

Athena SWAN Action Plan: Introduction

Keele have been Athena SWAN signatories since the inception of the Athena SWAN programme, and in recent years we have been making good progress in many aspects of equality throughout the institution. Our action plan is intended to set us well on the way for a successful Silver application next time round, and to that effect, we have chosen to organize it into 15 overriding objectives, under which discrete actions are grouped. We hope that this will make it easier for colleagues to see actions as part of a coherent piece of work, coming together materially to improve the experiences of all of the diverse members of the Keele community.

All of our actions and objectives are important, but we see the following five objectives as especially crucial for increasing equal opportunities at Keele:

- Objective 1: Embedding Equality through all parts of the University, ensuring representation of all roles at all appropriate AS SATs, and securing the interfaces between AS and other E&D committees;
- Objective 6: Embedding consciousness of the AS agenda in promotions and appointing panels;
- Objective 7: Strengthening our appraisals procedures better to support equality of opportunity;
- Objective 8: Enhancing our support for colleagues seeking promotion;
- Objective 13: Supporting women into leadership roles.

Planned Action / Objective	Rationale	Key Outputs & Milestones	Timeframes		Person Responsible (including job title)	Success Criteria and Outcome
			Start	End		
Objective 1: Embed Equality through all parts of the University, ensure representation of all roles at all appropriate AS SATs, and secure interface between AS and other E&D committees						

<p>1.1. Continue to ensure that every School is actively involved in AS submissions.</p>	<p>We have made really excellent progress in this regard this year: every eligible School is now committed to applying for an AS award. This is a good indication of progress in equality issues, and we don't want to take our eye off that ball!</p>	<p>All Keele Schools to have applied for at least a Bronze award by 2019. Drafting of application for Silver institutional award to begin in 2020.</p>	<p>ongoing.</p>	<p>ongoing.</p>	<p>School Champions. ILGE.</p>	<p>All Keele Schools throughout all three Faculties to have achieved Bronze by 2020. 5 or more Keele Schools to have achieved, or be submitting for, Silver. Institution to submit for Silver next time round. Evidence of improvement in all career pipelines. Improved scores in staff satisfaction surveys.</p>
<p>1.2 Co-opt senior member of Marketing onto ASSG to take forward the agenda of egalitarian representation in website and publicity.</p>	<p>Gender representation in some of our publicity materials and occasionally on our website is less than optimal; two Deans have raised the issue of lack of diversity in image banks, and ILGE has raised the issue of lack of female role models in some corporate communications.</p>	<p>Convene working group to look at revision of the policy of marketing materials and website, to include at least one Faculty Champion, and an academic from Media and Communications; revise policy; annual random checks of website and</p>	<p>2018</p>	<p>Aug 2020</p>	<p>DVC (co-option); Marketing co-optee (working group); School Champions (random checks).</p>	<p>Image bank to be markedly more diverse than it currently is. Corporate communications and website regularly to include images of older women and BAME individuals. Survey questions on diversity in representation to generate scores of 4 or above.</p>

		recruitment materials. Questions on visual representations to be included in future surveys.				
1.3. Ensure PSS and Technicians are adequately represented on our wider AS Team.	PSS and Technicians are currently under-represented at all levels of our AS organisation.	Assess Faculty SATs annually to ascertain representation.	Recruited by 01/05/2018	representation checks: ongoing.	ILGE, Faculty Champions.	Faculty SATs to confirm representation of 1 PSS and one Technician per Faculty SAT by May 2018.
1.4 Heighten profile of E&D issues throughout the institution and embed relations between AS and REC SATs.	Work on intersectionality at Keele is at present underdeveloped; E&D issues need to have clear channels of communication between different E&D aspects; E&D issues are already standing item on Senate, but need to be more robustly reported to	Standing AS items on REC SAT agendas and Standing REC items on ASSG and Faculty SAT agendas.	2018	Ongoing; every meeting.	REC SAT co-chairs	Minutes to demonstrate standing items and evidence discussion of intersectionality.

	major university committees.					
		E&D to be standing item for Senate sub-committees, including UEC.	2018	Ongoing; every meeting.	ASSG and REC-SAT co-chairs in conjunction with Academic Registrar.	Minutes to demonstrate standing items and evidence discussion of intersectionality.
		Diversity Calendar (produced annually by Student Support) to be distributed to all senior office managers for display in School and Directorate offices.	Dec 2019	ongoing.	Marketing SAT co-optee, in conjunction with Head of Student Support.	Calendars are displayed; survey indicates that they are noticed.

