# Athena Swan renewal form for universities

## Applicant information

| | |
|---|---|
| Name of university | Kingston University |
| Date of current application | January 2023 |
| Level of previous award | Bronze |
| Date of previous award | April 2017 |
| Contact name | |
| Contact email | |
| Contact telephone | |

| Section | Words used |
|---|---|
| An overview of the university and its approach to gender equality | 2498 |
| An evaluation of the university's progress and issues | 2987 |
| Future action plan* | |
| Appendix 1: Culture survey data* | |
| Appendix 2: Data tables* | |
| Appendix 3: Glossary* | |
| **Overall word count** | 5485 |

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

**Overall word limit: 5500 words**

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

**1. Letter of endorsement from the head of the university**

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30 January 2023

Dear Head of Athena Swan

As Vice-Chancellor of Kingston University, I give my personal endorsement and support to our application for Athena Swan Bronze renewal. Kingston University (KU) is proud to have held an Athena Swan bronze award since 2013; renewed in 2017.  (And to be one of the first eight universities in the UK to receive the Race Equality Charter bronze award.) Since attaining these recognitions, Kingston continues to work to fulfil the charter's aims and to ensure we are tackling the systemic challenges that result in gender inequalities.

Since our last submission, KU has made significant progress in diversity, gender equality, inclusion and embedding inclusive cultures. These include:

- Further reduction of the gender pay gap which is now 9.5% with a median gap of 8.0%. The mean pay gap for any grade is no more than 2.8%. this is lower than relevant national and sector median benchmarks.
- Creating an institutional LGBTQ+ Staff Network and a BAME & People of Colour Network.
- Appointing sponsors from the Senior Leadership Team (SLT) to act as equality champions across five key areas: Disability & Mental Health, Faith & Spirituality, Gender, LGBTQ+ and Race & Ethnicity, and they have worked at close hand with Staff Networks to effect change.
- Strengthening EDI governance by setting up a new EDI Committee framework reporting directly into my Senior Leadership Team.
- Appointing two full-time EDI partners, and 2 co-chairs for Athena Swan and 2 for REC each with 0.2FTE backfill.
- Introducing EDI action groups in every faculty and directorate and setting up a new EDI campaign group to promote initiatives to the staff and students.

As a university that has diverse student and staff profiles, we know how important it is for us especially to foster and encourage equality and inclusivity; all the actions above confirm our commitment. The University recently launched our new 'Town House" Strategy', at the heart of which is the people workstream where inclusivity is one of our 4 values. The new strategy makes explicit the values that are at the core of the University and the characteristics that will help our students and staff make the difference we want to in the world.

The key actions that are being prioritised for our application are:

- Address imbalances in gender representation of PTO staff.
- Increase uptake, quality and recording of appraisals.
- Support well-being of all genders, including non-binary.

I wish to emphasise my commitment to promote and achieve gender equality beyond what has already been achieved at Kingston; to further enhance staff diversity in terms of all quintessential characteristics; and to continue embedding a culture of inclusivity for all genders at KU. We embrace the Athena SWAN Charter as a way to help us realise change and aspire to achieve silver status in the near future.

Yours sincerely,

**Professor Steven Spier**
**Vice-Chancellor**

## 2. Description of the university and its context

Kingston University (KU) is based in Kingston upon Thames, a vibrant area on the river Thames in south-west London, only 30 minutes away from central London. Kingston's riverside is home to many annual events and activities. The University's four campuses are across Kingston, with free inter-site buses connecting them. It's a lively, student-friendly location on the Thames, neighbouring historic Hampton Court Palace and two royal parks. The campuses have a mix of old and new buildings, the pinnacle is the Stirling Prize award-winning building "Town House" in Penrhyn Road.

**Figure 1 Kingston map, riverside and the Town House building**



KU is a mid-sized institution, going back to 1899 when Kingston Technical Institute opened, with 2,520 staff (42% M and 58% F) with 28% from different ethnicities. KU is a diverse institution with a student body of 18,590 as of 1st December 2022, comprising 60.4% female, 39.2% male and 0.4% others from over 140 countries. Most KU students are from ethnic minorities (66%) which is much higher than the Higher Education Statistics Agency (HESA) (24.3 %), average reflecting the metropolitan area. Appendix 2 has more comprehensive data breakdown.

KU has four Faculties distributed across the different campuses. Since our last submission there has been some significant restructuring of both the academic and professional organisation. The five faculties merged into four; fifteen Schools consolidated into eleven; and nine Directorates amalgamated into four (figure 2). Following a review of the previous joint Faculty of Health, the leadership of KU and St George's University London (SGUL) agreed to separate from 1 August 2022 with some courses now being run independently at SGUL.

**Figure 2: Kingston University structure**
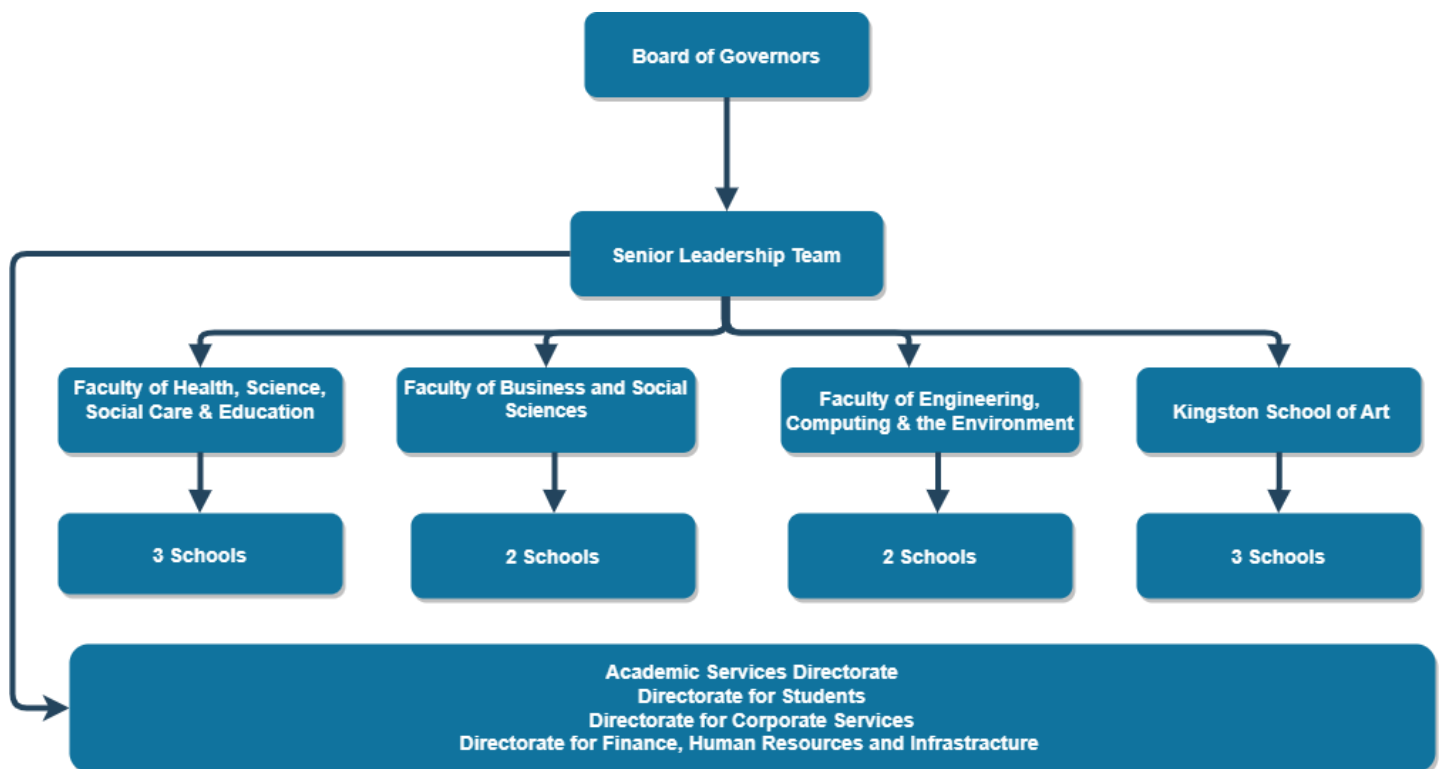


All academic staff are supported to engage in both pedagogic practice and research activity. KU has a commitment to a comprehensive span of teaching and research activities throughout its disciplines, contributing to the national and international teaching and research agenda across the spectrum of health, sciences, social sciences, engineering, business, law, arts and humanities disciplines, see Table 1.

**Table 1: Faculties, Schools and their Departments**

| Faculty | School | Department |
|---|---|---|
| Faculty of Business and Social Sciences (BSS) | Kingston Business School | Department of Accounting, Finance, and Informatics |
| | | Department of Management |
| | | Department of Strategy, Marketing, and Innovations |
| | School of Law, Social and Behavioural Sciences | Department of Economics |
| | | Department of Criminology, Politics and Sociology |
| | | Department of Law |
| | | Department of Psychology |
| | | Department of Economics |
| Faculty of Engineering, Computing, and the Environment (ECE) | School of Computer Science, and Mathematics | Department of Computer Science |
| | | Department of Networks and Digital Media |
| | School of Engineering and the Environment | Department of Mechanical Engineering |
| | | Department of Aerospace and Aircraft and Engineering |
| | | Department of Civil Engineering, Surveying and Construction Management |
| | | Department of Geography, Geology, and the Environment |
| Faculty of Health Science, Social Care and Education (HSSCE) | School of Education, Midwifery and Social Work | Department of Education |
| | | Department of Midwifery |
| | | Department of Social Work & Social Care |
| | School of Life Sciences, Pharmacy and Chemistry | Department of Applied & Human Sciences |
| | | Department of Biomolecular Sciences |
| | | Department of Chemical & Pharmaceutical Sciences |
| | | Department of Pharmacy |
| | School of Nursing | Team: Learning Disability Nursing |
| | | Team: Children's Nursing |
| | | Team: Workforce Development |
| | | Team: Simulated Learning & Clinical Skills |
| | | Team: Mental Health Nursing |
| | | Team: Community Care Nursing |
| | | Team: Acute Care Nursing |
| | | Team: Professional Development Nursing |
| Kingston School of Art (KSA) | The School of Arts | Architecture |
| | | Fine Arts |
| | | Film and Photography |
| | | Performing Arts |
| | The School of Creative and Cultural Industries | Department of Critical and Historical Studies |
| | | Department of Creative Industries |
| | | Department of Humanities |
| | | The Journalism, Publishing and Media Department |
| | | Department of Foundation Studies |
| | The Design School | Department of 3D Design |
| | | Department of Fashion |
| | | Department of Graphic Design |
| | | Department of Illustration Animation |

KU successfully received Athena Swan Bronze awards in 2013 and 2017. Several Faculties/Schools hold Bronze awards (see table 2). More recently, the School of Life Sciences, Pharmacy and Chemistry was received the Silver award in November 2022. KU was one of the first eight UK Universities to be granted a Race Equality Charter (REC) Bronze award in 2015.

**Table 2: List of KU departmental Athena Swan awards**

| Faculty/Department | Current award | Renewal |
|---|---|---|
| School of Life Sciences, Pharmacy and Chemistry (LSPC)/ Faculty of Health, Sciences, Social Care and Education (HSSCE). | Silver | October 2027 |
| School of Engineering and the Environment/ Faculty of Engineering, Computing and Environment. | Bronze | March 2024 – going for silver |
| School of Computer Science and Mathematics/ Faculty of Engineering, Computing and Environment. | Bronze | July 2023 – going for silver |
| School of Law, Social and Behavioural Sciences/ Faculty of Business and Social Sciences. | Bronze | May 2026 |
| Health and Social Care/ Faculty of Health, Sciences, Social Care and Education (HSSCE). | Bronze | June 2023 |
| Kingston School of Art | Bronze | May 2026 – going for silver |
| Business School/ Faculty of Business and Social Sciences. | Bronze | May 2026 |

KU's vision is: '*Our University will be sought after by students and staff as a place to further their ambitions and to have impact on our communities. Our students and staff will be sought after for their skills, knowledge and ability to innovate.'* Our recent strategy, the Town House Strategy (figures 3 and 4) named after our internationally acclaimed, award-winning Town House building, aims to prepare students for the future world of work, increase the University's research and knowledge exchange, enhance our collaboration with local communities, business and industry, strengthen our impact on policy and support the goal of building a more sustainable society and economy. KU has also launched a campaign to deliver a progressive model of higher education founded on the sector-leading Future Skills campaign (figure 5). The future skills findings were launched at the House of Commons in June 2022, and KU is now leading the way with government, sector regulators, employers and other universities to deliver the future skills needed for employees of the future.

