University of Exeter

Gender Equality (Athena Swan) Action Plan 2024-28

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
KP1: Reduce the Gender Pay Gap								
Outcome measures: Mean Gender Pay Gap (excluding adhoc/claims workers) reduced to: - 10% by 2027 - 5% by 2030 (KPIs agreed with Council)								
Analysis of our GPG data shows that gender inequalities affecting our adhoc/claims worker population has a significant impact on our GPG overall	Improve our data collection, analysis, evaluation and research to identify further actions we can take to ensure we meet our pay gap KPIs agreed with Council.	1	a	Resource a programme of work through our Pay Gaps Committee to investigate gender inequalities affecting our adhoc/claims worker population, as women and Black, Asian and ethnic minority individuals comprise a significant proportion of this group Work directly with the Exeter Student Ambassador recruitment team to diversify this group, investigating why fewer male students sign-up for these roles	Pay Gaps Committee Chair	HR Assistant Director (Policy and Reward)	Report presented to Pay Gaps Committee for discussion and feedback Increased diversity (gender, ethnicity and disability) within our Student Ambassador population from 2022/23 benchmarks	Mar 2025
Further analysis and evaluation is required to identify what works and inform further actions to reduce our GPG			b	Create new reports in our data warehouse to gain better insights and understanding of our areas for targeted action: - Conduct a month-by-month analysis of our GPG data to identify any trends or dates of interest - Add 'age' as an analysis category to our GPG report and produce GPG report by age and faculty/division - Continue to investigate data on 'Time spent in Grade' to aid challenges around grade clustering – considering particular pivot points e.g. senior lecturer - Create experimental models enabling investigation of pay solutions to analyse potential impact of recruitment and other business functions on our GPG and other pay gaps		Assistant Director, Business Intelligence	Monthly analysis produced and updated regularly Additional reports/dashboards launched and accessible on the MI Hub Data available to Pay Gaps Committee membership on request/as needed to inform actions and monitoring	Oct 2024
			c	Develop a programme of research to support and inform our actions: - Invite expressions of interest for GPG academic research proposals through the Pay Gaps Committee - Conduct research into best practice and successful initiatives in the sector through engagement with UCEA and other Russell Group institutions		HR Assistant Director (Policy and Reward)	Expressions of interest received Research report completed and shared with Pay Gaps Committee and PSDLT Starting salaries and pay exceptions reviewed	May - Dec 2024
OCC23 highlights that slow progress in reducing our gender pay gap is a significant contributing factor to negative perceptions of fair opportunities and diversity and fair opportunities	Develop a communications plan to increase visibility of our work to tackle the GPG and other pay gaps, inviting feedback and expertise from across the institution.	2	a	Create a Pay Gaps Committee Sharepoint site linked to our EDI webpages to increase visibility of data and the Committee's work Work with the Business School to highlight existing GPG research and expertise at UoE on webpages	EDI Manager (Gender and Sexual Orientation)	EDI Projects Officer (Business School)	EDI webpages updated to include short film conversations with academics and links to research alongside our annual pay gap reports Webpage visits monitored	Sep 2024
			b	Review Pay Gaps reports publication timelines to align with relevant awareness raising dates (e.g. Ethnicity Pay Gap day, International Day of Disabled Persons, International Women's Day)		People Insights Manager (EDI)	Intersectional reports published annually	May, November, January 2024 Annually
			c	Run online GPG drop-in sessions twice annually to provide updated figures and invite feedback		People Insights Manager (EDI)	Sessions delivered and promoted via internal communications Uptake monitored and resource bank created in response to FAQs	Oct 2024 Mar 2025 Ongoing

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
Over-representation of women in lower paid PS roles and under-representation in higher paid academic and clinical roles is a significant contributing factor to our GPG and Gender Bonus Gap.	Take focused action to reduce our Gender Gap aligned to delivery of our Athena Swan actions under KP4 (see below).	3	a	Aligned to actions under our recruitment priority within our REC Action Plan: - Review our recruitment processes and conduct further research into starting salaries and exceptional pay enhancements alongside creating HR capacity for building a rigorous approach to pay exceptions - Ensure the recruitment data dashboard and 10% shortlisting sampling being progressed through REC enables disaggregation by gender - Remove the 'current salary' requirement as part of our job application process	EDI Manager (Disability, Race and Faith and Worldview)	EDI Project Officer (Race Equality and Recruitment)	Starting salaries data analysed Recruitment dashboard delivered Salary requirement removed	Feb 2025
			b	Work with UEMS, NHS partners and Psychology to ensure clinical staff contributions and training at UoE are formally recognised, including in mandatory training, teaching excellence and PDRs Other HEIs have implemented innovative ways of influencing and promoting gender equality in CEAs, which can impact Gender Bonus Gap reporting. We will explore this further.	Director of Faculty Operations (FHLS)	FHLS Executive Officer	Reduction in our Gender Bonus Gap Positive feedback from clinical staff in OCC surveys	Sep 2025

KP2: Strengthen Athena Swan Engagement

Outcome measures:

- At least 2 departmental Gold awards by 2029
- All academic departments and PS divisions to hold awards by 2029

