



Institution Application Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

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

This includes:

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

ATHENA SWAN SILVER INSTITUTION AWARDS

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

COMPLETING THE FORM

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

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

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

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

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

WORD COUNT

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

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

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

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



College of Science
Bronze Award April 2016



College of Engineering
Bronze Award November 2017

Athena SWAN at Swansea University



Swansea Medical School
Silver Award April 2016



School of English Language and English
Literature (Bronze Application Submitted 2016)



College of Human & Health Sciences Bronze
Renewal Award November 2015 (Silver
Submitted 2016)



Swansea University
Bronze Renewal Award April 2013

Glossary of terms	
AS	Athena SWAN
ASSG	Athena SWAN Strategic Group
APECS	Academic and Professional Enhancement Centre, Swansea
BAME	Black, Asian and minority ethnic
CG	Communications Group
CHHS	College of Human and Health Sciences
COAH	College of Arts and Humanities
COE	College of Engineering
COL	College of Law
COS	College of Science
CPG	Career Progression Group
CROS	Careers in Research Online Survey
DMG	Data Management Group
DTS	Development and Training Services
E&D	Equality and Diversity
ECR	Early Career Researcher
FE	Further Education
FT	Full- time
FTC	Fixed term contract
HoC	Head of College
HoD	Head of Department
ISS	Information Services and Systems
HR	Human Resources
KIT	Keep in Touch
NSS	National Student Survey
O&C	Organisation and Culture Group
PDR	Performance Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PNTS	Prefer not to say
PS	Professional Services
PT	Part-time
REF	Research Excellence Framework
RE	Race Equality Charter
SAIL	Swansea Academy of Inclusivity and Learner Support
SAT	Self-Assessment Team
SMT	Senior Management Team
SOM	School of Management
STEM	Science Technology Engineering and Mathematics
STEMM	Science Technology Engineering Mathematics and Medicine
SUMS	Swansea University Medical School
UG	Undergraduate
WUMS	Women in University Mentoring Scheme

Name of institution	Swansea University	
Date of application	28/4/17	
Award Level	Bronze	Silver X
Date joined Athena SWAN	2008	
Current award	Date: 2013	Level: Bronze
Contact for application	Prof Joy Merrell	
Email	j.a.merrell@swansea.ac.uk	
Telephone	01792 518575	

Submission notes

1. Action points referenced in the body of the submission are set out in full in the detailed action plan (including success measures, timescales and responsibilities)
2. All STEM Colleges hold an award. Therefore, there is no comparison with STEM Colleges without an award.
3. Text shown in **bold** are done so to illustrate points of impact.
4. Throughout this document, 'benchmark' refers to the Equality Challenge Unit benchmark: 'Equality in higher education: statistical report 2016' (Part 1: staff; Part 2: students) unless otherwise stated.
5. **PLEASE NOTE THAT DATA THAT POSES A RISK OF IDENTIFYING INDIVIDUALS HAS BEEN REDACTED AND CELLS WITH REDACTED INFORMATION ARE COLOURED GREY.**

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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



Athena SWAN Charter
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

13th September 2017

Dear Dr Gilligan,

As Vice Chancellor of Swansea University, I am delighted to wholeheartedly support our application for a Silver award. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution. My vision is for a University that advances women in STEM, AHSBBL and professional and support career pathways, from undergraduate through to Professor and/or Director on merit and removes any barriers that may impede this progression.

We have made significant progress since our 2013 Bronze renewal with 74% of academic and research staff now in award holding departments and made plans for all AHSSBL Colleges to apply by 2020.

Our significant progress has been achieved through:

- ✓ Our support for the promotion process changed to incorporate clear KPI's linked to our PDR process for every grade and job type, resulting in measurable impact with increased applications and success at all grades among our female staff.
- ✓ A radical structural change to Estates jobs and roles for our new Bay Campus. This resulted in a gender balance in this area (50F: 50M) and the closing of the gender pay gap for professional services staff.
- ✓ Investing in our own staff through a number of development programmes e.g. Aurora, Academi Wales and our innovative "Leaders for Change" scheme.

We have achieved much in the past few years at a time of unprecedented growth and the development of a new campus. The proportion of female Professors has risen from 13% in 2012 to 20% in 2017. What is striking is that the vast majority of our senior female academics have achieved their career progression within Swansea and so we have demonstrably provided an environment that has allowed these individuals to achieve their senior positions and shows that our ethos of growing our own talent is a positive and progressive one. We are mindful however, that this takes time and has resulted in slower movement in our committee gender ratios than we would have liked, but we remain committed to the Chwarae Teg 50:50 by 2020 pledge.

Ie-Ganghellor, Yr Ailbrô • Richard B. Davies • Professor, Vice Chancellor
Parc Singleton, Abertawe SA2 8PP Cymru, DU • Singleton Park, Swansea SA2 8PP Wales, UK
Tel/Ffôn: +44 (0)1792 295154 Fax/Ffacs: +44 (0)1792 295655 Email/E-bost: vc@swansea.ac.uk
Mae Prifysgol Abertawe yn elusen gollweddig: Rŏ 112042 | Swansea University is a registered charity. No. 113942
Mae Prifysgol Abertawe yn elusen gollweddig yn Gymru ac yn Seisnig | The University is a registered charity in Wales and England

Going forward we have actions identified which are likely to increase further the number of female professors and the number of females in senior decision making roles. The University has signed up for the Race Equality Charter and we will investigate further the intersection between gender and ethnicity and other protected characteristics.

Swansea University is successful due to the contribution of many remarkable people. In 2014 we launched the Mary Williams award to recognise individuals who support the University's equality agenda by promoting equal opportunities for all. I am delighted to present this award at Graduation (to date 2F:1M) and raise awareness of the importance we place on such activities to staff, students and parents. Each March we showcase our successful and inspiring women (135 to date, including our alumni), as a celebration of who they are and a reminder why gender equality is so important.

We have an ambitious action plan which reflects the changes not only to the Charter, but also to our continued growth. We are confident it is realistic and will be effective in helping us to fulfil our commitments to a values based community where equal opportunities and fairness are integral to all we do.

Yours sincerely,



Professor Richard Davies
Vice Chancellor
Swansea University

2. DESCRIPTION OF THE INSTITUTION

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

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

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

We joined the Charter in 2008 achieving our first University award in 2009 with reaccreditation in 2013. Since reaccreditation we are proud that **100% of our STEM departments hold awards** and **100% of our AHSSBL departments are committed to submit applications by 2020** (Table 1, **A.P5.1**);

- 4 of 7 Colleges holding awards
- 5 awards since 2013 (1 Silver, 1 Bronze renewal, 3 Bronzes)
- Our first AHSSBL application from the Department of English Language and Literature submitted in November 2016.

To support this we;

- Are developing data templates to enhance data analysis (**A.P 1.1**).
- **Have increased funding to two Equality leads (1.5FTE) (1F:1M)** with responsibility for **Athena SWAN to support the Colleges** with further dedicated College-based support (**B.A.5.3**).
- **Invested £21,000 p/annum** (excluding staffing costs) for central AS activities (**A.P 6.6**)
- Have expanded our remit to look at the intersectionality of gender with ethnicity, linking to our Race Equality Charter (REC) work (**A.P.1.6**).

Our endeavours have been recognised by

- Stonewall Top 100 Employers (#2 University).
- The Times Higher Education Leadership and Management Awards (2013) for our Academy of Inclusivity and Learner Support
- UHR Equality Award and the Guardian Equality award (2016) for the Bay Campus recruitment programme.
- Sunday Times Good University Guide Welsh University of the Year Winner (2016).
- Stonewall LGBT+ network of the year (2016)

Table 1. Colleges, Schools and Departments at Swansea University

Bronze Award Holders		Silver Award Holders		Self-assessment commenced		Application Submitted
STEMM				AHSSBL		
College of Engineering Bronze award Nov 2016	College of Human and Health Sciences Bronze renewal Nov 2015 Silver application submitted Nov 2016	Swansea University Medical School Silver Award April 2016	College of Science Bronze award April 2016	College of Arts and Humanities	College of Law and Criminology	School of Management
College of Engineering	Dept of Nursing	Swansea University Medical school	Dept of Biosciences	History	Dept of Legal Studies	Dept of Accounting and Finance
	Dept of Psychology		Dept of Computer Science	Classics, Ancient History and Egyptology		
	Dep of Public Health, Policy and Social Sciences		Dept of Chemistry	English Language and Applied Linguistics		
	Dept of Interprofessional Studies		Dept of Geography	English Language and English Literature Bronze application submitted Nov 2016	Dept of Criminology	Dept of Business
	Swansea Centre for Health Economics		Dept of Mathematics	Political and Cultural Studies		
	Centre for innovative Ageing		Dept of Physics	Languages, Translation and Interpreting	Dept of Shipping and Trade	Dept of Economics
				Media and Communication		
		DACE				
			Academi Hywel Teifi			
			Cymraeg			

(ii) information on its teaching and its research focus

Founded in 1920 our mission is to meet “the need to serve the major industries of the Swansea area”. We are a research-intensive University, ranked 26th in the UK in REF2014 having attracted £63.8m of inward investment and developed 367 new collaborative research and development projects.

The University embarked upon a transformational campus development programme culminating in the opening of a 65-acre, £450m Bay Campus, in September 2015. We now have two main campuses in South West Wales; Singleton Park and the Bay. The Bay Campus is 5 miles from our Singleton Park campus and connected by a bus service. It houses our College of Engineering and the School of Management. The remaining five Colleges are located at Singleton Park.



Singleton Park campus



The Bay campus

In light of the new Bay Campus in March 2015 the University began a Professional Services Review introducing new structures that centre on student needs and fostering greater alignment between Professional Services Units and Colleges.

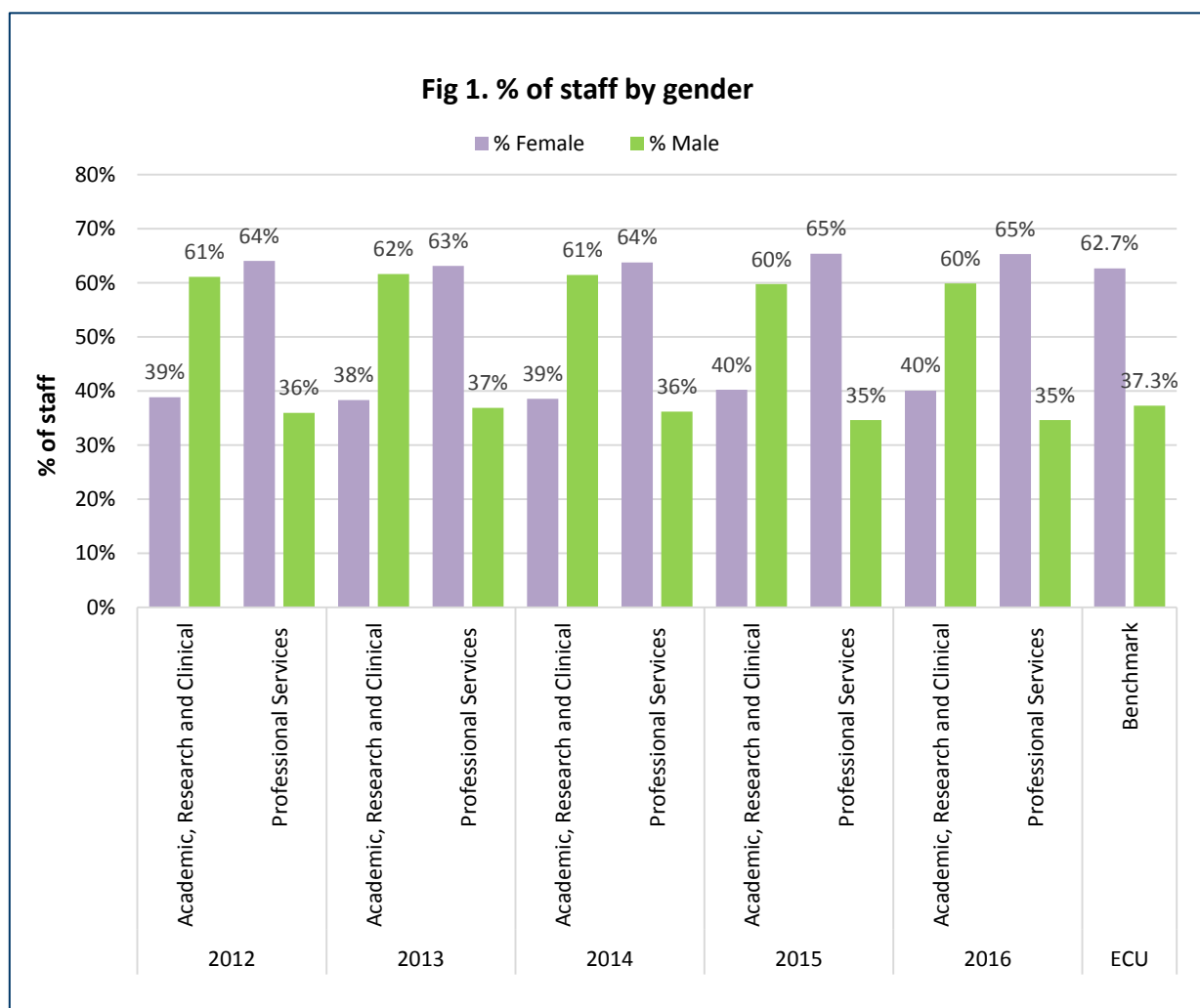
Our overall NSS student satisfaction has been consistently ranked within the top 20 for the last three years, with scores of 90% or higher achieved for both 2015 and 2016. We were awarded a top five-star rating for Teaching Quality in 2015 by the internationally recognised QS STARS quality scheme. Students have consistently rated the University amongst the top 3 best institutions in the UK for the last 4 years in the ‘WhatUni’ Student Choice Awards, claiming top spot in 2014.

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

The total number of staff has grown from 2849 to 3112 (2013- 2016) (Fig. 1). Overall, we have a higher percentage of females than males (56%F: 44%M) above the sector average (54%F), this is most evident in our Professional Services (PS) staff (65%F, sector average 62.7%F: 37.3%M).

The low numbers of male PS staff can be traced to our Professional Services Review which sought to redeploy existing staff, resulting in a predominately female talent pool. We will conduct an evaluation of the impact of the PSR **(A.P 4.1)**.

The total number of academic, research and clinical staff has remained fairly constant with a peak in 2015 with more males than females (40%F:60%M), below the sector average for females (45%F). We explore this throughout the application.



Data for Fig 1. Staff by gender						
		Female	% F	Male	% M	Total
2012	Academic, Research and Clinical	464	39%	730	61%	1194
	Professional Services	994	64%	558	36%	1552
2013	Academic, Research and Clinical	476	38%	765	62%	1241
	Professional Services	1015	63%	593	37%	1608
2014	Academic, Research and Clinical	476	39%	759	61%	1235
	Professional Services	1124	64%	638	36%	1762
2015	Academic, Research and Clinical	528	40%	784	60%	1312
	Professional Services	1141	65%	604	35%	1745
2016	Academic, Research and Clinical	479	40%	716	60%	1195
	Professional Services	1253	65%	664	35%	1917

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

The University has 7 Colleges/Schools and 30 departments (Table 2).

Table 2. Number of students for each college 2015/16				
	No. of Departments	Headcount	% Female	% Male
STEMM				
Engineering	1	3408	17%	83%
Human and Health Sciences	6	3407	83%	17%
Medicine	1	862	49%	51%
Science	5	2625	32%	68%
STEMM Total	13	10,302	45%	55%
AHSSBL				
Arts and Humanities	10	3657	57%	43%
Law and Criminology	4	1343	59%	41%
Management	3	2134	34%	66%
AHSSBL Total	17	7,134	50%	50%
Grand Total	30	17,436	47%	53%

The gender balance of students has remained consistent (53%M:47%F) during a period of growth; applications to taught programmes have risen by more than 60% in three years, and we have had 50% growth in enrolments since 2012-13. This reflects our actions to encourage PG student via Open Evenings widening access for those working e.g. in clinical practice who find accessing day time events challenging.

With the high level of increases in students three Colleges (Engineering, Human and Health Sciences and Law) have exceeded or kept pace with national benchmarks (16.7%F, 79.4%F and 61.1%F respectively for all students).

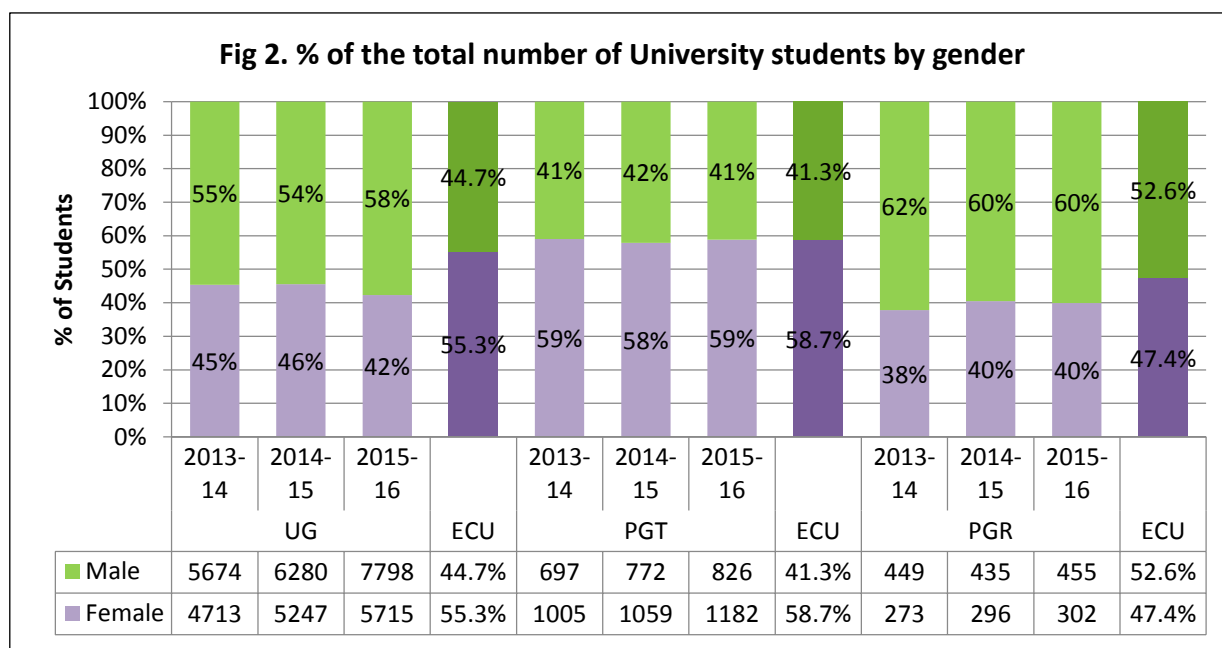


Fig 3. % STEMM students by gender and level

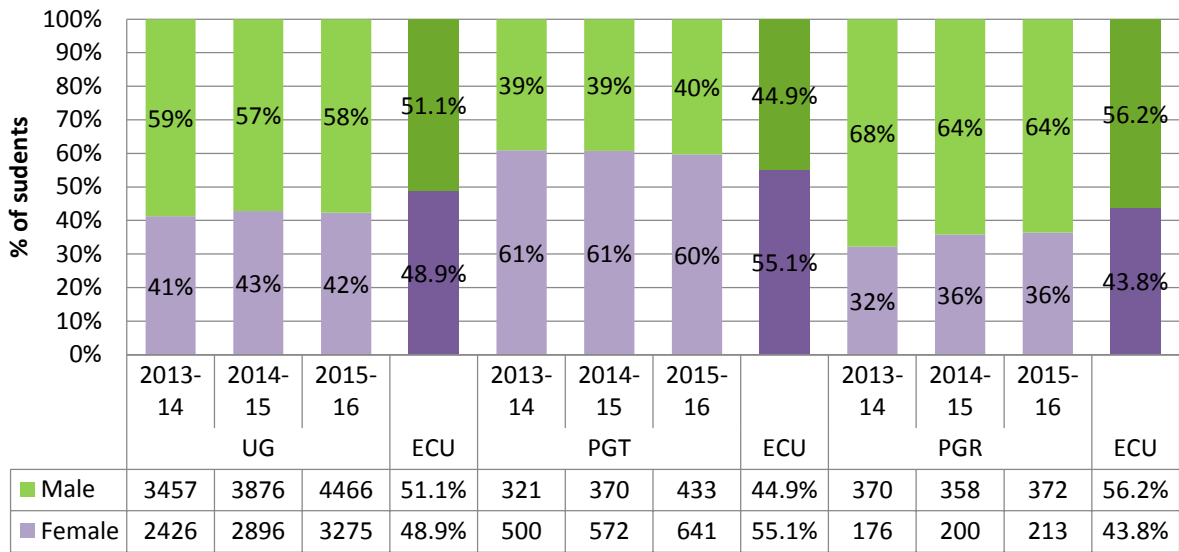
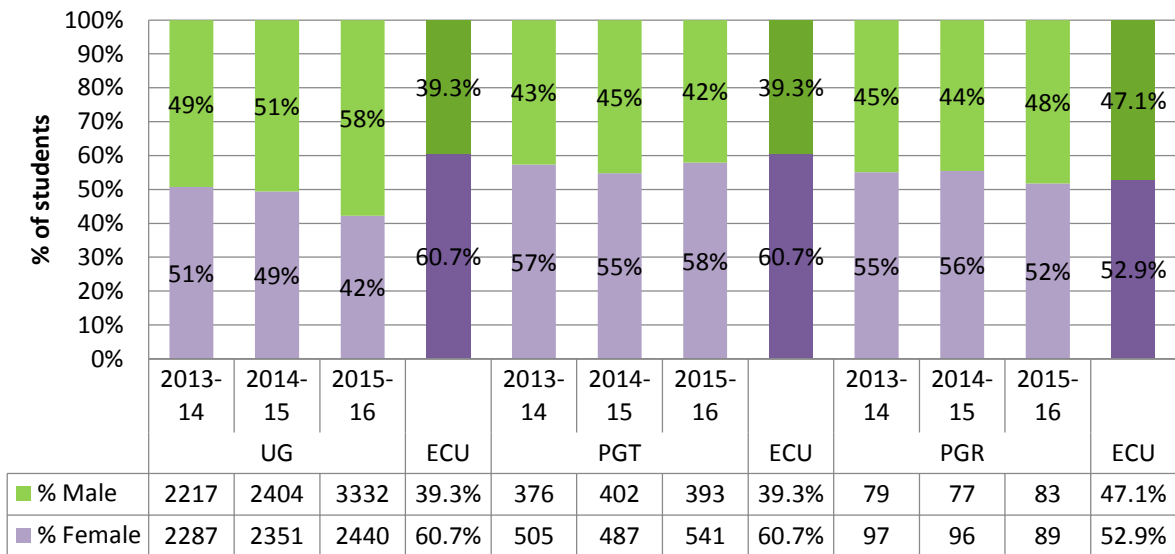


Fig 4. % of AHSSBL students by gender and level



Within STEMM the percentage of female UG students has remained stable over the data period but is below the benchmark (48.9%F) **whilst the percentage of female PGT at 60% exceeds the benchmark (55.1%)**. The number of female PGR students in STEMM has increased but remains below the benchmark (43.8%F). The proportion of female students in the CoS is low at 32%. Future actions (**A.P.2.1**) will focus on Physics and Computing Science where female UG and PGR representation is significantly below national benchmarks and for female PGT in Computing Science.

In AHSSBL the proportion of female UG students dipped in 2016 and is below the benchmark (60.7%), whilst the proportion of PGT and PGR students are comparable with national benchmarks (60.7% and 52.9%F respectively). The percentage of female students (34%) in School of Management is under the national benchmark (49.1%F), especially female UGs at

30% (benchmark 48.7%F) **(A.P.2.1)** In the past three years we have undertaken a number of activities to increase gender equity e.g.

- In CHHS male UG student nurses are engaged in outreach activities in schools and prominent in Open days (CHSS silver A.P.1.0)
- In COS female academics promote science to girls in school and are prominent in Open Days (CoS A.P. 2.1b)
- A programme of monitoring contact-hours by gender and making amendments to challenge gender stereotypes is being rolled out from Physics (CoS AP-2.5).
- In SoM female student ambassadors are prominent in University Open and Visit days and participate in online webinars that seek to inform both prospective students and students who are offer holders

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

Table 3. Number of Academic and Research Staff By STEMM and AHSSBL									
	2014			2015			2016		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
AHSSBL									
Arts and Humanities	87	96	48%	92	93	50%	87	95	48%
Law and Criminology	24	34	41%	25	35	42%	30	32	48%
Management	33	39	46%	30	48	38%	39	56	41%
AHSSBL Total	144	169	46%	147	176	46%	156	183	46%
STEMM									
Engineering	40	235	15%	61	241	20%	43	197	18%
Human and Health Sciences	127	77	62%	134	78	63%	128	76	63%
Medicine	104	97	52%	118	107	52%	89	96	48%
Science	49	147	25%	56	149	27%	51	136	27%
STEMM Total	320	556	37%	369	575	39%	311	505	38%
Grand Total	464	725	39%	516	751	41%	467	688	40%

STEMM Colleges vary with respect to gender (18-63%) far more than our AHSSBL Colleges (41-48% female). However, **we note that the Medical School now has near gender balance of 48%F:52%M a change from 34%F:66%M in 2013.** Whilst the College of Engineering has the lowest proportion of females, their actions through the Charter have seen this grow from 15% to 18% over the data period. Within AHSSBL departments newly established SAT teams are

tasked with interrogating their data with an emphasis on the career pipeline of their female staff.

Table 4. Number of Clinical staff									
	2014			2015			2016		
STEMM	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
Medicine	12	34	26%	12	33	27%	12	28	30%
Total	12	34	26%	12	33	27%	12	28	30%

We have low Clinical staffing number with relatively low turnover. The Medical School's AS silver action plan includes a focus on recruitment and career progression for female clinical academics. We are pleased to note the appointment of a further Wales Clinical academic female lecturer and female promotion to Professor (2016/17).

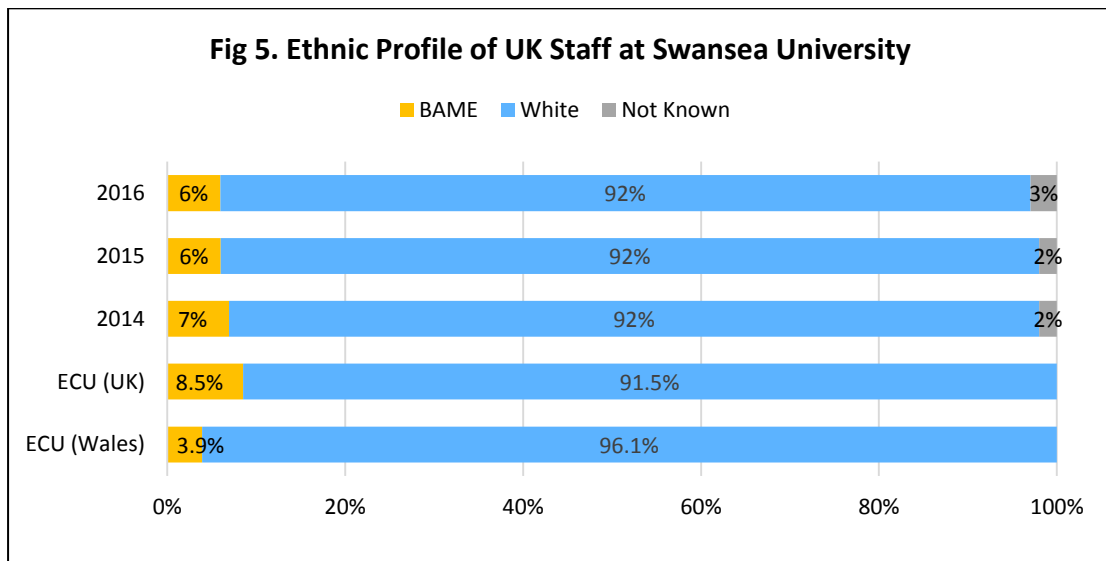
The proportion of female PS staff exceeds males in all areas except for Estates where there is a gender balance (Table 5). We explore these trends through the application.