**Figure 3: Town House Strategy announcement**



# Town House Strategy sets radical new direction for Kingston University

Posted Thursday 13 October 2022

The new Strategy is named after Kingston University's internationally acclaimed, award-winning Town House building.

**Figure 4 : Town House Strategy Workstreams**



Future Skills
Learn more →

Future Skills Campaign

KERIs

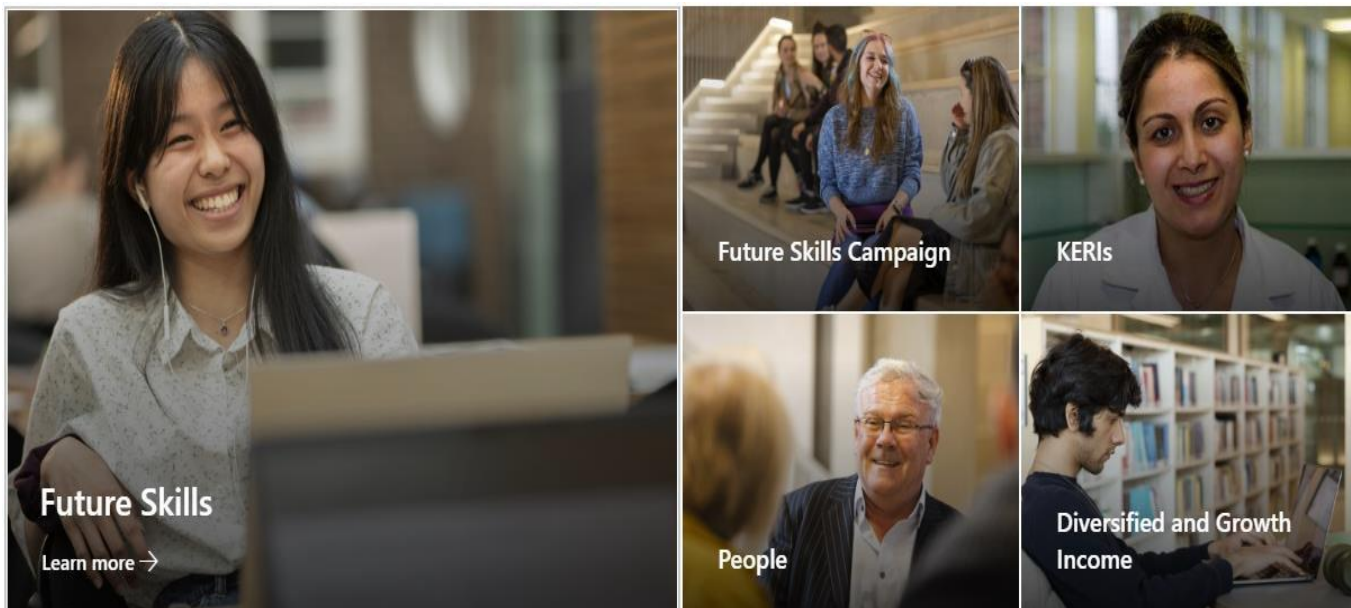People

Diversified and Growth Income

**Figure 5: Future Skills launch**



KU is spread over several sites around Kingston (Figure 6). KU has a strong relationship with the surrounding communities and strives to have a positive impact and support the local society. For example, KU fabricated and donated supplies of personal protective equipment (PPE) for use by front-line NHS teams across the borough during COVID lockdown. KU was a COVID-19 testing hub on its Penrhyn Road campus. Finally, KU facilities were used as a GP vaccination hub to provide vaccination to the residents of the borough, KU students and staff.

**Figure 6: Campuses of Kingston University**
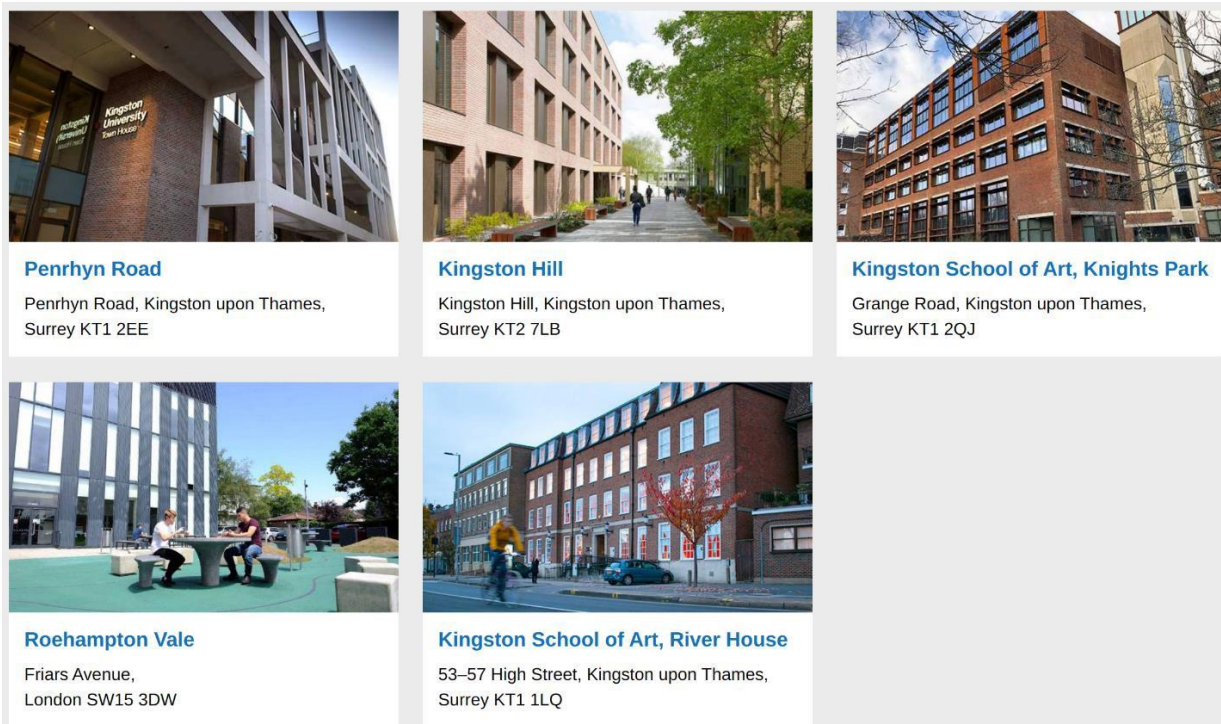


**Penrhyn Road**

Penrhyn Road, Kingston upon Thames, Surrey KT1 2EE

**Kingston Hill**

Kingston Hill, Kingston upon Thames, Surrey KT2 7LB

**Kingston School of Art, Knights Park**

Grange Road, Kingston upon Thames, Surrey KT1 2QJ

**Roehampton Vale**

Friars Avenue, London SW15 3DW

**Kingston School of Art, River House**

53–57 High Street, Kingston upon Thames, Surrey KT1 1LQ

KU revised its EDI governance in 2021 to ensure a more robust joined up approach, see figure 7; introducing EDI action groups in every faculty and directorate and a campaign group. Staff Network Chairs are given 0.2 FTE dedicated to the role. Network budgets are significantly higher than the sector average (£10,000 annually for each Network). Both Networks were also engaged in the Intersectional Gender Pay Gap analysis at KU. Our Network of Equality Champions was shortlisted for the Times Higher Education award for exceptional contribution to Equality, Diversity and Inclusion (EDI) in 2022.

The SLT sponsor member, Caroline Harries, the Chief Operating Officer (COO) leads gender equality. The role of the SLT sponsor is to champion the interests of staff and students, work with senior managers to plan and sponsor events, contribute to communications and act as an ally. She holds accountability of our gender-related commitment and action plan.

**Figure 7: Overall governance structure for EDI**
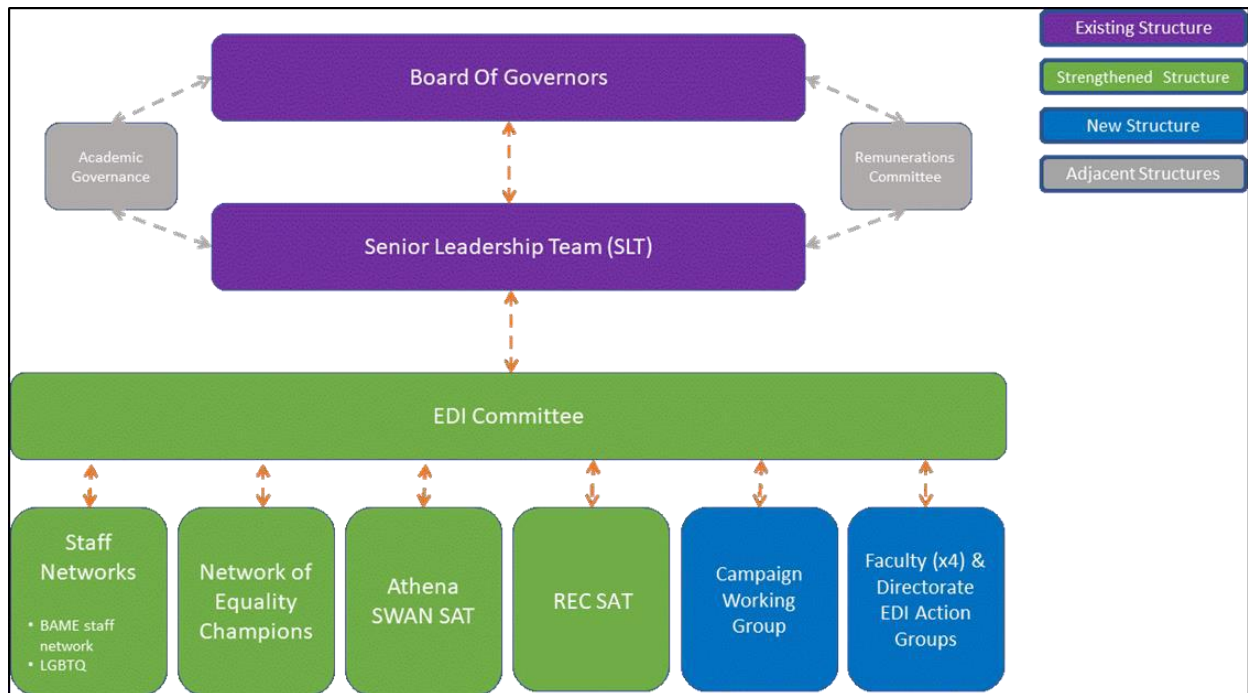
## 3. Athena Swan self-assessment process

**Overview of the self-assessment team**

The SAT is a diverse group of 20 members reflecting KU and includes academics, professional, technical staff, a range of grades, full and part-time staff, and student representation (Table 3). An invite to join the SAT was advertised across KU, through StaffSpace (intranet) and email invites, to encourage new members to join. The SAT was reconvened after the pandemic disruption and additional invite were sent to improve representation. Currently, the SAT has more staff from departments that have undertaken their own Athena Swan work and fewer from Directorates. We are aware that we need to broaden the representation to include additional men, and other genders' representatives. Prior to submission a trans member of staff and trans student were identified and approached to review the application. They will be joining future SAT work. Since our last application, the work of SAT team members is recognised through internal competencies, that can be referred to during the appraisal and promotion processes.

