



Institution Application

Bronze and Silver Award



Name of institution	University of Essex	
Date of application	30 November 2017	
Award Level	Bronze	
Date joined Athena SWAN	February 2012	
Current award	Date: April 2014	Level: Bronze
Contact for application	Karen Bush	
Email	kbush@essex.ac.uk	
Telephone	01206 873506	

Baroness Shami Chakrabarti, Chancellor of the University of Essex 2014 – 2017, launching her 'Women of the Future' appeal and below, a donor to the appeal.





University of Essex

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queen's House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

13 November 2017

Dear Equality Charters Manager,

When I took up my post as Vice-Chancellor of the University of Essex in 2012, I was struck by the number of women in senior decision-making posts. For example, the gender balance on our Council and amongst our heads of department was more or less equal. I recognised however that there were many other areas where gender parity had not been achieved and there was still much to do. For example, only 22% of our Senate members, and 33% of our senior team, were female.

In order to facilitate this, when developing the University's Strategic Plan 2013-19, I was very clear that we would not be able to achieve our goals without putting equality, diversity and inclusion at the heart of everything we do.

In terms of gender equality there are a number of actions we have taken that I am particularly proud of. These include the appointment of the University's first female Chancellor in 2014, Baroness Shami Chakrabarti. Shami was an incredible role model and the Women of the Future Scholarships appeal she led raised over £500,000 and has enabled 30 inspirational women from across the world to undertake a Master's degree at Essex.

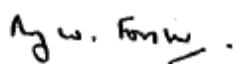
Like many other organisations, I inherited a pay structure which in places was skewed. To address this, we have done a great deal across all pay grades to try and close the gender pay gap. Over the last three years we have made progress, but in one specific area, the pay of female and male professors, there remained a significant pay gap. Our action to close this gap was driven by impatience with other policies failing to close the pay gap quickly enough, so we took a decision to make a one off uplift to close the pay gap - which remains closed one year on. This action has since been highlighted by UCEA as best practice, welcomed by UCU and praised by the Equality Challenge Unit.

We are also starting to see a positive impact of some of the actions that were included in our 2013 Athena SWAN Bronze Action Plan. This includes an increase in the proportion of women on our Senate from 27% in 2014-15 to 41.6% in 2016-17 and an increase in the proportion of women on our senior team from 30% in 2014-15 to 50% in 2016-17.

Last year, we approved a proposal that all Departments should apply for an Athena SWAN award by the end of 2019-20 and we have recently introduced a requirement for all members of University committees to complete unconscious bias training. As we move into the planning period for our next strategic plan, I am ensuring that we build on our achievements and continue to ensure our commitment to inclusivity is embedded in all that we do.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the University of Essex and it provides us with a strong foundation from which to take our next steps towards achieving gender equality.

Yours faithfully,





Professor Anthony Forster FHEA, FLF, FAcSS


Colchester Campus
Wivenhoe Park
Colchester CO4 3SQ
United Kingdom

Professor Anthony Forster
Vice-Chancellor
T 01206 872000
E vc@essex.ac.uk

www.essex.ac.uk

 [@Uni_of_Essex](https://twitter.com/Uni_of_Essex)

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Professor Anthony Forster

Word count for Section 1: **503 (recommended limit 500)**

Running total for application: **503**

Abbreviation list

AS	Athena SWAN
ASC	Academic Staffing Committee
ASE	Academic, teaching only staff
ASER	Academic, teaching and research staff
ASR	Academic, research only staff
CER	Communications and External Relations Section
CoP	Code of Practice
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
ER	Employee Relations
GTS	Graduate Teaching Staff
HoD	Head of Department
HoS	Head of Section
HR	Human Resources
HREDG	Human Resources and Equality and Diversity Group
FSG	Faculty Steering Group
FSH	Faculty of Science and Health
FSS	Faculty of Social Sciences
FH	Faculty of Humanities
FTT	Fixed Term Teachers
OD	Organisational Development
PDR	Performance Development Review
PG CHEP	Postgraduate Certificate in Higher Education Practice
PGR	Post Graduate Research
PGT	Post Graduate Taught
PS	Professional Services
PSS	People Supporting Strategy
PVC	Pro-Vice-Chancellor
REC	Race Equality Charter
REO	Research and Enterprise Office
SAT	Self-assessment team
SG	Steering Group
SL	Senior Lecturer
TEF	Teaching Excellence Framework
ToR	Terms of Reference
UG	Undergraduate
USG	University Steering Group
VC	Vice-Chancellor
WAM	Workload Allocation Model
WEI	Workplace Equality Index

2. DESCRIPTION OF THE INSTITUTION

(i) Where we are in our Athena SWAN process

The University of Essex achieved a Bronze Athena SWAN award in April 2013 and a Gender Equality Mark in April 2014. Our School of Health and Human Sciences¹ holds a Silver Award, two more of our STEMM departments² (Biological Sciences and Psychology), and one of our AHSSBL departments (History), hold Bronze Awards. All departments are expected to apply for an award by the end of the academic year 2019-20 (see section 5.6 (xii)). In June 2015 we committed to the post-May 2015 principles.

We have been working hard to achieve the actions contained within our original Athena SWAN and GEM action plans, now merged³. This includes setting up a Women's Network and holding events such as awards ceremonies to recognise Motivational, Empowering and Inspirational women of the University (2015 Action Plan 3.4).

Figure 1: Motivational, Empowering, Inspirational Women Awards, 2016 and 2017



(ii) Our teaching and research focus

We are equally committed to delivering excellence in education and research. We achieved Gold in the Teaching Excellence Framework 2017 and are ranked in the top 20 UK universities for research excellence (REF 2014). We provide our students with an interdisciplinary research-led education, in three main subject areas: Science and Health, Humanities, Social Sciences.

(iii) Our organisational structure and staff

We have 18 academic departments and 10 Professional Services Sections. Employees and students work and study across three sites in Essex; Colchester, Loughton and Southend. Our staff work in one of four 'divisions'; Professional

¹ Re-named the School of Health and Social Care w.e.f. 1 August 2017.

² The term 'department' refers to any area of the University with a student intake.

³ Actions referred to our merged pre-May 2015 SWAN action plan and GEM action plan.

Services, Faculty of Science and Health, Faculty of Social Sciences and Faculty of Humanities. The Registrar and Secretary is responsible for Professional Services sections and each Faculty is led by an Executive Dean.

Figure 2: The four ‘Divisions’ of the University

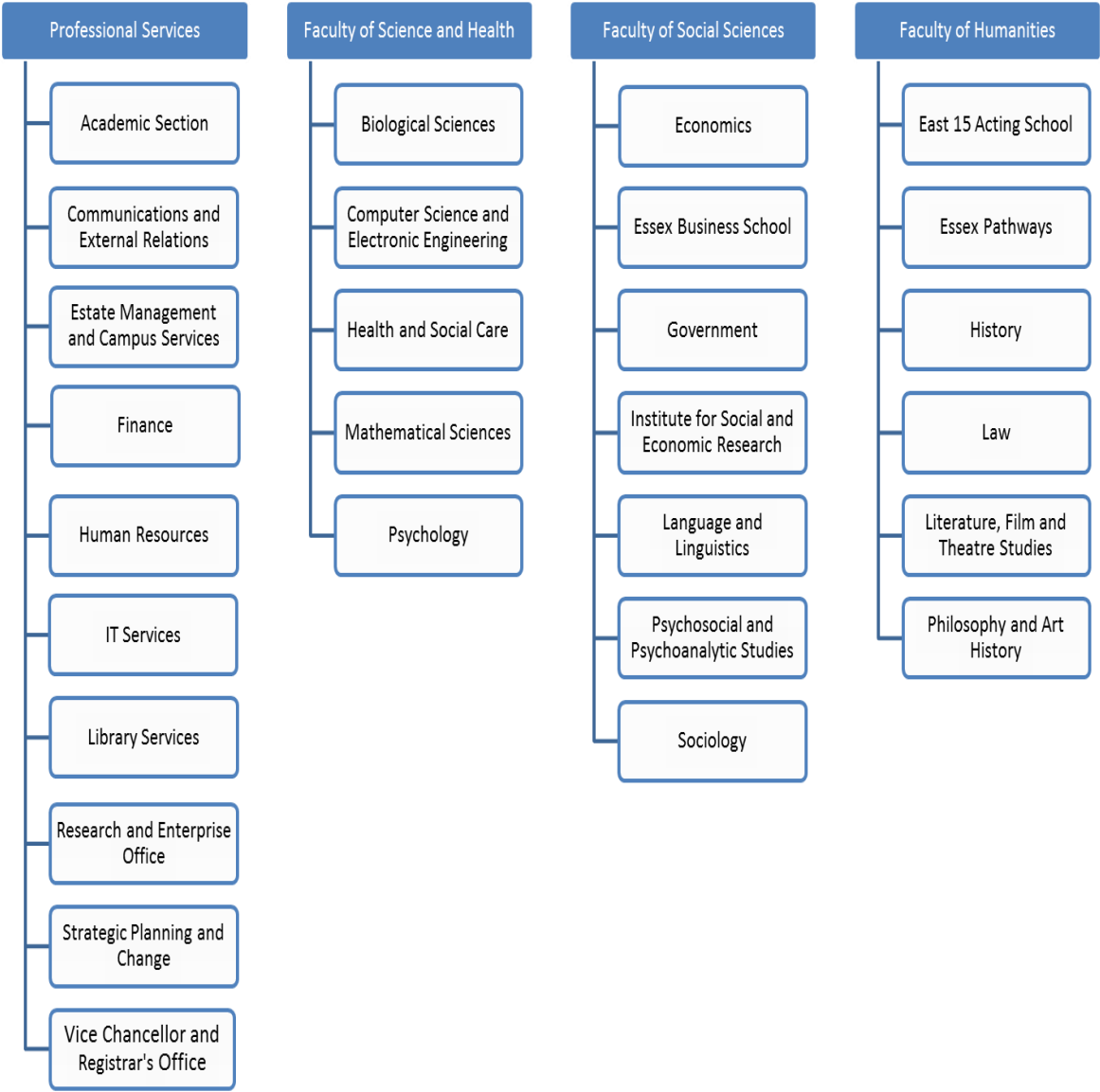


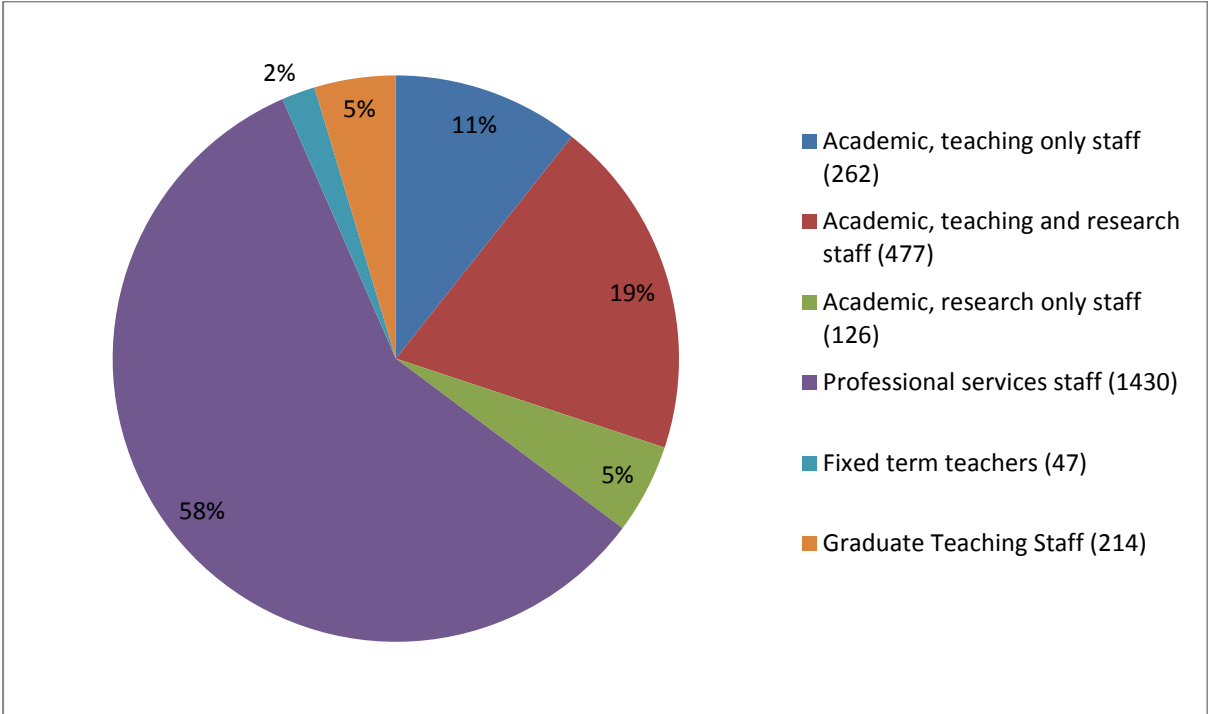
Table 1: Details of University of Essex campuses

Campus	Details
Colchester	Our largest campus offering courses from all departments with the exception of East 15 Acting School
Loughton	Main location for East 15 Acting School
Southend	Offers courses from four departments: East 15 Acting School, Essex Business School, Health and Social Care, Psychosocial and Psychoanalytic Studies

Figure 3: Locations of University of Essex campuses.



Figure 4: All staff⁴ by job family as at 31 December 2016⁵



⁴ Excludes casual staff and Knowledge Transfer Partnership Associates.

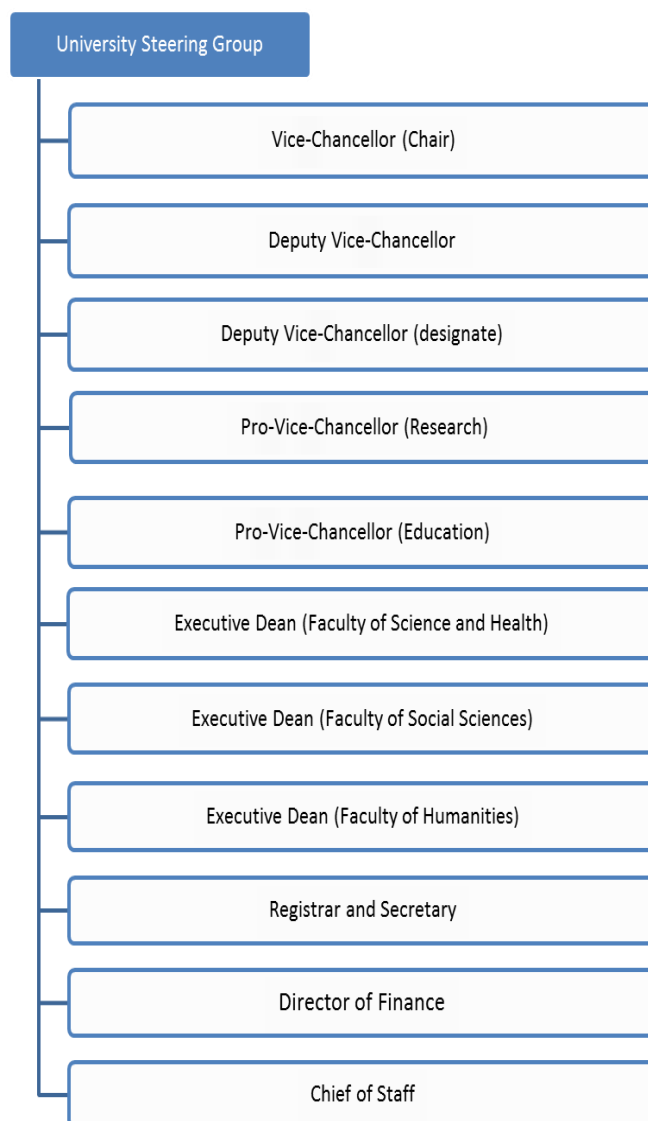
⁵ For this section we have used a 'snapshot' date of 31/12/16 for staff information.

Table 2: All staff by job family and gender as at 31 December 2016

Job family	Headcount			%	
	Female	Male	Total	% female	% male
Academic, teaching only (ASE)	134	128	262	51.1%	48.9%
Academic, teaching and research (ASER)	164	313	477	34.4%	65.6%
Academic, research only (ASR)	63	63	126	50%	50%
Professional Services (PS)	966	464	1430	67.6%	32.4%
Fixed term teachers (FTT)	20	27	47	42.6%	57.4%
Graduate Teaching Staff (GTS)	101	113	214	47.2%	52.8%
Total	1448	1108	2556	56.7%	43.3%

Day-to-day management of the University is the responsibility of the Vice-Chancellor and University Steering Group (USG).

Figure 5: Membership of University Steering Group



(iv) Our departments and their student populations

Table 3: Breakdown of STEMM and AHSSBL departments by students and gender 2016-17

Students	Headcount			%	
	Female	Male	Total	% female	% male
Department of Economics	286	568	854	33.5%	66.5%
Department of Government	284	307	591	48.1%	51.9%
Department of History	212	280	492	43.1%	56.9%
Department of Language and Linguistics	448	167	615	72.8%	27.2%
Department of Literature Film and Theatre Studies	383	182	565	67.8%	32.2%
Department of Psychosocial and Psychoanalytic Studies	214	76	290	73.8%	26.2%
Department of Sociology	455	169	624	72.9%	27.1%
East 15 Acting School	443	315	758	58.4%	41.6%
Essex Business School	954	1126	2080	45.9%	54.1%
Essex Pathways	317	356	673	47.1%	52.9%
Institute for Social and Economic Research	23	12	35	65.7%	34.3%
School of Law	721	372	1093	66.0%	34.0%
School of Philosophy and Art History	265	213	478	55.4%	44.6%
Total AHSSBL	5005	4143	9148	54.7%	45.3%
Department of Mathematical Sciences	127	138	265	47.9%	52.1%
Department of Psychology	553	136	689	80.3%	19.7%
School of Biological Sciences	503	560	1063	47.3%	52.7%
School of Computer Science and Electronic Engineering	113	779	892	12.7%	87.3%
School of Health and Social Care	1634	384	2018	81.0%	19.0%
Total STEMM	2930	1997	4927	59.5%	40.5%
Total	7935	6140	14075	56.4%	43.6%

In 2015-16, our proportion of full-time female students (55.6%) was comparable with those of our chosen benchmark group, S10 institutions⁶ (55.3%), and the UK HE sector⁷ (55.2%). Our proportion of part-time female students was higher at all levels of study (69.8%) than our benchmark group (59.8%) and nationally (60.4%).

⁶ S10 group of universities: Brunel, City, Essex, Goldsmiths, Kent, Reading, Royal Holloway, Sussex, Surrey, UEA. They are comparator institutions in terms of size and academic focus.

⁷ This population refers to the JACs 3 codes towards which we have contributed students within the period: 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F, G, H, I.

v) Our departments and their staff

Table 4: Breakdown of STEMM and AHSSBL departments by academic staff and gender as at 31 December 2016

Academic Staff	Headcount			%	
	Female	Male	Total	% female	% male
Department of Economics	9	35	44	20.5%	79.5%
Department of Government	10	25	35	28.6%	71.4%
Department of History	10	13	23	43.5%	56.5%
Department of Language and Linguistics	33	7	40	82.5%	17.5%
Department of Literature Film and Theatre Studies	14	19	33	42.4%	57.6%
Department of Psychosocial and Psychoanalytic Studies	2	11	13	15.4%	84.6%
Department of Sociology	19	22	41	46.3%	53.7%
East 15 Acting School	13	20	33	39.4%	60.6%
Essex Business School	40	68	108	37%	63%
Essex Pathways	10	10	20	50%	50%
Institute for Social and Economic Research	29	18	47	61.7%	38.3%
School of Law	34	36	70	48.6%	51.4%
School of Philosophy and Art History	7	14	21	33.3%	66.7%
Total AHSSBL	230	298	528	43.6%	56.4%
Department of Mathematical Sciences	2	19	21	9.5%	90.5%
Department of Psychology	17	29	46	37%	63%
School of Biological Sciences	29	55	84	34.5%	65.5%
School of Computer Science and Electronic Engineering	13	63	76	17.1%	82.9%
School of Health and Social Care	70	40	110	63.6%	36.4%
Total STEMM	131	206	337	38.9%	61.1%
Total	361	504	865	41.7%	58.3%

We have a greater proportion of male than female academic staff, but a greater proportion of female than male students. There are huge variations across departments, with some being skewed in either the gender balance of their staff or their students or both.

Table 5: Breakdown of STEMM and AHSSBL departments by professional services staff and gender as at 31 December 2016

Professional Services	Headcount			%	
	Female	Male	Total	% female	% male
Department of Economics	7	2	9	77.8%	22.2%
Department of Government	16	0	16	100%	0%
Department of History	4	2	6	66.7%	33.3%
Department of Language and Linguistics	17	2	19	89.5%	10.5%
Department of Literature Film and Theatre Studies	6	3	9	66.7%	33.3%
Department of Psychosocial and Psychoanalytic Studies	9	5	14	64.3%	35.7%
Department of Sociology	18	0	18	100%	0%
East 15 Acting School	20	20	40	50%	50%
Essex Business School	33	11	44	75%	25%
Essex Pathways	11	4	15	73.3%	26.7%
Institute for Social and Economic Research	20	14	34	58.8%	41.2%
Office of the Faculty of Humanities	4	1	5	80%	20%
Office of the Faculty of Social Sciences	8	0	8	100%	0%
School of Law	21	2	23	91.3%	8.7%
School of Philosophy and Art History	11	0	11	100%	0%
UK Data Archive	54	34	88	61.4%	38.6%
Total AHSSBL	259	100	359	72.1%	27.9%
Department of Mathematical Sciences	7	2	9	77.8%	22.2%
Department of Psychology	14	5	19	73.7%	26.3%
Office of the Faculty of Science and Health	3	2	5	60%	40%
School of Biological Sciences	30	16	46	65.2%	34.8%
School of Computer Science and Electronic Engineering	16	13	29	55.2%	44.8%
School of Health and Social Care	30	7	37	81.1%	18.9%
Total STEMM	100	45	145	69%	31%
Total	359	145	504	71.2%	28.8%

Departmental professional services staff are predominantly female except in departments who employ technicians e.g. East 15 Acting School.

Word count for Section 2: 548 (**recommended limit 500**)

Running total for application: 1051

3 THE SELF-ASSESSMENT PROCESS

(i) a description of the self-assessment team

When we joined the Athena SWAN Charter in February 2012, we set up a Steering Group (SG) and a self-assessment team (SAT). Following our successful application to participate in the Gender Equality Mark (GEM) trial we set up a GEM Steering Group and a GEM SAT.

When the Athena SWAN Charter was expanded we merged the two original SGs and SATs. Since then a number of SG and SAT members have either left the institution or stepped down from their role, so for this application we invited people from across the institution to join either the SG or SAT, to try to ensure they remained representative in terms of roles, career stage, place of work and experiences and were gender balanced.

SG members include the Registrar and Secretary, the President of the Students' Union, the Chief of Staff and the University's Gender Diversity Champion (the Pro-Vice-Chancellor, Education). Some SG members are also SAT members.

The SAT is large (17 members); all faculties are represented and there is representation from Professional Services staff however we did not achieve the gender balance we hoped for (4 male, 13 female).

