Athena Swan Silver application form.[1]

Name of institution: University of Hertfordshire
Level of award application: Silver

Main contacts for the application:

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[1] Using Athena Swan Silver application form for Universities template, Advance HE

Applicant information

Name of university	University of Hertfordshire
Date of current application	31.5.2024/ *13.9.2024*
Level of previous award	Bronze
Date of previous award	2018
Contact name	Julia Ratcliffe
Contact email	j.ratcliffe@herts.ac.uk
Contact telephone	Redacted

Section	Words used
1. An overview of the university and its approach to gender equality	2,664 approx.
2a. An evaluation of the university's progress and success	2,303 approx.
3. An assessment of the university's gender equality context	3,388 approx.
+ Covid-19 allowance	500
4. Future action plan*	
Appendix 0: Previous action plan	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	**Total Word Count (excluding SAT Tables, Action Plans, Appendices, Action Points, and references)** 8,355 words

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

Important Notes:
- We were awarded an extension of 2 months, from the original submission date of March 2024. As part of this extension, it was agreed with Advance HE (via email on 20.12.2023) that we would include data tables spanning the 5-year period from the last application (2017/18 - 2021/22), and not be required to include 2022/23 data.
- We have included the 500-word Covid allowance to give a total of 8,500 words.

Dear Julia

Please accept our formal agreement to extend you Athena Swan award for the University of Hertfordshire to **31st May 2024.**

The award will remain valid until this submission date. You can apply before this date if you choose. Please note you will still need to complete the Intention to submit form here Athena Swan Members Network (UK) | Advance HE Connect (advance-he.ac.uk) at the appropriate time 2 months before your intended submission deadline.

Please also note that it has been agreed that this submission may use data from the years 2021 – 2022 but if any further extension is required and applied for then the following years data (2022 – 2023) will need to be submitted.

Thank you for your ongoing support and engagement with the Charter. We wish you the best with your continuing gender equality work and are keen to support you.

Please don't hesitate to get in touch with our Athena Swan team through Athena.Swan@advance-he.ac.uk if you have any queries.

Thank you and best wishes for Christmas and the New Year,

Regards,

Redacted

At Advance HE we work flexibly to support colleagues have a healthy work/life balance. I'm emailing you now as it works for me. I respect your working arrangements may be different so please respond when convenient for you.

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Contents

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

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

21st May 2024

Dear Advance HE Athena Swan Manager

University of Hertfordshire's Athena Silver Submission

I am delighted to endorse the University of Hertfordshire's Athena Swan silver submission. This is the result of sustained effort and collaborative endeavour across the whole university. The qualitative and quantitative data evidence the significant progress we have made institutionally in advancing gender equality since achieving a bronze award in 2015, renewed in 2018. Through this application, we signal our strong commitment to gender equality now and in the future. This commitment is evident from our Strategic Plan 2020-2025, with Athena Swan objectives embedded within the people strand, and gender and ethnicity at the core of strategic EDI objectives. One clear KPI is to increase the number of women at Academic Manager (AM) grades by 10% by 2025 (from 44.7% to 49.2%). By May 2023, senior women at AM had increased to 52% and a new aspirational target of 20% was set for 2025. In developing the new Strategic Plan 2025-2030, EDI is prioritised as a core element, and work on ambitious KPIs is underway.

Our values, which are deeply engrained in our institutional culture, manifest our intention to make the University a place where equality, diversity and inclusion is embedded throughout our work. In all that we do, we live our values to be Friendly, Ambitious, Collegiate, Enterprising and Student Focussed (FACES).

Our governance, policies and procedures ensure that equality, diversity and Inclusion and gender equality particularly, are led and championed by senior management, with that commitment cascaded through every academic school and professional area. The Chief Executives Group (CEG), chaired by me, steers the work of gender equality through the EDI Committee and Self-Assessment Team, which is chaired by the University's Secretary and Registrar. Members of CEG sponsor specific equality areas and champion staff networks, as part of their remit. Every academic school has an Equality, Diversity and Inclusion Team

(EDIT), chaired at senior level, with annual action plans operationalised and monitored throughout the year. I am delighted that the majority of academic schools hold their own Athena Swan awards, with commitments to progress in all areas. Our professional services incorporate EDI KPIs and gender targets in all their work, ensuring a holistic institutional commitment to advance gender equality.

Whilst acknowledging our strong institutional commitment to gender equality, we also recognise that we must redouble our efforts in specific areas to drive future progress. Whilst the national lockdown as a result of Covid, inevitably delayed the swift implementation of all actions from the 2018 bronze award action plan, we know we have areas on which we must focus. These include:

- Mandatory diverse recruitment panels and creation of a diverse pool of staff trained to challenge bias
- Recognising and addressing barriers to progression that disproportionately impact Black Asian Minority Ethnic Women
- Improving data monitoring to measure impact on gender equality to permit prompt action to address
- Further improving gender-based student experience, particularly females and transgender students
- Supporting professional promotion and progression routes

Our proposals to address the above priorities are evident through our action plan but we have already begun work in several areas. These include the recommendation by the Vice Chancellors Executive (VCE), approved by the Chief Executives Group (CEG) in January 2024, to remove bar progression for all professional staff.

Building on our 2018 action plan, as chair of the Chief Executives Group, I will personally ensure senior managers champion equality, diversity and inclusion, with Athena Swan principles embedded in every area of the university's work. I know there are continuing challenges for us, however, I am confident that together we will drive improvements for all.

Yours faithfully,

Professor Quintin McKellar CBE
Vice Chancellor

2. Description of the university and its context

Herts' is a leading post-92 HE Institution (Alliance Group) with practitioner-influenced research and teaching. Herts' vision is to transform lives by powering potential and providing opportunities to succeed. Our progressive *Strategic Plan 2020-25*, privileges EDI and People as central strands. Herts' senior leadership cascades EDI through 15 SBUs: 6 academic Schools and 9 professional units. Herts' portfolio includes PGT, PGR and UG programmes, with STEMM and AHSSBL disciplines ranging from engineering to law.

Chart 1: OVC Structure
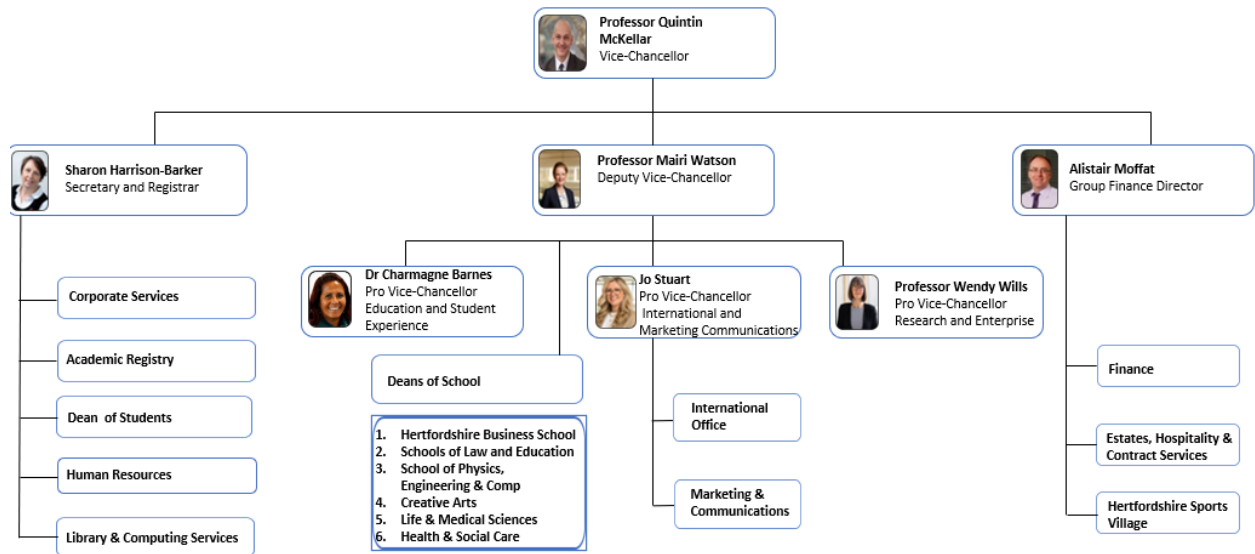
Chart 2: Schools and Departmental structure
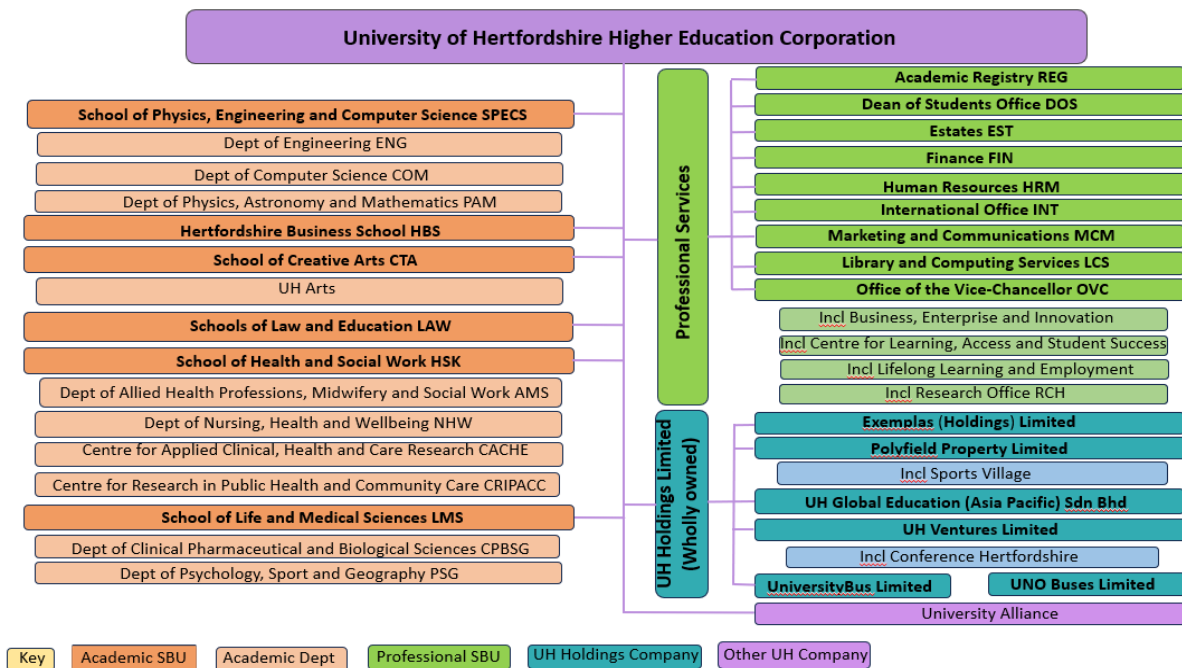
Campuses include College Lane and De Havilland, connected by pathways, cycle routes and shuttle buses. Bayfordbury Campus, includes an Observatory and Sciences Field Centre.

Photo 1: College Lane campus, Bayfordbury observatory and de Havilland campus

Student overview 2021/22:

- Students recruited from 120 countries (+20 countries since 2018).
- 31,942 students (50.9% Female (F): 49.1% Male (M). 0.3% students record their sex differently to that assigned at birth) *(Tables 01, 44a & b)*.
- UG student population is 52.6% (16,798) and PG 47.4% (15,144)
- PG numbers include PGT = 45.3% (14,469), PGR = 2.1% (675) see *figure 1 (Table 44b)*

Figure 1: Student by sex (UG and PG study)

Male UG 23%
Female UG 30%
Male PG 26%
Female PG 21%
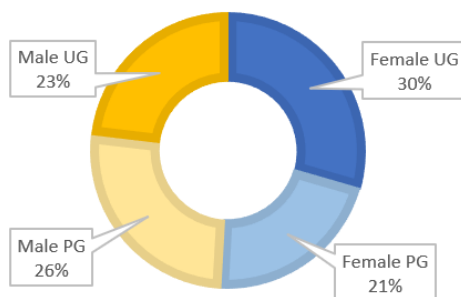
Figure 2 % staff by ethnicity
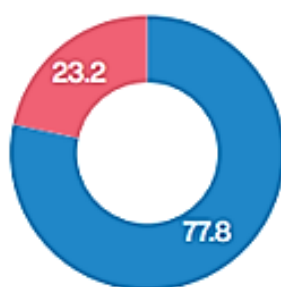
Figure 3 % students by ethnicity

23.2
77.8

35.1
65.9

White
BAME
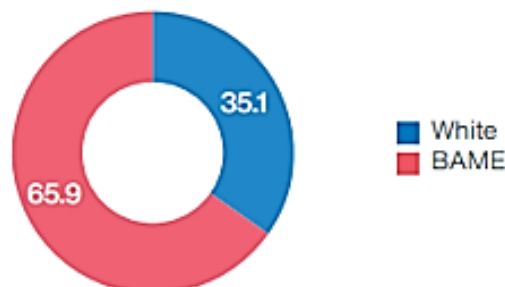
Staff Overview 2021/22:

- -2% in substantive female FTE since 2017/18 (*Tables 01, 02 and figure 5).*
- Overall staff split between academic (43.6%), professional (48.6%) and research (5%).
- More female FTE across each category (academic 52.6%, professional 66.2% and research 51.2% *(Table 12).*
- Continued upward trend in BAME substantive staff (121.9 FTE increase since 2017/18 (+37.1 FTE, F: 84.8 FTE, M) *(Table 5)*
- Increase of 433 hourly paid staff since 2019/20 (no data prior to this date) (182, F: 251, M). *(Tables 5a & 5b)*

Figure 4: Substantive staff increase from 2017/18 to 2021/22 (by FTE)

2200.4   + 27.2 FTE   2227.6
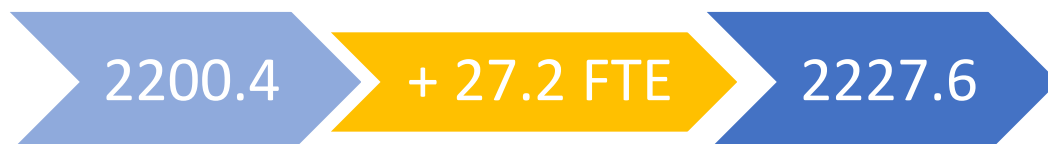
Figure 5: Staff population by gender 2017/18 to 2021/22
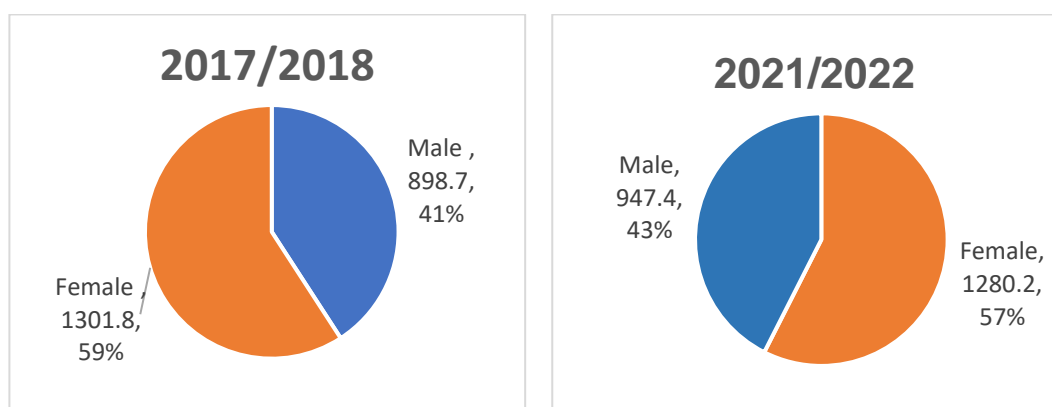
Academic and Professional substantive roles 2021/22 *(Tables 12a, b, c, d)*:
- Increase in BAME academic staff, more female FTE to male FTE.
- BAME female staff +45.5 FTE from 2017/18, to 143 FTE (26.3% of overall female FTE).
- Male staff +48.1 FTE in the same period, to 127.4 FTE (26% of overall male FTE) *(Table 12a)*

Technical staff
- Fewer female FTE (31.4%, F:68.6%, M), but increase in BAME male FTE (2.9%) (*Table 12d*)

Professional services constitute the largest staff group.
- 902.2 FTE (66%, F: 34%, M).

Academic schools
The largest schools are:
- **LMS** 302 FTE (58%, F: 42%, M)
- **SPECS** 292.2 FTE (25%, F: 75%, M)
- **HSK** 232.3 FTE (79%, F: 21%, M) *(Chart 13a & Table 13b).*

- In all SBU's there are proportionally more females, with the exception of CTA and SPECS, reflecting sector HESA data ([What areas do they work in? | HESA](#)) *(Chart 13a & Table 13b).*

Herts is the top ranked post-92 University and in the top 25% for research impact. 346 members of staff (42.2%, F) were submitted to REF 2021 (increase of 58% since 2014), including ECRs. Results from institutional surveys: NSS, PTES and PRES, evidence ongoing commitment to improving the student experience.

Figure 6: Highlights from TEF (2021), NSS, PTES & PRES (2023)

NSS 2023 **above** **sector** for Student Voice*

1st in the East of England (NSS)

Outperformed sector average across all NSS survey themes

26th in the UK on the NSS

TEF Silver award

2nd out of **101** Universities in PTES

Outstanding/ Very High quality across all areas of performance in the TEF

30th in PRES Survey for overall student satisfaction in research degree programmes
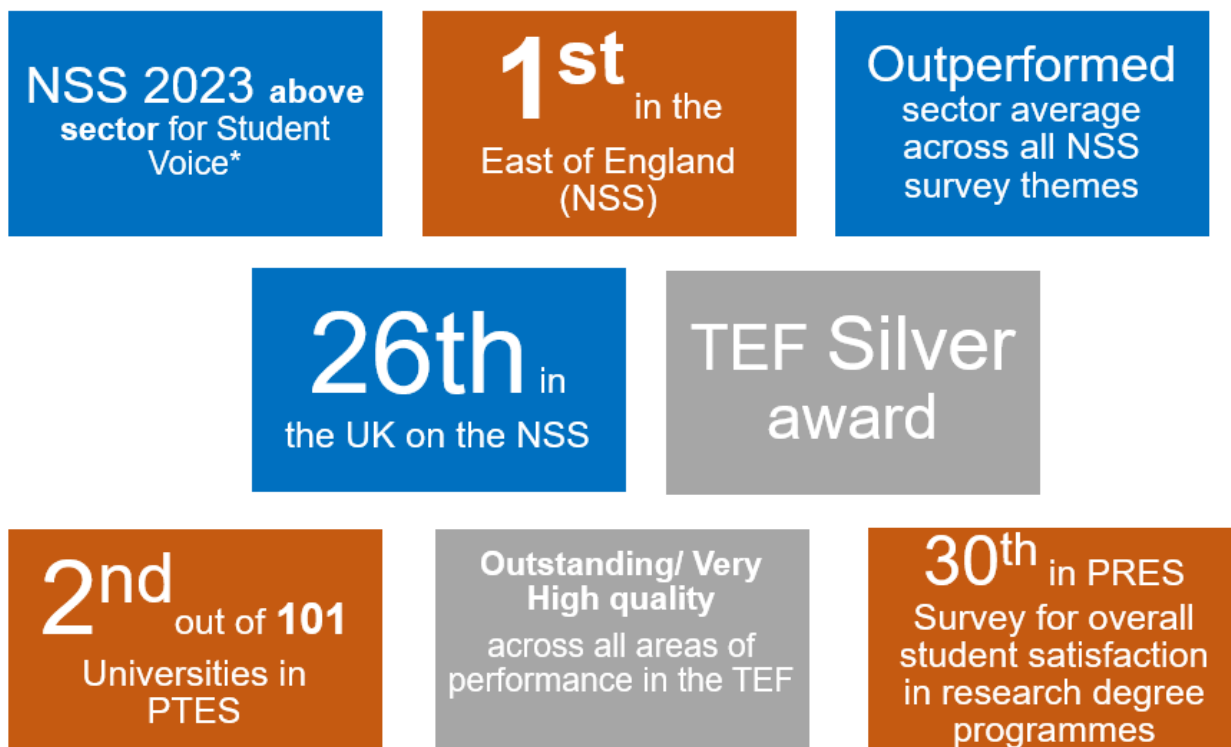
*****(Table ST1, Appendix 1)**.**

Herts holds a bronze AS award (2015), 3 silver and 4 bronze departmental awards. Departmental applications are supported by the Charters Manager with data provided centrally *(Figure 7).*

Figure 7: Athena Swan awards timeline infographic

2026
- Hertfordshire Law School (inc. Education) (January)

2025
- Engineering and Computer Science (SPECS) (May)
- School of Creative Arts (inc. Humanities) (May)
- Hertfordshire Business School (May)

2024
- School of Health and Social Work (July)
- University Institutional application (May)
- Physics, Astronomy and Mathematics (SPECS) (April)

2023
- School of Life and Medical Sciences (August)
- School of Social Sciences, Humanities and Education (disbanded Aug 2023)

2022
- Disability Confident Level 2 achieved

2021
- Race Equality Charter award achieved

2020
- Hertfordshire Law School (September)
- Engineering and Computer Science (April)

2019
- Hertfordshire Business School (April)

2018
- School of Creative Arts (April)
- University Institutional application (October)

2017
- School of Health and Social Work (October)
- School of Humanities (September)
- School of Education (April)

2016
- School of Life and Medical Sciences (April)

Herts' AS objectives are embedded within the People Strand of the *Strategic Plan (2020-2025)* with gender and ethnicity at the core of the Strategic EDI Objectives. A key KPI is to increase senior academic women (AM1 and above) by 10% (from 44.7% to **49.2%)** by 2025 (2025 – 2030 draft KPI is 50%) *(2018AP 4.1).*

Work on the new *Strategic Plan (2025-2030)* prioritises EDI as a core institutional priority.

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

Herts' EDI Office is central to achievement, linking strategy with staff/student experiences through EDITs, staff networks and SMT. A major redesign of structures and EDI staff occurred between 2021-2023.

In 2020, EDI governance was re-organised:

- A strategic EDI Board was established, chaired by the Deputy Vice Chancellor (DVC) and Secretary and Registrar (S&R), reporting to the Chief Executive's Group (CEG) and Board of Governors (BoG).
- EDITs developed across all academic and professional departments. AS Champions promote an intersectional focus.
- AS actions in EDI Action Plans ensure a whole University approach.
- Schools with AS awards monitor and progress departmental actions plans.
- Staff diversity monitoring data is shared and reported at CEG increasing gender equality awareness institutionally.

In 2021, the EDI Office moved to HR, and the Head of EDI appointed a new team: a Charters Manager, Officer, Support Officer and Student Violence Officer, housed in the Dean of Students (DoS) (3.6FTE). A new Head was appointed in 2024.

Adjustments to EDI governance made in 2023:

- Amalgamating the Race Equality Charter (REC) and AS SAT into one EDI SAT (June 2023), which monitors progress on both charter marks, encourages an intersectional approach, prevents fragmentation of initiatives and meeting overload.
- Replacing the Board with an EDI Committee with strategic focus.
- Establishing Task and Finish groups for the four pillars of equality work: gender, race, disability, and LGBTQ+.
- Recognising EDITs and staff networks as central to EDI work.

Chart 3: EDI Governance Structure

EDI GOVERNANCE AT HERTS

Chief Executive Group (CEG)

Key:
Committees/working groups already established
Committees/working groups proposed

People Sub Committee

EDI Sub Committee

Academic & Professional SBU EDI Teams

EDI Self-Assessment Team

Staff Networks Forum

Black Asian Minority Ethnic Staff Success Working Group

Race & Ethnicity Equity Student Success Working Group

Student Performance Monitoring Group

Athena Swan Task & Finish Group

Disability Confident Task & Finish Group

Stonewall Workplace Equality Index Task & Finish Group

AWAG
B.A.M.E
WPN
LGBTQ+
Menopause
UH Carers
DAWN
Men's Health
NW+P

Since June 2021, the EDIT away day has refined objectives and best practice, with an EDI Conference (June 2022) showcasing the University's equality work **(FAP actions 1.1 & 1.2)**. HoDs are responsible for EDI objectives and share emerging policies and actions with their SMTs. Departments focus on implementation and feedback via the Head, with key achievements celebrated in School fora.

Establishing the SBU EDITs to support self-assessment activity and reflect on intersectionality has increased engagement and improved ownership of actions. Some areas of inconsistency are supported by the EDI office, e.g. re-launching EDITs and increasing representation. EDIT action plans link to Herts objectives and gender equality goals. The EDI office attend SBU EDITs communicating and reporting gender-based issues. Senior SBU executives hold strategic responsibility for gender equality, creating objectives and KPIs cascading institutional priorities to continuously enhance EDI practice. SEGs monitor progress on AS departmental and localised actions. Academic schools have an AS champion, REC champion and/ or EDI lead. The University is developing a workload allocation model (WAM) to formalise time allocation for staff in equality roles, including the SAT **(FAP actions 1.3)**.

4. Development, evaluation and effectiveness of policies

New or amended policies and regulations are considered by the relevant working party SWP UPRs (academic) or CUPRAG (corporate), with recommendations to the Secretary and Registrar twice a year. The EDI office encourages EIAs to be used for all policies which are stored with Governance Services, and guidance and bespoke training are offered (recently used for the new Evolve HR System and WAM) (*2018AP 5.6a & b* **and FAP action 1.4**).

Staff feedback on policy effectiveness through organisational level surveys, focus groups, consultations, line managers, and HR Business Partners. There is a culture of lobbying the University to develop policies on specific issues through the EDI SAT or Committee. Policies are evaluated for intersectional inequalities and impact and consultation takes place with staff/ students to ensure effectiveness as demonstrated in the *Student Pregnancy Policy (SA19)* (Figure 8).

Figure 8: Student Pregnancy Policy (SA19) process.

Student Pregnancy cases increase	Comments considered and amendments made	Policy presented and approved at EDI Committee
Dean of Students raised with EDI Office	Consultation period for staff (1 month)	Policy presented at CUPRAG
Case load evidence and gap in policy identified	Policy developed with EIA considerations	Comments from CUPRAG included and final policy approved.

5. Athena Swan self-assessment process

Institutional application responsibility lies with the Head of EDI with the Secretary and Registrar as senior sponsor. A Charters Manager, appointed in April 2022 co-ordinates the project.

Athena Swan EDI Self-Assessment Team

Chaired by the Secretary and Registrar, the AS SAT met 20 times from 2018-2023, and the EDI SAT met 3 times since June 2023. During Covid-19, meetings went online and now use a hybrid model to support attendance and accessibility. Membership is diverse including representation from academic, research and professional areas with consideration of sex, gender identity, sexual orientation, and caring responsibilities (where possible).