**Table 3: SAT membership**

| SAT member | Role | Gender | Ethnicity | Grade | Caring Responsibilities | Role on SAT |
|---|---|---|---|---|---|---|
| | | Female | White other | 8 | | Survey working group. Sharing best practice. |
| | | Female | Not stated | N/A | | Student member, Description of the university working group |
| | | Male | Arab | 10 | | Co-chair of SAT and Leading Staff and Students data working group |
| | | Male | White | 9 | | Raising Athena Swan Awareness and Evaluating progress against the current action plan |
| | | Female | Other - Mauritian | 10 | | Sharing best practice. |
| | | Female | Indian | 9 | | Assisting with university guidance on EDI and supporting with enabling |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | co-chairs and SAT teams |
| | | Female | Mixed White and Black African | 10 | | Leading the Raising Athena Swan Awareness working group. Evaluating progress against the current action plan |
| | | Female | Not stated | 7 | | Sharing best practice. |
| | | Female | Other white | 7 | | Leading Review of policies working group. |
| | | Female | White British | 10 | | Co-chair of SAT and Leading Self-assessment process working group |
| | | Male | Other White | Executive and Senior Staff | | Staff and student data |
| | | Female | Asian British | N/A | | Student member |
| | | Female | White | Executive and Senior Staff | | Leading the Survey working group |
| | | Female | Assyrian | Executive and Senior Staff | | Leading the Description of the university and its context working group |
| | | Male | British Indian | 7 | | Review of policies |
| | | Female | White | 10 | | Staff survey |
| | | Female | White | 10 | | Leading the Evaluating progress against the current action plan working group |

| | | Female | White | N/A | | Student member |
|---|---|---|---|---|---|---|
| | | Female | White Caribbean | 5 | | Review of policies |
| | | Male | White | 10 | | Raising Athena Swan Awareness |

**Photo: SAT members plus SLT sponsor and HR Director**

Redacted

For the 12 months prior to submission, the SAT has met once a month, with quarterly meetings prior to this, mainly online and hybrid over the last 2 years, which given the 4 campuses has ensured better attendance. Between meetings staff correspond via email and updating documents in Box, our online storage system. Terms of reference (TOR) were agreed with a commitment to review diversity of membership annually. Working groups were established to carry out delegated activities and feed back to the SAT. These groups have a designated lead and meet between the SATs meetings. To increase intersectional awareness of SAT members, network co-chairs and support services e.g., disability team, have presented at SAT meetings, and led discussions. This will be an ongoing project.

The SAT actively supports university events such as those running for International Women's Day; in July 2022 five female leaders from the SLT shared their journeys and insights on female leadership.

The SAT has a substantial commitment across the University's strategic programmes and our communities to embed and integrate EDI work, which will continue to facilitate our work on gender equality. A new group for Chairs of Athena Swan Departmental SATs with the Athena Swan co-chairs was created in October 2022 to meet twice a year. The KU SAT will map departmental action plans to the Institutional plan, to allow specific area focus, to also ensure the University strategy and planning is consistent across all areas. A Charter marks Implementation Group has been set up, bringing together the co-chairs of both REC and Athena Swan, along with key stakeholders from the senior management group, who are responsible for realising the actions identified in the plan, to provide updates on a quarterly basis.

The SAT will work through the action plan, using working groups, existing networks and setting up additional task and finish groups where required. We will work closely with other stakeholders to support delivery of actions e.g. EDI partners, EDI committee, and SLT sponsor. The application and action plan were reviewed by the SAT members and key stakeholders e.g. Human Resources Leadership Team (HRLT), and SLT.

SAT succession and turnover will be addressed by reviewing the membership at the first meeting of the academic year. Where members leave the SAT, new members will be sought to continue the journey of ensuring that the SAT represents the population of KU. SAT Meetings will continue 4 times a year, to review progress of the working groups and stakeholders towards achieving our priorities; we will evaluate the impact of the actions and revise where unsuccessful. Also, the SAT will continue to update the action plan narrative for our next submission. The co-chairs will maintain dialogue and reporting to the EDI committee and escalate issues as required.

A university all-staff survey was completed in October 2021, which was the first comprehensive staff survey since 2017. However, Pulse surveys were sent frequently during the COVID-19 pandemic to understand the challenges staff were facing during that period, and what support they needed. The next University all-staff survey is planned for summer 2023.

The results from the 2021 survey show that most staff 'care about the University's future;' this was the highest positive response in the survey and reflects the commitment and dedication of staff. Most staff feel their manager treats them with fairness and respect and say they have the freedom they need to get on with their jobs. However, only a quarter of staff feel their perspectives are considered and are confident that leaders listen to and respond to feedback from staff. KU recognises that staff would like to see improvements in the way they communicate, listen, and respond to feedback.

To gain further data insight the SAT ran a staff Athena Swan survey, incorporating the Advance-HE Culture Survey questions. The questionnaire was administered online via SurveyMonkey from 4th April to 17th May 2022. These results (appendix 1) are given as mean scores out of 5 to enable comparisons of groups. The Athena Swan survey will be repeated every two years, with the next one in 2024, to review progress on the culture shift.

**Table 4: Response rates for Athena Swan survey 2022**

| Demographic | Category | Frequency | Percentage |
|---|---|---|---|
| Self-identified gender (n=383) | Female | 281 | 73.4 |
| | Male | 96 | 25.1 |
| | Trans/non-binary | 0 | 0 |
| | Prefer not to say | 6 | 1.5 |
| Self-identified as from a minority ethnic Background (n=386) | No | 293 | 75.9 |
| | Yes | 85 | 22.0 |
| | Prefer not to say | 8 | 2.1 |
| Role (n=302) | PTO including Professional staff | 169 | 56.0 |
| | Academic | 111 | 36.7 |
| | Prefer not to say | 22 | 7.3 |

The 20.3% participation rate was low, possibly because this is a busy period with exams, and staff had recently filled out the university survey. A higher percentage of females responded than in the university population (73.4% vs 58%) and more professional and technical services (56% vs 38.1% in population) responded, compared to males and, academics so the SAT must monitor how these groups can be more involved in future. Only 37% and 25% of respondents were male for the all-staff and Athena Swan surveys respectively.

The SAT has corroborated the Athena Swan survey data using the university all staff, KU's internal data dashboard, Data Insight, and Equality in higher education: statistical reports as data sources to inform this application. Students' views and involvement were ensured through the Union of Kingston Students and student representatives on the SAT.

The SAT will work to increase engagement and understanding of Athena Swan throughout the university and work closely with the staff networks and other EDI initiatives; particularly to better explore gender equality intersectional impact.

**(2498 words)**

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

## 1. Evaluating progress against the previous action plan

KU has done considerable work on embedding an inclusive culture since our previous application, and new values: inclusive; empathetic; ambitious and innovative are incorporated into the Town House Strategy. '**Inclusive: to value the diversity of students and staff, treating them respectfully**' is pertinent to Athena Swan and will result in active changes in culture.

The action plan created in 2017 contained 44 key actions resulting in 55 action elements. See Table 5. Overall, **64%, n=35** of elements set out in 2017 have been completed, with **33% (n=18)** amber, and **3% (n=2)** red, showing positive progress. Major successes include 8 Athena Swan Departmental awards achieved across all faculties, up from zero in 2017; and improvements in data gathering through the implementation of a new HR system (Unified); also the SLT, significantly shifting in gender representation since 2017/18 when only 27% were female, up to 55% since 2020/21.

Two actions were not completed (*previous actions 33 and 35*) under caring and long-term responsibilities, primarily due to changes in faculties and management although support is available for staff. Nothing has been removed from the action plan.

Progress was evaluated at quarterly review meetings. However, meetings were stopped during the COVID-19 pandemic, limiting time effectiveness of achieving some targets. Facilitators for success include EDI staff recruitment, protected time for co-chairs of the SAT and having an SLT sponsor.

The gender pay gap continues to improve (*previous action 9b*). The mean pay gap is no more than 2.8% for any grade, with Grades 7 and 8 having a negative pay gap (indicating the mean female salary is higher than the mean male salary). The relative under-representation of men in lower grades is a key factor in our gender pay gap. The University's mean gender pay gap is 9.5% and the median gender pay gap is 8.0%, comparing favourably to sector wide gaps. The mean gender pay gap has continued to decrease, dropping from 10.2% in 2021 to 9.5% in 2022. The median gender pay gap has increased from 5.4% in 2021 to 8.0% in 2022. The pay gap is not a current cause of concern.

The University responded to the *previous actions 38 and 39*, by revising the Bullying and Harassment Policy and procedures and launched a new 'Report and Support' portal in November 2022, for staff and students (figure 8). The all-staff 2021 survey showed that overall, 23% of staff have personally experienced bullying, harassment, or abuse in the last 12 months at the University. This is an improvement from the *previous submission* where 60% of staff reported that they 'sometimes witness unsupportive behaviour/language.' Only 51% feel able to report bullying/harassment without worrying about the consequences, although men were more likely to feel able to report incidents according to the equality impact report. The Athena Swan survey

questions 16,17,19,20 echo these findings, although there is nothing significant by gender echoing the previous Athena Swan survey, although, as noted there are fewer male responses to the Athena Swan survey. The Athena Swan SAT team supported HR in trialling the 'Report and Support' system. Through the option of anonymised reporting, and signposting, the University seeks to increase reporting of bullying. This is important for those unwilling to discuss issues with their Faculty/directorate management.

**Figure 8: Report and Support tool homepage**
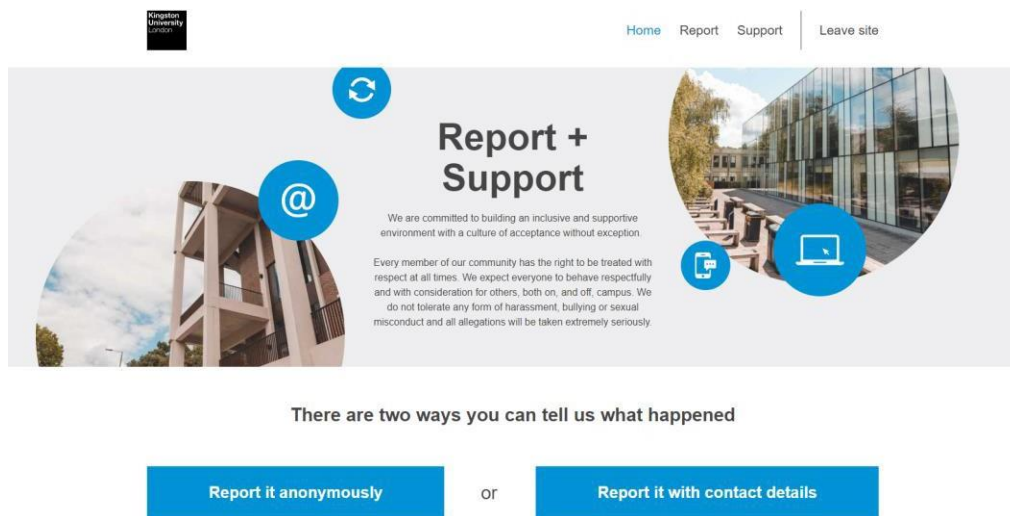


An early careers researcher review was a previous action *(actions 21-25)*; however, for this Research Excellence Framework (REF), data was not reviewed separately as part of the EIA, as research is now incorporated into all academic work. The following feedback from the REF 2021 was received: *"There was good evidence of progress and greater understanding of the challenges in equality and diversity, with initiatives like Athena SWAN and the Race Equality Charter supporting such change."* From the REF submissions in 2021, 937 staff members met the criteria for eligibility, with 49% (n=460) being male and 51% (n=477) being female Of those eligible staff 49% of males (n=226) and 39% of females (n=188) were included in REF submission which is a huge improvement on REF2014 where only 21% of eligible females were included compared to 38% of eligible males, but there is more to do to attain equality.

From *Previous action 28*, the SAT has encouraged renewed focus on appraisal at institutional level. Currently males are less likely to have received an appraisal (approx. 80% females versus 60% of males).

*Previous action 42* identified workload satisfaction as an issue, and although KU are above the external benchmark, the results are still not ideal. Continued action is identified below.

