Athena Swan renewal form for universities

Applicant information

Name of university	The University of Edinburgh
Date of current application	January 2024 submission
Level of previous award	Silver
Date of previous award	April 2018 submission
Contact name(s)	Prof. Sarah Cunningham-Burley; Dr Caroline Wallace
Contact email(s)	Sarah.C.Burley@ed.ac.uk; caroline.wallace@ed.ac.uk

Section	Words used
An overview of the university and its approach to gender equality	2616
An evaluation of the university's progress and issues	3374
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5990

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

Overall word limit: 6000 words (including 500 word extension for Covid)

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

1.1. Letter of endorsement from the head of the university

THE UNIVERSITY *of* EDINBURGH

30 January 2024

Ms Dani Glazzard
Head of Athena Swan Charter
Advance HE

Dear Ms Glazzard

As Principal and Vice Chancellor, I am delighted to submit the University of Edinburgh's application for renewal of our 2018 Athena Swan Silver Award.

We have engaged with the Athena Swan Charter for almost two decades, which has both invigorated and supported our work to promote gender equality and the broader EDI agenda for the benefit of all our staff and students. Our University Strategy 2030 makes clear our overarching commitment to be diverse, inclusive and accessible to all: we have worked hard across the institution to embed our Silver action plan (2018-2024), rising to the sector-wide challenges and to the impacts of the COVID-19 pandemic that so starkly brought inequalities to the fore.

I have ensured gender equality is increasingly embedded in all that we do, strategically led through a new position, since 2019, of an Executive lead for EDI. I see visible and effective leadership at senior level as critical to the University's capacity to deliver on gender equality and its intersections with other protected characteristics. I have seen an acceleration and deepening of this commitment in all our key decision makers, ensuring that institutional processes promote rather than hinder equality. My senior team has a much-improved gender balance which positively impacts our mainstreaming of gender equality, providing excellent role models of inclusive leadership and working every day to make a difference. I'm pleased that we have developed an excellent programme of leadership development alongside mentoring, so that we can continue on our journey of gender equality at all levels.

I have a long personal commitment to gender equality, upheld throughout my leadership, including chairing Athena Swan applications at University of Bristol (both the institutional-level and the Faculty of Medicine & Dentistry awards), and as one of ten higher education UN-Women "HeForShe" champions worldwide whilst at University of Hong Kong.

Our strategic and operational work from the start of the pandemic became a template for how we embedded gender equality and EDI across the key areas of our work. I ensured we had EDI leads on all our workstreams throughout the pandemic and we use this same approach for many of our strategic initiatives, for example our Curriculum Transformation Project. We have increased our operational capacity in key areas, such as the expansion of our Equally Safe Team and our HR EDI team. Our Equality, Diversity and Inclusion Committee is a standing committee of the University Executive, our key decision-making body. This has enabled an increasingly joined up approach to gender equality and served as the governance for this submission.

Despite our achievements, the self-assessment process has highlighted areas with faltering progress and these are prioritised in our forward plan to:

- Ensure gender equality is embedded in strategic priorities and planning across the University
- Promote equality in staff recruitment, retention, and progression
- Promote gender equality in recognition and reward
- Promote a positive culture supportive and inclusive of all genders

Our action plan takes into account specific needs and responsibilities of women, non-binary and gender diverse people, and the intersection of gender and other protected characteristics.

I am personally committed to ensuring that, over the next 5 years, we make significant progress against these priorities. The University has a strong and long-standing commitment to equality, diversity and inclusion and to promoting a positive environment, which ensures fairness, challenges prejudice, and celebrates difference. We have made significant strides towards achieving this, in part through the development and subsequent implementation of actions linked to successive Athena Swan action plans, and we look forward to sustaining this momentum via implementation of our 2024-2029 commitments.

With best regards,

Peter

Professor Sir Peter Mathieson
Principal & Vice-Chancellor
The University of Edinburgh
Old College, South Bridge
Edinburgh, EH8 9YL

E Principal@ed.ac.uk

1.2. Description of the university and its context

Established by Royal Charter in 1582, the University of Edinburgh (UoE) is one of the world's leading research-intensive universities, consistently ranked in the top 50 in the world. UoE ranked fourth in the UK and first in Scotland in REF2021, with five research areas ranked top in the UK. The University is committed to high quality, innovative teaching and received the highest possible judgement from the 2021 Enhancement-Led Institutional Review (ELIR), the method by which the Quality Assurance Agency (Scotland) reviews Higher Education institutions. The University is also recognised as a sector leader in widening participation through contextualised admissions.

We are a large institution spanning five campus sites in and around the city.

Academic activity is organised into three Colleges (**Figure 1**), each led by a Vice-Principal: Arts, Humanities and Social Sciences (CAHSS); Medicine and Veterinary Medicine (CMVM); and Science and Engineering (CSE). Colleges are divided into 23 Schools, Deaneries and a Centre for Open Learning, with additional Institutes and Centres of Excellence such as the Edinburgh Parallel Computing Centre and the Roslin Institute. Schools have significant flexibility to develop local best practice, operating within our overarching University policies and governance. UoE also has collaborative agreements leading to a joint University of Edinburgh qualification with 55 international and seven UK institutions, and hosts several interdisciplinary research centres and institutes. Since the last Athena Swan (AS) submission, we have established the multidisciplinary Edinburgh Futures Institute, and a Doctoral College to coordinate and enhance PGR activities and experience across UoE.
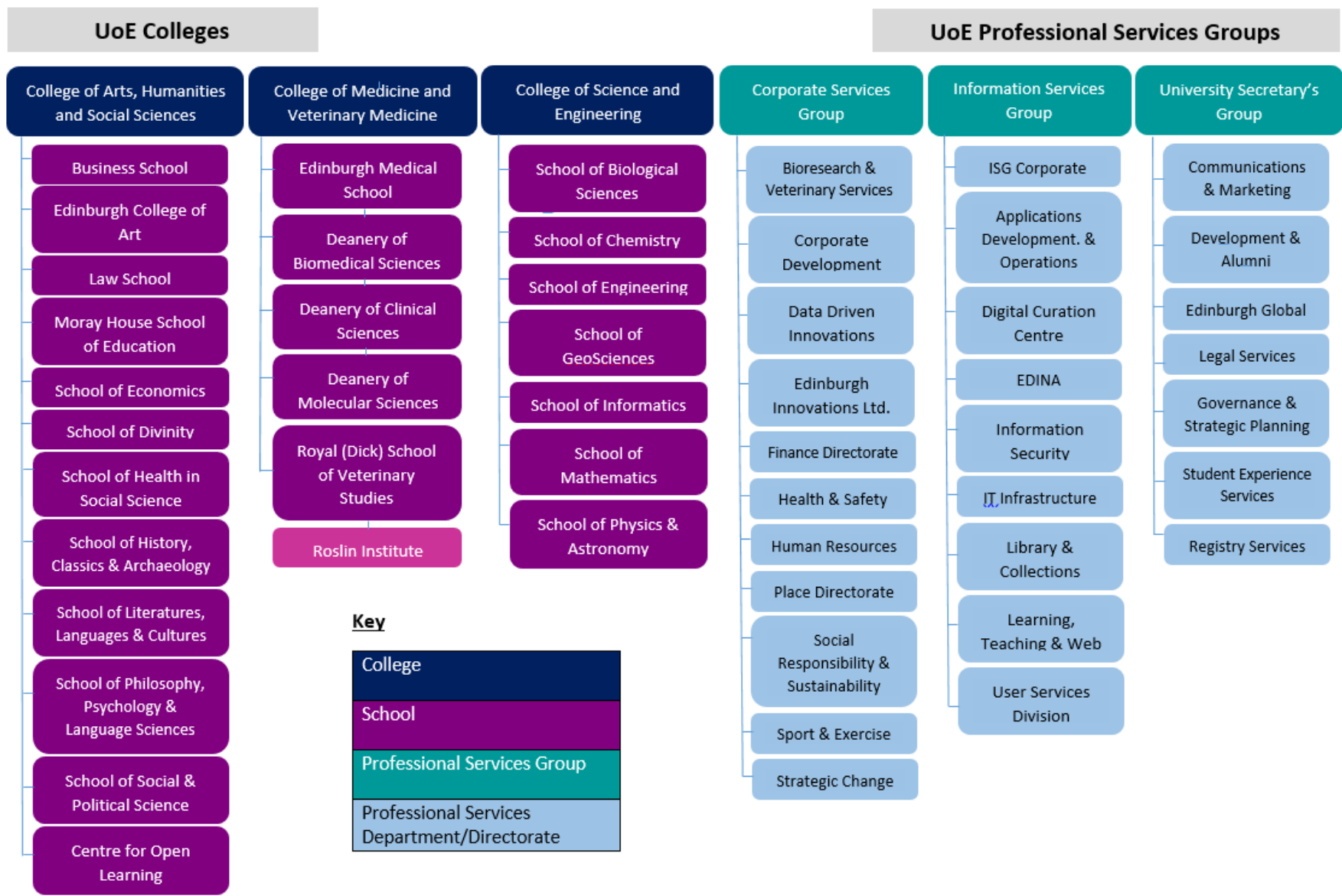
UoE Colleges

College of Arts, Humanities and Social Sciences
- Business School
- Edinburgh College of Art
- Law School
- Moray House School of Education
- School of Economics
- School of Divinity
- School of Health in Social Science
- School of History, Classics & Archaeology
- School of Literatures, Languages & Cultures
- School of Philosophy, Psychology & Language Sciences
- School of Social & Political Science
- Centre for Open Learning

College of Medicine and Veterinary Medicine
- Edinburgh Medical School
- Deanery of Biomedical Sciences
- Deanery of Clinical Sciences
- Deanery of Molecular Sciences
- Royal (Dick) School of Veterinary Studies
- Roslin Institute

College of Science and Engineering
- School of Biological Sciences
- School of Chemistry
- School of Engineering
- School of GeoSciences
- School of Informatics
- School of Mathematics
- School of Physics & Astronomy

UoE Professional Services Groups

Corporate Services Group
- Bioresearch & Veterinary Services
- Corporate Development
- Data Driven Innovations
- Edinburgh Innovations Ltd.
- Finance Directorate
- Health & Safety
- Human Resources
- Place Directorate
- Social Responsibility & Sustainability
- Sport & Exercise
- Strategic Change

Information Services Group
- ISG Corporate
- Applications Development. & Operations
- Digital Curation Centre
- EDINA
- Information Security
- IT Infrastructure
- Library & Collections
- Learning, Teaching & Web
- User Services Division

University Secretary's Group
- Communications & Marketing
- Development & Alumni
- Edinburgh Global
- Legal Services
- Governance & Strategic Planning
- Student Experience Services
- Registry Services

Key

College
School
Professional Services Group
Professional Services Department/Directorate

Figure 1. Overview of UoE Organisational Structure

UoE has three Professional Services Groups (**Figure 1**), which ensure the efficient administration of the University and deliver major strategic projects: Corporate Services Group (CSG; 2834 staff, 52%F), Information Services Group (ISG; 744 staff, 46%F) and University Secretary's Group (USG; 1151 staff, 75%F). The current Curriculum Transformation Project is one such strategic change initiative.

Figure 2 illustrates the staff and student composition of each academic College/School/Deanery. In 2023/24, we have 17051 staff of whom 8503 are academic (48%F) and 8548 are professional services staff (63%F). The University student population comprises 49391 students, of which 29597 are undergraduate (62%F), 13441 are postgraduate taught (67%F) and 6353 are postgraduate research students (52%F).

Our approach to gender equality

As a Scottish Higher Education Institution, the University of Edinburgh has a legislative duty to mainstream equality, diversity & inclusion (EDI) in all its activities. We take this duty very seriously and it drives our overall approach to EDI and to gender equality specifically. This means ensuring gender equality is embedded in all that we do, and that responsibility for strategy development, delivery and outcomes is shared across the institution. EDI is increasingly being recognised as everyone's responsibility and becoming part of our day-to-day practices as well as our policies. Our 'Adaptation and Renewal' process throughout COVID helped accelerate our mainstreaming practices through ensuring EDI was a visible part of our approach across the key areas of research and innovation, learning and teaching, estates and digital infrastructure and engagement.

Governance

In 2019 we developed more robust governance for EDI to ensure it is embedded at all levels of decision making across the institution.

A University lead for Equality, Diversity and Inclusion was appointed in 2019 and is a member of the University Executive (current membership 43%F). The University Executive is the key decision-making body with the remit to develop the University's strategic objectives and oversee their implementation and delivery. It meets monthly and every paper presented must demonstrate consideration of its EDI dimensions and impacts. The University lead convenes the University Equality, Diversity and Inclusion Committee (EDIC) which is an Executive Standing Committee and provides strategic oversight of the University's actions to progress EDI for staff and students.

The University Court, the University's governing body, considers the University's effectiveness in progressing EDI in all its work. Court receives and discusses all published biannual and cyclical EDI reports, supplemented by updates on specific EDI topics and themes. Additionally, University Court is committed to improving its representation of the communities it serves. Since our AS submission in 2018 (**AS2018**), Court membership has reached gender parity (11F:11M at April 2023) and the role of Rector is currently held by a woman.

Each of our Colleges and Professional Services Groups have an EDI lead and active EDI Committees and/or other forms of EDI governance, and all are represented on, and report progress to EDIC. There are EDI Leads in each of our Schools/Deaneries within our Colleges and across our professional services departments who progress EDI in their specific areas, and are represented on College/PSG EDI committees.

Our EDI professional services team has grown from 1.8FTE to 6FTE and two Colleges and one PSG have appointed PS staff to provide dedicated support for their EDI work.

The EDI work undertaken by staff is recognised in a variety of ways, including: in workload allocation models for formal EDI roles; in the academic promotion process including through evaluation of citizenship, leadership and management; in staff contribution rewards; and in a range of staff recognition awards.

In late 2021, the new post of Provost was created as well as other changes to the University's senior leadership team structure which has resulted in better gender balance (5F/6M). The Provost took up post in June 2022, and, as the Chief Academic Officer for the University, a key area of her responsibility is to ensure the promotion of a positive, inclusive academic culture.

Our governance processes facilitate a joined-up approach to EDI, within and across different levels of the institution, enabling far-reaching consultation, contribution and capacity-building. Although we can reflect positively on the progress we have made, there is more to be done to address stubborn challenges and to build effective monitoring and evaluation of EDI activities, including through a robust evidence base and data use **(AS2024AP Key Priority 1**).
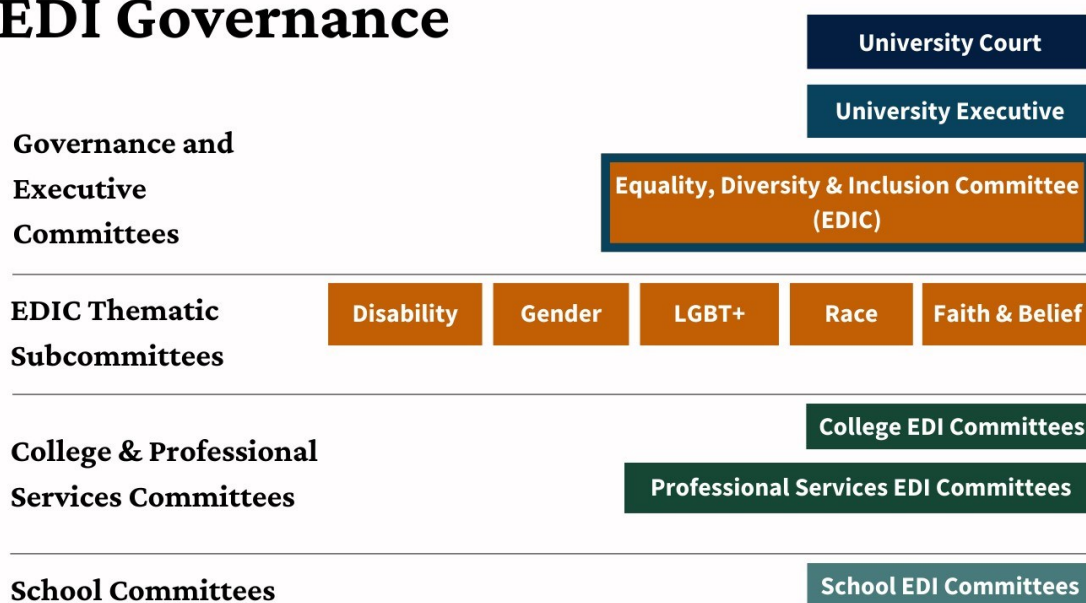
Core EDI governance structure.

Gender Equality and Athena Swan

Our commitment to EDI is embedded in the University's strategic priorities and planning through the overarching University Strategy 2030, the Equality Outcomes, and successive Outcome Agreements with the Scottish Funding Council. The University Court and the University Executive oversee performance against key performance indicators which include gender equality-related measures.

The University's approach to planning and management of key strategies and change programmes ensures that EDI, including gender equality, is considered from conception to delivery. Approaches

include dedicated EDI workstreams and/or expertise within projects, specific EDI consultation, and using a model framework for equality impact assessment (EqIA) of strategic or broad programmes of work as well as for more specific policies.

The University has been a member of the Athena Swan (AS) Charter since its inception in 2005, and a proud holder of an Institutional award since 2006, when the School of Chemistry also achieved the first UK departmental Silver award. We have held an Institutional Silver award since April 2015, successfully renewed in 2018. At the time of our AS2018 submission all of our eligible departments held Athena Swan awards, including nine Silver and one Gold award. The onset of the global pandemic in 2020 brought broader inequalities into sharp focus. The challenges that the pandemic presented to our institution and to our communities provided both a stimulus and an opportunity to re-evaluate our EDI priorities, our ways of working, and how we develop and use in-house expertise to deliver benefits for all. Since then some of our Schools have chosen to site gender equality priorities within more comprehensive and intersectional EDI action plans, and to use the Athena Swan guidance and tools as a framework for reflection and evaluation without making a formal submission. All such Schools remain committed to the Athena Swan principles, and to taking specific actions to address gender inequality. At the time of writing, our departmental awards continue to reach across all three Colleges, and range from Bronze to Gold (**Figure 2**). Additionally, the AS framework is used and valued by our PSGs to inform their EDI work, and our Information Services Group intends to make an AS submission within the next two years.

Recognising our past: In 1869 the first female students to matriculate at any British University enrolled to study medicine at Edinburgh. The 'Surgeon's Hall Riots' in 1870 and a subsequent court ruling prevented the 'Edinburgh Seven' from graduating. The talent and fortitude of these women brought the passage of law in 1877 which allowed women to study at university, a landmark moment for gender equality in British history. To mark 150 years since enrolment, the Edinburgh Seven were awarded a posthumous MBChB in July 2019, received by students at EMS.

University of Edinburgh

College of Medicine and Veterinary Medicine

1,896 | 1,378 | 8,220

Royal (Dick) School of Veterinary Studies
250 | 352 | 1556

Roslin Institute
195 | 61 | 215

Edinburgh Medical School

Deanery of Biomedical Sciences
286 | 120 | 2370

Deanery of Clinical Sciences
582 | 392 | 1443

Deanery of Molecular, Genetic and Population Sciences
461 | 320 | 943

Medical Education Unit
118 | 41 | 1692

College of Science and Engineering

3,187 | 1,138 | 12,682

School of Biological Sciences
573 | 231 | 1446

School of Chemistry
254 | 59 | 937

School of Engineering
557 | 183 | 2962

School of GeoSciences
401 | 159 | 1778

School of Informatics
649 | 129 | 2203

School of Mathematics
317 | 60 | 1541

School of Physics and Astronomy
418 | 78 | 1233

College of Arts, Humanities and Social Sciences

3,359 | 1,217 | 28,181

Business School
233 | 165 | 2478

Centre for Open Learning
206 | 50 | 1331

Edinburgh College of Art
495 | 236 | 3646

Law School
306 | 64 | 1859

Moray House School of Education and Sport
404 | 116 | 3062

School of Economics
86 | 28 | 1238

School of Divinity
87 | 27 | 485

School of Health in Social Science
217 | 52 | 1506

School of History, Classics & Archaeology
230 | 65 | 2302

School of Literatures, Languages & Cultures
306 | 74 | 2975

School of Philosophy, Psychology & Language Sciences
301 | 99 | 2393

School of Social & Political Sciences
483 | 110 | 3233

Legend:
- Academic Staff
- PTO Staff
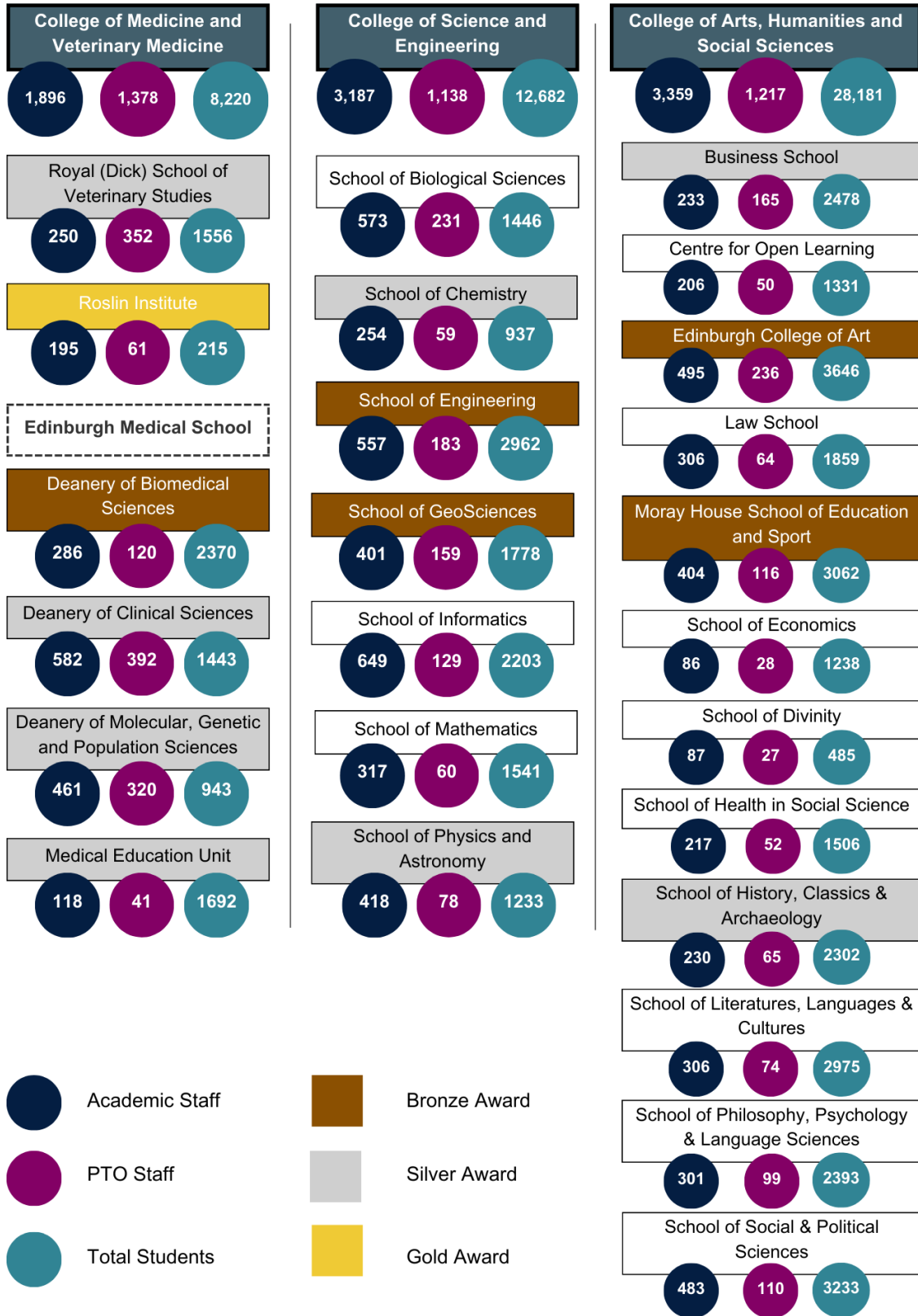- Total Students
- Bronze Award
- Silver Award
- Gold Award

Figure 2. Overview of UoE College Structure: size and level of Athena SWAN award held. The Roslin Institute forms part of the Royal (Dick) School of Veterinary Studies; staff and student numbers are included at School level. Some students are 'housed' at College level, such as visiting students.

1.3. Athena Swan self-assessment process

Our EDI governance and self-assessment structures have evolved since our AS2018 submission to better facilitate a cohesive approach to EDI across the institution, to enable extensive consultation and contribution, and to support our approach to mainstreaming equality and identifying intersectional issues.

The University's Equality, Diversity and Inclusion Committee (EDIC) constitutes the self-assessment team for this submission, identifying key priorities and working with relevant programme/project leads to shape actions. Convened by the University Lead for EDI, committee membership (**Table 1**) includes key budget holders, directors and representatives from across the University community including Colleges, Professional Services Groups, Student Union, Trade Unions and Staff Networks, and membership encompasses all aspects of diversity and its intersections.

EDIC members champion EDI in their departments, disciplines and communities, and at institutional, national and international level. Naming just a few, members are actively engaged in Scottish and Russell Group Equality Fora and AS Networks, and the international LERU EDI Policy Group and Una Europa Diversity Council. The work of the membership is recognised for many as a key component of their remunerated role, and is increasingly recognised for all variously in workload allocation models, in promotion, contribution and recognition awards.

EDIC is supported in its work by Thematic Equality Subcommittees – Gender, Disability, Race, LGBT+, Faith and Belief – which develop comprehensive action plans, and by short-life working groups.

EDIC meets 4 times per year to oversee, inform and evaluate the University's progress and performance on EDI for staff and students. The work of EDIC, and the identification and detail of the key priorities for action in this AS2024 submission are informed by consideration of a variety of data and information including:

- annual EDI statistical reports of staff and student demographics (also published on our website), and additional reports such as the Equal Pay Reports and Thematic Reviews;
- papers and presentations from university strategy/programme leads, including consultation information and assessment of EDI impacts;
- priorities identified through the work and consultation conducted by EDIC's Gender Equality Subcommittee, particularly where priorities are shared across the Thematic Equality Subcommittees;
- issues arising from consultation fora such as the Student Partnership Forum, the HR/TU Policy Consultation Forum, University-wide Town Hall meetings, and Staff Experience surveys. 2023 response rate was 36% (30% of women; 22% of men; 29% undisclosed);
- matters brought to EDIC by College/PSG EDI convenors, Staff Network convenors, and EUSA Sabbatical Officers and Liberation Officers;
- knowledge exchange with relevant committees such as Staff Experience Committee, with formal practice-sharing networks such as our EDI Leads and AS Leads networks, and with research networks such as GenderED.

Drafting of this AS2024 submission was led by the University Lead for EDI and the Head of HR EDI with the support of several members of EDIC and additional EDI Specialists, Data Analysts, key Strategy/Programme leads and action owners. Consideration was given to the critical feedback on our AS2018 submission, with the addition of more specific timescales for actions, and further actions to address the research pipeline in particular. However, as a very large institution that has engaged with

Athena Swan for almost two decades, and with all areas of the university committed to and active in embedding gender equality into business-as-usual activity, it is challenging to link progress to single institutional actions. A joined-up approach means multiple actions across different areas create change, and we have tried to reflect this in our progress and future actions.

The draft AS submission was considered by EDIC throughout 2023, approved by University Executive in December 2023, and will be presented to University Court for discussion in February 2024.

The AS2024 key priorities for action will be sited within a broader gender equality action plan developed by the Gender Equality Subcommittee, which will in turn support EDIC in monitoring, and evaluating progress of these actions (**AS2024 AP1**).

Table 1. EDIC membership

Name	Role
EDIC Convenorship and Secretariat	
Prof. Sarah Cunningham-Burley	EDIC Convenor; and University Lead EDI; Dean of Molecular, Genetic and Population Health Sciences, Edinburgh Medical School
Prof. Colm Harmon	EDIC Deputy Convenor; Vice Principal Students
Dr Caroline Wallace	EDIC Secretariat; Head of HR EDI
Shireen Jawas	EDIC Secretariat; PA to Prof. Sarah Cunningham-Burley
VPs/Directors/Portfolio Leads	
Denise Nesbitt	Director Talent and Development, HR
Dr Jon Turner	Curriculum Transformation Project Lead
James Saville	Director of Human Resources
Laura Cattell	Head of Widening Participation and Deputy Director Student Recruitment and Admissions
Lucy Evans	Deputy Secretary, Students
Olivia Eadie/Prof. Cathy Bovill	Co-Directors, Institute for Academic Development
Pauline Manchester	Deputy Director of Planning and Policy, Governance & Strategic Planning
Philip Graham	Deputy Director, Communications & Marketing
Prof. James Smith	Vice Principal International
Zoe Stephens	Director of Estates Business Services
College/PSG EDI Convenors	
Dave Gorman	Convenor of CSG EDI Committee; Director of Social Responsibility and Sustainability
Dr Jeni Harden/ Dr Sarah Collins (alternating)	Co-convenors of CMVM EDI Committee; Reader/ Senior Lecturer, Edinburgh Medical School
Jenny Hoy	Convenor of CAHSS EDI Committee and Dean of EDI; Head of the Centre for Open Learning
Dr Melissa Highton	ISG EDI Representative; Director of Learning, Teaching & Web Services
Prof. Karen Halliday	Convenor of CSE EDI Committee and Dean of Systematic Inclusion; Personal Chair, School of Biological Sciences
EDIC Subcommittee Convenors	
Dr Harriet Harris/Prof. Liz Grant (alternating)	Co-convenors of Faith and Belief subcommittee; Head of University Chaplaincy/ Personal Chair, Edinburgh Medical School
Prof. Emily Sena/Jen Middleton (alternating)	Co-convenors of Race Equality & Anti-Racist Subcommittee; Personal Chair, Edinburgh Medical School/Deputy Director, Comms & Marketing

Prof. Wendy Loretto/Andrea Scott (alternating)	Co-convenors of Gender Equality Subcommittee; Dean, Business School/Director of Prof. Services, Deanery of Clinical Sciences
Victoria Buchanan	Convenor of Disability Inclusion Subcommittee; Director of Disability & Learning Support Service
Student and Trade Union Representatives	
EUSA Liberation Officers (elected annually by students)	EUSA Liberation Officers for Disabled/Trans & Non-binary/Women/BME/LGBT+ Students
EUSA VP Welfare (elected annually by students)	EUSA VP Welfare
Dr Sophia Lycouris	UCU Representative; Reader, Edinburgh College of Art
June Maguire	Unison representative; Careers Information Adviser, Careers Service
Staff Network Convenors	
Dr Claire Graf	Co-convenor of Disabled Staff Network; Tutor, School of Philosophy, Psychology and Language Sciences
Dr Katie Nicoll Baines/Alex Morzeria-Davis (alternating)	Co-convenors of Staff Pride Network; EDI Manager – Future Leaders Fellows Development Network; IT Hardware Supply Officer, ISG
Dr rashné limki	Convenor of Edinburgh Race Equality Network (EREN); Lecturer, Business School

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

2.1. Evaluating progress against the previous action plan

The table below presents the University's AS 2018 Action Plan (AS2018AP), extended to a 5-year plan under the Transformed AS Charter, and RAG-rated to indicate progress.

As described in Section 1, EDIC has maintained oversight of implementation of the AS2018AP, considering a detailed mid-point review of progress of all actions at its April 2020 meeting and an end-point review at its September 2023 meeting. In line with our mainstreaming approach, responsibility for action implementation and evaluation is spread across the institution. Key action owners are represented on EDIC and/or the Gender Equality Subcommittee, providing routes for regular updates, and discussion of challenges and their solutions.

Across the plan, actions were generally robust enough to deliver on the objective without need for revision over the period. Where changes to detail were more substantive, these updated actions are indicated in **bold**. Despite adversity experienced sector-wide during the lifespan of the plan, 92% of component actions were successfully implemented (Green) and the remaining 8% of actions are not yet complete (Amber). None of the actions failed to generate progress (Red). Evidence of progress and success are summarised in the final column of the AS2018AP.

Sample of events to mark celebratory dates in the EDI calendar.

University of Edinburgh Athena SWAN Silver Award Action Plan 2018-2024

Action	Objective	Actions already taken	Planned Actions (2018-2024)	Progress
Embed engagement with gender equality initiatives across the University				
1	Ensure effective and inclusive leadership of Athena SWAN (AS) and wider gender equality initiatives	Advancing Gender Equality Steering Group (AGESG) established in January 2014 to review the University's performance and progress in promoting gender equality and develop a plan of priorities for further action.	AGESG will continue to be convened by the VP P&C, firmly embedding Athena SWAN in University strategic priorities and planning. **Updated Action:** **EDIC replaces AGESG (February 2020), chaired by University EDI Lead, providing strategic direction and oversight of EDI action planning and delivery, and supported by Thematic subcommittees.**	EDIC membership includes senior leaders from across key directorates, College and PSG EDI Leads, and staff and student representatives from across the University; membership encompasses all aspects of diversity and its intersections. Race and Gender subcommittees established in 2020; Disability subcommittee in 2022; Faith & Belief, and Equality Data Monitoring subcommittees in 2023; LGBT+ subcommittee being established at time of writing. EDIC reports regularly to University Executive and presented draft AS application for approval in Dec 2023.
2	Support Schools to achieve higher levels of AS awards and share good practice	AS Network established in 2010 to support Schools/Departments towards achieving AS awards. Attendance is high with >80% Schools represented at each meeting. Colleges provide staff resource to support School AS submissions.	Chair/s of the AS Network will rotate biennially to ensure inclusivity in agenda setting. Chair/s of the AS Network will hold ex-officio membership of Gender Subcommittee to maintain the bilateral flow of information between local AS leads and EDIC, and to identify priorities for further action.	AS Network members' feedback and attendance demonstrates the forum's value for the sharing of good practice, ideas and resources. *2018/19-2022/23, UoE secured 10 awards, including 4 Silver award upgrades (achieved 2018; 2021; 2022; 2023). Three awards achieved during the COVID-19 lockdown period.

			Updated Action: - AS Network remit extended to include those who are developing gender equality plans without formally submitting to AS; group renamed Gender Equality and Athena Swan (GEAS) Network. - GEAS Network events to be supplemented by biannual EDI Leads Practice Sharing and Networking events, led by UoE EDI Lead.	First meeting of the revised GEAS Network 21st June 2023. EDI Leads Practice Sharing and Networking events commence 6th June, 2023. EDI Community Teams site launched December 2022.
3	Provision of data to support progression of gender equality	The University's Equality and Diversity Monitoring and Research Committee (EDMARC) publishes annual reports of student and staff equality data. School and College-level data dashboards are provided to support planning.	3.1 EDIC will discuss EDMARC data annually to identify University-wide actions where required. To facilitate regular AS monitoring and reporting in context, each Head of School will receive a local AS data snapshot annually. Gender and diversity metrics will be included in School and College-level data dashboards. Updated Action: GaSP will develop UoE EDI dashboards to facilitate access to staff and student data across Colleges/Prof Services Groups.	University-level EDMARC reports are published annually in March (Staff and Student). School and PSG-level reports are provided annually in May. School and College-level EDI data dashboards (Power BI) operational in CAHSS and CSE (2020). EDI data dashboards released for beta testing with a small number of key stakeholders in October 2023.

		School-level EDMARC data, supplemented with additional staff data (such as recruitment and turnover), is provided to AS teams on an annual basis.	**3.2** Continue to provide staff data annually. Offer data surgeries and support for data interpretation where required. **Updated Action:** **Extend central AS resources to include pre-programmed Excel templates for AS data analysis and presentation.**	AS/EDI data is provided annually, in August. HR EDI Team support EDI data interpretation, including training of AS Data Analysts 2021-2023 (ECA; Informatics; MHSES). AS data templates published on SharePoint (November 2021).

