

## Athena Swan renewal form for universities

### Applicant information

Name of university	Teesside University
Date of current application	November 2023
Level of previous award	Bronze
Date of previous award	October 2018
Contact name	Dr Katie Wheat Professor Stephen Cummings
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Contact telephone	01642 342008

Section	Words used
An overview of the university and its approach to gender equality	2,431 (Including 297 words on organisational restructure, Sections 1.2 A and C)
An evaluation of the university's progress and issues	3,794 (Including 192 words on organisational restructure, Section 2.1.D.ii)
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	6,225

\*These sections and appendices should not contain any commentary contributing to the overall word limit

### Overall word limit: 5500 words

With 500-word extension for first application after March 2020: **6000 words**

With 750-word extension for organisational restructure: **6750 words**

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**Word count extension for organisational restructure**

**From:** Athena Swan <Athena.Swan@advance-he.ac.uk>  
**Sent:** 24 October 2023 09:24  
**To:** Wheat, Katie <K.Wheat@tees.ac.uk>  
**Cc:** Davies, Courtney <C.Davies@tees.ac.uk>  
**Subject:** RE: Word count - request for organisational restructure allowance

Dear Katie,

Many thanks for getting in touch with us regarding this. I can confirm that the forthcoming institutional application from Teesside has been granted a 750-word extension in respect of the organisational restructure. The additional words are to reflect on the impact of the restructure to your gender equality work (e.g. arising from changes to the institution's staff/student demographic profile, policies or context).

**Please include this email at the beginning of the application, and state clearly on the word count table where the additional words have been used.**

Kind Regards

Liz

Equality Charters Team

[Redacted]

[Redacted]

[Redacted]

[Redacted]

- [Redacted]
- [Redacted]
- [Redacted]

[Redacted]

[Redacted]

[Redacted]

## **Section 1: An overview of the university and its approach to gender equality**

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

### **1. Letter of endorsement from the head of the university (600 words)**

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the university.



Dear Ms Glazzard,

I am delighted to support Teesside University's 2023 bronze renewal application. This application has been led by Professor Stephen Cummings, our Pro-Vice Chancellor for Research and Innovation, with our TU Self-Assessment Team, chaired by our Director of Research and Enterprise, and supported by our Athena Swan Coordinator. I fully endorse this submission and confirm the information presented is an honest, accurate and true representation of the institution.

Building on our historic commitment to social inclusion, gender equality forms part of our well-embedded governance for Equality, Diversity and Inclusion (EDI). Each of our priority EDI areas has a champion within the University Executive Team and a dedicated staff and student focus group, together implementing our equality strategy and objectives. Diversity and inclusion are prioritised within our Teesside 2027 strategy, with commitments to "diversify and enrich the University by recruiting students and staff from across the world", "create connections between the University and the communities it serves, through meaningful interaction, collaboration, and inclusion" and "foster a responsible and inclusive research culture that ensures the highest academic standards". Through our Values and Behaviours Framework, we encourage all staff to embrace diversity, empower individuals, and take responsibility.

Our gender focus group provides a link from our Athena Swan activity into our University Equality and Inclusion Group, where gender is considered alongside intersecting EDI issues and activity. At Executive level, our gender equality activity is championed by the Executive Director of Legal and Governance Services, who is also University Secretary. Senior leadership and oversight of our Athena Swan application and future implementation is provided by our Pro-Vice Chancellor for Research and Innovation.

Our submission highlights achievements in all areas of our 2018 action plan, and some that were not anticipated in our previous application, including:

- Significantly improved HR data reporting, with access for self-assessment teams through a new Athena Swan dashboard.
- Better communication and collaboration across gender equality and other EDI areas through new staff and student focus groups.
- Changes to recruitment practices leading to increased numbers of applications from protected groups.
- A range of new and improved continuing professional development (CPD) opportunities implemented, including mentoring, leadership, E&D, and inductions.
- Improvements to academic promotion pathways and criteria, and how these are monitored.



- Increased representation of women in our REF 2021 submission and additional support for research through sabbaticals.
- An audit of maternity leave practices resulting in our new 'supporting family life' policy and guidance.
- A period dignity campaign that provides free, easily accessible period products in toilets (male, female, and gender neutral) and free reusable menstrual cups.
- Support for colleagues to attend professional development opportunities including the Herschel Programme for Women in Technical Leadership and the Aurora programme.

However, we also recognise in our application, several areas that require further sustained effort. Therefore, we are prioritising the following:

- Increase the proportion of women in decision-making positions.
- Increase the number of women applying for and being awarded a promotion.
- Further embed and enhance our supporting family life policies and guidance.
- Engage more women in research.
- Effectively record evidence that demonstrates improvements in gender equality and intersecting issues.

Our gender quality work has had a change of leadership during the implementation period, as our previous Executive Champion, Professor Jane Turner OBE DL, sadly died in 2021. We have undertaken new work as part of her legacy, including supporting a scholarship for women in business.

I can assure you that the senior leadership continues to uphold the commitment previously set out, and will ensure the resources needed to make sustained impact in improving gender equality at Teesside University over the next five years in preparation of a future Silver award application.

Yours sincerely,



**Professor Paul Croney, OBE**  
**Vice-Chancellor and Chief Executive**

## 2. Description of the university and its context (981 words)

Please provide an introduction to the university.

### A. Overview and context

Our vision is to be a “leading university with an international reputation for academic excellence that provides an outstanding student and learning experience underpinned by research, enterprise and the professions”. The university campus is based in Middlesbrough, with some business-facing units in Darlington. Teesside University (TU) London began enrolling students in Stratford in September 2023. TU London has not been included in this application, but board and committee structures are being evolved to incorporate the new campus (Fig. 1).

The Teesside area is a centre for the chemical and process industries. There is a developing focus on energy generation, biosciences and digital innovation, which builds on the area’s heritage as a pioneering industrial centre with a highly skilled workforce. Structural changes in the economy have, however, led to significant local deprivation. Based on the UK government’s index of multiple deprivation in England (2019), Middlesbrough is in the most deprived 1 per cent of areas, alongside Hartlepool, and Redcar and Cleveland. The university plays a leading role in supporting the local economy and our research underpins initiatives delivered in partnership with the Tees Valley Combined Authority (TVCA) and others.

As a University Alliance member, we work with other HEIs to transform major regions, cities and communities across the UK by: educating the professional workforce of the future; providing flexible and responsive R&D to businesses; and working to solve the problems facing society. We are recognised for our teaching excellence (Teaching Excellence Framework gold since 2023) and are growing in research intensity.

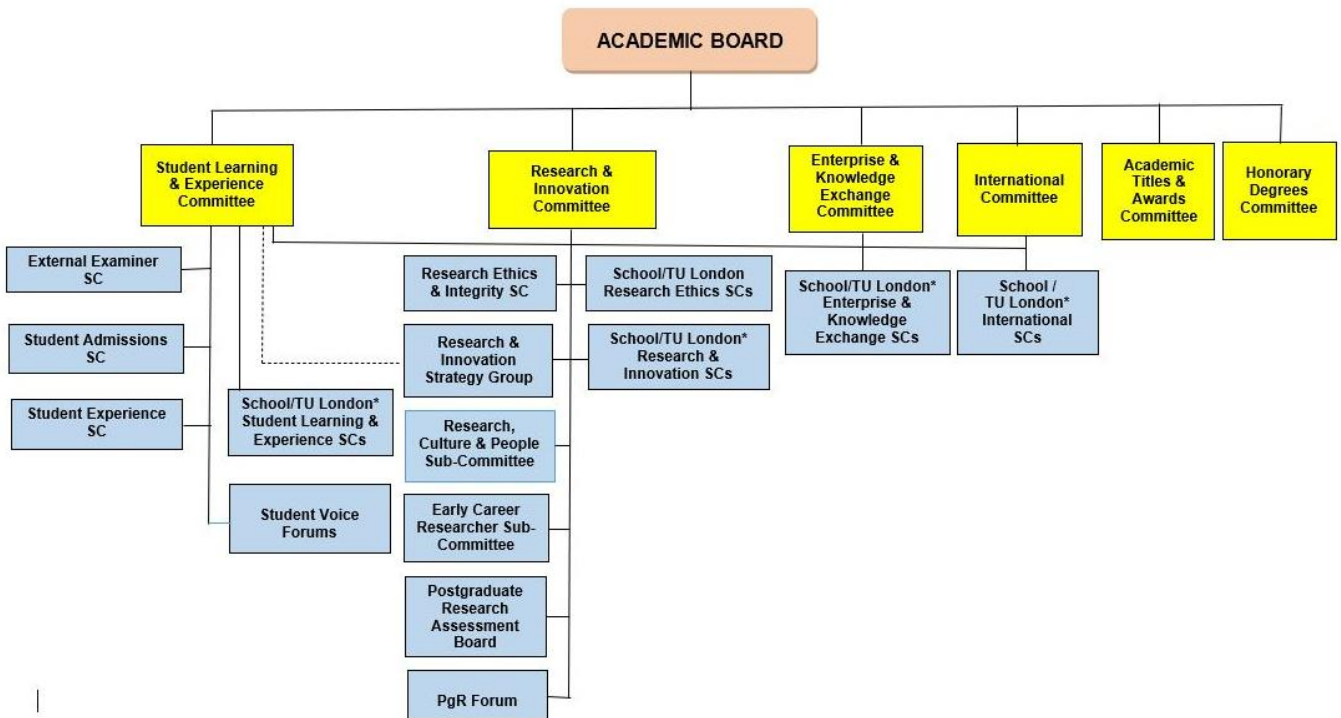
### B. Organisational structure

Teaching is delivered through five academic schools (Fig. 2): School of Arts and Creative Industries (SACI); School of Computing, Engineering and Digital Technologies (SCEDT); School of Health and Life Sciences (SHLS); School of Social Sciences, Humanities and Law (SSSHL); and Teesside University International Business School (TUIBS).

Research is organised under eight research centres aligned to the schools: Centre for Applied Psychological Science; Centre for Culture and Creativity; Centre for Digital Innovation; Centre for Public Health; Centre for Rehabilitation; Centre for Social Innovation; Centre for Sustainable Engineering; and the Centre for Biodiscovery (at the National Horizons Centre).

Figure 3 shows the University Executive Team (UET) and broader University Senior Management Team (USMT) comprising all academic and professional senior leads.

Figure 1. Academic Board Committee Structure, September 2023



\*TU London sub-committees operate as a combined group in alignment with the terms of reference of school sub-committees.

Figure 2. Academic Schools and Departments in 2022-23

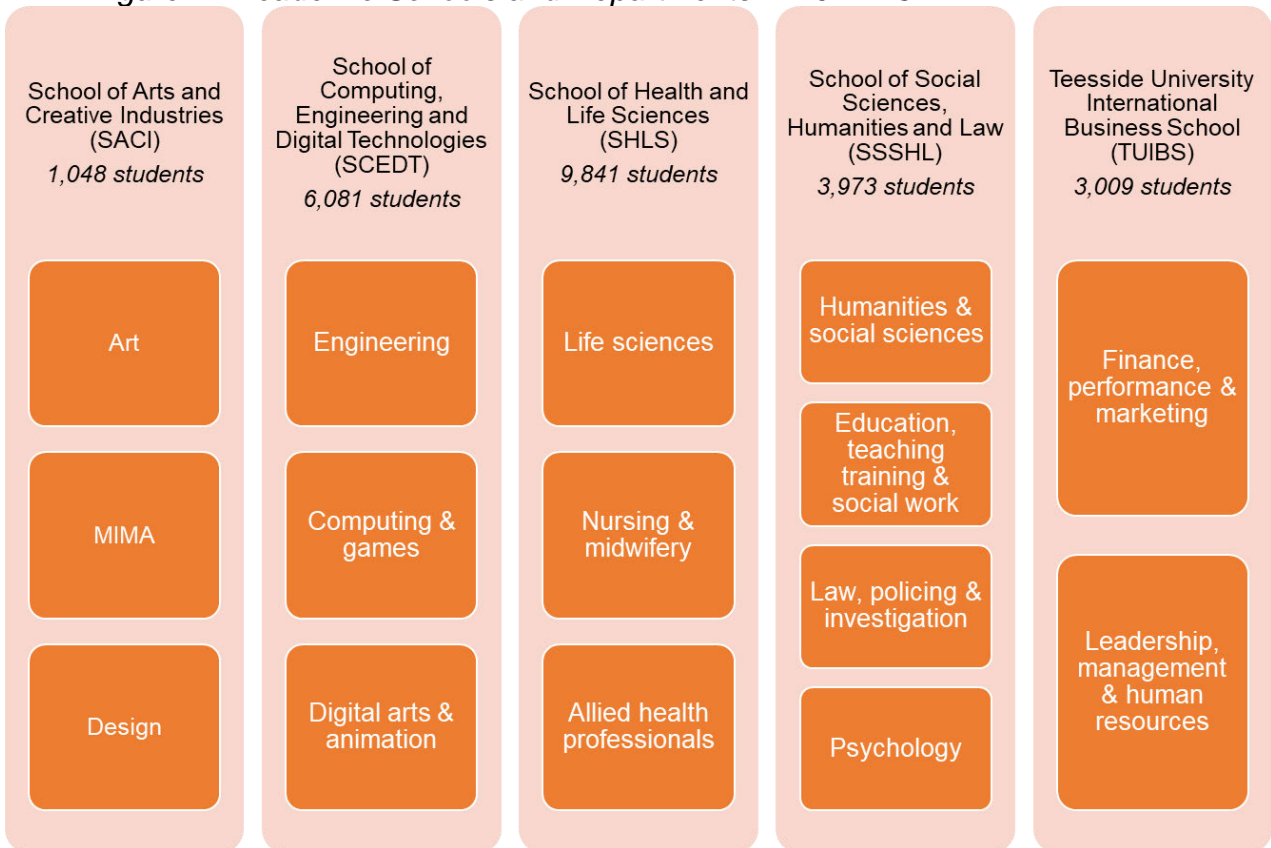
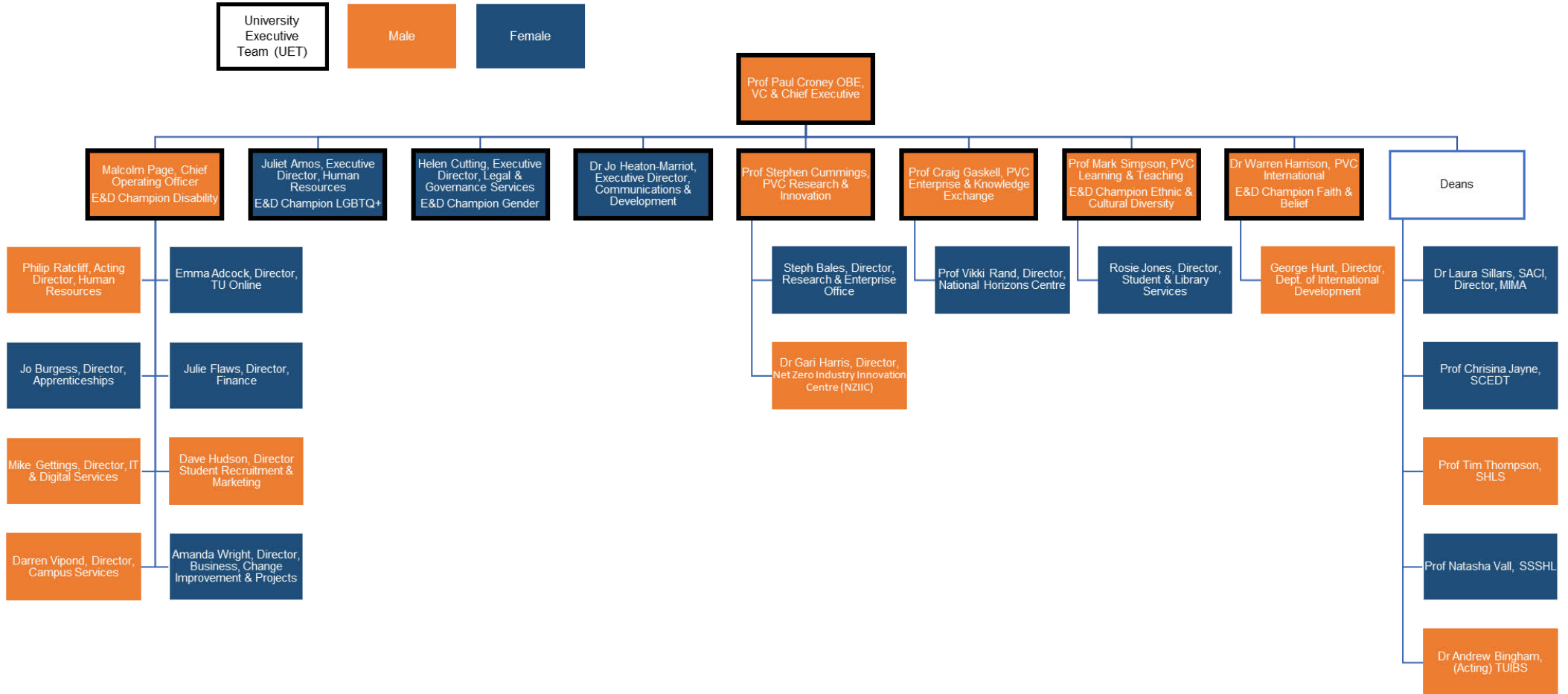