*Previous action 34* was to raise awareness about paternity leave. Paternity leave absences have risen from 15 in 2019 to 20 in 2022. Shared parental leave absences have gone from one male and one female in 2019 to four males and four females in 2022. From our *previous action 36* an updated fostering and adoption procedure and policy was introduced in 2020, although no absences of this type have been recorded. The

University continues to support staff who work part-time to return to full-time roles when childcare/dependents/caring responsibilities reduce, for example, detailed returners' checklists are available to support smooth transition back into the workplace. The University is proud to exceed legal requirements for maternity, with 20 weeks full pay, prior to statutory maternity pay. There are inconsistencies across faculties and directorates related to local additional maternity financing and appropriate resourcing as highlighted in our *previous action 33* e.g. some faculties formally provide cover for teaching.

At KU there is a focus on family-friendly policies, which support staff. The COVID-19 pandemic saw a rapid shift towards staff flexible working, which were not always documented on the University HR system; therefore, we do not have a true picture of those who continue to work in this way. In 2019, only one female was officially documented as using flexible working, though many more were informal arrangements in departments or contractual with reduced hours.

In 2022 formal flexible working has risen to 47 females and 12 males although there are local arrangements in most teams with managers using policies for guidance. Questions 12,14 and 15 of the Athena Swan survey were positive for '*flexible working'* (3.67/5), '*caring support'* (3.19/5), and '*meeting arrangements*' (3.39/5) with limited difference by gender. An example of good practice is that team meetings are often planned within the hours of 10-3, to allow maximum attendance. Career breaks, excluding caring activities, are rare with only one male in 2020 and two females in 2022 taking career breaks in the past five years.

Our Learning and Teaching Enhancement Centre (LTEC), along with Organisational Development (OD) offer and support multiple training opportunities for staff. Leadership development opportunities are also available and will continue to expand under the People Plan. Continuing support from *previous action 29*, since 2014, 45 female members of staff have participated in Aurora, of which only eight have been PTO, however, for the 2022 cohort four out of the five participants were from PTO backgrounds, which will support future progression for this group. Perceptions are also changing that support and progression is not just for academic staff. Since 2013 colleagues also participate in Stellar HE (n=18) and Diversifying leadership (n=28). A 0.2 FTE opportunity is also being recruited to, to oversee these courses, showing commitment to roll out these programmes and support development.
**(1232 words)**

**Table 5: Previous action plan 2017 with commentary (excluded from word count)**

| | Objective | Action | Rationale | Key Outputs and milestones | Start date | Finish date | Person responsible | Accountability | Success criteria and outcome | Progress updates | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Self-assessment process | | | | | | | **Completed (G) 64%** **In Progress (A) 33%** **Not Actioned (R)4%** |
| 1 | Embed AS principles across the University and ensure the membership of the SAT is representative of the University profiles. | SAT to oversee and lead on the implementation of the actions. Task and finish groups set up to implement the actions. | Full considerations of gender equality to be embedded within KU. | SAT meets at least quarterly. | May-17 | Apr-20 | SAT | Chair of SAT | Task and finish groups established and lead the completion of actions. | New Athena SWAN institutional SAT is being formulated with strong considerations of this. Investment in allocated time for co-chairs to support delivery of priorities. SAT members allocated to working groups | **G** |
| 2 | | Review and adjust SAT membership annually. | Membership of SAT does not currently reflect the gender profile of the University. | All chairs of School SATs will join the university SAT. Membership updated annually. | May-17 | Apr-19 | Senior EDI Adviser and Chair of SAT | Chair of SAT | 1) 35% men by April-18 2) 50% men by April-19 which is maintained. | From the initial recruitment to the SAT there has been representation from across the University's staff and student populations, however, work is still continuing to ensure "male" & "Non-binary" representation is improved Multiple central announcements and emails along with direct emails to HoS were sent to gain new members. Investment in allocated time for co-chairs to support delivery of priorities | **A** |
| 3 | Increase staff awareness of AS. | Update and refresh AS and Equality Charters web pages. | To create a hub of information and a resource on AS and the REC. | SAT to review content for website at next SAT meeting (July-17). | May-17 | Sep-17 | EDI Project & Communications Adviser | Chairs of REC and AS SAT | Website resource for Equality Charters completed. | Staff Space and external pages have been updated New co-chairs in place and new EDI comms lead also in place to support communication and progress updates. | **G** |
| 4 | | Develop a communications plan and an AS roadshow. | Need to raise awareness of the work of AS and to increase local level activity with SAT members acting as local champions. | International Women's Day celebration event held in March-17, which highlighted Kingston's commitment to achieving Silver Institution Award by 2020. | Apr-17 | Apr-18 | Senior EDI Adviser and Chair of SAT | Chair of SAT | All FMGs have received a presentation on AS and at least one event in each Faculty will be held to raise awareness and understanding of AS. | Events have taken place in faculties to highlight the work of Athena Swan, and events in conjunction with the LGBTQ+ network are planned for Feb 2023 | **A** |
| 5 | | AS included in the Terms of Reference (TOR) on all key University committees. | To raise staff awareness of AS. | Already included in the TOR of the University Research Committee and EDI. | May-18 | Sep-18 | Chair of SAT | Chair of Committees | AS included in the TOR and agenda of key University committees. | AS is on the agenda and/or the Co-Chairs sit on certain Committees representing AS. It is also part of the new Faculty/Directorate EDI Action Group ToRs | **G** |
| 6 | | Secure funding and appoint AS champions for each Faculty. (0.2FTE AP and 0.2 FTE administrative posts). | Need to embed local level activity within Faculties to increase the number of applications for School awards. | SEC and HSCE to have champions by October 17, with all Faculties to have champions by November-18. | May-17 | Nov-18 | Chair of SAT | Director of Finance and Deputy VC (Research) | AS champion in each Faculty, who lead and support the start of School applications. | A revised approach was taken to support for AS , instead 2 Full time EDI Business Partners appointed to support the 4 faculties in all their EDI work. In addition, 2 institutional SAT Co-Chairs were appointed, they have 0.2FTE time allocation to manage the AS work. | **G** |
| 7 | Monitor staff awareness of AS and progression of culture change. | Run the AS survey every two years. | 24% of staff completed the AS survey, 70% were women and 71% were P&S staff. | Next AS survey conducted in September-18. | Mar-18 | May-20 | Senior EDI Adviser | Chair of SAT | 1) AS survey runs every 2 years, next in 2018. 2) Increase participation to 50% of staff 3)50:50 men: women ratio. 4)50% of staff participating are academics. | Due to the pandemic this action has not been done, however, regular 'Pulse' Surveys have been conducted by the University and results made available. An AS survey was undertaken in April 2022 | **G** |
| 8a | Achieve Silver University Award. | Support Schools in applying for awards. | Need to increase the number of Schools applying for awards. | 1) Apr-17 Submit Bronze university application | Started | Nov-20 | Heads of Schools | Chair of SAT | 1) 50% of STEMM Schools to have achieved Bronze awards by 2020, with at least 1 silver | This has been completed with the 3 Schools and 1 Faculty attaining bronze awards. 1 school now also holds silver. | **G** |

| | Objective | Action | Rationale | Key Outputs and milestones | Start date | Finish date | Person responsible | Accountability | Success criteria and outcome | Progress updates | |
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| | | | | | | | | | award. | | |
| 8b | | | | 2) Nov-17 School of Life Sciences, Pharmacy and Chemistry submit for Bronze award. (SAT formed Jan-17) | | | | | 2) At least 2 AHSSBL Schools to have achieved Bronze. | This has been completed with 2 Schools and 1 Faculty attaining bronze awards | G |
| 8c | | | | 3) Apr-18 - School of Social and Behavioural Sciences, and School of Computing and Mathematics submit for Bronze award (SAT formed Mar-17) | | | | | | This has been completed | G |
| 8d | | | | 4) Nov-18 - School of Nursing submit for Bronze award. | | | | | | This has been completed as part of the Healthcare Faculty award. Nursing will be applying alone in June 2023 | G |
| 8e | | | | 5) Confirm timelines for other School submissions. | | | | | | This has been completed. Only the School of Education is without a bronze award, it will be included following the Faculty Redesign | G |
| | | | | **Picture of the Institution** | | | | | | | |
| 9a | Ensure that all relevant data sets are collected for analysis. | Ensure HR are aware of key data sets needed for review of action plan progress. Analyse data at Department level and put an appropriate action in place to support school submissions. | Data is not currently available at Department level and other data is lacking key data. | 1) Upon implementation of the new Unified data system, there will be greater level of data analysis available. | Oct-17 | Feb-18 | Senior EDI Adviser, HR MI Adviser | HR Director and Chair of SAT. | Appropriate data analysed and an appropriate plan put in place to support Schools in applying for awards (see Action 6). | Data Insights (Tableau) launched in Feb 2021. Increased coordination between SATs and data holders. | G |
| 9b | | | | 2) Analyse Gender Pay gap, ensuring reporting for P&S staff | | | | | | Gender Pay Gap is published every year. Since 2021 this has been published alongside our Ethnicity and Disability Gaps. Kingston has a relatively small pay gap. New Pay Gap dashboards are currently being piloted. Commentary included in submission | G |
| 9c | | | | 3) Further analysis of data by PT status and ethnicity. | | | | | | This data is available to all Heads of Schools and directorates. | G |
| | | | | **Recruitment and Selection** | | | | | | | |
| 10a | Improve and develop the recruitment and selection processes and policy. | Embed and implement recommendations in recruitment and selection policy. | An EIA was conducted on current processes and identified a need to update processes to ensure that EDI is embedded at all stages. | 1) Recruitment and selection procedure approved by EDI Committee in Jun-18 and then by SMT. | May-17 | Apr-20 | Employee Relations & Policy Manager, HR consultant and MarComms L&D consultant | HR Director, EDI Director, Senior DVC | 1) New procedure implemented and reviewed in April-19. | This is an ongoing process but has been reinvigorated in Oct 2021 via a new Recruitment Working Group | A |
| 10b | | | | 2)Family friendly information highlighted on KU jobs page by Oct-17 | | | | | Polices highlighted on KU webpages | This information is available | G |
| 10c | | | | 3) Positive action statements and AS and REC logos are included in job | | | | | AS and REC logos and appropriate positive action statement are included in all job adverts. | This is not consistently done. This is in the scope of the Recruitment Working Group | A |

