

Athena Swan renewal application form for departments

Applicant information

NB For web accessibility reasons, some tables have been removed from this pdf. Please email us at shwadmin@glasgow.ac.uk to request our full application.

Name of institution	University of Glasgow
Name of department	School of Health and Wellbeing (formerly Institute of Health and Wellbeing)
Date of current application	27 March 2023
Level of previous award	Gold
Date of previous award	November 2017
Contact name	Dr Breda Cullen
Contact email	breda.cullen@glasgow.ac.uk
Contact telephone	0141 330 5057

Section	Words used
1. An overview of the department and its approach to gender equality	2455
2. An evaluation of the department's progress and issues	4045 (including 1000 word extension)
3. Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	6500

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

Overall word limit: 5500 words + 1000 word extension = 6500 words

Breda Cullen

From: Athena Swan <Athena.Swan@advance-he.ac.uk>
Sent: 29 November 2022 15:58
To: Breda Cullen
Cc: Katie Farrell; Julie Langan-Martin; Cindy Gray; Asha Costigan
Subject: RE: Gold renewal word limit request

Dear Breda,

Many thanks for your email regarding these word extension requests.

Regarding the Covid-19 word extension request please see our FAQ regarding this on the link below which details where this 500 word extension will apply. I think it will apply to your upcoming 2023 application, but please do check the information on the FAQ here as well: [The transformed UK Athena Swan Charter FAQs: Word limits \(including extensions\) | Advance HE \(advance-he.ac.uk\)](#)

In addition, departmental applicants with both non-clinical and clinical staff can avail of a 500-word extension to the application word limit to allow them to analyse and reflect on any differences between the two staff groups. Applicants are encouraged to disaggregate their data for clinical and non-clinical staff to support this analysis. **Please include this email at the beginning of the application, and state clearly on the word count table where the additional words have been used.**

I hope this information is of help and do let us know if you have any further queries.

Kind Regards

Liz

Equality Charters Team

www.advance-he.ac.uk

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

In Section 1, applicants should evidence how they meet Criterion A:

- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words. Actual word count: 2455

1.1. Letter of endorsement from the head of the department

Please insert (with appropriate letterhead) a signed letter of endorsement from the head of the department.



School of Health & Wellbeing



15th March 2023

Dear Sir/Madam,

Athena Swan Gold Award Renewal

As Head of the School of Health and Wellbeing, I am delighted to endorse this Gold renewal application. I have been a member of the SAT since coming into post in 2014 and, together with the Head of Professional Services, actively support and contribute to Athena Swan activities including leading annual promotion workshops, holding new staff coffee mornings, and promoting Athena Swan to new students. Gender equality is integral to the School's strategic aims and we have allocated dedicated budget and administrative resource to support our Athena Swan activities.

Our notable achievements since 2017 include increases in the number of women applying for promotion and the proportion of female professors. In response to ECR feedback suggesting variable support for their career development, we are rolling out multisource feedback for all line managers across the School. We are particularly proud of our pioneering activities to support staff aged 50+ (including those with multiple caring responsibilities for parents as well as children/grandchildren, and women experiencing menopause). Again, these initiatives were in response to a need identified by staff whom we also supported to gain Wellcome Trust funding for projects to explore experiences of menopause in the workplace, both in the School and in the University more widely, and to produce an online toolkit to address the health, caring and other needs of older workers. These examples also illustrate our principle of engaging with staff at all levels (through qualitative interviews as well as quantitative surveys) to shape our gender-related and other EDI priorities and activities. Indeed, our new action plan was informed by our most recent qualitative staff consultation reflecting on the last 10 years of Athena Swan, and future gender equality priorities of the School.

In addition to influencing University practices towards older workers, the School also led a University pilot of an initiative to reduce unconscious bias on interview panels, the findings of which are informing both School and University staff recruitment going forward. Our guidance on remote working and studying during the COVID-19 pandemic, including consideration of caring responsibilities, was adopted by University HR. We successfully campaigned for the University to update its parental leave policy to more closely reflect staff needs (i.e. ability to take single days leave, not just whole weeks).

Nationally, our SAT Chairs and older workers group leads have been invited to give talks, advice and support to other UK institutions who have been keen to learn from our experiences. In 2018, the SAT Chair and Head of Professional Services were invited to Turkey to support the setting up of gender equality practices at Hacettepe University.

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The University of Glasgow, charity number SC004401





School of Health
& Wellbeing



We acknowledge that we continue to face challenges in areas such as equity in workload and work/life balance, career progression for professional services staff, and intersections between gender and other characteristics, and we have developed an ambitious but realistic action plan to address these and other objectives in the next five years.

I confirm that the information presented in this application is an honest, accurate and true representation of the School.

Yours faithfully,

Professor Jill Pell MD FRSE FMedSci CBE
Henry Mechan Professor of Public Health
Director of School of Health & Wellbeing

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The University of Glasgow, charity number SC004401



1.2. Description of the department and its context

Please provide an introduction to the department.

The School of Health and Wellbeing (SHW) is a large, research-intensive interdisciplinary school within a Russell Group university, with a mission to prevent disease, improve health and wellbeing, and reduce inequalities: locally, nationally and globally.

Glasgow's research and teaching are operationalised into four Colleges. Until August 2022, we were known as the Institute of Health and Wellbeing (IHW); we crossed the College of Medical, Veterinary and Life Sciences (MVLS) and the College of Social Sciences (SS) and comprised seven operational units known as research groups: General Practice and Primary Care (GPPC); Health Economics and Health Technology Assessment (HEHTA); Mental Health and Wellbeing (MHW); Medical Research Council/Chief Scientist Office Social and Public Health Sciences Unit (MRC/CSO SPHSU); Public Health (PH); Robertson Centre for Biostatistics (RCB); and Social Scientists in Health (SSiH). Three of the research groups are led by women and four by men. After August 2022 we were renamed the School of Health and Wellbeing as part of wider restructuring of the College of MVLS. We now sit solely within MVLS and the SSiH research group (which sits within a different school in SS) has changed from full to associate membership of SHW. In this application form, outcome reporting for the previous action plan and staff and student data pertain to the former IHW structure including the SSiH group.

The SHW Head of School, Deputy Head of School, Head of Professional Services, Director of Education, Director of Research, and Director of Innovation, Engagement and Enterprise are all women. Our research spans three themes – data science; determinants of health and health inequalities; solutions-focused research – each led by male and female co-chairs. We are interdisciplinary, bringing together academic leaders from public health, medicine, epidemiology, health economics, psychology, social sciences, and health data science and statistics. In 2021/22 we were awarded >£13million external grant funding, primarily from UK governments, UKRI/Research Councils, charities and EU. We submitted REF2021 returns to three units of assessment: Public Health, Health Services and Primary Care; Psychology, Psychiatry and Neuroscience; Social Work and Social Policy.

Our School is international, with staff and students from diverse cultural backgrounds. We have 377 staff, of whom 264 are in academic roles (63% female, 37% male) and 113 are in professional services (PS) roles (71% female, 29% male). Among our academic staff, 29 (11%) are on clinical contracts (48% female, 52% male). We have 414 postgraduate taught (PGT) students across nine programmes on-campus and online (71% female, 29% male), along with 191 postgraduate research (PGR) students (PhD, MD and Doctorate in Clinical Psychology; 79% female, 21% male). We also host 18 undergraduate (UG) students (61% female, 39% male) who are completing intercalated degrees as part of their medical studies.



The university has invested in a new purpose-built home for SHW: the Clarice Pears Building (see left). From March 2023 this will bring together all SHW staff and students from more than 10 separate locations into one accessible and inclusive space at the heart of Glasgow's west end community.

1.3. Athena Swan self-assessment process

Please provide an overview of who was involved in the preparation of this application, how it was prepared, and what plans are in place to support the department's future gender equality work.

The self-assessment team (SAT) includes members drawn from all parts of SHW, as well as expert advisers from other university groups (see Table 1.3.1). The SAT is deliberately large to capture a range of experiences and to be productive in generating new ideas/initiatives and ensuring committed implementation, with responsibility shared widely. It also includes an Ethnicity Champion and a Disability Champion, reflecting the intersectional nature of our activities. The number of working groups reporting to the SAT has changed over time in line with our evolving areas of focus; we currently have 10 working groups of varying sizes (named in the table), which have their own terms of reference and regular meetings. The SAT is chaired by the Athena Swan Champion who serves a two-year term, supported by the past chair and the incoming (deputy) chair. The Head of School is an active SAT member. The school provides dedicated administrative support on an ongoing basis for SAT meetings, data collation and communications, as well as additional staff time (0.6FTE for 8 months) to support the preparation of this renewal application. All SAT members are volunteers, and their roles are recognised and noted in the annual performance and development process, with annual contribution as follows:

- SAT chair = 150 hours
- SAT deputy or past chair = 75 hours
- Working group chair/co-chair = 50 hours
- Ethnicity, disability or maternity/paternity champion = 20 hours
- Member of SAT or working group = 10 hours.

The SAT membership is diverse in terms of academic (66% of members) and professional (34%) staff roles and seniority, sex and gender identity (73.5% female, 23.5% male, 3% non-binary), age, ethnicity, disability and neurodivergence, staff with caring responsibilities for children and/or dependent adults, full-time and part-time staff, and those with clinical/non-clinical contracts. The SAT and working group chairs are mindful of diversity and representation in group membership, and regular calls are made via the monthly newsletter and research group leads to encourage potential new members to get in touch. The opportunity to get involved is also highlighted within the staff induction and annual performance and development review materials.

Table 1.3.1. SHW self-assessment team

Member	Role in SHW/university	Role in SAT
<i>SAT chairs</i>		
Breda Cullen	Senior Lecturer, MHW	Chair (AS Champion)
Julie Langan-Martin	Clinical Senior Lecturer, MHW	Deputy (incoming) chair
Cindy Gray	Professor, SSiH	Past chair
<i>Working group co-chairs (NB: SAT meeting attendance alternates between the two co-chairs of each group)</i>		
Jana Anderson Elise Whitley	Research Fellow, PH Medical Statistician, SPHSU	Co-chairs of maternity, paternity and carer issues group
Elaine Hindle Laura Wood	Survey Operations Manager, SPHSU Research Administrator, HEHTA	Co-chairs of wellbeing of older workers and students group
Eleanor Grieve Jim Lewsey	Lecturer, HEHTA Professor, HEHTA	Co-chairs of taught student issues, aspirations and development group
Caroline Haig Avril Johnstone	Biostatistician, RCB Research Associate, SPHSU	Co-chairs of LGBTQ+ staff and student issues, aspirations and development group
Susan Browne Daniel Kopasker	Research Associate, GPPC Research Associate, SPHSU	Co-chairs of career progression group

Member	Role in SHW/university	Role in SAT
Hamish McLeod Jelena Milicev	Professor, MHW PhD student and Research Assistant, SPHSU	Co-chairs of research student issues, aspirations and development group
Linsey Ip Rona Strawbridge	Administrative Assistant, PH Research Fellow, MHW	Co-chairs of mentoring group
Claire O'Hare Iain Taylor	Project Manager, RCB Research Manager, SPHSU	Co-chairs of professional services staff issues, aspirations and development group
Michael Fleming Paul McCrorie	Lecturer, PH Research Fellow, SPHSU	Co-chairs of early career researchers aspirations, support and development group
Jack Melson Karen Wetherall	Lecturer, MHW Research Associate, MHW	Co-chairs of staff consultation group
<i>Other members</i>		
Jill Pell	Head of School, Clinical Professor, SHW	Head of School
Asha Costigan	Head of Professional Services, SHW	Head of Professional Services
Jane Goodfellow	Information Officer, SHW	Data, communications and web lead
Audrey Dickie	Administrative Assistant, SHW	Administrative support
Claire Copping	Athena Swan Coordinator, SHW	Support for Athena Swan award renewal process
Mahnoz Illias	PhD student, SPHSU	Ethnicity Champion
Stefanie Krauth	Research Associate, GPPC	Disability Champion
Er-Ane Ubebe	PGT student, SHW	PGT student representative
Kirstin Mitchell	Professor, SPHSU	SHW Engagement Lead
Vittal Katikireddi	Clinical Professor, SPHSU	Member
Tracy Ibbotson	Research Coordinator, GPPC	Member
<i>Expert advisers</i>		
Katie Farrell	Senior EDI Policy Adviser, University of Glasgow	Adviser
Shelley Hunt	HR Adviser, MVLS	Adviser

Member	Role in SHW/university	Role in SAT
Keilly MacDonald	MVLS Athena Swan Data Officer	Adviser and staff survey coordinator

We are grateful to all former SAT members who have contributed to our work in previous years

The SAT meets quarterly for 1.5-2 hours (held remotely during the pandemic, and now hybrid) with additional ad-hoc contact between members as required, including via our Microsoft Team which contains channels for the SAT and each working group. SAT processes and activities have taken account of the 2017 award panel feedback, including clarifying SAT members' workload allocations and succession planning, making stronger links between actions and intended outcomes, further consideration of potential biases in staff recruitment processes in SHW, and increasing opportunities for beacon activities.

The SAT and each working group have their own written terms of reference which includes their action list, updated annually. Each group produces an annual written progress report, summarising their implementation activities and the outcome status of each action, as well as noting levels of engagement by group members and including copies of meeting minutes. The SAT chair meets with all working group chairs individually following the annual report submission, to discuss progress, successes and any barriers or engagement/resourcing issues, and to agree priorities and new actions for the coming year. Group chairs also provide brief interim updates at SAT quarterly meetings. When successes or new issues are identified, the SAT and working groups revise their activities as required. This regular updating encourages liaison between working groups, and enables the SAT chair to bring requests for resources or other forms of support (e.g. dissemination of information) to the SHW Management Group. The SAT meeting minutes are available to all SHW staff and students [online](#), and reports of SAT and working group activities are published in the SHW newsletter.

We have taken an integrated organisational approach to equality, diversity and inclusion (EDI), with the SAT chair being the main link for both gender equality and other EDI activities in SHW. The SAT chair attends the monthly SHW Management Group meeting, at which Athena Swan/EDI is a standing agenda item. The SAT chair attends the MVLS College Equality, Inclusion and Diversity and Committee and the SAT Ethnicity Champion attends the MVLS College Race Equality Subcommittee, providing regular updates to and from the SAT. The past chair is a member of the University Gender Equality Group. SAT members regularly provide peer feedback on Athena Swan applications in UofG and externally, and two SAT members (one female academic and one male PS staff) currently serve as Advance HE panel members.

The SAT and working groups share information and updates with all SHW staff and students via our [extensive web pages](#) (*image below*), the monthly SHW [‘HAWKEYE’ email newsletter](#) (with an Athena Swan section each month and [one issue per year](#) dedicated almost entirely to equality, diversity and inclusion themes), the SHW-wide Microsoft Team, two SHW-wide Twitter accounts (one of which is [specific to Athena Swan/EDI](#)), and presentations and discussions at the annual SHW research away

day and professional services staff away day. The key data sources used to capture staff and student feedback and monitor progress and outcomes are listed in Table 1.3.2. below.