<p>1.5 Work with RECSAT to encourage fuller BAME participation in REC survey and future AS surveys, strengthening confidence in anonymity and instituting different opportunities for feeding back.</p>	<p>Poor completion rate of AS survey from BAME colleagues, and anecdotal reports that despite our detailed data protection statement some staff were worried that they might be identifiable.</p>	<p>Communication, via REC SAT and Faculty and Directorate AS SATs, of previous low completion rate prior to next campus-wide staff survey; convening of focus group discussion of survey if BAME survey-completion remains low.</p>	<p>2018</p>	<p>Every survey, until BAME completion rate matches BAME population.</p>	<p>REC SAT Co-Chairs.</p>	<p>Proportion of BAME staff completing surveys is equal to proportion of BAME Keele colleagues, or, if it remains low, good attendance at focus group or other follow-up activity.</p>
<p>1.6 Increase involvement of Central Service staff in the AS agenda.</p>	<p>Central Service response rate to 2017 Athena SWAN survey was poor (16%), potentially indicating a lack of involvement in E&D initiatives.</p>	<p>Raise CSS awareness of AS benefits to them via Directorates SAT and PSS network. Target CS staff with dedicated questions in our next survey to ascertain their top 3 priorities. Test progress on these</p>	<p>Apr2018 and Apr2020</p>	<p>Sept 2018 and Sept 2020</p>	<p>Director of HR, ASSO.</p>	<p>CSS priorities identified. Survey return from Central Service Staff doubled from 16% to 32% in staff engagement survey.</p>

		priorities in subsequent surveys completed (2020 on).				
1.7 All Faculty and School SATs, and Faculty SATs, to identify an individual responsible for periodic E&D reviews of web pages and marketing materials for their units.	To ensure good practice is consistent across the University.	Annual call for E&D check, with examples of good and bad practice discussed at Faculty SAT.	Spring 2018		Faculty and School Champions.	Diverse visual representation on departmental websites and prospecti.
1.8 Enhance attention to E&D issues at policy development stage.	We have just updated our Equality Impact Assessment process, following external consultation and training is required for all Academic and Central Service areas.		May 2018		Dir HR.	At least one person in each of the areas to have been trained.

<p>1.9 Offer CPD workshop for School PSS on opportunities for engagement with E&D.</p>	<p>School PSS requested such an event when we met to discuss this action plan; they feel they have substantial student-facing roles and wish to extend E&D expertise.</p>	<p>Workshop to be convened as part of PSS development programme.</p>	<p>2018</p>	<p>Annual.</p>	<p>Director of HR, ASSO, Co-Chair REC.</p>	<p>Workshop offered and taken up; positive feedback on evaluation forms.</p>
<p>Objective 2: Reduce imbalances on PGT and PGR degrees.</p>						
<p>Identify PG degrees with more than 60% gender disproportion; create Case Studies of former students of the under-represented gender for display in marketing materials; and review NSS data</p>	<p>High overall proportion of women in PGT, and lower numbers in some PGR programmes, but varies by discipline so actions need to be taken at discipline level.</p>	<p>Report of all PGT and PGR programmes with wider than 60:40 divide to Faculty SATs by Jan 2019; case studies to be provided by Jan 2020.</p>	<p>Jan 2019</p>	<p>Jan 2020</p>	<p>School Champions, overseen by Faculty Champions.</p>	<p>5% reduction of overall PGT gender gap, by 2021.</p>

of those areas to locate any particular issues.

Objective3: Completely embed use of positive action statements at every level and in every role

<p>Ensure appropriate positive action statements in recruitment materials, encouraging female applications where disproportion favours male and vice versa; BAME in all cases.</p>	<p>Gender disproportion in many roles and levels still exists; BAME representation is relatively poor throughout Keele; appropriate positive action statements are generally in use where women are under-represented, but not in areas where men are under-represented; and BAME encouragement is not consistent at all levels and in all roles.</p>	<p>Protocol for inclusion of correct statement to be created; report on progress June 2018 as part of E&D oversight group, and annually thereafter. Further analysis of technical role recruitment trends.</p>	<p>February 2018</p>	<p>Ongoing, with periodic annual assessment.</p>	<p>RA (Dir HR)</p>	<p>5% increase in male applications for administrative posts (Keele grades 3:5) which translates to an increase in appointments of male applicants. Success criteria for technicians will only be apparent after analysis of recruitment trends. 10% increase in female applications for professorial roles by 2020, including those recruited via Headhunters, which translates into an increase in female appointments (we need 50% of new professorial appointments to be female if we are to make our 35% female professoriate target).</p>
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Objective4 : Highlight AS progress and women's achievements throughout the year

<p>4.1 Produce quarterly interactive equalities blog, to include regular reports of decisions taken at ASSG, and publicise it appropriately.</p>	<p>Communication of AS activities has been improved with VC emails, but ASSG decisions are not communicated with enough regularity, and we want to create an interface where staff can respond to suggested initiatives.</p>	<p>Diarising of four E&D blogs per annum, to appear 3 weeks after each ASSG meeting, publicised via Twitter and University campus-wide Announce noticeboards.</p>	<p>Jun 2018</p>	<p>quarterly</p>	<p>ILGE; ASSG co-opted Marketing representative.</p>	<p>Active staff engagement in the interactive section of the E&D blog pages.</p>
<p>4.2 Continue to develop IWD events into a week-long celebration.</p>	<p>To increase visibility of female role models and extend recognition of the importance of gender related issues throughout the institution.</p>	<p>Faculty SATs to issue annual reminders in May to invite female speakers, or speakers on gender issues in the IWD week.</p>	<p>May 2018</p>	<p>ongoing</p>	<p>Deans and Faculty Champions; School Champions.</p>	<p>Every School to seek to hold one gender-related event during the week of IWD by 2020.</p>

