



Institution Application Bronze 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

Name of institution	Middlesex University
Date of application	November 2020
Award Level	Bronze
Date joined Athena SWAN	
Current award	N/A
Contact for application	Prof Sarah Bradshaw
Email	S.Bradshaw@mdx.ac.uk
Telephone	02084116438

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.

**Professor Nic Beech
Vice-Chancellor**



12 November 2020

Dani Glazzard
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Dear Dani Glazzard,

APPLICATION FOR INSTITUTIONAL ATHENA SWAN BRONZE AWARD

As Vice Chancellor, I am proud of Middlesex University's rich history of innovation and breaking boundaries, with a diverse student body made up of students from across the globe. We have a long-established track record in supporting Equity, Diversity and Inclusion (EDI). Our commitment to Athena SWAN will be embedded in our work going forward as diversity, inclusion and equity is a key pillar of our new Middlesex Strategy: Towards 2031.

I have long had a personal commitment to EDI. Before entering academia, I worked in what was then called Personnel and an understanding of the principles of equalities were an integral part of my professional training. As an academic, my research focuses on identity, diversity and change leadership and in academic leadership roles I have always prioritised EDI. I have played an active role in championing EDI, for example as PI and lead author on the CMI (2017) report: Delivering on Diversity and I remain a member of the CMI Race Board. I have also championed EDI in my roles as Chair and then President of the British Academy of Management.

Our diverse University community comprises a staff gender balance of 56% women to 44% Men. Our student body gender demographics are 58% Female to 42% Male.

We have actively participated in Stonewell's Workplace Equality Index and our score has improved year on year. We have been commended by Stonewall for our policy and guidance on supporting trans staff. We formed Equality Networks in 2016, one of which was a Gender Network to champion gender equality at the University.

This application has been overseen by a Self-Assessment Team (SAT) which has representation at a senior level and across academic and professional service areas. It is led by the PVC Executive Dean of the Faculty of Professional and Social Sciences, one of five female Executive members out of eight members. Our male Chief People Officer and Chair of the Equality, Diversity and Inclusion Committee served on the Self-Assessment Team. Assistance in promoting Athena SWAN and its values will be given from the University's Communications Team, led by a female Director.

This institutional bronze application has enabled us to focus on achievements to date, e.g. our adoption of gender neutral facilities, our commitment to the Aurora Programme, and to

recognise and address our challenges and where we need to focus our resources in the future, as evidenced in our action plan. Key highlights of our Athena SWAN action plan:

1. Review our promotion and progression model
2. Review our parental policies
3. Ensure equality in continuity of employment and how this is experienced
4. Promote an action oriented intersectional gendered approach across the University.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution. I and the University Executive Team give our full support and endorsement to this application and resourced action plan.

Yours sincerely



Professor Nic Beech
Vice-Chancellor

Benchmarking

National averages from Advance HE Staff Statistics 2019
Local comparator post-92 Universities with Bronze Award status
University of East London
Westminster University
University of Hertfordshire
City University

Middlesex grades and titles

6	Associate Lecturer
7	Lecturer
8	Senior Lecturer
9	Associate Professor
SMA	Senior Manager Academic - Professor

List of Abbreviations

A&R	Academic and Research
A/D	Agree/Disagree
ACI	Arts and Creative Industries
AHSSBL	Arts, Humanities, Social Science, Business and Law
AL	Associate Lecturer
AP	Associate Professor
AS	Athena SWAN
BAME	Black, Asian and Minority Ethnic
BoG	Board of Governors
CAPE	Centre for Academic Practice Enhancement
CCSS	The Computing and Communications Systems Service
CYGNA	Taken from the Latin for swan
DoP	Director of Programmes
ECA	Early Career Academic
EDI	Equality, Diversity & Inclusivity
EWC	Expected Week of Childbirth
FE	Further Education
FHEA	Fellowship of Higher Education Authority
FT	Full Time
GF	Gender Forum
GN	Gender Network
GNC	Gender Non-Conforming
HEA	Higher Education Authority
HoD	Head of Department
HPL	Hourly Paid Lecturer
HR	Human Resources
KIT	Keeping in Touch
L	Lecturer
L&T	Learning and Teaching
M	Men
MDX	Middlesex University
OMP	Occupational Maternity Pay
OSD	The Organisational and Staff Development Team
PG	Postgraduate
PGCert	Postgraduate Certificate
PS	Professional Support

PSS	Professional and Social Sciences
PT	Part Time
PVC	Pro Vice-Chancellor
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RKE	Research and Knowledge Exchange
RKTO	Research and Knowledge Transfer Office
SAT	Self-Assessment Team
SCT	Science & Technology
SL	Senior Lecturer
SMA	Senior Manager Academic
SPL	Shared Parental Leave
STEMM	Science, Technology, Engineering, Maths and Medicine
UCU	Universities College Union
UET	University Executive Team
UG	Undergraduate
UoA	Unit of Assessment
VC	Vice Chancellor
W	Women
WP	Work Programme

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

Middlesex have not previously applied to join the Athena SWAN (AS) chartership despite having a strong commitment to gender equality, and it being a strong thread in teaching and research across the institution. This application is part of a process to make more visible and explicit the commitment to gender equality, and Equality, Diversity and Inclusivity (EDI) more generally. It comes after MDX entered Stonewall's Workplace Equality Index in 2017 and as we look to apply for the Race Equality Charter next year. The original impetus for AS came from academics in STEMM, was scoped by HR staff who had championed Stonewall, and was taken forward by the University's Gender Forum, formed in 2016 to promote gender equality for staff and students. When a Pro-VC took over as Chair of EDI she made it a priority and the process was championed by the new VC. With dedicated support staff made available to facilitate the process, we have been able to ensure an evidence-based approach to assessing our progression toward gender equality with support across the institution.

- (ii) information on its teaching and its research focus

Our teaching falls into 3 Faculties – Science and Technology (SCT), Professional and Social Sciences (PSS), and Arts and Creative Industries (ACI) (see Figures 2.1 and 2.2).

A post-92 University, many of our students arrive with relatively low initial qualifications and often from challenging backgrounds. We pride ourselves on the transformative learning experience we provide, that allows them to fulfil their potential and leave confident in their abilities.

Our teaching is research informed and practice based. Our Hendon campus is embedded in the local community, hosting many community events as well as having strong research, teaching and practice links with local initiatives.

Figure 2.1 Structure of the University

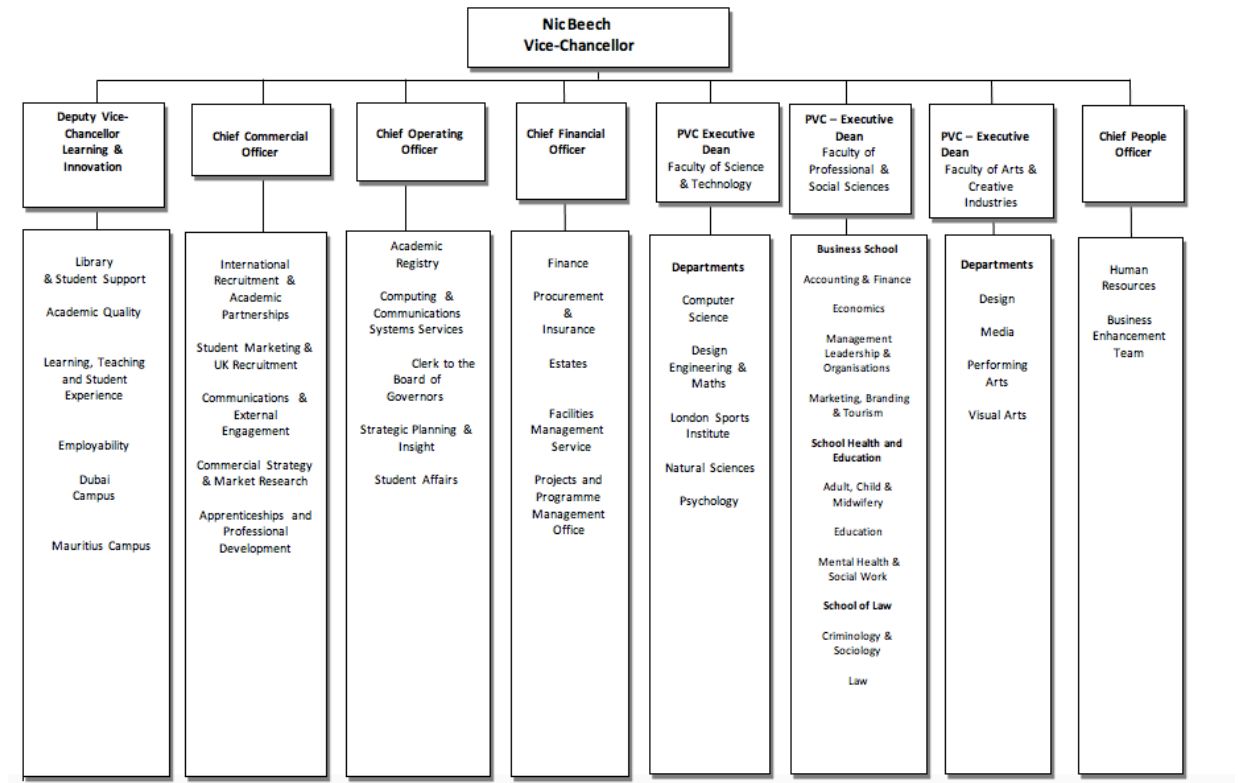
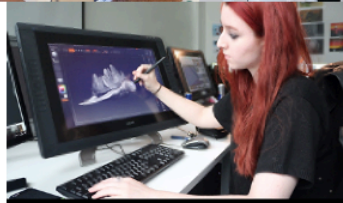


Figure 2.2 Percentage of female staff and students in Faculties (Headcount, 2019/20)



Professional and Social Sciences
women are 61% of students and 60% of staff

Science and Technology
women are 47% of students and 40% of staff



Arts and Creative Industries
women are 64% of students and 46% of staff

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

Table 2.1 Number of staff, percentage academics, and percentage that are women (W = women; M = men)

	2017		Academics as % of all staff in 2017	2018		Academics as % of all staff in 2018	2019		Academics as % of all staff in 2019
		% W			% W			% W	
All	1935	56.4%		1895	56.6%		1795	57.0%	
Professional-support staff	968	63.1%		992	62.2%		927	62.8%	
Academic	967	49.7%	50%	903	50.4%	47.7%	868	50.8%	48.4%

Table 2.2 Percentage of staff that are women against national and comparator average 2019

	MDX		National average		Comparator average
	% W	Academics as % of all staff	% W	Academics as % of all staff	
Professional-support staff	62.8%	48.4%	62.7%	49.3%	
Academic	50.8%		45.9%		49% women academics

In 2019/20 the majority of staff were women, including a slight majority of academic staff and a clear majority of professional-support staff (Table 2.1).

Staff numbers have fallen over the last 3 years including academic staff, but we have maintained a gender balance, above the national and local comparators average for female academic staff (Table 2.2).

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

Our taught courses are clustered into 18 academic departments (Table 2.3). In 2019/20 we had a total of 18,697 students enrolled on the Hendon campus, with 57.8% identifying as women.

Table 2.3 Undergraduate, Postgraduate and Research students by Department and STEM / AHSSBL marker over the last 3 years

Undergraduate		2017			2018			2019		
	Department	W	M	% W	W	M	% W	W	M	% W
Arts and Creative Industries										
AHSSBL	Performing Arts	450	215	67.7	445	230	65.9	435	210	67.4
AHSSBL	Visual Arts	450	265	62.9	490	295	62.4	495	295	62.7
AHSSBL	Media	440	400	52.4	505	465	52.1	490	510	49.0
AHSSBL	Design	515	85	85.8	535	100	84.3	490	90	84.5
Professional and Social Sciences										
AHSSBL	Accounting and Finance	410	685	37.4	390	720	35.1	385	690	35.8
AHSSBL	Economics	135	235	36.5	125	240	34.2	90	190	32.1

AHSSBL	Education	860	135	86.4	730	70	91.3	655	50	92.9
AHSSBL	Management Leadership and Organisation	550	660	45.5	505	710	41.6	620	1145	35.1
AHSSBL	Marketing Branding & Tourism	380	270	58.5	390	280	58.2	355	280	55.9
AHSSBL	Criminology and Sociology	510	140	78.5	515	140	78.6	465	160	74.4
AHSSBL	Law and Politics	530	215	71.1	540	240	69.2	535	215	71.3
STEMM	Adult, Child and Midwifery	1245	140	89.9	1205	125	90.6	1215	110	91.7
STEMM	Mental Health, Social Work and Interprofessional Learning	265	80	76.8	265	75	77.9	260	85	75.4
Science and Technology										
STEMM	Psychology	815	145	84.9	775	140	84.7	690	125	84.7
STEMM	Natural Sciences	730	365	66.7	740	400	64.9	725	390	65.0
STEMM	Sports	90	270	25.0	80	280	22.2	70	270	20.6
STEMM	Computer Science	150	860	14.9	155	880	15.0	155	900	14.7
STEMM	Design Engineering and Mathematics	70	325	17.7	80	355	18.4	75	335	18.3
Postgraduate		2017			2018			2019		
	Department	W	M	% W	W	M	% W	W	M	% W
Arts and Creative Industries										
AHSSBL	Design	40	10	80.0	40	10	80.0	25	15	62.5
AHSSBL	Media	60	45	57.1	95	50	65.5	80	50	61.5
AHSSBL	Performing Arts	65	15	81.3	65	20	76.5	80	20	80.0
AHSSBL	Visual Arts	55	25	68.8	70	30	70.0	75	25	75.0
Professional and Social Sciences										
AHSSBL	Accounting and Finance	50	80	38.5	35	65	35	35	40	46.7
AHSSBL	Criminology and Sociology	115	30	79.3	145	40	78.4	125	30	80.6
AHSSBL	Economics	10	5	66.7	5	5	50.0	<5	5	N/A
AHSSBL	Education	340	195	63.6	420	160	72.4	385	130	74.8
AHSSBL	Law and Politics	105	75	58.3	115	90	56.1	115	100	53.5
AHSSBL	Management Leadership and Organisation	245	220	52.7	230	225	50.5	265	275	49.1
AHSSBL	Marketing Branding & Tourism	95	70	57.6	85	65	56.7	85	75	53.1
AHSSBL	Middlesex Business School	50	80	38.5	20	60	25.0	20	55	26.7
STEMM	Adult, Child and Midwifery	85	25	77.3	70	10	87.5	60	10	85.7
STEMM	Mental Health, Social Work and Interprofessional Learning	360	100	78.3	380	105	78.4	445	140	76.1
Science and Technology										
AHSSBL	Psychology	160	35	82.1	150	35	81.1	150	30	83.3
STEMM	Computer Science	15	80	15.8	30	90	25	55	145	27.5
STEMM	Design Engineering and Mathematics	35	155	18.4	35	145	19.4	45	135	25
STEMM	Natural Sciences	140	140	50.0	180	165	52.2	195	135	59.1
STEMM	Sports	50	160	23.8	45	125	26.5	40	105	27.6

Research students		2017			2018			2019		
	Department	W	M	% W	W	M	% W	W	M	% W
Arts and Creative Industries										
AHSSBL	Art and Design	15	15	50.0	10	10	50.0	10	10	50.0
AHSSBL	Media	5	< 5	N/A	<5	< 5	N/A	<5	< 5	N/A
AHSSBL	Performing Arts	20	15	57.1	20	10	66.7	15	5	75.0
Professional and Social Sciences										
AHSSBL	Accounting and Finance	10	15	40.0	5	15	25.0	5	10	33.3
AHSSBL	Criminology and Sociology	15	20	42.9	10	15	40.0	15	15	50.0
AHSSBL	Economics	5	5	50	5	5	50	<5	<5	N/A
AHSSBL	Education	85	95	47.2	90	80	52.9	85	70	54.8
AHSSBL	Law and Politics	40	40	50	40	35	53.3	30	40	42.9
AHSSBL	Management Leadership and Organisation	15	15	50.0	15	15	50.0	15	15	50.0
AHSSBL	Middlesex Business School	30	35	46.2	35	35	50.0	30	35	46.2
STEMM	Adult, Child and Midwifery	5	5	50.0	5	5	50.0	10	5	66.7
STEMM	Mental Health, Social Work and Interprofessional Learning	20	15	57.1	20	20	50.0	15	15	50.0
Science and Technology										
AHSSBL	Psychology	25	5	83.3	30	5	85.7	30	10	75.0
STEMM	Computer Science	15	25	37.5	15	25	37.5	15	20	42.9
STEMM	Design Engineering and Mathematics	<5	<5	N/A	<5	<5	N/A	<5	<5	N/A
STEMM	Natural Sciences	35	30	53.8	35	30	53.8	35	30	53.8
STEMM	Sports	5	8	38.5	5	9	35.7	5	12	29.4

While women are in the majority among students, there are some areas which are male dominated, including in AHSSBL (e.g. Business related courses). In AHSSBL, while Arts and Creative Industries has a majority female students, they have a minority of female staff (Figure 2.2).

For STEMM students, in 3 of the 5 Departments in Science and Technology 20% or fewer UG students are women. In contrast, the vast majority of students studying STEMM subjects in Professional and Social Sciences are women. The proportions of women/men studying STEMM subjects do improve post-UG levels but remain something to work on to achieve a greater gender balance (Action 5.3).

Action identified

5.3 Promote more student applicants to highly masculinised/feminised subject areas through making more visible women/men academics in highly masculinised/feminised subject areas through initiatives such as them hosting open days and events

- (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

Of the 927 professional-support staff employed in 2019, the majority (772 / 83%) work in professional services such as HR and IT. Staff resources to provide direct administrative support to academics are aligned to each Faculty which makes it difficult to present the data at Departmental level and as Faculties do not map neatly to STEMM/AHSSBL categories to clearly identify STEMM/AHSSBL.

At Faculty level, in SCT (STEMM) the minority of academics and of the staff who work directly to support them are women, while in PSS the reverse is the case (Table 2.4).

Table 2.4 Academic and professional-support staff by Faculty by gender (W =women, M =men)

	2017			2018			2019		
	W	M	% W	W	M	% W	W	M	% W
Arts and Creative Industries (ACI)									
All	92	112	45.1	95	114	45.5	101	108	48.3
Academic	74	99	42.8	78	101	43.6	82	97	45.8
Professional-support staff	18	13	58.1	17	13	56.7	19	11	63.3
Professional and Social Sciences (PSS)									
All	297	195	60.4	309	190	61.9	295	183	61.7
Academic	239	176	57.6	253	170	59.8	240	163	59.6
Professional-support staff	58	19	75.3	56	20	73.7	55	20	73.3
Science and Technology (SCT)									
All	114	174	39.6	120	175	40.7	117	168	41.1
Academic	92	141	39.5	94	146	39.2	94	141	40.0
Professional-support staff	22	33	40.0	26	29	47.3	23	27	46.0

Table 2.5 Academic staff by STEMM/AHSSBL and gender

	2017			2018			2019		
	W	M	% W	W	M	% W	W	M	% W
STEMM	193	191	50.3	182	179	50.4	182	169	51.9
AHSSBL	288	295	49.4	273	269	50.4	266	256	51.0

Table 2.6 Headcount academic STEMM staff by gender and Faculty 2019

Faculty	Women	Men	%W	National average for STEMM	As % of all STEMM academics
SCT	91	139	39.6	42.2% women	50.0
PSS	83	25	76.9		45.6
ACI	8	5	61.5		4.4

There is almost a gender balance of academic staff in both STEMM and in AHSSBL (Table 2.5).

STEMM subjects and academic staff are found in all three Faculties and there is an equal balance of STEMM staff between SCT and PSS/ACI (Table 2.6).

At Faculty level, SCT is slightly below the national average for female staff while the two other Faculties with STEMM staff are clearly over the average. This is largely accounted for by high levels of female staff in health care subject areas.

Table 2.6 Academic staff by STEMM, gender and Department

	2017			2018			2019		
	W	M	% W	W	M	% W	W	M	% W
STEMM									
PSS									
Adult, Child & Midwifery	59	11	84	61	11	85	60	11	85
Mental Health & Social Work	24	15	62	27	14	66	23	14	62
ACI									
Design	10	6	63	8	5	62	8	5	62
SCT									
Psychology	30	17	64	32	17	65	33	17	66
Natural Sciences	27	28	49	28	29	49	27	29	48
Design Engineering & Mathematics	9	31	23	11	34	24	13	31	30
London Sports Institute	7	9	44	6	12	33	6	13	32
Computer Science	15	53	22	13	51	20	12	49	20
AHSSBL									
PSS									
Education	35	19	65	36	19	65	36	18	67
Accounting & Finance	14	14	50	14	14	50	16	13	55
Economics	12	14	46	11	10	52	10	9	53
Management, Leadership & Organisations	32	43	43	32	39	45	29	36	45
Marketing, Branding & Tourism	19	20	49	19	20	49	17	21	45
Criminology & Sociology	16	17	48	19	13	59	18	12	60
Law & Politics	24	17	59	27	20	57	24	21	53
ACI									
Media	16	24	40	17	22	44	16	23	41
Design	39	16	71	16	27	37	19	26	42
Performing Arts	24	23	51	28	28	50	28	26	52
Visual Arts	20	33	38	16	32	33	17	30	36
School leadership and Non-Faculty based academics e.g., Apprenticeships, Learning Enhancement, numbers generally <5 for each area / centre	37	29	56	37	25	60	36	21	63

There are some Departments/subject areas where women are a clear majority of academic staff, which largely align with gender stereotypes, most obviously in PSS in STEMM (Midwifery) and AHSSBL (Education) (Table 2.6). Similarly, in STEMM male academics are the majority in areas such as Computing and Sports, but there are some pockets of male gender imbalance within ACI also, such as Visual Arts.

There has been mixed advancement in addressing the male imbalance in staffing in the most masculinised STEMM areas and no change in the most feminised areas (Objective 5). However, compared to national benchmarks, areas such as Computing, and Sports are quite close to the UK average (e.g. computing MDX 20% female academics, UK 22%; Sports MDX 32%, national average 36%).

Analysis of the recruitment process (see below) suggests improving application rates to those areas with gender imbalance in staffing will be important for promoting an upward trend (Actions 5.1/5.2).

Actions identified

Address the continued masculinised / feminised nature of some academic areas to ensure greater gender balance (Objective 5)

5.1 Ensuring affirmative statements on adverts

5.2 Raise the profile of women in STEMM in MDX externally to demonstrate role models / women can succeed here

799 of 500 words

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

- (vi) a description of the self-assessment team

The SAT (Table 3.2) aimed to reflect the diversity of the University with a cross section of experiences and characteristics. This was achieved to some extent but could still be improved (Action 2.1).

