

Athena Swan Silver application form for Universities

Applicant information

Name of university	University of Exeter
Date of current application	31 January 2024
Level of previous award	Silver
Date of previous award	May 2018
Contact name	Rae Preston
Contact email	edi@exeter.ac.uk
Contact telephone	[redacted]

Section	Words used
An overview of the university and its approach to gender equality	3,056 (inc. 314 to account for restructure)
An evaluation of the university's progress and success	2,003
An assessment of the university's gender equality context	3,464 (inc. 122 to account for restructure)
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	8,520

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

Overall word limit: 8,750 words (as confirmed in email below)

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RE: Request for additional word allowance - organisational restructure



Athena Swan <Athena.Swan@advance-he.ac.uk>
To: Equality and Diversity; Athena Swan

[Reply](#) [Reply All](#) [Forward](#) [...](#)

Wed 13/09/2023 13:22

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Dear Rae

Many thanks for your email.

I can confirm that the forthcoming application from University of Exeter has been granted a 750 word extension for its forthcoming application in respect of the organisational restructure. The additional words are to reflect on the impact of the restructure to your gender equality work (e.g. arising from changes to the institution's staff/student demographic profile, policies or context).

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

Kind Regards,

Tom Smith
Equality Charters Team

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

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

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

Recommended word count: 2500 words

1. Letter of endorsement from the head of the university

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



President and Vice-Chancellor
Professor Lisa Roberts FRSB FRSA
University of Exeter
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The Queen's Drive
Exeter, Devon, EX4 4QJ

Telephone: 01392 723000
Email: Vice-chancellor@exeter.ac.uk
Web: www.exeter.ac.uk

January 2024

Dear Athena Swan panel,

I am immensely proud to present our Athena Swan Silver application, which underpins our strategic equality priorities and commitments under the 'Our People' theme of the University of Exeter's Strategy 2030. The University has held an Athena Swan award since 2012 and achieved Silver in 2018. This new application is a testament to the significant progress we have made on gender equality and EDI more broadly during the past five years, which has been a period of extensive transformation and change for us as an institution.

When I joined the University in September 2020, I was pleased to build on the progress instigated in 2019 by the University's Provost Commission for Innovation in EDI, under the leadership of our former Provost, Professor Janice Kay. The Commission's work included the launch of dedicated projects to tackle harassment, improve gender safety and promote race equality, the latter being recognised by our successful achievement of a Bronze award under the Race Equality Charter in 2022. I have personally led on several aspects of our substantial gender safety work, committing the University against the use of Non-Disclosure Agreements in cases of sexual harassment, abuse and misconduct, in addition to sharing our learning and best practice through Universities UK and my leadership of the Department for Education's Spiking Working Group.

As the University's first female Vice-Chancellor, I am encouraged that we have seen sustained progress in increasing the proportion of women in senior leadership positions since 2011. Over the course of two Athena Swan award cycles, our actions have contributed to an increase in the proportion of female Professors from 16.7% in 2011/12, to 34.0% in 2022/23. Alongside our current Provost and Executive Divisional Director of Human Resources, I have ensured that our actions to safeguard gender equality against the gendered impacts of the Covid pandemic have been maintained throughout our recent review of academic career progression pathways. Gender equality was also a core component of our approach to the University's internal restructure, and as a result women are well represented across our new faculty leadership structures. Improving the diversity of our community and our leadership remains one of our key strategic priorities as part of Strategy 2030 and we have recently agreed KPIs with Council to help us achieve this. I have also been pleased to sponsor our participation in the GW4 Elevate and WHEN 100 Black Women Professors Now programmes, supporting the career development of Black women and women of colour at the University.

Our progress and significant investment in EDI has been consolidated by the recent appointment of Professor Rajani Naidoo as our inaugural Deputy Vice-Chancellor for People and Culture, expanding expertise on our University Executive Board and enhancing fellow

executives' capacity for senior leadership on EDI. All departments now have dedicated academic Directors of Wellbeing, Inclusion and Culture roles, in addition to student-facing Academic Leads for Racial Equality and Inclusion. These roles and expertise are galvanised through our new Wellbeing, Inclusion and Culture Committee structures at both faculty and institutional level, providing us with a robust structure through which to continue to promote gender equality and address our outstanding challenges, as reflected within our action plan objectives.

I am personally committed to overseeing meaningful action to reduce our gender and other pay gaps; further embedding gender equality across all our newly configured governance, decision-making and committee structures; continuing to tackle bullying, harassment and all forms of gender-based violence; and ensuring that our University is a visible ally and advocate for trans and non-binary inclusion.

I confirm and endorse the information presented in this application, including quantitative and qualitative data, as an honest, accurate and true reflection of the University of Exeter.

With kind regards,

A handwritten signature in black ink, appearing to read "L.O. Roberts".

Professor Lisa Roberts FRSB FRSA

President and Vice-Chancellor

2. Description of the university and its context

The University of Exeter (UoE) is a research-intensive Russell Group university based in Southwest England. In 2018, we comprised six academic colleges and 13 Professional Services (PS) directorates. Following a restructure implemented in September 2022, we now comprise three faculties and eight PS divisions, including 26 departments, six institutes and our Business and Medical Schools.

We currently have **37,416 students** (FPE, 54%F: 46%M) studying with us across nearly 500 programmes and **7,411 staff** (58%F: 42%M). Excluding workers employed on an ad hoc/claims basis, we employ **6,302 staff** (FPE, 56%F: 44%M). These figures represent significant growth in our student (36%) and staff (27%) populations since 2018/19.

Our staff ethnicity profile is slightly more diverse than Southwest (SW) regional benchmarks. Our student ethnicity profile is significantly more diverse. A significant proportion of our staff (23%) and students (25%) are international, coming from over 140 countries. 12% of staff and 21% of students have disclosed a disability.

Research and education take place across four campuses: Streatham and St. Luke's in Exeter in Devon, Penryn in Cornwall, which is shared with Falmouth University and managed through jointly owned services company '[FX Plus](#)', and Truro in Cornwall. Research and education in the Medical School, part of the Faculty of Health and Life Sciences, is delivered across three sites co-located with the NHS: the RILD Building and Royal Devon and Exeter Hospital (Wonford) in Exeter, Devon and the Knowledge Spa in Truro, Cornwall:



Fig 1.2.1: Map of UoE campuses and co-located sites in Devon and Cornwall



Fig 1.2.2: Aerial view of Streatham Campus, Exeter



Fig 1.2.3: Aerial view with Penryn Campus, Cornwall in the foreground



Fig 1.2.4: St. Luke's Campus, Exeter



Fig. 1.2.5: The Knowledge Spa in Truro, Cornwall

Our [REF2021 case studies](#) showcase world-leading research spanning gender diversity on boards; challenges faced by female leaders; Spanish feminism; family justice and improving understanding of trans identity, intersex characteristics and sexuality in religious and healthcare organisations. Results show that we have increased the proportion of our world-leading research by more than 60%, increased the size of our research community by 70% and our world-leading research impact (72%) has grown more than any other Russell Group university. We were also delighted to have been rated Gold again in TEF2023.

Organisational Restructure

In September 2021, we launched [Strategy 2030](#) (S2030) following extensive consultation and engagement with our community. This exciting and ambitious 10-year plan sets out a bold and inspiring vision to use the power of our education and research to create a sustainable, healthy and socially just future, through five key themes:

- Our Education and Student Experience
- Our Research and Innovation
- Our People
- Our Place
- Our Partnerships

Staff, students, alumni and external partners had the opportunity to contribute to and shape the development of S2030, as part of the largest and most ambitious consultation we have ever achieved. A series of 'Big Conversations' took place during Spring 2021, bringing our community together to think, talk and share ideas about our role and our future. Conversations also took place with experts and world leaders, who provided thoughts to prompt and inspire discussions, as well as student leaders and school children across the UK.

To facilitate delivery of S2030, the Future Structures change programme was developed to reshape academic and PS structures across three thematic areas.

Six academic colleges comprising over 40 departments/units/institutes were restructured to form three faculties, each aligned to a thematic area of S2030, with a total of 26 departments and six cross-disciplinary institutes (figs. 1.2.6 – 1.2.9).

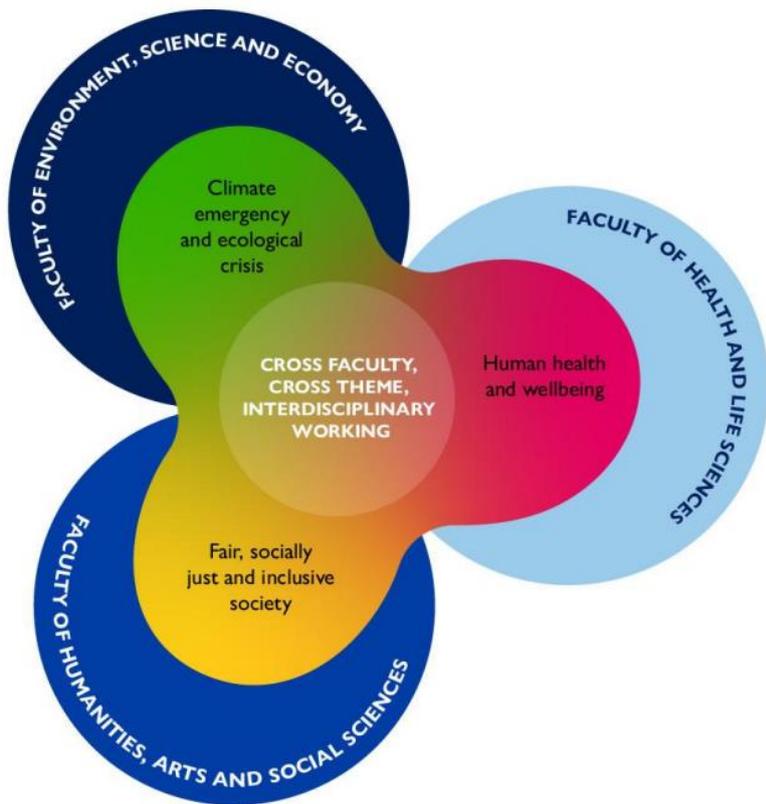


Fig 1.2.6: Faculty thematic alignment with Strategy 2030

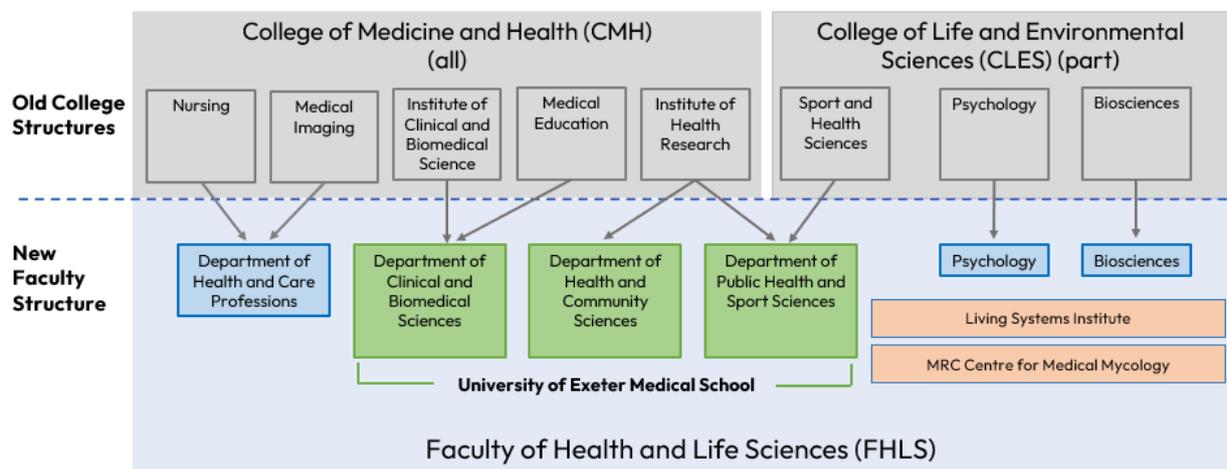


Fig 1.2.7: Faculty of Health and Life Sciences (FHLS) Restructure Diagram

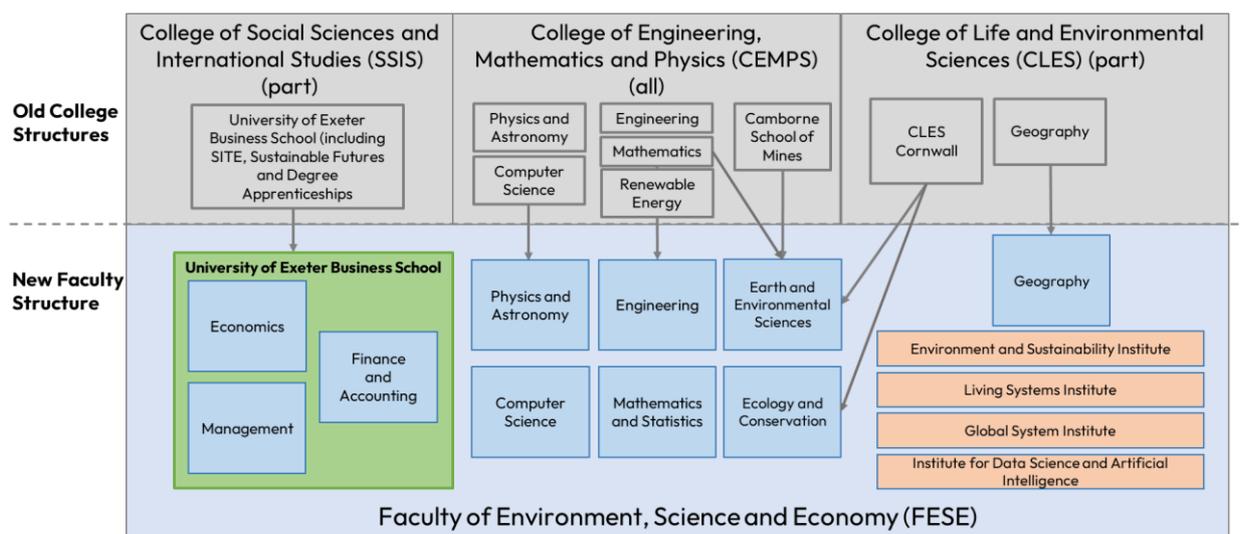


Fig 1.2.8: Faculty of Environment, Science and Economy (FESE) Restructure Diagram