Table 5. Number of Professional and support staff by STEMM, AHSSBL and Central University Departments

	2014			2015			2016		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
AHSSBL									
Arts and Humanities	173	73	70%	121	47	72%	144	52	73%
Law and Criminology	10	0	100%	12		92%	13		87%
Management	19	5	79%	36	10	78%	39	10	80%
AHSSBL Total	202	78	72%	169	58	74%	196	64	75%
STEMM									
Engineering	70	48	59%	84	53	61%	77	50	61%
Human and Health Sciences	67	19	78%	68	16	81%	73	16	82%
Medicine	98	40	71%	106	42	72%	106	34	76%
Science	70	44	61%	61	35	64%	54	33	62%
STEMM	305	151	67%	319	146	69%	310	133	70%
Central University Departments									
Academic Partnerships/ Academic Services	38	7	84%	43	8	84%	59	16	79%
Dept of Marketing, Internationalisation & Development	58	23	72%	65	24	73%	73	24	75%
Estates	142	153	48%	133	146	48%	178	176	50%
Finance	32	9	78%	27	8	77%	33	12	73%
Human Resources	37	6	86%	41	5	89%	40	4	91%
Information Services and Systems	134	118	53%	134	112	54%	140	128	52%
Planning & Strategic Projects Unit	14	5	74%	20	8	71%	21	7	75%
Research, Engagement & Innovation Services	26	23	53%	31	25	55%	42	30	58%
Student Services	118	57	67%	137	56	71%	140	63	69%
Vice Chancellor's Office	18	8	69%	22	8	73%	21	7	75%
Central University Total	617	409	60%	653	400	62%	747	467	62%

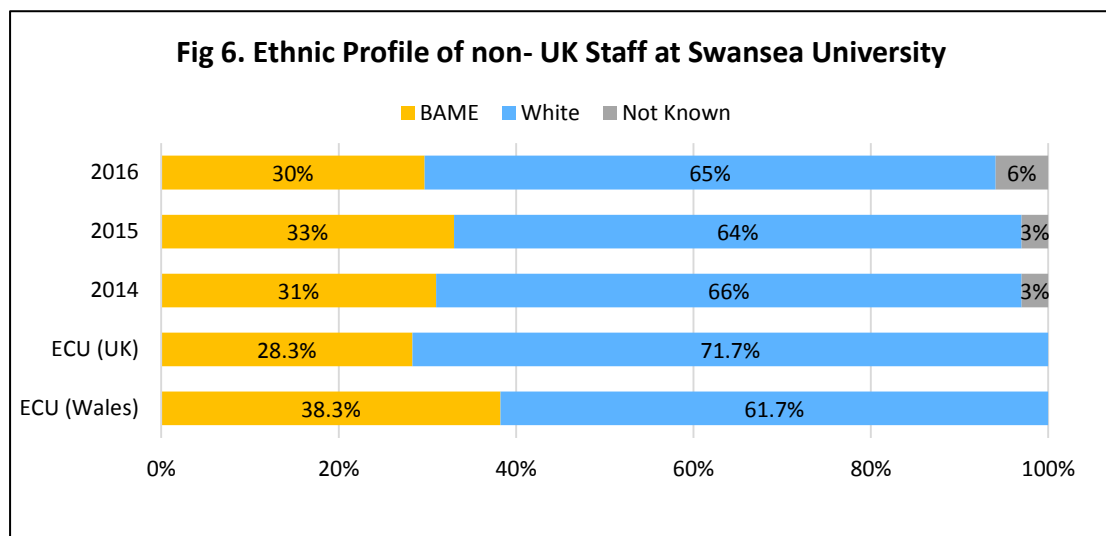
Most of our staff, academic and PS staff are UK nationals (Figs 5 and 6) with 6% from BAME groups (n=185). This is above the sector average for Wales (3.9%) but below the UK sector average (8.5%) For non-UK staff an average of 31% (n=295) are from BAME groups which is

above the UK sector average of 28.3% but under the sector average for Wales (38.3%). We are exploring this with our Race Equality Charter colleagues (A.P.8.2).



Data for Fig 5. Ethnic Profile of UK Staff at Swansea University

	BAME		White		Not Known		Total
	Count	%	Count	%	Count	%	
2014	63	7%	887	92%	17	2%	967
2015	62	6%	906	92%	19	2%	985
2016	60	6%	881	92%	24	3%	959
Totals	185	6%	2674	92%	60	2%	2911



Data for Fig 6. Ethnic Profile of non- UK Staff at Swansea University

	BME		White		Not Known		Total Count
	Count	%	Count	%	Count	%	
2014	90	31%	190	66%	8	3%	286
2015	109	33%	215	64%	11	3%	335
2016	96	30%	205	65%	18	6%	316
Totals	295	31%	610	65%	37	4%	937

Word count **1189/500**

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

Our SAT has changed and expanded to include Professional Services, AHSSBL and student representation across both campus sites. The SAT comprises 29 members (19F:10M) (Table 6) We are addressing male under-representation through positive action and other initiatives **(A.P. 6.2a)**.

Professor Joy Merrell was appointed as SAT chair in 2015 through an open and transparent process. There is a core of experienced members to ensure continuity. All SAT meetings are held during core hours 9.30am to 3pm, in term time, on alternate campuses and Skype is used to minimise travel.

The SAT work is advanced through four working groups each led by a SAT member with additional members drawn from the wider staff/student population. All staff SAT members have completed Equality and Diversity (E&D) training. In addition, experienced STEMM SAT members now act as mentors to others.

We established a University AS Strategic Group (ASSG)(B.A. 5.1) chaired by our Senior PVC. Membership includes all College SAT Chairs, our Equal Opportunities Team and Student Union representatives. ASSG reviews progress of the College SATs in implementing their action plans, provides strategic direction and support to facilitate gender equality, more recently by AS award holding Colleges mentoring AHSSBL Colleges.

Figure 7 illustrates our embedded governance structures and two way communications from Colleges through to Senate.

Fig7. Embedding Athena SWAN through University Structures

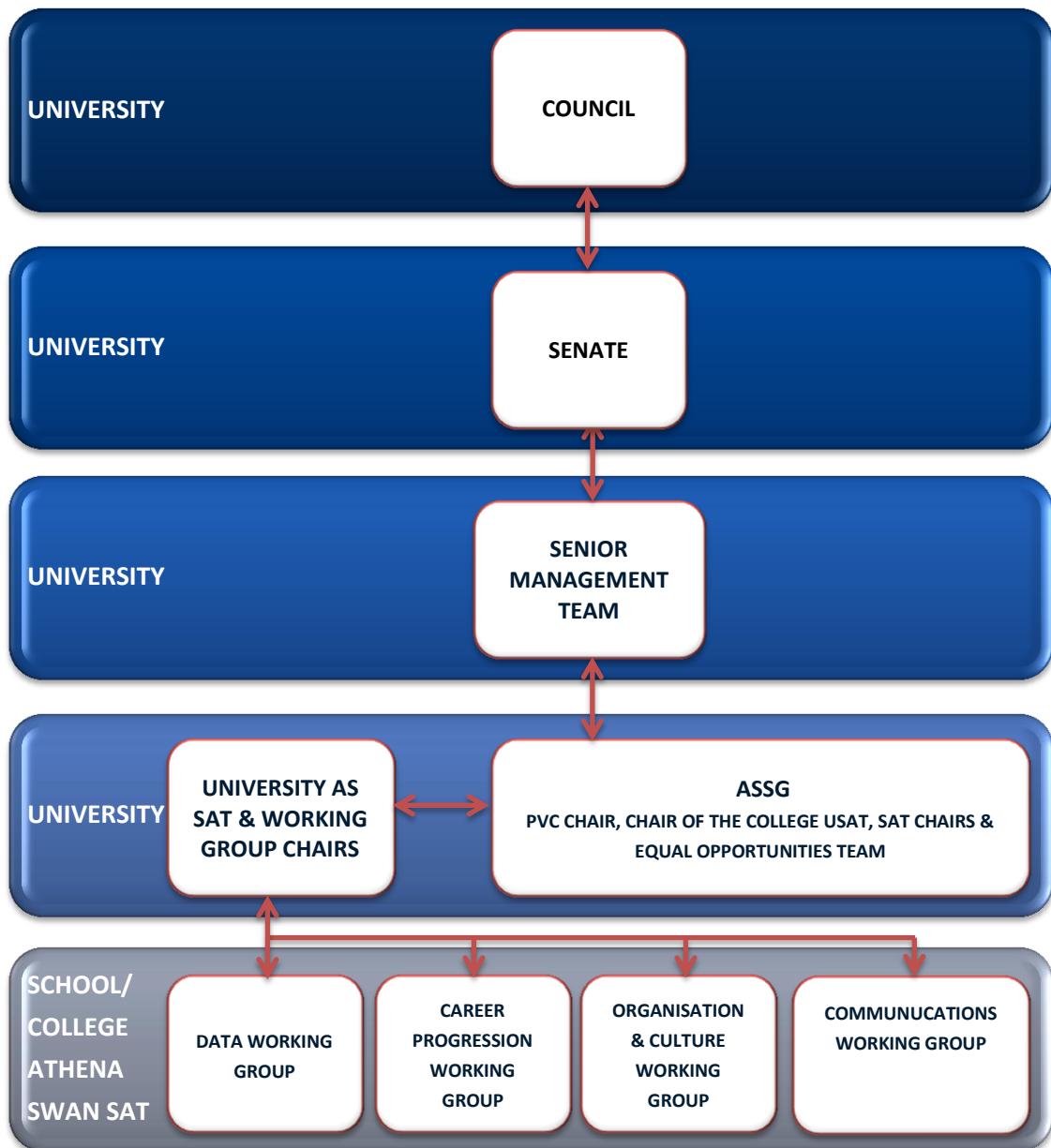


Table 6. SAT Membership**1. Indicates original USAT member 2. BAME background**

Name	Gender	Role at Swansea, Full (FT) or part-time (PT), Fixed Term (FTC) or Open ended (OE)	Self-assessment Team Role	Comments
Farah Bhatti ²	F	Consultant Cardiac surgeon, Honorary Professor Medical School, PT, OE	Race Equality Charter Lead	Director of Equality and Diversity, Graduate Entry Medicine. Dual career household.
Stephen Brown	M	Professor and Head of College of Engineering, FT, OE	College of Engineering	HoC representative. Dual career family with three daughters.
Kevin Child	M	Director of Student Services, FT, OE	Student Services representative	Passionate about Equality, Inclusivity & Community Cohesion. Parent, dual-career household.
Alice Davies	F	South West Wales Reaching Wider Partnership Manager, FT, OE	Reaching Wider representative	Manages a regional FE/HE partnership focussing on outreach and access to HE for under-represented groups. Dual career household
Karen Davies	F	Senior Lecturer, College of Law and Criminology, PT, OE	Trade Union representative	Employed at Swansea University since 1999. Parent to grown up children.
Amy Dutton	F	PGT student, MA International Development & Human Rights, COAH, FT	PGT student representative,	Volunteers with British Red Cross and works with Syrian Refugees

Cath Elms	F	Equality Advisor, PT, OE	Advisor, HR & LGBT+ Staff Network co-chair	Co-chair of LGBT+ Staff Network. Background in community volunteering and liberation group networks. Dual-career household.
Jeff Giansiracusa ²	M	Senior Lecturer, Mathematics, FT, OE	College of Science	Dual-academic-career family with two young children.
Carol Glover	F	Postdoctoral Researcher, College of Engineering, FT, FTC.	Chair of University Communications WG	Postdoctoral researcher with SPECIFIC, a materials engineer and Swansea graduate. Dual-career household.
Mark Jones	M	Programme Director BSc Health & Social Care, CHSS, FT, OE	Chair of University Organisation and Culture (O&C) WG	Member of UASSG and Race Equality Charter Mark SAT. Father. Background in youth and community practice.
Diane Kelly ¹	F	Professor Microbiology and Infection. Swansea Medical School, FT, OE	Medical School representative, member of writing group	Chair of Medical School E&D and AS SAT; Chair of Mary Williams Group; Founding member of ASSG; Dual career family.
Misbha Khanum ^{1,2}	F	Equality Lead, PT, OE	Equality Lead , HR lead for REC	Equality Lead. Involved in the University Athena SWAN Bronze application. Dual career household. AS panellist
Camilla Knight	F	Senior Lecturer, Sport and Exercise Science. FT, OE	College of Engineering AS Lead	Deputy Chair of Mary Williams Group, dual career family.
Bethan Lewis ¹	F	Head of Equality, PT, OE	Head of Equality, HR, Equality Advisor	Dual career household, mother to 2 teenage children.
Huw Lewis	M	Equality Advisor, FT, OE	Advisor, HR, University Athena SWAN College Support	Equality Adviser. Father of two young children, dual career household.

Carole Llewellyn	F	Associate Professor in Applied Aquatic Bioscience, COS FT, OE	College of Science Athena SWAN Lead	Chair CoS SAT, member of USAT and ASSG. Committee member for CoS Leadership Board and Research Committee. Two grown up boys.
Emma Lydiard-Jenkins	F	College Manager, School of Management, FT, OE	School of Management SAT Chair	Chair of School of Management SAT. Dual Career household with one grown up son. Primary carer for elderly parents.
Andrea Mateo	F	College Manager, College of Law FT, OE	Deputy Chair of College of Law & Criminology SAT	Dual career household.
Joy Merrell	F	Professor of Public Health Nursing, CHSS, FT, OE	USAT Chair	Chairs CHSS SAT, member of ASSG. Council and Senate. Carer for elderly father.
Phil Peddle	M	Management Information Manager, FT, OE	Co-Chair of Data WG	Member of ASSG and REC SAT. Father of three, background in IT and statistics.
Chantel Roberts	F	2nd Year Graduate entry Medicine Student, SUMS, FT	Undergraduate student representative	Chair of the SUMS Student Society for Equality in Medicine and Science
Minkesh Sood ²	M	CEO of Students' Union, FT, OE	Students' Union representative	Swansea alumnus with more than three decades of experience in Equality and Third Sector. Parent, dual-career household.
Martin Stringer	M	Pro Vice Chancellor of Education. FT, OE	Vice Chancellor's Office, member of writing group	Responsible for Learning and Teaching across the University and SMT Champion for LGBT+ equality. Dual-career household.
Julia Terry	F	Associate Professor, CHHS, FT, OE	Chair of University Career progression WG	Member of CHSS Career progression WG, AS champion in CHHS, lead for Service user/carers health group, dual-career household.
Heidi Waddington	F	Associate Head of College - Operations, COAH FT, OE	Deputy Chair, COAH SAT	Dual career household with 2 children

Steve Wilks	M	Pro Vice Chancellor (Student Experience) , FT, OE	Vice Chancellor's office representative, advisor on promotions policy	Understands the challenges associated with developing a career whilst having caring responsibility.
David Williams ¹	M	Director of HR, FT, OE	Director of HR, Policy advisor	ECU Board member (to 2012) and Chair, UHR Wales. Currently ECC Board member, Pension Scheme Trustee and parent.
Laura Wilkinson	F	Lecturer in Psychology FT flexible working, CHSS, OE	Co-Chair of Data working group	Early career. One young daughter in nursery. Dual career household.
Beth Winters	F	Researcher, Centre for Innovative Ageing, FT, FTC	Early career researcher and PhD representative.	Participated in collection of qualitative data from fixed term researchers. Parent of 3 children

(ii) an account of the self-assessment process

Since 2013 there have been 50 meetings.

- USAT meets quarterly
- Working Groups meet every 6-8 weeks to review and update progress
- USAT Chair, Equality Advisers and Working Group Leads meet every 6-8 weeks to report progress on actions and any challenges
- USAT Chair and College SAT Chairs meet every 6 weeks at the University ASSG.
- USAT chair reports progress on bronze action plan to the University Equal Opportunities Committee on a quarterly basis chaired by the Registrar.
- USAT chair elected member of Council and Senate
- The establishment of an AS writing group (2016) to coordinate AS submission.
- A termly University AS event (Fig 8) embedded as part of our inclusive culture.
- USAT members and staff engaged in AS activities serve on AS panels **(A.P.6.3)**.

Fig 8: Termly Athena SWAN University Events



Comprehensive consultation has taken place

- All staff online surveys conducted in 2015 (n=492, 76%F:24%M; White 85%, 4% BAME, 11% PNTS) and 2016 (n=509, 65%F:35%M, 90% White, 4% BAME, 6% PNTS) **(A.P. 1.3)**
- 10 (N=60, 48F:12M) focus groups conducted with Academic, PS and research staff and with students at all levels
- Annual equal opportunities lecture with workshops to elicit staff views
- Subject specific data gained from College staff surveys and focus groups
- Effectiveness surveys of USAT and ASSG conducted biannually to assess fitness for

purpose

- Annual staff and student surveys conducted to inform the University strategic equality plan
- Participated in a Women Adding Value to the Economy (WAVE) research project (2014-16). This provided an externally verified gender pay audit (**A.P.1.4**), implementation of an innovative values driven recruitment strategy and development of a generic worker role within Estates services at the Bay campus; WAVE activities incorporated into bronze action plan.
- Engagement with the University LGBT+ staff network

We have engaged regionally, nationally and internationally;

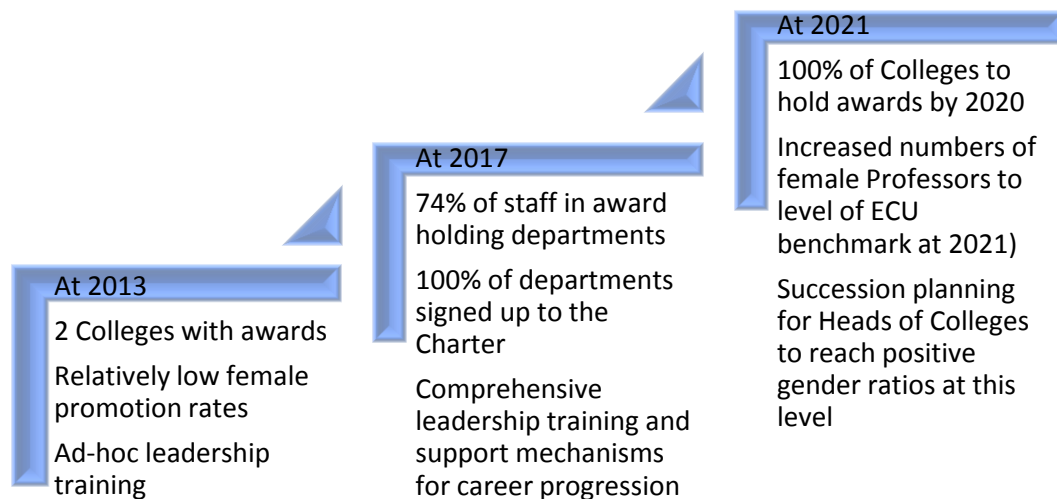
- Sharing our experiences (Cardiff Metropolitan, Derby) and acting as “critical” friends (Cardiff Metropolitan, Exeter and Kingston).
- Invited others to share their experiences with us; Joy Kent, CEO Chwarae Teg, Professor Jane Hill University of York, Dame Athene Donald, University of Cambridge.
- Pro-active in the AS Wales and South West Regional Network, hosting the Network in 2014, 2016 and 2017 with related gender events/talks.
- Engaging with academic professional bodies (e.g. Microbiological Society) to promote gender equality, leading to increased female participation in the Society’s events.
- Attending regional and national Charter events e.g. the Charter 10th anniversary workshop at King’s College London.
- Supporter of Chwarae Teg at Institutional level.
- Professor Hilary Lappin-Scott was an invited plenary speaker at the Gender Summit (2015), undertook an Australia conference tour to support SAGE (2016), appointed to ECU Board (2016 and held the post of co-chair of the Welsh Government Report “Talented Women for a Successful Wales”. The latter’s 33 recommendations have been adopted by the Welsh Government and all Universities in Wales.

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

- USAT will continue to meet quarterly with reports from Working Groups’ progress given at each meeting.
- USAT will continue to support Colleges with their Athena SWAN applications and be a conduit for sharing best practice.
- We are seeking additional representation from Technical Professional Services Staff (**A.P. 6.2**)
- Increasing the engagement of men in Athena SWAN through targeted activities (**A.P. 6.7**)
- Establishing a “Leaders for Change” initiative (**A.P. 6.8**).

- Expanding our joint work with the University’s Race Equality Charter Mark and LGBT+ staff network to further our intersectionality work **(A.P.8.2)**.
- USAT membership will be reviewed annually to ensure appropriateness of representation, diversity and ensure succession planning.
- Conduct an all staff biennial survey to reduce consultation overload **(A.P. 1.3)**.
Looking forward we have identified continuing themes to make further progress on.
- We have conducted three gender pay audits since 2008 and are pleased to have **resolved the pay gap at lower grades through our innovative development of generic worker roles in Estates services at the Bay campus**; work is ongoing at other levels with Professorial staff being a priority.
- Our gender ratios on committees are not as we would wish. We have gained engagement at every level of the University to change this including an AS presentation to Council which culminated in **the University pledging to the Chwarae Teg 50:50 by 2020 campaign**. This campaign aims to achieve 50:50 gender balance in senior decision making roles in public, private and third sector organizations in Wales.

Fig 9. Progress of Athena SWAN



Word Count **945/1000** (not including SAT table)

4. A PICTURE OF THE INSTITUTION

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

4.1. Academic and research staff data

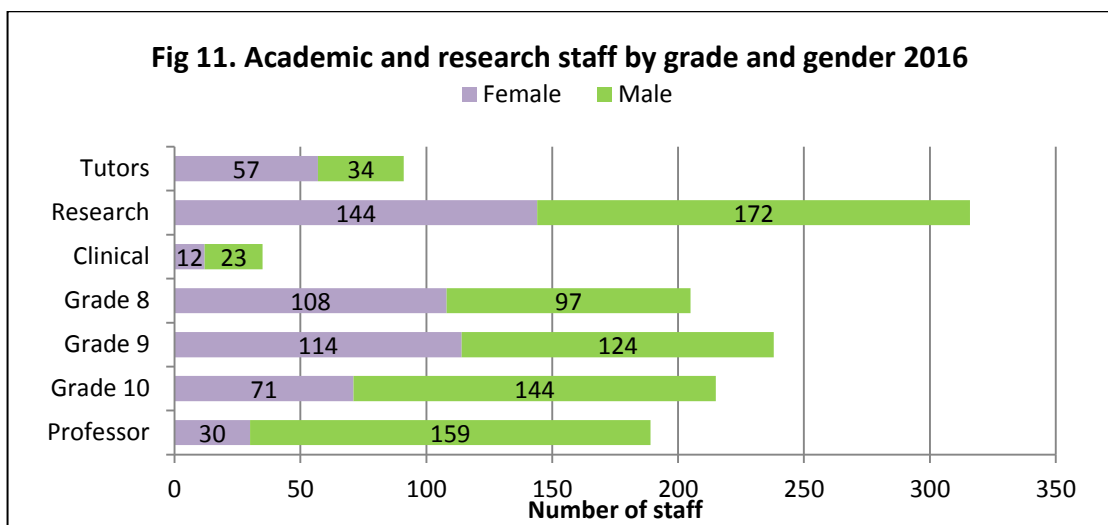
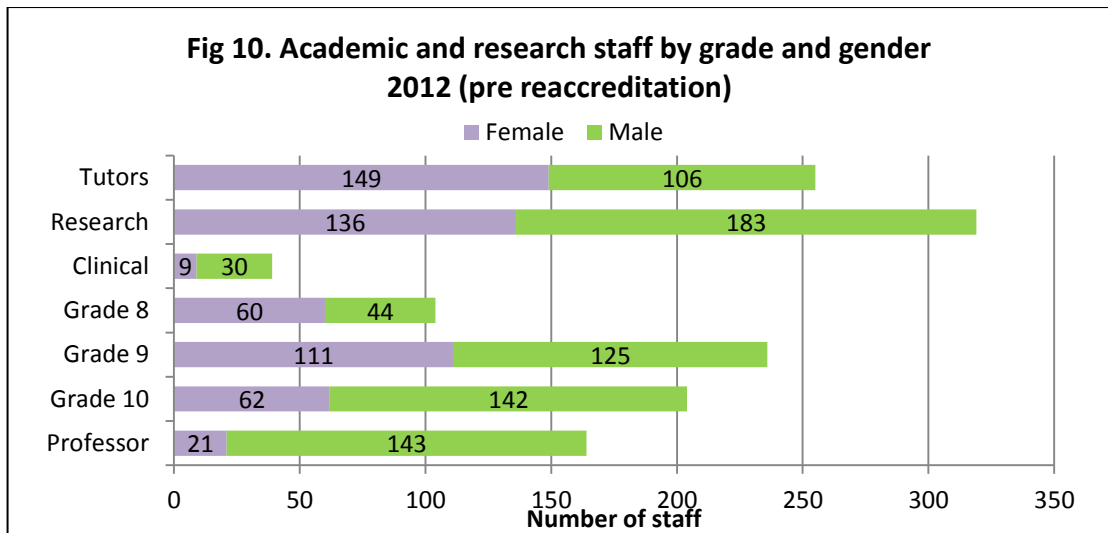
(i) Academic and research staff by grade and gender

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

Table 7. Comparison of ECU to Swansea University Grades

ECU Code	ECU Title	Swansea University Grade
1	Head of Institution/ VC	Grade 11
2A	Deputy PVC	Grade 11
2B	Chief Operating Officer / Registrar	Grade 11
3A	Head/Director of Major Academic Area (number of Colleges)	Grade 11
3B	Director of Major Function	Grade 11
3/4A1	Head of School/Division/Department (Centre Size 1)	Grade 11
3/4A2	Head of School/Division/Department (Centre Size 2)	Grade 11
3/4A3	Head of School/Division/Department (Centre Size 3)	Grade 11
4A	Head of a sub-set of academic area	Grade 11
4B	Senior Function Head, Associate professor	Grade 10/10a
5A	Professor	Grade 11
5B	Function Head	Grade 9
Level I	Non-academic staff section manager/SL/Reader/Principal Research Fellow	Grade 9
Level J	Section/Team Leader (professional, technical, admin)	Grade 8
Level K	Snr Professional / Technical Staff, Lecturer A, Researcher.	Grade 8
Level L	Professional/technical/senior admin staff, research assistant	Grade 7
Level M	Assistant professional staff	Grade 6
Level N	Junior Admin Staff/Clerical staff	Grade 5
Level O	Routine Task Provider	Grade 4
Level P	Simple Task Provider	Grade 1- 3

Figures 10 and 11 compare the career pipeline as of pre-reaccreditation 2012 and 2016 to show the changes in staffing gender ratios. We identified that our former grading and career path structure meant a lack of career progression opportunities for those in tutor roles, both male and female staff. SAT members helped review academic career pathways and influence change resulting in the majority (62%F; 68%M) **transferred to Lectureship roles**. Furthermore, this cohort now have a defined career pathway through to Professorial level (see page 41).



