Institution Application
Bronze Award

University of East London

ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver
Word limit	**10,000**	**12,000**
Recommended word count		
1. Letter of endorsement	500	500
2. Description of the institution	500	500
3. Self-assessment process	1,000	1,000

4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

Name of institution	University of East London	
Date of application	April 2017	
Award Level	**Bronze**	
Date joined Athena SWAN	2011	
Current award	**Date: N/A**	**Level: N/A**
Contact for application	**Dr Lisa Mooney**	
Email	l.mooney@uel.ac.uk	
Telephone	Tel. 020 8223 6857 Athena SWAN Project Officer: Clare Matysova c.matysova@uel.ac.uk Tel. 020 8223 7069	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

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

Equality Charters Manager
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

UEL
University of
East London

VICE-CHANCELLOR'S GROUP
Professor John J Joughin
BA MA PhD
Vice-Chancellor &
Chief Executive Officer

26 April 2017

Dear Equality Charters Manager,

<u>Re: Application for institutional Athena SWAN Bronze Award</u>

As Vice Chancellor I am proud to say that UEL has a long established track record in supporting Equality and Diversity – an undertaking foregrounded in our Corporate Plan in its ambition to continue to deliver on our longstanding core commitments to social mobility and social justice. As the current Chair of our Equality and Diversity Committee, I am also conscious of the excellent work carried out across the university to support gender equality and I am determined to ensure that this is publicised, and developed, both within this application and more generally.

It follows that I have no hesitation whatsoever in confirming my support for the University's current application for an Athena SWAN (AS) Bronze Award. Building on our 2014 Research Excellence Framework (REF) success in which 94% of our research was 'internationally recognized or higher', we are committed to increasing the opportunities for women to succeed in achieving still further research success. The proportion of female professors at UEL is nearly 20% above the national average and there has been an overall increase in numbers, which is excellent, however, as the current application makes clear we are aiming to improve this still further. We have strong female leadership at the most senior level championing this vision, having recently appointed, Dr Lisa Mooney, as Pro Vice Chancellor for Research & Knowledge Exchange.

Following detailed reflection on our unsuccessful application in 2015, we have responded by embedding the principles of Athena SWAN more systematically within our core work. In developing this re-submission of the application we have ensured a number of key improvements these include:
- Clearer reporting lines and the embedding of AS within all School SMTs and institutional committee structures

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- Better and more regular consultation with staff to inform and enhance the application and associated action plan
- Still more comprehensive representation on our Athena SWAN steering group

One of our core institutional KPIs is to improve the gender and black, Asian and minority ethnic mix of our senior staff to better represent our local population. The Athena SWAN self-assessment process itself has acted as a key management tool towards achieving this by a comprehensive analysis and reflection on all university activities through a gender lens, and we will do the same considering ethnicity via the Race Equality Charter.

In summary then, I am committed to the following key priorities as reflected in our Athena SWAN Action plan:
- Improved access to gender equality data and analysis
- Further developing and implementing systems which embed gender equality accountabilities and improve representation
- Embedding and alignment of Athena SWAN activities within our change and staff attraction and management processes

I confirm that the application and data is honest, accurate and a true representation of the university.

Professor John J. Joughin,

Vice Chancellor, University of East London

Word Count: 492

CONTENTS

COLOUR KEY FOR APPLICATION NAVIGATION

Data Tables	
Consultation Feedback	
Actions or initiatives (Current / Started)	
Actions or initiatives (Planned)	
Male	
Female	

ABBREVIATIONS

ACE	School of Architecture, Computing and Engineering
ADI	School of Arts and Digital Industries
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
ASAP	Athena SWAN Assessment Panel (previous UEL SAT name)
ASSG	Athena SWAN Steering Group (current UEL SAT name)
ASPO	Athena SWAN Project Officer
AWS	Academic Workload Scheme
BDO	External Auditors
BME	Black and Minority Ethnic
BoG	Board of Governors
B&H	Bullying and Harassment
B &L	School of Business and Law
Cass	Cass School of Education and Communities
CELT	Centre for Excellence in Learning and Teaching
CPD	Continuous Professional Development
DAN	Dignity Advisors Network
DDM	Deans of Schools and Directors of Services meeting
DoR	Director of Research
DVC	Deputy Vice Chancellor
ECU	Equality Challenge Unit
ECP	Education and Community Partnerships team
ECR	Early Career Researcher
E&D	Equality and Diversity
E&DM	Equality and Diversity Manager
E&DC	Equality and Diversity Committee
EDI	Equality, Diversity and Inclusion
EHRC	Equality and Human Rights Commission
ENEI	Employers' Network for Equality and Inclusion
EPA	Equal Pay Audit
E&SSC	Education & Student Success Committee
FHEA	Fellow of Higher Education Academy
FT	Full Time
FTC	Fixed Term Contract
FTE	Full Time Equivalent
GED	Global Equality & Diversity Conference (managed by UEL's Noon Centre for Equality & Diversity in Business)
GES	Gender Equality Survey
Grad S	Graduate School
GTA	Graduate Teaching Assistant
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEI	Higher Education Institution
HERA	Higher Education Role Analysis
HEIF	Higher Education Innovation Fund
HPL	Hourly Paid Lecturer
HR	Human Resources
HSB	School of Health Sport and Bioscience
IHHD	Institute for Health and Human Development
IIP	Investors in People

ILM	Institute of Leadership and Management
IT	Information Technology Department
IWD	International Women's Day
KIT	Keeping in Touch (days)
KPI	Key Performance Indicator
L&D	Learning and Development
LFHE	Leadership Foundation for Higher Education
Management	Management Grades
NCVO	National Consortium of Volunteering Organisations
NHS	National Health Service
NSS	National Student Survey
PDR	Professional Development and Review
PGR	Postgraduate Research students
PGT	Postgraduate Taught students
PT	Part-time
PVC	Pro Vice Chancellor (of Research and Knowledge Exchange)
QAE	Quality Assurance and Enhancement
RAE	Research Assessment Exercise
RCUK	UK Research Councils
RDF	Researcher Development Framework
RDP	Researcher Development Programme
REC	Race Equality Charter
REF	Research Excellence Framework
REP	(UEL's annual academic monitoring programme) Review and Evaluation Process
ReDS	Research and Development Support
RKE	Research and Knowledge Exchange
SAT	Self-Assessment Team
SE&SSC	School Education and Student Success committee
SMART	Specific Measurable Achievable Realistic Timebound
SMT	Senior Management Team
SRI	Sustainability Research Institute
STEMM	Science, Technology, Engineering, Maths and Medicine
UCU	University and College Union
UEL	University of East London
UEL AEFR	UEL Academic Employment Framework Review (scheduled for 2016/17-2017/18)
UELSS	UEL Staff Survey
UG	Undergraduate students
VC	Vice-Chancellor
VCG	Vice-Chancellor's Group
WISE	Women in Science and Engineering
WP	Widening Participation

2.   DESCRIPTION OF THE INSTITUTION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

(ii)   information on its teaching and its research focus

The University of East London (UEL) is a highly diverse institution, with 65% BME students representing 120 nationalities. It is considered 'the people's university', serving as the anchor institution for communities across east London, underpinning our mission to become London's leading university for civic engagement.

In the most recent National Student Survey (NSS) league table for 2016, UEL was one of the most improved universities in the UK for student satisfaction, rising a significant 37 places (78% to 83%). Our latest Academic Strategy (2016-2020) reflects our ambitions to be a research informed teaching university, providing a rich place for learning and conducting research in areas that matter for us and our communities. As we strengthen both our research and teaching offer, we also strengthen our close relationships with partners and employers, providing a seamless connection between learning and working environments. This specifically impacts upon seamless transitions into employment, particularly where recognition of the gender equality principles can be underpinned and strengthened across our partnerships.

To facilitate implementation of our Academic Strategy, a review of the academic employment framework (UEL AEFR), referenced throughout this application, has begun and is planned for implementation in 2018. This provides an excellent opportunity to address some of the issues raised throughout this submission, but particularly to ensure E&D is deeply embedded within our employment principles and practices for both research and teaching.

Dr Lisa Mooney, PVC RKE speaking at IWD event March 2017

In the 2014 Research Excellence Framework (REF) UEL almost doubled its output of world-leading research, with 94% of our research 'internationally recognized or higher', and over 62% of research classed as internationally excellent. Our Corporate Plan (2015-2020) sets out our institutional goals to raise the quality of our research offer, as well as doubling our grant capture and impact profile. Our new PVC Research & Knowledge Exchange (RKE) is now leading the Athena SWAN agenda and also the development of UEL's new RKE Strategy 2017-22, which will set out the direction of travel for this portfolio, some of which is reflected throughout the submission.
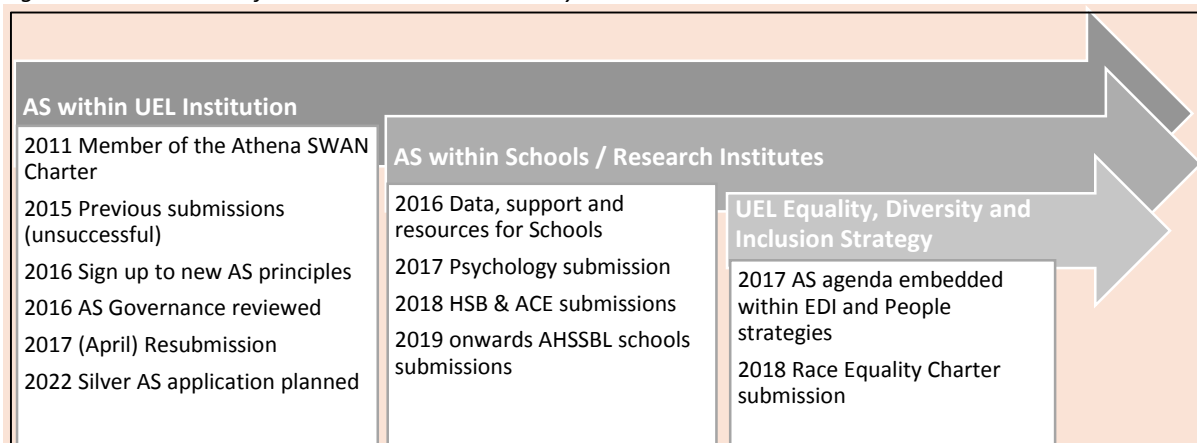
Whilst we were disappointed that our Athena SWAN submission, made in November 2015, was unsuccessful, reflecting on the constructive feedback gave us the opportunity to complete the self-assessment process more thoroughly, and with due consideration of the institutional character and forward looking mission. We are now in a stronger position to

address the challenges and barriers, and begin to embed gender equality more fully. Our action plan is reflective of that commitment, and on embarking on the journey of supporting departmental applications (figure 2.1) we have also made a more comprehensive alignment across all our Schools, addressing that much needed continuity and clarity on our E&D principles and practices.

Figure 2.1 – Overview of UEL's Athena SWAN Journey

AS within UEL Institution	AS within Schools / Research Institutes	UEL Equality, Diversity and Inclusion Strategy
2011 Member of the Athena SWAN Charter	2016 Data, support and resources for Schools	2017 AS agenda embedded within EDI and People strategies
2015 Previous submissions (unsuccessful)	2017 Psychology submission	2018 Race Equality Charter submission
2016 Sign up to new AS principles	2018 HSB & ACE submissions	
2016 AS Governance reviewed	2019 onwards AHSSBL schools submissions	
2017 (April) Resubmission		
2022 Silver AS application planned		

Management and committee reporting lines:
- Our self-assessment team (SAT), the Athena SWAN Steering Group (ASSG), continues to report to the Equality and Diversity Committee (E&DC) chaired by the VC.
- ASSG, now chaired by the PVC RKE, reports directly to DDM and VCG (figure 2.3).
- School AS Champions provide regular updates directly to all School SMTs with AS as a standing agenda item (figure 2.3).
- R&KE has specific remit for E&D and implementation of AS (figure 2.2)
- Following review, from 2017/18, each School Education and Student Success committee (SE&SSC) has specific responsibility for local E&D strategy planning and reports to institutional Education and Student Success Committee (E&SSC). School E&D leads also report to E&DC (figure 2.2).

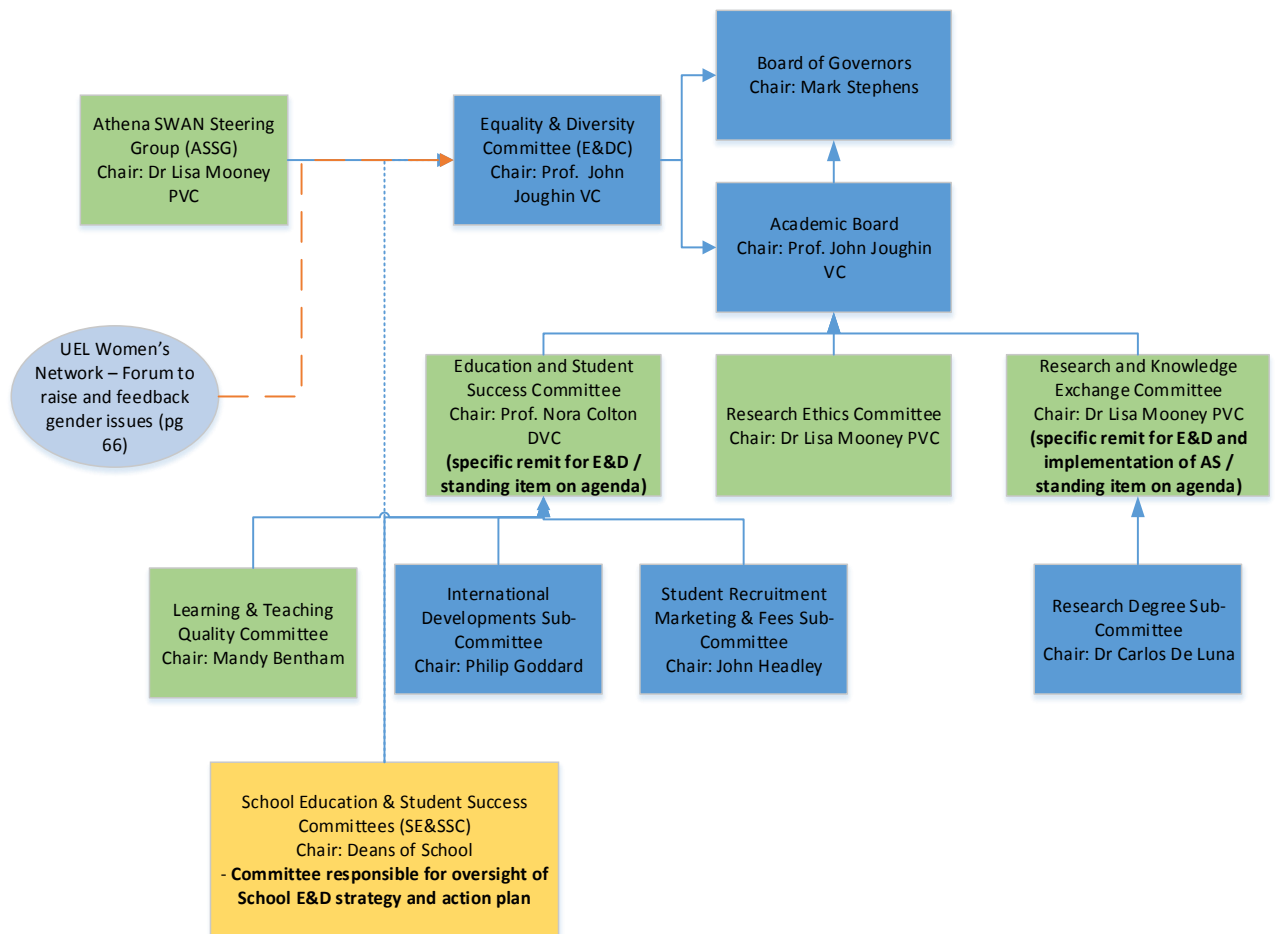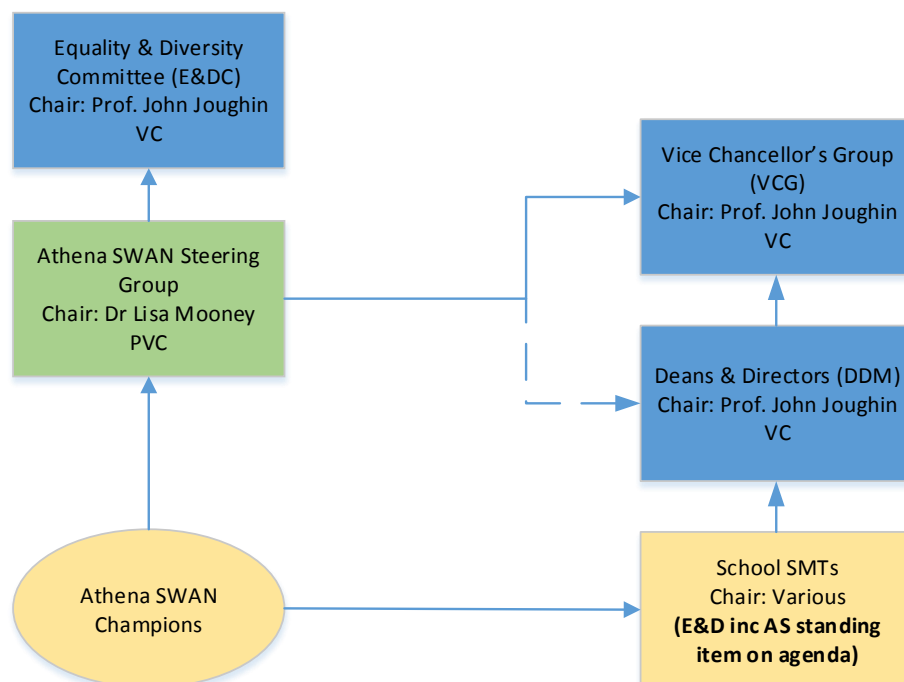*Figure 2.2 – Formal Committee Structure confirmed for 2017/18*

Athena SWAN Steering Group (ASSG)
Chair: Dr Lisa Mooney PVC

Equality & Diversity Committee (E&DC)
Chair: Prof. John Joughin VC

Board of Governors
Chair: Mark Stephens

Academic Board
Chair: Prof. John Joughin VC

UEL Women's Network – Forum to raise and feedback gender issues (pg 66)

Education and Student Success Committee
Chair: Prof. Nora Colton DVC
(specific remit for E&D / standing item on agenda)

Research Ethics Committee
Chair: Dr Lisa Mooney PVC

Research and Knowledge Exchange Committee
Chair: Dr Lisa Mooney PVC
(specific remit for E&D and implementation of AS / standing item on agenda)

Learning & Teaching Quality Committee
Chair: Mandy Bentham

International Developments Sub-Committee
Chair: Philip Goddard

Student Recruitment Marketing & Fees Sub-Committee
Chair: John Headley

Research Degree Sub-Committee
Chair: Dr Carlos De Luna

School Education & Student Success Committees (SE&SSC)
Chair: Deans of School
- Committee responsible for oversight of School E&D strategy and action plan

Figure 2.3 – Senior Management reporting lines

Equality & Diversity Committee (E&DC)
Chair: Prof. John Joughin VC

Athena SWAN Steering Group
Chair: Dr Lisa Mooney PVC

Vice Chancellor's Group (VCG)
Chair: Prof. John Joughin VC

Deans & Directors (DDM)
Chair: Prof. John Joughin VC

Athena SWAN Champions

School SMTs
Chair: Various
(E&D inc AS standing item on agenda)

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

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

(v)   list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

Our staff and student population has higher than national representation for both women and BME staff and students (tables 2.1-2.4). A core university KPI is to improve the gender and BME mix of our senior staff to better reflect the London population. We have noted a significantly different gender representation within our support staff, linked in particular to the demographic of our technicians (**Action 1.4**). While the focus of this application is gender, we have been conscious throughout the self-assessment process of intersectional issues particularly regarding ethnicity; concurrent work is being undertaken towards our Race Equality Charter (REC) submission (July 2018).

Table 2.1 – University by gender and ethnicity 2015/2016 (inc Benchmark HESA data, source ECU 2014/2015)

	Female		Male		Total			
	UEL Staff	National	UEL Staff	National	UEL Staff	National Staff	UEL Student	National Student
White	63%	89%	68%	87%	65%	88%	35%	76%
BME total	36%	11%	32%	13%	35%	12%	65%	24%

Chart 2.1 - University by gender and ethnicity 2015/2016

Whole UEL population (2015/2016) - Gender and Ethnicity (Comparison to Benchmark National 2015/2016)

	Female UEL Staff	Female Benchmark Staff	Male UEL Staff	Male Benchmark Staff	Total UEL Staff	Total Benchmark Staff	UEL Student	Benchmark Student
■ Other	5%	1%	7%	2%	6%	1%	2%	2%
■ Mixed	5%	2%	3%	2%	4%	2%	10%	4%
■ Chinese	2%	2%	2%	2%	2%	2%	1%	1%
■ Asian	13%	5%	10%	5%	12%	5%	20%	10%
■ Black	11%	2%	10%	2%	11%	2%	32%	8%
■ White	63%	89%	68%	87%	65%	88%	35%	76%
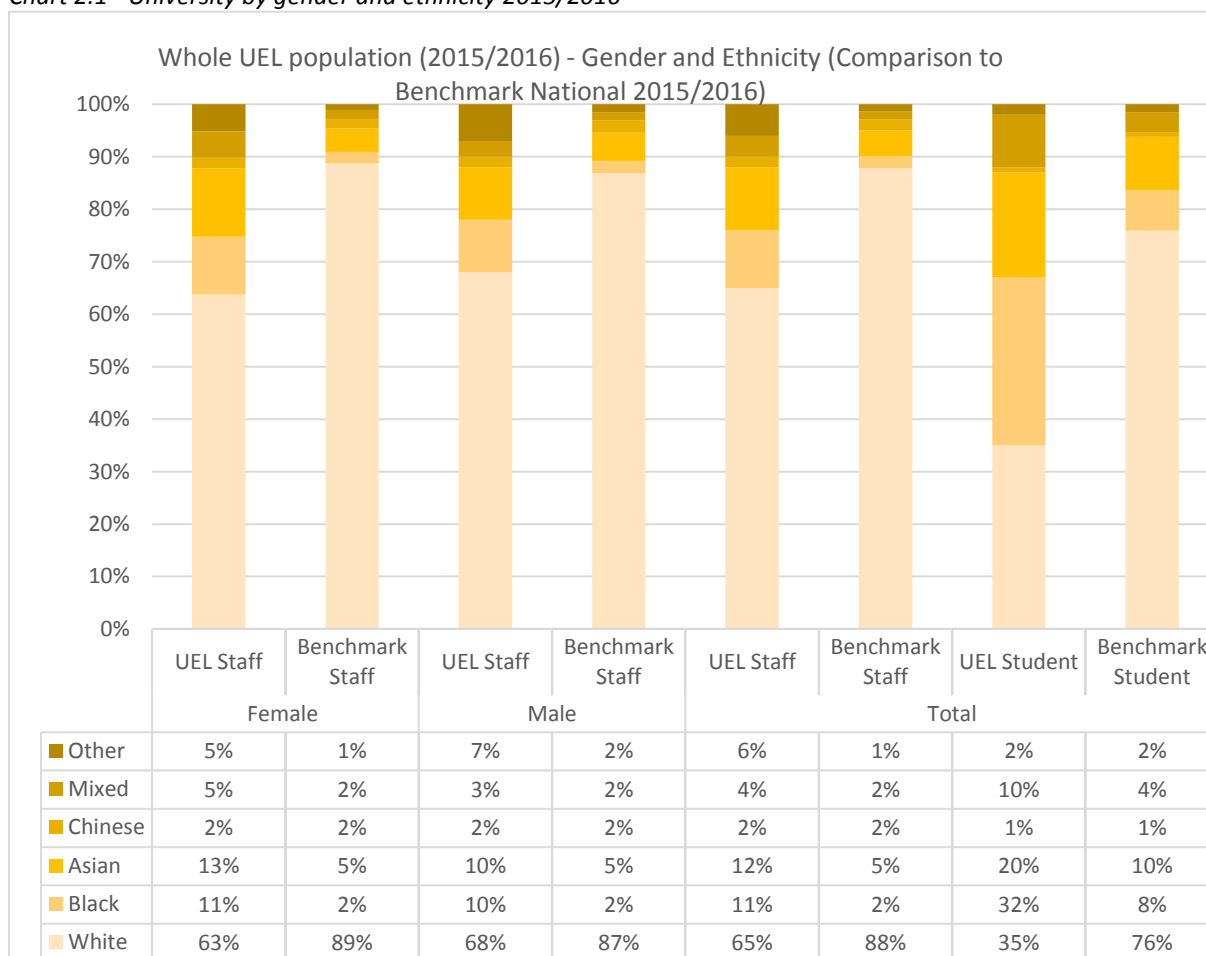
Table 2.2 – Academic and Professional Support Staff by gender and discipline area 2015/2016 (inc Benchmark HESA data, source ECU 2014/2015)

		Headcount			FTE		% Female of Headcount (% National)	% Female of FTE
		Female	Male	Total	Female	Male		
AHSSBL	Academics	262	242	504	186.73	168.90	52% (49.7%)	53%
	Support Staff	29	25	54	20.75	19.20	54% (62.3%)	52%
STEMM	Academics	162	200	362	100.90	145.70	45% (41.2%)	41%
	Support Staff	18	29	47	16.24	27.40	38% (63.9%)	37%
Central Services	Academics	13	9	22	8.3	7.0	59%	54%
	Professional / Support	456	318	774	408.56	305.91	59%	57%

Tables 2.3a – Academic Staff by gender, AHSSBL discipline area and school 2015/2016

AHSSBL Schools & Research Institute	Headcount			FTE		% Female of Headcount	% Female of FTE
	Female	Male	Total	Female	Male		
School of Arts and Digital Industries	97	98	195	52.13	57.40	50%	48%
Royal Docks School of Business and Law	42	69	111	33.00	49.8	38%	40%
Cass School of Education and Communities	72	47	119	58.4	38	61%	61%
School of Social Sciences	42	24	66	36.53	19.70	64%	65%
Institute for Health and Human Development	9	4	13	6.67	4.00	69%	63%
Total AHSSBL	**262**	**242**	**504**	**186.73**	**168.90**	**52%**	**53%**

Tables 2.3b – Academic Staff by gender, STEMM discipline area and school 2015/2016

STEMM Schools & Research Institute	Headcount			FTE		% Female of Headcount	% Female of FTE
	Female	Male	Total	Female	Male		
School of Architecture, Computing and Engineering	34	100	134	13.60	62.40	25%	18%
School of Health, Sport and Bioscience	47	53	100	34.10	41.40	47%	45%
School of Psychology	79	42	121	52.20	37.00	65%	59%
Sustainability Research Institute	2	5	7	1.00	4.90	29%	17%
Total STEMM	**162**	**200**	**362**	**100.90**	**145.70**	**45%**	**41%**

Table 2.4a – Student Headcount (AHSSBL) by gender, study level and School 2015/2016 (inc Benchmark HESA data, source ECU 2014/2015)

AHSSBL Schools	UG / PGT / PGR	Female	Male	Grand Total	% Female (%National)
Arts & Digital Industries	PGR	14	17	31	45%
	PGT	55	38	93	59%
	UG	935	808	1743	54%
	Total	**1004**	**863**	**1867**	54%
Royal Docks School of Business and Law	PGR	26	30	56	46%
	PGT	159	237	396	40%
	UG	960	661	1621	59%
	Total	**1145**	**928**	**2073**	55%
Cass School of Education and Communities	PGR	16	7	23	70%
	PGT	526	230	756	70%
	UG	1377	72	1449	95%
	Total	**1919**	**309**	**2228**	86%
Combined Honours	*UG*	*215*	*58*	*273*	*79%*
	Total	***215***	***58***	***273***	*79%*
Distance & E-Learning	*PGT*	*13*	*11*	*24*	*54%*
	UG	*33*	*11*	*44*	*75%*
	Total	***46***	***22***	***68***	*68%*
Graduate School	*PGT*	*8*	*4*	*12*	*67%*
	Total	***8***	***4***	***12***	*67%*
Health, Sport & Bioscience (Not SET)	PGR	1	2	3	33%
	PGT	52	30	82	63%
	UG	449	368	817	55%
	Total	**502**	**400**	**902**	56%
Social Science	PGR	20	11	31	65%
	PGT	66	35	101	65%
	UG	443	167	610	73%
	Total	**529**	**213**	**742**	71%
Total AHSSBL	PGR	77	67	144	53% (52.9%)
	PGT	879	585	1464	60% (60.7%)
	UG	4412	2145	6557	67% (61%)
	Total	**5368**	**2797**	**8165**	66% (60.8%)

Table 2.4b – Student Headcount (STEMM) by gender, study level and School 2015/2016 (inc Benchmark HESA data, source ECU 2014/2015)

STEMM Schools	UG / PGT / PGR	Female	Male	Grand Total	% Female (% National)
Architecture, Computing & Engineering	PGR	24	66	90	27%
	PGT	136	261	397	34%
	UG	220	897	1117	20%
	Total	**380**	**1224**	**1604**	24%
Health, Sport & Biosciences (SET)	PGR	35	15	50	70%
	PGT	76	33	109	70%
	UG	667	329	996	67%
	Total	**778**	**377**	**1155**	67%

STEMM Schools	UG / PGT / PGR	Female	Male	Grand Total	% Female (% National)
Psychology	PGR	25	10	35	71%
	PGT	767	230	997	77%
	UG	693	140	833	83%
	Total	**1485**	**380**	**1865**	80%
Total STEMM	**PGR**	**84**	**91**	**175**	**48% (43.8%)**
	PGT	**979**	**524**	**1503**	**65% (55.1%)**
	UG	**1580**	**1366**	**2946**	**54% (50%)**
	Total	**2643**	**1981**	**4624**	**57% (50.6%)**

Word count: 656

3. THE SELF-ASSESSMENT PROCESS

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

(i) a description of the self-assessment team (Note word limit per person = 20 words)

Our self-assessment team (ASSG) includes representation from all schools and a number of professional / support services. Student representation is now included. Men and BME staff are currently under represented (**Action 1.2.1).**

Table 3.1 – Athena SWAN Steering Group membership

School / Service	Name, Job Title (Gender, Ethnicity and FTE)	Experience
VCG	Lisa Mooney (Chair) Pro-Vice Chancellor Research & Knowledge Exchange (Female, White, 1 FTE)	Over 25 years HE experience, working at the interface between interdisciplinary scholarship and business. Member of VCG and ASSG chair.
ACE	Dr Mihaela Anca Ciupala Senior Lecturer (Female, White, 1 FTE) Dr Helen L Bear Lecturer (Female, White, 1 FTE)	Experience in industry and HE. EU Marie Curie Research Fellow. ACE AS Champion, new formed School SAT co-lead and mentor. Computer scientist. Interested in utilising computing for the benefit of society. Contributing experiences as early career researcher
ADI	Professor Fay Brauer Professor of Art and Visual Culture in the Centre for Cultural Studies Research (CCSR) (Female, White, 1 FTE)	Interdisciplinary scholar whose research and publications explore the interrelationships of art, culture, science and medicine. Mentor on AS programme
B&L	Prof Sunitha Narendran Director of Research (Female F, BME, 1 FTE)	Recently joined as UEL Director of Research. E&D committee exp at last HEI. Extensive HEI management experience. AS programme mentor.
CASS	Richard Harty, Head of Early Childhood and Education Subject Area (Male, White, 1 FTE) Silhouette Bushay, Lecturer in Education Studies (Female, BME, 1 FTE)	13 years at UEL. Previously in Early Years settings in NZ, Australia, UK. Involvement Men in Early Childhood external networks. Joined UEL in 2014. Organised ElevateHer Conference (established 2015) hosted by the Cass School. Working single parent of two children.
HSB	Prof Olivia Corcoran (Female, White, 1 FTE) Professor of Bioanalytical Chemistry Dr Marcia Wilson, Associate Dean of Health, Sport and Bioscience (Female, BME, 1 FTE)	Experience of industry and HE. Experience of promotion processes. Leads research group. Longstanding AS Champion for HSB and mentor. University REC champion. E&D Lead for the School. 25 years HE experience. Working single parent.

