



Institution Application
Bronze Award

Name of institution	University of Worcester	
Date of application	30 th November 2017	
Award Level	Bronze	
Date joined Athena SWAN	December 2014	
Current award	Date:	Level:
Contact for application	[REDACTED]	
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1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION



Professor David M A Green
Vice Chancellor and Chief Executive
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Equality Charters Manager
Equality Challenge Unit
First Floor
Westminster Tower
3 Albert Embankment
London SE1 7SP

17th November 2017

Dear Equality Charters Manager,

I am delighted to present the University of Worcester's application for an Athena SWAN Institutional Bronze award.

Since gaining University Title in 2005, Worcester has developed significantly. We have grown in scale and in scope. Our traditional focus on Teacher Education and related fields together with Nursing and Midwifery has broadened into new areas of STEMM (Allied Health Professions such as Physician Associate, Biomedical Science, with the prospect of developing a Medical School) and AHSSBL (Criminology, Law, Fine Art). Throughout this growth and development, we have been committed to inclusion in the development of our learning & teaching, our research, our infrastructure and our staffing. You may wish to note that we were shortlisted for THE University of the Year in 2016 based on this inclusive approach.

Our whole University commitment to gender equality is reflected in several ways not least:

1. By the representation of women on our senior management team, two thirds of whom are currently women. Indeed, the senior management team has been 50% female or above since September 2003.
2. By the representation of women in senior academic leadership, where more than half are women, and professorial posts - nearly two thirds of our professors are female.

The University has been very successful over the past decade and I have no doubt that we have benefitted greatly from deeply engaged and committed female leadership.

We have invested significantly in research with a strong focus on issues of gender, for example:

1. Our Association for Dementia Studies (ADS) engages in research to enable those living with dementia and their carers to live better lives, a population that is predominantly female as emphasised by *Women & Dementia. A Global Research Review* a report authored by ADS colleagues.
2. Our Centre for Violence Prevention is focused on understanding violence, particularly sexual violence and abuse and promoting strategies for prevention.

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The University of Worcester is an exempt charity.

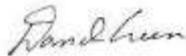
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We are fully committed to the Athena SWAN charter and its principles.

Senior colleagues, including our Deputy Vice Chancellor, have formed part of the Self-Assessment Team to ensure that its findings feed directly into discussions at University executive leadership as well as Governance level.

The process has been invaluable in highlighting areas that we need to work hard to develop. We are in the process of developing a new Strategic Plan which will reassert our commitment to creating an inclusive environment in which to study and work and which will also seek to address the issues that have emerged in developing this application, not least the representation of BME staff and more specifically female BME staff, but also developing our support for trans staff and students. I can confirm that the information presented throughout our application is an honest, accurate and true representation of the University and I strongly endorse the enclosed application.

Yours sincerely,



Professor David Green
Vice Chancellor and Chief Executive

Glossary of terms

AHRC	Arts and Humanities Research Council
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
BME	Black Minority Ethnic
CIPD	Chartered Institute of Personnel and Development
CROS	Career Researcher Online Survey
CVP	Centre for Violence and Prevention
DVC and VC	Deputy Vice Chancellor and Vice Chancellor
E&D	Equality & Diversity
ECR	Early Career Researcher
ECU	Equality Challenge Unit
EIA	Equality Impact Assessment
FPE	Full Person Equivalent
H/C	Headcount
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HPL	Hourly Paid Lecturer
IHS	Institute of Health & Society
IoA	Institute of the Arts
IoE	Institute of Education
IoH	Institute of Humanities
ISE	Institute of Science and the Environment
ISES	Institute of Sport & Exercise Science
LGBT	Lesbian Gay Bisexual Trans
PIRLS	Principal Investigators and Research Leaders Survey
SAT	Self-Assessment Team
SMT	Senior Management Team
STEMM	Science Technology Engineering Mathematics and Medicine
UCAS	Universities and Colleges Admissions Service
UCEA	Universities and Colleges Employers Association
UoA	Unit of Assessment
WBS	Worcester Business School

Data presented in this application is by Headcount as of 31st August in each academic year. Grades relate to UCEA/HR Coding and job roles as follows:

G5	Research Assistant	Xpert HR Level M
G6	Research Associate	Xpert HR Level L
G7	Lecturer/Teaching Fellow/University Tutor/Research Fellow	Xpert HR Level K
G8	Senior Lecturer/Senior Teaching Fellow/Senior University Tutor/ Senior Research Fellow	Xpert HR Level J
G9	Principal Lecturer/Principal Research Fellow	Xpert HR Level I
PROF	Professor	UCEA Level 5A

National comparator data is drawn from *Equality in higher education: staff statistical report 2016* and is by FPE.

2. DESCRIPTION OF THE INSTITUTION

The University of Worcester was founded in 1946 as a teacher training college after World War II. It gained Taught Degree Awarding Powers in 1997, University Title in 2005 and Research Degree Awarding Powers in 2010. The University has grown significantly over the last 10 years: in 2007 student numbers were 7,729 compared to a figure of 10,347 in October 2017 (Table 2.1).

The University's central focus is on Undergraduate education; its Postgraduate numbers (taught and research) are small but growing. Reflecting its origins, teacher education remains a core part of its offer as does the education of health professionals. It has expanded the portfolio of courses it offers in the Life Sciences over the last 10 years and in 2017/18 will deliver Biomedical degrees for the first time. It delivers courses across the social sciences, arts and humanities with longstanding programmes in areas such as Psychology, Geography, History, English Literature, Drama, Business & Management and Sport & Exercise Science; more recently it has developed areas such as Law and Criminology.

Institute	UG		PGT		PGR		Total
	FT	PT	FT	PT	FT	PT	
Arts	622	11	2	0	2	4	641
Education	1,349	253	388	232	4	15	2,241
Health & Society	2,637	289	130	348	10	26	3,440
Humanities	614	23	0	0	4	8	649
Science & Environment	629	40	0	1	7	8	685
Sport & Exercise Science	1,238	65	54	73	4	2	1,436
Worcester Business School	1,012	89	80	51	4	19	1,255
Total	8,101	770	654	705	35	82	10,347

Table 2.1: Student Numbers September 2017

There has been a significant growth in the University's research over the last 10 years, perhaps best reflected by the progress between Research Assessment Exercise 2008 and Research Excellence Framework 2014 (see section 5.1.iv). It has well established areas of excellence in areas such as Aerobiology and Dementia Care. More recently, it has established a Centre for Violence Prevention focused on applied research into intimate partner violence and has developed a strong profile in mental health research (e.g. through its Mood Disorders Research Group).

The University has seven academic "Institutes" each with a Head who reports directly to the Deputy Vice Chancellor. Institutes are sub-divided into departments which in turn have a Head (see Figure 2.1 for details of this structure).¹ Academic Support Units, which provide administrative and other professional support (e.g. technicians), operate at Institute level. All other professional and support services are centralised.

The University employs (as of September 1st 2017) 1525 staff: 797 academic & research staff (including Hourly Paid Lecturers) and 728 professional staff. Just over 65% of all staff are women and 63% of its academic & research staff.

¹ The Association for Dementia Studies (a University Research Centre) also sits within the Institute of Health & Society.

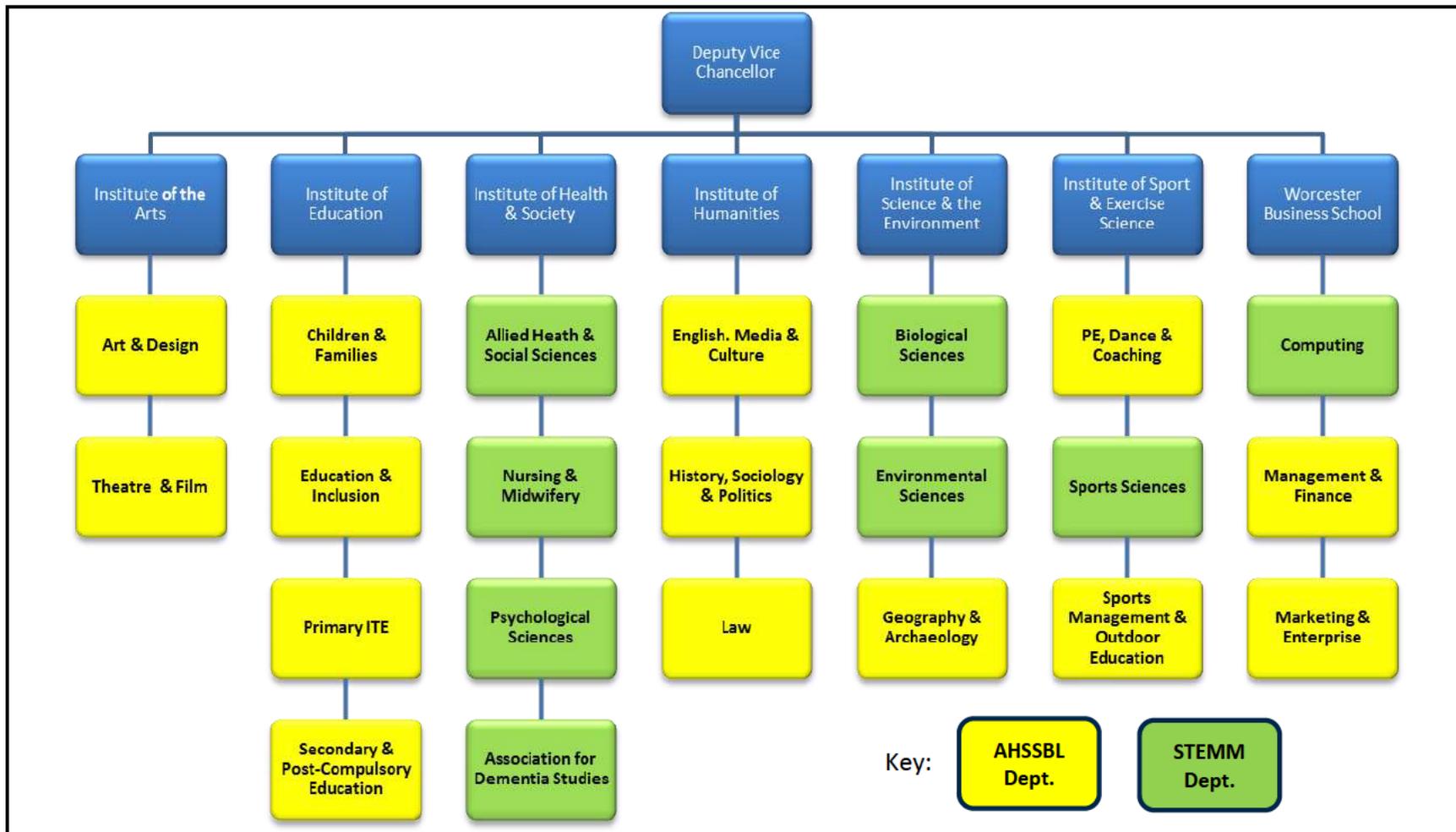


Figure 2.1: Academic Structures

Institute	Staff Type	Female	%	Male	%	Total
Arts	Academic & Research	33	45.2	40	54.8	73
	Professional	8	50.0	8	50.0	16
Education	Academic & Research	125	80.6	30	19.4	155
	Professional	25	92.6	2	7.4	27
Health & Society	Academic & Research	179	77.2	53	22.8	232
	Professional	38	88.4	5	11.6	43
Humanities	Academic & Research	36	53.7	31	46.3	67
	Professional	4	44.4	5	55.6	9
Science & Environment	Academic & Research	42	50.6	41	49.4	83
	Professional	18	72.0	7	28.0	25
Sport & Exercise Science	Academic & Research	46	48.9	48	51.1	94
	Professional	25	61.0	16	39.0	41
Worcester Business School	Academic & Research	41	44.1	52	55.9	93
	Professional	11	68.8	5	31.3	16
Central Professional Services		362	65.7	189	34.3	551
Total Number of Academic Staff		502	63.0	295	37.0	797
Total Number of Professional Staff		491	67.4	237	32.6	728
Total Number of Staff		993	65.1	532	34.9	1525

Table 2.2: Headcount and % of academic & research and professional staff by gender September 2017

Table 2.2 shows academic & research staff broken down by Institute and the split of professional staff embedded in Institutes and those based in central services.

The University joined the Athena SWAN Charter in December 2014 and pledged its commitments to the revised May 2015 principles of the Charter in September 2015. It made the decision to submit for an Institutional Bronze award at this same point, reflecting its commitment to the revised Charter, and established a Self-Assessment Team to take forward this application and to work to embed the Charter's principles across the institution.

WORD COUNT: 468

3. THE SELF-ASSESSMENT PROCESS

(i) A description of the self-assessment team

The team has dual leadership: an academic and a senior lead. Professor Elizabeth Peel, Professor of Social Psychology, was the Academic Lead and Dr John-Paul Wilson, Deputy Pro Vice Chancellor Research, Senior Lead. Representation was sought from:

- Academic Institutes – at least one representative per Institute
- Professional Service Departments – at least three representatives from professional staff; there was no expectation that all departments would be represented
- Research staff – at least one representative
- Research students – at least one representative
- Professors – at least one representative
- Human Resources – at least two representatives to include a staff member with responsibility for Equality & Diversity
- Senior Executive Management – at least one member (in addition to the Senior Lead)

Volunteers were sought in the first instance. It was decided that volunteers would not be turned down; consequently some areas are more fully represented than others on the team. If necessary, nominations were sought from the relevant Institute or Department heads. Each member has either a personal or professional reason for their involvement in the team, is passionate and committed to progressing gender equality within the University. The team includes individuals with a wide range of caring responsibilities which have informed the development of this application.

Initially, the team was coordinated by a member of the Researcher Development Team but it became apparent that the coordination role needed more dedicated time and hence a 0.4FTE Athena SWAN coordinator was appointed in the summer of 2016.

Membership of the team has changed over the last 2 years; notably there has been a change in the Academic Lead with Professor Maggie Andrews, Professor of Cultural History, taking over from Professor Peel in the summer of 2016 after her departure from the University. We have also established Athena SWAN “Champions” for each of the Academic Institutes with time allocated to this role in workload planning.

Details of the current membership are set out in Table 3.1 below. The SAT consists of:

- 21 women and 6 men
- 14 academic & research staff; 12 professional staff (including senior leaders); 1 student
- 24 full-time staff and 3 part-time staff
- 4 BME staff

We recognise that men and part-time staff have been under-represented on the SAT and will work to address this going forward (AP1.5).

Table 3.1: Membership of the Athena SWAN Self-Assessment Panel

Name	Academic Department & Institute or Professional Service	Gender	FT/PT	University & SAT Roles
██████████ ██████	Department of History, Sociology & Politics, Institute of Humanities	F	FT	Professor of Cultural History Academic Lead for the SAT ██████████ research focuses on domesticity and femininity on the Home Front in the First and Second World War.
██████████	Department of Children & Families, Institute of Education	M	FT	Research Fellow Member of the Data Analysis Working Group ██████████ research interests are focused on STEMM engagement within higher education.
██████████	Department of Computing, Worcester Business School	M	FT	Head of Department and Senior Lecturer. Member of the Staff Consultation & Communication Working Group AS Champion ██████████ interest in the Athena SWAN group stems from the significant under-representation of female applicants in the subject of Computing
██████████	Centre for Violence Prevention, Institute of Health & Society	F	FT	Professor of Prevention of Violence and Abuse Member of Career Development & Transitions Working Group. ██████████ research expertise concerns domestic violence; she is also passionate about challenging gender-related myths regarding employment and progression.
██████████	Department of Biological Sciences, Institute of Health & Society	F	FT	Senior Lecturer in Biochemistry Member of Career Development & Transitions Working Group Joint AS Champion ██████████ is passionate about encouraging women to fulfil their potential as scientists. She provides personal knowledge and experience.
██████████	Senior Leadership	F	FT	Director of Human Resources ██████████ joined the University in 2016, with 20 years' experience in HR gained in a diverse range of organisations.
██████████ ██████	Department of Secondary & Post-Compulsory Education, Institute of Education	F	FT	Professor of Education Member of Organisational Culture Working Group AS Champion (IoE) ██████████ is committed to gender equality and strives to promote them in her research and teaching.

██████████	Centre for Violence Prevention, Department of Psychological Sciences, Institute of Health & Society	F	PT	Research Associate Member of Staff Consultation & Communication Working Group ██████████ has worked at the University as a researcher for 10 years most recently focused on domestic violence.
██████████	Registry Services	F	FT	Assistant Registrar Member of Supporting Trans People Working Group ██████████ is a UNISON representative with a strong interest in issues of equality and fairness.
██████████	Sports Facilities, Institute of Sport & Exercise Science	F	FT	Financial and Project Manager Member of the Staff Consultation & Communication Working Group ██████████ is a member of the University's Joint Consultative Committee and a Unison Branch Equalities Officer.
██████████, ██████████	Worcester Business School	F	PT	Director of Research, Worcester Business School Member of Career Development & Transitions Working Group ██████████ research focus is on career development and her work has explored the barriers and opportunities to women's career progression.
██████████	Senior Leadership	F	FT	Deputy Vice Chancellor ██████████ is the strategic lead for the University's academic and research portfolio since 2015.
██████████	Finance	M	FT	Purchasing Assistant Member of Staff Consultation & Communication Working Group ██████████ feels that equality in the workplace is important across all areas of any organisation.
██████████	Human Resources	F	FT	Athena SWAN Project Coordinator (0.4 FTE) and HR Advisor (0.6 FTE) Secretary of SAT ██████████ joined the University in 2015 having previously worked in Equality and Diversity roles in the public sector. She is a member of the ECU Athena SWAN review panel.
██████████	Institute of Sport & Exercise Science	F	FT	Associate Head Member of Organisational Culture Working Group ██████████ is the Strategic Lead for Women in Sport and Exercise (WISE) at Worcester.

██████████	Department of Biological Sciences, Institute of Health & Society	F	FT	Research Fellow Member of Career Development & Transitions Working Group Joint AS Champion ██████████ is passionate about developing the skills of the next generation of scientists.
██████████	Institute of Humanities	F	FT	Associate Head Member of Career Development & Transition Working Group AS Champion (IoA and IoH) ² ██████████ research is focused on gender and intersectionality. She represents UCU on the SAT.
██████████	Department of Sports Sciences, Institute of Sport & Exercise Science	F	FT	Principal Lecturer in Sport and Exercise Psychology Member of the Data Analysis Working Group AS Champion ██████████ joined the SAT in part because of her personal experience of returning to full time work after periods of maternity leave.
██████████	Human Resources	F	PT	Lead for Equality & Diversity ██████████ has a particular interest in gender equality and was involved in developing a pilot application under the previous Gender Equality Scheme.
██████████	Human Resources	F	FT	Director of Personal and Organisational Development. Member of Career Development & Transition Working Group ██████████ has worked in all aspects of HR and has been involved in various programmes to increase the proportion of women at all levels.
██████████	Research School	F	FT	Researcher Development Officer Member of Staff Consultation & Communication Working Group ██████████ has worked at the University for 7 years, previously as a Research Assistant and now as a Researcher Development Officer.
██████████	Senior Leadership	M	FT	Deputy Pro Vice Chancellor Research Senior Lead and Chair of SAT ██████████ has worked at the University for 10 years leading on REF, the Researcher Development Programme and HR Excellence in Research application.

² The Institutes of the Arts and of Humanities were one institute until September 2017. Dr Mirza who was champion for this combined institute has retained this role across the two institutes for the time being.

██████████	Vice Chancellor's Office	F	FT	Executive Assistant Minuting Secretary of the SAT ██████████ has supported a number of research projects and centres within Universities and the NHS in Scotland and England.
██████████	Institute of Education	M	FT	Deputy Head Member of Organisational Culture and Supporting Trans People Working Group ██████████ professional and research interests centre on the areas of inclusion, diversity and equality.
██████████	Senior Leadership	F	FT	Director of Access and Inclusion Member of Organisational Culture Working Group ██████████ leads on inclusive student recruitment, widening participation, community partnership and student engagement.
██████████	Student Representative	F	FT	PhD Student Member of Supporting Trans People Working Group ██████████ is undertaking a funded PhD on suicide prevention. She was the first person to hold the role of SU 'Women's Officer' at Worcester.
██████████	Communications & Participation	M	FT	Online Communications Officer Member of Staff Consultation & Communication Working Group ██████████ has a background in academic publishing but moved into communications with Oxfordshire County Council before joining the University.