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
We can utilise Athena Swan as a framework to develop and share best practice across the University, addressing lower OCC23 scores in FHASS and negative variations in our institutional culture between faculties.	All academic departments and PS commit to holding AS awards by 2029	4	a	Review and update our Athena Swan data pack to align with the Transformed Charter mandatory data requirements and make data more accessible at department level Pilot departmental Athena Swan surveys in the Law School and Psychology through the 'Our Culture Conversation' platform (Peakon) to evaluate feasibility and collate departmental responses at an institutional level	Assistant Director, Business Intelligence	People Insights Manager (EDI) WICC Business Manager	Data pack updated Communications to all departmental Athena Swan leads	Dec 2024
			b	Run Athena Swan induction workshops for FHASS departments who have not yet started an application (CAHRT, LCVS, CDF) Use feedback from workshops to identify any facilitators or barriers to engagement and plan central support accordingly	EDI Manager (Gender and Sexual Orientation)	EDI Senior Advisor EDI Project Officers	Uptake and attendance of workshops All departments committed and engaged with Athena Swan	Sept 2024 - Sept 2025
			c	Ensure Athena Swan is a standing item at all FWICC meetings	PVCs/FWICC Chairs	EDI Managers	Recurring standing item from Term 2, 2023/24	Mar 2024
			d	PSDLT to nominate Athena Swan leads in each division to form PS Self-Assessment Team and pursue accreditation as one PS unit	Deputy Registrar and Executive Divisional Director for Education and Academic Services	PSDLT	Leads nominated and joined Athena Swan Information Sharing and Best Practices Teams site Self-Assessment Team formed Bronze application submitted	Leads nominated Sept 2024 Workshops Jan - Mar 2025 Self-Assessment Team formed Mar 2025 Athena Swan submission Sept 2026
			e	Run Athena Swan induction workshops for all PS divisions	EDI Manager (Gender and Sexual Orientation)	EDI Senior Advisor EDI Project Officers		
			f	Publish biannual OCC survey results by gender Share with GEG, FWICCs, PSDLT and Athena Swan Information Sharing and Best Practice group	HR Assistant Director (Culture and Inclusion)	WICC Business Manager	Institutional and departmental action plans regularly updated in response to any issues or actions arising from OCC surveys	Apr/Nov 2024 Annually
			g	Launch annual Gender Equality Conference event to highlight progress, celebrate success and share best practice from across the institution and beyond, creating a forum for feedback, networking and insights	EDI Manager (Gender and Sexual Orientation Equality)	EDI Senior Advisor Departmental Athena Swan Leads	First conference held 2025 Increased attendance and engagement year-on-year Positive event evaluation feedback	May 2025 Annually

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
Provide increased opportunities for departments intending to apply for a Gold award to progress their gender equality work by sharing best practice and working to maximise impact	Progression towards at least two, ideally three, departmental Gold awards by 2029 Prepare to submit institutional Gold application in 2029	5	a	Disseminate best practice and resources from the AS Gold event hosted by the Psychology department in September 2023 with all AS departmental leads	FHLS WICC Chair	Departmental Athena Swan Lead (Psychology)	Resources and information shared through the Athena Swan Information Sharing and Best Practice Sharepoint site	Feb 2024
			b	Launch an internal Athena Swan departmental buddying/mentoring programme, matching Athena Swan leads from Silver departmental award-holders in FESE and FHLS with Bronze applicants in FHASS	EDI Manager (Gender and Sexual Orientation Equality)	EDI Senior Advisor Departmental Athena Swan Leads	Buddying scheme launched and administered through the Athena Swan Information Sharing and Best Practice Sharepoint site. Regular meetings ongoing. Increase in FHASS departmental Athena Swan awards.	Sep 2024 - May 2025 Ongoing
			c	Run internal 'Going for Gold' workshops with Psychology, the Medical School and Ecology and Conservation	EDI Manager (Gender and Sexual Orientation Equality)	EDI Senior Advisor Departmental Athena Swan Leads (Psychology, Medical School, Ecology and Conservation)	Workshops delivered, at least 40% departmental staff uptake to include full departmental SAT membership Positive workshop evaluation feedback	Sep 2024 - May 2025
			d	Create a 'Gold' communications group/channel in the Athena Swan Information Sharing and Best Practice Sharepoint site	EDI Manager (Gender and Sexual Orientation Equality)	EDI Senior Advisor	Channel created, resources easily accessible and regularly updated	Sep-24
			e	Research and reach out to existing institutional Athena Swan Gold award-holders (currently only University of Nottingham) to learn from best practice and initiatives	EDI Manager (Gender and Sexual Orientation Equality)	EDI Senior Advisor	Lessons learned and best practice shared to inform our own aspirations for a Gold award	Jul 2025
We want to continue our Athena Swan journey by building on best practice in preparation of an application for a Gold award in 2029	Work towards making an institutional Gold application in 2029	6	a	Through our Global Engagement work, identify potential for shared learning partnerships with international partners (e.g. King Danylo University in Ukraine) to compare and contrast gender equality initiatives and generate ideas for future partnerships and joint research focused on gender equality	Head of Global Partnerships	Global Partnerships Engagement Officers	International partnerships established and opportunities for collaborative working and shared, learning identified	Sep 2025 Ongoing
			b	Use our engagement with 100BWPN as a case study to encourage increased participation and engagement with the programme across the sector	EDI Manager (Race, Disability and Faith and Worldview)	EDI Project Officers	At least one other HEI engaged with 100BWPN following our case study/engagement	Sep 2024 Ongoing
			c	Continue to identify gender safety and other community-based projects through our EDI Partnerships and Gender Safety Groups, building on the success of the Safer Streets Initiative in Exeter Explore opportunities to adapt and deliver similar projects at our campuses in Penryn and Truro, in collaboration with the local Community Safety Partnership	GSG Chair HR Assistant Director (Culture and Inclusion)	Learning and Development Manager (Bystander Training) Programme Manager (Cornwall EDI)	Partnership projects initiated Success measures identified to include reduction in incidents of sexual harassment and misconduct	May 2024 Ongoing as opportunities arise

