

# Athena SWAN: Bronze and Silver institution application



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## Athena SWAN Bronze institution awards

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

This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities;
- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these;
- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

## Athena SWAN Silver institution awards

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

## Completing the form

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

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

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

**Additional areas for Silver applications are highlighted throughout the form.**

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

## Word Count

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

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

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

Institution application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,500</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the institution	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

**NB Additional 1200 word count allocated by Advance HE for this application**

<b>Name of institution</b>	University of Sussex	
<b>Date of application</b>	27 November 2020	
<b>Award Level</b>	<b>Bronze</b>	
<b>Date joined Athena SWAN</b>	<b>March 2012</b>	
<b>Current award</b>	<b>Date: April 2016</b>	<b>Level: Bronze</b>
<b>Contact for application</b>	[REDACTED]	
<b>Email</b>	[REDACTED]	
<b>Telephone</b>	[REDACTED]	

### Notes on the data

All data in the submission relates to full-person equivalent (FPE) as defined by HESA. Staff and student data are snapshots taken on 1 December each year. Promotion data is based on the academic year in which the promotion is effective and not the year of application (although these may be the same). Recruitment data and maternity/paternity/adoption data reflect calendar years. All other data is based on academic years. The Planning Officer (Equality, Diversity and Inclusion) – a new post introduced as a result of our previous Athena SWAN (AS) action plan - is responsible for producing the data for the institutional and School applications. This ensures consistency and standardisation of data across our applications.

In September 2020, our three arts and humanities Schools (English; History, Art History and Philosophy and Media, Film and Music) merged to form a new School of Media, Arts and Humanities. Our data sets are provided based on the 12 School structure as that was in place throughout the majority of the 4 year period covered.

## Glossary

AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
BAME	Black, Asian and Minority Ethnic
BSMS	Brighton and Sussex Medical School
DPR	Discretionary pay review
DPVC (EDI)	Deputy Pro-Vice Chancellor for Equality and Diversity
ECR	Early-career researcher
EDI	Equality, Diversity and Inclusion
Eng/Inf	School of Engineering and Informatics
ESW	School of Education and Social Work
F	Female
FTE	Full-time equivalent
GDPR	General Data Protection Regulation
HAHP	History, Art History and Philosophy
HEA	Higher Education Academy
HR	Human Resources
HRBP	HR Business Partner
IDS	Institute of Development Studies
ISPB	Inclusive Sussex Programme Board
KIT	Keeping-in-touch
KPI	Key Performance Indicator
Lifesci	School of Life Sciences
LPS	School of Law, Politics and Sociology
LTR	Left to right
M	Male
MD	Missing data
MENA	Middle East and North Africa
MFM	School of Media, Film and Music
MPS	School of Mathematical and Physical Sciences
NB	Non-binary
ODU	Organisational Development Unit
PAWS	Planning Academic Workload at Sussex
PFHEA	Principal Fellow of the Higher Education Academy
PGCertHE	Post-graduate certificate in Higher Education
PNTS	Prefer Not To Say
RCUK	Research Councils UK
REC	Race Equality Charter
SAT	Self-assessment team
SFHEA	Senior Fellow of the Higher Education Academy
SPL	Shared parental leave
STEMM	Science, technology, engineering, medicine and mathematics
TUs	Trade Unions
UEG	University Executive Group
ULT	University Leadership Team
UoB	University of Brighton
UoS	University of Sussex
VC	Vice Chancellor
WHEN	Women in HE Network

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# 1. Letter of endorsement from the head of institution

**Recommended word count: Bronze: 500 words | Silver: 500 words**

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

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





November 2020

Dear 

**University of Sussex: Athena SWAN bronze renewal application**

I am delighted to support our Athena SWAN institutional bronze renewal application, and welcome the opportunity to reflect on our achievements and progress in relation to gender equality since our last renewal in April 2016, and since I joined the University as Vice Chancellor in September 2016.

During this term our work in support of the Athena SWAN principles has resulted in real progress. I am particularly proud of the work undertaken by our STEMM Schools, all of which hold awards – three at silver level – and we aim for our AHSSBL Schools to all achieve an award by 2025. At an institutional level, since our last Athena SWAN application, we have introduced multiple initiatives to promote gender equality:

- a revised approach to flexible working to become ‘flexible by default’, meaning that we encourage a range of flexible working options from day one, including at the most senior grades;
- updated academic career pathways to reflect our Strategic Framework 2025 commitment to achieve parity of esteem between education and research;
- introduced a mentoring scheme across the University;
- promoted and celebrated the success of our female staff, for example, by commissioning artwork and through events around International Women’s Day;
- even in the midst of financial and logistic challenges arising from the COVID-19 pandemic, we remain committed to measures to improve institutional culture, as exemplified by the recent launch of our Dignity Champions’ network and our preparations to deliver a state-of-the-art online system for reporting instances of harassment/discrimination.

continued.../2

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I have personally overseen initiatives to promote culture change and shape a more inclusive campus:

- In September 2016 I asked Professor Nicole Westmarland to conduct an independent review of the University's handling of a staff-student relationship that turned violent. I ensured that all her recommendations to promote a safe environment at Sussex, including a new Relationship Policy and a Policy on Definitions of Violence, were implemented.
- In October 2016 I established the role of Deputy Pro-Vice Chancellor (EDI). This senior academic role (0.5FTE) reports directly to me. I am committed to embedding EDI at senior levels of University decision-making and our governance structure reflects this. Due to the significance of the EDI agenda for the 2020/21 academic year, I have shaped the vacant DPVC (EDI) role to create four academic leads – one for each of the equality Charters we are engaged with (Athena SWAN, REC, Stonewall, Disability Confident). The individuals report directly to me for this work and form part of the newly-established Inclusive Sussex Programme Board (responsible for overseeing implementation of our EDI strategy).
- In 2018 I created an EDI Unit to support the DPVC (EDI) and coordinate the University's work on equality charters.
- I have committed to closing our gender pay gap, with an ambitious KPI to halve it by 2024 and regular reporting to the University Executive Group about action taken to achieve this goal.

With our EDI Strategy, Inclusive Sussex, we have set ourselves some challenging targets. We must be ambitious in holding ourselves to these commitments to make the progress needed in terms of female representation in our most senior posts and to take strides to close the gap in representation and pay. We have aligned our Athena SWAN and gender pay gap action plans into a comprehensive gender equality action plan.

In response to the COVID-19 pandemic we have included actions to monitor and limit any gender-dependent impact on our staff. We are committed to coming out of the pandemic as a kinder and more equal institution.

I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true reflection of the University.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ad Tickell'.

Professor Adam Tickell  
**Vice-Chancellor**

600 words

## 2. Description of the institution

**Recommended word count: Bronze: 500 words | Silver: 500 words**

Please provide a brief description of the institution, including any relevant contextual information. This should include:

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

Sussex gained its first institutional bronze award in November 2012, and renewed this award in April 2016. All five STEM Schools have awards which have been renewed, three as silver awards. We have made a commitment that all Schools will hold an award by 2025 and we are expanding the institutional AS SAT to support this (section 3(i)). A central Planning Officer provides Schools with data sets, updated annually, for departmental submissions.

**Table 1: University of Sussex Athena SWAN departmental award holders and planned applications**

School	Current Award	Submission Date
BSMS	silver	Nov 2017
Mathematical and Physical Sciences	bronze	Nov 2017
Engineering and Informatics	bronze	Apr 2018
Life Sciences	silver	Apr 2019
Psychology	silver	Nov 2019
Media, Arts and Humanities		
MFM	bronze	Apr 2020
History, Art History and Philosophy	n/a	Nov 2020
English	n/a	Apr 2021
UoS Sussex Business School	n/a	By Apr 2025
Global Studies	n/a	By Apr 2025
Law, Politics and Sociology	n/a	By Apr 2025
Education and Social Work	n/a	By Apr 2025

**(ii) information on teaching and research focus**

Sussex is a research-intensive University and was the first of the new wave of UK universities founded in the 1960s, receiving its Royal Charter in 1961. Student numbers have grown from 13,189 in 2014 to over 18,000 students today, of which around a third are postgraduates.

Sussex seeks to facilitate research across disciplinary boundaries, and has a reputation for being politically and intellectually progressive. We continue to foster interactions between disciplines, and these have produced world-leading research, and pioneered interdisciplinary degree programmes, for example in Neuroscience. Sussex researchers have won the Nobel Prize in Chemistry. Annual research income is around £50M.

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

**Table 2 (a): Staff numbers by gender**

Year	Total			% Female
	Female	Male	Total	
2015/16	1223	1110	2333	52%
2016/17	1383	1181	2564	54%
2017/18	1615	1436	3051	53%
2018/19	1692	1446	3138	54%
2019/20	1743	1470	3213	54%
National 2018/19				55%

**Table 2 (b): Staff numbers by gender for academic and professional services staff**

Year	Academic				Professional			
	Female	Male	Total	% Female	Female	Male	Total	% Female
2015/16	523	747	1270	41%	700	363	1063	66%
2016/17	582	780	1362	43%	801	401	1202	67%
2017/18	789	983	1772	45%	826	453	1279	65%
2018/19	846	1012	1858	46%	846	434	1280	66%
2019/20	848	1020	1868	45%	895	451	1345	67%
National 2018/19				46%				63%

The percentage of female academic staff has remained at 45-46% over the last 3 years (matching the national benchmark) (Table 2b). The percentage of female professional services staff is high at 67% and has remained relatively static over the 5 year period. From our work into the causes of our gender pay gap, we know that we have an overrepresentation of women in our bottom pay quartile (73%F in our 2019 gender pay gap report) which is due to the occupational segregation of women in our administrative roles within professional services. This is consistent with the national picture where data published in 2015 show that 76.5% of administrative and secretarial roles are filled by female workers<sup>1</sup>.

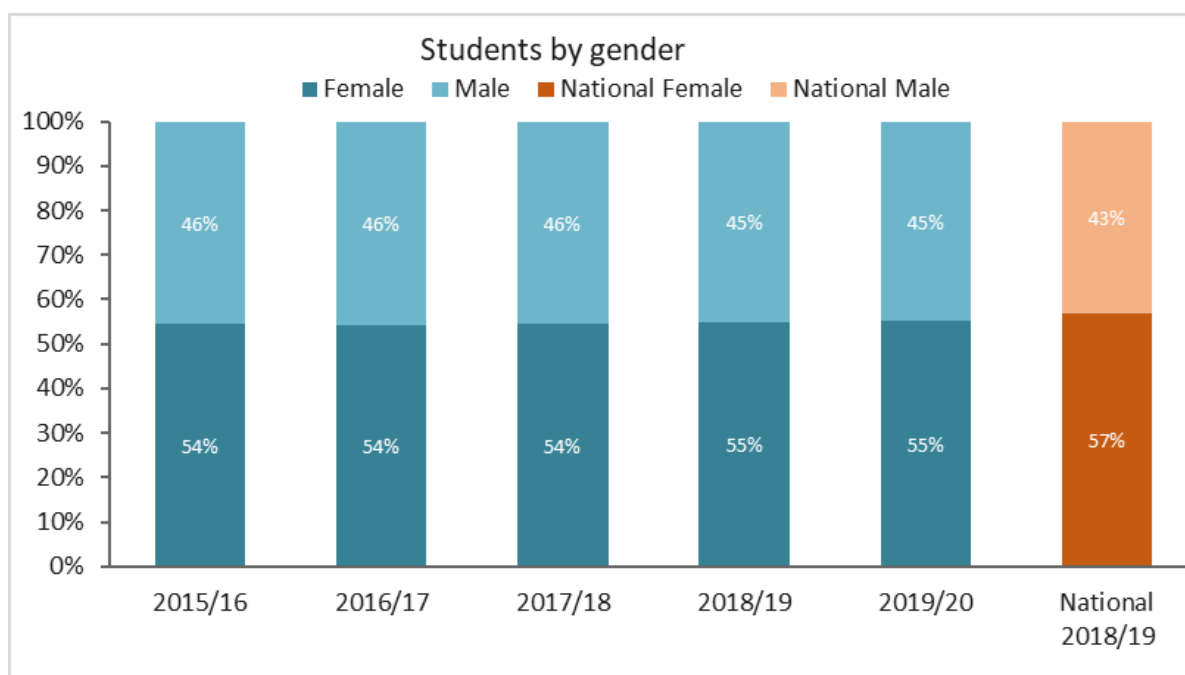
**(iv) the total number of departments and total number of students**

Until September 2020, we had 11 academic schools and one medical school which is jointly run with the University of Brighton. Staff in the medical school are included in our staff numbers but students in the medical school are registered with the University of Brighton and are not included in our student numbers.

Figure 1 shows the percentage of female students over five years. Table 3 shows the numbers of students by school and gender. Sussex has seen a significant rise in student numbers since 2015/16, from 14,499 to 18,092 in 2019/20. The percentage of female students across this time period has remained at 54 - 55% which is just below the national average. Variations exist at School level with Psychology having the highest percentage of female students (80%F in 2019/20) and Eng/Inf the lowest (17% in 2019/20). The two Schools with very low female student representation, (Eng/Inf and Mathematical and Physical Sciences) both hold departmental bronze awards and are taking action to redress this gender imbalance. For example, MPS are holding masterclasses in local schools to encourage girls to study maths and physics at A level, and Eng/Inf are encouraging higher levels of involvement from female students at open days and applicant visit days.

<sup>1</sup> UK Commission for Employment and Skills (UKCES)

**Figure 1: Percentage of students by gender**



**Table 3: Number of students in each school by gender<sup>2</sup>**

	School	Institution	EngInf	MPS	Business	HAHP	LifeSci
2015/16	F	7890	177	254	1434	558	652
	M	6609	1045	664	1682	437	583
	Total	14499	1222	918	3116	995	1235
	% F	<b>54%</b>	<b>14%</b>	<b>28%</b>	<b>46%</b>	<b>56%</b>	<b>53%</b>
2016/17	F	8645	212	266	1628	551	792
	M	7344	1159	698	2031	449	619
	Total	15989	1371	964	3659	1000	1411
	% F	<b>54%</b>	<b>15%</b>	<b>28%</b>	<b>44%</b>	<b>55%</b>	<b>56%</b>
2017/18	F	9074	219	265	1645	558	882
	M	7613	1205	685	2143	406	667
	Total	16687	1424	950	3788	964	1549
	% F	<b>54%</b>	<b>15%</b>	<b>28%</b>	<b>43%</b>	<b>58%</b>	<b>57%</b>
2018/19	F	9816	236	282	1781	587	1029
	M	8078	1263	672	2465	449	682
	Total	17894	1499	954	4246	1036	1711
	% F	<b>55%</b>	<b>16%</b>	<b>30%</b>	<b>42%</b>	<b>57%</b>	<b>60%</b>
2019/20	F	9972	245	245	1764	520	1046
	M	8120	1224	593	2660	430	643
	Total	18092	1469	838	4424	950	1689
	% F	<b>55%</b>	<b>17%</b>	<b>29%</b>	<b>40%</b>	<b>55%</b>	<b>62%</b>
National 2018/19		<b>57%</b>	<b>19%</b>	<b>37%</b>	<b>49%</b>	<b>55%</b>	<b>65%</b>

<sup>2</sup> National data comparators show nearest comparator data, but variations between some subject groupings could account for variation from the average, eg Mathematics used to compare to Mathematics and Physical Sciences

	School	LPS	MFM	Global	English	ESW	Psychology
2015/16	F	1127	656	838	659	696	839
	M	667	388	441	252	243	207
	Total	1794	1044	1279	911	939	1046
	% F	<b>63%</b>	<b>63%</b>	<b>66%</b>	<b>72%</b>	<b>74%</b>	<b>80%</b>
2016/17	F	1219	690	943	693	755	896
	M	755	428	504	237	245	219
	Total	1974	1118	1447	930	1000	1115
	% F	<b>62%</b>	<b>62%</b>	<b>65%</b>	<b>75%</b>	<b>76%</b>	<b>80%</b>
2017/18	F	1303	737	1048	747	672	998
	M	763	477	514	259	249	245
	Total	2066	1214	1562	1006	921	1243
	% F	<b>63%</b>	<b>61%</b>	<b>67%</b>	<b>74%</b>	<b>73%</b>	<b>80%</b>
2018/19	F	1352	781	1138	740	719	1171
	M	790	475	565	239	216	262
	Total	2142	1256	1703	979	935	1433
	% F	<b>63%</b>	<b>62%</b>	<b>67%</b>	<b>76%</b>	<b>77%</b>	<b>82%</b>
2019/20	F	1460	751	1194	718	725	1304
	M	817	420	544	245	220	324
	Total	2277	1171	1738	963	945	1628
	% F	<b>64%</b>	<b>64%</b>	<b>69%</b>	<b>75%</b>	<b>77%</b>	<b>80%</b>
National 2018/19		64%	65%	64%	71%	78%	79%

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

**Table 4: University of Sussex Schools**

STEMM	AHSSBL
Brighton and Sussex Medical School (BSMS)	UoS Business School
Engineering and Informatics	Education and Social Work
Life Sciences	Global Studies
Mathematical and Physical Sciences	Law, Politics and Sociology
Psychology	Media, Arts and Humanities

Table 5 shows that the increase in student numbers since 2015/16 has occurred with an evening out of gender ratios. Although the percentage of female students in AHSSBL subjects has remained close to 58%, STEM subjects have witnessed a 7% increase in the percentage of female students since our last institutional bronze renewal in 2016, from 43% F in 2015/16 to 50% F in 2019/20. The increase in female STEM students at Sussex is driven by LifeSci and Psychology.

**Table 5: Students by gender in AHSSBL and STEM subjects (NB: students parsed by individual Schools are in Table 3)**

Year	AHSSBL				STEMM			
	Female	Male	Total	% Female	Female	Male	Total	% Female
2015/16	5968	4110	10078	59%	1922	2499	4421	43%
2016/17	6479	4649	11128	58%	2166	2695	4861	45%
2017/18	6710	4811	11521	58%	2364	2802	5166	46%
2018/19	7098	5199	12297	58%	2718	2879	5597	49%
2019/20	7132	5336	12468	57%	2840	2784	5624	50%

There has been a 5% increase in the percentage of female academic staff overall, with a 7% F increase in AHSSBL and 1% F increase in STEM subjects (Table 6). Employees working in STEM departments (877 in 2019/20) account for 47% of all academic staff.

**Table 6: Academic staff by gender in AHSSBL and STEM subjects**

Year	Academic Staff											
	AHSSBL				STEMM				Institution			
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female
2015/16	294	356	650	45%	227	390	617	37%	521	746	1267	41%
2016/17	340	384	724	47%	240	394	634	38%	580	778	1358	43%
2017/18	474	457	931	51%	314	524	838	37%	788	981	1769	45%
2018/19	513	465	978	52%	335	544	879	38%	848	1009	1857	46%
2019/20	513	475	988	52%	337	540	877	38%	850	1015	1865	46%

Our female representation of professional services staff is 66% across the University. There are minor variations between STEM and central professional services areas from the overall figure but an increase to 74% for AHSSBL schools (Tables 7(a) & (b)).



**Table 7(a): Professional services staff by gender in total and in central roles**

Year	Grade band	Institution				Central Professional Services			
		Female	Male	Total	% Female	Female	Male	Total	% Female
2015/16	Grade 1-6	486	170	656	74%	241	94	335	72%
	Grade 7-10	214	193	407	53%	164	144	308	53%
	<b>Total</b>	<b>700</b>	<b>363</b>	<b>1063</b>	<b>66%</b>	<b>405</b>	<b>238</b>	<b>643</b>	<b>63%</b>
2016/17	Grade 1-6	560	184	744	75%	301	104	405	74%
	Grade 7-10	242	217	459	53%	184	164	348	53%
	<b>Total</b>	<b>802</b>	<b>401</b>	<b>1203</b>	<b>67%</b>	<b>485</b>	<b>268</b>	<b>752</b>	<b>64%</b>
2017/18	Grade 1-6	578	212	790	73%	299	121	420	71%
	Grade 7-10	249	241	490	51%	195	186	381	51%
	<b>Total</b>	<b>827</b>	<b>453</b>	<b>1280</b>	<b>65%</b>	<b>494</b>	<b>307</b>	<b>801</b>	<b>62%</b>
2018/19	Grade 1-6	587	200	787	75%	300	109	408	73%
	Grade 7-10	261	234	495	53%	204	179	383	53%
	<b>Total</b>	<b>848</b>	<b>434</b>	<b>1282</b>	<b>66%</b>	<b>504</b>	<b>288</b>	<b>792</b>	<b>64%</b>
2019/20	Grade 1-6	609	202	811	75%	312	106	418	75%
	Grade 7-10	286	249	535	53%	224	195	419	53%
	<b>Total</b>	<b>895</b>	<b>451</b>	<b>1346</b>	<b>66%</b>	<b>536</b>	<b>301</b>	<b>837</b>	<b>64%</b>

**Table 7(b): Professional services staff by gender in AHSSBL and STEMM Schools**

Year	Grade band	AHSSBL Schools				STEMM Schools			
		Female	Male	Total	% Female	Female	Male	Total	% Female
2015/16	Grade 1-6	109	37	146	74%	136	39	175	78%
	Grade 7-10	18	7	25	73%	32	42	74	43%
	<b>Total</b>	<b>127</b>	<b>44</b>	<b>171</b>	<b>74%</b>	<b>168</b>	<b>81</b>	<b>249</b>	<b>68%</b>
2016/17	Grade 1-6	122	40	163	75%	137	40	177	78%
	Grade 7-10	19	7	26	73%	39	47	85	45%
	<b>Total</b>	<b>142</b>	<b>47</b>	<b>189</b>	<b>75%</b>	<b>176</b>	<b>86</b>	<b>262</b>	<b>67%</b>
2017/18	Grade 1-6	128	45	174	74%	151	46	196	77%
	Grade 7-10	18	7	25	72%	36	48	84	43%
	<b>Total</b>	<b>147</b>	<b>52</b>	<b>199</b>	<b>74%</b>	<b>187</b>	<b>94</b>	<b>280</b>	<b>67%</b>
2018/19	Grade 1-6	136	45	181	75%	151	46	197	77%
	Grade 7-10	19	7	26	73%	38	49	86	44%
	<b>Total</b>	<b>155</b>	<b>52</b>	<b>207</b>	<b>75%</b>	<b>189</b>	<b>95</b>	<b>283</b>	<b>67%</b>
2019/20	Grade 1-6	134	48	182	74%	163	48	211	77%
	Grade 7-10	16	6	22	73%	46	48	94	49%
	<b>Total</b>	<b>150</b>	<b>54</b>	<b>204</b>	<b>74%</b>	<b>209</b>	<b>96</b>	<b>305</b>	<b>68%</b>

Total 631 words (500)

### 3. The self-assessment process

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

Describe the self-assessment process. This should include:

**(i) a description of the self-assessment team**

Our SAT has 17 current members (9F, 7M, 1NB), including representatives from all Schools currently engaged in the AS process, and a balance of academic and professional services staff. Membership has expanded to include representatives from AHSSBL Schools and we aim to have all Schools represented (action 2). SAT members cover career stages from PhD student to Professor and several have flexible working arrangements. We sought volunteer members from the School AS leads, PhD students, and staff in specific professional services roles. School AS SATs include UG student representation. SAT members are listed in Table 8.

**Table 8: SAT membership**

Member	Job Title	SAT Role	Status	Experiences/work-life balance	Gender and pronoun
		Chair (to Jan 2020)	Past - to Jan 2020)	[REDACTED]	Female, she/her
		Chair. Life Sciences Athena SWAN co-chair	Present	[REDACTED]	Male, he/him
		Early career research representative	Present	[REDACTED]	Female, she/her
		Represents research staff career pathways and development activity	Past – to July 2020	[REDACTED]	Female, she/her
		Early career research representative	Present	[REDACTED]	Male, he/him
		EDI champion, and AS SAT Chair School of Media, Film and Music (MFM)	Present	[REDACTED]	Female she/her
		Internal communications to staff and students	Present	[REDACTED]	Female, She/her
		EDI Champion, Business School	Present	[REDACTED]	Female she/her
		EDI Champion, School of Education and Social Work (ESW). Co-chair of Carer’s network.	Present	[REDACTED]	Female, she/her

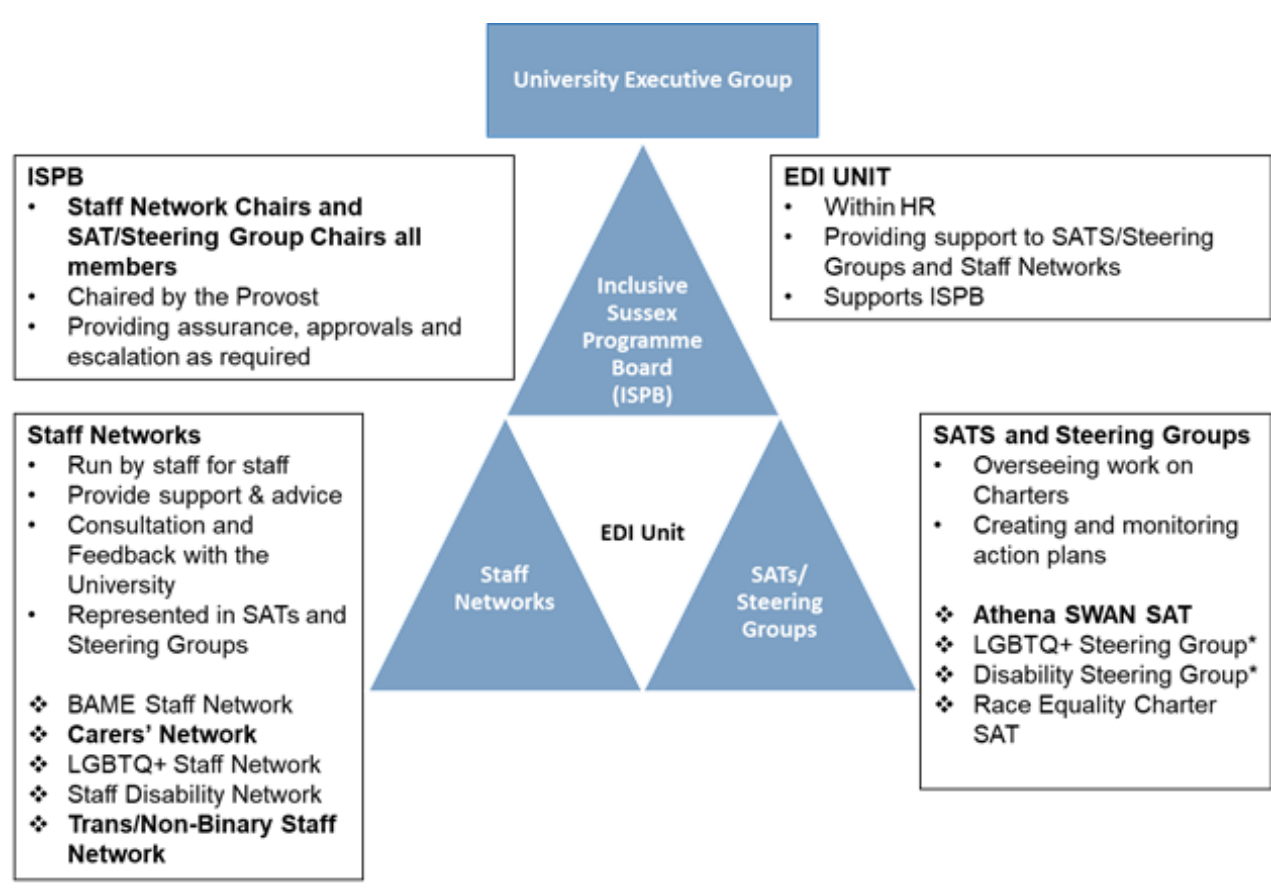
Member	Job Title	SAT Role	Status	Experiences/work-life balance	Gender and pronoun
		Represents BSMS (Silver award holder) on the SAT and was a member of the University SAT Mentoring working group	Past – to Jan 2020	[REDACTED]	Female, she/her
		Chair of the MPS Athena SWAN SAT	Present	[REDACTED]	Male, he/him
		Deputy Chair of the MPS Athena SWAN SAT	Present	[REDACTED]	Male, he/him
		EDI and Athena SWAN lead, School of English	Present	[REDACTED]	Female, She/her
		Provision of Athena SWAN data and charts.	Present	[REDACTED]	Non-binary They/them (preferred) or she/her
		PhD representative	Past - to 2019	[REDACTED]	Female she/her
		Secretary	Present	[REDACTED]	Male, he/him
		Professional Services lead on culture and inclusion	Present	[REDACTED]	Female she/her
		PhD representative	Past – to May 2020	[REDACTED]	Female, she/her
		Member of the Eng/Inf SAT, previously Co-chair	Past – to May 2020	[REDACTED]	Female, she/her

Member	Job Title	SAT Role	Status	Experiences/work-life balance	Gender and pronoun
		Coordinator of application. Advises SAT on EDI and HR policy, legislation, and guidance	Present	[REDACTED]	Female, she/her
		Representative from BSMS (academic inclusivity co-lead)	Present	[REDACTED]	Female, She/her
		Chair of the School of Engineering and Informatics SAT	Present	[REDACTED]	Male, he/him
		EDI Champion for School of Psychology	Present	[REDACTED]	Male, he/him

**(ii) an account of the self-assessment process**

The current SAT was established after our bronze renewal in April 2016. It meets every two months and is chaired by [REDACTED], the academic lead for Athena SWAN and gender equality<sup>3</sup>. The DPVC (EDI) role is currently vacant. For 2020/21 the role has been split to create four academic leads – one for each of our Charter streams (Athena SWAN, REC, Stonewall, Disability Confident). The four leads report to the VC for this work and sit on the Inclusive Sussex Programme Board (ISPB) which oversees the implementation of our EDI strategy. ISPB is chaired by the Provost who is a member of the University Executive Group (Figure 2). The SAT provides regular updates to the ISPB.