Figure 3. University Senior Management Team (USMT) and Organisational Structure with Leads by Gender

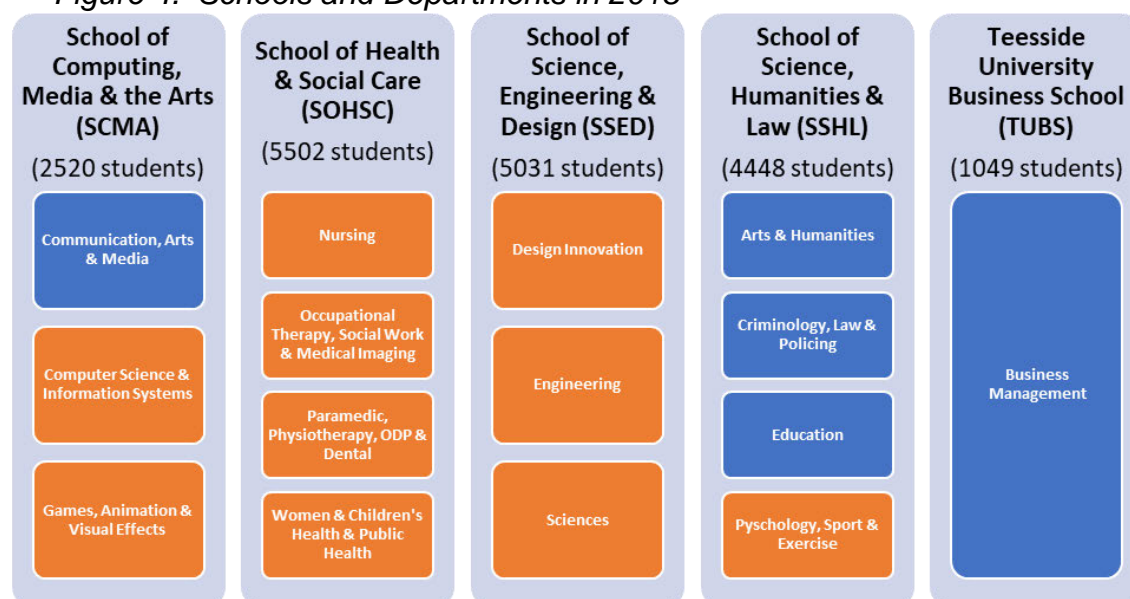




## C. Key changes since 2018

The late Professor Jane Turner OBE DL, who was our Executive Equality and Diversity Gender Champion and was instrumental in our successful 2018 application, passed away in 2021. She had been a significant driver of progress in the early Athena Swan (AS) implementation period. Leadership continued at PVC level and a new AS Coordinator was appointed in late 2022. The impact of this change is discussed in Section 2.

Figure 4. Schools and Departments in 2018<sup>1</sup>



The configuration of TU's academic schools and departments has changed since 2018. The departments of the former School of Science and Engineering (Fig. 4) have been reconfigured and those disciplines are now split across three schools (Fig. 2). Since our data dashboard is collated at school rather than department level, it has been difficult to identify trends in staff and student population during 2018-2020. Some analyses are therefore restricted to 2020 onwards (e.g. Fig. 9, Appendix 2) and presentation of figures is not ideal as some staff remained assigned to the historic School of Science and Engineering in 2020. *[Review and update dashboard to capture department-level information, AP2023 E2.1]* Actions to update to dashboard will also allow us to analyse recruitment data by grade, which has not been possible for this application. Figures in Appendix 2 and therefore presented by school.

In August 2023, the Rt. Hon. Baroness Chapman of Darlington, former Labour MP for Darlington, was appointed as Chancellor of Teesside University, following the appointment of Ada Burns as the university's first woman Chair of the Board of Governors earlier in 2023. These appointments emphasise our commitment to equality and diversity, empowering success and supporting strong role models in leadership positions.

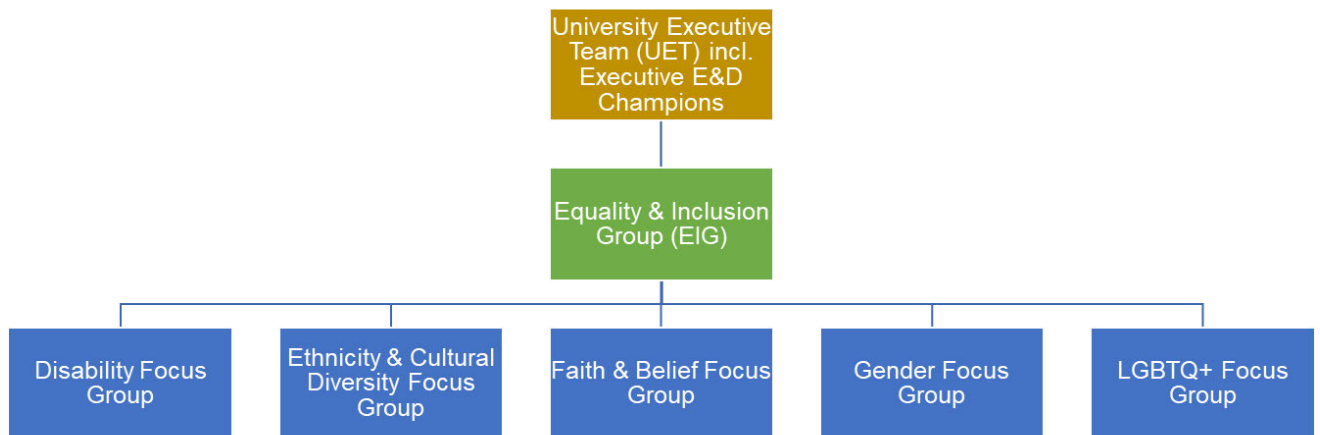
<sup>1</sup> STEM (orange) and AHSS (blue) departments indicated, as per previous AS guidelines.

## D. Gender equality activity

Gender equality activity forms part of an overall commitment to EDI, as reflected in our Teesside 2027<sup>2</sup> strategy and the expectations of our Values and Behaviours Framework<sup>3</sup>. We have promised to:

- embrace diversity and actively oppose and eradicate prejudice
- empower all individuals and teams to enhance their contribution to the future aims and strategic direction of the university
- communicate openly honestly and respectfully at all times
- take responsibility and demonstrate leadership in EDI.

Figure 5. EDI Governance & Leadership



The work of our Equality and Inclusion Group (EIG) is led by our executive E&D champions (Fig. 5). These members of the University Executive Team (UET, Fig. 3) act as figureheads for protected characteristics, support the Focus Groups (Table 1), and participate in internal and external events. The EIG comprises focus group chairs alongside other stakeholders and supports the implementation of the university's equality objectives. Focus groups are formed primarily of staff and include student representatives from the elected officers of the students' union. The groups meet regularly and act as a conduit between their members and the wider university community.

<sup>2</sup> [https://www.tees.ac.uk/docs/docrepo/about/teesside\\_2027.pdf](https://www.tees.ac.uk/docs/docrepo/about/teesside_2027.pdf)

<sup>3</sup> <https://www.tees.ac.uk/docs/DocRepo/About/Values%20and%20Behaviours%20Framework.pdf>

Table 1. Staff and Student Focus Groups

Focus Group	Chair	Executive E&D Champion
Disability	[REDACTED]	Malcolm Page, Chief Operating Officer
Ethnic and Cultural Diversity	[REDACTED]	Prof Mark Simpson, PVC Learning & Teaching
Faith and Belief	[REDACTED]	Dr Warren Harrison, PVC International
Gender	[REDACTED]	Helen Cutting, Executive Director, Legal and Governance Services and University Secretary
LGBTQ+	[REDACTED]	Juliet Amos, Executive Director HR

Since 2018, the university has been recognised for its good practice in EDI, including:

- maintaining an HR Excellence in Research award (2021)
- retaining Investors in People Gold status (2021), with the institution's commitment to EDI specifically commended
- achieving a silver award in 2022 Stonewall Workplace Equality Index
- retaining Disability Confident Leader status (2022)
- becoming a signatory to the Race at Work Charter, designed to improve the workplace outcomes for BAME employees
- attaining Better Health at Work – Maintaining Excellence status, recognising achievements in promoting healthy lifestyles
- becoming a signatory to the Charter for Employers Positive about Mental Health.

This year, we have been awarded the Positive Allies Charter mark, which demonstrates we are inclusive of people living with HIV and we actively challenge



HIV stigma, and have met the RNIB – Visibly Better Employer standard, demonstrating inclusivity for blind and partially sighted people.

All schools now have an active AS self-assessment team and are working towards departmental bronze awards (Table 2). [*Support schools to achieve AS bronze award, AP2023 E1.5*]

Table 2. Departmental AS Applications

School	Application stage	Submission date
Computing, Engineering and Digital Technologies	<ul style="list-style-type: none"> <li>Self-assessment team established</li> <li>Mandatory data analysis complete</li> <li>Culture survey data analysed</li> <li>Key themes identified</li> <li>Draft complete</li> <li>Internal peer review undertaken</li> </ul>	November 2023
Health and Life Sciences	<ul style="list-style-type: none"> <li>Self-assessment team established</li> <li>Data analysis substantially complete</li> <li>Draft in preparation</li> </ul>	March 2024
Arts and Creative Industries	<ul style="list-style-type: none"> <li>Self-assessment team established</li> <li>Mandatory data analysis in progress</li> </ul>	May 2024
International Business School	<ul style="list-style-type: none"> <li>Self-assessment team established</li> <li>Mandatory data analysis in progress</li> </ul>	May 2024
Social Sciences, Humanities and Law	<ul style="list-style-type: none"> <li>Self-assessment team established</li> </ul>	July 2024

AP2023 ref.	Action
E2.1	Review and update dashboard to capture department-level information
E1.5	Support schools to achieve AS bronze award

### 3. Athena Swan self-assessment process (850 words)

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the university's future gender equality work.

#### A. Description of the Self-Assessment Team

Table 3. TU Self-Assessment Team Membership

	Name	Job Title	Role on TUSAT
1	██████████ (Chair)	Director, Research and Enterprise Office (REO)	Data analysis Issues & key priorities Feedback on drafts
2	██████████ (Deputy Chair)	Associate Professor (Research), SSSH	Issues & key priorities Feedback on drafts
3	██████████ (Athena Swan Coordinator)	Research Culture and Policy Lead, REO	Data analysis Issues & key priorities Action plan Application drafting lead
4	██████████ (Athena Swan Assistant Coordinator)	Research Culture Officer, REO	Data collation & analysis Action plan Application drafting
5	██████████	Assistant Director, HR Strategic Projects	Data analysis Issues & key priorities Action plan Drafting & feedback
6	██████████	EDI Adviser, HR	Guidance on intersectionality Link to TU EDI groups and TU equality objectives
7	██████████	Senior Impact and Engagement Manager, REO	Action plan lead Data analysis Issues & key priorities Drafting & feedback
8	██████████	Business Information Manager, REO	Data analysis lead Issues & key priorities
9	██████████	Deputy Director (Student Futures), SLS	Issues & key priorities Link to student support services and issues
10	██████████	Technical Manager, SACI	Issues & key priorities Link to SACI SAT issues & priorities
11	██████████ ██████████	(Acting) Associate Dean Learning & Teaching, SCEDT	Issues & key priorities Link to SCEDT SAT issues & priorities
12	██████████ ██████████	Senior Lecturer in Research Methods, SHLS	Issues & key priorities Link to SHLS SAT issues & priorities

13	██████████	Head of Department, Humanities and Social Sciences, SSSHL	Issues & key priorities Link to SSSHL SAT issues & priorities
14	██████████ ██████████	Lecturer in Business, TUIBS	Issues & key priorities Link to TUIBS SAT issues & priorities
15	██████████ ██████████	Lecturer in Tourism & Events, TUIBS	Issues & key priorities Feedback on drafts Insights from ECR Forum
16	██████████	Postgraduate Research Student	Issues & key priorities Feedback on drafts Insights from PGR Forum

At the institutional level, the TU Self-Assessment Team (TUSAT) was refreshed in early 2023 (Table 3) following the appointment of a new AS Coordinator (see 1.2.C). Membership includes individuals who are: men (19%); women (81%); academics (38%); Professional, Technical and Operational (PTO) (56%); parents (including with experience of parental leave at TU); part-time and flexible workers; visible LGBTQ+ allies (from TU Proud<sup>4</sup>), and those from ethnic majority and minority backgrounds.

Members are not required to disclose protected characteristics, though some information was volunteered by members during the self-assessment. Instead, inclusion of different protected characteristics is ensured through consultation with E&D Focus Groups, which include members of protected groups and allies (Section 1.2.D). This minimises the burden on staff/students from underrepresented groups and protects the privacy of TUSAT members without restricting the self-assessments.

Appointments to TUSAT are made through self-nomination or nomination by directors, deans and representative groups. Gender, representation of schools/departments and having a range of seniority are considerations in the composition of the group, though fewer men are involved than ideal based on the population. *[Annual review of group memberships and roles, AP2023 E1.2]*

Time for Athena Swan is given through the academic workload framework. For all staff, contributions to EDI work are recognised through the Professional Development Planning and Review (PDPR) process and annual objectives. Contributions can also be recognised through TU's annual Star Awards, including the 'living our values' award<sup>5</sup>.

## **B. Summary of the self-assessment process**

Senior leadership for our SATs is provided by the Athena Swan Strategy Group (ASSG) chaired by Professor Stephen Cummings, PVC R&I. Members are senior representatives from across the university, including the Executive E&D Champion for Gender, the Gender Focus Group Chair, and leads of school SATs (Table 4). The governance structure of the ASSG is set out in Figure 6, showing direct reporting to

<sup>4</sup> <https://www.tees.ac.uk/sections/about/inclusivity/>

<sup>5</sup> [https://www.tees.ac.uk/minisites/team\\_teesside/awards.cfm](https://www.tees.ac.uk/minisites/team_teesside/awards.cfm)

UET and supplementary reporting to and consultation with RIC and EIG. The roles and responsibilities of the groups/committees involved are shown in Table 5. Members of the university senior management team are activity involved at all levels of the governance.

*Table 4. Athena Swan Strategy Group Membership*

	<b>Name</b>	<b>Job Title</b>	<b>Role on ASSG</b>
1	██████████	PVC Research & Innovation	Chair
2	██████████	Executive Director, LGS	Deputy Chair and Executive E&D Gender Champion
3	██████████	Director, REO	TUSAT Chair
4	██████████	AD Enterprise & Knowledge Exchange, SACI	School SAT lead
5	██████████	Dean, SCEDT	Gender Focus Group Chair, School representative
6	██████████	AD Research & Innovation, SCEDT	School representative
7	██████████	AD Learning & Teaching (acting), SCEDT	School SAT lead, Member TUSAT
8	██████████	Dean, SSSHL	School representative
9	██████████	Head of Department, Humanities and Social Sciences, SSSHL	School SAT lead, Member TUSAT
10	██████████	AD Research & Innovation, SHLS	School SAT lead
11	██████████	Senior Lecturer, SHLS	School representative, Member TUSAT
12	██████████	AD Enterprise & Knowledge Exchange, TUIBS	School representative
13	██████████	Lecturer, TUIBS	School SAT lead, Member TUSAT
14	██████████	Assistant Director, HR Strategic Projects	HR representative, Member TUSAT
15	██████████	Senior Impact and Engagement Manager, REO	Action Planning Group Lead, Member TUSAT
16	██████████	Research Culture and Policy Lead, REO	AS Coordinator
17	██████████	Executive Personal Assistant to PVC R&I	Secretary

Figure 6. Athena Swan Governance Structure

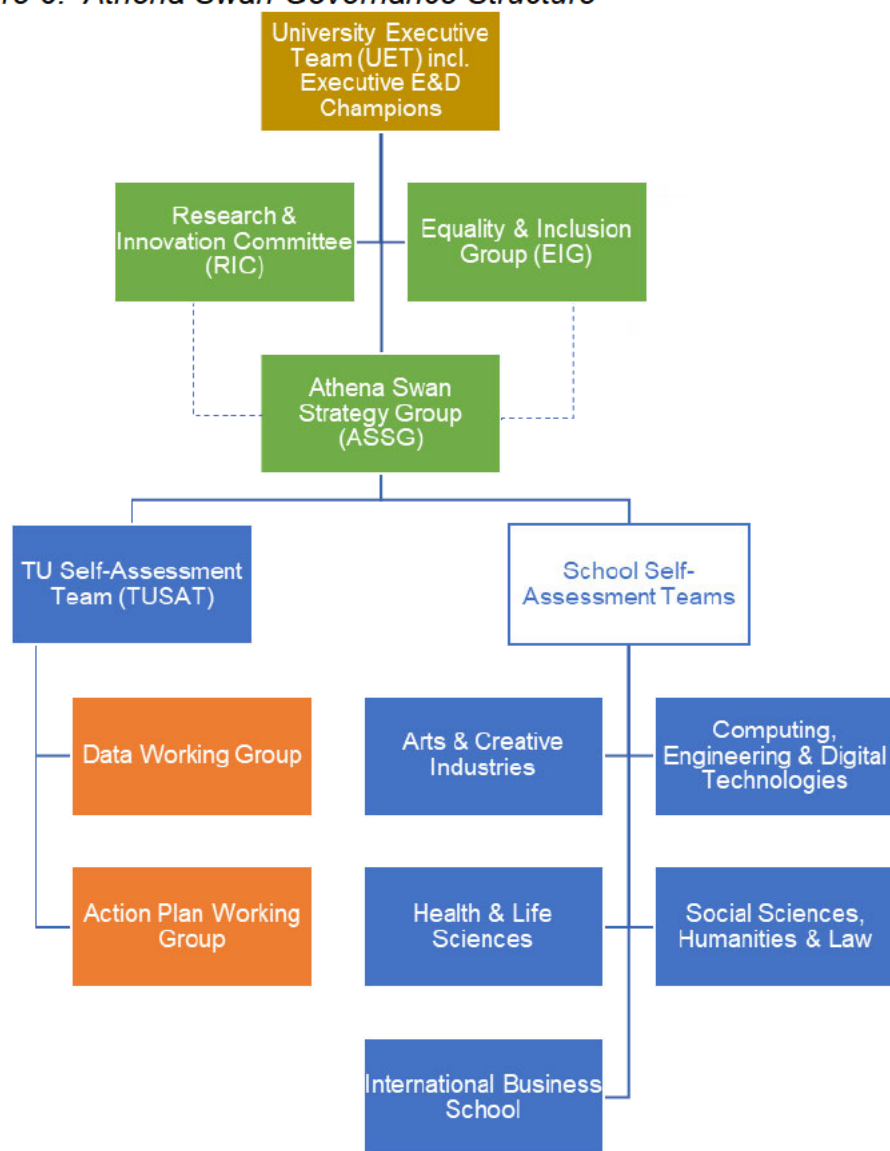


Table 5. Athena Swan Governance Group Roles

Group	Description / Membership	Role in Self-Assessment
University Executive Team (UET)	UET including Executive E&D Champions (see Fig. 3)	Approves application, action plan and necessary resources.
Research & Innovation Committee (RIC)	Sub-committee of academic board responsible for research and innovation (see Fig. 1)	Receives quarterly updates and drafts. Is consulted on overlap with research culture issues.
Equality & Inclusion Group (EIG)	Chairs of focus groups and other stakeholders	Receives updates and drafts. Is consulted on intersectional issues and overlap with EDI objectives and action plans.

