

Institutional Bronze Renewal Application



November 2020

Application details

Name of institution	HWU University
Date of current application	November 2020
Level of previous award	Bronze
Date of previous award	November 2016

Contact details for application

Name	Professor Mark J. Biggs CEng FICHEM (he/him) Vice-Principal & Provost
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Question	Words used
Letter of endorsement from the Head of Institution	500
Description of the institution	540
The self-assessment process	1140
Previous action plan*	
Progress report	2209
Current self-assessment and future priorities	2987
Future action plan*	
Overall word count	7376

**The previous and future action plans should contain no commentary contributing to the overall word limit*

Overall word limit: 7000 words (+500 related to COVID-19 = 7500)

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Table 1: Glossary of Terms

Acronym	Full Description
AC	Academic
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ALP	Approved Learning Partners
AS	Athena Swan
ASSC	Athena Swan Strategy Committee (the University SAT)
BAME	Black, Asian and Minority Ethnic
BLM	Black Lives Matter
CIPD	Chartered Institute of Personal Development
CJNCC	Combined Joint Negotiation and Consultation Committee
DP	Deputy Principal
E&D	Equality and Diversity
EBS	Edinburgh Business School
ECR	Early Career Researcher
EDAG	Equality and Diversity Advisory Group
EDI	Equality, Diversity and Inclusion
EGIS	School of Energy, Geoscience, Infrastructure and Society
EO	Equality Outcome
EPIA	Equality and Privacy Impact Assessment
EPS	School of Engineering and Physical Sciences
ERP	New HR business process management software system
F	Female
FAQs	Frequently Asked Questions
FE64	An old contract type
FPE	Full Person Equivalent
FT	Full-time
G	Grade
GEDIS	Global Equality, Diversity and Inclusion Strategy
GPC	Good Practice Checklist
HEI	Higher Education Institute
HESA	Higher Education Statistics Agency
HR	Human Resources
HRD	Human Resources Development
HW	HWU
HWU	HWU University
IC	Individual Circumstances
IDL	Independent Distance Learning
KPI	Key Performance Indicator
KTP	Knowledge Transfer Partnership
LEADS	Learning and Enhancement and Development Skills
LTA	Learning and Teaching Academy
M	Male
MACS	School of Mathematical and Computer Science
NK	Not Known
Non-SET	Not Science, Engineering and Technology
OAP	Old Action Plan
PB	Project Board
PDR	Performance and Development Review

PDRA	Post-Graduate Research Associate
PGCAP	Post-Graduate Certificate in Academic Practice
PGR	Post-Graduate Research
PGT	Post-Graduate Taught
POD	Professional and Organisational Development
Pre-92	Before 1992
PRP	Promotions Review Panel (School-level body)
PS	Professional Services
PT	Part-time
Q1/2/3/4	Quarter 1/2/3/4
R	Research-only
RAG	Red, amber, green
REF	Research Excellence Framework
RFA	Research Futures Academy
SAT	Self-assessment team
SET	Science, Engineering and Technology
SFC	Scottish Funding Council
SMART	Specific, Measurable, Achievable, Timed,
SPL	Shared Parental Leave
STEMM	Science, Technology, Engineering, Mathematics, and Medicine
SWOT	Strengths, Weaknesses, Opportunities, Threats
T	Teaching-only
T&R	Teaching and Research
T&S	Teaching and Scholarship
TXT	School of Textiles and Design
UCRI	University Committee for Research and Innovation
UE	University Executive
UG	Undergraduate
UK	United Kingdom
VR	Voluntary Redundancy
WG	Working Group

Table 2: HWU University job titles and their traditional UK equivalents

Grade	HWU Academic Job Titles	UK Academic Job Titles
7	Research Associate	Research Associate
	Assistant Professor	Lecturer A, Teaching Fellow A
8	Research Fellow	Research Fellow
	Assistant Professor	Lecturer B, Teaching Fellow B
9	Senior Research Fellow	Senior Research Fellow
	Associate Professor	Senior Lecturer, Reader
10	Professor, Professorial Fellow	Professor

1. Section 1 – Introduction to the institution and the self-assessment process

In Section 1, applicants should evidence how they meet Criterion 1:

- + an organisational structure is in place to carry the action plan forward and continue the self-assessment process.

Please insert (with appropriate letterhead) a signed letter of endorsement from the Head of Institution.

If the Head of Institution is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement (additional 200 words) from the incoming Head of Institution demonstrating their personal commitment to supporting Athena SWAN activity in the institution.

1.1 Letter of endorsement from the Head of Institution [500 words]



UK | DUBAI | MALAYSIA

Athena Swan
First Floor
Napier House
24 High Holborn
Holborn
London
WC1V 6AZ

26 November 2020

Dear Ms Glazzard,

Enclosed is our 2020 Bronze Renewal Submission. The preparation was undertaken mainly during the COVID-19 pandemic and is testament to our ability to work creatively in the most difficult and testing circumstances. Our response to the 'new normal' illuminated challenges and strengths across the University showing that, by far, our biggest asset is our people. I acknowledge the SAT for their diligent actions and community spirit and I am pleased to fully endorse our submission. I can confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

The submission uses the 'new' Athena Swan template. We found the approach helpful in shaping our self-assessment; targeting our analysis to better understand successes to support future actions and exposing foundational cracks impeding progress.

We have had great successes since 2016; tangible impact on womens' representation in senior STEMM grades via promotion (pages 58-59) and recruitment (p51), improved inclusivity of our culture demonstrated by exceeding our staff survey response targets across all areas (OAP, p24-32) and demonstrable progress in STEMM Schools who have all delivered targeted local action plans and retained their departmental Bronze Awards (Table 3, p14). However we are frustrated not to have made greater impact on women's STEMM representation and overall experience via fuller completion of our action plan, including rollout to our AHSSBL schools. We have not managed to create the culture change required to support a Silver Award in the 2020 award round.

We are clear about the story behind our challenges; trying to cover too much ground across too many action areas meant we were unable to create the progress needed for transformational, lasting change. This is a key lesson for us. We know when we direct resource more effectively, we yield results. We now have a process for identifying and addressing challenges (analyse, diagnose, remedy), a model for transformational change (Table 8, p44), and ambitious success measures to move us forward.

There is a simple way to describe the focus of our action plan; *removing structural barriers and accelerating outcomes*. We plan to do this with fewer, more targeted and ambitious actions. Now we have unblocked the STEMM mid-career pipeline, we will accelerate change; improving recruitment to attract early career stage women and supporting part-time employee career development through high quality part-time and flexible working options. We will make a step-change in support for our employees through key life stages including maternity and menopause. We will amplify voices and showcase the intersectional experiences of our community, visibly role modelling difference, and demonstrate an inclusive pipeline from student to professor and beyond.

I look forward to an active personal role alongside the Vice-Principal and Provost in binding equality, diversity and inclusion into the University's Strategy 2025 and I will be a visible advocate for the culture change we need.

We are ambitious and excited about our activities, looking toward a Silver Award submission in 2025. I look forward to hearing the outcome of our submission.

With best wishes

A handwritten signature in black ink, appearing to read 'A. M. M. M.', written in a cursive style.

1.2 Description of the institution [500 words]

Please provide a brief description of the institution including any relevant contextual information. Present the most recent data on the total number and proportion of academic staff, professional and support staff and students by gender. Present an overview of the departmental Athena SWAN awards in the institution.

Founded as the Edinburgh College of Arts in 1821, HWU University ('HWU') was the world's first Mechanics Institute. We are proud to be pioneering in education, admitting women on the same terms as men in 1869, 23 years before other universities in Scotland (Figure 1).



Figure 1: Blue plaque celebrating Mary Burton, who campaigned successfully for women to be admitted on same basis as men at HWU, 23 years before universities in Scotland.

Now, we are an international university with world-leading research and strong links to business and industry, uniquely placing us to champion women's representation in academic, business and industry settings. We are 'one university', offering the same academic standards and operating policies¹ across the world at campuses in Scotland (Edinburgh, Scottish Borders, Orkney), Dubai and Malaysia (Figure 2).

¹ Unless there are legal or cultural reasons for variation.

Following consultation with Advance HE, this Athena Swan ('AS') application focuses on the UK campuses, where the majority of our community is located at our Edinburgh campus.



Figure 2: HWU, an international university across five campuses.

L-R: Dubai, Edinburgh, Galashiels, Malaysia, Orkney

The University Executive ('UE') is responsible for strategic planning and development, presenting recommendations to University Court for approval. Chaired by the Principal, UE (3F/8M) comprises Provosts based in each of the three countries, three Deputy Principals ('DP'), University Secretary, Chief Operating Officer, Directors of Finance, Planning, and HR.

A recent reorganisation (Figure 3) has slightly changed the structure of the UE introducing a reporting line from Heads of School ('HoS') to the Vice-Principal ('VP') and Provost, Professor Mark Biggs, who will Chair the University's self-assessment team ('SAT') from January 2021.

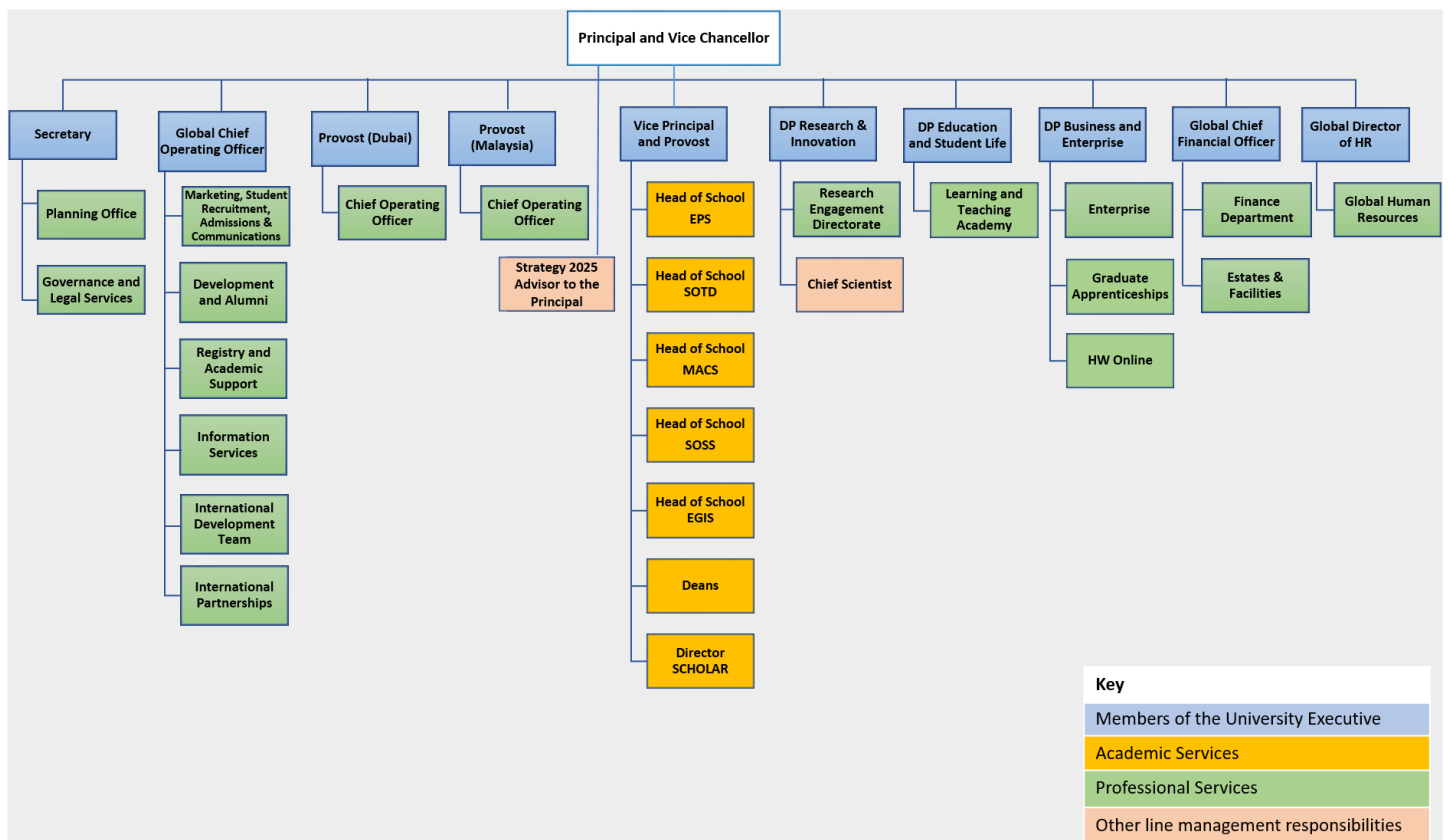


Figure 3: HWU Organisational Structure October 2020

We have five academic schools (listed at Table 3 alongside their AS status). Each School is an AS 'department' and three-quarters of our academics are in award-holding Schools.

Since 2016, our academic structure has been streamlined to support strategic aims. The School of Life Sciences (SLS) and School of Languages and Management were dissolved, creating a new School of Social Sciences ('SoSS'), the remit of the existing STEMM schools was enhanced and our Professional Services ('PS') were centralised. A voluntary redundancy programme (VR) ran over 2017/18. In 2019, all employees of the Edinburgh Business School ('EBS'), a separate legal entity, were transferred into HWU SoSS and are now HWU employees.

Table 3: HWU Schools and their Athena Swan awards

School	Category	Level	Athena Swan Status
Energy, Geoscience, Infrastructure & Society (EGIS)	STEMM	Bronze	Renewal will be submitted April 2021
Engineering & Physical Sciences (EPS)	STEMM	Bronze	Successfully renewed 2020
Mathematics & Computer Sciences (MACS)	STEMM	Bronze	Successfully renewed 2019
Social Sciences (SoSS)	AHSSBL	Pre-Bronze	2 unsuccessful submissions. New assessment underway
Textiles & Design (TXT)	AHSSBL	Pre-Bronze	First submission in preparation

At July 2020, we had 2086 staff (47%F); 857 Academic (32%F) and 1229 Professional Services (58%F), (Table 4). Since 2015 all of our STEMM schools increased their academic female representation. This improvement primarily relates to transferring staff from SLS (EGIS +5%, 30% F; EPS +2.5%, 20% F; MACS +3%, 28% F). No progression towards the overall STEMM benchmark² has been made. In AHSSBL Schools, female representation has decreased (SoSS -2%, 48%F; TXT -10%, 62%).