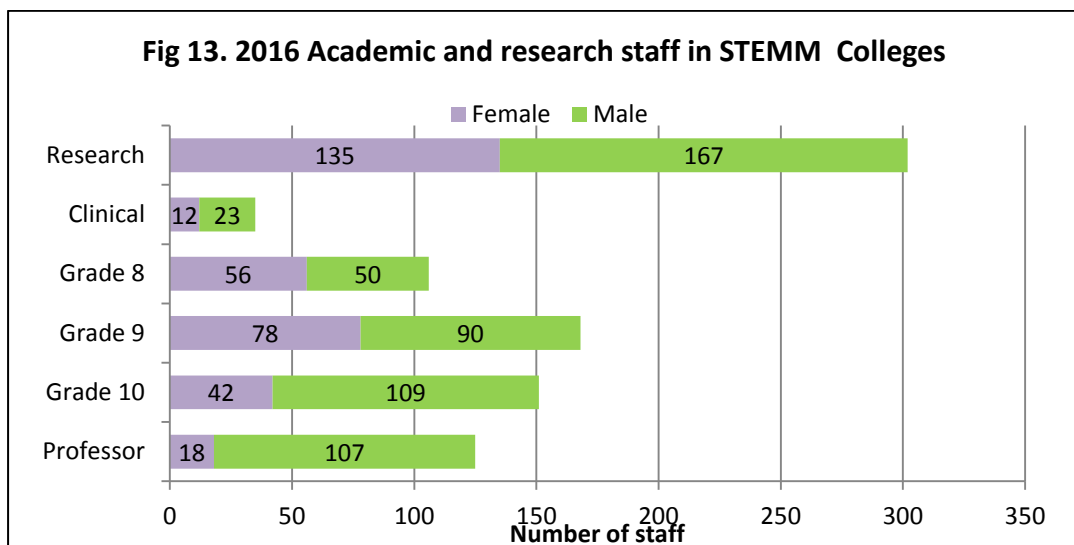
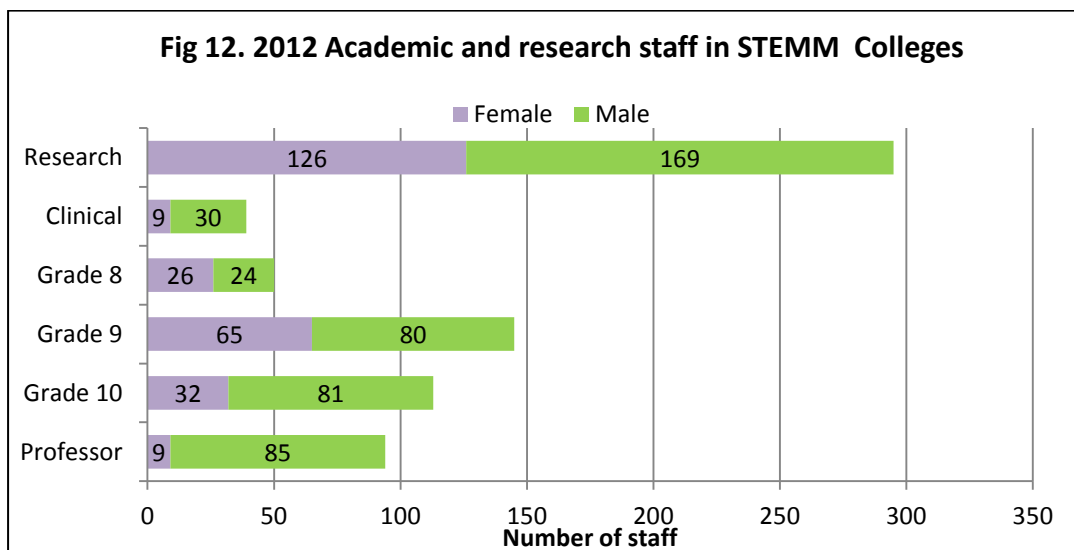
Data for Fig 10 and 11. Academic & Research Staff Pipeline										
	2012		2013		2014		2015		2016	
	% F	% M	% F	% M	% F	% M	% F	% M	% F	% M
Tutors	58%	42%	57%	43%	71%	29%	69%	31%	63%	37%
Research	43%	57%	41%	59%	43%	57%	46%	54%	46%	54%
Clinical	23%	77%	30%	70%	21%	79%	18%	82%	21%	79%
Grade 8	58%	42%	57%	43%	54%	46%	54%	46%	53%	47%
Grade 9	47%	53%	47%	53%	47%	53%	46%	54%	48%	52%
Grade 10	30%	70%	29%	71%	31%	69%	32%	68%	33%	67%
Professor	13%	87%	13%	87%	13%	87%	16%	84%	16%	84%
Total	37%	63%	37%	63%	38%	62%	39%	61%	40%	60%

The proportion of female staff at Grade 8 and 9 has remained relatively constant, with slightly more females at grade 8. We have addressed this under section 5. Reviewing the staffing pipeline, we have been successful in:

- Increasing female Associate Professors/Grade 10 from 62-71.
- Increasing the number of female Professors from 21 – 30

In STEMM (Fig 13) there has been an increase in females across all grades. There is near gender equity at researcher, Grades 8 and 9. The impact of our AS activities especially regarding provision of mentoring for females at grades 9 and above (B.A. 3.3) and confidence building (B.A. 3.2) and promotion workshops (B.A. 2.2) have resulted in:

- **Increasing female Senior Lecturers (Grade 9) from 65-78**
- **Increasing female Associate Professors (Grade 10) from 32-42**
- **Doubling the number of female Professors from 9-18 (14%) - below benchmark; (18.5% ECU 2015).**



Data for Figs 12 and 13. STEMM Colleges Pipeline										
	2012		2013		2014		2015		2016	
	% F	% M	% F	% M	% F	% M	% F	% M	% F	% M
Research	43%	57%	41%	59%	42%	58%	46%	54%	45%	55%
Clinical	23%	77%	30%	70%	21%	79%	18%	82%	21%	79%
Grade 8	52%	48%	48%	52%	51%	49%	54%	46%	53%	47%
Grade 9	45%	55%	44%	56%	42%	58%	44%	56%	46%	54%
Grade 10	28%	72%	25%	75%	25%	75%	27%	73%	28%	72%
Professor	10%	90%	9%	91%	14%	86%	15%	85%	14%	86%
Total	36%	64%	35%	65%	36%	64%	38%	62%	38%	62%

Fig 14. 2012 Academic and research staff in AHSSBL Colleges

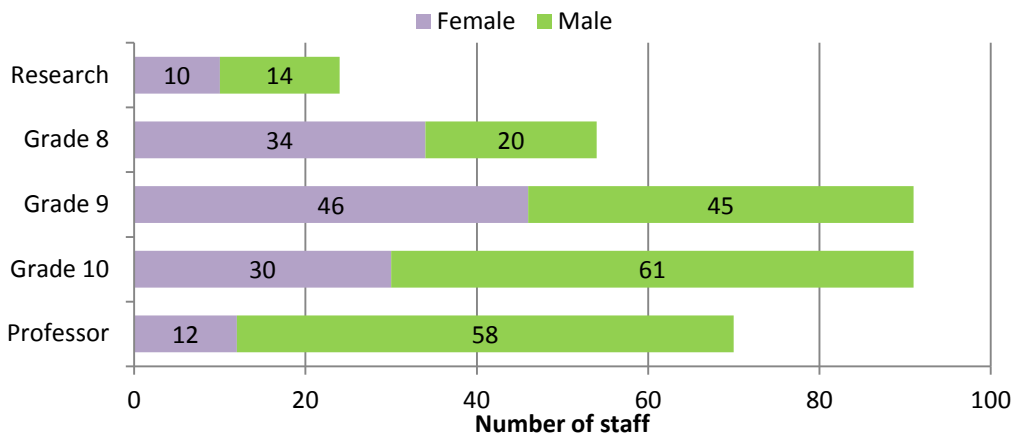
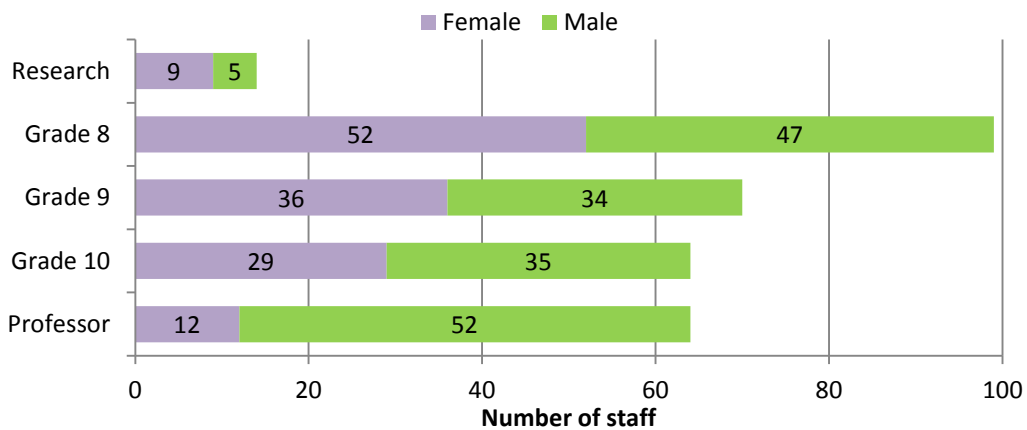


Fig 15. 2016 Academic and research staff in AHSSBL Colleges



Data for Figs 14 and 15 AHSSBL Colleges Pipeline										
	2012		2013		2014		2015		2016	
	% F	% M	% F	% M	% F	% M	% F	% M	% F	% M
Professor	17%	83%	19%	81%	11%	89%	18%	82%	19%	81%
Grade 10	33%	67%	35%	65%	42%	58%	44%	56%	45%	55%
Grade 9	51%	49%	52%	48%	57%	43%	52%	48%	51%	49%
Grade 8	63%	37%	67%	33%	60%	40%	55%	45%	53%	47%
Total Academic	40%	60%	43%	57%	42%	58%	44%	56%	43%	57%
Research	42%	58%	42%	58%	50%	50%	58%	42%	64%	36%
Total	40%	60%	43%	57%	43%	57%	44%	56%	44%	56%

In AHSSBL (Fig 15), except for research, there has been a growth in the number of staff. We see similar trends as those nationally i.e. a higher proportion of females than males from researcher to Grade 9 (Senior Lecturer). The percentage of females at Grade 10 has increased by 12% although the number has remained constant. The percentage of female professors at 19% is below the national benchmark (29% non-SET). Loss of females is from grade 10 and above.

Within both STEMM and AHSSBL females are under-represented from grades 10 (Associate Professor) and above whilst males are over represented. However we are delighted that the latest data for 2017 indicates a continued upward trend (Table 8).

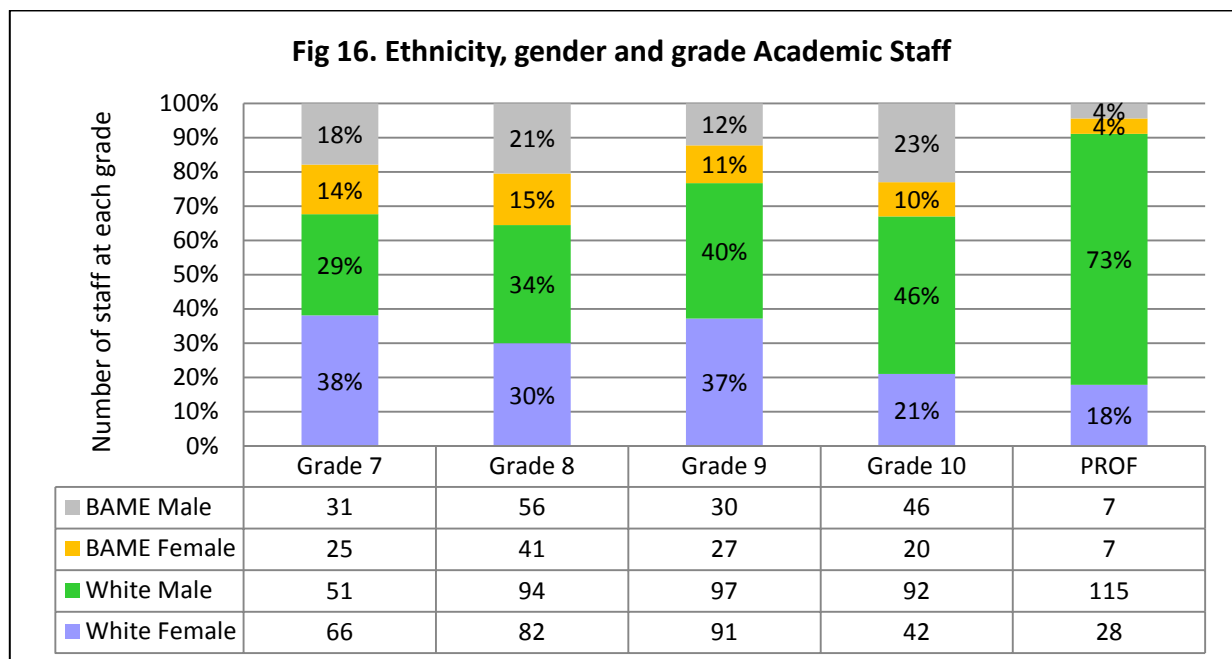
Table 8: Professors by College and Gender 2017					
College	Male	Female	% Female	% Male	UK Benchmark
AHSSBL					
College of Arts and Humanities	28	11	28%	72%	29%F
College of Law and Criminology	12	7	37%	63%	
School of Management	13	0	0%	100%	
AHSSBL Total	53	18	25%	75%	
STEMM					
College of Engineering	38	3	7%	93%	19.3%F
College of Human and Health Sciences	13	11	46%	54%	
Swansea University Medical School	17	8	32%	62%	
College of Science	50	4	7%	93%	
STEMM Total	118	26	18%	82%	
Grand Total	171	44	20%	80%	23.1%F

At our reaccreditation in 2013, there were 9F:91M Professors in STEMM Colleges and 13F:57M in AHSSBL. **Driven by Charter activities our most recent data (April 2017) indicates that the percentage of female professors has further increased from 13% in 2013 to 20% in 2017 with nearly a three-fold increased increase in female professors in STEMM (9-26) and**

from 12-18 female professors in AHSSBL. Three of our Colleges exceed the national benchmarks, but the Colleges of Engineering, Science and School of Management are significantly under the benchmark. Our strategy has been to grow our own staff and this is now proving effective with **26 female staff being promoted to Professor since 2013, (success rate of 56% compared with 27% success rate for men)** but it is a gradual process (A.P. 4.7b). The recruitment of female Professors has been challenging impacted by our geographical location. **Female Professorial applicants are more successful than male**; over 3 years of 34 female applicants, 6 were successful (18%) versus 143 male applicants with a 7% success rate. We are addressing this low female applicant pool via;

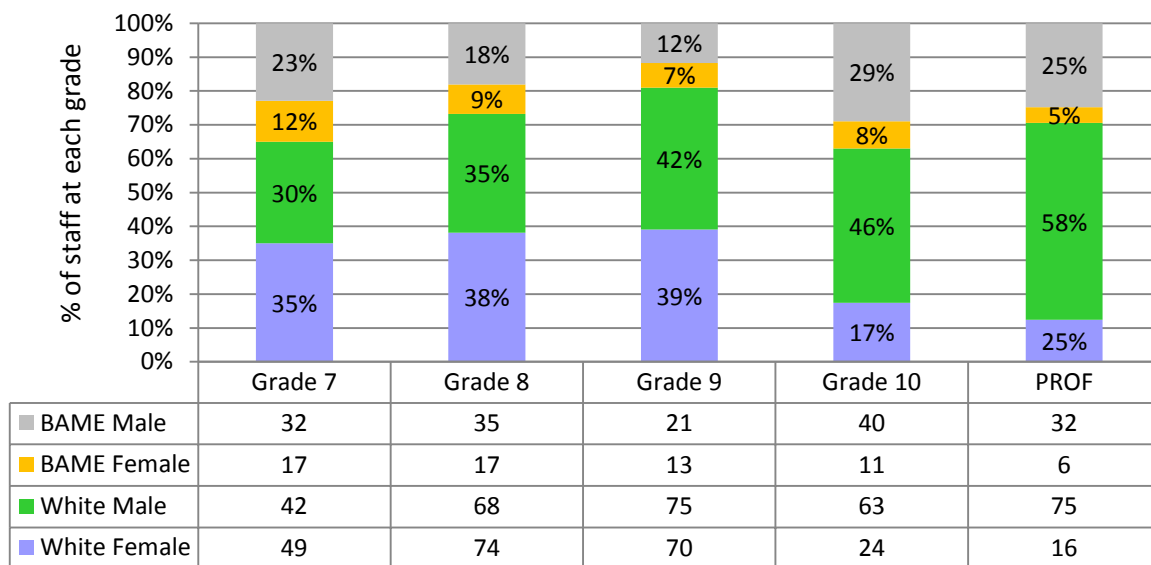
- Head hunters who actively search out **gender inclusive shortlists and the requirement to review if only one gender shortlist (A.P. 3.1a-c)**.
- **Measurable targets/outcomes for Heads of Colleges to increase the proportion of senior women (A.P. 3.1d)**.
- **Expanding female leadership programmes (A.P. 5.4)**.
- **Bespoke support for female Grade 9/Senior Lecturers to enhance career progression (A.P. 5.2)**.

We have analysed our staff data by ethnicity and gender (Figs 16, 17 and 18) (tables exclude staff who preferred not to state ethnicity). Due to the small numbers ethnic groups have been pooled. Most of our BAME staff are of Asian background.



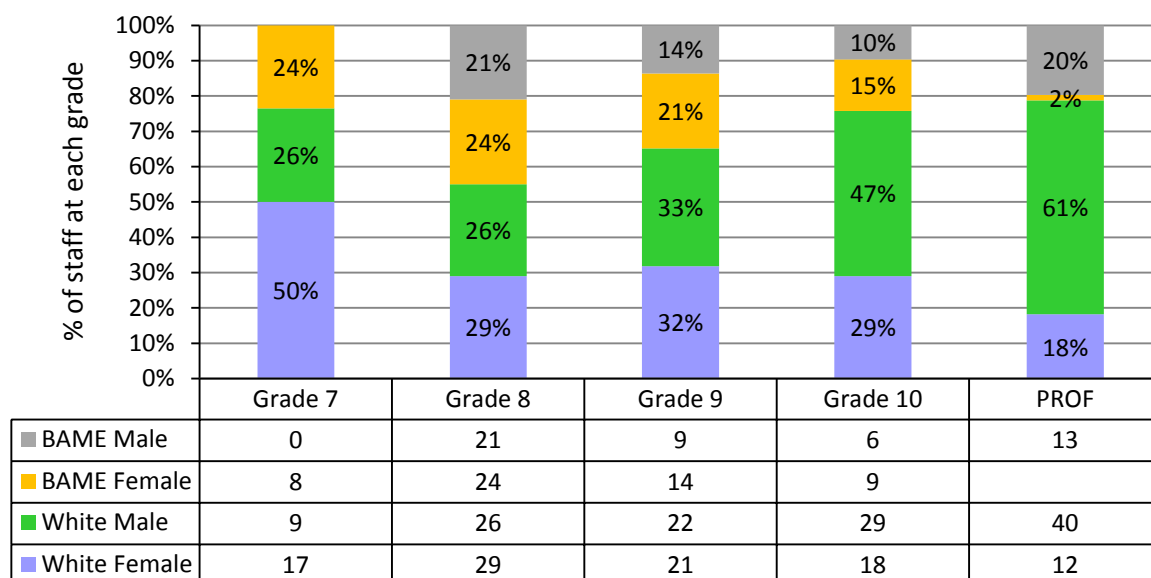
- White males have higher representation at all grades above grade 9 whilst white females have lower representation in the high grades which is consistent with national trends.
- BAME males outnumber BAME females at all grades except at professorial level where there is gender equity. Proportion of BAME female professors (4%) exceeds the benchmark (1.9%) although numbers are small, whilst the percentage of BAME male professors (4%) is below the benchmark (7.3%).

Fig 17. Academic staff in STEMM by ethnicity, gender and grade in 2016



- Higher proportion of BAME males than BAME females at all grades, consistent with national trends. Proportion of BAME female professors (5%) is higher than in AHSSBL (5%) although numbers are small.
- The proportion of BAME males at grade 10 and professor (25%) outnumbers both white and BAME females, attributable to the higher number of BAME males in the College of Engineering and in the Departments of Mathematics and Computing.

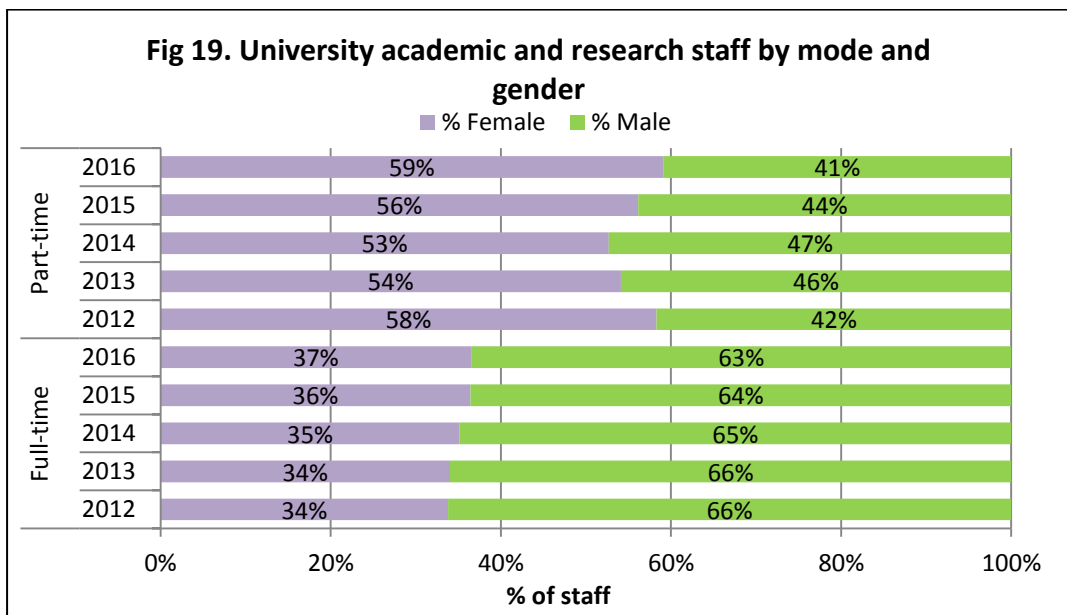
Fig 18. Academic staff in AHSSBL by ethnicity, gender and grade in 2016



For AHSSBL:

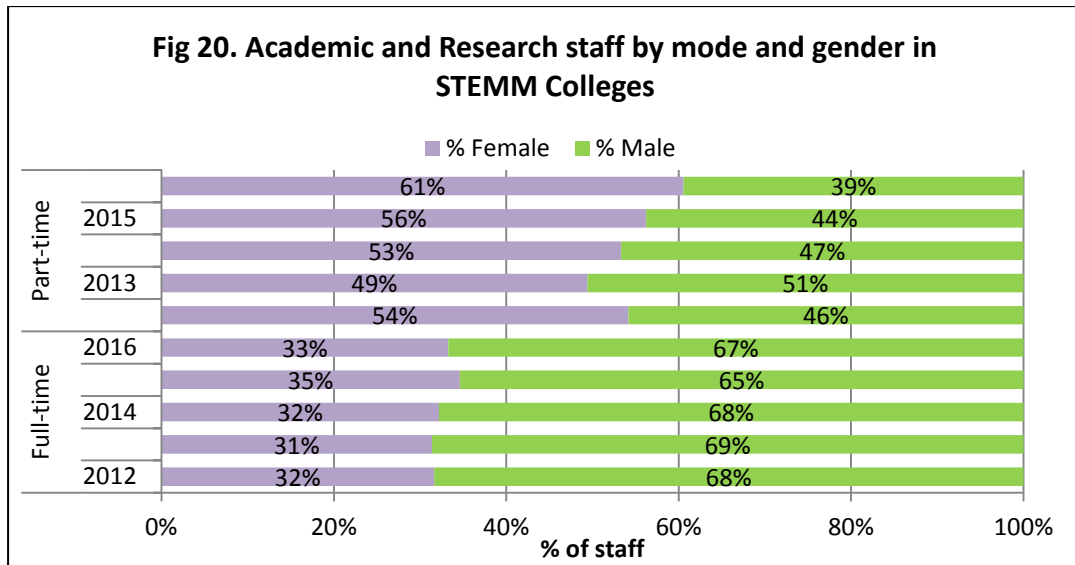
- At grade 7 and 8, white females and BAME females exceed the number of BAME males
- At grade 9 and above white males exceed the number of white females.
- At professorial level the number of BAME male professors exceeds BAME female professors. Few BAME female staff are progressing to professorial level despite a reasonable talent pool (A.P. 5.1, A.P. 4.3).

Since our last application the proportion of female academic staff working full time has increased by 3%, although in 2016 more females worked part time than full time at 59%F:41%M compared with the benchmark of 55.1%F:44.59M (Fig 19).



Data for Fig 19. University academic and research staff by mode and gender						
University	Full-time			Part-time		
	Female	Male	Total	Female	Male	Total
2012	320	627	947	144	103	247
2013	331	642	973	145	123	268
2014	343	633	976	127	114	241
2015	378	660	1038	137	107	244
2016	363	631	994	143	99	242

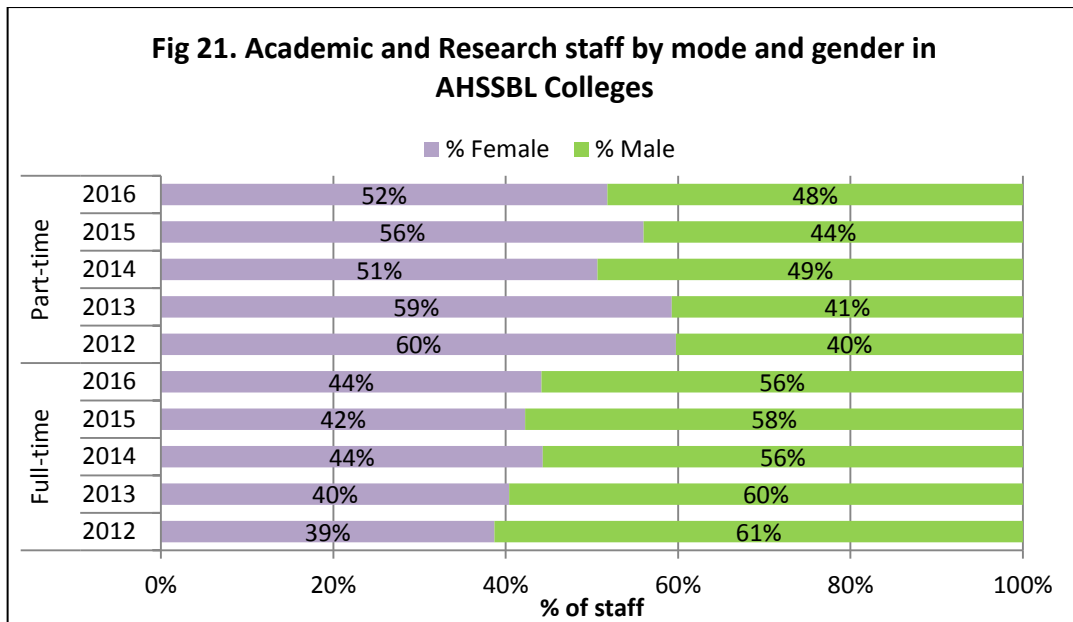
The trend in STEMM is that the proportion of females working full time has remained relatively stable, with an increase in the proportion of females working part time (Fig 20).



Data for Fig 20. Academic and Research staff by mode and gender in STEMM Colleges

STEMM Colleges	Full-time			Part-time		
	Female	Male	Total	Female	Male	Total
2012	194	419	613	78	66	144
2013	203	444	647	84	86	170
2014	238	501	739	88	77	165
2015	274	518	792	95	74	169
2016	235	471	706	83	54	137

Whilst in AHSSBL (Fig 21) the number of females working full time has remained relatively stable with a slight increase in the numbers working part time with gender equity in part time working.



