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28 November 2017

Dr R Gilligan  
Athena SWAN Manager  
Equality Challenge Unit  
7th Floor, Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

Dear Dr Gilligan

I am delighted to give my whole-hearted support of Keele University's Athena SWAN submission, which reflects our strong institutional commitment to the principles underlying the award. This commitment is enshrined in the core values explicit in Keele's Strategic Plan and embodied in our People Strategy. Launched this summer, this People Strategy was an initiative I began during the first year of my tenure, when I restructured our oversight of approaches to ensure that equality and diversity is embedded in everything we do. I endorse this application, which gives an honest, accurate and true representation of the University and our self-assessment processes.

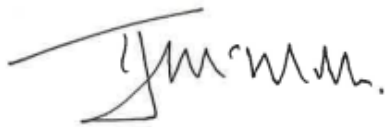
I place great importance in having senior representation on the Athena SWAN Steering Group, appointing both the Deputy Vice-Chancellor and Professor Susan Bruce (Institutional Lead for Gender Equality) as Co-Chairs. We have a newly constituted, over-arching Equality & Diversity Committee, chaired by the Deputy Vice-Chancellor and includes members of Council. In the last year, Keele has appointed several women to senior roles, (two Pro Vice-Chancellors, and Dean of the Faculty of Medicine and Health Sciences). Five of the eight appointments made within my senior team are female. We are making measureable progress towards gender equality with our increasing proportion of women Professors, decreasing proportion of women on fixed-term contracts and balanced recruitment in STEMM disciplines. However, we acknowledge that there is still much to do, particularly in senior grades and roles.

Keele has a long history of commitment to the Athena Charter, having been a member since 2005. Our work towards Athena principles increased momentum with the appointment of an Athena SWAN Officer in January 2013, extended to a full-time post in 2017. Three-quarters of our departments now hold awards. We have engaged increasing numbers of individuals in the Athena SWAN self-assessment teams, covering a range of staff grades and including both senior men and women academics and I was pleased to propose to the University Executive Committee a specific 'work allocation' buy-out for departmental Athena SWAN leads. The committee's support enables us to demonstrate both our commitment to, and effective implementation of, actions supporting the goals of gender equality in academia.

The importance of leadership in promoting equality is clear. I include progress on Athena SWAN in many communications to staff, including my whole University talks, I speak at International Women's Day events and have held Unconscious Bias training sessions for my senior team. I also recognise that while it is essential to pursue female representation across the university, male members of the senior team must play a significant role in embedding and promoting the Athena SWAN agenda.

I hope this conveys the genuine sense of importance and priority that I place on the Athena SWAN agenda, my commitment to ensuring continued action and the successes we have begun to make in embedding the right culture into Keele. My aspiration, shared by the University's senior team, is that when we submit again in 2021, we will put forward a strong case for a silver award.

Yours sincerely



**PROFESSOR TREVOR McMILLAN**  
**VICE-CHANCELLOR**

Word count 503

#### **1. 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**

An Athena SWAN (AS) founder member, Keele achieved institutional Bronze in 2005, renewed in 2009. An unsuccessful 2012 application was succeeded by Bronze renewal in 2014. In 2014, we had 2 Bronze School awards and 3 Silver. We now hold 10 awards, and all remaining Schools have applications pending, or have set submission deadlines (**Table 2.1**).

**Table 2.1: Current and planned Keele Departmental AS Awards, October 2017.**

Faculty	School	Award	Held Since
Natural Sciences (FNS)	Life Sciences	Silver	2009
	Chemical & Physical Sciences	Bronze*	2007
	Geography Geology & the Environment	Bronze*	2007
	Psychology	Bronze	2013
	Computing & Mathematics	Bronze	2017
Medical and Health Sciences (FMHS)	Institute Primacy Care & Health Sciences (IPCHS)	Silver	2013
	Medicine	Bronze*	2013
	Institute Science & Technology in Medicine (ISTM)	Bronze*	2013
	Health & Rehabilitation	Bronze	2015
	Pharmacy	Bronze	2017
	Nursing & Midwifery	Planned - April 2018	
Humanities and Social Sciences (FHumSS)	Humanities	Bronze <sup>#</sup>	2014
	Law	Bronze	2017
	Philosophy, Politics & International Relations	Planned - April 2018	
	Social Sciences & Public Policy	Planned – Nov 2018	
	Keele Management School	Planned – Nov 2018	

\*Joint awards between Schools; <sup>#</sup>under GEM pilot

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

Keele is research-led, with a reputation for high teaching quality (**Figure 2.1**). We offer Dual Honours, Single Honours, Masters, doctoral, and CPD provision, delivered through FMHS, FHumSS, and FNS. With the exception of our Nursing degree, shared with the University Hospital of North Midlands Trust all provision takes place on our large, green campus, on which many staff and students live.



**Figure 2.1:** Keele is awarded Gold in the 2017 TEF

(iii) **the number of staff. Present data for academic and professional and support staff separately**

At 01/06/2017, Keele employed 2117 staff: 809 academic (51% female); 1308 professional and support staff (PSS) (67.7% female). 46 academics were clinical (33% female). 45% of staff were employed in STEMM (FMHS and FNS); 15% in FHumSS; the remaining 40% in Central Services (CS). STEMM disciplines have 578 academic staff<sup>1</sup> (50.7% female); FHumSS 224 (51.3%) (**Table 2.2**).

**Table 2.2: Staff on permanent and fixed-term substantive contracts (1/6/2017, headcount)**

	Female		Male	
	Headcount	% of Total	Headcount	% of Total
<b>Academic</b>	<b><u>395</u></b>	<b><u>51.8%</u></b>	<b><u>368</u></b>	<b><u>48.2%</u></b>
Professor	30	28.2%	77	71.8%
Reader	7	30.4%	16	69.6%
Senior Lecturer	57	46.5%	67	53.5%
Lecturer	128	59.4%	88	40.6%
Senior Researcher				
Research	64	56.1%	50	43.9%
Senior Teaching Fellow	8	44.4%	9	55.6%
Teaching Fellow	95	61.3%	60	38.7%
<b>Clinical Academic</b>	<b><u>15</u></b>	<b><u>32.6%</u></b>	<b><u>31</u></b>	<b><u>67.4%</u></b>
<b>Professional Services Staff</b>	<b><u>885</u></b>	<b><u>67.7%</u></b>	<b><u>423</u></b>	<b><u>32.3%</u></b>
Managerial and Specialist	185	56.7%	140	43.3%
Technical	28	26.2%	79	73.8%
Administrative	456	86.3%	73	13.7%
Operational	217	62.3%	132	37.7%

**Table 2.3: Staff on permanent and fixed-term substantive contracts (1/6/2017, FTE)**

	Female		Male	
	FTE	% of Total	FTE	% of Total
<b>Academic</b>	<b><u>346.0</u></b>	<b><u>50.6%</u></b>	<b><u>337.7</u></b>	<b><u>49.4%</u></b>
Professor	27.3	28.6%	68.0	71.4%
Reader	7.0	31.5%	15.2	68.5%
Senior Lecturer	53.7	45.8%	63.4	54.2%
Lecturer	121.6	58.4%	86.6	41.6%
Senior Researcher				
Research	54.4	53.9%	46.4	46.1%
Senior Teaching Fellow	5.0	40.7%	7.2	59.3%
Teaching Fellow	73.6	59.4%	50.4	40.6%

<sup>1</sup> Including clinical academics.

<b>Clinical Academic</b>	<b>9.2</b>	<b>30.0%</b>	<b>21.5</b>	<b>70.0%</b>
<b>PS-staff</b>	<b>738.0</b>	<b>65.5%</b>	<b>388.0</b>	<b>34.5%</b>
Managerial and Specialist	164.8	54.7%	136.2	45.3%
Technical	23.2	25.0%	69.5	75.0%
Administrative	398.2	85.8%	65.8	14.2%
Operational	151.8	56.6%	116.5	43.4%

Whether by FTE or headcount, women make up slightly over half of academic staff and two-thirds of PSS (**Tables 2.2-2.3**). Women are over-represented in the administrative category, men in the technical. **A.P.3.**

**3. Ensure appropriate positive action statements in recruitment materials, encouraging female applications where disproportion favours male and vice versa; BAME in all cases.**

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

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**Figure 2.2: Keele Academic Structure**

Keele is relatively small. Its three Faculties house **14** schools, 2 RI's, a Foundation Year unit (housed in FNS) and Language Centre (housed in FHumSS), see **Figure 2.2**. Approximately 11,000 students (FPE) were registered at the end of academic year 2016/17 (nearly 9,500 FTE)<sup>2</sup>: 8650 undergraduate, 1756 Postgraduate Taught, 690 Postgraduate Research. Approximately 57.8% of UG, 65.4% PGT and 50.2% PGR students are female.

<sup>2</sup> This includes students on leave of absence and similar statuses.

Virtual parity at PGR level disguises a loss of women between UG and PGR, while disproportionately large numbers of women enrol on PGT degrees, **A.P.2.**

**2. 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 of those areas to locate any particular issues.**

We are pleased to have been named number 2 in the recent STEM Women UK league table (**Figure 2.3**).



**Figure 2.3:** @STEMWomenUK Tweet, Nov 2017

- (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 2.4: Academic and Professional Services Staff by Faculty (Headcount)**

	Academic			PSS		
	F	M	%F	F	M	%F
Faculty Office						
Research Institute for Primary Care & Health Science	55	45	55%	60	11	85%
Research Institute for Science & Technology in Medicine	23	28	45%	13	5	72%
School of Health and Rehabilitation	17	8	68%			
School of Medicine	36	33	52%	65	21	76%
School of Nursing and Midwifery	52	7	88%	24	5	83%
School of Pharmacy	22	21	51%	20	13	61%
<b>FMHS Total</b>	<b>191</b>	<b>112</b>	<b>63%</b>	<b>198</b>	<b>61</b>	<b>76%</b>

Faculty Office						
FMHS Research Office						
Keele Management School	26	25	51%	16	7	70%
Language Centre						
School of Humanities	20	29	41%	13	5	72%
School of Law	18	15	55%	6	0	100%
School of Politics, Philosophy & International Relations (SPIRE)	10	21	32%	5	0	100%
School of Social Science and Public Policy (SS&PP)	27	17	61%	13	0	100%
<b>FHumSS Total</b>	<b>115</b>	<b>109</b>	<b>51%</b>	<b>70</b>	<b>16</b>	<b>81%</b>
Faculty Office						
FNS Research Office						
Foundation Year Office	7	11	39%			
Keele Science Learning Centre						
Keele Sustainability Hub						
School of Chemistry and Physical Sciences	15	35	30%	8	6	57%
School of Computing and Mathematics	8	38	17%	8	6	57%
School of Geography Geology and Environment	12	18	40%	8	7	53%
School of Life Sciences	19	22	46%	18	10	64%
School of Psychology	26	17	60%	10	3	77%
<b>FNS Total</b>	<b>87</b>	<b>142</b>	<b>38%</b>	<b>70</b>	<b>39</b>	<b>64%</b>
Note: there are also small numbers of academic staff within central service areas such as the Learning & Professional Development Centre (LPDC)						

**Academic staff:** There are more women than men in FMHS; more men than women in FNS. FHumSS numbers are approximately equal, but this headline parity disguises substantial imbalances in different units, such as Languages (93% female) and SPIRE (32% female).

**PSS:** At Faculty level, women substantially outnumber men in FMHS and FHumSS where such staff tend to be administrative; in FNS, where the cohort of PS-staff includes more technical colleagues, that disproportion is less pronounced. **A.P.3.**

**3. Ensure appropriate positive action statements in recruitment materials, encouraging female applications where disproportion favours male and vice versa; BAME in all cases.**

## 2. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

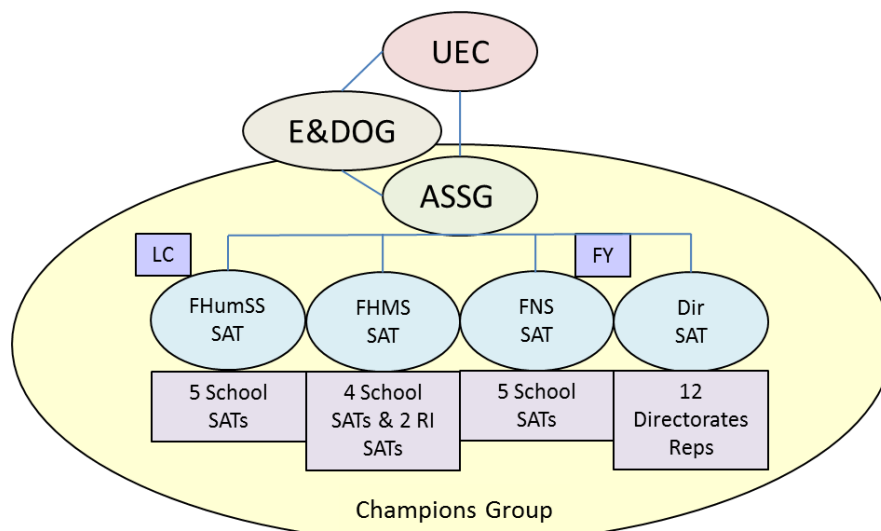
### (i) a description of the self-assessment team

After setbacks in 2016-17, including the loss of the Silver Award from the then School of Physical and Geographical Science, we conducted a thorough review of our AS organisation, supported by extensive paid input (£10k) from an external consultant. Our new structure ensures that:

- the University Executive Team (UEC) 'owns' the institutional AS agenda;
- UEC engagement is transparent to all staff, signalling AS central importance;
- financial matters can be addressed by those with budgetary responsibility;
- better communication from School through Faculty to Institutional levels and *vice versa* is facilitated.

Our old SAT (composed primarily of School Champions) was disbanded in favour of:

- A central University AS Steering Group (ASSG), co-chaired by the Deputy Vice Chancellor (DVC, male) and the Institutional Lead for Gender Equality (ILGE, female), which includes the Deans, the Interim Director of Human Resources (DirHR), the AS Support Officer (ASSO), Faculty AS Champions, our Keele Postgraduate Association (KPA) President, and our Student Union (SU) Welfare and Education Officer.
- Four Faculty and Directorates AS Groups, co-Chaired by Deans and Faculty AS Champions or Director of HR, which include School AS Champions, Faculty Research Directors, and members representing various perspectives (for instance, Teaching Fellows (TFs), Early-Career (EC), technical, administrative as well as work patterns, caring responsibilities); or representatives from each of the University's five Directorates.
- School SATs



**Figure 3.1:** Self-Assessment Structure at Keele

Our SAT (**Table 3.1**) includes 6 men, 8 women, and 1 non-binary person; people of black and minority ethnicities; people with caring responsibilities (of children,



disabled, and elderly relatives); at least one single parent; several with professional expertise in intersectionality, feminism or gender diversity.

6 members of the University (5F; 1M) have served on national AS panels (two as Chair); 3 others have observed; of these, 3 are on our ASSG.

**We consider that our SAT and ASSG could benefit from additional representation (A.P. 1.1 – 1.3).**

<b>Name</b>	<b>Position</b>	<b>Role on the SAT</b>
[REDACTED]	[REDACTED]	Co-Chair, ASSG; reports AS progress to University Executive Committee (UEC).
[REDACTED]	[REDACTED]	Co-Chair, ASSG; Co-Chair, FHumSS SAT. Lead author of submission (supported by teaching relief).
[REDACTED]	[REDACTED]	STEM background. ASSG member. Advisor to Faculty and School SATs. Presentation of data.
[REDACTED]	[REDACTED]	Co-Chair, FMHS SAT; ASSG member; reports AS progress to FMHS Faculty Executive Group (FEG);
[REDACTED]	[REDACTED]	Co-Chair FMHS SAT and Faculty Champion, (10-20% workload buyout); ASSG member
[REDACTED]	[REDACTED]	Co-Chair, FHumSS SAT; ASSG member. Co-Chair of REC SAT; reports AS and REC progress to FHumSS FEG
[REDACTED]	[REDACTED]	Co-Chair, FNS SAT; ASSG member; reports AS progress to FNS FEG
[REDACTED]	[REDACTED]	Co-Chair FNS SAT and AS Champion; ASSG member (10-20% workload buyout).
[REDACTED]	[REDACTED]	Chair, Directorates SAT; ASSG member
[REDACTED]	[REDACTED]	ASSG member; represents PG views and reports AS progress to PG community.
[REDACTED]	[REDACTED]	ASSG member; represents UG views and reports AS progress to Keele SU
Dr Sammyh Khan	Keele SU officer, Education and Welfare Lecturer in Psychology	ASSG member; represents UG views and reports AS progress to Keele SU
Ms Cat Hallam	Learning Technology Office; [REDACTED]	Co-Chair of REC SAT, School of Psychology, FNS SAT
Dr Adam Moolna	Teaching Fellow in Environment and Sustainability; [REDACTED]	Member, FHumSS SAT, REC SAT
Ms Jens Bakewell	Teaching Fellow in Counselling; [REDACTED]	Member, School of Geography, Geology and the Environment (GGE) SAT & FNS SAT
		Member, FNS SAT

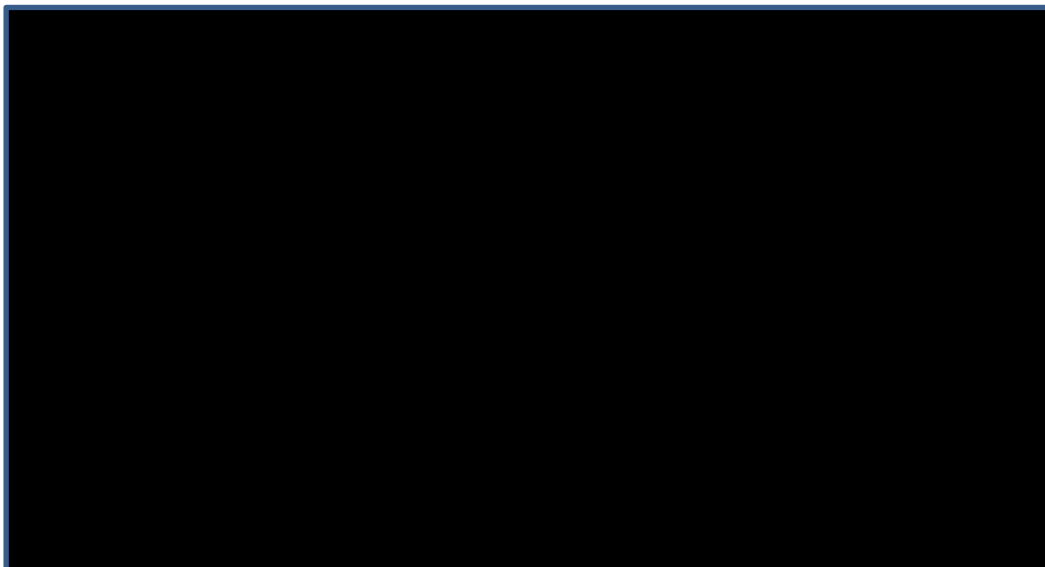
**A.P.1.1 Continue to ensure that every School is actively involved in AS submissions**

**A.P.1.2 Co-opt senior member of Marketing onto ASSG to take forward the agenda of egalitarian representation in website and publicity**

**A.P.1.3. Ensure PSS and Technicians are adequately represented on our wider AS Team**

**(ii) an account of the self-assessment process**

Monthly meetings between the ILGE, the DirHR, and the ASSO support quarterly, co-chaired, ASSG meetings. Outcomes are reported to UEC, to which proposals with financial implications are taken and progress regularly reported; and to co-chaired Faculty AS groups. School SATs take issues to Faculty Groups (also held quarterly) and from thence to ASSG. Membership of School SATs follows *ex officio* roles or by request when a particular perspective is sought, but AS webpages encourage anyone to join. An Equality and Diversity Oversight Group (E&DOG, like ASSG, a sub-committee of UEC), established in early 2017, meets bi-annually, with Council representation and a Race Equality Charter (REC) SAT has just been launched (**Figure 3.2**).



**Figure 3.2:** Race Equality Charter Launch, 31/10/2017 (includes members of AS SAT: ILGE, 2nd from left, Director of HR, 3rd from left, Co-Chair REC, 4th from left, Dean of FHumSS & REC Co-Chair, extreme right)

AS champions periodically meet for lunch, sometimes to hear speakers from other institutions (for instance, UCL's MRC Laboratory for Molecular Cell Biology - AS Gold award). We help units embarking on AS (for example the ILGE presented to the Deans of Arts, Humanities and Social Sciences association).

In 2016 we appointed external consultants to analyse our cultures, practices and infrastructure, who conducted 17 interviews and 6 focus groups (52 women). Their recommendations, presented to UEC, informed initiatives detailed in this application and were made available to all staff (we especially targeted managers, and campus-wide communications were issued by the VC).

Our 2017 staff survey also informs this submission. **Table 3.3** summarises participation. Response rates were low, especially with regard to Central Services staff (CSS), and to men, perhaps because some had already participated in the externally-run surveys, we propose actions to engage all **AP 1.6 – 1.9**. Respondents' declared ages, sexualities and religions that reflected the Keele population, but only 3.5% declared BAME identification (5.8% of Keele staff are BAME; HESA comparator:11.8%; and Keele's benchmark group:10.6%). We do not know if this indicates non-declaration of identity, or non-completion of the survey by BAME colleagues, A.P. 1.4-1.5.

Staff Group	No. of responses				Response as % of staff category		
	F	M	U/NB	Total	F	M	Total
All staff	370	153			29%	19%	27%
All Academic staff	168	104			40%	26%	37%
All PSS	202	49			23%	12%	21%
FHumSS (Academic +PSS)	51	30			28%	24%	28%
FMHS (Academic +PSS)	155	48			39%	25%	37%
FNS (Academic +PSS)	53	33			33%	18%	28%
Central Services	96	38			18%	12%	16%

U/NB = Unknown/non-binary. Respondents could belong to more than one area; not state affiliation; identify gender as they wished/not at all.

Our Faculty AS Groups and School champions reviewed the submission in November.

**1.6 Increase involvement of Central Service staff in the AS agenda**

**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.**

**1.8 Enhance attention to E&D issues at policy development stage.**

**1.9 Offer CPD workshop for School PSS on opportunities for engagement with E&D.**

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

Our new structure has facilitated progress so we do not anticipate major changes to its constitution. However, our AS team remains predominantly white. We need to capture issues of intersectionality and to address long-standing BAME under-representation at Keele. The constitution of the Race Equality Charter SAT will greatly help this objective.

AS discussions need more publicity: we will achieve this via a biannual interactive blog.

We are committed to our next application being for a Silver award, and have instituted specific initiatives for PSS development, as well as ambitious targets for increasing representation at SL and Chair. We have identified specific priority areas for each of our three Faculties to address (FNS: representation among HoS; FHumSS: representation in the professoriate; FMHS: promotion to SL, [A.P. 5.1](#)) and have put in place the structures to enable us to improve in these respects (for instance, SATs in all Schools; a Directorates SAT). We have plans for progressive surveys: a staff engagement survey next year followed by Athena SWAN surveys thereafter which will test the impact of our initiatives.

**1.4 Heighten profile of E&D issues throughout the institution and embed relations between AS and REC SATs.**

**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**

**4.1 Produce quarterly interactive equalities blog, to include regular reports of decisions taken at ASSG, and publicise it appropriately**

**5.1. Signal particular recruitment priorities to the three Faculties: lecturer (FNS); SL (FMHS); Professor (FHumSS)**

#### **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.

We use data submitted to HESA, and two benchmarks: all UK HEIs and Keele's Benchmarking group (BmkG): Aberdeen, Dundee, Hull, Kent, Lancaster, Leicester, Reading, Sussex, Swansea, UEA (HeidiPlus data). These have similar subjects and locations, but Keele has around half the average academic staff and two-thirds of the students, which affects comparisons (for instance, a change of 1 Professor is 1%

at Keele, but half that in comparators). While we use titles such as Professor, Senior Lecturer (SL) etc. in our discussion we have tried to link to the HESA levels coding used throughout UK HEI's (**Table 4.1**).

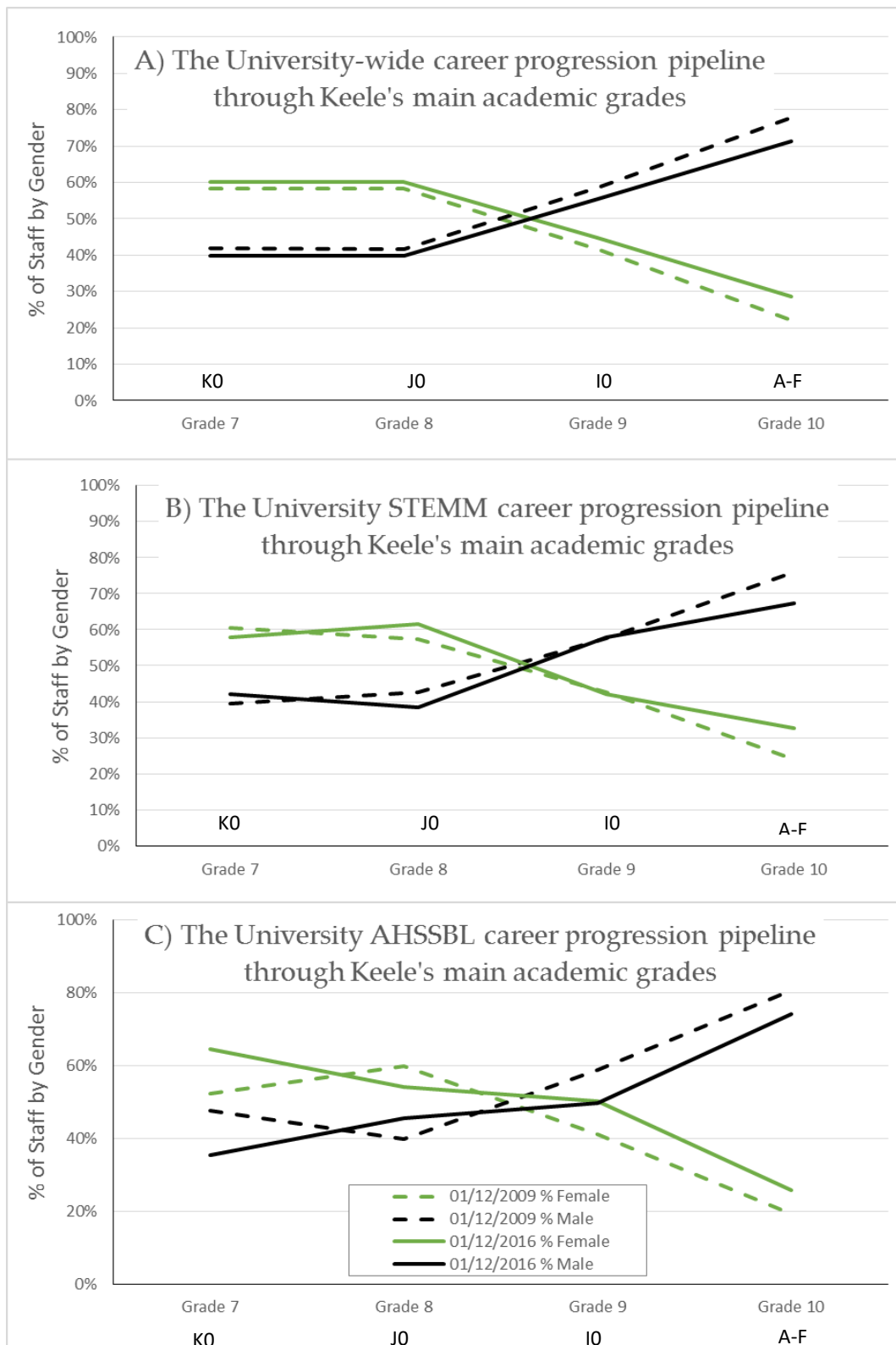
<b>Table 4.1: Relationship between HESA Contract Level Codes HESA, their UCEA/XpertHR Code and Keele Grades.</b>		
<b>HESA Code</b>	<b>UCEA / XpertHR Code</b>	<b>University Grade and Typical Academic Role</b>
A0	Vice Chancellor	Vice Chancellor
B0	UCEA level 2	Grade 10: DVC and PVC's
C1-C2	UCEA level 3	Grade 10: Director of a major function or area of the University.
D1-D3	UCEA level 3/4	Grade 10: Head of an area of the University (e.g. HoS)
E1-F2	UCEA level 4 & 5	Grade 10: Professors, Heads of functions / subsets of areas.
I0	XpertHR level I	Grade 9: Senior Lecturer, Teaching or Research Fellow & Reader.
J0	XpertHR level J	Grade 8: Lecturer-B, Experienced Teaching or Research Fellow.
K0	XpertHR level K	Grade 7: Lecturer-A, Teaching Fellow; Research Fellow.
L0	XpertHR level L	Grade 6: Research Assistant, Demonstrator.
NB: UCEA levels above 5B (HESA code F1 and upwards) may be filled by academics without a professorial title. These would be staff normally on grade 9 but with appropriate allowances to pay. Details of the Grades can be seen at: <a href="https://www.hesa.ac.uk/collection/c16025/combined_levels">https://www.hesa.ac.uk/collection/c16025/combined_levels</a>		

**Figure 4.1(A)** illustrates that the overall proportion of academic staff who are women decreases above HESA level J0. However, there has been some improvement since earlier data (2009) with movement towards parity at HESA level I0 and higher. However, at lower grades there is greater male under-representation.

When separated by the STEM **Figure 4.1(B)** and AHBSL **Figure 4.1(C)** categories, we see that the patterns are different.

In STEM subjects there is a slight indication of movement towards parity at K0, increasing female over-representation at J0 and no improvement at I0. Nevertheless, there has been considerable success in reducing the gap between male and female representation at the highest grades (A-F).