Some academic SAT members had time allocated in their departmental WAM for their SWAN activities.

Action 4.1: Raise awareness among male staff of the principles of SWAN and that they apply equally to men

Action 4.2: Increase the representation of men on institutional SWAN SAT

The SG continues to have oversight of the University's SWAN work; it feeds information to both the SAT and Faculty Steering Groups (FSGs). Each faculty has Athena SWAN as a standing agenda item at their FSG meetings which are held monthly during term-time.

The SG meets termly to monitor progress and provides feedback to the Human Resources and Equality and Diversity Group (HREDG). The HREDG is an advisory group to USG and makes recommendations to USG relating to the University's strategic approach to supporting engagement with Athena SWAN across the whole institution. Athena SWAN is not currently a standing item on HREDG and USG agendas. These arrangements have been in place since 2012.

Action 4.3: Review internal governance arrangements for SWAN

Figure 6: Athena SWAN information sharing and flow

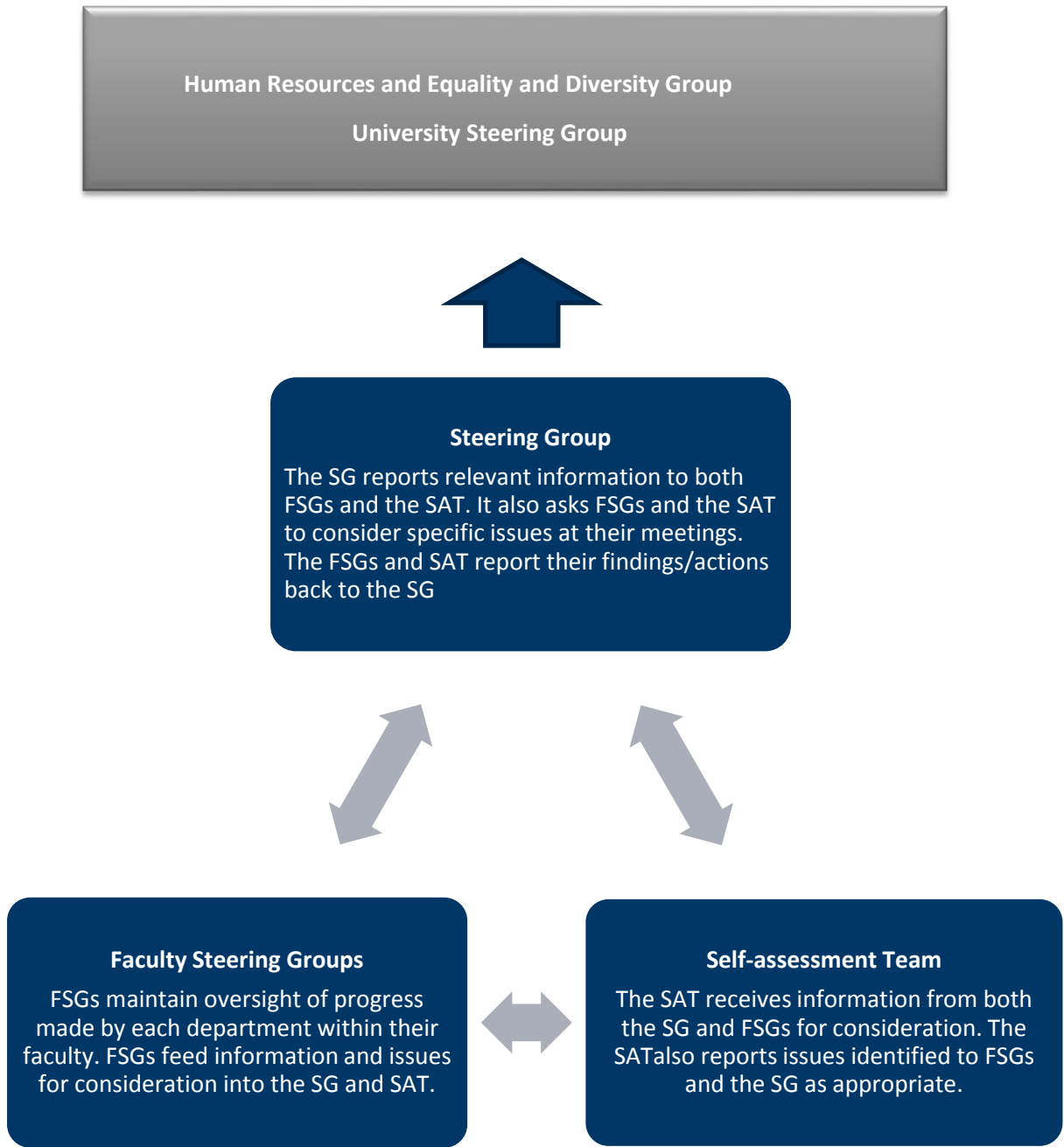


Table 6: Self-assessment team (SAT) members

Name and gender	Job Family and role	Department/ Faculty/Section	Role on SAT	Key related experience
Louise Beard (F)	Academic: Lecturer, Level J	Biological Sciences (FSH)	Part of 'career development' sub-group	2 teenage children. Transitioned from full-time to part-time. Athena assessor
Karen Bush (F)	Professional Services: Head of Equality, Diversity & Inclusion, Level 5B	Human Resources (PS)	Part of 'organisation and culture' sub-group. Application drafting	2 grown-up children, elderly parent, works flexibly. SG member
Andrew Canessa (M)	Academic: Professor, Level 5A, Head of Department	Sociology (FSS)	Part of 'managing career breaks' sub-group	Has primary childcare responsibilities. Career at Essex spans 28 years. SG member
Helge Gillmeister (F)	Academic: Senior Lecturer, Level I	Psychology (FSH)	Part of 'key career transition points' sub-group	Full-time working mother. Recently promoted to SL. Psychology department's AS lead
Valerie Gladwell (F)	Academic: Senior Lecturer, Level I	Biological Sciences (FSH)	Part of 'key career transition points' sub-group	Works 4 days per week. 3 children. At Essex for 17 years
Matthew Grant (M)	Academic: Reader, Level I	History (FH)	Part of 'key career transition points' sub-group	In dual-career family. Heads History department's AS SAT team. Athena assessor
Gill Green (F)	Academic: Professor, Level 5A	Health & Social Care (FSH)	Application drafting. Part of 'a picture of the institution' sub-group	3 grown-up children, in a dual career family. SG Chair
Kate Hollands (F)	Professional Services: Faculty Executive Officer, Level L		Part of 'managing career breaks' sub-group	Works 0.8FTE. Mother of 2 children. About to move into a new, full-time role.

Karen Hulme (F)	Academic: Professor, Level 5A, Head of Department	Law (FH)	Part of 'career development' sub-group	2 children, 2 maternity leaves. Works full-time. Career at Essex spans 16 years.
Monica Illsley (F)	Professional services: Chief of Staff, Level 2	Office of the Vice Chancellor and Registrar (PS)	Part of 'a picture of the institution' sub-group	Works full-time and flexibly to balance work and parenting responsibilities. SG member
Jessie Mallinson (F)	Academic: Lecturer, Level J	Language & Linguistics (FSS)	Part of 'career development' sub-group	2 children, 2 maternity leaves, both children attended University Nursery. SG member.
Jo Matthias (F)	Professional Services: Senior Employee Relations Adviser, Level K	Human Resources (PS)	Part of 'A picture of the institution' sub-group	SG member. Two children in a dual career family. Works flexibly
Rick O'Gorman (M)	Academic: Senior Lecturer, Level I	Psychology (FSH)	Part of 'managing career breaks' sub-group	2 young children
Matthew Reynolds (M)	Professional Services: Organisational Development Analyst, Level K	Human Resources (PS)	Data collection and presentation	In a dual-career family. He and his wife both work full-time at Essex. 2 children
Kate Rockett (F)	Academic: Professor, Level 5A, Head of Department	Economics (FSS)	Part of 'a picture of the institution' sub-group	2 children, dual career family. Works flexibly. Primary carer for mother-in-law
Beverley Wilkinson (F)	Professional Services: Research Services and Projects Manager, Level K	Biological Sciences (FSH)	Part of 'organisation and culture' sub-group	Single parent. Works part-time 0.9FTE. Has experience of working flexibly
Xinan Yang (F)	Academic: Lecturer, Level J	Mathematics (FSH)	Part of A picture of the institution' sub-group	1 child, aged 2. Heads Math's department's AS SAT team

(ii) an account of the self-assessment process

The first meeting of the SAT for this application was held in October 2016. At that meeting, the SG Chair provided an overview of progress made to date on the actions contained within our original SWAN and GEM action plans⁸ and a round-table discussion was held at which members shared information, initiatives, evidence, practices and processes they were aware of in their own areas. It was agreed that, the SAT would divide into 5 sub-groups to look at the following areas: a picture of the institution; key career transition points; career development; managing career breaks and organisation and culture. SAT members elected which group they wanted to be a part of and met regularly throughout the year, reporting their findings back to meetings of the full SAT (held in March, May, June, September and October 2017).

Quantitative student data was provided by the University's Planning Office and quantitative staff data by Human Resources. The following data was also considered:

- The results of two institution-wide Athena SWAN surveys, one for staff (198 respondents) and one for students (158 respondents), conducted May/June 2017.
- The results of a survey about 'the role of the Professor' (conducted June 2017. 65 respondents (36.5%). The survey asked Professors for their views on the role of the Professor at Essex, including: how they currently define the role; the balance of responsibilities within the broad description of the role; and how responsibilities are allocated within departments.
- The results of a survey conducted to obtain the views of LGBT+ staff and students about working and studying at Essex (conducted May 2016. 418 respondents).
- The results of the University's last all-staff survey (conducted January 2015. 1619 respondents (63.8%)).
- Information from departments who, as part of their Athena SWAN self-assessment process had received feedback about issues that required consideration at the institutional level
- Feedback received from consultations undertaken in relation to reviewing the University's: appraisal and personal development scheme, work-life balance policy, family-friendly policies, resourcing policy and essential training policy.
- Views of staff attending learning events e.g. permanency and promotion workshops.

⁸ In April 2015 we merged our 2012 SWAN and 2014 GEM actions plans. The 2015 action plan referred to throughout this document is our merged action plan.

- Information from staff networks e.g. Women's Network, Parent's Support Network.

Each sub-group identified and obtained additional information they needed to inform their analysis.

Following completion of the data collection and analysis process, the sub-groups drafted the text for their section of the application. The remaining sections of the application were drafted by SAT members based in HR. At the SAT meeting in September 2017 the sub-groups presented their findings and following a discussion, agreement was reached as to how the data should be presented. At the October 2017 meeting a first draft was reviewed, changes were made and a subsequent draft considered by the SG and the HREDG. Further iterations of the submission were circulated to SG and SAT members for review and comment before the final version was submitted.

Action 4.4: Develop a framework for consultation on Athena SWAN matters that utilises existing consultation methods where possible in order to minimise the effects of survey fatigue

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

Following submission, the SAT will meet once per term mainly to consider progress made towards achieving the actions contained within the Action Plan, identify areas of concern and propose actions to address those. The meeting will also be used to discuss changes to membership either to fill the places of those who have left the University or wish to step down from their role on the SAT or to provide opportunities for different people to participate. SAT members will also support departments by sharing their knowledge and experience and contributing to institutional-level SWAN awareness-raising activities such as the termly newsletter and workshops.

Action 4.5: Invite observers to attend institutional SWAN SAT meetings to ensure process is open, transparent and inclusive and to encourage a wider group of people to apply to be on the SAT

Action 1.1: Develop an institutional approach to gathering and analysing HR data that aligns workforce profile information required for all our people-related action plans and integrate it into the University's planning processes

Word count for Section 3: 1025 (recommended limit 1000)

Running total for application: 2076

4. A PICTURE OF THE INSTITUTION

Academic and research staff data

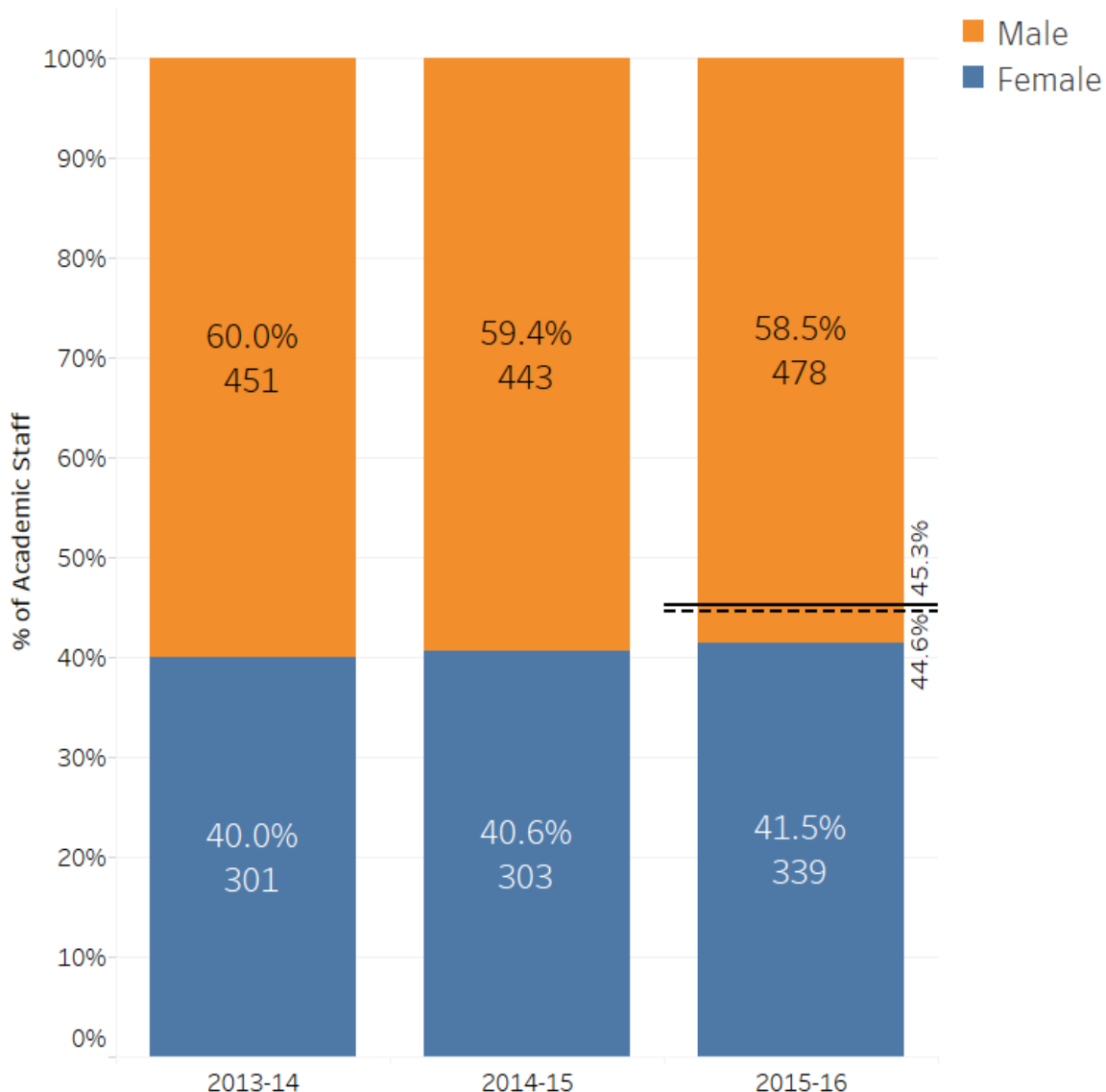
(i) Academic and research staff by grade and gender

Data are presented for the whole university and then by STEMM and AHSSBL staff. Commentary is provided prior to each table/set of tables or graph/set of graphs.

Between 2014-15 and 2015-16 academic staff numbers increased, reflecting the growth strategy of our Strategic Plan 2013-19. Between 2013-14 and 2015-16, the proportion of female academic staff rose; however at 41.5% in 2015-16 this remains 3.1% below that of the S10 group and 3.8% below the sector average.

Figure 7: Academic staff by gender

Academic Staff by Gender

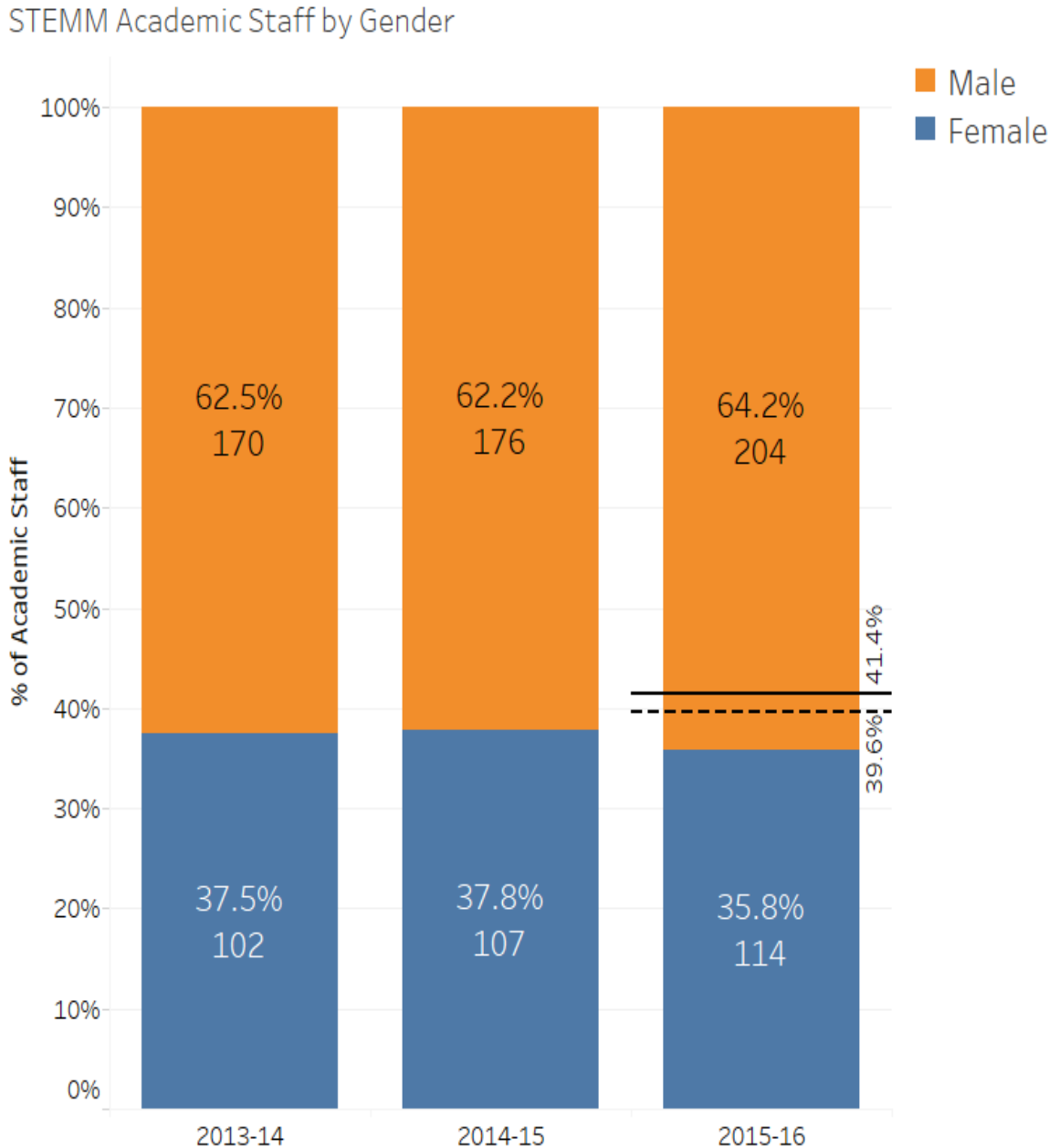


Academic Staff by Gender benchmarked with Sector-wide figure 45.3% (solid line) and S10 Group figure 44.6% (dotted line)

In both STEMM and AHSSBL groups, men outnumber women albeit more so in STEMM (figures 8 and 9).

Male STEMM staff have increased by 20%, female STEMM staff by 12%. Male AHSSBL staff have decreased by 2.5%, but female AHSSBL staff have increased by 13%. Overall, the proportion of female AHSSBL staff has increased by 3.6% and the proportion of female STEMM staff has reduced by 1.7%. These percentages are below the S10 and sector averages for STEMM and ASHHBL subjects.

Figure 8: STEMM academic staff by gender over last three years

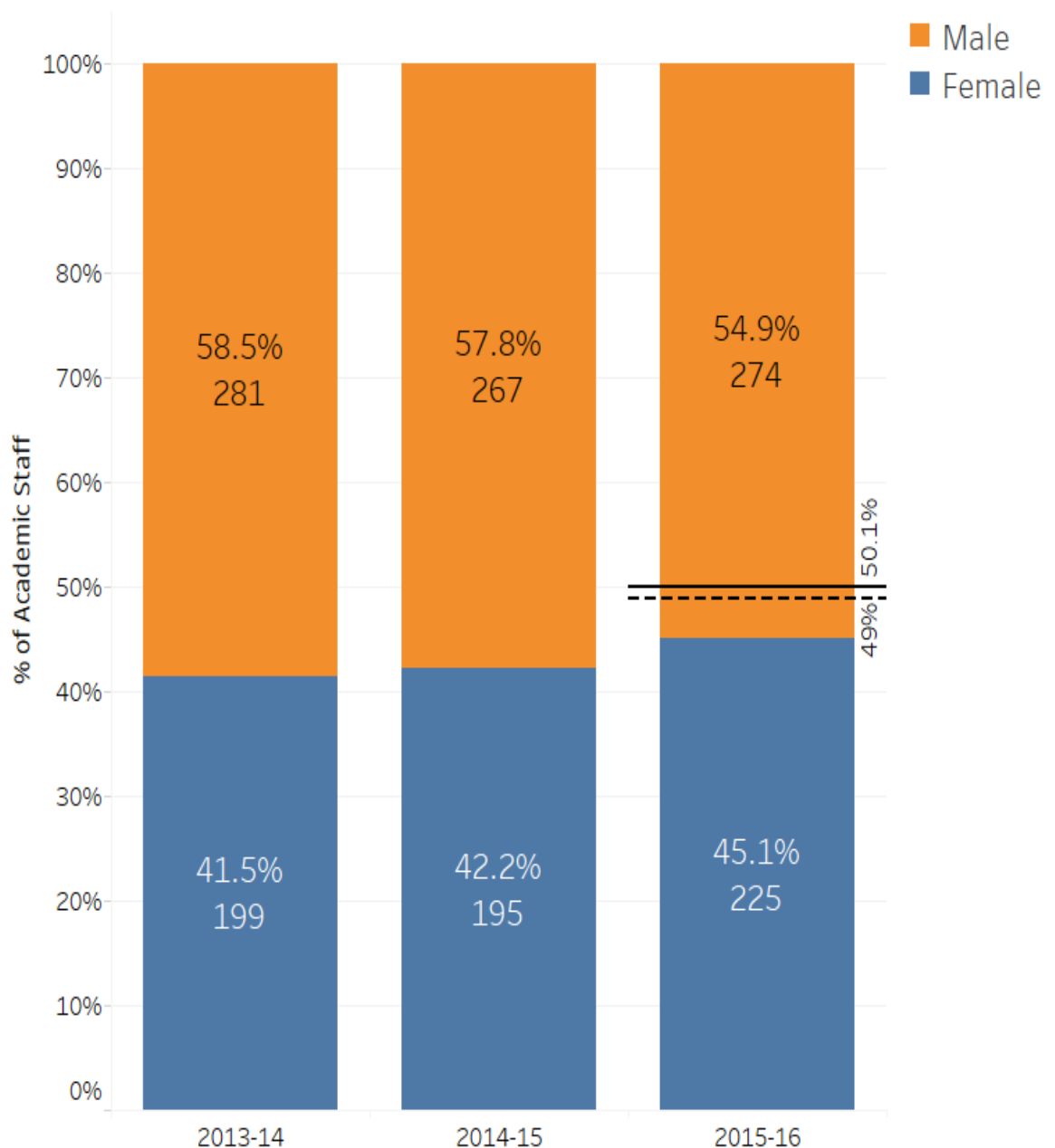


STEMM Academic Staff by Gender benchmarked with Sector-wide figure 41.4% (solid line) and S10 Group figure 39.6% (dotted line)

This data suggests that actions taken to encourage female applicants e.g. updating recruitment material to promote our status as an Athena SWAN Bronze Award holder (2015 Action Plan 2.1, see figure 10 below)), using positive action statements in recruitment (2015 Action Plan 2.2), ensuring a gender balance on recruitment panels (2015 Action Plan 2.3) and requiring all those involved in recruitment activities to complete recruitment and selection training (2015 Action Plan 2.4), are starting to have an impact in AHSSBL departments but they have not had the desired impact in STEMM departments.

