Yammer conversations on AS. Athena Swan webpages updated quarterly. >80% positive feedback from staff survey on	ASSC (o) HoAS & HR Comms Lead (i)	Jan 2021	On-going

				awareness of AS and actions.			

Recruitment, Data and Induction (RDI)

Sponsor: Director of HR and Organisational Development & Dean SAM

This workstream focuses on how we will deliver the change required for gender equality at the University and captures the changes we want to make for recruitment and induction, including contract arrangements, and the Gender Pay Gap. These changes will be enabled by improving data reporting and monitoring, and ensuring our understanding and decision making.

Objective	Action No.	Action	Rationale	Success Criteria/ Outcome Measures	Responsibility (oversight and implementation)	Timescale (start/complete)	
RDI 1 **Revise our approach to recruitment and selection to enable us to attract and recruit a more diverse colleague base that will help us achieve our targets for**	RDI 1.1	Implement a new recruitment system to include gender decoder, greater reporting functionality on diversity of applicants, shortlists and hiring decisions, and ability to use specific imagery to support adverts focusing on gender.	Our priority is to increase female representation in STEMM and AHSSBL and at senior grades. To address this and encourage a diversity of applicants, we will ensure that all recruitment material and processes directly address gender and other inequalities	New recruitment system in place and in use for all recruitment. Recruitment Commitment Statement published externally to explain our recruiting principles. Recruitment meets KPI's set in School/Dept action plans.	HR Director (oi)	Feb 2021	Dec 2021

improving gender representation.				>80% positive feedback on recruitment fairness and transparency.			
	RDI 1.2	Recruitment specialist to work with recruiting managers to review the job descriptions, person specifications, adverts, recruitment platforms and panel representation with a clear focus on gender targets.	This will allow each post advertised to be tailored to the needs of the School and department to support and meet the KPI's for gender and other inequalities.	New language on standard advertising templates. All job descriptions reviewed at the point of vacancy. All recruitment panels are gender balanced and diverse.	HR Director (o) HR and Line Mangers (i)	Feb 2021	Dec 2021
	RDI 1.3	Monitor and publish metrics internally per School/Department on the gender balance of recruitment shortlists and develop further actions to improve gender equality in light of the data collected, including for honorary staff appointments.	Currently recruitment data is not routinely provided to Schools and departments. This will allow Schools and departments to respond to any inequalities in their recruitment processes and for the data to be regularly monitored by ASSC.	Data published annually with analysis of shortlist data by gender complete, and appropriate actions identified and monitored by ASSC. Amendments to AS and School action plans.	HR Director, Dean SAM, ASSC (o) HR, HoAS Deans, HoD's (i)	Oct 2021	On-going
	RDI 1.4	All appointment panel members to undertake UB awareness training.	To ensure that equality principles are embedded throughout the recruitment process and	UB awareness training developed for panels and 100% completion by panel members.	HR Director & I&D Manager (oi)	July 2021	July 2022

			that all staff are aware of the effect of UB when participating in recruitment panels.				
	RDI 1.5	Commitment that no future appointments will be made unless there has been both (a) a person of colour and (b) a person of the gender that is underrepresented for that team, interviewed for that post. If nobody applies, or those that do don't meet the minimum job specification, then we will re-advertise the post, other than in exceptional circumstances.	Our priority is to ensure that we increase the representation of female/or male staff in Schools and departments where they are underrepresented. This will support us to meet our KPI's for gender.	Recruitment interview data must include a person of the gender that is underrepresented for that team.	HR Director (o) HR (i)	July 2021	On-going
	RDI 1.6	Advertise all posts as being suitable for PT work/job share unless case is made for not doing so.	A higher proportion of females work PT than males and initial data analysis showed a drop off in part time working at senior levels. We want to ensure that staff at all grades, have the choice and flexibility to work part-time if they choose.	Flexible working options appear in job advertisements unless case has been made for not doing so.	HR Director (o) HR (i)	Oct 2021	Oct 2022
	RDI 1.7	Develop video testimonials to support vacancies and attract particular groups as identified by the data.	This will help us to encourage a diversity of applicants and reach out	All posts advertised with an accompanying video testimonial.	HR Director (o) HR (i)	Feb 2022	Oct 2022