Table 3.1 The extent to which the SAT is representative of the University

Identify as	SAT membership	University
Women	76%	57%
White	82%	76%
Academic / Professional services	55%	48%
Student Union	10%	
Faculty - PSS	50%	49%
Grade – Academic 8+	73%	75%
Grade - Professional Support 8+	44%	21%

Table 3.2 SAT membership

First Name	Surname	Faculty/ Service	Role	Employee Category
Anna	Kyprianou	Exec	PVC, Executive Dean-Faculty of Professional & Social Sciences (PSS); Chair of EDI Committee; Chair of the SAT	Executive
Mark	Holton	Exec	Chief People Officer Leads organisational and workforce development, responsible for enhancing staff wellbeing	Executive
Sarah	Bradshaw	PSS	Professor Gender & Sustainable Development Former Co-chair of the MDX Gender Forum AS Lead Writer	Senior Manager Academic
Suzan	Lewis	PSS	Professor Organisational Psychology Researchers on gender and work-life balance	Senior Manager Academic
David	Keane	PSS	Associate Professor in Law Works on Caste based discrimination	Academic
Sophie	Knowles	ACI	Senior Lecturer in Journalism Researches on the Gender Pay Gap Co-Led on Senior level, governance & policy SAT-team	Academic
Pedro	de Senna	ACI	Senior Lecturer in Contemporary Theatre Theory & Practice. Researchers around diversity, including disability issues	Academic
Helen	Bendon	ACI	Senior Lecturer in Film Production Artist/researcher working with feminist methodologies in film, installation and app development	Academic
John	Soper	HR	Staff Equality and Inclusion Lead Athena SWAN Project Lead	Professional Services
Dimple	Meghani	HR	Organisational Development Consultant Co-Led on Training, outreach, staff development, career progression aspects of AS	Professional Services

Sweta	Rana	Market- ing	Web Manager Communications lead for the SAT	Professional Services
Ben	Serlin	Student Affairs	Senior Safeguarding Project Manager Project Manages 'Changing the Culture' Initiative	Professional Services
Britta	Stordal	SCT	Senior Lecturer in Life Sciences Led development of an inclusive leadership and role- model workshop for Biomedical Sciences	Academic
Susan	Hansen	SCT	Senior Lecturer in Psychology Co-led on Recruitment, promotion, picture of institution, and supporting trans aspects of AS	Academic
Homeira	Shayesteh	SCT	Senior Lecturer in Construction, Architecture and BIM Teaches on inclusive design and a member of Women's Higher Education Network Co-Led on Senior level, governance & policy SAT team	Academic
Anthony	Cullen	PSS	Senior Lecturer in Law Interest in the development of equality and non- discrimination as principles of international human rights law	Academic
Katerina	Loukopoul ou	CAPE	Senior Academic Developer in the Centre for Academic Practice Enhancement Co-Led on Training, outreach, staff development, career progression for AS	Professional Services
Alfonso	Pezzella	PSS	Lecturer (Practice) in Mental Health Early Career Academic Researches on LGBT+ mental health practice	Academic
Lisa	Overton	PSS	Lecturer in Politics Early Career Academic with experience of Hourly Paid contract work Led on interview analysis for the AS submission	Academic
Bianca	Stumbitz	PSS	Research Fellow - focus on maternity and paternity at work. Co-Led on maternity, care and flexible working for AS submission	Research
Christiana	Rose	PSS	Faculty events coordinator. Member of MDX Fem-Gen-Sex group	Professional Services
Laura	Dickens	Academic Quality Service	Quality Enhancement Officer (Student Engagement) Has prior experience of AS and a keen interest in championing EDI at work	Professional Services
Louise	Moont	Employa bility	Faculty Employability Adviser (PSS:HE) SAT maternity, care and flexible working team	Professional Services
Camelia	Purwanto	MDXSU	Communications Coordinator MDXSU – Students Union	MDXSU
Belen	Bale	MDXSU	Student Communities Development Coordinator & Co- chair of the MDX Gender Network	MDXSU
Tahmina	Choudhery	MDXSU	Vice President Professional and Social Sciences	MDXSU

Action Identified

2.1 Actively promote SAT membership to those currently underrepresented especially in terms of race/ethnicity, and men

(vii) an account of the self-assessment process

The first scoping meeting for the AS application took place in May 2019 based on a document agreed at Executive level prepared by the HR lead on Stonewall. The meeting comprised of the HR lead on Stonewall and the STEMM staff championing the AS process, the 3 Executive Faculty Deans, Chief Operating Officer, PV-C Director of HR, and the Chair of the University Gender Forum (GF). This high-level meeting established the commitment of the University to proceed, reporting mechanisms, and leadership and resourcing of the process, including allocating time to a HR lead, appointing a project manager and providing support from the University's communications team. The Executive-Dean of PSS was established as the Chair, and the Chair of GF as leading on the work to construct an evidence-based report.

Over the summer, dedicated staff collected data from HR systems, anonymised it and created an AS dashboard that could be interrogated by the SAT. The SAT could also access data from several University level surveys (Table 3.5). Dedicated pages on the intranet and an external website were set up to outline our commitment to AS.

A number of colleagues who had been involved in SATs at other institutions shared their experiences as did those in other Universities we reached out to. There was also engagement with AdvanceHE events, including review of the draft submission by an AdvanceHE Associate.

At the start of 2019/20 academic year, there was a call for expressions of interest in joining the SAT, with the SAT finalised in January after a series of discussion groups. Commitment to the SAT included one 2-hour meeting a month and participating in a SAT sub-team (AS-team, Table 3.3).

Table 3.3 SAT AS-teams

Blue	Recruitment; Promotion; Picture of the Institution; Supporting Trans people
Purple	Maternity, care and flexible working
Green	Training, Outreach, Staff development, Career progression
Orange	Senior level, Governance, Policy
Yellow	Q5X Workload model
Red	REF

Each of the AS-teams took on one part of the application and were responsible for analysing existing data and policy, identifying knowledge gaps, and looking to address these through further research and/or proposing actions to fill data gaps (Action 1.1). With COVID-19 lockdown, face to face meetings had to be replaced by virtual meetings, but the work continued unabated (Table 3.4).

Table 3.4 SAT meetings

Month	Focus of the meeting
February	Overview of the process and timelines. Lessons learned from those involved in AS previously

March	Discussion of macro level quantitative data
April	AS-teams update on progress. Design of research and Ethics application.
May	VC participation in the SAT to discuss progress and emerging priorities
June	Updates on survey, interviews and focus groups
July	Discussion of analysis and findings of survey, interviews and focus groups
September	Discussion of draft documents
October	Representatives from each AS-team meet twice to discuss the Action Plan
November	Focus on the prioritising actions

The Chair of the SAT reported to the UET after each meeting/once a month and also reported to the Academic Board and the Board of Governors. The Chief People Officer is a member of the SAT. The involvement of members of the UET in the SAT meetings and effective reporting mechanisms ensured a high profile for the SAT and its work which will continue, as AS is a standing item on the UET and EDI committees.

Participation in the SAT did not carry a Work Programme allowance. However, as the SAT is considered participation on a 'University level' committee, it can be mapped to promotion criteria. Some did not feel able to continue participating in the SAT due to mounting workloads during the assessment period. As we move forward, we seek to find mechanisms to ensure the work of the SAT is recognised at Departmental/Area levels (Action 2.2).

Each AS-team working on one theme and reporting to the SAT once a month, allowed for discussion of the emerging issues and cross-referencing. This separate but collective working also allowed a joint design of primary research tools which sought to fill information gaps or to better understand existing data and a joint ethics application to undertake the research (Table 3.5).

Table 3.5 Research undertaken, and other resources used

Research undertaken by the SAT/ AS-teams			
	Number / Response rate	Gender % women	Role % academic
Survey	20%	67%	47%
Focus Groups – 2 groups	Total 9 participants	89%	
Semi-structured interviews	40	73%	
Other University surveys the SAT could access (anonymised responses)			
University wide Staff Engagement survey 2017			
UCU Casualisation survey July 2020			
Covid-19 Wellbeing survey, May 2020			

The all-University survey (AS-Survey) was based on existing AS good practice, the gender research expertise in the SAT and the AS-teams' work as well as the Covid-context. Its subsequent length coupled with the timing – assessment period and Covid-lockdown – impacted on the response rate which needs addressing in the future (Action 1.2).

The number and rich detail of the qualitative aspects somewhat makes up for the low response to the survey. The interviews were transcribed (by a paid

transcriber) and analysed by the AS-teams, with the analysis later brought together by a SAT member. Each of the AS-teams wrote an initial report.

The headlines from the research undertaken by the AS-teams are used to inform this application and the Action Plan. A draft of the report and related actions was read, commented on, and discussed with the VC and other members of the UET.

Moving forward, analysis of the interviews will be used to inform short 'provocation pieces' to stimulate discussion and drive change (Action 3.4).

Table 3.6 AS-Survey responses to a key Covid question by gender, role, and ethnicity*

I feel the lockdown will impact women more than men in terms of future prospects / promotion								
*significant at 95% level		Strongly Agree	Agree	Somewhat Agree	Neither A/D	Somewhat Disagree	Disagree	Strongly Disagree
Women		52	48	33	51	16	22	10
	%	22.4	20.7	14.1	22	6.9	9.5	4.3
Men		4	14	7	38	15	23	11
	%	3.6	12.5	6.3	33.9	13.4	20.5	9.8
Academic		40	35	24	42	13	21	8
	%	21.9	19.1	13.1	23	7.1	11.5	4.4
Non-academic		17	26	15	47	17	24	13
	%	10.7	16.4	9.4	29.6	10.7	15.1	8.2
White		30	35	30	49	22	33	14
	%	14.1	16.4	14.1	23	10.3	15.5	6.6
BAME		12	15	7	15	4	5	4
	%	19.4	24.2	11.3	24.2	6.5	8.1	6.5
Total	%	16.3	18	11.6	25.9	9	13.1	6.1

As the AS research included questions around the Covid-context (see example on Table 3.6), that showed differences by gender, role, and ethnicity, in the immediate future the research will also inform the University Covid 'no-detriment' policy (Action 4.1).

Another key event that will have implications for those working in the sector is Brexit, and the University group working on the lived experiences/implications of leaving the EU have asked for representation from the SAT/GenderNetwork to work with them (Action 4.2).

Actions Identified

- 1.1 Address the limitations in the data generated and held centrally, including the binary nature of the data that exists
- 1.2 Develop the AS-survey as a monitoring tool
- 2.2 Ensure SAT membership is recognised and accounted for at Departmental/Area level as work
- 3.4 Use the research findings from the AS process to leverage the Gender Network to support the promotion of an intersectional gendered approach across the organisation.
- 4.1 Utilise the survey and interview findings to support the 'People Planning Group' in their aim to develop a Covid 'no-detriment to staff' policy

4.2 Monitor and evaluate any gendered impacts of Brexit on the experiences of staff and advise on relevant policy

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

A review of all EDI fora in August led to the Gender Forum becoming the Gender Network (GN) with 3 new co-chairs (including 2 SAT members). Working with the revised SAT AS-teams (see Table 3.7), it will be fundamental to driving forward the Action Plan and for informing and engaging staff and students via regular communications and events (Action 1.3).

Table 3.7 SAT AS-teams moving forward to advance the Action Plan

Recruitment, Career progression, Promotion	Staff development, Training and Outreach
Maternity, care and flexible working	Research culture (inc REF) and AS-Survey
Governance and Policy	Supporting Trans people
Workload model	
Specific themes / projects	
Covid no detriment to staff	Brexit
Everyday sexism	

This includes supporting the development, implementation and monitoring over time of a COVID19 ‘no-detriment to staff’ policy which seeks to ensure women academics in particular are not disadvantaged by the COVID-context.

The SAT will continue to meet 4 times a year and will report to the UET, Academic Board and Board of Governors.

While a core of the SAT will remain, there needs to be changes to increase the diversity of the membership. Changes will naturally occur as priorities shift, not least as the SAT and GN will work closely with the committee established to apply for the Race Equality Charter. In this way, we seek to promote an action-oriented intersectional gendered approach as we move forward (Action 3.4).

Actions identified

1.3 Regular University level communications around progress to ensure colleagues are aware of, and buy into progressing the Action Plan

3.4 Core members of the SAT to work with those working on the Race Equality Charter and vice-versa

1,100 of 1000 words

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

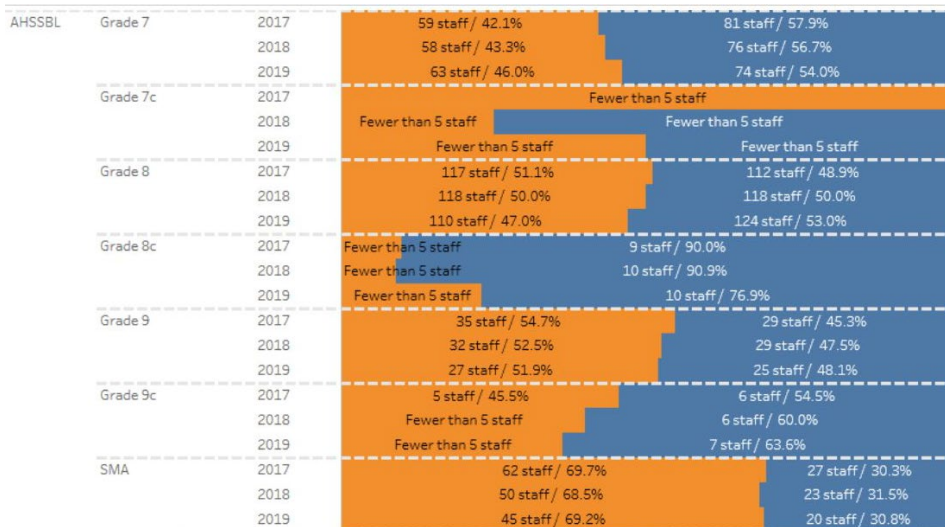
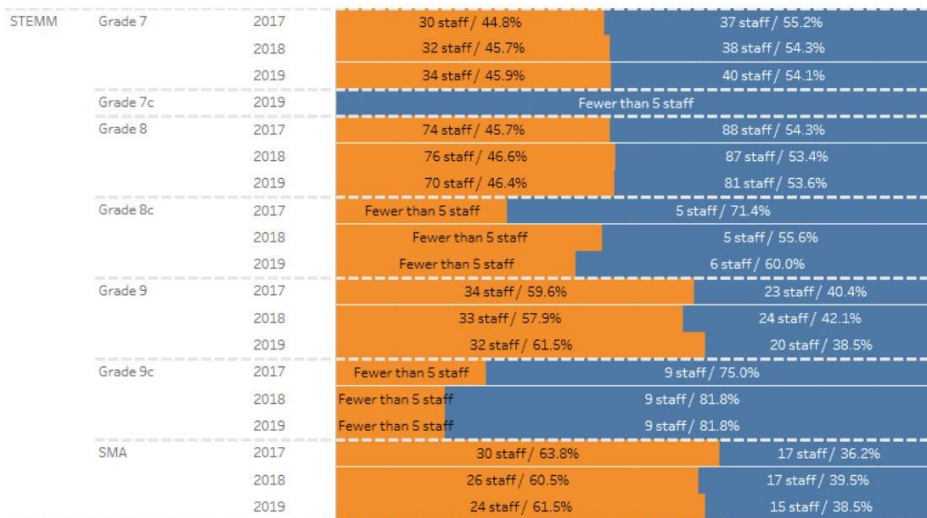
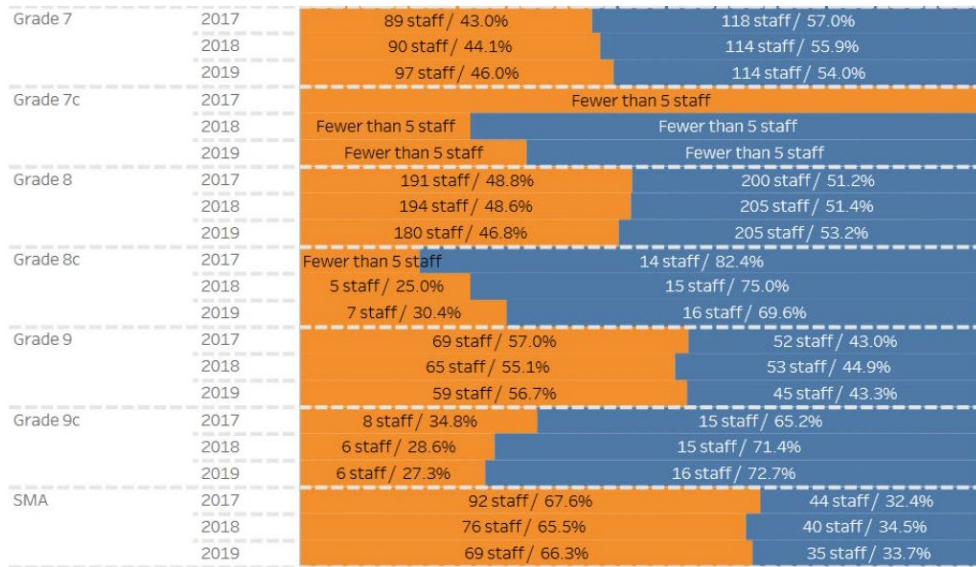
Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Table 4.1 Academic staff by gender and grade for University / STEMM / AHSSBL*

Grade	2017			2018			2019		
	W	M	%W	W	M	%W	W	M	%W
All									
7	118	89	57.0	114	90	55.9	114	97	54.0
7c	0	<5	-	<5	<5	-	<5	<5	-
8	200	191	51.2	205	194	51.4	205	180	53.2
8c	14	<5	82.4	15	5	75.0	16	7	69.6
9	52	69	43.0	53	65	44.9	45	59	43.3
9c	15	8	65.2	15	6	71.4	16	6	72.7
SMA	44	92	32.4	40	76	34.5	35	69	33.7
STEMM									
7	37	30	55.2	38	32	54.3	40	34	54.1
7c	0	0	-	0	0	-	<5	0	-
8	88	74	54.3	87	76	53.4	81	70	53.6
8c	5	<5	71.4	5	<5	55.6	6	<5	60.0
9	23	34	40.4	24	33	42.1	20	32	38.5
9c	9	<5	75.0	9	<5	81.8	9	<5	81.8
SMA	17	30	36.2	17	26	39.5	15	24	38.5
AHSSBL									
7	81	59	57.9	76	58	56.7	74	63	54.0
7c	0	<5	-	<5	<5	-	<5	<5	-
8	112	117	48.9	118	118	50.0	124	110	53.0
8c	9	<5	90.0	10	-	90.9	10	-	76.9
9	29	35	45.3	29	32	47.5	25	27	48.1
9c	6	5	54.5	6	<5	60.0	7	<5	63.6
SMA	27	62	30.3	23	50	31.5	20	45	30.8

*Grade 7 – Lecturer; Grade 8 – Senior Lecturer; Grade 9 – Associate Professor; SMA – Senior management academic / Professor. See below for explanation of C grades.

Figure 4.1 Trends for academic staff by gender and grade (women / men) (data as per Table 4.1 above)



Women are a slight majority at Grades 7 (Lecturer) and 8 (Senior Lecturer), while at Grade 9 (Associate Professor) and ‘Senior Manager Academic’ (Professorial grade) men are in the majority. There is little change across the 3 years (Table/Figure 4.1). In contrast, women are a clear majority in 8c and 9c,¹ especially 8c in AHSSBL and 9c in STEMM.

Grade ‘C’ implies having reached the top of the scale, and is an increment awarded in recognition of contribution to the University. A higher proportion of women being in ‘C’ grade could be seen to demonstrate their work is highly valued. Alternatively, it could mean they have not been able to progress to the higher grade. Analysis of promotion data (see below) suggests success rates for women in terms of promotion, so the explanation may lie with women not applying for promotion, but this needs further exploration (Action 6.2).

Considering visiting and honorary positions (Table 4.2) there is a clear gender difference, with the majority of professorial positions being men, and the majority of honorary positions being women (Action 12.2).

Table 4.2 Visiting and Honorary positions by gender

	Women	Men	% Women
Emeritus Professor	3	27	10%
Visiting Professor	5	23	17.9%
Visiting Academic	11	5	68.8%
Visiting Researcher	20	12	62.5%
Visiting Lecturer	5	5	50.0%
Honorary positions	15	2	88.2%
Other positions	10	4	71.4%

In terms of pipeline, the other key issue we have identified is to do with Associate Lecturers (ALs – Grade 6).

Table 4.3 Associate Lecturers working in the University / STEMM / AHSSBL by gender

	2017			2018			2019		
	W	M	% W	W	M	% W	W	M	% W
All	28	19	59.6	26	21	55.3	27	25	51.9
STEMM	11	12	47.6	12	16	42.9	13	18	41.9
AHSSBL	17	7	70.8	14	5	73.7	14	5	66.7

Table 4.3 highlights there are gender imbalances of ALs in STEMM (58.1% men) and AHSSBL (66.7% women).

ALs are deemed to be ‘support services’. These entry level posts largely focussed on seminar facilitation and some lecturing, are not formally recognised by UCU as academic roles. There is also no automatic progression from Grade 6 to 7. Career progression is via successfully applying for an advertised lecturer vacancy or the creation of a new permanent lecturer post. There is no central monitoring of ALs in terms of career progression by gender (Action 6.1).

¹ And to some extent in 7c but numbers are very small here and the pattern less clear

Actions Identified

6.1 Develop a clearer career development and progression path for ALs

6.2 Explore the reasons for the over representation of women in the 'C' band at levels 8 / 9 and address these

12.3 Promote Middlesex University as an inclusive and supportive place for female senior academics to succeed by hosting an annual networking event for senior women in academia

Intersectionality

Table 4.4 Academic staff by gender and race 2019/20

	2017			2018			2019		
	W	M	% W	W	M	% W	W	M	% W
BAME	109	94	53.7	115	92	55.6	110	91	54.7
White	334	359	48.2	330	345	48.9	323	328	49.6
National average 13.8%	BAME as a % of all academic MDX staff 22.7%			BAME as a % of all academic MDX staff 23.5%			BAME as a % of all academic MDX staff 23.6%		
National average 6.8%	BAME women as a % of all academic MDX staff 12.1%			BAME women as a % of all academic MDX staff 13.0%			BAME women as a % of all academic MDX staff 12.9%		

While the proportion of Black, Asian and Minority Ethnic (BAME) among academic staff still needs to be improved, it is above the national average. The ratio of women to men is higher among BAME academics than among White academics. Our percentage of BAME female academics is almost double the national average.

Table 4.5 Snapshot of the intersection of race / gender / grade 2019

Grade	Black, Asian and Minority Ethnic (BAME)			White			BAME women by grade
	W	M	%W	W	M	%W	
All							
7 & 7c	34	19	64.2%	82	79	50.9%	30.9
8 & 8c	58	47	55.2%	163	140	53.8%	52.7
9 & 9c	11	14	44.0%	50	51	49.5%	10
SMA	7	11	38.8%	28	58	32.6%	6.3
STEMM							
7 & 7c	10	10	50.0%	31	24	56.4%	25
8 & 8c	22	24	47.8%	65	50	56.5%	55
9 & 9c	5	7	41.7%	24	27	47.1%	12.5
SMA	<5	6	<45.5%	12	18	40.0%	n/a
Total	40	47	46.0%	132	119	52.6%	
AHSSBL							
7 & 7c	24	9	72.7%	51	55	48.1%	34.8
8 & 8c	36	23	61.0%	98	90	52.1%	52.2
9 & 9c	6	7	46.2%	26	24	52.0%	8.7
SMA	<5	5	44.4%	16	40	28.6%	n/a
Total	70	44	61.4%	191	209	47.8%	

In AHSSBL there is over representation of BAME women at Grade 7 compared to BAME men, and to a lesser extent also at Grade 8 (Table 4.5). In STEMM, BAME women are a slight minority.

Looking within BAME women, however, more are at Grade 8 and above in both AHSSBL (65.2%) and STEMM, this being more pronounced in STEMM (75%). While the proportions are still lower than for White women (73.3% at Grade 8+ for AHSSBL and 76.5% for STEMM), they are more closely comparable for STEMM due to the racial diversity of health care academics.

Table 4.6 AS-Survey opinions of treatment of staff by race/ethnicity and gender

At MDX staff are treated on their merits irrespective of their gender (e.g. all are actively encouraged to apply for promotion)*						
		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
White		71	83	29	22	9
	%	33.2%	38.8%	13.6%	10.3%	4.2%
BAME		18	14	14	12	4
	%	29.0%	22.6%	22.6%	19.4%	6.5%
Total		89	97	43	34	13
	%	32.2%	35.1%	15.6%	12.3%	4.7%
At MDX staff are likely to get promotion irrespective of their race or ethnicity						
Women		42	71	69	30	21
	%	18.0%	30.5%	29.6%	12.9%	9.0%
Men		28	33	33	14	5
	%	24.8%	29.2%	29.2%	12.4%	4.4%
Total		70	104	102	44	26
	%	20.2%	30.1%	29.5%	12.7%	7.5%

*significant at 95% level

“As a black woman I tick just about every box of the diversity spectrum ... I think there is a definite issue about perception. I certainly feel, from my perspective, that there’s a perception of not “looking like a leader”

In the interviews with BAME academics the issue of promotion, or lack of, was raised (Table 4.6). The importance of establishing a staff that reflects our students’ diversity was also highlighted, giving students role models, and the feeling they can succeed. The fact that BAME students seek out BAME academic staff for mentoring and support also means extra and largely invisible work for BAME academics. There was a desire by the interviewees to see a real commitment to reviewing processes and tackling any institutional racism, taking actions to actively support BAME staff to succeed (Action 18.2) and further promote BAME role models (Action 18.3).