Figure 9: AHSSBL academic staff by gender over last three years

AHSSBL Academic Staff by Gender



AHSSBL Academic Staff by Gender benchmarked with Sector-wide figure 50.1% (solid line) and S10 Group figure 49% (dotted line)

Academic staff⁹ are appointed on Grades 7-11 and on one of three contract types: ASE, ASER, ASR.

Table 7: University of Essex academic staff grades and comparable HESA levels

Grade	Contract type	UCEA/Xpert HR level
Grade 7, Lecturer/Research Officer	ASE, ASR	Level L
Grade 8, Lecturer/Senior Research Officer	ASE, ASR	Level K
Grade 9, Lecturer/Research Fellow	ASE, ASER, ASR	Level J
Grade 10, Senior Lecturer/Senior Research Fellow	ASE, ASER, ASR	Level I
Grade 10, Reader	ASER, ASR	Level I
Grade 11, Professor	ASE, ASER, ASR	Level 5A

The number of female staff outnumbers male staff only at grade 8 (table 8). At all other grades there are fewer women, with the difference largest at grade 11 and the proportion of female academic staff decreases with seniority from grade 9 to grade 11. However, despite fluctuations, the percentage of females on Grade 11 has risen over the period and data as at 31/12/16 shows a further rise of 3.7% meaning our proportion of female professors is 5.3% above the sector average.

Table 8: All academic staff by gender and grade over the last three years

Academic Staff by Grade and Gender

		2013-14	2014-15	2015-16
G7	Male	18 (51.4%)	17 (58.6%)	19 (67.9%)
	Female	17 (48.6%)	12 (41.4%)	9 (32.1%)
G8	Male	55 (50.0%)	55 (44.4%)	68 (45.0%)
	Female	55 (50.0%)	69 (55.6%)	83 (55.0%)
G9	Male	134 (54.3%)	135 (55.3%)	157 (53.0%)
	Female	113 (45.7%)	109 (44.7%)	139 (47.0%)
G10	Male	113 (60.4%)	110 (61.8%)	103 (61.3%)
	Female	74 (39.6%)	68 (38.2%)	65 (38.7%)
G11	Male	131 (75.7%)	126 (73.7%)	131 (75.3%)
	Female	42 (24.3%)	45 (26.3%)	43 (24.7%)

The proportion of female STEM staff has increased over the period in grades 8 and 10 but decreased in grades 7, 9 and 11. The proportion of male STEM staff has increased in grades 8 and 10 and overall the proportion of male STEM staff

⁹ The term 'Academic staff' is used throughout this application and unless specified otherwise, refers to postdoctoral researchers, teaching-only, research-only and teaching and research staff including lecturers, fellows and professors.

has increased from 62.5% in 2013-14 to 64.2% in 2015-16¹⁰. All our STEMM departments are engaged in Athena SWAN and all have identified actions, resulting from their own self-assessment processes, relating to promotion and recruitment.

Table 9: STEMM academic staff by gender and grade over the last three years

STEMM Academic Staff by Grade and Gender

		2013-14	2014-15	2015-16
G7	Male	5 (41.7%)	8 (66.7%)	13 (76.5%)
	Female	7 (58.3%)	4 (33.3%)	4 (23.5%)
G8	Male	29 (52.7%)	28 (45.2%)	40 (49.4%)
	Female	26 (47.3%)	34 (54.8%)	41 (50.6%)
G9	Male	51 (53.7%)	56 (57.1%)	65 (59.1%)
	Female	44 (46.3%)	42 (42.9%)	45 (40.9%)
G10	Male	47 (74.6%)	45 (70.3%)	43 (71.7%)
	Female	16 (25.4%)	19 (29.7%)	17 (28.3%)
G11	Male	38 (80.9%)	39 (83.0%)	43 (86.0%)
	Female	9 (19.1%)	8 (17.0%)	7 (14.0%)

The proportion of female AHSSBL staff has risen in every grade except grade 10 but men still outnumber women heavily at Grade 11. Overall the proportion of female AHSSBL staff has increased from 41.5% in 2013-14 to 45.1% in 2015-16, while the proportion of male AHSSBL staff has decreased from 58.5% in 2013-14 to 54.9% in 2015-16¹¹.

Table 10: AHSSBL staff by gender and grade over the last three years

AHSSBL Academic Staff by Grade and Gender

		2013-14	2014-15	2015-16
G7	Male	13 (56.5%)	9 (52.9%)	6 (54.5%)
	Female	10 (43.5%)	8 (47.1%)	5 (45.5%)
G8	Male	26 (47.3%)	27 (43.5%)	28 (40.0%)
	Female	29 (52.7%)	35 (56.5%)	42 (60.0%)
G9	Male	83 (54.6%)	79 (54.1%)	92 (49.5%)
	Female	69 (45.4%)	67 (45.9%)	94 (50.5%)
G10	Male	66 (53.2%)	65 (57.5%)	60 (55.6%)
	Female	58 (46.8%)	48 (42.5%)	48 (44.4%)
G11	Male	93 (73.8%)	87 (70.2%)	88 (71.0%)
	Female	33 (26.2%)	37 (29.8%)	36 (29.0%)

¹⁰ Data presented in section 2(v), which used a 'snapshot' date of 31/12/16 showed that 61.1% of STEMM staff were male indicating the upward trend identified over the period 2013-14 to 2015-16 has reversed.

¹¹ Data presented in section 2(v) which used a 'snapshot' date of 31/12/16 showed that 56.4% of AHSSBL staff were male indicating the downward trend identified over the period 2013-14 to 2015-16 has reversed.

This analysis suggests that there is scope to provide additional support to departments in hiring across a broad set of criteria. This observation will form the basis for some of the recommendations on career development that follow in later sections of the report.

In addition to the actions we have already taken (mentioned earlier in this section) we have also revised our promotion and probation procedures and guidelines, and together these combined actions appear to have had some impact at lower grades but not at higher grades. Earlier hiring and promotion practices may be a factor in the imbalances at higher grades and may be restricting a good flow into posts.

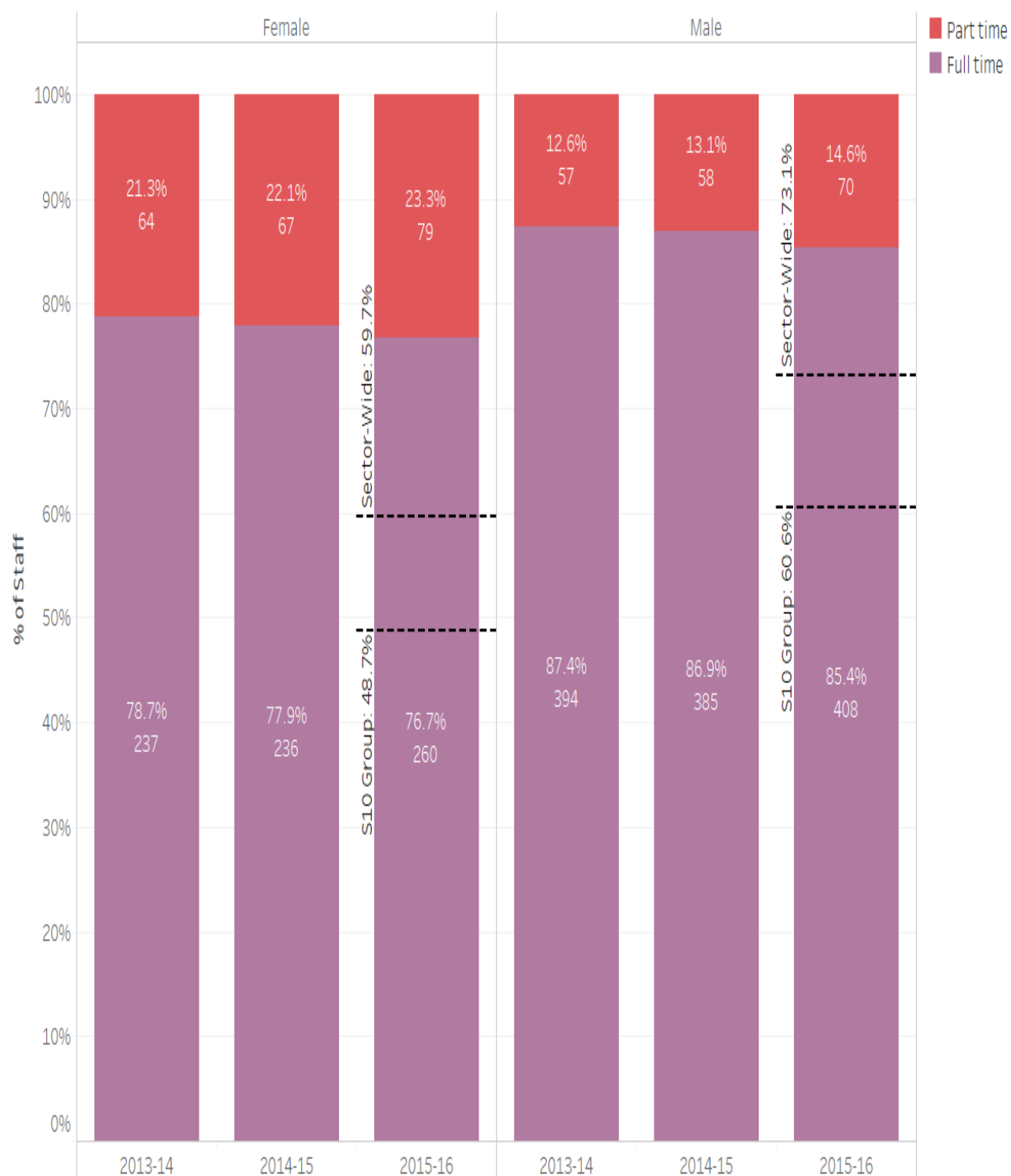
Action 5.1: Review conditions of retirement in order to facilitate movement along the promotions pipeline and assist in workforce planning

Action 1.2: Review the age, gender and ethnicity profile of academic staff at all grades

18.2% (149) of our academic staff are part-time with 79 (53%) female and 70 (47%) male. The number and proportion of academic staff working part-time has increased although these figures remain below the national and S10 benchmark.

Figure 10: All academic staff by gender and full-time/part-time status over last three years, compared with S10 and national benchmark data

Current Academic Staff by Gender and Contract Basis



149 academic staff were working part time in 2015-16; 53% were women and 47% were men. Of these, 118 (79%) were on grades 7 to 9, 13 (9%) were on grade 10 and 18 (12%) on grade 11. Of those on grades 7 to 9, 57% were women, of those on grade 10, 61.5% were women and of those on grade 11, 22% were women. While more women than men are employed on part-time contracts, the difference is not large and it is not consistently true across grades.

Action 5.2: Continue to promote flexible working culture as part of ensuring people are able to work in ways that suit them within the limits set down by the university and their role

Action 5.3: Advertise all posts as being suitable for part-time work/job share unless a case can be made for not doing so

Action 5.4: Enable staff at all levels to work part-time if that is their preference

Table 11: All academic staff by gender and contract basis over last three years

Academic Staff by Grade and Contract Basis

		Female			Male		
		2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
G7	Full time	9 (52.9%)	7 (58.3%)	6 (66.7%)	11 (61.1%)	10 (58.8%)	4 (21.1%)
	Part time	8 (47.1%)	5 (41.7%)	3 (33.3%)	7 (38.9%)	7 (41.2%)	15 (78.9%)
G8	Full time	37 (67.3%)	39 (56.5%)	45 (54.2%)	46 (83.6%)	44 (80.0%)	51 (75.0%)
	Part time	18 (32.7%)	30 (43.5%)	38 (45.8%)	9 (16.4%)	11 (20.0%)	17 (25.0%)
G9	Full time	90 (79.6%)	88 (80.7%)	113 (81.3%)	119 (88.8%)	118 (87.4%)	138 (87.9%)
	Part time	23 (20.4%)	21 (19.3%)	26 (18.7%)	15 (11.2%)	17 (12.6%)	19 (12.1%)
G10	Full time	65 (87.8%)	61 (89.7%)	57 (87.7%)	107 (94.7%)	104 (94.5%)	98 (95.1%)
	Part time	9 (12.2%)	7 (10.3%)	8 (12.3%)	6 (5.3%)	6 (5.5%)	5 (4.9%)
G11	Full time	36 (85.7%)	41 (91.1%)	39 (90.7%)	111 (84.7%)	109 (86.5%)	117 (89.3%)
	Part time	6 (14.3%)	4 (8.9%)	4 (9.3%)	20 (15.3%)	17 (13.5%)	14 (10.7%)

Table 12: STEM Academic staff by gender and contract basis over last three years

STEM Academic Staff by Grade and Contract Basis

		Female			Male		
		2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
G7	Full time	4 (57.1%)	3 (75.0%)	3 (75.0%)	2 (40.0%)	3 (37.5%)	
	Part time	3 (42.9%)	1 (25.0%)	1 (25.0%)	3 (60.0%)	5 (62.5%)	13 (100.0%)
G8	Full time	15 (57.7%)	17 (50.0%)	20 (48.8%)	25 (86.2%)	23 (82.1%)	31 (77.5%)
	Part time	11 (42.3%)	17 (50.0%)	21 (51.2%)	4 (13.8%)	5 (17.9%)	9 (22.5%)
G9	Full time	25 (56.8%)	24 (57.1%)	27 (60.0%)	46 (90.2%)	48 (85.7%)	59 (90.8%)
	Part time	19 (43.2%)	18 (42.9%)	18 (40.0%)	5 (9.8%)	8 (14.3%)	6 (9.2%)
G10	Full time	13 (81.3%)	16 (84.2%)	13 (76.5%)	44 (93.6%)	42 (93.3%)	40 (93.0%)
	Part time	3 (18.8%)	3 (15.8%)	4 (23.5%)	3 (6.4%)	3 (6.7%)	3 (7.0%)
G11	Full time	8 (88.9%)	7 (87.5%)	6 (85.7%)	33 (86.8%)	34 (87.2%)	36 (83.7%)
	Part time	1 (11.1%)	1 (12.5%)	1 (14.3%)	5 (13.2%)	5 (12.8%)	7 (16.3%)

Table 13: AHSSBL academic staff by gender and contract basis over last three years

AHSSBL Academic Staff by Grade and Contract Basis

		Female			Male		
		2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
G7	Full time	5 (50.0%)	4 (50.0%)	3 (60.0%)	9 (69.2%)	7 (77.8%)	4 (66.7%)
	Part time	5 (50.0%)	4 (50.0%)	2 (40.0%)	4 (30.8%)	2 (22.2%)	2 (33.3%)
G8	Full time	22 (75.9%)	22 (62.9%)	25 (59.5%)	21 (80.8%)	21 (77.8%)	20 (71.4%)
	Part time	7 (24.1%)	13 (37.1%)	17 (40.5%)	5 (19.2%)	6 (22.2%)	8 (28.6%)
G9	Full time	65 (94.2%)	64 (95.5%)	86 (91.5%)	73 (88.0%)	70 (88.6%)	79 (85.9%)
	Part time	4 (5.8%)	3 (4.5%)	8 (8.5%)	10 (12.0%)	9 (11.4%)	13 (14.1%)
G10	Full time	52 (89.7%)	44 (91.7%)	44 (91.7%)	63 (95.5%)	62 (95.4%)	58 (96.7%)
	Part time	6 (10.3%)	4 (8.3%)	4 (8.3%)	3 (4.5%)	3 (4.6%)	2 (3.3%)
G11	Full time	28 (84.8%)	34 (91.9%)	33 (91.7%)	78 (83.9%)	75 (86.2%)	81 (92.0%)
	Part time	5 (15.2%)	3 (8.1%)	3 (8.3%)	15 (16.1%)	12 (13.8%)	7 (8.0%)

The proportion of BaME academic staff has only risen slightly from 15.4% in 2013-14 to 16.2% in 2015-16. There are slightly more BaME academic staff in AHSSL departments than in STEMM departments. This indicates that the extensive use of positive action statements to encourage applications from those who identify as BaME has yet to have a significant impact.

Targeted work to determine the cause of the low proportion of BaME academic staff is warranted, particularly given that over 40% of our students identify as BaME.

Action 2.1: Institutional SWAN SAT to engage with the REC SAT when it is formed to share information and work together on this issue

Figure 11: All academic staff by gender and ethnicity over last three years



Figure 12: STEMM academic staff by gender and ethnicity over last three years

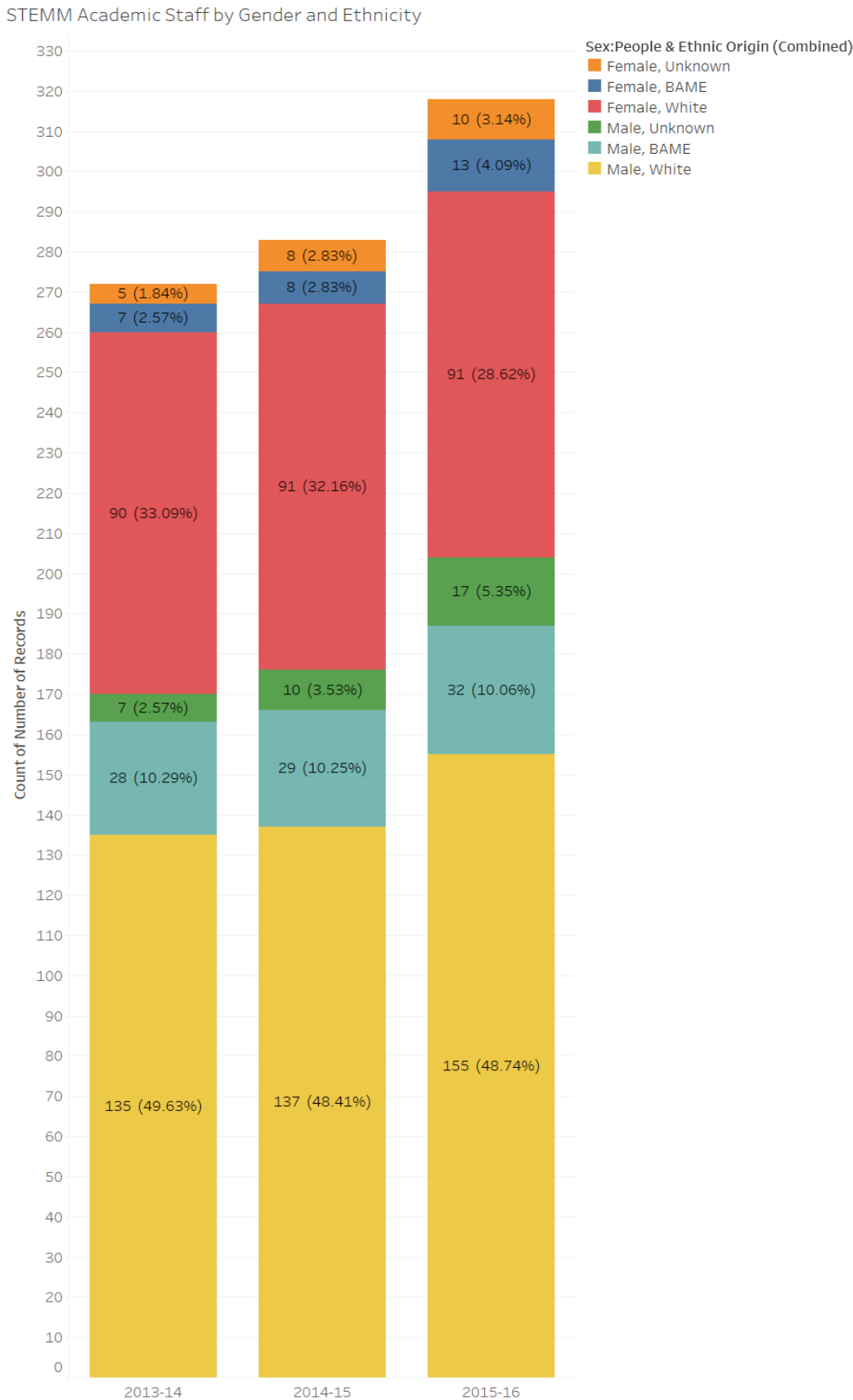
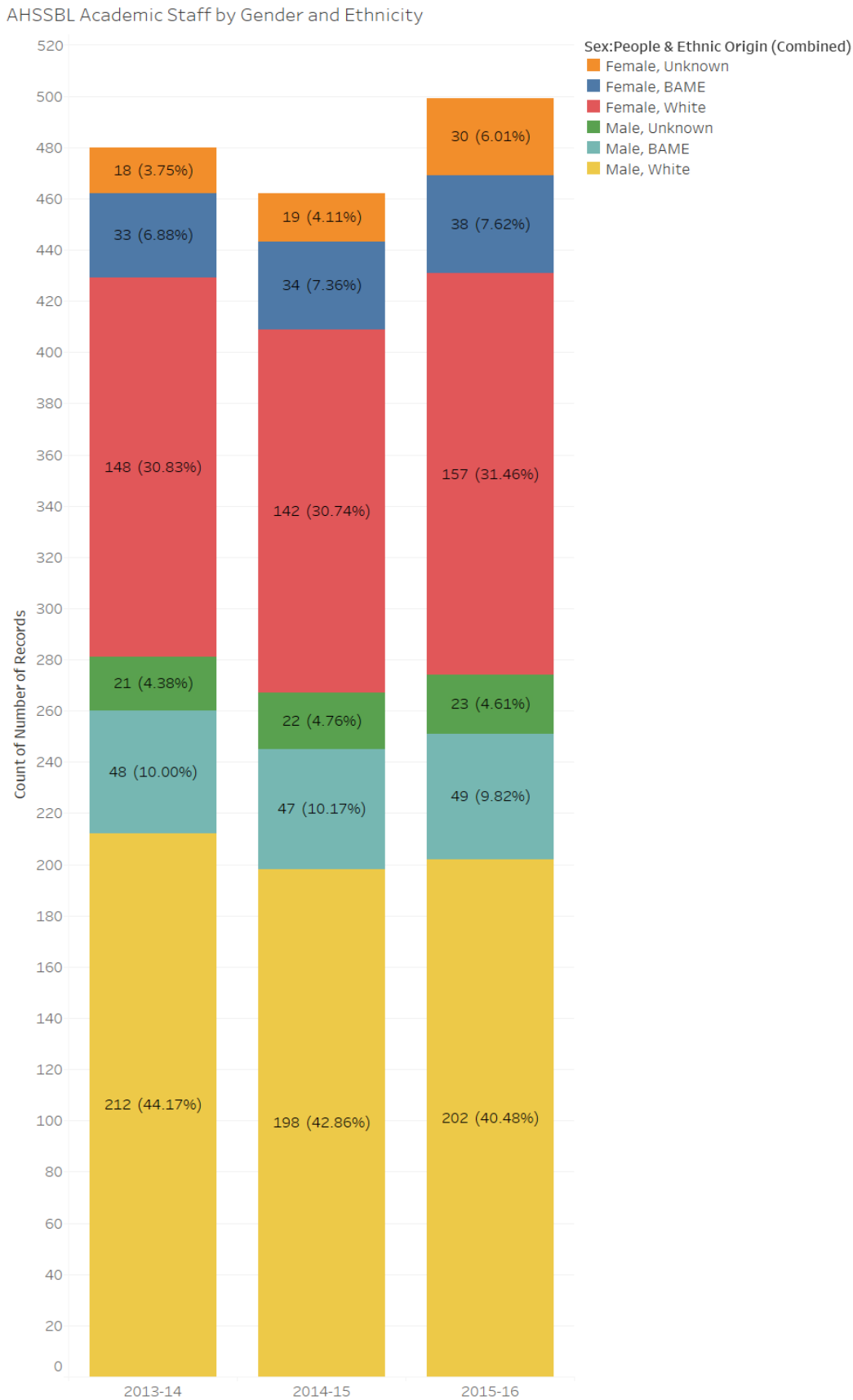


Figure 13: AHSSBL academic staff by gender and ethnicity over last three years



There are markedly lower percentages of BaME women in grades 10 and 11, particularly in STEMM. The percentage of BaME women in STEMM only surpasses BaME men at grade 8 and not in all years. AHSSBL shares a less extreme version of these features.