(ii) An account of the self-assessment process

The SAT was first established in September 2015. It has since met face-to-face 13 times. Its terms of reference were:

- To promote gender equality across the University, including raising the profile of the AS Charter
- To develop, monitor and review a delivery plan for an application for an AS Institutional Bronze Award
- To receive and review data relevant to the AS agenda
- To identify areas of good practice and areas for development in gender equality
- To share areas of good practice in gender equality across the institution
- To establish an action plan to address any areas for development in gender equality
- To report to relevant committees on progress against the delivery plan and on wider gender equality issues (see Figure 3.2).

Working Groups (WGs) were established as sub-groups of the SAT and met regularly (in some cases monthly; in others 3-4 times per year):

- *Career Development & Transitions*
- *Data Analysis*
- *Organisational Culture*
- *Staff Consultation & Communication*
- *Supporting Trans People*

The WGs functioned to drive forward key aspects of the SAT's remit and to report back to the SAT. Membership of WGs was drawn from the SAT with the exception of the *Support Trans People WG* which drew on wider expertise.³ This ensured that the whole team drove forward the application.

The SAT organised a campaign to increase understanding of and engagement with the AS Charter. This consisted of:

- A poster campaign
- Information in the University's Weekly News Blog
- Meetings with SMTs within academic institutes and professional departments
- Presentations to academic Institutes by AS Champions (using materials developed by the SAT)
- Meetings with the Student Union's Executive
- Presentations to relevant staff networks

This campaign provided opportunity for direct consultation with various stakeholders. In addition, the University engaged in a number of surveys which have informed this application:

- Staff Equality & Diversity Survey
- CROS
- PIRLS

³ Expertise was drawn from the Student's Union, Student Services, the LGBT Network, staff and students in transition or with a personal experience of transition.

The SAT has received external support through:

- The AS Regional Network
- “Critical friends” (e.g. the AS Project Manager at Birmingham City University)
- Consultancy from ECU
- Input from partner organisations on specific issues (e.g. a Student Support Advisor from a partner college with expertise around Trans support)

In addition, two members of the SAT are Athena SWAN panellists. We believe this has been critical in informing the development of our practice and our application.

The SAT has 4 reporting lines (as set out in Figure 3.2). It reports to:

- University Executive Leadership Group through the Chair and the Deputy Vice Chancellor primarily on strategic matters
- Research Committee through the Chair (who is also Chair of Research Committee) and from there to Academic Board primarily on the academic implications of the SAT’s work
- HR Committee through the Director of HR and from there to the Board of Governors primarily on matters of HR policy and practice
- Institute Boards through the AS Champions primarily to share good practice and reflect on “local” practice

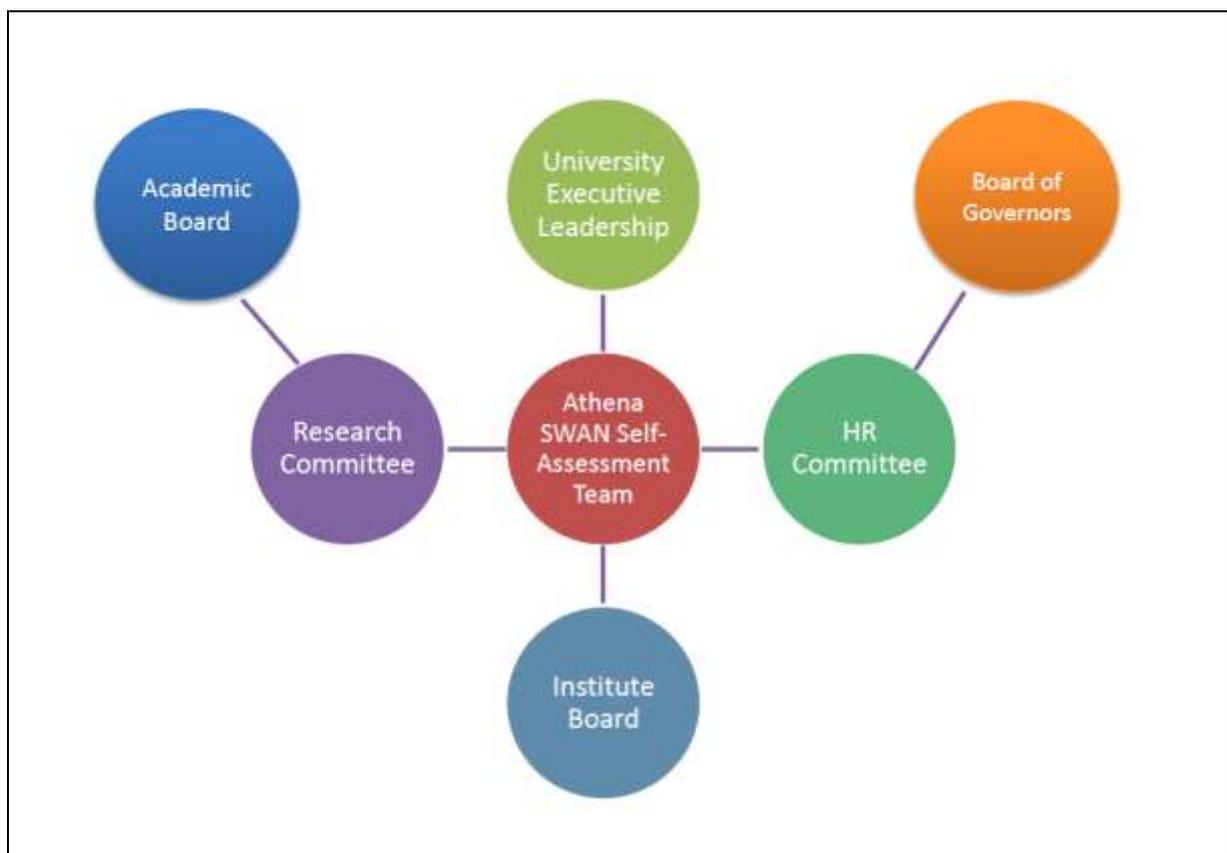


Figure 3.2 SAT Reporting Structure

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

We will review the membership of the SAT to address under-representation of men and part-time staff and to incorporate other relevant stakeholders (AP1.5). We will also establish deputy AS Champions to enable succession planning and to ensure wider distribution of workload (AP1.5).

The SAT will become the Gender Equality Working Group. It will continue to meet a minimum of 4 times a year to monitor and report on progress against the Action Plan (AP1.5). In addition, the SAT will also have a continuing role in enhancing understanding and engagement with the Charter (AP4.1). Further, the SAT will advise Institutes on the development of “departmental” applications through the continuing role of the AS Champions (AP1.5).

Action no.	Action
1.5	Review and revise title, membership and terms of reference of the SAT
4.2	Run campaign to further raise awareness of Athena SWAN Charter through: <ul style="list-style-type: none">• Renewed poster campaign• Lunchtime workshops

WORD COUNT: 981 (excluding Table 3.1)

4. A PICTURE OF THE INSTITUTION

4.1 Academic and research staff data

(i) Academic and research staff by grade and gender

63% of academic and research staff at the University are female compared to the national average of 45% (Table 4.1). This high proportion is a function of the University's focus on health and education where nationally the proportion of women is high (see Figure 4.1).

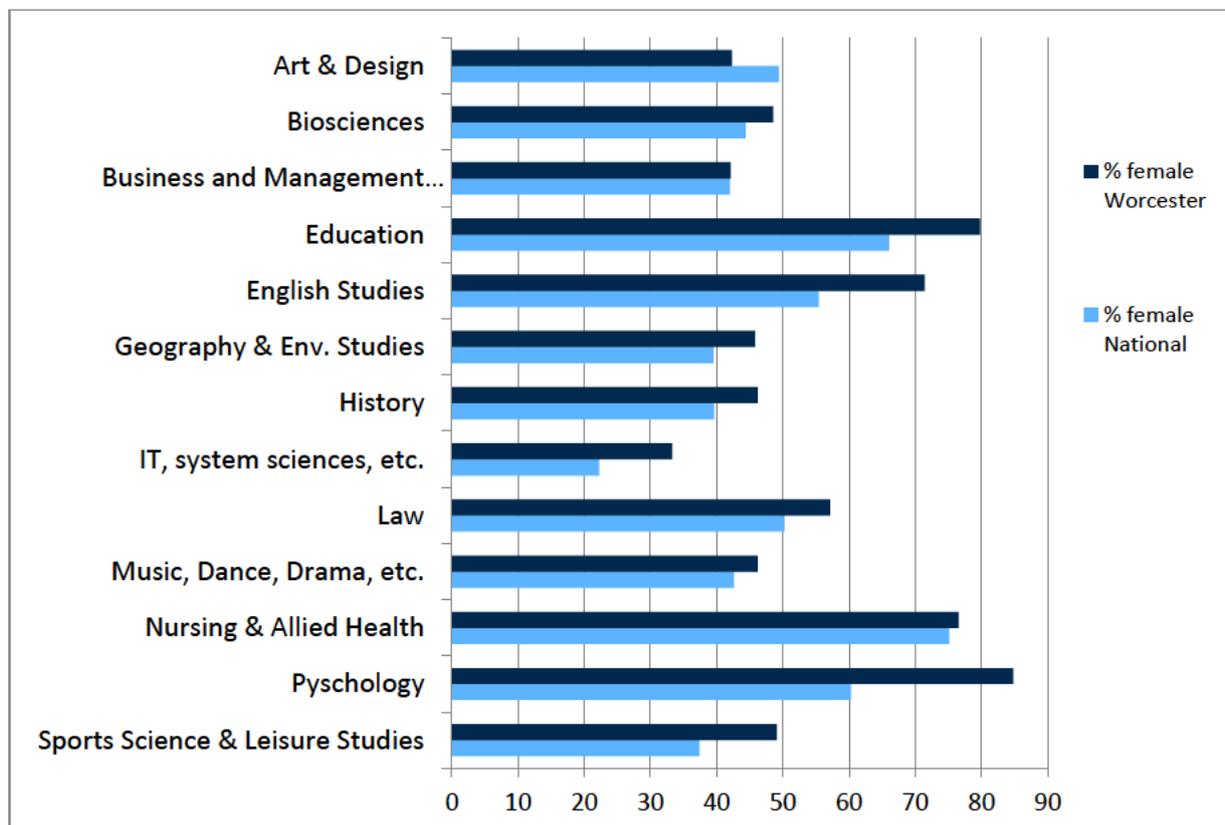


Figure 4.1: % Female staff by subject area at Worcester (16/17) and at national level (15/16)

Women are better represented at Worcester than at the national level in all subjects except Art & Design (AP1.5). The University will continue to engage in work to increase female representation in areas such as IT and Business & Management Studies and male representation in areas such as Nursing & Allied Health Professions and Education.

It will adopt a two-pronged approach:

- There are underlying structural issues with the representation of women and men in related professions – we will continue to focus outreach in areas such as attracting more women into IT and more males into teaching.
- We will examine our recruitment strategy in these areas (AP2.5).

Grade	2014/15			2015/16			2016/17			National
	F	M	F%	F	M	F%	F	M	F%	F%
G5	3	2	60.0	2	2	50.0	3	2	60.0	69.8
G6	2	1	66.7	2	1	66.7	3	1	75.0	58.2
G7	205	125	62.1	225	136	62.3	229	146	61.1	52.7
G8	193	114	62.9	203	116	63.6	211	112	65.3	49.5
G9	38	26	59.4	36	25	59.0	37	23	61.7	40.8
PROF	17	13	56.7	19	11	63.3	19	11	63.3	23.2
Total	458	281	62.0	487	291	62.6	502	295	63.0	45.0

Table 4.1: Academic & Research Staff by grade and gender (Overall)

Table 4.1 shows that, with the exception of G5 and G6 (where numbers are very small), the proportion of women at each grade remains just above or just below 60%. This is in stark contrast to the national picture where there is a drop off between G6 and PROF and most strikingly between G9 and PROF (Figure 4.2). Figure 4.3 suggests that there is no “leak” in the career “pipeline” from G7 to PROF, although we do note that the majority of our leavers are at G8 (see Section 4.1.iv).

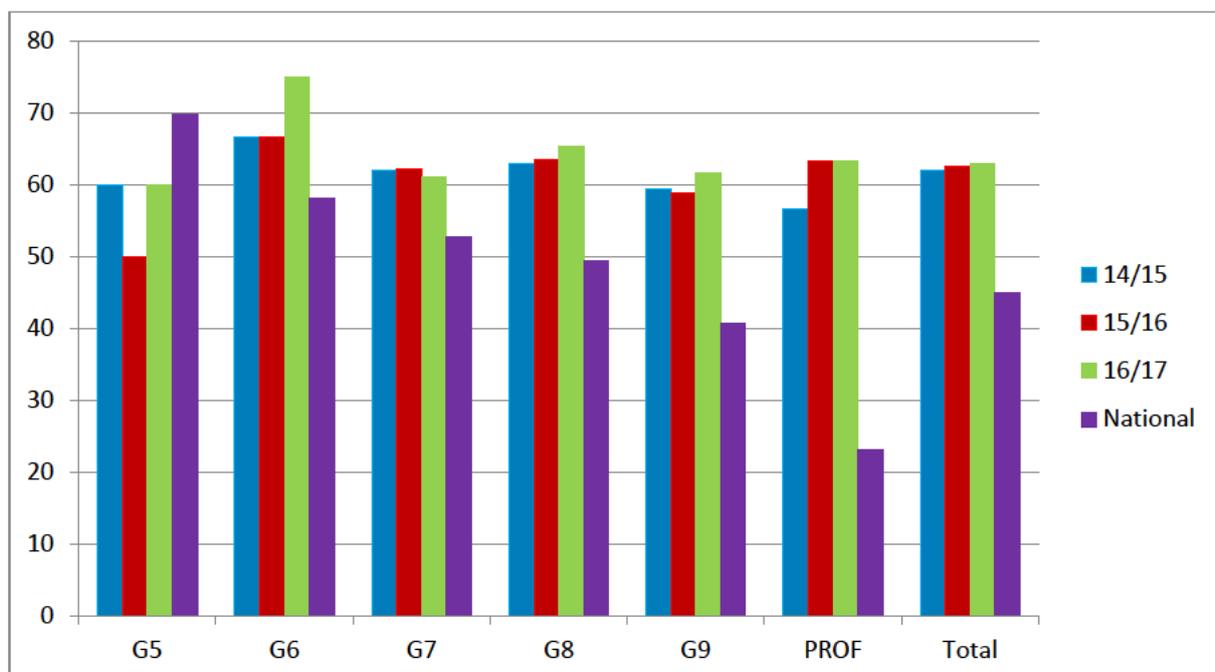


Figure 4.2: % Female Academic Staff at each grade 2014/15 – 2016/17 (Overall) with national comparator

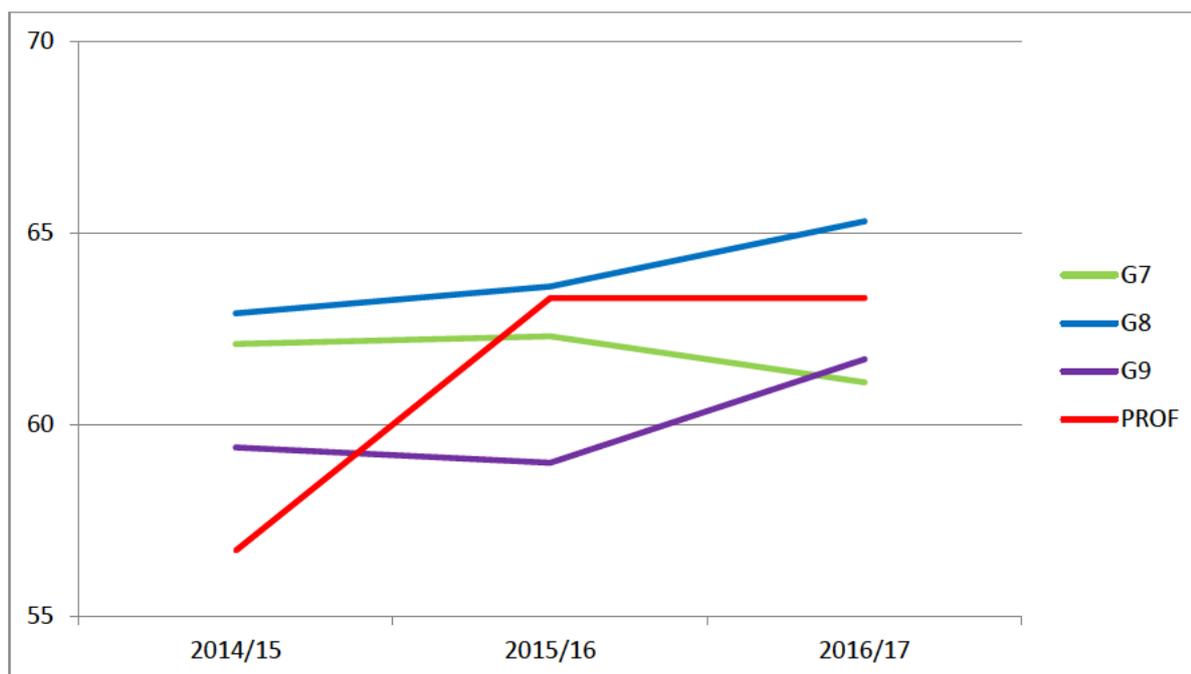


Figure 4.3: % Female Academic & Research Staff from 2014/15 – 2016/17 at each grade (Overall)⁴

AHSSBL Pipeline

The picture for staff in AHSSBL departments differs slightly from the overall picture (Table 4.2). The overall proportion of women is slightly lower at around 60%. For each of G8, G9 and PROF the proportion of women grows slightly over the 3 years (see Figure 4.4).

Grade	2014/15			2015/16			2016/17		
	F	M	F%	F	M	F%	F	M	F%
G7	144	93	60.8	152	92	62.3	149	98	60.3
G8	96	73	56.8	103	75	57.9	105	69	60.3
G9	26	17	60.5	25	16	61.0	23	14	62.2
PROF	9	8	52.9	10	8	55.6	10	8	55.6
TOTAL	275	191	59.0	290	191	60.3	287	189	60.3

Table 4.2: Academic & Research Staff by grade and gender (AHSSBL)

However, there is a drop off in the proportion of women between G7 and PROF in each of the three years, although this is not linear. Figure 4.5 shows the relationship between the 4 grades; perhaps most striking is the gap between G9 and PROF (and to a lesser extent G8 and PROF) (see Section 5.1.iii for further discussion and associated actions).

⁴ Figures for G5 and G6 have been excluded from this figure as numbers at these grades are very small.