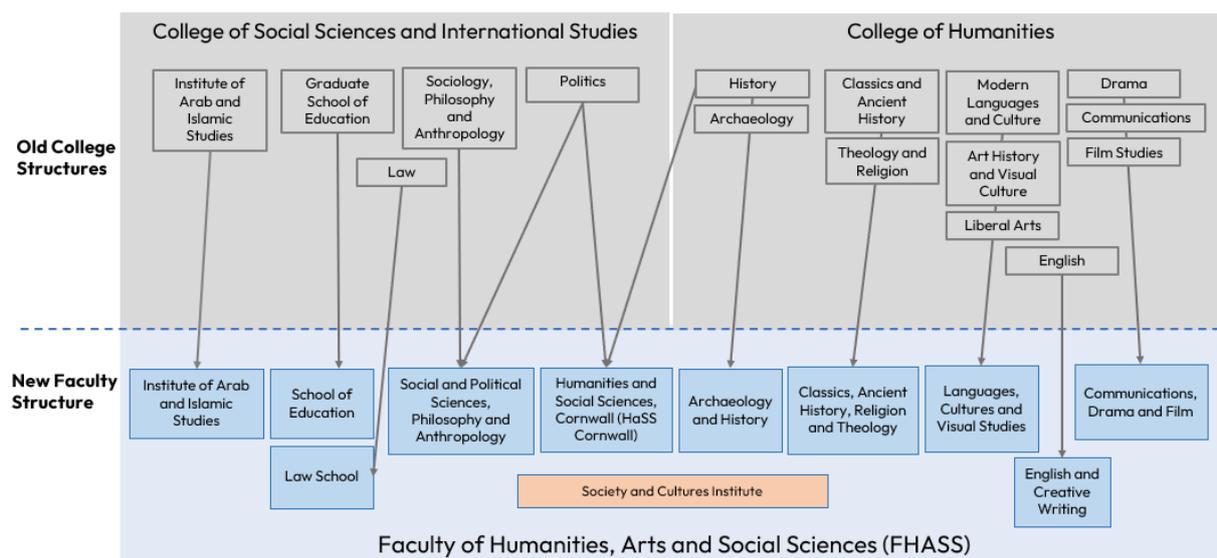


Fig 1.2.9: Faculty of Humanities, Arts and Social Sciences (FHASS) Restructure Diagram

PS were restructured from 13 directorates to eight divisions (fig. 1.2.10). Trade unions, Senate and Council helped develop and agree the restructure proposal.

There was then an extensive consultation process with staff and students from January 2022. Alterations from this consultation strengthened the original proposal. Final structures were agreed in March and implemented from September 2022:

New professional services structure

September 2022

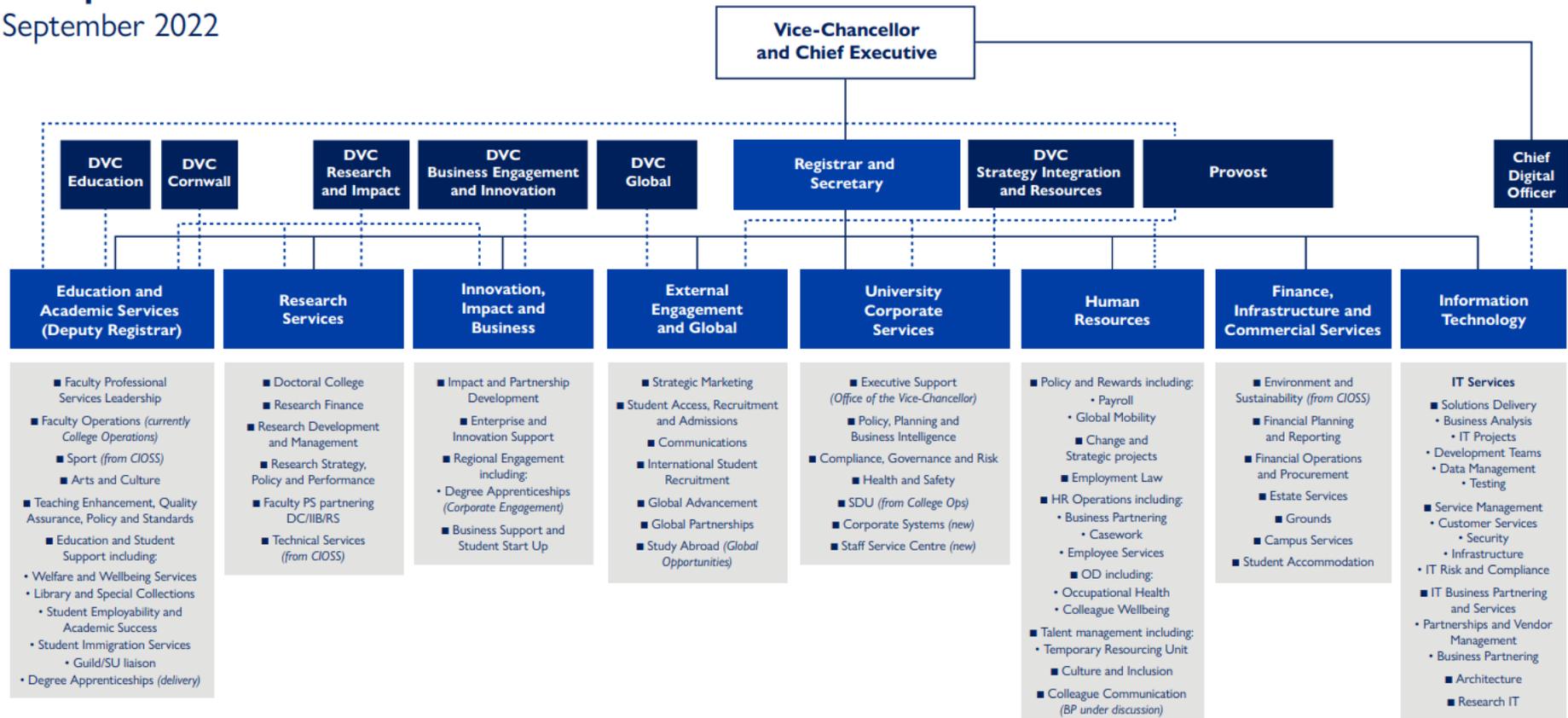


Fig 1.2.10: New Professional Services Structure (Sept 2022)

Regional Engagement

Under the 'Our Place' theme of S2030, we have established [Civic University Agreements](#) (CUAs) in Exeter, Cornwall and Devon. CUAs outline how we work in partnership with other regional anchor institutions to find solutions for society's most pressing problems.

Through our Exeter CUA, we work with Exeter City Council, Exeter College and the Royal Devon University Healthcare NHS Foundation Trust on five missions:

- Support the sustainable and inclusive growth of the city
- Deliver a net zero Exeter
- Build a city of aspiration and opportunity
- Support an ambitious culture and tourism offer
- Enhance the health and wellbeing of our citizens

Our Cornwall CUA works with partners Cornwall Council and the Council of the Isles of Scilly, Falmouth University and the Cornwall and the Isles of Scilly Integrated Care Board to deliver four priorities:

1. Green Futures
2. Healthy Futures
3. Fair Futures
4. Creative Futures

Our CUA covering Devon and Torbay is currently in development with Devon County Council. Equality, inclusion and sustainability underpin all nine Engagement Goals within our Regional Engagement Strategy, guiding our work and maximising our regional impact.

In 2022 we established the [SW Social Mobility Commission](#), led by Professor Lee Elliot Major and Dr Anne-Marie Sim. The Commission brings together civic leaders to drive forward transformational change in education and employment outcomes for disadvantaged young people in the region.

We were also proud to have been shortlisted in the following categories in the Times Higher Education Awards 2023:

- University of the Year
- Outstanding Contribution to the Local Community
- Outstanding Contribution to Environmental Leadership

Equality Charters



Fig 1.2.11: UoE Athena Swan Journey 2010 – 2029

Following our Silver Award in 2018, we intended to apply for a Silver renewal. However, we are submitting a new Silver application to account for the launch of S2030 and subsequent restructure, as per guidance from Advance HE. We intend to sustain and build on our gender equality work and initiatives with a view to making a Gold application in 2029 (AP2024, 6).

We currently hold 11 departmental Athena Swan awards (fig 1.2.12). Four award-holders submitted interim applications in 2023 due to the restructure. All FHLS departments hold a Silver award. All FESE departments hold awards at either Bronze or Silver level. Six FHASS departments are currently working towards Bronze applications; History intends to renew its Bronze award as the newly combined Archaeology and History department in 2025:

University of Exeter		
FESE	FHLS	FHASS
Business School	Medical School and Health and Care Professions	(Archaeology and) History
Engineering	Biosciences	English and Creative Writing
Earth and Environmental Sciences	Psychology	Law School
Ecology and Conservation		Politics (as a discipline within Social and Political Sciences, Philosophy and Anthropology)
Geography		HaSS Cornwall
Physics and Astronomy		Institute of Arab and Islamic Studies
Mathematics and Computer Science		School of Education
		Classics, Ancient History, Religion and Theology
		Languages, Culture and Visual Studies
		Communications, Drama and Film

■ Silver ■ Bronze ■ Preparing Bronze application

Table 1.2.1: UoE Athena Swan awards (December 2023)

Following our participation in the [Race Equality Charter](#) (REC) pilot in 2015, we successfully achieved a Bronze award in 2022. Our 2020 REC survey findings were disaggregated by gender and our REC AP2022 incorporates actions focused on supporting Black women and women of colour in their careers.

We are a [Disability Confident employer](#). We have submitted annually to the [Stonewall Workplace Equality Index](#) (WEI) since 2015. In early 2023, our [Sexual Orientation Equality Group](#) (SOEG) agreed to submit biennially going forwards, to best utilise the WEI as a benchmarking tool to drive meaningful and impactful change between submissions. Therefore, we have not made a 2024 submission.

Year	Ranking	Level (introduced in 2022)
2019	181st	n/a
2020	323rd	n/a
2021	The WEI did not run during this submission year due to challenges faced by employers in response to the pandemic.	
2022	148th	Gold
2023	143rd	Silver

Table 1.2.2 UoE Stonewall WEI rankings.

We plan to submit to the Student Minds [Mental Health Charter](#) in 2026 and have recently appointed a new Mental Health Charter Manager to lead this work, aligned to our existing AS and REC initiatives.

3. Governance and recognition of equality, diversity and inclusion work

UoE is governed by [Council](#). [Senate](#) provides our senior academic forum. Responsibility for management and delivery of S2030 rests with [UEB](#) and its delegated committees (fig. 1.3.1). All UEB and committee cover sheets require a summary of EDI and People impacts, following detailed equality impact assessments.