Gender Focus Group	Staff and student representatives with an interest in gender equality, including trade unions and school Deans (both male and female)	Receives updates and drafts. Is consulted on gender equality issues.
Athena Swan Strategy Group (ASSG)	See Table 4	Strategic leadership and oversight of self-assessment process. Receives progress updates. Provides input to issues and key priorities. Provides feedback on drafts. Reports to UET on behalf of TUSAT.
TU Self-assessment Team (TUSAT)	See Table 3	Meets regularly to review progress, discuss data and interpretation, identify issues and priorities, contribute to and review drafts.
School SATs	Staff and student representatives for school AS applications	Provide progress updates to TUSAT and ASSG. Ensure complementarity of school and TU application/actions.
Data Working Group	Members of TUSAT and co-opted members from HR and Research Enterprise Office (REO)	Collates, analyses, and interprets data. Prepares data summaries.
Action Plan Working Group	Members of TUSAT	Translates issues and key priorities into SMART action plan. Coordinates input from action owners.

Meetings, actions, and file sharing for ASSG, TUSAT and school applications are coordinated online. A data working group identifies relevant data sources and performs analyses. Findings are uploaded to MS Teams and reported to TUSAT. In an iterative process, data are interrogated, and questions developed by TUSAT, leading to further data collection and exploration. Meetings of TUSAT are held in person and online, using collaborative tools (e.g. Padlet) to include members in identification of issues, priorities, and actions. Members can contribute in between meetings, supporting inclusivity of the self-assessment process, particularly in the summer.

Where possible, we use data from existing sources, including related accreditation and award processes, published reports, and surveys (Table 6). Staff pulse surveys were reviewed for trends in organisational culture; however, TU pulse surveys do not usually ask sex or gender (minimising burden and enhancing anonymity). Therefore,



in July 2023, TU ran a specific staff pulse survey which asked for sex and school and incorporated AS culture questions (Appendix 1).

Throughout the self-assessment period, starting in October 2022, the AS Coordinator attended RIC, EIG and the Gender Focus Group to provide progress updates and consult on emerging issues and priorities. These committees/groups also provided feedback on draft sections of this application. For example, a draft action plan was presented at Gender Focus Group (24/07/2023), EIG (10/10/2023), and RIC (18/10/2023), and members encouraged to share and report back from their internal networks, such as trade unions and early career researcher and postgraduate forum members. Staff feedback on key priorities was also provided by the Research Culture and People Sub-Committee (Fig. 1) and the Organisational Development and Learning Networking Group.

A complete draft received feedback from Advance HE's remote developmental review and revisions were reviewed by TUSAT and ASSG before final approval by UET and the Vice-Chancellor (31/10/2023).

*Table 6. Additional Data Sources*

Source	Dates	Details
Team Teesside Pulse Survey	Jul 2023	429 respondents 296 (69%) women 101 (24%) men 32 (7%) prefer not to say
Team Teesside Pulse Surveys	May 2023 Dec 2022 Jul 2022 Jan 2022 Nov 2021 Jul 2021 Mar 2021 Dec 2020 Oct 2020 Jun 2020	458 responses 607 responses 480 responses 368 responses 518 responses 339 responses 867 responses 434 responses 737 responses 749 responses
Gender pay gap reports	2022 2021 2020 2019 2018	Most recent report available to download from <a href="https://gender-pay-gap.service.gov.uk/Employer/Jfdn2AcB">https://gender-pay-gap.service.gov.uk/Employer/Jfdn2AcB</a>
Equality and diversity annual reports	2022 2020 2019 2018	Reports available to download from <a href="https://www.tees.ac.uk/depts/hr/equality_documents.cfm">https://www.tees.ac.uk/depts/hr/equality_documents.cfm</a>
Maternity returners strategic project	Jan 2020	Involved 28 staff who took maternity leave between September 2017 and July 2019. 52% all staff response rate. 73% academic and research staff response rate.

REF 2021 equality impact assessment (EIA)	July 2021	EIA of 251 staff (39% female) submitted across five Units of Assessment (UoAs).
Stonewall workplace equality index staff feedback questionnaire	2021	220 respondents (68 men, 147 women, <10 non-binary).

### C. Feedback from previous award round

The panel suggested amendments to AP2018, to improve specificity of actions with timescales, rationale and measures of success. The action plan was revised following conferment of the award and has been continually updated. The use of focus groups, structure of the SAT and provision of paid antenatal appointment leave for partners were commended.

### D. Future sustainability of gender equality activity

Supporting TU schools with their departmental bronze applications is our main focus to ensure sustainability and further embedding of gender equality activity [AP2023 E1.5]. School leads are connected on MS Teams and meet regularly with the AS Coordinator. Peer review training has been undertaken with Advance HE to support a new internal review process, aiming to build a community of practice that avoids schools working in silos. School leads are also embedded in the AS governance structure (Section 1.3.B).

Priority E of AP2023 underpins our commitment to sustaining our gender equality activity and progressing towards a silver AS award. Actions to increase engagement include annual townhall meetings [AP2023 E1.4] and improved visibility on the university website. We will evaluate progress through annual equality impact assessments (EIAs) that map to AP2023 measures of success and enable us to monitor possible intersectional areas for future action [AP2023 E2.7].

AP2023 ref.	Action
E1.2	Annual review of group memberships and roles
E1.5	Support schools to achieve AS bronze award
E1.4	Showcase progress and invite feedback on AS implementation
E2.7	Undertake annual EIAs in areas where new measures are introduced



## **Section 2: An evaluation of the university's progress and issues**

In Section 2, applicants should evidence how they meet Criterion B and D:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3000 words

### **1. Evaluating progress against the previous action plan (1709 words)**

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

#### **A. RAG rated Athena Swan action plan (AP2018)**

1. Data and processes								
	Objective	Specific actions	Lead	Operational lead	Timescale	Success Measures	Progress Update	RAG
1a	Refresh membership of the SAT annually	1a.1 Review of SAT membership	AS Chair	AS co-ordinator	Annually	SAT membership reviewed and refreshed	ASIT to be reviewed and membership updated to Sept-20. Remained unchanged for continuity until refresh in Jan-23 to support renewal application.	G
		1a.2 Appointment new members to SAT	AS Chair	AS co-ordinator			New members appointed.	G
1b	Introduce training for all Athena SWAN champions	1b.1 Specific workshops designed	Deputy HR Director		Dec-19	Specific workshops developed and delivered	Workshop delivered to SOH and SSSH. Suite of coaching/good practice workshops for all AS champions. HR have delivered individual meetings with champions to review the whole dataset and what is to be monitored.	G
		1b.2 Athena Swan good practice workshops to be delivered	Athena Swan co-ordinator		Dec-21	All AS champions to participate in workshops	Good practice workshops held, and advice & support provide by AS coordinator to schools. [New] Action added since 2018 award.	G
1c	Incorporate Athena activities, including outreach, into workload allocation model	1c.1 ASSG to establish appropriate allocation of hours for SAT members	AS Chair	AS co-ordinator	Sep-18	Athena SWAN hours reflected in workload allocation model	Agreed 20 hours to be allocated to all AS champions	G
		1c.2 Hours for Athena SWAN to be incorporated into the new workload allocation model	Workload project lead	AS co-ordinator	Sep-18	Athena SWAN hours reflected in workload allocation model	20 hours for AS champion incorporated into AWS from 2019/20	G

1d	Employ an Athena SWAN data analyst	1d.1 Recruit and appoint to data analyst role	Assistant Director, HR (Support Services)		Sep-19	1 AS data analyst appointed	Decision to not appoint agreed. Role performed within existing HR staff, supported by a Data group to utilise expertise, and manage data work on behalf of ASIT.	G
1e	Develop an Athena SWAN data dashboard	1e.1 Areas to be included in the dashboard identified including intersectionality data (as appropriate taking into consideration data protection issues)	HR Assistant Director (HR Support Services)		Dec-19	AS data dashboard developed and operational	Agreed will create an Athena SWAN dataset utilising existing data and systems (SQL) to function as a dashboard rather than creating a new dashboard. Content of dataset and data protocols established by the data group	G
		1e.2 Data dashboard developed and implemented	AS data lead	HR data analyst	Dec-19	AS data dashboard developed and operational		G
		1e.3 Data reports created and published	AS data lead	HR data analyst	Dec-19	AS data dashboard communicated to staff in schools and departments	AS SQL dashboard available to all AS school leads	G
		1e.4 Dashboard evaluated after 1 year to identify how utilised and further improvements required	AS data lead	HR data analyst	Dec-19	Evaluation of system undertaken and improvements made	Reviewed as part of action plan review/away days and additional actions added (1e.5-7)	G
		1e.5 Good practice of AS data collation and reporting explored	AS data lead	HR data analyst	Dec-21	Good practice identified and adopted	HR Systems and Data have produced a series of EDI reports that enable AS data collation and reporting. [New] Action added since 2018 award.	G

		1e.6 Review Athena Swan data requests alongside current EDI reporting	AS data lead	HR data analyst	Mar-22	AS data requests reviewed and reported as suite of info requests	HR Systems and Data have produced a series of EDI reports that enable AS data collation and reporting. [New] Action added since 2018 award.	G
		1e.7 Embed AS data collection and reporting within wider EDI reporting mechanisms	AS data lead	HR data analyst	Mar-22	AS data collection and reporting incorporated as part of wider EDI reporting	HR Systems and Data have produced a series of EDI reports that enable AS data collation and reporting. [New] Action added since 2018 award.	G
1f	Deliver an annual SAT away day	1f.1 Annual ASIT away days delivered	AS chair	AS co-ordinator	Annually	Annual SAT away days undertaken	Away days held regularly throughout the award period	A
		1f.2 Progress against action monitored and reported forward to ASIT	AS Chair	AS co-ordinator	Ongoing	Action plan updated on a monthly basis	Action plan reviewed monthly in initial phase, then bi-monthly and 6-monthly	A
1g	Athena SWAN progress reported to EIC	1g.1 ASIT meetings to take place on monthly basis	AS Chair	AS co-ordinator	Ongoing	ASIT meetings held	Meetings were held monthly initially, but frequency decreased in mid/late stages of implementation, before resuming regularly as TUSAT in Jan-23	A
		1g.2 AS co-ordinator to meet with people responsible for leading and delivering actions and provide a monthly update report to the ASSG	AS Chair	AS co-ordinator	Ongoing	Action plan updated on a monthly basis	Action plan live tracker implemented to monitor action delivery/progress	G
		1g.3 AS co-ordinator to provide quarterly	AS Chair	AS co-ordinator	Ongoing	Quarterly reports provided to EIC	AS Coordinator is member of (now) EIG which meets quarterly	G

		progress reports to EIC						
1h	Establish School SATs and departmental submissions	1h.1 ASSG to establish timeline for departmental submission	AS Chair	AS co-ordinator	Dec-18	5 School SATs established	AS teams established in all Schools. Departmental submission timelines agreed but original dates were not met	A
		1h.2 School champions to work with School Executive teams to establish an ongoing schedule of activity and targets	Deans	Senior School champions	Apr-22	5 departmental submissions developed and submitted	School have not yet submitted their applications. Action postponed to AP2023 - will submit by end 2024.	R
		1h.3-5 AS and EDI to be incorporated fully into School plans	Deans	Senior School champions	Annually	Deans to deliver AS briefings to all School staff	Progress with School applications paused during 2020-2022	R
					Dec-21	AS targets incorporated into 5 school annual plans	[New] Action added since 2018 award.	R
					Dec-21	EDI data to be included in 5-year plans	[New] Action added since 2018 award.	R
1i	Continue to undertake annual equal pay audits	1i.1 Undertake analysis of data	Executive Director, HR	E&D advisor	Annually	Equal pay audits undertaken and reported (including action plans)	Equal pay audits continue to be undertaken annually	G
		1i.2 Actions identified to address equal pay issues where relevant	Executive Director, HR	E&D advisor	Annually	Equal pay audits undertaken and reported (including action plans)	Where issues identified, actions would be proposed. No equal pay issues at present	G
1j	Improve representation	1j.1	Executive Director, LGS	AS co-ordinator	Annually	Improved representation of BoG	Actions to improve representation carried forward as a key priority in 2023-28 action plan	R

	of Board of Governors	Review membership of BoG on an annual basis						
		1j.2 Where possible advertise opportunities more widely to attract a diverse range of members	Executive Director, LGS	AS co-ordinator	Annually	Improved representation of BoG		R
1k	Improve representation of all University Committees	1k.1 Establish an annual review of committee membership	Executive Director, LGS	AS co-ordinator	Annually	Improved balance across all key committees		R
		1k.2 Where possible (role permitting) advertise committee membership more widely to attract a diverse range of members	Executive Director, LGS	AS co-ordinator	Annually	Improved balance across all key committees		R

2. Communication								
	Objective	Specific actions	Lead	Operational lead	Timescale	Success Measures	Progress	RAG
2a.	Develop an Athena SWAN communication strategy	2a.1 Member of SAT appointed as communication lead	AS Chair	AS co-ordinator	Dec-18	Communication lead appointed	Director of CAD joined ASIT to act as communication lead	G
		2a.2 Communication strategy developed and implemented	Director Corporate Comms	Director Corporate Comms	Apr-19	Communication strategy developed and implemented	Completed as part of wider inclusive campus comms plan and new actions embedded in AS plan	G

		2a.3 Incorporate AS into wider EDI messaging framework	Director Corporate Comms	AS co-ordinator	Dec-21	AS included on regular university updates and briefings Increased engagement in AS activities across TU	AS incorporated into wider EDI messaging. Regular updates, linking with EDI focus groups [New] Action added since 2018 award.	G
		2a.4 Establish Athena Swan forum, as part of wider EDI activities		AS co-ordinator	Annually	Athena SWAN briefings delivered	Five staff diversity focus groups have been established. They meet on a quarterly basis and feed into the EIG. [New] Action added since 2018 award.	G
		2a.5-6 AS web pages updated on a regular basis, including action plan, planned activities and key messages	Director Corporate Comms	AS website co-ordinator	Ongoing	AS web pages updated to include key information	Athena Swan web pages established but content not updated as frequently as planned [New] Action added since 2018 award.	A
						AS stories developed	Athena Swan stories created and published on new webpages [New] Action added since 2018 award.	G
2b	SAT members to continue to be involved in AS regional network	2b.1 SAT members to participate in AS regional network	AS Chair	AS co-ordinator	Ongoing	SAT members participate in NE regional networks	AS co-ordinator attended regional networks. Invite extended to ASIT deputy chair	G



2c	Enhance LTE Online/create central webpages for advertising all internal and external CPD opportunities	2c.1 Develop and implement CPD online - populated with all CPD opportunities	Executive Director, HR	Head LTE	Dec-19	Institutional CPD online repository developed, implemented, and utilised	Covid pandemic has impacted on the progress of this action. However, the ODL team has been reconstituted and increased. From June-22 team have progressed investigations into an LMS, including for CPD promotion, delivery and recording.	A
		2c.2 HoDs to include CPD opportunities in regular staff briefings	Senior School champions	HoDs	Ongoing	Improved awareness of CPD opportunities measured through bi-annual staff survey	PDPR staff data/training undertaken - PDPRs now contain specific element for staff to raise and discuss CPD. Similarly, it is the responsibility of all line managers to regularly discuss development with staff in 1:1 meetings.	G
		2c.3 Evaluate staff use of CPD online	Executive Director, HR	Head LTE		Increased number of staff engaged in CPD activities Evaluation of CPD online undertaken and report produced	Not able to be started due to not having completed 2c.1 CPD online system	R
2d	Develop specific mechanisms for supporting and celebrating female role models, including honorary graduates	2d.1 Undertake audit of role models used in promotional material and website	Director, Corporate Comms			Clearly identified role model activity and gaps	Continual review of representation of female models across all media is ongoing	A
		2d.2 Raising the profile of female achievements through participation in external events, media campaigns, publicity materials	Director, Corporate Comms		Sep-20	Protocol for promoting role models developed	This is an on-going process and the relevant teams in CAD and SRM proactively seek contributions.	A



		and thought leadership pieces						
		2d.3 Review honorary graduate nominations and set targets	AS Chair	AS Chair		50% of honorary graduate nominations female	Proportion of honorary degrees awarded to women remains low. Actions carried forward [AP2023 A1.4].	R