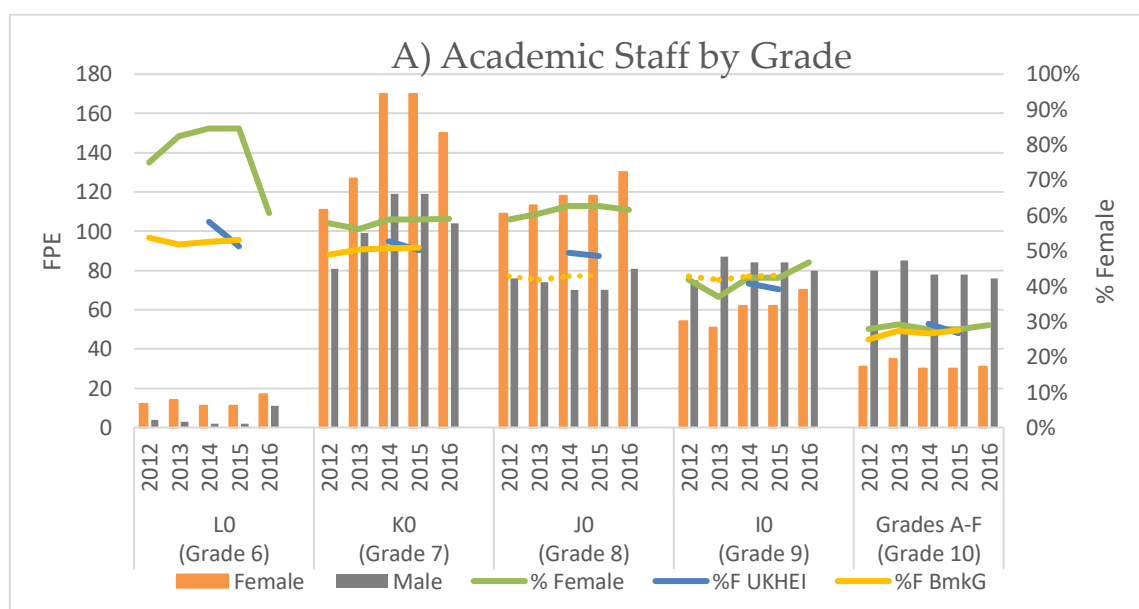
AHBSL subjects have increasingly high female representation at the earlier career (K0), movement towards parity at J0, parity at I0 and improved gender representation at the highest grades (A-F).



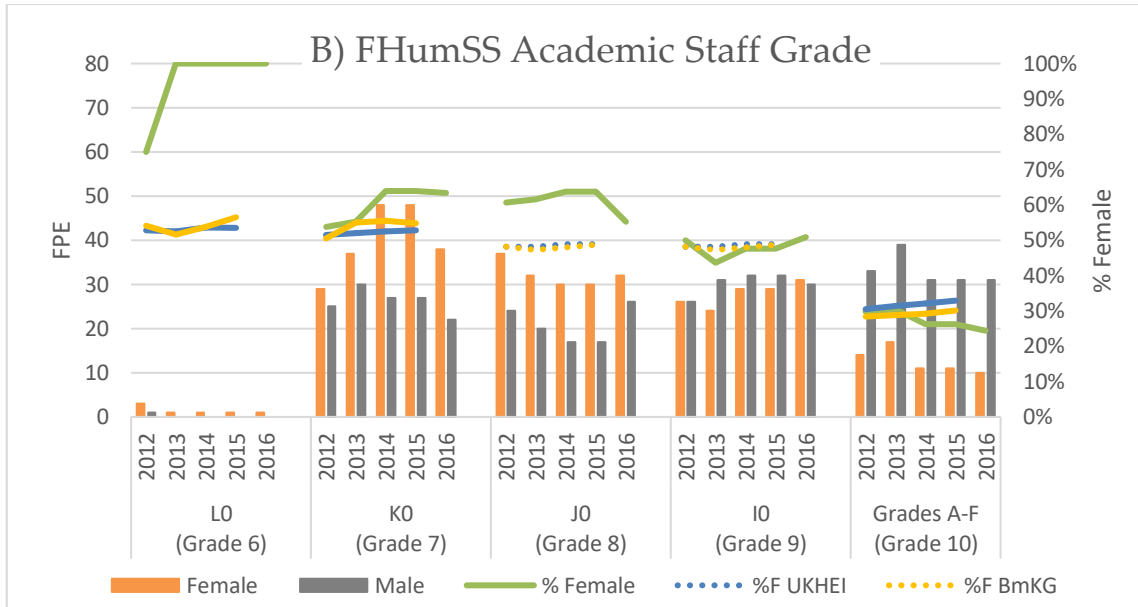
**Figure 4.1(A-C):** Career pipeline across 4 main academic grades for two dates: 01/12/2009 (dashed lines) and 01/12/2016 (solid lines). Green lines represent the percentage of staff at grades who are women; black lines the percentage who are men.

When data from the last 5 years is analysed in more detail, **Figure 4.2 (A-D)**, notable high female representation is notable at the lower grades when compared to national and benchmark groups. It can also be seen that progress is non-linear and varies between Faculties. For example, FHumSS (**4.2B**) has shown a recent decrease in the proportion of female professors; whereas FMHS has shown a significant recent increase. The increase in STEM women at grade 8 (J0) is primarily in FMHS (**4.2C**), indicating that there appears to be a bottleneck in promotions of women to the senior level in FMHS and not in FNS. Hence, actions within Faculty groups prioritise the career transitions that have the most challenge in the different faculties, **A.P. 5.2**.

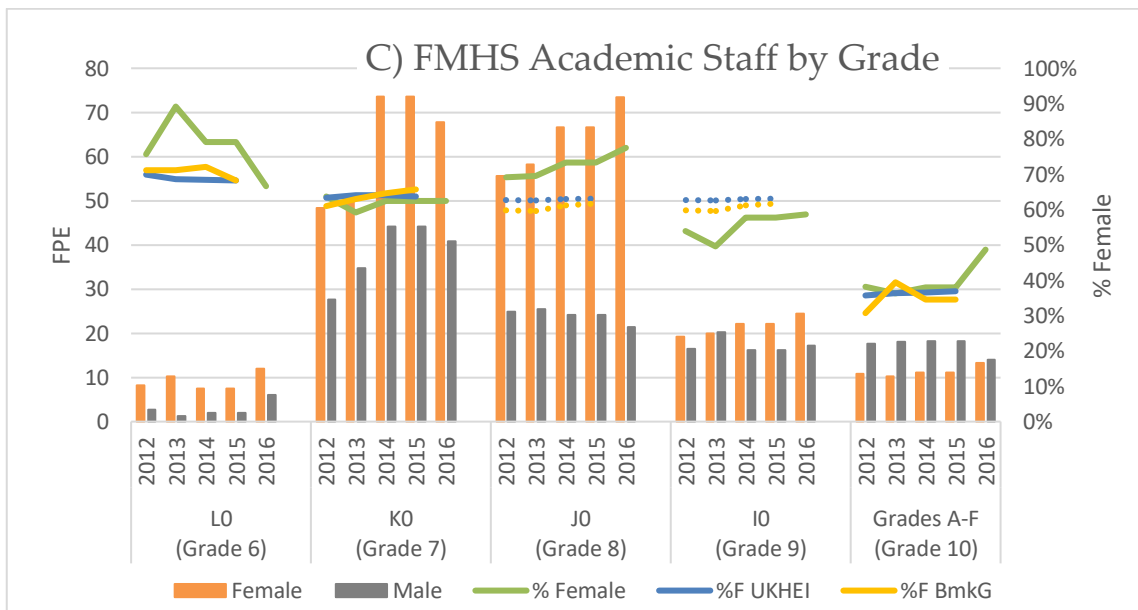
**5.2 Identify disciplines which are generating the difference in gender composition at Grade 7 appointment in AHSSBL subjects so that School SATs may focus discipline-specific actions.**



**Figure 4.2 (A):** Career pipeline across the academic grades (last 5 yrs). Female staff FPE in orange; male staff FPE in grey; % who are female plotted in green on secondary vertical axis. Clinical staff not plotted as the trend is not consistent due to changes in reporting. Benchmarks in blue, on panel A only, are from the ECU Statistical reports and match the grade group. All other benchmarks are from the Heidiplus database and only match approximately. They are from the salary ranges. The match is reasonable for the lower two grades and the upper one. However, the salary range spans grades JO and IO and so is an average of these two. The benchmark in this case is illustrated with a dotted line.

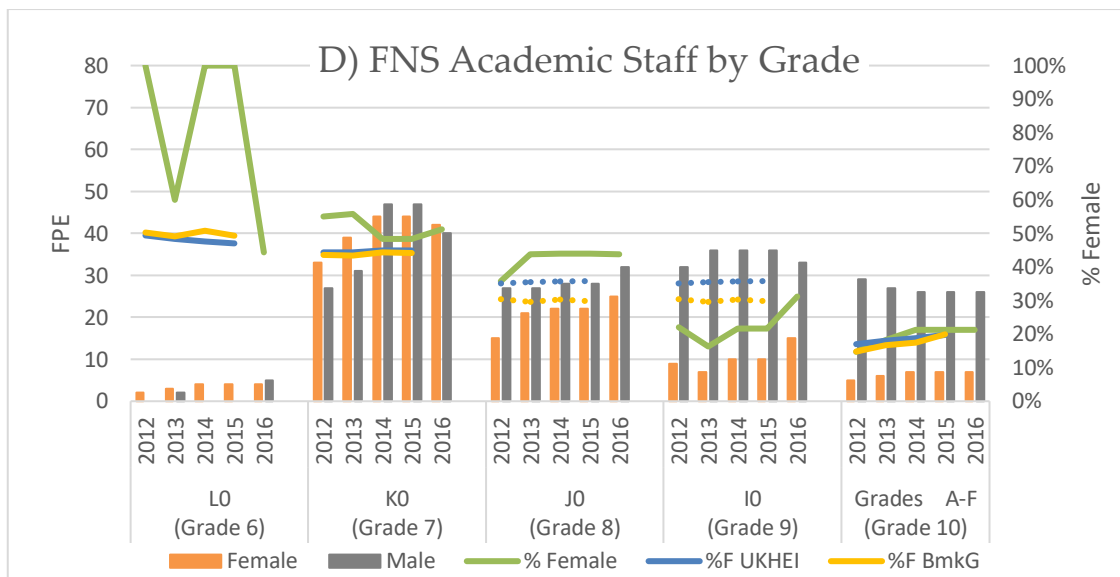


**Figure 4.2 (B):** As (A) but Faculty of Humanities and Social Sciences only. All benchmarks are from Heidiplus salary bands.

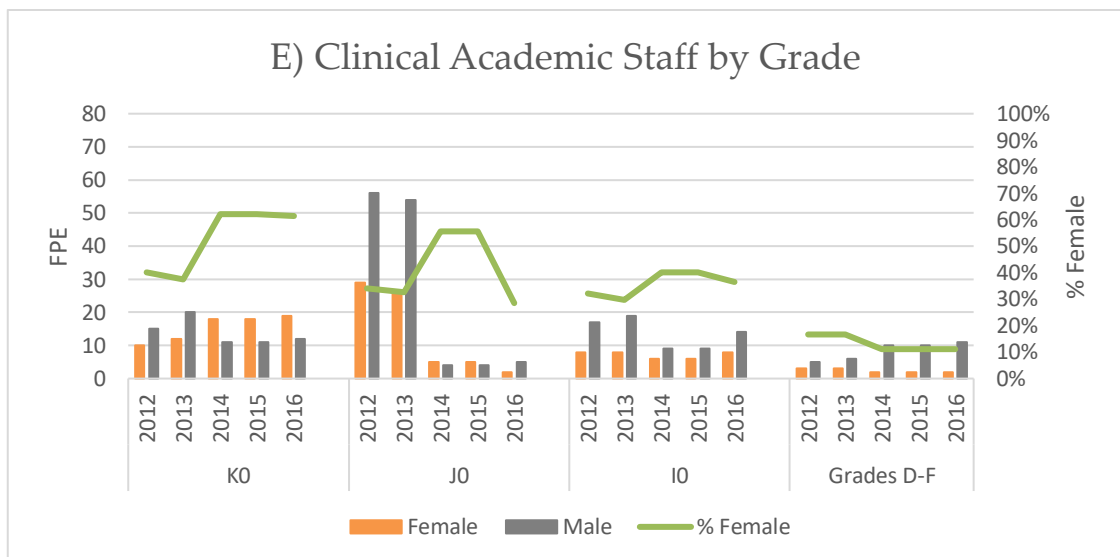


**Figure 4.2 (C):** As (B) but Faculty of Medicine and Health Sciences only



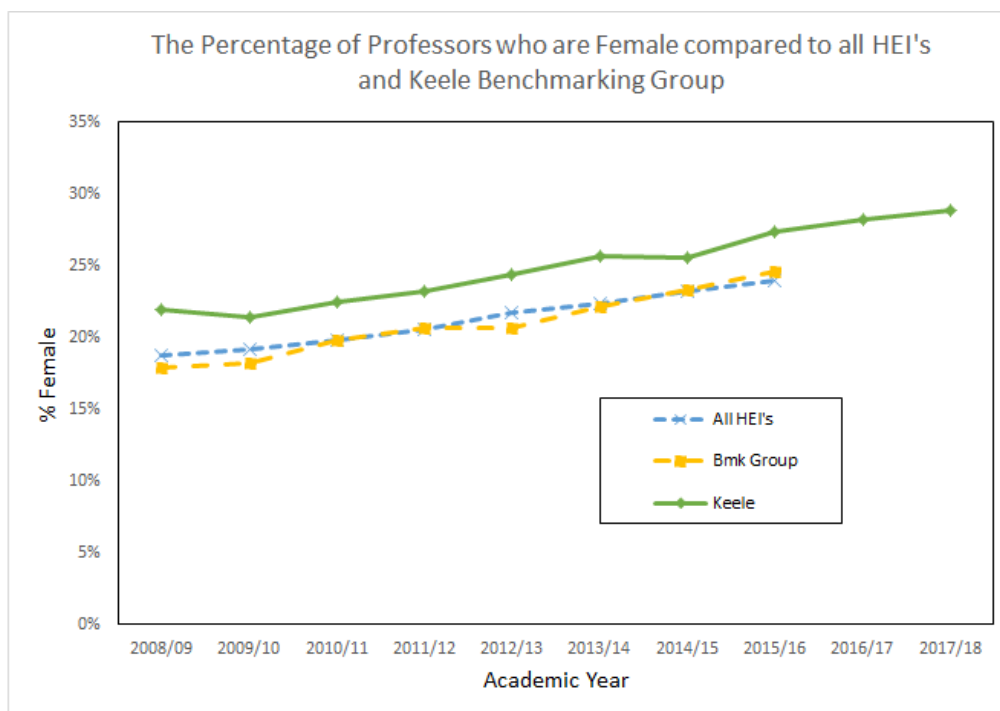


**Figure 4.2 (D):** As (B) but Faculty of Natural Sciences only



**Figure 4.2 (E):** Career pipeline across the academic grades (last 5 yrs) for clinical staff, indicating the change in reporting from 2014 onwards.

We are very pleased that the female proportion of Keele's professoriate (currently 29%) has remained consistently higher than the sector average and Keele's BmkG (Figure 4.3). Although good relative to these comparators it leaves much to be desired. Figure 4.3 shows that our rate of change approximately matches national and Bmk Group rates but we would like to see a positive acceleration. Accordingly, we have agreed a target of a 35% female professoriate by 2021. Our original proposal had been higher, but average rates of retirement/ mobility forced us to settle for a figure, more realistic though still ambitious.



**Figure 4.3:** Shows the percentage of professors who are female alongside the national average (UKHEI, blue line) and Keele's benchmark group (BmkG, yellow line)

**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.**

**6.2: Unconscious bias refresher information to be tabled at all promotions and appointing panels.**

**7.1 Create a clear protocol which will enable better identification of women approaching promotion, so as to afford clearer, more targeted, advice.**

**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.**

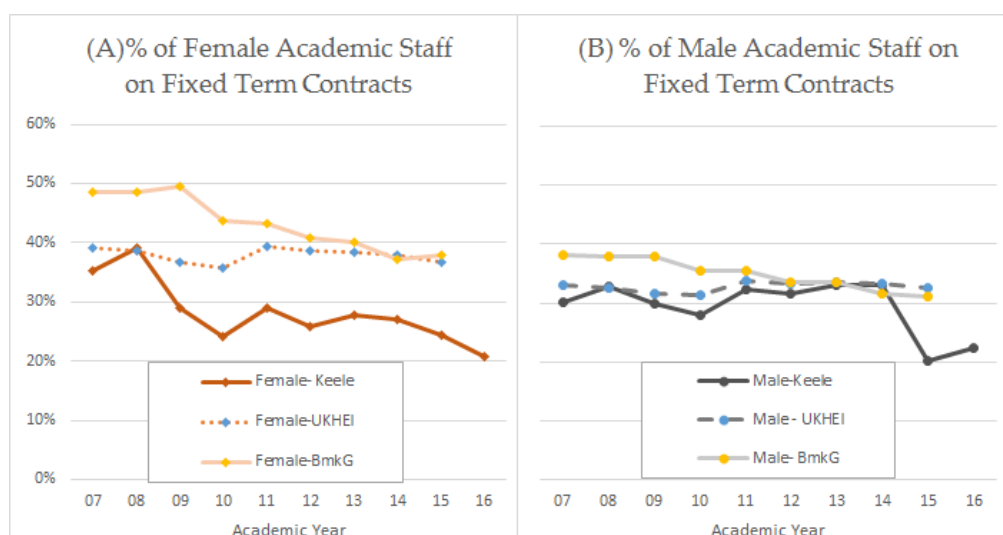
**7.2 Develop an appraisal checklist based on the UCL MRC Laboratory for Molecular Biology model and incorporate it into appraisals training.**

**(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.

At Keele we have taken action to reduce the number of fixed term contracts (FTCs) through a robust post approval process which requires managers to consider the appropriateness of FTCs (**Table 4.2, Figure 4.4**).

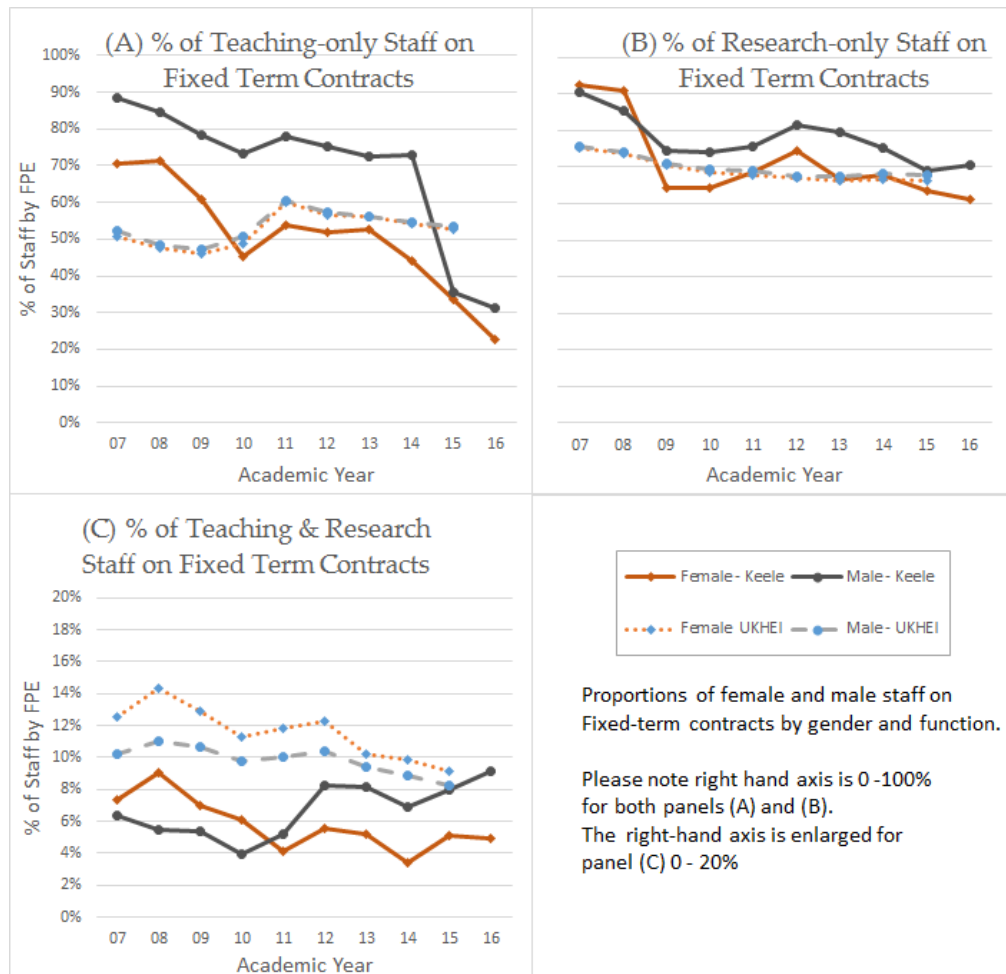
Academic Year	Female			Male		
	Fixed Term	Indefinite	% fixed term	Fixed Term	Indefinite	% fixed term
2007/8	122	224	35%	128	298	30%
2008/9	148	231	39%	145	296	33%
2009/10	105	257	29%	125	292	30%
2010/11	82	256	24%	109	282	28%
2011/12	110	270	29%	127	267	32%
2012/13	93	265	26%	129	277	32%
2013/14	105	272	28%	146	297	33%
2014/15	113	306	27%	143	291	33%
2015/16	101	316	24%	78	304	20%
2016/17	82	315	21%	84	292	22%



**Figure 4.4:** (A) Shows the percentage of female academic staff who are on fixed term contracts (dark orange) alongside the national average (UKHEI: mid-orange dotted line with blue markers) and Keele's benchmark group (BmkG: pale orange: yellow markers); (B) Shows the equivalent data for male staff.

**Fig 4.4A** illustrates that the proportion of female academic staff on FTC's is markedly lower than BmkG and UKHEI. The decrease in use of FTC's is at a rate similar to our BmkG (UKHEI has remained relatively constant) and is now similar to the proportion of men on such contracts (**Fig 4.4B**) (artificially high pre-2014 because it included predominantly male clinical NHS staff, whose removal from institutional returns HESA required in 2014).

Whilst we are pleased with progress in this area, we are not complacent and will maintain the aforementioned practice.

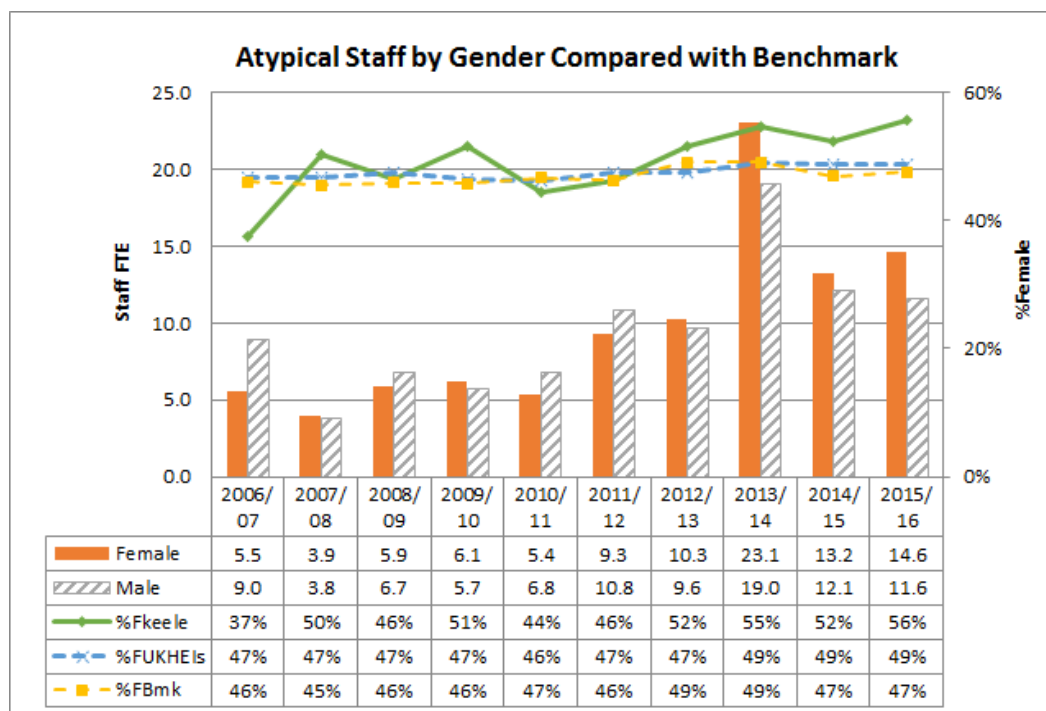


**Figure 4.5** (A) Shows the percentage of academic staff who are on fixed term contracts by academic function (A) Teaching-only, (B) Research-only and (C) Teaching & Research. Data for men and women are separated according to the legend. For clarity only UKHEI data are shown as a comparator.

The proportion of women on FTCs, by each of the main academic functions, is lower than men and lower than UKHEI's in recent years. This is good news, but we need to ensure that women who transfer to indefinite teaching-only and research-only contracts enjoy the same prospects for promotion as do those who may move onto

- 8.1 Convene a working group, to include one recently-promoted STF, SRF and SL to strengthen promotions guidance for STF, SRF and teaching and administration routes to SL**
- 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**

T&R contracts elsewhere. We should also note that, overall, men and women have similar representation on FTC's because women are more often on Teaching or Research only contracts, see 4.1(iii).



**Figure 4.6:** Atypical (Casual) staff by Gender and Comparison to UKHEI and BmkG; data is plotted by FTE.

The percentage of academics on atypical contracts has been lower than the national average in the past but since 2013/14 this has been consistently higher than average in particular for women (**Figure 4.6** and **Table 4.3**).

**Table 4.3: Percentage of Academics on Atypical contracts at Keele**

Academic Year	% of Academics on Atypical Contracts by FTE			
	Keele		UKHEIs	
	Female	Male	Female	Male
2006/07	2%	3%	4%	3%
2007/08	1%	1%	4%	3%
2008/09	2%	2%	5%	4%
2009/10	2%	2%	3%	3%
2010/11	2%	2%	4%	3%
2011/12	3%	3%	4%	3%
2012/13	3%	3%	3%	3%
2013/14	7%	5%	3%	3%

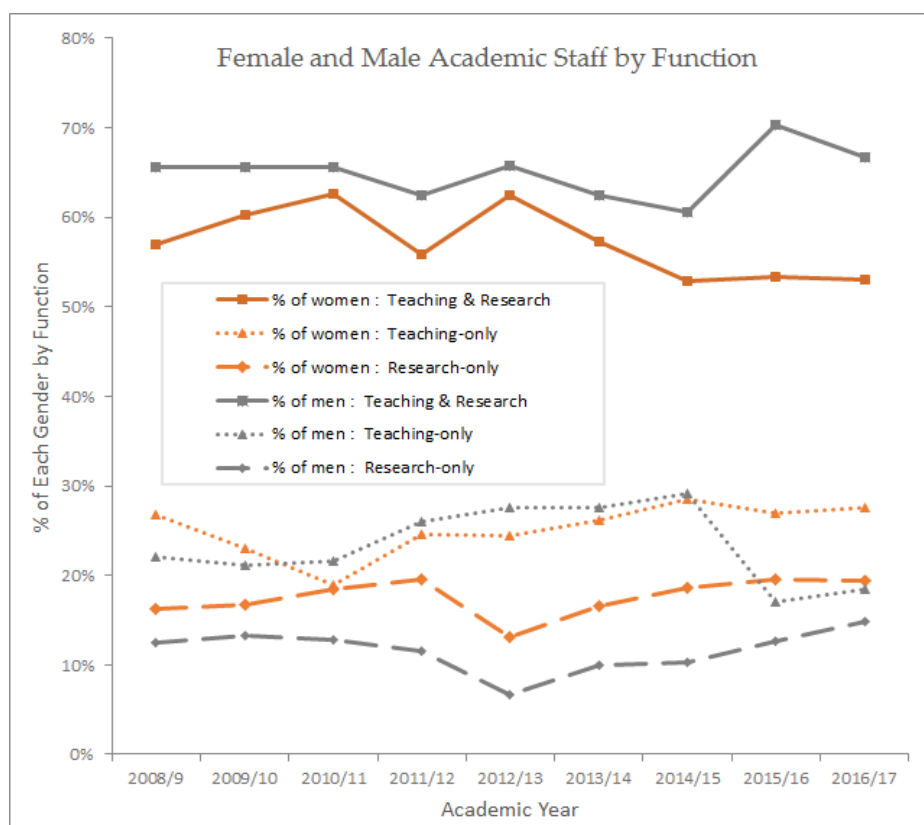
2014/15	4%	3%	4%	3%
2015/16	4%	3%	3%	3%

Keele does not use zero-hours-contracts, but some Schools use casual contracts, especially for staff with external careers (social workers, pharmacists, instrumental music teachers) or for those with specific time-limited roles (for instance: cover for substantive staff, visiting lecturers). Such atypical contracts are substantial in number but constitute only a small fraction of staff by FTE. Gender proportions in this category vary annually, but average 50%, broadly in-line with sector averages. The small long-term increase in our proportion of women is due to increases in specific areas (e.g. social work).

**9. Examine casual contracts in Schools where these are most frequently used to ensure they are being used appropriately.**

**(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.



**Figure 4.7:** Men and women by academic function. Orange lines represent women and their distribution across the functions; grey lines men.

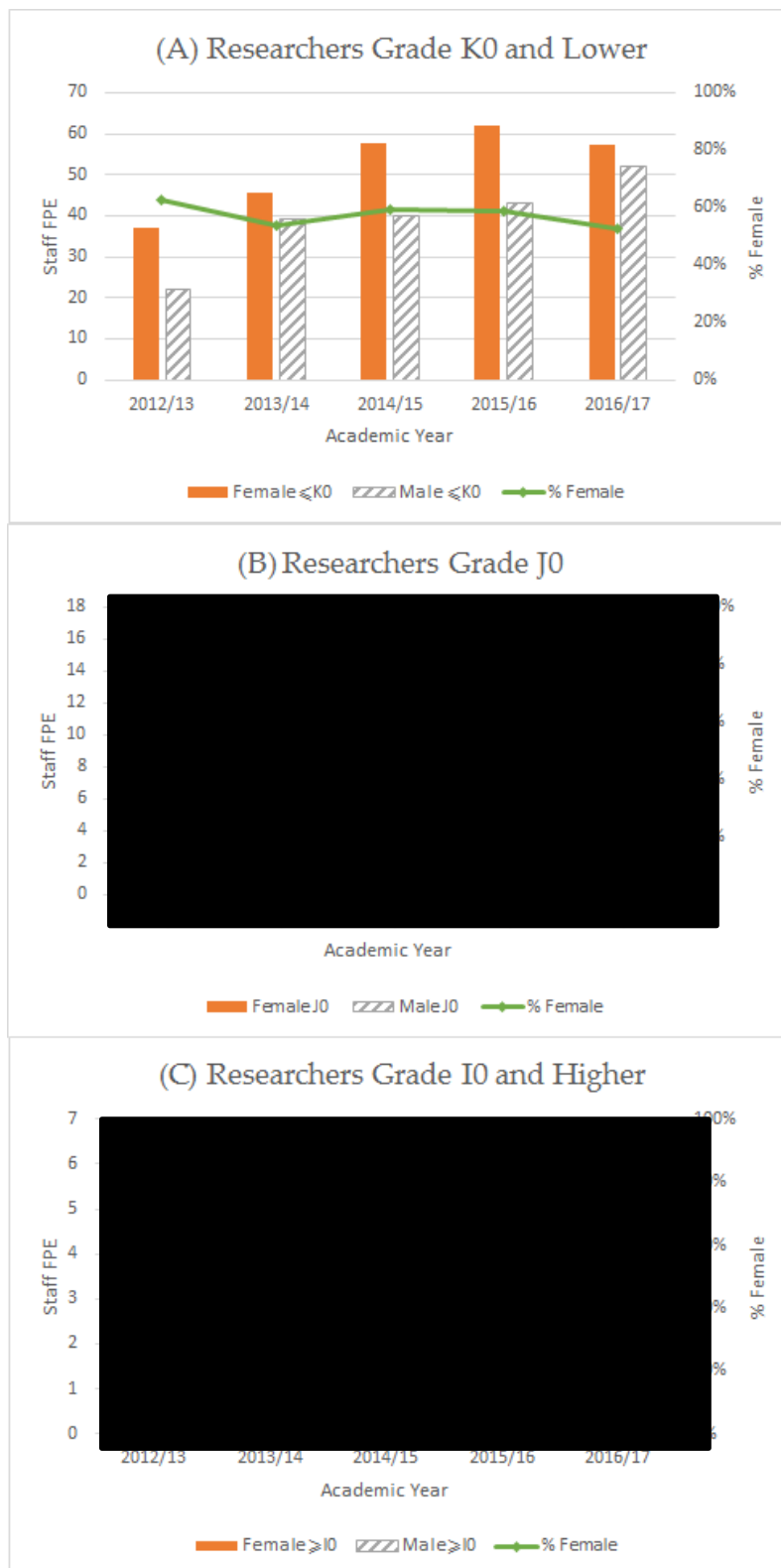
Women currently have higher representation on Teaching-only and Research-only contracts. The previous higher representation of men on Teaching-only contracts was due to teaching contracts with NHS staff who are no longer part of our HESA return. There are consistently fewer female staff on T&R contracts.