Data for Fig 21. Academic and Research staff by mode and gender in AHSSBL Colleges

AHSSBL Colleges	Full-time			Part-time		
	Female	Male	Total	Female	Male	Total
2012	120	190	310	49	33	82
2013	122	180	302	48	33	81
2014	105	132	237	38	37	75
2015	104	142	246	42	33	75
2016	113	143	256	43	40	83

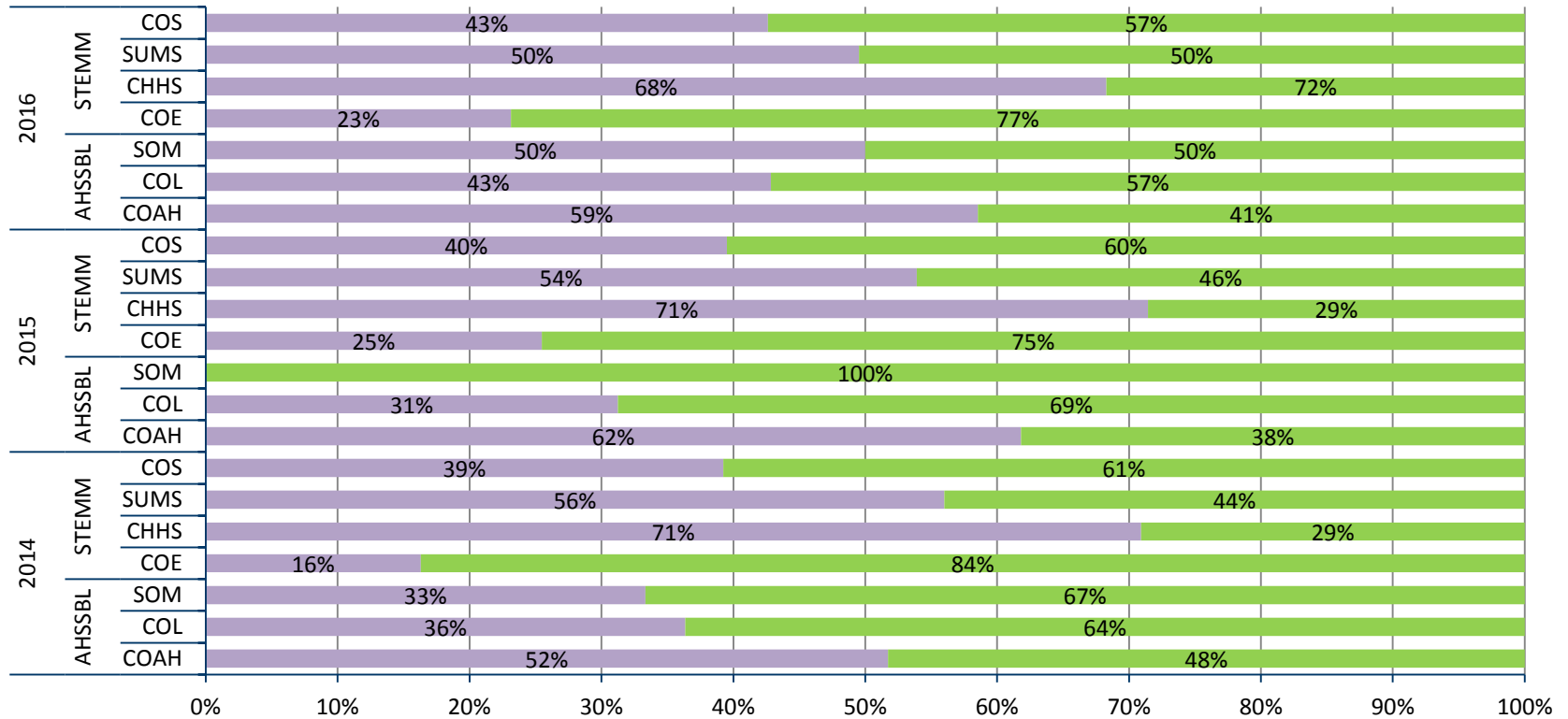
We will explore why part time working is less attractive to males in STEMM **(A.P.7.3)**. The University has a wide range of flexible working options which are discussed in section 5.4.

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

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

Fixed-term contracts are usually associated with research staff on external project funding. It is also the case that the number of fixed term contracts is generally dictated by need which arises because of covering medium/long term sickness absence or to cover certain sessions/modules where in house expertise is missing. Fixed term staff are provided with information on, and the opportunity to apply for, more secure positions.

Fig 22. Academic and research staff on fixed term contracts by gender and College

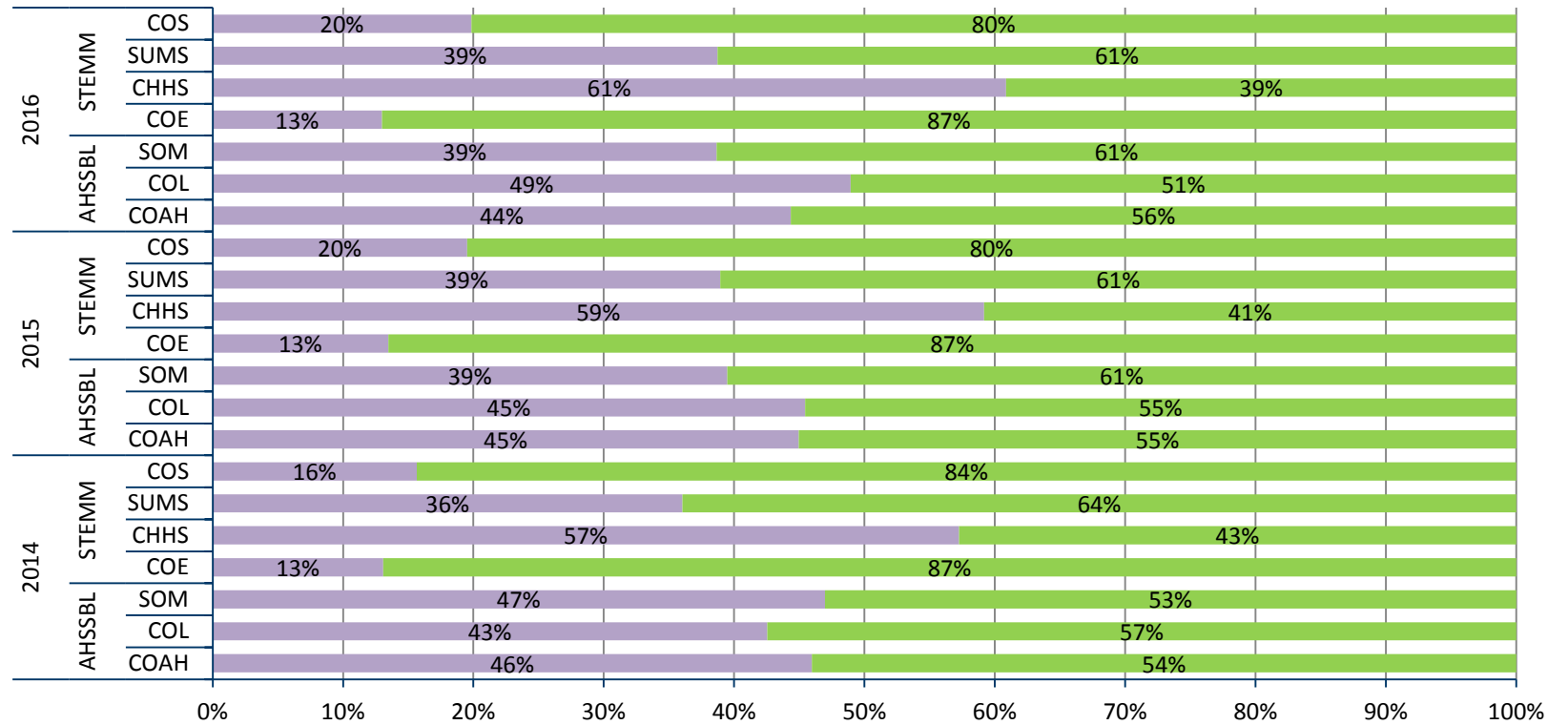


	2014							2015							2016						
	AHSSBL			STEMM				AHSSBL			STEMM				AHSSBL			STEMM			
	COAH	COL	SOM	COE	CHHS	SUMS	COS	COAH	COL	SOM	COE	CHHS	SUMS	COS	COAH	COL	SOM	COE	CHHS	SUMS	COS
Female	30	4		22	39	70	31	34	5		40	35	76	32	24	6	10	25	28	51	26
Male	28	7		113	16	55	48	21	11		117	14	65	49	17	8	10	83	13	52	35

As a result of our bronze action (B.A. 2.1) we are pleased to report that the number of fixed term female academic and research staff has reduced since 2014 (198 to 170) (Fig 22) and at 44% is below the national benchmark (48.1%F). There is near gender balance in AHSSBL (53%F:47%M), whereas more men are on fixed term contracts than females in STEMM (42%F:58%M), College SAT teams are encouraged by ASSG to address this.

In 2016 38% (n=294) of our female academic and research staff were on open ended contracts compared with 36% (n=262) in 2014 a move towards the benchmark of 43.3F% (Fig 23). The proportion of females on open ended contracts in STEMM has increased by 4% whereas in AHSSBL the number has remained stable although the percentage has slightly decreased over the data period. All members of staff with more than 4 years' service are **automatically** transferred to open ended contracts where possible (B.A. 2.1). In total 162 staff have been transferred, over 60 of whom are Research staff.

Fig 23. Academic and research staff on open ended contracts by gender and College



	2014							2015							2016						
	AHSSBL			STEMM				AHSSBL			STEMM				AHSSBL			STEMM			
	COAH	COL	SOM	COE	CHHS	SUMS	COS	COAH	COL	SOM	COE	CHHS	SUMS	COS	COAH	COL	SOM	COE	CHHS	SUMS	COS
Female	57	20	31	17	79	40	18	58	20	30	19	87	44	24	59	23	29	17	98	43	25
Male	67	27	35	113	59	71	97	71	24	46	122	60	69	99	74	24	46	114	63	68	101

Our redeployment scheme exceeds statutory rights allowing all staff with +8 months service to be considered. All vacancies are posted to the circulation list allowing staff an opportunity to apply for a position before it has been advertised externally. Currently there are 134 staff on this list.

Table 9. Academic and research staff on zero hours contract by gender												
	2014				2015				2016			
	F	M	% Female	% Male	F	M	% Female	% Male	F	M	% Female	% Male
AHSSBL												
College of Arts and Humanities			100%	0%	0	0	0%	0%	0	0	0%	0%
STEMM												
College of Engineering			0%	100%	0	0	0%	0%	0	0	0%	0%
College of Human and Health Sciences			43%	57%			50%	50%	4	4	50%	50%
College of Science			100%	0%	4	4	50%	50%			50%	50%
Grad total	6	5	55%	45%	7	7	50%	50%	5	5	50%	50%

Zero hours' contracts are used in limited circumstances where the work is of a truly casual and ad-hoc nature. Numbers are small and there is no gender bias.

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

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

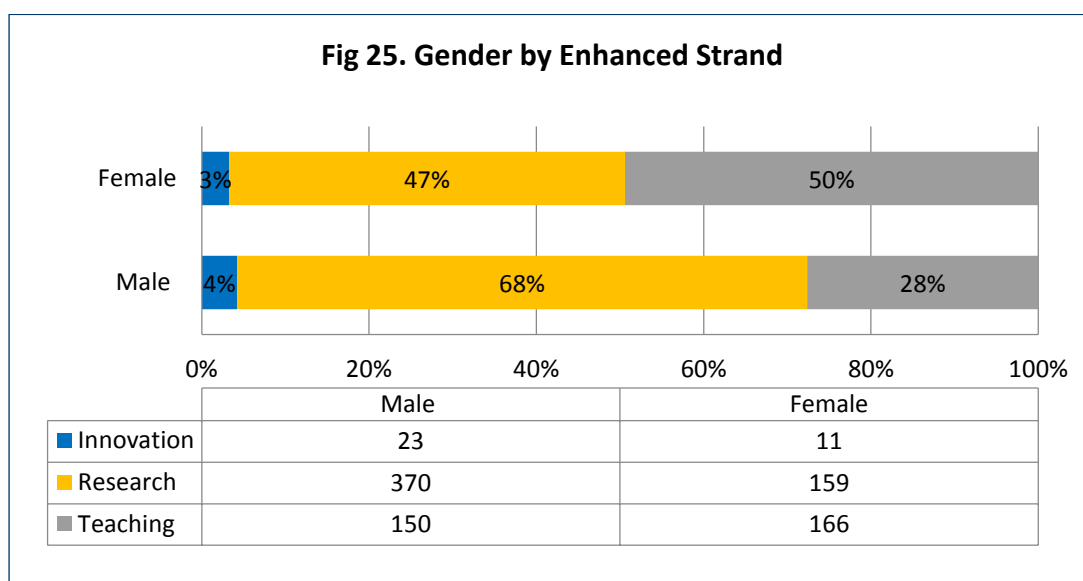
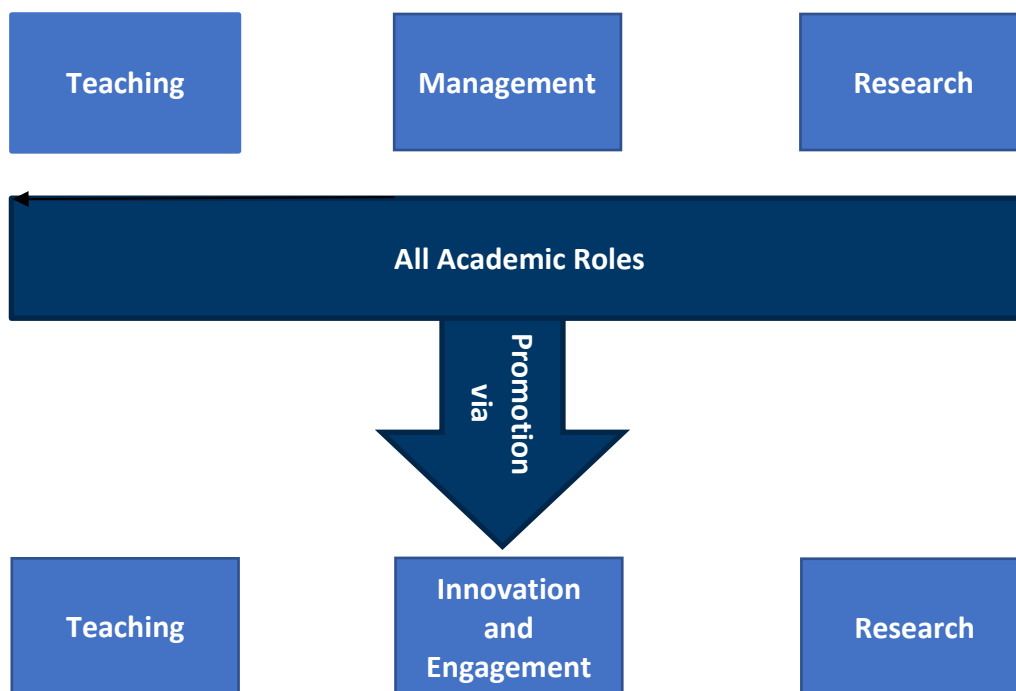
Since 2016 we have had a clearly defined, published career pathway for academic staff to progress from early career posts through to Professor. This is designed to ensure that academic strengths whether in research, teaching, or innovation and engagement, are all appropriately recognised. The purpose of this approach is to support all academic staff to work to their full potential. The academic career pathways criteria are designed to be transparent, fair and provide an indication of the standards required at every grade. This approach has been incorporated into our promotions procedure, **which has benefitted all applicants but has notably improved outcomes for females.**

All academics have been aligned to one enhanced career strand;

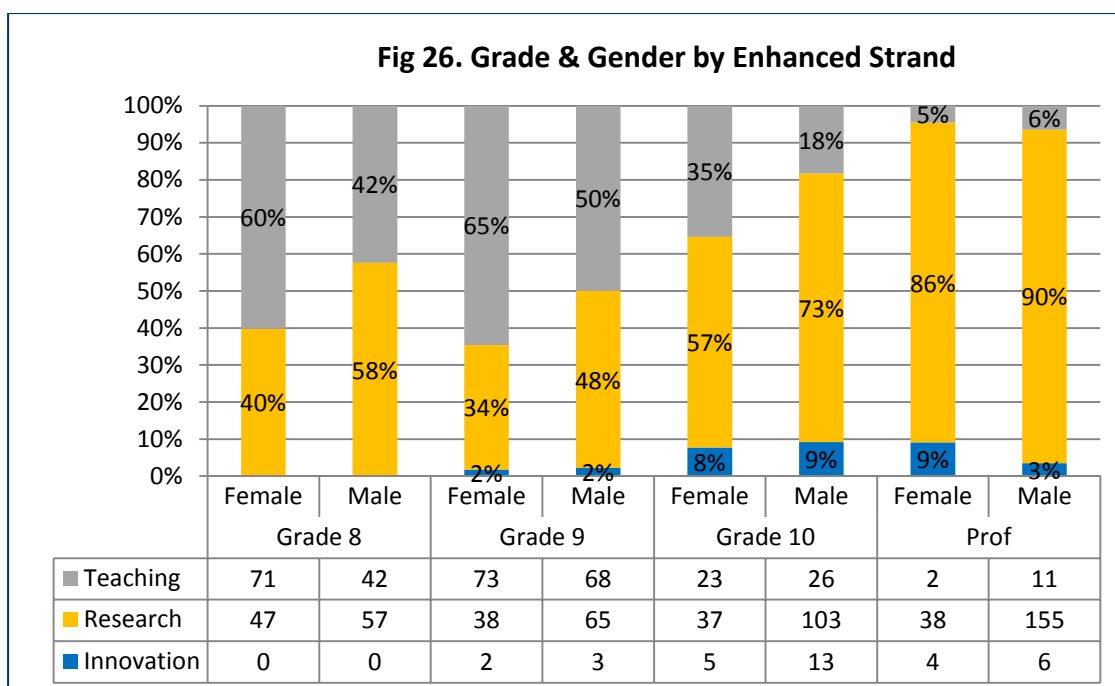
- 60% enhanced Research strand (47%F:68%M)
- 36% enhanced Teaching strand(49%F:28%M)
- 4% enhanced Innovation and Engagement strand (3%F:4%M)

We are unable to benchmark this data in view of our innovative career pathways.

Figure 24: Swansea Academic Career path summary



We note that the relatively new strand for innovation has few staff members, although uptake by males is double that of females, a higher proportion of females are on the enhanced teaching strand compared to males (Fig.25). This may be explained by (Fig. 26) below where we have considered career strand by grade and note that more senior grades (10 and 11) have a higher proportion of enhanced research. There are more males at these grades. We will continue to monitor this and determine impact on career progression for females (A.P.4.8).



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

Numerically fewer females than males leave (Table 10) reflecting the lower number of females. This contrasts with national trends indicating that turnover among female academic staff was higher than among male academic staff (17.4% F, 15.6% M). Our high retention rate is indicative of staff satisfaction. The highest number of leavers is for researchers reflecting fixed term contracts.

(v) Academic leavers by grade and gender

Table 10. Academic & Research Leavers by Grade and Gender		2011-12	2012-13	2013-14	2014-15	2015-16
Clinical	Female Leavers		0			0
	Male Leavers		4		7	4
	Total Clinical Staff	39	40	43	46	29
	% Female Clinical Turnover	10%	0%	15%	8%	0%
Research	Female Leavers	35	40	36	47	58
	Male Leavers	55	54	72	57	61
	Total Research Staff	316	333	378	391	316
	% Female Research Turnover	27%	28%	24%	26%	40%
Grade 8	Female Leavers	5	4	9	10	10
	Male Leavers	6	4	13	15	10
	Total Grade 8 Staff	42	45	55	210	205
	% Female Grade 8 Turnover	29%	18%	33%	8%	9%

Grade 9	Female Leavers	10	5	9	7	4
	Male Leavers	8	6	7	8	8
	Total Grade 9 Staff	156	152	144	230	238
	% Female Grade 9 Turnover	16%	8%	16%	7%	4%
Grade 10	Female Leavers	3	8	4	7	6
	Male Leavers	11	4	11	18	7
	Total Grade 10 Staff	196	186	193	203	215
	% Female Grade 10 Turnover	5%	14%	7%	11%	8%
Professor	Female Leavers	2	0	2	5	2
	Male Leavers	13	0	8	11	13
	Total Professor Staff	158	172	180	199	189
	% Female Professor Turnover	11%	0%	8%	16%	7%
Total	Female Leavers	56	57	62	77	80
	Male Leavers	94	72	112	116	103
	Total Staff	907	928	993	1279	1192
	% Female Turnover	19%	18%	19%	15%	17%
	% Female Turnover minus fixed term contract	8%	9%	11%	8%	6%

The majority of staff leave due to end of fixed term contracts, retirement and resignation. We have an online exit questionnaire, but completion rates are low. We are implementing a personalised letter encouraging leavers to complete this **(A.P. 1.2)**. Overall the percentage of female staff who leave the University is comparable with national trends (17.4%F, 15.6%M).

We reviewed turnover minus those staff on FTC, and the number of leavers is small (Table 10). We look further at support for ECRs on page 63.

The age demographic and history of more males employed at the University is reflected in the higher percentage of males (6% of leavers) compared to females (2% leavers) retiring (Table 11). This is consistent with more males (fourfold compared to females) in STEMM and twice as many in AHSSBL disciplines. The number of female clinical academic staff who leave has been low, whilst the number of male leavers has been higher. Of the 17 who have left, the reasons ranged from international staff returning home to staff gaining promotion in other institutions or Health Boards.

Female staff who have resigned have gained promotions within other higher education institutions have commented on how our actions have supported their career progression.

'The experience I had at Swansea taught me a lot of lessons but being part of Athena SWAN and the Mary Williams group gave me the confidence to go for more challenging roles'

Table 11. Academic leaver reasons by gender and college 2014-2016															
	2011-12			2012-13			2013-14			2014-15			2015-16		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
University															
Deceased				-	-	-							0	0	0
End of fixed term contract	33	34	67	28	25	53	27	58	85	37	62	99	52	65	117
Resigned	17	41	58	25	44	69	25	44	69	27	35	62	27	28	55
Retired	6	15	21				5	6	11	3	13	16	5	11	16
Termination – Other										8	5	13			
Other				-	-	-				-	-	-			
Total	56	94	150	57	72	129	62	112	174	77	116	193	87	108	195
STEMM Colleges															
Deceased	-	-	-	-	-	-							0	0	0
End of fixed term contract	25	30	55	25	21	46	24	55	79	27	47	74	47	60	107
Resigned	13	33	46	17	41	58	19	29	48	15	23	38	19	19	38
Retired	3	8	11				3	5	8	0	8	8	3	6	9
Termination – Other										6	5	11			
Other	-	-	-	-	-	-				-	-	-	1	3	4
Total	41	73	114	46	63	109	48	92	140	50	84	134	71	88	159
AHSSBL Colleges															
Deceased				-	-	-				-	-	-	0	0	0
End of fixed term contract	8	4	12	3	4	7	3	3	6	10	15	25	5	5	10
Resigned	4	8	12	8	3	11	6	15	21	12	12	24	8	9	17
Retired	3	7	10							3	5	8	3	4	7
Termination – Other	-	-	-	-	-	-							0	0	0
Other				-	-	-				-	-	-			
Total	15	21	36	11	9	20	14	20	34	27	32	59	16	19	35

We reviewed academic leavers by gender and ethnicity for 2015-16. 44 BAME staff left (17F, 27M) with 35 leavers being research staff on fixed term contracts. Overall percentage turnover was 33%, nearly double that for White female academic leavers. The percentage female turnover minus fixed term contracts was 12%. We will systematically collate data on ethnicity and with REC SAT explore BAME staff experiences of working at Swansea to aid future recruitment and retention (A.P. 1.1, A.P. 8.2).

(vi) Equal pay audits/reviews

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

From 2008 to 2016 we have conducted three equal pay audits. The most recent highlights that within each of the grades from 1 – 10A the mean pay gap is 2% or less. In December 2016 a further analysis was conducted at grade 11 (professorial level) which showed a mean gender pay gap of 6.6%. We are examining our data in both the mean and the median as the outcomes can be significantly different. The overall mean pay gap has reduced from 26.5% in 2014 to 23.2% in 2016 (ECU (2016) Wales benchmark 18.3%) and the median pay gap in 2016 was 18.6% (ECU (2016) Wales benchmark 13.7%). Findings show that in-grade pay is not the underlying issue at Swansea University it is occupational segregation with women clustering in low-paid, low-hours jobs lead to the overall gender pay gap.

Our Bay Campus recruitment project brought a unique opportunity to challenge gender segregation in our Estates team. We created new gender neutral roles using a values based recruitment process, which mitigated the risk of unconscious bias by both recruiter and applicant. **This broke down gender stereotypes, and improved gender balance with the recruitment of more female team leaders.**

Recent pay examinations show that there is a 3.7% positive pay gap in favour of females across these roles and feedback has been positive and a 50:50 gender representation in this area.

Increasing the numbers of female Professors will significantly contribute to narrowing the vertical gender pay gap. We are currently reviewing the impact of career breaks on pay progression for all our female professors **(A.P. 1.4)**.

Our priorities are to;

- Capitalise on opportunities to address occupational segregation **(A.P.1.7)**
- Increase the number of women in senior positions in professional services **(A.P.4.2b)**
- Address the gender pay gap at professorial level **(A.P 4.5)**

'As someone who came from a manual background I have built up skills and now have the confidence to work in any of the services. I have surprised myself and really enjoy working in this environment as it adds to the variety of the job' (Male new generic PS worker at Bay campus).

SILVER APPLICATIONS ONLY

4.2. Professional and support staff data

(i) Professional and support staff by grade and gender

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

Comparing data from 2012 to 2016 (Figs 27, 28) the gender difference has remained relatively stable at 65%F:35%M in line with the national benchmark (62.7%F:37.3%M). At most grades females predominate, exceptions are grade 2 (lower) and grades 9 and 10 at parity. We have been successful in;

- **37% increase in the number of females at Grade 9 (62 to 85)**
- **119% increase in females at Grade 10 (16 to 35)**

We have provided a range of support and training for females in PS (section 5.4), but will explore further any barriers to females achieving senior roles and initiate appropriate actions (A.P.4.2b).