ATHENA SWAN IN SHW



Delivering Athena Swan

- Our approach
- Our working groups
- Our self assessment team (SAT)
- A to Z of Athena Swan in SHW
- Get involved



Our initiatives

- Work/life balance
- Support for career progression
- Support for parents and carers
- Wellbeing
- Culture and behaviour
- Belonging



Our awards

- Our journey to Athena Swan Gold
- Our Athena Swan Gold Award application (Apr 2017)



Our impact

- "What Athena Swan has meant to me" Staff and students reflect
- Case studies of staff who work flexibly
- Reaching out: wider Athena Swan activities and collaborations

UofGHWathenaSWAN on Twitter

- RT @stammer: Are you a university student who stammers? 🗨️ The first virtual support group for university students who stutter will take p...
- RT @swaglasgow: 📣 calling all glasgow residents! <https://t.co/pjASht95FH>

Tweet to SHWathenaSWAN

follow us on Twitter 🐦



A to Z of our Athena SWAN activity and initiatives

- Not sure where to look for the information you need? Consult our A to Z of all things equality, diversity, fairness and inclusion

Table 1.3.2. Data sources

Source	Date
Central university staff and student data	Census date 01 August 2022
Annual SHW workload survey (academic staff)	Last run in February 2022 (responses from 37% of female and 35% of male staff)
Biennial SHW culture survey (all staff) – this is an extensive survey which includes the seven Advance HE core questions within a wide-ranging evaluation of overall culture, participation and career development, leadership and management commitment, and reputation and social responsibility	Last run in November 2022 (responses from 53% of female and 31% of male staff)
Annual SHW staff consultation exercise (focused exercise using qualitative methods)	Last run in June 2022, focusing on 10 years of Athena Swan (responses from 53 staff of whom 80% were female)
Annual reports by SAT and working groups (including staff induction data report and gender pay gap analysis)	Last produced in September 2022*
Tracking and evaluation of SHW events/workshops (e.g. away days, promotion workshops)	Various (including event registration data, feedback forms)
SHW annual performance and development review checklist	Last compiled in 2022
Central data from University Research & Innovation team on ECR training attendance	Last accessed in August 2022
Biennial postgraduate research student survey (PRES)	Last run by UofG in 2019
Annual postgraduate taught student survey (PTES)	Last run by UofG in 2020
Biennial SHW postgraduate student survey	Last run in 2021
SHW focus group consultation with PGT students	Spring 2021
SHW staff survey on impact of COVID	June 2020

* The pandemic has had an impact on the timing of the annual reports: previously these were finalised in June for the last full academic year (e.g. June 2019 for academic year 2017-18). Since 2020 the reporting deadline has been delayed owing to the significant impact of the pandemic on staff workload. The reporting cycle will be re-set for the 2023-28 action plan.

In the coming five-year period, the arrangements for SAT and working group meetings and reporting will continue as described above, as will our data collection methods, surveys and consultations. Ongoing consideration will be given as to whether the number and focus of the working groups should be updated over time as our priorities evolve. As noted in the 2023-28 action plan, we will explore how best to obtain student survey data in light of the university's withdrawal from the PRES and PTES (new Action 12.7). Group member engagement will continue to be reviewed annually and open calls and direct approaches will be made in good time for new members, incoming chairs and other specific representatives, to ensure continuity

and support for those transitioning into each role. Securing adequate resourcing to support the long-term sustainability of the outcomes of our work is a priority area for our new action plan (new Action 11.1).

Section 2: An evaluation of the department’s progress and issues

In Section 2, applicants should evidence how they meet Criteria B and D:

- *Progress against the applicant’s previously identified priorities has been demonstrated*
- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

Recommended word count: 4000 words (including extensions). Actual word count: 4045

2.1. Evaluating progress against the previous action plan

Please provide a critical evaluation of your most recent action plan and any other actions you have initiated since your award.

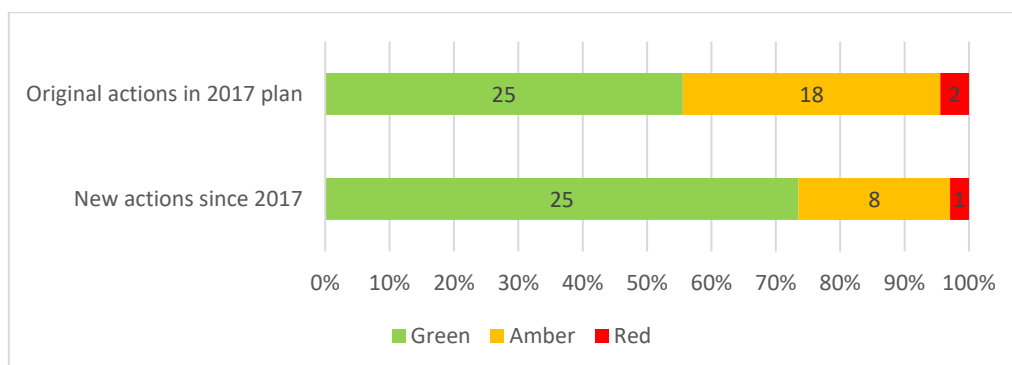
Overview of evaluation process and outcomes

Responsibility for each action was taken by the SAT chair, chairs of the relevant working groups, or the Head of Professional Services. The methods used to implement the action plan and monitor progress varied widely, encompassing specific projects and consultation exercises, staff and student surveys, obtaining and interpreting data from other sources, producing new policy/guidance documents, and liaison with wider networks.



The previous action plan is shown in Table 2.1.1. below, with red/amber/green (RAG) ratings of overall progress against each action, as well as progress against each specific success measure. There were 45 actions in the original 2017 plan (numbered AP 1-45 below) and a further 34 actions have been added since (numbered AP N1-N34). Decisions on ratings were proposed by the SAT chair, past chair and deputy chair and reviewed by all SAT members. Of the 45 original actions, 25 (56%) have an overall rating of green, 18 (40%) are rated amber and two (4%) are rated red. Of the 34 new actions, 25 (73.5%) have an overall rating of green, eight (23.5%) are rated amber, and one (3%) is rated red (see Figure 2.1.1. below). We have highlighted beacon activities below using a symbol in the margin:

Figure 2.1.1. Summary of outcome ratings from 2017 action plan



Completed actions

Promotion, career development and leadership for academic staff

(APs 1-6, 42-43) (AS Charter Principles 1, 2, 8)

We are proud to have increased the proportion of professors who are female to 46%, markedly higher than the UofG proportion (31%) and the overall UK figure of 28% (HESA 2020/21 data). The proportion had been stable at around one-third for five years to 2016/17 and has increased thereafter (Figure 2.1.2.). The total number of women applying for promotion each year increased from seven in 2017/18 to 18 in 2020/21 (around 12% of all female academic staff) with a success rate of 16/18 (89%). In 2021/22 nine women applied for promotion and all were successful. Between 2016/17 and 2022/23, the 'leaky pipeline' was reduced (Figure 2.1.3.). This reflects the impact of our actions regarding mentoring (AP1), promotions workshops (AP3) and myth-busting campaign (AP5), and coaching and review of promotion applications by senior SHW staff (AP2). We have had success in putting academic staff forward for leadership development opportunities, with women being in senior leadership roles and gender balance in the leadership of research themes and research groups. Two actions in this area, relating to encouragement of career development (AP6) and input to College promotions workshops (AP4), are rated amber and will be carried forward to the new action plan (Objective 10).

Figure 2.1.2. Change in number of professors by gender

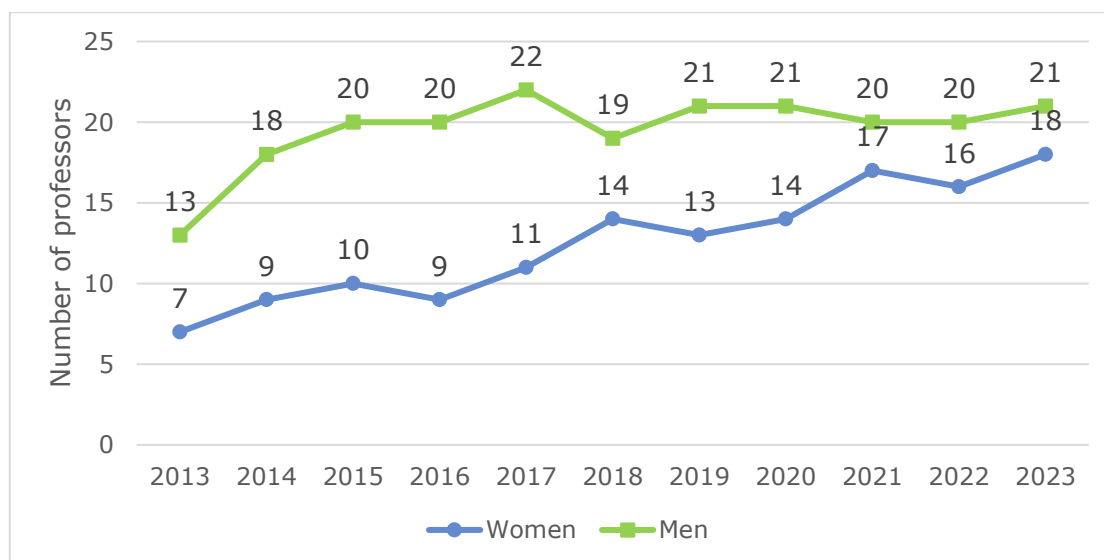
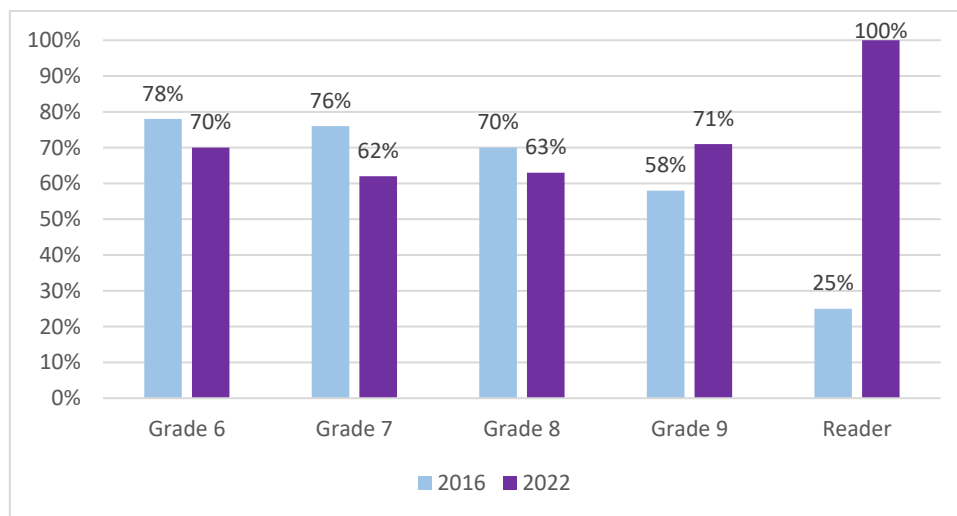


Figure 2.1.3. Percentage of women across non-professorial grades

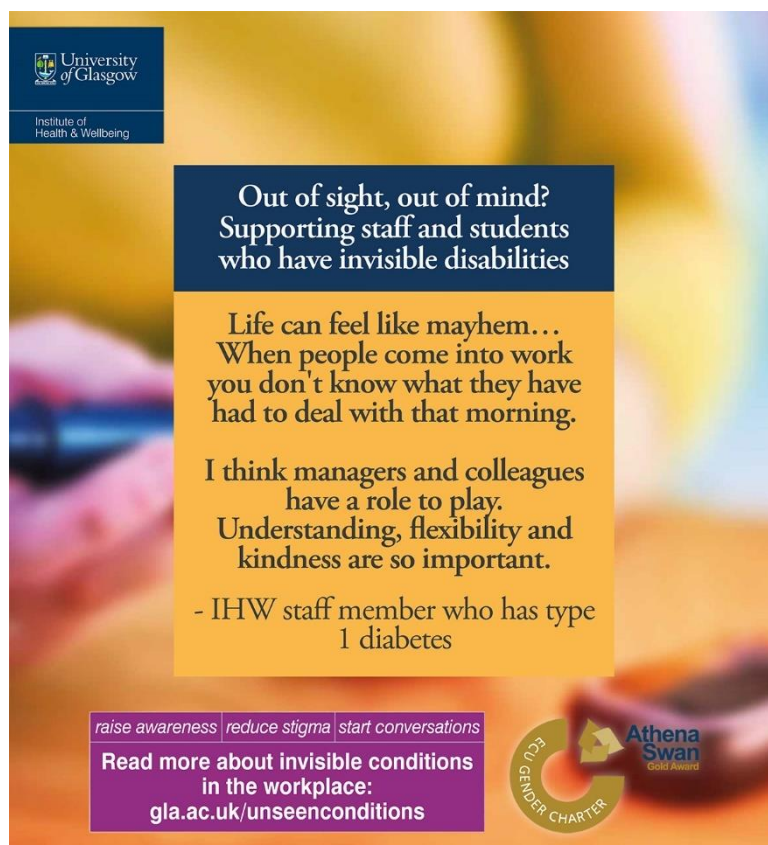


Induction, training, resources and communication

(APs 10-12, 18, 21, 40, N2-N4) (AS Charter Principles 1-4)

We have achieved very high completion rates for new staff induction as well as regular mandatory training for all staff on equality and diversity and unconscious bias (99-100% completion). We led the way in the University by making effective bystander training mandatory in SHW since 2021 (98% completion) and by making 'Let's talk about race in the workplace' training mandatory since 2022 (94% completion; compared with <5% completion across all UofG). After a pandemic-related delay, we successfully piloted having trained observers providing feedback on unconscious bias on interview panels and are carrying this forward into the new action plan as a beacon activity (new Objective 13). We have frequently-updated web pages, whose annual unique page views have doubled since 2017 from 2,619 to 5,397. Early in the pandemic we developed guidance about remote working and studying, with an emphasis on wellbeing, which was then used by the UofG Executive Director of Human Resources. A very successful beacon activity was our 2019/20 campaign on invisible disabilities (*example below*) which had a wide influence: we are regularly asked to advise on the design and delivery of similar events, including by an external organisation (Epilepsy Scotland), and a recent UofG Heads of School Forum session on Hidden Disabilities was modelled on our work, including intersections between gender and disability.



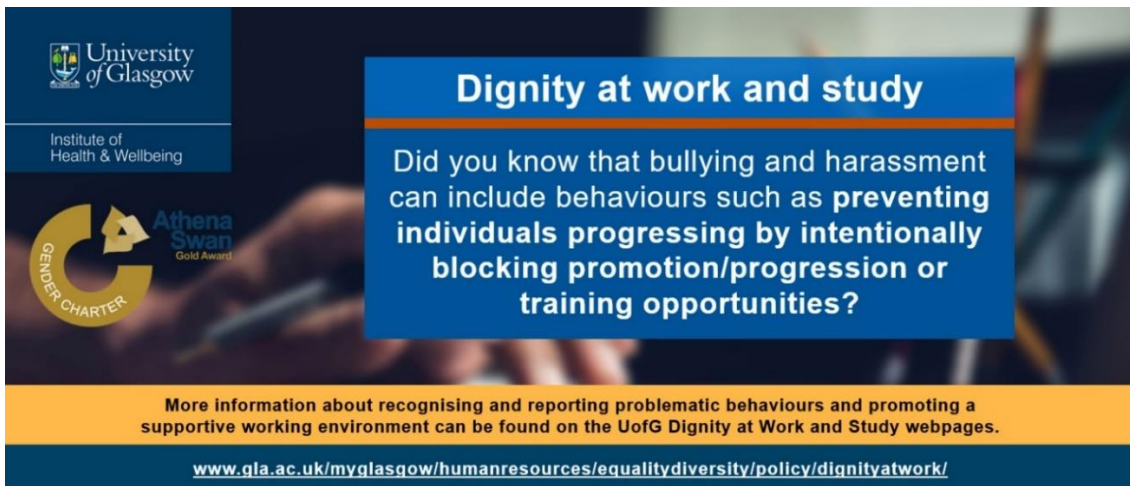


Influence of staff on priorities and actions

(APs 22, 38-39, N1, N5) (AS Charter Principles 1-3, 8)

Our effective engagement is evidenced by the way we use staff consultations and surveys to shape our EDI priorities and actions on an ongoing basis. The results of interviews with staff about the performance and development review (P&DR) process in 2020 led us to redesign the P&DR checklist to prompt key discussions on career development; adapted versions of the checklist are now being used across the other Schools in MVLS. Interviews about bullying, harassment and dignity at work in 2021 led us to develop [bitesize email banner messages](#) that were attached to SHW monthly emails in 2021/22 (*example below*). Feedback from the consultations and 2020 culture survey highlighted variability in how early career researchers (ECRs) felt supported by their line managers, which led us to develop a multisource feedback process for managers (pilot ongoing; see new Objective 3).





Maternity, paternity, parental and carer issues

(APs 29-34, 36) (AS Charter Principles 1-2, 4, 6, 7)

We have created and promoted comprehensive resources for parents and carers and have regularly reviewed and adapted our approach to reaching those who need support, e.g. by reconfiguring the maternity/paternity buddy system to a 'champion' framework. We successfully lobbied the university so that ordinary parental leave can be taken as single days as well as week blocks. Four SHW staff (out of 21 total recipients) were awarded Academic Returners Support funding following extended family/carer leave, and we contributed to the case for continuing this scheme locally after the Wellcome Trust funding ended. AP31 (develop PGT student maternity policy) is rated red only because it was deemed that an existing policy already met our needs. Awareness and engagement regarding our carer-focused activities has been lower than hoped and this focus will be carried forward into the new action plan (Objective 18).