			to underrepresented groups.				
RDI 2 **Develop an institutional approach to gathering and analysing HR data that aligns workforce profile information required for all our people- related action plans and integrate it into the University's planning processes.**	RDI 2.1	Provide AS datasets to Schools annually to specifically monitor and assess data for groups of staff identified within the action plan.	To provide a consistent set of data and to make it easier for Schools and departments to monitor their progress and impact, and review actions plans if needed.	AS datasets produced annually and shared with Schools and departments.	ASSC (o) HoAS & Data Information Manager (i)	April 2021	Every year
	RDI 2.2	Monitor the use of OE and FTC 'Teaching' only contracts and the gender breakdown of staff at Teaching Fellow/Grade 7, and the progression of staff on these contracts. Investigate reasons for any gender imbalances and develop further actions to improve gender equality in light of the data collected.	The data needs further interrogation to establish if there is a barrier to progression from G7 to G8 lecturer roles, and if these roles are expanding in terms of FTC and TO contracts. These contracts are part of the Academic Career Framework so staff will be supported to progress. However, as their use is relatively new, we do want to monitor their use and staff progression.	Data published annually with analysis by gender complete, and appropriate actions identified and monitored by ASSC. Amendments to AS and School action plans.	HR Director (o) HR (i) HR, HoAS Deans (i)	Jan 2021	June 2022
	RDI 2.3	Include leaver data as part of a standard report considered by each	Feedback from the staff leavers survey suggest	Leavers data published annually with analysis of	IDEC & ASSC (o) HR (i)	Oct 2021	Every year

		department on an annual basis as part of the planning process to improve our understanding of the reasons staff leave and where they are going.	that career development is the main reason for leaving. Our CP actions aim to address career development, but it is important that schools and departments understand their own data and use this to inform their action planning.	by gender complete, and appropriate actions identified centrally and by Schools and departments and monitored by ASSC.			
RDI 3 **Monitor and evaluate the induction process across Schools and departments to ensure consistency of experience for all new staff.**	RDI 3.1	Implement a mechanism to monitor the induction process and collate feedback from colleagues as to their experiences and to share good practice. Raise awareness of the induction process with Line Managers at training and events and through the Salford Leaders webpages.	Staff report inconsistency of induction experience. We do not have a consistent UoS wide mechanism to collate and monitor induction completion and feedback. Line managers are responsible for ensuring that all new staff are supported and complete the induction process but staff report inconsistency in their induction experience.	Monitoring process in place and any issues with induction process identified. Survey data shows >90% positive staff satisfaction with induction process. Induction process discussed at Line Manager training and 100% record of induction completions.	ASSC & HoAS (oi) HR Director & Deans (o) School/Dept Business Managers (i)	April 2021 Jan 2021	Oct 2023 Jan 2022

Objective	Action No.	Action	Rationale	Success Criteria/ Outcome Measures	Responsibility (oversight and implementation)	Timescale (start/complete)	
	RDI 3.2	Establish and develop a mentor network in Schools and Departments to support induction for new staff. Develop resources to support the mentors.	Our guidance encourages mentoring through induction but in practice this is inconsistent.	Network of mentors trained and matched with new staff as required.	Dean SAM & HR Director(o) Deans, HoD (i)	July 2021	Oct 2022
RDI 4 Monitor and reduce the Gender Pay Gap.	RDI 4.1	Introduce reporting at school/ department level. Monitor new starters, promotions, secondments, pay reviews, and in role increases for gender bias.	To create an understanding of school and departmental GPG and how to develop local action plans linked to the overall University plan and approaches. To determine whether there is gender bias in where individuals are placed on the salary spines.	Quarterly reports to WIC and IDEC. Mean & Median GPG reduced to 5% by 2024.	IDEC & WIC (o) Institutional I&D Manager/ Data Analyst HR (i)	Jan 2021 Jan 2021	On-going July 2024

Career Progression (CP)

Sponsor: PVC Student Experience & Dean H&S

This workstream focuses on actions to support career development and addressing the gender inequalities in the career pipeline.