² Our Schools are interdisciplinary, meaning we are unable to use HESA discipline-level staff data or benchmarks. We benchmark against HESA SET/non-SET level, specifically 'pre-92 institutions minus specialist institutions' which best reflect our Teaching:Research ratio. We use "in-group" analyses (e.g. Rate of PT in female v male population) where possible.

Table 4: Academic and Professional Services staff (FPE) against external benchmark, July 2020³

Schools	Academic			Professional Services		
	F	M	%F	F	M	%F
STEMM						
EGIS	55	130	30%	46	45	51%
EPS	59	229	20%	41	55	43%
MACS	42	109	28%	15	12	56%
Total STEMM (Benchmark 40% F)	156	468	25%	102	112	48%
AHSSBL						
SoSS	92	101	48%	32	11	74%
TxT	18	11	62%	16	4	80%
Total AHSSBL (Benchmark 50% F)	110	112	50%	48	15	76%
Total STEMM/AHSSBL Staff	266	580	31%	150	127	54%
Total Central Staff	5	6	45%	557	395	59%
Overall Total Staff	271	586	32%	707	522	58%

We have 9,897 (40%F) students: 7495 UG (41% F), 1503 PGT: (42%F) and 899 PGR: (31%F) with a 5% increase in female STEMM PGT being the key highlight. Our University AS student-related actions focus on supporting women in STEMM.

We know that to support transformative change we need to shift our approach. Embedding our equality, diversity and inclusion ('EDI') aspirations into our University Strategy 2025, 'Shaping Tomorrow Together' will support this ambition (p36, (e) Focussed progression of inclusive organisation and culture at HWU).

³ Total UK staff at 1 July 2020: 2,086 (47% F)

*Source: HESA 18/19 FPE benchmarks. UK Pre-92's (minus specialist institutions).

1.3 The self-assessment process [1500 words]

Describe the self-assessment process. This should include:

- a description of the self-assessment team
- an account of the self-assessment process
- plans for the future of the self-assessment team

1. A description of the self-assessment team

The Athena Swan Strategy Committee ('ASSC') is our SAT, chaired by Professor Gill Hogg, DP Staff Development and Engagement, meeting 10 times⁴ over 2016-20. Its terms of reference stipulate annual review and membership refresh. Our ASSC follows Advance HE requirements consisting of academic and PS staff. There is one-third turnover of non-ex-officio membership each year and membership is refreshed via open invitation to join across the University. Participation is recognised in workload allocation models, with 3 days assigned/annum.

The ASSC oversaw the implementation of the 2016 Bronze Action Plan, the 2020 self-assessment process and the development of this submission.

Membership was refreshed in autumn 2019 in preparation for our renewal phase. The resulting team (Table 5) was drawn from a wide range of staff at different career stages, includes breadth of discipline, and experience of key processes e.g. recruitment and promotion.

Our members lived-experience is varied. Some have returned after career breaks and juggle caring responsibilities, dual-career families and living with disability. Full-time, flexible and part-time work patterns are represented. Gender balance was 54%F/46%M. Overseas campuses (observer participants), contributed to our understanding of local challenges. Delivery of the 2020 self-assessment was via Working Groups ('WG') (Table 6), members' roles in the self-assessment are described in Table 6.

⁴ Staff illness affected continuity in 2017.

Table 5: ASSC Membership. Ex-officio (X) indicated⁵

Member	Job Title	School/ Central Function	AC/PS	Gender
Nicole Alexander	Senior Assistant to the Principal	Office of the Principal	PS	F
Prof Mark Biggs (X)	Vice Principal	Office of the Principal	AC	M
Dr Helen Bridle	Associate Professor	EPS	AC	F
Dr David R Cavallaro	Assistant Professor (and TXT SAT co-Chair)	TXT	AC	M
Prof Damian Clancy	Assistant Professor (ex MACS SAT Chair)	MACS	AC	M
Richard Cloughton (X)	Global Director of Human Resources	HRD	PS	M
Tina Donnelly (X)	Athena Swan Officer	HRD	PS	F
Dr Tom Farrington	Assistant Professor	SoSS	AC	M
Dr Amos Haniff	Associate Professor	SoSS	AC	M
Prof Ted Henry	Professor (and EGIS SAT co-Chair)	EGIS	AC	M
Angela Herkes	Information Analyst	Planning	PS	F
Prof Gill Hogg (X)	University Athena Swan Champion & Deputy Principal (Staff, Development & Engagement)	Office of the Principal	AC	F
Pooja Kirti	Communications Associate	Marketing, Recruitment, Admissions and Comms	PS	F
Prof Omar Laghrouche	Professor (ex-EGIS SAT co-chair)	EGIS	AC	M
Prof Steve McLaughlin (X)	Schools Athena Swan Champion & Head of School	EPS	AC	M
Ruth Moir (X)	Assistant Principal	Office of the Principal	PS	F
Katya Moncrieff	PhD Student	PGR Representative	AC	F
Dr Gill Murray (X)	Deputy Principal (Enterprise & Business)	Office of the Principal	AC	F
Prof Beatrice Pelloni	Head of School	MACS	AC	F
Prof Gary Pender (X)	Deputy Principal (Research & Knowledge Transfer)	Office of the Principal	AC	M
Dr Jen Remnant	PDRA	SoSS	AC	F
Prof Kate Sang	Professor	SoSS	AC	F

⁵ **Note:** plus observers: Dr Noor Habib, Dr Abrar Ullah, Dr Hind Zantout. Table 6 shows Working Group allocation.

Prof John Sawkins (X)	Deputy Principal (Teaching and Learning)	Office of the Principal	AC	M
Lara Stroudinksy	Vice President (Wellbeing)	Students Union	AC	F
Dr Bengt Tegner	PDRA	EPS	AC	M
Sharan Virdee (X)	Equality & Diversity Partner	HRD	PS	F
Dr Tony Weir	Head of Policy, Strategy & Impact	Research Enterprise	PS	M
Dr Jane White	Assistant Professor	EPS	AC	F

Supporting Athena Swan and driving progress across the Institution

Since 2016 we have supported Schools in their work to embed the charter principles and undertake gender equality assessment and planning (2 successful renewals, 2 unsuccessful applications, 1 renewal in progress, 2 new applications in progress). Our Champions Group supports AS activity in Schools and PS Directorates. Chaired by Professor Steve McLaughlin (Head of EPS and ASSC member), the group brings together local SAT leads for knowledge exchange and sharing of good practice. All five Schools are represented, as are Professional Services.

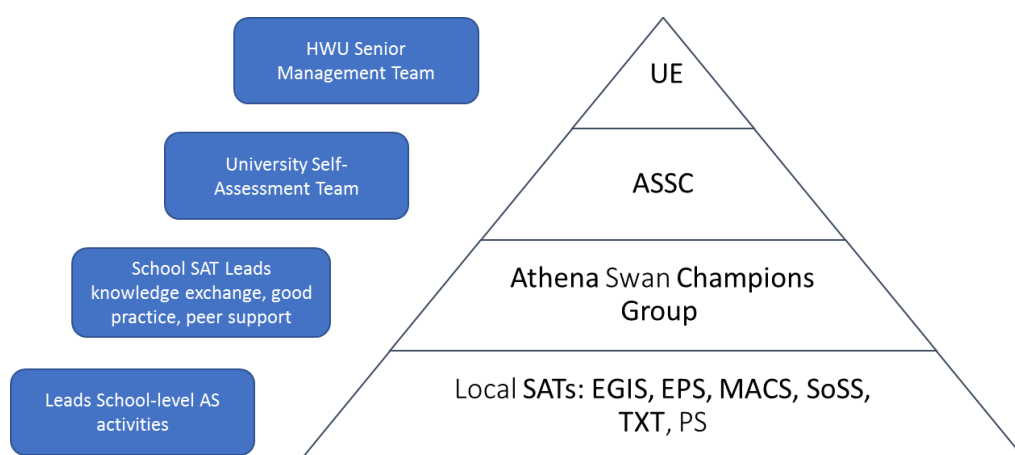


Figure 4: Our Athena Swan reporting structure

In 2018 we reviewed our structures using SWOT analysis implementing the following identified opportunities:

- Upskilling the Champions via externally-led training opportunities (Advance HE, Equate Scotland)

- Creating an online Teams space for the Champions Group, to enhance collaborative working
- Retaining the skills of those who have left Champions Group by bringing them onto the ASSC (see Table 5)
- Inviting new SAT leads onto the ASSC to learn about the self-assessment process (see Table 5)

As part of our self-assessment we revisited the SWOT analysis to shape our future approach (p22, The future of the ASSC and related AS structures).

2. An account of the self-assessment process

The ASSC away day in December 2019 initiated the renewal process (Figure 5), agreeing a series of Working Groups ('WGs') as the structure to support the submission via delivery of specific workstreams.

One part-time ASSC member was supported to attend on a non-working day by adjusting her hours and using HWU's expenses policy to cover care-costs for her two children.



Figure 5: ASSC members away day December 2019. We invited extra "friends of Athena" to participate to broaden our thinking.

There were 6 WGs in total: (1) planning, (2) quantitative data analysis, (3) staff survey analysis, (4) Good Practice Checklist audit, (5) focus group delivery and (6) narrative development.

The Planning WG was our Project Board ('PB'). Chaired by Professor Hogg, its primary focus was to direct the renewal submission and report to UE and to other

governance structures as required (Figure 6). The PB met monthly with 4 formal reports to UE over the submission preparation period.

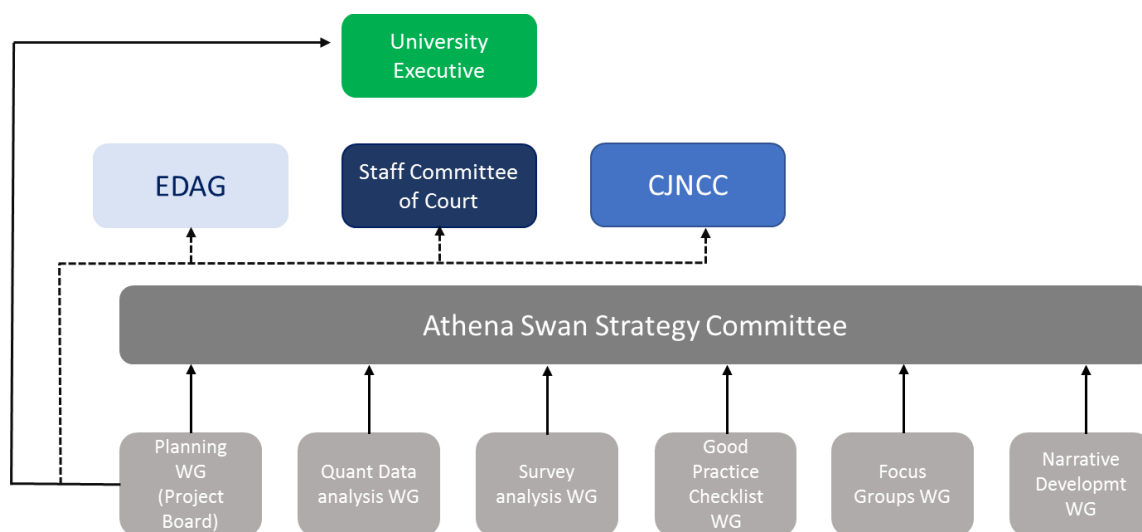


Figure 6: AS self-assessment structures and reporting lines⁶

ASSC members were invited to choose a preferred WG. In response to an identified need to engage more effectively with action owners, technical specialists were co-opted to provide additional expertise and to facilitate early involvement of operational teams in shaping potential actions resulting from findings

Table 6: ASSC Working Groups (WGs) delivering the activities outlined

Working Group	Description of Task	Membership (including co-optees in italics)
Planning	Establish and maintain project controls. Ensure delivery to time and quality of all the other workstreams. Manage risk. Manage communications.	Richard Cloughton Tina Donnelly Gill Hogg (Chair) Steve McLaughlin Sharan Virdee <i>Em Bailey</i> <i>Sue McDonald</i>
Narrative development	Oversee the writing of the application. Identify/engage with Critical Friend. Deliver the Mock Panel.	Richard Cloughton Tina Donnelly (Chair) Tom Farrington Gill Hogg Steve McLaughlin

⁶ **Note:** EDAG is HWU’s Equality and Diversity Advisory Group. CJNCC is our Combined Joint Negotiating & Consultation Committee (with our recognised Trade Unions).

		Ruth Moir Sharan Virdee
Core quantitative data analysis	Analyse the tables and charts provided, identifying trends and reporting on areas of concern. Agree a draft narrative.	David Cavallaro Tina Donnelly (Chair) Ted Henry Omar Laghrouche Kate Sang Bengt Tegner <i>Malwina Niechcial</i>
Staff survey data analysis	Analyse staff survey data by gender and report on areas where experience is statistically different based on gender. Present draft actions to address any identified challenges. Determine any focus groups required.	Damien Clancy Amos Haniff Angela Herkes Pooja Kirti Katja Moncrieff Sharan Virdee (Chair) Jane White
Good Practice Checklist review	Review 2016 Good Practice Checklist (GPC), document changes at 2020 and update the "rating". Provide quantitative assessment (e.g. 40% of GPC items have increased in rating) and flag key areas of improvement, and lack of improvement.	Nicole Alexander Richard Claughton Gill Hogg (Chair) Lara Stroudinsky <i>Helen Ovens</i>
Focus group leadership	Devise methodology and run focus groups: (1) maternity experience (2) part-time staff re promotion (3) women & HWU culture (4) family friendly Report back on key findings and recommended actions	Helen Bridle (Chair - 1) Katia Moncrieff Jen Remnant (Chair - 2) Sharan Virdee (Chair - 3) Tony Weir (Chair - 4) <i>Susan Galloway</i> <i>Claire Khalifa</i> <i>Rhona MacKay</i>

WGs were supported with outline materials, including data, provided by the AS Officer:

- **Numerical data from institutional sources.** We aimed to collate at least three years of data. Staff data is generally a census at 31 December, or in year 1 Jan-31 Dec. Student data is academic year. Equal Pay Data was also provided. The group reviewed trends over time as well as comparing against 2015 data. To benchmark, 'in-group' gender analyses were utilised, as well as HESA UK SET and non-SET FPE figures, for pre-92 universities minus specialist institutions.
- **Staff survey.** 2019 University staff survey was compared with the 2015 survey. Response rate 59%; Gender breakdown of respondents, 460 female/470 male/140 prefer not to say; job type: 384 Academic/686 PS. Survey results were split into Academic and PS staff, and analysed by

gender. Male and female responses were compared to identify any areas of gendered experience.