<table>
<tr><td colspan="5" style="background:red;color:white">Support the recruitment, retention and progression of staff</td></tr>
</table>

4	Ensure fair and transparent recruitment, promotion and policy-making processes.	Promotions Workshops are regularly provided to staff in all Colleges. There are promotions reps in all 11 Schools in CAHSS.	**4.1** Promotions panels will be required to report on male and female success rates to Remuneration Committee. We will expand the provision of promotions reps in other UoE Colleges. We will expand the webpage profiles of 'Promotion Journey' case studies, to include diverse working patterns and circumstances, and ensure gender balance of profiles.	UE10 promotion success rates reported to Remuneration Committee, including by gender; triannual meetings, plus annual report. Promotions panel in CSE extended to include reps from every School. UoE-wide, 'Promotional Profiles' SharePoint site extended in 2019 (40%F). School websites feature promotions case studies across genders, grades, working patterns and personal circumstances. *2017/18-2022/23, average F promotions applications increased: 212% (UE08); 30% (UE09); 53% (UE10). Average M applications increased: 27% (UE08); 26% (UE09); 72% (UE10). *2017/18-2022/23, average F promotions success rate increased: 4% (UE08) and 7% (UE10). Average M success rate increased:

				17% (UE08); 4% (UE09); 3% (UE10). See **Appendix 2.8.1.** *Average UE08-UE10 success rates are gender balanced to within 3%.
		All those involved in recruitment and selection are supported by guidance set out in the University's online 'Recruiters Guide'.	**4.2** Departmental search committees will be supported to actively encourage female candidates to apply for senior roles where they are underrepresented. **Updated Action:** **Extend online Recruitment Guidance to include dedicated guidance on 'Diversifying Recruitment' and spotlight positive action.**	Online 'Recruitment Guidance' (most recent version 2022) and 'Recruitment, Selection and the Law' training (new version procured 2019) spotlight the need to attract diverse applicants. 'Diversifying Recruitment' online resource launched November 2022; webpages include guidance on how to reach underrepresented groups and engage positive action to diversify shortlist and appointments. *2017/18-2019/20, average female proportion of ACS UE10 applications ↑1% (22%-23%); average female proportion of ACS UE10 appointments ↑3% (24%-27%). *2022/23, 30% of ACS UE10 applications are female; 63% of ACS UE10 appointments are female (**Appendix 2.6**). 11% of UE10 applicants did not disclose gender (no longer mandatory).
		Training on eliminating gender bias in job adverts has been provided in a number of departments.	**4.3** We will enhance our guidance to support colleagues in diversifying the recruitment process, including guidance on removing gender bias in job advert wording.	'Diversifying Recruitment' online resource launched November 2022; webpages include guidance on wording of adverts and signposting to gendered language detection tools.

		We have conducted an annual gender audit of each cohort of Chancellor's Fellows since the scheme began in 2012 to inform improvements to advertising and recruitment to these posts.	**4.4** We will conduct a gender audit of all future pan-University and other major recruitment campaigns to inform improvements. **Updated Action:** **From 2020/21 targets set for Chancellor's Fellows (CF) applications and appointments to achieve 50% female and 20% BAME candidates.**	Gender audit of pan-University recruitment campaigns is embedded; this includes the CF recruitment process. CF recruitment: *2020/21, 80% of appointments are women; 19% were BAME candidates. *2022/23, 60% of appointments were women; 20% were BAME candidates.
5	Ensure that excellence in teaching is valued, with opportunities to progress on the basis of teaching	We have published 'Exemplars of Excellence in Student Education' to provide guidance to colleagues applying for promotion on how they can evidence their individual achievements in teaching and learning. In 2016 IAD launched the 'Teaching Matters' website, a resource hub providing information, support, and opportunities for colleagues to interact on all matters relating to teaching. In 2015 we updated the criteria for promotion to Readership to enable promotions on the basis of teaching.	**5.1** We will collate and analyse information on the basis for promotions to better understand the number and proportion of applications and successful promotions focused on excellence in teaching. This will inform further actions such as 'Promotion Journey' profiling in Action 4.1.	2019, UoE 'Exemplars of Excellence in Student Education' extended to UE07-UE10 academic promotions process, to better recognise the contribution of teaching-dominated roles. *2021/22, 14 Teaching Fellows promoted to UE08 (12F/2M); 1 Senior Teaching Fellow (F) promoted to UE09. *2022/23, 17 Teaching Fellows promoted to UE08 (9F/8M).
			5.2 We will consider approaches to better enable promotions on the basis of teaching.	As above, **AP5.1**. New job titles to recognise UE08/UE09 teaching-focused roles and career track approved by Senate February 2021. *2021, 65 UE08 Senior Teaching Fellows (69% female) transferred to Lecturer (Teaching); 6 UE09 Senior Teaching Fellows

				(33% female) transferred to Senior Lecturer (Teaching) job titles.
6	Ensure equality of pay at Grade UE10	The Gender Pay Gap Task Group identified priorities for action, including: • reference to internal and external salary comparators for appointments and promotions to UE10; • increased use of Performance data in UE10 contribution review process; • formal review of all salary proposals for UE10 appointments Mean gender pay gap at UE10 has decreased from 11.3% (2015) to 7.1% (2017).	Embed, as standard practice, the recommendations of the Gender Pay Gap Task Group and publish biennial Equal Pay Audits.	Equal Pay Audits published biennially, from April 2019, and embedded in Strategic KPIs. Reference to salary comparators and formal review of salary proposals embedded in UE10 appointment/promotion practice. *Equal Pay Audits 2017-2023, Grade UE10 median gender pay gap decreased (6.3%-5.2%). Mean gender pay gap rose 7.1%-8.3%. *Equal Pay Audits 2017-2023, Grade UE01-UE10 mean and median gender pay gaps decreased 16.6%-15.3% and 13.7%-10.8%, respectively.
7	Ensure that all eligible staff are supported to achieve inclusion in REF2021.	Overall, 80% of eligible female staff and 84% of eligible male staff were included in the REF2014 submission, higher than the national average of 51% Females and 67% Males. We have developed and launched our 'REF2021 Initial Academic Staff Decisions Framework', which includes advice and guidance for both Academic staff and Academic managers on REF2021 eligibility criteria and processes.	Academic managers to ensure all eligible academic staff supported to have outputs suitable for REF2021 inclusion through REF Staff Decisions Framework by June 2018. Develop Code of Practice, implement Equality and Diversity Training for academic managers and UoA co-ordinators by 2019.	*100% of eligible staff submitted to REF2021 (80% of women/84% of men for REF2014). *2014-2021, proportion of women in the total UoE REF return ↑4% (33%-37%). REF2021 Code of Practice approved in September 2019; updated October 2020. Unconscious bias training mandated for, and completed by all staff involved in REF2021 advisory and/or decision-making processes (spring 2019), embedded in Code of Practice.

				EqIA embedded in REF2021 Code of Practice (2019); to include EqIAs for mock and final REF exercises. EqIA for the final exercise published.
		We have carried out an initial Equality Impact Assessment that identified which groups were most likely to be affected.	Perform equality impact assessment of Decisions Framework by end 2018, and iterate for every mock REF (and final REF) exercise.	
8	Understand and address gender disparity in research funding application rates.	We have undertaken initial analysis which suggests that application rates are lower for women compared with men.	We will perform more detailed analysis of funding application behaviour and explore reasons for disparity through questionnaires and focus groups. We will develop a support programme to address disparity in fellowship, programme and large strategic grant funding, targeted particularly at females: including administrative support, training programmes, guidance, and peer review.	UoE Research Cultures Surveys circulated (2020 and 2023). Research Cultures Working Group established 2021, reporting to the University Research Strategy Group. Research Cultures Action plan published 2023. Delivery of Programmes aimed at increasing number of female research leaders, such as Edinburgh Climate Research Leaders Programme for women in climate research, and the Elevate Senior Leadership programme for women of colour. March 2023, publication of a new resource 'A Comprehensive Guide to Fellowship Applications'. *2018-2022, success rate (PI) by volume of applications ↑ for women (35%-57%) and men (39%-55%). *Success rate (Co-I) ↑ for women (39%-54%) and men (45%-57%).

9	Provide opportunities for career development and networking, specifically for females, and underrepresented groups	We provide funding for female staff to participate in the Leadership Foundation's Aurora leadership programme. We take up more places (34) on the programme than any other UK university and we enhance participation in this Programme with networking events and a peer-led Aurora Alumni Network.	**9.1** We will continue to offer this training to female staff every year. We will strengthen the alumni network by providing a calendar of regular networking and learning activities. We will improve communications using social learning channels and an online forum.	Aurora programme offered annually in December. *2018-2022, uptake increased 73% (41-71); participation peaked at 156 in 2020 when the programme was online. *2019-2023, 87% of participants report that they are 'satisfied' or 'very satisfied' with the programme. *RenewYou personal development workshop for women launched November 2022; 39 participants attend first workshop (87% PSS).
		We have expanded our offering of career development courses 'Ingenious Women' (shortlisted for THE award) and its non-residential sister course 'Enterprising Women'.	**9.2** We will continue to run Ingenious Women, open to all female staff. We will lead a Scotland-wide programme 'Ingenious Women Scotland' from 2018. **Updated Action:** **In response to concerns around intersectional impact of COVID-19 upon women researchers of colour, develop Senior Leadership programme for Women of Colour.**	Ingenious Women (Edinburgh) programme extended to include PS staff (2018); 2020 (27 residential attendees, 120 attendees at networking events). Positive participant evaluations (section 2.1). Ingenious Women (Scotland) launched 2018; 30 residential attendees. 93% strongly agreed that it had helped to make them feel more confident about progressing their career. Senior Leadership for Women of Colour pilot launched 2021; 21 attendees. Programme topics included networking and influencing, and practical steps to secure research funding.

		We provided funding for 5 BME staff to participate in the Leadership Foundation's Diversifying Leadership pilot programme.	**9.3** We will continue to promote funded places on the LFHE Diversifying Leadership programme to early-career BME staff.	Five funded places per year on the Diversifying Leadership programme open to all BAME colleagues. 2018/19-2022/23, Diversifying Leadership did not attract any UoE participants. Action carried forward.
10	To support the career development of staff through training and mentoring programmes	We have a successful University-wide mentoring programme, 'Mentoring Connections', open to all staff.	**10.1** We will improve the system and the efficiency of processes, to reduce waiting times for matching mentors and mentees and better manage programme data. **Updated Action:** **Partner with KPMG on 'Cross Company Allyship Programme' to provide dedicated mentoring for BAME staff.**	'Platform One' online resource launched August 2018, to more effectively deliver Mentoring Connections. System refinements implemented May 2019. 2018/19-2022/23, 183 mentoring partnerships were established (Platform One does not record gender). 2018/19-2022/23, average Mentor connections ↑ 4-30 per annum; average Mentee connections ↑ 3-25 per annum. Partnership with KPMG on 'Cross Company Allyship Programme' began in 2022 with 14 UoE staff (7 mentors (57%F), 7 mentees (71%F) matched with KPMG staff.
		We have developed a Leadership and Talent development framework which provides development opportunities for staff aspiring to, starting out in, or wishing to advance in leadership roles.	**10.2** We will roll-out the Senior Leadership programme across the University. We will also develop a network of 'alumni' from all our Leadership programmes, similar to our Aurora Alumni Network, with networking events and learning activities.	The 'Edinburgh Leader', 'Edinburgh Manager' and 'Aspiring Manager' programmes launched, October 2020 (biannual cohorts). 2020-2022, average number of 'Edinburgh Leader' participants ↑28% (93-119) per annum. Average proportion of participants who are female ↓ 59%-58% per annum.

		In 2017 we piloted a new Senior Leadership Programme, with 100% positive feedback.		Average number of 'Edinburgh Manager' participants ↑30% (140-182) per annum. Average proportion of participants who are female ↑ 49%-60% per annum. Average number of 'Aspiring Manager' participants ↑23% (160-197) per annum. Average proportion of participants who are female ↑ 71%-73% per annum. *Positive participant feedback related to each of UoE leadership programmes.
		We have signed up to the Technician Commitment, aimed at promoting and supporting staff in technical roles in their professional and career development.	**10.3** We will create an action plan for implementation over the next 3 years, which will be approved by the Science Council and the Gatsby Foundation. We will develop a website and establish a steering group to help communicate and promote these activities across the University.	Technicians Steering Group established. Technician Commitment Action Plan 2018-2020 complete; Action Plan 2021-2023 active. Success includes Professional Registration Fund to enable technicians to demonstrate commitment to professional standards via affiliation with a recognised body. 'Support for Technicians' website launched 2023. *2020/21, 266 (50%) of technical staff at UE06-UE10 are female. 2021/22, 250 (52%) and 2022/23, 373 (60%) at UE06-UE10 are female.

		We have restructured the L&D web pages to make access to L&D easier for all staff.		*UoE improves upon 2022 'Talent Commission' benchmark (40% of UK-wide technical staff are women). September 2023, UoE holds its first annual 'Technician Week' across 5 campuses.
		We have restructured the L&D web pages to make access to L&D easier for all staff.	**10.4** We will identify ways to use more digital approaches in L&D programmes. We will introduce more online development options that will offer a more flexible option for staff via HR transformation.	Following the COVID-19 pandemic, 100% of courses and programmes are available digitally. Online format has increased capacity of programmes to 720 and increased uptake through availability of digital options **(see above AP10.3)**. 2021, UoE 'LinkedIn Learning' and HR 'Talent and Development' programmes migrated to the P&M 'Learning Platform'; this facilitates easy access and booking, and enhanced monitoring of uptake. Digital coaching via 'Know You More' platform launched June 2020. 2020/21-2022/23, 142 staff (71% female) access digital coaching.
11	Ensure those taking maternity/parental leave are supported in their return to work	We have piloted a 'Returning Parents' Coaching Scheme, providing individual coaching sessions to staff returning to work after maternity/parental leave.	**11.1** Roll-out and promote the 'Returning Parents' coaching scheme across the University. Uptake will be monitored centrally and feedback evaluated.	December 2018, 'Returning Parents' coaching scheme launched for staff UoE-wide. March 2021, expanded digital offering of 'Returning Parents' coaching launches. *Increase in participation rates year-on-year: 8 (2020/21); 16 (2021/22); 24 (2022/23).

				Increase in uptake as a proportion of returning parents: 4% (2020/21); 8% (2021/22); 6% (2022/23). * Positive participant feedback; 96% of coachees would recommend the programme to colleagues (Section 2.1).
		Facilities for breastfeeding and expression/storage of milk are provided locally.	**11.2** We will improve and formalise our support for breastfeeding mothers by publishing a Breastfeeding Policy.	'Breastfeeding and Expression of Milk' statement written into UoE Maternity Policy June 2019.
12	Enhancement of family-friendly practices and improved communication of these	We have a nursery on our Kings Buildings Campus with a further nursery due to open on our Easter Bush campus in October 2018. We have refreshed our webpages on maternity/parental leave to better inform and guide employees and managers. We hold a 'Carer Positive Employer' award, recognising our commitment and support for staff with caring responsibilities. We offer discounted childcare through our Staff Discounts Scheme.	**12.1** We will establish existing and future nursery provision as 'Workplace Nurseries' to bring greater tax benefits to staff.	Arcadia Easter Bush workplace nursery constructed 2018-2021; nursery opens start of Session 2021/22 (78 spaces).
			12.2 We will review all our family-friendly policies and practices including support for carers, and improve our webpages to bring together all relevant information into one place.	A review of UoE family friendly policies was undertaken in 2018 and 2019. 'Paternity and Pay Policy' extends full pay entitlement from 1-2 weeks from April 2018. Enhanced SPL Policy launched April 2018; revised and further enhanced June 2019. 'Guidance – The Menopause at Work' webpage launched autumn 2019.

Leadership				
13	Demonstrate gender equality in decision-making	University Court has an Equality & Diversity Policy, and has recently developed a succession plan to improve the diversity of Court membership. We publish the gender composition of court in our biennial Equality Mainstreaming Reports in line with legislative requirements.	**13.1** Court will implement its diversity succession plan, which includes: • Widely advertising Court vacancies through the Women on Boards platform; • Operating a mentoring scheme and induction process for new members; • Providing unconscious bias training to Court members involved in recruitment.	Court diversity succession plan implemented. 2022/23, gender balance is achieved in Court membership (11F/11M). *5% improvement in gender balance of Court membership, 2017/18-2022/23 (45%F-50%F).
			13.2 We will improve the gender balance of the University Executive Group by actively taking steps to ensure gender diversity in membership.	2023/24, gender balance of University Executive is 45% female /55% male (13F/16M). *15% improvement in gender balance of University Executive, from 30%F (7F/16M) in 2017/18.
			13.3 Develop a talent/succession management programme aligned to our leadership development and mentoring programmes to ensure pipeline of women for promotion to leadership roles and positions on decision-making bodies throughout the University.	As above, **AP9.1-AP9.2; AP10.1-AP10.2; AP13.1-AP13.2**. * Significant progress towards gender equality in key leadership roles. Gender parity across Heads of PSGs and their Heads of Directorates (17/34). On the academic side, across the roles of Provost and Heads of College/School, the proportion of women is 41% (12/29).
14	Ensure gender equality is embedded into University strategic	Gender equality targets and KPIs are incorporated into the current University Strategic Plan.	**14.1** We will align subsequent University Strategic Plans and Key Performance Indicators with Athena SWAN actions and ambitions.	Gender equality targets and success measures are embedded in UoE 'Strategy 2030'; and Equality Outcomes 2021-2025.

	priorities and planning	We consult with staff on gendered experiences of University life in many different ways, as described in Section 3(ii).	**14.2** We will enhance our consultation with staff through a University-wide survey, ensuring that all staff have the opportunity to voice their experiences of our institution.	The University Staff Survey launched in 2018 (response rate 46%). Staff Engagement (Pulse) Survey circulated November 2020 (response rate 32%). Staff Survey repeated in March 2023 (response rate 36%). 'Dashboard Analysis Tool' produced to enable interrogation of responses by department and demographic.
15	To be a national and international leader in progressing gender equality	We have shared good practice across the University and wider academic community through the publication of a book 'EqualBITE: Gender Equality in Higher Education' with contributions from staff and students at Edinburgh. We continue to influence European policy through our membership of LERU and active participation in its Gender Working Group.	We will share our experience and good practice across the university and wider academic community by: • Providing a hard copy of the EqualBITE book to every School in the University, and every Vice Chancellor in the UK • Sharing the book with European institutions through the LERU Gender Working Group	Hard copies of EqualBITE issued to Colleges/Schools/EDI leads; and UK VCs. EqualBITE (online) shared internationally via LERU Gender Working Group. *'Developing your GCRF Gender Equality Statement – Toolkit', launched 2020. 'Improving Academic Research with a Gender Sensitive Approach' toolkit launched 2020. *Two 'Dangerous Women Project' books published (2021; 2022), in the UK and USA. Extended influence at European level through membership of the Una Europa Diversity Council.

	Promoting a positive culture			
16	Promote a culture of respect, and zero tolerance of harassment	The University's Dignity and Respect Policy has been in place since 2010. We have dedicated webpages and guidance to support staff, students and managers to resolve concerns about bullying, harassment or discrimination. A network of trained Dignity and Respect Advisors provide advice and support. We have developed face-to-face 'upstander' training which is being piloted in four departments.	We will raise awareness of the University's zero tolerance to bullying and harassment through a UoE-wide campaign. We will establish a dedicated working group to develop an action plan to tackle sexual harassment. This will include developing a separate process for handling harassment complaints, and a city-wide partnership with Edinburgh HEIs, Police Scotland and Rape Crisis Scotland to address sexual violence against women in our city. We will roll-out 'upstander' training across the institution. **Updated Action:** **- Appoint a Sexual Violence and Harassment Manager; extend staffing commitment to create 'Equally Safe' team.** **- Introduce 'Report and Support' platform for students.**	'Don't Cross the Line' campaign launched in January 2019; this initiative includes the 'Respect at Edinburgh' web hub. Sexual Harassment Working Group established (2019); chaired by Director of Student Wellbeing. *2018-2023, % staff who agree UoE 'deals effectively with bullying and harassment' ↑11% (34%-45%); UoE 'deals effectively with discrimination ↑11% (40%-51%). 'Being an Active Bystander' online event held for students in May 2021. 'Consent Matters' and 'Tackling Harassment' online modules (staff and students launched October 2021; revised June 2023 ('Consent Matters: Boundaries, Respect & Positive Intervention'). 'Where do you draw the line' training workshop launched; 2023, >1500 staff have completed the course. Sexual Violence and Harassment Manager appointed August 2020; two Sexual Violence Case Workers appointed February 2022 to form the 'Equally Safe Team'.

				'Report and Support' available to students from April 2021.
17	Providing a supportive and enabling environment for trans staff and students	The University's Trans Equality Policy has been in place since 2011. We have representation of trans staff on the AGESG and regularly consult with trans staff through the Staff Pride Network. We provide 'Role Models' and 'Allies' training (see Action 5)	**17.1** We will fully revise the Trans Equality Policy to include staff and students with non-binary gender identities.	Revisions made to Trans Equality Policy in June 2019 and February 2022, in consultation with trans and non-binary staff and student representatives. Sector benchmarking review of Trans Equality policies and guidance completed in August 2022.
			17.2 Our new staff records system will include the option to use the gender-neutral Mx title.	'People and Money' system supports gender-neutral title option for staff records from launch (autumn 2021).
18	Providing quality training in Equality, Diversity & Inclusion	We provide online and face-to-face training in E&D, Equality Impact Assessment, Unconscious Bias, and Dignity & Respect. We provide 'Role Models' and 'Allies' training for LGBT+ staff and colleagues. The VP P&C gives a presentation on E&D at group induction sessions for new staff.	We will expand our training provision to include Trans awareness training, available to all staff. We will make E&D training expected learning at induction, with 3-year refresher training. Completion of training will be monitored through probation review and annual review.	GIRES 'Gender Diversity Awareness for Employers & Service Providers' e-learning module available to staff October 2018. Local-level training provided by Scottish Trans Alliance; including to College EDI Committee and individual CAHSS Schools (2020/21). From January 2019 'E&D Essentials' and 'Challenging UB' are expected learning for all new staff, reflected in 'On-boarding - Guidance for Managers'. All staff are required to undertake refresher training every 3 years; automatic reminder generated by P&M.

19	Promote a culture of disclosure of protected characteristics	We conduct a biennial equality monitoring survey of all staff. Improved communication of the purpose of these surveys has increased disclosure of intersectional information in the latest survey.	We will develop communications materials to encourage disclosure of protected characteristics. **Updated Action:** **'People and Money' system will enable staff to update protected characteristics via self-service to optimise disclosure and improve data.**	'People and Money' system enables staff to update equality information via self-service interface (autumn 2021) Guidance for staff on the use of EDI data and how to update their data published on dedicated webpage (April 2023). *2017/18-2022/23, data held in disability field increased 11%-29%. 2022/23, gender balance of disclosure rates is equal to within 3% (30% female; 27% male).
20	Celebration of successful women	We hold regular events such as IWD Lectures, WiSTEMM/WiMMS conferences, and wiki editathons, and have dedicated projects such as Dangerous Women and gender.ED to provide inspirational role models to staff, students and the wider public. We have a permanent online 'Inspiring Women – Inspiring Change' portrait exhibition of women at Edinburgh past and present, also available as an app.	**20.1** We will continue to hold IWD lectures and events to celebrate the success of women at Edinburgh. The online 'Inspiring Women' exhibition will continue to be expanded.	UoE held events annually in March, at University and College/School-level (**see Section 2.1**). Events delivered face-to-face and online in 2021 and 2022. IWD lectures available online to promote engagement. Annual 'Ada Lovelace Day' events celebrate women in STEM. *'Inspiring Women' photographic exhibition extended in 2018 and 2020. *'Women in Data' campaign launched 2019.
			20.2 We will dedicate further editathons to disciplines in which women are starkly underrepresented, involving staff and students from the relevant School to improve awareness and visibility of role models, and transfer valuable editing skills.	2020/21-2022/23, 860 new articles about women created via: - 60+ 'Women in Red' editathons (ISG); - School curricula (4 MSc programmes); - 'The Edinburgh Award' (Digital Volunteering with Wikipedia); - paid summer internships in ISG.

Given that our progress and success is summarised in the AS2018AP, we focus here on our reflections and learning under each of the 4 key priority themes.

Key Priority 1: Embed engagement with gender equality initiatives across the University

(100% of actions achieved **Green** status.)

Governance of EDI and Gender Equality

As described in **Section 1**, our EDI governance structures have been substantially developed since our AS2018 submission to better enable a cohesive approach to EDI across the institution, to facilitate extensive consultation and engagement in EDI work, and to support our approach to mainstreaming equality. The establishment of thematic subcommittees brings breadth and depth to our action planning, working together where appropriate to address intersectional inequalities. **AP1** was revised over the period to reflect these key changes.

Supporting EDI and Athena Swan work across the institution

Responding to feedback over the earlier period of our previous action plan, we have continued to build and develop our EDI community of practice, and provide more resources to support those leading on EDI and gender equality across the institution. **AP2** and **AP3** were revised accordingly. The membership and remit of our Athena Swan Network was expanded in 2023 to support the gender equality work, and those leading the work, in Schools and departments that are not currently engaged with the AS Charter. Leaning in to new ways-of-working acquired during the early stages of the pandemic, a Teams channel was created for the expanded Gender Equality and Athena Swan (GEAS) Network to enable regular practice and information sharing beyond formal Network meetings. The Chair of the GEAS Network is a member of the Gender Equality subcommittee, facilitating two-way communication and engagement. Similarly, a Teams site was established for all EDI Leads in Schools and PS departments in 2023, and we began a programme of biannual EDI Leads Networking and Practice Sharing Sessions convened by the University Lead for EDI.

We have enhanced our suite of resources to support AS/EDI work and continue to offer data surgeries for local analysts. We have also made progress in developing our evidence base to better identify and target barriers to gender equality/EDI. Investment in data dashboards and analytical tools has enabled teams at local and University-level to begin to evaluate the impact of EDI-related activity over time.

Highlights of Success

- 10 successful AS departmental submissions at Bronze (3), Silver (6) and Gold (1).
- 4 Silver award upgrades (achieved 2018, 2021, 2022, 2023).

Key Priority 2: Support the recruitment, retention, and progression of staff

(90% of actions achieved **Green** status; 2 actions are rated **Amber.**)

We focus here on actions which provided opportunities for learning.

Fair and Transparent Recruitment Processes

In April 2021, we set our Equality Outcomes 2021-2025 (a component of our legislative reporting duties). Our four priority outcomes were identified in consultation with staff and student representatives. One EO is to increase the diversity of our staff. We recognised that one of our related AS2018AP actions (**AP4.3**) was too narrow in focus to support this broader ambition. **AP4.3** was extended to include the publication of dedicated guidance on 'Diversifying Recruitment', achieved in November 2022 and received extremely positively both internally and externally.

The impacts of the Covid-19 pandemic across our community were not equal, and we have taken particular care to address these inequalities in our approach to pandemic recovery. Our Chancellor's Fellowship Scheme in 2020/21 provided 40 tenure-track posts to internal candidates who were on fixed-term contracts, supporting job security for our talented researchers. Recognising the unequal impacts of the pandemic, the University set ambitious gender and ethnicity targets for recruitment: 50% women and 20% Black, Asian and Minority Ethnic fellows; and **AP4.4** was revised accordingly. Recruitment panels were supported by comprehensive equality guidance (ultimately built upon to deliver the 'Diversifying Recruitment' guidance), and our targets were met – and even exceeded for gender (60%F).

Equality of Pay

The status of **AP6** has been rated as **Amber** as it has not yet fully achieved its ambitious objectives. Across all grades the mean and median gender pay gaps have decreased 2017-2023 from 16.6% to 15.3%, and 13.7% to 10.8% respectively. The ONS average pay gap for the Higher Education sector in 2022 was 17.1% and the median pay gap was 13.7%. The higher proportion of females in lower grades, and vice versa, is the main driver of our gender pay gap. In our latest Equal Pay Report, we modelled a scenario in which male and female staff within each grade received the same salary, and an 11.5% mean pay gap remained. This highlights the importance of our work to progress female staff to senior grades.

At Grade 10 (our highest grade) the median pay gap has decreased, but the mean pay gap has increased. Our efforts to improve female promotions have in part contributed to this trend, with a higher percentage of females promoted in relation to the female Grade 10 population (14% increase to the 2021 Grade 10 female population; 9% increase to the 2021 male population). This results in a lower average salary for females due to recency of promotion; there will be improvement over time as female staff progress up the pay scale.

We have very recently undertaken a review of our grade scale structure. A proposed model, which is expected to have a positive impact on the gender pay gap, has now been approved by our governance bodies. Tackling issues of fair pay (including parity) is a priority for the University. This work is complex with sector-wide elements and we will incorporate relevant actions as part of our broader gender equality plan as work progresses.

Leadership Development

We have a strong focus on Leadership development, to improve diversity in leadership roles including on key decision-making bodies within the University. Action in this area includes our engagement with various Advance HE leadership development programmes, such as Aurora as well as our internal programmes. The cohorts in these programmes consistently report positively on their value (e.g. 87% satisfaction for Aurora), and feedback is used to improve our internal offerings. As well as supporting diversity in leadership, our programmes also embed EDI learning.

Recognising the intersectional impacts of Covid-19 disruption on researchers (updated **AP9.2**), UoE in partnership with an external provider developed a 'Senior Leadership Programme for Women of Colour', with a pilot launched in April 2021. Twenty-one of the University's most promising female academics of colour came together to identify new collaborations, broaden their ambitions, and develop their leadership skills; participants also received six coaching sessions. The 6-month programme concluded with a celebration event to raise the profile of academics from diverse ethnic backgrounds with our senior leaders, potential collaborators, colleagues, funders, and students. An engaged network of women of colour has been established and the programme will be extended in our forward plan.

Elevate: Senior Leadership for Women of Colour Programme pilot 2021.

The status of **AP9.3**, to offer places on the Advance HE 'Diversifying Leadership' Programme for BAME staff, has been rated as Amber. While the action has been implemented, and despite good initial engagement with the programme in pilot (3F/2M in 2017), we have had no participants on the programme over the period of our previous action plan. This may reflect the strength of our in-house offerings (above), and our three leadership and management development programmes launched in 2020: 'Edinburgh Leader', 'Aspiring Manager', and 'Edinburgh Manager' (**AP10.2**). These attract BAME participants broadly in line with the target populations. Providing a broad range of leadership development opportunities remains a priority, and this action is carried into our forward action plan.

Mentoring

Leaning further into our learning during the earlier phase of the pandemic, in 2022 we began partnering with KPMG in the 'Cross Company Allyship Programme (CCAP)' which supports reciprocal mentoring relationships between Black Heritage Colleagues and Allies. **AP10.1** was updated accordingly. Since launch seven UoE mentors (57%F) and seven mentees (71%F) have been paired

with KPMG staff, meeting monthly over a year, with additional events to support the mentoring journey. We are delighted that one of our mentees received the Mentee of the Year (Highly Commended) Award 2023.

UoE 'Support for Technicians' website - Technician Week 2023 advert

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Highlights of Success

- Rise in female applications for academic promotions: 212% (UE08); 30% (UE09); 53% (UE10).

- Rise in female success rates for academic promotions: 4% (UE08) and 7% (UE10).

- Increase in female applications and appointments to academic UE10 posts.

- Achieved gender parity of Professional Services staff at UE10: 44%-51%F

- Overall decrease in mean and median pay gaps: 16.6%-15.3% and 13.7%-10.8%.

- Improved grant funding success rates, most markedly for women.

- Greatly exceeded Talent Commission benchmark for female technical staff.

Key Priority 3: Leadership

100% of our AS2018 actions achieved **Green** status, with **AP15** delivering much further than the action's specific detail to enhance our national and international leadership in progressing gender equality.

Highlights of Success

- Improved gender equality in key leadership roles: 50%F PSG leadership roles and 41%F in academic leadership roles.

- Achieved gender parity of Court membership: 45%F-50%F.

- Improved gender balance of University Executive: 30%F-43%F.

- Toolkits developed to support the embedding of gender equality into academic research and funding applications.

Key Priority 4: Promoting a positive culture

(86% of proposed actions achieved **Green** status; 1 action is rated as **Amber**).

Culture of Respect

In promoting a culture of respect and zero tolerance of harassment, UoE made significant progress against **AP16**. The action was updated to reflect additional priorities. A 'Report + Support' platform was introduced in April 2021, to encourage students to report instances of gender-based violence (GBV) and facilitate access to safety and wellbeing support. The platform enables data insights into prevalence, demographics, and location of abuse to inform preventative interventions.

UoE appointed a Sexual Violence and Harassment Manager (August 2020) and two further Sexual Violence Case Workers in February 2022; the 'Equally Safe Team' (EST), provides specialist support to staff and students affected by sexual and other forms of GBV. The EST Manager was awarded the EUSA Teaching Award for Support Staff of the Year (2022) in recognition of the positive impact of this service by survivors. As students can disclose GBV to any staff member, training has been delivered by EST and external providers, including Rape Crisis and the Sexual Assault Referral Co-ordination Service (SARCS). Staff and students can access learning videos and guidance via the 'Consent Collective' portal, and our 'Consent Matters and Tackling Harassment' e-modules launched in 2021.

Supporting Trans Staff and Students

UoE is committed to providing a supportive and enabling environment for trans staff and students. AP17.1 has been rated as **Amber** to reflect that, while revisions have been made to the Trans Equality Policy and benchmarking conducted, the prescriptive action for a full revision has not yet been prioritised.

Our duty to foster good relations between people who share a protected characteristic and those who do not share it can sometimes come under stress and this has particularly been the case regarding sex and gender. Tensions are experienced negatively for many as we balance our duties to academic freedom and freedom of expression with our equality duties, including the protections afforded for beliefs. While these challenges are sector-wide, they have been particularly acute in our own institution with a resulting negative impact on the wellbeing of our trans and non-binary staff and students. Finding a supportive way forward that enables tolerance, respect and inclusivity for all is a key priority for the University. An Academic Freedom/Freedom of Expression Steering Group has been established with dedicated work packages focussing on EDI, curriculum and education, and on pastoral care. The new LGBT+ subcommittee, which is being set up, will ensure our trans staff and students' voices are included in the shaping of actions.

Promote Disclosure of Protected Characteristics

The introduction of a new HR and Finance system (People & Money) in November 2021 provided an opportunity to enable staff to update their own equality data at any time via self-service. **AP19** was updated accordingly. This will enhance the quality and validity of data used to identify EDI dimensions, priorities for action, and to monitor progress. Guidance on the use of EDI data was published in Spring 2022; as a result, we are beginning to see improvements in disclosure rates as summarised in the progress column.

Highlights of Success

- Significant increase in staff survey respondents agreeing that bullying and harassment is dealt with effectively (↑11% from 2020) and a decrease in those who have experienced bullying and harassment (↓2%).

- Report & Support platform launched for students in April 2021.

- Equally Safe team fully established in February 2022 to support survivors of gender-based harassment and violence.

Participant Feedback • 1m

Career Development and Support Programmes

Aurora

The programme was really helpful, not only for the new knowledge and skills I have learnt, but also the opportunity to network with other female leaders.
Academic 2020/21

The shared learning experience, in a women-only setting, was empowering and helped challenge my inner critic. Aurora has convinced me that, yes, I can lead and, yes, I shall lead.
Professional Services 2021/22

It was such a great opportunity to connect with inspiring people and gain confidence so I can move forward in developing myself both professionally and personally.
Professional Services 2019/20

Ingenious Women Edinburgh

I have thrived on the energy of this group throughout COVID, and drew inspiration from the amazing female participants.

Empowering, motivating and extremely supportive.

IW2020 has changed the way I feel about myself. It has made me believe that I deserve to be where I am and that it is not just luck.

Returning Parents Coaching

Participant scores 2020-23
Pre- and post-coaching scores on a scale of 1 (low) to 10 (high).