Objective	Action No.	Action	Rationale	Success Criteria/ Outcome Measures	Responsibility (oversight and implementation)	Timescale (start/complete)

CP 1 **Provide targeted and best practice support for career development.**	CP 1.1	Implement the Academic Career Framework through delivery of training and engagement sessions for line managers and staff, to explain the ACF and how it can support career progression	Staff reported lack of clarity and support for career progression between pathways and particularly for progression from Grade 7/8 upwards. There are some examples of good practice to support staff, but these are not available in all areas. Our priority is to improve progression for G7/G8 research and lecturing staff, to increase the proportion of females at Reader/Professor, and to target underrepresented groups in STEMM and AHSSBL.	Training and engagement sessions for Line Managers and staff delivered in all Schools. Staff survey shows a clear understanding of the ACF with >80% positive feedback.	PVC SE, Director HR (o) HR, Line Managers (i)	Dec 2020	Sept 2021
	CP 1.2	Provide targeted career support in Schools and departments for men and women where they are under-represented by sharing and implementing examples of best practice to ensure staff have access to appropriate support.		Staff data meets KPI's set in School/Dept action plans. Staff survey shows >80% positive feedback for career development.	School Deans (o) HoAS, AD's (i)	July 2021	July 2022
	CP 1.3	Utilise staff forums and focus groups to investigate any gendered impact of COVID-19 on teaching, research, and enterprise activity. Feedback to be reported to VCET and appropriate Senate Committees for discussion and action.	There is clear evidence of a gendered impact of COVID-19 in the sector. We need to understand the effect on our staff and ensure we take action to mitigate any impact on staff experience. We	Feedback analysis reported to VCET and Senate Committees for consideration and action. Actions added to UoS EDI plans.	I&D Manager, ASSC (o) HoAS (i)	Jan 2021	July 2021

		Publish a commitment to recognise any impact on career development activity and decisions for promotions.	already have a statement in our promotions process about individual circumstances, but this may need to be amended to take account of COVID-19.	A statement published to support staff and recognise the impact of COVID-19 on teaching, research and enterprise activity and decisions for promotions.	VCET (oi)	Jan 2021	July 2021
		Improve accessibility off campus to training and development resources and support.	To support new ways of working it will be important to ensure that staff have access to all career development resources.	All training and development resources available off campus.	Head of QEO, Digital Skills, Researcher Development (oi)	July 2021	July 2022
	CP 1.4	Establish UoS mentoring/coaching scheme with trained mentors to support all pathways and grades and for managing specific circumstances such as maternity, or caring responsibilities.	There are several mentoring schemes in place, but these do not necessarily meet the needs of all staff who would benefit from a mentor. An institutional scheme will support the ACF and complement existing departmental mentoring schemes.	Network of trained mentors across the 3 progression pathways. Ongoing support provided for mentors. Mentors matched to mentees as needed.	Dean HS & HR Director(o) Deans, HoD (i)	July 2021	On-going
	CP 1.5	Develop and provide a mechanism for staff to keep a log of engagement in training and development activities and collate detailed attendance data by gender	We don't keep a central record of training. This is important for future analysis but also to support staff to keep a	Analysis of training data by gender complete.	Head of QEO (o). QEO (i)	July 2021	July 2022

		for all training and career progression support sessions. To monitor, review and analyse training undertaken by gender and amend action plan where appropriate to address any issues.	record of their activity for progression and promotion applications and support our target of reducing the gender gap at higher grades.	Training data by gender reported to ASSC. Action plan amended.	ASSC (oi)	July 2022	On-going
	CP 1.6	Identify departments with low female participation in the University's Leadership Programmes and encourage them to nominate staff.	Leadership in teaching/research and enterprise is a higher element of the ACF and required for progression. This will support the target to increase female staff at higher grades.	Leadership participation analysed. Departments contacted and staff nominated for programme.	HR Director (o) HR, School Deans, Directors, HoD (i)	July 2021	On-going
	CP 1.7	Continue support for Aurora Leadership programme with annual commitment to fund places. Develop and provide support for the network of Aurora staff through a MS Teams site and regular meetings.	Staff feedback on Aurora participation has been positive. We have started to develop a network of Aurora staff and want to build on this further to support staff who have completed the Aurora programme as well as those who participate each year.	Number of places on Aurora programme maintained above 8 per year. Aurora network active and includes all current and previous Aurora participants. Minimum quarterly meetings arranged.	Deans, HoD, HR Director (oi)	July 2021	On-going
	CP 1.8	Share and implement use of best practice 'shadowing' guidance across all Schools and departments.	The 'shadowing' guidance was developed to support staff to learn about different roles, and to gain some experience to	'Shadowing' guidance shared with all Schools and departments and in use.	HoAS (oi)	July 2021	On-going