Table 14: All academic staff by gender, ethnicity and grade over last three years

Academic Staff by Grade, Gender and Ethnicity

			2013-14	2014-15	2015-16
G7	White	Female	13 (37.1%)	10 (34.5%)	8 (28.6%)
		Male	12 (34.3%)	8 (27.6%)	11 (39.3%)
	BAME	Female	3 (8.6%)	2 (6.9%)	1 (3.6%)
		Male	3 (8.6%)	6 (20.7%)	4 (14.3%)
	Unknown	Female	1 (2.9%)		
		Male	3 (8.6%)	3 (10.3%)	4 (14.3%)
G8	White	Female	41 (37.3%)	47 (37.9%)	53 (35.1%)
		Male	36 (32.7%)	35 (28.2%)	43 (28.5%)
	BAME	Female	7 (6.4%)	10 (8.1%)	13 (8.6%)
		Male	14 (12.7%)	11 (8.9%)	12 (7.9%)
	Unknown	Female	7 (6.4%)	12 (9.7%)	17 (11.3%)
		Male	5 (4.5%)	9 (7.3%)	13 (8.6%)
G9	White	Female	85 (34.4%)	83 (34.0%)	96 (32.4%)
		Male	97 (39.3%)	97 (39.8%)	115 (38.9%)
	BAME	Female	20 (8.1%)	20 (8.2%)	29 (9.8%)
		Male	27 (10.9%)	26 (10.7%)	30 (10.1%)
	Unknown	Female	8 (3.2%)	6 (2.5%)	14 (4.7%)
		Male	10 (4.0%)	12 (4.9%)	12 (4.1%)
G10	White	Female	61 (32.6%)	57 (32.0%)	57 (33.9%)
		Male	95 (50.8%)	94 (52.8%)	85 (50.6%)
	BAME	Female	7 (3.7%)	7 (3.9%)	5 (3.0%)
		Male	14 (7.5%)	12 (6.7%)	13 (7.7%)
	Unknown	Female	6 (3.2%)	4 (2.2%)	3 (1.8%)
		Male	4 (2.1%)	4 (2.2%)	5 (3.0%)
G11	White	Female	38 (22.0%)	37 (21.6%)	34 (19.5%)
		Male	107 (61.8%)	101 (59.1%)	103 (59.2%)
	BAME	Female	3 (1.7%)	3 (1.8%)	3 (1.7%)
		Male	18 (10.4%)	21 (12.3%)	22 (12.6%)
	Unknown	Female	1 (0.6%)	5 (2.9%)	6 (3.4%)
		Male	6 (3.5%)	4 (2.3%)	6 (3.4%)

Table 15: STEMM academic staff by gender, ethnicity and grade over last three years

STEMM Academic Staff by Grade, Gender and Ethnicity

			2013-14	2014-15	2015-16
G7	White	Female	7 (58.3%)	4 (33.3%)	4 (23.5%)
		Male	4 (33.3%)	2 (16.7%)	7 (41.2%)
	BAME	Male	1 (8.3%)	5 (41.7%)	4 (23.5%)
	Unknown	Male		1 (8.3%)	2 (11.8%)
G8	White	Female	20 (36.4%)	23 (37.1%)	25 (30.9%)
		Male	18 (32.7%)	16 (25.8%)	23 (28.4%)
	BAME	Female	4 (7.3%)	5 (8.1%)	8 (9.9%)
		Male	8 (14.5%)	6 (9.7%)	6 (7.4%)
	Unknown	Female	2 (3.6%)	6 (9.7%)	8 (9.9%)
		Male	3 (5.5%)	6 (9.7%)	11 (13.6%)
G9	White	Female	40 (42.1%)	39 (39.8%)	40 (36.4%)
		Male	42 (44.2%)	49 (50.0%)	55 (50.0%)
	BAME	Female	3 (3.2%)	3 (3.1%)	5 (4.5%)
		Male	7 (7.4%)	5 (5.1%)	8 (7.3%)
	Unknown	Female	1 (1.1%)		
		Male	2 (2.1%)	2 (2.0%)	2 (1.8%)
G10	White	Female	15 (23.8%)	18 (28.1%)	16 (26.7%)
		Male	43 (68.3%)	41 (64.1%)	39 (65.0%)
	BAME	Male	3 (4.8%)	3 (4.7%)	3 (5.0%)
	Unknown	Female	1 (1.6%)	1 (1.6%)	1 (1.7%)
		Male	1 (1.6%)	1 (1.6%)	1 (1.7%)
G11	White	Female	8 (17.0%)	7 (14.9%)	6 (12.0%)
		Male	28 (59.6%)	29 (61.7%)	31 (62.0%)
	BAME	Male	9 (19.1%)	10 (21.3%)	11 (22.0%)
	Unknown	Female	1 (2.1%)	1 (2.1%)	1 (2.0%)
		Male	1 (2.1%)		1 (2.0%)

Table 16: AHSSBL academic staff by gender, ethnicity and grade over last three years

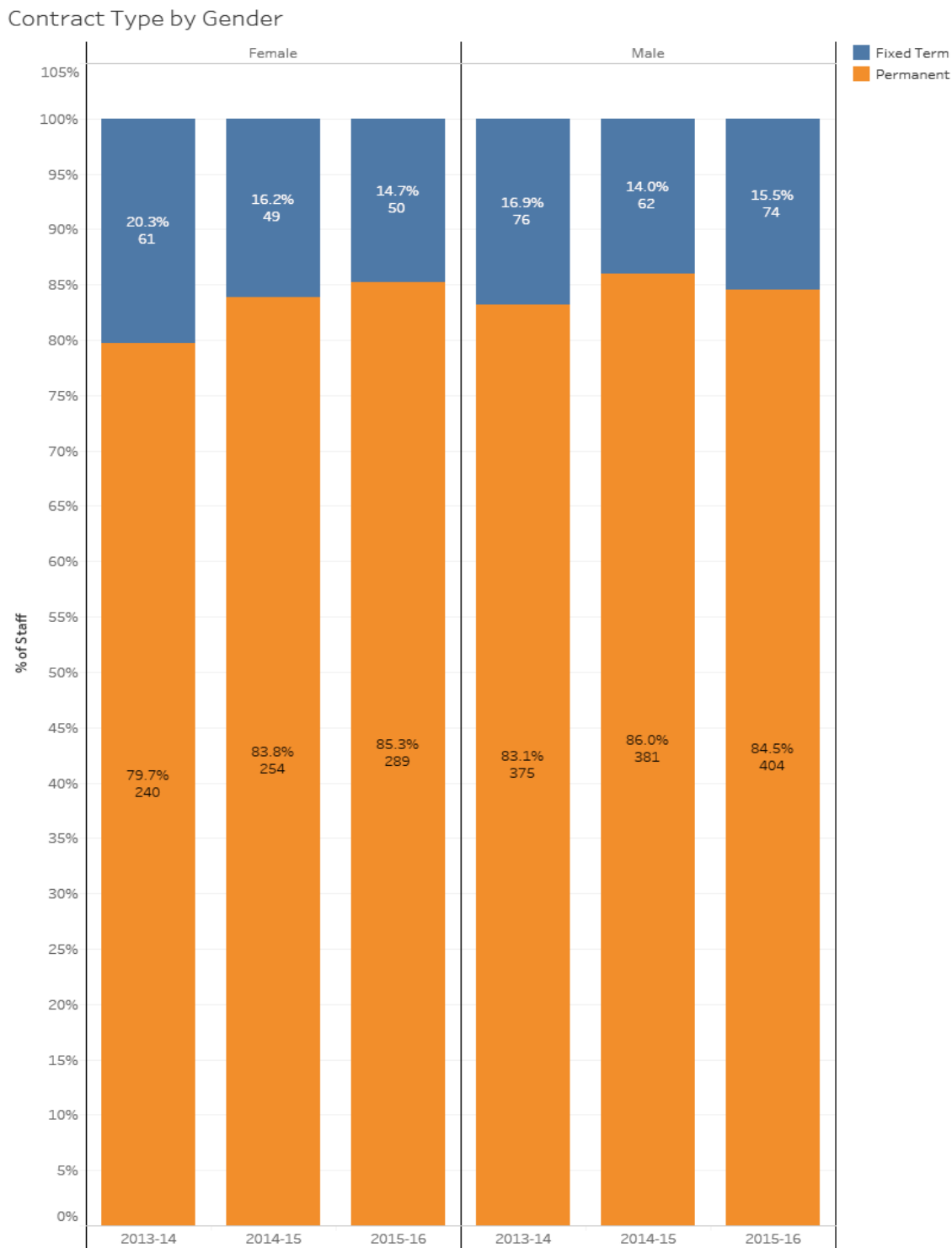
AHSSBL Academic Staff by Grade, Gender and Ethnicity

			2013-14	2014-15	2015-16
G7	White	Female	6 (26.1%)	6 (35.3%)	4 (36.4%)
		Male	8 (34.8%)	6 (35.3%)	4 (36.4%)
	BAME	Female	3 (13.0%)	2 (11.8%)	1 (9.1%)
		Male	2 (8.7%)	1 (5.9%)	
	Unknown	Female	1 (4.3%)		
		Male	3 (13.0%)	2 (11.8%)	2 (18.2%)
G8	White	Female	21 (38.2%)	24 (38.7%)	28 (40.0%)
		Male	18 (32.7%)	19 (30.6%)	20 (28.6%)
	BAME	Female	3 (5.5%)	5 (8.1%)	5 (7.1%)
		Male	6 (10.9%)	5 (8.1%)	6 (8.6%)
	Unknown	Female	5 (9.1%)	6 (9.7%)	9 (12.9%)
		Male	2 (3.6%)	3 (4.8%)	2 (2.9%)
G9	White	Female	45 (29.6%)	44 (30.1%)	56 (30.1%)
		Male	55 (36.2%)	48 (32.9%)	60 (32.3%)
	BAME	Female	17 (11.2%)	17 (11.6%)	24 (12.9%)
		Male	20 (13.2%)	21 (14.4%)	22 (11.8%)
	Unknown	Female	7 (4.6%)	6 (4.1%)	14 (7.5%)
		Male	8 (5.3%)	10 (6.8%)	10 (5.4%)
G10	White	Female	46 (37.1%)	38 (33.6%)	41 (38.0%)
		Male	52 (41.9%)	53 (46.9%)	46 (42.6%)
	BAME	Female	7 (5.6%)	7 (6.2%)	5 (4.6%)
		Male	11 (8.9%)	9 (8.0%)	10 (9.3%)
	Unknown	Female	5 (4.0%)	3 (2.7%)	2 (1.9%)
		Male	3 (2.4%)	3 (2.7%)	4 (3.7%)
G11	White	Female	30 (23.8%)	30 (24.2%)	28 (22.6%)
		Male	79 (62.7%)	72 (58.1%)	72 (58.1%)
	BAME	Female	3 (2.4%)	3 (2.4%)	3 (2.4%)
		Male	9 (7.1%)	11 (8.9%)	11 (8.9%)
	Unknown	Female		4 (3.2%)	5 (4.0%)
		Male	5 (4.0%)	4 (3.2%)	5 (4.0%)

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

In 2015-16, over 84% of all academic staff were on permanent contracts (figure 14), which is significantly higher than the national benchmark of 64.7%. If fixed-term teachers (FTTs) are added, (in 2015/16 there were 45 female and 46 male FTTs) the figure still remains above 75% for men and women.

Figure 14: All academic staff by gender and contract type over last three years



Overall, the proportion of staff on permanent contracts has risen over the period. This reflects action in response to our 2013 equal pay audit to review the use of fixed-term contracts. A significant number of fixed-term/casual staff were subsequently transferred onto permanent contracts.

We have no staff employed on zero-hours contracts. Any member of staff put at risk of redundancy is offered support via our redeployment scheme.

There are higher proportions of AHSSBL staff on permanent contracts than STEMM staff (figures 16 and 17).

In addition, the proportion of male and female AHSSBL staff on permanent contracts has risen consistently over the period, whereas the proportion of male STEMM staff on permanent contracts has consistently declined and the proportion of female STEMM academic staff has fluctuated.

Figure 15: STEMM academic staff by gender and contract type over last three years

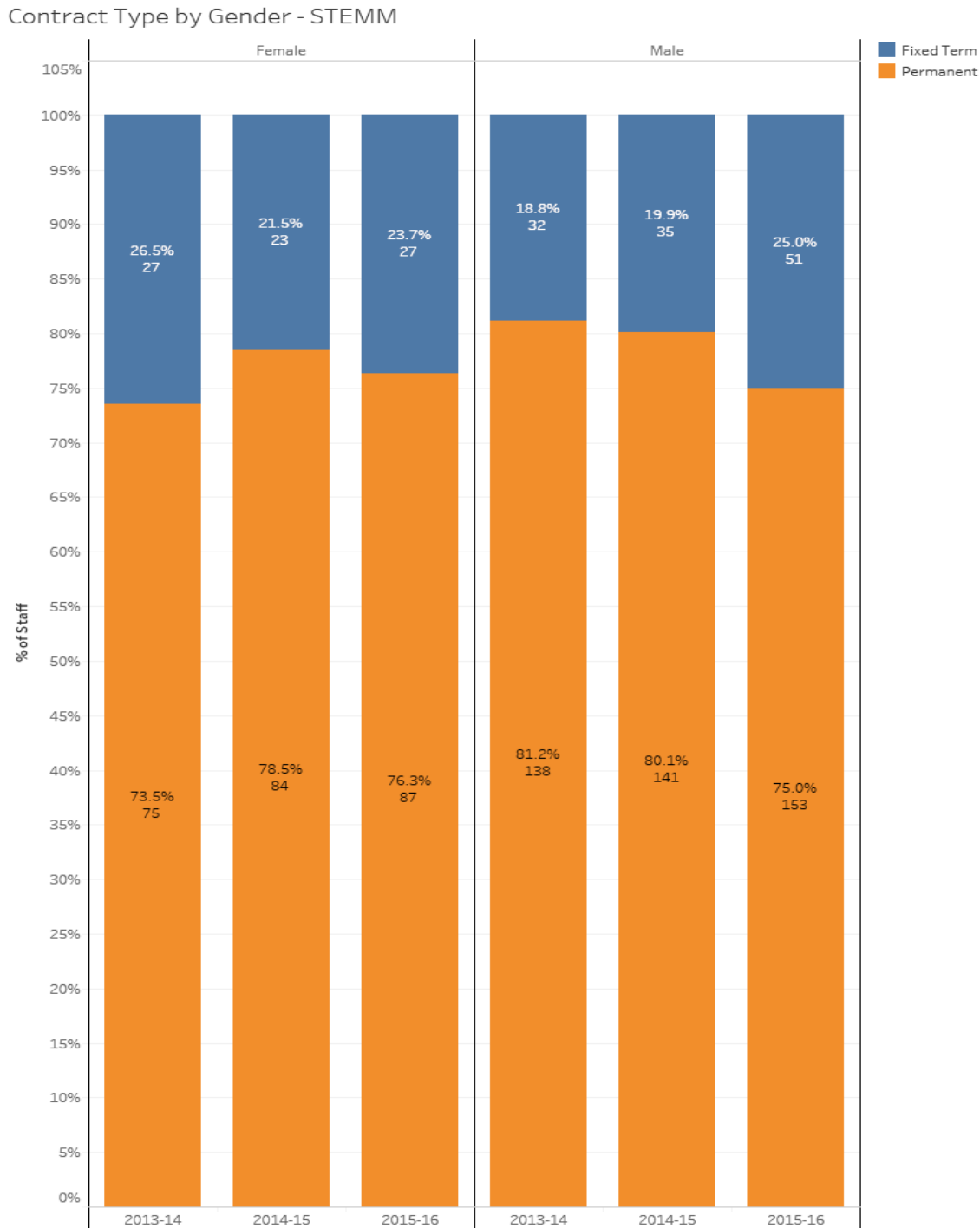
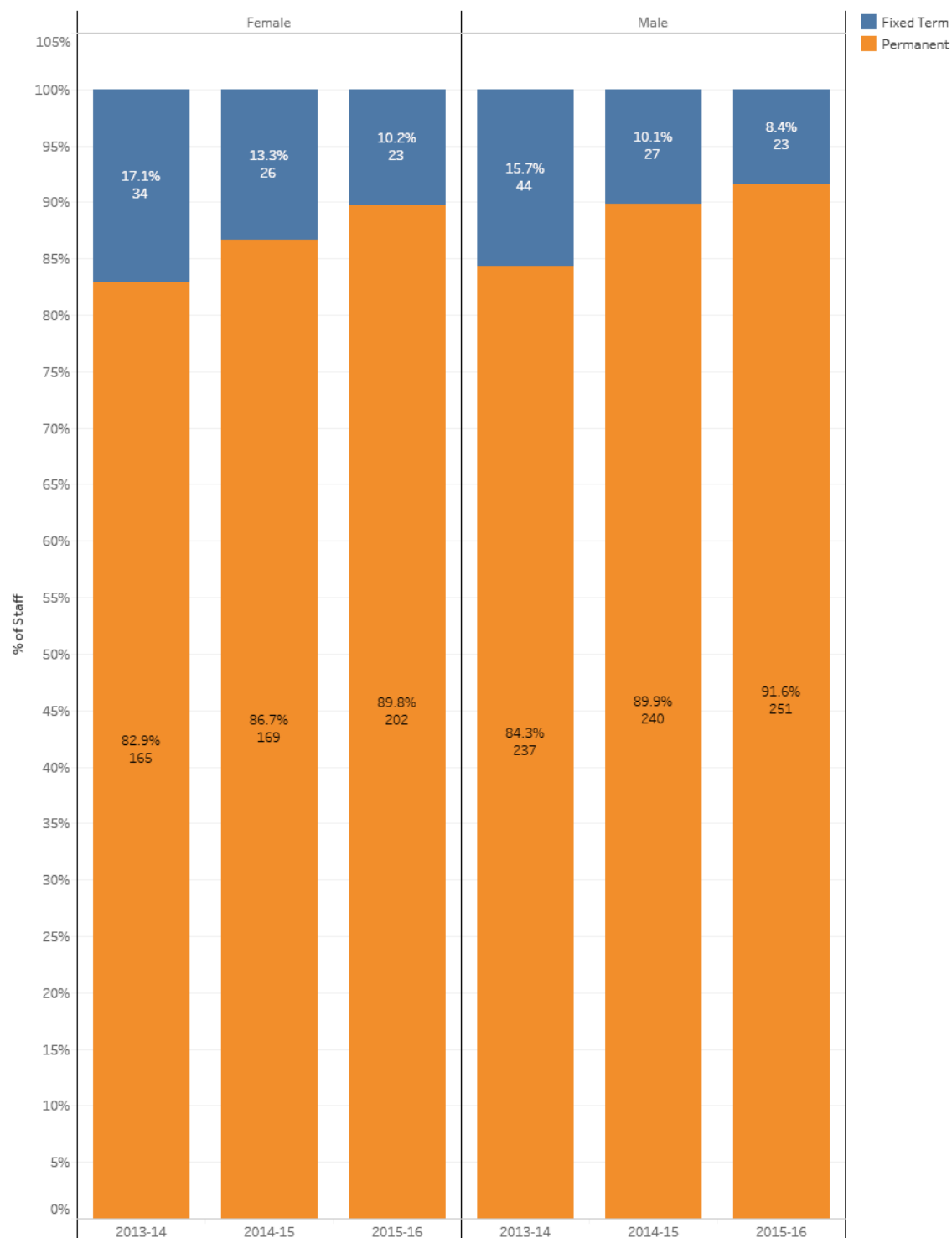


Figure 16: AHSSBL academic staff by gender and contract type over last three years

Contract Type by Gender - AHSSBL



Also, the proportion of females on fixed term contracts is growing among those on ASE contracts. These are mainly lecturers covering leave (e.g. maternity, research leave, long term sickness) and may be a pre-cursor to a permanent position.

Action 5.5: Continue to move staff from fixed term to permanent contracts where appropriate

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

The gender differences among staff on ASE and ASR contracts are not large. In contrast, there is a pronounced gender difference among staff on ASER contracts with the proportion of men on ASER contracts being double the proportion of women. This mirrors the pattern shown in the benchmark S10 and HESA data (table 17), although the gender difference for staff on ASER contracts is less pronounced nationally.

Table 17: All academic staff by gender and contract function compared with S10 and national data, 2015-16

	Essex data 2015-16		S10 data 2015-16		HESA data 2015-16	
Job family	Female	Male	Female	Male	Female	Male
Academic, teaching only (ASE)	53.6%	46.4%	50.6%	49.4%	52.5%	47.5%
Academic, teaching and research (ASER)	33.6%	66.4%	38.1%	61.9%	40.6%	59.3%
Academic, research only (ASR)	45.6%	54.4%	45%	55%	46.7%	53.3%

Whilst we would like a more even gender balance among ASER contracts, we place equal value on education and research and believe that having a mix of contract types improves access to academic jobs. In addition, our staff are able to transition between contract types, providing it fits the strategic need of the department.