Table 1: EDI Self-assessment team membership

| Name & Job Title	Sex	SBU / Representation	Role in group/ responsibility
Key: • **Authority – In position to change policy/ practice.** • **Responsibility – Some responsibility for gender equality in role** • **Accountability - Accountable for targets associated with gender equality.** • **Representation – Voice thoughts, views, issues of staff and/or student community**			
REDACTED COLUMN			
		Secretary and Registrar, VCE	Chair of EDI Committee and Chair of EDI SAT, Senior Champion for DAWN Network. **Authority/ Responsibility/ Accountability**
		OVC	Co-chair of Race & Ethnicity Equality Staff Success Group, Senior Champion for Carers Network **Authority/ Responsibility/ Accountability**
		Academic Registry	Head of SBU overseeing all student administrative services Senior Champion for Carers Network. **Accountability / Representation**
		Human Resources	HR EDIT & LGBTQ+ Allies. Member of AS Task and Finish Group. Member of EDI Committee, Racial Equalities Network, EDI SAT, Mental Health Charter Steering Group, Lead on Mental Health Charter: Work Stream. **Authority/ Responsibility/ Accountability** Member of HR Senior Lead Team, Member of EDI Committee, EDI SAT and Chair of HR Managers Team. Lead on HR system project. **Authority/ Responsibility/ Accountability**
		Centre of Learning, Access and Student Success	Manages WASS, Herts Academic Skills, Learning and Teaching Excellence, Technology Enhanced Learning and Digital Capabilities. **Authority/ Responsibility/ Accountability**

			Chair of Race & Ethnicity Equity Student Success Working Group **Authority/** **Responsibility/Representation**
		Doctoral College	Academic lead for all Postgraduate Research degrees, Director of the Doctoral College, Institutional Lead Research Integrity, Chair of Ethics Committee **Authority/** **Responsibility/Representation**
		Occupational Health and Safety	Chair of the Wellbeing Advisory Group, and member of various other university wide and SBU level EDI related groups (Including the People Committee, EDI Committee, Race & Ethnicity Equality Staff Success Group, the Race and Ethnicity Equality Staff Network and the OVC EDIT). **Responsibility/** **Representation**
		Dean of Students Office	Lead on Student Wellbeing provision to ensure that students with a disability, mental ill health or emotional wellbeing are supported. **Authority /Responsibility/** **Accountability**
		Marketing & Communications	Responsible for internal/external communications at the University to many audiences including staff and students. Lead on marketing & communications Charters actions for REC and AS. **Authority /Responsibility/** **Accountability**
		Equality, Diversity and Inclusion Office	Until October 2023 From January 2024. Lead on EDI at Herts. **Authority /Responsibility/** **Accountability**
		Equality, Diversity and Inclusion Office	Lead on Charters work. Passionate about gender equality, social justice and inclusion. Member of Working Parents, Carers and Menopause Networks.

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			Responsibility/ Accountability
		Race and Ethnicity Equality Staff Network	Previous co-chair of Race and Ethnicity Equality Staff Network. Co-chair of Race and Ethnicity Equality Staff Network, member of Race and Ethnicity Equality Staff Success Working Group, member of AR EDIT, member of Menopause Network Co-chair of Race and Ethnicity Equality Staff Network, member of Race and Ethnicity
		LGBTQ+ Staff Network	Co-chair of the LGBTQ+ Staff Network. Advocates of LGBTQ+ equality. **Representation**
		Chairs of EDITs	Various **Responsibility/ Accountability/ Representation**
		Chairs of EDITs	Various **Responsibility/ Accountability/ Representation**
		Herts' Student Union	Leads on ensuring the strategic objectives of the Union are achieved, working collaboratively with all staff in the Union, the Elected Officers and the Herts Senior Management team. **Authority / Responsibility/ Accountability/ Representation**
		Herts' Student Union	**Representation**
		Postgraduate Research representative	**Representation**
		Equality, Diversity and Inclusion Office	**Responsibility/ Representation**

Athena Swan Task and Finish Group

Key to application progress was the AS Task and Finish group and project management plan (PMP), approved by the EDI Committee. The group met in April 2023 establishing five milestones.

Figure 9: Milestones
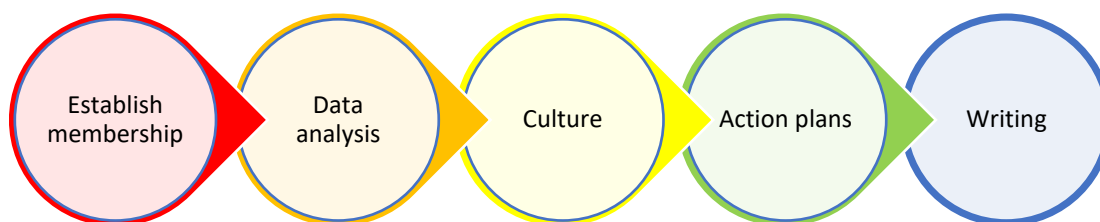
The group, chaired by the Dean of Schools of Law and Education (SLE), comprised 10 core members to:

- ensure relevant staff involvement.
- increase engagement levels.
- prevent overburdening.

The group met 9 times (online), supported by MS Teams site, email updates and minutes.

Table 2: AS Task and Finish group membership

Name & Job Title	Sex	SBU / Representation	Athena Swan experience and role
REDACTED COLUMN			
		Schools of Law and Education	Chair of AS Task and Finish Group. CEG Senior Champion of Network of Women + Professors, formally Senior Champion of Academic Women's Action Group Network. Advance HE Sponsor for Diversifying Leadership Programme and Aurora mentor. Chair of Committee of Heads of University Law School, including Women Leaders in Law SubGp
		Equality Diversity & Inclusion Office	Left UH in October 2023. From January 2024. Lead on equality at Herts and has oversight of the AS application. Member of EDI SAT, EDI Committee.
		Equality Diversity & Inclusion Office	Project manager for Athena Swan and other charters work. Member of EDI SAT, EDI Committee. Member of Working Parents, Carers and Menopause Networks
		HR Senior Lead Team, HR	HR EDIT & LGBTQ+ Allies. Member of AS Task and Finish Group Member of EDI Committee, Racial Equalities Network, EDI SAT, Mental Health Charter Steering Group, Lead on Mental Health Charter: Work Stream.

	HRIS, HR (Data) HRIS, HR (Data)	Team Leader, HR Information Services. Member of Menopause Network; HR EDIT & LGBTQ+ Allies.	
	HRBPs, HR (Policy, Guidance)	Senior HR Business Partner, HR, Chair of Line Managers forum, Chair of HR Edition. Chair of Carers Network, member of Menopause Network, DAWN and Parenting Network. LGBTQ+ ally and Sunflower Scheme Member of AS Task and Finish Group Involved in obtaining bronze award for REC submission 2021 and obtaining Disability Confident level 2 in 2022.	
	SIP, Academic Registry Academic Registry	Assistant Registrar, Student Information and Planning, Chair of AR EDIT until 2023. Chair AR EDIT from 2023	
	L&OD, HR L&OD, HR	Responsible for ensuring a wide range of learning and development opportunities are available. Co-chair of DAWN Network, Learning and Development facilitator.	
	Marketing & Communications Marketing & Communications	Previous Chair of EDIT. Left in 2022. Chair of EDIT, previous co-chair of Working Parents Network.	
	Herts SU	Lead, Herts SU.	

Academic Schools – Athena Swan Champions (Optional)			
	Hertfordshire Business School	EDI lead during 2022/23. Chair of EDIT Hertfordshire Business School; from 2024.	
	School of Creative Arts	Left in September 2023 Interim member until new AS champion/ EDI role appointed.	
	School of Social Sciences, Humanities and Education	Athena Swan renewal application co-authors. Redeployed following school dissolution.	
	School of Physics, Engineering and Computer Science	Athena Swan champions and EDIT leads for PAM. Silver award application co-ordinators AS Champion and EDIT member	
	School of Health & Social Work School of Health & Social Work	AS Lead. AS Champion, Member of Menopause Network & LGBTQ+ Allies. Lead on HSK AS application.	
	School of Life & Medical Sciences	EDI Lead. Left UH in December 2023.	

		Schools of Law and Education.	Chair of EDIT. Champion in EDI. Lead on SLE AS application.
Staff Networks (one representative from each network) Optional			
		Academic Women's Action Group (AWAG)	Co-chairs for AWAG. Member of NW+P Co-chair for AWAG. Have submitted a case study for the 'women rise' conference together with NW+P.
		Network of Women+ Professors (NW+P)	Co-Chairs NW+P, Member of Athena Swan EDIT (LMS) Silver award, Member of Menopause Network, Member of AWAG Co-Chair NW+P, Member of AWAG Have submitted a case study for our NW+P mentoring scheme. Have submitted a case study for the 'women rise' conference together with NW+P.
		Men's Health Network	Senior champion of Men's Health Network, Director of Estates.
		Menopause Network	Member of AS Task and Finish Group, Chair of Menopause Network, member of our Carers Network, LGBTQ+ Allies, member of Sustainability staff network
		LGBTQ+ Network	Co-Chairs of LGBTQ+ Staff Network
		Race and Ethnicity Equality Network	Previous co-chair of Race and Ethnicity Equality Staff Network. Co-chair of Race and Ethnicity Equality Staff Network, member of Race and Ethnicity Equality Staff Success Working Group, member of AR EDIT, member of Menopause Network Co-chair of Race and Ethnicity Equality Staff Network, member of Race and Ethnicity

Institutional gender actions are monitored by the EDI office via a central action plan. Actions taken to prepare the application:

- Bespoke data set produced on Tableau supporting quantitative requirements and intersectional analysis, following feedback on the previous application (2018).

- EDI office leadership on quantitative data analysis; new tables designed, and key findings presented to the Task and Finish group in June 2023 *(Appendix 2).* Accomplishments and emerging themes explored through roadshows and focus groups.

- Qualitative data enhanced through roadshows, focus groups, individual interviews and survey results disaggregated by sex *(section 3).*

- The Task and Finish group monitored each milestone of the Institutional AS application process.

- Regular communications sent to AS champions, EDIT chairs and key representatives for updates to 2018 institutional action plan. Six monthly progress updates given at the relevant SAT.

The EDI and L&OD teams led roadshows to engage staff in gender equality work: 150+ people attended, with 401 responses across an anonymous Padlet *(section 3)*. Feedback was sought on key themes including the revised academic promotion process. Roadshows were offered in-person, online or via email. Focusing on issues through a gender-based lens was positively received and development of an EDI survey for staff and students to be progressed **(FAP action 1.5).**

With agreement from Advance HE, the University Staff Opinion Survey (SOS) was used, replacing an AS culture survey (November 2021: 71% response rate: 55%, F 35%, M: 1.5%, Other). The core questions required by Advance HE were not asked, but similar questions were mapped to explore trends *(Appendix 1).* The SOS dashboard included diversity monitoring data and results displayed by self-declared protected characteristics. Other staff surveys feeding into the research include Pulse Surveys (2019, 2020, 2023), Working from Home Survey (2020), Returning to Campus Survey (2021). The AS culture survey findings from PAM and LMS (overall response rate 40%, LMS, 50% PAM), qualitative interviews from the Carers Network and focus group work undertaken by PhD researchers were included (*section D: Interviews, Appendix 1).* Student data was sought from NSS, PtES, Cedars, Herts SU surveys and interviews **(FAP action 1.6).** AS representatives provided case studies to showcase best practice *(section E: Appendix 1).*

With CEG support, gender equality is governed through the EDI Committee and SAT, reporting progress on charter actions, KPIs, gender objectives and other initiatives e.g. development of a trans policy *(section 3).* CEG members sponsor specific equality areas and champion staff networks.

- Charter actions are monitored, and regular reports given at EDI SAT and Committee every six months.
- Each EDIT has an annual action plan. Plans include EDI KPIs at institutional and local level for SBUs to measure against, report on and monitor.
- Overarching KPIs are reported at EDI Committee as part of progress and annual reports.
- A gender equality section of the SAT will incorporate future action plans. The majority of academic schools (HBS, CTA, LMS, HSK, SPECS (PAM, ECS), SLE) hold AS awards and departmental action plans.
- Professional services incorporate EDI KPIs and gender targets. The EDI SAT includes membership of both professional and academic EDITs.

Herts continues to work with staff Networks, EDIT's and EDI contacts to improve staff and student gender experience at the University. Staff Network co-chairs have a role descriptor and small budget, EDITs have ToR, action plans and supporting

tool kit. **(FAP actions 1.7 & 1.8).** SBUs govern their own budget and/ or appoint designated EDI roles, such as AS champions/ executive leads.
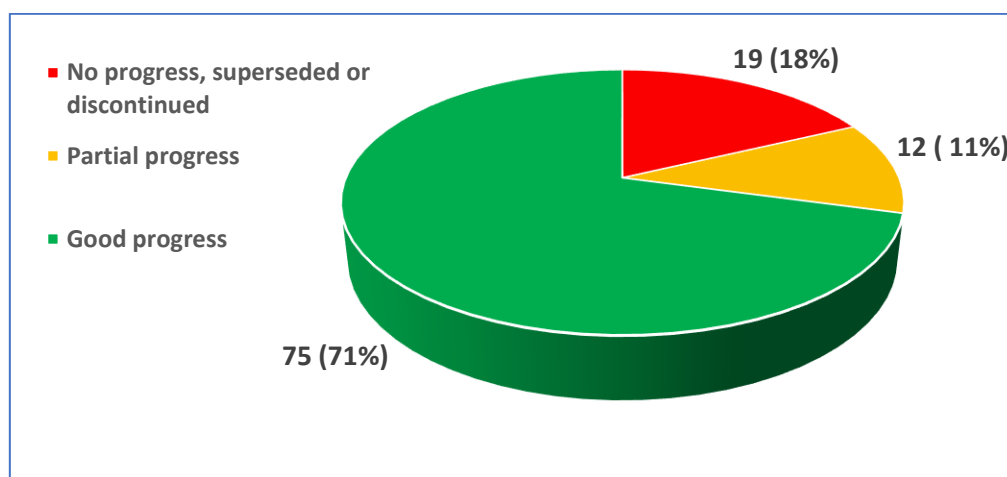
Section 2: An evaluation of the university's progress and success

1. Evaluating progress against the previous action plan

1.1 Reflections on 2018 Bronze Award and method of implementing the action plan.

The 2018 Bronze award action plan has 106 actions (71% green, 18% red and 11% progressing) *(Figure 11)*

Figure 11: 2018 Athena Swan summary of actions

Progress has been positive. However:

- Some actions did not have clear objectives, measurable outcomes or clarity over ownership delaying implementation **(2018AP 4.2a & 4.4b).**
- Evidencing impact was limited due to lack of data monitoring, resource or systems limitations **(2018AP 5.3c, 5.8a &b, 5.10b&c, 5.15c, 5.18b).**
- Staff changes delayed oversight of actions **(2018AP 2.1d, 5.6a&b, 5.11b, 5.12a, 6.1a & 6.1b).**
- A loss of momentum/lack of awareness in some SBUs, due to staff turnover **(2018AP 5.18c).**
- Lockdown (March 2020-June 2021) significantly impacted sector working **(2018AP 5.9c, 5.14, 5.12d)**
- Outdated actions that have not held currency over the timescale of the action plan (**2018AP 4.3a,b&c, 4.5b, 5.2c, 5.11a, 5.15d, 5.19b, 5.20a&c, 7.1d**).

From April 2022, sessions were introduced to re-engage SBUs with charter actions to improve clarity of ownership and reporting to EDI SAT. Greater monitoring allowed for documentation of progress and focus on barriers. Actions were broken down and interlinked by theme.

Table 3: Athena Swan Action themes

Theme	Athena Swan Institutional Actions
KPI/ Herts Objectives	2.1, 4.1, 5.4, 5.5
Gender Pay Gap	4.7
Surveys	3.2, 4.3, 7.1
Intersectionality	5.17, 5.19, 5.20, 6.1, 6.2, 6.3
Network	5.16a
Employment	4.4, 4.5, 4.6, 5.2, 5.3, 5.10, 5.11, 5.13, 5.14, 5.15, 5.16
Student Involvement	3.1, 5.12
Training	4.2, 5.1, 5.6, 5.7, 5.8, 5.9, 5.18

KEY LEARNING: Engagement is critical to the progress of actions to maintain momentum and change. EDI must be central in strategic planning, with its own strategic plan. **(FAP action 2.1).**

1.2 Green actions

Common amongst successful outcomes were:

- A drive from committee members.
- Objectives prioritised and SMT support.
- Lockdown generating new flexible ways to work *(section 3.1)*.
- Recruitment changes driven by Herts' objectives to advance gender equality and diversity.

Substantial amendments to recruitment included:

- Positive actions statements in underrepresented areas *(2018AP 5.2)*

- Inclusive language and review of essential criteria in job descriptions *(2018AP 5.2)*

- Anonymous shortlisting (2020).

- Mandatory diverse recruitment panels (gender and race) in response to feedback from the REESSG *(2018AP 5.1, 5.2,5.3)*.

- New Canvas module dedicated to the recruitment cycle and improved onboarding (2022) *(2018AP 5.1, 5.3a, b, c)*

In 2021/22:

- There were 8,088 applications to Herts (49.1% F, 49.4% M, N/A, 1.5%) *(Table 18a)*

- Majority of academic and research were male (62.9%) *(Table 28a)*

- 59% of professional applications were female *(Table 28a).*

- Shortlisting data shows higher female success for professional posts (60%) *(Table 28b).*

- Despite more female applications to academic and research posts, male success rates remain higher (55%) *(Table 18). F*emales continue to be more successful in gaining employment in academic, research and professional positions *(Tables 29a & 29b).*

- Increase in shortlisting numbers for gender and ethnicity suggests some success in anonymity *(Tables 28a & 28b).* The University has predominately more female FTE across all SBUs.

- A reduction in female professional applications and proportion shortlisted since 2020 *(Tables 28a & 28b*).

- A slight increase in underrepresented groups in some academic SBUs, which may be a response to positive action statements and anonymous shortlisting (SPECS (+ female), EDU (+ male), HLS (+male) HSK (+male) (*Tables 04b.i & 04b.ii)*

- School data for academic and research staff outlines that while there is an increase in applications from BAME females, they are less likely to be successful at interview compared to white females in most academic SBUs *(Tables 30a & 30b).*

Further development of monitoring processes to measure gender impact of anonymous shortlisting continues, as there is no significant trend change after two years of being in place **(FAP action 2.2)**.

KEY LEARNING: Mandatory diverse recruitment panels and creation of a diverse pool of staff trained to challenge bias, will be introduced. Monitoring impact of diverse recruitment panels has been inconsistent due to complexities around extraction of data and quality of information from recruitment panel chairs **(priority 1: section 3)**.

AS webpages and promotion of gender equality has progressed since 2018 with:

- Dedicated pages in academic schools with submissions, case studies and role models from underrepresented genders *(2018AP 5.19).*

- School pages for STEM and AHSSBL include quotes from students/alumni and images reflecting the student demographic and areas of under-representation, e.g. males in Nursing and females in Computer Science.

- EDI and Marketing & Communications redesigned the diversity events calendar and social media platforms *(2018AP 5.20).* The action was enriched into a wider strategy for engaging the community with events like International Women's Day and Trans Awareness Week.

- Case studies and 'lived experience' stories are promoted on social media channels and Herts Hub pages.

EDI Training and Leadership courses:

From 2020, training was re-imagined for a wider audience to include bespoke sessions in EDI Essentials, Dignity and Respect and Unconscious Bias, which were offered online due to Lockdown, improving accessibility.

- Increase in men engaging with training across professional, academic and research and technical areas which is more in line with post pandemic numbers *(2018AP 5.8a & b).*

- Male numbers increased by +51 from 2020 to 2021/22 and academic research male numbers doubled since 20219/20 (+68).

- Staff engaging with training in 2021/22, have increased by +230 to 815 participants (554, F:261, M) *(Tables 43a & b).*

Overall male engagement with training dropped from 30.6% in 2019/20 to 26.6% in 2021/22. This drop requires investigation, particularly in academic, research and technical areas, Male responses around development and appraisal felt supported by line managers with career development (72%) *(SOS, 2022, Appendix 1)* but do not as readily engage with training offered **(FAP action 2.3)**. There is an increase in male professional staff partaking in leadership and management courses *(Tables 43a & b).*

Progress areas include:

- Increased training opportunities for part-time staff, ensuring variable delivery options.

- Resources such as Ihasco and LinkedIn Learning promoted in Lockdown continue. (2018 AP 5.9c). *(Tables 43a).*

- Development of *Herts Manager* course for aspiring managers, available to all staff.

- Continuing places on *Aurora* and *Diversifying Leadership* programme

- The *Navigator* programme offered to men explored challenges in modern life, stereotypes of masculinity and mental health (2022). Although a small cohort (>10), feedback was positive in confidence in professional relationships (83.3%), work/life balance (66.7%) and resilience (66.7%), which is invaluable, against a backdrop of increased men's health issues such as depression and suicide *(Navigator Feedback report, October 2023).*

Consistently more female staff study on Herts UG/PG programmes with a rise to 71.4% in 2022 (from 57.4% in 2021). Most men studied in 2018 (54.4%) and 2021 (42.6%) dropping to 28.6% in 2022. Numbers have dropped substantially by 66 in 2022 *(Chart 42).* This may be linked to workload with 19% of professional staff and 39% of academic and research staff disagreeing with the statement *'I am able to manage my workload' (SOS, 2022, Appendix 1).* Ongoing monitoring of participants on these courses by gender and how they impact on career progression is required (section 3).

2. Evaluating success against the university's key priorities

2.1: Key Priority 1: Increase proportion of women at senior level.

The last submission (2018) identified a higher proportion of men to women at AM grade (16.8% of male compared to 9.7% of female in 2016/17). Herts committed to increase senior academic women (AM1 and above) by 10% from 44.7% (2019) to 49.2% by 2025 (*2018AP 4.1*), measuring progress through:

- a bespoke Tableau dashboard,
- local SBU targets through the EDIT action plans,
- accountability by Heads/ Deans of SBUs.
- improvements to recruitment, training and academic promotions.

The KPI was reviewed in 2020/21 to include academic women working within professional SBU's and the target was increased from 47% to 49.2%.
There has been an overall increase to female staff at UH9 (+20.4 FTE) and
 AM (+13.7 FTE) grades, since 2017/18. Proportional representation increased
 from 1.1% at UH9 and 7.3% at AM grade, suggesting that the above-mentioned improvements have significantly contributed to positive change *(Tables 18, 20a, 21a & 21b).*

In 2021/22:

- 50% of SM grades are held by women *(Table 18).*
- An aspirational target of 50% for senior women (AM1 or above) by 2025 was agreed *(Tables 16a,19a, 19b &* **FAP action 2.4)**

Figure 12: KPI targets 2021/2023
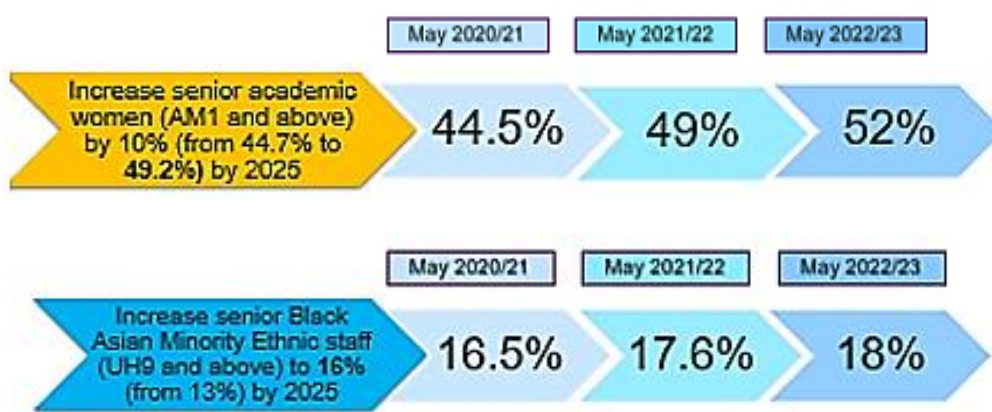
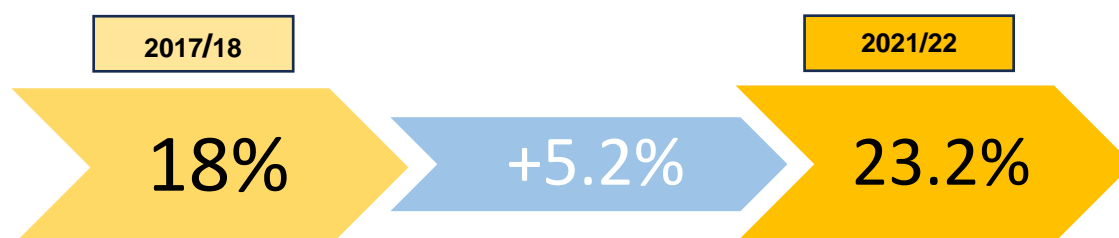Regarding gender and ethnicity, BAME staff FTE have increased at grades UH9, AM and SM over the last 5 years *(Tables 18, 21a, 21b & 2018AP 2.1)*.

Increasing BAME staff at UH9 (+8.8%) has been more successful than staff at AM/SM grades (+4%), as fewer posts are available *(Tables 18 & 21a)*.

Figure 13: BAME Substantive staff from 2017/18 to 2021/22 (by FTE)

In 2021/22, 23.2% of substantive staff identify as BAME female (12.6%), F) *(Table 5a & figure 13).* Proportionally, Herts is above sector average for BAME females (**54.4%)** (**52.7%,** Heidi, 2023*).* Comparably, white female FTE is higher (**59%**), also above sector average of **56.6%** (Heidi, 2023) (*Table 5a & 5b).* There are more white female FTE (71%), to BAME female community. Although there is a positive trend from 2019/20 at AM1 grade and above, underrepresentation of BAME groups (all genders) at senior level is still observed.

> **KEY LEARNING:** A recommendation to add measurement of BAME staff at both UH9 and AM1 grade (and above), would bring parity with the other gender KPI and strengthen the commitment to diversify senior leadership, particularly representation of BAME women **(FAP actions 2.4 & 2.5).**

Following identification of lower pay for women on the same grade, particularly UH8, UH9, PER and SM grades, a pay gap analysis was created for annual monitoring *(2018AP 4.7).* Over the past five years the gender mean pay gap has reduced from 13% to 7.6% and the median pay gap reduced from 16.2% to 8.3*%.* The ethnicity

pay gaps, although reduced, still favour white staff (excluding the median bonus gap) *(Tables 7 – 9b).*

In 2021/22 there were:

- Increases in BAME teaching staff (27% - above KPI target of 25%) *(Tables 16a & 16b)*
- Increases in BAME male representation in professional service roles held by men to 24% *(Table 12c).*
- More males employed at UH9 grade **(priority 2: section 3**).
- UH8 and UH9 research roles still dominated by men *(Chart 16c).*
- Flexible hours and caring responsibilities may influence employment choices for hourly paid staff *(Table and chart 22a & 22b).*

> **KEY LEARNING:** Herts recognises that improving diversity in the workforce is a gradual process longer than the five years between AS applications. Whilst there have been improvements in overall diversity, and an increase to BAME women, barriers to progression such as bias, identity, imposter syndrome and stereotyping still have an impact *(section 3).*

2.2: Key Priority 2: Improving inclusivity to Academic Promotions processes.

Since 2018, Herts reviewed its academic promotion process *(2018AP 4.1, 5.4 & 5.5)* in response to feedback which indicated lack of clarity, transparency, and equity. Actions included recognition of promotion routes, development of supportive forums and workshops (led by DVC), assigning applicant mentors, clear criteria and feedback, reviewing all applications to capture key learning.

Promotions data indicates that Herts is leading ways to fix the issue of a 'leaky pipeline', with the third smallest percentage gap for UK universities, between female non-professors and professors / senior academics (*HESA, 2023 higher-education-staff-statistics, chart 33b & table 33c).* Proportionally more females are applying for promotion and Academic Professors have the greatest number of applications **(FAP action 2.6 & 2.7).**

Barriers still identified by staff, include discouragement from applying from overcautious managers *(Roadshows, 2023),* balancing work/family commitments and workload. Herts is developing a revised WAM and continues to promote healthy work life balance through the *Wellbeing Strategy (2024).* Other development areas are to ensure academic promotion panels are diverse and representative and that panel chairs have completed the relevant EDI training **(FAP action 2.8).** Female staff can apply to the Aurora programme **(FAP action 2.9)**.

