

Gender equality charter mark

Institution analysis and action template

Contact information

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Level of award applied for: Bronze Institutional Award

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Summary of the institution:

Essex is an internationally-oriented research intensive university committed to excellence in research and education, to the personal development of its students, and to offering an outstanding campus-based student experience. The University offers a spread of subjects covering the humanities, science and engineering, health, law, management, and social sciences.

Ratio of men and women on the senior management team:

The University's senior management team (USG) currently has a ratio of 2:1 male to female staff. This has consistently increased from 2010 when the ratio was 100% male (Table 5).

An overview of the institution's mission, vision and strategy and how this links to gender equality:

The University's **Mission** is to 'contribute to society through excellence in education and excellence in research'. Its **vision** is that 'by 2019, it will be acknowledged nationally and internationally as a leading research-intensive University'.

In pursuing this mission the University has a number of core values to which all members of the University community are encouraged to subscribe. One of these core values is '*inclusivity: sustaining an inclusive and diverse community that is open to all who have the potential to benefit from membership of it, which ensures equality of opportunity for all its members and that treats all its members with equal respect and dignity at all times*'.

The University's Equality and Diversity (E&D) Policy is designed to complement the University's strategy by aligning its equality objectives with the University's strategic aims and supporting strategies. It states that '*The University of Essex recognises the value of diversity and is committed to equality of opportunity within the University. We expect students and staff to be treated with dignity and respect and solely on the basis of their merits, abilities and potential (.....). We are committed to a programme of action to ensure that this policy is fully effective*'.

The total number of University departments:

The University has three Faculties: Science and Health, Humanities and Social Sciences that oversee teaching and research across 21 Schools/Departments and 33 Centres/Institutes. Essex

has 2,387 members of staff: 1,174 academic and research staff and 1,213 support staff. There are currently over 11,645 students, studying for an Essex degree at one of our three campuses in Colchester, Loughton and Southend (Table 1).

Humanities and social sciences departments including percentage of those departments as a proportion of all departments:

Arts, humanities and social sciences Departments comprise 76% of University Departments.

There are seven Schools, Departments and Centres within the Faculty of Humanities including:

Departments	Academic	Support	Graduate Teaching Staff	Part Time Teacher	Total
Centre for Education and Social Care		3			3
History	23	4	7	8	46
Literature Film and Theatre Studies	28	7	20	17	72
East 15 Acting School	31	24		39	121
International Academy	32	16		29	78
Office of the Faculty of Humanities		7			7
Law	49	15	20	4	89
Philosophy and Art History	23	8	16	11	60
Humanities total	186	84	63	108	476

There are eight Schools, Departments and Centres within the Faculty of Social Sciences including:

	Academic	Support	Graduate Teaching Staff	Part Time Teacher	Total
Psychoanalytic Studies	14	4	4	5	29
Theoretical Studies in Humanities and Social Sciences	1				1
Economics	37	7	29	6	79
Government	37	11	20	14	98
Language and Linguistics	40	6	16	29	106
Sociology	29	12	19	11	74
Essex Business School	88	39	56	6	191
Social and Economic Research	45	33			86
Office of the Faculty of Social Sciences		9			11
UK Data Archive		58			62
Social Sciences -total	291	179	144	71	737

Key issues for the institution in relation to gender equality:

The University has an ambitious plan to establish itself firmly within the top 25 HE institutions in the UK. To achieve this, consideration should be given to the following initiatives:

- Improve the gender balance of University-level committees;
- Comprehensive overhaul of the Academic and Research Promotion Procedures;
- Reduce gender pay gap at UCEA Levels 5A & 5B (Essex Grade 11);
- Create a culture of flexibility throughout the University;
- Improve academic workload allocation across the faculties;
- Reduce the number of fixed-term contracts;
- Increase female transition from PGT to PGR;
- Increase the number of men in support roles UCEA Levels P-M (Essex Grades 1-6);
- Increase the number of females in senior roles;
- Consider the gendered aspect of those on Academic (A) contracts and the barriers to promotion.

A: To address gender inequalities, commitment and action at all levels of the institution is required.

Senior management support:

Dear Amy Felsing and Ellen Pugh (Senior Policy Advisors for Gender Equality)

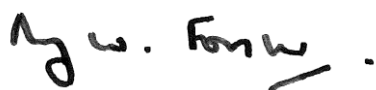
Gender Charter Mark Trial – University Bronze Award application

I'm delighted that the University of Essex was selected to take part in this Gender Equality Charter Mark trial and I am personally committed to the principles of GEM, which align closely to the University's core values of inclusivity and community set out in our Strategic Plan. It is a longstanding feature of the University that we want our organisation to be an inclusive and diverse community that is open to all, which ensures equality of opportunity for all our members and that treats everyone with equal respect and dignity at all times. We cannot deliver our mission of excellence in education and research without such a bold and unambiguous commitment. Participation in this trial underlines the prominence we give to equality and diversity.

We have worked hard to increase the percentage of women on the University's senior management team which has increased year-on-year since 2010-11. In addition, the percentage of women on the University's Council had also increased during this time and was recently reported as being one of the top three in terms of percentage of females and the highest actual number of females on a Council/Board of any HEI in the UK. Although this is encouraging we recognise that there is much we still have to achieve in order for us to attain parity. In particular, the trial has prompted us to consider more closely the challenges faced by staff regardless of their gender or role who wish to progress their careers in the humanities and social sciences and where our main gender imbalances lie. For example, only 31.8% of our Heads of Departments within the Faculties of Humanities and Social Sciences are women and only 13.2% of staff in office support roles are men and we have identified a number of ways within our action plan to address these imbalances.

Having recently achieved an Institutional Bronze Athena SWAN award, and seeing the impact that some of the actions prompted by this have had on women in science, for example the creation of a Women in Science Network, I am convinced that participation in this trial will have the same positive impact on gender equality more broadly. As Vice-Chancellor I see it as my role to provide visible leadership in this area and I consider Equality and Diversity as essential and at the heart of what the University stands for in providing a fair and open environment for staff and students. I therefore offer my strongest support to this application for a Bronze Institutional Gender Equality Charter Mark.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A. Forster' with a stylized flourish at the end.

Professor Anthony Forster
Vice-Chancellor

Ongoing Commitment:

Describe the self-assessment process including information on members of the self-assessment team:

The Self-Assessment Group is comprised of a Steering Group (SG), a Self-Assessment Team (SAT) and a Wider Self-Assessment Team (Fig 1).

The composition of the SAT which includes 6 men and 19 women is as follows:

- 6 Professors (Grade 11)
- 3 Senior Lecturer/Readers (Grade 10)
- 6 Lecturers (Grades 8-9)
- 8 Professional/Support (Grades 7-11)
- 2 Office Support (Grades 1-6)

The SAT includes a wide group of people covering all areas of the humanities and social sciences with individuals from a wide variety of roles with different relevant experience (see Figure 2).

The SG (Figure 2) had overall responsibility for the management of the process including appointing SAT members, arranging focus groups, reviewing project progress and finalising the action plan and application.

The GEM trial was promoted to all staff via an email; all staff were encouraged to apply if they felt they met the relevant criteria. Applications were reviewed by the SG and successful individuals were appointed as members of the SAT on the basis of their range of experiences.

The SAT had overall responsibility for the analysis of data and completion of the action plan feeding in recommendations from the wider University community. The SAT met formally on three occasions and held many more informal cross-faculty working groups. A dropbox was established to share information and a group email was created to improve communication. The SAT consulted widely with other Universities to share good practice and benchmark Essex. A full draft of the application was made available to the SAT and amendments were incorporated into the final submission.

Fig 1. Structure of the Self-Assessment Team (SAT)



Fig 2: Biographies of Steering Group (SG) and Self-Assessment Team Members (SAT)

Steering Group	Role	Relevant experience
Professor Todd Landman	Executive Dean of the Faculty of Social Sciences	Senior Manager, with Institutional Management responsibilities, from a dual career family, balancing childcare responsibilities with work.
Professor Lorna Fox O'Mahony	Executive Dean of the Faculty of Humanities	Senior Manager, with Institutional Management responsibilities, with recent experience of the University's recruitment process and from a dual career family balancing childcare responsibilities with work.
Julia Greenwood	HR Policy and Projects Officer, Lead author of submission	From a dual career family, working part-time and balancing childcare responsibilities with work.
Karen Bush	Equality and Diversity Manager. Co-author of submission	From a dual career family, working at mid-career stage.
Sally Conner	HR Manager, Faculty of Humanities	From a dual career family, working at mid-career stage.

Jess Muldoon	HR Manager, Faculty of Social Sciences	From a dual career family with recent experience of the University's recruitment process.
Self-Assessment Team		
Anna Antoniou	Lecturer, Law, Faculty of Humanities	An early career researcher from a dual career family with recent experience of the University's recruitment process.
Ilaria Boncori	Lecturer, International Academy, Faculty of Humanities	Recent experience of the University's promotion process and Departmental management responsibilities, balancing childcare responsibilities with work.
Andrea Brooks	Senior Lecturer, East 15, Faculty of Humanities	Recent experience of the University's promotion process and Departmental management responsibilities
Matthew Grant	Lecturer, History, Faculty of Humanities	From a dual career family with recent experience of the University's recruitment process at early/mid- career stage with departmental responsibilities.
Susan Oliver	Reader, Literature, Film and Theatre Studies, Faculty of Humanities	Recent experience of both the recruitment and promotion process, working at the mid-career stage.
Alison Rowlands	Senior Lecturer, Head of Department of History, Faculty of Humanities	Currently a Head of Department working in a dual career family at mid-career stage.
Natasha Ruiz-Gomez	Lecturer, Philosophy and Art History, Faculty of Humanities	From a dual career family, balancing childcare responsibilities with work, with recent experience of both the recruitment and promotion process working at early/mid- career stage.
Lucy Bell	Management Information Manager, UK Data Archive, Faculty of Social Sciences	From a dual career family, balancing childcare responsibilities with work, with recent experience of the promotion process and Departmental management responsibilities.
Paul Bou-Habib	Lecturer, Government, Faculty of Social Sciences	From a dual career family, balancing childcare responsibilities with work.
Andrew Canessa	Professor, Sociology, Faculty of Social Sciences	Balancing childcare responsibilities with work with recent experience of the promotion process and Departmental management responsibilities.
Louise Clarke	Communications Manager, Institute	From a dual career family, balancing childcare

University of Essex, Bronze Institution Award, GEM

Cullen	of Social and Economic Research, Faculty of Social Sciences	responsibilities with work with recent experience of the recruitment process.
Vicky Doughty	Placements Manager, Essex Business School, Faculty of Social Sciences	From a dual career family, balancing childcare responsibilities with work working at a mid- career stage.
Kate Hollands	Faculty Administrative Assistant , Faculty of Social Sciences	From a dual career family, balancing childcare responsibilities with work with different experiences of the career ladder.
Jessie Mallison- Hernandez	Lecturer, Language and Linguistics, Faculty of Social Sciences	From a dual career family, balancing childcare responsibilities with work with departmental management responsibilities.
Sheri Markose	Professor, Economics, Faculty of Social Sciences	Balancing childcare responsibilities with work with previous experience of departmental management responsibilities.
Alex Nicholas	Graduate Administrator, Essex Business School, Faculty of Social Sciences	Early career stage.
Aletta Norval	Professor, Dean of the Graduate School	Senior Manager with Institutional Management responsibilities from a dual career family with recent experience of the University's promotion process and balancing childcare responsibilities with work.
John Shepherdson	Director of Technical Services, UK Data Archive, Faculty of Social Sciences	Recent experience of the University's recruitment process and Departmental management responsibilities.
Melissa Tyler	Professor, Essex Business School, Faculty of Social Sciences	From a dual career family, balancing childcare responsibilities with work with departmental management responsibilities.

B: The absence of diversity at management and policy-making levels has broad implications which the institution will examine.

Ratio of men and women in:	
governing body (Council) (table T4)	2010/11 - 60% male, 40% female 2011/12 - 50% male, 50% female 2011/12 - 45.5% male, 54.5% female
senior management (USG) (table T5)	2010/11 – 100% male 2011/12 – 75% male, 25% female 2012/13 - 66.7% male, 33.3% female
senate (table T6)	2010/11 - 75% male 25% female, 2011/12 – 75.6% male, 24.4% female 2012/13 – 77.8% male, 22.2%, female
research committee (table T7)	2010/11 – 100% male 2011/12 – 77.8% male 22.2% female 2012/13 – 66.7% male 33.3 % female
teaching and learning committee (Education Committee) (table T8)	2010/11 – no data 2011/12 – no data 2012/13 – 66.7% male, 33.3% female
heads of school/faculty/department (table T9)	2010/11 - 78.3% male, 21.7% female 2011/12 - 73.9% male, 26.1% female 2012/13 - 68.2% male, 31.8% female

1. Comment on any imbalance and outline any actions being taken or planned, referring to your action plan:

The Vice Chancellor has a Senior Management Team (USG) which advises him on the strategic operation of the University. Female representation on USG has been low for the past three years, reflecting the fact that men hold many of the senior management roles at the University. The low representation of women in these roles is partially a reflection of the proportion of women at professorial level (23.8% in 2012/13) available to take up such positions but could also be attributed to women not actively seeking senior management roles. The University's leadership programmes aim to increase the pool of women who are eligible to apply for these roles. Women seeking senior roles will be encouraged to participate in these programmes (**Action B1a**). A greater understanding of the barriers to why women may not seek such roles is required. When appropriate, senior female staff in key University roles could be 'co-opted' to USG (**Action B1a**).

The two most influential committees, in addition to USG, are Council and Senate. Women were underrepresented on Council in 2010/11, although this balance was redressed in subsequent years, partly due to actively seeking new female members. Council consists of Ex Officio, appointed members, elected and external members. The representation of women on Senate has

been low for the past three years and has fallen in the three year period observed which is of concern. The Senate consists of Ex Officio members, elected members of academic staff, co-opted and student members. Steps will be taken to maintain the gender balance on Council and increase female representation on Senate **(Action B1b)**.

The representation of women on the Research Committee has been low for the past three years. This committee is made up of Ex Officio members and appointed members. Appointed members do not represent their departments but are appointed due to their research experience and esteem in which they are held outside the University. The Education Committee is made up of all Ex Officio members and is male dominated for 2012/13. We do not hold data for previous years. Annual gender monitoring of these two committees will now take place and a review of how best to promote female representation will begin. **(Action B1c)**

The number of women Heads of School/Faculty/Department (HODS) has been low for the past three years (particularly in non-SET areas) although it has increased since 2010/11. The selection process for appointing the HOD varies and the gender of the appointed head is very much dependent on the pool of suitably qualified staff. The gender balance of non-SET HODs is not currently monitored **(Action B1d)**. Furthermore, options for extending the new staff mentoring scheme will be established **(Action B1d)**.

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2. What is the institution doing to address any gender imbalances on committees? What success/progress has been made?

The way in which membership of a number of these committees is constituted makes addressing the gender imbalance challenging as membership in most cases is Ex Officio. However, a number of actions from Athena SWAN have already prompted some monitoring of committee membership by gender and the development of activities to increase female representation.

Whilst the University already has individual webpages for each committee, detailing terms of reference, membership particulars and committee minutes, information regarding the process for election and membership criteria will now be published to help increase transparency of the procedure and make it easier for staff to apply for elected roles **(Action B2a)**. Furthermore, better publication of vacancies will improve the selection process. A lack of training and confidence acknowledged by women in being able to undertake committee work may have resulted in fewer females putting themselves forward for these roles. To tackle this, consideration will be given to: asking ex-officio members to nominate a woman to attend in their place, asking committee members to act as buddies and identifying those females whose career portfolio could be enhanced by committee membership and encouraging them to apply **(Action B2a)**. 191

3. Where there is an imbalance, what is the institution doing to ensure a broad range of views are heard?

The University's Ordinances state that the HOD must convene a departmental meeting at least once a term at which matters concerning Senate decisions must be included. This provides an opportunity for academic staff in the department to put forward their views. In addition, Senate's

terms of reference allow for co-opting of members where appropriate. However, the SAT found that this was not widely known so an action will be to increase awareness of 'co-opting' so that the University can further broaden the views heard **(Action B3a)**.

The University provides all staff with opportunities to comment on new or revised policies and procedures via online consultations, focus groups and open meetings. In addition, existing staff networks feed into consultations as appropriate.

4. How is consideration for gender equality embedded in the thinking and processes of committees and their related structures and procedures?

Within the terms of reference for the Education Committee there is specific responsibility for committee members to have due regard for issues of E&D. However, no other committee has this specific responsibility. Although it may be difficult to change the terms of reference, which are part of the University Ordinances, an action will be to consider doing so and embedding gender equality in the training for Chairs of all committees **(Action B4a)**.

5. What training and induction is provided to committee members and those with decision-making powers?

All staff must complete the University's E&D training. Whilst this has helped ensure that gender equality is embedded in the thinking of committee members, currently there is no requirement for external members to undertake training. Extending training to lay members will be explored **(Action B5a)**.

In addition to the standard equality training, HoDs are also given a handbook and a short training session. This guidance only briefly mentions E&D responsibilities and does not specifically focus on how gender equality should be considered in tasks such as workload allocation. The University is currently expanding HoDs induction, and consideration will be given to ensure appropriate focus on equality and diversity within this induction **(Action B5b)**.

C: That employment policies, practices and procedures should actively promote gender equality

1. How is gender equality considered in the development and implementation of institutional policies, practices and procedures?

HODs are encouraged to conduct Equality Impact Assessments (EIAs) on the policies they have responsibility for. Guidance is provided by E&D which specifically relates to the protected characteristic of gender. Completion of EIAs is inconsistent across departments so HODs will be reminded of their responsibilities (**Action C1a**).

Currently, new and revised employment policies are developed in consultation with the recognised trades unions, HODs and senior management team. With effect from 2013/14, the University's newly-constituted HR and E&D Group (HREDG) will take responsibility for considering policies specifically in relation to equality.

More recently, the Deputy Vice-Chancellor has been given specific responsibility for E&D within his remit. He is a member of both USG and the HREDG and is tasked with embedding equality considerations into policy development.

Since the creation of the Women in Science Network in 2013, the University has consulted with this group regarding the introduction of a set of expectations for academic staff, specifically with regard to gender equality.

2. How does the institution monitor the effect of policies, practices and procedures on gender equality? What steps does it take when positive and/or negative impact is found?

As part of the EIA process, HODs are responsible for identifying whether a policy they have responsibility for has had an impact on gender equality. As part of this process HODs are required to identify ways to address any negative effects and/or for sharing good practice related to positive effects. EIAs are conducted every three to five years to monitor the impact of actions taken previously.

To monitor the effect of the University's promotion procedures for academic and research staff, the HREDG considers equality data and identifies issues of concern which are referred to USG for appropriate action.

3. What work is the institution undertaking to enable equality in pay?

The University commissioned Capita to undertake an Equal Pay Review (using data as at 30 April 2013). The uneven distribution of male and female staff within the grading structure produced an

overall gender pay gap of 24.8%. Men were concentrated at the top end of the pay structure whilst women were over-represented in Grades 1 to 6. On a grade by grade comparison there were no significant gender pay gaps in Grades 1 to 10 (The EHRC definition of a significant pay gap is a gap of 5% or more). The only area of concern was at Grade 11, where female staff earn 7% less than male staff (in 2008/9 the gap was 6%). Further analysis shows that only 45% of female staff with more than 10 years' service are in the higher grades (Grades 8- 11), compared to a figure of 74% for males. This trend is evident across the labour market with more female staff applying for, and being recruited into, lower grade roles. The University will consider how it can mitigate against the impact of this.

Recommendations from the pay review and the SAT suggested that the University reviewed its recruitment and promotion procedures and its flexible working policies to ensure that these are objective and fair, particularly in relation to senior posts. In doing so it should ensure that there are no barriers to part-time working in senior roles or similarly, senior staff in full time roles wishing to work flexibly to facilitate a more even distribution in its higher grades **(Action C3a)**.

4. What are the institution's top three priorities to enable equality in pay?

- 1) Review Professorial pay with a view to introducing a number of 'bands', with associated criteria, into the Professorial pay scale **(Action C4a)**;
- 2) Review, and possibly reduce, the length of some pay grades **(Action C4b)**. According to the EHRC, Grading structures (e.g. length of grades and a high number of service-related increments within a grade) tend to favour men and are one of the causes of the gender pay gap.
- 3) Review recruitment and promotion procedures and arrangements for succession planning/ leadership development to help achieve a more even gender distribution of staff in higher grades **(Action C4c)**.

5. Does the gender balance of staff whose research outputs were submitted to UK funding bodies' Research Excellence Framework 2014 (see table T10) broadly reflect the gender balance across the institution?

The total number of staff submitted to REF 2014 was 360 of which 112 were female (31.11%) and 248 were male (68.89%). The gender balance of staff eligible to be submitted to REF 2014 was 31.42% female, 68.58% male.

The gender balance of all staff in the institution in 2012/13 (Table T2) was 54.5% female, 45.5% male and the gender balance of academic staff in the same year was 42.8% female, 57.2% male.

Whilst this data shows a gap of 11.69% between the proportion of female staff submitted to REF 2014 and the proportion of female academic staff in the institution, this is an improvement on RAE 2008 where the gap was 15%.

D: There are personal and structural obstacles to making the transition from undergraduate level to PhD and then into senior academic positions and managerial levels, which require the active consideration.

1. What institutional measures are in place to actively enable progression from undergraduate level to PhD level and then into senior academic and managerial levels?

From UG to PG, and PGT to PGR:

Data shows that for 2010/11-2012/13 there is a greater percentage of female UG students than male UG students. Similarly, the percentage of female PG students is greater than that of males. However, it is the transition from PGT to PGR where there is the greatest leakage of women with a decrease from 56% to 51% in 2010/11 and 58.3% to 51.8% in 2013/14 (table T1). To investigate why women are less likely to remain in education beyond PGT, focus groups will be conducted to better understand the support required to improve transitioning (**Action D1a**). Furthermore, PGR recruitment events will be monitored to ensure that where possible speakers are representative of the proportion of women at PGT level (**Action D1a**).

New financial initiatives to support transition from UG level into PG study include a recent alumni loyalty discount and a range of bursaries and scholarships. In addition, Departments provide talks about the benefits of PG study and from 2014/15 all UG students have a personal tutor with whom they are encouraged to discuss career progression. Through the University 'PG Support Scheme' (peer mentoring) those applying for PG study, and who are keen to mentor final year UGs, are eligible for a tuition fee discount. The University also runs SPRINT – a personal development programme for female UG students which focuses on supporting an individual's next steps.

From PhD to academia:

Looking at the transition from PGR into UCEA Level J (Grade 9), 2012/13 data is encouraging showing only a slight decline in female representation (e.g. 51.8% compared to 50.7%, Tables 1 & Table3c). In part, this retention is due to the following:

Doctoral students are encouraged to participate in a variety of development opportunities, including career workshops and 'Wise Up Wednesdays' (that look at getting published in top journals and managing research data). Coaching is also available for doctoral students to allow them to discuss their PhD and future career plans. To further support student progression into academia a Talent Development Programme, to provide academic skills support to students, will be established from 2014/15 (**Action D1b**).

The University publication 'Career Pathways for Researchers' features profiles of researchers who have worked or studied at the University and illustrates the diversity of career paths possible and what is required at an early stage of a research career. To specifically support the career development of Research staff, individuals may apply for a Career Development Bursary. Furthermore, courses are available from L&D which focus on topics such as; 'Applying for a Lectureship' and 'How to get an Interview'. Further action will be to introduce a career development strategy for early career researchers (**Action D1c**).

Furthermore, many Departments have social spaces so staff and students can network on an informal basis. Consideration will be given to including post docs in staff meetings to prevent any exclusion from the life of academic departments, and ensuring that they are given an annual appraisal to assist with their career development **(Action D1c)**.

Progression into senior academic positions:

Over the three year period, data shows that academic women are less likely to be represented at the higher grades UCEA Level J (Essex Grade 9) and above, with the percentage of females significantly declining at UCEA Level 5A (Essex Grade 11) – (i.e. 2012/13 23.8% female -Tables T3a-T3d).

The appraisal meeting provides an annual opportunity to discuss career progression for all staff. According to the 2012 staff survey only 58% of respondents stated that their appraisal involved a discussion around their development needs. A career development discussion will therefore be mandatory at all appraisal meetings and all HODs will receive training on how to conduct appraisals **(Action D1d)**.

More recently, a nationally accredited programme entitled 'Future Leaders' has been created. This provides the opportunity for staff to develop their leadership skills and is aimed at early career academic, or professional support individuals, who already have some leadership and management in their role and who are planning their next career step.

For those staff taking up senior management positions, the University has recently established a programme entitled 'Strategic Leaders'. Run by the Vice-Chancellor, the course is designed to nurture top-level leadership potential and prepare individuals for the transition to a more strategic role.

2. Comment, reflect on and explain gender differences in staff data on recruitment (see table T11), promotion (see table T12) and turnover (see table T13):

Recruitment (Table 11)

The biggest gender difference is amongst **Professional and Support staff** where successful male applicants are low for 2012/13 (28.8%) even though the percentage of applicants has slightly increased from the previous year. To improve this gender balance, work will begin to increase male applications by using positive action; via events and advertising **(Action D2a)**. Furthermore, consideration will be given to whether the numbers of men should be increased on selection panels for Grades 1-6 posts (where women dominate) as the current requirement is to have a gender mix with no actual quota **(Action D2b)**.

Whilst the numbers of female applications for **academic** posts is lower than that of male applications in the period (2010-13), encouragingly applications from women have increased year on year. Most recently, a decision from the Vice-Chancellor to continue to encourage female applications has seen positive action statements being used in academic recruitment advertising.

Consideration will be given to whether the University should set specific recruitment targets for both men and women in under-represented areas **(Action D2c)**.

Promotion (Table 12)

With regards to the Promotion data, the biggest gender difference is amongst **academic staff**. Worryingly applications from academic women during the period in question have decreased from 52.1% in 2010/11 to 38.4% in 2012/13 and the number of successful applicants for promotion has also decreased from 54.8% to 39% in the same period. Additional analysis from the University's E&D data shows that the percentage of women applying for promotion to Professor in 2013 (5.56%) is the lowest since the University started keeping these records; an action will be to increase this percentage (**Action D2d**). Qualitative analysis from the SAT found concern that certain roles (e.g. student support roles) were more likely to be given to women and that these types of duties were less likely to be recognised in promotion criteria than more male dominated activities (e.g. Research Director). Further analysis will take place to monitor administrative tasks & teaching load by gender (**Action D2e**) and in line with the HR Plan (2014-18) a comprehensive overhaul of the promotion procedures will be undertaken to restore confidence in the system (**Action D2f**). However, whilst applications for promotion to Professor are low amongst female staff, the success rate for women gaining promotion to Professor has increased. In 2012, 75% were successful (3 out of 4) compared to 46.67% of males (7 out of 15). In 2013, the one female candidate who applied was successful.

Considering the promotion data for **Professional and Support staff** a similar picture is apparent, with the numbers of female applications and successful female applicants declining over the three year period despite initiatives such as Springboard (a personal development programme specifically for women). Furthermore, whilst 86.8% of office support staff are female, only 57.6% of women occupy senior roles. This may suggest that the lack of opportunity for internal promotion is disadvantaging women, who can become trapped in lower-paid positions. It is recommended, therefore that the University considers introducing a policy of internal advertisement (**Action D2g**). In addition, devolving the support staff annual review process to Faculty level (from central control) may help to improve internal promotion as Departments will manage the process at local level (**Action D2h**). As the data shows that there are fewer women in UCEA Level I and Level J positions (Grade 9 and Grade 10) a new strategic management programme specifically for staff in Professional Services will be created (**Action D2i**).

Qualitative analysis found that less than half of all women surveyed (41%) felt comfortable putting themselves forward for promotion. Athena SWAN has already prompted some action in this area by encouraging 'academic' women to attend permanency and promotion workshops. However, further action will be taken to support 'all' female staff considering promotion via mentoring and an improved appraisal system (**Action D2j**).

The data for all staff shows that for both men and women **turnover** has decreased year on year during the period 2010-13. However, the turnover figures for 2012/13 show that in total both academic and support staff men are less likely to leave than their female counterparts. Currently, the reasons for this trend are not known as the University does not record exit information. An action to improve this data will better enable the University to understand the reasons behind turnover rates (**Action D2k**).

Currently, the University does not have a career break policy to help retain staff who may otherwise resign to take time out (e.g. for childcare). Information from the SAT found that consideration should be given to establishing a University-wide scheme **(Action D2I)**.

3. Describe the support and leadership the institution provides to ensure gender equality is an integral part of recruitment, induction, appraisal and promotion processes:

Equality is embedded throughout the University's HR strategy. HR is responsible for ensuring policies are applied fairly and supports staff engaged in recruitment, induction, appraisal and promotion to achieve this. Staff recruitment activity is overseen by a central recruitment team who support recruiters to recruit the right person to the right job in a fair and transparent way. The University has also produced a 'Recruitment and Selection: Equality and Diversity Handbook' as a further aid and all recruiters must complete the University's online recruitment and selection training. Monitoring of training completion rates is difficult due to the limitations of the online system. Identification of ways in which data can be extracted from the system more easily will begin **(Action D3a)**.

Our L&D team provide support for the induction process, hosting a Welcome Conference and providing staff responsible for the induction with checklists, a welcome pack and guidance on mentoring. Furthermore, all new staff must complete the E&D Essentials online programme within the first six months of their employment. HR also provide appraisal training to ensure a consistent approach across the institution.

The University has one committee which considers promotion applications from academic staff. All staff who sit on this committee receive training from HR. Currently within the University's training on promotion, recruitment and appraisal there is no reference to 'unconscious bias' and how this may disadvantage a particular gender. This will be included **(Action D3b)**.

Further action will ensure senior that staff management regularly remind department members of the importance of gender issues **(Action D3c)**.

4. Describe the HEI's childcare provisions. How is provision communicated to staff and what is the uptake? How are any shortfalls being addressed?

In addition to providing childcare vouchers, the Colchester campus also has its own Nursery, with discounted rates for staff and students. In addition, holiday clubs are provided to help staff balance childcare and work during vacation periods. Staff can enter into a salary sacrifice agreement to save tax and national insurance on the cost of fees.

Uptake of nursery places is not monitored by HR but take up of flexible benefits and childcare vouchers is centrally recorded (see figure 3).

Information on childcare provision is available on the HR website and details are communicated at the recruitment stage and during maternity meetings. The nursery also has its own website.

Whilst feedback from Athena SWAN highlighted exceptional provision in this area, consideration will be given to further support at Southend and Loughton (**Action D4a**).

Fig 3: Take up of flexible benefits and childcare vouchers by male and female staff

	Flexible benefits	Childcare vouchers
Total number in the scheme	62	46
Female members	38	30
Male members	24	16
Part-time (<36 hours pw) female members	21	15
Full-time (>36 hours pw) female members	17	15

5. Describe any support available to staff returning from maternity, additional paternity and adoption leave:

The SAT recognised work-life balance as a key enabler to eliminating some of the barriers that may be slowing the progress of women into senior roles.

In line with legislation the University provides 10 **KIT days**. This option allows women to maintain contact with their Department and encourages a smooth transition back into work. Whilst there is no statutory requirement to provide pay, to encourage women to use this support the University provides full pay for each day worked. The University promotes this benefit by FAQs on its webpages reinforcing the benefits for those on family leave.

The **Flexible Working Policy** enables staff, including those with childcare and caring responsibilities, to request flexible working arrangements (e.g. part-time hours). When flexible working requests cannot be accommodated the University goes beyond its statutory duty and allows staff to request redeployment. Previously, requests for flexible working were handled informally, and uptake was not monitored. Athena SWAN has now prompted central recording and analysis of the policy's success will take place (**Action D5a**).

The University also offers **compressed hours**, an arrangement whereby staff work more hours per day in exchange for a reduction in working time or working days. To promote this benefit, and encourage take up, information about compressed working is available on the website and also communicated to staff at the recruitment stage and during maternity meetings.

Athena SWAN highlighted that better communication was required during and after family leave with respect to the use of KIT days and flexible working. As such, it was proposed that **HODs meet with staff** to discuss the support available, agree workload expectations, set objectives and discuss career development plans. Further work will be done in this area to ensure that consistency is being applied and managers will also be encouraged to conduct follow up meetings for a set period of time to ensure that the individual is settling back in and meeting objectives (**Action D5b**).

Some Departments make an allowance for women academics to settle back into work by not allocating new unfamiliar teaching or administrative duties during the first term back. In research focused Departments, **permitting a focus on research activity** during this time is encouraged but not mandatory. Departments will be encouraged to share good practice in this area (**Action D5c**). It is consistent practice in the Faculties of Humanities and Social Sciences that staff who take parental leave during probation can receive an extension to their probation period if required. Furthermore, time taken as parental leave will also count towards entitlement to research leave.

It was suggested by the SAT that more could be done to assist academic staff to **attend conferences** during and after parental leave (**Action D5d**). Furthermore, consideration will be given to whether research funds could be utilized to cover childcare costs whilst attending conferences (**Action D5d**).

Further to Athena SWAN, the University is currently developing a **useful guide** with handy tips for those returning from maternity/adoption leave. This booklet includes positive cases studies from women who have used KIT days and flexible working arrangements. Additional work will be undertaken to ensure the booklet is published (**Action D5e**) and a selection of men's profiles will be included on the website to ensure that gender equality is visible in this area (**Action D5f**).

Currently, the University does not offer a **buddy/mentor/coach** to women returning from parental leave to help improve confidence about returning to work. Consideration will be given to this (**Action D5g**).

6. Comment on data on maternity (see table T14), additional paternity (see table T16) and adoption (see table T17) leave return rate:

The number of women taking maternity leave has increased year on year (between 2010/11-2012/13) for all staff. Across the three years considered all academic staff who took maternity leave returned to work, however 4 of the 86 members of professional and support staff did not. As the University does not routinely conduct exit interviews, the reason for them not returning is not known. To improve this return rate, and better capture this data, an online exit interview questionnaire will be developed (**see previous Action D2k**).

Data for additional paternity and adoption return rate is statistically insignificant to draw any meaningful conclusions.

7. Comment on data on uptake of paternity (see table T15), additional paternity (see table T16) and adoption (see table T17) leave by contract level and gender:

The uptake of paternity leave has increased since 2010 for all staff. This is encouraging and suggests that the University's current provision, which is more favourable than legislation, offering two weeks of 'full pay' is attractive to staff.

Only one person over the three year period has taken additional paternity leave and returned to work possibly due to lack of awareness. An action will be to promote this benefit widely (**Action D7a**).

Again, numbers of staff who have taken adoption leave are small but of the 2 females who took the provision in 2012/13 only 1 returned.

Comparison between uptake and potential uptake has not been possible as the University does not identify those staff 'entitled' to take paternity, additional paternity and adoption leave.

8. Comment on data on formal requests for flexible working by gender and application success rate (see table T18):

Until this year, the University did not centrally record flexible working requests by gender and success rate, hence why there are no statistics for this area. Further to Athena SWAN recording has now begun. To better understand the effectiveness of this policy monitoring of its success rate will take place annually (**Action D5a**).

9. Provide information on support for staff who are carers or have caring responsibilities:

Whilst the University's Flexible Working policy provides some support for carers of adults, in line with legislation, it has been identified that the University should have a specific Carers Leave policy which will provide pay for a specific number of day's absence. Further to Athena SWAN, this is currently being developed and progress in this area will continue (**Action D9a**).

10. What work has the institution undertaken to evaluate the impact of its initiatives designed to tackle personal and structural obstacles to progression for staff:

Athena SWAN prompted a number of actions to increase the percentage of academic women applying for promotion. Evaluation of these objectives is regularly monitored to assess impact. Furthermore, the take-up of development opportunities across different staff groups is monitored to address problem areas.

E: to tackle unequal representation of women or men requires changing cultures and attitudes (within the department) and across the institution

1. Having looked at your data, does it highlight cultural and attitudinal barriers that need to be explored further? If so what are they?

Whilst 'parity of esteem' between those on Academic (A) and Academic with Research (A&R) contracts is advocated via the University's mission to '*contribute to society through excellence in education and excellence in research*', underlying assumptions and long held values continue to reinforce a belief that 'research activity' is more highly valued than teaching. As 57% of those staff holding A only contracts are women, reinforcement of this perception has the potential to disadvantage women more than men. Whilst the Academic Promotion Procedures were changed in 2008 to create a pathway to Professor for (A) staff, in practice only 3 people have achieved this. In addition, those on A only contracts are unable to apply for the senior management positions of PVC and Executive Dean. To change the assumption that teaching is of less value, consideration will be given to how beliefs, thoughts and feelings that have become prominent culture can be changed (**Action E1a**).

Essex needs to better foster a climate of flexible working to achieve a real behavioural change. Though a number of policies recognise flexibility, analysis suggests that more could be done to create a culture whereby staff are supported to achieve a work/life balance and individuals feel empowered to make adjustments to the way they work. A difference in the sense of 'entitlement' for flexibility between men and women was uncovered, with females more likely to volunteer to reduce their contracts to not feel 'guilty' about leaving at 3.30pm to collect children whilst men regularly do the same on full-time contracts and do not feel guilty about doing so. Men did not have a concern that this would be seen adversely by colleagues which was a frequent worry of women. To change the ideology that working part-time or having family commitments signifies a lack of commitment, a clear pledge from senior management to support flexibility will be considered, and an event aimed at empowering women will be held on International Women's Day 2015 (**Action E1b**).

2. How does the involvement of senior management, heads of department, senior departmental staff and team leaders reflect, endorse and enable change in your institution?

The Vice-Chancellor is an active champion of gender equality issues. He instigated the University's use of positive action statements in recruitment and has also instructed members of the senior management team to encourage female academics to apply for promotion and increments. Commitment at the highest level also led to the appointment of member of staff in HR, whose remit is to work on gender equality. Executive Deans are actively promoting gender equality across all three of our faculties, fostering a culture of inclusivity. In addition, HODs are responsible for ensuring that staff complete compulsory E&D training, however the SAT recognised that more could be done to ensure HODs fully understand their responsibilities under equality legislation so will be encouraged to complete the University's 'Managing Diversity' training (**Action E2a**).

3. Describe the steps taken to encourage departments to apply for the gender equality charter mark:

Should the University be successful in gaining an Institutional Charter Mark, Departments will be encouraged to apply for their own awards. Individuals from the SAT will act as advocates and the HR Policy and Project Officer will continue to provide support and active promotion of the benefits of gaining the Award (**Action E3a**). A webpage providing details of the Bronze Institution Award, including the application, action plan and feedback, will be created (**Action E3a**).