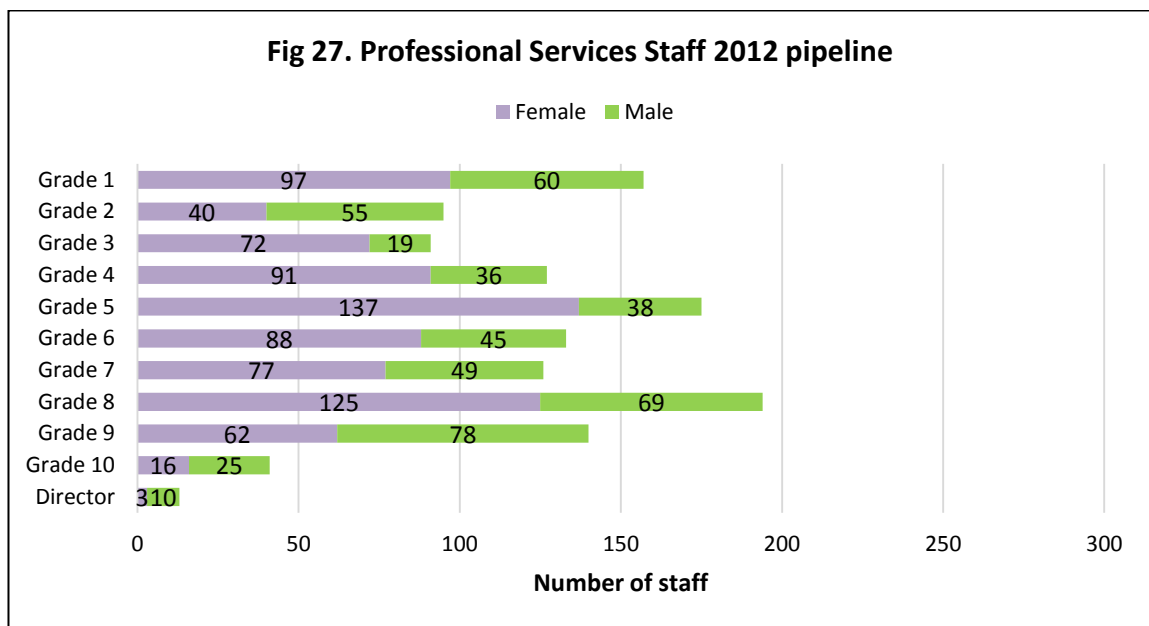
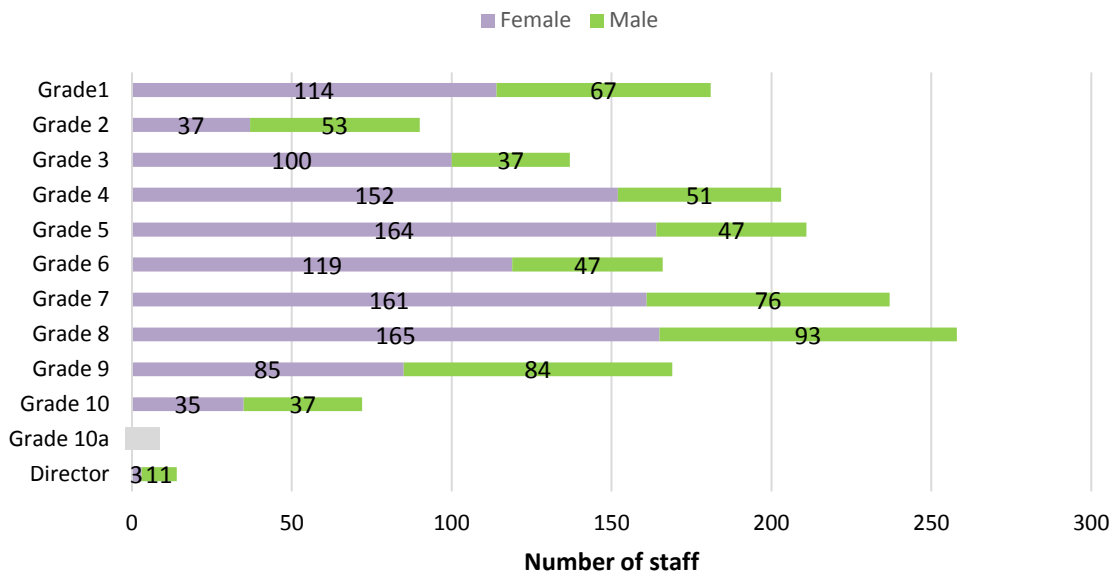


Fig 28. Professional Services Staff 2016 pipeline



Data for Fig 28 and 29. University Professional Services Pipeline

	2012		2013		2014		2015		2016	
	%F	%M	%F	%M	%F	%M	%F	%M	%F	%M
Director	23%	77%	25%	75%	27%	73%	23%	77%	21%	79%
10a	-	-	-	-	-	-	-	-	25%	75%
10	39%	61%	36%	64%	45%	55%	47%	53%	49%	51%
9	44%	56%	44%	56%	43%	57%	47%	53%	50%	50%
8	64%	36%	65%	35%	67%	33%	63%	37%	64%	36%
7	61%	39%	58%	42%	57%	43%	66%	34%	68%	32%
6	66%	34%	65%	35%	71%	29%	69%	31%	72%	28%
5	78%	22%	78%	22%	79%	21%	81%	19%	78%	22%
4	72%	28%	69%	31%	75%	25%	75%	25%	75%	25%
3	79%	21%	72%	28%	72%	28%	71%	29%	73%	27%
2	42%	58%	41%	59%	38%	63%	44%	56%	41%	59%
1	62%	38%	65%	35%	63%	37%	65%	35%	63%	37%
Total	64%	36%	63%	37%	63%	37%	65%	35%	65%	35%

Fig 29. Central Professional Services Staff by grade and gender 2016

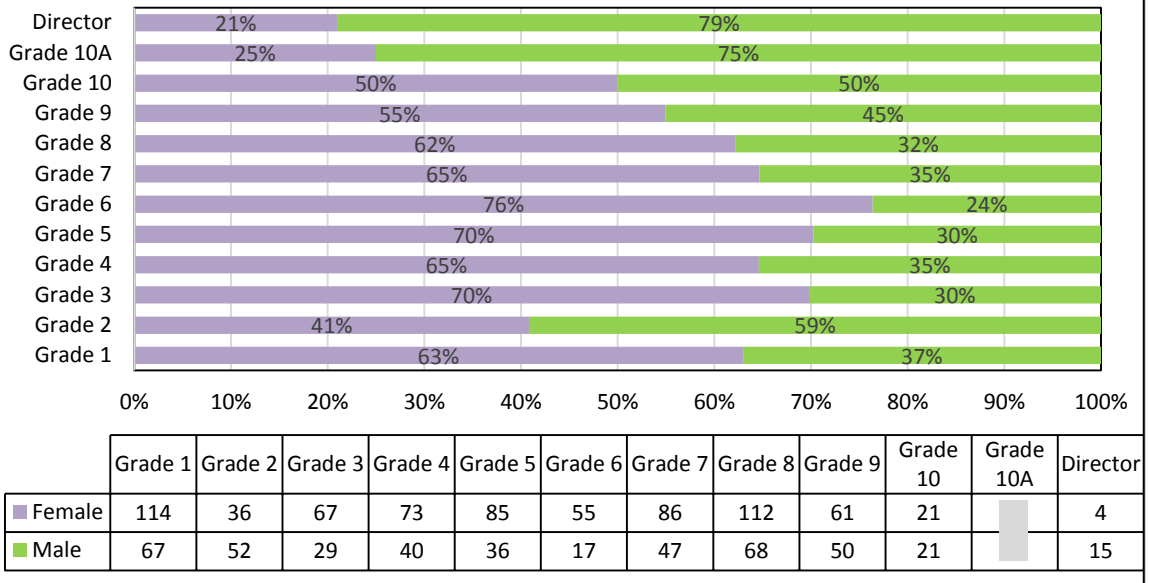


Fig 30. AHSSBL Professional Services Staff by grade and gender 2016

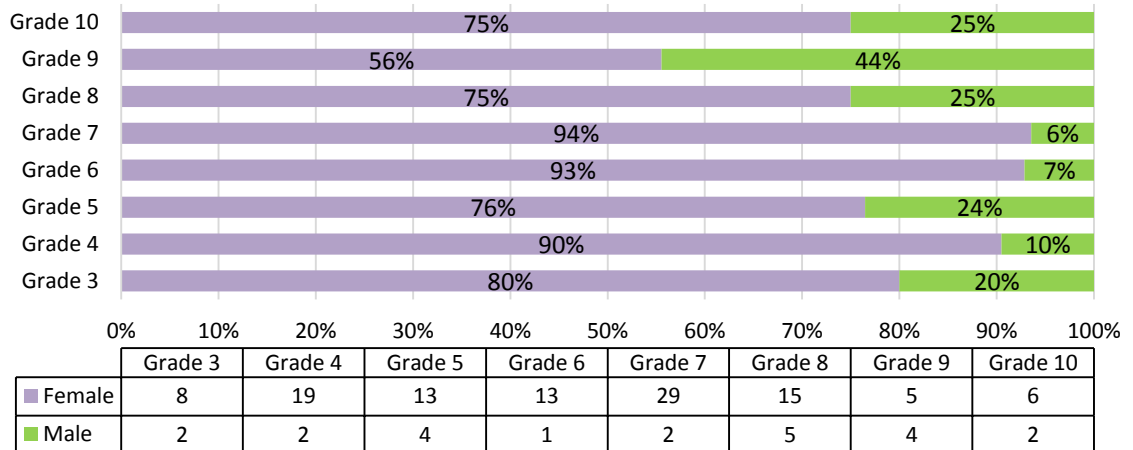
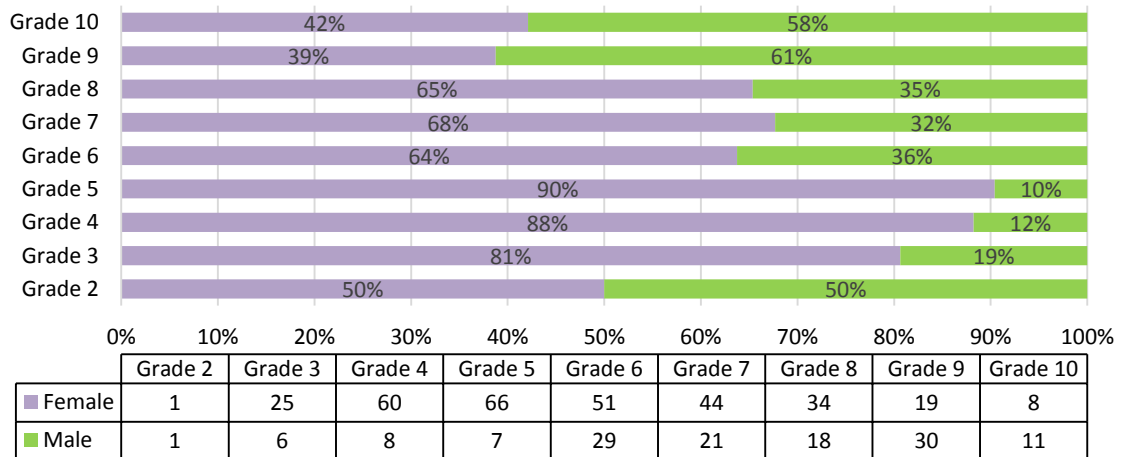
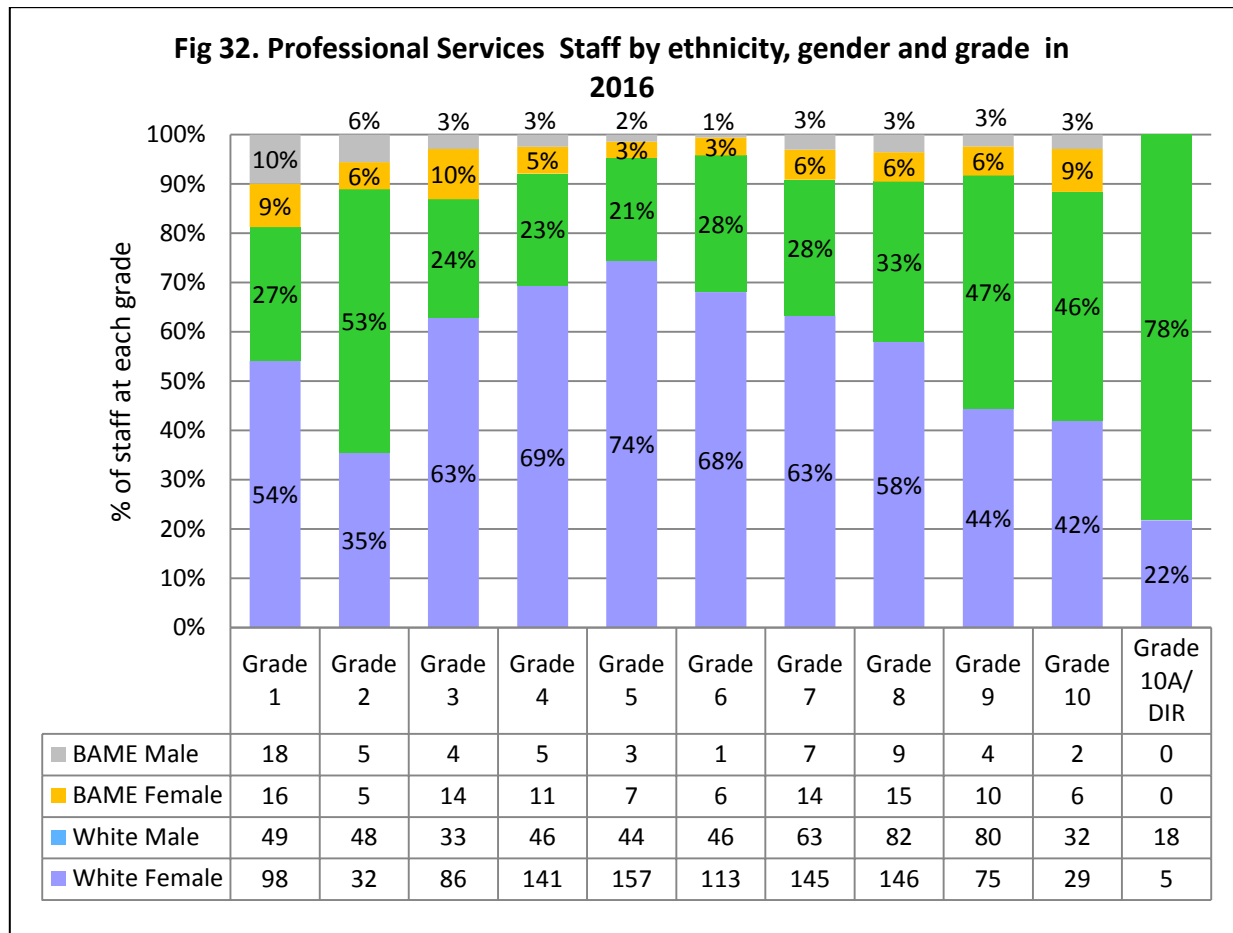


Fig 31. STEMM Professional Services Staff by grade and gender 2016



With the exception of grade 9 (where there is parity) in AHSBBL females predominate across all grades (Fig 30). The trend in STEMM indicates that the loss of females occurs at grade 9 (Fig.31). We will explore the under representation of male PS staff especially in AHSSBL and why fewer females are at senior grades in STEMM **(A.P. 3.3)**.

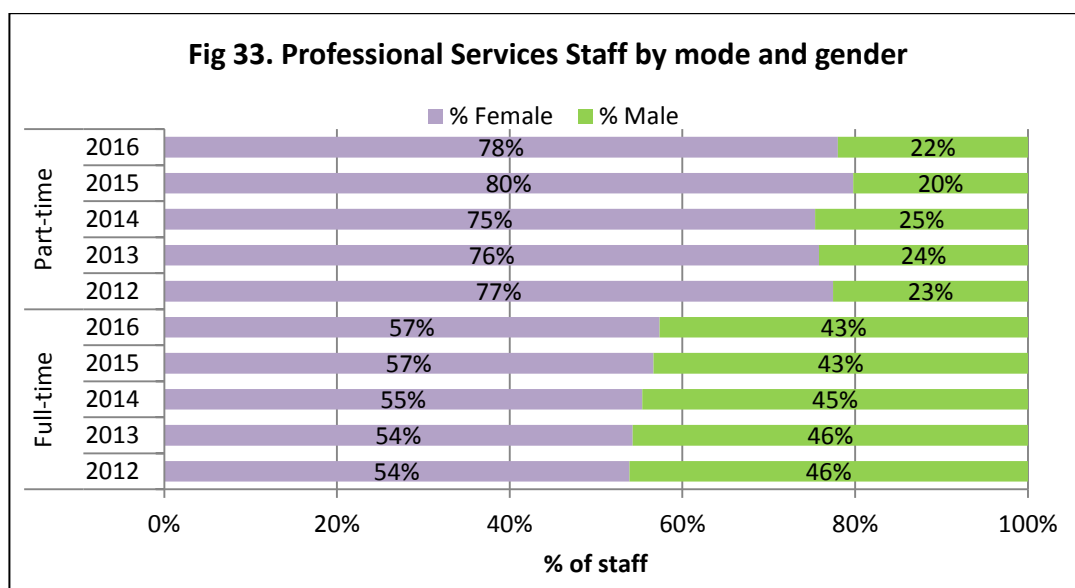
Regarding ethnicity and its intersection with gender (Fig 32) we identified:



*Note: The above table excludes staff who preferred not to state their ethnicity

- White female staff predominate at all grades from 1-8 with exception of grade 2 (historically these are Estates jobs on Singleton campus). Overall White males are underrepresented at lower grades compared to white females **(A.P.3.3)**.
- From grades 9-Director, white males predominate, consistent with national trends although exceeding national benchmark (66.3%). White females are underrepresented at senior management level (benchmark 28.3%) **(A.P 4.2)**.
- From grades 3-10 BAME females outnumber BAME males in contrast to national trends (8.2%BAMEM:5.8%BAMEF).
- BAME staff are underrepresented at grade 10a/Director level (benchmark 1.2% BAMEF, 4.1% BAMEM) **(A.P.5.1 and A.P.8.2a)**.

The majority of our female PS staff work part time (Fig.33) and the proportion has remained relatively stable over the data period (78%F:22%M) which is comparable with the benchmark (79.7%F:20.3%M). The percentage of PS females working full time has increased by 3% over the data period and there is more gender equity in full time work (benchmark 54.6%F:45.4%M). As with academic staff we will explore why part time work is less attractive for PS males (**A.P.4.4, 7.3**).

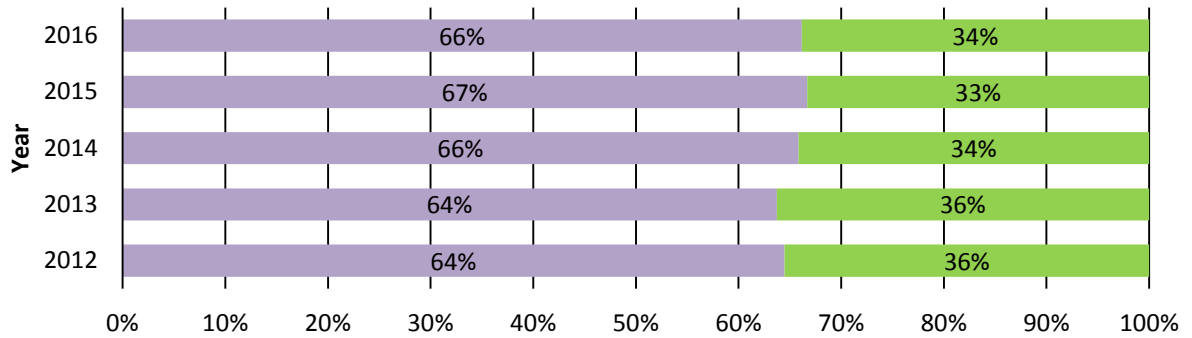


Data for Fig 33. Professional Services Staff by mode and gender						
Professional Services	Full-time			Part-time		
	Female	Male	Total	Female	Male	Total
2012	475	407	882	519	151	670
2013	513	433	946	502	160	662
2014	559	451	1010	517	169	686
2015	606	464	1070	489	124	613
2016	659	490	1149	567	160	727

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

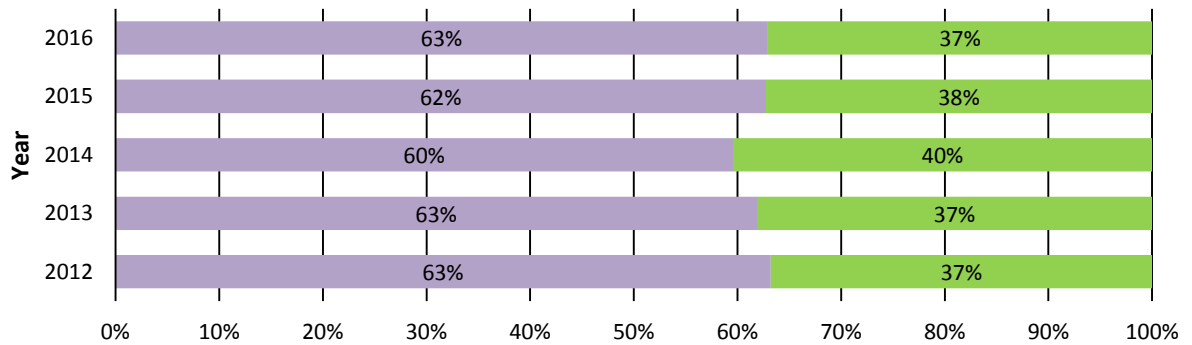
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Fig 34. Professional Services on open ended contracts



	2012	2013	2014	2015	2016
Female	654	687	698	771	866
Male	360	391	362	385	443

Fig 35. Professional Services on fixed term ended contracts



	2012	2013	2014	2015	2016
Female	340	328	311	342	275
Male	198	202	211	203	162

Over the data period there has been a 2% increase in the proportion of female PS staff on open ended contracts (Fig 34), exceeding the benchmark (62.4%F:37.6%M). The proportion of PS staff on fixed term contracts (Fig35) has remained stable (63%F: 37%M), is consistent with the benchmark (64.2%F:35.8%M) although the actual number has reduced.

Table 13. Professional Services Staff on zero hour contracts by gender									
	2014			2015			2016		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
AHSSBL									
Arts and Humanities	124	64	66%	83	42	66%	89	42	68%
STEMM									
Human and Health Sciences	-	-	-			50%	-	-	-
Medicine	8	-	100%	-	-	-	-	-	-
Science	2	7	22%	-	-	-	-		0%
Professional Services (Central University)									
Professional Services (Central University)	135	135	50%	167	155	52%	29	14	67%
Total	269	206	57%	251	198	56%	118	57	67%

The number of PS staff on zero hours contracts has reduced from 475 to 175 (2014-2016) (Table 13). These staff are mainly employed in the College of Arts and Humanities and central University and involved in roles such as exam and graduation support and temporary roles to cover peaks of work. More females than males are on these contracts

(iii) Professional and support staff leavers by grade and gender

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

Staff turnover is low at 10-11% for the last two years indicating high levels of satisfaction indicated by 79% of PS staff reporting that Swansea University was a great place for men and women to work in 2016 survey. More females leave than males, indicative of the pool (Table 14). In the last two years, 1 female director left due to retirement. We will conduct focus groups with PS staff to support them in the “change” journey in light of the PSR (A.P. 4.1).

Table 14 Professional and support staff leavers by grade and gender		2013-14	2014-15	2015-16
Grade 1	Female Leavers	7	13	13
	Male Leavers	10	8	8
	Total Grade 1 Staff	158	145	181
	% Female Grade 1 Turnover	7%	14%	11%
Grade 2	Female Leavers	3	0	0
	Male Leavers	3	8	8
	Total Grade 2 Staff	88	85	90
	% Female Grade 2 Turnover	9%	0%	0%
Grade 3	Female Leavers	11	21	21
	Male Leavers	3	11	11
	Total Grade 3 Staff	128	136	137
	% Female Grade 3 Turnover	12%	22%	21%
Grade 4	Female Leavers	2	12	12
	Male Leavers	3	8	8
	Total Grade 4 Staff	174	178	203
	% Female Grade 4 Turnover	2%	9%	8%
Grade 5	Female Leavers	4	30	30
	Male Leavers	3	17	17
	Total Grade 5 Staff	194	205	211
	% Female Grade 5 Turnover	3%	18%	18%
Grade 6	Female Leavers	3	7	7
	Male Leavers	7	9	9
	Total Grade 6 Staff	153	153	166
	% Female Grade 6 Turnover	3%	7%	6%
Grade 7	Female Leavers	3	7	7
	Male Leavers	4	7	7
	Total Grade 7 Staff	173	230	237
	% Female Grade 7 Turnover	3%	5%	4%
Grade 8	Female Leavers	4	14	14
	Male Leavers	2	13	13
	Total Grade 8 Staff	227	232	258
	% Female Grade 8 Turnover	3%	10%	8%
Grade 9	Female Leavers	1	5	5
	Male Leavers	2	9	9
	Total Grade 9 Staff	156	154	169
	% Female Grade 9 Turnover	1%	7%	6%
Grade 10	Female Leavers	0	2	2
	Male Leavers	2	2	2
	Total Grade 10 Staff	66	62	72
	% Female Grade 10 Turnover	0%	7%	6%
Director	Female Leavers	0	1	2
	Male Leavers	0	0	0
	Total Director Staff	11	13	14
	% Female Director Turnover	0%	33%	67%

Total	Female Leavers	38	112	113
	Male Leavers	39	92	92
	Total Staff	1528	1593	1738
	% Female Turnover	4%	11%	10%

Data on PS staff leavers is not presented by grade due to the small data set and potential for individuals to be identified (Table 15). The main reasons for leaving are end of contract, retirement and resignation.

Table 15. Professional and support staff leavers by gender									
	2014			2015			2016		
	F	M	%F	F	M	%F	F	M	%F
AHSSBL									
End of Contract	9	6	60%	2	1	67%	21	11	66%
Deceased	-	-	-	-	-	-	-	-	-
Resigned	1	-	100%	-	2	0%	3	1	75%
Retired	-	-	-	1	-	100%	-	1	0%
Other reasons	-	-	-	-	-	-	1	1	50%
STEMM									
End of Contract	6	5	55%	21	19	53%	36	43	46%
Deceased	-	-	-	-	-	-	2	-	100%
Resigned	11	4	73%	15	9	63%	18	11	62%
Retired	2	4	33%	2	1	67%	3	5	38%
Termination	-	-	-	2	-	100%	2	1	67%
Other reasons	-	2	0%	2	1	67%	3	6	33%
Central University									
End of Contract	4	7	36%	37	18	67%	37	31	54%
Deceased	1	1	50%	-	1	0%	-	-	-
Resigned	11	12	48%	32	25	56%	31	26	54%
Retired	5	1	83%	8	8	50%	6	3	67%
Termination	1	3	25%	2	5	29%	6	5	55%
Other reasons	-	-	-	1	-	100%	5	2	71%
Total	51	45	53%	125	90	58%	174	147	54%

We reviewed PS leavers by ethnicity for 2015-16. 15 BAME staff left (6F,9M) with 7 being from Grade 7 (4F,3M) who were more likely to be on fixed term contracts. Numbers are low but overall percentage female turnover was 15%. The percentage female turnover minus fixed term contracts was 7% (A.P. 1.1 , A.P. 8.2).

Word count **2723 (including speech bubbles /3000)**

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

5.1. Key career transition points: academic staff

(i) Recruitment

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

All job advertisements are independently checked by HR and use gender inclusive language. We include a link to webpages which detail our family friendly policies and Charter activities. Standardised adverts, job descriptions and person specifications ensure fair and equal selection criteria. Positive action statements encouraging applications from underrepresented groups have been used to widen the recruitment pool. All staff participating in shortlisting and interview panels have completed the mandatory online Equality and Diversity training. Interview panels are always gender inclusive: we offer Skype and video-conferencing to candidates who cannot attend in person. Unconscious bias training has been provided for key decision makers at both University and College level.

Recruitment numbers are taken from 1st March to 28th February each year. Our data is collected by gender and grade, prior to 2013-2014 shortlisting data is not available. Long-listing data is not collected.

We present data for the University and have compared STEMM Colleges and AHSSBL to determine any impact of Athena SWAN activities for the former, particularly workshops tailored to specific line manager groups within these Colleges.

Females remain under-represented in applications for academic positions at all grades in both STEMM and AHSSBL except for researchers in AHSBBL (range 59-63% across 4 years) (Fig 41). STEMM recruitment at grade 9 has improved significantly in the last 2 years, while other grades in STEMM have stayed approximately the same over the last 4 years. We have been successful increasing **female**:

- **Professors** from **18-32% in STEMM** and 13-19% in AHSBBL
- Grade 10 (**Associate Professors**) in **STEMM from 17-27%** and **AHSBBL 0-45%**
- Grade 9 (**Senior Lecturers**) in **STEMM from 27-50%; AHSBBL 0-49%**.
- Grade 8 (Lecturers) in STEMM from 34-36%; AHSBBL 32-44%
- Research staff in STEMM from 39-49%; AHSBBL 59-67 %.

Female applicants have an increased success rate from grades 7-10 (Fig 36). Success rate is calculated per gender cohort. In 2014-15 the lower success rate for both males and females at Professorial level was reflective of fewer posts

available at this level. More females are appointed at senior grades in STEMM Colleges (Fig 38) compared to AHSBBL this is probably due to more posts being available in STEMM rather than in AHSBBL Colleges (Fig 40). There is no gender bias at the lower grades.

With the exception of 2015/16 there is no bias against females being recruited, the challenge we face is to attract females to Swansea. We shall seek to get feedback from female applicants to assess factors that led them to apply to Swansea **(A.P. 3.2)** and we have new actions **(A.P. 3.1a-d)** to increase the percentage of female applicants going forward.

We introduced (2016) the Mx title on our recruitment and student application forms, to be inclusive of non-binary and trans staff/students.