- **Good Practice Checklist.** This audit tool⁷ was used to benchmark against good practice. 2020 results were compared with 2015 baselines. Its themes include: (1) Fundamentals for Success, (2) Key Career Transitions, (3) Career Development, (4) Sustainable Careers and (5) Organisation and Culture.
- **Focus Groups.** Advertised via newsletter, Teams and Yammer. Themes were based on a requirement in our old action plan to measure impact or because survey responses required further understanding. They were: (1) Maternity experience (2) Family Friendliness, (3) Part-time and promotion, (4) Female experience of culture, (5) Student experience. Due to COVID-19 and the limited time of some participants, some of these consultations took different forms e.g. email dialogue, WhatsApp chat, 1:1 online discussions.

In response to home working, virtual spaces were established for the ASSC and WGs to share information and connect between meetings, ensuring the ASSC remained connected in the development of the submission amid the COVID-19 restrictions. We adapted well to the change in working environment and new technology. The shift to online/virtual working demonstrated our ability to work in new, more flexible ways assisting the development of evolving working practices supporting continued culture change.

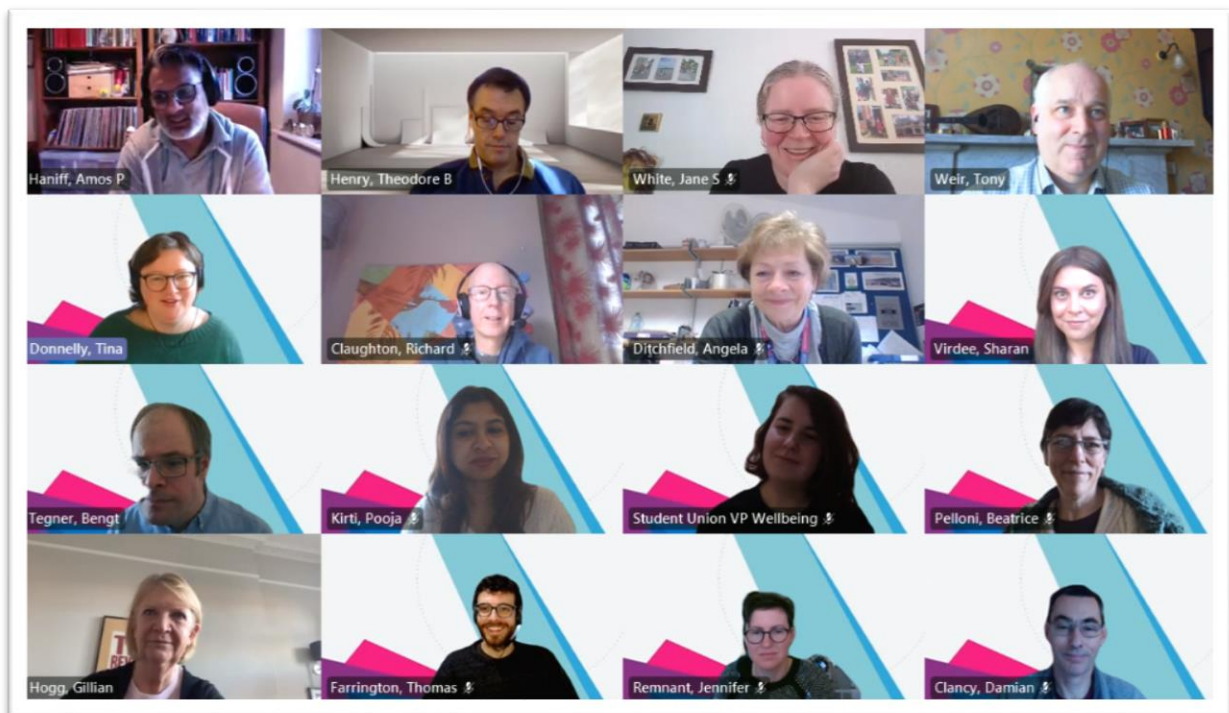


Figure 7: The ASSC meets remotely while finalising the renewal submission.

⁷ Developed by Oxford Research and Policy.

The WGs met on average three times, reporting findings to the ASSC. Data sources were triangulated to determine the overarching priorities.

Three external reviews were undertaken to support our understanding of the new process as well as our theme and action development.

Action planning sessions brought stakeholders together to ensure actions were SMART. Commitment, ownership and awareness of our action plan was achieved by involving key groups (e.g. HR staff) and we consulted our AS School Champions Group to embed a School perspective. This evolved model of development was accompanied by engagement across the University community. Our recognised Trade Unions were consulted throughout submission development, two-way communication with UE membership was facilitated by the Chair and we used a range of mechanisms to consult and involve the wider student community including a student-specific focus group (p66 Student Engagement).

The future of the ASSC and related AS structures

As part of our self-assessment we revisited the SWOT analysis to shape our future approach. We identified scope to enhance *collaboration* between Champions Group members, and *connection* between the Champions Group and the ASSC. We want to encourage a dynamic community of practitioners showcasing beacon activities, learning and supporting each other. We also identified an over-focus on the application process and data collection, and the need for more regularity in our communications. We will:

- **Strengthen our Athena Swan infrastructure to support roll-out of Athena Swan principles across the university (Action 13).**

- **Champions Group:**
 - Plan: Quarterly meetings programmed in advance, units leading sessions.
 - Enhance: Content 50:50 application support and sharing good practice.
 - Secure: Support succession planning by inviting all local groups to assign a deputy lead.
 - Connect: Invite Champions Group members to participate in ASSC discussions.

- **ASSC:**
 - Connect: Continued broader Champions Group representation.
 - Plan: Quarterly meetings of the ASSC programmed in advance.
 - Monitor: Project Board (sub-group of ASSC) to meet quarterly to oversee delivery of University action plan and update ASSC.

- Review: Annual review to monitor progress against targets and make any adjustments, with review process built around themes rather than data sources.
 - Report: ASSC to provide a progress report annually to University Executive. Outside this annual report it will report on an exceptions basis i.e. if the project plan oversteps tolerance thresholds.
 - Communicate: New Communications workstream.
- **Schools and Directorates:**
- Resources in place locally to support Athena Swan delivery.
 - Annual review of School action plan delivery as part of the University planning cycle.
- **Global reach:**
- Liaise with Newcastle and Nottingham, learning from their experiences to support roll-out to our Dubai and Malaysia communities.

2. Section 2 – Evaluation of progress against the previous action plan

In section 2, applicants should evidence how they meet Criteria 2 and 3:

- + progress has been made on the previous action plan
- + learning has been demonstrated from the evaluation of progress.

2.1 Previous action plan

Please provide the most recent iteration of the action plan associated with the institution's previous award. The actions should be 'RAG' rated (rated 'red', 'amber' or 'green') dependent on progress.

Ensure that colour is not the only method of indicating rating, such as through the use of letters or icons. For example: **R** **A** **G**

Our old action plan ('OAP') formed the basis of our work over 2016-20. We regularly monitored its implementation, updating progress, and are pleased that we made significant progress across the majority of our 40 actions (Table 7). Through its implementation and our self-assessment process we have identified the following barriers ([Identifying and removing barriers](#)):

- Over-optimism re support required to deliver and progress our Athena Swan ambitions
- Lack of data quality, availability and review
- Difficulty in delivering actions requiring financial resource
- Poor articulation of our offer
- Lack of engagement with action deliverers

We also identified facilitators ([Recognising Facilitators](#)) that we have been able to carry forward into our 2021-25 action plan:

- Use of project management tools to facilitate collaborative working
- Regular review process in place
- External partnering:

Before discussing the areas above we present our OAP.

	Action	Sub-actions and Success measures	Progress	New action
1	We will meet the requirements for a Silver institutional submission by 2020.	The University makes an application for Silver Institutional Award by November 2020. <i>Criteria not met, change in approach 2020-2025 to recognise the need for sharper transformational activities.</i>	RED	Removing barriers: 13,14 Accelerating change 1-12
2	We will support AHSSBL Schools and our Graduate School of Business Athena SWAN applications. All Schools achieving Bronze by 2018.	SoSS, TEX and EBS all make a successful application for at least Bronze award by 2018. <i>SoSS SAT has made two attempts but has been successful, plan for action in development given merger with EBS. Plan for TXT in development.</i>	RED	13
3	We will support STEM Schools progress action plans and retain awards, with a minimum of one School achieving Silver status by 2020.	<ul style="list-style-type: none"> All STEM Schools have made a successful renewal application by 2020. At least one School has a silver award by 2020 	AMBER	13
4	We will ensure full historical datasets for our 2020 application.	<ul style="list-style-type: none"> Updated data specification prepared for Jan 2017 Data cleaning reports in place prior to running the reports Reports run by Mar 2017 Outcome of recruitment process review includes Athena SWAN reporting requirements * Full data sets available for 2020 University renewal. 	AMBER	14
5	We will improve our processes for collection and analysis of feedback from staff leavers.	<ul style="list-style-type: none"> Leavers survey piloted in 2017, rolled out by 2018 90% of leavers invited to complete survey annually in 2019 Annual leavers report developed and annual reporting to Professional Services Leadership Board established by Dec 2019 Report includes monitoring for gendered leaving patterns Actions to address are recorded and monitored by Professional Services Leadership Board. 	AMBER	14
6	We will ensure that the Equal Pay Statement for 2017-2021 includes measures to address	<ul style="list-style-type: none"> Equal Pay Statement for 2017-2021 includes measures to address gender-related horizontal segregation, and specifically refers to: <ul style="list-style-type: none"> - targeted, measurable and lawful grade interventions 	GREEN	

	gender-related horizontal segregation	<ul style="list-style-type: none"> - examination of reward and benefits and impact on pay - Appropriate/fit for purpose communication and publishing of equal pay data. 		
7	We will ensure appropriate monitoring of interview and offers data as part of the review of recruitment processes.	Review of recruitment process and implementation of solutions results in 80% of recruitment records on iRecruit holding interview and offers data in 2017, and 90% by 2018 and thereafter.	AMBER	14
8	We will ensure the project to review the Global Platform recruitment programme complies with the Equality and Privacy Impact Assessment (EPIA) process.	Equality and Privacy Impact Assessment completed	GREEN	
9	We will review the existing recruitment process to improve the candidate experience and gender balance in appointments.	<ul style="list-style-type: none"> • Agree our package of positive action statements and once agreed, ensure they appear on all relevant vacancies (define relevant vacancies). This review includes reviewing the logistics of using the following: <ul style="list-style-type: none"> i. Applications are particularly welcome from women and black and ethnic minority candidates, who are under-represented in academic posts at HWU. ii. Working families “happy to talk flexible working” logo on academic job adverts. iii. Statement referring to working part-time/job-share. • Use of the gender decoder tool in the creation of standardised job descriptions • Include the gender decoder tool in recruitment training for HR and hiring managers • 10% increase in %F STEMM job applicants by 2020. 	AMBER	1,2,3,4,14
10	Schools will develop a minimum start-up package for new academics following EPS good practice.	<ul style="list-style-type: none"> • School-specific minimum start-up packages are documented and referred to by HoS when making appointments • Monitoring of actual start-up packages by gender, grade and institute is established at School level and rolling three yearly update reported annually to relevant School Management Board and a University summary reported to UE • Monitoring demonstrates that men and women within a discipline and grade received same package within a margin of 5% 	AMBER	14
11	We will review our approach to Probationary Mentoring for Academic Staff to support mentors.	<ul style="list-style-type: none"> • Formal review of current approach to probationary mentoring of academic staff in 2017 • Implementation plan signed off by Q1 2018 • Implementation plan includes at least one Athena SWAN related KPI to be delivered before 2020 e.g. 45 mentors trained each year (2018, 19, 20) aiming for 150 at year 3 	RED	<i>Original business case wasn't robust.</i>

				<i>Action not proportionate to possible benefits.</i>
12	We will actively consider individual circumstances in promotions applications.	<ul style="list-style-type: none"> Individual circumstances element included in forms, guidance and roadshows Individual circumstances option is known about and understood, measured by 100% use by part-time promotion applicants 25% increase in promotion success rates of part-time staff by 2018 	GREEN	
13	We will formally celebrate academic promotions at institutional level.	<ul style="list-style-type: none"> Annual publication of academic promotions in staff newsletter initiated in 2017 3% increased application rate from women by 2019 	GREEN	
14	We will create a single system to hold core training records to improve strategic and operational planning.	<ul style="list-style-type: none"> Funding secured for the project by Q3 2019 Training data by gender and other protected characteristics available by 2019 	RED	<i>Part of a larger infrastructure project to bring together a number of platforms. Outwith Athena Swan scope</i>
15	We will ensure active consideration of (a) career breaks and (b) part-time working in PDR and objective setting.	<ul style="list-style-type: none"> PDR guidance and training include materials re career breaks and part-time working by 2017 PDR round 3% improvement in female academics response to the relevant staff survey question in Spring 2019 	GREEN	
16	We will run an annual workshop showcasing key leadership roles, and how to access them (involving current post holders to provide role models).	<ul style="list-style-type: none"> First workshop implemented by Summer 2017 85% of participants give positive feedback in first year Participants are at least 50%F 5% improvement in female academics response to the relevant staff survey questions in Spring 2019 	AMBER	<i>Alternative action in place. Target achieved.</i>