Wellbeing of older workers

(APs N27-N34) (AS Charter Principles 1-2, 4, 6, 7)

In recognition of the gendered needs and experiences of colleagues aged 50+ (e.g. in relation to caring responsibilities for parents/children/grandchildren and menopause), we established the wellbeing of older workers (WOW) working group in 2018 and have recently extended its remit to cover students. This group has been highly effective and influential in the university, most notably by conducting a project on menopause in the workplace and producing the online WOW toolkit (*image below*) covering career journeys, health and wellbeing, caring, pensions and retirement, and line manager awareness. This work was funded by the Wellcome Trust Institutional Strategic Support Fund equalities budget (£36.5k).





Support for LGBTQ+ staff and students

(APs N8-N15) (AS Charter Principles 1-5)

Our LGBTQ+ working group was established in 2019 and, despite the impact of the pandemic on opportunities to build momentum, the group has already completed six of its initial actions, such as establishing and promoting our safe ally scheme. The group co-chair also lobbied the university to enable pronouns to be displayed in staff web profiles. The remaining actions are in progress and will be carried over to the new action plan (Objective 15).



Career progression for professional services staff

(APs 14-16, N25) (AS Charter Principles 1-2, 6, 8)

Several PS-related success measures are rated green, reflecting the innovative work of the PS working group, e.g. development of an online training resource on career progression, including career journey case studies that have been shared with PS staff across the university via the MPA Peer Network. There are ongoing concerns among PS staff about the absence of a promotion framework similar to that for academic staff, and this will be a key focus for the new action plan (Objective 2).



Actions not yet fully completed

Support for early career researchers

(APs 8-9, 23-24, 27-28, 37, N7-N8) (AS Charter Principles 1-2, 8)

Our ECR working group merged with the separate IHW ECR Forum in 2021. Although this consolidated their efforts, strengthened their capacity, and streamlined their activities, it meant that some actions progressed more slowly than planned because of the extra time needed for the group to establish its new structure. Progress has been made with regard to accessing targeted training and resources, and clear plans are now in place to complete actions relating to funding workshops and teaching opportunities. ECR career development is a priority area for the new action plan (Objective 10). AP28 (support for staff with multiple unsuccessful grant applications) is rated red as this was not carried out; staff feedback to SAT members indicated this approach would be seen as remedial rather than positive and supportive. Other mechanisms exist to increase the success rates of grant applications, e.g. internal peer review and a new MVLS College grant coaching scheme.

Support for postgraduate students

(APs 20, 35, 41, 45, N20-N24, N26) (AS Charter Principles 1-2, 7)

Despite the best efforts of the PGR/DClinPsy and PGT working groups, two key barriers have prevented these actions from being fully completed. The first is the impact of the pandemic, which has directly affected student wellbeing while simultaneously hindering our ability to reach those students to provide support and connection (e.g. via in-person events, mentoring and role model engagement opportunities). The second is our difficulty in accessing student survey data; the university no longer participates in the national PRES/PTES surveys and the response rates to our own School surveys have dropped markedly since the pandemic. We will therefore take a different approach in our new action plan (Action 12.7), liaising closely with central university teams. Nevertheless, there have been encouraging successes in the past year, such as the hybrid PGT induction session (76 attendees: 67% female, 29% male, 4% prefer not to say), contribution of student representatives to the working group activities, and social support initiatives for PGRs (particularly those at risk of isolation due to caring responsibilities).

Mentoring

(APs 1, 13, 26, N16-N19) (AS Charter Principles 1-3, 6, 8)

We have made good progress with mentoring for academic and PS staff and have established reliable systems for timely matching. Since 2021 we have matched 57 mentees to mentors, with around 20 matches currently in the process of being organised. 74% of female staff and 73% of male staff now agree that SHW offers useful mentoring opportunities (up from 71% and 69% respectively in 2020). More work is required to agree and implement a feasible and effective mentoring model for PGRs.

Academic staff workload

(AP 44) (AS Charter Principles 1-2, 7)

Although we have evidence from our annual survey that domains of workload are reasonably gender-balanced, we found in the 2022 survey (see Section 2.2) that among full-time staff, 84% of women and 80% of men reported that they often work more than their contracted hours, and that this was also very common among part-time staff (57% of women and 75% of men). Of all staff who reported this, 77% of women and 70% of men agreed that they are bothered by this. This will be a key priority for the new action plan (Objective 1).

Reflections and key learning points

Since our 2017 Gold submission, much has changed within SHW and globally. COVID-19 significantly impacted on everyone's working practices, some staff were redeployed to the NHS (four female, one male), and others were furloughed (nine female, two male). Nevertheless, we have made excellent progress on our 2017 Action Plan and, importantly, regular consultation and review have helped us develop timely actions to address new priorities. We have also successfully

continued as gender equality role models within the university and beyond, through our older workers toolkit and menopause project, unconscious bias at interviews pilot, successfully lobbying the university on parental leave, enabling pronoun sharing, promoting PS career journey case studies, and sharing guidance on remote working and studying to support better work-life balance.

Our 'Athena Swan at 10 years' staff consultation has helped us reflect critically on our achievements and plan our future priority areas (Section 2.2). We remain committed to being focused on gender equality issues but also alert and responsive to aspects of intersectionality with age, sexuality, ethnicity, disability and socioeconomic circumstances, to ensure SHW continues to be "one of the best and most welcoming places I have ever worked" (quote from 2022 culture survey).

Table 2.1.1. Previous Action Plan (actions listed in order of priority at April 2017 submission)

If you would like a copy of our full application, including this table, please email shwadmin@glasgow.ac.uk

2.2. Key priorities for future action

Please describe the department's key issues relating to gender equality, and explain the key priorities for action.

Priorities for action

Drawing on a range of evidence summarised below, we have agreed on seven priority areas for action, with clear alignment to the AS Charter Principles:

Academic workload (Objective 1)

In common with peers across the university sector, many SHW academic staff are working excessive hours, and we have clear evidence from our surveys that this is a source of ongoing stress. Tackling this has the potential to improve work-life balance and job satisfaction across our whole school. One of our key priorities will be to develop and implement a suitable workload model in SHW. *[AS Charter Principles 1 (embedding EDI), 2 (structural inequalities) and 7 (healthy whole-life balance)]*

Career progression for professional services staff (Objective 2)

We are proud of our achievements in improving promotion success rates for academic staff at all levels, and we must now consider what more can be done to support the career progression of PS staff – mostly women and mostly employed at lower grades – who do not have a systematic route to grade advancement. Unlike the academic promotion process, PS staff regrading is job-specific rather than person-specific, meaning that staff members are often unable to work towards progression aspirations within their existing roles, in turn leading to a loss of talented staff from SHW. We will explore whether alternative progression routes could be introduced. *[AS Charter Principles 1 (embedding EDI), 2 (structural inequalities), 6 (occupational segregation and career opportunities) and 8 (sustainable careers)]*

Multisource feedback for staff in leadership roles (Objective 3)

Staff surveys give us an insight into the overall impact of leaders' and managers' behaviour – particularly affecting ECRs and PS staff with regard to workload and support for career progression, and the potential for bullying and harassment – but we need ways to facilitate constructive feedback for individual staff members. Currently, multisource feedback opportunities are only routinely available to clinical staff (as part of their professional registration requirements). We will build on our recent pilot work to scale up an online multisource feedback tool for all SHW academic and PS staff with leadership/management responsibilities. *[AS Charter Principles 1 (accountability), 2 (structural inequalities), 3 (tackling behaviours) and 6 (career opportunities)]*

Staff wellbeing (Objective 4)

Wellbeing has always been a cross-cutting issue for our SAT and several of our working groups, but we have not previously set specific intersectional actions to understand and address wellbeing concerns. Staff feedback indicates that wellbeing and EDI initiatives are closely linked, with particular awareness of gender differences in mental health and help-seeking, so we will focus on this in line with the Healthy

Universities framework. *[AS Charter Principles 1 (self-assessment), 2 (structural inequalities), 4 (intersectionality) and 7 (healthy whole-life balance)]*

Understanding and addressing intersections between gender and other characteristics (Objectives 5-9)

It is essential that we consider intersectional aspects of inequalities affecting our staff and students, including age, ethnicity, and socioeconomic factors. Our staff consultation results were clear that we must move beyond gender alone to address the broader EDI landscape. Our previous experience of intersectional initiatives (such as the Older Workers Toolkit and invisible disabilities work) will help inform these new actions. *[AS Charter Principles 1 (self-assessment), 2 (structural inequalities and social injustices) and 4 (intersectionality)]*

ECR career development (Objective 10)

We have a highly engaged ECR working group who will continue developing and implementing actions to ensure that all ECRs have opportunities to thrive and build their careers in SHW on an equal basis, regardless of gender and other circumstances such as parenting and caring. *[AS Charter Principles 1 (embedding EDI), 2 (structural inequalities) and 8 (sustainable careers)]*

Sustaining and expanding Athena Swan initiatives (Objectives 11-14)

We have been fortunate to have had many committed and active SAT and working group members over the past ten years, but the ongoing reliance on volunteers delivering much of this work as part of their service contribution to the university is unsustainable. In order to truly embed our achievements and ensure continuity and expansion, we will make the case for a greater allocation of funded staff time to support routine aspects of AS work that underpin our capacity to have an ongoing impact. We will, of course, also continue to benefit from the efforts of volunteers to scale up existing initiatives as part of our beacon activities, and to drive forward new and innovative actions in the spirit of continuous improvement. *[AS Charter Principle 1 (embedding EDI, and ensuring gender equality work is distributed appropriately, recognised and rewarded)]*

Underpinning evidence

Staff consultation: 'Athena Swan at 10 years'

Following 10 years of Athena Swan activities in SHW, the 2022 annual staff consultation sought to understand colleagues' views of the AS initiative and future priorities for AS within SHW. Although our staff consultation exercises typically involve a small number of 1:1 interviews, this time we used an anonymous online qualitative survey to increase the reach of the consultation. The survey was open for two weeks in June 2022, with 53 responses received from a range of staff across grades, working pattern, age and years worked in SHW; 80% of respondents who reported their gender were women and 80% were academic staff.

Respondents highlighted various groups as being well represented through AS activities in SHW including women, parents, ECRs, carers and older workers. It was

suggested that minority ethnic groups, neurodivergent individuals, and those with physical and mental health disabilities had not been well represented, and views were mixed on whether LGBTQ+ groups had been well represented. Respondents highlighted the following priorities for AS work in SHW over the next five years:

- A continued focus on, or expansion of, activities to address groups or those with characteristics which place them at risk of inequality (including gender, age, race/ethnicity, disabilities, social class, and new parents)
- Staff workload
- Career progression and promotion
- ECR job insecurity
- Flexible working.

Culture survey

The biennial culture survey was conducted in November 2022. The overall response rate was 49% (189/386), with a higher rate among PS staff (55%) than academic staff (46%). Overall, a higher percentage of women responded (53%) than men (31%). Responses were received from 49% of female and 35% of male academic staff, and from 61% of female and 19% of male PS staff.

Table 2.2.1. below shows the results for all staff for the seven core questions. The results for all survey questions (for all staff, and separately for academic and PS staff) are in Appendix 1. The results below endorse SHW support for gender equality, flexible working opportunities, and career development. There was also agreement that contributions are valued and that mental health and wellbeing are supported. Fewer respondents agreed that bullying and harassment are addressed satisfactorily, and that SHW has taken action to mitigate the effects of COVID-19. However, the full results in Appendix 1 show that a large proportion responded 'neither agree nor disagree' to those questions, rather than disagreeing, which may reflect lack of direct experience of these issues.

Table 2.2.1. Core culture survey item results: Agree/strongly agree

Question	Women	Men	All
My contributions are valued within SHW	72%	65%	69%
SHW leadership actively supports gender equality	73%	83%	76%
SHW enables flexible working	94%	88%	91%
I am satisfied with how bullying and harassment are addressed in SHW	54%	63%	53%
My line manager supports my career development	84%	80%	83%
My mental health and wellbeing are supported in SHW	67%	56%	62%
SHW has taken action to mitigate the adverse gendered impact of the COVID-19 pandemic on staff	37%	48%	38%

'All' includes 14 respondents of another gender or who did not report their gender

Overall, 82% of respondents agreed that SHW is a great place to work for them, with a higher percentage (87%) of PS than academic staff (79%) answering this way. Agreement was lower among men (overall 75%; PS 83%; academic 74%). However, a lower proportion of women (72%) than men (78%) agreed they felt part of SHW. Three-quarters agreed that the SHW leadership team communicates effectively regarding EDI policies and issues, but a lower proportion (48%) agreed that SHW's role models represent a diverse range of gender identities.

94% agreed that their line manager enables flexible working, and all of the 29 individuals who had applied for a formal flexible working arrangement had had this fully approved. A large proportion (83%) agreed that SHW respects core hours of 10am-4pm for meetings or offers flexible alternatives. Relatively fewer academic (49%) than PS staff (71%) agreed that SHW takes into consideration older workers' specific needs. There was generally high agreement that work-related social activities are appropriate and welcoming regardless of gender (70%), job family (70%) or caring responsibilities (65%).

Women were less likely to agree that all genders are paid equitably (48% overall; 48% academic; 48% PS) than men (68% overall; 62% academic; 100% PS). Two-thirds of all respondents agreed they were encouraged to seek career development opportunities, with lower agreement among PS staff (54%) than academics (71%). Overall, 58% agreed that their annual performance and development review is helpful but this was lower for PS staff (41%).

Workload survey

The workload survey was conducted with academic staff in February 2022 (see Appendix 2.11). 90/232 staff responded (39%) and response rates were similar between male and female staff (35% and 37% respectively; seven respondents did not report their gender).

Among full-time staff (73% of respondents), the data suggest that women and men are spending similar amounts of time on most activities including supervision, research/scholarship, clinical work, external/KE/PE work, Athena Swan and research theme activity. There were indications that women are spending relatively less time on teaching and more time on management/administration, compared with men. Mentoring roles are being undertaken by 29% of women and 24% of men. The results were similar among part-time staff (27% of respondents), although here it appeared that women are spending less time than men on research/scholarship, and a lower proportion of women are mentors (9% of women and 25% of men). As noted in Section 2.1., most staff reported often working beyond their contracted hours and most felt bothered by this.

Staffing data and gender pay gap

Detailed staffing data are in Appendix 2.

As noted in Section 2.1., the data show good progress with female representation at higher academic grades. With regard to academic contract tenure status, there are

similar proportions of women on open-ended contracts with (66%) and without (63%) a funding end date, and a lower proportion of women among those with a fixed term contract (52%). Academic recruitment data do not show any consistent pattern of gender bias across successive stages from application to shortlisting, offers and acceptances.

The PS staff data show a consistently low proportion of men in most grades, especially G4. The majority of PS staff (82/113) are on open-ended contracts with a funding end date, of whom 66% are women. All PS staff on open-ended contracts with no funding end date are women, as are 71% of those on fixed term contracts. Recruitment data in the first year of data collection (2018/19) showed increasing proportions of women across successive stages (63% of applications to 82% of offers and acceptances); this was not so clearly evident in recent years but requires ongoing monitoring.

Results calculated in September 2022 indicated that the mean SHW gender pay gap was 19.7% (very similar to last year's mean of 19.9%). The median pay gap was 5.7% (last year's median was 2.9%). The large discrepancy between the mean and median gaps is driven by the disproportionate number of female staff in PS roles at lower grades, with 17 of the 20 lowest paid staff being women. Among the 22¹ highest paid staff, seven were women, and five of the 11 highest paid staff were women. The most recently published gender pay gap results for the university as a whole showed a mean gap in 2020 of 14.7% and a median gap of 13.7%.

The overall mean gap for clinical staff was 21.0%, markedly larger than last year's gap of 6.3%. This was driven by the fact that most non-consultant grade clinical academics were women (10/12) while most clinical consultants were men (11/17).