School / Service	Name, Job Title (Gender, Ethnicity and FTE)	Experience
Psychology	Dr Sharon Cahill Head of Subject Area: Psychological Sciences (Female, White, 1 FTE)	School SMT member. Previous School E&D lead and co-chair of School SAT. Experience of maternity leaves and PT work.
	Dr Pippa Dell Acting Dean (Female, White, 1 FTE) Dr Caroline Edmonds, Reader (Female, White, 0.6 FTE)	Expertise in Organisational and Occupational Psychology. Long term interest in E&D (inaugural School E&D leader). Championing Psychology School SAT. On DDM. Leads Research Group. 20 years HE experience. PT since maternity. Experience of career progression on fractional post. School SAT co-chair.
Social Sciences	Dr Katie Wright Reader in International Development (Female, White, 1 FTE)	Specialist in Gender, Human Wellbeing and International Migration. Trustee for charity that supports migrant and ethnic businesses in London.
HR	Clare Matysova Athena SWAN Project Officer (Female, White, 0.6 FTE)	PT since maternity. Job share experience management role. Recently completed an MRes focused on gender equality. Submission co-ordinator, data analysis.
	Alison McGrand Head of Human Resources, HR (Female, White, 1 FTE)	Responsible for the overall provision of HR Services. Long-standing member of UEL's Equality and Diversity Committee. Working single parent.
	Irfaan Arif Equality & Diversity Manager (Human Resources) (Male, BME, 1 FTE)	Initiated Athena Swan journey at University of Kent. Balanced PT work with own training and development diversity and leadership consultancy.
RKE Includes Research Institutes	Melanie Bullock, Research Excellence Manager (Female, White, 1 FTE)	Responsible for REF. Experience of analysing RAE/REF data to inform ECR development and E&D issues relating to REF, AS.
	Kevin Sheridan, Director of Community Engagement (Male, White, 1 FTE)	Joined IHHD in 2006. Responsible for enabling inclusion within IHHD's work through involving communities in their own health creation.
	Dr Bethan Hatherall, Research Fellow (Female, White, 0.3 FTE)	Research interests include gender and equity. Has experience of taking maternity leave and of various part-time and flexible working arrangements.
Communications / Student recruitmen	Kiera Hay Communications Officer (Female, White, 1 FTE)	Responsible for helping ensure communications to external and internal audiences reflects UEL's diverse population and core mission of inclusivity.
Learning and Teaching	Ravinder Bassi Quality Manager (Student Engagement) (Female, BME, 1 FTE)	Management and oversight of student feedback mechanisms. Working with UEL Students Union to maximise student representation across committee structure.
Student (Women's Officer)	Grace Lloyd Women's Officer elect, Students Union (Female, White)	Current student at UEL elected by the student body for the role of women's officer. Responsible for the promotion of women's issues.

(ii)   an account of the self-assessment process (chart contains 611 words)

Previous Athena SWAN application (Up to April 2016)

- UEL became a member of the Athena SWAN Charter in 2011 and has made two previous submissions, the latest in November 2015.
- In preparation for submission, the then Athena SWAN Assessment Panel (ASAP) met regularly to oversee the self-assessment process which was informed by consultation including focus groups, open meetings and an AS survey conducted during 2014/2015 academic year.
- In this current submission, we aimed to build on the work from our previous applications but recognised the need to reflect on how we were managing the self assessment process.
- VC signed up to the Post May 2015 AS Charter Principles as part of IWD event in March 2016 and ASAP started to plan how to embed.

Feedback and Reflection (May – October 2016)

- Following confirmation of the Nov 2015 submission outcome, ASSG considered ECU feedback. ASSG attended a meeting with ECU (October 2016) to discuss the feedback in detail.
- ASPO on ECU panels and other group members attended knowledge sharing events.
- South East Athena SWAN network – Host March 2017.

Review of SAT constitution and governance structures (May – October 2016)

- AS governance structures reviewed to ensure better embedded within the core workings of the institution via clear reporting structure. Achieved via AS now being a standing item on all School SMT meetings as well as E&DC, ESSC (via E&D item) and RKEC meetings. Arrival of PVC RKE to UEL and take up of ASSG chair (August 2016); also on VCG. (See figure 2.2/2.3) (**Action 1.1.1-1.1.4**)
- Representation from each School was reviewed and additional key services included; including consideration of different career points, working conditions and grades as well as gender. Student representation was also included. (See table 3.1 – ASSG members). (**Action 1.2.1-1.2.2**)
- The committee re-named 'Athena SWAN Steering Group' (ASSG) to better reflect the role of the committee going forward and in consideration of formation of School SATs.
- Athena SWAN champion role reviewed including consideration of workload allocation for representatives. (**Action 1.2.2**)

ASSG Meetings and Collaboration (ongoing)

- ASSG meets at least every term and from Sept 2016 to submission every other month. Data, consultation outcomes, application sections were discussed at ASSG with smaller task and finish groups meeting to work on specific pieces.
- A collaborative working space was created on our VLE to aid better ongoing collaboration and sharing of resources. (**Action 1.3.1**)

Data Management (September 2016 – ongoing)

- In recognition of ECU feedback, considerable work has been completed to improve our data.
- ASPO now sits within HR to enable closer working with HR systems team and has completed training to enable data reporting.
- This work is ongoing in developing data and improving access to institution and School AS data to support departmental AS applications and also in anticipation of REC data requirements. (**Action 1.4.1**)

Consultation (April 2016 – February 2017) *Further details below*

- Review of responses of UEL's bi-annual Staff Survey by gender
- A further Athena SWAN gender equality survey was undertaken with improved promotion and increased response rate. (**Action 7.2.1**)
- A Masters research project was completed on the subject of maternity and shared parental leave.
- Mapping exercise was completed to gain a better insight into how Schools are embedding equality into their practices (Jan – Feb 2017)
- Athena SWAN champions – responsible for acting as a conduit between Schools / Services and ASSG.
- Link to other UEL workstreams – e.g. UEL AEFR, RKE strategy development, UELSS action plan, REC (**Action 1.1.2 & 7.1**)
- Comprehensive Athena SWAN **communications** plan has facilitated ongoing and frequent promotion of AS progress – see Section 5.6.i. (**Action 7.2.1**)

Review and Sign off

- Internal review and monitoring via E&DC, DDM, VCG and communications to BoG
- Peer reviewed by 2 external HEI Athena SWAN champions.

Consultation Process:

UEL Bi-annual Staff Survey (UELSS)
The UELSS themes align with the Investors in People (IIP) standard providing a comprehensive assessment of how effective we are at managing, developing and engaging our staff. The last UELSS ran from October to November 2015. The self-assessment process considers the UELSS report and action plan throughout.

Table 3.2 – UELSS response rate

	Male	**Female**
Responses	449	589
% of demographic	55%	63%

Gender Equality Survey 2015 (GES 2015)
The survey conducted for the previous AS submission has been superseded by GES (2016). However, the 2015 survey included specific questions which informed the mentoring programme development (referenced in section 5.3(iii)). There were 157 respondents (Female116 / Male40).

Gender Equality Survey 2016 (GES)
The survey ran June – July 2016 with 363 responses. Women were over-represented while ethnic minorities and fixed term contracts were under-represented (table 3.3). Notably, a higher proportion than the UEL staff demographic did not disclose their ethnicity (**Action 7.2.1**). Analysis included testing for statistical significance by gender, ethnicity and School / service. Responses are included throughout the application.

Table 3.3 – GES response and demographic

Gender	Female	Male	Transgender	Prefer not to say / blank
Survey Respondents	243 (67%)	117 (32%)	1	2
UEL demographic	55%	45%	<1%	
Ethnicity	**BME**	**White**		**Prefer not to say / Blank**
Survey Respondents	(80) 22%	(246) 68%		(37) 10%
UEL demographic	30%	66%		4%
Contract Type	**Permanent**	**Fixed term**	**Hourly paid**	**Other**
Survey Respondents	316 (87%)	21 (6%)	16 (4%)	8 (2%)
UEL demographic	80%	8%	12%	
Working Pattern	**Full time**	**Part time**	**Other (e.g. compressed hours, job-share)**	
Survey Respondents	281 (78%)	61 (17%)	16 (4%)	
UEL demographic	77%	23%		
Caring Responsibilities	**Childcare responsibilities**	**Carer responsibilities**	**Both childcare and carer responsibilities**	**No**
Survey Respondents	104 (29%)	19 (5%)	12 (3%)	61%

Maternity / Shared parental leave research project

An MRes research project was undertaken summer 2016 to understand in more detail, using a qualitative (Interpretative Phenomenological Analysis) approach, the potential impact of the recent shared parental leave legislation on participants' decision making relating to family / care responsibilities and work. Further, it looked at how we can better support implementation at UEL. The outcomes were reported to E&DC and have informed this self-assessment process in relation to career breaks and flexible working.

Promotion / Awareness Events

We have a comprehensive communications plan to facilitate ongoing promotion of progress (see section 5.3(iii) and 5.6(i)) (**Action 7.2.1**).

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

ASSG will continue to meet at least termly and membership will be reviewed annually (**Action 1.2.1**). Conscious that AS workload needs to be recognised and allocated we will ensure that this is reviewed on an annual basis (**Action 1.2.2**).

ASSG will be responsible for monitoring the implementation of the AS action plan and providing regular progress updates as standing agenda item at RKEC, School SMTs and E&DC as well as formal annual reports to E&DC and DDM. ASSG will have oversite of broader E&D reporting from a gender perspective providing feedback and guidance as applicable (**Action 1.1.4**).

A timeline has been outlined (figure 2.1) for Departmental submissions with the School of Psychology planning to submit first in November 2017. As School SATs form and work towards their departmental applications, ASSG will steer this work to ensure consistency across the institution through termly meetings and a common framework of approaches to embedding AS principles. Acknowledging the different approaches within this broader framework, ASSG will also act as a conduit for good practice between School SATs and to influence progress against the institution action plan. The focus of ASSG will shift in providing guidance and leadership to Schools as well as acting as a forum for sharing practice (**Actions 1.3.2**).

Through overlapping membership between ASSG and REC SAT we will ensure ongoing links throughout the REC self-assessment process and resulting action plan (**Action 1.1.2**).

Actions:
1.1.2 Embed Athena SWAN within key UEL strategies and action plans
1.1.4 Regularly assess and report on progress and impact of AS action plan
1.2.1 Improve diversity of Athena SWAN representation to be representative of our demographic and inclusive of all Schools and services where appropriate (link to 4.4.3)
1.2.2 Promote AS champion role and recognise contribution and workload of all AS champions within Schools and services
1.3.2 Share good practice in relation to AS between Schools
7.2.1 Increase awareness of Athena SWAN and the benefits to staff and students to increase engagement and disclosure rates in GES.

Word count: 1140 (inc flow chart on page 18)

4.   A PICTURE OF THE INSTITUTION

Data context

Academic Function	Teaching and Research contracts – Applicable to the majority of our academic staff. Research only contracts – Mainly within our research institutes and a small number of Research Only staff within Schools. Teaching Only – Most, though not all, of our Teaching Only staff are currently Hourly Paid Lecturers (HPL) included in 4.1(iii).
Academic Staff not within Schools	There are small number of academics who do not sit within Schools, mainly within Learning and Teaching central functions and VCG. These are shown including gender split in table 2.2.
Research Institutes – Within Research and Knowledge Exchange (RKE)	• Institution for Health and Human Development (AHSSBL) • Sustainability Research Institute (STEMM) • Continuum – reports directly to VCG, included under central services

Grades / UEL Bands		
Summary Band – As shown in charts / tables throughout the application	**UCEA or XpertHR defined contract level – for benchmarking purposes**	**Roles / Bands included**
Band E	XpertHR level L	• Research Assistant
Band F	XpertHR level K	• Research Fellow • Lecturer
Band G	XpertHR level J	• Snr Research Fellow • Senior Lecturer
Band H	XpertHR level I	• Principal Research Fellow • Principal Lecturer • Reader
Professor	UCEA level 5A	• Including all professors (band 1 – 4)
Management	Includes: UCEA level 3A UCEA level 3/4A1 UCEA level 3/4A2 UCEA level 3/4A3 UCEA level 4A UCEA level 5B	• Band I • Management Grade 1 - 3
NHS	• UEL staff on NHS scales. The NHS scale covers wide range	
Hourly Paid Lecturers (HPL)	• Hourly paid • Permanent hourly paid • Not included in pipeline analysis / in Contract (4.1ii) and Function analysis (4.1iii) only.	

4.1. ACADEMIC AND RESEARCH STAFF DATA
(i) Academic and research staff by grade and gender

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

For the institution as a whole (chart 4.1), there are more women in lower bands E and F (an under-representation of men), higher than national average (approx. 50%). The profile is comparable to national average at band G, however, there is a significant drop off / 'leakage' of approximately 15% from band F to G and again of over 10 % from G to H. Though the proportion of female professors at UEL is nearly 20% above national average, and there has been an overall increase in number, this growth is less than for male professors and the overall proportion has dropped slightly. There has been a drop in number and proportion of women at band H (Readers), now below national average which requires attention.

Comparing AHSSBL and STEMM:
- For AHSSBL (chart 4.2), there is a 'leakage' from F to G (16%), with women over-represented in band F (70%), and further leakage from G to H (>20%), this gap has increased over the period.
- For STEMM (chart 4.4), there is also 'leakage' from F to G (18%) reducing representation to <50% sooner than for AHSSBL given the more balanced representation at band F. The gap has decreased between F and G and G and H over the period, which may reflect our previous focus on women in STEMM.
- Both areas increase slightly to **Professor** band, the female proportion has risen for STEMM and dropped for AHSSBL.
- Women and men are more equally represented at **management** grade within AHSSBL (50%) in comparison to STEMM (30%).

Exploring the **reasons for this profile**:

We note that there is **no progression route from band E to F and progression from F to G** is either automatic on reaching the top pay increment (Lecturer to Senior Lecturer) or via an application for re-grading (Research Fellow to Senior Research Fellow). The profile suggests bias through external recruitment resulting in an under-representation of men at lower bands (particularly for AHSSBL) and contrasting lower success rate for women at band G in comparison to F. This is reflected in our recruitment analysis which shows a higher proportion and success rate of women at lower grades and difficulties in analysing outcomes at band F and G because Lecturer and Senior Lecturer roles are often recruited together. Explored in more detail in Section 5.1, we have identified actions through the recruitment processes such as unconscious bias training and improving panel constitution (**Action 2.1, 2.4**).

Progression from G to H, to Professor in contrast is managed via an internal progression process as well as external recruitment directly into the senior grades. As noted, the % of females has dropped in H and Professor overall, largely a reflection of AHSSBL (chart 4.2) more than STEMM (chart 4.4). While the improvement for STEMM may be a result of previous AS focus in this area, the reasons for the overall drop are reflected in the lower or

inconsistent internal progression rate of women to these grades. The AEFR referenced in section 2 provides an excellent opportunity to address the internal progression barriers identified – i.e. no internal progression route from bands E to F to G and the current barriers to progression evidenced from G to H to Professor. Alongside the AEFR, there are plans to develop a more comprehensive academic development programme. Both of these strands will be discussed in more detail in Section 5.1(i) (**Actions 3**).

Additionally, external recruitment to these bands is currently resulting in lower applicant and success rates for women – more detail in section 5.1(ii) (**Action 2**).

Progression to Management and under representation of women appears more significant for STEMM than AHSSBL, skewed by no female management representation within ACE. Female managers are also under-represented in ADI (29%) and B&L (38%) – considered further in section 5.3(iii).

Pipeline analysis at **School level** (charts 4.3&4.5) shows notable demographic differences within both AHSSBL and STEMM groupings. Within AHSSBL, women are over-represented in CASS and to a lesser extent Social Sciences and under-represented, especially at the higher grades, in ADI and B&L. There are also noticeably different 'leakage' points for different Schools. Similarly, within STEMM, there are significant differences between ACE (women under-represented) and Psychology (men under-represented). The self-assessment process has enabled issues specific to Schools to begin to be explored; e.g. the School of Psychology. Support is in place and resources are being developed to facilitate this (**Action 1.3.1, 1.3.2, 7.1**).

We have two **Research institutes** both within RKE. SRI (STEMM) has a higher proportion of men and IHHD (AHSSBL) a higher proportion of women, but the numbers are very small. Staff are mainly on Research Only contracts (discussed further in section 4.1iii).

Please note that NHS staff are listed separately (table 4.1) as they do not fall within the career pipeline but represent a cross section of grades. The majority fall within the STEMM subjects but numbers are small.

Table 4.1 – Breakdown of NHS staff by gender

NHS Staff		Female	Male	*% Female*
University	2014	13	6	*68%*
	2015	11	8	*58%*
	2016	9	7	*56%*
AHSSBL	2014	1	2	*33%*
	2015	1	2	*33%*
	2016	0	1	*0%*
STEMM	2014	12	4	*75%*
	2015	10	6	*63%*
	2016	9	6	*60%*

Actions:

1.3.1 Enable online collaborative working and sharing of Athena SWAN resources across UEL and within Schools

1.3.2 Share good practice in relation to AS between Schools

2. Attract, recruit and retain a diverse talent pool by improving the visibility of our UEL brand and ensuring fair and transparent recruitment processes.

2.1 Monitor impact of recruitment processes and initiatives aimed to facilitate greater consistency of success rates by gender

2.4. Improve collection and reporting of recruitment data to enable better understanding and identification of gender bias or E&D issues including recording of appointment outcomes, working pattern, grade, outcomes of recruitment of joint vacancies i.e. Grade F / G

3. Improve the progression of female academics through embedding the Athena SWAN principles within the academic employment framework review and capitalise on the opportunity to remove systemic barriers to progression

7.1 Develop mechanisms which embed Equality and Diversity Accountability

Chart 4.1 – Academic Career Pipeline for the Institution (Headcount and % Female) 2013/14 – 2015/16 (inc National Benchmark data ECU 2014/2015)

Academic Pipeline - Whole University (2014-2016)

Legend: ■ Female ■ Male ● % Female

Academic Career Pipeline - AHSSBL disciplines (2013/14-2015/16)

Legend: ■ Female ■ Male ▲ Female
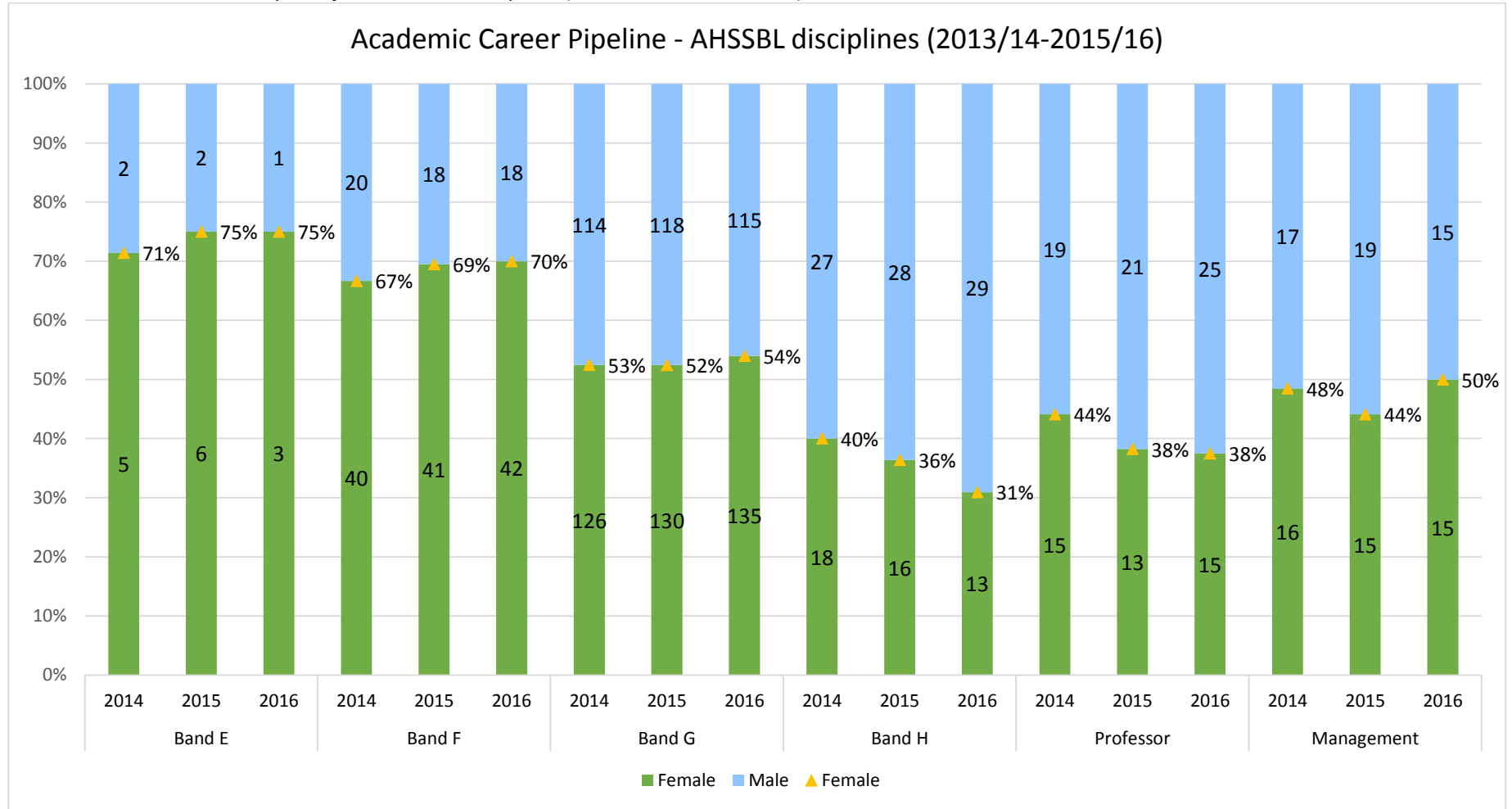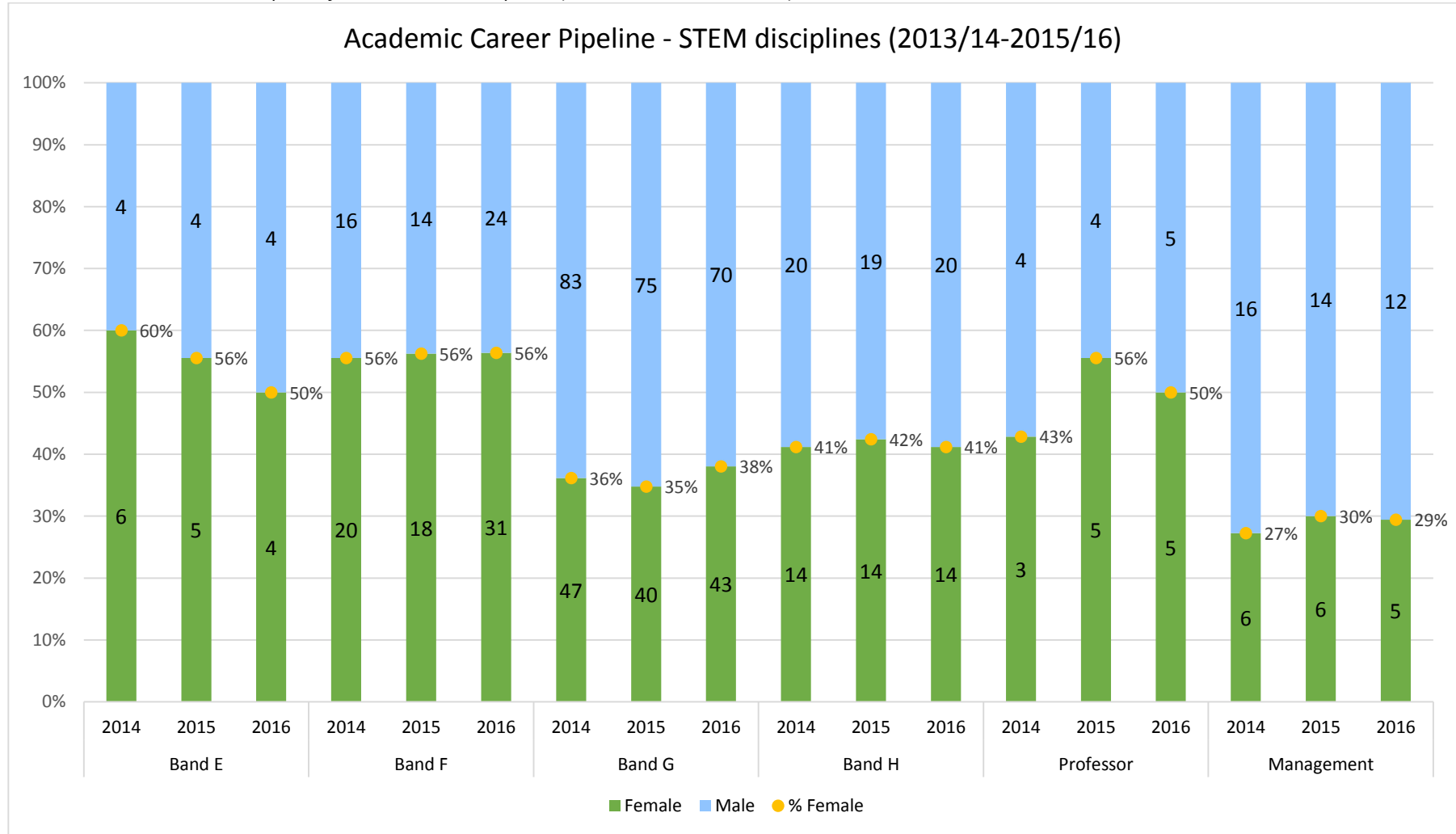
Chart 4.3 - Academic Career Snapshot for the AHSSBL disciplines (Headcount and % Female) 2015/16

AHSSBL - Snapshot 2016 (School Breakdown)

Academic Career Pipeline - STEM disciplines (2013/14-2015/16)

STEMM - Snapshot 2016 (School Breakdown)
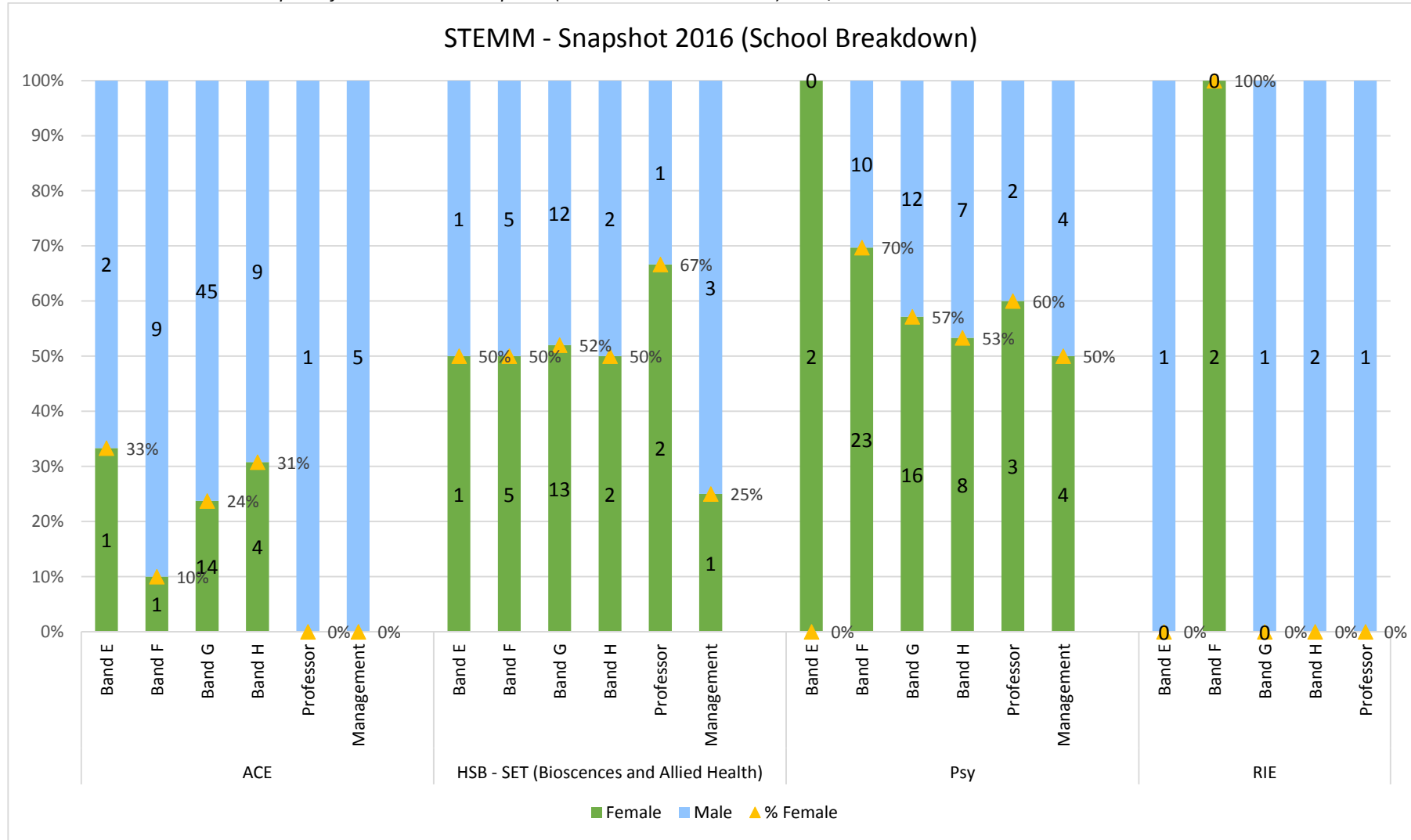
Intersectionality

In comparison to the national profile (charts 4.6-4.8), we have a higher representation of BME women and men, especially BME women, in professorial roles which is very encouraging. However, in comparison to the student population (section 2) we are conscious that our staff profile is not fully representative. A key success indicator in our corporate plan is to achieve representation of staff to match our student profile and plans are in progress to apply for the Race Equality Charter by July 2018 (**Action 1.1.3**).

Recruitment measures which have been introduced to address gender bias also incorporate measures regarding race (**Action 2.1, 2.4**) and other protected characteristics.

GES analysis in relation to ethnicity showed a statistically significant difference for the majority of statements. The lower response rate from those who 'prefer not to say' (with 'White' and 'BME' being fairly equivalent) suggests a greater degree of dissatisfaction which may link to non-disclosure (**Action 7.2.1**).

Actions:
1.1.3 Consider and address issues of intersectionality through links with the REC SAT
2.1 Monitor impact of recruitment processes and initiatives aimed to facilitate greater consistency of success rates by gender
2.4 Improve collection and reporting of recruitment data to enable better understanding and identification of gender bias or E&D issues including recording of appointment outcomes, working pattern, grade, outcomes of recruitment of joint vacancies i.e. Grade F / G
7.2.1 Increase awareness of Athena SWAN and the benefits to staff and students to increase engagement and disclosure rates in GES.