4. Provide evidence of consideration for those with family responsibilities and part-time staff when scheduling meetings and social gatherings:

The faculties of Humanities and Social Sciences demonstrate a range of good practice with regard to scheduling of meetings and social gatherings with consideration for those with family/caring responsibilities. In particular, most Departments schedule meetings on a Monday-Friday, and only within term-time. Furthermore, the majority of Departments give advance notification of meeting times to facilitate maximum attendance, and provide minutes of meetings for those unable to attend. Consideration will be given to applying this good practice across Departments to ensure consistency. Furthermore, focus groups noted that holding research seminars between 9.30am-2.30pm, rather than at the end of the day, may improve the attendance of part-time workers, primarily women and help to avoid the pervasive sense that one is somehow 'remiss' to leave a meeting at 5pm to pick up a child. Consideration will also be given to when social gatherings are arranged so that staff with caring responsibilities can attend (**Action E4a**). 152

5. Where long-hours culture is an issue, what actions are being taken to address it?

By surveying both academic and administrative staff, the SAT found that roughly half of all female respondents said they were '*expected to answer emails at the weekend*' and 64% '*had to work late to complete tasks*'. Even though staff are not formally expected to work after 5pm, or at weekends, many staff reported doing so. The University will consider implementing guidelines on the use of email (**Action E4b**). This reflects the findings of the 2012 staff survey in which 69% of women and 72% of men agreed or strongly agreed that '*there are certain times of the year when my work demands are excessive*'.

6. How does the institution recognise and reward women's success?

One way in which women's success is recognised is by the Vice-Chancellor's 'Celebrating Success' initiative which aims to personally acknowledge male/female successes. Some of the events that have taken place include: a celebration of staff promotions and recognition of exceptionally performing students. Women at all levels are encouraged to raise their profile externally (e.g. at conferences) and internally by contributing to departmental seminars. Staff and students are made aware of how the University is celebrating women's excellence through internal communications.

A way in which female success is specifically recognised is via the 'Women in Science Network' which was recently set up for SET Departments to provide women with peer support and role models. It has been noted that a similar network could be established for women in Humanities and Social Sciences (**Action E6a**). To better support the management of female talent, options for improving the existing University mentoring scheme will be considered (**Action E6b**). Other events to increase the visibility of women will be encouraged and the scope for individual Department newsletters to showcase female achievements will be considered (**Action E6a**).

7. How is good practice shared across the institution?

Athena SWAN has prompted the sharing of good practice in relation to gender equality with the wider University community. It is anticipated that the work of GEM will do the same. The creation of the current Faculty structure in 2013 also enabled sharing of good practice as ideas were discussed amongst groups of staff carrying out similar roles in different areas (e.g. DAs). In addition, L&D host a Good Practice Database, a web site where staff can share ideas relating to teaching, learning and other University-related practices.

8. How is the institution's commitment to gender equality reflected in publicity materials, including the website?

Imagery across the University's promotional literature (e.g. prospectuses and webpages) is carefully considered and a gender balance sought. Of the University's 'Research Discoveries' vodcasts 34% are by female staff, which broadly reflects the balance of male and female academic/research staff across the University. Athena SWAN and GEM webpages have been created and the SWAN logo is now used on all recruitment advertising to demonstrate commitment to gender equality. Should the University be successful in gaining the Gender Equality Charter Mark this logo will be included in publicity material too (**Action E8a**). The University Communications Office actively promotes women across the University as media spokespeople however consideration will be given to creating a 'successful women in academia' webpage to showcase a number of women's achievements in both academic and support roles (**Action E8b**). Following an action from Athena SWAN the University has recently agreed for positive action statements to be included in all academic advertisements welcoming applications from women in under-represented areas.

F: the system of short-term contracts has particularly negative consequences for the retention and progression of female academics

1. Comment on the proportions of men and women on fixed-term, open-ended and zero-hours contracts (see table T19):

The University does not hold accurate data on zero hour contracts so no information has been provided. It has been decided that the use of these contracts will cease so that the University more effectively supports retention and progression of all staff **(Action F1a)**.

Since 2008, the University has, where possible, converted those on fixed-term contracts to open ended contracts if they have been employed on two or more successive short-term contracts which exceed a period of four years. In cases where staff have not transferred to permanent contracts this has often been linked to uncertainty about funding. Whilst this practice has been applied in most cases, it has been acknowledged that a more consistent process should be developed. Consideration will be given to transferring staff from fixed-term to permanent contracts **(Action F1b)**.

Whilst the numbers of women on fixed-term contracts has increased over the three year period and the numbers of males on fixed-term contracts has decreased, the overall proportion of men and women on these contracts is broadly the same. The numbers of women on permanent contracts has increased during 2010-2013 and there are more women than men on these open-ended contracts in total. Whilst there is no particular gender issue, it has been decided, following the Capita Pay Review 2013, that the University more closely monitors its use of fixed term contracts to ensure they are used appropriately. The University will aim to reduce the number of fixed term contracts by 50% within departments by 2016 and consideration will also be given to the reduction of professional service fixed-term contracts **(Action F1c)**.

G: a broad range of work activity undertaken by staff is recognised in their career progression and promotion

1. Describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities are transparent, fairly applied and are taken into account at appraisal and in promotion criteria:

Within the Faculties of Social Sciences and Humanities there is no single academic workload model used but each Department operates its own system. In those Departments found to be demonstrating good practice, tasks are weighted according to agreed formulae and distributed to ensure equity. In these areas, workload management is transparent and systems enable HODs to ensure equivalence, with probationary staff receiving a lower than average workload to foster development of research. During appraisal staff are encouraged to discuss their interests for different responsibilities and the Head ensures that staff are given the opportunity to fulfil the requirements for promotion. Individual workload allocations are issued annually and staff are reminded to raise requests for workload adjustment with the HOD to ensure that the models run fairly. To determine how work activity may effect career progression, analysis of the roles women/men are undertaking as part of their administration obligations will be considered **(Action D2e)**.

2. Is the institution using workload management/modelling and if so, how does it ensure and enable all academic staff to benefit from it?

At the present time, the University does not have a University-wide workload model. Instead, each Department has its own system of workload allocation in place for academic staff. These models vary between Departments to suit different cultures. Results from the most recent Staff Survey 2012 showed that 71% of respondents agreed or strongly agreed that *'there are certain times of the year when my work demands are excessive'*. A working party that had the task of coming up with an institution-wide system has been abandoned, largely because of the complexities of operating a single model across all Faculties with different traditions, and Executive Deans have now established an agreed set of principles across each Faculty to improve fairness of workload allocation **(Action G2a)**

H: to tackle the unfair treatment often experienced by trans people requires changing cultures and attitudes across the institution

1. What steps are you taking to ensure that trans people do not experience unfair treatment when working as a member of staff at your institution?

The University asks staff to confidentially disclose whether their gender identity is the same as that which they were assigned at birth to be better informed about the staff equality profile and to provide support.

The University has recently established the Essex LGBT Alliance (a network of Essex-based organisations with an interest in LGBT issues) to share best practice and to work together to further equality for LGBT people. The University has been instrumental in encouraging the group to network and to make contact with a number of Trans organisations.

The SAT met with a member of staff who has disclosed themselves as trans to gain information about her experiences. The individual conveyed a positive experience but did suggest a number of actions for policy development to ensure that trans people, or those going through transition, do not experience discrimination during employment (see below). She has also indicated that she is willing to act as a role model to any transgender member of staff/student.

To address practical issues facing trans staff, the University has one gender-neutral toilet.

2. What further initiatives do you feel are necessary to ensure trans people do not experience unfair treatment in your institution?

Whilst the University monitors sexual orientation/gender identity the response rate is low. To improve the identification of the trans population, the University will seek to better explain why this data is needed and the stringent confidentiality applied (**Action H2**).

A literature review of best practice ideas has shown that the University needs to develop guidance for supporting a member of staff/student through the transition process and for ensuring trans individuals are aware of the support available. Evidence from our trans member of staff supports this, highlighting the period of transition as the most difficult. Whilst, transitioning will be of priority, a new policy will provide information around transgender generally and not transitioning alone (**Action H2a**).

A review of our current E&D Policy will also take place to ensure that it better covers trans issues/transphobia (**Action H2a**). In addition, the University will prominently publicise links to support groups and raise awareness by producing a 'How To Support Trans Staff' Guide. L&D will consider delivering courses specifically on trans issues (**Action H2b**).

Whilst the Vice-Chancellor has showed his personal support for the LGBT alliance by opening the inaugural meeting, senior members of staff should act as 'champions' to promote trans equality (**Action H2c**). Including more visible signage around all three campuses promoting trans gender inclusivity will also be actioned (**Action H2d**).

3. How does the institution monitor (and act on any findings of) positive and/or negative impact of its policies and procedures on trans people?

Due to the fact that the University only introduced monitoring of gender identity for staff/students in 2012-13 it does not yet have data to identify any positive or negative impact on trans people. However, as part of the EIA process we specifically ask HODs to consider gender identity as part of policy development. Furthermore, the University conducts regular staff surveys, and for the first time in 2012 asked staff to disclose their gender identity, providing an opportunity for trans staff to report any positive or negative experiences and for the University to take appropriate action.

List of Acronyms used:

A – Academic only contract

A&R – Academic and Research contract

DAs – Departmental Administrators

E&D – Equality and Diversity

ECU – Equality Challenge Unit

EHRC – Equality and Human Rights Commission

EIA – Equality Impact Assessment

GEM – Gender Charter Mark

HOD – Head of Department/School/Centre

HR – Human Resources

HREDG – Human Resources and Equality and Diversity Group.

KIT – Keeping in Touch

L&D – Learning and Development

LGBT – Lesbian, Gay, Bisexual, Transgender

Non-SET – Arts, Humanities and Social Sciences

PG - Postgraduate

PGR - Postgraduate Research

PGT- Postgraduate Taught

PVC – Pro-Vice Chancellor

UCEA – University, Colleges, Employer Association

UG -- Undergraduate

USG – University Steering Group

SAT – Self- Assessment Team

SET – Science, Engineering and Technology

University of Essex, Bronze Institution Award, GEM

Principle ref number	Objective	Rationale <i>i.e. what evidence is there that prompted this objective?</i>	Action already taken to date and outcome	Further action planned	Timeframe (start/end date)		Person responsible Include job title	Target outcome <i>Where possible include a tangible measure of success</i>	Comments
B: The absence of diversity at management and policy making levels									
B1a	Increase the number of women in the senior management team – i.e. University Steering Group (USG.)	Currently, only 33% of the Senior Management Team (USG) are women.	Athena SWAN has already prompted some work in this area by actively identifying female staff and encouraging them to participate in management development activities.	Extend the promotion of these management development activities by including promotional literature on E&D website and raising staff awareness.	June 2014	Jul 2014	HR Policy and Projects Officer.	A wider pool of female academics in senior management positions available for University level engagement.	
				Continue to understand the barriers as to why women may not seek senior management roles (e.g. via additional focus groups arranged as part of	May 2015	Oct 2015	HR Policy and Project Officer together with nominated members of the GEM SAT.	As above.	Encourage Departments to apply for individual GEM awards.

			It has already been recognised in the University's Equality Policy & Strategy Action Plan 2011-14 (Action 5.3) and through the work of Athena SWAN (action 4.3) that senior females could be 'Co-opted' into key roles on USG.	other Departmental GEM award applications). Continue to consider 'Co-opting' female staff into key roles on USG.	May 2014	Ongoing	Vice Chancellor	Increased participation of female staff on USG.	
B1b	Maintain the number of women on Council and increase the number of women on Senate .	Currently, the University Governing body (Council) has a healthy 54.5% female representation. Senate on the otherhand only has only 22% female members.	An Athena SWAN Bronze action (Action 4.4) was to monitor Council members by protected characteristic to better understand the profile of Council members. No monitoring of Senate members is currently taking place.	Extend monitoring to understand the profile of Senate and take further steps to address the under-representation of women on both of these committees by actively recruiting females	May 2014	Annually	Chair of Council and Senate and Vice Chancellor	Maintain the gender balance on council at 50:50 and steadily increase female representation on Senate to 50% by 2017.	Update May 2015
B1c	Increase the number of	Female representation on	No action to date.	Continue to monitor gender of	May 2014	Annually	Secretary to the Research	Steady increase of female	Update May 2015

	women on the Research Committee and Education Committee.	both of these committees is low. Research Committee (33.3%) and the Education Committee (33.3%).		these two committees and review how we may promote female representation.			Committee and Secretary to the Education Committee with feedback to Equality and Diversity Manager.	representation on Research and Education Committees by 2017.	
B1d	Increase the number of women Heads of Department ¹ (HODs).	Current statistics show that only 31.8% of HODs are female.	Athena SWAN has already prompted annual monitoring of the gender balance of HODs from SET departments and any issues to be reported to the HREDG and USG for further action.	Extend monitoring of the profile of HODs across the University to include not-SET departments and continue to report any issues.	May 2014	Annually	Equality and Diversity Manager.	Gender balance recorded and trends identified across non-SET Departments.	Update May 2015
				Determine and implement options for extending the new staff mentoring scheme (to include shadowing opportunities) to	Jan 2015	Jan 2016	Learning and Development Manager	Increased women HODs.	Review progress August 2015

¹ Heads of Department also includes Heads of School/Faculty.

				female staff considering applying to be a HOD.					
B2a	Increase the number of women on all influential committees .	With the exception of Council all committees have low female representation at around 30%.	The gender split for all committees is now published and Athena SWAN has prompted some committees (e.g. Council) to be monitored by protected characteristic.	Publish the process for election for all committees to improve the transparency of the process.	Jan 2015	Oct 2015	Committee secretaries.	Increased awareness of the procedure for applying for a committee position.	Review progress June 2015.
				Consider a more proactive approach to committee recruitment including: better publication of vacancies; asking ex-officio members to nominate a woman to attend in their place; asking committee members to buddy new members and identifying those women whose	Oct 2015	June 2016	Committee secretaries, Committee members, HODs and HR.	Clearer publication of committee vacancies; buddy system in place; identification of suitable women in progress.	Review progress Feb 2016.

		Focus groups evidenced that women are more likely to lack the confidence and training to put themselves forward for senior management and committee roles.	Athena SWAN has prompted the University to encourage females to attend management development activities to increase their confidence and learning in this area.	career could be enhanced by committee membership (via the appraisal process). HR to include committee membership as a topic for discussion in the standard University Appraiser training programme.	Oct 2014	Dec 2014	HR Managers, to update HR Appraiser training programme	Increased female applications for senior roles and committee positions.	Review progress Nov 2014
B3a	Ensure a broad range of views are heard on Senate.	The representation of women on Senate is low.	No action to date	Improve awareness of the process of 'co-opting' by publicising this on the committee webpages	April 2015	July 2015	Secretary to Senate.	More female members are being co-opted onto Senate where appropriate	Review progress June 2015.

B4a	Ensure gender equality is considered in the structure and processes of the committees (USG, Senate, Council & Research committee).	Currently, Equality and Diversity is only specifically mentioned in the terms of reference for the Education Committee.	No action to date.	Consider changing the terms of reference (within the Ordinances) for these committees to have a specific responsibility for E&D.	Oct 2014	Oct 2016	Equality and Diversity Manager, Secretaries of Committees.	Terms of reference changed.	Review progress Aug 2015, Dec 2015, Aug 2016.
				Provide 'guidance' for all Chairs of Committees to ensure that Gender Equality is embedded in their thinking.	June 2015	June 2016	Equality and Diversity Manager, Secretaries of Committees.	Appropriate guidance is written and publicised by Equality and Diversity.	Review progress Dec 2015 & March 2016.
B5a	Improve awareness of equality and diversity for ALL committee members (including external members).	External committee members do not receive University Equality and Diversity Training before undertaking the role.	No action to date.	Consider providing equality 'guidance' (to cover gender) for external committee members.	May 2015	Dec 2015	Equality and Diversity Manager.	Appropriate guidance is written and publicised by Equality and Diversity.	Review progress Aug 2015.
B5b	Improve awareness and understanding	There is a lack of tailored equality training for this	No action to date.	Consider expanding upon the current equality training	June 2015	Dec 2015	Equality and Diversity Manager	Gender equality considerations are embedded into	Review progress Sep 2015.

	of gender equality amongst new Heads of Departments.	group of staff.		provided for new HODs.				the training provided to HODs.	
C: Employment policies, practices and procedures									
C1a	Ensure HODs fulfil their responsibilities with regards to EIAs.	Currently completion of EIAs is patchy across the institution (62 have been completed in total). Three HODs have not carried out any EIAs on policies they 'own'.	Communication was sent to HoDs in February 2012 and 2013, advising them of their responsibilities. Guidance is provided by Equality and Diversity.	Further communication via the Registrar and Secretary with Heads to remind them of their responsibilities in this area.	May 2014	Oct 2015	Registrar and Secretary, Equality and Diversity Manager	Each HOD identified as not having carried any EIAs to date have completed a minimum of 2 for their area.	Equality and Diversity Manager to raise this at the next meeting of the Human Resources and Equality and Diversity Group.
C3a	Reduce gender pay gap at Grade 11.	The most recent Capita Equal Pay Review (2013) reported that female staff earn 7% less than male staff at Grade 11.	At the previous pay review (2008/9) this pay gap was only 6%. The gap has increased.	Consider whether there are any barriers to part-time staff working in senior roles and senior staff working flexibly.	Oct 2014	April 2016	Director of HR	Pay gap at Grade 11 is improved by the next pay review in November 2016	
C4a	Reduce gender	As above.	As above.	Review Professorial	May	May	Director of HR	As above.	

	pay gap at Grade 11.			pay with a view to introducing a number of 'bands', with associated criteria.	2014	2015			
C4b	Improve the distribution of men and women at higher grades.	Capita Equal pay review (2013) reported 'distribution at the higher grades' as a concern	No action to date	Review University arrangements for succession planning and leadership development to help achieve a more even distribution of staff at higher grades	May 2014	May 2017	Director of HR	As above.	
C4c	Improve the distribution of men and women throughout the grading structure.	As above.	No action to date.	Review, and possibly reduce, the length of some pay grades	May 2015	May 2017	Director of HR	As above.	
D: transition from undergraduate level to PhD and into senior academic positions and managerial levels									
D1a	Understand reasons why female taught	Data shows leakage of women at this	Some work has begun in SET areas (CSEE) prompted by Athena	Focus groups on student perception will be conducted	Jan 2015	Oct 2015	Faculty Managers.	Focus groups conducted and results analysed.	Speak to Faculty Manager for

	postgraduate students (PGT) are less likely than men to progress to postgraduate research (PGR) study.	key transition stage (56% to 51% in 2010/11, 57.7% to 54.8% in 2011/12 and 58.3% to 51.8% in 2013/14).	SWAN.	and the results analysed so that the University is better informed as to the support it needs to provide to help with transitioning from PGT to PGR. Ensure, where possible, speakers at PGR recruitment events are representative of the proportion of women at PGT level.	Jan 2015	Oct 2015	Faculty Managers and HODs.	Representative proportion of women achieved at PGR events.	SET areas to see what has already been done. Determine proportion of women required for each Department/Faculty.
D1b	Better support for students to progress from PhD into academia.	Data indicates some leakage at this transition point.	'Wise Up Wednesdays', One-to-one coaching, University publication 'Career Pathways for Researchers'.	Establish a Talent Development Programme to provide academic skills support to students.	Oct 2014	Sep 2015	Head of Learning and Development.	Training programme developed.	
D1c	Support the career development of early career	Data shows a slight decline of women entering academia having	One-to-one career coaching, a Career Development Bursary and a wide range of	Introduce a career development strategy for early career researchers.	Oct 2014	Sep 2015	Head of Learning and Development.	Strategy developed by September 2015.	Review progress May 2015.

	research staff.	completed a PhD.	development courses.	<p>Support the involvement of post docs (e.g. Research Officers) in staff meetings where they are not already.</p> <p>Ensure appraisals are being carried out for Research Officers (on fixed-term contracts of 6 months or more).</p>	Aug 2015	Aug 2016	HODs and Faculty Managers.	All Departments involving post docs in staff meetings where appropriate.	Review progress Jan 2016
		Current practice indicates that there is inconsistent practice with regards to fixed-term Research Officers (with a contract length of 6 months or more) receiving an annual appraisal.			Aug 2014	Dec 2014	HR Managers.	All Research Officers on a contract that is for more than 6 months receive an annual appraisal.	
D1d	Ensure that staff have an annual opportunity to discuss career	Inconsistent approach currently applied.	Athena SWAN has already prompted some action in this area.	Make discussion of promotion mandatory at yearly appraisals.	Oct 2014	Ongoing	HR Managers	All appraisal meetings covering the topic of career progression. All HODs received	

	progression with their line manager.			Ensure all HoDs and Senior Managers receive training on how to conduct appraisals.				appraisal training.	
D2a	Improve percentage of male applications in support staff roles.	Currently, percentage of male applications for professional and support roles is low (42.2%).	Some work on adverts and job packs has already taken place.	<p>Use positive action statements in recruitment advertising encouraging males to apply in under-represented areas.</p> <p>Hold positive action days (so men can find out more about working in University support roles) for those jobs where applications from males are low.</p>	<p>Sep 2014</p> <p>Aug 2015</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Recruitment Manager, HR Managers and HODs.</p> <p>As above.</p>	<p>Positive action statements used where appropriate and percentage of male applications increased to 45% by the end of 2015.</p> <p>Positive action events held where appropriate.</p>	Departments to determine when/where they are needed.
D2b	Improve percentage of male hires in support staff roles.	Currently, percentage of male hires in professional and support staff roles is low	As above.	Consider increasing the numbers of males required on Grades 1-6 selection panels. Currently, the only	Dec 2014	July 2015	Recruitment Manager.	Percentage of male hires increased to 35% by the end of 2015.	

		(28.8%)		requirement is to have a gender mix with no specific quota.					
D2c	Increase numbers of women in academic roles and men in support staff roles.	Currently, percentage of women in academic positions is low and percentage of males in support roles is low.	Some positive action statements being used to encourage female staff to apply for academic roles.	Consider setting specific targets for the recruitment of women and men in these under-represented areas.	Oct 2014	Sep 2015	HREDG	Realistic targets set if appropriate.	
D2d	Increase the percentage of women applying for promotion to Professor.	Currently, figures for 2013 (5.56%) is the lowest since the University started keeping records.	Some work prompted by Athena SWAN has begun in this area.	HODs to encourage female staff who meet the promotion criteria to apply for promotion to Professor.	May 2014	ongoing	HODs	Percentage of women applying for promotion increases year on year.	
D2e	Better understand the reasons why women are less likely to apply for promotion to Professor.	Currently, the number of women applying for promotion to Professor is low (5.56% in 2013).	Area for concern recognised by the SAT.	Monitor the allocation of departmental administrative tasks and teaching load according to gender to determine whether there are	Oct 2014	Jun 2015	HODs and Executive Deans.	Have identified whether there are common gender specific tasks.	Consider what should be done after task review.

				common gender specific tasks.					
D2f	Improve the current Academic Staffing Committee procedure.	Currently, the SAT found dissatisfaction with the current system and action needs to be taken to restore staff confidence in the process.	Area for action within HR Professional Services Plan (2014-18).	Complete a comprehensive overhaul of the Academic Staffing Committee promotion procedures.	Oct 2014	Sep 2016	Director of HR and Chair of Academic Staffing Committee	New Academic Promotion Procedure in place.	Procedure well communicate to staff.
D2g	Increase opportunities for internal promotion for support staff.	86.8% of 'office' support staff are female, whilst only 57.6% of 'senior' support staff are female.	No action to date.	Consider introducing a policy of internal advertisement of all but entry level roles.	May 2015	May 2016	Director of HR	Policy introduced if found to be appropriate.	May be difficult to implement as currently no intranet in operation and current recruitment system does not have the functionality.
D2h	Increase the number of applications for promotion and successful promotions	Statistics show that applications and successful applicants from females for promotion in	No action to date.	Devolve the Annual Review process for support staff to Faculty/ Professional Services level.	Oct 2014	Sept 2015	Director of HR	Process is devolved to Faculty/ Professional Services level.	

	amongst female support staff.	support staff roles are declining over the three year period (2010-2013).							
D2i	Increase the number of women in UCEA Level I and Level J (Essex Grade 9 and Grade 10) senior support positions.	The data shows that the proportion of women declines with seniority.	No action to date.	Develop a new strategic management programme specifically for staff in Professional Services covering UCEA level L to Level I, (Essex grades 7 to 10).	Oct 2014	Sept 2016	Director of HR, in conjunction Head of Learning and Development.	Programme is developed.	
D2j	Increase female applications for promotion and female success rates across the University.	As above.	No action to date.	Develop a more sophisticated appraisal system by moving it online, providing a direct link with strategic/ departmental plans and ensuring all objectives are linked to excellence in education/ excellence in research.	Oct 2014	Sept 2106	Director of HR	Appraisal system moved online	

D2k	Better understand the reasons why women are more likely to leave employment at the University than men.	No central recording of the reasons why staff leave.	Athena SWAN has prompted consideration of this area.	Launch an online exit questionnaire for staff.	May 2014	Ongoing	Director of HR	Questionnaire 'live' by the end of 2015.	
D2l	Improve retention of female staff.	Turnover figures for 2012/13 show that in total both academic and support staff men are less likely to leave than their female counterparts.	No action to date.	Introduce a career break scheme for all staff.	Oct 2014	Sep 2015	HR Policy and Projects Officer	Career break scheme is introduced.	
D3a	Identify ways in which staff who complete recruitment training can be identified.	Inconsistent monitoring currently taking place.	Limited action to date.	Work with Information Systems Services (ISS) to develop a system for monitoring completion rates.	Oct 2014	Sept 2015	Recruitment Manager & Director of ISS	System is developed by end of 2015.	
D3b	Consider including a	Currently this topic is not	No action to date.	Review existing material with a	Oct 2014	Sept 2015	Equality and Diversity	Training material is reviewed.	

	session on 'unconscious bias' within recruitment, appraisal and promotion training.	included.		view to including an element of unconscious bias where appropriate.			Manger, Recruitment Manager		
D3c	Ensure senior staff are leading and supporting on gender equality.	More could be done in this area.	Limited action to date.	Senior management regularly remind HODs and those with decision making powers of gender issues at recruitment, induction, appraisal and promotion.	Aug 2014	Ongoing	Executive Deans and PVCs with support from HR Managers.	Senior management engaged in actively promoting gender equality.	
D4a	Consider childcare provisions at Southend and Loughton.	Currently, there is no on-site nursery at our Southend and Loughton campuses.	Childcare vouchers are offered to staff.	Consider whether any additional provision for staff at Southend and Loughton campuses could be offered.	Sept 2015	August 2016	Director of HR.	Additional provision considered.	
D5a	Better understand the up-take of our flexible working	Previously the University did not centrally monitor flexible working requests so had	Athena SWAN has now prompted central recording of flexible working requests.	Continue to record and monitor requests so as to draw conclusions.	May 2014	Ongoing .	HR Managers.	HR have an improved understanding of how successful the University flexible	

	policy.	no way of determining whether the policy was widely used or whether it had helped to retain women in work.						working policy is in supporting staff.	
D5b	Ensure consistency in advice/ support given to staff returning from family leave.	Previous Athena SWAN work found that there were inconsistencies in the information provided to staff.	Athena SWAN has prompted all HODs/Line managers to meet with staff returning from leave prior to their return date to communicate flexible working policies.	Continue to encourage HODs/ Line managers to meet with staff prior to their return to work. Consider whether HR could send an email to Heads/Line Managers reminding them of a member of staff	Nov 2014 Nov 2014	Ongoing March 2015	HR Managers	Consistent approach is adopted. Meetings are carried out for every member of staff returning from maternity or adoption leave and the same information regarding support available is provided. Email is created and is in use by HR team.	HR Managers to ensure consistency is applied (possibly attend meetings to support HODs)

				<p>returning from leave and detailing what should be covered during the return to work meeting.</p> <p>Follow up meetings between the HOD and member of staff to ensure that the individual is settling back in after a period of leave to begin.</p>	Nov 2014	ongoing	HR Managers and HODs	HODs briefed about what should be discussed during a 'follow up' meeting and meetings are happening.	
D5c	Departments to be encouraged to share good practice regarding a reduced teaching and/or administrative load for women returning from family leave.	The SAT has found that there is an inconsistent approach applied.	No action to date.	Good practice to be shared.	Dec 2014	June 2015	HR Managers, Faculty Managers and HODs	Good practice uncovered and shared in order to determine a University-wide approach to the support offered.	

D5d	Easing the transition back into work after periods of family leave.	Good practice identified elsewhere.	KIT days provided and flexible working available.	Consider supporting staff to attend conferences during family leave. Consider giving preferential access to departmental research funding during the first year after family leave.	Oct 2015	Sep 2016	HODs	Consideration is given and follow up on progress will be carried out as part of the review of this action plan.	
D5e	Increase staff awareness of support available to them following family leave	Previous Athena SWAN work identified a need for a useful booklet containing information and case studies about support available	Some work has started on creating this booklet	Complete and publish booklet.	Nov 2014	Dec 2014.	HR Policy and Project Officer.	Booklet published by Dec 2014.	Ensure wide circulation.
D5f	Providing support for men taking family leave.	Most of the current guidance focuses on support for women.	No action to date.	Develop online case studies detailing men's experiences of returning to work following family leave.	Aug 2014	Feb 2015	HR Policy and Projects Officer.	Online case studies developed by Feb 2015.	Ensure wide circulation.
D5g	Help women	Self-assessment	No action to date	Consider offering	Aug	July	Mandy	Support package	

	feel confident about returning to work after a long period of family leave.	team and focus groups found that women felt they needed further support, in addition to information on the policies available, before their return.		staff returning to work from family leave a mentor/buddy or coaching to further support their return.	2015	2016	Anslow, Learning and Development Manager & HR Policy and Projects Officer.	offered is improved and staff feel supported.	
D7a	Widely promote the University's additional paternity leave provision to increase uptake.	Uptake of this provision is low. Only 1 person has taken additional paternity leave over the course of the three year period.	No action to date.	Review and revise the information provided on the University-wide website.	Dec 2014	April 2015	HR Policy and Project Officer	Additional paternity webpages updated and uptake increased by a minimum of 2 additional users over the course of 2015.	
D9a	Consider staff with caring responsibilities	Currently the University does not have a policy providing support for staff with caring responsibilities other than children.	Athena SWAN has promoted development of a Carers Leave Policy (to be introduced during 2013-14 Academic year).	Continue to ensure that this policy is produced and implemented consistently across the Faculties of Humanities and Social Sciences.	Apr 2014	Oct 2014	Director of Human Resources.	Carers Leave Policy is introduced.	

E: Culture and attitude

E1a	Change the underlying assumption that Teaching only contracts are inferior to Teaching & Research contracts.	SAT focus groups found that there was a prevailing culture of inferiority.	Promotion procedures recently changed to create a pathway to Professor for Teaching only staff.	Better understand Essex's cultural using the Cultural Analysis Tool questionnaire developed by the UK Resource Centre for Women in SET (UKRC) to assist with understanding and benchmarking workplace culture with respect to gender equality.	Dec 2014	April 2017	VC and Senior Management.	Better understanding of culture is apparent by 2017.
E1b	Foster a culture of flexible working for all where men and women feel equally entitled to request flexibility.	SAT found that a distinct difference in the sense of 'entitlement' of flexibility between men and women with many women feeling guilty when asking for flexibility.	Flexible working policies in place.	<p>Clear pledge from senior management to support flexibility will be considered</p> <p>Using the arts to provide an annual event that aims to challenge</p>	<p>Sep 2014</p> <p>July 2014</p>	<p>Apr 2017</p> <p>March 2015</p>	<p>Senior Management and Director of HR.</p> <p>Event Co-ordinator and Policy and Projects</p>	<p>As above.</p> <p>An event established and first one completed by</p>

				underlying assumptions regarding 'entitlement' and equip women with the tools to 'choose differently' (e.g. The Big Tent Event).			Officer	March 2015.
E2a	To ensure managers are aware of their responsibilities under equality legislation.	Low take-up of managers completing management-specific online E&D training	Managers have been encouraged to undertake this training via their departmental E&D course administrator	Encourage managers to complete the 'Managing Diversity' online training programme.	Oct 2014	Ongoing	E&D Manager	Increase in take-up of managers completing E&D training
E3a	Encourage Departments to apply for individual GEM Charter Marks.	Currently, there is no strategy for further promotion of this Equality Charter Mark.	No action to date.	Following award of Institutional Charter Mark, HR Policy and Project Officer to work closely with HODs to encourage each department within the Faculties of Humanities and Social Sciences to apply for their own individual awards.	Jan 2015	Ongoing	HR Policy and Project Officer/Heads of Departments.	By March 2015 have at least one department signed up to apply for a Departmental Bronze Charter Mark.

				Update GEM webpage following receipt of Charter Mark to promote the University's success.	Nov 2014	Dec 2015	As above	Website updated.
				Consideration of suitable promotional methods (e.g. talks, Tuesday Tasters etc).	Jan 2015	Mar 2015	As above	At least one Departmental promotional talk arranged.
E4a	Increase attendance of part-time staff and those with family responsibilities at departmental meetings and social gatherings	There is no consistent approach to the scheduling of meetings across the faculties of Social Sciences and Humanities to take into account the needs of part-time workers and those with caring responsibilities.	No formal action to date	Consider timetabling all research seminars and departmental meetings within the core hours of 9.30am-2.30pm Consider varying the times of social gatherings to encourage more staff to attend.	Jan 2016	ongoing	Heads of Departments and Executive Deans	

				Ensure the good practice of giving advance notification of departmental meetings and social gatherings is applied across the Faculties of Humanities and Social Sciences.				
E4b	Reducing long hours culture.	Evidence from staff survey 2012 and SAT survey suggests that many staff are checking and responding to emails outside of regular office hours	No action to date	Consider implementing guidelines on the use of email.	May 2015	May 2016	Director of ISS	Consideration given to introducing guidelines on the use of email
E6a	Reward and celebrate women's success.	The need for a women's network was identified through focus groups and self-	Athena SWAN work has already prompted the creation of a Women In Science Network for SET departments	Create a Women's network for the Faculties of Humanities and Social Sciences to	April 2015	Ongoing	HR Policy and Projects Officer and Learning and Development	Network established by June 2015. Programme of

		assessment team meetings.		encourage networking and mentoring opportunities and provide women role models.			Manager.	events in place by August 2015 with 6 talks/workshops and speakers identified for the next academic year 2014/15
				Organise an annual women's event as part of the network (e.g. Tent event)	Aug 2014	Mar 2015	HR Policy and Projects Officer, E&D Manager.	Annual event to mark International Women's Day in March 2015.
				Create a webpage for the Women's network.			Web Editing & Digital Media Manager & Policy and Projects Officer.	Website is created and in place by April 2015.
				Consider introducing a section on 'celebrating female	Aug 2016	Apr 2017	HODs, Faculty Managers and Policy and Projects	Newsletters updated by April 2017 if felt to be appropriate.

				success' in departmental newsletters.			Officer.		
E6b	Support the management of women's talent.	The need better mentoring and support was identified through surveys and self-assessment team meetings.	The HR Professional services plan 2014-18 recognises mentoring as an area for review.	Determine and implement options for improving and expanding a new University-wide mentoring scheme for all staff.	2014	2015	Director of HR and Learning and Development Manager	Options for a new University-wide mentoring scheme	
E8a	Increase University commitment to gender equality in publicity materials	More work could be done in this area to visually promote gender equality	Athena SWAN has prompted use of Gender equality logos on recruitment advertising	Use GEM logo on recruitment website and print media.	Nov 2014	Ongoing	Jo Goodwin, Recruitment Manager	GEM logo to be included in all recruitment advertisements	
E8b	Raise profile of women in publicity materials (including website)	As above	No action to date	Create a webpage showcasing profiles of successful women in academic and support roles	Nov 2014	ongoing	HR Policy and Projects Officer, Julia Greenwood	Webpage created	
F: Short-term contracts and the consequences for the retention and progression of female academics									
F1a	Improve		HR Professional Services	Cease using zero-	June	June	Director of HR	No zero hour	

	retention and progression of female staff		Plan 2014-18 has listed this as an action.	hour contracts.	2014	2016	and HR Managers	contracts in use.	
F1b	Establish a consistent process for transferring eligible staff to permanent contracts from fixed- term contracts.	Currently, inconsistent approaches are applied and only on the request of the individual.	No action to date.	Establish a consistent approach to managing the transfer of eligible staff from fixed-term contracts to permanent contracts.	Jan 2016	Dec 2016	Director of HR and HR Managers	A consistent transfer process in place that is widely communicated to all staff.	
F1c	Monitor and reduce the use of fixed-term contracts.	Capita Equal Pay Review 2013 suggested that the University monitors fixed-term contracts.	HR Professional Services Plan 2014-18 has listed this as a future action.	Revise the guidance relating to the use of fixed-term and casual contracts. Reduce academic fixed-term contracts by 50%. Consider reduction of professional service and support fixed-term contracts by the same amount.	June 2014 June 2014	June 2016 June 2015	Director of HR and HR Managers As above.	New guidance produced. Fixed term contracts reduced by 50% by June 2016.	

G: A broad range of work activity undertaken by staff is recognised in career progression and promotion

G2a	Improve transparency in workload allocation.	There is currently no University-wide workload model in place. Some Departments have workload models but an agreed set of principles across Faculties needs to be introduced.	A working party that had the task of investigating workloads and coming up with an institution-wide system has now been abandoned. Athena SWAN work has already highlighted 'transparency of workloads' as an area for review (Action 4.7)	Working party of Executive Deans to look at establishing an agreed set of workload allocation principles that can be used across each Faculty to ensure equality of opportunity and fairness	Nov 2014	2016	Executive Deans	A set of University-wide principles for workload allocation are developed by 2016.	
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H: Unfair treatment experienced by trans staff requires changing cultures and attitudes

H2	Improve the response rate of our sexual orientation/ gender identity monitoring statistics.	Response rate is low	No action to date.	Clarify the confidentiality process and explain the reason behind the need for this data to encourage a greater response. Consider others ways to capture data in addition to HR Organiser (e.g. staff surveys etc).	Jan 2015	June 2015	Equality and Diversity Manager.	Response rate has improved by 30%.	
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H2a	Improve our support available to trans staff to ensure they do not experience unfair treatment.	There are currently no policies or processes in place to offer guidance and support to trans staff or managers.	No action to date.	Develop a specific policy/guidelines on Transitioning.	Mar 2015	Jan 2016	Equality and Diversity Manager.	Policy / framework / memorandum of understanding in place and published by January 2016.	Consideration given to how it can be made more accessible to all staff.
				Review current Equality and Diversity Policy to ensure that it specifically covers trans staff.	Aug 2014	Dec 2014	Equality and Diversity Manager.	Policy reviewed and updated by the end of 2014.	
H2b	Raise awareness of trans staff and the support available.	Currently, no work has been done on raising awareness of trans staff and there are no specific trans training courses.	No action to date.	Publicise links to external trans support agencies on our University-wide Equality and Diversity webpages.	Jan 2015	Feb 2015	Equality and Diversity	Links 'live' on University webpages.	