**Figure 2: EDI Governance Structure for AS SAT**



SAT meetings are structured to discuss applications, progress with action plans and institution-wide activities such as staff surveys and gender equality initiatives. We schedule meetings for compatibility with members' carer responsibilities. Since March 2020 all meetings have been online. Meeting invites and updates on AS, gender equality issues and events are sent using our AS mailing list.

<sup>3</sup> The Deputy Pro Vice Chancellor for Equalities and Diversity is a senior academic role at 0.5FTE, reporting directly to the Vice Chancellor. The DPVC (EDI) role has been vacant since January 2020. The VC has created a new leadership structure for 2020/21 (see covering letter) that will be reviewed at the end of the academic year and this is reflected in this application.

Table 9 sets out the key consultation exercises that have formed the basis of our self-assessment.

**Table 9: Key consultation events informing the self-assessment**

Type	Consultation format
University level survey	A staff engagement survey conducted in November 2018 built on similar surveys conducted in 2014, 2015 and 2016, and included the breakdown of responses by gender and other protected characteristics. Feedback from the surveys contributed to establishment of working groups on University culture, on support for returners from carers' leave, and on dignity and respect, and fed through to our policies.
University level review	The Westmarland Review (2017) (section 5.4.(i)) led to a University level action plan on violence. The recommendations led to the commission of the Changing University Cultures (CHUCL) project within the University. (Table 37)
University level review	The CHUCL review was conducted across the University in 2018 (section 5.4.(i)). This project involved a survey, interviews, focus groups, a blog and grounded action enquiry. Over 900 staff and students from across the University participated. The recommendations based on this feedback were accepted by the University and are reflected in our actions. (Table 39)
School-level surveys	School-specific staff and student surveys conducted in addition to the institutional ones, ensuring that staff in every School have been consulted at least on a yearly basis.
SAT Sub-Group	A sub-group on support for returners from carers' leave. This held a series of focus groups in summer 2017 with women who had returned from maternity leave in the previous 3-year period to understand their experiences, capture what was working within some Departments and identify issues to be addressed. The sub-group made recommendations for action that are reflected in our action plan.
SAT Sub-Group	A sub-group on mentoring. This reviewed existing schemes within Schools and at other organisations and developed a framework for introduction across the University. This is now fully operational and administered through our Organisational Development Unit. Further recommendations to enhance our mentoring provision are reflected in our action plan.
SAT	Action planning workshops were held with the SAT in June 2019 and in May and October 2020 to develop our action plan for this application. This incorporated actions from our gender pay gap reporting, consultation with trade unions on gender equality issues, and the work of the SAT and its sub-groups. SAT members had the opportunity to contribute towards draft sections of this application.
Trade Unions consultation	Discussions with the University's campus trade unions on recommended measures to close the University's gender pay gap. Detailed analysis of the pay gap, and its work and conclusions were merged into the SAT to shape actions in this area.

An AS survey was not commissioned as University level reviews were commissioned during the period of self-assessment, alongside two staff surveys. The reviews and survey provided feedback that informs our action plan. However those reviews did not consistently provide quantitative data by gender. Going forward the SAT will ensure that reviews and surveys collect data on gender.

ACTION
1. AS SAT to ensure that all University level reviews collect data on gender to allow analysis of the findings and results for any gender differences.

Because Schools have heterogeneous situations and are at different stages in the AS process, the SAT and EDI Unit have developed several ‘toolkits’ or packages of agreed measures that have been piloted and that different parts of the University can use as appropriate to their specific situation.

We thank our critical friend, [REDACTED], for his helpful suggestions on our application.

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

The SAT will continue to meet bimonthly. Its focus will be:

**(i) implementation of the gender equality action plan**

We produced our first gender pay gap report in March 2018 which included an action plan. Previously, monitoring of gender pay gap data had been managed separately to the monitoring of our AS action plan. During 2019 we merged the gender pay gap and AS action plans into a single gender equality action plan to ensure a cohesive and holistic approach to tackling gender equality. The SAT will have oversight of the University’s annual gender pay gap reports;

**(ii) addressing intersectionality**

We are working towards the Race Equality Charter (REC) and established a REC SAT in November 2019. We plan to review intersectional issues of race and gender in partnership with the REC SAT. Our Equality Charter Manager is the secretary to both the AS and the REC SATs. Membership of both SATs overlaps to ensure we can address issues of intersectionality within both programmes of work. This year we published ethnicity and disability pay gap reports and we will review intersectional pay gaps in future pay gap reporting;

**(iii) supporting our Schools with departmental applications/renewals.**

We will encourage new SAT members from those AHSSBL Schools who have not yet submitted an application. We will schedule a calendar of School applications in order to plan use of data resources, embed sharing of good practices, and implement measures specific to imbalances in AHSSBL (actions 2 and 3); and

**(iv) actively promoting gender equality**

We will continue to publicise delivery of our action plan through communications and events that celebrate gender equality (Figures 3 & 4).



### Figure 3: Actively promoting gender equality

LTR: Science on Buses launch 2017; Joint mentoring event with UoB 2019; Sussex women in broadcast and media 2020; Brighton & Hove 500 women scientists pod launch 2018; EngInf bronze AS award 2018, Menopause café 2019

**Figure 4: Celebrating International Women’s Day 2018 Mutual Inspiration Participants - Female academics and students describe what they admire in each other**

ACTION
2. To extend the membership of the SAT to ensure representation from all AHSSBL Schools
3. Agree a calendar for School applications (including renewals) to plan for support for School SATs by providing data and best practice advice
4. Establish a shared best practice resource for use by School SATs

Total 734 words (1000)

## 4. A picture of the institution

Recommended word count: **Bronze: 2000 words** | **Silver: 3000 words**

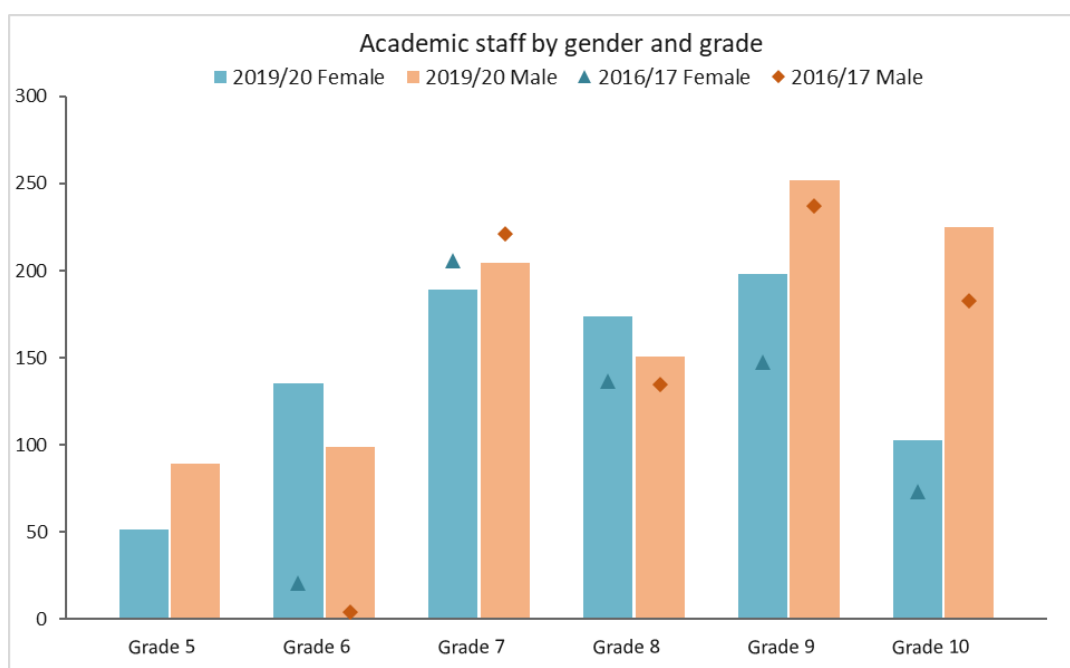
### 4.1 Academic and research staff data

**(i) Academic and research staff by grade and gender.**

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

Figure 5 and Table 10 show staff numbers by grade. Grades 7 and 8 are the entry-level grades for academic staff. A gap in female representation opens up at grade 9 and widens in grade 10. Our pipeline begins to leak between grades 8 and 9 and feeds into grade 10. Targeted actions from our previous action plan (Table 22) have supported a steady increase in the percentage of women in grades 8-10 (Lecturer B, Senior Lecturer/Reader and Professor and equivalent research roles) over the 5 year period. The percentage of female Professors (grade 10) increased slightly from 29% to 31% - against a 2018/19 national benchmark of 26.7%<sup>4</sup>. This is positive in terms of female retention, promotion and recruitment. We have targeted further actions (actions 11-13) to address the remaining gap.

**Figure 5: Number of Academic staff by grade and gender**



<sup>4</sup> Advance HE Equality in HE Statistical Report 2020

The overall percentage of female academic staff has increased from 41% to 45% over the five-year period, and reflects the 2017/18 national benchmark of 45.9%<sup>5</sup>. This is a faster increase than the previous 5 years where the female academic percentage increased from 38-41%<sup>6</sup>.

**Table 10: Academic staff by grade<sup>7</sup> and gender**

Year	Grade	Female	Male	Total	% Female
2015/16	Grade 6	16	6	22	73%
	Grade 7	184.6	205	389.6	47%
	Grade 8	119.2	140	259.2	46%
	Grade 9	135.3	227	362.3	37%
	Grade 10	68	170	238	29%
	<b>Total</b>	<b>523</b>	<b>748</b>	<b>1271</b>	<b>41%</b>
2016/17	Grade 6	20.5	4	24.5	84%
	Grade 7	205.5	221	426.5	48%
	Grade 8	136.7	135	271.7	50%
	Grade 9	147.3	237	384.3	38%
	Grade 10	73	183	256	29%
	<b>Total</b>	<b>583</b>	<b>780</b>	<b>1363</b>	<b>43%</b>
2017/18	Grade 5	51.3	95	146.3	35%
	Grade 6	125.2	64.2	189.4	66%
	Grade 7	212.3	229.7	442	48%
	Grade 8	157.2	141	298.2	53%
	Grade 9	155	258	413	38%
	Grade 10	89	195	284	31%
<b>Total</b>	<b>738.7</b>	<b>888</b>	<b>1626.7</b>	<b>45%</b>	
2018/19	Grade 5	62.6	92.6	155.2	40%
	Grade 6	148.5	85	233.5	64%
	Grade 7	193	213.9	406.8	47%
	Grade 8	178	161.5	339.5	52%
	Grade 9	170	251	421	40%
	Grade 10	97	208	305	32%
<b>Total</b>	<b>849</b>	<b>1,012</b>	<b>1861</b>	<b>46%</b>	
2019/20	Grade 5	51.5	89.4	140.9	37%
	Grade 6	135.6	98.6	234.2	58%
	Grade 7	189.3	204.5	393.8	48%
	Grade 8	173.6	150.8	324.4	54%
	Grade 9	198	251.7	449.7	44%
	Grade 10	103	225	328	31%
<b>Total</b>	<b>851</b>	<b>1,020</b>	<b>1871</b>	<b>45%</b>	

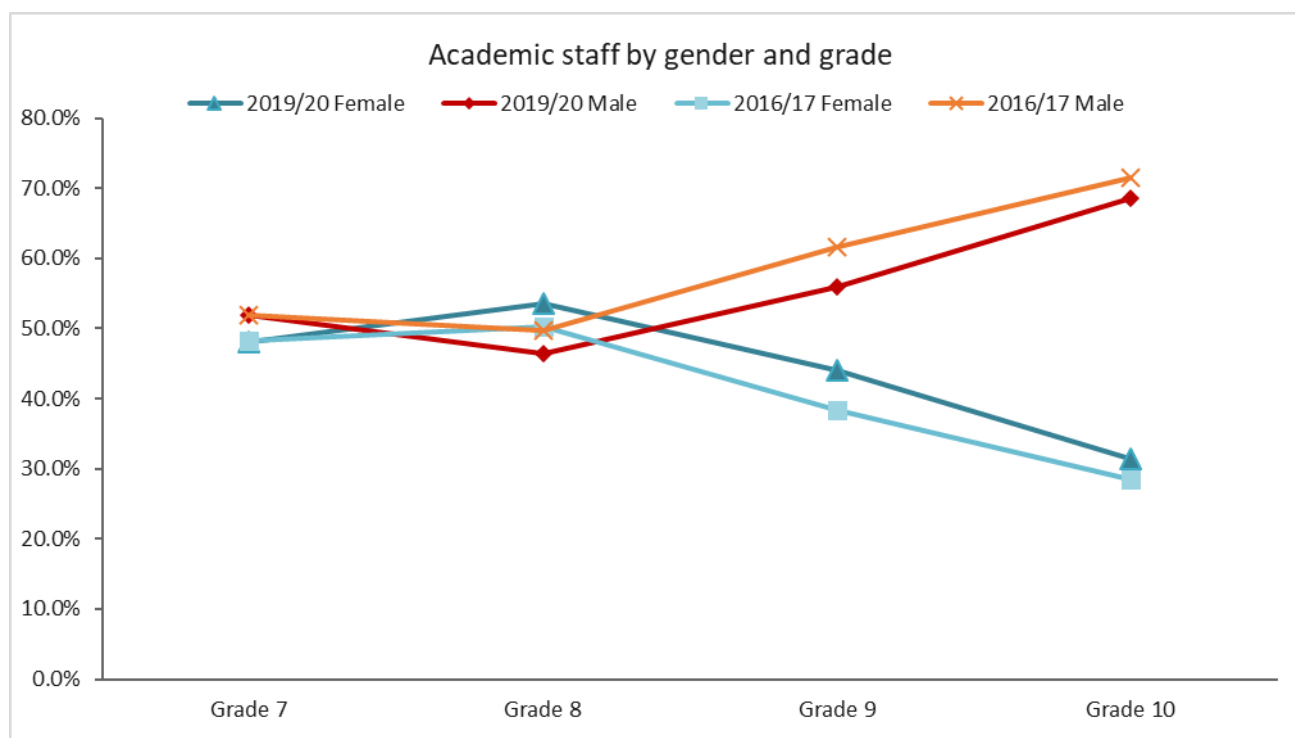
<sup>5</sup> Advance HE Equality in HE Statistical Report 2019

<sup>6</sup> From April 2016 Athena SWAN application

<sup>7</sup> For 2015/16 to 2016/17 academic grade 6 only includes research assistants. From 2017/18 onwards it also includes doctoral tutors, language tutors and School tutors introduced in the 2017/18 academic year at grade 5 and 6. These staff are employed on fractional contracts and many work small fractions due to other commitments, many being our own PhD students.

Figure 6 shows the career pipeline of full-time academic staff<sup>8</sup>. We see a reduced gap in representation at grade 8 and a trend over 5 years of reducing the gap at grades 9 and 10. Female academic staff numbers have increased from 33% to 37% for grades 9 and 10 (see next page for discussion of this progression in example Schools).

**Figure 6: Percentage of Full-time academic staff career pipeline**

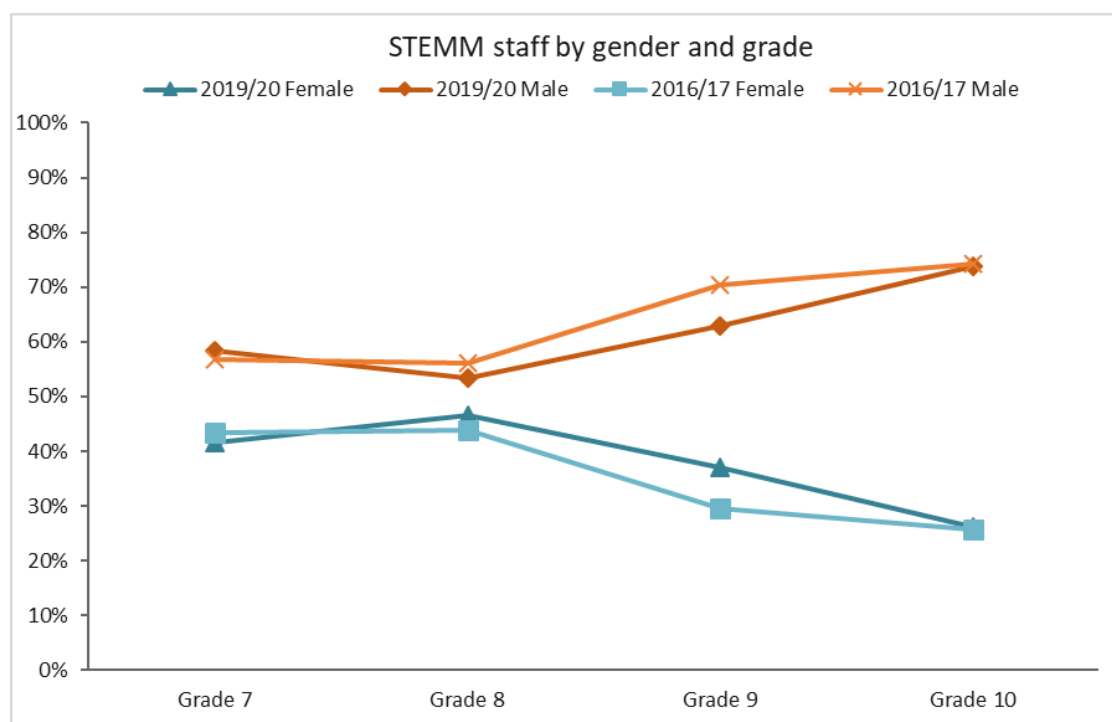


<sup>8</sup> This excludes grade 5 and 6 staff – primarily PhD students who undertake small group teaching as part of their career development; these are on small fractional contracts and are further described in section 4.1(ii)

**Table 11: Academic staff in STEMM by grade and gender 2015/16 to 2019/20**

STEMM								
Year	Gender	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Total
2015/16	Female		13	99.6	38	53	23	226.6
	Male		4	131	58	127	70	390
	Total		17	230.6	96	180	93	<b>616.6</b>
	Female %		76%	43%	40%	29%	25%	<b>37%</b>
2016/17	Female		14	101.6	43	55	26	239.6
	Male			133	55	131	75	394
	Total		14	234.6	98	186	101	<b>633.6</b>
	Female %		100%	<b>43%</b>	<b>44%</b>	<b>30%</b>	<b>26%</b>	<b>38%</b>
2017/18	Female	46.3	22	103.3	56	55	31	313.6
	Male	90	7	143	61	141	82	524
	Total	136.3	28.9	246.3	117	196	113	<b>837.6</b>
	Female %	34%	76%	42%	48%	28%	27%	<b>37%</b>
2018/19	Female	55.6	26.7	95.4	66	52	39	334.6
	Male	91.6	11	140.5	73	133	95	544.2
	Total	147.2	37.7	235.9	139	185	134	<b>878.8</b>
	Female %	38%	71%	40%	47%	28%	29%	<b>38%</b>
2019/20	Female	47.5	17.9	98.6	63	72	38	337
	Male	87.4	13.1	137.8	72	122.7	107	540
	Total	134.9	31	236.4	135	194.7	145	<b>877</b>
	Female %	35%	58%	<b>42%</b>	<b>47%</b>	<b>37%</b>	<b>26%</b>	<b>38%</b>

**Figure 7: Percentage of STEMM academic staff by gender and grade**



In STEMM subjects (Table 11, Figure 7) women represent 38% of the academic workforce, a 1% increase since 2015/16. The representation gap at grades 8 and 9 has narrowed significantly. We have made slower progress in closing the gaps at grade 10. This averaged figure, however, reflects very different pictures within the STEMM Schools.

For example, in Eng/Inf only 19% of academic staff are female but represent 25% of staff at grade 10. In contrast, in Life Sciences 39% of academic staff are female and represent 23% of staff at grade 10. Each School has identified issues and measures in their self-assessments and action plans, as follows.

Data for Eng/Inf mirror the sector gender gap that begins at the first degree stage and requires national measures to increase the percentage of women in the UK pipeline. Locally, the Eng/Inf School runs widening participation activities that target underrepresented groups through reaching out to women in promotions and open days. Eng/Inf recruits more women (>30%) than we see in the nationwide student or professional cohorts. Female progression through the Eng/Inf academic staff pathway is encouraging, with a higher percentage of females at grades 9/10 than grades 7/8. Female candidates are as successful as male for academic positions (appointment rate is around 11% for both).

In contrast, Life Sciences have (again in line with the sector) a small gap at lower grades but see the pipeline leak at higher grades. Measures to address this across Sussex range from promotion processes (making them more transparent, requiring training for promotion panels, providing workshops (section 5.1(iii)); to enhancing measures for staff with caring responsibilities (5.3(iii)). Most recently, Life Sciences has reached a 50% female ratio for external appointments at every stage including grade 10, by improving advertising and ensuring that panels are balanced and receive appropriate training.

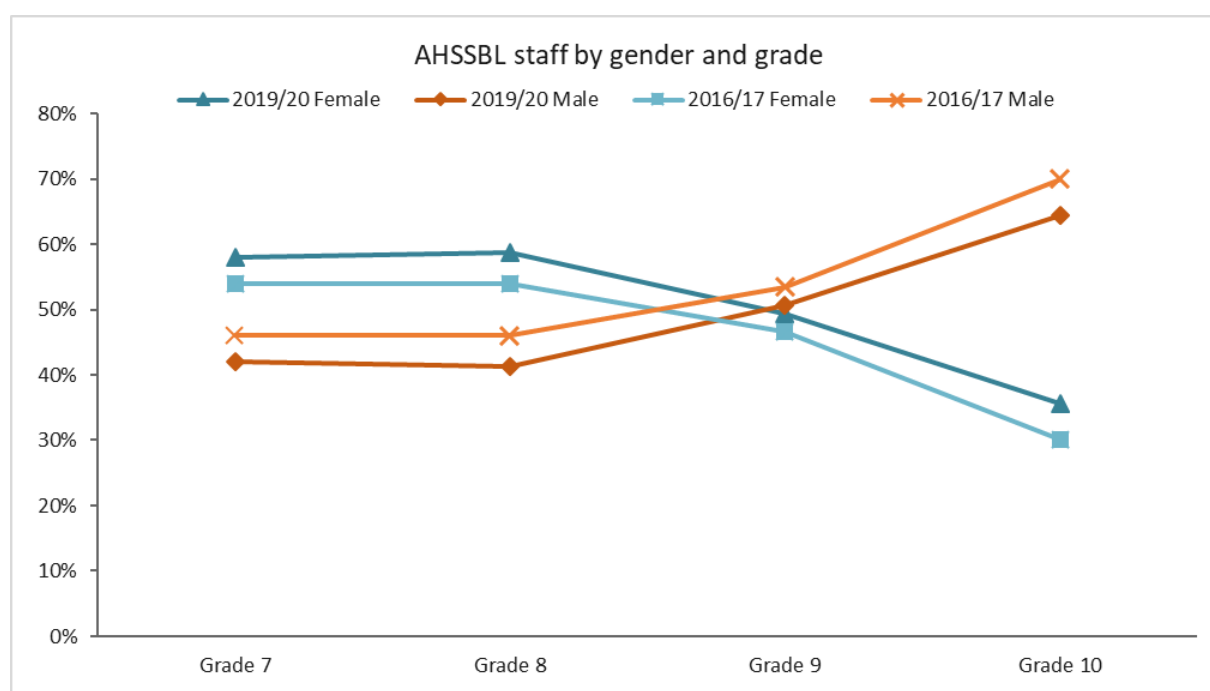
School-specific actions are contained within their action plans; institutional actions across the pathway are described in the respective sections.

In AHSSBL disciplines (Table 12, Figure 8), women represent 52% of the academic workforce (an increase of 7% in the 5 year period), and represent 50% or more of staff in all grades except grades 9 and 10. AHSBBL schools are encouraged to review representation using learning from STEMM schools in their AS applications.

**Table 12: Academic staff in AHSSBL by grade and gender 2015/16 to 2019/20**

AHSSBL								
Year	Gender	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Total
2015/16	Female		3	84	81.2	82.3	44	294.4
	Male		2	73	82	100	99	356
	Total		5	157	163.2	182.3	143	<b>650.4</b>
	<b>Female %</b>		<b>60%</b>	<b>53%</b>	<b>50%</b>	<b>45%</b>	<b>31%</b>	<b>45%</b>
2016/17	Female		6.5	101.9	93.7	92.3	46	340.4
	Male		4	87	80	106	107	384
	Total		10.5	188.9	173.7	198.3	153	<b>724.4</b>
	<b>Female %</b>		<b>62%</b>	<b>54%</b>	<b>54%</b>	<b>47%</b>	<b>30%</b>	<b>47%</b>
2017/18	Female	5	103.2	108	101.2	100	57	474.4
	Male	5	57.3	85.7	80	117	112	457
	Total	10	160.5	193.7	181.2	217	169	<b>931.4</b>
	<b>Female %</b>	<b>50%</b>	<b>64%</b>	<b>56%</b>	<b>56%</b>	<b>46%</b>	<b>34%</b>	<b>51%</b>
2018/19	Female	7	121.8	97.6	112	118.0	57	513.4
	Male	1	73.9	72.4	88.5	118.0	111	464.8
	Total	8	195.7	170	200.5	236	168	<b>978.2</b>
	<b>Female %</b>	<b>88%</b>	<b>62%</b>	<b>57%</b>	<b>56%</b>	<b>50%</b>	<b>34%</b>	<b>52%</b>
2019/20	Female	4	117.7	90.7	110.6	126	64	513
	Male	2	84.5	65.7	77.8	129	116	475
	Total	6	202.2	156.4	188.4	255	180	<b>988</b>
	<b>Female %</b>	<b>67%</b>	<b>58%</b>	<b>58%</b>	<b>59%</b>	<b>49%</b>	<b>36%</b>	<b>52%</b>

**Figure 8: Percentage of AHSSBL academic staff by gender and grade**





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

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

From 2017/18, the University has replaced Associate Tutors on zero hours contracts with Doctoral/School/Language Tutors on fractional contracts at grades 5 and 6. This staff group now benefits from the same terms and conditions of employment as other academic staff. Our doctoral students gain teaching experience, and are required to complete relevant training to enhance their teaching. Doctoral tutors are recruited in open calls within each School; all PhD students can apply to join the pool, and typically all are allocated jobs. Consequently, the higher number of females at grade 6 reflects the demographics of our PhD student population, currently 51% female.