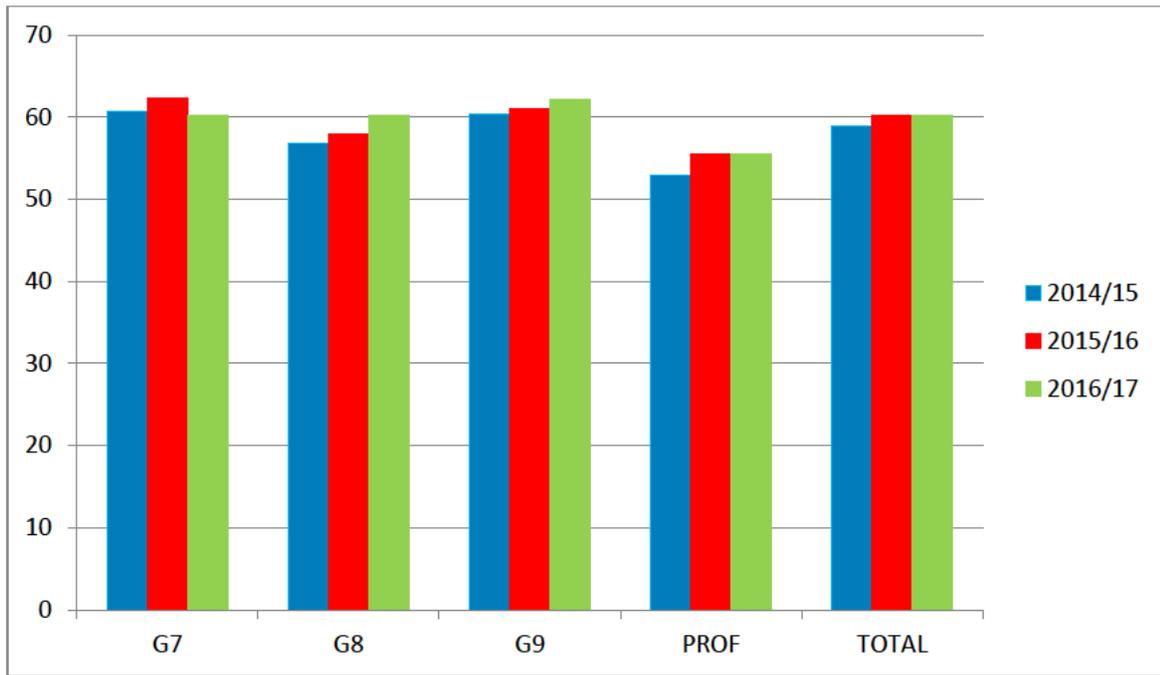


Figure 4.4: % Female staff at each grade 2014/15 – 2016/17 AHSSBL

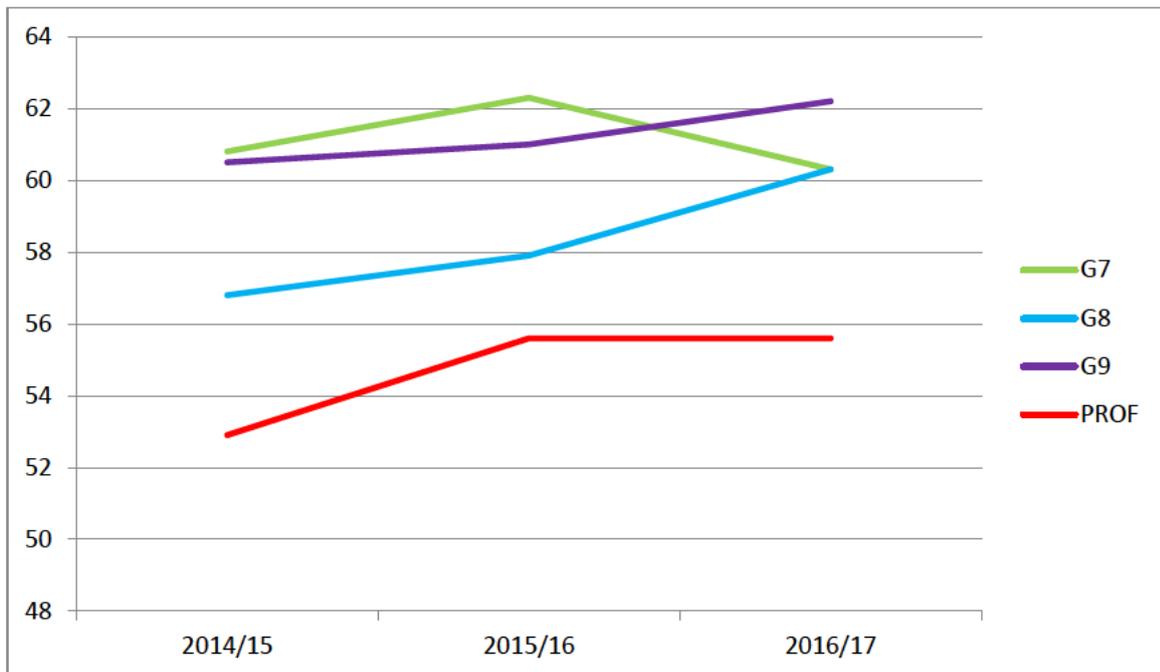


Figure 4.5: % Female Academic Staff from 2014/15 – 2016/17 at each grade (AHSSBL)

STEMM Pipeline

The data for STEMM departments shows a more varied picture (Table 4.3). The overall proportion of women is higher but there are no clear patterns that emerge over the career pipeline.

Grade	2014/15			2015/16			2016/17		
	F	M	F%	F	M	F%	F	M	F%
G5	3	2	60	2	2	50.0	3	2	60.0
G6	2	1	67.7	2	1	67.7	3	1	75.0
G7	61	32	65.6	73	44	62.4	80	48	62.5
G8	97	41	70.3	100	41	70.9	106	43	71.1
G9	12	9	57.1	11	9	55.0	14	9	60.9
PROF	8	5	61.5	9	3	75.0	9	3	75.0
TOTAL	183	90	67.0	197	100	66.3	215	106	67.0

Table 4.3: Academic & Research Staff by grade and gender (STEMM)

Figure 4.6 shows the proportion of women goes up and down between G5 and PROF. The proportion of female professors grows over this period. Although it may appear that this is a consequence of very small shifts in the number of professors, this in fact hides much more “movement” with a number of professors departing (male and female), a number of new professors being appointed (all female) and a number of internal promotions to professor (nearly all male) (see Section 5.1.iii for further discussion and action points).

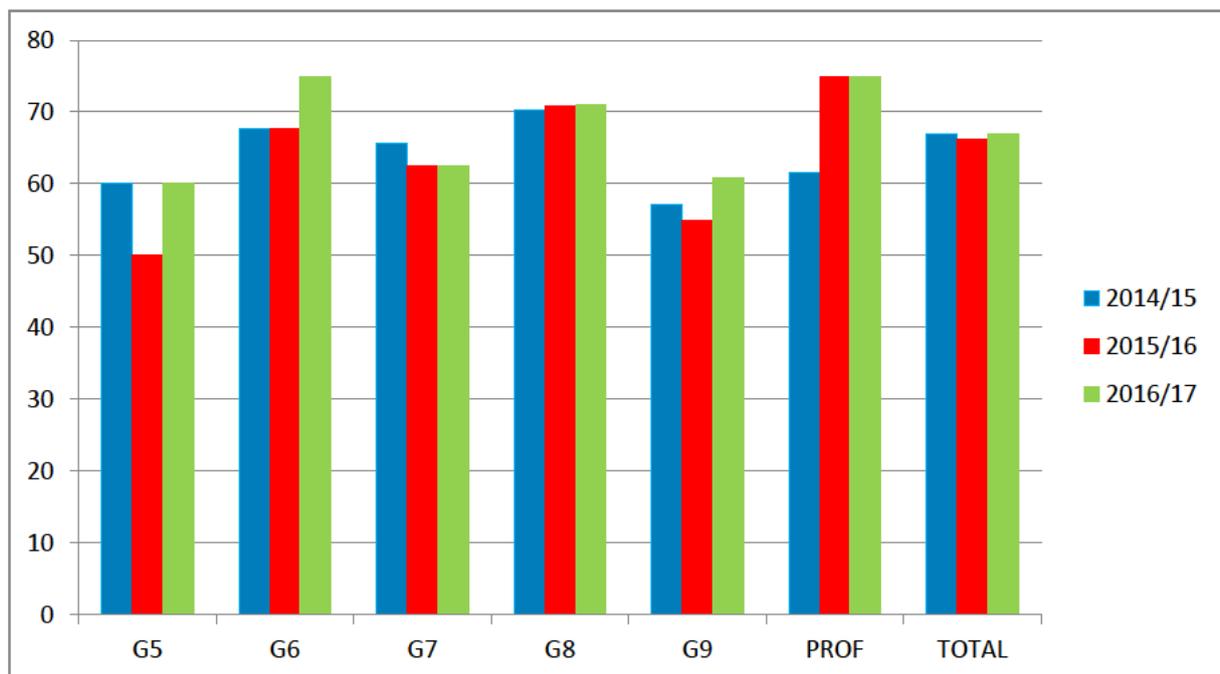


Figure 4.6: % Female staff at each grade 2014/15 – 2016/17 (STEMM)

In contrast to AHSSBL departments, the smallest proportion of women is at G9 and there is a strong contrast with the proportion of women in the grades above and below (see Figure 4.7).

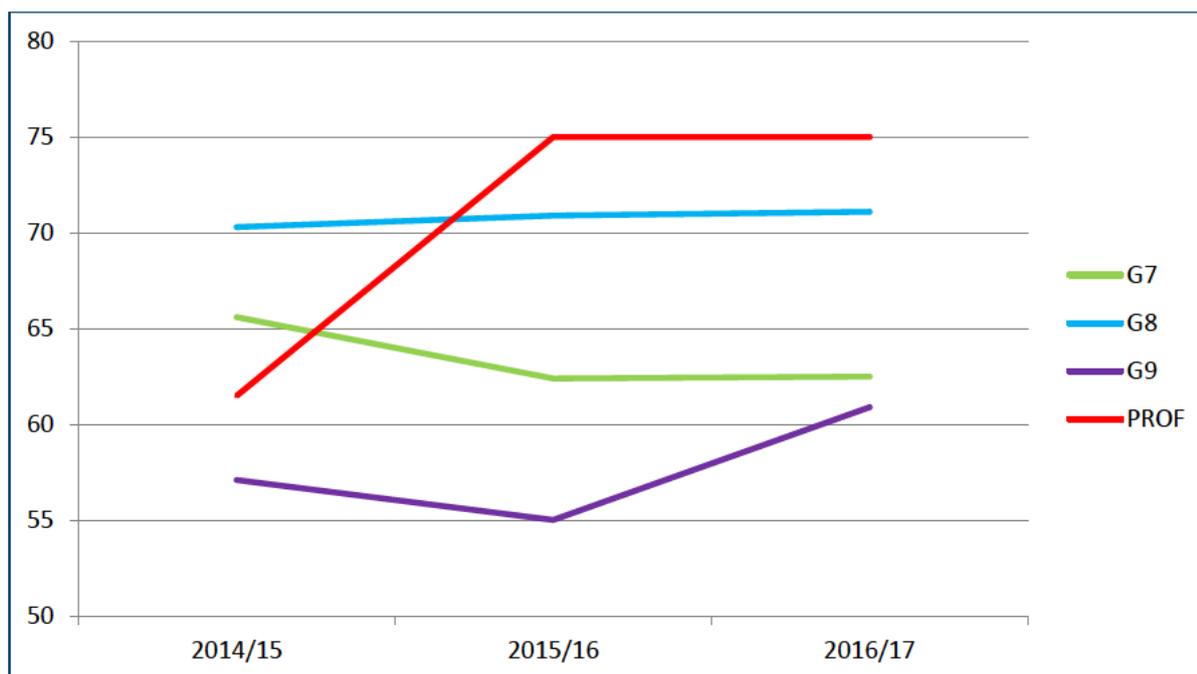


Figure 4.7: % Female Academic Staff from 14/15 – 16/17 at each grade (STEMM)⁵

Whilst we do not perceive this as a major problem we do note that the majority of leavers in STEMM departments over the 3 year period are at G8 (Section 4.1.iv). This could suggest that there is some blockage in the transition from G8 to G9 in STEMM departments (Section 5.1.iii and AP 3.2 & 3.3).

Mode (Full-time/Part-time)

For full-time staff (Table 4.4), the picture is very similar to that for all staff, insofar as there is no evidence of any leak in the career pipeline; although the proportion of women is slightly lower at most grades and in most years.

Grade	2014/15			2015/16			2016/17		
	F	M	F%	F	M	F%	F	M	F%
G5	2	2	50.0	1	2	33.3	2	2	50.0
G6	2	1	66.7	2	1	66.7	3	1	75.0
G7	17	9	65.4	23	19	54.8	25	19	56.8
G8	147	92	61.5	155	99	61.0	158	95	62.5
G9	35	26	57.4	33	25	56.9	34	23	59.6
PROF	13	10	56.5	15	8	65.2	15	10	60.0
Total	216	140	60.7	229	154	59.8	237	150	61.2

Table 4.4: Academic & Research Staff by grade and gender (Full-time)

For part-time staff, the data is more difficult to read: at G5, G6, G9 and PROF the numbers are very small. At G7 the large numbers of part-time staff reflect those on HPL contracts (Section 4.1.ii).

⁵ Figures for G5 and G6 have been excluded from this figure as numbers at these grades are very small.

Grade	2014/15			2015/16			2016/17		
	F	M	F%	F	M	F%	F	M	F%
G5	1	0	100.0	1	0	100.0	1	0	100.0
G6	0	0	0.0	0	0	0.0	0	0	0.0
G7	188	116	61.8	202	117	63.3	204	127	61.6
G8	46	22	67.6	48	17	73.8	53	17	75.7
G9	3	0	100.0	3	0	100.0	3	0	100.0
PROF	4	3	57.1	4	3	57.1	4	1	80.0
Total	242	141	63.2	258	137	65.3	265	145	64.6

Table 4.5: Academic & Research Staff by grade and gender (Part-time)

Ethnicity

The number of BME academic and research staff at the University is small. It has remained virtually static in terms of numbers over the last 3 years and has fallen as a percentage of all staff from 6.5% to 6.1%, well below the national average of 13.9% (Table 4.6). This is in part a reflection of the University's location and local demographic.

Year		White		BME		Unknown	
		H/C	%	H/C	%	H/C	%
2014/15	Female	420	91.7	24	5.2	14	3.1
	Male	247	87.9	24	8.5	10	3.6
	Total	667	90.3	48	6.5	24	3.2
2015/16	Female	446	91.6	26	5.3	15	3.1
	Male	258	88.7	24	8.2	9	3.1
	Total	704	90.5	50	6.4	24	3.1
2016/17	Female	462	92.0	26	5.2	14	2.8
	Male	263	89.2	23	7.8	9	3.1
	Total	725	91.0	49	6.1	23	2.9

Table 4.6: Ethnicity of academic & research staff by gender and overall for 2014/15 to 2016/17

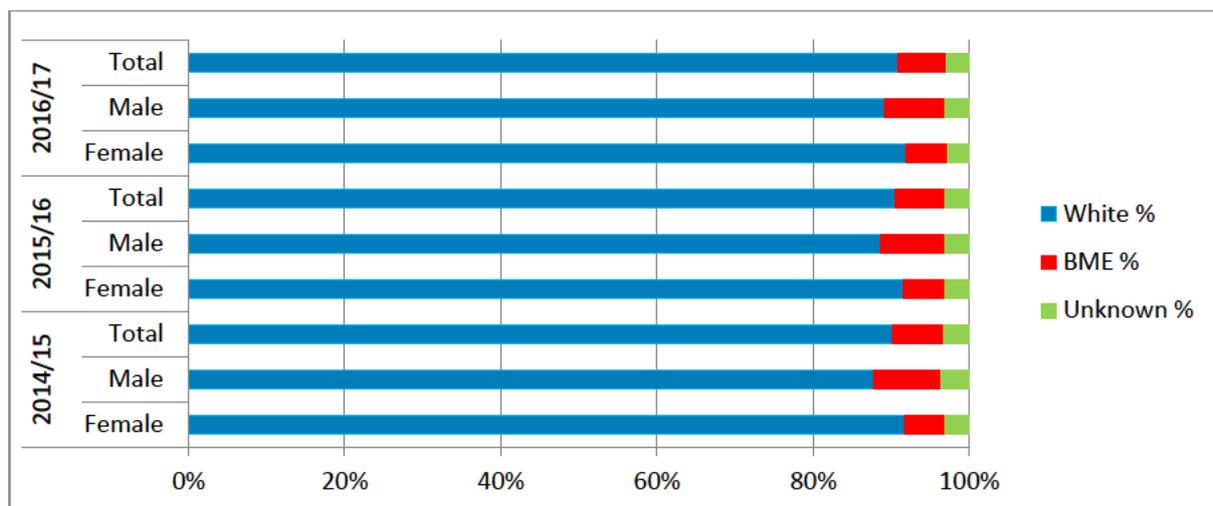


Figure 4.8: Ethnicity of academic & research by gender and overall for 2014/15 to 2016/17

Grade		2015				2016				2017			
		White		BME		White		BME		White		BME	
		H/C	%	H/C	%	H/C	%	H/C	%	H/C	%	H/C	%
G5	Female	3	100.0	0	0.0	2	100.0	0	0.0	3	100.0	0	0.0
	Male	2	100.0	0	0.0	2	100.0	0	0.0	2	100.0	0	0.0
G6	Female	2	100.0	0	0.0	2	100.0	0	0.0	3	100.0	0	0.0
	Male	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
G7	Female	184	89.8	8	3.9	203	91.4	8	3.6	208	90.8	8	3.5
	Male	107	85.6	10	8.0	118	86.1	11	8.0	127	87.6	11	7.6
G8	Female	178	92.7	14	7.3	186	91.6	16	7.9	194	91.9	16	7.6
	Male	101	88.6	12	10.5	103	89.6	12	10.4	101	90.2	11	9.8
G9	Female	37	97.4	1	2.6	35	97.2	1	2.8	36	97.3	1	2.7
	Male	25	96.2	1	3.8	25	100.0	0	0.0	23	100.0	0	0.0
PROF	Female	16	94.1	1	5.9	18	94.7	1	5.3	18	94.7	1	5.3
	Male	12	92.3	1	7.7	10	90.1	1	9.9	10	90.1	1	9.9
Total		667	90.3	48	6.5	704	90.5	50	6.4	725	91.0	49	6.1

Table 4.7: Ethnicity of academic & research by gender and grade (headcount and percentage) for 2014/15 to 2016/17

Female BME staff have consistently represented a smaller proportion of our staff population than male BME staff (see Figure 4.8). When the data is broken down by grade (Table 4.7) this further emphasises the disparity in proportion of male-female BME staff, but also highlights the very small numbers at G9 and PROF of both male and female BME staff. The University recognises that this is an area for action and that it particularly needs to work to attract female BME staff and to support and encourage their progression within the institution.

The University is engaged at a strategic level (through HR Committee) with the core issue of attracting an increased number of BME applicants for academic & research posts and ensuring there are no barriers to career progression for existing BME staff, as we believe that a more diverse teaching staff will have a positive impact on our student experience. This will be reflected in our strategic plan (AP1.1), our recruitment strategy (AP2.5) and through the establishment of a Race Equality Working Group (AP1.4).

Action No.	Action
1.5	Add representative from Art & Design to SAT
2.5	Examine our recruitment strategy in specific areas: Education, Nursing, Midwifery, Allied Health Professions, Psychology, Business & Management, Computing
1.1	Identify three key areas of priority in relation to equality, diversity and inclusion in our strategic plan and identify potential barriers to recruitment and career progression for these groups
2.5	Reflect our commitment to increase the number of BME applicants for academic & research posts in our recruitment strategy, ensuring there are no barriers to career progression
1.4	Establish a Race Equality Working Group

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

The vast majority of staff on fixed-term contracts are HPLs. The majority of research staff (56%) are on permanent contracts. Very small numbers of staff on standard teaching & research contracts are on fixed-term contracts (9%).

Year	Contract Type	Female			Male		
		H/C	%	% ↓	H/C	%	% ↓
2014/15	Permanent	271	62.4	59.2	163	37.6	58.0
	Fixed Term	187	61.3	40.8	118	38.7	42.0
2015/16	Permanent	285	62.4	58.5	172	37.6	59.1
	Fixed Term	202	62.9	41.5	119	37.1	40.9
2016/17	Permanent	294	63.6	58.6	168	36.4	57.0
	Fixed Term	208	62.1	41.4	127	37.9	43.0
National	Permanent	55515	43.3	62.2	72790	56.7	66.7
	Fixed Term	33710	48.1	37.8	36320	51.9	33.3

Table 4.8: Contract type by gender for 2014/15 to 2016/17 with national comparator

There is a small, slightly fluctuating difference between the percentage of women on permanent contracts (as a proportion of all women on academic & research contracts) and the percentage of men on the same over the 3-year period: in 2016/17 it is 58.6% for women compared to 57% for men (Table 4.8). This contrasts with national data that shows men are 4.5% more likely than women to be on a permanent contract.