How clear are you about the steps you need to take to successfully transition back to work?
Before: 4.8; After: 9.1

How would you score your current level of confidence in returning to work?
Before: 4.9; After: 8.8

How would you score your current level of wellbeing?
Before: 5.8; After: 8.6

Sample of feedback from career development and support programmes
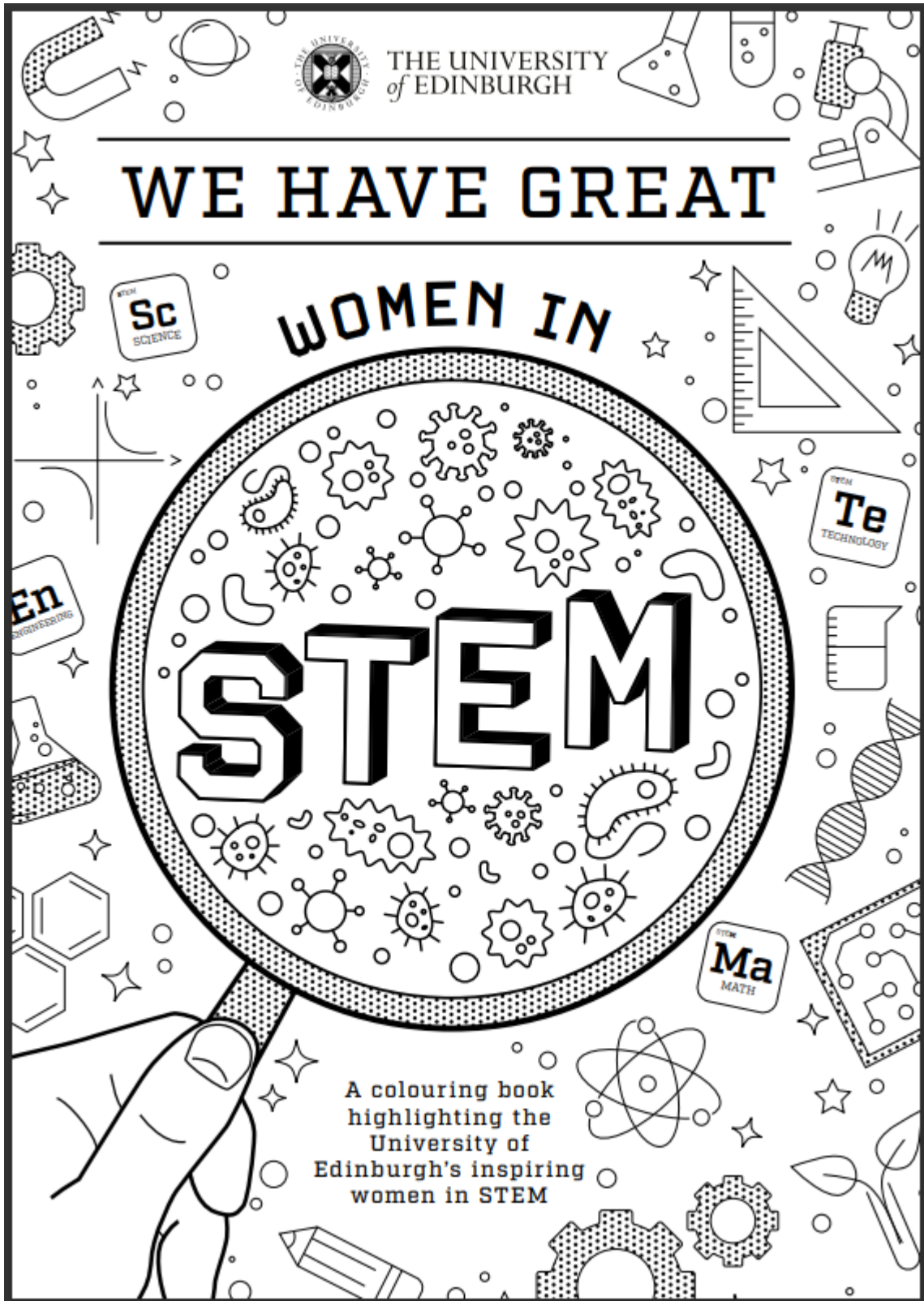
In 2023, one of our talented student interns brought together students and staff to learn about digital art and spotlight our inspiring women in STEM by contributing illustrations to a colouring book. The book was launched at a celebratory event on Ada Lovelace Day. Feel free to colour it in!

2.2. Key priorities for future action

Key Priority 1: Ensure gender equality is embedded in strategic priorities and planning across the University.

Key issues: Within a mainstreaming approach, we need to ensure effective oversight of the University's performance and progress in promoting gender equality; support all areas to progress gender equality and evaluate impact, particularly in good practice sharing and in access to contextual quantitative and qualitative data for evidence-based decision-making.

Progressing our mainstreaming approach to gender equality brings challenges in maintaining effective oversight of the University's performance, and in assuring that EDI is effectively embedded in all that we do. A key action for us is to ensure the effectiveness of our EDI governance structures in shaping strategy and policy, by evaluating progress and impact of our work to address AS/EDI priorities (**AS2024 AP1**).
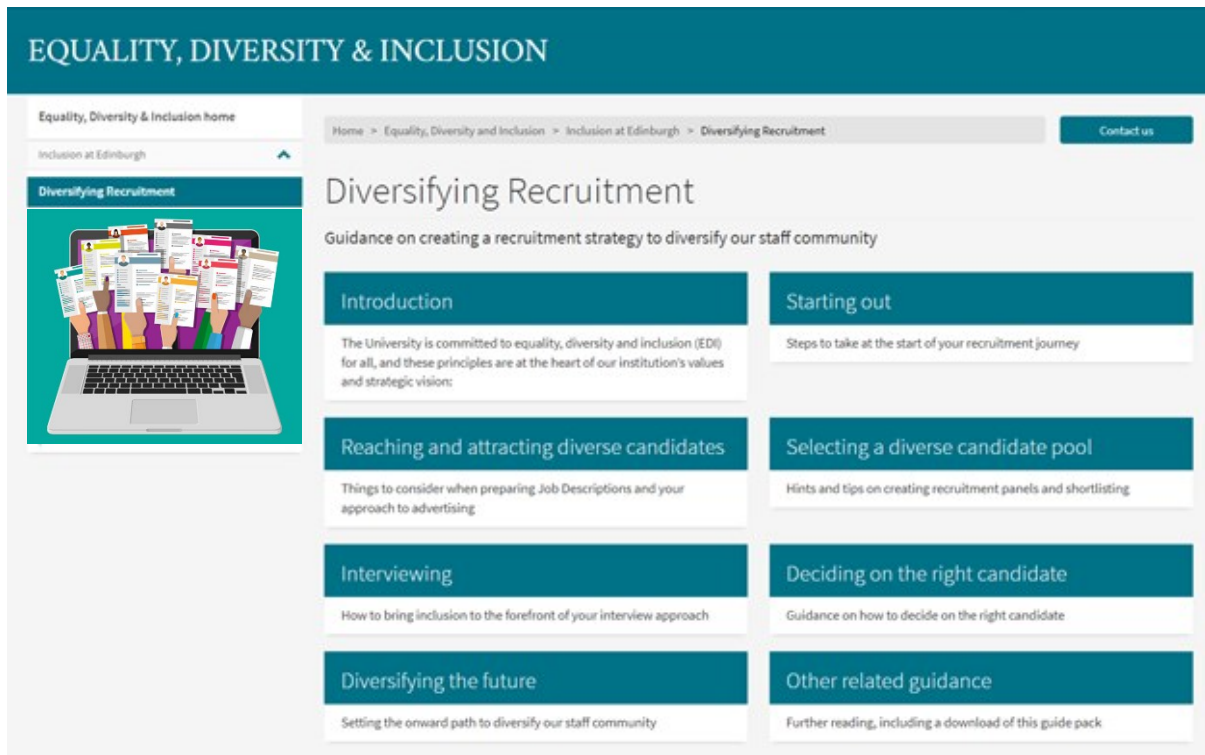
It is imperative to the delivery of the University's ambitions for EDI that all areas of our institution are well-supported to progress gender equality and evaluate impact. AS/EDI Leads in Schools and departments play a key role in delivering on the University's commitment to EDI and gender equality. Regular feedback from AS/EDI Leads demonstrates the high value of existing work to create a community of practice and a strong desire to build on this work (**AS2024 AP2.1**).

Discussions through various fora such as thematic subcommittees and AS/EDI leads events as well as the number and nature of data-related requests to HR EDI and GASP highlights that Schools and departments do not have ready access to the high-quality quantitative and qualitative EDI data that they need for evidence-based decision-making, and that there is also a need to develop and support good practice in the use of EDI data in monitoring and evaluation. The University's recent significant investment in data collection systems, architecture and business intelligence tools now allow the delivery of accessible, consistent EDI data to provide insight and context on the distribution and experiences of different population groups at both institutional and local level. Fully harnessing these new opportunities requires good governance to promote good practice in data provision and use, with continuous improvement prioritised (**AS2024 AP2.2-2.4**).

Key Priority 2: Promote equality in staff recruitment, retention, and progression.

Key issues: Women continue to be underrepresented at senior academic grades, with stark underrepresentation of women of colour; only 39% of all staff are satisfied with career development opportunities; women are overrepresented in successive fixed-term contract population.

Improving gender diversity, particularly at senior grades, remains a priority for the University and is incorporated into our Equality Outcomes 2021-25. While we have achieved gender balance at senior Professional Service grades, only 29% of staff at academic grade 10 are women and 40% at academic grade 9 (**Appendix 2.2.1**). Although recruitment success rates for women at these grades is generally higher than for males, the number of applications from women (where gender is disclosed) remains lower than the proportion of women in the academic grade below (**Appendix 2.6**). A key action is to take positive action measures building on our 'Diversifying Recruitment' work, promoting and embedding its use, and expanding the available resources and support (**AS2024 AP3**).

The underrepresentation of Black, Asian and Minority Ethnic women at senior grades is especially stark, making up only 2% of academic grade 10 and 6% of academic grade 9 populations and 0% of PS grade 10 and 2% of PS grade 9 populations (where ethnicity is known; **Appendix 2.10**). We need bold action to diversify our senior staff and a number of key actions are dedicated to supporting career development of BAME staff in conjunction with actions across the forward plan (**AS2024 AP5.1-5.4**). For example, the University is investing £6 million in a new Edinburgh Career Development Scheme, providing critical 2-3 year fellowships for those immediately post-PhD. The fellowships are targeting underrepresented groups including women, ethnic minority researchers, and those from

socioeconomically disadvantaged backgrounds, thus diversifying the future pipeline of talented people and teams.

Staff survey responses in 2018 and 2023 and consistent commentary in fora such as 'Town Hall' meetings reveal dissatisfaction with career development opportunities with only 39% satisfaction amongst both academic and PS staff in 2023 survey. While there are no significant gender differences in responses, providing high-quality career development opportunities is a priority action in supporting underrepresented groups (**AS2024 AP4.1-4.2**).

Addressing precarity of employment is a priority action for the University, as we work with UCU to address all elements of the 'Four Fights' campaign. More women than men are employed on fixed-term contracts overall (56% in 22/23; **Appendix 2.3** and **Appendix 2.5**), with the proportion increasing amongst those with successive fixed-term contracts to 60%F for those with ≥ 8 years' service. Additionally, of those staff holding more than one concurrent FTC, 61% are women. A growing body of research demonstrates that the impacts of precarity are felt more acutely by women and for longer, limiting life choices and affecting women's health[1]. Thus, improving job security is relevant to gender equality and this priority action is included in this plan (**AS2024 AP6**).

Key Priority 3: Promote gender equality in recognition and reward, including access to research funding.

Key issues: *Barriers to access to external research funding; contribution reward processes underutilised at lower grades with gendered impact; need to improve consideration of EDI demographic data and contribution to EDI work in academic promotions.*

'Institutional gatekeeping' is a well-described barrier to securing external research funding. Inherent biases in internal selection processes for funding streams with capped numbers, limited scrutiny of, and inadequate data collection to inform these processes contribute to gender inequities in funding allocation. We have identified actions to address limitations in our own internal selection processes, particularly in EDI data collection and provision to inform selection. We have also identified opportunities to take positive action to address inequities, including improving awareness of funder support and adjustments relevant to underrepresented groups (**AS2024 AP7.1-7.2**).

A further priority is ensuring that contributions to the University, including contributions to EDI goals, are recognised and rewarded fairly. Our data on contribution reward (recognition for exceptional contribution to University/department aims or challenges) reveals that this process is underutilised at lower grades, with resulting gendered impacts. Since 2020, there has been a strong steer to all areas to consider the gender pay gap in awarding increments. Significant gains have been made in

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[1] Such as: Ivancheva et al, 2019. *Precarity, gender and care in the neoliberal academy.* Gender, Work & Organization: Vol. 26, Issue 4; Courtois & O'Keefe, 2020. *Who does the 'housework of the university' during a pandemic? The impact of COVID-19 on precarious women working in universities.* Gender & Society blog; Docka-Filipek & Stone, 2021. *Twice a 'housewife': On academic precarity, 'hysterical' women, faculty mental health, and service as gendered care work for the 'university family'.* Gender, Work & Organization: Vol. 28, Issue 6.

Professional Services, where the overall proportion of women rewarded through increments in 2022/23 (71%; **Appendix 2.9**) is higher than the proportion of women in the pool (63%). However, on the academic side the overall proportion of women rewarded through increments in 2022/23 (41%; **Appendix 2.8.2**) is lower than the proportion of women in the pool (47%). We have committed to conducting a full review of our approach to recognising and rewarding contribution (**AS2024 AP8.1**).
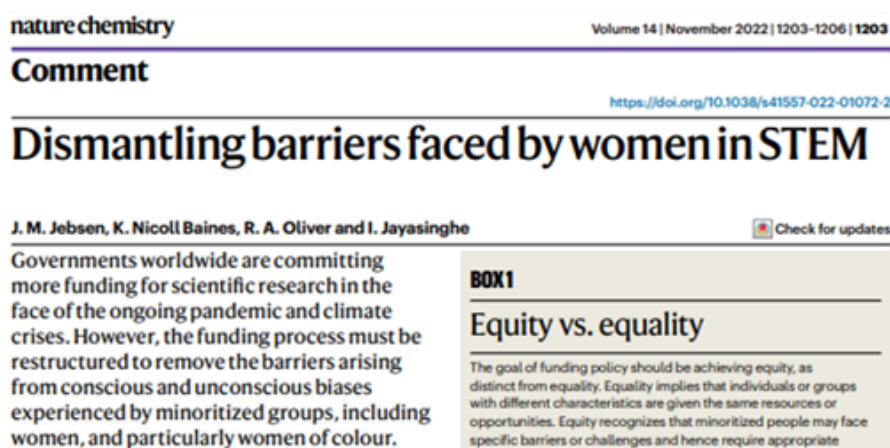
Recent publication with authorship from our Institute for Academic Development, which discusses the role of institutional gatekeeping among the systemic barriers to women's progression in academia.

Similarly, while we have made significant gains over the period in attracting more promotion applications from women to all grades, the proportion of applications from women to our most senior grades (UE09 and UE10) remain lower than the proportion of women in the pool at the grade below (**Appendix 2.8.1**). We have committed to undertaking a full review of our academic promotion processes, taking steps to address underrepresentation, and ensuring that contribution to EDI (which often falls to women) is recognised and rewarded (**AS2024 AP8.2**).

Key Priority 4: Promote a positive culture supportive and inclusive of all genders.

Key issues: Support for student parents/carers; equipping managers to better support and develop diverse staff and teams; addressing bullying, harassment and discrimination of staff and students.

The number of students who are parents or carers is rising. A Thematic Review of Mature Students and Student Parents and Carers over the period of the previous AS award made recommendations which we continue to progress and have prioritised in this plan (**AS2024 AP9**).

In our Research Cultures Survey 2020, women respondents identified adequacy of manager guidance and support, job security, access to funding and career development opportunities as the most significant barriers to their academic career. The need to upskill managers in promoting inclusive teams, supporting and advocating for minoritised staff, including women, is something that features regularly in discussions within the Gender Equality Subcommittee, staff networks and other relevant fora, and actions to address this issue and other barriers are included in this plan (**AS2024 AP10.1-10.2**).

Ensuring that our staff and students feel confident and are supported to report bullying, harassment and gender-based violence remains a key priority for the University and is incorporated into our Equality Outcomes 2021-25. Our staff survey 2023 saw a small reduction in the number of respondents who had experienced bullying, harassment and discrimination (compared with the 2018 survey) but the figures remain concerning. Building on our progress in this area (Section 2.1), we recognise that we need to do more to promote a culture of respect and inclusion, and improve access to and uptake of support for staff and students (**AS2024 AP11**).
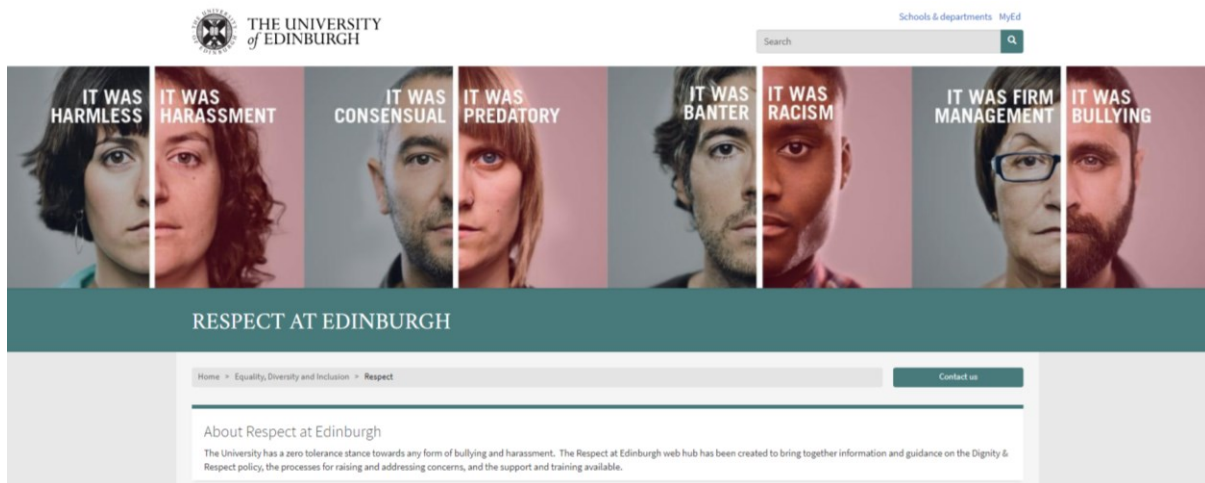
Respect at Edinburgh web hub.

Section 3: Future action plan

3.1. Action plan

University of Edinburgh Athena SWAN Silver Award Action Plan 2024-2029						
AP	**Objective**	**Rationale**	**Planned Actions (2024-2029)**	**Person**	**Timing**	**Success Measures**
KP1: Ensure gender equality is embedded in strategic priorities and planning across the University						
1	Ensure effective oversight of the University's performance and progress in promoting gender equality.	Progressing our mainstreaming approach to gender equality requires robust and effective underpinning structures.	Ensure robust governance structures are in place to shape and support strategy and policy, monitor progress in delivery, and evaluate impact of our Athena Swan (AS) key priorities: • Refresh the Gender Equality Subcommittee (GES) convenorship and membership, with annual review to ensure inclusion of key action owners and a dynamic action plan; establish the LGBT+ Subcommittee, working closely with GES, to enable a comprehensive and intersectional approach to EDI for all genders. • Evaluate progress of current Gender Equality Action Plan and revise to incorporate AS key priority actions and related actions from emerging programmes such as the Research & Innovation Strategy. • Quarterly reporting from GES and LGBT+ subcommittee to EDIC, and annual reporting to University Executive.	UoE EDI Lead GES Convenor GES/LGBT+ Convenors and UoE EDI Lead	Q1: 2024 Q2: 2024 From Q2: 2024	EDI governance structures enable wide participation and consultation, including engagement of key budget holders and action owners. GES and LGBT+ Subcommittee develop comprehensive action plans to further EDI for all genders. Senior governance committees are engaged through quarterly/annual reporting.

| 2 | Ensure Schools and PS departments are supported to progress gender equality and evaluate impact. | AS/EDI Leads in Schools and departments play a key role in delivering on the University's commitment to EDI and gender equality.

Feedback from AS/EDI Leads highlights the value of existing work to create a community of practice and a desire to build on this work. | **2.1** Build on existing work to establish a community of practice for School/Department AS/EDI Leads:

• Schedule biannual AS/EDI Leads Networking and Practice Sharing Sessions, with budget and staff resource; to include presentations/workshops relating to current and emerging EDI themes including those identified by Leads.

• Offer quarterly online discussion groups for AS/EDI Leads.

• Further develop the AS/EDI Leads Teams hub for practice and information sharing; enhancing resources to include materials such as sectoral and Advance HE reports and research related to EDI themes, training and funding opportunities. | UoE EDI Lead/ Head of HR EDI

Head of HR EDI

Head of HR EDI | From Q2: 2024

Q3: 2024

Q1: 2025 | AS/EDI leads feel supported and enabled in their roles, measured through feedback at one of the biannual AS/EDI Leads sessions.

≥4 AS/EDI Leads online discussion sessions scheduled, annually.

AS/EDI Leads Teams content hub reviewed and updated ≥ monthly and use of the hub increased. |
| | | AS/EDI Leads event (June 2023) 5 discussion groups identified accessing and analysing AS/EDI data as an obstacle to targeting EDI activity. Data is available in university systems, but not all those that need to be able to access it can do so.

November 2023, Phase 1 'Staff' and 'Student EDI Dashboards' (StEDI) were released to a limited | **2.2** Gender and diversity metrics of staff and student populations will be provided in data dashboards:

• Taking into account feedback received on test dashboards, launch Staff and Student EDI Dashboards across the University, enabling self-service on a range of gender and other EDI data and easier access to the analyses available in published reporting.

• Use of dashboards inform annual EDMARC EDI data reporting.

• Continuous improvement work targeting enhanced functionality with an EDI focus, informed by | Deputy Director of Planning and Policy, GASP | Q1: 2024

Q2: 2024

Q2: 2024 - | StEDI dashboards successfully launched to all staff in Q1 2024.

EDMARC report on 2022/23 data uses StEDI dashboard as platform for data reporting – published Q2 2024.

AS/EDI Leads community fora used to gauge qualitative feedback on StEDI dashboards and bespoke reporting; increase in local use of data in decision making by 2025, monitored and reported as below. |

group of staff for testing, alongside consultation on a safe internal publication framework; functionality provides staff and student data by organisational unit, mapped over time, at an appropriate level to ensure non-identifiability. Launch of dashboards to wider University users will support decision making; and inform further data needs via local analyses of staff and student data.	EDMARC and EDI community prioritisation (e.g. student recruitment data; retention, continuation and progression of students; intersectional data in relation to staff recruitment and progression). • Building on StEDI functionality in providing rounded views of staff and student EDI metrics to all University of Edinburgh staff, we will launch a bespoke service for AS/EDI leads to provide further granular EDI information at department and school level when necessary and justified by business and policy needs. • Establish a review framework involving key stakeholders (including EDMARC), to ensure StEDI maintain relevance and meet end-user requirements.		Q4: 2026 Q3: 2024 Q2: 2024, annual	Annual review of StEDI use via routine reporting by EDI Leads to EDIC; any recommendations considered by EDMARC, EDIC, University Executive and other key stakeholders annually.
Progress in our ability to deliver high quality, accessible EDI data requires an expert group to develop and disseminate good practice in use and analysis of data on gender and other protected characteristics, including intersectional data, and how this should inform practice and evaluation.	**2.3** Reconstitute EDMARC committee (Equality, Diversity and Inclusion Monitoring and Reporting subcommittee of EDIC): • New terms of reference and membership composition to bring together a group tasked with promoting good practice for the use of equality data, advocating for the value of measuring and reporting on these data, advising on governance and statistical relevance and reporting priorities. • A key output of this group is the annual UoE EDMARC analytical report on students and staff protected characteristics data, and other data relating to aspects of EDI.	Deputy Director of Planning and Policy, GASP/ EDMARC Convenor(s)	Q1: 2024 Q2: 2024	Committee reconstituted and meeting three times per year by end 2024. EDMARC report published Q2 2024. Committee makes recommendations to EDIC in 2024-26 to inform action to improve data capture, quality, and use. EDIC and academic and professional services groups act on recommendations over 2024-26.

			• Group meets 3 times per year to provide advice on priorities for StEDI dashboard and bespoke service developments and make recommendations to EDIC for prioritisation of forward actions. • Group members act as advocates for good practice in data use and as champions for improving data quality and declaration rates.		Q1, Q2, Q4: 2024 and annually	Quality of underpinning EDI data is improved during the reporting period via better disclosure rates, leading to improvements in analysis of intersection between gender and other protected characteristics on staff and student experience in EDMARC report and other analytical reports over 2025-28.
		Supplementing local and/or topic-specific surveys with a regular University-wide staff survey supports targeted planning through improved understanding of how and where the University is experienced differently by different groups.	**2.4** We will consult with all staff through a biennial University-wide survey, including demographic data as a matter of routine to gather gendered experiences of our institution. • Power BI data dashboards will be developed to enable School/Department level interrogation of survey data, including by staff group and demographic/protected characteristics. • EDI data analyses will be made available to EDI thematic subcommittees to evaluate progress and impact since the previous survey; this will identify new challenges and inform planning.	Deputy Director Comms & Marketing	From Q1: 2025 By Q3: 2025 From Q4: 2025	Staff Engagement Survey scheduled, biennially. Staff Engagement Survey data dashboard launched; 'Staff Engagement Survey Data' item scheduled into agenda of EDIC and 5 EDIC subcommittees.

KP2:	Promote equality in staff recruitment, retention and progression					
3	Take positive action measures to improve recruitment of women, particularly at senior grades.	Women continue to be underrepresented at senior academic grades UE09 (40%F) and UE10 (29%F); and gender imbalances are present within some Professional Services Departments.	Promote and embed the use of the online 'Diversifying Recruitment Guidance' across the institution and further develop supporting materials to address areas of underrepresentation: • Deliver Diversifying Recruitment workshops for recruiters. • Identify departments for focused and tailored support in consultation with departmental EDI leads and HR. • Revise and extend guidance materials based on learnings from users, and add case studies.	Head of HR EDI	From Q1: 2025 Q2: 2025 Q4: 2025	≥5% increase in proportion of females employed at academic grades UE09 and UE10 (baselines in rationale column here and throughout). Year-on-year improvements to gender balance in departments with considerable imbalances, particularly at higher grades.
4	Improve awareness of, and access to development opportunities.	Staff survey responses in 2018 and 2023 and consistent commentary in town hall meetings suggest there is a lack of information and confidence about the availability of and support for career development opportunities, especially among Professional Services staff. In the 2023 staff survey, only 39% of both academic and Professional Services	**4.1** We will provide greater visibility of development opportunities and clearer links between roles/careers stages and appropriate development offerings, and use data to identify potential inequality of provision and access: • Analysis of range of development opportunities offered to, and uptake by Professional Services staff, by area, grade and gender. • Exemplar career journeys created for Professional Services staff development to highlight barriers and opportunities. • Produce a framework for staff development aligned to Professional Service job families, career stages and ambitions.	Head of HR Talent & Development	Q4: 2024 Q2: 2025 Q4: 2025	Guidance and webpages score well in usability testing (SUS score ≥70). High uptake of materials (≥600 unique visits per month), tracked from website analytics. ≥65% of Professional Services survey respondents are satisfied with opportunities for career development, as reported in Staff Engagement Survey.

		respondents (no significant gender differences) were satisfied with their opportunities for career development.	• Make recommendations to Staff Experience Committee for further action to improve transparency, equity and accessibility for Professional Services staff of all genders.		Q1: 2026	
		Research Cultures Survey (RCS) 2020: 36% of women respondents considering leaving research career within next 3 years, compared with 28% male respondents.	**4.2** Build on careers development support for researchers, with a particular focus on resources to increase awareness of, and confidence in pursuing, a range of career paths: • Roll out a new programme of career workshops, resources and events e.g launch of Career Month in June. • Develop an employer engagement work plan including those employers and sectors of most interest to staff, building on results from researcher survey. • Extend the bank of existing career resources to increase knowledge of diverse career paths for researchers, including blogs, case studies and panels/round table sessions to foster discussions and share experiences.	Head of Researcher Development, Institute for Academic Development (IAD)	From Q1: 2024 Q3: 2024 Q2: 2024	Engagement of researchers, across all three Colleges, with central career support and resources, measured through attendance and feedback. ≥65% of academic staff survey respondents are satisfied with opportunities for career development, as reported in Staff Engagement Survey. ≥15% decrease in proportion of female RCS respondents considering leaving research career within the next 3 years.
5	Provide opportunities for career development and networking, particularly for	Where ethnicity is disclosed, in 2022/23 only 2% of academic grade 10 staff and 6% of academic grade 9 staff are BAME women.	**5.1** We will deliver a senior leadership programme for women of colour who are aiming to move forward in their academic leadership: • Launch the Elevate programme, enhancing/expanding content in response to feedback from the pilot.	Director, Edinburgh Research Office (ERO)	Q1 - Q2: 2024	≥65% of BAME academic and Professional Services survey respondents are 'satisfied with opportunities for career development', as reported in Staff Engagement Survey.

women, and under-represented groups.	In professional services, where ethnicity is disclosed, in 2022/23 there are no BAME women at grade 10 and only 2% at grade 9.	• Evaluate the impact of the programme using data from the programme provider, and internal data such as participant testimony and progression data.		Q3: 2024	Participant testimony, programme evaluations and progression data demonstrate impact of our programmes on career development and staff experience.
		5.2 Extending from our Aurora offering, we will offer 5 funded places on the Advance HE Diversifying Leadership Programme to early career BAME colleagues: • Identify an internal champion to promote the Programme and act as a key contact for applicants and participants; with appropriate workload allocation. • Assist participants to secure a sponsor to provide structured development support and advocacy within and beyond the programme. • Evaluate the quality and impact of the programme using content and data from Advance HE, and internal data to inform next steps e.g. offering more places, and/or enhancing our in-house leadership development offering.	Head of HR Talent & Development	Q1: 2024 Q2: 2024 From Q2: 2025	Diversifying Leadership Champion has engaged with applicants each year and our 5 funded places have been taken up. All applicants are readily able to secure a sponsor and/or mentor to support them on programme.
		5.3 We will partner with KPMG on the Cross Company Allyship Programme to provide mentoring and allyship to BAME staff across sectors: • Establish fair and open process to engage an equal number of mentees and mentors.	Head of HR Talent & Development	Q3: 2024	

			• Evaluate the impact of the programme using data from KPMG, and internal data such as participant testimony and progression data.		From Q4: 2025	
			5.4 Building on our success with Chancellor's Fellowships, we will commit to setting and meeting gender targets for recruitment to the Edinburgh Career Development Scheme: • Use the EDI guidance and approach from CF recruitment, supported by appropriate EDI data to ensure ≥ 50% successful applicants are female across all three streams. • Evaluate career progression and retention outcomes of female post-doctoral fellows annually – annually from January 2024 to January 2027 to inform further support for development.	VP Research & Innovation/ Heads of Colleges	Q2: 2024 – Q3: 2026 Q2: 2025 – Q2: 2027	≥50% women successfully recruited to the scheme. ≥65% of academic survey respondents are 'satisfied with opportunities for career development'. Participant testimony and progression data demonstrates the high value of the scheme.
6	Improve job security for all staff.	There is a recognised need to take action to address precarity of employment where we are able. More women than men are employed on fixed-term contracts overall (56% in 22/23), with the proportion increasing amongst those with successive fixed-term contracts to 60%F for	• All staff on FTC with 8 or more years' continuous service will be reviewed with the expectation that they will be moved to an OEC, or OEC with a review date. Exceptions to be authorised by Head of Budget Area. • We will put in place measures and monitoring capability to ensure that any member of staff with continuous service exceeding 5 years with one or more successive contract extensions will wherever possible be moved to an OEC, or OEC with review date.	HR Director Partnering: Colleges	Q1: 2024 Q3: 2024	<1% of FTC staff have continuous service of 8 or more years by Dec 2025. <10% of FTC staff have been on successive FTC for 5 or more years by Dec 2026. <20% of RCS respondents consider job precarity a barrier to career progression.

	those with ≥ 8 years service. In the Research Cultures Survey (RCS) 2020, 40% of respondents (49%F/30%M) considered job precarity a barrier to career progression.	• We will develop guidance and information specifically relating to staff on FTCs to ensure they and their managers have a clear understanding of their employment rights, and institutional policy and practice. • Implementation of annual reporting to University Executive on the composition of our FTC population to flag areas of concern and facilitate planning.		Q4: 2024 From Q3: 2024	Web analytics demonstrate awareness and use of web guidance. FTC population demographics incorporated into the University Executive People Report.
KP3: Promote gender equality in recognition and reward, including access to research funding					
7	Improve diversity of candidates submitting to and selected by internal panels for external funding schemes.	There are a range of barriers to applying for and attaining external research funding, one being internal selection processes where funders have capped numbers. Limited scrutiny of these processes risks not attracting nor selecting sufficiently diverse candidates. EDI data enables those involved in internal grant review and selection for external funding schemes to design processes to address under-representation. Where the quality of the application has been	**7.1** • Pilot the collection of appropriate EDI data at application stage for selected schemes initially, to build up knowledge of the diversity of applicants applying to, and subsequently selected by the internal panel(s). • Analyse the data collected, identify how representative the initial applicants and selected candidates are of the University of Edinburgh research community. Where issues are identified, e.g. with underrepresentation of women applying to larger schemes, or where the diversity of selected candidates is significantly different from applicants, explore mitigation options. • Pilot the use of positive action – whereby panellists receive EDI information for individual applicants only in the event of all primary criteria (as set by the external funder) being judged by the panel to be equal. Contextual information about the overall	Head of Research Funding, ERO	By Q2: 2024 From Q2: 2024 By Q3: 2024	Diversity of candidates applying for external research funding where the University must impose demand management is in line with the research community demographics. Diversity of candidates selected by internal selection panels to progress their applications for external research funding is at least representative of the original set of applicants. ≥20% increase in proportion of women who consider grant application processes sufficiently supportive, reported in Research Cultures Survey.

		judged to be equal, explicitly using EDI data as a secondary criterion enables use of positive action to improve diversity of candidates selected to go forward. Research Cultures Survey 2020: 47% of women respondents consider grant application processes sufficiently supportive compared with 58% male respondents.	diversity of any candidates already selected in comparison with those who applied and the University population will also be provided so that the panel can be clear which groups, if any, are underrepresented in the cohort. Selection can then proceed on the basis of protected characteristics, as provided voluntarily by the applicants explicitly for this purpose.			
		It can be difficult to find and interpret funder guidance, and applicants/awardees can be unaware of adjustments and support relating to disabilities, caring responsibilities etc.	**7.2** Publish and promote a webpage containing information on funder support, links to the relevant policies for key funders, as well as named experts in ERO who can advise.	Head of Research Funding, ERO	By Q3: 2024	High numbers visiting the webpage, tracked from website analytics, and are signposted appropriately to relevant information relating to funder policies on adjustments and support.
8	Ensure that contributions to the University, including contributions to EDI goals,	Contribution Reward data demonstrates that this process is underutilised at lower grades, with resulting gendered impacts. 2019/20-2022/23, 86% of academic lump sums and	**8.1** We will conduct a full review of our approach to recognising contribution. • Desk research and benchmarking of approaches within and outside the sector.	HR Director Partnering: Professional Services	Q1: 2024	Contribution reward is utilised evenly across all grades. Equal gender balance of successful nominations, particularly in areas with lower female populations.

	are recognised and rewarded.	90% of increments were awarded at UE08-UE10; 66% of PTO lump sums and 80% of increments were awarded at UE06-UE10.	• Recommendations for forward approaches to Staff Experience Committee. • Revised approach delivered.		Q2: 2024 Q4:2024	
		In our large, devolved institution, there is a recognised need to improve the consistency of process and approach to academic promotions, and particularly regarding EDI considerations in decision-making. 2027/18-2022/23 proportion of promotion applications from women to our most senior grades UE09 (43%) and UE10 (36%) remain lower than the proportion of women in the pool at the grade below (49% and 40% respectively).	**8.2** We will conduct a full review of our Academic Promotions Policy, processes and guidance: • Academic Promotions Review Steering Group established. • All work packages identified and established, including a 'Forms and Guidance' workstream which will embed EDI considerations into process design. • Proposals for improvements and amendments to appropriate senior governance bodies. • Revised policy, process and procedural guidance delivered by July 2024. • 'Exemplars' workstream delivers new 'Exemplar of Excellence in Citizenship', and reviews existing Exemplars to ensure these clearly recognise contribution to EDI.	HR Director Partnering: Colleges	Q1: 2024 By Q2: 2024 Q3: 2024 Q3: 2024 Q4: 2024	Female applications for promotion to UE09 and UE10 are at least equal to the proportion of females at the grade below. Gender parity in promotion success rates. Increased recognition of citizenship, measured through access and reference to exemplars, and HR qualitative feedback on the promotions panels.