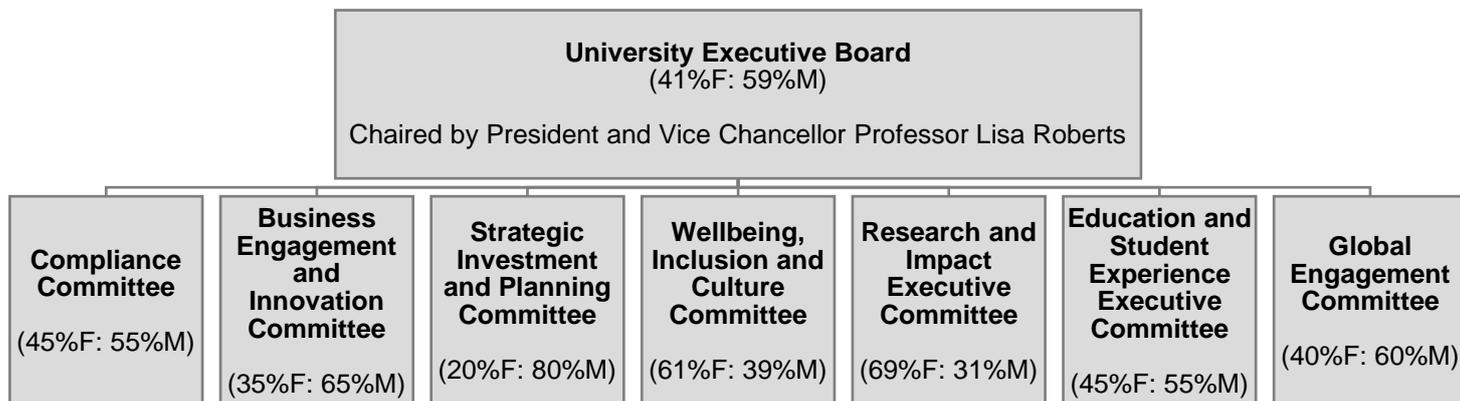


Fig 1.3.1: UEB Committee structure

UoE utilises a Dual Assurance mechanism to assist the governance process. A UEB member responsible for a particular area of business meets termly with an independent member of Council who has expertise in the same area. The latter provides assurance to Council that decision-making in this area is well-managed, follows due process and is informed by appropriate consultation. This mechanism is used across 13 areas of business, including EDI and HR.

EDI activity is governed and supported by the [Wellbeing, Inclusion and Culture Committee](#) (UWICC), 3co-chaired by the Provost (M) and Executive Divisional Director of HR (F). UWICC is responsible for setting and delivering institutional wellbeing, inclusion and culture priorities across six pillars, under the S2030 'Our People' theme S2030:

1. Mental health, wellbeing and safety
2. Inclusion and belonging
3. Leadership, development and support
4. Job roles and workload
5. Recognition, reward, pay gaps and policies
6. Workplace 2030

In November 2023, we appointed our first Vice-President and DVC (People and Culture). Professor Naidoo (F) joins us from the University of Bath this year and will play a pivotal role in driving a step change across our priorities, taking on the role of UWICC co-chair from the Provost.

Five institutional Equality Groups (EGs) report into and operationalise the work of the UWICC alongside other committees aligned to the six pillars (fig 1.3.2). EGs are supported by EDI Project Officers within the HR Culture and Inclusion (C&I) team and chaired by UEB members, whose role is to champion their respective equality

area at executive level. EDI Project Officers also provide advice and guidance to departments on EDI/AS. The C&I team is led by our HR Assistant Director for Culture and Inclusion (F), appointed in 2021.

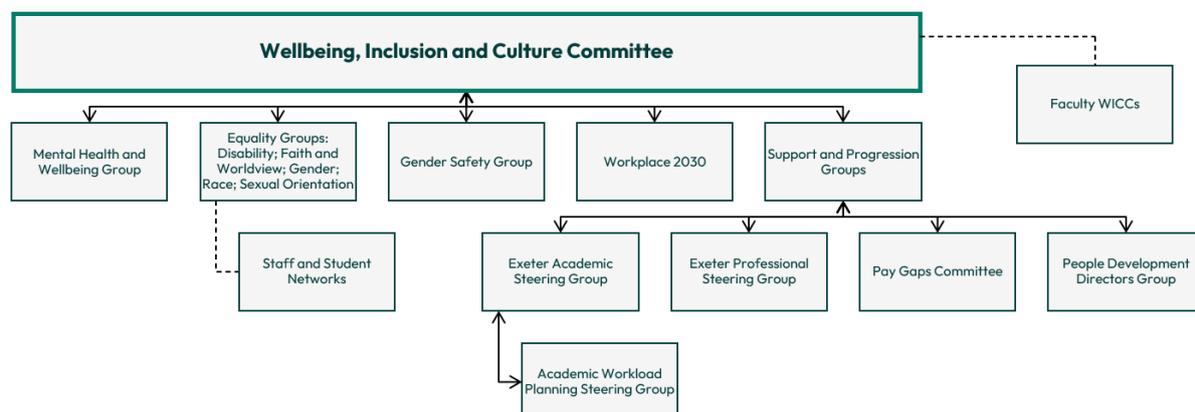


Fig 1.3.2: The WICC governance structure

DEG	FWEG	GEG	REG	SOEG
Chair (M) 54%F	Chair (M) 50%F	Chair (F) 70%F	Co-chairs (F/M) 65%F	Chair (M) 56%F

Table 1.3.2: Percentage female membership of each Equality Group 2023/24

Faculty WICCs (FWICCs) focus on delivering localised priorities at faculty level, reporting to Faculty Executive Boards (FEBs) and UWICC. Four FWICCs were established in 2022 for FESE, FHLS, FHASS and PS. They are chaired by senior staff and attended by EDI Managers, who ensure alignment with strategic aims.

FESE WICC	FHLS WICC	FHASS WICC	PS WICC / PSDLT
Chair (M) 63%F	Co-chairs (F/M) 70%F	Chair (F) 78%F	Chair (M) 60%F

Table 1.3.3: Female representation across FWICCs membership, 2023/24

Departmental EDI leads form membership of the FWICCs. These roles are recognised in our workload allocation model (SWARM) within FESE, FHASS and FHLS. AS is a regular item on FWICC agendas and each Faculty has allocated budget (approx. £20K in addition to BAU, excluding staff time) to support WICC activity.

Under our new Exeter Academic framework (2023), demonstrable commitment to equality, diversity, dignity and respect is a core criterion within ‘Citizenship’ and ‘Leadership’ promotion criteria across all academic job families. In PS, EDI activity is recognised through appraisal and workload allocation in agreement with line managers.

Our ‘Above and Beyond’ reward scheme (A&BRS, 2015) enables both academic and PS staff to receive formal recognition for excellent performance aligned to one of UoE’s five values: Community, Inclusion, Discovery, Excellence and Respect. This ranges from a ‘thank you’ e-card, to bronze rewards which can be exchanged for retail vouchers or silver financial rewards paid with salary. To manage the financial consequences of the pandemic, elements of the scheme were suspended during

2019/20 and 2020/21, which caused a temporary increase in our median gender pay bonus gap. All elements of the scheme were reinstated in full in 2021/22 (see Section 3). EDI work is also recognised annually as part of our PS Awards and Student Teaching Awards.

(Fig 1.3.3) Co-ordinators of the [Trans and Non-binary Café](#) win the Inclusivity Award at the PSRAs, in



recognition for their outstanding work in building a supportive space across campus and in the local community, July 2023.

Student-facing EDI activity takes place under [Success for All](#) (SfA), a major strand of our S2030 Education and Student Experience theme, which aims to widen participation, close gaps in student outcomes, and build a diverse and inclusive learning environment. The SfA Strategy Group (55%F: 45%M) is chaired by our DVC Education (M) and delivers against key S2030 measures. Success is measured and celebrated at our annual Success for All Conference (fig. 1.3.4)



(Fig 1.3.3) Our SfA governance structure



(Fig 1.3.4) Staff and student award winners at the Success for All Conference, 2023

4. Development, evaluation and effectiveness of policies

Policy development, evaluation and revision takes place through our WICC governance structure. All key institutional policy, processes and decisions are subject to full consultation with our staff and student networks, representative bodies, EGs and trade unions, before being presented to UWICC and UEB for approval.

Policies are reviewed every three years/in line with new legislative developments. Feedback from our [Speak Out Guardians](#) (SOGs) and [Dignity and Respect \(D&R\) Advisor Network](#) is also reviewed annually through our WICC governance structure and used to identify policy improvements. Insights from our new employee engagement survey and analytics tool, '[Our Culture Conversation](#)' (2022/23), have already been used to inform policy development.

Where appropriate, we also consult with external stakeholders. Our student [Sexual Misconduct Policy and procedure](#) (2021) was informed by internal academic expertise and developed in consultation with local partner, [Devon Rape Crisis and Sexual Abuse Services](#) (DRCSAS).

All policy holders are responsible for conducting an [EIA](#) covering all protected characteristics at the start of policy development. The C&I team created a central online MS form to improve and simplify this process in 2021, alongside revised guidance, FAQs and training delivered to all senior leaders, HR, Council and Senate. The team review all EIAs submitted, providing advice where further analysis or consultation is required. Reminders are regularly communicated via the weekly bulletin and staff meetings. **119** EIA forms have been submitted since 2021.

Since our last application, we have reviewed all policies to ensure gender inclusive language. We have also introduced [Domestic Abuse guidance](#) and trained [Champions](#) (96%F: 4%M) (**AP2024, 27**), extended Emergency Leave, and have offered the right to request flexible working from day 1 with no limit of the number of requests made since prior to 2018.

In response to national research demonstrating the negative impact of the pandemic on women's career progression in academia, HR developed Adjusting for the Differential Impacts of the Coronavirus Pandemic (ADICP) policies for academic and PS staff in 2020, in consultation with EGs and staff networks. Principles underpinning both policies emphasise a flexible approach and acknowledge the potential for likely long-term impacts of the pandemic. Policy delivery included:

- Written guidance, promotions workshops for Colleges and training for HoDs.
- Amendments to promotion and probation forms to include an opportunity for colleagues to note how they have been affected by the pandemic.
- Additional monitoring and analysis of promotions data.

These principles are now embedded within our revised promotions process, led by the Exeter Academic Steering Group (EASG).

5. Athena Swan self-assessment process

It was agreed in 2021 that GEG would continue to act as our institutional AS SAT, with a smaller sub-group comprising the application writing group.

GEG Membership 2022/23

[table redacted. Current GEG membership is available online [here](#)]

Former GEG members:

[table redacted]

GEG has met termly since 2018 and bi-monthly in the year prior to application:

Date	Key issues discussed and actions agreed:
2 Feb 22	<ul style="list-style-type: none"> • Impact of restructure on AS accreditation • Stonewall membership • GPG ✓ GEG response to restructure consultation
11 May 22	<ul style="list-style-type: none"> • IWD22 review • Staff/Student Relationships policy consultation ✓ Gender specific training review – inclusive programmes preferred over deficit model
4 Jul 22	Extraordinary meeting, deep dive: <ul style="list-style-type: none"> • AP2018 Review • Transformed AS Charter ✓ 'Going for Gold' 2029 ✓ Future priorities
28 Sept 22	<ul style="list-style-type: none"> • Dress code statement • Pay gaps reporting timeline • Trans and NB inclusion: AHE sex and gender definitions ✓ Staff/student Relationships policy response ✓ Transformed AS Charter principles
24 Jan 23	<ul style="list-style-type: none"> • UWICC overview and OCC development update • Quantitative staff data analysis • Quantitative student data analysis • AP2018 Objectives review
22 Mar 23	<ul style="list-style-type: none"> • P&CN event and IWD23 review • 2022 GPG report • REC: Intersection of race and gender equality work • OCC deep dive – GEG feedback informs development
16 May 23	<ul style="list-style-type: none"> • Culture assessment <ul style="list-style-type: none"> ○ Transformed Charter assessment ○ OCC23 expectations ○ Departmental AS applications • Training: 100BWPN and Trans Awareness
14 Jun 23	<ul style="list-style-type: none"> • OCC23 results analysis by gender and disability • International partnerships and gender equality • Quantitative staff data review
19 Jul 23	<ul style="list-style-type: none"> • OCC23 results: high-level analysis • Developments impacting trans and NB inclusion <ul style="list-style-type: none"> ✓ Key Priorities • P&CN and women's network updates: <ul style="list-style-type: none"> ✓ Nurture Rooms launch ✓ Key Priorities

Jul – Sept 23	<ul style="list-style-type: none"> Initial draft writing
4 Oct 23	<ul style="list-style-type: none"> Draft application review GPG 2023 review Global partnerships and engagement ✓ DEG priorities alignment ✓ GSG priorities alignment
Nov 2023 – Jan 2024	Extraordinary meeting: <ul style="list-style-type: none"> Final application draft review

Table 1.5.1 Summary of GEG meetings during the self-assessment period

Membership is reviewed annually. This has been challenging throughout the restructure and development of new governance. When vacancies arise, an open call for EOIs is circulated via the weekly staff bulletin and staff networks. Since 2019, we have received less than five EOIs from male colleagues. It is imperative that we address this lack of representation through targeted invitations going forwards, to ensure GEG is representative of the institution and that our gender equality work is not perceived to be solely the remit of women, trans and non-binary colleagues.