Academic Pipeline by Gender and Ethnicity - Whole University (2014-2016)

Legend: Female - White, Female - BME, Female - Not known, Male - White, Male - BME, Male - Not known

Band E

Category	2014	2015	2016
Male - Not known	1	1	1
	0	1	1
Male - BME	5	4	3
Male - White	0	0	0
Female - Not known	4	6	5
Female - White	7	5	2

Band F

Category	2014	2015	2016
Male - Not known	0	1	2
	11	13	14
Male - BME	25	18	26
Male - White	1	2	2
Female - Not known	10	12	17
Female - White	49	45	54

Band G

Category	2014	2015	2016
Male - Not known	9	9	6
Male - BME	58	52	54
Male - White	130	132	125
Female - Not known	7	7	5
Female - BME	38	37	41
Female - White	128	126	132

Band H

Category	2014	2015	2016
Male - Not known	2	2	3
Male - BME	8	10	10
Male - White	37	35	36
Female - Not known	0	0	5
Female - BME	7	7	
Female - White	25	23	22

Professor

Category	2014	2015	2016	National
Male - Not known	0	0	4	1310
Male - BME	4	5	26	
Male - White	19	20		12420
Female - Not known	2	2	3	
Female - BME	5	5	6	345
Female - White	11	11	11	3880

Management

Category	2014	2015	2016	National
Male - Not known	1	1	2	55
	2	2	2	
Male - BME	30	30	23	840
Female - Not known	1	2	2	15
Female - BME	2	3	2	
Female - White	19	16	16	360

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Academic Pipeline by Gender and Ethnicity - AHSSBL (2014 - 2016)

Legend: Female - White, Female - BME, Female - Not known, Male - White, Male - BME, Male - Not known
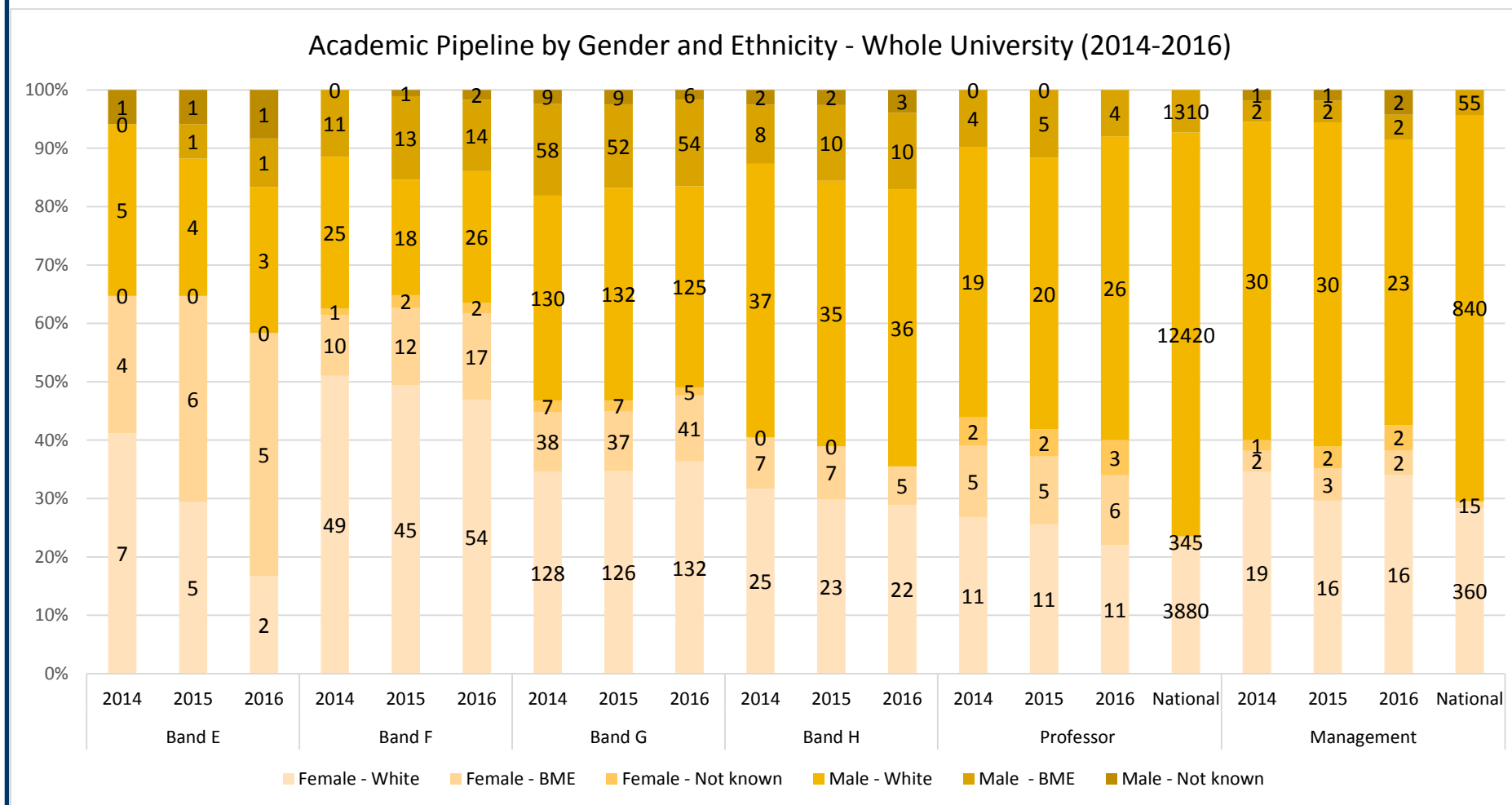
Academic Pipeline by Gender and Ethnicity - STEM (2014-2016)
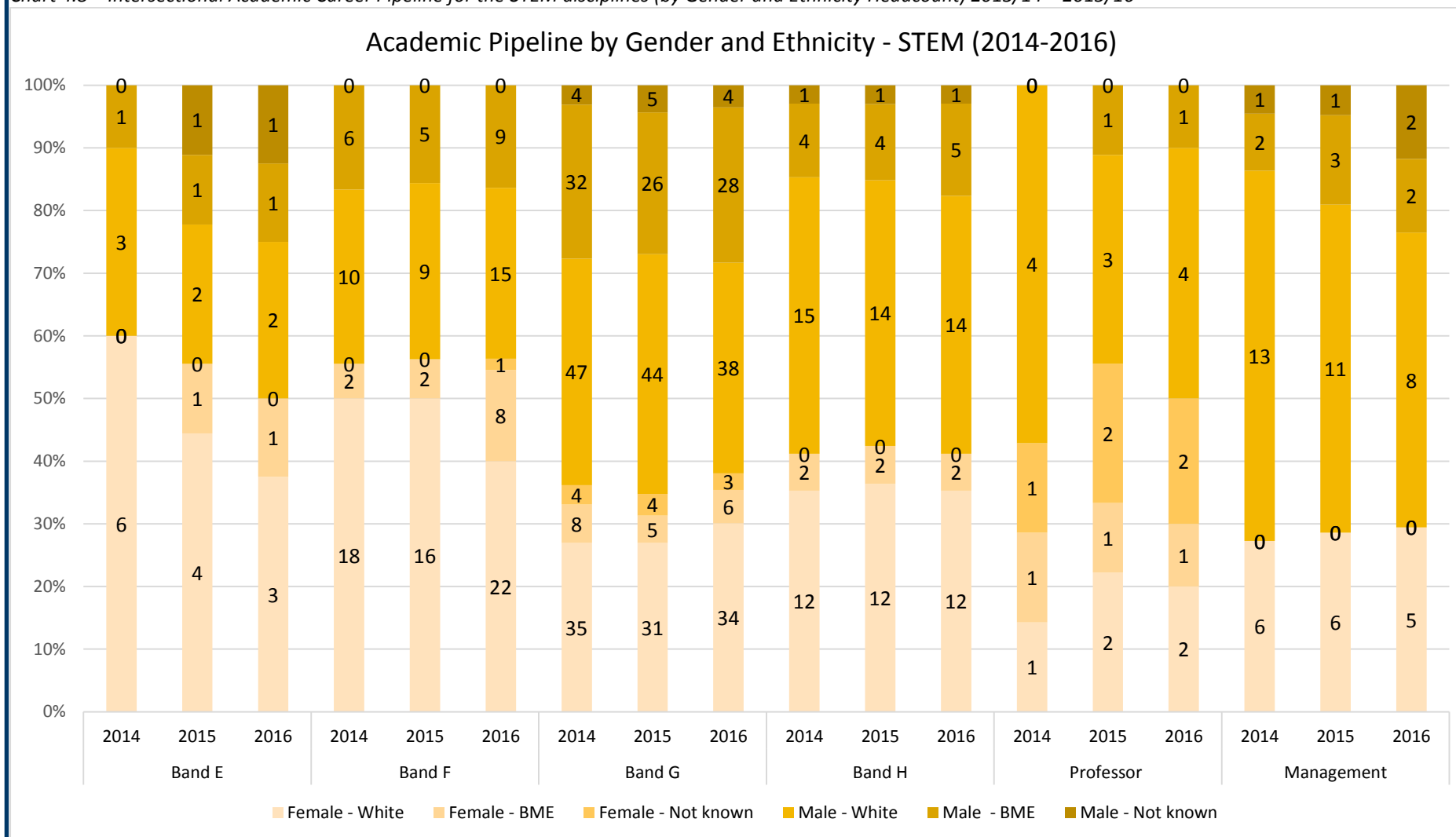
(ii)   Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

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

Analysis by contract type mirrors largely analysis by function (4.iii) with most Teaching Only staff being HPLs and a large proportion Research Only staff being on FTCs linked to funding. FTCs are additionally used to cover maternity and sickness leave. Over the reporting period the proportion of staff on permanent contracts has risen slightly and the number and proportion on FTCs has dropped by nearly a half or 4% of the total. Encouragingly both the number and proportion of women on FTCs dropped (chart 4.9). The FTC drop is more significant in STEMM and the proportion now reflects the national benchmark (chart 4.11) while in AHSSBL (chart 4.10) women continue to be over-represented.

Chart 4.9 – Academic Staff by Contract Type for the Institution (by Gender Headcount) 2013/14 – 2015/16
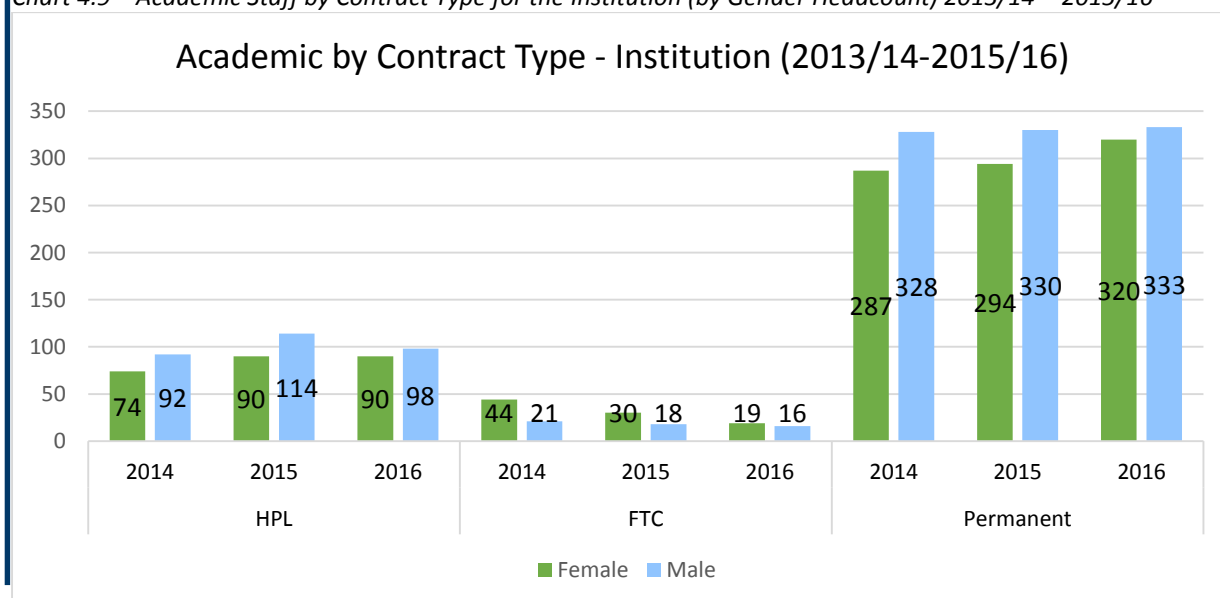
Table 4.2 – Academic Staff by Contract Type for the Institution 2013/14 – 2015/16 (by Gender Headcount, % Female inc Benchmark HESA data, source ECU 2014/2015)

Contract Type / Academic Year		*Female*	**Male**	*% Female (National Benchmark 2015/16)*	**Total**	**Total Contract Type as % of Annual Total**
HPL	2014	*74*	92	*45%*	166	20%
	2015	*90*	114	*44%*	204	23%
	2016	*90*	98	*48%*	188	21%
FTC	2014	*44*	21	*68%*	65	8%
	2015	*30*	18	*63%*	48	5%
	2016	*19*	16	*54% (48.1%)*	35	4%
Permanent	2014	*287*	328	*47%*	615	73%
	2015	*294*	330	*47%*	624	71%
	2016	*320*	333	*49% (43.3%)*	653	75%

Chart 4.10 – Academic Staff by Contract Type for AHSSBL disciplines 2013/14 – 2015/16 (by Gender Headcount, % Female and National Benchmark HESA data, source ECU 2014/2015)

Academic Staff by Contract (2013/14 - 2015/16) - AHSSBL
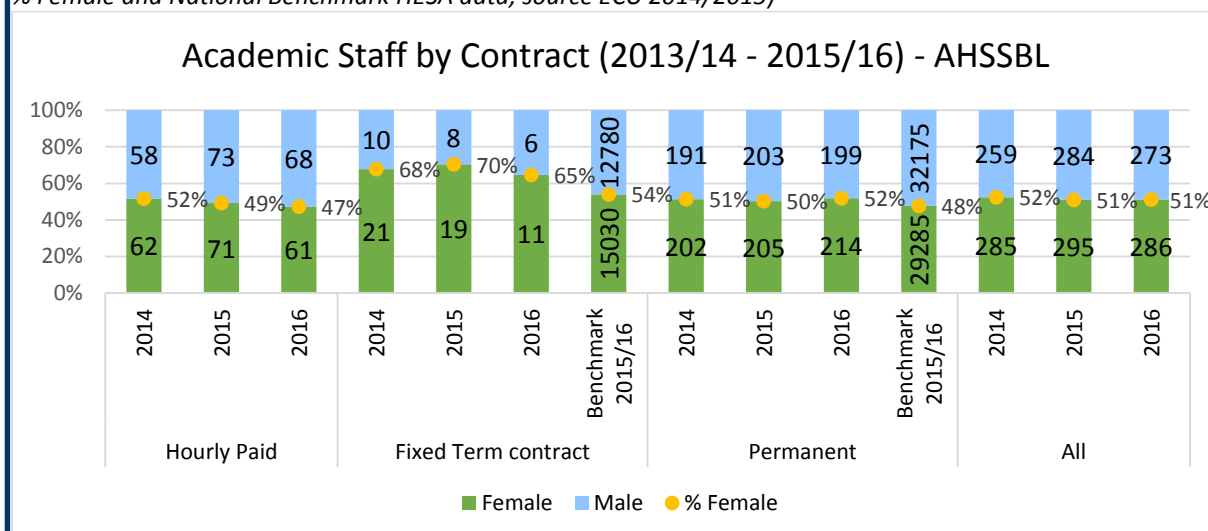
Chart 4.11 – Academic Staff by Contract Type for STEMM disciplines 2013/14 – 2015/16 (by Gender Headcount, % Female and National Benchmark HESA data, source ECU 2014/2015)

Academic Staff by Contract (2013/14-2015/16) - STEMM
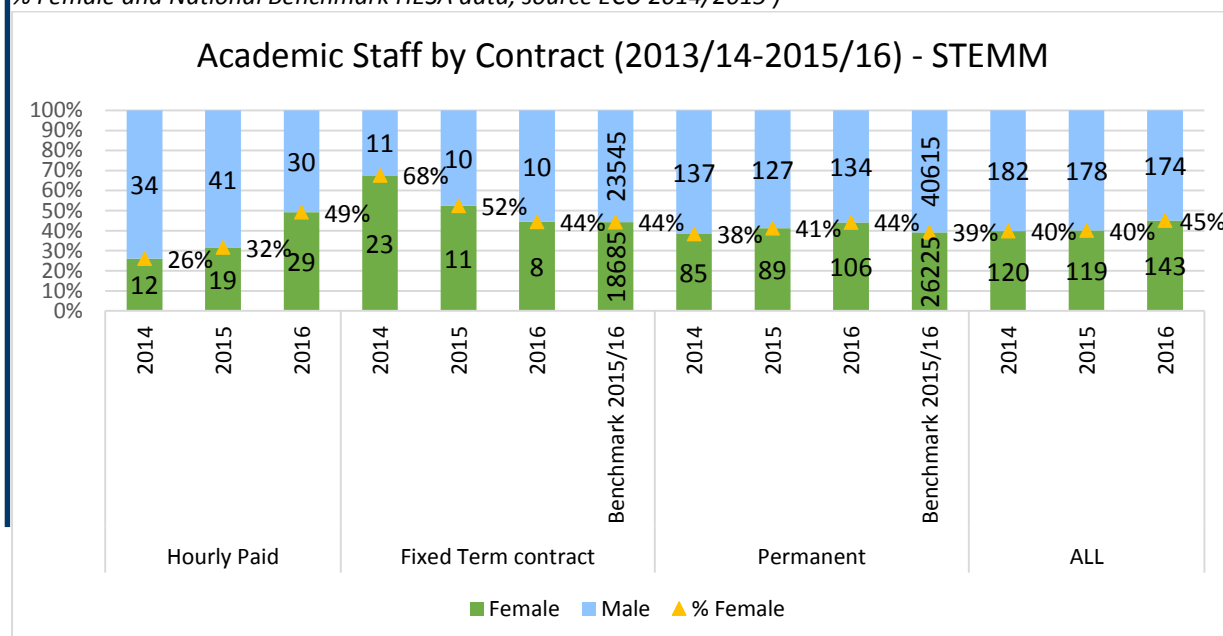
From feedback (table 4.3) on the perceived impact of working on a FTC only 31% men / 21% women strongly agreed / agreed that it does not negatively impact on progression. However, 53% of all respondents 'neither agreed or disagreed' and only 21 (6%) of the responses were FTC staff. This is an area which requires further exploration in relation to support, redeployment and identifying those longer term FTCs. We plan to hold specific focus group discussions with FTC staff (**Action 2.7, 2.8, 5.3**).

Table 4.3– Q.12.12 (GES): 'Working on a fixed term contract does not negatively impact on progression at UEL.'

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL		Services	
	♂	♀	♂	♀	♂	♀	♂	♀
	31%	21%	18%	19%	18%	14%	50%	27%

Numbers are small and the FTC drop reflects our aim to support our researchers by moving them to permanent contracts when funding allows. However, we also recognise this corresponds with a higher female turnover rate particularly in Research Only contracts (section 4(iv)) (**Action 5.3).** Conscious of the potential impact of our aim to increase research income and outputs, we will aim to keep FTC numbers down through concerted longer term planning enabling movement for Research Only FTCs to permanent. This approach will be embedded within our overarching RKE strategy and links also to our aspirations for researcher career development covered further in Section 5.3(iii) (**Action 5.1**).

Conversely the total number of staff on HPL contracts has dropped slightly, but the proportion of women has risen (from 45%-49%), more so within STEMM. HPLs are usually employed for specialist teaching typically aligned with accreditation requirements for specialist topics or short-term cover. Contracts are managed centrally; recruitment and induction is managed via the Schools with guidance from HR. We recognise HPLs are a potential talent pool for permanent recruitment and are considering how we support this, for example by incorporating into our induction review (**Action 2.6**).
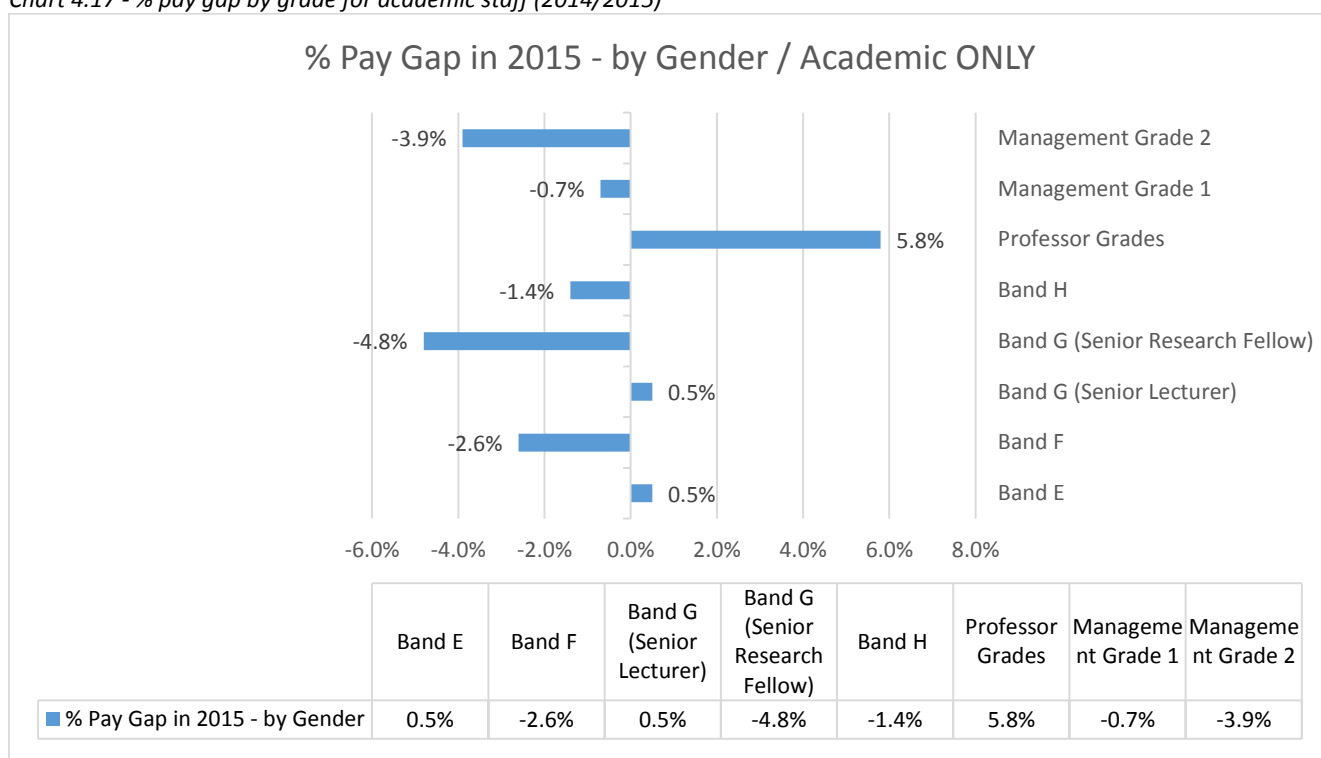
Actions:
2.6 Increase awareness of Athena SWAN and related work / support available to new staff including HPL staff
2.7 Improve our redeployment processes to support staff on FTCs
2.8 Improve our understanding of key gender-related issues in relation to turnover and enable planning to address
5.1 Embed AS and HR Excellence in Research principles within the new RKE strategy and action plan
5.3 Improve retention of Research Only (externally funded) staff

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

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

The proportions of women / men on Teaching Only, Research Only, and Teaching and Research contracts roughly corresponds to that for contract type (4.ii).

There is a higher proportion of women on Research Only contracts in comparison to the national benchmark. This is more significant and fairly consistent over the period for AHSSBL (chart 4.13) despite an overall drop in numbers. Women drop in both numbers and proportion within STEMM (chart 4.14); but also remain above benchmark. Link to support of FTC, redeployment and transfer to permanent academic contracts (**Action 2.7, 2.8**) and Section 5.3(iii) (**Action 5.3**).

The proportion of women on Teaching Only contracts has risen comparably within STEMM to those on hourly paid contracts.

Analysis by grade reflects the picture by contract type above with proportion of women being higher in the lower grades. While this appears to be the case for 'Research Only' also, current numbers are very small.

The UEL AEFR will include a review of the balance between Teaching and Research functions. Athena SWAN principles will be embedded within the review through monitoring by gender and ASSG input into planning and progress *(**Actions 3**)**.*

Actions:
2.7 Improve our redeployment processes to support staff on FTCs
2.8. Improve our understanding of key gender-related issues in relation to turnover and enable planning to address
3. Improve the progression of female academics through embedding the Athena SWAN principles within the academic employment framework review and capitalise on the opportunity to remove systemic barriers to progression
5.3 Improve retention of Research Only (externally funded) staff

Academic Function - Institution (2013/14-2015/16)

Academic Function by Grade and Gender - AHSSBL (2013/14-2015/16)

Academic Function by Grade and Gender - STEMM (2013/14-2015/16)
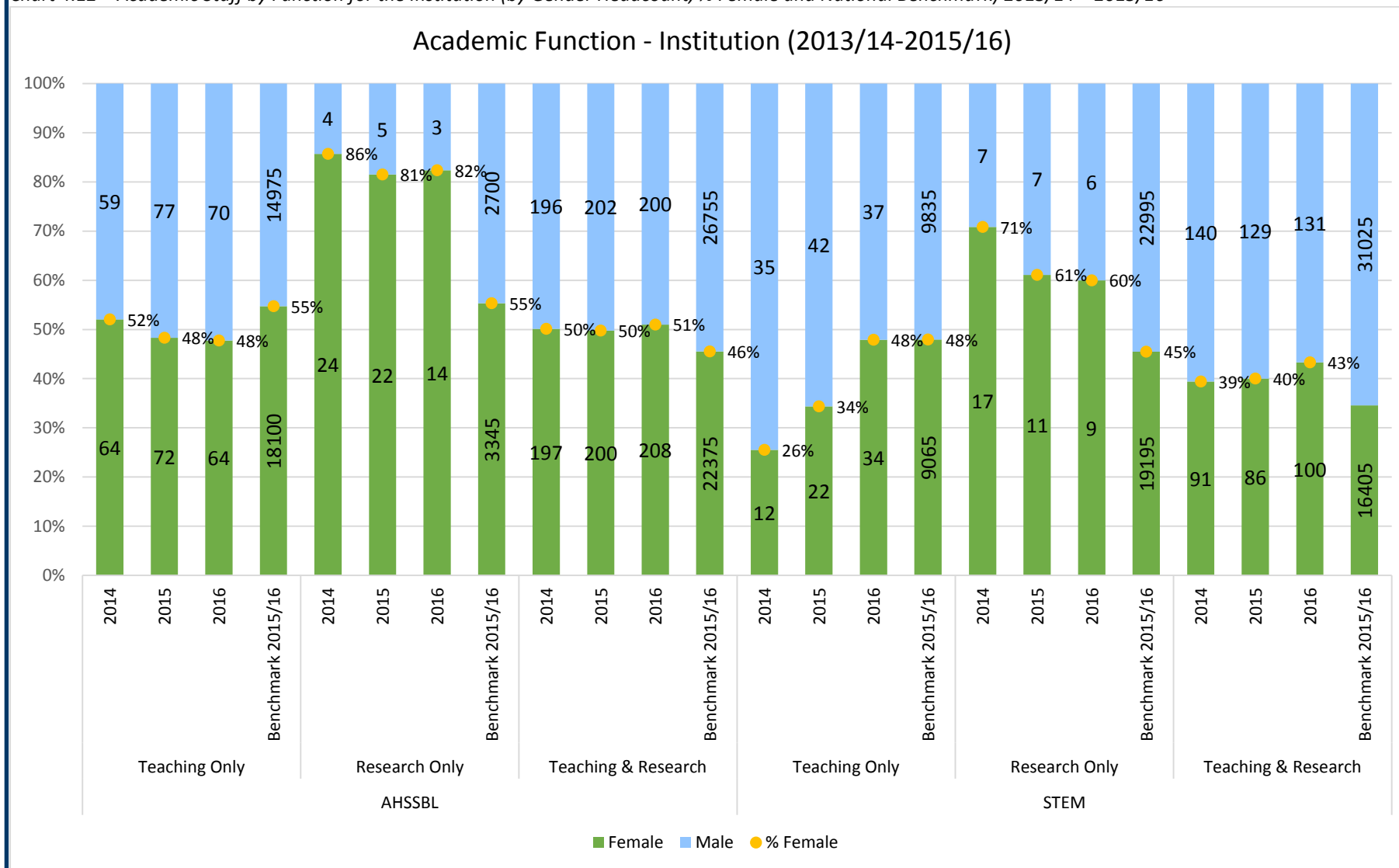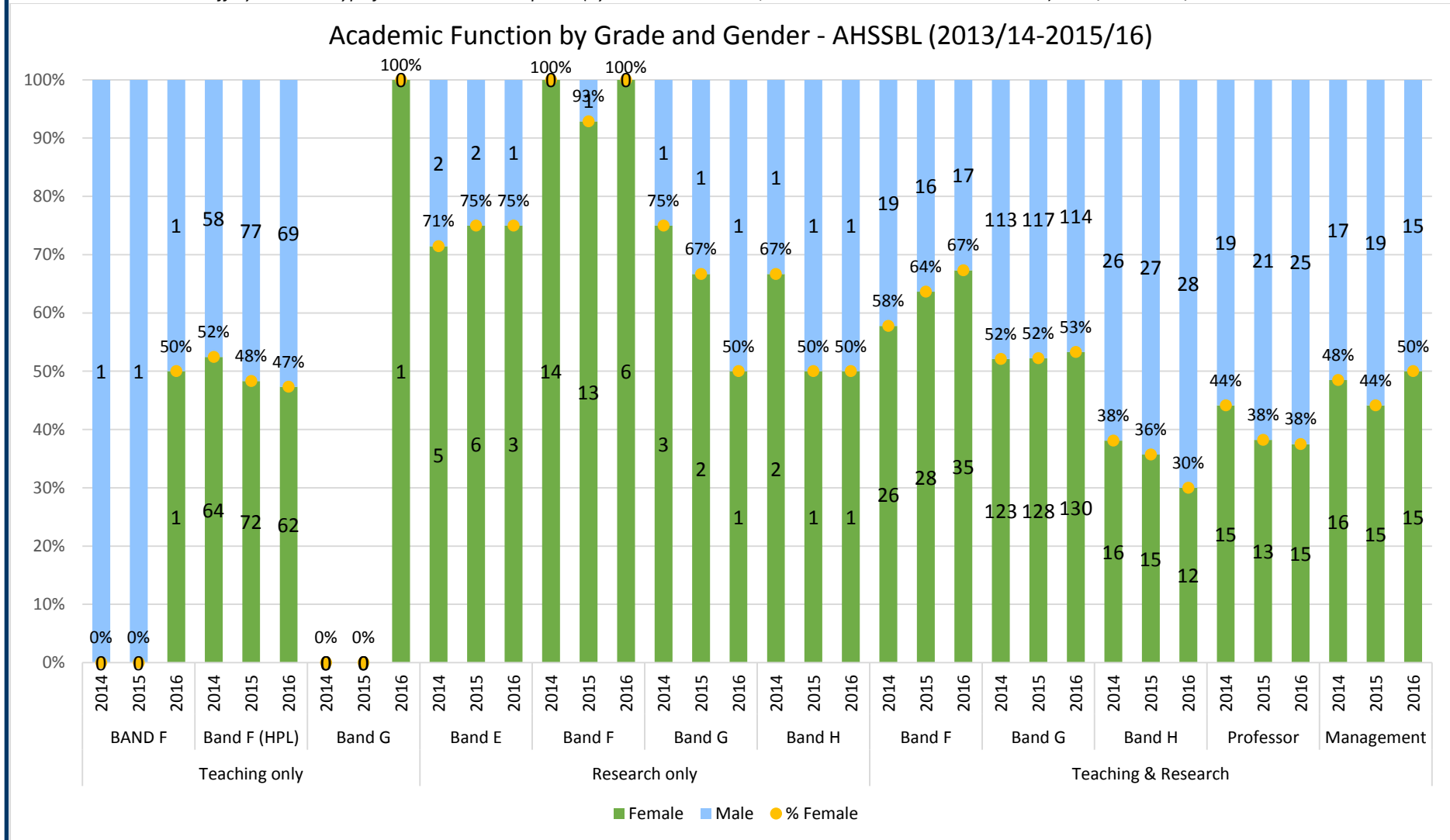
Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

There has been a higher or equal proportion and % turnover of women for AHSSBL and STEMM; especially 'all leavers' reflecting a higher proportion of female non-voluntary leavers i.e. end of FTC (higher % than national) (table 4.6). For Research Only contracts with the higher proportion of FTCs, while the numbers are small, the pattern over the period totals a significantly higher proportion of female leavers (26 women in comparison to 5 men) (table 4.7). Analysis by grade (charts 4.15&4.16) shows a higher proportion of women leaving in lower grades which again corresponds to Research Only (FTC) contracts clustering in lower grades (**Action 2.7, 5.3**).

Analysis of voluntary leavers shows less difference by gender. All staff leaving are asked to complete an online 'exit interview' survey. Over the period only 73 (approx. 14%) of academic leavers completed the survey, neither do we have a full picture of 'Destination on Leaving'. This question has recently been added to the online survey as 'required' rather than 'optional' (**Action 2.8**).

Analysis of exit interviews (table 4.4-4.5) showed the top reasons for leaving as career progression, work ethos and management style. Analysis by STEMM / AHSSBL did not show a significant difference. To improve our understanding, we now (since June 2016) follow up with all academics leaving within 3 years of starting at UEL (in addition to the online survey) to conduct face to face or telephone interviews (**Action 2.8**). Our planned induction review will take the above into account (**Section 5.1(ii), Action 2.6**).