Actions Identified
18.2 Affirmative actions for Black, Asian and Minority Ethnic women in terms of promotion and progression
18.3 All staff communication plan to celebrate the successes of women and Black, Asian and Minority Ethnic staff

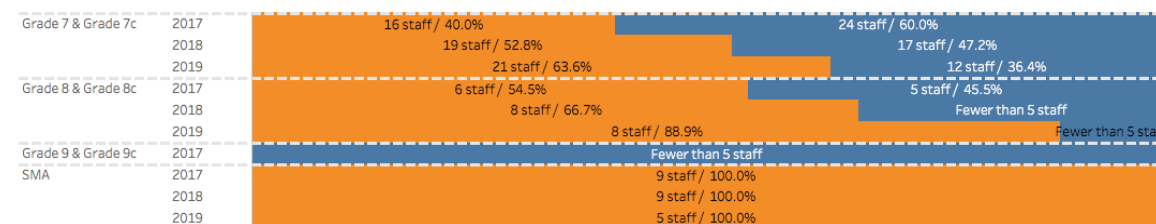
(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

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.

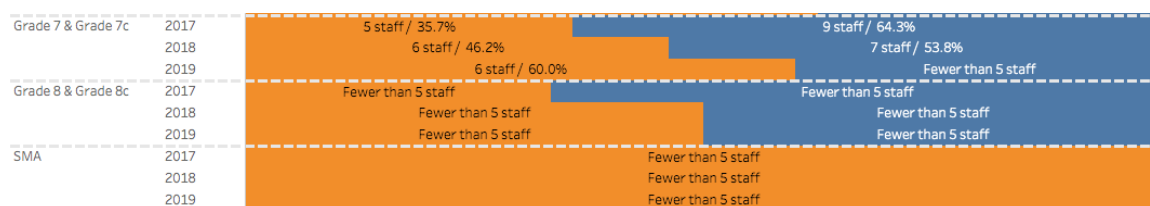
Table 4.7 Academic staff on permanent and fixed term contracts by STEMM / AHSSBL

	2017			2018			2019		
	W	M	%W	W	M	%W	W	M	%W
Permanent									
ALL	415	422	49.6	425	401	51.5	421	385	52.2
STEMM	167	162	50.8	170	161	51.4	167	157	51.5
AHSSBL	248	260	48.8	255	240	51.5	254	228	52.7
Fixed Term									
ALL	38	45	45.8	30	47	39.0	20	42	32.3
STEMM	15	17	46.9	12	18	40.0	8	14	36.4
AHSSBL	23	28	45.1	18	29	38.3	12	28	30.0
National average 2017/18 women / men on fixed term contracts									48.7

Figure 4.2 Trend in fixed term contracts by gender and grade (women / men) (data in Table 4.8)



STEMM



AHSSBL

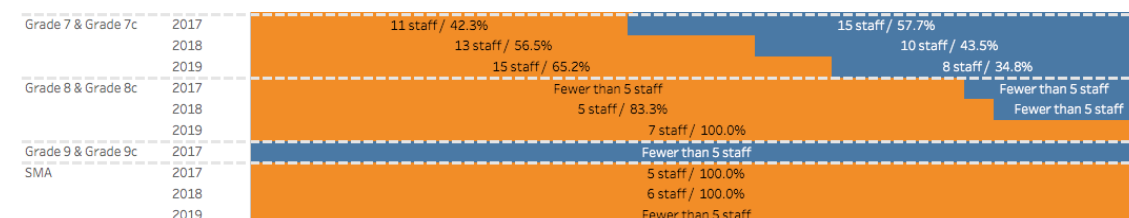


Table 4.8 Fixed term contracts by gender and grade

Grade	2017			2018			2019		
	W	M	%W	W	M	%W	W	M	%W
<i>All</i>									
7 & 7c	24	16	60.0	17	19	47.2	12	21	36.4
8 & 8c	5	6	45.5	<5	8	-	<5	8	-
9 & 9c	<5	0	-	0	0	-	0	0	-
SMA	0	9	-	0	9	-	0	5	-
STEMM									
7 & 7c	9	5	64.3	7	6	53.8	<5	6	-
8 & 8c	<5	<5	-	<5	<5	-	<5	<5	-
9 & 9c	0	0	-	0	0	-	0	0	-
SMA	0	<5	-	0	<5	-	0	<5	-
AHSSBL									
7 & 7c	15	11	57.7	10	13	43.5	8	15	34.8
8 & 8c	<5	<5	-	<5	5	-	0	7	-
9 & 9c	<5	0	-	0	0	-	0	0	-
SMA	0	5	-	0	6	-	0	<5	-

Table 4.9 Percentage of female/male academics employed by that University that are on fixed term contracts

	2017		2018		2019	
	W	M	W	M	W	M
ALL	11.8%	11.7%	6.5%	10.5%	4.5%	9.8%
STEMM	11.4%	12.6%	6.6%	10.0%	4.6%	8.2%
AHSSBL	12.2%	11.2%	6.6%	10.8%	4.5%	11.0%

The 2019 figures for fixed term contracts are very low (Table 4.8) and concentrated in Grade 7 (Figure 4.2/Table 4.8).

There are more women than men on permanent contracts, across grades, including in both STEMM/AHSSBL, and this has been an upward trend (Table 4.9).

Table 4.10 Academic staff on full and part-time/fractional contracts by STEMM / AHSSBL

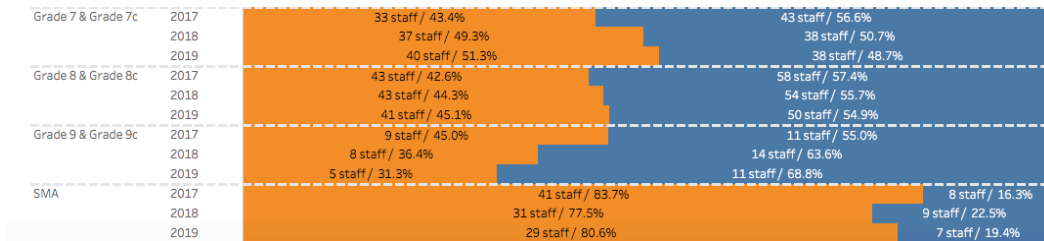
	2017			2018			2019		
	W	M	%W	W	M	%W	W	M	%W
Full time									
ALL	329	336	49.5	337	325	50.9	333	311	51.7
STEMM	142	151	48.5	142	149	48.8	139	143	49.3
AHSSBL	187	185	50.3	195	176	52.6	194	168	53.6
Fractional									
ALL	124	131	48.6	118	123	49.0	108	116	48.2
STEMM	40	28	58.8	40	30	57.1	36	28	56.3
AHSSBL	84	103	44.9	78	93	45.6	72	88	45.0
National average 2017/18 women / men on fractional contracts									55.3

Table 4.11 Percentage of academics employed by the University on fractional/part-time contracts by gender

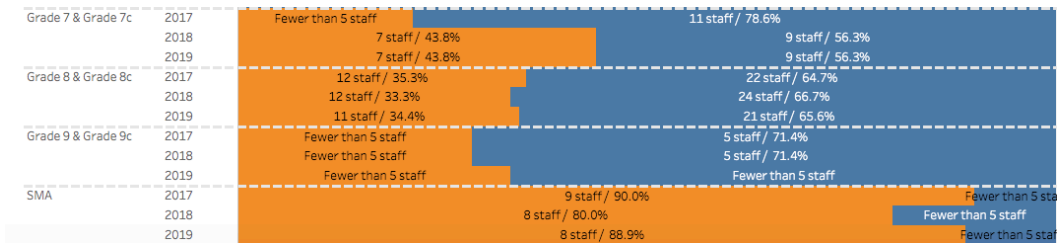
	2017		2018		2019	
	W	M	W	M	W	M
ALL	27.4%	27	25.9%	27.5	24.5%	27.2
STEMM	20.7%	14.7	22.0%	16.8	20.6%	16.4
AHSSBL	32.0%	35	28.6%	34.6	27.0%	34.4

Of those on part-time/fractional contracts overall, women are in a slight minority. This is the reverse in STEMM but still in line with the national average (Table 4.10). Within academic staff there are slightly more women than men on fractional contracts (Table 4.11).

Figure 4.3 Trends in fractional/part-time staff by gender and grade by STEMM / AHSSBL (data as per Table 4.12 below)



STEMM



AHSSBL

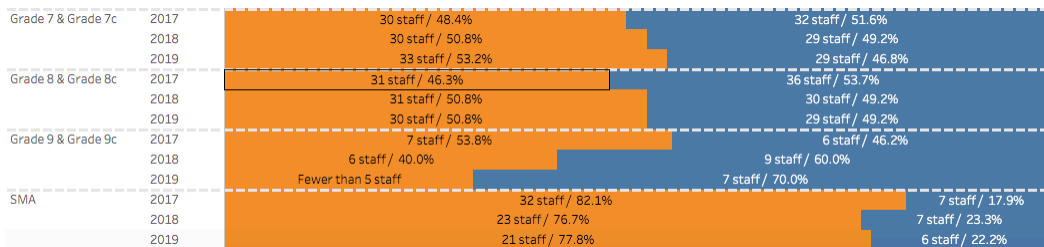


Table 4.12 Fractional/part-time staff by gender and grade by STEMM / AHSSBL

Grade	2017			2018			2019		
	W	M	%W	W	M	%W	W	M	%W
<i>All</i>									
7 & 7c	43	33	56.6	38	37	50.7	38	40	48.7
8 & 8c	58	43	57.4	54	43	55.7	50	41	54.9
9 & 9c	11	9	55.0	14	8	63.6	11	5	68.8
SMA	8	41	16.3	9	31	22.5	7	29	19.4
STEMM									
7 & 7c	11	<5	78.6	9	7	56.3	9	7	56.3
8 & 8c	22	12	64.7	22	12	66.7	21	11	65.6
9 & 9c	5	<5	71.4	5	<5	71.4	<5	<5	-
SMA	<5	9	-	<5	8	-	<5	8	-
AHSSBL									
7 & 7c	32	30	51.6	29	30	49.2	29	33	46.8
8 & 8c	36	31	53.7	30	31	49.2	29	30	49.2
9 & 9c	6	7	46.2	9	6	60.0	7	<5	70.0
SMA	7	32	17.9	7	23	23.3	6	21	22.2

It is in STEMM where women make up a higher proportion of fractional staff compared to men, particularly at Grade 8, but there are greater absolute numbers of women in fractional contracts in AHSSBL (Figure 4.3/Table 4.12). The most marked gender differences by grade are at SMA/Professorial level where men are the majority (Table 4.13).

Table 4.13 Proportion of female/male academics employed by the University at SMA level that are fractional posts

	2017		% W	2018		% W	2019		% W
	W	M		W	M		W	M	
All	8	41	16.3	9	31	22.5	7	29	19.4
STEMM	<5	9	10.0	<5	8	20.0	<5	8	11.1
AHSSBL	7	32	17.9	7	23	23.3	6	21	22.2

This concentration of men may be explained by their phased retirement, and as men made up the majority of SMA/Professors in the past. As more women take on Professorial/Senior Management roles, it will be important to ensure they too can access phased retirement (Action 9.3).

Action Identified

Action 9.3 Address any gender imbalances in key areas related to continuity such as fixed term contracts, fractional appointments and those taking phased retirement and voluntary redundancy

(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.

At MDX there are no 'teaching only' permanent contracts, all are teaching and either a research or practice pathway (see below). There are 'research only' contracts but less than the national average of 23.4% of all academic staff (Table 4.14).

Table 4.14 Numbers and percentage of women/men on research only contracts

	2017				2018				2019			
	W	% all W	M	% all M	W	% all W	M	% all M	W	% all W	M	% all M
ALL	28	5.8	38	7.8	26	5.7	35	7.8	20	4.5	31	7.3
STEMM	14	7.3	16	8.4	10	5.5	17	9.5	7	4%	16	9.4
AHSSBL	14	4.9	22	7.5	16	5.9	18	6.7	13	4.9	15	5.9

Women are currently under-represented among staff in 'research only' contracts and this is more pronounced in STEMM (Action 7.1).

Table 4.15 Research only contracts by gender and grade

Grade	2017			2018			2019		
	W	M	%W	W	M	%W	W	M	%W
All									
6	10	14	41.7	10	11	47.6	8	8	50.0
7	15	12	55.6	14	14	50.0	11	14	44.0
8	<5	12	-	<5	10	-	<5	9	-
STEMM									
6	<5	6	-	<5	6	-	<5	5	-
7	8	5	61.5	6	6	50.0	<5	7	-
8	<5	5	-	<5	5	-	<5	<5	-
AHSSBL									
6	7	8	46.7	8	5	61.5	5	<5	62.5
7	7	7	50.0	8	8	50.0	8	7	53.3
8	0	7	-	0	5	-	0	5	-

There is a gender imbalance in grades among research-only staff (Table 4.15). In AHSSBL, women are concentrated at the lowest grades (Action 7.2).

Actions Identified

7.1 Ensure all future research only posts are advertised affirmatively for women candidates, and senior women staff sit on appointment panels

7.2 Review existing research only contracts for gender/grade balance and progression

Table 4.16 Hourly paid staff by gender and STEMM/AHSSBL

	2017			2018			2019		
	W	M	%W	W	M	%W	W	M	%W
All	222	204	52.1	200	164	54.9	171	156	52.3
STEMM	63	50	55.8	63	44	58.9	50	42	54.3
AHSSBL	159	154	50.8	137	120	53.3	121	114	51.5

The closest to ‘teaching only’ contracts are Hourly Paid Lecturers (all are Grade 7) which do not count as ‘core staff’ due to their contracts being negotiated each year. Among HPLs there is a general gender balance (Table 4.16).

As HPLs are the most precarious positions, any gender imbalance is a potential issue. Although in STEMM a slightly higher proportion of HPLs are women, this is a downward trend.

As with ALs, there is little core reporting around continuity of service with HPLs. In some areas such as ACI, HPL contracts are seen positively as giving flexibility and the ability to engage in creative productions. However, a recent UCU survey (Figure 4.4) suggests there are issues for some that need to be considered (Action 8.1).

Figure 4.4 Selected findings from the UCU Casualisation study

<p>52 HPL respondents, survey undertaken by UCU July 2020</p> <ul style="list-style-type: none"> • 48% when surveyed in July did not know if they had a contract for the next academic year • 47% stated hadn’t received a copy of their contract at the start of last academic year • 73% responded that they work more hours than they are paid for • Nearly 70% of casualised staff who do marking spent between 25% to 100% more time marking each script than was expected of them • Only 14% rated Training and Professional Opportunities as ‘good’ <p><i>“There is no rhyme nor reason to who gets work. This can mean, and it has happened, that people have turned down work elsewhere in expectation of work only to be disappointed, We need a fairer system, and we need security. Most people I work with are too scared to speak out for fear of not getting the next contract.”</i></p>
--

<p>Action identified</p> <p>8.1 Work with UCU on following up on the casualisation survey to ensure excellent communication and conditions of employment for HPLs</p>
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(iv) Academic leavers by grade and gender

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

In terms of academic staff turnover, STEMM shows a slightly higher rate of women leavers generally (Table 4.17) and as resignation and voluntary

redundancies (Table 4.18). Men account for the majority of redundancies (Figure 4.5).

Reviewing by Faculty suggests STEMM loss to be within PSS, not SCT, and looking at resignations only, loss of women academics is lowest in SCT (Table 4.19).

Table 4.17 Academic leavers for all reasons by gender and University/STEMM/AHSSBL

	2017			2018			2019		
	W	M	% W	W	M	% W	W	M	% W
All	48	43	52.7	42	57	42.4	56	59	48.7
STEMM	17	21	44.7	10	16	38.5	23	21	52.3
AHSSBL	31	22	58.6	32	41	43.8	33	38	46.5
Women and men leavers as a % of all staff							6.5%	6.8%	13.2%
National average for leavers between 2016/17 and 2017/18							18.8%	16.9%	17.7%

Table 4.18 Permanent contract academic leavers from resignation and voluntary redundancy

	2017			2018			2019		
	W	M	% W	W	M	% W	W	M	% W
All	31	19	62.0	24	34	41.1	40	38	51.3
STEMM	10	8	55.6	<5	7	30.0	13	10	56.5
AHSSBL	21	11	65.6	21	27	43.8	28	19	49.1

Figure 4.5 Voluntary redundancies by gender (women / men)

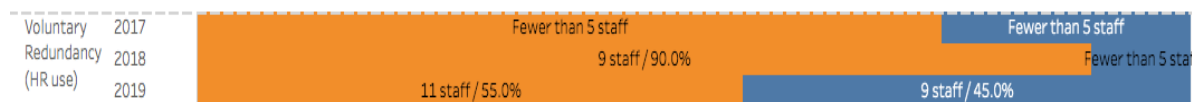


Table 4.19 All academic resignations 2019 by Faculty

	Resignation		
	W	M	%W
PSS	20	19	51.3
ACI	13	13	50.0
SCT	5	10	33.3

Table 4.20 Academic leavers for all reasons 2019 by grade*

Grade	W	M	%W	Grade as % all leavers
7	21	13	61.7	33.3
8	19	25	43.2	43.1
9	6	<5	60.0	9.8
SMA	<5	10	40.0	13.7

*Due to data availability – This table based on Faculty aligned academic staff only.

In the University most staff losses are in Grade 8 and above (Table 4.20). Discussions with HR and the University Executive Team (UET) suggest this is explained by the financial context making it difficult for people to gain further

promotion. However, the bunching of women leavers in Grades 7 and 9 suggest the need to better understand any gendered reasons for leaving (Action 9.4).

Action Identified

9.4 Introduce an exit survey, including questions on organisational culture, management practices, career development, and equality of opportunity

(v) **Equal pay audits/reviews**

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

We do not conduct an Equal Pay Audit, only a Gender Pay Audit. The current mean gender pay gap is 7.9% (Figure 4.6) which is below our comparators. Of those staff in the lowest Quartile, 59% are women (Table 4.21), again less than our comparators.

Figure 4.6 Gender pay gap - Mean gender pay gap (%) / Median gender pay gap (%)

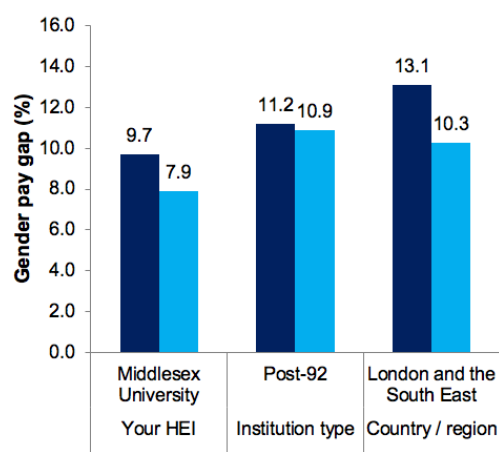


Table 4.21 Gender Pay Gap quartiles, MDX and comparators

	Middlesex University	Post-92 Universities	London and the South East
Bottom quartile			
% men	41.2%	32.5%	35.5%
% women	58.8%	67.6%	64.5%
Lower middle quartile			
% men	32.6%	38.6%	39.0%
% women	67.4%	61.5%	61.0%
Upper middle quartile			
% men	43.0%	43.6%	45.0%
% women	57.0%	56.4%	55.0%
Top quartile			
% men	53.5%	50.5%	54.3%
% women	46.5%	49.5%	45.8%

For academics in bands 7-9 there is no median gender pay gap.

There is a gender pay gap of 7.95% for professional-support staff (narrowed since 2017 when the figure was 11.62%). The most significant gender pay gap is found among technical staff (9.84%) and this is increasing (was 6.63% in 2017) (Action 10).

Table 4.22 AS-survey results around equal pay for equal work

I believe that in my Area / Department, men and women are paid an equal amount for doing the same work / work of equal value*						
		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
Women		74	60	43	37	18
	%	31.9%	25.9%	18.5%	15.9%	7.8%
Men		47	26	11	4	3
	%	51.6%	28.6%	12.1%	4.4%	3.3%
Total		121	86	54	41	21
	%	37.5%	26.6%	16.7%	12.7%	6.5%
I believe that in my Area / Department, those early in their career are expected to work harder / work more hours than more established colleagues*						
Women		42	47	37	56	51
	%	18.0%	20.2%	15.9%	24.0%	21.9%
Men		16	7	19	28	21
	%	17.6%	7.7%	20.9%	30.8%	23.1%
Total		58	54	56	85	72
	%	17.9%	16.7%	17.3%	25.9%	22.2%
I believe that in my Area / Department, men and women are paid an equal amount for doing the same work / work of equal value*						
Academic staff		55	44	39	31	15
	%	29.9%	23.9%	21.2%	16.8%	8.2%
Professional Support staff		69	44	25	11	9
	%	43.7%	27.8%	15.8%	7.0%	5.7%
Total		124	88	64	42	24
	%	36.3%	25.7%	18.7%	12.3%	7.0%

*significant at 95% level

While the AS-Survey highlights academics are less likely to feel there is equal pay for equal work, they actually have greater equality of pay than professional-support staff. This suggests the issue is not with how much people are paid, but the amount of work they feel they do for the same pay and there is a gender and academic 'age' difference in perception (Table 4.22). A general feeling of overworking and having to overwork to 'get on' was expressed in the interviews, and this is a cultural issue to address and one not unique to MDX (Action 33.3).

The University has stated its commitment to redressing any existing imbalances and disparities in pay between men and women. It acknowledges the types of roles and work that women do is often the underlying cause of the gender pay gap, not necessarily disparities in pay between grades. It has already stated its commitment to narrowing this gap.

The three University priorities are presented as actions below (Actions 10.1/2/3).

Actions Identified

University Priorities

- 10.1 Introduction of unconscious bias online training as a mandatory component for all staff
 - 10.2 Reviewing career progression and approach to career development to ensure all staff have identified any unconscious barriers to the progression of female staff
 - 10.3 Undertaking a comprehensive analysis of the University's gender pay reporting data and identifying those areas most likely to influence positive changes
-
- 33.3 Address the culture of overworking to 'get on' and the feelings of fatigue and inadequacies this builds

1,554 of 2,000 words

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 STEM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEM and AHSSBL subjects. Identify any issues at particular grades/levels.

- (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.

- (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.

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 core staff jobs are advertised on Middlesex University's website and on jobs.ac.uk and include the diversity statement, "*We value diversity and wish to promote equality at all levels.*" A review of recent posts demonstrates inclusive and gender-neutral language is adopted.

Interview panels are ordinarily composed of three interviewers. The line manager for the job is ordinarily the panel Chair and are responsible for ensuring that the panel is representative of the university in terms of gender and ethnicity. However, ensuring diversity on panels is not mandatory, nor routinely monitored, nor monitored against outcomes (Action 11.1/11.5).

All panel members involved in shortlisting and interviewing candidates must have successfully completed recruitment and selection training in order to access the system. Initiated in 2018/19, an EDI module is a key component of the mandatory training. However, those interviewed suggested it was too 'tick box' and lacking an 'in practice' focus. After the initial training there is no follow up or monitoring (Action 11.3)

This training is not mandatory for those involved in recruitment for hourly paid teaching contracts which are not always formally advertised and they are often appointed by HoDs/DoPs (Action 11.2).

The interviews suggest some women have encountered male dominated interview panels. Others were concerned around what they perceived to be implicit questioning of women's ability vis-a-vis childcare at interview (Action 11.4). Senior women on panels was seen as being supportive of, and encouraging feelings of belonging for women candidates (Action 11.5).