Student data

Detailed data are in Appendix 2. Most of our taught programmes have a consistently high proportion of female students. Taught degree classification data are in line with the gender composition of our student population (e.g. 2021/22 PGT female award classifications: pass 70%, merit 74%, distinction 73%). There is also a consistently high proportion of female PGR students, and the gender split of PGR degree completions is in line with the composition of the PGR population (e.g. 2021/22 PhD completions were 72% female and 28% male).

¹ 22 was used as the split-point as there were several staff on the same salary

Section 3: Future action plan

In Section 3, applicants should evidence how they meet Criterion C:

- *An action plan is in place to address identified key issues*

3.1. Action plan

Please provide an action plan covering the five-year award period.

If you would like a copy of our full application, including this table, please email shwadmin@glasgow.ac.uk

Appendix 1: Culture survey data

Please present the results of the core culture survey questions, and if desired, the results of any additional survey questions or consultation.

Note: 14 respondents reported another gender (1) or did not report their gender (13). Data from these respondents are not presented separately in the following tables due to small numbers in cells, but they are included in the total column in each table.

Results are presented for all staff (Table A1.1.), academic staff (Table A1.2.), and professional services staff (Table A1.3.).

Table A1.1. Culture survey results for all staff

Advance HE core questions are highlighted in blue

2.1. I feel that SHW is a great place to work - For me	Female	% Female	Male	% Male	Total	% Total
Strongly agree	54	40%	15	38%	72	38%
Agree	61	45%	15	38%	83	44%
Neither agree nor disagree	14	10%	5	13%	21	11%
Disagree	4	3%	4	10%	9	5%
Strongly disagree	2	1%	1	3%	4	2%
	135	100%	40	100%	189	100%

2.2. I feel that SHW is a great place to work - For women	Female	% Female	Male	% Male	Total	% Total
Strongly agree	53	39%	14	35%	71	38%
Agree	60	44%	12	30%	77	41%
Neither agree nor disagree	12	9%	7	18%	21	11%
Disagree	4	3%	1	3%	5	3%
Strongly disagree	1	1%	0	0%	2	1%
Don't know	5	4%	6	15%	13	7%
	135	100%	40	100%	189	100%

2.3. I feel that SHW is a great place to work - For men	Female	% Female	Male	% Male	Total	% Total
Strongly agree	55	41%	15	38%	72	38%
Agree	45	33%	13	33%	61	32%
Neither agree nor disagree	8	6%	6	15%	19	10%
Disagree	0	0%	2	5%	3	2%
Strongly disagree	1	1%	0	0%	1	1%
Don't know	26	19%	4	10%	33	17%
	135	100%	40	100%	189	100%

2.4. I feel that SHW is a great place to work - For people of other gender identities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	34	25%	12	30%	49	26%
Agree	43	32%	10	25%	55	29%
Neither agree nor disagree	13	10%	10	25%	26	14%
Disagree	2	1%	1	3%	4	2%
Strongly disagree	1	1%	0	0%	1	1%
Don't know	42	31%	7	18%	54	29%
	135	100%	40	100%	189	100%

2.5. I feel that SHW is a great place to work - For people from ethnic minorities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	31	23%	13	33%	47	25%
Agree	46	34%	11	28%	62	33%
Neither agree nor disagree	14	10%	9	23%	26	14%
Disagree	3	2%	1	3%	4	2%
Strongly disagree	1	1%	0	0%	2	1%
Don't know	40	30%	6	15%	48	25%
	135	100%	40	100%	189	100%

2.6. I feel that SHW is a great place to work - For people with disabilities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	28	21%	12	30%	41	22%
Agree	42	31%	9	23%	55	29%
Neither agree nor disagree	19	14%	7	18%	29	15%
Disagree	10	7%	4	10%	15	8%
Strongly disagree	1	1%	0	0%	1	1%
Don't know	35	26%	8	20%	48	25%
	135	100%	40	100%	189	100%

2.7. I feel that SHW is a great place to work - For older workers (50 years plus)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	37	27%	13	33%	53	28%
Agree	45	33%	11	28%	61	32%
Neither agree nor disagree	17	13%	7	18%	27	14%
Disagree	1	1%	2	5%	3	2%
Strongly disagree	1	1%	2	5%	3	2%
Don't know	34	25%	5	13%	42	22%
	135	100%	40	100%	189	100%

3. I feel part of SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	28	21%	10	25%	39	21%
Agree	69	51%	21	53%	97	51%
Neither agree nor disagree	21	16%	2	5%	26	14%
Disagree	16	12%	6	15%	23	12%
Strongly disagree	1	1%	1	3%	4	2%
	135	100%	40	100%	189	100%

4. My contributions are valued within SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	27	20%	6	15%	34	18%
Agree	70	52%	20	50%	96	51%
Neither agree nor disagree	30	22%	6	15%	42	22%
Disagree	7	5%	6	15%	13	7%
Strongly disagree	1	1%	2	5%	4	2%
	135	100%	40	100%	189	100%

5. During the last two years, I have experienced situations(s) in SHW where I have felt uncomfortable because of my gender	Female	% Female	Male	% Male	Total	% Total
Agree	12	9%	2	5%	15	8%
Neither agree nor disagree	4	3%	3	8%	11	6%
Disagree	54	40%	11	28%	73	39%
Strongly disagree	65	48%	24	60%	90	48%
	135	100%	40	100%	189	100%

6. SHW takes into consideration older workers' specific needs (health needs, flexibility in relation to caring responsibilities, career planning)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	23	17%	10	25%	35	19%
Agree	53	39%	15	38%	72	38%
Neither agree nor disagree	14	10%	5	13%	22	12%
Disagree	2	1%	0	0%	3	2%
Strongly disagree	1	1%	1	3%	2	1%
Don't know	42	31%	9	23%	55	29%
	135	100%	40	100%	189	100%

7. General SHW and committee/research group meetings/events take place within core hours (between 10am and 4pm), or are scheduled flexibly to enable those with caring responsibilities to attend	Female	% Female	Male	% Male	Total	% Total
Strongly agree	37	27%	13	33%	51	27%
Agree	76	56%	19	48%	105	56%
Neither agree nor disagree	15	11%	3	8%	21	11%
Disagree	5	4%	5	13%	10	5%
Strongly disagree	2	1%	0	0%	2	1%
	135	100%	40	100%	189	100%

8. There are suitable opportunities for people to interact informally/socially within SHW (in person or online)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	22	16%	6	15%	29	15%
Agree	60	44%	17	43%	84	44%
Neither agree nor disagree	35	26%	10	25%	50	26%
Disagree	14	10%	6	15%	21	11%
Strongly disagree	4	3%	1	3%	5	3%
	135	100%	40	100%	189	100%

9.1. Work-related social activities (in person or online, such as staff parties, team building events, etc.) are: Appropriate/welcoming for all genders	Female	% Female	Male	% Male	Total	% Total
Strongly agree	34	25%	12	30%	47	25%
Agree	68	50%	12	30%	85	45%
Neither agree nor disagree	12	9%	4	10%	17	9%
Strongly disagree	1	1%	3	8%	5	3%
Don't know	20	15%	9	23%	35	19%
	135	100%	40	100%	189	100%

9.2. Work-related social activities (in person or online, such as staff parties, team building events, etc.) are: Appropriate/welcoming for all job families	Female	% Female	Male	% Male	Total	% Total
Strongly agree	28	21%	11	28%	39	21%
Agree	72	53%	15	38%	93	49%
Neither agree nor disagree	10	7%	4	10%	16	8%
Disagree	6	4%	0	0%	6	3%
Strongly disagree	1	1%	3	8%	5	3%
Don't know	18	13%	7	18%	30	16%
	135	100%	40	100%	189	100%

9.3. Work-related social activities (in person or online, such as staff parties, team building events, etc.) are: Scheduled where possible to allow those with caring responsibilities to attend	Female	% Female	Male	% Male	Total	% Total
Strongly agree	29	21%	10	25%	39	21%
Agree	63	47%	15	38%	84	44%
Neither agree nor disagree	15	11%	3	8%	21	11%
Disagree	10	7%	1	3%	12	6%
Strongly disagree	1	1%	2	5%	4	2%
Don't know	17	13%	9	23%	29	15%
	135	100%	40	100%	189	100%

12. In SHW, staff are treated on their merits irrespective of their gender	Female	% Female	Male	% Male	Total	% Total
Strongly agree	36	27%	11	28%	49	26%
Agree	63	47%	19	48%	87	46%
Neither agree nor disagree	12	9%	5	13%	21	11%
Disagree	7	5%	0	0%	7	4%
Strongly disagree	1	1%	2	5%	4	2%
Don't know	16	12%	3	8%	21	11%
	135	100%	40	100%	189	100%

13. In SHW, work is allocated on a clear and fair basis irrespective of gender	Female	% Female	Male	% Male	Total	% Total
Strongly agree	33	24%	11	28%	46	24%
Agree	49	36%	15	38%	68	36%
Neither agree nor disagree	17	13%	7	18%	27	14%
Disagree	18	13%	2	5%	20	11%
Strongly disagree	2	1%	2	5%	5	3%
Don't know	16	12%	3	8%	23	12%
	135	100%	40	100%	189	100%

14. I feel my P&DR/annual review is helpful	Female	% Female	Male	% Male	Total	% Total
Strongly agree	24	18%	8	20%	33	17%
Agree	54	40%	16	40%	76	40%
Neither agree nor disagree	35	26%	8	20%	46	24%
Disagree	18	13%	4	10%	25	13%
Strongly disagree	4	3%	4	10%	9	5%
	135	100%	40	100%	189	100%

15.1. SHW values the full range of an individual's skill and experience (relevant to their role e.g. research, pastoral work, outreach work, teaching, administration support, technical support and knowledge of systems and processes): When carrying out P&DR or performance appraisals	Female	% Female	Male	% Male	Total	% Total
Strongly agree	23	17%	12	30%	35	19%
Agree	58	43%	13	33%	76	40%
Neither agree nor disagree	24	18%	8	20%	34	18%
Disagree	18	13%	4	10%	28	15%
Strongly disagree	2	1%	3	8%	5	3%
Don't know	10	7%	0	0%	11	6%
	135	100%	40	100%	189	100%

15.2. SHW values the full range of an individual's skill and experience: When considering promotions or career progression	Female	% Female	Male	% Male	Total	% Total
Strongly agree	22	16%	5	13%	28	15%
Agree	39	29%	14	35%	56	30%
Neither agree nor disagree	24	18%	8	20%	35	19%
Disagree	20	15%	6	15%	29	15%
Strongly disagree	7	5%	4	10%	13	7%
Don't know	23	17%	3	8%	28	15%
	135	100%	40	100%	189	100%

16. I understand the University's academic promotion/PSS regrading process and criteria as they relate to my role.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	19	14%	10	25%	30	16%
Agree	66	49%	21	53%	93	49%
Neither agree nor disagree	34	25%	5	13%	44	23%
Disagree	13	10%	4	10%	19	10%
Strongly disagree	3	2%	0	0%	3	2%
	135	100%	40	100%	189	100%

17. SHW provides useful additional information and support regarding promotion/regrading	Female	% Female	Male	% Male	Total	% Total
Strongly agree	28	21%	6	15%	36	19%
Agree	52	39%	19	48%	76	40%
Neither agree nor disagree	35	26%	9	23%	49	26%
Disagree	18	13%	4	10%	23	12%
Strongly disagree	2	1%	2	5%	5	3%
	135	100%	40	100%	189	100%

18. I am actively encouraged to take up career development opportunities (e.g. training, mentoring, attending networking events)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	35	26%	8	20%	45	24%
Agree	56	41%	18	45%	79	42%
Neither agree nor disagree	33	24%	7	18%	45	24%
Disagree	10	7%	4	10%	16	8%
Strongly disagree	1	1%	3	8%	4	2%
	135	100%	40	100%	189	100%

19. Staff who work part-time or flexibly in SHW are offered the same career development opportunities as those who work full-time	Female	% Female	Male	% Male	Total	% Total
Strongly agree	19	14%	5	13%	27	14%
Agree	37	27%	9	23%	48	25%
Neither agree nor disagree	23	17%	7	18%	32	17%
Disagree	11	8%	1	3%	13	7%
Strongly disagree	1	1%	2	5%	4	2%
Don't know	44	33%	16	40%	65	34%
	135	100%	40	100%	189	100%

20. I understand that ECRs (Grades 6/7 or MRC equivalent) and PS staff (Grade 5 and below or MRC equivalent) are allowed to engage in a minimum of 10 days of non-job role specific CPD per year (pro rata) to develop transferable skills as per SHW guidance	Female	% Female	Male	% Male	Total	% Total
Strongly agree	29	21%	12	30%	43	23%
Agree	59	44%	15	38%	80	42%
Neither agree nor disagree	26	19%	9	23%	38	20%
Disagree	16	12%	2	5%	20	11%
Strongly disagree	5	4%	2	5%	8	4%
	135	100%	40	100%	189	100%

40. I am aware that staff who have a funding end date and/or are employed through a grant are entitled to the same promotion opportunities as permanent staff (Asked of academic staff only)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	28	33%	12	35%	41	33%
Agree	27	32%	14	41%	46	37%
Neither agree nor disagree	12	14%	5	15%	18	14%
Disagree	13	15%	1	3%	14	11%
Strongly disagree	5	6%	2	6%	7	6%
	85	100%	34	100%	126	100%

41. I am aware that staff who don't teach are entitled to the same promotion opportunities as other staff (Asked of academic staff only)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	22	26%	11	32%	33	26%
Agree	34	40%	12	35%	52	41%
Neither agree nor disagree	17	20%	6	18%	24	19%
Disagree	9	11%	3	9%	12	10%
Strongly disagree	3	4%	2	6%	5	4%
	85	100%	34	100%	126	100%

42. I am aware of, and understand, University guidance on obtaining a PhD by publication (Asked of academic staff only)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	15	18%	7	21%	22	17%
Agree	30	35%	15	44%	49	39%
Neither agree nor disagree	17	20%	5	15%	25	20%
Disagree	14	16%	3	9%	17	13%
Strongly disagree	9	11%	4	12%	13	10%
	85	100%	34	100%	126	100%

43. I understand that having a PhD enables Grade 6 research staff to apply for promotion before they have reached the top of the Grade 6 scale (Asked of academic staff only)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	21	25%	8	24%	30	24%
Agree	29	34%	12	35%	45	36%
Neither agree nor disagree	18	21%	10	29%	30	24%
Disagree	14	16%	2	6%	16	13%
Strongly disagree	3	4%	2	6%	5	4%
	85	100%	34	100%	126	100%

21.1. I am encouraged and given opportunities to represent SHW (e.g. on committees or boards, as chair or speaker at Conferences and/or University events): Internally	Female	% Female	Male	% Male	Total	% Total
Strongly agree	21	16%	9	23%	30	16%
Agree	51	38%	16	40%	73	39%
Neither agree nor disagree	31	23%	7	18%	41	22%
Disagree	10	7%	4	10%	15	8%
Strongly disagree	4	3%	2	5%	7	4%
Not applicable to my role	18	13%	2	5%	23	12%
	135	100%	40	100%	189	100%

21.2. I am encouraged and given opportunities to represent SHW Externally	Female	% Female	Male	% Male	Total	% Total
Strongly agree	19	14%	5	13%	25	13%
Agree	36	27%	12	30%	52	28%
Neither agree nor disagree	37	27%	12	30%	53	28%
Disagree	12	9%	6	15%	18	10%
Strongly disagree	8	6%	2	5%	11	6%
Not applicable to my role	23	17%	3	8%	30	16%
	135	100%	40	100%	189	100%

22.1. SHW offers me: Useful in-house training opportunities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	25	19%	3	8%	29	15%
Agree	55	41%	19	48%	83	44%
Neither agree nor disagree	36	27%	11	28%	49	26%
Disagree	17	13%	6	15%	24	13%
Strongly disagree	2	1%	1	3%	4	2%
	135	100%	40	100%	189	100%

22.2. SHW offers me: Useful networking opportunities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	19	14%	4	10%	23	12%
Agree	54	40%	17	43%	80	42%
Neither agree nor disagree	41	30%	13	33%	58	31%
Disagree	19	14%	4	10%	23	12%
Strongly disagree	2	1%	2	5%	5	3%
	135	100%	40	100%	189	100%