<p>4.3 Action: 50:50 conferral of honorary degrees to be agreed as standard from 2019.</p>	<p>We have done well in the proportion of honorary degrees recently, but we need to ensure that this success is sustained. Our nomination form does include a positive action statement, but this frequently does not appear in the email soliciting applications. We need to signal this from the outset of the process.</p>	<p>All emails calling for nomination to include statement that we seek to confer honorary degrees on equal numbers of men and women, and specifically to solicit BAME nominations.</p>	<p>Jan 2018</p>	<p>ongoing.</p>	<p>DVC with help of Academic Registrar.</p>	<p>50:50 gender balance in honorary appointments to be achieved from 2019 on.</p>
<p>Objective 5: Focus Faculty and Directorate Energies on specific priorities</p>						

<p>5.1. Signal particular recruitment priorities to the three Faculties: lecturer (FNS); SL (FMHS); Professor (FHumSS).</p>	<p>We think that if the SAT and the ASSG offer a strong steer to address certain issues at Faculty level, this is more likely to translate into action at School SAT level.</p>	<p>Discussion of issues at Faculty SATs. Report back to ASSG with proposed actions.</p>	<p>December 2017</p>	<p>to be kept under review.</p>	<p>Deans</p>	<p>Reduction of the gaps in: FNS Lecturer applications; FMHS SL applications; FHumSS Professorial appointments. Absence of female HoS for FNS.</p>
<p>5.2 Identify disciplines which are generating the difference in gender composition at Grade 7 appointment in AHSSBL subjects so that School SATs may focus discipline-specific actions.</p>	<p>With the exception of Humanities, Keele FHumSS is relatively new to AS. We want to give the FHumSS SAT a clear sense of where its priorities may differ from the other two Faculties. Preliminary analysis of the gender difference at this level in FHumSS suggests the issue may pertain to one or two Schools; if so, those School SATS will be encouraged to take</p>	<p>FHumSS SAT to table the data; FHumSS Schools where the problem may arise to develop actions in their own AS SATs.</p>	<p>March 2018</p>	<p>May 2020</p>	<p>Dean HumSS; Faculty and School AS champions.</p>	<p>School-specific actions to be formulated for this issue in AS submissions of Schools where the gap is produced. Reduction in gender gap at Grade 7 by at least 5% by 2021.</p>

	ownership of the problem and its solutions.					
5.3 Increase the likelihood of women becoming Heads of School in FNS.	FNS has historically low representation of female Heads of School, although it has recently seen good outcomes at Associate Dean level.	FNS SATs to table the item for discussion at discipline level. School SMTs to be analysed for gender balance and amended accordingly. Shadowing opportunities to be offered.	March 2018	May 2020	Dean FNS.	Gender balance of all FNS SMTs to be demonstrably improved. At least 3 women to be offered shadowing positions.

<p>5.4 Showcase PSS achievements and review the impact of initiatives described.</p>	<p>A major initiative for PSS was launched this year, as detailed in our submission. This is the first follow-up action.</p>	<p>Hold a large internal conference for PS Staff.</p>	<p>Summer 2018</p>		<p>HR.</p>	<p>Scores of 4 or more on PSS replies to survey questions relating to staff development.</p>
<p>Objective 6: Embed consciousness of AS agenda in promotions and appointing panels</p>						
<p>6.1 35% female target to be flagged at outset of every professorial promotions round and appointing panel; 50% target to be flagged at every SL appointing panel and Faculty and university promotions panels.</p>	<p>Female representation at Professorial levels is low (though not low relative to sector and benchmark); SL is not yet 50:50.</p>	<p>New guidance to Chairs of promotions panels to be produced prior to the start of the next round.</p>	<p>September 2018</p>	<p>until equal proportions are reached.</p>	<p>Director of HR, DVC.</p>	<p>Year on year improvement in proportion of women in professoriate and at SL/Reader; to 2021 targets of 35% female professoriate and 50% SL.</p>

<p>6.2 Unconscious bias refresher information to be tabled at all promotions and appointing panels.</p>	<p>Female representation at Professorial levels is low (though not low relative to sector and benchmark); SL is not yet 50:50.</p>	<p>Incorporation into new Chair's Briefing for Recruitment and promotions panels.</p>	<p>September 2018</p>	<p>until equal proportions are reached.</p>	<p>Director of HR, DVC.</p>	<p>Year on year improvement in proportion of women in professoriate and at SL/Reader; to 2021 targets of 35% female professoriate and 50% SL.</p>
<p>6.3 Revise constitution of Professorial and Reader Promotions Committee to ensure: that at least one member holds specific E&D expertise; a gender ratio of (ideally) 50:50, with minimim variation of 60:40</p>	<p>At present, E&D expertise is well-represented because the ILGE is the Faculty nominee to the Committee and the Dean of HumSS has particular E&D interests. However, this is by chance and not by design; we want to embed this expertise. Gender balance of the committee can change according to the gender of ex officio positions; we wish to limit this vulnerability.</p>	<p>Revised constitution to be drawn up, presented to ASSG in 2018, and then to UEC, Senate and Council.</p>	<p>Jun 2018</p>	<p>August 2018</p>	<p>DVC, Registrar.</p>	<p>Short-term outcome: revised constitution of this committee. Longer-term (by 2020) success rates of men and women are equal.</p>