Qualitative data has formed the primary basis for our self-assessment, as our AS data pack (2018) has required several updates due to the restructure. It has been very time- and resource-intensive to confirm data accuracy.

Data Source	Date	Data Type
Athena Swan Data Pack	2018 – 2023	Quantitative
Colleague Health and Wellbeing Survey (CHWS20)	Dec 2020	Quantitative
CEDARS	2021, 2023	Quantitative
The Big Conversation: <ul style="list-style-type: none"> Focus groups with EGs and staff networks Survey responses 	Jan/Feb 2022	Qualitative
'Our Culture Conversation' Survey (OCC23)	May 2023	Qualitative, quantitative
Speak Out (informal reporting platform) <ul style="list-style-type: none"> Monthly and Annual Reports SOG Annual Reports 	2018 – 2023	Qualitative, quantitative
FWICC meetings	2022/23	Qualitative
Equality Group meeting minutes	2018 – 2023	Qualitative

Table 1.5.2 Data sources used to inform our self-assessment

To gain a better understanding of the employee experience, UWICC introduced a new employee engagement and analytics tool in 2022/23, delivered by an external engagement platform. Following pilot testing within HR, '[Our Culture Conversation](#)' (OCC) was launched with a survey in May 2023 (OCC23). The tool sources demographic data from Trent and disaggregates results by sex and other protected characteristics; job family; grade; contract basis and faculty/department/division (Appendix 1).

OCC23 response rate was 56%, with just under 23,000 comments submitted. The academic response rate was 43%: 71% PS. Due to female over-representation in PS, male response rate was lower (52%M: 59%F). Biannual OCC surveys will take place going forwards and will be a key tool for GEG to measure progress and culture change.

Section 2: An evaluation of the university's progress and success

In Section 2, applicants should evidence how they meet Criteria D and E:

- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Success in addressing gender inequality has been evidenced*

Recommended word count: 2000 words

1. Evaluating progress against the previous action plan

RAG-rated UoE 2018-23 Athena Swan Silver Action Plan (AP2018):

[Our RAG-rated 2018-23 Athena Swan Silver Action Plan is available as a separate accessible document on our webpages [here](#)]

[blank]

AP2018 has been continually monitored by GEG and the C&I team in consultation with action owners. During 2019/20 – 2021/22, one theme per GEG meeting was selected for close review. An additional column was added to AP2018 annually to record updates/progress.

During the pandemic, the C&I team reviewed AP2018 through a COVID-19 lens in consultation with action owners. As a result, some actions were refocused or superseded by new actions. Race equality actions were also progressed through our REC engagement.

Actions have been RAG-rated based on their status of completion. Objectives have also been reviewed and evaluated using quantitative data against relevant success measures where available. This has provided us with a good overview of progress, success and areas for improvement, enabling us to identify where actions have resulted in impact and where further action is required.

Evaluation of some of our defined success measures has been challenging, due to changes to our EES during 2020/21. We ran a condensed survey with questions based on HSE Management Standards to measure the impact of the pandemic on colleague health and wellbeing. CHWS20 results were analysed by protected characteristics; College; contract type/function and shared with EGs, UIG and VCEG.

GEG has reflected that the AP2018 timeline was frontloaded, with a number of actions in 2018/19 and 2019/20. This was not always feasible and made actions vulnerable to impacts of the pandemic.

Theme 1: Positive Working Environment

- ✓ 44/47 actions are **complete**
- 1/47 are **partially complete/ongoing**
- 2/47 were **discontinued/revised/never started**

Red Actions:

(2a)

- Impacted by workload pressures associated with the pandemic.
- Refocused to increase departmental engagement with AS.
- Analysis demonstrates positive correlation between AS engagement and gender equality progress e.g. addressing female under-representation at higher salary grades (FESE).
- Gold objective will be renewed in AP2024.

(8b)

- Student survey and focus groups were not started, action superseded by student survey circulated as part of REC application.

Amber Actions:

(19a)

- We have improved monitoring, analysis and visibility of our GPG data, but actions have not resulted in the pace of impact desired – AP2024 KP1.

Theme 2: Recruitment

- ✓ 11/14 actions are **complete**
- 2/14 are **partially complete/ongoing**
- × 1/14 was **discontinued/revised/never started**

Red Actions:

(24c)

- Revised to run all JD templates through a gender decoder.

Amber Actions:

(24a,d)

- Small pilots were run in PS, but evaluation did not show impact. Recruitment pause during the pandemic restricted our ability to deliver and evaluate further pilots.
- Progress made in relation to ethnic diversity through our REC work, e.g. BBSTEM partnership.
- Worked with a consultant for VC recruitment campaign to review language from an equality perspective.
- We have enhanced our candidate survey analysis, but gendered under- and over-representation in academic and PS divisions means this action will be continued in AP2024.

Theme 3: Recognition and Reward

- ✓ 6/10 actions are **complete**
- 4/10 are **partially complete/ongoing**

Amber actions:

(27a,b)

- Started and delivered in 2019. Revised and superseded by development of ADICPs in 2020/21.
- Promotions criteria reviewed, however OCC23 indicates further action is needed to improve transparency and support around career pathways.

(30a)

- No gender bias found in 2018/19. Superseded by development of ADICPs. Challenges accessing promotion data due to restructure, evaluation of action is still under review and will be rolled over to AP2024.

(31a)

- Capacity issues and workload pressures associated with the pandemic delayed delivery of this action. Work has started on 'time spent in grade', data still requires analysis.

Theme 4: Career Paths

✓ 20/27 actions are **complete**

- 7/27 are **partially complete/ongoing**

(33b)

- Departmental mentoring has been established following the restructure. Need for ongoing review through the EPSG.

(34c)

- Partial progress has been demonstrated by gender balanced faculty leadership roles. PS is now piloting shadowing opportunities, further action is required to monitor.

(38a, 41a, 42b)

- Actions complete, however new PDR review launched following the restructure. Actions remain relevant, outcome of review anticipated Spring 2024.

(44a,b)

- Partial progress, EIA tool updated and Development Frameworks created. Currently under review through the EPSG. HR has launched a new MS form to support staff in requesting shadowing opportunities.

Theme 5: Leadership and Development (200 words)

✓ 10/23 actions are **complete**

- 8/23 are **partially complete/ongoing**
- 5/23 were **discontinued/revised/never started**

Red actions:

(49a)

- Never started due to workload pressures associated with the pandemic.

(50a)

- Reduced capacity for clinical and Medical School colleagues during the pandemic prohibited progress.
- Rolled over to AP2024 to be progressed through our EDI Partnerships group, with a focus on CEAs which contribute to our Gender Bonus Gap.

(51b)

- Our Working Parents Survey was discontinued during the pandemic to focus on providing increased practical guidance and support for parents, carers and guardians working from home (see section 3.1).

(53b, 54c)

- Discontinued. Staff Festival was paused during the pandemic. Flexible working policies and webpages updated during the pandemic and in response to recent government legislation. Leave opportunities promoted through all communications channels. New, simpler flexible working request form created. Embedded as part of Workplace 2030. OCC23 indicates colleague satisfaction levels with flexible working high.

Amber actions:

(47a)

- Data shows a reduction in use of FTCs at Grade F. Females account for an increased proportion of those on FTCs across all job families. This was identified as a priority through REC. Actions will be continued in AP2024.

(56a-c)

- Proportion of part-time staff overall has increased by 2% since 2018. OCC23 indicates slightly lower growth scores (-X.X) for PT staff. Further action needed.
- Unable to measure as working parents survey did not take place. New roles created as part of restructure given increased visibility through internal communications channels, some of these are PT. Further action required to increase proportion of male PT staff and > Grade G.
- Offering roles as job shares is not consistent across the institution.

(57a,b)

- Workload remains a priority area for improvement for the University (OCC23).
- The following groups are less likely to agree that '*the demands of their workload are manageable*':
 - (UoE) Males with a disability (X.X/10)
 - (FESE) Females with a disability (X.X/10)
 - (FLHS) Males (X.X/10)
 - (FHASS) Females with a disability (X.X/10)

2. Evaluating success against the university's key priorities

Our actions under **AP2018 Theme 1** have achieved:

(AP2018, 2a, refocused) Increased departmental engagement with Athena Swan:

- ✓ Our first AHSSBL departmental (History and UEBS) Athena Swan Bronze awards (2021).

(AP2018, 5a,b,c) Increased analytical engagement with Equality Impact Analysis:

- ✓ Launch of a new EIA online MS form (2021). **119** forms submitted to date.
- ✓ EDI and People Impacts section now included on all UEB and Council papers.
- ✓ EIA workshops delivered to all HR, Council, Senate and UEB membership.

(AP2018, 6a) Increased awareness of reporting incidents of discrimination:

- ✓ New Speak Out Guardians and Dignity and Respect Advisors recruited on an annual basis. Annual Speak Out report highlighting trends provided to UEB.
- ✓ Increased engagement with our Speak Out reporting platform (**227** reports in 2022/23 vs. 17 in 2016/17) following regular communication campaigns (see section 3.1 for further details).

(AP2018, 11a) Increased uptake of Research-only EDI training:

- ✓ **210** DPGRs and supervisors trained in Diversity, Inclusion, Community and Equality (DICE) Insight.
- ✓ **20** Directors of Research trained as DICE Champions.
- ✓ **12** RIEC members trained as DICE Advocates.

(AP2018, 12a – d) Increased awareness that our culture is inclusive of trans people since 2017 WEI benchmarks:

- ✓ **36** senior leaders from UoE and regional partner organisations trained through the Stonewall Allies programme (2019).
- ✓ Pledged and promoted senior leadership support for the '[Trans Rights are Human Rights](#)' campaign (2020).
- ✓ Published [Toilets and Changing Facilities Statement](#) in consultation with [LGBTQ+ Staff Network](#) (2021).
- ✓ **30** operational managers trained through a Trans Awareness training pilot with Campus Services, in collaboration with a local lived experience organisation and Trans and Non-binary Café representatives.
- ✓ **65%** of LGBTQ+ staff now agree that '*UoE workplace culture in my organisation is inclusive of me as an LGBTQ+ person*' (WEI2022) compared to 39% in 2017.

(AP2018, 14a – 18c) Increased the diversity of role models in our campuses' visual culture and improved student diversity, representation and sense of value:

- ✓ Our race equality work and actions were recognised with a REC Bronze Award (2022).

- ✓ Increased the ethnic diversity of our staff and student cohorts aligned to Russell Group and SW benchmarks (A2, 10.1 – 10.4).
- ✓ Increased diversity of Speak Out Guardians.

(AP2018, 8 a,c,d,e) Surpassed our planned actions to ‘*build the capacity of our students to speak out and challenge each other, to ensure that all students feel supported and included*’, with a focus on gender safety:

- ✓ Launched student EDI and Consent training in partnership with DRCSAS in September 2021. **20%** of all students have engaged with the training to date.
- ✓ Appointed a Sexual Misconduct Lead in the Student Cases team to provide a single point of contact to respond to and provide support for disclosures (2021).
- ✓ Rolled out [Bystander Intervention](#) training for all staff and students, with a focus on race and gender equality in August 2022.
- ✓ Launched annual funding for student-led gender safety projects.

In focus: Bystander Intervention training success (AP2018, 8d)

- ✓ Achieved an aspirational target of face-to-face delivery to **1,000 students** during 2022/23.
- ✓ Embedded as part of the Exeter Award.
- ✓ **200** Athletics Union (AU) committee members and **300** sports club members trained so far in 2023/24.
- ✓ Student feedback has scored the training **7.8/10** for informative content and **8.1/10** for recommending the training to a friend (analysis of 200+ student evaluation forms, June 2023).
- ✓ Mandated for all sports club committee members.
- ✓ Training has directly resulted in a **reduction in incidents of harassment** within the AU.
- ✓ For the first time, there were **zero referrals** for sexual assault reported during Welcome Week to the local Sexual Assault Referral Centre (SARC) in Exeter.
- ✓ Over **300 staff** trained to date.
- ✓ Advised two other HEIs on how to embed the programme within their institutions.