3. Recruitment								
	Objective	Specific actions	Lead	Operational lead	Timescale	Success Measures	Progress	RAG
3a	Analyse data on a quarterly basis to identify and implement targeted recruitment interventions	3a.1 Applicant data incorporated into AS data dashboard and analysed by protected characteristics	Assistant Director (HR Support Services)	Data group lead	Annually	Applicant data by protected characteristics incorporated into AS data dashboard	This information is produced internally on a quarterly basis for review. This is also now built into additional reporting sets for recruiting managers, as well as a breakdown for social media.	G
		3a.2 Deans and Directors to have access to data	Assistant Director (HR Support Services)	Data group lead	Annually	Annual data reports produced and sent to School SETs and ASIT	Deans and directors have regular access to management information. Live datasets/people manager through workforce profile reports	G
		3a.3 Targeted interventions developed as appropriate	AS Chair	AS co-ordinator	Ongoing		Targeted recruitment campaigns now been carried out	G

3b	Undertake a review of where vacant posts are advertised, including use of social media	3b.1 Undertake review of how and where posts are advertised	Executive Director, HR		Dec-18	Review undertaken and recommendations implemented	Review completed, and online advertising, particularly social media is the most successful means for recruiting. This will be constantly reviewed. Printed media/press adverts reducing, as not attracting applicants the same as previous.	G
		3b.2-3 Identify areas which would benefit from increased activity and whether there are specific areas that could be specifically identified as being underrepresented by identified groups			Apr-22	Improve number of applications in all protected groups	Social media such as LinkedIn is working well. HR will continue to use these channels.	G
			Executive Director, HR		Apr-22	Increase the number of female applicants by 20 %	Number of female applicants increased. Women accounted for 46.4% of all applicants in 2021. Women 2018 (1573), 2022 (3225)	G
3c	Review wording of recruitment adverts and online profile	3c.1 Wording of current recruitment adverts reviewed and updated	Executive Director, HR		Dec-18	Job adverts re-worded where necessary	HR team completed bespoke workshop with Penna (TU partner advertising agency), and now use proven, preferred, specific and modern language for maximum attraction of applicants	G
		3c.2-4 Review external profile (visibility of E&D policies and practices and career	Director, Corporate Comms		Jan-20	External profile presented on website updated	New external website delivered, and review of policy availability/'why work here'/benefits visible	G

		development opportunities) on website			Apr-22	Improve number of applications in all protected groups	Disabled 2018 (136), 2022 (339); Women 2018 (1573), 2022 (3225); EM 2018 (983), 2022 (4419); LGBTQ+ 2018 (202), 2022(718)	G
					Apr-22	Increase the number of female applicants by 20 %	Women 2018 (1573), 2022 (3225)	G
3d	Enhance exit interview process	3d.1 Develop and introduce an online exit questionnaire	Assistant Director (HR Support Services)		Jul-19	Exit interview processes enhanced to capture more information	This has been introduced. At moment paper form sent out and fed back into Itrent. Engagement currently low but still underway	G
		3d.2 Send questionnaire to all leavers at least two weeks prior to departure	Assistant Director (HR Support Services)		Ongoing	Clearer understanding of why people leave the University	Questionnaires sent to all leavers and analysed	G
		3d.3 Evaluate impact of online questionnaire	Assistant Director (HR Support Services)		Apr-21	Fewer staff leaving university and improved support for those thinking of leaving	HR undertake this exercise on a quarterly basis and relevant results shared with HRBP for further action if necessary	G
		3d.4 Explore use of exit interview data more widely	Assistant Director (HR Support Services)		Jan-22		New exit interview process has been adopted - however the take up of these by staff remains low. All necessary reportable information is shared with HRBP, and reporting can be made available on request. [New] Action added since 2018 award.	G

4. CPD & career development								
	Objective	Specific actions	Lead	Operational lead	Timescale	Success Measures	Progress/RAG	RAG
4a	Enhance the University's mentoring scheme, including specific activities targeted at female academics	4a.1 Undertake an audit of existing mentoring activity	Executive Director, HR				Audit undertaken and mentoring developed. [New] Action added since 2018 award.	G
		4a.2 Develop a suite of mentoring workshops and activities to be incorporated into an enhanced mentoring programme	Executive Director, HR				Mentoring service developed and delivered. Teams site and online training for all mentors [New] Action added since 2018 award.	G
		4a.3 Work shadowing opportunities to be developed as part of mentoring scheme (especially for professional staff)	Executive Director, HR				Shadowing opportunities form part of the provision available through mentoring. [New] Action added since 2018 award.	G
		4a.4 Recruit and train increased number of mentors	Executive Director, HR		Apr-19	Increase number of mentors by 10%	Mentoring scheme developed. Rolled out and available for all staff.	G
		4a.5 Revise guidelines for mentoring process	Executive Director, HR		Jul-19	Revised procedures and guidance document for mentoring programme produced and implemented	Mentoring service developed and delivered. Procedures and guidance documents available in Teams site for all mentors	G

		4a.6 Re-launch mentoring scheme and actively promote to all staff, especially underrepresented staff, in particular female academics	Executive Director, HR		Sep-19	Mentoring scheme re-launched and publicise mentoring in University Update	16 staff (11 F, 5 M) accessed mentoring central provision in 2022-23. Unknown what baseline is or how many staff access mentoring outside central scheme.	A
				Sep-20	Increase number of staff accessing mentoring by 10%			
		4a.7 Develop mentoring success stories to be used to promote the scheme					Mentoring scheme developed recently and initial uptake being evaluated. Success stories to be compiled. [New] Action added since 2018 award.	R
		4a.8 Deliver mentoring roadshows	Executive Director, HR				Mentoring scheme has been promoted and publicised. Roadshows to be considered as mentoring is developed. [New] Action added since 2018 award.	R
4b	Deliver mentoring training to all senior staff	4b.1 Develop and deliver mentoring training	Executive Director, HR		Jun-19	Mentoring training module for senior staff implemented	Online training available on BlackBoard	G
		4b.2 Mentoring module offered to all senior staff including specific actions to encourage and support female staff in undertaking these roles.	Executive Director, HR		Sep-19	70% of senior staff participating in module	Further evidence needed to assess this action. Will be possible to gather further information in future through new mentoring platform.	A
	Sep-21	50% of senior mentors female						

4c	Increase the number of senior female staff delivering leadership training	4c.1 Review current leadership programme	Executive Director, HR		Apr-20	Current leadership programme reviewed	Leadership and Management Framework reviewed and updated	G
		4c.2 Identify areas where more senior female staff could support/deliver components	Executive Director, HR		Sep-20	Increase the number of senior female staff supporting the leadership programme by 10%	Inclusion of supporting roles relevant to programmes ensuring, where possible, there is representation from all genders and ensuring senior female staff are engaged in the programme	G
4d	Increase the number of staff completing E&D training	4d.1 All staff monitored for completion of training through PDPR	Executive Director, HR		Apr-21	95% of staff undertaking E&D training. In line with E&D action plan	Staff monitoring ongoing including through training records (both workshops and online), to improve E&D training completion. Mandatory training reports sent out weekly to school/departments, and new or refresher training identified. all staff automatically enrolled onto E&D training (91% complete @ 11/09/23)	G
		4d.2 Raise awareness of online option for hourly paid PTLs	Executive Director, HR		Apr-21		Provided through induction process to PTL staff	G
4e	Review induction arrangements for hourly-paid and part-time staff	4e.1 Identify areas of improvement needed to specifically support this group	Executive Director, HR		Jan-19	New Induction processes developed to incorporate identified enhancements	All new hourly paid/part time staff invited to induction or, alternatively, sent the appropriate information, reinforced through arrival process and weekly central induction provision as well as local induction, and records retained to evidence attendance.	G
					Sep-19	95% of staff participating in induction		



4f	Continue to collate and evaluate feedback on induction programmes	4f.1 Review content of induction programme and gather feedback	Executive Director, HR		Jan-19	95% of staff participating in induction	Process reviewed and feedback obtained	G
		4f.2 Evaluate feedback and develop recommendations	Executive Director, HR		Sep-19	Evaluation report produced and findings disseminated	Changes were made to the induction programme as a result of the process review. This included enhanced local induction templates which could be modified at a local level and online welcome content.	G
4g	Evaluate new PDPR scheme and implement good practice across the whole institution				Sep-18	Evaluation of new scheme completed and findings produced	Evaluation completed	G
		4g.1-2 Evaluation of new PDPR scheme undertaken and findings reported	Executive Director, HR		Sep-18	Revisions to PDPR scheme made (where necessary) and implemented	PDPR process revised following evaluation. Currently looking into the possibility of moving PDPR online.	G
4h	PDPR to include consideration of 5-year career aspirations of academic staff	4h.1 Revise PDPR paperwork framework to incorporate specific section on 5-year career aspirations	Executive Director, HR		May-20	5-year aspirations incorporated into PDPR	PDPR process incorporates long term career aspirations. To avoid potential age discrimination challenges no timescale included.	G
		4h.2 Reviewers to be provided with guidance on integrating 5-year aspirations into PDPR	Executive Director, HR		Apr-22	5-year aspirations incorporated into PDPR	Guidance on long term career aspirations included in PDPR Guidance	G
4i	Enhance system for recording and	4i.1 New central recording of all	Executive Director, HR		Sep-18	New system implemented	Process for recording PDPR completions developed and managed through PDPR	G

	monitoring participation in PDPR	PDPR completions developed					Champions, School Managers, Deans and Directors. Note that this is not systemised at this time as the PDPR process is not online and developmental work is required to consider options	
		4i.2 All PDPR data collated in system by HR	Executive Director, HR		Sep-19	Increase the number of people engaging in the PDPR process to 95%	Schools/Departments are engaging in the process however data is not complete for all years	A
4j	Create an institutional repository for recording participation in all CPD opportunities	4j.1 Institutional CPD repository developed	Executive Director, HR	Head LTE	Dec-19	Institutional CPD repository developed, implemented, and utilised	L&D intranet website promotes L&D CPD. ODL are developing a proposal for an LMS and this is being considered as part of that development.	A
		4j.2 Participation in all CPD collected and collated	Executive Director, HR	Head LTE	Apr-22	Engagement in all CPD activities (internal and external) formally recorded	The proposed LMS is being considered as a potential portal for collection and collation of CPD data. The online PDPR, due Jan-23, will enable collection of some information pertaining to CPD activity.	A
		4j.3 Analysis of participation records analysed to identify either gaps in provision or groups not engaging CPD engagement data reports	Executive Director, HR	Head LTE	Apr-22	Improved awareness of CPD opportunities measured through staff pulse survey Increase number of staff engaged in CPD activities	Dedicated Pulse Survey related to staff development opportunities to be included in the Pulse Survey programme for 2021. Pending the development of a LMS (see above), the intention is for the LMS to include the ability to analyse data to determine gaps in provision.	A



4k	Monitor data relating to new academic promotion pathways	4k.1 Identify datasets to be incorporated into dashboard	Assistant Director (HR Support Services)		Dec-18	Datasets established and monitored	Datasets established and monitored	G
		4k.2 Analyse application data for new promotion pathways	AS data lead		Annually		Datasets established and monitored	G
		4k.3 Undertake impact analysis of new criteria and support				Data reports/impact analysis undertaken and findings published	Initial analysis complete. Further work required	A
4l	Review academic career pathways criteria to ensure selection methodology is DORA compliant	4l.1 Align promotion criteria and assessment methodology with DORA	Executive Director, HR	Director REO	Feb-19	Promotions criteria reviewed and updated where appropriate	Promotions criteria updated to include DORA	G
		4l.2 Ensure all Deans, Directors and HR managers aware of & understand DORA principles	Director, REO	Director REO	Apr-22	Increase number of females applying for promotion by 10%	Actions to address this took place through a review of recruitment in 2019/20.	G
4m	Improve engagement with sabbaticals	4m.1 Explore current use of sabbaticals	Executive Director, HR Director, REO				PVC R&I and Director REO have conducted a review of sabbaticals and introduced a new scheme. [New] Action added since 2018 award.	G
		4m.2 Introduce an improved sabbatical scheme	Executive Director, HR Director, REO				PVC R&I and Director REO have conducted a review of sabbaticals and introduced a new scheme. [New] Action added since 2018 award.	G

4n	Enhance promotion opportunities for lecturers	4n.1 Review L/SL progression and develop enhanced processes for progression	Executive Director, HR Director, REO				L/SL progression now included in the ATAC procedure. [New] Action added since 2018 award.	G
4o	Enhance career progression for research staff	4o.1 Develop progression pathways for RAs	Executive Director, HR Director, REO				Progression of RAs included as part of the PDPR process. Career pathways to still be determined. [New] Action added since 2018 award.	R

5. Research								
	Objective	Specific actions	Lead	Operational lead	Timescale	Success Measures	Progress	RAG
5a	Introduce new enhanced Researcher Development programme	5a.1 Researcher Development programme developed and implemented	Director, REO		Dec-18	New researcher development programme established and delivered	RDP now being delivered	G
		5a.2 Research mentoring module developed and incorporated into university wide mentoring scheme	Director, REO		Apr-20	Increase number of females participating in research by 10%	New research mentoring scheme developed with SHLS and HR	G
		5a.3 Researcher Development programme promoted, particularly to female academics and ECRs	Director, REO		Apr-22	Increase number of females applying for promotion by 10%	RDP promoted through research community mailing list. All new starters are added to the list monthly.	G

5b	Establish new Research Leadership programme	5b.1 Research Leadership Programme developed and implemented	Director, REO		Dec-18	Research Leadership programme developed and implemented	RLP delivered	G
		5b.2 Research mentoring module developed and incorporated into university wide mentoring scheme	Director, REO		Apr-20	50% of nominated participants female	Mentoring scheme launched in September 19	G
		5b.3 Researcher Leadership programme promoted, particularly to female academics	Director, REO		Apr-22	50% of participants female	RLP now being delivered	G
5c	Increase the number of female staff	5c.1 Develop a code of practice for REF 2021	Director, REO		Feb-19	Code of practice developed and implemented	Code of practice published in 2019 and revised in 2020 considering Covid-19	G



6. Policy & processes								
	Objective	Specific actions	Lead	Operational lead	Timescale	Success Measures	Progress	RAG
6a	Enhance line manager development programme to encompass a broader range of HR policies, including family friendly and flexible working	6a.1 Enhanced training programme developed and implemented	Executive Director, HR		May-19	Enhanced training programme implemented	Leadership and Management Development programme reviewed, enhanced, and implemented.	G
		6a.2 Evaluation of training programme and application of policies undertaken	Executive Director, HR		May-19	Evaluation undertaken, and findings published	Implemented and therefore evaluation will be completed once programmes have been delivered. Ongoing work as policies amended and new training being delivered. Evaluation forms part of the implementation.	A
						80% of line managers trained		
6b	Produce quick guides for all HR policies and collate centrally	6b.1 Key policies to be addressed identified	Executive Director, HR		May-19	Quick guides developed	Major review of key policies complete. Improvements have been made to the HR intranet.	G
		6b.2 Policy quick guides created and utilised	Executive Director, HR		May-19	Quick guides developed	Quick guides developed.	G



		6b.3 Links to quick guides sent to all Heads of Departments and line managers	Executive Director, HR		May-19	Key policy quick guides disseminated		A
		6b.4 Quick guides collated and uploaded onto central repository on HR web pages	Executive Director, HR		Sep-19	Policies consistently applied		A
		6b.5 Develop online webinars and resources for line managers	Executive Director, HR				A new role in the ODL team has been established, specifically to deliver online/e-learning and the individual, having arrived in June 2022, is developing the resources. [New] Action added since 2018 award.	A
6c	Introduce meta-compliance tool	6c.1 Tool developed and implemented	Deputy Director, LGS		Jul-19	Meta – compliance tool implemented	Implemented in 2018	G
		6c.2 Evaluate use and impact of meta-compliance tool	Deputy Director, LGS		Jul-19	Evaluation report produced	Licence renewed for a further 2 years on the back of our internal review of the renewal quotes, the value of the system to our compliance requirements and the ongoing meetings with the supplier on how we are implementing the tool.	G