Table 5.1 AS-Survey results around recruitment

At Middlesex new staff are appointed on their merits irrespective of their gender						
		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
Women		72	102	38	13	8
	%	30.9%	43.8%	16.3%	5.6%	3.4%
Men		47	28	9	3	4
	%	51.6%	30.8%	9.9%	3.3%	4.4%
Total		119	130	47	16	12
	%	36.7%	40.1%	14.5%	4.9%	3.7%

At Middlesex new staff are appointed on their merits irrespective of their gender						
		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
White		80	91	32	7	4
	%	37.4%	42.5%	15.0%	3.3%	1.9%
BAME		21	18	12	8	3
	%	33.9%	29.0%	19.4%	12.9%	4.8%
Total		101	109	44	15	7
	%	36.6%	39.5%	15.9%	5.4%	2.5%

Overall, the AS-Survey suggests staff feel that people are appointed on their merits (see example question in Table 5.1). However, there is a need to analyse recruitment by gender as it intersects with race (Action 18.1).

Actions identified

11.1 Increase the pool of potential panel members for recruitment panels by encouraging female and culturally diverse staff to participate in recruitment training

11.2 Extend equality and diversity training to cover all types of recruitment panel including HPLs and temporary staff

11.3 Offer follow up practice-based training activities for those who have completed existing mandatory equality and diversity training, especially for recruiting managers

11.4 Require those who routinely Chair panels e.g. HoDs to complete follow up EDI training to ensure best practice

11.5 Monitor the gender/age/race make up of interview panels and outcomes of panels to ensure equality outcomes

18.1 Promote gender equality as it intersects with race during all stages of the recruitment process to ensure the recruitment and interview process promotes Black, Asian and Minority Ethnic appointments

Table 5.2 Application-shortlisting-offer/acceptance by gender and STEMM / AHSSBL numbers

Recruitment numbers by gender split							
		2017		2018		2019	
		W	M	W	M	W	M
Applications		238	213	531	645	566	634
		52.8%	47.2%	45.2%	54.8%	47.2%	52.8%
Shortlisted		73	52	128	122	176	189
		58.4%	41.6%	51.2%	48.8%	48.2%	51.8%
Offered		19	16	48	36	67	60
		54.3%	45.7%	57.1%	42.9%	52.8%	47.2%
%Application to Shortlist		30.0%	24.4%	24.1%	18.9%	31.0%	29.8%
%Shortlist to Offer		26.0%	30.7%	37.5%	29.5%	38.1%	31.7%

STEMM

Recruitment numbers by gender split							
		2017		2018		2019	
		W	M	W	M	W	M
Applications		36	52	179	248	260	217
		40.9%	59.1%	58.1%	41.9%	54.5%	45.5%
Shortlisted		19	23	50	44	91	82
		45.2%	54.8%	53.2%	46.8%	52.6%	47.4%
Offered		6	8	19	16	32	29
		42.9%	57.1%	54.3%	45.7%	52.5%	47.5%
%Application to Shortlist		52.7%	44.2%	27.9%	17.7%	35.0%	37.8%
%Shortlist to Offer		31.6%	34.8%	38.0%	36.4%	35.2%	35.4%

AHSSBL

Recruitment numbers by gender split							
		2017		2018		2019	
		W	M	W	M	W	M
Applications		202	161	352	397	306	417
		55.6%	44.4%	47.0%	53.0%	42.3%	57.7%
Shortlisted		54	29	78	78	85	197
		65.1%	34.9%	50.0%	50.0%	44.3%	55.7%
Offered		13	8	29	20	35	31
		61.9%	38.1%	59.2%	40.8%	53.0%	47.0%
%Application to Shortlist		26.7%	18.0%	22.2%	19.6%	27.8%	47.2%
%Shortlist to Offer		24.1%	27.6%	37.2%	25.6%	41.2%	15.7%

Figure 5.1 Application-shortlisting-offer/acceptance by gender, grade, STEMM / AHSSBL (W/M)

All

Grade	Year	Applications (W/M)	Shortlisted (W/M)	Offered (W/M)
Grade 7	2017	47.5% / 52.5%	37.1% / 62.9%	33.3% / 66.7%
	2018	57.9% / 42.1%	51.8% / 48.2%	41.8% / 58.2%
	2019	56.2% / 43.8%	51.9% / 48.1%	42.4% / 57.6%
Grade 8	2017	50.0% / 50.0%	33.3% / 66.7%	100.0% / 0.0%
	2018	58.0% / 42.0%	33.3% / 66.7%	50.0% / 50.0%
	2019	62.0% / 38.0%	53.6% / 46.4%	71.4% / 28.6%
Grade 9	2017	100.0% / 0.0%	100.0% / 0.0%	100.0% / 0.0%
	2019	100.0% / 0.0%	100.0% / 0.0%	100.0% / 0.0%
Senior Staff	2019	66.7% / 33.3%	76.9% / 23.1%	75.0% / 25.0%
		Applications	Shortlisted	Offered

STEMM

Grade	Year	Applications (W/M)	Shortlisted (W/M)	Offered (W/M)
Grade 7	2017	55.6% / 44.4%	52.4% / 47.6%	42.9% / 57.1%
	2018	61.0% / 39.0%	43.9% / 56.1%	38.1% / 61.9%
	2019	57.1% / 42.9%	47.8% / 52.2%	40.6% / 59.4%
Grade 8	2017	63.2% / 36.8%	44.4% / 55.6%	100.0% / 0.0%
	2018	71.6% / 28.4%	43.8% / 56.3%	57.1% / 42.9%
	2019	60.7% / 39.3%	56.3% / 43.8%	100.0% / 0.0%
Grade 9	2017	100.0% / 0.0%	100.0% / 0.0%	100.0% / 0.0%
	2019	100.0% / 0.0%	100.0% / 0.0%	100.0% / 0.0%
Senior Staff	2019	77.8% / 22.2%	75.0% / 25.0%	66.7% / 33.3%
		Applications	Shortlisted	Offered

AHSSBL

Grade	Year	Applications (W/M)	Shortlisted (W/M)	Offered (W/M)
Grade 7	2017	45.1% / 54.9%	30.6% / 69.4%	27.3% / 72.7%
	2018	56.3% / 43.7%	56.1% / 43.9%	44.1% / 55.9%
	2019	55.8% / 44.2%	54.5% / 45.5%	43.4% / 56.6%
Grade 8	2017	35.3% / 64.7%	16.7% / 83.3%	0.0% / 100.0%
	2018	22.6% / 77.4%	18.2% / 81.8%	40.0% / 60.0%
	2019	62.8% / 37.2%	50.0% / 50.0%	50.0% / 50.0%
Senior Staff	2019	58.3% / 41.7%	80.0% / 20.0%	100.0% / 0.0%
		Applications	Shortlisted	Offered

The data does not suggest any widespread bias against women in recruitment overall, although Table 5.2 suggests the trend in AHSSBL around applications-shortlisting-offers² needs monitoring. Figure 5.1 suggests there is also a need to monitor appointments at above Grade 8 (Action 12.4).

Given there is a generally positive applications-shortlisting-offers trend in STEMM, more affirmative actions to ensure more women apply would be most useful (Action 12.2).

There is a need to explore appointments at Senior levels across the Institution for any gender bias (Action 12.2) and we need to continue promoting women, especially senior women to apply to MDX (Action 12.3/12.1).

² The MDX system is configured to record offers and accepts as one and the same.

Actions identified

12.1 All external roles for senior positions to include a positive action statement encouraging women and gender non-conforming (GNC) people to apply

12.2 All external roles for STEMM positions to include a positive action statement encouraging women and GNC people to apply

12.3 Promote Middlesex University as an inclusive and supportive place for female senior academics to succeed by hosting an annual networking event for senior women in academia

12.4 Revise the short-listing and interview processes, including at Senior levels to address any gender bias in process and outcomes

(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.

All new staff are invited to attend a centrally organised half-day 'Welcome to Middlesex' (WTM) event which introduces the various support teams including the Wellbeing team, allows for networking among new staff, and includes the opportunity to meet the VC. Less than half (42% in 2019) new academic staff attend (Table 5.3).

Table 5.3 Total number of participants per WTM event, by gender and role

				Welcome to MDX			Induction For New Academic			Induction For New Managers		
				<i>Uptake by job category & gender</i>								
			Total	%W			%W			%W		
TOTAL	623	Professional support staff	278 (76%)	65.5	W	182	71.7	W	33	66.7	W	24
					M	91		M	13		M	12
		Academic	117 (45%)	55.5	W	65	56.4	W	62	-	W	<5
					M	52		M	48		M	<5
2016/17	254	Professional support staff	117 (80%)	71.9	W	82	77.4	W	24	64.3	W	9
					M	32		M	7		M	5
		Academic	56 (47%)	57.1	W	32	59	W	36	-	W	<5
					M	24		M	25		M	<5
2017/18	212	Professional support staff	103 (80%)	58.8	W	60	50	W	3	60.0	W	9
					M	42		M	3		M	6
		Academic	32 (39%)	53.1	W	17	46.2	W	12	-	W	<5
					M	15		M	14		M	<5
2018/19	157	Professional support staff	61 (69%)	68.3	W	41	66.7	W	6	-	W	<5
					M	19		M	3		M	<5
		Academic	29 (42%)	55.2	W	16	60.9	W	14	-	W	<5
					M	13		M	9		M	<5

WTM is supported by local inductions. These include being informed of compulsory training, including on-line EDI training, required to be completed

within 3 months of start date. At present this is not monitored and is not a condition of probation (Action 3.1).

The AS survey/interviews highlighted that HoDs do not stress gender equality and other EDI issues at local inductions, other than point to the training and policy. The EDI element needs to be made more central to the probation process (Action 3.1).

There is no formal information captured on induction centrally by HR, nor formal methods of evaluation to measure the effectiveness of induction processes, both centrally and locally (Action 3.2).

Every new member of staff should be assigned a mentor by line-managers before the offer letter is sent out. In some departments mentors reach out to new members of staff before they start but there is no consistency in experience of mentoring (Action 9.2). Mentoring information is recorded and held locally within each department and so any gender and EDI biases will not be noted (Action 9.1).

Actions Identified

3.1 Increase the profile of EDI in the induction process and make completion of EDI training a condition of probation

3.2 Introduce a post-induction evaluation that includes the monitoring of EDI knowledge

9.1 Ensure centrally (Faculty level) held information for monitoring the mentoring processes for all new and existing staff

9.2 Improve the consistency and quality of the mentoring experience

(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 standard academic career pathway at MDX is to be appointed at Lecturer (Grade 7). When reaching the top of the spine points a Lecturer is eligible to 'progress' by way of submitting a CV, teaching observations and a document evidencing they meet the criteria for SL to their Dean of Faculty (Grade 8). On reaching the mid spine point a lecturer may apply for 'accelerated promotion' by the same process as above but with the application going to a Faculty level panel interview. To progress to Associate Professor/Professor is through an application, first to a Faculty Board and if supported it then goes to a University level Board. In all cases, applicants in the first instance must seek the support of their HoD.

Across the Institution only small numbers each year are promoted (Table 5.4). Over the last 3 years only 14% have been part-time/fractional, which is lower than the percentage of staff (25%) who have fractional contracts (Action16.1).

Table 5.4 Promotions by gender and grades (2017-2019)

		2017			2018			2019		
		W	M	%W	W	M	% W	W	M	% W
Progressed to SL Grade 7 - 8	All	10	9	52.6	8	6	57.1	8	6	57.1
	STEMM	5	5	50	3	1	75	0	4	0
Promoted to SL	All	11	5	68.8	10	7	58.8	4	4	50
	STEMM	4	4	50	1	3	33.3	0	3	0
Promoted to AP (Grade 9)	All	4	4	50	2	3	40	3	0	100
	STEMM	1	2	33.3	1	2	33.3	2	0	100
Promoted to Prof (SMA)	All	2	1	66.6	2	1	66.6	1	3	33.3
	STEMM	1	1	50	1	0	100	0	3	0
Women as % of total promotions				62.3			56			53.3

It is difficult to generalise, but there is a generally positive trend in terms of proportions of women being promoted and progressing, but this is less pronounced in STEMM.

All those promoted are promoted onto the bottom spine point of the Grade they are appointed to, meaning that now there is equality at point of appointment, and over time any existing pay gap will be equalled out.

Data on who is eligible to apply for progression/promotion and who is successful is centrally held, but the application records are locally held and there are no systematic records around who applies. The existing data for recent years suggests 53% of those who apply to be successful with this rising to 60% for women compared to 40% for men. There is no record of who seeks approval from their HoD to apply and is not successful (Action 16.1).

Action identified

16.1 Ensure central recording of applications, and intention to apply / applications that do not get put forward at Faculty level by job type, gender, ethnicity, and life-course factors such as maternity/paternity

Details of the promotion process are available on the intranet which explain the steps and the criteria against which applications are judged. There are no promotion workshops nor briefing sessions held.

The AS-survey (Table 5.5) suggests that there seems to be some lack of knowledge or understanding of the process for academics (Action 13.1).

The interviews revealed a lack of progression routes for professional-support staff (Action 13.2).

Table 5.5 AS-Survey responses of academic staff around promotion criteria

I understand the promotion criteria						
		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
Women		21	49	10	19	18
	%	17.9%	41.9%	8.5%	16.2%	15.4%
Men		7	23	8	5	7
	%	14.0%	46.0%	16.0%	10.0%	14.0%
Total		28	72	18	24	25
	%	16.8%	43.1%	10.8%	14.4%	15.0%

The survey/interviews (Table 5.6) noted the importance of having the support and encouragement of the HoD (Action 14.1). This was to the extent that some felt the HoD offered promotion to some and not others as evidenced by the interviews undertaken (Action 14.2).

Table 5.6 Findings of the AS-research around the role of the HoD in the promotion process

I receive support and encouragement from my Area / Department to apply for promotion						
		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
Women		18	20	27	14	29
	%	16.7%	18.5%	25.0%	13.0%	26.9%
Men		5	15	11	8	10
	%	10.2%	30.6%	22.4%	16.3%	20.4%
Total		23	35	38	22	39
	%	14.6%	22.3%	24.2%	14.0%	24.8%

"... Suddenly, people have been promoted to senior lecturers, [I was] totally not aware that a process had been going on at all... And I certainly wasn't invited to be part of it... and if you don't necessarily fit that picture, then....."

"I was told by the head of the department not to apply for a promotion... because I was not going to get it so not to bother applying - The person told me in the open office in front of other colleagues not to bother applying."

"part-time lecturers are not offered promotion when as experienced and more qualified than full-time lecturers who are promoted"

Actions identified

13.1 Introduce University level briefing sessions to increase staff awareness of the process and criteria for promotion

13.2 Produce a guidance document around opportunities for progression for professional-support staff

14.1 Clarify the role of HoD in pre-selection, how information is communicated to staff etc. to ensure consistency and transparency

14.2 Highlight that promotion is something to be actively pursued and open to all who meet the criteria

Since 2017 applicants have been required to achieve Fellowship of the Higher Education Authority (FHEA) or equivalent before applying (Senior Fellowship for AP/Professor). To this end, the University has established an internal HEA recognition scheme with a submission point for applications designed to tie in with the deadline for promotions.

The interviews suggest that some find this additional requirement a barrier to applying for promotion. It requires a considerable investment of time in and of itself, and if not achieved can block an application for promotion (Action 14.3).

Childcare and flexible working were perceived by interviewees to work against gaining promotion. In terms of childcare there is some limited evidence to support the idea that this impedes promotion. A review of HoD comments on non-progression from L-SL refer to maternity leave as meaning progress was not 'evident' (Action 17.3).

More generally, the available data suggests around half of women and men eligible to present a case for progression do not do so (Action 14.2).

Actions Identified

14.2 Highlight that promotion is something to be actively pursued and open to all that meet the criteria

14.3 Review the criteria and deadlines for applications to ensure they do not work against some e.g. those with childcare

17.3 Ensure returners after maternity leave that are near the progression stage are aware, and actively work with them to ensure they can 'evidence' progression

The survey/interviews highlight respondents do not feel the promotion criteria of Learning&Teaching, Research/Practice and Leadership are all valued equally by the University and particularly that emotional labour is not taken into account (Table 5.7). The Learning&Teaching criteria does include two elements that focus on student support and in Leadership there is mention of 'contributions to a supportive working environment', while at AP/Prof level the criteria mentions 'advising and coaching others'. In the CV format there are sections to evidence 'academic service', 'mentoring and coaching', and 'major contributions to student wellbeing'.

There is no explicit 'good academic citizenship' element in promotion criteria (Action 15.1) and within this no recognition of EDI work (Action 2.3).

Table 5.7 AS-Survey results around how emotional labour is valued

I feel good citizenship, such as informal mentoring and emotional labour, is recognised in the promotion process and criteria						
		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
Women		5	14	28	24	41
	%	4.5%	12.5%	25.0%	21.4%	36.6%
Men		2	5	13	8	20
	%	4.2%	10.4%	27.1%	16.7%	41.7%
Total		7	19	41	32	61
	%	4.4%	11.9%	25.6%	20.0%	38.1%
I feel teaching and pastoral care of students is recognised in the academic promotion process and criteria for promotion						
Women		9	26	19	27	35
	%	7.8%	22.4%	16.4%	23.3%	30.2%
Men		5	9	9	8	17
	%	10.4%	18.8%	18.8%	16.7%	35.4%
Total		14	35	28	35	52
	%	8.5%	21.3%	17.1%	21.3%	31.7%
<p><i>"I often am the one that students come to ... women tend to get a larger share of that. It's a huge part of our working day, but it takes away from what we're supposed to be doing... Sometimes, if I've gone away with a student... to find somewhere quiet to talk, when you come back, there is a sense that I've been kind of skiving off"</i></p>						

Participants in the interviews felt that female staff were responsible for a greater share of pastoral work than their male peers. This 'feminised' work took a toll on the time available to devote to research activities, which was perceived to be integral for promotion and advancement.

Although there is no evidence of bias against women at achieving promotion, men were perceived in the interviews as being more confident in pursuing promotion, and the process perceived as biased towards men (Action 17.1).

Interviewees raised that a lack of constructive feedback negatively impacted women's confidence in particular to apply for promotion in future (Action 16.2).

The ECAs interviewed suggested that hearing more about the experiences of senior academic women who had been successfully promoted would be helpful (Action 17.2).

Actions Identified

2.3 Formalise how to explicitly recognise and reward EDI generally, including work on the SAT in applications for promotion

15.1 Include more clearly emotional labour and good citizenship , including outreach activities, in promotion criteria and highlight how to include this in promotion applications

16.2 Design and implement an effective, constructive, and supportive feedback model

17.1 Identify women eligible for progression to the next grade within 3 years, and encourage them to access career development opportunities including Academic Promotions Briefings for women only

17.2 Gender Network to invite senior female academics to blog/speak about their experiences to early career academics

(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.

Middlesex did not hold central records of staff submitted to the REF2014 and the RAE by gender as the entries provided are 'gender neutral' i.e. surname and initial only to ensure there was no gender bias in reviewing.

We have traced back for the 2014 REF to establish gender of entrants (Table 5.8).

Table 5.8 Entrants in REF2014 by UoA and gender

UoA	Name of UoA	Number entered	Number of women	Women as % of entry
3	Allied Health Professions, Dentistry, Nursing and Pharmacy	16	6	37.5
4	Psychology, Psychiatry and Neuroscience	14	9	64.3
11	Computer Science and Informatics	56	8	14.3
17	Geography, Environmental Studies and Archaeology	20	10	50.0
19	Business and Management Studies	50	10	20.0
20	Law	22	9	40.9
22	Social Work and Social Policy	53	30	56.6
34	Art and Design: History, Practice and Theory	34	14	41.2
35	Music, Drama, Dance and Performing Arts	31	16	51.6
36	Communication, Cultural and Media Studies, Library and Information Management	22	12	54.5

In the 2014 submission, the proportion of women submitted (28.8% overall) is much lower than for men, and much lower than the proportion of staff that were women (58.9% of staff were women in 2014). UoAs 11 and 19 were of particular concern.

The current REF entry (Table 5.9) shows greater gender balance and while some areas have low numbers of women entrants e.g. UoA11, this reflects the proportion of female staff in those areas (i.e. Computing Science 20% of academics are women). For UoA17 (was UoA19 in 2014) women will make up over 46.4% of the entry compared to 20% last time, which shows a great improvement and now reflects the gender balance of the academics in the subject area (Action 7.3).

Table 5.9 Entrants in REF2021 by UoA and gender

UoA	Name of UoA	Number entered	Number of women	Women as % of entry
3	Allied Health Professions, Dentistry, Nursing and Pharmacy	33	18	54.5
4	Psychology, Psychiatry and Neuroscience	30	19	63.3
10	Mathematical Sciences	<5	<5	25.0
11	Computer Science and Informatics	68	14	20.6
14	Geography & Environmental Studies	21	10	47.6
17	Business and Management Studies	97	45	46.4
18	Law	32	15	46.9
20	Social Work and Social Policy	46	29	63.0
23	Education	15	10	66.7
24	Sports & Exercise Sciences, Leisure and Tourism	10	3	30.0
32	Art and Design: History, Practice and Theory	43	21	48.8
33	Music, Drama, Dance and Performing Arts, Film and Screen Studies	32	15	46.9
34	Communication, Cultural and Media Studies, Library and Information Management	21	8	38.1

Table 5.10 Total entrants into the REF 2014 and 2021 as % of academics by gender

All entries to REF 2014	Number entered	Number of women	Women as % of entry	Female entry as % of female staff in 2014	Male entry as % of Male staff in 2014
	318	124	39%	28.8%	63.0%
All entries to REF 2021	Number entered	Number of women	Women as % of entry	Female entry as % of female staff in 2021	Male entry as % of Male staff in 2021
	452	208	46%	48.4%	58.1%

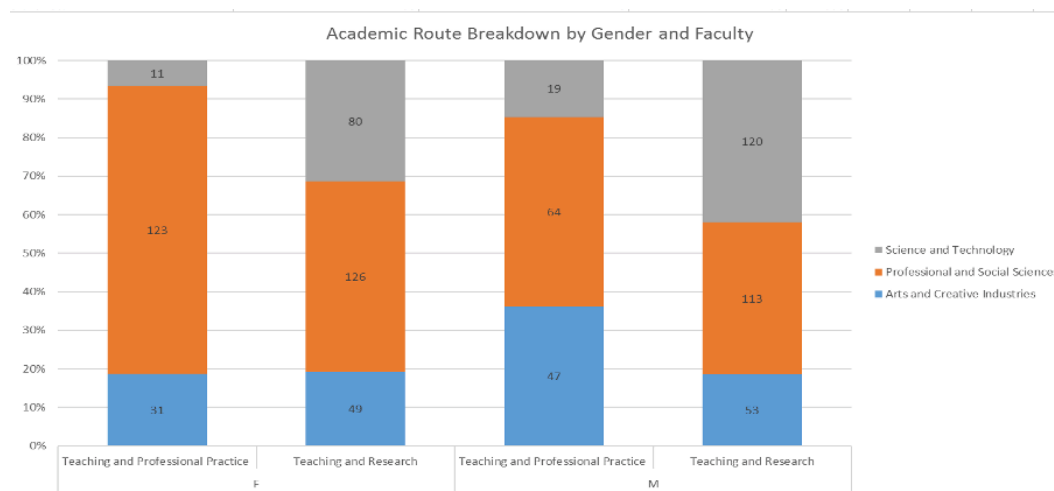
For the current REF, 48.4% of all female academics will be entered, which while still lower than the proportion of male academics, is much improved from 2014 (Table 5.10).

This is in part because all on teaching and research contracts are to be submitted this time. Those on a 'practice' pathway are not eligible. There is a slight gender imbalance in those on practice pathways (Table 5.11).