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| | | | | adverts by Oct 17 | | | | | | There is work starting in January 2023 around a people plan and Recruitment project within, linked to the Town House Strategy. | |
| 10d | | | | 4) All chairs of interview panels to have taken 'fair recruitment and selection' training and other (internal staff) panellists to have taken at least online Unconscious Bias (UB) training (refresher training to be taken every 3 years by Apr-19 | | | | | 100% of chairs have taken appropriate training modules by April-19. | This is not consistently done. This is in the scope of the Recruitment Working Group<br>There is work starting in January 2023 around a people plan and Recruitment project within, linked to the Town House Strategy. | **A** |
| 10e | | **G** | | 5) Fair recruitment and selection training to include UB and equality training by Oct-17 | | | | | Recruitment and Selection training updated to include UB. | This is completed but is also in scope of the Recruitment Working Group | **G** |
| 10f | | **A** | | 6) Update the list of trained staff, which is included in the recruitment and selection procedure, that can take part in interview panels and more clearly highlight gender and ethnicity of staff - panels to be representative of KU staff makeup where possible. | | | | | Average of 50% of interview panels are representative of gender balance of KU by Aug-18 and 80% by April-19. | This is not consistently done. This is in the scope of the Recruitment Working Group<br><br>There is work starting in January 2023 around a people plan and Recruitment project within, linked to the Town House Strategy. | **A** |
| 11 | Improve the data collection and availability of data on recruitment and selection. | Ensure that new Unified data system fully records data. | Current data collection not providing clear and accurate data. | 1) Unified system to launch in Aug-17.<br>2) Recruitment and selection procedure updated with new process from Unified | Aug-17 | Oct-17 | Unified team, Employee Relations & Policy Manager, HR Consultant | HR Director | Unified Benefits plans to report on success of Unified project and data more accurately recorded for recruitment. | Unified records this data. This is in the scope of the Recruitment Working Group | **G** |
| | | | | **Induction** | | | | | | | |
| 12 | Increase the uptake of new staff attending Welcome to Kingston induction. | Conduct a new starter's focus group to find out perception of the induction process and what can be improved. | Currently only 33% of new academic staff attend Welcome to Kingston induction. It has been noted that for 16/17 there has been an increase in attendance and events are now held bi-monthly. | Survey conducted of new starters to determine reasons for not attending induction and plan put in place to address this in order to increase the uptake by Oct-17. | Oct-17 | Oct-20 | OD consultants. | Head of Talent | 50% of new starters to have attended Welcome to Kingston induction event. | As at February 2022 43% of new starters have attended a central induction since 2017 – this work is ongoing and continues to improve.<br><br>All new starters are invited to attend a Welcome to Kingston event.<br><br>From the AS 2022 survey, of staff who have joined in the past 5 years 84 out of 151 (61%) say they had attended the university induction. A project was started to look at online induction and is being delivered as part of the L&D workstream during 2023. | **A** |
| 13 | | Collect more fine grained details about the commitment to induction at School level to identify if there are particular gaps in the provision that need to be filled. | | Information about local induction practice is collected and used to inform ongoing improvements to the University induction process. | Oct-17 | Ongoing | OD consultants | Head of Talent | 80% of staff report having a local level induction. | From the AS 2022 survey, of staff who have joined in the past 5 years 108 out of 176 (56%) say they had attended a local induction.<br>However, 137 out of 166 (82.5%) say they had a line manager induction, which is also local. . A project was started to look at online inducton and is being delivered as part of the L&D workstream during 2023. HR BP's will be supporting local induction from 2023 onwards. | **A** |

| | Objective | Action | Rationale | Key Outputs and milestones | Start date | Finish date | Person responsible | Accountability | Success criteria and outcome | Progress updates | |
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| 14 | | Hold half of "Welcome to Kingston" events on Wednesday afternoons. | Wednesday afternoons are typically teaching free so may increase attendance at induction. | Starting in the new academic year. | Sep-17 | Ongoing | Learning and development Advisor | Head of Talent | 50% of "Welcome to Kingston" induction events will be held on Wednesday afternoon. | Due to the pandemic these events have been moved to online and have been held on a variety of days to meet the demands of new staff. .  A project was started to look at online induction and is being delivered as part of the L&D workstream during 2023. In addition a shorter breakfast panel event will be piloted | A |
| 15 | Assign a buddy to all new staff. | Assign a buddy to all new staff, who will guide the new starter for the first year at Kingston. | Current local level practices suggest that this is useful and should be formalised for all staff. | 1) Build into induction checklist for new starters. 2) Include question in AS survey. | Sep-17 | Ongoing | HoS (Academic), Line manager (G&P staff) | Deans and Director | 100% of new staff are assigned a buddy - reported through the staff survey. | Unsure on current progress/data. This is listed in faculty EDI committee action plans. | A |
| | | | | **Promotions** | | | | | | | |
| 16 | Improve the clarity of communications around the promotions process for AP&P. | Rerun AP&P promotions workshops to explain the processes and to support staff in applying for awards. | Staff survey indicates staff are not clear on promotions processes (currently 64%). | 1) SEC will rerun AP&P workshops 2)Training for critical friends will be updated. 3) AP&P data will be reviewed for PT staff progression and review and analyse the data for progression to SL. | Jun-17 | Ongoing | SEC HR Business Partner, Senior EDI Adviser | Dean, HR Director | Improvement in results of AS survey relating to understanding of promotions criteria to 80%. | New streamlined promotions process was brought in in AY 21/22. This has included a total review of communications and support i.e application support workshops. | G |
| 17 | Address the gender imbalance in the professorial promotions process. | Investigate to see if the new AP&P framework can be applied to support professorial appointments. | Data suggests women are less likely at all stages of PAC to be successful. | 1) Map AP&P process to professorial applications – Sept-17. 2) Run focus groups of staff that have been through the professorial promotions process (successful and unsuccessful) to inform new process and to understand the barriers for those working PT. 3) Implement new process. 4) Evaluate programme Sept-19. | Sep-17 | Jul-20 | Head of HR Business Partnering | Chair of PAC | 1) The success rate for women applying for professor increases to 50%. 2) The number of women professors' increases to 30%. 3) The proportion of women at Exec and SS grade increases to 40%. | Nov 2021  1) AP round 2020 = 57% success rate Prof round 2020 = tbc 2) Female Profs 2021 = 32% 3) Women at Exec/SS Grade = 55% Need to compare the promotion application % and the success rate %  for M and F to see if it is equal. | G |
| 18 | | Support all staff for professorial promotions, offering 1:1 mentorship with previously successful candidates. | | All staff applying for promotion have a mentor and all current professors are briefed on the process by Feb-18. Evaluate each year. | Sept-17 Next PAC round | Ongoing | PAC | Chair of PAC | 100% of professorial candidates are allocated a mentor. | This objective was not achieved within the original timeframe. A new promotions process introduced in AY 21/22 has increased support and guidance. It has been reviewed to make the process clearer and more supported. | G |
| 19 | | DVC Research to ensure all internal staff members of the PAC and Faculty PACs take UB training. | | Bespoke UB training held in Oct-17 for KU staff. | May-17 | Oct-17 | Chair of PAC (DVC Research) | SMT | 100% PAC to take UB training and professorial panel is diverse and includes members with expertise from all domains. | Panel training and composition is being implemented for the new process.  Historic data is unreliable  Update pending later in the year. | A |
| 20 | | Collect and analyse faculty PAC data, to understand who is being put forward to the institutional committee and if there is a gender imbalance here. | Current lack of data at faculty level, will help to determine if there is bias in the faculty process which may affect the staff being put forward to the University PAC. | Data available by Jul-17 and review completed by September. Recommendations implemented before next round of professorial applications begins (Autumn-17). | May-17 | Sep-17 | Senior EDI Adviser, VCASD to provide data | EDI Director | Data on faculty PAC available and analysed, with recommendations made to PAC on the outcome. | Data is available and is used to inform developments and revisions to the programme. This will be better embedded from 2022 onwards under the new system | G |

| | Objective | Action | Rationale | Key Outputs and milestones | Start date | Finish date | Person responsible | Accountability | Success criteria and outcome | Progress updates | |
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| | | | | **REF** | | | | | | | |
| 21 | Increase number of women staff being submitted to REF 2021. Increase support for ECRs to increase the proportion that are eligible to submit to REF 2021. | Embed AS principles into the TOR of new REF steering group. | Need to ensure that equality is considered when decisions regarding REF are made. | 1) AS and EDI included in TOR when steering group is created. 2) Steering group to take UB training. | Jun-17 | REF 2021 | Deans | Deputy VC (Research) | Equal proportions of men and women submitted to the REF 2021. | Of staff eligible for the REF 2021, 49% were women and 51% were men | **G** |
| 22 | | Create a tailored package of support for ECRs (details in actions below) to increase the proportion of eligible for REF 2021 ECRs. | As part of our commitment to supporting researchers and the HR Badge of Excellence in Research an ECR network was established. | Review progress and actions after the announcement of the Stern review. | Feb-16 | Jul-20 | Research Innovation Support Office (Research Development manager) | Deputy VC (Research) | 90% of staff designated as ECRs for REF2021 to be eligible to be submitted to REF. | Current move away from targets to environment.<br><br>Compared to the EIA for REF 2014, the likelihood of being submitted in age ranges from 31-65+ has doubled from an average of 18% in 2014 to around 45%. The likelihood of being submitted in the 21-30 age range has increased slightly from 17% to 19% since 2014. | **A** |
| 23 | | Continue to run the successful ECR network maintaining the attendance at around 20, which was launched in Feb-16 and meets bi-monthly. v | | At least 15 ECRs attend each meeting, which continues to meet bi-monthly. Review in Jul-17. | Feb-16 | Jul-20 | Research Innovation Support Office (Research Development manager) | Deputy VC (Research) | Network meets bi-monthly with at least 15 attendees. | Activity is BAU | **G** |
| 24 | | Continue to run the ECR mentoring scheme and increase the number of mentees by 10% each year (First year figures 20 mentees). | | Review scheme in Jun-17 and launch second year of mentoring. | May-16 | Jul-20 | Research Innovation Support Office (Research Development manager) | Deputy VC (Research) | ECR mentoring scheme continue to run, with 50% uptake of ECRs and increasing by 10% each year. | Moved away from a centrally administered ECR mentoring scheme to be devolved down to Faculties | **A** |
| 25 | | Monitor use and uptake and success of the First Grants Funding scheme and continue to provide the funding. | | In 15/16 9 awards were made (66% F) In 16/17 7 awards were made (71% F). | Sep-15 | Review Aug 17 | Research Innovation Support Office (Research Development manager) | Deputy VC (Research) | Continue to fund First grants scheme. | Action was completed for lifetime of this AS AP.<br><br>First Grant Scheme has run for three years now with a total of 23 grants being funded.<br>2015/16 – 6F, 3M -£62,291<br>2016/17 – 5F, 2M –£47,353<br>2017/18 – 2F, 5M - £48,538<br>Overall, 13F, 10M (57% F) | **G** |
| | | | | **Training** | | | | | | | |
| 26 | Review the uptake of training opportunities. | Further review the data of training uptake by ethnicity. | Training only currently analysed by gender, need to understand the uptake of training and the intersection of gender with ethnicity. | Data analysed by ethnicity and used to inform OD on the uptake of training. | Sep-17 | Dec-17 | Head of OD | SMT | Data on training by ethnicity used to inform OD on training needs of staff. | Local training needs analysis is conducted with considerations of demographics | **G** |
| 27 | | Create a follow-up survey for staff participating in training to ascertain the effectiveness of the training available. | Need to start measuring the impact of training, to inform the training programme. | Survey Monkey questionnaires sent to delegates 1 month and 3 months after training course. Piloting from Jun-17 with Management Essentials programme, Manager as Coach workshop and Developing Personal | Jun-17 | Ongoing | Head of OD | SMT | 50% return rate on questionnaires. Data informs core training programme in terms of which courses and training providers to review and use. Also, use data to determine if further training is required. | While some surveys are sent out there is no consistent process for this, and data is not collected. A new LMS is planned for 2022 which will seek to address this.<br><br>A LMS was put on hold, and L&D for 2022/23 is focused on piloting new courses whilst the L&D project runs and potential new outcomes will focus on developing a coaching culture and other interventions. A SLG learning needs analysis is being proposed for2023. | **A** |