“It was a very interactive and eye-opening session and I think this is something that everybody should be informed with, as it would make life much more reassuring; for example, as a woman, knowing someone would be more likely to help you or know how to diffuse a situation if one were to occur to you as well as having the knowledge on how to support your fellow women in society.”

“Thank you for this opportunity. Learnt a lot and feel more confident as a bystander.”

“It took a practical approach to sexual harassment. I’ve been to a previous sexual harassment meeting and it felt too theoretical. This entrenches it in real life and gives tips that can make a relevant difference to how I approach things.”

Bystander training evaluation 2022/23



We are a key partner in the [Exeter Community Safety Partnership](#), working closely with organisations across the city to enhance night-time safety measures across as part of the Safer Streets initiative. In addition to the delivery of Bystander training, the GSG has introduced free safety products for students, expanded night bus provision, improved on-campus lighting and CCTV and launched Consent training for students. Our partnership work has also seen the development of the [Safety of Women at Night \(SWaN\) Charter toolkit](#) and campaign, which over 170 local businesses across Exeter have signed up to. (AP2024, 24 - 26).

Fig 2.2.1: The SWaN Charter Toolkit (2021/22)



Fig 2.2.2: Our [award-winning partnership Safer Streets initiative](#) campaign in Exeter, 2022

Our actions under **AP2018 Theme 4** have achieved:

(AP2018, 33a) Increased number of female staff engaging in internal and external boards and development opportunities, with a focus on Black women and women from ethnic minorities (identified from our REC work):

- [Elevate Leadership Programme](#):
 - ✓ Developed and launched in collaboration with GW4 partners (2021/22).
 - ✓ Three women from UoE supported to attend to date.
 - ✓ Overwhelmingly positive feedback.
 - ✓ Awarded a UHR Award and a Staff Development Forum Award for Excellence in Practice (2022).

[redacted]

Fig 2.2.4. Feedback from Elevate Cohort 2, including UoE participants' feedback, 2022

- WHEN [100 Black Women Professors Now](#):
 - ✓ 13 UoE academics representing all three faculties supported to complete the national programme in since 2022/23.
 - ✓ Hosted the national WHEN 100BWPN Conference (Jan 2024).
 - ✓ External impact: 'Voices for Change' feature on local BBC radio.
 - ✓ 'Empowering Black Women Academics' short film produced as part of our 'Amplifying Inclusive Research Culture in HASS' event (2023).



Figs 2.2.5. Stills from the *Empowering Black Women Academics* short film, 2023



Fig 2.2.6: Members of the 100BWPN cohort with UoE HR colleagues and WHEN representative at the 1st Annual 100BWPN Summit, 2023



Fig 2.2.7: President and Vice-Chancellor Professor Lisa Roberts presenting at the 2nd Annual 100BWPN Summit at UoE, 2024

(AP2018, 36b) Developed and supported female academic and PS leaders to excel within senior leadership roles:

- ✓ **239** delegates supported to complete Aurora since 2018/19.

	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24
No. of Aurora delegates	35	30	30	44	38	62

Table 2.2.1: Number of delegates supported to complete Aurora, 2018/19 – 2023/24

Since we first engaged with AS, the proportion of female Professors at the University has increased from 16.7% in 2011/12 to 35.8% in 2022/23, representing sustained progress over several years:

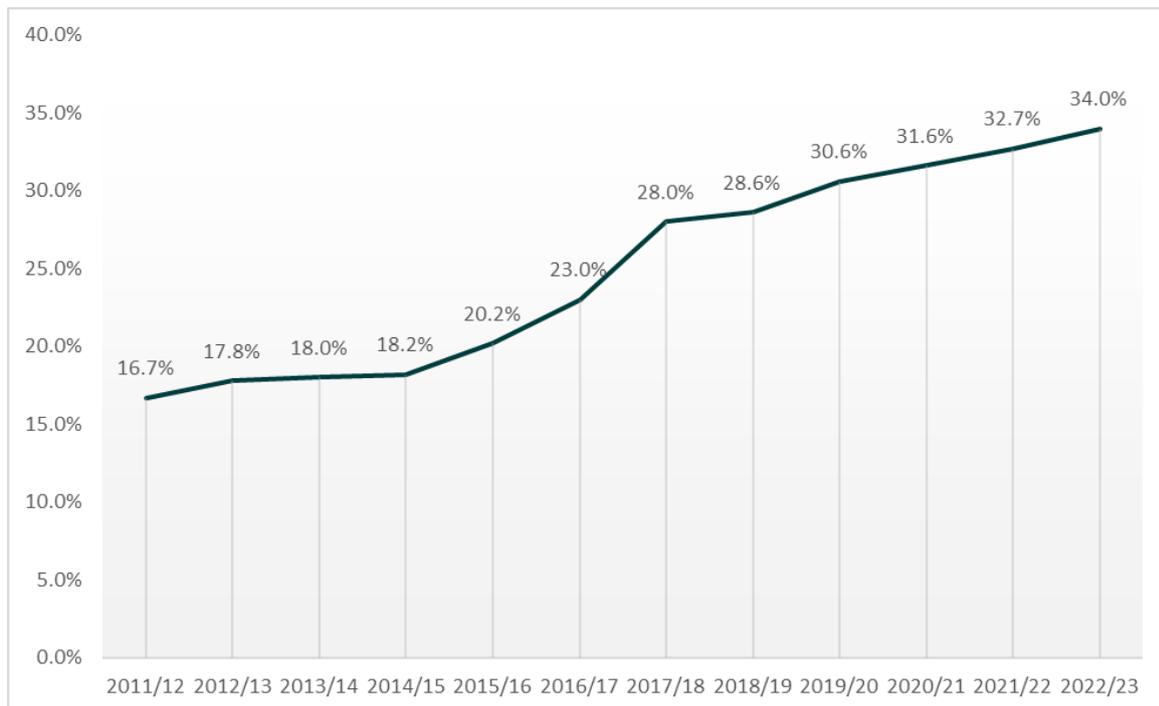


Fig. 2.2.8: Proportion of female Professors at UoE, 2011/12 – 2022/23

Gender equality was a key consideration during the recruitment process for new roles created by the restructure. As a result, we have seen an increase in female representation in faculty leadership roles (52%F: 48%M) compared to the former College structure. Further leadership opportunities were also created through the new PS Department Manager role (72%F: 28%M).

[table redacted]

Table 2.2.2: FHASS Academic Leadership Structure by gender

[table redacted]

Table 2.2.3: FHLS Academic Leadership Structure by gender

[table redacted]

Table 2.2.4: FESE Academic Leadership Structure by gender

FESE	FHLS	FHASS
36%F: 64%M	44%F: 56%M	74%F: 26%M

Table 2.2.5: Faculty leadership structures by % proportions female and male

Section 3: An assessment of the university's gender equality context

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

- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 3500 words

1. Culture, inclusion and belonging

Student Profile

- Proportions of male and female UG and PGR students at UoE have remained consistent since 2018 (A2, Table 1a).
- The proportion of female PGT students has decreased by 4.4%, due to significant growth of PGT programmes in FESE, where the proportion of female UG students has also declined by 3.3% (A2, Table 1b).
- Proportions of female students in FHASS and FHLS have increased across nearly all study levels (A2, Tables 1c, 1d).
- UoE application conversion data indicates male UGs have consistently been 2-3% more likely to accept offers since 2018, but this does not fully explain the data above.

We need to investigate conversion data at faculty level, working with SfA and FESE through departmental AS action plans to increase proportions of female students across all study levels in STEM and business subject areas [\(AP2024, 13\)](#).

Staff Profile

Success in increasing representation of women in academic senior leadership and Professorial roles (including the appointment of our first female VC in 2020 following a recruitment process led by inclusion by design principles) is outlined in Section 2.

However, the proportion of female APs (Grade H) in the E&R job family has declined by 3.8%, (10.2% in FESE), highlighting a pipeline sustainability issue. FESE recruitment data for AP and P roles do not follow the same trends seen for L and SL, which show a higher proportion of female appointments compared to application and shortlisting stages. Promotions data reveals no gendered differences in FESE. There are historical gendered disparities in UEBS and CEMPS (now part of FESE), although numbers are small. Staff turnover data shows no significant differences at faculty level. This requires further action through FESE departmental AS action plans in collaboration with HR Recruitment Leads [\(AP2024, 14\)](#).

Proportions of female E&S staff have increased across all grades, except Grade E (AL), driven again by recruitment in FESE and to a lesser extent, FHASS.

Female staff are over-represented in PS, notably at Grades D and E (predominantly administrative, project and support roles). Proportions have remained relatively static since 2018, however there has been a welcome increase in representation at SM/UEB level (A2, Table 4a).

Women are marginally less likely than men to agree that '*a diverse workforce is a clear priority at the University*' (X.X/10F: X.X/10M). Black women are less likely to agree overall (X.X/10). Gendered differences in response are slightly wider at faculty level (X.X: FHLS, X.X FESE/FHASS). Disabled colleagues in FESE are significantly less likely to agree (X.X/10F,D: X.XM,D) (A1, OCC23 1.1 – 1.5).

Comments indicate that drivers of disagreement with this statement include:

- Under-representation of (particularly ethnic) diversity in leadership
- Lack of focus on socio-economic background
- Hierarchy
- Perceived slow pace of change

The call for greater focus on socio-economic background is reinforced by the '*elitist*' and '*posh*' perceptions of our culture cited by FWICCs membership (table 3.1.1 below).

Inclusion and Belonging

OCC23 indicates an average score of X.X/10 in response to the question '*I feel a sense of belonging at UoE*', with no substantial gendered differences at an institutional level (X.X/10F: X.X/10M). However, there is significant variation between faculties. Scores are highest in PS (X.X/10); lowest in FHASS (X.X/10); lower for disabled women in FESE (X.X/10); disabled men in FHASS (X.X/10) and PS (X.X/10) (A1, OCC23 1.1 – 1.5). **(AP2024, 18a-d)**.

There are differences by grade, with women at Grades F and above returning significantly lower average scores for sense of belonging in comparison to men. Scores decline overall at higher grades (A1, OCC23 1.8), except for Senior Management/UEB. **(AP2024, 20b)**

Aggregated scores for Black/Black British (X.X/10) and Asian/Asian British (X.X/10) men are higher than those for White (X.X/10) and Mixed (X.X/10) men. Scores for Black/Black British women are slightly lower (X.X/10) than for women who identify as Asian/Asian British (X.X/10), White (X.X/10), Mixed (X.X/10) or Other Ethnic Groups (X.X/10). This mirrors findings from our 2021 REC application, which found gendered differences in experience linked to representation and highlighted the case for engagement with e.g. 100BWP.

Low disclosure rates do not allow analysis of OCC23 by gender identity or sexual orientation. Since 2018, we have been successful in increasing awareness that our culture is inclusive of trans people from 2017 Stonewall WEI benchmarks. 65% of LGBTQ+ staff agree that '*workplace culture in my organisation is inclusive of me as an LGBTQ+ person*', compared to 60% of trans and 44% of non-binary staff (WEI22) **(AP2024, 21 and 22)**.

Varied perceptions of our institutional culture are also reflected in mixed feedback from FWICCs:

Responses to ‘in one word, how would you describe the culture of the University?’					
FESE	Response count	FHLS	Response count	FHASS	Response count
Supportive	5	Hierarchical	3	Pressured	2
Elitist	3	Ambitious	2	Dysfunctional	1
Friendly	2	Variable	2	Beige	1
Evolving	2	Inclusive	2	Unequal	1
Corporate	1	Bureaucratic	2	Corporate	1
Top-down	1	Welcoming	1	Unfair	1
Driven	1	Driven	1	Managerial	1
Chaotic	1	Traditional	1	Rigid	1
Disparate	1	Progressing	1	Lacking	1
Open	1	Elitist	1	Non-transparent	1
Fragmented	1	Feminine	1	Stressed	1
Sanctuary	1	Posh	1	Commercial	1
		Competitive	1	Centralised	1
		Vague	1	Anonymous	1
		Aspirational	1		

(Table 3.1.1) Feedback from ‘Athena Swan and Our Culture’ discussions at FWICCs, April/May 2023

Reasons given by detractors for not feeling ‘a sense of belonging at UoE’ include:

- Not feeling valued
- Perceived lack of diversity
- Lack of staff-focused initiatives to foster community
- Remote working
- Siloed working and communication, especially between job families

By contrast, promoters of belonging cited positive contributors including:

- Staff networks
- In-person touchpoints
- Regular social events
- Prior study and/or research at UoE

We have active staff networks at UoE covering all campuses ([AP2024, 12a](#)). Our Women’s Network, [Women Inspiring, Supporting and Empowering \(WISEnet\)](#), was rebranded in 2023 in response to increased membership engagement and events. There is no equivalent network for men, who are slightly less likely to recommend UoE as a place to work (X.X/10F: X.X/10M).