KP4: Promote a positive culture supportive and inclusive of all genders					
9	Ensure that students who combine study with parenting	The number of students who are parents or carers is rising at UoE. The estate, ways of working,	• 'Watch that Gap' project to capture the needs of students who don't currently fall within either the Extensions & Special Circumstances Policy(ESC) or DLSS Schedule of Adjustments arrangements.	Deputy Secretary, Students/ Head of	Q1: 2024	Student Parent Experience Survey (SPES) indicates ≥60% agree they are supported as

		Recommendations and an action plan will be delivered to meet student needs.	Widening Participation		parent carers for each of the UG, PGT, PGR cohorts.
or other caring responsibilities are well supported	and format of degree programmes must evolve to support this expanding cohort more holistically. 2021/22-2023/24, number of UG students who were also carers increased by 16%. A review of the Extensions and Special Circumstances (ESC) Policy identified a potential gap in meeting the needs of Student Parents and Carers. Student Parent Experience Survey 2023 (SPES): 22% (UG), 44% (PGT) and 42% (PGR) of student carers agreed they were supported by the University as parent carers. 61% of respondents require childcare to study; 4% use University childcare.	• Monitor ESC submissions & outcomes for these cohort to ensure caring responsibilities are taken into account in the process, and as a measure of support provided. • Enhance signposting to parent-friendly facilities on campus via University and EUSA webpages; enhance targeted communications at College-level. • Introduce bursaries for student parents who are ineligible for the childcare fund (e.g. PGR, non-UK, part-time students). • Conduct focus groups & surveys on childcare needs. • Develop a workshop for student parents and carers to help with managing multiple demands/adjusting to study. • Promote Family Room in Main Library and scope space for similar rooms across other campuses. • Ensure there is robust data collection on student parent/carer numbers. Use to inform service improvement and to create a mailing list of student parents for targeted communications.		From Q2: 2025 Q1: 2024 By Q3: 2025 Q2:2024 Q3: 2024 Q2: 2024 Q1: 2024	≥20% increase in proportion of SPES survey respondents using UoE nursery sites. Use of family room in Main Library increases; at least one further room allocated at a different site. Student parent/carer data (UG/PGT/PGR) reported annually to assess progress in reduction of numbers of withdrawals. Targeted communications via new Student parent/carer mailing list ≥ biannually.
10	Ensure managers are equipped to	There is a recognised need for managers of research staff to be	10.1 Develop university-wide online training and support for managers of research staff, particularly	Head of Researcher	Q1: 2024 to	Increased uptake of leadership and management online

| | support and develop diverse staff/teams. | better supported to navigate, understand and implement best practice when managing people and developing inclusive teams.

Research Cultures survey 2020: Women respondents identify lack of manager guidance and support in the top 4 barriers to their career.

Staff Engagement Survey 2023: 53% of academic staff (57%F; 55%M) agree, 'I am supported by my line-manager to progress my career'. | Principal Investigators (PIs), on managing and working with people and teams:

• Structured around the different stages and activities of managing researchers, from recruitment to completion of contracts or projects.

• Good practice guidance on EDI embedded throughout, with case studies and examples to illustrate practical implementation.

• Include practical guidance and resources for having difficult conversations, as well as how to have meaningful conversations about career development and career paths open to research staff, building their awareness of the careers support provision available to research staff, with attention to EDI.

• Develop group coaching opportunities through facilitated discussion groups for managers of researchers and PIs, providing a forum for reflection and development, with the option for women-only groups.

• Signposting of University wide management and leadership programmes and other training opportunities for managers and researchers, both on IAD webpages and on the Research Staff hub. | Development, IAD | Q4: 2025 | training by staff across all Colleges and Schools.

Uptake of the discussion groups by staff with ≥80% positive feedback on outcomes.

≥15% increase in the proportion of academic staff who agree that 'I am supported by my line-manager to progress my career'. |

		Feedback via staff networks and Thematic subcommittees identifies a need for senior sponsorship and advocacy of underrepresented groups.	**10.2** We will seek to build a culture of inclusive sponsorship: • Pilot Sponsorship for Inclusion Workshops for Leaders. • Pilot Sponsorship for Inclusion Workshops for those seeking sponsorship. • Evaluate the impact of the programme using data from the programme provider and internal data to inform forward approach e.g supplementary guidance and discussion groups.	Head of HR EDI	Q1: 2024 Q3-4: 2024 Q1: 2025	Workshops delivered to four cohorts (two cohorts of leaders, two of those seeking sponsorship); ≥80% evaluation survey respondents report positive impact on attitude and behaviours.
11	Foster a culture of understanding and respect for gender equality, including minority genders, and zero tolerance of harassment and discrimination.	There is a need to improve awareness of UoE's zero tolerance stance to bullying, harassment, discrimination, the actions required to ensure it and the support available. Staff Survey 2023: 9% of respondents have experienced bullying (9%F/8%M); 8% have experienced discrimination (7%F/6%M). 17% of staff disagree that inappropriate behaviour	We will promote respect and inclusion for all genders, and improve access to and uptake of support for staff and student survivors of gender-based violence, harassment and discrimination: • Promote 'Report + Support' platform, 'Equally Safe Team' and Intercultural & Anti-Discrimination Adviser via University webpages; campus media screens; emails to support teams; local training workshops. Use uptake data to inform EDI work. • Extend Report & Support platform to provide an additional route for staff reporting and enable anonymous reports. • Promote new 'Living Together As Equals' course for students; promote 'Trans Awareness', 'Where do you Draw the Line' and 'Active Bystander' training to staff via development of an EDI Learning	Deputy Secretary, Students/ Head of HR EDI	Q1: 2024 Q3: 2025 Q3: 2024	GBV, harassment & discrimination annual reporting demonstrates that use of services has increased and feedback identifies that they are meeting need. 'White Ribbon Day' commemorated and publicised, annually. ≥5% reduction in staff experiences of bullying and discrimination, as reported in staff engagement survey. ≥10% reduction in staff disagreement that inappropriate behaviour is dealt

		is dealt with (16%F/16%M). Student reporting of sexual misconduct has increased by 45% over the last 18 months and over 90% reports are from women.	Framework. • Roll out GoodCourse 'Consent Matters' and 'Active Bystander' training programmes from Session 2023/24; notification via text and email to new UG/PGT/PGR students (including ODL). • 'White Ribbon Day' to end violence against women and girls will be added to the annual equality calendar and promoted to staff and students via the UoE website, CAM, EUSA and the Sports Union. • Support EUSA #NoExcuse campaign in University comms, social media, email signatures and the delivery of Active Bystander training for student reps, RAs and sports clubs. • Embed EDI throughout the curriculum via the Curriculum Transformation Programme (CTP), informed by the completed initial Equality Impact Assessment: develop resources to support curriculum design and development; embed EDI in course & programme approvals; address EDI and gender equality themes through Challenge Courses, experiential learning and Enrichment Elements.	CTP Lead	Q3 annually Q2: 2024 Q2: 2024 By Q3: 2025	with appropriately, as reported in staff engagement survey. Year-on-year increases in uptake of EDI learning opportunities for staff and students.

Appendix 1: Culture survey data

Note: Culture survey data is not mandatory for Institutional Athena Swan submissions and is only one of our mechanisms for assessing our culture. We consult and capture staff and student experiences of our institution through a multitude of mechanisms including, but not limited to: the Student Partnership Forum; the HR/TU Partnership Forum; University-wide Town Hall meetings; various local and institution-wide staff and student surveys; discussions at committees such as Staff Experience Committee, EDIC and its subcommittees. Data from various surveys is included where relevant in the main submission, and here we present the referenced Staff Engagement Survey 2023 responses.

Career Development:

I am satisfied about my career development opportunities

	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly Disagree	Prefer not to say
Female	8.3%	32.5%	26.3%	19.2%	11.5%	2.3%
Male	7.8%	30.8%	25.7%	19.3%	14.1%	2.3%

I am supported by my line-manager to progress my career

	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly Disagree	Prefer not to say
Female	22.3%	35.1%	24.8%	12.2%	5.5%	
Male	18.2%	36.3%	24.2%	13.8%	7.5%	

Wellbeing

Inappropriate behaviour is dealt with effectively where I work

	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly Disagree	Prefer not to say
Female	8.8%	24.9%	22.6%	11.0%	5.5%	27.2%
Male	10.1%	26.0%	21.3%	11.0%	5.5%	26.2%

Bullying/Harassment and Discrimination

My department deals effectively with bullying/harassment in the workplace

	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly Disagree	Prefer not to say
Female	9.2%	20.5%	22.2%	8.5%	4.0%	35.6%
Male	9.8%	23.0%	20.4%	7.5%	5.2%	34.2%

I have experienced bullying/harassment

	Yes	No	Prefer not to say
Male	8.1%	87.9%	4.1%
Female	8.9%	86.9%	4.3%

I have experienced discrimination

	Yes	No	Prefer not to say
Male	6.4%	89.6%	4.1%
Female	7.5%	87.9%	4.6%

Appendix 2: Data tables

1. AX2.1 Students at Foundation, UG, PGT and PGR Level

AX2.1.1 Number of UoE Students by Level of Study and Gender

Chart: Number of UoE Students by Level of Study and Gender
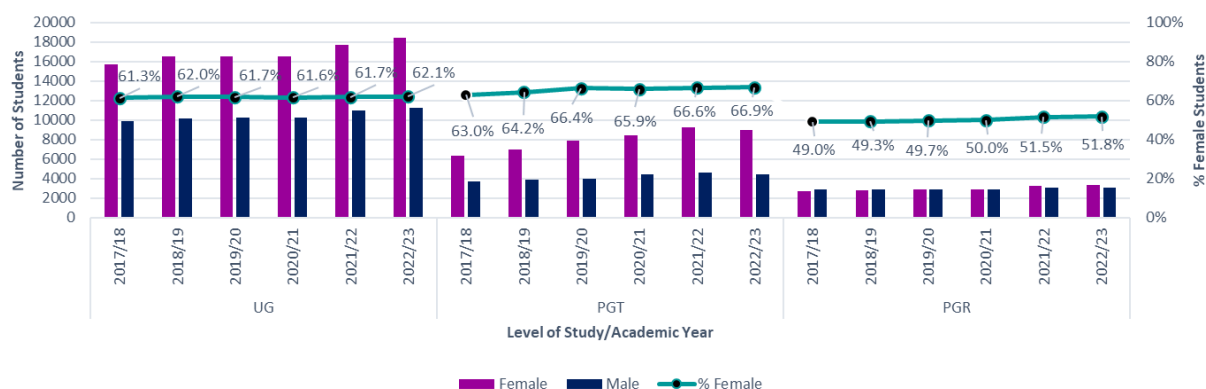
Table: Number of UoE Students by Level of Study and Gender

Level of Study	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UG	15702	9906	**61.3%**	16552	10142	**62.0%**	16483	10232	**61.7%**
PGT	6354	3730	**63.0%**	6963	3877	**64.2%**	7907	4010	**66.4%**
PGR	2727	2841	**49.0%**	2819	2903	**49.3%**	2842	2879	**49.7%**

Level of Study	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UG	16490	10260	**61.6%**	17666	10970	**61.7%**	18393	11204	**62.1%**
PGT	8464	4379	**65.9%**	9251	4631	**66.6%**	8991	4450	**66.9%**
PGR	2903	2905	**50.0%**	3227	3035	**51.5%**	3294	3059	**51.8%**

Table: HESA benchmarking data 2021/22 – proportion of female students, by level of study (UG; PGT; PGR)

HESA 2021/22 (@Jisc)	UG		PGT		PGR	
	CAH Non-Science Subject	CAH Science Subject	CAH Non-Science Subject	CAH Science Subject	CAH Non-Science Subject	CAH Science Subject
National	59.7%	52.9%	57.2%	51.4%	56.6%	47.6%
Russell Group	60.1%	50.6%	63.4%	53.2%	56.4%	46.8%

Note: Foundation programmes are not available at UoE.

AX2.1.2 Students at UG level

Chart: Number of UG Students by College and Gender
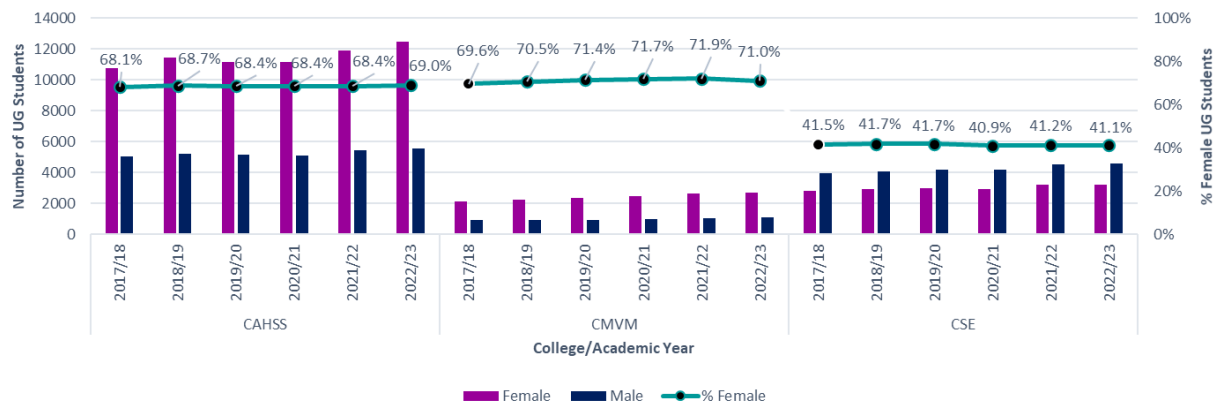
Table: Number of UG Students by College and Gender

College	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	10766	5029	**68.1%**	11435	5184	**68.7%**	11170	5133	**68.4%**
CMVM	2131	928	**69.6%**	2230	926	**70.5%**	2323	926	**71.4%**
CSE	2805	3949	**41.5%**	2887	4032	**41.7%**	2990	4173	**41.7%**

College	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	11123	5098	**68.4%**	11862	5436	**68.4%**	12488	5546	**69.0%**
CMVM	2455	967	**71.7%**	2625	1017	**71.9%**	2697	1086	**71.0%**
CSE	2912	4195	**40.9%**	3179	4517	**41.2%**	3208	4572	**41.1%**

AX2.1.3 Students at PGT level

Chart: Number of PGT Students by College and Gender
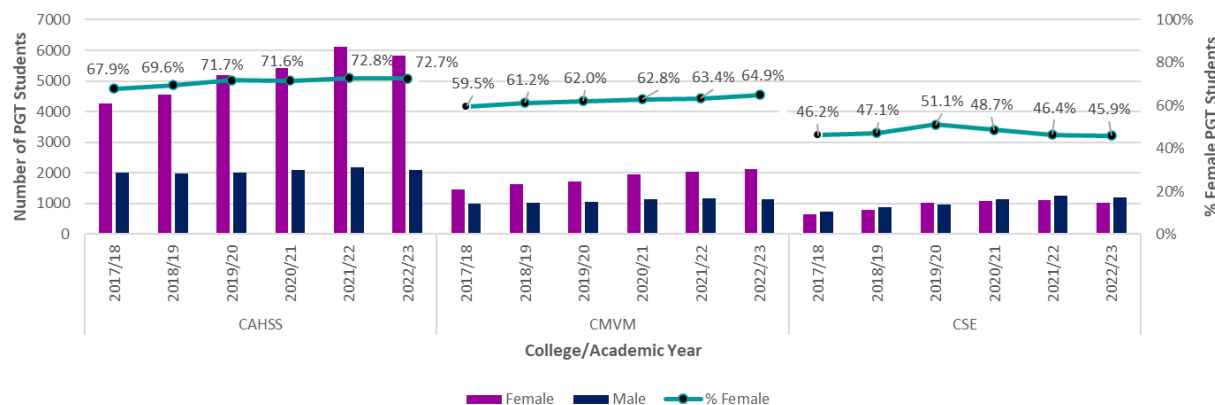
Table: Number of PGT Students by College and Gender

College	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	4258	1997	67.9%	4560	1978	69.6%	5182	2004	71.7%
CMVM	1457	991	59.5%	1621	1025	61.2%	1714	1046	62.0%
CSE	639	742	46.2%	782	874	47.1%	1011	960	51.1%

College	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	5425	2090	71.6%	6103	2194	72.8%	5841	2108	72.7%
CMVM	1944	1144	62.8%	2044	1170	63.4%	2125	1144	64.9%
CSE	1095	1145	48.7%	1104	1267	46.4%	1025	1198	45.9%

AX2.1.4 Students at PGR level

Chart: Number of PGR Students by College and Gender
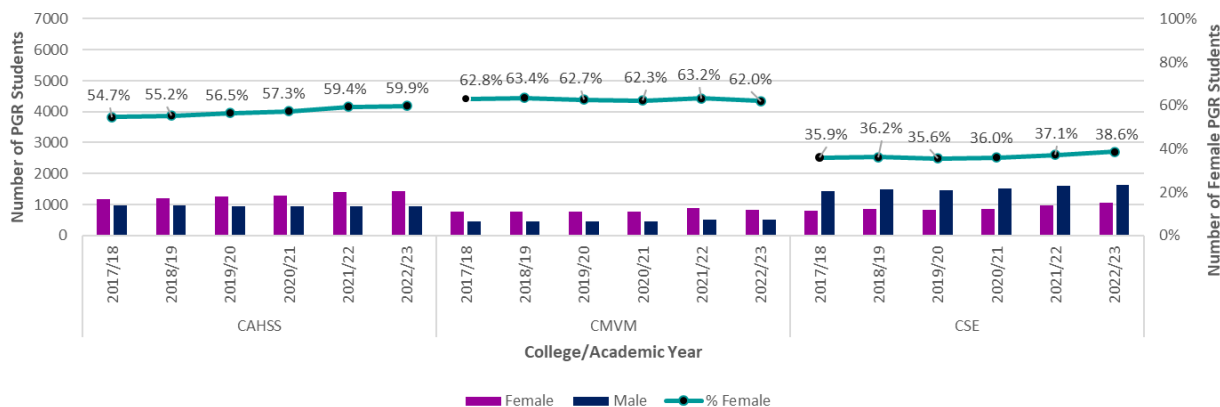
Table: Number of PGT Students by College and Gender

College	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	1159	956	54.7%	1193	960	55.2%	1250	951	56.5%
CMVM	761	449	62.8%	770	443	63.4%	772	459	62.7%
CSE	807	1436	35.9%	856	1500	36.2%	820	1469	35.6%

College	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	1286	943	57.3%	1391	930	59.4%	1416	929	59.9%
CMVM	758	457	62.3%	870	501	63.2%	828	501	62.0%
CSE	859	1505	36.0%	966	1604	37.1%	1050	1629	38.6%

2. **AX2.2 Academic Staff by Grade and Contract Function**

AX2.2.1 Academic Staff by Grade and Gender

Chart: Proportion of Academic Staff by Grade and Gender
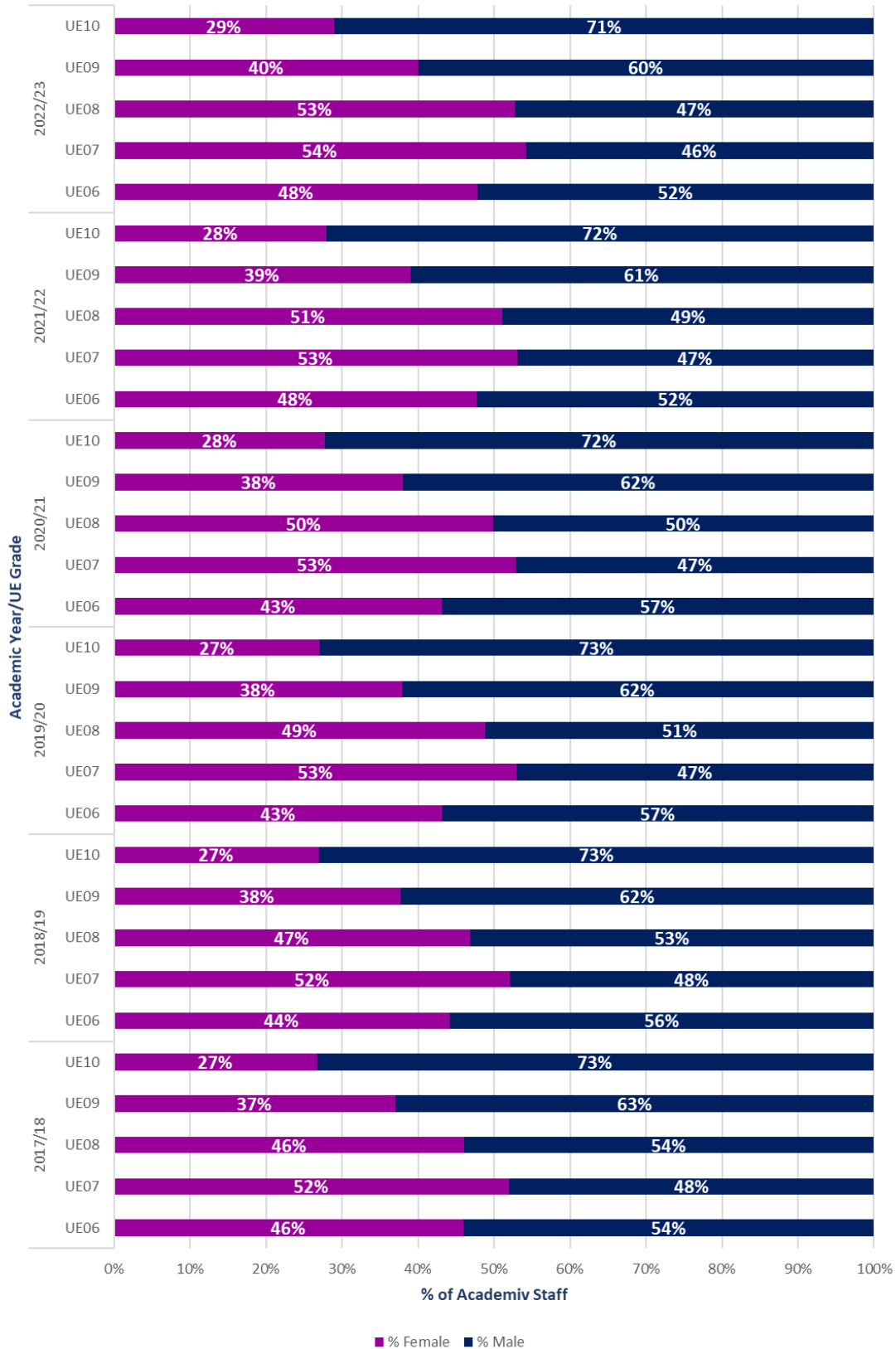
Table: Number of Academic Staff, by Grade and Gender

UE Grade	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	837	999	45.6%	880	1107	44.3%	903	1177	43.4%
UE07	992	927	51.7%	1013	924	52.3%	1072	950	53.0%
UE08	570	663	46.2%	585	664	46.8%	627	658	48.8%
UE09	317	538	37.1%	347	577	37.6%	386	635	37.8%
UE10	204	564	26.6%	221	598	27.0%	234	631	27.1%
Total	2920	3691	44.2%	3046	3870	44.0%	3222	4051	44.3%

UE Grade	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	935	1221	43.4%	1162	1279	47.6%	1222	1336	47.8%
UE07	1062	949	52.8%	1122	987	53.2%	1158	969	54.4%
UE08	662	667	49.8%	722	689	51.2%	733	660	52.6%
UE09	385	625	38.1%	391	612	39.0%	443	661	40.1%
UE10	229	597	27.7%	226	585	27.9%	257	629	29.0%
Total	3273	4059	44.6%	3623	4152	46.6%	3813	4255	47.3%

AX2.2.2 Academic Staff by Contract Function and Gender

Note: Types of Contract Function at UoE are Teaching and Research, Research Only and Teaching Only.

Chart: Number of Academic Staff by Contract Function and Gender
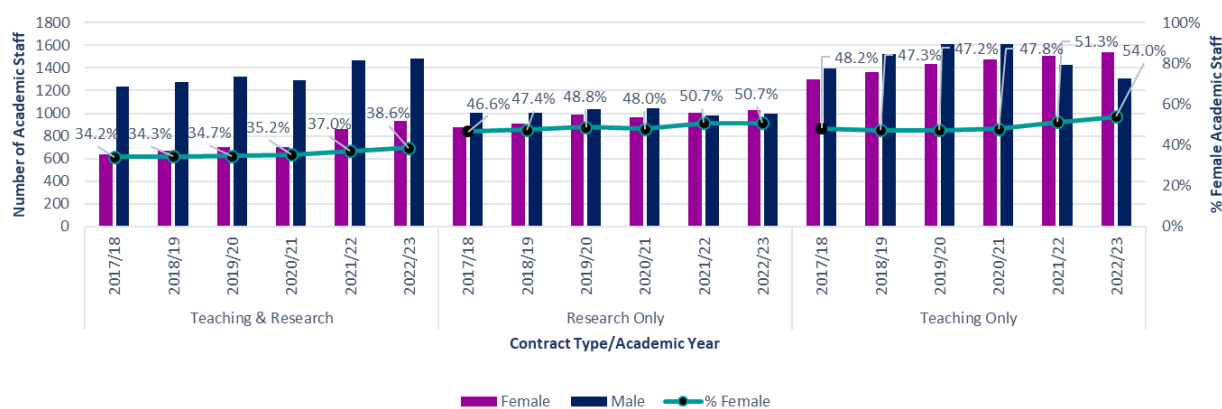
Table: Number of Academic Staff by Contract Function and Gender

Contract Function	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
T&R	640	1232	**34.2%**	667	1276	**34.3%**	702	1322	**34.7%**
RO	877	1005	**46.6%**	909	1008	**47.4%**	987	1036	**48.8%**
TO	1297	1393	**48.2%**	1366	1519	**47.3%**	1438	1610	**47.2%**

Contract Function	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
T&R	704	1294	**35.2%**	862	1465	**37.0%**	933	1486	**38.6%**
RO	963	1044	**48.0%**	1007	981	**50.7%**	1029	1000	**50.7%**
TO	1475	1612	**47.8%**	1503	1425	**51.3%**	1535	1308	**54.0%**

Table: HESA Benchmarking Data 2021/22 – Proportion of Female Staff by Contract Function

HESA 2021/22 (@Jisc)	Research & Teaching		Research Only		Teaching Only	
	Non-SET Cost Centres	SET Cost Centres	Non-SET Cost Centres	SET Cost Centres	Non-SET Cost Centres	SET Cost Centres
National	48.3%	38.0%	58.9%	46.2%	54.4%	52.9%
Russell Group	44.1%	29.1%	58.0%	46.1%	57.1%	51.3%

Note: HESA data is reported, via HEIDI, in science/SET and non-science/SET cost centre groupings. To aid understanding of the data that follows, the Colleges of CMVM and CSE are composed of science/SET cost centres, and CAHSS is composed of non-science/SET cost centres.

Chart: Number of Academic Staff in CAHSS by Contract Function and Gender
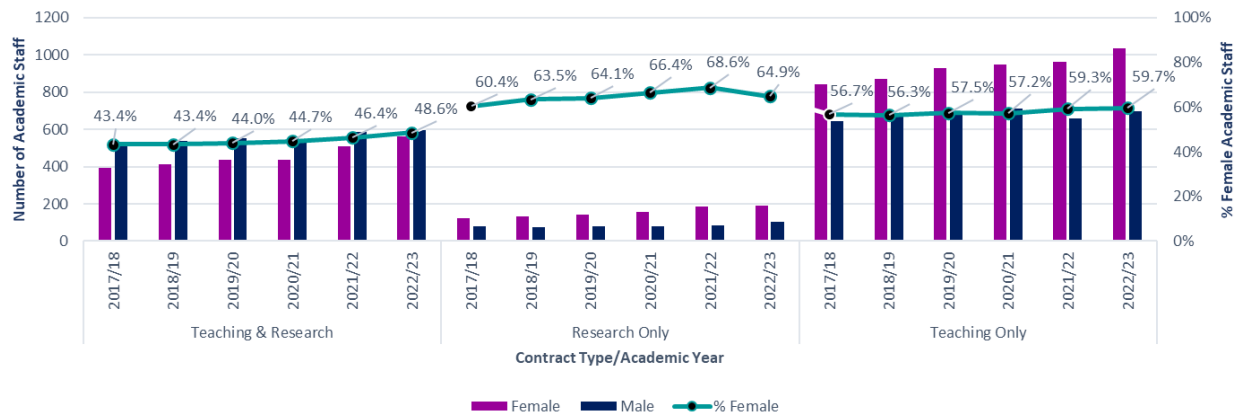
Table: Number of Academic Staff in CAHSS by Contract Function and Gender

CAHSS	2017/18			2018/19			2019/20		
	Female	**Male**	**% Female**	**Female**	**Male**	**% Female**	**Female**	**Male**	**% Female**
T&R	391	509	**43.4%**	412	538	**43.4%**	435	553	**44.0%**
RO	122	80	**60.4%**	132	76	**63.5%**	143	80	**64.1%**
TO	842	643	**56.7%**	871	676	**56.3%**	930	688	**57.5%**

CAHSS	2020/21			2021/22			2022/23		
	Female	**Male**	**% Female**	**Female**	**Male**	**% Female**	**Female**	**Male**	**% Female**
T&R	436	540	**44.7%**	508	586	**46.4%**	562	595	**48.6%**
RO	158	80	**66.4%**	188	86	**68.6%**	192	104	**64.9%**
TO	949	710	**57.2%**	964	661	**59.3%**	1037	699	**59.7%**

Chart: Number of Academic Staff in CMVM by Contract Function and Gender
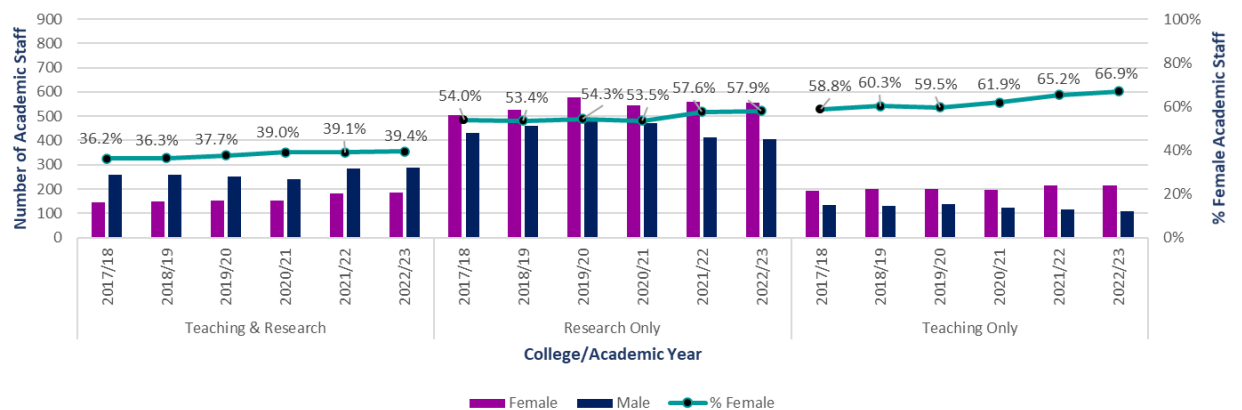
Table: Number of Academic Staff in CMVM by Contract Function and Gender

CMVM	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
T&R	147	259	**36.2%**	148	260	**36.3%**	152	251	**37.7%**
RO	505	430	**54.0%**	528	460	**53.4%**	578	487	**54.3%**
TO	194	136	**58.8%**	199	131	**60.3%**	201	137	**59.5%**

CMVM	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
T&R	153	239	**39.0%**	182	283	**39.1%**	187	288	**39.4%**
RO	543	472	**53.5%**	558	411	**57.6%**	555	404	**57.9%**
TO	198	122	**61.9%**	215	115	**65.2%**	216	107	**66.9%**

Chart: Number of Academic Staff in CSE by Contract Function and Gender
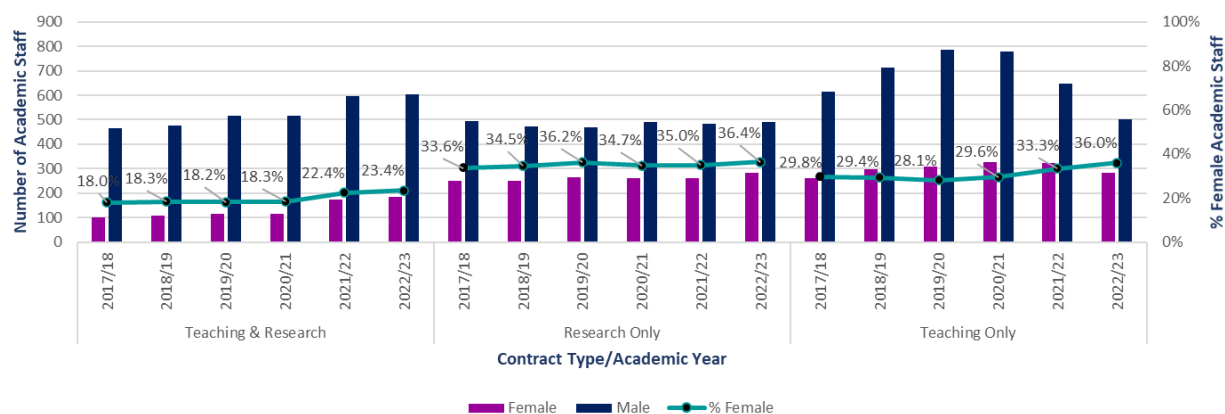
Table: Number of Academic Staff in CSE by Contract Function and Gender

CSE	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
T&R	102	464	**18.0%**	107	478	**18.3%**	115	518	**18.2%**
RO	250	495	**33.6%**	249	472	**34.5%**	266	469	**36.2%**
TO	261	614	**29.8%**	296	712	**29.4%**	307	785	**28.1%**

CSE	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
T&R	115	515	**18.3%**	172	596	**22.4%**	184	603	**23.4%**
RO	262	492	**34.7%**	261	484	**35.0%**	282	492	**36.4%**
TO	328	780	**29.6%**	324	649	**33.3%**	282	502	**36.0%**

Table: *Number of Academic Staff by College, Grade, Contract Function and Gender*

UoE Academic Staff			2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
College	Contract Function	UE Grade	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	Both Teaching & Research	UE06	1	1	50%	0	0	0%	0	0	0%	0	0	0%	12	14	46%	15	10	60%
		UE07	30	19	61%	26	17	60%	23	15	61%	20	10	67%	16	12	57%	21	11	66%
		UE08	137	152	47%	151	146	51%	165	151	52%	175	159	52%	220	198	53%	217	176	55%
		UE09	137	170	45%	141	191	42%	150	203	42%	148	198	43%	162	193	46%	194	223	47%
		UE10	86	167	34%	94	184	34%	97	184	35%	93	173	35%	98	169	37%	115	175	40%
	Total		391	509	43%	412	538	43%	435	553	44%	436	540	45%	508	586	46%	562	595	49%
	Research Only	UE06	19	11	63%	24	12	67%	24	17	59%	34	17	67%	40	21	63%	37	18	67%
		UE07	81	49	62%	78	44	64%	86	43	67%	81	40	67%	114	54	68%	117	63	65%
		UE08	14	12	54%	19	11	63%	23	10	70%	33	13	72%	30	7	79%	33	17	66%
		UE09	4	7	36%	5	7	42%	5	7	42%	5	7	42%	2	2	50%	3	3	50%
		UE10	4	1	80%	6	2	75%	5	3	63%	5	3	63%	2	2	50%	2	3	40%
	Total		122	80	60%	132	76	64%	143	80	64%	158	80	66%	188	86	69%	192	104	65%
	Teaching Only	UE06	450	373	55%	456	390	54%	476	396	55%	466	421	53%	483	373	56%	515	391	57%
		UE07	287	200	59%	308	209	60%	326	205	61%	345	201	63%	373	215	63%	399	231	63%
		UE08	83	53	61%	79	55	59%	82	52	61%	94	54	64%	75	40	65%	88	43	67%
		UE09	18	13	58%	24	17	59%	42	31	58%	40	30	57%	32	33	49%	33	34	49%
		UE10	4	4	50%	4	5	44%	4	4	50%	4	4	50%	1		100%	2		100%
	Total		842	643	57%	871	676	56%	930	688	58%	949	710	57%	964	661	59%	1037	699	60%
CMVM	Both Teaching & Research	UE07	2	1	67%	1	0	100%	1	0	100%	4	3	57%	2	3	40%	2	6	25%
		UE08	42	36	54%	37	36	51%	32	27	54%	32	27	54%	43	32	57%	41	28	59%
		UE09	48	81	37%	54	83	39%	60	77	44%	58	73	44%	72	86	46%	76	86	47%
		UE10	55	141	28%	56	141	28%	59	147	29%	59	136	30%	65	162	29%	68	168	29%
	Total		147	259	36%	148	260	36%	152	251	38%	153	239	39%	182	283	39%	187	288	39%
	Research Only	UE06	45	16	74%	46	16	74%	47	20	70%	41	20	67%	71	22	76%	70	22	76%
		UE07	308	221	58%	326	242	57%	357	262	58%	326	246	57%	328	241	58%	326	226	59%
		UE08	125	123	50%	123	127	49%	136	124	52%	138	127	52%	138	110	56%	127	107	54%
		UE09	21	46	31%	26	47	36%	31	50	38%	32	49	40%	19	32	37%	29	43	40%
		UE10	6	24	20%	7	28	20%	7	31	18%	6	30	17%	2	6	25%	3	6	33%
	Total		505	430	54%	528	460	53%	578	487	54%	543	472	54%	558	411	58%	555	404	58%

CMVM	Teaching Only	UE06	32	17	65%	38	19	67%	31	18	63%	34	20	63%	42	18	69%	39	20	66%
		UE07	57	23	71%	49	21	70%	52	18	74%	48	20	71%	41	11	79%	45	11	80%
		UE08	82	80	51%	90	74	55%	95	84	53%	92	65	59%	107	70	60%	98	59	62%
		UE09	21	15	58%	20	15	57%	21	14	60%	22	14	61%	24	14	63%	32	15	68%
		UE10	2	1	67%	2	2	50%	2	3	40%	2	3	40%	1	2	33%	2	2	50%
	Total		**194**	**136**	**59%**	**199**	**131**	**60%**	**201**	**137**	**60%**	**198**	**122**	**62%**	**215**	**115**	**65%**	**216**	**107**	**67%**
CSE	Both Teaching & Research	UE06	1	0	100%	0	0	0%	0	0	0%	0	1	0%	18	13	58%	19	12	61%
		UE07	3	7	30%	3	3	50%	1	1	50%	1	1	50%	3	1	75%	5	7	42%
		UE08	30	116	21%	29	111	21%	34	105	24%	34	111	23%	44	127	26%	46	102	31%
		UE09	33	150	18%	35	163	18%	34	191	15%	34	190	15%	51	218	19%	52	218	19%
		UE10	35	191	15%	40	201	17%	46	221	17%	46	212	18%	56	237	19%	62	264	19%
	Total		**102**	**464**	**18%**	**107**	**478**	**18%**	**115**	**518**	**18%**	**115**	**515**	**18%**	**172**	**596**	**22%**	**184**	**603**	**23%**
	Research Only	UE06	21	37	36%	23	32	42%	34	17	67%	33	29	53%	38	48	44%	43	56	43%
		UE07	174	344	34%	169	322	34%	167	328	34%	163	332	33%	174	348	33%	178	327	35%
		UE08	35	63	36%	35	70	33%	42	73	37%	43	78	36%	40	74	35%	50	88	36%
		UE09	15	38	28%	17	36	32%	16	39	29%	16	41	28%	9	14	39%	9	20	31%
		UE10	5	13	28%	5	12	29%	7	12	37%	7	12	37%	0	0	0%	2	1	67%
	Total		**250**	**495**	**34%**	**249**	**472**	**35%**	**266**	**469**	**36%**	**262**	**492**	**35%**	**261**	**484**	**35%**	**282**	**492**	**36%**
	Teaching Only	UE06	238	537	31%	265	629	30%	269	695	28%	290	688	30%	293	582	33%	247	428	37%
		UE07	11	44	20%	16	48	25%	23	54	30%	21	56	27%	24	49	33%	22	46	32%
		UE08	5	12	29%	5	14	26%	6	13	32%	7	13	35%	3	5	38%	9	14	39%
		UE09	4	11	27%	7	10	41%	7	11	39%	8	11	42%	4	9	31%	4	9	31%
		UE10	3	10	23%	3	11	21%	2	12	14%	2	12	14%	0	4	0%	0	5	0%
	Total		**261**	**614**	**30%**	**296**	**712**	**29%**	**307**	**785**	**28%**	**328**	**780**	**30%**	**324**	**649**	**33%**	**282**	**502**	**36%**

3. AX2.3 Academic Staff by Grade and Contract Type

Note: Contract types at UoE are Open-Ended (OEC), Fixed-Term (FTC) and Guaranteed Hours (GHC).