KP3: Ensure all UoE governance, decision-making and committee structures are intersectional, representative and inclusive in membership and practice

Outcome measures:
Our governance and committee membership at all levels reflects our institutional profile and provide inclusive opportunities for voice and engagement

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
We need to address under-representation and gendered segregation across all our committee structures, increasing male engagement in gender and other	Review GEG, all EG and FWICC membership to ensure that post-restructure, EGs reflect diversity of representation and the institution in terms of gender profile, staff	7	a	Undertake a review of EGs Terms of Reference to ensure they reflect our new WICC governance structure and facilitate the roles and participation we require	HR Assistant Director (Culture and Inclusion)	EDI Managers	Standardised and updated Terms of Reference approved across all Equality Groups	
			b	Review membership of all Equality Groups by: - Gender, ethnicity and disability - Trade Union representation - FWICC member participation - SfA Strategy Group member participation - Staff Networks	HR Assistant Director (Culture and Inclusion)	EDI Managers	Improved representation and consistency across Equality Group membership	Aug 2024

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
engagement in gender and other equality work. Males are currently under-represented on GEG, REG and FWICCs (pg. 17)	...tivation in terms of gender, profile, staff type, grades and roles, as well as faculty/PS division.		c	Increase male participation on GEG and FWICCs through targeted invitations Building on our Male Allies training pilot evaluation, explore the creation of a space for training participants to continue to engage in gender equality initiatives (e.g. community of practice or via GEG)	HR Assistant Director (Culture and Inclusion) FWICC Co-chairs	EDI Manager (Gender and Sexual Orientation)	Increase male membership at GEG and FWICCs, representative of our institutional and faculty profiles	for 2024/25 academic year
			d	Working with Equality Group Chairs, explicitly recognise/monitor academic Equality Group membership in SWARM allocation	PVCs/FWICC Chairs	WICC Programme Manager	Workload allocations agreed and included within standardised and updated Terms of Reference across all Equality Groups	
Ensure that EDI continues to be considered in all policy- and decision-making within our new structures through sustained engagement with our EIA form	Continue to build on our EIA progress to date by sharing best practice and increasing EIA engagement rates	8	a	Review and update EIA webpages Collate all completed EIA analyses in dedicated Sharepoint site and publish online	HR Assistant Director (Culture and Inclusion)	EDI Project Officers	Clear process, guidance and completed EIAs published. Webpage hits and Sharepoint site visits monitored for engagement	01/09/2024
			b	Monitor EIA completion by faculty and PS division termly		Faculty Policy and Planning Partners	Termly monitoring completed Any issues or gaps identified raised to FWICC Chairs Bespoke EIA workshops delivered as required based on issues identified / requests	Dec 2024 Mar 2025 July 2025 Annually
			c	Identify and investigate any areas with low EIA completion rates and identify any subsequent training needs				
Work started by our Research and EDI Manager in 2020/21 has had a positive impact by highlighting issues for further action to improve research culture. Due to turnover, this role is currently vacant, so we need to recruit to ensure continuity in leading this work, in addition to preparing for a new approach to REF2028.	Continue to develop our work to create a more inclusive research culture across UoE	9	a	Recruit Research and EDI Manager (current vacancy)	Director of Research Services	Assistant Director of Research and Impact	Research and EDI Manager appointed	Jan 2025
			b	Update Research and EDI 'Deep Dives' to identify progress, issues and actions arising since 2021 Finalise Guidelines for Inclusive Research Practices	Assistant Director of Research and Impact	Research and EDI Manager (when recruited)	Deep dives' data updated across all protected characteristics Guidelines for Inclusive Research Practices published and available online	Sept 2025
			c	Monitor and review implications of changes in light of new approach to REF2028, updating gender equality considerations within our REF Code of Practice in consultation with Equality Groups and Research Impact and Excellence Committee. Develop and deliver relevant training in response to new approach for all REF2028 participants and panel decision-makers	Director of Research Services	Assistant Director of Research and Impact	CEDARS shows a reduction in number of female survey respondents feeling less fairly treated in relation to REF2028 and research outputs 100% of stakeholders engaged in REF Outputs selection process undertake relevant training, including EDI. Evaluation indicates positive impact.	Mar 2026 - 2028
Consultation from the REC application process and OCC23 highlights disparities in perceptions of remuneration, reward and workload	Review our reward and remuneration mechanisms to ensure they are effective, equitable and fit for purpose.	10	a	Continue to monitor and investigate any gendered or ethnicity-based disparities in the value of Above and Beyond awards.	HR Assistant Director (Policy and Reward)	Head of Pay and Pensions	Increased academic engagement with A&BRS No disparities by ethnicity or gender in Above and Beyond Awards year-on-year	Sep 2024 Annually