Staff Network	Campus	Membership	Meeting frequency
BME Staff, Students and Allies Network	All	[redacted]	Monthly
Cornwall Disability Network	Penryn and Truro (inc. external campus partners Falmouth University, FX Plus and The Students' Union)	[redacted]	Monthly
Disabled and Chronically Ill Network	Exeter	[redacted]	Monthly
International Staff and Postgraduate Network	All	[redacted]	Bimonthly
Grief, Loss and Bereavement Group	All	[redacted]	Termly
Kemeneth LGBTQ+ Staff Network	Penryn and Truro (inc. external campus partners)	[redacted]	Monthly
Menopause Café	All	[redacted]	Bi-monthly
Neurodiversity Café	All	[redacted]	Termly
Parents and Carers Network (Exeter)	Streatham and St. Luke's (Exeter)	[redacted]	Monthly
Parents and Carers Network (Cornwall)	Penryn and Truro (inc. external campus partners)	[redacted]	Termly
Trans and Non-binary Café	All	[redacted]	Monthly
Wellbeing Network (Staff and PGRs)	All	[redacted]	Monthly
WISEnet (Women Inspiring, Supporting, Encouraging)	All	[redacted]	Termly

(Table 3.1.2) Staff Networks at UoE

We celebrate a range of events championing equality and diversity all-year round, including BHM, IWD, Neurodiversity Celebration Week and LGBTQ+ History Month.

In 2021, the C&I team launched an EDI calendar celebrating scenes from our community and listing important cultural, religious and international events, which is shared with departments and available to download on our website. The team works closely with FWICCs, Business Managers and the [Arts and Culture team](#) to sustain inclusive events programming all year round.



Fig 3.1.4: Cover of our EDI Calendar 2023, featuring staff and students at Exeter Pride.



Fig 3.1.5: Digital social media collage celebrating women at UoE, created as part of IWD2021.

Research Culture

- X,XXX staff (FTE) employed on E&R (40%F: 60%M) and R-only (50%F: 50%M) contracts.
- 30% of these contracts are fixed-term (53%F: 47%M).
- 5% increase in the proportion of females on R-only contracts since 2018, including significant increase in the proportion of females on R-only contracts in FESE (A2, Table 2f).
- Signed the Research Development Concordat in 2020, currently progressing through our [Research Concordat Action Plan 2023-26](#).
- Gender balance of eligible staff submitted to REF2021:
 - 39%F: 61%M (E&R)
 - 55%F: 45%M (R-only)
- Most Units of Assessment (UoAs) returned a gender-balanced split. Exceptions included UoA with a lower proportion of female staff and UoA with a lower proportion of male staff commensurate with the subject's overall gender composition. All these units, with one exception, are AS award holders and have made progress in increasing female representation across student and staff profiles since REF2014.
- In 2021, we appointed a Research and EDI Manager, who led:
 - Diversity, Inclusion, Cohesion and Equality (DICE) training programme for researchers.
 - Research data deep dives by disability; ethnicity; gender; sexual orientation; nationality.
 - Analysis of research grants activity and value by gender, which found:
 - No significant gendered differences between research grant applications and awards.
 - Under-representation of female applicants for grants valued at £1M and above.

Postgraduate Research Experience Survey (PRES) analysis found no material gendered differences across most survey questions, however areas for improvement where female respondents scored lower than males included supervision, resources and professional development.

CEDARS 2021 analysis found that female respondents:

- Felt less fairly treated in relation to REF or research outputs.
- Were less likely to agree that promotions are made on merit, or that there are equitable opportunities for career progression.
- More likely to feel personally discriminated against at work.

Comparison of CEDARS 2021 and 2023 indicates a small improvement in culture in relation to bullying and harassment. Research Services are currently developing Guidelines for Inclusive Research Practices ([AP2024, 9a-c](#)).

Gender Pay Gap

OCC23 comments suggest that perceived slow progress in reducing our gender pay gap (GPG) negatively impacts views of our commitment to diversity and fair opportunities:

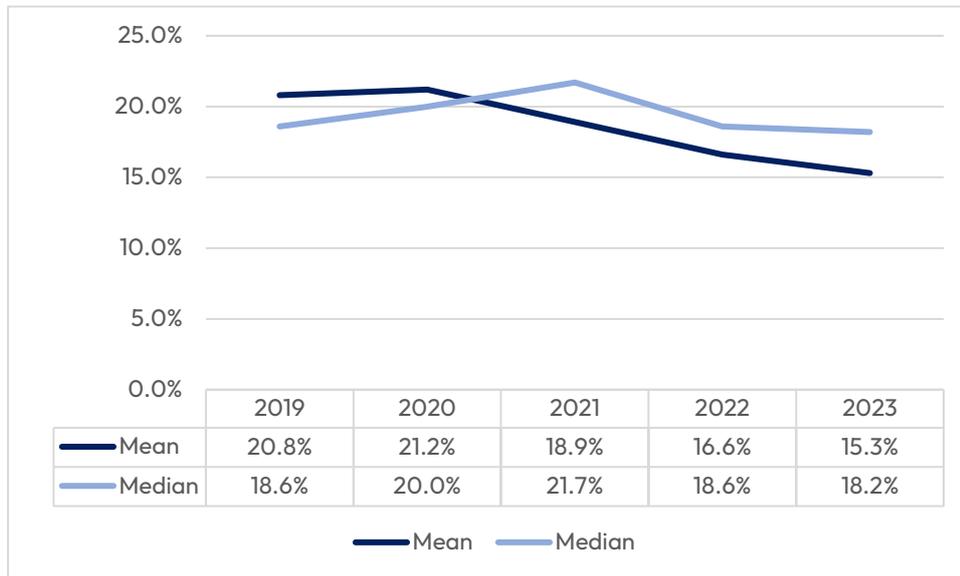


Fig 3.1.6 Mean and Median Gender Pay Gap 2019-23 **including** adhoc/eClaims workers

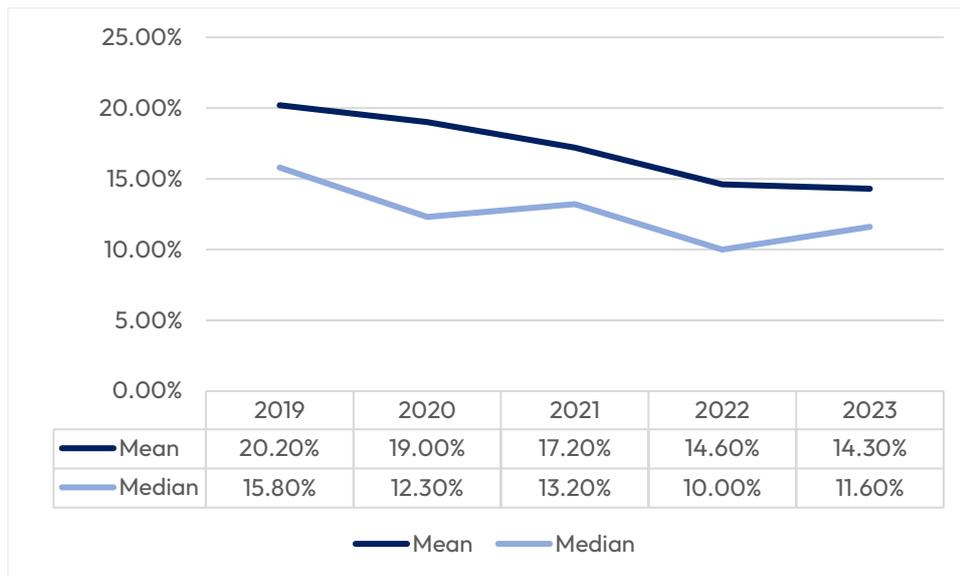


Fig 3.1.7 Mean and Median Gender Pay Gap 2019-23 **excluding** adhoc/eClaims workers

Our GPG varies according to whether workers paid via eClaims, our online timesheet system, are included. Our data (A2, 9.3.1) shows that when including these workers, our mean GPG (15.2%) has narrowed by 4.4% since 2018, while our median GPG (18.2%) has increased by 2.2%.

Excluding ad hoc workers (A2, 9.3.2), our mean GPG (14.3%) has narrowed by 5% and the median pay gap (11.6%) has narrowed by 3.6% during the same period.

Over-representation of women in lower salary grades and under-representation in higher salary grades contributes to our GPG. GPGs are lower in FHASS (median 5.6%) and PS (median 4.0%) where women are better represented across all grades. In FHLS, a higher proportion of males at senior clinical grades influences the GPG and bonus gap. Actions to address this feature in the UEMS/DHCP AS action plan.

eClaims workers comprised 15.7% of our staff population in March 2022. Most of these workers (68%) are female, particularly in the lowest pay grade (Grade B, 72%F). Grade B includes student employment, predominantly in catering, events and Student Ambassador roles. We employ all our staff directly to deliver services and have no commercial outsourcing (AP2024, KP1, 1 – 3).

As noted in Section 1.3, suspension of the financial elements of our A&BRS caused a temporary increase in our median gender bonus gap (Appendix 2, 9.3.7). Data since it was reinstated in 2021/22 shows that most awards (69%) are received by PS staff, partially explaining why women consistently receive more recognition under the scheme:

	2021/22		2022/23	
	Male	Female	Male	Female
Percentage of all award recipients by gender	40%	60%	40%	60%
Total no. of staff receiving at least one award	2626		2959	
Average award value	£441	£458	£484	£485

Table 3.1.3: A&BRS Data (2021/22 and 2022/23)

The few OCC23 comments citing A&BRS paint a mixed picture. Promoters note that it makes them feel valued; detractors question its fairness and transparency. (AP2024, 10a).

Flexibility and Family-friendly Policies

Most staff taking parental leave are concentrated across Grades E, F and G (Grade F predominantly). All staff report high satisfaction with the amount of flexibility they have in their work schedules (X.X/10F: X.X/10M), attributing this to:

- Progressive family-friendly leave options (including fertility, parental and emergency leave)
- New hybrid-working policies
- Line manager support

Women from Black (X.X/10), Asian (X.X/10) and Mixed (X.X/10) ethnic backgrounds report the highest levels of satisfaction. However, overall satisfaction is comparatively lower in FHASS (X.X/10F: X.X/10M, OCC23).

Our introduction of six weeks full pay paternity/partner leave in 2018 has resulted in a 6% increase in the proportion of males taking parental leave. In 2016/17, 37% of parental leave was taken by males. Since 2020, on average 43% of parental leave

has been taken by males annually, proportional to our staff profile. Most men (62%) take the full 6 weeks, however 21% (n=XX) took 3 weeks or less.

Most maternity leave takers (54%) since 2020 have taken 40–52 weeks. 8% (n=XX) have returned to work after less than 14 weeks. Earlier returns to work may be influenced by new flexible working policies, however 74% of this group are in Grades F and above, compared to 60% in these grades taking maternity leave overall. This requires further investigation to ensure there are no factors influencing individual decisions to return to work earlier than full entitlement ([AP2024, 20b](#)). Proportions of maternity leave takers by job family indicate no bias between academic and PS staff uptake.

Throughout lockdown periods, the C&I team circulated regular updates and guidance to provide support for parents, carers and guardians in response to school and childcare closures. These were positively received. Our [Homeworking Guide](#) remains live and updated online:

Date	Microsoft Sway guide	Total views	Analytics
March 2020	Parents, Guardians and Carers: A Homeworking Guide	4690	3368 glanced 344 read quickly 978 read in depth
June 2020	Parents, Guardians and Carers: Reopening of Schools and Childcare Settings	1939	1475 glanced 170 read quickly 294 read in depth
January 2021 (Updated August 2021)	Support for Parents, Guardians and Carers	2035	1471 glanced 158 read quickly 406 read in depth

Table 3.1.4: Engagement analytics for published guidance for parents, carers and guardians during lockdown periods 2020/21.

Workload

OCC23 identifies workload as an area for improvement, with an overall score of X.X/10 in response to 'the demands of my workload are manageable' (X.X/10F: X.X/10M). Disabled colleagues are less likely to agree with this statement (X.X/10F,D X.X/10M,D). Experiences differ across faculties, however staff from ethnic minority groups are more likely to agree (X.X/10F: X.X/10M). Gendered differences and decline in scores increase with higher grades, notably Grades E and above (OCC 1.6).