22.3. SHW offers me: Useful staff mentoring opportunities (as mentor or mentee)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	27	20%	7	18%	35	19%
Agree	73	54%	22	55%	101	53%
Neither agree nor disagree	24	18%	5	13%	33	17%
Disagree	7	5%	4	10%	13	7%
Strongly disagree	4	3%	2	5%	7	4%
	135	100%	40	100%	189	100%

22.4. SHW offers me: Clear information on mentoring	Female	% Female	Male	% Male	Total	% Total
Strongly agree	25	19%	8	20%	34	18%
Agree	70	52%	19	48%	94	50%
Neither agree nor disagree	27	20%	8	20%	40	21%
Disagree	10	7%	4	10%	16	8%
Strongly disagree	3	2%	1	3%	5	3%
	135	100%	40	100%	189	100%

23. I believe that in my job family in SHW, all genders are paid an equal amount for doing the same work or work of equal value	Female	% Female	Male	% Male	Total	% Total
Strongly agree	22	16%	10	25%	32	17%
Agree	43	32%	17	43%	66	35%
Neither agree nor disagree	10	7%	4	10%	15	8%
Disagree	20	15%	2	5%	25	13%
Strongly disagree	2	1%	0	0%	3	2%
Don't know	38	28%	7	18%	48	25%
	135	100%	40	100%	189	100%

24. Did you want to be furloughed during the Covid-19 pandemic?	Female	% Female	Male	% Male	Total	% Total
No	119	89%	38	95%	167	89%
Yes	15	11%	2	5%	21	11%
	134	100%	40	100%	188	100%

25. Were you furloughed during the Covid-19 pandemic?	Female	% Female	Male	% Male	Total	% Total
No	122	91%	38	95%	173	92%
Yes	12	9%	2	5%	15	8%
	134	100%	40	100%	188	100%

27. I am aware of the University's flexible working policy	Female	% Female	Male	% Male	Total	% Total
No	8	6%	2	5%	10	5%
Yes	108	80%	29	73%	148	78%
Unsure	19	14%	9	23%	31	16%
	135	100%	40	100%	189	100%

28. I am aware of the University's hybrid working guidance	Female	% Female	Male	% Male	Total	% Total
No	13	10%	3	8%	16	8%
Yes	104	77%	30	75%	145	77%
Unsure	18	13%	7	18%	28	15%
	135	100%	40	100%	189	100%

29. Have you ever made a formal application for flexible working, under the University's flexible working policy?	Female	% Female	Male	% Male	Total	% Total
No	113	84%	36	90%	160	85%
Yes	22	16%	4	10%	29	15%
	135	100%	40	100%	189	100%

29.a. What was the outcome of the formal application?	Female	% Female	Male	% Male	Total	% Total
Approved fully	22	100%	4	100%	26	100%
	22	100%	4	100%	26	100%

54. SHW leadership communicates effectively with staff about equality, diversity and inclusion issues.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	27	20%	10	25%	37	20%
Agree	75	56%	20	50%	105	56%
Neither agree nor disagree	27	20%	4	10%	34	18%
Disagree	4	3%	6	15%	10	5%
Strongly disagree	2	1%	0	0%	3	2%
	135	100%	40	100%	189	100%

55. SHW makes it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carers leave, flexible working)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	31	23%	13	33%	46	24%
Agree	72	53%	20	50%	101	53%
Neither agree nor disagree	25	19%	6	15%	33	17%
Disagree	6	4%	1	3%	7	4%
Strongly disagree	1	1%	0	0%	2	1%
	135	100%	40	100%	189	100%

56. I understand SHW's reasons for taking action on gender equality	Female	% Female	Male	% Male	Total	% Total
Strongly agree	52	39%	16	40%	70	37%
Agree	66	49%	20	50%	93	49%
Neither agree nor disagree	15	11%	3	8%	20	11%
Disagree	1	1%	0	0%	2	1%
Strongly disagree	1	1%	1	3%	4	2%
	135	100%	40	100%	189	100%

57. SHW leadership actively supports gender equality	Female	% Female	Male	% Male	Total	% Total
Strongly agree	39	29%	15	38%	56	30%
Agree	60	44%	18	45%	87	46%
Neither agree nor disagree	31	23%	5	13%	38	20%
Disagree	3	2%	1	3%	4	2%
Strongly disagree	2	1%	1	3%	4	2%
	135	100%	40	100%	189	100%

58. SHW has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	15	11%	8	20%	23	12%
Agree	35	26%	11	28%	49	26%
Neither agree nor disagree	63	47%	16	40%	86	46%
Disagree	19	14%	5	13%	27	14%
Strongly disagree	3	2%	0	0%	4	2%
	135	100%	40	100%	189	100%

59. SHW takes Positive Action to encourage all genders to apply for posts in areas where they are under-represented (e.g. encouraging appropriately qualified colleagues of any gender to apply for posts; including images of diversity in recruitment materials; including a statement in job adverts that applications are welcomed from under-represented groups)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	20	15%	10	25%	32	17%
Agree	47	35%	14	35%	64	34%
Neither agree nor disagree	24	18%	7	18%	35	19%
Disagree	2	1%	0	0%	2	1%
Strongly disagree	1	1%	0	0%	2	1%
Don't know	41	30%	9	23%	54	29%
	135	100%	40	100%	189	100%

60. I understand why Positive Action may be required to promote gender equality	Female	% Female	Male	% Male	Total	% Total
Strongly agree	49	36%	15	38%	65	34%
Agree	75	56%	18	45%	99	52%
Neither agree nor disagree	9	7%	5	13%	20	11%
Disagree	0	0%	0	0%	1	1%
Strongly disagree	2	1%	2	5%	4	2%
	135	100%	40	100%	189	100%

61. SHW enables flexible working	Female	% Female	Male	% Male	Total	% Total
Strongly agree	45	33%	15	38%	63	33%
Agree	83	61%	20	50%	110	58%
Neither agree nor disagree	7	5%	5	13%	15	8%
Disagree	0	0%	0	0%	1	1%
	135	100%	40	100%	189	100%

62. My line manager/supervisor is flexible about when and where I work, in accordance with the University's flexible working policy and hybrid working guidance	Female	% Female	Male	% Male	Total	% Total
Strongly agree	86	64%	24	60%	114	60%
Agree	43	32%	15	38%	64	34%
Neither agree nor disagree	4	3%	0	0%	6	3%
Disagree	1	1%	0	0%	3	2%
Not applicable to my role	1	1%	1	3%	2	1%
	135	100%	40	100%	189	100%

63. My line manager values my outputs more than the exact number of hours I work every day	Female	% Female	Male	% Male	Total	% Total
Strongly agree	69	51%	21	53%	94	50%
Agree	50	37%	14	35%	70	37%
Neither agree nor disagree	14	10%	4	10%	18	10%
Disagree	1	1%	1	3%	5	3%
Strongly disagree	1	1%	0	0%	2	1%
	135	100%	40	100%	189	100%

64. I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour	Female	% Female	Male	% Male	Total	% Total
Strongly agree	73	54%	23	58%	98	52%
Agree	39	29%	9	23%	54	29%
Neither agree nor disagree	15	11%	0	0%	17	9%
Disagree	3	2%	1	3%	7	4%
Strongly disagree	2	1%	1	3%	3	2%
Don't know	3	2%	6	15%	10	5%
	135	100%	40	100%	189	100%

65. I believe my line manager promotes/contributes to a positive workplace culture	Female	% Female	Male	% Male	Total	% Total
Strongly agree	69	51%	20	50%	92	49%
Agree	45	33%	13	33%	64	34%
Neither agree nor disagree	15	11%	3	8%	20	11%
Disagree	3	2%	4	10%	10	5%
Strongly disagree	3	2%	0	0%	3	2%
	135	100%	40	100%	189	100%

66. My line manager supports my career development	Female	% Female	Male	% Male	Total	% Total
Strongly agree	65	48%	18	45%	86	46%
Agree	48	36%	14	35%	69	37%
Neither agree nor disagree	16	12%	5	13%	24	13%
Disagree	4	3%	2	5%	7	4%
Strongly disagree	2	1%	1	3%	3	2%
	135	100%	40	100%	189	100%

67.1. I am aware of the SHW guidance/initiatives regarding: SHW email guidance and etiquette, which includes how to contact staff on leave (maternity, paternity, sick leave, shared parental or annual leave)	Female	% Female	Male	% Male	Total	% Total
No	31	23%	6	15%	42	22%
Yes	73	54%	23	58%	101	53%
Unsure	31	23%	11	28%	46	24%
	135	100%	40	100%	189	100%

67.2. I am aware of the SHW guidance/initiatives regarding: MS Teams channel called 'SHW peer support for staff carers' to provide a private and informal space for staff with caring responsibilities	Female	% Female	Male	% Male	Total	% Total
No	56	41%	16	40%	78	41%
Yes	48	36%	15	38%	66	35%
Unsure	31	23%	9	23%	45	24%
	135	0	0%	0	0%	0

67.3. I am aware of the SHW guidance/initiatives regarding: SHW Maternity/Paternity Champions (two staff volunteers), who are available to provide informal support to staff who are planning, are currently on, or have recently come back from maternity or paternity leave	Female	% Female	Male	% Male	Total	% Total
No	33	24%	10	25%	49	26%
Yes	72	53%	23	58%	100	53%
Unsure	30	22%	7	18%	40	21%
	135	100%	40	100%	189	100%

69. There is a range of gender identities represented amongst the role models that SHW promotes	Female	% Female	Male	% Male	Total	% Total
Strongly agree	17	13%	9	23%	28	15%
Agree	45	33%	14	35%	62	33%
Neither agree nor disagree	23	17%	7	18%	32	17%
Disagree	9	7%	2	5%	12	6%
Strongly disagree	1	1%	0	0%	2	1%
Don't know	40	30%	8	20%	53	28%
	135	100%	40	100%	189	100%

70. Inappropriate images that stereotype different people are not acceptable in SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	54	40%	18	45%	74	39%
Agree	71	53%	17	43%	96	51%
Neither agree nor disagree	8	6%	4	10%	15	8%
Disagree	2	1%	1	3%	3	2%
Strongly disagree	0	0%	0	0%	1	1%
	135	100%	40	100%	189	100%

71. SHW makes it clear that unsupportive language and behaviour are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype people or focus on their appearance)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	56	41%	15	38%	74	39%
Agree	62	46%	21	53%	91	48%
Neither agree nor disagree	13	10%	2	5%	17	9%
Disagree	4	3%	1	3%	5	3%
Strongly disagree	0	0%	1	3%	2	1%
	135	100%	40	100%	189	100%

72. My mental health and wellbeing are supported in SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	32	24%	11	28%	44	23%
Agree	58	43%	11	28%	74	39%
Neither agree nor disagree	34	25%	12	30%	52	28%
Disagree	10	7%	4	10%	15	8%
Strongly disagree	1	1%	2	5%	4	2%
	135	100%	40	100%	189	100%

73. I am satisfied with how bullying and harassment are addressed in SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	20	15%	9	23%	29	15%
Agree	52	39%	16	40%	71	38%
Neither agree nor disagree	51	38%	9	23%	68	36%
Disagree	9	7%	4	10%	15	8%
Strongly disagree	3	2%	2	5%	6	3%
	135	100%	40	100%	189	100%

74. Over the last two years I have been bullied or harassed in SHW	Female	% Female	Male	% Male	Total	% Total
No	119	88%	34	85%	162	86%
Yes	10	7%	5	13%	17	9%
Prefer not to say	6	4%	1	3%	10	5%
	135	100%	40	100%	189	100%

75. Over the last two years I have witnessed bullying or harassment in SHW	Female	% Female	Male	% Male	Total	% Total
No	115	85%	37	93%	158	84%
Yes	14	10%	2	5%	19	10%
Prefer not to say	6	4%	1	3%	12	6%
	135	100%	40	100%	189	100%

76. If you answered yes to either of the last two questions did you report the incident?	Female	% Female	Male	% Male	Total	% Total
No	22	16%	11	28%	36	19%
Yes	8	6%	1	3%	9	5%
Prefer not to say	15	11%	2	5%	24	13%
(blank)	90	67%	26	65%	120	63%
	135	100%	40	100%	189	100%

76.a. Who did you report the bullying/harassment incident to?	Female	% Female	Male	% Male	Total	% Total
Line Manager/senior member of staff	6	4%	1	3%	7	4%
Line Manager/senior member of staff, Someone else	1	1%	0	0%	1	1%
Trade Union representative	1	1%	0	0%	1	1%
(blank)	127	94%	39	98%	180	95%
	135	100%	40	100%	189	100%

76.b. Once you had reported the bullying/harassment, did you get a helpful response and/or feel supported?	Female	% Female	Male	% Male	Total	% Total
No	3	2%	0	0%	3	2%
Yes	4	3%	1	3%	5	3%
Prefer not to say	1	1%	0	0%	1	1%
(blank)	127	94%	39	98%	180	95%
	135	100%	40	100%	189	100%

76.c. Once you had reported the bullying/harassment, was the issue resolved/concluded to your satisfaction?	Female	% Female	Male	% Male	Total	% Total
No	6	4%	0	0%	6	3%
Yes	2	1%	1	3%	3	2%
(blank)	127	94%	39	98%	180	95%
	135	100%	40	100%	189	100%

Table A1.2. Culture survey results for academic staff

Advance HE core questions are highlighted in blue

2.1. I feel that SHW is a great place to work - For me	Female	% Female	Male	% Male	Total	% Total
Strongly agree	31	36%	12	35%	43	34%
Agree	38	45%	13	38%	57	45%
Neither agree nor disagree	10	12%	4	12%	14	11%
Disagree	4	5%	4	12%	8	6%
Strongly disagree	2	2%	1	3%	4	3%
	85	100%	34	100%	126	100%

2.2. I feel that SHW is a great place to work - For women	Female	% Female	Male	% Male	Total	% Total
Strongly agree	29	34%	10	29%	41	33%
Agree	40	47%	10	29%	53	42%
Neither agree nor disagree	9	11%	7	21%	16	13%
Disagree	4	5%	1	3%	5	4%
Strongly disagree	1	1%	0	0%	2	2%
Don't know	2	2%	6	18%	9	7%
	85	100%	34	100%	126	100%

2.3. I feel that SHW is a great place to work - For men	Female	% Female	Male	% Male	Total	% Total
Strongly agree	35	41%	11	32%	47	37%
Agree	29	34%	11	32%	43	34%
Neither agree nor disagree	4	5%	6	18%	12	10%
Disagree	0	0%	2	6%	2	2%
Strongly disagree	1	1%	0	0%	1	1%
Don't know	16	19%	4	12%	21	17%
	85	100%	34	100%	126	100%

2.4. I feel that SHW is a great place to work - For people of other gender identities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	17	20%	8	24%	26	21%
Agree	28	33%	9	26%	38	30%
Neither agree nor disagree	6	7%	9	26%	16	13%
Disagree	2	2%	1	3%	3	2%
Strongly disagree	1	1%	0	0%	1	1%
Don't know	31	36%	7	21%	42	33%
	85	100%	34	100%	126	100%

2.5. I feel that SHW is a great place to work - For people from ethnic minorities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	14	16%	10	29%	25	20%
Agree	31	36%	9	26%	43	34%
Neither agree nor disagree	7	8%	8	24%	16	13%
Disagree	3	4%	1	3%	4	3%
Strongly disagree	1	1%	0	0%	2	2%
Don't know	29	34%	6	18%	36	29%
	85	100%	34	100%	126	100%

2.6. I feel that SHW is a great place to work - For people with disabilities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	12	14%	8	24%	20	16%
Agree	25	29%	7	21%	34	27%
Neither agree nor disagree	13	15%	7	21%	21	17%
Disagree	9	11%	4	12%	13	10%
Strongly disagree	1	1%	0	0%	1	1%
Don't know	25	29%	8	24%	37	29%
	85	100%	34	100%	126	100%

2.7. I feel that SHW is a great place to work - For older workers (50 years plus)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	17	20%	9	26%	26	21%
Agree	28	33%	9	26%	41	33%
Neither agree nor disagree	12	14%	7	21%	20	16%
Disagree	1	1%	2	6%	3	2%
Strongly disagree	1	1%	2	6%	3	2%
Don't know	26	31%	5	15%	33	26%
	85	100%	34	100%	126	100%