### **Research-only Contracts**

**Figure 4.8** shows that women predominate in all research-only contracts and, in particular, at grade J0, where there is a trend to increasing numbers of women and decreasing numbers of men. We presume that more men are moving to T&R contracts, which may be a concern. However, on a positive note, we have had recent success in showing that research-only promotion to grade I0 is possible (■ women promoted to Senior Research Fellow, section 5.1(iii)).

8.1 Convene a working group, to include one recently-promoted STF, SRF and SL to strengthen promotions guidance for STF, SRF and teaching and administration routes to SL.

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.

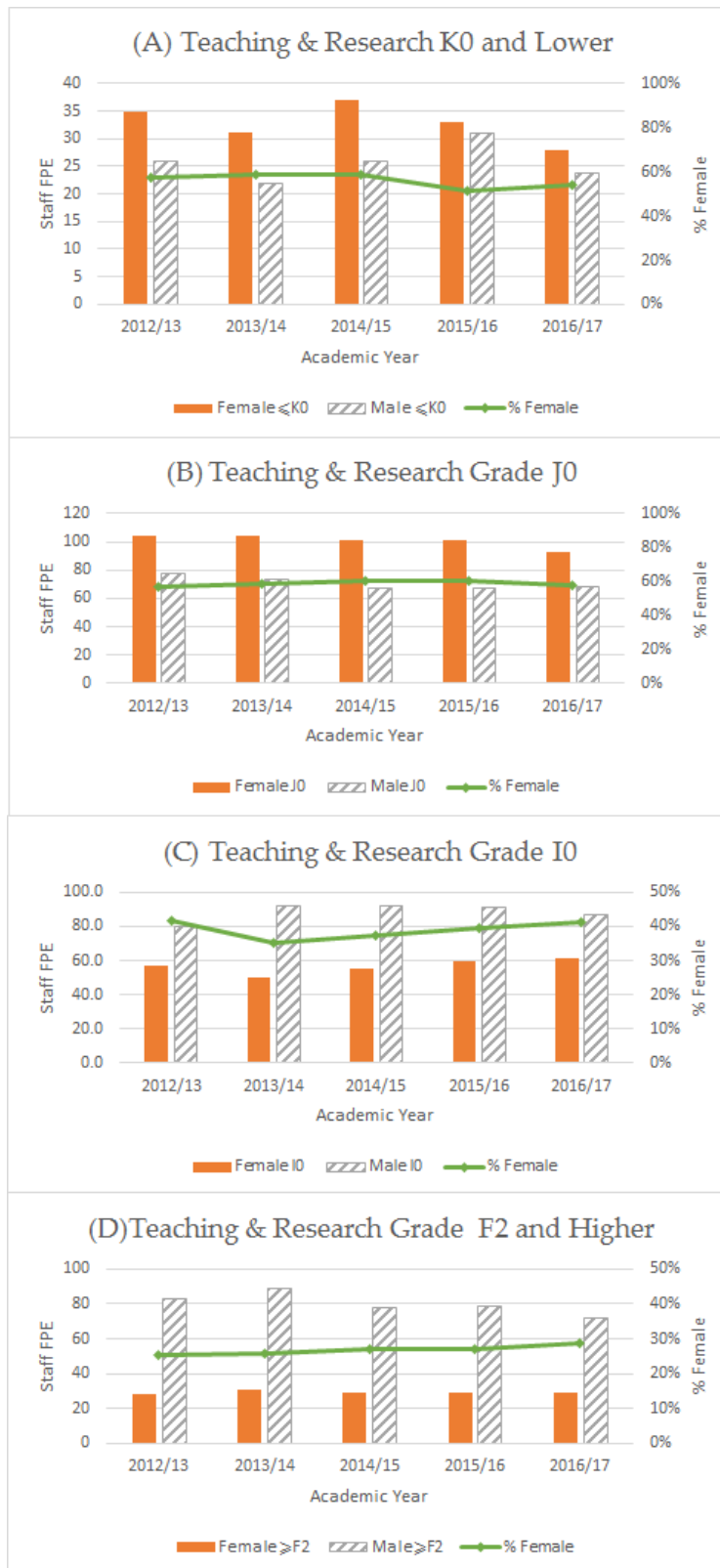


**Figure 4.8:** Research-only Staff by Grade and Gender. The right-hand axis gives staff FPE, with women (orange) and men (grey-stripe) plotted separately. The left-hand axis gives the percentage of the staff group who are female ; Panels (A) to (C) represent increasing grade seniority.



### **Teaching and Research Contracts**

**Figure 4.9** shows that women have higher representation on T&R contracts at level K0 and J0 (Lec-A and Lec-B). However, at I0 (SL) men have higher representation (40%F). Since 2013/14 there has been an increase in female SL representation but progress at this level is slow. At professorial levels there has been more consistent progress in female representation although it remains low. Actions to address female representation at senior academic levels are discussed in sections on promotion and recruitment.



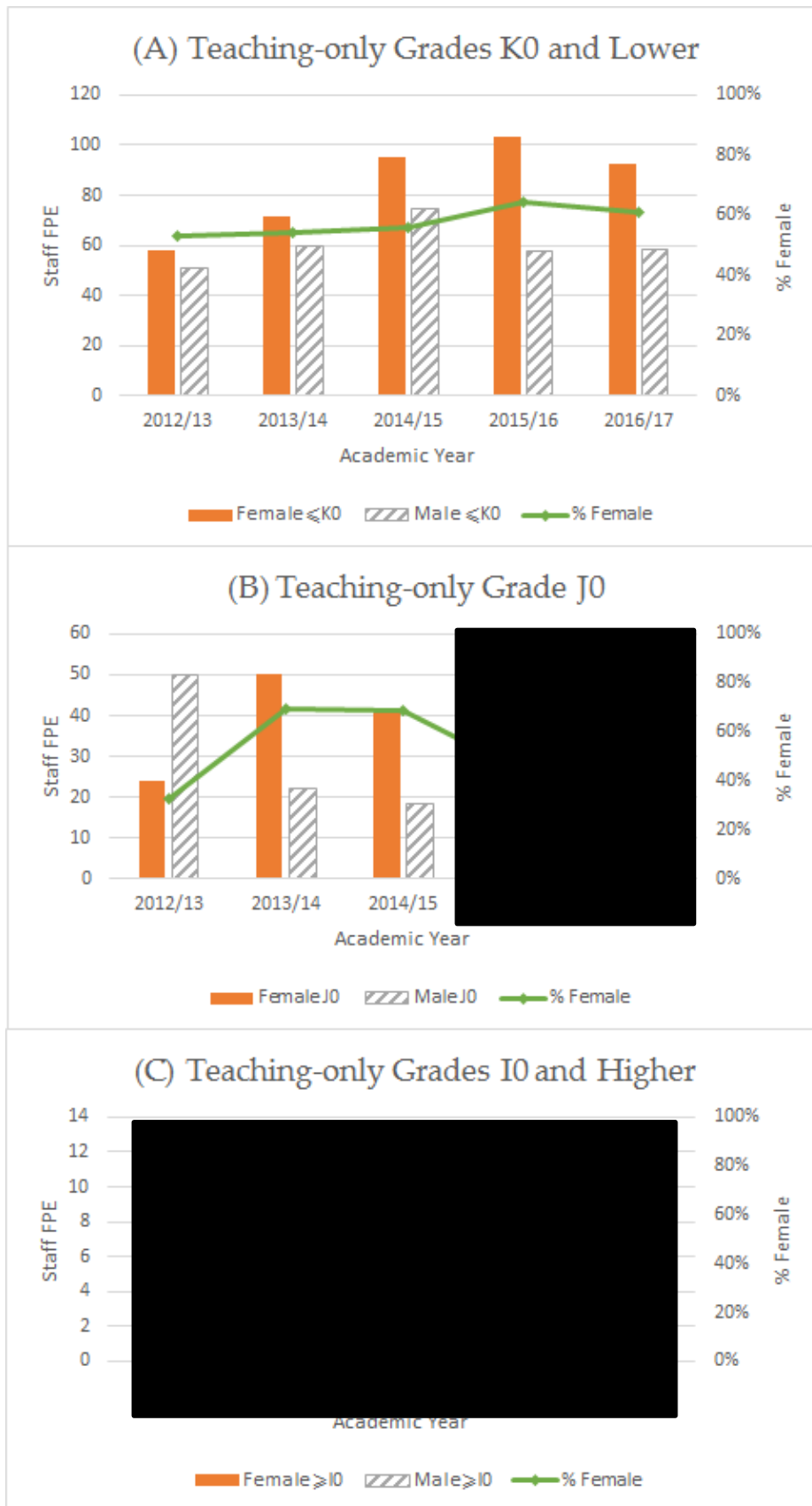
**Figure 4.9: Teaching and Research-only Staff by Grade and Gender.** Panels (A) - (D) indicate increasing grade seniority, other details as Fig 4.8.

### **Teaching-only Contracts**

**Figure 4 .10** shows that women predominate in teaching-only contracts at level K0. Male under-representation is discussed in the section on recruitment. At levels J0, I0 and higher, there is a notable change from 2014/15 to 2015/16, this is due to a change in reporting of NHS staff, required by HESA. There are few staff at J0, I0 and higher but when these higher grade data are combined representation of women and men is now similar. Action to address teaching-only promotion route are discussed in section 5.

8.1 Convene a working group, to include one recently-promoted STF, SRF and SL to strengthen promotions guidance for STF, SRF and teaching and administration routes to SL.

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.



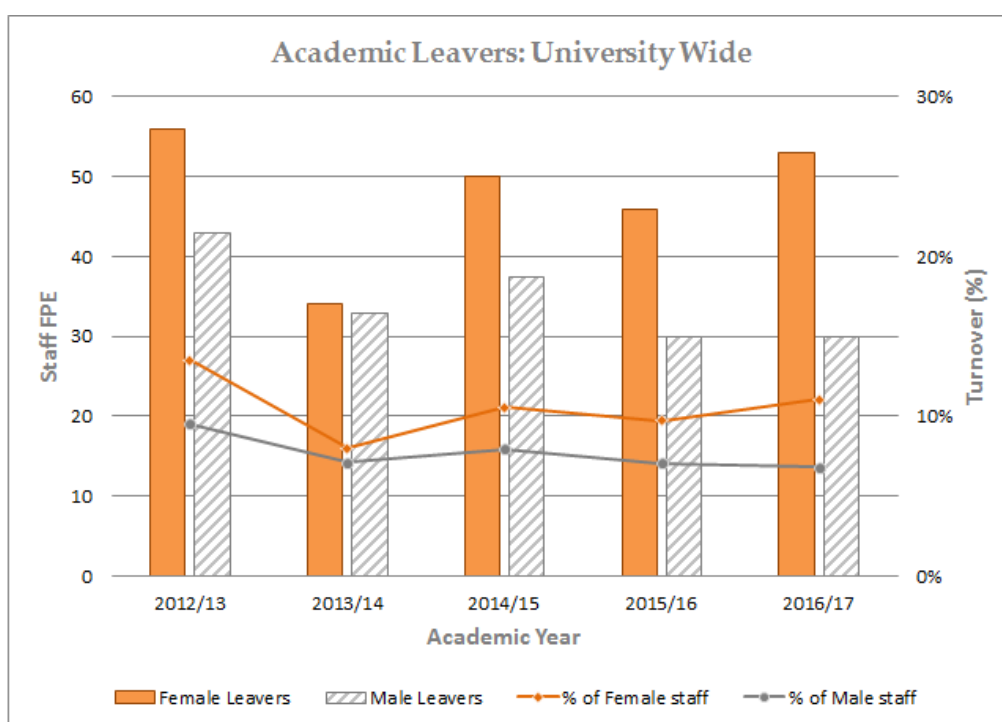
**Figure 4.10: Teaching-only Staff by Grade and Gender. Details as Fig 4.8**

#### (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.

There are more academic women amongst leavers than men, in terms of absolute numbers and relative to the pool of available staff.

The majority of academic staff leaving Keele (54% of women leavers and 59% of male leavers) averaged from academic year 2012 - 2016, inclusive, are on fixed term contracts. Women leavers are fairly evenly spread across the T-only, R-only and T&R functions (35%, 34% and 31%, respectively). Male leavers are more likely to leave on T&R contracts (44%) and least likely to leave on R-only contracts (26%), with the remainder (30%) leaving on T-only contracts.



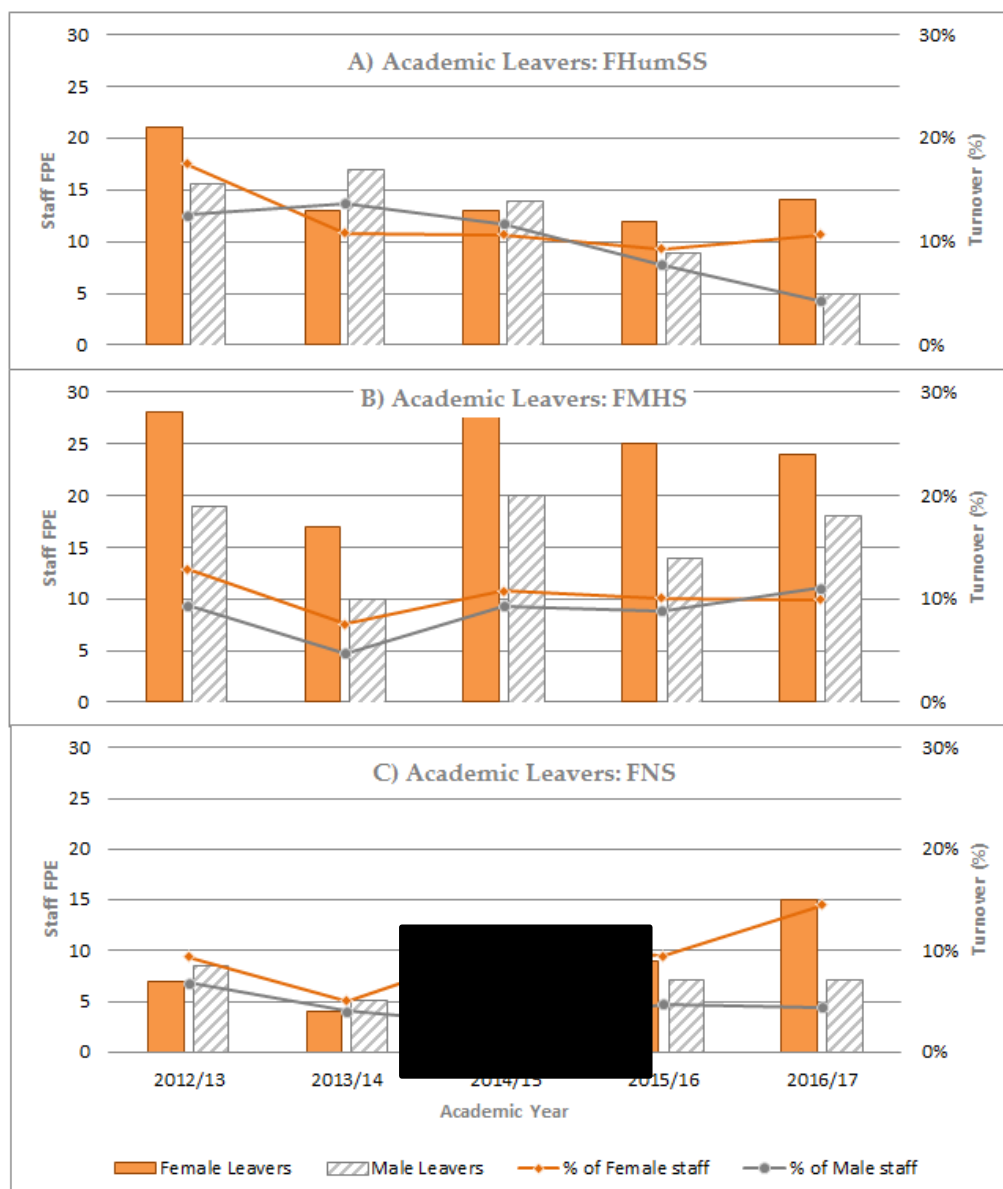
**Figure 4.11:** *Academic Leavers: University Wide.* The left-hand axis gives staff FPE, with women (orange) and men (grey-stripe) plotted separately. The right-hand axis gives the percentage of the staff group who leave within the academic year. The orange line represents the number of women leaving as a percentage of the total number of women (i.e. female turnover); the grey line men.

On a Faculty level there has been a:

- decrease in male staff leaving FHumSS; female leavers show little variation (except 2012)
- reduction in the gap between men and women leaving FMHS.
- recent increase in the proportion of women leaving FNS.

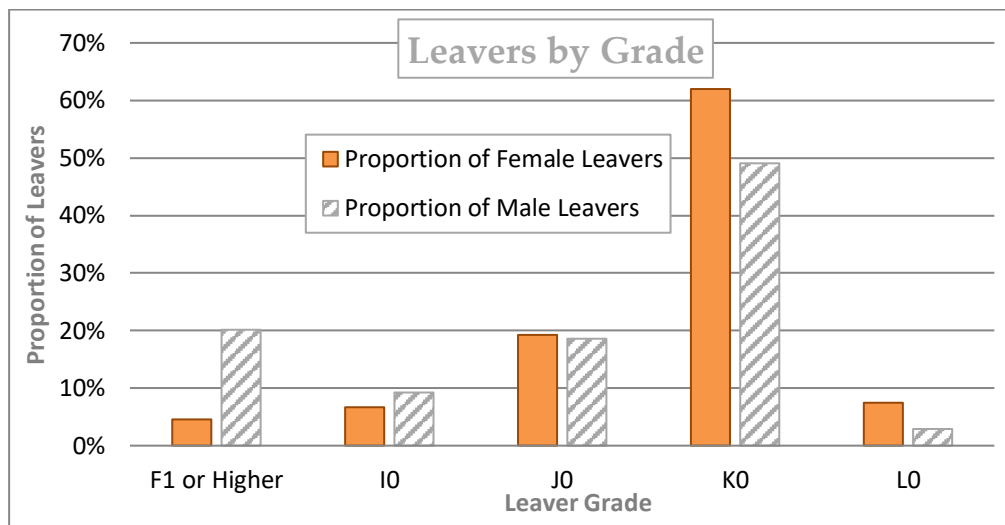
The majority of FNS leavers are on Teaching-only contracts, including permanent ones. For example, in 2016 4 women on fixed term teaching-only contracts left, and 5 on permanent. Some permanent Teaching-only staff leave to move on to T&R contracts elsewhere.

Analysis on a School level is difficult due to the small numbers involved. Of the RI's, ISTM has a higher turnover than most of FMHS and is trying to reduce this by moving FTC staff onto permanent contracts where possible; IPCHS has turnover similar to most of FMHS Schools. The Medical School has high turnover due to temporary secondments of NHS staff. The School within FHumSS with the highest turnover is Keele Management School. In FNS, Psychology has had high turnover of FTC teaching staff. Employment practice has changed within this School with most of these staff having been moved to term-time only permanent contracts.



**Figure 4.12:** As figure 4.11 (above) but separated by Faculty (A) FHumSS, (B) FMHS and (C) FNS. Academic Staff leaving the University.

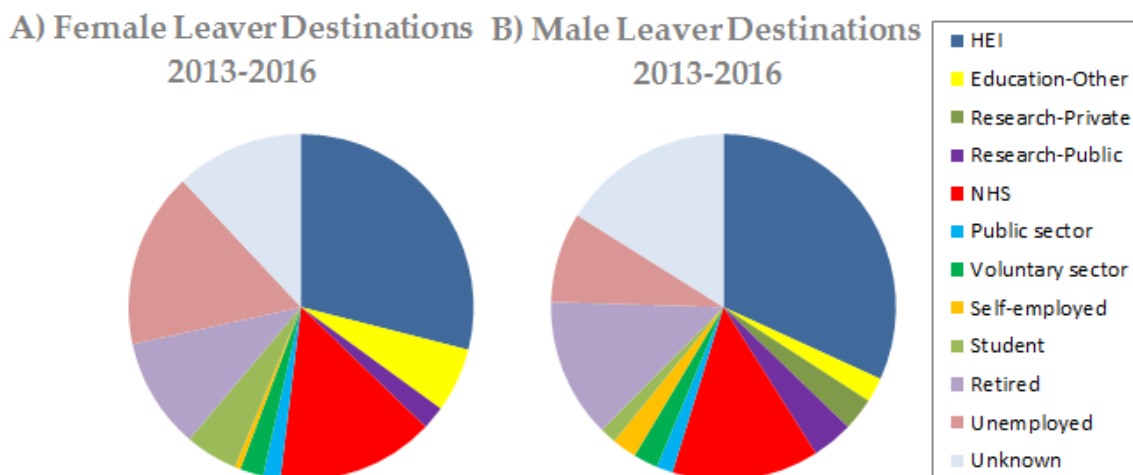
Academic leavers by grade, **Figure 4.13**, are as expected from the grade distribution (Figure 4.2A), *i.e.* more women leave at lower grades; more men at higher grades. There is no apparent temporal trend.



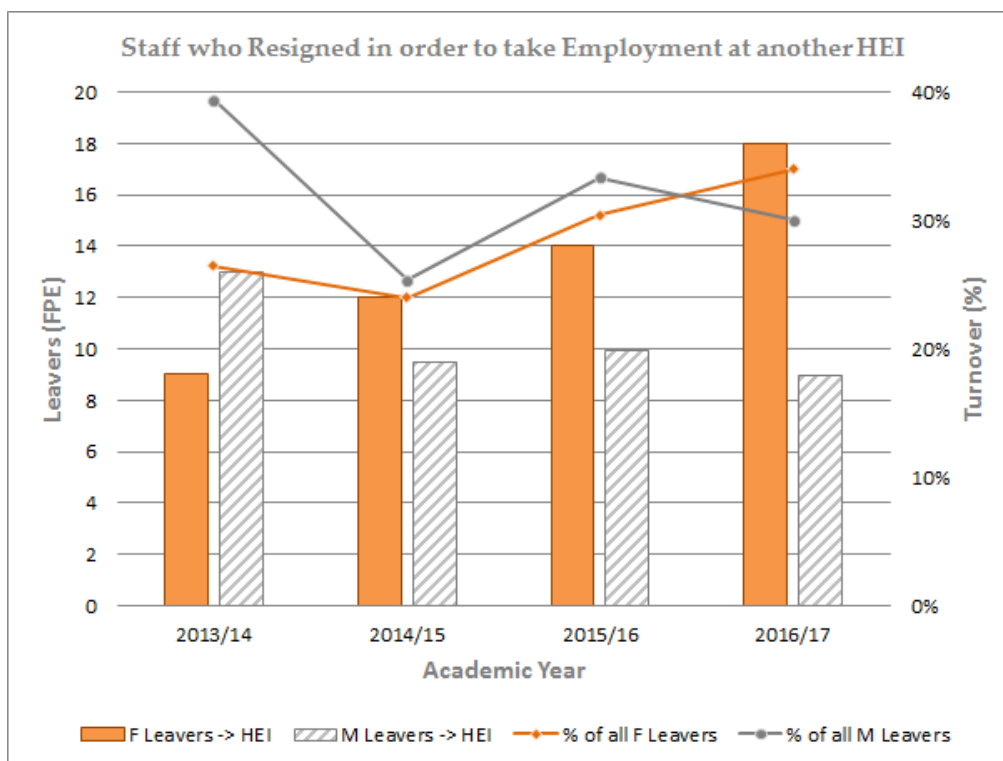
**Figure 4.13:** Academic staff leavers, during the period 2012/13 – 2016/17 inclusive, plotted by grade. Orange bars: as a proportion of the total number of female leavers; grey-stripe bars: as a proportion of the total number of male leavers.

Since 2013/14, recording of leaver destinations/activities has varied between 84% and 88%; an improvement from 2012/13 (58%). The average picture (**Figure 4.14 A and B**) shows that more female leavers are studying or unemployed than male.

Figure 4.15 would indicate that there is an increase in female staff going on to posts elsewhere within the HE sector.



**Figure 4.14:** Academic Staff leaver destinations (A) Female leavers (B) Male leavers. Data from 2012/13 is excluded due to poor data capture.



**Figure 4.15:** Academic Staff leaving the University, who resigned in order to take employment at another HEI. Details as Figure 4.11.

Our intelligence about why staff leave could be improved. Exit interviews are only mandatory where short-term contracts are ending (where their purpose is to clarify opportunities for redeployment). Some Schools conduct exit interviews, others don't. Leavers complete a Questionnaire, which asks open questions about why people leave and whether they would return, and which includes an E&D monitoring section, but it does not ask about leavers' experiences of equal opportunities, and there is no invitation to meet with any individual. [A.P. 10.1 & 10.2](#).

Analysis of leavers' questionnaires indicates that the single biggest equality-related reason for female PSS leavers is inadequate flexible-working practice. We hope recently-developed training of managers to encourage flexible working will reduce the numbers citing this as a factor. [A.P.10.3](#)

**10.1 Institute an exit interview as standar**

**10.2 Revise our current leavers' questionnaire.**

**10.3 Institute a questionnaire for those moving from one section of the institution to another.**



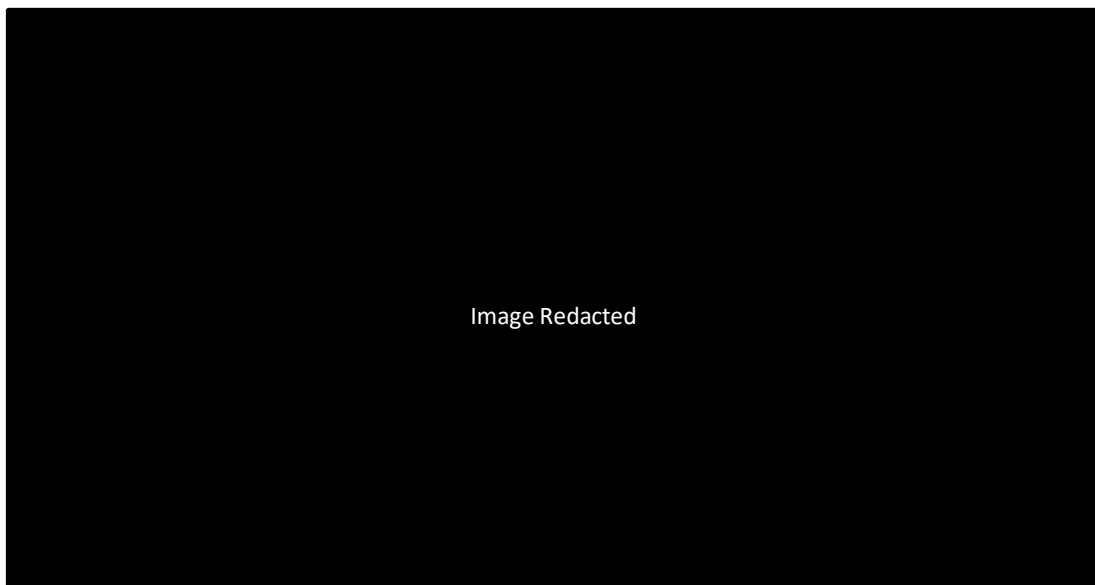
**(v) Equal pay audits/reviews**

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.

The 2016 Equal Pay Audit has not highlighted any potential areas of risk in our Grading Structure.

The table below provides the pay gap for 2016 and 2015. A negative pay gap indicates a differential in favour of women. Where the number of men or women in the group is less than 3, the gender breakdown has been withheld to preclude identification of individuals. Senior Managers and those on Clinical Academic scales are not placed in Zones for salary purposes so their data appears by salary band.

**Table 4.5: Keele 2016 Equal Pay Audit**



Our priorities are:

- to continue to analyse and publish equal pay data and investigate any potential areas of disparity identified.
- to increase the number of women in senior roles through recruitment and internal promotion process (i.e. actions elsewhere).
- to calculate and report the Gender Pay Gap in March 2018, extending to consider intersectionality of race and gender in 2019.

Word count: 1771

## SILVER APPLICATIONS ONLY

### 4.2. Professional and support staff data

(i) Professional and support staff by grade and gender

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

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

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

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

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

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

### 5.1. 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.

We have done extensive work on recruitment. HR ensures all interview panellists are up-to-date with E&D recruitment training (refreshed every 2 years). Relevant logos (AS, Stonewall, Disability Confident, REC) appear on all job advertisements, positive action statements are added where there is gender or race under-representation in the appointing unit, although this is not yet an infallible practice. Some Schools, such as Computing and Maths, advertise in women's networks in addition to traditional venues, although again, this practice is a bit patchy. We do not currently encourage managers to consider whether posts can be advertised as suitable for job share.