				Produce a 'How to Support Trans Staff' guide.	Mar 2015	Dec 2015	Equality and Diversity Manager.	Guide produced and made available online and in print to all staff.	
				Consider running a specific training course or 'Tuesday Taster' (i.e. lunchtime information session) on trans issues to raise awareness amongst all staff.	Jan 2016	Apr 2016	Learning and Development and Equality and Diversity Manager.	New trans training course or Tuesday Taster developed and first session delivered by Jul 2016.	
				Review existing Equality and Diversity training to ensure that trans staff are included and consider updating our current online Equality training	Jan 2016	Apr 2016	As above.	All current training reviewed and amended where necessary by August 2016.	

				programme to cover trans issues.					
H2c	Increase senior staff support for trans issues	An ECU report (2009) found that there was a need for senior staff to show support for LGBT issues. The SAT agreed with this.	The Vice-Chancellor has personally demonstrated his commitment to the University's LGBT alliance by opening the first networking event here at Essex.	Continue to raise awareness of trans issues amongst senior staff and encourage them to demonstrate their commitment by speaking at trans events (such as future LGBT alliance meetings).	May 2014	ongoing	Equality and Diversity Manager and HR Policy and Project Officer.	Have found another senior member of University staff to open or speak at our next LGBT meeting in June 2014	

Gender charter mark institutional data template

[Click on figure number to go to sheet.](#)

This data template has been developed to assist institutions in collecting and analysing their data for submission to the Equality Challenge Unit's gender charter mark.

Please complete the shaded blue cells on each sheet in order to generate the relevant statistics and charts. All student data should report student instances. All staff data should report full-person equivalent (FPE) and exclude atypical staff. For definitions of the fields, please see the corresponding submission document.

- T1** Students by level of study, mode and gender (2010/11 - 2012/13)
- T2** Staff by job type, SET marker and gender (2010/11 - 2012/13)
- T3a** Staff by UCEA/XpertHR contract level, job type, SET marker and gender (2010/11)
- T3b** Staff by UCEA/XpertHR contract level, job type, SET marker and gender (2011/12)
- T3c** Staff by UCEA/XpertHR contract level, job type, SET marker and gender (2012/13)
- T3d** Staff by UCEA/XpertHR contract level, job type, SET marker and gender (2010/11 - 2012/13)
- T4** Governing body by lay/non-lay and gender (2010/11 - 2012/13)
- T5** Senior managers by job type, SET marker and gender (2010/11 - 2012/13)
- T6** Senate (or equivalent) by job type, SET marker and gender (2010/11 - 2012/13)
- T7** Research committee by SET marker and gender 2010/11 - 2012/13 (academic only)
- T8** Teaching and learning committee (or equivalent) by job type, SET marker and gender (2010/11 - 2012/13)
- T9** Heads of school, faculty chairs and heads of department by SET marker and gender 2010/11 - 2012/13 (academic only)
- T10** REF 2014 submissions by SET marker and gender (academic only)
- T11** Recruitment by job type, SET marker and gender (2010/11-2012/13)
- T12** Promotions by job type, SET marker and gender (2010/11-2012/13)
- T13** Turnover by job type, SET marker and gender (2010/11-2012/13)
- T14** Maternity leave contract renewal and return rate by job type, SET marker and gender (2010/11 - 2012/13)
- T15** Paternity leave take-up and return rate by job type, SET marker and gender (2010/11 - 2012/13)
- T16** Additional paternity leave take-up and return rate by job type, SET marker and gender (2010/11 - 2012/13)
- T17** Adoption leave take-up and return rate by job type, SET marker and gender (2010/11 - 2012/13)
- T18** Formal requests and application success rate for flexible working by job type, SET marker and gender (2010/11 - 2012/13)
- T19** Staff contract type by job type, SET marker and gender (2010/11 - 2012/13)

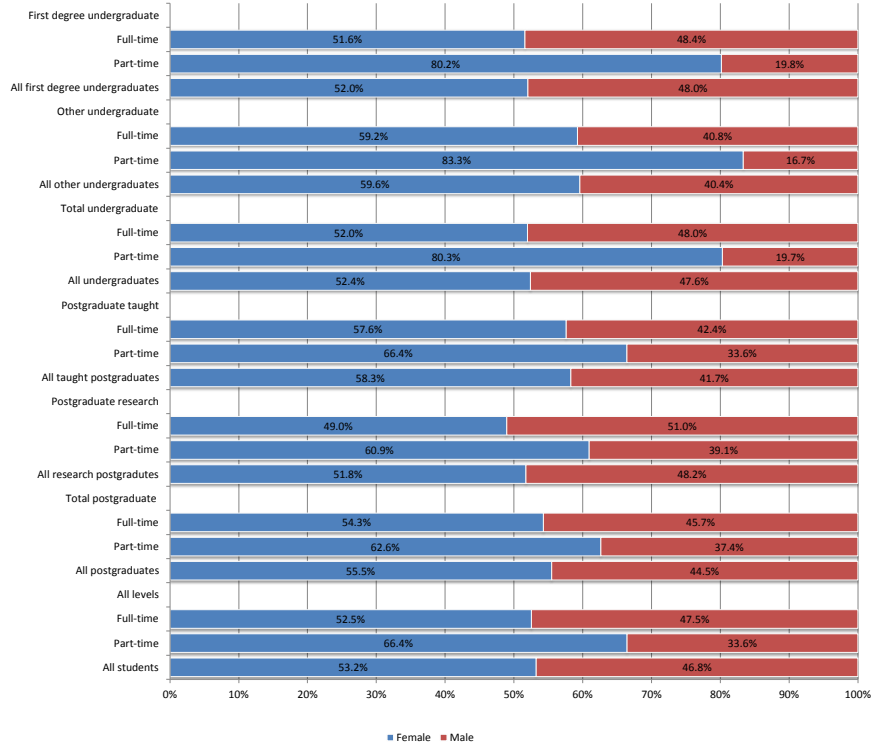
Students by level of study, mode and gender (2010/11 - 2012/13)

	2010/11		2011/12		2012/13	
	Female	Male	Female	Male	Female	Male
	No.	No.	No.	No.	No.	No.
First degree undergraduate						
Full-time	3876	3672	4163	3885	4092	3837
Part-time	101	19	99	22	97	24
Other undergraduate						
Full-time	253	204	236	174	231	159
Part-time	22	8	15	4	5	1
Postgraduate taught						
Full-time	920	737	955	704	971	715
Part-time	115	75	81	54	95	48
Postgraduate research						
Full-time	494	535	1475	1248	514	536
Part-time	197	129	273	193	195	125

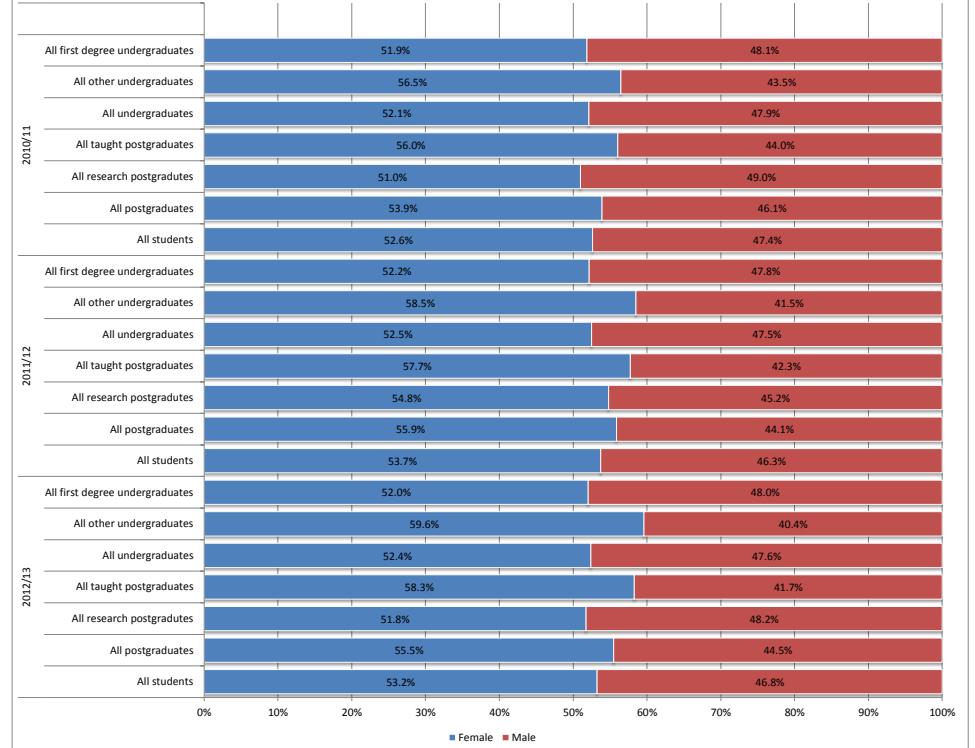
	2010/11						2011/12						2012/13					
	Female			Male			Female			Male			Female			Male		
	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
First degree undergraduate																		
Full-time	3876	97.5%	51.4%	3672	99.5%	48.6%	7548	98.4%	100.0%	4163	97.7%	51.7%	3885	99.4%	48.3%	8048	98.5%	100.0%
Part-time	101	2.5%	84.2%	19	0.5%	15.8%	120	1.6%	100.0%	99	2.3%	81.8%	22	0.6%	18.2%	121	1.5%	100.0%
All first degree undergraduates	3977	100.0%	51.9%	3691	100.0%	48.1%	7668	100.0%	100.0%	4262	100.0%	52.2%	3907	100.0%	47.8%	8169	100.0%	100.0%
Other undergraduate																		
Full-time	253	92.0%	55.4%	204	96.2%	44.6%	457	93.8%	100.0%	236	94.0%	57.6%	174	97.8%	42.4%	410	95.6%	100.0%
Part-time	22	8.0%	73.3%	8	3.8%	26.7%	30	6.2%	100.0%	15	6.0%	78.9%	4	2.2%	21.1%	19	4.4%	100.0%
All other undergraduates	275	100.0%	56.5%	212	100.0%	43.5%	487	100.0%	100.0%	251	100.0%	58.5%	178	100.0%	41.5%	429	100.0%	100.0%
Total undergraduate																		
Full-time	4129	97.1%	51.6%	3876	99.3%	48.4%	8005	98.2%	100.0%	4399	97.5%	52.0%	4059	99.4%	48.0%	8458	98.4%	100.0%
Part-time	123	2.9%	82.0%	27	0.7%	18.0%	150	1.8%	100.0%	114	2.5%	81.4%	26	0.6%	18.6%	140	1.6%	100.0%
All undergraduates	4252	100.0%	52.1%	3903	100.0%	47.9%	8155	100.0%	100.0%	4513	100.0%	52.5%	4085	100.0%	47.5%	8598	100.0%	100.0%
Postgraduate taught																		
Full-time	920	88.9%	55.5%	737	90.8%	44.5%	1657	89.7%	100.0%	955	92.2%	57.6%	704	92.9%	42.4%	1659	92.5%	100.0%
Part-time	115	11.1%	60.5%	75	9.2%	39.5%	190	10.3%	100.0%	81	7.8%	60.0%	54	7.1%	40.0%	135	7.5%	100.0%
All taught postgraduates	1035	100.0%	56.0%	812	100.0%	44.0%	1847	100.0%	100.0%	1036	100.0%	57.7%	758	100.0%	42.3%	1794	100.0%	100.0%
Postgraduate research																		
Full-time	494	71.5%	48.0%	535	80.6%	52.0%	1029	75.9%	100.0%	1475	84.4%	54.2%	1248	86.6%	45.8%	2723	85.4%	100.0%
Part-time	197	28.5%	60.4%	129	19.4%	39.6%	326	24.1%	100.0%	273	15.6%	58.6%	193	13.4%	41.4%	466	14.6%	100.0%
All research postgraduates	691	100.0%	51.0%	664	100.0%	49.0%	1355	100.0%	100.0%	1748	100.0%	54.8%	1441	100.0%	45.2%	3189	100.0%	100.0%
Total postgraduate																		
Full-time	1414	81.9%	52.6%	1272	86.2%	47.4%	2686	83.9%	100.0%	2430	87.3%	55.5%	1952	88.8%	44.5%	4382	87.9%	100.0%
Part-time	312	18.1%	60.5%	204	13.8%	39.5%	516	16.1%	100.0%	354	12.7%	58.9%	247	11.2%	41.1%	601	12.1%	100.0%
All postgraduates	1726	100.0%	53.9%	1476	100.0%	46.1%	3202	100.0%	100.0%	2784	100.0%	55.9%	2199	100.0%	44.1%	4983	100.0%	100.0%
All levels																		
Full-time	5543	92.7%	51.8%	5148	95.7%	48.2%	10691	94.1%	100.0%	6829	93.6%	53.2%	6011	95.7%	46.8%	12840	94.5%	100.0%
Part-time	435	7.3%	65.3%	231	4.3%	34.7%	666	5.9%	100.0%	468	6.4%	63.2%	273	4.3%	36.8%	741	5.5%	100.0%
All students	5978	100.0%	52.6%	5379	100.0%	47.4%	11357	100.0%	100.0%	7297	100.0%	53.7%	6284	100.0%	46.3%	13581	100.0%	100.0%

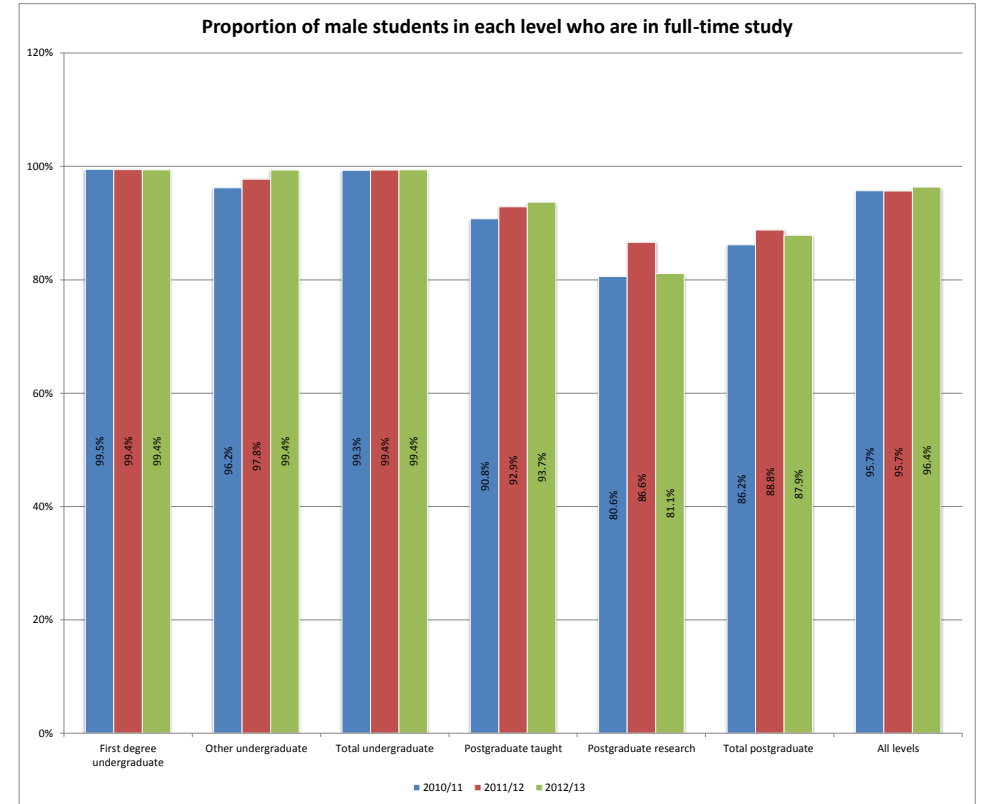
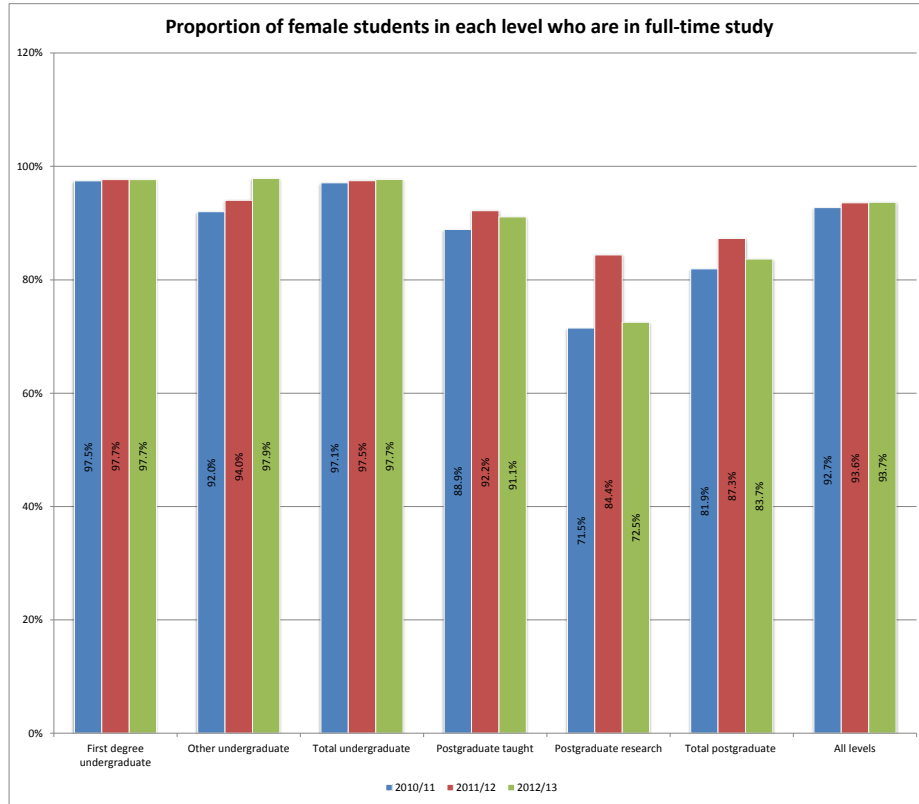
%* compare vertically within degree levels
%^ compare horizontally

Students by level of study, mode and gender (2012/13)



Students by level of study and gender (2010/11- 2012/13)

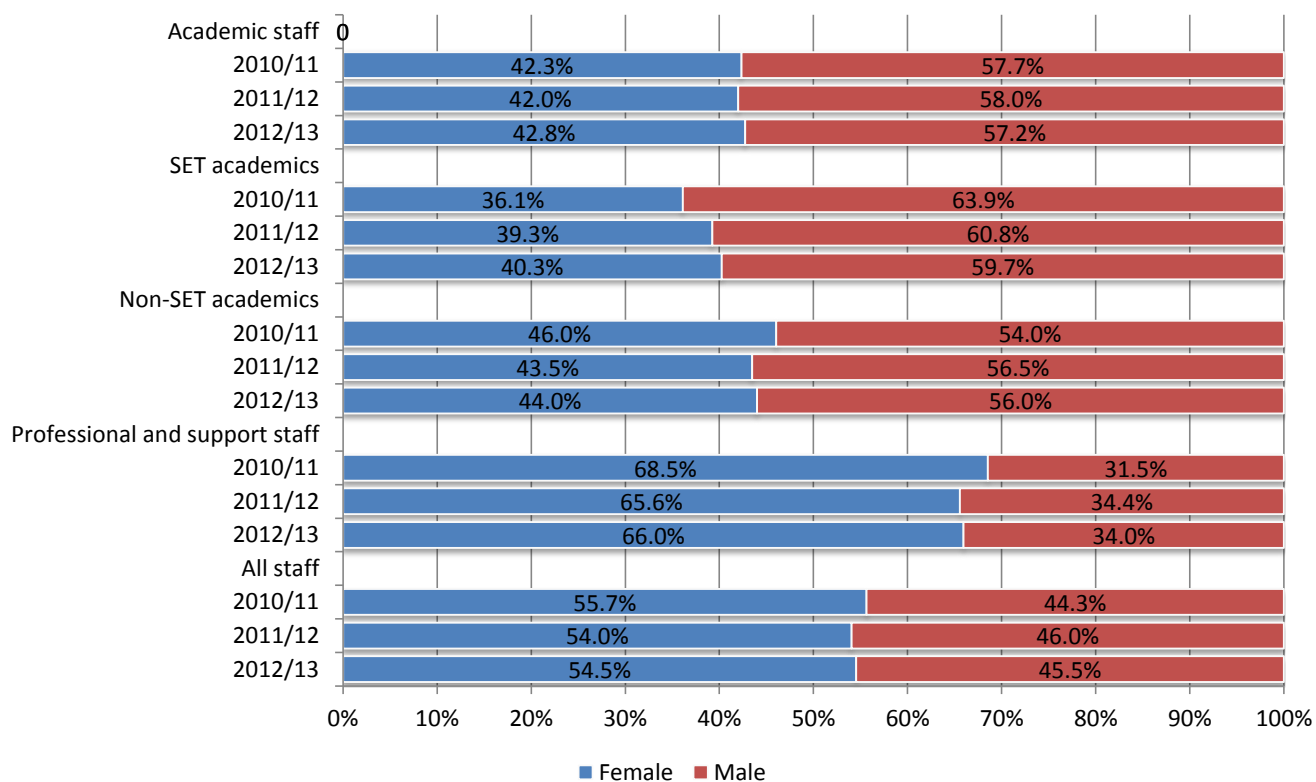




Staff by job type, SET marker and gender (2010/11 - 2012/13)

	Female		Male		Total	
	No.	%	No.	%	No.	%
Academic staff						
2010/11	528	42.3%	719	57.7%	1247	100.0%
2011/12	475	42.0%	656	58.0%	1131	100.0%
2012/13	502	42.8%	672	57.2%	1174	100.0%
SET academics						
2010/11	168	36.1%	297	63.9%	465	100.0%
2011/12	157	39.3%	243	60.8%	400	100.0%
2012/13	157	40.3%	233	59.7%	390	100.0%
Non-SET academics						
2010/11	360	46.0%	422	54.0%	782	100.0%
2011/12	318	43.5%	413	56.5%	731	100.0%
2012/13	345	44.0%	439	56.0%	784	100.0%
Professional and support staff						
2010/11	884	68.5%	406	31.5%	1290	100.0%
2011/12	775	65.6%	407	34.4%	1182	100.0%
2012/13	800	66.0%	413	34.0%	1213	100.0%
All staff						
2010/11	1412	55.7%	1125	44.3%	2537	100.0%
2011/12	1250	54.0%	1063	46.0%	2313	100.0%
2012/13	1302	54.5%	1085	45.5%	2387	100.0%

Staff by job type, SET marker and gender (2010/11 - 2012/13)



Staff by job type, UCEA/XpertHR contract level and gender 2010/11

Academic staff

	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
VC or equivalent	0	0.0%	0.0%	1	0.1%	100.0%	1	0.1%	100.0%
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	34	6.2%	21.8%	122	16.4%	78.2%	156	12.1%	100.0%
XpertHR level I	53	9.7%	33.3%	106	14.2%	66.7%	159	12.3%	100.0%
XpertHR level J	104	18.9%	43.3%	136	18.3%	56.7%	240	18.6%	100.0%
XpertHR level K	164	29.9%	55.0%	134	18.0%	45.0%	298	23.0%	100.0%
XpertHR level L	194	35.3%	44.2%	245	32.9%	55.8%	439	34.0%	100.0%
XpertHR level M	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level N	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level O	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level P	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total	549	100.0%	42.5%	744	100.0%	57.5%	1293	100.0%	100.0%

SET academic staff

VC or equivalent	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	9	5.4%	17.3%	43	14.5%	82.7%	52	11.3%	100.0%
XpertHR level I	9	5.4%	17.3%	43	14.5%	82.7%	52	11.3%	100.0%
XpertHR level J	40	24.1%	40.0%	60	20.3%	60.0%	100	21.6%	100.0%
XpertHR level K	33	19.9%	42.3%	45	15.2%	57.7%	78	16.9%	100.0%
XpertHR level L	75	45.2%	41.7%	105	35.5%	58.3%	180	39.0%	100.0%
XpertHR level M	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level N	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level O	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level P	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total	166	100.0%	35.9%	296	100.0%	64.1%	462	100.0%	100.0%

Non-SET academic staff

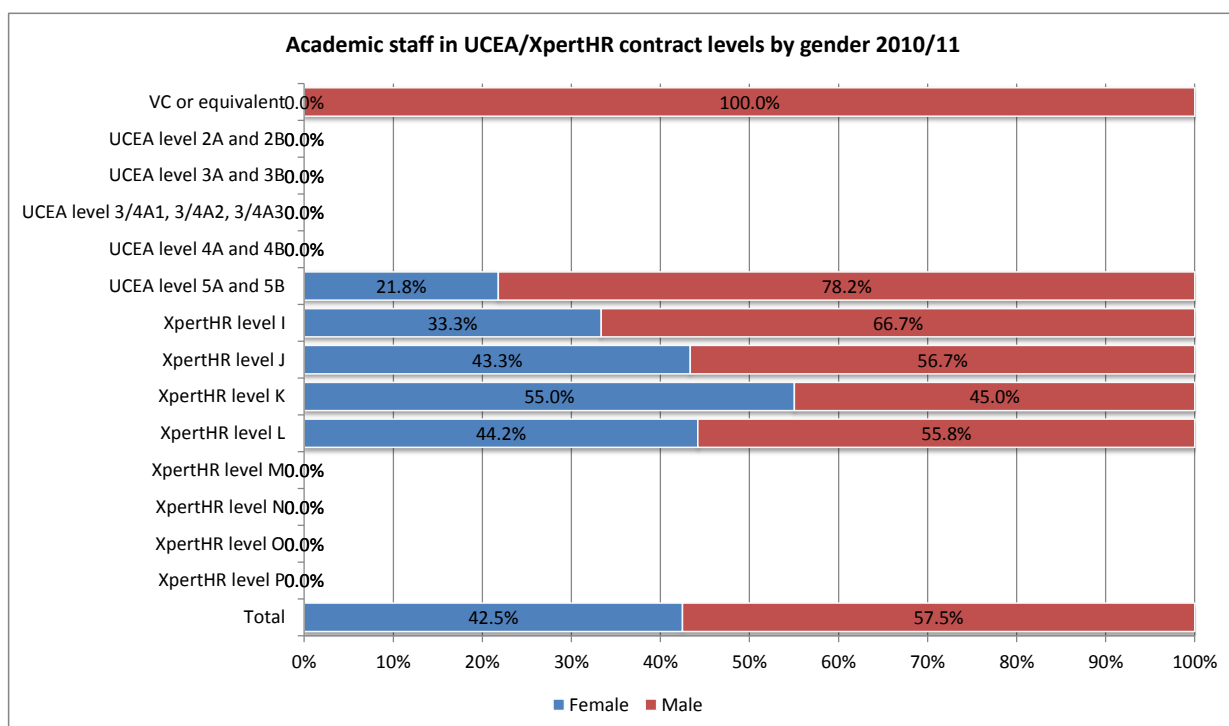
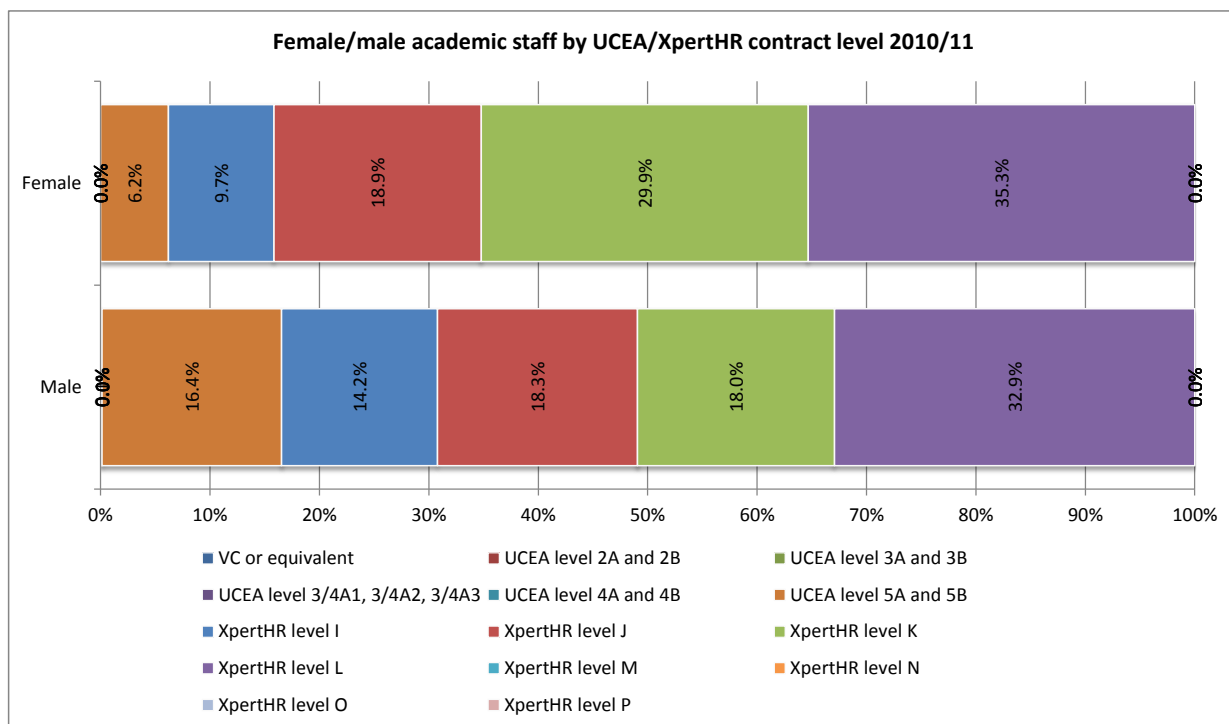
VC or equivalent	0	0.0%	0.0%	1	0.2%	100.0%	1	0.1%	100.0%
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	25	6.5%	24.0%	79	17.6%	76.0%	104	12.5%	100.0%
XpertHR level I	44	11.5%	41.1%	63	14.1%	58.9%	107	12.9%	100.0%
XpertHR level J	64	16.7%	45.7%	76	17.0%	54.3%	140	16.8%	100.0%
XpertHR level K	131	34.2%	59.5%	89	19.9%	40.5%	220	26.5%	100.0%
XpertHR level L	119	31.1%	45.9%	140	31.3%	54.1%	259	31.2%	100.0%
XpertHR level M	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level N	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level O	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level P	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total	383	100.0%	46.1%	448	100.0%	53.9%	831	100.0%	100.0%

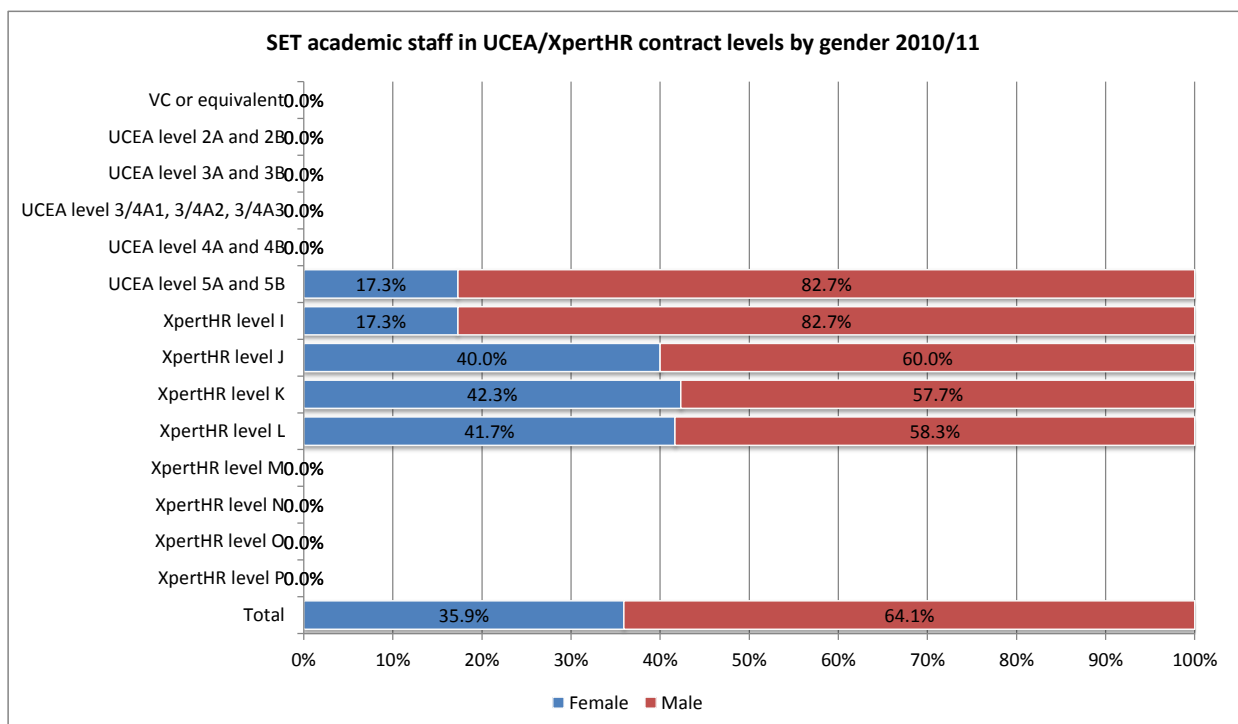
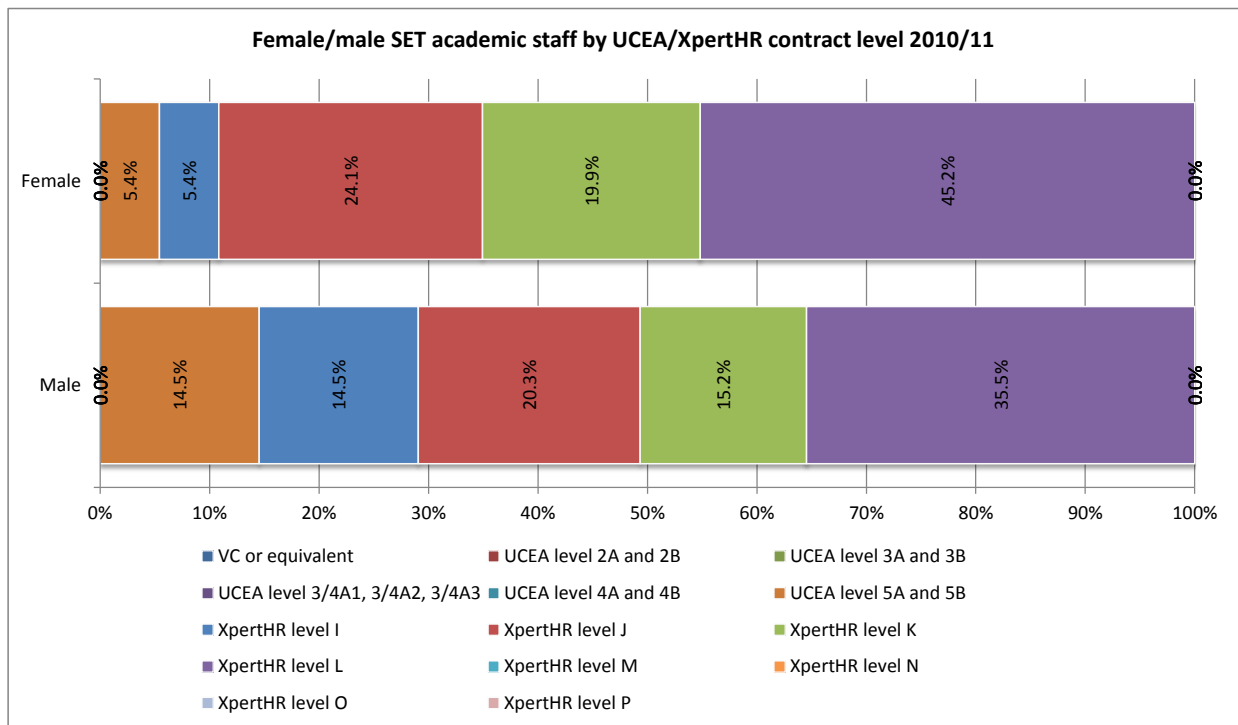
Professional and support staff