17	We will broaden possibilities to gain experience required to be considered for leadership roles at both School and University level.	<ul style="list-style-type: none"> • Rollout of succession planning pilot at high level (TXT and MACS remaining) by 2017. • Funding secured for broader rollout of succession planning by Dec 2018, and then rollout by 2019 • +10% opportunities created by 2018, +20% by 2019 • 5% improvement in female academics response to the relevant staff survey questions in Spring 2019 	AMBER	<i>Alternative action in place. Target achieved.</i>
18	We will run workshops for Professional Services staff, demonstrating key requirements for each grade, showcasing examples and how to plan for success.	<ul style="list-style-type: none"> • Pilot workshop delivered by Autumn 2017 • 85% of participants give positive feedback in first year • 10% improvement in Professional Services response to the relevant staff survey questions in Spring 2019 	AMBER	<i>Alternative action in place. Target achieved.</i>
19	We will embed the successful pilot course 'How to get the most out of your PDR for post-doctoral staff' as part of the academic staff development portfolio.	<ul style="list-style-type: none"> • Pilot embedded by 2017 • 85% of participants respond positively in workshop feedback in first year 	GREEN	
20	We will host regular good-practice events	<ul style="list-style-type: none"> • Three events held by end of 2017 and feedback is positive, 3 events per annum thereafter • Attendees over first year's events are at least 25% male, with 5% improvement each year • 85% of participants respond positively via feedback in first year 	AMBER	Embedded across actions
21	We will finalise the development and roll-out of the career break checklist and monitor its use.	<ul style="list-style-type: none"> • Materials developed by Q1 2017 • Briefing sessions run by HRD Partners to promote the tool: Schools complete by Q2, Directorates by Q4 • 75% of all staff taking a career break (of greater than 3 months) in the three years from implementation, use the checklist. As reported via School data collated annually and assessed by HRD Partners 	AMBER	7
22	We will embed our support for breastfeeding via our new Breastfeeding Policy.	<ul style="list-style-type: none"> • Policy in place on website by Q4 2019 • Promoted via a newsletter article and breastfeeding friendly materials e.g. posters Q1 2020 • Female academics report same work/life balance as men within a 4% margin as measured via staff survey (post-2019 survey) 	AMBER	7

23	We will ensure that all Schools establish a fund for T&R staff to support career break returners in reinstating their research careers in the year after their return.	<ul style="list-style-type: none"> All Schools establish a fund to support career break returners in reinstating their research careers in the year after their return in the next financial year Aug 2017 Feedback from Career Break focus group participants demonstrates a positive impact Women more likely to stay on T&R contracts and gendered pattern of Teaching contracts at Grade 9 is reduced by 10% by 2020 from 29% to 19% of all female academic staff 	AMBER	7
24	We will open up the online parents forum to a broader audience and host two face-to-face meet-ups a year	<ul style="list-style-type: none"> Promotion via newsletter and poster campaign First face-to-face session delivered by Jun 2017 85% of participants report a positive impact in first year 	GREEN	
25	We will implement a policy that staff returning from a career break are not required to develop teaching materials in their first semester after return to work unless it is part of their career development plan.	<ul style="list-style-type: none"> Inclusion in career break checklists by Jun 2017 Dissemination plan determined and implemented by Sep 2017 Career break focus group reports positive impact in the first year after implementation 	AMBER	7
26	We will actively seek feedback from people returning from a career break, and report to University Executive with any recommendations for action	<ul style="list-style-type: none"> Career break focus group held every two years from Q3 2017 Feedback demonstrates our interventions for people taking career breaks are known about and helping 	AMBER	7
27	We will implement a programme to support people to return to full-time work after a career break within two years if they choose to do so.	<ul style="list-style-type: none"> Operational issues clarified in Q1 2018 Approach developed by Q2 2018 Offer promoted Q3 2018 Feedback from staff returning from a career break is positive as measured via Career Break return focus group. 	GREEN	
28	We will complete the project to consolidate HWU's family friendly offer, with a single webpage signposting policies, services and opportunities, case studies and relevant useful links.	<ul style="list-style-type: none"> One single landing page signposts ALL family-friendly materials by Jul 2017 Information is available to potential staff as well as current staff Page relaunched including newsletter item by Sep 2017 A focus group is run in 2018 to check on family-friendliness improvements and reports positively on ease of access to information 	AMBER	4

29	We will redesign the maternity pack to be more inclusive: a “parents-to-be” information pack.	<ul style="list-style-type: none"> Review formal letters provided to parents-to-be to include links to family friendly webpages and amend any accompanying materials by summer 2017 A focus group is run in 2018, new dads report being provided with the pack and feeling informed. 10% increase in paternity coaching uptake by new fathers 	AMBER	7
30	We will enhance, i.e. add to, our case study series.	<ul style="list-style-type: none"> Case studies delivered and include: <ul style="list-style-type: none"> - at least one academic phased-return example - a male colleague’s experience of support when becoming a father - varied childcare solutions including: wraparound care and 9 day fortnight; - positive teaching models like teaching 11 out of 12 weeks, with a flexible, strategically timed reading week Positive feedback received from users via relevant for a 	GREEN	
31	We will signpost HWU’s family friendly offer in University recruitment materials and induction materials and continue to use National Work Life Week to share information on childcare support.	<ul style="list-style-type: none"> In induction materials by Q2 2017 In recruitment materials by Q3 2017 Second National Work Life Week celebration delivered in 2017 A focus group is run in 2018, staff report that they feel informed and up to date 	AMBER	4
32	We will work with our campus-based private childcare providers to extend provision in response to demand.	<ul style="list-style-type: none"> Demand understood and opportunities to extend the offer identified by early 2018 Intervention to address early-January challenge in place by end of 2018 Intervention to assist re baby care is given a clear timeline by end of 2018 <p><i>Challenges in ownership and reach of HWU in addressing external providers.</i></p>	RED	4.
33	We will reduce the percentage of teaching carried out on a Friday afternoon to allow staff to work more flexibly.	<ul style="list-style-type: none"> Percentage of teaching carried out after 12.15 on a Friday is understood 5% reduction in Friday afternoon teaching by 2018 10% reduction in Friday afternoon teaching by 2019 Male and female academic staff report an equal sense of work/life balance within a 4% margin 	GREEN	
34	We will broaden the principle of childcare as a permissible expense to include other forms of care.	<ul style="list-style-type: none"> Policy amended and communicated by Q4 2017. Focus group with carers in 2019 provides positive feedback 	AMBER	4, 8

35	We will develop guidance for carers and communicate it widely.	<ul style="list-style-type: none"> • Carers Week celebrated annually from June 2017 • Carers guidance available online in 2020 • Additional materials e.g. services, case studies and relevant useful links for carers will be posted alongside • Carers guidance will be launched during Carers Week June 2020 • Focus group with carers in 2020 indicates that our measures are helping people feel supported 	AMBER	8
36	We will ask new staff to confirm that they have read and will adhere to our E&D policy as part of their job offer.	<ul style="list-style-type: none"> • Contractual paperwork updated to reflect new approach by Q4 2017 • Increased awareness of E&D policy impacts on female academics experience of the workplace as measured via 10% improvement in response to the relevant staff survey questions in Spring 2019 <p><i>Action delivered, target not achieved.</i></p>	AMBER	Whole action plan relevant
37	We will make our online Diversity in the Workplace training mandatory.	<ul style="list-style-type: none"> • From Q1 2017 60% of new staff completed E&D training within 6 weeks of joining • By 2018, 80% of new staff complete E&D training within 6 weeks of joining • 80% of existing staff complete E&D training by 2018 • 10% improvement in female academics response to the relevant staff survey questions in Spring 2019 <p><i>Action delivered, target not achieved.</i></p>	AMBER	Whole action plan relevant
38	We will ensure application of Equality and Privacy Impact Assessment (EPIA) is integral to our Equality Outcomes 2017-21.	<ul style="list-style-type: none"> • Equality Outcomes include an action to address inconsistent application of EPIA 	GREEN	
39	We will ensure the workload framework guides and workload are fair and transparent, cover contributions including teaching, pastoral, administrative and outreach responsibilities, consider part-time workers and those returning from career breaks, and allow monitoring for unconscious gender bias.	<ul style="list-style-type: none"> • Framework undergoes an Equality Impact Assessment prior to ratification • All School Workload Models undergo an Equality Impact Assessment prior to ratification • 5% improvement in female academics response to the relevant staff survey questions in Spring 2019 	AMBER	5

40	We will develop a statement that embeds a considerate approach to meeting arrangements at HWU.	<ul style="list-style-type: none">• Statement posted on internet and promoted via newsletter item by Q2 2017• Positive feedback re new approach to timing of meetings in staff survey Spring 2019	GREEN	4
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2.2 Progress report (2500 words)

Consider the panel feedback on the institution's previous application. How has the institution responded to and acted on the panel feedback provided on the previous application?

Consider the institution's previous action plan.

1. what methods were used to evaluate the institution's progress on actions?
2. what were the institution's main barriers and facilitators with regard to action implementation and the meeting of success measures?
3. what steps were taken to further inform and adjust actions?
4. have new initiatives or actions been introduced to improve outcomes or impacts?
5. what are the main learnings and outcomes from the evaluation of the action plan? How will the institution apply this learning to the future action plan?

2.2.1 Consider the panel feedback on the institution's previous application. How has the institution responded to and acted on the panel feedback provided on the previous application?

We used feedback from our last submission to inform our work, in particular we retained and built on areas of commendation; our self-assessment process (including GPC), AS structures, governance and WG approach, our introduction of policies and working practices supporting flexibility and career breaks. Feedback highlighted the need for a more focused action addressing women's underrepresentation in STEMM and in our HWU governance forums. The panel raised issues around accelerating and achieving lasting change from joining us (starting salary) to being employed (career development, flexible working) and career progression (promotion). We took action to address these areas, outlined in more detail below.

(a) *Mitigation of unconscious bias during salary negotiation*

We addressed potentially gendered negotiation through:

- **mandatory unconscious bias training for all HoS** (the primary negotiators)
- reviewing and **updating recruitment training to include substantially more unconscious bias and E&D content**

- **extending mandatory recruitment training beyond panel chairs to all panellists**, with a requirement for individuals to retrain every three years.
- **Refreshing online Diversity in the Workplace**; updated with greater unconscious bias and race equality content

(b) Deeper reflection e.g. on part-time promotions issues; PDR and staff views of the PDR process

We embedded consideration of the part-time experience, enhancing our original action to formalise consideration of the impact of “personal circumstances” as part of the promotions process (OAP12) through:

- offering **additional promotions workshops, recording sessions and made them available online**
- including **part-time role-models** in our celebration of successfully promoted staff since 2018
- reviewing and **relaunching PDR; now has enhanced consideration of gendered issues** e.g. the impact of career breaks, caring responsibilities and working part-time (OAP15)
- **Holding focus groups with part-time staff about promotions** to inform our 2020 application resulting in specific future action.

(c) Addressing gendered patterns in academic training and development

Feedback suggested gendered patterns in uptake of academic career development opportunities, inviting us to reflect and improve support for women’s career development. The academic training and development function has been reviewed and relaunched as the **Learning and Teaching Academy** (‘LTA’), dedicated to pedagogical excellence and a **Research Futures Academy** (‘RFA’) dedicated to enhancing the development of research staff and research degree students. These new academies have provided the opportunity to:

- support a focus on the two areas of professional expertise, giving them **equal weighting**

(d) Improved mechanisms to support women to retain research careers

The panel commended the flexibility of the different career pathways but was concerned about the potential gendering of pathways. We implemented:

- **monitoring of the flexible career pathways programme for gendered trends and found none.** 3 career pathway changes: 1 female and 1 male from Teaching and Research (T&R) to Teaching and Scholarship (T&S) and 1 male from a Professional Services Technical role to an Academic Research-only role.

(e) *Focussed progression of inclusive organisation and culture at HWU*

EDI needs be at our core and we know that the best way to achieve this is to embed EDI into the university strategy; Strategy 2025 'Shaping Tomorrow Together' (Figure 8).

We are developing a Global Equality, Diversity and Inclusion Strategy ('GEDIS'), an EDI articulation of the University's Strategy 2025, through mapping our Strategic Themes to EDI ambitions via specific EDI KPIs. Our AS activities are informing our ambitions, as are our emerging Equality Outcomes and Gender Action Plan development. By using a common framework we are creating consistency, *removing barriers and accelerating outcomes*.