**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.**

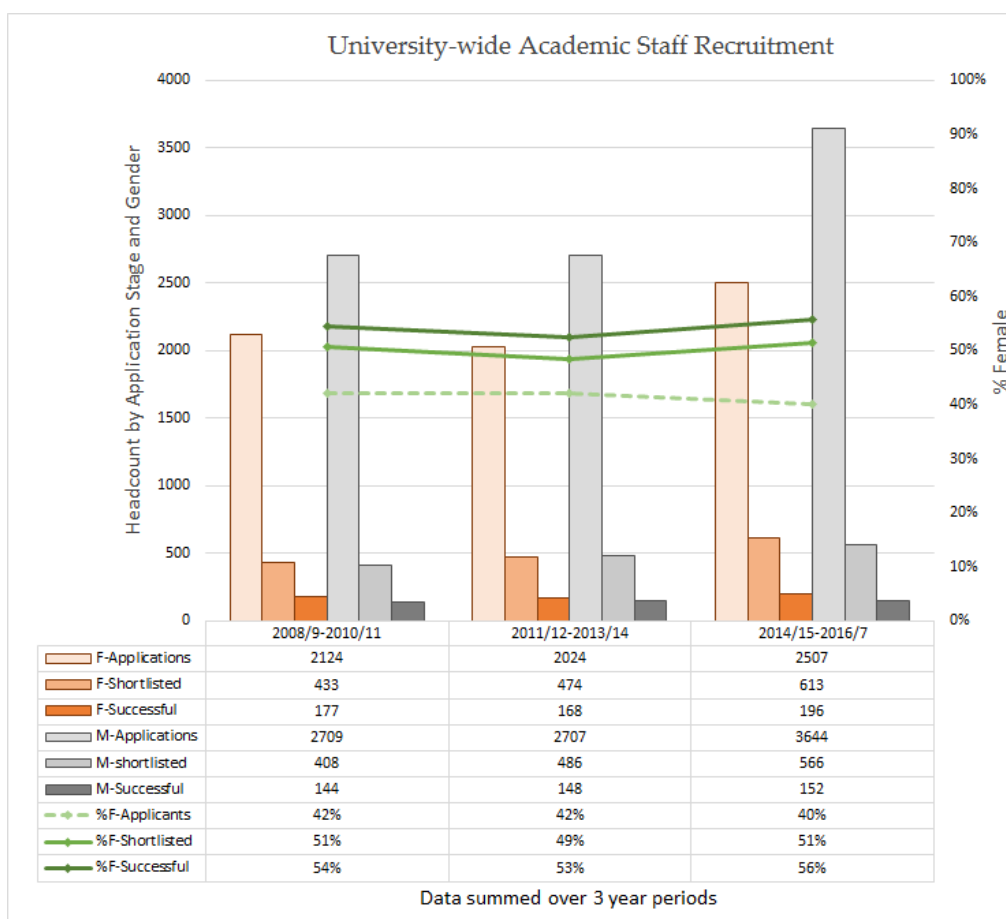
All recruitment panels have at least one male and one female colleague, but many remain unbalanced, especially in disciplines where staff are predominantly male, and/or at senior level, as a large (though recently diminishing) proportion of *ex officio* panellists (Deans, DVC, VC, HoSs) are male. Accordingly, we have revised the template for senior appointing panels, to enable less senior staff to participate as full members and to require such panels to include the ILGE, a Faculty or School AS Champion, or an HR representative with E&D expertise. We hope that this will: assist gender balance; ensure observance of E&D considerations; and afford women a development opportunity useful in their own career progressions. Similarly, where panels require external experts, we now require panel convenors to seek women externals if the panel is not already gender-balanced (a practice which will also benefit those external women). Our VC announced these new policies in a communications prefacing our staff survey and in the campus newsletter. However, we need to ensure this new guidance is adhered to.

We also realise that some people see 'balance' where others might notice a token woman. We will aim for all interview panels to include at least a third of each gender by 2020.

**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.**

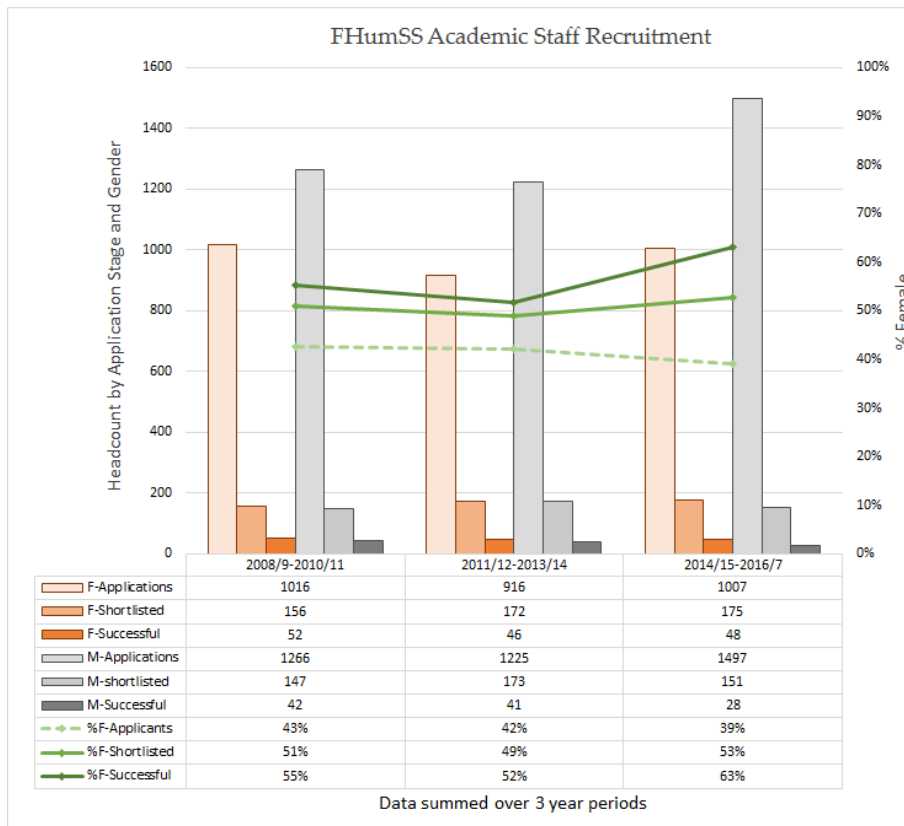
**6.6 Offer free child-care or Skype interviews for interviewees with caring commitments.**

The following recruitment data is from our systems and does not include recruitment carried out through agencies. An agency has been used for 5 senior academic positions in the last 3 years. Those who responded to adverts were 22 women; 79 men (22%Female). The long-list presented to Keele was 9 women and 32 men (22%Female), the shortlist 4 women and 15 men (21%Female) and those selected were 2 women and 3 men (40%Female).

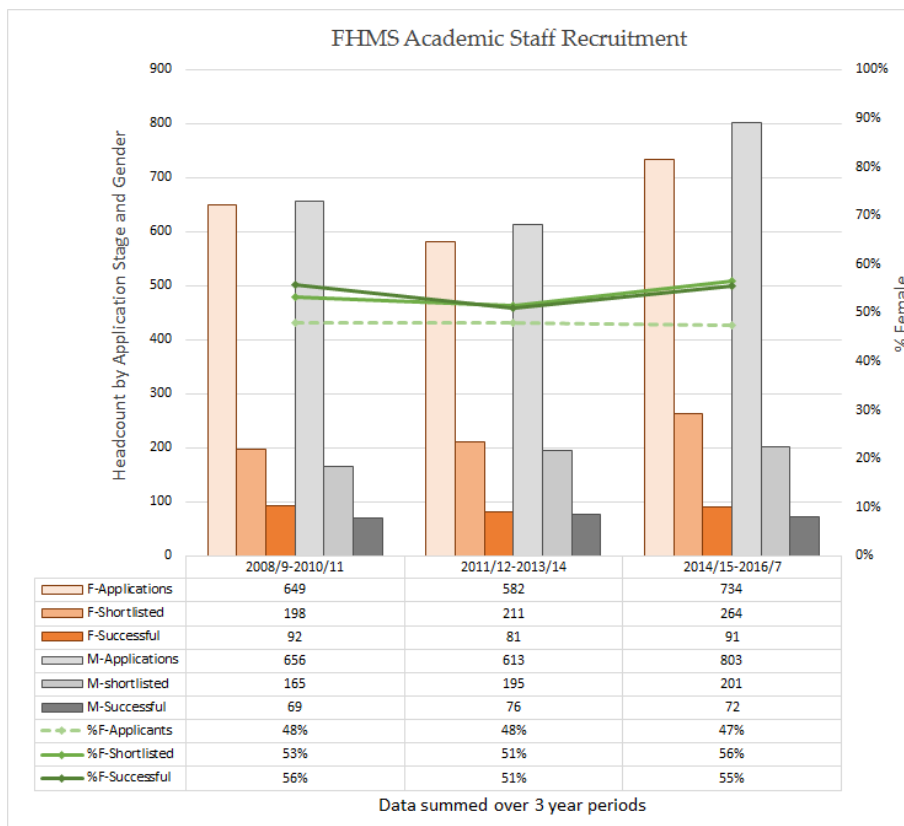


**Figure 5.1.1: University-wide Academic Staff Recruitment.** Shows numbers of individual applicants, shortlisted applicants and successful applicants separated by gender and plotted against the primary y-axis: orange columns represent women; grey men. The percentage of total applicants, shortlists and successful candidates who are women is plotted in green against the secondary y-axis. Those who chose not to give a gender or define as non-binary are not plotted separately but are included within the calculated percentages (i.e. %Female = women/(women + men + unknown)).

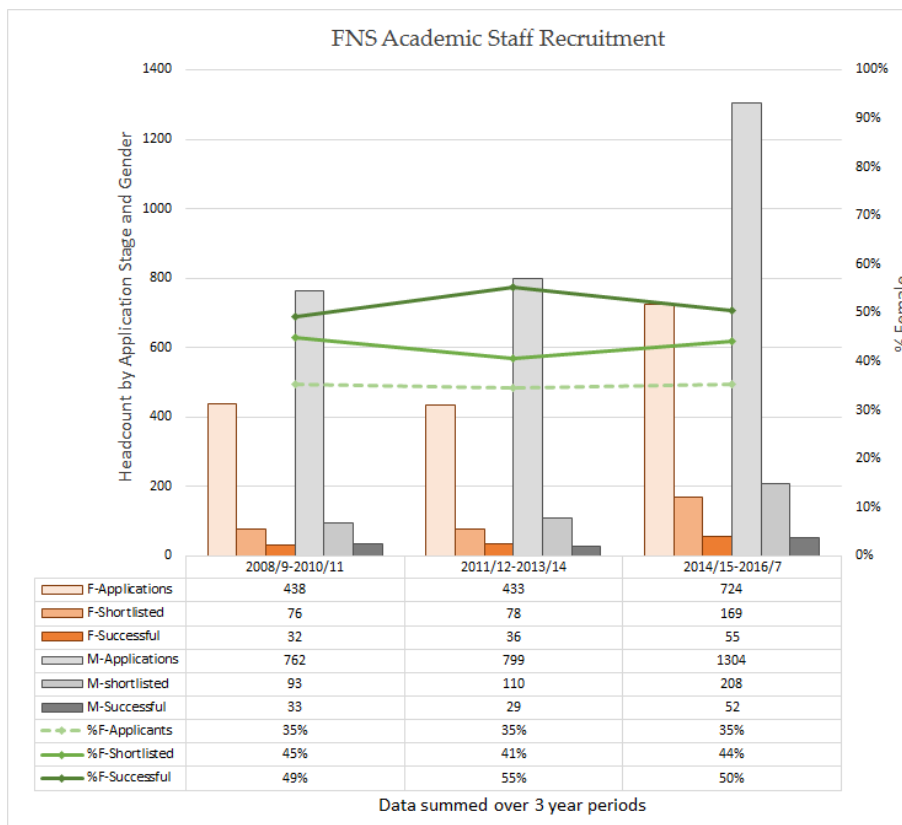
The percentage of female applicants, shortlisted candidates and successful candidates has remained fairly constant over the last 9 years: ca. 40%; 50% and 55% respectively. **Figures 5.1.2-5.1.4** reveal differences across the Faculties. FHumSS recruits the fewest staff (**Fig 5.1.2**), has slightly more female than male applicants and shortlists and appoints disproportionately more female staff relative to applications (although these are very small numbers). FNS has fewer female than male applicants and shortlists fewer women, but is close to parity at appointments. FMHS recruits the most staff and has remained close to parity at attracting male and female applicants. It has moved from shortlisting and appointing more female staff to a position approaching parity.



**Figure 5.1.2: FHumSS Academic Staff Recruitment**



**Figure 5.1.3: FMHS Academic Staff Recruitment**



**Figure 5.1.4: FNS Academic Staff Recruitment**

The following tables provide a breakdown of recruitment by roles.

**Figures 5.1.5-5.1.8** show professorial recruitment across Keele and by Faculty. Despite relatively small numbers it is clear Keele needs to encourage more female applications at this level. Across all Faculties, more women are shortlisted proportionate to applications. With the exception of FHumSS, women are more successful proportionate to applications.

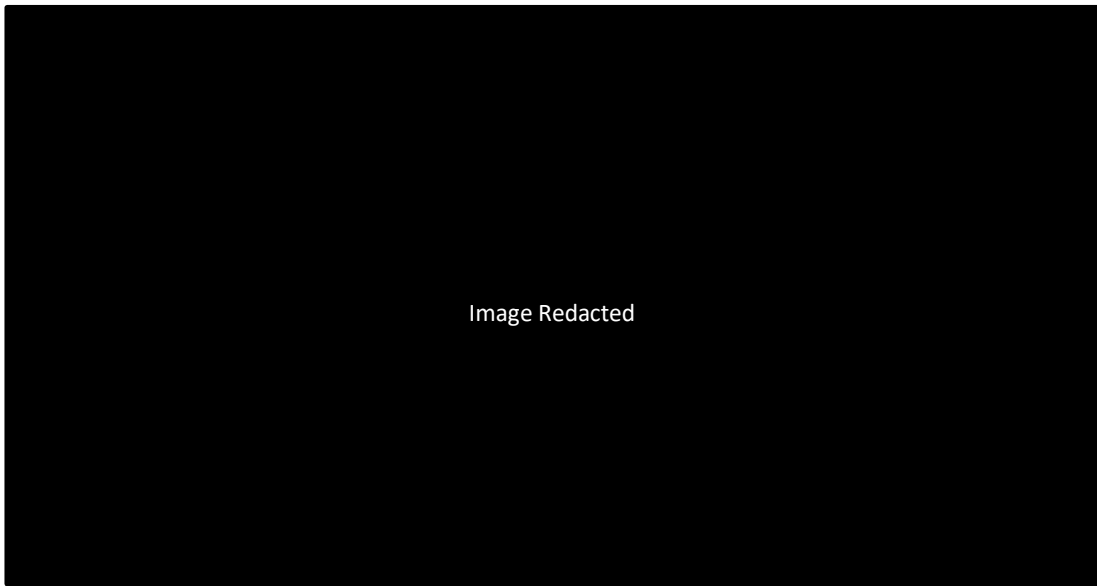
**UEC has committed to a target of a 35% female professoriate by 2021**

**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.**

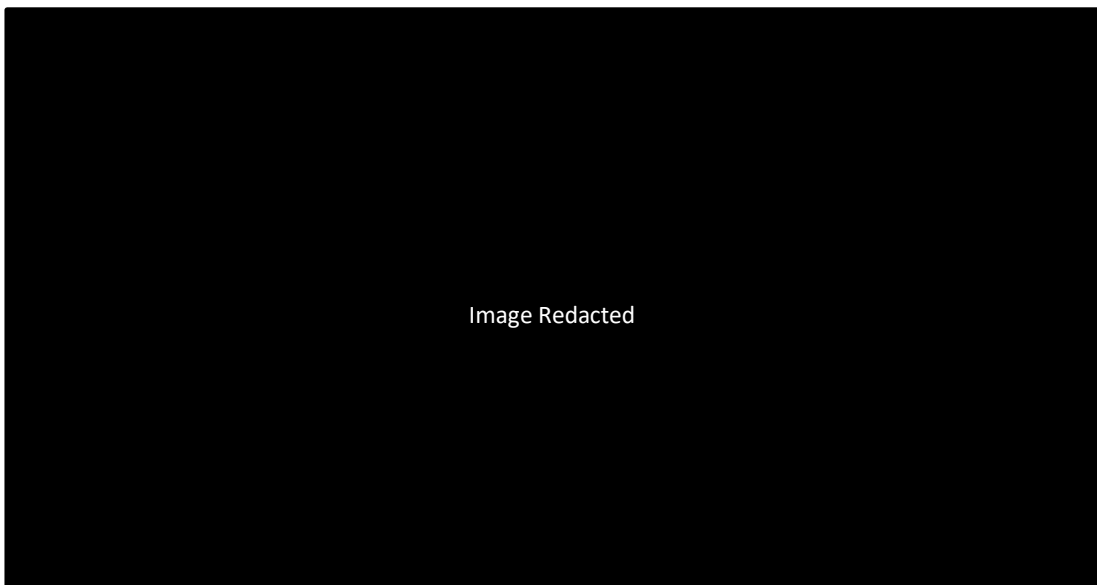
**6.2 Unconscious bias refresher information to be tabled at all promotions and appointing panels.**

**6.5 Develop a training document on hidden gendering in further particulars documentation and add to recruitment training.**

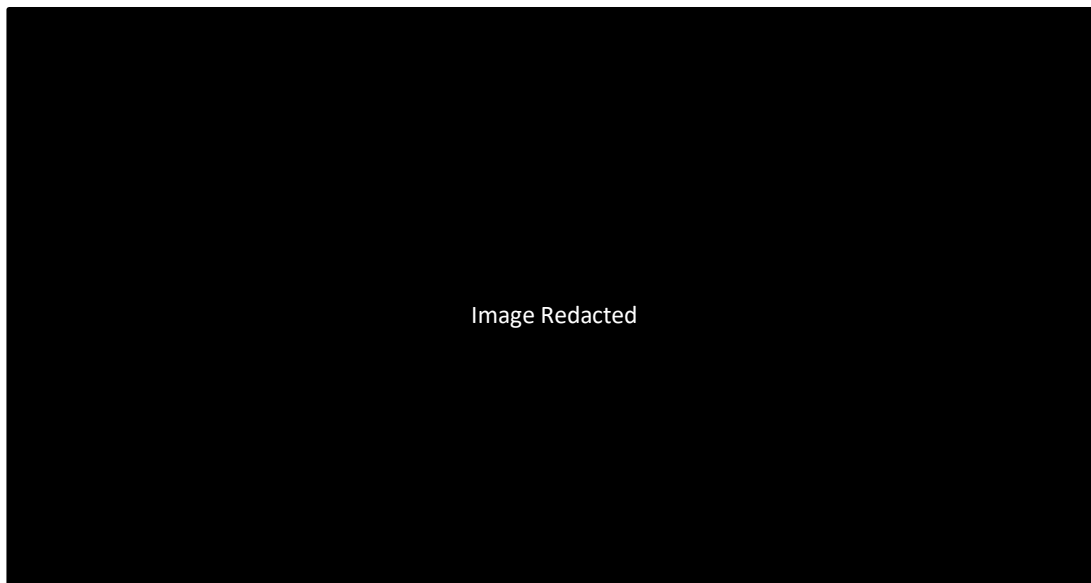
**6.7 Amend Post Approval Form (PAF) to flag necessity to advertise on specific networks identified by discipline specialists (where gender imbalance exists in recruiting unit); and explore the potential for offering more positions as job shares**



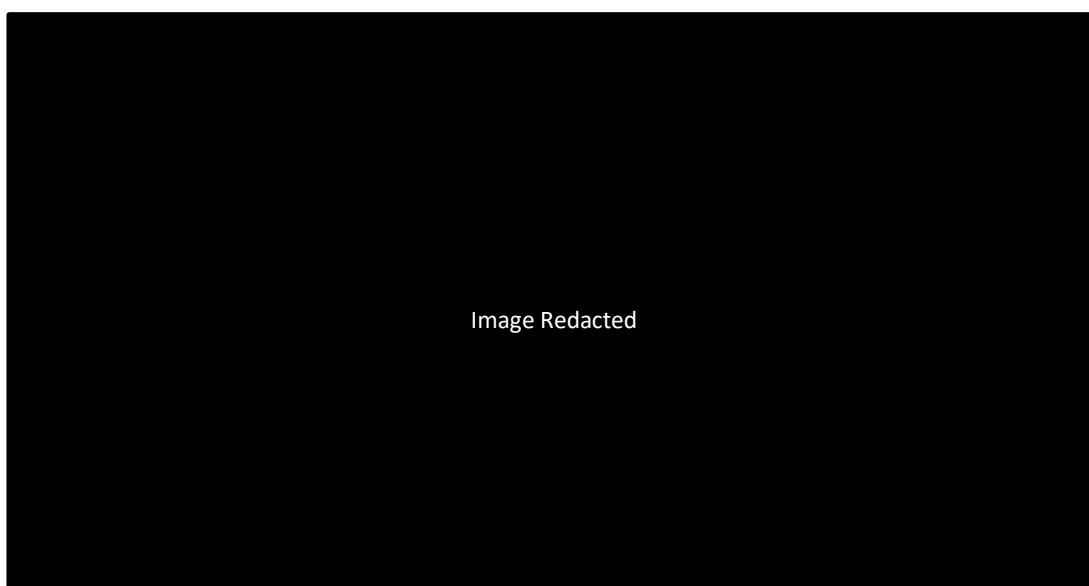
***Figure 5.1.5: University-Wide Professorial Recruitment.***



***Figure 5.1.6: FHumSS Professorial Recruitment***



**Figure 5.1.7:** *FMHS Professorial Recruitment*



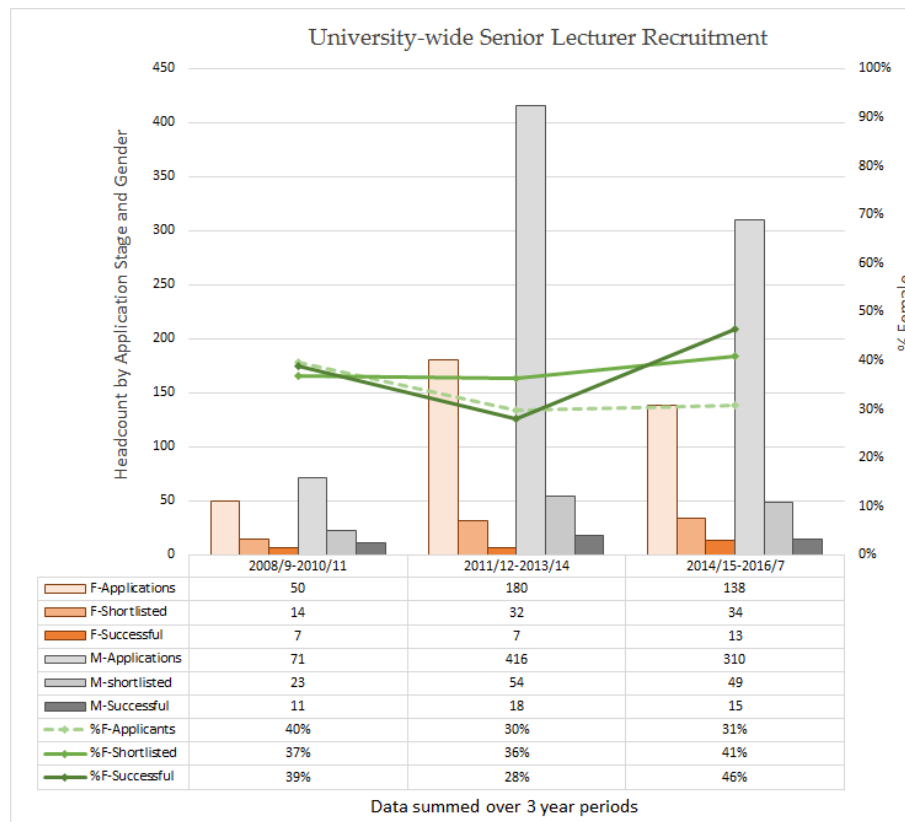
**Figure 5.1.8:** *FNS Professorial Recruitment*

Data is not displayed separately for Readers or Senior Researchers but merged with the Senior lecturer data as they are the same grade (HESA code 10) and are small numbers [REDACTED] in the whole period).

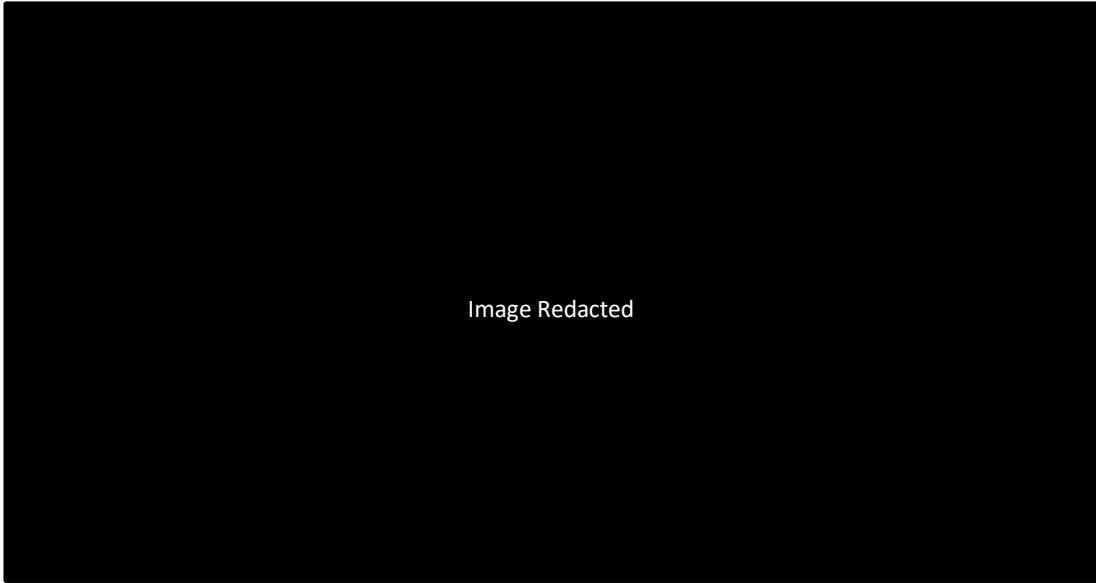


Figures 5.1.9-5.1.12 show the breakdown of SL recruitment (including reader and senior researcher grades) across Keele and by Faculty. The number of female applicants has fallen since 2008/9-2010/11 but the percentage of women shortlisted and appointed has risen. Numbers in each Faculty are relatively low, but both FHumSS and FMHS shortlist and appoint a higher percentage of women than have applied. FNS shortlists the same percentage of women that apply but appoint a higher percentage.