3. I feel part of SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	16	19%	10	29%	26	21%
Agree	42	49%	16	47%	62	49%
Neither agree nor disagree	15	18%	2	6%	18	14%
Disagree	12	14%	5	15%	17	13%
Strongly disagree	0	0%	1	3%	3	2%
	85	100%	34	100%	126	100%

4. My contributions are valued within SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	17	20%	5	15%	22	17%
Agree	45	53%	17	50%	66	52%
Neither agree nor disagree	18	21%	5	15%	25	20%
Disagree	5	6%	5	15%	10	8%
Strongly disagree	0	0%	2	6%	3	2%
	85	100%	34	100%	126	100%

5. During the last two years, I have experienced situations(s) in SHW where I have felt uncomfortable because of my gender	Female	% Female	Male	% Male	Total	% Total
Agree	11	13%	1	3%	13	10%
Neither agree nor disagree	2	2%	3	9%	8	6%
Disagree	34	40%	8	24%	45	36%
Strongly disagree	38	45%	22	65%	60	48%
	85	100%	34	100%	126	100%

6. SHW takes into consideration older workers' specific needs (health needs, flexibility in relation to caring responsibilities, career planning)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	11	13%	8	24%	19	15%
Agree	28	33%	12	35%	43	34%
Neither agree nor disagree	10	12%	5	15%	17	13%
Disagree	1	1%	0	0%	1	1%
Strongly disagree	0	0%	1	3%	1	1%
Don't know	35	41%	8	24%	45	36%
	85	100%	34	100%	126	100%

7. General SHW and committee/research group meetings/events take place within core hours (between 10am and 4pm), or are scheduled flexibly to enable those with caring responsibilities to attend	Female	% Female	Male	% Male	Total	% Total
Strongly agree	21	25%	11	32%	32	25%
Agree	49	58%	16	47%	70	56%
Neither agree nor disagree	9	11%	2	6%	13	10%
Disagree	4	5%	5	15%	9	7%
Strongly disagree	2	2%	0	0%	2	2%
	85	100%	34	100%	126	100%

8. There are suitable opportunities for people to interact informally/socially within SHW (in person or online)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	13	15%	3	9%	16	13%
Agree	32	38%	16	47%	53	42%
Neither agree nor disagree	24	28%	8	24%	34	27%
Disagree	13	15%	6	18%	19	15%
Strongly disagree	3	4%	1	3%	4	3%
	85	100%	34	100%	126	100%

9.1. Work-related social activities (in person or online, such as staff parties, team building events, etc.) are: Appropriate/welcoming for all genders	Female	% Female	Male	% Male	Total	% Total
Strongly agree	21	25%	10	29%	32	25%
Agree	43	51%	9	26%	53	42%
Neither agree nor disagree	7	8%	4	12%	11	9%
Strongly disagree	0	0%	3	9%	4	3%
Don't know	14	16%	8	24%	26	21%
	85	100%	34	100%	126	100%

9.2. Work-related social activities (in person or online, such as staff parties, team building events, etc.) are: Appropriate/welcoming for all job families	Female	% Female	Male	% Male	Total	% Total
Strongly agree	16	19%	9	26%	25	20%
Agree	45	53%	12	35%	59	47%
Neither agree nor disagree	4	5%	3	9%	8	6%
Disagree	4	5%	0	0%	4	3%
Strongly disagree	0	0%	3	9%	4	3%
Don't know	16	19%	7	21%	26	21%
	85	100%	34	100%	126	100%

9.3. Work-related social activities (in person or online, such as staff parties, team building events, etc.) are: Scheduled where possible to allow those with caring responsibilities to attend	Female	% Female	Male	% Male	Total	% Total
Strongly agree	15	18%	8	24%	23	18%
Agree	36	42%	12	35%	52	41%
Neither agree nor disagree	12	14%	2	6%	15	12%
Disagree	7	8%	1	3%	8	6%
Strongly disagree	0	0%	2	6%	3	2%
Don't know	15	18%	9	26%	25	20%
	85	100%	34	100%	126	100%

12. In SHW, staff are treated on their merits irrespective of their gender	Female	% Female	Male	% Male	Total	% Total
Strongly agree	25	29%	10	29%	36	29%
Agree	42	49%	14	41%	60	48%
Neither agree nor disagree	5	6%	5	15%	11	9%
Disagree	4	5%	0	0%	4	3%
Strongly disagree	0	0%	2	6%	3	2%
Don't know	9	11%	3	9%	12	10%
	85	100%	34	100%	126	100%

13. In SHW, work is allocated on a clear and fair basis irrespective of gender	Female	% Female	Male	% Male	Total	% Total
Strongly agree	21	25%	9	26%	31	25%
Agree	29	34%	12	35%	44	35%
Neither agree nor disagree	10	12%	7	21%	17	13%
Disagree	14	16%	1	3%	15	12%
Strongly disagree	1	1%	2	6%	4	3%
Don't know	10	12%	3	9%	15	12%
	85	100%	34	100%	126	100%

14. I feel my P&DR/annual review is helpful	Female	% Female	Male	% Male	Total	% Total
Strongly agree	19	22%	7	21%	26	21%
Agree	39	46%	13	38%	57	45%
Neither agree nor disagree	16	19%	6	18%	22	17%
Disagree	8	9%	4	12%	14	11%
Strongly disagree	3	4%	4	12%	7	6%
	85	100%	34	100%	126	100%

15.1. SHW values the full range of an individual's skill and experience (relevant to their role e.g. research, pastoral work, outreach work, teaching, administration support, technical support and knowledge of systems and processes):	Female	% Female	Male	% Male	Total	% Total
When carrying out P&DR or performance appraisals						
Strongly agree	16	19%	10	29%	26	21%
Agree	37	44%	11	32%	51	40%
Neither agree nor disagree	12	14%	7	21%	21	17%
Disagree	13	15%	3	9%	18	14%
Strongly disagree	1	1%	3	9%	4	3%
Don't know	6	7%	0	0%	6	5%
	85	100%	34	100%	126	100%

15.2. SHW values the full range of an individual's skill and experience: When considering promotions or career progression	Female	% Female	Male	% Male	Total	% Total
Strongly agree	13	15%	4	12%	17	13%
Agree	27	32%	11	32%	41	33%
Neither agree nor disagree	14	16%	7	21%	23	18%
Disagree	11	13%	6	18%	17	13%
Strongly disagree	4	5%	3	9%	8	6%
Don't know	16	19%	3	9%	20	16%
	85	100%	34	100%	126	100%

16. I understand the University's academic promotion/PSS regrading process and criteria as they relate to my role	Female	% Female	Male	% Male	Total	% Total
Strongly agree	15	18%	9	26%	24	19%
Agree	45	53%	18	53%	67	53%
Neither agree nor disagree	15	18%	3	9%	21	17%
Disagree	7	8%	4	12%	11	9%
Strongly disagree	3	4%	0	0%	3	2%
	85	100%	34	100%	126	100%

17. SHW provides useful additional information and support regarding promotion/regrading	Female	% Female	Male	% Male	Total	% Total
Strongly agree	23	27%	5	15%	29	23%
Agree	32	38%	16	47%	51	40%
Neither agree nor disagree	16	19%	8	24%	26	21%
Disagree	13	15%	4	12%	17	13%
Strongly disagree	1	1%	1	3%	3	2%
	85	100%	34	100%	126	100%

18. I am actively encouraged to take up career development opportunities (e.g. training, mentoring, attending networking events)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	26	31%	7	21%	34	27%
Agree	38	45%	15	44%	56	44%
Neither agree nor disagree	17	20%	5	15%	25	20%
Disagree	3	4%	4	12%	7	6%
Strongly disagree	1	1%	3	9%	4	3%
	85	100%	34	100%	126	100%

19. Staff who work part-time or flexibly in SHW are offered the same career development opportunities as those who work full-time	Female	% Female	Male	% Male	Total	% Total
Strongly agree	14	16%	5	15%	20	16%
Agree	17	20%	8	24%	26	21%
Neither agree nor disagree	14	16%	4	12%	19	15%
Disagree	8	9%	1	3%	9	7%
Strongly disagree	1	1%	2	6%	3	2%
Don't know	31	36%	14	41%	49	39%
	85	100%	34	100%	126	100%

20. I understand that ECRs (Grades 6/7 or MRC equivalent) and PS staff (Grade 5 and below or MRC equivalent) are allowed to engage in a minimum of 10 days of non-job role specific CPD per year (pro rata) to develop transferable skills as per SHW guidance	Female	% Female	Male	% Male	Total	% Total
Strongly agree	21	25%	10	29%	32	25%
Agree	36	42%	11	32%	50	40%
Neither agree nor disagree	13	15%	9	26%	24	19%
Disagree	11	13%	2	6%	14	11%
Strongly disagree	4	5%	2	6%	6	5%
	85	100%	34	100%	126	100%

40. I am aware that staff who have a funding end date and/or are employed through a grant are entitled to the same promotion opportunities as permanent staff	Female	% Female	Male	% Male	Total	% Total
Strongly agree	28	33%	12	35%	41	33%
Agree	27	32%	14	41%	46	37%
Neither agree nor disagree	12	14%	5	15%	18	14%
Disagree	13	15%	1	3%	14	11%
Strongly disagree	5	6%	2	6%	7	6%
	85	100%	34	100%	126	100%

41. I am aware that staff who don't teach are entitled to the same promotion opportunities as other staff	Female	% Female	Male	% Male	Total	% Total
Strongly agree	22	26%	11	32%	33	26%
Agree	34	40%	12	35%	52	41%
Neither agree nor disagree	17	20%	6	18%	24	19%
Disagree	9	11%	3	9%	12	10%
Strongly disagree	3	4%	2	6%	5	4%
	85	100%	34	100%	126	100%

42. I am aware of, and understand, University guidance on obtaining a PhD by publication	Female	% Female	Male	% Male	Total	% Total
Strongly agree	15	18%	7	21%	22	17%
Agree	30	35%	15	44%	49	39%
Neither agree nor disagree	17	20%	5	15%	25	20%
Disagree	14	16%	3	9%	17	13%
Strongly disagree	9	11%	4	12%	13	10%
	85	100%	34	100%	126	100%

43. I understand that having a PhD enables Grade 6 research staff to apply for promotion before they have reached the top of the Grade 6 scale.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	21	25%	8	24%	30	24%
Agree	29	34%	12	35%	45	36%
Neither agree nor disagree	18	21%	10	29%	30	24%
Disagree	14	16%	2	6%	16	13%
Strongly disagree	3	4%	2	6%	5	4%
	85	100%	34	100%	126	100%

21.1. I am encouraged and given opportunities to represent SHW (e.g. on committees or boards, as chair or speaker at Conferences and/or University events): Internally	Female	% Female	Male	% Male	Total	% Total
Strongly agree	16	19%	8	24%	24	19%
Agree	34	40%	13	38%	51	40%
Neither agree nor disagree	18	21%	5	15%	24	19%
Disagree	9	11%	4	12%	14	11%
Strongly disagree	1	1%	2	6%	4	3%
Not applicable to my role	7	8%	2	6%	9	7%
	85	100%	34	100%	126	100%

21.2. I am encouraged and given opportunities to represent SHW Externally	Female	% Female	Male	% Male	Total	% Total
Strongly agree	16	19%	5	15%	22	17%
Agree	25	29%	9	26%	37	29%
Neither agree nor disagree	23	27%	10	29%	35	28%
Disagree	8	9%	6	18%	14	11%
Strongly disagree	4	5%	2	6%	7	6%
Not applicable to my role	9	11%	2	6%	11	9%
	85	100%	34	100%	126	100%

22.1. SHW offers me: Useful in-house training opportunities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	14	16%	2	6%	16	13%
Agree	35	41%	17	50%	57	45%
Neither agree nor disagree	26	31%	10	29%	36	29%
Disagree	8	9%	4	12%	13	10%
Strongly disagree	2	2%	1	3%	4	3%
	85	100%	34	100%	126	100%

22.2. SHW offers me: Useful networking opportunities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	11	13%	3	9%	14	11%
Agree	38	45%	15	44%	58	46%
Neither agree nor disagree	24	28%	10	29%	35	28%
Disagree	10	12%	4	12%	14	11%
Strongly disagree	2	2%	2	6%	5	4%
	85	100%	34	100%	126	100%

22.3. SHW offers me: Useful staff mentoring opportunities (as mentor or mentee)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	15	18%	6	18%	21	17%
Agree	46	54%	18	53%	68	54%
Neither agree nor disagree	16	19%	5	15%	21	17%
Disagree	4	5%	3	9%	9	7%
Strongly disagree	4	5%	2	6%	7	6%
	85	100%	34	100%	126	100%

22.4. SHW offers me: Clear information on mentoring	Female	% Female	Male	% Male	Total	% Total
Strongly agree	13	15%	6	18%	19	15%
Agree	41	48%	16	47%	60	48%
Neither agree nor disagree	20	24%	7	21%	28	22%
Disagree	8	9%	4	12%	14	11%
Strongly disagree	3	4%	1	3%	5	4%
	85	100%	34	100%	126	100%

23. I believe that in my job family in SHW, all genders are paid an equal amount for doing the same work or work of equal value	Female	% Female	Male	% Male	Total	% Total
Strongly agree	13	15%	9	26%	22	17%
Agree	28	33%	12	35%	45	36%
Neither agree nor disagree	5	6%	4	12%	9	7%
Disagree	16	19%	2	6%	19	15%
Strongly disagree	2	2%	0	0%	3	2%
Don't know	21	25%	7	21%	28	22%
	85	100%	34	100%	126	100%

24. Did you want to be furloughed during the Covid-19 pandemic?	Female	% Female	Male	% Male	Total	% Total
No	74	87%	33	97%	113	90%
Yes	11	13%	1	3%	13	10%
	85	100%	34	100%	126	100%

25. Were you furloughed during the Covid-19 pandemic?	Female	% Female	Male	% Male	Total	% Total
No	77	91%	32	94%	116	92%
Yes	8	9%	2	6%	10	8%
	85	100%	34	100%	126	100%

27. I am aware of the University's flexible working policy	Female	% Female	Male	% Male	Total	% Total
No	7	8%	2	6%	9	7%
Yes	67	79%	25	74%	98	78%
Unsure	11	13%	7	21%	19	15%
	85	100%	34	100%	126	100%

28. I am aware of the University's hybrid working guidance	Female	% Female	Male	% Male	Total	% Total
No	12	14%	3	9%	15	12%
Yes	61	72%	26	76%	91	72%
Unsure	12	14%	5	15%	20	16%
	85	100%	34	100%	126	100%

29. Have you ever made a formal application for flexible working, under the University's flexible working policy?	Female	% Female	Male	% Male	Total	% Total
No	68	80%	31	91%	105	83%
Yes	17	20%	3	9%	21	17%
	85	100%	34	100%	126	100%

29.a. What was the outcome of the formal application?	Female	% Female	Male	% Male	Total	% Total
Approved fully	17	100%	3	100%	21	100%
	17	100%	3	100%	21	100%

54. SHW leadership communicates effectively with staff about equality, diversity and inclusion issues	Female	% Female	Male	% Male	Total	% Total
Strongly agree	16	19%	8	24%	24	19%
Agree	47	55%	18	53%	70	56%
Neither agree nor disagree	17	20%	3	9%	21	17%
Disagree	3	4%	5	15%	8	6%
Strongly disagree	2	2%	0	0%	3	2%
	85	100%	34	100%	126	100%

55. SHW makes it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carers leave, flexible working)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	21	25%	11	32%	33	26%
Agree	42	49%	16	47%	62	49%
Neither agree nor disagree	17	20%	6	18%	24	19%
Disagree	4	5%	1	3%	5	4%
Strongly disagree	1	1%	0	0%	2	2%
	85	100%	34	100%	126	100%

56. I understand SHW's reasons for taking action on gender equality	Female	% Female	Male	% Male	Total	% Total
Strongly agree	37	44%	13	38%	51	40%
Agree	36	42%	17	50%	56	44%
Neither agree nor disagree	11	13%	3	9%	14	11%
Disagree	0	0%	0	0%	1	1%
Strongly disagree	1	1%	1	3%	4	3%
	85	100%	34	100%	126	100%