Table 4.4 – Q.14 Human Resources Online Exit Interview Survey

Reason	Female (Number)	Female - % of total reasons for leaving	Reason	Male (Number)	Male - % of total reasons for leaving
Working conditions	7	8%	Working conditions	8	15%
Unhappy with management style/personality conflicts	13	15%	Career progression	8	15%
Work ethos and culture	17	19%	Work ethos and culture	9	16%
Career progression	18	20%	Unhappy with management style/personality conflicts	10	18%

Table 4.5– Q.24, Q.25, Q31 Human Resources Online Exit Interview Survey

% of respondents providing a positive response (Agree or Strongly Agree)	How do you rate the support provided by your Line Manager?	How do you rate the working relationship with your colleagues?	Do you think UEL implements its employment policies fairly and equitably?
	♂ 65% ♀ 50%	♂ 69% ♀ 71%	♂ 50% ♀ 45%

Table 4.6 – All Academic Leavers by STEMM / AHSSBL - Voluntary only and All leavers (Gender Headcount and % Turnover of staff population) 2013/14 – 2015/16 (inc National Benchmark data ECU 2014/2015)

All Academic Leavers (inc Teaching Only i.e. HPLs)		Resignation / Voluntary Turnover only					All Leavers				
		Headcount			Turnover		Headcount			Turnover	
		Female	Male	Total	% Female	% Male	Female	Male	Total	% Female	% Male
STEMM	2013-2014	13	16	29	11%	9%	22	38	60	18%	21%
	2014-2015	9	18	27	8%	10%	29	39	68	24%	22%
	2015-2016	6	11	17	4%	6%	24	22	46	16%	12%
AHSSBL	2013-2014	25	18	43	9%	7%	64	59	123	23%	23%
	2014-2015	19	17	36	6%	6%	82	60	142	28%	21%
	2015-2016	14	14	28	5%	5%	49	34	83	18%	13%
National	2014-2015									17.4%	15.6%

Table 4.7 – Research Only Academics by STEMM / AHSSBL - Voluntary only and All leavers (Gender Headcount and % Turnover of staff population) 2013/14 – 2015/16

Research Only		Resignation / Voluntary Turnover only					All Leavers				
		Headcount			Turnover		Headcount			Turnover	
		Female	Male	Total	% Female	% Male	Female	Male	Total	% Female	% Male
STEMM	2013-2014	0	0	0	0%	0%	4	2	6	24%	29%
	2014-2015	0	1	1	0%	14%	6	2	9	55%	29%
	2015-2016	0	0	0	0%	0%	1	0	1	11%	0%
AHSSBL	2013-2014	3	0	3	13%	0%	3	1	4	13%	25%
	2014-2015	2	0	2	9%	0%	7	0	6	32%	0%
	2015-2016	0	1	1	0%	33%	5	1	6	36%	33%
Total over period		5	2				26	6		27%	19%

Chart 4.15 – Academics Leavers in AHSSBL - All and voluntary only 2013/14 – 2015/16

Leavers by Grade and Gender - AHSSBL (2013/14-2015/16)
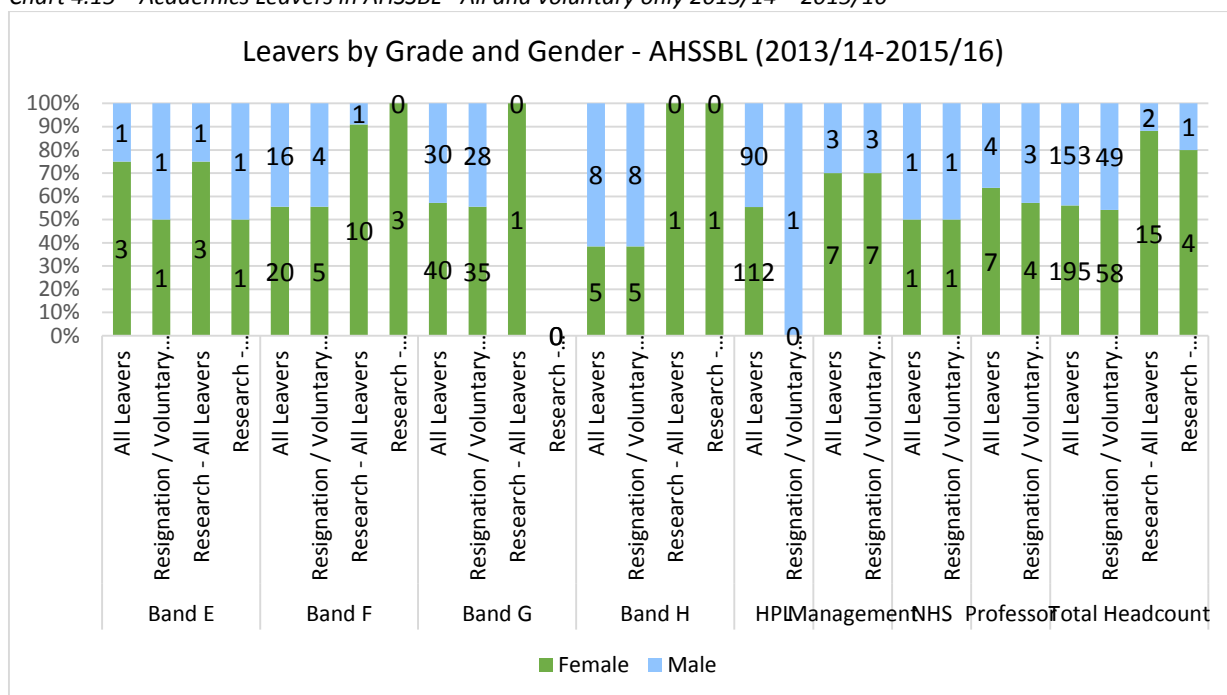
Chart 4.16 – Academics Leavers in STEMM - All and voluntary only 2013/14 – 2015/16
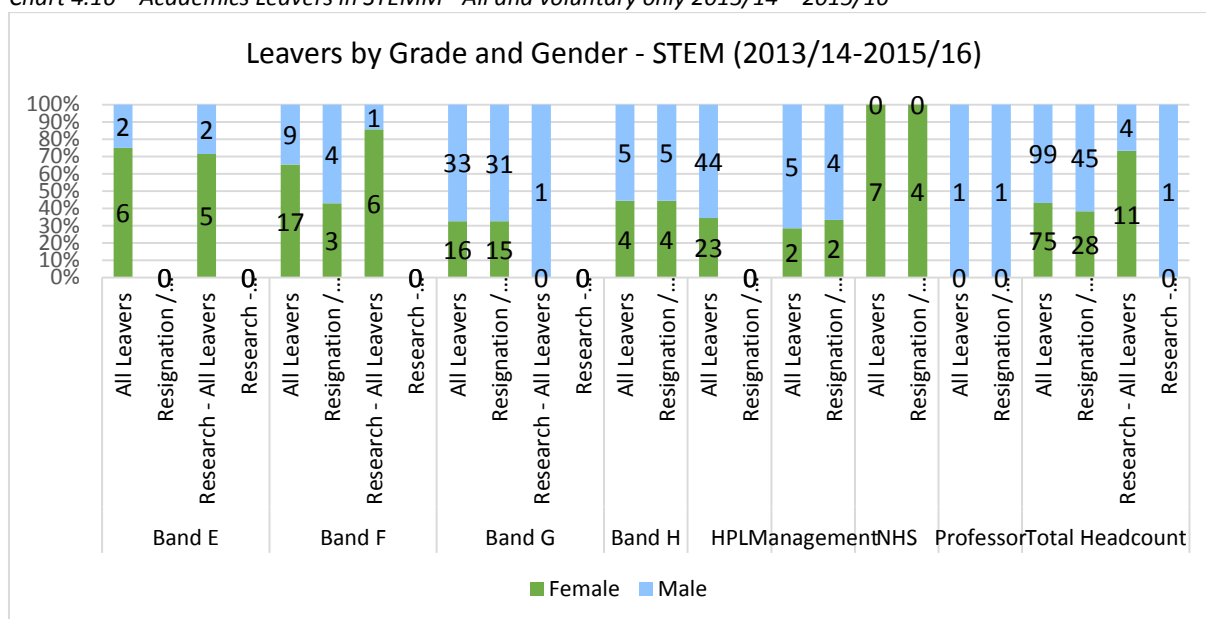
Leavers by Grade and Gender - STEM (2013/14-2015/16)

Actions:
2.6 Increase awareness of Athena SWAN and related work / support available to new staff including HPLs
2.7 Improve our redeployment processes to support staff on FTCs
2.8 Improve our understanding of key gender related issues in relation to turnover and enable planning to address
5.3 Improve retention of Research Only (externally funded) staff

(v)   Equal pay audits/reviews

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

UEL undertook an Equal Pay Audit (EPA) in October 2015 in accordance with JNCHES guidelines. Analysis was completed by gender as well as ethnicity, disability, working pattern and starting salaries. The audit showed an improvement university wide from -11.2% in 2011 to -10.7% in 2015 (chart 4.17) which compares favourably with the UK all employees gender pay gap of -19.2%, the HE Sector -14.7% and the public sector -11.4%. The chart below shows the gender pay gaps for Academic staff only, in line with the remit of this application. However, the actions arising for UEL's pay audit are linked to both Academic and professional / support staff in line with the outcomes of the audit.

Chart 4.17 - % pay gap by grade for academic staff (2014/2015)

% Pay Gap in 2015 - by Gender / Academic ONLY

	Band E	Band F	Band G (Senior Lecturer)	Band G (Senior Research Fellow)	Band H	Professor Grades	Management Grade 1	Management Grade 2
% Pay Gap in 2015 - by Gender	0.5%	-2.6%	0.5%	-4.8%	-1.4%	5.8%	-0.7%	-3.9%

The gender pay gaps across most grades were below 3% with the exception of staff on Professorial grades where a significant gender pay gap (> 5%) was identified in favour of women (5.8%).

The audit found two potential reasons for the pay gap:
1. Women continue to be disproportionately over-represented in lower-paid roles in the University with a higher proportion of women than men in support grades A to D (69%).
2. In relation to starting salaries, although the majority started at the minimum grade (56%) a significant proportion started above the grade minimum (44%). 52% (166) of male new starters were appointed above the grade minimum compared 39% (179) of female new starters. The pay variance between the genders for new appointees at

the grade minimum was +1.8% in favour of women compared with a pay variance of -9.4% for appointments made above the grade minimum in favour of men.

In addition to a number of actions introduced to tackle bias within our recruitment processes (**Action 2.1**), an Equal Pay Working group has been set up and identified the following priorities:

- Identifying in more detail the starting salary variances (**Action 2.5**)
- Facilitating greater promotion opportunities for women through an improved flexible working culture at UEL including higher grade roles (**Action 6+**)
- Identifying progression opportunities for BME staff specifically professional and support as it is within services that the pay gap is most an issue (the pay gap by ethnicity is -12.7%) (**Action 4.5**)

Actions:
2.1 Monitor impact of recruitment processes and initiatives aimed to facilitate greater consistency of success rates by gender
2.5 To improve our understanding of the equal pay gap at appointment of new staff through analysis of salary on appointment
4.5 Improve progression and promotion of professional / support women / BME staff aimed to address the gender / ethnicity pay gap at UEL
6. To develop a more inclusive flexible working environment for all support and academic staff through facilitating culture change and providing more supportive processes and networks for parents and carers

Word count: 2148

4.2. PROFESSIONAL AND SUPPORT STAFF DATA

(i)   Professional and support staff by grade and gender

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

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

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

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

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

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF
(i) Recruitment

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

Following our EPA 2015, UEL's recruitment process was reviewed and changes implemented in 2016, ensuring gender balanced panel composition and compulsory unconscious bias training. Anonymous shortlisting has been introduced for academic and professional / support staff (**Action 2.1**). An E&D statement is in all job adverts and E&D requirements are included within all person specifications.

There is evidence of higher representation of women in lower grades; female applicants have a higher success rate until Band H, Prof and Management (chart 5.1 / 5.2) when the success rate of women is generally equal or lower than for men (**Action 2.1**). There is a lower proportion of female applicants for most bands (**Action 2.2, 2.3**). Female STEMM ECRs have a lower success rate (**Action 2.1**) highlighting the need for school specific strategies as does chart 5.3 (**Action 1.3.3**).

The drop off between Band F and G is difficult to interpret as recruitment for lecturer / senior lecturer is often combined; actual appointment depends on experience which does not show in the recruitment data. Inconsistent recording of working patterns / grade of advertised posts makes analysis of opportunities to work flexibly, in practice, difficult. (**Action 2.4**).

Actions:

1.3.3 Support and lead Schools on Athena SWAN process to facilitate departmental applications

2.1 Monitor impact of recruitment processes and initiatives aimed to facilitate greater consistency of success rates by gender

2.2 Ensure wording for all job adverts is gender neutral

2.3 Attract a diverse talent pool to increase the number and diversity of applications especially for senior roles

2.4 Improve collection and reporting of recruitment data to enable better understanding and identification of gender bias or E&D issues including recording of appointment outcomes, working pattern, grade, outcomes of recruitment of joint vacancies i.e. Grade F / G

Chart 5.1 – Recruitment for the AHSSBL disciplines by Gender Headcount 2013/14 – 2015/16

Recruitment by Grade and Gender - AHSSBL (2013/14-2015/16)
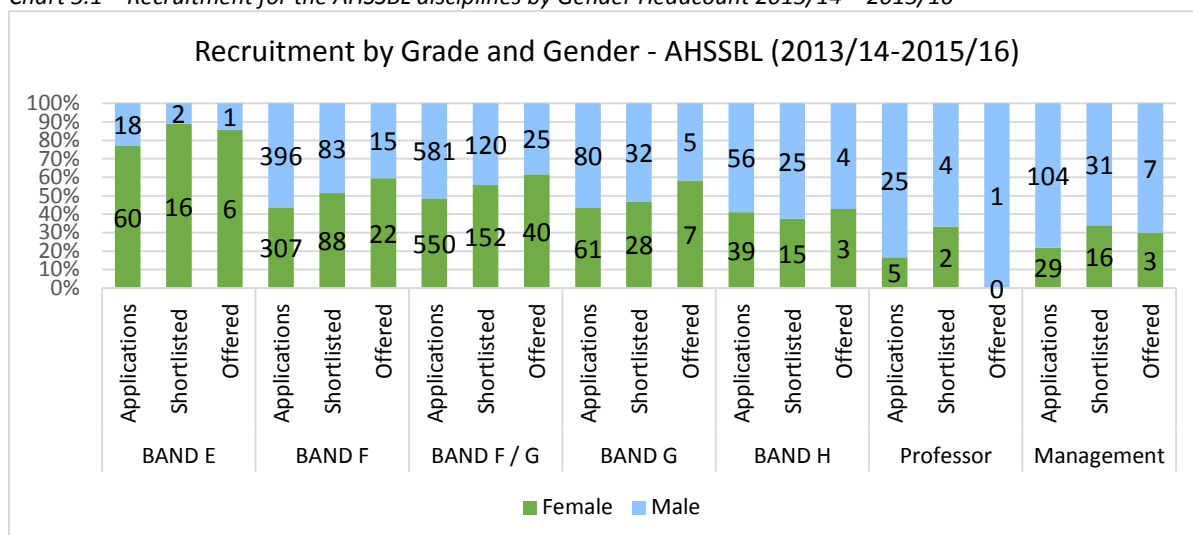
Chart 5.2 – Recruitment for the STEMM disciplines by Gender Headcount 2013/14 – 2015/16

Recruitment by Grade and Gender - STEMM (2013/14-2015/16)
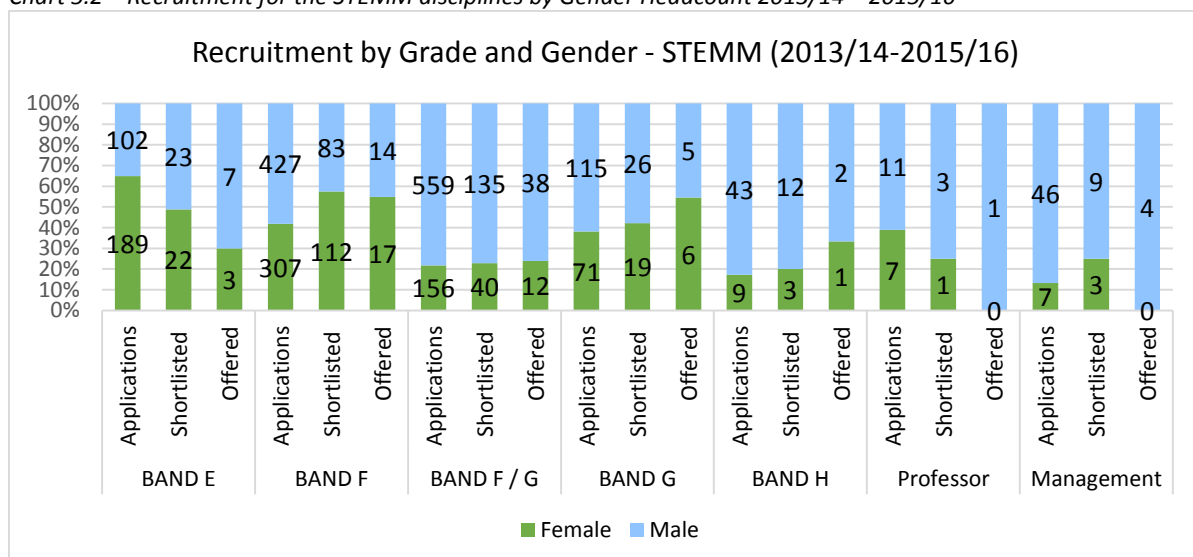
Chart 5.3 – Recruitment for each School by Gender Headcount 2013/14 – 2015/16

Recruitment by Grade and Gender - By School (2013/14-2015/16)
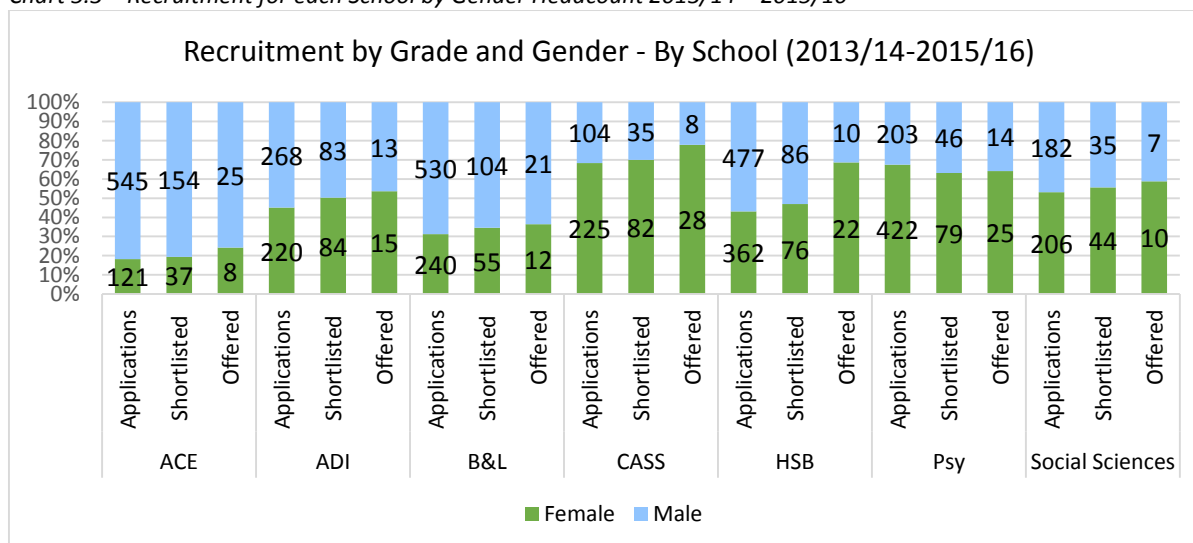
Table 5.1 – Recruitment Whole Institution - (Gender Headcount and % Female and Success Rates) 2013/14 – 2015/16

All		2013/2014			2014/2015			2015/2016		
		Female	Male	Female %	Female	Male	Female %	Female	Male	Female %
Band E	Applications	30	24	56%	80	43	65%	139	53	72%
	Shortlisted	9	8	53%	11	12	48%	18	5	78%
	Offered	3	4	43%	2	2	50%	4	2	67%
	Success Rate	*7%*	*11%*		*2%*	*4%*		*2%*	*3%*	
Band F	Applications	38	50	43%	467	645	42%	109	128	46%
	Shortlisted	19	25	43%	97	122	44%	23	27	46%
	Offered	3	2	60%	26	25	51%	10	2	83%
	Success Rate	*5%*	*3%*		*4%*	*3%*		*7%*	*1%*	
Band F / G	Applications	417	454	48%	195	371	34%	94	113	45%
	Shortlisted	114	102	53%	58	83	41%	20	21	49%
	Offered	35	15	70%	15	16	48%	2	3	40%
	Success Rate	*6%*	*3%*		*6%*	*3%*		*2%*	*2%*	
Band G	Applications	26	55	32%	85	119	42%	21	21	50%
	Shortlisted	12	18	40%	26	31	46%	9	9	50%
	Offered	2	4	33%	8	6	57%	3	1	75%
	Success Rate	*5%*	*5%*		*7%*	*4%*	*0.4*	*9%*	*3%*	*0.74*
Band H	Applications	24	34	41%	18	54	25%	6	11	35%
	Shortlisted	10	14	42%	7	18	28%	1	5	17%
	Offered	2	3	40%	2	2	50%	0	1	0%
	Success Rate	*6%*	*6%*		*7%*	*3%*		*0%*	*6%*	
Professor	Applications	-	-	-	7	11	39%	5	25	17%
	Shortlisted	-	-	-	1	3	25%	2	4	33%
	Offered	-	-	-	0	1	0%	0	1	0%
	Success Rate	*-*	*-*	*-*	*0%*	*7%*		*0%*	*3%*	
Management	Applications	19	41	32%	2	5	29%	10	61	14%
	Shortlisted	13	18	42%	2	2	50%	3	12	20%
	Offered	2	5	29%	0	0	-	1	3	25%
	Success Rate	*6%*	*8%*		*0%*	*0%*		*7%*	*4%*	

(ii)   Induction

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

Figure 5.1 outlines induction. Attendance is good but could be improved (approx. 75%). UELSS responses (table 5.2) suggest room for improvement, though not a significant difference by gender. A review of induction is currently being undertaken and re-launch planned for 2017/2018, including coverage of Athena SWAN, currently absent. (**Action 2.6**).

Figure 5.1
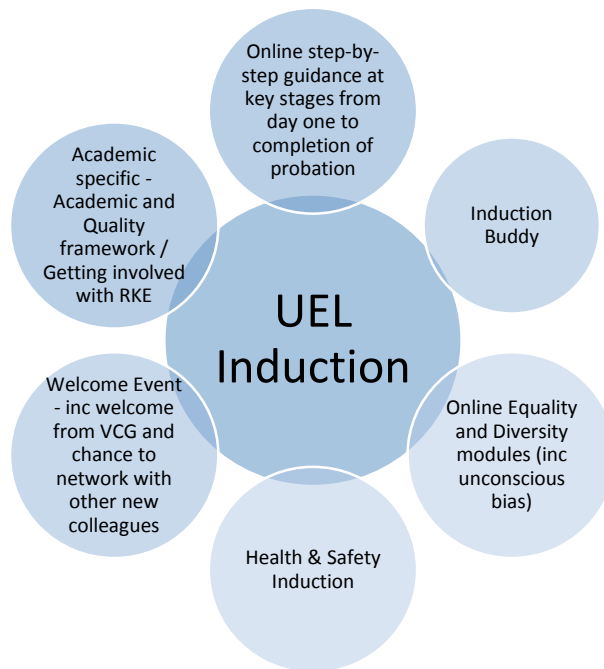
Table 5.2 – Responses on effectiveness of induction within UELSS 2015

% of respondents providing a positive response (Agree or Strongly Agree)	Q12. I have a clear understanding of UEL's Corporate Objectives	Q14. I can obtain the information I need to do my job well	Q19. When I started my current role I had an effective School/Service based induction
	63% 61%	57% 54%	57% 52%

Actions:
2.6 Increase awareness of Athena SWAN and related work / support available to new staff (including HPLs)

(iii)   Promotion

Lecturer (F) to Senior Lecturer (G)

Lecturers 'progress' to Senior Lecturer on reaching the top of the grade based on satisfactory evidence that their outputs meet the criteria for the role. There are no examples of non-progression. 'Leakage' at this point is considered both via recruitment (5.1i) and turnover (4.1iv). It is intended that the AEFR (pg10) will result in a formalised progression route at this career point (**Action 3.1, 3.2**).

Research Fellow (F) to Senior Research Fellow (G)

Research staff can apply for re-grading in an annual process, rather than 'progress', providing evidence they are undertaking full duties of a higher graded HERA research role. Again AEFR will incorporate progression within a research track career progression route (**Action 3.2**).

To Reader (H) or Professor

Promotion is via an annual university wide call for applications and assessed through demonstration of academic achievements in teaching and learning, research and scholarly activity, knowledge transfer and / or academic management. Deans approve applications which are submitted to a panel for consideration. The numbers are quite small and so it is difficult to draw clear conclusions from the data (tables 5.3-5.5). However, figures suggest inconsistent representation of eligible applicants, more so for women, and a lower success rate for women and part-timers (including men). Success is lower for STEMM than AHSSBL (**Actions 3.1 – 3.3**).

Table 5.3 – Promotion to Professor & Reader – All Applicant and Success rate (2013-2016)

University		2013-2014		2014-2015		2015-2016	
		Female	**Male**	**Female**	**Male**	**Female**	**Male**
Full time	Number of potential applicants (Band G & H)	126	183	123	186	130	181
	Number of applications	2	7	8	13	5	17
	% of potential applicants	2%	4%	7%	7%	4%	9%
	Promotions	2	7	6	9	2	10
	Success Rate	100%	100%	75%	69%	40%	59%
Part time	Number of potential applicants (Band G & H)	79	61	77	54	75	53
	Number of applications	1	0	8	2	4	0
	% of potential applicants	1%	0%	10%	4%	5%	0%
	Promotions	1	0	3	0	2	0
	Success Rate	100%	-	38%	0%	50%	0%
All	Number of potential applicants (Band G & H)	205	244	200	240	205	234

| University | 2013-2014 | | 2014-2015 | | 2015-2016 | |
	Female	Male	Female	Male	Female	Male
Number of applications	3	7	16	15	9	17
% of potential applicants	1%	3%	8%	6%	4%	7%
Promotions	3	7	9	9	4	10
Success Rate	100%	100%	56%	60%	44%	59%

Table 5.4 – Promotion to Professor & Reader – AHSSBL Applicant and Success rate (2013-2016)

| AHSSBL | | 2013-2014 | | 2014-2015 | | 2015-2016 | |
		Female	Male	Female	Male	Female	Male
Full Time	Number of potential applicants (Band G & H)	91	102	96	110	101	111
	Number of applications	2	5	4	7	4	13
	% of potential applicants	2%	5%	4%	6%	4%	12%
	Promotions	2	5	3	4	2	9
	Success Rate	100%	100%	75%	57%	50%	69%
Part Time	Number of potential applicants (Band G & H)	53	39	50	36	47	33
	Number of applications	1	0	4	2	3	0
	% of potential applicants	2%	0%	8%	6%	6%	0%
	Promotions	1	0	0	0	2	0
	Success Rate	100%	0%	0%	0%	67%	0%

Table 5.5 – Promotion to Professor & Reader – STEMM Applicant and Success rate (2013-2016)

| STEMM | | 2013-2014 | | 2014-2015 | | 2015-2016 | |
		Female	Male	Female	Male	Female	Male
Full Time	Number of potential applicants (Band G & H)	35	81	27	76	29	70
	Number of applications	0	2	4	6	1	4
	% of potential applicants	0%	2%	15%	8%	3%	6%
	Promotions	0	2	3	5	0	1
	Success Rate	-	100%	75%	83%	0%	25%
Part Time	Number of potential applicants (Band G & H)	26	22	27	18	28	20
	Number of applications	0	0	4	0	1	0
	% of potential applicants	0%	0%	15%	0%	4%	0%
	Promotions	0	0	3	0	0	0
	Success Rate	-	-	75%	-	0%	-

Promotions workshops have been provided but take up and feedback is not monitored (**Action 4.2.1, 4.4.2**). GES suggests differing perception of the fairness by gender; more so for AHSSBL than STEMM (table 5.6). 31% of women didn't apply because they felt they wouldn't be successful in comparison to 16% of men. Survey commentary suggests structural barriers through a lack of transparency, imbalance between research, teaching and other criteria, unequal opportunities to gain required experience / developmental opportunities, the role of Deans as 'gatekeepers' to the process and workload allocation.

Table 5.6 – Q.12.2 (GES): 'In my School / Service, staff are treated on their merits irrespective of their gender in the encouragement to apply for promotion and take up training opportunities.'

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL (inc Services)		STEMM		AHSSBL	
	♂ 72%	♀ 59%	♂ 69%	♀ 56%	♂ 64%	♀ 46%

GES quotes:

'Those who have been promoted … have been promoted almost exclusively on the basis of research records facilitated by preferential teaching and administrative loads'

'it seems that men progress to these levels more swiftly/easily than women, this results in more women 'teachers' amongst academic ranks.'

Although the above is concerning, the UEL AEFR provides the opportunity to tackle the identified barriers and embed fairness and equity in the criteria and process. ASSG has already consulted with the Director of Academic Management on these findings and plans are in place within the AEFR project plan as well as ongoing collaboration and consultation during the transition period and development of the new progression process (**Actions 3.1 – 3.3**). Plans are also in place to improve quality of applications through the support mechanisms and academic development (**Action 4.2.1**). Further support is also provided via Women's Network and L&D who work collaboratively (**Action 4.4.2**).

Actions
3.1 Ensure transition to new academic framework does not negatively impact female academics
3.2 Enable progression from Band E, F to G for all career tracks and increase female progression to Reader / Professor
3.3 Increase the progression of part time academics – male and female.
4.2.1 Develop strategy for supporting promotion aspirations / encourage staff to apply for promotion
4.4.2 Support the continuation and promotion of UEL's Women's Network to continue as a forum to discuss and raise gender equality issues within UEL

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

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

Between REF2014 and RAE2008, for STEMM, more males were eligible and submitted and the increase was greater than for women. For AHHSBL subjects, although the difference in the number of eligible men and women narrowed, the proportion and numbers of women submitted were lower. The difference in eligible numbers, although achieving parity in AHSSBL subjects overall, is still very evident in STEMM subjects, with an 8% difference. The analysis reflects continued under-representation of women in STEMM and an increased under-representation of women in AHSSBL, particularly for research outputs.

We recognise the need to address these imbalances in relation to the overall profile of our staff (Section 4), through improved regular review and action planning (**Action 5.6**) and researcher development - Section 5(iii).

Actions
5.6 Use the annual review of quality of research, with associated income and environment profiles, by School and subject areas, to establish a set of actions regarding any issues arising from E&D analyses of the review results, with particular attention to gender, ECR and fractional contract and BAME staff.

Table 5.7 - RAE2008 UEL Submission by Gender for STEMM and AHSSBL Subject Areas

| RAE2008 | Female | | | Male | | | All | |
	All Eligible	% of Total Females Eligible	As % of All Eligible	All Eligible	% of Total Males Eligible	As % of All Eligible	Total Eligible	% of Total Eligible
AHSSBL								
Eligible for Submission	210		51%	205		49%	415	
Not Submitted	160	76%	51%	151	74%	49%	311	75%
Submitted	50	24%	48%	54	26%	52%	104	25%
STEMM								
Eligible for Submission	85		39%	131		61%	216	
Not Submitted	73	86%	38%	120	92%	62%	193	89%
Submitted	12	14%	52%	11	8%	48%	23	11%
University								
Total Eligible for Submission	295		47%	336		53%	631	
Not Submitted	233	79%	46%	271	81%	54%	504	80%
Submitted	62	21%	49%	65	19%	51%	127	20%

Table 5.8 - REF2014 UEL Submission by Gender for STEMM and AHSSBL Subject Areas

| REF2014 | Female | | | Male | | | All | |
	All Eligible	% of Total Females Eligible	As % of All Eligible	All Eligible	% of Total Males Eligible	As % of All Eligible	Total Eligible	% of Total Eligible
AHSSBL								
Eligible for Submission	207		50%	209		50%	416	
Not Submitted	163	79%	52%	153	73%	48%	316	76%
Submitted	44	21%	44%	56	27%	56%	100	24%
STEMM								
Eligible for Submission	94		39%	150		61%	244	
Not Submitted	67	71%	36%	120	80%	64%	187	77%
Submitted	27	29%	47%	30	20%	53%	57	23%
University								
Total Eligible for Submission	301		46%	359		54%	660	
Not Submitted	230	76%	46%	273	76%	54%	503	76%
Submitted	71	24%	45%	86	24%	55%	157	24%

SILVER APPLICATIONS ONLY

5.2. KEY CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF

(i)　Induction

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

(ii)　Promotion

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

5.3. CAREER DEVELOPMENT: ACADEMIC STAFF

(i) Training

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

Development is provided via L&D, the Centre of Excellence for Learning and Teaching (CELT), IT, Health and Safety, Graduate School and locally via School/service (Figure 5.2) and is coordinated via quarterly meetings and specific project collaboration.