<p>6.4 All interview panels to have equal numbers of men and women where possible, with a minimum of one third men/women on small panels.</p>	<p>Our current practice includes at least one man or one woman, but we can improve on this. Our ideal is equal numbers; we have specified one third minimum to account for panels of (say) 3. ASSG has agreed that where panels are not equal, we should seek female externals, and include junior women and/or AS champions so as to get as close to 50:50 as possible. We need to ensure this policy is adhered to by amending our guidance for the constitution of panels so that it requires managers to address these issues at the point of panel constitution and report on them at the end of the process.</p>	<p>Amend panel ready-reckoner to flag necessity of seeking female external, inclusion of junior woman and AS Champions on imbalanced panels. Require Chairs to communicate final panel constitution to HR after interviews have taken place.</p>	<p>Jan 2018</p>	<p>ongoing</p>	<p>Dir HR.</p>	<p>5% reduction in gender gap in shortlisting and appointments.</p>
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<p>6.5 Develop a training document on hidden gendering in further particulars documentation and add to recruitment training.</p>	<p>We are aware of research on this subject, and of jobs elsewhere that have used gendered language (such as, for example, 'seeking someone 'assertive' or with 'gravitas') in advertisements and further particulars. We hope this is not the case at Keele, but we suspect that understanding of this phenomenon is patchy.</p>	<p>Training document complete. Recruitment training updated.</p>	<p>Oct 2018</p>	<p>April 2019</p>	<p>LPDC, with help from FNS and FHumSS Faculty Champion</p>	
<p>6.6 Offer free child-care or Skype interviews for interviewees with caring commitments.</p>	<p>We would like to offer free-child care or Skype interviews to interviewees so as to benefit, in particular, single parents.</p>	<p>Consultation with Keele Day Nursery about the possibility of free child-care.</p>	<p>Jan 2019</p>	<p>April 2019</p>	<p>RA (Dir HR)</p>	<p>Score of 4 or higher on questions regarding support during interview process.</p>

<p>6.7 Amend Post Approval Form (PAF) to flag necessity to advertise on specific networks identified by discipline specialists (where gender imbalance exists in recruiting unit); and explore the potential for offering more positions as job shares.</p>	<p>We need to institute mechanisms to ensure managers remember to follow AS recommendations. Specific questions on particular issues will help ensure managerial attention to these matters.</p>	<p>Jobshare as default standard agendered and discussed at ASSG. Revised PAF in operation.</p>	<p>Jan 2018</p>	<p>Jun 2018</p>	<p>HR, DVC.</p>	<p>5% reduction in gender gap in disciplines with low female representation.</p>
<p>6.8 Amend regulations of Faculty promotions committees to secure better and</p>	<p>To ensure promotions committees are representative of the University population and to reduce impact of</p>	<p>ASSG to discuss changing the constitution of these committees. Registrar to bring proposals for new committee</p>	<p>ASSG meeting 2018.</p>	<p>Summer 2018, for incorporation into 2018-19 promotions round.</p>	<p>DVC, Registrar.</p>	<p>Target of minimum 40% male and 40% female on promotions committees by 2021.</p>

more robust gender balance.	unconscious bias on promotions.	constitutions to ASSG and thence to UEC.				
Objective 7: Strengthen our appraisals procedures better to support equality of opportunity						
7.1 Create a clear protocol which will enable better identification of women approaching promotion, so as to afford clearer, more targetted, advice.	We want more women to apply for promotion, so as to reach our targets of 50%female SL and 35 % female professors. Heads of School have responsibility for conducting/overseeing appraisals; we want to encourage them consciously to think about enabling timely female career progression.	On agendas of Faculty Executive Groups at the beginning and end of each appraisals round. Deans to ask HoS to identify women nearing promotion; after appraisals, HoS to report to Deans on numbers of women they identified.	March 2018 and annually thereafter.	until equal proportions are reached.	Faculty Deans (in conjunction with HoS's).	5 women per Faculty to be identified as within 3 years of promotion. Surveys show more women encouraged to think about promotion trajectories in appraisals. 15% increase in women coming forward for promotion (across all levels) by 2020.

<p>7.2 Develop an appraisal checklist based on the UCL MRC Laboratory for Molecular Biology model and incorporate it into appraisals training.</p>	<p>UCLMRC lab appraisals checklist puts the onus on managers to give concrete reasons to explain why someone is not yet ready for promotion.</p>	<p>Appraisals checklist created and publicised to all staff via blog post.</p>	<p>April 2018</p>	<p>ongoing</p>	<p>Director of HR, ILGE, Deans.</p>	<p>Surveys show more women encouraged to think about promotion trajectories in appraisals. 15% increase in women coming forward for promotion (across all levels) by 2020.</p>
<p>7.3 All women identified at appraisals as being within 2 years of promotion to be offered a mentor and/ or training to help them reach required standards.</p>	<p>To increase number of women applying for promotion and improve the number of successful applications from women.</p>	<p>Report to ASSG.</p>	<p>Oct 2018</p>	<p>until equal proportions are reached.</p>	<p>Faculty Deans (in conjunction with HoS's and LPDC).</p>	<p>3 women per Faculty to be offered a mentor and/or training. 15% increase in women coming forward for promotion (across all levels) by 2020.</p>
<p>7.4 Annual reminder to</p>	<p>To ensure that Contract Research Staff do not slip</p>		<p>April 2018</p>	<p>annually thereafter.</p>	<p>Dir HR</p>	<p>90% of CRS staff to be registered as having been</p>