**Table 13: Academic staff by contract type and gender**

Year	Contract	Female	Male	Total	% Female
2015/16	Fixed	188.4	228.8	417.2	45%
	Permanent	334.6	519.3	853.8	39%
	<b>Total</b>	<b>523</b>	<b>748</b>	<b>1271</b>	<b>41%</b>
2016/17	Fixed	235.9	263	498.9	47%
	Permanent	347.1	517	864.1	40%
	<b>Total</b>	<b>583</b>	<b>780</b>	<b>1363</b>	<b>43%</b>
2017/18	Fixed	371.9	384	755	49%
	Permanent	418.1	599	1018	41%
	<b>Total</b>	<b>790</b>	<b>983</b>	<b>1773</b>	<b>45%</b>
2018/19	Fixed	409.4	410.9	820.3	50%
	Permanent	439.6	601.1	1040.7	42%
	<b>Total</b>	<b>849</b>	<b>1012</b>	<b>1861</b>	<b>46%</b>
2019/20	Fixed	374	410.1	784.1	48%
	Permanent	477	609.9	1086.9	44%
	<b>Total</b>	<b>851</b>	<b>1020</b>	<b>1871</b>	<b>45%</b>
National 2018/19	Fixed				49%
	Permanent				45%

**Figure 9: Percentage of Academic staff by contract type and gender**

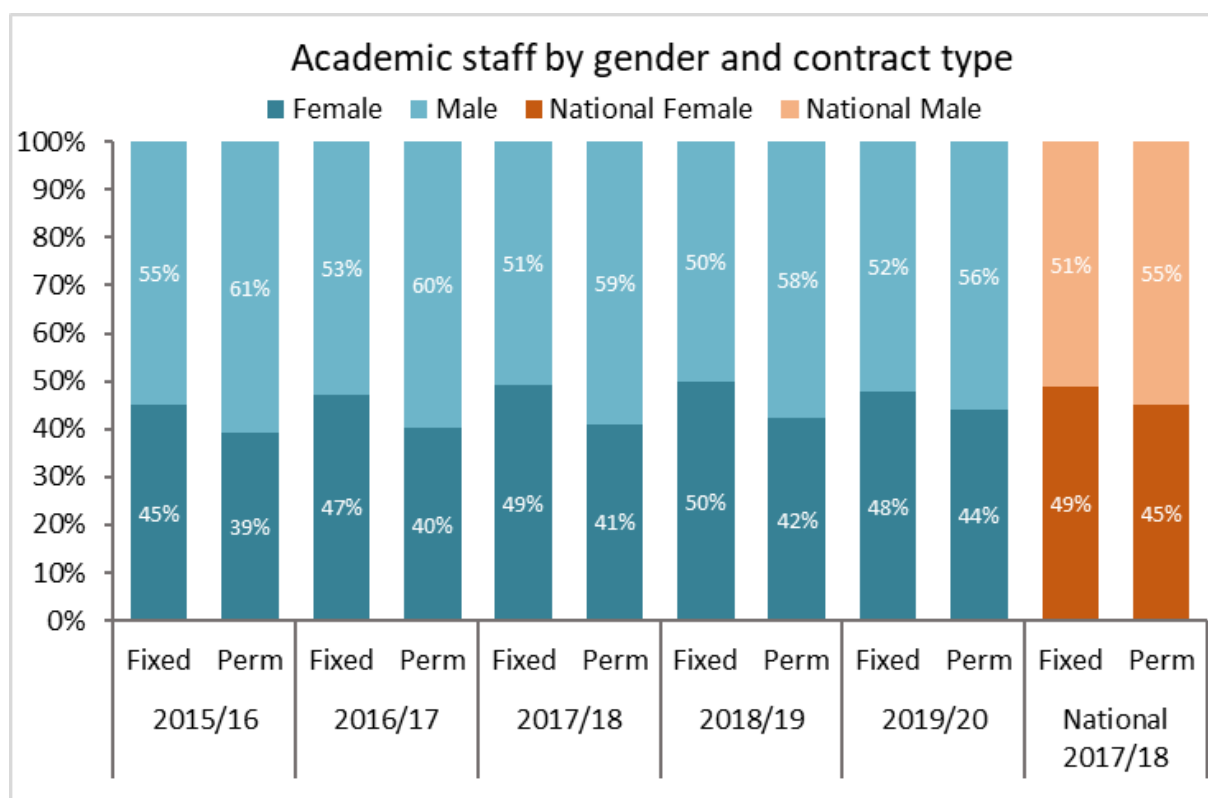


Table 13 and Figure 9 show that women make up 48% of the fixed-term academic workforce and 44% of the permanent academic workforce in 2019/20. This matches the national benchmark. Female representation is higher in early-career research posts, many of which are externally-funded fixed-term contracts. Women are underrepresented in grades 9 and 10 which are more likely to be permanent roles.

In our previous action plan, we established an annual review of STEM staff on fixed-term contracts, transferring them to indefinite contracts. This is now extended to all fixed-term staff who are reviewed against an agreed set of criteria which reduces opportunity for gender bias.

In summer 2020 during the COVID-19 pandemic the University had to make some difficult decisions to reduce spend. Nevertheless this process continued. HR Business Partners worked with Heads of Schools to review options with each fixed-term individual. This resulted in business-led decisions on extensions, move to permanent contracts or end of contract, taken transparently and in consultation with the individual. As a result, 74 individuals were transferred from fixed-term to indefinite contracts, giving them increased job security during the pandemic. The breakdown by gender and staff category is shown in Table 14.

**Table 14: Number of Staff transferred to indefinite contracts in 2020 by staff category and gender**

Staff category	No of Females transferred to indefinite contracts	No of Males transferred to indefinite contracts	Total
Academic (excl research)	13	6	19
Research	11	4	15
Professional Services	15	5	20
Tutors	17	3	20
<b>Total</b>	<b>56</b>	<b>18</b>	<b>74</b>

Sussex operates a redeployment scheme for staff employed on fixed-term contracts. We actively seek a suitable alternative post for an individual towards the end of their contract. HR Business Partners work with individuals to identify alternative posts. Potential redeployees are considered ahead of advertising

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

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

**Table 15: Academic staff by contract function and gender<sup>9</sup>**

Year	Function	Female	Male	Total	% Female
2015/16	R-Only	169.2857	203.5	372.7857	45%
	T&R	281.7143	477.5	759.2143	37%
	T-Only	72	67	139	52%
	<b>Total</b>	<b>523</b>	<b>748</b>	<b>1271</b>	<b>41%</b>
2016/17	R-Only	179.5	204	383.5	47%
	T&R	308.1	489	797.1	39%
	T-Only	95.4	87	182.4	52%
	<b>Total</b>	<b>583</b>	<b>780</b>	<b>1363</b>	<b>43%</b>
2017/18	R-Only	184.5	218.1135	402.6	46%
	T&R	331.4	523	854.4	39%
	T-Only	274.0977	241.8865	515.9842	53%
	<b>Total</b>	<b>790</b>	<b>983</b>	<b>1773</b>	<b>45%</b>
2018/19	R-Only	187.7	224.2	411.9	46%
	T&R	344.3712	519	863.3712	40%
	T-Only	316.9	268.8	586	54%
	<b>Total</b>	<b>849</b>	<b>1012</b>	<b>1861</b>	<b>46%</b>
2019/20	R-Only	179.6	214.8	394.4	46%
	T&R	353	511.6667	864.7	41%
	T-Only	318.4	293.5	611.9	52%
	<b>Total</b>	<b>851</b>	<b>1020</b>	<b>1871</b>	<b>45%</b>
National 2018/19	R-Only				47%
	T&R				42%
	T-Only				52%

<sup>9</sup> Doctoral tutors, language tutors and School tutors were introduced in the 2017/18 academic year at grade 5 and 6. These staff are employed on fractional contracts and many work small fractions due to other commitments, many being our own PhD students. This accounts for the rise in T-Only staff from 2017/18.

**Figure 10: Number of Academic staff by contract function and gender**

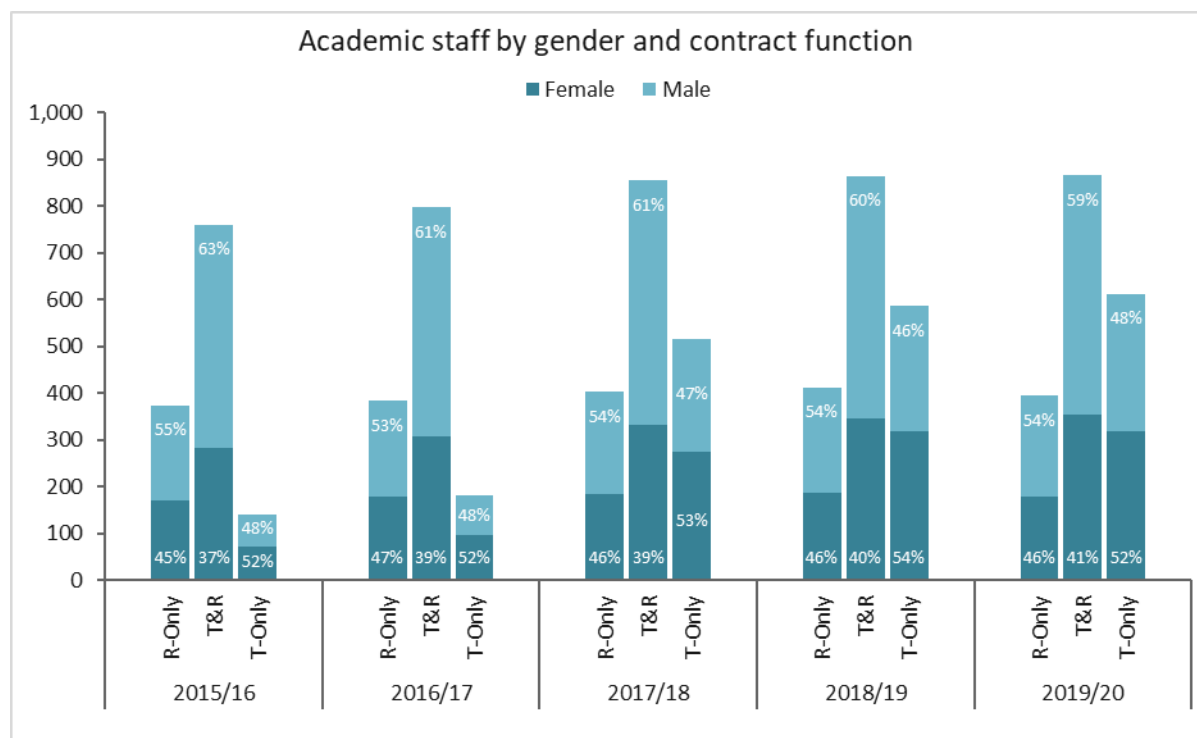


Table 15 and Figure 10 show that female representation is lowest in teaching and research contracts but has increased over the 5 year period. Female representation reduces at grades 8 and above for all contract types (Tables 16 a/b and Figures 11 a-c). Maintaining a research-only career typically requires securing external funding (increasingly senior research fellowships) over a continuous and extended time period. This is particularly difficult for women across the sector because of systematic and well-documented biases against women in external funders’ selection procedures<sup>10</sup> and because women researchers with caring responsibilities have been particularly affected by the need to procure additional support to keep their research work going. In line with trends across funders and societies, during this reporting period we have launched several actions to help carers after consulting them in a working group (section 3(ii)). However, further progress requires an action to record the career trajectories of women research-only personnel sponsored by Sussex, ensure they are being adequately supported, and compare the effect of the measures taken, including both mentoring for external funding and carer support.

ACTION
5. Conduct survey of career trajectories for researchers with carer responsibilities to understand the impact of the measures introduced through the carers’ toolkit <sup>11</sup> .

<sup>10</sup> Bautista-Puig et al (2019) Res Eval 28: 370-382; Burns et al (2019) PLoS Medicine 6: e1002935; Witteman et al (2019) The Lancet 393: 531-540; Severin et al (2020) BMJ Open 10: e035058.

<sup>11</sup> See action 18, section 5.3(iii)

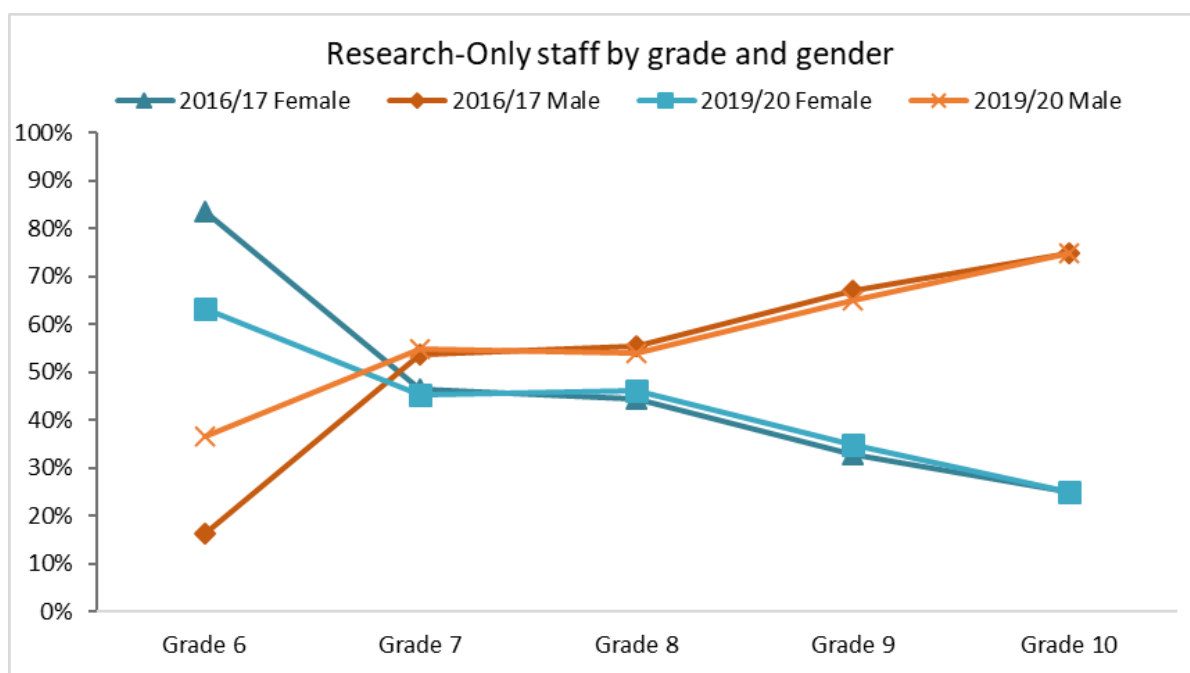
**Table 16(a): Academic staff by contract function, gender and grade – Teaching only and Research only contracts**

Year	Grade	Research-Only				Teaching only			
		Female	Male	Total	% Female	Female	Male	Total	% Female
2015/16	5								
	6	16	6	22	73%	0	0	0	0%
	7	120	137	257	47%	30	36	66	45%
	8	21	28	49	43%	32	24	56	57%
	9	10	24	34	30%	10	7	17	59%
	10	2	9	11	18%	0	0	0	0%
	<b>Total</b>		<b>169</b>	<b>204</b>	<b>373</b>	<b>45%</b>	<b>72</b>	<b>67</b>	<b>139</b>
2016/17	5								
	6	21	4	25	84%	0	0	0	0%
	7	121	140	261	46%	46	49	95	49%
	8	26	32	58	44%	35	30	65	54%
	9	9	19	28	33%	14	8	22	64%
	10	3	9	12	25%	0	0	0	0%
	<b>Total</b>		<b>179</b>	<b>204</b>	<b>383</b>	<b>47%</b>	<b>95</b>	<b>87</b>	<b>182</b>
2017/18	5					51	95	146	35%
	6	20	7	27	76%	105	58	162	65%
	7	119	151	270	44%	54	47	102	54%
	8	31	32	63	49%	47	32	79	59%
	9	11	20	31	35%	17	10	27	63%
	10	3	9	12	25%	0	0	0	0%
	<b>Total</b>		<b>185</b>	<b>218</b>	<b>403</b>	<b>46%</b>	<b>274</b>	<b>242</b>	<b>516</b>
2018/19	5					63	93	155	40%
	6	17	9	26	66%	131	76	207	63%
	7	122	151	273	45%	41	43	84	49%
	8	38	38	76	50%	58	43	101	57%
	9	7	17	24	30%	24	13	37	65%
	10	3	9	12	25%	0	1	1	0%
	<b>Total</b>		<b>188</b>	<b>224</b>	<b>412</b>	<b>46%</b>	<b>317</b>	<b>269</b>	<b>586</b>
2019/20	5					52	89	141	37%
	6	18	10	28	63%	118	88	206	57%
	7	119	144	264	45%	50	43	93	54%
	8	33	38	71	46%	66	43	109	61%
	9	7	13	20	35%	31	25	56	55%
	10	3	9	12	25%	2	5	7	29%
	<b>Total</b>		<b>180</b>	<b>215</b>	<b>394</b>	<b>46%</b>	<b>318</b>	<b>294</b>	<b>612</b>

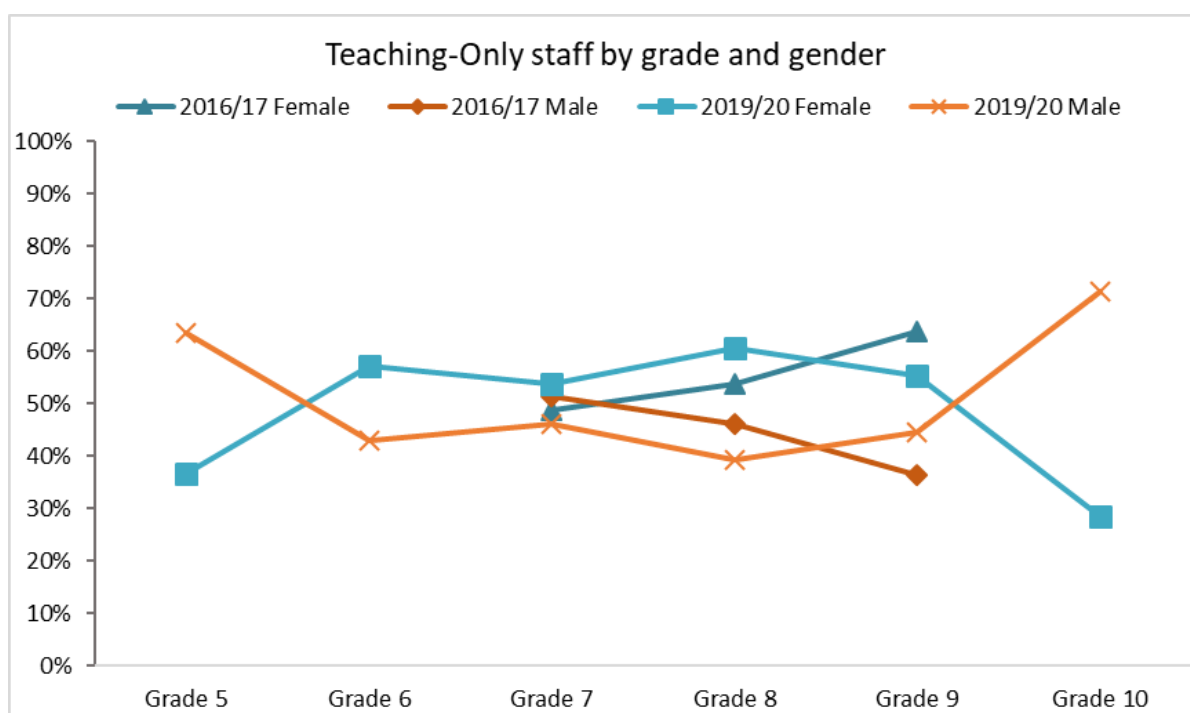
**Table 16(b): Academic staff by contract function, gender and grade – Teaching and Research contracts and totals**

Year	Grade	Teaching & Research				All Academic staff			
		Female	Male	Total	% Female	Female	Male	Total	% Female
2015/16	5								
	6					16	6	22	73%
	7	40	30	70	58%	190	202	392	48%
	8	61	88	149	41%	114	140	254	45%
	9	111	190	301	37%	131	221	352	37%
	10	60	144	204	29%	62	153	215	29%
	<b>Total</b>		<b>272</b>	<b>452</b>	<b>724</b>	<b>38%</b>	<b>513</b>	<b>722</b>	<b>1235</b>
2016/17	5								
	6					21	4	25	84%
	7	38	32	70	54%	206	221	427	48%
	8	76	73	149	51%	137	135	272	50%
	9	124	210	334	37%	147	237	384	38%
	10	70	174	244	29%	73	183	256	29%
	<b>Total</b>		<b>308</b>	<b>489</b>	<b>797</b>	<b>39%</b>	<b>583</b>	<b>780</b>	<b>1363</b>
2017/18	5					51	95	146	35%
	6					125	64	189	66%
	7	39	32	71	55%	212	230	442	48%
	8	80	77	157	51%	157	141	298	53%
	9	127	228	355	36%	155	258	413	38%
	10	86	186	272	32%	89	195	284	31%
	<b>Total</b>		<b>331</b>	<b>523</b>	<b>854</b>	<b>39%</b>	<b>790</b>	<b>983</b>	<b>1773</b>
2018/19	5					63	93	155	40%
	6					148	85	233	64%
	7	30	20	50	60%	193	214	407	47%
	8	82	80	162	51%	178	162	340	52%
	9	139	221	360	39%	170	251	421	40%
	10	94	198	292	32%	97	208	305	32%
	<b>Total</b>		<b>344</b>	<b>519</b>	<b>863</b>	<b>40%</b>	<b>849</b>	<b>1012</b>	<b>1861</b>
2019/20	5					52	89	141	37%
	6					136	99	234	58%
	7	20	17	37	54%	189	204	394	48%
	8	75	70	145	52%	174	151	324	54%
	9	160	214	374	43%	198	252	450	44%
	10	98	211	309	32%	103	225	328	31%
	<b>Total</b>		<b>353</b>	<b>512</b>	<b>865</b>	<b>41%</b>	<b>851</b>	<b>1020</b>	<b>1871</b>

**Figure 11(a): Percentage of Academic staff by contract function, gender and grade- Research-only**

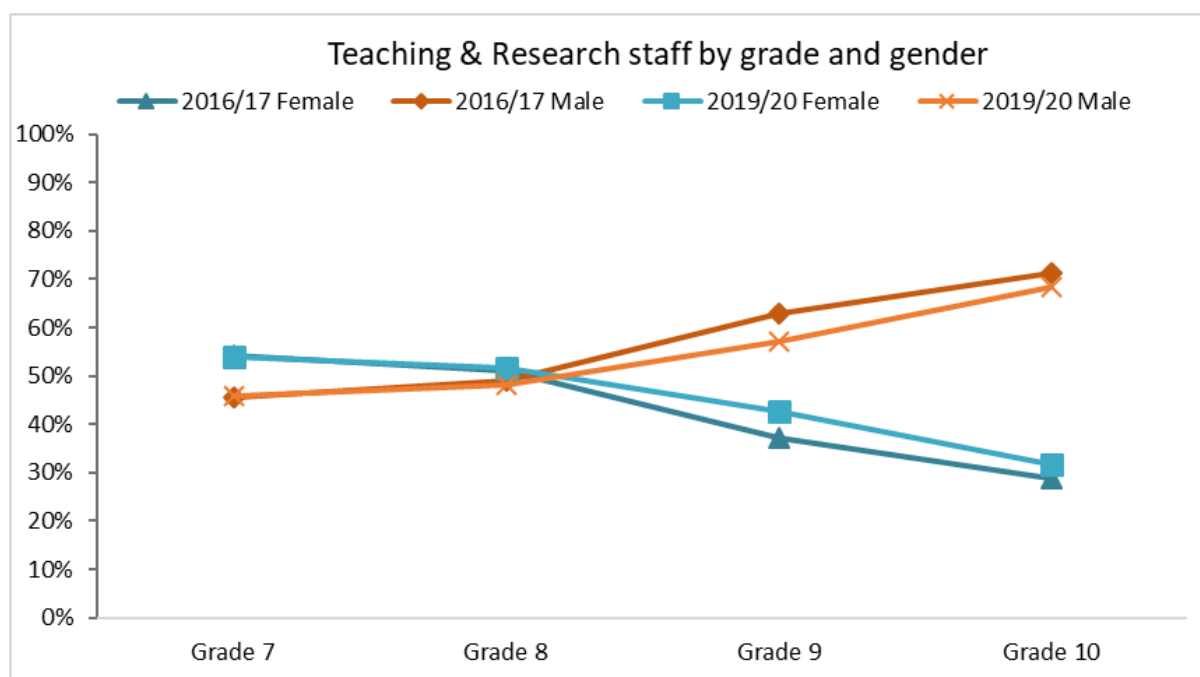


**Figure 11(b): Percentage of Academic staff by contract function, gender and grade- Teaching-only**





**Figure 11(c): Percentage of Academic staff by contract function, gender and grade- Teaching & Research**



**(iv) Academic leavers by grade and gender.**

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

Tables 17(a) and (b) and Figure 12 show that academic staff turnover is lower in the more senior grades (8-10), and that turnover rates have been equal for male and female staff over the last 3 years<sup>12</sup>. The turnover is high in the lower grades as grades 5 and 6 are mainly occupied by Doctoral/Language/School tutors, many of whom are PhD students whose fractional contracts end on completion of their PhD.

<sup>12</sup> Except for grade 5-7 in 17/18 where the male rate was 2% higher

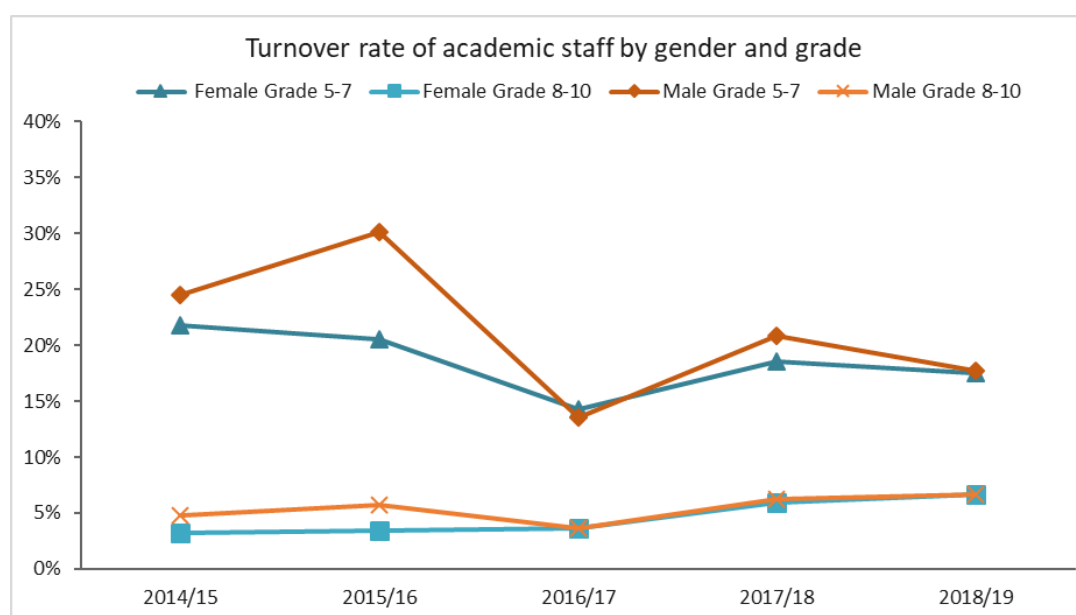
**Table 17(a): Academic leavers by gender and grade – numbers and percentages**

Year	Leavers							
	Grade 5-7				Grade 8-10			
	Female	Male	Total	% Female	Female	Male	Total	% Female
2014/15	30	33	63	48%	9	23	32	28%
2015/16	36	57	93	39%	11	30	41	27%
2016/17	59	54	113	52%	14	21	35	40%
2017/18	91	99	190	48%	28	41	69	41%
2018/19	63	66	129	49%	32	43	75	43%

**Table 17(b): Academic leavers by gender and grade – turnover rates**

Year	All Academic staff							
	Grade 5-7				Grade 8-10			
	Female	Turnover rate	Male	Turnover rate	Female	Turnover rate	Male	Turnover rate
2014/15	138	22%	135	24%	276	3%	478	5%
2015/16	175	21%	189	30%	324	3%	522	6%
2016/17	412	14%	400	14%	382	4%	573	4%
2017/18	491	19%	476	21%	470	6%	655	6%
2018/19	360	18%	373	18%	484	7%	647	7%

**Figure 12: Turnover rate of academic staff by gender and grade**



Looking at differences in staff turnover between STEMM and AHSSBL Schools, Tables 18 (a) and (b) and Figure 13 show that women in STEMM Schools have the highest turnover rate, which is due to the high proportion of women employed on fixed-term contracts in STEMM Schools. In AHSSBL Schools, women have a lower turnover rate than men. Academic staff turnover is not necessarily a negative measure as it can be a measure of career progression – which often involves a move to another institution.