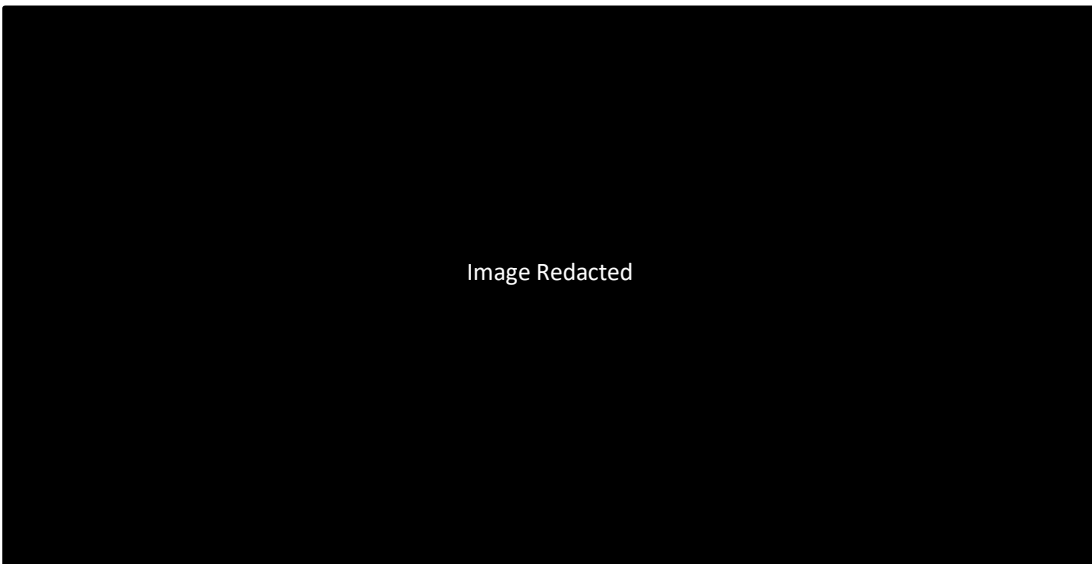
**UEC has committed to a target of 50% female senior lecturers and senior teaching fellows by 2021**

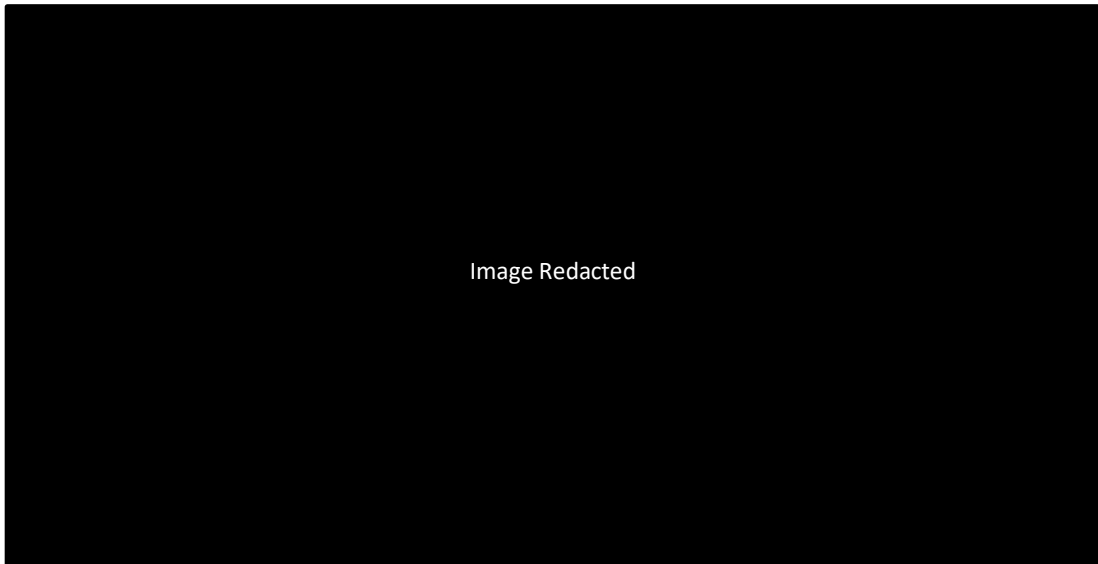


**Figure 5.1.9: University-wide Senior Lecturer Recruitment**

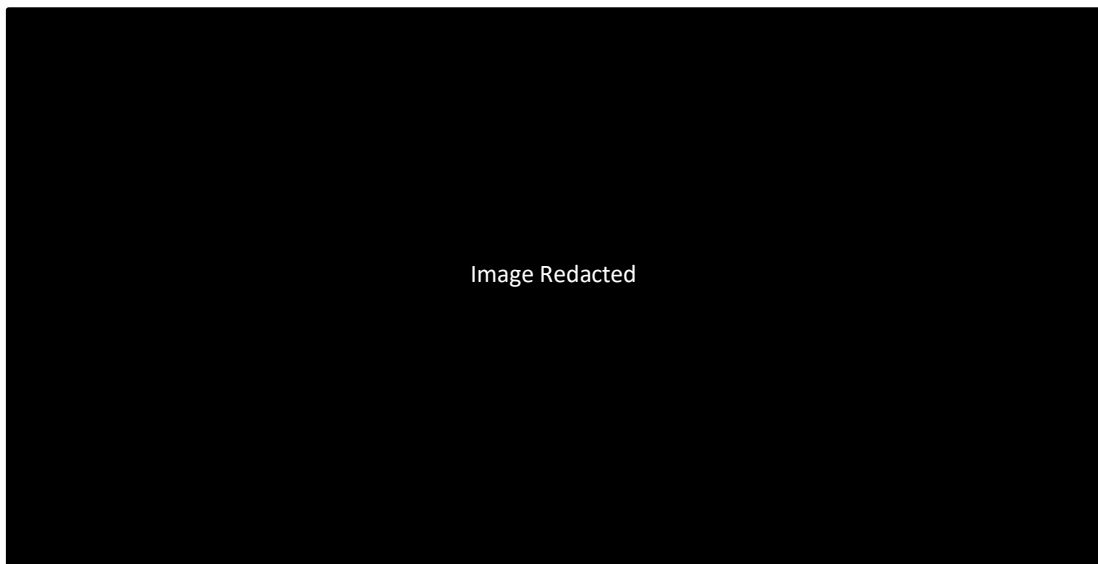


***Figure 5.1.10: FHumSS Senior Lecturer Recruitment***





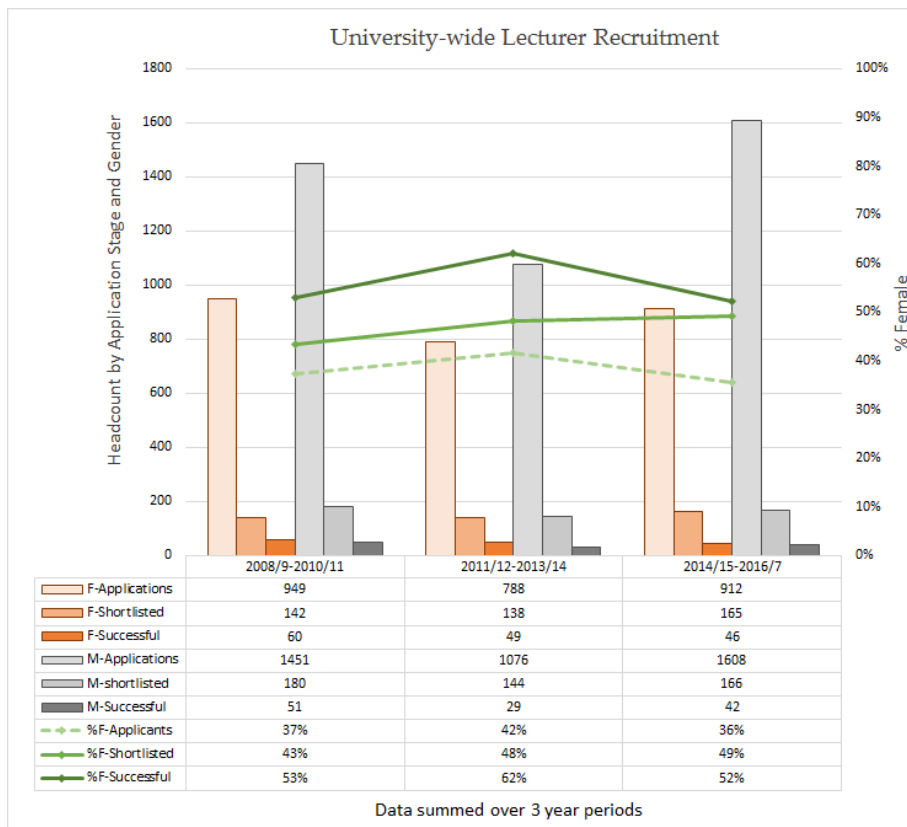
*Figure 5.1.11: FMHS Senior Lecturer Recruitment*



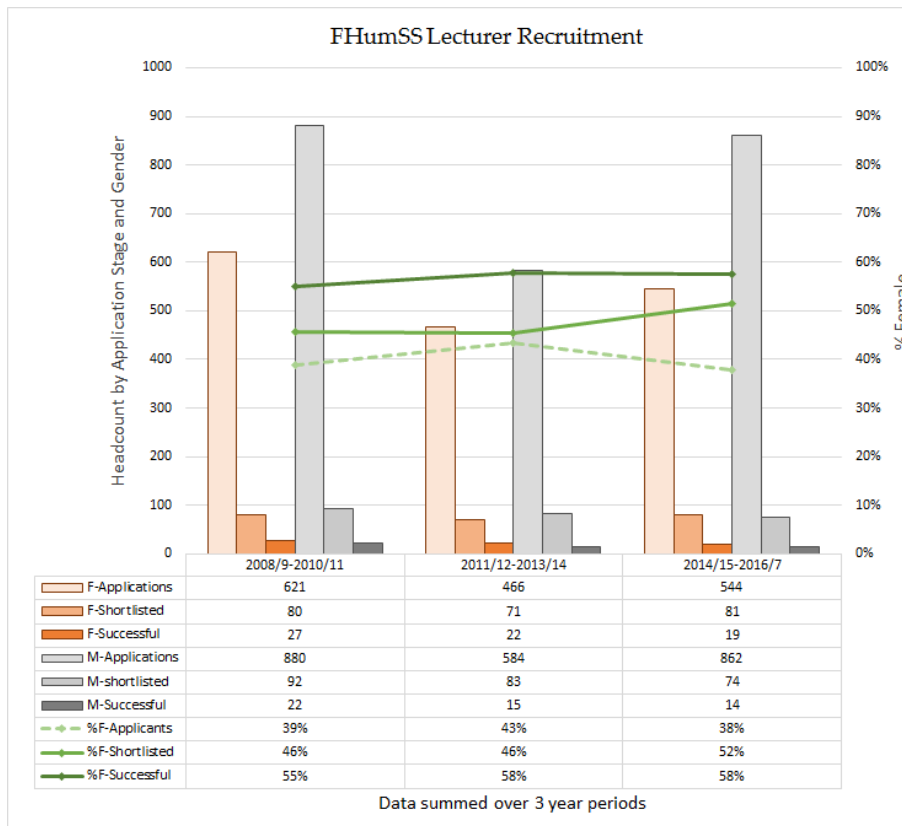
*Figure 5.1.12: FNS Senior Lecturer Recruitment*

**Figures 5.1.13-5.1.16** show the breakdown of lecturer recruitment across Keele and by Faculty. Overall, the percentage of female applicants is lower than male, but we are almost at parity for shortlisting and appointment. FMHS follows the overall pattern, as does FHumSS, except for female appointments which are higher than male. In FNS both shortlisting and recruitment of women is lower than for men.

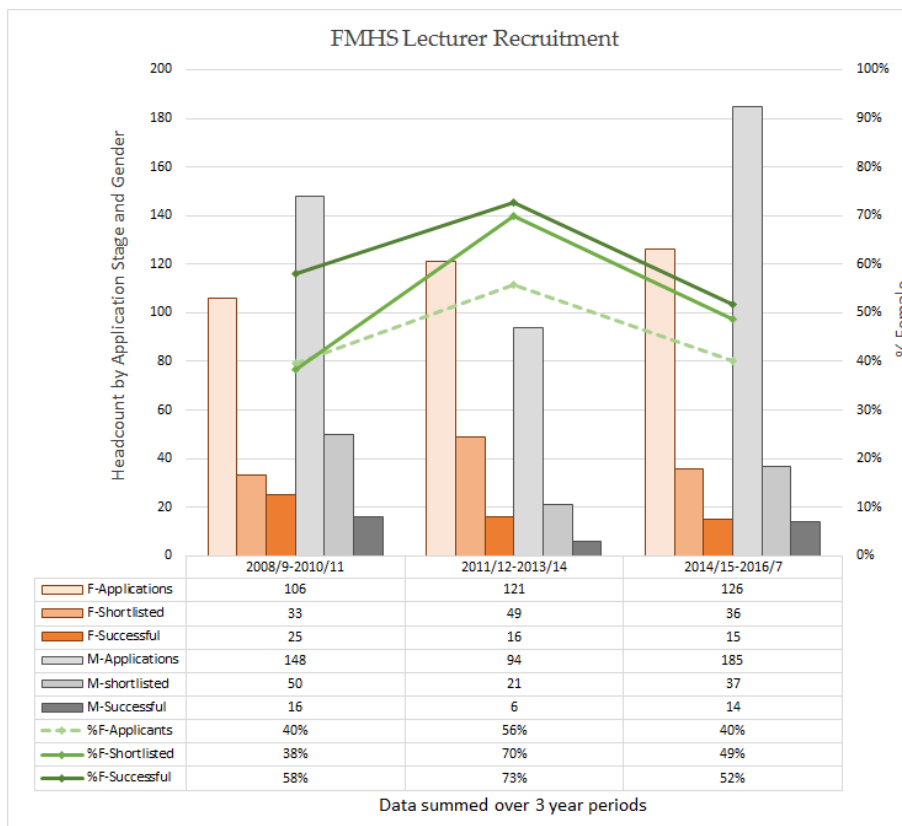
**5.1. Signal particular recruitment priorities to the three Faculties: lecturer (FNS); SL (FMHS); Professor (FHumSS)**



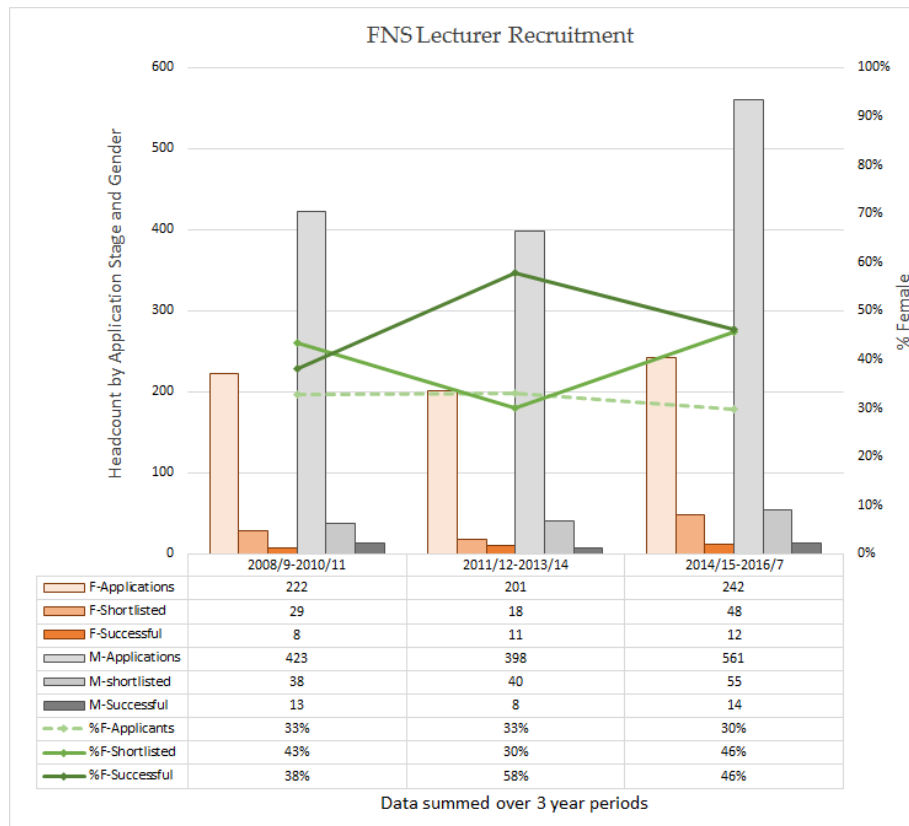
**Figure 5.1.13: University-wide Lecturer Recruitment**



**Figure 5.1.14: FHumSS Lecturer Recruitment**



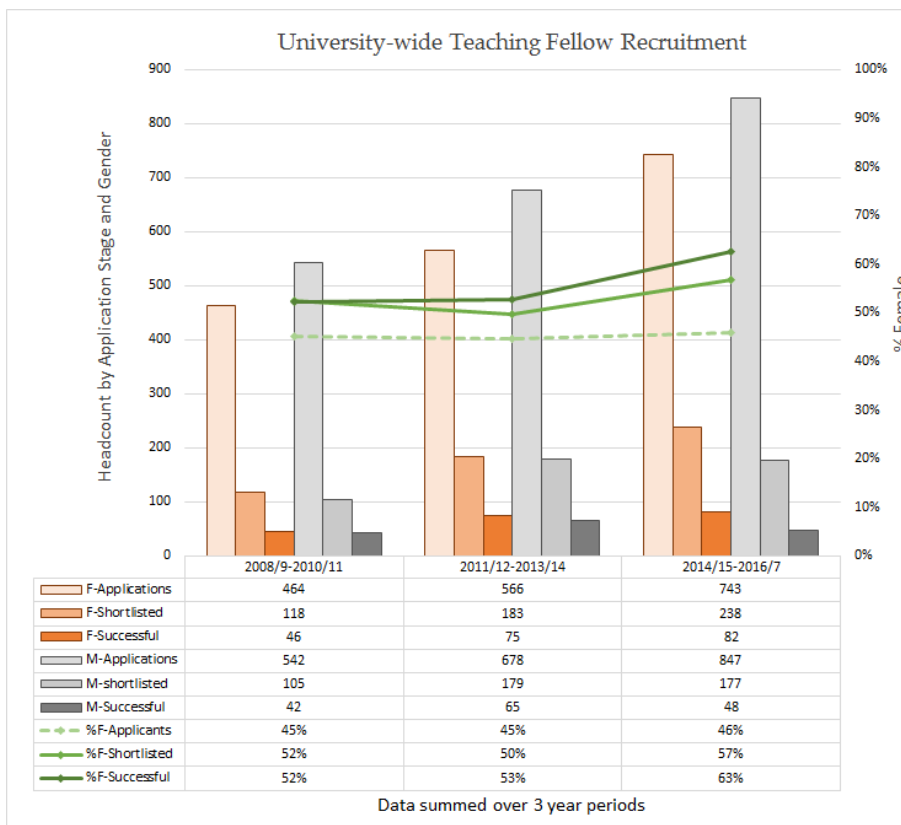
**Figure 5.1.15: FMHS Lecturer Recruitment**



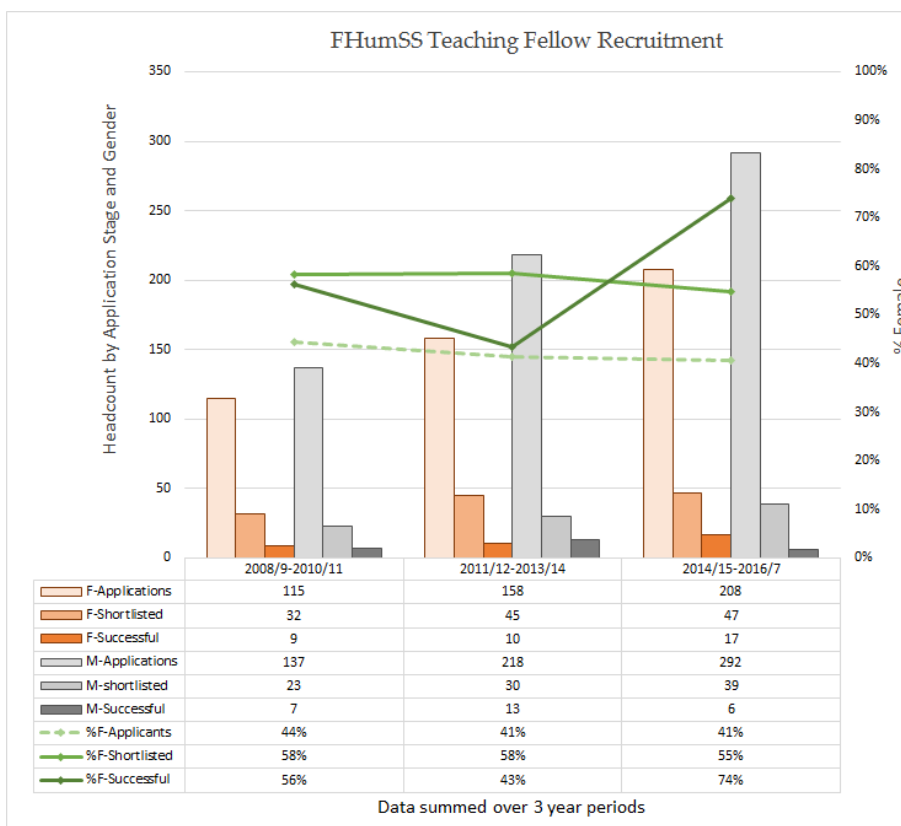
**Figure 5.1.16: FNS Lecturer Recruitment**

**Figures 5.1.17-5.1.20** show the breakdown of teaching fellow recruitment across Keele and by Faculty. Overall, the percentage of female applicants has stayed constant at just under 50%. In the past 3 years, shortlisting and appointment has been higher for women relative to applications. All Faculties follow the same pattern but the disparity between percentages of applicants and of those appointed is greatest in FHumSS where 41% of applicants but 74% of successful candidates are female. We have investigated whether the Language Centre, which has a large number of teaching fellows, might skew our data (i.e. if they have low applicant rates for roles mainly taken by women). This is not the case but there do appear to be differences between subject areas, which we want to follow up.

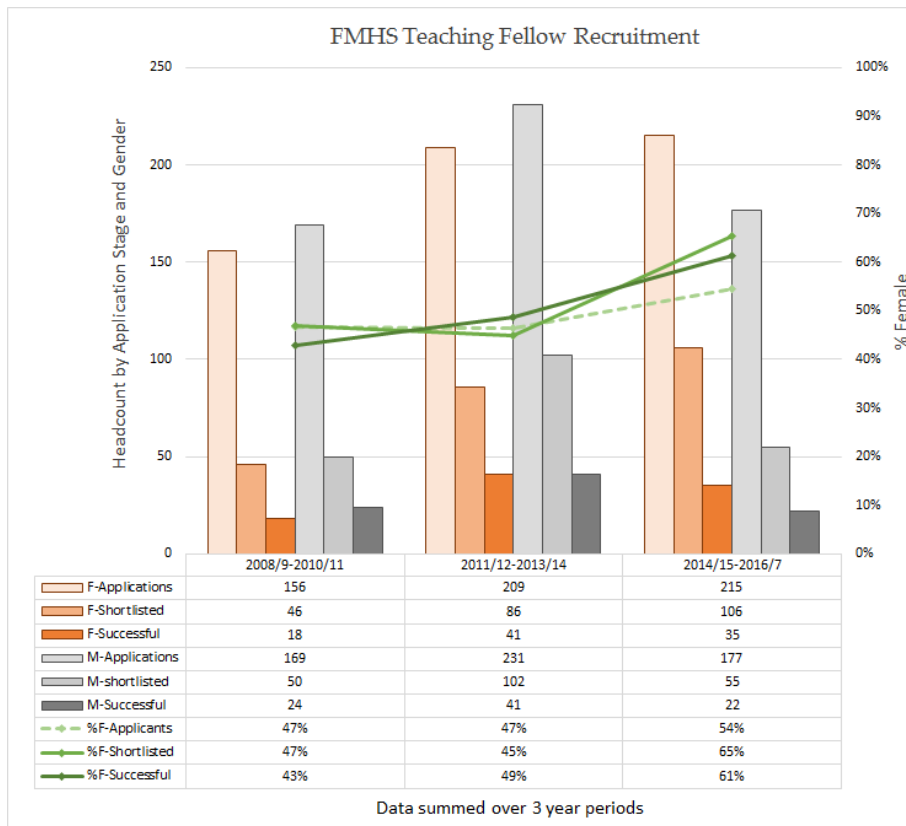
5.1. Signal particular recruitment priorities to the three Faculties: lecturer (FNS); SL (FMHS); Professor (FHumSS)



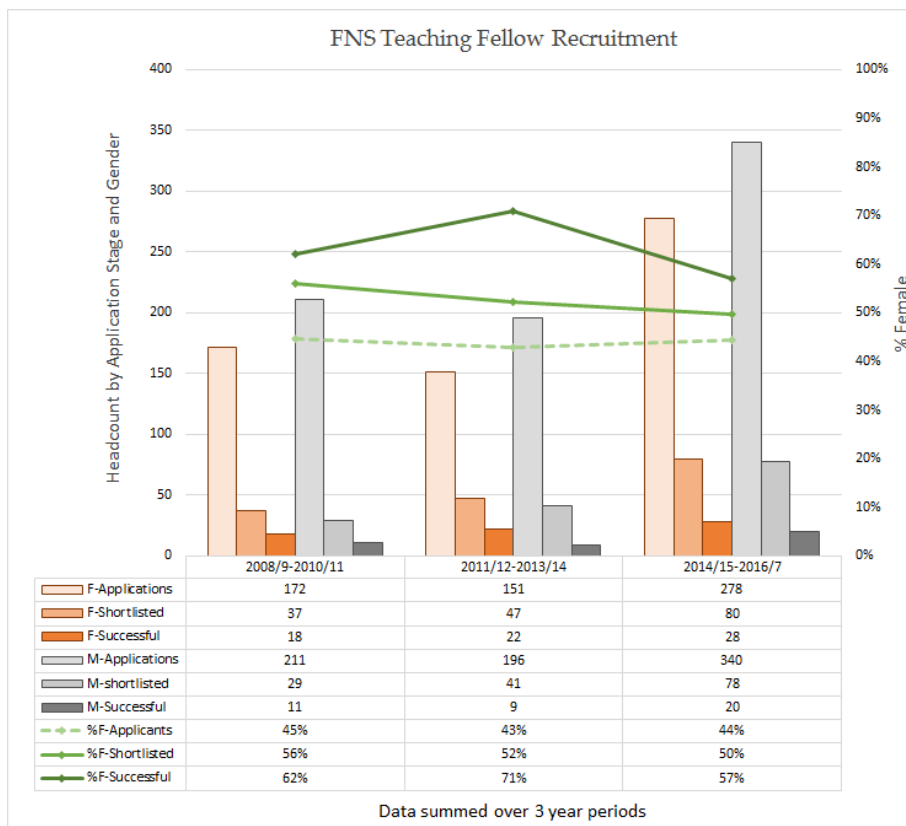
**Figure 5.1.17: University-wide Teaching Fellow Recruitment**



**Figure 5.1.18: FHumSS Teaching Fellow Recruitment**



**Figure 5.1.19: FMHS Teaching Fellow Recruitment**



**Figure 5.1.20: FNS Teaching Fellow Recruitment**



Figures 5.1.21-5.1.24 show the breakdown of research staff recruitment across Keele and by Faculty. Overall, percentages of women applying, shortlisted and successful hover around 50%; in particular we are much closer to gender parity in successful applicants. This pattern is reflected in FMHS. In FHumSS the percentage of successful applicants is 78% female (although numbers over the three years are small). In FNS 42%, of applicants are now female, which shows substantial and steady improvement since 2008.

**6.5 Develop a training document on hidden gendering in further particulars documentation and add to recruitment training.**  
**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**

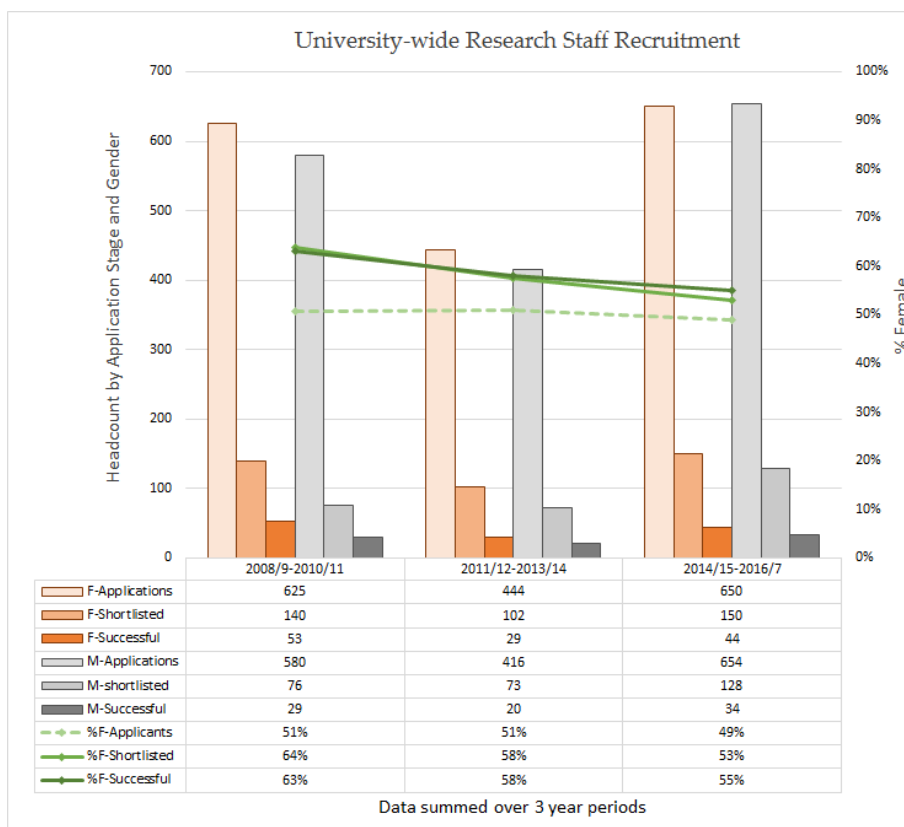
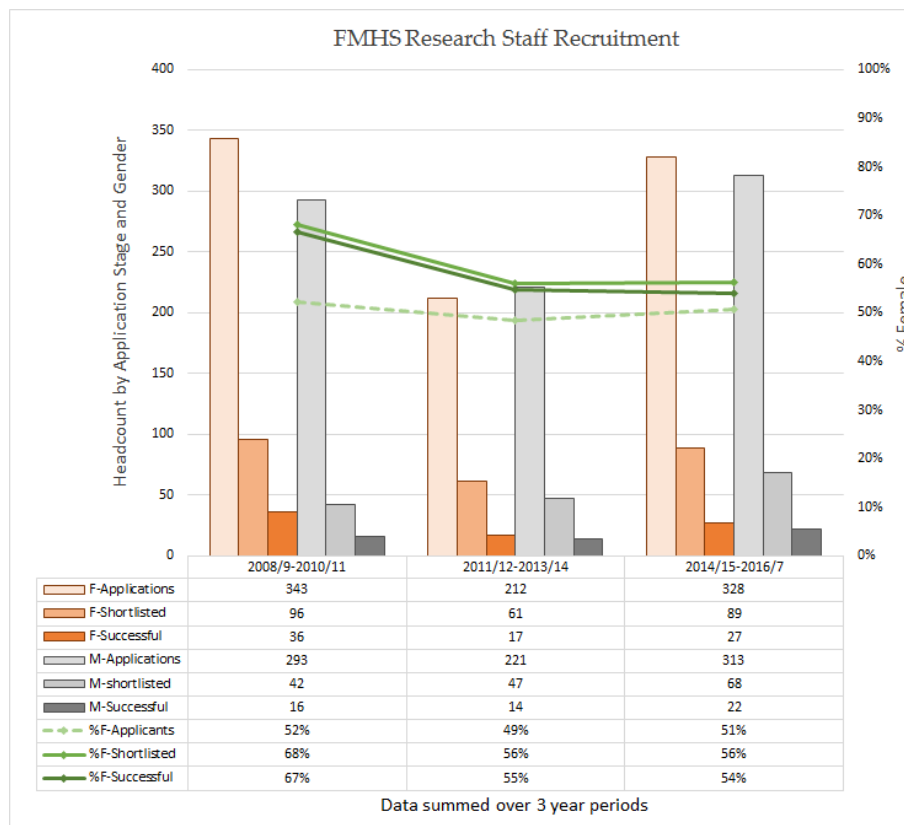


Figure 5.1.21: University-wide Research Staff Recruitment

Redacted: Figure 5.1.22: FHumSS Research Staff Recruitment



**Figure 5.1.23: FMHS Research Staff Recruitment**

Redacted: **Figure 5.1.24: FNS Research Staff Recruitment**

## (ii) Induction

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

All new academic staff are allocated a mentor upon arrival; more information on that role will from 2017/18 be included in a document on 'Probationary Personal Development Planning and the Probation Process' for Academic staff.

Our staff survey (**Table 5.1**) indicated that staff broadly approved of the recruitment process, but that the least satisfactory part of it (for both genders) was induction. The highest disparity was in overall satisfaction with the process. We are improving induction. Highly-detailed online induction guides, covering everything from routes to promotion, through family-friendly university policies, to participation in AS, produced by the School of Psychology and adapted by the School of Humanities, have been distributed as models to all other academic units via the Faculty SATS.