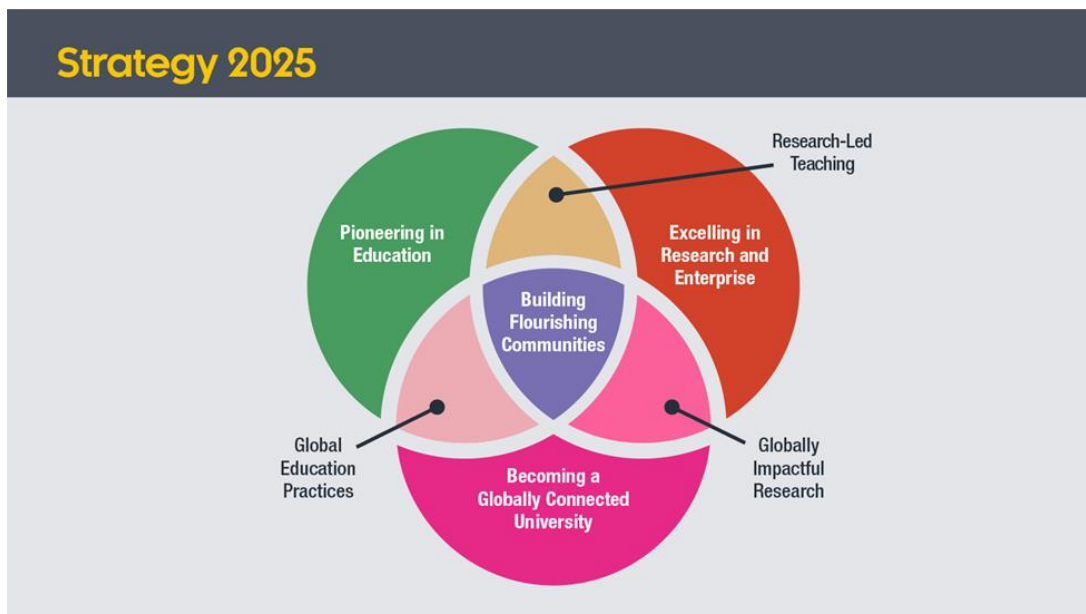


Figure 8: Strategic Themes from Shaping Tomorrow Together, HWU University Strategy 2025

We are sharpening our focus on culture, and this engagement is shaping strategy through:

- **reviewed and refreshed University values** (Figure 9)
- **development of our first comprehensive Global Equality, Diversity and Inclusion Strategy (GEDIS)** articulating EDI across Strategy 2025 Themes
- improved engagement with the Global University Leadership Forum on EDI. Autumn 2020 we ran an **inclusive leadership session focusing on the role of leaders in leading culture change** and supporting developing ambitious EDI targets
- **engaging with the student community and agreeing EDI Summits/Forums** to take place twice per year with explicit articulation of AS to the student community (UG/PGT/PGR)



Figure 9:HWU values, refreshed 2018

(f) Strategy for accelerating progress towards ambitious gender representation targets

The panel highlighted that at the current rate it could take HWU 15 years to meet the current benchmarks for women in STEMM. We were late to recognise structural barriers to achieving our gender equality aims. We are addressing this now through the following activity:

- accelerating outcomes in our 2020 action plan with targeted actions addressing representation of women in STEMM
- including success indicators supporting accelerated representation of women in STEMM to meet national benchmarks.
- addressing structural barriers in a step-change in approach to embedding AS into core business to allow focus on tangible impactful projects

(g) Further action to support trans staff and students

The Panel suggested more support for trans staff and students. HWU aim is to be a supportive and approachable place to work and study. We recognise scope to improve clarity of our approach and we address this further at p69, Support for trans staff and students.

2.2.2 Consider the institution’s previous action plan.

(a) Monitoring and review

Our 2016-20 action plan listed 40 actions. Delivery was monitored by the ASSC Chair and Athena Swan Officer at weekly meetings, and reported to the ASSC. Updates and issues were reported to University Executive.

In the preparation of our renewal submission we measured success against a baseline identified from at least one, often more than one, of the following data sources, as described in the self-assessment section:

1. Staff survey data
2. Focus groups⁸
3. Corporate quantitative data
4. Good Practice Checklist

Delivery status of each of the actions is included in the Old Action Plan (OAP), described as a RAG rating.

Table 7 summarises delivery of the action plan. Of the 40 actions: 12 (30%) were delivered, 23 (58%) were delivered in part and 5 (13%) remain undelivered.

Table 7: Summary of progress/delivering the action plan

Status	Actions	%
Delivered	12	30%
Delivered in Part	23	58%
Undelivered	5	13%
Total number of Actions	40	

The pie chart visualizes the data from Table 7. It is divided into three segments: a dark grey segment for 'Delivered' (30%), a light grey segment for 'Delivered in Part' (57%), and a black segment for 'Undelivered' (13%).

We made significant progress across the majority of actions (88%). The ASSC is committed to ensuring that those actions which were ‘undelivered’ or “delivered in part” are reflected in our new action plan along with identifying and resolving implementation challenges.

⁸ Focus groups covered: culture; family friendly working; experience of maternity/shared parental leave; and part-time working and promotions, student engagement

(b) Identifying and removing barriers

We have identified barriers to success and lessons learned as outlined below.

i) *Over-optimism re support required to deliver and progress our Athena Swan ambitions*

Refers to: OAP 1, 2, 3

We set out to achieve breadth in our AS coverage and are pleased to have retained Bronze awards in all of our STEMM schools. However we underestimated sustaining fast-paced school implementation. Supporting STEMM Schools to deliver action plans alongside rolling out AS to our AHSSBL Schools and delivering a 40-point action plan has been resource intensive, requiring re-prioritising of efforts and resource. As a result some of our ambitions have not been achieved.

The AS Champions Group is a critical element of peer support infrastructure. Local staff changes led to delays in identifying new SAT leads, leading to hiatus and prevented the group progressing in its scope. Action to support succession planning will allow the community to develop its own active dynamic.

At University-level, the volume and range of action areas was difficult to manage, resulting in a lack of focus on our priorities meaning less impact. Our new action plan consists of focused and ambitious actions. Our forward ASSC approach includes formal Project Management for delivery.

Action to **strengthen our Athena Swan infrastructure to support roll-out of Athena Swan principles across the university (Action 13)** addresses these issues.

ii) *Lack of data quality, availability and review*

Refers to: OAP 4, 5, 7

There are major barriers to accessing meaningful data, including fragmented systems for data collection and poor engagement from data custodians due to skill and capacity issues affecting data integrity, standard reporting and analysis.

The majority of institutional data required for AS derives from HWU's HR Team where historically there has been a lack of data culture. Key HR business analytics are reviewed inconsistently. AS acts as the main vehicle for regular review of data including gender analysis rather than it being undertaken consistently as part of core business.

Bringing the Global Directors of HR and Planning onto our Project Board has shaped our future plans to address these issues.

Our biggest data challenge continues to be recruitment shortlisting data which is inconsistently captured. Centralisation of recruitment administration and implementation of a new HR business process management software system (called 'ERP') will address this. More broadly the ERP will improve data capture to embed reporting of equalities data as part of standard business reporting.

- **Remove structural barriers to progress (Action 14) via HR planning:**
- Upskill HR team to support regular and improved data management, analysis and reporting
- Develop and embed a programme of regular review and oversight of key employee journeys based on Academic Promotions model

iii) **Difficulty in delivering actions requiring financial resource**

Refers to: OAP 10, 14 & 23

We have had particular difficulties in ring-fencing funding which impacts consistent delivery. Areas affected include supporting people at the beginning their careers (start-up packages), during career breaks (career-break fund), and cover/support for planned and unplanned career breaks (e.g. for teaching and research activities). To address this we will:

- **Removing structural barriers to progress (Action 14) via School and Directorate planning:**
- Instigate a cycle of annual review and oversight of key EDI KPIs
- Include EDI in annual planning meetings to ensure core budget allocation embeds resources to deliver and embed EDI

iv) **Poor articulation of our offer**

Refers to: OAP21, 24, 28, 29, 30, 39, 40

We have made good progress in improving our family-friendly offering. 'Your workplace supporting your home life' intranet pages (Figure 10) capture our ethos of 'all the family' offering staff a range of helpful information including new case studies and links to broader work-life balance policies and guidance (Figure 11). However, our Family-friendly focus group advises that the information is hard to locate and not widely promoted. Ineffective roll-out and communication (Figure 12) is one reason for many of our Amber outcomes.

+ New ▾ ⚙ Page details

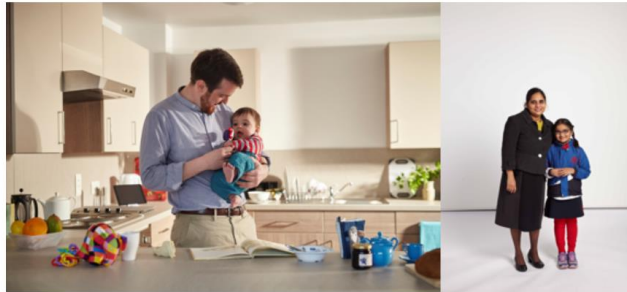


Figure 10: Inclusive visuals on our family friendly hub

Family Friendly

Your workplace supporting your home life

Utilising the expenses policy to support care costs and deliver role	Shared Parental Leave	Shared Parental Leave second time round	Part time working
Maternity leave and Part time working	Volunteering and Leave of Absence Policy	Friday fun days at Oriam help with work life balance	A New Fathers Experience
Teaching Model supporting Work-life Balance	Condensed Hours	Flexible Retirement	Flexible Working When PT working is not possible
Work-Life Balance			

Figure 11: Our new family-friendly online hub showcases case studies and links to broader work-life balance policies and guidance.

“ Communication needs to be multi-dimensional not in one direction ”

“ It’s not clear who the news is for – it’s hard to find what ‘I’ find relevant ”

“ We find out everything retrospectively ”

Figure 12: Communication feedback from the culture focus group support creating a communications working group

AS focus groups on maternity, family friendliness and women’s experience of culture all identified the critical role of the manager in employee experience and embedding equality. In response to staff survey feedback, HWU is currently focussing on developing the role of the people manager and enhancing the capability of our managers with a view to improving day-to-day management. Project outputs include

guidance, training and an active global manager's support network used as a key good practice dissemination tool. We will:

- **Continue to improve support for staff before during and after Maternity leave and Shared Parental Leave (Action 7) via:**
- Upskilling managers who are identified as the key provider of information and support maternity, shared parental leave and family friendliness.

We have improved career break and family friendly support through role modelling, case studies, training, celebrations, policies, facilities, support groups and checklists. However the offer is fragmented. We will:

- **Continue to improve support for staff before, during and after Maternity leave and Shared Parental Leave (Action 7) via**
- Holding an annual "employee journey review" on the maternity/SPL, incorporating the family friendly offer to ensure a coordinated and well communicated employee experience

- **Continue to improve support for staff who are carers (Action 8)**
- Finalise development of our Carers Policy, launch on Carers Week June 2021
- From 2022, hold an annual "employee journey review" ahead of Carers Week each year to ensure a coordinated and well communicated employee experience
- Seek feedback via annual focus groups during Carers Week to build in continuous improvement

We want to make sure that it's easy to share expectations and good practice about an inclusive culture e.g. the Workload Allocation Principles (OAP39) and the considerate approach to meeting arrangements statement (OAP40). We currently host this information on our AS website (Figure 13)

- **Strengthen our Athena Swan infrastructure to support roll-out of Athena Swan principles across the university (Action 13) via:**
- Identifying an embedded approach to communicate inclusive cultural features: through the work of the new communications working group linking in with the new Global Employee Brand
- Sharing good practice as part of International Women's Day celebrations

Athena SWAN

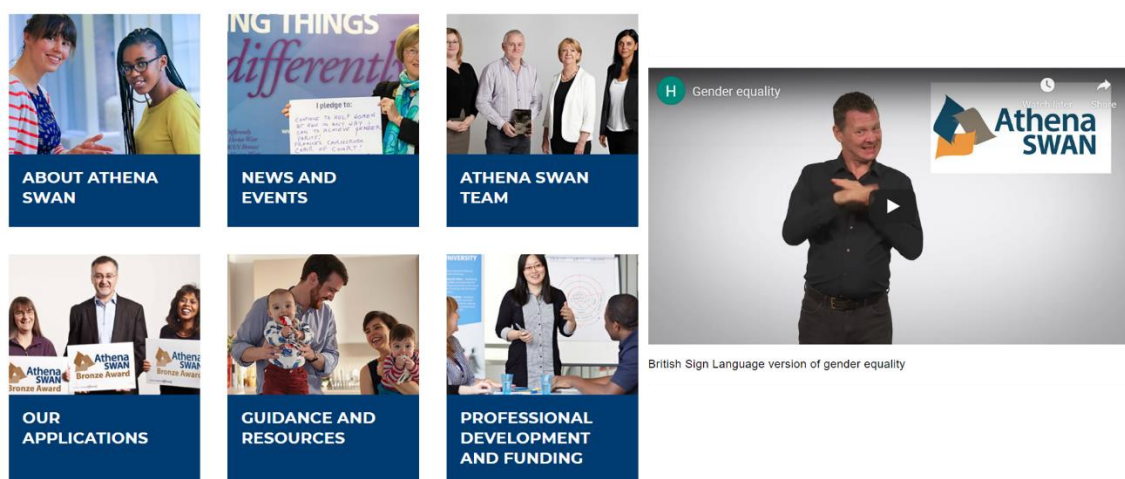


Figure 13: HWU Athena Swan webpages

v) Lack of engagement with action deliverers

Refers to: OAP16,17, 18, 19

We achieved strong engagement with action owners in developing actions however they were not always responsible for delivery. For example, staff turnover resulted in successful career development pilot initiatives (Academic Leadership showcase, PDR for postdocs) discontinuing. Although other opportunities were made available the value of the initial work was lost. We want to minimise this kind of outcome and have mitigated through early engagement with action deliverers and owners in the action planning process.

(c) Recognising Facilitators

We want to benefit from the elements that really helped progress 88% of our actions. A key lesson for us has been to create actions where we can mirror success by following a process that has worked well. In particular we have identified a number of elements that support delivery (Table 8).

Table 8: Transformational Model for successful action delivery

Transformational Model by Stages		OAP Action 12: Formal consideration of Individual Circumstances
1	Adapting an existing practice that had been shown to work	We took an example from REF: REF Individual Circumstance Declaration supported academic staff to disclose circumstances and have output requirements adjusted.

2	Clearly identified outcome	Aim was to increase disclosure of circumstances and acknowledge circumstances in promotions considerations to increase promotion success
3	Leadership buy-in	Individual leading the promotions process was already engaged due to involvement in REF.
4	Engaged team	The team delivering the intervention were strongly engaged in delivering the outcomes, helped by use of a Project Work Package approach.
5	Cycle of feedback and continual improvement	The Promotions process is annually reviewed to make year-on-year improvements.
6	Clear programme for delivery agreed	Delivery programme reviewed and scheduled annually in line with promotions cycle
7	Data gathering and reporting built in	A standing annual report to University Executive is already in place, so the impact of new interventions is measured and communicated.
Impact	Improved promotion application rate from women and improved success rate for part-time academic staff leading to unblocking of our mid-career pathway.	