		Review numbers and collate staff feedback from Schools and departments.	support career development. At the moment this is only in place in one school and we want to encourage all schools and departments to implement.	Positive feedback from staff who have utilised.			
CP 2 **Provide enhanced and targeted support for promotion.**	CP 2.1	Hold annual promotions workshops for all grades and pathways and include a diversity of speakers.	We have a low proportion of female professors and readers in comparison to the sector. Our priority is to increase the number of female professors and readers to close the gender gap.	Workshops held annually.	HR Director, HoAS (o) HR (i)	July 2021	On-going
	CP 2.2	Implement a reviewed transparent and fair Reader/Professorial promotions and review process which is aligned to the Academic Career Framework with parity of appointments across the three core pathways.		90% agreement that staff understand the promotion process.	PVC R&E, HR, HoAS, Dean HS, I&D Manager (oi)	Feb 2021	Sept 2021
	CP 2.3	Using the appraisal process identify female staff at G8 and G9 who have potential for promotion and encourage to apply for promotion to Reader/Professor and senior academic roles.		Reduce gender gap for Professoriate. Increase proportion of female professors from 22.3 to 26.7% in line with sector benchmarks	Deans and HoD (o) Directors and Line Managers (i)	Feb 2021	Sept 2023

	CP 2.4	Investigate and create opportunities to improve the progression pathway for Grade 7 and Grade 8 academic and research staff.	We have a high number and proportion of women at G8 with a perception that promotion is out of reach, and that there is a lack of opportunities. We also need to ensure that we create opportunities for G7 staff to progress.	Increased progression opportunities available in line with ACF.	PVC SE, Deans, HR, HoD (oi),	Aug 2021	Aug 2022
	CP 2.5	Utilise staff forums and focus groups to explore any barriers to promotion for PT lecturers and make recommendations for implementation.	The ACF should address this but we will need to explore other barriers with PT staff and monitor the effect of implementation of the ACF.	At least 2 staff forums held for PSS and Academic staff. Feedback reported to ASSC and IDEC. Action plans amended if appropriate.	ASSC, HoAS, HR (oi)	June 2021	July 2022
CP 3 **Address issues contributing to under-representation of female staff and commit to actively working towards a more inclusive**	CP 3.1	Each school to collect data on the gender of those supported by school Staff Development Funds and their processes for selecting staff to support.	We don't currently monitor these data by gender and need to ensure that we monitor and investigate any gender imbalance in the use of support funds.	Data analysed and reported by gender and reported to REC for consideration.	PVC R&E (o) ADR (oi)	Jan 2021	July 2022
	CP 3.2	Create UoS ECR and PGR networks to support research activity and career development.	Some Research Centres have developed ECR and/or PGR networks. We	Active ECR and PGR network across institution	Researcher Development Coordinator (oi)	July 2021	Aug 2022

