

No	Planned Objective/Action	Ref	Rationale	Priority	Key Outputs and Milestones	Target date	Action Officer	Success criteria and outcome
3.1 Self-Assessment								
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.
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.
4.1 Academic and Research Staff								

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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	Research Staff Officer	75% of survey respondents agree that they have been effectively supported to develop their career.
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

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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 Manager	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. 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 & recruitment freezes due to COVID-19 which may bring new staff in at this grade.

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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	(a) Launch self service portal to allow all staff to enter and update their protected characteristics (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 (c) Publish data as part of pay gap reporting	Jan 21 Jul 22 Mar 23	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.

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9	Review guidance on starting salaries to reduce unconscious gender bias in these decisions	4.1.(v) P48	<p>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.</p> <p>Negotiation of starting salary will be within clear guidelines that take account of disciplinary differences in pay.</p>	H	<p>(a) Publish guidance on starting salaries.</p> <p>(b) Removal of question on current pay from application form</p> <p>(c) Introduce market supplement policy for senior roles</p>	<p>Sep 21</p> <p>Apr 21</p> <p>Sep 21</p>	AD HR Reward Manager	<p>Reduction in the equal pay gap at grade 10 band A from 5.3% to below 5%</p> <p>Reduce our gender pay gap with our target of a mean gender pay gap of 10.4% by 2025</p>

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5.1 Key career transition points: academic staff								
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 .

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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	(a) Promotions webpage updated to give clear information about the different pathways. (b) Communications to staff about future promotions rounds to clearly specify requirements and process. (c) Run briefing/Q&A sessions for potential applicants well in advance of application deadline. (d) Provide briefing packs for HoS to use with their staff (e) Include question in University staff survey re satisfaction with academic promotions process	Jan 21 Jan 22 Jan 22 Jan 22 Nov 22	DD HR	Promotion application and success rates are comparable between staff on different career pathways by 2023 Increase in % of staff who say they understand the promotion criteria and process in School surveys. University staff survey for 2022 shows 60% agree that the promotion process is clear and transparent.

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13	<p>Modify promotion process to ensure that:</p> <p>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</p> <p>b) guidance and communications for the promotions round, highlighting this provision to encourage use</p> <p>c) equality analysis immediately after the first post-COVID-19 round of promotions checks on use and impact of the provisions on outcome</p>	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.

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5.2 Career Development Academic Staff								
14	<p>Improve completion rates for mandatory online EDI training courses through:</p> <p>a) improving support to managers in monitoring completion rates for staff</p> <p>b) requiring annual returns on staff completion rates as part of standard annual reporting</p>	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.

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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 Staff Survey Working Group/AD HR Head of ODU	Data reported to the Athena SWAN SAT on levels of satisfaction with the appraisal process

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16	Review our mentoring scheme to: <ul style="list-style-type: none"> • 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

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5.3 Flexible working and managing career breaks								
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 (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	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

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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 and HRBPs	20% increase in uptake of shared parental pay by Dec 25

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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 and 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

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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&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 (https://www.culture-shift.co.uk/) 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 & 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 & 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. 80% of staff are familiar with the Dignity and Respect Policy</p>
24	<p>Seek feedback from staff on the new workload allocation model to inform any changes to the model required to promote gender equality or fairness.</p>	5.4.(viii) P99	<p>A transparent workload allocation scheme has been a consistent demand from staff as shown by surveys over the years.</p>	M	<p>Survey questions in staff pulse survey in Spring 2022 seeking satisfaction levels with PAWS.</p>	Mar 22	Staff Survey working group	<p>Establish baseline figure of satisfaction with PAWS.</p>

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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
6. Supporting trans people								
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.	Dec 20	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

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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	(a) New HR self service portal to be live	Jan 21	DD HR	Data published on representation of trans staff

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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	Head of EDI unit HR Bus Services Manager	Stonewall Workplace Equality Index review assesses that all family friendly policies use appropriate language
7. Other								
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