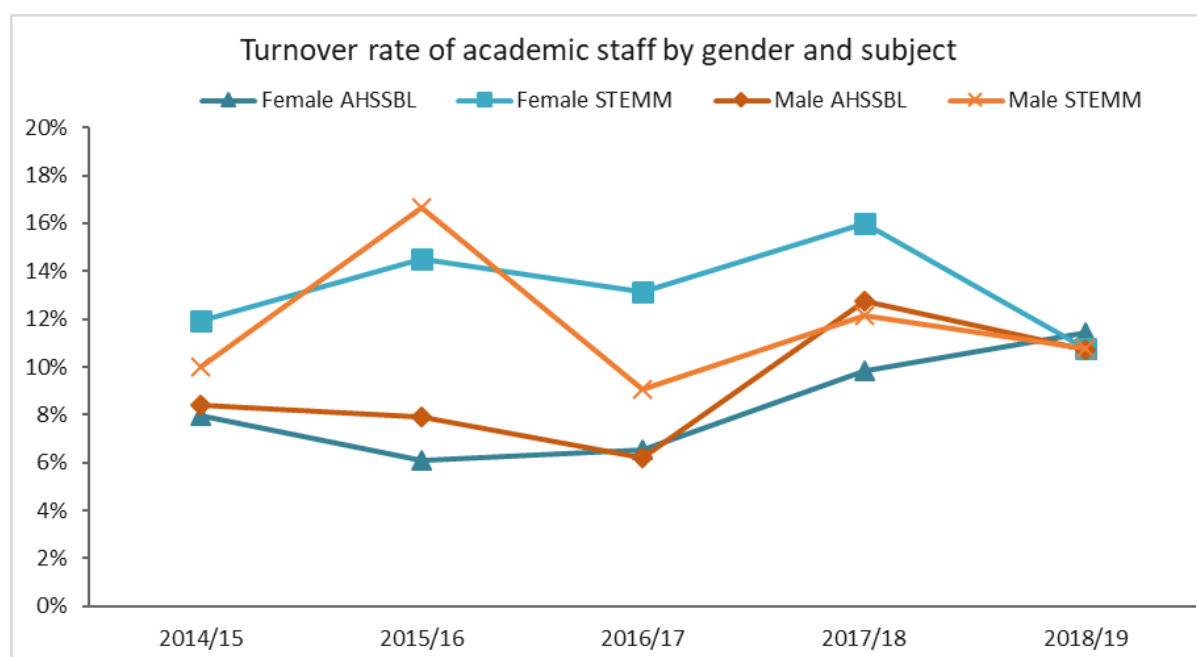
**Table 18 (a): Academic leavers by gender and subject – numbers and percentages**

Year	Leavers							
	AHSSBL				STEMM			
	Female	Male	Total	% Female	Female	Male	Total	% Female
2014/15	21	27	48	44%	18	29	47	38%
2015/16	19	28	47	40%	27	59	86	31%
2016/17	32	28	60	53%	40	47	87	46%
2017/18	56	67	123	46%	62	73	135	46%
2018/19	60	52	112	54%	34	57	91	37%

**Table 18 (b): Academic leavers by gender and subject – turnover rates**

Year	All Academic staff							
	AHSSBL				STEMM			
	Female	Turnover rate	Male	Turnover rate	Female	Turnover rate	Male	Turnover rate
2014/15	263	8%	321	8%	151	12%	290	10%
2015/16	312	6%	355	8%	186	15%	354	17%
2016/17	488	7%	452	6%	305	13%	518	9%
2017/18	571	10%	526	13%	388	16%	602	12%
2018/19	526	11%	485	11%	315	11%	530	11%

**Figure 13: Turnover rate of academic staff by gender and subject**



Overall it is not clear whether there are any gender related trends within our pattern of leavers. We introduced an exit questionnaire in August 2019 in order to gain further insight into why staff leave Sussex. Data from exit questionnaires will be used to assess any gender differences, e.g. if higher proportions of men are leaving for higher-level jobs or if staff are leaving due to gender-related issues. Based on our turnover rates we will need two years' data to be able to identify significant trends.

#### SUMMARY OF ACTIONS

6. Improve the process for collecting feedback from staff who leave the University to understand whether gender inequality is a contributory factor. Measure success by a growth in response rates and quantitative data

#### (v) Equal pay audits/reviews.

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

Our top priorities for addressing equality in pay are:

- More detailed analysis of our grade 10 pay data to identify and implement any changes required to our grade structure and remuneration to ensure pay equality
- Halving our gender pay gap by 2025
- Ensuring equality on starting salaries

These are driven by our annual equal pay review, conducted as part of our gender pay gap reporting. The outcome of the most recent review (conducted in March 2019) is shown in Table 19. This showed that the only significant pay gap<sup>13</sup> was at grade 10 band A (the top Professorial band), where there is a 5.3% gap in favour of men. We are conducting a more detailed review of the data at a lower level to understand exactly what is causing this gap to ensure that there is no institutional equal pay issue (action 7). Grade 10 band A includes all senior roles including all members of the senior management team. Our detailed analysis will compare salaries for equivalent roles rather than for the overall group.

**Table 19: Equal Pay Audit March 2019**

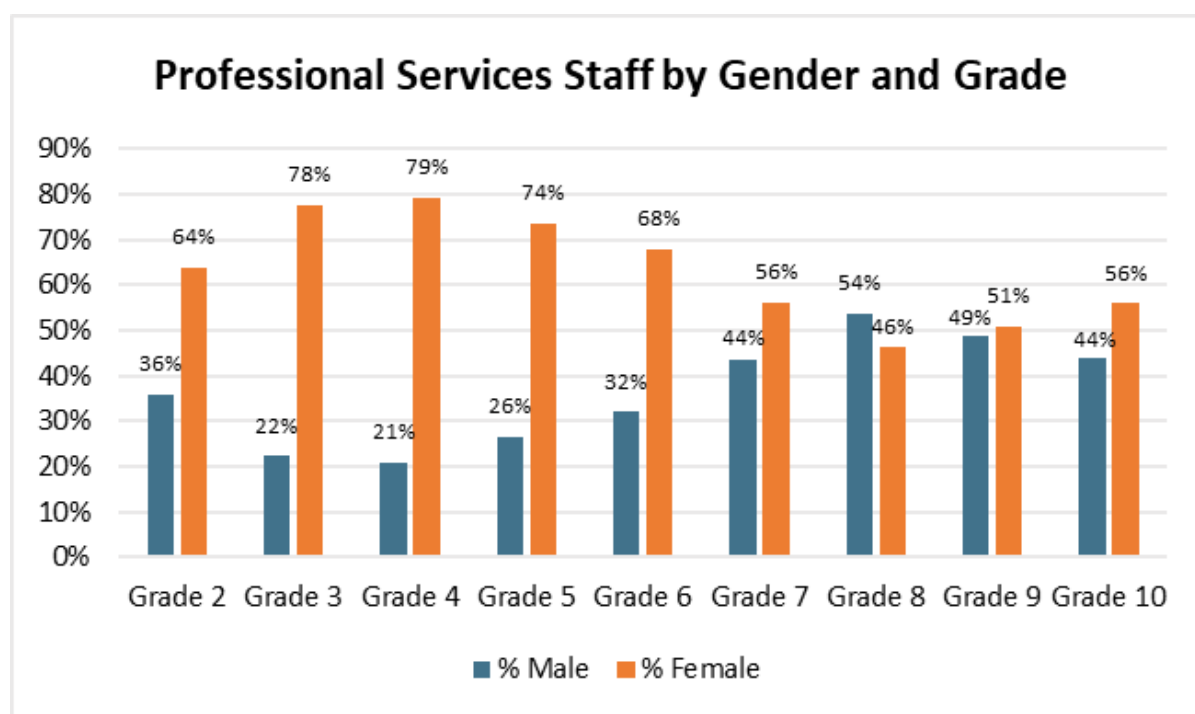
Grade	Females	% Female	Male	% Male	Pay gap (%)
1	7	70	3	30	3.1
2	17	74	6	26	-4.9
3	95	74	34	26	-2.4
4	225	76	72	24	0.1
5	152	74	53	26	-1.0
6	114	68	54	32	-1.00
7	375	51	367	49	1.2
8	235	51	225	49	1.2
9	155	39	241	61	0.9
10C	14	41	20	59	-1.1
10B	40	35	74	65	-0.6
10A	33	25	101	75	5.3

Our mean gender pay gap is 22.5% (2020 gender pay gap report). The University has set an institutional KPI to halve its gender pay gap by 2025. We included an action in our last application to appoint a dedicated EDI data manager. An appointment was made in late 2018, giving us capacity for detailed analysis of our gender pay gap data and production of ethnicity and disability pay gap data. Going forward we aim to publish intersectional pay gap data in relation to ethnicity and gender.

Our overall gender pay gap is driven by our workforce demographic. Overall our workforce has more female than male staff and more academic than professional services staff. However, 65% of men we employ are academics compared to 42% of women. As shown in Table 10 and Figure 5 (section 4.1) there is an under-representation of women in academic grades 9 and 10 and this is reflected in the under-representation of women in the highest pay quartile. Conversely, Figure 14 shows the over-representation of women in professional services grades 1-6 and this is reflected in the over-representation of women in the bottom pay quartile. These two factors are the key drivers for our gender pay gap.

<sup>13</sup> The grade 10 equal pay gap is only slightly above that recommended for further review by the Joint Negotiating Committee for Higher Education Staff (JNCHES) 2013: *Equal Pay Review Guidance for Higher Education Institutions* (gaps of 5% or more).

Figure 14: Percentage of Professional Services staff by grade and gender



**ACTION**

7. Review our grade 10 data to understand the potential equal pay gap, and introduce a new pay framework for grade 10 roles.

Overall 20% of our academic staff are BAME. The representation of BAME staff is evenly distributed in the lower academic grades but drops off in the highest paid roles. This leads to a mean ethnicity pay gap for academic staff of 5.0%. This year we will explore the intersectional issues for female BAME academics as part of the REC; they are doubly affected by the same trend of under-representation in the higher grades.

**ACTION**

8. Publish intersectional pay gap data in relation to ethnicity and gender.

Research shows that inequality in pay at the start of a career is likely to have an effect throughout a person’s career<sup>14</sup>. Ensuring no unconscious bias in the salaries awarded at appointment is crucial to reducing our gender pay gap. We are updating our guidance on starting salaries and salary negotiation for our senior posts - which may be resulting in men negotiating higher starting salaries than women in grade 10. As part of this change we are removing current salaries from our application forms to reduce the opportunity for unconscious bias by recruiters. We will also introduce a market supplement policy for senior staff. Combined with the revised pay framework at Grade 10 this change will improve equality of pay.

<sup>14</sup> <https://gender-pay-gap.service.gov.uk/public/assets/pdf/understand-your-gender-pay-gap.pdf>

ACTION
9. Review our guidance on starting salaries to reduce unconscious bias in these decisions including a policy on market supplement payments

We have revised our discretionary pay award process for grades 1-9. The changes have standardised the amounts awarded and made clearer the criteria for making awards. As part of the process we have built in equality reviews of the awards under the scheme to identify any trends that may suggest unconscious bias based on gender or other protected characteristics. Data from the 2019 DPR process is shown in Table 20. This shows that a higher proportion of women (10.6%) than men (7.4%) received awards in 2019.

**Table 20: Discretionary pay review outcomes 2019**

	Population who received an award		Total G1-9 eligible population		% of eligible population who received an award
	No	%	No	%	%
F	215	65	2023	57	10.6
M	115	35	1556	43	7.4

Total 2010 words (2000)

## 5. Supporting and advancing women’s careers

Recommended word count: **Bronze: 5000 words | Silver: 6000 words**

### 5.1 Key career transition points: academic staff

**(i) Recruitment.**

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

Table 21 (a) and (b) and Figure 15 show female success rates from shortlisting to interview to appointment. These have improved significantly in the last two years at grades 8-10 (grades 9 and 10 being where women are underrepresented). This has resulted from requirements for executive search agencies to provide shortlists with 30% minimum female representation and introducing mandatory unconscious bias training for staff on recruitment panels.

**Table 21(a): Recruitment applicants by gender and stage of recruitment process for academic roles**

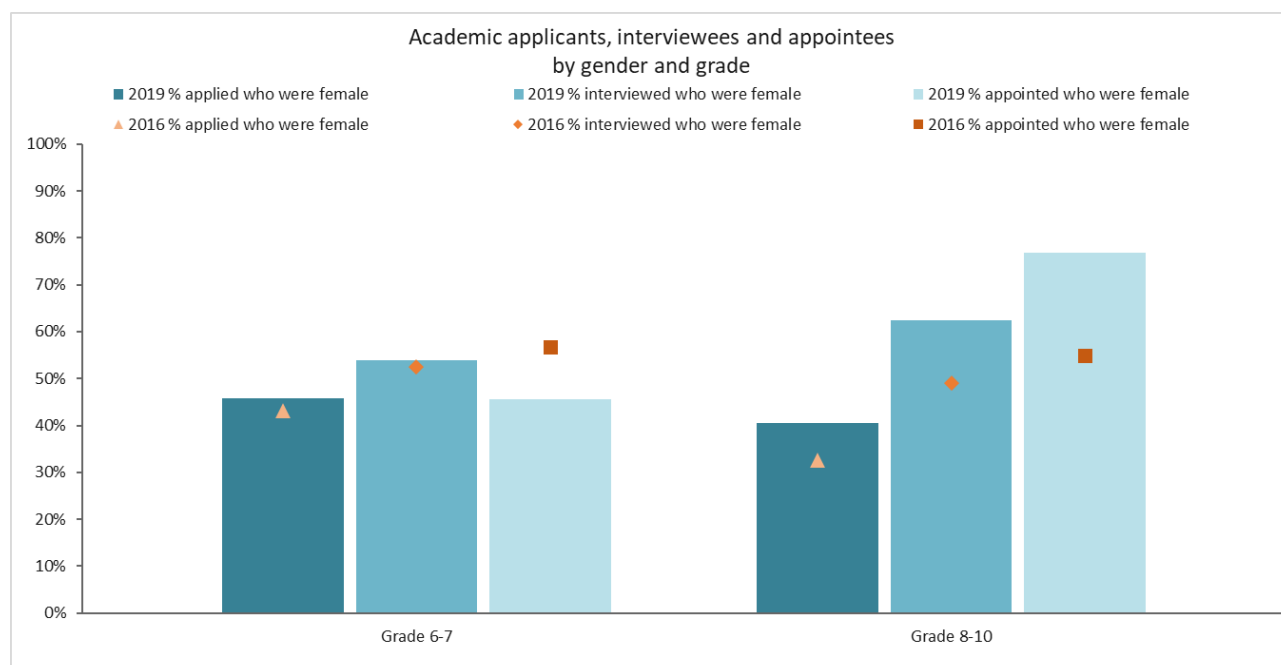
Year	Grade	Applied			Interviewed			Appointed		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
2015	Grade 6-7	1296	1649	2945	222	263	485	82	92	174
	Grade 8-10	149	395	544	33	71	104	13	24	37
2016	Grade 6-7	1855	2454	4309	282	255	537	98	75	173
	Grade 8-10	211	437	648	51	53	104	17	14	31
2017	Grade 6-7	990	1179	2169	136	116	252	38	33	71
	Grade 8-10	222	391	613	28	42	70	4	14	18
2018	Grade 6-7	821	1037	1858	92	77	169	27	18	45
	Grade 8-10	105	217	322	17	26	43	3	2	5
2019	Grade 6-7	773	915	1688	119	102	221	21	25	46
	Grade 8-10	114	167	281	15	9	24	10	3	13



**Table 21(b): Percentage of female success at each stage of recruitment process for academic roles**

Year	Grade	Applied	Interviewed	Appointed
		% Female	% Female	% Female
2015	Grade 6-7	44%	46%	47%
	Grade 8-10	27%	32%	35%
2016	Grade 6-7	43%	53%	57%
	Grade 8-10	33%	49%	55%
2017	Grade 6-7	46%	54%	54%
	Grade 8-10	36%	40%	22%
2018	Grade 6-7	44%	54%	60%
	Grade 8-10	33%	40%	60%
2019	Grade 6-7	46%	54%	46%
	Grade 8-10	41%	63%	77%

**Figure 15: Recruitment applicants by gender and stage of recruitment process for academic roles**



We take positive action in the form of encouragement in our job advertisements where our data shows that women (and/or other protected characteristics) are underrepresented.

*The University is committed to equality and valuing diversity, and applications are particularly welcomed from women and black and minority ethnic candidates, who are under-represented in academic posts in Science, Technology, Engineering, Medicine and Mathematics (STEMM) at Sussex.*

*Wording used on a job advertisement for a Research Fellow in 2020 (and for all academic posts in STEMM subjects where women/BAME staff are underrepresented)*

Feedback from our 2017 focus groups with returners from maternity leave showed that PS staff felt that there was little opportunity to progress their career, especially if they went part-time.

*"I feel that I am stuck on the "mummy track" with a stagnant career i.e. working part-time on the top of my grade with nowhere to progress to as I am unable to apply for full-time vacancies."*

*Female Professional Services Staff Member – 2017 returners from maternity leave focus group*

To address this, we have made our recruitment processes more inclusive by advertising all roles (including executive posts) as available for flexible working from day one unless there are business reasons preventing this (section 5.3).

We have introduced two new online training courses on staff recruitment that are mandatory for all recruiters to create awareness of unconscious bias. One is an unconscious bias course that is mandated for all staff who have decision-making authority. The other is a recruitment and selection course with an emphasis on inclusive recruitment practices at all stages of the recruitment process.

Recruitment to senior leadership posts is conducted by search agencies. Over the past year, we have appointed to 11 senior roles via an agency (6F (54%)). Of these, 5 were academic appointments (3M, 2F). As part of our previous action plan, we instituted a protocol for search agencies recruiting to senior roles which requires 30% of long- and shortlisted candidates to be female, and, if not, to explicitly justify what evidence they have that there are no other qualified females, through demonstrating the scope and rigour of their research and the networks they are using. The increased success rate for female academics at grade 8-10 indicates this has had

an impact. In this action plan we have raised this requirement to 50% to increase female representation in these grades.

**ACTION**

10. Review the effectiveness of our protocol for search agencies recruiting to senior roles to ensure diverse long lists and set revised target of 50% F candidates on short list.

We have revamped our processes for recruiting doctoral tutors, (PhD students who provide small group teaching) through open calls within each School. Information is circulated across PhD students to ensure that all are given the chance to join the pool. Typically, all are allocated jobs.

**(ii) Induction.**

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

We provide institutional and local induction support. Prior to starting, new staff are guided to our welcome webpages which provide information about the University and the benefits of working at Sussex. On day one, new starters have an introduction session with an HR staff member before they join their workplace. New starters are invited to a half-day welcome event where they meet a range of staff from across the University, including members of UEG and ULT, and learn about University strategy and processes, including EDI. Feedback is gathered at the event and used to update this session<sup>15</sup>.

*“An opportunity to meet/hear from senior management and get a feel for the University as a whole and get a more real sense of ethos and values of senior leadership, who came across as authentic which was refreshing. An opportunity to get a feel for scale.”*

*Feedback from University Induction Event attendee*

<sup>15</sup> We are unable to provide uptake figures for our central induction events as only numbers of staff attending are collected rather than non-attendance at any event.

School/Division level induction takes place during the first few weeks of employment. Managers develop an induction training plan and work through an induction check-list with their staff member. This covers familiarity with the role, meeting key people, health and safety issues, essential online training (including mandatory Diversity in the Workplace and GDPR training) and policies including the EDI, Dignity and Respect and Flexible Working.

**(iii) Promotion.**

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

We run an annual academic promotions exercise; the process, guidance and timelines are published on our webpages and communicated to academic staff. We review the procedure annually in response to feedback and address any issues identified in equality monitoring of the outcomes.

We have recently revised the career pathways to simplify and give equality of esteem to all academic staff regardless of the pathway they choose. The two pathways are:

- The Education and Research/Education and Scholarship<sup>16</sup> Career Pathway: (Lecturer A to Lecturer B; Senior Lecturer; Reader and Professor)
- The Research Fellow Career Pathway: (Research Fellow A to Research Fellow B; Senior Research Fellow; Research Professor)

Staff have the opportunity to move between career pathways, providing flexibility for staff during their academic careers. We will review these changes to ensure that there has been no adverse impact on women or any other protected characteristic. We will monitor the promotion rate by gender across the two pathways to ensure that progression rates are comparable. Feedback to date from those who have chosen an Education and Scholarship pathway has been positive.

*I switched to the E&S pathway after many years on temporary teaching contracts so, for me, it was great to have my teaching abilities formally recognised, rewarded and encouraged; I felt the opening up of this career pathway signalled a focus on promoting and rewarding excellence in teaching. On this pathway, I have been able to develop my career more rapidly than before, and pursue my interests in career development for students as well as publishing research. The scholarship aspect is flexible and allows me to both carry out pedagogical research and support students on a more face to face level. I feel more hopeful that my teaching and student focussed skills will be better recognised on this new pathway.*

*Female Senior Lecturer*

<sup>16</sup> Prior to 2019 there were 3 career pathways – teaching only, teaching and research and research only

*“The E&S pathway has empowered me to make a broad and significant contribution to my school. I have been able to specialise on refining my pedagogies and see impact in the way my students progress and in invitations to share my practice with international professionals in consultancy and CPD. Through subsequent leadership opportunities I have been able to support the professional development of other colleagues and take an active role in University wide committees and projects”*

*Male Professor*

ACTION
11. Evaluate the impact of the revised career pathways on career progression for women. Monitor promotion rate by gender across the two pathways to ensure progression rates are comparable.

Actions to encourage and support applications and ensure that outcomes are fair in our previous plan are described in Table 22.

**Table 22: Impact of Actions on Promotion included in previous action plan**

Actions	Progress	Impact
<b>Providing Advice</b>	Workshops on academic promotions, initially introduced for staff in STEMM Schools in autumn 2014, were expanded to include all academic staff from autumn 2016 and incorporated into our annual staff development programme.	These workshops are open to all but have been well attended by women. 120 staff have attended in total, 54% of attendees were female.
<b>Eliminating Bias</b>	School Promotion Committees must have female and male representation and all panel members must have completed the University's online Unconscious Bias training. We have encouraged the presence of independent members from other Schools and HR to help guard against unconscious bias in decision making.	The equality analysis of the last promotion exercise did not identify any areas of potential discrimination or disadvantage.
<b>Encouraging Applications</b>	Since Autumn 2014, Heads of School review all academic staff and encourage those that they feel should be considered for promotion to apply and to attend the workshops.	Increase in women applying for promotion from 26 in 2013/14 (35%) to 92 in 2018/19 (44%).
<b>Ensuring Equality of Opportunity</b>	Staff can declare personal circumstances, on a confidential basis, to be taken into account by promotion panels and clear guidance on how and when to do this is provided. This allows staff who have taken carer's leave to not be disadvantaged in making an application.	The equality analysis of the last promotion exercise did not identify any areas of potential discrimination or disadvantage.
<b>Review of academic career pathways</b>	The previously separate teaching and research and teaching only pathways were merged in January 2019 to ensure that academic staff on Education & Scholarship and Education & Research trajectories have the same opportunities for promotion.	Too early to establish but we anticipate better career progression for those engaged in Education & Scholarship, which has a greater proportion of females.

Tables 23(a) shows that there has been an increase in applicants for promotion from 125 to 207 between 2014/15 to 2018/19. This trend partly reflects the increase in the number of academic staff employed which almost doubled during this period, but also reflects the increase in female applicants following the actions outlined in Table 22. The proportion of female applicants for promotion has increased during the period – we do not know yet if the drop from 2017/18 to 2018/19 was a one-off, but will monitor this closely. Female applicants have a higher success rate than male applicants.

**Table 23 (a): Promotion success rates by gender**

Year	Total applications				Successful				Unsuccessful				Success Rate	
	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male	Total	% Female	Female	Male
2014/15	52	73	125	42%	36	48	84	43%	16	25	41	39%	69%	66%
2015/16	89	105	194	46%	70	82	152	46%	19	23	42	45%	79%	78%
2016/17	74	80	154	48%	64	58	122	52%	10	22	32	31%	86%	73%
2017/18	106	112	218	49%	77	74	151	51%	29	38	67	43%	73%	66%
2018/19	92	115	207	44%	65	73	138	47%	27	42	69	39%	71%	63%

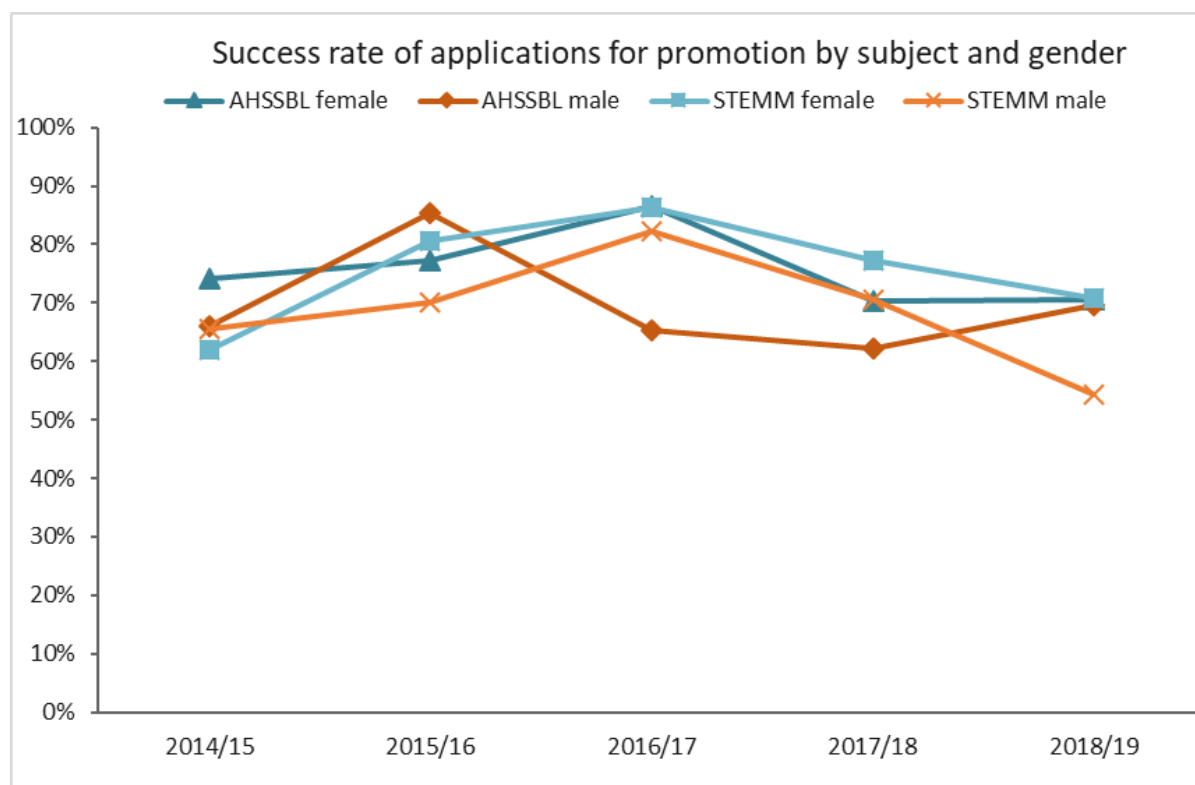
Breaking down by subjects, Table 23(b) and Figure 16 show that female applicants had higher success rates than male applicants for 4 of the last 5 years in both AHSSBL and STEMM Schools.

**Table 23 (b): Promotion success rates by subject area and gender**

Year	AHSSBL									
	Female successful	Male successful	Total successful	% Female successful	Female success rate	Male success rate	Female unsuccessful	Male unsuccessful	Total unsuccessful	% Female unsuccessful
2014/15	23	29	52	44%	74%	66%	8	15	23	35%
2015/16	41	47	88	47%	77%	85%	12	8	20	60%
2016/17	45	30	75	60%	87%	65%	7	16	23	30%
2017/18	50	38	88	57%	70%	62%	21	23	44	48%
2018/19	48	48	96	50%	71%	70%	20	21	41	49%

Year	STEMM									
	Female successful	Male successful	Total successful	% Female successful	Female success rate	Male success rate	Female unsuccessful	Male unsuccessful	Total unsuccessful	% Female unsuccessful
2014/15	13	19	32	41%	62%	66%	8	10	18	44%
2015/16	29	35	64	45%	81%	70%	7	15	22	32%
2016/17	19	28	47	40%	86%	82%	3	6	9	33%
2017/18	27	36	63	43%	77%	71%	8	15	23	35%
2018/19	17	25	42	40%	71%	54%	7	21	28	25%

**Figure 16: Promotion success rates by subject area and gender**



**Table 24: Academic promotion applications by grade**

Year	Grade	Successful						Unsuccessful			
		F	M	Total	% F	Female success rate	Male success rate	F	M	Total	% F
2014/15	Grade 8	11	6	17	65%	73%	55%	4	5	9	44%
	Grade 9	17	33	50	34%	68%	66%	8	17	25	32%
	Grade 10	8	9	17	47%	67%	75%	4	3	7	57%
2015/16	Grade 8	35	23	58	60%	90%	85%	4	4	8	50%
	Grade 9	32	49	81	40%	73%	75%	12	16	28	43%
	Grade 10	3	10	13	23%	50%	77%	3	3	6	50%
2016/17	Grade 8	23	15	38	61%	92%	75%	2	5	7	29%
	Grade 9	26	31	57	46%	81%	76%	6	10	16	38%
	Grade 10	15	12	27	56%	88%	63%	2	7	9	22%
2017/18	Grade 7		1				100%				
	Grade 8	31	26	57	54%	91%	81%	3	6	9	33%
	Grade 9	35	29	64	55%	61%	54%	22	25	47	47%
	Grade 10	11	18	29	38%	73%	72%	4	7	11	36%
2018/19	Grade 7								1	1	
	Grade 8	20	18	38	53%	83%	78%	4	5	9	44%
	Grade 9	36	38	74	49%	68%	62%	17	23	40	43%
	Grade 10	9	17	26	35%	60%	57%	6	13	19	32%



Table 24 shows applications and success rates by grade and gender. Since 2016/17, women applicants for promotion at grades 9 and 10 have had higher success rates than men.