research environment			want to complement and support the School networks with UoS ECR/PGR groups which will support a consistent approach for staff and students.	and aligned with Research Centres.			
CP 4 **Ensure an effective and developmental appraisal system which supports staff in their career development.**	CP 4.1	Implement the new Performance and Career Conversations appraisal system as part of the Academic Career Framework across all Schools and Departments.	The previous PDR system received poor feedback from staff, and low completion rates. Staff reported that career conversations were not central to the PDR.	PCC system in use for all staff.	HR Director, Deans (o) Directors (i)	Jan 2021	July 2021
		Provide training sessions for line managers on the new PCC system and having meaningful conversations. Conduct post-training survey.	To ensure all line managers are trained and supported to conduct purposely developmental career conversations.	>90% of LM's agree that they feel confident to hold appropriate PCC's. Quality review of PCC records demonstrates evidence of career conversations.	HR (oi)	Dec 2020	July 2021
		Collate detailed records of engagement with PCC's and analyse feedback from all colleagues for any further action.	To ensure we collate feedback on the new system and address any issues as they arise.	Complete record of participation in PCC's. Analyse response to PCC's via Athena Swan survey.	HR (oi) ASSC, HoAS (oi)	Jan 2021 April 2021	July 2022 Oct 2021

Inclusive Culture (IC)

Sponsor: PVC Research & Enterprise & Dean SEE

This workstream is focused on embedding a consistent inclusive culture and inclusive behaviours across the University in relation to gender equality. This includes specific gender equality actions to improve and support staff and students working practices, work-life balance, and support for trans-gender staff and students.

Objective	Action No.	Action	Rationale	Success Criteria/ Outcome Measures	Responsibility (oversight and implementation)	Timescale (start/complete)	
IC 1 **Encourage all colleagues to have a better understanding and better conversations about all aspects of gender equality**	IC 1.1	All future policies and strategies to be considered by VCET must include an appropriate Equality Impact Assessment. All data related reports to contain equality monitoring section to highlight any patterns of systemic discrimination.	To build on the EDI culture and embed monitoring and analysis of diversity data as the norm.	All reports presented with an EIA and equality monitoring.	VCET (o)	Jan 2021	On-going
	IC 1.2	Hold annual Salford Leaders I&D event to raise awareness and encourage discussion of gender equality data and issues.	To increase the variety of gender equality related communications, events and learning opportunities ensuring that this is embedded throughout our leadership and development offer and across the institution.	At least one Salford Leaders event per year focused on I&D.	HR Director (o) HR, I&D Manager (i)	Sept 2021	On-going

	IC 1.3	Produce a briefing for Programme Approval panel members and Chairs with an EDI checklist to be completed as part of the approval process. Share and discuss at training sessions for panel members and Chairs. Review use as part of annual PARP review and report to ASQAC.	Staff are required to complete an EIA during curriculum planning and development but the quality and depth of consideration at Programme Approval Panels is inconsistent.	Briefing paper shared with PARP members and Chairs at training events prior to 2021/2022. Reviewed and any recommendations included in report to ASQAC	PVC SE, Head of QEO (o) QEO, PARP Lead Chair, HoAS, HoREC, I&D Manager (i) ASQAC (o) QEO, PARP Lead Chair (i)	May 2021 July 2022	Sept 2021 Nov 2022
	IC 1.4	Work with staff networks to raise awareness and gather ongoing feedback for gender equality actions.	Our staff networks have been a key partner in raising awareness of EDI issues.	Feedback from staff networks reported to ASSC for consideration and amendments to action plan.	ASSC (o) HoAS (i)	Feb 2021	On-going
	IC 1.5	Extend our online EDI training to the student community.	Part of our wider strategy to encourage an inclusive environment.	EDI training available to all students at start of each academic year. Records of engagement reported to SELTEC.	PVC SE (o) I&D Manager (i)	July 2021	Oct 2022
	IC 1.6	Build on our support for Trans staff and students with a review and evaluation of the impact of the trans policy & guidance, engaging with	Ensure we evaluate the impact of our guidance and continue to improve	Review completed and considered at IDEC. Actions agreed and added to action plan.	IDEC (o) I&D Manager (i)	Sept 2021	Dec 2021