Chart: Number of Academic Staff by Contract Type and Gender
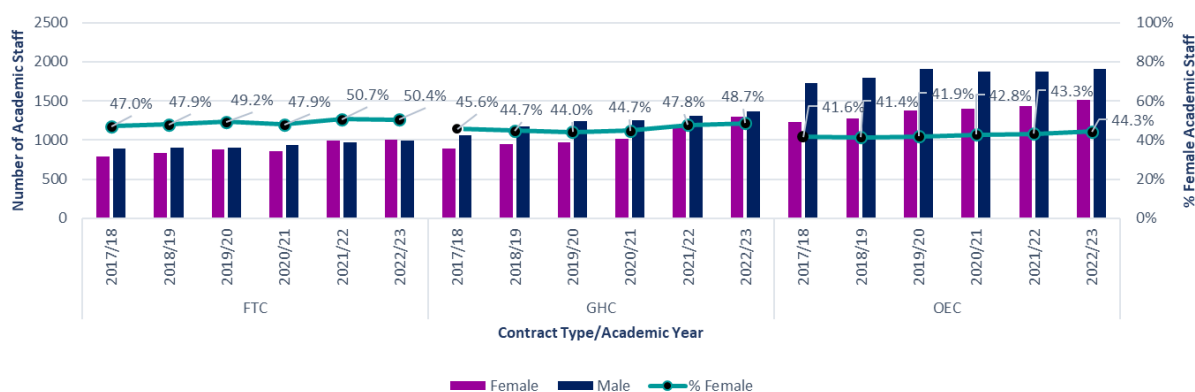
Table: Number of Academic Staff by Contract Type and Gender

Contract Type	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	794	896	**47.0%**	830	902	**47.9%**	874	904	**49.2%**
GHC	894	1065	**45.6%**	945	1171	**44.7%**	972	1237	**44.0%**
OEC	1232	1730	**41.6%**	1271	1797	**41.4%**	1376	1910	**41.9%**

Contract Type	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	858	934	**47.9%**	991	965	**50.7%**	1006	991	**50.4%**
GHC	1012	1253	**44.7%**	1199	1310	**47.8%**	1293	1361	**48.7%**
OEC	1403	1872	**42.8%**	1433	1877	**43.3%**	1514	1903	**44.3%**

Table: HESA Benchmarking Data 2021/22 – Proportion of Female Staff by Contract Type

HESA 2021/22 (@Jisc)	Fixed Term Contract		Open Ended Contract	
	Non-SET Cost Centres	SET Cost Centres	Non-SET Cost Centres	SET Cost Centres
National	55.4%	47.7%	50.4%	42.9%
Russell Group	55.2%	46.2%	49.3%	38.7%

Chart: Number of Academic Staff in CAHSS by Contract Type and Gender
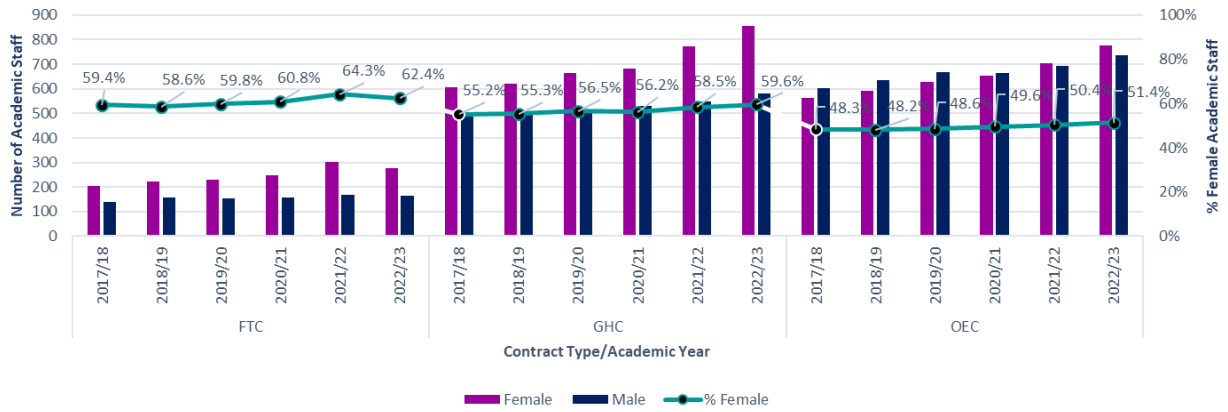
Table: Number of Academic Staff in CAHSS by Contract Type and Gender

CAHSS	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	205	140	**59.4%**	222	157	**58.6%**	231	155	**59.8%**
GHC	608	493	**55.2%**	622	502	**55.3%**	664	511	**56.5%**
OEC	562	602	**48.3%**	591	636	**48.2%**	629	666	**48.6%**

CAHSS	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	247	159	**60.8%**	302	168	**64.3%**	275	166	**62.4%**
GHC	682	531	**56.2%**	772	548	**58.5%**	857	582	**59.6%**
OEC	653	663	**49.6%**	703	693	**50.4%**	778	736	**51.4%**

Chart: Number of Academic Staff in CMVM by Contract Type and Gender
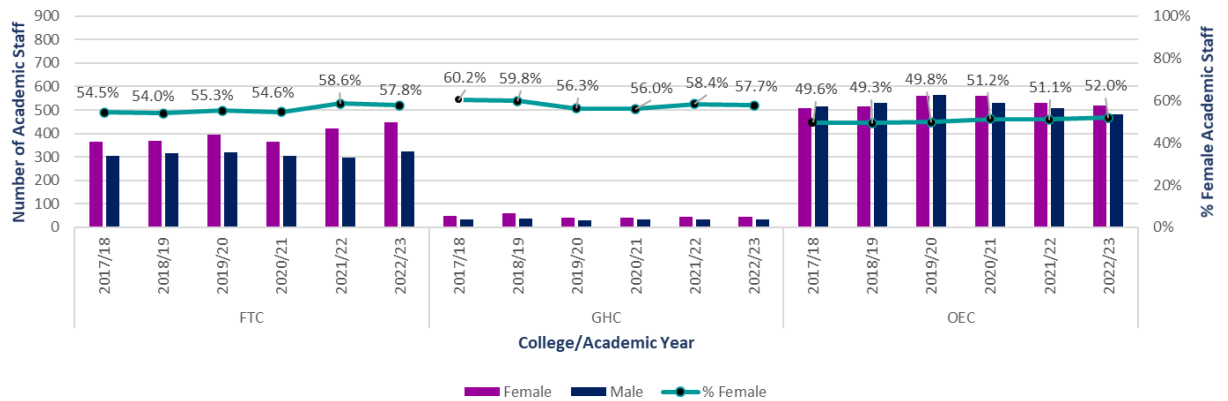
Table: Number of Academic Staff in CMVM by Contract Type and Gender

CMVM	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	365	305	54.5%	370	315	54.0%	394	318	55.3%
GHC	50	33	60.2%	58	39	59.8%	40	31	56.3%
OEC	507	516	49.6%	517	531	49.3%	560	564	49.8%

CMVM	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	365	303	54.6%	421	297	58.6%	446	325	57.8%
GHC	42	33	56.0%	45	32	58.4%	45	33	57.7%
OEC	559	532	51.2%	530	508	51.1%	520	480	52.0%

Chart: Number of Academic Staff in CSE by Contract Type and Gender
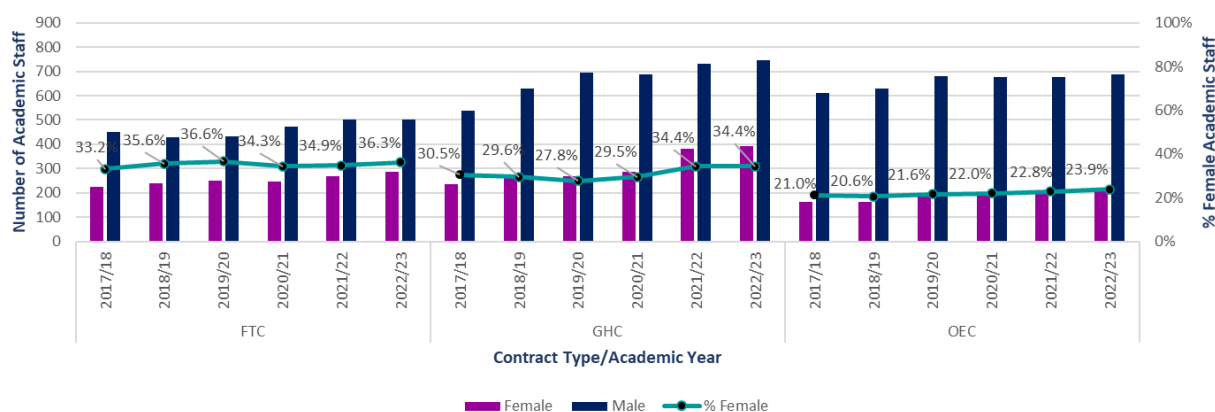
Table: Number of Academic Staff in CSE by Contract Type and Gender

CSE	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	224	451	33.2%	238	430	35.6%	249	431	36.6%
GHC	236	539	30.5%	265	630	29.6%	268	695	27.8%
OEC	163	612	21.0%	163	630	20.6%	187	680	21.6%

CSE	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	246	472	34.3%	268	500	34.9%	285	500	36.3%
GHC	288	689	29.5%	382	730	34.4%	391	745	34.4%
OEC	191	677	22.0%	200	676	22.8%	216	687	23.9%

Table: *Number of Academic Staff by College, Grade, Contract Type and Gender*

UoE Academic Staff			2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
College	Contract Type	UE Grade	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	Fixed Term (FTC)	UE06	21	9	70%	25	8	76%	23	14	62%	29	16	64%	41	15	71%	32	13	71%
		UE07	160	102	61%	163	109	60%	175	101	63%	170	101	63%	203	121	63%	181	122	60%
		UE08	21	20	51%	27	22	55%	27	21	56%	42	21	67%	49	19	72%	53	23	70%
		UE09	2	3	40%	3	4	43%	2	4	33%	2	5	29%	4	3	57%	4	4	50%
		UE10	1	6	14%	4	14	22%	4	15	21%	4	16	20%	5	10	33%	5	4	56%
	Total		205	140	59%	222	157	59%	231	155	60%	247	159	61%	302	168	64%	275	166	62%
	Guaranteed Hours (GHC)	UE06	428	358	54%	437	378	54%	465	387	55%	463	411	53%	563	431	57%	617	456	58%
		UE07	180	134	57%	184	124	60%	197	124	61%	217	119	65%	205	117	64%	236	126	65%
		UE08	0	1	0%	1	0	100%	2	0	100%	2	1	67%	4	0	100%	3	0	100%
		UE09	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	0	100%
	Total		608	493	55%	622	502	55%	664	511	57%	682	531	56%	772	548	59%	857	582	60%
	Open Ended (OEC)	UE06	25	19	57%	21	17	55%	15	15	50%	18	17	51%	20	15	57%	19	15	56%
		UE07	65	32	67%	72	37	66%	67	41	62%	79	43	65%	108	59	64%	127	68	65%
		UE08	217	195	53%	225	193	54%	242	193	56%	259	205	56%	283	230	55%	292	218	57%
		UE09	161	188	46%	172	211	45%	201	238	46%	197	231	46%	196	226	46%	226	258	47%
		UE10	94	168	36%	101	178	36%	104	179	37%	100	167	37%	96	163	37%	114	177	39%
	Total		562	602	48%	591	636	48%	629	666	49%	653	663	50%	703	693	50%	778	736	51%
CMVM	Fixed Term (FTC)	UE06	42	16	72%	43	15	74%	42	21	67%	39	20	66%	67	18	78%	67	28	71%
		UE07	212	147	59%	212	161	57%	240	180	57%	208	175	54%	218	171	56%	247	178	58%
		UE08	95	110	46%	94	109	46%	93	92	50%	97	86	53%	111	85	56%	111	96	54%
		UE09	14	23	38%	19	19	50%	17	18	49%	20	16	56%	23	15	61%	19	18	51%
		UE10	2	9	18%	2	11	15%	2	7	22%	1	6	14%	2	8	20%	2	5	29%
	Total		365	305	55%	370	315	54%	394	318	55%	365	303	55%	421	297	59%	446	325	58%
	Guaranteed Hours (GHC)	UE06	35	15	70%	40	18	69%	27	17	61%	31	19	62%	37	17	67%	38	21	64%
		UE07	10	7	59%	11	8	58%	7	4	64%	6	5	55%	4	4	50%	3	3	50%
		UE08	3	11	21%	5	12	29%	4	9	31%	3	7	30%	3	10	23%	3	7	30%
		UE09	1	0	100%	1	1	50%	1	1	50%	1	1	50%	0	1	0%	0	1	0%
		UE10	1	0	100%	1	0	100%	1	0	100%	1	1	50%	1	0	100%	1	1	50%
	Total		50	33	60%	58	39	60%	40	31	56%	42	33	56%	45	32	58%	45	33	58%

CMVM	Open Ended (OEC)	UE06	22	7	76%	22	10	69%	23	9	72%	25	10	71%	17	7	71%	17	5	77%
		UE07	172	103	63%	175	105	63%	187	107	64%	188	100	65%	162	87	65%	141	69	67%
		UE08	163	124	57%	162	124	57%	174	142	55%	171	132	56%	182	128	59%	164	105	61%
		UE09	87	124	41%	93	130	42%	108	130	45%	107	126	46%	103	122	46%	127	129	50%
		UE10	63	158	29%	65	162	29%	68	176	28%	68	164	29%	66	164	29%	71	172	29%
	Total		**507**	**516**	**50%**	**517**	**531**	**49%**	**560**	**564**	**50%**	**559**	**532**	**51%**	**530**	**508**	**51%**	**520**	**480**	**52%**
CSE	Fixed Term (FTC)	UE06	21	37	36%	22	31	42%	36	21	63%	37	38	49%	30	44	41%	34	50	40%
		UE07	172	346	33%	180	333	35%	179	342	34%	175	361	33%	204	389	34%	208	369	36%
		UE08	24	48	33%	27	51	35%	27	47	36%	29	57	34%	27	54	33%	37	62	37%
		UE09	6	11	35%	8	9	47%	6	14	30%	4	12	25%	6	8	43%	5	12	29%
		UE10	1	9	10%	1	6	14%	1	7	13%	1	4	20%	1	5	17%	1	7	13%
	Total		**224**	**451**	**33%**	**238**	**430**	**36%**	**249**	**431**	**37%**	**246**	**472**	**34%**	**268**	**500**	**35%**	**285**	**500**	**36%**
	Guaranteed Hours (GHC)	UE06	236	536	31%	265	629	30%	268	692	28%	288	687	30%	382	730	34%	391	745	34%
		UE07	0	3	0%	0	0	0%	0	3	0%	0	2	0%	0	0	0%	0	0	0%
		UE08	0	0	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
		UE09	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
		UE10	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
	Total		**236**	**539**	**31%**	**265**	**630**	**30%**	**268**	**695**	**28%**	**288**	**689**	**30%**	**382**	**730**	**34%**	**391**	**745**	**34%**
	Open Ended (OEC)	UE06	7	2	78%	5	1	83%	4	1	80%	5	3	63%	5	2	71%	7	2	78%
		UE07	21	53	28%	16	47	25%	20	48	29%	19	43	31%	18	39	32%	15	34	31%
		UE08	47	154	23%	44	152	22%	58	154	27%	59	158	27%	63	163	28%	70	149	32%
		UE09	46	189	20%	51	203	20%	51	230	18%	54	234	19%	59	237	20%	61	239	20%
		UE10	42	214	16%	47	227	17%	54	247	18%	54	239	18%	55	235	19%	63	263	19%
	Total		**163**	**612**	**21%**	**163**	**630**	**21%**	**187**	**680**	**22%**	**191**	**677**	**22%**	**200**	**676**	**23%**	**216**	**687**	**24%**

4. AX2.4 PTO Staff by Grade and Gender

Note: We use here the AS terminology of Professional, Technical & Operational (PTO). This is equivalent to our institutional terminology of Professional Services, used in the narrative.

Chart: Proportion of UoE PTO Staff, by Grade and Gender

2020/21

	% Female	% Male
UE01	62%	38%
UE02	47%	53%
UE03	61%	39%
UE04	68%	32%
UE05	73%	27%
UE06	65%	35%
UE07	58%	42%
UE08	54%	46%
UE09	47%	53%
UE10	48%	52%

2021/22

	% Female	% Male
UE01	58%	42%
UE02	52%	48%
UE03	57%	43%
UE04	67%	33%
UE05	71%	29%
UE06	69%	31%
UE07	60%	40%
UE08	51%	49%
UE09	53%	47%
UE10	52%	48%

2022/23

	% Female	% Male
UE01	58%	42%
UE02	57%	43%
UE03	58%	42%
UE04	64%	36%
UE05	72%	28%
UE06	71%	29%
UE07	61%	39%
UE08	52%	48%
UE09	56%	44%
UE10	51%	49%
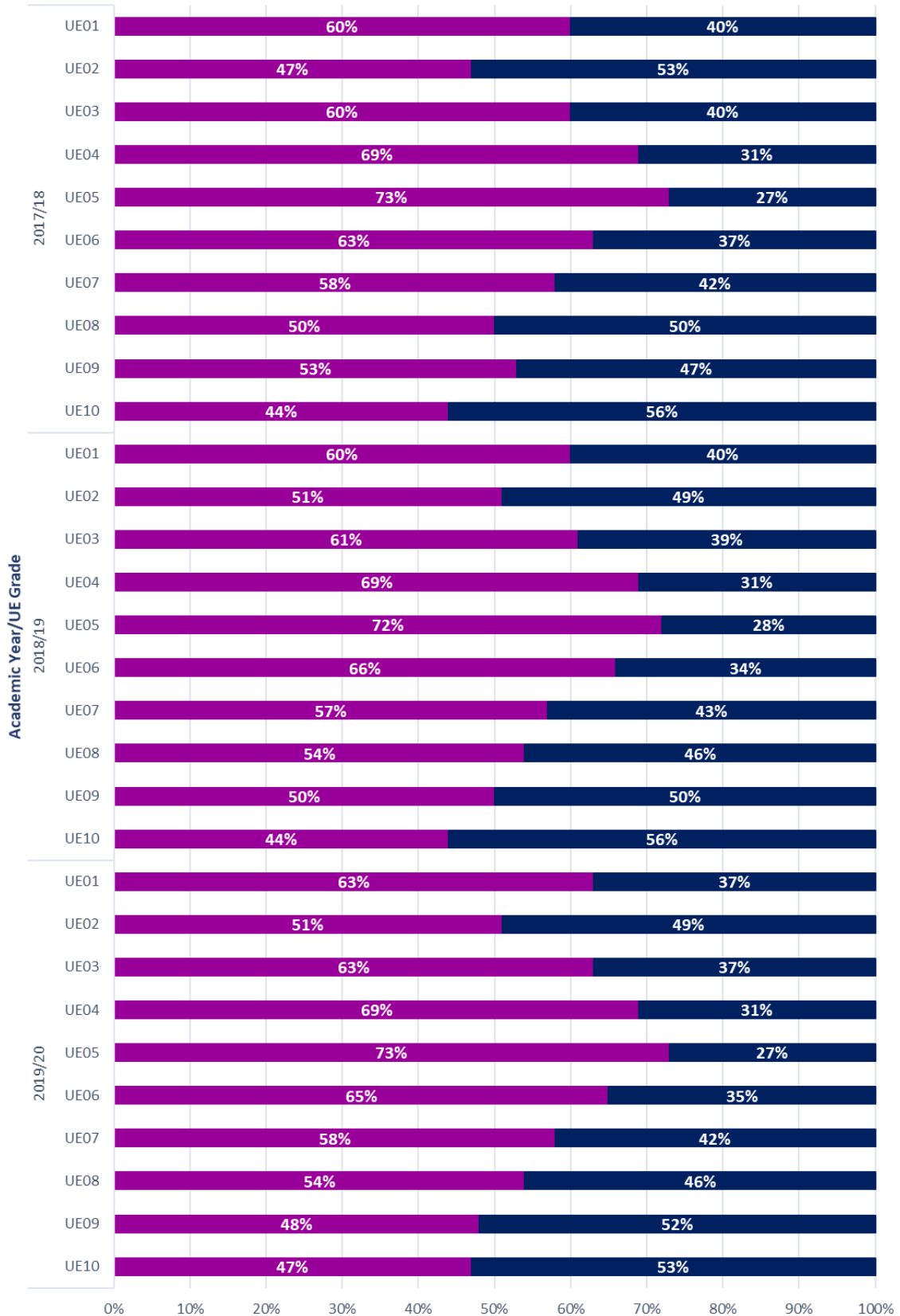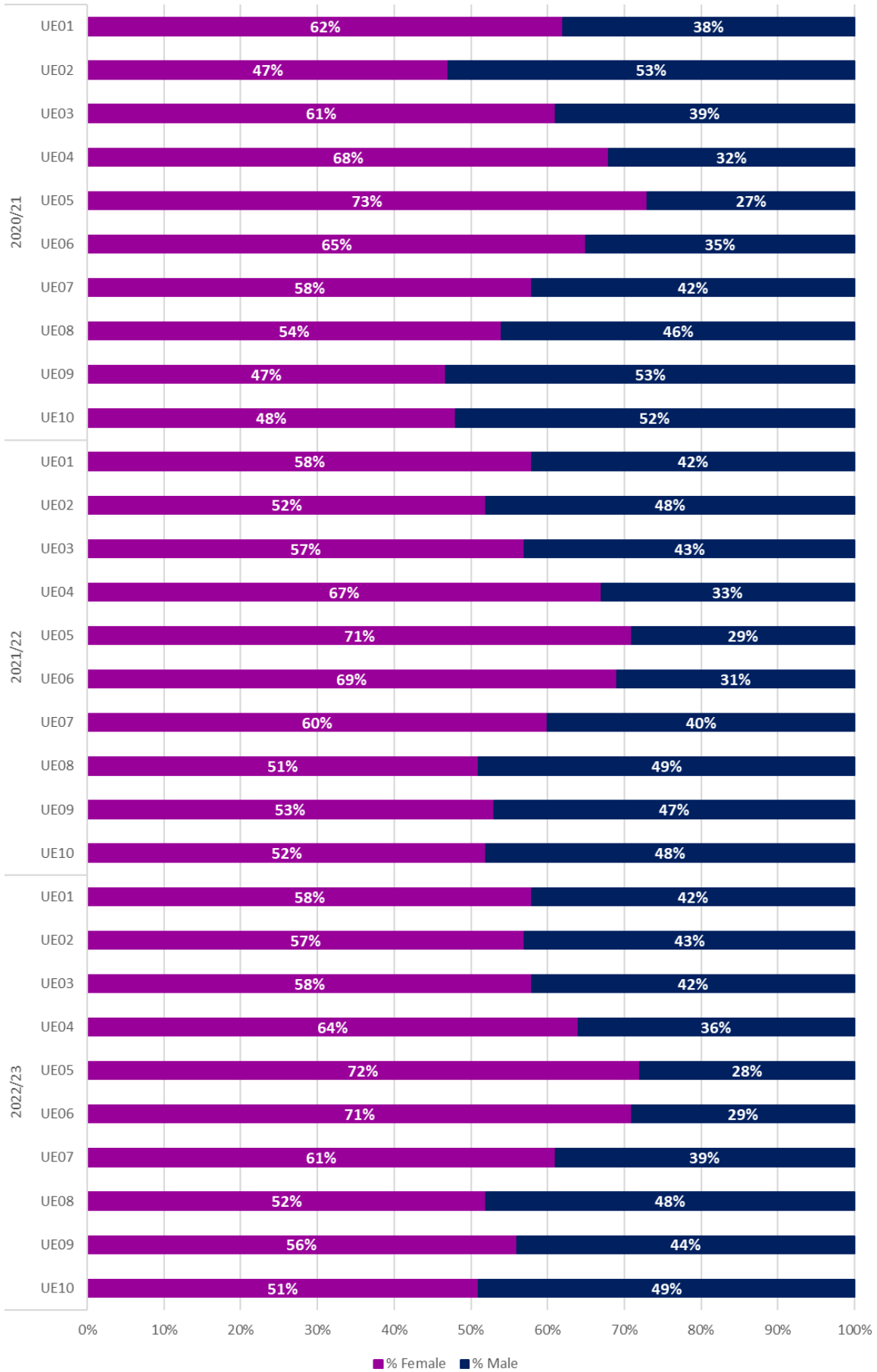
■ % Female ■ % Male

Table: Number of PTO Staff, by Grade and Gender

UE Grade	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE01	509	335	60.3%	550	371	59.7%	472	272	63.4%
UE02	235	261	47.4%	262	251	51.1%	254	244	51.0%
UE03	449	299	60.0%	459	298	60.6%	513	305	62.7%
UE04	534	245	68.5%	544	240	69.4%	558	246	69.4%
UE05	837	311	72.9%	863	332	72.2%	888	335	72.6%
UE06	637	383	62.5%	686	362	65.5%	730	392	65.1%
UE07	642	460	58.3%	664	510	56.6%	720	530	57.6%
UE08	315	313	50.2%	361	314	53.5%	382	329	53.7%
UE09	100	89	52.9%	113	111	50.4%	112	121	48.1%
UE10	34	44	43.6%	39	49	44.3%	41	47	46.6%
Total	4292	2740	61.0%	4541	2838	61.5%	4670	2821	62.3%

UE Grade	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE01	390	241	61.8%	396	285	58.1%	415	306	57.6%
UE02	190	218	46.6%	280	258	52.0%	378	287	56.8%
UE03	300	195	60.6%	340	255	57.1%	414	306	57.5%
UE04	487	228	68.1%	485	236	67.3%	519	294	63.8%
UE05	837	317	72.5%	894	371	70.7%	944	363	72.2%
UE06	702	383	64.7%	821	377	68.5%	1064	446	70.5%
UE07	727	533	57.7%	771	518	59.8%	859	559	60.6%
UE08	370	318	53.8%	364	349	51.1%	413	388	51.6%
UE09	101	113	47.2%	126	113	52.7%	147	114	56.3%
UE10	39	43	47.6%	46	43	51.7%	56	55	50.5%
Total	4143	2589	61.5%	4523	2805	61.7%	5209	3118	62.6%

AX2.4.1 PTO Staff by Job Family

Note: PTO Job Families at UoE are defined as:
- (i) Professional, Administrative & Operational (PA&O)
- (ii) Technical

Chart: Number of PTO Staff, by Job Family and Gender
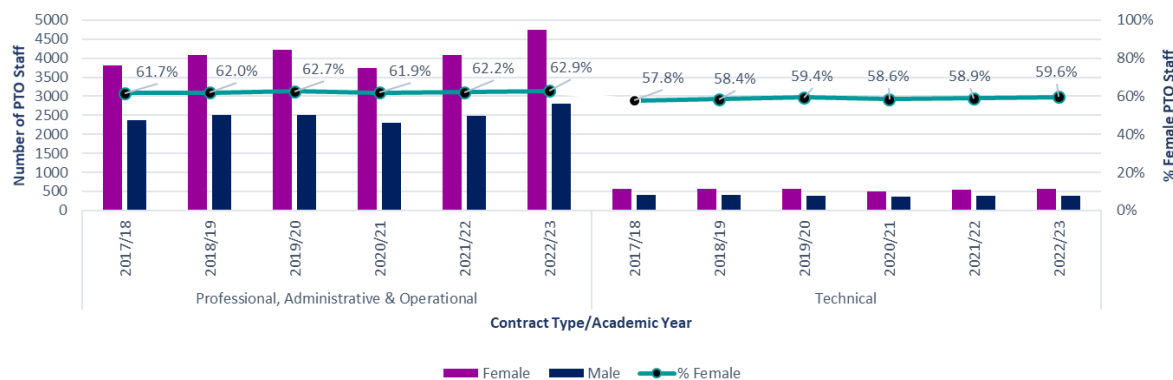
Table: Number of UoE PTO Staff, by Job Family and Gender

Job Family	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	3816	2373	**61.7%**	4088	2507	**62.0%**	4217	2511	**62.7%**
Tech.	565	412	**57.8%**	559	399	**58.4%**	563	385	**59.4%**

Job Family	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	3750	2305	**61.9%**	4086	2482	**62.2%**	4749	2800	**62.9%**
Tech.	510	360	**58.6%**	539	376	**58.9%**	557	378	**59.6%**

Chart: Number of CAHSS PTO Staff, by Job Family and Gender
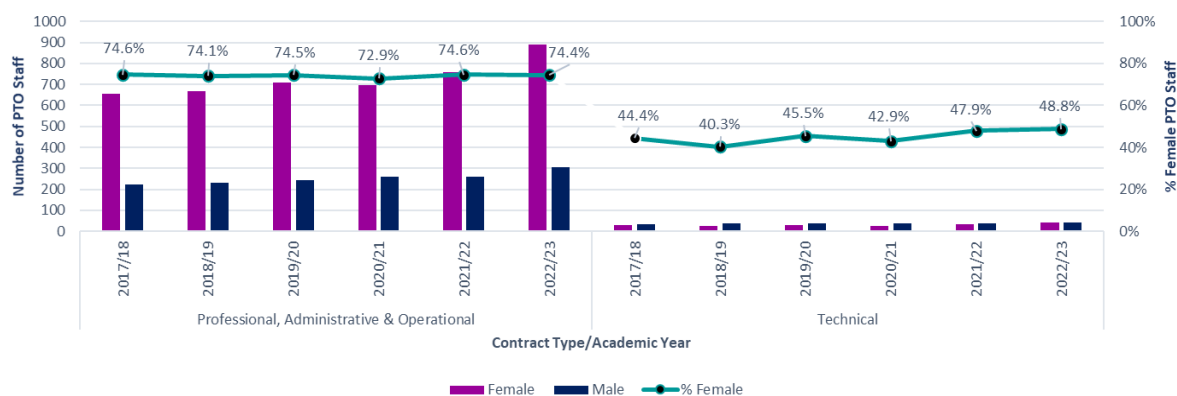
Table: Number of CAHSS PTO Staff, by Job Family and Gender

CAHSS	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	655	223	**74.6%**	666	233	**74.1%**	709	243	**74.5%**
Tech.	28	35	**44.4%**	25	37	**40.3%**	30	36	**45.5%**

CAHSS	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	695	258	**72.9%**	756	258	**74.6%**	889	306	**74.4%**
Tech.	27	36	**42.9%**	35	38	**47.9%**	40	42	**48.8%**

Chart: Number of CMVM PTO Staff, by Job Family and Gender
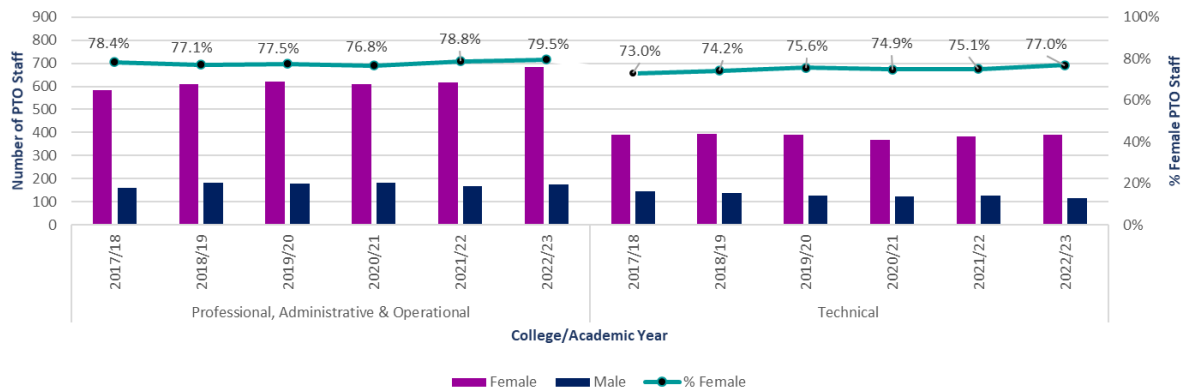
Table: Number of CMVM PTO Staff, by Job Family and Gender

CMVM	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	584	161	**78.4%**	609	181	**77.1%**	620	180	**77.5%**
Tech.	392	145	**73.0%**	395	137	**74.2%**	391	126	**75.6%**

CMVM	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	608	184	**76.8%**	616	166	**78.8%**	684	176	**79.5%**
Tech.	367	123	**74.9%**	384	127	**75.1%**	392	117	**77.0%**

Chart: Number of CSE PTO Staff, by Job Family and Gender
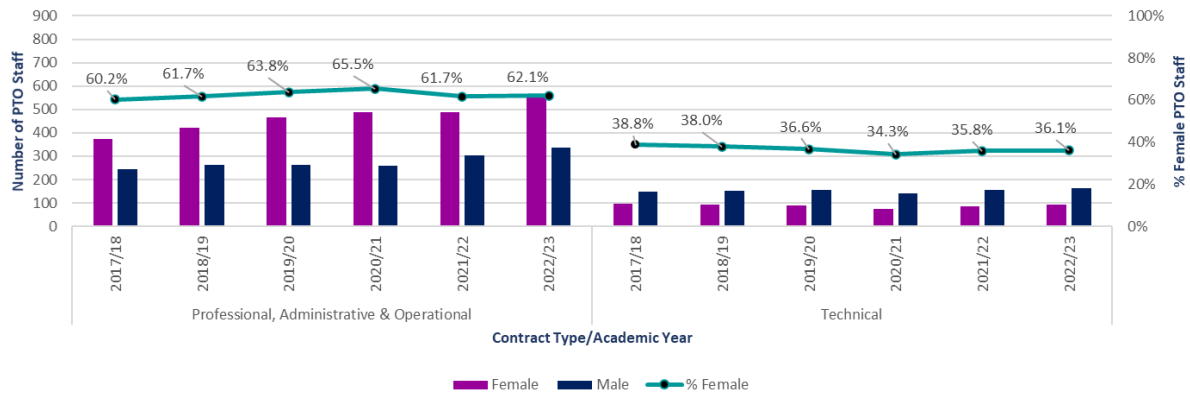
Table: Number of CSE PTO Staff, by Job Family and Gender