Comments describe pressure to work long hours to meet unexpected deadlines. This is experienced across all job families, however scores for part-time colleagues (OCC23 respondents 79%F: 21%M) are higher than scores for full-time colleagues (X.X/10FT: X.X/10PT).

Workload Allocation Models (WAMs) are agreed and managed at faculty level. Line managers support individual and team workload planning in PS. In 2023, the Workload Allocation and Equity sub-group of UWICC launched the new Academic Workload Planning Principles and Processes policy to inform faculty planning. This

policy explicitly recognises academic contributions to our WICC agenda as supporting a fundamental pillar of S2030, under Citizenship and Leadership allocation. It also sets out indicative workload expectations across UoE, with the aim of encouraging shared accountability, improved transparency and positive cultural change in workload planning ([AP2024 7d, 10b](#)).

Mental health and wellbeing

Female staff are slightly more satisfied with work-life balance than male staff (X.X/10F: X.X/10M), although this is reversed in FHASS (X.X/10F: X.X/10M) where colleagues are less satisfied overall. PS tend to '*feel able to discuss their mental health at work*' (X.X/10). Positive facilitators include encouragement and support from line managers; however, academics report concerns about stigma around disclosure (OCC23). Comments also note concerns about potential impact on career and development opportunities, as well as highlight a need for improved support and resources related to menopause ([AP2024, 19a-d](#)).

The Colleague Wellbeing team launched the '[This is Me](#)' campaign in 2022, which encourages colleagues to share their stories to reduce stigma and raise awareness of poor mental health. Absence recording on Trent now includes an option to record symptoms relating to menopause. Our menopause in the workplace guidance was published in 2021/22, however we will develop this further through pursuit of Menopause Friendly Workplace membership and accreditation.

Colleagues mostly agree that they have '*mutually supportive relationships at work*' (X.X/10, OCC23). Men are slightly less likely to agree than women (X.X/10F: X.X/10M) and this disparity increases at higher grades (A2, OCC 1.7). Experiences are further inconsistent across faculties, particularly for disabled colleagues (OCC1.1 – OCC 1.5) ([AP2024, 10a – c](#)). During the pandemic, non-binary staff were significantly more likely to report poor mental wellbeing, feelings of loneliness and isolation (CHWS20) ([AP2024, 22a – f](#)).

Men are slightly less likely to agree that the University provides information and support to help manage their health and wellbeing (X.X/10F: X.X/10M). Disabled men are further less likely to agree (X.X/10) ([AP2024, 20a](#)).

Tackling bullying and harassment

Our Speak Out (SO, 2018) reporting platform enables all members of our community to make an informal and/or anonymous report about incidents of harassment, discrimination, and/or abuse. The C&I team monitor and respond to all reports, using data to identify trends which help inform our actions. The platform has received 1,044 reports since 2018. It does not record demographic data about the reporter.

[table redacted]

Fig 3.1.8: Number of Speak Out reports by protected characteristic targeted in the incident being reported, Exeter Speaks Out (all campuses) 2018/19 – 2022/23

Actions taken in response to reports/trends identified include:

- Escalation to senior management.
- Targeted communications, including signposting to support.
- Targeted training delivery.
- Informing wider community safety partnership work.

SO is a positive contributing factor to colleague perceptions that ‘*the University would respond appropriately to instances of discrimination*’ (F: X.X/10, M: X.X/10). Disabled colleagues (X.X/10 F,D: X.X/10 M,D), females in FHASS (X.X/10) and Professors are less likely to agree, with increasing gendered differences in scores at higher grades (OCC 1.23). By ethnicity, scores are lowest for Black (X.X/10) and Mixed (X.X/10) female respondents, and Black male respondents (X.X/10), indicating that staff from minoritised groups are less likely to have confidence in our reporting mechanisms [\(AP2024, 23 a – f\)](#).

Training, development and progression

OCC23 scores in response to ‘*I see a path for me to advance my career at the University*’ (X.X/10F: X.X/10M) have identified career paths as a priority area for improvement. While there are no significant gendered differences in average responses scores overall, intersectional analysis by gender and disability reveals disparities.

The restructure has had a positive impact on academic promotion processes by delegating final approval and sign-off to Faculties for all promotions Grade G and below. Promotions across all grades were previously approved within Colleges and submitted to UEB for final sign-off. Faculties now decide the frequency of their own promotion panels (no less than termly), which are chaired by the FPVC and include the Provost/a DVC. Further improvements to the academic promotions process are being progressed through the Exeter Academic review, following consultation and engagement launched in 2022. To date, UEB has approved 12 recommendations from the review which aim to improve clarity, transparency, consistency and equity across all probation and promotions, including taking a pro-active approach to identifying promotion eligibility [\(AP2024, 15\)](#).

While we have increased the number and proportion of women in Professorial and leadership roles, further action is required to ensure continuity in the pipeline,

particularly at academic grades F-G and PS grades E-F. OCC23 responses by grade indicate higher levels of dissatisfaction and stress for female colleagues at Grades G and H (OCC1.6 – OCC1.9). Comments suggest that this is perceived by colleagues in lower grades and has a negative influence on their career aspirations. (AP2024, 20b).

Female colleagues are slightly less likely than males to agree that '*people of all backgrounds have the same opportunities at the University*' (X.X/10F: X.X/10M). Disabled colleagues are further less likely to agree (X.XF,D: X.XM,D). These differences are pronounced at faculty level. We are piloting engagement with the Calibre Leadership Programme, a talent development programme for neurodiverse or disabled staff, in 2024 (AP2024, 16a).

Progression in PS roles is usually through successful application to a higher graded role or regrading through the HERA process, monitored by the Exeter Professional Steering Group. In response to OCC23 feedback, HR are piloting a model for shadowing opportunities across teams.

Workplace 2030

This WICC pillar aims to support the creation of space design principles which reflect our future cultural and space efficiency aspirations aligned to S2030, paying close attention to EDI considerations in our future building projects.

We have made significant improvements to our campuses since 2018:

- ✓ Conducted an audit of gender inclusive facilities and published our Toilets and Changing Facilities Statement (2021).
- ✓ Dedicated Muslim prayer space with a movable screen to provide gender segregated spaces (Penryn Campus, 2022).



Fig 3.1.9: The Nurture Room at Streatham Campus, 2023

- ✓ Created dedicated 'Nurture' rooms for pregnant and breastfeeding employees (Streatham/St. Luke's, 2023).
- ✓ Created quiet rooms/chill out spaces for students (Streatham/St. Luke's, 2023).
- ✓ Relocated the student welfare space to a prominent position, enabling students to access support more easily (St. Luke's, 2022).

Our new Multifaith Centre (Streatham Campus) will be completed in 2024/25.

Accessibility and equality issues persist due to the physical geography of our campuses and age of certain buildings. Responses to an open call for feedback on provision for pregnant employees (2023) at Penryn Campus has also highlighted a lack of parity with Streatham.

Partnership Working

Working in partnership to ensure equitable and inclusive experiences both on- and off-campus is integral to our approach to EDI. Since 2021, we have:

- ✓ Established an EDI Partnerships group in Devon, bringing together EDI leads from local employers.
- ✓ Regularly contributed to multiagency groups in Cornwall, including the Multiagency Hate Crime Steering Group; Refugee and Asylum Seeker Alliance (linked to our University of Sanctuary status) and D&C Police Community Reference Group.
- ✓ Connected staff networks with equivalent networks hosted by other regional employers, including the Met Office and NHS.
- ✓ Hosted several online speaker events, which have informed our Safer Streets partnership work (see section 2):
 - Tackling gender-based violence, featuring Jess Phillips MP, internal academic experts and representatives from Southall Black Sisters, DRCSAS and First Light, to highlight the role UoE and partners can play (>200 attendees, June 2021).

- Misogyny and Hate Crime, in partnership with The Women’s Centre Cornwall, D&C Police and academic expert. (>80 attendees, HCAW 2022).
- ✓ Annually sponsored several local community initiatives focused on gender equality and inclusion, including:
 - [Cornwall Pride](#)
 - [Exeter Pride](#)
 - [Come As You Are \(CAYA\) Festival](#) (Exeter)
 - [Women in Leadership Conference](#) (Cornwall)



Fig 3.1.10: Images from The Women in Leadership Conference, Penryn Campus, Sept 2022

Recently, concerns have been raised at GEG about how gender and sexual orientation is being considered within our international partnerships. In response, our DVC for Global Engagement established a task and finish group to develop a set of partnership principles, for application to all decision-making involved in our international partnerships and engagement. A due diligence review in this area has also been led by our Director of Research.

2. Key priorities for future action

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

1. **Reduce our Gender Pay Gap:** We will take action to meet the following KPIs agreed with Council:

Mean GPG (excluding adhoc/eClaims workers) reduced to:

- 10% (2027)
- 5% (2030)

2. **Strengthen Athena Swan engagement:**

We will increase opportunities to share gender equality knowledge and best practice, developing our structures and sustaining progress to support future departmental and institutional Gold applications.

3. **Ensure all UoE governance, decision-making and committee structures are intersectional, representative and inclusive in membership and practice:**

We will ensure gender equality is embedded across our new structures.

4. **Continue to address under-representation in student and staff pipelines, with a focus on senior academic and leadership roles:**

We will take action to address under-representation at all levels of our pipeline, with a continued focus on development and support in career progression.

5. **Address the gendered aspects of caring and wellbeing that negatively impact on engagement and experience:**

We will take an intersectional approach to improve gendered and other disparities in experience and engagement at the University, with a focus on wellbeing.

6. **Ensure our culture is inclusive of and promotes a sense of belonging for trans and non-binary staff and students:**

We will improve satisfaction and wellbeing among trans and non-binary staff and students, working with our staff networks, student groups and wider community partners.

7. **Continue to expand our work to tackle bullying, harassment and gender-based violence:**

We will foster a safe and inclusive culture for all our community, building confidence and trust in our reporting mechanisms among staff and students from minoritised groups.

Section 4: Future action plan

In Section 4, applicants should evidence how they meet Criterion C:

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

1. Action plan

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

We will implement our Athena Swan Action Plan 2024-28 in alignment with our REC Action Plan 2023-27; our DEG and SOEG action plans and our Mental Health Charter work.

[Our 2024 – 2028 Gender Equality Action Plan is available as a separate document on [our webpages here.](#)]

[blank]

Appendix 1: Culture survey data

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

UoE 'Our Culture Conversation' (May 2023) average response scores:

Segment questions key:

No.	Segment	Question
1.	Engagement	<i>How likely is it you would recommend the University of Exeter as a place to work?</i>
2.	Autonomy	<i>I'm satisfied with the amount of flexibility I have in my work schedule</i>
3.	Growth	<i>I see a path for me to advance my career at the University</i>
4.	Workload	<i>The demands of my workload are manageable</i>
5.	Work-life balance	<i>I am satisfied with my work-life balance</i>
6.	Mental Wellbeing	<i>I feel able to discuss my mental health at work</i>
7.	Organisational Support	<i>The University provides me with information and support to manage my mental health and wellbeing</i>
8.	Social Wellbeing	<i>I have mutually supportive relationship with people at work</i>
9.	Diversity	<i>A diverse workforce is a clear priority at the University (for example, in terms of gender, ethnicity, disability, socio-economic status)</i>
10.	Belonging	<i>I feel a sense of belonging at the University of Exeter</i>
11.	Fair Opportunities	<i>People of all backgrounds have the same opportunities at the University</i>
12.	Responsiveness	<i>I believe that the University would respond appropriately to instances of discrimination</i>

Response key:

1 = Strongly Disagree

10 = Strongly Agree

OCC23 1.1: *Average scores in response to the ‘Our Culture Conversation’ survey by Sex and Disability (Engagement, UoE):*

[table redacted]

OCC23 1.2: *Average scores in response to the ‘Our Culture Conversation’ survey by Sex and Disability (Health and Wellbeing, UoE):*

[table redacted]

OCC23 1.3: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Diversity and Inclusion, UoE):

[table redacted]

OCC23 1.4: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Engagement, FESE):

[table redacted]

OCC23 1.5: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Health and Wellbeing, FESE):

[table redacted]

OCC23 1.6: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Diversity and Inclusion, FESE):

[table redacted]

OCC23 1.7: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Engagement, FHLS):

[table redacted]

OCC23 1.8: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Health and Wellbeing, FHLS):

[table redacted]

OCC23 1.9: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Diversity and Inclusion, FHLS):

[table redacted]

OCC23 1.10: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Engagement, FHASS):

[table redacted]

OCC23 1.11: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Health and Wellbeing, FHASS):

[table redacted]

OCC23 1.12: Average scores in response to the 'Our Culture Conversation' survey by Sex and Disability (Diversity and Inclusion, FHASS):

[table redacted]

OCC23 1.13: *Average scores in response to the ‘Our Culture Conversation’ survey by Sex and Disability (Engagement, PS):*

[table redacted]

OCC23 1.14: *Average scores in response to the ‘Our Culture Conversation’ survey by Sex and Disability (Health and Wellbeing, PS):*

[table redacted]

OCC23 1.15: *Average scores in response to the ‘Our Culture Conversation’ survey by Sex and Disability (Diversity and Inclusion, PS):*

[table redacted]

OCC 1.16: *Average scores in response to the ‘Our Culture Conversation’ survey by Sex and Grade (Engagement, Academic and PS, UoE):*

[table redacted]

OCC 1.17: *Average scores in response to the ‘Our Culture Conversation’ survey by Sex and Grade (Health and Wellbeing, Academic and PS, UoE):*

[table redacted]

OCC 1.18: *Average scores in response to the ‘Our Culture Conversation’ survey by Sex and Grade (Diversity and Inclusion, Academic and PS, UoE):*

[table redacted]

Appendix 2: Data tables

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

Data provided is FTE unless otherwise stated:

Full-Time Equivalent (FTE) – An individual working/studying Full-time counts for a value of 1 regardless of departmental split. An individual working/studying part-time counts for a value proportional to the value of someone Full-time.