The promotions process for Readerships and Academic Professors has been revised to a paper-based exercise without a face-to-face interview, to further encourage applicant gender and ethnicity diversity. Herts continue to review promotions criteria and processes and introduced a briefing for promotions panels on unconscious bias in decision making **(FAP action 2.10)***.*

Areas of collaboration identified:

- Academic schools supporting female academic promotions, through workshops, appraisal and line manager support.

- LMS' *Athena Swan Equality in Science women+ network* supports all job levels, developing local policies such as protected development time for AS work.

- The Network of Women+ Professors mentorship scheme (April 2021): promotes progress towards gender equality in the professoriate to support women aspiring for Reader, Academic Professor and Professor. Mentees select their mentor aligned to their development goals. 27 women have requested support in 2022/ 2023. The scheme is recognised on the Concordat platform of practice (October 2022: https://concordatplatformofpractice.vitae.ac.uk/case-studies/network-of-women-professors-mentoring-scheme).

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

### 1.	Culture, inclusion and belonging.

Central to Herts' community are our values; FACES: friendly, ambitious, collegiate, enterprising, and student focused. Herts' EDI objectives align with these values, promoting a cohesive and inclusive culture, advancing equal opportunities, and embracing diversity. Most staff value relationships, trust line managers, support the values, and have hybrid working options *(SOS, 2022, Appendix 1).*

In the *Strategic Plan: People and Values (2020-25),* the engagement score objective has consistently improved, reaching 69% in the latest Pulse results (2023) from 65% last year *(figure B1.a, Appendix 1).*

Of 1940 survey respondents (63% F, 58% M) said they agreed to the statement *'I feel valued and recognised'* (59% overall positive response). The lowest score (57%) was professional white men and highest from BAME professional men (67%) *(SOS Q1, Appendix 1).*

Positive scores were received from all genders to '*my line manager supports my career development'* (60% overall - 69%, F: 72%, M: 63%, Other). Approximately half agree their appraisal/ probation period was helpful and they have the '*right opportunities to grow at work'* (58%, F: 57%, M: 45%, Other) (SOS *Q2: Appendix 1).* A digital appraisal process is being considered as part of the new HR system and a review of line manager training, to ensure equity around gender-based issues **(***2018AP 5.10,* **FAP actions 3.1, 3.2 & 3.3).**

Herts is developing a *Wellbeing Strategy* which adopts a holistic and whole university approach, aligning with key policies including the commitment to the Mental Health Charter. Engagement with the 'Active Staff' programme remains high **(FAP action 3.4).**

Despite an overall positive health and wellbeing score of 71%, and 63% for '*my School/department considers my health and wellbeing needs,'*(66%, F: 64%, M), academic and research staff scored 53% (58%, F: 55%, M), -15pp lower than professional staff (72%: 73%, F: 75%, M). BAME academic and research women scored the lowest at 51% (-9pp) compared to white academic women *(Q3, Appendix 1).* This trend extends through equality-based questions: speaking up, bullying and harassment (**priority 2: section 3.2**) and 'the University treating people fairly and equally' (54% F). The experiences of minority white women: Irish, Traveller, Roma, Other white background, are negative in comparison to white women across reward & recognition and financial wellbeing *(***FAP action 3.5***, SOS Q5 &Table 9.2, Appendix 1).*

> **Key Learning:** Herts recognises that improving diversity in the workforce is a long-term process and barriers to progression such as bias, identity, imposter syndrome and stereotyping still disproportionately impact BAME women **(FAP action 3.5).**

Carers responded positively to the health and wellbeing question (overall 65%: 66% F, 63%, M) but scores on being *'able to have the right balance between work and personal life'* (53%, F: 56%, M), were lower than female non-carers (-9pp) and male non-carers (-6pp) *(3.1, Appendix 1).* Barriers identified include no formal leave option for staff to care for loved ones for extended periods, lack of flexibility and adjustments not in place. Staff may have to take annual or unpaid leave in these situations.

Herts' relaunched the Carers and Working Parents Networks, to focus on gendered impacts and responses to barriers in the workplace, such as a carers policy, mentor support and designated breastfeeding areas **(FAP action 3.6, 3.7** & *2018AP 5.14* & *5.16a***).**

Family friendly policies are well supported with praise for the fertility treatment leave and adoption policies. Data indicates a decline in KIT days taken, fewer women returning to work after maternity leave (2021/22), and a significant drop in staff taking paternity, adoption, or shared parental leave *(Tables 35a - 38).* Survey feedback suggests reductions are influences by flexible working, cost of living and leave periods may not be as competitive as other HEIs **(FAP actions 3.8, 3.9** & *2018AP 5.11b).*

In response to the pandemic, HR developed a *Flexible Locations Framework* for staff. Key to the framework are 6 principles (1. business need, 2. role e.g. student-facing, 3. compliance, 4. location 5. communications plans, 6. flexibility) which determine the level of flexibility to work remotely. The principles allow those with caring responsibilities or disabilities more choice about their working arrangements, reflected in positive scores for *'School/Department enables flexible working'* (85%, F: 81%, M).

SMT recognise unintended consequences, such as lone working on site, loss of community, increased wellbeing risks and inadequate home working arrangements **(FAP actions 3.10 & 3.11).**

Student Culture

Herts has seen a rise in international students (+9,219 since 2017/18), particularly on PGT programmes. There are consistently more female students across all levels of study, over the past 5 years, except for PGT (44.7% F, 55.3% M in 2021/22) *(Table 44b).* Trends show an increase in cultural diversity, welcoming students from Nigeria, India and Pakistan and a reduction in UG UK students. Herts sees higher non-disclosure rates around sexual orientation (increase of 626 PGT & 32 UG withholding in 2021/22 from previous year) *(Table 48).* Awareness of cultural differences is fundamental to creating an inclusive and respectful community **(priority 3: section 3.2).**

Non-continuation rates are higher for male students, and overall, the gap between men and women widened in 2021/22. Male non-continuation, particularly Black males continue to be a concern *(Table 50).* In 2021/22, a lower percentage of Home males (75%) to females (79%) achieved a 'good degree', with just 58% of Black males being awarded a 'good degree' (fall of -19pp since 2019/20 *(Table 51).*

Student non-continuation rates and awarding gap issues continue to be addressed centrally by Herts, as part of the *Black Asian Minority Ethnic Institutional Action Plan* and *Access and Participation Plan (APP)*.

Herts continues to offer on-campus childcare facilities, faith support from the Chaplaincy and a vibrant student union with 300+ student societies and 10 elected officers with focused areas such as women and LGBTQ+.

2.   Key priorities for future action

Priority 1 - Improve data monitoring to measure impact on gender equality.

Since 2018, Tableau dashboards have tracked staff/student data with an equality focus, aiding analysis for various purposes like the People Committee, setting EDI KPIs, AS, and student performance. The data is disaggregated by sex and, where possible, other protected characteristics for intersectional analysis. Improvements to data supported the successful REC application (2021) and ongoing charter progress on race, ethnicity, and gender inequalities *(2018AP 5.17)*. A future development is considering adding gender identity options in Tableau datasets **(FAP action B1.1)**.

A success is the SOS (2022) and Pulse Survey (2019, 2020 & 2023), working with People Insight to provide a survey dashboard with equality information. It allows staff to track actions directly, facilitating action planning and measuring progress. Another development is a Tableau dashboard supporting institutional and departmental data collection, giving champions easy access to quantitative data sets. Collating responses to core questions for each department into a central data table allows for cross-SBU comparison. **(FAP action B1.2)**.

However, some actions lack impact evidence as staff progression routes are less clear due to monitoring limitations around career progression after leadership courses *(2018AP 4.2, 5.8)*, interview panel diversity *(2018AP 5.3)*, and training and appraisal data *(2018AP 5.10)*. A recommendation is to address gaps in data collection and evaluation, updating or replacing existing systems where necessary *(REESSG sub-group (2022) & REC action plan (2021))*.

The Evolve project for the new HR system in September 2024 will enhance real-time staffing data, allowing self-identification of protected characteristics, better reporting of training engagement by gender, mandatory diversity in recruitment and an online appraisal process. Consideration of optional pronouns and title prefixes in both student and staff systems for gender inclusivity in data capturing and community of practice sessions for participants on Aurora and other courses **(FAP actions B1.3 – B1.8**, *2018AP 4.2a* **&** *2018AP 5.8b***)**.

Priority 2 – Building Trust and creation of Safer Spaces

Qualitative data shows clear areas for improvement around 'speaking out' and bullying and harassment.

Bullying and Harassment

Herts takes a no-tolerance approach to harassment and bullying and has invested significant effort in establishing support for this area, with improvements to policy and

establishing Dignity & Respect Advisors to give impartial advice to staff/ students. Since the lockdown, case load numbers have remained low (9 cases) and plans to re-launch the advisor role, offer refresher training, recruit and promote new advisors **(FAP action B2.1 &** *2018AP 5.18***).**

While formal statistics are low *(Table 39),* the most recent (2023) departmental AS silver applications (LMS and PAM), evidenced women were more likely to report dissatisfaction in the effectiveness of dealing with bullying and harassment (22% F: 0%, M (PAM)). Comments around an awareness of relevant policies but a lack of confidence in their implementation (LMS), and a gendered response to the departments' handling of bullying and harassment require further exploration and collaboration with School AS champions and EDIT teams **(FAP action B2.2).**

In response to the question *'I would feel able to report bullying and harassment without worrying that it would have a negative impact on me'* (*SOS, Q5*), responses show that:

- 55% positive response and staff do not feel that it would have a negative impact (23% disagree, 8.1% strongly disagree).

- More females responded to the question (55.6%%, F)

- 22% of women disagreed and thought it would negatively impact (7.2% strongly disagree), compared to male scores of 19% (6.1% strongly disagree) and other gender scores of 47% (30% strongly disagree).

The overall negative staff score was 23%, and whilst this is a substantial improvement of +22pp, from 45% (2018), Herts must build a culture of confidence to report, particularly for women. Further analysis shows academic and research staff are least confident that reporting bullying and harassment would not have a negative impact on them. Non-binary, gender-fluid and transgender staff negative scores spike across both academic and research and professional areas and BAME women score - 8pp lower than white women which is a trend specific to female and other gender experiences *(Tables 6 & 7, Appendix 1).*

Roadshows recognised that confronting bullying was challenging and that there could be issues around impartiality along reporting lines. Upwards bullying was identified and microaggressions or 'subtle' comments could be just as harmful.

> **Key Learning:** Further focus is required over the next 5 years to build confidence and listen to experience, particularly from BAME female and non-binary, gender-fluid and transgender communities **(FAP actions B2.3, B2.4, B2.5 & B2.6).** Herts continues to offer anti-bullying & harassment training, raise awareness and promote visibility of senior managements' message of no-tolerance through informal and formal routes; meetings, committees, social media **(FAP actions B2.7).**

Speaking Out & Promoting Safe Conversations

Herts measures *Speak Out* scores as a key metric for the *Strategic Plan (2020-25): People Strand*. The target to reach the sector average score of 45% in the 2023 survey was met, evidencing progress (*Table 8, Appendix 1* & **FAP action B2.8)**

When asked about barriers to speaking out, staff concerns were around:

- Safe conversations with line mangers who do not understand complexities around menopause and menstrual issues.
- Creation of safe spaces and people to talk to about gender-based issues and identities.
- Sharing lived experiences to understand and be more empathetic.
- Recognition of menopause as a natural process rather than 'sickness'.
- Culture of the organisation has to be about respect and valuing the individual.

(Roadshows, 2023)

The complexities of 'speaking up' for staff who are non-binary, gender-fluid or transgender (Other) identities are reflected in survey scores, when disaggregated by gender *(Table 9, Appendix 1).*

Further actions to improve staff feelings of safety and ability to speak are:

- Creation of spaces for staff to respectfully express their views.
- Development of a trans inclusion policy and revised guidance.
- Awareness training around 'safe' gendered conversations.
- Opportunities for same sex conversations around triggering or gender sensitive subjects.

(FAP actions B2.9 – B2.11 & *2018AP 6.1b*)

Priority 3 - Professional Promotion and Progression Routes

Herts has a bar progression and equate process available to professional staff, meaning there is some recognition of development in role. However, the structure for professional promotions is less clear. The only options available are:
- re-grade the role (through job evaluation)
- appointment to a higher-graded role (not just an increase in pay) which could be in a different department.

Job descriptions are designed to include generic and transferable skills which can be applied to multiple jobs across the University supporting progression, but there is no equivalent to the academic promotion process or linear progression routes. Staff may change job within the university for a variety of reasons which may not be captured as a "promotion", therefore making it difficult to centrally track career journeys. In the future, Herts will develop a mapping process to monitor professional career progression **(FAP action B3.1).**

Staff identified various reasons for the lack of progression which led to staff inertia, feeling less valued and career plateaus. These included:

- Lack of opportunity to gain developmental experience required in higher grade roles, such as line manager experience.
- Being stuck at the top of the grade.

Trends show high numbers of professional staff resignation from 2019 to 2022 which may reflect outcomes of restructure, lockdown and lack of progression routes *(Table 41).*

VCE approved the removal of the bar points in salary scales from 2024/25, for all professional roles as they restricted progression, especially for women.

The national *Herschel* programme for women in technical leadership, as part of the *Technical Commitment* allows technical staff to be equated for promotion by experience, supporting underrepresentation of women on lower graded salary scales to progress (31% female in 2021/22) *(Table 12d).* A similar initiative would be welcomed for underrepresented groups in professional services, such as men and BAME colleagues.

> **KEY Learning:** The academic and research staff progression model should be considered for developing a professional progression route. EDI SAT can lobby to ensure that all professional roles have a progression pathway, based on talent and achievement **(FAP action B3.3).**
>
> Targeted promotion routes, support with CPD, a professional staff network, specialised training around career barriers and secondment processes may aid career progression and retention of staff. Utilising the existing coaching network and/or mentors could help staff to navigate options **(FAP actions B3.4- B3.7).**

Priority 4 – Further improve gender-based student experience, particularly females and transgender students.

Amidst the Covid-19 pandemic and a growing international PG students, there is an increased demand for support needs. Over the past five years, Herts has centralised student wellbeing and Herts SU into a hub for better accessibility, created the first Student Support Advisor (EDI & Sexual Violence) and expanded the Student Wellbeing team, adding 5 mental health advisors and a Team Lead for student sexual violence, domestic abuse, and EDI cases. There is ongoing partnership work with the *Hertfordshire Sexual Health outreach team (Metro)* Sexual health | METRO Charity, *Mind* and *Beacon* to support sexual health and/or violence and mental ill health. Herts SU provides diverse support, including advice, free sanitary products, condoms, pregnancy and sexual hygiene tests, and tailored guidance on academic and student life issues. **(FAP action B4.1)**

Gender equality is actively promoted by the EDI office, DoS and Herts SU, demonstrated through Pride in London, an nnual Pride March, trans awareness and the 16 days of Action against sexual violence.

The online *Report and Support* (2022) tool for students to report sexual violence, misconduct, harassment, domestic violence and hate crime, is a huge success. Students can report incidences online anonymously, first hand or as witnesses. There have been 155 reports. Issues are followed up by the DoS office. Services are promoted at student fairs and focused events to increase student's confidence in reporting mechanisms and support **(FAP action B4.2).**

Introduction of student disability advocate advisors, has widened available support and subsequent actions such as amending the Bullying & Harassment policy, providing gender-neutral toilets and allocated breast-feeding spaces have happened.

During 2021/22, the most common student support cases were linked to debt (18.3%), withdrawal (11%) and academic appeal or misconduct (17.9%). Issues affecting students have shifted from academic based support towards cultural and personal support needs, such as financial concerns, long-distance commuting, supporting dependents, childcare and sexual violence.

Student interview responses show that hygiene (39%) and safety (22%) are areas that students would like most improved *(Female Student Survey results, Appendix 1).*

Feeling safe on campus still provokes a gendered response with female students or those identifying as female, feeling less safe around the campus, particularly at night.

Herts SU propose a mandatory Canvas module programme for students which will discuss essential topics at the University; respect for others, sexual health, sexual violence, living away from home and confidence building **(FAP action B4.3).**

Increasing the number of female security guards, personal safety alarms and Holly Guard vouchers, promotion of services, mentorship programmes during onboarding and after a period of absence, and raising awareness of domestic abuse within the student community, including transgender experiences through the Domestic Abuse campaign (with Welwyn Hatfield council in 2024), are all positive steps to improve female student safety and enhance gender equality **(FAP actions B4.4 – B4.8** & *2018AP 5.12d)*

Section 4: Future action plan

1. University of Hertfordshire: Future Action plan (2024-2029)

Overall responsibility for the action plan sits with the Head of EDI and EDI Committee, with sponsorship from the Secretary & Registrar and Office of the Vice Chancellor. Operationally, oversight of the actions will be reported to the EDI SAT by the Charters Manager and any issues considered by the SAT membership.

Herts Athena Swan action plan for the next 5 year, focuses on 4 priority areas which are:

1/ Improving data monitoring to measure impact on gender equality – through several avenues to improve reporting on gender identity to include non-binary, create new or improve data dashboards and gender monitoring for measuring impact.
2/ Building trust and creation of safe spaces – to improve staff experience and further build trust in reporting mechanisms.
3/ Explore avenues for professional promotion and career progression routes.
4/ Further improve gender-based student experience, particularly for female and transgender students.

Alongside this we continue to progress gender equality, and improve the infrastructure of equality, diversity and inclusion across the University from senior level through Strategic Business Units and to individual responsibility. The action plan is part of our wider equality actions at Herts, and interlinks with the Race Equality Charter, Disability Confident Scheme and our LGBTQ+ equality work. Actions link with our KPIs, Strategic Plan, Staff Opinion Survey/ Pulse Survey action plans (overall and at SBU level) and complement other valued work in equality and inclusion from across the University such as Wellbeing Strategy, Black Asian Minority Ethnic Institutional Action Plan, Access and Participation Plan, Mental Health Charter etc. Underpinning all gender equality work is consideration of the Equality Act (2010), Public Sector Equality Duty (PSED) and The Higher Education (Freedom of Speech) Act 2023, Human Rights Act 1998, and European Convention on Human Rights (ECHR), in particular Article 10 (freedom and expression).

KEY:	
Overall:	
Blue	Section B: Priority 1
Orange	Section B: Priority 2
Yellow	Section B: Priority 3
Green	Section B: Priority 4
Amber Highlights	Action linked to previous action plan (2018)

In Priority Column:	
Red	High Priority actions to be addressed in 2024-25
Amber	Medium Priority actions to be addressed in 2026-27
Green	Low Priority actions to be addressed on 2028-29

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome

SECTION A

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

| | 1.1 | **Further enhance gender equality across the University EDIT teams, with continued focus on monitoring overall and SBU KPI targets to increase senior academic women (AM1).**

• Hold annual EDIT away day focusing on gender equality and intersectional approaches.
• Review feedback form for EDIT members to give feedback from the away day.
• Development of EDIT action plan and reporting mechanisms.
• Revised toolkit to support EDITs.
• From the EDIT action plans, and EDI progress report, capture good practice and develop a mechanism for sharing.
• Clarify responsibilities, | Report EDI success annually

Share good practice and specific updates/ training | **2025 (and then annually)**

2025

2024-2025

Nov-Dec 2024

2025 onwards | **EDI/ EDITs** | 1. Continue to work towards our overarching KPI targets and monitor/ measure these at committee level, taking on board any updates to targets:

2. Proposed increase to the KPIs for the new Strategic Plan 2025-30 (see strategic Plan 2025-2030).

3. Maintain momentum for gender equality throughout SBUs, to build on progress made

4. Also need to consider:
• *Other KPIs and EDI Objectives*
• *Public Sector Equality Duty*
• *Equality Act (2010)* | EDIT away day takes place once a year. Next one: May/ June 2025

Analyse feedback from EDIT away day, to inform content of future sessions. (>10% completion rate for feedback forms as baseline is 10% received from last away day, in 2022).

Feedback will inform content of future sessions (x3 sessions in 20025/26 and future away days)

Building |

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		objectives, and areas of best practice.		**Nov-Dec 2024**			community of shared practice, which will be measured through success of initiatives, practice change and activity. Upward trajectory of KPI outcomes (as detailed), and success measures at SBU level over next 5 years. SBU targets to be set locally.
	1.2	**Showcase successful gender equality initiatives and/ or processes across Herts community through conference, away days, EDI newsletters, and increase 20% conference feedback completion rate.** • Hold a regular EDI conference to share best practice, ideas, initiatives etc. • Showcase best practice within	Call for papers/ contributions from staff	**June 2024** **23 October 2024**	**EDI** **EDI**	To steer gender equality work through the University, showcasing best practice and how to approach ongoing challenges (Herts and sector specific). We held our first conference in 2023. Participant feedback was positive, with 100+ attendees. EDI work showcased through breakout sessions and drive towards taking an intersectional approach to consider gender inequality and how it may interrelate to other protected characteristics.	Feedback forms to be returned directly to EDI to capture response rates. Improve feedback score from previous conference (>20% completion rate). Creating dedicated space for gender equality to be considered, such as

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		SBUs who are leading the gender equality through conference, away day, and promotional work. **Linked to action 1.1.**	Hold conference	**Annual/ Bi-annual conference**		(Baseline: 20% feedback completion rate)	gendered workshop sessions at the conference, and ongoing follow-on discussions using EDIT chair or Staff network forums (held throughout the year). Feedback forms will include questions around the individual workshop sessions to measure impact.
	1.3	**Embed designated EDI roles recognised by the workload allocation model to help drive forward gender equality issues, working alongside Athena Swan champions and the EDI central teams.** • Provide central support to embed EDI within all SBUs through their EDI Teams structure.	All SBUs to have an operational EDIT. Workload	**2024/25** **2024**	**SBUs/ Head of EDI/ HRBPs**	To acknowledge and measure the importance of EDI within all areas of the University. Localised gender equality work is essential to the organisation, as it focuses on different areas and issues within each SBU, particularly cultural. Deans/ Heads of department are responsible for ensuring that their SBU co-ordination, implementation and monitoring of the Schools EDI Action Plan, leading on	Evidence of impact against localised KPI targets in EDIT action plans. Success in Athena Swan departmental applications in all academic Schools (Bronze, Silver). Aim for Silver

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		• Create a dedicated EDI role descriptor for academic schools – 0.5 FTE. • Add EDI champion role to recognised roles on the workload allocation model. • Consider inclusion of EDI roles in promotion criteria. • Include 0.5 FTE in existing job description and recognise staff in these roles. • Monitor the workload allocation dedicated for equality related work, specifically gender equality.	allocation model to include EDI roles. Report EDI success annually	**Report annually**	**PVC Research/ Deans/ Heads of SBUs** **EDI**	the submission of the Schools Athena Swan application, contributing towards the universities EDI Charter Marks, attending the strategic EDI Committee and SAT and providing regular updates to Committees (working with support from the Recognition of a role with an allocated workload allowance will help to drive forward gender equality issues, working alongside Athena Swan champions and the EDI central teams. (proposed baseline: 0.5FTE per schools or 703 hours per school to include EDI work)	departmental awards in the majority of academic Schools (7 schools in total) by 2029. EDI role success measured through achievements in progress and annual reports and feedback from EDIT chairs, to ensure the WAM baseline is correct, or if further amendments are required.
		• Develop reward scheme for EDI roles, which could be Network award at VC Awards, specialized award from EDI Office. • Maintain senior champion for each Staff Network.	VC Award/ reward in place	**June 2025**		See above.	See above.
	1.4	**Re-develop and launch EIA processes in policy making, projects and initiatives to consider all**				Policy developers need to develop a skillset to ensure gender, and other protected characteristics are routinely checked.	Establish baseline through EIA

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		protected characteristics, and establish reporting avenue for EIAs at committee level. • Conduct a review of EIA processes. • To embed EIA processes and monitoring in policy making development to be routinely conducted as part of new initiatives. • Develop a Toolkit to support Equality Impact Assessments for SBUs to consider the intersectional impact of projects, policies, and processes, including storing of EIA's and an online deposit area. • To set up a system for ensuring EIAs are routinely reported at committee level – EDI Committee and Governance Services. TAKEN FORWARD ACTION (2018AP 5.6a and b refer) *(Guidance and training objectives refer from previous action plan).* • Revise processes and guidance	Review EIA process. Develop new toolkit guidance/training and forms. Relaunch Training in place	Dec-Feb – 2024/25 March - June 2025 Sept 2025 Sept 2025 2026	EDI/OVC/ SBUs EDI/OVC/ SBUs	EIAs are not used for all projects/ initiatives across Herts. Currently a localised process for project leads to complete. Some projects have used an EIA such as HR System (Evolve project) and the Workload allocation model. EIAs integral to development of policy, projects, and initiatives to ensure gender and other protected characteristics are considered. Development of skills for all policy/ process developers. Monitoring of EIA is essential to the success of projects, initiative, and new policies. Creation of an audit and best practice examples.	review. Integrate EIA processes, aiming for 20% completion rate for ~~all large~~ new projects across the University by 2026, 40% by 2027, 60% by 2028 and between 80-100% by end of 2029. Reports on EIAs received will be shared at committee level, to measure progress. Monitor engagement with Herts Hub pages with toolkit, aiming for 100+ views, Successful completion of EIAs to support gender equality work.

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		and monitoring of EIAs to include uptake of EIAs and a pilot of any updated process. • Roll out training to all staff (50% June 2026, 80-100% December 2026)					
	1.5	**Obtain an overview of gender equality at the University, by developing a survey for staff and students to better understand gender equality experiences.** • Develop a series of questions around equality, diversity, and inclusion for staff/ students to a/ give an opportunity to tell us more about their gender experiences, b/ identify any gender issues of inequality arising. • Develop different question sets for staff and students to cover all aspects of working and studying at UH. • Create a project plan and timeline to support the survey. • Promote survey through internal communications. • Send survey to staff/ student	Provide baseline data for equality, diversity, and inclusion to build improvements to policy and process. Questions developed and approved by EDI committee and Student Voice committee. Project management plan developed.	June - Dec 2027 Dec 2027 June 2028	EDI / HR Marcomms/ Herts SU/ Dean of Students EDI / HR Marcomms/ Herts SU/ Dean of Students	Barrier to information about how staff/ students perceive gender equality/ inequality at Herts, led to the idea of a dedicated EDI survey. Surveys take place with EDI based questions but there is nothing dedicated to equality, and in particular gender inequality.	Target: 30-40% return rate for first survey targeting staff and students (no previous survey completed before) Bi-annual survey to provide comparative/bench marking data and a better understanding of how gender equality and support is understood. Quantitative and qualitative data provision which will give comparable results over the next 5-10 years.