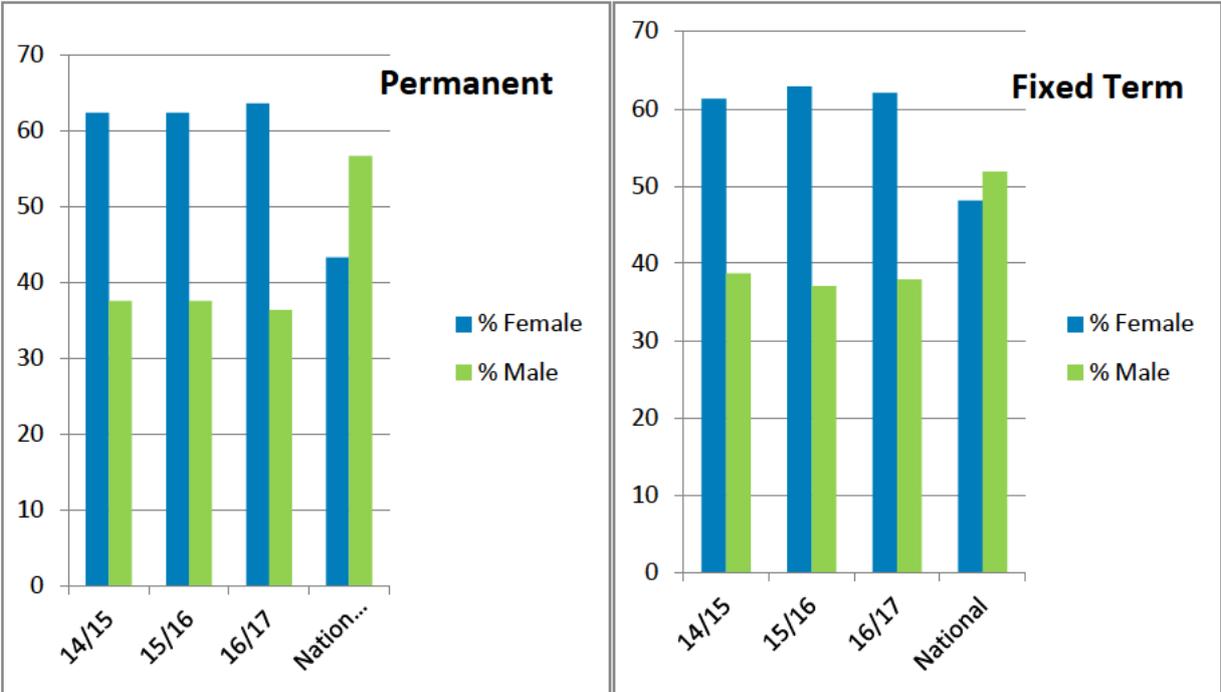


Figure 4.9: Comparison of academic & research staff on permanent and fixed term contracts by gender for 2014/15 to 2016/17 with national comparator

The proportion of female to male staff on permanent and on fixed term contracts is similar and stable across the 3 years (see Figure 4.9 above). In contrast, the national data shows a significant shift in the female-male ratio between permanent (43%-57%) and fixed term (48%-52%) contracts.

Having said this, Table 4.8 shows that both women and men are more likely at national level to be on permanent contracts than they are at Worcester. The University recognises that it has a high number of HPL staff. Over the last 18 months, it has moved a number of HPL staff on to permanent contracts. It is also currently engaged in a “HPL project” drawing directly on the experience of HPLs through interviews and focus groups. The project will make a series of recommendations for the effective integration, support and development of its HPL staff (AP3.1). Further, the University is in the final stages of developing a new policy on fixed term contracts and associated guidance for staff and managers to ensure greater support for fixed-term workers (AP2.4).

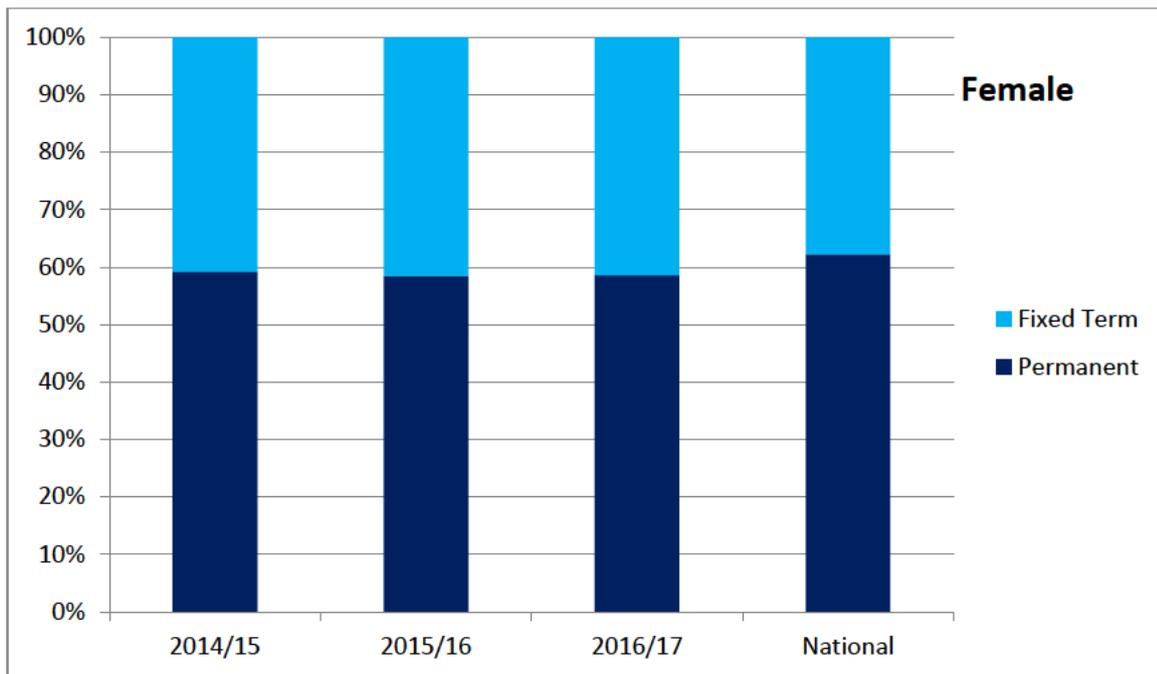


Figure 4.10: Proportion of female academic & research staff on fixed term and permanent contracts for 2014/15 to 2016/17 with national comparator data

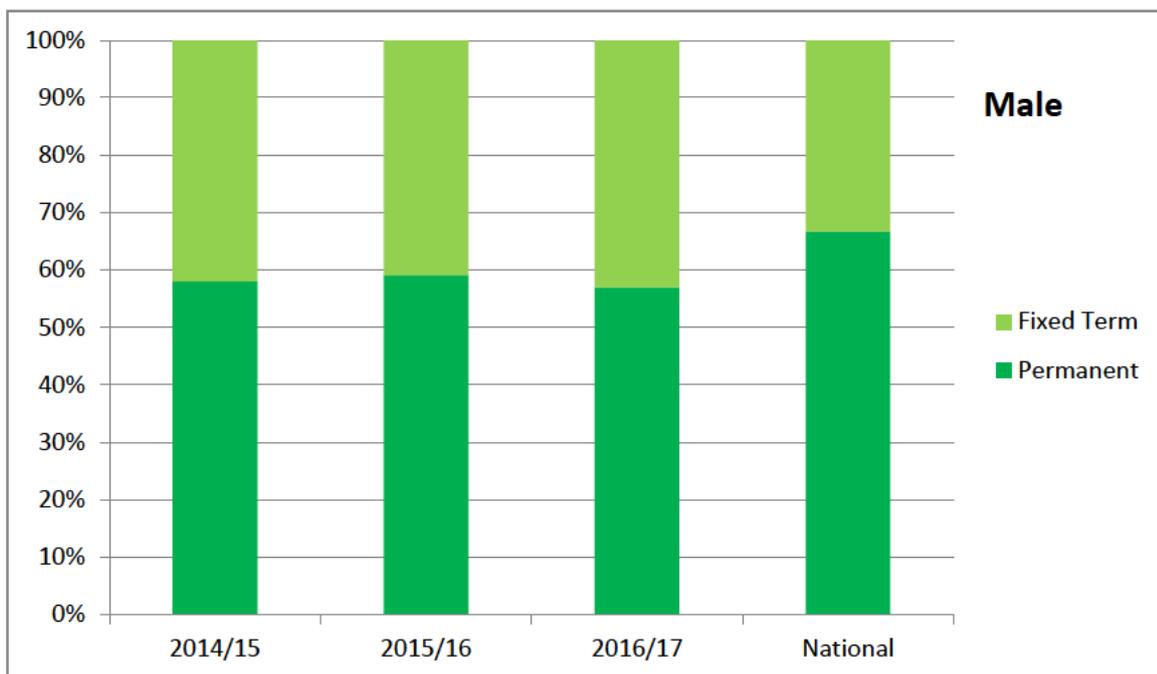


Figure 4.11: Proportion of male academic & research staff on fixed term and permanent contracts for 2014/15 to 2016/17 with national comparator data

When the data is broken down into AHSSBL and STEMM (Table 4.9a & b), this highlights some differences. There is a notable difference between the ratio of women on permanent to women on fixed term contracts: around 64% of STEMM women compared to around 54% of AHSSBL women are on permanent contracts (column F%↓).

Contract type	2014/15				2015/16				2016/17			
	F	M	F%	F% ↓	F	M	F%	F% ↓	F	M	F%	F% ↓
Permanent	150	98	60.5	54.5	157	103	60.4	54.1	156	96	61.9	54.4
Fixed Term	125	93	57.3	45.5	133	88	60.2	45.9	131	93	58.5	46.6

Table 4.9a: Contract type by gender and AHSSBL for 2014/15 to 2016/17

Contract type	2014/15				2015/16				2016/17			
	F	M	F%	F% ↓	F	M	F%	F% ↓	F	M	F%	F% ↓
Permanent	121	65	65.1	66.1	128	69	65.0	65.0	138	72	65.7	64.2
Fixed Term	62	25	71.3	33.9	69	31	69.0	35.0	77	34	69.4	35.8

Table 4.9b: Contract type by gender and STEMM for 2014/15 to 2016/17

For AHSSBL, the proportion of women to men is similar for both permanent and fixed term contracts over the 3 years with a slightly higher proportion of women on permanent than fixed term contracts; for STEMM subjects, however, the proportion of women to men on fixed term contracts is notably higher than for permanent contracts across all 3 years (see Figure 4.12). Closer inspection of the data shows that this is a consequence of larger numbers of HPLs being used in areas of health; this is perhaps to be expected as it is desirable for some modules in this area to be delivered by active practitioners. This is being addressed through the HPL project (AP3.1).

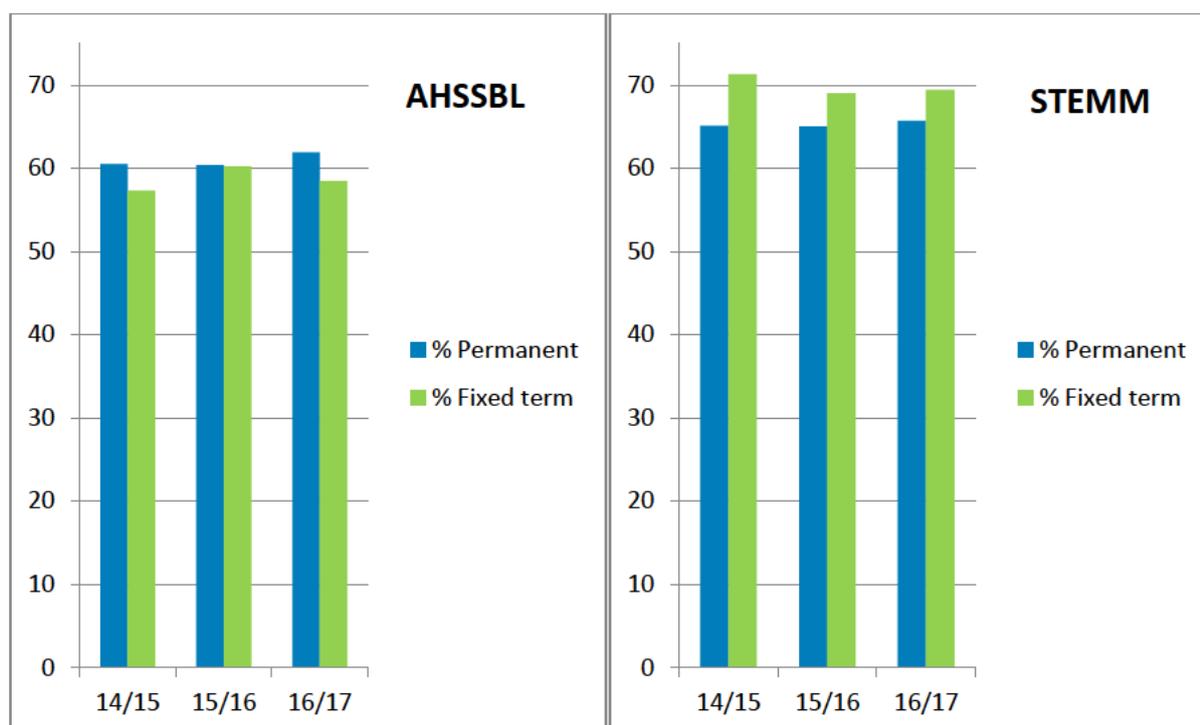


Figure 4.12: Comparison of female academic & research staff by contract type

Action No.	Action
3.1	Address recommendations of HPL Project
2.4	Ensure effective roll out of new policy on fixed term contracts and associated guidance (e.g. on redeployment)

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

Year	Contract Function	Female			Male		
		H/C	%	% ↓	H/C	%	% ↓
2014/15	Research	14	63.6	3.0	8	36.4	2.8
	Teaching & Research	260	62.7	56.8	155	37.3	55.2
	Teaching	184	60.9	40.2	118	39.1	42.0
2015/16	Research	17	63.0	3.5	10	37.0	3.4
	Teaching & Research	275	63.2	56.5	160	36.8	55.0
	Teaching	195	61.7	40.0	121	38.3	41.6
2016/17	Research	17	63.0	3.4	10	37.0	3.4
	Teaching & Research	271	64.4	54	150	35.6	51.0
	Teaching	214	61.5	42.6	134	38.5	45.6
National	Research	22540	46.7	25.3	25695	53.3	23.5
	Teaching & Research	38775	40.2	43.5	57775	59.8	53.0
	Teaching	27165	52.3	30.4	24810	47.7	22.7

Table 4.10: Contract function by gender for 2014/15 to 2016/17 with national comparator

The proportion of women to men for each contract function is similar across the 3 years with a slightly higher proportion of women in Teaching & Research and Research only roles than in Teaching only roles (Table 4.10).

The contrast with the national picture is highlighted in Figure 4.13. Notably a much higher percentage of those on teaching only contracts are women (52.3%) than is the case for research contracts (46.7%) and teaching & research contracts (40.2%).

When broken down by AHSSBL and STEMM the picture does not change a great deal. Leaving aside the very low numbers of research staff in AHSSBL departments, there is little difference between the proportion of women to men on teaching & research and teaching only contracts (Table 4.11). The same is broadly true of STEMM departments although it can be noted that the proportion of women on teaching only contracts falls slightly over the period whilst that for the other two contract functions rises over the period (Table 4.12).

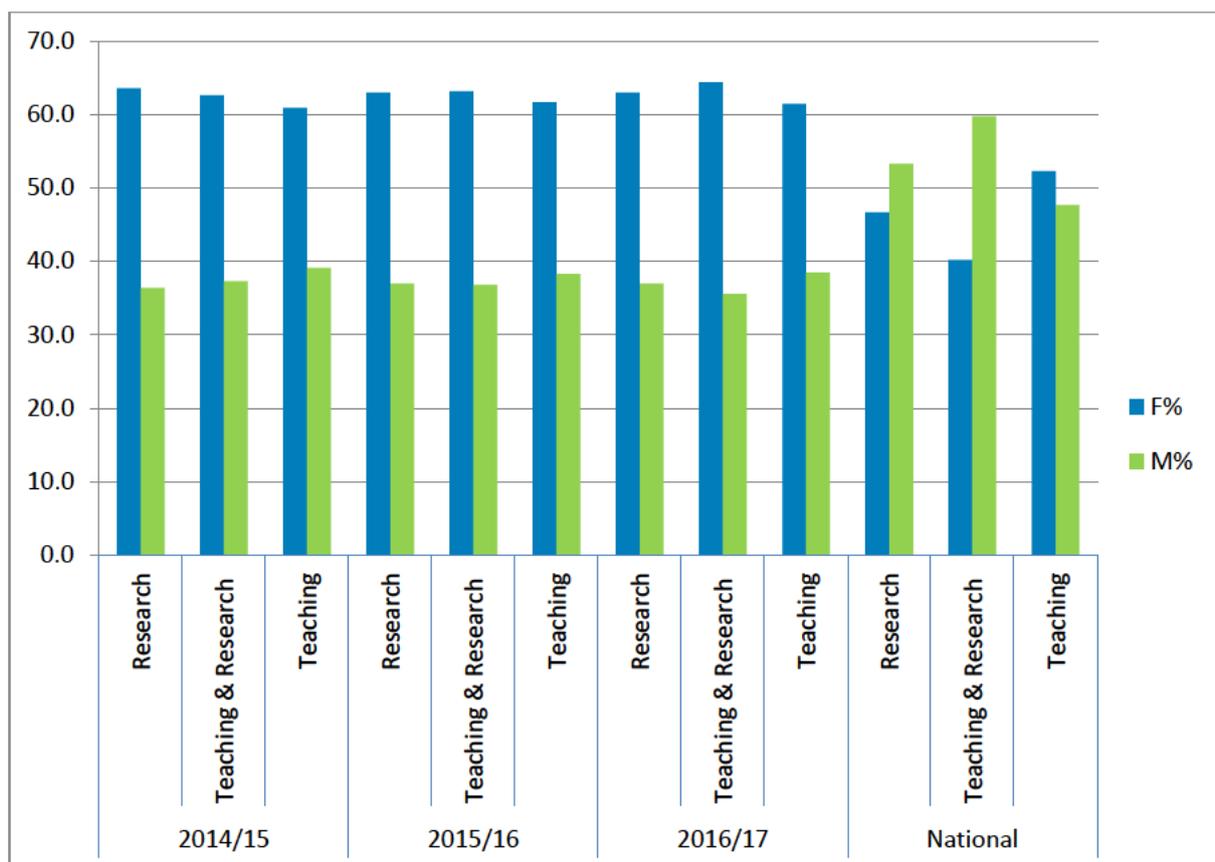


Figure 4.13: Contract function by gender for 2014/15 to 2016/17 with national comparator

Contract Function	2014/15				2015/16				2016/17			
	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
Research	1	50.0	1	50.0	1	33.3	2	66.7	0	0.0	2	100
Teaching & Research	147	58.8	103	41.2	156	60.2	103	40.0	140	59.3	96	37.9
Teaching	127	59.3	87	40.7	133	59.9	89	39.0	138	60.0	92	41.3

Table 4.11: Contract function by gender for 2014/15 to 2016 for AHSSBL staff

Contract Function	2014/15				2015/16				2016/17			
	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
Research	13	65.0	7	35.0	16	66.7	8	33.3	17	68.0	8	32.0
Teaching & Research	115	67.3	56	32.7	119	67.6	57	33.7	131	70.8	54	32.3
Teaching	55	67.1	27	32.9	62	66.0	32	33.7	76	64.4	42	34.7

Table 4.12: Contract function by gender for 2014/15 to 2016/17 for STEMM staff

By grade, data for teaching & research staff (Table 4.14) tells a story much like that for all staff, i.e. there is no long-term pattern to suggest a leak in the career pipeline for women or men.

Data for research staff (Table 4.13) highlights that opportunity to progress has been limited. The University has recognised this and as part of its *Concordat to Support the Career Development of Researchers* Action plan (on the basis of which it was granted the HR Excellence in Research award), it is committed to developing a clearer progression route for researchers (AP3.3).

Grade	2014/15				2015/16				2016/17			
	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
G5	3	60.0	2	40.0	2	50.0	2	50.0	3	60.0	2	40.0
G6	2	67.7	1	33.3	2	67.7	1	33.3	3	75.0	1	25.0
G7	5	62.5	3	37.5	8	61.5	5	38.5	7	58.3	5	41.7
G8	4	80.0	1	20.0	5	83.3	1	16.7	4	80.0	1	20.0
G9	0	0.0	1	100	0	0.0	1	100	0	0.0	1	100
PROF	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4.13: Research Staff by grade and gender for 2014/15 to 2016/17

Grade	2014/15				2015/16				2016/17			
	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
G7	17	73.9	6	26.1	24	63.2	14	36.8	21	63.6	12	36.4
G8	188	62.9	111	37.1	196	63.8	111	36.2	194	65.8	105	34.2
G9	38	60.3	25	39.7	36	60.0	24	40.0	37	62.7	22	37.3
PROF	17	56.7	13	43.3	19	63.3	11	36.7	19	63.3	11	36.7

Table 4.14: Teaching & Research Staff by grade and gender for 2014/15 to 2016/17

Grade	2014/15				2015/16				2016/17			
	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
G7	183	61.2	116	38.8	193	62.3	117	37.7	201	61.1	128	38.9
G8	1	33.3	2	67.7	2	33.3	4	66.7	13	68.4	6	31.6
G9	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
PROF	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0

Table 4.15: Teaching Staff by grade and gender (Headcount and %) for 2014/15 to 2016/17

There is a similar issue for teaching only staff (Table 4.15): no staff on these contracts have progressed beyond G8. This hides the reality that, historically, a number of Teaching Fellows were moved on to teaching & research contracts and progressed accordingly; and that a number of HPLs have been subsequently employed on teaching & research contracts. However, the University is committed to developing a clear pathway for teaching staff that will enable them to progress to G9 and PROF in much the same way as teaching and research staff (AP3.4).