Figure 5.2 – UEL Learning & Development Provision

Analysis showed a higher female take-up in AHSSBL and as a % of demographic a roughly proportionate take up of at least one session by gender (table 5.9). However, as not all learning and development activities are captured or recorded centrally, this means not all activity is readily quantifiable or measurable (**Action 4.1.1**). Correspondingly, in order to

raise awareness of the variety of development and resources available relevant to Athena SWAN, we have identified the need for a central online resource (**Action 4.1.3**).

Table 5.9 – Number of courses attend by gender – headcount and % (centrally recorded attendance only)

Number of courses attended		Number		% of course cohort	
		Female	Male	Female	Male
STEMM	2013-2014	80	93	46%	54%
	2014-2015	145	270	35%	65%
	2015-2016	213	203	51%	49%
AHSSBL	2013-2014	122	94	56%	44%
	2014-2015	325	231	58%	42%
	2015-2016	196	139	59%	41%
Number of staff attending at least one (centrally managed) session		Number		% of staff demographic	
		Female	Male	Female	Male
STEMM	2013-2014	43	54	35%	33%
	2014-2015	60	111	54%	74%
	2015-2016	80	103	65%	66%
AHSSBL	2013-2014	60	49	29%	26%
	2014-2015	136	81	65%	42%
	2015-2016	108	83	52%	45%

Feedback gathered via UELSS (table 5.10) showed no significant difference by gender. Responses from GES suggested further development needs around 'managing and influencing key working relationships' and 'improving resilience, wellbeing and work life balance' as well as support with celebrating and promoting research outputs. L&D and Women's Network were given this feedback to inform their planning (**Action 4.4.2**).

Table 5.10 – Responses on learning and development within UELSS 2015

% of respondents providing a positive response (Agree or Strongly Agree)	Q20. I am encouraged to develop my skills and knowledge at UEL	Q21. I am able to access the right learning and development opportunities when I need them	Q22. I am confident I have the skills and knowledge to do my job effectively
	♂ ♀ 64% 63%	♂ ♀ 60% 60%	♂ ♀ 81% 77%

L&D programme is reviewed annually in terms of strategic alignment, demand, feedback evaluation; for example, the recently launched academic strategy will align to AEFR and academic development (**Action 4.2.1**).

Actions:
4.1.1 Achieve systematic annual monitoring of learning and development activities in order to identify any issues relating to gender (or other protected characteristic) and develop actions accordingly
4.1.3 Raise awareness of available development, funding and support opportunities in relation to AS principles
4.2.1 Develop a strategy to encourage promotion aspirations and facilitate good quality promotion applications
4.4.2 Support the continuation and promotion of UEL's Women's Network to continue act as a forum to discuss and raise gender equality issues within UEL

(ii)   Appraisal/development review

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

The PDR process includes personal development planning. GES analysis showed opinion on PDR effectiveness as gender neutral but low (table 5.11).

Table 5.11 – Q.12.7 (GES): 'My School / Service provides me with a helpful annual PDR through setting SMART objectives and providing regular feedback'

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL		Services	
	46%	46%	46%	44%	42%	45%	49%	51%

This is expected to improve upon embedding the online PDR system implemented in 2015/2016. 75% of PDRs for the first year were finalised (of which 54% female, corresponding to UEL demographic). 23% had been partially completed. Ratings outcomes by gender did not show a significant difference (72% female / 67% male outstanding or very good) (**Action 4.1.2**).

Evaluation included usage data, online survey (188 staff / 16% sample of all PDR eligible staff) and 24 semi-structured interviews. It aimed to identify and share good practice, recommend process improvements and obtain benchmark data to assess the PDR process effectiveness over time. Progressing better alignment of individual, School or Service objectives was identified as a way of improving the quality and linking to key initiatives (such as AEFR pg. 10).

The BDO (Internal) audit, carried out in October 2016, identified PDR training and communications as an area of good practice. 97% of delegates on PDR workshops reported their post-course knowledge of the PDR process as good or excellent. 60% of reviewers attended a PDR workshop (71% finalised their PDRs in comparison to 57% of non-attendees). Reviewer training has been made essential for new starters. Development support is being provided to managers who have not completed PDRs and a target has been set of 85% completion for 2016/2017 (**Action 4.1.2**).

Action:
4.1.2 Improve PDR completion and maintain ratings by gender.

(iii)   Support given to academic staff for career progression

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

Researcher Development including Early Career Researchers (ECRs)

As set out in section 2 (pg10), our new PVC has a specific remit to strategically develop UEL's research profile and outputs. In post since August 2016, she will be launching the new RKE strategy in September 2017. Reflecting on section 4.1(iii/iv) and REF analysis (5.iv), the PVC recognises the need to:

- improve opportunities for ECRs to feed the pipeline;
- address our gender imbalances in research outputs and grant applications / successes;
- improve retention of women on Research Only contracts.

The GES also highlighted issues around workload (section 5.6 viii) and aspirations for more support in promotion and celebration of research outputs. Strategies to address these issues will be embedded within the RKE strategy.

Current provision

Our *Researcher Development Programme,* aligned to Vitae's Researcher Development Framework, is managed by the Graduate School and open to PGR students, supervisors and research-active staff. In practice, take up is predominantly PGR students. Annual evaluation includes qualitative and quantitative feedback, though not currently by gender.

Table 5.12 – Headcount take up of Graduate School Researcher Development programme 2015/2016

Researcher Development Programme (2015/2016)		
Workshop provision grouped by topic	**Number of Workshops**	**Number of Attendees**
PGR Skills	49	495
PGR supervision workshops	12	144
Research Funding	3	24
Survive and Thrive - Researcher Wellbeing	5	54
Grand Total	69	717

Research and Development Services (ReDs) provides support to all academic staff in sourcing opportunities, developing applications and post award. Table 5.13 shows gender imbalance for applications and success:

Table 5.13 – Number of submitted and successful grant applications for period 2013-2016

Applications and Success rates - Research Grant Applications	Summary 2013/14-15/16		
	Male	**Female**	**%Female**
Total Applications Submitted	300	193	39%
Number of Successful	98	43	30%
Success Rate	*33%*	*22%*	

Developments going forward, to be managed and monitored via the **RKE strategy and action plan** (**Action 5.1**), are outlined below (figure 5.3). We will be applying for **HR Excellence in Research Award**, to support our research planning and development (**Action 5.2, 5.3**).

Figure 5.3 – Researcher Development Outline
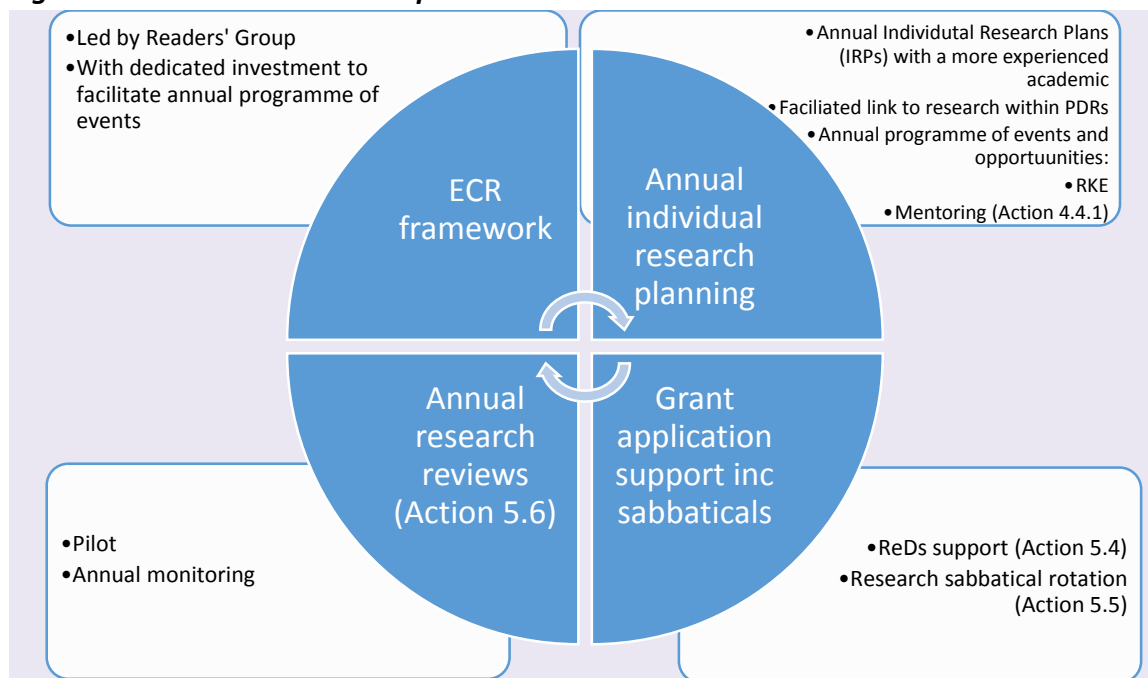
We plan to address the gender imbalances for *grant application and success*, through further consultation via focus groups to develop specific actions (**Action 5.4**).

Central to the new RKE strategy, the *Research Sabbaticals* programme will move to a more strategic and match funded profile whereby every research active member of staff will have the opportunity to attain a research sabbatical at least once within a 3/5-year cycle. School RKE Committees report annually to the institutional committee on the uptake and outputs of sabbaticals (**Action 5.5**).

Annual Research Reviews will be completed each academic year following a pilot (2016/2017) with the aim of health checking the quality of research, income profiles and the research environment within each School (**Action 5.6**).

Funding for women in research
The PVC is also building the Athena SWAN mandate through our Higher Education Innovation Fund confirmed for 2017-19 which will be administered and monitored via the RKE strategy (**Action 5.1**) and will cover:
- a programme fund for the development of Women in Research & Entrepreneurship;
- a new Postgraduate Internship fund for which 50% of the funds are dedicated to enabling women to work in partnership with industry;
- a new sector specific development fund with Women in Construction as our first partner, and the intention to build up a profile of advocates across health, sustainability and social innovation.

Women in Research & Enterprise

We have introduced a closer link between our alumni and entrepreneurship to guide research, industry collaboration and business development for women entrepreneurs. This will be central to reinvigorating our commitment to knowledge exchange in response to research, education and industry needs.

Actions:

5.1 Embed AS and HR Excellence in Research principles within the new RKE strategy and action plan

5.2 Achieve re-accreditation for HR Excellence in Research award in order to support the development of internal processes which support the career development of researchers

5.3 Improve retention of Research Only (externally funded) staff

5.4 Increase number and success rate of grant applications of female academics including identifying and removing structural barriers

5.5 Ensure identification of any issues in relation to the update and outputs of sabbaticals through annual review monitoring process.

5.6 Annual Research Review completed to monitor and complete equality analysis, by gender, of quality of research, income profiles and appropriate supportive research environment within each School.

Leadership and Management

Figure 5.4 outlines UEL's strategic approach to leadership and management developed in response to an identified need to improve leadership and management capability. This sits within UEL's broader L&D framework (pg.57) and includes ongoing and new elements currently being developed (managers' induction and an introduction to managing people). ILM provision is included for new and existing managers as well as specific provision for aspiring managers – take up for both strands is equality assessed.

Imbalances in leadership are more pronounced for STEMM disciplines than AHSSBL overall, though trends are also specific to Schools. Criteria developed for participation in Aurora will take this into account (**Action 4.3.1**) as will supporting guidelines for Schools developing their departmental applications (**Action 1.3.2**).

Figure 5.4 – UEL's strategic framework for leadership and management development
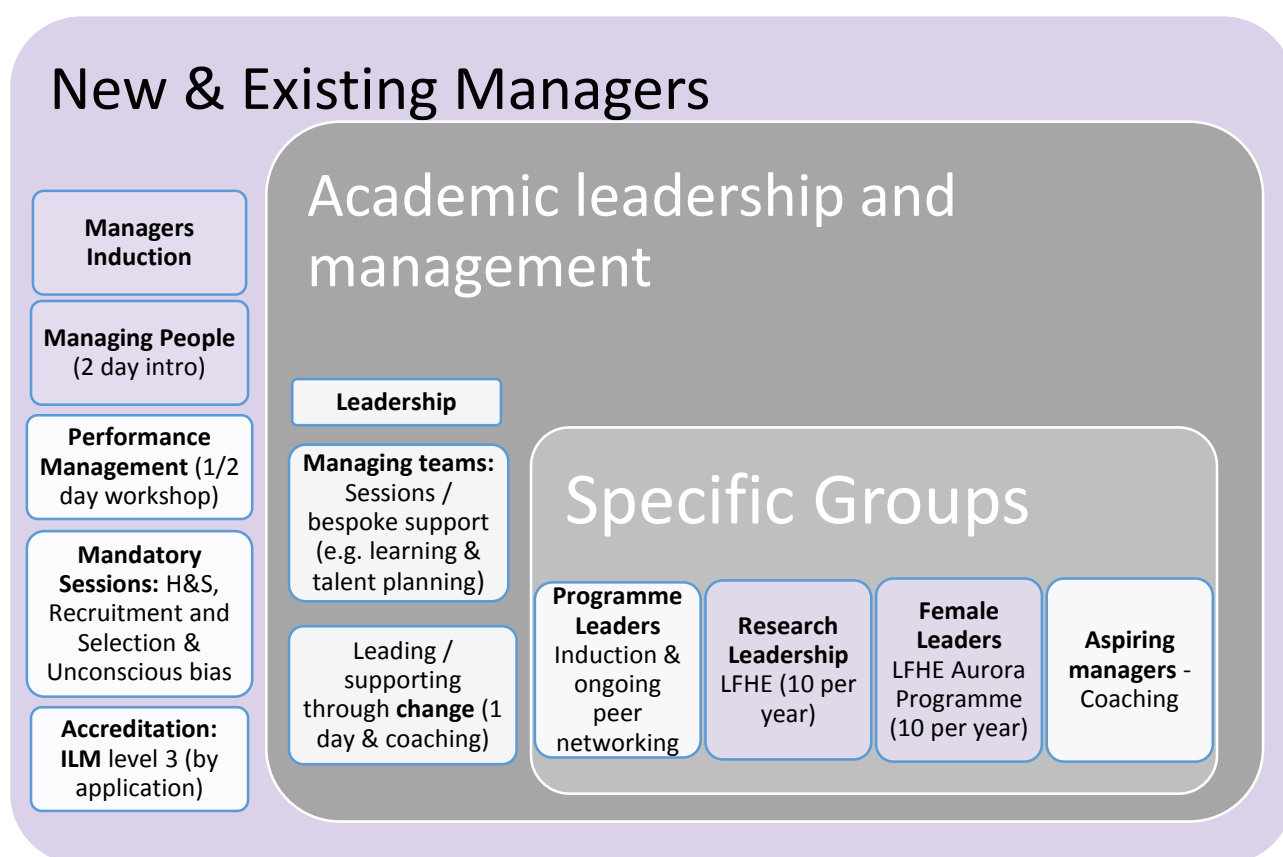
In reframing the new RKE budgets the PVC has ring-fenced internal funding strands for the next 3 years specifically (**Action 4.3.1**):
- Female leadership development through the LFHE Aurora scheme; also facilitating development of a bank of role models / mentors at UEL
- Research team leadership development

UEL membership of LFHE provides access to resources and further development opportunities.

Action:

1.3.2 Share good practice in relation to AS between Schools

4.3.1 Identify and capitalise on opportunities to develop female leadership

Mentoring

Mentoring is provided at School level throughout induction. There is expertise within the School of Psychology who offer qualifications in mentoring and coaching. However, beyond induction, staff research mentoring facilitated within Schools is inconsistent, as reflected in the GES analysis (table 5.14).

Table 5.14 – Q.12.5 (GES): 'My School / Service provides me with useful mentoring opportunities (as mentor or mentee)

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL	
	♂	♀	♂	♀	♂	♀
	47%	35%	30%	37%	58%	35%

Demand for a more structured mentoring programme was identified early on in our Athena SWAN journey, especially for female academics. Consultation was undertaken to understand demand and guide the design of the programme; 50% (82 staff) of the survey (GES 2015) respondents expressed an interest in mentoring: 58% of women / 30% of men. By ethnicity, % of interest was fairly equal. We also reviewed other HEI mentoring models.

The pilot programme was launched 2015/2016 and, following evaluation, continued into 2016/2017; we achieved external NCVO accreditation in July 2016. Focusing initially to support female academics (though conscious of other protected characteristics through our matching criteria), participants include ECRs, maternity returners, women with older children wishing to increase their profile / research outputs and those planning to apply for promotion. Evaluation of the pilot resolved some initial administrative issues, facilitated collaboration with L&D on the development programme and increased participation from senior academics i.e. Deans. The programme will continue to develop in collaboration with expertise within School of Psychology (Career Coaching) and through participation in the LFHE Aurora programme. Overall provision of mentoring will be further reviewed – both that managed locally and the central Athena SWAN programme and linked to the RKE strategy (**Action 4.4.1**).

Prof John Joughin speaking at Athena SWAN mentoring launch event June 2015

MENTORING AND BEFRIENDING
Approved Provider Standard
NCVO

Table 5.15 – Athena SWAN mentoring programme take up

Mentoring Programme take up		Mentee	Mentor
2015-2016	STEMM	6	8 (6 Female / 2 Male)
	AHSSBL	10	5 (4 Female / 1 Male)
	Services	1	1
2016-2017	STEMM	15	14 (8 Female / 6 Male)
	AHSSBL	12	10 (8 Female / 3 Male)
	Services	1	0

Pilot Feedback:
"It made me think about doing some of the career related things that I have put off (those that are promotion-criteria related)"
"I think becoming a member of this scheme has changed my perspective on my future career plan.'
'I think mentoring is vital for all academics, the programme is a great opportunity to be involved (as I am new to this environment I didn't have large established networks)."
"Opportunity to mentor in a formally recognised scheme. Training."

Action:
4.4.1 To evaluate current provision and implement a UEL-wide career development mentoring strategy including research mentoring

UEL Women's Network

Since 2014/2015, regular events have been held to promote Athena SWAN principles and as consultation forums to help understand issues specific to UEL.

The evaluation of these events (chart 5.4) showed increased awareness of Athena SWAN and the potential of the forum. This provided impetus to organise a pan-UEL women's network, launched during UEL Inclusion Week in October 2015. A series of events has been held (attendance on average >60 staff at each event) (table 5.16).

International Women's Day 2015

Women's Network launch Oct 2015

Chart 5.4 – Evaluation of Athena SWAN awareness

Evaluation of Athena SWAN awareness (2014-2016)

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree
Knowledge of AS after event		9.21%	19.74%	42.11%	28.95%
Knowledge of AS before event	25.53%	17.02%	17.02%	19.15%	21.28%
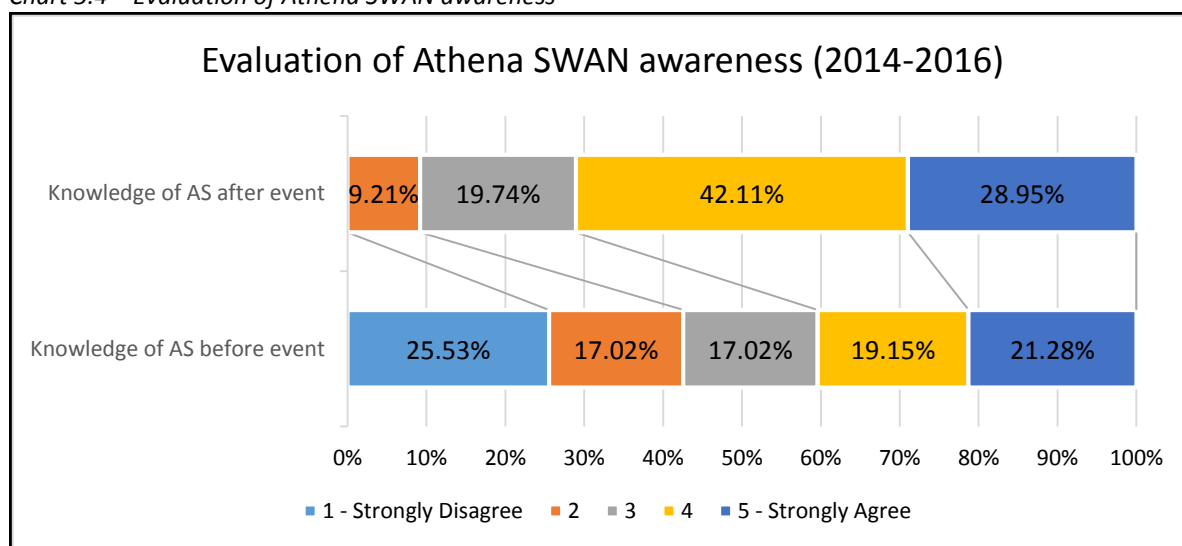
Table 5.16– Summary of Athena SWAN promotion / consultation and Women's Network events

Academic Year	Date	Event
2014/2015	September 2014	**Athena SWAN Consultation Meeting** Guest speaker: Dame Julia Goodfellow
	February 2015	**STEMM Lecture** – Prof Olivia Corcoran (Women in STEMM)

Academic Year	Date	Event
	March 2015	**International Women's Day** – Panel discussion including AS Champions: Prof. Olivia Corcoran, Dr Sharon Cahill, Dr Caroline Edmonds and Dr Sally Cutler.
	March 2015	**Lecture** – Dame Celia Hoyles (Women in STEMM)
	May 2015	**FeMMuseTech Research Discussion and Performance Event** (Women in Music Technology)
	June 2015	**Women in Engineering Day Seminar** - Encouraging Young Female Engineers
2015/2016	October 2015	**Women's Network Launch** – Speaker Heather White (Smarter Networking)
	December 2015	**Women's Network Event** - Women Identity Power and Fashion - Kim Smith, Senior Lecturer (ADI).
	March 2016	**International Women's Day Panel** Discussion: Dr Marcia Wilson, then Head of Applied Sport and Exercise Sciences and externals Rowan Ellis (YouTube thought leader) and Emma Case (Career & Business Success Coach) & **5 day ElevateHer Conference** hosted by CASS School of Education (five days of discussions, workshops, activities, music, food, a documentary film premiere)
	April 2016	**Women's Network Event** - Career challenges and inspirations for women in Law and in Business - Lisa Giovannetti, QC and Business Leader, Shernaz Engineer
2016/2017	November 2016	**Inaugural Professorial Lecture** – Prof Sally Cutler (Women in STEMM)
		Women's Network Event - Impostor Syndrome Panel including Professor Nora Ann Colton, Deputy Vice Chancellor and external speakers, Dame Mary Marsh and Nancy Scott.
	March 2017	**Women's Network Event** – Career Empowerment workshop facilitated by Dr Rona Hart and Dr Marie Stopforth (School of Psychology)

During 2016/2017, we agreed specific terms of reference for the Network to facilitate planning, evaluation and enable ongoing discussion of gender issues (chart 5.5). The steering group also collaborates with L&D to plan the events programme, at least one event per term (**Action 4.4.2**). Arising from event feedback, we aim to reconsider the wider remit of the network to get more men involved in gender equality discussions (**Action 4.4.3**).

Women's Network Impostor Syndrome (Nov 2016) - Event Evaluation

Terms of Reference	NA	1 - Strongly disagree	2	3	4	5 - Strongly Agree
Find out about Athena SWAN and what UEL is doing to promote gender equality			4	4	13	8
Find out about UEL Women's network and how to get involved	1	1	4	3	13	7
Listen to and engage with inspirational speakers	1	1		5	8	14
Discuss gender issues relevant to UEL and promote resolution of these issues	1	4	4	7	7	5
Network within a supportive environment	1	1	3	8	7	8

(Horizontal axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%)

Legend: ■ NA ■ 1 - Strongly disagree ■ 2 ■ 3 ■ 4 ■ 5 - Strongly Agree

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Event Feedback:

"I think managers should encourage staff to attend these sessions as part of their personal development."

"I found it really inspiring and refreshing, particularly people talking so openly about being a successful professional and a mother."

"Perhaps at the next event encourage female attendees to 'buddy up' with male colleagues. Men need to participate in this conversation." (**Action 4.4.3**)

"Really enjoyed my time spent at the event, all speakers were great, each one with an individual and really engaging personal story. Big thanks to them!"

"An excellent event, it was the first Women's Network event that I've attended - it won't be the last!"

Action:

4.4.2 Support the continuation and promotion of the women's network – to act as a forum to raise equality issues and aid collaboration with L&D, RIE and E&D teams

4.4.3 Create a more inclusive network environment to encourage more men to get involved

5.4. CAREER DEVELOPMENT: PROFESSIONAL AND SUPPORT STAFF

(i)   Training

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

(vi)   Appraisal/development review

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

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

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

5.5. FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

Flexible working and career breaks policies are available online and offer generous support packages, e.g. enhanced equivalent occupational pay for both maternity and shared parental leave. Additionally, HR services are available to provide in-depth advice.

Qualitative and quantitative feedback gathered through the self-assessment process highlighted existing areas of good practice and areas for development - detailed below. The findings suggest variance in experiences of working culture by gender and across different areas of the university (table 5.17).

Table 5.17 – Q.12.4 (GES): 'The working culture in my School / Service provides me with the flexibility, understanding and trust to enable me to balance my home and work commitments.

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL		Services	
	♂ 72%	♀ 59%	♂ 59%	♀ 62%	♂ 82%	♀ 40%	♂ 74%	♀ 73%

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

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

All pregnant staff are entitled to take time off on full pay during their normal working hours to receive antenatal care. H&S risk assessments are completed.

Feedback on current practice emphasised that improved early, proactive and ongoing communication is needed to address:

- ***practical needs*** (any special maternity related arrangements, agreeing keep-in-touch mechanisms); and
- ***longer term strategic career planning*** (anticipating and managing the potential impact of leave on career progression).

In response to feedback, we reviewed our current policy and noted, though packages are generous, the policy focus is procedural and could go further in briefing managers and staff on both practical and longer-term strategic needs. We plan to develop this guidance in consultation with staff and line managers and have invested in membership of 'Working Families' to support our developments throughout this section (**Action 6.1**). We have also investigated good practice at other universities and ASSG members have participated in professional development on these issues (GED Conference November 2016). Guidance will cover practical measures to enable staff to share experiences and will encompass staff at all career points including ECRs.

Action:
6.1 Build capacity / resources to support development of Career Break / Flexible working support for staff
6.3.1 Develop and disseminate improved guidance on UEL's maternity and family friendly policies in order to attract a diverse talent pool and retain and support current staff.

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

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

UEL is committed to covering periods of leave through recruiting fixed term or temporary staff. Budget is held by the Schools and services. UEL policy expects reasonable contact be maintained and the frequency / method to be agreed prior to leave commencing. However, feedback suggests use of KIT days can be inconsistent signalling a lack of clarity around purpose:

> *"There had been a team away day the week before I came back … so it was a little bit annoying that I wasn't aware" (Support)*
> *"I used them but I think to do a piece of work …. I wouldn't say it was in the spirit that keeping in touch days were for." (Academic)*

Therefore, we plan to incorporate clearer guidance on KIT days into the above mentioned maternity guidance and more effectively promote (**Action 6.3.1,6.3.2**).

Actions:

6.3.1 Develop and disseminate improved guidance on UEL's maternity and family friendly policies in order to attract a diverse talent pool and retain and support current staff.

6.3.2 Develop an online resource which includes career progression guidance and profiles role models, signposting to internal and external resources.

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

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

Policy guidelines outline expectations for line managers and staff to discuss and plan returning to work. However, feedback suggests inconsistency in the support offered staff returning from leave with lack of communication leading to specific issues, for example linked to breastfeeding. 41% of survey respondents (taken maternity leave / career break) reported difficulties on return. Further only 51% men / 38% women felt that taking leave would not damage their career (table 5.18).

Table 5.18 – Q.12.13 (GES): 'I feel that taking adoption / maternity / paternity / parental leave would not damage my career at UEL'

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL		Services	
	♂	♀	♂	♀	♂	♀	♂	♀
	51%	38%	32%	37%	52%	37%	50%	34%

GES responses:

> ***Practical:***
> *"I was still breastfeeding on return to work which led to a few issues." (Support)*

> *"It would be good to have guides for those who are managing staff returning … - key checklists of things to do/consider" (Academic)*

> *"I don't think me coming back to work was important, whether I came back or I didn't…"* (Academic)

> *"a new induction back and the key changes that have taken place, like academic regulations and changes in where to go in the centre for advice"* (Academic)
>
> ***Strategic / career impact:***
>
> *"I think UEL is a good employer but working when you have children is very hard. …" (Academic)*
>
> *"I think structured and managed help with particular goals, a conversation (would help) …" (Academic)*
>
> *"At the start of my return I felt like I was treated differently, I often heard you have just got back from maternity so don't worry about doing that, and it took a long time to gain all my normal responsibilities back" (Support)*
>
> *"My role on return was completely changed without consultation and has since hindered my progression as I returned part-time" (Support)*

Our plans to improve guidance will focus on both practical issues (such as accessing space for expressing) and longer-term career planning (such as anticipating potential career progression barriers and renegotiating workload) (**Actions 6.3.1 – 6.3.2**). Additionally, in response to reported feelings of isolation and requests for more support, we will investigate options for peer support via a Parent/Carers Network (**Action 6.4.1**).

Further we recognise the need for more strategic approaches to enable attitudinal or cultural change, which in addition to improved written guidance, require investment in workshops for management in supporting the transition into parenthood, as well as managing flexible teams (**Action 6.2**).

Regarding support specific to academic returners, we will ensure our Athena SWAN mentoring programme (covered in section 5.3(iii)) continues to be promoted to academic maternity returners (**Action 6.3.2**). We do not currently provide funding specifically to support research of academic returners. However, we have recently introduced individual research plans for all academic researchers (linking to PDRs) which aim to inform researcher development (section 5.3(iii)), including consideration of sabbaticals. This will be promoted as part of the online resource (**Action 6.3.2**).

Actions:
6.2 Develop cultural change strategy which will drive a more supportive family friendly environment consistently across all Schools / services
6.3.1 Develop and disseminate improved guidance on UEL's maternity and family friendly policies in order to attract a diverse talent pool and retain and support current staff.
6.3.2 Develop an online resource which includes career progression guidance and profiles role models, signposting to internal and external resources.
6.4.1 Investigate, develop and implement a Parent / Carers Network at UEL to better support staff and as a potential benefit to new staff.

(iv)   Maternity return rate

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

Breakdown of maternity leave show (tables 5.19 & 5.20) an overall return rate of 87%, higher for academics than for support staff with a drop in returns in relation to restructure during 2013/3014. Both academic non-returners arose from the non-renewal of hourly paid contracts. Approximately 10% returned on reduced working hours where they had worked full time previously.

Table 5.19 - Breakdown of reasons for leaving of all maternity non-returners 2013/14-2015/16

Academic - AHSSBL	Number of Maternity Leaves	Number of Returns	Continued on PT hours	Returned on reduced hours	Return rate
2013-2014	5	5	2	0	100%
2014-2015	10	9	5	0	90%
2015-2016	3	3	1	1	100%
Academic - STEMM	**Number of Maternity Leaves**	**Number of Returns**	**Continued on PT hours**	**Returned on reduced hours**	**Return rate**
2013-2014	2	2	1	0	100%
2014-2015	3	3	1	0	100%
2015-2016	6	5	3	1	83%
Professional / Support Staff	**Number of Maternity Leaves**	**Number of Returns**	**Continued on PT hours**	**Returned on reduced hours**	**Return rate**
2013-2014	28	20	5	3	71%
2014-2015	9	7	4	0	78%
2015-2016	31	30	10	5	97%

Table 5.20 - Breakdown of reasons for leaving of all maternity non-returners 2013/14-2015/16

Academic year	Area	Reason for Leaving	Number
2013/2014	Services	Maternity – Non returner	2
		Resignation – Personal	1
		Voluntary Severance	5 (*Linked to restructuring*)
2014/2015	Services	Resignation – Personal	1
		Voluntary Severance	1
	AHSSBL	End of Hourly Paid Contract	1

Academic year	Area	Reason for Leaving	Number
2015/2016	Services	Maternity – Non returner	1
	STEMM	End of Hourly Paid Contract	1
Total			13

(v)   Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

UEL's shared parental leave provides equivalence to maternity leave. Table 5.21 shows leave taken and that SPL taken up by one male academic since it came into effect.