		members of the network and the student/ staff Trans Forum. Develop new actions in response to the review.	the experience of our trans staff and students.				
	IC 1.7	Host an annual institutional Athena Swan lecture inviting internal and external speakers to raise awareness of gender equality issues.	To highlight the importance of gender equality and to work with external partners particularly in Salford and Greater Manchester.	First lecture held in 2021 and repeated each year. Increase positive feedback on AS question about importance of gender equality from 69% to >75 in 2021 and > 90% in 2023.	ASSC & HoAS (oi)	April 2021	On-going
IC 2 **Continue to build a healthy and inclusive work and study environment.**	IC 2.1	Conduct an Equality Impact Assessment on workload allocation model. Complete workload review and analysis by gender and by academic grade, annually. WL user group report to ASSC. Develop further actions to improve gender equality in light of the data collected. Recognise all aspects of academic work and have a consistent	The workload review reported several problems with the reliability and consistency of the WLBM. Staff survey feedback also highlighted inconsistencies and lack of transparency. The WLBM model has been changed but further improvements are required.	EIA completed on WLBM. Review of WL data by gender and grade reported to ASSC. Discussed and actions added to action plan where appropriate. WLBM includes definitive and consistent WLA for citizenship work.	I&D Manager (o) WLBM Lead (i) ASSC (o) WLBM Lead (i) WLBM Lead (oi)	April 2021 Aug 2021 Jan 2021	Oct 2021 Oct 2021 Sept 2021

		approach and WLA (e.g. EDI/AS, citizenship). Workload to be discussed as part of PCC. To include perceptions of fairness and transparency of workload balance model question in AS survey.		Evidence of workload discussions in quality review of PCC's. Staff report >70% positive satisfaction with WLBM in 2021 rising to >80% by 2023.	HR (o) Directors (i) ASSC (oi)	Aug 2021 April 2021	Sept 2021 Oct 2021
	IC 2.2	Consult with staff and introduce a working-hours guide to address core hours, timing of meetings and working practices. Launch and communicate via the staff hub. Review implementation via the AS survey and staff forums.	Although we have introduced core hours for some meetings this is not consistent across the institution. Staff have reported issues with caring responsibilities and during COVID-19 the demands of back-to-back meetings. There are some examples of good practice across the University including an email policy in HS, core hours in the Finance team, and flexitime in the Library. We will build on these in the guidance.	Consultation completed and guide published. Schools and departments implemented. Feedback collated and amendments made to the guidance where appropriate. High levels of satisfaction > 80% with working practices in AS survey 2023.	HR Director, Dean SEE (o) Dean SEE, ASSC (i)	April 2021 May 2022 May 2023	Sept 2021 Sept 2022 Oct 2023

	IC 2.3	Update and develop guidance for gender related health and wellbeing issues for staff and students. Raise awareness through the wellbeing hub and promote through specific events.	We have introduced several guidance documents and wish to continue to provide a healthy and inclusive work environment and build on good practice and guidance from the sector (for example: endometriosis friendly employer, Advance HE menopause guidance, domestic violence and abuse).	Updated menopause guidance completed and shared with line managers and staff. New guidance developed for other areas based on staff priorities. At least one event per year held to promote HWB for staff.	ASSC, HR (oi)	July 2021 / On-going
		Provide case study examples and training for line managers on practical implementation of new guidance.	To ensure a consistent approach to supporting staff.	A selection of case studies created and shared with line managers and staff.		
		Collate feedback on guidance and events for consideration at ASSC to guide future planning.	Essential to keep listening to staff identifying what is important to them.	Positive feedback. Future events planned.		
IC 3 **Ensure consistent and best practice provision for**	IC 3.1	Develop and provide targeted additional career related (research, teaching, leadership) support to women returning from maternity	Staff feedback has highlighted the impact of maternity leave on career development. There are some examples of	Institutional model and funding in place for support for women returning from maternity leave.	HR Director, Deans (o) AD's (i)	July 2021 / July 2022