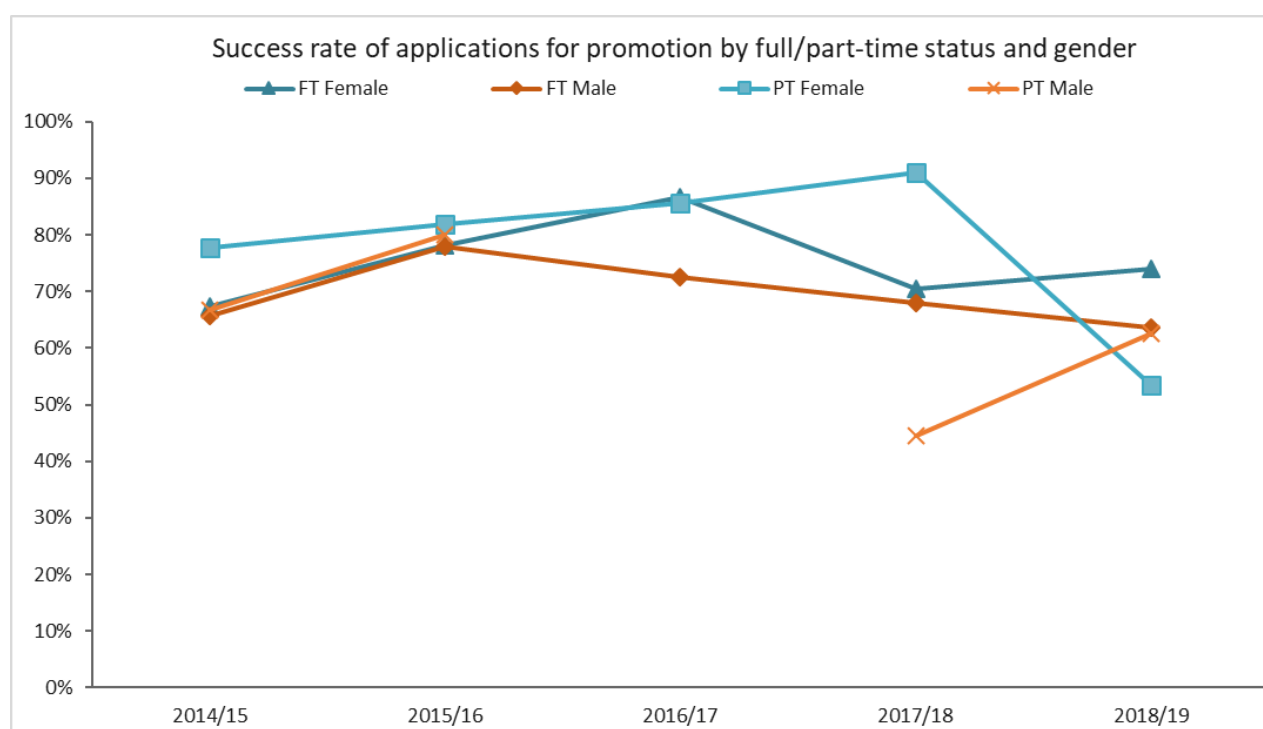
Table 25 and Figure 17 show promotion data by part-time and full-time status. The data shows an increase in the number of part-time staff (who are predominantly female) applying for promotion in each of the five years, except 2016/17. Female success rates for part-time staff are high overall, and include female promotions to Professor.

**Table 25: Promotion applications by full-time and part-time status**

Year	Full-time									
	Female successful	Male successful	Total successful	% Female successful	Female success rate	Male success rate	Female unsuccessful	Male unsuccessful	Total unsuccessful	% Female unsuccessful
2014/15	29	44	73	40%	67%	66%	14	23	37	38%
2015/16	61	78	139	44%	78%	78%	17	22	39	44%
2016/17	58	58	116	50%	87%	73%	9	22	31	29%
2017/18	67	70	137	49%	71%	68%	28	33	61	46%
2018/19	57	68	125	46%	74%	64%	20	39	59	34%

Year	Part-time									
	Female successful	Male successful	Total successful	% Female successful	Female success rate	Male success rate	Female unsuccessful	Male unsuccessful	Total unsuccessful	% Female unsuccessful
2014/15	7	4	11	64%	78%	67%	2	2	4	50%
2015/16	9	4	13	69%	82%	80%	2	1	3	67%
2016/17	6		6	100%	86%		1		1	100%
2017/18	10	4	14	71%	91%	44%	1	5	6	17%
2018/19	8	5	13	62%	53%	63%	7	3	10	70%

**Fig 17: Promotion success rates by full and part-time status<sup>17</sup>**



Despite these improvements in the proportion of female applicants for promotion and promotees, confidence in the promotions process remains low among female staff and those in education-focused roles. For example, in the 2019 Psychology survey only 58% of female academic staff felt they understood the promotion process and criteria (compared to 80% of males; 33% of education-focused academics). Clearer information and encouragement are needed, particularly on how the process has been unified for the Education & Research/Education & Scholarship pathway.

**ACTION**

12. Revise and improve promotions information, specifically featuring the relevant promotion criteria, and ensure it is included and prominently flagged within communications on the promotion round.

The impact of COVID-19 has led to a pause in the annual academic promotion and reward and recognition scheme for 2019/20. Sussex launched a voluntary severance scheme; it was not appropriate to offer promotion and reward schemes. This affected all eligible staff equally. As a result we are unable to evaluate the success of our gender equality actions related to promotions during 2020. We completed an equality analysis of this pause and shared this with our TUs. There are no indications that the pause disadvantages women.

In future however, there is a danger of the pandemic disadvantaging women’s career progress over the longer-term: sector-wide evidence shows that the weight of caring responsibilities during lockdown has fallen disproportionately on women and is having an impact on the gender balance of manuscript submission rates in

<sup>17</sup> There were no applications for promotion by part-time staff who were male in 2016/17 which is why no data has been plotted.

2020<sup>18</sup>. A pause in productivity in 2020 and 2021 may resemble a downward trajectory if assessed in future promotion rounds: given the unequal impact on submission rates, this may harm women’s careers. In mitigation, we will modify promotion application documents to ensure effects on productivity during the pandemic are considered, giving applicants an explicit space in the submission to flag this circumstance. Our standard equality analysis of the promotion round will look specifically for any evidence of this issue.

ACTION
<p>13. Modify promotion process to ensure that:</p> <ul style="list-style-type: none"> <li>a) pauses in productivity during the COVID-19 pandemic are taken into account, giving applicants an explicit space in the submission to flag this circumstance</li> <li>b) guidance and communications for the promotions round, highlight this provision to encourage use</li> <li>c) equality analysis immediately after the first post-COVID-19 round of promotions checks on use and impact of the provisions on outcome</li> </ul>

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<sup>18</sup> Viglione (2020) Nature 581:365-366, <https://www.nature.com/articles/d41586-020-01294-9>; Andersen et al (2020) eLife 9:e58807, <https://elifesciences.org/articles/58807>; Cui et al (2020) Harvard Business School working paper 20-129, [https://www.hbs.edu/faculty/Publication%20Files/20-129\\_ac2060ff-d5b5-4dc3-aa91-d98fdfa59bdd.pdf](https://www.hbs.edu/faculty/Publication%20Files/20-129_ac2060ff-d5b5-4dc3-aa91-d98fdfa59bdd.pdf)

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

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

**Table 26: Staff submitted to REF 2014 by gender**

School	Eligible			Submitted		
	Female	Male	% Female	Female	Male	% Female
BSMS	20	35	36%	9	15	38%
Business	22	75	23%	12	52	19%
EngInf	9	39	19%	5	24	17%
English	23	25	48%	16	19	46%
ESW	28	15	65%	20	11	65%
Global	26	49	35%	22	42	34%
HAHP	20	33	38%	19	25	43%
LifeSci	15	59	20%	12	48	20%
LPS	32	36	47%	26	29	47%
MFM	22	18	55%	19	14	58%
MPS	11	51	18%	9	38	19%
Psychology	21	32	40%	15	21	42%

Table 26 shows that women were submitted in proportion to their representation, with 67% of Schools submitting equal or higher proportions of women than their eligible percentage. We do not have the same data breakdown for the 2008 RAE.

For REF2021, we will be submitting all staff on teaching and research contracts; 100% of eligible staff (both male and female) will be submitted. All staff involved in REF, including those selecting outputs for submission, have received REF EDI training from Advance HE. Equality analyses are being undertaken throughout the REF2021 process. Potential outputs for each unit of assessment are being reviewed by protected characteristics including gender to ensure no bias in the selection process.

## 5.2 Career development: Academic Staff

### (i) Training.

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

We provide online and face-to-face training for staff at all levels. We introduced online EDI courses Diversity in the Workplace (mandatory for all staff) and Unconscious Bias (mandatory for grade 7 and above) – actions from our previous action plan. Uptake is shown in Table 27<sup>19</sup>. Uptake by female staff is higher than that for male. This reflects the split between academic staff and professional services staff completing the course.

**Table 27: Uptake of online EDI training courses**

Passed/Completed	Diversity in the Workplace					Unconscious Bias				
	F	F%	M	M%	Total	F	F%	M	M%	Total
Academic	428	48%	465	52%	893	242	49%	255	51%	497
Professional Services	756	69%	346	31%	1102	516	70%	224	30%	740
Total	1184	59%	809	41%	1995	756	61%	479	39%	1237

Awareness of EDI training is high. For example, up to 90% of staff (across men and women) agreed in recent institutional and School surveys that they are offered training. The same surveys reported take-ups between 67-75%, with variation across Schools. Therefore, we will improve support to managers in monitoring completion of mandatory online training and require annual returns on these numbers as part of each School/division's annual reporting.

#### ACTION

14. Improve completion rates for mandatory online training courses through:

- a) improving support to managers in monitoring completion rates for staff
- b) requiring annual returns on staff completion rates as part of standard annual reporting

<sup>19</sup> It is not possible to show an accurate figure as a proportion of all staff as the data is a rolling data set and the snapshot data dates would not compare. Uptake is estimated to be at around 60-70% overall.

Our learning provision for academics includes Management Development and EDI. We communicate training through the ODU, University webpages and email lists. Effectiveness is monitored and developed by course evaluations. Take-up of training courses by gender is balanced Tables 28(a) & (b).

**Table 28 (a): Academic staff training uptake by gender**

Academic Staff				
All courses <sup>20</sup>				
Year	Female	Male	Total	% Female
2014/15	109	146	255	43%
2015/16	189	193	382	49%
2016/17	247	226	473	52%
2017/18	111	104	215	52%
2018/19	119	114	233	51%
<b>Total</b>	<b>775</b>	<b>783</b>	<b>1558</b>	<b>49%</b>

**Table 28 (b): Academic staff training uptake by gender and course type**

Academic Staff								
EDI courses <sup>21</sup>					Management courses <sup>22</sup>			
Year	Female	Male	Total	% Female	Female	Male	Total	% Female
2014/15	55	77	132	42%	26	24	50	52%
2015/16	119	122	241	49%	24	20	44	55%
2016/17	95	80	175	54%	45	52	97	46%
2017/18	40	50	90	44%	16	9	25	64%
2018/19	46	37	83	55%	9	20	29	31%
<b>Total</b>	<b>355</b>	<b>366</b>	<b>721</b>	<b>49%</b>	<b>120</b>	<b>125</b>	<b>245</b>	<b>50%</b>

<sup>20</sup> This excludes women only courses. Since 2014/15 we have run women’s action learning sets to support female academic staff development and a women only masterclass on public speaking and communicating research.

<sup>21</sup> Includes over 40 different courses such as, unconscious bias, bullying and harassment, cultural awareness, disability awareness, domestic abuse awareness, mental health awareness, sexual violence awareness, equality law and reasonable adjustments in the workplace.

<sup>22</sup> Includes a range of courses such as, appraisal training, aspiring managers, leadership programmes and managing performance.

The Head of ODU is reviewing provisions and developing structured training programmes for different staff groups. During the pandemic, we have moved our face-to-face training online, improving accessibility for staff. We have a subscription to LinkedIn Learning and are expanding our online courses which can be completed at any time – suiting those with flexible working arrangements.

In our previous application, we found that women were under-represented in media appearances. We set an action to increase the visibility of female role models by implementing media training and increasing nominations of women for media opportunities particularly in STEM subjects. We have run media training since 2016. In 2018 and 2019 training specifically targeted senior women and aimed to increase the female percentage of those who made the most media appearances. We have raised the percentage from 10% in 2017 to 32% in 2019.

The University’s Department of Education offers pathways for PhD students and staff members (including postdoctoral researchers) to develop their teaching skills, accredited by Advance HE. Table 29 sets out the options and uptake for 2019/20 by gender.

**Table 29: Training options for Teaching and Learning Skills**

Training	Description	2019/20 Cohort by Gender			
		F	M	PNTS	Total
PGCertHE	Allows staff in teaching and student-facing professional service roles to continue their professional development and gain a professional teaching qualification (and FHEA). The PGCertHE is mandatory for new permanent members of staff with less than 3 consecutive years of HE teaching experience and is also open to staff with more experience	39	39	0	78
Fundamentals of Teaching & Learning in HE	A 15-credit Masters-level module for those new to teaching in higher education, accredited with Associate Fellowship of the HEA. This is the first module of the PGCertHE offered as a stand-alone module, mostly to Research students who are looking to get into teaching.	174	113	2	289

Our Technology Enhanced Learning department provides specialist support and professional development opportunities to staff in the effective use of digital technologies to enhance teaching.

**(ii) Appraisal/development review.**

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

Our appraisal process is mandatory for all staff, providing a structured framework for reflecting on work and objective setting. Academic appraisals are conducted by the Head of School/members of School senior leadership team and are not linked to pay. The appraisal meeting provides an opportunity to agree personal development plans and discuss career planning. Uptake is not yet recorded centrally.

We have not surveyed appraisal as a discrete activity. In our 2018 staff survey 50% of academic staff said that their line manager provided regular and constructive feedback and there was no significant difference in responses of female and male staff to this question, (50% female, 53% male). The satisfaction rate drops to 39% for staff who have been in post between 5 and 10 years. We followed up with focus groups and another survey by our Organisational Development team in summer 2019. Responses were very low with no helpful feedback.

We revised the appraisal process for professional services staff in 2020 based on feedback from a pilot and will review academic appraisal in 2021. Completion data for PS appraisal is being collected. We will collect data on academic appraisal. Several Schools are piloting a scheme whereby staff can be appraised by alternative senior staff of their choice. We will explore satisfaction with appraisal processes to identify and address any underlying issues.

**ACTION**

15. Seek more detailed feedback about the appraisal process through the staff engagement survey

Appraisal training is offered to appraisers (mandatory) and appraisees. The gender balance of uptake (Table 30) reflects our staff gender balance, with fewer male professional services staff than female and fewer female senior academics than male.

**Table 30: Uptake of appraisal training**

	2016/17					2017/18					2018/19				
	F	F%	M	M%	Total	F	F%	M	M%	Total	F	F%	M	M%	Total
Appraiser training (Academic)	21	48%	23	52%	44	11	58%	8	42%	19	5	28%	13	72%	18
Appraiser training (PS)	39	68%	18	32%	57	17	57%	13	43%	30	58	74%	20	26%	78
Appraisee training	71	70%	30	30%	101	16	73%	6	27%	22	58	68%	27	32%	85
Total	131	65%	71	35%	202	44	62%	27	38%	71	121	67%	60	33%	181



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

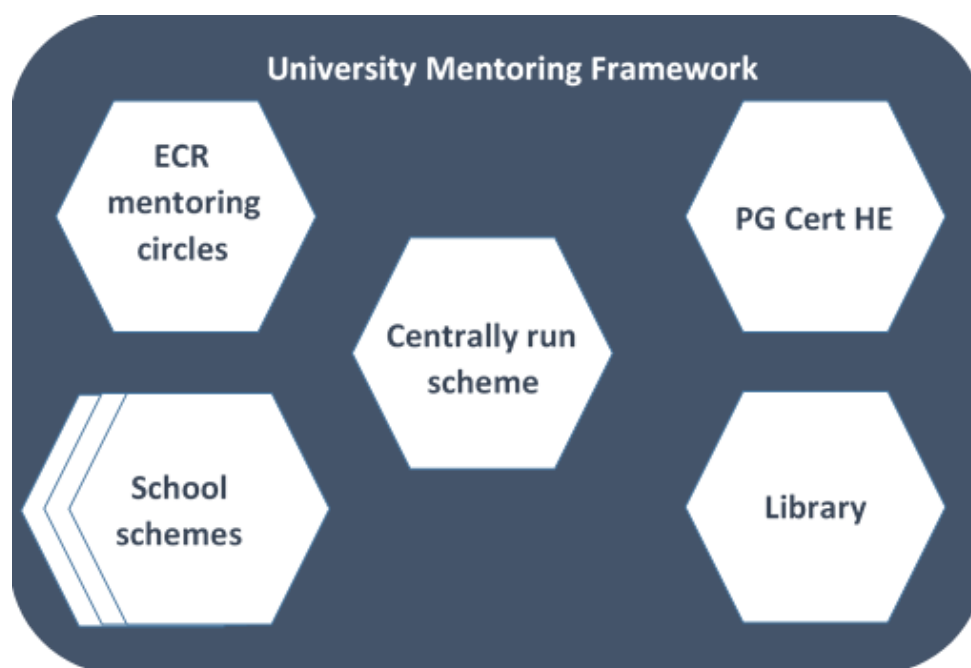
**Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.**

Feedback from pilot schemes – Women in STEMM mentoring circles and BSMS mentoring scheme – indicated that mentoring contributes positively to professional development of our academic staff. Setting up a University-wide mentoring framework was a key action from our last AS action plan.


In July 2018 we launched a mentoring framework and toolkit (Figures 18, 19). A dedicated part-time post in ODU organises Communities of Practice, runs training, and evaluates the impact of mentoring. Schools and Divisions coordinate local mentor-mentee matchings and provide support. Mentees can choose to have several mentors, from inside or outside their School, to explore different career aspects. Specific schemes cater to the Library, newly-appointed staff, and those taking the PGCertHE. The Research Staff Office offers options for early-career researchers, including mentoring circles where ECRs explore challenges in a supportive peer group and with more experienced colleagues.

In year one, 31 mentoring pairs enrolled centrally, 21 mentors and 23 mentees being female. Since then, the annual rate has settled at around 20 centrally managed pairs, 70 PGCertHE pairs, and up to 10-20 per School (pairs can remain from year to year or be created anew). Most mentoring requests focus on career/professional development. We are exploring how to expand the scheme to provide mentoring related to mentee identity: e.g. in our carers’ focus groups many female participants requested specific mentoring to help them balance their roles as an academic and carer. We will also consider intersectionality in mentoring partnerships through collaboration with our REC SAT (Action 16).

**Figure 18: Mentoring programme – specific schemes within a common framework**



**Figure 19: Dedicated webpages for mentoring**

<ul style="list-style-type: none"> <li>Homepage</li> <li>About</li> <li>Workshops and courses</li> <li>Online learning</li> <li>New staff</li> <li>&gt; Mentoring</li> <li>    What is mentoring?</li> <li>    Guidance for mentees</li> <li>    Guidance for mentors</li> <li>    Resources and further information</li> <li>    Forms for staff mentoring at Sussex</li> <li>    Case Studies</li> <li>    Planning your development</li> </ul>	<h2 style="text-align: center;">Organisational Development</h2>  <h3 style="text-align: center;">Mentoring</h3> <p>These pages provide practical guidance, resources and advice for those who wish to participate in or establish mentoring schemes in Schools or Divisions at the University.</p> <h4>Why mentoring?</h4> <p>Mentoring is a powerful method of professional development; it can benefit individuals across all job roles and functions, within any department or discipline. Mentoring skills can also be useful in many day-to-day work interactions, so you do not have to be engaged in a formal mentoring arrangement to benefit from the information here.</p> <p><a href="#">Find out more about mentoring and how it works.</a></p> <h4>Mentoring at the University of Sussex</h4> <p>We have an active central mentoring programme open to all staff at the</p>	<div style="background-color: #0070C0; color: white; padding: 5px;"><b>How to join</b></div> <p>To join the Staff Mentoring Programme as a mentor or mentee, please complete a registration form (which can be found <a href="#">here</a>) and submit to <a href="mailto:od@sussex.ac.uk">od@sussex.ac.uk</a>. If you would like to discuss the Mentoring Programme, please contact Organisational Development on <a href="mailto:od@sussex.ac.uk">od@sussex.ac.uk</a>.</p> <div style="background-color: #0070C0; color: white; padding: 5px;"><b>Mentoring Scheme Guides</b></div> <p>See our handy guides for all the information in one place:</p> <p><a href="#">Guide for Mentors [PDE 2.36MB]</a></p> <p><a href="#">Guide for Mentees [PDE 2.04MB]</a></p> <div style="background-color: #0070C0; color: white; padding: 5px;"><b>Mentoring training and events</b></div> <h4>Effective Mentoring Skills for Mentors</h4> <p>We run workshops for staff who are new to mentoring. Book a place on <a href="#">Sussex Direct</a>.</p>
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We carried out a survey of mentoring experiences in August 2019: completion rate was 50% for mentors, 60% for mentees (71% of respondents were female, 21% male, 8% preferred not to report). 100% of respondents reported a positive experience of mentoring and would recommend the scheme to colleagues.

***“I think mentoring is especially valuable for women. Empowering each other to achieve goals will create long-lasting positive working relationships. Confidence building and having a sounding board / professional friend has been invaluable for me.”***

*Female member of Professional Services staff*

***“Very positive. I like my mentor very much; she is helping me craft a pathway to reach my goal. I also feel comfortable discussing things with her and asking questions that I would not otherwise feel comfortable with doing in the context of my immediate professional relationships.”***

*Female member of Professional*

*Services staff*

***I decided some years ago not to go down the route of lectureships or fellowships to become a group leader. This was a difficult time as it left me wondering what else I could do and nervous about my future, as I knew I might not be lucky enough to continue securing short-term contracts. Around this time, the mentoring circles scheme was introduced. In this group I met several other researchers who felt the same as me. Meeting like-minded people in a non-judgemental environment gave me reassurance that a career in science is not limited to traditional paths.***

*Female member of Research-only Staff*

Beyond extending the framework to cover intersectionality of identity, in the coming reporting period we will encourage more staff to join by showcasing female case studies among mentors and mentees.

ACTION
<p>16. Review our mentoring scheme to:</p> <ul style="list-style-type: none"> <li>• increase the number of mentors with protected characteristics</li> <li>• extend the scheme to offer identity based mentoring including carers and female BAME staff</li> </ul>
<p>17. Showcase mentoring case studies with a good representation of female mentors and mentees</p>

In addition to the options in Table 29, the University is committed to supporting achievement of Senior and Principal Fellowship of the HEA (S&PFHEA). SFHEA applicants are supported through guidance workshops, writing retreats and web resources alongside mentoring. Currently we have 27 SFHE (14F 13M) and 2 PFHEA (1F 1M). The University also supports National Teaching Fellowship applications.

### 5.3 Flexible working and managing career breaks

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

In our previous action plan we undertook to review support for academic carers. Between January 2017 and October 2018 we carried out research and consultation to establish the dominant issues and most effective interventions to support those who take and return from a period of care leave. The consultation (focus groups and one-to-one interviews) gathered input from 33 maternity leave returners from the previous three years. The work also reviewed best practice across the sector and businesses more broadly, including through the University’s membership of the All Party Parliamentary Group for Women and Work. An Athena SWAN SAT working group analysed the evidence and made recommendations which formed the basis for the actions listed in this section.

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

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

Staff have a choice of two occupational maternity and adoption pay schemes, both are considerably more generous than the statutory scheme. Detailed maternity and adoption guides are available on the family-friendly webpages. Adoption leave and pay provisions mirror maternity provisions. Managers are guided on supporting staff before, during and after maternity and adoption leave. HRBPs are available to support managers and staff at all stages of the process.

All staff members who are due to take a period of adoption or maternity leave are offered support before their leave. Managers advise staff members of the institution’s maternity/adoption guidelines and discuss key elements with them. Support is given for antenatal care and a health and safety risk assessment is carried out.

Managers are encouraged to meet regularly with their staff member to ensure that they are adequately supported, and to develop plans for covering the period of absence.

Closer to the start of maternity leave, the manager is guided to arrange for a handover; ensure the staff member is aware of flexible working and shared parental leave policies; agree the accrual of annual leave during maternity leave and the carrying forward of untaken leave; agree any needed adjustments to working arrangements; and discuss how the manager and staff member will communicate throughout the leave period. The same approach is followed for staff due to take a period of adoption leave.

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

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

During maternity/adoption leave periods, managers are encouraged to keep in touch without making any demands on staff. Staff can take up to 10 ‘keeping in touch’ (KIT) days and these can be used flexibly, for example, awaydays, one-off tasks, critical stages of a project or keeping up to date with developments at work. Staff are paid their contractual pay for KIT days worked during unpaid maternity/adoption leave.

Managers are expected to discuss flexible working options with the individual prior to return, and to implement any flexible working arrangements requested (unless business reasons prevent it). Evidence from focus groups held in summer 2017 showed that some managers were not responding in a timely way to requests for flexible working made by staff on maternity leave. This evidence supported the re-launch of our flexible working scheme and the implementation of “flexible by default” into our roles from October 2018 (section 5.3(vi)).

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

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

Managers are guided to welcome staff returning from maternity/adoption leave on their first day back to update them on any key changes during their absence and introduce them to any new staff members. During this meeting the manager should ascertain support or training the staff member may need. A follow-up meeting is scheduled a few days later, and regular meetings are held during the initial months after returning to work. Staff are given the opportunity to review their work objectives and career development at these meetings.

A number of STEMM Schools have implemented reduced teaching workloads for staff returning from maternity/adoption leave, for example, Physics provides a 60% reduction in teaching for the first term after return. This provides dedicated time for the returner to focus on their research.

Feedback from the focus groups indicated that there was a wide variation of practice across Schools in the University. We will revise our guidance for managers and produce a toolkit of measures that can be used to support those returning from care leave.

ACTION
18. Produce a toolkit of measures for managers to support and develop the careers of academic staff who take and return from a period of carer's leave of 12 weeks or more. The toolkit to include (i) a policy to bring forward eligibility for study leave for returners to help them reintegrate into research careers; (ii) a policy allowing for a reduction in teaching duties for returners in the term following their return; (iii) a conference/training fund to cover childcare or other caring costs incurred by staff members with caring responsibilities; (iv) a fund to replace the teaching responsibilities or provide additional research support for staff during and on return from a period of carer's leave

Breastfeeding parents are welcome in all of our public spaces. We also provide private facilities for those parents who prefer them. In 2019, the SAT commissioned a review of facilities for breastfeeding/expressing milk on campus. This identified two dedicated private facilities available to staff/students, the library family room and a room in our School of Life Sciences. Additionally, Schools and Professional Services Divisions have lockable rooms with curtains that can be booked for breastfeeding or expressing milk, and refrigerators for storage. We are publicising these facilities to provide support for staff returning to work; written guidelines, which were drafted through consultation with users, will allow carers to know what to expect and to book the facilities remotely.

ACTION
19. Publish details of private facilities for breastfeeding/expressing milk on our website by April 2021.

As part of our previous action plan we introduced new maternity/paternity/adoption guidelines for post-graduate students. University and Research Council funded Doctoral Researchers are entitled to 52 weeks' maternity/adoption or 50 weeks' shared parental leave. The first 26 weeks are paid at full stipend, pro-rated for part-time Doctoral Researchers. The following 13 weeks are paid at a level commensurate with statutory maternity pay. Table 31 shows uptake of this provision. Partners are entitled to 10 days' paternity leave on full stipend and up to 50 weeks' shared parental leave.

**Table 31: Numbers of PGR students taking maternity and paternity leave<sup>23</sup>**

Student leave uptake			
Leave type	2017/18	2018/19	2019/20
Maternity	14	10	8
Paternity	1	3	1

<sup>23</sup> All maternity leave was female students and all paternity leave was male students. No shared parental leave has been taken to date.

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

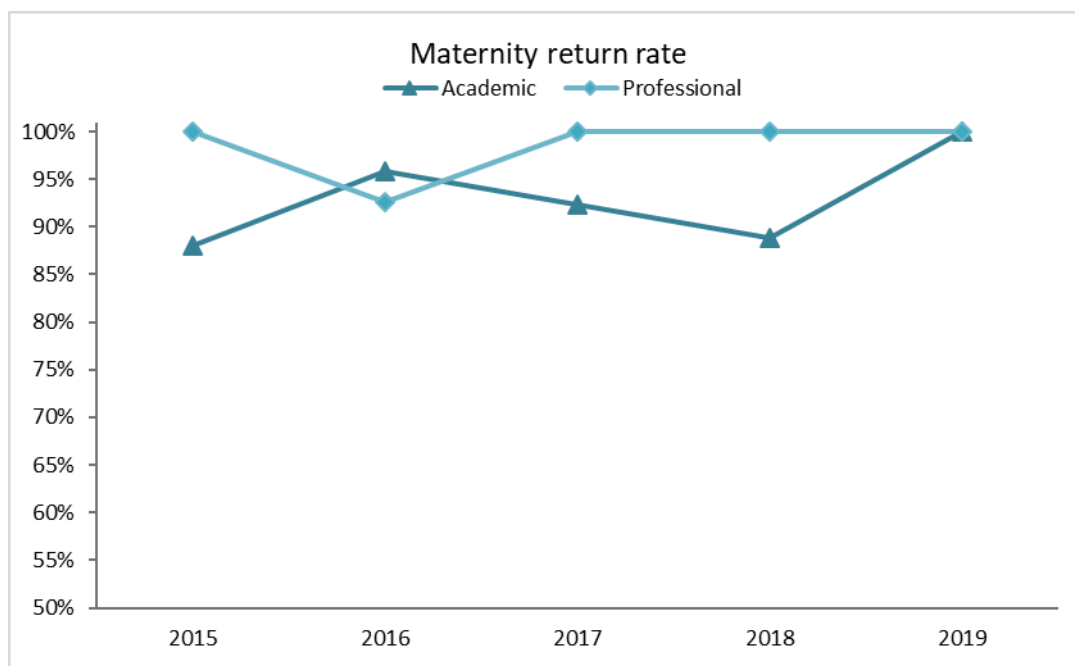
Our maternity data with return rates is shown in Table 32 and Figure 20. Our return rate has been consistently high and was 100% for academic and professional services staff in 2019. Staff who did not return from maternity leave due to the ending of a fixed-term contract are shown separately. Where an individual’s fixed-term contract ends while on maternity leave, we seek a suitable alternative post for them, and, if necessary, hold the post for their return.