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		population. • Monitor results to understand and address areas with specific gender inequalities. • Establish baseline gender equality data for both staff and students.	Communications plan for promotion and collation of data completed.	**June 2028** **2028 (Summer/ Autumn)**			*REC survey 2025 Staff Opinion Survey 2025*
	1.6	**All student surveys to be disaggregated by diversity monitoring data.** • Obtain requirement to ensure student surveys are broken down by gender (as a spectrum) to enhance findings and identity gaps or issues. • Approve set criteria and date that all new student surveys should use diversity monitoring criteria, to compare survey findings for consistency, build a baseline and comparable data set. • Establish how many surveys take place, what purpose, and which departments. • Monitor results of diversity monitoring data from surveys and report findings through	Diversity monitoring criteria agreed and standardised across all student surveys.	**2025** **2025** **2025 – ongoing** **2025 – ongoing**	**Herts SU/ DOS / Marcomms**	Quality student surveys are produced but results are not always disaggregated by gender. Gender evidence-based data would support Athena work when considering student experiences and gendered issues.	Establish baseline data set to build from/refer to. Disaggregated data to identify areas of inequality around gender (particularly non-binary, transgender) for targeted initiatives. Build a portfolio of student surveys that can be disaggregated by gender (sex), identity and re-assignment (2025-2029)

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		Student Voice group and/or other relevant committees.					
	1.7	**Demonstrate sustained growth of the staff networks and recognition of their contribution to gender equality work.** • Enhance the staff networks budget to enable them to do more work on gender representation. • Maintain and strengthen relationship between senior champion from CEG and each network. • Promote networks at induction, line managers forum, staff Q&As, EDI training and Herts Hub. • Monitor budget spend for all staff network activity and anaylse activity success rates such as number of attendees, positive feedback etc. • Develop criteria for measuring success of events and value for money. • Budget usage of additional spend and review annually.	Increased budget for gender-based networks (from £500 to £750) Developed matrix for measuring success of outcome.	**July 2024** **2024 – onwards** **2024 – onwards** **2024 – onwards**	**EDI/ HR/ OVC/Network co-chairs**	Acknowledgement of the critical work members of the staff networks carry out is important to ensure longevity, progress, and creation of ideas. Networks contribute to all aspects of gender inequality and representation such as menopause, non-binary, trans and gender fluid identities, men's health, and international women/ men's days. Sustained growth of the networks is critical to equality work and further completion of gender equality actions. **Linked to 1.1**	Supplement gender equality work in these areas to give budget for guest speakers, events, conference work and ongoing support. Highlight successful activities in EDI progress/ annual reports. Review annual budget spend.

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
	1.8	**Implement a consistent workload allocation for network chairs and other EDI related roles** *(part of the workload allocation model)* • Identify a workload allocation (hours per week) for network chairs. • Establish baseline for staff network/ EDI work. Is it within the proposed baseline: 0.5FTE per schools or 703 hours per school to include EDI work.	Workload allocation model developed. Baseline established	**2024** **2025**	**HR/ OVC/EDI**	Acknowledgement of work involved in co-chairing a network at Herts and providing a workload allocation model to support ongoing developments and sustainability.	Stability of co-chairs and incentive for staff to pursue gender equality work within their work hours and workloads**.**
		Section 2: An evaluation of the university's progress and success.					
	2.1	**Develop a university wide EDI Strategy** *Which includes:* • *Linked policies and drivers.* • *Priorities for next 5 years* • *Four pillars of EDI work including gender equality* • *Lines of ownership/ responsibility* • Development of reporting lines to measure objectives, commitments and actions plan	EDI Strategy developed. Reporting lines to measure objectives	**March 2025** **2025**	**EDI/ HR**	Our Athena work evidences that engagement is critical to the progress of actions in order to maintain momentum and change EDI must be central in strategic planning with its own plan to ensure engagement at both senior and local levels. Compared to the Alliance group we are one of 3 Universities (out of 16) who do not have an official EDI Strategy in place. EDI work is a shared responsibility that	EDI is recognised as integral to all areas of the business, individual experience, line manager responsibility and clear links to Wellbeing and Sustainability agendas/ strategies. Measure effectiveness of EDI

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		linked to overall strategy and benchmarking schemes. (expansion of existing EDI Committee) • Monitor ongoing policy changes/ drivers, to ensure long term integration of wellbeing, sustainability and EDI agendas and identify areas that need further work or focus to embed strategy successfully.	confirmed Annual review of policies and interlinking of agendas in place.	2025- onwards	EDI/ HR	needs to be integrated throughout the University with clear ownership routes and overall responsibility for all areas of EDI, especially gender equality. Baseline data: • KPIs – see action 1.1. • Survey data: SOS, Q3: *My school/department considers my health and wellbeing.* (66% positive response overall, 55%, F: 64%, M: 41%, Other) • SOS, Q4: *The University treats people fairly and equally* (59% positive response overall 61%, F: 62%, M: 26%, Other).	strategy, through increases to KPIs, objectives and equality related questions in staff surveys (Q3 & Q4 SOS, Pulse) and student/ staff surveys such as EDI survey. Increase of 5% positive response rates for Q3 and Q4 (3% by 2025/26, 5% by 2027/28).
	2.2	**Develop and implement a fair and inclusive recruitment process and supporting monitoring processes to measure the impact of anonymous shortlisting and diversifying recruitment on gender.** • Develop monitoring process to measure impact of anonymous shortlisting on gender. • Review shortlisting guidance to ensure that bias and scoring of essential criteria is consistent, giving examples of good	Localised monitoring of interview panels who also undertake shortlisting processes, to ensure panels are	June – Dec 2024 2025	RS – HR/ L&OD/ Compliance/ ES/ HP/ SBUs	Further development of our monitoring processes is required, to measure the impact of anonymous shortlisting on gender, as there is no significant trend change after two years of being in place. Data shows that there is some progression with anonymous shortlisting in some SBUs: SPECS (2020 24.5% to 2021 25.4% increase in female staff), HLS (2020 37.8% to 2021 39.3% increase in male staff), EDU (2020 28.7% to 2021 30.7% increase in male staff). *(Tables 04a, b, c, Appendix 2)* in first two years of implementation.	An increase in representation of gender in relevant SBUs, over the next 2-3 years of 5% by 2027, **as specified in (Tables 04a, b, c, Appendix 2)** SBUs to have set targets in action plans to address localised under-

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		practice. • Share best practice from SBUs who are making an impact on under-represented gender, including job adverts, essential criteria for shortlisting against and ensuring and reporting diversity of panels. • Transfer anonymous shortlisting to new HR System recruitment and selection areas. Keep Herts Hub pages up to date with the latest guidance. • Provide training for staff through the Canvas module and HR led recruitment and selection and Compliance sessions. TAKEN FORWARD ACTION (2018AP 5.3c refers) (monitoring feedback from survey) • Monitor Herts baseline values to measure if	diverse (gender representation of both male and female and ethnicity representation) Ensure that training and guidance are in place to support effective shortlisting and job criteria development. Diverse pool of staff created to aid areas where diverse representation is difficult to put in place.	Jan- June 2025 2025 (once HR system in place) June 2024 – onwards	HR/ EDI HR HR	Want to see positive gender results in all underrepresented SBUs and further increase in percentages. Overall: In 2021/22: 8,088 applications to Herts (49.1% F, 49.4% M, N/A 1.5%) of which the majority of academic and research were male (2119 (62.9%)). 59% of professional staff applications were female (2,784) *(Table 28a, Appendix 2)* Shortlisting data shows more female success for professional posts (60%). Whilst there are more female applications to academic and research posts, males' success rates remain higher (55%) *(Table 28b).*	representation, proportionate/ relevant to each SBU (male/female ratios). Panelists encouraged to shortlist independently, to remove bias. Impact on anonymized shortlisting and diverse interview panels Continue to see increase in Black Asian Minority Ethnic female applications to success rates, in line with KPI objectives.

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		underrepresentation is being successfully addressed. • Monitor the new starter survey feedback as part of the induction process (2018AP) • Review current system for recoding respondents' information and improve mechanisms for data capture. • Establish baseline value for percentage of surveys completed for 2021/22.	Identify any issues early through the new starter survey.	Jan – March 2025 Jan – March 2025 2025 Jan – March 2025	HR ES/ HR ES/ HR	Between September 2019 and November 2022, a 25% return rate.	>20% or above response rate to new starter survey. Baseline data established.
	2.3	**Enhance promotion of training courses to attract more male participants to training courses** • Promote through targeted marketing, staff communications, newsletters, and line managers forum. • Consider offering *Navigator* or another male focused training programme. TAKEN FORWARD ACTION (2018AP 5.8a &b refers) (Analysis and understanding of lower male training	Male participants to partake in training, in response to marketing and specific tailored courses.	2026- 2027 2026- 2027	L&OD/ EDI L&OD	Male training numbers remain proportionately lower than female training numbers (at 26.6% in 2021/22) Continued promotion of training opportunities and support from line managers for CPD development may help to increase numbers further. Ongoing monitoring of participants on these courses by gender and how they impact on career progression is required. **Benchmark: 2021/22: 73.4%, F:26.6%, M**	Proportion of male staff partaking in training, especially male representation on leadership and management training courses to increase by 5% in next 5 years from 26.6% to 31.6% by 2029. Training trends

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		numbers) • Report data at 6-month intervals through EDI progress and annual reports. • Identify training needs trends from appraisal data, at local SBU level to report centrally for training needs to be identified.	Reporting avenues and consistency of information sharing improved. Analysis of training data trends annually.	Jan 2026 – June 2026 Jan 2025 – June 2027	L&OD (monitor)/ EDI (reports) / HRIS (data updates) SBUs		identified from appraisal processes and central training offered in most frequent topics.
	2.4	**To monitor and measure impact on diversity in senior management roles, of our current KPIs and any proposed new KPIs linked to gender equality.** • To continue to monitor both KPIs (Aspirational target 50% by 2025 for senior academic women), at overall and SBU level. • To consider the data findings and ways to further improve the pipeline into senior roles for Black Asian Minority Ethnic female staff and development of clear progression routes for	Monitoring data shows we have met our aspirational targets. Staff progression routes are identified and promoted through case studies.	2024-2028 2024-2028	EDI/HR/ People Committee EDI/HR	In 2021/22, we were above target of 10% increase of female (SM) FTE by 2025, at 49.4%. *(Table 18, Appendix 2)*. Herts also exceeded the KPI to increase senior Black Asian Minority Ethnic staff (UH9 and above) to 16% by 2025, by 2% (18% in May 2022/23).	Target of 50% of senior academic women to be met by 2025.

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		both academic and research and professional staff. • To put in a proposal to join the 100 Women Black Professors Now (WHEN) and consider the careers accelerator programme.	Membership with WHEN	2024	EDI/HR		
	2.5	**Analyse intersectionality of staff at AM and above grades to determine and address any existing under-representation.** • Review of intersectional analysis, specifically gender, should be undertaken to establish extent of underrepresentation at AM and above. • Promote options to enhance job adverts or recruitment strategies to target underrepresented groups.	Areas of underrepresentation identified. Positive action statements and underrepresentation promoted on job adverts.	2026-2027 2026-2027	HR/EDI RS / SBUs	Analysis of intersectionality of staff currently at AM and above grades will determine what underrepresentation there is, to enhance targeted recruitment, especially gender (sex) and gender identity.	Maintain KPI on female staff at UH9 and above at 50% until 2029/2030. Increase BAME staff at UH9 from 19% to 25.4% in 2029/2030. Reduction in 'prefer not to say (pnts)' and 'unknown (u)' categories for: gender reassignment (from 10.4% PNTS/ 9.1% unknown to 7%) Sexual orientation (from 8.8% PNTS/ 7,2% unknown to 6%)

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
							Increased gender and ethnicity diversity within AM and SM grades by 2029 with consideration for under-representation in different SBUs and reference to local targets. More opportunities for female staff to internal promotion and improve talent management pipeline
	2.6	**Continue to enhance promotion avenues and support female academic staff to apply for Academic Promotion and measure outcomes of recruitment processes using Tableau dashboard.** • Promote and encourage the Professoriate, Readers and Associate professors' roles to be more visible. • HR offer targeted training for female academic staff.	Increase female applications to Academic promotions processes**.**	**2024-25**	**ES – HR/ Marcomms/ SBUs Deans of School/PVC Research**	Proportionally more females are applying for promotion and Associate Professorships have the greatest number of applications. We are leading ways to fix the issue of a 'leaky pipeline'. **Table 33c, Appendix 2 refers.**	Impact can be measured through increased. applications for female academic and research staff. Parity of proportions of success rate between men/women.

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		• Revised guidance and support TAKEN FORWARD ACTION (2018AP 5.4d refers) Completed.					
	2.7	**Continuing to monitor applicant protected characteristics will show any trends data.** • To review application requirements for Professorship and Readership roles and consider gender biases. • Monitor application requirements and applicant diversity monitoring data, especially gender. • Analyse data annually to identify gaps. TAKEN FORWARD ACTION (2018AP 5.4d refers) Completed	Identify trends and biases. Develop comparative data set.	**June 2024 – Dec 2025** **2024 – Ongoing** **2024 – Ongoing**	**ES/ HRBPs/PVC Research**	Further promotion to diversify female applications is required, particularly for Readerships. Date from 2021/22 identified no racially minoritised female or male success *(**Academic Promotion Table 33a & 33b, Appendix 2**)*	To increase proportional representation around gender and ethnicity diversity of Professorships and Readerships application (and linked success rates) to reflect our current staff proportions of 25.8% BAME academic staff, 50% female, through targeted monitoring and data trends analysis
	2.8	**Ensure consistency of practice and fairness of process to give Academic Promotions applicants an equitable opportunity and remove gender bias.**	Panel chairs received training before Academic Promotions process starts.	**June 2024 –**	**ES**	Academic Promotions processes need to be consistent and fair to further increase diversity of application to success appointment.	Transparency of panel make-up and decisions made, through monitoring of panel members on each interview to check gender

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		• Ongoing monitoring of Academic Promotions panels to ensure they are diverse and representative and panel chair has completed the relevant EDI training including Unconscious Bias/ or similar. • Development of a monitoring process to record panel membership to ensure that gender and ethnicity were represented. • Consistency of escalation process when there is unfair practice		ongoing June 2024-ongoing 2024-2025	 ES ES/HR		equality is being considered at interview stage. Staff in the Diverse Pool provide feedback.
	2.9	**Re-launch promotion of Aurora programme, targeting female staff through line manager recommendation, especially female professional staff.** • Offer Aurora to female staff UH6 and above**.** • Promote programme through lived experience and case studies from previous Aurora staff.	Continued investment at UH level to the Aurora programme for funded places.	 2024/25 2024/25	 L&OD L&OD	Aurora data has remained buoyant with 9 places in 2021/22, 14 places in 2022/23. *(Aurora applications have increased to 25+ in 2023/24 with 16 places being offered – allocated in 2022/23.)* Conference led by Aurora alumni in 2018. Ongoing popularity of programme. Baseline: 16 places	20 applicants to join cohort in 2024/25. Ongoing budget to support the Aurora programme. Increase in applications in 2024/25 and 2025/26 (ongoing) to 20-25 from 16 in

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		• Encourage line managers to promote to all female staff who meet the criteria, to attract potential future applicants		**2024/25**	**L&OD**		2023/24.
	2.10	**Ensure that Academic Promotions panel members continue to be engaged in equality training and feedback processes to continue to improve the recruitment process.** • To review the regular briefing for the promotions panel on unconscious bias (in addition to online training) and barriers to promotion for women and other minoritised groups. • To ensure feedback from panels is collected and analysed.	**See above**	**Dec 2024** **Dec 2024**	**ES** **ES**	Academic Promotions process is under constant review and continues to break down barriers for women to seek and obtain promotion.	Equitable opportunity for applicants and an increase in applications from females. Transparency of panel make-up and decisions made. **(see action 2.8 for how transparency will be measured)**
		Section 3.1: An assessment of the university's gender equality context: *Culture, inclusion and belonging*					
	3.1	**Develop an automated appraisal process, as part of the new HR system** • Automated appraisal scheme to help with objective setting	*Part of the Evolve project*	**2026-2027**	**L&OD / HR Evolve**	Appraisal processes have been gradually improved since the last application in 2018, with an EDI question added, revised word forms and guidance for appraisers and appraisees.	Automated appraisal process which includes objectives for individual staff development to

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		(2018AP 5.10 refers). • Focus groups on effectiveness of current appraisal process to take place as part of the new development of automated appraisal system. • Include review of the process and potential change of name to Performance and Development Plan. • Include EDI objectives in the appraisal process, to further embed EDI as all staff responsibility. TAKEN FORWARD ACTION (2018AP 5.10b & 5.10c refers) (Monitor completion rates and feedback)	*(HR)*	2026-2027 2026-2027	project team. L&OD / HR Evolve project team	With the new HR system in September 2024, we hope to automate the appraisal scheme as part of that development and review the process. Linked to Evolve project and the implementation of the new HR system.	bring consistency to the process and monitor if appraisals have taken place. 80% of appraisals to be online by 2028/29. EDI recognised as objective in appraisal or PDP, which interlinks with Wellbeing and Sustainability. Reporting mechanism to print objectives and monitor progress.
	3.2	**Review and develop policies, guidance and training to support menopause, menstrual issues, and carers.** • Review training and support for managers around gender-based issues. • Develop line manager specific training sessions on under-	Identify support required from current training, gender related issues and feedback from	2028-2029 2028-2029	L&OD/ HRBPs/ EDI	Roadshow feedback showed that staff would like more guidance around gender-based issues, to support line manager conversations, which can be promoted through EDI and line managers forums. Growing number of female staff, 57% (in 2021/22), 58% (in 2022/23).	Established baselines for number of female staff by age and line managers at Herts by grade and gender (UH5 upwards) Line managers training on gender-

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		representation of gender, gender-based topics such as menopause, andropause, transgender and inclusivity. • Establish baseline for number of female staff who are potentially at perimenopause/ menopause age to measure impact of training and guidance. • Establish baseline for number of line managers at Herts by grade (UH5 upwards) by gender. • Development of policies and guidance to support menopause, menstrual issues, and carers. • Development of a managers' conference / workshop or event.	staff. Development of line managers 'bite size' training sessions. Guidance developed. Event to support managers	**2028 – ongoing** **2028** **2028-2029** **2028-2029**	**L&OD/ HRBPs/ EDI** **L&OD/ HRBPs/ EDI**	Potential to offer line managers conference/ workshops or event to discuss, promote and celebrate best practice. Baseline: 30% completion of feedback forms at managers conference.	based topics and supporting guidance for staff. Target: 30% of line managers trained by 2029. New policies and guidance to support menopause, menstrual issues and carers created. Impact of policies to be measured through staff focus groups ~~surveys~~, roadshows and network feedback. Celebration, training, and best practice sharing at conference/ workshops or events. Feedback gathered to influence future training courses.

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	3.3	**Further increase support provision for line mangers: forums and training around gendered conversations.** • Encourage staff to join the central line managers forum. • Encourage SBUs to set up localised line managers forums through EDITs, EDI SAT and SBU level committee meetings. • Utilise roadshow feedback/ carers interviews to help to identify areas to focus on for line managers training, which may include having conversations with staff who are carers, understanding options and how to implement them for staff, whilst ensuring equity. • Signpost to support, create guidance.	Continue to grow numbers on central line managers forum (250 staff +) Developed areas of training for line managers, following analysis of feedback.	2024 – onwards 2025-26	**SBUs/ Deans of School Heads of Department** **HRBPs/ EDI** **EDI/ Carers network/ L&OD**	Human Resources lead a *Line Managers Forum* for updates on policy and arising issues, created during the pandemic which continues to have high participation rates Our central line managers forum is open to all line managers across the University. Some SBUs also have local line managers forums to supplement central decisions and guidance. Although response was positive in the SOS to '*my line manager supports my career development*' (60% overall - 69%, F: 72%, M 63% Other), qualitative data indicated that staff experience of career development, support and day to day can fluctuate and is dependent on the relationship and understanding of the line manager Carers Network interviews indicate that trends around the need for case by case, informal flexibility, which is documented, consistency of managers and understanding are key.	Line managers awareness of fora, to encourage consistency of approach to gender equality and other areas of management. Training development areas identified for line managers.
	3.4	**Embed the Wellbeing Strategy to complement the EDI Strategy and promote wellbeing champions and strategy development to enhance healthy 'whole life balance.'**				Wellbeing Strategy is being developed (2024) and will be promoted to staff by the Wellbeing team.	Integrated Wellbeing Strategy for staff, line managers supporting healthy

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		- • Promotion through Herts Hub Wellbeing pages • Support staff and students to maintain a health work life / study balance. • Encourage flexibility/ hybrid working to support staff healthy 'whole' life balance. • Promotion of healthy working models. • Line mangers supporting and encouraging staff healthy life balance. • Implementation of the wellbeing strategy. • Encourage healthy lifestyle choices by providing information, training, resources and advice to optimise physical, digital, social and mental wellbeing. • Showcase best practice.	Herts Hub pages updated. Strategy promoted and available to staff through line managers/ promotion pieces and awareness sessions. Best practice examples shared.	**Sept 2024 – Jan 2025** **Sept 2024- Jan 2025** **Ongoing** **2025** **2025** **2024-2025** **2025**	**Marcomms/ SBUs/ Staff Wellbeing team/ SBUs/ HR** **HR/ SBUs** **Wellbeing/ Line managers/ SBUs** **HR/ Wellbeing** **Wellbeing**	Support for all work/life balance models is required, to ensure that the 7 domains of wellbeing activity (Belonging, Collaboration, Prevention, Intervention, Education, Transitions, Support) are integrated into all aspects of university life. Development of a Wellbeing KPI linked to the number of staff achieving the Chief Medical Officer's physical activity guidelines of 150 minutes per week (moderate intensity). Existing initiatives, as well as the creation of new ones will support this agenda and encourage better health outcomes and an enhanced work-life balance. Building on work already in place: - Some SBUs have a policy on email traffic (no emails outside of 7am-7pm) - use of wellbeing champions to organise sessions (LMS) - showcasing different topics to support equality and wellbeing (HR EDITion)	'whole life balance' and staff take up on healthy work/life balance. By 2029/30, 67% of staff will achieve goal of 150 minutes activity per week, leading to a healthier workforce overall, with enhanced physical and mental health and wellbeing levels. Promote a positive health and wellbeing culture through visible, proactive and consistent influential behaviours. Hybrid/ Flexible working models to complement Wellbeing Strategy.

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	3.5	**Establish an effective process to actively listen to, explore, support and respond to 'lived experiences' which identify gender-based issues** • Collaborate and receive feedback with the Race & Ethnicity Equality Staff/ Student Success groups (part of the REC) on building inclusivity. This could include. 1.1. a/ Create opportunities to share 'lived experiences' for technical, professional, and academic staff. b/ gender-based awareness training on imposter syndrome, stereotyping and allyship. c/ staff training on issues specific to gender and ethnicity intersectionality to improve different cultures for better support.	Effective 'listen to learn' process in place. Establish listening sessions to shared lived experiences. Training sessions are established.	2025 - 2029 2025 - 2029 2026 2024-2027	**OVC/EDI/ HR Networks/ Women Rise conference.** **L&OD/EDI**	An intersectional approach to gender equality is required to address lower scores in staff survey for racially minoritized and minority white (other background/ Irish) female staff. Particularly reward & recognition (50% or below) and financial wellbeing (8%-23% - other white, Asian (Chinese), Black (Caribbean), other or multiple mixed ethnic) Black Asian Minority Ethnic women score 54% (-9pp compared to Black Asian Minority Ethnic men and -6pp compared to white women) in response to Q4: the University treats people fairly and equally'. These actions are relevant to both the REC and Athena Swan work. We know from our EDI diversity event work that lived experience can have an impact on staff culture and views on certain topics. Recent lived experiences include 'a staff carers panel' in Disability History month and IWD 'inspire inclusion staff network co-chairs panel.' #InspireInclusion	Increase in Staff Opinion Survey/ Pulse survey scores for racially minoritized females (inc. minority white females) to be on a par with white female scores as detailed in the rationale. Increase in opportunities for shared 'lived experiences' to highlight and showcase diversity. 40-50% of staff to partake in gender and ethnicity related training by 2027.