SPL research project (p.21) found differing perception on the acceptability of taking leave and concerns over impact on careers still very real for women as well as for men. While recognising broader cultural issues, all felt that, in relation to UEL, better promotion of shared parental leave is essential to challenge these perceptions (**Action 6.3.1, 6.4.1**).

Table 5.21 - Breakdown of Paternity, Parental and Adoption leave 2013/14-2015/16

Paternity, Shared Parental Leave, Adoption Leave	AHSSBL			STEMM			Service		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Paternity - All	1	0	5	2	0	0	2	0	2
Grade G	1	0	4	2	0	0	0	0	0
Grade H	0	0	1	0	0	0	0	0	0
Shared Parental	0	1	0	0	0	0	0	0	0
Adoption	0	1	0	0	0	0	0	0	0

Actions:
6.3.1 Develop and disseminate improved guidance on UEL's maternity and family friendly policies in order to attract a diverse talent pool and retain and support current staff.
6.4.1 Investigate, develop and implement a Parent / Carers Network at UEL to better support staff and as a potential benefit to new staff.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Our Flexible Employment policy seeks to provide a supportive environment and to allow flexible working arrangements based on individual staff needs wherever it is managerially and financially possible, with provision for part time working, job sharing, flexi time, career breaks, emergency / dependents leave and homeworking.

Charts 5.6-5.8 show for all areas a higher number and proportion of women working part time, STEMM and AHSSBL being fairly similar at around 60% women, while within professional / support staff less than 20% of those working part time are men. This is comparable to benchmark data, but raises the questions around take up / acceptability of working flexibly for men, in particular in the services and related to grade. (**Action 2.3 -2.4**).

Chart 5.6 – Working pattern by gender AHSSBL (2013/14 – 2015/16)
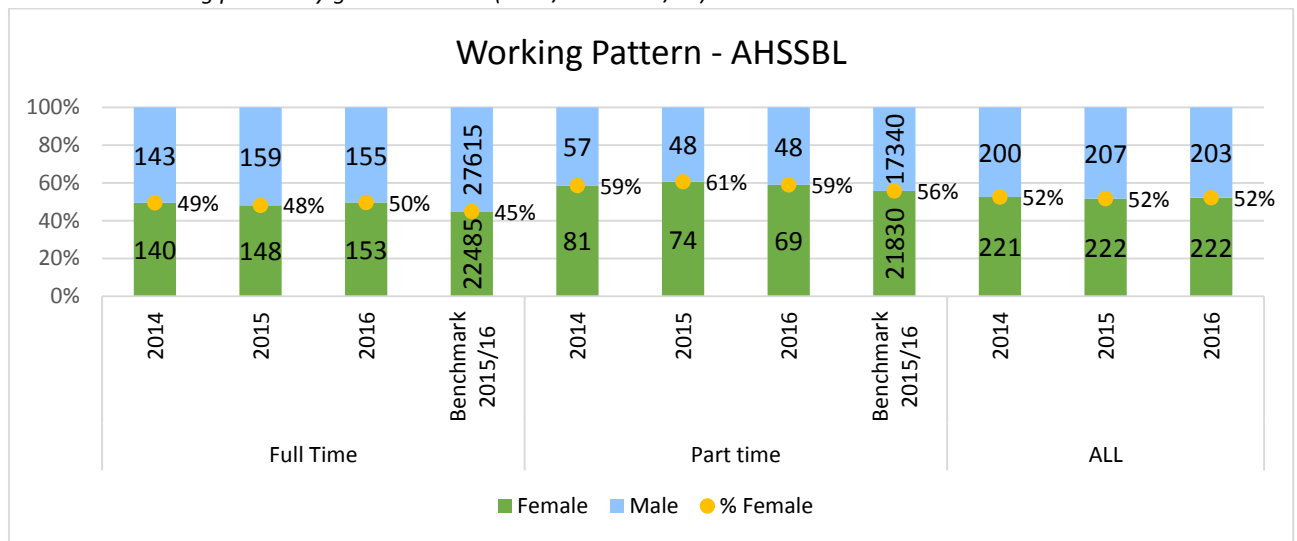
Chart 5.7 – Working pattern by gender AHSSBL (2013/14 – 2015/16)
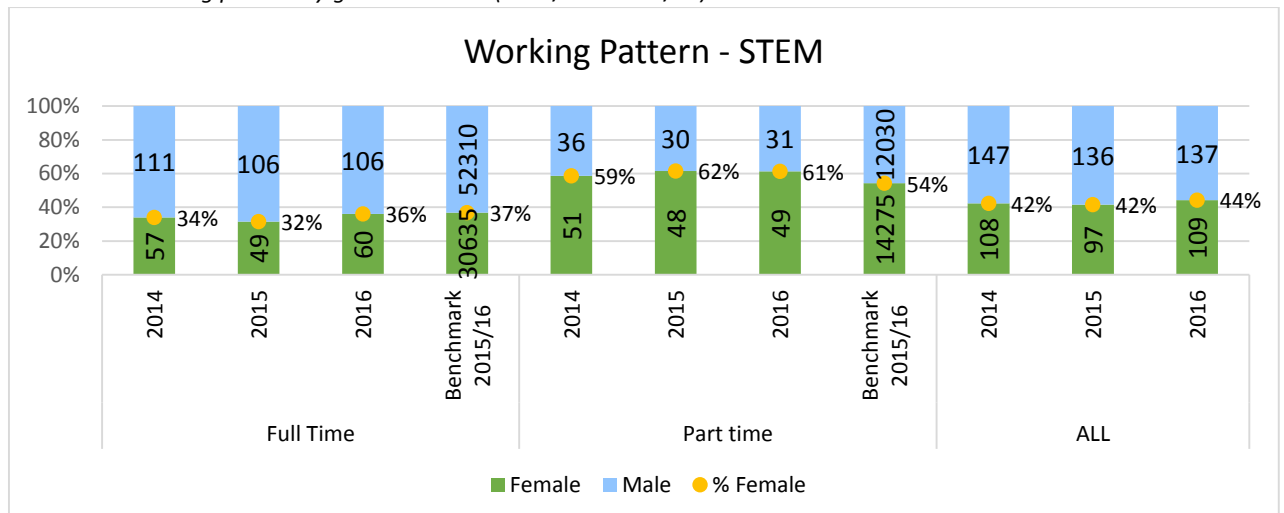
Chart 5.8 – Working pattern by gender Services (2013/14 – 2015/16)
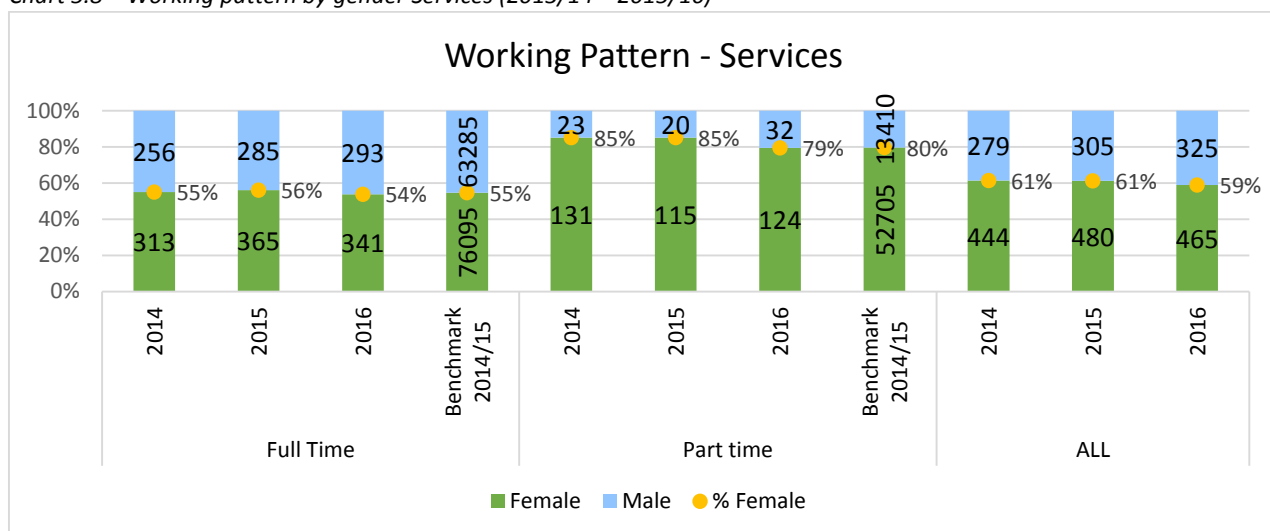
Table 5.22 below provides information related to formal requests. We are conscious informal flexible working is not captured in this picture.

Table 5.22-Formal requests (that have been recorded within HR)

Reason for Request (2014-2016)	Academic	Support	
	Female	Female	Male
Carer	1	2	0
Childcare	1	9	0
Health	2	1	0
Other	1	2	2
Research	1	0	1
Total	6	14	3

GES highlighted concerns regarding career progression while working flexibly (table 5.23) and inconsistent practice.

Table 5.23 – Q.12.11 (GES): 'It is possible to progress in my School / Service if you work part-time or flexibly'

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL		Services	
	♂	♀	♂	♀	♂	♀	♂	♀
	34%	30%	29%	30%	24%	25%	44%	34%

(*Note on the above – a high % responded to this statement 'Neither agree or disagree', for all UEL 42%M / 39% F*)

GES responses:

"I was allowed to come back flexibly which made it more manageable and it was good to be back at work part time."
"Homeworking makes a massive difference when coming back to work"
"If UEL wants a diverse workforce, I think enabling and accepting part-time and flexible working is key. When UEL's systems and procedures are based around a full-time model of working or assume that part-time means half-time … sends the wrong messages."

> *"I believe that focusing on outputs and achieving our goals, rather than hours and modes of working would be more productive, and improve motivation and effectiveness"*
>
> *"Increased flexibility regarding hours and working pattern. My manager was very supportive on a personal level, but unfortunately flexibility is not encouraged in the department."*

We plan to monitor and promote good practice / examples of flexible working both within the institution and to support our external recruitment (**Actions 6.3.1, 6.3.3, 6.5.1**). As with managing career breaks, we recognise the need for a more strategic approach to enable attitudinal change through management briefings on flexible working practices, so managers feel comfortable managing and actively promoting flexible teams (**Action 6.2**).

Actions:

2.3 Attract a diverse talent pool to increase number of female applicants especially for senior roles

2.4 Improve collection and reporting of recruitment data to enable better understanding and identification of gender bias or E&D issues including recording of appointment outcomes, working pattern, grade, outcomes of recruitment of joint vacancies i.e. Grade F / G

6.2 Develop cultural change strategy which will drive a more supportive family friendly environment consistently across all Schools / services

6.3.1 Develop and disseminate improved guidance on UEL's maternity and family friendly policies in order to attract a diverse talent pool (Link to recruitment action 2.3) and retain and support current staff.

6.3.3 Promote opportunities for Flexible Working at UEL

6.5.1 Continue monitoring of flexible working uptake to identify supportive and / or unsupportive trends to working families in particular working with School AS SATs to identify issues / themes across the institution.

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

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

UEL is committed to supporting its staff in creating a positive working environment. The above mentioned Flexible Employment policy also allows for returning to work part-time, either long or short-term, allowing a transition back to full-time work. The Athena SWAN mentoring programme has included academics who are seeking support to increase their responsibilities / research / profile because their children are now older.

(viii)   Childcare

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

There is a privately managed nursery located at Docklands campus and a nursery local to our Stratford campus run by the same provider. Information on provision is available on our website. We currently have 118 staff enrolled (70 female / 48 male) on our childcare voucher via salary sacrifice scheme.

We regularly evaluate and review how we promote benefits to UEL current and prospective staff and will ensure that this includes promotion of childcare provision (**Action 6.3.2**).

Action:
6.3.2 Develop an online resource which includes career progression guidance and profiles role models, signposting to internal and external resources.

(ix)   Caring responsibilities

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

The above analysis and commentary on flexible working policies includes carers (**Action 6.5.1**). We are keen to include carers (as well as parents) in the development of the above Parent / Carers Network (**Action 6.4.1**).

Actions:
6.4.1 Investigate, develop and implement a Parent / Carers Network at UEL to better support staff and as a potential benefit to new staff.
6.5.1 Continue monitoring flexible working uptake to identify supportive and / or unsupportive trends to working families, in particular working with School AS SATs to identify issues / themes across the institution.

5.6. ORGANISATION AND CULTURE

(i)   Culture

UELSS showed little gender difference in staff perception in relation to culture (table 5.24).

Table 5.24 – Responses to Equality Questions within UELSS 2015

% of respondents providing a positive response (Agree or Strongly Agree)	Q37. I feel that I am generally treated fairly and with respect by colleagues at UEL	Q38. UEL is an inclusive working and learning environment	Q39. UEL embraces the diversity of its employees
	♂ 75% ♀ 72%	♂ 75% ♀ 71%	♂ 76% ♀ 72%

UEL's Equality, Diversity and Inclusion (EDI) strategy 2020 is currently under consultation; the Athena SWAN self-assessment process has helped to identify key themes and KPIs (**Action 1.1.2**). The strategy is underpinned by the following accountability mechanisms:

- Committee structures e.g. from 2017/18, E&D is a key strategic aim for each SE&SSC, chaired by Deans and report to E&SSC (figure 2.2, p.12) and AS reporting (**Action 1.1.1**)
- Action planning e.g. Deans are responsible for ensuring local E&D plans are in place with support from E&D leads and AS Champions (**Action 7.1.1, 7.1.2**).
- Reporting e.g. E&D is embedded within UEL's annual academic monitoring (REP) which feeds up through SE&SSC. We noted that E&D was not specifically required for School level reporting (as it was at programme / subject level). This has been amended for 2017/18 onwards to enable more systematised reporting and sharing of practice (**Action 7.1.3**).

UEL's Corporate Plan

EDI Strategy - 3 Key Aims

Social Mobility
Social Justice
Social Innovation
Social Cohesion

Overarching ambition - London's leading university for civic engagement

Inclusion embedded in everything we do

Inclusive approaches to attraction, recruitment, development & progression

Student experience - celebrates diversity and enables students to achieve

Equality and Diversity Accountability

Committee structure and reporting
(figure 2.2)
E&D within ToRs

Insitition and local action plans
(AS embedded within broader EDI strategy and plan)

Reporting
Annual ASSG & EDI report
Annual academic monitoring (REP)

Communications / Awareness / Training & Support for E&D leads

We have a comprehensive multimedia communications plan to promote Athena SWAN principles and **share good practice** within the institution (**Action 7.2.1**) and also to monitor the impact of AS work (**Action 7.2.2**).
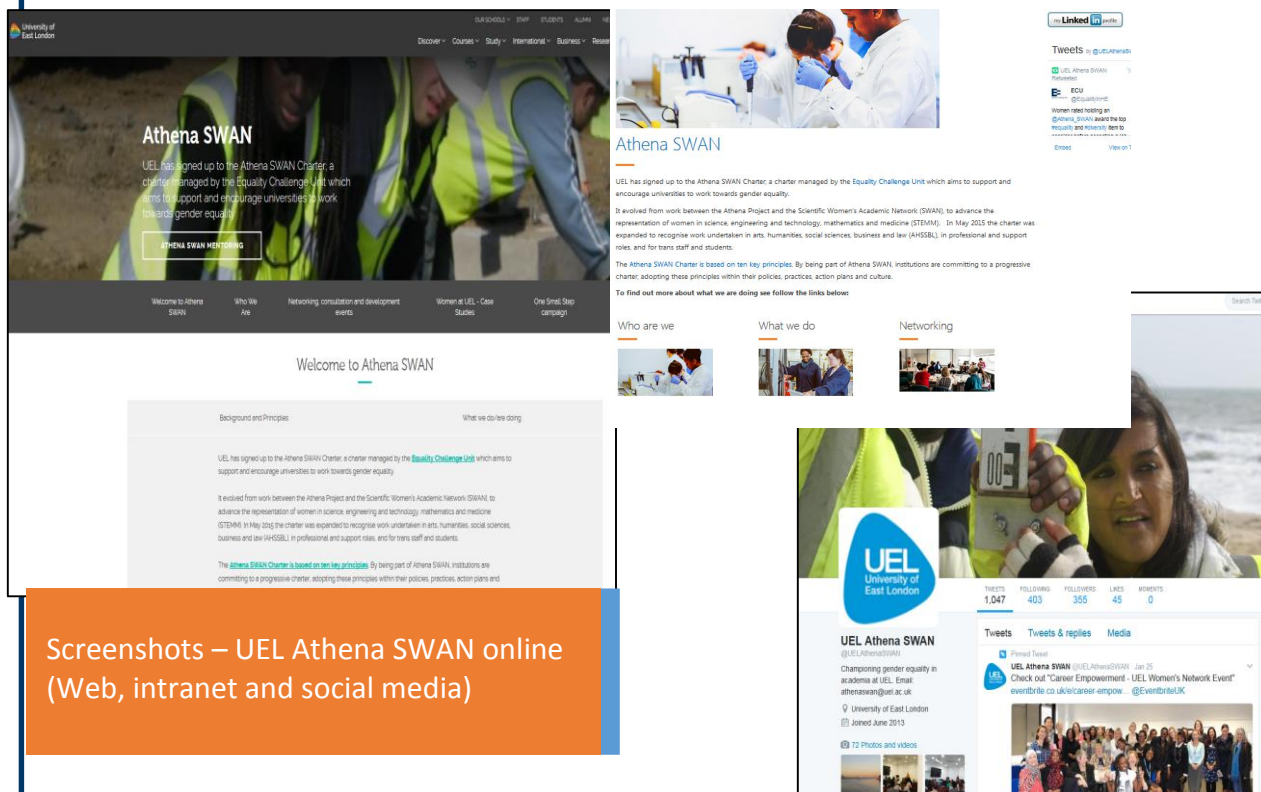
Screenshots – UEL Athena SWAN online (Web, intranet and social media)

A number of E-learning E&D modules have been available since 2016. Plans to improve promotion and uptake are a key aim within our new EDI strategy especially unconscious bias training now a mandatory requirement for recruitment panels (**Action 7.2.3**).

Table 5.25- Progress of the various E&D e-learning modules from 01/01/16-12/04/17:

	In Progress	Passed
Bullying and Harassment part 1 & 2	30	67
Diversity in Learning and Teaching	7	32
Diversity in the Workplace	16	45
Unconscious Bias	43	479

Actions:

1.1.1 Consolidate Athena SWAN steering group (ASSG) reporting lines to embed Athena SWAN (AS) within UEL committee structures and increase awareness of AS work

1.1.2 Embed Athena SWAN within key UEL strategies and action plans

7.1.1 Clarify and communicate accountability and responsibilities for equality, diversity and inclusion planning at institutional and local level

7.1.2 Systematise EDI monitoring and reporting beyond statutory requirements to enable EDI planning at institution level as well as School / service level (including School REP process)

7.1.3 Facilitate sharing of School / service EDI action plans and good practice (in addition to E&DC)

7.2.1 Increase awareness of Athena SWAN and the benefits to staff and students to increase engagement and disclosure rates in GES.

7.2.2. Monitor impact of AS action plan on staff perceptions of improved gender equality at UEL

7.2.3 Build on staff equality and diversity knowledge and skills to promote an inclusive working and learning environment and individual responsibilities

International Women's Day 2016:
Above - Associate Dean, HSB, Dr Marcia Wilson speaking at Women's Network event
Left – At an ElevateHer conference event: VC, Prof John Joughin with Silhouette Bushay, conference co-ordinator and keynote, Mary McKenna (Kicking Assets)

International Women's Day 2017:
Left – Women's Network Chair, Dr Jummy Okoya introducing the network event
Below – PVC RKE, Dr Lisa Mooney, keynote speech
Right – Dr Marie Stopforth and Dr Rona Hart, School of Psychology facilitating career empowerment workshop

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

Our annual E&D report has a remit to include monitoring of policy application, however, though data has been gathered, actual reporting has been inconsistent (**Action 7.1.2**).

Table 5.26 – Responses to Bullying & Harassment (B&H) Questions within UELSS 2015

% of respondents providing a positive response (Agree or Strongly Agree)	Q41. I have personally experienced bullying or harassment in the past year at UEL	Q42. I have witnessed bullying or harassment of a colleague at UEL in the past year
	♂ ♀ 23% 28%	♂ ♀ 32% 36%

The UELSS gathers opinion on staff perception including B&H (table 5.24). Further, a Student Union campaign and survey highlighted inappropriate behaviours towards sexual violence and homophobia, higher amongst men. Their report recommended setting clearer expectations of acceptable behaviour facilitated through staff and student inductions. UEL's Personal Dignity policy underwent consultation and was revised as the Dignity at Work and Study Policy in 2015/2016. A Dignity Advisors Network (DAN) was launched in September 2016; all advisors given a full day ECU training. Design of a multimedia campaign is planned for launch in 2017. A 'My Body Not Yours' Taskforce aims to produce specific sexual harassment guidelines and bystander intervention (**Action 7.2.4**).

Student union campaign 2014

Actions:

7.1.2 Systematise EDI monitoring and reporting beyond statutory requirements to enable EDI planning at institution level as well as School / Service level (including School REP process)

7.2.4 Embed and promote UEL's Dignity at Work and Study policy and Dignity Advisors Network to drive our aim of establishing an inclusive culture free from discrimination and based upon the values of dignity and respect.

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

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

As noted in section 4.1*,* the under-representation of women appears more significant for STEMM than AHSSBL, skewed in particular by no female management representation within ACE. Our approaches to leadership and management detailed in Section 5.3(iii) will take this into account (**Action 1.3.2, 4.3.1**).

Chart 5.9 – Deans & Heads of Subject by gender (2014-2016)
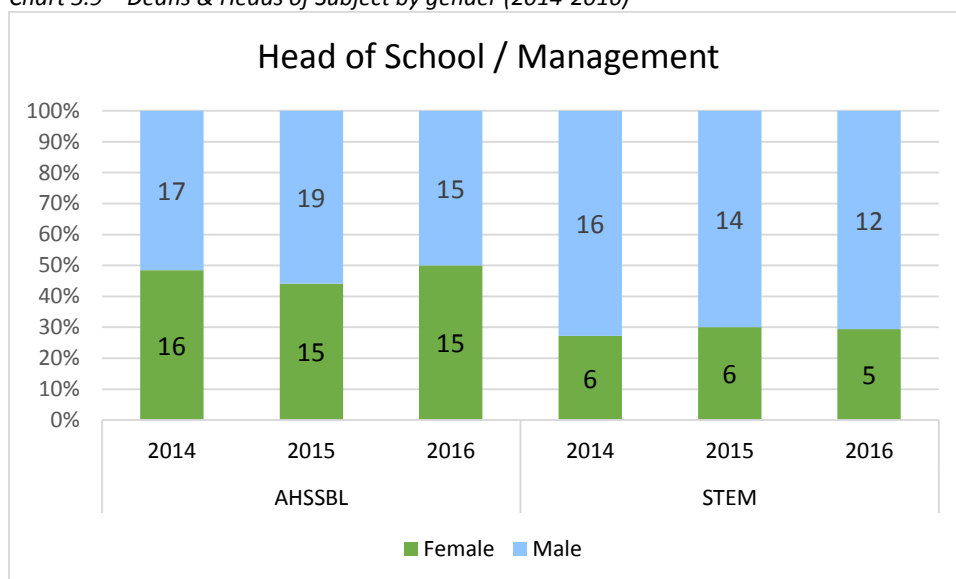
| Action: |
| 1.3.2 Share good practice in relation to AS between Schools |
| 4.3.1 Identify and capitalise on opportunities to develop female leadership |

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

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

The gender balance on senior management committees is good, particularly VCG and DDM. The VC (male) chairs all except the School SMTs. There has, however, been a drop in BoG and School management teams (**Actions 4.3.1, 7.4.1**).

Table 5.27 – Gender balance of Senior Management meetings (2013/14-2015/16)

	Year	Male	Female	Total	% Female	Chair
Board of Governors (BoG)	13-14	7	6	13	46%	Male
	14-15	11	6	17	35%	Male
	15-16	10	7	17	41%	Male
VC Group (VCG)	13-14	3	2	5	40%	Male
	14-15	3	3	6	50%	Male
	15-16	3	3	6	50%	Male
Academic Board	13-14	18	14	32	44%	Male

	Year	Male	Female	Total	% Female	Chair
	14-15	19	8	27	30%	Male
	15-16	22	14	36	39%	Male
Deans and Directors (DDM)	13-14			Not available		
	14-15	12	9	21	43%	Male
	15-16	14	13	27	48%	Male
AHSSBL School Management Teams	13-14	33	30	63	48%	2 Male / 2 Female Deans (2016)
	14-15	32	26	58	45%	
	15-16	30	22	52	42%	
STEMM School Management Teams	13-14	24	9	33	27%	1 Male / 2 Female Deans (2016)
	14-15	19	11	30	37%	
	15-16	22	11	33	33%	

Actions

4.3.1 Identify and capitalise on opportunities to develop female leadership

7.4.1 Proactive consideration of diversity in the recruitment to the Board of Governors

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

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

UEL committee structures have been reviewed in the previous two years and further revision approved for 17/18 (figure 2.2); table 5.28 details representation by gender up to 2015/16. Representation is fairly balanced with the exception of Research Ethics, which has improved, and the Regulations committee. The chairs are overwhelmingly female in contrast to the senior management committee chairs which is linked to job role. However, representation is not systematically monitored by demographics, grade or staff type and we are particularly conscious of intersectionality here and the under-representation of BME staff on committees. Institutional committee terms of reference have been revised to include this, effective from 2017/18 (**Action 7.4.2**). Guidance will also be provided to managers and committee chairs to consider representation as a progression experience opportunity where possible and to ensure consideration of committee overload (**Action 7.4.2**).

Table 5.28 – Gender balance of Institutional Committees (2013/14-2015/16)

	Year	Male	Female	Total	% Female	Chair
Student Experience Committee	13-14	12	22	34	65%	Female
	14-15	15	20	35	57%	Female
	15-16	20	15	35	43%	Female
Learning and Teaching Committee	13-14	12	10	22	45%	Female
	14-15	10	22	32	69%	Female
	15-16	11	11	22	50%	Female
Quality & Standards Committee	13-14			Not available		
	14-15	16	9	25	36%	Female

	Year	Male	Female	Total	% Female	Chair
	15-16	12	5	17	29%	Female
Research Ethics Committee	13-14	10	1	11	9%	Male
	14-15	7	2	9	22%	Male
	15-16	7	5	12	42%	Female
Research and Knowledge Exchange Committee	13-14	12	11	23	48%	Male
	14-15	13	13	26	50%	Female
	15-16	13	9	22	41%	Female
Regulations Committee	13-14	3	6	9	67%	Female
	14-15	3	8	11	73%	Female
	15-16	4	9	13	69%	Female
Academic Development Committee	13-14	Not available				
	14-15	14	10	24	42%	Female
	15-16	No longer exists				
Equality & Diversity Committee	13-14	8	19	27	70%	Male
	14-15	8	18	26	69%	Male
	15-16	15	19	34	56%	Male

Actions

7.4.2 Improve balance of representation on committees though more systematic monitoring and to encourage balanced participation where possible within the remit of the committee.

(vi) Committee workload

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

Committee data above does not reflect the frequency of individuals providing representation on multiple committees or, therefore, possible committee overload. The above mentioned committee chair guidance will cover committee overload and monitoring systems will allow for investigation of cross-committee representation.

Actions

7.4.2 Improve balance of representation on committees though more systematic monitoring and to encourage balanced participation where possible within the remit of the committee.

(vii)   Institutional policies, practices and procedures

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

The E&D team provides guidance on equality analysis for all relevant employment related policy, procedures and organisational change initiatives. However, a review of this process is planned for 2017/2018 (**Action 7.4.3**). The EDI strategy includes mechanisms which improve accountability and embedding of equality through all our practices. We plan to improve our use of E&D data to inform policy and procedure development (**Action 7.1.2**).

Actions:
7.1.2 Systematise EDI monitoring and reporting beyond statutory requirements to enable EDI planning at institution level as well as School / Service level (including School REP process)
7.4.3 Improve use of Equality Analysis process to embed equality within all institution policies and practices

(viii)   Workload model

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

Our Academic Workload Policy and Scheme, in place since November 2013, aims to ensure that workload allocations are reasonable, equitable and transparent. The GES response showed a difference in perception between genders, especially for AHSSBL disciplines (table 5.29). Responses suggest that there is a perception for some that workloads are not transparent, with a disproportionate allocation of teaching and administrative tasks impacting research. From the start of 2016/17, Schools have begun publishing workloads and we will undertake further analysis to identify issues and develop actions to address (**Action 7.4.4**).

Table 5.29– Q.12.1 (GES): 'In my School / Service, staff are treated on their merits, transparently and irrespective of their gender in the allocation of work.'

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL		Services	
	♂	♀	♂	♀	♂	♀	♂	♀
	78%	61%	69%	65%	70%	42%	91%	73%

> GES feedback
> *"Consistency in modules year to year would give a greater sense of confidence for students and staff and allow us to grow in our specific areas of practice"*
> *"I think there are clear differences in workload that are still not yet transparent and made public. I am struggling to progress my research career because of what I feel are unfairly distributed administrative duties"*
> *"I feel that sometimes (on a school level) it is not about gender inequality, it is about ensuring that there is equality with workload within a pay grade."*

Actions
7.4.4 Improve workload allocation to ensure it is free from gender bias

(ix)   Timing of institution meetings and social gatherings

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

Institutional committees are on the whole scheduled between 10 and 4 and published before the start of the academic year. School committee / meeting times are determined at local level and the feedback below suggests that timing is inconsistent. This needs to be investigated further (**Action 7.4.5**).