**Table 32: Maternity return rate 2015 – 2019 for Academic and Professional Services Staff**

Academic staff maternity returners and leavers					
Year	Returned	Fixed-term contract ended	All other leavers	Total	Return rate
2015	22	2	1	<b>25</b>	88%
2016	23	1	0	<b>24</b>	96%
2017	24	1	1	<b>26</b>	92%
2018	16	1	1	<b>18</b>	89%
2019	10	0	0	<b>10</b>	100%

Professional services staff maternity returners and leavers					
Year	Returned	Fixed-term contract ended	All other leavers	Total	Return rate
2015	18	0	0	<b>18</b>	100%
2016	25	1	1	<b>27</b>	93%
2017	21	0	0	<b>21</b>	100%
2018	14	0	0	<b>14</b>	100%
2019	19	0	0	<b>19</b>	100%

Figure 20: Maternity return rate 2014 – 2019





We have started to look at the proportions of staff remaining in post 6, 12 and 18 months after returning from leave (Table 33).

**Table 33: Staff retention rates at intervals after return from maternity leave**

Academic staff remaining in post over time		
	Number	Percentage
Returners	66	
6 months	58	88%
12 months	53	80%
18 months	49	74%

Professional services staff still in post over time		
	Number	Percentage
Returners	52	
6 months	44	85%
12 months	39	75%
18 months	35	67%

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

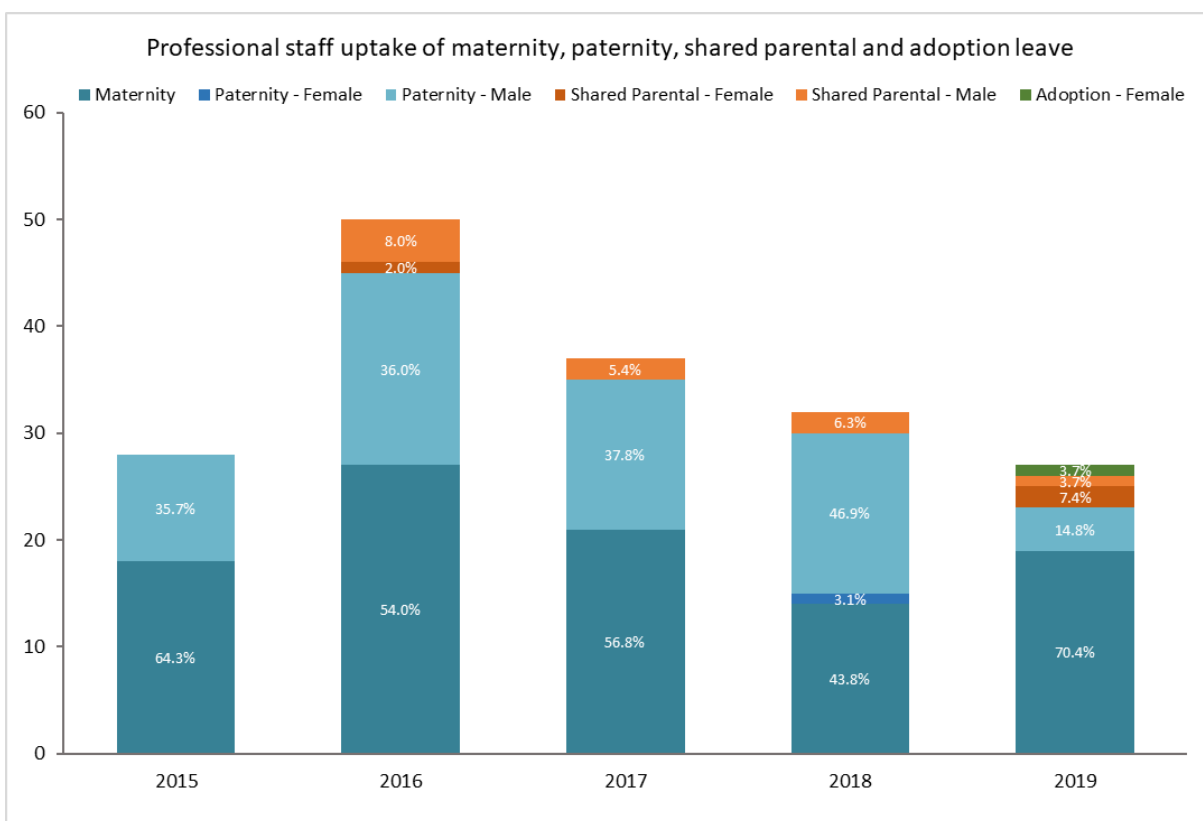
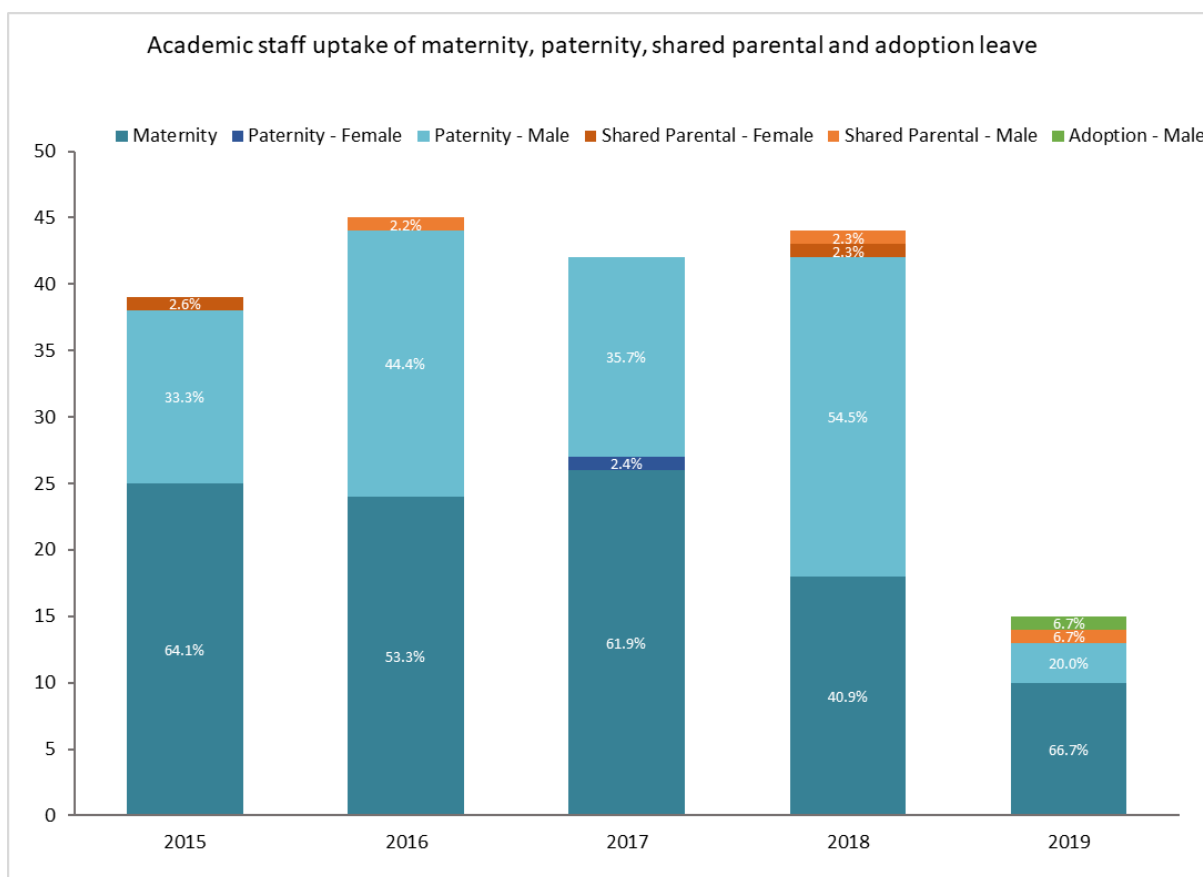
**Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.**

**Table 34: Uptake of family-friendly leave by staff category 2015-19**

Academic staff leave uptake					
Leave type	2015	2016	2017	2018	2019
Maternity	25	24	26	18	10
Paternity – Female	0	0	1	0	0
Paternity – Male	13	20	15	24	3
Shared Parental – Female	1	0	0	1	0
Shared Parental – Male	0	1	0	1	1
Adoption – Female	0	0	0	0	0
Adoption – Male	0	0	0	0	1
<b>Total</b>	<b>39</b>	<b>45</b>	<b>42</b>	<b>44</b>	<b>15</b>

Professional staff leave uptake					
Leave type	2015	2016	2017	2018	2019
Maternity	18	27	21	14	19
Paternity – Female	0	0	0	1	0
Paternity – Male	10	18	14	15	4
Shared Parental – Female	0	1	0	0	2
Shared Parental – Male	0	4	2	2	1
Adoption - Female	0	0	0	0	1
Adoption – Male	0	0	0	0	0
<b>Total</b>	<b>28</b>	<b>50</b>	<b>37</b>	<b>32</b>	<b>27</b>

**Fig 21: Percentage uptake of family-friendly leave by staff category 2015-19**



Our paternity, shared parental leave, other parental leave, and time off for dependents guides are published on the family-friendly webpages. Our paternity scheme provides two weeks' ordinary leave at full pay, plus the option of taking shared parental leave. Uptake of paternity leave (Table 35) is high amongst academic and professional services staff - amounting to 54.5% (academic) and 50% (professional services) of family-friendly leave taken in 2018 (Table 34 and Figure 21).

**Table 35: Paternity leave by grade and staff category**

Academic staff paternity leave by grade					
Grade	2015	2016	2017	2018	2019
Grade 7	2	7	7	11	0
Grade 8	6	4	6	3	1
Grade 9	3	6	3	9	2
Grade 10	2	3	0	1	0
<b>Total</b>	<b>13</b>	<b>20</b>	<b>16</b>	<b>24</b>	<b>3</b>

NOTE: 1 of the grade 8s in 2017 is female. All others are male.

Professional Services staff paternity leave by grade					
Grade	2015	2016	2017	2018	2019
Grade 0	1	0	0	0	0
Grade 2	0	1	0	0	0
Grade 4	2	3	2	1	1
Grade 5	1	2	1	1	1
Grade 6	2	1	2	0	0
Grade 7	3	6	4	12	1
Grade 8	1	5	5	2	1
<b>Total</b>	<b>10</b>	<b>18</b>	<b>14</b>	<b>16</b>	<b>4</b>

NOTE: 1 of the grade 7s in 2018 is female. All others are male.

Table 36 shows that take-up of shared parental leave has been low across all grades. Carers focus groups indicate that take-up will only improve if enhanced shared parental pay is offered. We have an action to enhance our shared parental leave and pay provisions to mirror those of maternity/adoption (action 20). This should encourage those who take paternity leave to consider taking further periods by using their shared leave entitlement.

**Table 36: Take-up of shared parental leave by grade and staff category**

Academic Shared parental leave by grade					
Grade	2015	2016	2017	2018	2019
Grade 7	1	0	0	1	0
Grade 8	0	0	0	1	1
Grade 9	0	0	0	0	0
Grade 10	0	1	0	0	0
<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

NOTE: Grade 7 were both female, grade 8 and 10 were male.

Professional Services staff shared parental leave by grade					
Grade	2015	2016	2017	2018	2019
Grade 4	0	4	2	0	0
Grade 5	0	1	0	0	0
Grade 7	0	0	0	2	3
<b>Total</b>	<b>0</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>3</b>

NOTE: 1 grade 4 in 2016 and 2 grade 7's in 2019 were female. All other shared parental leave were male.

Two members of staff have taken adoption leave in the period 2015-2019 (one male academic and one female professional services). Our adoption scheme mirrors our maternity provisions with enhanced adoption pay equivalent to occupational maternity pay. Our family-friendly webpages also contain guidance for staff seeking to take parental leave (unpaid) or emergency leave to care for a dependent.

ACTION
20. Introduce enhance shared-parental pay provisions by March 2024.

**(vi) Flexible working.**

**Provide information on the flexible working arrangements available.**

Flexible Sussex is a key goal of our EDI Strategy (Inclusive Sussex 2018 – 2025). The aim is to “become an organisation that is flexible by default to ensure we are inclusive in everything we do”. We take a proactive approach to flexible working, encouraging and supporting individuals who want greater flexibility.

Our updated flexible working policy, launched in October 2018, enables staff to request flexible working from day 1 and requires all jobs to be advertised as open to flexible working unless there is a clear business reason, which must be stated. We introduced a manager’s toolkit on flexible working which details the range of arrangements available and explains the benefits of working flexibly – to the University as well as to the individual. We have streamlined the process for requesting a flexible working arrangement. Staff with caring responsibilities remain a priority category.

*I registered for a “5-in-7” working week: I work five days per week but not necessarily on campus, on weekdays, or 9am-6pm. This enables me to do some of my work outside of regular business hours on a very flexible, ad hoc basis. As a working mum, no two weeks are the same and this level of flexibility allows me to adjust my schedule as things come up.*

*I have benefited from this flexible work agreement both in terms of my research and my career progression. Having collaborators on different time zones ranging from Australia (~11 hours ahead) to New Mexico (7 hours behind), I was already working outside of core hours when we Skyped. With an official flexible work arrangement, this research time now seemed recognised and appreciated. Some days I do some of my work after dinner. On days like that I can spend my mornings focusing on research and writing, confident that later I will still have time for admin and teaching prep. This flexibility has meant that my research output is competitive when compared to colleagues without caring responsibilities.*

*Female Academic Staff Member*

Managers are supported in dealing with formal flexible working requests by their HRBP. Support for formal arrangements can include a home workstation assessment and IT support for offsite working. In addition to formal flexible working arrangements, many members of staff have informal flexibility, for example arrangements to work from home at certain times.

Our Flexible Sussex approach has been cited as good practice for flexible working by the Women at Work All Party Parliamentary Group, in its publication “How to Recruit Women for the 21<sup>st</sup> Century”.

**Figure 22: DPVC (EDI) and colleagues from Sussex at the launch of Women at Work All Party Parliamentary Group, publication “How to Recruit Women for the 21<sup>st</sup> Century”**

During the COVID-19 pandemic all staff who could work from home were asked to do so, giving staff the opportunity to trial flexible working options. As the pandemic develops, we are working with our new Carers’ Staff Network to understand the experience of those with flexible working options. Our aim is to discover what does and doesn't work for individuals and teams as we explore how to deliver teaching and support using blended, campus based and virtual working. We will be introducing a new remote working policy to reflect these new ways of working. This will complement our flexible working policy to find solutions that meet the needs of the business and individuals.

ACTION
21. Monitor the impact of our flexible working policy through pulse surveys and liaison with the Carers’ network.
22. Introduce an inclusive remote working policy using experience developed in responding to COVID-19.

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

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

Our flexible working toolkit explains that arrangements should be easy to make and change. Staff who have moved to part-time working after a career break are supported to transition to full-time work if this is requested and can be accommodated by the School/Division. In addition, managers are encouraged to check-in regularly with part-time staff members to ensure that their working patterns are effective for them, and seek to modify if not. Several of the carers’ focus group attendees have modified their part-time working patterns over a period of time as their needs have changed.

*“When I joined the University I was caring for two young children and two elderly parents and took a role at 0.5 FTE to enable me to balance my family and work commitments. During my time at the University, I have increased my hours initially to 0.6FTE and more recently to 0.7FTE as my caring responsibilities had changed and the workload of my unit had increased. This small increase in FTE has benefitted both myself and the University.”*

*Female Professional Services Staff Member*

Part-time academics have the same career progression pathways as their full-time colleagues. In the past 5 years, 48 part-time academic staff (35F, 13M) have been promoted. Five of these promotions have been to professor (4F, 1M).

**(viii) Childcare.**

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

In 2014 Sussex opened a 100-place nursery/pre-school on its campus, taking children from three months to five years. The facility is operated through The Co-Operative Childcare and is open to staff, students and members of the public from 7:30am - 6:30pm, Monday-Friday, 52 weeks a year. Information about the nursery is available on the University’s webpages and staff and students are encouraged to organise visits early during their maternity leave period. Due to the capacity of the nursery, shortfalls in provision are not anticipated. The nursery was closed for a short period in 2020 as a result of COVID-19 but reopened on 1 June. In June 2020 it gained reaccreditation of its Investing in Children (IiC) award - an initiative that promotes the human rights of children and young people. Our sports centre offers a range of children’s activities during school holidays for 7-16 year-olds.



**(ix) Caring responsibilities.**

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

In response to the returners’ focus groups we launched a **Carers’ Parking Scheme** in 2017/18. Staff with caring responsibilities who drive to work find it hard to park on campus as spaces were full by 9.15am. The scheme reserves 75 parking spaces for carers with a permit until 10am. Eligible candidates are staff with a child attending primary school, or an older dependent with a disability. Priority is given to staff who are either single parents, have negotiated flexible working arrangements or are living furthest away from campus where public transport is not viable. Feedback from the scheme, publicised on our transport webpages, shows that it has been very successful.

*“I ... wanted to feedback how amazingly unique this is for me in terms of being invited to a focus group, talking about an issue and have it taken forward with a possible solution. Thank you so much to all involved for working on it, really pleasantly surprised (and very grateful)!”*

*Female Professional Services Staff Member*

The carers focus groups identified other proactive and practical support, including the mentoring scheme for carers (Section 5.2 (iii) Action 16) and a Carers’ Staff Network (established summer 2020 by a SAT member).

Our COVID-19 return to campus guidance for staff and supporting managers’ toolkit prompt sensitive and respectful conversations between managers and staff that agree patterns of blended, home and campus working. The toolkit aims to ensure that the caring responsibilities of staff are considered in all discussions. We will evaluate the success of our new ways of working through pulse surveys.

## 5.4 Organisation and culture

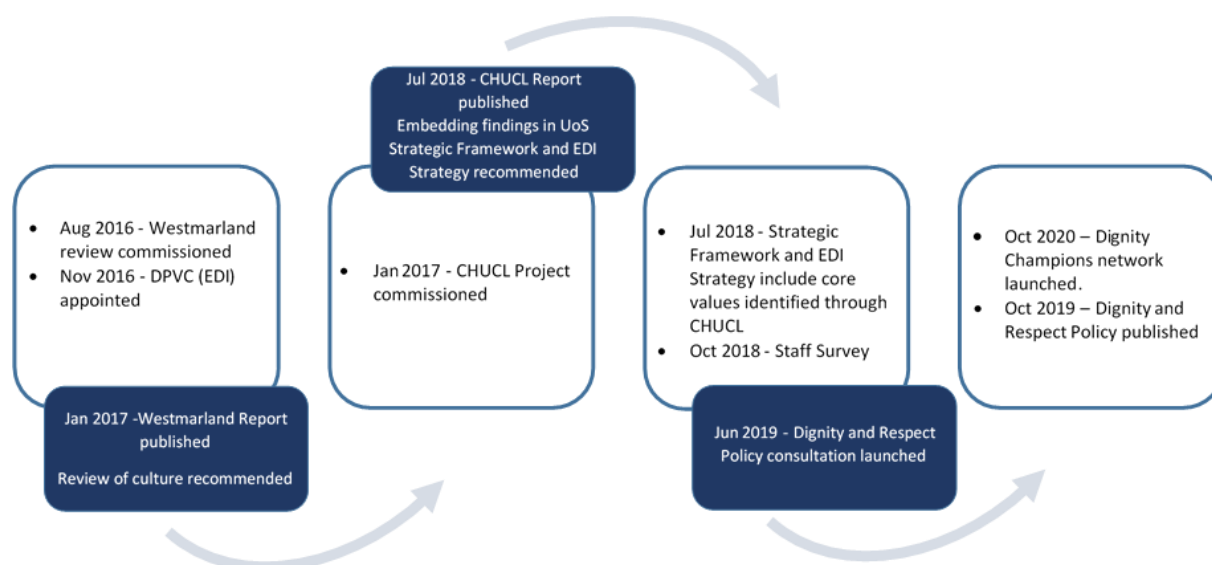
### (i) Culture.

**Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.**

Since September 2016 the University has taken a proactive approach to transform our organisational culture and promote gender equality and inclusivity, with much of this work being led by the DPVC (EDI) appointed in November 2016. The cornerstones of this programme address behaviours and power dynamics, many of which are gendered to women’s disadvantage.

The Westmarland Review<sup>24</sup> (2017) was commissioned to examine the University’s institutional response to a staff-student relationship that turned violent. The report was published on 17 January 2017 and the University accepted all of the 11 recommendations made. Figure 23 shows the consultation process for the review and working group to respond to the recommendations. Table 37 sets out the recommendations and the actions taken by the University to address them.

**Figure 23: Timeline of University organisational culture projects since last AS application**



<sup>24</sup> The review included an open evidence session with 35 staff (self-selecting), an open evidence session with 30 students (self-selecting), individual written evidence from 37 staff and students, and collective written evidence from 20 staff, in addition to interviews with the key individuals and those responsible for handling the case. Estimated that over 100 participants but the University was not given a gender breakdown of participants.

**Table 37: Recommendations from the Westmarland Review and actions taken**

No	Recommendation - Summary	Action
1	Make a public apology to the PGS	The Vice-Chancellor apologised to the PGS in person. The University acknowledged its failings in the handling of this case and publicly apologised.
2	Clarify Section 8 of disciplinary procedure to be clear about the timings of actions	The University updated its disciplinary procedures and made clear the timing of actions in the event of on-going criminal justice proceedings.
3	Update the Prevention and Management of Violence Policy in line with Public Sector Equality Duty and changes to the University structure and systems	The Prevention and Management of Violence Policy was replaced by the University statement on violence. The statement reinforces the University's commitment to providing a safe and inclusive environment for students, staff and visitors and that violence, and violent behaviour of any kind, are not tolerated in our university community. The statement also signposts the relevant policies, procedures, guidance and support in place. The statement has a linked policy on the definitions of violence.
4	Develop a policy on staff-student and staff-staff relationships	The University introduced a Relationships Policy. The policy sets out the University's expectations and requirements regarding intimate relationships between members of the University community. It is designed to safeguard professional relationships and protect students and staff from inappropriate behaviour.
5	Updated guidance on risk assessments involving violence, abuse, harassment or other issue linked to power, gender or other protected characteristics.	The University has included guidance on conducting risk assessments in the Statement on Violence and in the Relationships Policy.
6	While protecting personal information, HR should be more open to discussion and challenge by other senior managers when deciding what actions to take (including whether to suspend) in cases where allegations of gross misconduct are made.	The University established a 'case conference' process, which ensures that HR decision-making is open to discussion and challenge; and that there is greater representation of views from senior managers in cases where there are allegations of gross misconduct.
7	A single point of contact in the University should be created for complaints of violence, abuse or harassment concerning staff or students.	The University replaced the bullying and harassment at work policy with a Dignity and Respect Policy. The policy is supported by a dedicated webpage that sets out the policies and procedures for anybody who has experienced bullying or harassment and signposts to support and help. The information includes definitions and examples of

No	Recommendation - Summary	Action
		abuse and harassment, links to the definitions of violence policy and access to support from one of the newly appointed Dignity Champions.
8	Information should be easily accessible on the University website about how to make a complaint, which policies and procedures will be followed and in what time period, and what support is available to victims.	All of the revised policies are on the University webpages.
9	Training be given to managers on understanding the dynamics of gender, power, violence and abuse, how this intersects with other protected characteristics under the Equalities Act, relevant referral routes and internal policies.	Training for staff to boost confidence in responses to disclosures of domestic abuse was provided by RISE, a Brighton based charity.
10	Staff and students who have tried to speak out about violence, abuse and harassment in the past, including but not limited to those who came forward as part of this review, be offered a meeting with a senior manager of the University (for example one of the new Deputy Pro Vice Chancellors for Equality and Diversity) following which the University can examine whether any actions need to be taken in any of these cases.	The Vice Chancellor made a statement offering this service to anybody affected. A number of people came forward and were supported.
11	A University wide conversation about how to support victims of all forms of violence, abuse and harassment and how to manage allegations of the perpetration of these offences when they are members of the same community should be started. This should focus not only on responses to individuals but also have a strong preventative and cultural change focus.	The University undertook a number of initiatives, which focused on creating an on-going campus wide conversation about violence, abuse and harassment. This included working with the Students' Union and Safer Sussex group and commissioning a review by Changing University Cultures ( <a href="http://www.chucl.com">www.chucl.com</a> ) – to understand our culture and bring about change. The findings of the CHUCL report informed our Sussex Strategic Framework 2025 including our values and our EDI Strategy, Inclusive Sussex.

The Changing University Cultures (CHUCL) project was commissioned in response to recommendation 11 in the Westmarland Report and investigated our institutional culture more broadly. The review drew on over 900 inputs from staff and students, through a university-wide survey, focus groups and drop in sessions and interviews. The survey was analysed intersectionally starting with BAME women and non-binary participants, whose responses were used to generate the initial themes. Tables 38 (a) and (b) give a demographic breakdown of the survey respondents.

**Table 38 (a): Responses to CHUCL consultation by role, age and gender identity**

Role		Age		Gender identity	
Staff - Academic	28%	16-25	26%	Female	58%
Staff -Professional Services	38%	26-35	17%	Male	32%
Staff- Sussex Estates	2%	36-45	20%	Non-binary	1%
UG student	23%	46-55	20%	Other	2%
PG student	9%	56-65	10%	PNTS/MD	7%
		Over 65	1%		
		PNTS/MD	6%		

**Table 38 (b): Responses to CHUCL consultation by sexual orientation, disability and ethnicity**

Sexual orientation		Disability		Ethnicity	
Asexual	1%	No	80%	Asian	4%
Bisexual	7%	Yes	14%	Black	2%
Fluid	5%	MD	6%	Mixed	3%
Gay	4%			White	82%
Heterosexual	70%			Other	4%
Lesbian	2%			MD	5%
Other	6%				
MD	5%				

Table 39 sets out the recommendations in the report published in 2018 and actions taken. The findings were reflected in the Sussex Strategic Framework 2025 published in July 2018, through five core values of kindness, integrity, inclusion, collaboration and courage developed after consultation with staff and students.

**Table 39: CHUCL Report Recommendations**

No	Recommendation	Actions
1	Make the most of its campus and build on how it already creates a sense of wellbeing amongst students and staff	Our Estates Strategy commits to utilising our estate to promote the health and wellbeing of all those who work, study, visit and live on campus.
2	Consideration should be given to how campus spaces and the locations of staff and units create barriers and hierarchies	Restrictions on access to Sussex House (the administrative and Senior Management HQ) were removed for staff to make more welcoming.
3	Build on existing moves towards greater transparency from the current Executive Group.	We now have much greater transparency in relation to our strategy and large change programmes. Staff were extensively consulted on the development of University strategies and priorities for competing resources. We have also published principles and procedures for consultation.
4	Explore ways for Schools and Divisions, including SEF, to have more meaningful relationships.	The importance of working together across the University was embedded by making collaboration one of our key values in our Strategic Framework. Our University Leadership Team (ULT), which is made up of heads of school, directors of professional services divisions and other key roles (including the Deputy Pro-Vice-Chancellors), is now a more unified forum which ensures that decisions on the way forward consider the perspective of academic and professional services staff.
5	The promising programme of equality and diversity work which Sussex has already begun should continue, and should be implemented with particular attention to addressing power relations and privilege. It should also involve specific efforts to increase the levels of diversity in the University Executive Group.	The Executive Group will take part in a 'reverse mentoring' initiative to assist in its knowledge of the diverse needs and considerations of different members of staff.