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
allocation at the University			b	Monitor and review WIC workload allocations for academic staff on an annual basis to ensure recognition for WIC/EDI work is sustainable and effective.	Academic Workload Planning Steering Group Chair	WICC Programme Manager	Improved OCC scores from OCC23 benchmarks in relation to workload, with no gendered disparities between scores (6.1/10F: 6.0/10M)	New workload allocation principles launched 2024/25 Reviewed Sep annually
Following the restructure, we need to review our mandatory training compliance and ensure our EDI activities support academic faculty and departmental EDI objectives	Ensure our institutional EDI work promotes an intersectional approach across our activities and new governance structures	11	a	Undertake a comprehensive review of mandatory EDI training to ensure it remains relevant within our new structures, embeds intersectionality and supports sustained compliance.	HR Assistant Director (Culture and Inclusion)	EDI Manager (Gender and Sexual Orientation)	Sustain 95% compliance rate across all faculties/PS divisions	Jan 2025
			b	Develop intersectional anti-racism training for managers in line with our REC Action Plan	EDI Manager (Race, Disability and Faith and Worldview)	EDI Senior Advisor Learning and Development Managers	Training delivered Positive evaluation feedback At least 20% uptake among target group (line managers) during 2024/25 Year-on-year increase to at least 60% by 2028	Training developed and pilot evaluation: Aug 2024 Full roll-out planned 2024/25
			c	Continue to embed intersectionality as a core principle in our approach to events and campaign planning (e.g. International Women's Day, LGBTQ+ History Month, Black History Month, Neurodiversity Celebration Week and more)	HR Assistant Director (Culture and Inclusion)	EDI Managers Communications Managers	Increased engagement with annual programme of events across all faculties and PS Positive event evaluation feedback Increased OCC scores in relation to perceptions of belonging and diversity	Sep 2024 Annually (ongoing)
OCC23 scores and comments indicate that staff networks are an invaluable source of peer support	Ensure effective and equitable recognition, remuneration and reward for staff network engagement to ensure sustainability	12	a	Develop a staff networks handbook in consultation with network co-chairs membership, providing template terms of reference, guidance for line managers and suggested workload allocation	HR Assistant Director (Culture and Inclusion)	EDI Project Officers Staff network co-chairs	Handbook published online and reviewed annually	Dec-24

KP4: Continue to address representation in student and staff pipelines, with a focus on senior academic and leadership roles

Outcome Measures:

- Increase female student recruitment in areas of under-representation (FESE) in line with, or excess of, national benchmarks
- Increase male student recruitment in areas of under-representation (FHASS, FHLS) in line with, or excess of, national benchmarks
- Ensure efforts to increase female academic representation are consistent across the pipeline, not just at Professor level or senior leadership roles

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
Proportions of female students across all study levels in FESE have reduced since 2018	Address reducing or low proportions of female students across all study levels in FESE	13	a	Investigate student application and conversion data at faculty and department levels to identify any issues or trends and develop actions to address Undertake a benchmarking exercise to contextualise our data within national, Russell Group and regional trends Present report on findings from above actions to FWICCs	FWICC Chairs	Faculty Policy and Planning Partners	Report presented to FWICCs FWICCs to lead further action to address issues identified Increase in proportion of female students overall study levels in	May 2024
			b	Review existing PGT and PGR funding and scholarship opportunities available for women in STEM and business subject areas, identifying areas for increase or expansion where possible	FWICC Chairs	Global Partnerships Officers		May 2024