managers of contract research staff to prioritise appraisal (SPRE) dates for Contract Research Staff (CRS).	through the net and fail to benefit from the appraisal process.					appraised within past 12 months.
7.5 Revise SPRE procedures to enhance possibilities of some choice of reviewer.	To ensure the reviewee feels comfortable with the reviewer, and to encourage more female colleagues to take up this managerial role as a part of proper career development	Revised procedures to be tabled at ASSG and then publicised	February 2018	May 2018	Dir HR, ILGE.	Scores of 3.8 or higher for the statement "as a reviewee I find the SPRE process to be useful".
Objective 8: Enhance our support for colleagues seeking promotion						
8.1 Convene a working group, to include one recently-promoted STF, SRF and SL to strengthen	Different promotions routes enjoy different levels of applications and success; SRF, STF and teaching and administration routes to SL have lower success rates, so we want better to clarify	Working group to produce a report, detailing obstacles to promotion for colleagues in these roles, examples of evidence adduced by	June 2018	October 2018	Dir HR.	Improved promotion rates of teaching-only and research-only colleagues; with gender balance closer to the gender balance of the pool of staff. Closure of

<p>promotions guidance for STF, SRF and teaching and administration routes to SL.</p>	<p>examples of evidence needed and the kinds of profile that are successful.</p>	<p>successful colleagues, and pen-pictures of successful profiles in each role.</p>				<p>the gap between different SL promotions routes.</p>
<p>8.2 Formulate Case Studies of colleagues promoted to SRF and STF, and run one promotions brown-bag lunch p.a. for RFs and TFs, based in FMHS and FNS respectively.</p>	<p>SRF and STF have lower rates of promotion than lectureships do (overall). FMHS has a high proportion of RFs and SRFs; FNS a high proportion of TFs and STFs, so these two Faculties will take the lead on these categories, offering workshops open to all.</p>	<p>One brown-bag promotions lunch for RFs to be offered annually by FMHS. One brown-bag promotions lunch for TFs to be offered by FNS each year.</p>	<p>Jan 2019</p>	<p>Jan 2019</p>	<p>FHMS and FNS Champions.</p>	<p>Improved promotion rates of teaching-only and research-only colleagues; with gender balance closer to the gender balance of the pool of staff.</p>

<p>8.3 Develop Faculty-based Early-career workshops on career planning to augment the institutional workshops we already run on promotion to SL/STF and Chair.</p>	<p>We already provide workshops to colleagues on promotion to SL/ STF and Reader/ Chair. However, we think it would be more useful to target people at different stages of their careers. An workshop on career planning at early stage could cover issues such as prioritising, time management, and other Early Career (EC) issues.</p>	<p>Annual workshop in each Faculty.</p>	<p>June 2018</p>	<p>annually</p>	<p>Faculty Champions and Associate Deans.</p>	<p>Short term: 10 EC academics to sign up annually for each Career planning workshop; positive feedback from workshop evaluations. Long-term outcome: helps achieve future increase in women applying for promotion to SL/STF/SRF but applications are likely to be out of scope of this action plan (i.e. beyond 2021).</p>
<p>8.4 Ensure mentoring is offered to unsuccessful candidates in a timely manner.</p>	<p>There is some evidence to suggest that women may take longer to put themselves forward for a second time after an unsuccessful attempt at promotion; we wish to counter this phenomenon, as well as to redress the balance between male and female success rates.</p>	<p>Next year's promotions guidance includes this promise; Deans to offer all candidates this opportunity when they feed back the outcome.</p>	<p>Sept 2018</p>	<p>annually thereafter</p>	<p>Dir HR</p>	<p>Short-term: women report satisfaction with mentoring. Medium-term: there is no measurable difference in the time taken for reapplication when averaged over a period of 4 years.</p>

<p>8.5 Embed female-specific promotion mentoring and extend to BAME colleagues.</p>	<p>We have this year begun to institute mentoring specifically aimed at women, but the practice is insufficiently defined and not yet established. We are gathering names of women prepared to be mentors, and have offered a mentor to 4 women in the past six months.</p>	<p>Creation of clear guidelines on expectations for mentor and mentee. Every promotions round, ask successful female applicants if they would be willing to serve as a mentor for career-younger female colleagues so as to build up available pools.</p>	<p>May 2018</p>	<p>ongoing</p>	<p>ILGE, REC co-Chairs, LPDC.</p>	<p>Short-term:100% of women requesting a promotions mentor to be offered one; these women report that the mentoring was useful. By 2020, the gap between male and female responses to statements relating to promotion support (tables 5.9 and 5.10) is reduced by1/3rd (and male satisfaction to these responses is not diminished).</p>
<p>Objective 9: Increase confidence in appropriateness of casual employment</p>						
<p>Examine casual contracts in Schools where these are most frequently used to ensure they are being used appropriately.</p>	<p>We had some (limited) historic problems of long-term use of casual contracts. We think that these have been eradicated but want to be sure that such contracts are used consistently.</p>	<p>Spot check of casual contracts completed once annually, reported to ASSG</p>	<p>December 2018</p>	<p>December 2018</p>	<p>Director HR</p>	<p>Confidence that all fixed term contracts are used appropriately, or have been amended</p>

Objective 10: Review and enhance our leavers procedure						
10.1 Institute an exit interview as standard.	Information regarding reasons for leaving Keele is insufficiently clear as current practice is confined to a questionnaire. We need a better exit procedure to check the effect of flexible-working policies on PSS mobility and to allow leavers the opportunity specifically to raise issues they may have had.	Exit interview procedure, to include choice of interviewer, to be devised, circulated to managers, advertised on the E&D blog, and operationalised.	Procedure in place by 01/06/2018.	Procedure in operation by July 2018.	Dir HR.	All leavers to have been offered exit interviews (for those leaving from October 2018). This will be confirmed within a check box on the HR system.