Fig 36. University Recruitment by gender and grade

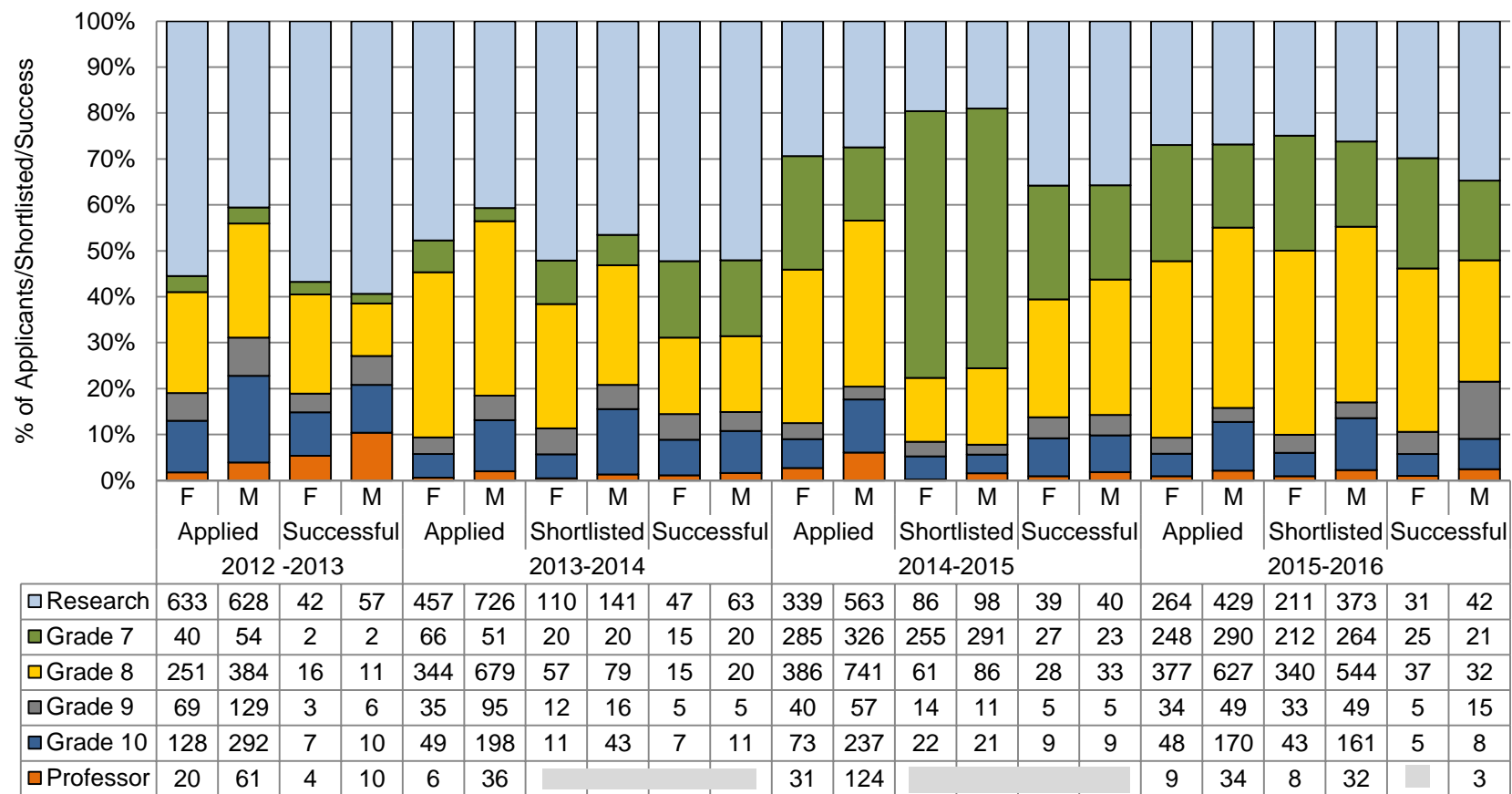


Fig 37. University Recruitment: % Success Rate by gender and grade

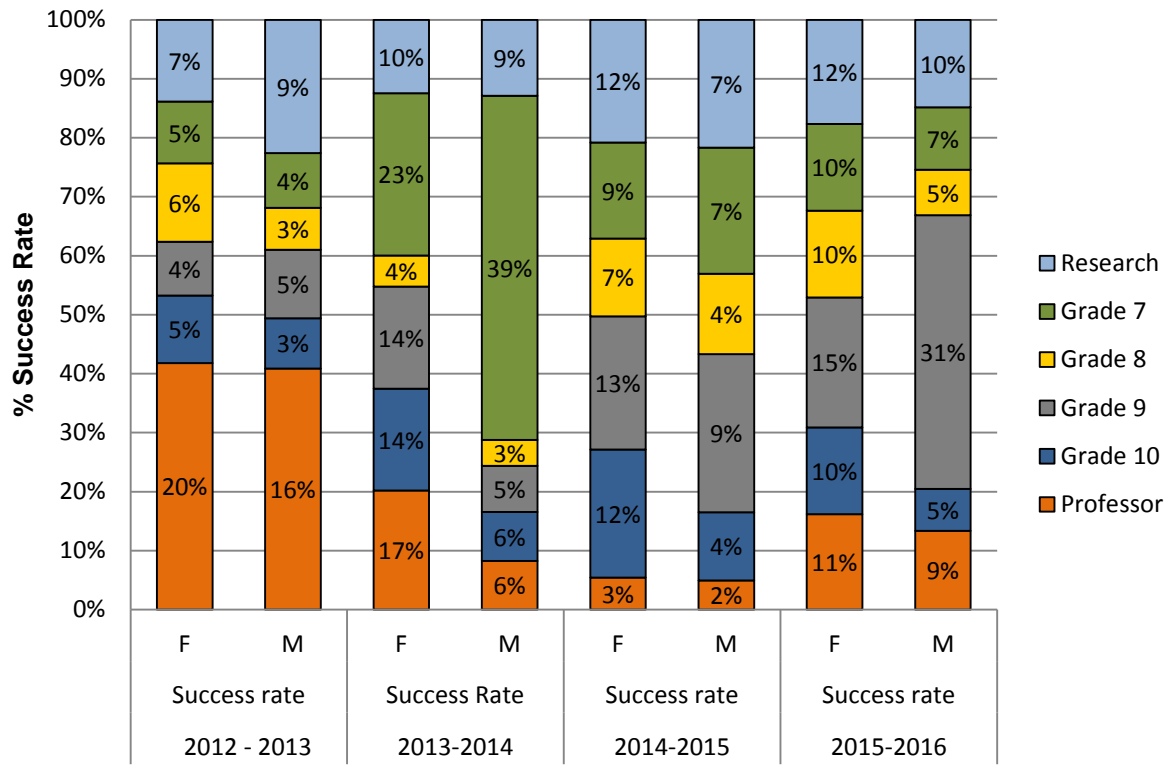


Fig 38. STEMM Recruitment by gender and grade

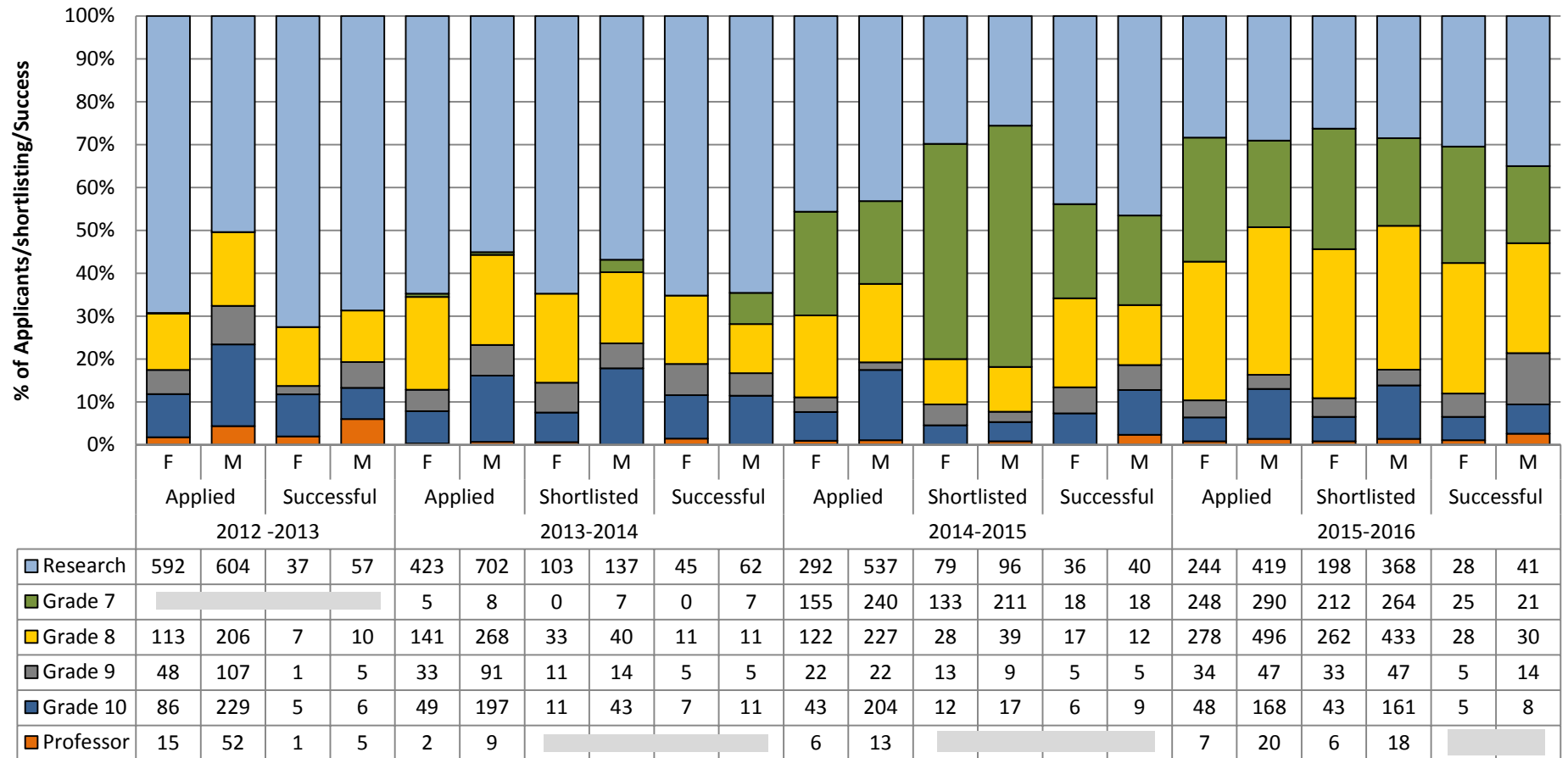


Fig 39. Recruitment: % Success rate: STEMM

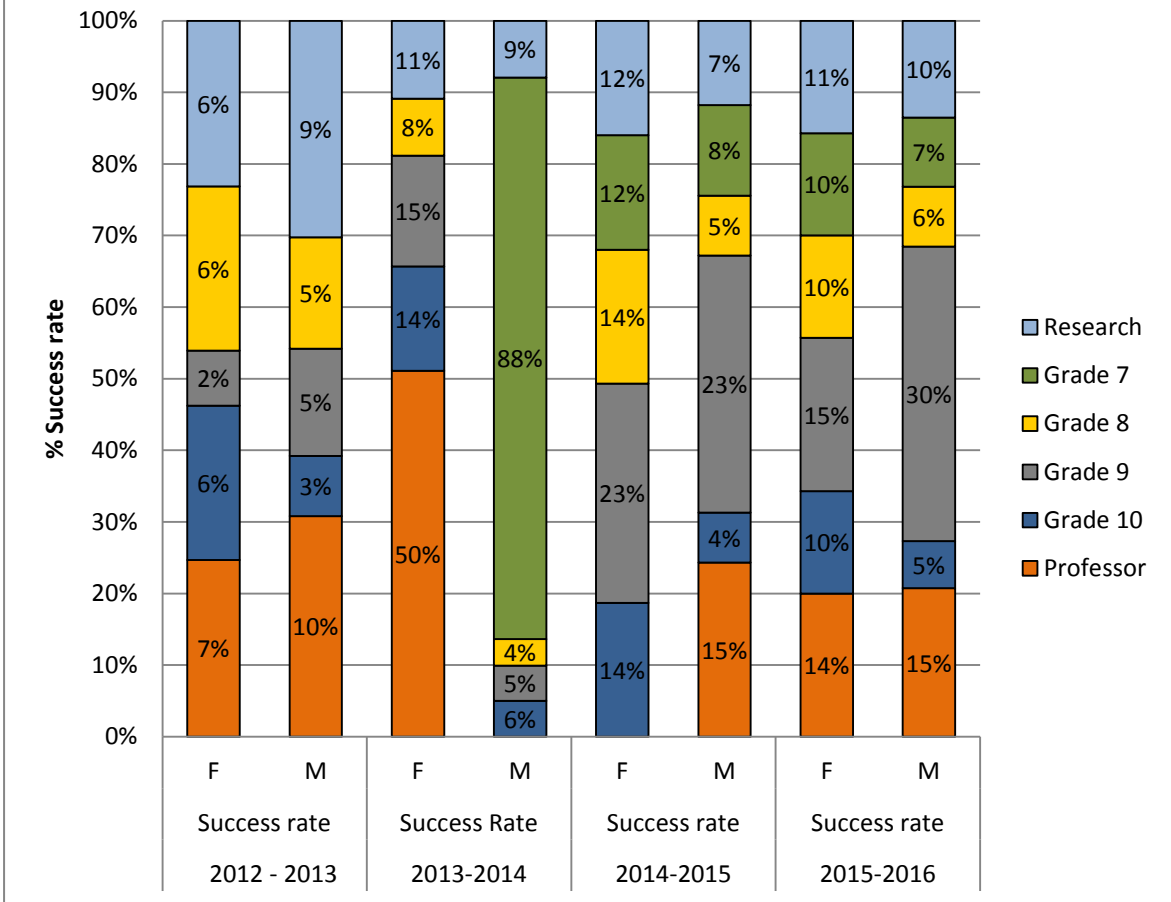


Fig 40. Recruitment: AHSBBL (numbers redacted)

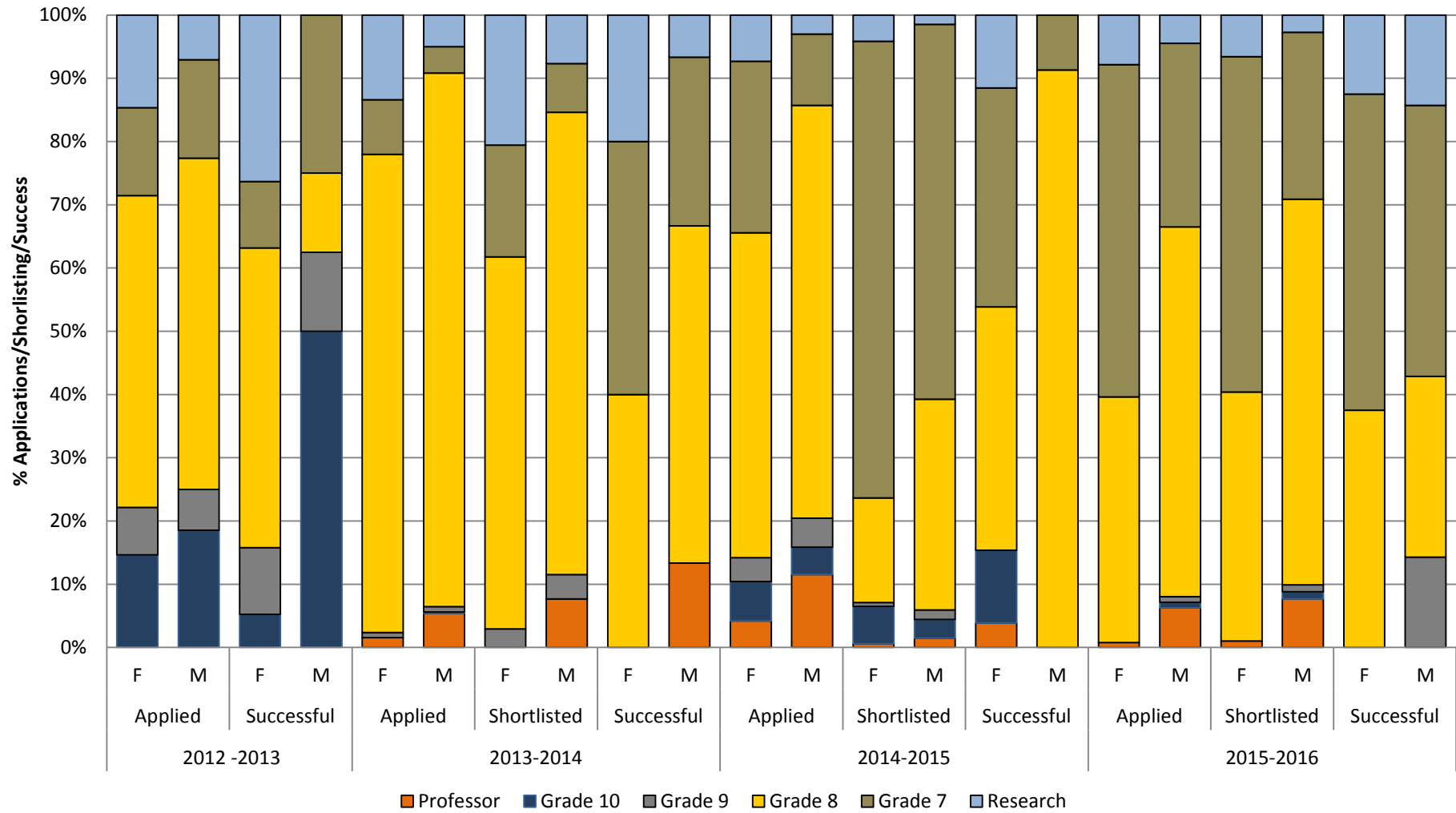
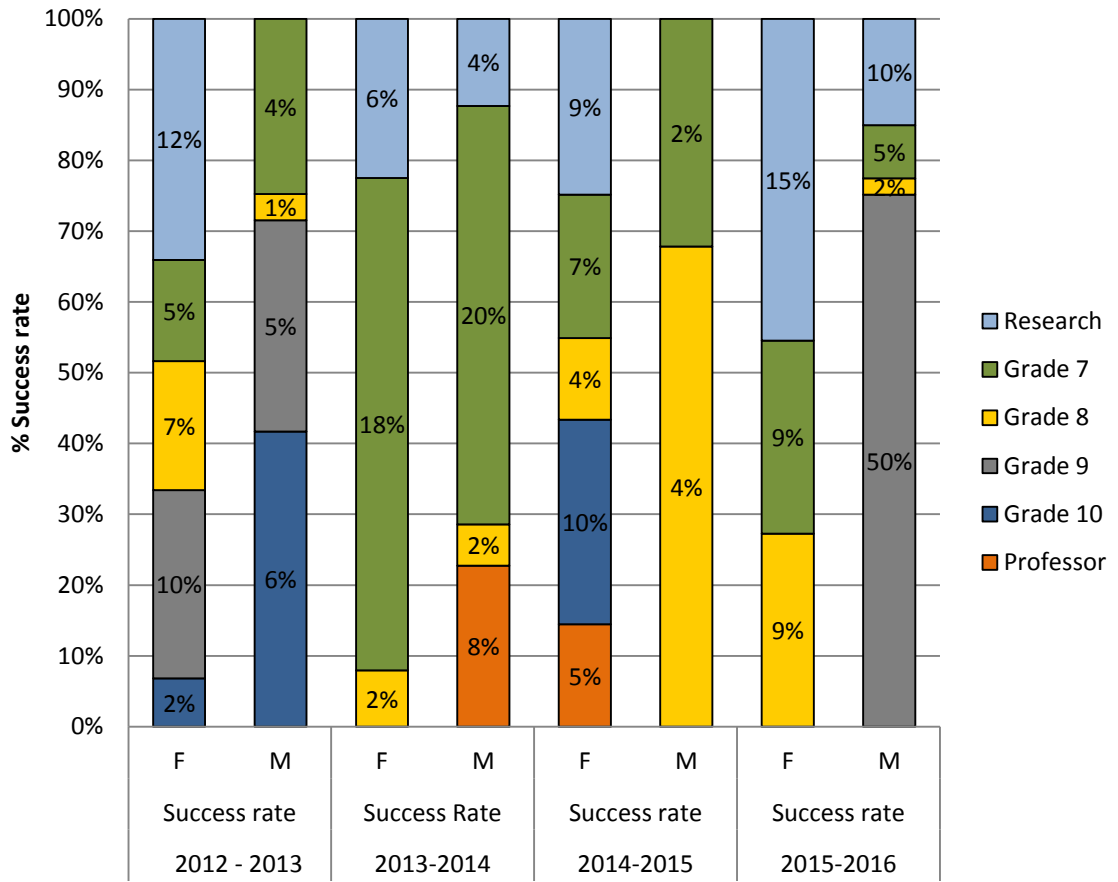


Fig 41. Recruitment: %Success rate: AHSSBL



(ii) Induction

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

The University induction provides all new staff (academic and PS) with a varied programme including presentations on E&D, AS and Race Equality. 500 staff have attended this Central induction (October 2013 – present) of whom 66% were female. We will conduct focus groups with men to identify why their participation is lower (**A.P 3.4**). Feedback on the effectiveness of induction is collected during the PDR and completion of probation reports. **All new staff are asked to complete online E&D Training and we have seen a marked improvement in passes (29% of staff in 2014- 66% in 2016)**. There is a higher completion rate in STEMM Colleges compared with AHSSBL indicating impact of our Charter activities (Table 16).

College/Professional Services Unit	Total passes 2014		Total passes 2015		Total passes 2016	
	%	n=	%	n=	%	n=
College of Engineering	32%	123	31%	108	74%	270
College of Human and health Sciences	35%	101	54%	161	95%	279
College of Science	31%	97	54%	163	67%	183
Medical School	54%	206	72%	301	92%	337
College of Arts and Humanities	10%	43	31%	108	32%	120
College of Law and Criminology	53%	36	69%	50	70%	53
School of Management	42%	40	69%	86	70%	79
Academic services	29%	13	73%	55	86%	44
Human resources	79%	30	83%	38	100%	44
Estates	9%	26	29%	104	34%	94
Finance	15%	6	44%	20	46%	16
ISS	21%	54	68%	181	61%	150
Planning and Strategic Projects Unit	36%	7	82%	23	93%	26
Research, Engagement and Innovation	24%	12	56%	31	53%	38
Student services	38%	66	68%	132	68%	139
Vice Chancellor's Office	38%	10	79%	22	67%	20
Total	29%	879	54%	1662	66%	2030

A detailed local induction is provided and within this programme good employment practices, training and development, career opportunities, probation and workload issues are discussed.

All new staff are allocated a mentor and their line manager works with them to create a personal development plan appropriate to their role and personal career aspirations. This forms the basis of future PDR meetings on completion of probation. New PS staff are allocated a mentor for between 6-12 months depending on grade (i.e Grade 7 and above have 12 months) and new academic staff have a mentor for up to 3 years. Mentorship is viewed positively:

'Coming from a local authority, I thought the university would be more of the same. I was wrong! My mentor has been invaluable. Supporting me through transitioning, helping me understand the organisation and its culture and by offering encouragement, support and advice.'

New staff with line management responsibilities attend the mandatory University 3 day 'induction for line manager training', which embeds gender equality issues. To date 215 line managers have completed the training (57%F). Gender breakdown of line managers is 45%F:55%M, we will explore why male participation is lower **(A.P. 6.5)**.

(iii) Promotion

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

The career development of all staff is addressed through PDR. Promotions are linked to the annual PDR timetable to allow for meaningful discussion about career development. As detailed on pages 41-42 academic staff are aligned to career pathways. During the past 3 years the impact in terms of gender has been significant and has resulted in a **marked increase in applications from women and a significantly higher success rate for women**. (62% success rate for all posts compared to males 37%) (Table 17).

Since our Bronze renewal award we have:

- Introduced indicative performance levels at each grade **to provide clear and transparent guidelines**
- Provided examples of what is expected for promotion
- **Applied the equality principles established in REF 2014 for individual circumstances e.g. consideration of parental leave, career breaks** enabling staff to apply for promotion based on the quality, (rather than quantity) of their work. The first section of the application form is specifically given over to individual circumstances for the panel to take into consideration.
- Implemented **reviews of academic staff who have been at top of their pay spine for three years or more (A.P.4.3)**.
- **Reviewed our starting salary guidance for promotions (B.A. 4.1). All promoted staff now start on the same salary.**
- **Held workshops on the promotion process and CV writing in each College.**

Our 2016 staff survey showed that 58%F and 50%M understood the promotions process an increase from the 2015 survey for females (44%F) but a reduction for males (56%M). We will continue with our annual promotions workshops, but seek to enhance male attendance (A.P. 4.7a,b).

Table 17. Promotions applications									
		Applied			Appointed			Success Rate	
		F	M	Total	F	M	Total	% F	% M
2013									
University	Professor	10	17	27	6	8	14	60%	47%
	Grade 10	10	15	25	4	6	10	40%	40%
	Grade 9	13	6	19	10	5	15	77%	83%
	All posts	33	38	71	20	19	39	61%	50%
STEMM	Professor	7	15	22	4	7	11	57%	47%
	Grade 10	5	13	18		5		60%	38%
	Grade 9	5			4			80%	100%
	All posts	17	31	48	11	15	26	65%	48%
AHSSBL	Professor							67%	50%
	Grade 10	5						20%	50%
	Grade 9	8			6			75%	67%
	All posts	16	7	23	9	4	13	56%	57%
2014									
University	Professor	8	25	33		7		38%	28%
	Grade 10	14	19	33	7	4	11	50%	21%
	Grade 9	15	14	29	10	10	20	67%	71%
	All posts	37	58	95	20	21	41	54%	36%
STEMM	Professor		18		0	5	5	0%	28%
	Grade 10	7	17	24	4	4	8	57%	24%
	Grade 9	10	9	19	9	6	15	90%	67%
	All posts	20	44	64	13	15	28	65%	34%
AHSSBL	Professor	5	7	12				60%	29%
	Grade 10	7						43%	0%
	Grade 9	5	5	10				20%	80%
	All posts	17	14	31	7	6	13	41%	43%
2015									
University	Professor	10	21	31	7	6	13	70%	29%
	Grade 10	10	23	33	6	13	19	60%	57%
	Grade 9	19	21	40	11	5	16	58%	24%
	All posts	39	65	104	24	24	48	62%	37%
STEMM	Professor	8	20	28	5	6	11	63%	30%
	Grade 10	5	15	20	3	11	14	60%	73%
	Grade 9	11	14	25	8	4	12	73%	29%
	All posts	24	49	73	16	21	37	67%	43%
AHSSBL	Professor							100%	0%

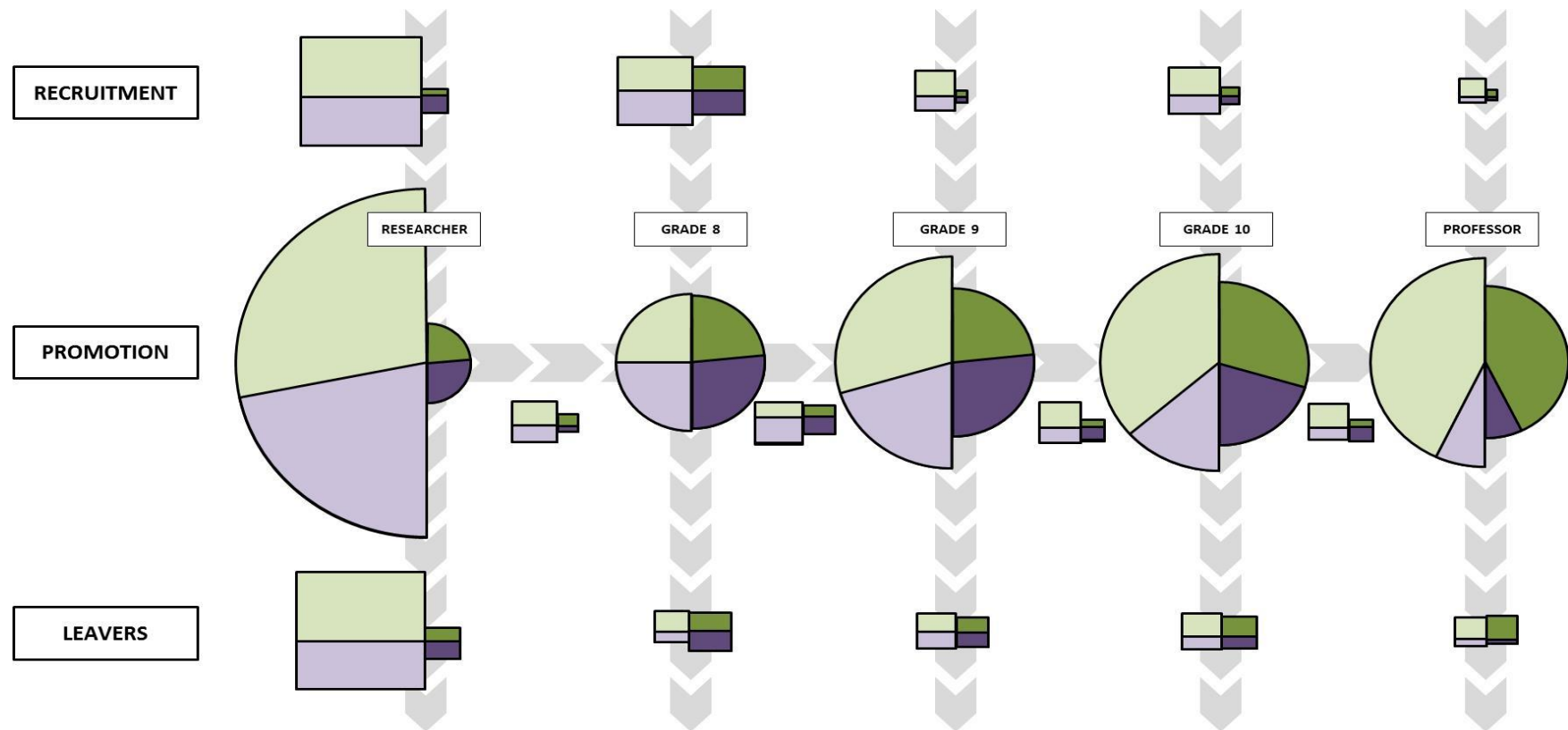
	Grade 10	5	8	13				60%	25%
	Grade 9	8	7	15				38%	14%
	All posts	15	16	31	8	3	11	53%	19%
2016									
University	Professor	9	22	31	5	6	11	56%	27%
	Grade 10	23	22	45	7	5	12	30%	23%
	Grade 9	24	28	52	16	10	26	67%	36%
	All posts	56	72	128	28	21	49	50%	29%
STEMM	Professor	6	18	24				50%	28%
	Grade 10	18	16	34				33%	19%
	Grade 9	17	21	38	12	8	20	71%	38%
	All posts	41	55	96	21	16	37	51%	29%
AHSSBL	Professor							67%	25%
	Grade 10	5	6	11				20%	33%
	Grade 9	7	7	14				57%	29%
	All posts	15	17	32	7	5	12	47%	29%

During our reflections it became clear that the interaction between retention/ recruitment and promotion must be considered given their pivotal role at key transition points. Drawing on the Medical School's development of a Staff career path model we have plotted the movement of staff through the grade structure (Fig. 42). This visualisation identifies patterns which are less obvious from the data.