| | Objective | Action | Rationale | Key Outputs and milestones | Start date | Finish date | Person responsible | Accountability | Success criteria and outcome | Progress updates | |
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| | | | | Resilience workshop. | | | | | | | |
| | | | | **Appraisal** | | | | | | | |
| 28 | Increase the uptake of appraisal (currently 50%) and reports of the effectiveness of the appraisal. . | Develop and implement a clearer appraisal process. | Training uptake for academic staff is low, this may be due to local level training which is not currently recorded. AS Survey suggest that 56% staff feel appraisal supports development. | 1) Next AS survey is run in Jun-18 and Jun-20 and incudes further questions on effectiveness of appraisal. 2) Unified system launch in Aug-17 and appraisal process is reviewed and updated – Jan-18. | Aug-17 | Jun-20 | HR Business Partners, Line Managers | Chief Operating Officer, Deans (SMT) | 1) An increase in positive response rates for the appraisal process supporting development to 65% at next survey (June -18) and to 75% by June 2020. 2) 85% of staff have had an appraisal (June -20). | Jan 2022  1) Only 30% of staff found the appraisal process useful in the 2021 Staff Survey.  2) From the 2021 staff survey 65% of respondents had had an appraisal in the last 12 months. | **A** |
| | | | | **Career Development (Leadership Programmes and Mentoring)** | | | | | | | |
| 29 | Demonstrate commitment to supporting staff leadership programmes and clear evaluation of impact is required. | Secure funding for Aurora and BME staff leadership programme. Expand BME managers programme to include Aurora managers. | So far 19 staff have been through the BME staff leadership programme, and 12 women on Aurora and KU need to continue this commitment. | 1) Continued funding secured for the programmes (Jul-17) 2) BME leadership programme manager Action learning sets include Aurora managers (Feb-18) | Jun-17 | Ongoing - funding review is annual | AS and Race Equality Charter Chairs | Chair of EDI Committee | 5 university funded Aurora places and 10 BME staff leadership programmes to be offered each year. | OD agreed funding in 2022 for: 2 x StellarHE participants 4 x Aurora participants 4 x Diversifying Leadership participants  This is in addition to local funding routes, where some faculties also fund staff.  Funding as above has also been secured for 2023. | **G** |
| 30 | | Evaluate the impact on staff of Aurora and BME leadership programmes every 2 years, through EIA and staff consultation. | The impact of the programme has not yet been monitored. We would like to explore if going on the programme leads to promotion/progression. | 1) BME leadership programme review conducted in Jul-16 and Jul-17. 2) Previous three years of Aurora to be reviewed Jul-17. | Jul-17 | Sep-17 | Senior EDI Adviser | EDI Director | Impact of programmes is identified and used to secure ongoing funding. | November 2022 An impact report has been completed and funding has been secured for these programmes for 2023.  Feb 2022  Impact report is planned for Spring/Summer 2022 on Aurora, Diversifying Leadership & StellarHE  Nov 2021  No internal impact studies have been conducted | **G** |
| 31 | | Evaluate the impact and review the Beyond Barriers mentoring programme - how it has positively affected staff career progression and development-through data analysis and survey results. | The impact of the programme has not yet been monitored. We would like to explore if going on the programme leads to promotion/progression. | A final evaluation takes place at the end of the scheme where participants rate their experiences of the programme this will be used to inform the ongoing impact of the programme. | Nov-17 | May-18 | Beyond Barriers Officers (EDI Unit) | EDI Director | 1) Increase the number of staff mentees on the female scheme in the 2017-18 academic year by 20%. 2) Increase the number of male mentors by 25% each year. 2) Impact of the scheme is identified and fed into development of the scheme. | In 2021 a new Kingston Mentoring Scheme was launched and an evaluation report went to SLT in Nov/Dec 21.  In its pilot cohort: 61% Mentors were women 39% Mentors were men  69% Mentees were women 31% Mentees were men | **G** |
| | | | | **Caring responsibilities and long term leave (Maternity, paternity, etc)** | | | | | | | |
| 32 | Identify and reduce the barriers to those returning from maternity leave (or long term sickness). | Hold focus groups to explore any barriers to return to work and use the knowledge to improve the return to work checklist to align it with the specific needs of those returning from leave. | Return to work checklist currently in place, but is generic and needs improving. | 1) Conduct a focus group of staff that have recently returned from long term leave (maternity or sickness) and post/email survey to those who did not return to identify barriers for returning. 2) New checklist in place 3) Ensure that all line managers report completion of the | Aug-17 | Jan-18 | Senior EDI Adviser and HR Consultant (Strategy and Planning) | HR Director, EDI Director. | 1) Barriers for returning are identified and plan put in place to address them 2) Maternity return rate remains constant or improves (current average 80% over 4 years on average. 3) Central fund for covering roles of those taking maternity leave is provided. | 1) This is an ongoing piece of work and now part of the BAU for maternity leave 2) Maternity return rates have averaged at 84%. | **G** |

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| | | | | checklist and any additional support required.<br>4) Use of KIT days will be monitored. | | | | | | | |
| 33 | | Implement a central university fund for covering roles of all those taking maternity leave. | Currently cover for maternity leave is ad hoc and based on local level funding. | Sept-18 a financial case is provided for the cost implications of a central fund. | Jul-18 | Sep-19 | Chair of SAT | HR Director, Finance Director, EDI Director. | | Nov 2021<br><br>There is no central fund for maternity. Local cover is in place. | **R** |
| 34 | Increase the number of eligible staff taking paternity leave. | Raise awareness about paternity leave through better coverage at staff inductions, training of line managers on the policy, and awareness activities. | Currently there are low numbers of staff taking paternity and shared parental leave. | OD to include information on maternity, adoption, paternity and shared parental leave at induction and at line managers training. | May-17 | Sep-19 | Head of OD | HR Director | 25% increase in the number of staff taking paternity leave | 2021 paternity leavers show a 150% increase in paternity leave takers compared to 2017 | **G** |
| 35 | Provide support for staff with caring responsibilities for attending career development opportunities (e.g. conferences or training). | Monitor who applies for the SEC caring fund and lobby University to roll out across the University. | Funding can be a barrier for attending career development opportunities. SEC Caring fund of £5,000 which has been in place since Jul-16. | 1) Continuation of SEC caring fund Jul-17<br>2) Evaluate SEC caring fund use and benefits Jul-17. Depending on impact analysis recommend a roll out across KU. | Jul-16 | Jul-18 | Vice-Dean SEC | Vice-Dean SEC | 1) EIA and evaluation conducted of SEC fund.<br>2) Depending on results of analysis recommend rolling out across KU. | This has not been actioned across the university. No plans in place to do so. | **R** |
| 36 | Implement a foster care policy. | Implement a policy to reflect the needs of staff going through the process of applying to be foster carers. | Currently not supporting our staff in becoming foster carers. | 1) Draft approved at EDI committee in Jun-17.<br>2) Survey to include more specific questions about staff caring needs<br>3) Use the launch of the foster care policy to highlight family friendly policies and link into the AS communications roadshow. | May-17 | Jun-17 | Senior EDI Adviser and HR Consultant (Strategy and Planning) | HR Director, EDI Director. | Foster care included in family leave policies. | Policy now covers all "dependents" which includes Foster Care. | **G** |
| | | | | Flexible working | | | | | | | |
| 37 | Review and improve the current flexible and SMART working provision for our staff. | Review of the flexible and SMART working policy to be conducted by the EDI Committee. | Currently have a clear policy in place however there are low numbers of formal flexible working. | 1) Collect local data on how faculties and directorates implement HR procedures for flexible working arrangements.<br>2) Establish a reporting and monitoring mechanism for flexible working requests.<br>3) Draft of policy approved by EDI committee Feb-18 and then on to SMT<br>4) Make visible the flexible working policies Jul-18<br>5) training of line managers updated to include new policy information Jul-19. | Oct-17 | Jul-19 | Director of EDI Director of HR | Chair of EDI committee (SMT) | Review conducted and recommendations on how to embed SMART working are implemented. | New policies for flexible/agile working have been produced in light of the pandemic. | **A** |

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| | | | | | | | | | **HR policy and Harassment** | | |
| 38 | Improve clarity of HR policy and procedures. | Create and implement a robust structure/process for monitoring, reviewing and updating HR policies. | Staff survey results suggest that staff are not clear on policies and processes. | 1) Website and policies have been reworked to be clearer and positive feedback so far. 2) Policies are going to be reviewed twice per year - April and November. 3) AS survey to include question on HR policies. | Apr-17 | Dec-18 | Employee Relations & Policy Manager | HR Director | Policies are updates and reviewed regularly (two times per year - April and November). AS Survey results report staff understand the HR policies and where to access them. | Policies are reviewed every 2 years | **G** |
| 39 | | Embed training on key policies within existing staff training, for example; introduction to management. | | | Apr-17 | Review in Apr and Nov | | | Introduction to management includes training on relevant updated policy and process. | Policies are covered as part of managerial training | **G** |
| 40 | Review the effectiveness of the current Harassment Contact Scheme. | Review and implement improvements on the Harassment Contact Scheme and include active bystander techniques in Equality Essentials and Unconscious Bias workshops | Scheme has been in place for several years and a review of its use and effectiveness is timely. | 1) A new up to date Harassment Contact Scheme is in place, and will be reviewed annually. 2) EE and UB training includes active bystander techniques. | Sep-17 | Jan-18 | EDI Adviser | EDI Director | A new Harassment Contact Scheme is in place, which is being used effectively. | Harassment Contact Scheme is in place and is being used. A review of current policies and procures on B&H is currently underway New Report and Support Tool rolled out in December 2022. | **G** |
| | | | | | | | | | **Committees** | | |
| 41 | Improve the gender balance across all committees to reflect the gender balance of the university. | Proactively ensure that membership of committees is better gender balanced. Explore ways for roles to be shadowed. | A number of committees have a predominance of one gender: education (76% women), health and safety (30% women), EDI (67% women), honorary awards (33% women), quality assurance (68% women). | 1) Review of committee membership at end of this academic year (16/17), in line with new committee structure Jul-17 2)Approach chair to implement changes - Where membership is not determined by role ensure targeted nominations to ensure gender balance, for example in co-opted members. 3) Update StaffSpace to improve transparency of committees, highlight who is on each committee. | Jul-17 | Jul-20 | Chairs of committees | Chair of SAT | Gender balance of highlighted committees will be 50% female. | All committees' aggregated gender balance is:  F   M **2017** \| 50  50 **2018** \| 49  51 **2019** \| 50  50 **2020** \| 47  53 **2021** \| 64  36 | **G** |

| | Objective | Action | Rationale | Key Outputs and milestones | Start date | Finish date | Person responsible | Accountability | Success criteria and outcome | Progress updates | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | **Workload** | | | | | | | |
| 42 | Increase the staff satisfaction in relation to workload. | Investigate the reasons why staff report not being able to complete their work within reasonable hours | Staff Engagement survey results showed only 46% felt they can meet work requirements within reasonable working hours. | 1) Conduct focus groups of staff to determine reasons for high workload – Jan-18 2) Provide HR results of investigation to inform policy Mar-18 3) HR to embed managing staff workload into relevant training Jun-18. 4) Staff engagement survey run and results analysed – Mar 2019 | Jan-18 | Spring - 19 | Senior EDI Adviser | EDI Director, HR director | 60% of staff report positively at next staff survey – Oct 2018, results Spring-19. | The AS Staff Survey has been run in April 2022 Workload still identified as an issue. A working group will commence in 2023 to review workload. | **A** |
| | | | | **Roles models** | | | | | | | |
| 43 | Ensure gender representation is considered for all events. | School SATs record gender information on roles models and events. | Currently data not collected. | 1) School SATs reports annually to University SAT on gender balance of event Jul -18 and annually | Jul-17 | Jul-21 | Chair of School SAT | Chair of University SAT | Schools able to report data annually and use data to inform AS submission. | Demographic data is collected for events | **G** |
| | | | | **Supporting trans staff** | | | | | | | |
| 44 | Implement Trans And Gender Non-Conforming Guidance. | Develop and implement Trans And Gender Non-Conforming Guidance and monitor the effectiveness of its use. | No current guidance available on supporting trans staff within the university. | 1) Jun-18 EDI committee to approve draft. 2) A question on staff awareness of the guidance will be included in the next AS Survey. | Jul-17 | Aug-18 | EDI Project Manager, EDI Senior Adviser | EDI Director | Guidance has been implemented and staff are aware of the processes and recommendations for supporting trans people. | November 2022 PSED year two action to implement trans and gender non-confirming guidance Nov 2021 Gender Identity Working Group established to produce a new institutional policy and supporting guidance to go live by 22/23. | **A** |

## 2. Key priorities for future action

The future action plan is planned under four themes.

Theme 1: Gender representation

A priority action:

- **The professional technical operational (PTO) gender balance split**

Overall staff at KU, as seen in appendix 2, are 58% female and 42% male, which has remained stable since our last application. The University recognises that there are more than two sex/gender categories but this is not captured in our data and only male/female are reported. All genders are supported within the University, including trans, non-binary, intersex and other, and all actions are relevant to all genders. There are currently limitations in our reporting system, which the University is aware of and will be reinforced through the HESA data requirement changes in 2023.

Academic staff comprise of 52% female and 48% male (20/21). As can be seen in appendix 2 applicants were 44% female for academics (20/21 figures). However, female academics are more likely to be shortlisted and appointed (51.5% and 14.7%) compared to males (48.5% and 9.9%). This bias in academic recruitment will be investigated and addressed.