Table 5.11 Academic pathways by gender

	Teaching and Professional Practice		Teaching and Research		% of women/men on practice pathways	
	W	M	W	M	%W	%M
All	165	130	255	286		
	55.9%	44.1%	47.1%	52.9%	39.3	31.3
Arts and Creative Industries	31	47	49	53		
	39.7%	60.3%	48.0%	52.0%	38.8	47
Professional and Social Sciences	123	64	126	113		
	65.8%	34.2%	52.7%	47.3%	49.4	36.2
Science and Technology	11	19	80	120		
	36.7%	63.3%	40%	60%	12.1	13.7

Figure 5.2 Academic pathways by gender and Faculty



In SCT (UoA11), fewer women than men are on practice pathways. The gender imbalance in practice pathways is accounted for by PSS and the size of the health-care programmes (Figure 5.2). It is important to ensure parity for those women on practice pathways and REF-eligible colleagues in other areas (Action 13.3).

Interviewees agreed over the years REF practices have become more transparent, and balanced in terms of who makes decisions.

Any gender issues raised around the REF2021 relate to wider issues around carer responsibilities and workloads, feeling research has to be 'fitted' in on weekends and annual leave which was difficult for those with carer responsibilities. This was linked to a general feeling that all had to 'overwork' in order to get on (Action 33.3).

Actions Identified

7.3 Learn from recent improvements in REF related gender outputs, and celebrate and promote the achievements of women STEM staff in this male dominated area

13.3 Produce a guidance document around practice pathways to ensure clear career progression routes especially as they do not have REF equivalent markers

33.3 Address the culture of overworking to 'get on' and the feelings of fatigue and inadequacies this builds

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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.

(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.

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?

Figure 5.3 Staff Development portal



There is a staff development portal on the intranet (Figure 5.3) that provides information on training and it is promoted via staff announcements. Individual training needs are discussed and recorded annually during appraisals. Despite this, only 50% of academics in the survey reported they felt actively encouraged to take up career development opportunities (Objective 17).

The offer includes two 'leadership' programmes tailored to different stages of career progression, as well as one-off workshops (Tables 5.12/13).

Table 5.12 Leadership training programmes by gender

Emerging Leaders Programme	2016-17					2017-18					2018-19				
	<i>No. of participants by job category and gender</i>														
TOTAL no. of participants: 38	% W	Professional Support	10	F 4 M 6	% W	Professional Support	13	F 9 M 4	% W	Professional Support	9	F 6 M 3			
	45.5	Academics	1	F 1 M 0	69.2	Academics	0	F 0 M 0	64.3	Academics	5	F 3 M 2			

Leading with Excellence	2016-17					2018-19				
	<i>No. of participants by job category and gender</i>									
TOTAL no. of participants: 23	% W	Professional Support	9	F 8 M 1	% W	Professional Support	6	F 1 M 5		
	90.9	Academics	2	F 2 M 0	25.0	Academics	6	F 2 M 4		

Table 5.13 Workshops offered to staff as part of the annual staff development programme

Leadership and Management Development

2016-17					2017-18					2018-19				
26 workshops					14 workshops					32 workshops				
<i>No. of participants by job category and gender</i>														
% W	Professional Support	130	F 81 M 49	% W	Professional Support	85	F 54 M 31	% W	Professional Support	151	F 89 M 62			
	Academics	43	F 25 M 18		Academics	32	F 18 M 14		Academics	84	F 32 M 52			

Personal Development workshops

2016-17					2017-18					2018-19				
30 workshops					24 workshops					29 workshops				
<i>No. of participants by job category and gender</i>														
% W	Professional Support	215	F 161 M 54	% W	Professional Support	167	F 108 M 59	% W	Professional Support	243	F 193 M 50			
75.0	Academics	25	F 19 M 6	66.8	Academics	23	F 19 M 4	75.1	Academics	66	F 39 M 27			

Coaching skills workshops

2016-17					2017-18					2018-19				
4 workshops					2 workshops					8 workshops				
<i>No. of participants by job category and gender</i>														
% W	Professional Support	13	F 10 M 3	% W	Professional Support	17	F 9 M 8	% W	Professional Support	37	F 32 M 5			
65.0	Academics	7	F 3 M 4	71.4	Academics	11	F 11 M 0	87.5	Academics	11	F 10 M 1			

EDI is not routinely embedded in these programmes and workshops (Action 17.5). The workshops have not had great uptake from academics but while numbers are small, there is gender balance (Action 19.4).

There is a dedicated 'well-being' area on the intranet which offers various on-line resources as well as activities such as 'developing personal resilience' workshops.

For all training events that do not lead to a formal qualification monitoring attendance by gender is not centralised nor systematic (Action 19.1/19.3).

The Research and Knowledge Transfer Office (RKTO) provides training in areas such as funding, publishing and impact but there are no specific equality initiatives.

Table 5.14 Take up of learning and teaching related to staff development

	% W	Total		2016-17		2017-18		2018-19				
				% W		% W		% W				
		65.6		60.0		74.7		62.3				
Academic Practice Workshops	67.2	W	125	63.8	W	81	79.2	W	42	33.3	W	2
		M	61		M	46		M	11		M	4
HEA Workshops	63.7	W	148	46.7	W	14	73.8	W	59	61.5	W	75
		M	84		M	16		M	21		M	47
Successful HEA Fellowships via internal Scheme	66.7	W	76	57.9	W	22	71.1	W	32	71	W	22
		M	38		M	16		M	13		M	9

We have a dedicated centre - the Centre for Academic Practice Enhancement (CAPE) – for training around academic practice. The majority of participants in workshops over the last 3 years have been women (Table 5.14). A higher proportion of those who apply and have successfully been awarded HEA Fellowships via the internal scheme are also women. In both cases the proportion of women participants, is higher than the proportion of women in academic staff, with the opposite being the case for men (Action 19.2).

Actions identified

17.5 Integrate EDI within all management and leadership programmes to ensure leadership and management practice have an EDI focussed approach

19.1 Office for Staff Development (OSD), Centre for Academic Practice Enhancement (CAPE) and Research and Knowledge Transfer Office (RKTO) to further enhance the capture of quantitative data and monitor by gender

19.2 Identify the reasons for fewer male academics participating in academic practice workshops and the HEA fellowship scheme and seek measures to address these

19.3 OSD, CAPE, and the RKTO to adopt a coordinated approach, so that the data from all three units are comparable for further in-depth qualitative analysis of gender differences in terms of uptake and career pathways

19.4 Continue to monitor the uptake of leadership training by gender and encourage uptake by women and gender non-conforming (GNC) people by ensuring this training problematises existing 'male leadership' models

(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.

All staff are expected to participate in an annual appraisal with their HoD or delegated appraiser which sets goals for the coming year and monitors progress to date, discusses staff development needs, and reviews progress around competencies related to promotion. Senior management and professors are awarded a performance rating which determines any pay award.

Table 5.15 Staff Engagement survey opinions on appraisals and performance

	Strongly Agree			Agree			Neither A/D			Disagree			Strongly Disagree		
My last appraisal helped me focus on improving my performance															
	%W	%M	% All	%W	%M	% All	%W	%M	% All	%W	%M	% All	%W	%M	% All
	23	28	26	52	45	49	18	15	17	6	6	6	1	1	1
I receive regular and constructive feedback on my performance															
	15	14	14	36	36	36	26	25	26	16	17	17	7	8	7
Good performance is recognised where I work															
	16	19	18	41	30	36	24	32	28	14	11	13	5	7	6

There are no centrally held records at present around uptake but in the University Staff Survey 17% of women and 23% of men reported not having had an appraisal that year. The University staff survey suggests a generally positive view of appraisals but is less positive about on-going support for performance (Table 5.15).

Table 5.16 Appraisal workshop attendance by gender and role

Appraisal workshops	2016-17					2017-18					2018-19				
Total no. of workshops delivered: 25	10					4					11				
TOTAL no. of participants attended: 161	<i>No. of participants by job category and gender</i>														
	54	P&S	46	F	28	21	P&S	15	F	8	86	P&S	51	F	43
				M	18				M	7				M	8
	A&R	8	F	7	A&R	6	F	2	A&R	35	F	14			
			M	1			M	4			M	21			

37% of those who attended completed a feedback survey on the training they attended.
 74% of those felt the session 'fully' met the aims and objectives.
 P&S – professional and support staff
 A&R - academics

All appraisers must complete training, including around how to give effective feedback and set objectives. Uptake of training has improved substantially, with more men than women attending (in line with % of men in leadership positions) (Table 5.16).

The University took the decision to move away from traditional annual appraisals from 2020 given perceived dissatisfaction with the process (Action 20.1). In line with the findings from the staff survey, the new 'Performance Development' approach allows shorter but more focussed performance conversations throughout the year with a focus on 'development' rather than 'managing performance'. It also allows 'real-time feedback'. Centrally held records will ensure monitoring (Action 20.2).

Action identified

20.1 Ensure the evaluation of the pilot of the new 'Performance Development' (PD) system includes analysis of any gendered differences in experience

20.2 Continue to monitor the PD system by gender, race/ethnicity, and career stage

(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.

There are few post-doc positions at MDX and they are generally linked to funded research. There are only local level support initiatives for ECAs at present (Action 9.5).

There are women-only leadership development programmes, including the Aurora Programme. Since 2016/2017, 24 women have been supported through this development and mentorship programme (54% academics). Currently there are no formal evaluation methods in place to assess the longer-term impact of the programme and assess whether the programme has positively impacted on promotional opportunities for those who have participated (Action 17.6).

For newly employed lecturers, successful completion of the PGCert/Academic Apprenticeship is a probationary requirement, and is a requirement for promotion (aligns with HEA). All taught PG programmes directly related to teaching have fees waived and hours allocated on Work Programmes.

The PGCert curriculum addresses gendered issues and includes workshops on EDI. There is an annual Teaching and Learning Conference which showcases best practice across the University including around EDI.

Staff development is also supported via provision of ring-fenced funds for conference attendance. There are differences in practice between Faculties. All applications and outcomes are recorded at Departmental level. Applications are not routinely reviewed each year to monitor uptake and any parity issues (Action 14.3).

The University Sabbatical policy allows for leave for staff development and/or research, usually up to 6 months in duration, after 5 years of service and every 5

years from then on. Any cost to cover staff taking sabbatical leave has to be met from within the School's normal resource allocation or external funding. The data is not presented as between 2016-2019 only 2 people each year had a sabbatical, 3 women and 5 men (Action 14.4).

Actions identified

9.5 Document best practice for supporting career development, especially for ECAs, at local level and operationalise centrally

14.4 Review the processes for awarding conference funding and sabbaticals for consistency and implement a monitoring system

17.6 Embed a structured evaluation framework for Aurora Women in Leadership programme to assess the level of impact on career development and progression for women within the institution.

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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?

(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.

(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.

5.5. Flexible working and managing career breaks

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

(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.

Findings from the interviews suggest a generally positive before leave experience with support coming primarily from line managers. HR advise of processes (Figure 5.4) and rights (Table 5.17).

Figure 5.4 Maternity leave process

“I think we're so lucky at Middlesex that we've got such a good maternity plan in place, including the pay and everything, compared to some of my friends and people at other places...”

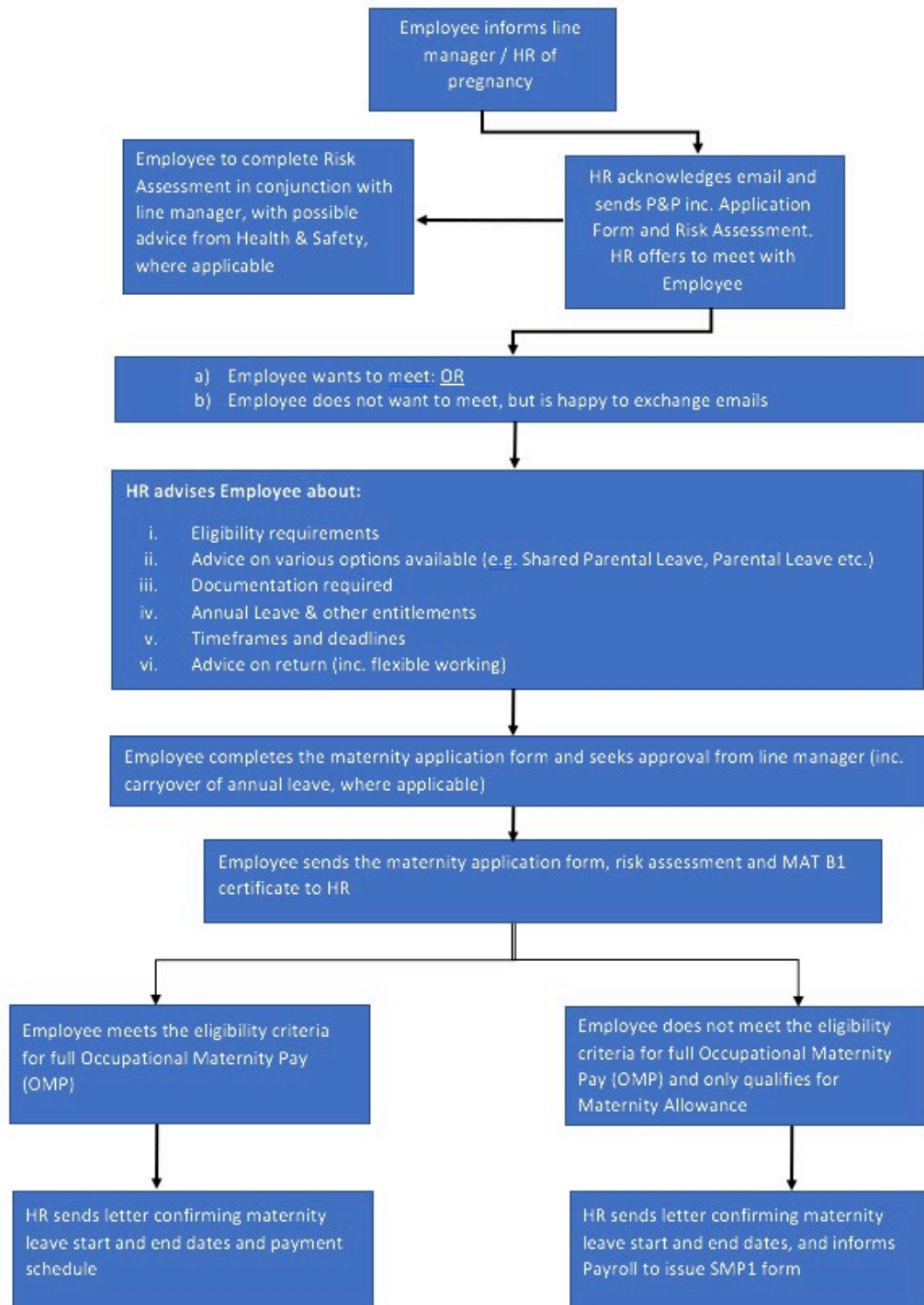


Table 5.17 Leave entitlements

To qualify for contractual parental leave pay need to have been employed by Middlesex University continuously for at least 52 weeks into the 15th week before the Expected Week of Childbirth (EWC) otherwise statutory provisions only.

Maternity 18 weeks full pay, 8 weeks half pay, 13 weeks statutory pay, 13 weeks unpaid (otherwise statutory or maternity pay depending on what you qualify for)

Irrespective of length of service, entitled to reasonable paid time off during working hours to receive ante-natal care – including relaxation and parent craft classes as well as medical check-ups.

During leave - 10 'keeping in touch' days which allow those on leave to undertake work or training with time off in lieu.

Adoption Same as maternity for primary carer irrespective of gender

Paternity If meet qualification criteria, two weeks full pay (otherwise statutory)

Shared Parental leave Statutory pay only once you've opted in, irrespective of gender.

The effectiveness of policies and procedures depends very much on the individuals involved in their implementation and there are differences in experiences (Action 21.1).

While line-managers were seen to be both enthusiastic and efficient, some noted unsupportive or inappropriate language while discussing maternity. Some felt unable to discuss difficulties related to pregnancy within their department (Action 21.2). There are no specific facilities such as quiet rooms for pregnant women on campus (Action 24.2).

Actions identified

21.1 Introduce individual maternity/adoption meeting(s) with a dedicated HR Advisor prior to going on maternity/adoption leave

21.2 Raise awareness of and sensitivity to pregnancy/adoption related issues

24.2 Provide better welfare spaces for women, including changing facilities and spaces for pregnant and breastfeeding women

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

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

In the AS-survey only 15% felt they had not been well supported during their pregnancy.

Arrangements for maternity cover are made at a department level and generally draw on existing staff resources. This means there can be great differences in experience dependent both on the attitude of the line-manager and those covering work. Change of managers during leave was highlighted as a particular

issue which could be addressed if there was greater HR involvement (Action 22.1).

There is little support offered during leave, but line managers are responsible for maintaining contact with the aim of keeping the individual informed and ensuring they feel involved, including invitations to key meetings and social events with the provision of 10 'Keeping-in-Touch' days. Interviews demonstrate that the extent to which this is done in practice varies on a case-by-case basis (Action 22.2).

Actions identified

22.1 Develop a consistent policy on how maternity cover is handled across the University

22.2 Ensure clearly agreed keeping in touch and contact reasons

(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.

At the end of the leave period it is line managers who manage the return to work. This can mean that support/advice on flexible working options etc is not provided (Action 23.1).

Support for returners is provided at a local level. There is no additional funding available to those returning from maternity/adoption leave, nor are there specific facilities provided, other than a breastfeeding space which is deemed inadequate by many (Action 24.1).

One support mechanism is the 'teaching constraints' process managed at Faculty level, that allows staff to be timetabled only at certain times/days. However, some with childcare responsibilities in the interviews felt there was resentment from others, and there was some evidence to support this from the interviews (Action 23.2).

The interviews show varied and sometimes negative experiences of a return to work (Action 23.3).

Interviews suggest many feel compelled to continue research related work during leave to meet perceived expectations and ensure progression and promotion. Issues raised on return included a lack of communication about what to expect, with lack of a catch up on changes leaving people feeling 'out of the loop', and little recognition of changed circumstances and the issues raised for managing often new teaching, and research expectations, with a new baby.

Recognition of needs of returners to transition back to work in ways that enable them to gradually build their career differs across the University. Some returning

just before lockdown in particular talk of feeling ‘invisible’ and ‘lonely’ and that them having achieved career goals during maternity leave went ‘unnoticed’.

Actions identified

23.1 Introduce a return to work interview with a HR representative and line manager as the norm with a standard format and guidelines

23.2 Raise awareness that maternity/paternity/adoption supports are rights rather than favours, including establishing core hours

23.3 Allocate departmental/ faculty maternity ‘mentors’ to provide support during pregnancy, maternity leave and the return to work

24.1 Commit to pursuing breastfeeding friendly status and ensure all employees and students are aware of the scheme and what it entails

(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.

Only 1 of 40 academics who took maternity leave during 2016-2019 did not return and only 1 returned on reduced hours. There were more non-returners among Professional-support staff (7 of 48, 15%), and 1 returned on reduced hours.

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.

(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.

There has been limited take up of shared parental leave (Table 5.18), presumably because pay is lower for men than for women on maternity leave (Action 25.1/25.2). A HR representative interviewed noted men tend to ask for paternity leave much later than women for maternity leave.

Table 5.18 Paternity and other leaves

* same sex partner	Paternity Leave			Other Leave		
	W	M	Total	LOA-Adoption Leave Primary Carer	LOA-Shared Parental Leave	Total
Academic	0	7	7	2	2	4
Professional Support Staff	1*	17	17	1	1	2
Total	0	24	24	3	3	6

Men interviewed suggested the culture is more responsive than proactive around paternity, and leave is not as well respected e.g. one being asked to work to cover a sick colleague despite being on paternity leave (Action 25.3).

Actions identified

25.1 Develop greater awareness and promotion of shared parental leave and paternity leave as an option

25.2 Equalise Statutory Paternity Leave pay in line with contractual organisational maternity pay to enable male/non-binary/secondary adopter staff to access contractual “maternity pay” as part of the SPL offer

25.3 Develop greater awareness of the rights of those on parental leave

(vi) **Flexible working**

Provide information on the flexible working arrangements available.

In general, flexibility is considered to be a reduction in hours but the policy allows for a change to patterns of work. To qualify, staff need to have worked for the University continuously for 26 weeks at the date the application is made. There is a formal procedure for requests for flexible working on a permanent basis, while requests for up to 12 months are locally agreed. There has been a small number of formal applications for flexible working (18 since 2016 with only 3 being from men and only 5 from academics).

The interviews suggest a culture of ‘presenteeism’ where ‘flexibility’ is seen as a favour. This reflects gendered assumptions of availability for work without caring responsibilities, and a stigma attached to flexible and remote working (Action 26.1).

Action identified

26.1 Build on the change in culture around flexible working brought by the pandemic which has shown the viability and the value of flexible working to promote this as the norm through supportive policies and processes

(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.

The transition is usually agreed with the line-manager when it is a temporary reduction or return to full-time work and then formalised by HR. There are no instances from the last 3 years of returning to FT after a period of PT work.

(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.

MDX operates its own campus nursery which provides 60 full-time places (currently 30 staff-parents, 31 student-parents, 17 community-parents) for children from 6 weeks to 4 years, and is rated 'outstanding' by OFSTED. The nursery is open 50 weeks a year 8:00-5:45 Mondays-Fridays, but also offers some flexibility (morning and afternoon sessions). Parents can make use of the government's tax-free childcare scheme.

There are currently 30 families on the waiting list for this coming academic year. The COVID-context also presents uncertainty around opening and capacity and suggests the need for a back-up (Action 27.1/27.2).

The interviewees, however, highlight that access to childcare is not just about availability but intersects with existing networks, finances and partner role: *"Maybe it's different if you have a bigger support network, but being a foreign parent with no family around, there's no one to count on. There's no one."* (Action 27.3)

Actions identified

27.1 Communicate options for parents to bring children on campus designating spaces as child friendly

27.2 Support development of back-up/emergency childcare provision for staff and students to compensate for limited capacity of campus nursery

27.3 Promote networking between parents particularly for support staff from other areas of the UK and other countries with little social capital

(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.

The interviews suggest that caring for others can be lonely and invisible until crisis point. At this point, managers are crucial and some very good practice was highlighted in the interviews, indicating support and empathy. While the university's flexible working and dependency leave policies set out options for staff with care commitments, there currently is no dedicated MDX policy for carers. Building on good practice, we need to develop policy guidance and also support networks (Action 28.1/28.2).

As has been discussed in all of section 5.5, there is lack of consistency of experiences for parents and those with caring responsibilities (Action 29.1 /29.2).

Actions identified

28.1 Design an integrated and evidence-based carers policy and information pack

28.2 Establish and promote a staff group for those who have/are anticipating caring responsibilities

29.1 Design checklist on Supporting Maternity/Paternity and Staff with Caring Responsibilities for managers and new parents/carers with signposted support

29.2 Mainstreaming through training modules for managers as 'core management issue' and share cases of good managerial practice, training and accountability

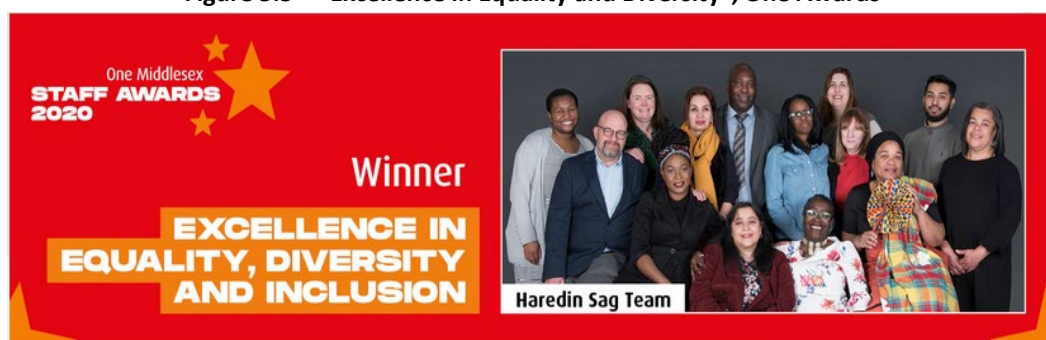
5.6. Organisation and culture

(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.