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
		13	c	Work with the Business School Athena Swan SAT to review current action plan and identify further actions	Chief Diversity Officer (Business School)	EDI Project Officer (Business School) Athena Swan Lead (Business School)	students across all study levels in FESE, aligned to national benchmarks Increase in proportion of male students across all study levels in FHASS and FHLS, aligned to national benchmarks	Jul 2024
Males comprise a lower proportion of students than females in FHLS and FHASS	Address reducing or low proportions of male students across all study levels in FHASS and FHLS		e	Review departmental Athena Swan action plans to ensure effective actions are in place to address issues arising at departmental level	Heads of Department	Departmental Athena Swan Leads		May 2024
			f	Work with Success for All and the Widening Participation team to review activities by gender and identify further actions	Head of Widening Participation	EDI Project Officers Access and Participation Coordinator		Aug 2024
While the number of female Professors and representation in senior academic leadership roles has increased, there has been a decrease in the proportion of females in the E&R job family, particularly at Grade H in FESE. This creates a pipeline issue.	Address reducing proportions of female academics in the E&R job family, with a focus on FESE. Increase the proportion of male and female applications for academic and PS services with the greatest gender imbalance in their applicants year on year, from 2022/23 benchmarks.	14	a	Create a staff turnover report by grade to investigate whether this is a retention issue	Assistant Director, Business Intelligence	People Insights Manager (EDI)	Report created and data analysed, feedback reported to WICC	Sep 2024
			b	Athena Swan departmental leads to review departmental action plans in relation to recruitment and assess whether existing actions are effective enough to address the issue, or whether new ones are needed Review compliance and refresh unconscious bias training in FESE for recruitment panellists	Head of Talent Management	EDI Project Officer (Business School) Departmental Athena Swan Leads	Increase in proportion of female academics in the E&R job family across all grades within FESE from 2022/23 benchmarks	Sep 2024
			c	GEG to work with recruitment team and FWICCs to identify further suitable pilot interventions, for example: a) Anonymous Shortlisting b) Narrative CVs c) Unconscious Bias Observer at Shortlisting Stage d) Targeted recruitment campaign locations e.g. on Women in Science and Engineering Website, further engagement with BBSTEM e) Targeted events and networking activites using Women alumni and WISEnet networks, Networking Groups and academic seminar series f) Further enhancing job adverts and descriptions to attract underrepresented groups g) Using head-hunters to provide gender-mixed shortlists Review data from targeted areas following implementation in GEG to inform future actions	Executive Divisional Director of HR	Head of Talent Management EDI Senior Advisor	Series of appropriate pilot interventions agreed Interventions piloted and evaluated for impact	Feb 2025
Over-representation of women in lower paid PS roles is a significant contributing factor to the gender pay gap. Our recruitment data shows that we continue to be slightly more likely overall to appointment female candidates disproportionately compared to application and shortlisting stages.			d	Update candidate survey to capture candidates' gender and ethnicity, and the Grade and job family (academic/PS) of the position applied for Develop and include questions to gather feedback on what attracted candidates to apply, including our institutional benefits, job templates and our diversity statement Review results and feedback collated by gender, ethnicity, disability and grade annually in GEG, DEG and REG, to identify targeted recruitment actions for these demographics	Executive Divisional Director of HR	Head of Talent Management EDI Project Officer (Race Equality and Recruitment)	Uptake of Promotions Workshops Positive feedback from attendees Increase in average scores in response to questions on growth and career paths in OCC surveys Data/report presented and discussion minuted in Term 1 meetings at FWICCs, GEG and EASG.	September annually 2024 - 2027
OCC23 indicates that career paths/growth is a priority for us as an institution. While there are no significant, current disparities in success rates for promotion, we need to do more work to ensure individuals are confident and supported to apply, monitoring our data to respond to any			a	Organise annual promotions workshops for faculties which clarify the new promotions process, criteria and development support available for full and part-time academic staff in all job families, highlighting the incorporation of the principles of the Adjusting for the Differential Impacts of the Coronavirus Pandemic policies Evaluate attendees understanding and confidence around the promotions process at the start and end of each workshop, monitoring attendance by gender Monitor the number of staff applications for promotion after attending the workshops by gender compared to workshop attendance Update workshop contents and format e.g. whether further institution-wide Job-Family or Grade specific workshops should be developed, in response to feedback	HR Assistant Director (HR Partnering and Organisational Development)	Senior Faculty HR Partners	Positive feedback from reviewees on support for progression Increased in average academic OCC scores in relation to career paths/growth	Oct 2024 Annually

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
issues arising.	Monitor implementation of the 12 recommendations from the Exeter Academic review to ensure no gender bias in our academic probation and promotions processes, addressing any disparities or issues arising	15	b	Data on promotion applications and success rates collated annually and presented to FWICCs, Exeter Academic Steering Group and GEG, disaggregated by gender; ethnicity; disability; job family and grade. Update this action plan and EASG work programme in response to any issues arising.	HR Assistant Director (HR Partnering and Organisational Development)	Senior Faculty HR Partners	Data collated and report discussed annually at all groups noted	Aug 2024 Annually
Rolled over from AP2018			c	Continue to monitor academic staff who are at the top of their pay grade for >3 years across faculties, as part of ongoing review in to 'Time Spent in Grade', to identify any barriers for their progression and additional support Analyse OCC23 responses by length of service Evaluate impact of review	HR Assistant Director (HR Partnering and Organisational Development)	Senior Faculty HR Partners	Report created and data analysed Focus groups held where needed to inform further action Action taken to address any barriers identified	Jul 2024
We need to evaluate the impact of our work to mitigate the short- and long-term impacts of the pandemic on gender equality			d	Evaluate the impact of the Adjusting for the Differential Impact of the Coronavirus Pandemic policies for both Academic and Professional Services staff on progression: - Review all academic promotion applications made since the policies were launched - Conduct focus groups to gauge awareness and impact of the policies among PS staff	HR Assistant Director (Policy and Reward)	Senior HR Policy Advisor EDI Senior Advisor	Focus groups and evaluation complete	Jul 2024
OCC23 average scores in relation to career paths/growth are lower for disabled colleagues	Improve understanding of barriers and facilitators for disabled colleagues in relation to progression	16	a	Evaluate pilot engagement with the Calibre Leadership programme	DEG Chair	WICC Business Manager	Evaluation complete - to inform decision on further engagement with the programme	Sep 2025
			b	Undertake detailed analysis of OCC23 comments to identify themes and issues, report to DEG Work with staff networks (Disabled and Chronically Ill, Cornwall Disability), holding focus groups and providing opportunities for written feedback to gain a better understanding of barriers and facilitators	DEG Chair	EDI Project Officers	Analysis and evaluation complete, shared with DEG to inform further action	Dec 2024
Our Athena Swan and REC data show that despite reducing the number of fixed-term contracts, the proportion of women on FTCs has increased since 2018. Non-renewal of FTCs is one of the main reasons for academic and PS staff leaving the University.	Reduce the proportion of women on FTCs, in line with reduction in the number of FTCs overall	17	a	Progress our existing actions to reduce the number of FTCs through our REC action plan, ensuring our analysis and subsequent actions take an intersectional approach. Research best practice from other HEIs through our FEFA project	Executive Divisional Director of HR	HR Project Manager (FEFA)	Reduction in the use of fixed-term contracts to at or below benchmark in all job families wherever possible. Fixed-term contracts to be aligned to gender and ethnicity benchmarks within the relevant staff group.	Jan 2025