The biggest gender discrepancy is seen in PTO staff where 65% are female and 35% are male. These percentages are echoed in PTO departments where 65% of heads are currently female; these are mainly from professional support services. At Faculty level, 81% of Technicians are men who are usually grade 6 and above and 73% of grades 1–5 are women who are mainly working in professional services.

Fewer males apply for PTO roles (31.6% 20/21) but there is little difference in shortlisting (14.8% M/16.6% F) and appointment rates (4.2% M/4.2% F) by gender. Reviewing recruitment processes, a recruitment task and finish group was set up in November 2021 to explore all aspects of the recruitment process. This group is now embedded as part of the People Plan and is tasked with improving differential outcomes and candidate experiences. Early outputs from this group include a new equality statement in all job adverts, anonymous shortlisting functionality and new guidance to clarify and improve our current policies, processes, and expectations.

A large redesign of Kingston's student services to Student Hubs, seeks to provide more consistent service, and better tailored training and resourcing to support student experience. The project will align the Student Information and Student Wellbeing Centres to support inclusivity by increasing access points. The equality impact statement shows there are 331 female and 114 male colleagues affected (nine unknowns). Student Hubs is an active example of the University seeking to address gender imbalances i.e., the

underrepresentation of male professional support staff, by internal vacancies being advertised with positive action criteria with increased opportunities for promotions, career development and advancement.

As part of the Public Sector Equality Duty (PSED) the University publishes its full workforce profile annually. For 2022, the SAT have encouraged HR to ensure the new HR system has accurate data, there has been a significant reduction in the number of staff missing EDI data and an improving trend in declaring sexual orientation. We continue to be proactive in fostering a Trans+ working and learning environment. Outlining this commitment is the Gender Identity and Expression Policy (GIEP) working group, set up in June 2021 including membership from students and staff roles across the University, departments, and communities. The group created policy and guidance to ensure a safe and inclusive environment for Kingston's Trans+ staff and students, through best practice analysis and community engagement. Although membership was sought from Trans+ students and staff, there were limited numbers with 'lived experiences' joining the working group. However, focus groups run by the GIEP working group, received 52 staff and student responses, where 49 identified as Trans+. In 2022-2023 we are in year 2 of PSED monitoring. Year 2 actions include the implementation of a new 'gender identify and expression policy' to support trans+ students and staff. Our Gender Equality Plan, to meet our Horizon Europe Plan requirements, includes our Athena Swan and wider gender commitments.

Our dashboards continue to improve data retrieval by gender, ethnicity and other protected characteristics such as disability. As is reflected in many of our reports and commitments intersectional data and narrative is included, for example our annual Gender, Ethnicity and Disability Pay Gap report.

Theme 2: Staff development

A priority action:

- **appraisal uptake to support all areas of development including training opportunities and promotion support**

The AS survey showed males were 20% less likely to receive an appraisal. From the all-staff survey results, only 30% agreed/strongly agreed that the appraisal process is useful, with results similar by gender (28% F/32% M). On the Athena Swan survey responses, there were 92/273 (23.8%) who had not received an appraisal in the previous year. No statistical differences were seen by any demographic on culture questions 21 and 24 '*line managers supporting career development*'; and '*receiving useful feedback*', although a score of 2.99 out of 5 for question 24 indicates there is room for more feedback to be given across all genders. New guidance was issued in November 2022, with clearer objectives and appraisal is a key project under the People Plan. An extensive raft of support is newly available for both the appraiser and appraisee, including courses on managing appraisals, appraisal awareness, coaching skills, goal setting, giving and receiving feedback and following up on appraisals. Appraisal remains a priority focus for future action, including

recognition of EDI work contributions, and better uptake and reporting, to also support promotion and uptake of training opportunities.

In the all-staff survey 44% agreed/strongly agreed that they have the right opportunities to learn and grow at work. However, only 34% agreed/strongly agreed that their '*career aspirations are being met at the university*'. From the Athena Swan survey question 8 was one of only 2 questions with a statistically significant gender difference in response, with males more likely to agree that '*progression is not affected by gender.*'

For academics there is a promotion round annually, for promotion to Associate Professor and Professor. As seen in appendix 2, in July 2022, 10/27 (37%) females were successful with 5/15 males successful (33.3%) showing comparative success rates. There are currently limited progression opportunities for PTO staff and they must wait to apply for a vacant post. To support internal progression, especially with PTO staff, the People Plan sets out that all grade 5-7 permanent and all grade 6-7 fixed term roles are to be advertised internally only in the first instance for a minimum period of 10 calendar days.

In September 2022, a Learning and Teaching Equality, Diversity and Inclusion toolkit was launched to academic staff to support training in their understanding of EDI topics, including initiatives around inclusive curriculum. Unconscious Bias and Equality Essentials are mandatory training modules for all staff, and managing diverse teams is a recommended training session. Tailored EDI training is now publicised on the staff intranet, including harnessing diversity (attended so far by 56 female and 20 males) and let's talk LQBGT+ (attendance 30 females and 2 males). Looking at overall training figures a total of 1490 females (62%) and 914(38%) males have completed one or more training courses in the past 3 years, which is close to their representation in the university population.

Continued support of the leadership pipeline through leadership programmes, e.g. Aurora, will be supported, and a second equality impact assessment will be produced. Emphasis on supporting candidates who are not successful through mentoring will also be reviewed.

Theme 3: Wellbeing of staff

During the pandemic, the University put a lot of measures in place including more flexible working and a Staff Wellbeing Hub including talks, activities, exercises and employee assistance. The Athena Swan survey question 11 for '*action taken to mitigate the adverse gendered impact of the covid-19 pandemic*', scored 2.93 out of 5 overall, which is lower than hoped for. Returning from caring leave will be an area of focus to identify any gendered impact of leave and how this contributes to progression issues.

From the all-staff survey 58% were positive that they can '*generally cope with their workload*', which is above the Higher Education Institution (HEI) external benchmark of 53%, similar by gender (58%F/60%M). However, there were differences by role with academics less likely to agree/strongly agree (academic 50%F/55%M versus PTO 58%F/70%M). From the Athena Swan survey question 13, there is limited gender difference for

'*workloads are allocated fairly*.' Early 2023 has seen the commencement of a working group to review workload models, and the pressures facing staff, particularly considering increasing student numbers. The membership has representation from faculties and directorates. The SAT will work closely with the Town House workstreams to monitor progress to support all genders and roles.

The Athena Swan survey did however show that mental health and/or wellbeing are supported with questions 26, 27 and 28 showing positive scores for '*feeling supported*' (3.33/5), '*knowing where to seek support*' (3.72/5) and '*confidence*' (3.23/5) to use it. Females were more positive on these questions in general. The use and implementation of report and support will be monitored for any gendered impact, and staff satisfaction with bullying and its management will also be monitored with continued emphasis on upskilling staff on gender issues and encouraging inclusive language to ensure all genders feel included and valued.

Theme 4: Athena Swan focus

A priority action:

- **Continual review of the identified actions will support ongoing recognition of our gender equality journey.**

Whilst intersectionality is a key concept, KU has worked hard to bring this practically to life. Our staff networks support initiatives and collaborate to achieve desired outcomes. The Athena Swan and REC SAT teams work closely, to ensure learnings are shared, and that actions from each SAT, although targeted, are also intersectional to enhance inclusivity.

Whilst all academic faculties hold at least one Athena Swan award, there are currently that no Directorates that have commenced Athena Swan activity. Challenges of representation are echoed in SAT membership across the University with only two members of a SAT identifying as non-binary in departmental submissions. As the directorates compose about 50% of staff and many student facing areas, Athena Swan awards will be piloted in one directorate, and then rolled out to increase awareness of gender equality. Continued working across the institutional will be integral to the success of our actions. The group of AS chairs from across the institution will continue to meet every 6 months. Updates on actions will be monitored every three months at the EDI committee. People responsible for actions will have regular communication to identify any successes or challenges to ensure a correct narrative.

**(1755 words).**

## Section 3: Future action plan

**Table 6: Future action plan (excluded from word count)**

| Action | Objective | Rationale | Action | Key Outputs and milestones | Success criteria and outcome | Start date | Finish date | Person responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | **Theme: Gender representation** | | | | |
| **1a – Priority action** | **Address imbalances in gender representation of PTO staff and increase male representation.** | **65% are female and 35% are male overall for PTO staff (20/21 figures).** | **Use positive action criteria to increase male recruitment.** | **More male applicants and more male successful appointments. Impact assessment reviewed at EDI committee every three months.** | **Increase % of male colleagues from 35% to 40% by December 25, to allow for turnover** | **January-23** | **December -28** | **Recruiting managers** |
| **1b** | | **19% of technicians are female (20/21 figures).** | **Advertise vacancies in female engineering magazines.** | **More female applicants and more female successful appointments. Impact assessment reviewed at EDI committee every three months.** | **Increase % of female technicians from 19% to 25% by December 25, to allow for turnover, then set annual increase targets depending on current data** | **January-23** | **December -28** | **Recruiting managers** |
| 2 | Reduce bias in academic recruitment so that males and females equally likely to be appointed. | Female academics are more likely to be shortlisted and appointed (51.5% and 14.7%) compared to males (48.5% and 9.9%) | Monitor the impact of using anonymised recruitment on gender outcomes | Recruitment working group of the people plan monitor effectiveness of systems in place and put plans in place for any gender impact issues identified. | Reduce gender gap difference in shortlisting (currently 10%) to 7.5% by December 2024 Reduce gender gap difference in appointments (currently 11%) to 7.5% by December 2024 | January-23 | December -24 | Recruiting managers |
| 3 | Improve data gathering on Unified of reported sexual orientation characteristics. | Currently there are many unknowns or 'prefer not to say' when reviewing staff sexual orientation data and gender impacts on caring responsibilities on PSED document. Only binary sex is currently reported for gender. Because reflection/impact on non-binary groups is not currently included in many policies. | Staff awareness campaign to update personal information to ensure all characteristics are captured. | Systems to be updated in summer 2023 to allow easier and more accurate reporting. | Improve disclosure rates on sexual orientation from 73% to 80% by June 2024 Increase to 85% by June 2025 Monitor completion annually | March - 23 | December -28 | HR Director |
| 4 | Proportion of women with Significant Responsibility for Research to mirror gender balance of academic staff. | Need to ensure that equality is considered as part of decisions around SRR to ensure women are equally represented on research activities. | Support female researchers through schemes such as return to research on return from maternity leave Monitor data not only on take-up for training but also external research bidding and success rates, PhD supervisions and completions. | Female staff attend internal and external training opportunities. Increase in female returns on annual monitoring of research data. | Increase percentage of eligible females being submitted to REF 2025 from 39% to 44% | Started | REF 2025 | Deans |
| 5 | Ensure all students and staff feel included and welcome at KU. | Guidance is required to support trans+ students and staff. | Implement the Trans and Gender Non-Conforming Guidance implementation. | Guidance implemented and publicised. | PSED year 2 action completion and publication by June 2024 | Started | December-23 | Head of student wellbeing and inclusion |
| 6 | Images around campus to represent the diversity of KU students and staff, including gender. | Imaging has not been reviewed for several years, and the NEC have noted that not all members feel represented in what they see around the university. | Completion of an Imagery audit led by the Network or Equality champions (NEC). | Audit completed, to ensure diversity at its fullest is represented (not just visible differences) and a refresh of images is completed. | Audit completed by June 2023 Refresh of images in 10 locations by December 2023 Using diverse images on plasma screens that can be changed regularly Have an exhibition space for rolling campaigns. | Started | June-23 | Head of student wellbeing and inclusion |
| 7 | Increase male responses for staff surveys. | Current response rates from males are lower than females. | Survey awareness increased through multiple channels, and personal conversations. | Heads of schools and heads of departments discuss staff surveys in team meetings, and actively encourage participation, giving time to complete surveys during meetings, to increase participation | Increase male completion of the all-staff survey in 2023 from 37% to 42% Increase male completion of the Athena Swan survey 2024 from 25% to 35% | June-23 | December-24 | **Heads of Department/Heads of School** |