Table 5.30 – Q.12.3 (GES): 'Meetings in my School / Service are completed in core hours (10-4) to enable those with caring responsibilities to attend.

| % of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL		Services	
	♂	♀	♂	♀	♂	♀	♂	♀
	60%	51%	49%	58%	58%	33%	72%	60%

Actions

7.4.5 Improve timing of institutional committees giving consideration to those who work part-time and / or with caring responsibilities
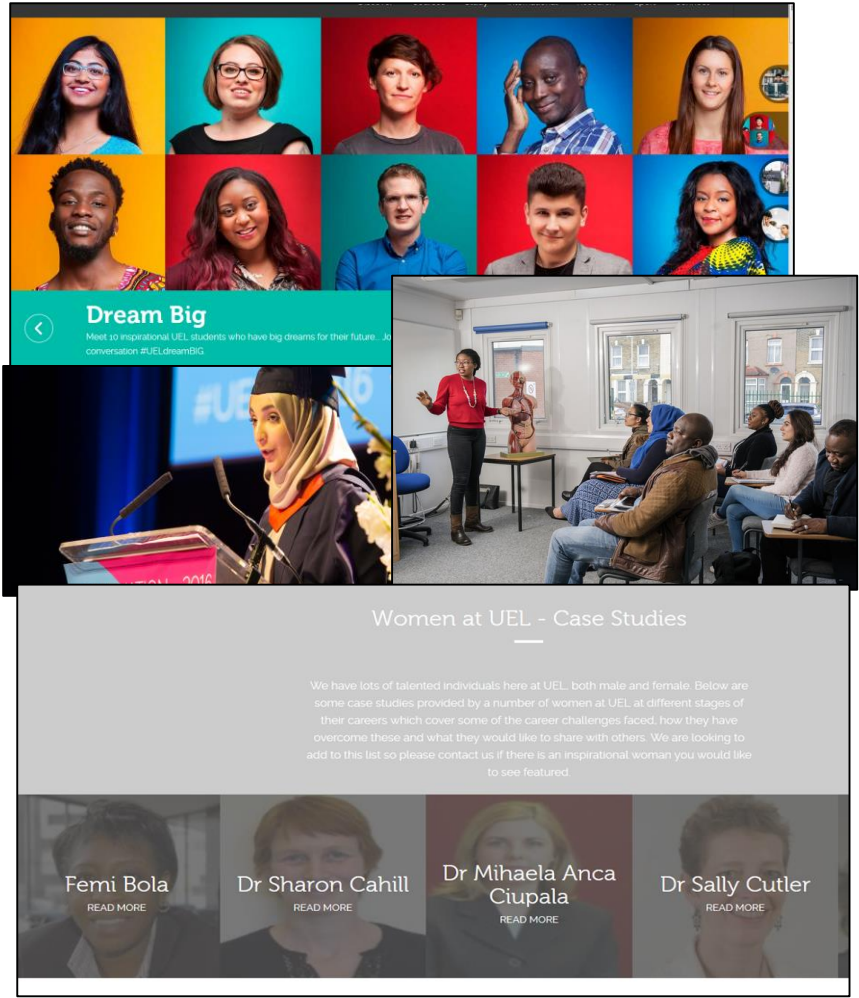
(x)   Visibility of role models

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

UEL communications and marketing strategies are designed to reflect and represent the UEL population as seen in our internal and external campaigns and coverage.
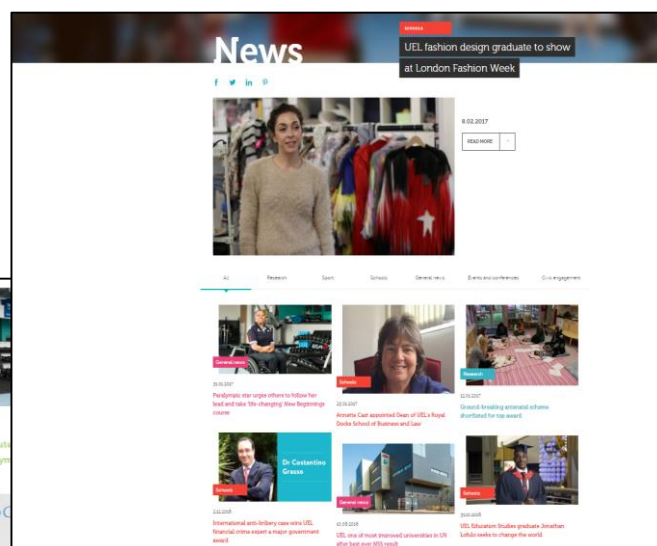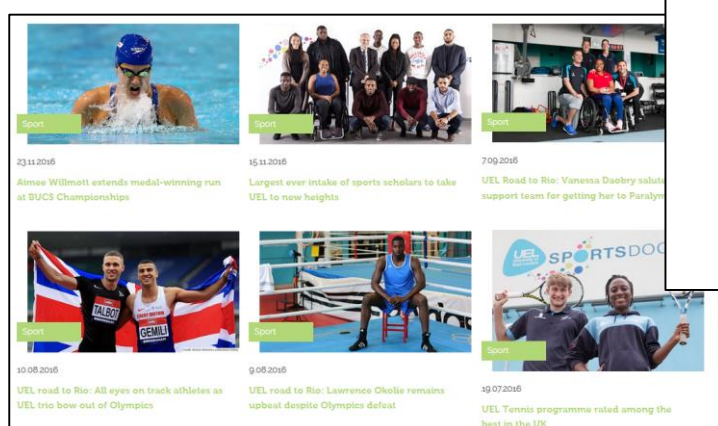
UEL website screenshots

The UEL Dream Big campaign, which aims to encourage students to 'dream big', featured 10 inspirational students. Contributors to, and students featured in, the Your Universe online student publication/platform role model and represent women and students from BME backgrounds as do corporate events. Efforts are also made to ensure that the honorary doctorates awarded every year at the University's Graduation ceremonies are balanced and we are developing case studies which promote the successes of female staff. Media training is offered and monitoring shows take up is balanced for gender and ethnicity.

GES, however, showed variance by gender and area on the perceived visibility of staff role models (table 5.31 & 5.32). We are increasingly conscious of the need to monitor representation more systematically and, as individual Schools work towards their Departmental AS submissions, of issues specific to different disciplines – i.e. women in engineering / men in psychology (**Action 7.3.1**). Recent developments for our Research and Knowledge Exchange activities specifically consider the promotion of women in research as well as links to business (section 5.3iii).

UEL website screenshots

Table 5.31 – Q.12.9 (GES): 'My School / Service uses women as well as men as visible role models in the promotion of teaching.'

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL		Services	
	♂ 71%	♀ 59%	♂ 78%	♀ 76%	♂ 76%	♀ 59%	♂ 60%	♀ 50%

Table 5.32 – Q.12.10 (GES): 'My School / Service uses women as well as men as visible role models in the promotion of research.

% of respondents providing a positive response (Agree or Strongly Agree)	All UEL		STEMM		AHSSBL		Services	
	♂ 64%	♀ 51%	♂ 81%	♀ 57%	♂ 67%	♀ 56%	♂ 47%	♀ 44%

Actions

7.3.1 Increase visibility of role models for staff and students

UEL website screenshots – #BeBoldForChange campaign (IWD 2017)
Top: Prof. Sunitha Narendran, Director of Research, B&L
Bottom: DVC Prof. Nora Colton

(xi) Outreach activities

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

Education and Community Partnerships manage outreach activities (figure 5.2) in partnership with each School and the student ambassador scheme (table 5.33). We have recently participated in the WISE 'People like me' training and aim to roll this out to our student cultural ambassadors to support their roles.

Civic engagement is core to our corporate plan and a specific fund was launched in 2015 ring-fencing £100,000 each year for civic engagement projects. Schools are expected to report on civic engagement and how this is incorporated within their planning within School REP reports.
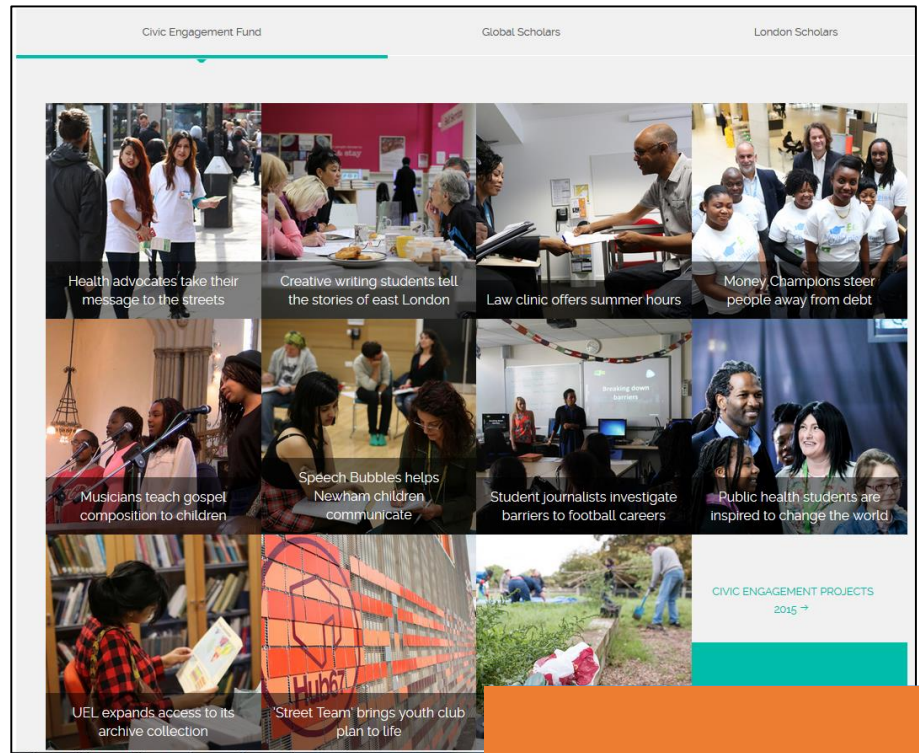
From the start of 2016-17, we set up more robust systems to routinely record all academic and student ambassadors as well as recipients and facilitators of civic engagement projects.

Figure 5.2 – Range of outreach activities
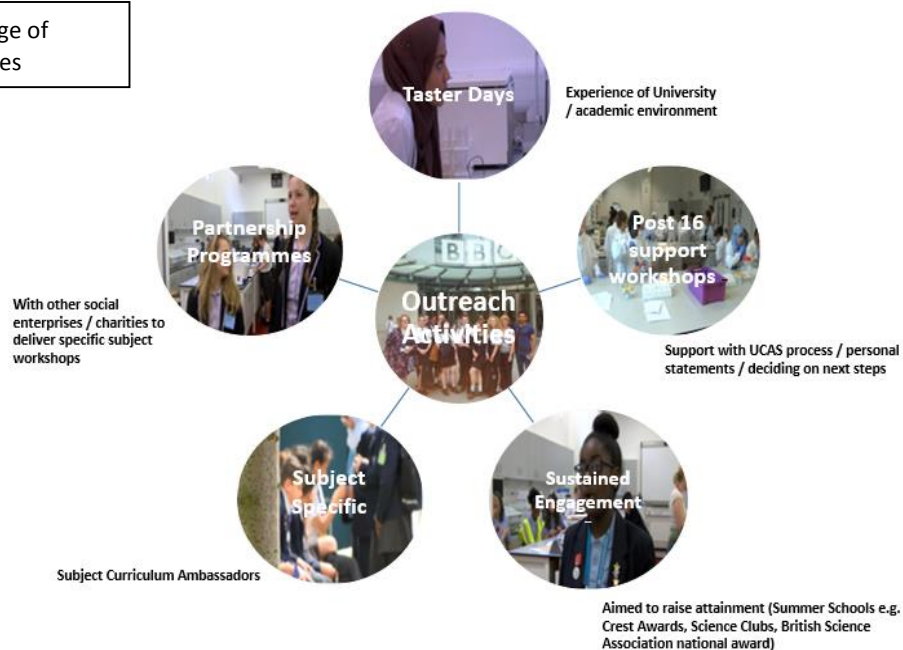
Currently there is an overrepresentation of women working on outreach activities (table 5.33); outreach is recorded in the workload allocation model from Sept 2016.

Table 5.33 – Gender balance of student ambassadors and staff involved in outreach

		Male	Female	Total	% Female
General Student Ambassadors 16/17		56	121	177	68%
Cultural Student Ambassadors 16/17	AHSSBL	7	13	20	65%
	STEMM	9	3	12	75%
Staff 16/17	AHSSBL	0	10	10	100%
	STEMM	3	6	9	67%

Actions

7.3.2 Improve the gender balance of staff involved in outreach activities and formally recognise their contribution
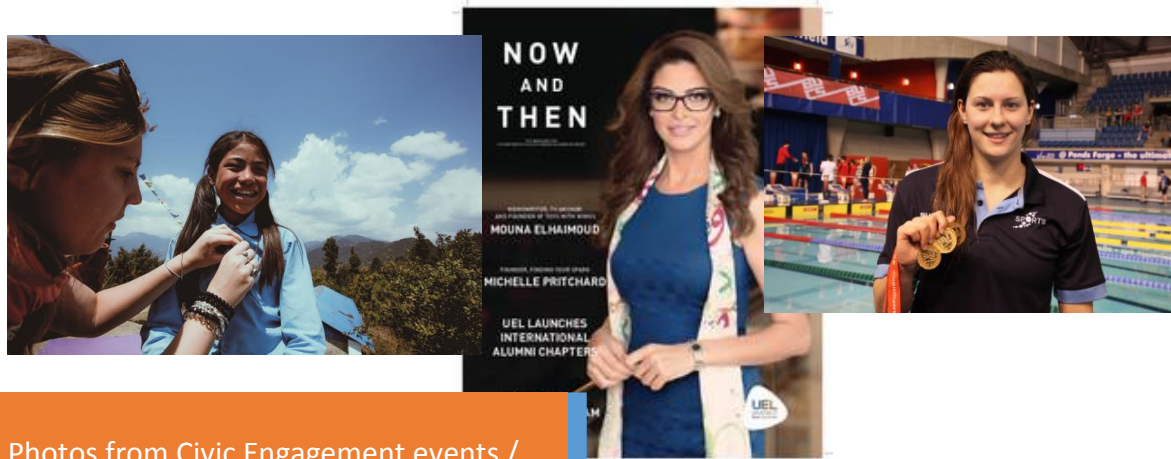
Photos from Civic Engagement events / Alumni

(xii)   Leadership

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

We have an outline schedule of departmental submissions (figure 2.1, p.11) with the School of Psychology leading the way, ACE and HSB to follow in 2018.

The PVC provides an ongoing mandate for the Athena SWAN agenda via DDM / VCG and we have developed mechanisms which aim to embed Equality and Diversity accountability (figures 2.2/2.3, p.12), with Deans responsible for leading Schools strategic E&D planning (**Action 7.1.1**).

Support is provided to the Schools via the ASPO through the self-assessment process (**Action 1.3.3**) and mechanisms have been put in place to enable collaboration and sharing of good practice (**Action 1.3.1, 1.3.2**) and timely provision of data (**Action 1.4.1**).

Additional resource is provided via membership of professional bodies such as WISE and ENEI.

Actions:
1.3.1 Enable online collaborative working and sharing of Athena SWAN resources across UEL and within Schools
1.3.2 Share good practice in relation to AS between schools
1.3.3 Support and lead Schools on Athena SWAN process to facilitate Departmental applications
1.4.1 Improve access and timeliness of AS staff and student data reporting.
7.1.1 Improve Equality and Diversity accountability from VCG / E&DC through to School and committee structures

Word count: 5409

6. SUPPORTING TRANS PEOPLE
Recommended word count: Bronze: 500 words | Silver: 500 words

(xiii)   Current policy and practice

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

UEL's Equality and Diversity policy commits to ensuring people are not subject to less favourable treatment on the grounds of any protected characteristic, including gender reassignment. Our draft EDI strategy, which our Athena SWAN action plan aligns with, includes plans to support transgender staff and students as does our EDI communications plan. As a Stonewall member, we promote LGBT days e.g. Pride / LGBT month and plan to develop this further through transgender awareness strategies (**Action 7.2.1 and 8.1**)

Our Dignity at Work and Study policy outlines expectations with regard to appropriate behaviour, covering all protected characteristics. As detailed in section 5.6(ii), we have launched a Dignity Advisors Network and are planning a multi-media campaign to raise awareness about unacceptable behaviour and support available; this will specifically consider transgender people (**Action 7.2.4**).

Our LGBT staff network provides support to all LGBT staff as well as a forum for consultation on improving experiences at UEL. We recently supported a colleague going through gender reassignment. The service manager, who is also the LGBT network chair, consulted with the member of staff regularly, to provide support, monitor the workplace environment and provide communications to the team, at their request, including practical issues such as how to address her following the transition and use of facilities. By supporting this member of staff, and ongoing collaboration between the E&D team and the LGBT network, we have identified the need for practical guidance (**Action 8.2**).

In relation to students, our Student Employability team have specific guidance within the Equality Matters pages to support transgender students in finding work with links to key / supporting organisations. Support is also available via our student LGBT Society.

The facts
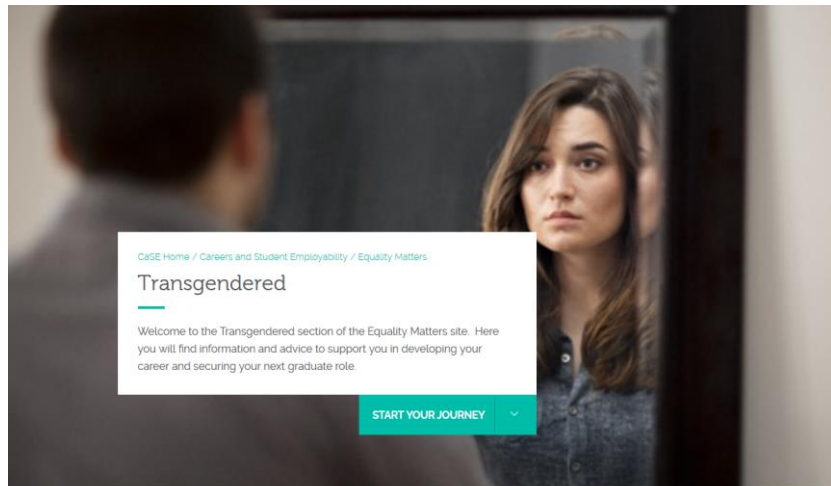
Gender neutral toilets were piloted at UEL some time ago and a number of issues are being worked on. The programme is ongoing and a number of single toilets (and disabled ones) are going to be re-branded to gender neutral in the coming months.

(xiv) Monitoring

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

Information on gender identity is requested through our recruitment processes. As part of the re-design of our recruitment web pages we plan to encourage disclosure and improve visibility of our UEL brand to prospective employees (**Action 2.3**). We do not currently list 'Mx' as an option in the 'titles' but we plan to add this for start of 17/18 academic year. Transgender was included within GES and attracted one response but no specific issues were highlighted. We need to consider further within GES and UELSS (**Action 8.3**).

(xv) Further work

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

The School of Psychology is developing a research relationship with the Gender Identity Development Service (GIDS) at the Tavistock and Portman Trust with which one of our current doctoral trainees is carrying out research. The School has a number of academics whose expertise is in gender and sexuality who can be called upon to help develop the above-mentioned guidance.

Actions:
2.3 Attract a diverse talent pool to increase the number and diversity of applications, especially for senior roles
7.2.1 Increase awareness of Athena SWAN and benefits to staff and students to increase engagement and disclosure rates in GES
8.1 Raise awareness of what it means to be transgender
8.2 Improve guidance to managers supporting a member of staff through transition
8.3 Improve our understanding of any issues affecting transgender staff

Word count: 468

7. FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

We are very proud of our research and engagement in this area. The Noon Centre for Equality and Diversity in Business, hosted and managed by UEL, is an excellent example, supporting industry networks, interdisciplinary research in workplace diversity and hosting conferences and events which promote and celebrate E&D research.

The following include other examples of gender equality related activity:

- Research on work+family policy (Dr Jana Javornik) has been widely published and requested by the EC, EP, national governments and international organisations.
- 'Creating multimodal narratives in the Calais camp' project, at the Calais women's and children's centre (Professor Corinne Squire); a project ran the 'Jungle' refugee camp residents in Calais. Won first place in The Guardian 'University Student Diversity and Widening Participation' Awards 2017.
- Supporting initiatives (Dr Katie Wright) to offer business advice to migrant and ethnic businesses (many run by women) affected by regeneration processes in Elephant and Castle, London.
- UEL staff are engaged in trusteeship of Computer Aid International which has developed several programmes/projects offering ICT training to girls and women, including in the UK.

Word Count: 176

Total Word Count: 10489

8.   ACTION PLAN

Our Action Plan is divided and organised into the key priorities listed below and aligns with work planned by, and the responsibilities of, specific services across the institution as well as our broader EDI strategy. Timing of individual actions has been scheduled to allow progress to develop incrementally.

As outlined in Section 3(iii), ASSG will monitor the implementation, outcomes and impact of this action plan, on a termly basis, and will modify actions to increase impact where this is required.

Key priorities:

1. Implement governance structures and systems to support and embed Athena SWAN principles at UEL

2. Attract, recruit and retain a diverse talent pool by improving the visibility of our UEL brand and ensuring fair and transparent recruitment processes.

3. Improve the progression of female academics through embedding the Athena SWAN principles within the academic employment framework review and capitalise on the opportunity to remove systemic barriers to progression

4. Develop a longer-term career development strategy which supports and facilitates promotion aspirations for female academics at each career transition point

5. Address gender imbalances within UEL research outputs driven by RKE strategy and action plan

6. Develop a more inclusive flexible working environment for all support and academic staff through facilitating culture change and providing more supportive processes and networks for parents and carers

7. Identify, establish and implement systems and ways of working which drive change towards an inclusive organisational culture for all staff and students

8. Create a safe and respectful working environment for transgender staff and students

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
1. Implement governance structures and systems to support and embed Athena SWAN principles at UEL						
1.1 Athena SWAN governance structures (See also 7. Organisational Culture)						
1.1.1	Consolidate Athena SWAN steering group (ASSG) reporting lines to embed Athena SWAN (AS) within UEL committee structures and increase awareness of AS work	Pg19, 80	E&D (inc AS) is a standing item on all School Education and Student Success committees and E&D leads are included in constitution Annual review of ASSG governance structures via terms of reference and in collaboration with Quality Assurance & Enhancement (QAE)	With effect from Sept 2017 Sept 2017 and annual	ASSG Chair / E&DC / Quality Assurance & Enhancement (QAE)	Athena SWAN incorporated into relevant committee terms of reference and schedules of business Committee effectiveness review to establish baseline and plan accordingly
1.1.2	Embed Athena SWAN within key UEL strategies and action plans	Pg19, 21 Pg 37, 61	Embed Athena SWAN key priorities and action themes within UEL's EDI strategy 2020 (due to be finalised by Sept 2017) Embed Athena SWAN key priorities within HR's People Strategy 2020 as appropriate and review annually Embed Athena SWAN within RKE strategy – see 5.1 Embed Athena SWAN within Academic Employment Framework review – see 3.	By Sept 2017 By Sept 2017 and annually See 5.1 See 3.	E&DC / HR SMT / PVC RKE & VCG	Athena SWAN actions embedded within HR People Strategy and EDI strategy Raised awareness measured through increased GES completion from 21% to 35% in 2018 and 50% in 2020

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
1.1.3	Consider and address issues of intersectionality through links with the REC SAT	Pg19, 31	Cross-representation between ASSG and REC SAT confirmed on formation of REC SAT Intersectional issues of race / gender explored in order to identify specific issues and actions in relation to ethnicity and gender	By Apr 2017 Feb 17 - Jul 2018	School Champions / AS Chair	Increase % BME staff (current 26%) and % BME management (current 18%) (London demographic - 40% - *Source ENEI infographic*)
1.1.4	Regularly assess and report on progress and impact of AS action plan	Pg19, 21	Formal AS reporting requirements agreed with E&DC and VCG within broader EDI strategy and reporting requirements (Link 7.1.2) Annual report provided to E&DC and VCG to be cascaded to Academic Board / BoG and to School / Service management teams respectively Key achievements within annual report also to be promoted via Women's Network and other AS communication strategies (i.e. online / staff in focus)	Sept 2017 – Jan 2018 January 2018 and annual March 2018 and annual (Link to IWD)	PVC RKE / VCG Head of HR / ASPO	Formal annual reporting of AS action plan

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
1.2 ASSG representation						
1.2.1	Improve diversity of Athena SWAN representation to be representative of our demographic and inclusive of all Schools and services where appropriate	Pg 17, 21	Refresh of membership on an annual basis including in terms of reference and encourage more men and BME colleagues to join the steering group. Work with QAE (responsible for student engagement) and Students Union to ensure ongoing student engagement Monitor ASSG attendance Hold a 'HeforShe' themed discussion panel event to promoted the importance of men's involvement in gender equality discussions and feed into future planning for the current Women's Network (link to 4.4.3)	Sept 2017 – Nov 2017 and annual May – Jul 17	PVC RKE / ASSG Women's Network steering group / ASSG	Increased representation of men on ASSG from 14% to: 30% by Sept 2017 40% by Sept 2018 50% by Sept 2019 Increased representation of BME staff on ASSG from 23% to: 30% by Sept 2018 40% by Sept 2019. Representation reported annually within the AS report.
1.2.2	Promote AS champion role and recognise contribution and workload of all AS champions within Schools and services	Pg 19, 21	ASSG Chair re-confirm mandate to AS Champions via Deans and Directors for contribution to be included in workload allocation and PDRs. ASSG terms of reference and AS Champion job role, which clearly details	Sept 2017 – Nov 17 and annual Start of academic	PVC RKE / Deans and Directors PVC RKE / ASPO	Workload allocation agreed and reflected in ASSG members individual workload allocation and incorporated within PDRs

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			expectations and benefits, is shared with all AS champions as an 'induction' to role	year annually		
			Annual symposium (Action 7.1.3)	See 7.1.3		
1.3 Develop and promote sharing of AS resources to grow AS capacity and knowledge within UEL						
1.3.1	Enable online collaborative working and sharing of Athena SWAN resources across UEL and within Schools	Pg19, 24, 93	Use Psychology SAT 'Working Together' space as a model for other Schools' online spaces.	Jan - Sept 2017	ASPO / School SATs	Working spaces live and used
			Consolidate within broader EDI 'Working Together' space (Action 7.1.3)	May – Sept 2017		
1.3.2	Share good practice in relation to AS between Schools via ASSG and development of specific AS guidelines	Pg21, 24, 64, 84, 93	Key themes from Institution and School self-assessment process communicated from ASSG to School SATS and vice versa.	From May 2017 and at each ASSG meeting	ASSG	Committee effectiveness review to establish baseline and plan accordingly
			Develop guidelines for Schools on setting up SATs, including use of internal peer review (SAT member from another School) and share with Schools	May - Nov 2017		Guidelines developed and online
			Develop guidelines on key policies, processes and trends relevant to AS to inform departmental applications	Nov 2017- Jan 2018		
			Cycle of SAT member networking opportunities planned at least bi-annually	Dec 2017 and ongoing		

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
1.3.3	Support and lead Schools on Athena SWAN process to facilitate Departmental applications	Pg48, 93	AS Project Officer attends School SATs and works with Champions to provide advice and support	Ongoing in line with department -al SAT meetings	ASPO	All STEMM Schools applied (by Nov 2018) and achieved bronze award
			PVC RKE provides ongoing mandate for Athena SWAN agenda via Deans & Directors / VCG meeting presentation and regular updates (link 7.1.1)	Apr 2017 and termly	PVC RKE / Deans & Directors	All AHSSBL Schools applied (by Nov 2020) and achieved bronze award
1.4 Data management						
1.4.1	Improve access and timeliness of AS staff and student data reporting.	Pg19, 93	Staff: AS reporting templates drafts finalised on HR reporting system (Business Objects) to enable future access to timely AS data reports.	Sept 2017 – Jun 2018	AS Project Officer, HR Systems	Reporting templates established on Qlikview for students and Business Objects for staff.
			Data guidance for Schools agreed including data protection / confidentiality	Sept 2017 – Jun 2018		
			Student: Qlikview dashboard report set up to be available to School management teams for AS and REC data	Sept 2017 - Jun 2018	ASPO, Strategic Planning, IT information improvement team	
			Link data to annual strategic planning cycle	From Sept 2018		

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			Explore further possible data analysis / templates (for example length of service) for more comprehensive data analytics	From Sept 2018		
2.	**Attract, recruit and retain a diverse talent pool by improving the visibility of our UEL brand and ensuring fair and transparent recruitment processes.**					
2.1	Monitor impact of recruitment processes and initiatives aimed to facilitate greater consistency of success rates by gender: - Panel composition - Unconscious bias training - Anonymous shortlisting	Pg23-24, 46, 48	System in place to record recruitment panel composition in relation to gender and race and completion of training Monitor completion rates of unconscious bias training and recruitment and selection training / briefing for all on panel members to ensure 100% (Link 7.2.3) Assess the impact of anonymous shortlisting for professional / support and academic staff Monitoring of above recruitment panel data reported annually and plan further actions accordingly	Sept 2017 – Jan 2018 From Jan 2017 and ongoing Jan 2018 and annually	HR Systems (Deans / Directors to provide mandate for training completion where needed)	Recruitment panels completed unconscious bias training and panels representative: 90% by Jan 2018 100% by Jan 2019 Greater consistency of shortlisting and success rates by gender in comparison to current (pg48-49)
2.2	Ensure wording for all job adverts is gender neutral	Pg48	Guidance provided to recruiting managers in relation to gender bias in recruitment materials e.g. wording of job adverts, words to avoid and use of	Sept 2017 – Jul 2018	HR BPs	Annual sample of at least 5 job adverts per school showing no gender bias in wording

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			gender coding app (Gender decoder: http://gender-decoder.katmatfield.com/) HR will continue to monitor all adverts for consistency in wording and grading of all posts			and provide feedback to Schools
2.3	Attract a diverse talent pool to increase the number and diversity of applications especially for senior roles	Pg23-24, 48, 76, 95	Re-design of job vacancies (and linking webpages) complete to provide prospective applicants with information on benefits and culture at UEL (include Athena SWAN, Working Families membership, Race Equality logos on web and intranet pages) Update and develop role models used on recruitment pages to reflect the diversity of our staff Longer term review of benefits in relation to gender to be incorporated into total reward strategy planned within the People Strategy (under High Performing Organisation)	Sept 2017 2017/2018 – 2018/2019 2019/2020	HR / Corporate Communications	Role models developed (at least 2 per year) and on job web pages from Sept 2017-2020. Improved application rates at higher grades for women (and for BME) in comparison to current (pg48-49) Use of web access analytics to assess use of job vacancies webpages
2.4	Improve collection and reporting of recruitment data to enable better understanding and identification of	Pg23-25, 31, 48, 76	Update of our recruitment recording systems to enable direct input from the recruiting manager via our Recruitment	By Sept 2017	HR / E&D	Improved understanding of recruitment issues

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
	gender bias or E&D issues including recording of appointment outcomes, working pattern, grade, outcomes of recruitment of joint vacancies i.e. Grade F / G		Management tool (Stonefish) and ensuring more consistent and timely collection of data. Specification for annual recruitment E&D monitoring and reporting agreed Recruitment E&D monitoring provided annually within E&D report to E&DC and actions devised to address issues	Sept 2017 – Jan 18 Jan 2018 and annually		contributing to gender pay gap and other gender related issues
2.5	Improved understanding of equal pay gap issues at appointment of new staff	Pg46	Analysis of salary on appointment incorporated within EPA 2017 initially focusing on appointment of Lecturer / Senior Lecturer identified because of the joint recruitment process and potential for differing salary offer.	Apr 17 – Dec 17	HR	Reduce the gender pay gaps from -10.7% to: 9% by Jul 2019 8% by Jul 2020.
2.6	Increase awareness of Athena SWAN and related work / support available to new staff including HPLs	Pg37, 42, 51	Review of Staff induction in progress and include reference to key E&D agenda i.e. Athena SWAN, REC, Dignity at Work. Ensure Athena SWAN principles are embedded within the Induction (including HPL staff) and Probation processes	Jan – Jun 2017 Jan – Jun 2017	HR	AS included within the induction feedback / evaluation process Establish base line for 2017/2018 and agree target improvements

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			Working Group to be formed including E&D team representation to review proposed new induction	Jun – Jul 2017		
			Roll out of revised Induction Programme	2017/2018		
			Provision of online induction resources to HPLs considered as part of scheduled wider piece of work for HPL recruitment.	2018/2019		
2.7	Improve our redeployment processes to support staff on FTCs	Pg36, 38, 42	Investigate further use of the redeployment module within our online recruitment tool (Stonefish)	Summer 2017	HR Systems	Stonefish redeployment tool in use
			Implement redeployment online tool	From Sept 2017 Sept 2018-		Establish baseline for use by redeployed staff by Dec 2018 Monitor increased use
			Evaluate effectiveness of tool	Dec2018		
2.8	Improve our understanding of key gender related issues in relation to turnover and enable planning to address	Pg36, 38, 42	Turnover data is provided within broader HR dashboard to Deans and Directors	Apr 2017 onwards	HR	Increase exit interview completion rate to 50% of academic staff by Sept 2018 and of all staff by 2020
			Specific actions / identifying trends will be fed back to relevant Deans / Directors with individuals' consent	Quarterly from Apr 2017		

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			Assess impact of new strategy of proactively contacting all academic leavers with less than 3 years service, inc Research Only staff, and consideration of how to extend to professional / support staff	Jan 18 – Aug 18		Regular feedback of findings to enable further planning
3.		**Improve the progression of female academics through embedding the Athena SWAN principles within the academic employment framework review and capitalise on the opportunity to remove systemic barriers to progression**				
3.1	Ensure transition to new academic framework does not negatively impact female academics (Transition to new Academic Framework due by Sept 2018)	Pg23-24, 38, 52, 54	Analysis and outcomes from self-assessment process (regarding promotions process and concentration of women on Research Only contracts) provided to Director of Academic Development Consultation with ASSG and AS principles included within the project plan for title, role and contract changes for academic staff New academic role descriptors assessed for gender bias (use of gender decoder: http://gender-decoder.katmatfield.com/) Complete equality analysis through the transition process to new roles	Jan – Apr 2017 Apr – Aug 2017 Jan – Dec2017 Sept 2017 – Sept 2018	HR / Director of Academic Development	% ratio of M / F comparable or improved to current position for both research and teaching career tracks following transition to new academic framework