Describing these in more detail:

i) Use of project management tools to facilitate collaborative working

Refers to: OAP8, 9, 12, 13, 16, 30, 38

The AS Officer met with relevant action owners to agree and document the “work package”. This was done only when the action owner requested it and there is correlation between using the work package approach and action delivery:

- **Strengthening our AS infrastructure to support roll-out of AS principles across the university (Action 13) via:**
- Formalising use of the Work Package approach for all actions.

ii) Regular review process in place

Refers to: OAP12 and 35

An established review point creates an easy space to consider and implement change. Examples include updating of the Expenses Policy and implementing formal consideration of Individual Circumstances. We will:

- **Remove structural barriers to progress (Action 13) via:**
- Developing and embedding a programme of regular review and oversight of key employee journeys based on Academic Promotions model
- Instigating a cycle of annual review and oversight of key EDI KPIs
- Including EDI in annual planning meetings to ensure core budget allocation embeds resources to deliver and embed EDI

This approach is also embedded in Action 4, 7 and 8 to ensure regular review of the key employee experiences.

iii) External partnering: building on good practice and success

Refers to: OAP9, 36

Partnering with and learning from external organisations energises our work and supports innovative approaches e.g. working with Equate Scotland to deliver workshops on Diversity in Recruitment skills, and with local Careers Networks to deliver events during Careers Week 2020, Fathers Network Scotland promoting fathers' rights, Stemettes bringing local schoolgirls onto campus to develop skills for a career in science and Code First Coding to teach our female UG students coding skills.

A key area for us is to progress roll-out to our global campuses:

- **Strengthening our AS infrastructure to support roll-out of AS principles across the university (Action 13) via:**
- Liaising with Newcastle and Nottingham, learning from their experiences to support roll-out to our Dubai and Malaysia communities.

3. Section 3 - Future Priorities and action plan

In section 3, applicants should evidence how they meet Criteria 4, 5 and 6:

- + key priorities have been appropriately identified, to direct future action.
- + a specific, measurable, achievable, relevant and time-bound (SMART) action plan has been provided, which addresses priorities.
- + appropriate plans are in place to embed Athena SWAN across the institution.

Consider the institution's self-assessment (previous and current), data analyses and previous action plan with respect to the areas covered by the standard Athena SWAN application form. These include:

key career transition points

career development

flexible working and managing career breaks

organisation and culture

intersectionality

support for trans staff and students.

1. have the institution's gender equality issues changed, and if so, how?
2. in sub-units (such as academic departments), how has engagement with Athena SWAN developed over the award period? What plans are in place to further embed Athena SWAN principles and activity across the institution in the future?
3. what are the institution's key priorities for future action?

3.1 Current self-assessment and future priorities

1. Introduction and context

Delivering the 2016-20 action plan coincided with significant change at HWU. Efficiency measures including PS centralisation and the VR programme provided operational and cultural challenges. In the broader context, COVID-19 was an unchartered challenge and the Black Lives Matter movement helped to frame our compulsion to be transformative. The challenging environment presented opportunities to improve our approach to embedding equality and AS good practice.

Our banner for 2021-2025 is *Removing Barriers and Accelerating Change*. In Sections 1 and 2 we identified barriers and described how we will remove them. In Section 3 we outline findings from the rest of our self-assessment covering and outlining the case for key priorities over 2021-25 that support embedding gender equality into our culture (Figure 14) and accelerating change.

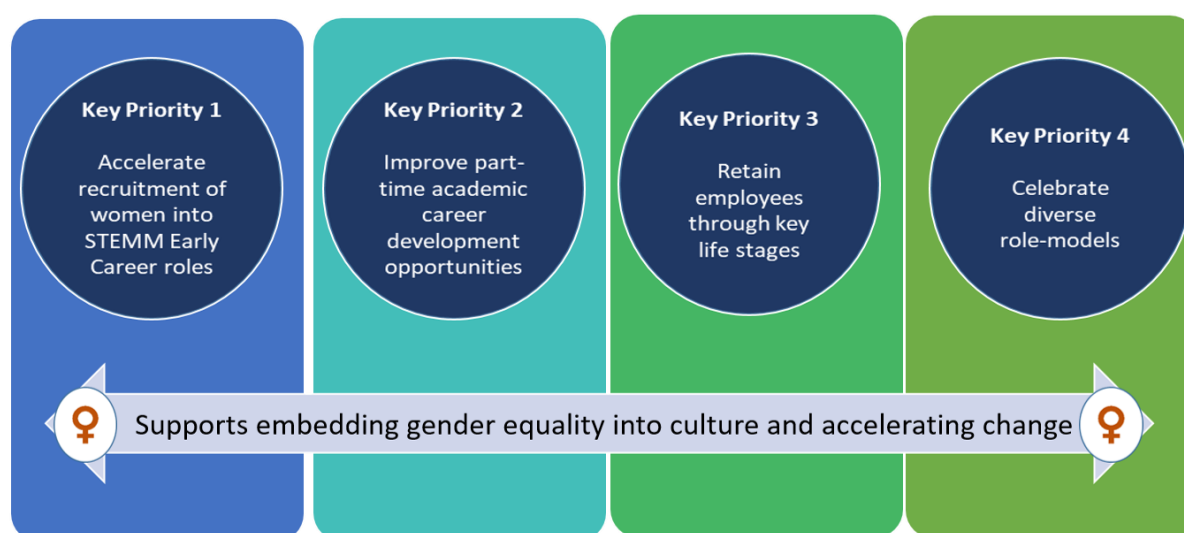


Figure 14: Our key priorities over 2021-25 support embedding gender equality into our culture

2. Women's representation

Women's representation provides an indicator of progress towards gender equality and is a significant component of our evidence for future action. Whilst we are confident of our accomplishments, they have translated into only a slight increase (<1%) in female representation at HWU since 2015, (Figure 15). The proportion of women in AHSSBL decreased slightly to 49% (-4%) (Figure 15) and the proportion of women in STEMM remains static at 25% (Figure 16).

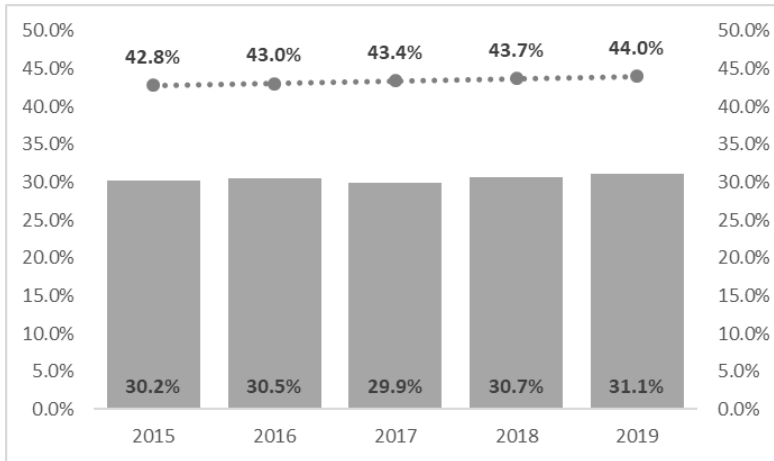


Figure 15: female representation at HWU 2015-19 (dotted line: UK benchmark)

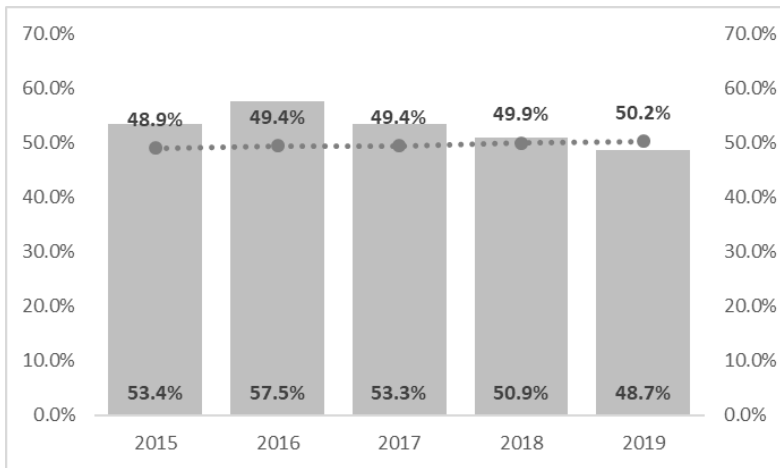


Figure 16: female representation at in AHSSBL at HWU 2015-19 (dotted line: UK benchmark)

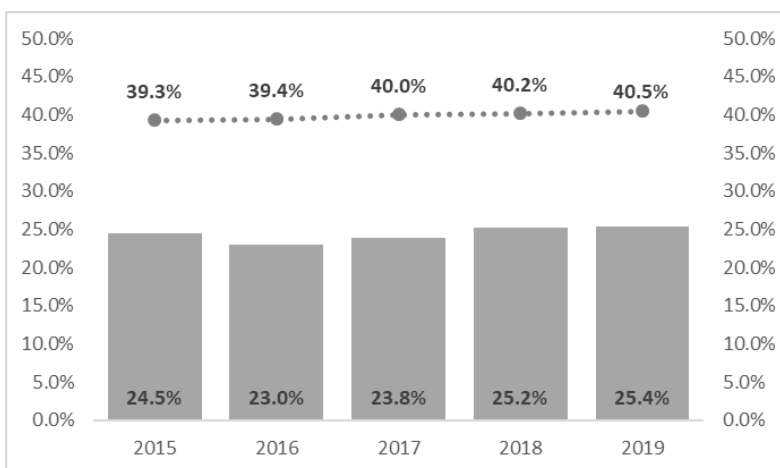


Figure 17: female representation STEMM at HWU 2015-19 (dotted line: UK benchmark)

Demographic changes were in part shaped by VR in 2017/18. Across the organisation 49 academic staff (16F/33M, 33% F) exited via VR. The rate of women

exiting aligned with the overall proportion in the population, however the local impact on gender representation was greater in AHSSBL (80% female VR v 53% in population) than in STEMM (12% female in VR v 24/25% in population) (Table 9).

Table 9: Impact of voluntary redundancy by AHSSBL, STEMM, Grade and Gender

Grade	AHSSBL			STEMM		
	F	M	%F	F	M	%F
7	1	0	100%	1	2	100%
8	5	1	83%	1	12	83%
9	4	1	80%	2	6	80%
10	2	1	67%	0	10	67%
Total	12	3	80%	4	30	12%

Our VR processes did not record reasons for leaving. The profile showed that those choosing to leave were primarily in the traditional retirement age bracket. 7 of the 12 AHSSBL women who left were in this age 60-69 group.

AHSSBL

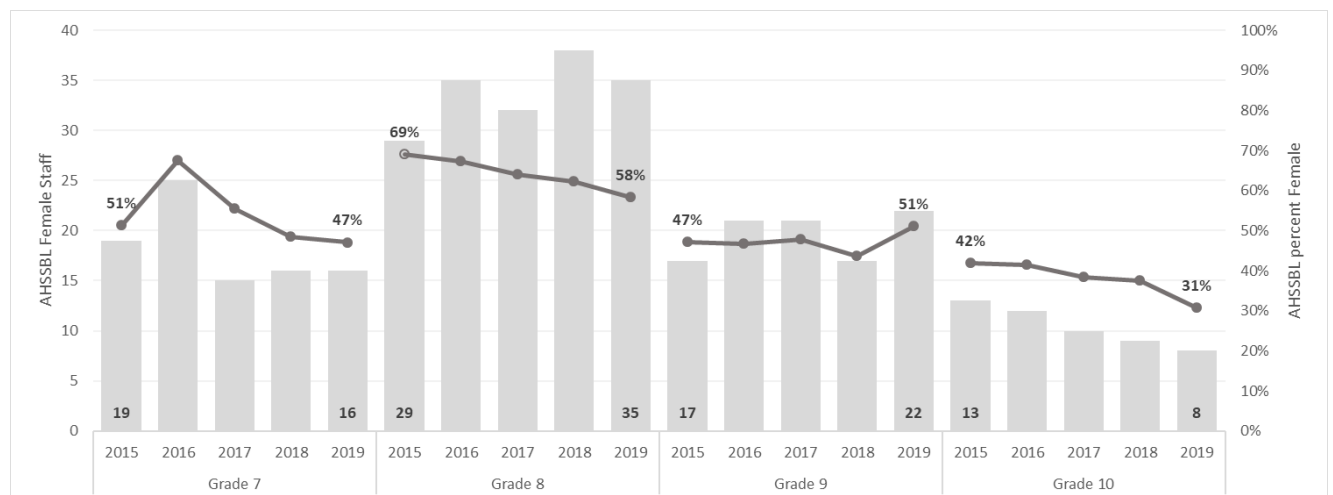


Figure 18: Academic staff by gender and grade in AHSSBL, 2015-2019⁹

Analysis of AHSSBL datasets demonstrated that trends by grade and gender (Figure 18) have been influenced by a combination of factors: improved female success in academic promotions, an increased rate of female leavers due to VR, and transfers of staff groups from Psychology in 2016 and EBS in 2019 into SoSS. Beyond Grade

⁹ **Note:** EBS staff transferring to SoSS in 2019 (9F/11M, 45%F) did not transfer to traditional HWU grades and are defined as “Other” grade type, crossing grades and functions. For simplicity they are not included above but referred to in the narrative.

7 appointments, which are primarily short-term summer contracts to English tutors, AHSSBL Schools made only 9 appointments over the period.

EBS staff transferring to SoSS in 2019 (9F/11M, 45%F) did not transfer to traditional HWU grades and are defined as “Other” grade type, crossing grades and functions. We have identified 2F/2M Professors in this group, raising the number of female Professors in 2019 to 10. One female Grade 10 recruitment in 2020 raises the number to 11.