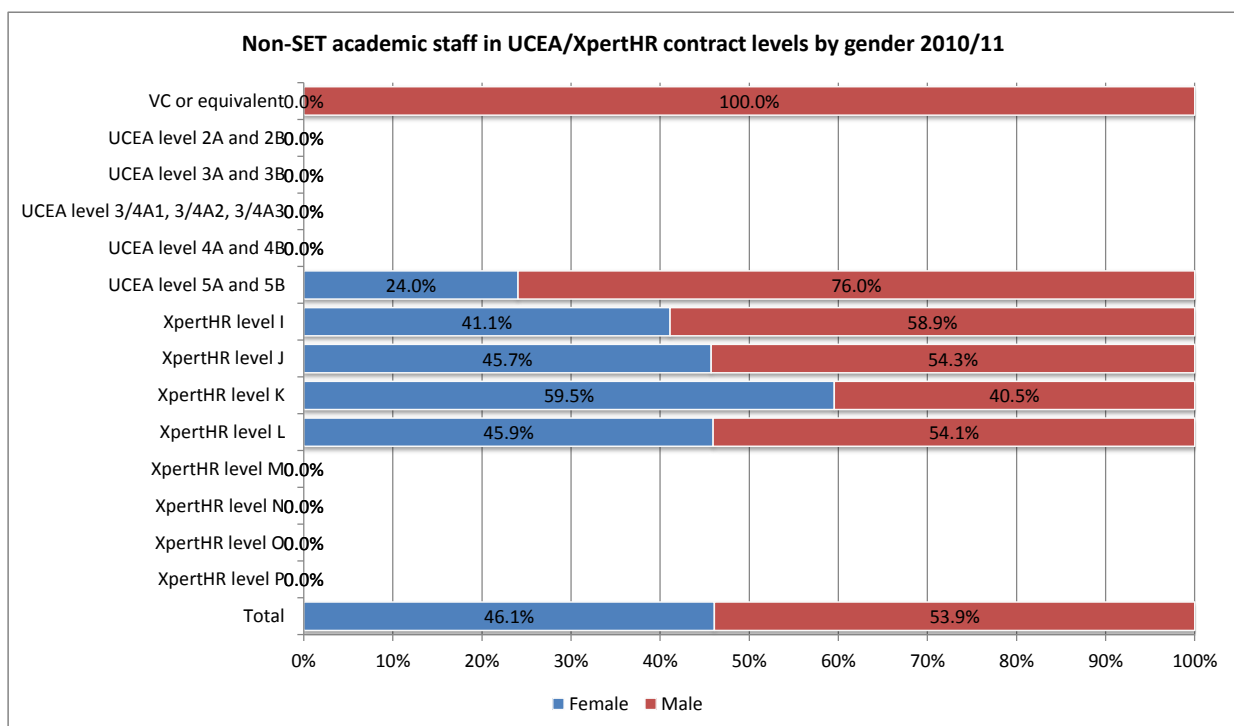
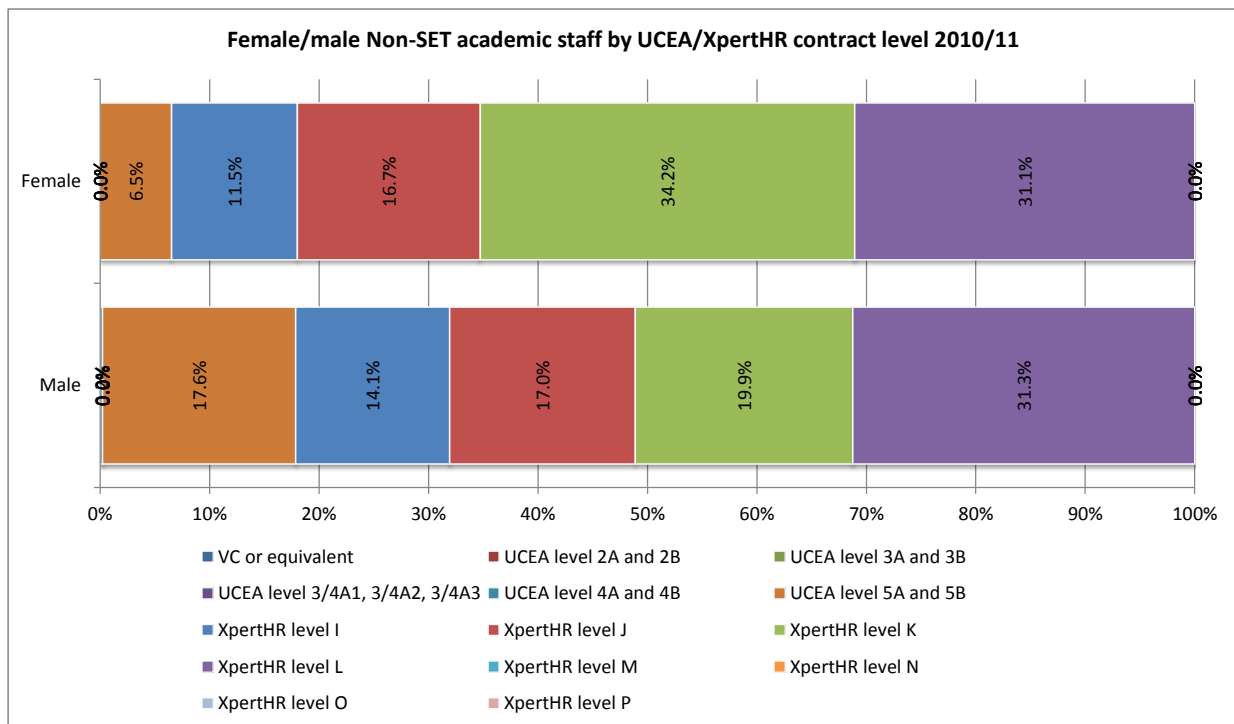
VC or equivalent	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 2A and 2B	0	0.0%	0.0%	1	0.2%	100.0%	1	0.1%	100.0%
UCEA level 3A and 3B	4	0.5%	40.0%	6	1.4%	60.0%	10	0.8%	100.0%
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	0.0%	3	0.7%	100.0%	3	0.2%	100.0%
UCEA level 5A and 5B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level I	21	2.6%	55.3%	17	4.0%	44.7%	38	3.1%	100.0%
XpertHR level J	56	6.9%	54.9%	46	10.9%	45.1%	102	8.3%	100.0%
XpertHR level K	110	13.6%	64.0%	62	14.7%	36.0%	172	14.0%	100.0%
XpertHR level L	119	14.7%	63.3%	69	16.3%	36.7%	188	15.3%	100.0%
XpertHR level M	293	36.2%	73.4%	106	25.1%	26.6%	399	32.4%	100.0%
XpertHR level N	0	0.0%	0.0%	3	0.7%	100.0%	3	0.2%	100.0%
XpertHR level O	29	3.6%	59.2%	20	4.7%	40.8%	49	4.0%	100.0%
XpertHR level P	177	21.9%	66.3%	90	21.3%	33.7%	267	21.7%	100.0%
Total	809	100.0%	65.7%	423	100.0%	34.3%	1232	100.0%	100.0%

All staff

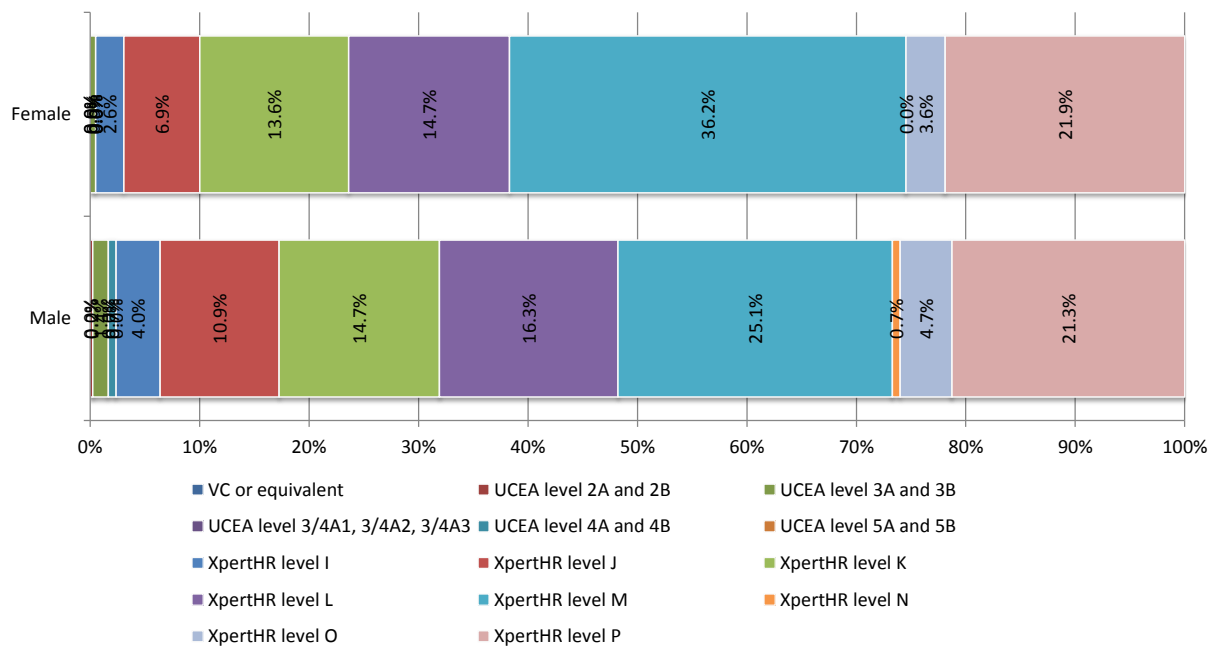
VC or equivalent	0	0.0%	0.0%	1	0.1%	100.0%	1	0.0%	100.0%
UCEA level 2A and 2B	0	0.0%	0.0%	1	0.1%	100.0%	1	0.0%	100.0%
UCEA level 3A and 3B	4	0.3%	40.0%	6	0.5%	60.0%	10	0.4%	100.0%
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	0.0%	3	0.3%	100.0%	3	0.1%	100.0%
UCEA level 5A and 5B	34	2.5%	21.8%	122	10.5%	78.2%	156	6.2%	100.0%
XpertHR level I	74	5.4%	37.6%	123	10.5%	62.4%	197	7.8%	100.0%
XpertHR level J	160	11.8%	46.8%	182	15.6%	53.2%	342	13.5%	100.0%
XpertHR level K	274	20.2%	58.3%	196	16.8%	41.7%	470	18.6%	100.0%
XpertHR level L	313	23.0%	49.9%	314	26.9%	50.1%	627	24.8%	100.0%
XpertHR level M	293	21.6%	73.4%	106	9.1%	26.6%	399	15.8%	100.0%
XpertHR level N	0	0.0%	0.0%	3	0.3%	100.0%	3	0.1%	100.0%
XpertHR level O	29	2.1%	59.2%	20	1.7%	40.8%	49	1.9%	100.0%
XpertHR level P	177	13.0%	66.3%	90	7.7%	33.7%	267	10.6%	100.0%
Total	1358	100.0%	53.8%	1167	100.0%	46.2%	2525	100.0%	100.0%



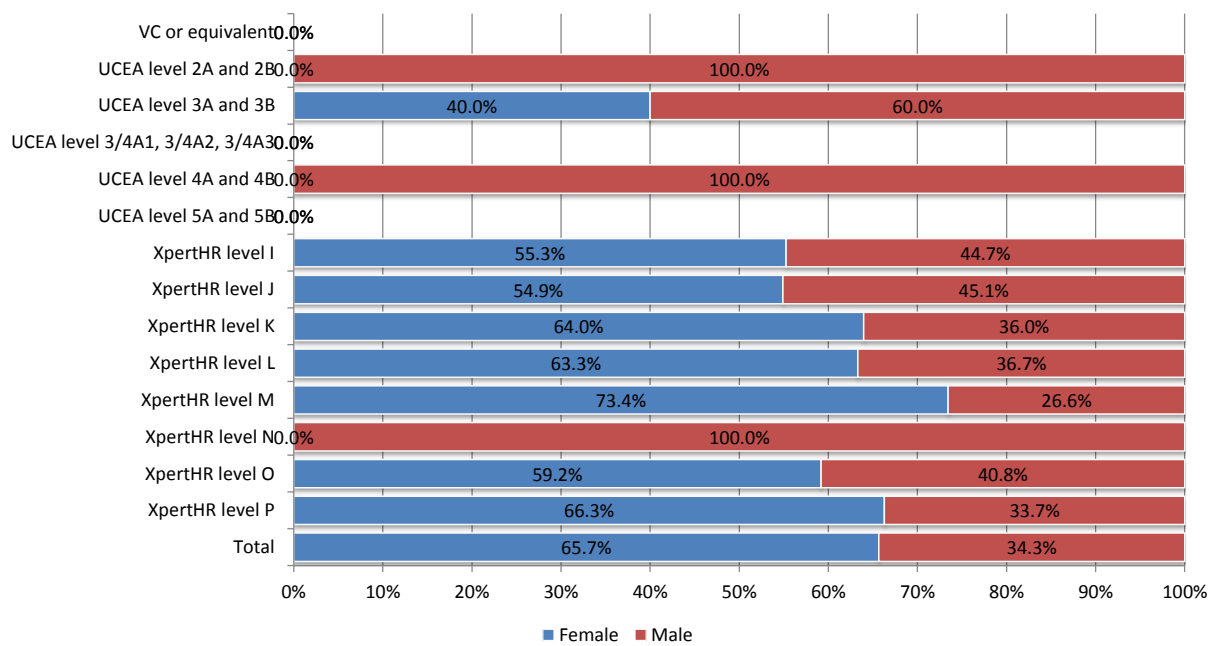


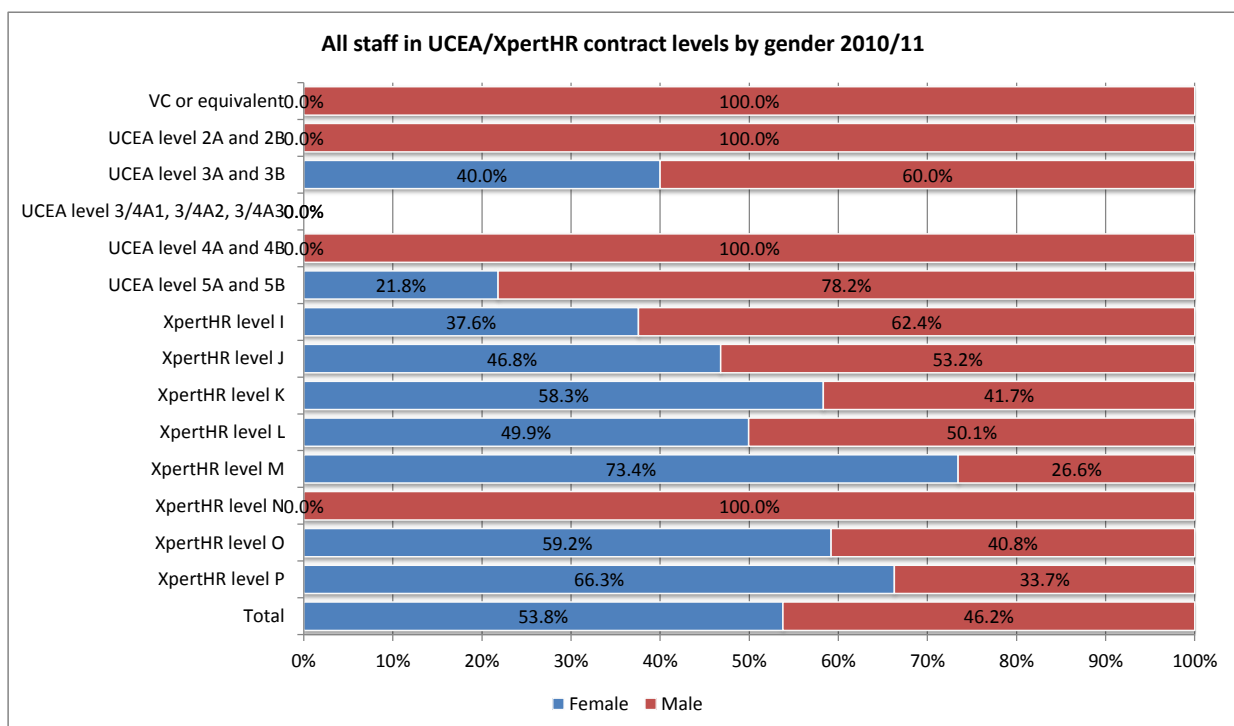
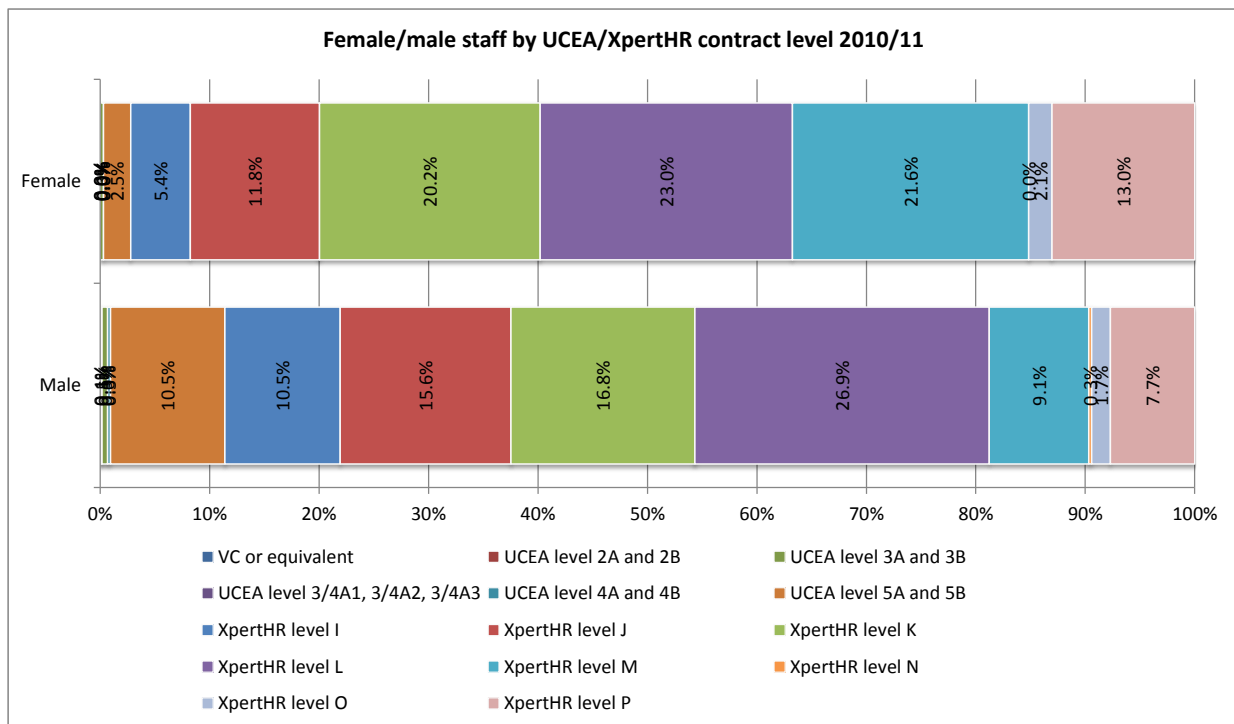


Female/male professional and support staff by UCEA/XpertHR contract levels 2010/11



Professional and support staff in UCEA/XpertHR contract levels by gender 2010/11





Staff by job type, UCEA/XpertHR contract level and gender 2011/12

Academic staff

	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
VC or equivalent	0	0.0%	0.0%	1	0.1%	100.0%	1	0.1%	100.0%
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	34	7.1%	22.8%	115	17.1%	77.2%	149	13.0%	100.0%
XpertHR level I	57	11.9%	35.2%	105	15.6%	64.8%	162	14.1%	100.0%
XpertHR level J	103	21.6%	43.3%	135	20.1%	56.7%	238	20.7%	100.0%
XpertHR level K	119	24.9%	50.6%	116	17.3%	49.4%	235	20.5%	100.0%
XpertHR level L	164	34.4%	45.2%	199	29.7%	54.8%	363	31.6%	100.0%
XpertHR level M	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level N	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level O	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level P	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total	477	100.0%	41.6%	671	100.0%	58.4%	1148	100.0%	100.0%

SET academic staff

VC or equivalent	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	10	6.3%	23.3%	33	13.1%	76.7%	43	10.5%	100.0%
XpertHR level I	10	6.3%	20.4%	39	15.5%	79.6%	49	12.0%	100.0%
XpertHR level J	38	24.1%	40.0%	57	22.6%	60.0%	95	23.2%	100.0%
XpertHR level K	30	19.0%	40.0%	45	17.9%	60.0%	75	18.3%	100.0%
XpertHR level L	70	44.3%	47.3%	78	31.0%	52.7%	148	36.1%	100.0%
XpertHR level M	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level N	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level O	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level P	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total	158	100.0%	38.5%	252	100.0%	61.5%	410	100.0%	100.0%

Non-SET academic staff

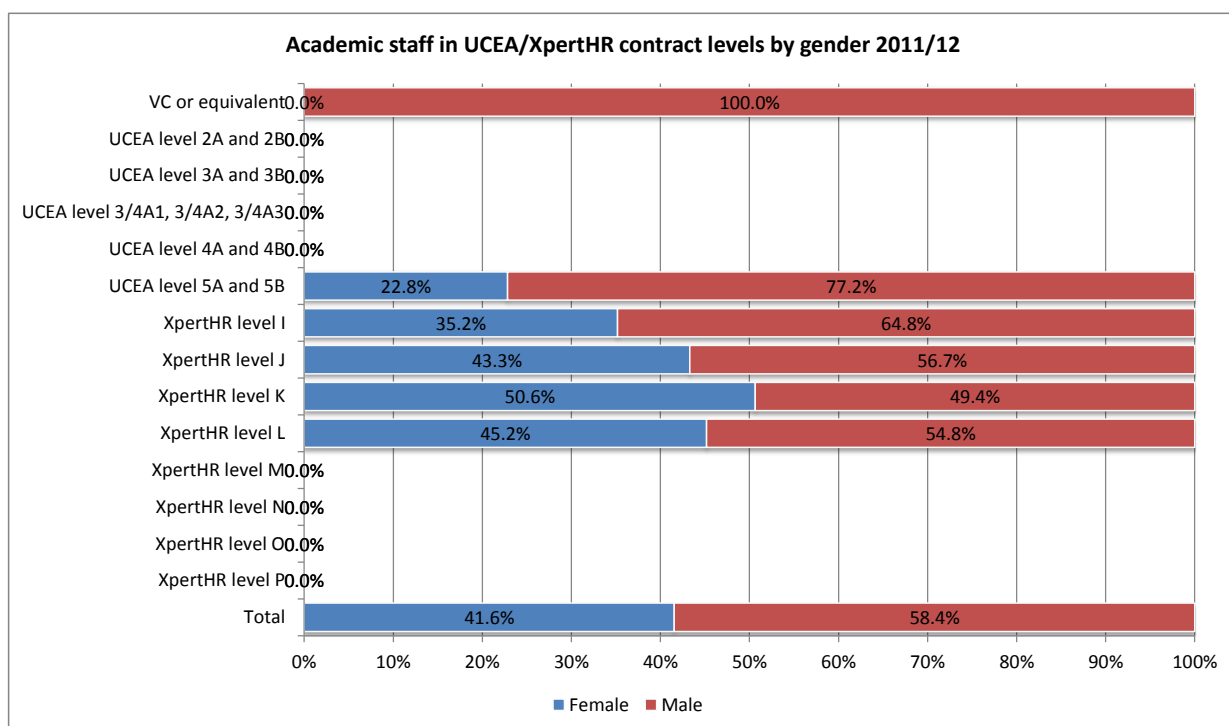
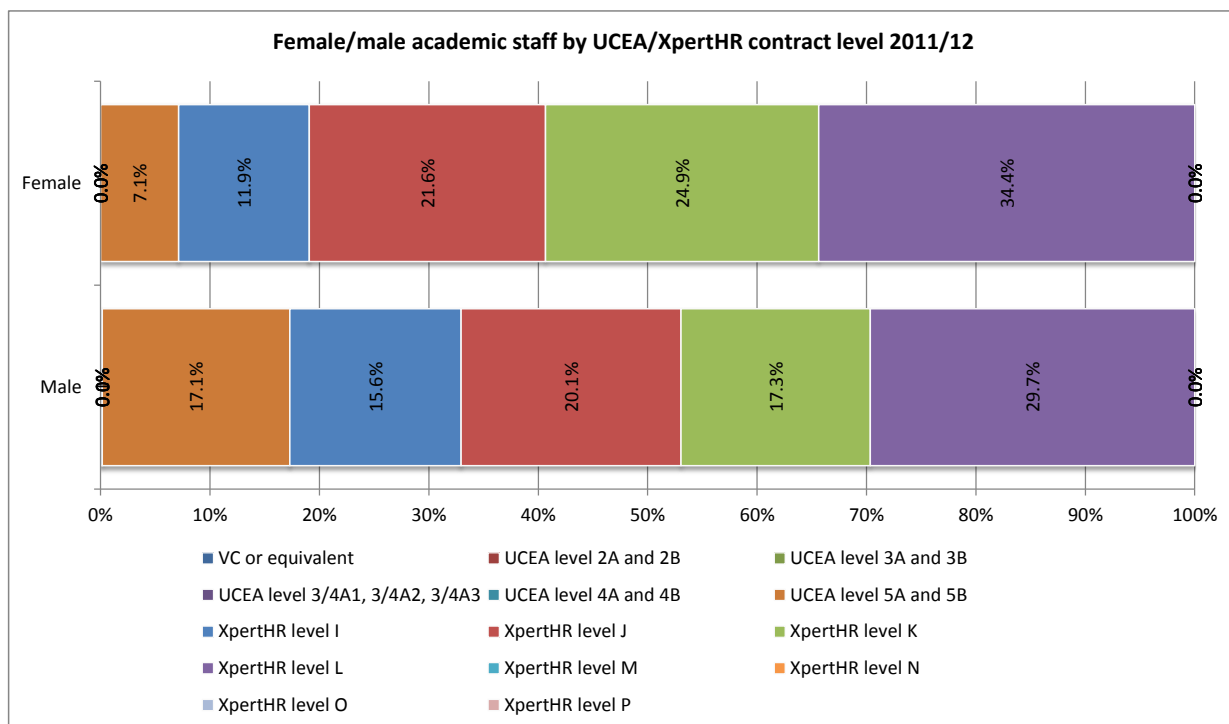
VC or equivalent	0	0.0%	0.0%	1	0.2%	100.0%	1	0.1%	100.0%
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	24	7.5%	22.6%	82	19.6%	77.4%	106	14.4%	100.0%
XpertHR level I	47	14.7%	41.6%	66	15.8%	58.4%	113	15.3%	100.0%
XpertHR level J	65	20.4%	45.5%	78	18.6%	54.5%	143	19.4%	100.0%
XpertHR level K	89	27.9%	55.6%	71	16.9%	44.4%	160	21.7%	100.0%
XpertHR level L	94	29.5%	43.7%	121	28.9%	56.3%	215	29.1%	100.0%
XpertHR level M	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level N	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level O	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level P	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total	319	100.0%	43.2%	419	100.0%	56.8%	738	100.0%	100.0%

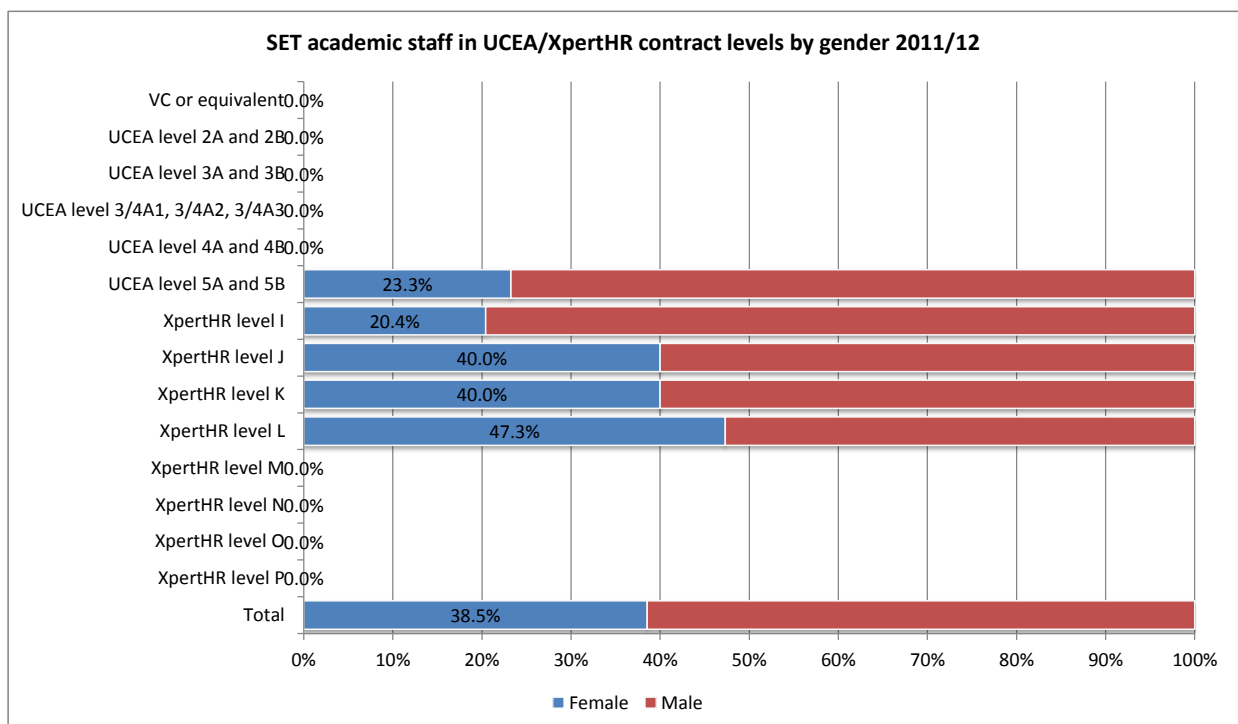
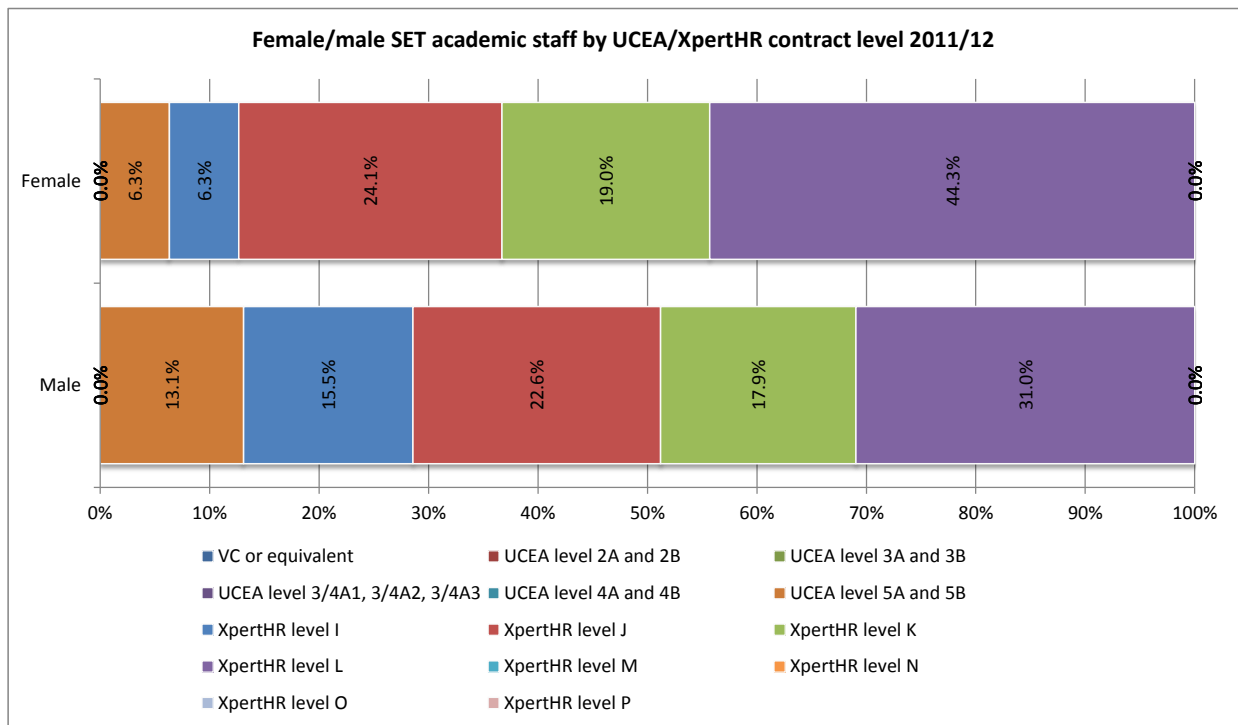
Professional and support staff

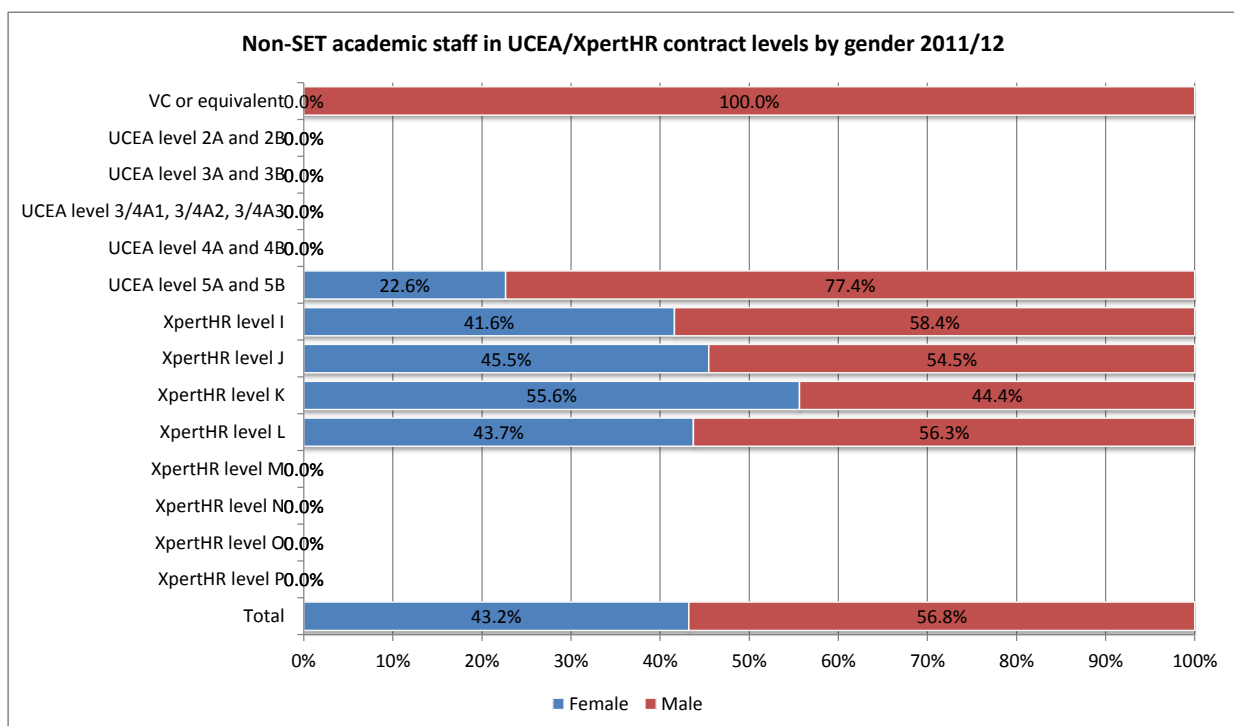
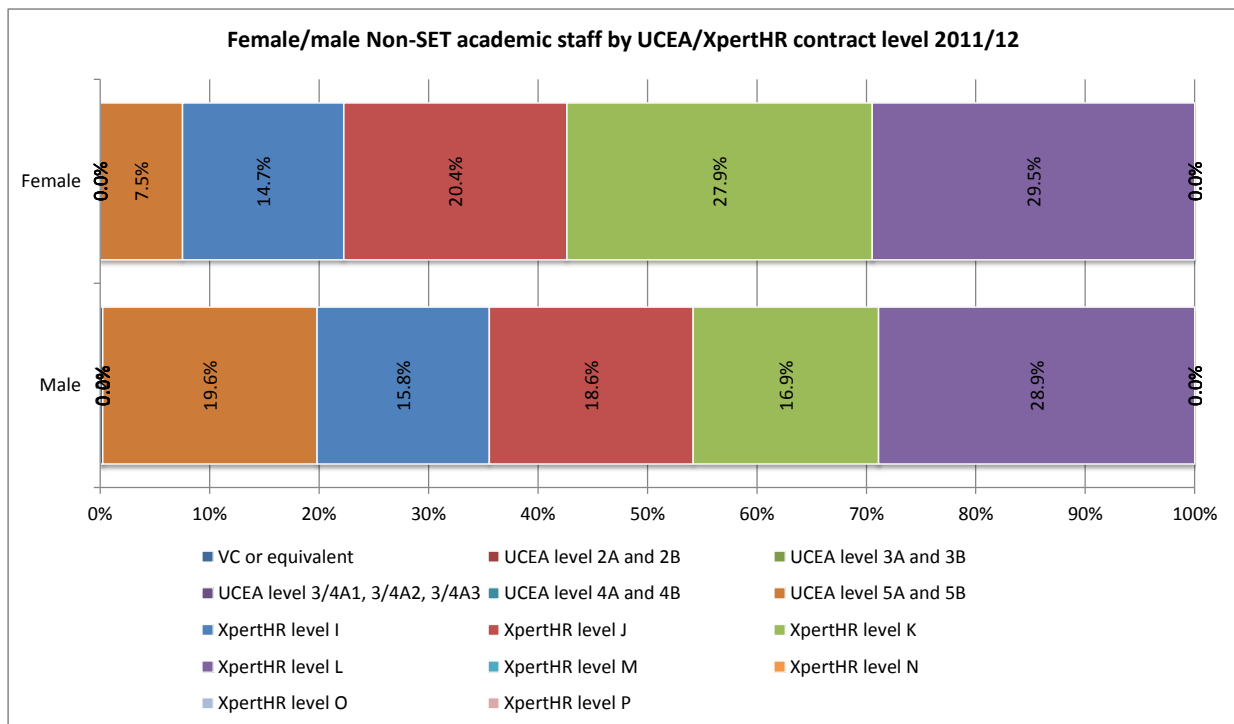
VC or equivalent	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	4	0.5%	26.7%	11	2.7%	73.3%	15	1.3%	100.0%
XpertHR level I	23	3.0%	57.5%	17	4.2%	42.5%	40	3.4%	100.0%
XpertHR level J	60	7.7%	57.1%	45	11.1%	42.9%	105	8.9%	100.0%
XpertHR level K	105	13.5%	62.9%	62	15.3%	37.1%	167	14.1%	100.0%
XpertHR level L	112	14.4%	63.3%	65	16.0%	36.7%	177	15.0%	100.0%
XpertHR level M	292	37.5%	73.6%	105	25.9%	26.4%	397	33.6%	100.0%
XpertHR level N	3	0.4%	60.0%	2	0.5%	40.0%	5	0.4%	100.0%
XpertHR level O	48	6.2%	70.6%	20	4.9%	29.4%	68	5.7%	100.0%
XpertHR level P	131	16.8%	62.7%	78	19.3%	37.3%	209	17.7%	100.0%
Total	778	100.0%	65.8%	405	100.0%	34.2%	1183	100.0%	100.0%

All staff

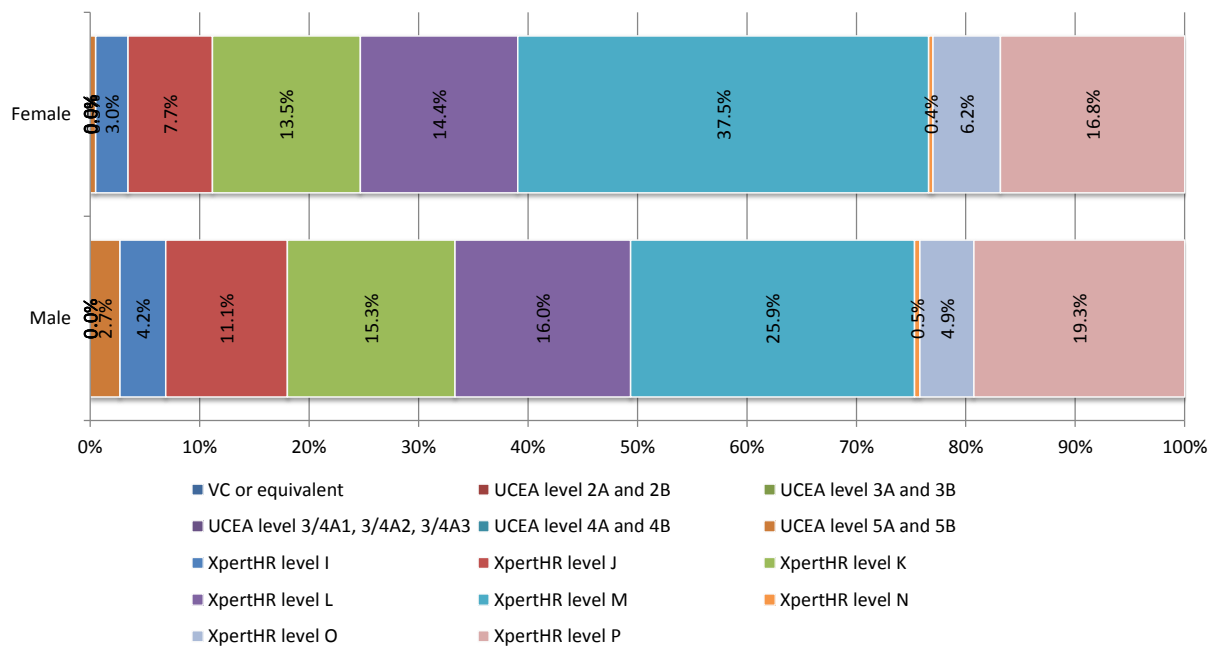
VC or equivalent	0	0.0%	0.0%	1	0.1%	100.0%	1	0.0%	100.0%
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	38	3.0%	23.2%	126	11.7%	76.8%	164	7.0%	100.0%
XpertHR level I	80	6.4%	39.6%	122	11.3%	60.4%	202	8.7%	100.0%
XpertHR level J	163	13.0%	47.5%	180	16.7%	52.5%	343	14.7%	100.0%
XpertHR level K	224	17.8%	55.7%	178	16.5%	44.3%	402	17.2%	100.0%
XpertHR level L	276	22.0%	51.1%	264	24.5%	48.9%	540	23.2%	100.0%
XpertHR level M	292	23.3%	73.6%	105	9.8%	26.4%	397	17.0%	100.0%
XpertHR level N	3	0.2%	60.0%	2	0.2%	40.0%	5	0.2%	100.0%
XpertHR level O	48	3.8%	70.6%	20	1.9%	29.4%	68	2.9%	100.0%
XpertHR level P	131	10.4%	62.7%	78	7.2%	37.3%	209	9.0%	100.0%
Total	1255	100.0%	53.8%	1076	100.0%	46.2%	2331	100.0%	100.0%