57. SHW leadership actively supports gender equality	Female	% Female	Male	% Male	Total	% Total
Strongly agree	28	33%	12	35%	41	33%
Agree	32	38%	16	47%	53	42%
Neither agree nor disagree	20	24%	4	12%	24	19%
Disagree	3	4%	1	3%	4	3%
Strongly disagree	2	2%	1	3%	4	3%
	85	100%	34	100%	126	100%

58. SHW has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	8	9%	8	24%	16	13%
Agree	20	24%	8	24%	29	23%
Neither agree nor disagree	39	46%	14	41%	56	44%
Disagree	15	18%	4	12%	21	17%
Strongly disagree	3	4%	0	0%	4	3%
	85	100%	34	100%	126	100%

59. SHW takes Positive Action to encourage all genders to apply for posts in areas where they are under-represented (e.g. encouraging appropriately qualified colleagues of any gender to apply for posts; including images of diversity in recruitment materials; including a statement in job adverts that applications are welcomed from under-represented groups)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	13	15%	9	26%	22	17%
Agree	33	39%	10	29%	45	36%
Neither agree nor disagree	13	15%	6	18%	20	16%
Disagree	1	1%	0	0%	1	1%
Strongly disagree	0	0%	0	0%	1	1%
Don't know	25	29%	9	26%	37	29%
	85	100%	34	100%	126	100%

60. I understand why Positive Action may be required to promote gender equality	Female	% Female	Male	% Male	Total	% Total
Strongly agree	36	42%	12	35%	48	38%
Agree	45	53%	15	44%	64	51%
Neither agree nor disagree	3	4%	5	15%	10	8%
Disagree	0	0%	0	0%	1	1%
Strongly disagree	1	1%	2	6%	3	2%
	85	100%	34	100%	126	100%

61. SHW enables flexible working	Female	% Female	Male	% Male	Total	% Total
Strongly agree	27	32%	13	38%	41	33%
Agree	53	62%	16	47%	74	59%
Neither agree nor disagree	5	6%	5	15%	11	9%
	170	200%	68	200%	252	200%

62. My line manager/supervisor is flexible about when and where I work, in accordance with the University's flexible working policy and hybrid working guidance	Female	% Female	Male	% Male	Total	% Total
Strongly agree	60	71%	20	59%	82	65%
Agree	21	25%	13	38%	39	31%
Neither agree nor disagree	3	4%	0	0%	3	2%
Not applicable to my role	1	1%	1	3%	2	2%
	85	100%	34	100%	126	100%

63. My line manager values my outputs more than the exact number of hours I work every day	Female	% Female	Male	% Male	Total	% Total
Strongly agree	50	59%	18	53%	70	56%
Agree	28	33%	11	32%	44	35%
Neither agree nor disagree	6	7%	4	12%	10	8%
Disagree	1	1%	1	3%	2	2%
	85	100%	34	100%	126	100%

64. I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour	Female	% Female	Male	% Male	Total	% Total
Strongly agree	47	55%	20	59%	68	54%
Agree	25	29%	6	18%	35	28%
Neither agree nor disagree	9	11%	0	0%	9	7%
Disagree	1	1%	1	3%	3	2%
Strongly disagree	1	1%	1	3%	2	2%
Don't know	2	2%	6	18%	9	7%
	85	100%	34	100%	126	100%

65. I believe my line manager promotes/contributes to a positive workplace culture	Female	% Female	Male	% Male	Total	% Total
Strongly agree	46	54%	16	47%	63	50%
Agree	24	28%	11	32%	40	32%
Neither agree nor disagree	9	11%	3	9%	12	10%
Disagree	3	4%	4	12%	8	6%
Strongly disagree	3	4%	0	0%	3	2%
	85	100%	34	100%	126	100%

66. My line manager supports my career development	Female	% Female	Male	% Male	Total	% Total
Strongly agree	44	52%	16	47%	61	48%
Agree	28	33%	11	32%	44	35%
Neither agree nor disagree	7	8%	4	12%	12	10%
Disagree	4	5%	2	6%	6	5%
Strongly disagree	2	2%	1	3%	3	2%
	85	100%	34	100%	126	100%

67.1. I am aware of the SHW guidance/initiatives regarding: SHW email guidance and etiquette, which includes how to contact staff on leave (maternity, paternity, sick leave, shared parental or annual leave)	Female	% Female	Male	% Male	Total	% Total
No	24	28%	6	18%	32	25%
Yes	42	49%	18	53%	62	49%
Unsure	19	22%	10	29%	32	25%
	85	100%	34	100%	126	100%

67.2. I am aware of the SHW guidance/initiatives regarding: MS Teams channel called 'SHW peer support for staff carers' to provide a private and informal space for staff with caring responsibilities	Female	% Female	Male	% Male	Total	% Total
No	42	49%	14	41%	60	48%
Yes	25	29%	12	35%	38	30%
Unsure	18	21%	8	24%	28	22%
	85	100%	34	100%	126	100%

67.3. I am aware of the SHW guidance/initiatives regarding: SHW Maternity/Paternity Champions (two staff volunteers), who are available to provide informal support to staff who are planning, are currently on, or have recently come back from maternity or paternity leave	Female	% Female	Male	% Male	Total	% Total
No	24	28%	9	26%	36	29%
Yes	45	53%	19	56%	66	52%
Unsure	16	19%	6	18%	24	19%
	85	100%	34	100%	126	100%

69. There is a range of gender identities represented amongst the role models that SHW promotes	Female	% Female	Male	% Male	Total	% Total
Strongly agree	9	11%	7	21%	17	13%
Agree	31	36%	13	38%	45	36%
Neither agree nor disagree	11	13%	5	15%	17	13%
Disagree	9	11%	1	3%	10	8%
Strongly disagree	1	1%	0	0%	2	2%
Don't know	24	28%	8	24%	35	28%
	85	100%	34	100%	126	100%

70. Inappropriate images that stereotype different people are not acceptable in SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	35	41%	15	44%	50	40%
Agree	42	49%	14	41%	61	48%
Neither agree nor disagree	6	7%	4	12%	11	9%
Disagree	2	2%	1	3%	3	2%
Strongly disagree	0	0%	0	0%	1	1%
	85	100%	34	100%	126	100%

71. SHW makes it clear that unsupportive language and behaviour are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype people or focus on their appearance)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	37	44%	14	41%	53	42%
Agree	38	45%	17	50%	58	46%
Neither agree nor disagree	7	8%	2	6%	10	8%
Disagree	3	4%	0	0%	3	2%
Strongly disagree	0	0%	1	3%	2	2%
	85	100%	34	100%	126	100%

72. My mental health and wellbeing are supported in SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	19	22%	9	26%	28	22%
Agree	35	41%	9	26%	47	37%
Neither agree nor disagree	22	26%	10	29%	35	28%
Disagree	8	9%	4	12%	12	10%
Strongly disagree	1	1%	2	6%	4	3%
	85	100%	34	100%	126	100%

73. I am satisfied with how bullying and harassment are addressed in SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	9	11%	9	26%	18	14%
Agree	33	39%	11	32%	47	37%
Neither agree nor disagree	36	42%	8	24%	46	37%
Disagree	5	6%	4	12%	10	8%
Strongly disagree	2	2%	2	6%	5	4%
	85	100%	34	100%	126	100%

74. Over the last two years I have been bullied or harassed in SHW	Female	% Female	Male	% Male	Total	% Total
No	73	90%	28	85%	107	88%
Yes	8	10%	5	15%	14	12%
Unsure	0	0%	0	0%	0	0%
	81	100%	33	100%	121	100%

75. Over the last two years I have witnessed bullying or harassment in SHW	Female	% Female	Male	% Male	Total	% Total
No	73	86%	31	91%	108	86%
Yes	10	12%	2	6%	14	11%
PNTS	2	2%	1	3%	4	3%
	85	100%	34	100%	126	100%

76. If you answered yes to either of the last two questions did you report the incident?	Female	% Female	Male	% Male	Total	% Total
No	15	56%	9	75%	24	56%
Yes	7	26%	1	8%	8	19%
PNTS	5	19%	2	17%	11	26%
	27	100%	12	100%	43	100%

76.a. Who did you report the bullying/harassment incident to?	Female	% Female	Male	% Male	Total	% Total
Line Manager/senior member of staff	5	71%	1	100%	6	75%
Line Manager/senior member of staff, Someone else	1	14%	0	0%	1	13%
Trade Union representative	1	14%	0	0%	1	13%
	7	100%	1	100%	8	100%

76.b. Once you had reported the bullying/harassment, did you get a helpful response and/or feel supported?	Female	% Female	Male	% Male	Total	% Total
No	2	29%	0	0%	2	25%
Yes	4	57%	1	100%	5	63%
PNTS	1	14%	0	0%	1	13%
	7	100%	1	100%	8	100%

76.c. Once you had reported the bullying/harassment, was the issue resolved/concluded to your satisfaction?	Female	% Female	Male	% Male	Total	% Total
No	5	71%	0	0%	5	63%
Yes	2	29%	1	100%	3	38%
	7	100%	1	100%	8	100%

Table A1.3. Culture survey results for professional services staff

Advance HE core questions are highlighted in blue

2.1. I feel that SHW is a great place to work - For me	Female	% Female	Male	% Male	Total	% Total
Strongly agree	23	46%	3	50%	29	46%
Agree	23	46%	2	33%	26	41%
Neither agree nor disagree	4	8%	1	17%	7	11%
Disagree	0	0%	0	0%	1	2%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

2.2. I feel that SHW is a great place to work - For women	Female	% Female	Male	% Male	Total	% Total
Strongly agree	24	48%	4	67%	30	48%
Agree	20	40%	2	33%	24	38%
Neither agree nor disagree	3	6%	0	0%	5	8%
Disagree	0	0%	0	0%	0	0%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	3	6%	0	0%	4	6%
	50	100%	6	100%	63	100%

2.3. I feel that SHW is a great place to work - For men	Female	% Female	Male	% Male	Total	% Total
Strongly agree	20	40%	4	67%	25	40%
Agree	16	32%	2	33%	18	29%
Neither agree nor disagree	4	8%	0	0%	7	11%
Disagree	0	0%	0	0%	1	2%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	10	20%	0	0%	12	19%
	50	100%	6	100%	63	100%

2.4. I feel that SHW is a great place to work - For people of other gender identities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	17	34%	4	67%	23	37%
Agree	15	30%	1	17%	17	27%
Neither agree nor disagree	7	14%	1	17%	10	16%
Disagree	0	0%	0	0%	1	2%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	11	22%	0	0%	12	19%
	50	100%	6	100%	63	100%

2.5. I feel that SHW is a great place to work - For people from ethnic minorities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	17	34%	3	50%	22	35%
Agree	15	30%	2	33%	19	30%
Neither agree nor disagree	7	14%	1	17%	10	16%
Disagree	0	0%	0	0%	0	0%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	11	22%	0	0%	12	19%
	50	100%	6	100%	63	100%

2.6. I feel that SHW is a great place to work - For people with disabilities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	16	32%	4	67%	21	33%
Agree	17	34%	2	33%	21	33%
Neither agree nor disagree	6	12%	0	0%	8	13%
Disagree	1	2%	0	0%	2	3%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	10	20%	0	0%	11	17%
	50	100%	6	100%	63	100%

2.7. I feel that SHW is a great place to work - For older workers (50 years plus)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	20	40%	4	67%	27	43%
Agree	17	34%	2	33%	20	32%
Neither agree nor disagree	5	10%	0	0%	7	11%
Disagree	0	0%	0	0%	0	0%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	8	16%	0	0%	9	14%
	50	100%	6	100%	63	100%

3. I feel part of SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	12	24%	0	0%	13	21%
Agree	27	54%	5	83%	35	56%
Neither agree nor disagree	6	12%	0	0%	8	13%
Disagree	4	8%	1	17%	6	10%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

4. My contributions are valued within SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	10	20%	1	17%	12	19%
Agree	25	50%	3	50%	30	48%
Neither agree nor disagree	12	24%	1	17%	17	27%
Disagree	2	4%	1	17%	3	5%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

5. During the last two years, I have experienced situations(s) in SHW where I have felt uncomfortable because of my gender	Female	% Female	Male	% Male	Total	% Total
Strongly agree	0	0%	0	0%	0	0%
Agree	1	2%	1	17%	2	3%
Neither agree nor disagree	2	4%	0	0%	3	5%
Disagree	20	40%	3	50%	28	44%
Strongly disagree	27	54%	2	33%	30	48%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

6. SHW takes into consideration older workers' specific needs (health needs, flexibility in relation to caring responsibilities, career planning).	Female	% Female	Male	% Male	Total	% Total
Strongly agree	12	24%	2	33%	16	25%
Agree	25	50%	3	50%	29	46%
Neither agree nor disagree	4	8%	0	0%	5	8%
Disagree	1	2%	0	0%	2	3%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	7	14%	1	17%	10	16%
	50	100%	6	100%	63	100%

7. General SHW and committee/research group meetings/events take place within core hours (between 10am and 4pm), or are scheduled flexibly to enable those with caring responsibilities to attend	Female	% Female	Male	% Male	Total	% Total
Strongly agree	16	32%	2	33%	19	30%
Agree	27	54%	3	50%	35	56%
Neither agree nor disagree	6	12%	1	17%	8	13%
Disagree	1	2%	0	0%	1	2%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

8. There are suitable opportunities for people to interact informally/socially within SHW (in person or online)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	9	18%	3	50%	13	21%
Agree	28	56%	1	17%	31	49%
Neither agree nor disagree	11	22%	2	33%	16	25%
Disagree	1	2%	0	0%	2	3%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

9.1. Work-related social activities (in person or online, such as staff parties, team building events, etc.) are: Appropriate/welcoming for all genders	Female	% Female	Male	% Male	Total	% Total
Strongly agree	13	26%	2	33%	15	24%
Agree	25	50%	3	50%	32	51%
Neither agree nor disagree	5	10%	0	0%	6	10%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	6	12%	1	17%	9	14%
	50	100%	6	100%	63	100%

9.2. Work-related social activities (in person or online, such as staff parties, team building events, etc.) are: Appropriate/welcoming for all job families	Female	% Female	Male	% Male	Total	% Total
Strongly agree	12	24%	2	33%	14	22%
Agree	27	54%	3	50%	34	54%
Neither agree nor disagree	6	12%	1	17%	8	13%
Disagree	2	4%	0	0%	2	3%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	2	4%	0	0%	4	6%
	50	100%	6	100%	63	100%

9.3. Work-related social activities (in person or online, such as staff parties, team building events, etc.) are: Scheduled where possible to allow those with caring responsibilities to attend	Female	% Female	Male	% Male	Total	% Total
Strongly agree	14	28%	2	33%	16	25%
Agree	27	54%	3	50%	32	51%
Neither agree nor disagree	3	6%	1	17%	6	10%
Disagree	3	6%	0	0%	4	6%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	2	4%	0	0%	4	6%
	50	100%	6	100%	63	100%

12. In SHW, staff are treated on their merits irrespective of their gender	Female	% Female	Male	% Male	Total	% Total
Strongly agree	11	22%	1	17%	13	21%
Agree	21	42%	5	83%	27	43%
Neither agree nor disagree	7	14%	0	0%	10	16%
Disagree	3	6%	0	0%	3	5%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	7	14%	0	0%	9	14%
	50	100%	6	100%	63	100%

13. In SHW, work is allocated on a clear and fair basis irrespective of gender	Female	% Female	Male	% Male	Total	% Total
Strongly agree	12	24%	2	33%	15	24%
Agree	20	40%	3	50%	24	38%
Neither agree nor disagree	7	14%	0	0%	10	16%
Disagree	4	8%	1	17%	5	8%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	6	12%	0	0%	8	13%
	50	100%	6	100%	63	100%

14. I feel my P&DR/annual review is helpful	Female	% Female	Male	% Male	Total	% Total
Strongly agree	5	10%	1	17%	7	11%
Agree	15	30%	3	50%	19	30%
Neither agree nor disagree	19	38%	2	33%	24	38%
Disagree	10	20%	0	0%	11	17%
Strongly disagree	1	2%	0	0%	2	3%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