CSE	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	372	246	**60.2%**	421	261	**61.7%**	465	264	**63.8%**
Tech.	95	150	**38.8%**	93	152	**38.0%**	89	154	**36.6%**

CSE	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	489	258	**65.5%**	489	303	**61.7%**	551	336	**62.1%**
Tech.	74	142	**34.3%**	87	156	**35.8%**	92	163	**36.1%**

Chart: Number of CSG PTO Staff, by Job Family and Gender
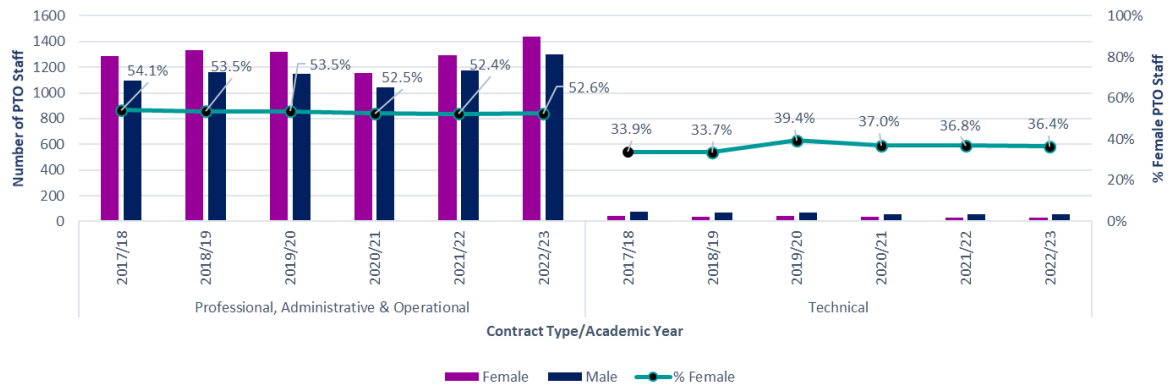
Table: Number of CSG PTO Staff, by Job Family and Gender

CSG	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	1286	1093	**54.1%**	1335	1162	**53.5%**	1317	1146	**53.5%**
Tech.	40	78	**33.9%**	35	69	**33.7%**	43	66	**39.4%**

CSG	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	1153	1044	**52.5%**	1292	1173	**52.4%**	1437	1297	**52.6%**
Tech.	34	58	**37.0%**	32	55	**36.8%**	32	56	**36.4%**

Chart: Number of ISG PTO Staff, by Job Family and Gender
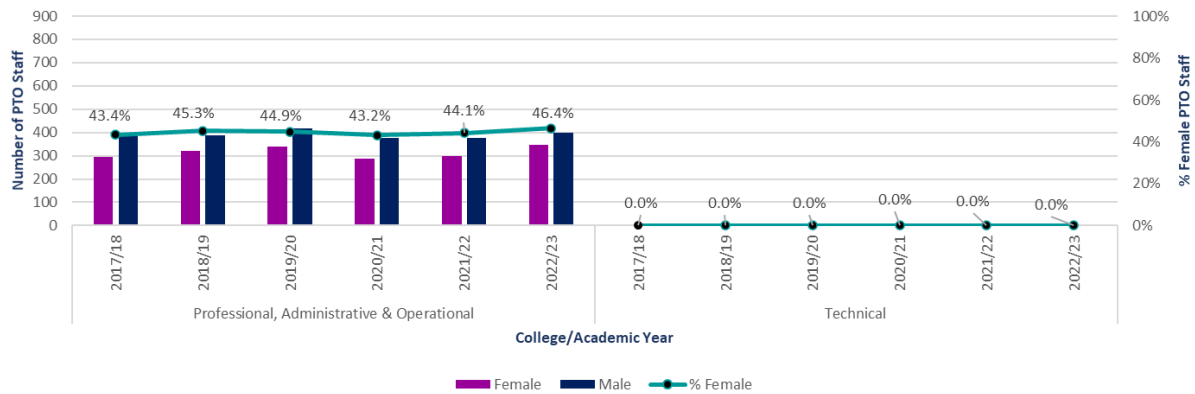
Table: Number of ISG PTO Staff, by Job Family and Gender

ISG	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	294	383	**43.4%**	320	386	**45.3%**	340	418	**44.9%**
Tech.	0	1	**0.0%**	0	1	**0.0%**	0	0	**0.0%**

ISG	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	288	378	**43.2%**	297	376	**44.1%**	345	398	**46.4%**
Tech.	0	0	**0.0%**	0	0	**0.0%**	0	0	**0.0%**

Chart: Number of USG PTO Staff, by Job Family and Gender
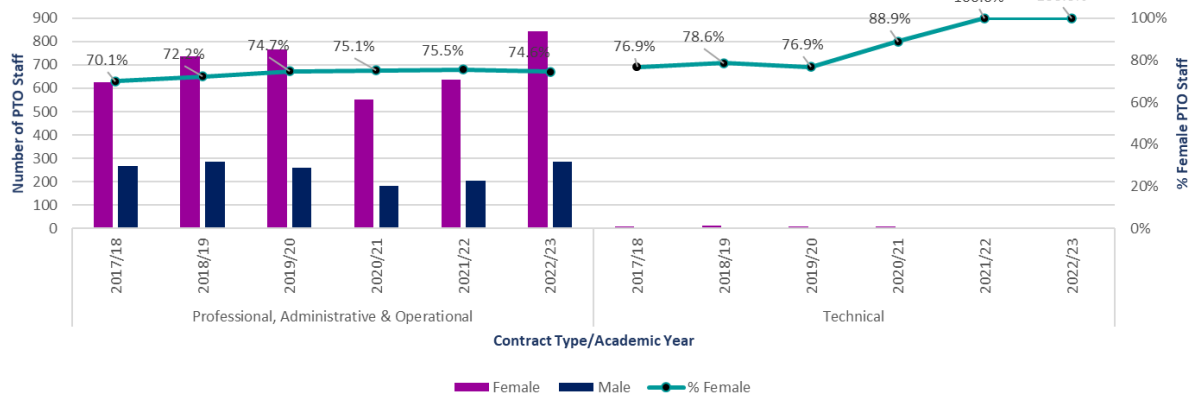
Table: Number of USG PTO Staff, by Job Family and Gender

USG	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	625	267	**70.1%**	737	284	**72.2%**	766	260	**74.7%**
Tech.	10	3	**76.9%**	11	3	**78.6%**	10	3	**76.9%**

USG	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PA&O	552	183	**75.1%**	636	206	**75.5%**	843	287	**74.6%**
Tech.	8	1	**88.9%**	1	0	**100.0%**	1	0	**100.0%**

Table: Number of PTO Staff, by College, Grade, Job Family and Gender

UoE PTO Staff			2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
College /PSG	Job Family	UE Grade	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	Professional, Admin. & Operational (PA&O)	UE01	1	4	20%	1	7	13%	4	4	50%	2	3	40%	0	0	0%	0	0	0%
		UE02	4	3	57%	6	3	67%	4	1	80%	2	1	67%	1	1	50%	2	2	50%
		UE03	67	26	72%	64	18	78%	64	20	76%	49	17	74%	53	23	67%	72	25	74%
		UE04	146	38	79%	141	42	77%	155	41	79%	139	37	79%	124	33	78%	134	45	75%
		UE05	191	42	82%	198	38	84%	221	40	85%	228	49	82%	215	52	81%	253	62	80%
		UE06	119	49	71%	116	55	68%	115	65	64%	126	66	66%	194	69	73%	239	86	73%
		UE07	83	42	66%	82	48	63%	83	49	63%	85	63	57%	103	53	66%	113	55	67%
		UE08	31	13	70%	43	15	74%	50	15	77%	51	14	78%	52	17	75%	51	19	73%
		UE09	11	4	73%	13	5	72%	10	6	63%	9	6	60%	11	8	58%	19	9	68%
		UE10	0	0	0%	0	0	50%	3	2	60%	4	2	67%	3	2	60%	6	3	67%
	Total		655	223	75%	666	233	74%	709	243	75%	695	258	73%	756	258	75%	889	306	74%
	Technical	UE03	5	2	71%	4	3	57%	3	2	60%	3	2	60%	6	3	67%	6	4	60%
		UE04	1	6	14%	2	6	25%	1	6	14%	2	6	25%	4	7	36%	4	6	40%
		UE05	8	2	80%	4	4	50%	7	4	64%	3	6	33%	6	4	60%	7	5	58%
		UE06	13	19	41%	14	19	42%	18	18	50%	18	18	50%	15	21	42%	18	23	44%
		UE07	1	4	20%	0	4	0%	0	5	0%	0	4	0%	3	3	50%	5	2	71%
		UE08	0	2	0%	1	1	50%	1	1	50%	1	0	100%	1	0	100%	0	2	0%
	Total		28	35	44%	25	37	40%	30	36	46%	27	36	43%	35	38	48%	40	42	49%
CMVM	Professional, Admin. & Operational (PA&O)	UE01	2	4	33%	3	2	60%	3	2	60%	0	2	0%	1	1	50%	0	2	0%
		UE02	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	0	100%	1	0	100%
		UE03	45	6	88%	36	7	84%	29	5	85%	30	5	86%	24	6	80%	25	8	76%
		UE04	72	21	77%	79	19	81%	78	23	77%	73	24	75%	67	15	82%	58	11	84%
		UE05	182	20	90%	180	32	85%	177	34	84%	167	30	85%	172	29	85%	194	31	86%
		UE06	90	21	81%	111	20	85%	121	21	85%	115	23	83%	130	17	88%	156	26	86%
		UE07	116	45	72%	113	54	68%	124	47	73%	131	53	71%	127	54	70%	140	53	73%
		UE08	61	29	68%	68	28	71%	68	30	69%	71	30	70%	66	33	67%	80	32	71%
		UE09	11	9	55%	16	13	55%	17	12	59%	19	12	61%	25	8	76%	26	8	76%
		UE10	5	6	45%	3	6	33%	3	6	33%	2	5	29%	3	3	50%	4	5	44%
	Total		584	161	78%	609	181	77%	620	180	78%	608	184	77%	616	166	79%	684	176	80%

CMVM	Technical	UE01	4	1	80%	5	1	83%	2	1	67%	2	0	100%	3	1	75%	2	0	100%
		UE02	5	0	100%	4	0	100%	2	0	100%	0	0	0%	2	0	100%	0	0	0%
		UE03	46	12	79%	47	12	80%	47	8	85%	46	11	81%	44	11	80%	13	3	81%
		UE04	24	15	62%	22	16	58%	19	16	54%	18	16	53%	14	16	47%	17	16	52%
		UE05	119	28	81%	134	21	86%	143	17	89%	135	18	88%	147	25	85%	71	22	76%
		UE06	106	38	74%	102	34	75%	99	34	74%	87	32	73%	91	26	78%	199	28	88%
		UE07	75	37	67%	68	41	62%	66	39	63%	68	36	65%	72	36	67%	74	37	67%
		UE08	13	13	50%	13	11	54%	13	11	54%	11	10	52%	11	12	48%	16	11	59%
		UE09	0	1	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
	Total		**392**	**145**	**73%**	**395**	**137**	**74%**	**391**	**126**	**76%**	**367**	**123**	**75%**	**384**	**127**	**75%**	**392**	**117**	**77%**
CSE	Professional, Admin. & Operational (PA&O)	UE01	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	2	33%
		UE02	1	0	100%	2	1	67%	0	0	0%	1	4	20%	5	5	50%	2	0	100%
		UE03	8	5	62%	11	6	65%	24	9	73%	15	11	58%	34	41	45%	31	39	44%
		UE04	45	17	73%	46	17	73%	50	19	72%	44	18	71%	29	19	60%	35	17	67%
		UE05	122	26	82%	120	34	78%	124	32	79%	120	29	81%	126	33	79%	136	38	78%
		UE06	72	41	64%	89	29	75%	97	28	78%	103	31	77%	119	32	79%	138	46	75%
		UE07	78	74	51%	87	86	50%	95	85	53%	100	81	55%	101	74	58%	122	85	59%
		UE08	27	57	32%	42	58	42%	49	57	46%	49	52	49%	44	60	42%	54	69	44%
		UE09	16	19	46%	21	21	50%	22	27	45%	17	26	40%	24	31	44%	25	29	46%
		UE10	3	7	30%	3	9	25%	4	7	36%	5	6	45%	7	8	47%	7	11	39%
	Total		**372**	**246**	**60%**	**421**	**261**	**62%**	**465**	**264**	**64%**	**489**	**258**	**66%**	**489**	**303**	**62%**	**551**	**336**	**62%**
	Technical	UE01	0	0	0%	0	0	0%	0	0	0%	1	0	100%	0	1	0%	0	1	0%
		UE02	1	0	100%	0	0	0%	0	2	0%	2	5	29%	1	6	14%	7	5	58%
		UE03	7	9	44%	11	6	65%	12	5	71%	10	5	67%	11	8	58%	7	5	58%
		UE04	8	8	50%	6	10	38%	5	8	38%	6	7	46%	6	9	40%	8	6	57%
		UE05	24	19	56%	23	19	55%	16	18	47%	9	18	33%	19	16	54%	17	14	55%
		UE06	23	58	28%	26	55	32%	27	56	33%	20	50	29%	23	59	28%	23	66	26%
		UE07	24	37	39%	20	46	30%	22	47	32%	20	39	34%	19	39	33%	23	46	33%
		UE08	7	19	27%	6	16	27%	7	18	28%	6	18	25%	8	18	31%	7	18	28%
		UE09	1	0	100%	1	0	100%	0	0	0%	0	0	0%	0	0	0%	0	2	0%
	Total		**95**	**150**	**39%**	**93**	**152**	**38%**	**89**	**154**	**37%**	**74**	**142**	**34%**	**87**	**156**	**36%**	**92**	**163**	**36%**

Table: Number of PTO Staff, by Professional Service Group, Grade, Job Family and Gender

	Job Family	Grade																		
CSG	Professional, Admin. & Operational (PA&O)	UE01	442	296	60%	438	322	58%	398	252	61%	359	230	61%	387	279	58%	410	297	58%
		UE02	169	224	43%	185	221	46%	170	214	44%	128	199	39%	147	210	41%	203	238	46%
		UE03	119	132	47%	120	147	45%	135	160	46%	111	132	46%	136	145	48%	147	163	47%
		UE04	123	90	58%	119	79	60%	115	85	58%	98	75	57%	106	83	56%	109	126	46%
		UE05	102	115	47%	98	117	46%	98	118	45%	88	108	45%	108	132	45%	143	119	55%
		UE06	121	61	66%	129	67	66%	139	82	63%	128	72	64%	138	69	67%	140	84	63%
		UE07	84	81	51%	100	86	54%	112	104	52%	102	104	50%	125	112	52%	130	113	53%
		UE08	83	58	59%	96	68	59%	97	73	57%	93	73	56%	90	94	49%	96	104	48%
		UE09	34	21	62%	36	35	51%	36	38	49%	31	32	49%	38	29	57%	42	31	58%
		UE10	9	15	38%	14	20	41%	17	20	46%	15	19	44%	17	20	46%	17	22	44%
	Total		**1286**	**1093**	**54%**	**1335**	**1162**	**54%**	**1317**	**1146**	**54%**	**1153**	**1044**	**53%**	**1292**	**1173**	**52%**	**1437**	**1297**	**53%**
	Technical	UE01	1	3	25%	2	3	40%	1	3	25%	0	1	0%	0	1	0%	0	3	0%
		UE02	0	1	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
		UE03	8	22	27%	3	15	17%	6	15	29%	7	12	37%	4	14	22%	3	14	18%
		UE04	12	18	40%	12	20	38%	15	18	45%	10	17	37%	11	14	44%	13	13	50%
		UE05	9	18	33%	10	16	38%	12	16	43%	11	13	46%	11	13	46%	11	13	46%
		UE06	5	11	31%	3	9	25%	4	9	31%	2	9	18%	2	9	18%	1	9	10%
		UE07	4	2	67%	4	3	57%	4	3	57%	4	4	50%	3	3	50%	3	3	50%
		UE08	0	3	0%	0	2	0%	0	2	0%	0	2	0%	1	1	50%	1	1	50%
		UE09	1	0	100%	1	0	100%	1	0	100%	0	0	0%	0	0	0%	0	0	0%
	Total		**40**	**78**	**34%**	**35**	**69**	**34%**	**43**	**66**	**39%**	**34**	**58**	**37%**	**32**	**55**	**37%**	**32**	**56**	**36%**
ISG	Professional, Admin. & Operational (PA&O)	UE01	0	1	0%	1	0	100%	1	1	50%	2	2	50%	0	2	0%	1	0	100%
		UE02	10	22	31%	8	16	33%	10	18	36%	16	14	53%	11	13	46%	9	13	41%
		UE03	25	21	54%	29	16	64%	41	19	68%	14	8	64%	18	5	78%	24	1	96%
		UE04	58	21	73%	60	22	73%	60	20	75%	51	19	73%	48	22	69%	55	24	70%
		UE05	38	34	53%	47	40	54%	46	46	50%	34	33	51%	36	45	44%	38	40	49%
		UE06	38	63	38%	39	59	40%	43	63	41%	43	62	41%	44	54	45%	56	58	49%
		UE07	63	100	39%	68	106	39%	75	111	40%	69	107	39%	76	104	42%	90	122	42%
		UE08	43	93	32%	50	97	34%	47	108	30%	42	104	29%	45	98	31%	54	108	33%
		UE09	15	23	39%	14	25	36%	13	27	33%	13	24	35%	15	27	36%	14	26	35%
		UE10	4	5	44%	4	5	44%	4	5	44%	4	5	44%	4	6	40%	4	6	40%
	Total		**294**	**383**	**43%**	**320**	**386**		**340**	**418**		**288**	**378**		**297**	**376**		**345**	**398**	
	Technical	UE02	0	1	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
	Total		**0**	**1**	**0%**	**0**	**1**	**0%**	**0**	**0**	**0%**	**0**	**0**	**0%**	**0**	**0**	**0%**	**0**	**0**	**0%**

USG	Category	UE																		
USG	Professional, Admin. & Operational (PA&O)	UE01	59	27	69%	101	37	73%	63	10	86%	27	5	84%	5	0	100%	3	1	75%
		UE02	56	19	75%	70	18	80%	71	16	82%	69	21	77%	115	27	81%	162	31	84%
		UE03	118	67	64%	131	75	64%	158	84	65%	13	4	76%	25	5	83%	95	52	65%
		UE04	52	19	73%	64	14	82%	68	13	84%	58	14	81%	81	22	79%	88	35	72%
		UE05	55	13	81%	60	15	80%	62	13	83%	57	15	79%	64	27	70%	85	25	77%
		UE06	64	25	72%	72	24	75%	83	24	78%	73	24	75%	85	24	78%	113	29	80%
		UE07	136	41	77%	145	49	75%	162	48	77%	164	47	78%	159	50	76%	178	57	76%
		UE08	59	33	64%	63	29	68%	67	28	71%	61	28	69%	62	27	70%	72	35	67%
		UE09	15	14	52%	18	16	53%	19	17	53%	18	17	51%	24	18	57%	26	13	67%
		UE10	11	9	55%	13	7	65%	13	7	65%	12	8	60%	16	6	73%	21	9	70%
	Total		**625**	**267**	**70%**	**737**	**284**	**72%**	**766**	**260**	**75%**	**552**	**183**	**75%**	**636**	**206**	**76%**	**843**	**287**	**75%**
	Technical	UE03	8	1	89%	9	1	90%	8	1	89%	6	1	86%	0	0	0%	0	0	0%
		UE06	1	1	50%	1	1	50%	1	1	50%	1	0	100%	0	0	0%	0	0	0%
		UE07	0	1	0%	0	1	0%	0	1	0%	0	0	0%	1	0	100%	1	0	100%
		UE08	1	0	100%	1	0	100%	1	0	100%	1	0	100%	0	0	0%	0	0	0%
	Total		**10**	**3**	**77%**	**11**	**3**	**79%**	**10**	**3**	**77%**	**8**	**1**	**89%**	**1**	**0**	**100%**	**1**	**0**	**100%**

5. AX2.5 PTO Staff by Contract Type and Gender

Note: Contract types at UoE are Open-Ended (OEC), Fixed-Term (FTC) and Guaranteed Hours (GHC)

Chart: Number of PTO Staff, by Contract Type and Gender
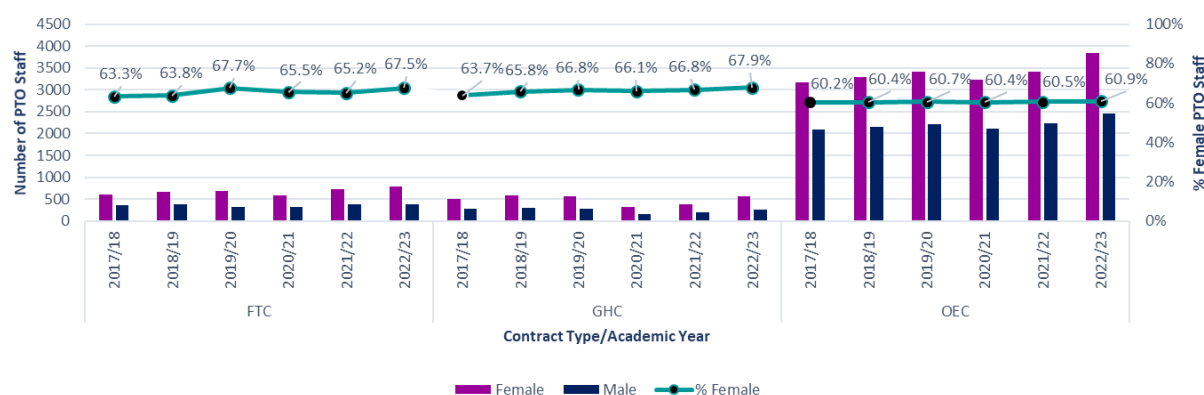
Table: Number of PTO Staff, by Contract Type and Gender

Contract Type	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	613	356	**63.3%**	669	379	**63.8%**	691	329	**67.7%**
GHC	504	287	**63.7%**	576	299	**65.8%**	572	284	**66.8%**
OEC	3175	2097	**60.2%**	3296	2160	**60.4%**	3407	2208	**60.7%**

Contract Type	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	592	312	**65.5%**	720	385	**65.2%**	794	383	**67.5%**
GHC	330	169	**66.1%**	388	193	**66.8%**	568	269	**67.9%**
OEC	3221	2108	**60.4%**	3415	2227	**60.5%**	3847	2466	**60.9%**

Table: HESA Benchmarking Data 2021/22 – Proportion of PTO Female Staff by Contract Type (Fixed-Term/ Open-Ended Contract)

HESA 2021/22 (@Jisc)	Fixed Term Contract		Open Ended Contract	
	Non-SET Cost Centres	SET Cost Centres	Non-SET Cost Centres	SET Cost Centres
National	65.5%	63.2%	61.9%	63.6%
Russell Group	65.6%	64.7%	60.9%	63.0%

Chart: Number of CAHSS PTO Staff, by Contract Type and Gender
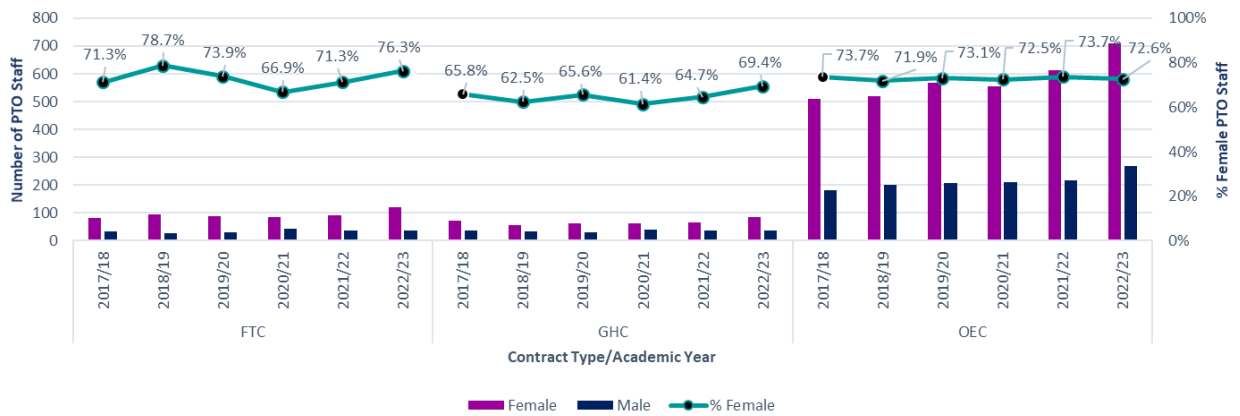
Table: Number of CAHSS PTO Staff, by Contract Type and Gender

CAHSS	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	82	33	**71.3%**	96	26	**78.7%**	88	31	**73.9%**
GHC	73	38	**65.8%**	55	33	**62.5%**	61	32	**65.6%**
OEC	509	182	**73.7%**	518	202	**71.9%**	567	209	**73.1%**

CAHSS	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	85	42	**66.9%**	92	37	**71.3%**	119	37	**76.3%**
GHC	62	39	**61.4%**	66	36	**64.7%**	84	37	**69.4%**
OEC	554	210	**72.5%**	612	218	**73.7%**	711	269	**72.6%**

Chart: Number of CMVM PTO Staff, by Contract Type and Gender
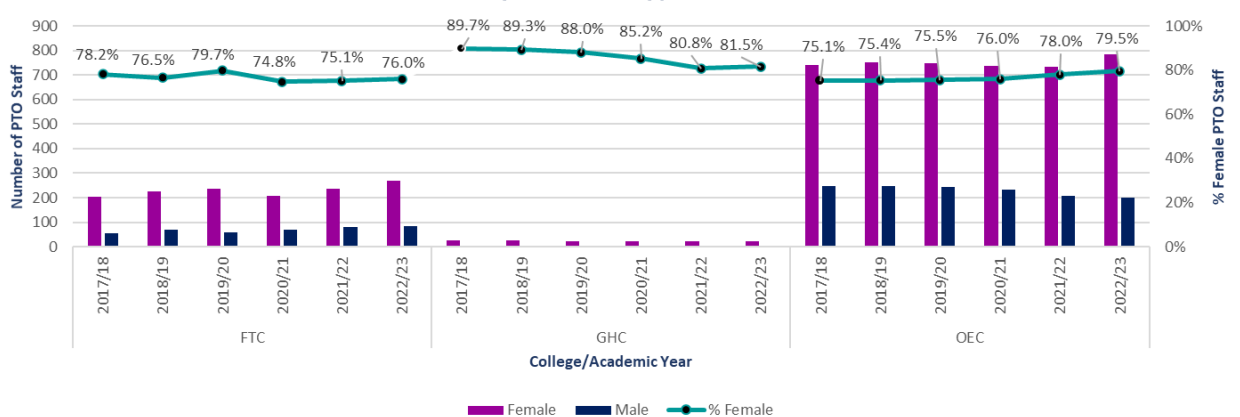
Table: Number of CMVM PTO Staff, by Contract Type and Gender

CMVM	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	204	57	**78.2%**	224	69	**76.5%**	235	60	**79.7%**
GHC	26	3	**89.7%**	25	3	**89.3%**	22	3	**88.0%**
OEC	740	246	**75.1%**	753	246	**75.4%**	747	242	**75.5%**

CMVM	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	208	70	**74.8%**	238	79	**75.1%**	269	85	**76.0%**
GHC	23	4	**85.2%**	21	5	**80.8%**	22	5	**81.5%**
OEC	736	233	**76.0%**	733	207	**78.0%**	783	202	**79.5%**

Chart: Number of CSE PTO Staff, by Contract Type and Gender
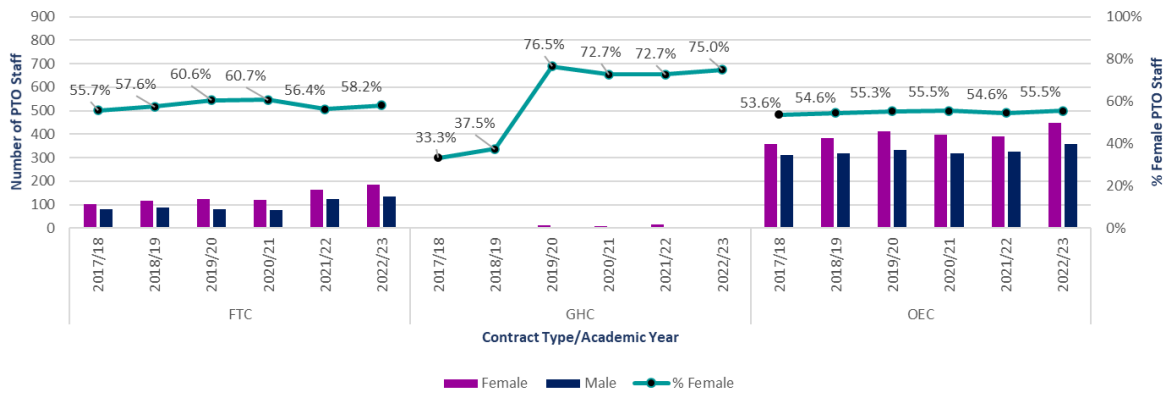
Table: Number of CSE PTO Staff, by Contract Type and Gender

CSE	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	102	81	**55.7%**	117	86	**57.6%**	123	80	**60.6%**
GHC	2	4	**33.3%**	3	5	**37.5%**	13	4	**76.5%**
OEC	358	310	**53.6%**	385	320	**54.6%**	412	333	**55.3%**

CSE	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	119	77	**60.7%**	162	125	**56.4%**	185	133	**58.2%**
GHC	8	3	**72.7%**	16	6	**72.7%**	6	2	**75.0%**
OEC	398	319	**55.5%**	392	326	**54.6%**	448	359	**55.5%**

Chart: Number of CSG PTO Staff, by Contract Type and Gender
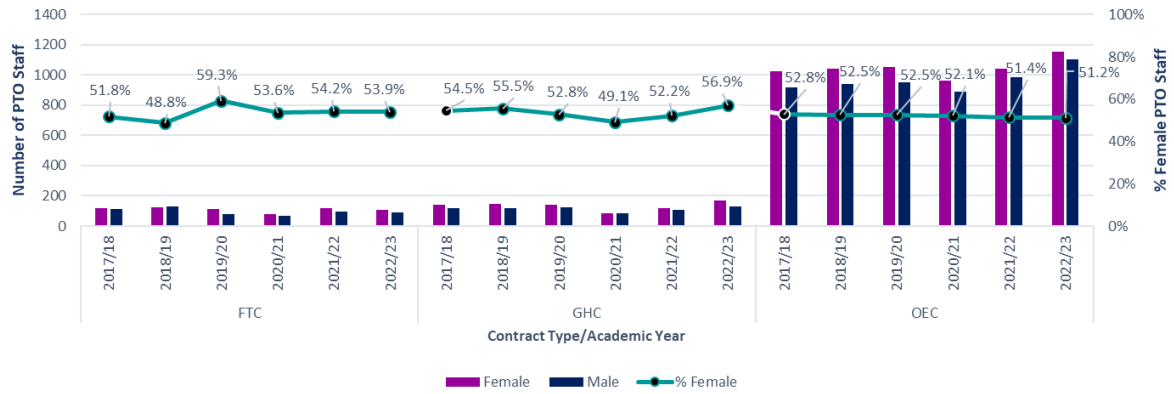
Table: Number of CSG PTO Staff, by Contract Type and Gender

CSG	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	118	110	**51.8%**	124	130	**48.8%**	115	79	**59.3%**
GHC	140	117	**54.5%**	146	117	**55.5%**	140	125	**52.8%**
OEC	1023	915	**52.8%**	1039	940	**52.5%**	1052	951	**52.5%**

CSG	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	81	70	**53.6%**	116	98	**54.2%**	104	89	**53.9%**
GHC	83	86	**49.1%**	118	108	**52.2%**	169	128	**56.9%**
OEC	964	887	**52.1%**	1043	988	**51.4%**	1157	1104	**51.2%**

Chart: Number of ISG PTO Staff, by Contract Type and Gender
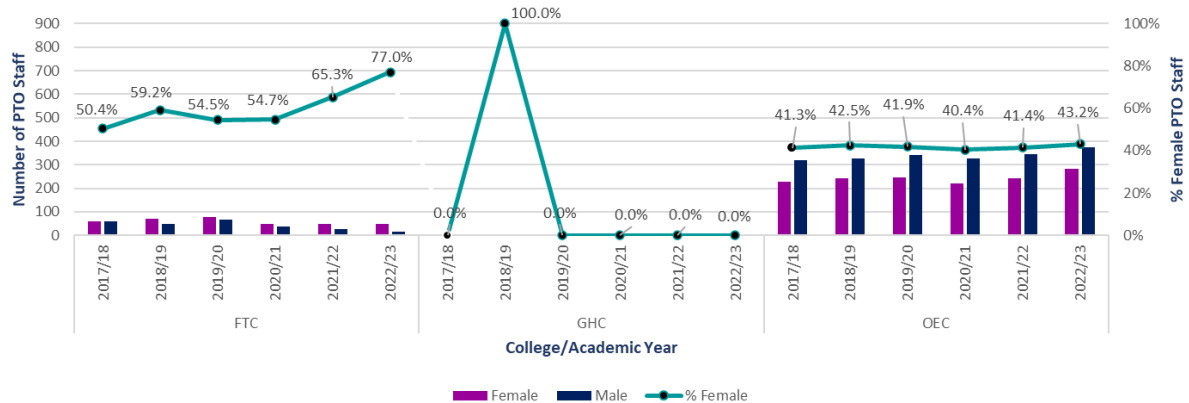
Table: Number of ISG PTO Staff, by Contract Type and Gender

ISG	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	59	58	50.4%	71	49	59.2%	79	66	54.5%
GHC	0	0	0.0%	1	0	100.0%	0	0	0.0%
OEC	226	321	41.3%	241	326	42.5%	247	343	41.9%

ISG	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	47	39	54.7%	47	25	65.3%	47	14	77.0%
GHC	0	0	0.0%	0	0	0.0%	0	0	0.0%
OEC	222	327	40.4%	244	345	41.4%	284	374	43.2%

Chart: Number of USG PTO Staff, by Contract Type and Gender
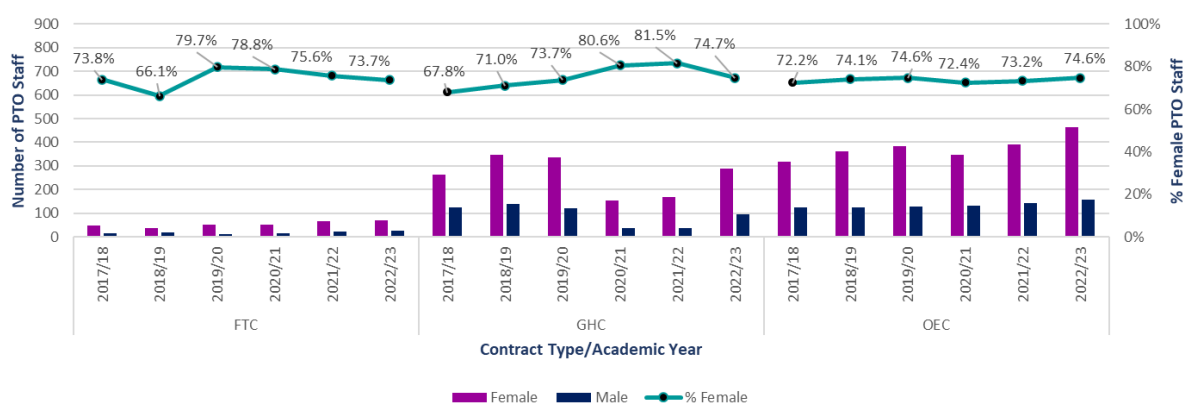
Table: Number of USG PTO Staff, by Contract Type and Gender

USG	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	48	17	73.8%	37	19	66.1%	51	13	79.7%
GHC	263	125	67.8%	346	141	71.0%	336	120	73.7%
OEC	319	123	72.2%	360	126	74.1%	382	130	74.6%

USG	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC	52	14	78.8%	65	21	75.6%	70	25	73.7%
GHC	154	37	80.6%	167	38	81.5%	287	97	74.7%
OEC	347	132	72.4%	391	143	73.2%	464	158	74.6%