6d	Collate information on maternity leave in one place on central HR web pages	6d.1 Collate all information relating to maternity, including good practice and display on HR central web pages	Deputy Director, HR		Dec-18	All information relating to pregnancy and maternity displayed on HR web pages	HR Intranet web pages re-developed, and maternity information provided	G
		6d.2 Gain feedback through return to work interviews	Deputy Director, HR			Feedback gathered and report produced	Developed as part of the overall family friendly policies review. Presentation of report to ASIT	G
6e	Undertake an audit of local practices in relation to maternity leave	6e.1 Audit tool developed	Deputy Director, HR		Sep-19	Audit undertaken and findings published	Audit completed and report provided	G
		6e.2 Undertake audit of the application of maternity leave/return to work policies and practices at local level - all women returners since Sept 2017 to be audited	Deputy Director, HR		Sep-19	Consistent format for return to work interviews developed	Audit completed and report provided	G
		6e.3 Publish findings and develop recommendations.	Deputy Director, HR		Sep-19	100% of maternity leave returners to have a return to work interview	Audit completed and report provided	G
		6e.4 Develop format for return to work interviews and incorporate into	Deputy Director, HR			Increase satisfaction with maternity leave practices measured	Supporting Family Life Policy approved including guidance	G

		policy quick guides				through staff pulse survey		
		6e.5 Return to work interviews carried out with all those returning from maternity or adoption leave	Deputy Director, HR				Completed as part of HR strategic project	G
		6e.6 Incorporate good practice into quick policy guides and line manager training	Deputy Director, HR				Supporting Family Life Policy approved including guidance. Further awareness / training to be developed	A
6f	Establish dedicated breastfeeding facilities on campus	6f.1 Area for breast feeding facilities identified	Director, Campus Services		Dec-18	Breast-feeding facilities created	Staff facility was set up in December 2018 in the Foster Building. An additional facility, open to both staff and students, was delivered in June 2023.	G
		6f.2 Facilities developed and staff made aware of facilities	Director, Campus Services		Dec-18	Breast-feeding facilities created		G
6g	Undertake an audit of all flexible working arrangements	6g.1 Data capture systems implemented and all flexible working arrangements recorded	Deputy Director, HR		Dec-19	100% of flexible working requests captured centrally with effect from 2019	Flexible and agile working arrangements being developed following impact of Covid 19. Method of capture to be designed and developed - considering implementation of online flexible working form that will enable collection of the data.	A

		6g.2 Audit tool developed	Deputy Director, HR		Dec-19	1 audit undertaken, and findings published, and recommendations implemented	Flexible and agile working arrangements being developed following impact of Covid 19. See above	R
		6g.3 Audit undertaken and findings and action presented to ASIT and UET	Deputy Director, HR		Apr-21	Improve flexible working practices and ensure that consistently applied	Flexible and agile working arrangements being developed following impact of Covid 19. See above	R
		6g.4 Develop a new flexible and agile working policy	Deputy Director, HR				Current Flexible Working Policy under review. Project initiated in March 2022. Item impacted by pandemic. [New] Action added since 2018 award.	R
		6g.5 Undertake sector leading piece on flexible/agile working - lessons learned from covid	Deputy Director, HR				HR Strategic Project on hybrid, flexible and agile working initiated in March 2022. [New] Action added since 2018 award.	R
6h	Explore potential barriers to transitioning from part-time to full-time working	6h.1 Undertake focus groups with part-time staff	Executive Director, HR		Apr-21	Focus groups undertaken	Work delayed by Covid pandemic. Outstanding	R
		6h.2 Publish findings and recommendations	Executive Director, HR		Apr-21	Report published	See above	R
6i	Embed intersectionality in AS work	6i.1 LGBTQ group chair to become member of ASIT	AS Chair				Discussion took place however this did not happen. Note that HR Systems and Data do provide intersectional data. Gender and LGBTQ group chairs also both sit on EIG, as well as AS Coordinator [New] Action added since 2018 award.	A

6j	Share good practice and mentor TU partners review gender equality practices	6j.1 Undertake pilot project to develop consultancy support for TU partners	AS Chair					Initial discussion took place with an external partner but not progressed due to pandemic. Still worth exploring. [New] Action added since 2018 award.	R
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## B. Methodology of action implementation, evaluation and iteration

### i. Implementation process

Following TU's AS award in 2018, the Athena Swan Implementation Team (ASIT) met monthly/bi-monthly until 2021. Until early 2019, meetings focused on practicalities of implementation and how ASIT would deliver actions over the anticipated four-year period. An awayday was held in March 2019, setting out the direction of travel towards whole-institution engagement in Athena Swan, successful school applications and a future silver application. A second awayday was held in March 2020, after which activity moved online.

Throughout 2020 (despite Covid), momentum and progress were maintained by ASIT. An implementation site on MS Teams and a live action-plan tracker were set up to facilitate online interactions and progress monitoring.

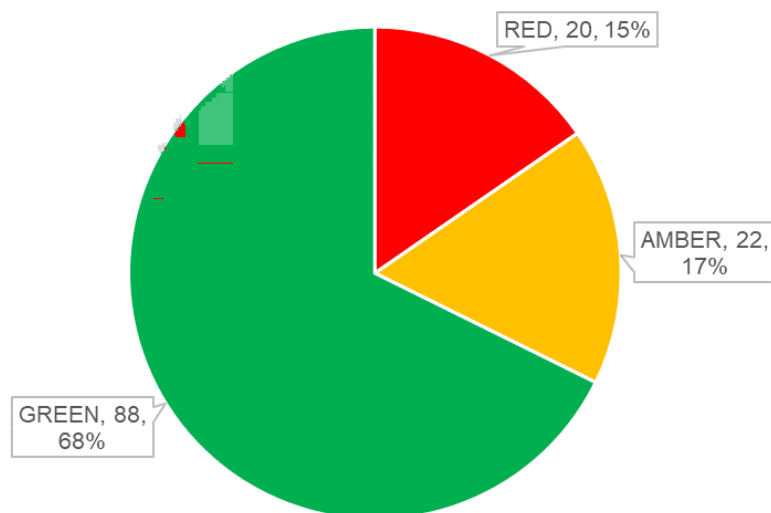
### ii. Evaluation and iteration

Each theme of AP2018 had an owner who provided strategic leadership and reported on their theme through the tracker. This provided the AS coordinator with an overview of progress against each theme, including where progress may have stalled. The tracker informed discussions at ASIT meetings. Theme meetings were held before ASIT meetings, and actions and decisions from ASIT were fed back to action owners. This process of iteration resulted in 25 new actions during the award period.

Information available to ASIT included HR data reports from TU's newly established Athena Swan dashboard.

## C. Summary of progress

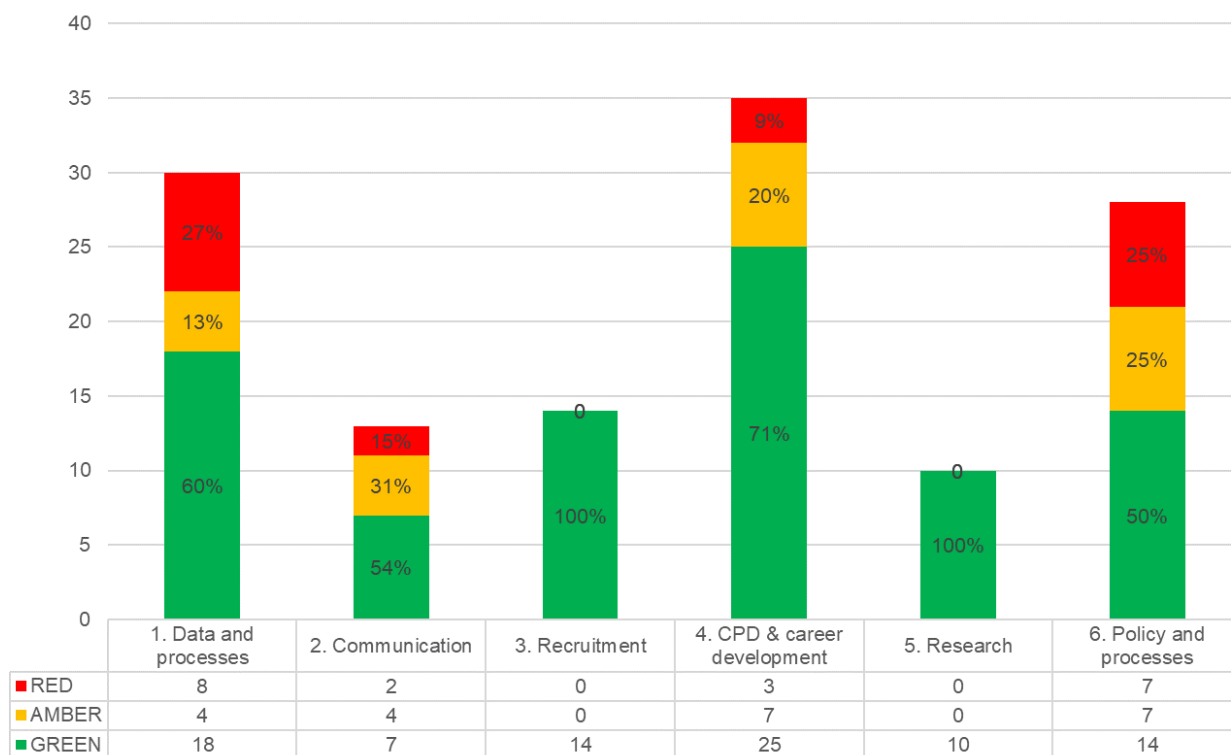
Figure 7. Progress Against all Actions, 2018-2023



Of 130 actions, 85% were rated green or amber (Fig. 7). Most actions show some progress; with only 15% rated red. Red-rated actions include seven new actions and

14 original actions. At least half the actions within each theme were rated green (Fig. 8), with the most successful themes (recruitment, CPD and career development, research) having 71-100% green-rated actions.

Figure 8. Progress by Theme, 2018-2023



## D. Barriers and challenges

### i. Covid: Remote working

In March 2020, all implementation activity moved online. Although this presented challenges, such as the discontinuation of awaydays, ASIT successfully navigated this by establishing an online site for collaboration and an online live tracker for progress monitoring. Without these, the impact would have been more severe.

Since unprecedented numbers of staff and students worked from home and more flexibly due to lockdowns and home-schooling, actions on flexible and part-time working were superseded by the context. Instead, a hybrid-working policy was published in 2022.

*[Amber-rated actions AP2018: 1f.1, 1f.2, 1g.1, 6g.1]*

*[Red-rated actions AP2018: 6g.2, 6g.3, 6g.4, 6g.5, 6h.1, 6h.2]*

### ii. Transitions in leadership and staff turnover

The loss of AS senior lead Professor Turner (Section 1.2.C) in 2021 had a significant impact on implementation. Professor Turner's leadership was central to the early momentum of ASIT and its successful transition online. Leadership passed to Professor Simon Hodgson, PVC R&I, and then to his successor Professor Stephen Cummings, who remains senior lead. However, these changes in leadership resulted

in less frequent monitoring of actions (reduced to six-monthly), which had an effect on the combined impact of actions on gender equality objectives.

We acknowledge that staff turnover on ASIT/TUSAT, including the appointment of a new AS coordinator, resulted in a loss of tacit knowledge over the implementation period. Progress continued to be recorded on the tracker, but the evidence gathered or recorded was not always sufficient to assess retrospectively whether measures of success had been met.

In combination, these factors have influenced the decision to apply for renewal at bronze level. The university still aspires to silver and our substantially complete action plan shows we have made progress. However, we recognise that we are missing the depth of evidence needed for a silver application.

*[Amber-rated actions AP2018: 1f.1, 1f.2, 1g.1, 4k.3, 6a.1]*

*[Red-rated actions AP2018: 1j.1, 1j.2, 1k.1, 1k.2, 4o.1]*

iii. Lack of baseline data

Although improvements were made to AP2018 following panel feedback, on reflection, more could have been done to define baselines for some actions. In some cases, baseline data wasn't available when planning actions, so it is difficult to assess whether intended outcomes were achieved.

The new AS dashboard will help mitigate this in future. Feedback from remote developmental review has also helped to make AP2023 as SMART as possible.

*[Amber-rated actions AP2018: 2d.1, 2d.2, 4a.6, 4b.2]*

*[Red-rated actions AP2018: 1j.1, 1j.2, 1k.1, 1k.2, 2d.3, 4a.7, 4a.8]*

iv. Covid: Capacity and resourcing

Several actions were affected by reduced capacity following Covid lockdowns and necessary prioritising of, for example, creating safe and effective remote learning/working environments. For example, a new hub/system for CPD monitoring and engagement was central to actions under the Communication and CPD and Career Development themes but could not be implemented due to staffing and budget constraints. Related actions were taken forward, but not to the extent that would have been possible with a new system.

All schools intended to submit departmental AS applications, however, Covid-related disruption meant plans were paused. Once school activity was able to resume, staff turnover and organisational restructure compounded difficulties in making progress at school level. This is now resolved, and all schools have support in place to make progress (Section 1.3.C).

*[Amber-rated actions AP2018: 1h.1, 2c.1, 4i.2, 4j.1, 4j.2, 4j.3, 6b.3, 6b.4, 6b.5, 6e.6]*

*[Red-rated actions AP2018: 1h.2, 1h.3, 1h.4, 1h.5, 2c.3]*

## **E. Facilitators and successes**

### **i. Alignment and embedding**

A fundamental strength of AS planning at TU is that many actions are aligned to the overall strategic direction of the university, and subsequently embedded in the delivery plans of departments, in particular HR and REO (formerly Research and Innovation Services). This meant much activity was aligned to core service delivery and able to continue, despite Covid and staff turnover (see barriers).

For example, through our inclusive recruitment actions we have improved our use of gender-neutral language in job adverts, use of social media, and data available to recruiting managers. We have more than doubled the number of applications from women from 1,573 in 2018 to 3,225 in 2022. We have also increased the number of applications from candidates disclosing a disability, ethnic minority background or LGBTQ+ identity.

Aligned to our research strategy, we provided additional support through a new sabbatical scheme and implemented a robust EIA process for REF2021. We increased the proportion of women returned in REF2021 (39%) compared with REF2014 (29%).

*[Green-rated actions AP2018: 2a.3, 2a.4, 3a-c, 4k1-2, 4l, 4m, 5c, 5d, 6d, 6e]*

### **ii. Governance and ownership**

The governance and opportunities for collaboration around gender equality have been significantly improved (Section 1.3.B). The new structure enables issues to be fed from staff and students directly to senior leadership, with opportunities to explore intersectionality. All relevant charters/accreditations are fed through this structure and linked to TU's five-year Equality Objectives.

This governance has been particularly successful where a named individual has responsibility for actions. Where ownership was ambiguous, it was more difficult to make progress and to recognise how/whether progress had been made. This learning is embedded in AP2023 through RACI (responsible, accountable, consulted, informed) roles.

*[Green-rated actions AP2018: 2a.4, 2b.1]*

### **iii. Data dashboard**

Our senior HR data analyst, supported by a data sub-group of ASIT, developed and implemented a data dashboard. This dashboard uses existing HR data, accessed through SQL databases, structured specifically for mandatory data requirements of the Transformed Charter. Having easy and immediate access to HR data has been invaluable during preparation of AP2023 and is also enabling school SATs to interrogate their data more effectively.

*[Green-rated actions AP2018: 1d-1e]*

iv. Supporting family life

A notable success of AP2023 is our new Supporting Family Life policy and guidance that brings together all related policies in one accessible document. This is a result of an audit of local practices and interviews with maternity-leave returners. Two new breastfeeding/family facilities have also opened to staff and students since 2018, paving the way for further embedding of good practice in this area.

*[Green-rated actions AP2018: 6d.1-2, 6e.1-5. 6f1-2]*

v. Staff engagement: Period dignity campaign

The period dignity campaign was not part of AP2018, but a response by engaged staff members to rising cost of living and increased awareness of the impact that lack of access to period products can have on study and work. Free period products, funded by Student and Library Services, were trialled in one school. The campaign has since gathered momentum, supported by the Gender Focus Group, so that free, easily accessible products are now available in many toilets (including male, female, and gender neutral) across campus. The campaign also provides free reusable menstrual cups during student finance week to help reduce the ongoing cost of products.

## **F. Lessons learned and how these will be applied**

i. Embedding at local level

Actions were progressed most successfully when they were embedded, for example by being aligned to the university's strategy and to other over-arching or local departmental strategies. Cascading from the strategic direction, gender equality actions were written into local delivery plans, or locally planned actions informed AP2018. Attention will be paid to how actions within AP2023 are cascaded through local plans to sustain momentum. Where possible, gender equality actions will be aligned with other equality-related initiatives *[Technician Commitment, B2.6, Fertility Workplace Pledge, C1.3, Smallest Things, C1.4, Research culture, D1.1-2, REF 2028, D2.1]* to ensure progress on intersecting issues. The AS Coordinator will continue to report to the EIG to facilitate this. University-level actions that depend on school activity (and vice versa) will be communicated through TUSAT.

ii. Responsibility and accountability

Some actions were not progressed due to staff turnover or unclear ownership. This will be mitigated by assigning RACI roles within AP2023. For each action, a 'responsible' individual is assigned, and for each priority, an 'accountable' lead will ensure that all actions are complete and reported on. Groups/individuals who need to provide input or be kept informed are noted against actions. An annual review of roles and group memberships will mitigate inevitable turnover and changes in capacity *[AP2023 E1.2]*. These actions collectively will ensure no actions fall between gaps in responsibility. Internal peer review of school action plans will ensure their actions are also SMART with clear ownership *[AP2023 E1.5]*.

iii. Record keeping and evidence

Although we have records of progress against AP2018, we have less detail recorded about the specific activity undertaken to complete the action, or what the impact was.