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		d/ Pursue a sponsorship programme – either continue with the DLP or a different programme for BAME female staff to enhance further support. e/ investigate reward and financial wellbeing through a gender and ethnicity lens.	Establish a sponsorship programme. Review of reward and recognition is set up and completed. Develop monitoring structures to ensure reward and recognition is equitable.		**Race & Ethnicity Equality Network/ EDI/HR** **HR**	Staff training on gender and ethnicity could include awareness of issues around awarding gap and non-continuation rates and critical race theory, intersectionality, and potential development of new courses. **Linked to the Race Equality Charter (REC)** Baseline values for white females to use as a comparative: • Reward & Recognition: 54% • Financial Wellbeing: 28% • Q4: University treats people fairly and equally = BAME F, 54%: White F, 60% **Table 9.2, Appendix 1 refers.**	Improved scores for minority ethnic groups on equality, reward, and financial wellbeing in future Staff Opinion Surveys in line with white staff scores. Inclusion of gender-based measures in the proposed reward & recognition platform (2025-26).
	3.6	**Review and expand policy and inclusive processes for carers and working parents.** • Develop a long-term carers policy for both staff/students. • Provide permanent designated breastfeeding area/ staff carers areas.	Policy developed. Space provided.	**2026** **2025/26**	**HR/ Carers Network** **SBUs/OVC/**	Our Carers and Working Parents Networks were re-launched to focus and support gendered issues and barriers. Scores from the SOS, 2022 show self-declared carers scores around '*I am able to have the right balance between my work/ personal life*' were lower than non carers **(positive responses were 56%, F, 53% M**	Positive scores for staff who are carers to increase to the question '*I am able to have the right balance between my work. and personal life*, to give parity with non-

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		• Establish a central Carers Fund for costs that fall outside of a staff working pattern. • Develop a resource to support workload/ life balance for carers returning from leave or with additional family responsibilities. 1.2. • Provide mentor support for returning staff from the Carers or Working Parents networks.	Access to a fund to support carers in place. Additional support available for returning staff. Mentor support available	**2027/28** **2027/28** **2025/26**	**Finance** **HR/ Carers Network/ EDI** **Carers Network**	**for carers compared to 62% F, 62%, M for non-carers).**	carers scores in staff surveys, over the next 5 years (Carers, 56%, F: 53%, M: Non-Carers: 62%, F: 62%, M) Increase staff survey positive response from 56% to 62%, F and 53% to 62%, M.
	3.7	**Develop a transparent, fair, and supportive approach to facilitate re-orientation of staff returning to the workplace.** • Returners mentoring/ buddy options to re-orientate returning staff after career break/ period of absence. (will be paired with a recent returner for support and guidance before, during and after their period of leave – via carers/working parent's networks) • Training and guidance to be developed for mentors to be	Mentorship scheme for returning staff in place. Supporting guidance developed for mentors, in line with mentorship programmes already existing at	**Jan 2028 – June 2029** **Jan 2025 – June 2026**	**EDI/ Staff networks/ L&OD** **EDI/ Staff networks/ L&OD**	Flexible location principles and local SBU policies have given more flexibility to returning staff – from maternity, paternity, or long-term illness. Offering mentorship to staff will help to re-orientate them to the workplace, providing support for vulnerable staff.	~~Improved staff experience on return to work.~~ Positive experience for staff transitioning back to work, measured through targeted 1-2-1 sessions. Higher positive scores in staff surveys obtained for staff with caring responsibilities. SOS 2022, in parity with non-carers

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		able to support through 4-6 sessions. TAKEN FORWARD ACTION UPDATED (2018AP 5.14 refers) (Session to consider options available for returning staff) .	the University (LGBTQ+, Black Asian Minority Ethnic, central Coaching)				scores. (see above target of 62% in action 3.6)
	3.8	**Complete a full review of KIT days and family friendly policies with consideration to extend paternity, maternity, shared parental leave periods (paid/ unpaid) to ensure that they are in line with other Universities in the sector.** • Consider returners to work toolkit to support women with the transition back to work after maternity leave/birth-related leave, which should include consideration of 'childcare costs,' lighter teaching load for staff to re-engage in research, and refresher training sessions, access to support such as the Working Parents Network. • Monitor data to see if data trends are consistent in	Review completed and findings shared. EIA completed. Designed brief for guidance and	Jan – June 2025 Jan – June 2025	HRBPs/ Staff Wellbeing HR	In 2021/22 returners data shows an increase in women not returning to work following maternity leave There is also a substantial decrease in staff taking paternity, adoption, or shared parental leave. This was the first year there were no staff utilising paternity leave, since 2017/18 and adoption and shared parental leave numbers were low (<7) KIT days taken also dropped from 36 days for female staff in 2019/20 (6 days for academic and research staff, 3 days for professional staff) to only 9 days in 2021/22 ***(Table 35a & Chart 35b, Appendix 2)*** Independent interviews showed that some staff felt the paternity / maternity policies needed to be updated ***(Appendix 1 refers).***	Increase in staff taking KIT days identified through monitoring of days taken. Increase in paternity, adoption, and shared parenting leave by 5% by 2029 (<7 currently) 80%- 100% of returners feel satisfied with workload and supported with re-orientation to workplace, monitored by line

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		2022/23 and future years. • Utilise EDI survey to monitor staff response to equity and experience of family friendly maternity, paternity, adoption, and shared leave.	what might be included in the package. Data findings shared	**Ongoing until 2029**	**EDI/HR**		managers.
	3.9 2018 AP (5.11 b)	**Sign up to the Equality & Human Rights Commission 'Working Forward' campaign.** • Utilise resources to support pregnant women and new parents through EDI site and Working Parents Network. • Monitor return to work/ maternity, paternity, shared parenting, and adoption data (as above action) TAKEN FORWARD ACTION (2018AP 5.11b refers) (progress signing up to EHRC Working forward campaign)	EHRC Campaign member Improved support and resources on Herts Hub See above	**Dec 2024** **Feb 2025**	**EDI/Staff Networks** **HRIS/ HRBPs**	Feedback from staff demonstrated the value of these initiatives for those returning from maternity leave/ birth-related leave (EHRC working forward campaign etc.) Maternity leave for females has increased by +13 from 55 in 2020/21 to 68 in 2021/22 ***(Table 36, Appendix 2).*** Network support is critical to the individual experiences of staff and with hybrid working and the Day Nursery being open to the public as well as staff/ students from Herts, linking with other parents is harder to do.	Enhance our practices with an aim to reduce workplace discrimination and improve working conditions for pregnant women and new parents. Increase in uptake of leave, and returners to workplace data.
	3.10	**Further build a culture of acceptance of hybrid working model across all areas and types of roles in the University.**				Flexible location principles, developed in COVID-19 pandemic, allowed working arrangements to be more flexible (e.g., enabling of better balancing of family care	Increase positive staff experience of being on site in open plan office/ hot

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		• Promote fairness of approach/access, highlighting areas of best practice of hybrid working across teams. • Support for lone workers/ isolated & vulnerable staff, including regular 1-2-1 sessions with line manager, EAP 24/7 Counselling service, line manger training about flexible working, conducting risk assessments, creating rota's so no lone working, how to have supportive conversations and how to address any potential issues such as safeguarding. • Develop a fair, transparent, and enhanced approach to facilitating flexible and hybrid working patterns, with reference to the University's Flexible Location Principles. • EDI Committee/ People Committee to agree specific targets for Flex Location Principles and hybrid working. • Consideration of SBUs where business need outweighs the option to work hybrid, and any	Working models for hybrid working used by staff. Support in place for lone workers. Areas of inequality addressed through guidance and forums. Targets agreed for continued monitoring.	**Jan 2027 – Jan 2029** **Jan 2027 – Jan 2029** **Jan 2027 – Jan 2029** **Jan 2027 – Jan 2029** **Jan 2027 – Jan 2029**	**HRBPs/ SBUs/ Line managers** **HRBPs/ SBUs/ Line managers.**	and work responsibilities). The principles gave managers a framework for hybrid working models and experiences of working from home were positive (75% scoring 7-10 (10 indicating adapting really well) of which female and male responses were fairly even (scores of 7-10 = 76.2% F, 78.4% M). 80.8% were able to maintain usual working patterns (80.5% F, 83% M) *(Table 10a & b, Appendix 1).* Not all staff are able to work in a hybrid model due to the business need. How do we support them?	desking spaces by 10% in 2029, from 75% (76.2%, F and 78.4%, M (response rate to Q about flexible working in Returning to Campus survey, 2021 and comments from SOS, 2022) Continue to monitor positive response scores in SOS survey, 'My school/ department enables flexible working.'

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Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		implications linked such as reasonable adjustments and retention of staff.					
	3.11	**Ensure physical resources on-site (technologies, equipment, multi-use rooms, private spaces, consistent meeting time etiquette) support hybrid working to improve gendered experience of open office space and reduce lone working.** • Support technologies required by staff at local SBU level. • Equip staff adequately to carry out their roles, implementing any additional requirements. • Complete EIA for any office redesign to ensure that there is best use of space – including private spaces, gendered-space, and quiet areas.	All office spaces to provide multi-functioning areas – hot desks, group and individual areas, meeting rooms. Technology and equipment in place to support staff in open plan offices. EIA undertaken	2026-2027 2026-2027 2026-2027	SBUs/ Estates/ LCS Relevant SBU/area	Feedback to the question, '*What could we do to make our approach to flexible locations working more effective?',* asked for better physical resources on-site (technologies, equipment, multi-use rooms, private spaces, consistent meeting time etiquette (no meetings prior to 09:30 or after 15:00), fairness of approach across line managers, and support for vulnerable staff ***(SOS, 2022, Appendix 1) (Comments: 1219 in total, 431 negative response).*** Qualitative feedback around improvements to equipment, accessibility and hot desking arrangements indicate that not all areas of the University are fully equipped for successful hybrid working arrangements, particularly for those with disabilities or additional requirements. Estates and the de Havilland hub have created positive office spaces. **Linked to action 1.4.**	Positive scores to flexible working to remain high to question *My school/department enables flexible working* (85%, F: 81%, M, 53%, Other) from the SOS, 2022. Also, reduction in negative comments in next survey if question is asked (fewer than 431 comments). Local action plans for each SBU and targets to improve office space and any related

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			for re-designed office spaces.				percentage increase to be determined locally.

SECTION B

Section 3.2: An assessment of the university's gender equality context: *Key priorities for future action*

Priority 1 - Improve data monitoring to measure impact on gender equality

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
	B1.1	**Increase options for staff to self-identify the following categories: sex, sexual orientation, gender identity and gender reassignment to increase the declaration rate.** • Tableau data options to split data by gender (sex) and gender identity as determined by Advance HE, including non-binary. • To produce all relevant staff data tables to include sex identifier, gender reassignment and gender identity (non-binary etc.) Improve protected characteristics breakdown of data for institutional and SBU data, whilst keeping within HESA, Data Futures and OfS	All relevant data tables can be disaggregated by gender identity and sex. Improved staff protected characteristic data reporting.	**2026/27** **2027**	**HRIS/ SIP** **HRIS/ SIP**	Increasing options to self-identify will allow for data to be disaggregated by gender identity (non-binary, other) to further understanding of gender experiences of the staff and student community.	Staff/ Students to have choice to identify in preferred way (whilst University is still able to hold HESA gender defined question) Promotion of inclusive culture with systems that support gender identity. 65% answered gender identification question in SOS,

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		regulations. • To ensure all relevant student data includes sex, gender identity and gender reassignment questions whilst keeping within HESA, Data Futures and OfS regulations. • Promote positive messaging around disclosing personal characteristics: sexual orientation, gender identity and gender reassignment at regular intervals to support and improve accuracy of data collection.	Improved student protected characteristic data reporting.	**2027** **2027**	**HRIS/ SIP** **EDI/HR**		2022 (1777 out of 2728 responses). Look to increase on this score by 10% on the next Staff Opinion Survey.
	B1.2	**Develop of a departmental AS culture survey core questions data table in Tableau, to allow comparison of SBU results and enhance institutional practice.** • Design Tableau dashboard to allow comparison of SBU results to Athena Swan core questions. • Central team to add data to Tableau dashboard. • Consider baseline data/ values	Athena Swan core questions result available on Tableau dashboard for analysis.	**2026** **2026**	**HRIS/ EDI/ Academic SBUs/ Deans of School/ AS Champions**	Comparative data across all SBUs will allow for central monitoring of Athena Swan core question results to identify gender- based inequalities or areas requiring support or focus.	Establish baseline and understanding of gender-based issues at academic SBU level such as harassment and bullying. Identification of positive departmental culture and experiences

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		for SBUs to use as an indicator for core question response rates.		2026/27 2026/27			
	B1.3	**Improve tracking training numbers for racially minoritised groups, particularly female staff, to support an evidence-based approach around Black Asian Minority Ethnic engagement.** • Consider methods to evaluate courses such as Diversifying Leaders, Herts Manager, Aurora, and Navigator. • Gather data by protected characteristic for participants on programmes (with consideration for small numbers – so may remain confidential) • DLP conduct individual interviews with participants. • Collate trends data metrics over 5 years. • Explore functionality of new HR system to record training by individual staff members training journey.	Evaluation method put in place. Diversity monitoring data available as part of the analysis Feedback captured and trends data collated. Functionality investigated; data collected.	2026-2027 2026-2027 2026-2027 2026-2027 2029	L&OD/ HRIS L&OD/EDI L&OD L&OD HR	To better understand participant demographics and measure impact and value of manager programmes for participants. Addressing limitations in training data, Herts needs to better evaluate courses like *Diversifying Leaders, Herts Manager, Aurora*, and *Navigator* for longitudinal impact. Difficult to measure impact of DLP for racially minoritized staff by gender, due to small group sizes. Currently, no quantitative data collected. **Linked to action B.1.4**	Continued recruitment into the Aurora, DLP, Herts Manager and Navigator programmes, with quantitative data on protected characteristics and qualitative feedback data on impact and value of courses to participants. A balance of diverse staff accessing training, from all grades, departments, contract functions and types by 2029 Evidence-based data to show engagement on training and some leadership

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		• Managers to monitor training journey of staff. • Consideration of how to track career. progression for participants on Herts Manager, Aurora, and other leadership Programmes with 10 or more participants (see action **B1.4)** • Development of training being recorded by individual staff member rather than participant numbers on course. TAKEN FORWARD ACTION (2018AP 4.2a refers)		**2026-2027** **2026-2027**	**L&OD/ HRIS/HR** **L&OD/ HRIS/HR**		programmes with <10 participants. Identification of female specific barriers or successes from the training.
	B1.4	**Establish community of practice for tracking career progression for participants on leadership programmes.** • Include community of practice sessions for participants in Aurora and other courses (when cohort size is above 10). • Consideration of how to track career. progression for participants on Herts Manager, Aurora, and other leadership Programmes with 10 or more	Feedback from participants captured. Monitoring of training data for female participants to identify trends.	**2024//25** **2026/27**	**L&OD** **L&OD/HRIS**	For programmes with 10 or more applicants, some qualitative data could be gathered. For smaller groups, interviews could be conducted as a future consideration, to measure value. **Linked to action B1.3**	Evidence-based qualitative gender-based data to identify impact, value, and any potential career progression routes. Participant feedback to demonstrate positive experience, growth in understanding and brining training into

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Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		participants **(see action B1.3)**					practice in role.
	B1.5	**Develop further understanding of gender balance by training course, allowing appropriate action to be taken where uptake is low.** • Capture training data by gender (sex) and gender identity including non-binary and other identities by theme. • Incorporate gender identity (as defined by Advance HE), information on the new HR System to encourage more transparency and choice for self-identification. • Capture training data by gender (sex) including non-binary and other identities by individual course. • Track and report individual training through HR system. • Add pronouns and title prefixes in the HR system/ student system. TAKEN FORWARD ACTION (2018AP5.8a & b refer)	Training data can be disaggregated by sex and gender identity. Training data can be linked to individual or course. Self-identification options are increased.	**2026-27** **2026/27** **September 2025 (for HR system)** **2026-27 (for Student System)**	**L&OD/ HRIS/ EDI** **HR Evolve project team.** **L&OD/ HRIS** **L&OD/ HRIS** **SIP**	Further understanding of the gender balance by course, allowing appropriate action to be taken where uptake is low. While it's possible to record training engagement by gender, improvement is needed to identify career progression impact for leadership and management course participants. To enhance user experience of the new HR system and increase opportunities to self-identify sex, gender identity, gender reassignment and sexual orientation. Consideration is needed for optional pronouns and title prefixes in both student and staff systems for gender inclusivity in data capturing and reporting processes.	Capture the number of male line managers accessing management training courses. Understand any training trends for non-binary and other staff. Ensure currency of training offered to staff. Staff to be able to choose from options to self-identify on the HR system. Improved reporting of self-identified gender and sexual orientation to increase culture of self-disclosure.

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	B1.6	**Monitor diversifying recruitment stages (mandatory requirements) through local SBU level, to evaluate and report at EDI SAT/ Committee (2023)** a/ SBU level the mandatory diversity of recruitment stages, particularly interview stage. b/ SBUs submit lists each quarter to HR. c/ To evaluate and report at EDI SAT/ Committee (2024)	SBUs record interview panel members. Monitoring process developed. Data sent to central team for monitoring and reporting to committee.	**2024** **June 2024 – 2029** **2024-2029**	**SBUs/EDITs** **SBUs/EDITs/ EDI** **SBUs/EDITs/ EDI**	2021/22 School data for academic and research staff outlines that whilst there is an increase in applications from the Black, Asian Minority Ethnic community, Black, Asian Minority Ethnic female staff are less likely to be successful at interview stages, compared to white females in most academic SBUs. In 2021/22, overall Black Asian Minority Ethnic applications grew to 56.8%. Having panel members from different protected characteristics is proven to be beneficial in providing a challenge to unconscious bias and helping candidates to feel the University is an inclusive environment to work in, at interview. Proportionally, Herts is slightly above sector average for BAME females (281.8 FTE: 54.4%) (*52.7%, Heidi, 2023*) For detail about BAME female v White female success rates ***Table 30a, Appendix 2 refers.***	Introduction of mandatory diversity of interview panels and shortlisting stages across SBUs and monitoring of panels and successful applicants, over the next 5 years SBUs to have set targets in action plans to address localised under-representation, proportionate/ relevant to each SBU (male/female ratios). Gradual increase of diversity of successful applicants across SBUs, especially where there is an underrepresentation

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							, over the next 5 years. *(Table 30a, Appendix 2 refers)* Stay above the sector averages for BAME females of 52.7% in 2023.
	B1.7	**Embed key training data/ statistics into EDIT action plans to enhance local SBU monitoring of staff training.** • Tableau dashboards are available for SBUs. • Reports are sent to SBUs for monitoring.	SBU engagement and regular reporting on data targets	**2026/27**	**EDITs/ SBUs/ EDI Committee**	EDITs to ensure that staff are up to date with any mandatory training sessions, including refresher training.	Tableau dashboard to include data for both institutional and SBU level. Training reports sent to SBUs for monitoring training needs every 6 months.
	B1.8	**To promote inclusivity of gender as a spectrum, gender identity, gender reassignment and sexual orientation through data capture, gender equality Herts Hub pages and future Athena Swan developments** • Develop guidance around sex	Guidance document and	**2024/25**	**HRIS/ SIP/ EDI**	To enhance inclusivity of gender as a spectrum.	Staff/ Students to have choice to identify in preferred way with a target to reduce non-disclosure N/A and PNTS (17.8%). Promotion of inclusive culture

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		and gender identity to support data monitoring of sex, identity, reassignment, and sexual orientation on the student/ staff records. • Promote the benefits of self-identification on Herts Hub. **Linked to action B1.1**	Herts Hub page published.	**2025/26**	**HR/EDI**		with systems that support gender identity. Herts' to use baseline data to further promote gender equality and analyse changes to disclosure rates and trends.
		Priority 2 – Building Trust and creation of Safer Spaces					
	B2.1	**Re-launch D&R advisor programme** • To offer specific training for new D&R advisors • Recruitment drive for new D&R advisors. • To promote the new D&R advisors following recruitment • Communicate the D&R service to all line managers/staff. • Monitor D&R case load.	D&R training offered. Promotion and recruitment of new D&R advisors. Staff Q&A takeover Dignity and Respect Advisors relaunch and	**2024/25** **June – Dec 2024(Training)** **June – Aug 2024 (Recruitment)** **Jan- June 2025** **June 2024 –**	**EDI** **EDI** **EDI** **EDI** **EDI**	Understanding of D&R advisors' role and how they support should be understood by all staff to ensure policy and procedures are being implemented correctly.	Re-launch D&R advisors and the importance of impartial advice as part of the overarching Bullying and Harassment policy. Monitor case load numbers, themes, and outcomes for ongoing analysis. 50% of SBUs to receive training by June 2026.

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		1.3. TAKEN FORWARD ACTION (2018AP 5.18 a/b/c/d) *(Communication of D&R advisors and monitor uptake)*	Herts Hub guidance updated.	**2029 (ongoing)**			
	B2.2	**Continue to use data metrics to identify and analyse gender inequalities or potential discrimination that require targeted training and support with issues.** • Working with relevant SBUs, undertake analysis on departmental culture survey results, identifying any gender-based trends. • Collaborate with HR and SBUs where trends are found, and improvements made. • Establish baseline data to inform understanding of bullying and harassment at Herts and ways to address through awareness of policy, process, and experiences.	Analysis of Athena Swan Departmental culture surveys Add any relevant actions to EDIT/ Staff survey action plans. Shared best practice	**2025 - 2027** **2025 - 2027** **2025 - 2027**	**Dean of School/AS champion** **HRBPs/ EDI /Senior Lead team HR/ Secretary & Registrar**	To ensure that all SBUs are consistent in dealing with B&H issues. Further exploration of bullying and harassment local culture survey results and collaborate with School Athena Swan champions and EDIT teams on any occurring issues. Linked to Pulse, 2023 action plans around safe to speak up question, which includes more informal chats and open forums, anonymous feedback, inclusive practice and focus on EDI	Established a baseline and understanding of nature of bullying and harassment across Herts, including types of cases, gender, and experiences. Use the baseline with a view to inform policy and practice development.

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	B2.3	**Improve data reporting for bullying and harassment figures and case themes to the EDI Committee, to enhance understanding of any emerging themes.** • Capture H&B case data by theme (both formal and informal) • Produce six monthly report which includes B&H figures at both formal and informal stages at EDI Committee.	Themed data produced and reported to identify and monitor trends.	**2026/27** **2026/27**	**HRIS/ HRBPs/ EDI** **HRBPS/ EDI**	Strengthen monitoring for B&H figures and case themes.	Improve baseline understanding of nature of bullying and harassment cases. Provide evidence-based actions and decision making from reports.
	B2.4	**Work with the Race and Ethnicity Equality Network to further understand barriers preventing staff from feeling that they can report bullying and harassment and seek support.** • To deliver targeted focus group sessions with networks and across SBUs • Collaborate with staff on improving experiences of female staff, particularly BAME females.	Focus group held. Analysis of qualitative feedback completed. Evidence-based actions developed	**2025/26** **2025/26** **2026-2029**	**EDI/HR/ SBUs** **REE Network/ Senior champion for REE**	Qualitative data suggests that building trust and inclusivity is key to understanding the 'real' issues and lived experiences of racially minoritized gender experiences, particularly female experiences of microaggressions, bias and stereotyping.	Develop considered actions and monitor positive impact on experiences of BAME staff, particularly female staff. Increase in positive survey scores to Speak Up question. Reduce negative score of bullying

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			and implemented.		Network/ Menopause Network, Carers Network/ Working Parents Network/ LGBTQ+ Network.		and harassment question by <10%.
	B2.5	**Continue to promote support services available at Herts to address bullying and harassment.** • Include Bullying and Harassment as a topic in the EDI newsletter emphasising the no- tolerance approach (3-4 times a year) • Update the Bullying and Harassment intranet EDI pages.	Newsletter includes updates on B&H Herts Hub pages updated	2024/25 2025/26	EDI EDI	Promotion of services available enables staff to seek out support or signpost others and re-enforce the University's overarching no-tolerance policy.	Target: B&H included in 3 EDI newsletters in 2024/25. Increased promotion of B&H policies. Awareness of reporting systems for staff and students through hits to Herts hub pages, use of guidance and conversations/ training with HRBPs, EDI or Dean of Students.

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	B2.6	**Offer training sessions raising awareness of UH's Bullying and Harassment Policy. Female staff particularly encouraged to attend.** • Promote anti-bullying & harassment training (e.g., Active Bystander training or other) offered by Herts. • Further promote different support avenues, for all genders. • Targeted promotion for females, non-binary, gender-fluid and transgender staff from self-disclosed staff records. • Deliver B&H training/ refresher sessions in the implementation of bullying and harassment policies with relevant resources for SBUs	Training delivered to support both academic and professional SBUs	**2026/27** **2024 – 2026** **Ongoing**	**L&OD** **EDI** **HRBPs**	**See above.** Herts has delivered training relating to bullying and harassment, active bystanders, and allyship across SBUs to promote awareness and available support. Avenues for support include Dignity & Respect Advisors, HR Business Partners, Wellbeing champions, Chaplaincy, Employee Assistance Programme (Validium), *Speak Out* anonymous reporting, and our Men's Health and Wellbeing network and we are a third-party Hate Crime reporting centre. **(Note: it is recognised that bullying and harassment is an issue for all genders regardless of grade, seniority, or length of service).**	Increased awareness of being an active bystander from attendance numbers at training sessions. Active Bystander training 2021/22: 14 sessions, 520 staff trained. Target: 50% of SBUs by December 2026, 80% by 2027. More staff joining LGBTQ+ Allyship scheme (or other allyship schemes as developed) Currently at approx. 150 staff. Target: 200 by 2026. Increase in D&R Advisors. Target: 10 advisors by 2027.

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
							Increased awareness of B&H policies, where to go for support and understanding of processes at SBU level from training attendance numbers. Target: 50% of SBUs by December 2026, 80% by 2027.
	B2.7	**Assess and review messaging around Herts statement of no tolerance policy, to increase awareness and trust in our bullying and harassment processes.** • Reminder of statement of no tolerance policy through relevant meetings, committees, equality events and social media. • Update the B&H intranet EDI pages. • Promotion of reporting systems (Speak Out) for staff and Report and Support for students.	Regular reminders of zero-tolerance Herts Hub pages updated. Inclusion of B&H question in staff surveys	**2024/25** **2024/25** **2024/25**	**VCE/CEG members/ Marcomms**	Increased visibility of senior management and re-enforcement of no tolerance policy towards bullying and harassment will promote processes to tackle incidents and build confidence.	Positive messaging of policies in place to promote inclusive and safe culture. Target: Herts Hub pages re-developed by June 2025. Visibility of senior support and message of no tolerance re-instated through SBU visits, induction processes and Herts Hub promotion of zero tolerance.

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		• Ensure that bullying and harassment is a question in future staff surveys.		**2024/25**			
	B2.8	**Continue to build trust in the community and enable staff to have the opportunity to speak up.** • Increase the target of positive response (agree/strongly agree) in 2026 and 2027 for the 'Speak Out' (above sector average).	*People Strand' Strategic Plan 2020-25, work refers*	**2025-2027**	**L&OD/ Senior Lead Team – HR (Leading on survey)** **SBUs (promotion of completion of survey)**	Our Staff Opinion Survey, 2022 found that Black Asian Minority Ethnic women's lowest equality score was for 'speaking up' (36% positive), -9pp lower than white women (45%) and below the sector average (-9 delta score) (*Q5, Appendix 1*). In line with the PSED, work to eliminate unlawful discrimination, harassment, victimisation, and any other unlawful conduct.	Target of 50% by 2025/26 Target of >50% reached in 2026/27. Parity in positive scores for speaking up question in the SOS for BAME females v white women in next 5 years and in line with the sector average (by 2029).
	B2.9	**Create alternative spaces for staff to have opportunities to respectfully express their views, such as facilitated focus groups, seminar, coaching sessions, or staff network meetings.** • Focus groups to discuss gender-based issues and identities.	Consideration of safe spaces and opportunities given Focus groups held. Sessions	**2028/29** **2028/29**	**OVC/EDI** **EDI/ Networks**	Roadshow work revealed that staff felt that there were not enough opportunities to discuss gender-based issues in respectful and 'safe' environments.	Alternative ways for staff to consider gender equality created. Ideas generated to be fed-forward to EDI office to influence policy, practice, and cultural change.

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🟩		• Work with Networks to assist with liciting feedback from staff. • Anonymous feedback	organised for listening to lived experience and discussing gender- based issues.				Target: 2 gender-based focus groups to be held each year for the next 5 years.
🟥	B2.10	**Development of a trans inclusion policy** • Development of a trans inclusion policy and guidance as a priority in 2024 • Update guidance with consideration of staff/ student feedback and include reference to equality law, cases and 'beliefs. • Work with external/ internal stakeholders to ensure 'lived experience' is part of the development and guidance process. ==TAKEN FORWARD ACTION (2018AP 6.1b refers).==	Trans inclusive policy created and approved. Guidance updated	**Dec 2024 – June 2025** **Dec 2024 – June 2025** **Dec 2024 – June 2025**	**EDI** **EDI** **EDI**	Development of a trans policy and updated guidance supports the University's statement of support for our trans community (both staff and students) and ongoing LGBTQ+ equality work. Herts provides strong support to increase awareness of transgender inequalities experienced in the workplace; examples include: • A statement of support • Rainbow crossings on campus • Attendance at Pride in London (2023) • Applied for Stonewall WEI (2023) to establish a baseline	Enhanced awareness and support for transgender staff in everyday work situations through case studies being incorporated into relevant training sessions or lived experience 'My Story to tell.' Higher self-disclosure rates amongst students and staff by 2025 (above baseline values from 2021/22). Increase in positive survey scores for staff, particularly around equality

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							theme. In line with sector to have policy (13 out of 16 Alliance Group Universities have a Trans inclusive policy)
	B2.11	**Develop, offer, and promote awareness around 'safe' gendered conversations and guidance to support female, non-binary or transgender staff.** • Deliver awareness training around 'safe' gendered conversations such as menopause, menstrual health, and sexual violence. • Develop guidance and/ or small focused sessions 'How to discuss/ ask/ support…' • Offer 360° reviews to line managers to support a compassionate approach to gendered conversations.	Training delivered across Academic and Professional SBUs	**2025- 2026** **2025- 2026** **2025- 2026**	**EDI/HR Staff wellbeing/ Menopause Network**	Roadshow work revealed that staff felt that there were not enough opportunities to discuss gender-based issues in respectful and 'safe' environments. Consideration is also required around these conversations for men who have experienced sexual violence.	Strengthened line mangers experience of what is a gendered conversation and how to support staff. 50% SBUs received training by 2027.
		**Priority 3 - Professional Promotion and Progression Routes**					

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
	B3.1	**Review current progression routes for professional staff and develop a fair and transparent mapping process to monitor professional career progression.** • Establish potential progression routes for professional careers from interviews with professional staff and development of case studies.	Mapping document created	**2026-2027**	**HRIS/HRBP**	There is no clear structured route for progression or promotion for professional staff which leads to complexities in how we quantitively record career progression. There is no equivalent to the academic promotion process or linear progression routes. Data for staff is also captured by SBU rather than individual staff members, and so we are unable to track individual career journeys. Professional staff make up 49% of substantive FTE across UH3 to SM grades (62.8% F, 37.2% M) *(**Tables 22a & b, Appendix 2**)*	Established process to better monitor career pathways/ routes for progression for professional services staff.
	B3.2	**Implement specific training and shadowing experiences for staff to gain development in areas to aid promotional opportunities.** • Analyse shadowing scheme data to understand if staff are receiving the relevant training to be able to apply for higher grade roles, when they are available, particularly male staff in professional roles. • Shadowing opportunities with	Shadowing and mentoring opportunities developed.	**2026- 2027** **2026- 2027**	**L&OD/ HRBPs** **L&OD/ HRBPs**	Many professional staff will join the university at UH4 or UH5 developmental grades or UH6 and UH7 with a level of specialism. Opportunities to gain promotion radically reduce the higher the grade and there is a bottleneck at UH5/6 grades to higher levels (46.7% overall: 30% F, 16.7% M). Only 10% of professional FTE are UH9 and above. *(**Tables 22a & b, Appendix 2**)*	Staff enabled to apply for higher grade roles as have experience and can meet essential/ desirable criteria, keeping in mind there are fewer higher-grade roles. Target: to offer mentors/ coaches to support career

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		other staff / other areas to continue (such as line managers experience) • Development of mentors/ coaches to support career development opportunities (dependent on the decrease in number of roles at higher grade).		2026- 2027	L&OD/ HRBPs	**Linked to B3.1**	development by June 2027.
	B3.3	**Explore additional support provision for men in professional services to build and enhance their experiences, confidence, and wellbeing, as a minority group.** • Mentoring options for staff in professional services teams, particularly focused on male underrepresentation (optional). Mentee could be another professional member of staff at higher grade from different area. • Promote senior roles within Professional Services to male internal applicants through line manager, 1-2-1s and recruitment drives.	Mentoring offered. More male applications to professional posts	2027 2027	**Professional SBUs/ Networks (mentoring)** **L&OD (coaching)** **Professional SBUs/RS**	Additional support for men in professional services is required. There are more females in post across grades, except for UH9 (32.6FTE (57.2%) M, 24.3FTE (42.7%) F). *(Tables 22a & b, Appendix 2)* 142.8 (12.6%) of female FTE increased their grade compared to 85.4 (9.9%) of male FTE *(Table 34a, Appendix 2)* Baseline: 37.2%, males in Professional services. 9.9% males increased their grade.	Professional male staff to have option of support. Increase number of men in professional services, to address under representation by 10% by 2029. Increase in number of male FTE increasing their grade above 9.9% to 11% by 2028.