KP5: Address the gendered aspects of caring and wellbeing that negatively impact on engagement and experience at UoE

Outcome measures:

Improved average scores for health and wellbeing in OCC, with a focus on men, women in grades H and above and disabled colleagues

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
OCC23 responses show disparites by gender and disability, across grades and faculties.	Gain a better understanding of the contributing factors to the disparities in experience by gender and disability, particularly in relation to health and wellbeing	18	a	Include a focus on health and wellbeing and fair opportunities as part of consultation with the Disabled and Chronically Ill Network and the Cornwall Disability Network (see action xx above), sharing our data and gathering feedback to inform appropriate initiatives in response	EDI Manager (Race, Disability and Faith and Worldview)	EDI Project Officer	Focus groups held. Improved understanding of the issues as a result of data and feedback collated.	Dec 2024
			b	Undertake closer analysis of OCC23 and OCC24 comments from women and men who have disclosed a disability to identify themes, issues and further actions	DEG Chair	EDI Project Officer	Analysis complete and actions agreed to address issues identified	Dec 2024
	Reduce stigma and increase disability disclosure rates		c	DEG to work with the Colleague Wellbeing team on a campaign to increase disability disclosures within our HR systems Align and integrate DEG and Athena Swan action plan delivery	DEG Chair	Colleague Wellbeing Advisors	Increase in disability disclosure rate for staff to 90%	Jul 2025
	Ensure parity of provision across all campuses for pregnant and breastfeeding employees.		d	Draft and present paper to the Cornwall Campuses Strategy Group outlining challenges and identifying potential locations for improved provision	Director of Cornwall Operations	Programme Manager (Cornwall EDI)	Paper presented, business case made for investment	Dec 2025
			e	Work with Penryn Campus Estates Accessibility Group (FX Plus) to identify and confirm potential budget and timeline for delivering improved provision	Director of Cornwall Operations	Programme Manager (Cornwall EDI)	Budget and timeline for improved provision agreed	Dec 2025

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
GEG identified support for menopause as a priority in 2022/23. OCC23 comments highlight that colleagues want to see more support for menopause in the workplace.	Work with our community to raise awareness and develop improved guidance, resources and support for colleagues experiencing menopause	19	a	Review and update our menopause guidance in collaboration with Menopause Café facilitators and membership to ensure it is accessible and fit for purpose Review all HR policies to ensure they are inclusive of menopause (e.g. flexible-working, absence and sickness) Review training and support for line managers to raise awareness of guidance and ensure explicit inclusion of menopause, signposting to resources for support and reasonable adjustments	Head of Organisational Development	Colleague Wellbeing Advisors	Suite of updated policies, guidance, training and support available	Sep 2025
			b	Review and promote bite-size training offer on menopause as part of our suite of training options available through the Colleague Wellbeing team			Training updated and available on request Increase in training uptake, which a focus on line managers and leadership roles	Sep 2025
			c	Work with Health and Safety teams, Technical Services, Estates and other relevant directorates to ensure reasonable adjustments can be made available for roles with specific Health and Safety regulation and/or uniform requirements, publishing guidelines/guidance where needed			Guidance/guidelines available All relevant teams aware of our work and commitment to pursue Menopause Friendly Workplace accreditation	Sep 2025
			d	Apply for Menopause Friendly Workplace (Henpicked) membership and accreditation			Membership and accreditation achieved Positive feedback through OCC Improved OCC average scores in relation to organisational support	Sep 2025
OCC23 highlights gendered disparities in perceptions of organisational support available for men, as well as women at Grades H - Prof. Maternity leave data reveals small numbers of maternity leave takers, disproportionately in grades F and above, returning to work earlier than full entitlement.	Improve organisational support and visibility of initiatives aimed at supporting men's mental health and wellbeing	20	a	Highlight stories from colleagues which focus on men's mental health within our 'This is Me' campaign Invite external partners, such as Man Down, to facilitate regular drop-in sessions on campus Review our colleague wellbeing resources to ensure support for men's mental health is highlighted and clearly visible Plan programme of talks and activities to coincide with International Men's Day (19 November) to help raise awareness	Colleague Wellbeing Managers	Colleague Wellbeing Advisors	Stories highlighted and engagement monitored through webhits/Sharepoint visits Drop-in sessions launched and facilitated termly Events and activities delivered for the first time in Nov 2024. Positive event evaluations and feedback received.	Aug 2024 - planning Nov 2024 (annually, ongoing) delivery
	Improve organisational support and visibility of initiatives aimed at supporting women's health and wellbeing, with a focus on women in Grades G and above. Investigate if there are any workplace factors influencing length of maternity leave/return to work.		b	Undertake detailed analysis of OCC23 comments from women at Grades H and above in relation to organisational support and wellbeing to identify further action Implement actions 19 a - d above to provide improved support for menopause	Colleague Wellbeing Managers	Colleague Wellbeing Advisors	Analysis undertaken and targeted actions identified	Sep 2024