In AP2023, a 'repository of evidence' will be created so that priority leads can provide evidence of actions completed and impacts achieved [AP2023 E2.4]. We will produce case studies to improve joining up of gender and other equality-related initiatives internally, and support continuity in the case of staff turnover. All ASSG, TUSAT, and school SAT members will have access through MS Teams.

iv. Measurable progress

When reviewing AP2018 retrospectively, it is not always straightforward to relate actions back to the intended objective. Measures of success were not always as 'measurable' as anticipated, or there wasn't a clear relationship between the action and objective. In AP2023, objectives are SMART, with an emphasis on quantitative indicators of progress, supported by qualitative evidence to deepen understanding. Annual EIAs [AP2023 E2.7] will ensure we have a regular view on progress, which will support iteration and planning during the award period, as well as an overall assessment of progress towards the end of the award period.

AP2023 ref.	Action
B2.6	Explore options to support PTO progression, including signing Technician Commitment
C1.3	Join the Fertility Workplace Pledge
C1.4	Achieve 'The Smallest Things: Employer with Heart 2.0' accreditation
D1.1	Increase proportion of women with SRfR (cross-over action from research culture plan)
D1.2	Increase number of women applying for sabbatical (cross-over action from research culture plan)
D2.1	Ensure EDI and gender equality expectations are met for REF 2028
E1.2	Annual review of group memberships and roles
E1.5	Support schools to achieve AS bronze award
E2.4	Develop and implement an evidence repository
E2.7	Undertake annual EIAs in areas where new measures are introduced

## 2. Key priorities for future action (2085 words)

Please describe the university's key issues relating to gender equality, and explain the key priorities for action.

### A. Analysis of mandatory data

The university employs 2,937 staff, of whom 1,341 are academic staff (51% female, Fig. 9) and 1,596 are PTO staff (66% female, Fig. 15). In 2022-23, our total student population was 24,672 (57% female), comprised of 14,304 undergraduate students (64% female), 10,082 postgraduate taught (55% female), and 286 postgraduate research (47% female). Our larger proportion of female students (57%) mirrors the sector average<sup>6</sup> (Table 10).

#### i. Academic staff population and recruitment

Despite equal representation overall, we have specific areas of underrepresentation of both women and men (Fig. 9). For example, a smaller and decreasing proportion of female academics in two schools: SCEDT (22% of 244 staff in 2022); and, to a lesser extent, TUIBS (42% of 101 staff in 2022). Male academics are underrepresented in two schools: SHLS (40% of 431 staff in 2022); and SSSHL (40% of 225 staff in 2022) and in staff not aligned to a school (rest of university, 28% of 116 staff in 2022).

Underrepresentation of women in specific schools is contributed to by lower numbers of applications from women on average for academic roles (34% of 2813 applications in 2022). In schools with an underrepresentation of male academics, fewer men have been appointed in recent years (SACI: 33% male of 6 appointed, SHLS: 33% male of 79 appointed, and SSSHL 31% male of 29 appointed in 2022, Fig. 22).

The proportion of female academics in senior roles has increased since AP2018, though at senior grades women are still in the minority (Professor: 36% of 32, Senior Academic: 46% of 28, and Senior Manager: 48% of 31 in 2022, Fig. 11).

#### ii. PTO staff population and recruitment

Women make up the larger proportion of administrative (79% of 785 in 2022) and manual (82% of 176 in 2022) staff (Fig.16). These two job families make up the larger proportion of PTO staff overall (66% of 1467 in 2022) and are some of the lowest paid staff in the university (Table 17). To some extent, this is because the university employs its own manual (e.g. cleaning and catering) staff. There is, traditionally, a higher concentration of women in these roles. In many HEIs these roles are contracted out and therefore do not appear in staff data.

Overall, the number of men appointed to PTO roles is lower, though men have a slightly better success rate (18% cf. 16% for women, Table 12). Further exploration by central service department and grade was not possible due to the current configuration of the Athena Swan dashboard. [\[Review and update dashboard, AP2023 E2.1\]](#)

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<sup>6</sup> Equality+ Higher Education Students Statistical Report 2020, Advance HE

### iii. Academic promotions

Fewer women apply for promotion overall (37% of total 198 applications from 2017-2023). Women also make up a smaller proportion of applicants at every grade (40% of 20 applications for professor over five years). However, the five-year success rate for women applying for promotion was 62% (of 47 applications) compared to 57% (of 76 applications) for men. Success rates were almost equal for female (63%) and male (67%) applications to Professor (Fig. 27).

Intersection with ethnicity was explored, however, the combination of small numbers and changes to the promotions pathways make it difficult to establish trends.

*[Review and update dashboard to capture intersectionality, AP2023 E2.1]* For example, a lecturer to senior lecturer pathway was established mid-award period.

We also do not know the population eligible to apply for promotion at each level.

*[Analyse academic promotions pipeline, AP2023 B1.6]*

### iv. PTO promotions

We do not have a formal promotions pathway for PTO staff. We have recently published a revised Role Review Policy for regrading of PTO roles. Promotion is possible through applying for advertised vacancies. However, data on regrading and career progression are not collected systemically so we don't yet know the impact of these measures. *[Develop addition to dashboard to monitor PTO career progression, AP2023 E2.2]*

### v. Student population

Although there are issues of underrepresentation of female and male students in different schools, TUSAT agreed that student recruitment and experience would be better addressed within school Athena Swan applications; supported and monitored at university-level. *[Support schools to achieve AS bronze award, AP2023 E1.5]*

## **B. Analysis of culture and environment**

### i. Staff pulse surveys

Core AS departmental culture questions were included in an all-staff pulse survey. On average female respondents scored all questions more positively, for example *"my contributions are valued in my department"* (female, 88%; male, 83%; prefer not to say, 47%). Male respondents scored more negatively throughout (average 7 percentage points lower), and the least positive responses were given by those who preferred not to state their sex (28 percentage points lower, Table 8).

A gender difference in how individuals experience organisational culture was also seen in our Stonewall Workplace Equality Index survey in 2021. The survey indicated that men feel less able to be themselves at work, with LGBTQ+ men scoring lowest of all groups (67% LGBTQ+ men agree vs 77% non-LGBTQ+ men). Scores were higher for both women with (92% agree) and without (89% agree) LGBTQ+ identities (Table 13).

### ii. Boards and Committees

Representation of women on the university's boards and committees (Academic Board and its sub-committees, Fig.1) has improved since AP2018 (Table 14).

However, the decline in proportion of women on Academic Board and low numbers of women on the Board of Governors indicates a need to pay consistent attention to representation. We now have a female Chair of the Board of Governors, however, most other chairs of boards/committees are held by men as they are linked to specific roles; currently all four PVCs and the vice-chancellor are men (Fig 3).

iii. Part-time working

The proportion of men working part-time is low compared with the sector benchmark (7% of 740 men in 2021, cf. 24% sector). The proportion of women working part-time is also lower (35% of 1085 women in 2021, cf. 38% sector, Table 15). Supporting hybrid working (location) has been a focus in AP2018, due to Covid-19 lockdowns, superseding actions on flexible working (hours). We need further data and consultation in this area to understand any barriers to part time working (for all genders), and any successes of our hybrid/flexible working environments. *[Identify barriers to flexible and part-time working and ways of removing them, AP2023 C4.1]*

iv. Parental leave and returning

A survey of staff who had taken maternity leave revealed positive experiences before and during maternity leave, with less favourable views on support received when returning from leave. Qualitative responses revealed varied preferences around the level of communication and use of KIT days. Take up of flexible working on returning from leave was also mixed. This highlights a need to raise awareness of different options so that individualised support can be provided (Fig. 29 and 30) and further emphasised the need to understand barriers to flexible working, particularly for academic roles. *[Provide greater support to staff returning from family leave, AP2023 C3.3]*

v. Continuing professional development (CPD)

In AP2018, we could not implement the planned centralised CPD system. Therefore, we reviewed relevant survey questions and attendance at HR's CPD provision. These snapshots give some indications of engagement with CPD. For example, staff surveys show uptake of CPD is often limited to mandatory training, and attendance data suggest women may pursue CPD more frequently than men (Fig. 33). However, we may not have fully captured uptake of provision across other departments or beyond the university (except where costs have been authorised), and our survey data cannot be disaggregated by sex. *[Develop and implement central LMS/staff development system, AP2023 E2.6]*

vi. Gender pay gap

Reports show our mean pay gap is falling, but slowly. Women were paid 15% less in 2022, compared with 17% less in 2018. The median pay gap has also fallen but is still high (down to 16% in 2022 from 28% in 2018, Fig. 34). Our largest mean pay gaps are for senior management contracts (27%), though, there are gender pay gaps for most contract types, including manual (10%), research (7%), administrative (5%) and senior academic (5%) (Table 17). By grade, the largest pay gap is at Vice Chancellor's Executive (VCE) level, where the gap is effectively 100% due to only male staff at this grade (Table 18).

#### vii. Research Excellence Framework (REF) 2021

EIAs for REF 2021 show we have an improving, but still lower, proportion of women submitted to REF. In 2021, 39% of all staff returned were women, compared to 29% in 2014. Staff with significant responsibility for research (SRfR) are defined as having a workload allocation for research of  $\geq 20\%$  pro rata. Of eligible academic staff, 32% women had SRfR, compared with 45% men. The lower proportion of women in research is partly structural; we have many large, vocational programmes (e.g. nursing, education) that recruit from related professions, and these staff may not have a research background. Since those professions tend to be female-dominated, this influences the proportion of women who are not research active. *[Increase proportion of women with SRfR, AP2023 D1.1]*

#### viii. Honorary degree awarding

Following actions in AP2023, we reviewed our honorary degree awards. Unfortunately, we have still awarded a larger proportion of honorary degrees to men. During 2019-2023 fewer awards were made overall due to Covid, however of 10 awards made, only one was made to a woman (10%) compared with seven out of 19 awards (37%) in the preceding five years (Table 19). *[Increase the number of honorary degrees being awarded to women, AP 2023 A1.4]*

### C. Key priorities

#### i. Priority A: Women in university decision-making

Our goal is to increase the proportion of women in decision-making positions across the university. We will increase the representation of women as chairs, deputy chairs, and members of boards and committees by ensuring that diversity and inclusivity (including intersectionality) are considered in nominations and appointments. Board/committee chairs are often held by specific posts (e.g. PVC) so we also intend to analyse senior leadership recruitment. Through raising awareness of the roles of boards/committees and how to be involved, we will support diverse groups to attain roles in which they are currently underrepresented. Having more women in academic leadership positions will help reduce our gender pay gap. Links to an ongoing strategic project to increase ethnic diversity at senior levels will also help us explore intersectional barriers to inclusion *[AP2023 A2.1]*.

#### ii. Priority B: Progression and promotion for all

By increasing the number and proportion of women applying for and being awarded promotion, over time, we will increase the numbers of female senior lecturers and associate professors, thereby increasing the pipeline of women eligible to be promoted to professor. As a result (in combination with Priority A actions) a wider pool of women will be available to undertake academic leadership roles.

For PTO staff, promotion/progression is possible through applying for internal/externally advertised vacancies (and there is a relatively high proportion of women in PTO leadership positions), but there are no formal promotion/progression pathways and data on career progression is not routinely collected. Therefore, actions will also consider access to professional development and gathering data on current progression opportunities, while exploring opportunities to enhance progression/promotion for PTO staff.



A focus on CPD will enable us to support the career development of staff of all genders, in all roles. We hope this will increase the sense of belonging and inclusion, especially for men with and without LGBTQ+ identities.

iii. Priority C: Supporting family life

As an identified area of good practice, our goal is to further embed and enhance our supporting family life policies and guidance. We will raise awareness of the support that already exists, to ensure a more personalised approach, making use of the support mechanisms available. We aim to provide sector-leading family-friendly benefits that support the recruitment, retention, and career progression of all staff. This will contribute to an increased representation of women at senior levels. Actions under this priority will help break down the gender stereotypes that can contribute to gendered occupational segregation and barriers to career progression for women and caregivers of all genders.

iv. Priority D: Increasing the inclusion of women in our research culture

We want to engage more women in research by ensuring that support is available for all staff who aspire to build their research portfolio, for example through mentoring and sabbaticals. Better support for, and inclusion of, all staff in research will enhance the quality and quantity of research undertaken across the university. This will support our ambition to reinforce other areas of the university with a research-informed approach, furthering our research culture action plan, and underpinning our future REF submission. Where possible, we will also monitor inclusion by ethnic minority/majority background, age, and disability.

v. Priority E: Recording evidence and demonstrating improvement

Our goal is to be able to demonstrate measurable success in improving gender equality and addressing intersectional issues. We aim to have a substantially complete action plan by 2028 that supports our future silver AS application. Previously, activity was not always sustained or well evidenced, making it difficult to understand its impact. We plan to continue to create structures to help capture and monitor data more effectively and better mitigate staff turnover.

AP2023 ref.	Action
E2.1	Review and update dashboard to capture department-level and intersectional information
B1.6	Analyse academic promotions pipeline
E2.2	Develop addition to dashboard to monitor PTO career progression
E1.5	Support schools to achieve AS bronze award
C4.1	Identify barriers to flexible and part-time working and ways of removing them
C3.3	Provide greater support to staff returning from family leave
E2.6	Develop and implement central LMS/staff development system
D1.1	Increase proportion of women with SRfR

<b>A1.4</b>	Increase the number of honorary degrees being awarded to women
<b>A2.1</b>	Increase the inclusivity of recruitment

## **Section 3: Future action plan**

In Section 3, applicants should evidence how they meet Criterion C:

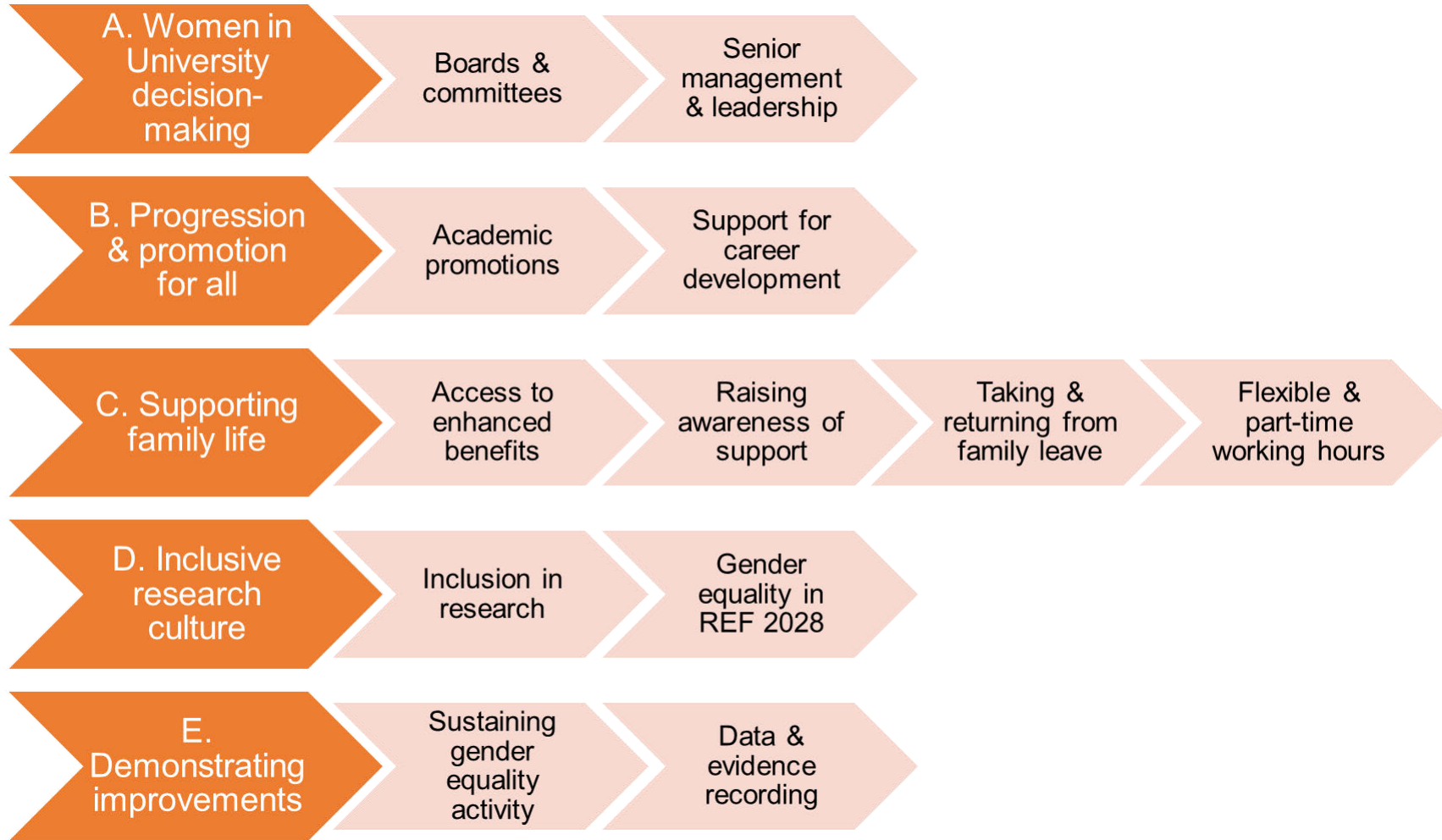
- An action plan is in place to address identified key issues

### **1. Action plan (AP2023)**

Please provide an action plan covering the five-year award period.