Action 3.1: Improve the support for staff aspiring to move from an ASE to an ASER contract

Our promotion procedures and criteria provide staff with equal opportunities to progress regardless of contract type. However, staff attending promotion workshops felt that it was harder to progress on an ASE contract.

Action 4.6: Increase the visibility of staff on ASE contracts who have been promoted

For ASE and ASER staff there are some notable grade differences by gender. For staff on ASE contracts, the proportion of women decreases gradually as the grade

increases and there is a markedly steep decline from grade 10 to 11 (51.8% to 16.7% in 2015/16).

For ASER staff there are higher proportions of males than females at each grade and this is most pronounced at grade 10.

Action 4.7: Raise the profile of female professors on ASE contracts

Action 2.2: Develop and deliver activities targeted at grade 8 and 9 staff on ASE and ASER contracts to help facilitate an increase in the proportion of female academic staff in grade 9 and 10

Table 18: Academic staff by contract function, grade and gender

Academic Staff by Function, Grade and Gender

		2013-14		2014-15		2015-16	
		Female	Male	Female	Male	Female	Male
ASE	UEG07	7 (38.9%)	11 (61.1%)	7 (50.0%)	7 (50.0%)	4 (50.0%)	4 (50.0%)
	UEG08	31 (58.5%)	22 (41.5%)	41 (63.1%)	24 (36.9%)	46 (62.2%)	28 (37.8%)
	UEG09	55 (61.1%)	35 (38.9%)	52 (56.5%)	40 (43.5%)	54 (53.5%)	47 (46.5%)
	UEG10	31 (48.4%)	33 (51.6%)	33 (49.3%)	34 (50.7%)	29 (51.8%)	27 (48.2%)
	UEG11	2 (22.2%)	7 (77.8%)	2 (20.0%)	8 (80.0%)	2 (16.7%)	10 (83.3%)
ASER	UEG07	1 (100.0%)		1 (100.0%)			
	UEG08			2 (100.0%)		2 (33.3%)	4 (66.7%)
	UEG09	47 (34.1%)	91 (65.9%)	47 (34.8%)	88 (65.2%)	75 (42.6%)	101 (57.4%)
	UEG10	39 (34.2%)	75 (65.8%)	32 (30.8%)	72 (69.2%)	34 (31.5%)	74 (68.5%)
	UEG11	39 (24.2%)	122 (75.8%)	42 (26.8%)	115 (73.2%)	40 (25.0%)	120 (75.0%)
ASR	UEG07	10 (62.5%)	6 (37.5%)	5 (35.7%)	9 (64.3%)	5 (25.0%)	15 (75.0%)
	UEG08	24 (42.1%)	33 (57.9%)	26 (45.6%)	31 (54.4%)	35 (49.3%)	36 (50.7%)
	UEG09	11 (57.9%)	8 (42.1%)	10 (58.8%)	7 (41.2%)	10 (52.6%)	9 (47.4%)
	UEG10	4 (44.4%)	5 (55.6%)	3 (42.9%)	4 (57.1%)	2 (50.0%)	2 (50.0%)
	UEG11	1 (33.3%)	2 (66.7%)	1 (25.0%)	3 (75.0%)	1 (50.0%)	1 (50.0%)

The gender trends observed among ASER staff are most marked in STEM departments where 80% are male. In STEM, men on ASE and ASR contracts outnumber women by more than 2:1 and on ASER contracts by almost 5:1. We have had no female grade 11 STEM staff on an ASR contract in the last three years and there are currently no grade 10 females on an ASR contract.

Among AHSSBL staff there are more men on ASER contracts but the gap is closing and by 2015-16 women accounted for over 40% of ASER ASHHBL staff.

There are slightly more women than men in AHSSBL on ASE contracts and more men than women on ASR contracts. We have had no female grade 11 AHSSBL staff on an ASE contract in the last three years.

Table 19: STEMM academic staff by contract function, grade and gender over the last three years

STEMM Academic Staff by Function, Grade and Gender

		2013-14		2014-15		2015-16	
		Female	Male	Female	Male	Female	Male
ASE	UEG07	1		1			
	UEG08	12	6	20	9	24	12
	UEG09	30	17	30	20	31	22
	UEG10	13	17	13	18	11	16
	UEG11	2	1	2	1	2	2
ASER	UEG08						4
	UEG09	10	30	9	31	12	40
	UEG10	3	29	5	27	6	27
	UEG11	7	36	6	37	5	40
ASR	UEG07	6	5	3	8	4	13
	UEG08	14	23	14	19	17	24
	UEG09	4	4	3	5	2	3
	UEG10		1	1			
	UEG11		1		1		1

Table 20: AHSSBL academic staff by function and gender over the last three years

AHSSBL Academic Staff by Function, Grade and Gender

		2013-14		2014-15		2015-16	
		Female	Male	Female	Male	Female	Male
ASE	UEG07	6	11	6	7	4	4
	UEG08	19	16	21	15	22	16
	UEG09	25	18	22	20	23	25
	UEG10	18	16	19	16	18	11
	UEG11		6		7		8
ASER	UEG07		1		1		
	UEG08			2		2	
	UEG09	37	61	38	57	63	61
	UEG10	36	46	27	45	28	47
	UEG11	32	86	36	78	35	80
ASR	UEG07	4	1	2	1	1	2
	UEG08	10	10	12	12	18	12
	UEG09	7	4	7	2	8	6
	UEG10	4	4	2	4	2	2
	UEG11	1	1	1	2	1	

The gender composition of BaME and White staff on ASE and ASER contracts is similar but there is a higher proportion of BaME men on ASR contracts, although our relatively high ethnicity non-disclosure rates (17.8% as at 31/12/16) makes drawing robust conclusions difficult.

Action 1.3: Analyse the profile of ethnicity non-disclosure rates in order to identify whether any particular groups of staff e.g. those aged 55 and over, have higher non-disclosure rates and tailor communications encouraging disclosure as appropriate

Table 21: Academic staff by function, gender and ethnicity over the last three years

Academic Staff by Function, Gender and Ethnicity

		2013-14		2014-15		2015-16	
		Female	Male	Female	Male	Female	Male
ASE	White	105 (55.3%)	85 (44.7%)	111 (54.7%)	92 (45.3%)	105 (52.5%)	95 (47.5%)
	BAME	10 (40.0%)	15 (60.0%)	12 (54.5%)	10 (45.5%)	14 (51.9%)	13 (48.1%)
	Not Known	11 (57.9%)	8 (42.1%)	12 (52.2%)	11 (47.8%)	16 (66.7%)	8 (33.3%)
ASER	White	93 (29.6%)	221 (70.4%)	92 (30.5%)	210 (69.5%)	109 (32.3%)	228 (67.7%)
	BAME	24 (32.0%)	51 (68.0%)	23 (31.1%)	51 (68.9%)	28 (34.1%)	54 (65.9%)
	Not Known	8 (32.0%)	17 (68.0%)	8 (34.8%)	15 (65.2%)	14 (45.2%)	17 (54.8%)
ASR	White	40 (49.4%)	41 (50.6%)	31 (48.4%)	33 (51.6%)	34 (50.0%)	34 (50.0%)
	BAME	6 (37.5%)	10 (62.5%)	7 (31.8%)	15 (68.2%)	9 (39.1%)	14 (60.9%)
	Not Known	4 (57.1%)	3 (42.9%)	7 (53.8%)	6 (46.2%)	10 (40.0%)	15 (60.0%)

Table 22: STEMM academic staff by function, gender and ethnicity over the last three years

STEMM Academic Staff by Function, Gender and Ethnicity

		2013-14		2014-15		2015-16	
		Female	Male	Female	Male	Female	Male
ASE	White	52 (59.8%)	35 (40.2%)	58 (58.6%)	41 (41.4%)	56 (56.0%)	44 (44.0%)
	BAME	2 (40.0%)	3 (60.0%)	2 (40.0%)	3 (60.0%)	5 (55.6%)	4 (44.4%)
	Not Known	4 (57.1%)	3 (42.9%)	6 (60.0%)	4 (40.0%)	7 (63.6%)	4 (36.4%)
ASER	White	18 (18.9%)	77 (81.1%)	18 (18.6%)	79 (81.4%)	20 (17.9%)	92 (82.1%)
	BAME	2 (11.1%)	16 (88.9%)	2 (11.8%)	15 (88.2%)	3 (15.0%)	17 (85.0%)
	Not Known		2 (100.0%)		1 (100.0%)		2 (100.0%)
ASR	White	20 (46.5%)	23 (53.5%)	15 (46.9%)	17 (53.1%)	15 (44.1%)	19 (55.9%)
	BAME	3 (25.0%)	9 (75.0%)	4 (26.7%)	11 (73.3%)	5 (31.3%)	11 (68.8%)
	Not Known	1 (33.3%)	2 (66.7%)	2 (28.6%)	5 (71.4%)	3 (21.4%)	11 (78.6%)

Table 23: AHSSBL academic staff by function, gender and ethnicity over the last three years

AHSSBL Academic Staff by Function, Gender and Ethnicity

		2013-14		2014-15		2015-16	
		Female	Male	Female	Male	Female	Male
ASE	White	53 (51.5%)	50 (48.5%)	52 (50.5%)	51 (49.5%)	49 (49.0%)	51 (51.0%)
	BAME	8 (40.0%)	12 (60.0%)	10 (58.8%)	7 (41.2%)	9 (50.0%)	9 (50.0%)
	Not Known	7 (58.3%)	5 (41.7%)	6 (46.2%)	7 (53.8%)	9 (69.2%)	4 (30.8%)
ASER	White	75 (34.2%)	144 (65.8%)	74 (36.1%)	131 (63.9%)	89 (39.6%)	136 (60.4%)
	BAME	22 (38.6%)	35 (61.4%)	21 (36.8%)	36 (63.2%)	25 (40.3%)	37 (59.7%)
	Not Known	8 (34.8%)	15 (65.2%)	8 (36.4%)	14 (63.6%)	14 (48.3%)	15 (51.7%)
ASR	White	20 (52.6%)	18 (47.4%)	16 (50.0%)	16 (50.0%)	19 (55.9%)	15 (44.1%)
	BAME	3 (75.0%)	1 (25.0%)	3 (42.9%)	4 (57.1%)	4 (57.1%)	3 (42.9%)
	Not Known	3 (75.0%)	1 (25.0%)	5 (83.3%)	1 (16.7%)	7 (63.6%)	4 (36.4%)

(iv) Academic leavers by grade and gender

Turnover figures are based on FPE. In 2103-14, turnover for academic staff was 14.2%; it rose to 14.7% in 2014-15 and dropped slightly in 2015-16 to 14.2%. The majority of our involuntary turnover is contract-end for staff on fixed-term contracts.

Of those leaving in 2015-16, 44% were female and 56% were male. This is not significantly different to the gender ratio of academic staff in 2015-16 (41.5% female, 58.5% male).

When analysing the data by STEMM/AHSSBL area, we see that across all years the percentage of female STEMM staff leaving is significantly higher than male STEMM staff and both male and female AHSSBL staff.

In 2015-16 21% of female STEMM staff left compared with 11.3% of male STEMM staff, 13.2% of female AHSSBL staff and 15.1% of male AHSSBL staff.

Resignation is the biggest reason for academic staff leaving, followed by end of fixed-term contract. Notably, 14% of academic leavers in 2015-16 retired, which reflects the fact that around 20% of our academic staff are aged 56 and over. We currently do not complete exit interviews routinely so we do not know reasons for leaving.

Action 1.4: Include leaver data as part of a standard report considered by each department on an annual basis as part of the planning process

Table 24: Academic turnover by gender and STEMM/AHSSBL

	Female			Male			Total	% turnover
2013-14	Involuntary	Voluntary	Total	Involuntary	Voluntary	Total		
AHSSBL	12	13	25	15	13	28	53	
STEMM	12	6	18	13	11	24	42	
Total 2013-14	24	19	43	28	24	52	95	12.6% (95/752)
2014-15	Involuntary	Voluntary	Total	Involuntary	Voluntary	Total		
AHSSBL	11	16	27	18	19	37	64	
STEMM	9	2	11	29	6	35	46	
Total 2014-14	20	18	38	47	25	72	110	14.7% (110/746)
2015-16	Involuntary	Voluntary	Total	Involuntary	Voluntary	Total		
AHSSBL	10	17	27	15	19	34	61	
STEMM	15	9	24	20	11	31	55	
Total 2015-16	25	26	51	35	30	65	116	14.2% (116/817)

Our data shows that most academic staff leave to join another HEI but our data is incomplete so it is difficult to draw any significant conclusions from this.

Table 25: Reasons for leaving 2015-16

Leaving Reasons

	Female	Male	Grand Total
Appointment to different post		1	1
Contract End	14	20	34
Contract End - With Redundancy	2	3	5
Died in Service	1		1
Redundancy		1	1
Resignation	22	28	50
Retirement - Ill Health	1	1	2
Retirement - Regular	7	9	16
Settlement Agreement	4	2	6
Grand Total	51	65	116

Action 5.6: Review exit process. Consider whether destination information and motivation for leaving could be captured through HR Organiser (employee self-service system) or other electronic method

Analysis by grade shows that the average turnover rate (over last three years) of female academic staff on Grades 9, 10 and 11 is greater than their representation in the population.

Table 26: Female percentage of staff population compared to female percentage of leavers

	Average percentage of female staff over last three years	Average percentage of female leavers over last three years
Grade 7 (Level L)	40.7%	35.8%
Grade 8 (Level K)	53.5%	43.1%
Grade 9 (Level J)	45.8%	48.5%
Grade 10 (Level I)	38.8%	45.8%
Grade 11 (Level 5A)	25.1%	28.0%

(iii) Equal pay audits/reviews

In 2012-13 the gender pay gap for female professors at Essex was 7%. In July 2015 we undertook detailed analysis of professorial pay (2015 Action Plan 1.3) which showed that despite a number of steps being taken since 2013¹² female professors were still being paid on average £4.8k lower (5.49%) as basic salary than male professors. In October 2016 we rectified this by giving a one-off uplift in the pay of all female professors.

Our latest pay audit uses data as at 31/3/17 as required by legislation and shows that we have no significant (more than 5%) pay gaps within grade but the uneven distribution by gender across grades results in an overall mean gender pay gap. This is because we employ significantly more male academic staff at grades 10 and 11 than female academic staff at grades 10 and 11.

There are significant gender pay gaps when age is factored in (other than for staff aged under 25) and we hypothesise that higher salaries are linked to length of service and age.

¹² Five key actions taken include: i) Raising awareness of the gender pay gap by providing relevant information to the Professorial Salary Review Group by gender; ii) Explicit direction from the Vice-Chancellor to Exec Deans to ask them to encourage female professors, who they felt had a case, to apply to Remuneration Committee ; iii) Active encouragement of women to attend permanency and promotion workshops; iv) The creation of a Women's Network; v) The use of positive action statements in recruitment

Our largest pay gap by grade (4.2%), which is in favour of women, is at Grade 4. We suspect that this is because many of the women in that grade are working in a non-office based role, at the top of their grade, have been there for some time and the next step involves moving into an office based job. Our three priority actions are:

Action 5.7: Identify female academic staff on grades 9 and 10 who have the potential to be promoted in the 2-3 years and ensure they are aware of, and are encouraged to access, available career development support

Action 1.5: Analyse salaries by gender, ethnicity, length of service and age

Action 5.8: Examine the reasons for the gender pay gap in favour of women at Grade 4 and take appropriate action

Word count for Section 4: 2133 (**recommended limit 2000**)

Running total for application: 4209

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

Over the last three years, 37% of job applicants, 42.5% of those shortlisted, and 47% of those hired identified as female. The same pattern emerges in both AHSSBL and STEMM areas. The reverse is true for men. Departments, through their SWAN work, are addressing gender imbalances in applications.

We do not currently capture data for offer and acceptance rates and because a significant proportion of vacancies are advertised as, for example, Lecturer/Senior Lecturer it is not possible to analyse data by grade.

Action 1.6: Capture and analyse data on offers and acceptances

Table 27: Applicants, shortlisted applicants and hires by gender over last three years

STEMM or AHSSBL	Year	Gender	Applicants	Shortlisted	Hired
AHSSBL	2013-14	Female	570 (37.4%)	70 (48.3%)	20 (51.3%)
		Male	905 (59.4%)	74 (51.0%)	19 (48.7%)
		Unknown	48 (3.2%)	1 (0.7%)	0
STEMM	2013-14	Female	217 (45.1%)	41 (39.8%)	17 (53.1%)
		Male	254 (52.8%)	97 (59.2%)	15 (46.9%)
		Unknown	10 (2.1%)	1 (1.0%)	0
AHSSBL	2014-15	Female	1,034 (39.7%)	124 (47.3%)	28 (56.0%)
		Male	1,458 (55.9%)	130 (49.6%)	20 (40.0%)
		Unknown	116 (4.4%)	8 (3.1%)	2 (4.0%)
STEMM	2014-15	Female	321 (33.3%)	58 (37.2%)	18 (36.7%)
		Male	615 (63.7%)	97 (62.2%)	30 (61.2%)
		Unknown	29 (3.0%)	1 (0.6%)	1 (2.1%)
AHSSBL	2015-16	Female	1,162 (37.7%)	149 (46.9%)	43 (45.3%)
		Male	1,799 (58.3%)	159 (50.0%)	50 (52.6%)
		Unknown	123 (4.0%)	10 (3.1%)	2 (2.1%)
STEMM	2015-16	Female	290 (27.9%)	54 (36.7%)	16 (43.2%)
		Male	716 (69.0%)	90 (61.2%)	21 (56.8%)
		Unknown	32 (3.1%)	3 (2.1%)	0

We currently use positive action statements in recruitment where we have identified under-representation and include reference to being a SWAN Bronze Institution award-holder in recruitment materials (2015 Action Plan 2.1, 2.2, 2.3).

We have recently reviewed our recruitment procedures to streamline processes and help us achieve our PSS commitment to 'recruiting, developing and motivating and increasingly diverse workforce'. This has resulted in our new Resourcing Guidance which describes ways in which we expect inclusivity to be integrated into the selection process.

Chairs of interview panels must complete Unconscious Bias training and other staff are strongly encouraged to complete it. All reporting managers must complete Recruitment and Selection training (2015 Action Plan 2.4).

Action 2.3: Monitor completion of Unconscious Bias training for chairs of selection panels and encourage all panel members to also complete the training

(ii) Induction

Induction for new staff is carried out at both the institutional and local level. At the institutional level we hold induction sessions for the following staff groups:

Table 28: Induction sessions by staff group

Staff Group	Frequency and timing of sessions Attendees
Academic staff	2 sessions per year in September and January 54 attended last session in September 2017
Graduate Teaching Assistants (GTAs)	2 sessions per year in September and January 142 attended last session in September 2017
Graduate Lab Assistants (GLAs)	2 sessions per year in September and January 18 attended last session in September 2017
Managers	Half day session once per year 20 attended last session in April 2017
New HoDs	two sessions per year 7 attended last session in May 2017

Academic staff, Graduate Teaching Assistants and Graduate Lab Assistants have the opportunity to meet others and find out about a range of services to support them in their role at our Education and Research Fair which forms part of induction during September and January.

We also hold monthly induction networking sessions. Attendance varies from between 30 to 60 people and feedback is sought via a web-based post-event survey.

Figure 17: Education and Research Fair September 2017



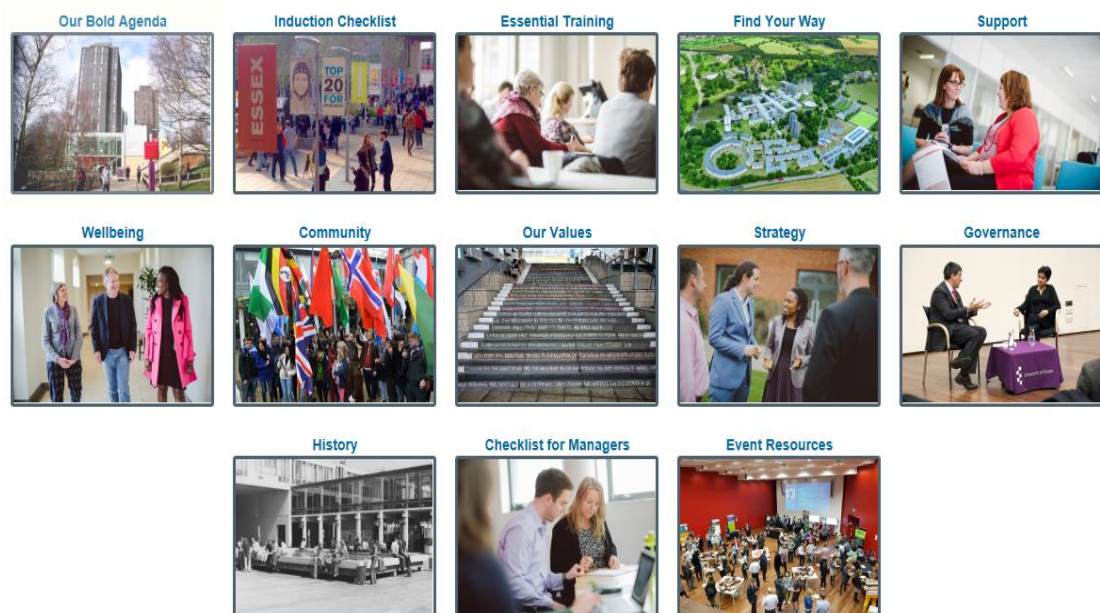
Our 'getting started' Moodle resource complements local induction. Managers are expected to have arranged access to Moodle for new employees before their first day at work.

Figure 18: Getting started resource

Getting started

This site has been developed to complement your local induction and contains everything that we feel you will need to know during your first year of working here to get you started and settled in your new job. You may find it useful to work through the sections in order but the main thing to remember is that you must complete the Induction Checklist and Essential Training to complete your induction.

Announcements



At departmental level all managers are expected to work through an 'induction checklist' with new staff to ensure the induction experience is consistent and effective. Staff are required to record each activity as it is completed and this information is held in HR Organiser (employee record database).

Action 4.8: Introduce new employees to SWAN at an early stage by including it on the induction checklist and in probation guidance

(iii) Promotion

Over the last three years, in AHSSBL subjects, 48% of promotion applications came from women and 52% from men. Fewer promotion applications come from women in STEMM subjects (38%, vs. 62% from men) however this is a slight improvement from the previous three years, 2010-11 to 2012-13, when 35% of applications came from women.

This could be due to HoDs actively encouraging female staff to apply for promotion if they believe they meet the criteria (2015 Action Plan 2.6).

In STEMM subjects, women's applications are slightly more likely than men's to be successful (71% vs. 67%); in AHSSBL subjects that difference is greater (72% vs 60%).

The only exception to this general pattern was at grade 11 in STEMM subjects, where men's applications were more likely to be successful than women's (75% vs 67%).