KP6: Ensure our culture is inclusive of and promotes a sense of belonging for trans and non-binary staff and students

Outcome measures:

Improve percentage of trans and non-binary staff in agreement that 'workplace culture in my organisation is inclusive of me as an LGBTQ+ person' at UoE (Stonewall WEI)
Reduce incidents of discrimination and harassment in relation to gender reassignment
Ensure that trans and non-binary staff and students feel supported in relation to health and wellbeing

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
Our Toilets and Changing Facilities Statement was supported by our LGBTQ+ Staff Networks, however it it currently only applies to Exeter campuses. We need to work with partners on our Cornwall campuses to ensure parity.	Work with partners to deliver our Toilets and Changing Facilities Statement across all UoE campuses (Penryn and Truro)	21	a	Consult with LGBTQ+ Staff Network in Cornwall (Kemeneth) and The Students' Union on any changes or updates required to the statement in the Cornwall context Present statement at FX Plus Board, liaising with all campus partners to gather feedback and identify any barriers or facilitators to statement's delivery in Cornwall	Director of Cornwall Operations	Programme Manager (Cornwall EDI)	Agreement from all campus partners secured and statement delivered on Penryn and Truro campuses	Sep 2025
GEG has identified trans and non-binary inclusion as a priority. We want to continue to develop our work to improve sense of belonging and experience for all gender identities. Our staff networks, particularly the LGBTQ+ staff networks and Trans and Non-binary Cafe, are significant contributing factors to experiences of belonging and inclusion. We want to ensure that networks feel supported by the University in their capacity to support their membership, as well as act autonomously and as a critical friend when necessary.	Improve trans and non-binary experiences of inclusion and wellbeing at the University	22	a	Undertake a University-wide review of trans and non-binary inclusion within our mental health and wellbeing services and resources, to include: - How gender identity is considered within our EAP (Spectrum Life) - Data availability from colleague and student wellbeing teams - Representation within our online resources (e.g. 'This is Me') - Systems and/or procedures for working in partnership with local, regional and national support organisations	GEG/SOEG Chairs	Head of Student Wellbeing Colleague Wellbeing Managers	Improvements in responses to Stonewall WEI from 2022 benchmarks	Mar 2026
			b	Update our Trans Inclusion Booklet (2018/19) to include internal and external wellbeing signposting and resources in consultation with LGBTQ+ Staff networks and student Pride societies	EDI Manager (Gender and Sexual Orientation)	Trans and non-binary reps (GEG)		Jul 2024
			c	Invite external LGBTQ+ organisations and NHS partners (e.g. Intercom Trust) to deliver biannual wellbeing spaces/workshops for staff	Colleague Wellbeing Managers	Colleague Wellbeing Advisor		Jan 2025
			d	Review and update our 'Leaders' and Managers' Mental Health and Stress Toolkit' and 'Supporting the Mental Wellbeing of your Team' to encourage consideration of intersectionality and increase managers' awareness of internal and external sources of support				Jul 2025
			e	Update the options available for specifying gender on our job application forms (currently 'male', 'female', 'other', 'unspecified') to promote inclusion and belonging from the point of application	Head of Talent Management	Recruitment Manager		Feb 2025
			f	Review resources from other HEIs (e.g. University of Birmingham) and work with staff networks to inform and develop Safe Travels guidance for years abroad, field courses and other international teaching, research and study engagements to ensure all staff and students feel supported	GEG Chair (Director of External Engagement and Global)	Programme and Global Employability Officers Head of Global Partnerships EDI Project Officers		(Sep) 2024/25

KP7: Continue to expand our work to tackle bullying, harassment and gender-based violence

Outcome Measures:

- Reduction in incidents of sexual harassment and misconduct, both on- and off-campus
- Increase in number of students engaging in Bystander and Consent
- Review of our Speak Out platform to ensure it remains fit for purpose
- Reduce disparities in perceptions of responsiveness among minoritised staff groups

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
			a	Add 'socioeconomic status/class' as a protected characteristic within the informal/anonymous reporting form options	HR Assistant Director (Culture and Inclusion)	EDI Project Officers	Incidents relating to socioeconomic status/class begin to be reported and recorded on that basis. Data used to inform actions to address areas of concern.	Jul 2025