# Teesside University Athena Swan Bronze 2023-2028 Action Plan (AP2023)

## Overview of Key Priorities and Actions



## Priority A: Women in University decision-making

Accountable priority lead: Executive Gender Champion

Summary: Our goal is to increase the proportion of women in decision-making positions across the university. We will increase the representation of women as chairs, deputy chairs, and members of boards and committees by ensuring that diversity and inclusivity (including intersectionality) are considered in nominations and appointments. Board/committee chairs are often held by specific posts (e.g. PVC) so we also intend to analyse senior leadership recruitment. Through raising awareness of the roles of boards/committees and how to be involved, we will support diverse groups to attain roles in which they are currently underrepresented. Having more women in academic leadership positions will help reduce our gender pay gap. Links to an ongoing strategic project to increase ethnic diversity at senior levels will also help us explore intersectional barriers to inclusion.

### Relevant Athena Swan Principles:

- 1a. embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.
2. addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
<b>A1: Representation on boards and committees</b>							
A1.1	Relevant committees: <ul style="list-style-type: none"> <li>• Board of Governors</li> <li>• Academic Board</li> <li>• SLEC</li> <li>• RIC</li> <li>• ATAC</li> <li>• Honorary Degrees Committee</li> <li>• EKEC</li> <li>• International committee</li> </ul>	Increase the leadership of women on University Boards and Committees.	Jan 24- Oct 24	Committee Chairs	Chairs and Secretaries of Boards/ Committees, ASSG, TUSAT, Equality and Inclusion Group, Gender Focus Group	<ul style="list-style-type: none"> <li>• Agree what a successfully diverse committee looks like.</li> <li>• Board/committee Terms of Reference include commitment to diversity and inclusion.</li> <li>• Improve nominations processes, e.g. provide diversity information when requesting nominations.</li> </ul>	<ul style="list-style-type: none"> <li>• Women make up 50% of Chairs and Deputy Chairs of University Committees and Boards.</li> </ul>
A1.2	Baseline to be determined (A1.1/E2.5)	Carry out annual monitoring of the representation of women on University	Jun 24 Jun 25 Jun 26 Jun 27	University Secretary / Committee	Chairs and Secretaries of Boards/ Committees,	<ul style="list-style-type: none"> <li>• University Boards/ Committees report protected characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• A 20% increase in committee members from</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
		Boards and Committees.		Secretaries / Chair EIG	ASSG, TUSAT, EIG	<ul style="list-style-type: none"> <li>and discuss as a standing item annually.</li> <li>Committee/Board representation is a standing item for EIG.</li> </ul>	underrepresented groups over five years.
A1.3	Baseline to be determined (A1.1/E2.5)	Run an awareness campaign to improve understanding of what the boards/committees do and how to join.	Sep 24-Jun 25	University Secretary	CAD, Chairs and Secretaries of Boards/ Committees, ASSG, TUSAT, EIG	<ul style="list-style-type: none"> <li>Items appear in University Update.</li> </ul>	<ul style="list-style-type: none"> <li>A 50% increase in nominations of people from underrepresented groups over 5 years.</li> </ul>
A1.4	Baseline: <ul style="list-style-type: none"> <li>0% of 2 degrees awarded to women in 2023</li> <li>10% of 10 degrees awarded to women 2019-2023</li> </ul>	Increase numbers of honorary degrees being awarded to women.	Jan 24-Jun 24	Chair of Honorary Degrees Committee / Secretary of Honorary Degrees Committee	ASSG, TUSAT, EIG	<ul style="list-style-type: none"> <li>Terms of Reference include commitment to diversity and inclusion.</li> <li>Gender and ethnicity of awardees a standing item for Honorary Degrees Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Principles of diversity and inclusivity adopted.</li> <li>At least 50% of honorary degrees awarded to women per year (5-year average).</li> </ul>
<b>A2: Representation in senior management and leadership</b>							
A2.1	Baseline % women in 2023: Academic: <ul style="list-style-type: none"> <li>VCE, 0% of 3</li> <li>Senior management, 44% of 36</li> <li>Senior academic, 47% of 30</li> </ul> PTO: <ul style="list-style-type: none"> <li>VCE, 0% of 3</li> </ul>	Improve inclusivity of recruitment practices.	Jan 24-Jun 25 and ongoing	HR Recruitment Manager / Asst. Director (Employee Engagement & Projects) / EDI Lead	UET, ASSG, TUSAT, EIG	<ul style="list-style-type: none"> <li>Gender and ethnicity diversity statistics included in stakeholder briefings for hiring managers and panel members.</li> <li>Recruitment materials for hiring managers and panels updated to include, e.g. <ul style="list-style-type: none"> <li>Template text for adverts</li> <li>Example questions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>At least 50% of VCE/Senior Management/ Senior Academic vacancies filled by women (5-year average).</li> </ul>



Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
	<ul style="list-style-type: none"> <li>• Senior management, 64% of 36</li> </ul>					<ul style="list-style-type: none"> <li>- Guidance on diverse and inclusive panels.</li> <li>• Headhunting services are more inclusive through, e.g.               <ul style="list-style-type: none"> <li>- Auditing their EDI policy as part of procurement</li> <li>- Statement of EDI expectations in first briefing.</li> </ul> </li> <li>• Annual audit of interview questions and practices for recruitment to senior roles, including use of external panel members.</li> <li>• Link to strategic project to increase ethnic diversity at senior levels.</li> </ul>	

## Priority B: Progression and promotion for all

Accountable priority lead: Executive Director of HR

Summary: By increasing the number and proportion of women applying for and being awarded promotion, over time, we will increase the numbers of female senior lecturers and associate professors, thereby increasing the pipeline of women eligible to be promoted to professor. As a result (in combination with Priority A actions) a wider pool of women will be available to undertake academic leadership roles. For PTO staff, promotion/progression is possible through applying for internal/externally advertised vacancies (and there is a relatively high proportion of women in PTO leadership positions), but there are no formal promotion/progression pathways and data on career progression is not routinely collected. Therefore, actions will also consider access to professional development and gathering data on current progression opportunities, while exploring opportunities to enhance progression/promotion for PTO staff.

### Relevant Athena Swan Principles:

2. addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
6. examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.
7. mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
<b>B1: Academic promotions</b>							
B1.1	Barriers to academic promotion for women and underrepresented groups are not fully understood.	Investigate barriers to promotion and why fewer women apply.	Sept 24- Jun 25	Asst. Director (Employee Engagement & Projects) / EDI Lead with HRMI	REO, ATAC, Deans/Directors, ASSG, TUSAT	<ul style="list-style-type: none"> <li>• Hold staff focus groups.</li> <li>• Report to TUSAT and ATAC.</li> <li>• Add further actions added as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify top 5 barriers to women applying for promotion.</li> </ul>
B1.2		Explore costs/benefits of changes to the academic promotions process.	Sept 24- Jun 25	Asst. Director (Employee Engagement & Projects)	UET, REO, ATAC, Deans/Directors, ASSG, TUSAT	<ul style="list-style-type: none"> <li>• Explore:               <ul style="list-style-type: none"> <li>- use of iTrent/ digitalisation</li> <li>- Enhanced links between PDPR and promotions</li> <li>- Expanding ATAC to include additional elected, advisory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Business case on changes to UET by end of 2025.</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
						<ul style="list-style-type: none"> <li>and/or observer roles.</li> <li>Report to UET.</li> <li>Add further actions added as needed.</li> </ul>	
B1.3		Update Academic Careers Framework policy and guidance.	Jan 24- Jun 26	Exec. Director of HR	Academic Board, REO, ATAC, Deans/Directors, ASSG, TUSAT	<ul style="list-style-type: none"> <li>Academic promotions criteria / application updated to include, e.g.:               <ul style="list-style-type: none"> <li>Professional development of the applicant and their team</li> <li>Contributions to EDI / positive culture</li> <li>Narrative opportunities to demonstrate potential (and mitigate gaps in track record, atypical career background)</li> <li>Input from mentor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Updated Academic Career Framework approved by end of 2026.</li> </ul>
B1.4	Baseline applications in 2023: <ul style="list-style-type: none"> <li>Grade 8ab, F = 33% of 40</li> <li>Grade 9, F = 41% of 29</li> <li>Professor, F = 17% of 6</li> <li>All grades, F = 35% of 75</li> <li>Ethnic minority backgrounds (all grades), F = 9% of 75</li> </ul>	Run a campaign to educate staff on the academic promotion process and increase their understanding of options.	Jan 24- Jan 25	Exec. Director of HR	CAD, REO, ATAC, Deans/Directors, ASSG, TUSAT	<ul style="list-style-type: none"> <li>Items appear in University Update.</li> <li>Provide template actions for School AS action plans.</li> </ul>	<ul style="list-style-type: none"> <li>50% increase in applications from underrepresented groups over 5 years.</li> </ul>
B1.5		Hold mentoring surgeries to support and promote applications to career pathways.	Jan 24- Sept 24	ODL Manager / HoDs	REO, ATAC, Deans/Directors, ASSG, TUSAT	<ul style="list-style-type: none"> <li>Focus groups are held in all Schools.</li> <li>Report to TUSAT and ASSG.</li> <li>Add further actions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>80% of applicants for promotion attend mentoring sessions.</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
	<ul style="list-style-type: none"> <li>Ethnic minority backgrounds (all grades), M = 36% of 75</li> </ul>						
B1.6	<p>Baseline female academic staff at Grade 9 in 2023:</p> <ul style="list-style-type: none"> <li>SACI, 36% of 11</li> <li>TUIBS, 75% of 12</li> <li>SCEDT, 35% of 29</li> <li>SHLS, 58% of 36</li> <li>SSSHL, 63% of 30</li> <li>RoU, 67% of 15</li> <li>Total, 55% of 133</li> </ul> <p>Baseline female academic staff at Professor in 2023:</p> <ul style="list-style-type: none"> <li>SACI, 50% of 4</li> <li>TUIBS, 100% of 1</li> <li>SCEDT, 0% of 5</li> <li>SHLS, 36% of 14</li> <li>SSSHL, 56% of 9</li> <li>RoU, 25% of 4</li> <li>Total, 38% of 37</li> </ul> <p>Baseline promotions awarded 2017-22:</p> <ul style="list-style-type: none"> <li>F, 40% of 72 awards</li> <li>M, 60% of 72 awards</li> </ul>	Analyse the academic promotions pipeline by school, career stage, gender and ethnicity to understand the eligible population.	Jan 24-Jun 24	EDI Lead & HRMI	REO, ASSG, TUSAT	<ul style="list-style-type: none"> <li>Report to TUSAT and ASSG.</li> <li>Add further actions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Pipeline data available by June 2024.</li> <li>At least 50% of academic promotions are women (averaged over 5 years).</li> </ul>
<b>B2: Support for career development</b>							
B2.1	Baseline May 2023 (all staff):	Amend PDPR guidance amended to	Jan 24-Jun 24	Asst. Director (Employee	ODL network group, Trade	<ul style="list-style-type: none"> <li>Define CPD in the context of Athena Swan.</li> </ul>	<ul style="list-style-type: none"> <li>Increase to 60% the proportion of</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
	<ul style="list-style-type: none"> <li>71% (of 458) report participating in University development in past 18 months</li> <li>43% (of 454) report having at least 6-monthly development conversation</li> <li>57% (of 603) development opportunities undertaken were NOT mandatory</li> </ul>	encourage value of professional development.		Engagement & Projects)	Unions, RCPSC, EIG	<ul style="list-style-type: none"> <li>Amend guidance to include contributions to, e.g.: <ul style="list-style-type: none"> <li>EDI</li> <li>Positive culture</li> <li>CPD of self and team.</li> </ul> </li> <li>Publish guidance.</li> </ul>	respondents having development conversations at least 6-monthly.
B2.2		Where possible, identify and timetable blocks of non-teaching time so academic staff are available to engage in CPD.	Sept 25-Jun 26	School managers/ PLs staffing and resources	SLAR, REO, RCPSC, Timetabling, TUSAT, ODL Networking Group	<ul style="list-style-type: none"> <li>Report to TUSAT and ODL Networking Group.</li> <li>Add further actions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Increase by 30% reported engagement with non-mandatory CPD activities (up to at least 404 activities).</li> </ul>
B2.3	Career progression/ development for PTO staff is not currently formalised.	Audit practices to support CPD for PTO staff.	Jun 24-Jan 25	AS Coordinator	TUSAT, ODL Networking Group, Department Directors	<ul style="list-style-type: none"> <li>Report to TUSAT and ODL Networking Group on CPD provision and uptake.</li> <li>Add further actions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>CPD built into departmental annual plans and budgets.</li> </ul>
B2.4		Provide opportunities to share practice in supporting CPD for PTO staff.	Jan 25-Jan 25	AS Coordinator	TUSAT, ODL Networking Group, Department Directors	<ul style="list-style-type: none"> <li>Use results of audit to inform practice sharing session.</li> <li>Create case studies of good practice.</li> </ul>	
B2.5		Monitor and promote mentoring scheme engagement to PTO colleagues, and explore any barriers to access.	Jan 25-Jan 26	ODL Manager	TUSAT, ODL Networking Group, Department Directors	<ul style="list-style-type: none"> <li>Report to TUSAT and ODL Networking Group.</li> <li>Add further actions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>At least 50% of staff in the mentoring scheme are PTO staff.</li> </ul>
B2.6	Baseline data on PTO career	Explore costs/benefits of options to support PTO progression,	Jun 25-Jun 26	Asst. Director (Employee	TUSAT, ODL Networking Group,	Options to explore include: <ul style="list-style-type: none"> <li>New careers/ competency framework</li> </ul>	<ul style="list-style-type: none"> <li>Business case to UET on options by end 2026.</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
	progression to be developed (E2.2).	reward, and recognition.		Engagement & Projects) / AS Coordinator	Department Directors, UET	<ul style="list-style-type: none"> <li>• Specialist/ technical promotions pathways</li> <li>• Signing the Technician Commitment</li> </ul>	



## Priority C: Supporting family life

Accountable priority lead: Executive Director of HR

Summary: As an identified area of good practice, our goal is to further embed and enhance our supporting family life policies and guidance. We will raise awareness of the support that already exists, to ensure a more personalised approach, making use of the support mechanisms available. We aim to provide sector-leading family-friendly benefits that support the recruitment, retention, and career progression of all staff. This will contribute to an increased representation of women at senior levels. Actions under this priority will help break down the gender stereotypes that can contribute to gendered occupational segregation and barriers to career progression for women and caregivers of all genders.

### Relevant Athena Swan Principles:

2. addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
6. examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.
7. mitigating the gendered impact of caring responsibilities and career breaks, and supporting flexibility and the maintenance of a healthy 'whole life balance'.