Action No.	Action
3.3	Develop career pathway for research staff
3.4	Develop career pathway for teaching staff

(iv) Academic leavers by grade and gender

There have been 105 leavers over the last 3 years (this does not include HPLs but does include others on fixed-term contracts): 63% female and 37% male. The majority of leavers are at G8 (Table 4.16). No clear trends emerge in the data at overall level but for AHSSBL staff it appears a greater number of males are leaving at G8 (Table 4.17) and that this is reversed for STEMM staff (Table 4.18).

All leavers are given the chance to complete a confidential exit survey as well as opportunities for an exit interview with the line manager or with HR. The survey does not currently collect information on grade or department so the data has been presented only by gender (AP5.3).

Grade	2014/15				2015/16				2016/17			
	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
G5	1	100	0	0	1	100	0	0	0	0	1	100
G6	0	0	0	0	1	100	0	0	1	100	0	0
G7	3	100	0	0	4	80	1	20	4	66.7	2	33.3
G8	14	63.6	8	36.4	12	52.2	11	47.8	13	56.5	10	43.5
G9	1	33.3	2	66.7	4	66.7	2	33.3	5	100	0	0
PROF	1	100	0	0	1	33.3	2	66.7	0	0	0	0

Table 4.16: Leavers by gender and grade for 2014/15-2016/17

Grade	2014/15				2015/16				2016/17			
	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
G5	1	100	0	0	0	0	0	0	0	0	1	100
G6	0	0	0	0	1	100	0	0	1	100	0	0
G7	2	100	0	0	1	100	0	0	2	100	0	0
G8	6	46.2	7	53.8	7	50	7	50	7	41.2	10	58.8
G9	1	50	1	50	2	66.7	1	33.3	4	100	0	0
PROF	1	100	0	0	0	0	0	0	0	0	0	0

Table 4.17: AHSSBL leavers by gender and grade for 2014/15-2016/17

Grade	2014/15				2015/16				2016/17			
	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
G5	0	0	0	0	1	100	0	0	0	0	0	0
G6	0	0	0	0	0	0	0	0	0	0	0	0
G7	1	100	0	0	3	75	1	25	2	50	2	50
G8	8	88.9	1	11.1	5	55.6	4	44.4	6	100	0	0
G9	0	0	1	100	2	66.7	1	33.3	1	100	0	0
PROF	0	0	0	0	1	33.3	2	66.7	0	0	0	0

Table 4.18: STEMM leavers by gender and grade for 2014/15-2016/17

Approximately 60% of leavers over the 3 year period completed the survey. Career progression and retirement are the principal reasons for leaving (Table 4.19). All 10 staff who left as their contract had ended were female. As noted in Section 4.1.ii, the proportion of females-males on fixed-term contracts over this period was around 62%-38% so this is surprising. This might suggest that males on fixed-term contracts are leaving for other reasons before the contract expires or are being more effectively redeployed than females. The data, however, does not allow us to explore this issue any further. Nevertheless, newly developed guidance on fixed-term working – which includes advice on redeployment - will address any underlying problem here (AP2.4).

Reasons for leaving	Female	%	Male	%
Career progression	16	59.3	11	40.7
Commute	2	66.7	1	33.3
End of contract	10	100.0	0	0.0
Relocation	8	88.9	1	11.1
Retirement	9	64.3	5	35.7
Working conditions	1	100.0	0	0.0
Other	3	75.0	1	25.0
Total	49	72.1	19	27.9

Table 4.19: Reasons for leaving for academic & research staff 2014/15-2016/17

Action No.	Action
5.3	Review and revision of exit survey to ensure capture of additional data (e.g. grade, department)
2.4	Ensure effective roll out of new policy on fixed term contracts and associated guidance (e.g. on redeployment)

(v) Equal pay audits/reviews

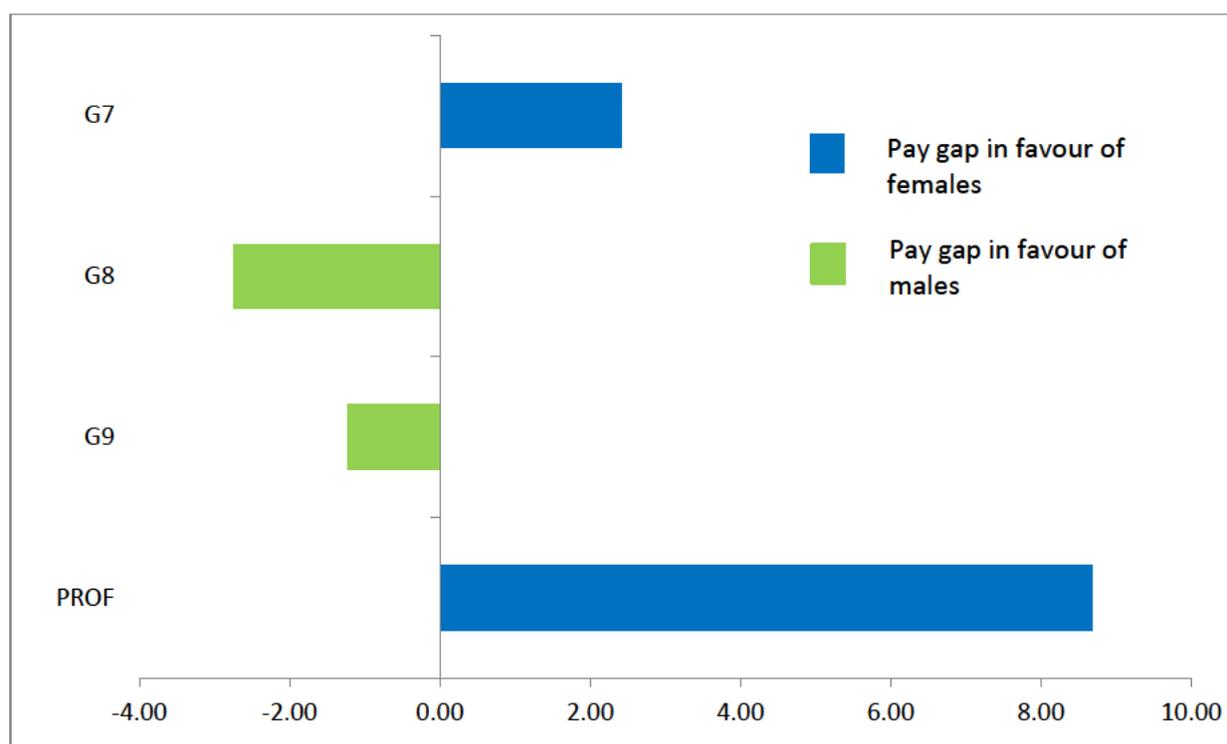


Figure 4.14: % gender pay gap by grade in November 2017

The most recent analysis of our academic pay shows a 0.62% pay gap. The pay gap is calculated using overall average female full-time equivalent basic salary divided by overall average male full-time equivalent basic salary, where a positive figure denotes a gap favouring females. When broken down by grade (Figure 4.14) this shows some variation, although not significantly at G7-G9.

The University has identified three priority areas:

- An analysis of those on fixed-term contracts, particularly HPLs and research staff
- Further investigation of any gap of 3% or higher
- Development of further guidance and advice for managers and other staff involved in decisions about pay with particular focus on starting salary

Action No.	Action
3.9	An analysis of those on fixed-term contracts, particularly HPLs and research staff
3.10	Further investigation of any gap of 3% or higher
6.7	Development of further guidance and advice for managers and other staff involved in decisions about pay with particular focus on starting salary

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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

i. Recruitment

The proportion of women applying for academic and research posts has declined over the 3 year period from 57.8% to 44.1%; however, the number of female applications per post advertised has risen slightly over the period (from 6.7 to 6.8).

		2014/15		2015/16		2016/17	
		Female	Male	Female	Male	Female	Male
Applications	H/C	612	447	487	564	300	380
	%	57.8	42.2	46.3	53.7	44.1	55.9
Shortlist	H/C	223	115	159	147	106	82
	%	66.0	34.0	52.0	48.0	56.4	43.6
Offer	H/C	60	31	38	25	27	13
	%	65.9	34.1	60.3	39.7	67.5	32.5
Acceptance	H/C	57	30	37	24	25	13
	%	65.5	34.5	60.7	39.3	65.8	34.2
Shortlist Success Rate (%)		36.4	25.7	32.6	26.1	35.3	21.6
Offer Success Rate (%)		26.9	27.0	23.9	17.0	25.5	15.9

Table 5.1: Recruitment Data from Application to Appointment for academic and research posts by gender for 2014/15 to 2016/17

There is a similar picture when looking at the data broken down by AHSSBL (Table 5.2) and STEM (Table 5.3).

When the data is broken down by grade and gender (Tables 5.4 to 5.6), again there is a general decline in the proportion of women applying over the 3 years. However, the picture is more varied at specific grades. For example, for posts at G7, 59.3% of applications were from females in 2014/15 dropping to just 20.9% in 2016/17; the average number of applications from women per post advertised also fell from 7.7 to 4.5. On the other hand, for professorial posts the proportion of women applying grew between 2014/15 and 2015/16 as did the average number of female applications. In both cases, however, the number of posts on offer was small and it is therefore difficult to draw any significant conclusions.

It is not immediately clear to us that the “decline” in the proportion of female applications is a matter for urgent action as fundamentally it would appear to reflect a quicker growth in the volume of male applicants over the period. The University is currently undertaking a review and refresh of its recruitment materials. This data will be taken into account in this process and reviewed after the implementation of the new materials (AP4.5).

		2014/15		2015/16		2016/17	
		Female	Male	Female	Male	Female	Male
Applications	H/C	377	301	285	280	115	145
	%	55.6	44.4	50.4	49.6	44.2	55.8
Shortlist	H/C	132	69	77	68	40	33
	%	65.7	34.3	53.1	46.9	54.8	45.2
Offer	H/C	34	16	22	13	8	3
	%	68.0	32.0	62.9	37.1	72.7	27.3
Appointment	H/C	32	16	21	12	8	3
	%	66.7	33.3	63.6	36.4	72.7	27.3
Shortlist Success Rate (%)		35.0	22.9	27.0	24.3	34.8	22.8
Offer Success Rate (%)		25.8	23.2	28.6	19.1	20.0	9.1

Table 5.2: Recruitment Data from Application to Appointment for academic and research posts (AHSSBL only) by gender for 2014/15 to 2016/17

		2014/15		2015/16		2016/17	
		Female	Male	Female	Male	Female	Male
Applications	H/C	235	136	202	284	185	235
	%	63.3	36.7	41.6	58.4	44.0	56.0
Shortlist	H/C	91	46	82	79	66	49
	%	66.4	33.6	50.9	49.1	57.4	42.6
Offer	H/C	26	15	16	12	19	10
	%	63.4	36.6	57.1	42.9	65.5	34.5
Appointment	H/C	25	14	16	12	17	10
	%	64.1	35.9	57.1	42.9	63.0	37.0
Shortlist Success Rate (%)		38.7	33.8	40.6	27.8	35.7	20.9
Offer Success Rate (%)		28.6	32.6	19.5	15.2	28.8	20.4

Table 5.3: Recruitment Data from Application to Appointment for academic and research posts (STEMM only) by gender for 2014/15 to 2016/17

When looking at the recruitment pipeline, there is a decline in the proportion of men to women at the shortlisting and offer stage of the process. For all academic and research roles, this is clearly shown in Figure 5.1: for 14/15 the “leak” only occurs between application and shortlist but for the other two years the “leak” continues between shortlist and offer.

The data by AHSSBL and STEMM reveals largely the same picture. The shortlist success rates in Tables 5.2 and 5.3 show female applicants were more successful in being shortlisted than their male counterparts for both AHSSBL and STEMM roles in each year with a difference of nearly 15% in STEMM roles for 2016/17. The data for offer success rate shows a less striking difference but with one exception (STEMM roles in 2014/15) women are consistently more successful with the extreme being a 20% success rate compared to 9.1% in AHSSBL roles in 2016/17. The picture by grade and gender is slightly more complex (Tables 5.4-5.6). There is again in all but one instance (G9 2014/15) a fall in the proportion of men between application and shortlisting.

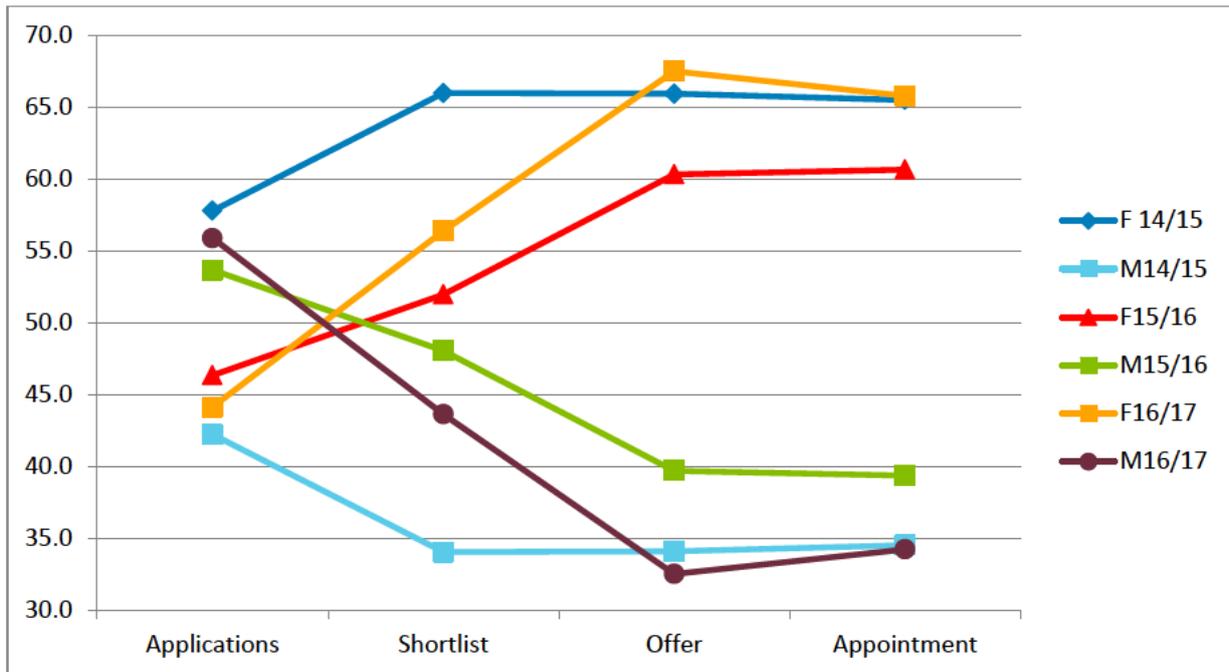


Figure 5.1: % females and males at key recruitment stages for academic posts 2014/15 to 2016/17

It appears that there is a leak in the recruitment pipeline for male applicants particularly at the shortlisting stage but also at the offer stage. There is evidence that suggests that men are more likely to apply for jobs for which they are not qualified.⁶ This may explain some or all of the “leak”; nevertheless we have identified a number of actions in this area:

- Undertake a review of a sample of shortlisting data (AP5.2)
- Collect and report on shortlisting panel data by gender and other protected characteristics (AP5.2)
- Report on interview panel data by gender and other protected characteristics (AP5.2).

We are unable to present intersectional data here as while we maintain data on gender and ethnicity for the recruitment pipeline we do not record it intersectionally (AP5.2).

Action No.	Action
4.5	Review and refresh of recruitment materials
5.2	Undertake a review of a sample of shortlisting data
5.2	Collect and report on shortlisting panel data by gender and other protected characteristics
5.2	Report on interview panel data by gender and other protected characteristics
5.2	Collect and report on recruitment data intersectionally

⁶ T.S. Moher (August 2014) “Why Women Don’t Apply for Jobs Unless They’re 100% Qualified”, *Harvard Business Review*.

Grade	Posts Advertised	Applications				Shortlisted				Offer				Acceptance			
		F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
G6	7	22	73.3	8	26.7	11	73.3	4	26.7	4	80.0	1	20.0	3	100.0	0	0.0
G7	7	54	59.3	37	40.7	14	66.7	7	33.3	4	57.1	3	42.9	3	50.0	3	50.0
G8	65	521	57.9	379	42.1	177	66.5	89	33.5	44	64.7	24	35.3	44	64.7	24	35.3
G9	8	29	59.2	20	40.8	14	56.0	11	44.0	4	66.7	2	33.3	4	66.7	2	33.3
PROF	5	8	42.1	11	57.9	7	63.6	4	36.4	4	80.0	1	20.0	3	75.0	1	25.0
Total	92	634	58.2	455	41.8	223	66.0	115	34.0	60	65.9	31	34.1	57	65.5	30	34.5

Table 5.4: Recruitment Data from Application to Appointment for academic and research posts by grade and by gender for 2014/15

Grade	Posts Advertised	Applications				Shortlisted				Offer				Acceptance			
		F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
G6	2	21	75.0	7	25.0	7	87.5	1	12.5	2	100.0	0	0.0	2	100.0	0	0.0
G7	8	87	56.9	66	43.1	33	63.5	19	36.5	5	62.5	3	37.5	5	62.5	3	37.5
G8	50	350	43.0	464	57.0	101	46.5	116	53.5	26	55.3	21	44.7	25	55.6	20	44.4
G9	7	21	48.8	22	51.2	13	56.5	10	43.5	3	75.0	1	25.0	3	75.0	1	25.0
PROF	2	8	61.5	5	38.5	5	83.3	1	16.7	2	100.0	0	0.0	2	100.0	0	0.0
Total	69	487	46.3	564	53.7	159	52.0	147	48.0	38	60.3	25	39.7	37	60.7	24	39.3

Table 5.5: Recruitment Data from Application to Appointment for academic and research posts by grade and by gender for 2015/16

Grade	Posts Advertised	Applications				Shortlisted				Offer				Acceptance			
		F	F%	M	M%	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
G6	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
G7	4	18	20.9	68	79.1	7	33.3	14	66.7	0	0.0	3	100.0	0	0.0	3	100.0
G8	34	240	48.6	254	51.4	81	59.6	55	40.4	23	71.9	9	28.1	21	70.0	9	30.0
G9	6	42	42.0	58	58.0	18	58.1	13	41.9	4	80.0	1	20.0	4	80.0	1	20.0
PROF	0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Total	44	300	44.1	380	55.9	106	56.4	82	43.6	27	67.5	13	32.5	25	65.8	13	34.2

Table 5.6: Recruitment Data from Application to Appointment for academic and research posts by grade and by gender for 2016/17

ii. Induction

Our induction processes have been revised over the last 3 years in light of staff feedback and consists of 3 key stages:

- “Local” Induction
- Online Induction
- University Induction

University induction runs 3 times a year, consisting of two half-days. All new staff are invited to the first day, hosted by the VC and the DVC. All academic and research staff are invited to the second day. This is focused on Learning & Teaching, Research and Student Experience and introduces staff to the key professional departments.

Staff Group	2014/15				2015/16				2016/17			
	F	%	M	%	F	%	M	%	F	%	M	%
Academic & Research	47	68.1	22	31.9	44	64.7	24	35.3	44	61.1	28	38.9
Professional	53	70.7	22	29.3	53	67.1	26	32.9	40	74.1	14	25.9
Total	100	69.4	44	30.6	97	66.0	50	34.0	84	66.7	42	33.3

Table 5.7: Attendance at University Induction Event by staff group and gender

The proportion of male academic and research staff attending has risen but remains less than 40% (Table 5.7). Figure 5.2 shows that there is virtually no difference between the percentage of female and male new starters attending.