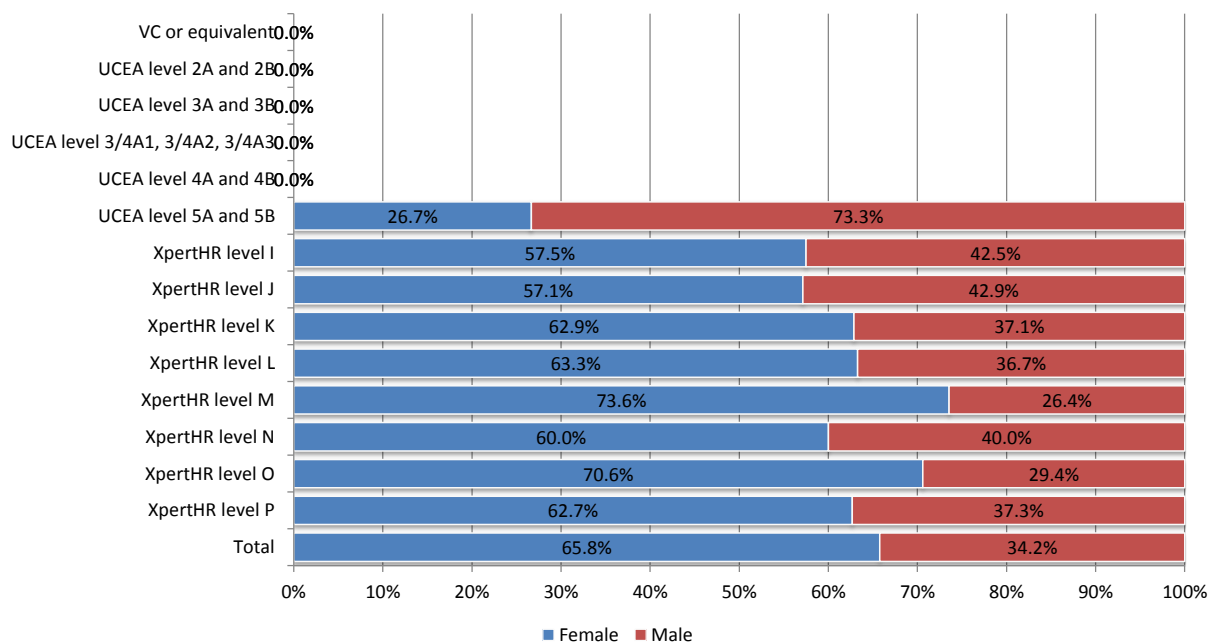


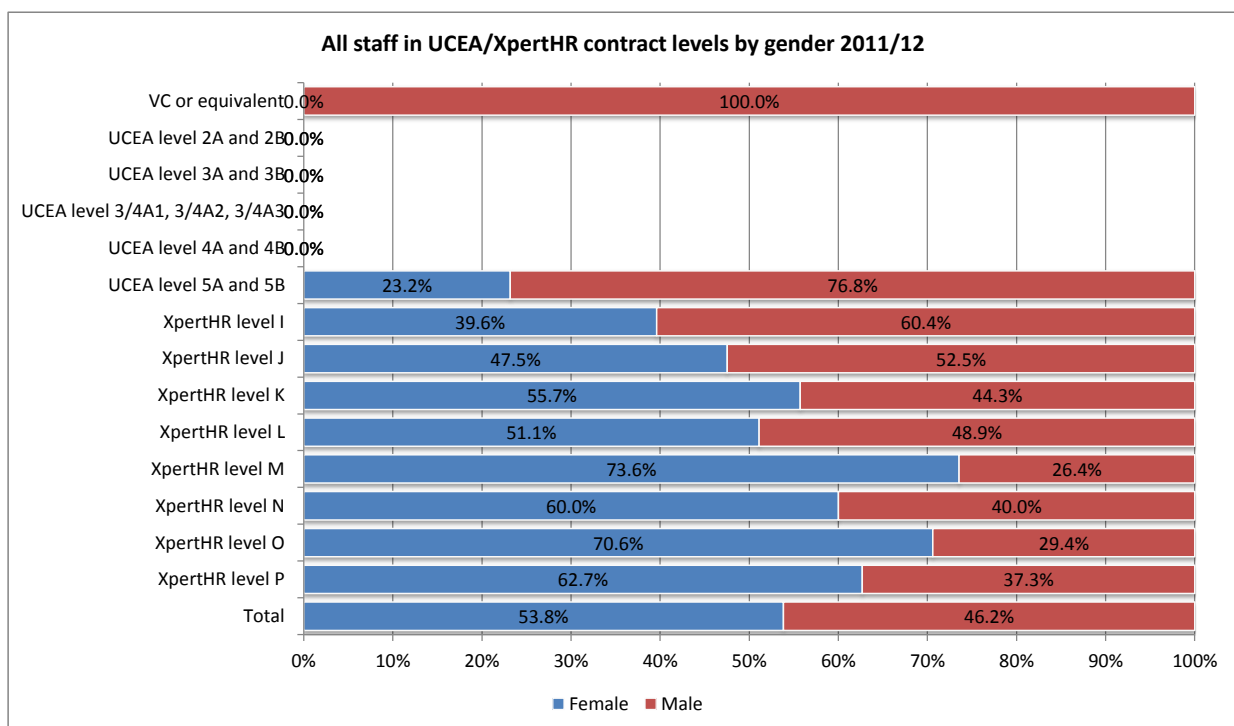
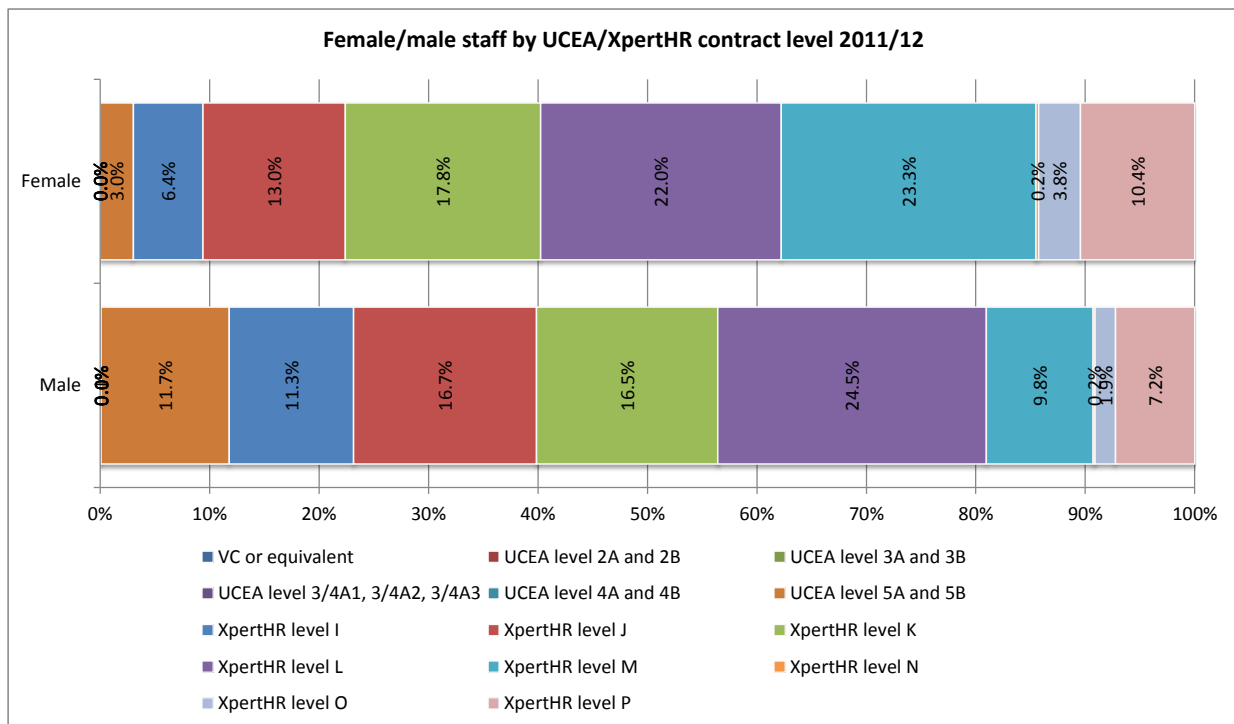


Female/male professional and support staff by UCEA/XpertHR contract levels 2011/12



Professional and support staff in UCEA/XpertHR contract levels by gender 2011/12





Staff by job type, UCEA/XpertHR contract level and gender 2012/13

Academic staff

	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
VC or equivalent	0	0.0%	0.0%	1	0.1%	100.0%	1	0.1%	100.0%
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	38	7.6%	23.8%	122	18.2%	76.3%	160	13.6%	100.0%
XpertHR level I	71	14.1%	38.0%	116	17.3%	62.0%	187	15.9%	100.0%
XpertHR level J	103	20.5%	45.4%	124	18.5%	54.6%	227	19.3%	100.0%
XpertHR level K	133	26.5%	51.2%	127	18.9%	48.8%	260	22.1%	100.0%
XpertHR level L	157	31.3%	46.3%	182	27.1%	53.7%	339	28.9%	100.0%
XpertHR level M	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level N	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level O	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level P	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total	502	100.0%	42.8%	672	100.0%	57.2%	1174	100.0%	100.0%

SET academic staff

VC or equivalent	0	0.0%	0.0%	1	0.4%	100.0%	1	0.3%	100.0%
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	10	6.4%	21.7%	36	15.5%	78.3%	46	11.8%	100.0%
XpertHR level I	14	8.9%	24.6%	43	18.5%	75.4%	57	14.6%	100.0%
XpertHR level J	38	24.2%	41.8%	53	22.7%	58.2%	91	23.3%	100.0%
XpertHR level K	27	17.2%	41.5%	38	16.3%	58.5%	65	16.7%	100.0%
XpertHR level L	68	43.3%	52.3%	62	26.6%	47.7%	130	33.3%	100.0%
XpertHR level M	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level N	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level O	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level P	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total	157	100.0%	40.3%	233	100.0%	59.7%	390	100.0%	100.0%

Non-SET academic staff

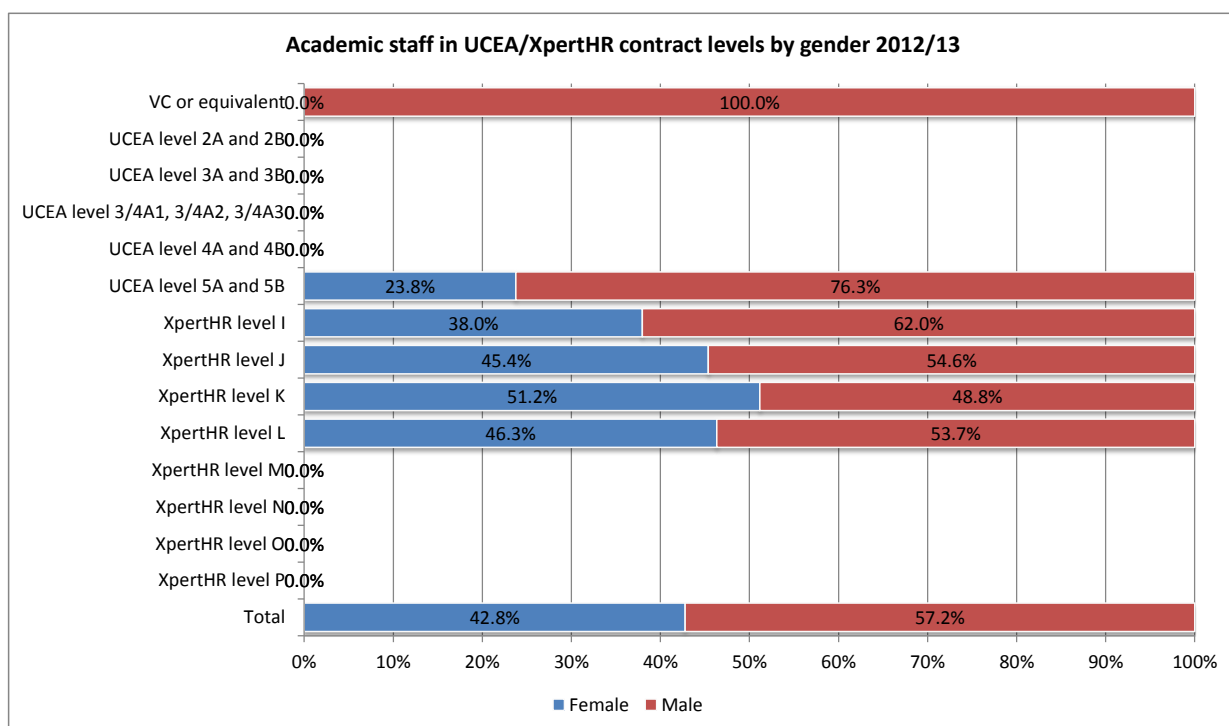
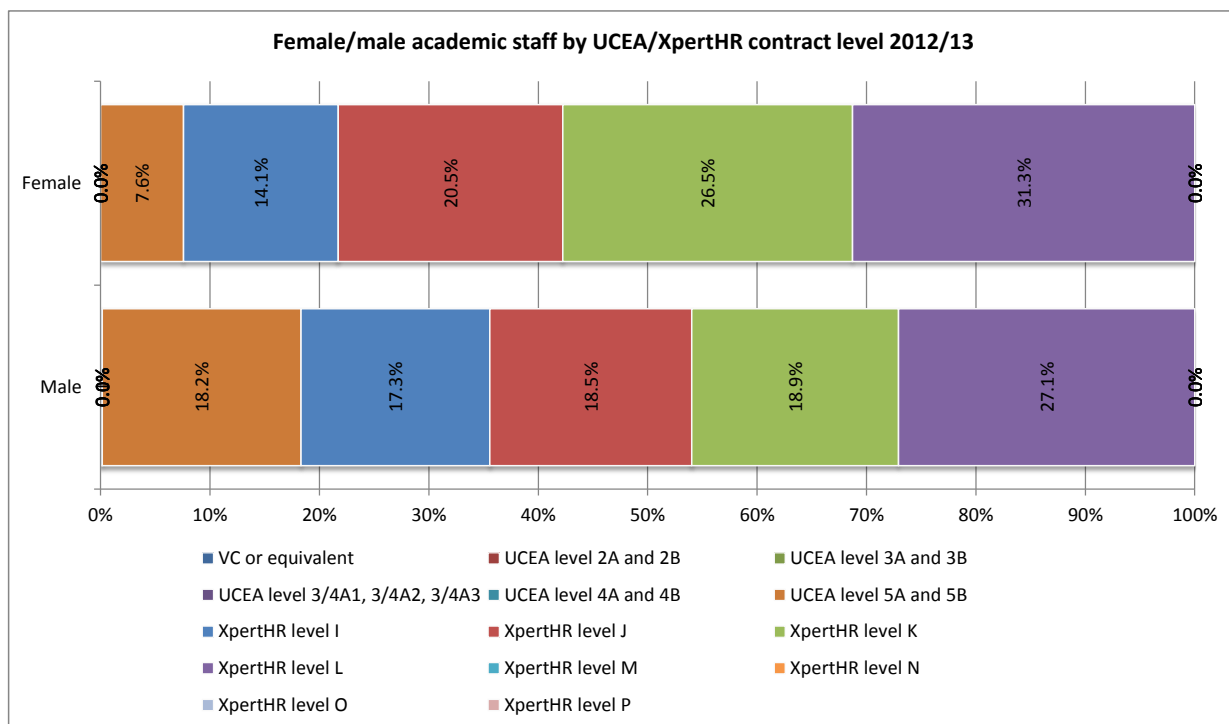
VC or equivalent	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	28	8.1%	24.6%	86	19.6%	75.4%	114	14.5%	100.0%
XpertHR level I	57	16.5%	43.8%	73	16.6%	56.2%	130	16.6%	100.0%
XpertHR level J	65	18.8%	47.8%	71	16.2%	52.2%	136	17.3%	100.0%
XpertHR level K	106	30.7%	54.4%	89	20.3%	45.6%	195	24.9%	100.0%
XpertHR level L	89	25.8%	42.6%	120	27.3%	57.4%	209	26.7%	100.0%
XpertHR level M	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level N	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level O	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
XpertHR level P	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total	345	100.0%	44.0%	439	100.0%	56.0%	784	100.0%	100.0%

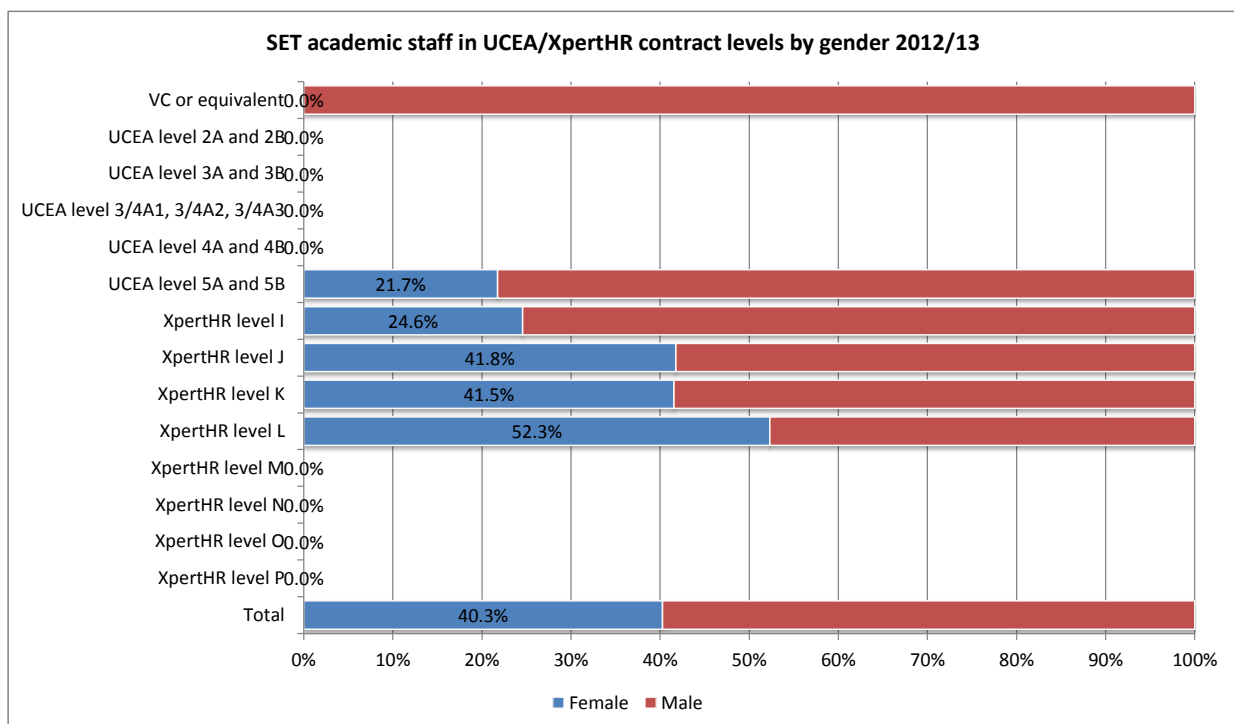
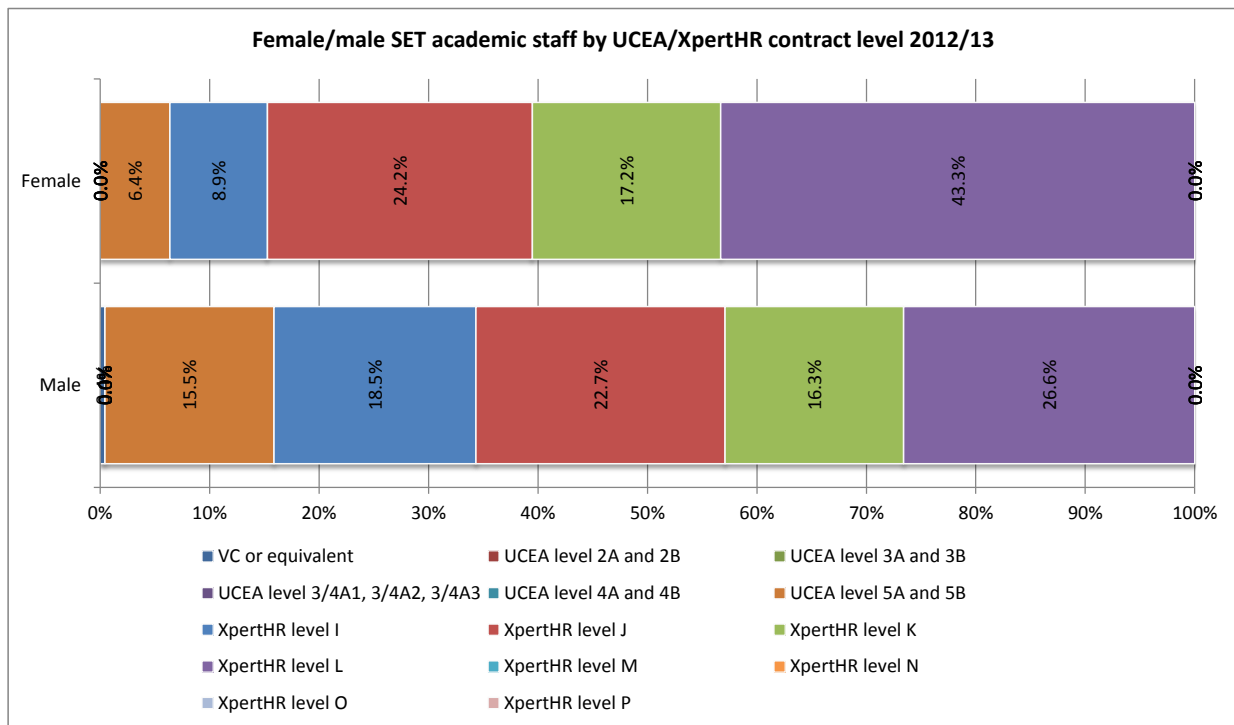
Professional and support staff

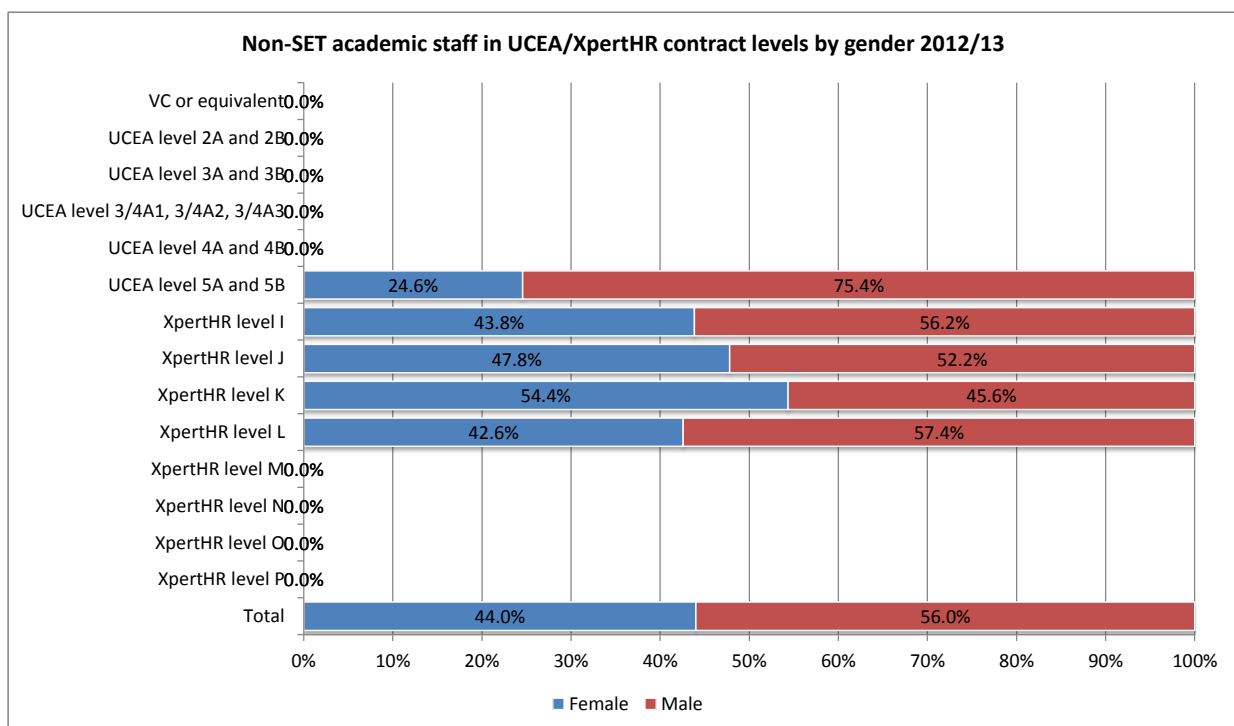
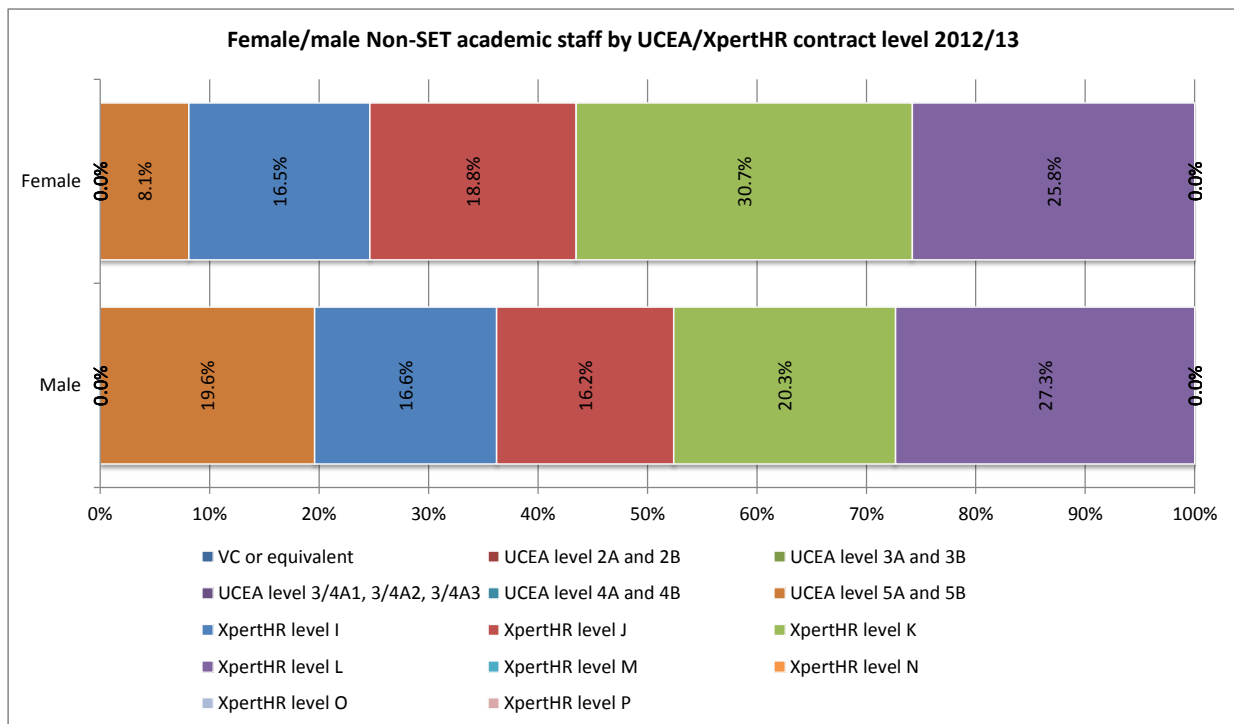
VC or equivalent	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	5	0.6%	26.3%	14	3.4%	73.7%	19	1.6%	100.0%
XpertHR level I	20	2.5%	52.6%	18	4.3%	47.4%	38	3.1%	100.0%
XpertHR level J	61	7.6%	56.5%	47	11.3%	43.5%	108	8.8%	100.0%
XpertHR level K	109	13.5%	62.3%	66	15.9%	37.7%	175	14.3%	100.0%
XpertHR level L	126	15.7%	65.6%	66	15.9%	34.4%	192	15.7%	100.0%
XpertHR level M	298	37.0%	72.5%	113	27.2%	27.5%	411	33.7%	100.0%
XpertHR level N	5	0.6%	62.5%	3	0.7%	37.5%	8	0.7%	100.0%
XpertHR level O	50	6.2%	75.8%	16	3.8%	24.2%	66	5.4%	100.0%
XpertHR level P	131	16.3%	64.2%	73	17.5%	35.8%	204	16.7%	100.0%
Total	805	100.0%	65.9%	416	100.0%	34.1%	1221	100.0%	100.0%

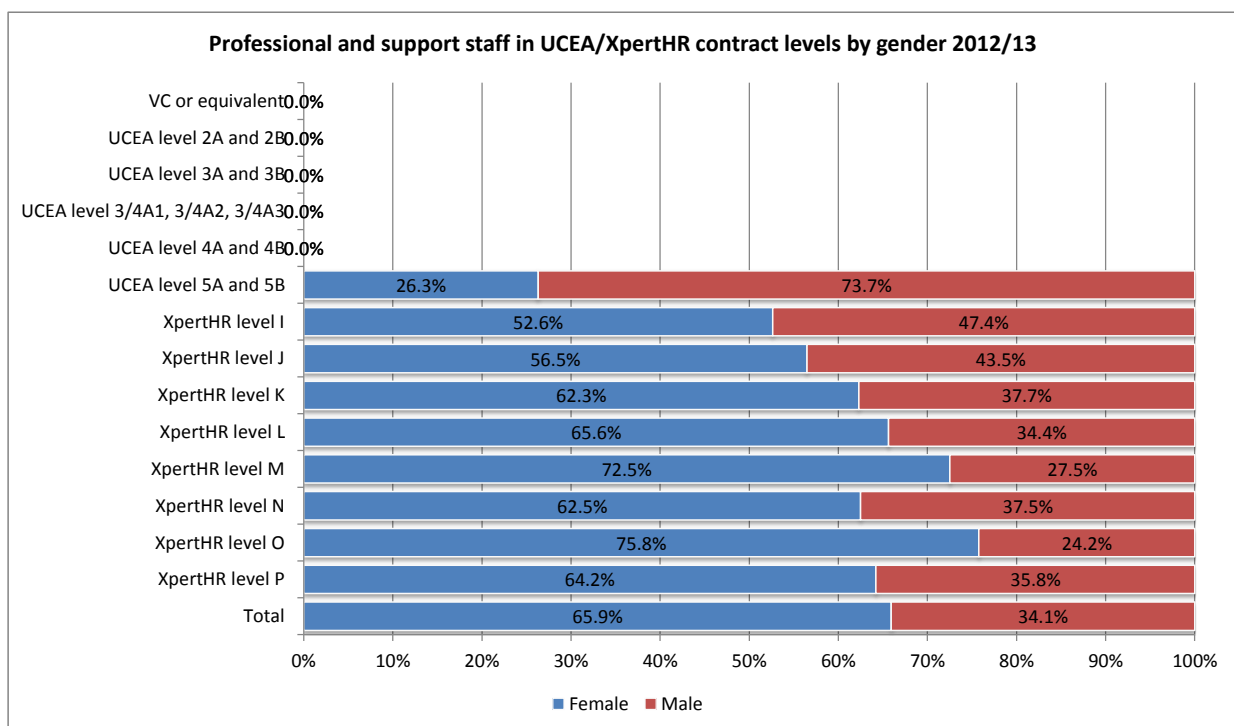
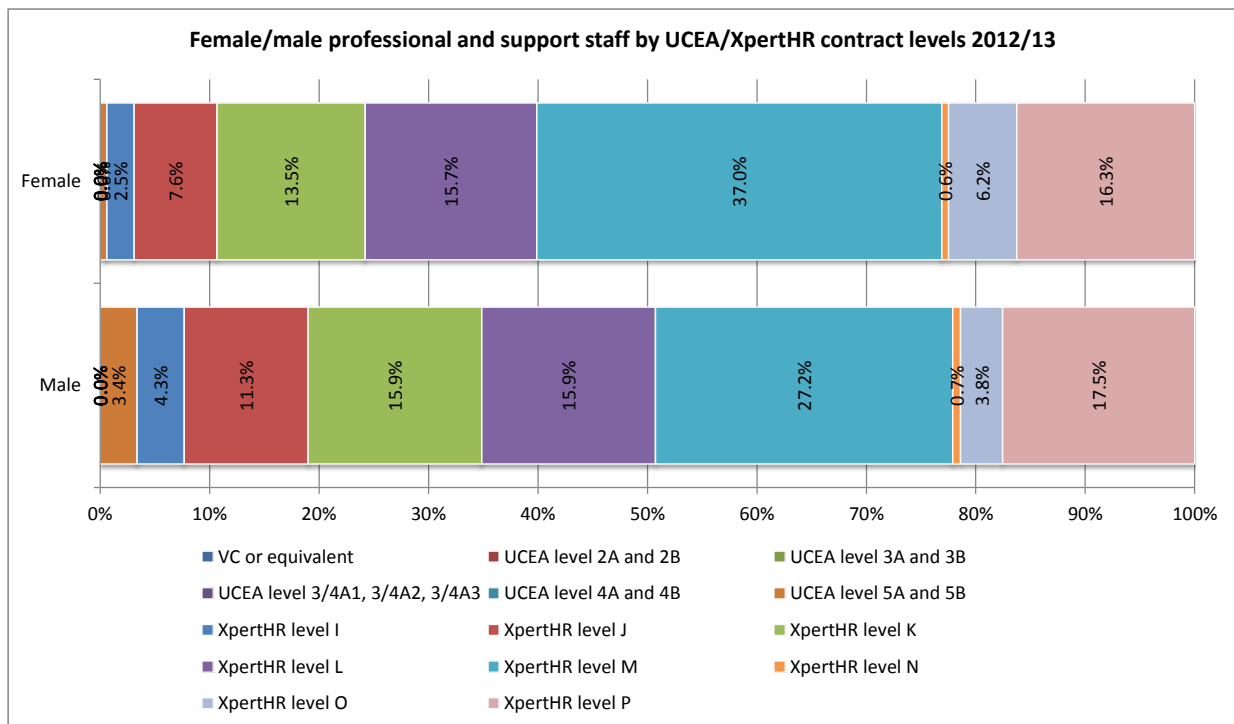
All staff