Table: Number of PTO Staff, by College, Grade, Contract Type and Gender

UoE PTO Staff			2017/18			2018/19			2019/20			2020/21			2021/22			2022/23		
College /PSG	Contract Function	UE Grade	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
CAHSS	Fixed Term (FTC)	UE01	1	4	20%	1	7	13%	4	4	50%	2	3	40%	0	0	0%	0	0	0%
		UE03	5	2	71%	13	2	87%	5	0	100%	5	3	63%	6	2	75%	10	5	67%
		UE04	21	8	72%	19	5	79%	15	5	75%	12	9	57%	12	11	50%	21	5	81%
		UE05	24	7	77%	33	0	100%	32	4	89%	29	8	78%	37	6	86%	43	6	88%
		UE06	14	7	67%	11	4	73%	10	9	53%	18	9	67%	17	8	68%	21	7	75%
		UE07	12	2	86%	11	5	69%	10	7	59%	7	6	54%	12	5	71%	15	7	68%
		UE08	5	2	71%	7	2	78%	10	2	83%	9	3	75%	7	3	70%	4	2	67%
		UE09	0	1	0%	1	1	50%	1	0	100%	2	1	67%	1	1	50%	4	3	57%
		UE10	0	0	0%	0	0	0%	1	0	100%	1	0	100%	0	1	0%	1	2	33%
	Total		**82**	**33**	**71%**	**96**	**26**	**79%**	**88**	**31**	**74%**	**85**	**42**	**67%**	**92**	**37**	**71%**	**119**	**37**	**76%**
	Guaranteed Hours (GHC)	UE02	4	3	57%	6	3	67%	4	1	80%	2	1	67%	1	1	50%	2	2	50%
		UE03	48	23	68%	37	18	67%	42	22	66%	29	16	64%	42	23	62%	57	20	74%
		UE04	7	5	58%	2	5	29%	10	4	71%	12	5	71%	7	3	70%	6	5	55%
		UE05	9	3	75%	4	6	40%	1	2	33%	7	2	78%	10	3	77%	12	6	67%
		UE06	5	4	56%	5	1	83%	4	3	57%	5	3	63%	3	2	60%	3	3	50%
		UE07	0	0	0%	1	0	100%	0	0	0%	7	12	37%	3	4	43%	4	1	80%
	Total		**73**	**38**	**66%**	**55**	**33**	**63%**	**61**	**32**	**66%**	**62**	**39**	**61%**	**66**	**36**	**65%**	**84**	**37**	**69%**
	Open Ended (OEC)	UE03	19	3	86%	18	1	95%	20		100%	18		100%	11	1	92%	11	4	73%
		UE04	117	30	80%	121	38	76%	129	37	78%	113	28	80%	109	26	81%	111	41	73%
		UE05	161	33	83%	160	34	82%	184	37	83%	189	44	81%	169	46	79%	204	53	79%
		UE06	108	55	66%	107	67	61%	116	70	62%	116	72	62%	184	79	70%	229	97	70%
		UE07	67	43	61%	67	44	60%	70	45	61%	69	49	58%	85	46	64%	95	49	66%
		UE08	25	13	66%	32	13	71%	37	14	73%	40	11	78%	44	13	77%	43	18	70%
		UE09	10	3	77%	11	3	79%	9	4	69%	6	4	60%	7	6	54%	13	6	68%
		UE10	2	2	50%	2	2	50%	2	2	50%	3	2	60%	3	1	75%	5	1	83%
	Total		**509**	**182**	**74%**	**518**	**202**	**72%**	**567**	**209**	**73%**	**554**	**210**	**73%**	**612**	**218**	**74%**	**711**	**269**	**73%**

CMVM		UE																		
CMVM	Fixed Term (FTC)	UE01	3	5	38%	4	3	57%	3	3	50%	0	2	0%	1	1	50%	0	2	0%
		UE02	1	0	100%	0	0	0%	0	0	0%	0	0	0%	1	0	100%	1	0	100%
		UE03	29	7	81%	27	9	75%	20	5	80%	19	8	70%	18	8	69%	9	6	60%
		UE04	15	5	75%	20	6	77%	22	5	81%	17	3	85%	14	5	74%	14	4	78%
		UE05	63	12	84%	70	17	80%	77	14	85%	56	14	80%	67	20	77%	56	18	75%
		UE06	54	9	86%	62	9	87%	64	10	86%	52	14	79%	64	9	88%	101	16	86%
		UE07	29	16	64%	27	18	60%	31	14	69%	45	23	66%	49	24	67%	64	29	69%
		UE08	9	2	82%	12	4	75%	14	7	67%	15	5	75%	21	11	66%	21	9	70%
		UE09	1	1	50%	2	1	67%	3	0	100%	3	0	100%	2	0	100%	2	0	100%
		UE10	0	0	0%	0	2	0%	1	2	33%	1	1	50%	1	1	50%	1	1	50%
	Total		**204**	**57**	**78%**	**224**	**69**	**77%**	**235**	**60**	**80%**	**208**	**70**	**75%**	**238**	**79**	**75%**	**269**	**85**	**76%**
	Guaranteed Hours (GHC)	UE03	7	1	88%	6	1	86%	7	1	88%	7	2	78%	6	2	75%	5	2	71%
		UE04	1	0	100%	0	0	0%	1	0	100%	3	0	100%	4	1	80%	2	0	100%
		UE05	10	1	91%	13	0	100%	13	0	100%	12	0	100%	10	0	100%	0	0	0%
		UE06	1	0	100%	1	0	100%	0	0	0%	0	0	0%	0	1	0%	14	2	88%
		UE07	6	1	86%	4	1	80%	1	1	50%	1	0	100%	1	0	100%	1	0	100%
		UE08	1	0	100%	1	0	100%	0	0	0%	0	1	0%	0	0	0%	0	0	0%
		UE09	0	0	0%	0	1	0%	0	1	0%	0	1	0%	0	1	0%	0	1	0%
	Total		**26**	**3**	**90%**	**25**	**3**	**89%**	**22**	**3**	**88%**	**23**	**4**	**85%**	**21**	**5**	**81%**	**22**	**5**	**82%**
	Open Ended (OEC)	UE01	3	0	100%	4	0	100%	2	0	100%	2	0	100%	3	1	75%	2	0	100%
		UE02	4	0	100%	4	0	100%	2	0	100%	0	0	0%	2	0	100%	0	0	0%
		UE03	55	10	85%	50	9	85%	49	7	88%	50	6	89%	43	7	86%	24	3	89%
		UE04	80	31	72%	81	29	74%	73	33	69%	71	37	66%	63	24	72%	58	22	73%
		UE05	227	35	87%	231	36	87%	228	37	86%	232	34	87%	241	34	87%	209	35	86%
		UE06	141	50	74%	149	45	77%	153	45	77%	147	41	78%	153	33	82%	240	36	87%
		UE07	153	65	70%	149	76	66%	157	71	69%	150	66	69%	148	65	69%	149	61	71%
		UE08	62	40	61%	68	35	66%	67	34	66%	67	34	66%	56	34	62%	74	34	69%
		UE09	10	9	53%	14	12	54%	14	11	56%	16	11	59%	22	7	76%	24	7	77%
		UE10	5	6	45%	3	4	43%	2	4	33%	1	4	20%	2	2	50%	3	4	43%
	Total		**740**	**246**	**75%**	**753**	**246**	**75%**	**747**	**242**	**76%**	**736**	**233**	**76%**	**733**	**207**	**78%**	**783**	**202**	**80%**

CSE	Fixed Term (FTC)	UE01	0	0	0%	0	0	0%	0	0	0%	1	0	100%	0	1	0%	1	3	25%
		UE02	2	0	100%	2	1	67%	0	2	0%	3	9	25%	6	11	35%	7	5	58%
		UE03	4	4	50%	9	4	69%	17	6	74%	10	9	53%	26	38	41%	30	41	42%
		UE04	9	6	60%	6	2	75%	6	3	67%	7	3	70%	6	10	38%	11	6	65%
		UE05	25	10	71%	25	12	68%	18	11	62%	12	11	52%	34	10	77%	29	11	73%
		UE06	24	23	51%	32	14	70%	34	11	76%	37	8	82%	42	15	74%	44	19	70%
		UE07	24	22	52%	18	32	36%	20	30	40%	26	24	52%	27	23	54%	38	27	58%
		UE08	10	12	45%	18	17	51%	22	11	67%	18	8	69%	13	10	57%	17	12	59%
		UE09	3	3	50%	6	3	67%	5	5	50%	4	4	50%	6	5	55%	6	5	55%
		UE10	1	1	50%	1	1	50%	1	1	50%	1	1	50%	2	2	50%	2	4	33%
	Total		**102**	**81**	**56%**	**117**	**86**	**58%**	**123**	**80**	**61%**	**119**	**77**	**61%**	**162**	**125**	**56%**	**185**	**133**	**58%**
	Guaranteed Hours (GHC)	UE02	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	2	0	100%
		UE03	0	0	0%	0	1	0%	8	2	80%	6	1	86%	12	6	67%	2	0	100%
		UE04	0	0	0%	1	0	100%	1	2	33%	0	0	0%	0	0	0%	1	2	33%
		UE05	1	2	33%	1	3	25%	1	0	100%	1	0	100%	4	0	100%	0	0	0%
		UE06	1	2	33%	1	1	50%	3	0	100%	1	2	33%	0	0	0%	0	0	0%
		UE08	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	0	100%
	Total		**2**	**4**	**33%**	**3**	**5**	**38%**	**13**	**4**	**77%**	**8**	**3**	**73%**	**16**	**6**	**73%**	**6**	**2**	**75%**
	Open Ended (OEC)	UE03	11	10	52%	13	7	65%	11	6	65%	9	6	60%	7	5	58%	6	3	67%
		UE04	44	19	70%	45	25	64%	48	22	69%	43	22	66%	29	18	62%	31	15	67%
		UE05	119	33	78%	116	38	75%	121	39	76%	114	36	76%	106	39	73%	124	40	76%
		UE06	69	74	48%	81	69	54%	86	72	54%	85	71	54%	99	76	56%	116	91	56%
		UE07	76	89	46%	84	99	46%	93	102	48%	94	95	50%	91	89	51%	106	104	50%
		UE08	24	64	27%	29	57	34%	34	64	35%	37	62	37%	39	68	36%	42	74	36%
		UE09	13	15	46%	15	17	47%	17	22	44%	13	22	37%	18	25	42%	18	25	42%
		UE10	2	6	25%	2	8	20%	2	6	25%	3	5	38%	3	6	33%	5	7	42%
	Total		**358**	**310**	**54%**	**385**	**320**	**55%**	**412**	**333**	**55%**	**398**	**319**	**56%**	**392**	**326**	**55%**	**448**	**359**	**56%**

Table: Number of PTO Staff, by Professional Service Group, Grade, Contract Type and Gender

CSG	Contract	Grade	M	F	%	M	F	%	M	F	%	M	F	%	M	F	%	M	F	%
CSG	Fixed Term (FTC)	UE01	34	49	41%	26	66	28%	4	11	27%	1	3	25%	25	33	43%	19	31	38%
		UE02	7	13	35%	7	6	54%	1	0	100%	0	0	0%	4	2	67%	5	9	36%
		UE03	21	9	70%	21	11	66%	11	3	79%	6	1	86%	26	13	67%	26	11	70%
		UE04	6	10	38%	5	7	42%	8	5	62%	4	2	67%	4	2	67%	5	5	50%
		UE05	12	1	92%	10	7	59%	9	6	60%	5	6	45%	8	6	57%	8	5	62%
		UE06	12	7	63%	10	3	77%	16	10	62%	17	9	65%	10	7	59%	16	7	70%
		UE07	10	10	50%	18	10	64%	31	25	55%	25	26	49%	23	23	50%	14	10	58%
		UE08	14	10	58%	15	12	56%	24	13	65%	18	16	53%	15	10	60%	9	10	47%
		UE09	2	1	67%	12	7	63%	11	5	69%	5	6	45%	1	1	50%	2	0	100%
		UE10	0	0	0%	0	1	0%	0	1	0%	0	1	0%	0	1	0%	0	1	0%
	Total		**118**	**110**	**52%**	**124**	**130**	**49%**	**115**	**79**	**59%**	**81**	**70**	**54%**	**116**	**98**	**54%**	**104**	**89**	**54%**
	Guaranteed Hours (GHC)	UE01	30	36	45%	28	29	49%	18	32	36%	10	26	28%	17	27	39%	16	35	31%
		UE02	92	58	61%	92	65	59%	87	67	56%	44	38	54%	70	56	56%	106	65	62%
		UE03	14	17	45%	22	15	59%	29	17	63%	25	15	63%	26	18	59%	34	9	79%
		UE04	4	1	80%	4	2	67%	5	5	50%	4	4	50%	5	4	56%	13	16	45%
		UE05	0	0	0%	0	2	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
		UE06	0	3	0%	0	3	0%	1	3	25%	0	3	0%	0	3	0%	0	3	0%
		UE07	0	1	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
		UE10	0	1	0%	0	1	0%	0	1	0%	0	0	0%	0	0	0%	0	0	0%
	Total		**140**	**117**	**55%**	**146**	**117**	**56%**	**140**	**125**	**53%**	**83**	**86**	**49%**	**118**	**108**	**52%**	**169**	**128**	**57%**
	Open Ended	UE01	379	213	64%	385	229	63%	377	211	64%	345	200	63%	345	220	61%	373	234	61%
		UE02	59	145	29%	73	141	34%	79	140	36%	64	135	32%	70	148	32%	84	162	34%
		UE03	87	125	41%	74	129	36%	88	132	40%	83	117	42%	74	123	38%	81	149	35%
		UE04	122	90	58%	118	85	58%	116	92	56%	96	84	53%	103	88	54%	103	114	47%
		UE05	94	127	43%	95	122	44%	98	126	44%	91	114	44%	110	138	44%	143	126	53%
		UE06	106	62	63%	117	65	64%	121	72	63%	110	66	63%	125	66	65%	123	79	61%
		UE07	70	71	50%	73	75	49%	73	78	48%	74	79	48%	101	86	53%	117	99	54%
		UE08	66	49	57%	69	51	58%	64	53	55%	67	53	56%	67	78	46%	79	91	46%
		UE09	31	19	62%	21	25	46%	21	29	42%	21	23	48%	33	24	58%	39	29	57%
		UE10	9	14	39%	14	18	44%	15	18	45%	13	16	45%	15	17	47%	15	21	42%
	Total		**1023**	**915**	**53%**	**1039**	**940**	**53%**	**1052**	**951**	**53%**	**964**	**887**	**52%**	**1043**	**988**	**51%**	**1157**	**1104**	**51%**

ISG	Fixed Term (FTC)	UE01	0	1	0%	1	0	100%	1	1	50%	2	2	50%	0	2	0%	1	0	100%
		UE02	3	3	50%	1	0	100%	1	1	50%	0	1	0%	2	1	67%	2	2	50%
		UE03	18	19	49%	23	13	64%	37	18	67%	11	5	69%	13	4	76%	17	1	94%
		UE04	9	4	69%	2	4	33%	0	1	0%	2	2	50%	3	1	75%	3	0	100%
		UE05	5	5	50%	11	6	65%	12	6	67%	6	1	86%	6	4	60%	6	1	86%
		UE06	3	11	21%	5	7	42%	6	11	35%	8	8	50%	9	3	75%	8	3	67%
		UE07	13	9	59%	16	13	55%	12	20	38%	11	15	42%	11	7	61%	10	7	59%
		UE08	6	5	55%	11	5	69%	9	7	56%	6	5	55%	3	3	50%	0	0	0%
		UE09	2	1	67%	1	1	50%	1	1	50%	1	0	100%	0	0	0%	0	0	0%
	Total		**59**	**58**	**50%**	**71**	**49**	**59%**	**79**	**66**	**55%**	**47**	**39**	**55%**	**47**	**25**	**65%**	**47**	**14**	**77%**
	GHC	UE05	0	0	0%	1	0	100%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
	Total		**0**	**0**	**0%**	**1**	**0**	**100%**	**0**	**0**	**0%**	**0**	**0**	**0%**	**0**	**0**	**0%**	**0**	**0**	**0%**
	Open Ended (OEC)	UE02	7	20	26%	7	17	29%	9	17	35%	8	13	38%	9	12	43%	7	11	39%
		UE03	5	1	83%	6	2	75%	3	1	75%	3	1	75%	5		100%	7		100%
		UE04	47	17	73%	56	18	76%	56	19	75%	45	15	75%	45	21	68%	52	24	68%
		UE05	33	29	53%	35	34	51%	33	40	45%	27	32	46%	28	40	41%	29	37	44%
		UE06	35	51	41%	33	50	40%	35	51	41%	34	53	39%	34	51	40%	44	55	44%
		UE07	49	91	35%	51	87	37%	60	88	41%	56	91	38%	62	96	39%	75	111	40%
		UE08	33	85	28%	36	89	29%	35	96	27%	33	93	26%	42	92	31%	53	104	34%
		UE09	13	22	37%	13	24	35%	12	26	32%	12	24	33%	15	27	36%	13	26	33%
		UE10	4	5	44%	4	5	44%	4	5	44%	4	5	44%	4	6	40%	4	6	40%
	Total		**226**	**321**	**41%**	**241**	**326**	**43%**	**247**	**343**	**42%**	**222**	**327**	**40%**	**244**	**345**	**41%**	**284**	**374**	**43%**
USG	Fixed Term (FTC)	UE01	1	1	50%	2	1	67%	3	0	100%	0	0	0%	0	0	0%	2	1	67%
		UE02	0	0	0%	0	0	0%	0	0	0%	0	1	0%	0	0	0%	0	0	0%
		UE03	3	0	100%	2	0	100%	3	1	75%	4	2	67%	9	2	82%	11	4	73%
		UE04	7	1	88%	8	1	89%	9	0	100%	7	1	88%	10	2	83%	7	3	70%
		UE05	6	2	75%	5	3	63%	6	1	86%	7	0	100%	15	8	65%	14	2	88%
		UE06	12	5	71%	8	4	67%	9	4	69%	12	2	86%	15	2	88%	15	4	79%
		UE07	13	5	72%	6	8	43%	15	6	71%	15	7	68%	12	6	67%	14	6	70%
		UE08	2	2	50%	3	2	60%	4	1	80%	5	1	83%	2	1	67%	4	4	50%
		UE09	2	0	100%	1	0	100%	1	0	100%	1	0	100%	1	0	100%	1	0	100%
		UE10	2	1	67%	2	0	100%	1	0	100%	1	0	100%	1	0	100%	2	1	67%
	Total		**48**	**17**	**74%**	**37**	**19**	**66%**	**51**	**13**	**80%**	**52**	**14**	**79%**	**65**	**21**	**76%**	**70**	**25**	**74%**

USG	Guaranteed Hours (GHC)	UE01	58	26	69%	99	36	73%	60	10	86%	27	5	84%	5	0	100%	1	0	100%
		UE02	56	19	75%	70	18	80%	71	16	82%	69	20	78%	115	27	81%	162	31	84%
		UE03	103	68	60%	122	74	62%	145	82	64%	2	2	50%	5	1	83%	73	47	61%
		UE04	5	3	63%	6	3	67%	5	3	63%	4	3	57%	3	3	50%	16	14	53%
		UE05	8	1	89%	8	0	100%	11	0	100%	10	1	91%	9	2	82%	10	0	100%
		UE06	0	0	0%	0	0	0%	0	0	0%	1	0	100%	0	1	0%	0	1	0%
		UE07	30	7	81%	37	9	80%	40	8	83%	37	5	88%	24	3	89%	20	3	87%
		UE08	0	0	0%	0	0	0%	0	0	0%	0	0	0%	1	0	100%	0	0	0%
		UE10	3	1	75%	4	1	80%	4	1	80%	4	1	80%	5	1	83%	5	1	83%
	Total		**311**	**142**	**68%**	**383**	**160**	**71%**	**387**	**133**	**74%**	**206**	**51**	**81%**	**232**	**59**	**82%**	**357**	**122**	**75%**
	Open Ended (OEC)	UE03	20		100%	16	2	89%	18	2	90%	13	1	93%	11	2	85%	11	1	92%
		UE04	40	15	73%	50	10	83%	54	10	84%	47	10	82%	68	17	80%	65	18	78%
		UE05	40	10	80%	45	12	79%	44	12	79%	39	14	74%	40	15	73%	57	23	71%
		UE06	52	20	72%	64	20	76%	72	21	77%	59	22	73%	66	21	76%	90	23	80%
		UE07	90	28	76%	102	33	76%	107	35	75%	110	35	76%	122	41	75%	137	45	75%
		UE08	58	29	67%	60	27	69%	62	27	70%	55	26	68%	54	26	68%	66	30	69%
		UE09	13	14	48%	16	16	50%	17	17	50%	17	17	50%	20	16	56%	25	12	68%
		UE10	6	7	46%	7	6	54%	8	6	57%	7	7	50%	10	5	67%	13	6	68%
	Total		**633**	**266**	**72%**	**747**	**287**	**74%**	**773**	**264**	**75%**	**557**	**184**	**72%**	**628**	**203**	**73%**	**826**	**281**	**75%**

6. AX2.6 Applications, Shortlist and Appointments Made in Recruitment to Academic Posts by Grade and Gender

Note: Recruitment data is not available for 2020/21, due to a recruitment freeze in response to the COVID-19 pandemic. In 2021/22, migration to 'People and Money' (P&M) temporarily disrupted validity and reliability of reporting; from 2022/23 disclosure of gender in recruitment is no longer mandatory, or binary.

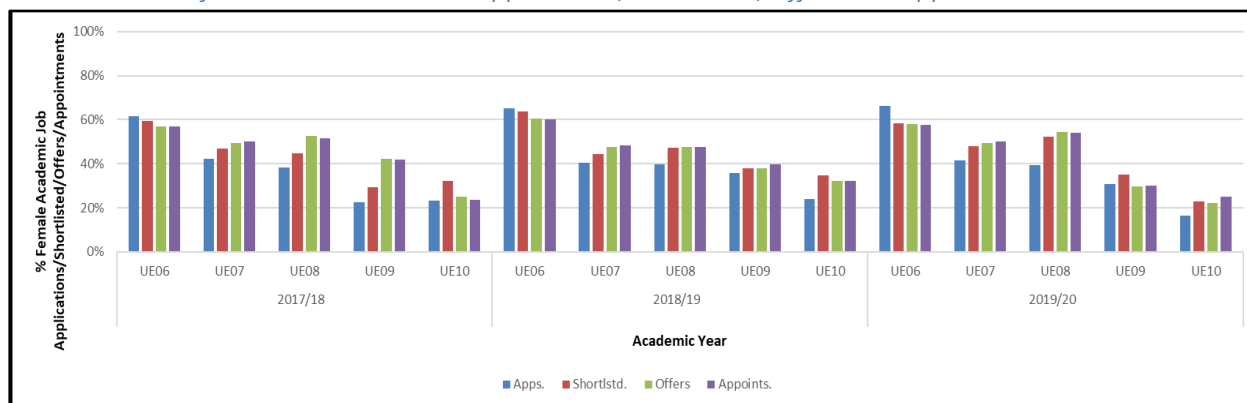*Chart: Number of Female Academic Job Applications, Shortlisted, Offers and Appointments 2017-2020*

Chart: Number of Female Academic Job Applications, Shortlisted, Offers and Appointments 2020-2023
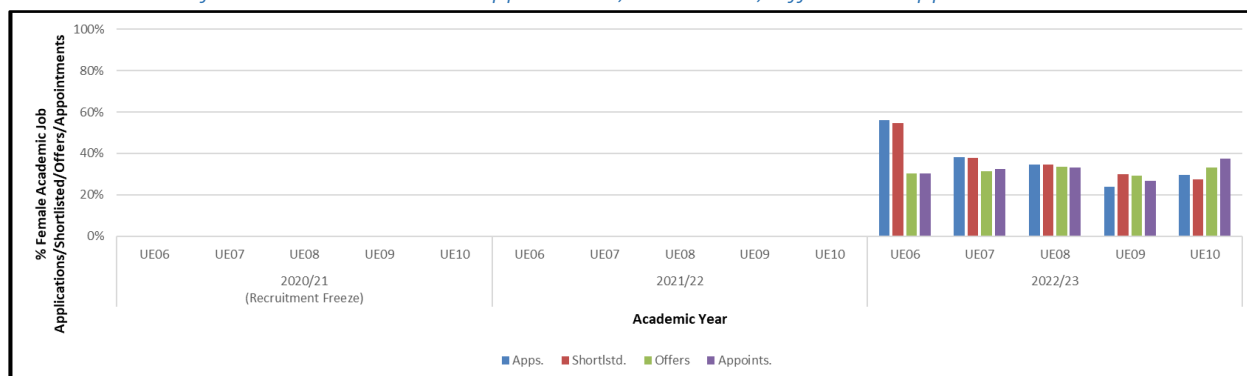

Table: Academic Applications, Shortlisted, Offers and Appointments by Gender 2017/18

2017/18	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	1124	701	61.6%	232	159	59.3%	145	110	56.9%	143	109	56.7%
UE07	3615	4939	42.3%	962	1096	46.7%	469	479	49.5%	442	443	49.9%
UE08	1406	2255	38.4%	323	398	44.8%	139	126	52.5%	129	121	51.6%
UE09	196	676	22.5%	41	99	29.3%	22	30	42.3%	21	29	42.0%
UE10	41	136	23.2%	18	38	32.1%	9	27	25.0%	8	26	23.5%
Total	6382	8707	42.3%	1576	1790	46.8%	784	772	50.4%	743	728	50.5%

Table: Academic Applications, Shortlisted, Offers and Appointments by Gender 2018/19

2018/19	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	1750	932	65.2%	320	181	63.9%	182	119	60.5%	178	118	60.1%
UE07	3623	5305	40.6%	854	1067	44.5%	423	465	47.6%	403	434	48.1%
UE08	1840	2774	39.9%	369	412	47.2%	142	157	47.5%	138	151	47.8%
UE09	529	942	36.0%	65	107	37.8%	24	39	38.1%	23	35	39.7%
UE10	43	136	24.0%	19	36	34.5%	9	19	32.1%	9	19	32.1%
Total	**7785**	**10089**	**43.6%**	**1627**	**1803**	**47.4%**	**780**	**799**	**49.4%**	**751**	**757**	**49.8%**

Table: Academic Applications, Shortlisted, Offers and Appointments by Gender 2019/20

2019/20	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	1695	861	66.3%	287	204	58.5%	182	131	58.1%	175	129	57.6%
UE07	3439	4853	41.5%	892	961	48.1%	402	411	49.4%	381	380	50.1%
UE08	1514	2317	39.5%	307	279	52.4%	147	123	54.4%	138	118	53.9%
UE09	780	1764	30.7%	81	149	35.2%	26	62	29.5%	25	58	30.1%
UE10	20	101	16.5%	8	27	22.9%	4	14	22.2%	4	12	25.0%
Total	**7448**	**9896**	**42.9%**	**1575**	**1620**	**49.3%**	**761**	**741**	**50.7%**	**723**	**697**	**50.9%**

Note: Recruitment data is not available for 2020/21 as stated at the start of this section.

Table: Academic Applications, Shortlisted, Offers and Appointments by Gender 2022/23

2022/23	Applications					Shortlisted					Offers					Appointments				
	Female	Male	Other	*PNTS	% Female	Female	Male	Other	*PNTS	% Female	Female	Male	Other	*PNTS	% Female	Female	Male	Other	*PNTS	% Female
UE06	4222	2621	95	568	**56.2%**	336	168	6	107	**54.5%**	194	237	10	197	**30.4%**	178	217	9	185	**30.2%**
UE07	5043	7153	96	888	**38.3%**	650	774	10	291	**37.7%**	186	179	3	226	**31.3%**	171	146	3	208	**32.4%**
UE08	2719	4087	69	980	**34.6%**	275	319	5	194	**34.7%**	76	62	0	89	**33.5%**	69	54	0	84	**33.3%**
UE09	334	933	14	124	**23.8%**	56	98	0	32	**30.1%**	10	12	0	12	**29.4%**	8	11	0	11	**26.7%**
UE10	105	207	4	38	**29.7%**	12	24	0	8	**27.3%**	4	3	0	5	**33.3%**	3	1	0	4	**37.5%**
Total	12423	15001	278	2598	**41.0%**	1329	1383	21	632	**39.5%**	470	493	13	529	**31.2%**	429	429	12	492	**31.5%**

7. AX2.7 Applications, Shortlist and Appointments Made in Recruitment to PTO Posts by Grade and Gender

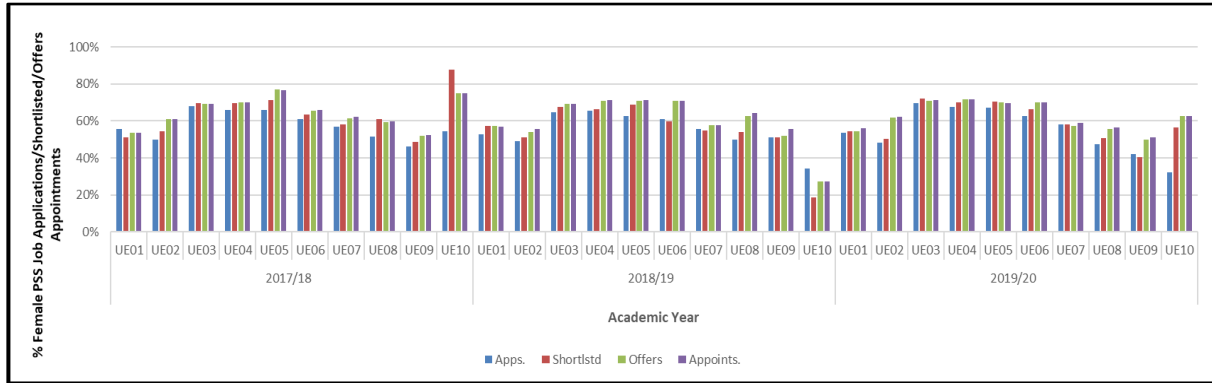*Chart: Number of Female PTO Job Applications, Shortlisted, Offers and Appointments 2017-2020*

Chart: Number of Female PTO Job Applications, Shortlisted, Offers and Appointments 2020-2023
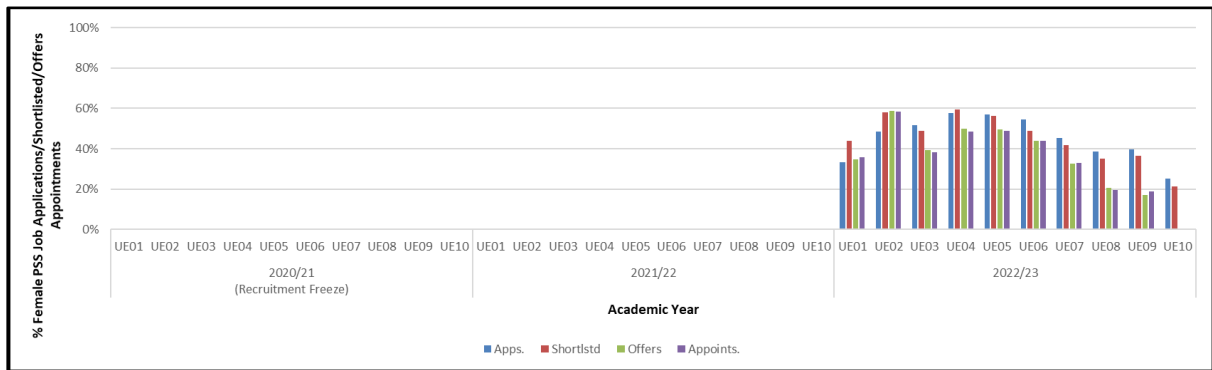

Table: PTO Staff Applications, Shortlisted, Offers and Appointments by Gender 2017/18

2017/18	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE01	1106	880	55.7%	473	452	51.1%	291	253	53.5%	269	233	53.6%
UE02	802	801	50.0%	362	304	54.4%	194	124	61.0%	182	117	60.9%
UE03	2527	1195	67.9%	853	376	69.4%	354	159	69.0%	344	154	69.1%
UE04	5713	2938	66.0%	989	429	69.7%	252	108	70.0%	235	101	69.9%
UE05	5866	3035	65.9%	1180	477	71.2%	369	110	77.0%	345	105	76.7%
UE06	3402	2172	61.0%	698	401	63.5%	205	108	65.5%	195	101	65.9%
UE07	2000	1513	56.9%	522	375	58.2%	183	116	61.2%	170	104	62.0%
UE08	1090	1032	51.4%	329	212	60.8%	97	66	59.5%	90	61	59.6%
UE09	298	347	46.2%	68	72	48.6%	25	23	52.1%	23	21	52.3%
UE10	60	50	54.5%	14	2	87.5%	6	2	75.0%	6	2	75.0%
Total	22864	13963	62.1%	5488	3100	63.9%	1976	1069	64.9%	1859	999	65.0%

Table: PTO Staff Applications, Shortlisted, Offers and Appointments by Gender 2018/19

2018/19	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE01	834	744	52.9%	422	316	57.2%	266	200	57.1%	261	199	56.7%
UE02	700	733	48.8%	262	250	51.2%	137	116	54.2%	132	106	55.5%
UE03	2230	1228	64.5%	746	359	67.5%	288	129	69.1%	278	123	69.3%
UE04	5446	2876	65.4%	918	464	66.4%	248	102	70.9%	235	94	71.4%
UE05	4736	2827	62.6%	1017	460	68.9%	353	144	71.0%	341	138	71.2%
UE06	3622	2301	61.2%	730	496	59.5%	225	92	71.0%	218	89	71.0%
UE07	2052	1633	55.7%	541	445	54.9%	176	129	57.7%	165	121	57.7%
UE08	943	954	49.7%	262	225	53.8%	95	57	62.5%	93	52	64.1%
UE09	260	250	51.0%	78	75	51.0%	25	23	52.1%	25	20	55.6%
UE10	42	81	34.1%	3	13	18.8%	3	8	27.3%	3	8	27.3%
Total	20865	13627	60.5%	4979	3103	61.6%	1816	1000	64.5%	1751	950	64.8%

Table: PTO Staff Applications, Shortlisted, Offers and Appointments by Gender 2019/20

2019/20	Applications			Shortlisted			Offers			Appointments		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE01	396	342	53.7%	161	135	54.4%	82	69	54.3%	78	61	56.1%
UE02	431	464	48.2%	152	151	50.2%	107	66	61.8%	104	63	62.3%
UE03	1940	855	69.4%	511	200	71.9%	260	106	71.0%	259	105	71.2%
UE04	4915	2374	67.4%	609	260	70.1%	197	78	71.6%	193	77	71.5%
UE05	6734	3308	67.1%	938	395	70.4%	298	128	70.0%	291	127	69.6%
UE06	3578	2145	62.5%	632	323	66.2%	198	84	70.2%	191	82	70.0%
UE07	2545	1840	58.0%	566	406	58.2%	178	132	57.4%	172	121	58.7%
UE08	734	821	47.2%	218	212	50.7%	70	56	55.6%	69	53	56.6%
UE09	176	241	42.2%	80	119	40.2%	20	20	50.0%	20	19	51.3%
UE10	52	109	32.3%	9	7	56.3%	5	3	62.5%	5	3	62.5%
Total	21501	12499	63.2%	3876	2208	63.7%	1415	742	65.6%	1382	711	66.0%

Note: Recruitment data is not available for 2020/21 as stated at the start of this section.

Table: PTO Staff Applications, Shortlisted, Offers and Appointments by Gender 2022/23

2022/23	Applications					Shortlisted					Offers					Appointments				
	Female	Male	Other	*PNTS	% Female	Female	Male	Other	*PNTS	% Female	Female	Male	Other	*PNTS	% Female	Female	Male	Other	*PNTS	% Female
UE01	418	706	10	123	33.3%	71	73	2	15	44.1%	39	25	0	48	34.8%	38	20	0	48	35.8%
UE02	1381	1231	68	171	48.4%	256	121	14	50	58.0%	185	64	9	57	58.7%	178	60	9	57	58.6%
UE03	2597	1873	169	385	51.7%	406	253	19	153	48.9%	179	141	7	127	39.4%	163	135	6	120	38.4%
UE04	5866	3348	203	735	57.8%	699	283	17	180	59.3%	180	82	2	97	49.9%	165	80	2	94	48.4%
UE05	8647	5182	203	1139	57.0%	1092	434	22	387	56.4%	271	87	5	184	49.5%	257	84	5	178	49.0%
UE06	9588	6058	200	1717	54.6%	825	388	21	456	48.8%	221	85	7	190	43.9%	211	81	5	185	43.8%
UE07	4383	4293	60	916	45.4%	479	342	8	319	41.7%	130	70	0	199	32.6%	126	63	0	193	33.0%
UE08	1506	1934	9	444	38.7%	161	134	1	164	35.0%	34	28	0	103	20.6%	31	27	0	99	19.7%
UE09	328	370	2	124	39.8%	42	25	0	48	36.5%	6	2	0	27	17.1%	6	1	0	25	18.8%
UE10	28	73	0	10	25.2%	3	8	0	3	21.4%	0	2	0	4	0.0%	0	2	0	4	0.0%
Total	34742	25068	924	5764	52.2%	4034	2061	104	1775	50.6%	1245	586	30	1036	43.0%	1175	553	27	1003	42.6%

8. AX2.8 Applications and Success Rates for Academic Promotion by Grade

UoE has an annual Academic Promotions process as well as the opportunity for academic staff to receive Contribution Awards, given annually as either a Lump Sum Payment or a Salary Increment.