Table 29: Promotion outcomes 2013-14 to 2015-16

STEMM or AHSSBL	Grade seeking	Female		Male	
		Successful	Unsuccessful	Successful	Unsuccessful
AHSSBL	Grade 8	3 (100%)		2 (100%)	
	Grade 9	5 (100%)		3 (75%)	1 (25%)
	Grade 10	16 (61.5%)	10 (38.5%)	22 (55%)	18 (45%)
	Grade 11	15 (75%)	5 (25%)	8 (66.7%)	4 (33.3%)
STEMM	Grade 8	1 (100%)			
	Grade 9	6 (75%)	2 (25%)	2 (66.7%)	1 (33.3%)
	Grade 10	8 (66.7%)	4(33.3%)	15 (62.5%)	9 (37.5%)
	Grade 11	2 (66.7%)	1 (33.3%)	9 (75%)	3 (25%)

Comparing female applicants to the eligible pool, the picture is mixed and no clear trend is observed.

Table 30: Percentage of promotion applications from women compared with the percentage of women in the eligible pool

Year	STEMM or AHSSBL	Grade seeking	% of applications from women	% of women in the eligible pool
2013-14, AHSSBL		Grade 8	100%	43%
		Grade 9	100%	53%
		Grade 10	37%	45%
		Grade 11	80%	47%
2013-14, STEMM		Grade 10	50%	46%
		Grade 11	0%	25%
2014-15, AHSSBL		Grade 8	0%	47%
		Grade 9	0%	56%
		Grade 10	32%	46%
		Grade 11	46%	42%
2014-15, STEMM		Grade 8	100%	33%
		Grade 9	80%	55%
		Grade 10	36%	43%
		Grade 11	0%	30%
2015-16, AHSSBL		Grade 8	100%	45%
		Grade 9	100%	60%
		Grade 10	48%	50%
		Grade 11	67%	44%
2015-16, STEMM		Grade 9	17%	51%
		Grade 10	20%	41%
		Grade 11	30%	28%

Thirteen members of part-time staff applied for promotion over the last three years (11 female, 2 male); 9 female applicants (82%) and both male applicants were successful.

Our Annual Review Procedures set out the timetable and criteria for academic staff to apply for promotion. Academic staff are advised of these procedures at the start of the academic year and they are published on the HR website.

Promotion applications are first considered by senior staff in the applicant's department, and then by the University's Academic Staffing Committee (ASC).

Staff can self-nominate or be invited to apply. Cases of applications not being supported are not common and no gender pattern is observed.

ASER candidates are assessed on research, education and leadership/citizenship; ASE candidates are assessed on scholarship/professional practice, education and leadership/citizenship; ASR candidates are assessed on research, education (where relevant) and leadership/citizenship.

We have role descriptors for all grades and contract functions. There are no quotas for promotion – all candidates deemed to meet the criteria are promoted and the salary is non-negotiable.

The application form allows staff to advise ASC that they have, for example, taken a period of maternity leave.

Staff feedback indicates that the process is clear, but there is a perception that bias may play a part in decision-making. We have already made completion of unconscious bias for all decision-makers compulsory to try to address this.

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

In RAE 2008, 7.1% less eligible female staff were submitted than eligible male staff. In REF 2014 the gap narrowed to 1.1% with 82.9% of eligible male and 81.8% of eligible female staff being submitted. Our submission rates were significantly higher than the national average (67% for men v 51% for women). In addition, the percentage of eligible females rose from 27.4% for RAE 2008 to 31.4% for REF 2014.

The increased proportion of women being submitted was mainly due, we think, to the introduction of reduction in required outputs related to ‘individual staff circumstances’.

Table 31: Staff submitted to RAE 2008

RAE 2008	Eligible staff	Submitted	Not Submitted
Male	337	252 (74.8%)	85 (25.2%)
Female	127	86 (67.7%)	41 (32.3%)
Total	464	338 (72.8%)	126 (27.2%)

Table 32: Staff Submitted to REF 2014

REF 2014	Eligible staff	Submitted	Not Submitted
Male	299	248 (82.9%)	51 (17.1%)
Female	137	112 (81.8%)	25 (18.2%)
Total	436	360 (82.6%)	76 (17.4%)

We aim to submit 100% of eligible staff to REF 2021.

When breaking down the REF 2014 data by STEMM and AHSSBL, we see that 97.7% of eligible female STEMM staff were submitted and just one person was not submitted. In contrast 74.2% of eligible female AHSSBL staff were submitted. Submission rates for eligible males were more even across STEMM and ASHHBL areas.

Table 33: STEMM staff submitted to REF 2014

REF 2014: STEMM	Eligible staff	Submitted	Not Submitted
Male	89	74 (83.1%)	15 (16.9%)
Female	44	43 (97.7%)	1 (2.3%)
Total	133	117 (88%)	16 (12%)

Table 34: AHSSBL staff submitted to REF 2014

REF 2014: AHSSBL	Eligible staff	Submitted	Not Submitted
Male	210	174 (82.9%)	36 (17.1%)
Female	93	69 (74.2%)	24 (25.8%)
Total	303	243 (80.2%)	60 19.8%)

5.3 Career development: academic staff

(i) Training

We provide a wide range of training and development opportunities for staff. Topics covered include: building resilience in times of change, managing and developing your career, paper and grant writing, presentation skills, permanency and promotion, CADENZA drop-in and Pathways to Fellowship for staff seeking Fellowship of the HEA.

Our leadership programmes, Strategic Leaders and Future Leaders, run annually with a mix of academic and professional services staff. Over the last three cohorts the proportion of female academic staff on Strategic Leaders has dropped from 41.7% to 23.8%. The proportion of female academic staff attending Future Leaders has varied over the last three cohorts between 25% and 33.3%.

Action 2.4: Identify why female staff are under-represented on Strategic and Future Leaders programmes

Over the last 4 years we have also supported 17 female staff through the Aurora programme, 2 BaME members of staff (one male, one female) through the Leadership Foundation's Diversifying Leadership programme (aimed at early career academics and professional staff up to and below SL level who are about

to apply for a senior role, or aspire to a leadership role) and 340 women have attended Springboard (provides opportunities for women from all backgrounds, ages and stages of their lives to enhance their skills and abilities and build confidence) since we started running it in 2002.

Many staff participating in these development programmes act as role models. For example, one is our Gender Diversity Champion and others have been the subject of case studies. We have also supported 446 staff in achieving Fellowship of the HEA (section 5.3 (iii)).

Figure 19: Aurora delegates 2016-17



In 2017 we introduced our Essential Training Policy which makes completion of equality and diversity training compulsory for all staff. Managing Diversity training is compulsory for reporting managers.

Managers are responsible for identifying staff who have not completed their essential training and giving them a timeframe within which to do so.

Current completion rates for compulsory training are around 30% and we have identified a number of actions to support achieving 100% completion rate.

Action 2.5: Provide regular reports about completion of essential training to reporting managers

Action 2.6: Require all staff applying for promotion, and applying for a job internally, to have completed the relevant essential training

We do not have statistics on attendance by gender at specific training events but can report on attendance by job family and gender at training events overall.

Action 2.7: Provide a mechanism for staff to keep a log of their engagement in training and development activities to enable systematic gathering of data

Table 35: Attendees at training events, October 2014 – September 2017

Job Family	Female	Male	Total
Academic - ASE	119	82	201
Academic - ASER	126	176	302
Contracted Casual - CCL	27	23	50
Estimated Casual - ECL	2	3	5
Fixed Term Teacher - FTT	10	3	13
Graduate Teaching Staff - GTS	67	53	120
KTP Associate - KTP		1	1
Part Time Teacher - PTT	2	3	5
Professor - PRS	2	12	14
Professor (R) - PRR	40	84	124
Research - ASR	42	39	81
Support General - SUG		3	3
Support Office - SUO	12	6	18
Support Senior - SUS	365	216	581
Grand Total	814	704	1518

In 2016 we introduced HR Organiser, a web-based advertising and booking system for training courses. Since then attendance at training events has dropped significantly. Staff feedback indicates that it is difficult to find what is on offer through this portal.

Action 2.8: Consider, and implement, additional ways to promote training events to staff and ensure the offer meets the needs of staff

We have a professional development scheme for PGR students (Proficio). PGR students are allocated £2,500 to attend internal and external courses to help them achieve the highest levels of research skills and plan their research degree effectively. Proficio encourages students to manage their own professional skills development to help them become successful researchers. Over the last three years 1,118 PGR students have attended the 139 courses offered through Proficio.

Training is currently evaluated through a web-based post-event survey but response rates are significantly lower than our previous method – asking participants to complete an evaluation at the end of the session. We constantly review the effectiveness and popularity of training offered which has resulted in

new courses being developed, some courses being discontinued and others modified.

Action 2.9: Identify and implement more effective ways of obtaining feedback from attendees at training events

(ii) **Appraisal/development review**

We currently operate an annual Performance Development Review process for all staff. For academic staff, discussions take place alongside the workload allocation process in order to balance the career aspirations of individuals with the needs of the department and fair allocation of work. HoDs are reminded to let staff conducting appraisals know they should communicate the criteria for promotion as part of the annual appraisal process (2015 Action Plan 2.6). Implementation varies across departments and feedback has revealed considerable variation in how effective staff find the process.

We offer central appraiser and appraisee training every month for those new to a managerial role. The training includes promotion procedures and criteria as a topic for discussion (2015 Action Plan 2.7). 69 people (39 female, 30 male) attended training between 2014-15 and 2016-17. Departments also offer local-level training for staff.

We are currently reviewing our approach to appraisal. In 2016, we commissioned the SUMS consultancy to 'review the effectiveness and appropriateness of our PDR processes, drawing on best practice in HE and outside the sector'. Staff feedback was sought through one-to-one meetings and focus groups. A sub-group of the SWAN SAT team also fed into this review. Many of interviewees held negative views and even those who thought it important, thought it was often poorly applied.

Similarly, in our 2017 SWAN survey 50% of respondents disagreed with the statement "I am provided with regular, high quality feedback on my performance". In the same survey 41% of staff respondents disagreed with the statement "The full range of my skills and experience is valued when my performance is assessed". There were no significant differences in the responses to either statement by gender.

Action 3.2: Members of Athena SWAN Institutional SAT team to participate in, and influence, ongoing review of PDR.

(iii) **Support given to academic staff for career progression**

New members of academic staff are assigned a probationary supervisor. Within the first six months of probation, staff are required to complete their essential training and agree a Probationary Agreement which outlines the expectations and objectives to be achieved (2015 Action Plan 2.5). To support professional development and training for probationary staff, HoDs must:

- give the probationer a lighter than average workload (0.8 in year one, 0.85 in year two and 0.9 in year three in the Workload Allocation Model)

- ensure the probationer is aware of the requirement to become a Fellow of the Higher Education Academy (FHEA). We have our HEA accredited professional development framework, CADENZA. 446 members of staff have achieved Fellowship status (326 academic staff, 120 PS staff) (table 36)
- ensure that probationers' training and development needs are regarded as a priority by the department

Table 36: Staff achieving Fellowship of the Higher Education Academy between 2012-13 and 2016-17

Fellowship Status	Female	Male	Total
Recognised by the HEA as Associate Fellow	15	20	35
Recognised by the HEA as Fellow	161	169	330
Recognised by the HEA as Senior Fellow	40	24	64
Recognised by the HEA as Principal Fellow	8	9	17
Total	224	222	446

Several departments have their own mentoring programmes and we are about to launch an institution-wide career mentoring programme. Issues raised by departments in relation to their programmes include how workload for mentoring is measured and over-representation of female mentors.

Action 3.3: Develop case studies of male mentors so it is not seen as a predominantly female activity.

Action 5.9: Highlight to HoDs the importance of recognising the time spent on mentoring by staff in their department

We received the HR Excellence in Research Award in May 2014 and are currently working on the application to renew this award. For early career researchers, support is available through our Research and Enterprise Office (REO) who offer development activities related to all aspects of a research career; grant writing, ethics, intellectual property, research impact and the REF, knowledge exchange and commercialisation and the University research repository.

We have recently launched our NEwComERs (Network for Early Career Essex Researchers) forum which aims to support researchers in the early stages of their careers e.g. newly-appointed lecturers, post-docs, research fellow and final year PhD students.

Action 3.4: Review support provided to early career researchers in order to identify gaps in provision

Staff who undertake a degree course at Essex have their fees subsidised. Many former clinical staff in our School of Health and Social Care are enrolled on MSc and PhD programmes.

5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

When a member of staff tells the University they are pregnant, either through their line manager or via HR, they are given a copy of the University's 'Pregnancy, maternity and returning to work: A guide for new parents and parents-to-be' booklet (2015 Action Plan 5.3). We also have a guide for managers to provide them with essential information needed to support pregnant staff. The guide doesn't specifically cover staff adopting but it is made clear that many of the sections also apply. To ensure consistent application of our maternity and adoption policies, as soon as HR have information that a member of staff is pregnant or adopting, a standard email is sent to the relevant HoD advising them of the staff members' entitlement and related information e.g. use of KIT days (2015 Action Plan 5.4).

Action 5.10: Seek feedback from HoDs and staff who have been on maternity leave as to the usefulness of the information they received from HR.

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

We have a 'How to...support pregnant staff' guide, which managers are expected to work to. The guide has a section entitled 'Support during maternity leave' which includes guidance on sticking to the agreed way in which the member of staff will be contacted during leave and the need to let staff know about changes that will affect them when they return e.g. an office move.

Currently the financial burden of covering staff on maternity leave is borne by individual departments/sections. This can place those with a predominantly female workforce at a disadvantage.

Action 5.11: Investigate the possibility of maternity leave being paid for out of a central fund

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

Staff on maternity or adoption leave meet with their line manager prior to returning to work to discuss working arrangements and agree workload/expectations (2015 Action Plan 5.5). In addition to the resources already referred to, we also have:

- Parents' Support Network – current membership 150.
- Parent mentoring scheme – this has not been used at all since its inception (2015-16)
- Parent and baby room for breastfeeding and expressing (Colchester campus only) – feedback from departmental surveys found that the process for obtaining access to the room was too time-consuming
- Career Development fund for Carers (section 5.6 (ix))

Action 3.5: Review parent mentoring scheme

Action 5.12: Review process for accessing the parent and baby room on Colchester campus

(iv) **Maternity return rate**

The majority of staff taking maternity leave return to work at the university and have remained in post. Over the period, 113 periods of maternity leave were taken. 78.8% of staff (89 people) who took maternity leave are still employed by the university. 24 are no longer employed (4 academic, 20 professional services). The reasons for leaving are not available. Action 1.4 refers.

Table 37: Returning status after maternity leave over last three years

	2013-14		2014-15		2015-16	
Maternity Return Status	Academic	Prof. Services	Academic	Prof. Services	Academic	Prof. Services
Returned to work, has not left	8	22	6	15	10	28
Returned to work, left after 12 months	1	5				1
Returned to work, left within 12 months		1	2			1
Returned to work, left within 6 months		1	1	2		4
Did not return		1		3		1

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

We offer occupational paternity pay (two weeks full pay) to staff with one year's continuous service or more at the 15th week before the expected week of childbirth. Partners can also take unpaid time off to accompany their partner to up to 2 ante-natal appointments.

Uptake of paternity leave is substantially lower than for maternity leave. It may be that the standard two-week provision, prior to changes for shared leave, was not formally sought due to the inconsequential level of leave allowed. However, as the university does not have figures for the numbers of individuals who become parents, independent of leave requests, this cannot be determined with certainty.

We offer enhanced shared parental leave pay. The number of staff taking this and adoption leave are too low to warrant meaningful discussion.

Table 38: Uptake of paternity and adoption leave over last three years

Type of leave	Grade	2013-14		2014-15		2015-16	
		Academic	Prof. Services	Academic	Prof. Services	Academic	Prof. Services
Adoption	Grade 8			1			
	Grade 9			1			
Paternity	Grade 1				2		1
	Grade 4						1
	Grade 5		2		1		2
	Grade 7		1		1		1
	Grade 8	1	1		4		1
	Grade 9	7	1	4	3	2	
	Grade 10	1	1			2	1
	Grade 11	1	1	1		2	

(vi) **Flexible working**

Our Work-Life Balance policy contains details of formal flexible working options including part-time working, compressed hours, term-time working, annualised hours, job sharing and homeworking. Informal flexible working arrangements are also possible.

Academic staff can also submit a Teaching Availability Approval Form requesting their teaching is not scheduled at particular times. These requests are handled in accordance with the flexible working policy but are not recorded in the same way so are not included in our figures.

Action 5.13: Streamline the capture of flexible working applications and outcomes

Our Guide to Work Life Balance sets out why managers should consider expanding on the traditional patterns of work and offer flexibility in working patterns (2015 Action Plan 5.1).

Staff are made aware of the options at recruitment, induction, during appraisal and via the publication of case studies highlighting individuals who have benefitted from working flexibly.

Table 39: Selected Athena SWAN staff survey results

Question	% of female respondents who agreed	% of male respondents who agreed	% of non-binary respondents who agreed
The University makes clear what its policies are in relation to gender equality (e.g. on discrimination, parental leave, care leave, flexible working)	88.9%	92.7%	50%
My line manager/supervisor is supportive of requests for either formal or informal flexible working (e.g. requests for part-time working, job share, compressed hours)	89.6%	96.2%	50%

In 2013 we created a central log to record all formal requests for flexible working (2015 Action Plan 1.6). There was a substantial increase in requests for flexible working in the period 2014-16. A greater number of requests were made by women (76%); but the success rate for women was lower (88% v 95% for men).

Our People Supporting Strategy 2015-19 sets out our aspiration to increase the use of flexible working by 10% by the end of 2016 and maintain that level.

Table 40: Flexible working requests 2013-2016

		2013	2014	2015	2016
Female	Agreed	4	26	35	27
	Refused	2	3	1	5
Male	Agreed	1	8	15	7
	Refused	0	1	0	0
	Total agreed	5 (71%)	34 (89%)	50 (98%)	34 (87%)

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

We have no formal arrangements in place to support and enable staff to transition from part time to full time roles. Career aspirations should also form a key part of appraisal discussions although our appraisal process is under review (section 5.3(ii)).

Action 3.6: Review support and mechanisms available to staff returning to work after a career break and wishing to transition from a part-time to full-time role

(viii) **Childcare**

Our Colchester campus nursery has places for 120 children, aged between 3 and 60 months, at any one time. Currently 270 children are registered (80% are children of staff, 16% children of students, 4% external).



It is open from 8am to 6pm Monday to Friday all year except bank holidays and the Christmas vacation. Parents/carers can use reserved parking spaces next to the nursery while dropping off and picking up children. It also offers a Holiday Club for children aged 5-7 and children aged 5-14 can attend CHUMS, a holiday club run by Essex Sport (part of the University).

Staff and students in Southend have access to the nursery at Southend University Hospital NHS Foundation Trust and there are five Ofsted registered nurseries in Loughton.

Our Flexible Benefits Scheme (available to all temporary, fixed-term and permanent employees) provides a range of ways for staff to pay for all or some of their nursery fees through a salary sacrifice agreement. Payments are tailored and adjusted throughout the year as necessary.

Information about our childcare provision and Flexible Benefits Scheme is contained within our student prospectuses and on our recruitment web pages. A specific member of HR staff has responsibility for our Flexible Benefits Scheme and her contact details are on the HR website.

Staff and students are given opportunities to give feedback about our nursery through annual surveys and the Parents' Support Network is consulted on any proposed changes. The nursery is well-used and feedback is positive. Its latest OFSTED rating is 'good'.

(ix) **Caring responsibilities**

Our 'Career Development Fund for Carers' (2015 Action Plan D5d) was introduced in 2014-15 for academic staff in the Faculty of Science and Health and was extended to cover academic staff in all faculties in 2015-16. Only three people accessed the fund and feedback from staff was that the criteria were too restrictive.

In 2017-18 we widened the criteria and the fund is now available to all staff, academic and professional services, and includes those with a wide range of caring responsibilities, not just children. Each faculty and professional services section has committed to setting aside a proportion of their training budget for this initiative.

Action 1.7: Monitor uptake of career development fund across all departments and sections

In 2016 we increased our care leave provision so staff may now take up to 5 days of care leave with full pay within any 12 month period on a rolling basis (2015 Action Plan 5.2). Staff may also be granted up to a further 5 days unpaid care

leave per year. At the same time we also introduced provision for long-term care leave, the maximum period is 13 calendar weeks in any 12 month period, and a career break policy. The minimum duration is 3 months and the maximum is usually 1 year but may be extended to 2 years. Uptake to date is too low to identify any trends by gender.

Our policies are communicated to staff via our HR blog, Essex Weekly (weekly all-staff publication), the HR website and included in our recruitment material.

5.6 Organisation and culture

(i) Culture

The principles of Athena SWAN are at the heart of our identity as an institution and are embedded in our day-to-day activities through, for example:

- Our **Communications Strategy**: our commitment to equality, diversity and inclusivity is reflected in our staff 'proof points' (key messages)
- Our **Diversity Champions**: We have Diversity Champions for all Protected Characteristics
- Our **decision-making processes**: We are changing the terms of reference of all University-level committees to include specific reference to the need for them to have 'due regard for issues of equality and diversity'.
- Our range of equality and diversity-related **staff networks**, including: Essex LGBT Alliance, Essex Access Forum, Global Forum, LGBT+ Allies, Women's Network, Parent's Support Network
- Our **THINK series**: Engaging staff and students in the critical issues of the day. Previous topics include 'the gender agenda' and 'workplace sexism'.

Despite this, 17.1% of female, 23.64% of male and 50% of non-binary respondents to our 2017 SWAN survey said they 'were not aware of the principles of the Athena SWAN Charter'.

Action 4.9: Increase the visibility of SWAN across the University

In our 2017 SWAN survey we asked staff and students whether they felt discriminated against at Essex because of their gender identity. Although response rates were low, it was concerning to learn that 16.5% of female staff respondents and 11.8% of male staff respondents answered yes. 11.6% of female and 3.7% of male student respondents answered yes to the same question.

We also asked staff and students whether they had ever found themselves the subject of sexual advances, propositions or unwanted sexual discussions. 10.6% of female staff respondents and 5.9% of male staff respondents answered yes; 19.4% of female and 18.5% of male student respondents answered yes. No non-binary respondents said they felt discriminated against or had been the subject of sexual advances.

Our action plan to tackle sexual violence was recognised by UUK through its inclusion in their Directory of Case Studies.

Table 41: Selected actions from Tackling Sexual Violence, Harassment and Hate Crime action plan

Action	Timeframe
Adopting a zero tolerance approach ¹³ to all instances of harassment and bullying	Definition embedded in all relevant University policies by end of 2017-18. Communications plan developed and delivered during 2017-18
Reviewing our Harassment Advisory Network to ensure it is fit for purpose	During 2017-18
Introducing Bystander training for particular groups of staff and students and raising awareness of the bystander initiative across the University community	Beginning in 2017-18 and on an ongoing basis
Piloting an equality, diversity and inclusion session for all first year undergraduate students in the faculty of science and health – this will include issues of gender equality and the principles of SWAN	Pilot sessions taking place on 27/10/17, 24/11/17 and 2/2/18

Good practice is shared in a range of ways: via our SWAN Moodle resource; the Equality, Diversity and Inclusion web site; through professional development programmes; through publications such as our LGBT+ toolkit and SWAN newsletter; through informal meetings between experienced SWAN leads and those starting out on the process.