The University is committed to creating equal opportunities and is annually auditing the situation. In October 2018, Middlesex was the first university to receive UK Investor in Equality and Diversity Charter Mark with the review noting *"overwhelming and compelling evidence that Middlesex University is genuinely committed to embedding equality, diversity and inclusion within the learner experience"*.

Figure 5.5 – "Excellence in Equality and Diversity", One Awards



Some of our initiatives include:

- Valuing EDI work with a category in the annual University 'One Awards' being 'Excellence in Equality, Diversity and Inclusion' this year won by the Healthcare Academic Race EDI Network (HAREDIN SAG). (Figure 5.5).
- Promoting diversity via visual images across the campus via the role model campaign #madeinmiddlesex (Figure 5.6)
- Drive for de-colonising knowledge, in the curriculum and in wider University culture (Action 30.1).

- Ethics is a standing item on meeting agendas which currently allows discussion of EDI issues as standard but this could be improved (Action 30.3)
- The CYGNA project which supports women in academia was co-founded by an MDX academic (Prof Anne-Wil Harzig) and regular meetings are held on campus
- Diversity Networks to support the inclusion agenda, creating new networks when need is identified e.g. the new carers network (Action 28.2)
- Responding to colleagues' requests to address an issue of importance, most recently the on-going development of guidance around the menopause (Action 30.4).

Actions Identified

30.3 EDI as an opening standing item on meeting agendas

28.2 Establish and promote a staff group for those who have/are anticipating caring responsibilities

30.4 Widen the issues that EDI covers to include issues currently seen as 'taboo'

30.1 Activities to promote de-colonising knowledge

Figure 5.6 – Made in Middlesex



While the majority in the survey find the campus to be a welcoming and inclusive space more can be done to ensure the needs of the diverse MDX community are catered for, including women generally, those with children (Action 27.1) and gender non-conforming (Action 34.3).

While most felt safe when working late on campus, an important issue to emerge from the interviews was around everyday sexism on campus, including comments about appearance (Action 31.1).

Actions identified

27.1 Communicate options for parents to bring children on campus (e.g. fine to bring a child to the Quad or a sleeping baby into the library)

34.3 Review campus facilities, including provision of toilets and improve provision of gender neutral facilities

31.1 Research further around everyday sexism on campus (and in virtual environments) and launch a zero-tolerance campaign

(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.

The development and monitoring of the EDI Policy is supported by a dedicated EDI Manager, who is responsible for developing and coordinating initiatives that will enhance diversity and equality of opportunity within the University. HR Policy Development is supported by Equality Impact Assessments and by staff training where a need is identified.

Policy updates are discussed with senior managers in the Leadership Forum that meets monthly. However, in the AS survey a quarter of respondents felt they were not kept informed of the policies that affect them, suggesting this is not filtering through (Action 32.4)

The AS-Survey suggests people largely feel that the University will act if there are behaviours that go against EDI aims. However, less know of, and have confidence in, existing procedures around discrimination, harassment and victimisation. There are differences by gender and race (Table 5.19). The results suggesting a lack of confidence are supported by the low number of cases brought (Table 5.20) (Action 31.2).

Table 5.19 AS-Survey results around discrimination, harassment and victimisation

I have confidence in the process in place to address discriminatory treatment, harassment or victimisation						
		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
White		26	78	67	29	11
	%	12.3%	37.0%	31.8%	13.7%	5.2%
BAME		5	22	15	9	10
	%	8.2%	36.1%	24.6%	14.8%	16.4%
Total		31	100	82	38	21
	%	11.4%	36.8%	30.1%	14.0%	7.7%
Women		24	77	71	35	24
	%	10.4%	33.3%	30.7%	15.2%	10.4%
Men		13	47	31	12	8
	%	11.7%	42.3%	27.9%	10.8%	7.2%
Total		37	124	102	47	32
	%	10.8%	36.3%	29.8%	13.7%	9.4%

*significant at 95% level

Table 5.20 Grievances brought on the grounds of discrimination, harassment and victimisation

	2017/18		2018/19		2019/20	
W	11	% W	4	% W	9	% W
M	6	65	4	50	<5	80
Total	17		8		-	

Actions identified

31.2 Address the lack of confidence in existing procedures around discrimination, harassment and victimisation via a policy re-vamp and re-launch

32.4 Introduce university level briefing sessions to Increase staff awareness of gendered policy areas

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

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

Table 5.21 Senior Leadership roles

	2017			2018			2019		
	W	M	% W	W	M	% W	W	M	% W
Academic									
All	44	92	32.4	40	76	34.5	35	69	33.7
STEMM	17	30	36.2	17	26	39.5	15	24	38.5
AHSSBL	27	62	30.3	23	50	31.5	20	45	30.8
Professional Support									
	24	15	61.5	19	21	47.5	16	19	45.7

In academic senior leadership there is a male bias (Table 5.21). At a senior level, professional-support services are also male dominated, with a downward trend in terms of women in these roles.

There is a need to review leadership roles and positively encourage women to apply for these roles (external adverts) or promote women to these roles (Actions 5.2 and 6.3).

Table 5.22 Department and Faculty Leadership by gender

	2017			2018			2019		
	W	M	% W	W	M	% W	W	M	% W
Dean of Faculty	2	1	66.7	2	1	66.7	2	1	66.7
Head of Department	9	10	47.4	9	9	50.0	8	9	47.1

The Dean of SCT is a man and 4 of the 5 HoDs are men (Table 5.22). Deans of Faculty and HoDs are appointed via internal and at times external advertisement of that role when an existing Dean/HoD leaves or retires i.e. it is not a role taken on for a set amount of time but their permanent job title (Action 5.2).

Actions identified

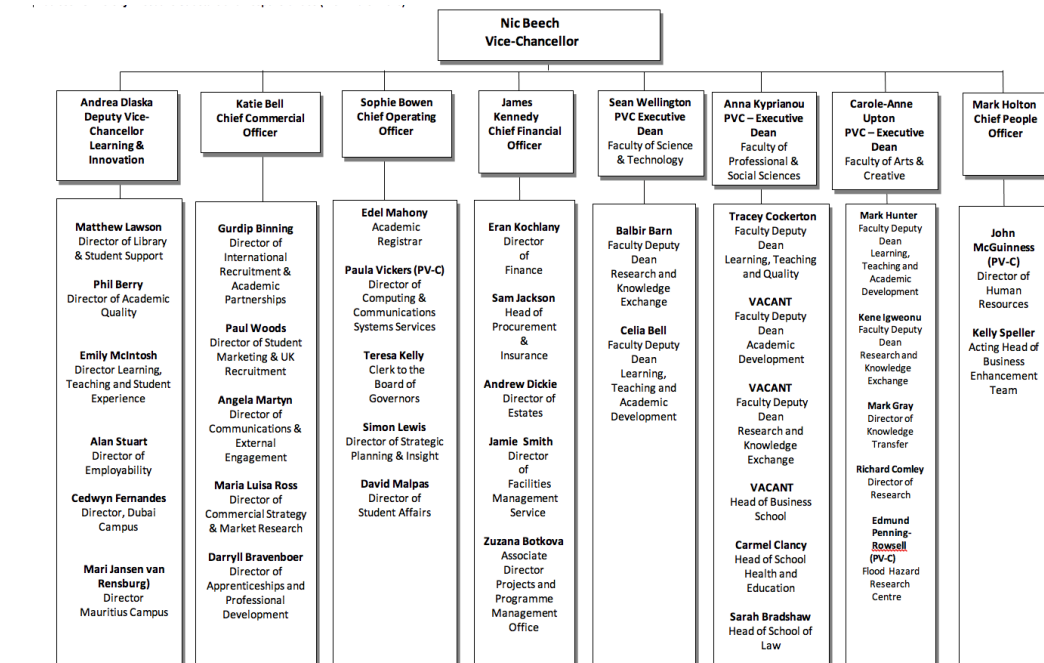
5.2 Raise the profile of women in STEMM in MDX internally and externally to demonstrate role models / women can succeed here

6.3 Review academic (and professional-support) leadership roles and positively encourage women to apply for these roles (external adverts) or promote women to these roles

(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.

Figure 5.7 Executive Structure



We see a gender balance in leadership including at the Executive level, where the VC (male) works with 3 men and 5 women Executive leads. While the Chief Finance Officer is a man, the Chief Commercial and Operating Officer is a woman (Figure 5.7).

The University's Leadership Forum consists of senior managers from all academic and professional-support departments/areas of which 43% are women. This reflects the general gender imbalance in senior management in the University (Action 12.1).

Actions identified

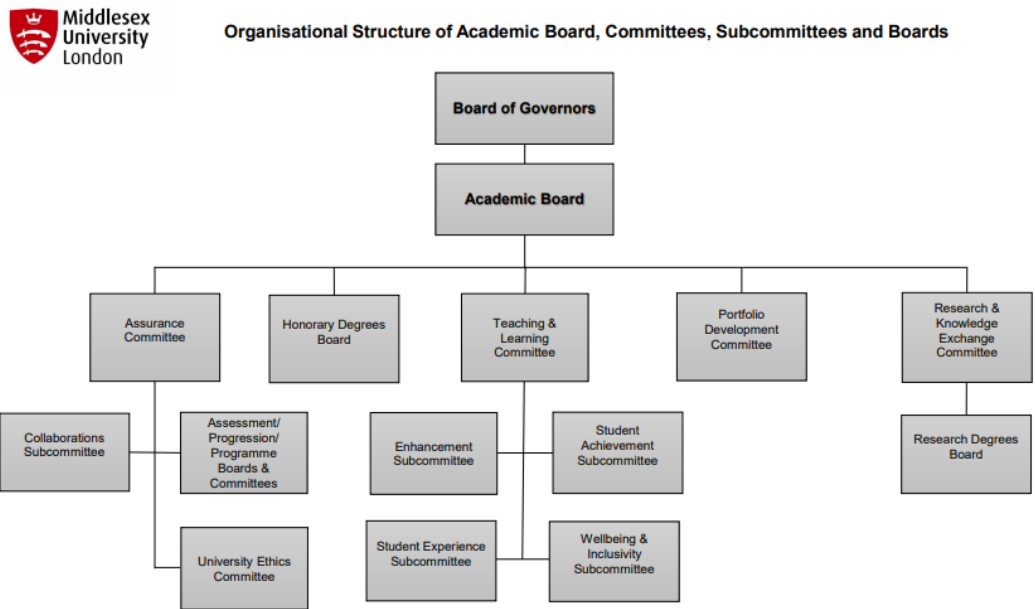
12.1 All internal and external roles for senior positions to include a positive action statement encouraging women and gender non-conforming (GNC) people to apply

(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.

The majority of committees at Middlesex University stem from the Board of Governors (BoG). The EDI Committee reports to the Governance, Nominations and People Committee of the Board of Governors (Figure 5.8).

Figure 5.8 Organisational structure



The last round of appointments (2019) included a strong diversity statement and sought to fill knowledge and skills ‘gaps’, including around diversity. Only 1 of the 5 appointments was a woman and there remains gender disparity on the BoG with only 38% women.

The reverse is the case for Academic Board (67% women) and considering all the influential committees, we see a feminised membership except for the Research and Knowledge Exchange Committee with only 46% women (Table 5.23).

Appointment to Committees is through holding a role relevant to the work of the committee, or through a call for expressions of interest, or nomination by Executive Dean.

For all Committees, the majority of members are Grade 9+. While this is less pronounced for T&L, RKE and EDI, it remains an issue across all Committees (Action 32.1).

Action Identified

32.1 Address gender and grade imbalance in key committees to better align to University gender profiles

Table 5.23 Committees by gender, role and grade

Board of Governors									
	Gender		Staff Type				Grade		
	W	M	Academic	Professional Support Staff	Students' Union	External	1-8	9+	Ext
No	6	10	1	2	2	11	3	2	11
%	37.5	62.5	6	12.5	12.5	69	18.5	12.5	69
Academic Board									
	Gender		Staff Type			Grade			
	W	M	Academic	Professional Support Staff	Students' Union	1-8	9+		
No	12	6	7	10	1	3	15		
%	66.7	33.3	39	55.5	5.5	16.5	83.5		
Assurance Committee									
	Gender		Staff Type			Grade			
	W	M	Academic	Professional Support	Students' Union	1-8	9+		
No	8	6	5	8	1	4	10		
%	57	43	36	57	7	28.5	71.5		
Honorary Degrees Board									
	Gender		Staff Type			Grade			
	W	M	Academic	Professional Support	Students' Union	1-8	9+		
No.	7	4	5	5	1	3	8		
%	63.5	36.5	45.5	45.5	9	27	73		
Teaching and Learning Committee									
	Gender		Staff Type			Grade			
	W	M	Academic	Professional Support	Students' Union	1-8	9+		
No.	13	6	7	9	3	9	10		
%	68.5	31.5	37	47	16	47	53		
Portfolio Development Committee - strategic oversight of the University's academic portfolio									
	Gender		Staff Type			Grade			
	W	M	Academic	Professional Support Staff	Students' Union	1-8	9+		
No.	6	2	2	6		1	7		
%	75	25	25	75		12.5	87.5		
Research and Knowledge Exchange Committee									
	Gender		Staff Type			Grade			
	W	M	Academic	Professional Support Staff	Students' Union	1-8	9+		
No.	6	11	6	11		11	6		
%	45.5	54.5	59	41		41	59		
Equality, Diversity and Inclusion Committee									
	Gender		Staff Type			Grade			
	W	M	Academic	Professional Support	Students' Union	1-8	9+		
No.	15	9	9	14	1	11	13		
%	62.5	37.5	37.5	58.3	4.2	45.8	54.2		

(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.

Members of committees have commented that work is manageable. Part of this is due to the committee structure; the number of committees and sub-committees is such that no one committee is given too wide a remit. Membership on committees is often determined by role, rather than demographic and participation in committee activities is designed to be managed alongside 'day-today' work.

Committee members of grades 1-8 are requested to confirm approval from their line manager before applying and the suggestion is line-managers will make reasonable allowances for this commitment (Action 32.2).

Action Identified

32.2 Ensure the committee work of those of Grades 8 and below is recognised

(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?

Various areas and committees can create policies, and this creates potential issues around monitoring new initiatives (Action 32.3). The development of policies, practices and procedures should include consideration of protected characteristics and equality impact assessments where necessary. There is an EDI checklist, but there is no specific EDI/gender training for those designing policy.

Before implementation both Unison and UCU must sign off, and where necessary the EDI committee is consulted. For new policies, guidance documents are produced to support line-managers in terms of how to implement policies.

All policies have a cycle of review and are approved at the appropriate formal committee and Academic Board.

Action identified

32.3 Ensure all new policy and revisions of existing policy are reviewed for EDI and gender inclusionary language

(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.

For academic staff, MDX utilises the post-92 'teaching contract' as the basis for Work Programmes (WPs) which establishes a weekly maximum of 18 hours and annual maximum of 550 hours 'formal scheduled teaching'. Teaching and associated administration is allocated against the 550 hours. The 'teaching contract' framework allows for up to five weeks of self-managed research or scholarly activity.

From the interviews there appears to be confusion among staff around what the 550 means i.e. this is the maximum teaching hours and represents only 1/3 of all work hours.

There are differences across the University in terms of what is allocated an allowance/counted against the 550 hours e.g. in some Departments a research allowance (up to 200 hours) is allocated (Action 33.1).

The emotional labour of supporting students (and colleagues) is largely invisible on WPs. Often roles on committees etc do not carry a WP allowance. For some recognition of work/work being valued is very tied up with having a WP allowance (Action 33.2).

Table 5.24 AS-Survey results around work programmes

My work programme adequately reflects the amount of work I do						
		Strongly Agree	Agree	Neither A/D	Disagree	Strongly Disagree
Women		11	24	17	40	27
	%	9.2%	20.2%	14.3%	33.6%	22.7%
Men		7	15	8	11	11
	%	13.5%	28.8%	15.4%	21.2%	21.2%
Total		18	39	25	51	38
	%	10.5%	22.8%	14.6%	29.8%	22.2%
My work programme adequately reflects all the different types of work I do						
Women		12	25	17	35	29
	%	10.2%	21.2%	14.4%	29.7%	24.6%
Men		7	8	9	17	11
	%	13.5%	15.4%	17.3%	32.7%	21.2%
Total		19	33	26	52	40
	%	11.2%	19.4%	15.3%	30.6%	23.5%
<p><i>"I think you know in the department which ones are more caring than others. And that's sad because it means you wouldn't go up to that colleague, but it also means your students perhaps wouldn't go up to that colleague. And that's where the real workload lies, which is not accounted for in your work programme. And I actually hate work programmes. I find them all a work of fiction. I don't think they do justice to half the work that we actually carry out".</i></p>						

In my Department, there is a difference by gender in terms of workloads*						
		Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Women		11	16	33	36	23
	%	9.2%	13.4%	27.7%	30.3%	19.3%
Men		6	2	9	19	16
	%	11.5%	3.8%	17.3%	36.5%	30.8%
Total		17	18	42	55	39
	%	9.9%	10.5%	24.6%	32.2%	22.8%
In my Department, how work is allocated is not influenced by gender*						
Women		32	45	27	9	5
	%	27.1%	38.1%	22.9%	7.6%	4.2%
Men		27	12	9	1	3
	%	51.9%	23.1%	17.3%	1.9%	5.8%
Total		59	57	36	10	8
	%	34.7%	33.5%	21.2%	5.9%	4.7%

*significant at 95% level

From the AS-survey (Table 5.24) women are more likely than men to have issues with the WP process. Although people feel how work is allocated is not influenced by gender, there is a perceived difference in workloads by gender. This adds weight to the suggestion from women interviewees that what they do is not being adequately recorded and as such their feeling that it is not valued (Action 33.4).

Actions Identified

33.1 University level communications to improve knowledge of the WP process, and understandings of allowances and allocations, to ensure transparency and consistency

33.2 Revise how emotional labour, good citizenship and EDI work is recorded in WPs

33.4 Revise how non-hour / allowance bearing roles and activities are documented on the WP to change the culture of only activities with an allowance are valued

(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.

There is no formal policy that provides guidance on timings of meetings. Interviews suggest that meetings are generally held in core hours (10-4). Adherence to core hours is often because staff make clear the hours they can participate in meetings. There was discussion of what 'core' hours are, given school run times etc (Action 23.2).

Social gatherings still often take place at the end of the working day and, in particular, outside speakers and social gatherings tend to take place in the evening which can create challenges for childcare. That said, there is very good practice happening in the COVID-context where many more daytime social meetings are being held and thus normalised (Action 26.1).

Actions identified

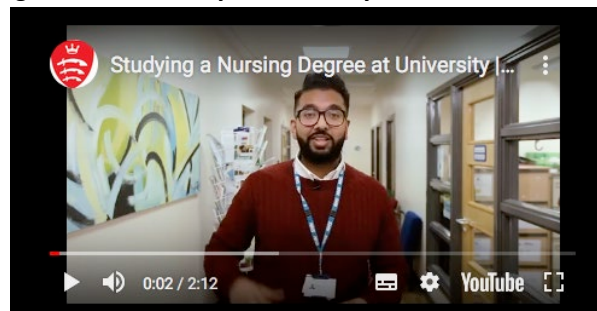
26.1 Build on the change in culture around flexible working brought by the pandemic which has shown the viability and the value of flexible working to promote this as the norm through policies and processes

23.2 Raise awareness that maternity/paternity/adoption supports are rights rather than favours, including establishing core hours

(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.

Figure 5.9 – Diversity in University website and branding



Events tend to be organised locally and as noted above there can be an issue with childcare for participants as they often tend to be in the evening due to pressure of finding physical space on campus. However, the Covid-context provides the opportunity to review on-campus events and access to these.

How EDI is taken into account varies and there is no central protocol. There is good practice in PSS where a new Faculty level events administrator is a member of the GenderNetwork/SAT and gender issues are embedded in all aspects of organization of events (Action 26.2).



The University website and branding around the campus shows diversity in gender, including in feminised areas such as nursing by using male images and, importantly, reflects also racial diversity (Figure 5.9).

In the survey, the on-campus #madeinmiddlesex campaign was seen as promoting positive role models and as inclusionary (Figure 5.10). More generally, people feel women as well as men are visible role models.

Figure 5.10 – Made in Middlesex

Actions identified

26.2 Learn from the experiences of PSS to establish policies around hosting more inclusive and carer-friendly events

(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 traditionally defined as academic colleagues ‘reaching out’ to local schools and FE institutions. Our systems for recording who engages in such activities lack detail around gender and grade, and this is the case for the gender of participants also (Action 1.1).

At MDX we define outreach as more than outreach to School/FEIs, with much of our outreach being to the local community and being as much student- as staff-led, although we lack systems to monitor its extent and impact (Action 1.1).

These staff, student and local community projects include gender initiatives (see Section 7). There is plenty of good practice taking place and we could better learn from this internally (Action 30.2).

At the individual level, those involved can record this work under the “Professional Practice and Knowledge Exchange” domain of MDX CV template for promotions. However, there is no explicit mention of outreach and community engagement in the promotions process (Action 15.1).

Actions identified

1.1 Address the limitations in the data generated and held centrally, including the binary nature of the data that exists

15.1 Include more clearly emotional labour and good citizenship, including outreach in promotion criteria and highlight how to include this in promotion applications

30.2 Recognise the staff guided outreach work of students to promote EDI in the local community and build on this best practice internally

(xii) Leadership

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

The process has begun to identify Departments that will seek an Athena SWAN award. The first will be within PSS (Law) and SCT (Psychology). Two active members of the SAT are to lead on the initiatives, building on the knowledge gained from involvement in the Institutional application.

5,788 words of 5,000

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.



Your transitioning at work policy is best practice – really clear guidance in place to support both staff who are transitioning and colleagues in the workplace.’ Stonewall, Middlesex University 2020 feedback report

Our current policy on Supporting Trans Staff was developed alongside the student policy and followed Stonewall guidance. In the design of the policy, consultation was undertaken within the University through the EDI Committee, and feedback opportunities on the policy were offered to trans and non-binary members of staff.

The policy and guidance are extensive, and covers issues such as:

- Trans Respect Guidelines for Staff, Confidentiality, Toilets and Changing Facilities, Recruitment, Records
- Support, including: Action Plans for Trans Staff, Managing the Reactions of Colleagues
- Line Manager Guidance, Dealing with Inappropriate and Negative Attitudes, Terminology and Further Sources of Support.

While a third of the AS survey respondents were aware of the policy, a third were not (remainder were neutral) suggesting the need for greater visibility (Action 34.1).

At the same time the interviews highlighted the need to broaden out the policy to non-gender compliant groups and to ensure it is fully understood and operationalised (Action 34.2).



We currently have a very visible and active LGBT+ Everyone Else Staff Forum, including a trans and non-binary staff champion – who regularly runs events and written blogs, including on how to be a Non-Binary ally and co-runs a Middlesex Womxn’s Space.

(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.

The Staff Equality and Inclusion Lead provides support on the operation of the policy, supporting both trans and non-binary staff and their teams and working with them closely through their respective journeys.

Interview participants felt that the policy could be expanded to include further support for non-binary staff, and be promoted to line managers (Action 34.2).

(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.

“... if everyone’s email signatures as a matter of course had their preferred pronouns in...it would just be normal to accept that this is what we do in this day and age.....then it would be more part of the every day.” Interviewee

Pronouns

Currently the use of preferred pronouns is not standard within email signatures nor printed onto committee place-cards etc and this means those that do this stand out. It is also not usual for there to be staff-led discussions on preferred pronouns during student inductions. If such practices were adopted, trans and non-binary staff would not have to consistently clarify or correct their pronouns; there should be a decline in instances of misgendering and an improved culture of normalising discussion and use of preferred pronouns (Action 34.4).

Staff ID Cards

Currently Staff ID Cards do not have their preferred pronouns listed and for trans and non-binary staff there is no option to obtain a second card with their preferred name.