Despite challenging circumstances women’s representation in our AHSSBL Schools continues to sit very close to the UK benchmark and we are confident for the future of female representation in our AHSSBL disciplines. A critical focus is to ensure institutional priorities and actions are translated into local culture and activity via successful Athena Swan action plans. We will deliver this under our action to **strengthen our Athena Swan infrastructure to support roll-out of AS principles across the university (Action 13).**

STEMM

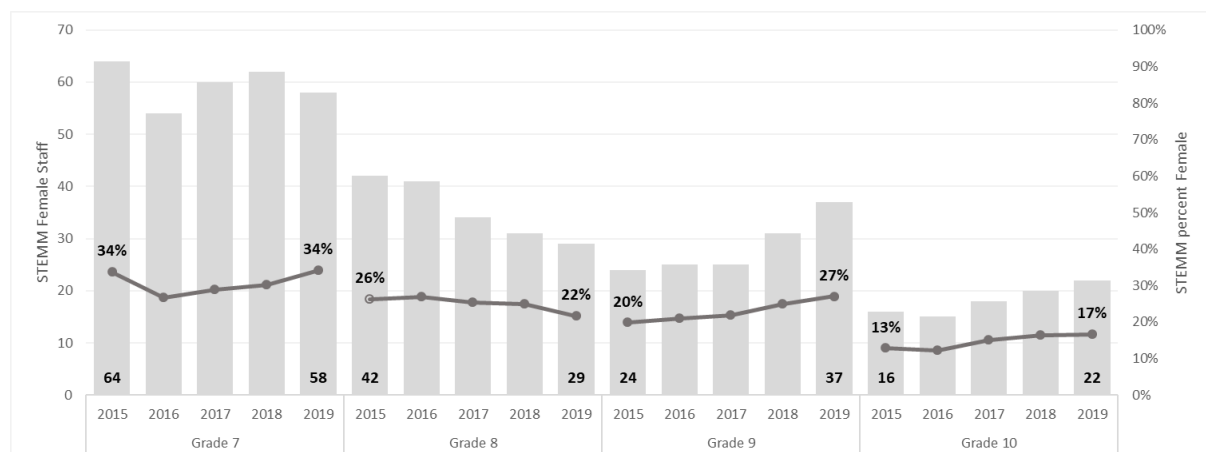


Figure 19: Academic staff by gender and grade in STEMM, 2015-2019

Analysis of STEMM datasets demonstrated that trends by grade and gender (Figure 19) have been influenced by improved female success in academic promotions particularly Grades 8 and 9 and some success in senior female recruitment (2F, Grade 10). There have been few female leavers other than in Grade 7 post-doctoral roles where female leaving rate is just below the population rate (31% v 34%). One Grade 10 colleague took a secondment opportunity for career progression, taking up the role of Director of Research at our Malaysia campus.

Addressing the static nature of female representation in STEMM is a clear priority; we commit to accelerating progress towards meeting the UK benchmark (currently 40.5%) over the next 4 years. We will do this by improving female representation at

Grade 7 and 8 via recruitment, the key entry route to these roles. We anticipate that by improving recruitment of women into the earlier career grades we will be able to build on our success at STEMM Grades 9 and 10 by further opening up opportunities for progression. We will of course continue to roll out good recruitment practice to other grades and disciplines.

This approach supports findings from our gender pay work, where a readjustment of focus from mean to median pay will provide more robust gender pay outcomes. This will be achieved via improving female representation at Grades 7 and 8.

Accelerating recruitment of women into STEMM Early Career roles is a key priority.

3. Key career transition stages

a) Recruitment

Our actions to improve job advertising (OAP9) and to Equality Impact Assess our strategic recruitment programme (OAP8), have had mixed impact:

- 4% decrease in the proportion of women in the applicant pool (27% from 31%)
- 3% increase in the rate of women being appointed (34% from 31%).

Table 10 shows the proportion of women in the applicant and appointed pool by STEMM/AHSSBL and grade.

Table 10: : Comparison of %F in HWU population versus applicant and appointed pool, 2017-2019

Grade	F Applicants	F Appointed	F Population	%F Applicants	%F Appointed	%F Population
AHSSBL						
7	581	54	16	46%	55%	47%
8	2	1	35	29%	33%	58%
9	19	2	22	27%	40%	51%
10	3	1	8	50%	100%	31%
STEMM						
7	801	75	58	24%	29%	34%
8	115	6	29	16%	19%	22%
9	16	1	37	10%	14%	27%
10	26	4	22	15%	40%	17%

Female representation in the applicant pool for all grades other than AHSSBL Grade 10 is lower than in the HWU population. HWU has recognised the need for investment in management of recruitment, introducing a new Global Recruitment Director role in early 2020. Steps to progress an inclusive approach to recruitment are underway with new initiatives launching in 2021:

- **New Employer Brand Journey project will establish an inclusive employee brand**
- **Revised procurement agreements with executive recruitment suppliers will ensure headhunters understand and deliver on inclusive recruitment targets**

➤ **New Recruitment Toolkit will upskill recruiters in inclusive recruitment**

These initiatives underpin our plans to **accelerate recruitment of women into STEM Early Career roles**. We have identified areas for specific action to enable transformative change:

Talent management: Table 10 shows that the overall female application rate for STEM Grade 7 roles is 24%, 10% below current population, and the rate is lower for other STEM Grades. Grades 7 and 8 represent our highest volume of vacancies and we will target those:

- **Increase visibility of HWU to potential employees via a high profile campaign to improve the female STEM ECR applicant rate (Action 1)**
- Equality Impact Assess the new Employee Brand and use recommendations to develop an enhanced approach, including:
- High profile campaign to attract F STEM ECR launched on Ada Lovelace Day 2021. Campaign incorporates:
- Diverse role models from current women ECR in STEM
 - Inclusive materials including visible flexible working options and HWU family friendly offer
- Visibility of HR Excellence in Research Careers, Disability Confident and Athena Swan credentials
- Liaise with key stakeholders e.g. Royal Societies to enhance uptake
- Consider role of returnships and link to fellowship action

Upskilling recruiters: An audit found that 12% (31 of 257) of academic vacancies had no female applicants, 26 of these being STEM Grade 7 vacancies (Table 11).

Table 11: Details of multi-applicant Grade 7 vacancies with no female applicants, 2017-19

School	Institute/Department	Vacancies
EGIS	Sustainable Building Design	3
	Geoenergy Engineering	2
EPS	Mechanical, Process & Energy Engineering	1
	Photonics & Quantum Sciences	10
	Sensors, Signals, and Systems	6
MACS	Actuarial Maths	1
	Computer Sciences	3
Total		26

Managers in STEMM disciplines tell us they struggle to attract female applicants. To support our recruiters we will:

- **Provide targeted support for STEMM areas where women aren't applying to improve the rate of female applicants (Action 2)**
- Provide targeted support to institutes within EPS, MACS and EGIS demonstrating repeated challenges attracting female applicants.
- SAT to review success of first year of intervention, including translation into appointments.
- Share good practice: International Women's Day celebrations to include recruitment theme

Importance of flexible working options: Academic Grades 7, 8 and 9 women are three-times as likely as men to work part-time¹⁰ and in STEMM, 3.5 times as likely (Table 12).

Table 12: HWU STEMM academic staff (FPE) rate of part-time contracts, by gender/grade, 2019

Grade	%F who work PT	%M who work PT	Difference in Rate (F/M)
7	14%	5%	2.8
8	28%	8%	3.5
9	22%	5%	4.4
Combined			3.5

Our current recruitment system defaults to include the strapline “We welcome and will consider flexible working patterns e.g. part-time working and job share options.” Removing the statement is at the manager’s discretion. An audit of STEMM vacancies (Table 13) showed flexible working opportunities were advertised at a rate of 14% and 11% at Grades 7 and 8 respectively, compared with 40%/38% at Grades 9 and 10.¹¹

Table 13: STEMM vacancies and availability of a flexible working option, by gender/grade, 2017-2019

Grade	Vacancies	Full-time option	Flex option	%Flex
7	221	191	30	14%
8	19	17	2	11%
9	7	3	4	57%
10	7	4	3	43%
Other	1	1	0	0%

¹⁰ At Grade 10 men are more likely to work part time than women. Reason cited: flexible retirement

¹¹ Part-time staff benchmark for STEMM is 24% (Pre-92 minus specialist institutions). , HWU is 11%.

Blank	3	3	0	0%
Total	265	226	39	15%

We recognise that enhancing flexible working opportunities could be transformational; increasing accessibility of academic careers to broader intersectional groups, including people with disabilities, helping to de-gender domestic roles and reduce the gender pay gap. To support this we will:

➤ **Increase the number and visibility of flexible career opportunities in STEMM ECR roles to improve female representation (Action 3).**

- Improve visibility of flexible working culture in job advertisements
- Focus on ECR STEMM flex working success stories for national work-life week (October)
- Embed consideration of flexible working models in grant writing training

➤ **Embed family friendliness in HWU culture to increase sense of belonging in potential applicants (Action 4)**

- Embed within new Employee Brand
- Annual "employee journey review" to review family friendly offer in the round
- Embed family friendliness within estates strategy
- International Womens Day celebrations to include family friendly theme

b) Promotion

Our actions to improve promotion application rates for women and success rates for part-time staff have been transformative in their impact. We were responsive to feedback adding additional actions in 2017 (Table 14).

Table 14: Responsive promotions actions 2016-2020

Original Promotion Actions
Actively considering individual circumstances in promotions applications (OAP12)
Formally celebrating academic promotions at institutional level (OAP13)
Additional Promotion Actions
Increasing the number of promotion workshops we run, online sessions and recording available to increase part-time participation (new, 2017)
Holding promotions workshops in collaboration with Schools for consistency of message and tailoring to discipline (new, 2017)



Figure 20: Dr Huei Ching Soo, a Teaching and Scholarship focussed Early Career academic interviewed as part of our Celebrating Academic Promotions initiative (OAP13)

These actions levelled female and male application rates (9/10%) due to a 3% increase in women applying for promotion (Table 15) and increased success rates for part-time staff by 38%, from 25% to 63%, (Table 16).

Table 15: Impact of Promotions actions on **application rates** of by gender and for part-time staff, 2018-2020

	Old Application Rate		New Application Rate	
	F	M	F	M
By Gender				
Total	6%	9%	9%	10%

	PT	FT	PT	FT
	By Full-Time/Part-Time			
Total	3%	7%	4%	11%

Table 16: Impact of Promotions actions on **success rates** of by gender and for part-time staff, 2018-2020

	Old Success Rate		New Success Rate			
	F	M	F Used IC	F No IC	M Used IC	M No IC
By Gender						
Total	75%	61%	75%	79%	60%	64%

	FT	PT	FT Used IC	FT No IC	PT Used IC	PT No IC
	By Full-Time/Part-Time					
Total	69%	25%	73%	68%	63%	100%

Our actions **unblocked career pathways for mid-career women and part-time staff** with an increase in representation of women across Grade 9 (+4% in AHSSBL, +7% in STEMM) and at STEMM Grade 10 (+4%). Part-time staff now make up 10% of the Grade 9 population (+4%) and 19% of female Grade 9 population (+7% from 12%).

We have not noticeably increased the rate at which part-time staff *apply* for promotion (3 to 4%) (Table 15) and part-time staff are not attending regular promotion workshops at the rate anticipated (Table 17).

Table 17: Attendance at Promotions Workshops: part-time and full-time rate¹²

Workshop attendance	FT attendees	PT attendees	Total attendees	FT attend rate	PT attend rate	Overall attend Rate
2015	34	6	40	N/A	N/A	N/A
2016	24	1	25	3%	1%	3%
2017	45	0	45	6%	0%	6%
2018	67	1	68	10%	1%	9%
2019	32	2	34	5%	2%	4%

A focus group with part-time staff about academic promotion acknowledged **improvements in supporting part-time staff** (Figure 21), but described feeling subject to the same expectations as full time staff, but not the same opportunities.

Participants described difficulty in accessing career development opportunities required for promotion due to barriers relating to workload and capacity issues. In addition not all participants were aware of supportive practices **e.g. individual circumstances option (OAP12), ability to claim expenses to cover child and adult care costs while working outside normal hours (OAP34), equitable workload framework (OAP39), ability to request an increase in working hours (OAP27).**

¹² **Note:** Data collection by part-time/full-time since 2016 not prior. Enhanced practice (local, online and tailored) since 2017.



Figure 21: Comments from the part-time staff and promotions focus group

Specific to workload the university developed a new inclusive workload framework to ensure workloads are fair and transparent including considering part-time workers (OAP39). A review of school workload models has been undertaken and next steps are in progress.

Improving part-time academic career development opportunities is a key priority. We will:

- **Increase support for part-time staff to access career development opportunities to increase the rate of part-time staff applying for promotion (Action 5).**
- Deliver targeted promotions/career development workshops for part-time academic staff.
- Deliver third phase of Workload model project ensuring part-time staff career development is actively considered in the model.

4. Career development

PDR has been reviewed and relaunched, with **enhanced consideration of gendered issues e.g. the impact of career breaks, caring responsibilities and working part-time (OAP15)**. Building on this work and on our priorities to (1) increase female representation in STEMM Early Career roles and (2) improve part-time academic career development opportunities, we reviewed application for personal fellowships.

Personal fellowships are a key entry route into first open-ended academic positions. Administered at HWU via a Fellowship College process, information about the Fellowship College is published internally, creating the need for external candidates to identify a personal sponsor to initiate an application. This may be impacting on external female application rates (4% lower than male, Table 18). A new external-facing fellowships webpage is being developed and we have an opportunity to demonstrate an inclusive approach.

Table 18: Fellowship applications by mode of application and gender, 2016-2019

Mode of Application	F	M	NK	Total	%F	%M	%NK
External	7	21	2	30	16%	20%	20%
Internal	38	86	8	132	84%	80%	80%
Total	45	107	10	162	28%	66%	6%

Table 19 shows application rates for part-time and full-time fellowships. Further analysis shows the majority of part-time fellowship applications are from women (10F/3M/1NK) and the rate is currently reducing: 1 in 2019 (Table 19).

Table 19: Application rates for personal fellowships by part time and full-time contract, 2016-2019

Year	FT	PT	NK	Total	%FT	%PT	%NK
2016	27	3	4	34	79%	9%	12%
2017	34	6	4	44	77%	14%	9%
2018	37	4	1	42	88%	10%	2%
2019	41	1	0	42	98%	2%	0%
Total	139	14	9	162	86%	9%	6%

Improving part-time academic career development opportunities is a key priority.