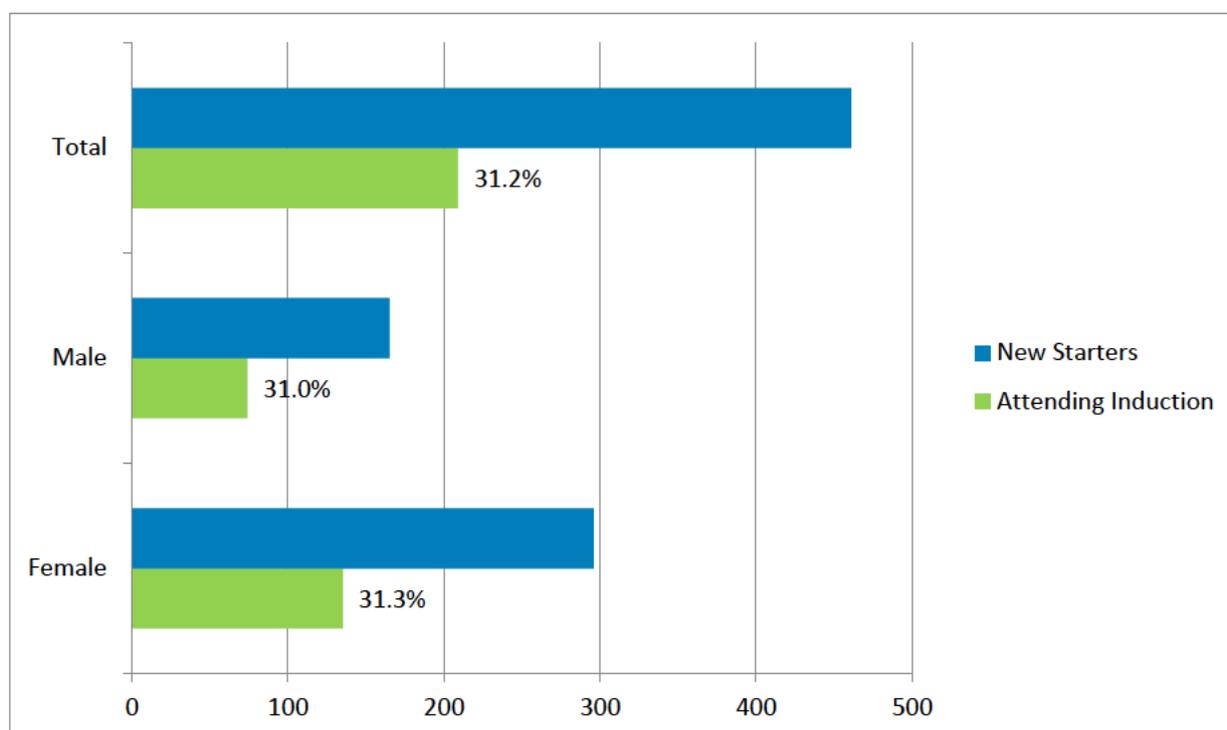


Figure 5.2: Proportion of academic and research staff attending induction compared to new starters 2014/15 to 2016/17

The overall proportion of 31.2% is disappointing. A closer look at the data suggests that HPLs are particularly under-represented at induction with less than a quarter of these staff attending induction. Evidence suggests that HPL staff are sometimes unable to attend because of other commitments or feel that it is not relevant for them. Work clearly needs to be done to increase HPL engagement with induction (AP6.2).

Action No.	Action
6.2	Develop HPL-specific induction in all institutes and monitor attendance

iii. Promotion

Promotion for academic staff is an annual, standardised, University-wide process. Staff are invited to apply where they meet the relevant eligibility criteria. It is expected that promotion will be discussed at appraisal meetings.

For Lecturer (G7) to Senior Lecturer (G8) and Senior Lecturer (G8) to Principal Lecturer (G9) staff are eligible if they have:

- Reached the top of the relevant salary band (not including contribution points)⁷
- Completed their probation
- Are not subject to formal performance improvement or disciplinary procedures

All staff at G8 and G9 are technically eligible to apply for professorial title. However, in order to apply for professorial title, staff are required to meet an additional set of professorial criteria. This means that, in practice, only staff with significant experience apply for professorial title.⁸

As promotion procedures have been the subject of recent review by the University as part of a wider review of HR processes, it should be noted that the process for promotion to G8 in 2016/17 has been delayed and the data was not available at the time of submission. It should also be noted that the process for promotion to G9 did not run in 2015/16 whilst the process was under review, although this has been completed for 2016/17.

All applications for promotion are assessed against 3 overarching criteria, although the expectations for achievement against these criteria will naturally differ depending on the seniority of the role sought:

- Learning & Teaching
- Research & Knowledge Exchange
- Leadership & Management

For applications to G8 and G9, all applications are subject to review by the Head of Institute or line-manager, who will make a recommendation. The applications are then considered by a promotions panel which includes the Deputy Vice Chancellor and Director of HR.

⁷ It should be noted that prior to 2016/17 all staff at G8 were eligible to apply for promotion to G9.

⁸ For this reason, we have not included a figure for the potential number of applications or the number of applications as a proportion of those who could have applied.

For applications for professorial title there is a three stage process:

- Staff are asked to discuss their intention to apply for professorial title with their Head of Institute who will arrange for a mentor to be put in place to support the application – this will normally be a current member of professorial staff from outside the institute
- A *prima facie* case is made to a sub-group of the Professorial Title Committee (normally to include the Vice Chancellor and Deputy Vice Chancellor); if the case is made the applicant will make a full application and external references will be sought
- The application will be considered by the Professorial Title Committee (a sub-committee of Academic Board) which will include a minimum of two external professors.

Table 5.8 shows that relatively small numbers of staff have been eligible for promotion to G8. In 2014/15 the vast majority of staff eligible applied; this number fell in 2015/16 and no eligible men applied but the overall numbers are too low to draw any conclusions. In both years, female candidates, full-time and part-time, were much more successful in being awarded promotion.

	2014/15				2015/16				2016/17			
	Female		Male		Female		Male		Female		Male	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applications	12	5	2	2	7	1	0	0	-	-	-	-
Staff eligible	16	5	3	2	12	4	3	1	-	-	-	-
Applications as % of eligible	75.0	100	66.7	100	58.3	25.0	0	0	-	-	-	-
Awarded	6	4	0	0	5	1	0	0	-	-	-	-
% Application Stage	57.1	23.8	9.5	9.5	87.5	12.5	0.0	0.0	-	-	-	-
% Success Rate	50.0	80.0	0.0	0.0	71.4	100	0.0	0.0	-	-	-	-

Table 5.8: Promotion from Lecturer (G7) to Senior Lecturer (G8) by gender and by full-time/part-time status 2014/15 to 2016/17

	2014/15				2015/16				2016/17			
	Female		Male		Female		Male		Female		Male	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applications	12	1	9	0	-	-	-	-	14	2	12	0
Staff eligible	147	46	92	22	-	-	-	-	84	24	62	8
Applications as % of eligible	8.1	2.2	9.8	0	-	-	-	-	16.7	8.3	19.4	0
Awarded	6	0	3	0	-	-	-	-	10	2	6	0
% Application Stage	54.5	4.5	41.0	0.0	-	-	-	-	50.0	7.1	42.9	0.0
% Success Rate	50.0	0.0	33.3	0.0	-	-	-	-	71.4	100	50.0	0.0

Table 5.9: Promotion from Senior Lecturer (G8) to Principal Lecturer (G9) by gender and by full-time/part-time status 2014/15 to 2016/17

For promotion to G9, three patterns emerge from the data (Table 5.9):

- Eligible FT men are slightly more likely to apply than FT women

- Eligible PT staff are much less likely to apply
- Women are more successful than men in being awarded promotion to G9

	2014/15				2015/16				2016/17			
	Female		Male		Female		Male		Female		Male	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Applications	2	0	3	0	0	0	4	0	0	0	4	0
Awarded	1	0	1	0	0	0	1	0	0	0	2	0
% Application Stage	40.0	0.0	60.0	0.0	0.0	0.0	100	0.0	0.0	0.0	100	0.0
% Success Rate	50.0	0.0	33.3	0.0	0.0	0.0	25.0	0.0	0.0	0.0	50.0	0.0

Table 5.10: Promotion from Senior Lecturer/Principal Lecturer (G8/G9) to Professor (PROF) by gender and by full-time/part-time status 2014/15 to 2016/17

Very small numbers of staff have applied for promotion to professor and there were only 2 women out of the 13 staff who did apply over the last 3 years (Table 5.10). This contrasts with the high proportion of professors at the University who are female (Table 4.1). A closer look at the data shows that 21% of our current female professors were promoted internally compared to 64% of our male professors (AP3.2, AP3.5).

The low proportion of part-time staff applying for promotion to G9 and professor is a concern. This will have a disproportionate impact on women as they constitute the significant majority of part-time staff at G8 and G9 (75% - see Table 4.5) (AP3.6, 3.7, 3.8).

Action No.	Action
3.2	Explore the creation of an Associate Professor role to bridge the gap between Senior Lecturer/Principal Lecturer and Professor
3.5	Actively identify and support female staff at appropriate levels to apply for professorial title
3.6	Develop further guidance for Heads of Institute and Department for how to support part-time staff to enable them to develop and apply for promotion
3.7	Identify potential barriers for part-time staff applying for promotion to G9 and Professor
3.8	Develop a campaign targeted at part-time staff around promotion drawing on the outcome of this exercise

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

The University submitted 27 staff to 4 UoAs in RAE 2008 (Table 5.11), which represented 9% of its total academic and research staff. Just one third of those submitted were women. The picture for REF 2014 is quite different (Table 5.12). 112 staff were submitted to 11 UoAs, representing 29% of all academic and research staff; 51% of those submitted were women.

Unit of Assessment	Category A & C Staff		
	F	M	Total
12- Allied Health Professions and Studies	3	6	9
32 - Geography and Environmental Studies	1	5	6
57 - English Language and Literature	0	5	5
62 - History	5	2	7
Total	9	18	27

Table 5.11: Number of staff submitted to RAE 2008 by UoA and gender

The University undertook an EIA of its REF 2014 submission (Table 5.13) and was satisfied that its staff selection policy did not have a differential impact on any group. However, 25% of female staff were submitted compared with 37% of male staff. Further analysis showed that female staff were 'overrepresented' in some subject areas when compared to the population as a whole (e.g. 72% of staff allocated to UoA25 were female) and that the percentage of staff submitted to REF 2014 in these areas was comparatively low: just 18% of staff who could have been submitted to UoA25 were returned. This is a pattern repeated at national level: at 27%, the UoA25 had the lowest staff return rate of any UoA in REF 2014 with UoA3 next lowest at 30%.

Unit of Assessment	Category A & C Staff		
	F	M	Total
3 - Allied Health Professions, Dentistry, Nursing and Pharmacy	10	3	13
4 - Psychology, Psychiatry and Neuroscience	7	4	11
5 - Biological Sciences	3	10	13
17 - Geography, Environmental Studies and Archaeology	6	5	11
19 - Business and Management Studies	5	5	10
25 - Education	9	7	16
26 - Sport and Exercise Sciences, Leisure and Tourism	8	6	14
29 - English Language and Literature	4	4	8
30 - History	2	3	5
34 - Art and Design: History, Practice and Theory	0	6	6
35 - Music, Drama, Dance and Performing Arts	3	2	5
Total	57	55	112

Table 5.12: Number of staff submitted to REF 2014 by UoA and gender

This suggests that the variation between the percentage of female staff submitted and the percentage of females in the overall staff population can be explained by the larger number of female staff in areas where a lower than average percentage of staff have been submitted to REF. In response to this low return rate within certain UoAs, the University has focused support on enabling academics coming directly from a practice background to develop as researchers (AP6.4).

The University has established an Equality & Diversity Group for its REF 2021 submission to inform the development of the University's new Code of Practice for Staff Selection (AP2.10).

Protected Characteristic		All Category A and C Staff on 31/10/2014	Staff submitted to REF 2014	% of overall population submitted to REF 2014
Female	Headcount	230	57	25
	%	61	51	
Male	Headcount	149	55	36
	%	39	49	
Disabled	Headcount	28	7	25
	%	7	6	
BME	Headcount	27	7	25
	%	7	6	
Not UK nationality	Headcount	36	22	61
	%	9	20	
LGBT	Headcount	6	4	67
	%	2	4	
Part-time working	Headcount	70	16	23
	%	18	14	
Fixed-term contract	Headcount	23	6	30
	%	7	6	

Table 5.13: Headcount and proportion of staff submitted to REF 2014 by protected characteristics

Action No.	Action
6.4	Further develop the programme of development for “Emerging Researchers”
2.10	REF 2021 E&D Group to inform development of Code of Practice for Staff Selection in REF 2021

5.2. Career development: academic staff

i. Training

The University offers a rich programme of training and development for its staff around 4 core themes:

- Career & Personal Development
- Leadership & Management
- Learning & Teaching
- Research

Training opportunities are promoted and can be booked through a centralised Staff Development Portal. A monthly round-up of upcoming training events is circulated to all staff. It is expected that staff will work with line managers at appraisal to identify training needs and to structure a programme of training and development for the coming year. Historically, there has not been a systematic or structured flow of information out of the appraisal process but specific work has been done in the last 12 months with Heads of Institute to collect this data.

The University offers programmes focused on developing the leadership skills of its staff and on enabling career progression. To give some examples:

- A Course Leaders Programme, feedback from which prompted us to begin the first phase of a two-year Course Leaders' project in 2015/16.
- Our Researcher Development Programme, launched in 2015/16, has clear strands for researchers at different career stages, including "Emerging Researchers" which incorporated the concept of the ECR but which recognised that this concept did not lend itself well to experienced professionals (head-teachers, senior nurses, sports coaches) who might be emerging as researchers but who brought a wealth of relevant, professional experience that did not fit with the idea of "early career".
- The Worcester Scheme introduced in 2015/16 is designed to support academic staff to gain Fellowship (outside of the PG Cert in Learning & Teaching) or Senior Fellowship of the HEA.

Women are well-represented in attending courses with a leadership focus (Table 5.14). There were some challenges in collating more overarching data for our training as our workshop booking system does not collect E&D data but nor does it tie into our current HR system, so data has to be collated by "hand" (AP5.5).

Training workshops and courses are individually subject to evaluation which feeds back into future iterations of the training. Wider feedback has been sought on particular areas of staff training, e.g. there was a survey of researcher development in 2015.

	2014/15		2015/16		2016/17		Total	
	F	M	F	M	F	M	%F	%M
Course Leaders Programme	6	2	10	5	5	1	72.4	27.6
Leadership Development	40	16	27	9	17	9	71.2	28.8
Research Supervisor Training	12	7	12	12	19	12	58.1	41.9
Worcester Scheme - Fellowship ⁹	n/a	n/a	7 (7)	7 (6)	9 (9)	0	69.6	30.1
Worcester Scheme - Senior Fellowship ⁷	n/a	n/a	20 (17)	5 (2)	5 (5)	7 (5)	67.6	32.4

Table 5.14: Attendance at specific training programmes by gender 2014/15 to 2016/17

Action No.	Action
5.5	Collect E&D data for staff development workshops

ii. Appraisal/development review

The University's annual appraisal process is designed for all staff including those on fixed-term contracts. Central guidance and training is provided for both appraiser and appraisee, although there is no central record of whether appraisal has taken place (AP5.4). The process is strongly focused on development and enabling career progression – discussions around training and development undertaken and future training needs are explicit, as is promotion. There is a strong expectation of consistency of practice at Institute-/Department-level.

⁹ Number in brackets reflects number of successful applications for the fellowship/senior fellowship.

It is recognised that our appraisal process needs refreshing. This is borne out by the feedback from a recent staff survey (almost 20% of all staff felt the process was not adequate); the CROS 2017 survey results; but also from more anecdotal evidence. Work has already begun in this regard. A working group was established to look at academic appraisal in 2016/17. A pilot was run in the summer of 2017. Outcomes of this pilot will feed into the wider revision of the scheme (AP2.6).

Action No.	Action
5.4	Develop central process for recording whether appraisal has taken place
2.6	Feed outcomes of pilot into revision of appraisal processes

iii. Support given to academic staff for career progression

Mentoring

All new staff are provided with a mentor to support them in their role. The mentor is selected from a pool of trained staff. Although there is a central record of mentors, there is no tracking of the mentoring scheme (AP2.9). A number of institutes operate a local research mentor scheme. In 2016/17, a working group was established to develop a cross-university research mentoring scheme drawing on the experience and evaluation of the local schemes. A pilot scheme is being rolled out in 2017/18 (AP2.11).

Networks

The University has several cross-University networks to support staff development, e.g.:

- Course Leader Network
- Emerging Researchers Research Café
- Share & Inspire (Learning & Teaching)

Support for research staff

The University's action plan to implement the *Concordat to Support the Career Development of Researchers* identified a number of key actions:

- Development of a teaching for researchers programme - achieved through the implementation in 2017/18 of the Worcester Researcher's Teaching Award
- Establishment of a Research Staff Forum – implemented in June 2017

Action No.	Action
2.9	Review mentoring scheme to assess impact and effectiveness
2.11	Evaluate effectiveness of the new research mentoring scheme

5.3. Flexible working and managing career breaks

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

The University provides detailed guidance through its webpages on maternity and adoption leave but encourages staff to meet with a HR advisor to ensure they are fully aware of their rights.

Staff members must notify their line manager who informs HR. Line managers are offered advice and guidance. The University undertakes a risk assessment and makes appropriate adjustments to the work environment and/or role. This risk assessment will be kept under review for the period of the pregnancy. Staff have the right to reasonable paid time off, inclusive of travelling time, to attend any antenatal classes advised by a doctor, midwife or health visitor.

Staff adopting a child must give the University notice no more than seven days after the date on which they have been notified of having been matched with a child, unless this is not reasonably practicable in which case it should be undertaken as soon as possible. Staff are entitled to take time off to attend adoption appointments up to a maximum of 5.

Unless a role can be covered within a team, maternity/adoption cover will be sought. We seek to enable this “cover” to take up post 1 month ahead of the staff member going on maternity or adoption leave and for a similar overlap at the end of the period to enable effective handover. Some staff feedback, however, suggests this is not always achieved and that this is a consequent source of stress for staff (AP2.8).

Action No.	Action
2.8	Review the process for appointing maternity/adoption cover posts to ensure that there is opportunity for handover at either end of maternity/adoption leave

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

Staff, regardless of their working hours or length of service, are entitled to:

- Up to 26 weeks ordinary maternity/adoption leave, and
- Up to a further 26 weeks’ additional leave which has to follow on immediately from the end of the period of ordinary leave, and
- Resume work afterwards if the duration of their contract enables them to do so.

The University is entitled to make reasonable contact with an employee on maternity or adoption leave to help them plan their return to work, to discuss any special arrangements to be made or training to be given to ease their return to work or simply provide updates on developments at work during the period of leave. The line manager and employee will agree the preferred method e.g. email, telephone, prior to the maternity/adoption leave commencing.

Keeping In Touch (KIT) Days – up to a maximum of 10 - have been introduced to enable an employee on maternity/adoption leave to come into work for training, staff away days, etc. without losing the right to statutory maternity pay or bringing the maternity/adoption leave period to an end. We do

not currently hold data on KIT days centrally and we are unclear as to how they are used or how often (AP5.9, AP4.6, AP6.6).

Action No.	Action
5.9	Record KIT Days centrally
4.6	Survey for staff on return from maternity or adoption leave
6.6	Develop Guidance for Managers on use of KIT days

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

It is anticipated that staff and their line managers will begin to plan for their return *during* their leave. Staff are entitled to a mentor on their return if they feel this will be of value, organised by HR. The University would benefit from having a clearer understanding of staff's experience of maternity and adoption leave (AP4.6).

For staff who may wish to breastfeed/bottle-feed their baby on return to work, the University has facilities in place at a number of locations to enable a quiet and safe place for breast-feeding and the storage of milk.

Action No.	Action
4.6	Survey for staff on return from maternity or adoption leave

iv. Maternity return rate

Over the 3 year period, 66 staff took maternity leave (Tables 5.15 and 5.16). Our return rate is high at 92%: just 5 left during the period of leave or within 3 months of return. Of these, 4 were Professional staff (3 permanent, all at G3 and 1 fixed term at G6) and 1 was Academic staff (fixed term at G7).