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
Feedback from FWICCs reveal perceptions of UoE as 'posh' and 'elitist', which contribute to lack of sense of belonging. OCC23 comments highlight a desire for increased focus on class and socio-economic background within our EDI work. We need to manage expectations and increase understanding and awareness of the support available through our Speak Out platform among students. We have seen an increase in reporting through our anonymous/informal processes since 2018. OCC23 comments indicate that Speak Out is a positive contributing factor to perceptions of responsiveness at UoE. We need to ensure the platform remains fit for purpose, is person-centred and focused on providing the most appropriate support pathway for both staff and students. Average scores in relation to responsiveness are lower among minoritised staff groups.	Review our Speak Out informal reporting mechanism, ensuring that it is fit for purpose and meets our community's needs.	23	b	Deliver annual Speak Out training workshops to Students' Guild/Union officers and committee reps, using questions and feedback to inform: - An FAQs document - Updated process flowchart for students - Ongoing improvements to the platform	EDI Managers	EDI Project Officers	Improved awareness of reporting mechanisms and an established process for receiving feedback on and making improvements to those mechanisms	Sep 2024 Annually
			c	Develop a step-by-step guide to third party support and reporting for staff and student representatives to support Speak Out's use as a recording, as well as reporting, mechanism Invite feedback on the guide to respond to and address any staff concerns arising	EDI Managers	EDI Project Officers	Guide produced Increase in third party reports (e.g. staff on behalf of other staff, staff on behalf of students)	Mar 2025
			d	Work with the Student Cases team to develop an automated process where reports citing sexual misconduct and harassment are immediately escalated to the Sexual Misconduct Lead	EDI Managers Head of Student Cases	EDI Project Officers Student Cases team	Development of a more person-centred and effective process for reports of sexual misconduct and harassment from students	Mar 2025
			e	Develop a Sexual Misconduct Policy and procedure for staff based on learning adapted from our student policy and procedure, informed by internal academic expertise Launch our Early Dispute Resolution policy and procedure to promote a culture of early intervention and a 'person-centred' approach, with interventions in place to monitor impact	Head of HR Partnering	HR Partner (Projects)	Policies and procedure launched Use and application of policy and procedure monitored (via webpage hits; Speak Out; HR cases monitoring)	Sep 2025
			f	Offer annual Speak Out and Dignity and Respect workshops to staff network groups (BME, disability and LGBTQ+ networks) Highlight disability- and race-based hate crime/'mate crime' within our Hate Crime Awareness Week, Speak Out and other related communications campaigns	EDI Managers	EDI Project Officers	3 x workshops delivered annually Positive workshop evaluation Increase in number of reports/requests for support specifically relating to incidents currently under-reported	Jan 2025 Annually (ongoing)
			g	Launch an anonymous survey for staff network groups to provide feedback on the Speak Out platform and invite suggestions for improvement and further engagement to build trust in our reporting mechanisms	EDI Managers	EDI Project Officers	Survey launched Increased engagement with reporting tools i.e. increase in number of reports/requests for support	Sep 2024
			h	Disaggregate responses to 2025 REC Survey by gender and discuss these within GEG to develop further actions in tandem with our REC Action Plan	EDI Manager (Race and Disability)	People Insights Manager (EDI)	Discussion at GEG Further actions developed	Dec 2025
We want to build and sustain the success of student training delivery to date (Bystander, EDI and Consent) to continue to achieve impact and reduce incidents of sexual harassment and misconduct in the student community	Improve the rate of EDI and Consent training completion for incoming first year and international students	24	a	Run termly focused campaigns, to include: - Slides in course induction packs - Posters in student accommodation - Updated campus safety guidance - End of term email reminders	Gender Safety Group Chair	Learning and Development Manager (Bystander Training) Internal Communications Team	Increase from 2022/23 student engagement benchmark (20%) to 40% by 2025/26	Sep 2024 Termly
			b	Work with Student Immigration Services to include training as a recurring item within the international student newsletters Run termly EDI, Consent and Bystander training introduction sessions as part of the Intercultural Café programme of events	Gender Safety Group Chair	Learning and Development Manager (Bystander Training)		Sep 2024 Termly
	Maintain strong engagement and attendance with Bystander training delivery	25	a	Continue to promote two hour in-person Bystander training among all registered and affiliated student clubs and society committee members through the Students' Guild and Students' Union, regularly updating training in response to evaluation	Gender Safety Group Chair	Learning and Development Manager (Bystander Training)	95% attendance for two hour in-person Bystander training among all registered and affiliated student clubs and society committee members Increase overall engagement by 200 students year-on-year from 2023/24 onwards	Sep 2024 Termly ongoing

Rationale	Objective	Number ref	Action ref	Action(s)	Accountable	Responsible	Success Measures	By when
	Engage with and amplify national VAWG campaigns which promote expectations to tackle and challenge harmful behaviours	26	a	Gender Safety Group to collaborate with comms and marketing teams to establish a communications activity plan aligned to national and international dates/campaigns. Ensure visibility of wider national campaigns (like the Home Office's 'Enough' campaign) across all campuses. Create a web page that acts as a gender safety hub linking to training, resources, campaigns, and reporting tools.	Gender Safety Group Chair	Learning and Development Manager (Bystander Training)	Termly communications campaigns engaged Clear signposting to sources of support	Sep 2024 Termly ongoing
Increase awareness and visibility of support for domestic abuse	Raise awareness of and sustain our support for staff experiencing domestic abuse	27	a	Continue to invest in Domestic Abuse Awareness training, refreshing Domestic Abuse Champions network membership annually.	Colleague Wellbeing Managers	Colleague Wellbeing Advisors	Increase in number of Domestic Abuse Champions trained year-on-year from 2022/23 benchmark (18)	Dec 2024 Annually