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	B3.4	**Explore a professional staff group where mentoring, networking and support avenues can be developed.** • Consider a professional staff group. • Conduct a spot survey for professional staff to see if there is adequate interest in a network group.	Professional group established	**2027** **2027/28**	**Professional SBUs**	Creation of a professional staff group, where mentorship and support avenues can be developed may help to share experiences, knowledge and retain staff.	A supportive group to give dedicated space for development and gender-based issues to be discussed, meeting quarterly. Target: 30-50 members by 2027/28.
	B3.5	**Consider secondment routes to fast-track development for future progression, focusing on gaps in experience such as line management, data analysis, project work etc. *(linked to action 3.2)***	Secondment opportunities available	**2027-2028**	**HRBP/ RS**	<u>See action 3.2</u>	Staff enabled to apply for higher grade roles as have experience and can meet essential/ desirable criteria.
	B3.6	**Review the potential for line managers to offer targeted promotion support during appraisals, e.g., focusing on roles which contribute towards progression, such as shadowing for experience, coaching etc.** TAKEN FORWARD ACTION (<u>2018AP 5.10b & 5.10c</u> refers) (Feedback on appraisal process)	Targets met to enhance CPD to meet criteria for higher roles.	**2028-2029**	**SBUs/ HRBPs**	Specific training and shadowing experiences for staff to gain development in areas to aid progression opportunities (such as line management experience)	Staff supported with career progression and development in role. Enabled to apply for higher positions.

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	B3.7	**Review and improve current provision available to professional staff with different career barriers, especially those returning to the workplace.** • Training for line managers to support with different career barriers, particularly when returning to work after taking a career break. • Promotion of options available for professional staff. • Development of monitoring guidance for SBUs to ensure that staff have positive experience of returning to work. .	Training delivered. Herts Hub pages and guidance published	**2028/29** **2028/29**	**SBU leads/ EDI/ HRBPs**	Taking a compassionate approach to allow staff back into the workplace on a staggered return after maternity, illness or short term or long-term absence. Academic staff are allowed to have a period of non-teaching when returning to workplace after a break to provide focused time for research, and an equivalent for professional staff should be considered to give staff time to refresh skills and familiarize with new systems and/or processes	Returning staff re-orientated into workforce. Staff experience monitored by SBU, through feedback with line manager to measure progress and address issues. Line managers have clarity of options to support returning staff.
		Priority 4 – Further improve gender-based student experience, particularly for female and transgender students					
	B4.1	**Promote positive sexual health, awareness training and advice sessions for students to be able to discuss any issues or questions they may have, including the sexual health awareness (SHAG) campaign.**	Healthy models of sexual health promoted. Training delivered.	**2024-2025 (ongoing)**	**Dean of Students/ Herts SU**	In response to female student survey responses that put biggest areas for improvement as hygiene and safety are areas that students would like to be improved (39% toilets and sanitary, 22% safety/security), Herts SU to lead on development of SHAG campaign. Ongoing partnerships with Hertfordshire Sexual Health outreach teams and	Female students feel safer on campus as demonstrated in responses to future female student surveys or similar surveys held annually. Target:

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						organisations like Metro Charity, Mind, and Beacon address sexual health, violence, and mental health concerns, with a notable increase in student requests for condoms	30% positive response rate in future female student survey.
	B4.2	**Build student confidence in reporting mechanisms and support for dealing with bullying and harassment and sexual violence.** • Promote Report and Support at fairs, ask herts@ and during induction. • Promote Student Wellbeing services to staff and students. • Continue to monitor case load from Report and Support by Dean of Students and in EDI annual and progress reports.	Report & Support promoted through fairs, social media, email, and student intranet.	**2025- 2029 (ongoing)**	**Dean of Students/ Herts SU** **Dean of Students office/ EDI**	Since 2022, Report and Support system has received 150+ reports, some named and some anonymous. Reports have been referred to internal investigation, closed as anonymous or closed with support only action taken. Student Wellbeing team is there to support students with bullying and harassment, sexual violence issues and mental ill health.	More students to have confidence in reporting incidents and seeking support. Increase in users due to positive culture change and confidence in reporting incidences of potential discrimination, which is evidenced by increase in case numbers and successful cases.
	B4.3	**Develop a mandatory canvas module for students to study covering essential topics at the University – RESPECT for others, Sexual Health, Sexual Violence, living away from home and confidence building.**		**2026-2027**	**Herts SU**	Increase in international student numbers has led to a fusion of diverse cultures and awareness of key topics such as living away from home, consent and sexual violence, healthy relationships, and respecting others. To help improve student culture and	Students to have a baseline understanding of code of conduct, expectations of behaviour and healthy student experience through

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		• To establish baseline code of conduct requirements and promote what this is across Herts.	Canvas modular programme developed.			inclusivity and aid navigation of student life, Herts SU propose to develop a canvas modular programme to educate and improve student experience, as part of onboarding at the beginning of their studies.	completion of canvas module. Target: 20% of students to complete in pilot year.
	B4.4	**Utilise positive action statements in job advert to attract and increase the number of female security guards.** • Provide personal safety alarms and Holly Guard vouchers to all students that request them (ongoing)	Female security guards' numbers increased.	**2028-2029** **2024 - ongoing**	**DOS**	In response to sexual violence incidents and to prevent potential incidences, Herts SU continue to offer personal safety alarms and Holly Guard vouchers. Student feedback (Female student survey, 2023) identified a need for female security guards on campus to ensure female and transgender students feel 'safe' on campus.	Target: 5-10 female security guards by 2029. Female and transgender students to feel safer on campus, due to increase of female security guards, monitored by SROs/ Dean of Students through regular feedback about students experiences on campus.
	B4.5	**Continue to promote student mentorship opportunities and signpost services offered by Herts SU and the Dean of Students.**	Services	**2024-2027**	**Dean of**	Herts SU offer mentorship programmes to support students after dormant or crisis periods. Promotion of services available for students to staff (lecturers, module leaders, professional staff etc.) may also encourage more signposting and support, particularly	Student and staff awareness of available support Measure impact of awareness through future spot or full

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		• Signpost and promote what services Herts offer to students. • Promotion of mentorship programmes through fairs/ Herts SU, Academic school local inductions, SBUs EDIT teams, EDI Conference etc. to help onboarding or returning students after a dormant period and/or after crisis alongside support from the Student Wellbeing team.	promoted.	**2024-2027**	**Students/ Herts SU/SBUs/ EDI**	for vulnerable female or transgender students.	surveys. Target: signpost all services at fairs through 2024/25.
	B4.6	**Implement and deliver the Domestic Abuse campaign working conjoint with Welwyn Hatfield Council to support all gender identities.** • To include a series of workshops, talks, training sessions, a comprehensive social media campaign, and aim to encourage students/ staff to report cases. • Establish target number of attendees (students and staff) to elements of the campaign and marketing strategy for communications.	Campaign developed and successfully delivered	**2024** **2024/25**	**Dean of Students/ Herts SU/ EDI** **Dean of Students/ Herts SU/ EDI**	Recognising sector-wide increases around sexual violence, launch project on raising awareness for domestic abuse in conjunction with Welwyn Hatfield council in 2024. Project aims to raise awareness of all forms of domestic abuse with the student community, including transgender experiences. Dean of Students achieved a successful bid for funding from Herts Police and Crime Commissioner, to launch a project on raising awareness for domestic abuse. The project aims to raise awareness of all forms of domestic abuse with the student community, including transgender experiences.	Student and staff awareness of domestic abuse increased through the campaign, measured by attendance numbers. Attendance targets established to measure impact and success.

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	B4.7	**Create and deliver awareness training on the types and complexities of Domestic Abuse, to staff and students.** • Develop awareness training for staff and students about sexual violence – staff awareness of what to look for and where to signpost. • Establish target number of attendees (students and staff) for the awareness training.	Staff training delivered	**2025-2026** **2025-2026**	**Dean of Students/ Herts SU/ EDI** **Dean of Students/ Herts SU/ EDI**	As part of the Domestic Abuse campaign to offer awareness training to staff and students about the many difference forms of Domestic Abuse, what to look for and how to help/seek help. **Linked to action B4.6**	Student and staff awareness of sexual violence. Improved understanding of culture of sexual violence and how to support/ signpost through evaluative feedback forms/ or other feedback tools from training session. Attendance targets established to measure impact and success.
	B4.8	**Develop further guidance and support for student parents, in collaboration with the Students' Union.** • Review and design guidance and support for student parents.	Guidance developed and published	**2025**	**Dean of Students/ Herts SU**	Increased understanding of the guidance and support available to student parents offered by the University.	Dean of Students to organise communications about new pregnancy policy going live in 2023/24 academic

Priority	Ref	Planned Action, Sub Actions and Objectives	Key outputs/ milestones	Timeframes	Resp. /Lead Area	Rationale	Success criteria and outcome
		• Partner with SU in launching communications campaign. TAKEN FORWARD ACTION (2018AP 5.12a & 5.12d refers) (Partnership with SU- communications)		**2025**	**EDI**		year. Target: Communications sent out by December 2024

Appendix 0: 2018 Institutional Athena Swan Action Plan (2018AP)

KEY:	Reference Column
Red	High Priority
Yellow	Mid Priority

KEY:	RAG Column
Red	No progress, superseded or discontinued
Amber	Partial progress
Green	Good progress

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
Section 2: Description of the Institution										
2.1	a	Increase the number of BAME staff across the institution and in particular at senior levels, in line with the University's publicly stated Equality Objective.	The University's staff ethnic diversity does not adequately reflect that of our students.	· Data analysis to be considered annually at the People Board and Institutional AS SAT.	Jun-18	Dec-21	Heads of SBUs	Increase BAME representation at UH09 and above by 5% by the next AS submission.	Increased senior Black Asian Minority Ethnic staff (UH9 and above) to 17.6% in May 2021/22 (from 13%) (and 18% in 2022/23). Data analysis is reported and considered as part of our People Strand at People Board/Committee. People Board changed to committee. **See Key Priority 1 Section 2**	
2.1	b	Increase the number of BAME staff across the institution and in particular at senior levels, in line with the University's publicly stated Equality Objective.	The University's staff ethnic diversity does not adequately reflect that of our students.	· SBUs to work with Marketing and Communications to ensure advertisements attract a diverse selection of candidates.	Jun-18	Dec-21	Heads of SBUs/ Marcomms	Increase BAME representation at UH09 and above by 5% by the next AS submission.	Marketing & Communications team has worked with HR ~~to understand where~~ to advertise positive action statements to recruit to under-represented areas (2020). Consideration of working with specialist recruitment agency to enhance diversity in recruitment. Targeted recruitment is optional and	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
									used for specific roles to attract new talent.	(green)
2.1	c	Increase the number of BAME staff across the institution and in particular at senior levels, in line with the University's publicly stated Equality Objective.	The University's staff ethnic diversity does not adequately reflect that of our students.	· Further development of the employee brand, highlighting the positive benefits of working at the University.	Dec-18	Jun-19	HR Lead + Communications team	Increase BAME representation at UH09 and above by 5% by the next AS submission.	Website updates have happened. In August 2022, the website was revamped to focus on careers and jobs sections, plus School specific pages based on recruitment need. Brand guidance has been issued to ensure that all communications are consistent.	(green)
2.1	d	Increase the number of BAME staff across the institution and in particular at senior levels, in line with the University's publicly stated Equality Objective. **Superseded**	The University's staff ethnic diversity does not adequately reflect that of our students.	· Organise a Future Leaders programme specific to BAME staff.	Sep-18	Aug-20	Marketing Lead L&OD	Increase BAME representation at UH09 and above by 5% by the next AS submission.	The key output to organise a Future Leaders programme specific to BAME staff would be followed up as part of the wider race equality work at the University. The REC Charter has conference actions and so this action will be taken forward as part of the next REC application **(REC AP 5b.1 & 6d.2)**	(red)
2.1	e	Increase the number of BAME staff across the institution and in particular at senior levels, in line with the University's publicly stated Equality Objective.	The University's staff ethnic diversity does not adequately reflect that of our students.	· A pilot has already taken place, however there should be a full roll-out across the institution of anonymous shortlisting within the recruitment process.	Sep-18	Dec-21	Marketing Lead L&OD	Increase BAME representation at UH09 and above by 5% by the next AS submission.	Since August 2020 the University has practiced anonymous shortlisting when recruiting staff. Positive impact as approx. 50% BAME applications received.in 2023/24. Ongoing monitoring taking place.	(green)

Ref	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
				Start date	End date				
								Electronic application process used to allow shortlisting to happen on the HR System, where reason comments for rejection or selection can be added. These are used to inform any candidate who wants more feedback. Increase in number of BAME staff with positive impact on application numbers and KPI increases. **See FAP action 2.2.**	
				**Section 3: The Self-Assessment Process**					
3.1	Arrange for continuous and rotational student representation on the SAT.	There is currently no student representation on the SAT. The views of our student body are essential to providing a student perspective within the AS process.	· Obtain a student representative for the AS SAT.	Jun-18	Jun-18	Institutional AS SAT President of HSU	Male and female student representatives nominated and rotated annually.	We have student representatives on our EDI SAT which focuses on all of our EDI Charters which includes Athena Swan. **See Table 1: EDI SAT membership**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
3.2	a	Ensure future staff survey results may be broken down by gender.	We were unable to secure recent staff survey results broken down by gender. This is essential in future to ensure effective gender analysis for AS.	· Liaise with external survey company to discuss options.	Sep-18	Dec-18	HR Lead	Further detailed survey results broken down by gender secured for next AS submission in Dec 2021.	Staff Opinion surveys, Pulse surveys, Working from Home survey can be viewed by ethnicity and gender. To be implemented as standard practice for all future staff surveys. Used external organisation for Staff Opinion Survey 2022 (People Insight).

Ongoing action plans linked to SOS and Pulse surveys created by each SBU and reported centrally to keep actions on target.

See Appendix 1 | |
| 3.2 | b | Ensure future staff survey results may be broken down by gender. | We were unable to secure recent staff survey results broken down by gender. This is essential in future to ensure effective gender analysis for AS. | · Carry out mid-point AS survey prior to the next full staff survey, to include gender breakdown. | Mar-19 | Apr-19 | EDI Office | Further detailed survey results broken down by gender secured for next AS submission in Dec 2021. | Decision not to have a mid-term survey for Athena Swan to prevent survey fatigue and overload. Instead carried out the REC survey and in 2020/21. Utilised Staff Opinion Surveys for feedback about gender equality to inform the Athena Swan Institutional application (2022). | |
| 3.2 | c | Ensure future staff survey results may be broken down by gender. | We were unable to secure recent staff survey results broken down by gender. This is essential in future to ensure effective | · Implement gender breakdown in next UH-wide staff survey. | Mar-20 | Mar-20 | HR Lead | Further detailed survey results broken down by gender secured for next AS submission in Dec 2021. | External provider, *People Insight,* used to support Staff Opinion Survey in November 2022.

71% overall participant response rate and results can be disaggregated by gender (sex). | |

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
			gender analysis for AS.						Survey results from staff surveys are shared with EDI Office, key staff contacts and AS Champions (redacted to ensure anonymity)	
Section 4: A Picture of the Institution									
4.1	a	Continue to actively monitor and progress the Equality Objective to increase the proportion of academic women at UH9 and above by 2020.	Women continue to be under-represented at senior (particularly AM) levels across the institution.	· Evaluate effectiveness of the Academic Career Pathways opportunity for academic staff.	May-19	Annually until Dec 2021	AS Institutional SAT People Board HR Lead	Increase the proportion of women at UH09 and above by 10% by the next AS submission.	Academic Promotions processes reviewed and monitored with mixed feedback. In 2024, further amendment to the new process for Associate Professor done, **See Priority 2: Section 2** The KPI was reviewed in 2020/21 to include academic women working. within professional SBU's and the target was increased from 47% to 49.2%. **See Priority 1: Section 2**	
4.1	b	Continue to actively monitor and progress the Equality Objective to increase the proportion of academic women at UH9 and above by 2020.	Women continue to be under-represented at senior (particularly AM) levels across the institution.	· Continue to promote the Aurora and Future Leaders programme.	Jul-18	Jul-20	L&OD Marketing Lead	Increase the proportion of women at UH09 and above by 10% by the next AS submission.	Continued recruitment into the Aurora and Future Leaders, and Diversifying Leadership programme from 2021/22 as Herts supports these courses. Re-designed Herts Hub intranet pages to promote the programmes to staff. Applications are anonymised for panel decision. 1-2-1 feedback suggests that	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
									the programmes are of value to participants. Feedback from previous participants used and quotes to enhance the value of the programmes.	
4.1	c	Continue to actively monitor and progress the Equality Objective to increase the proportion of academic women at UH9 and above by 2020.	Women continue to be under-represented at senior (particularly AM) levels across the institution.	· Enhance use of recruitment campaigns and workshops to encourage women to apply, citing the flexible working practices available and case studies of females within senior roles.	ONG	Dec-23	HR Lead/ EDI	Increase the proportion of women at UH09 and above by 10% by the next AS submission.	In recruitment, the standard EDI benefits statement is on the website. Also, updated positive action statements for SBUs/areas with under-representation are available. Workshops created to support Academic Promotions processes, with specific women only sessions. Some sessions led by DVC. Time allocation and workload still barriers for applying, particularly for part time female staff. Ongoing promotion of benefits and mentoring support available for staff. **See Priority 2: Section 2**	
4.1	d	Continue to actively monitor and progress the Equality Objective to increase the proportion of academic women at UH9 and above by 2020.	Women continue to be under-represented at senior (particularly AM) levels across the institution.	· Further promote Early Career Researcher and Research Assistant posts to encourage women to enter academia.	Jun-18	May-22	PVC Research Deans of School	Increase the proportion of women at UH09 and above by 10% by the next AS submission.	In August 2022, a number of case studies featuring a diverse group of female academics were developed and promoted across our internal website to encourage women to enter academia. **See Priority 2: Section 2**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
4.1	e	Continue to actively monitor and progress the Equality Objective to increase the proportion of academic women at UH9 and above by 2020.	Women continue to be under-represented at senior (particularly AM) levels across the institution.	· Review the success of the application process for the recently introduced Associate Professorship (AP) roles in Learning and Teaching/Enterprise and Research to ensure women are actively applying.	Sep-18	Jan-19	Head of Strategic Support and Planning HR Lead	Increase the proportion of women at UH09 and above by 10% by the next AS submission.	Since introduction of Associate Professorship role all academic promotions follow an annual cycle designed to increase and monitor the number of applications and success rates from female and BAME candidates. Application progress is monitored by protected characteristics and presented to HR Director, Deans and Chief Executive Group. Readership and professorships are now also managed in same way. There are different routes to apply to become successful and we offer mentoring and workshops to support women with the application process. We write to women on maternity leave and include female representation on all SBU interview panels. The application come straight to HR for impartiality and application are anonymised. For review of success of the application process, please **See Priority 2: Section 2**	
4.2	a	Continue to support 12-15 women across the institution to participate in the Aurora programme.	UH would like to continue to support women aspiring to leadership, to move into senior management and	· Conduct five-year review alongside an Aurora/Future Leaders alumni conference in July 2018.	Jul-18	Sep-18	L&OD	Continued recruitment into the Aurora and Future Leaders programme, with an analysis of impact	An Alumni Aurora conference organised in 2018. Women's Rise Conference developed to address gender issues and takes place annually and participants can	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
			leadership roles where there is a leak in the pipeline. The Aurora programme has been extended for another 2 years.					demonstrating the programme has been of value to participants.	gain confidence from a specific programme of events aimed at tackling gender equality issues for women. L&OD conducted further survey/ review with previous Aurora participants, but it has been difficult to monitor progress as completing the course does not mean automatic promotion to leadership. Individual feedback is gathered but more work is required to highlight the benefits of the course. Need to consider other aspects of promotion and progression routes for staff. **FAP action B1.3: <u>Priority 1, Section 3</u>**	
4.2	b	Continue to support 12-15 women across the institution to participate in the Aurora programme.		· Promote self and external nominations for places through staff-wide email.	Jul-18	Annually	L&OD	Continued recruitment into the Aurora and Future Leaders programme, with an analysis of impact demonstrating the programme has been of value to participants.	Participants have been involved with organising a MGRs conference and delivering sessions within the conference. Aurora programme is promoted through Herts Hub, email and the L&OD newsletter from HR. Application form is easily accessible on relevant intranet pages for staff to apply through self of external nominations. Increase of numbers in 2023/24 is an indicator that refreshed advertising of the course has been	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
									successful. 15 in 2022/23 and 16 in 2023/24 from 25+ applications.	(green)
4.2	c	Continue to support 12-15 women across the institution to participate in the Aurora programme.		· Explore how participants might be able to share knowledge and experience to inspire others, e.g. hosting talk or publishing case study etc..	Sep-18	Annually	L&OD Marketing Lead	Continued recruitment into the Aurora and Future Leaders programme, with an analysis of impact demonstrating the programme has been of value to participants.	Hold a session each December for previous Aurora participants from last year's cohort, to meet with current participants. There is continued recruitment into the Aurora and Leaders programmes. Quotes from previous candidates are on promotion pages about the programmes and Aurora candidates are paired with a mentor (a previous Aurora participant) during their studies.	(green)
4.3	a	Launch university wide VL survey to ensure needs are being met. **4.3a-c Superseded - SOS, 2022 includes VL on contracts over 110 hours or more**	We view the VL employment model positively in terms of developing staff from non-traditional means and through flexible employment models. However, we have not yet undertaken targeted consultation with this staff group.	· Design and launch VL staff survey.	Oct-19	Jan-20	HR Lead/ HRIS	Feedback from the VL staff survey confirms this employment model provides flexibility to suit staff needs. Subsequent actions are progressed accordingly and acted upon.	VL specific survey not required. VLs working over 110 hours or more per week (262 staff) were included in the data set and sent the Staff Opinion Survey (2022). Responses would have been incorporated into the SOS dashboard outcomes and action plans.	(red)

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Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
4.3	b	Launch university wide VL survey to ensure needs are being met. **Superseded**		· Disseminate findings to academic Schools, analyse and develop new actions as appropriate.	Feb-20	Apr-20	HR Lead/ Deans	Feedback from the VL staff survey confirms this employment model provides flexibility to suit staff needs. Subsequent actions are progressed accordingly and acted upon.	SOS 2022 responses were disseminated to academic Schools via a dashboard. Actions from the SOS are being progressed. Each SBU has their own action plan to complete. Some actions are incorporated into EDIT action plan of School business plans.	
4.3	c	Launch university wide VL survey to ensure needs are being met. **Superseded**		· Annual review of progress made on action plans.	Apr-21	Apr-21	HR Lead/ Deans / HP	Feedback from the VL staff survey confirms this employment model provides flexibility to suit staff needs. Subsequent actions are progressed accordingly and acted upon.	• VL 3-year profile created. • VL's entitled to some staff benefits and support services. • Actions from SOS reviewed regularly.	
4.3	d	Launch university wide VL survey to ensure needs are being met.		· Encourage attendance of VLs on the CPAD programme and monitor uptake.	Sep-18	Aug 2019 and annual ly	LTIC	Feedback from the VL staff survey confirms this employment model provides flexibility to suit staff needs. Subsequent actions are progressed accordingly and acted upon.	The Postgraduate Certificate LTHE programme (old name: CPAD), is advertised to all new academic staff including VL's. Dates of sessions are promoted on dedicated training pages on Herts Hub.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
4.4	a	Investigate whether staff are aware of right to request contract conversion and monitor uptake.	We do not currently monitor how often staff on fixed-term contracts may request conversion to permanent employment after two years, if they have not already obtained a permanent post within the University.	· Define and analyse HR data around fixed-term conversion to permanent contracts, with a view to monitoring annually.	Sep-18	Jan 2019, annually	HR - HP/ ES	Ongoing data analysis confirms an increase in the conversion from fixed term to permanent contracts.	Recruitment Hourly Paid team conducted analysis on VL contracts converted to fractional posts. There is a process in place to monitor FTC exceeding 4yrs. ES (HR) have reviewed the conversion process to offer fractional permanent contracts to VLs and founds some VLs prefer an hourly paid employment model with more flexibility which suits some staff (i.e. women with caring commitments) and so choose to stay with this model. VL's who have worked a similar pattern for 4-years will continue to be offered the opportunity to convert to fractional permanent contracts.	
4.4	b	Investigate whether staff are aware of right to request contract conversion and monitor uptake. **Superseded**		· Run focus groups with fixed-term staff to gauge awareness.	Nov-18	Nov-18	HR - HP/ ES (Business Partners)	Ongoing data analysis confirms an increase in the conversion from fixed term to permanent contracts.	Focus group may not be appropriate method. Staff are informed of right to convert contract, but uptake is low. **See action 4.4. a (above)**	
4.5	a	Further investigate difference in staff fixed-term appointments in STEMM versus AHSSBL Schools.	There is a smaller proportion of staff on fixed-term contracts among AHSSBL academic staff than there are for STEMM, an area	· Consult with STEMM and AHSSBL leads on issue.	Jul-18	Nov-18	Institutional AS SAT team	A complete assessment of data will allow us to consider important trends related to fixed-term contracts in STEMM as opposed to	Current data shows that as a university, we favour permanent contracts. Spoken with STEMM and AHSSBL leads about fixed-term appointments. Our data suggests that proportionally (a proportional split of each contract type (100% for Perm; 100% for FTC)),	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
			we need to investigate further considering the significant under-representation of women in most STEMM subjects.					AHSSBL, with a view to validating the correct use of fixed-term contracts.	there is equality of opportunity for women in both types of contracts with females consisting of 52.4% (Perm contracts) and 52.5% (FTC). Compared to Advance HE sector statistics for female academics, we are slightly below the sector at 54.3% (Perm contracts) and 53.2% (FTC). Our STEMM Females make up 53.5% of the total STEMM FTC numbers. We are above the sector average for SET (Science Engineering and Technology) at 43.7% and slightly below the sector for non-SET with 50.1% compared to sector with 51.3%. **See Table 14a & Charts 27a/b, Appendix 2.**	
4.5	b	Further investigate difference in staff fixed-term appointments in STEMM versus AHSSBL Schools. **Superseded**		· Determine whether STEMM women on fixed-term contracts are being supported to progress through focus groups.	Jul-18	Nov-18	School AS Champions	A complete assessment of data will allow us to consider important trends related to fixed-term contracts in STEMM as opposed to AHSSBL, with a view to validating the correct use of fixed-term contracts.	See above. Focus group may not be appropriate method. Confirmed: focus group no longer required. **See action 4.5.a (above)**	