maternity, paternity, SPL, adoption and parental leave.		leave which is available to all returning staff. Monitor staff supported to evaluate impact.	additional support that have been trialled across the University, but they are not consistent.	Evaluation of impact reported to ASSC.	ASSC (o) AD's (i)	July 2022	On-going
	IC 3.2	Develop a centralised and consistent mechanism to provide resources for covering maternity leave.	Staff feedback has highlighted the impact of inconsistent maternity leave cover both on the member of staff taking maternity and on those in their team.	Centralised process in place. Consistent level of support for maternity leave cover.	Finance Director, Deans and HoD (oi).	Aug 2021	Aug 2022
	IC 3.3	Create and advertise web pages on the hub specifically for Maternity, Paternity and other parental leave to support staff preparing for, undergoing and returning from maternity/parental leave, and for supporting line managers, to include resources, links, guidance, and case studies. Review via AS survey.	To improve consistency in handling maternity, paternity & adoption leave and create a space where staff can easily access the information and support they need.	Webpages completed and made available.	HR Director, ASSC (o) HR, Parent's network (i)	June 2021	Dec 2021
			The AS survey highlighted the lack of awareness of policies to support parental leave.	Staff are aware of parental leave options and feel supported as evidenced by AS survey responses – increase in		April 2023	Oct 2023

					agreement from 59% to >80%.			
	IC 3.4	Conduct focus groups to understand the perceptions and experiences of staff who have or are going through maternity leave. Utilise the feedback to adapt our provision where possible.	To understand whether support provided for staff prior to and on return is sufficiently effective in helping women advance in their careers.	At least 2 focus groups conducted for academic and PS staff. Feedback reported to ASSC and action plan amended as appropriate.	ASSC (oi)	May 2021	May 2022
	IC 3.5	Introduce more detailed record keeping in the HR data system, to capture return from maternity and if returners request/agree a reduction in worked hours after they have returned from leave. Check for consistency of approach and amend our actions or policies if appropriate.	We don't capture this data centrally as this tends to be agreed at an individual level. By collating centrally, we can improve consistency of approach (workload, use of timetable constraints, flexible working etc).	Detailed records available and monitored for action.	HR Director (o) HR, Data information manager (i)		
	IC 3.6	Investigate current availability and quality of spaces for expectant and nursing mothers and develop provision for improving accessibility.	A lack of breastfeeding spaces on campus was highlighted in the AS survey 2019.	Comfortable and accessible spaces available across the campus clearly communicated in signage and online.	ASSC & Head of Estates (oi)	May 2021	Sept 2022
	IC 3.7	Review and update our maternity policy and guidance to address neonatal pay and leave.	To ensure we are providing up-to-date information.	Updated guidance in place and published.	HR Director (o) HR (i)	May 2021	Oct 2021

IC 4 **Extend and develop provision for colleagues with caring responsibilities.**	IC 4.1	Conduct focus groups to collate feedback on the experiences of staff with caring responsibilities. Utilising the feedback, develop a permanent Carers Policy to support carers of adult, disabled or other dependants based on best practice in the sector. Briefing to be produced for staff and managers about the policy with additional resources and case studies as guidance for line managers. Review implementation via the AS survey.	Survey and focus group feedback highlighted the inconsistencies and lack of awareness in support for carers. During COVID-19 we introduced an interim policy and will now build on that.	At least 2 focus groups conducted for academic and PS staff. New Carers Policy published to staff. Briefing and case studies produced and shared with line managers. Positive response for leave questions increased from 62% to >80%.		Feb 2021 Sept 2021 Sept 2021 April 2023	July 2021 Dec 2021 Jan 2022 Oct 2023
	IC 4.2	Develop and provide targeted additional career related (research, teaching, leadership) support to staff returning from long-term absence due to caring responsibilities.	Staff feedback has highlighted the impact of taking carers leave on career development. There are some examples of additional support that have been trialled across the University, but they are not consistent.	Institutional model and funding in place for support for women returning from carers leave. Evaluation of impact reported to ASSC.	HR Director, Deans (o) AD's (i) ASSC (o) AD's (i)	July 2021 July 2022	July 2022 On-going