Figure 6.1 Middlesex Staff ID Cards from our Canine Teaching Assistants which highlight there is the ability to be flexible when it comes to ID cards



Names and prefixes

While there have been advancements, e.g. staff are able to select an Mx prefix within the HR system, issues remain, such as non-legal name changes are reflected in email addresses with asterisks (Action 34.5).

Buddy Scheme.

In several interviews, the loneliness of transitioning or coming out was highlighted. To try and increase support for trans and non-binary staff, we propose to pilot running a buddy scheme for staff members who may be transitioning at work or want to discuss their identities with someone who has experienced this (Action 34.6).

Actions Identified

- 34.1 Improve understandings of how to put the Trans policy into practice among HoDs and line managers
- 34.2 Enhance the coverage of existing Trans policy and understandings of how to put this into practice
- 34.4 To promote the use of preferred pronouns by all staff and students
- 34.5 Review of HR and IT system to make systems more inclusive for all
- 34.6 Pilot a buddy scheme in partnership with an external organisation to support staff transitioning

540 of 500 words

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.

We have a number of student lead initiatives that work with the local community around EDI issues. These include:

No Home for Hate – 400+ Students, in response to client-led briefs, have delivered an array of short films (Figure 7.1). All demonstrate the powerful impact of positioning the student voice at the centre of the discussion, including sexual harassment, misogyny, sexism, LGBT hate etc. MDX worked with Barnet Council and Barnet Mencap to develop a campaign/teaching book for use in training to schools on hate crime prevention and response. This was rolled out as part of the council's 'Zero Tolerance to Hate Crime' project.

Changing the Culture Initiative (CCI) - a programme of activities tackling violence against women, harassment and hate crime with a key aim to drive forward culture change by shifting attitudes, values and behaviours. The approach taken to engaging students has been delivered widely at HE conferences.

Figure 7.1 – No Home for Hate initiative



149 of 500 words

Total word count: 10,428 of 10,500 words (including quotes and text in boxes)

8. ACTION PLAN

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

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

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

See the awards handbook for an example template for an action plan.



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Key

Green = First actions

Orange = Second stage

Purple = Will take longer to implement

Blue = Ongoing throughout - monitoring etc.

SAT teams

Governance and Policy – SAT Gov

Maternity, care and flexible working – SAT MCF

Staff development, Training and Outreach – SAT StaffD

Research culture (including REF) – SAT Res

Recruitment, Career progression and Promotion – SAT R&P

Supporting Trans people – SAT Trans

Monitor and Review 2021-2024

Ref:	Objective	Action(s)	Rationale	Output	Success criteria / Outcomes	Progress Indicator	Timeframe	Owner	Account ability
1	Implement and monitor the Action Plan	1. Address the limitations in the data generated and held centrally, including the binary nature of the data that exists	The process has highlighted a number of gaps in centrally held data that need to be addressed, and also the binary nature of the available data	More and better data centrally generated and held including by men/women/ gender non- conforming (GNCO	A more complete picture of issues and advancements in relation to the Action Plan	Data generated and held centrally by gender for all key areas including: Applications for promotion Outreach activities Staff development	Already begun review processes Jan 2021 – June 2021 and put in place systems AY2021/22	HR Academic Faculties	SAT Chair
		2. Develop the AS-survey as a monitoring tool	The AS-survey provides key baseline data on the current situation in the institution, however, the low response rates (20%) is a problem and we need to think about length, timing and communications for the future	Refined survey Improved communications around survey	Better response rate to allow the AS-survey to be a key monitoring tool	Increase in the response rate by 20% in the first year and then 10% per year for the next 3 years	Refine survey during AY2021 to roll out Term 2 AY2021/22	SAT	SAT Res group
		3. Regular University level communications around progress to ensure colleagues are aware of, and buy into progressing the Action Plan	There needs to be a collective action to implement the plan as it pertains to changing the institutional culture	Twice termly University communication informed by the Gender Network (GN) and SAT Athena SAWN progress report	Transparency on institutional progress towards gender equality, and wider staff understanding of which areas require greater progress	Twice termly University communication Athena SAWN progress	Beginning May 2021	Uni Comms team	SAT Chair

The Self-Assessment Process									
Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Account ability
2	Ensure intersectionality and sustainability of the SAT	1. Actively promote SAT membership to those currently underrepresented especially in terms of race/ethnicity, and men	Ensure diversity of thought and experience. At present: 18% BAME 23% men / GNC	SAT better reflects the diversity of staff / is better representative of staff	Greater intersectional approach / thinking	Increase SAT membership to 30% BAME 30% Men/GNC	January – April 2021	HR SAT Chair	SAT Chair
		2. Ensure SAT membership is recognised and accounted for at Departmental/Area level as 'work'	To promote diversity, we need to ensure all feel able to commit time to the SAT and also that it is seen as something that will be recognised as 'work' and valued	Agreement on how to record work on the SAT on academic Work Programmes (WP) and Work Allocations (WAs) of professional-support staff	The work of SAT and other similar committees and gendered initiatives are recognised and valued as fundamental to the University	Work Programmes (WPs) and Work Allocations (WAS) reflect work on the SAT	For AY2021/22	UET	SAT Chair
		3. Formalise how to explicitly recognise and reward EDI work generally, including work on the SAT in applications for promotion		Promotion criteria to explicitly mention EDI responsibilities		Promotion criteria to explicitly mention EDI responsibilities		UET HR	SAT Chair
3	Promote an action oriented intersectional gendered approach across the University	1. Increase the profile of EDI in the induction process and make completion of EDI training a condition of probation	EDI is central to MDX but at present is left to an on-line training course and localised induction with different levels of engagement. There is little promotion of the existing Diversity Networks	Promotion of the Diversity Networks included in Welcome to Middlesex EDI embedded within the VC's presentation to new staff Guidelines to Line Managers around how to include EDI in local induction events Probation form includes a section on EDI training	EDI highlighted as integral to our values and as embedded in all we do, from day one.	Post-induction survey shows that EDI elements recognised and valued	For AY2021/22	HR	SAT Res group

		2. Introduce a post-induction evaluation that includes the monitoring of EDI knowledge	Induction is not monitored for staff satisfaction and knowledge, including knowledge of EDI	Post-induction survey (3 months) introduced that includes questions on EDI	Better knowledge of how induction is received and of EDI knowledge allows us to develop better targeted initiatives	Post-induction survey including EDI introduced and EDI monitored	For AY2021/22	HR	SAT Res group
		3. Use the research findings from the AS process to leverage the Gender Network to support the promotion of an intersectional gendered approach across the organisation	The survey and in-depth analysis of the interviews provide rich detail that can be used to inform short 'provocation pieces' to stimulate discussion with existing staff around EDI and drive actions for change	Short 'provocation' pieces written Discussion groups University communications pieces produced	Changes in attitudes and behaviours	Utilise key AS-Survey metrics to monitor over time understandings of EDI	Begin with inductions in AY2021/22	SAT Chair	SAT Res group
		4. Core members of the SAT to work with those working on the Race Equality Charter and vice-versa	It is important to ensure work is not in silos and to promote intersectionality	SAT members work with REC REC members work with the SAT	Gender represented within REC and race with the AS SAT	Participation in meetings	January 2021 then on-going	Rep from SAT	SAT Chair
4	Support the development, implementation, and monitoring over time of a 'no-detriment to staff' policy related to on-going external processes	1. Utilise the survey and interview findings to support the 'People Planning Group' in their aim to develop a Covid 'no-detriment to staff' policy	Early research generally and the survey / interviews suggest women will have been impacted more than men by the Covid-crisis (57% of female MDX staff believe this) and this needs to be monitored and addressed over time	Policy produced and consulted upon Monitoring over time to ensure any issues are addressed	The development of a no-detriment to staff policy, discussed across the institution when implemented should level the playing field 'post-Covid'.	Data on promotion and progression Utilise key Athena SWAN metrics to monitor over time perceptions	Process initiated May 2020. Policy in place AY21. Monitoring over time, and actions to address unequal impact.	Chief People Officer	SAT Covid lead SAT Chair
		2. Monitor and evaluate any gendered impacts of Brexit on the experiences of staff and advise on relevant MDX policy	The gendered impact Brexit is largely an unknown and needs research to find out more, including anxieties etc	Policy research Focus groups to gauge feelings Draft policy	Potential issues identified and anxieties of staff better known allowing us to act the abate	Draft policy consulted Actions taken	Monitoring over time, and actions to address unequal impact.	Chief People Officer	SAT Res group SAT Chair

Picture of the Institution									
Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Accountability
5	Address the continued masculinised / feminised nature of some academic areas to ensure greater gender balance	Promoting more female / male applicants in the masculinised / feminised areas by:			Better gender balance in masculinised / feminised subject areas	10% increase in non-male applicants over 4 years	Begin from January 2020	HR	SAT R&P group
		1. Ensuring affirmative statements on adverts	AS data suggests female applicants have a relatively good success rate in terms of short listing and offer (women are 47% of applicants but 53% offered), so it is important to increase applicants if we wish to increase representation	Statements included	May take time as demands a change in profile of women in STEMM areas and MDX as a gender affirmative employer	10% increase in non-male applicants over 4 years	Design a strategy AY2020/21 for AY2021/22	Uni Comms	SAT R&P group
		2. Raise the profile of women in STEMM in MDX internally and externally to demonstrate role models / women can succeed here		Campaign / events to raise profile					
	3. Promote more student applicants to highly masculinised/feminised subjects areas through making more visible women/men academics in highly masculinised/feminised subject areas and their hosting open days etc	The proportions of male students in some areas and female students in other areas is stark (e.g. Computer Science only 15% of UG students are women, in Adult, Child and Midwifery 92% of students are women) and appropriate role models could go some way to address this	Non-gender stereotypical recruitment materials, hosts of open days etc	Non-gender stereotypical staff become the face of MDX in recruitment activities, recognising this outreach work on work programmes	10% increase in female/male student applicants (depending on subject area) rising by 10% each year	Begin AY2020/21 to explore what works and launch AY2021/22	Marketing	SAT R&P group	
6	Ensure equality of progression of female academics across the grades	1. Develop a clearer career development and progression path for ALs	A number of bottlenecks have been identified at various specific stages that need addressing	Review of current ALs and their longevity in post, aspirations etc University policy on AL appointments and career development revised / implemented	Better knowledge of how AL posts are understood by those who hold them and their expectations from the post in terms of progression	Utilise key Athena SWAN metrics to monitor over time ALs perceptions of their roles in the Uni	Review during AY2020/21 And implement policy AY2021/22	HR	SAT Res group
		2. Explore the reasons for the over representation of women in the 'C' band at levels 8 / 9 and address these	A number of bottlenecks have been identified at various specific stages that need addressing	Greater gender balance in leadership roles	Greater gender balance in leadership roles not only better reflects the gender balance of staff but brings	Gender balance in promotions	Explore data January 2021	HR	SAT R&P group

		3. Review academic (and professional-support) leadership roles and positively encourage women to apply for these roles (external adverts) or promote women to these roles		Affirmative statements on adverts Women only promotion workshops	diversity of management styles and increased visibility of role models	Greater gender balance in leadership roles target to match 50/50 gender staff split at all levels	Action AY2021/22 Affirmative action from Jan 2021 Workshops AY2021/22	HR	SAT R&P group
7	Address any existing gender imbalances in research roles and positively promote women in research in STEMM	1. Ensure all future research only posts are advertised affirmatively for women candidates, and senior women staff sit on appointment panels	Women are currently under-represented among staff in research only contracts – 4.5% of women academics have research only contracts compared to 7.3% of men. This is more pronounced in STEMM.	Affirmative action adverts Interview panels with senior academics	Greater gender balance	Improved gender balance in research only contracts (around 5% for men/women) across the grades	Initiate from May 2021	RKTO HR	SAT Res group
		2. Review existing research only contracts for gender/grade balance and progression	There is a gender imbalance in grades among research-only staff, and this is most pronounced in AHSSBL where women are concentrated at the lower grades.	Actions taken to address imbalances	Greater equality in experience of those on research-only contracts		Review Jan 2021 Act on for AY2021/22	SAT Res group	
		3. Learn from recent improvements in REF related gender outputs to celebrate and promote the achievements of women STEMM staff in this male dominated area	STEMM REF entry remains low for women, but does reflect demographic (20% of UoA and staff). Need to celebrate and promote the outputs and achievements in this male dominated area	Profile pieces, blogs etc	Raised profile of STEMM women researchers	All STEMM areas report gender balance in REF outputs /reflect gender demographic in subject area	Building on REF entry AY2021/22	Uni comms	SAT Res group
8	Promote good practice in relation to the employment experience of HPLs at all stages of the process	1. Work with UCU on following up on the casualisation survey to ensure excellent communication and conditions of employment for HPLs	There is little core reporting on conditions of employment for HPLs and a recent UCU survey suggests this needs to be considered	Review of guidelines to line-managers around employment conditions of HPLs	Better experience of HPLs means they are happier and more motivated to provide an excellent learning experience to students	HPL follow up survey	Discuss with UCU January and plan actions to culminate end AY2021/22	HR	SAT R&P group

Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Accountability
9	Ensure equality of continuity of employment and how this is experienced	1. Ensure centrally (Faculty level) held information for monitoring the mentoring processes for all new and existing staff	The AS interviews suggest how and when mentors are allocated varies, as does the experience which can impact on sense of belonging and ability to progress	Annual review of mentoring including: Who is mentoring who / how mentors are assigned/ gender balance / changes requested by mentees and how responded to etc	Stronger processes transparency and accountability around mentors, and recognises this work as valuable, making the mentee experience more consistent and of high quality	Utilise key AS-Survey metrics to monitor over time views on mentoring	Put in place AY2020/21 then on-going	HR	SAT R&P group
		2. Improve the consistency and quality of the mentoring experience		Mentoring training Guidance notes Mentors identified and allocated at recruitment stage for new staff Included on probation form		Discussed at probation and information recorded			
		3. Address any gender imbalances in key areas related to continuity such as fixed term contracts, fractional appointments and those taking phased retirement and voluntary redundancy	We note masculinised differences in fixed term contracts, and fractional appointments including at SMA level (male managers taking phased exit/retirement) as well as those taking VR	Monitoring framework introduced Annual review and discussion at EDI committee of any concerns	Ensure all can enjoy equal security and flexibility as well as continuity of employment as well	Report to UET suggesting actions that could be taken	Monitor over time beginning AY2021/22	HR	SAT Chair
		4. Introduce an exit survey, including questions on organisational culture, management practices, career development, and equality of opportunity	We do not have a clear picture if there are gender differences in reasons for leaving related to differing gendered experiences of employment	Exit survey including questions on organisational culture, management practices, career development, and equality of opportunity	There will be reliable data on the gender differences in reasons for leaving which can then be addressed	Within the first year, 30% of leavers will have completed the survey and then increase by 10% in each year	Design survey Jan 2021 and implement	HR	SAT Res group

		5. Document best practice for supporting career development, especially for ECAs, at local level and operationalise centrally	There is no University level support for ECAs to develop yet there are good practices at local level that could be learnt from. In some areas there is a higher turnover of ECAs	New ECA initiatives	ECAs feel supported and motivated to stay at MDX	Utilise key Athena SWAN metrics to monitor over time views of ECAs	Collect information AY2021/22 and develop initiatives for AY2021/22	RKTO	SAT Res group
10	Improve not just actual pay gaps but perceptions of equality of pay for equality of work (see also Action Ref 32)	1. Introduction of unconscious bias online training as a mandatory component for all staff	A significant basis for this focus is that whilst we do not have large, gender based pay gaps by grade we do still have overall. In essence our gaps are driven by staff composition across grades. Therefore, to close these gaps we need to focus more on issues of career progression, promotions and recruitment, than on pay mechanisms per se.	University report is produced each year on equality status and gender pay gap	Gender equality is a goal in and of itself but better gender equality is also good for women, and for all in the University, including students	Already existent University level commitments and targets	As per Uni strategy AY2021/22	Chief People Officer	SAT R&P group
2. Reviewing career progression and approach to career development to ensure all staff have identified any unconscious barriers to the progression of female staff									
3. Undertaking a comprehensive analysis of the University's gender pay reporting data, particularly for Professional Service staff, and identify those areas most likely to influence positive changes									
		4. Include all the different roles academics play in the work programme/work allocation process to ensure greater visibility of all work	There remains an issue of how to capture and recognise all the different forms of work people undertake and ensure people feel it is valued by 'the University'.	Review how work captured Agreement on WP lines / allocations Audit of WPs to ensure consistency	Greater transparency of who does what which will help increase feelings of parity of amount of work done for the same pay	Utilise key Athena SWAN metrics to monitor over time views of WPs/WAs	Begin review during WP process AY2021/22 Initiate AY2022/23	UET	SAT Work Model group

Supporting and Advancing Women's Careers									
Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Accountability
Recruitment									
11	Ensure that our procedures overcome bias and promote equality at each stage of the recruitment process	1. Increase the pool of potential panel members for recruitment panels by encouraging female and culturally diverse staff to participate in recruitment training	Review of procedures highlights that not all panels are currently reflective of diversity and that this raise some issues for applicants and their sense of being able to belong to the institution	All shortlisting and recruitment panels to be mixed gender and better reflect diversity	We can have confidence that there is not unconscious bias and recruit the best staff	Review of make up of panels shows they are representative of Uni demographic	Promote training and need for representative panels to start AY2021/22	HR	SAT R&P group
		2. Extend equality and diversity training to cover all types of recruitment panel including HPLs and temp staff	Review of procedures highlights EDI is not mandatory for those recruiting HPLs. It also highlights that the training is seen to be tick box with little practical application suggesting a need to extend coverage of people and issues	All panel members for all panels have EDI training and greater knowledge of what this means in practice, especially chairs of panels who steer the process.		Review of make up of panels shows they are all EDI trained	Re-design EDI training and start to offer from AY2022/23		
		3. Offer follow up practice-based training activities for those who have completed existing mandatory equality and diversity training, especially for recruiting managers							
		4. Require those who routinely Chair panels e.g. HoDs to complete follow up EDI training to ensure best practice							
		5. Monitor the gender/age/race make up of interview panels and outcomes of panels to ensure equality outcomes	The review process suggests some implicit and perhaps unconscious gender bias around gender roles which is currently not being picked up by existing reporting systems	Diversity issues -make up of panel, applicants, shortlist, outcomes routinely reported	Greater transparency and monitoring of any bias	Monitoring system in place	Begin monitoring from AY2021/22	HR	SAT Res group
12	Develop strategies for increasing the number of female	1. All internal and external roles for senior positions to include a positive action statement encouraging women and	Women and GNC are underrepresented in some leadership levels	Positive action statements	Better gender balance at 9+ and SMA	Better gender balance at 9+ and SMA Target of 50/50 as per overall	Affirmative statements from May 2021	HR	SAT R&P group

applicants for senior positions particularly within STEMM	gender non-conforming (GNC) people to apply				staff demographic			
	2. All external roles for STEMM positions to include a positive action statement encouraging women and GNC people to apply	Women and GNC are underrepresented in STEMM and in leadership levels in STEMM.	Positive action statements	Gender balance makes for greater equality and diversity of thought	Continued improvement in gender balance in STEMM particularly at 9+ and SMA to reflect overall gender demographic	Affirmative statements from May 2021	HR	SAT R&P group
	3. Promote Middlesex University as an inclusive and supportive place for female senior academics to succeed by hosting an annual networking event for senior women in academia	Women and GNC are underrepresented in STEMM and in leadership levels in STEMM and more generally	Annual networking event for senior women in academia.	Encourages those in MDX and externally to engage sharing experiences and forming networks of support	Better gender balance at 9+ and SMA to reflect overall gender demographic	Begin AY2021/22 to explore what works and launch AY2022/23	Chief People Officer	SAT Chair
	4. Revise the short-listing and interview processes, including at Senior levels to address any gender bias in process and outcomes	The review suggests possibly some general issues and specific issues around shortlisting and appointment of women at SMA	Additional EDI training for all involved in 9+ appointments	Gender balance makes for greater equality and diversity of leadership	Better gender balance at 9+ and SMA to reflect overall gender demographic	Revise, monitor and review starting in AY2021/22	HR	SAT R&P group

Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Account ability
Progression and Promotion									
13	Improve promotion processes in terms of clarity	1. Introduce university level briefing sessions to Increase staff awareness of the process and criteria for promotion	The survey highlighted lack of knowledge or clarity around promotion and the criteria, including the role of the HoD. Given guidance notes exist it would seem there is a need for briefings around this	Briefings held	Academics have a clearer idea of what is needed and what counts as evidence etc	Utilise key AS-Survey metrics to monitor over time perceptions of promotion	Put in place start of AY2021/22	UET	SAT Res group
		2. Produce a guidance document around opportunities for progression for professional-services staff	The survey and interviews highlighted the lack of clear career pathways and / or lack of knowledge around how to progress for PS staff	Guidance document	PS staff have a clearer idea of pathways for progression		Review AY2021/22 and produce for AY2022/23	HR	SAT R&P group
		3. Produce a guidance document around practice pathways to ensure clear career progression routes especially as they do not have REF equivalent markers	The teaching and practice pathways do have clear progression routes paralleling the research pathway but there is less clarity around these given lack of a REF equivalent markers and there is a need to ensure parity	Guidance document	Academics on the practice pathways have a clearer idea of what the markers are and what is needed and what counts as evidence etc	Short survey with practice pathway prior to review and 1 year after any changes are made	Review AY2021/22 to put into action AY2022/23	UET	SAT R&P group SAT Res group
14	Ensure equality of opportunity and experience in career progression	1. Clarify the role of HoD in pre-selection, how information is communicated to staff etc. to ensure consistency and transparency	The interviews highlighted this as a particular issue with notions of nepotism being raised.	Revised promotion procedures	Improved consistency and transparency in the process leading to increased perceptions of fairness	Utilise key AS-Survey metrics to monitor over time perceptions around promotion	Review and revise for AY2021/22	HR	SAT R&P group
		2. Highlight that promotion is something to be actively pursued and open to all	The interviews highlighted that promotion was seen to be something 'given' to some people by management	Briefing sessions with HoDs and in Dept meetings	increased perceptions of fairness		Use promo round outcomes 20/21 to highlight	UET HR HoDs	SAT R&P group
		3. Review the criteria and deadlines for applications to ensure they do not work against some e.g. those with childcare	The inclusion of the need to have obtained the S/FHEA before promotion applications can be taken forward as part of the criteria	Revised promotion procedures	Improved consistency in the process leading to increased perceptions of fairness		Review start of AY2021/22	UET HR SAT chair	SAT Chair

			was raised as a concern as was the lack of consistency in application of this 'rule'. More generally the timing of promotion applications was raised as an issue						
		4. Review the processes for awarding conference funding and sabbaticals for consistency and implement a monitoring system	At present there are inconsistencies in experience across the university and is not centrally monitored	Monitoring system in place	Ensure gender parity in experience and access to funds	University level policy is in place Central recording system is in place and monitored	Review AY2021/22 to implement AY2022/23	UET	SAT Res group
15	Ensure all aspects of work are adequately reflected in promotion criteria	1. Include more clearly emotional labour and good citizenship, including outreach, in promotion criteria and highlight how to include this in promotion applications	It was felt in the survey and interviews this was not taken into account adequately, especially compared to research outputs and income generation	Revised promotion procedures	Improved consistency and transparency in the process leading to increased perceptions of fairness	Utilise key AS-Survey metrics to monitor over time perceptions around promotion	Review / revise promo criteria from AY2021/22 transition in for AY2022/23	UET	SAT R&P group
16	Improve the process of monitoring promotion /progression	1. Ensure central recording of intention to apply and applications that do not get put forward at Faculty level by gender, ethnicity, and life-course factors such as maternity/paternity	Central monitoring will allow potential issues to be picked up and also better understood e.g. potential gender bias in promotion/progression from L to SL in SCT	Monitoring system in place	Monitoring systems can pick up potential issues that can be acted upon which will increase feelings of fairness	University level policy is in place Central recording system is in place and monitored	Begin with promo rounds AY2021/22	HR	SAT Res group
		2. Design and implement an effective, constructive, and supportive feedback model	Interviews suggest lack of consistency in experience and negative feedback can dent confidence, especially in women	Consistent feedback model introduced	Constructive feedback improves confidence in the system as fair	New standard feedback form/system in place and monitored	Begin with promotion rounds AY2021/22	HR	SAT R&P group

Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Account ability
Affirmative Action									
17	Establish affirmative gender actions for promotion and progression	1. Identify women eligible for progression to the next grade within 3 years, and encourage them to access career development opportunities including Academic Promotions Briefings for women only	Review of the promotion data suggests when women apply there is no systematic bias against them, so it is important to promote applications especially to 8+ where less women progress to Grade 9	System in place	Greater confidence for women applicants and if they are promoted greater diversity in leadership and good role models	Greater gender balance across the higher grades to reflect overall University demographic	Identify eligible women end of AY20/21 Briefing sessions Term1 21/22	HR	SAT R&P group
		2. Gender Network to invite senior female academics to blog/speak about their experiences to early career academics	The interviews suggested role models were important especially for ECAs	Event undertaken	Greater confidence in ECAs to apply for SL and above	Gender balance in ECA promotions to reflect overall University demographic	Jan 2021	GN	SAT Chair
		3. Ensure returners after maternity leave that are near the progression stage are aware and actively work with them to ensure they can 'evidence' progression	Comments made by HoDs around those back from maternity as not able then to 'evidence' they were working at the next/SL grade suggest this is an issue to be worked on with applicants and their line managers	Work with line managers to ensure they understand what this evidence may take the form of Offer sessions with returners around CV and application form	Greater success in progressing for those back from maternity leave which reflects their experience	Greater success in progressing for those back from maternity leave to reflect overall University progression rate	Have a system ready to pilot for AY2021/22	HR	SAT Maternity care and flexible working MCF group
18	Promote gender equality as it intersects with race	1. Promote gender equality as it intersects with race during all stages of the recruitment process to ensure the recruitment and interview process promotes Black, Asian and Minority Ethnic appointments (see also Objective 11)	The survey and interviews highlighted race and ethnicity as an issue that needs addressing as it intersects with gender	Affirmative statements on adverts Diversity balance on interview panels Monitoring of the outcomes of panels	Improved diversity in staff for equality outcomes but also as important given the mix of our students that they can identify with the academics teaching them.	Increased appointments of BAME staff by 10% over 3 years	As part of wider review of recruitment processes in AY2021/22 To be in place AY2022/23	UET	SAT Chair
		2. Affirmative actions for Black, Asian and Minority Ethnic		Additional promotions events and talks held					

		women in terms of promotion and progression				than white colleagues			
		3. All staff communication plan to celebrate the successes of women and Black, Asian and Minority Ethnic staff	The interviews suggested role models were important especially for ECAs	All staff communications	Greater confidence in ECAs to apply for SL and above	Utilise key AS-Survey metrics to monitor over time perceptions around race equality at MDX	Begin AY202122 and onwards	Uni comms	SAT Chair

Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Account ability
Staff Development									
19	Ensure staff development meets the needs of women, and the more effective monitoring of uptake and outcomes	1. Office for Staff Development (OSD), Centre for Academic Practice Enhancement (CAPE) and Research and Knowledge Transfer Office (RKTO) to further enhance the capture of quantitative data and monitor by gender	Audit records on staff development funding for gender, career stage, race/ethnicity balance and take actions as appropriate	More gender-focussed and intersectional monitoring of uptake and outcomes	Greater gender balance	OSD, CAPE and RKTO to monitor	On-going from AY2021/22	HR OSD CAPE RKTO	SAT Staff OD group
		2. Identify the reasons for fewer male academics participating in academic practice workshops and the HEA fellowship scheme and seek measures to address these	Men are underrepresented in the workshops and fellowship scheme and there is no indication that this is because more already have HEA fellowship. There is a need then to stress the benefits of the workshops and fellowships	CAPE indefinitely those that still don't have fellowship and/or have not participated for a number of years HoD to discuss and encourage them to take part during appraisals	The benefits of the workshops and fellowship is the reflection on pedagogy and practice and improved learning experience for students	Gender balance in academic practice workshops and the HEA fellowship scheme to reflect Uni demographics	Review and promote AY2021/22	CAPE	SAT Staff OD group
		3. OSD, CAPE, and the RKTO to adopt a coordinated approach, so that the data from all three units are comparable for further in-depth qualitative analysis of gender differences in terms of uptake and career pathways	MDX has signed up the Concordat to Support the Career Development of Researchers which includes commitments around equality, diversity and inclusion in research practice. The implementation and monitoring will begin in 2020/21	New approach adopted	Consistency in practice of all areas: professional development (OSD); teaching and learning (CAPE); research and knowledge exchange (RKTO)	RKTO: Implementation of the Concordat	Process began and on-going	RKTO	SAT Staff OD group
		4. Continue to monitor the uptake of leadership training by gender and encourage uptake by women and gender non-conforming (GNC) people by ensuring this training problematises existing 'male leadership' models	Leadership training gives confidence to apply for leadership roles and also allows thought around different styles to change the leadership culture and are aligned with the University's EDI strategy	More women and GNC participate in leadership training Training problematises existing 'male leadership' models.	Offer of more diversified gender models to reach leadership.	OSD: Implementation of a coordinated and gender-balanced leadership training programme	Review workshops and embed alternative models from AY2021/22	OSD	SAT Staff OD group

		5. Integrate EDI within all management and leadership programmes to ensure leadership and management practice have an EDI focussed approach	Embedding EDI in existing leadership and management programmes highlights its importance and centrality and reaches those who might not attend EDI workshops	EDI as a core element of leadership and management programmes	Managers with greater EDI knowledge and understanding of core value and how to operationalise	Post-programme feedback	Review programmes and embed EDI from AY2021/22	OSD CAPE	SAT Staff OD group
		6. Embed a structured evaluation framework for Aurora Women in Leadership programme to assess the level of impact on career development and progression for women within the institution	At present we do not have a system to monitor over time how the programme helps those that take part	Monitoring system in place	Better knowledge and what works and how to be able to target women who would benefit and better benefit from improved abilities of those that take part	Monitoring system in place and outcomes reviewed	Design monitoring system for AY2021/22 intake	OSD	SAT Staff OD group
20	Continue the development of a more effective and supportive performance development (PD) system	1. Ensure the evaluation of the pilot of the new 'performance development' system includes analysis of any gendered differences in experience	The new system has met with some support but the gender aspects in terms of time and perception are yet to be considered in a systematic way	New system adopted to take into account any gender, race/ethnicity and career stage concerns and monitored for these	All benefit from the new system	New system adopted and monitored	Already under way but needs EDI embedded	Chief People Officer	SAT Staff OD group
		2. Continue to monitor the PD by gender, race/ethnicity, and career stage					Begin AY2021/22		

Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Account ability
Experiences of Maternity / Adoption / Paternity									
21	Change of discourse and practice pre-maternity/ adoption leave	1. Introduce individual maternity/adoption meeting(s) with a dedicated HR Advisor prior to going on maternity/adoption leave	To enhance awareness of and communication on rights and supports provided by HR so that all staff are provided with tailored advice	Meeting held	Increased awareness of entitlements and confidence to ask line managers for necessary support.	Utilise key AS-Survey metrics to monitor over time perceptions around process	Initiate AY2021/22	HR	SAT MCF group
		2. Raise awareness of and sensitivity to pregnancy/adoption related issues	Concerns raised in the interviews and focus groups	Dissemination of good practice examples e.g. through staff training and University website	Increased awareness of/ sensitivity to pregnancy/adoption related issues	Follow up interviews by the AS-teams	SAT group to work on good practice AY2021/22	HR	SAT MCF group
22	Improve management of maternity/ adoption leave	1. Develop a consistent policy on how maternity cover is handled across the University	Evidence of mixed experiences of maternity leave	Policy developed with Guidance notes	Greater quality and consistency of experience	Utilise key AS-Survey metrics to monitor over time satisfaction with maternity leave	Review process AY2021/22 and pilot AY2022/23 to refine for AY2023/24	HR	SAT MCF group
		2. Ensure clearly agreed keeping in touch and contact reasons	Evidence of mixed experiences of maternity leave	As part of the pre-leave HR process discussed and documented	More consistent good practice in managing maternity/adoption leave			HR	SAT MCF group
23	Ensure consistency in support on the return to work with tailored support for returnees	1. Introduce a return to work interview with a HR representative and line manager as the norm with a standard format and guidelines	Returning to work is a transitional stage that needs to be clear and structured. A formal procedure for the return to work could help both the line manager and returnee to manage expectations, and reduce common anxieties of staff. The presence of HR should ensure consistency	Checklist / guidance designed	Tailored support and reorientation for staff; helps to avoid being disadvantaged with respect to career progression due to periods of leave and 'feeling lost' upon the return to work	Return to work interview with HR and line manager as standard procedure	Initiate AY2021/22	HR	SAT MCF group
		2. Raise awareness that maternity/paternity/adoption supports are rights rather than favours, including establishing core hours	Lack of awareness of rights and inconsistency in support identified by interviews	HR to attend departmental meetings to normalise and discuss the range of maternity and paternity policies and processes	Increased awareness that related supports are rights rather than favours.	Utilise key AS-Survey metrics to monitor over time awareness	Design sessions AY2021/22 to roll out AY2022/23	UET	SAT MCF group

		3. Allocate departmental/faculty maternity 'mentors' to provide support during pregnancy, maternity leave and the return to work	To avoid feelings of disorientation, loneliness, and overwhelmed with workload and provide support during pregnancy, maternity leave and the return to work. This could link into the mental health first aider programme.	Mentor system trailed and evaluated	Increased awareness that related supports are rights rather than favours. Consistency in support	Pilot system review Follow up AS-interviews to assess satisfaction with new system	Pilot AY2021/22 to refine for AY2022/23	HR / Well Being	SAT MCF group
24	Support lactating mothers to follow the breastfeeding practices they feel most comfortable	1. Commit to pursuing 'breastfeeding friendly' status and ensure all employees and students are aware of the scheme and what it entails	The return to work is the most common reason for early cessation of breastfeeding Breastfeeding support at work increases staff satisfaction and motivation	Begin process of applying for status All staff and student communications to make clear Middlesex explicitly welcomes breastfeeding on campus	Helps to return to work and study sooner while helping women to continue breastfeeding	Breastfeeding friendly status achieved	Initiate process AY2021/22	HR / Well Being	SAT MCF group
		2. Provide better welfare spaces for women, including changing facilities and spaces for pregnant and breastfeeding women	To cater for needs of pregnant staff	Improved estates with a dedicated welfare room including facilities for storing expressed milk	Improved health, safety & wellbeing of pregnant and breastfeeding staff	Good standard dedicated space established in each of the main buildings	Initiate process AY2021/22 for delivery AY2031/24	Estates and Facilities	SAT MCF group
25	Increase take-up of shared parental and paternity leave	1. Develop greater awareness and promotion of shared parental leave and paternity leave as an option	There may be a lack of knowledge of rights, and /or feelings that men/their partners will miss out financially and professionally if they take leave limiting choices	Communications around shared parental / paternity leave from HR at departmental / area meetings	Changes in fathers' behaviour / opportunities is crucial for greater gender equality and good for mothers, fathers and infants	Higher levels of uptake (need to establish a baseline from which to measure overtime)	SAT group to develop materials AY2021/22	UET HoD	SAT MCF group
		2. Equalise Statutory Paternity Leave pay in line with contractual organisational maternity pay to enable male/non-binary/secondary adopter staff to access contractual "maternity pay" as part of the SPL offer	To provide financial incentive to take up provisions	Increased take-up of shared parental leave	Increased take-up of shared parental leave	Change in SPL	UET to review AY2021/22 if go ahead Implementation AY2023/24	UET	SAT MCF group

		3. Develop greater awareness of the rights of those on parental leave	Ensure all who take parental leave of any kind has this leave respected.	Communications around shared parental / paternity leave from HR with line-managers	Greater understanding that all parents have the right to leave and this to be respected	Utilise key AS-Survey metrics to monitor over time perceptions of rights to leave	SAT group to develop materials AY2021/22	UET HoDs	SAT MCF group
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Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Account ability
Flexible and inclusive working practices									
26	Work towards mutual flexibility as the norm for the University	1. Build on the change in culture around flexible working brought by the pandemic which has shown the viability and the value of flexible working to promote this as the norm through supportive policies and processes	There are potential positive productivity and wellbeing advantages of mutually beneficial flexible working arrangements.	Guidance for staff and managers in supporting innovative, mutually effective flexible work arrangements Communication of good practices, other awareness raising initiatives and training	Growing recognition of presenteeism as a problem and of the advantages of mutual flexibility and willingness to trial innovative practices/effective procedures for flexible working	Review procedures Monitor outcomes of applications for flexible working Assess cultural change via AS-interviews	Begin monitoring Jan 2021 with aim of a new way of working embedded AY2024/25	Chief People Officer	SAT MCF group
		2. Learn from the experiences of PSS to establish policies around hosting more inclusive and carer-friendly events	At present events, especially with externals are in an evening and have no child care options	Review of current policies Consultation on a draft Policy document	Wider range of people can attend making their work experience better	Policy adopted Attendance rate and mix monitoring (need baseline)	Review AY2021/22 Policy start AY22/23	UET	SAT MCF group
27	Work towards a more child-friendly campus	1. Communicate options for parents to bring children on campus designating spaces as child friendly	To help staff/students to better integrate work and care (including breastfeeding) designate places and options (e.g. it should be fine to bring a child to the Quad or a sleeping baby into the library)	All staff and student communication	To increase productivity and reduce disadvantages for those with family responsibilities, particularly if no immediate family around	Monitor take up Utilise key AS-Survey metrics to monitor over time satisfaction	Undertake assessment AY2021/22 comms start AY2022/23	Estates and Facilities	SAT MCF group
		2. Support development of back-up/emergency childcare provision for staff and students to compensate for limited capacity of campus nursery	Often there are last minute needs for short child care cover e.g. for an hour lecture	Set up a 'kiddies play corner' (supervised by nursery staff members)	To increase productivity	Monitor take up Utilise key AS-Survey metrics to monitor over time satisfaction	As involves a third party (nursery) and estates AY2022/23 start to design	Estates and Facilities	SAT MCF group
		3. Promote networking between parents particularly for support staff from other areas of the UK and other countries with little social capital	To help non-UK staff to find informal support networks in the University	Networking event	To reduce disadvantages for those with no immediate family around	Monitor take up Utilise key AS-Survey metrics to monitor over time satisfaction	Already on the agenda for the new network	Parents & Carers Network	SAT MCF group

28	Establish a clear policy and a carers support network in the Diversity Networks to amplify this area.	1. Design an integrated and evidence-based carers policy and information pack	Staff with caring responsibilities for the elderly and disabled are not always visible. There is currently no integrated and easily accessible carers policy	Guidance and support for line managers on supporting carers	Staff feel better supported	Monitoring of take-up of support policies and practices	To be available AY2021/22	HR	SAT MCF group
		2. Establish and promote a staff group for those who have/are anticipating caring responsibilities		Peer support Feed into the carers policy development					
29	Address inconsistency in support for maternity, care and flexible working and develop managing and leading with empathy as a norm	1. Design checklist on Supporting Maternity/Paternity and Staff with Caring Responsibilities for managers and new parents/carers with signposted support	Lack of awareness of rights and inconsistency in support identified by interviews	Checklist produced	Consistency in support	Utilise key AS-Survey metrics to monitor over time satisfaction with services	SAT group to design and pilot AY2021/22 For roll out AY2022/23	HR	SAT MCF group
		2. Mainstreaming through training modules for managers as 'core management issue' and share cases of good managerial practice, training and accountability		Training					

Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Account ability
EDI in the Curriculum, on Campus and in Governance Structures									
30	Promote a culture of EDI	1. Activities to promote de-colonising knowledge	Audit of curriculum and sharing of good practice around 'de-colonising' the curriculum in different parts of the University and this made part of AS and the Race Equality Charter work would create a more holistic approach to de-colonising knowledge	Audit of activities and synthesis of findings as a resource to be used	More joined up approach to de-colonising knowledge not just the curriculum	Audit undertaken Shared membership of committees	Begin review Jan 2021 and have audit by AY21/22 Committee review AY2021/22	CAPE	SAT Chair
		2. Recognise the staff guided outreach work of students to promote EDI in the local community and build on this best practice internally	Much 'out-reach' work of students engages with pupils in Schools and FEI and the impact of this is not monitored or celebrated	Record of student engagement to promote EDI among local schools and community	Celebrate the projects – include in OneAwards	Record of student engagement established	Recording system and awards AY2022/23	Marketing Uni comms	SAT Chair
		3. EDI as an opening standing item on meeting agendas	At present ethics are a standing item at the end of a number of meetings but almost an 'add on' and EDI is not an agenda item	EDI as an opening standing item on meeting agendas	EDI becomes a frame through which meeting agendas are viewed	EDI statement is read at the start of key meetings as a guiding principle / frame for all discussions	Have as standard at start AY2021/22	UET	SAT Chair
		4. Widen the issues that EDI covers to include issues currently seen as 'taboo'	Interviewees raised concerns that certain 'women's issues' were seen as taboo e.g. menopause, miscarriage and fertility treatment leading to feelings of isolation	Let's talk about it communications / sessions	Normalise discussion of issues such as menopause, miscarriage and fertility treatment.	Utilise key AS-Survey metrics to monitor over time awareness of issues	Work underway around menopause	UET Well being	SAT Chair
31	Tackle everyday sexism on campus	1. Research further everyday sexism on campus (and in virtual environments) and launch a zero-tolerance campaign	Interviews revealed 'low level' sexism in everyday activities and / or issues with male colleagues/students which was internalised as an individual issue	Research undertaken to inform a Zero tolerance campaign designed with SU and existing student initiatives	More open discussions of everyday sexism and calling it out	Design a survey and monitor results for positive changes	Research AY2021/22 Campaign for start AY2022/23	UET HR Estates	SAT Res group SAT Chair

		2. Address the lack of confidence in existing procedures around discrimination, harassment and victimisation via policy re-vamp and re-launch	AS survey suggests little confidence in procedures but we need to know more about where the problem lies	Research into the lack of confidence to inform / reform policy Policy re-vamp and re-launch	Greater confidence in the systems	Utilise key AS-Survey metrics to monitor over time satisfaction with procedures	Policy relaunch AY2022/23	UET HR	SAT Chair
32	Promote governance structures that reflect diversity and foreground inclusivity	1. Address gender and grade imbalance in key committees to better align to University gender profiles	At present the BoG is male dominated yet the majority of key committees are female dominated – at lower grades than male members	Affirmative action for upcoming appointments	Greater diversity allows for all people in the Uni to be represented and better inclusive decision making	Committees better represent Uni gender demographic	Review and implement from AY2021/22	UET	SAT Gov group
		2. Ensure the committee work of those of Grades 8 and below is recognised	At present there is no consistent approach and as majority of those on committees are non-SMA women is a gender issue	Audit committee members of Grade 1 – 8 and ensure provision is made to record their work	Those who wish to participate will be able to do so as time will be available to them	Committees better represent Uni demographic	Review policies and agree Implement AY2022/23	UET	SAT Gov group
		3. Ensure all new policy and revisions of existing policy are reviewed for EDI and gender inclusionary language	Review suggests where policy and procedures originate from in the governance structure may determine extent to which is passes through a robust EDI processes	Ensure implementation of EDI checklists / passes through EDI committee etc Audit existing policies for gender inclusionary language	Better policies that ensure EDI	Audit of policies	Annual audit On-going	UET	SAT Gov group
		4. Introduce university level briefing sessions to Increase staff awareness of gendered policy areas	Survey data suggested people were not aware of the gender policies	Briefing sessions	People are more aware of their rights	Utilise key AS-Survey metrics to monitor over time gender policy knowledge	Introduce in AY2022/23	UET	SAT Gov group

Ref:	Objective	Action(s)	Rationale	Outputs	Outcomes	Progress Indicator	Timeframe	Owner	Account ability
Work Programmes									
33	Ensure all the different types of work people do are recognised and valued	1. University level communications to improve knowledge of the WP process, and understandings of allowances and allocations, to ensure transparency and consistency	The survey and interviews shows a high level of dissatisfaction around how WPs are determined.	Communications HR to attend dept meetings to explain / discuss	Standardised approach adopted with justification of allowances / non-allowed activities will give greater confidence	Utilise key AS-Survey metrics to monitor over time perceptions of WPs	Review of WPs from AY2021/22	UET	SAT WM group
		2. Revise how emotional labour, good citizenship and EDI work is recorded in WPs	The way the WP is constructed at present means emotional labour is often invisible	Emotional labour better accounted for in WPs	Increase the visibility and the value of emotional labour		Review of WPs from AY2021/22	UET	SAT WM group
		3. Address the culture of overworking to 'get on' and the feelings of fatigue and inadequacies this builds	There is a general feeling that to 'get on' people need to work over hours and weekends and in particular that research is seen as an 'add on' to full WPs	At this stage we need to know more and we need focus groups and workshops to think about how to bring change	Better work-life balance	Utilise key AS-Survey metrics to monitor over time work-life balance and working culture	Research project for AY2022/23	UET	SAT WM group
		4. Revise how non-hour / allowance bearing roles and activities are documented on the WP to change the culture of only activities with an allowance are valued	For some recognition of work/work being valued is very tied up with having a WP allowance	Revised WP form	Better reflects all that people do, makes it more visible and people feel work is more valued	Utilise key AS-Survey metrics to monitor over time perceptions of WPs	Review of WPs from AY2021/22	UET	SAT WM group

Ref:	Objective	Action(s)	Rationale		Outcomes	Progress Indicator	Timeframe	Owner	Account ability
Trans and Non-Binary Allies									
34	Actions for more colleagues to become a Trans and Non-Binary ally	1. Improve understandings of how to put the Trans policy into practice among HoDs and line managers	We have a strong Trans policy but more could be done to ensure it is fully understood and operationalised	Workshops and guidance notes	Supporting Trans Staff policy as part of Line Managers' Training.	Utilise key AS-Survey metrics to monitor over time understandings	Initiate for AY2021/22	HR	SAT Trans group
		2. Enhance the coverage of existing Trans policy and understandings of how to put this into practice	We have a strong Trans policy but more could be done for other non-gender compliant groups and to ensure it is fully understood and operationalised	Consultations with trans and non-binary staff and LGBT+ network on policy enhancements.	Greater feelings of inclusion	Expansion of the existing policy	Review AY2021/22 to extend for start of AY2022/23	HR	SAT Trans group
		3. Review campus facilities, including provision of toilets and improve provision of gender neutral facilities	Not currently available as standard	Gender neutral toilets in each of the main buildings	Greater feelings of inclusion	Expand gender neutral facilities in each of the main buildings	As buildings are upgraded embed in design	Estates and Facilities	SAT Trans group
		4. To promote the use of preferred pronouns by all staff and students	Not currently standard practice but is seen to be good practice.	Use of preferred pronoun normalised including for zoom IDs, email, ID cards etc	Greater feelings of inclusion	Pronoun policy designed and implemented	Initiated October 2020	LGBT+ network UET	SAT Trans group
		5. Review of HR and IT system to make systems more inclusive for all	Currently unable to accommodate more than one name or non-gendered prefix	ID cards allow for joint identity and chosen rather than legal names	Greater feelings of inclusion	ID cards allow for joint identities, chosen rather than legal names	Initiated October 2020	HR CCSS Estates	SAT Trans group
		6. Pilot a buddy scheme in partnership with an external organisation to support staff transitioning	For staff members who may be transitioning at work or want to discuss their identities with someone who has experienced this	Buddy scheme in operation	Support for those who need this	Buddy scheme in operation	Pilot during AY2021/22	HR Well Being	SAT Trans group