| | Objective | Rationale | Action | Key Outputs and milestones | Success criteria and outcome | Start date | Finish date | Person responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | **Theme: Staff development** | | | | |
| **8a – priority action** | **Increase uptake, quality and recording of appraisals.** | From eligible staff on the Athena Swan survey there were 92/273 (23.8%) who had not received an appraisal in the previous year.<br>As seen in the all-staff survey results, only 30% agree or strongly agree that the appraisal process is useful. Males are less likely to have undertaken an appraisal. | Roll out the new appraisal system including training sessions for appraisers and appraisees | Appraisal data | 1) An increase in positive response rates for the appraisal process being useful from 30% to 40% in next all-staff survey in 23<br>2) 85% of permanent staff have had an appraisal (December-23). | Started | September-24 | Line Managers |
| **8b** | | The new appraisal system needs to be understood correctly for a successful implementation | Upskill line managers on appraisal | Appraisal data. | 80% of appraisers have attended training within the past 3 years by January September 24 | Started | September-24 | Heads of School/Heads of Directorates |
| **8c** | | Continue to raise awareness of EDI issues and ensure all staff feel represented as well as supporting others from PSED | All staff will have EDI objectives within their appraisal | People plan<br>• Embed equality, diversity and inclusion within appraisal objective | Question to be added to next Athena Swan survey.<br>60% of staff to say they do have an EDI objective in 2024<br>80% of staff to say they do have an EDI objective in 2026. | Nov-22 | December-23 | Line managers |
| 9 | Increase male uptake of training opportunities. | A total of 1490 females and 914 males have completed one or more training courses in the past 3 years. | Ensure all staff receive developmental and mandatory training. | Training data captured on personal record for analysis by gender by December 2024. | 80% of male colleagues have completed mandatory training in 2023<br>85% of male colleagues have completed mandatory raining in 2024<br>Males have attended at least 1 training/development course in 2023<br>Males have attended at least 2 training/development courses in 2024 | Started | December-24 | Line managers Local AS SAT groups |
| 10 | Gather data on PTO progression within the organisation. | There are currently limited progression opportunities for PTO staff | Actively capture progression of PTO staff moving through grades or making sideways moves into new roles. | People plan delivery<br>Impact assessment reviewed at EDI committee every three months.<br>Local workforce planning meetings are happening and being documented. | Data available on dashboard. Improvement in results of AS survey relating to understanding of promotions criteria to 80% by September 2024. | January-23 | September -24 | Head of Shared Services |
| 11a | Demonstrate continued commitment to supporting staff leadership programmes and clear evaluation of impact is required. | So far 45 women have completed Aurora and KU need to continue this commitment. Funding currently secured for 2023. In addition, 18 staff have completed Stellar HE and 18 have completed Diversifying leadership | Secure funding for Aurora, Diversifying Leadership and Stellar HE leadership programmes. | Continued funding secured for the programmes. | 5 university funded Aurora places to be offered each year, along with 2 spaces on Stellar HE and 4 spaces on Diversifying Leadership | July-23 | Ongoing - funding review is annual | Institutional leadership programme lead |
| 11b | | The first EIA was completed in December 2022. Continued evaluation will track progression of staff. | Evaluate the impact on staff of Aurora leadership programme every 2 years, through EIA and staff consultation. | Complete EIA number 2 in 2024. | Impact of programmes is identified in December 2024 and then again in December 2026 and used to secure ongoing funding. | August-24 | December-24 | Institutional leadership programme lead |
| 11c | | There are more applicants than centrally funded placements available for the leadership programmes specified. | Ensure all applicants whether successful or not, and all colleagues who request support to be offered a mentor. | Complete EIA number 2 in 2024. Review outcomes of those who were not successful in their application and what support they received. | 100% of applicants to leadership development programmes receive a mentor. | July-23 | Ongoing - funding review is annual | Institutional leadership programme lead |

| | Objective | Rationale | Action | Key Outputs and milestones | Success criteria and outcome | Start date | Finish date | Person responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | **Theme: Wellbeing** | | | | |
| 12a | Ensure successful roll out of Report and Support system. | The KU all-staff 2021 survey showed that overall, 23% of staff have personally experienced bullying, harassment or abuse in the last 12 months at the university. Only 51% feel able to report bullying/harassment without worrying about the consequences. | Actively monitor and report on representation of gender in casework reporting, where not reported anonymously. | 1. Staff and students know about the system, and its use to report incidents to the university<br>2. Staff and students feel confident to report to the university | In all-staff survey 60% feel able to report bullying/harassment without worrying about the consequences by December 2024<br><br>Reports received through the new system to be investigated<br><br>Survey Question 23% down to <15% reporting bullying | Nov-22 | December-24 | Head of wellbeing and inclusion |
| 12b | | New system for reporting implemented in November 22. | Run training sessions on bullying and harassment reporting and support available. | 1. Hosted information sessions with key stakeholders including Harassment contacts<br>2. Continue to train front line staff<br>3. Completed initial awareness campaign | Run a session on Identities and Expressions – a closer look at bullying and harassment in higher education to present the Athena Swan Survey results and focus on Bullying and Harassment – Women, Men, LGBTQ+ and the Report and Support Scheme and how it can be used effectively by June 2023. Feedback forms received to support roll out of future sessions | Nov-22 | June-23 | Co-chairs of Institutional SAT |
| 13 | Increase female knowledge and opportunities around progression, reduce impact of career breaks. | From Athena Swan survey question '*progression is not affected by gender*' females score significantly lower than males. | Female leaders to be highlighted and events organised. | KU do not currently do job sharing or job splitting. | Increase female score Athena Swan survey question '*progression is not affected by gender*' from 3.11 to 3.25 with no statistical difference compared to male colleagues by Athena Swan survey 2024 Introduce job sharing and job splitting opportunities at KU where possible on all roles where can be applied | Nov-22 | June-23 | Co-chairs of Institutional SAT |
| 14 | Identify and reduce the barriers to those returning from any period of caring (e.g. maternity or paternity) or long-term sickness leave. | Return to work checklists are available but not always completed. Variable return experiences. | Hold discussion groups to explore any barriers to return to work, external to department/directorate to gather insight into experiences by gender. | 1) Conduct a focus group of staff that have recently returned from long term leave (any caring or sickness)<br>2) return to work checklist completion and reported and any additional support required.<br>3) Use of KIT days will be monitored. | Themes identified of barriers and enablers of return to work. Report shared with EDI committee 90% of returners have return to work conversations within a week of return KIT days are used for development opportunities | Ongoing | December -26 | EDI Committee |
| 15 | Upskill staff and students on current gender issues. | Gender equality is important, and more discussion about issues will support ongoing communications. | Deliver Athena Swan led events | Create a booklet on LGBTQ+ experiences in HE to include quotes from staff, students, Athena Swan members, definitions, and suggestions of inclusive language and discuss how we can be more inclusive at the university | Events delivered on a quarterly basis starting in February 2023 and quarterly after that point | Jan-23 | December-24 | Delegated SAT member |
| 16 | Investigate staff satisfaction in relation to workload. | Only 58% in the all-staff survey were positive that they can generally cope with their workload. | Creation of working group to review workload models across the university. | Joint working group set up in early 2023. EIA completed and actions identified to address any issues found. | Any gender discrepancies identified for further action by June 2023. Working group actions documented and reviewed every three months. | January-23 | December-23 | Head of reward |

| | Objective | Rationale | Action | Key Outputs and milestones | Success criteria and outcome | Start date | Finish date | Person responsible |
|---|---|---|---|---|---|---|---|---|
| | | | | **Theme: Athena Swan focus** | | | | |
| **17 – priority action** | **Monitor progress of actions on the Athena Swan action plan** | **Regular review of actions is required to ensure the Action plan is a live document and progress is being made.** | **Responsible individuals to report back on progress of their actions.** | **Action plan reviewed regularly by stakeholders at EDI/other committees Implementation group to ensure actions regularly reviewed.** | **Progress updates are added to action plan and commentary given. Progress marked as red, amber or green quarterly at implementation group starting June 2023 ongoing.** | **Jan-23** | **Jan-27** | **Co-Chairs of Institutional SAT** |

| | Objective | Rationale | Action | Key Outputs and milestones | Success criteria and outcome | Start date | Finish date | Person responsible |
|---|---|---|---|---|---|---|---|---|
| **Theme: Athena Swan focus** | | | | | | | |
| 18a | Embed Athena Swan principles across the University and ensure the membership of the SAT is representative of the University profiles. | Membership of SAT does not currently reflect the gender profile of the University. | Increase gender representation on SAT, across all demographics. | Membership updated annually. | 50% men by January 2024 Non-binary/trans representatives by June 2023 At least one representative from each Faculty by June 2023 | Started | January-27 | Co-Chairs of Institutional SAT |
| 18b | | Whilst most faculties hold at least one departmental award, these are due to renewal. Due to structural changes some new applications are also being considered. | Continued support for Departmental Athena Swan awards across the institution. | School of Engineering and the Environment – going for silver in March 2024 | Departmental silver awards achieved by 4 depts by May 2026 | Started | October-27 | Local SAT chairs |
| 18c | | | | School of Computer Science and Mathematics – going for silver in July 2023 | | Started | July-23 | |
| 18d | | | | KSA – going for silver in May 2026 | | Started | May-26 | |
| 18e | | | | School of Life Sciences, Pharmacy and Chemistry - going for silver renewal/gold in October 2027 | | Started | October-27 | |
| 18f | | | | School of nursing – going for Bronze June 2023 | Departmental bronze award renewals achieved by 2 depts by May 2026. | Jan-2023 | June-23 | |
| 18g | | | | FBSS – going for Faculty Submission - bronze submission in May 2026 | | Jan-2023 | May-26 | |
| 18h | | Currently there are no directorates holding an Athena Swan award. | Create a SAT in one directorate as a pilot. | Directorate for students engaged in Athena Swan process. Apply for Bronze award in January 2025 | Local SAT chair appointed and SAT in place. Bronze award submission successful. | Feb-2023 | May-2025 | Co-Chairs of Institutional SAT |
| 18i | | A chairs group of departmental chairs and the university co-chairs first met in October 2022. | Chairs of departmental awards to have regular meetings to review actions and progress across the university | Meeting every 6 months of co-chairs of Institutional SAT and departmental chairs | Transparency of progress of actions across the departments and university. | Feb-2023 | Ongoing | Co-Chairs of Institutional SAT |
| 19 | Monitor staff awareness of Athena Swan and progression of culture change. | In 2022 20% of staff competed the AS survey (down from 24% in 2018). In 2022 73% of completers were women, up from 70% in 2018. In 2022 56% of completers were PTO staff, down from 71% in 2018. | Run the Athena Swan survey every two years.<br><br>Increase participation in Athena Swan survey particularly males and academics | Next Athena Swan survey conducted in March-24. | 1) AS survey runs every 2 years, next in 2024 July 2024. 2) Increase participation from 20% to 30% of staff 3)increase male participation from 25% to 35%. 4)50% of staff participating are academics. By July 2024 | Jan-23 | September-24 | Co-Chairs of Institutional SAT |

**Appendix 1: Culture survey data**

**Redacted**

**Appendix 2: Data tables**

**Summary data -**
**Redacted**

**Appendix 3: Glossary**

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

BSS- Faculty of Business and Social Sciences

COO - Chief Operational Officer

ECE- Faculty of Engineering, Computing, and the Environment

EDI - Equality, Diversity and Inclusion

EIA – Equality impact assessment

HEI - Higher Education Institution

HESA - Higher Education Statistics Agency

HRLT - Human Resources Leadership Team

HSSCE - Faculty of Health Science, Social Care and Education

KSA - Kingston School of Art

KU - Kingston University

PSED - Public Sector Equality Duty

PTO - Professional, technical and operational

REC - Race Equality Charter

REF - Research Excellence Framework

SAT - Self-Assessment Team

SGUL - St George's University London

SLT - Senior Leadership team