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
3.2	Enable progression from Band E, F to G for all career tracks and increase female progression to H / Professor through the new Academic Framework progression process	Pg24, 38, 52	Consultation with ASSG included within the project plan for development of new progression process and procedure Embed AS principles in the design, implementation and communication of the new progression process to ensure it is fair and that indicators that lead to success are transparent. New framework gives recognition to excellence in teaching as well as research. Development and facilitation of training for promotions panels on specific gender equality issues such as working pattern, career breaks; include unconscious bias. Equality analysis of new promotion processes annually.	Apr – Aug2017 By end of 2017/2018 Spring / summer 2018 Spring / summer 2019	HR / Director of Academic Development	Comparable M / F progression application and success rates for both research and teaching tracks / AHSSBL and STEMM
3.3	Increase the progression of part time academics – male and female.	Pg52-54	Within the progression develop process to take into account specific circumstances such as maternity leave, career breaks, part-time working, ill health, etc.	Sept 2017 - Aug 2018	HR / Director of Academic Development	Comparable FT / PT progression application and success rates for both research and teaching tracks

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
4.	**Develop a longer-term career development strategy which supports and facilitates promotion aspirations for academics at each career transition point**					
4.1 Career development – Monitoring, Planning and Awareness						
4.1.1	Achieve systematic annual monitoring of learning and development activities in order to identify any issues relating to gender (or other protected characteristic) and develop actions accordingly	Pg58	Develop capacity to enable ongoing monitoring of training provision and uptake by gender (and other protected characteristics) All UEL development training providers (except RDP) to upload activity onto iTrent to use alongside PDP plans now available from the online PDR system to inform Schools / Service L&D planning. PhD Manager used to monitor the Researcher Development Programme uptake by gender / protected characteristics and PGR supervision Analyse overall provision and set targets as needed	By Sept 2017 From Sept 2017 onwards From Sept 2017 Sept 2018	HR / CELT / IT / RIE	Through integrated recording, baseline for L&D delivery established by Sept 2018
4.1.2	Improve PDR completion and maintain ratings by gender.	Pg60	Management of the PDR online system includes an annual evaluation of completions of PDR as well as an analysis by gender and ethnicity. This is reported to Employment Committee (BoG) annually.	Jan 2018 and annual	HR	PDR completion increase to 85% by 2017 and 95% by 2020 Ratings by gender comparable

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
4.1.3	Raise awareness of available development, funding and support opportunities in relation to AS principles	Pg59	Creation of Athena SWAN online development / resource which will provide, in one place, information on support and funding from external organisations, information on relevant external networks such as WISE, scholarships, relevant publications and other career development support.	Sept 2018 – Aug 2019	HR / RIE	Use of analytics data to measure engagement with the webpage
4.2 Academic Progression development						
4.2.1	Develop a strategy to encourage promotion aspirations and facilitate quality promotion applications	Pg54, 59	Process for periodic development / career progression planning developed and aligned to overall PDR process Launch of career progression support programme Evaluation of programme Development of case studies of successful academic promotions which are representative in terms of gender, ethnicity and working pattern to improve perception	Sept 2017 Aug 2018 Sept 2018 – Jun 19 Summer 2019 and annual From summer 2019	L&D / Director of Academic Development Director of Academic Development / Corporate Comms	Comparable M / F & FT / PT progression application and success rates for both research and teaching tracks in 2019 (and onwards) Case studies developed

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
4.3 Leadership development						
4.3.1	Identify and capitalise on opportunities to develop female leadership	Pg64, 84	Equality analysis of ILM uptake for managers	March 2017 and annual	HR (Organisational development) / PVC RKE	At least 60% of ILM women (& 60% BME) 40 women to have participated in LFHE programme by 2021
			UEL membership of LFHE and opportunity for women to participate in Aurora programme	Apr 2017		
			Use of LFHE toolkits and promotion of workshop opportunities	Ongoing		
			Development of criteria against which women can apply to participate in the Aurora programme. First cohort to start Sept 2017	May – Sept 2017		
			Evaluation of participation in Aurora programme	May – Sept 2018 and annual		
4.4 Mentoring and networking support						
4.4.1	Evaluate current provision and implement a UEL-wide career development mentoring strategy including research mentoring	Pg62, 65	Evaluation of current AS mentoring programme and continued management of programme during 2017/18	Jun 2017 – May 2018	L&D / HR	Development of mentoring resource toolkit including action learning set framework by Jul 2018
			Develop toolkit of resources and mentor development programme in collaboration with School of Psychology career	Jun 17 – Jul 18	L&D / Career Coaching	

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			coaching academics and UEL Aurora participants.		(School of Psychology)	At least 150 female mentees through the AS mentoring programme by 2021.
			Evaluation and review in anticipation of re-development of the programme going forward including focus (e.g. BME and Readers / Professors mentoring ECRs)	Jan 18 – Jul 18	HR / RKE / ASSG / REC SAT	
			Roll out of revised annual mentoring programme	Sept 18 / annual evaluation Jun / Jul	L&D / HR / RKE	At least 40 mentor role models having completed the Aurora programme by 2021
4.4.2	Support the continuation and promotion of UEL's Women's Network to continue as a forum to discuss and raise gender equality issues within UEL	Pg54, 59, 68	Evaluate communications, promotion and network events based on ToR and to inform planning for 17/18. Collaboration with L&D and E&D teams to join up discussions and ongoing planning and evaluation. Network to feedback to ED&C identified gender issues affecting the UEL community and promote resolution of these issues.	Summer 2017 Sept annual / termly steering group meetings Scheduled in E&DC calendar of business	Women's Network Steering Group / L&D / E&D	Improved evaluation metrics from events against the stated aims of the Network (detailed in Terms of Reference)
4.4.3	Create a more inclusive network environment to encourage more men to get involved	Pg19, 68	Hold a 'HeforShe' themed discussion panel event to promote the importance of men's involvement in gender equality	Apr- Jul 2017	Women's Network Steering Group / ASSG	Improved evaluation metrics from events against the stated aims of the Network

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			discussions and feed into future planning for the current Women's Network			(detailed in Terms of Reference)
			Following event, consideration of focus going forward (Women's / Gender Equality) (link to action 1.2.1) and development of future programme of events	Summer - Dec 17		
4.5 Improve progression and promotion of professional / support women / BME staff aimed to address the gender / ethnicity pay gap at UEL						
4.5.1	Plan and implement programmes of work which aim to address Equal Pay gap issues identified for professional / support staff – both women and BME	Pg45-46	Development of programme to offer potential short-term internal promotion or secondment opportunities (6-12 months) to those in grades D and E.

Through the Race Equality Charter self-assessment process utilise opportunities to understand issues specific to BME staff including cultural sensitivity, which has informally been raised by staff. | Sept 17 – Aug 18 | HR (Organisational Development) | Reduce the gender pay gaps from -10.7% to: 9% by Jul 2019 8% by Jul 2020. |
| **5. Address gender imbalances within UEL research outputs driven by RKE strategy and action plan** | | | | | | |
| 5.1 | Embed AS and HR Excellence in Research principles within the new RKE strategy and action plan | Pg37, 62 | Outline the focus, infrastructure and investment for support Secure internal QR investment - centrally allocated with expectation of 3-year period of match funding from Schools | Jun 17 - Apr 18 | PVC Research / RKE Committee to approve | AS agenda embedded within RKE strategy |

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			Annual monitoring of Higher Education Innovation Fund (confirmed for 2017/2019) spend and evaluation of impact			Establish baseline for measuring impact of HEIF
5.2	Achieve re-accreditation for HR Excellence in Research award in order to support the development of internal processes which support the career development of researchers	Pg62	More detailed review of internal processes linked to researcher recruitment, retention and development Application for accreditation	Jun 2017 – March 2018 March 2018	HR / PVC RKE	Achievement of the HR Excellence in Research award
5.3	Improve retention of Research Only (externally funded) staff	Pg36-37, 38, 42, 62	Further investigation (via specific focus groups) of how effective our career development support is currently for those on FTC and / or Research Only contracts to better understand the issues Improve guidance and staff data to managers to enable longer term planning enabling transfer from fixed term to permanent contracts and action plan following above investigation / focus groups	From Sept 2017 – end 2018 From Sept 2018 – Aug 2019	HR / RKE	Reduce turnover of Research Only academics to be comparable by gender from current (27% F / 19% M) to 15% (F&M) (National benchmark)
5.4	Increase number and success rate of grant applications of female academics including identifying and removing structural barriers	Pg62	Investigate further the reasons for the gender imbalance in grant application data – through feedback via academic researchers focus groups and analysis of	Sept 17 – May 18	RKE / ReDs	Increased proportion M / F application to more closely represent the demographic and

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			grant application feedback (where available)			success rates of grant applications from 30% to 40% by 2020
			Work with external consultant on bid writing development support to ensure development programme is inclusive	Sept 17 – May 18		
			Make changes to any systemic barriers identified and plan actions in response to investigation / focus group outcomes	Sept 18 onwards		
5.5	Identify any issues in relation to the uptake and outputs of sabbaticals.	Pg62	Inclusion of gender and BME measures within the sabbatical rotations	Sept 2017	Directors of Research (DoR) / RKE Committees Research Operations / DoRs to report to RKE Committee	Balance of gender take up of sabbaticals reflective of the School demographic and baseline established in 2019
			School Research & Knowledge Exchange Committees report annually to the institutional committee on the uptake and outputs of sabbaticals for gender and BME	Dec 18 - Feb 19 and annually		
5.6	Use the annual review of quality of research, with associated income and environment profiles, by School and subject areas, to establish a set of actions regarding any issues arising from E&D analyses of the review results, with	Pg55, 62	E&D training for annual review panel members and all those associated with the process.	May to Sept 2017	RKE -Research Excellence Team, RKE Committee, E&D Committee, ASSG	All relevant staff have attended REF-specific E&D training.
			General statement for all academic staff explaining the annual review process, its commitment to monitoring E&D issues,	May 2017 Oct-Nov 2017		Using REF2014 exit EIA and first annual review analysis as

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
	particular attention to gender, ECR and fractional contracts and BAME staff.		panel composition and representation, the transparency of the process and the availability of the information collected.			benchmarking data, to show progress against recommendations from each annual review.
			Pilot Annual Research Review scheduled.	Dec 18 - Feb 19 and annually		
			Systematised review including annual equality analysis (gender, fractional contract staff, ECRs, BAME and any other groupings deemed relevant)	Annually		Improvement in the relative proportions of staff meeting quality targets in identified E&D and subject areas
			Recommended E&D analyses actions presented to E&D committee and ASSG.	Annually		
6.	**Develop a more inclusive flexible working environment for all support and academic staff through facilitating culture change and providing more supportive processes and networks for parents and carers.**					
6.1	Build capacity / resources to support development of Career Break / Flexible Working support for staff	Pg71	To access Working Families benchmarking tool and consultancy offer to support below actions as well as internal UEL expertise (within School of Social Sciences)	Sept 2017 and after	HR	Completion of Working Families benchmarking tool by Jul 2017 and annually
6.2	Develop cultural change strategy which will drive a more supportive family friendly environment	Pg45-46, 73, 78	Access consultancy support from Working Families on developing a culture change strategy to 2020	Aug 2017 – Dec 17	HR / Deans & Directors	50% of managers attended workshop on flexible working by Sept 2018

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
	consistently across all Schools / services		Hold workshops for Heads of Subject / Unit and Deans and Directors to support overcoming attitudinal change and maximising opportunities of returning staff who are parents / working flexibly.	Jan 2018 – Aug 2018		To be ranked in Top Employers for Working Families by the Working Families charity by 2020 Improved feedback to 75% and male and female response equitable by 2021 on following: - working culture enabling flexibility (Q.12.4 – current 59% F / 71% M) - perceived ability to progress (Q.12.11 – current 30% F / 34% M)
6.3 Develop and promote improved guidance on family friendly policies and benefits						
6.3.1	Develop and disseminate improved guidance on UEL's maternity and family friendly policies in order to attract a diverse talent pool (link to recruitment action 2.3) and retain and support current staff.	Pg72, 73, 75, 78	Review maternity and family friendly policy guidance and checklists for line managers and staff in order to summarise entitlements and facilitate constructive discussion and planning.	By end of Jul 2017	HR / Corporate Comms	Feedback from staff and managers Improved feedback on impact of maternity / other parental leave on

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			Incorporate purpose and benefits of KIT days within the Maternity / Family Friendly guidance. Promotion of refreshed guidance via internal communications channels (e.g. InFocus) and included in benefits of working at UEL	Sept 2017 – Aug 2018		career (Q.12.13) – male and female response equitable and to 75% by 2021 (current 38% F / 51% M)
6.3.2	Develop an online resource which includes career progression guidance and profiles role models, signposting to internal and external resources.	Pg72, 73, 79	Ensure all above guidance and policies are easily accessible via one online point and ensure link to Athena SWAN mentoring and other development opportunities (including sabbaticals) on return from maternity leave. Develop online good practice case studies demonstrating success stories of use of leave policies including use of KIT days, flexible working, paternity, adoption and shared parental leave policies. Review effectiveness of the communication and promotion of childcare provision External Resources identified e.g. changes to childcare vouchers / tax credit	Sept 2017 - Aug 2018 Sept 2017 - 2019 2017/2018 and ongoing	HR / Corporate Comms	Establish baseline for access statistics by Sept 2018 Improve baseline for access year on year Develop 2 case studies per year

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			systems and incorporate into online resource			
			Link to Athena SWAN online development / resource (5.1.2)	2018/2019		
6.3.3	Promote opportunities for Flexible Working at UEL	Pg78	Use of 'Happy to talk flexible working' strapline on job advertisements and our recruitment web pages	From Sept 2017 onwards	HR / Corporate Comms	Improved feedback on flexible working – male and female response equitable and to 75% (current 59% F / 71% M)
6.4.1	Investigate, develop and implement a Parent / Carers Network at UEL to better support staff and as a potential benefit to new staff.	Pg73, 75, 79	To investigate the requirements for setting up a parent / carers network – link to Working Families resources and further consultation with parents / carers within UEL via Focus Groups on the ideal format for this (e.g. formal / informal / online only / network)	Sept 2017 - Aug 2018	HR / E&D	Parent / Carers Network piloted and evaluated in 2018 / 2019 to establish baseline
			Pilot parent / carers network and evaluate effectiveness of network	Sept 2018 – Aug 2019		
6.5.1	Assess informal flexible working uptake and trends to identify supportive and / or unsupportive trends to working families (inc working with School AS SATs to	Pg78,79	Understand in more detail flexible working in practice Link between School SATs understanding and addressing issues locally to centre	From Sept 2017 and ongoing via School SATS	HR / School SATS	Baseline established and built on

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
	identify issues / themes across the institution).		e.g. Psychology Focus groups set up and fed back to ASSG.			
7.						

7. Identify, establish and implement systems and ways of working which drive change towards an inclusive organisational culture for all staff and students

7.1 Develop mechanisms which embed accountability for Equality, Diversity and Inclusion

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
7.1.1	Clarify and communicate accountability and responsibilities for equality, diversity and inclusion planning at institutional and local level	Pg 80,93	PVC RKE provides ongoing mandate for Athena SWAN agenda via Deans & Directors / VCG meeting presentation and regular updates	Apr 2017 and termly	PVC RKE / Deans & Directors	All Schools and Services have E&D plans in place by Jan 2018 and annually
			EDI accountability mechanisms included as a key objective within EDI Strategy 2020	Sept 2017	E&D manager	
			Reconfirm and consolidate Deans & Directors' accountability for School / Service EDI strategies through developing clearer reporting requirements	Sept 2017	VCG / Academic Board	
			School / service EDI action plans and update reports incorporated into E&DC schedule of business and communicated	Annually in line with committee schedule of business / School reporting rota	Deans & Directors / E&D Manager	
			EDI annual reporting includes Athena SWAN reporting as set out in E&DC schedule of business as appropriate			

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
7.1.2	Systematise EDI monitoring and reporting beyond statutory requirements to enable EDI planning at institution level as well as School / Service level (including School REP process) (Link to 1.4.1 re specific AS data)	Pg80, 87	In order to combine EDI reporting, agree specifics of monitoring to be included in EDI report to E&DC i.e. application of HR policies, numbers of DAN contacts as well as staff and student demographic, committee membership, recruitment, promotion, annual research review.	Sept 2017-Sept 2018	E&D / E&DC	Annual EDI data / reports model for both Schools and institution in place by Jan 2018
7.1.3	Facilitate sharing of School / Service EDI action plans and good practice (in addition to E&DC)	Pg80	Consolidate EDI related 'Working Together' spaces on SharePoint (link 1.3.1) Amend REP process to ensure EDI themes are reflected at School level more consistently as is at programme and subject area Share the EDI section of the REP overview report with E&DC Improve sharing and showcasing of EDI good practice across the institution including initiatives that promote gender equality and engagement with Athena SWAN via events and E&D led networking	Sept 2017 – Aug 2018 In effect from Sept 2017 Jan 2018 and annually By Jun 2019	ASPO / IT ASPO / QAE QAE / E&D RKE / E&DC	EDI open access resource and active network by Sept 2017 Annual consolidated REP EDI report from Jan 18 1st Annual EDI symposium facilitated by Jun 2019 focusing on EDI in Research, Policy and Practice

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
7.2 Improve EDI (inc AS) communications, awareness raising and training to ensure all students and staff are aware of UEL's commitments as well as their rights and responsibilities						
7.2.1	Increase awareness of Athena SWAN and the benefits to staff and students to increase engagement and disclosure rates in GES.	Pg19, 20, 21, 31, 81, 94	Athena SWAN communications plan (including online, social media and events) reviewed at ASSG Communication of Athena SWAN application outcomes / action plan Athena SWAN communications plan embedded within a broader EDI communications plan including AS principles to support EDI strategy. Role of AS champions is included within communications plan (*Action 1.2.2*)	Termly Apr 2017 By Sept 2017	E&D / Central Comms team	Increase GES completion to 50% in 2018 Increase ethnicity disclosure rate to match demographic (Last GES 22%, target 30% in 2018) Event evaluation – increased awareness of Athena SWAN and engagement with related activities
7.2.2	Monitor impact of AS action plan on staff perceptions of improved gender equality at UEL	Pg81	Further AS consultation via bi-annual gender equality survey next scheduled for 2018 and to support AHSSBL applications	Summer 2018	ASSG	Increased GES completion from 21% to 35% in 2018 and 50% in 2020 Improved response ratings

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
7.2.3	Build on staff equality and diversity knowledge and skills to promote an inclusive working and learning environment and individual responsibilities	Pg81	Regular follow up on completion of unconscious bias module by current staff and via Deans and Directors Annual programme of EDI events planned incorporating Athena SWAN (link to communications planning 7.1.1) Unconscious bias and other E&D modules embedded for all staff within induction and managers programmes by Sept 2018 in line with current induction review	Apr 2017 and quarterly Sept 2017 and annual Jul 2018	E&D / Organisation Development	90% unconscious bias training completed within induction by Jan 2019 Recruitment panels completed unconscious bias training: 90% by Jan 2018 100% by Jan 2019 Improved UELSS outcomes: Current 75%M/71%F – 'UEL is an inclusive working and learning environment'
7.2.4	Promote and embed UEL's Dignity at Work and Study Policy and Dignity Advisors Network to drive our aim of establishing an inclusive culture free from discrimination and based upon the values of dignity and respect.	Pg83, 94	Development of multi-media campaign to support Dignity at Work and Study Policy Launch of multi-media campaign including support mechanisms for Dignity Advisers Incorporate expectations, rights and responsibilities in relation to EDI for	Jun – Sept 2017 From Sept 2017	E&D / Corporate Comms E&D / Organisation Development	Evaluation of multi-media anti - bullying and harassment campaign Recruitment of at least 10 DAN advisors per year from Sept 2017

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
			students and staff within student and staff inductions	From Sept 2017 and annual	/ Centre for Student Success	Decreased % of staff / students experiencing B&H by 2019 to 5% (Last staff survey 23%M/28%F experienced B&H)
			Annual evaluation and action planning accordingly	From Jun 2018 and annual	E&D	
7.3 Visibility of role models, outreach and engagement activities						
7.3.1	Increase visibility of role models for staff and students	Pg89	Formalising monitoring of representation and role modelling in publicity materials, intranet and internet to students and staff for institution and specific disciplines	Sept 2017 – Jul 2018	Corporate Communications team	Develop / collate min 5 case studies per year (covering a variety of scenarios)
			Collate and develop a bank of role model case studies, images, testimonials to showcase successes for all at UEL (including promotion of teaching, research, career progression, flexible or part time working, return from career breaks) to be used on external recruitment pages, staff and student intranet pages and for other promotions	From Sept 17 and ongoing		Improved feedback on visibility of role models – male and female response equitable and to 75% by 2021 (current for research 51% F / 64% M and current for teaching 59% F / 71%M)
7.3.2	Improve the gender balance of staff involved in outreach activities	Pg92	Annual reporting of outreach activities and analysis by gender / grade	Sept 17 – Jun 2018	ECP / Recruitment and	Baseline established by Jun 2018 and targets set as appropriate

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
	and formally recognise their contribution		Analysis of outreach / civic engagement activities are recorded via the workload allocation model.	Jan 2019 and annual	Marketing team	
			Develop actions to address any outcomes of analysis	Jan 2019		
7.4 Mechanisms to review, monitor and embed inclusive University Committee representation, timing and workload allocation						
7.4.1	Improve proactive consideration of diversity in the recruitment to the Board of Governors	Pg84	Head-hunter specifications for the recruitment of the Chair and other upcoming governor vacancies will include a clear mandate on the importance of diversity. Monitor the outcomes of recruitment to BoG	Apr 2017 – Sept 2018 Sept 2018 and annually	Legal & Governance	Increased representation of women and BME staff more consistently within institutional committees including BoG by 2020 (Corporate Plan KPI for senior staff representative of London population - Gender 50/50 and BME 40% 2020)
7.4.2	Improve balance of representation on committees though more systematic monitoring and to encourage balance participation	Pg 85, 86	Incorporation of chair responsibility for monitoring committee constitution demographics into institutional committee terms of reference comes into effect	By Sept 2017	QAE / Legal & Governance / E&D	Increased representation of women and BME staff more consistently within institutional

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
	where possible within the remit of the committee.		Systematic annual monitoring of institutional committee representation to E&DC	Jan 2018 and annual		committees inc BoG by 2020
			Develop guidance to committee chairs / managers to consider demographic of committee representation as a progression experience opportunity where possible and to ensure consideration of committee overload	Jan – Jun 2018		(Current 25% female / BME on BoG) (Corporate Plan KPI for senior staff representative of London population - Gender 50/50 and BME 40% 2020)
			Incorporation of chair responsibility for monitoring committee constitutions into School committee terms of reference	Sept 2018		
			Systematic annual monitoring of School committee representation to E&DC	Jan 2019 and annual		
7.4.3	Improve use of Equality Analysis process to embed equality within all institution policies and practices	Pg87	Review current Equality Analysis template and guidance and gather feedback from colleagues who have used the guidance	Sept 2017 – Feb 2018	E&D	Revised Equality Analysis template is in place
			Update the Equality template and guidance to include Athena SWAN principles	Feb 2018 – Sept 2018		

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
7.4.4	Improve workload allocation to ensure it is free from gender bias	Pg87	Complete equality analysis of workload allocations collated during 2016/17	Sept 17 – Aug 18	HR / E&D / Director of Academic Employment	Improved feedback on workload allocation – male and female response equitable and to 80% by 2021 (current 61% F / 78% M overall / 42% F / 70% M AHSSBL)
			Develop action plan to address outcomes of the equality analysis of the workloads in liaison with Deans and Directors	Sept 18 - Jan 19		
			Research suitability of online academic workload allocation model (Simitive workload programme)	Sept 19 – Aug 20		
7.4.5	Improve the timing of institutional committees	Pg88	Monitor timing of committees at School level alongside systematised monitoring of representation (Link 7.4.2) and include in guidance to School SATS (Link 1.3.2)	Sept 18 – Aug 19	QAE / ASPO	Improved feedback on timing of institutional committees – male and female response equitable and to 80% by 2021 (current 51% F / 60% M overall)
8. Create a safe and respectful working environment for transgender staff and students						
8.1	Raise awareness of what it means to be transgender	Pg94	Purchase of transgender online course on transgender awareness and guidance for managers and embed / promote via the intranet	By Dec 2017	E&D	Purchase and use of online courses
8.2	Improve guidance to managers supporting a member of staff through transition	Pg94	Develop practical guidance on supporting a member of staff through transition	By Dec 2018	E&D in consultation with LGBT network	Completion of Transgender guidance document

Ref	Objective	Rationale (Application page ref)	Key Actions	Timescale	Responsibility	Success Measure
8.3	Improve our understanding of any issues affecting Transgender staff	Pg95	Link to recruitment objective 2.3 to encourage disclosure and include Stonewall logo etc. on web pages. Add Mx to options of title choice	By Sept 2017	E&D / HR Systems	Improved LGBT disclosure rates within recruitment Analysis of UELSS 2017 by sexual orientation to establish baseline

Athena SWAN Feedback – November 2015

Bronze University

Please note that the below feedback is not an exhaustive appraisal of every point made in the submission. Additionally, while feedback is offered to applicants on each section of the form, it should be noted that applications to the Athena SWAN Charter are assessed "in the round".

Institution name:	University of East London
Level of award applied for:	Bronze

Letter of endorsement from Head of Institution	
Commended	*For future consideration*
Post graduate (PG) support scheme, giving scholarships to encourage women into PG study. The Vice Chancellor (VC) chairs the equality and diversity committee. The various programmes, initiatives and awards for women within the institution.	Further demonstration of personal commitment. A greater focus on gender specifically, rather than on diversity generally. More reflection of the benefits of gender equality to the institution as a whole.

The self-assessment process	
Commended	*For future consideration*
Good engagement at senior level. Ambition to go for silver in 2020. Athena SWAN champion in each faculty. 'One small step' campaign. Members' participation in panels and regional networks. The broad approach to work life balance. Presence of lead champion. The plans for the future of the self-assessment team (SAT) showed a positive intention going forward.	Consider including PhD and Post-Doc representation on the SAT. Suggest improving the gender balance of the SAT by including more men. Provide more detail on what consultation was carried out and when. Greater clarity in Chart 2 regarding how the Equality and Diversity Committee reports into academic committees and the Board. More information on how the SAT will report into committee structures, such as the Equality and Diversity Committee, going forward. Further details as to how the action plan will be implemented and monitored.

A picture of the institution	
Commended	*For future consideration*
A good opening description of the institution is provided on page 19. External partnership with the Crick Institute. Acknowledgment of the difficulties in applying benchmarks.	This section requires through further analysis and commentary on the data. Student data should be broken down by gender. In Table 14, it would be useful to see the proportion at each grade broken down by gender. The commentary accompanying Table 14 was very brief and needs more analysis. The data in Charts 9a and 9b suggest that change is happening, but there is no commentary exploring this further. On page 35, it would be useful to have further detail on the exit interview/survey data that does exist, and perhaps consideration of how to improve this data. Consider splitting Action 9 into two actions, one exploring part-time/full-time contracts and one exploring fixed-term/permanent contracts, as they may have different causes and implications. Action 5 in relation to REF could be stronger and more specific.
Criteria not met	Insufficient data analysis and reflective commentary.

Supporting and advancing women's careers	
Key career transition points	
Commended	*For future consideration*
Unconscious bias training for recruitment panels. **Consultation and guidance on promotion for part-time staff.** **Research Investment Fund.** **Monitoring data on training and sabbaticals.**	**The panel were pleased to see that wording on job adverts had been changed, but felt that Action 14 could be more ambitious, to build further on any impact the wording change might generate.** **Greater clarity on male and female redeployments (page 43).**

Supportive approach to career progression.	Charts 10 and 11 would befit from having male comparator data included.
Review of induction and planned guidance for part-time staff.	Table 33 does not include unsuccessful applicant data, making it difficult to compare STEMM data to full institution data (presented in Table 32). The analysis and commentary accompanying these tables could be strengthened, along with the related actions (Action 15).
Teaching & Assessment Conference reviewing the implications of unconscious bias on the curriculum.	More information on whether the initiatives on page 48 are current or planned.
Breakdown of the up-take of internships by gender (pages 48 & 49).	The survey responses on page 50 highlight flexibility and trust as being the most important activity in relation to overcoming women's barriers to participation and progression, but it is not clear how this is integrated into Actions.
	Provide more information on when the surveys and consultations were carried out.

Criteria not met	Requires more thorough data analysis and commentary.
	Unsuccessful STEMM promotions data is not included.

Career development	
Commended	*For future consideration*
The panel commented that this was a strong section within the application.	Clarity on the success of women in comparison to men in section 4.2.(b) (iii), page 57: is it women specifically who have limited success and what are the reasons for this.
Mentoring scheme. The panel commended: the survey which assessed the need and appetite; the development of the scheme for STEMM female academics; and planned evaluation.	
Women's network and related events.	
STEMM Stars initiatives which includes both professional and support staff and academic staff.	
Good outreach activities, including science workshops for girls, with local school involvement.	

Organisation and culture

Commended	*For future consideration*
Increase in women on the Vice Chancellor's Group - consider reflecting on how this was achieved and transfer learning to other committees. Committee meetings are held during normal working hours. Most committees do not have a fixed structure, providing opportunity to diversify membership. Recognition that committee membership can be a burden and membership being factored into the AWS. ASAP promotion of women in science, including the production of post cards, banners and brochures.	More detail on the newly formed ULT, including the gender balance of Deans of Schools and Directors of Service. As mentioned above, it is unclear how the Equality and Diversity committee feeds into either the Academic Board or the ULT. Consider developing proactive Actions to address the underrepresentation of women in the Research and Knowledge and Quality and Standards Committees. Include commentary on the gender distribution of committee chairs.

Flexibility and managing career breaks	
Commended	*For future consideration*
Review of nursery provision. Staff survey response rate is good. Limited use of term-time only contracts.	Include data on flexible working requests and take-up (particularly given the survey results on page 50). Include more information on how the role models of senior STEMM women balancing family life are being used (page 66). Include a specific action to monitor keeping in touch days. The survey results would be more relevant if presented by gender and STEMM/non-STEMM respondents.
Criteria not met	Data on flexible working.

Any other comments	
Commended	*For future consideration*
A useful overview of activity within the institution, and outline of future ambition.	Where initiatives are listed, consider their outcome and impact.

Action plan	

Commended	*For future consideration*
Good use of success measures. Actions spread out across the length of the award.	Action plan could be more ambitious, for example Actions 14 and 15. Wider allocation of responsibility for Actions.

Criteria not met	Actions need to be evidence-based and data-led.

Final Comments

The panel concluded that the application represented a positive start and that there is some good work already underway. There is also clear ambition at the institution to progress gender equality.

Overall, however, the application requires more analysis of the data to fully understand the institution's priorities and inform resultant actions.

In places, data is provided without breakdown by gender, making it impossible to ascertain whether there are any gender differences in outcome (for example the survey results on page 66). In other parts, initiatives are in place, but there does not seem to be any way of evaluating the outcome (for example, flexible working requests).

There is scope for actions to be more ambitious (for example, in relation to recruitment and selection), and there is at times an over-reliance on monitoring, rather than proactive action.

Actions are primarily focused on developing female staff, and encouraging them to be successful, and the application would benefit from further consideration of any cultural and structural barriers to women's careers. This is considered in places, particularly through unconscious bias training, but further consideration could be given, particularly to the results of the survey on page 50.

Good Practice Example

Widening participation initiatives.

Recommended Result

No award

If unsuccessful at the level applied for, please explain why it failed to meet the criteria

Data analysis and commentary provide insufficient evidence base for understanding gender equality across the institution. The 'picture of the institution', and 'supporting and advancing women's careers', in particular, do not include enough detail or analysis. Actions are therefore insufficiently evidence-based.

Initiatives that are already in place require monitoring and evaluation to ascertain their take-up and impact (for example, flexible working and parental leave).

Senior management support for Athena SWAN is not always evident.

Comments on the application (presentation, format, etc)

The commentary can be difficult to follow and understand in places.

Some data tables would benefit from the data being presented differently. For example in Table 14: the number of female staff is given, along with overall number of staff- which is good- but the percentage column would benefit from highlighting the proportion of women compared to men. For example, what proportion of Research Assistants are female, compare with the proportion of Lecturers, Senior Lecturers and so on. This would make it easier to identify any drop-off.

In the 'Description of the university' section, include the gender break-down of students.

Data presentation does not always allow trends to be easily identified.