IC 5 **Enhance and promote our flexible working options to attract, retain and enable staff.**	IC 5.1	Collate feedback from staff on their experiences of working from home during COVID. Utilise this to develop and review the principles for flexible ways of working. Briefing to be produced for staff and managers about flexible and agile work options. Create additional resources and case studies as guidance for line managers to support staff to take advantage of the flexible ways of working. Review implementation via the AS survey.	The AS survey highlighted the inconsistency of experience between staff for flexible working opportunities. This will deliver a more consistent approach to flexible working that builds upon the university culture that has been firmly embedded during COVID-19. This will also address the transition from PT back to FT after career breaks.	Feedback collated from staff forums. New flexible working principles published to staff. Briefing and case studies produced and shared with line managers. Positive response for flexible working questions increased from 77% to >90% by 2023.	GPG Action Group/WIC (oi) HR (i) ASSC (oi)	Mar 2021 June 2021 April 2022	Dec 2021 Jan 2022 Oct 2023
	IC 5.2	Develop a UoS career break scheme with guidance, using best practice from the sector. Launch and communicate via the staff hub. Evaluate impact.	There is currently not a consistent approach to career breaks.	New career break scheme launched.	PVC SE and PVC R&R (o) Deans (i)	Aug 2021	Aug 2022

				Impact evaluated and feedback considered by IDEC.		July 2023	Oct 2023
IC 6 **Ensure gender equality on key University Boards and Committees and Senior Leadership.**	IC 6.1	Implement a mechanism to track, and review gender and diversity composition of Senior Leadership roles.	Due to the recent structural changes to Schools we have limited data on the composition of senior leadership roles.	Complete data set for Senior Leadership positions monitored annually via VCET and IDEC.	VCET, IDEC (o) HR (i)	Jan 2021	On-going
	IC 6.2	Implement a mechanism to track, review and take action to ensure balanced gender and diversity composition of key University boards and committees and embed annual reporting to VCET, Senate and Council. Produce briefing for managers setting out policy on gender balance and diversity on committees. Conduct quick survey of managers to check on understanding of committee nominating policy.	We currently record gender composition for key committees but plan to extend this to other diversity characteristics. To ensure that I&D is considered when new nominations are made.	Complete data set for committees monitored annually via VCET, Senate and Council. Briefing paper produced. Survey show over 90% of managers' report good understanding of policy.	VCET, Senate Council, Head of QEO (o) QEO (i)	Jan 2021 July 2021	On-going Oct 2021
	IC 6.3	Provide training for Chairs of Senate and Council committees on maintaining an effective and	To ensure that we are following best practice and that I and D is a priority for all Chairs.	Training completed for all current and new Chairs.	QEO (oi)	Aug 2021	Oct 2021

		unbiased chair role as part of their induction. Revise terms of reference for all committees to include explicit reference to gender equality and diversity.	To raise awareness of I&D across all committees and members.	Gender equality explicitly mentioned in all Terms of Reference.		July 2021	Sept 2021
IC 7 **Ensure public and outreach activities represent gender balance and community diversity and include gender equality-centred content.**	IC 7.1	Launch and communicate new conference and event guidelines via the staff hub and with departments responsible for arranging events. Capture and monitor participation in conferences and events by gender. Evaluate the data and review implementation via the AS survey and update guidelines if appropriate.	To ensure we continue progress on attaining gender balance for conference speakers, chairs and events, and to ensure that events are inclusive and accessible events.		ASSC (oi) HR (i) ASSC (oi)	Jan 2021 Aug 2021 April 2023	Mar 2021 On-going Oct 2023
	IC 7.2	Define public and outreach work to include all admissions events, public research activities and industrial partnership events and capture and monitor participation in outreach activities by gender. Collect data on external engagement by all academic staff by	Information is currently captured ad-hoc.	Established an outreach reporting mechanism.	Head of R and M, PVC R&E (o) R and M Manager, RD Coordinator, AD's, Directors of Admissions (i)	Aug 2021	Dec 2021

		gender. Evaluate and include in annual report to ASSC. Amend action plan where appropriate to address any issues.		Database of staff participation in outreach and engagement activities analysed for gender patterns. Appropriate actions incorporated into AS action plan	ASSC (oi)	Aug 2022	Oct 2022
	IC 7.3	Work with externally facing departments in the University to promote gender equality with graduates, partners, and local communities (e.g. Alumni Office External Relations, International and Regional Development).	To be a leader in promoting gender equality in all our work and partnerships.	Regular meetings with Department Heads. Evidence of gender equality promotion in our written materials and partnership agreements.	HoAS (oi) Head of IRD, Director of External Relations, Industrial Partnerships Director (i)	April 2021	On-going