Grade	Permanent		Fixed-Term	
	FT	PT	FT	PT
G5	0	0	0	0
G6	0	0	0	0
G7	3	1	2	1
G8	7	8	0	0
G9	1	0	0	0
PROF	0	0	0	0
Total	11	9	2	1

Table 5:15 Academic and Research Staff taking maternity leave by contract type and full-time/part-time status 2014/15 to 2016/17

Grade	Permanent		Fixed-Term	
	FT	PT	FT	PT
G1	0	1	0	0
G2	0	0	0	0
G3	3	5	0	0
G4	3	4	0	0
G5	3	11	0	0
G6	1	5	1	1
G7	2	2	0	0
G8	0	1	0	0
Total	12	29	1	1

Table 5:16: Professional Staff taking maternity leave by contract type and full-time/part-time status 2014/15 to 2016/17

v. Paternity, shared parental, adoption, and parental leave uptake

Grade	Permanent		Fixed-Term	
	FT	PT	FT	PT
G5	0	0	0	0
G6	0	0	0	0
G7	3	0	3	0
G8	9	1	1	0
G9	3	0	0	0
PROF	1	0	0	0
Total	16	1	4	0

Table 5:17 Academic and Research Staff taking paternity leave by contract type and full-time/part-time status 2014/15 to 2016/17

Grade	Permanent		Fixed-Term	
	FT	PT	FT	PT
G1	0	0	0	0
G2	0	0	0	0
G3	1	1	0	0
G4	2	0	0	0
G5	4	0	0	0
G6	5	0	0	0
G7	1	0	0	0
G8	1	0	0	0
Total	14	1	0	0

Table 5:18: Professional Staff taking paternity leave by contract type and full-time/part-time status 2014/15 to 2016/17

The University provides detailed guidance on its staff pages for paternity, shared parental and adoption leave but recommends that staff discuss any needs or concerns they may have with a HR Advisor. The University offers 2 weeks Paternity Leave (including in adoption situations): first week paid at full salary; second week paid at statutory paternity pay. 35 staff took this leave (Tables 5.17 and 5.18). For the 3 year period: 1 member of professional staff took shared parental leave and no staff member took adoption leave. Anecdotal evidence suggests there is a lack of understanding of our shared parental leave policy (AP4.3).

In our recent staff survey, 94% of staff responding were positive about our policies and procedures for maternity, paternity, adoption and shared parental leave.

Action No.	Action
4.3	Raise profile of family-friendly leave policies through a “roadshow” and other activities

vi. Flexible working

The University is committed to supporting staff to achieve a positive work-life balance. Staff with 26 weeks continuous service are able to make a flexible working request through our *Flexible Working Policy*. The University offers a range of flexible working practices: flexitime; annualised and compressed hours; job share (where the duties can be divided practically between two people); and wherever reasonably practicable will support temporary or permanent changes to working arrangements. The University does not currently have a formalised career break policy but has been operating a pilot scheme (AP2.12).

Data on all flexible working requests is maintained separately to the HR system and currently does not record job grade, only job type and gender; data on successful requests was recently added to the HR system (AP5.6). The vast majority of requests were approved (Table 5.19).

Job Type	Academic & Research				Professional				Total
	Female	%	Male	%	Female	%	Male	%	
Requests	36	78.3	10	21.7	58	77.3	17	22.7	121
Approved	34	77.2	10	22.8	55	76.4	17	23.6	116

Table 5.19: Applications for flexible working and number approved by job type and gender 2014/15 to 2016/17

The SAT undertook a review of informal processes with line managers: where staff have short term needs, the majority of academic and professional departments accommodate these without the need for any formal request. The evidence suggests that academic departments are more supportive of informal requests for flexible working and this may explain the lower proportion of formal requests from academic and research staff.

In our recent staff survey, 87% of all staff were positive about our flexible working policy and procedures; women (91%) were much more positive than men (80%).

Action No.	Action
2.12	Review the arrangements in place for career breaks, and develop a formal policy and guidance, along with appropriate support for managers and communication methods.

5.6	Add data on all flexible working requests to the HR system
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vii. Transition from part-time back to full-time work after career breaks

This transition falls under our *Flexible Working Policy*. We note, however, that the policy does not reflect on the particular issues that emerge in this specific context (AP2.14). It is also the case that staff are able to increase hours without going through this formal process if a department is able to gain approval for additional hours through our “staff vacancy release” process. Staff are entitled to a mentor during their return to full-time work but we do not currently provide any additional guidance in this area (AP2.15).

Action No.	Action
2.14	Review Flexible Working Policy and amend to reflect this specific challenge
2.15	Develop guidance for those transitioning to full-time work drawing on best practice (e.g. guidance from Daphne Jackson Trust)

viii. Childcare

The University has an on-site nursery on its main campus, offering 40 places each day to staff, students and the community. Most recent data shows 73 children are registered with the Nursery of which 44 are children of staff. Staff can use a salary sacrifice scheme, and the Nursery accepts childcare vouchers, of which the University has two schemes in operation. The University has signed up to the new Government Tax-free childcare service which will eventually replace the childcare voucher scheme.

ix. Caring responsibilities

42% of respondents to our recent E&D Survey identified as having caring responsibilities. The University supports these staff through a range of family friendly policies: in addition to its Flexible Working Policy, the University has Compassionate, Parental, Family Emergency & Domestic Leave policies and a Critical Illness Policy which extends to supporting employees who have a family member (parent, spouse, partner, child or sibling) and/or who become carers for someone diagnosed with a critical illness. Further, line managers are empowered to make informal arrangements with staff which may step outside of the formal policy. The University has a hardship fund which staff and students can apply to e.g. financial support for costs of childcare or other caring costs for the attendance of conferences.

In reviewing the facilities and support for those with caring responsibilities, whilst the SAT felt there was a great deal of support in place, it was not necessarily consistent across the “care life cycle”. It was therefore felt there would be benefit in establishing a Carers’ Network to look at this issue (AP1.6).

Action No.	Action
1.6	Establish a Carers' Network to examine how support could be given across the care life cycle

5.4. Organisation and culture

i. Culture

The University prides itself on its inclusive approach to education. Its strategic plan (2013-2018) makes clear its commitment to inclusive values and to enhancing its E&D policies and adopting best practice. In the process of developing our new strategic plan in the coming year, inclusion will again be at the heart of our thinking.

As should be clear from the data in this application, women are well-represented at all career stages at Worcester across all disciplines; we do not have the fundamental structural problems faced by many institutions around gender equality. We believe this is in no small part a function of our inclusive culture. However, we recognise that we need to strengthen the structures and governance around E&D to ensure we continue to advance gender equality.

For a number of years, E&D fell under the remit of a cross-institution committee (Diversity & Equality Committee) that reported to our HR Committee. This committee developed our current Equality Framework and Objectives and reviewed equality data for both staff and students. It became apparent that the remit of the committee was too broad and the decision has been taken that its role in relation to data will be subsumed within other relevant committees. The strategic role of the committee will now be advanced by a smaller group of senior staff (AP1.2 & 1.3). On the ground, working groups will be established around the protected characteristics which will interact with the strategic group (AP1.4). In most instances, these groups will emerge from existing groups or networks. As part of their remit, these groups will be tasked with identifying and sharing best practice in their area. They will also be expected to engage with relevant Charters and campaigns.

Action No.	Action
1.2	Establish E&D Strategic Group
1.3	New E&D Framework and Objectives established – the current framework is due for review and will need updating in line with the new strategic plan
1.4	Formally establish E&D Working Groups

ii. HR policies

The University monitors consistency in application of its HR policies and practices in a number of ways:

- HR Committee: the committee oversees policy and receives periodic reports on bullying, harassment, grievance and disciplinary procedures.
- HR Case Management: the HR team will identify any inconsistencies in application in practice and any other areas of concern and report to the Director of HR.
- Staff Surveys: information is sought from staff about their experience of HR policies.
- Meetings with Trade Unions: this is an opportunity to discuss areas of concern highlighted to Trade Union representatives.

HR policies are highlighted through induction, staff webpages and training. Policies are cascaded through management structures; updates to policy are communicated to Heads of Institute/department with the expectation that they will be shared with relevant staff. Additional training is provided for new or amended policies through our “skills gyms”.

Our recent staff survey has highlighted that some areas of HR policy and practice are not well known (in particular, our Bullying and Harassment Initial Advisors) (AP2.3) and that it is not easy to find relevant policies through our webpages (AP4.4). Other evidence suggests that line managers would welcome more support in this area (AP6.1).

Action No.	Action
2.3	Review the arrangements in place for Bullying and Harassment Initial Advisors, ensure that their purpose is communicated effectively across the University
4.4	Update HR webpages to ensure that policies and procedures are easily found
6.1	Enhance training offer and develop further factsheets/guidance for line managers in relation to HR Policies and Procedures

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

Role	2014/15				2015/16				2016/17			
	F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
Head of Institute	3	42.9	4	57.1	4	57.1	3	42.9	4	57.1	3	42.9
Head of Dept.	11	55.0	9	45.0	13	56.5	10	43.5	13	59.1	9	40.9
Total	14	51.9	13	48.1	17	56.7	13	43.3	17	58.6	12	41.4

Table 5.20: Heads of Institute and Heads of Department by gender for 2014/15 to 2016/17

The representation of women as Heads of Institute and of Department has grown over the last 3 years (Table 5.20). The picture is slightly different when the data is broken down by STEMM and AHSSBL Institutes/Departments (Table 5.21). Women have become increasingly well-represented over the three year period in AHSSBL departments whilst the reverse is true of STEMM departments. In reality, these fluctuations reflect changes in Institute structures (splitting or joining of departments) and just one or two changes in leadership. For example: the drop from 62.5% to 50% reflects the female Head of Computing moving into a senior cross-institute leadership role and being replaced by a male counterpart. We do note, however, female representation as Head of AHSSBL

institutes has been consistently below that for the University as a whole and 50% or less for the 3 year period.

Role	Year	AHSSBL				STEMM			
		F	F%	M	M%	F	F%	M	M%
Head of Institute	2014/15	2	40.0	3	60.0	1	50.0	1	50.0
	2015/16	3	50.0	3	50.0	2	100.0	0	0.0
	2016/17	2	40.0	3	60.0	2	100.0	0	0.0
Head of Dept.	2014/15	6	50.0	6	50.0	5	71.4	2	28.6
	2015/16	8	53.3	7	46.7	5	62.5	3	37.5
	2016/17	9	64.3	5	35.7	4	50.0	4	50.0

Table 5.21: Heads of Institute and Heads of Department by gender and STEMM/AHSSBL

iv. Representation of men and women on senior management committees

The University's main senior management committee is the University Executive Leadership Group. All members are senior managers by definition, although some also have professorial title. Consequently there has been no attempt to distinguish membership by grade (Table 5.22). Women are well represented on ULG; this representation has grown over the 3 years and now reflects the overall representation of women at the University. Each Institute has its own SMT. Tables 5.23 (a-f) show that women are well-represented here. Indeed, in nearly all cases women are better represented than they are in the University as a whole. The exception is the Business School where 40% of the SMT are women. We are proud of the high representation of women on our senior management teams and believe this makes a significant contribution to our fundamentally inclusive approach to education and the University's success over the last 15 years.

	2014/15		2015/16		2016/17	
	F	M	F	M	F	M
Headcount	13	13	16	10	17	9
%	50	50	61.5	38.5	65.4	34.6

Table 5.22: Membership of University Executive Leadership Group

(a) Education

Staff Type	Grade	2014/15				2015/16				2016/17			
		F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
Academic	G9	4	80.0	1	20.0	4	80.0	1	20.0	4	80.0	1	20.0
	PROF	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	SM	3	100.0	0	0.0	3	100.0	0	0.0	3	100.0	0	0.0
Professional	G7	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0
Total		8	88.9	1	11.1	8	88.9	1	11.1	8	88.9	1	11.1

(b) Health & Society

Staff Type	Grade	2014/15				2015/16				2016/17			
		F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
Academic	G9	3	100.0	0	0.0	3	75.0	1	25.0	2	100.0	0	0.0
	PROF	3	0.0	0	0.0	2	0.0	0	0.0	4	0.0	0	0.0
	SM	2	66.7	1	33.3	2	66.7	1	33.3	2	66.7	1	33.3
Professional	G7	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0
Total		9	90.0	1	10.0	8	80.0	2	20.0	9	90.0	1	10.0

(c) Humanities & Arts

Staff Type	Grade	2014/15				2015/16				2016/17			
		F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
Academic	G9	3	60.0	2	40.0	3	60.0	2	40.0	4	80.0	1	20.0
	PROF	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
	SM	1	50.0	1	50.0	1	50.0	1	50.0	0	0.0	1	100.0
Professional	G7	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0
Total		5	62.5	3	37.5	5	62.5	3	37.5	5	62.5	3	37.5

(d) Science & Environment

Staff Type	Grade	2014/15				2015/16				2016/17			
		F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
Academic	G9	3	60.0	2	40.0	3	100.0	0	0.0	3	100.0	0	0.0
	PROF	0	0.0	1	0.0	0	0.0	1	0.0	0	0.0	1	0.0
	SM	0	0.0	0	0.0	2	66.7	1	33.3	2	66.7	1	33.3
Professional	G7	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0
Total		4	57.1	3	42.9	6	75.0	2	25.0	6	75.0	2	25.0

(e) Sport & Exercise Science

Staff Type	Grade	2014/15				2015/16				2016/17			
		F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
Academic	G9	3	100.0	0	0.0	5	83.3	1	16.7	5	83.3	1	16.7
	PROF	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	SM	1	33.3	2	66.7	1	33.3	2	66.7	1	33.3	2	66.7
Professional	G7	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0
Total		5	71.4	2	28.6	7	70.0	3	30.0	7	70.0	3	30.0

(f) Worcester Business School

Staff Type	Grade	2014/15				2015/16				2016/17			
		F	F%	M	M%	F	F%	M	M%	F	F%	M	M%
Academic	G9	2	28.6	5	71.4	2	28.6	5	71.4	2	28.6	5	71.4
	PROF	1	0.0	0	0.0	1	0.0	0	0.0	1	0.0	0	0.0
	SM	1	33.3	2	66.7	1	33.3	2	66.7	0	0.0	1	100.0
Professional	G7	1	100.0	0	0.0	1	100.0	0	0.0	1	100.0	0	0.0
Total		5	41.7	7	58.3	5	41.7	7	58.3	4	40.0	6	60.0

Tables 5.23: (a-f): Membership of Institute Senior Management Teams by gender and grade
2014/15 to 2016/17

v. Representation of men and women on influential institution committees

The Board of Governors is the chief governing body of the University. It consists of 21 members plus the Vice Chancellor of which 3 are staff members (2 Academic & Research and 1 Professional). Membership of the BoG and its sub-committees is set out in Table 5.24. It is noted that in contrast to senior management and to Academic Board (and its sub-committees), women have been consistently under-represented on the Board of Governors (and its sub-committees) over the 3 year period, although not significantly so (AP1.5).

Academic Board membership consists of a number of ex-officio members, 10 elected members (8 academic and research staff from Institutes, 1 Professor and 1 member of Professional staff), 2 students and 1 Governor representative. Elected members serve for a 3 year period. Nominations are sought – individuals are entitled to put themselves forward - and where there are multiple nominations there will be a vote within the relevant constituency. Women have been in the majority across the 3 year period but more significantly so for 2016/17 (Table 5.25).

	2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male
Board of Governors	10	11	10	11	9	12
Audit Committee	3	4	3	4	3	4
Finance & Development Committee	2	3	2	3	2	3
HR Committee	3	2	3	2	2	3
Nominations Committee	2	3	2	3	2	3

Table 5.24: Membership of Board of Governors and sub-committees by gender 2014/15 to 2016/17

	2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male
G6	0	0	1	0	1	0
G7	0	0	0	0	0	0
G8	2	0	2	0	2	1
G9	3	3	3	3	5	4
PROF	2	3	1	4	1	1
SM	5	3	5	3	6	5
Other	1	2	1	2	2	1
Total	13	11	13	12	17	12

Table 5.25: Membership of Academic Board by gender and grade 2014/15 to 2016/17

Data for sub-committees of Academic Board shows that women form the significant majority for both “teaching-related” committees (Table 5.27 and 5.28). There has been a gradual shift in gender balance within the Research Committee over the 3 year period from a significant male to a significant female majority (Table 5.26) and similar movement for the Academic Regulations & Governance Committee (Table 5.29). A significant proportion of the membership of these committees is nominated by Academic Institutes with membership normally being for a 3 year period. In most instances, a reserve is also nominated (although the data here does not include reserves). Data, for

example, from Research Committee shows membership of these committees is fairly dynamic and gender balance can change rapidly as a result.

	2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male
G7	2	1	2	1	2	1
G8	1	1	0	2	0	0
G9	1	3	1	2	2	2
PROF	2	3	4	3	5	2
SM	0	2	0	1	0	1
Other	0	1	1	0	2	0
Total	6	11	8	9	11	6

Table 5.26: Membership of Research Committee by gender and grade 2014/15 to 2016/17

	2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male
G7	0	0	0	0	1	0
G8	1	0	1	1	1	1
G9	6	4	6	3	7	2
PROF	1	0	1	0	1	0
SM	2	2	3	1	2	1
Other	1	1	0	2	0	2
Total	11	7	11	7	12	6

Table 5.27: Membership of Learning, Teaching & Student Experience Committee by gender and grade 2014/15 to 2016/17

	2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male
G7	1	0	1	0	0	0
G8	1	2	1	0	2	0
G9	9	4	10	2	6	2
PROF	0	0	0	0	0	0
SM	1	2	1	1	2	1
Other	1	2	1	2	2	1
Total	13	10	14	5	12	4

Table 5.28: Membership of Academic Standards & Quality Enhancement Committee by gender and grade 2014/15 to 2016/17

	2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male
PROF	0	3	0	2	0	0
SM	2	3	3	3	2	3
Other	0	1	1	0	1	0
Total	2	7	4	5	3	3

Table 5.29: Membership of Academic Regulations & Governance Committee by gender and grade 2014/15 to 2016/17

Action No.	Action
1.5	Seek member of Board of Governors to join the Gender Equality Working Group

vi. Committee workload

Membership of the main University committees is built into staff workload for Academic & Research and Professional staff. We are conscious, however, that this is not immediately the case for working groups, task and finish groups, etc. that may be set up by the main committees or through other routes.

vii. Institutional policies, practices and procedures

In its Equality Framework 2013-2018, the University commits to embedding equality and diversity within its policies, practices and procedures to increase accountability and heighten awareness of E&D issues. A core mechanism for achieving this is to undertake an Equality Impact Assessment (EIA) during the development and review of policies and procedures. It is clear, however, that there is variable practice in this respect: a review of policies and procedures showed that whilst the vast majority considered or engaged with E&D issues, there was rarely clear evidence of an EIA having been undertaken (AP2.1).

Action No.	Action
2.1	Review of the EIA process to ensure that there is a consistent approach to their application, ensuring that the documentation is fit for purpose, managers are aware of their responsibilities to complete them and they understand their purpose

viii. Workload model

Workload models for academic staff are determined by institutes (and implemented at departmental level) working within a broad central model developed with reference to the National Framework Agreement. Workload is split between teaching, administration (normally related to teaching), research and knowledge exchange and other duties (which include committee membership, recruitment and outreach). There is a maximum amount of teaching (550 hours) unless an individual is contracted otherwise. Allocation of time for research is handled differently in different institutes: all start with a minimum of 20 days research and scholarly activity time but some institutes offer

additional time based on prior research performance. Workload is a matter for ongoing discussion and review with line managers at annual appraisal.

ix. Timing of institution meetings and social gatherings

The University asks that no formal meeting takes place before 9:15 (also the start of the teaching day), to allow those with childcare responsibilities to drop children at school or nursery before the meeting.

The meetings of Academic Board and its sub-committees are timetabled for Wednesday afternoons (normally starting at 1:15) as in principle there should be limited teaching timetabled for this time. Meetings of the Board of Governors are held primarily in the evenings and weekends to accommodate external governors but meetings across the working day are now being trialled. All Staff Meetings, led by the Vice Chancellor, are run at both main campuses, normally on different days and at different times. Formal social events are largely scheduled in the early evening (e.g. Professorial Inaugurals and other public lectures).

x. Visibility of role models

The proportion of women in senior management roles at the University presents a strong message on gender equality on a day-to-day basis. This is supported by our website and other publicity materials within which we strive to show diversity and emphasise equality.

We do not systematically collect gender data on presenters at events, workshops, conferences and seminars (AP5.8) but the examples in Figures 5.3-5 (see also Section 7) highlight how many of our events showcase strong female role-models.



Figure 5.3: Formidable Women of Worcestershire (January 2017)



Figure 5.4: The Resilience of Women within the refugee crisis (March 2017)



Figure 5.5: The Bundle: a drama about Chechnyan female refugees (October 2017)

Action No.	Action
5.8	Collect data systematically on gender for conferences, workshops, lectures and other public events

xi. Outreach activities

The University has a whole institution approach to outreach. There is a general strategic direction provided in the University Access Agreement which sets out institutional priorities for targeting outreach and the focus and type of outreach activity. The development of specific activity is then undertaken by departmental teams. The monitoring and evaluation of outreach activity is an area still under development (AP2.13). Whilst some departments have very robust mechanisms for monitoring and data collection this is not universally the case (AP5.7).

Where we do have data in relation to outreach, we are able to identify where the work has been targeted by gender, for example:

- STEM Ambassadors work to raise awareness of STEM subjects for women.
- Teacher training outreach specifically aimed at males and more general outreach targeted at white working class males.