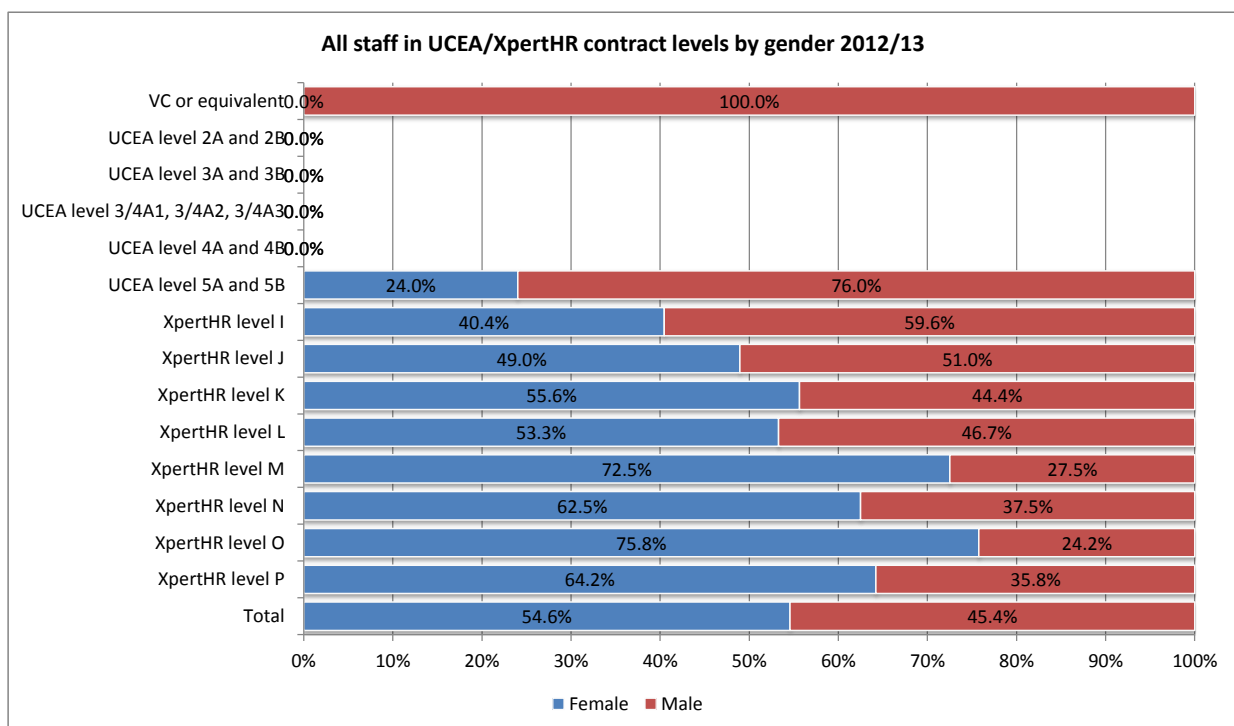
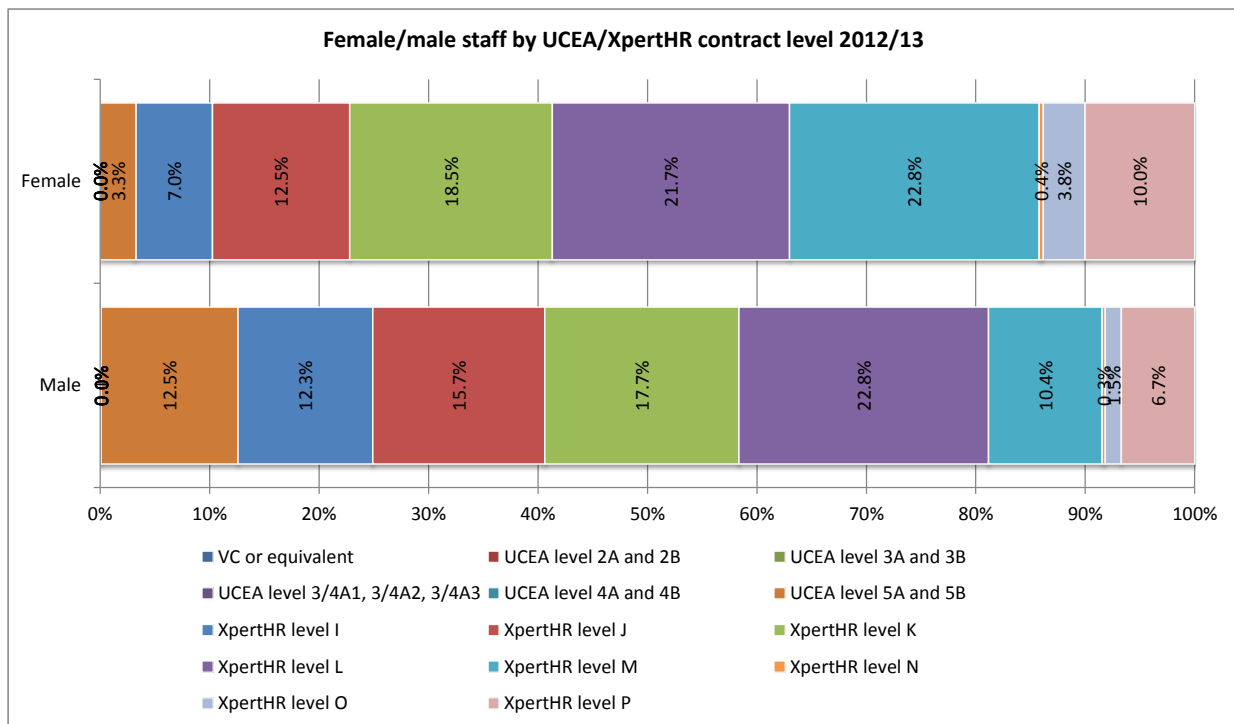
VC or equivalent	0	0.0%	0.0%	1	0.1%	100.0%	1	0.0%	100.0%
UCEA level 2A and 2B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3A and 3B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 4A and 4B	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
UCEA level 5A and 5B	43	3.3%	24.0%	136	12.5%	76.0%	179	7.5%	100.0%
XpertHR level I	91	7.0%	40.4%	134	12.3%	59.6%	225	9.4%	100.0%
XpertHR level J	164	12.5%	49.0%	171	15.7%	51.0%	335	14.0%	100.0%
XpertHR level K	242	18.5%	55.6%	193	17.7%	44.4%	435	18.2%	100.0%
XpertHR level L	283	21.7%	53.3%	248	22.8%	46.7%	531	22.2%	100.0%
XpertHR level M	298	22.8%	72.5%	113	10.4%	27.5%	411	17.2%	100.0%
XpertHR level N	5	0.4%	62.5%	3	0.3%	37.5%	8	0.3%	100.0%
XpertHR level O	50	3.8%	75.8%	16	1.5%	24.2%	66	2.8%	100.0%
XpertHR level P	131	10.0%	64.2%	73	6.7%	35.8%	204	8.5%	100.0%
Total	1307	100.0%	54.6%	1088	100.0%	45.4%	2395	100.0%	100.0%









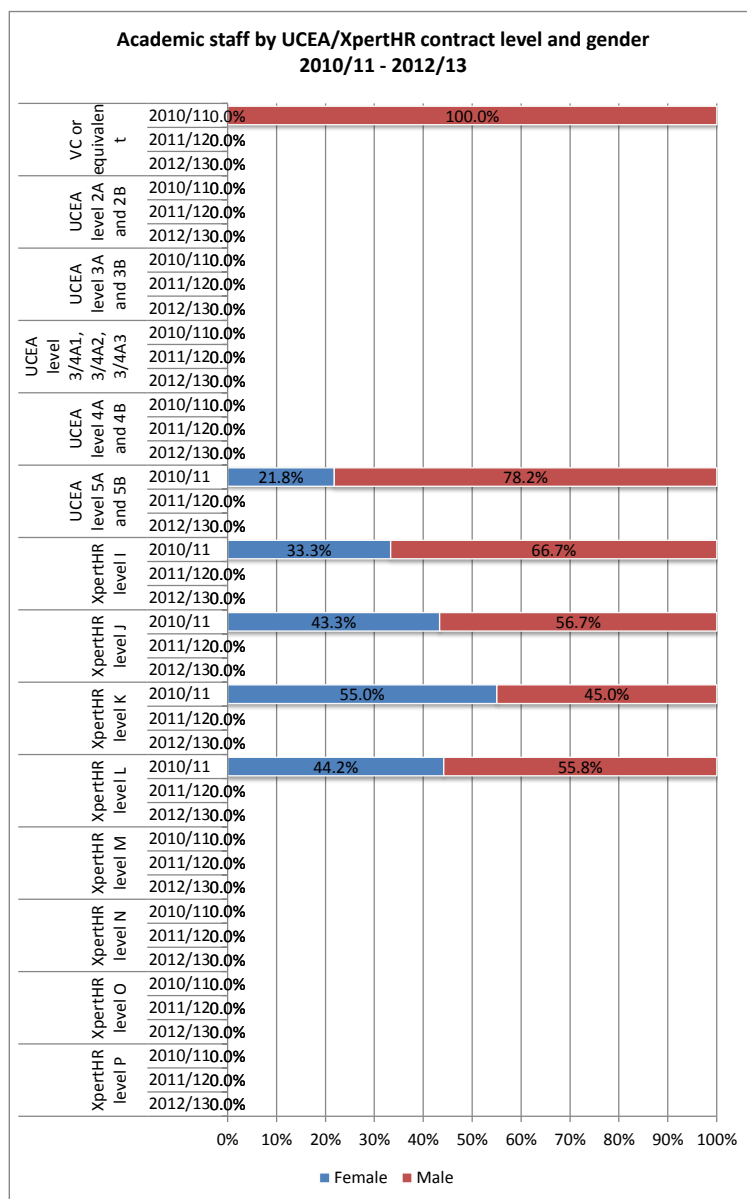


Staff by job type, UCEA/XpertHR contract level and gender (2010/11 - 2012/13)

Please note: this sheet does not require any additional data. The tables below provide a summary of the information provided in T3a-T3c.

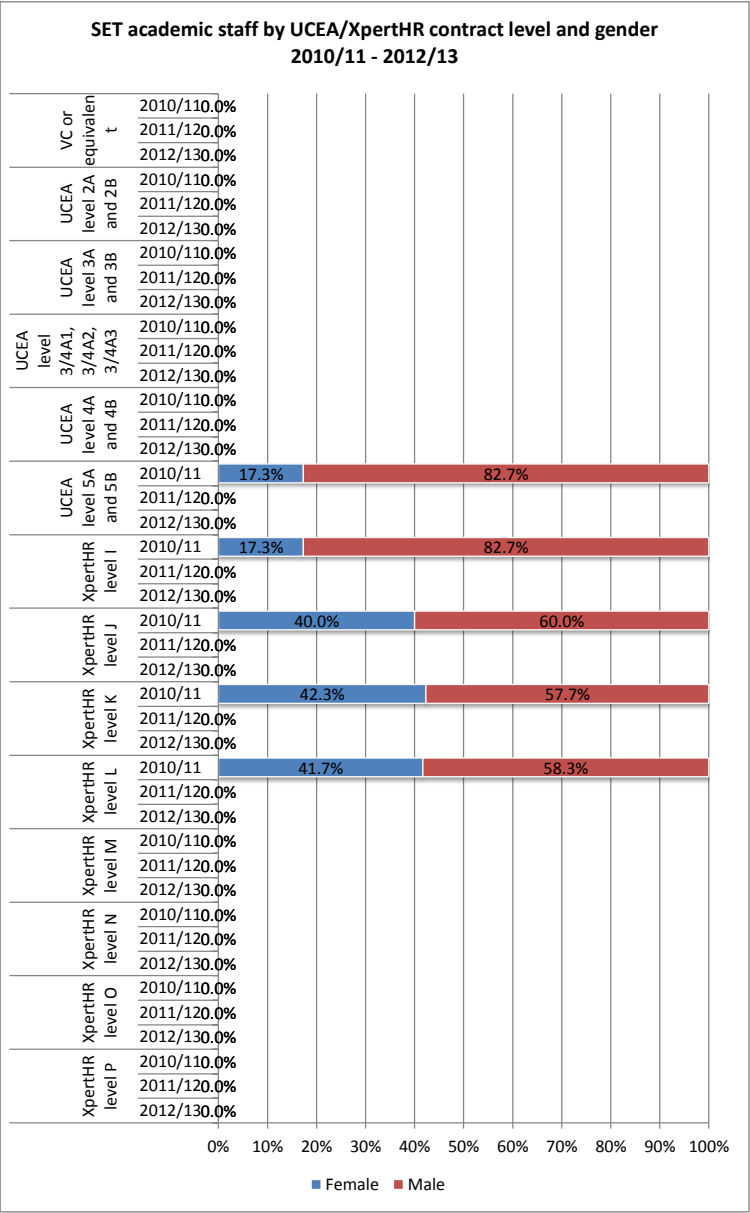
Academic staff

		Female	Male
		%	%
VC or equivalent	2010/11	0.0%	100.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 2A and 2B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3A and 3B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 4A and 4B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 5A and 5B	2010/11	21.8%	78.2%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level I	2010/11	33.3%	66.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level J	2010/11	43.3%	56.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level K	2010/11	55.0%	45.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level L	2010/11	44.2%	55.8%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level M	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level N	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level O	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level P	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!



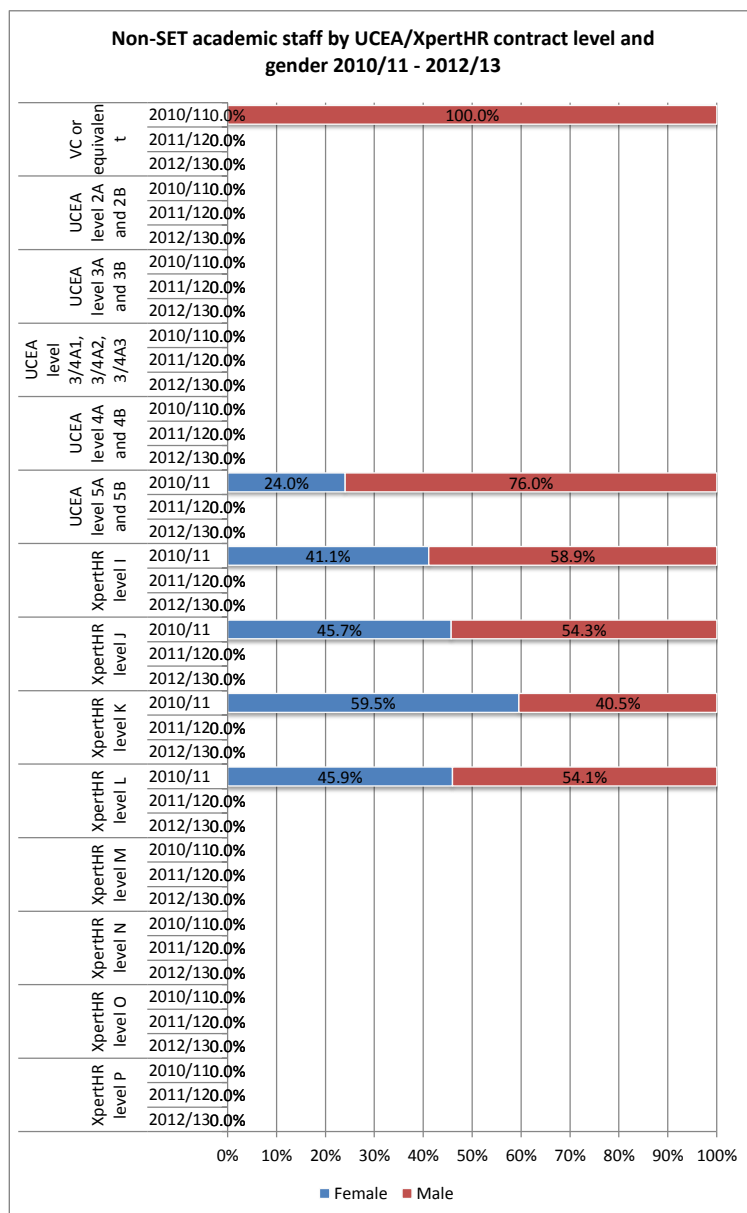
SET academic staff

		Female	Male
		%	%
VC or equivalent	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 2A and 2B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3A and 3B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 4A and 4B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 5A and 5B	2010/11	17.3%	82.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level I	2010/11	17.3%	82.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level J	2010/11	40.0%	60.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level K	2010/11	42.3%	57.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level L	2010/11	41.7%	58.3%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level M	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level N	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level O	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level P	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!



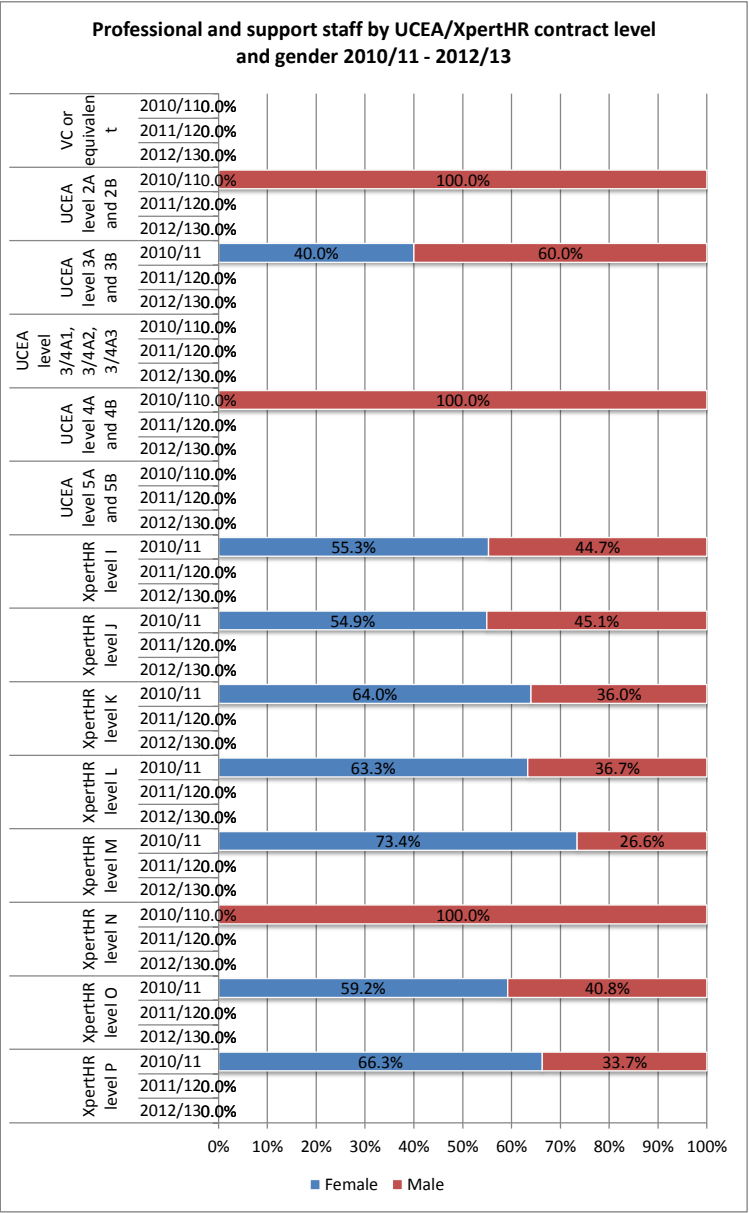
Non-SET academic staff

		Female	Male
		%	%
VC or equivalent	2010/11	0.0%	100.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 2A and 2B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3A and 3B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 4A and 4B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 5A and 5B	2010/11	24.0%	76.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level I	2010/11	41.1%	58.9%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level J	2010/11	45.7%	54.3%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level K	2010/11	59.5%	40.5%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level L	2010/11	45.9%	54.1%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level M	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level N	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level O	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level P	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!



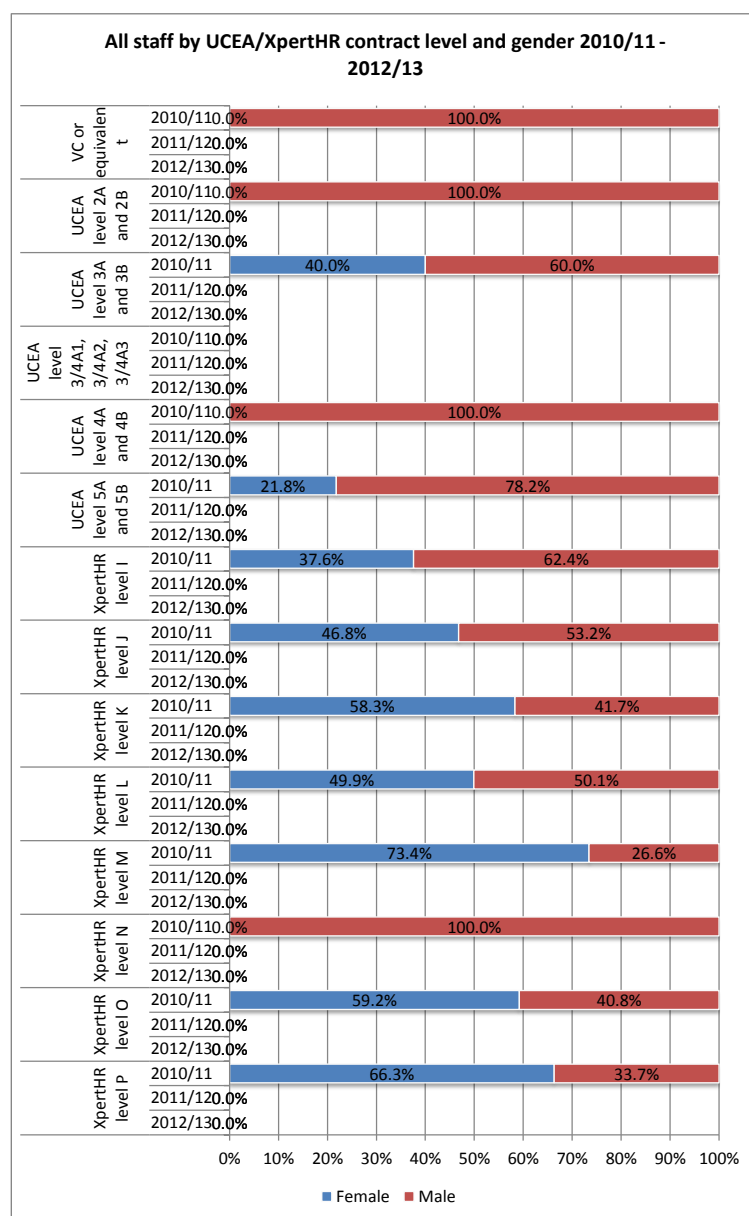
Professional and support staff

		Female	Male
		%	%
VC or equivalent	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 2A and 2B	2010/11	0.0%	100.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3A and 3B	2010/11	40.0%	60.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 4A and 4B	2010/11	0.0%	100.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 5A and 5B	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level I	2010/11	55.3%	44.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level J	2010/11	54.9%	45.1%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level K	2010/11	64.0%	36.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level L	2010/11	63.3%	36.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level M	2010/11	73.4%	26.6%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level N	2010/11	0.0%	100.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level O	2010/11	59.2%	40.8%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level P	2010/11	66.3%	33.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!



All staff

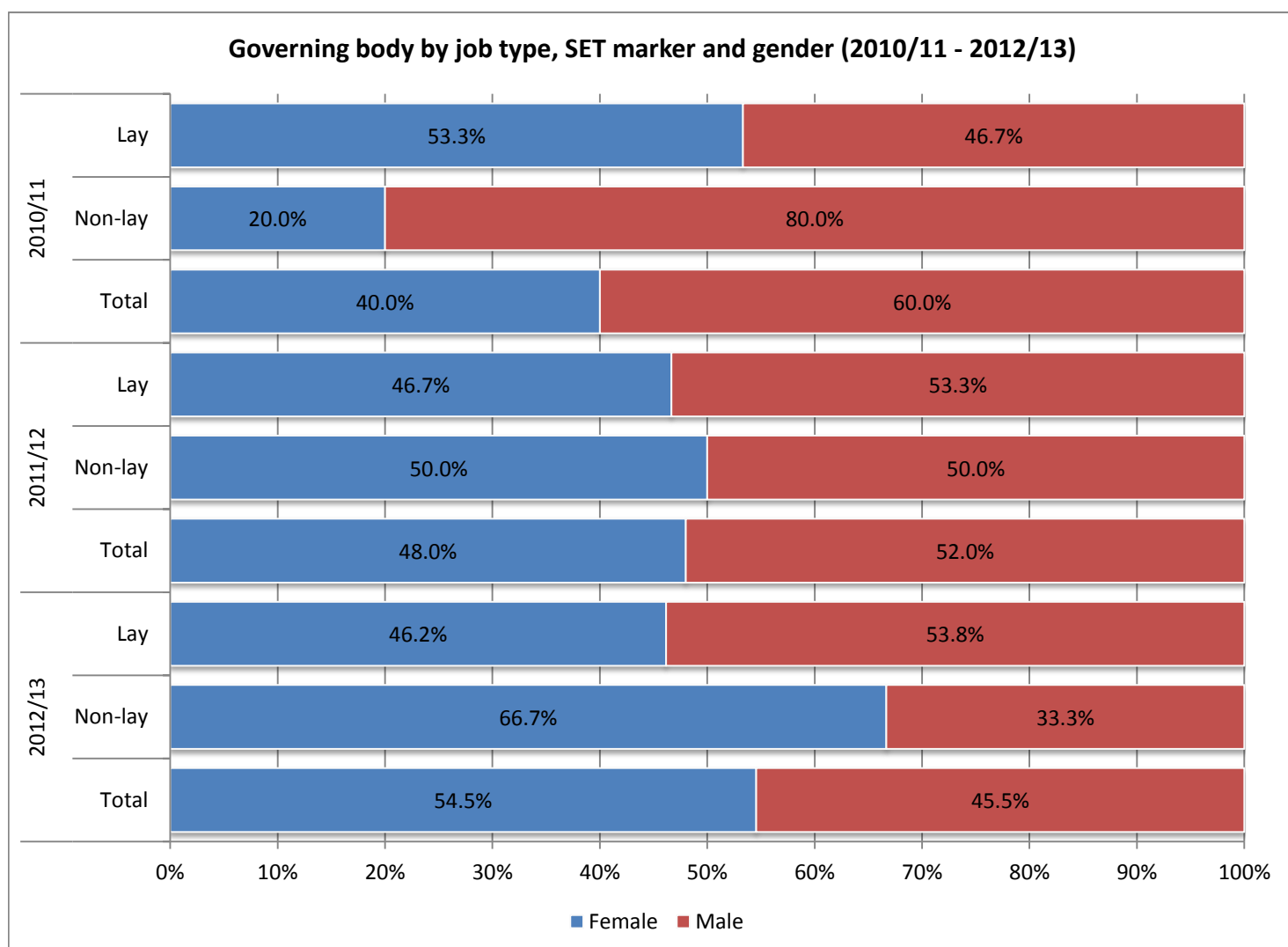
		Female	Male
		%	%
VC or equivalent	2010/11	0.0%	100.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 2A and 2B	2010/11	0.0%	100.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3A and 3B	2010/11	40.0%	60.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	#DIV/0!	#DIV/0!
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 4A and 4B	2010/11	0.0%	100.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
UCEA level 5A and 5B	2010/11	21.8%	78.2%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level I	2010/11	37.6%	62.4%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level J	2010/11	46.8%	53.2%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level K	2010/11	58.3%	41.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level L	2010/11	49.9%	50.1%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level M	2010/11	73.4%	26.6%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level N	2010/11	0.0%	100.0%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level O	2010/11	59.2%	40.8%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!
XpertHR level P	2010/11	66.3%	33.7%
	2011/12	#REF!	#REF!
	2012/13	#REF!	#REF!



Governing body by lay/non-lay and gender (2010/11 - 2012/13)

Staff on governing bodies

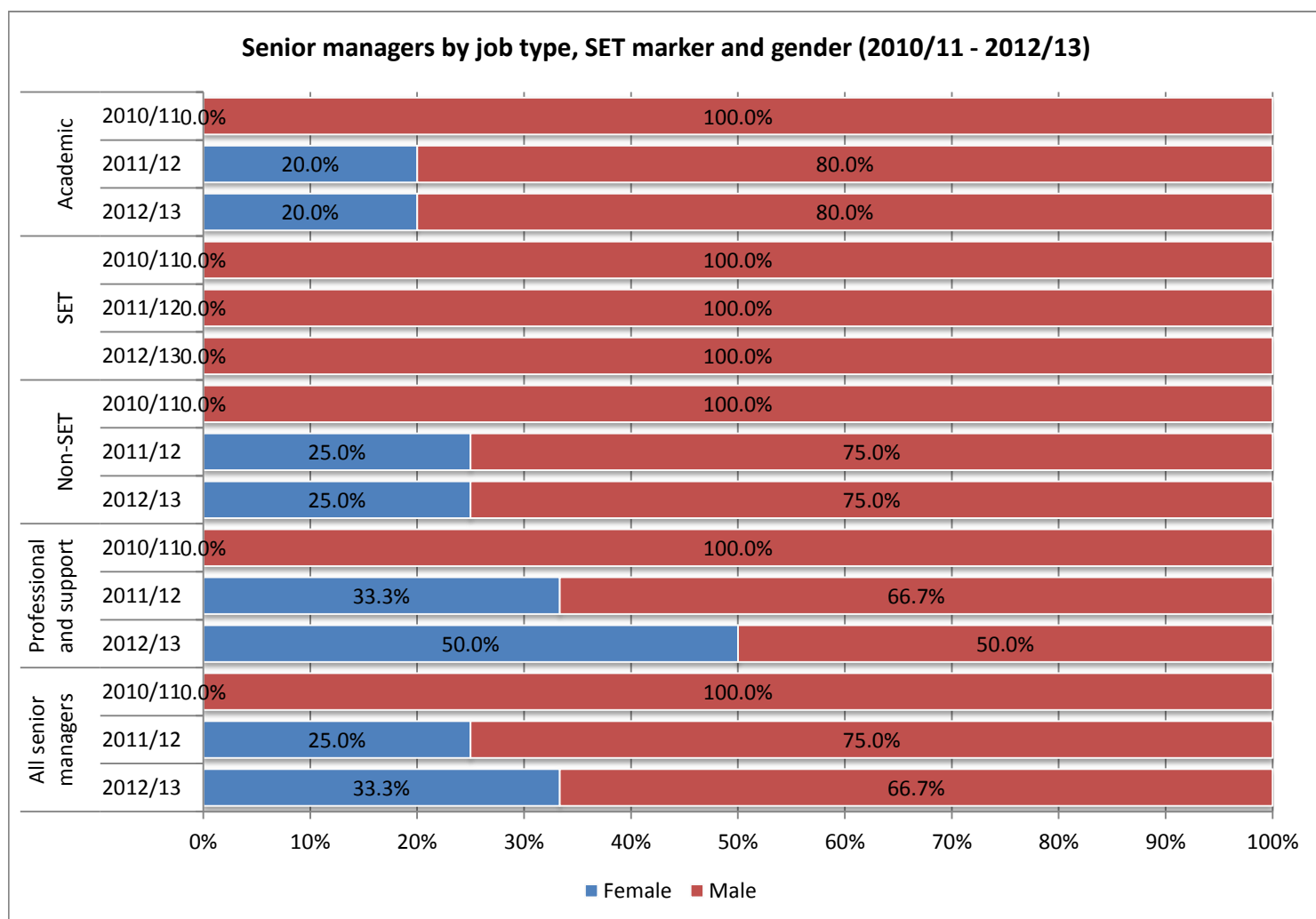
		Female		Male		Total	
		No.	%	No.	%	No.	%
2010/11	Lay	8	53.3%	7	46.7%	15	100.0%
	Non-lay	2	20.0%	8	80.0%	10	100.0%
	Total	10	40.0%	15	60.0%	25	100.0%
2011/12	Lay	7	46.7%	8	53.3%	15	100.0%
	Non-lay	5	50.0%	5	50.0%	10	100.0%
	Total	12	48.0%	13	52.0%	25	100.0%
2012/13	Lay	6	46.2%	7	53.8%	13	100.0%
	Non-lay	6	66.7%	3	33.3%	9	100.0%
	Total	12	54.5%	10	45.5%	22	100.0%



Senior managers by job type, SET marker and gender (2010/11 - 2012/13)

Senior management

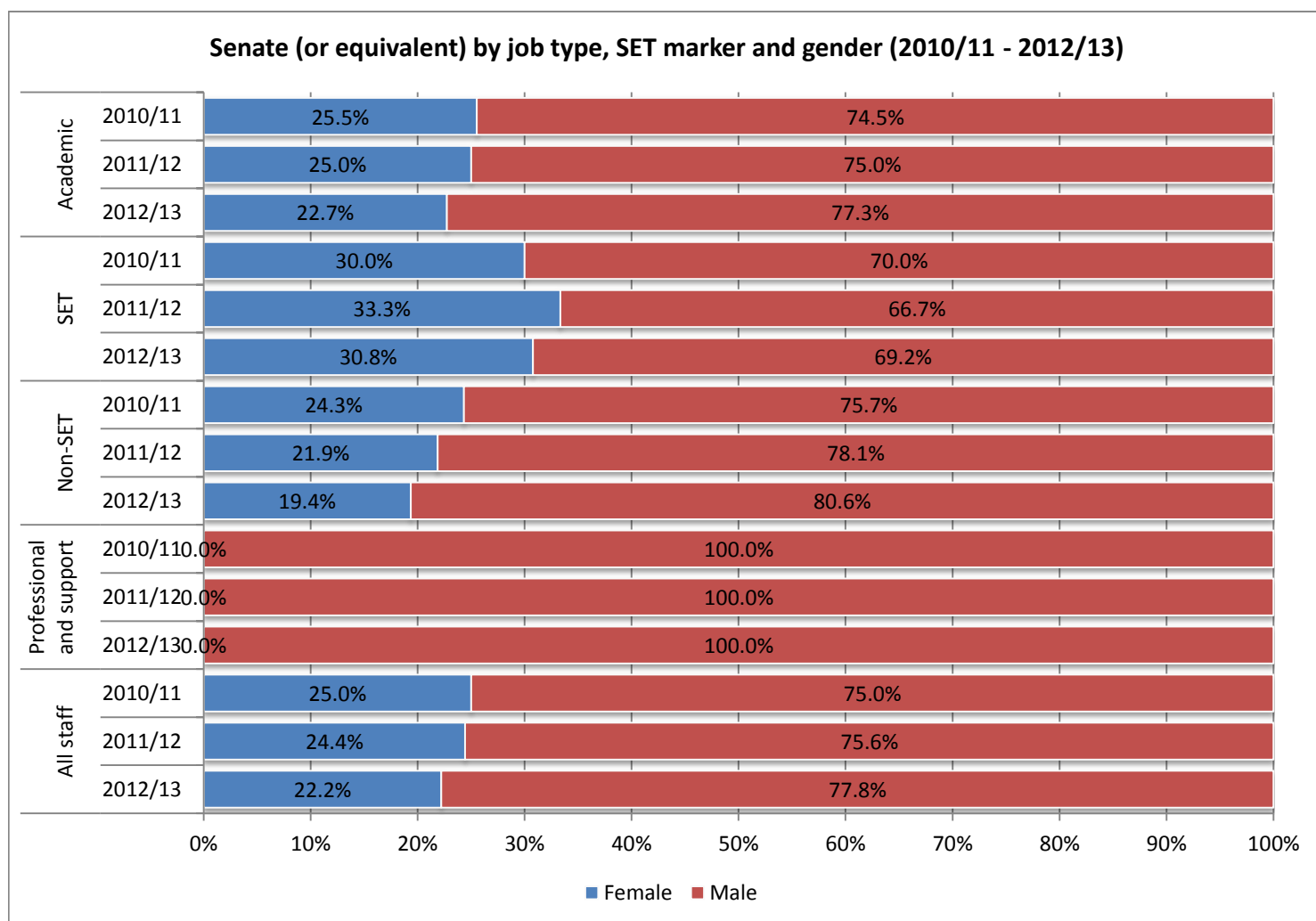
		Female		Male		Total	
		No.	%	No.	%	No.	%
Academic	2010/11	0	0.0%	5	100.0%	5	100.0%
	2011/12	1	20.0%	4	80.0%	5	100.0%
	2012/13	1	20.0%	4	80.0%	5	100.0%
SET	2010/11	0	0.0%	2	100.0%	2	100.0%
	2011/12	0	0.0%	1	100.0%	1	100.0%
	2012/13	0	0.0%	1	100.0%	1	100.0%
Non-SET	2010/11	0	0.0%	3	100.0%	3	100.0%
	2011/12	1	25.0%	3	75.0%	4	100.0%
	2012/13	1	25.0%	3	75.0%	4	100.0%
Professional and support	2010/11	0	0.0%	2	100.0%	2	100.0%
	2011/12	1	33.3%	2	66.7%	3	100.0%
	2012/13	2	50.0%	2	50.0%	4	100.0%
All senior managers	2010/11	0	0.0%	7	100.0%	7	100.0%
	2011/12	2	25.0%	6	75.0%	8	100.0%
	2012/13	3	33.3%	6	66.7%	9	100.0%



Senate (or equivalent) by job type, SET marker and gender (2010/11 - 2012/13)

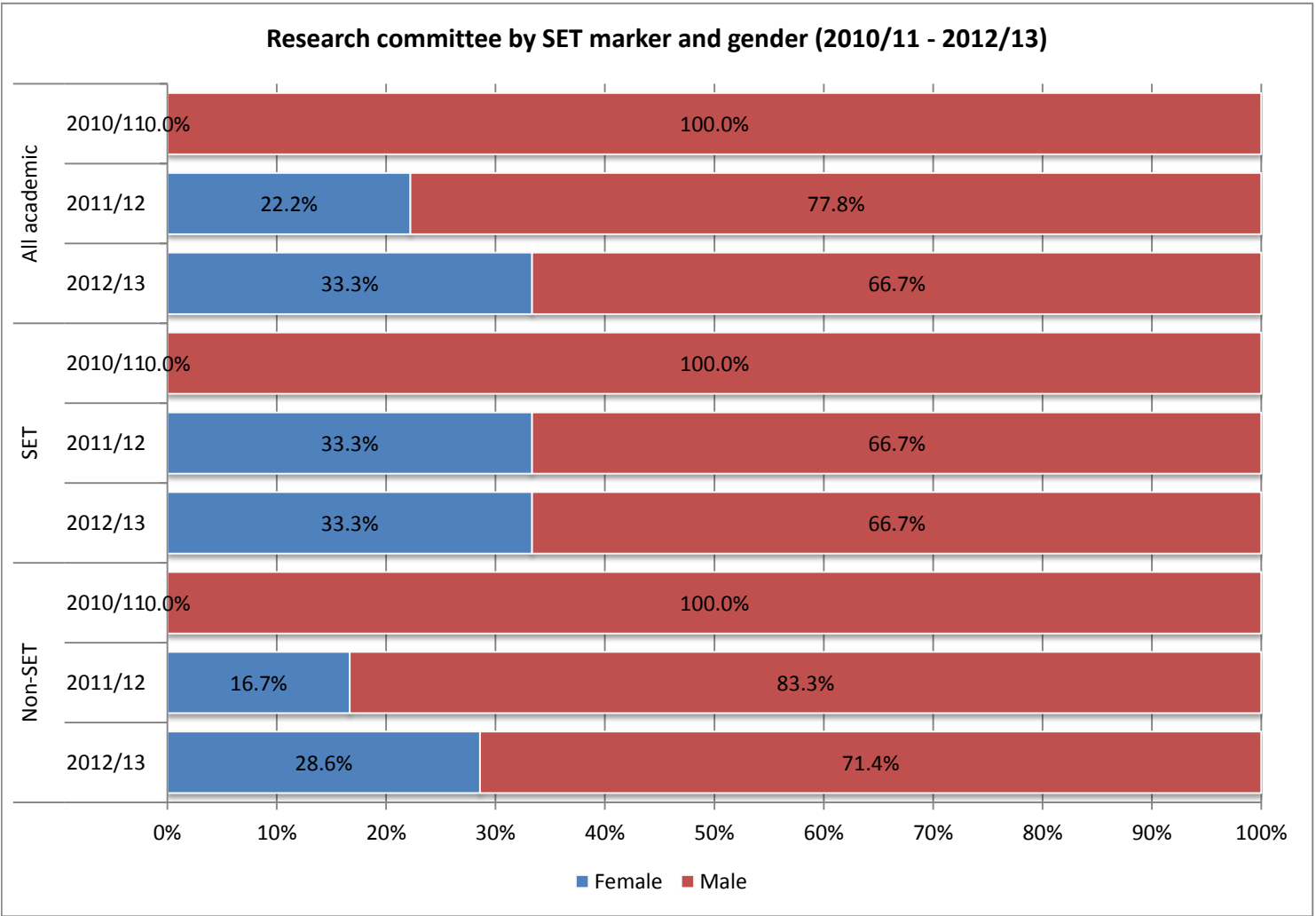
Senate (or equivalent) members

		Female		Male		Total	
		No.	%	No.	%	No.	%
Academic	2010/11	12	25.5%	35	74.5%	47	100.0%
	2011/12	11	25.0%	33	75.0%	44	100.0%
	2012/13	10	22.7%	34	77.3%	44	100.0%
SET	2010/11	3	30.0%	7	70.0%	10	100.0%
	2011/12	4	33.3%	8	66.7%	12	100.0%
	2012/13	4	30.8%	9	69.2%	13	100.0%
Non-SET	2010/11	9	24.3%	28	75.7%	37	100.0%
	2011/12	7	21.9%	25	78.1%	32	100.0%
	2012/13	6	19.4%	25	80.6%	31	100.0%
Professional and support	2010/11	0	0.0%	1	100.0%	1	100.0%
	2011/12	0	0.0%	1	100.0%	1	100.0%
	2012/13	0	0.0%	1	100.0%	1	100.0%
All staff	2010/11	12	25.0%	36	75.0%	48	100.0%
	2011/12	11	24.4%	34	75.6%	45	100.0%
	2012/13	10	22.2%	35	77.8%	45	100.0%