10.2 Revise our current leavers' questionnaire.	Rationale as in 10.1.	Current leavers' questionnaire to be revised adding more direct questions concerning equality of opportunity/ family-friendliness.	Mar 2018	Jun 2018	Dir HR; ASSO.	All questionnaire answers to new equal opportunity questions to be positive; negative responses to be reported to HR and Faculty or Directorates Champion.
10.3 Institute a questionnaire for those moving from one section of the institution to another.	Rationale as in 10.1	Devise light-touch questionnaire for those moving from one section of the institution to another, to include commendations of good practice and suggestions for improvement.	Jun 2018	01/09/2018.	Dir HR; ASSO.	50% of those moving internally to have completed questionnaire by 2020.
Objective 11 Improve our induction for all staff across the institution						

<p>11.1 All schools and directorates to adopt a detailed Induction guide, to be distributed to new starters on their arrival by Senior School Managers, and directorate managers.</p>	<p>Satisfaction with the induction process is low relative to the other aspects of applying to and starting work at Keele.</p>	<p>Induction guide has already been circulated to all SSMs and directorate managers. Each School and Directorate to adapt it to suit local conditions and distribute it to new starters.</p>	<p>already begun.</p>	<p>September 2018</p>	<p>School and Directorates Champion.s</p>	<p>Average score for all staff of 4.2 or higher in response to the question on the staff survey which asks to what extent individuals agree that "The induction process and preparations made for my arrival allowed me to start my work efficiently".</p>
<p>Objective 12 Monitor REF selection processes to ensure they are not biased</p>						
<p>12.1 Analyse REF audit results by protected characteristics.</p>	<p>To assess whether there are gender differences in numbers of outputs judged REF-submissable [i.e., whether women are judged to have fewer submissable outputs than men, or vice versa]; to assess whether impact case studies are generated</p>	<p>Preliminary gender audit of results of recent REF audit. Thereafter, REF audit will be a rolling process, so we will audit every two years Reports to Deans, Research Directors and ASSG.</p>	<p>April 2018</p>	<p>ongoing.</p>	<p>Deans, with Head of Research Quality, Directorate of Research, Innovation and Engagement.</p>	<p>Gender parity in REF submissable work and impact case studies.</p>

	disproportionately by men or by women.					
12.2 Secure RCUK-recommended unconscious bias training for all UoA leads.	A training session on Unconscious Bias for REF readers, held in 2017, was found to be too general. As REF national panelists will be trained on UB, it is likely we can source more tailored material: http://www.ref.ac.uk/media/ref,2021/downloads/REF_2017_01.pdf .	Training provider or material sourced; Training session held.	Autumn 2018	Autumn 2018	ILGE in conjunction with PVC for Research.	All Unit of Assessment Leads report that they have taken action to identify and, where possible, address equality issues.
Objective 13: Support Women into Leadership roles						

<p>13.1 Ensure continuation of externally-provided leadership training for women colleagues.</p>	<p>Staff have benefitted considerably from participation in the Aurora programme, and we have sent a lot of women on it (38 this year, which will deplete the cohort for the future, hence our lowed estimate of numbers). We do not know whether Aurora is to be continued, but if it is not, we would want to commit similar resources to sending a comparable proportion of women to external leadership training.</p>	<p>10 women per year enrolled on Aurora or a comparable LFHE training scheme.</p>	<p>Sept 2018 (if continuation of Aurora); earlier if planning required for new course.</p>	<p>annual</p>	<p>Heads of School and Directorates, in conjunction with LPDC</p>	<p>We maintain women-only leadership training. Higher proportion of women come forward for positions such as Head of School.</p>
<p>13.2 Keele Forward Run a dedicated career workshop for women who aspire to leadership roles</p>	<p>Disproportionately small numbers of women put themselves forward for leadership opportunities; we wish to encourage them to do so.</p>	<p>One workshop every year.</p>	<p>November 2018</p>	<p>annually thereafter</p>	<p>ILGE, LPDC.</p>	<p>At least 9 women from across the university to enroll in the workshop every year. At least 6 more female Heads of School by 2021.</p>

such as Head of School, Associate Dean for Research and Teaching.						
13.3 Keele Forward: (2) Offer shadowing opportunities for women who attend leadership workshops and/or Aurora.	To enable women to make informed decisions about possible leadership opportunities.	Ask all Heads of School whether they would be prepared to be shadowed for a month; secure agreement from Deans to allow observation at Faculty Executive Groups.	September 2018.	annually thereafter.	Faculty Deans & Directors in conjunction with LPDC.	4 women or more annually to shadow Heads of School , Associate Dean or managers in Directorates.
13.4 Analyse all temporary Acting-Up appointments and ensure these are internally advertised.	We have already issued guidance that temporary positions should normally be advertised; we wish to make sure this happens, so as to give all staff an equal opportunity to apply for career-enhancing positions in a transparent way.	Report annually how many Acting-up appointments have occurred, and what proportion have been advertised.	ongoing	ongoing	DVC, Deans and Directors	At least 75% of Acting Up positions are internally advertised by 2019.