Due to sector-wide challenges related to the COVID-19 pandemic, neither Academic Promotions nor Salary Increments were implemented during 2020/21.

AX2.8.1 Academic Promotions

Chart: Number of applications and promotions to Lecturer by Gender (Grade UE08)

	2017/18	2018/19	2019/20	2021/22	2022/23
Female Application	8	18	25	31	41
Female Successful	7	18	21	31	36
Male Applications	15	14	17	22	29
Male Successful	11	13	16	21	26
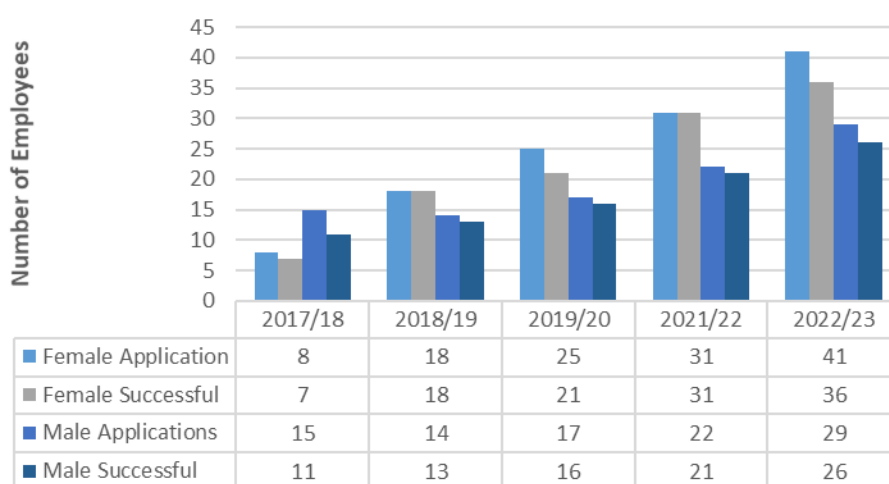
Table: Success Rates for Promotion to Lecturer by Gender (Grade UE08)

UE08	2017/18	2018/19	2019/20	2021/22	2022/23	Average
Female	87.5%	100.0%	84.0%	100.0%	87.8%	**91.9%**
Male	73.3%	92.9%	94.1%	95.5%	89.7%	**89.7%**

Table: Grade UE08 Female Successful Promotions vs Eligible Female Population

UE08	2017/18	2018/19	2019/20	2021/22	2022/23
% of Applications to Lecturer who are Female	39%	58%	57%	60%	58%
Female % of UE07 Academic Employees	50%	51%	52%	53%	55%

Chart: Number of applications and promotions to Reader/Senior Lecturer by Gender (Grade UE09)

	2017/18	2018/19	2019/20	2021/22	2022/23
■ Female Application	53	53	68	97	74
■ Female Successful	49	46	56	97	68
■ Male Applications	72	74	103	123	82
■ Male Successful	65	71	92	122	76
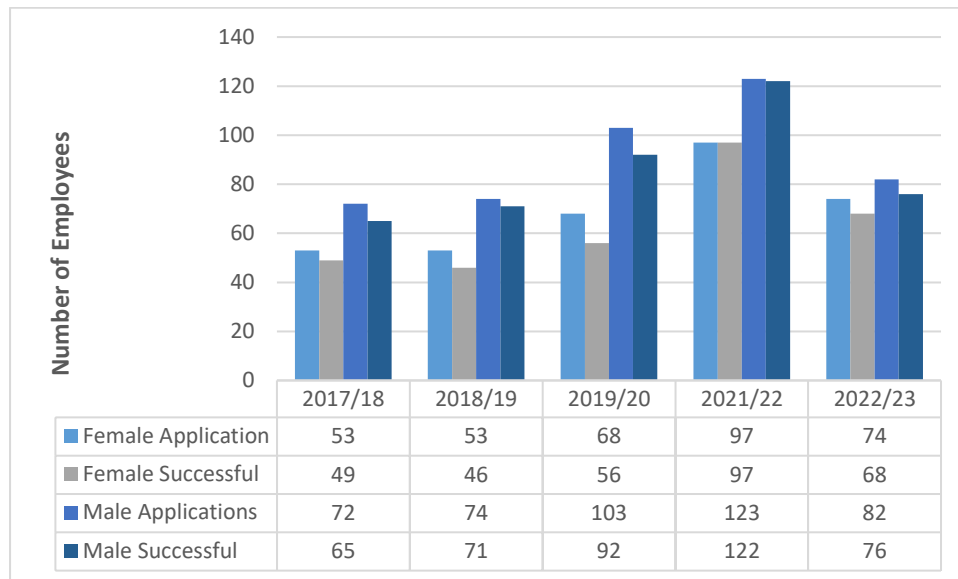
Table: UE09 Academic Promotions Success Rate by Gender

UE09	2017/18	2018/19	2019/20	2021/22	2022/23	Average
Female	92.5%	86.8%	82.4%	100.0%	91.9%	**91.6%**
Male	90.3%	95.9%	89.3%	99.2%	92.7%	**93.8%**

Table: UE09 Female Successful Promotions vs Eligible Female Population

UE09	2017/18	2018/19	2019/20	2021/22	2022/23
% of Applications to Senior Lecturer/Reader who are Female	43%	39%	38%	44%	47%
Female % of UE08 Academic Employees	47%	46%	48%	53%	53%

Chart: Number of Applications and Promotions to Professor by Gender (Grade UE10)

	2017/18	2018/19	2019/20	2021/22	2022/23
■ Female Application	19	26	19	40	40
■ Female Successful	15	17	17	40	35
■ Male Applications	29	40	52	61	69
■ Male Successful	25	31	43	60	65
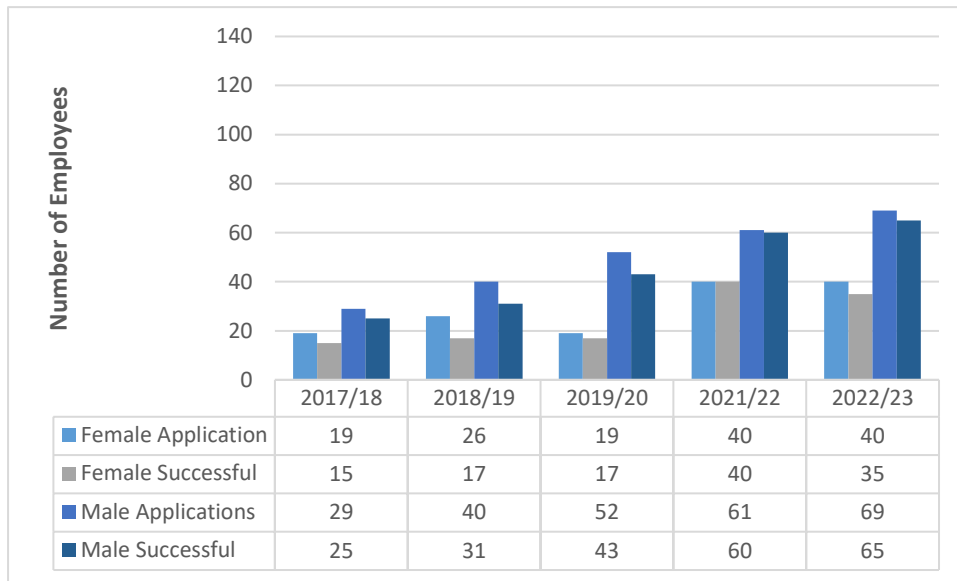
Table: UE10 Academic Promotions Success Rate by Gender

UE10	2017/18	2018/19	2019/20	2021/22	2022/23	Average
Female	78.9%	65.4%	89.5%	100.0%	87.5%	**86.1%**
Male	86.2%	77.5%	82.7%	98.4%	94.2%	**89.2%**

Table: UE10 Female Successful Promotions vs Eligible Female Population

UE10	2017/18	2018/19	2019/20	2021/22	2022/23
% of Applications to professorial level	38%	35%	28%	40%	35%
Female % of UE09 Academic Employees	37%	37%	38%	40%	40%

AX2.8.2 Academic Contribution Awards

Chart: Academic Salary Increments by Grade and Gender 2019/20

2019/20 Academic Contribution Awards by Gender
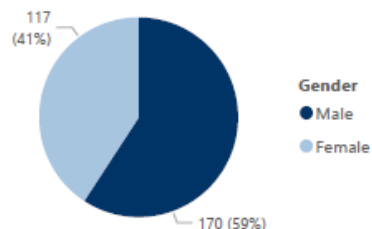
117 (41%)
170 (59%)

Gender
● Male
● Female

2019/20 Academic Contribution Awards by Grade

Gender ● Female ● Male

No of Employees

Grade	Female	Male
UE06		3
UE07	14	13
UE08	43	36
UE09	26	48
UE10	34	70
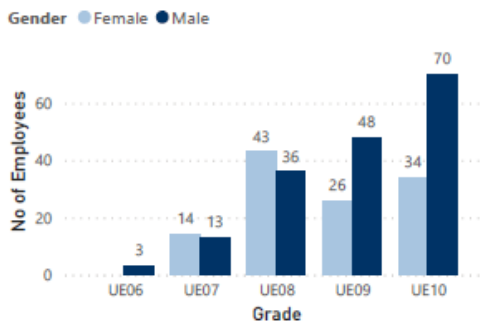
Table: Academic Salary Increments by Grade and Gender 2019/20

2019/20	UE06	UE07	UE08	UE09	UE10	% Female
Female	0	14	43	26	34	**40.8%**
Male	3	13	36	48	70	**59.2%**
% Female	**0%**	**51.9%**	**54.4%**	**35.1%**	**32.7%**	

Note: During 2020/21, no salary increments were awarded. All contribution awards given were lump sum payments of £500.

Chart: Academic Salary Increments by Grade and Gender 2021/22

2021/22 Academic Increments by Gender
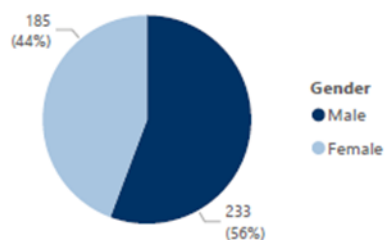
185 (44%)
233 (56%)

Gender
● Male
● Female

2021/22 Academic Increments by Grade

Gender ● Female ● Male

No of Increments

Grade	Female	Male
UE06	1	3
UE07	21	8
UE08	37	24
UE09	33	42
UE10	93	156

Table: Academic Salary Increments by Grade and Gender 2021/22

2021/22	UE06	UE07	UE08	UE09	UE10	% Female
Female	1	21	37	33	93	**44.2%**
Male	3	8	24	42	156	**55.8%**
% Female	**25.0%**	**72.4%**	**60.7%**	**44.0%**	**37.3%**	

Chart: Academic Lump Sum Payments by UE Grade and Gender 2021/22

2021/22 Academic Lump Sum Payments by Gender
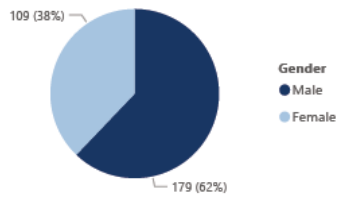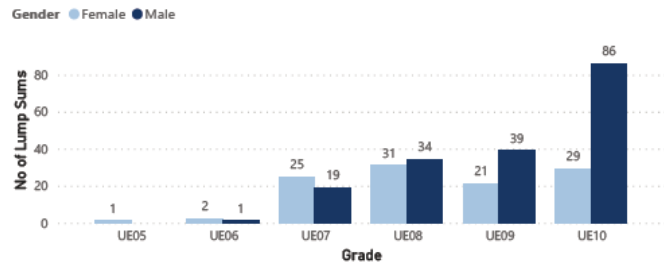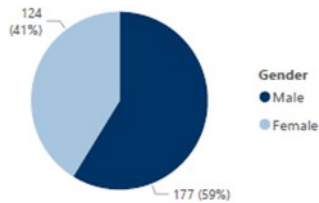

2021/22 Academic Lump Sum Payments by Grade

Table: Academic Lump Sum Payments by Grade and Gender 2021/22

2021/22	UE06	UE07	UE08	UE09	UE10	% Female
Female	2	25	31	21	29	**37.6%**
Male	1	19	34	39	86	**62.4%**
% Female	**66.7%**	**56.8%**	**47.7%**	**35.0%**	**25.2%**	

Chart: Academic Salary Increments by Grade and Gender 2022/23

2022/23 Academic Increments by Gender

2022/23 Academic Increments by Grade
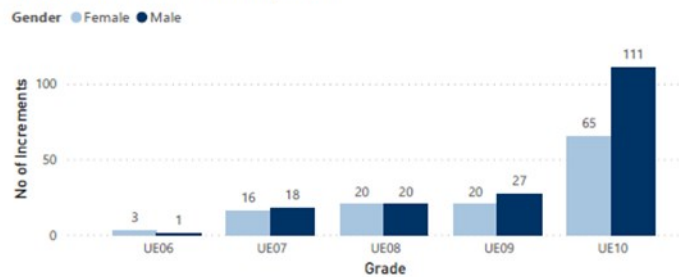
Table: Academic Salary Increments by Grade and Gender 2022/23

2022/23	UE06	UE07	UE08	UE09	UE10	% Female
Female	3	16	20	20	65	**41.2%**
Male	1	18	20	27	111	**58.8%**
% Female	**75.0%**	**47.1%**	**50.0%**	**42.6%**	**36.9%**	

Chart: Academic Lump Sum Payments by Grade and Gender 2022/23

2022/23 Academic Lump Sum Payments by Gender
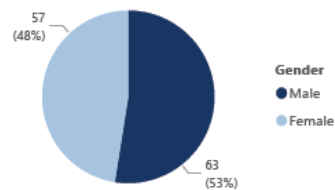
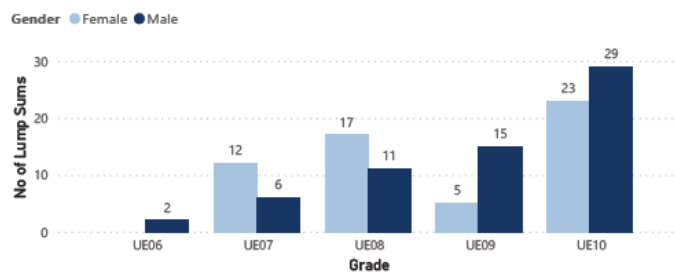**2022/23 Academic Lump Sum Payments by Grade**

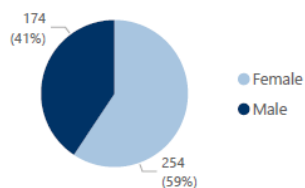*Table: Academic Lump Sum Payments by Grade and Gender 2022/23*

2022/23	UE06	UE07	UE08	UE09	UE10	% Female
Female	0	12	17	5	23	**47.5%**
Male	2	6	11	15	29	**52.5%**
% Female	**0%**	**66.7%**	**60.7%**	**25.0%**	**44.2%**	

9. AX2.9 Applications and Success Rates for PTO Progression by Grade (where there are formal routes for progression)

Note: UoE currently has no formal progression route for PTO staff, shown here are the PTO Contribution Awards, given annually as either a Lump Sum Payment or a Salary Increment.

Chart: PTO Lump Sum Payments by Grade and Gender 2019/20

Table: PTO Lump Sum Payments by Grade and Gender 2019/20

2019/20	UE02	UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	% Female
Female	2	8	17	61	52	65	26	11	12	**59.3%**
Male	3	5	14	22	38	43	36	4	9	**40.7%**
% Female	**40.0%**	**61.5%**	**54.8%**	**73.5%**	**57.8%**	**60.2%**	**41.9%**	**73.3%**	**57.1%**	

Note: During 2020/21, no salary increments were awarded. All contribution awards given were lump sum payments of £500.

Chart: PTO Salary Increments by Grade and Gender 2021/22

Table: PTO Salary Increments by Grade and Gender 2021/22

2021/22	UE01	UE02	UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	% Female
Female	0	0	5	5	36	42	44	42	15	16	**67.9%**
Male	0	0	1	2	8	14	29	21	10	12	**32.1%**
% Female	**0**	**0**	**83.3%**	**71.4%**	**81.8%**	**75.0%**	**60.3%**	**66.7%**	**60.0%**	**57.1%**	

Chart: PTO Lump Sum Payments by Grade and Gender 2021/22

2021/22 Professional Services
Lump Sums By Gender
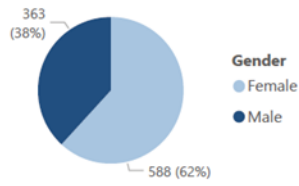
2021/22 Professional Services Lump Sums By Grade
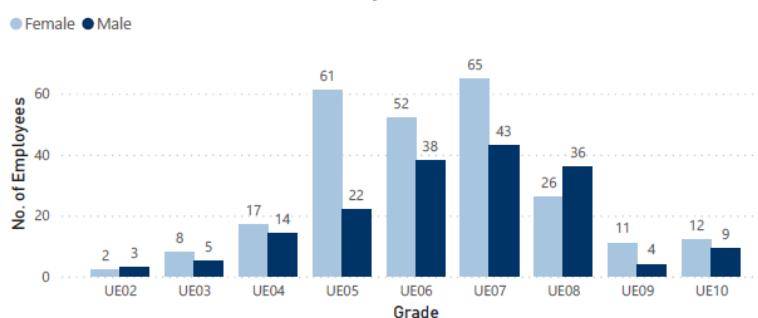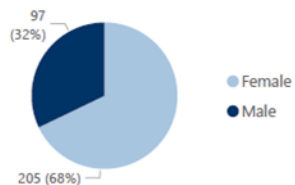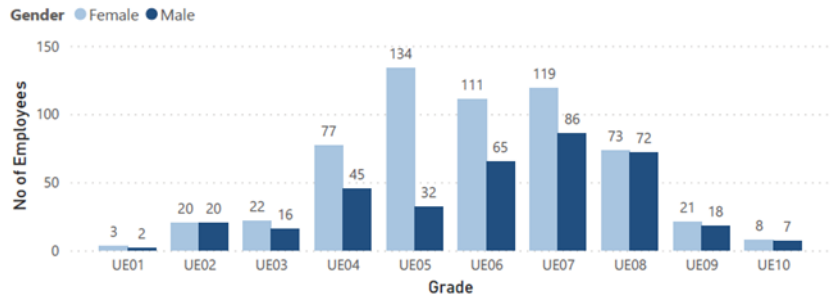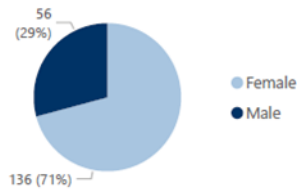
Gender ● Female ● Male

Table: PTO Lump Sum Payments by Grade and Gender 2021/22

2021/22	UE01	UE02	UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	% Female
Female	3	20	22	77	134	111	119	73	21	8	**61.9%**
Male	2	20	16	45	32	65	86	72	18	7	**38.1%**
% Female	**60.0%**	**50.0%**	**57.9%**	**63.1%**	**80.7%**	**63.1%**	**58.0%**	**50.3%**	**53.8%**	**53.3%**	

Chart: PTO Salary Increments by Grade and Gender 2022/23

2022/23 Professional Services
Increments By Gender

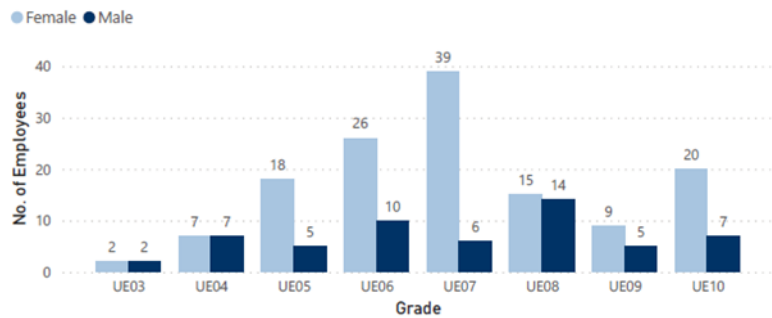2022/23 Professional Services Increments By Grade

● Female ● Male

Table: PTO Salary Increments by Grade and Gender 2022/23

2022/23	UE01	UE02	UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	% Female
Female	0	0	2	7	18	26	39	15	9	20	**70.8%**
Male	0	0	2	7	5	10	6	14	5	7	**29.2%**
% Female	**0**	**0**	**50.0%**	**50.0%**	**78.3%**	**72.2%**	**86.7%**	**51.7%**	**64.3%**	**74.1%**	

Chart: PTO Lump Sum Payments by Grade and Gender 2022/23

2022/23 Professional Services
Lump Sums By Gender by Gender
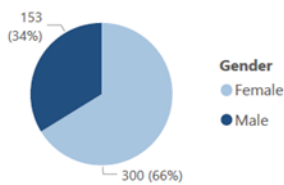
2022/23 Professional Services Lump Sums By Grade
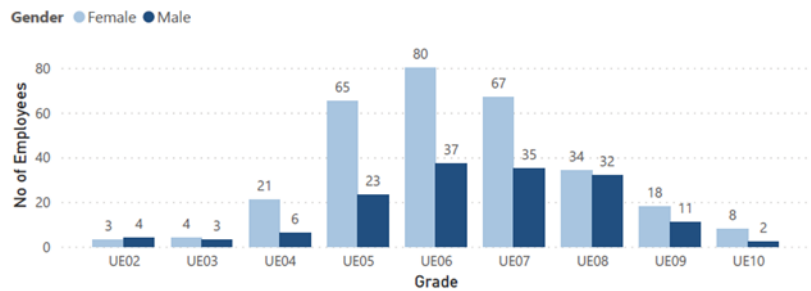
Gender ● Female ● Male

Table: PTO Lump Sum Payments by Grade and Gender 2022/23

2022/23	UE01	UE02	UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10	% Female
Female	0	3	4	21	65	80	67	34	18	8	**66.2%**
Male	0	4	3	6	23	37	35	32	11	2	**33.7%**
% Female	**0**	**42.9%**	**57.1%**	**77.8%**	**73.9%**	**68.4%**	**65.7%**	**51.5%**	**62.1%**	**80.0%**	

10. AX2.10 Intersectional data snapshot by grade, gender and ethnicity

Chart: Number of Female Academic Staff at senior grades UE08-UE10 by Ethnicity

Chart: Number of Male Academic Staff at senior grades UE08-UE10 by Ethnicity

Table: BAME Academic Staff by Grade and Gender

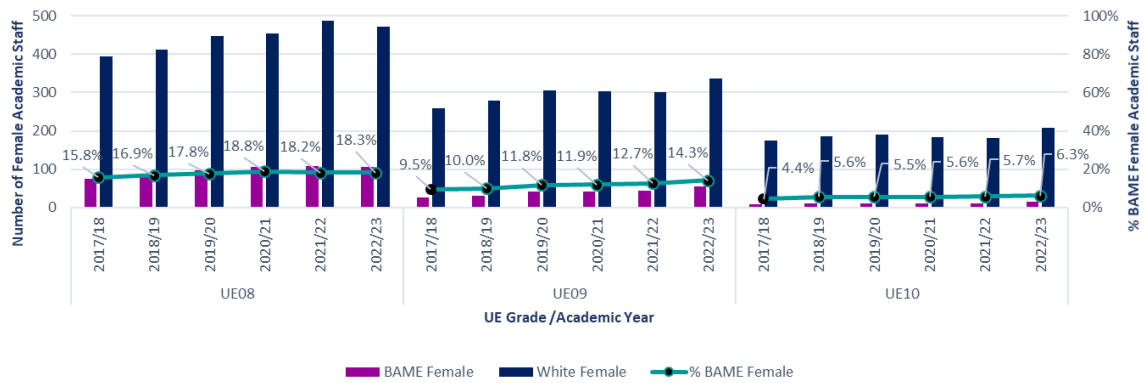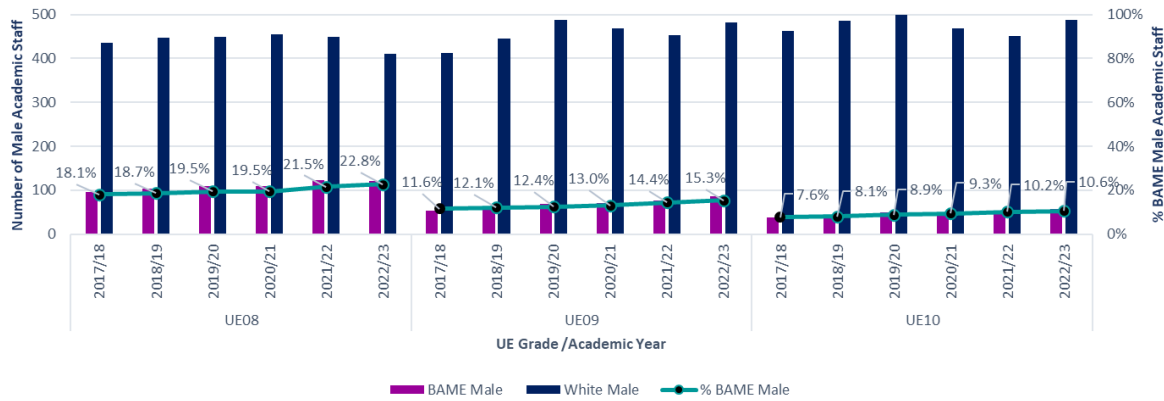| UE Grade	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	163	184	**47.0%**	196	244	**44.5%**	193	267	**42.0%**
UE07	155	179	**46.4%**	165	196	**45.7%**	196	220	**47.1%**
UE08	74	96	**43.5%**	84	103	**44.9%**	97	109	**47.1%**
UE09	27	54	**33.3%**	31	61	**33.7%**	41	69	**37.3%**
UE10	8	38	**17.4%**	11	43	**20.4%**	11	49	**18.3%**

UE Grade	2021/22			2022/23			2023/24		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	169	224	**43.0%**	203	237	**46.1%**	228	249	**47.8%**
UE07	164	187	**46.7%**	181	211	**46.2%**	180	186	**49.2%**
UE08	105	110	**48.8%**	108	123	**46.8%**	106	121	**46.7%**
UE09	41	70	**36.9%**	44	76	**36.7%**	56	87	**39.2%**
UE10	11	48	**18.6%**	11	51	**17.7%**	14	58	**19.4%**

Table: White Academic Staff by Grade and Gender

UE Grade	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	551	695	**44.2%**	520	668	**43.8%**	509	679	**42.8%**
UE07	721	622	**53.7%**	740	614	**54.7%**	743	595	**55.5%**
UE08	395	435	**47.6%**	412	447	**48.0%**	447	449	**49.9%**
UE09	258	413	**38.5%**	279	445	**38.5%**	305	487	**38.5%**
UE10	174	463	**27.3%**	185	486	**27.6%**	190	499	**27.6%**

UE Grade	2021/22			2022/23			2023/24		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE06	429	558	**43.5%**	461	506	**47.7%**	445	461	**49.1%**
UE07	662	527	**55.7%**	667	502	**57.1%**	636	483	**56.8%**
UE08	453	454	**49.9%**	487	449	**52.0%**	472	410	**53.5%**
UE09	303	469	**39.2%**	302	453	**40.0%**	336	481	**41.1%**
UE10	184	469	**28.2%**	181	450	**28.7%**	207	488	**29.8%**

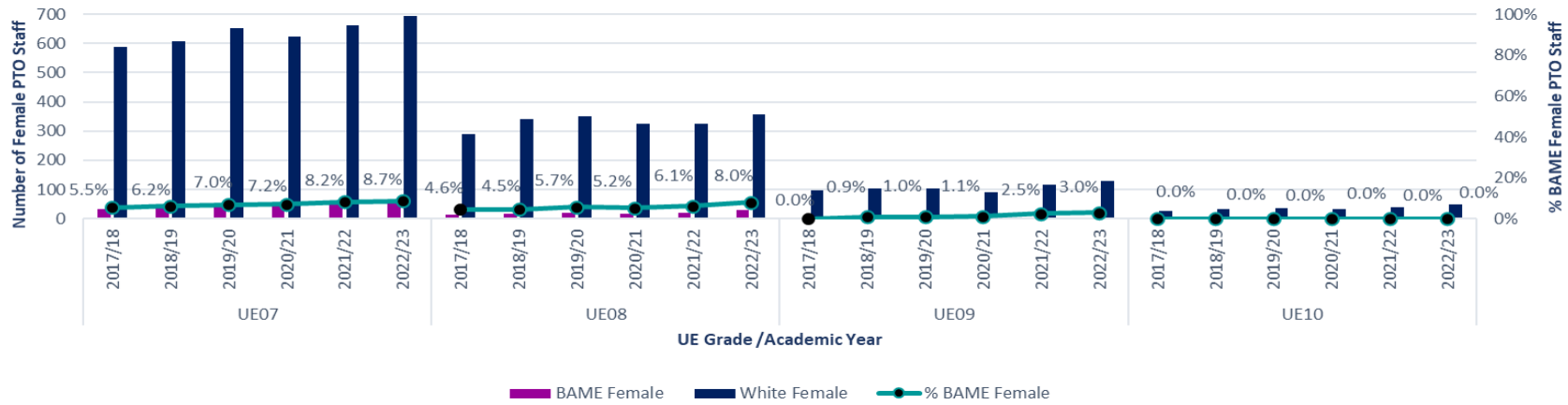*Chart: Number of Female PTO Staff at senior grades UE07-UE10 by Ethnicity*

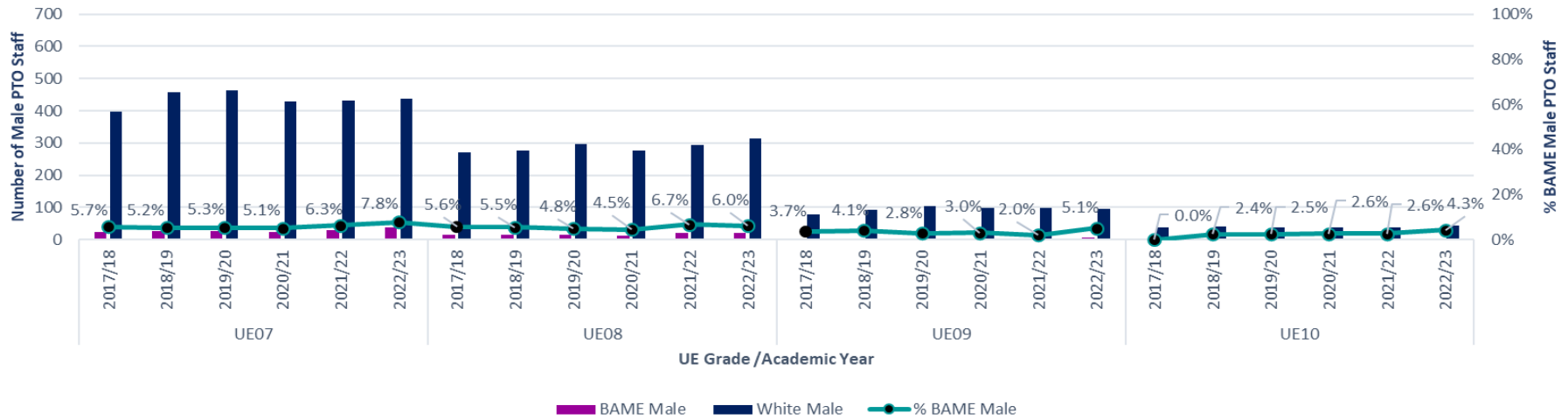*Chart: Number of Male PTO Staff at senior grades UE07-UE10 by Ethnicity*

Table: BAME PTO Staff by Grade and Gender

UE Grade	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE01	54	47	53.5%	80	59	57.6%	66	38	63.5%
UE02	21	15	58.3%	20	21	48.8%	17	18	48.6%
UE03	26	12	68.4%	29	15	65.9%	41	22	65.1%
UE04	32	4	88.9%	36	4	90.0%	46	10	82.1%
UE05	53	13	80.3%	63	17	78.8%	71	17	80.7%
UE06	34	12	73.9%	37	11	77.1%	46	13	78.0%
UE07	34	24	58.6%	40	25	61.5%	49	26	65.3%
UE08	14	16	46.7%	16	16	50.0%	21	15	58.3%
UE09	0	3	0.0%	1	4	20.0%	1	3	25.0%
UE10	0	0	0.0%	0	1	0.0%	0	1	0.0%

UE Grade	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE01	46	31	59.7%	40	34	54.1%	32	28	53.3%
UE02	12	17	41.4%	36	32	52.9%	40	24	62.5%
UE03	20	9	69.0%	32	27	54.2%	38	24	61.3%
UE04	34	7	82.9%	33	11	75.0%	39	11	78.0%
UE05	63	13	82.9%	87	19	82.1%	92	11	89.3%
UE06	46	14	76.7%	67	21	76.1%	80	30	72.7%
UE07	48	23	67.6%	59	29	67.0%	66	37	64.1%
UE08	18	13	58.1%	21	21	50.0%	31	20	60.8%
UE09	1	3	25.0%	3	2	60.0%	4	5	44.4%
UE10	0	1	0.0%	0	1	0.0%	0	2	0.0%

Table: White PTO Staff by Grade and Gender

UE Grade	2017/18			2018/19			2019/20		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE01	335	197	63.0%	341	187	64.6%	273	136	66.7%
UE02	164	187	46.7%	168	170	49.7%	157	167	48.5%
UE03	364	238	60.5%	352	247	58.8%	372	240	60.8%
UE04	457	214	68.1%	476	205	69.9%	477	196	70.9%
UE05	743	272	73.2%	755	286	72.5%	777	285	73.2%
UE06	572	348	62.2%	615	330	65.1%	648	355	64.6%
UE07	589	397	59.7%	606	458	57.0%	651	464	58.4%
UE08	289	270	51.7%	340	277	55.1%	349	296	54.1%
UE09	96	78	55.2%	105	93	53.0%	104	104	50.0%
UE10	27	37	42.2%	33	40	45.2%	35	39	47.3%

UE Grade	2020/21			2021/22			2022/23		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
UE01	230	122	65.3%	205	121	62.9%	185	100	64.9%
UE02	124	155	44.4%	132	141	48.4%	152	130	53.9%
UE03	188	128	59.5%	211	152	58.1%	177	127	58.2%
UE04	395	173	69.5%	383	187	67.0%	340	214	61.4%
UE05	701	258	73.1%	697	304	69.6%	647	272	70.4%
UE06	591	327	64.4%	685	318	68.2%	765	325	70.0%
UE07	622	429	59.2%	660	431	60.4%	693	436	61.4%
UE08	326	275	54.2%	326	294	52.6%	357	313	53.3%
UE09	91	97	48.4%	117	97	54.7%	128	94	57.7%
UE10	34	37	47.9%	39	37	51.3%	48	44	52.2%

Appendix 3: Glossary

ACS: Academic Staff
AS: Athena Swan
ASAP2018:   Athena Swan Action Plan 2018
ASAP2024:   Athena Swan Action Plan 2024
CAHSS: College of Arts, Humanities and Social Sciences
CAM: Communications and Marketing
CMVM: College of Medicine and Veterinary Medicine
CSE: College of Science and Engineering
CSG: Corporate Services Group
EDI: Equality, Diversity and Inclusion
EDIC: University Equality, Diversity and Inclusion Committee
F: Female
FT: Full-time
FTC: Fixed-term Contract
FTE: Full-time Equivalent
GaSP: Governance and Strategic Planning
GHC: Guaranteed Hours Contract
HESA: Higher Education Statistics Agency
IAD: Institute for Academic Development
ISG: Information Services Group
M: Male
ODL: Online Distance Learning
OEC: Open-ended Contract
PA&O   Professional, Administrative and Operational
PG: Postgraduate
PGR: Postgraduate Research
PGT: Postgraduate Taught
PSG: Professional Services Group
PSS: Professional Services Staff (aka PTO in the document as below)
PTO: Professional, Technical and Operational Staff (aka PSS in the document as above)
PT: Part-time
RG: Russell Group
SAT: Athena Swan Self-Assessment Team
UG: Undergraduate
UoE: University of Edinburgh
USG: University Secretary's Group