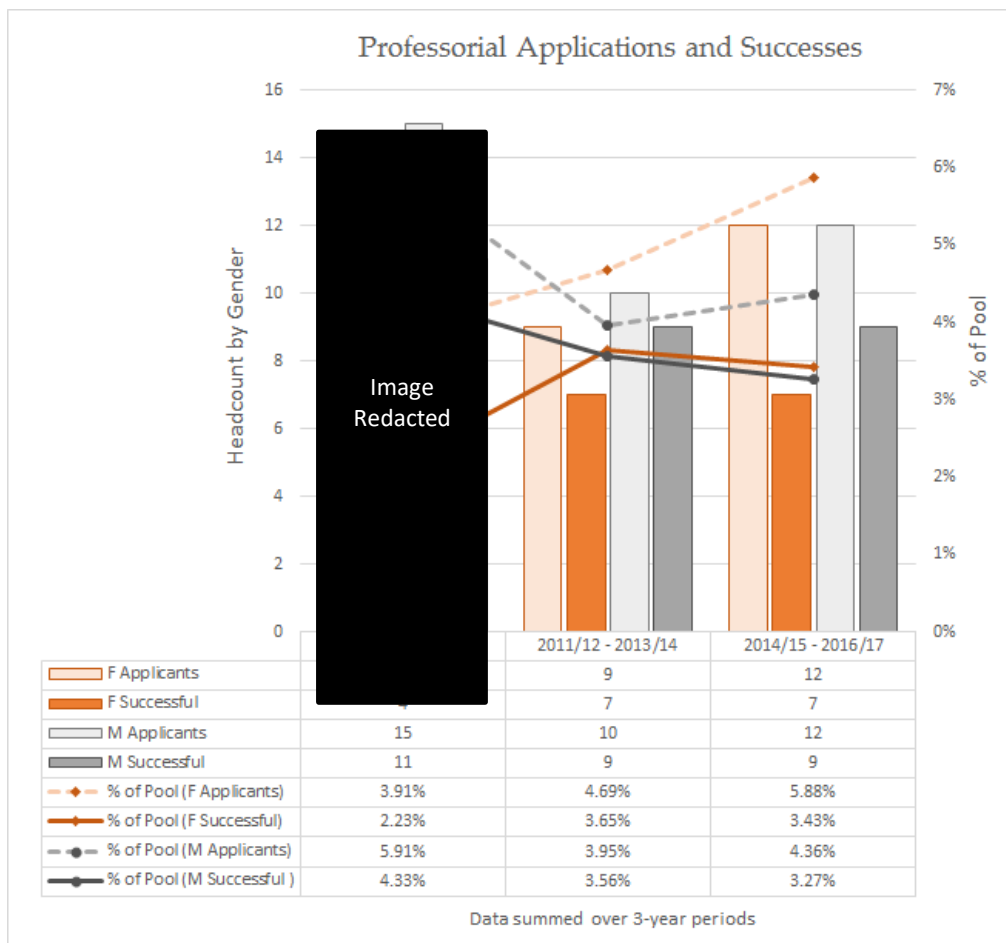
**11.1 All schools and directorates to adopt a detailed Induction guide, to be distributed to new starters on their arrival by Senior School Managers, and directorate managers.**

**Table 5.1: Staff Survey (staff recruited in last 2yrs): Recruitment, Selection and Induction.**  
*Italic figures give sample size.*

Statement agreement (Strongly agree 5 - Strongly disagree 1)	All Staff			Academic Staff			PS Staff		
	F	M	F-M	F	M	F-M	F	M	F-M
I consider the job advert for the position I applied for was welcoming.	4.27	4.46	-0.2	4.31	4.47	-0.2	4.24	4.46	-0.2
	<i>99</i>	<i>28</i>		<i>45</i>	<i>15</i>		<i>54</i>	<i>13</i>	
Overall, I was satisfied with the application & recruitment processes for my current position at Keele.	4.33	4.57	-0.2	4.27	4.6	-0.3	4.39	4.54	-0.1
	<i>99</i>	<i>28</i>		<i>45</i>	<i>15</i>		<i>54</i>	<i>13</i>	
On starting at Keele, I felt welcomed into my role.	4.42	4.43	-0.0	4.37	4.27	0.1	4.46	4.62	-0.2
	<i>100</i>	<i>28</i>		<i>46</i>	<i>15</i>		<i>54</i>	<i>13</i>	
The induction process & preparations for my arrival allowed me to start efficiently.	3.92	3.96	-0.0	3.83	3.73	0.1	4	4.23	-0.2
	<i>100</i>	<i>28</i>		<i>46</i>	<i>15</i>		<i>54</i>	<i>13</i>	
The difference F- M is calculated from unrounded data, in this table and others. This cannot be reproduced by subtracting one rounded number from another.									

**(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.



**Fig 5.2.1: Professorial Promotions: Applications and Successes**

2008/9 - 2016/17 saw:

- notable increase in female applications for in promotion to professor, showing impact of AS actions (promotion workshops, revision of promotion and SPRE guidance to managers).
- decline in male applications for promotion to professor, which may correspond with improved promotion guidance, reducing premature applications
- increase in female success in promotion. Relative to the pool, (Grade 9 academic posts) women now slightly outperform men.

To address historic inequity, we need to sustain and accelerate this female success.

**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.**

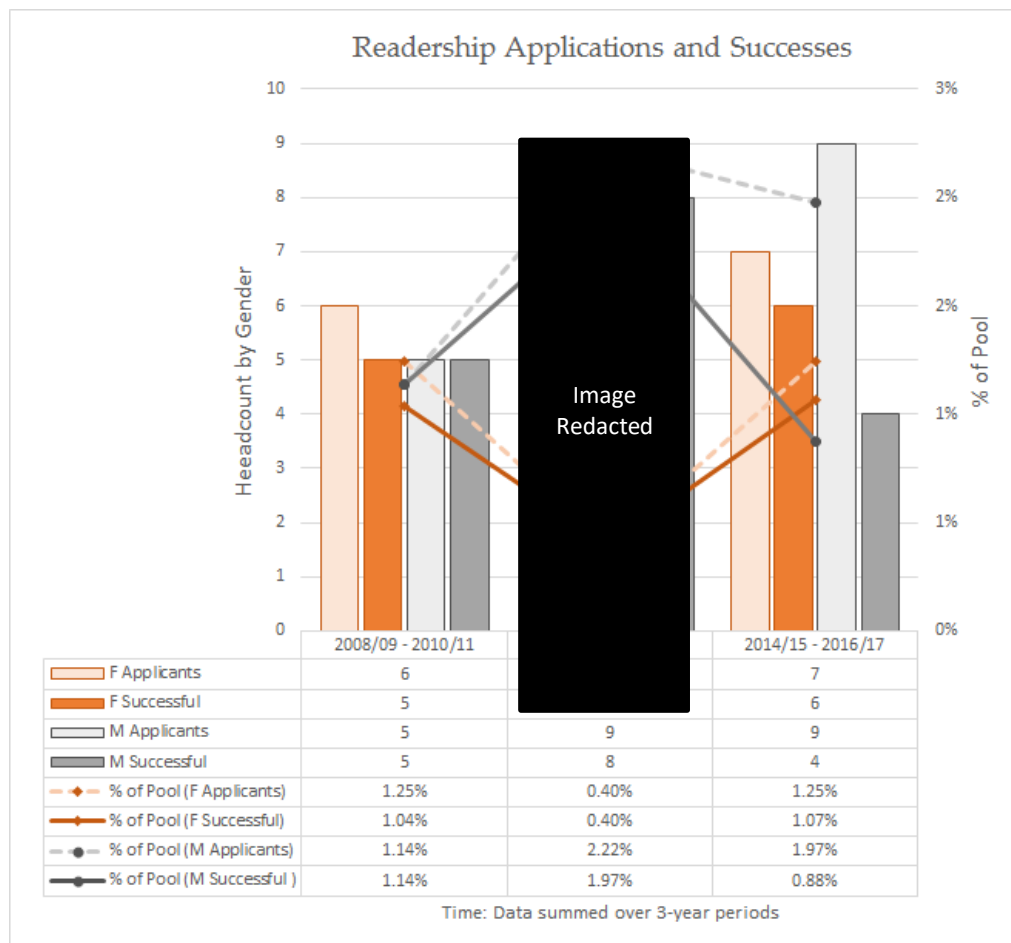
**7.3 All women identified at appraisals as being within 2 years of promotion to be offered a mentor and/ or training to help them reach required standards**

Trends are barely discernible when promotions are separated by Faculty (**Table 5.2**) but we note:

- Improvement in promotion of women in FHumSS over the last 3 years.
- Lower promotion rates of women, relative to the pool, in FMHS.

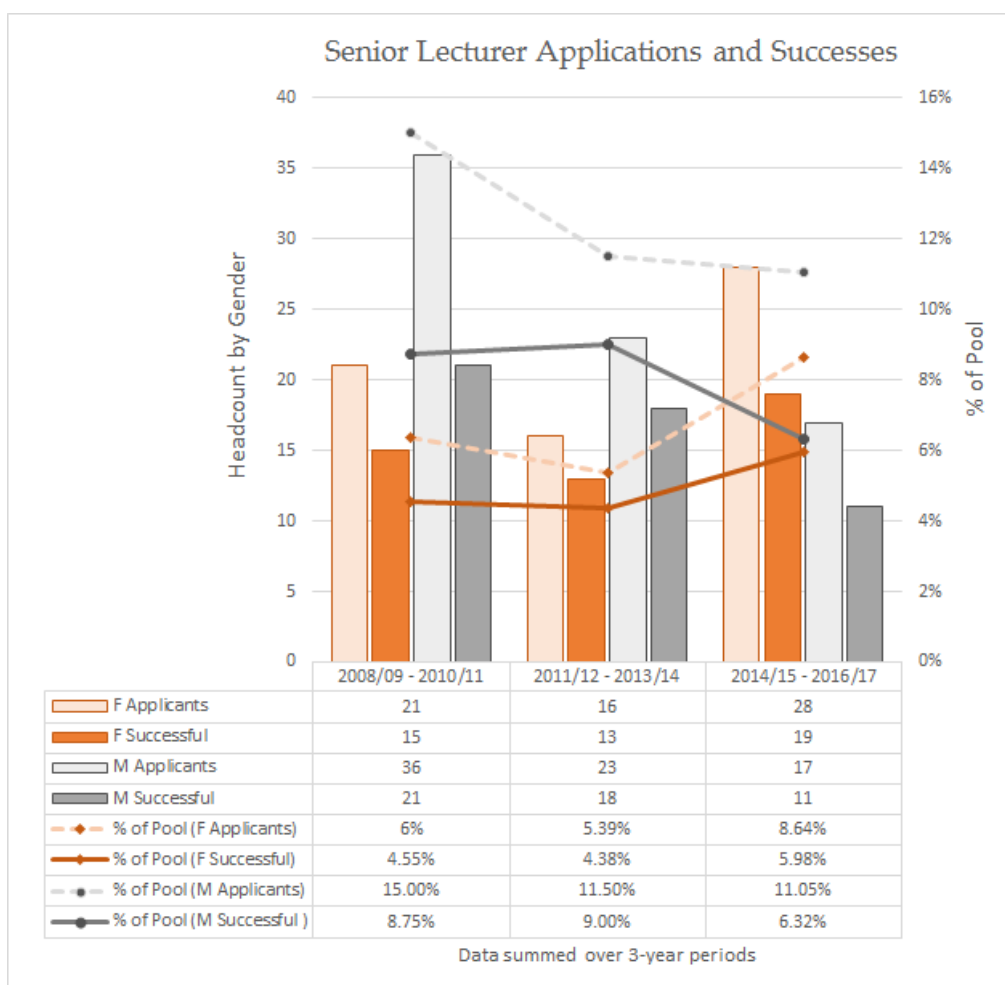
Not shown in **Table 5.2** are overall applications (i.e. including unsuccessful applications). For these, FHumSS and FNS have put forward equal numbers of men and women relative to the pool; FMHS has put forward fewer women. Work to improve both applications and success of women from FMHS is required. However, there are particular challenges in this area due to a number of research-young academic areas e.g. Nursing (see also Senior Lecturer).

<b>Table 5.2: Professorial Promotions broken down by Faculty</b>						
<b>FHumSS: Professorial Promotions</b>						
	Pool of Staff (3-year sum)		Successful Applicants (3-year sum)		Successful as % of Pool	
<b>Year Group</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
2008/09 - 2010/11	74	101				
2011/12 - 2013/14	82	99				
2014/15 - 2016/17	88	92				
<b>Totals</b>	<b>244</b>	<b>292</b>	<b>7</b>	<b>10</b>	<b>2.9%</b>	<b>3.4%</b>
<b>FMHS: Professorial Promotions</b>						
	Pool of Staff (3-year sum)		Successful Applicants (3-year sum)		Successful as % of Pool	
<b>Year Group</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
2008/09 - 2010/11	75	54				
2011/12 - 2013/14	82	53				
2014/15 - 2016/17	86	76				
<b>Totals</b>	<b>243</b>	<b>183</b>	<b>9</b>	<b>10</b>	<b>3.7%</b>	<b>5.5%</b>
<b>FNS: Professorial Promotions</b>						
	Pool of Staff (3-year sum)		Successful Applicants (3-year sum)		Successful as % of Pool	
<b>Year Group</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
2008/09 - 2010/11	30	96				
2011/12 - 2013/14	28	100				
2014/15 - 2016/17	30	107				
<b>Totals</b>	<b>88</b>	<b>303</b>				



**Fig 5.2.2:** Readership Promotions Applications and Successes (the pool of applicants consisted of grade IO SL, SRF, and grade JO Lecturers and Researchers; from 2014 STF and grade JO TF staff were added to the pool).

There are few applications for Reader. A 2014 AS action introduced a teaching-focussed route to reader in 2014-15, which appears to have been successful, leading to greater numbers of applications from women, which are broadly proportionate to the eligible field. We have not broken these figures down by Faculty because of their small number, but we note that there have been no applications for Reader from FHumSS in the last 3-year period, regardless of gender.



**Fig 5.2.3: Senior Lecturer Promotions: Applications and Successes**

Female applications to and success rates for promotion to SL rose between 2014/15 - 2016/17, evidencing the impact of promotions workshops and changes to appraisal. In the last 3 years male and female success in SL promotions is approximately equal (men slightly out-perform women) when expressed as a percentage of the available pool of eligible staff (Grade J0 Lecturers). There has been a notable decline in male staff putting themselves forward for SL promotions.

SL is the most commonly applied for promotion as a percentage of the pool of staff in the relevant grade(s) below. This route has over the period, had the greatest gender disparity, although recent data indicate that applications are now at parity. To address historic inequalities, female applications from this group will need to exceed male applications (as a percentage of the pool).

There are three routes to SL promotion: excellence in two categories (Teaching, Research and POMA) and satisfactory in the third. Teaching & POMA is the least successful route; women are more likely to apply via this route than men.

Promotion is particularly challenging in research-young fields such as nursing.

**8.1 Convene a working group, to include one recently-promoted STF, SRF and SL to strengthen promotions guidance for STF, SRF and teaching and administration routes to SL.**

When separated by Faculty (**Table 5.3**) we note that:

- Women are consistently more successful than men in FNS.
- Women have recently been more successful than men in FHumSS, reversing the previous trend.
- There are consistently low female promotion rates in FMHS.

The inequality in SL promotion in FMHS, compared to the pool of available staff across the faculty, is due to differing rates of promotion within different faculty areas. The highest rates of promotion are in the School of Medicine (where staff also have research interest in ISTM) and these favour male staff; whereas there are low rates of promotion in Nursing & Midwifery, which accounts for a considerable proportion of J0 Lecturer posts.

<b>Table 5.3: Senior Lecturer Promotions broken down by Faculty</b>						
<b>FHumSS: Senior Lecturer Promotions</b>						
	Pool of Staff (3-year sum)		Successful Applicants (3-year sum)		Successful as % of Pool	
<b>Year Group</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
2008/09 - 2010/11	128	88				
2011/12 - 2013/14	111	66				
2014/15 - 2016/17	89	51				
<b>Totals</b>	<b>328</b>	<b>205</b>	<b>25</b>	<b>23</b>	<b>7.6%</b>	<b>11.2%</b>
<b>FMHS: Senior Lecturer Promotions</b>						
	Pool of Staff (3-year sum)		Successful Applicants (3-year sum)		Successful as % of Pool	
<b>Year Group</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
2008/09 - 2010/11	149	65				
2011/12 - 2013/14	140	60				
2014/15 - 2016/17	153	68				
<b>Totals</b>	<b>442</b>	<b>193</b>	<b>14</b>	<b>13</b>	<b>3.2%</b>	<b>6.7%</b>
<b>FNS: Senior Lecturer Promotions</b>						
	Pool of Staff (3-year sum)		Successful Applicants (3-year sum)		Successful as % of Pool	
<b>Year Group</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
2008/09 - 2010/11	31	69				
2011/12 - 2013/14	51	69				
2014/15 - 2016/17	54	81				
<b>Totals</b>	<b>136</b>	<b>219</b>	<b>8</b>	<b>9</b>	<b>5.9%</b>	<b>4.1%</b>

Promotions to Senior Teaching Fellow (4F; 3M, split between FHumSS and FMHS) and Senior Research Fellow (3F;1M, all in IPCHS) are not plotted, due to small



numbers, but appear in **Tables 5.4-5.5**. The three female IPCHS promotions to SRF (two promoted while on maternity leave) are at least partly consequential on active mentorship and career development of eligible candidates, driven by the departmental SAT.

<b>Table 5.4: Promotion to Senior Teaching Fellow: 3 Year Totals (Pool = grade 8 Teaching fellows)</b>					
<b>Academic Years</b>	<b>Stage</b>	<b>Female</b>	<b>% of Pool</b>	<b>Male</b>	<b>% of Pool</b>
<b>2014/15 - 2016/17</b>	Pool	77		55	
	Applicants				
	Successful				
<b>2011/12 - 2013/14</b>	Pool	44		41	
	Applicants				
	Successful				
<b>2008/09 - 2010/11</b>	Pool	31		19	
	Applicants				
	Successful				
<b>Total</b>	<b>Pool</b>	<b>152</b>		<b>115</b>	
	<b>Applicants</b>	<b>5</b>	<b>3.3%</b>	<b>5</b>	<b>4.3%</b>
	<b>Successful</b>				

<b>Table 5.5: Promotion to Senior Research Fellow: 3 Year Totals (Pool: Grade 8 Research Fellows)</b>					
<b>Academic Years</b>	<b>Stage</b>	<b>Female</b>	<b>% of Pool</b>	<b>Male</b>	<b>% of Pool</b>
<b>2014/15 - 2016/17</b>	Pool	52		18	
	Applicants				
	Successful				
<b>2011/12 - 2013/14</b>	Pool	43		16	
	Applicants				
	Successful				
<b>2008/09 - 2010/11</b>	Pool	25		27	
	Applicants				
	Successful				
<b>Total</b>	<b>Pool</b>	<b>120</b>		<b>61</b>	
	<b>Applicants</b>				
	<b>Successful</b>				

One of our 2014 actions was to 'Increase the number of female staff applying for promotion to senior academic grades'. We have succeeded in this aim with respect to promotions to SL, Professor, Reader and SRF, but not to STF, where overall

applications are low and, furthermore there have been more applications from the small male pool of staff.

**8.1 Convene a working group, to include one recently-promoted STF, SRF and SL to strengthen promotions guidance for STF, SRF and teaching and administration routes to SL.**

From 2017-18, the Professorial and Reader Promotions Committee includes PVCs as well as Deans, DVC, VC and Faculty representatives to encourage equal reward for teaching excellence and research. The current FHumSS representative is the ILGE. Her equalities expertise was a material factor in her selection for the committee, but is at present happy coincidence rather than design.

**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**

**(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.

501 University staff were eligible for submission to REF 2014, of whom 288 were submitted (58%). Of those 288, 173 (60%) were men and 115 (40%) were women, an increase of 5% from 2008. Although a gap remained between the percentage of eligible men submitted (63%) and the percentage of eligible women (51%) the percentage of eligible women submitted to REF 2014 was also an improvement on the RAE 2008 figure (43%). A post-REF E&D analysis of these figures showed that when staff in the Schools of Nursing & Midwifery and Health & Rehabilitation were removed (these being more practice than research focussed), the same proportions of eligible men and women (65.1%) had been submitted to the REF. The 50-59 age group was the least likely to have been submitted (44%)

**Table 5.6: Eligible and Submitted Staff for RAE 2008 and REF2014**

	RAE 2008						REF 2014					
	Eligible		Submitted		% Eligible submitted		Eligible		Submitted		% Eligible submitted	
	F	M	F	M	F	M	F	M	F	M	F	M
FHumSS	116	162	70	103	60%	64%	88	101	56	63	64%	62%
FMHS	95	86	21	36	22%	42%	98	85	34	47	35%	55%
FNS	56	89	23	40	41%	45%	39	90	25	63	64%	70%
Totals	268	338	114	179	43%	53%	225	276	115	173	51%	63%

Please note data in the first columns (RAE 2008) do not match the total because two members of staff (1M;1F) were not within the Faculties.

The improvement between 2008 and 2014 was in part enabled through enhanced attention to personal circumstances in the latter exercise: 22 women were submitted to REF 2014 with reduced output requirements consequent on maternity leaves.

Subject to the final outcomes of the Stern review, REF 2021 will probably entail challenges other than those of percentages submitted. However, we want from the outset to identify cohorts likely to be disadvantaged in the exercise, and correct any unconscious bias. Accordingly we will do a gender and ethnicity audit on results of ongoing REF audits. [A.P.12.1](#).

We trialled unconscious bias training to FHumSS REF readers; this proved to be too general and inadequately focussed on research assessment. [A.P.12.2](#).

**12.1 Analyse REF audit results by protected characteristics.**

**12.2 Secure RCUK-recommended unconscious bias training for all UoA leads.**

#### SILVER APPLICATIONS ONLY

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

(i) Induction

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

(ii) Promotion

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

### 5.3. Career development: academic staff

#### (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?

Keele's Learning and Professional Development Centre (LPDC) runs training courses for all staff, postgraduate to professorial, technical and administrative. Staff are alerted to training courses via a fortnightly campus-wide email; formal networks are used to promote particularly relevant opportunities (e.g. Stonewall courses are promoted to the LGBT network, which is also used to promote women-only leadership courses as is the Keele Athena SWAN network). Training needs are covered in appraisal.

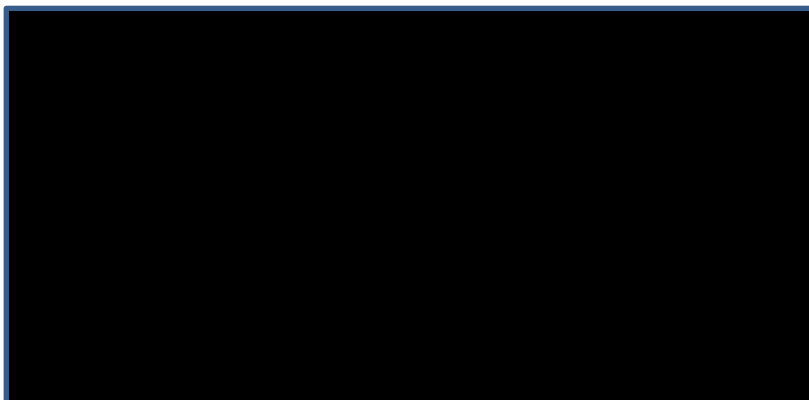
Data indicate women take more training courses than men and this is particularly apparent in some courses (Table 87) e.g. 80% of those on mentoring courses were women. Other courses have more equal representation e.g. research supervision & ethics courses %55 Female).

<b>Courses</b>	<b>Female</b>	<b>Male</b>	<b>%Female</b>
Recognition and Induction Framework for newly appointed SL, STF & SRF staff (2016/17)	9	2	82%
Next Generation of Research Leaders (2016/17)	29	33	47%
Research Supervision Training & Research Degrees Viva Briefing (last 3 yrs)	171	151	53%
1 Day Grant Writing Workshop (2016/17)	24	17	59%
1 Day Structured Writing Retreat (2016/17)	188	41	82%
MA in Teaching & Learning (last 3 yrs)	158	97	62%
Keele Meaningful Mentoring (last 3 yrs)	35	8	81%
Effective People Manager (2015/16 - 2016/17)			85%
Welcome to Keele (last 3 years) - including E&D and Unconscious Bias session	303	131	70%

Courses are practical (e.g. first aid), academic (e.g. PG Researcher Development), managerial (e.g. Leaders and Teams). However, the staff survey shows only moderate confidence that the training we provide enhances career progression (see **Table 5.8**). We have recently run external training on mentoring and will expand this provision.

<b>Table 5.8: Staff Survey Questions: Academic Staff Training</b>			
Statement agreement (Strongly agree 5 - Strongly disagree 1)	Academic Staff		
	<b>F</b>	<b>M</b>	<b>F-M</b>
I consider that the training I have undertaken will enhance my career progression.	3.46	3.4	0.1
	147	81	

In our last action plan, we aimed for 35 women to have completed Aurora or Springboard programmes by 2017. We superseded this aim: 47 women so far have taken part in Aurora; 67 in Springboard. The two schemes are open to both PSS and Academic staff; uptake is good from both groups. Another 38 women (25 academic and 13 PS) are registered for Aurora this year. If Aurora is discontinued nationally we will invest similar resource in sending women on other externally-provided leadership training (e.g. Leadership Foundation).



*Figure 5.3.1. First cohort of academic and PSS Aurora graduates (2014) including FNS Faculty Champion (3rd from left)*

**13.1 Ensure continuation of externally-provided leadership training for women colleagues.**

**13.2 Keele Forward Run a dedicated career workshop for women who aspire to leadership roles 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**

## (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.

Every staff member, p/t as well as f/t, fixed-term and permanent, should annually undergo Keele's appraisal process: Staff Performance Review and Enhancement (SPRE) for all sub- professorial and PSS colleagues, Professorial Performance Review and Enhancement (PPRE) for professors. Training is mandatory for reviewers, optional for reviewees. PPRE and SPRE are implemented throughout most of the institution, but contract research staff still occasionally slip through the net. **A.P.7.4.**

A 2014 action promised to encourage managers to raise promotions plans in appraisals; a 2014 review of the process by a group including the then co-chairs of the University AS SAT embedded this encouragement in SPRE documentation. Survey results (see **Table 5.9**) show moderate satisfaction with appraisal, and there is little difference between the genders as to the perception of the use of these meetings. However, a small gap remains between male and female academic responses as to whether promotion is discussed in appraisals. To improve our process we will tailor the Gold UCL MRC Lab for Molecular Cell Biology practice, wherein managers must specify where an appraisee currently falls short of the promotion standard, encouraging more directed, specific, advice. **A.P.7.2.**

Staff may request a different appraiser on equality grounds, but currently, only for one year. Many Schools operate more flexible procedures internally but we could improve practice by enabling women to request appraisal by women, which would bring the collateral benefit of increasing female role models. **A.P.7.5.**

PPRE is conducted by the HoS or Dean.

**7.4 Annual reminder to managers of contract research staff to prioritise appraisal (SPRE) dates for Contract Research Staff (CRS).**

**7.2 Develop an appraisal checklist based on the UCL MRC Laboratory for Molecular Biology model and incorporate it into appraisals training.**

**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**

**7.5 Revise SPRE procedures to enhance possibilities of some choice of reviewer.**

Statement agreement (Strongly agree 5 - Strongly disagree 1)	Academic Staff		
	F	M	F-M
As a reviewee, I find SPRE / PPRE / probationary meetings useful.	3.55 143	3.62 99	-0.1
Promotion or career progression is discussed at my SPRE / PPRE / probationary meetings.	3.75 142	4.05 95	-0.3
Statement agreement (Strongly agree 5 - Strongly disagree 1)	PS Staff		
	F	M	F-M
As a reviewee, I find the SPRE process to be useful.	3.48 181	3.47 43	0.0
Career development opportunities, for example, training or opportunities to develop new skills and broaden experiences are discussed at my SPRE.	3.86 182	3.8 44	0.1

**(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.

Statement agreement (Strongly agree 5 - Strongly disagree 1)	Academic Staff		
	F	M	F-M
I know where to find information on the academic promotions process.	3.9 165	4.04 104	-0.1
In my experience, at Keele, senior managers value equally the full range of an individual's contributions (e.g. Research, Teaching & POMA) in promotion decisions.	2.95 142	3.21 89	-0.3
My research is valued by the University	3.47 121	3.58 85	-0.1
I am given opportunities to represent my work, or my department, within the University or externally.	3.89 166	4.16 104	-0.3
In my experience, at Keele, work is allocated on a fair basis.	3.18 157	3.42 97	-0.2
I consider that staff are treated on their merits (e.g. actively encouraged to apply for promotion and take up training opportunities).	3.34 168	3.59 104	-0.2
I feel able to talk with senior staff concerning career opportunities.	3.81 167	4.05 104	-0.2

I feel that I have equal opportunity to my peers to progress at Keele.	3.34	3.7	-0.4
	166	104	
I consider that the training I have undertaken will enhance my career progression.	3.46	3.4	0.1
	147	81	
As a mentee, the mentoring I have had is useful.	3.57	3.36	0.2
	60	28	

Results from our staff survey show that women feel they have less opportunity to progress than their peers (**Table 5.10**) but they value the mentoring and training they have received more than men.

Two annual workshops, run by HR, ILGE and recently promoted colleagues and open to all, cover promotion from Lecturer/ TF, RF to SL, SRF, STF (average 22 women and 12 men per session 65%F ); and from SL/STF, SRF to Reader and Chair (average 11 women and 11 men per session 50%F). Evaluations suggest these are enormously valued by male and female colleagues. To foster strategic career planning, FNS plans promotions workshops aimed at ECRs (well before promotion). **A.P.8.3.**

From 2017, we offer targeted mentoring specifically to women considering promotion; we try to place mentees with mentors who understand their disciplines/roles. **A.P.8.5.**

Promotions application have, since 2012, requested details of FTE changes and dates of absences (e.g. parental leaves). From 2017, panel guidance was strengthened to emphasise reduced expectations of quantity (not quality) of outputs from such colleagues.

From 2017, we have improved our practices regarding appointment to promotion-friendly Acting-Up roles where no clear Deputy exists. Such posts, previously filled by invitation, are now normally internally advertised to all eligible staff. **A.P.13.4.**

Some schools have adopted this policy internally, advertising all leadership roles well in advance before the beginning of the year, (see **Figure 5.3.2**) but this practice, though excellent, is also currently patchy. **A.P.13.5.**

**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.ACTION: Embed female-specific promotion mentoring and extend to BAME colleagues.**

**8.5 Embed female-specific promotion mentoring and extend to BAME colleagues.**

**13.4 Analyse all temporary Acting-Up appointments and ensure these are internally advertised.**

**13.5 Issue strong steer to all Schools to advertise leadership opportunities, and to state terms of office**



**School of XXX**  
**Leadership ... roles, 2017-18**

Responding to the recent ... report on gender equality at Keele, the School's Athena SWAN Self-Assessment Team has recommended that leadership ... roles should be openly advertised in order to counter a 'tap on the shoulder' phenomenon .... The following roles are therefore advertised for 2017-18. ...

\*\*\*

School Advisory Group (SAG). I am looking for a representative from [Dept] and would strongly encourage female applicants. ...

School Board and School Executive Group (SEG). In the interests of gender balance, I would like to co-opt up to four women as full members (not simply observers) of these committees. This might be a useful shadowing opportunity for those considering future leadership roles in the School....