<p>13.5 Issue strong steer to all Schools to advertise leadership opportunities, and to state terms of office.</p>	<p>To give all staff an equal opportunity to apply for career-enhancing positions in a transparent way.</p>	<p>All Faculty SATs to offer example of email advertising leadership opportunities; all School SATs to agenda advertisement and terms of office.</p>	<p>Feb 2018</p>	<p>ongoing</p>	<p>Deans, School AS Champions.</p>	<p>At least 75% of Schools to have internally advertised all key leadership positions, with terms of office, by 2019; Schools submitting for AS to be able to report this as normal practice.</p>
<p>13.6 Continue to use Women on Boards in forthcoming recruitment of all new lay Council members.</p>	<p>To address insufficient female representation on senior committees.</p>	<p>Recruitment of new Chair of Council; recruitment of new Honorary Treasurer.</p>	<p>ongoing</p>	<p>ongoing</p>	<p>DVC, Academic Registrar.</p>	<p>Target of minimum 40% male and 40% female on Council by 2021.</p>
<p>13.7 Annual opportunity to apply to observe Senate and Council; preference to be given to women applicants if</p>	<p>We want to persuade women to put themselves forward for election for these roles.</p>	<p>Invitations to observe Senate issued annually to all staff by Registrar, and expressions of interest to observe other high-level committees to be invited by Deans</p>	<p>ongoing.</p>	<p>ongoing.</p>	<p>DVC, Deans, Academic Registrar.</p>	<p>Target of minimum 40% male and 40% female on Council by 2021.</p>

spaces are limited.						
Objective 14: Improve our support for all forms of parental leave, and for returners from those leaves						
14.1 Offer peer mentor with experience of maternity/adoption leave before an individual goes on leave, where possible to serve as mentor through pregnancy and after return.	Survey indicated that there was room for improvement for support before, during and after maternity leave.	Formulate and launch a Peer Parent scheme.	Summer 2018	ongoing	ILGE, ASSO.	Statements in table 5.11a show an increase in satisfaction to a mean of 4 or higher.

<p>14.2 Ensure maternity and adoption leavers' workloads are adequately covered by replacement labour, and that our new guidance is properly communicated to all staff.</p>	<p>Our survey indicated dissatisfaction with coverage of leavers' workloads, and with communications during leave. We have already instituted much firmer guidance on the necessity for academic departments to ensure that a maternity or adoption leaver's workload is covered by funded replacement (so as to preclude pressure to close ranks for budgetary benefit). We want to make sure that this new guidance is adhered to.</p>	<p>Periodic re-communication of leave replacement policy through newsblog and surveys. Issuing of new guidance for managers' roles prior to, during and after maternity leave. Managers to keep records of cover afforded for maternity leaves.</p>	<p>February 2018</p>	<p>ongoing.</p>	<p>HR & ILGE with Marketing.</p>	<p>Relevant statement on the survey has a mean satisfaction score of 4 or higher.</p>
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<p>14.3 Compare take up of FNS research- returners scheme with research- returners support offered in FMHS and FHumSS.</p>	<p>The FNS research-returners' scheme is a new scheme, but is open to people returning from managerial positions and sickness leaves as well as parental leave schemes. FHumSS and FHMS include similar provision in research support funding, but not as clearly flagged. We want to assess applications and successes to the two schemes so as to see which is more beneficial to returning carers.</p>	<p>Data on numbers of beneficiaries of each scheme, and amounts provided, for what purposes.</p>	<p>end 2020.</p>	<p>end 2020.</p>	<p>Deans and Directors of Research.</p>	<p>Clarity that schemes in all three Faculties are being utilised to support maternity or adoption leave returners. If there is disparity between the success of the schemes in this respect, adjustments to the less successful scheme to be made.</p>
<p>14.4 Designate quiet spots for breast-feeding throughout the university, with indications of where refrigeration</p>	<p>Some departments (especially those with a good AS track record) already do this. But not all do, and there are no central spaces so designated.</p>	<p>Design a poster.</p>	<p>summer 2018</p>	<p>autumn 2018</p>	<p>Faculty, Directorate and School Champions.</p>	<p>NHS-style 'Breast-feeding welcome here!' posters to be displayed in various loci, public and private, in all campus buildings by 2020.</p>

facilities can be found.						
14.5 Compare our shared parental and paternity leave offers with those of our benchmark group.	Staff survey indicated dissatisfaction with financial provision for shared parental leave and rates of pay for paternity leave.	Benchmark comparison to be drawn up and presented to ASSG.	spring 2019	spring 2019	Dir-HR.	If our comparison shows that we are less generous than our benchmark institutions, we will seek further to improve our provision.
Objective 15 Improve our workplace cultures and management of work-life balance issues						
15.1 Embed flexible-working workshop in new manager induction.	Our flexible working guidelines were updated in 2015, but our survey indicated that some staff, especially PSS were not satisfied with current flexible-working provision.	All new managers to be trained to deal with requests for flexible working.	May 2018	annually thereafter.	Dir-HR & LPDC.	Staff survey 2020 shows increased awareness of and satisfaction with flexible working guidance, especially among PSS.