The University collected data for approximately 1500 hours of outreach activity in 2016/17. The data shows that Outreach is primarily delivered by staff on G7 and G8 when delivered within academic institutes. Outreach undertaken by Professional staff is delivered by staff on G3-5. There is no significant gender division in the way the work is distributed and undertaken with approximately 50/50 split of males and females taking responsibility for this work.

Whilst participation and innovation in outreach work will be considered in appraisal, there is no formal recognition for participation in outreach (AP3.11).

Action No.	Action
5.7	Collate data on outreach centrally by grade and gender
2.13	Develop clear frameworks for the delivery of outreach that will support consistent and transparent reporting of staff engagement and participant data
3.11	Ensure that engagement in outreach activities is an explicit category of evidence in promotion criteria

xii. Leadership

The University's E&D Lead will be responsible for overseeing the implementation of the 4 year action plan following submission working with the Chair of the Gender Equality Working Group (AP1.5).

The University's new strategic E&D Group will establish a plan for submissions for Athena SWAN and other such awards (e.g. Race Equality Mark) (AP1.7). The Athena SWAN champions will drive forward departmental applications supported by the E&D Lead (AP1.8).

Action No.	Action
1.5	Implement the AS 4-year action plan

1.7	Establish a timetable for submissions for AS and other relevant awards
1.8	Submit for Departmental Silver Award in a minimum of 2 departments

WORD COUNT: 5461

6. SUPPORTING TRANS PEOPLE

(i) Current policy and practice

The University is working to develop and enhance support for those who identify as trans. Our aim is to be a fully inclusive institution to ensure that the views of those who identify as trans are able to contribute to policies and support the University in establishing an agreed language and that guidance is available for all levels of the institution in supporting such colleagues. It has established a working group to drive this forward drawing on staff and students across the University, including individuals who have themselves identified as Trans.

While the University has no specific policy for trans members of staff, our HR policies on Bullying and Harassment and our Disciplinary Procedures and our Staff Code of Conduct make reference to our obligations to trans staff. More broadly, the University has a range of policies that promote inclusion of the individual. However, it is noted that these policies need updating to refer explicitly to those who identify as trans (AP2.7).

It is our intention to adopt the ECU trans equality policy and associated processes and the working group is working to adapt this to the Worcester context (AP2.2); in particular, the group is keen to explore wider more inclusive language and concepts such as gender identity and fluidity.

The University has:

- a well-established LGBT staff network which provides support and guidance for staff and which has organised a range of events on LGBT issues such as Hate Crime.
- piloted a Transgender Education and Support Programme with a number of student cohorts focused on increasing understanding of the trans community and the prejudices and discrimination routinely experienced (AP6.5).
- 'Gender Neutral' bathroom facilities across all its sites.
- ensured its recruitment processes allow applicants to identify as other than male or female.

Despite the range of support available, further work is required in raising awareness, and introducing processes to support students and staff identifying as trans.

(ii) Monitoring

The number of staff who have voluntarily disclosed as trans is very small. The University recently sought information on trans staff through its E&D survey and their experience of our policies and processes. The numbers identifying as trans through the survey are similarly very small, although more staff preferred not to specify a gender identity. We recognise that staff are unlikely to "disclose" even in this anonymous setting. Based on data from the 2012 Equality and Human Rights Commission which suggested approximately 1% of the population identify as gender variant, the number of staff who identify as trans is likely to be much higher than suggested by the survey.

Moving forward, the University will ensure that consideration of trans staff is built into EIAs of all policies (AP2.1).

(iii) Further work

A range of initiatives have been identified to support those who disclose as trans but training and awareness raising for staff has been identified as a priority (AP6.3). This will include:

- Updating of online Equality & Diversity training modules

- Promotion of online videos such as 'Transgender Awareness' and 'The Trans-Friendly Workplace: A Guide for Managers'
- Embedding training into Institute/Department "Away Days"

Action No.	Action
2.2	Develop Trans Equality Policy
2.7	Update all relevant policies to include specific reference to Trans
6.5	Roll out Trans Education and Support Programme to wider student groups drawing on HEFCE Catalyst funding awarded to support this project
6.3	Develop a suite of training and awareness raising materials for staff
2.1	Ensure that EIAs take account of Trans people and wider gender identity areas

WORD COUNT: 503

7. FURTHER INFORMATION

The University has a long established tradition of supporting women's history for those studying at the University and in the wider community. For over 20 years a Women's History Network Midlands Region Annual Conference has been held at the University.

In September 2014, we held the National Conference for the Women's History Network with over 200 delegates - with speakers from universities across the world mingling with volunteers and workers from museums and community-history organisations across the West Midlands.

We have also been involved in a number of other projects:

- 2015 was the Centenary of the Women's Institute Movement so we hosted an exhibition, activity day and events at The Hive with assistance and support from the Worcestershire County Federation of Women's Institutes.
- As part of the AHRC WWI Hub led by Birmingham University, Professor Maggie Andrews was funded to work with women's groups, Women's Institutes and other community groups looking at Worcestershire women who volunteered in the war and became citizens and voters afterwards.
- Professor Andrews also worked with undergraduate and postgraduate students to produce a *History of Women in 100 objects* due for publication early next year.
- The University has established a Women's Legal History project (part of the wider *First 100 Years* project).

Women in Sport & Exercise (WISE) is a cross-institution network of staff and students advocating gender equality in all areas of sport and exercise. In addition to organising sporting and exercise activities, lectures, events and workshops, it is also the focus for research in this area.

WORD COUNT: 253

8. ACTION PLAN

Our action plan covers the period from November 2017 to November 2021. It is organised into 6 sections as follows:

1. Strategy, Governance & Culture
2. Policy & Practice
3. Career Progression
4. Communication & Consultation
5. Data
6. Training & Development

Whilst all actions identified below are important, we have prioritised actions based on a combination of the urgency of the action and what we perceive as the level of its importance. The priority is represented by the following colour coding:

1. **Red: urgent and of high importance**
2. **Blue: of high importance**
3. **Green: of importance**

1. Strategy, Governance & Culture

Number	Action	Start Date	End Date	Person Responsible	Success Criteria
1.1	Identify three key areas of priority in relation to equality, diversity and inclusion in our strategic plan and identify potential barriers to recruitment and career progression for these groups – BME under-representation is envisaged as an area of priority	Dec 2017	Dec 2018	Vice Chancellor	New strategic plan in place which clearly articulates the University’s commitment to inclusion and the priority areas
1.2	Establish E&D Strategic Group	Jan 2018	Sep 2018	Deputy Vice Chancellor	New group in operation for 2018/19; chair identified; membership and terms of reference established.
1.3	New E&D Framework and Objectives established – the current framework is due for review and will need updating in line with the new strategic plan	Sep 2018	Sep 2019	Chair of E&D Strategic Group	New E&D Framework and associated objectives formally approved.
1.4	Establish new E&D working groups in the areas identified in the Strategic Plan; it is envisaged this will include a Race Equality Working Group	Jan 2018	Dec 2018	Chair of E&D Strategic Group	New working groups established with clear membership and terms of reference.
1.5	Review and revise title, membership and terms of reference of the SAT: <ul style="list-style-type: none"> • rename as the Gender Equality Working Group • increased representation of male and part-time staff • representation from Art & Design • representation from Board of Governors • establish “reserves” for those with a specific role (e.g. AS Champion) to 	Jan 2018	May 2018	Chair of SAT	New title, membership and terms of reference established at the next meeting of the SAT in Jan 2018; new membership in place by second meeting in May 2018.

	<p>broaden expertise, to support succession planning and to ensure wider distribution of workload</p> <ul style="list-style-type: none"> • specify role of group to oversee the implementation of AS action plan • specify role of group to further raise awareness of Athena SWAN Charter • specify role of group to advise departments on AS award applications 				
1.6	Establish a Carers' Network to examine how support could be given across the care life cycle	Jan 2018	Sep 2019	Chair of SAT	Network established. Network to: feed into E&D Strategy Group; review relevant policies and make recommendations for development; establish a programme of awareness-raising.
1.7	Establish a timetable for submissions for AS and other relevant awards	Jan 2018	Dec 2018	Chair of SAT	Timetable for further institutional and departmental applications established
1.8	Submit for Departmental Silver Award in a minimum of 2 departments	Jan 2019	Nov 2021	Chair of SAT working with Heads of Institute	Applications submitted, likely in Nov 2020 and Nov 2021.

2. Policy & Practice

Number	Action	Start Date	End Date	Person Responsible	Success Criteria
2.1	Review of the EIA process to ensure that there is a consistent approach to their application, ensuring that the documentation is fit for purpose, managers are aware of their responsibilities to complete them and they understand their purpose	Jan 2018	Dec 2018	E&D Lead (HR)	Current process reviewed and revised process in place; training and guidance provided for managers; managers engaging with revised process; evaluation and review of EIA process undertaken identifying all new policy and processes undergoing EIA.
2.2	Develop Trans Equality Policy	Jan 2018	Sep 2018	E&D Lead (HR)	New policy developed and approved; rolled out and reflected in practice across the institution.
2.3	Review the arrangements in place for Bullying and Harassment Initial Advisors, ensure that their purpose is communicated effectively across the University	Feb 2018	Sep 2018	Director of HR	General communication strategy to raise awareness of these roles in place; guidance for managers developed; advisors being used appropriately and in a timely fashion.
2.4	Ensure effective roll out of new policy on fixed term contracts and associated guidance (e.g. on redeployment)	Dec 2017	Dec 2018	Director of HR	New policy reviewed after a 12-month period and its ongoing equality impact assessed; guidance documents widely used and embedded in relevant training; staff on fixed-term contracts more effectively re-deployed
2.5	Review our recruitment strategy with a particular focus on: <ul style="list-style-type: none"> • BME applicants • Recruitment in specific areas – focusing on Education, Nursing, Midwifery, Allied Health Professions, Psychology, Business & 	Jan 2018	Dec 2018	Recruitment Lead (HR)	Review a sample of historic shortlisting data; complete 12-month review of recruitment in specified areas; recommendations made as appropriate.

	Management, Computing • Shortlisting				
2.6	Review and revise appraisal processes	Feb 2018	Jun 2019	Director of HR	Review scheme in summer 2018; finalised scheme to be launched in summer 2019
2.7	Update all relevant policies to include specific reference to Trans	Sep 2018	Sep 2019	E&D Lead (HR)	Updated policies in place.
2.8	Review the process for appointing maternity/adoption cover posts to ensure that there is opportunity for handover at either end of maternity/adoption leave	Jan 2018	Sep 2018	Director of HR	Significant majority of maternity/adoption cover posts in place 1-month ahead of leave being taken with a minimum of 1-month handover at the end (recognising that changes in leave taken will impact on this).
2.9	Review mentoring scheme to assess impact and effectiveness	Jan 2018	Sep 2019	Staff Development Lead (HR)	Review complete; recommendations from review acted on.
2.10	REF 2021 E&D Group to inform development of Code of Practice for Staff Selection in REF 2021	Jan 2018	Dec 2018	Deputy Pro Vice Chancellor Research	Code of Practice finalised (date may vary dependent on the requirements of REF 2021) and fully reflective of E&D.
2.11	Evaluate effectiveness of the new research mentoring scheme	Jan 2019	Sep 2019	Deputy Pro Vice Chancellor Research	Scheme launched in Jan 2018; evaluation undertaken after 1 year of new scheme; report and recommendations for future of the scheme submitted to Research Committee in Jun 2019; revised scheme in operation and staff engaging
2.12	Review the arrangements in place for career breaks, and develop a formal policy and guidance, along with appropriate support for managers and communication methods	Sep 2018	Sep 2019	Deputy Director of HR	New policy approved and in place; associated guidance available and associated training if appropriate.
2.13	Develop clear frameworks for the delivery of outreach that will support consistent and transparent reporting of staff engagement	Sep 2018	Sep 2019	Director of Access & Inclusion	Framework established; data on participants and staff engagement collected.

	and participant data				
2.14	Review Flexible Working Policy and amend to reflect specific challenges of transitioning from part-time back to full-time work	Sep 2018	Sep 2019	Director of HR	Revised policy approved and in operation; revised policy communicated effectively to staff.
2.15	Develop guidance for those transitioning back to full-time work drawing on best practice (e.g. guidance from Daphne Jackson Trust)	Sep 2019	Sep 2020	E&D Lead (HR)	Guidance developed; guidance communicated effectively to staff.

3. Career Progression

Number	Action	Start Date	End Date	Person Responsible	Success Criteria
3.1	Address recommendations of the HPL project	Jan 2018	Dec 2018	Deputy Vice Chancellor	The project has only just been concluded and its recommendations are being finalised; our action plan will be updated when the recommendations are finalised and there is greater clarity on responsibility for specific recommendations and target dates.
3.2	Explore the creation of an Associate Professor role to bridge the gap between Senior Lecturer/Principal Lecturer and Professor	May 2018	Jan 2019	Deputy Vice Chancellor	New role established and part of annual promotions process; staff supported to apply for new role.
3.3	Develop career pathway for research staff	Sep 2017	Jan 2019	Deputy Pro Vice Chancellor Research (with Deputy Vice Chancellor)	Consultation on pathway undertaken with research staff (through Research Staff Forum and other routes) and relevant unions; pathway reviewed and approved by relevant committees for implementation in summer 2019.
3.4	Develop career pathway for teaching staff	Sep 2018	Jan 2020	Director of Quality & Educational Development (with Deputy Vice Chancellor)	Consultation on pathway undertaken with teaching staff and relevant unions; pathway reviewed and approved by relevant committees for implementation in summer 2019.
3.5	Actively identify and support female staff at appropriate levels to apply for professorial title	Dec 2017	Jun 2018 (and ongoing)	Deputy Pro Vice Chancellor Research (with Heads of Institute)	Female staff identified by DPVC Research in collaboration with Heads of Institute; mentoring and support put in place for these staff as appropriate; increase in number of females applying for promotion to Professor.

3.6	Develop further guidance for Heads of Institute and Department for how to support part-time staff to enable them to develop and apply for promotion	Dec 2017	May 2018	Deputy Director of HR	Guidance developed; Heads of Institute and Departments engage with guidance; increase in numbers of part-time staff applying for promotion.
3.7	Identify potential barriers for part-time staff applying for promotion to G9 and Professor	Jan 2018	Dec 2018	Deputy Director of HR	Project undertaken and completed; recommendations developed for subsequent campaign and/or for revisions to promotion process.
3.8	Develop a campaign targeted at part-time staff around promotion drawing on the outcome of this exercise	Jan 2019	Jun 2019 (and ongoing)	Deputy Director of HR	Campaign launched; increased number of applications for promotion at G9 and Professor from part-time staff.
3.9	An analysis of those on fixed-term contracts, particularly HPLs and research staff	Jan 2018	Mar 2018	Deputy Director of HR	Analysis complete and feeds into statutory gender pay reporting.
3.10	Further analysis of any gap of 3% or higher	Jan 2018	Mar 2018	Deputy Director of HR	Analysis complete and feeds into statutory gender pay reporting.
3.11	Ensure that engagement in outreach activities is an explicit category of evidence in promotion criteria	Sep 2018	Sep 2019	Deputy Vice Chancellor	Outreach an explicit area for recognition in promotion and reward process.

4. Communication & Consultation

Number	Action	Start Date	End Date	Person Responsible	Success Criteria
4.1	Run regular staff surveys relating to key policies and processes – in preparing this application it was clear there are a number of areas we need to know more about; we have identified some specific surveys below but have not yet established a full timetable	Dec 2017	Dec 2021	Director of HR	Develop a timetable for staff surveys (with area of focus and target dates) by Sep 2018; report on survey outcomes to relevant committees (e.g. HR Committee) and to E&D Strategy Group with clear recommendations arising from the survey.
4.2	Run campaign to further raise awareness of Athena SWAN Charter through: <ul style="list-style-type: none"> Renewed poster campaign Lunchtime workshops to provide updates on progress against the action plan and to identify other for development 	Jan 2018	Dec 2018	Chair of SAT	New campaign launched; workshops held and well attended.
4.3	Raise profile of family-friendly leave policies through a “roadshow” and other activities	Jan 2018	Sep 2019	E&D Lead (HR)	Programme of awareness-raising organised; level of raised awareness identified through survey.
4.4	Update HR webpages to ensure that policies and procedures are easily found	Sep 2018	Sep 2019	Director of HR & Director of Communications	New webpages in place; staff using new webpages.
4.5	Review and refresh of recruitment materials	Jan 2018	Dec 2018	Director of HR & Director of Communications	New recruitment materials in place which present an inclusive image.
4.6	Survey for staff on return from maternity leave seeking views on support received from notification of pregnancy to return including e.g. maternity/adoption cover, KIT days	Jan 2018	Sep 2019	E&D Lead (HR)	Survey developed and implemented with all returning staff (Sep 2018); complete report with recommendations for future actions based on survey data (Sep 2019).

5. Data

Number	Action	Start Date	End Date	Person Responsible	Success Criteria
5.1	Implementation of new HR system	Sep 2017	Sep 2019	Director of HR	New HR system identified through procurement process (reflecting the needs specified in this action plan); system implemented and in place; system provides high-quality reporting on E&D data.
5.2	Improve collection and reporting on E&D data for recruitment: <ul style="list-style-type: none"> Collect and report on shortlisting panel data by gender and other protected characteristics Report on interview panel data by gender and other protected characteristics Collect and report on recruitment data intersectionally 	Apr 2018	Sep 2018	Recruitment Lead (HR)	New data collected for all new recruitment from Apr 2018; pattern of reporting to HR Committee established.
5.3	Review and revision of exit survey to ensure capture of additional data (e.g. grade, department)	Sep 2018	Jan 2019	Director of HR	Review of exit survey complete; revised exit survey in place and being used; improved response rate for the survey.
5.4	Develop central process for recording whether appraisal has taken place	Jan 2018	Jun 2018	Director of HR	Centralised process developed and in place for appraisal across summer 2018.
5.5	Collect E&D data for staff development workshops	Jan 2018	Sep 2019	Staff Development Lead (HR)	Data on workshop attendance to include E&D data; this data to feed into new HR system.
5.6	Add data on all flexible working requests to the HR system	Dec 2017	Jun 2018	Director of HR	Data added; reports to HR Committee on this data to include E&D data.

5.7	Collate data on staff engaged in outreach centrally by grade and gender	Sep 2018	Sep 2019	Director of Access & Inclusion	Process for collecting data in place; data collected for 2018/19.
5.8	Collect data systematically on presenters at conferences, workshops, lectures and other public events by gender	Dec 2017	Sep 2018	Director of Communications and Participation	Data collected and reported on according to an agreed timetable.
5.9	Record KIT Days centrally	Jan 2018	Sep 2018	E&D Lead (HR)	Data collected and reported on according to an agreed timetable.

6. Training & Development

Number	Action	Start Date	End Date	Person Responsible	Success Criteria
6.1	Enhance training offer and develop further factsheets/guidance for line managers in relation to HR Policies and Procedures	Dec 2017	Sep 2019	Staff Development Lead (HR)	“Skills Gym” expanded; guidance documents in place; line managers engaged with training and guidance.
6.2	Develop HPL-specific induction in all institutes and monitor attendance	Jan 2018	Dec 2018	Staff Development Lead (HR)	HPL-specific induction in place in all institutes, high proportion of HPL staff attending; induction subject to evaluation.
6.3	Develop suite of training and awareness raising for staff around Trans	Sep 2018	Sep 2019	Staff Development Lead (HR)	Training and associated guidance developed and implemented; staff engaging with training and guidance.
6.4	Further develop the programme of development for “Emerging Researchers”	Jan 2018	Sep 2019	Researcher Development Officer (Staff)	Consult on development of programme through Emerging Researchers Research Café; pilot new programme in 2018/19; evaluate in summer of 2019 and launch full programme in Sep 2019.
6.5	Roll out Trans Education and Support Programme to wider student groups drawing on HEFCE Catalyst funding awarded to support this project	Jan 2018	Jun 2019	Project lead	Programme in place for student groups across the institution but particularly those in areas such as education, health, sports coaching.
6.6	Develop Guidance for Managers on use of KIT days	Sep 2018	May 2019	E&D Lead (HR)	Guidance developed and being used; increased uptake of KIT days reflected in reporting (see action 5.9).
6.7	Development of further guidance and advice for managers and other staff involved in decisions about pay with particular focus on starting salary	Sep 2018	May 2019	Deputy Director of HR	Guidance developed and being used.