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
<b>C1: Access to enhanced staff benefits</b>							
C1.1	Enhanced family friendly benefits available to all employees from day one, where possible.	Remove qualifying periods for family friendly benefits, where agreed.	Nov 23- Feb 24	Asst. Director (Employee Engagement & Projects)	EDI Focus Groups, ASSG, TUSAT, EIG	<ul style="list-style-type: none"> <li>Implement day one access to paid leave for fertility treatment.</li> <li>Implement day one right to request flexible working.</li> <li>Update Flexible Working Policy to remove the need for staff member to provide a business case.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting Family Life policy and guidance is updated in relation to fertility treatment and flexible working requests.</li> </ul>
C1.2		Explore feasibility of removing qualifying periods for wider family friendly benefits.	Jan 26- Jun 27	Asst. Director (Employee Engagement & Projects)	EDI Focus Groups, ASSG, TUSAT, EIG, UET	<ul style="list-style-type: none"> <li>Report to TUSAT on options/ costs/ benefits of enhancing maternity, paternity, adoption and surrogacy leave.</li> <li>Add further actions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Business case to UET on removing qualifying periods for wider family friendly benefits, if feasible, by end of 2027.</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
C1.3		Join the Fertility Workplace Pledge.	Jan 24- Jun 24	Asst. Director (Employee Engagement & Projects)	EDI Focus Groups, ASSG, TUSAT, EIG, UET	Complete two remaining actions to join the Fertility Workplace Pledge: <ul style="list-style-type: none"> <li>Establish Fertility Ambassador role.</li> <li>Provide training for line managers.</li> </ul>	<ul style="list-style-type: none"> <li>TU is registered for the Fertility Workplace Pledge.</li> </ul>
C1.4		Achieve 'The Smallest Things: Employer with Heart 2.0' accreditation.	Dec 23- Jul 24	Asst. Director (Employee Engagement & Projects)	ASSG, TUSAT, EIG, UET	<ul style="list-style-type: none"> <li>Complete and document remaining actions to meet 'The Smallest Things: Employer with Heart 2.0' accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>TU is accredited as 'The Smallest Things: Employer with Heart 2.0' accreditation.</li> </ul>
<b>C2: Raising awareness of support</b>							
C2.1	Previous maternity returners project indicated varied awareness of support available.	Run a campaign to increase awareness of family friendly benefits.	May 24- May 26	Exec. Director of HR	CAD, EDI Focus Groups, TUSAT, EIG	<ul style="list-style-type: none"> <li>Items appear in University Update.</li> <li>Evaluate success through pulse survey.</li> <li>Add further actions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Pulse survey shows 70% of respondents feel they know what family friendly benefits are available.</li> </ul>
C2.2	New policy will formalise support.	Improve support and raise awareness for hormone related needs, such as menopause.	Jan 24- Jun 24	Asst. Director (Employee Engagement & Projects) / OH Adviser	Trade Unions, EDI Focus Groups, ASSG, TUSAT, EIG, UET	<ul style="list-style-type: none"> <li>Develop new hormone health policy.</li> <li>Evaluate impact and raise awareness of new hormone health policy.</li> </ul>	<ul style="list-style-type: none"> <li>Pulse survey shows 70% of respondents feel positively about new hormonal health policy.</li> </ul>
<b>C3: Taking and returning from family leave</b>							
C3.1	Baseline paternity/partner leave to be recorded before policy change.	Double paid paternity/partner leave to 4 weeks, and consider further increase depending on need and changing sector norms.	Jun 25- Jun 26	Asst. Director (Employee Engagement & Projects)	UET, ASSG, TUSAT, EIG	<ul style="list-style-type: none"> <li>Financial modelling of different leave options.</li> <li>UET approve new leave entitlements.</li> <li>Update Supporting Family Life policy and</li> </ul>	<ul style="list-style-type: none"> <li>30% increase in the number of paternity/partner weeks taken.</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
						Paternity/Partner leave guidance. <ul style="list-style-type: none"> <li>Evaluate impact and uptake.</li> </ul>	
C3.2	Previous maternity returners project indicated varied experiences of support on returning.	Identify and implement measures to provide greater support to staff returning to work from family leave.	Jun 25- Jun 26	Asst. Director (Employee Engagement & Projects) / HR Business Partners	UET, ASSG, TUSAT, EIG SLAR, Directors/ Deans, HoDs, Line Managers	Identify and implement measures, e.g. <ul style="list-style-type: none"> <li>Delay/phased return to teaching over 6 months.</li> <li>Protected time to prepare and reorientate in teaching, scholarship and/or professional role.</li> <li>Return to work (re)induction programmes.</li> <li>Peer/buddy support for parental returners.</li> </ul>	Pulse survey shows: <ul style="list-style-type: none"> <li>No more than 10% returners feel taking leave had a negative impact on their career.</li> <li>30% increase in awareness of support measures when returning to work.</li> </ul>
<b>C4: Remove barriers to flexible and part-time working hours</b>							
C4.1	Baseline part-time working in 2022: <ul style="list-style-type: none"> <li>M = 6%</li> <li>F = 34%</li> </ul> Rates of formal/informal flexible working hours to be determined as part of the action.	Identify barriers to flexible and part-time working hours and ways of removing them.	May 24- Sept 25	Asst. Director (Employee Engagement & Projects) / HR Business Partners	UET, ASSG, TUSAT, EIG SLAR, Directors/ Deans, HoDs, Line Managers	<ul style="list-style-type: none"> <li>Consult staff and line managers on formal/informal practice and barriers around flexible working.</li> <li>Explore costs/benefits of options to better support part-time/flexible working (e.g. job shares) based on outcomes.</li> <li>Report to TUSAT.</li> <li>Add further actions as needed.</li> </ul>	Business case to UET on removing barriers to part-time and flexible working hours by end 2025.

## Priority D: Increasing the inclusion of women in our research culture

Accountable priority lead: Director of REO

Summary: We want to engage more women in research by ensuring that support is available for all staff who aspire to build their research portfolio, for example through mentoring and sabbaticals. Better support for and inclusion of all staff in research will enhance the quality and quantity of research undertaken across the university. This will support our ambition to reinforce other areas of the university with a research-informed approach, furthering our research culture action plan, and underpinning our future REF submission. Where possible, we will also monitor inclusion by ethnic minority/majority background, age, and disability.

### Relevant Athena Swan Principles:

2. addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
3. tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.
8. mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
<b>D1: Inclusion in research</b>							
D1.1	Baseline SRfR: <ul style="list-style-type: none"> <li>2014, F = 29%</li> <li>2021, F = 39%</li> </ul>	Increase proportion of women with SRfR.	Jan 24-Jun 26	ADs R&I / HoDs	REO, HR, School SATs, RIC, RCPSC, Deans	<ul style="list-style-type: none"> <li>Roll out 'new to research' mentoring support to all schools.</li> <li>Embed actions within school AS plans.</li> <li>Progress reports to TUSAT and RIC.</li> <li>Add further actions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>At least 45% of staff with SRfR are women by 2027.</li> </ul>
D1.2	Baseline applications by women: <ul style="list-style-type: none"> <li>2022, 56% of 16</li> <li>2023, 58% of 26</li> </ul> Awards to women: <ul style="list-style-type: none"> <li>2022, 37% of 8</li> <li>2023, 54% of 11</li> </ul>	Continue to engage women in sabbaticals.	Jan 24-Jun 26	ADs R&I / HoDs	REO, HR, School SATs, RIC, RCPSC, Deans	<ul style="list-style-type: none"> <li>Run awareness campaign to increase applications.</li> <li>Embed actions within school AS plans.</li> <li>Progress reports to TUSAT and RIC.</li> </ul>	<ul style="list-style-type: none"> <li>At least 50% of applicants/awards for sabbatical are women (average over 5 years).</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
						<ul style="list-style-type: none"> <li>Add further actions as needed.</li> </ul>	
<b>D2: Gender equality in REF 2028</b>							
D2.1	Baseline % female staff submitted for REF 2021 by UoA: <ul style="list-style-type: none"> <li>UoA 3 (allied health), 42% of 65</li> <li>UoA 4 (psychology), &lt;60% of &lt;30</li> <li>UoA 12 (engineering), 25% of 79</li> <li>UoA 20 (social policy), &lt;40% of &lt;50</li> <li>UoA 32 (art &amp; design), 49% of 51</li> <li>Total, 39% of 251</li> </ul>	Ensure EDI and gender equality expectations are met for REF 2028.	Sept 25- Jun 27	Research Culture & Policy Lead	REF strategy group, RIC, RCPSC, School RICs, EIG	<ul style="list-style-type: none"> <li>Monitor EDI and gender equality expectations and reporting requirements for REF 2028.</li> <li>Provide guidance to UoA panels on EDI and gender equality expectations.</li> </ul>	<ul style="list-style-type: none"> <li>50% of outputs submitted to REF 2028 are by women.</li> </ul>



## Priority E: Recording evidence and demonstrating improvements in gender equality

Accountable priority lead: ASSG Chair

Summary: Our goal is to be able to demonstrate measurable success in improving gender equality and addressing intersectional issues. We aim to have a substantially complete action plan by 2028 that supports our future silver AS application. Previously, activity was not always sustained or well evidenced, making it difficult to understand its impact. We plan to continue to create structures to help capture and monitor data more effectively and better mitigate staff turnover.

### Relevant Athena Swan Principles:

1. adopting robust, transparent and accountable processes for gender equality work, including:
  - a. embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.
  - b. undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality, and evaluating our progress to inform our continuous development.
  - c. ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
<b>E1: Sustaining gender equality activity</b>							
E1.1		Maintain governance and senior leadership of Athena Swan activity.	Ongoing 2023-2028	ASSG Chair / Secretary	AS Coordinator, ASSG, TUSAT, School SAT leads, RIC, EIG, UET	<ul style="list-style-type: none"> <li>• ASSG meet at least once per year.</li> <li>• TUSAT meet at least twice per year.</li> <li>• Meeting reports to RIC and EIG.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance, minutes, and actions of at least 3 meetings per year are reported.</li> </ul>
E1.2		Review Athena Swan group memberships and roles annually.	Mar-2024 Mar-2025 Mar-2026 Mar-2027 Mar-2028	AS Coordinator	ASSG, TUSAT, School SAT leads	<ul style="list-style-type: none"> <li>• Report membership status to ASSG and TUSAT annually.</li> <li>• Recruit new members to fill vacancies or identified gaps.</li> <li>• Add further actions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Five annual reviews are carried out.</li> <li>• Increase diversity in TUSAT membership by March 2028.</li> </ul>



Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
E1.3		Increase frequency of TUSAT and ASSG meetings during self-assessment period.	2027-2028	AS Coordinator	ASSG, TUSAT	<ul style="list-style-type: none"> <li>TUSAT meet at least bi-monthly from Oct 2027.</li> <li>TUSAT meet at least monthly from March 2028.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting schedule for final implementation year agreed by October 2027.</li> </ul>
E1.4	Baseline TUSAT 2023 (16 members): <ul style="list-style-type: none"> <li>Female = 81%</li> <li>PTO = 56%</li> <li>Academic = 38%</li> <li>Student = 6%</li> </ul>	Showcase progress and invite feedback on Athena Swan implementation.	On IWD, annually and ongoing	AS Coordinator	TUSAT, Gender Focus Group, CAD	<ul style="list-style-type: none"> <li>Promote Athena Swan through university-wide channels: <ul style="list-style-type: none"> <li>University Update</li> <li>Website</li> <li>EDI report.</li> </ul> </li> <li>Hold Annual Athena Swan Townhall meeting.</li> <li>Collaborate with Gender Focus Group to support IWD.</li> </ul>	<ul style="list-style-type: none"> <li>Increase diversity in TUSAT membership by March 2028.</li> </ul>
E1.5	Baseline: Of 5 schools, none are award holders in Oct 2023	Support Schools to achieve AS Bronze award.	Sept 23-Dec 24	AS Coordinator	ASSG, School SAT leads	<ul style="list-style-type: none"> <li>Hold training for School SATs in peer review and problem solving for gender equality.</li> <li>Conduct internal peer review process.</li> <li>Schools report progress to ASSG.</li> </ul>	<ul style="list-style-type: none"> <li>All five Schools achieve Bronze award by end 2024.</li> </ul>
<b>E2: Data and evidence recording</b>							
E2.1	Supports action E2.7.	Review and update Athena Swan HR data dashboard.	Jan-24 Jan-26 Jan-28	HRMI	Data working group, TUSAT	<ul style="list-style-type: none"> <li>Review and update dashboard to capture e.g. <ul style="list-style-type: none"> <li>Intersectionality</li> <li>Department-level information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>AS dashboard is updated biennially.</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
						<ul style="list-style-type: none"> <li>- Recruitment by grade</li> <li>• Use data to inform decision-making and evaluation during award period.</li> </ul>	
E2.2	Supports action B2.6.	Develop addition to AS data dashboard to monitor career progression for PTO staff.	Jan 24-Jun 25	HRMI	Data working group, TUSAT	<ul style="list-style-type: none"> <li>• Report to TUSAT on career progression for PTO staff.</li> <li>• Data are accurately recorded and securely stored.</li> <li>• Use data to inform decision-making and evaluation during award period.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline and monitoring data on PTO careers available.</li> </ul>
E2.3	Will form basis of future self-assessment.	Create and maintain live action tracker.	By March 2024 and ongoing	AS Coordinator	Priority leads, TUSAT, ASSG	<ul style="list-style-type: none"> <li>• Live tracker is developed and implemented.</li> <li>• Monitor use quarterly and support as necessary.</li> <li>• Reports to TUSAT/ASSG based on data from tracker.</li> </ul>	<ul style="list-style-type: none"> <li>• Action tracker updated at least quarterly.</li> </ul>
E2.4		Create and maintain an evidence repository	By May 2024 and ongoing	AS Coordinator	Priority leads, TUSAT, ASSG	<ul style="list-style-type: none"> <li>• Repository is developed and implemented.</li> <li>• Populated with progress reports and case studies as actions progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Repository populated at least every 6 months.</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
						<ul style="list-style-type: none"> <li>Monitor use 6-monthly and support as necessary.</li> <li>Reports to TUSAT/ASSG based on data from repository.</li> </ul>	
E2.5	Data on protected characteristics of committee members not currently collected. Supports actions A1.1-4.	Develop and implement process for confidentially collecting and storing protected characteristics of relevant groups and individuals.	Jan 24 - Apr 24	Asst. Director (Employee Engagement & Projects)	Chairs and Secretaries of University Boards/Committees, ASSG, TUSAT, EIG	<ul style="list-style-type: none"> <li>Process developed and implemented.</li> <li>Protected characteristics of board/committee members/chairs captured.</li> <li>Protected characteristics of honorary degree awardees captured.</li> </ul>	<ul style="list-style-type: none"> <li>Process implemented by April 2024</li> </ul>
E2.6	Supports actions B2.1-6.	Develop and implement new central LMS/staff development system for managing and monitoring staff engagement with CPD.	Sept 24- Jun 27	HRMI / ITDS/ Systems Team	ODL Network Group, RCPSC, DIG	<ul style="list-style-type: none"> <li>Scope new system.</li> <li>Implement system, subject to DIG approval.</li> <li>Use data to inform decision-making and evaluation during award period.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline and monitoring data on CPD available.</li> </ul>
E2.7	EIAs provide baseline data and ongoing monitoring/ evaluation mechanism.	Undertake EIAs on: <ul style="list-style-type: none"> <li>University committee/board memberships [A1.1-2]</li> <li>Honorary degrees awarded [A1.4]</li> </ul>	Annually	Asst Director (Employee Engagement & Projects) / EDI Lead / HRMI / AS Coordinator	Exec. Director HR, ASSG, TUSAT, RCPSC, REO	<ul style="list-style-type: none"> <li>Define the format of EIAs in Year 1.</li> <li>Repeat EIAs in Years 2, 3 and 4.</li> <li>Analyse trends and evaluate progress in Year 5.</li> </ul>	<ul style="list-style-type: none"> <li>Necessary data are available to report on the related actions.</li> </ul>

Ref.	Rationale / baseline	Actions	Start / end	Role responsible	Consult / inform	Milestones	Measures of success
		<ul style="list-style-type: none"> <li>• Provision and uptake of CPD by research, academic and PTO staff [B2.1, B2.3]</li> <li>• Promotion applications and success rates [B1.4-6]</li> <li>• Requests for and uptake of flexible working [C4.1]</li> <li>• SRfR by school/dept [D1.1]</li> <li>• Sabbaticals by school/dept [D1.2]</li> <li>• Outputs selected for REF 2028 [D2.1].</li> </ul>					

## Appendix 1: Culture survey data

Please present the results of the core culture survey questions for sub-units (e.g. academic department, PTO directorate or equivalent) where available, and if desired, the results of any additional survey questions or consultation.

### Staff pulse survey, July 2023

*Table 7. Respondents by Sex*

#### Q3. What is your sex?

Answer Choices	Response Percent	Responses
Female	69.00%	296
Male	23.54%	101
Prefer not to say	7.46%	32

*Redacted*

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## **Appendix 2: Data tables**

Please present the mandatory data tables, and if desired, any additional datasets.

### **1. Mandatory data**

*Redacted*



## Appendix 3: Glossary

Please provide a glossary of abbreviations and acronyms used in the application.

AD	Associate Dean
ADs R&I	Associate Deans Research & Innovation
AP2018	Action plan 2018 (previous plan)
AP2023	Action plan 2023 (future plan)
ASIT	Athena Swan Implementation Team
ASSG	Athena Swan Strategy Group
ATAC	Academic Titles and Awards Committee
AWMF	Academic workload management framework
AWS	Academic workload system
BoG	Board of Governors
CAD	Communications & Development
CPD	Continuing Professional Development
DORA	Declaration on Research Assessment
E&D	Equality and diversity
ECR	Early career researcher
EDI	Equality, diversity and inclusion
EIA	Equality Impact Assessment
EIG / EIC	Equality & Inclusion Group / Committee
EKEC	Enterprise and knowledge exchange committee
FPE	Full person equivalent
FTE	Full time equivalent
GFG	Gender focus group
HEI	Higher education institution
HoDs	Heads of Departments
HR	Human Resources
HRBP	HR Business Partners
HRMI	HR Management Information
IWD	International Women's Day
KIT	Keeping in touch days
L&D	Learning & Development
L/SL	Lecturer to senior lecturer
LGS	Legal and Governance Services
LMS	Learning Management System
LTE	Learning & Teaching Exchange
MIMA	Middlesborough institute of modern art
NE	Northeast region
ODL	Organisational Development and Learning

OH	Occupational health
PDPR	Professional Development Planning & Review
PGR	Postgraduate researcher
PTL	Part Time Lecturer
PTO	Professional, Technical and Operational
PVC	Pro Vice Chancellor
R&D	Research and development
R&I	Research and innovation
RA	Research assistant
RACI	Responsible, accountable, consulted, informed roles
RCPSC	Research culture and people sub-committee
RDP	Researcher Development Programme
REF	Research Excellence Framework
REO	Research Enterprise Office
RIC	Research and innovation committee
RIS	Research & Innovation Services
RLP	Research Leadership Programme
SAT	Self-assessment team
SC	Sub committee
SLAR	Student learning and academic registry
SLEC	Student learning and experience committee
SLS	Student and library services
SOH	School of Health
SPT	Senior professional and technical
SQL	Structured Query Language
SRfR	Significant responsibility for research
SRM	Student Recruitment & Marketing
SSSHL	School of Social Sciences, Humanities & Law
TEF	Teaching excellence framework
TNE	Transnational education
TU	Teesside University
TU Proud	Teesside University Proud <a href="https://www.tees.ac.uk/lgbt/">https://www.tees.ac.uk/lgbt/</a>
TUSAT	Teesside University Self-Assessment Team
TVCA	Tees Valley Combined Authority
UET	University Executive Team
UoA	Unit of Assessment
USMT	University Senior Management Team
VCE	Vice Chancellor's Executive
WMGG	Workload Management Governance Group

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