(ii) HR policies

In our 2015 all-staff survey only 33.9% of respondents (520 people) agreed or strongly agreed that ‘in my experience, policies and procedures are applied consistently for all staff across the University’. There was no difference by gender.

We have since worked hard on up-skilling managers to support fair and consistent decision-making, updated a suite of HR policies (including work-life balance, family leave and grievance policies) and developed practical guidance to translate policy into practice through our ‘People Strategy in Action’ resource.

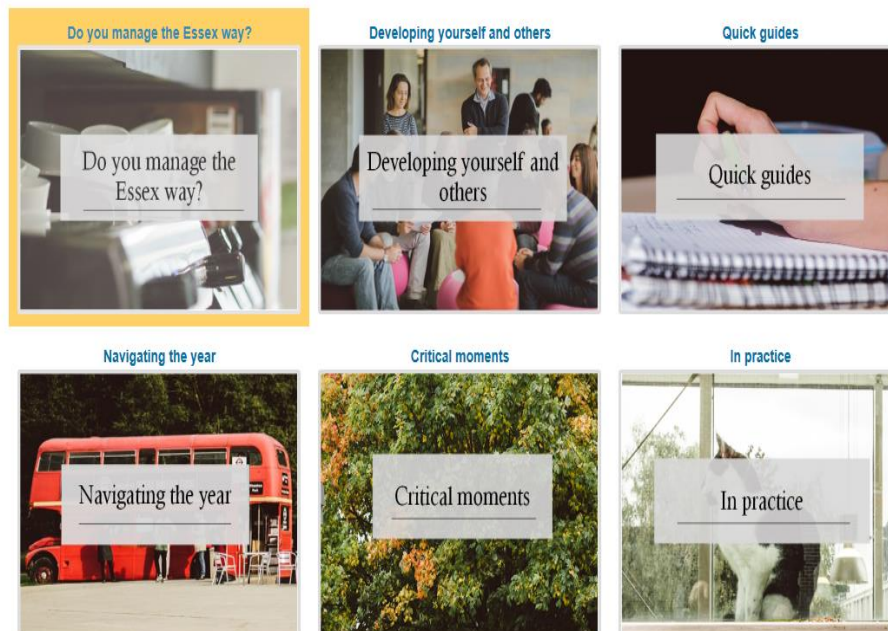
In our 2017 SWAN survey, 88.9% of female, 92.7% of male and 50% of non-binary respondents agreed that the University makes clear what its policies are in relation gender equality.

¹³ Zero tolerance means that (i) we will take action and (ii) the action will be proportionate to the circumstances of the case

Figure 20: People Strategy in Action

People Strategy in Action

Welcome to People Strategy in Action. The resource contains advice and guidance in a range of formats to support you to make appropriate decisions when working with others. You are encouraged to explore this resource to inform your ongoing professional development and return to it if you are encountering a challenge in your role working with others.



As part of our new Essential Training Policy all reporting managers must complete a suite of essential training including: equality and diversity; managing diversity; recruitment and selection; coaching and induction.

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

At the time of our last Bronze application in 2013 33% of all HoDs and 80% of HoDs from STEMM departments were female. There has since been an increase in the number and proportion of female HoDs across the University, indicating that the career development support we put in place for female academic staff is starting to have an effect.

The proportion of female HoDs in STEMM departments has declined but is greater than the proportion of female HoDs in AHSSBL departments.

The proportion of female Deans rose by 21.6% between 2014-15 and 2016-17.

Table 42: Heads of Departments and Deans by gender

	Heads of Department									Deans ¹⁴		
	University			STEMM			AHSSBL					
	M	F	%F	M	F	%F	M	F	%F	M	F	%F
2014-15	14	4	22.2%	2	3	60%	12	1	7.7%	8	2	20%
2015-16	14	4	22.2%	3	2	40%	11	2	15.3%	9	2	18%
2016-17	13	5	38.4%	3	2	40%	10	3	23%	7	5	41.6%

When a vacancy for a HoD arises, candidates at Senior Lecturer level or above either nominate themselves or are nominated by colleagues. HoDs are appointed on the basis of a joint nomination from members of academic staff holding posts allocated to the department and the Vice-Chancellor. Roles are rotated every three years and HoDs are eligible for re-appointment for further consecutive periods of up to a total of three years.

Appointments to the roles of Executive Deans, Deans and Deputy Deans are made via an application and selection committee process. Appointments are ratified by the University's Council. Vacancies for Executive Deans are advertised internally and externally, vacancies for Deans and Deputy Deans are only advertised internally.

As part of their induction process, HoDs and Deans attend our Strategic Leaders programme and HoDs and Executive Deans are required to attend role-specific induction sessions. We also have a HoDs Handbook. In some of our larger departments we have a Deputy HoD role and in some departments there are opportunities for shadowing the HoD.

Action 3.7: Encourage departments who do not currently have either a Deputy HoD role or opportunities for shadowing the HoD to do so.

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

Our University Steering Group (USG), chaired by the VC, is our executive leadership team advising the VC on matters relating to the management of the University. Membership of USG is role-based. All members are on Grade 11. Recruitment to these roles is open and transparent and selection is based on demonstration of ability to meet the role criteria. The proportion of women on USG has increased from 30% in 2014-15 to 50% in 2016-17 (2015 Action Plan 4.3). Staff from a BaME background are currently under-represented on USG. We have recently joined the REC and will be addressing this issue through that process.

¹⁴ From 2016-17, each of our three faculties has an Executive Dean, a Deputy Dean Education and a Deputy Dean Postgraduate Research and Education. In previous years not all faculties had Deputy Deans. We also have a Dean and a Deputy Dean of Partnerships and a Dean of Health.

Table 43: Composition of the senior management team (USG)

Role	2014-15		2015-16		2016-17	
	Gender	Job family	Gender	Job family	Gender	Job family
Vice Chancellor	M	Academic	M	Academic	M	Academic
Deputy Vice Chancellor	M	Academic	M	Academic	M	Academic
Pro-Vice Chancellor Research	F	Academic	F	Academic	F	Academic
Pro-Vice Chancellor Education	M	Academic	M	Academic	F	Academic
Executive Dean, Faculty of Science and Health	M	Academic	M	Academic	M	Academic
Executive Dean, Faculty of Humanities	F	Academic	F	Academic	F	Academic
Executive Dean, Faculty of Social Sciences	M	Academic	M	Academic	F	Academic
Registrar and Secretary	M	Professional Services	M	Professional Services	M	Professional Services
Director of Finance	M	Professional Services	M	Professional Services	M	Professional Services
Chief of Staff	F	Professional Services	F	Professional Services	F	Professional Services
% Female	30%		30%		50%	

In 2014 we introduced a 'USG observer' role (2015 Action Plan 4.3.) for HoDs to provide them with an opportunity to gain insight into the workings of USG and into the role of an Executive Dean and a Pro-Vice-Chancellor.

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

The two most influential committees of the University are Senate and Council and they each have a number of sub-committees; breakdown by gender of the membership of the primary Committees of Council and Senate is in Table 44.

Approximately 50% of Senate membership is determined by role, 25% of members are elected and the remaining 25% are students or have been co-opted. Of the staff members, four are professional services staff and the remainder are academic staff.

Approximately 50% of Council members are external, 25% are elected and the remaining 25% is determined by role. Of the internal members of Council, just one is a member of professional services staff.

Over the last two years the gender balance on Council has been even. This is partly a result of using positive action statements for external vacancies (2015 Action Plan 4.4). Work is underway to identify potential members from ethnic minority backgrounds as they are currently under-represented.

Female representation on Senate has increased significantly from 27% in 2014-15 to 41.6% in 2016-17, resulting in an increase in female representation on all but one of the major sub-committees of Senate. This could be due to improved awareness of the process of co-opting people on to Senate (2015 Action Plan B3a) by publicising this more widely.

Table 44: Membership of Council, Senate and their primary sub-committees by gender over last three years

Committee	2014-15			2015-16			2016-17		
	M	F	%F	M	F	%F	M	F	%F
Council	14	11	44%	13	13	50%	13	13	50%
Audit and Risk Management Committee	9	1	10%	7	3	30%	8	2	20%
Nominations Committee	3	4	57%	3	4	57%	5	3	37.5%
Remuneration Committee	5	2	25%	4	3	42.8%	4	3	42.8%
Resources Committee	9	6	40%	9	5	35.7%	8	7	46.6%
Senate	43	16	27%	41	18	30.5%	35	25	41.6%
Education Committee	13	6	31.5%	13	7	35%	12	9	42.8%
Academic Staffing Committee	10	6	37.5%	9	7	43.8%	6	10	62.5%
Research Committee	5	5	50%	5	5	50%	4	7	63.6%
Humanities Faculty Education Committee	13	6	31.5%	14	5	26%	12	8	40%
Science and Health Faculty Education Committee	10	6	37.5%	10	6	37.5%	11	5	33%
Social Science Faculty Education Committee	14	7	33.3%	16	7	30.4%	11	10	47.6%

We currently do not have an observer role for Senate, Council or their committees as due to the nature of Council business it would not be pertinent to do so.

Women are currently well represented on sub-committees except for Audit and Risk Management, Nominations and Science and Health Faculty Education Committees. Membership (including the gender of members), and the election process for all committees, is published online for transparency (2015 Action Plan B2a).

All members of committees, including external members, must complete E&D online training before their first meeting (2015 Action Plan B5a). Our new essential training policy requires all members of committees to also complete unconscious bias training.

Action 3.8: Introduce an observer role for Senate and its sub-committees

(vi) Committee workload

Committee members who are there by virtue of holding a particular role usually hold their role for three years and it is then rotated. Committee work is included in departmental workload allocation models.

(vii) Institutional policies, practices and procedures

With the exception of four, the committees of Senate have consideration of equality and diversity embedded within their terms of reference.

Action 5.14: Add consideration of equality and diversity into the terms of reference of Honorary Degrees, Research Committee, Ethics Committee, Joint Academic Committee with Suffolk

The primary ways in which we identify and act upon the impact of our policies is through our all-staff surveys and our equality-related networks.

For example, recent proposed changes to car parking arrangements were discussed at an Access Forum meeting at which issues relating to gender, disability and those with caring responsibilities were raised. Although no substantive changes were made to the arrangements, it was agreed that they would be implemented on a trial basis only and then reviewed after one year.

(viii) Workload model

In 2014-15 we introduced an institution-wide set of principles to support the fair allocation of work for academic staff and ensure a consistent approach (2015 Action Plan 4.7). All departments have a WAM in which contributions to administration, research, education, outreach and leadership are considered. All departments engaging in SWAN allocate time in the WAM for their lead and some allocate time for SAT membership (both institutional and departmental SATs). Workload discussions take place alongside the PDR to refine and balance duties to accommodate the needs and career aspirations of individuals against the requirements of the department.

WAMs also help to ensure a balanced workload for staff returning from parental leave. WAMs are reviewed annually for any bias and published for transparency. Roles with heavy administrative or managerial responsibilities are rotated to spread the workload and give staff leadership experience to support promotion.

In our 2017 SWAN survey 86.32% of female, 89.09% of male and 100% of non-binary respondents agreed that, in their department, 'work is allocated on a clear and fair basis irrespective of gender identity'.

Action 4.10: Encourage all departments to recognise membership of SWAN SATs (departmental and institutional) in their WAM

(ix) Timing of institution meetings and social gatherings

University-level meetings are normally held between 9am and 5pm although some meetings occasionally finish later than 5pm. Some departments have shorter core hours.

Action 5.15: Encourage all HoDs to schedule their key departmental meetings between 10am and 3pm

The University hosts a wide range of social gatherings and tries to be as inclusive as possible in terms of timing and format. For example, we hold an annual all-staff summer lunchtime picnic to which children and staff on parental leave are invited.

Figure 21: Photograph of summer picnic by the lake



We also encourage departments to hold seminars at different times of the day and on different days of the week to enable staff who work part-time to attend.

(x) Visibility of role models

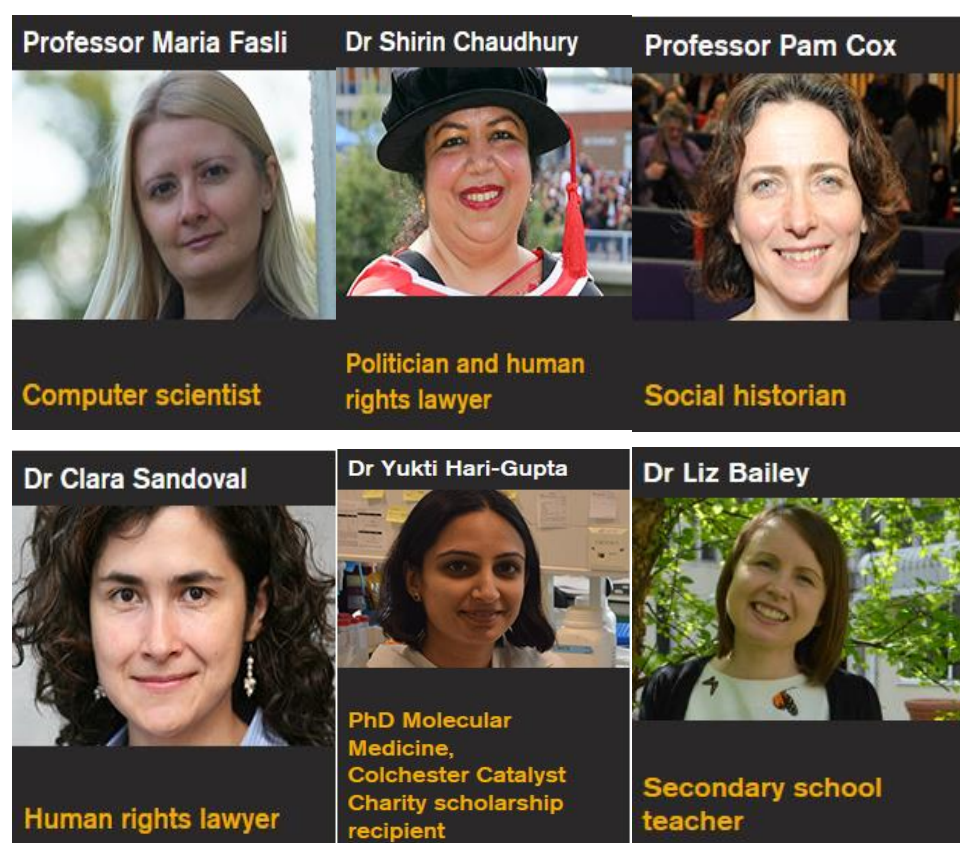
We build gender equality into our institutional-level event organisation by raising awareness of our work on gender equality, through Athena SWAN, rather than via any formal process.

Departments engaging in SWAN monitor the gender balance of speakers and chairs but we do not record this at the institutional level.

In publicity materials e.g. prospectuses and website, we try and keep a balance of genders and ethnicities and often change images if we don't achieve this. However we rely on volunteers for our general photo shoots and most of the people who volunteer are women, making it harder to find a balance.

We have taken a number of steps to reward and celebrate women's success which include: (i) producing a video showcasing women in STEMM subjects at Essex (2015 Action Plan 4.8), (ii) developing a series of case studies highlighting the career stories of successful women at the University, (iii) holding an annual awards ceremony to recognise motivational, empowering and inspirational women at Essex, (iv) showcasing successful Essex women as part of our Women of the Future Scholarships Appeal.

Figure 22: Inspirational Essex women (taken from our Women of the Future Scholarships Appeal web page)



Action 4.11: Continue to raise awareness of the importance of considering gender equality in our publicity materials

In our 2017 SWAN staff survey 83.6% of female, 83.3% of male and 0% of non-binary respondents agreed with the following statement: 'I have access to role models I can identify within my department or the University appropriate to my gender identity (e.g. in staff inductions, as speakers at conferences, at recruitment or networking events)'.

Action 4.12: Take steps to create a non-binary friendly environment

(xi) Outreach activities

Engaging in outreach work is a performance indicator in our probation and promotion criteria and outreach activities are recognised within departmental WAMs, although this does not capture the full range of outreach activities staff are involved in and we do not collate that information at the institutional level.

Action 5.16: All departments to review time allocations in their WAM for outreach activities.

Our central Outreach team works with schools and colleges across Essex, Suffolk and east London to promote fair access and progression to University, focusing primarily on students who; are the first in the family to progress to university; are from low income households; live in areas of social deprivation; have a disability; have been in care at some point.

Staff in departments work with the outreach team to deliver a range of projects and programmes. In 2015-16 the University worked with over 12,500 students from 130 schools.

Our flagship event is an annual STEMM event for students aged 13-14, run alongside the Big Bang organisation. In 2017 we hosted over 40 exhibitors, held 17 workshop sessions and 600 students attended.

Figure 23: Big Bang at the University of Essex



Currently we do not capture data on participation by gender although the outreach team struggle to get boys to engage.

Action 1.8: Capture and monitor participation in outreach activities by gender.

(xii) Leadership

All departments are expected to engage in SWAN (Action Plan E3a). In 2016 USG approved a proposal that all departments should apply for an award by 2019-20.

Table 45: Departmental submissions and awards¹⁵

Department	First submission	Outcome	Subsequent submission (s)	Outcome
School of Biological Sciences	November 2014	Bronze	November 2016	Bronze
School of Computer Science and Electronic Engineering	November 2016	No award	Expected April 2018	N/A
East 15 Acting School	Expected April 2018	N/A	N/A	N/A
Department of Economics	Expected April 2018	N/A	N/A	N/A
Essex Business School	Expected November 2017	N/A	N/A	N/A
Essex Pathways	TBC	N/A	N/A	N/A
Department of Government	Expected April 2018	N/A	N/A	N/A
School of Health and Social Care	April 2015	Bronze	April 2017	Silver
Department of History	November 2016	Bronze	N/A	N/A
Institute for Social and Economic Research	Expected November 2018	N/A	N/A	N/A
Department of Language and Linguistics	Expected April 2019	N/A	N/A	N/A
School of Law	Expected April 2018	N/A	N/A	N/A
Department of Literature, Film & Theatre Studies	Expected November 2018	N/A	N/A	N/A
Department of Mathematics	November 2016	No award	Expected April 2018	N/A
School of Philosophy & Art History	Expected April 2019	N/A	N/A	N/A
Department of Psychosocial and Psychoanalytic Studies	Expected April 2019	N/A	N/A	N/A
Department of Psychology	November 2016	Bronze	N/A	N/A
School of Rehabilitation and Exercise Science	TBC	N/A	N/A	N/A
Department of Sociology	Expected November 2018	N/A	N/A	N/A

¹⁵ These dates are subject to change.

Our Deputy Vice-Chancellor (designate), who is also our sexual orientation diversity champion, has specific responsibilities relating to equality and diversity which includes achieving our Athena SWAN objectives.

Our work to support departments in achieving SWAN awards includes:

- Developing a SWAN toolkit on our learning platform, Moodle (2015 Action Plan 6.4).
- Including an allowance for SWAN activity in all departmental WAMs;
- Encouraging staff to apply for national Athena SWAN panels to build knowledge across the institution. Three members of staff have sat on panels to date.

Action 4.13: Raise awareness of, and engagement with, the Organisational Development SWAN Group, its purpose and specifically how its members can support departments across the institution, through the introduction of SWAN workshops

Action 4.14: Integrate SWAN action plan to People Supporting Strategy (PSS) action plan (new plan due in 2019-20) to help support an integrated approach to 'people plans'

Word count for Section 5: 5710 (**recommended limit 5500**)

Running total for application: 9919

6. SUPPORTING TRANS PEOPLE

(i) Current policy and practice

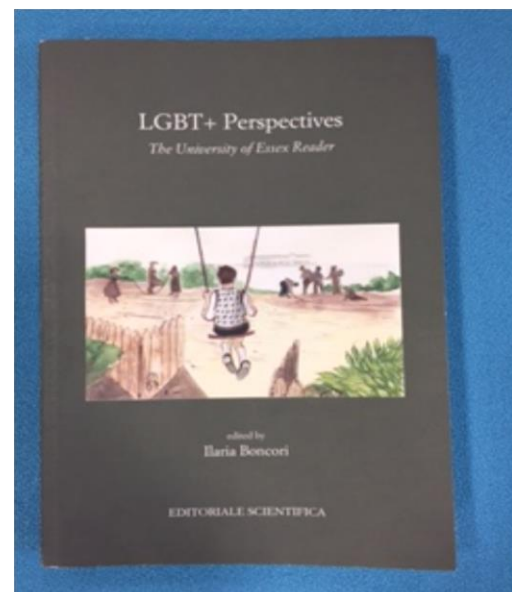
Our equality and diversity policy statement sets out how we intend to meet our obligations under equalities legislation. We go beyond the requirements of legislation and protect a broader group of people than those covered by the legal term 'gender reassignment'. Our policies cover all trans people, including those whose gender identity, expression and/or history differs from their birth sex. We allow staff and students to identify as non-binary and to use the title Mx.

We have a Trans Code of Practice (CoP) which provides guidance for managers and informs members of staff and students of the responsibilities of the University, and their rights. Our trans CoP includes a section about record-keeping but despite this, the EDI team are regularly asked for guidance, particularly around forms of identification trans staff and students can be asked to provide. A lack of knowledge in this area was also a finding from the LGBT+ survey referred to in Section 3.

Action 2.10: Develop additional resources e.g. guidance and training, to ensure staff are aware of questions and/or documentation it is appropriate to ask trans staff and students to provide as identification, in line with best practice and legislation.

We also have A 'Quick Guide' to supporting staff who are transitioning, an LGBT+ toolkit to support LGBT+ inclusivity in our curriculum and practices and a 'University of Essex reader' - a selection of essays written by staff and students examining LGBT+ issues from different perspectives e.g. personal experiences, academic. These are widely publicised and available in hard copy and online.

Figure 24: Front cover of LGBT+ Toolkit and LGBT+ Perspectives



We have a zero tolerance approach to harassment and bullying. Our harassment and bullying policy gives the following examples of what might constitute harassment because of gender identity, expression and/or history:

- refusing to address a trans person by their preferred name and correct gender pronoun
- Repeated and deliberate mis-gendering of a trans person or people
- Denying a trans person or people access to the appropriate single sex facilities such as toilets or changing rooms
- Engaging in banter or making transphobic comments, taunts or jokes
- Outing an individual as trans without their permission or spreading rumours or gossip about their gender identity, expression and/or history
- Ignoring or excluding an individual from activities because they are trans
- Asking a trans person intrusive questions about their private life
- Making assumptions and judgements about someone based on their gender identity, expression and/or history
- Verbally or physically abusing or intimidating someone because they are trans

Through the Essex LGBT Alliance, a network of Essex-based organisations who work together to share resources and best practice, and our LGBT+ Allies Group (formally Straight Allies) we promote LGBT+ inclusion.