No	Recommendation	Actions
6	Project findings should be meaningfully linked with both the Strategic Framework 2025 and the EDI Strategy 2025 processes.	The CHUCL report identified a number of key attributes and values that were important to the participants of the research. These values, along with the feedback collected from staff and students during the consultation phase of the new Strategic Framework, have been integrated into the framework.
7	The appointment of a member of staff with relevant expertise, responsible for organisational development (this should not be given to an existing employee as an extension of their role).	A new role of Assistant Director; Organisational Development, Culture and Inclusion has been established in HR and was appointed to in March 2020. The role oversees the work of Organisational Development and the EDI Unit. The post holder also has responsibility for the new Dignity and Respect Policy.
8	The creation of more reflective spaces for staff (including the Executive Group) and students alongside efforts to create reflective time.	The Estates strategy is looking at how we use the spaces on our campus. The PAWS project is ensuring that all academic staff have fair allocation of work.
9	Make efforts to prioritise staff wellbeing, in line with the excellent support provided for students.	The development of a wellbeing action plan, with measurable outputs is an HR priority for 2020/21.
10	<p>We propose three specific further Action Inquiry cycles.</p> <ul style="list-style-type: none"> <li>• by the University Leadership Team, with a specific emphasis on how the new university values will be embodied by leaders and embedded in the university community.</li> <li>• by Heads of Department and School Administrators/Administrative Managers (or equivalent), to identify and explore ways to alleviate gridlock.</li> <li>• by the University Executive Group, and should focus on trust.</li> </ul>	<p>The University Leadership team has held workshops and awaydays to discuss how to deliver the University strategy and embed the key values within it. The University Executive Group has also held a number of events to build working relationships and ways of working.</p> <p>We introduced One Professional Service, a key project in the first phase of delivery of Sussex 2025. The project is focused on developing a more integrated Professional Service that works increasingly in partnership with academic colleagues and students.</p>

No	Recommendation	Actions
11	A leadership programme is commissioned and offered to all staff	The University piloted a Senior Leadership Programme and an Aspiring Leadership Programme <sup>25</sup> , a Manager's Toolkit and an Aspiring Managers Programme in 2019/20 and aims to review feedback and impact in order to inform our provision in 2020/21.
12	A further piece of work should be carried out to understand the impact of the 2018 industrial action	Industrial action was ongoing during 2019 and 2020 so this has not been commissioned.

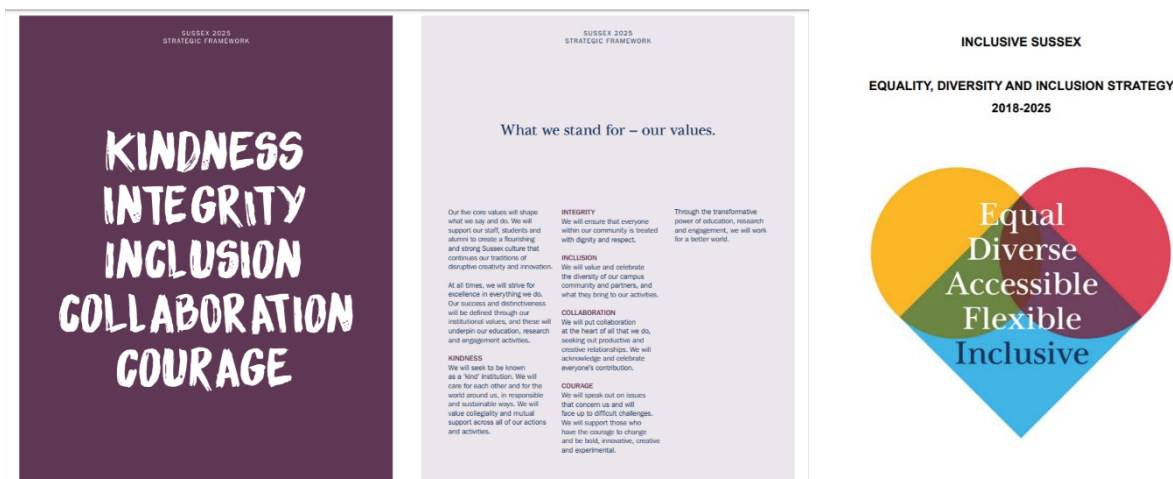
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<sup>25</sup> Schools and Departments were asked to nominate candidates for the pilots and the selection process ensures a gender balance and a balance between academic and professional services staff.



Our EDI Strategy sits alongside the 2025 Strategic Framework (Figure 24). It sets out key goals of equality, diversity, accessibility and flexibility, and commits the University to remove inequalities that exist between those with and without protected characteristics.

**Figure 24: Sussex values within the Strategic Framework 2025 and our Equality, Diversity and Inclusion Strategy which were both published in July 2018**



17% of respondents in our October 2018 staff survey said they had been bullied or harassed at work in the last 12 months with only 29% of these reporting the incident. Only 31% of staff felt safe to speak up and challenge activity and behaviour (Table 40). Our scores on commitment to EDI were very positive with women scoring significantly lower than men.

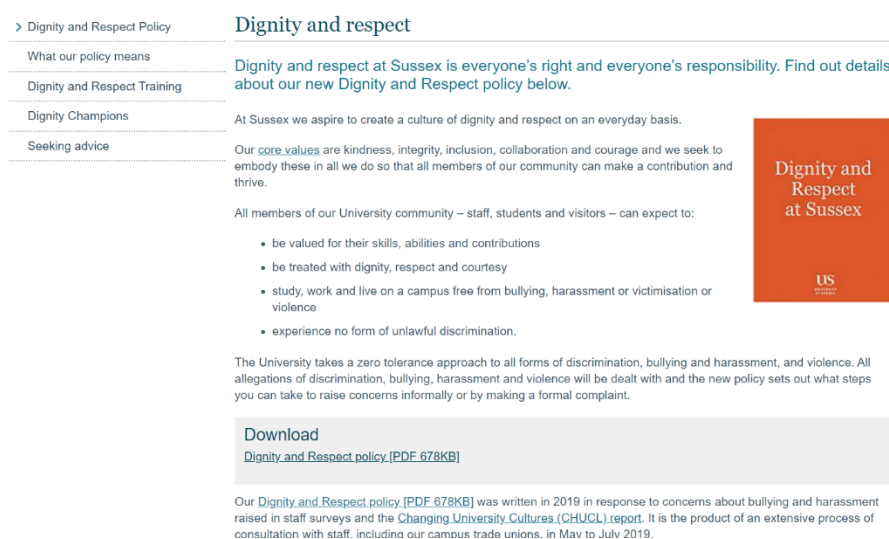
**Table 40: Positive responses to sample questions in Staff Survey by gender and employment category**

Question	All Staff			Professional Service			Academic		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
I think it is safe to speak up and challenge the way things are done in the University	31%	30%	39%	31%	31%	37%	31%	29%	39%
I believe that the University is committed to Equality, Diversity and Inclusion	60%	59%	70%	63%	62%	73%	56%	53%	67%

In response to the survey we developed an action plan to address all three of these concerns. We replaced our bullying and harassment policy with a new Dignity and Respect Policy. This was based on feedback from the staff survey, CHUCL and the Westmarland review and was finalised following extensive consultation with staff and trade unions. It was launched in October 2019 (Figure 25).

We also introduced the role of Dignity Champions and appointed eight Champions in January 2020. Dignity Champions provide additional support to individuals outside the formal avenues for reporting so that individuals can consider their options and chose next steps.

**Figure 25: The Sussex Dignity and Respect webpages launched in October 2019**



**(ii) HR policies.**

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

HR Business Partners work with managers to ensure consistency in application of our HR policies. The HR Business Partners monitor grievances, disciplinary and poor performance cases by gender and other protected characteristics. Numbers of cases are too low to give meaningful indicators.

Managers are kept up-to-date with HR policies through their HRBPs and the HR webpages. All new policies are launched with a communications plan to ensure maximum reach. The Director of HR broadcasts frequent news bulletins to all staff highlighting any new HR policies or policy changes.

We launched (autumn 2020) a new Manager’s toolkit, Managers’ Induction, and associated workshops (online), which provide our new and existing managers with essential policy, procedures, support and development. Feedback will be collected by ODU.

In addition to the low rates of reported bullying and harassment from the 2018 institutional staff survey, consistent feedback from individual School surveys has been a sense that staff are unsure about procedures for reporting and handling incidents. For example, in Life Sciences (2018) 44% of academic staff replied that they were unaware of the pathways that exist for reporting, and in Psychology (2019) 37% of female vs 25% of male staff did not feel School policies were sufficiently clear. Schools have begun to address this by overhauling their communications about Dignity & Respect, e.g. by including information on webpages, email bulletins and large signs posted in corridors. Follow-up conversations at School focus groups and awaydays suggested that an underlying issue with the reporting pathways was the gap between informal and formal procedures available to staff. Informal conversations with managers or Dignity Champions can help resolve minor conflicts, but there is a sense that a further path – alternative to formal HR grievances but also logged and tracked – should be available for incidents of harassment or discrimination. To address this, the University has purchased an online

reporting tool (<https://www.culture-shift.co.uk/>) providing anonymous logging, tracking and timestamping of incidents, both for staff and students. This will enable us to illuminate these issues more clearly and get a much better sense of their magnitude. Action 23 will implement this tool in a way that maximises its utility in eradicating bullying and harassment. The tool includes analytics capacities, so the action also includes monitoring the evolution of Dignity & Respect over the reporting period.

#### ACTION

23. Ensure the Dignity and Respect Policy is understood and used by:
- a) Setting up reporting system to allow staff and students to alert us to disrespectful behaviour, agreeing appropriate procedures for acting on the data.
  - b) Update Dignity and Respect webpages and communicate the additional reporting options available to ensure all options and steps are transparent.
  - c) Monitoring all reports through the different routes and analyse by gender

**(iii) Proportion of heads of school/faculty/department by gender.**  
**Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.**

Table 41 and Figure 26 show a significant increase in female representation at Head of School level – from 15%F in 2015 to 50%F in 2019. This reflects an action in our previous action plan to require executive search agencies to provide at least 30% female applicants on long- and short-lists for leadership posts. We have increased this to 50%F in our current action plan.

**Table 41: Heads of School by gender**

Year	Female	Male	Total	% Female
2015	2	11	13	15%
2016	4	9	13	31%
2017	6	8	14	43%
2018	6	7	13	46%
2019	8	8	16	50%

**Figure 26: Percentage of Heads of School by gender**

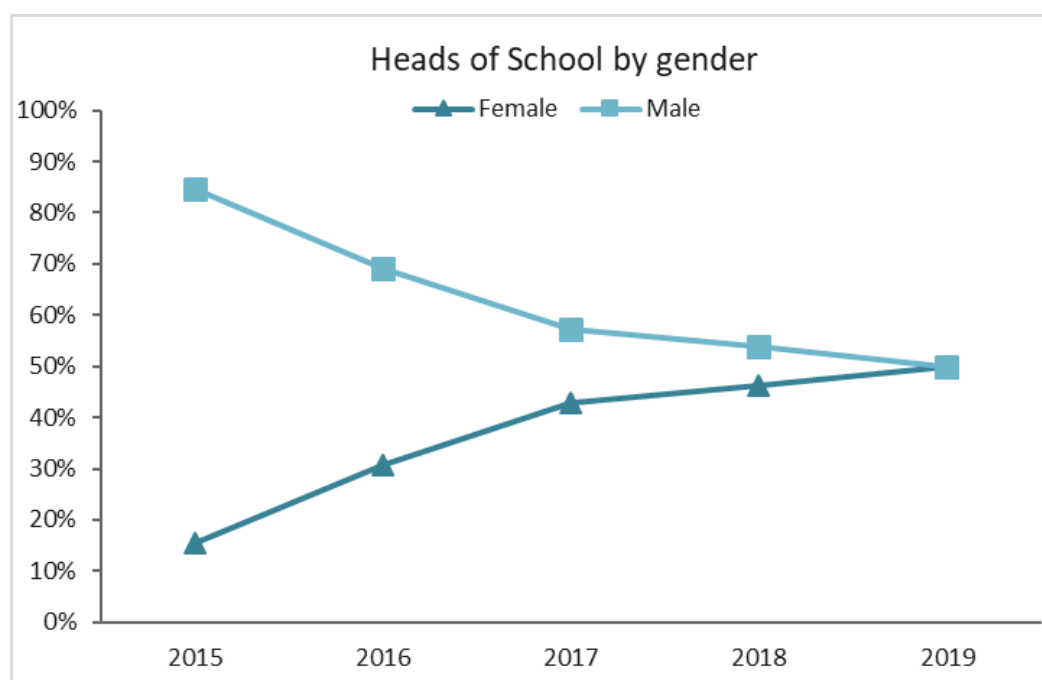
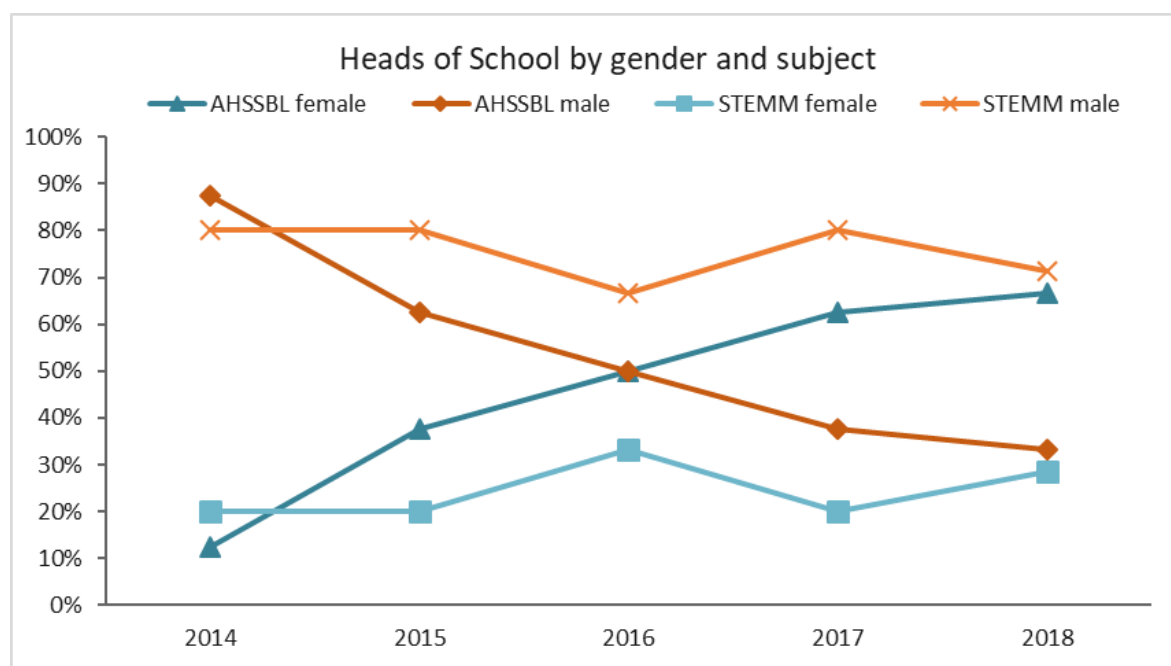


Table 42 and Figure 27 show the breakdown of Heads of School by STEMM/AHSSBL. Although only 34% of AHSSBL grade 10 staff are female, they represent 67% of AHSSBL Heads of School. In STEMM, we have a closer representation to the grade 10 female population (29%F Heads of School compared with 29%F grade 10). Heads of School are recruited through open interview using executive search agencies.

**Table 42: Heads of School by gender and subject**

Year	AHSSBL				STEMM			
	Female	Male	Total	% Female	Female	Male	Total	% Female
2015	1	7	8	13%	1	4	5	20%
2016	3	5	8	38%	1	4	5	20%
2017	4	4	8	50%	2	4	6	33%
2018	5	3	8	63%	1	4	5	20%
2019	6	3	9	67%	2	5	7	29%

**Figure 27: Heads of School by gender and subject**



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

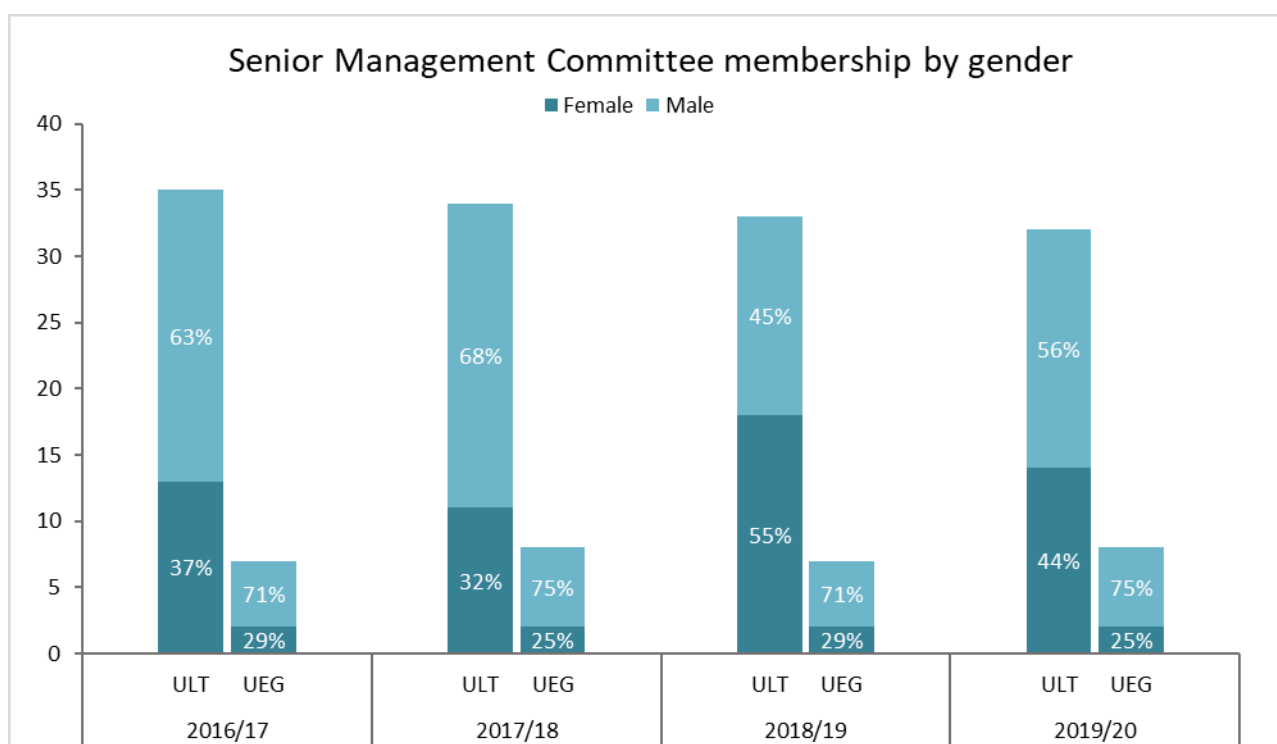
**Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.**

Table 43 and Figure 28 show representation by gender of our University Executive Group (UEG) and University Leadership Team (ULT).

**Table 43 Membership of University Executive Group and University Leadership Team by gender and function**

Committee	Staff type	2016/17			2017/18			2018/19			2019/20		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F
ULT	Academic	6	15	29%	4	16	20%	9	10	47%	8	13	38%
	Professional	7	7	50%	7	7	50%	9	5	64%	6	5	55%
	<b>Total</b>	<b>13</b>	<b>22</b>	<b>37%</b>	<b>11</b>	<b>23</b>	<b>32%</b>	<b>18</b>	<b>15</b>	<b>55%</b>	<b>14</b>	<b>18</b>	<b>44%</b>
UEG	Academic	1	3	25%	1	4	20%	1	3	25%	1	4	20%
	Professional	1	2	33%	1	2	33%	1	2	33%	1	2	33%
	<b>Total</b>	<b>2</b>	<b>5</b>	<b>29%</b>	<b>2</b>	<b>6</b>	<b>25%</b>	<b>2</b>	<b>5</b>	<b>29%</b>	<b>2</b>	<b>6</b>	<b>25%</b>

**Figure 28: Membership of University Executive Group and University Leadership Team by gender and function**



ULT female representation increased to 55% in 2018/19 and is now at 44%<sup>26</sup>. All ULT members are grade 10. University Executive Group is the most senior management committee and overall numbers are low. Turnover in these roles has been low over the period which is reflected in the percentage of female staff at between 25-29%.

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

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

Table 44 and Figure 29 show membership of Senate and Council. We aim to achieve a gender balance in these influential committees. Council membership is drawn from a variety of backgrounds to ensure a breadth of experience. A number of roles are elected by staff and there is a majority of independent Council members. Gender balance has been very good on Council but dropped in 2019/20. We will continue to monitor membership to ensure that this change is addressed when new independent appointments are made.

The vast majority of staff on Senate are elected representatives, but overall gender balance has been achieved.

**Table 44: Membership of Senate and Council by gender**

Committee	Staff type	2016/17			2017/18			2018/19			2019/20		
		F	M	% F	F	M	% F	F	M	% F	F	M	% F
Senate	Academic	16	23	41%	19	24	44%	18	22	45%	16	21	43%
	Professional	5	4	56%	5	1	83%	2	4	33%	5	5	50%
	Independent	5	1	83%	5	3	63%	6	2	75%	1	3	25%
	<b>Total</b>	<b>26</b>	<b>28</b>	<b>48%</b>	<b>29</b>	<b>28</b>	<b>51%</b>	<b>26</b>	<b>28</b>	<b>48%</b>	<b>22</b>	<b>29</b>	<b>43%</b>
Council	Academic	4	2	67%	3	4	43%	2	5	29%	1	6	14%
	Professional	1		100%	1		100%	1		100%			
	Independent	9	8	53%	9	7	56%	9	7	56%	6	12	33%
	<b>Total</b>	<b>14</b>	<b>10</b>	<b>58%</b>	<b>13</b>	<b>11</b>	<b>54%</b>	<b>12</b>	<b>12</b>	<b>50%</b>	<b>7</b>	<b>18</b>	<b>28%</b>

<sup>26</sup> The reduction for 2019/20 reflects the restructuring of the Arts Schools from 3 to 1, a change which is not reflected in the Heads of School figures in tables 40 and 41.

**Figure 29: Membership of Senate and Council by gender**

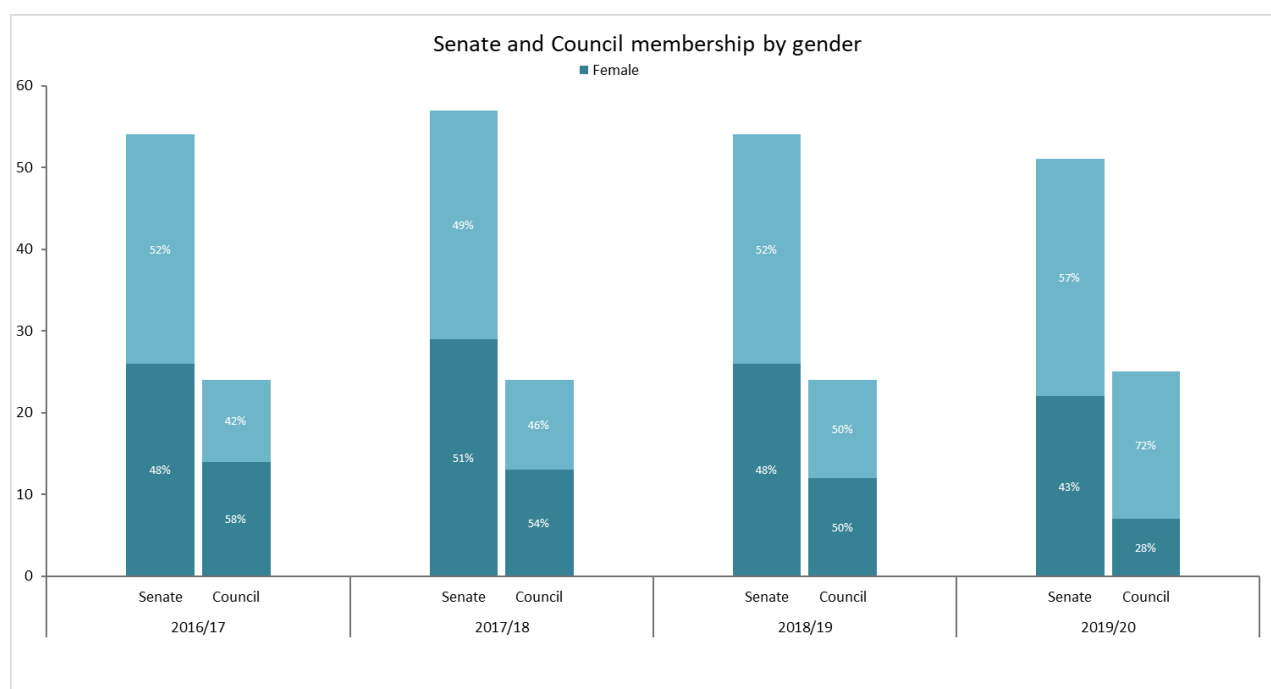


Table 45<sup>27</sup> shows membership of the two key influential sub-committees of Senate. The University Education Committee has 61% female membership compared to 33% female membership on the Research and Knowledge Exchange Committee. This reflects the academic balance of staff overall between research and teaching.

**Table 45 Membership of Influential Sub-Committees of Senate**

Committee	Staff type	2020/21		
		F	M	% F
University Education Committee	Academic	11	6	65%
	Professional	4	5	44%
	Independent	4	1	80%
	<b>Total</b>	<b>19</b>	<b>12</b>	<b>61%</b>
Research and Knowledge Exchange Committee	Academic	4	10	29%
	Professional	1	0	100%
	Independent	N/A	N/A	N/A
	<b>Total</b>	<b>5</b>	<b>10</b>	<b>33%</b>

Within Schools, directorships and committee vacancies are systematically filled by open calls – candidates are asked to apply in writing and the selection process includes a panel interview.

<sup>27</sup> The Committee structure was revised during 2018/19 so we have provided current year data only as no direct year on year comparator data was available.



**(vi) Committee workload.**

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

Committee membership is taken into account by Heads of School and Professional Services Directors when allocating workload (section 5.4 (viii) for details of the workload model). Membership of most University committees is for a fixed period, e.g. elected Senators serve for a 2 year period. For Athena SWAN departmental SATs, all Schools are encouraged to have co-Chairs so that the load is spread – and ideally male and female.

**(vii) Institutional policies, practices and procedures.**

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

An equality analysis is required for all new institutional policies, practices and procedures. During 2020 we have standardised the use of equality analysis and it is now a requirement of papers to UEG (October 2020). New guidance and a form are provided on the website. Part of equality analysis involves consultation with relevant groups. Arrangements are made to ensure that any staff on carer’s leave are engaged in such proposals. Where a potential negative impact is identified, an alternative arrangement is considered to mitigate the impact. We have introduced a new online learning resource on conducting equality analysis.

**(viii) Workload model.**

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

Since 2018 we have piloted a new workload allocation model - Planning Academic Workload at Sussex (PAWS) aimed at providing a fair and consistent approach. The first phase of the pilot involved five schools. The second phase involves all Schools except the Medical School which has its own model. Workload is taken into account in appraisals and promotion criteria. Where possible roles are rotated, with School Directorships (e.g. Student Experience, Research and Knowledge Exchange, Teaching and Learning) having a three year term.

The workload model breaks the wide range of academic responsibilities (e.g. outreach and engagement work) into categories for which tariffs are allocated. Each School has the flexibility to set its own tariffs on the basis of bespoke duty loads. This includes work on AS SAT and School EDI Committees. Staff can review their PAWS

workplan and either accept it or request further discussion with their manager. The platform enables staff to see the workplans of colleagues to ensure transparency/consistency.

A transparent workload allocation scheme has been a consistent demand from staff as shown by surveys over the years, and we include an action to monitor the suitability and acceptance of the new scheme in practice.

**ACTION**

24. Seek feedback from staff on the new workload allocation model to inform any changes to the model required to promote gender equality or fairness.

**(ix) Timing of institution meetings and social gatherings.**

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

We have a core hours policy for key University meetings (10am-4pm) agreed as part of our previous action plan. The exception to this is Council where some meetings take place during the evenings to enable independent members to attend. All open meetings with staff (e.g. with the VC) are held in core hours and recorded so that part-time staff unable to attend can view them when at work. We are increasingly using webinars and video-messaging to communicate important information to staff – this has become systematic practice during the COVID-19 pandemic and will continue.

Where possible, social gatherings are held during core hours, e.g. we hold regular staff craft fairs during lunch periods and held a festive Christmas market from 12 noon – 4pm last December.

**(x) Visibility of role models.**

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

We encourage Schools to ensure a gender balance of staff and students for open days, applicant visit days and other events. Our External Relations division ensures that our websites and other publicity materials include images reflecting the diversity of our staff and students.

Three of our STEMM Schools (Life Sciences, BSMS and Engineering/Informatics) have introduced Women in STEMM seminar series to provide strong visibility of role models throughout the School: the distinguished female speakers are asked to refer to their career pathway, and a Q&A session for students is typically included. As part of its Athena SWAN action plan, Life Sciences now has a seminars and events policy to ensure fair representation of women speakers across all seminars.

In 2016 we commissioned photographer and Sussex alumna Miss Aniela to photograph 12 female academics at different stages in their careers for an IWD exhibition (Figure 30). The exhibition was displayed in the Houses of Parliament and now has a permanent home in the University’s library. We will ensure that displays include gender balanced representation and ensure that they show female role models in senior roles (Action 25).