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Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
4.6	a	Ensure that all staff undertake exit interviews and share feedback with Schools and professional SBUs.	Exit interviews are currently optional but need to be made mandatory in order to better understand reasons for leaving.	· Implement exit questionnaire process.	Jan-19	Nov-20	Ass Director / Employee Support / HRBPs / HR	To ensure SBUs are aware and receive feedback from all employees leaving the institution and to allow any appropriate action to be progressed.	It was not possible to make exit interview a mandatory requirement for staff, as not all staff will complete. However, the exit interview process was reviewed, and an online Exit Questionnaire launched in November 2020. Sent to all staff leavers to complete. Further sections added to capture diversity monitoring information: gender, ethnicity, disability, part time/full time status, line management and senior management to assess how supported staff felt whilst working here. 2022 - A further review of the exit questionnaire to make compatible with Tableau dashboard for better data capture and analysis. In 2023 a further review was undertaken so that questions in the exit questionnaire aligned with staff survey questions which allow for better internal benchmarking and understanding	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
4.6	b	Ensure that all staff undertake exit interviews and share feedback with Schools and professional SBUs.		· Share feedback with SBUs every six months and via an annual analysis.	Feb-19	Six Months/ Annually until 2022	Ass Director / Employee Support / HRBPs / HR	Investigate and report on BAME staff reasons for leaving UH by enhancing reporting question in leavers survey and identifying remedial actions	All leavers have a choice to complete an online exit interview and HR Business Partners can run reports from Jisc system. HRIS produce periodic leaver reports broken down by SBU for CEG with an aim to reduce turnover (comparable with Sector). Any gender equality issues identified from individual questionnaires are followed up by HRBPs with the relevant SBU. **Tables 40 & 41, Appendix 2**	
4.6	c	Ensure that all staff undertake exit interviews and share feedback with Schools and professional SBUs.		· Monitor feedback by gender and ethnicity annually.	Feb-19	Six Months/ Annually until 2022	REC SAT	HRIS to produce periodic leaver reports broken down by SBU for CEG Reduce turnover to comparable with Sector. Further actions may arise once it has been in place for a few months and trends arise.	ES (HR) analyse trends which are reported to the Senior Lead Team. Identifying patterns around gender and ethnicity already takes place. There are no obvious trends accruing from exit interview information. **See action 4.6. a (above)**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
4.7	a	Conduct gender pay gap analysis by grade and ethnicity to provide further insights into disparities.	One of our top priorities in addressing gender pay disparities is to conduct more detailed and intersectional analyses by reference to year-on-year gender pay reporting in conjunction with the equal pay audit.	· Perform intersectional analysis of gender pay gap data in upcoming audit.	Jul-18	Dec-18	HR Lead EDI Office	SBUs are provided with a gender pay gap analysis by SBU, incorporating intersectionality.	Equal pay review undertaken and reviewed in consultation with RTU, report drafted. Includes an array of personal characteristic analysis along with gender intersectionality: Age; Marital status and Religion/belief. **See Priority 2: Section 2 and Tables 7-9b, Appendix 2**	
4.7	b	Conduct gender pay gap analysis by grade and ethnicity to provide further insights into disparities.	One of our top priorities in addressing gender pay disparities is to conduct more detailed and intersectional analyses by reference to year-on-year gender pay reporting in conjunction with the equal pay audit.	· Publish and act on findings	Jul-18	Jun-22	HR - HRIS	Annually publish pay gap reports (Have not published Equal Pay Report)	Since 2017, an annual report is published on pay gaps at Herts. The University uses annual snapshot data captured as of 31 March each year. SBUs are provided with a gender pay gap analysis by SBU, incorporating intersectionality data (gender, ethnicity and more recently (from 2023 - disability). Pay gap training has taken place to enhance understanding of the data and local actions included in the EDIT action plan and Pay gap action plan. **See 4.7a above**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
**Section 5: Supporting and Advancing Women's Careers**

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Start date	End date	Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
5.1	a	Make further E&D training mandatory for panel Chairs and monitor uptake.	Although panel Chairs must undertake certain training, further E&D training such as Unconscious Bias and Cultural Awareness would be highly beneficial.	· Undertake review of numbers of Panel Chairs and determine those that have yet to attend training.	Jul-18	Dec-18	L&OD/ RS	Ensure 80% of panel Chairs have taken UB and Cultural Awareness Training by Dec 2021.	Success criteria 2021: 78% of Recruitment panel chairs have completed both Recruitment & Selection and Unconscious Bias training. SBU's levels, EDU 50%; LMS 55.3%; DOS 57.1%; LCS 64.8%; HBS 67.6%. Other SBUs are 76% and above. There were delays in meeting target of 80% by December 2021 due to internal restructures, the Covid-19 pandemic, changes & EDI Office staffing issues. All current panel chairs who take Recruitment & Selection training have completed Unconscious Bias. Cultural Awareness course no longer run as not needed.	
5.1	b	Make further E&D training mandatory for panel Chairs and monitor uptake.		· Communicate new requirement widely across university.	Sep-18	Dec-18	L&OD/ RS	Ensure 80% of panel Chairs have taken UB and Cultural Awareness Training by Dec 2021.	Promotion of our new Canvas module in Recruitment & Selection, Compliance and EDI in recruitment is on Herts Hub. All panel chairs must complete the three sections of the training. All panel members must complete Parts 1 & 2 of training which includes UB and R&S.	

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Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
5.1	c	Make further E&D training mandatory for panel Chairs and monitor uptake.		· Instigate additional mandatory training as necessary, monitor uptake through HR Core portal.	Jan-19	Review training annually	L&OD RS	Ensure 80% of panel Chairs have taken UB and Cultural Awareness Training by Dec 2021.	Racial Justice offered in 2021/22. Active Bystander training offered in 2021/22.\n\nRequirements has progressed and ALL panel chairs must have completed UB (along with a focus on refresher training) Canvas Module is developed.\n\nMandatory to do the chairs training for interview panel and attendance is monitored.\n\n**See 5.1a & b (above)**	
5.2	a	Continue to further embed diversity and inclusion into recruitment strategies.	Schools have requested more information around recruitment strategies, e.g. more focus on attracting men to professional roles and women to technical roles, and men in female-dominated	· Initiate brainstorming discussions with STEMM Schools around practices linked to promoting jobs to more females to see if it would be useful in attracting men to female-dominated areas.	Sep-18	Nov-18	HR Lead Deans Institutional SAT	50% of jobs to be advertised with consideration given to part-time or job share candidates.	Positive action statements now in place (school specific) HRBPs supporting Deans identifying senior roles to target.\n\n**See Section 2**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
			subjects (EDU/HSK).							
5.2	b	Continue to further embed diversity and inclusion into recruitment strategies.		· Run training for staff (particularly recruiting managers) and publish guidance on attracting diverse candidates on university intranet.	Sep-18	Aug-19	L&OD Marketing Lead	More senior roles filled by part-time, or job share staff.	HRBPs support Deans of Schools to identify senior roles to target. Canvas module completed by all recruiting panel staff, to ensure that inclusive language, positive action statements and other gender inclusive considerations are in place. Positive action statements have been created by HR for SBUs to add to job adverts. **See action 5.2a (above)**	
5.2	c	Continue to further embed diversity and inclusion into recruitment strategies. **Superseded.**		· Make use of online 'Gender Decoder' and 'happy to talk flexible working' logo standard practice.	Sep-18	Ongoing	HR Lead RS	Inclusive recruitment becomes common practice.	• Anonymous shortlisting and gender-neutral language used in adverts. • EDI in recruitment guidance developed to support the Canvas module for Recruitment & Selection • Flexible location principles are also included in adverts, to give applicant choice. • Positive action statements have been created by HR for SBUs to add to job adverts. • Gender decoder was considered but not used. Herts HR team revised wording in recruitment advertising guidance to be gender neutral.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
									See 5.2a & 5.2b (above)	
5.3	a	Integrate induction questionnaire as mandatory part of probationary period.	Rather than Schools conducting questionnaires individually, this initiative should be taken at the central level and information disseminated to SBUs to ensure consistency, share best practice and further increase satisfaction of overall induction experiences.	· Design questionnaire and integrate into HR probationary practice.	Sep-18	Jan-19	HR Lead RS	90% of new starters complete induction questionnaire by Dec 2020.	A new starter survey was created in 2019. Decision made to not enforce as a mandatory process for staff and so not possible to meet the 90% target set in 2018. New starter completion rates from September 2019 to November 2022 = 25% return Instead onboarding processes have been developed to include a series of mandatory trainings, probation and central induction sessions. The new starter survey includes 10 questions and is sent out to new staff. Processes are in place for any comments that need to be followed up.	
5.3	b	Integrate induction questionnaire as mandatory part of probationary period.		· Launch questionnaire to all new staff, disseminate to individual SBUs.	Jan-19	Ongoing	HR Lead RS	85% positive satisfaction by Dec 2020.	Responses analysed, action taken, and results shared with HREG and RECM. See action 5.3 a (above)	
5.3	c	Integrate induction questionnaire as mandatory part of probationary period.		· Analyse and respond to feedback.	Jan-20	Annually	HR Lead RS		Evidencing impact was limited due to lack of data monitoring, resource or systems limitations. Ongoing monitoring of new starter survey responses required.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
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									See action 5.3.a and __FAP action 2.2__	
5.4	a	Increase knowledge of academic promotions process.	The data shows that men and women are being promoted at approximately equal levels, feedback from School-level AS surveys indicate that some staff are still unclear on the promotion criteria and process.	· Provide online examples of what is expected for promotion: (1) case studies linked to career paths; (2) films or clips of successful candidates, drawn from across the protected characteristics, sharing tips.	Sep-18	Sep-19	HR Lead/ ES/ HRBPs	Awareness of promotions process and criteria and perceived transparency of process leading to increases in future School and institutional staff surveys.	Academic Promotions processes reviewed and monitored. __See Priority 2: Section 2__ • Process and criteria detailed on Herts Hub. • Introduced additional workshops for female candidates and BAME candidates. • School specific workshops given to cater for full time and part time staff. • Mentoring offered	
5.4	b	Increase knowledge of academic promotions process.		· Hold more workshops on promotion process and CV writing (for both academic and professional staff).	Sep-18	Annual ly	HR - PDU lead/ L&OD		Workshops organised by ES, L&OD collate booking information, session delivered by DVC, ADHR and ES attend to answer process related questions. __See action 4.1 (above)__ Academic Promotions processes reviewed and monitored. __See Priority 2: Section 2__	

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5.4	c	Increase knowledge of academic promotions process.		· Give more consideration to individual circumstances (similar to equality principles in REF 2014), e.g. parental leave, career breaks etc. in staff promotional applications. Dedicate part of application form to individual circumstances for panel to take into consideration.	Sep-18	Sep-19	HR Lead		HR will write to returning staff after parental leave for them to consider the Academic Promotions process. Guidance has been updated on Herts Hub. Local SBUs are better informed to promote opportunities to staff, with consideration of individual circumstances. Academic Promotions processes reviewed and monitored. **See Priority 2: Section 2**	
5.4	d	Increase knowledge of academic promotions process.		· Implement reviews of academic staff who have been at top of their pay spine for three years or more.	Jan-19	Sep-19	Deans HR Lead		Staff at top of salary are reviewed as part of the appraisal and 1-2-1 process. Regular reports are produced to identify staff at top of salary spine.	
5.4	e	Increase knowledge of academic promotions process.		· Review starting salary guidance for promotions to ensure fairness.	Jan-19	Jun-19	HR Lead		Starting salary reviewed as part of wider Equal Pay Review	
5.4	f	Increase knowledge of academic promotions process.		· Review the EQUATE process (the University's job evaluation system).	Sep-18	Ongoing	HR Business Partners		The EQUATE process has been reviewed and workshops with SBUs held, to discuss process and guidance on Herts Hub. There has been an increase in female applicants.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
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5.4	g	Increase knowledge of academic promotions process.		· Focus on how part-time staff and promotions are managed and encouraged.	Sep-18	Review in Sept 2019	HR Lead Secretary and Registrar		**See actions 5.4 a-f (above)**	
5.5	a	Promote, increase and monitor number of applications and success rates from female candidates for Associate Professor roles.	A new UH9 'Associate Professor' role was introduced in 2018, with a view to increase female applicants. It will be necessary to monitor the impact of this route going forward.	· Communicate opportunity and benefits of Associate Professor route widely across university.	May-18	Apr 2019 and annually	Deputy Vice-Chancellor	Equal number of applications and appointments of men and women by 2020.	Employee Support monitor gender success rates within the Academic Promotions processes. SBUs are aware and promote Academic promotions processes. **See Tables 33 – 33c, Appendix 2 and Priority 2: Section 2**	
5.5	b	Promote, increase and monitor number of applications and success rates from female candidates for Associate Professor roles.		· Continue to run dedicated workshops as part of the annual promotion workshops in AP 5.4.	Sep-18	Annually	Head of Strategic Planning and Support		Female only workshops offered and where possible, female representation on the panel. Interview panel also have HR representation to advise on gender bias. **See actions 4.1 & 5.4 and Priority 2: Section 2**	

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Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
5.5	c	Promote, increase and monitor number of applications and success rates from female candidates for Associate Professor roles.		· Gather feedback of process from successful and unsuccessful candidates.	Jul-18	Sep-18	Instituti onal AS SAT/ EDI / HR - ES		Data is captured by Employee Support and analysed as part the annual EDI Report. Unsuccessful female applications are reviewed to ensure fair assessment. **See Priority 2: Section 2**	
5.5	d	Promote, increase and monitor number of applications and success rates from female candidates for Associate Professor roles.		· Monitor gender impact of route.	Sep-18	Aug 19 and annual ly	People Board		Application to success rates analysed and reported on **See actions 5.5 a - c (above)**	
5.6	a	Develop and roll out EIA training.	Policy development, implementation and review includes undertaking an EIA to ensure that gender and other protected characteristics are considered. It is crucial that policy developers	· Design EIA training and upload to Webinar programme.	Sep-18	Aug-19	Equalit y Office	Policy developers access EIA training, therefore developing a skillset to ensure gender and other protected characteristics are routinely considered.	EIA training developed and sessions rolled out to some SBUs, as requested. Supporting guidance on Herts Hub pages created. EIAs not routinely used and impact difficult to measure. Agreed to redevelop the EIA processes as a new action in Silver Athena application. **Action taken forward. FAP action 1.4 and Section 1**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
			have the skills to conduct this.							
5.6	b	Develop and roll out EIA training.		· Advertise new training widely through various channels and monitor uptake.	Sep-19	Ongoing	EDI	Policy developers access EIA training, therefore developing a skillset to ensure gender and other protected characteristics are routinely considered.	Training is offered by the EDI team for SBUS on request. Most SBU's have received training but EIAs not routinely used and impact difficult to measure. There have been difficulties in the process and staff understanding the importance of EIAs for all initiatives and projects.

Recent successes include EIAs for the new HR system, and a pilot EIA template used in LCS to review their service provision.

New training to support EIA will be developed with guidance and feedback from new pilot.

Action taken forward. FAP action 1.4 and Section 1 | |
| 5.7 | a | Explore and roll out the most effective mode of delivery for Unconscious Bias/Cultural Awareness training for staff and students. | UB is strongly encouraged to be taken within the first year of employment. However, we need to further consider how to broaden its reach and impact to | · Analyse recent UB survey results. | Sep-18 | Oct-18 | HR/EDI / L&OD | Increased numbers of staff and students accessing UB and Cultural Awareness training. | Unconscious bias training is now mandatory and is offered online to reach as many staff as possible. Cultural Awareness training no longer required. Active bystander offered instead. Reporting in place to track and support new starters to ensure mandatory training completed and probation forms | |

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
			staff and students.						include requirement for training to be completed. **See action 5.1 (above)**	
5.7	b	Explore and roll out the most effective mode of delivery for Unconscious Bias/Cultural Awareness training for staff and students.		· Explore different means of the training e.g. webinar vs face-to-face.	Sep-18	Nov-18	HR - PDU lead/ L&OD	Increased numbers of staff and students accessing UB and Cultural Awareness training.	Training offered online through Canvas module and Ihasco, and bespoke training sessions available through the EDI team **See action 5.1 (above)**	
5.7	c	Explore and roll out the most effective mode of delivery for Unconscious Bias/Cultural Awareness training for staff and students.		· Promote bitesize 'refresher' sessions.	TBC	TBC	HR - PDU lead/ L&OD	Increased numbers of staff and students accessing UB and Cultural Awareness training.	**See action 5.1, 5.7 a & b (above)**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
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5.8	a	Compile more detailed training uptake record by course. **Taken forward action**	Less men take advantage of training opportunities than women overall. We do not currently keep a detailed enough record of uptake by individual training courses, and this is necessary to ensure gender balance in different training areas.	· Analyse uptake by gender and individual training course.	Sep-18	Jan-19	HR - PDU lead/ L&OD	Further understanding of the gender balance by course, allowing appropriate action to be taken where uptake is low. Findings do not indicate a great imbalance of training - i.e. both men and women attend management training. Not necessary to monitor moving forward	• Developed training tableau data dashboards to monitor by gender. • Training online evaluation forms also include option for staff to share anonymously personal characteristics. • Further development for understanding the gender balance by course is required. **FAP Action 2.3 & B1.5**	
5.8	b	Compile more detailed training uptake record by course. **Taken forward action**		· Seek to understand why level of male participation in learning and development opportunities is lower than overall male academic representation, e.g. through focus groups.	Sep-18	Aug-23	Institutional AS SAT/ EDI/ HR - L&OD	Further understanding of the gender balance by course, allowing appropriate action to be taken where uptake is low.	• More women than men continue to take up development opportunities across both academic and professional staff. • Data shows an increase in male staff engaging in training sessions. - Male professional staff are more engaged with training with an increase in numbers. - Academic and Research numbers of males have doubled. • Whilst there are positive increases on leadership and management courses, female numbers are still higher than males in 2021-22.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
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									• Focus groups not required and action taken forward. **FAP Action 2.3 & B1.5**	(red)
5.9	a	Understand lower participation rates from part-time academic staff and increase promotion of learning and development opportunities to this cohort.	The proportion of part-time staff attending training has remained consistently low since 2014/15.	· Conduct audit of training dates/times to ensure adequate variability.	Sep-18	Oct-18	HR - PDU lead/ L&OD	Numbers of P/T academic staff attending learning and development opportunities increases. Many academic staff are PT and provision of online learning has addressed this training need.	• Training provision was reviewed to ensure variable training dates/times offered where practical to do so. • Providing various dates/time where possible is now considered business as usual. • LinkedIn Learning and other online training resources promoted during lockdown. • PT numbers in training increased since 2018.	(green)
5.9	b	Understand lower participation rates from part-time academic staff and increase promotion of learning and development opportunities to this cohort.		· Further promote online training resources such as Lynda.com.	Sep-18	Ongoing	HR - PDU lead/ L&OD	Numbers of P/T academic staff attending learning and development opportunities increases. Many academic staff are PT and provision of online learning has addressed this training need.	**See action 5.9 a (above)**	(green)
5.9	c	Understand lower participation rates from part-time academic staff and increase promotion of learning and		· Focus groups with part-time staff to understand needs, implement further actions as required.	Jul-18	Aug-18	HR - PDU lead/ L&OD	Numbers of P/T academic staff attending learning and development opportunities	Focus group may not be appropriate method. There was more uptake of part time staff partaking in training. Focus group not required.	(red)

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
		development opportunities to this cohort.\n\n**Superseded**						increases. Many academic staff are PT and provision of online learning has addressed this training need.	**See actions 5.9 a & b (above)**	
5.10.	a	Conduct up-to-date audit of appraisal process to ensure it adequately meets staff needs.	Although completion of appraisal is audited annually and has shown widespread engagement across all staff groups, a full audit of the appraisal process has not been undertaken since 2013 and we would like to ensure that staff are fully benefitting from the process.	· Liaise with academic Schools around recent work undertaken to revise appraisal process and feedback.	Jun-18	Sep-19	HR - PDU lead/ L&OD	Audit confirms high engagement with the appraisal process and any subsequent feedback on the process is acted upon.	Provided appraisal training and discussed amendments to the process with academic Schools. Additional EDI objective added to appraisal forms.\n\n**See actions 5.10b & c (below)**	
5.10.	b	Conduct up-to-date audit of appraisal process to ensure it adequately meets staff needs.		· People Development to monitor completion rates.	Sep-18	Annually	HR - PDU lead/ L&OD	Audit confirms high engagement with the appraisal process and any subsequent feedback on the process is acted upon.	Appraisal question added into Staff Pulse survey "*I take part in the University's appraisal process including objective setting*" – 78% said they agree/strongly agree.\n\nOnline provision being reviewed with introduction of new HR system.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
									See FAP actions 3.1	
5.10.	c	Conduct up-to-date audit of appraisal process to ensure it adequately meets staff needs.		· Invite feedback on the effectiveness of the appraisal process.	Sep-18	Annually	HR - PDU lead/ L&OD	Audit confirms high engagement with the appraisal process and any subsequent feedback on the process is acted upon.	• Appraisal UPR needs to be reviewed (from 2015) • Forms and guidance updated in 2023 including EDI information and guidance on the CPD types of training for inclusion/ consideration. • Running the 'Making the most of your appraisal' training. • Online provision being reviewed with introduction of new HR system. **See FAP actions 3.1 & B3.6**	
					Section 5.5: Flexible working and managing career breaks.						
5.11	a	Advance further family-friendly initiatives. **Superseded**	Many UH staff are parents, and several successful initiatives targeted at this cohort have been instigated over the past two years. We would like to continue building on these.	· Organise and promote 'Bring Our Children to Work Day' as UH-wide initiative.	Jun-19	Jun-20	AS Officer Widening Participation team	Feedback from staff demonstrates the value of these initiatives within the next Staff Survey and those returning from maternity leave.	Did not carry out children to work day due to safeguarding issues around children on campus, insurances and health issues during Covid-19 and Lockdown periods causing upheaval with homeschooling requirements. In 2019: • KIT Guidance Pamphlet published 28/05/2019. • A Guide for Managers • KIT/SPLIT Days published 28/05/2019.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
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									• Keeping in touch Days Record form developed • HRBPs to include in the Line managers, essentials training session, "People Management Policies in Practice" sessions and add to relevant family friendly policies. In 2021: Developed guidance on Herts Hub to include Keeping in Touch days for women on maternity.	(red)
5.11	b	Advance further family-friendly initiatives. **Taken forward action**		· Progress signing up to the Equality & Human Rights Commission 'Working Forward' campaign.	Sep-18	Dec-18	Instituti onal SAT/ EDI Office	Feedback from staff demonstrates the value of these initiatives within the next Staff Survey and those returning from maternity leave.	Not joined this at present but still a consideration. **See FAP action 3.8**	(red)
5.11	c	Advance further family-friendly initiatives.		· Promote the value of KIT days through poster campaign, signposting to recently completed guidance and integration of information into line manager training.	Jul-18	Jun-19	Equalit y Office HR - BP	Increased awareness for staff regarding making the most use of KIT days. Increased support to Heads of SBUs and Line Managers on how best to support staff whilst on a period of leave. Higher staff	Completed in 2019: • KIT Guidance Pamphlet published 28/05/2019. • A Guide for Managers • KIT/SPLIT Days published 28/05/2019. • Keeping in touch Days Record form developed • HRBPs to include in the Line managers, essentials training session, "People Management Policies in Practice" sessions and	(green)

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								satisfaction around cover for maternity/adoption leave.	add to relevant family friendly policies.\n\nSustainability agenda encourages fewer leaflets and practice is to provide links to Herts Hub pages or QR codes instead.\n\n**See action 5.11a (above)**	(green)
5.11	d	Advance further family-friendly initiatives.		· Raise awareness of employee brand and benefits, such as Children's Holiday Clubs run by the Sports Village and UH Arts.	Sep-18	Aug-19	Marketing Lead	Increased awareness for staff regarding making the most use of KIT days. Increased support to Heads of SBUs and Line Managers on how best to support staff whilst on a period of leave. Higher staff satisfaction around cover for maternity/adoption leave.	Herts Hub pages developed to promote family services to support staff with children, such as the Day Nursery, Children's Holiday Clubs at the Sports Village etc.\n\nWorking Parents Network also help to promote these services for their members.\n\nStaff and students offered discount for childcare provision at UH Day Nursery.	(green)
5.12	a	Develop further guidance and support for student parents, in collaboration with the Students' Union.	Clear guidance and support are lacking for student parents. The EO liaised with the SU, and this was identified	· Engage student parents in WPN activities.	Sep-18	Aug-20	EDI Office Students' Union Student Wellbei	Increased understanding of the guidance and support available to student parents offered by the University.	Do not need to engage students with WPN activities as the Network is for staff only, and Dean of Students/ Student Wellbeing will provide support for students.	(amber)

Ref	Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
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		as a key area of development.				ng Team		However, some activities that have been completed include. • Student Pregnancy Policy developed. **See <u>Section 1: figure 8.</u>** • Guidance developed for staff to support student parents. • Added additional resource in Dean of Students to support student parents. Within Schools: • HSK- exploring the facilities for breast-feeding students and staff who are returning to study or work. • ~~A review has been undertaken and a proposal for a facility within HSK.~~ • HLS encouraged the development of a student-led Student Parent Network in the School in 2021/22 and will continue to support with staff helping to plan and promote activity, while liaising with contacts in Herts SU, DOS and EDI to ensure appropriate guidance is in place. **See FAP action B4.8**	