Table 46 Recent events/activities to promote trans equality

Date	Event
15/6/16	Talk on the topic of intersectionality, using Stonewall research
Sept 2016	Publication of our 'It Gets Better' video, telling the stories of six members of staff who identify as LGBT+
24/2/17	LGBT+ Careers Event (open to staff, students and external guests).
17/5/17	Joint event to mark IDAHOBIT Day entitled 'What it means to be a Straight Ally/LGBT+ Ally'.
3/7/17	Panel discussion entitled 'Removing the one-box identity: The effects of intersectionality on life experiences'
24/8/17	Joint social networking event
5/9/17	Talk entitled 'Trans equality from a Queer Studies perspective'

(ii) Monitoring

Through our self-service HR Organiser system, we ask staff to disclose whether their gender identity is the same as, or different to, the one they were assigned at birth. As at 31 December 2016, the disclosure rate was 41.7% and 6 staff disclosed as trans.

We monitor the impact of our policies and practices through:

- our staff satisfaction survey
- complaints or reports of unfair or inappropriate treatment of trans staff
- Ensuring trans staff who have disclosed are supported and have a clear mechanism through which to raise concerns

(iii) Further work

Action 1.9: Continue to encourage staff to disclose whether their gender identity is the same as, or different to, the one they were assigned at birth.

Word count for Section 6: 581 (**recommended limit 500**)

Running total for application: 10,500 (limit 10,500)

7. FURTHER INFORMATION



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8. ACTION PLAN

THEME 1: WORKFORCE METRICS/DATACOLLECTION AND ANALYSIS						
Ref	Action	Evidence source/rationale	Key outputs and success indicators	Timescale	Lead people/teams	Related actions
1.1	Develop an institutional approach to gathering and analysing HR data that aligns workforce profile information required for all our people-related action plans and integrate it into the University's planning processes	To support the ongoing self-assessment process, avoid duplication of work/effort and mainstream the routine consideration of this information both at the institutional and departmental level	Standard report templates developed and used to support planning processes, workforce profiling and for monitoring progress against all people-related action plans	Report templates developed in 2017-18 Process adopted in 2018-19	Director of HR/OD Analyst/HR Information Manager/ Strategic Planning and Change Section	1.2, 1.4, 4.3
1.2	Review the age, gender and ethnicity profile for academic staff at all grades	To determine whether there are 'blocks' at any point which restricts the flow into posts and is a contributing factor in the gender imbalances at higher grades	Analysis conducted. Paper proposing actions presented to HREDG	2018-19	Director of HR/HR Information Manager/OD Analyst/Head of EDI	1.5, 5.1
1.3	Analyse the profile of ethnicity non-disclosure rates in order to identify whether any particular groups of staff e.g. those aged 55 and over, have higher non-disclosure rates and tailor communications	High non-disclosure rate (17.8% as at 31/12/16) makes drawing robust conclusions difficult	Non-disclosure rates reduce year on year: 15% as at 31/12/17 13% as at 31/12/18 11% as at 31/12/19 9% as at 31/12/20	Following annual data collection exercise, commencing in January 2018 and annually thereafter	OD Analyst/Head of EDI	1.9

	encouraging disclosure as appropriate					
1.4	Include leaver data as part of a standard report considered by each department on an annual basis as part of the planning process	Data not systematically collected and considered	Leavers questionnaire developed and completion rates monitored Data made available to departments, as part of a standard report, that shows both motivation for leaving and destination information	Questionnaire developed in 2017-18 as part of leavers' workflow Reports produced from 2018-19 onwards	OD Analyst/HR Information Manager/Head of Policy and Employee Engagement/Resourcing Manager	1.1, 5.1, 5.6
1.5	Analyse salaries by gender, ethnicity, length of service and age	To identify any barriers to career progression - uneven gender distribution across grades has resulted in an overall gender pay gap of 18.6%	Analysis conducted. Paper proposing actions presented to HREDG and USG	Analysis conducted in 2017-18. Adopted proposals actioned over next three years	Director of HR/Head of EDI/HREDG/USG	1.2, 5.7, 5.8
1.6	Capture and analyse data on offers and acceptances	No systematic capturing and analysing of this information has taken place to date	Data captured, recorded, analysed. Information considered termly by the SWAN SAT and reported annually to HREDG as part of the systematic reporting of equality and diversity metrics	Annually by academic year commencing in 2018-19	Director of HR/Resourcing Manager/HREDG/SWAN SAT	1.1
1.7	Monitor uptake of career development fund across all	Previous version of scheme not well used. Scheme revised,	Fund is used by at least 10 members of staff per year	Annual monitoring, commencing	Head of EDI	

	departments and sections	eligibility criteria broadened		2017-18		
1.8	Capture and monitor participation in outreach activities by gender	Information currently not captured	Identification of participation by gender will enable identification of any under-representation. Action taken as appropriate	Starting in 2017-18	Director of Admissions and Access	
1.9	Continue to encourage staff to disclose whether their gender identity is the same as, or different to, the one they were assigned at birth	Disclosure rate as at 31/12/16 was 41.7%	Year on year increase in disclose rate. 80% disclosure rate by end of 2020-21	2017 - 2021	Head of EDI/HoDs	1.3, 4.12

THEME 2: TRAINING AND DEVELOPMENT ACTIVITIES AND EVALUATION

Ref	Action	Evidence source/rationale	Key outputs and success indicators	Timescale	Lead people/teams	Related actions
2.1	Institutional SWAN SAT to engage with the REC SAT when it is formed to share information and work together on this issue	Low proportion of BaME academic staff (16.2% in 2015-16) compared with the proportion of our BaME students (over 40%)	Members of institutional SWAN SAT share information, and work with, REC SAT on intersectionality issues	REC SAT due to be set up in early 2018	SWAN SAT/REC SAT	1.3
2.2	Develop and deliver activities targeted at grade 8 and 9 staff on ASE and ASER contracts to help facilitate an increase in the proportion of female academic staff in grades 9 and 10	For staff on ASE and ASER contracts the proportion of female academic staff decreases by grade (from grades 8 to 11).	Tools and resources on 'building an academic career' developed Annual workshop for key staff e.g. probation supervisors, held to promote engagement in using tools	Tools, resources and workshops developed during 2017-18 for delivery commencing in 2018-19	Head of Academic and Professional Practice/ Head of Policy and Employee Engagement	3.1, 4.6, 4.7

			and resources 'Managing and developing your career' workshops delivered			
2.3	Monitor completion of Unconscious Bias training for chairs of selection panels and encourage all panel members to also complete the training	New requirement for Chairs of Selection Panels to complete Unconscious Bias training	100% completion rate for Chairs of Selection Panels – no employee permitted to chair a panel until they have completed the training. 10% increase in completion rates year on year	With immediate effect	Resourcing Manager/Head of Academic and Professional Practice/ reporting managers	2.5, 2.6
2.4	Identify why female academic staff are under-represented on Strategic and Future Leaders programmes	Proportion of female academic staff on Strategic Leaders has dropped from 41.7% to 23.8% over last three years. No more than 33.3% female academic staff on future Leaders in last three years	Representation increases so that it is more in line with the representation of female staff amongst the body of academic staff (currently 41.5%) Greater transparency of how and why people are nominated	Analysis conducted during 2017-18. Increased representation from 2018-19 onwards	Vice-Chancellor/ Deputy Vice-Chancellor/Head of Academic and Professional Practice	
2.5	Provide regular reports about completion of compulsory training to reporting managers	To enable managers to fulfil their obligation to ensure all their staff have completed essential training To improve completion rates	Reports provided at regular intervals Completion rates for compulsory training reach 100%	Commencing in spring term 2017-18 100% completion by 2020-21	Head of Academic and Professional Practice/ reporting managers	2.3, 2.6, 2.8

2.6	Require all staff applying for promotion, and applying for a job internally, to have completed the relevant essential training	Not currently required. Signals importance the university places on EDI and ensures those promoted and appointed to a new post have fulfilled the training requirements of their role	Requirement included in promotions criteria and guidance and in guidance for staff applying for an internal vacancy	In time for 2018-19 annual review (promotion) and during 2017-18 for job applicants	Chair of Academic Staffing Committee/ Resourcing Manager	2.3, 2.5
2.7	Provide a mechanism for staff to keep a log of their engagement in training and development activities to enable systematic gathering of data	Incomplete data	Mechanism put in place Usage monitored over time Increased engagement with log over time	System work to commence in 2017-18	Head of Academic and Professional Practice/ Business Systems team/ reporting managers	2.5
2.8	Consider, and implement, additional ways to promote training events to staff and ensure the offer meets the needs of staff	Reduced levels of attendance. Some sessions cancelled due to low numbers. Feedback indicates it is hard to find what is on offer	Improved signposting and publicity. Close liaison between OD team and ER team to ensure the offer and development needs of staff are matched. Launch of a revised offer. Attendance increases by 10% year on year (1518 attendees between 2014 and 2017)	Improved signposting and publicity in 2017-18 Revised offer launched in 2018-19 Increased attendance	OD team/ ER team	2.3, 2.6
2.9	Identify and implement more effective ways of obtaining feedback from attendees at	Reduced number of evaluations completed since moving to a web-based feedback method (from	Increase in number of completed evaluations. Minimum 75% completion	Methods of obtaining feedback	Head of Academic and Professional Practice	4.4

	training events	around 90% to around 30%)	rate from 2018-19 onwards. Evaluations timed to achieve maximum responses and to analyse how the learning has been implemented	reviewed in 2017-18 for implementation in 2018-19		
2.10	Develop additional resources e.g. guidance and training, to ensure staff are aware of questions and/or documentation it is appropriate to ask trans staff and students to provide as identification, in line with best practice and legislation	Lack of knowledge identified through LGBT+ survey and questions asked of Equality, diversity and Inclusion team	Additional resources e.g. a quick guide, a video developed and integrated into management development programmes	During 2017-18	Head of EDI/Head of Policy and Employee Engagement	1.9, 4.12
THEME 3: CAREER DEVELOPMENT SUPPORT						
Ref	Action	Evidence source/rationale	Key outputs and success indicators	Timescale	Lead people/teams	Related actions
3.1	Improve the support for staff aspiring to move from an ASE to an ASER contract	To ensure staff who are eligible and wish to move to an ASER contract are properly supported to enable them to succeed	Specific guidance developed Staff engaged in 'constellation mentoring' – having development conversations with a wide range of people Career mentoring programme introduced	During 2017-18	Executive Deans/HR Business Partner (academic)/Head of Policy and Employee Engagement	2.2, 3.6
3.2	Members of SWAN	Members of SAT team have	Revised PDR process	During 2018-19	SWAN SAT	4.4

	Institutional SAT team to participate in, and influence, ongoing review of PDR.	collaborated with the Head of Policy and Employee Engagement who is leading the review of PDR. Ongoing collaboration will help embed gender equality in the new process	includes prompt questions, guides and supporting documents that promote gender equality		team/Head of Policy and Employee Engagement	
3.3	Develop case studies of male mentors so it is not seen as a predominantly female activity.	Departments who have their own mentoring schemes report over-representation of women as mentors	Case studies of male mentors produced Current mentoring guidance updated to prompt consideration of gender equality and ensure no bias in decision-making	During 2017-18	Head of Policy and Employee Engagement	5.9
3.4	Review support provided to early career researchers (ECRs) in order to identify gaps in provision	HR Excellence in Research Award due for renewal in 2018. Provides an opportunity to review our provision for ECRs	Review completed. Award obtained. Greater collaboration between OD, REO and Library who currently provide the majority of support to ECRs	2018-19	Head of Academic and Professional Practice/ REO/Library	
3.5	Review parent mentoring scheme	Scheme in place since 2015-16 but never used	Scheme re-launched or discontinued	During 2017-18	Head of EDI/Head of Academic and Professional Practice	3.3
3.6	Review support and mechanisms available to staff returning to work after a career break and wishing to	Career break policy introduced in 2017. No reference to returning on a different contract basis	Review of current position completed, career break policy and guidance updated as necessary to help	During 2018-19	Head of Policy and Employee Engagement	

	transition from a part-time to a full-time role		facilitate transition from part-time to full-time			
3.7	Encourage departments who do not currently have either a Deputy HoD role or opportunities for shadowing the HoD to do so	To better prepare HoDs for their role	All departments either have a Deputy HoD or provide shadowing opportunities	By 2018-19	Executive Deans/HoDs	
3.8	Introduce an observer role for Senate and its sub-committees	An observer role for HoDs at USG has been in place for some time and has proved useful	Process, including how observers are selected, in place	During 2017-18	Committee Secretaries/ Head of EDI	4.5
THEME 4: TAKING ATHENA SWAN FORWARD AND RAISING AWARENESS						
Ref	Action	Evidence source/rationale	Key outputs and success indicators	Timescale	Lead people/teams	Related actions
4.1	Raise awareness among male staff of the principles of SWAN and that they apply equally to men	24% of male respondents to the SWAN staff survey were not aware of the principles of SWAN compared with 17% of female respondents	100% of all respondents to the SWAN survey say they are aware of the principles of SWAN	By 2019-20	SWAN SG	
4.2	Increase the representation of men on institutional SWAN SAT	Low representation of men on SAT (currently 23.5% male, 76.5% female)	At least 35% male representation on SAT	By the end of 2017-18	Chair of SWAN SG	4.5
4.3	Review internal governance arrangements for SWAN	Existing arrangements in place since 2012	SWAN is embedded in institutional processes and decision-making bodies and supports departments in their planning activities	By the end of 2018-19	Chair of SWAN SG/Chair of HREDG	1.1

4.4	Develop a framework for consultation on SWAN matters that utilises existing consultation methods where possible in order to minimise the effects of survey fatigue	Low response rate to 2017 SWAN staff and student surveys	Consultation framework developed and implemented	Framework developed by the end of 2017-18 for implementation in 2018-19	SWAN SG/Head of Employee Engagement/ Head of Student Engagement	2.9, 5.10
4.5	Invite observers to attend institutional SWAN SAT meetings to ensure process is open, transparent and inclusive and to encourage a wider group of people to apply to be on the SAT	Low representation of men on institutional SWAN SAT and also a lack of ethnic diversity of SAT members	The ethnic profile of institutional SWAN SAT members is at least equal to their representation in the workforce (currently 10% however non-disclosure rate is 17.8% - see action 1.4)	Commencing in 2017-18 and on an ongoing basis	Chair of SWAN SG	3.8, 4.2
4.6	Increase the visibility of staff on ASE contracts who have been promoted	Staff perceive it is harder to progress on an ASE contract	Case studies of staff on ASE contracts who have been promoted produced after each promotions round	Annually, commencing in 2017-18	Head of Policy and Employee Engagement	2.2, 3.1
4.7	Raise the profile of female professors on ASE contracts	Staff perceive it is harder to progress on an ASE contract	More visible role models of successful women	Ongoing	Executive Deans/HR	2.2
4.8	Introduce new employees to SWAN at an early stage by including it on the induction checklist and in probation guidance	No reference to SWAN in current induction checklist or probation guidance	Induction checklist and probation guidance updated to include reference to SWAN	During 2017-18	Head of Academic and Professional Practice/ Head of Policy and Employee Engagement	4.13
4.9	Increase the visibility of SWAN	Little visibility of SWAN in public	More visible commitment to	Commencing	Chair of SWAN SG/CER/Head of	4.11

	across the University	places	SWAN across all 3 campuses	2017-18	EDI	
4.10	Encourage all departments to recognise membership of SWAN SATs (departmental and institutional) in their WAM	To ensure appropriate recognition of the contribution made by SAT members	All departments recognise membership of the SAT in their WAM, allocating a minimum of 20 hours for the role	2019-20	Executive Deans/Chair of SWAN SG/HoDs	5.16
4.11	Continue to raise awareness of the importance of considering gender equality in our publicity materials	Issues raised by staff in response to some university-wide publications not being balanced in terms of gender	Everything the University produces is assessed for its impact on equality and diversity prior to publication	Ongoing	Chair of SWAN SG/Head of EDI	4.9
4.12	Take steps to create a non-binary friendly environment	Recent introduction of ability for staff and students to identify as non-binary has highlighted the need to do some work in this area	Non-binary staff and students invited to be the subject of a case study or speak at an event. Gendered language removed from policies	Commencing in 2019-20	Head of Policy and Employee Engagement/ Head of EDI/Committee chairs	5.14
4.13	Raise awareness of, and engagement with, the OD SWAN Group and specifically how its members can support departments across the institution, through the introduction of SWAN workshops.	Newly-formed group. Increasing numbers of departments engaging in SWAN requires a different way of providing central support	SWAN workshops introduced One workshop held per term	2017-18	Organisational Development	4.9
4.14	Integrate SWAN action plan into People Supporting	To avoid duplication and help identify where SWAN actions can	Action plans integrated	2019-20	Director of HR/Chair of Athena	1.1

	Strategy (PSS) action plan (new plan due in 2019-20) to help support an integrated approach to ‘people plans’	help deliver PSS actions			SWAN SG																	
THEME 5: POLICY AND OPERATIONAL CULTURE																						
Ref	Action	Evidence source/rationale	Key outputs and success indicators	Timescale	Lead people/teams	Related actions																
5.1	Review conditions of retirement in order to facilitate movement along the promotions pipeline and assist in workforce planning	Most significant gender imbalances are at higher grades which have a higher proportion of older workers. As at 31/12/16 41% of professors were aged 56 and over, 10.7% were aged 66 and over	Review completed, recommendations made to HREDG. Those approved are implemented. Any identified blockers to career progression fed into the annual planning process	During 2018-19	Head of Policy and Employee Engagement	1.4																
5.2	Continue to promote flexible working culture as part of ensuring people are able to work in ways that suit them within the limits set down by the university and their role	To support staff in maintaining a healthy balance between work and other aspects of life and promote equality of opportunity for staff working part-time	<div>Continued rise in proportion of academic staff working part time (p/t), closing the gap between S10 and sector benchmarks</div> <table><tr><td colspan="4">% of p/t academic staff</td></tr><tr><td></td><td>Essex</td><td>S10</td><td>Sector</td></tr><tr><td>F</td><td>23.3</td><td>51.3</td><td>40.3</td></tr><tr><td>M</td><td>14.6</td><td>39.4</td><td>26.9</td></tr></table>	% of p/t academic staff					Essex	S10	Sector	F	23.3	51.3	40.3	M	14.6	39.4	26.9	Year-on-year rise in proportion of academic staff working part time from 2017-18 onwards	Executive Deans/HoDs/ HR	5.3
% of p/t academic staff																						
	Essex	S10	Sector																			
F	23.3	51.3	40.3																			
M	14.6	39.4	26.9																			
5.3	Advertise all posts as being suitable for part-time	Proportion of female academic staff only risen by 1.5% over last	75% of posts are advertised as full time or part time	By 2019-20	Resourcing Manager/	5.2																

	work/job share unless a case can be made for not doing so	three years and is lower than sector and S10 average			recruiting managers	
5.4	Enable staff at all levels to work part-time if that is their preference	To support staff in maintaining a healthy balance between work and other aspects of life and promote equality of opportunity for those aspiring to work part-time in a leadership role	Guide produced for managers to help them create an environment that supports part-time working Case studies of staff working part-time at all levels developed and published	Commencing in 2017-18	Head of Policy and Employee Engagement	3.1, 5.2, 5.3, 5.14
5.5	Continue to move staff from fixed term to permanent contracts where appropriate	Continuing action in response to 2013 equal pay audit which has resulted in an increasing proportion of academic staff employed on permanent contracts (84% compared with national benchmark of 64.7%)	Ongoing monitoring of academic staff by contract type shows those employed on permanent contracts remains comparable with the current picture unless there is a valid reason for this not to be the case	Annual monitoring by SAT, commencing in 2017-18	Executive Deans/HoDs/HR	
5.6	Review exit process. Consider whether destination information and motivation for leaving could be captured through HR Organiser (employee self-service system) or other electronic method	Information currently captured is incomplete and therefore no analysis is possible	A leavers' workflow is introduced and completing destination information is mandatory	During 2017-18	HR Information Manager/OD Analyst	1.4
5.7	Identify female academic staff on grades 9 and 10 who have	Currently there are more than double the number of male	Workforce planning project includes reference to	By 2019-20	Executive Deans/HoDs/ HR	1.7, 2.2,

	the potential to be promoted in the next 2-3 years and ensure they are aware of, and are encouraged to access, available career development support	academic staff on grades 10 and 11 than female academic staff on the same grades (234 v 108, 68% v 32%) which has resulted in an overall mean gender pay gap	identifying staff potential The proportion of female academic staff on grades 10 and 11 increases to at least their representation in the overall academic staff body (currently 41.5%)	2020-21 By	Business Partner (academic)/ Resourcing Manager	3.1, 3.2
5.8	Examine the reasons for the gender pay gap in favour of women at Grade 4 and take appropriate action	To confirm or dispel the theory as to why this is the case and facilitate career progression	Reasons for gap identified and appropriate action taken	Analysis during 2017-18. Actions taken in following three years	Director of HR/HR Business Partner (Professional Services)/ Head of EDI	1.5
5.9	Highlight to HoDs the importance of recognising the time spent on mentoring by staff in their department	Inconsistencies in how workload in relation to mentoring is measured across departments identified by SWAN SAT	Mentoring activity is included in all departmental WAMS	From 2018-19	Chair of SWAN SG/Executive Deans	3.3.
5.10	Seek feedback from HoDs and staff who have been on maternity leave as to the usefulness of the information they received from HR	Booklets for staff and reporting managers and the development of a standard email sent to the relevant HoD by HR introduced in 2014-15. No evaluation taken place to date	Evaluation completed. Information revised as appropriate in response to feedback	2018-19	Head of Policy and Employee Engagement/ Head of EDI	4.4
5.11	Investigate the possibility of maternity leave being paid for out of a central fund	Current arrangements negatively impact departments with a predominantly female workforce	Issue considered by HREDG. If supported, proposal for change put forward to	Considered by HREDG during 2018-19 for	Chair of HREDG/Resources Committee	

		which could lead to biased decisions made during recruitment process	Resources Committee for approval. If approved, revised process put in place	introduction, if approved, in 2020-21		
5.12	Review process for accessing the parent and baby room on Colchester campus	Feedback is that the process for obtaining the key was too time-consuming	Revised, swifter process for accessing the parent and baby room introduced	During 2017-18	Deputy Director of Estates and Campus Services	
5.13	Streamline the capture of flexible working applications and outcomes	Inability to fuller capture extent of agreed flexible working arrangements due to different ways in which information is recorded	A complete picture of flexible working is obtained and reported to HREDG as part of systematic reporting of equality and diversity/workforce metrics	Current process reviewed 2017-18 Streamlined process adopted in 2018-19	HoDs/Timetable Office/HR	1.1, 1.6
5.14	Add consideration of equality and diversity into the ToR of Honorary Degrees, Research Committee, Ethics Committee, Joint Academic Committee with Suffolk	To ensure all committees of Senate have formal responsibility for considering equality and diversity issues as part of their regular business	Terms of reference are revised to include consideration of equality and diversity	For the start of 2018-19 academic year	Chair and Secretary of Senate	4.12
5.15	Encourage all HoDs to schedule their key departmental meetings between 10am and 3pm	Departments holding SWAN awards have all either implemented this or are reviewing their definition of core hours with a view to reducing them from the current 9am to 5pm	All departments reduce their definition of core hours for scheduling meetings	By 2020-21	HoDs	
5.16	All departments to review time allocations in their WAM for outreach activities	Complete information not routinely captured	All WAMs reflect full breadth of Outreach activities	Starting in 2018-19	HoDs	4.10