**Figure 30: Twelve women in Academia exhibition**

ACTION
<p>25. Increase public visibility of women academics (especially in areas where they are underrepresented e.g. engineering), e.g. by having displays in buildings highlighting women working in those Schools and their research</p>

Table 46 shows staff engagement in widening participation outreach activities by gender. Most outreach and engagement activities (e.g. University Community Festivals, Brighton Science Festival) are run by Schools; we do not hold central data on staff involvement. Records in Schools show a percentage of female participation in outreach activities that is comparable or slightly above that of female academic staff (e.g. Eng/Inf, 32% female outreach participation vs 19% staff; Life Sciences, 46% participation vs 39% staff; Psychology, 59% participation vs 57% staff).

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

**Table 46: Engagement in widening participation by gender**

Year	Widening Participation staff			All other staff			Total staff		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
2016/17	16	7	70%	20	35	36%	36	42	46%
2017/18	16	8	67%	37	33	53%	53	41	56%
2018/19	15	6	71%	37	33	53%	52	39	57%

Staff contribution to outreach and engagement activities is recognised in the academic workload allocation model (PAWS). Data on participant uptake of outreach activities by gender is not collected – often the numbers of interactions are too high, and it is not possible to tally every interaction with a student by gender.

Since 2017, a team of Sussex staff organise the annual Soapbox Science event on Brighton seafront to promote women scientists and their research, from PhD students to Professors (Figure 31).

**Figure 31 Brighton Soapbox Science events**

Our **Robogals society** is a chapter of Robogals ([www.robogals.org](http://www.robogals.org)), a multi-national, student-run organisation that promotes female participation in engineering. In 2018 the School’s Robogals team won an award for innovation at the Robogals national conference in Aberdeen.

**(xii) Leadership.**

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

We have made a commitment in Inclusive Sussex that all of our Schools will hold at least a bronze award by 2025. Support is provided by the central EDI Unit and by the HR Business Partners allocated to each School, who act as points of contact between the School and HR. Actions in section 3 are designed to ensure that (i) all Schools without an award are able to participate in the SAT (action 2); (ii) there is an agreed calendar for applications, enabling the Planning Officer to provide Schools with data to a high standard (action 3); (iii) best practice is shared across the SAT and AS leads from Schools with awards are linked with those working towards an award to provide support and mentoring (action 4).

Total 6652 words (6200)

## 6. Supporting trans people

Recommended word count: Bronze: 500 words | Silver: 500 words

**(i) Current policy and practice.**

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

We have a zero-tolerance approach to discrimination against transgender staff and students. In November 2018, we published our Trans and Non-binary Equality Policy Statement reaffirming that we will not discriminate on the grounds of gender identity or gender expression. The statement articulates our position on inclusion for trans students and staff, and undertakes to provide appropriate support and facilities.

Since 2017, we have participated in the *MyPronounsAre* campaign run by Brighton & Hove City Council. We support the campaign along with other partners e.g. local NHS trusts, Sussex Police. Staff and students are encouraged to wear badges to raise awareness of trans and non-binary people and the use of an individual’s correct pronoun.

The University raises awareness of the trans community through observing International Transgender Day of Visibility (31 March) and Transgender Awareness Week/Transgender Day of Remembrance (20 November). On these dates, the Trans flag is flown over a prominent building in the centre of campus, and we publish communications to raise awareness and remind staff and students of our Trans and Non-binary Equality Policy Statement (Figure 32).

**Figure 32: Marking Transgender Awareness Week on Campus**



Our Dignity and Respect policy reinforces the University’s zero tolerance of unlawful discrimination on the basis of being trans. It makes specific reference to and provides examples of what could be considered as inappropriate behaviour towards transgender people.

**(ii) Monitoring.**  
**Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.**

We monitor the impact of our policies and procedures on trans staff via several feedback channels including the University’s Trans Convenor and Trans Non-Binary Staff Network. The Convenor works closely with the EDI Unit to discuss and raise issues on behalf of trans and non-binary staff. The most recent staff engagement survey (November 2018) showed that the responses to some questions from trans staff were less positive than those from the whole respondent pool. The Staff Survey Steering Group reviewed the findings of the survey and developed actions in response, e.g. the Dignity and Respect policy.

**(iii) Further work.**  
**Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.**

Our Stonewall Workplace Equality Index action plan includes actions to support trans staff, including a transitioning at work policy and guidance, as well as reviewing our existing policies to ensure they are inclusive of trans people. Part of the implementation of the new policy will be the introduction of a single point of contact in HR for staff who are transitioning.

ACTION
26. Introduce policy and guidance for staff transitioning at work by December 2020
27. Introduce a single point of contact support for staff transitioning at work by December 2020

We currently do not collect staff data on gender identity, but have changes planned to the HR system to enable this. Constructing data sets and achieving better analysis of data relating to gender identity forms part of our Stonewall Workplace Equality Index action plan. These changes will include recording non-binary identities.

ACTION
28. Enhance HR systems to allow collection of staff data on gender identity by December 2020
29. Ensure our recruitment and employment systems are inclusive of non-binary identities.

To raise the visibility of the trans community at Sussex we support the annual LGBT+ Brighton and Hove Pride, e.g. by running stands and participating in a float (Figure 33) and organise other awareness-building activities including a major LGBT+ STEM Day of talks.

**Figure 33: University of Sussex School of Life Sciences stand at Brighton and Hove Pride.**

All staff have access to trans awareness training as part of their professional development which includes use of language and relevant legislation.

Total 485 words (500)



## 7. Further information

**Recommended word count: Bronze: 500 words | Silver: 500 words**

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

28% of our female staff are aged 50 and over. Women in this age category have reported the need for additional support during the menopause, including adjustments to work environment and flexible working arrangements. Campus trade unions have introduced menopause cafes to support staff

ACTION
30. Develop a menopause policy and guidance for managers by Sep 2022.

Total 44 words (500)

**Total document wordcount = 11,166/11,200**

## 8. Action Plan

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
1	AS SAT to ensure that all University level reviews collect data on gender to allow analysis of the findings and results for any gender differences.	3.(ii) P25	Some University reviews/consultations have not collected responses by gender which means that gendered differences in experiences cannot be identified.	H	SAT to be represented on Staff Survey Steering group and other relevant consultation groups.	Jan 21	AS SAT	All qualitative consultation data to be analysed for gendered differences
2	To extend the membership of the SAT to ensure representation from all AHSSBL Schools	3.(iii) P27	The SAT currently has representation from 3 AHSSBL Schools but no representation from Law, Politics & Sociology or Global Studies. This will encourage progress towards our target of all Schools having an award by 2025	H	Commitment from HoS in LPS and Global studies to identifying School AS lead.	Jun 21	Provost HoS AS SAT	All Schools to have representation on SAT.
3	Agree a calendar for School applications (including renewals) to plan for support for School SATs by providing data and best practice advice	3.(iii) P27	We have a target in our EDI strategy that all Schools will have an award by 2025. In order to manage resources, we will develop a plan for all applications and renewals up to 2025.	M	Targets for School applications agreed with HoSs.	Jun 21	AS SAT Head of EDI Unit HoS	All Schools to have an award by 2025.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
4	Establish a shared best practice resource for use by School SATs	3.(iii) P27	We have a wealth of experience and School-level initiatives that are shared on an ad hoc basis amongst SAT members. Also the Head of the EDI Unit provides guidance to individual Schools. We are seeking to establish a series of web resources to guide Schools in their AS applications.	M	Inventory of best practice from School applications.	Jan 23	Head of EDI Unit  AS SAT	Web resource published.
5	Conduct survey of career trajectories for researchers with carer responsibilities to understand the impact of the measures introduced through the carers' toolkit	4.1.(iii) P38	We have anecdotal evidence from our Carers' network that carers (statistically more likely to be women) find it harder to prioritise the time needed for research and experience barriers in developing their careers.	M	(a) conduct survey and review outcomes (b) identify revised or additional measure(s) to include in the carers' toolkit	Apr 23  Sep 23	Res Staff Officer	75% of survey respondents agree that they have been effectively supported to develop their career.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
6	Improve the process for collecting feedback from staff who leave the University to understand whether gender inequality is a contributory factor.	4.1.(iv) P45	Overall it is not clear whether there are any gender related trends within our pattern of leavers and we do not collect data on the reasons for staff leaving Sussex. We introduced an exit questionnaire in August 2019 in order to gain further insight and data from this will be used to assess any gender differences, e.g. if higher proportions of men are leaving for higher-level jobs or if staff are leaving due to gender-related issues. Based on our turnover rates we will need two years' data to be able to identify significant trends.	M	(a) Complete analysis of exit questionnaires when we have enough data to understand trends.  (b) AS SAT to agree whether a working group required to gain more detailed feedback  (c) Recommendations from working group published	Jun 22  Dec 22  Dec 23	AD HR	(a) Growth in response rates on exit questionnaires and quantitative data.  (b) Understanding of the cause of any gender differences in the turnover rates of staff within the University

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
7	Review the grade 10 equal pay data to understand the equal pay issue to address including a review of the current pay framework for grade 10	4.1.(v) P47	Our mean gender pay gap is 22.5% (March 2020). We have a target to halve our mean gender pay gap by 2025 (target is 10.4%). We have identified the gender balance in the top quartile (37%F) as a major contributor to our gender pay gap. Under-representation of female academics at grade 10 is the key driver in this pay quartile, in particular at grade 10 band A. As part of our gender pay gap reporting, we have started to undertake annual equal pay reviews. Our most recent figures show a slight pay gap at grade 10 band A (2019 equal pay review) and this will also be contributing to our gender pay gap. We understand that different disciplines operate in different markets and that in grade 10 band A we have a wide range of jobs beyond the academic roles such as the senior executive. We will take this into account in our detailed analysis of grade 10 band A	H	(a) Complete analysis of grade 10 pay  (b) Publish definitions of grade 10 pay bandings	Apr 21  Sep 21	Reward Mgr	Increased female representation in grade 10 band A will reduce the equal pay gap at grade 10 and the overall gender pay gap.  Target 3% increase in F at grade 10 A by 2024.  <b>NB The target increase reflects low turnover rates and potential for cancellation of discretionary pay rounds which would move existing staff through the pay bands at grade 10 &amp; recruitment freezes due to COVID-19 which may bring new staff in at this grade.</b>

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
8	Publish intersectional pay gap data in relation to ethnicity and gender	4.1.(v) P47	There is an under-representation of women in academic grades 9 and 10. The representation of BAME academic staff is evenly distributed in the lower grades but drops off in the highest paid roles. Both of these factors contribute to pay gaps in these demographics. We therefore need to explore the impact of two similar trends on female BAME academics.	M	<p>(a) Launch self-service portal to allow all staff to enter and update their protected characteristics</p> <p>(b) Use data as at 31 March 2022 once portal has been in operation for over 12 months to calculate pay gap data with gender and ethnicity</p> <p>(c) Publish data as part of pay gap reporting</p>	<p>Jan 21</p> <p>Jul 22</p> <p>Mar 23</p>	Head of EDI Unit	Analysis of the causes if any significant pay gap is identified for female BAME academics will be conducted jointly with the REC SAT and to agree whether any new targeted actions are required. We will baseline against this data and set any target for reduction if required.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
9	Review guidance on starting salaries to reduce unconscious gender bias in these decisions	4.1.(v) P48	A contributor to the gender pay gap and the equal pay gap at grade 10 may be the fact that women are negotiating lower starting salaries than men, especially in the top grades. By developing guidance on starting salary, any possible unconscious bias which results in men being appointed on higher starting salaries than women will be reduced. We will also remove current pay on application forms which can lead to unconscious bias based on previous remuneration. Negotiation of starting salary will be within clear guidelines that take account of disciplinary differences in pay.	H	(a) Publish guidance on starting salaries.  (b) Removal of question on current pay from application form  (c) Introduce market supplement policy for senior roles	Sep 21  Apr 21  Sep 21	AD HR  Reward Mgr	Reduction in the equal pay gap at grade 10 band A from 5.3% to below 5%  Reduce our gender pay gap with our target of a mean gender pay gap of 10.4% by 2025

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
10	Review the effectiveness of our protocol for search agencies recruiting to senior roles to ensure diverse long lists and set revised target of 50% F candidates on short list	5.1.(i) P52	Under-representation of women in academic senior roles is a key factor contributing to our gender pay gap. It is therefore important that all longlists and shortlists have a diverse representation. We agreed a protocol that is issued to recruitment agencies/executive search agencies instructing them to aim for at least 30% of females on the longlist (and justify where this cannot be achieved). We have asked for detailed monitoring data to be provided as part of issuing any contract. We will now increase this target to 50% of females on the longlist.	M	(a) Analysis of equality monitoring data provided by recruitment agencies  (b) Identification of any changes required to the protocol based on the analysis	Sep 24  Apr 25	Head of EDI Unit  DD HR	Increased female representation on longlists for senior posts to 50%F  Equality monitoring data provided for 100% of executive search recruitment  Increase in % F staff in academic grades 8-10 where currently there is underrepresentation



No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
11	Evaluate the impact of the revised career pathways on career progression for women. Monitor promotion rate by gender across the two pathways to ensure progression rates are comparable	5.1.(iii) P54	We have recently revised the career pathways to simplify them and give equality of esteem to all academic staff regardless of the pathway they choose. There is also the opportunity to move between career pathways, which provides flexibility for staff during their academic careers. We will review these changes to ensure that there has been no adverse impact on women or any other protected characteristic. We will monitor the promotion rate by gender across the two pathways to ensure that progression rates are comparable	H	(a) Undertake an annual equality analysis starting with the 2020/21 academic promotion cycle to see if there is any significant difference in progression rates by pathway and gender  (b) If the equality analysis does identify any impact on female progression, propose further action to address	Dec 22  Jun 23	Reward Mgr  Head of EDI Unit	Equity in progression rates for both genders between pathways.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
12	Revise and improve promotions information, specifically featuring the relevant promotion criteria, and ensure it is included and prominently flagged within communications on the promotion round.	5.1.(iii) P59	The Education and Scholarship pathway was introduced for the 2019 promotions round. School surveys have shown that staff have low levels of understanding of the pathway and promotions process (33% of E & S academics in Psychology understood it in 2019).	H	<p>(a) Promotions webpage updated to give clear information about the different pathways.</p> <p>(b) Communications to staff about future promotions rounds to clearly specify requirements and process.</p> <p>(c) Run briefing/Q&amp;A sessions for potential applicants well in advance of application deadline.</p> <p>(d) Provide briefing packs for HoS to use with their staff</p> <p>(e) Include question in University staff survey re satisfaction with academic promotions process</p>	<p>Jan 21</p> <p>Jan 22</p> <p>Jan 22</p> <p>Jan 22</p> <p>Nov 22</p>	DD HR	<p>Promotion application and success rates are comparable between staff on different career pathways by 2023</p> <p>Increase in % of staff who say they understand the promotion criteria and process in School surveys.</p> <p>University staff survey for 2022 shows 60% agree that the promotion process is clear and transparent.</p>

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
13	Modify promotion process to ensure that:a) pauses in productivity during the COVID-19 pandemic are taken into account, giving applicants an explicit space in the submission to flag this circumstanceb) guidance and communications for the promotions round, highlighting this provision to encourage usec) equality analysis immediately after the first post-COVID-19 round of promotions checks on use and impact of the provisions on outcome	5.1.(iii) P60	COVID-19 has impacted staff productivity in different ways, e.g. staff with caring responsibilities have been less productive due to the need to balance their responsibilities and in some cases provide additional care/home schooling for children. This has impacted on research manuscript submission rates, particularly for women. We will ensure that staff are not penalised for productivity pauses during the pandemic.	H	Undertake an equality analysis of the 2020/21 academic promotion cycle to establish any differences in application rates and/or success rates by gender in comparison with previous promotion rounds.	Apr-21	DD HR	Female application and success rates are comparable with those in previous 3 years.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
14	Improve completion rates for mandatory online EDI training courses through: a) improving support to managers in monitoring completion rates for staff b) requiring annual returns on staff completion rates as part of standard annual reporting	5.2.(ii) P62	With the increase in online training we need to ensure that managers are able to follow-up non-completion of our mandatory EDI courses. We have introduced termly HR Dashboards for Heads of School and we will include completion rates for mandatory EDI online training courses in these.	M	Termly reports provided on online EDI training completion rates for their School/PS Division.	Dec 23	Head of OD Unit	95%+ completion rates for mandatory EDI training across all Schools/PS Divisions.

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
15	Seek more detailed feedback about the appraisal process through the staff engagement survey	5.2.(ii) P65	We have not surveyed appraisal as a discrete activity. In our 2018 staff survey 50% of academic staff said that their line manager provided regular and constructive feedback and there was no significant difference in responses of female and male staff to this question, (50% female, 53% male). The satisfaction rate drops to 39% for staff who have been in post between 5 and 10 years. The University's Organisational Development Unit held focus groups and circulated an appraisal questionnaire to academic staff in summer 2019 to gain feedback about the appraisal process. Responses were very low and no helpful feedback was gained. We revised the appraisal process for professional services staff in 2020. We will be reviewing academic appraisal in 2021 and seeking feedback and input from academic staff as part of this review.	M	(a) Question included in a 2021 pulse survey  (b) Analysis of the results by gender to ensure that any gender differences in response are factored into the revised appraisal approach  (c) Introduce a revised appraisal process for academic staff  (d) Review satisfaction with new process and analyse for gendered differences in response.	Nov 20  Mar 21  Nov 22  Jun 24	Staff Survey Working Group  AD HR  Head of ODU	Data reported to the Athena SWAN SAT on levels of satisfaction with the appraisal process

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
16	Review our mentoring scheme to:• increase the number of mentors with protected characteristics• extend the scheme to offer identity based mentoring including carers and female BAME staff• develop the Community of Practice support for mentors	5.2.(iii) P69	The University introduced a mentoring framework and toolkit of resources in 2018. An evaluation was carried out in August 2019 and was 100% positive so we are looking to expand the scheme to provide mentors based on the mentees identity. In our carers survey many of the female carers felt that support for carers would help them explore how to manage their role as an academic with their role as a carer. We will also consider intersectionality in mentoring partnerships e.g. race and gender through collaboration with our Race Equality Charter SAT.	M	(a) Mentoring scheme evaluation to be repeated annually  (b) Extend the existing scheme to offer identity based and intersectional mentoring	Annual  Sep 23	Head of ODU	80% of respondents to provide positive feedback on mentoring experience.  Establishment of 10 identity-based mentoring pairs by 2025
17	Showcase mentoring case studies with a good representation of female mentors and mentees	5.2.(iii) P69	Displaying case studies would increase visibility of the mentoring scheme as well as encourage more people to join.	L	(a) Call out to existing mentors and mentees to be case studies  (b) Publish case studies on mentoring webpages	Aug 21  Aug 22	Head of ODU	5 case studies to be published initially  60% of case studies published to be women

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
18	Produce a toolkit of measures for managers to support and develop the careers of academic staff who take and return from a period of carers leave of 12 weeks or more. The toolkit to include <b>(i)</b> a policy to bring forward eligibility for study leave for returners to help them reintegrate into research careers; <b>(ii)</b> a policy allowing for a reduction in teaching duties for returners in the term following their return; <b>(iii)</b> a conference/training fund to cover childcare or other caring costs incurred by staff members with caring responsibilities; <b>(iv)</b> a fund to replace the teaching responsibilities or provide additional research support for staff during and on return from a period of carer's leave	5.3.(iii) P71	The University recognises the importance of study leave for academic career development and seeks to grant it on the basis of one term per 3 years' service (subject to staffing and financial constraints). Measures (i) and (ii) exist in some Schools as part of their Athena SWAN work and the plan is to standardise as an opportunity for all returners. Feedback from focus groups with academic returners (summer 2018) shows that many struggle to relaunch their research careers on return from leave due to their conflicting teaching demands. Also, staff feel that they are a burden on their School's resources when taking leave. By providing returners with dedicated time and other support measures, we anticipate an improvement in the career progression of those who have taken carers leave (mainly women).	M	(a) Develop toolkit for managers of carers returning from a career break  (b) Survey returners from carer's leave to understand how the toolkit has been utilised and the effectiveness of the measures	Apr 22  Apr 24	AS SAT	Survey of returners from caring leave indicates that 80% feel adequately supported in their career progression - Sep 24

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
19	Publish details of private facilities for breastfeeding/expressing milk on our website by April 2021.	5.3.(iii) P71	The SAT gathered information on facilities for breastfeeding/expressing milk following queries from staff. Although there are facilities available, for example, the family room in the library, these are not currently publicised.	L	Publish location of breast feeding and expressing milk facilities available on the campus webpages	Apr 21	Head of EDI Unit	All enquirers are directed to the published information
20	Introduce enhance shared-parental pay provisions by March 2024	5.3.(v) P78	We currently offer shared parental pay at the statutory rate, and take-up has been fairly low. This action responds to calls from male and female members of staff for the University to encourage and support men to take up caring roles, further promoting equality in the distribution of paid and unpaid work. Currently there is a financial disincentive for men to take shared parental leave in a situation where their partner is benefitting from enhanced maternity pay. Staff feedback on uptake of shared parental leave shows that this financial disparity is a key reason for low uptake. We will seek to mirror our maternity/adoption pay provisions for shared parental leave to remove this financial disincentive.	M	(a) Secure University Executive Group approval to enhance shared parental pay  (b) Redraft shared parental leave handbook	Jun 23  Mar 24	DD HR  HRBPs	20% increase in uptake of shared parental pay by Dec 25



No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
21	Monitor the impact of our flexible working policy through pulse surveys and liaison with the Carer's network.	5.3.(vi) P80	Feedback from focus groups in 2017 showed that staff with flexible working arrangements felt unable to progress their careers. The 2018 staff survey indicated that 54% of both female and male staff felt able to balance their work and home lives. We relaunched our flexible working policy in 2018 to make all roles flexible by default (unless there were business reasons which prevent flexible working). This policy applies from day 1 and applicants are encouraged to discuss flexible working arrangements as part of the recruitment process. This aims to reduce barriers faced by those who need to work flexibly - often women. By opening up all roles to flexible working arrangements, we seek to improve the career prospects in terms of roles available and promotion opportunities.	H	(a) Review promotion data in relation to staff with flexible working arrangements  (b) Review satisfaction with flexible working arrangements through staff engagement survey  (c) Seek feedback from Carer's network on satisfaction of flexible working policy amongst academic carers.	Mar 23  Nov 23  Nov 23	DD HR  HRBPs	Promotion data shows a 10% increase in applications from staff with flexible working arrangements by 2024  68% positive response to questions in staff survey around flexible working

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
22	Introduce an inclusive remote working policy using experience developed in responding to COVID-19	5.3.(vi) P80	Following the COVID-19 pandemic and the majority of staff working from home, we are developing a remote working policy to complement the flexible working policy.	M	(a) develop and publicise a range of remote working bands that cover a variety of working patterns to meet the needs of staff and the institution.  (b) create and launch a manager's toolkit on good conversations, supporting and reviewing agreed remote working patterns.	Mar 21  Jun 21	DD HR HRBPs	Measure satisfaction with remote working policy through staff survey

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
23	<p>Ensure the Dignity and Respect Policy is understood and used by:</p> <p>a) Setting up reporting system to allow staff and students to alert us to disrespectful behaviour, agreeing appropriate procedures for acting on the data.</p> <p>b) Update Dignity and Respect webpages and communicate the additional reporting options available to ensure all options and steps are transparent .</p> <p>c) Monitoring all reports through the different routes and analyse by gender</p>	5.4.(ii) P92	<p>Responses to our annual staff engagement survey show that 17% of staff feel that they have been bullied or harassed in the last 12 months. We are focussing on the promotion of positive behaviours to promote dignity and respect, as a means of reducing bullying and harassment. The Dignity and Respect Policy which covers all forms of bullying and harassment and gives examples related to protected characteristics. The Dignity Champions are independent of the University organisational structure and enable staff to confidentially seek support. Since the launch of the D&amp;R Policy feedback has shown that some staff remain unclear on options and that anonymous reporting was a preference for some staff. To address this, the University has purchased an online reporting tool providing anonymous logging, tracking and timestamping of incidents, both for staff and students.</p>	M	<p>(a) Survey staff in next pulse survey to assess understanding of D &amp; R policy</p> <p>(b) Monitor feedback from staff seeking guidance from Dignity Champions to understand the issues raised and any gendered difference</p> <p>(c) Implement new reporting tool</p> <p>(d) Update D &amp; R webpages to include information on reporting tool.</p>	<p>Nov 21</p> <p>Nov 21</p> <p>Mar 21</p> <p>Mar 21</p>	Dir HR	<p>5% increase (72%) in the number of female staff who report in the staff survey that they are treated with fairness and respect at work.</p> <p>80% of staff are familiar with the Dignity and Respect Policy</p>

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
24	Seek feedback from staff on the new workload allocation model to inform any changes to the model required to promote gender equality or fairness.	5.4.(viii) P99	A transparent workload allocation scheme has been a consistent demand from staff as shown by surveys over the years.	M	Survey questions in staff pulse survey in Spring 2022 seeking satisfaction levels with PAWS.	Mar 22	Staff Survey working group	Establish baseline figure of satisfaction with PAWS.
25	Increase public visibility of women academics (especially in areas where they are underrepresented e.g. engineering), e.g. by having displays in buildings highlighting women working in those Schools and their research	5.4.(x) P100	At open days and other events held on campus, having displays of photographs and posters of women in Schools where women are under-represented demonstrates a positive attitude towards women in those areas as well as encourages others to join that field.	M	COVID-19 has restricted campus based events for the immediate future but we will be working with all Schools to ensure that photo displays include gender balanced representation and ensure that displays show female role models in senior roles	Jun 22	HoS AS SAT	All Schools have gender balanced photo displays in campus buildings
26	Introduce policy and guidance for staff transitioning at work	6.(iii) P104	We developed a Trans and non-binary equality policy statement in November 2018, and have been using the Advance HE guidance to support staff who are transitioning. We are working with our trans and non-binary staff network to use this guidance to develop our own policy and guidance so that staff are clear on the support available.	H	(a) Publication of Transitioning at Work Policy  (b) Work with Trans Non-Binary Staff network to get feedback on the new policy and effectiveness in providing the support needed.	Nov 20  Ongoing	Head of EDI Unit	Policy is published on the website  Feedback shows 80% of staff who have or are transitioning at work feel they have received the information and support needed

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
27	Introduce a single point of contact support for staff who are transitioning at work	6.(iii) P104	Feedback from our trans and non-binary staff network has requested that staff who are transitioning would prefer a single point of contact in HR who could support them in all aspects of their employment (name change on systems, time off for appointments, return to work following leave related to transitioning etc). Our team of HR Business Associates have agreed to take on this role. All four members of staff have been trained and are available to support staff who are transitioning at work.	M	(a) Establish single point of contact role within HR as part of the launch of new Transitioning at Work policy and guidance.  (b) Work with Trans Non-Binary Staff network to get feedback from those who have used the single point of contact and satisfaction with the support needed.	Dec 20  Dec 22	HRBP	Feedback shows 80% of staff who have or are transitioning at work feel they have received the support needed from the single point of contact
28	Enhance HR systems to allow collection of staff data on gender identity	6.(iii) P104	We currently do not hold data on gender identity in the HR system and are therefore unable to monitor our workforce in relation to this characteristic. Feedback from the trans and non-binary network indicates that we should be collecting this data and using this to identify areas where trans staff are disadvantaged/underrepresented. We are opening up a self service portal for staff to update their protected characteristics which will enable us to have better data.	H	New HR self service portal to be live	Jan 21	DD HR	Data published on representation of trans staff

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
29	Ensure our recruitment and employment systems are inclusive of non-binary identities	6.(iii) P104	We aim to use an inclusive definition of gender and as part of the “My pronouns are campaign” staff are encouraged to provide their pronouns on email addresses and when introducing themselves. There are still some forms where inclusive gender definitions are not provided. The HR system is being amended to enable non-binary identities to be used.	H	(a) Amend HR system to enable use of non-binary identity  (b) Review all HR forms and update to provide inclusive gender options	Jul 21  Jul 22	Head of EDI unit  HR Bus Service Mgr	Stonewall Workplace Equality Index review assesses that all family friendly policies use appropriate language
30	Develop a menopause policy as part of our wellbeing agenda.	7. P106	28% of our female staff are aged 50 and over. Women in this age category have reported the need for some additional support during the menopause, for example, adjustments to their work environment, flexible working arrangements. Our campus trade unions have introduced menopause cafes to support staff.	M	(a) Work with campus trade unions to draft a menopause policy  (b) Develop guidance for managers  (c) Publish new policy and guidance  (d) Conduct a survey to understand the percentage of women suffering with menopause symptoms feel they have received the support needed so they can continue to be successful in their roles	Sep 21  Apr 22  Sep 22  Sep 24	Director of HR	Policy is published on the website  Survey results show 80% of women suffering with menopause symptoms feel they have received the support needed to continue to be successful in their roles