- The professorial grade is slowed by the low turnover of staff and historical low number of female applicants relative to males for vacant posts **(A.P. 3.1a-d)**.
- Progression from Grade 8 to 9 is not biased against women in AHSSBL; the proportion progressing through in STEMM is lower even though more women than men apply for promotion at this stage **(A.P. 5.2)**.
- The impact at senior post level (Associate Professor and Professor) is due to fewer female staff in the pipeline.

The key to ensuring the on-going success of our pipeline is to attract female applicants and nurture them to reach their full potential. We can see the early accomplishment of this with the increase in female staff at Grade 8. With our actions to support promotions we can project further positive change going forward. Our next priority is to assess the promotion path for PS staff who are supported through a different route of HERA re-grading rather than promotion **(A.P.4.2b)**.

Fig 42. Movement of staff through the grade structure



- Shows new recruits arriving from the top.
- Leavers are shown at the bottom.
- Promotions are shown between main Grade categories.
- Size of all shapes are proportional to numbers
- Left hemisphere is STEMM, right side is AHSSBL.
- Green represents Males, Purple represents females.

Table 18. Promotion by gender and mode																								
	2014								2015								2016							
	Applied			Promoted			Success Rate		Applied			Promoted			Success Rate		Applied			Promoted			Success Rate	
	F	M	Total	F	M	Total	% F	% M	F	M	Total	F	M	Total	% F	% M	F	M	Total	F	M	Total	% F	% M
Full-time staff																								
Professor	7	24	31	2	7	9	29%	29%	9	21	30	6	6	12	67%	29%	9	22	31	5	6	11	56%	27%
Grade 10	13	17	30	7	4	11	54%	24%	7	23	30	4	13	17	57%	57%	21	20	41	6	5	11	29%	25%
Grade 9	11	14	25	8	10	18	73%	71%	17	21	38	11	5	16	65%	24%	22	28	50	16	10	26	73%	36%
All posts	31	55	86	17	21	38	55%	38%	33	65	98	21	24	45	64%	37%	52	70	122	27	21	48	52%	30%
Part-time staff																								
Professor							100%	0%							100%	0%							0%	0%
Grade 10							0%	0%							67%	0%							50%	0%
Grade 9							50%	0%							0%	0%							0%	0%
All posts	6	3	9	3	0	3	50%	0%	6	0	6	3	0	3	50%	0%	4	2	6	1	0	1	25%	0%

Fewer part-time staff apply for academic promotion than full time staff (Table 18) , and most are from females reflective of the smaller number of males who work part time **(A.P.7.3)** . Females are more likely to be successful than males for both modes. Fewer applications from part time staff at the higher grades with two part time applications at Professorial level in the last 3 years, both from females and one was successful. We will explore perceptions of part time working and senior posts **(A.P. 4.4)**.

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

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

We applied the equality principles for individual circumstances e.g. consideration of parental leave, career breaks etc. that may affect quantity, but not quality of work. Fewer staff, both male and female were submitted to REF compared to RAE. The numbers considered eligible were lower in both STEMM and AHSSBL and for both males and females. Comparing STEMM with AHSSBL shows that the reduction in number of staff submitted is mostly related to AHSSBL (Table 19).

Table 19. Research Excellence Framework (REF) by gender							
	Male			Female			% Difference
	Eligible	Submitted	% Submitted	Eligible	Submitted	% Submitted	
RAE 2008							
University	457	394	86%	188	133	71%	-15%
STEMM Colleges	292	251	86%	115	70	61%	-25%
AHSSBL Colleges	148	131	89%	67	61	91%	+2%
REF 2014							
University	398	307	77%	150	93	62%	-15%
STEMM Colleges	269	224	83%	81	53	65%	-18%
AHSSBL Colleges	129	83	64%	69	40	58%	-6%

The gap between males and females submitted to REF in STEMM closed by 7%. The percentage of University staff submitted to REF exceeded the UK average (HEFCE found overall for REF: 67% males selected, 51% females).

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

Induction and support provided and uptake for all new staff which includes PS has been detailed in section 5.1 (ii).

(ii) Promotion

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

PSR aims to realign professional services and give clarity to the relationship between central departments and colleges. Equality considerations are purposefully embedded into the heart of PSR processes, including review of job descriptions, open/transparent criteria and processes including female decision makers on all panels.

250 staff have been through the PSR process which resulted in;

- **39% F (n=194) and 25% M (n=56) received promotion/upgrade.**
- 59% remained at the same grade
- 6% (n=14, 7M:7F) appointed at a lower grade with protected salary for four years.

Opportunities on this scale would not have been possible without PSR, and have **significantly contributed to an increase in females at the senior Professional Services grades.**

Table 20. PSR numbers and % of staff that stayed on same grade	
Total no.in PSR group	250
Total No. of Males in Group	56
Total No. of Females in Group	194
Total No. Appointed	246
Total Males Appointed	54
Total Females Appointed	192
Total No.s in Group on same grade	147
Total No. of Males in Group on same grade	35
Total No. of Females in Group same grade	112
% Total stayed same grade	59%
% M stayed same grade	63%
% F stayed same grade	58%

In the past year we replaced the regrading system that was previously in place that addressed localised restructures. New guidelines based on those developed for PSR aim to ensure consistency and fairness across job roles. An equality impact assessment was conducted at each PSR stage. No adverse impact was identified outside of the staff pool/demographic. **(A.P.4.1).**

5.3. Career development: academic staff

(i) Training

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

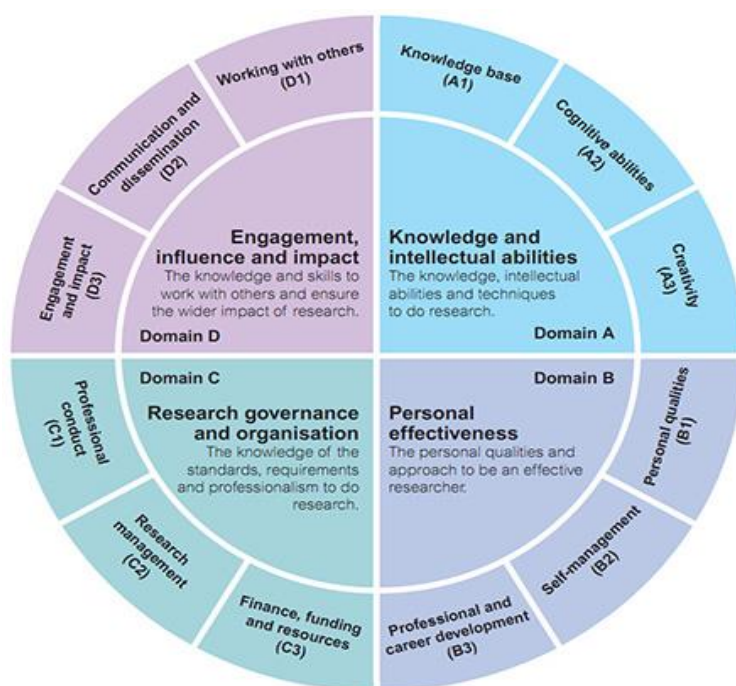
An extensive portfolio of training courses is provided for all staff groups. Training is provided centrally as well within the Colleges. Staff training needs are identified through the online PDR process and booked online. **Staff are made aware of training courses available through an email following their PDR linked with their individual identified training needs**, all staff emails and further information can be accessed through the website.

We adopted a new, co-ordinated approach to Learning and Development for research staff, identifying internal experts, listening to the needs of research staff, and bringing together researcher development strands from across the institution. We brought together 32 distinct programmes, an increase of 40% on previous years.

Responding to researcher needs and demands, there has been an increased offer of short courses to enable more researchers to attend and participate. More than half of the programmes now have this format. A bespoke teaching skills course, the “Introduction to Teaching skills for researchers” has been introduced and following successful evaluation, has now been integrated into the main researcher development programme.

The Researcher Development Framework (RDF) is utilised extensively and matched with appropriate training needs for researchers. It is recommended that researchers reflect on the RDF prior to their professional review, with a link included in the online PDR form. There is a dedicated Development Officer for research staff who organises an extensive range of specific training workshops, provides personalised advice, and promotes good management practice through the application of HR policies to support and improve researchers’ time at Swansea, such as Induction, Probation, and Professional Review and end of contract support.

Fig 43. Researcher Development Framework



Uptake of training is positive (Table 21) with female staff taking more courses than males over the data period and the number of courses provided has also increased. Courses are routinely evaluated by DTS through the online system and developed in response to feedback and staff expressed needs.

Table 21. Uptake of Training by academic and research staff by gender 2013-2016

Year	Female			Male		
	no. courses	no. individuals	average each	no. courses	no. individuals	average each
2013/14	University					
	50	119	0.42	43	117	0.37
	STEMM Colleges					
	41	67	0.61	37	89	0.42
2014/15	AHSSBL Colleges					
	28	26	1.08	23	28	0.82
	University					
	103	202	0.51	96	230	0.42
2014/15	STEMM Colleges					
	93	149	0.62	90	185	0.49
	AHSSBL Colleges					
2015/16	53	42	1.26	38	39	0.97
	University					
	122	317	0.38	99	359	0.28
2015/16	STEMM Colleges					

	103	218	0.47	87	277	0.31
	AHSSBL Colleges					
	60	75	0.8	44	73	0.6

Staff in AHSBBL take up on average more training than staff in STEMM.

The Research, Engagement and Innovation Services (REIS) run specific courses for academic staff in relation to research grant applications and related issues. All training courses attended are captured in PDR appraisals. Further to this the University has used the PSR to introduce College Research Hubs. These are physically located at College level to support local needs. These hub based teams provide knowledge and experience of working in collaboration with external business partners (e.g. industrial, commercial) and research sponsors and are on hand to advise academic staff.

Swansea University Academy of Learning and Teaching (SALT) provides resources to support learning and teaching enhancement, and offers a range of seminars and workshops and hosts an annual Excellence in Learning and Teaching Conference. SALT supports staff to complete the HEA Fellowships (Table 22).

Table 22. Staff with HEA Fellowships by Gender in 2017			
HEA Fellowship level	Female	Male	Total
Associate Fellows	7	9	16
Fellows	109	98	207
Senior Fellows	24	18	42
Principal Fellows	2	1	3
Total	142	126	268

Postgraduate Certificate in Learning and Teaching in Higher Education (PGCert)

New members of academic staff who do not already have a teaching qualification are required to complete the PGCert in their first two years. Other staff involved in learning and teaching are also welcome to apply. Numbers vary each year but in 2016 there were 68M and 40F on the PG Cert. which may be indicative of the higher number of male starters.

(ii) Appraisal/development review

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

The annual PDR is held between the staff member and their line manager between September-November, with interim reviews held between March-May. It directly links training and promotion opportunities within an appraisal framework which is clear and transparent. Specific key performance indicators linked to teaching, research, and innovation and enterprise are available through the on-line form, publications and grant income are automatically captured from University sources, objectives are clearly laid out, and free text input reflecting face-to-face discussion is encouraged.

The online PDR was developed in 2012 to enable a more meaningful discussion regarding continued growth, clarity of role and assist development, with equality being embedded at the core of the process, which has included KPI information that is presented in a tabular and graphical format to enable individuals and their line managers to reflect on performance in relation to their current role and potential opportunities for promotion. The PDR process won a Times Higher Education award and a UK Universities Human Resources award. **In the last 4 years we have achieved and sustained a sector leading 99% completion rate**, verified through the online system, through focussed partnership between HR and line managers (B.A. 4.4).

Year	Female Total	% Female	Male Total	% Male
2014	507	100%	777	100%
2015	555	99%	800	100%
2016	540	100%	765	100%

Mandatory appraisee and appraiser training was provided for all staff when the new PDR process was implemented. Subsequently appraiser training is included as part of the Line Manager HR Induction Programme. **Since 2013, 215 line managers have participated; 122 (57%) of these were female.** All appraisers are required to have completed appraiser training. We will monitor uptake of this training (A.P. 6.5). Workshops were provided for line managers of academic staff in September/October 2016 to clarify developments to Academic Career Pathways, academic promotion and the on-line PDR. We have improved the uptake of the PDR (B.A. 4.1) (Table23). We did not collate PS and academic staff separately until 2015. This system has removed the burden out of appraisal, increased engagement and the reporting capacity of this system.

HR monitors completion rates and invites feedback on the quality of the PDR through a confidential on line survey. **Staff satisfaction of appraisals has increased from 64%F to 72%F and 63%M to 90%M (2015-2016).**

Senior academic and PS staff complete a 360 degree leadership feedback. In 2016, 78% of our senior academic professional leaders participated. This feedback forms part of the PDR process.

(iii) Support given to academic staff for career progression

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

Extensive support for academic support is delivered through the Academic Pathway Scheme. (section 4.3). The University is fully committed to the principles of Concordat to support the career progression of researchers. ECR focus groups revealed that a fixed term contract is a gendered issue for research staff which is not unique to Swansea.

In both 2015 and 2016, A Career Development Event for Researchers was held and attended by over 40 staff. Former Research Staff shared their experiences of their transition from Research to Academia and other career destinations to assist current researchers with their career development. Former Research Staff who had participated in Welsh Crucible were also invited to speak at Roadshow Events.

The 2015 CROS survey showed that a significant majority of research staff felt encouraged to engage in personal and career development (78% compared to 75% nationally). Coaching is available to all research staff on a one-to-one basis. Mentors are identified at the recruitment stage for all new staff.

17 ECRs (6F) have participated in the Welsh Crucible which is a pan Wales leadership development programme.

A three-year EPSRC Bridging the Gaps (BTG) project enabled 27 ECRs to lead a research project for the first time, supported 73 new and novel research initiatives, and established 196 new collaborations. In 2013 11 projects were supported (6F, 5 M).

'It has increased my confidence and given me the precedent to take a more initiatives and to say yes to more invitations to work on collaborative initiatives'

'I developed my communication skills to maintain the relationship with collaborative partners'

BTG's legacy continues through a number of new initiatives including Cherish- DE funding, Swansea University Research Grant Enabler (SURGE) (a £100,000 internal scheme that provides seedcorn funding, grants for networking, bid writing support and specialist consultants for large strategic research funding applications). The EPSRC Impact Acceleration Account (IAA) has targeted activities which include secondments from and into industry to broaden engagement with industrial research partners; marketing and promotion of EPSRC

research portfolio and impact-related opportunities and a series of forums and sandpit events to facilitate improvements to impact delivery through sharing best practice.

Since 2013 the University has supported 24 female staff (7 PS) to attend the Leadership Foundation Aurora programme. **Of these, 5 Aurorans have been promoted, 3 to Associate Professor and 2 to Grade 9 PS.**

'Aurora's been a big career launch pad for me. It has changed how I see myself. I've been asked to sit on gender equality committees across the institution and suddenly I'm meeting some very senior people with whom I would never have come into contact otherwise.... I found a fantastic mentor and, with his help, I worked towards and got promotion.'

'The Aurora Leadership programme provided inspiring women leaders from both education and politics who gave inspiring talks, and each session we worked through interactive exercises to stretch and motivate us. The Aurora programme has been a significant part of my growth this year as a woman leader'

In 2014 we developed our own Leadership in action training, initially accessible to all senior academic and PS staff but in 2015 was accessible for females only. In total 37 staff completed this training (35F:2M). The training has now been superseded by the University's increased investment in the Aurora leadership programme and in the Academi Wales Summer School (Table 24).

The Academi Wales Summer School is an intensive, five-day residential learning experience bringing together leaders and managers in Wales to address key issues on a specific leadership topic.

Table 24. Academi Wales Summer School Uptake by gender					
Year	Female	Male	Academic	Professional Services	Total
2014	3	1	2	2	4
2015	2	2	2	2	4
2016	8	1	3	6	9

Mentoring is provided through several schemes. **87 female staff have participated in the Women in University Mentoring Scheme (WUMS), 58 as mentees, and 29 as mentors** (Table 25).

Table 25. WUMS Participants		
	Mentors	Mentees
2013-14		
Professional Services	4	10
AHSSBL	2	5
STEMM	5	15
University Total	11	30
2014-15		
Professional Services	3	5
AHSSBL	6	10
STEMM	5	4
Swansea University	14	19
2015-16		
Professional Services	4	7
AHSSBL	0	2
STEMM	0	0
Swansea University	4	9
Total	29	58

This scheme is open to all female academic and PS staff, but unable to meet demand so we developed our own mentoring scheme. Our Mary Williams Group established a mentoring scheme in 2015 specifically for female senior staff seeking promotion to Associate Professor and Associate Director. To date 10 mentees and mentors (academic and PS staff) are participating in this mentoring scheme.

The mentoring scheme was invaluable. My mentor helped me to hone and to strengthen my promotion application, and I don't know if I would have achieved promotion without his help. My chief problem was underselling my own achievements, but my mentor made sure that I didn't hold back.

I was thrilled this year to achieve promotion to Associate Professor. My Mary Williams' mentor inspired me to think big, and not to stop there. She said 'don't sit back, go and look at the criteria for the next grade up!' I found her mentoring to be supportive and very motivating.

We will evaluate the impact of this mentoring scheme in terms of career progression to more senior roles **(A.P.5.1)**.

We plan to provide group mentoring/support through action learning sets, rather than just individual mentoring initially facilitated by the School of Management to aid in building networks across both campus sites. Our Aurorans will assist in facilitating these action

learning sets with staff, which also provides our Aurorans the opportunity to practice their leadership skills and disseminate their knowledge from the course **(A.P.5.2)**.

Unconscious bias training has been resourced from ECU and an external consultant by all the STEMM Colleges and by Central University HR dept. The training has initially been targeted at staff involved in recruitment, selection and promotion with all staff being offered this in the future **(A.P. 5.3)**. **Unconscious bias training is provided to students who participate in the Swansea Employability Award through an online resource.**

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

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

We offer a range of mandatory training to new employees and further specific and bespoke training as identified e.g.

- Our Professional Leadership Framework – provides additional skill support to leaders
- **100% of professional service staff at grade 9 and above have successfully engaged** in our bespoke **360 degree leadership feedback tool linked to the PDR.**
- Our 'You Learn' programme (open to all) offers a host of courses ranging from Project Management, Risk Management, Spending University Money and Customer Service to many others.

There has been a significant increase in the number of staff accessing training indicative of the growth of this staff group (Table 26). More females access training than males but the average uptake per individual is higher in males than females with the highest uptake by PS staff in AHSBBL. Effectiveness is monitored via the PDR process and feedback from delegates to DTS.

Table 26. Uptake of training by professional services staff by gender 2013- 2016						
Year	Female			Male		
	no. courses	no. individuals	average each	no. courses	no. individuals	average each
University						
2013/14	61	272	0.22	45	118	0.38
	STEMM Colleges					
	43	85	0.51	21	37	0.57
	AHSSBL Colleges					
	16	24	0.67	4	3	1.33
University						
2014/15	134	477	0.28	91	272	0.33
	STEMM Colleges					
	96	142	0.68	53	76	0.70
	AHSSBL Colleges					
	59	54	1.09	22	12	1.83
University						
2015/16	138	724	0.19	110	359	0.31
	STEMM Colleges					
	106	241	0.44	76	87	0.87
	AHSSBL Colleges					
	78	84	0.93	33	20	1.65

(vi) Appraisal/development review

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

The same on-line PDR system applies to PS staff as described in section 5.3 (ii). This has contributed to a culture where all members of staff, females and males equally have the opportunity for a discussion about their progress and career development at least twice a year. **Completion rates are high** (Table 27).

Table 27. Completion of Performance Development Reviews by Professional Services Staff by Gender by 2014-2016				
Year	Total Female Staff	% Female	Total Male Staff	% Male
2014	1098	100%	633	99%
2015	1128	99%	605	98%
2016	1225	100%	646	100%

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

PS staff can access a wide range of training course from the DTS or commissioned from external providers. Through focus groups with PS staff we identified a need for more training on how to apply the PS values in practice and more bespoke training for their specific roles (A.P 5.5). Through the PDR process training needs are identified. In negotiation with their line manager PS staff can study for additional qualifications to enhance their role.

'I have worked for the University, on a part time basis for the last 8 years and have been given many opportunities to excel in my career. I completed my Chartered Institute of Personnel and Development. I then completed my Masters in Human Resource Management and subsequently secured a higher grade'

FLEXIBLE WORKING AND MANAGING CAREER BREAKS

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

5.5. Flexible working and managing career breaks

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

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

We have enhanced the statutory entitlements in March 2015 so that all pregnant employees are entitled to a period of 52 weeks maternity leave regardless of their length of continuous service.

The University maternity and adoption leave policies are accessible to all staff via the website. Staff taking maternity leave discuss arrangements with HR. Work cover may involve some reallocation of tasks, but normally a substantive appointment is made for the year. CHSS developed user friendly guidance for staff and their line managers regarding issues to be discussed before, during and on return from maternity leave. The Medical School have presented this information in the form of a poster in their respite room.

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

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

Employees may undertake up to 10 days paid work, referred to as 'keeping in touch days', (KIT) during their maternity leave. Maternity leave is not an impediment to the promotion process and we do promote women who are on maternity leave:

'Despite being heavily pregnant, I was actively encouraged to apply for promotion (by senior male colleagues). My chair was subsequently awarded whilst on maternity leave. Promoting academic staff development at Swansea University clearly holds no barriers and for me personally, it has been a wonderful and nurturing place in which to grow professionally and personally'

There are challenges for academic staff, especially those who are conducting research. Support is unique to the individual and academic area therefore this is flexible and organised at College level.

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

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

Responding to staff feedback we have increased our wellbeing rooms (breastfeeding and expressing milk) to 4 spread across both campuses with further rooms planned.

All staff returning from maternity or adoption leave meet with their line manager and agree a plan of activity and workload. This will include flexible arrangements where needed to support care needs including feeding. The Head of College considers requests made to work on a part-time or job share basis in collaboration with the line manager. **In 2015 we introduced provision for all female staff on academic research contracts to have six months of no teaching on their return.**

'Reduction in teaching and associated administration e.g. exam prep, marking etc. had a profound effect on my research – I managed to get 4 papers submitted and accepted in 2015.'

We will review and revise this policy to support all staff returning from extended leave (including maternity and paternity leave, sick leave and career breaks) by evaluating workload on return to ensure parity of support for staff across the academic pathways (A.P 7.1).

All staff returning to work following an extended leave of absence have a phased return to work, meaning that staff work part time and build up to full time work in negotiation between the individual staff member, occupational health and the line manager.

(iv) Maternity return rate

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

Table 28. Maternity return rates					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
STEMM Colleges					
Professional Services on maternity leave	4	9	6	3	10
Professional Services return rate	4	9	6	3	10
Academic's maternity leave	3	10	10	7	15

Academic return rate	3	10	9	7	15
Total number of staff on maternity leave	7	19	16	10	25
Total % STEM Return Rate	100%	100%	94%	100%	100%
AHSSBL Colleges					
Professional Services on maternity leave					
Professional Services return rate					
Academic's maternity leave					
Academic return rate					
Total number of staff on maternity leave					
Total % AHSSBL Return Rate	100%	100%	100%	n/a	100%
Total University					
Professional Services on maternity leave	11	29	20	9	30
Professional Services return rate	11	29	19	9	29
Academic's maternity leave	5	12	13	7	19
Academic return rate	5	12	12	7	19
Total number of staff on maternity leave	16	41	33	16	49
Total % Return Rate	100%	100%	94%	100%	98%

The maternity return rate is very positive with a return rate of +90%. We have no staff who have not had their contracts renewed whilst on maternity leave.

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

The percentage of women remaining in post is very positive at +85% for 6mths, 12mths and 18mths indicating high retention (Table 29).

Table 29. Maternity return rates 6, 12 and 18 months after return from maternity leave					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Leavers	16	41	33	16	49
% Return Rate, 6 months	94%	95%	85%	90%	85%
% Return Rate, 12 months	100%	100%	94%	77% *	71%**
% Return Rate, 18 months	100%	100%	94%	29%*	7%**
*not yet reached 12mth threshold at 26.4.17					
** not yet reached 18mths threshold at 26.4.17					

We have worked to support academic staff on enhanced research contracts who return after maternity introducing a **teaching free term** to support them in their research and to mitigate the “motherhood penalty”(A.P.7.1). We knew from focus groups and staff feedback that this was a major concern for staff taking maternity leave. By making this **an automatic right for**

staff returning, these staff (and their line managers) can more effectively plan their research activities and work load.

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

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

Paternity leave is paid on full pay for 2 weeks, taken in blocks of 1 or 2 weeks. Shared parental leave is available for staff if they have been employed continuously by Swansea University for at least 26 weeks by the end of the 15th week before the due date (or by the date matched with an adopted child).

University	Paternity leave – ALL Staff	Academic Staff	Professional Services
1 st March 2012 – 28th February 2013	22	12	10
1 st March 2013 – 28th February 2014	22	14	8
1 st March 2014 – 28th February 2015	19	10	9
1st March 2015 - 29th February 2016	26	10	16

University	Adoption and Parental leave – ALL Staff	Academic Staff	Professional Services
1 st March 2012 – 28th February 2013			
1 st March 2013 – 28th February 2014			
1 st March 2014 – 28th February 2015			
1st March 2015 - 29th February 2016			

Due to small numbers data is not presented by grade. The uptake of formal paternity leave (Table 30) is low as academic staff have the flexibility to take this leave informally. Paternity leave is taken by both academic and professional services staff.

Due to the small data set adoption and parental leave have not been separated. Uptake of shared parental leave and adoption leave is very low across the University. Feedback from those who have taken shared parental leave has been positive:

‘Being able to take 6 months of Shared Parental Leave has provided me with an incredible experience that will stay with me for the rest of my life...Returning to work hasn’t been as traumatic as I expected it to be.’

Staff are made aware of all family friendly leave arrangements at induction, through regular sessions on flexible working provided centrally and in the Colleges and via the website.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Flexible working arrangements policy applies to all staff and covers different works patterns such as term time only, part time working, working remotely, compressed hours etc. Following our bronze award **workshops on flexible working are provided to all staff centrally and within Colleges each year**. Our flexible working policy is displayed on the University website. All job advertisements welcome applicants seeking part time, job share or flexible working arrangements.

Flexible working is practised widely by academic staff especially home working and is accessible to PS staff in negotiation with their line manager. Applications for formal requests for flexible working for academic and PS staff are arranged through the Head of College/PS Department or line manager and are not centrally recorded.

Staff Survey 2016;

- 86% F (n=87) and 92% M (n=51) academic staff and 96% F (n=184) and 85% M (n=54) PS staff agreed/strongly agreed that they understood policies in relation to gender equality (e.g. shared parental leave, flexible working).
- 74% F (n=329) and 76% M (n=129) male respondents strongly agreed/agreed that their line manager would support flexible working requests. **This has increased from 69% F (n=334) and 58% M (n=105) in 2015.**

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

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

All requests to increase working hours are considered by the line manager and HoC and actioned subject to business need and supporting funding. Alternatively, individuals have to apply for full-time hours when they become available. There is no automatic right to return to a full-time role. **Through our staff surveys the majority of staff reported that their work pattern was meeting their work and personal needs** (Table 32).

Table 32. Response to the question is your current work pattern (work hours) meeting your work and personal needs?

	2016		2015	
	Female (n = 329)	Male (n = 129)	Female (n = 334)	Male (n = 105)
Yes	74%	71%	72%	72%
No	20%	24%	21%	23%
Don't know	2%	3%	4%	5%
Prefer not to say	4%	2%	4%	0%
Total	100%	100%	100%	100%

If staff responded no then they were asked whether they would like to increase or decrease their hours. The majority of staff wanted to decrease their hours. We will conduct focus groups to explore this issue further (A.P.7.5).