Research committee by SET marker and gender 2010/11 - 2012/13 (academic only)

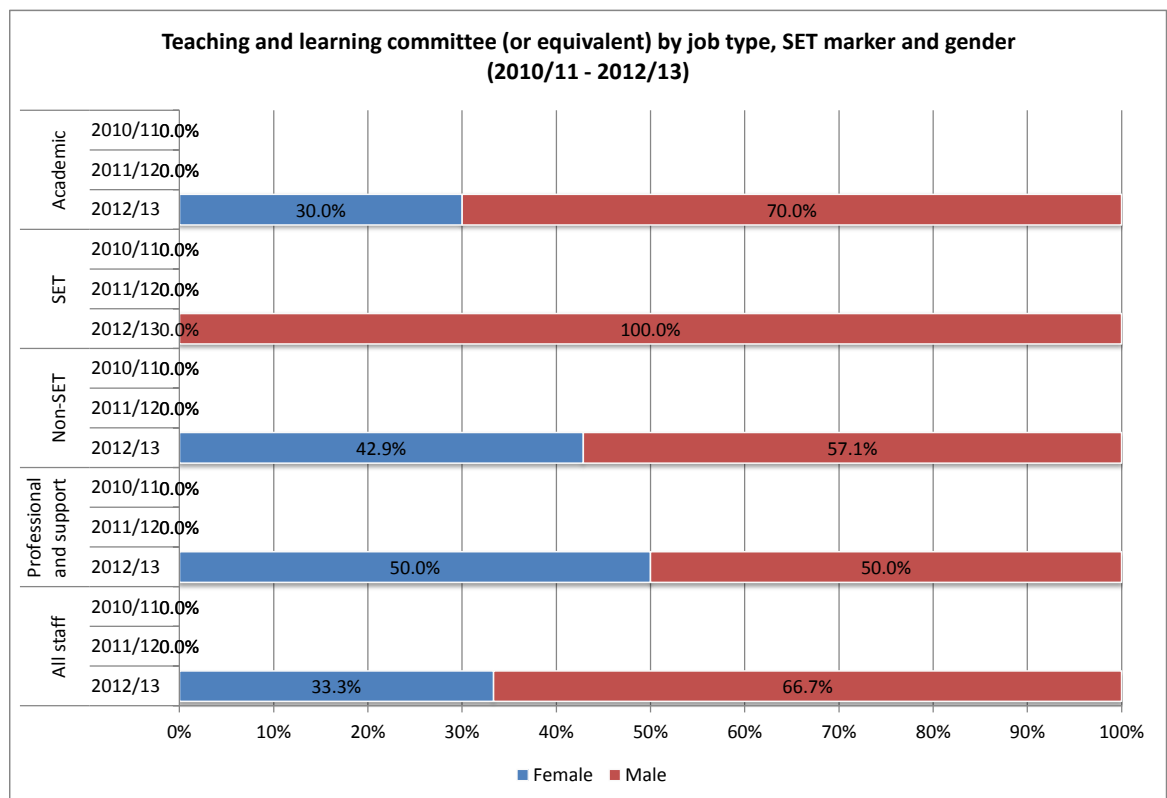
		Female		Male		Total	
		No.	%	No.	%	No.	%
All academic	2010/11	0	0.0%	9	100.0%	9	100.0%
	2011/12	2	22.2%	7	77.8%	9	100.0%
	2012/13	3	33.3%	6	66.7%	9	100.0%
SET	2010/11	0	0.0%	4	100.0%	4	100.0%
	2011/12	1	33.3%	2	66.7%	3	100.0%
	2012/13	1	33.3%	2	66.7%	3	100.0%
Non-SET	2010/11	0	0.0%	5	100.0%	5	100.0%
	2011/12	1	16.7%	5	83.3%	6	100.0%
	2012/13	2	28.6%	5	71.4%	7	100.0%



Teaching and learning committee (or equivalent) by job type, SET marker and gender (2010/11 - 2012/13)

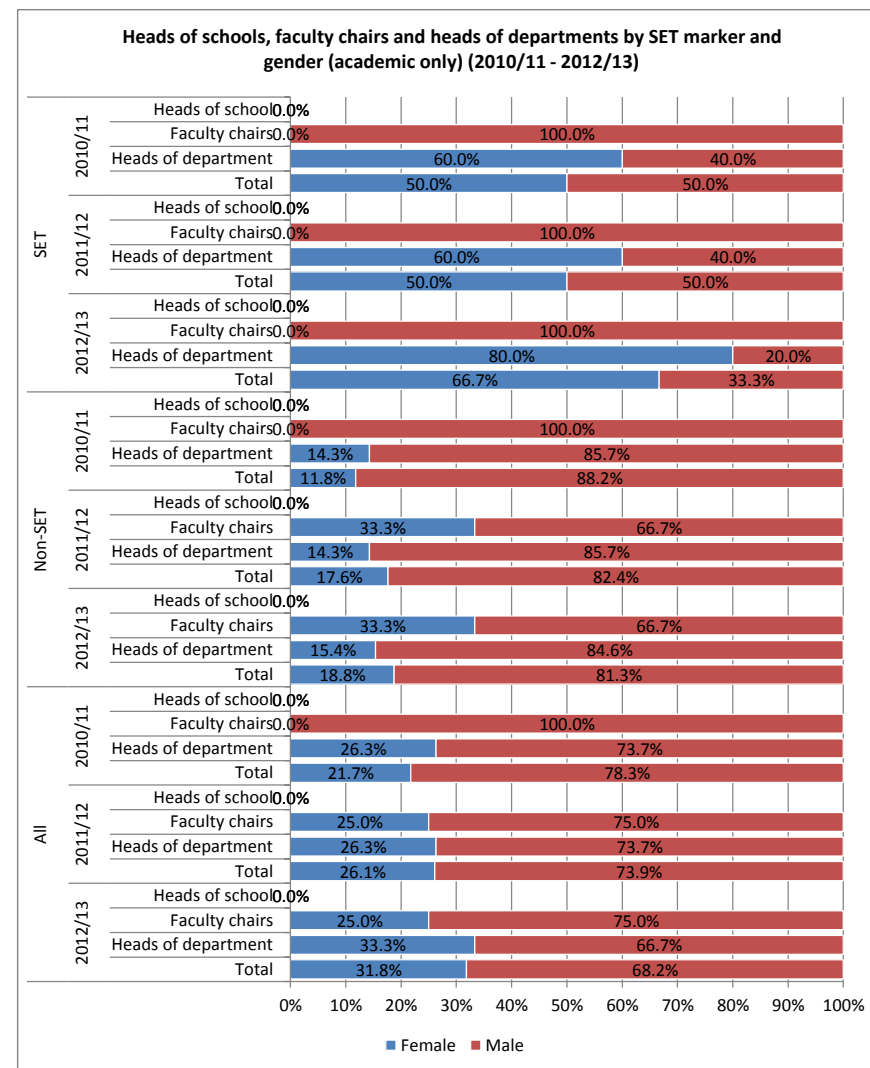
Teaching and learning committee (or equivalent)

		Female		Male		Total	
		No.	%	No.	%	No.	%
Academic	2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2012/13	3	30.0%	7	70.0%	10	100.0%
SET	2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2012/13	0	0.0%	3	100.0%	3	100.0%
Non-SET	2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2012/13	3	42.9%	4	57.1%	7	100.0%
Professional and support	2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2012/13	1	50.0%	1	50.0%	2	100.0%
All staff	2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2012/13	4	33.3%	8	66.7%	12	100.0%



Heads of school, faculty chairs and heads of department by SET marker and gender 2010/11 - 2012/13 (academic only)

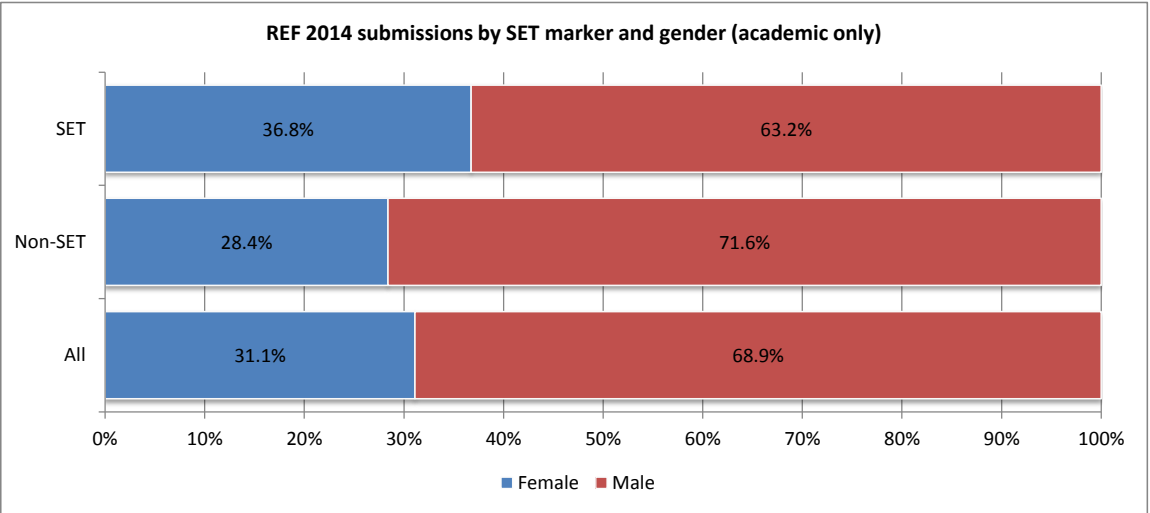
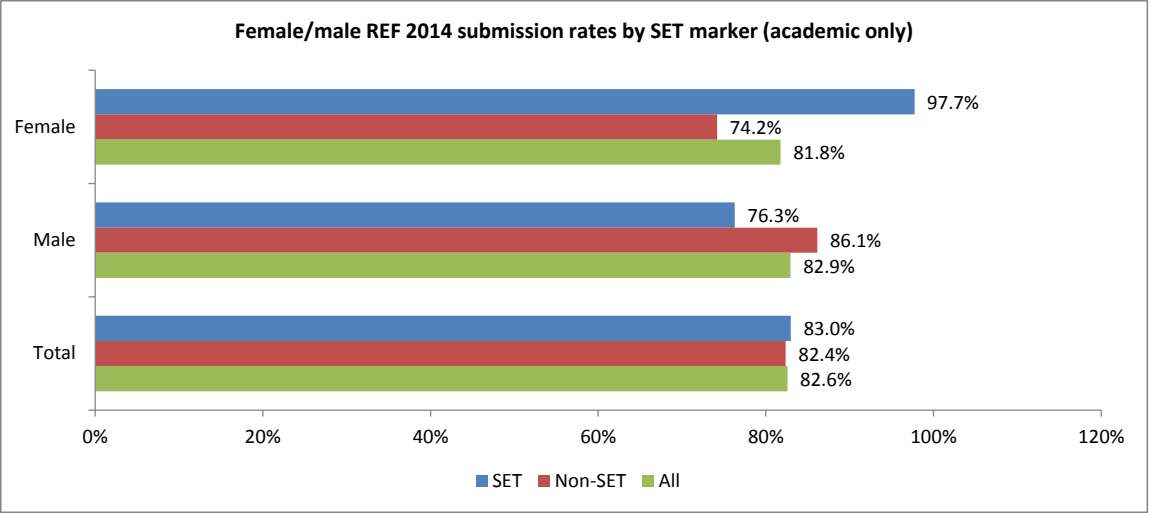
			Female		Male		Total	
			No.	%	No.	%	No.	%
SET	2010/11	Heads of school	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Faculty chairs	0	0.0%	1	100.0%	1	100.0%
		Heads of department	3	60.0%	2	40.0%	5	100.0%
		Total	3	50.0%	3	50.0%	6	100.0%
	2011/12	Heads of school	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Faculty chairs	0	0.0%	1	100.0%	1	100.0%
		Heads of department	3	60.0%	2	40.0%	5	100.0%
		Total	3	50.0%	3	50.0%	6	100.0%
	2012/13	Heads of school	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Faculty chairs	0	0.0%	1	100.0%	1	100.0%
		Heads of department	4	80.0%	1	20.0%	5	100.0%
		Total	4	66.7%	2	33.3%	6	100.0%
Non-SET	2010/11	Heads of school	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Faculty chairs	0	0.0%	3	100.0%	3	100.0%
		Heads of department	2	14.3%	12	85.7%	14	100.0%
		Total	2	11.8%	15	88.2%	17	100.0%
	2011/12	Heads of school	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Faculty chairs	1	33.3%	2	66.7%	3	100.0%
		Heads of department	2	14.3%	12	85.7%	14	100.0%
		Total	3	17.6%	14	82.4%	17	100.0%
	2012/13	Heads of school	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Faculty chairs	1	33.3%	2	66.7%	3	100.0%
		Heads of department	2	15.4%	11	84.6%	13	100.0%
		Total	3	18.8%	13	81.3%	16	100.0%
All	2010/11	Heads of school	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Faculty chairs	0	0.0%	4	100.0%	4	100.0%
		Heads of department	5	26.3%	14	73.7%	19	100.0%
		Total	5	21.7%	18	78.3%	23	100.0%
	2011/12	Heads of school	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Faculty chairs	1	25.0%	3	75.0%	4	100.0%
		Heads of department	5	26.3%	14	73.7%	19	100.0%
		Total	6	26.1%	17	73.9%	23	100.0%
	2012/13	Heads of school	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		Faculty chairs	1	25.0%	3	75.0%	4	100.0%
		Heads of department	6	33.3%	12	66.7%	18	100.0%
		Total	7	31.8%	15	68.2%	22	100.0%



REF 2014 submissions by SET marker and gender (academic only)

	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
SET									
Submitted	43	97.7%	36.8%	74	76.3%	63.2%	117	83.0%	100.0%
Not submitted	1	2.3%	4.2%	23	23.7%	95.8%	24	17.0%	100.0%
Total eligible for submission	44	100.0%	31.2%	97	100.0%	68.8%	141	100.0%	100.0%
Non-SET									
Submitted	69	74.2%	28.4%	174	86.1%	71.6%	243	82.4%	100.0%
Not submitted	24	25.8%	46.2%	28	13.9%	53.8%	52	17.6%	100.0%
Total eligible for submission	93	100.0%	31.5%	202	100.0%	68.5%	295	100.0%	100.0%
All									
Submitted	112	81.8%	31.1%	248	82.9%	68.9%	360	82.6%	100.0%
Not submitted	25	18.2%	32.9%	51	17.1%	67.1%	76	17.4%	100.0%
Total eligible for submission	137	100.0%	31.4%	299	100.0%	68.6%	436	100.0%	100.0%

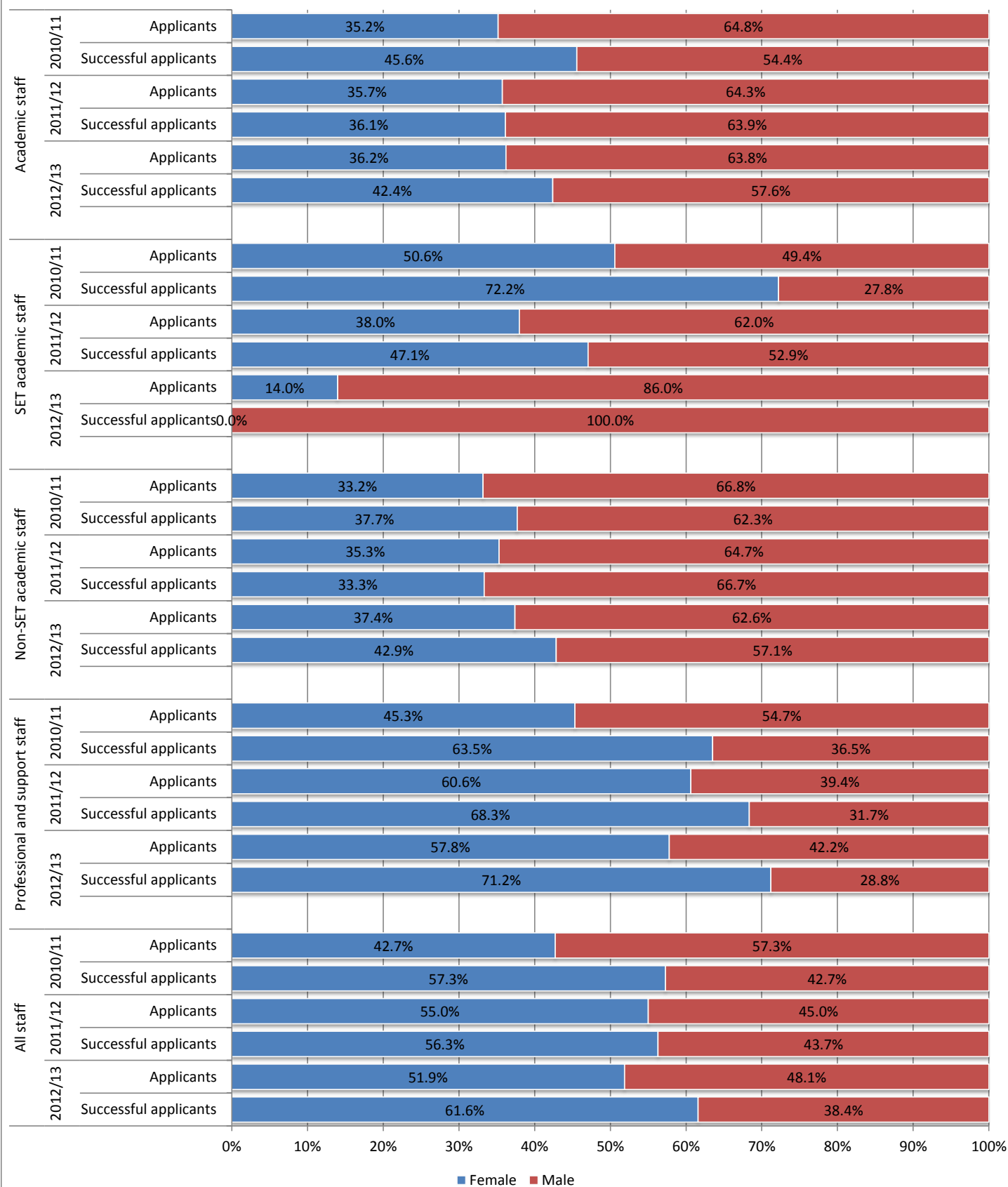
%* compare vertically
%^ compare horizontally



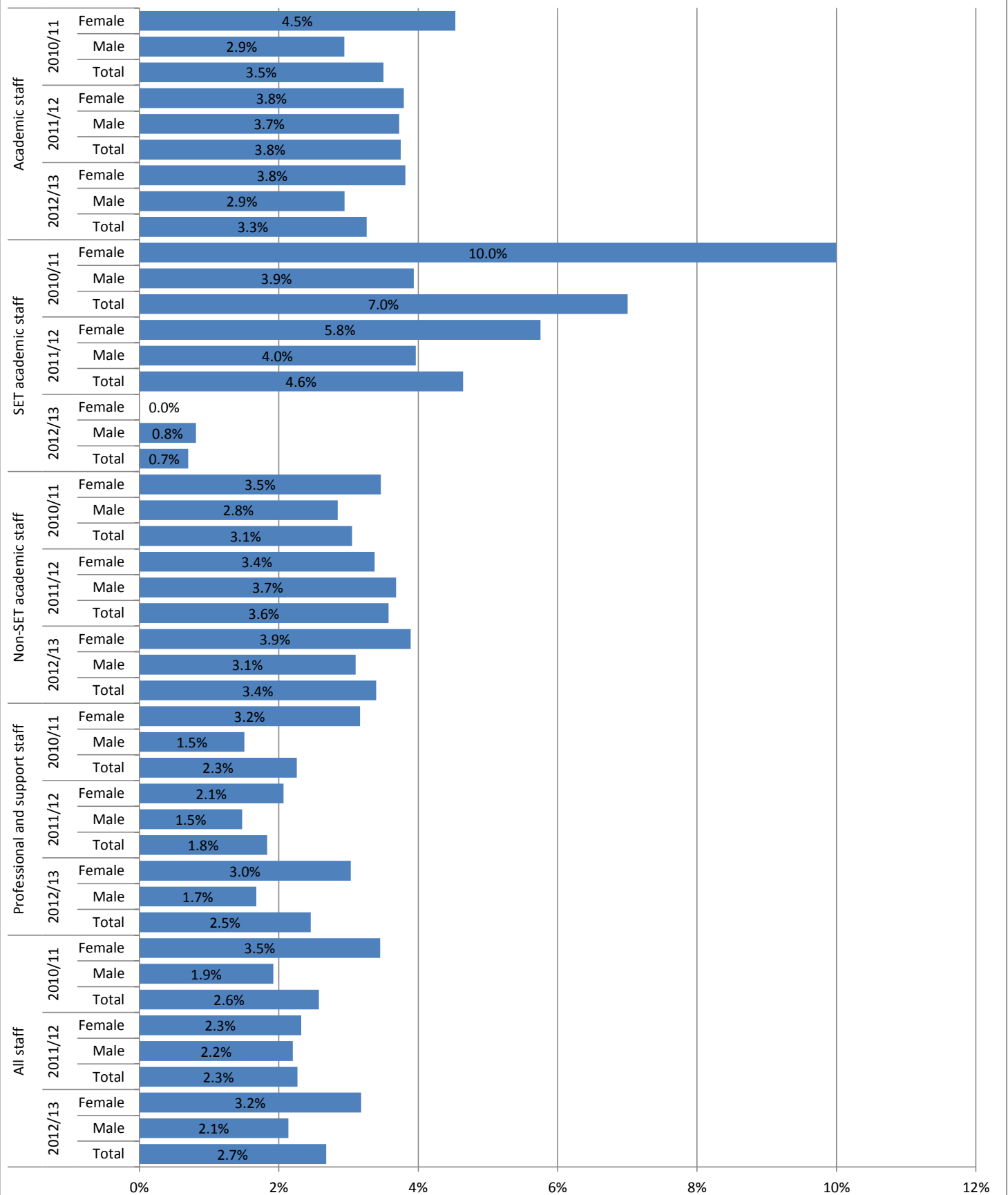
Recruitment by job type, SET marker and gender (2010/11 - 2012/13)

			Applicants		Successful applicants		Success rate
			No.	%	No.	%	
Academic staff	2010/11	Female	794	35.2%	36	45.6%	4.5%
		Male	1463	64.8%	43	54.4%	2.9%
		Total	2257	100.0%	79	100.0%	3.5%
	2011/12	Female	791	35.7%	30	36.1%	3.8%
		Male	1422	64.3%	53	63.9%	3.7%
		Total	2213	100.0%	83	100.0%	3.8%
	2012/13	Female	1022	36.2%	39	42.4%	3.8%
		Male	1800	63.8%	53	57.6%	2.9%
		Total	2822	100.0%	92	100.0%	3.3%
SET academic staff	2010/11	Female	130	50.6%	13	72.2%	10.0%
		Male	127	49.4%	5	27.8%	3.9%
		Total	257	100.0%	18	100.0%	7.0%
	2011/12	Female	139	38.0%	8	47.1%	5.8%
		Male	227	62.0%	9	52.9%	4.0%
		Total	366	100.0%	17	100.0%	4.6%
	2012/13	Female	20	14.0%	0	0.0%	0.0%
		Male	123	86.0%	1	100.0%	0.8%
		Total	143	100.0%	1	100.0%	0.7%
Non-SET academic staff	2010/11	Female	664	33.2%	23	37.7%	3.5%
		Male	1336	66.8%	38	62.3%	2.8%
		Total	2000	100.0%	61	100.0%	3.1%
	2011/12	Female	652	35.3%	22	33.3%	3.4%
		Male	1195	64.7%	44	66.7%	3.7%
		Total	1847	100.0%	66	100.0%	3.6%
	2012/13	Female	1002	37.4%	39	42.9%	3.9%
		Male	1677	62.6%	52	57.1%	3.1%
		Total	2679	100.0%	91	100.0%	3.4%
Professional and support staff	2010/11	Female	2970	45.3%	94	63.5%	3.2%
		Male	3582	54.7%	54	36.5%	1.5%
		Total	6552	100.0%	148	100.0%	2.3%
	2011/12	Female	4595	60.6%	95	68.3%	2.1%
		Male	2982	39.4%	44	31.7%	1.5%
		Total	7577	100.0%	139	100.0%	1.8%
	2012/13	Female	4322	57.8%	131	71.2%	3.0%
		Male	3159	42.2%	53	28.8%	1.7%
		Total	7481	100.0%	184	100.0%	2.5%
All staff	2010/11	Female	3764	42.7%	130	57.3%	3.5%
		Male	5045	57.3%	97	42.7%	1.9%
		Total	8809	100.0%	227	100.0%	2.6%
	2011/12	Female	5386	55.0%	125	56.3%	2.3%
		Male	4404	45.0%	97	43.7%	2.2%
		Total	9790	100.0%	222	100.0%	2.3%
	2012/13	Female	5344	51.9%	170	61.6%	3.2%
		Male	4959	48.1%	106	38.4%	2.1%
		Total	10303	100.0%	276	100.0%	2.7%

Recruitment: applicants and successful applicants by job type, SET marker and gender (2010/11 - 2012/13)



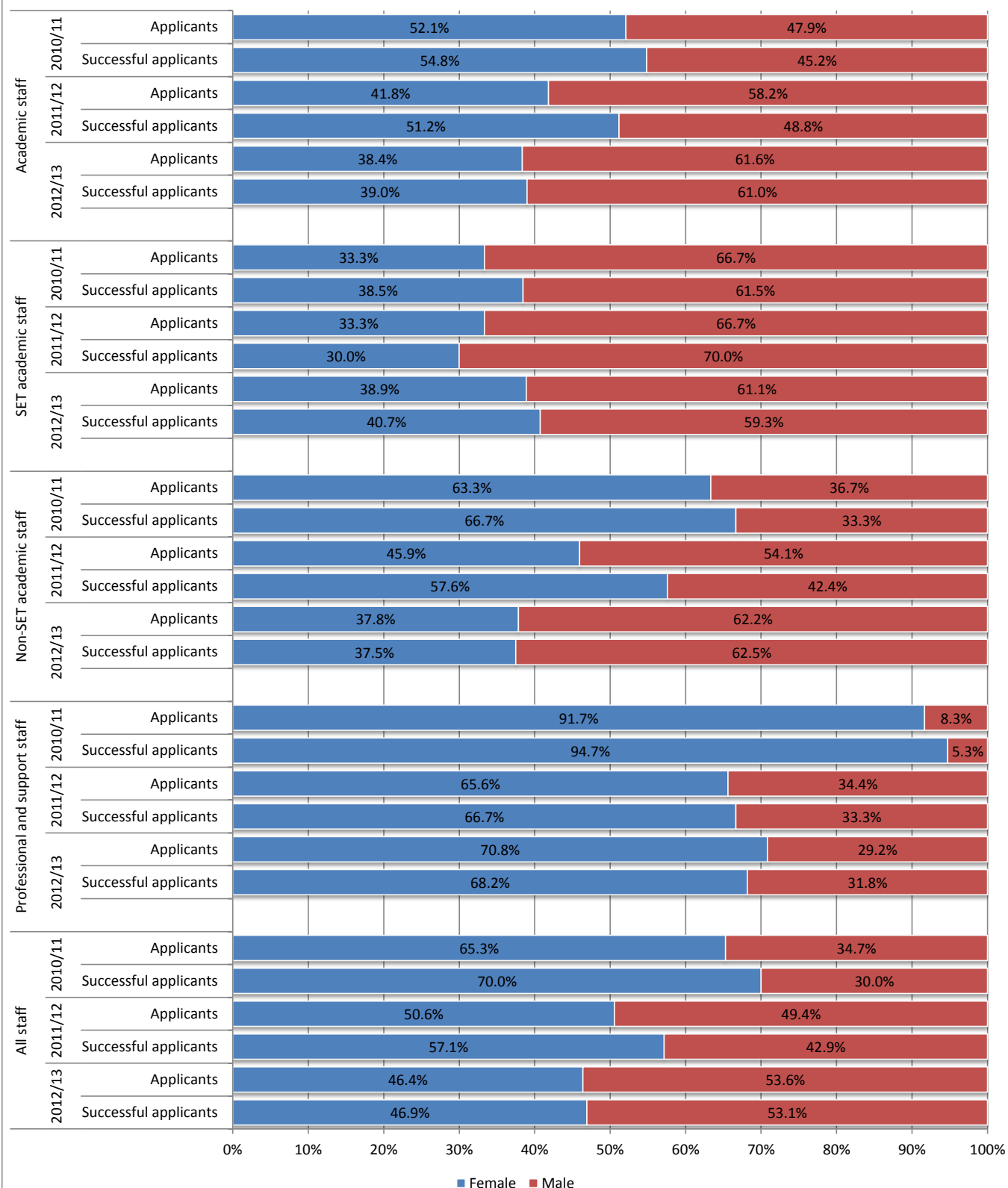
Recruitment success rate by job type, SET marker and gender (2010/11 - 2012/13)



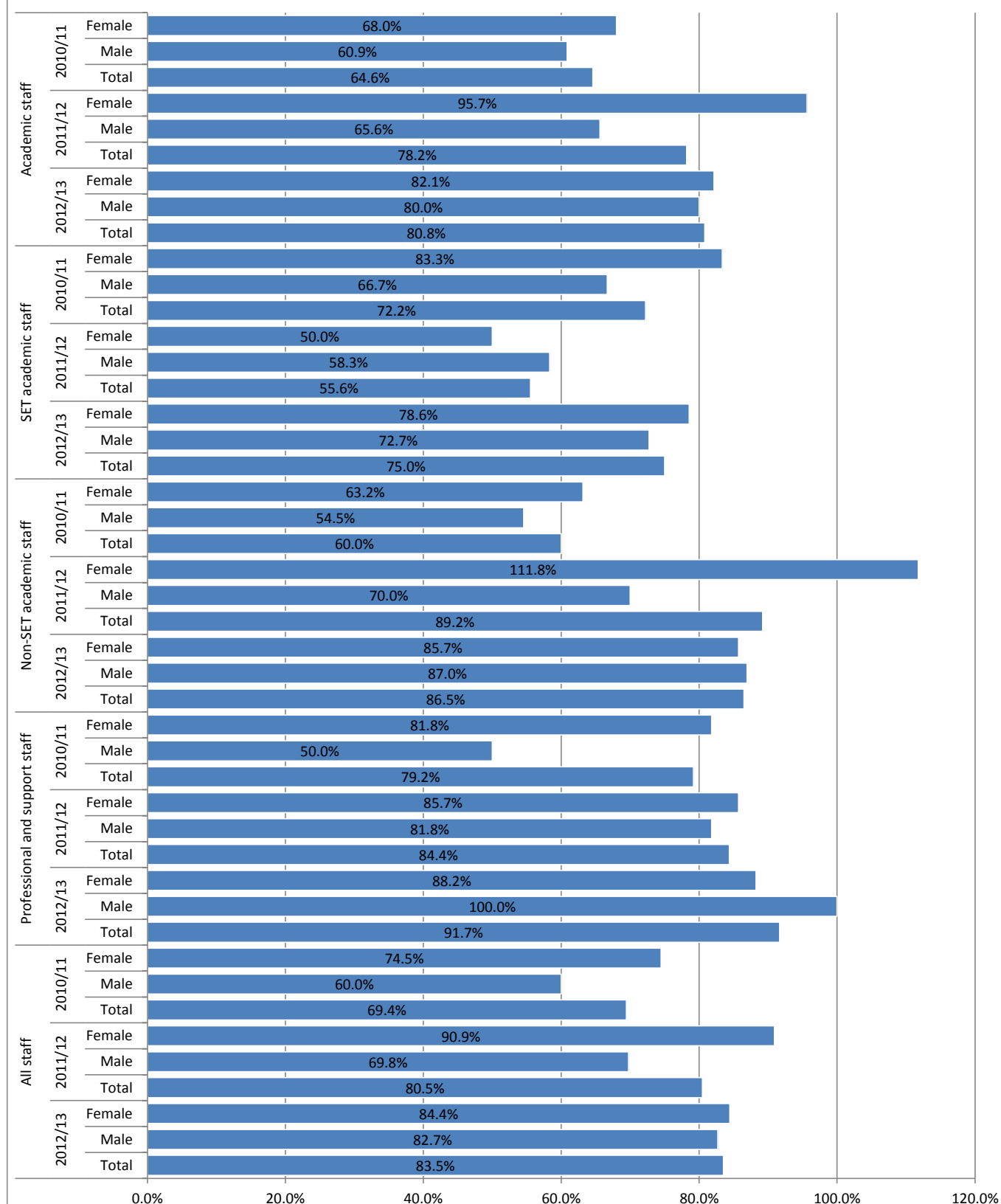
Promotions by job type, SET marker and gender (2010/11 - 2012/13)

			Applicants		Successful applicants		Success rate
			No.	%	No.	%	
Academic staff	2010/11	Female	25	52.1%	17	54.8%	68.0%
		Male	23	47.9%	14	45.2%	60.9%
		Total	48	100.0%	31	100.0%	64.6%
	2011/12	Female	23	41.8%	22	51.2%	95.7%
		Male	32	58.2%	21	48.8%	65.6%
		Total	55	100.0%	43	100.0%	78.2%
	2012/13	Female	28	38.4%	23	39.0%	82.1%
		Male	45	61.6%	36	61.0%	80.0%
		Total	73	100.0%	59	100.0%	80.8%
SET academic staff	2010/11	Female	6	33.3%	5	38.5%	83.3%
		Male	12	66.7%	8	61.5%	66.7%
		Total	18	100.0%	13	100.0%	72.2%
	2011/12	Female	6	33.3%	3	30.0%	50.0%
		Male	12	66.7%	7	70.0%	58.3%
		Total	18	100.0%	10	100.0%	55.6%
	2012/13	Female	14	38.9%	11	40.7%	78.6%
		Male	22	61.1%	16	59.3%	72.7%
		Total	36	100.0%	27	100.0%	75.0%
Non-SET academic staff	2010/11	Female	19	63.3%	12	66.7%	63.2%
		Male	11	36.7%	6	33.3%	54.5%
		Total	30	100.0%	18	100.0%	60.0%
	2011/12	Female	17	45.9%	19	57.6%	111.8%
		Male	20	54.1%	14	42.4%	70.0%
		Total	37	100.0%	33	100.0%	89.2%
	2012/13	Female	14	37.8%	12	37.5%	85.7%
		Male	23	62.2%	20	62.5%	87.0%
		Total	37	100.0%	32	100.0%	86.5%
Professional and support staff	2010/11	Female	22	91.7%	18	94.7%	81.8%
		Male	2	8.3%	1	5.3%	50.0%
		Total	24	100.0%	19	100.0%	79.2%
	2011/12	Female	21	65.6%	18	66.7%	85.7%
		Male	11	34.4%	9	33.3%	81.8%
		Total	32	100.0%	27	100.0%	84.4%
	2012/13	Female	17	70.8%	15	68.2%	88.2%
		Male	7	29.2%	7	31.8%	100.0%
		Total	24	100.0%	22	100.0%	91.7%
All staff	2010/11	Female	47	65.3%	35	70.0%	74.5%
		Male	25	34.7%	15	30.0%	60.0%
		Total	72	100.0%	50	100.0%	69.4%
	2011/12	Female	44	50.6%	40	57.1%	90.9%
		Male	43	49.4%	30	42.9%	69.8%
		Total	87	100.0%	70	100.0%	80.5%
	2012/13	Female	45	46.4%	38	46.9%	84.4%
		Male	52	53.6%	43	53.1%	82.7%
		Total	97	100.0%	81	100.0%	83.5%

Promotion: applicants and successful applicants by job type, SET marker and gender (2010/11 - 2012/13)

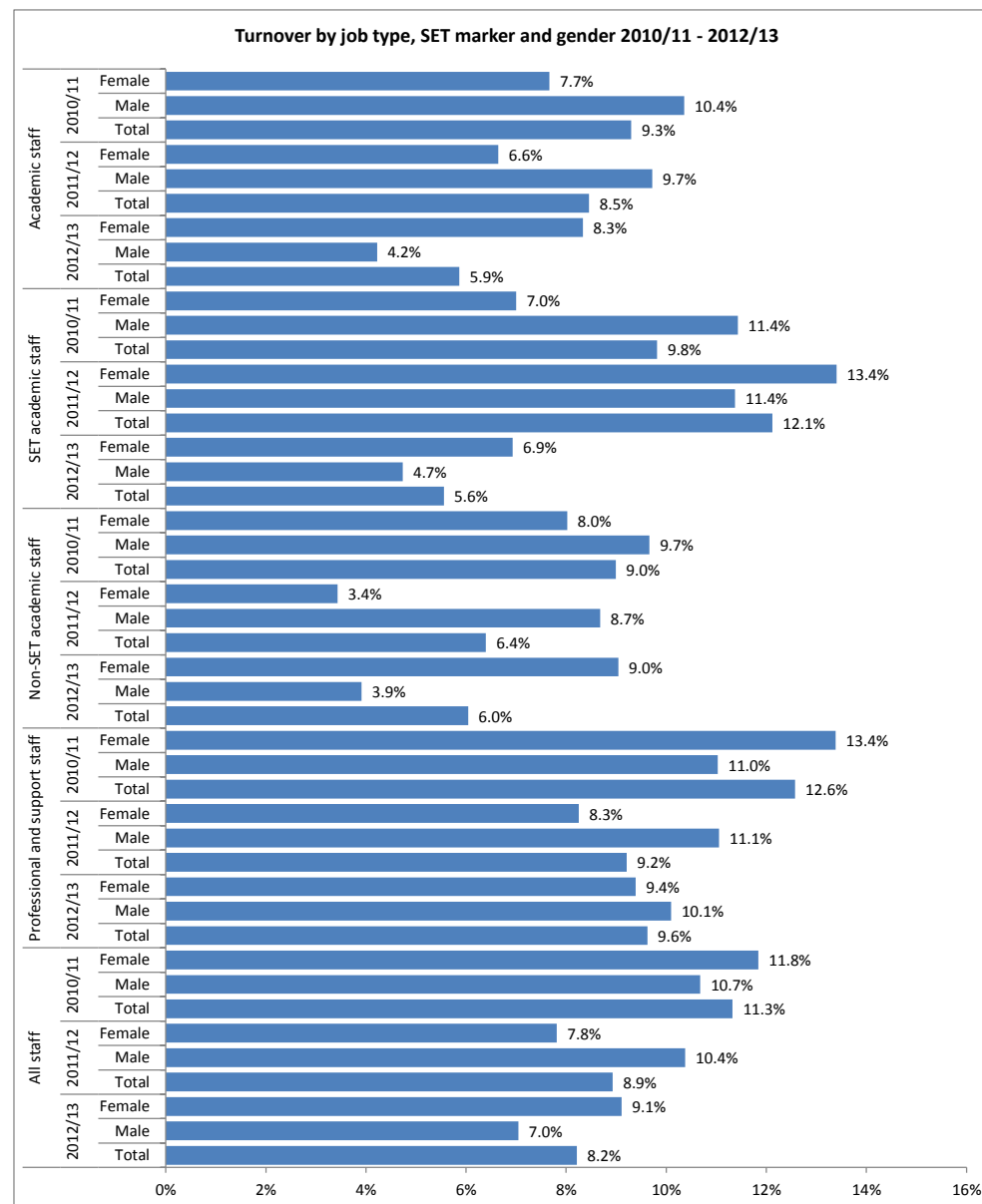


Promotion: applicant success rate by job type, SET marker and gender (2010/11 - 2012/13)