<p>15.2 Develop university guidance on core hours meetings.</p>	<p>Many Schools now recognise the importance of scheduling events in core hours where possible, but some Schools still habitually schedule social events and invited speakers in the evenings. We need clear guidance to ensure that evening events become the exception and not the rule, although we also recognise the necessity to spread some events beyond core hours).</p>	<p>ASSG to issue clear guidance on core hour policy to be cascaded to Faculty and Directorate SATs and thence to School SATs.</p>	<p>2018 Feb</p>	<p>2018 June</p>	<p>DVC</p>	<p>Confirmation in every School's AS submission that this issue has been addressed.</p>
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<p>15.3 Use forthcoming surveys further to investigate staff reports of discomfort because of gender/other characteristics and to gather information about more subtle forms of discriminatory behaviour.</p>	<p>The number of staff reporting discomfort because of gender or other protected characteristics was not high, but it was higher than we would have liked. However, the questions in our survey were insufficiently granular to explore this issue properly. A forthcoming engagement survey may allow us the opportunity to see where the issues may lie.</p>	<p>Engagement survey and subsequent institutional and school satisfaction surveys.</p>	<p>summer 2018</p>	<p>Every two years.</p>	<p>ASSO and Dir-HR</p>	<p>Score of 2 or under on questions about experiencing discomfort in future staff satisfaction surveys.</p>
<p>15.4 Create a culture of zero-tolerance of discrimination, not only overt, but also subtle, and against any protected characteristic,</p>	<p>Some staff anecdotally report experiences of subtle discriminations, which cannot be encompassed by the complaint mechanisms articulated in our current policies. We need to identify better modes of</p>	<p>Revision of policies dealing with dignity at work, such as, inter alia, Bullying, Harassment, and Discrimination.</p>	<p>Late 2018, after analysis of questions in the staff engagement survey.</p>	<p>Early 2019.</p>		<p>Score of 2 or under on questions about experiencing discomfort in future staff satisfaction surveys for all groups of staff (gender and PSS/ Academic).</p>

<p>including those who identify as trans or non-binary.</p>	<p>reporting and dealing with issues.</p>					
<p>15.5. Provide externally-run training session to managers on recognising and dealing with subtle discrimination.</p>	<p>Survey suggested that there was some discomfort regarding subtle discrimination, and anecdotal reports suggest that not all managers are as aware of the forms it can take as they might be. Moreover, training is needed for dealing with this peculiarly sensitive subject.</p>	<p>Source a good external trainer, and run a training session for all managers Provide externally-run training session to managers at a meeting of University Leaders Group.</p>	<p>Early 2019, after analysis of questions in the staff engagement survey.</p>	<p>May-19</p>	<p>ILGE, DVC, Dir-HR.</p>	<p>Score of 2 or under on questions about experiencing and reporting discomfort in future staff satisfaction surveys</p>

<p>15.6 Workload models to be regularised across institution.</p>	<p>Some Schools have robust, transparent workloads, others do not. Some are insufficiently detailed, others are too detailed, so transparent in theory but difficult to see in practice.</p>	<p>Issue to be raised by Deans at Faculty Exec Groups, and by Faculty Champions via Faculty SATs. Subsequently, questionnaire to be devised by University SAT for Heads of all Schools, asking for details of workload models.</p>	<p>February 2018</p>	<p>September 2018</p>	<p>Deans, Faculty Champions, Heads of Schools</p>	<p>All Schools to report 4 or above satisfaction with workload model questions on internal surveys for AS submissions</p>
<p>15.7 incorporate training on trans issues into training for managers and departmental Champions.</p>	<p>We have offered bespoke training on these issues in the past for which uptake has been poor, so we are seeking a new avenue to engage managers and champions with these concerns.</p>	<p>Training session added to new manager training, and bespoke session run for existing managers and Champions.</p>	<p>Oct-18</p>		<p>HR-Dir & LPDC</p>	<p>Post-training evaluations report increased confidence in understanding of trans issues and the ability to deal with them.</p>

<p>15.8 Review Estates E&D policy to ensure that appropriateness of facilities for non-binary and trans staff are considered in new builds and refurbishments.</p>	<p>An ongoing programme of refurbishment has been underway over the past year (such as gender-neutral toilets) but some are reporting that areas, such as our Sports Centre still require improvement.</p>	<p>Policy updated and consulted when new facilities are being built or old ones refurbished.</p>	<p>Mar-18</p>	<p>Jun-18</p>	<p>DVC with Estates.</p>	<p>Gender neutral toilets continue to be installed throughout the university.</p>
<p>15.9 Update Student Gender Transition Policy, to include revisions to terminology and to offer support to gender identity more widely.</p>	<p>This is a developing agenda, and the policy has not been updated recently.</p>	<p>Policy updated</p>	<p>June 2018</p>		<p>SU, KPA and Head of Student Support.</p>	<p>Students report that the policy is being put into practice effectively.</p>