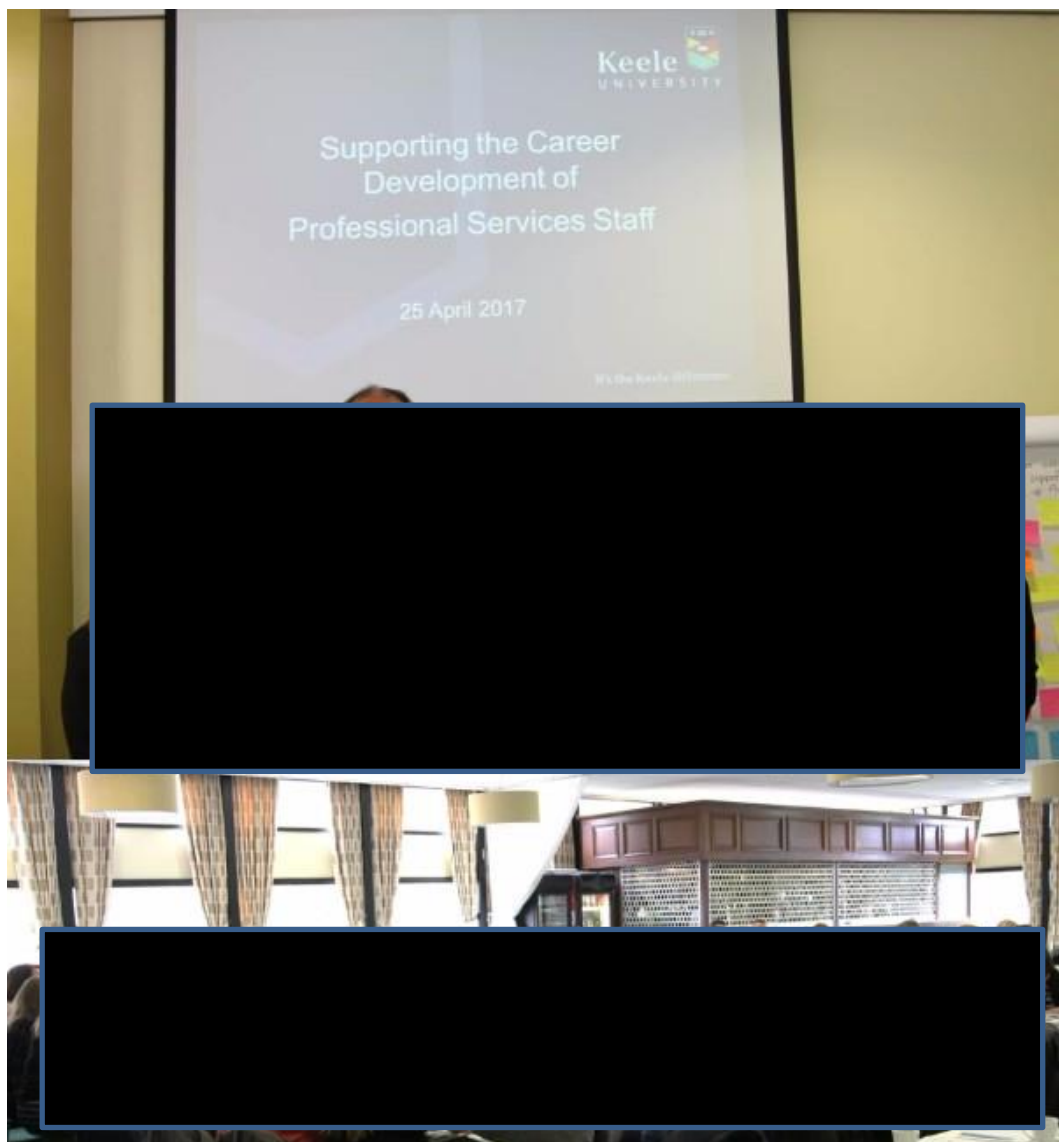
*Figure 5.3.2: Good practice email from a Head of School.*

**Major Initiative for PSS.**

In April 2016 senior PSS began to plan major improvements of PSS career development support. Nearly 200 people registered for the April 2017 launch (see **Figure 5.3.3** and **5.3.4**) at which were promoted the following initiatives:

- a University wide Job Swap and Secondment Scheme
- career-planning sessions (planning your next career move; interview techniques)
- Erasmus and international exchange opportunities for PSS
- website resources
- a PSS Network
- bite-sized briefing series which will be run through the Network

**5.4 Showcase PSS achievements and review the impact of initiatives described.**



**Figure 5.3.3 and 5.3.4:** Launch event for initiative to support PSS careers, April 2017.

**SILVER APPLICATIONS ONLY****5.4. Career development: professional and support staff****(i) Training**

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

**(vi) Appraisal/development review**

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

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

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

**5.5. Flexible working and managing career breaks**

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.

Information on maternity and adoption leave, on HR webpages, includes guidance on maternity, paternity, adoption, and parental policies and pay information. Staff are encouraged to speak to managers early on to ensure individual circumstances are assessed, including health and safety/risk assessments and are invited to attend a maternity meeting with a member of HR. However, there was a relatively large gender discrepancy in response to the survey question about pre-leave support, in relation to all staff, especially academic. **A.P.14.1.**

In recent months, as a result of our external exercise, we have secured resource to improve cover for colleagues taking such leave. PSS leaves are generally covered by fixed-term replacements for which secondments are often made available as career-development opportunities. Academic colleagues, however, have frequently been expected to close ranks. All staff were reminded this year that work should be covered by fixed-term replacement or the appointment of sessional tutors (not just to cover the absent colleague's teaching but also to relieve the teaching of any

**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.**

**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**

colleague deputed with a higher administrative load as a consequence of another colleague's leave. **A.P.14.2.**

<b>Table 5.11a: Staff Survey Questions: Family Leave</b>							
Statement agreement (Strongly agree 5 - Strongly disagree 1)	All Staff			Academic Staff			PS Staff
	F	M	F-M	F	M	F-M	F
I felt good support was in place before taking leave.	3.64	4.2	-0.6	3.33	4.2	-0.9	4
	33	5		18	5		15
Arrangements for cover during my absence were appropriate.	3.55	3.6	-0.1	3.33	3.6	-0.3	3.8
	33	5		18	5		15
Arrangements for keeping in touch during my absence were appropriate.	3.3	4	-0.7	3.11	4	-0.9	3.53
	33	5		18	5		15
I felt able to discuss options for my return to work (e.g. phased return, informal or formal flexible working).	3.85	4	-0.2	3.5	4	-0.5	4.27
	33	5		18	5		15
I felt supported on return to work.	3.55	4.2	-0.7	3.33	4.2	-0.9	3.8
	33	5		18	5		15

<b>Table 5.11b: Staff Survey Questions: Family Leave</b>									
Statement agreement (Strongly agree 5 - Strongly disagree 1)	All Staff			Academic Staff			PS Staff		
	F	M	F-M	F	M	F-M	F	M	F-M
Do Keele policies relating to maternity / paternity/ shared parental /adoption and parental leave meet your expectations?	3.64	3.64	0.0	3.41	3.5	-0.1	3.84	3.88	-0.0
	70	22		32	14		38	8	

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

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

Keele offers Keeping-in-Touch days and provides staff with guidance on the advantages of making use of these. Nevertheless, there was a relatively large gender discrepancy regarding support during leave, from all staff, especially academic, who were more dissatisfied than all staff with respect to the planning of return to work. **A.P.14.1.**

**(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.

All staff can elect phased returns to work, but until recently very few Schools operated policies specifically aimed at enabling academic women returners to return to research. A central fund now supports such returners to enable buyout of teaching, or attendance at a conference or similar. **A.P.14.3.**

Funding for childcare at conferences, or the expenses of a partner to facilitate the conference attendance of a breast-feeding mother may be claimed from internal research-funding support in FMHS and FHumSS. In FNS a new Return to Research scheme is available to individuals returning to work after parental leaves or sickness, or after a period of time during which other activities such as serving as Head of School prevented them from conducting research. It offers individuals up to £5k over a 12 month period to enable them to carry out a small research project to produce a peer-reviewed journal output and/or further grant applications. We hope these actions will reduce the current discrepancy between men and women

**14.3 Compare take up of FNS research-returners scheme with research-returners support offered in FMHS and FHumSS**

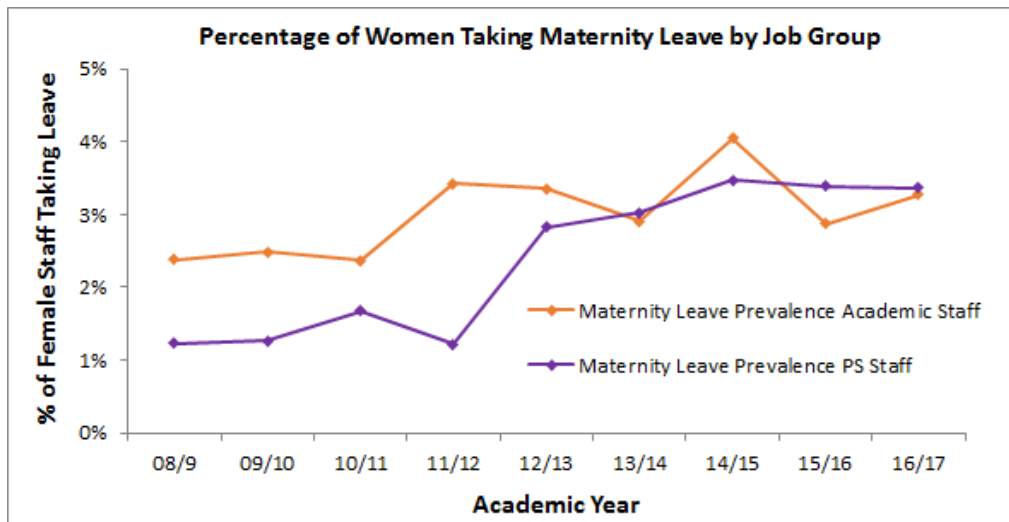
**14.4 Designate quiet spots for breast-feeding throughout the university, with indications of where refrigeration facilities can be found.**

regarding support on return to work, especially among academic staff.

Breastfeeding mothers are currently not well catered for, other than in particular Schools/RIs which provide places to express milk and keep it fresh. **A.P.14.4.**

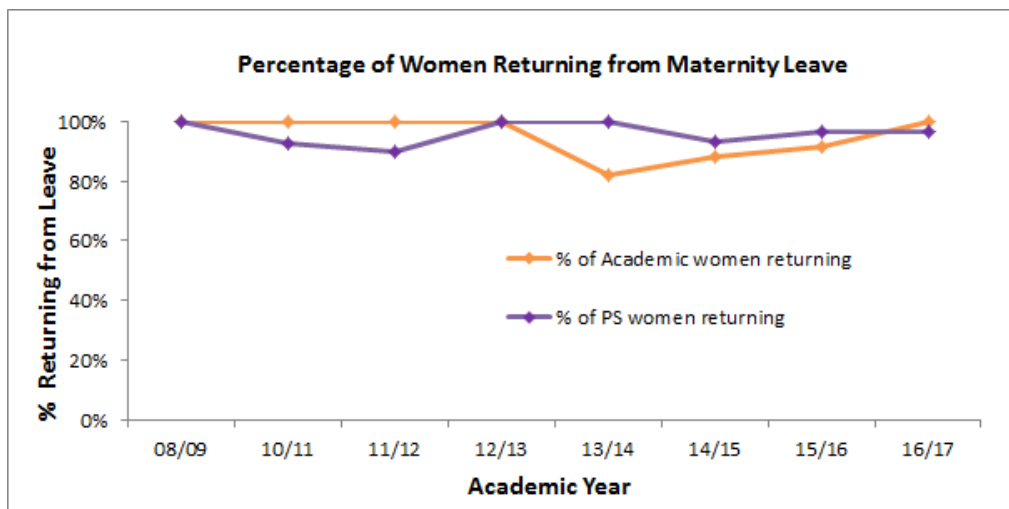
**(iv) Maternity return rate**

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.



**Figure 5.5.1:** The percentage of Keele female staff groups taking maternity leave in any one year.

An average of 12 academics and 20 PSS p.a. take maternity leave (approximately 3%). The previous gap between academic and PS staff has closed, possibly due to change in the average age of staff.



**Figure 5.5.2:** The Percentage of women returning from maternity leave in any one year.

Most staff return from maternity leave (**Fig 5.5.2**). All 6 PSS non-returners over the period 2009/10 -2016/17 resigned. Only 1 Academic non-returner resigned: the other 4 were on FTC's. Keele pays maternity leave for those on fixed-term contracts (even where the FTC is completed before the end of paid leave), and places them on the re-deployment register.

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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.

Our **adoption pay and policy** have been recently changed to match our maternity policy's benefits. We understand adoptions may take unexpected courses; we accommodate changes of plan.

8 people have taken adoption leave since 2008/9; all returned

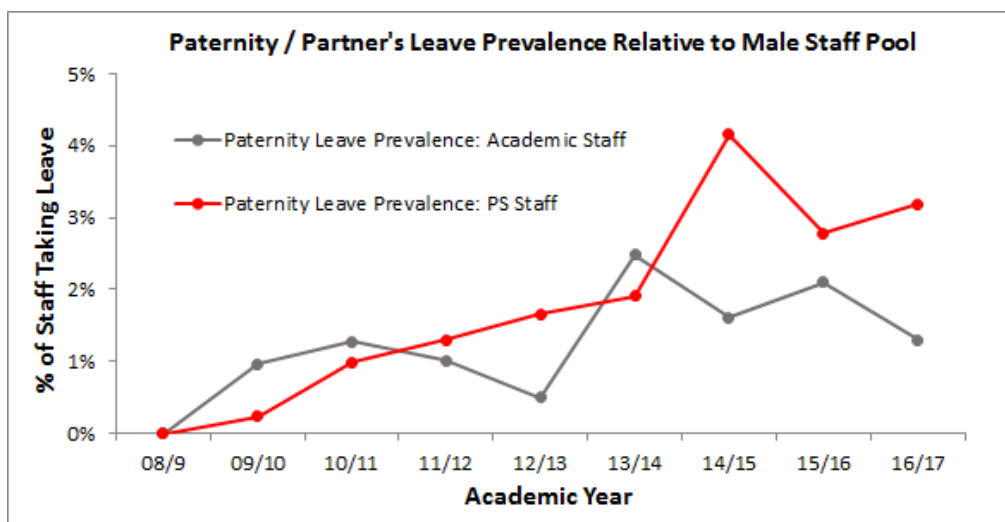
Numbers are too small to identify trends by gender but more women take adoption leave than men.

Our **Paternity/Partner Leave and Shared Parental Leave (SPL) Policies** are as follows:

- Paternity/Partner leave: 1 week full pay 1 week half-pay, increased to 2 weeks full pay from September 2017.
- SPL: statutory minimum pay for partners/fathers.

**Figure 5.5.3** shows the percentage of those taking paternity/partner's leave. Paternity leave was only introduced in 2003; it has since been amended and re-titled to ensure inclusivity for same-sex couples.

At the beginning of our period there was very low take-up (or reporting) of paternity leave (0 in 2008). This number has since risen, although we suspect that a cultural issue among academic men persists. In the last 3 years, for instance, the proportion of PSS men taking paternity/partner's leave matches the proportion of women taking maternity leave, but the proportion of academic men taking paternity/partner's leave remains low. We do not know whether this stems from academic men under-reporting taking leave, or not taking it. During this period one woman has taken paternity/partner's leave.



**Figure 5.5.3:** The percentage of Keele male staff groups taking paternity/partner's leave in any one year. It should be noted that this data includes one instance of a woman taking leave but in referencing to the male group we are trying to show the overall difference in childbirth-related leave uptake between men and women.

There have been three instances of additional paternity leave over the period 2013-2015, averaging 118 days, all taken by PSS.

Only ██████████ taken SPL: ██████████ (55 days).

Our survey elicited several comments expressing dissatisfaction with our paternity/partner's leave and SPL provision. Staff disliked the minimum financial provision for SPL and our rates of pay for paternity leave (since improved).

**14.5 Compare our shared parental and paternity leave offers with those of our benchmark group.**

**(vi) Flexible working**

Provide information on the flexible working arrangements available.

The University's flexible working policy was updated in 2015. All staff with six month's service can request flexible or part-time working, short or long term. A 2017 session for over 40 managers emphasised the benefits of flexible working.

We monitor formal flexible working requests. Between 1/4/2016 and 31/3/2017 23 requests were made. 20 were agreed (83%), 1 accepted an alternative flexible

**15.1 Embed flexible-working workshop in new manager induction.**



working arrangement; 2 were refused; 3 (all agreed) were from academic staff. Our survey showed little difference between the genders with respect to flexible working (see **Table 5.12**). Staff were positive about managerial support for requests, and knew about Keele's family-friendly policies. **A.P.15.1**.

**Table 5.12: Staff Survey Questions: Flexible Working**

Statement agreement (Strongly agree 5 - Strongly disagree 1)	All Staff			Academic Staff			PS Staff		
	F	M	F-M	F	M	F-M	F	M	F-M
My line manager / supervisor is generally supportive of requests for occasional changes to my work pattern.	4.3	4.41	-0.1	4.35	4.39	-0.0	4.26	4.45	-0.2
	368	153		167	104		201	49	
Flexible working at Keele, whether formally agreed or informally managed, has impacted positively on my work-life balance.	3.93	4	-0.1	4.1	4.02	0.1	3.78	3.96	-0.2
	365	153		166	104		199	49	
I am able to attend most meetings that are relevant to my work without creating conflicts in relation to other commitments outside of my work at Keele.	3.95	3.98	-0.0	3.84	3.91	-0.1	4.04	4.13	-0.1
	361	149		165	101		196	48	
I am satisfied with my work-life balance.	3.42	3.51	-0.1	3.26	3.45	-0.2	3.55	3.63	-0.1
	369	152		168	103		201	49	
If I needed to take leave at short notice to care for a dependent, I would know where to look to find the relevant policy.	3.35	3.3	0.1	3.15	3.16	-0.0	3.52	3.59	-0.1
	560	152		296	103		264	49	
I am aware of the option to take unpaid parental leave for planned absences.	3.46	3.3	0.2	3.13	3.21	-0.1	3.74	3.48	0.3
	260	122		119	80		141	42	
I am able to easily access Keele's family friendly policies when I need them.	4.02	4.27	-0.2	3.76	4.24	-0.5	4.24	4.31	-0.1
	91	30		42	17		49	13	

**(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.

No formal policy underpins transition from part- to full-time. However, staff may request to work part-time (for example following maternity leave) for a fixed period, automatically reverting to full-time working later.

Managers and staff have used the appraisal process to discuss personal circumstances and have been able to agree a phased increase of hours back to full-time.

Managers regularly consider whether new fractional posts can be filled by part-time employees seeking to increase hours; many have benefitted from this consideration.

#### **(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.

Our large, purpose-built onsite Nursery offers 8:00am - 6:00pm, year-round care for 0-5 year-olds and a holiday club for children in school holidays/inset days. Half days are available. It caters to all, but preference is given to staff and students. Its size means that staff's children can usually be immediately accommodated. It accepts childcare vouchers and we run a salary sacrifice scheme.

Since 2016, it has also offered evening childcare to staff attending evening lectures (for instance, inaugurals) but no-one has availed themselves of this opportunity.

#### **(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.

Schools are increasingly aware as they construct their own AS applications of the desirability of scheduling meetings in 10:00-16:00. core hours. However, this remains patchy, and there is no central guidance. **A.P.15.2**

Some events, such as public lecture series, which began as evening occasions, have moved talks to lunchtime in response to AS-generated requests, but their audiences diminished. Accordingly, we schedule such events over a variety of times to accommodate the greatest number.

From 2017 family-friendly car-parking places exist for parents who arrive after the school run; pregnant women can buy a monthly rather than yearly parking permit and students with childcare commitments can declare those commitments in order to preclude exam timetable clashes.

**15.2 Develop university guidance on core hours meetings**

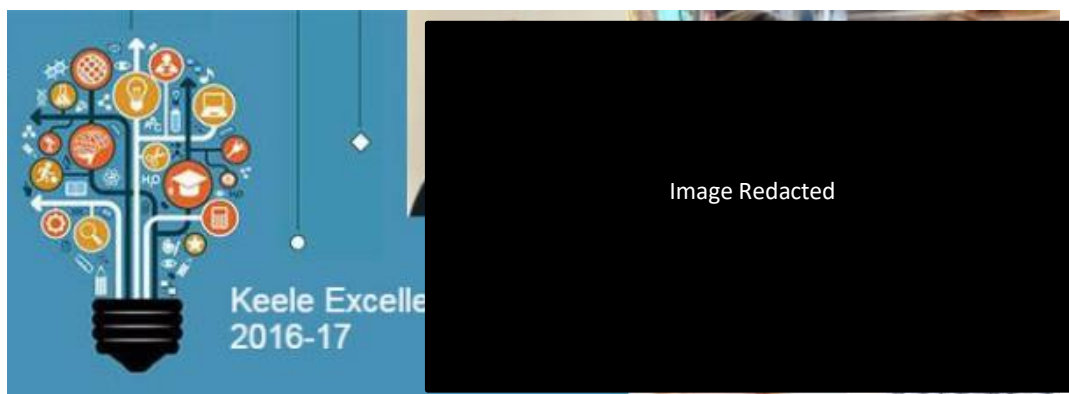
### **5.6. Organisation and culture**

#### **(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.

Inclusivity is periodically highlighted in T&L practices such as course development and review: this year, there was a dedicated question on inclusive curriculum design. Inclusive curricula is also a REC priority; from 2017/18 Equality, Diversity and Inclusion will be a category in our internal Excellence Awards.



*Figure 5.6.1. Annual Excellence Award recipients 2017.*

**4.2 Continue to develop IWD events into a week-long celebration.**

**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.**

Our AS website includes links to family-friendly policies, videos in which male and female staff express support for the Athena SWAN Charter; links to relevant policies; and our AS Twitter feed, established as a consequence of our last submission. Successful AS applications are reported by the VC to Senate and Council.

We hold annual International Women's Day events and are expanding this from a one-day celebration with lunch for all female members of staff and a keynote speaker (expenses and honorarium centrally funded) into a week-long campus-wide celebration wherein all units including the SU and KPA will be asked to ensure that events have women speakers and/or gender-related topics.

We celebrated Ada Lovelace Day this year with a presentation to AS Champions and HoSs from the UCL MRC Laboratory for Molecular Cell Biology on their Gold AS award.

Our survey (**Table 5.13**) indicated moderate overall satisfaction with most aspects of our culture, and there was little gender disparity in answers. However, we observed gender disparity among PSS on the issue of whether staff would feel comfortable reporting bullying and harassment, and among academic staff in whether they have felt uncomfortable because of gender and/or other matters. However, the phrasing of the questions does not allow us to interrogate this further. We are currently revising bullying and harassment procedures to take account of subtler forms of

discrimination. Unlike many universities we have a robust policy on Personal Relations at Work, written with the significant input of the ILGE.

<b>5.13: Staff Survey Questions: Culture</b>						
Statement agreement (Strongly agree 5 - Strongly disagree 1)	Academic Staff			PSS		
	F	M	F-M	F	M	F-M
I feel welcome at work-related social activities such as staff parties, team building or networking events.	4.12	4.16	-0.0	4.01	4.23	-0.2
	164	96		189	47	
I am listened to in meetings.	3.93	4.13	-0.2	3.87	4.06	-0.2
	159	96		196	48	
The contributions that I make to the University are valued.	3.67	3.78	-0.1	3.65	3.77	-0.1
	168	103		195	47	
The contributions that I make to the University are appropriately rewarded.	3.13	3.32	-0.2	3.22	3.32	-0.1
	150	99		192	47	
I am confident the University deals effectively with complaints harassment, bullying or offensive behaviour.	3.3	3.59	-0.3	3.41	3.68	-0.3
	108	80		147	37	
I would feel confident in reporting incidents of harassment or bullying.	3.42	3.72	-0.3	3.47	3.92	-0.5
	165	104		200	49	
In the last 3 years at work in the University, I have on occasions, felt isolated.	2.76	2.39	0.4	2.67	2.49	0.2
	166	104		201	49	
In the last 3 years at Keele, I have been in situations where others have made me feel uncomfortable because of my gender.	2.07	1.6	0.5	1.81	2	-0.2
	166	103		201	48	
In the last 3 years at Keele, I have experienced situations where I have felt uncomfortable based on, for example, my age, disability, race, faith or religion, pregnancy, maternity, sexuality.	2.23	1.79	0.4	1.99	1.96	0.0
	166	104		199	49	
At Keele there are a broad range of female and male role models to inspire staff.	3.47	3.84	-0.4	3.58	3.71	-0.1
	166	104		199	49	
I consider the University to be a great place to work.	3.89	3.97	-0.1	4.02	4.02	-0.0
	166	104		200	49	
I would recommend Keele to a prospective staff member.	3.92	4.07	-0.1	4.1	4.06	0.0
	166	104		200	49	

## (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 records all cases managed under the following procedures: bullying and harassment, grievance, disciplinary, performance capability, flexible working, probation, sickness absence. Their tracker includes equality information; quarterly analysis seeks to identify any impact on protected characteristics: thus far we have found none. All HR Advisors and Managers are CIPD qualified and receive regular updates from the University employment lawyers or through UHR or UCEA. HR meet regularly with Trade Unions.

HR supports managers in all formal cases to ensure consistency in decision-making. HR's new induction programme for newly-appointed managers covers: key HR processes; the ability to judge when problems should be referred to HR; information on further support.

We are currently updating policies concerning workplace atmosphere (for instance, subtle forms of sexism as well as more overt harassment). As part of this work, we surveyed a number of universities to identify best practice, and have appointed an external E&D consultant to draft for us a policy. We will appoint an external consultant to deliver a training and information session to our University Leaders Group in 2018; and to members of staff who will act as Harassment Advisors. We plan to create a Diversity Champions Network as an additional source of support.

### **(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.

Relatively small numbers of heads of school mean that proportions of Heads of Schools vary over time (Table 5.14). Variations in FHumSS and FMHS are more extreme, but FHumSS is currently at parity. FNS, where female representation is extremely low, is the real outlier, although the Faculty has two female Associate Deans (for teaching and research) and a female Director of Internationalisation. Efforts have been made to attract female applicants to senior roles (for example by employing a recruitment company to assist with a gender-balanced long list) but this has not yet borne fruit at HoS level.

#### **5.3 Increase the likelihood of women becoming Heads of School in FNS**

**15.4 Create a culture of zero-tolerance of discrimination, not only overt, but also subtle, and against any protected characteristic, including those who identify as trans or non-binary.**

**15.5. Provide externally-run training session to managers on recognising and dealing with subtle discrimination**

<b>Table 5.14: Heads of Schools, Research Institutes, Language Centre &amp; Foundation Year</b>									
Academic Year	Heads of School / RI / LC in FHumSS			Heads of School / RI in FMHS			Heads of School FY / RI in FNS		
	F	M	%F	F	M	%F	F	M	%F
2012/13									
2013/14									
2014/15									
2015/16									
2016/17									
Academic Year	Associate Deans for Teaching & Research			Associate Dean for Teaching			Associate Deans for Teaching & Research		
	F	M	%F	F	M	%F	F	M	%F
2016/17									
FHumSS has no Associate Dean for research, as this role is held by the RI Directors.									

**(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.

Substantial efforts to improve committee gender balance have been undertaken in the last 5 years, further to Council's 2013 stipulation of an annual review of senior committee gender balance. Our College of Fellows, a key University advisory group, has a membership of 8 men and 8 women.

**Council** composition has increased from 33% to 39% female over the period (including Academic Registrar). We decided to recruit our last two lay members exclusively through Women on Boards and all appointments have been female. We are determined to ensure that we always have one woman among our Pro-Chancellor (Chair) and Deputy Pro-Chancellor group, and we are amending our statutes to allow recruitment of one additional Deputy Pro-Chancellor to support this objective. We are trying to increase the diversity of our Council Committee chairs, and from 2017/18 appointed lay female Chairs of our Business Review and Senior Remuneration Committees. We are determined to make further progress in this area: we are about to launch a search for a new Chair of Council, a new

Honorary Treasurer and at least one other new lay Council member, and all of these posts will be advertised through Women on Boards as a key channel.

**Figure 5.15: Council Composition**

	2012/13	2013/14	2014/15	2015/16	2016/17
Chair	M	M	M	M	M
All(1)	8F:16M (33%F)	10F:16M (38%F)	10F:15M (40%F)	10F:14M (42%F)	9F:14M (39%F)
Academic Members					
PS Staff (1 official member; 1 Secretary)					
Lay Members	5F:10M	4F:12M	5F:10M	5F:10M	5F:9M
Student Members					
(1) Includes Chair and Secretary, who is our Academic Registrar i.e. a senior position, pivotal to the running of the University.					

**13.6 Continue to use Women on Boards in forthcoming recruitment of all new lay Council members**

UEC proportions by gender are consistently around 40% Female. However, academic members are predominantly male; PSS female. Grade data shows that men are more senior within UEC (both the VC and DVC are male) and the PS staff members (majority female) are on slightly lower grades than academic members. Female academic representation has been augmented for 2017/18, by the appointment of [REDACTED] to give an improved ratio of [REDACTED]

**Figure 5.16: University Executive Committee Composition**

	2012/13	2013/14	2014/15	2015/16	2016/17
Chair	M	M	M	M	M
All Members (1)	6F:9M (40% F)	5F:8M (39%F)	5F:7M (42%F)	5F:8M (39%F)	6F:8M (43%F)
Academic Members					
PS Members					
Secretary	M	M	M	M	M
(1) Includes Chair but not Secretary; Academic members are the VC, DVC, and PVC's.					

We took action in the period to improve Senate representation by including gender/ BAME positive action statements in every election. This has had real impact: data show our Senate is now approximately 50:50. However, there is some way to go to equalise seniority on Senate: **Figure 5.6.2** shows that women members are of lower

grade and that this has fallen due to the decrease in the proportion of female Heads of School.

	2012/13	2013/14	2014/15	2015/16	2016/17
Chair	M	M	M	M	M
All (1)	22F:37M (37%F)	24F:33M (42%F)	24F:33M (42%F)	26F:31M (46%F)	28F:29M (49%F)
Academic Members	19F:32M	20F:29M	20F:29M	22F:27M	23F:26M
PS Staff Members					
Students					
(2) Includes Chair and Secretary - as it is a senior position.					

Redacted

**Figure 5.6.2** Senate composition by grade and gender; top panel data from 2012/13; bottom panel 2016/17.

It is notable that the equality at grades D1:D3 was better in 2012/13 and efforts to increase representation at these grades (Heads of School) are an area we have been prioritising, especially in FNS [A.P.5.3](#).