Turnover by job type, SET marker and gender (2010/11 - 2012/13)

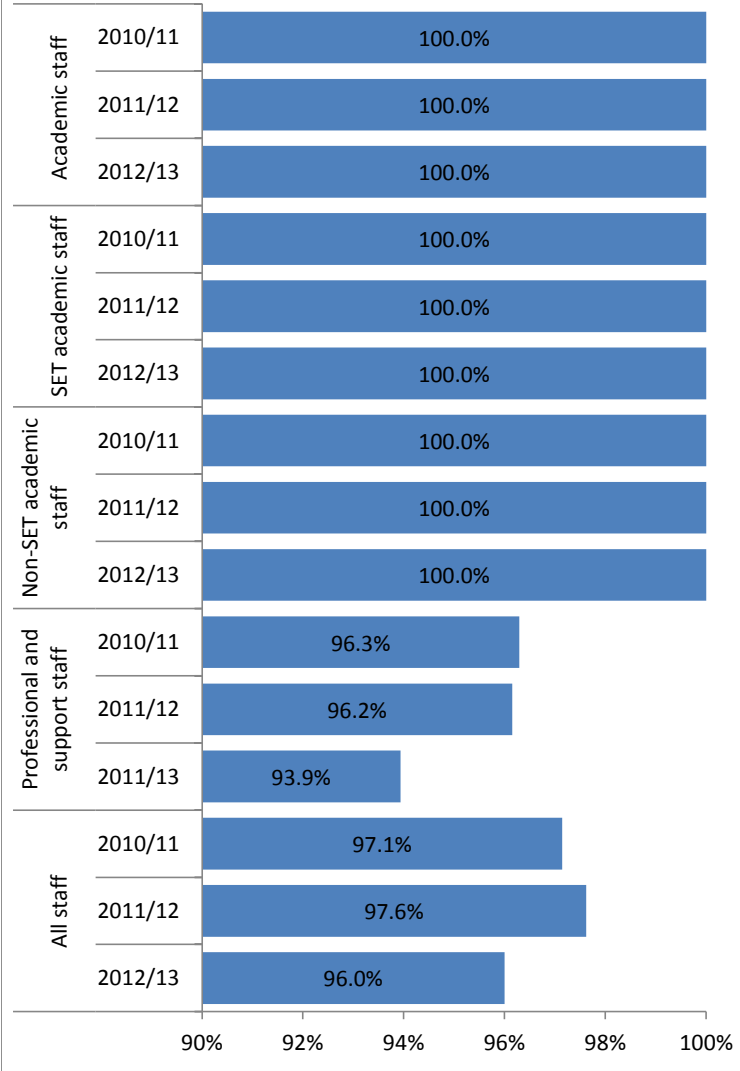
			All		Leavers		Turnover
			No.	%	No.	%	
Academic staff	2010/11	Female	287	39.3%	22	32.4%	7.7%
		Male	444	60.7%	46	67.6%	10.4%
		Total	731	100.0%	68	100.0%	9.3%
	2011/12	Female	301	41.1%	20	32.3%	6.6%
		Male	432	58.9%	42	67.7%	9.7%
		Total	733	100.0%	62	100.0%	8.5%
	2012/13	Female	300	40.0%	25	56.8%	8.3%
		Male	450	60.0%	19	43.2%	4.2%
		Total	750	100.0%	44	100.0%	5.9%
SET academic staff	2010/11	Female	100	36.4%	7	25.9%	7.0%
		Male	175	63.6%	20	74.1%	11.4%
		Total	275	100.0%	27	100.0%	9.8%
	2011/12	Female	97	36.7%	13	40.6%	13.4%
		Male	167	63.3%	19	59.4%	11.4%
		Total	264	100.0%	32	100.0%	12.1%
	2012/13	Female	101	37.4%	7	46.7%	6.9%
		Male	169	62.6%	8	53.3%	4.7%
		Total	270	100.0%	15	100.0%	5.6%
Non-SET academic staff	2010/11	Female	187	41.0%	15	36.6%	8.0%
		Male	269	59.0%	26	63.4%	9.7%
		Total	456	100.0%	41	100.0%	9.0%
	2011/12	Female	204	43.5%	7	23.3%	3.4%
		Male	265	56.5%	23	76.7%	8.7%
		Total	469	100.0%	30	100.0%	6.4%
	2012/13	Female	199	41.5%	18	62.1%	9.0%
		Male	281	58.5%	11	37.9%	3.9%
		Total	480	100.0%	29	100.0%	6.0%
Professional and support	2010/11	Female	777	65.6%	104	69.8%	13.4%
		Male	408	34.4%	45	30.2%	11.0%
		Total	1185	100.0%	149	100.0%	12.6%
	2011/12	Female	800	65.8%	66	58.9%	8.3%
		Male	416	34.2%	46	41.1%	11.1%
		Total	1216	100.0%	112	100.0%	9.2%
	2012/13	Female	831	66.6%	78	65.0%	9.4%
		Male	416	33.4%	42	35.0%	10.1%
		Total	1247	100.0%	120	100.0%	9.6%
All staff	2010/11	Female	1064	55.5%	126	58.1%	11.8%
		Male	852	44.5%	91	41.9%	10.7%
		Total	1916	100.0%	217	100.0%	11.3%
	2011/12	Female	1101	56.5%	86	49.4%	7.8%
		Male	848	43.5%	88	50.6%	10.4%
		Total	1949	100.0%	174	100.0%	8.9%
	2012/13	Female	1131	56.6%	103	62.8%	9.1%
		Male	866	43.4%	61	37.2%	7.0%
		Total	1997	100.0%	164	100.0%	8.2%



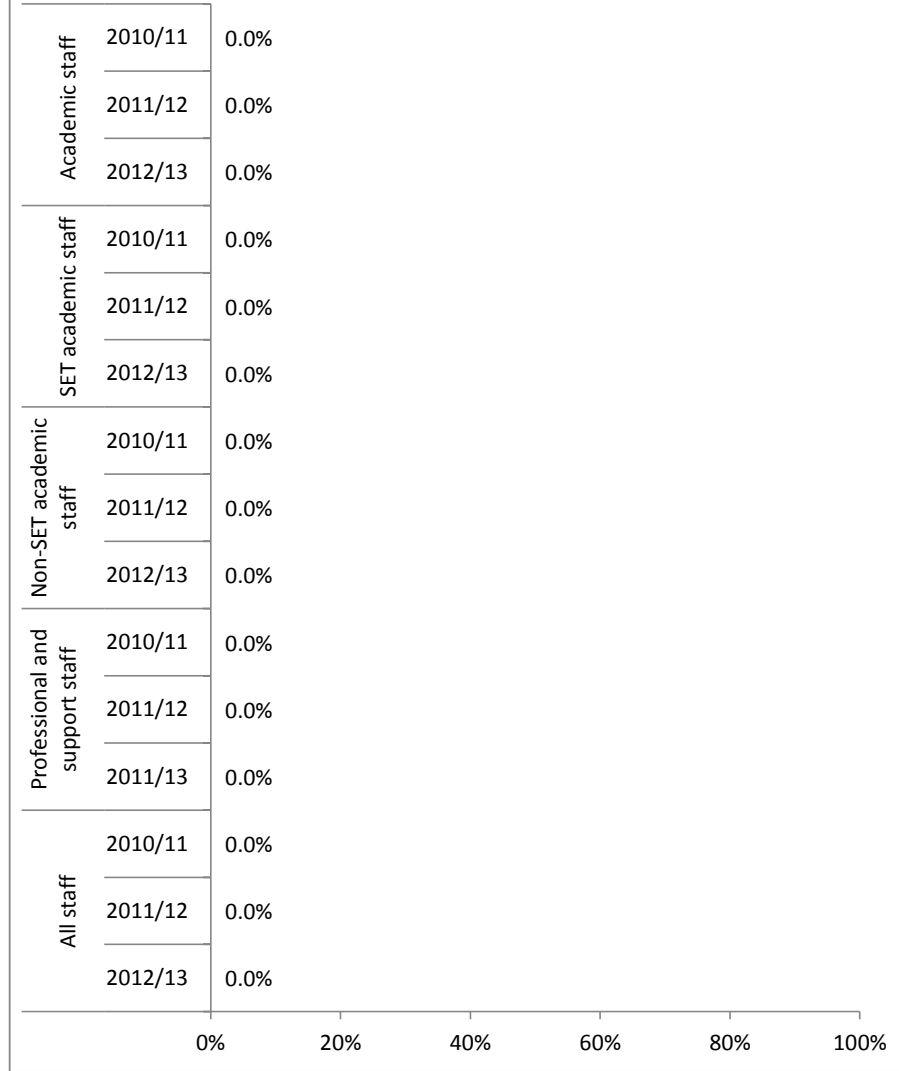
Maternity leave contract renewal and return rate job type, SET marker and gender (2010/11 - 2012/13)

		Maternity leave	Leavers	Contract not renewed	Contract non- renewal rate	Return rate
		No.	No.	No.	%	%
Academic staff	2010/11	8	0	0	0.0%	100.0%
	2011/12	16	0	0	0.0%	100.0%
	2012/13	17	0	0	0.0%	100.0%
SET academic staff	2010/11	4	0	0	0.0%	100.0%
	2011/12	5	0	0	0.0%	100.0%
	2012/13	4	0	0	0.0%	100.0%
Non-SET academic staff	2010/11	4	0	0	0.0%	100.0%
	2011/12	11	0	0	0.0%	100.0%
	2012/13	13	0	0	0.0%	100.0%
Professional and support staff	2010/11	27	1	0	0.0%	96.3%
	2011/12	26	1	0	0.0%	96.2%
	2011/13	33	2	0	0.0%	93.9%
All staff	2010/11	35	1	0	0.0%	97.1%
	2011/12	42	1	0	0.0%	97.6%
	2012/13	50	2	0	0.0%	96.0%

Maternity leave return rate by job type and SET marker (2010/11 - 2012/13)



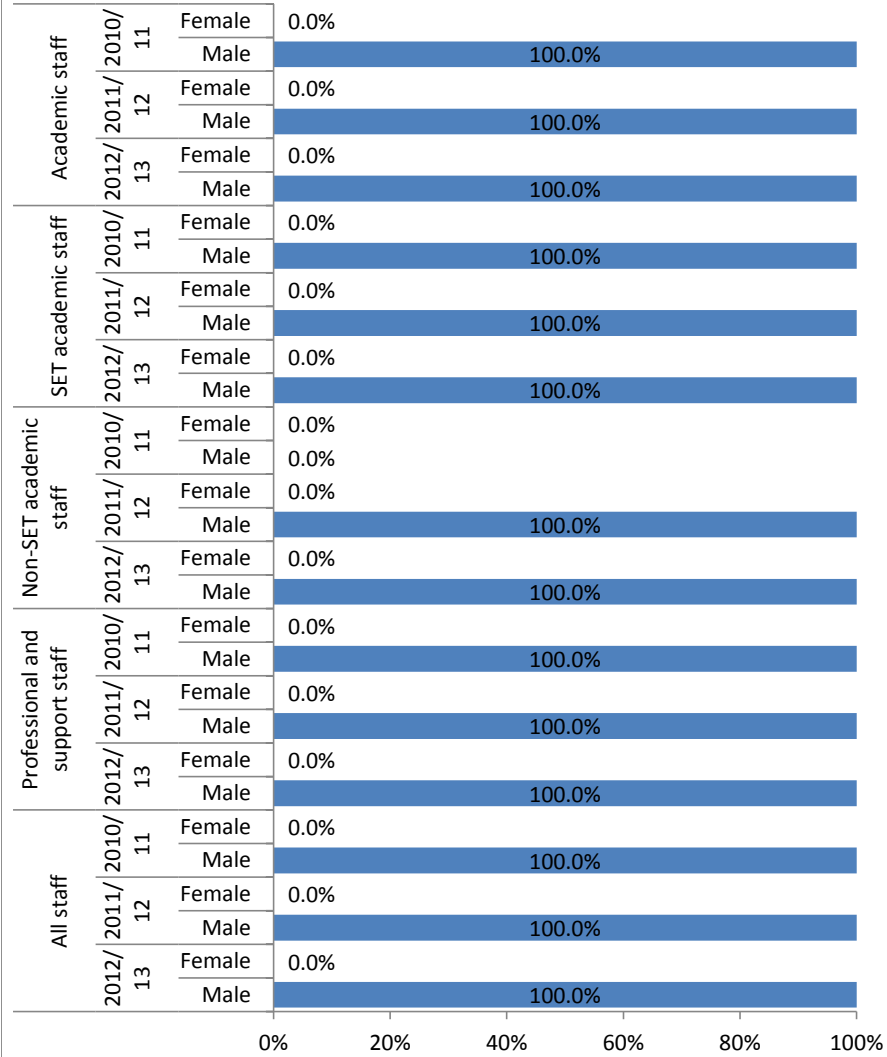
Maternity leave contract non-renewal rate by job type and SET marker (2010/11 - 2012/13)



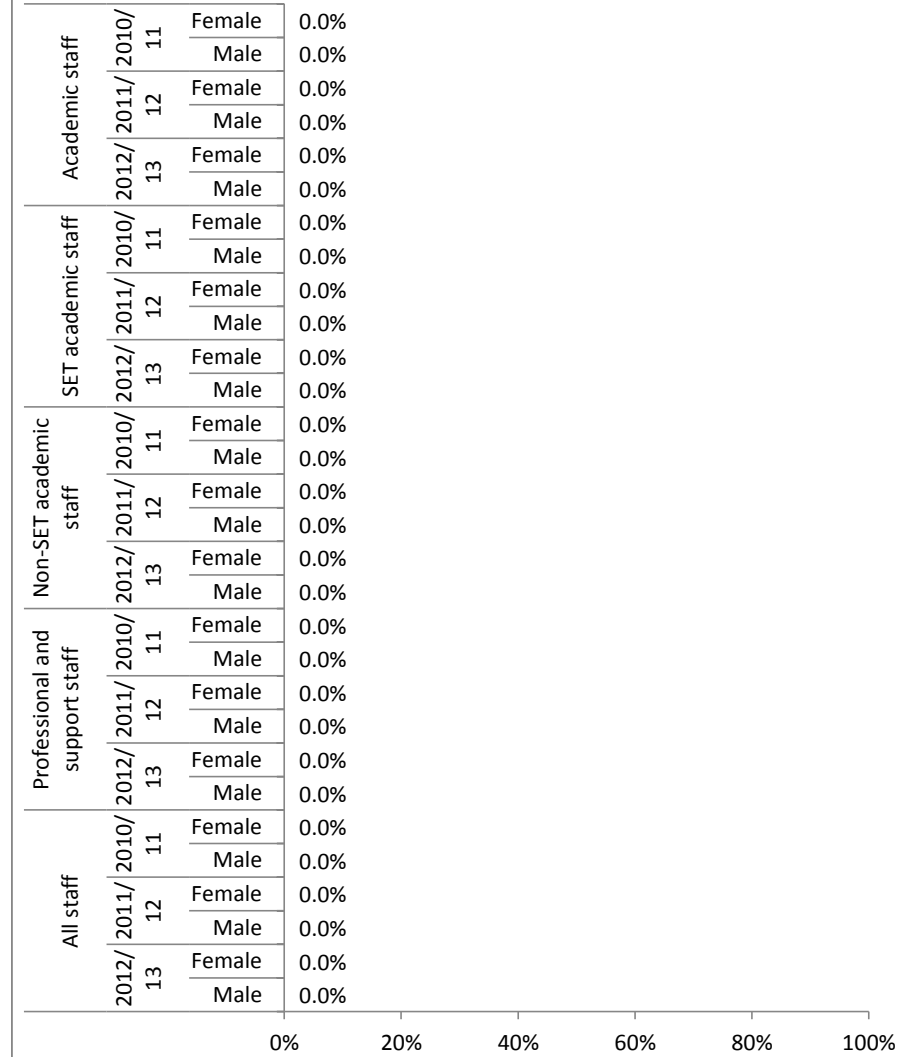
Paternity leave take-up and return rate by job type, SET marker and gender (2010/11 - 2012/13)

			Eligible for paternity leave	Paternity leave	Leavers	Take-up rate	Return rate
			No.	No.	No.	%	%
Academic staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	1	0	#DIV/0!	100.0%
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	6	0	#DIV/0!	100.0%
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	8	0	#DIV/0!	100.0%
SET academic staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	1	0	#DIV/0!	100.0%
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	3	0	#DIV/0!	100.0%
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	2	0	#DIV/0!	100.0%
Non-SET academic staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	3	0	#DIV/0!	100.0%
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	6	0	#DIV/0!	100.0%
Professional and support staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	8	0	#DIV/0!	100.0%
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	10	0	#DIV/0!	100.0%
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	8	0	#DIV/0!	100.0%
All staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	9	0	#DIV/0!	100.0%
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	16	0	#DIV/0!	100.0%
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	16	0	#DIV/0!	100.0%

Paternity leave return rate by job type, SET marker and gender (2010/11 - 2012/13)



Paternity leave take-up rate by job type, SET marker and gender (2010/11 - 2012/13)

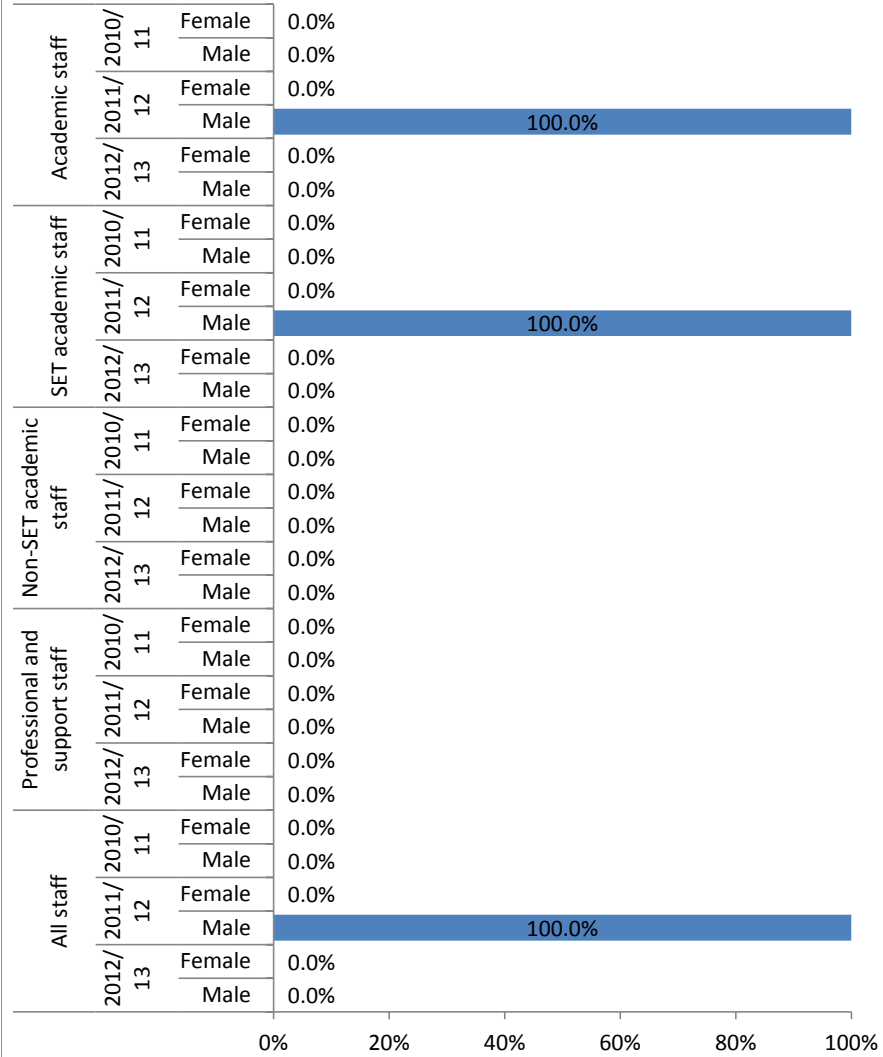


Additional paternity leave take-up and return rate by job type, SET marker and gender (2010/11 - 2012/13)

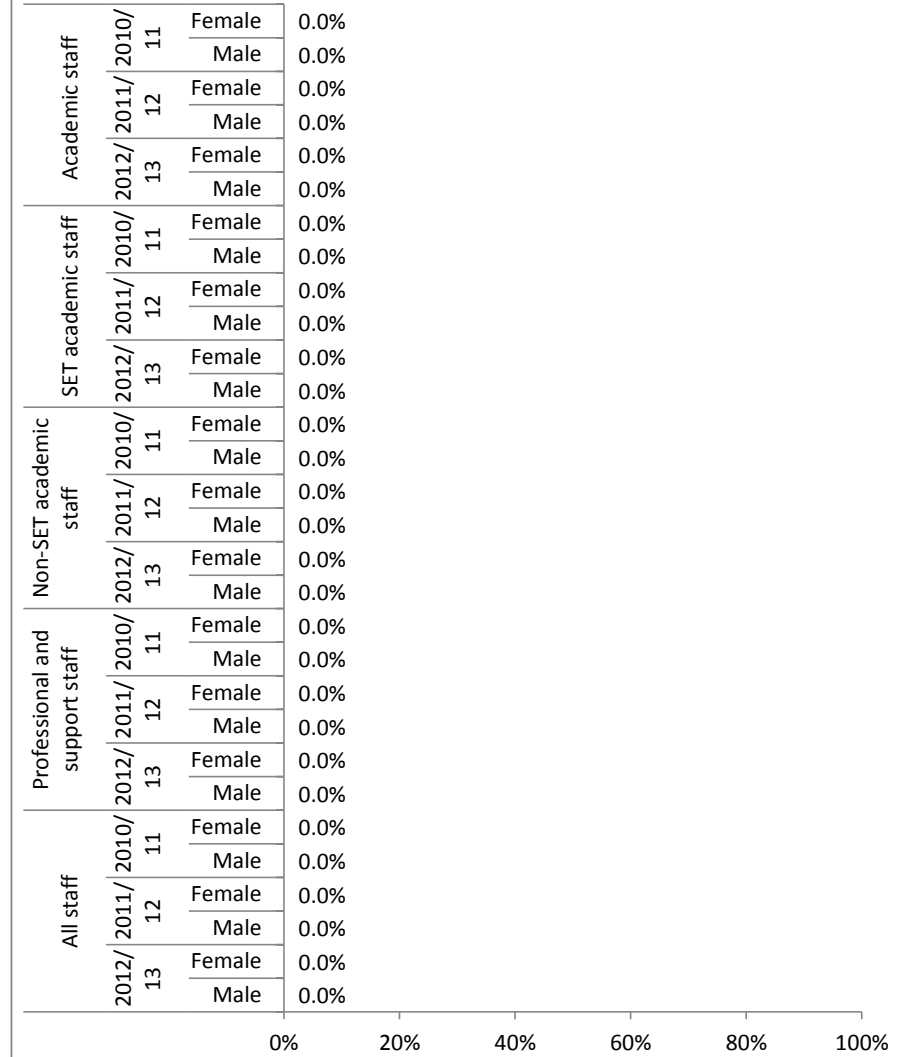
			Eligible for additional paternity leave	Additional paternity leave	Leavers	Take-up rate	Return rate
			No.	No.	No.	%	%
Academic staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	1	0	#DIV/0!	100.0%
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
SET academic staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	1	0	#DIV/0!	100.0%
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
Non-SET academic staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
Professional and support staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
All staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	1	0	#DIV/0!	100.0%
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!

	2014/15	Male	0	0	0	#DIV/0!	#DIV/0!
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Additional paternity leave return rate by job type, SET marker and gender (2010/11 - 2012/13)



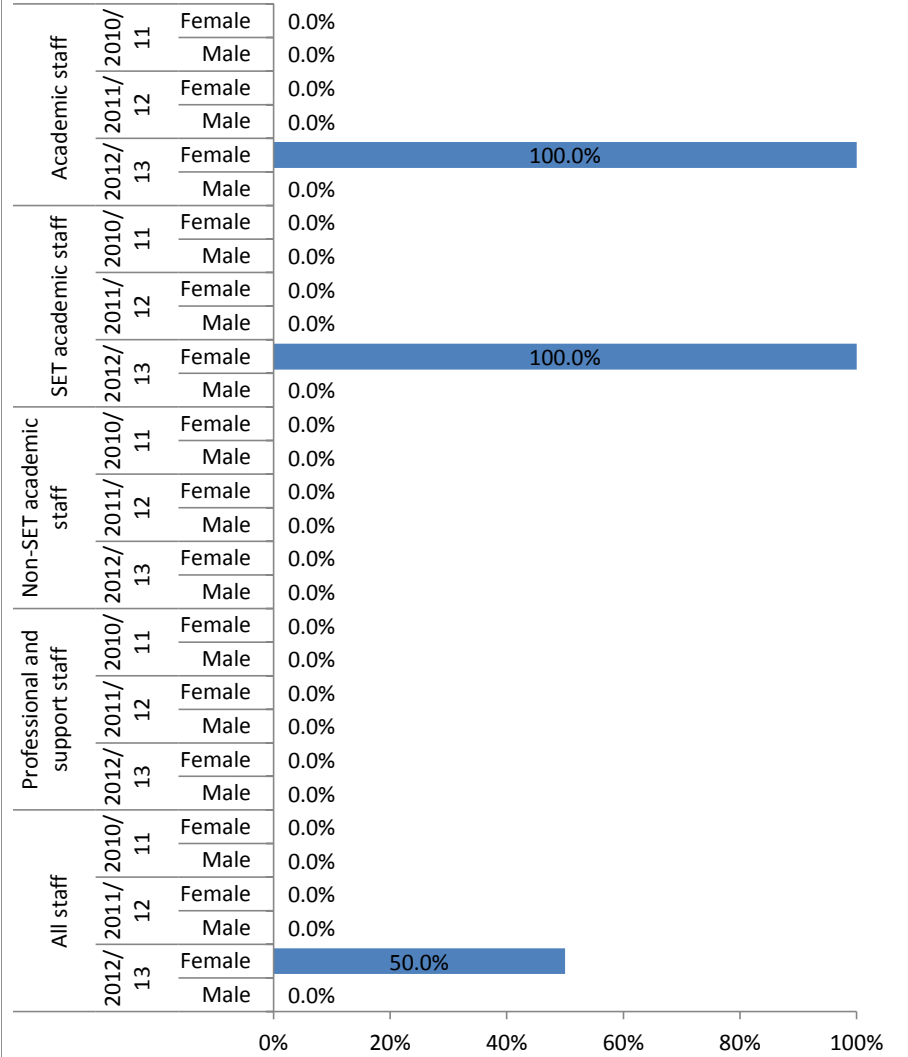
Additional paternity leave take-up rate by job type, SET marker and gender (2010/11 - 2012/13)



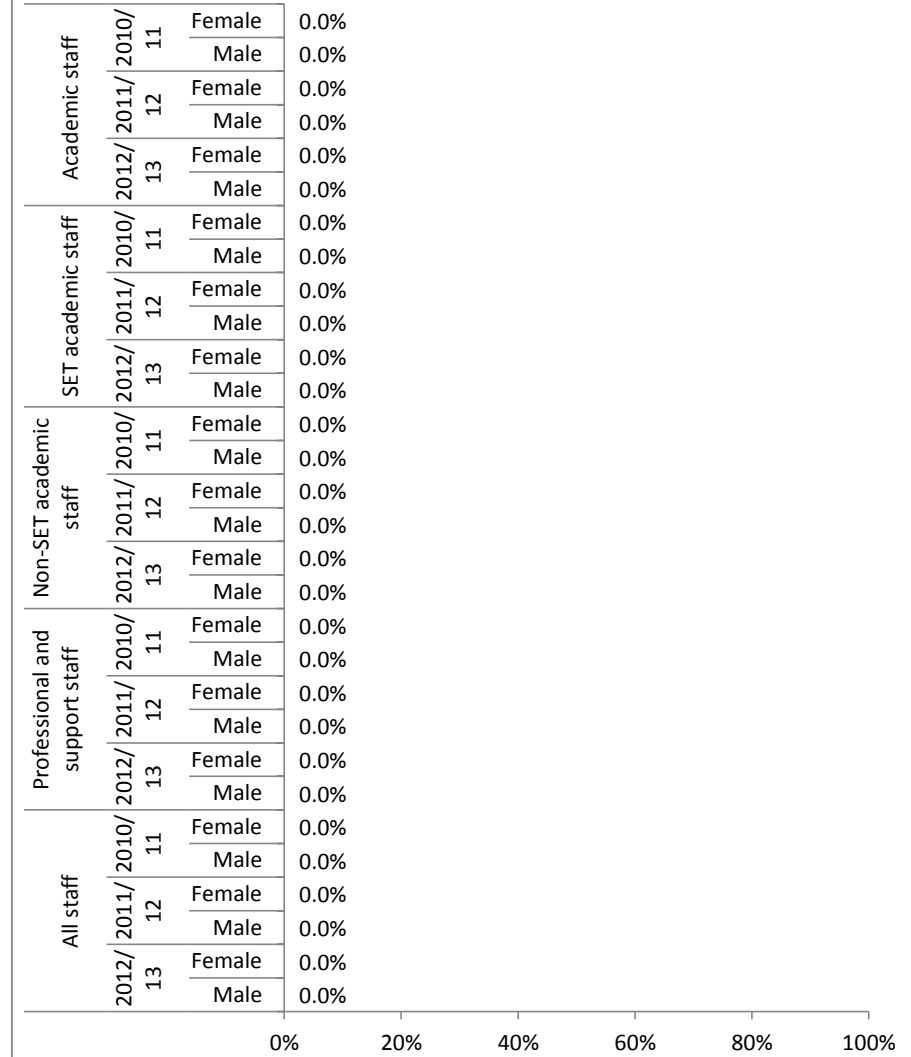
Adoption leave take-up and return rate by job type, SET marker and gender (2010/11 - 2012/13)

			Eligible for adoption leave	Adoption leave	Leavers	Take-up rate	Return rate
			No.	No.	No.	%	%
Academic staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	1	0	#DIV/0!	100.0%
		Male	0	0	0	#DIV/0!	#DIV/0!
SET academic staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	1	0	#DIV/0!	100.0%
		Male	0	0	0	#DIV/0!	#DIV/0!
Non-SET academic staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
Professional and support staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	1	1	#DIV/0!	0.0%
		Male	0	0	0	#DIV/0!	#DIV/0!
All staff	2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
		Male	0	0	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	2	1	#DIV/0!	50.0%
		Male	0	0	0	#DIV/0!	#DIV/0!

Adoption leave return rate by job type, SET marker and gender (2010/11 - 2012/13)

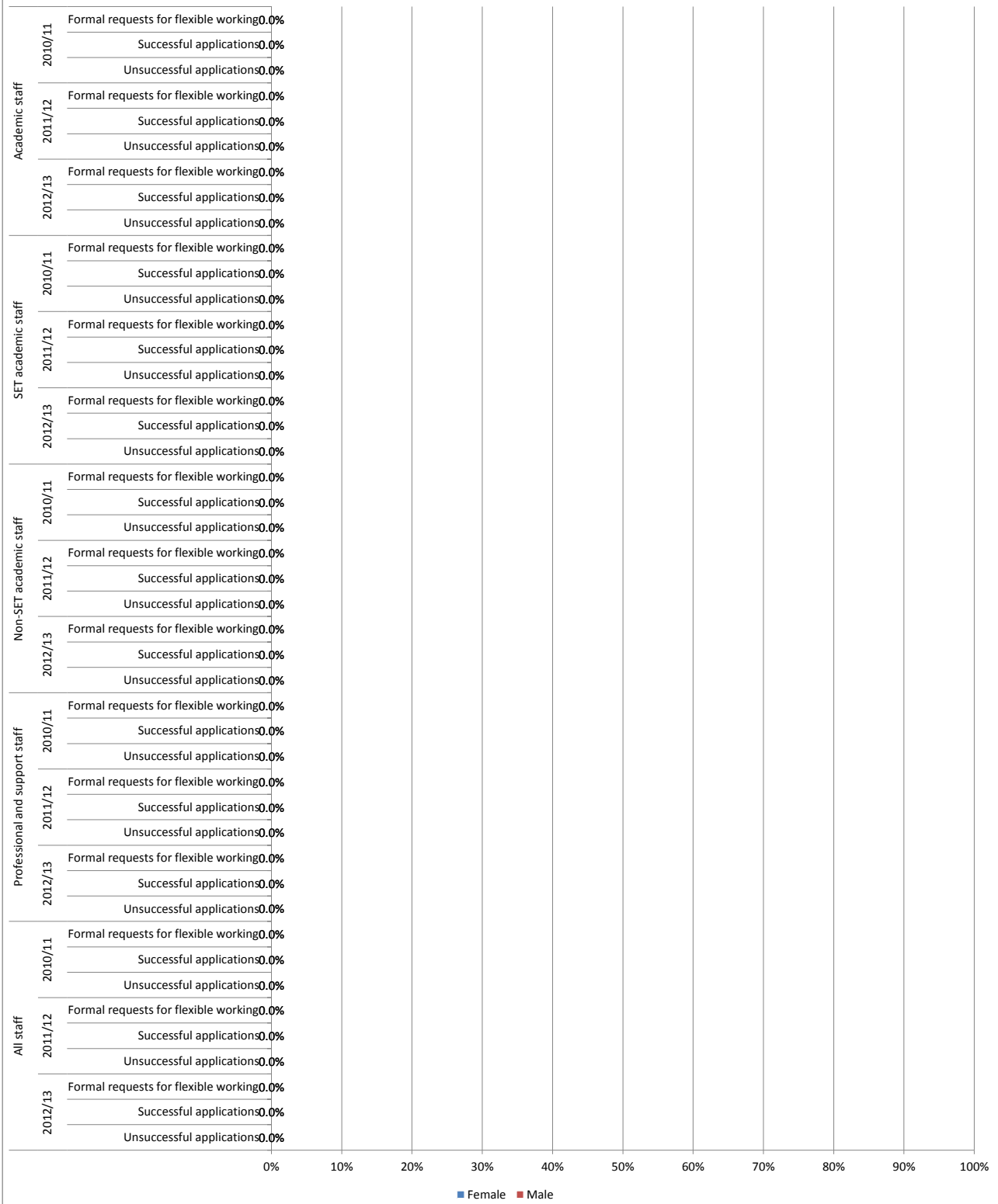


Adoption leave take-up rate by job type, SET marker and gender (2010/11 - 2012/13)



[illegible]

Formal requests and application success rate for flexible working by gender (2010/11 - 2012/13)



Staff contract type by job type, SET marker and gender (2010/11 - 2012/13)

		Fixed-term		Open-ended		Zero Hours	
		No.	%	No.	%	No.	%
Academic staff							
2010/11	Female	72	42.9%	217	38.3%	0	#DIV/0!
	Male	96	57.1%	349	61.7%	0	#DIV/0!
	Total	168	100.0%	566	100.0%	0	#DIV/0!
2011/12	Female	69	43.9%	234	40.4%	0	#DIV/0!
	Male	88	56.1%	345	59.6%	0	#DIV/0!
	Total	157	100.0%	579	100.0%	0	#DIV/0!
2012/13	Female	62	44.9%	239	38.9%	0	#DIV/0!
	Male	76	55.1%	375	61.1%	0	#DIV/0!
	Total	138	100.0%	614	100.0%	0	#DIV/0!
SET academic staff							
2010/11	Female	31	42.5%	71	34.8%	0	#DIV/0!
	Male	42	57.5%	133	65.2%	0	#DIV/0!
	Total	73	100.0%	204	100.0%	0	#DIV/0!
2011/12	Female	25	41.0%	74	36.1%	0	#DIV/0!
	Male	36	59.0%	131	63.9%	0	#DIV/0!
	Total	61	100.0%	205	100.0%	0	#DIV/0!
2012/13	Female	28	46.7%	74	35.1%	0	#DIV/0!
	Male	32	53.3%	137	64.9%	0	#DIV/0!
	Total	60	100.0%	211	100.0%	0	#DIV/0!
Non-SET academic staff							
2010/11	Female	41	43.2%	146	40.3%	0	#DIV/0!
	Male	54	56.8%	216	59.7%	0	#DIV/0!
	Total	95	100.0%	362	100.0%	0	#DIV/0!
2011/12	Female	44	45.8%	160	42.8%	0	#DIV/0!
	Male	52	54.2%	214	57.2%	0	#DIV/0!
	Total	96	100.0%	374	100.0%	0	#DIV/0!
2012/13	Female	34	43.6%	165	40.9%	0	#DIV/0!
	Male	44	56.4%	238	59.1%	0	#DIV/0!
	Total	78	100.0%	403	100.0%	0	#DIV/0!
Professional and support staff							
2010/11	Female	317	52.1%	659	65.8%	0	#DIV/0!
	Male	292	47.9%	342	34.2%	0	#DIV/0!
	Total	609	100.0%	1001	100.0%	0	#DIV/0!
2011/12	Female	338	52.7%	683	66.0%	0	#DIV/0!
	Male	303	47.3%	352	34.0%	0	#DIV/0!
	Total	641	100.0%	1035	100.0%	0	#DIV/0!
2012/13	Female	322	54.6%	714	66.0%	0	#DIV/0!
	Male	268	45.4%	367	34.0%	0	#DIV/0!
	Total	590	100.0%	1081	100.0%	0	#DIV/0!
All staff							
2010/11	Female	389	50.1%	876	55.9%	0	#DIV/0!
	Male	388	49.9%	691	44.1%	0	#DIV/0!
	Total	777	100.0%	1567	100.0%	0	#DIV/0!
2011/12	Female	407	51.0%	917	56.8%	0	#DIV/0!
	Male	391	49.0%	697	43.2%	0	#DIV/0!
	Total	798	100.0%	1614	100.0%	0	#DIV/0!
2012/13	Female	384	52.7%	953	56.2%	0	#DIV/0!
	Male	344	47.3%	742	43.8%	0	#DIV/0!
	Total	728	100.0%	1695	100.0%	0	#DIV/0!

Staff contract type by job type, SET marker and gender (2010/11 - 2012/13)