Table 33. Responses to staff survey on working hours

	2016		2015	
	Female (n = 59)	Male (n = 28)	Female (n = 67)	Male (n = 23)
Increase your work hours	17%	18%	15%	0%
Decrease your work hours	83%	82%	85%	100%
Total	100%	100%	100%	100%

(viii) Childcare

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

We provide two onsite Day Nurseries, one on each campus, providing day care for children aged 3 months to 7 years and 11 months and are open from 08:00 to 17.30 hours. In total 38 places are available at the Singleton campus and 19 places at the Bay campus. Both nurseries have a waiting list. We recognise that provision is insufficient to meet demand, consideration will be given to expanding the number of nursery places (A.P. 7.4).

The University has a Childcare Voucher Scheme the uptake of which has consistently increased over the last four years 5-7%.

Table 34. Uptake of Childcare Voucher Scheme by Gender									
	Staff in scheme			Total staff			% in scheme		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
University –Total									
2013	69	71	140	1491	1358	2849	5%	5%	5%
2014	77	79	156	1600	1397	2997	5%	6%	5%
2015	95	85	180	1668	1388	3056	6%	6%	6%
2016	110	103	213	1766	1415	3181	6%	7%	7%
University - Professional Services									
2013	39	18	57	1015	593	1608	4%	3%	4%
2014	45	20	65	1093	620	1713	4%	3%	4%
2015	52	23	75	1113	588	1701	5%	4%	4%
2016	65	29	94	1226	650	1876	5%	4%	5%
STEMM Colleges – Academic & Research Staff									
2013	24	45	69	287	530	817	8%	8%	8%
2014	24	49	73	326	578	904	7%	8%	8%
2015	35	51	86	369	592	961	9%	9%	9%
2016	32	58	90	350	561	911	9%	10%	10%
AHSSBL Colleges – Academic & Research Staff									
2013	6	8	14	170	213	383	4%	4%	4%
2014	6	9	15	144	169	313	4%	5%	5%
2015	6	10	16	147	175	322	4%	6%	5%
2016	11	14	25	157	181	338	7%	8%	7%

(ix) **Caring responsibilities**

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

Staff with caring responsibilities can request unpaid time off. Each request is considered on a case by case basis and normally granted for up to three months. We will formalise the policy for unpaid leave for caring and explore best practice within the sector **(A.P.7.2b)**.

In response to staff requests a University wide carers group was established (2016) to provide peer support and share knowledge and experiences. As a new group membership is growing currently all are female including academic and PS staff **(A.P. 7.2a)**.

Information on support for staff with caring responsibilities is provided through the website, addressed in inductions for new staff and in line manager training.

5.6. Organisation and culture

(i) Culture

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

We have a reputation for being friendly and inclusive as evidenced by our Staff Survey; 70% (73% F, 68%M) of respondents agreed that work-related social activities e.g. staff parties, team building or networking events, are welcoming to all genders.

Since 2014 the Vice Chancellor offers a welcome event to all new staff. 214 (138 F/64%) staff have attended this event led by the VC, providing all new staff with an understanding of the University's mission, vision & culture and their role in helping the University achieve its objectives.

Our investment in our physical environment now includes a "gender lens" with provision to supporting parents. Our investment in Wellbeing rooms for breastfeeding, far exceed the legislative requirements and when designing our Bay Campus, the provision of a nursery on site was a key feature. We have maintained and increased staff and student common rooms, which are well used daily and provide space for informal and other events. Responses to our 2016 Staff Survey showed that:

- 81% of female and 91% of male staff agreed that inappropriate language and behaviour were unacceptable and therefore didn't occur,
- 72% of female and 80% of male staff agreed that the University promotes an inclusive working environment.

One powerful element of our culture is to celebrate success in all its forms. This includes: news of research success by staff who have won awards and published books; recognition on LinkedIn/Twitter; social events; funding Swansea Soapbox Science, promoting International Women's Day and our senior team giving both TED Talks and blogging about inclusivity especially women in science.

A Recognition and Reward strategy (B.A. 4.3) has been developed to promote a positive working environment for all staff and promote health and wellbeing . A benefits programme provides for e.g. a discounted car and cycle scheme, gym membership and access to health services provided by CHHS Centre for Health and Well Being.

(ii) HR policies

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

We have a network of trained harassment advisors that support staff/ students who may experience bullying / harassment. The network of harassment advisors meets regularly to

share best practice and learning, and collates a quarterly report analysed by the Equality team.

Grievances and disciplinary procedures and the consistency of all policies is measured annually through data of all the protected characteristics in the Equality Annual Report.

Policies are not approved or progressed further through the committee's structures without a completed Equality Assessment. Equality Assessment training is delivered 3 times a year for all staff who have policy/ process development and implementation in their remit.

Mandatory training is delivered to all line managers called 'Managing at Swansea' which ensures that all staff with line management responsibilities are kept up to date.

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

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

44% (4/9) of our Deputy Heads of College and 40% (n=12) of our Heads of Department are female. There are fewer females at these senior levels in STEMM, with the exception of CHSS, than in AHSSBL departments. Our main challenges are facilitating females to take on senior roles. Work shadowing may encourage more senior females to apply for these roles **(A.P.4.6)**.

Fig 44. Proportion of heads of College/ Deputy Heads of College and Heads of Department by Gender

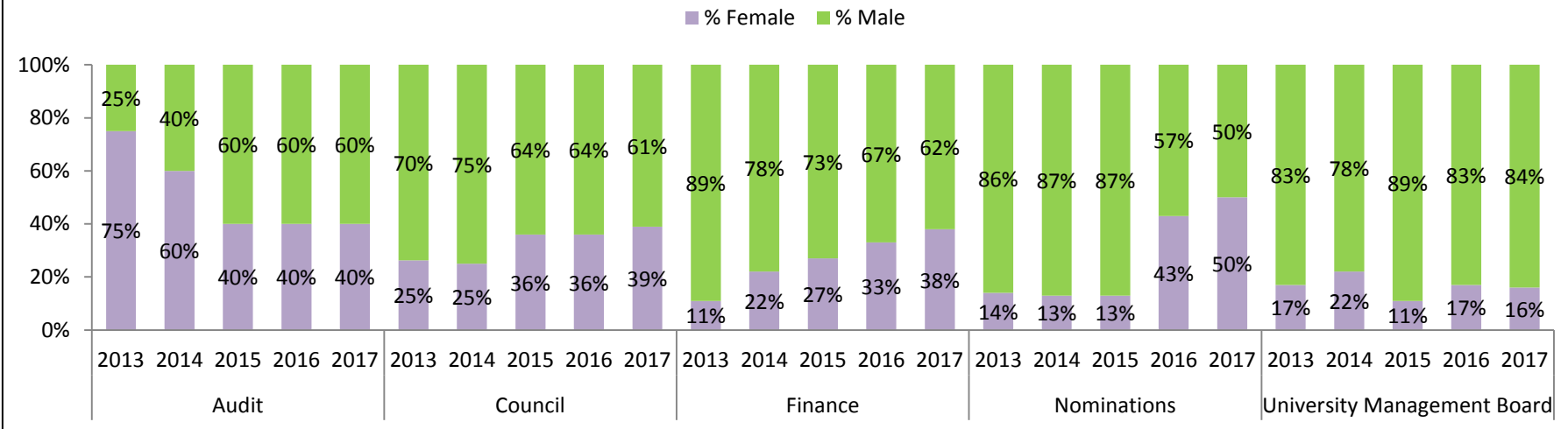
Heads of College									
College of Engineering Bronze M	College of Human and Health Sciences Bronze renewal M	Swansea University Medical School Silver Award M	College of Science Bronze award M	College of Arts and Humanities M	College of Law and Criminology F	School of Management M			
Deputy Head of College									
F	M	F	M	F	M	M	F	N/a	M
Heads of department									
Engineering: M	Dept of Nursing: F	Medicine: M	Dept of Biosciences: M	History: M	Dept of Legal Studies: F/F	Dept of Accounting and Finance: F			
	Dept of Psychology: M		Dept of Computer Science: M	Classics, Ancient History and Egyptology: M	Dept of Criminology: F	Dept of Business: M			
	Dep of Public Health, Policy and Social Sciences: M		Dept of Chemistry: M/M	English Language and Applied Linguistics: F	Dept of Shipping and Trade: M	Dept of Economics: M			
	Dept of Interprofessional Studies: F		Dept of Geography: M	English Literature and Creative : F					
	Swansea Centre for Health Economics: F		Dept of Mathematics: M	Political and Cultural Studies: M					
	Centre for innovative Ageing: F		Dept of Physics: M	Languages, Translation and Interpreting: M					
				Media and Communication: F					
				DACE: M					
				Academi Hywel Teifi: F					
				Cymraeg: F					

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

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

We have 5 senior management committees. Data has not been disaggregated by staff type and grade in view of data protection. Representation on senior management committees is determined by role and therefore most of the members are from senior grades, i.e Directors and Professors. With the exception of the University Management Board the proportion of female staff is increasing on all senior management committees and a gender balance has been achieved by the nominations committee in 2017 (Fig 43). Most of the University senior management committees have a high number of ex-officio appointments, and represent an on-going challenge to improve the gender imbalance. **(A.P.5.4, A.P.6.10)**.

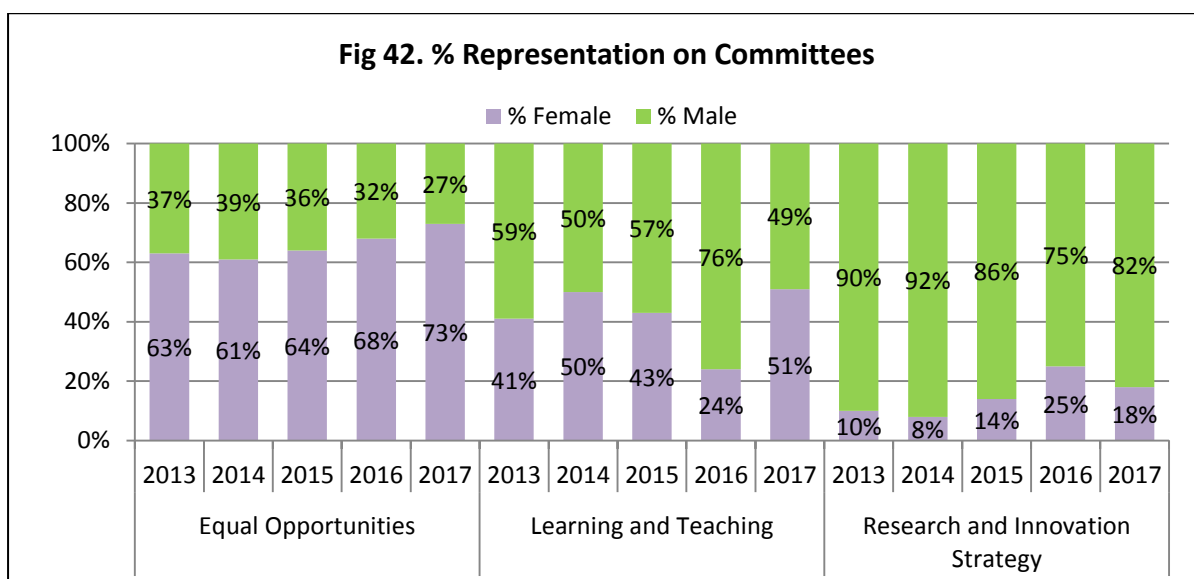
Fig 45. % Representation on Senior Management Committees (numbers redacted)



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

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

Since 2015 the Nominations Committee reviews the gender balance on University committees and receives annual updates on the progress being made to improve the gender balance of the membership of University bodies and committees to meet our target of 50:50 by 2020.



Data for Fig 42. Percentage of Staff On Committees										
Committee	2013		2014		2015		2016		2017	
	F	M	F	M	F	M	F	M	F	M
Key Non Council Committees										
Equal Opportunities (n=23)*	10	6	11	7	14	8	15	7	11	4
Learning and Teaching (n=22)**	9	13	10	10	9	12	4	13	21	22
Research and Innovation Strategy (n=13)***	1	9	1	11	2	12	3	9	2	11

Note: *Two vacancies unfilled 2017, ** One vacancy unfilled 2017, *** Two vacancies unfilled 2017

Gender balance has been achieved on the Learning and Teaching committee, with an under representation of males on the Equal Opportunities committee. The number of females on the Research and Innovation strategy committee has increased since 2013 but females are underrepresented. This committee has a high number of ex-officio appointments, and therefore an ongoing challenge to improve the gender imbalance.

To gain an external perspective we will consider membership of the 30% Club and take advantage of the independent development opportunities they offer to broaden the pipeline of women at all levels, from “schoolroom to boardroom” (A.P. 6.11).

(vi) Committee workload

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

HoC who serve on a range of committees are appointed on a rotational basis of an initial 3-year term which can be extended for a further term with the approval of VC. Other committees such as Council have periods of appointment for fixed terms. The extension of this practice to other committees is to be considered **(A.P.6.10)**.

(vii) Institutional policies, practices and procedures

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

The HR Policy and Equal Opportunities Committees consider and review all policies in relation to all protected characteristics. An annual Equality report is produced and presented to Council and disseminated widely to staff and accessible to all on our University website. Equality impact assessments are included as part of this process, to ensure that gender, and other protected characteristics are visible in the development, implementation and review of policies.

(viii) Workload model

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

There are varied workload models specific to the needs of each College. The College of Health and Social Sciences has developed a workload model, being piloted with the Psychology department before full implementation across the College **(A.P. 6.4)**. Workload is pro-rata’d for part-time staff.

In 2016, our staff survey (n=459) indicated that 57% of female and 59% of male respondents agreed or strongly agreed with the statement that work is allocated in a fair and equitable way. This is an increase of 7% for female and 9% for male respondents compared to our 2015 survey (n=442). We will work with the Colleges who are piloting workload models and further explore best practice in consultation with UCU on how best to take this forward, ensuring that all staff are aware of any new workload models implemented.

(ix) Timing of institution meetings and social gatherings

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

We implemented core working hours (9.30am – 3pm) in 2013 and wherever possible meetings are not scheduled during school holidays. **The 2016 survey showed that 71% of female and 69% of male staff reported that meetings** are held within these core hours, 12% did not know. This will continue to be monitored via the staff survey **(A.P.1.3)**. Social gatherings are mainly scheduled during the daytime.

(x) Visibility of role models

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

The University is proactively building gender equality into the organisation of its events (see photos of key events). Concerted efforts have been made to ensure gender equity at annual University events, e.g, for 2015 speakers were:

- LGBT History month – (1M, 1F)
- Annual Equality Lecture (1 M)
- International Day against the elimination of Racial discrimination (1M)
- Black History Month – (4 M and 4 F)
- Bi – visibility day (1F, 1M)
- Ada Lovelace Day (1 BAME F)
- LGBT History month – (1M , 1 F),
- Annual Equality Lecture (1 M)
- International Day against the elimination of Racial discrimination (1 BAMEM)
- Black History Month – (4 M and 4 BAMEF)

In the 2016 staff survey, 58% of females (n=329) and 70% (n=129) of males agreed/strongly agreed that visible role models in the University are representative of gender diversity.



Mary Williams Conference, June 2016



Int. Day Against Racial Discrimination, March 2016



Soapbox Science Swansea, June 2015



Annual Equal Opportunities Lecture, February 2013



Holocaust Memorial Day, January 2017



STEMM Conference, September 2014



Chwarae Teg Conference, September 2014

Since 2015, we have deliberately profiled inspirational females throughout the institution. A diverse range of females (both internally and externally) were identified to enable promotion of gender equality including other equality strands. They have taken active roles in chairing/speaking at events/ seminars/workshops.

Initiatives include:

- **“Inspiring Women”**. Over the past 3 years for International Women’s Day we invite nominations from female staff/students/alumni to appear on the university website displayed throughout March. **We have showcased more than 135 female staff/students/alumni.**

Inspiring Women 2017



Winner - 2015



- **“Annual Mary Williams Award”** - aimed at increasing the visibility of role models. Since 2013 we recognise staff for their contribution to the University’s culture and community. Farah Bhatti, honorary associate professor and consultant cardiothoracic surgeon received the award (2015) for work on equity of access to educational opportunities from “non-traditional backgrounds”. In 2016 Dr Mahaboob Basha, was commended on his commitment to interfaith activity.

Winner - 2016



Professor Elwen Evans QC, first female Head of the College of Law appointed in August 2015. She combines her HoC role with her work as an eminent, highly successful criminal barrister, who took silk in 2002 and sits as a Recorder at the Crown Court. She displays a passion for women’s rights and gender equality, and Chairs the Law College’s Athena SWAN SAT.

Professors Diane Kelly and Helen Snooks (SUMS) elected Fellows of the Learned Society of Wales.

- **Promoting individual role models externally.** We have actively chosen to nominate individuals for external awards.



In 2016, Senior PVC Professor Hilary Lappin-Scott was awarded the **WISE Hero Award** for outstanding contribution to promoting gender balance in microbial science.

Sian Cushion, Associate Director of HR won the prestigious **Outstanding Contribution Award** at the national Womenspire Awards (2016), recognising how Sian role modelled personal success, embedding gender equality into transformational change.



Website and images

A full review has ensured no gender bias and that a diversity of images are presented. We have commissioned a portrait of Mary Williams the first professor to be appointed to a UK University, a professor of French at Swansea and have commenced an audit of our paintings/art work across the University to promote the success of notable female achievements and other underrepresented groups such as BAME staff **(A.P.6.12)**.



Sample images from our webpages are below:

Male nursing student and female physics student in promotional videos to actively encourage uptake into these disciplines where we have under representation, e.g. males in UG nursing and females in physics.



Equality champions and role models are promoted, e.g. College of Engineering.



We have developed an Athena SWAN Newsletter accessible at <http://whatsthegen.swan.ac.uk/> to facilitate discussion and promote awareness of events.



Athena



(xi) Outreach activities

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

Outreach is recognised in workload, appraisal, and promotion. University staff are engaged in many outreach activities including school visits to promote our programmes. Academic staff of all grades are involved in delivery of a range of outreach and engagement activities.



In CHSS Careers in health and social care were promoted in small groups to a 159 pupils in a local comprehensive school by male UG nursing student and 2 female staff.

- Our STEMM ambassadors provide talks to school children and we seek to recruit more

Examples of our activities led by female staff and students to showcase female

role models in STEM and AHSSBL are:

- E-mentoring scheme for school children providing online guidance for those considering careers in the health professions. Increased staff participation.
- Summer University provides a 3 week residential experience for 60 young people from schools/colleges in disadvantaged areas in South West Wales to experience what university is like.



- Sustained engagement in Soapbox Science held on promenade (2014-2016). 38 (31 academic, 7 PhD students/research associates)



- British Festival of Science 2016: The British Science Festival was hosted by Swansea University in September 2016, and was followed by a Family Weekend. Over 20,000 public visitors attending 130 events on Singleton Campus and across the city.

Feedback from the Family weekend, which was attended by 10,000 people, was incredibly positive. An annual legacy festival has been confirmed. Staff from lecturer to professor and PhD students participated with equal numbers of

male and female staff participating.

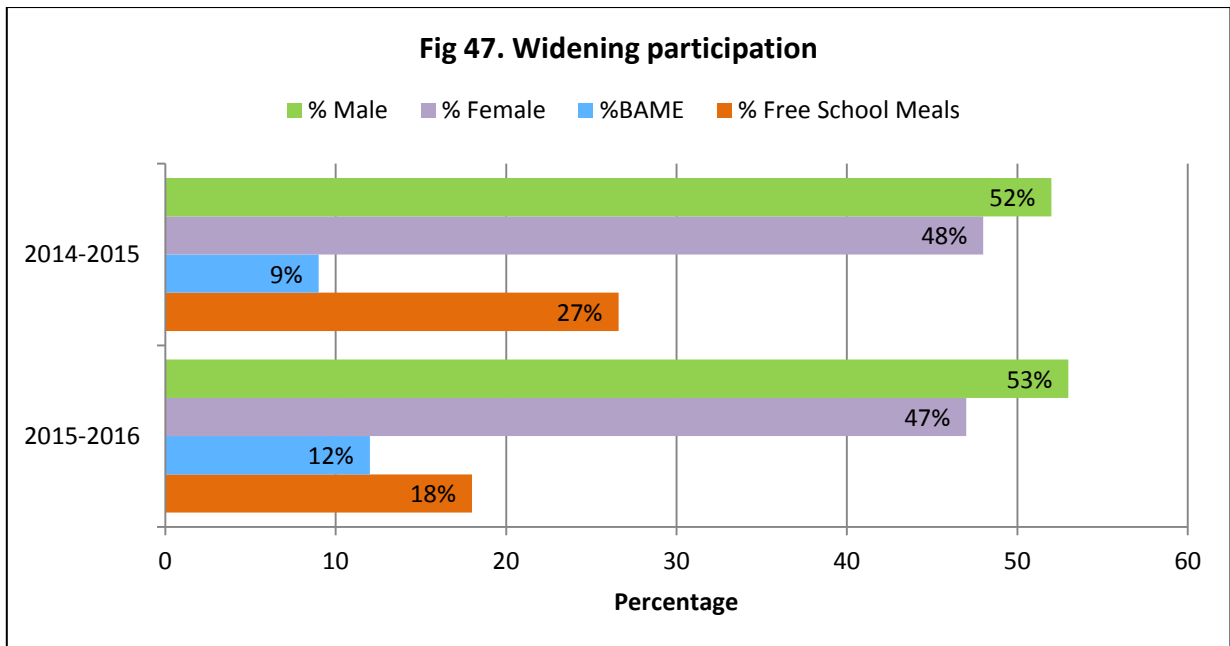
In the CoE Materials Live events in conjunction with EESW for girls aged 13/14. To date, a total of 35 events have been organised attracting 658 females and 550 Males. Eight events were exclusively for females with 112 participants.



Discover! Saturday clubs run exclusively for girls aged 13-15 to experience a wide range of STEMM activities in the University environment.

In the Medical School, workshops in local primary schools (Dr Angharad Davies). Science Detective...what is this white powder?" Organised by STEM Ambassador Dr Claire Price and a Medicine taster day for 6th formers led by GEM female staff and students, organised by Dr Heledd Iago.

The College of Science houses the Further Mathematics Support Programme in Wales (<http://www.furthermaths.org.uk/wales>), a Welsh Government funded initiative directed by Sofya Lyakhova in Mathematics. The programme promotes Further Mathematics A-level and provides support to pupils wishing to study it and schools wishing to offer it.



Our widening participation activities have increased from 82 events (n=3,226 school children from key stages 2-5) in 2014/15 to 116 events (n= 3, 351) in 2015/16 (Fig 44) with males and females participating in approximately equal numbers. These activities are targeted at schools in socially deprived areas. We have increase our reach to children from BAME backgrounds and 276 children with a disability participated. All of these events are delivered by a mixed team as all our events have a mix of male and female student leaders and staff.

(xii) Leadership

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

Support at the most senior levels led to 100% accreditation of our STEMM Colleges and 100% AHSSBL Colleges engaged with the Charter. The visible and public commitment from Senior Pro Vice chancellor Hilary Lappin Scott, our Vice Chancellor, Registrar and Professors Diane Kelly and Joy Merrell has encouraged and supported this engagement. Mentoring of those new (or in the earlier stages) of applications has been put in place.

Since our reaccreditation, additional resources have been made e.g. additional staff, funding Unconscious Bias training, external E&D facilitators and a range of Leadership programmes.

Word count 7100 (including speech bubbles)/6000

6. SUPPORTING TRANS PEOPLE

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

(i) Current policy and practice

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

The University's Sexual Orientation Policy explicitly prohibits discrimination on the grounds of gender identity, and our Dignity at Work and Study Policy communicates a zero-tolerance approach to bullying and harassment of all forms on the basis of gender identity. Equality principles and a commitment to the Equality Act 2010 underpin all policies and make explicit mention to the protected characteristic of gender reassignment. Our Strategic Equality Plan 2016-2020 contains objectives that specifically focus on progressing trans* equality and our **Benefits Policy is explicitly inclusive of trans* staff.**

We are proactive in our commitment to staff training on trans* issues, to educate staff on the issues, appropriate use of language, and tackling inappropriate attitudes. Our induction contains a section dedicated to trans* inclusivity in the workplace and the University support to trans* equality.

Any member of staff who identifies as trans*, including those who are transitioning can access support from their line manager, the Equality Team, Occupational Health and Harassment Advisors. In 2016 our Annual Equal Opportunities Lecture focused on the theme of trans inclusion in the workplace. **We offer training on the intersections of faith and trans* identity (A.P 8.1).**

Our LGBT+ Staff Network offer social support, advice and guidance and has excellent links with local trans* organisations and actively celebrates significant dates in the trans* calendar. Our LGBT+ Staff Network won the Stonewall Cymru Welsh Staff Network of the Year in February 2017 for their work in progressing trans* and LGB equality.

(ii) Monitoring

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

All training and events are routinely evaluated through feedback forms. **Our Annual Equal Opportunities (2015-16) highlighted that there were no harassment cases based on gender identity.**

We consulted with LGBT+ staff and students, and held a specific consultation with members of the local trans* community, to gain feedback on policies and procedures. The findings from these consultations were incorporated into our Strategic Equality Plan.

Our annual Gender Culture Survey has a full equality monitoring form. The results from the last 2 years indicate no issues in the area of gender identity.

(iii) Further work

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

- We are currently developing a Transitioning at Work and Study Policy, and a policy that covers the use of facilities and dress code for non-binary staff. We will consult with the LGBT+ Staff Network, our trans* students, and our local trans* community contacts to ensure the policies is fully inclusive and fit-for-purpose.
- The University is currently engaged in a Trans Aging and Care research project that is consulting with older trans* people in the community in order to provide recommendations to make health and social care fully inclusive for trans* people.
- We ensure that our senior team's support to trans* equality is communicated to our staff regularly and by inviting our Senior Management members to speak at trans* events; in February 2017 we held an LGBT symposium which featured a section on exploring trans* issues, and featured a number of trans* speakers sharing their personal experiences. The event was opened by our Director of Student Services, and closed by our Senior Pro-Vice Chancellor. The event featured speakers from local HEIs and community groups.

Word count 505/500

7. FURTHER INFORMATION

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

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

The feedback from our reaccreditation informed our work and focussed us on identifying areas for improvement.

In 2013 two STEMM Colleges held awards (Medicine and CHSS) and the Colleges of Science and Engineering had just commenced self-assessment. Since then there has been an explosion of activity and engagement within a context of unprecedented expansion, change and growth at Swansea with; a new campus with both the Engineering and Management Colleges relocating there, a complete reorganisation of our Professional Services across both academic Colleges and central service units. This provided unique opportunities for promotion and career opportunities for Professional Services staff.

Our journey to Silver has also included;

- An innovative approach to staff recruitment and creation of new job types on the Bay Campus resulting in UHR Equality Award and Guardian Equality Award (2016) for innovative gender neutral Bay Campus recruitment programme
- The embedding of SAT activities into the University calendar and culture, with expansion to include all Colleges and staff.

This has resulted in increased successes as evidenced by all our STEM Colleges holding Athena SWAN awards and a mentoring/support network for all AHSBBL Colleges to achieve their gender equality ambitions, all of which have formed SATs. Importantly this has meant revising our approach to data gathering and engagement with our Information Systems team to develop a University wide template fit for purpose taking into consideration the varying levels of expertise across disciplines in data analysis.

We believe that to influence culture change and remove obstacles to career progression that dialogue at all levels of our institution are vital. To that end, the SAT actively engaged with the Nominations committee and Council members including two workshops to develop their understanding of Athena SWAN activities/unconscious bias and how they have their part to play. This resulted in positive action to increase the number and representation of females and BAME representatives on our University Senior committees and invitations to senior business women and local faith leaders to join Council.

SAT members have worked closely with senior management on refining the PDR process to include key performance indicators at each grade and to ensure that process is transparent and fair. This has been effective evidenced by the positive impact on female progression to senior roles (13%-20% female professors 2013-2017) and the resulting impact on our staffing pipeline with increase in staff satisfaction of PDRs for males from 63 to 90%, and females 64 to 72% (B.A 4.5). We are not complacent and have identified subject specific challenges that are incorporated into our silver action plan and we will support the new SAT teams in those areas.

Summary of key impact



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