A 2017 initiative encourages colleagues to observe Senate, to increase transparency and encourage colleagues to stand for election. This opportunity was especially popular with women as **Table 5.17** indicates. [A.P13.7](#).

	Academic Staff		Professional Services Staff	
	Female	Male	Female	Male
Observing				
Reserve List				

**13.7 Annual opportunity to apply to observe Senate and Council; preference to be given to women applicants if spaces are limited.**

Redacted tables of data listing Senate and Council membership by gender



**(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.

We have reported elsewhere our strategies for addressing gender diversity amongst our main *ex officio* committee membership, such as senior academic managers and Heads of School. In order to support gender diversity amongst our institutional committees, wherever feasible we ensure that senior executive and academic committees include two or more academic and/or professional representatives who can be drawn from the wider University community. Where vacancies arise, for example recently for members of our reformed Quality and Standards Committee, we advertise via staff email communications and include affirmative action statements. We have also moved away from automatically having an *ex officio* (typically a PVC) Chair of Senate Committees, for example for our Research Degrees, Postgraduate Research and Quality and Standards Committees. Instead we have created a new 'strategic lead' role, again openly advertised and also including an informal interview process with the VC/DVC and Academic Registrar or designate, which combines the Chair role with a broader development and advocacy role in that strategic area, reporting to the VC or DVC. In 2016/17, new strategic lead roles for Research Degrees/Postgraduate Research and for Quality and Standards were both filled by female appointees.

<b>Table 5.20: Promotion Committees</b>						
		2012/13	2013/14	2014/15	2015/16	2016/17
<b>Professorial and Readership Promotions Committee</b>						
Chair						
Members						
<b>Academic Promotions Committee</b>						
Chair						
Members						
<b>FHumSS Sub-committee</b>						
Chair						
Members						
<b>FMHS Sub-committee</b>						
Chair	No FMHS promotions					
Members						
<b>FNS Sub-committee</b>						
Chair						
Members						

Redacted

**Figure 5.6.3: Promotion Committees 2012/13 and 2016/17.**

Female representation across most promotions committees has increased since 2012-13 on all committees with the exception of FMHS where it has fallen.

We committed in our last submission to ensuring that at least one female professor is included in all future professorial promotions panels. Currently there are three, along with five men.

**(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.

We actively seek to draw on a wide range of members for appointment panels and working groups, rather than persistently relying on the same group of members.

On Council committees, we have a number of additional co-opted lay members who just sit at this layer, rather than relying solely on the same pool of lay Council members to populate our committee structure. All of our Senate and Council committees have fixed term dates (typically 3 or 4 years with opportunity for a further term if both the University and individual wish it) which gives a regular chance for rotation of members.

Through our Governance Effectiveness Reviews, conducted at least once every four years for both Senate and Council and their committees (reviews have just been initiated for both Senate and Council from October 2017), we utilise 1-to-1 interviews between committee members and an independent

**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 minimum variation of 60:40 .**

review (e.g. the Leadership Foundation) and also members’ effectiveness review questionnaires to identify any ‘overload’ issues which might exist and thus address them.

**(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?

The University routinely undertakes equality impact assessments of policies at development and review stage for all protected characteristics and amends

**1.8 Enhance attention to E&D issues at policy development stage.**

procedures according to these outcomes. HR policies are reviewed every 2 years. Policies with particular relevance to gender are frequently reviewed by ILGE, HR and Faculty AS Champions. A new initiative will require policy developers actively to consider whether changes to the policy may enhance diversity.

**(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.

There is considerable variation in workload models in the university. Some are robust and transparent. Others are not. In one or two units there is no functional workload model.

Some Schools observe formal role rotation, others do not. We hope that with the engagement of all Schools in the AS process these processes will improve.

**15.6 Workload models to be regularised across institution.**

**(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.

Many routine meetings happen in core 10-4 hours, especially in units with an AS award. Some schools use Skype to allow part-timers' participation. Some calendar meetings for the year to allow planning. One school held a summer picnic, children invited. A major series of invited talks run by Keele's Institute of Liberal Arts and Sciences arranges events across lunchtime, evening, early evening to accommodate as many as possible as a direct result of AS request. However, there is no general University Policy to encourage 10-4 core hours, and some evening teaching persists, due to timetabling constraints.

**15.2 Develop university guidance on core hours meetings**

**(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.

Our recently-created Institute for Liberal Arts and Sciences (ILAS) brings together pan-university expertise. It hosts the following activities:

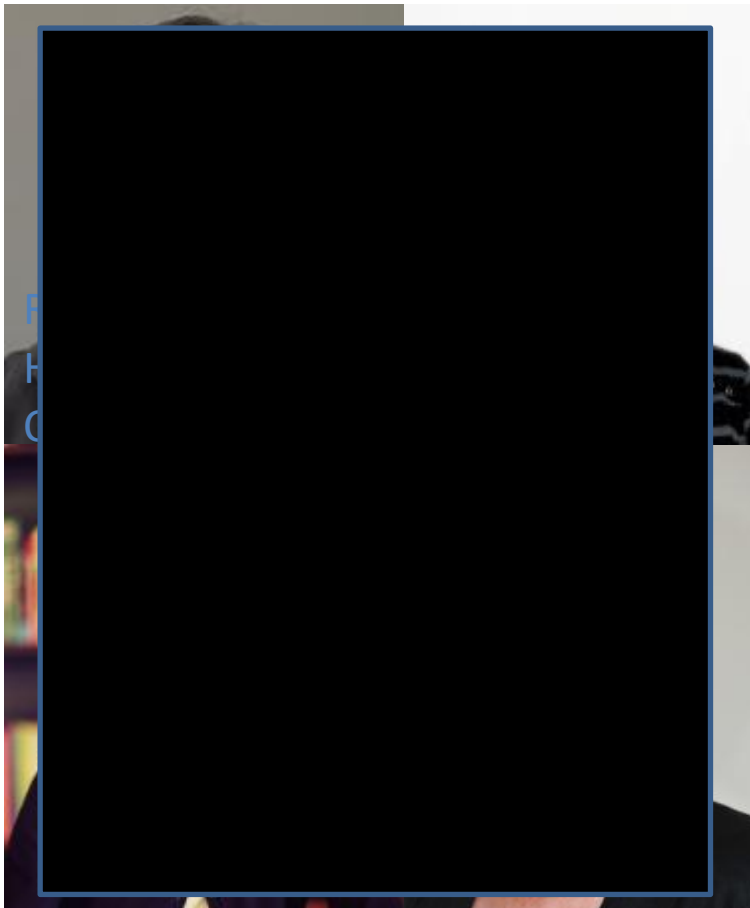
- A Grand Challenges Lecture Series.

- 2016/17 gender balance of speakers 50:50; holding lectures at a range of times appears to have resulted in an overall attendance split of 50:50.
- Sustainability Research Network (KUSRN) Seminar series, coordinated by Green Keele and the Sustainability Project Officer.
  - The KUSRN seminar speakers in 2016/17 were 53:47 M:F.
- Institute Fellowships.
  - 2016/17: 4 Fellows, 50:50 M:F. Keele academic partners for these fellows were all female.
- 4 Seedcorn-funded workshops 2016-7
  - $\frac{3}{4}$  workshops are led by women.



**Figure 5.6.4:** 2016-17 ILAS Grand Challenges Lecture Series brochure.

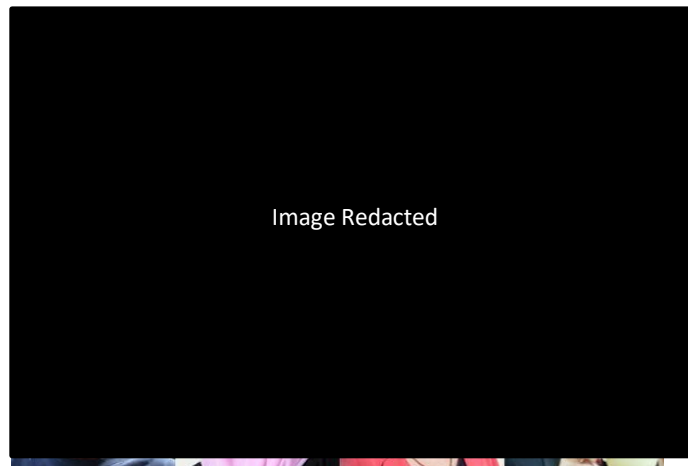
We celebrate International Women’s Day annually with events that have included both senior and more junior staff (ranging from VC to postgraduate) and high-profile invited speakers. We are extending this to a week-long series of activities.



*Figure 5.6.5: International Women's Day Events – just some of our Speakers from IWD 2014 to IWD 2017.*

The University AS SAT has made formal nominations almost annually to the Honorary Degrees Committee; last year, Keele's honorary degree conferrals were 50% female (**Figure 5.6.6**). The nomination form includes an affirmative action statement, but the call for nominations currently does not.

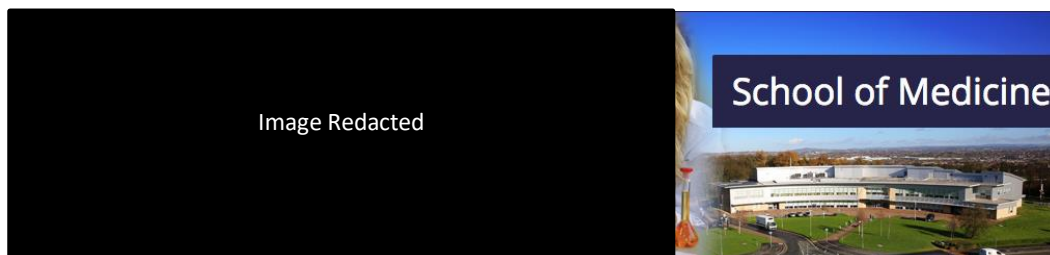
**4.3 Action: 50:50 conferral of honorary degrees to be agreed as standard from 2019.**



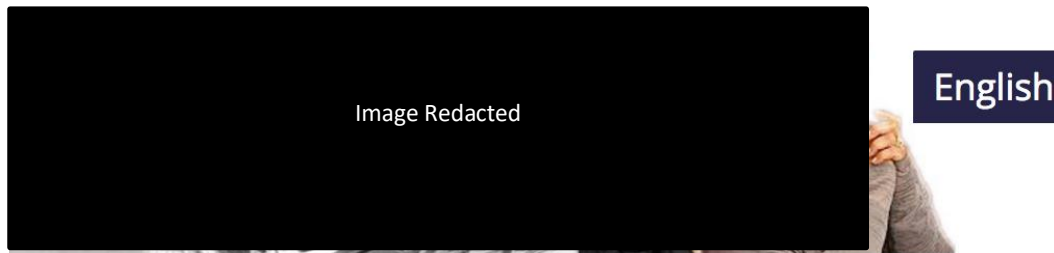
**Figure 5.6.6:** Keele's Honorary Degree Award Holders, July 2017.

Some areas of the University website clearly aim to communicate gender equality and the value of women's work. A random search on 11/10/17 revealed a number of images highlighting women's work, where E&D considerations appeared to have informed representation: see **Figure 5.6.7**, exhibition in the University Art Gallery, **Figure 5.6.8**: banner headline of the School of Medicine; **Figure 5.6.9** banner image on the English programme homepage; and **Figure 5.6.10**: SPIRE News and Twitter feeds.

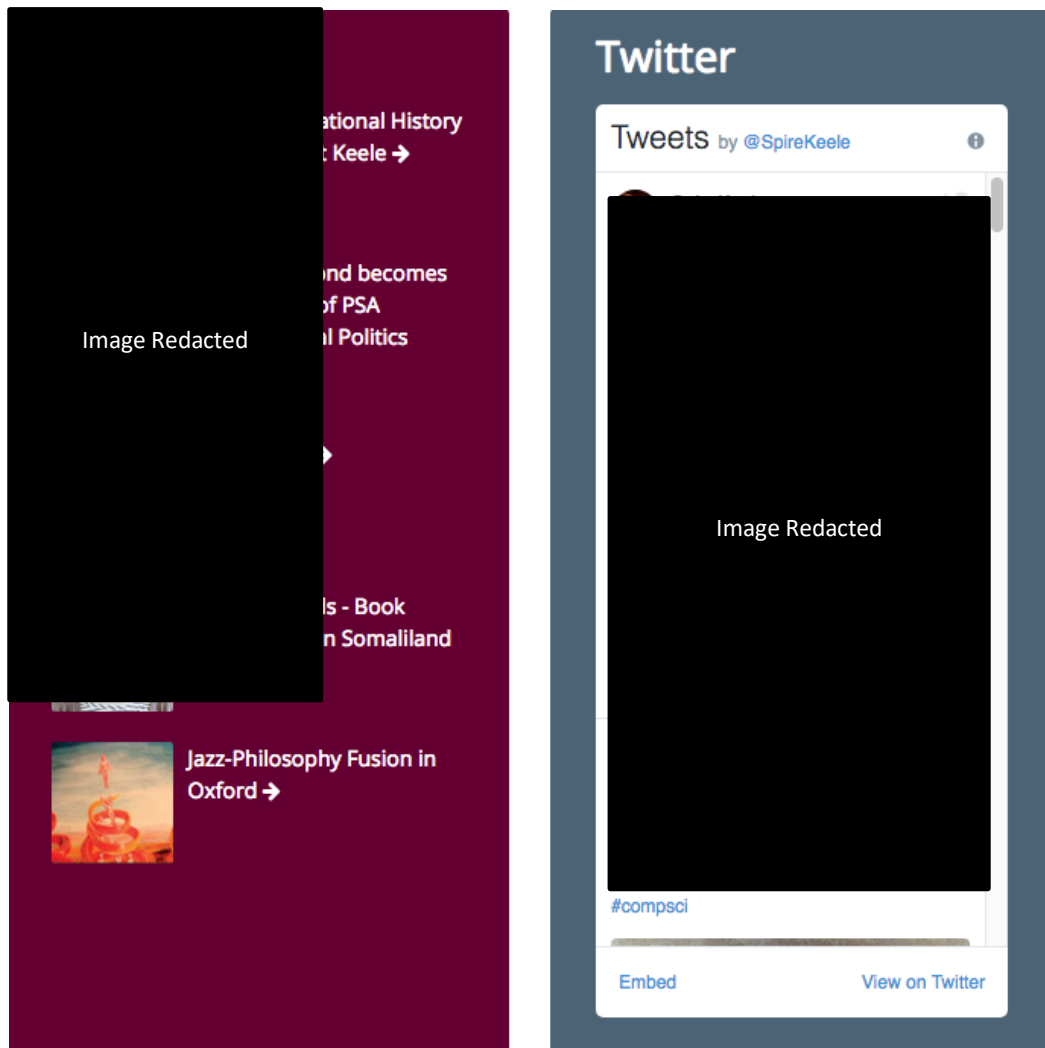
**Figure 5.6.7:** Exhibition by Visiting Fellow Leah Thorn



**Figure 5.6.8:** Screenshot of School of Medicine banner



**Figure 5.6.9:** Screenshot of banner header for English programmes, taken 11 Oct 2017



**Figure 5.6.10:** Screenshot of SPIRE News and Twitter feeds

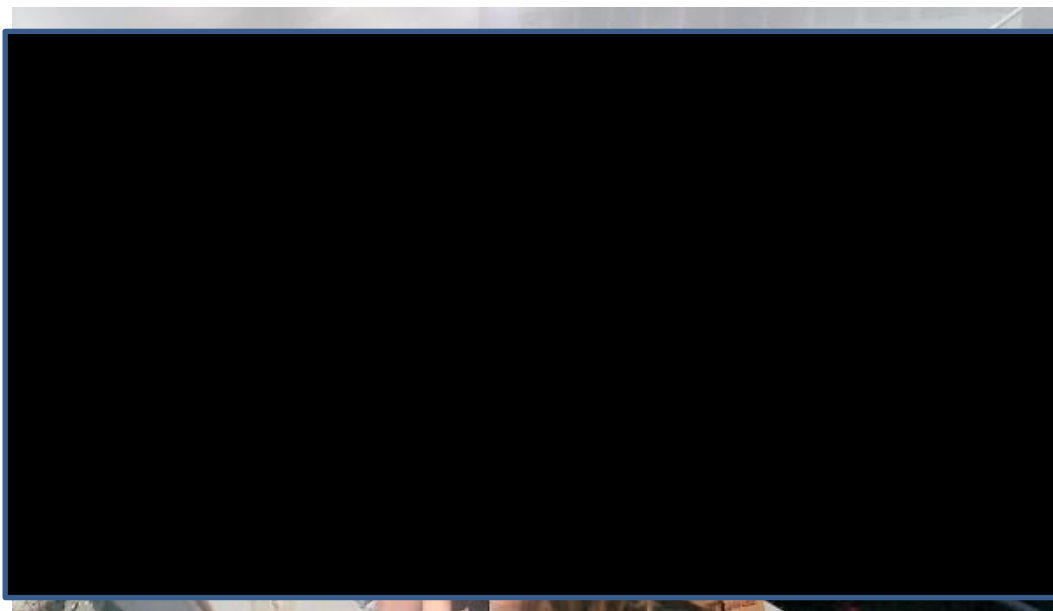
However, excellent practice is patchy and too dependent on instigation by individuals. Corporate images often reproduce relatively young individuals, sometimes in stereotypical roles, and need to be expanded to represent middle-aged or older women.

**1.2 Co-opt senior member of Marketing onto ASSG to take forward the agenda of egalitarian representation in website and publicity.**

**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.**

**(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.



*Figure 5.6.11: Attendees at 'Girls into Maths' outreach event July 2017*

All academic and some PS staff are encouraged to participate in outreach activities, and most Schools have outreach officers. However, there is variable attention to gender outside STEMM disciplines. Some Schools, such as Computing and Maths, have excellent projects: for example, UGs running clubs for local schools. FNS is appointing a dedicated Outreach Officer who will coordinate the considerable number of outreach activities that take place.

A central student recruitment team ( ) also engages in outreach, one person being dedicated solely to widening participation. The

**15.6 Workload models to be regularised across institution.**



team works closely with the Higher Horizons+ team (14F:10M) based at Keele, which only targets schools for widening participation.

#### **(xii) Leadership**

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

All eligible departments have won, applied for, or set a date for applying for, AS awards. Our new AS structure encourages and supports application through Faculty level Committees to which Schools can bring items to raise or discuss, and good support is always on hand at the informal lunches and via advice from Faculty Champions, who attend School SAT meetings on request. All departmental applications are reviewed by the ILGE, ASSO and relevant Faculty Champion. This has been very successful, and we are very proud of the way in which we have embedded AS throughout the institution in the last eighteen months.

Word Count: 6365

### **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.

Keele has had documentation online since 2010 to help manage gender transition and promote dignity and respect.

In 2017 we:

- updated our 'Gender Transition: Code of Practice' in line with ECU updated documentation (and webinar) and Stonewall advice, revising its name to make it more inclusive, modernising its terminology and ensuring applicability to all staff, not just academics.
- created an action plan template to aid managers and those undergoing gender transition.
- issued a guidance note for HR and payroll staff to raise awareness of issues around gender transition for HR and payroll systems and documentation for new starters (e.g. certificates in a former name and gender etc.; titles such as Mx).
- created a single point of HR contact for staff enquiring about gender transition or issues relating to gender identity more widely.
- installed gender neutral toilets throughout the University (ongoing activity since 2014).
- co-opted an individual with professional expertise in this area onto the university AS SAT.
- offered training to all staff, including all departmental AS Champions.

However, uptake for the latter was poor (1M; 3F), possibly due to the timing (September 2017), and line managers should also be trained.

A Student Support Gender Transition Policy is available online but is due for an update. Student Support and the Keele SU have run a #NeverStandby campaign (physical presence, posters, social media etc.) to reduce bullying, harassment, hate crime and sexual violence. This included work on transphobia.

**15.7 incorporate training on trans issues into training for managers and departmental Champions.**

**15.9 Update Student Gender Transition Policy, to include revisions to terminology and to offer support to gender identity more widely**

## **(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.

In our staff survey we did not ask for respondents' sex but for their gender identity. We added an optional question around gender identity changes since birth. Our culture section allowed for free text comments in addition to the questions in table 5.13 (Culture section). There were no specific comments around gender identity.

Staff LGBT network and campus unions were invited to comment on our gender identity and gender transition documents. No amendments were suggested.

Word Count: 318

## **(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.

**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.**

**15.4 Create a culture of zero-tolerance of discrimination, not only overt, but also subtle, and against any protected characteristic, including those who identify as trans or non-binary.**

## 6. 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.

## 7. 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.



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### **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		
<b>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&amp;D committees</b>						
<b>1.1. Continue to ensure that every School is actively involved in AS submissions.</b>	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!	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.	ongoing.	ongoing.	School Champions. ILGE.	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><b>1.2 Co-opt senior member of Marketing onto ASSG to take forward the agenda of egalitarian representation in website and publicity.</b></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 recruitment materials. Questions on visual representations to be included in future surveys.</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>
<p><b>1.3. Ensure PSS and Technicians are adequately represented on our wider AS Team.</b></p>	<p>PSS and Technicians are currently under-represented at all levels of our AS organisation.</p>	<p>Assess Faculty SATs annually to ascertain representation.</p>	<p>Recruited by 01/05/2018</p>	<p>representation checks: ongoing.</p>	<p>ILGE, Faculty Champions.</p>	<p>Faculty SATs to confirm representation of 1 PSS and one Technician per Faculty SAT by May 2018.</p>

<p><b>1.4 Heighten profile of E&amp;D issues throughout the institution and embed relations between AS and REC SATs.</b></p>	<p>Work on intersectionality at Keele is at present underdeveloped; E&amp;D issues need to have clear channels of communication between different E&amp;D aspects; E&amp;D issues are already standing item on Senate, but need to be more robustly reported to major university committees.</p>	<p>Standing AS items on REC SAT agendas and Standing REC items on ASSG and Faculty SAT agendas.</p>	<p>2018</p>	<p>Ongoing; every meeting.</p>	<p>REC SAT co-chairs</p>	<p>Minutes to demonstrate standing items and evidence discussion of intersectionality.</p>
		<p>E&amp;D to be standing item for Senate sub-committees, including UEC.</p>	<p>2018</p>	<p>Ongoing; every meeting.</p>	<p>ASSG and REC-SAT co-chairs in conjunction with Academic Registrar.</p>	<p>Minutes to demonstrate standing items and evidence discussion of intersectionality.</p>
		<p>Diversity Calendar (produced annually by Student Support) to be distributed to all senior office managers for</p>	<p>Dec 2019</p>	<p>ongoing.</p>	<p>Marketing SAT co-optee, in conjunction with Head of Student Support.</p>	<p>Calendars are displayed; survey indicates that they are noticed.</p>

		display in School and Directorate offices.				
<b>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.</b>	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.	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.	2018	Every survey, until BAME completion rate matches BAME population.	REC SAT Co-Chairs.	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><b>1.6 Increase involvement of Central Service staff in the AS agenda.</b></p>	<p>Central Service response rate to 2017 Athena SWAN survey was poor (16%), potentially indicating a lack of involvement in E&amp;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 priorities in subsequent surveys completed (2020 on).</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>
<p><b>1.7 All Faculty and School SATs, and Faculty SATs, to identify an individual responsible for periodic E&amp;D reviews of web pages and marketing materials for their units.</b></p>	<p>To ensure good practice is consistent across the University.</p>	<p>Annual call for E&amp;D check, with examples of good and bad practice discussed at Faculty SAT.</p>	<p>Spring 2018</p>		<p>Faculty and School Champions.</p>	<p>Diverse visual representation on departmental websites and prospecti.</p>

<p><b>1.8 Enhance attention to E&amp;D issues at policy development stage.</b></p>	<p>We have just updated our Equality Impact Assessment process, following external consultation and training is required for all Academic and Central Service areas.</p>		<p>May 2018</p>		<p>Dir HR.</p>	<p>At least one person in each of the areas to have been trained.</p>
<p><b>1.9 Offer CPD workshop for School PSS on opportunities for engagement with E&amp;D.</b></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&amp;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><b>Objective 2: Reduce imbalances on PGT and PGR degrees.</b></p>						

<p><b>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 of those areas to locate any particular issues.</b></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>
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**Objective3: Completely embed use of positive action statements at every level and in every role**

<p><b>Ensure appropriate positive action statements in recruitment materials, encouraging female applications where disproportion favours male and vice versa; BAME in all cases.</b></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&amp;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><b>4.1 Produce quarterly interactive equalities blog, to include regular reports of decisions taken at ASSG, and publicise it appropriately.</b></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&amp;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&amp;D blog pages.</p>
<p><b>4.2 Continue to develop IWD events into a week-long celebration.</b></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><b>4.3 Action: 50:50 conferral of honorary degrees to be agreed as standard from 2019.</b></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>
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**Objective 5: Focus Faculty and Directorate Energies on specific priorities**

<p><b>5.1. Signal particular recruitment priorities to the three Faculties: lecturer (FNS); SL (FMHS); Professor (FHumSS).</b></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><b>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.</b></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.					
<b>5.3 Increase the likelihood of women becoming Heads of School in FNS.</b>	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><b>5.4 Showcase PSS achievements and review the impact of initiatives described.</b></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><b>Objective 6: Embed consciousness of AS agenda in promotions and appointing panels</b></p>						
<p><b>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.</b></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><b>6.2 Unconscious bias refresher information to be tabled at all promotions and appointing panels.</b></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><b>6.3 Revise constitution of Professorial and Reader Promotions Committee to ensure: that at least one member holds specific E&amp;D expertise; a gender ratio of (ideally) 50:50, with minimim variation of 60:40</b></p>	<p>At present, E&amp;D expertise is well-represented because the ILGE is the Faculty nominee to the Committee and the Dean of HumSS has particular E&amp;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><b>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.</b></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><b>6.5 Develop a training document on hidden gendering in further particulars documentation and add to recruitment training.</b></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><b>6.6 Offer free child-care or Skype interviews for interviewees with caring commitments.</b></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><b>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.</b></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><b>6.8 Amend regulations of Faculty promotions committees to secure better and</b></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>

<b>more robust gender balance.</b>	unconscious bias on promotions.	constitutions to ASSG and thence to UEC.				
<b>Objective 7: Strengthen our appraisals procedures better to support equality of opportunity</b>						
<b>7.1 Create a clear protocol which will enable better identification of women approaching promotion, so as to afford clearer, more targetted, advice.</b>	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><b>7.2 Develop an appraisal checklist based on the UCL MRC Laboratory for Molecular Biology model and incorporate it into appraisals training.</b></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><b>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.</b></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><b>7.4 Annual reminder to</b></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>



<b>managers of contract research staff to prioritise appraisal (SPRE) dates for Contract Research Staff (CRS).</b>	through the net and fail to benefit from the appraisal process.					appraised within past 12 months.
<b>7.5 Revise SPRE procedures to enhance possibilities of some choice of reviewer.</b>	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".
<b>Objective 8: Enhance our support for colleagues seeking promotion</b>						
<b>8.1 Convene a working group, to include one recently-promoted STF, SRF and SL to strengthen</b>	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><b>promotions guidance for STF, SRF and teaching and administration routes to SL.</b></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><b>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.</b></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><b>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.</b></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><b>8.4 Ensure mentoring is offered to unsuccessful candidates in a timely manner.</b></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><b>8.5 Embed female-specific promotion mentoring and extend to BAME colleagues.</b></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><b>Objective 9: Increase confidence in appropriateness of casual employment</b></p>						
<p><b>Examine casual contracts in Schools where these are most frequently used to ensure they are being used appropriately.</b></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>

<b>Objective 10: Review and enhance our leavers procedure</b>						
<b>10.1 Institute an exit interview as standard.</b>	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.

<b>10.2 Revise our current leavers' questionnaire.</b>	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.
<b>10.3 Institute a questionnaire for those moving from one section of the institution to another.</b>	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><b>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.</b></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><b>Objective 12 Monitor REF selection processes to ensure they are not biased</b></p>						
<p><b>12.1 Analyse REF audit results by protected characteristics.</b></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.					
<b>12.2 Secure RCUK-recommended unconscious bias training for all UoA leads.</b>	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: <a href="http://www.ref.ac.uk/media/ref,2021/downloads/REF2017_01.pdf">http://www.ref.ac.uk/media/ref,2021/downloads/REF2017_01.pdf</a> .	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.
<b>Objective 13: Support Women into Leadership roles</b>						



<p><b>13.1 Ensure continuation of externally-provided leadership training for women colleagues.</b></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><b>13.2 Keele Forward Run a dedicated career workshop for women who aspire to leadership roles</b></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.						
<b>13.3 Keele Forward: (2) Offer shadowing opportunities for women who attend leadership workshops and/or Aurora.</b>	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.
<b>13.4 Analyse all temporary Acting-Up appointments and ensure these are internally advertised.</b>	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><b>13.5 Issue strong steer to all Schools to advertise leadership opportunities, and to state terms of office.</b></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><b>13.6 Continue to use Women on Boards in forthcoming recruitment of all new lay Council members.</b></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><b>13.7 Annual opportunity to apply to observe Senate and Council; preference to be given to women applicants if</b></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.						
<b>Objective 14: Improve our support for all forms of parental leave, and for returners from those leaves</b>						
<b>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.</b>	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><b>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.</b></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 &amp; 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><b>14.3 Compare take up of FNS research-returners scheme with research-returners support offered in FMHS and FHumSS.</b></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><b>14.4 Designate quiet spots for breast-feeding throughout the university, with indications of where refrigeration</b></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.						
<b>14.5 Compare our shared parental and paternity leave offers with those of our benchmark group.</b>	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.
<b>Objective 15 Improve our workplace cultures and management of work-life balance issues</b>						
<b>15.1 Embed flexible-working workshop in new manager induction.</b>	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><b>15.2 Develop university guidance on core hours meetings.</b></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><b>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.</b></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><b>15.4 Create a culture of zero-tolerance of discrimination, not only overt, but also subtle, and against any protected characteristic,</b></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><b>including those who identify as trans or non-binary.</b></p>	<p>reporting and dealing with issues.</p>					
<p><b>15.5. Provide externally-run training session to managers on recognising and dealing with subtle discrimination.</b></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><b>15.6 Workload models to be regularised across institution.</b></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><b>15.7 incorporate training on trans issues into training for managers and departmental Champions.</b></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 &amp; LPDC</p>	<p>Post-training evaluations report increased confidence in understanding of trans issues and the ability to deal with them.</p>

<p><b>15.8 Review Estates E&amp;D policy to ensure that appropriateness of facilities for non-binary and trans staff are considered in new builds and refurbishments.</b></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><b>15.9 Update Student Gender Transition Policy, to include revisions to terminology and to offer support to gender identity more widely.</b></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>