- **Increase the rate of people applying for part-time personal fellowships (Action 6)**
- Create new Fellowships webpages, providing diverse case studies and inclusive support information.
- Embed discussion of part-time fellowship opportunities in fellowship briefing sessions
- Make briefing sessions available to external as well as internal candidates
- Recognising potential financial barriers to underrepresented groups, collaborate with Alumni and Development Team to develop a fund to support underrepresented fellowship applicants with sundry costs e.g. travel, childcare

5. Flexible working and managing career breaks

i) Flexible Working

We are seeing **continued improvement towards 50:50 flexible working requests in the PS population (77%F to 64%F) and the academic population (14%F to**

47%F). Our commitment to embedding flexible working in our culture is exemplified by Actions 3, 4 and 5 of our action plan.

Openness to flexible working has been transformed by the COVID-19 working environment. HWU sees real benefits in maintaining elements of home working and in planning for the eventual return to the campus, is **developing a “blended working” model** of on-campus and working from home, with flexibility around when work is done.

ii) *Career breaks*

The **Maternity Leave and Shared Parental Leave focus group reported an improving experience** but that there is scope for improvement in how we maintain, improve and articulate our offer which fits with our findings of our facilitators and barriers.

Retaining employees through key life stages is a priority. We will:

- **Continue to improve support for staff before during and after Maternity leave and Shared Parental Leave (Action 7)**
- Hold an annual “employee journey review” on the maternity/SPL to ensure a coordinated and well-communicated employee experience
- Upskill managers who are identified as the key provider of information and support
- Seek feedback via annual focus groups for continuous improvement

6. *Organisation and Culture*

The **improvement to women’s experience of HWU** (Section 2) is measured by staff survey results. Despite progress, our staff survey and our Culture focus group showed women in UK academic roles have a less positive experience than men in some areas. The survey results suggest that priority areas to improve academic women’s experience of the workplace are; inclusion, wellbeing and women’s representation in STEMM.

i) *Inclusion*

The survey working group found that academic women were less likely to agree that:

- HWU is committed to equality (17% difference)
- Equality, diversity and inclusion are valued at HWU (16% difference)
- Individual differences are respected at HWU (14% difference)

Our primary vehicle for addressing this is our new AS action plan. Removing structural barriers and targeting actions will support quantifiable change over 2021-25. We will measure success through survey question responses.

We already engage with our community through **annual events** such as International Women’s Day (Figure 22). We bring our community together to celebrate success (Figure 23) and engage with our current and future students (Figure 24). We are inclusive and intersectional in our approach yet we can do more to share our progress. We need to be more consistent and visible in our approach to reach a wider audience. To support this we are **establishing a SAT Communications WG (Action 13), which will tie into broader EDI messaging within the Employee Brand.**



Figure 22: International Women's Day Celebrations 2016-2019



Figure 23: Marking success is important to us: publication of impact and AS event during Celebration Week 2017

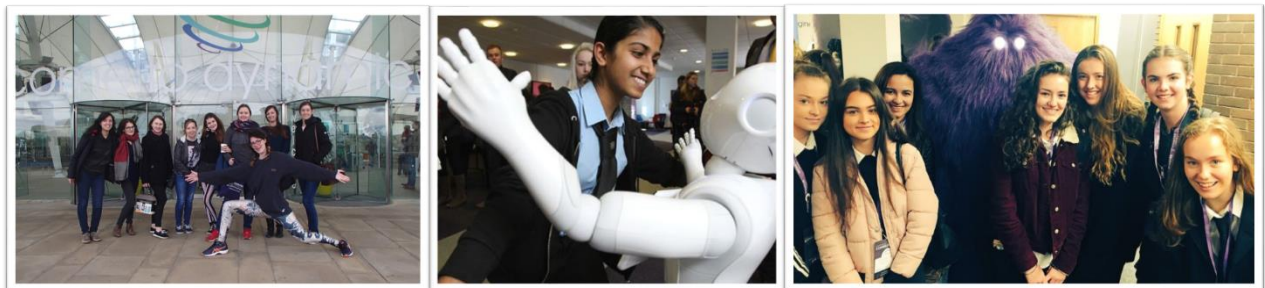


Figure 24: Engaging with the student and schools communities is a key feature of our work.

L-R: HWU 'Women in STEMM' Students at Dynamic Earth; School pupil meets 'Pepper'; Monster Confident, STEMettes at HWU.

Celebrating diverse role models is a key priority. We want to do more to increase women's representation in areas of academic esteem and honour as mechanisms that can elevate visibility of the high calibre women linked to HWU. We have identified actions around inaugural lectures and honorary degrees actions, improved co-ordination of women in STEMM networks and student engagement.

a) *Inaugural Lectures*

Fewer women are presenting inaugural lectures (Table 20).

Table 20: Number and percentage of women presenting inaugural lectures 2015-2020

Year	F	M	%F
2015/16	1	5	17%
2016/17	3	7	30%
2017/18	1	7	13%
2018/19	1	7	13%
2019/20	1	3	25%

We have identified that T&S Professors do not currently deliver inaugural lectures. Inaugural lectures are a mechanism for celebrating success and we wish to support parity of esteem across career paths; we will reintroduce inaugural lectures for T&S Professors.

- **Celebrate T&S Professors via inaugural lectures to support parity of esteem of T&S and T&R (Action 10)**
- First T&S inaugural to coincide with Learning and Teaching Week 2022
- Invite and host T&S individuals to deliver inaugurals between 2022 and 2025.

b) Honorary degrees

We can create more role models and extend the HWU community through Honorary Degrees. Our data shows that when nominated, success rates are similar across gender however the rate of female nominations has decreased (Table 21). Women awarded honorary degrees over 2015-19 are shown in Table 22.

Table 21: Honorary degrees, nomination and success rate 2015-2019

Year	Nominated		Awarded		Nomination Rate		Success Rate	
	F	M	F	M	F	M	F	M
2015	6	11	5	9	35%	65%	83%	82%
2016	N/A	N/A	3	3	N/A	N/A	N/A	N/A
2017	7	10	3	5	41%	59%	43%	50%
2018	4	8	3	6	33%	67%	75%	75%
2019	4	9	3	7	31%	69%	75%	78%

Table 22: Women awarded Honorary Degrees 2015-2019

Year	Number	Name(s)
2015	4	Professor Dame Athene Donald Professor Dame Ann Dowling Dr Nancy Lane

		Dr Inge Russell
2016	2	Dr Susan Agar Dr Ann Budge
2017	1	Prof Anne Neville
2018	2	Prof Maria Esteban Prof Ursula Keller
2019	1	Dr Alison Watson

The number of women in STEMM being honoured has decreased (Table 23). We are introducing targets, extending to include BAME targets, therefore enhancing our intersectional approach and broadening the diversity of role models.

Table 23: Number of women in STEMM awarded honorary degrees at previous and current self-assessment

Women in STEMM Awards	Number
Previous Self-Assessment	9
Current Self-Assessment	6

- **Enhance representation and actively engage with our female and BAME honorary graduates to inspire our staff and students (Action 11)**
- Increase number of honorary graduates who are women in STEMM
- Increase number of honorary graduates who are of Black, Asian or Minority Ethnicity
- At least 2 activities a year to benefit from our links with these role models

c) *Women in STEMM Role Models*

We have a number of women in STEMM groups across the university that provide fantastic peer support and enhance student experience. We observe 2 key challenges for these groups: maintaining continuity and developing a secure funding stream e.g. to invite speakers, visit potential employers. We will support them by bringing them together to plan, organise and fundraise.

- **Create a Women in STEMM network to improve coordination and impact of our Women in STEMM groups/activities. With associated budget and ongoing administrative support (Action 12)**
- Develop a coordinated fundraising approach
- Coordinated initiatives identified
- Celebrate International Women's Day and Ada Lovelace Day

ii) Wellbeing

a) Wellbeing: Bullying & Harassment, Safety & Supportive Environments

Our staff survey showed that women were less likely to agree that 'HWU is supportive of their wellbeing at work' (15% difference) and that 'they have a good work life balance' (13% difference).

The survey found both men and women (Ac and PS) had concerns about reporting bullying and harassment (Figure 27). Our Culture focus group explored perceptions of reporting bullying and harassment and found they were closely linked to employee wellbeing and that both were indicators of our culture.

“
If someone is being bullied or harassed they can only go to their line manager, who may be the bully, or the HR client partner and it's not clear if that is confidential as that person often works with the line manager
”

Figure 27: Culture Focus Group comment

COVID-19 and the shift to homeworking has expedited action to improve employee wellbeing:

- **Enhanced support for flexible working – better guidance and active movement towards a 'blended working' model post-COVID-19**
- **Enhanced wellbeing landing page on the Staff Portal (Figure 28)**
- **Enhanced mental health support - including a new Employee Assistance Programme allowing people to directly seek help from a trained counsellor in confidence.**
- **Support for victims of gender-based violence – recognising that home isn't a safe place for everyone (Figure 29)**

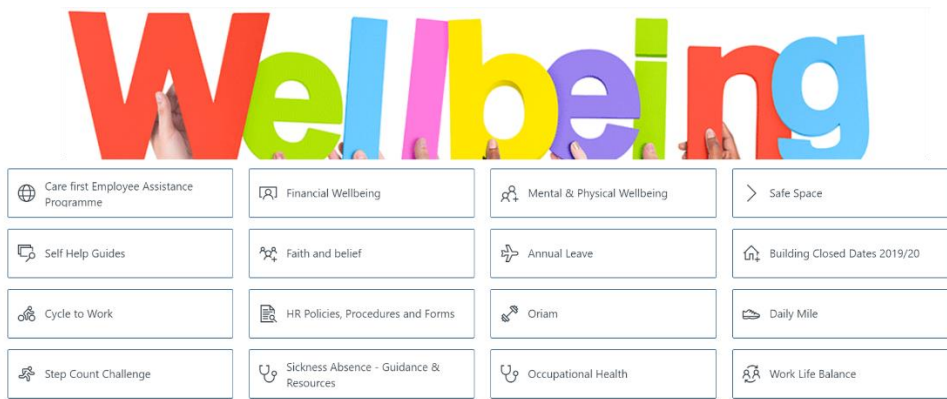


Figure 28: Wellbeing landing page on the staff portal



Figure 29: Staff Portal with buttons for EDI and Safe Space - providing support for victims of gender based violence

We launched our **Respect Campaign** (Figure 30) early 2020. The campaign supports positive behaviours, builds confidence in reporting and signposts where to find support. This University action aims to address bullying and harassment incidents, improve reporting and makes clear expectations around behaviour.



Figure 30: Our Respect Campaign began during lockdown

b) Support for trans staff and students

HWU aims to be a supportive and approachable place to work and study for all. To clarify our approach we:

- consulted widely across the staff and student community including trades unions and student representation to develop our new **Gender Identity Policy**
- clarified expectations of staff in responding to sensitive and sometimes difficult subjects, creating an outline of how to have those communications alongside signposting to good practice thought our new **Gender Transition Guidance**
- materials were launched in Autumn 2020.
- the development of the new ERP has created the opportunity to **update gender and sexual orientation and salutation fields with more inclusive options** (Table 24).

Table 24: Inclusive descriptors on our new HR system

Item	Old option	New option
Gender	Other	Custom plus free text field
Sexual orientation	Other	Custom plus free text field
Title	Large range of specified options	Additions: Prefer not to use a title Mx Titles specific to Malaysia/ Dubai

We will continue to be responsible and responsive to our community.

c) Sickness Absence

We examined sickness rates by age and gender (Ac and PS) (Table 25) and found that women were more likely to report sickness with difference apparent in all age groups except 24 and under. It is worth noting that men are more likely to be in academic roles and academics report sickness less than their PS colleagues.

Table 25: Average number of occurrences and average number of sick days by gender, 2019 ¹³

Age Group	F		M		Difference (M-F) Occurrence	Difference (M-F) Days
	Occurrence	Days	Occurrence	Days		
24 & under	1.32	4.29	1.04	4.35	-0.28	0.06
25-34	1.17	5.28	0.52	1.93	-0.65	-3.35
35-44	1.17	5.94	0.58	2.49	-0.59	-3.46
45-54	1.26	7.08	0.55	5.10	-0.71	-1.99
55-64	1.15	9.55	0.58	6.29	-0.58	-3.26
65+	0.93	19.57	0.41	5.09	-0.52	-14.48
Total	1.19	7.2	0.57	4.01	-0.61	-3.19

Retaining employees through key life stages is a priority. To better support our female employees dealing with health issues and to encourage our male employees to report health issues we will:

- **Develop wellbeing packages for gender-based health issues to increase support and sense of wellbeing in our community (Action 9)**
- Promote awareness of women and mens health via activities on awareness days from 2021. Initially:
- World Menopause Day (October) from 2021, Menopause sessions piloted for managers 2021, Menopause café for World Menopause Day 2021
- International Men’s Day (November), highlight support available and encourage disclosure from 2021
- Broader offer scoped, developed and available from 2023

¹³ **Note:** female over 65, n<5 people.

7. Concluding Comments

This submission has presented our progress over 2016-20, our self-assessment and the evidence-base for our 2021-25 actions. We have found that, even with the progress we have made, our gender equality issues remain largely unchanged; we have significant challenges with women's representation and scope to further improve female employee experience. We have a robust plan to remove barriers and accelerate change using the mechanisms we know work, we are focusing on the transformational.

We are creating synergy across the University's Strategy 2025, EDI and AS and we have in place a framework for building on central support to our Schools through the expectation of budgetary planning and resource allocation to prioritise AS. This supports a step-change in approach and firmly embeds AS in the strategy and operational levels of the University.

We are strengthening the Champions Group and its connection with the ASSC ensuring that accountability threads through our structures to the leadership of our organisation. By enhancing support at school level and removing institutional barriers to progress, schools will be supported to develop and deliver local action plans and move towards a more inclusive and supportive culture.

Our action plan articulates our focus on fewer but deeper, more ambitious targets through 4 key priorities;

1. Accelerating recruitment of women into STEMM Early Career roles
2. Improving part-time academic career development opportunities
3. Retaining employees through key life stages
4. Visibly celebrating diverse role models

3.2 Future Action Plan

Please provide (in table format) an action plan covering the four-year award period.
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