Rounding and Suppression:

Numbers (not percentages) of staff and students have been rounded and suppressed to anonymise the data. Numbers equal to zero or more than zero and less than five will show as '0', and numbers greater than or equal to five will be rounded to a multiple of 5.

Job Family: Below are the relevant contract types which make up the two job families.

Academic staff – Research only, Teaching and research, Teaching only.

Professional staff – Not an academic contract, Not teaching and/or research.

Professional Services:

There are no job families in PS at UoE and all PS staff are homed centrally, therefore PS data is provided by grade and UoE-level only.

Colour key:

 Percentage proportions >50%  Percentage Proportions <49.9%

Darker colours highlight greater imbalance, while lighter colours highlight greater gender balance.

1. Students at foundation, UG, PGT and PGR level (2018/19 – 2022/23)

UoE does not have any students at foundation level.

Table 1a) *Proportions and total numbers of female and male students by level of study across UoE:*

[table redacted]

Table 1b) *Proportions and total numbers of female and male students by level of study and Faculty (FESE):*

[table redacted]

Table 1c) *Proportions and total numbers of female and male students by level of study and Faculty (FHLS):*

[table redacted]

Table 1d) *Proportions and total numbers of female and male students by level of study and Faculty (FHASS):*

[table redacted]

2. Academic staff by grade and contract function

Table 2a) *Proportions and total numbers of female and male E&R academic staff by grade, 2018/19 – 2022/23 (UoE):*

[table redacted]

Table 2b) *Proportions and total numbers of female and male E&S academic staff by grade, 2018/19 – 2022/23 (UoE):*

[table redacted]

Table 2c) *Proportions and total numbers of female and male R-only academic staff by grade, 2018/19 – 2022/23 (UoE):*

[table redacted]

Table 2d) *Proportions and total numbers of female and male E&R academic staff by grade, 2018/19 – 2022/23 (FESE):*

[table redacted]

Table 2e) *Proportions and total numbers of female and male E&S academic staff by grade, 2018/19 – 2022/23 (FESE):*

[table redacted]

Table 2f) *Proportions and total numbers of female and male R-only academic staff by grade, 2018/19 – 2022/23 (FESE):*

[table redacted]

Table 2g) *Proportions and total numbers of female and male E&R academic staff by grade, 2018/19 – 2022/23 (FHLS):*

[table redacted]

Table 2h) *Proportions and total numbers of female and male E&S academic staff by grade, 2018/19 – 2022/23 (FHLS):*

[table redacted]

Table 2i) *Proportions and total numbers of female and male R-only academic staff by grade, 2018/19 – 2022/23 (FHLS):*

[table redacted]

Table 2j) *Proportions and total numbers of female and male Clinical staff by grade, 2018/19 – 2022/23 (FHLS):*

[table redacted]

Table 2k) *Proportions and total numbers of female and male E&R academic staff by grade, 2018/19 – 2022/23 (FHASS):*

[table redacted]

Table 2l) *Proportions and total numbers of female and male E&S academic staff by grade, 2018/19 – 2022/23 (FHASS):*

[table redacted]

Table 2m) *Proportions and total numbers of female and male R-only academic staff by grade, 2018/19 – 2022/23 (FHASS):*

[table redacted]

3. Academic staff by grade and contract type

Table 3a) *Proportions and total numbers of female and male academic staff on an **open-ended contract** by grade, 2018/19 – 2022/23 (UoE):*

[table redacted]

Table 3b) *Proportions and total numbers of female and male academic staff on a **fixed-term contract** by grade, 2018/19 – 2022/23 (UoE):*

[table redacted]

Table 3c) *Proportions and total numbers of female and male academic staff on an **open-ended contract** by grade, 2018/19 – 2022/23 (FESE):*

[table redacted]

Table 3d) *Proportions and total numbers of female and male academic staff on a fixed-term contract by grade, 2018/19 – 2022/23 (FESE):*

[table redacted]

Table 3e) *Proportions and total numbers of female and male academic staff on an open-ended contract by grade, 2018/19 – 2022/23 (FHLS):*

[table redacted]

Table 3f) *Proportions and total numbers of female and male academic staff on a fixed-term contract by grade, 2018/19 – 2022/23 (FHLS):*

[table redacted]

Table 3i) *Proportions and total numbers of female and male **academic** staff on an open-ended contract by grade, 2018/19 – 2022/23 (FHASS):*

[table redacted]

Table 3j) *Proportions and total numbers of female and male **academic** staff on a fixed-term contract by grade, 2018/19 – 2022/23 (FHASS):*

[table redacted]

4. Professional, technical and operational (PTO) staff by grade and job family

Table 4a) *PTO staff by grade (UoE):*

[table redacted]

5. PTO staff by contract type

Table 5a) *PTO staff by contract type (UoE):*

[table redacted]

Table 5b) *PTO staff by **fixed-term** contract type and grade (UoE):*

[table redacted]

6. Applications, shortlist and appointments made in recruitment to academic posts by grade

Table 6a) *Applications, shortlist and appointments made in recruitment to academic posts by grades D-F (FESE):*

[table redacted]

Table 6b) *Applications, shortlist and appointments made in recruitment to academic posts by grades G-Prof (FESE):*

[table redacted]

[graphs redacted]

Table 6c) *Applications, shortlist and appointments made in recruitment to academic posts by grades D-F (FHLS):*

[table redacted]

Table 6d) *Applications, shortlist and appointments made in recruitment to academic posts by grades G-Prof (FHLS):*

[table redacted]

[graphs redacted]

Table 6e) *Applications, shortlist and appointments made in recruitment to academic posts by grades D-F (FHASS):*

[table redacted]

Table 6f) *Applications, shortlist and appointments made in recruitment to academic posts by grades G-Prof (FHASS):*

[table redacted]

3. Applications, shortlist and appointments made in recruitment to PTO posts by grade

Table 7a) *Applications, shortlist and appointments made in recruitment to PTO posts by grades B – D:*

[table redacted]

Table 7b) *Applications, shortlist and appointments made in recruitment to PTO posts by grades E – G:*

[table redacted]

Table 7c) *Applications, shortlist and appointments made in recruitment to PTO posts by grades H – Senior Management/UEB and Unknown:*

[table redacted]

[graphs redacted]

8. Applications and success rates for academic promotion by grade Grade Equivalent key:

Application Level	Grade Equivalent
Lecturer to Senior Lecturer	Grade F to G
Senior Lecturer to Associate Professor	Grade G to H
Associate Professor to Professor	Grade H to Prof Band

Table 8a) *Applications and success rates for academic promotion by grade, gender and employment basis 2018 – 2023 (UoE):*

[table redacted]

Table 8b) *Promotion applications supported by college/faculty and gender, 2018 – 2023 (UoE):*

[table redacted]

9. Applications and success rates for PTO progression by grade (where there are formal routes for progression)

There are no formal routes for progression for PTO staff at UoE.

Additional Data

10. Ethnicity and Gender data (UoE)

10.1) *Institutional Staff Data by Ethnicity and Gender, 2018/19 – 2022/23 (Table)*

[table redacted]

10.2) *Institutional Staff Profile by Gender and Ethnicity, 2022/23 (Chart)*

[table redacted]

11. Parental Leave Data

11.1) **Maternity Leave taken by grade, 2020/21 – 2022/23**

[graph redacted]

11.2) **Paternity/Partner Leave taken by grade, 2020/21 – 2022/23**

[graph redacted]

11.3) **Shared Parental Leave Pay taken by grade, 2020/21 – 2022/23**

[graph redacted]

11.4) **Adoption Leave taken by grade, 2020/21 – 2022/23**

[graph redacted]

11.5) **Maternity Leave by weeks taken 2020/21 – 2022/23**

[graph redacted]

11.6) Paternity/partner Leave by weeks taken 2020/21 – 2022/23

[graph redacted]

Appendix 3: Glossary

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

Acronym/ abbreviation	Full title
100BWPN	100 Black Women Professors Now
A&BRS	Above and Beyond Reward Scheme
A1	Appendix 1
A2	Appendix 2
AL	Associate Lecturer
ALSS (REI)	Academic Lead for Student Support (Race Equality and Inclusion)
AP	Associate Professor
AP2018	Action Plan 2018-23
AP2024	Action Plan 2024-28
AU	Athletic Union
BAU	Business As Usual
C&I	Culture and Inclusion
CEC	Centre for Ecology and Conservation
CHWS20	Colleague Health and Wellbeing Survey Dec 2020
CWT	Colleague Wellbeing team
DEG	Disability Equality Group
DICE	Diversity, Inclusion, Culture and Equity
DRCSAS	Devon Rape Crisis and Sexual Abuse Services
E&R	Education and Research job family
E&S	Education and Scholarship job family
EASG	Exeter Academic Steering Group
EDI	Equality, Diversity and Inclusion
EEG	External Engagement and Global
EES	Employee Engagement Survey
EGs	Equality Groups
EPSG	Exeter Professional Steering Group
Exeter Award	An extra and co-curricular employability achievement award for current undergraduate and taught postgraduate students
F	Female
F,D	Female, disability
FESE	Faculty of Environment, Science and Economy
FHASS	Faculty of Humanities, Arts and Social Sciences
FHLS	Faculty of Health and Life Sciences
FWEG	Faith and Worldview Equality Group
FWICC	Faculty Wellbeing, Inclusion and Culture Committee
GEG	Gender Equality Group
GPG	Gender Pay Gap
GSG	Gender Safety Group
HERA	Higher Education Role Analysis
HoD(s)	Head(s) of Department
IWD	International Women's Day

L	Lecturer
M	Male
M,D	Male, disability
NB	Non-binary
OCC	'Our Culture Conversation' (used to refer to our employee engagement survey generally)
OCC23	Our Culture Conversation Survey May 2023 round
P	Professor
P&CN	Parents and Carers Network
PS	Professional Services
PSDLT	Professional Services Divisional Leadership Team
RCHT	Royal Cornwall Hospitals NHS Trust
REF2021 or REF2028	Research Excellence Framework
REG	Race Equality Group
R-only	Research only job family
S2030	UoE Strategy 2030
SEAS	Student Education and Academic Services
SfA	Success for All
SL	Senior Lecturer
SO	Speak Out
SOEG	Sexual Orientation Equality Group
SU	The Students' Union
SW	South West
SWaN	Safety of Women at Night Charter
SWARM	Simple Workload Allocation and Resource Management (UoE workload planning database)
Trent	UoE HR and Payroll system
UEB	University Executive Board
UEBS	Business School
UEMS	Medical School
UIG	University Inclusion Group (now WICC)
UoA	Unit of Assessment (REF)
UoE	University of Exeter
UWICC	University Wellbeing, Inclusion and Culture Committee (used to refer to University-level committee and membership)
VCEG	Vice-Chancellors Executive Group (now UEB)
WEI22	Stonewall WEI 2022
WICC	Wellbeing, Inclusion and Culture Committee (used generally to refer to our governance structure)
WISEnet	Women Inspiring, Supporting and Empowering (Women's Network)

[blank]