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5.12	b	Develop further guidance and support for student parents, in collaboration with the Students' Union.		· Develop specific online guidance and signposting to relevant University support for parents.	Sep-18	Dec-18	EDI Office Students' Union Student Wellbeing Team Dean of Students	Increased understanding of the guidance and support available to student parents offered by the University.	Dean of Students created Ask Herts pages for student parents and pregnant students in Sept 2023.	
5.12	c	Develop further guidance and support for student parents, in collaboration with the Students' Union.		· Draft policy statement on breastfeeding, bringing babies into class etc.	Sep-18	Dec-18	EDI Office Dean of Students	Increased understanding of the guidance and support available to student parents offered by the University.	Guidance on Safeguarding for children on campus has been developed on Ask Herts for students by Dean of Students.	
5.12	d	Develop further guidance and support for student parents, in collaboration with the Students' Union.		· Partner with SU in launching communications campaign.	Jan-19	Ongoing	EDI Office Dean of Students	Increased understanding of the guidance and support available to student parents offered by the University.	Dean of Students organised communications about new pregnancy policy going live in 2023/24 academic year. Will work with Herts SU to further promote guidance and support in 2024/ 2025 **See FAP action B4.8**	

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5.13	a	Offer additional guidance for line managers on how to provide appropriate support to staff and cover for maternity/adoption leave, e.g. use of KIT days.	Consultation with School EDI teams and through our WPN, including 1:1 interview, revealed some issues relating to cover, such as lack of adequate handover periods.	· Incorporate line management briefing into standard process covering support for staff who will be temporarily absent (to include options for covering leave, the need to discuss preferences for keeping in touch, keeping the individual informed of new role/job opportunities and how to plan for a successful return to work etc.).	Sep-18	Aug-19	HR - Lead	Increased awareness for staff regarding making the most use of KIT days.	Manager Guidance on Herts Hub HR actively implementing use/support of KIT days within own department. Line managers can seek guidance on Herts Hub to discuss with their staff to arrange KIT days, particularly around developmental activities such as training, conferences or away days. Line manages incorporated KIT days/cover arrangements/ roles and return to work arrangements into return-to-work discussions with member of staff. Guidance is provided on Herts Hub. **See FAP actions 3.8 & action 5.11b (above)**	
5.13	b	Offer additional guidance for line managers on how to provide appropriate support to staff and cover for maternity/adoption leave, e.g. use of KIT days.		· Investigate maternity and adoption leave cover across SBUs and ensure managers are aware of processes.	Sep-18	Jan-19	HR - Business Partners	Increased support to Heads of SBUs and Line Managers on how best to support staff whilst on a period of leave. Higher staff satisfaction around cover for maternity/adoption leave.	Updated family friendly policies to include inclusive language which are available on Herts Hub for staff. Herts has an Adoption, Maternity, Paternity Shared parental leave and Fertility leave policy in place. HR can support line managers with policy and process changes. Line manager leads discussions with pregnant female staff about the potential to use KIT days.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
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5.14		Investigate options for UH-wide returners' programme.	There is currently no central funding provision to support staff returning from maternity/adoption leave.	· Run brainstorming session to consider options such as relief from teaching and administrative work upon return from leave, sabbaticals etc.	Sep-18	Dec-18	Institutional AS SAT/ HR L& OD	Proposals and ideas can be shared with Schools, with a view to funding pilots to assess the impact.	Lockdown (March 2020-June 2021) significantly impacted on the development of a returners programme and so delayed timescales. Consideration of a returner coach programme for those coming back from maternity/paternity/ sickness (3- 6 sessions). Optional for staff to decide if this would help outside of line manager route. Considered options such as teaching relief, sabbaticals which are all supported in **FAP action 3.7 & 3.8**	
5.15	a	Launch campus-wide 'Paternity and Shared Parental Leave Awareness Campaign' and review paternity package.	Consultation with fathers and partners has indicated some issues around paternity and SPL including lack of awareness/signposting and pay.	· Improve guidance for managers, both in easily digestible document form and integrated into training (as part of overall parental leave information).	Sep-18	Mar-19	EDI Marketing	Increased knowledge and uptake of paternity and shared parental leave.	Paternity pay package was reviewed in 2020 and increased to full pay for both weeks. Central comms highlighted this to all staff (need to monitor impact on uptake). Guidance available via Herts Hub **FAP action 3.8 & 3.9**	
5.15	b	Launch campus-wide 'Paternity and Shared Parental Leave Awareness Campaign' and review paternity package.		· Develop a 'timeline' diagram and/or guidance in order to make policies more 'user-friendly' for staff.	Sep-18	Dec-18	HR - Employee Support team	Increased knowledge and uptake of paternity and shared parental leave.	Timeline and guidance created. **See 5.15.a and FAP action 3.8 & 3.9**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
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5.15	c	Launch campus-wide 'Paternity and Shared Parental Leave Awareness Campaign' and review paternity package.		· Commit to reviewing paternity pay to ensure it is fair and in line with sector norms.	Sep-18	Jul-19	EDI Secretary and Registrar	Increased knowledge and uptake of paternity and shared parental leave.	Paternity Pay considered and UPR HR25 developed in December 2021. Revisiting action due to new feedback from roadshows in 2024 about the length of paternity leave package offered. **See 5.15.a and FAP action 3.8 & 3.9**	
5.15	d	Launch campus-wide 'Paternity and Shared Parental Leave Awareness Campaign' and review paternity Package **Superseded**		· Enhance visibility of options including through posters, Screens across campus and an SPL case video.	Sep-18	Ongoing	EDI Marketing	Increased knowledge and uptake of paternity and shared parental leave.	Due to Covid visible promotion of campaign did not happen. Paternity packages were last updated in 2021. Taken this action forward as a wider discussion around paternity and family friendly policies. The action remains red – superseded as we did not carry out the campaign. **See 5.15.a and FAP action 3.8 & 3.9**	
5.16	a	Ensure that the right to request flexible working is consistently promoted to all staff at all levels.	The P&T survey showed that flexible working policies have not been consistently flagged to all staff in recruitment. Furthermore, School staff surveys have shown that academic staff sometimes enjoy more flexibility	· Clear up misunderstandings and dispel myths around flexible working.	Sep-18	Aug-19	HR - Lead Marketing	Increase understanding and awareness to all staff of their rights to request flexible working.	Flexible working information and request forms and policy is published on Herts Hub. Whilst staff can still request to have a flexible working pattern, the introduction of our Flexible Location Principles has given more flexibility to staff, particularly female/ male primary carers. Myths dispelled in many ways by introduction of the Flexible Working Principles.	

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Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
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			than P&T staff in these SBUs. Women have also been shown to be more favourable about support						Flexible Location Principles guidance and support also added in 2020/21. **See FAP action 3.10 & 3.11.**	
5.16	b	Ensure that the right to request flexible working is consistently promoted to all staff at all levels.		· Improve awareness that flexible working isn't a right but that everyone is entitled to apply for or request consideration (both formally and informally). Mention at recruitment as the 'right to apply'.	Sep-18	Aug-19	HR - Lead People Board	Increase understanding and awareness to all staff of their rights to request flexible working.	The Flexible Location Principles offer guidance about what can be offered in terms of hybrid working. The principles are: 1. business need, 2. role e.g. if campus based such as student-facing roles, 3. compliance, 4. location (must be in the UK), 5. communications plans, 6. flexibility. Herts Hub pages developed. Line managers clear on guidance and recruitment and onboarding training confirms that there is a right to request. **See FAP action 3.10 & 3.11.**	
5.16	c	Ensure that the right to request flexible working is consistently promoted to all staff at all levels.		· Further promote "anywhere, anytime, any device" policy and informal flexible working.	Sep-18	Ongoi ng	HR - Lead	Increase understanding and awareness to all staff of their rights to request flexible working.	Delivering workshops on Flexible Location Principles and set up the Line Managers forum, for managers to drop in to ask questions or receive updates. **See FAP action 3.3.**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
5.16	d	Ensure that the right to request flexible working is consistently promoted to all staff at all levels.		· Encourage and ensure fairness, transparency and consistency of requests and arrangements across SBUs.	Sep-18	Ongoing	Deans of School	Increase understanding and awareness to all staff of their rights to request flexible working.	Locally managed in SBUs with support from central HR team (HR Business Partners) **See actions 5.16 a- c (above)**	
				Section 5.6: Organisation and culture						
5.16a	a	Re-launch of the Carers network and supporting documentation and advice. **NEW ACTION**		· Guidance and case studies updated and put on Herts Hub	Oct 2019	Oct 2019	HR Compliance Project Officer EDI Office	To provide staff with support through a Carers network	Herts Hub guidance updated Carers interviews conducted, and a series of new case studies being developed in 2024.	
5.16a	b	Re-launch of the Carers network and supporting documentation and advice. **NEW ACTION**		· Launch of Carers survey to establish what support they were getting and needed.	13 Nov 19	22 Nov 19	HR EDI Office	To provide staff with support through a Carers network	153 members of staff responded to the Carers questionnaire. Re-launch plans were postponed due to Lockdown periods. Second re-launch of the Network in November 2022. Membership is just over 50 staff, showing that there is a need for this provision and the network continues to grow. **See FAP actions 3.6 and 3.7**	
5.16a	c	Re-launch of the Carers network and supporting documentation and advice. **NEW ACTION**		· Focus groups run to give feedback on the survey, discuss next steps and advertise the Carers passport	Feb 20	Feb 20	HR Compliance Project Officer EDI Office	To provide staff with support through a Carers network	Three focus groups were run. Two face-to-face and one online in 2020-21. From 2022, regular events were organised, and support offered. In	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
									2024, review of carers provision taking place. **See FAP actions 3.6 and 3.7**	
5.16a	d	Re-launch of the Carers network and supporting documentation and advice. **NEW ACTION**		· Carers network moved online due to Covid-19	April 20	April 20	EDI Office	To provide staff with support through a Carers network	Doodle poll sent out on 18th May 2020 to the Carers network approx. 150 members of staff responded to the Carers questionnaire. The network was dormant through Lockdown periods and membership difficult to maintain, due to pressures of homeschooling and caring commitments. Superseded by post Covid network activity. **See action 5.16a.c (above)**	
5.16a	e	Re-launch of the Carers network and supporting documentation and advice. **NEW ACTION**		· Face to face workshops provided by Carers in Herts moved online and rolled out to staff.	Jul-20	Jul-20	HR L&OD	To provide staff with support through a Carers network	40-50 members asking for availability to attend Resilience training provided by Carers in Herts. From 2022, regular events were organised, and support offered. In 2024, review of carers provision taking place.	
5.16a	f	Re-launch of the Carers network and supporting documentation and advice.		· To increase awareness and other leave policies	Jul-20	Jul-20	HR HRBPs	To provide staff with support through a Carers network	Herts Hub guidance updated, Carers Network webpage created, and Carers Leave Policy updated.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
		NEW ACTION		updated to include Carers.						
5.17	a	Integrate more intersectional analyses into AS and wider University processes.	As we have improved our collection of diversity data, our annual E&D report looks at staff and student demographics across a range of protected characteristics. But we are dedicated to continuing to enhance the collection and analysis of this data in a more intersectional manner, including for the purposes of future AS applications.	· Allocate further resource within HR to assist with more intricate equality data analyses.	Jul-18	Aug-20	HR Lead	Provision of more detailed analysis across all protected characteristics.	Staffing increased within HR with new members of the EDI team and data specialists in HRIS. Reporting has been enhanced, providing greater diversity information. HRIS team has been increased. Athena Swan dashboard created for departmental applications, improved EDI data for EDI annual report. Staff demographics captured to analyse by protected characteristics in Staff surveys, projects, the REC application and Equal pay review. The new HR system will give live data which will allow for more 'real time' analysis. **See Priority 1: Section 3.**	
5.17	b	Integrate more intersectional analyses into AS and wider University processes.		· Analyse ethnicity data intersected with gender in future AS data analyses, both at School and institutional level.	Jul-18	Dec-23	HR Lead EDI Office School AS	Provision of more detailed analysis across all protected characteristics.	Reporting has moved to Tableau which provides users to analyse data through a gender lens. Data charts for individual SBU's is available as well as institutional data. Intersectional data is report in the EDI annual report.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
							Champi ons			
5.18	a	Ensure that the "Dignity and Respect: Dealing with Bullying and Harassment" training becomes mandatory for all line managers.	UH has zero tolerance for bullying and harassment. Our D&R workshop is open to all staff but should be included in training for all new line managers to ensure policy and procedures are being implemented correctly.	· Liaise with People Development Lead on best way to pursue.	Jul-18	Dec-18	EDI Office	Increase takes up of training and increase awareness re. Bulling and Harassment.	EDI Essentials for line managers training talks about discrimination and awareness of microaggressions/ bullying and harassment and has been run for line managers by the Head of EDI. EDI Essentials is also offered to all new staff by the EDI team and has run consistently since 2021. D&R training is offered specifically to D&R advisors and B&H training offered to B&H investigators and D&R advisors. **See FAP action B2.1**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
5.18	b	Ensure that the "Dignity and Respect: Dealing with Bullying and Harassment" training becomes mandatory for all line managers.		· Communicate new requirement with all line managers.	Sep-18	Aug-19	L&OD/ EDI/ Marcomms	Increase takes up of training and increase awareness re. Bulling and Harassment.	Decision to keep Dignity and respect training to those who work specifically in this area (EDI Officers, D&R advisors, HRBPs, DOS, Herts SU advisors) to ensure consistency of approach. Will re-launch D&R Advisors. Offered Active Bystander training to all staff to look at microaggressions, intervention and allyship. D&R training was organised for D&R advisors in 2020 and will be run again in 2024. **See FAP action B2.1**	
5.18	c	Ensure that the "Dignity and Respect: Dealing with Bullying and Harassment" training becomes mandatory for all line managers. **Taken forward action**		· Monitor uptake.	Sep-18	Annually	L&OD	Increase takes up of training and increase awareness re. Bulling and Harassment.	Monitoring this has been difficult as there is no set training in place. We offer bespoke B&H training sessions to areas when required through our HR Business Partners. They also ensure that investigators into any bullying and harassment claims are fully trained. Pick up monitoring of staff training in development sessions on how to record training data in the new HR system.	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
									D&R training is not planned for all staff with our focus diverting to building community, support and prevention. **See FAP action B2.1**	🟥
5.19	**a**	Develop AS webpages for AHSSBL Schools to highlight case studies of role models from under-represented genders.	All of our STEMM Schools currently have their own AS webpages highlighting case studies of role models from traditionally under-represented genders. It is important for AHSSBL Schools to have this as well in order to showcase their AS work.	· Collect case studies and detailed information to populate pages for EDU, HUM, CTA, HBS, and LAW.	Mar-18	Dec-18	EDI Office Web Support Team AHSSB LAS Champions	Pages created, and hits increase year-on-year.	The website has been completed refreshed since 2018 and more diverse representation of staff and students achieved. Some Schools have dedicated pages which detail available courses, quotes from current students and alumni and images which include underrepresented groups - i.e. Males in Health and females in Computer Science. There is a dedicated Athena Swan page which links to all departmental submissions and is part of an EDI area on the external website. The EDI pages have been revised since 2018 and now include information about all charters our objectives and engagement across the University.	🟩
5.19	**b**	Develop AS webpages for AHSSBL Schools to highlight case studies of role models from under-represented genders. **Superseded**		· Promote and monitor web hits.	Aug-18	Aug 2019 and annually	Web Support Team	Pages created, and hits increase year-on-year.	Schools still have the option to develop case studies which are used as part of a wider marketing strategy through social media, and on the website. Hits not monitored or required as data is SBU specific.	🟥

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
5.20.	a	Engage more men in gender equality issues through University HeForShe campaign and series of events. **Superseded**	Male participants are often under-represented at many of our EDI events and workshops. Therefore, our priority in the coming academic years is to engage more men with these important issues.	· Organise series of local-level HeForShe events as related to UN campaign.	Jun-19	Nov-19	AS Officer EDI Office Marcomms	EIA	This action is superseded by Marcomms Strategic Plan to support gender equality and other equality issues. We have promoted gender equality through the website, open days marketing and posters throughout the University. Data shows an increase in male staff attending training sessions since 2018. **See Tables 43a & 43b, Appendix 2**	
5.20.	b	Engage more men in gender equality issues through University HeForShe campaign and series of events.		· Engage SU, student Women's Networking Society and others in recruiting student support team.	Jun-19	Nov-19	SU AS Champions	Wide engagement of all SBUs across University and collection of minimum 5,000 pledges of support. Increase in male participation at EDI events and workshops.	Have engaged Herts SU, and DOS in gender-based issues, particularly female and transgender safety on campus, attending fairs and events to promote Report and Support system, equality, and positive sexual health. Ongoing liaison with Herts SU and DOS to support and promote gender equality which includes the Domestic Abuse campaign. **See Priority 4: Section 3.**	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
5.20.	c	Engage more men in gender equality issues through University HeForShe campaign and series of events.

Superseded | | · Work with Good Lad Initiative to train male gender advocates (staff and students) to help lead campaign. | Jun-19 | Nov-19 | AS Champions EDI Office | Wide engagement of all SBUs across University and collection of minimum 5,000 pledges of support. Increase in male participation at EDI events and workshops. | Male engagement has increased at both EDI events and workshops. The 'Work with Good Lad' initiative to train male gender advocates not required.

SBUs have promoted gender equality through AS Champions and EDITs. Some examples are:
• HSK - encouraged more men to join our AS/EWIC, with AS Champions holding regular drop-ins and encouraging all to attend.
• HLS – Including gender issues in 'Start of the Week' meetings. EDIT teams' channel to highlight resources and events.
• SBU EDI initiatives such as 'Tea and Talk series or Rainbow Laces and Qatar World Cup talks (Estates/ HLS/ EDU),
• localised International Women's Day celebrations,

See action 5.20 a & B (above) | |
| | | | | | | | | Section 6: Supporting trans people. | | |
| 6.1 | a | Monitor impact and act on findings of new trans policy and procedures. | Our trans guidance is still under construction and will not be completed until the end of the 2017/18 | · Complete guidance and communicate existence across university. | Jan-18 | Dec-18 | EDI Office | Increased awareness of the guidance and support available. | Trans inclusive guidance was developed for both staff and students in 2020 and published on Herts Hub for staff. A review of the guidance will take place in 2024 to update on polices, processes to support staff/students such as changing name on student records, and to consider | |

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
			academic year. Once this is in place, we will need to monitor impact and act on findings.						feedback from staff and external sources such as gender critical organisations. Action is amber as policy not developed yet and will form part of the new actions in the new action plan. **See FAP actions B2.4 – B2.6**	(amber)
6.1	**b**	Monitor impact and act on findings of new trans policy and procedures. **Taken forward action**		· Monitor feedback and act on findings if necessary.	Dec-18	Ongoing	EDI Office		Trans policy not yet developed. Taken forward **See FAP action B2.10**	(red)
6.2		Enhance support, guidance and provisions for Trans staff/students. **NEW ACTION**		· Complete GNT EqIA	Nov-20	Dec-20	EDI Office	Provision of GNTs provided across both campuses.	Gender-Neutral Toilet roll-out completed, including signage and posters. University decision to offer single sex, accessible and gender-neutral facilities for staff and students. Consultation with the LGBTQ+ Staff Network and LGBT+ student society on the signage and etiquette imagery. Estates also improved gender neutral toilet spaces to have floor to ceiling doors to prevent upskirting and increase privacy. Gender neutral facilities are monitored to ensure that they are clearly signposted and easy to find.	(green)

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person (s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
					Start date	End date				
6.3		Trans Awareness Session **NEW ACTION**		· Training session	24 March 2016	24 March 2016	EDI Office	Online Trans training for managers and all staff. Trans awareness on actions in schools.	• The EDI team actively promote support for LGBTQ+, especially highlighting issues for transgender, gender-fluid and non-binary colleagues. • Offer bespoke training sessions on trans and other gender identities for SBUs on request. • Launched the LGBTQ+ allyship programme (rainbow lanyards). • Ensured that Trans Awareness Week and Trans Day of Visibility events are included in the diversity calendar, which includes raising the Trans flag in support. • Reference trans case study in EDI Essentials mandatory training.	
Section 7: Further information										
7.1	a	Further investigate and tackle actions arising from P&T staff survey.	As we work towards Silver, we would like to further involve the professional SBUs in the AS process and also to address certain findings arising	· Increase awareness and understanding of important policies, procedures and opportunities around P&T promotions.	Sep-18	Aug-19	HR lead EDI	Increased awareness of the policies and guidance for P&T staff and respond to specific actions at University and SBU level.	Inclusion of part time staff in opportunities for training and promotion are in place, such as Academic Promotions, and Herschel programme is standard practice. Training/ events delivery options are varied to include online different times	

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	RAG
					Start date	End date				
			from the P&T survey						and dates to increase accessibility for part time staff. Policies apply to part-time staff.	
7.1	b	Further investigate and tackle actions arising from P&T staff survey.		· Explore better use of technology to increase inclusivity in meetings etc. especially for part-time staff, such as through Skype.	Sep-18	Aug-19	LCS/ People Board	Increased awareness of the policies and guidance for P&T staff and respond to specific actions at University and SBU level.	Use of MS-Teams/Zoom and provision of guidance around supporting Hybrid meetings where some staff will be face to face with other members attending online, is considered best practice to increase attendance and inclusion.	
7.1	c	Further investigate and tackle actions arising from P&T staff survey.		· Provide further information on career development opportunities such as: mentoring, coaching, job shadowing and secondments.	Jul-18	Ongoing	HR - PDU Lead/ L&OD	Increased awareness of the policies and guidance for P&T staff and respond to specific actions at University and SBU level.	Mentoring opportunities have been developed and external shadowing offered through the 'Outside Insight' programme.

Secondment opportunities and day shadowing are encouraged for staff development, as part of CPD. Challenges to shadowing sessions are making sure staff are on site for those days and that there are key activities for an individual to learn and benefit from. Flexibility is required, when arrangements are made to ensure that there is a programme for the day which will be beneficial for staff. | |

Ref		Planned action/ objective	Rationale	Key outputs and milestones	Timeline		Person(s) Resp.	Success criteria and outcome	Progress Comments and Updates	R A G
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7.1	d	Further investigate and tackle actions arising from P&T staff survey. **Superseded**		· Create more networking opportunities for P&T staff across SBUs, e.g. through a dedicated network.	Sep-18	Apr-22	EDI Office Dean of Schools School Admin Managers Heads of SBUs	Increased awareness of the policies and guidance for P&T staff and respond to specific actions at University and SBU level.	Staff Opinion Survey took place in 2022, and action plans developed in each SBU which includes responses from professional and technical staff both full time and part time. Staff networks consider part time workers and offer events sessions in a mix of online and face-to-face. Part-time staff entitled to same one to one support. There is no appetite for a separate P&T network at present, as a/ no co-chair b/doesn't fit with other networks which incorporate p/t staff into their memberships, especially Carers, Working Parents, Men's health and Menopause networks.	

Appendix 1: Culture survey data REDACTED

Appendix 2: Data table REDACTED

Appendix 3: Glossary

Acronym	Full Description
2018AP	2018 Athena Swan Action Plan
A&R	Academic & Research Staff
AB	Academic Board
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AM	Academic Manager
AMS	Department of Allied Health Professionals, Midwifery & Social Work
APP	Access and Participation Plan
AProf	Associate Professor
AR	Academic Registry
AS	Athena Swan
AWAG	Academic Women's Action Group
B&H	Bullying and Harassment
BAME	Black Asian Minority Ethnic *Herts have chosen to use this term, rather than racially minoritised.*
BAME IAP	Black Asian Minority Ethnic Institutional Action Plan
BEI	Business, Enterprise and Innovation
BoG	Board of Governors
CACHE	Centre for Applied Clinical, Health and Core Research
Cedars	Culture, Employment and Development of Academic Researchers Survey
CEG	Chief Executives Group
CEO	Chief Executive Officer
CLASS	Centre for Learning Access & Student Success
COM	Computer Science
CPBSG	Department of Clinical Pharmaceutical & Biological Sciences
CPD	Continuing Professional Development
CRIPACC	Centre for Research in Public Health and Community Care
CTA	School of Creative Arts
CUPRAG	Corporate UPRs Advisory Group
D&R	Dignity & Respect Advisors
DAWN	Disability and Wellbeing Network
DC	Doctoral College
DLP	Diversifying Leadership Programme
DOS	Dean of Students
DVC	Deputy Vice Chancellor
EBD	Enterprise Business Development
ECHR	European Convention Human Rights
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDI Office	Equality Diversity and Inclusion Office

EDIT	Equality Diversity Inclusion Team
EDU	School of Education
EIA	Equality Impact Assessment
ENG	Engineering
ES	Employee Support Team - HR
EST	Estates
FACES	Friendly, Ambitious, Collegiate, Enterprising and Student-focused
FAP	Future action plan
FIN	Finance
FTC	Fixed Term Contract
FTE	Full Time Equivalent
HBS	Hertfordshire Business School
HC	Herts Constabulary
HCC	Herts County Council
HE	Higher Education
HEA	Higher Education Academy
HEI	Higher Educational Institution
Herts SU	Hertfordshire Students' Union
Herts'	University of Hertfordshire
HESA	Higher Education Statistics Agency
HLS	Hertfordshire Law School
HoD	Heads of Department
HoEDI	Head of Equality, Diversity and Inclusion
HP	Hourly Paid Team – HR
HR	Human Resources
HRBP	HR Business Partner - HR
HSK	School of Health and Social Work
HUM	School of Humanities
INT	International Office
KIT	Keeping in Touch days
KPI	Key Performance Indicator
L&OD	Learning and Organisational Development - HR
LCS	Library and Computer Services
LGBTQ+	Lesbian, Gay, Bi-sexual, Transgender, Queer +
LLE	Lifelong Learning and Employment
LMS	School of Life and Medical Sciences
MCM	Marketing & Communications
NHW	Department Nursing Health & Midwifery
NSS	National Student Survey
NW+P	Network of Women + Professionals
OfS	Office for Students
OVC	Office of the Vice Chancellor
PAM	School of Physics, Astronomy and Mathematics
PDP	Performance Development Plan
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught

PMP	Project Management Plan
PRES	Postgraduate Research Experience Survey
PRES	Postgraduate Research
Prof	Professional Staff
PSED	Public Sector Equality Duty
PSG	Department of Psychology, Sport & Geography
PSS	Professional and Support Staff
PTES	Postgraduate Taught Experience Survey
Pulse2023	Pulse staff survey from 2023
PVC	Pro-Vice Chancellor
RC	Research Committee
RCH	Research Office
REC	Race Equality Charter
REEN	Race & Ethnicity Equality Staff Network
REESSG	Race & Ethnicity Equality Staff Success Working Group
REEStSG	Race & Ethnicity Equality Student Success Working Group
REF	Research Excellence Framework
RS	Recruitment Salaried Team – HR
S&R	Secretary and Registrar
SAS	Schools Administration Service
SAT	Self-Assessment Team
SBU	Strategic Business Unit
SCO	School Community Organiser
SEG	School Executive Group
SIP	Student Information & Planning
SLE	School of Law and Education
SM	Senior Manager
SMT	Senior Management Team
SOS	Staff Opinion Survey
SPECS	School of Physics, Engineering and Computer Science
STEMM	Science, Technology, Engineering, Math, and Medicine
SWPUPRs	Standing Working Party on UPRs
TEF	Teaching Excellence Framework
ToR	Terms of Reference
UB	Unconscious Bias
UG	Undergraduate
VC Awards	Vice Chancellor Awards
VCE	Vice Chancellors Executive
WAP	Workload Allocation Model
WASS	Widening Access and Student Success
WHEN	Women in Higher Education Network
WPN	Working Parents Network