15.1. SHW values the full range of an individual's skill and experience (relevant to their role e.g. research, pastoral work, outreach work, teaching, administration support, technical support and knowledge of systems and processes): When carrying out P&DR or performance appraisals	Female	% Female	Male	% Male	Total	% Total
Strongly agree	7	14%	2	33%	9	14%
Agree	21	42%	2	33%	25	40%
Neither agree nor disagree	12	24%	1	17%	13	21%
Disagree	5	10%	1	17%	10	16%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	4	8%	0	0%	5	8%
	50	100%	6	100%	63	100%

15.2. SHW values the full range of an individual's skill and experience: When considering promotions or career progression	Female	% Female	Male	% Male	Total	% Total
Strongly agree	9	18%	1	17%	11	17%
Agree	12	24%	3	50%	15	24%
Neither agree nor disagree	10	20%	1	17%	12	19%
Disagree	9	18%	0	0%	12	19%
Strongly disagree	3	6%	1	17%	5	8%
Don't know	7	14%	0	0%	8	13%
	50	100%	6	100%	63	100%

16. I understand the University's academic promotion/PSS regrading process and criteria as they relate to my role.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	4	8%	1	17%	6	10%
Agree	21	42%	3	50%	26	41%
Neither agree nor disagree	19	38%	2	33%	23	37%
Disagree	6	12%	0	0%	8	13%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

17. SHW provides useful additional information and support regarding promotion/regrading.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	5	10%	1	17%	7	11%
Agree	20	40%	3	50%	25	40%
Neither agree nor disagree	19	38%	1	17%	23	37%
Disagree	5	10%	0	0%	6	10%
Strongly disagree	1	2%	1	17%	2	3%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

18. I am actively encouraged to take up career development opportunities (e.g. training, mentoring, attending networking events).	Female	% Female	Male	% Male	Total	% Total
Strongly agree	9	18%	1	17%	11	17%
Agree	18	36%	3	50%	23	37%
Neither agree nor disagree	16	32%	2	33%	20	32%
Disagree	7	14%	0	0%	9	14%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

19. Staff who work part-time or flexibly in SHW are offered the same career development opportunities as those who work full-time	Female	% Female	Male	% Male	Total	% Total
Strongly agree	5	10%	0	0%	7	11%
Agree	20	40%	1	17%	22	35%
Neither agree nor disagree	9	18%	3	50%	13	21%
Disagree	3	6%	0	0%	4	6%
Strongly disagree	0	0%	0	0%	1	2%
Don't know	13	26%	2	33%	16	25%
	50	100%	6	100%	63	100%

20. I understand that ECRs (Grades 6/7 or MRC equivalent) and PS staff (Grade 5 and below or MRC equivalent) are allowed to engage in a minimum of 10 days of non-job role specific CPD per year (pro rata) to develop transferable skills as per SHW guidance.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	8	16%	2	33%	11	17%
Agree	23	46%	4	67%	30	48%
Neither agree nor disagree	13	26%	0	0%	14	22%
Disagree	5	10%	0	0%	6	10%
Strongly disagree	1	2%	0	0%	2	3%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

21.1. I am encouraged and given opportunities to represent SHW (e.g. on committees or boards, as chair or speaker at Conferences and/or University events): Internally	Female	% Female	Male	% Male	Total	% Total
Strongly agree	5	10%	1	17%	6	10%
Agree	17	34%	3	50%	22	35%
Neither agree nor disagree	13	26%	2	33%	17	27%
Disagree	1	2%	0	0%	1	2%
Strongly disagree	3	6%	0	0%	3	5%
Not applicable to my role	11	22%	0	0%	14	22%
	50	100%	6	100%	63	100%

21.2. I am encouraged and given opportunities to represent SHW Externally	Female	% Female	Male	% Male	Total	% Total
Strongly agree	3	6%	0	0%	3	5%
Agree	11	22%	3	50%	15	24%
Neither agree nor disagree	14	28%	2	33%	18	29%
Disagree	4	8%	0	0%	4	6%
Strongly disagree	4	8%	0	0%	4	6%
Not applicable to my role	14	28%	1	17%	19	30%
	50	100%	6	100%	63	100%

22.1. SHW offers me: Useful in-house training opportunities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	11	22%	1	17%	13	21%
Agree	20	40%	2	33%	26	41%
Neither agree nor disagree	10	20%	1	17%	13	21%
Disagree	9	18%	2	33%	11	17%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

22.2. SHW offers me: Useful networking opportunities	Female	% Female	Male	% Male	Total	% Total
Strongly agree	8	16%	1	17%	9	14%
Agree	16	32%	2	33%	22	35%
Neither agree nor disagree	17	34%	3	50%	23	37%
Disagree	9	18%	0	0%	9	14%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

22.3. SHW offers me: Useful staff mentoring opportunities (as mentor or mentee)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	12	24%	1	17%	14	22%
Agree	27	54%	4	67%	33	52%
Neither agree nor disagree	8	16%	0	0%	12	19%
Disagree	3	6%	1	17%	4	6%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

22.4. SHW offers me: Clear information on mentoring	Female	% Female	Male	% Male	Total	% Total
Strongly agree	12	24%	2	33%	15	24%
Agree	29	58%	3	50%	34	54%
Neither agree nor disagree	7	14%	1	17%	12	19%
Disagree	2	4%	0	0%	2	3%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

23. I believe that in my job family in SHW, all genders are paid an equal amount for doing the same work or work of equal value	Female	% Female	Male	% Male	Total	% Total
Strongly agree	9	18%	1	17%	10	16%
Agree	15	30%	5	83%	21	33%
Neither agree nor disagree	5	10%	0	0%	6	10%
Disagree	4	8%	0	0%	6	10%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	17	34%	0	0%	20	32%
	50	100%	6	100%	63	100%

24. Did you want to be furloughed during the Covid-19 pandemic?	Female	% Female	Male	% Male	Total	% Total
No	45	92%	5	83%	54	87%
Yes	4	8%	1	17%	8	13%
	49	100%	6	100%	62	100%

25. Were you furloughed during the Covid-19 pandemic?	Female	% Female	Male	% Male	Total	% Total
No	45	92%	6	100%	57	92%
Yes	4	8%	0	0%	5	8%
	49	100%	6	100%	62	100%

27. I am aware of the University's flexible working policy	Female	% Female	Male	% Male	Total	% Total
No	1	2%	0	0%	1	2%
Yes	41	82%	4	67%	50	79%
Unsure	8	16%	2	33%	12	19%
	50	100%	6	100%	63	100%

28. I am aware of the University's hybrid working guidance	Female	% Female	Male	% Male	Total	% Total
No	1	2%	0	0%	1	2%
Yes	43	86%	4	67%	54	86%
Unsure	6	12%	2	33%	8	13%
	50	100%	6	100%	63	100%

29. Have you ever made a formal application for flexible working, under the University's flexible working policy?	Female	% Female	Male	% Male	Total	% Total
No	45	90%	5	83%	55	87%
Yes	5	10%	1	17%	8	13%
	50	100%	6	100%	63	100%

29.a. What was the outcome of the formal application?	Female	% Female	Male	% Male	Total	% Total
Approved fully	5	100%	1	100%	8	100%
	5	100%	1	100%	8	100%

54. SHW leadership communicates effectively with staff about equality, diversity and inclusion issues.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	11	22%	2	33%	13	21%
Agree	28	56%	2	33%	35	56%
Neither agree nor disagree	10	20%	1	17%	13	21%
Disagree	1	2%	1	17%	2	3%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

55. SHW makes it clear to me what its policies are in relation to gender equality (e.g. on discrimination, parental leave, carers leave, flexible working)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	10	20%	2	33%	13	21%
Agree	30	60%	4	67%	39	62%
Neither agree nor disagree	8	16%	0	0%	9	14%
Disagree	2	4%	0	0%	2	3%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

56. I understand SHW's reasons for taking action on gender equality	Female	% Female	Male	% Male	Total	% Total
Strongly agree	15	30%	3	50%	19	30%
Agree	30	60%	3	50%	37	59%
Neither agree nor disagree	4	8%	0	0%	6	10%
Disagree	1	2%	0	0%	1	2%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

57. SHW leadership actively supports gender equality	Female	% Female	Male	% Male	Total	% Total
Strongly agree	11	22%	3	50%	15	24%
Agree	28	56%	2	33%	34	54%
Neither agree nor disagree	11	22%	1	17%	14	22%
Disagree	0	0%	0	0%	0	0%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

58. SHW has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff.	Female	% Female	Male	% Male	Total	% Total
Strongly agree	7	14%	0	0%	7	11%
Agree	15	30%	3	50%	20	32%
Neither agree nor disagree	24	48%	2	33%	30	48%
Disagree	4	8%	1	17%	6	10%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

59. SHW takes Positive Action to encourage all genders to apply for posts in areas where they are under-represented (e.g. encouraging appropriately qualified colleagues of any gender to apply for posts; including images of diversity in recruitment materials; including a statement in job adverts that applications are welcomed from under-represented groups)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	7	14%	1	17%	10	16%
Agree	14	28%	4	67%	19	30%
Neither agree nor disagree	11	22%	1	17%	15	24%
Disagree	1	2%	0	0%	1	2%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	16	32%	0	0%	17	27%
	50	100%	6	100%	63	100%

60. I understand why Positive Action may be required to promote gender equality	Female	% Female	Male	% Male	Total	% Total
Strongly agree	13	26%	3	50%	17	27%
Agree	30	60%	3	50%	35	56%
Neither agree nor disagree	6	12%	0	0%	10	16%
Disagree	0	0%	0	0%	0	0%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

61. SHW enables flexible working	Female	% Female	Male	% Male	Total	% Total
Strongly agree	18	36%	2	33%	22	35%
Agree	30	60%	4	67%	36	57%
Neither agree nor disagree	2	4%	0	0%	4	6%
Disagree	0	0%	0	0%	1	2%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

62. My line manager/supervisor is flexible about when and where I work, in accordance with the University's flexible working policy and hybrid working guidance	Female	% Female	Male	% Male	Total	% Total
Strongly agree	26	52%	4	67%	32	51%
Agree	22	44%	2	33%	25	40%
Neither agree nor disagree	1	2%	0	0%	3	5%
Disagree	1	2%	0	0%	3	5%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

63. My line manager values my outputs more than the exact number of hours I work every day	Female	% Female	Male	% Male	Total	% Total
Strongly agree	19	38%	3	50%	24	38%
Agree	22	44%	3	50%	26	41%
Neither agree nor disagree	8	16%	0	0%	8	13%
Disagree	0	0%	0	0%	3	5%
Strongly disagree	1	2%	0	0%	2	3%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

64. I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour	Female	% Female	Male	% Male	Total	% Total
Strongly agree	26	52%	3	50%	30	48%
Agree	14	28%	3	50%	19	30%
Neither agree nor disagree	6	12%	0	0%	8	13%
Disagree	2	4%	0	0%	4	6%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	1	2%	0	0%	1	2%
	50	100%	6	100%	63	100%

65. I believe my line manager promotes/contributes to a positive workplace culture	Female	% Female	Male	% Male	Total	% Total
Strongly agree	23	46%	4	67%	29	46%
Agree	21	42%	2	33%	24	38%
Neither agree nor disagree	6	12%	0	0%	8	13%
Disagree	0	0%	0	0%	2	3%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

66. My line manager supports my career development	Female	% Female	Male	% Male	Total	% Total
Strongly agree	21	42%	2	33%	25	40%
Agree	20	40%	3	50%	25	40%
Neither agree nor disagree	9	18%	1	17%	12	19%
Disagree	0	0%	0	0%	1	2%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

67.1. I am aware of the SHW guidance/initiatives regarding: SHW email guidance and etiquette, which includes how to contact staff on leave (maternity, paternity, sick leave, shared parental or annual leave)	Female	% Female	Male	% Male	Total	% Total
No	7	14%	0	0%	10	16%
Yes	31	62%	5	83%	39	62%
Unsure	12	24%	1	17%	14	22%
	50	100%	6	100%	63	100%

67.2. I am aware of the SHW guidance/initiatives regarding: MS Teams channel called 'SHW peer support for staff carers' to provide a private and informal space for staff with caring responsibilities	Female	% Female	Male	% Male	Total	% Total
No	14	28%	2	33%	18	29%
Yes	23	46%	3	50%	28	44%
Unsure	13	26%	1	17%	17	27%
	50	100%	6	100%	63	100%

67.3. I am aware of the SHW guidance/initiatives regarding: SHW Maternity/Paternity Champions (two staff volunteers), who are available to provide informal support to staff who are planning, are currently on, or have recently come back from maternity or paternity leave	Female	% Female	Male	% Male	Total	% Total
No	9	18%	1	17%	13	21%
Yes	27	54%	4	67%	34	54%
Unsure	14	28%	1	17%	16	25%
	50	100%	6	100%	63	100%

69. There is a range of gender identities represented amongst the role models that SHW promotes	Female	% Female	Male	% Male	Total	% Total
Strongly agree	8	16%	2	33%	11	17%
Agree	14	28%	1	17%	17	27%
Neither agree nor disagree	12	24%	2	33%	15	24%
Disagree	0	0%	1	17%	2	3%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	16	32%	0	0%	18	29%
	50	100%	6	100%	63	100%

70. Inappropriate images that stereotype different people are not acceptable in SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	19	38%	3	50%	24	38%
Agree	29	58%	3	50%	35	56%
Neither agree nor disagree	2	4%	0	0%	4	6%
Disagree	0	0%	0	0%	0	0%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

71. SHW makes it clear that unsupportive language and behaviour are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype people or focus on their appearance)	Female	% Female	Male	% Male	Total	% Total
Strongly agree	19	38%	1	17%	21	33%
Agree	24	48%	4	67%	33	52%
Neither agree nor disagree	6	12%	0	0%	7	11%
Disagree	1	2%	1	17%	2	3%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

72. My mental health and wellbeing are supported in SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	13	26%	2	33%	16	25%
Agree	23	46%	2	33%	27	43%
Neither agree nor disagree	12	24%	2	33%	17	27%
Disagree	2	4%	0	0%	3	5%
Strongly disagree	0	0%	0	0%	0	0%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

73. I am satisfied with how bullying and harassment are addressed in SHW	Female	% Female	Male	% Male	Total	% Total
Strongly agree	11	22%	0	0%	11	17%
Agree	19	38%	5	83%	24	38%
Neither agree nor disagree	15	30%	1	17%	22	35%
Disagree	4	8%	0	0%	5	8%
Strongly disagree	1	2%	0	0%	1	2%
Don't know	0	0%	0	0%	0	0%
	50	100%	6	100%	63	100%

74. Over the last two years I have been bullied or harassed in SHW	Female	% Female	Male	% Male	Total	% Total
No	46	92%	6	100%	55	87%
Yes	2	4%	0	0%	3	5%
Prefer not to say	2	4%	0	0%	5	8%
	50	100%	6	100%	63	100%

75. Over the last two years I have witnessed bullying or harassment in SHW	Female	% Female	Male	% Male	Total	% Total
No	42	84%	6	100%	50	79%
Yes	4	8%	0	0%	5	8%
Prefer not to say	4	8%	0	0%	8	13%
	50	100%	6	100%	63	100%

76. If you answered yes to either of the last two questions did you report the incident?	Female	% Female	Male	% Male	Total	% Total
No	7	39%	2	100%	12	46%
Yes	1	6%	0	0%	1	4%
Prefer not to say	10	56%	0	0%	13	50%
	18	100%	2	100%	26	100%

76.a. Who did you report the bullying/harassment incident to?	Female	% Female	Male	% Male	Total	% Total
Line Manager/senior member of staff	1	100%	0	0%	1	100%
	1	100%	0	100%	1	100%

76.b. Once you had reported the bullying/harassment, did you get a helpful response and/or feel supported?	Female	% Female	Male	% Male	Total	% Total
No	1	100%	0	0%	1	100%
	1	100%	0	100%	1	100%

76.c. Once you had reported the bullying/harassment, was the issue resolved/concluded to your satisfaction?	Female	% Female	Male	% Male	Total	% Total
No	1	100%	0	0%	1	100%
	1	100%	0	100%	1	100%

Appendix 2: Data tables

Please present the mandatory data tables, and if desired, any additional datasets.

Appendix 2.1. Students at UG, PGT and PGR level

Table A2.1.1. Undergraduate student numbers – Female students / Total students (% female)

	2017/18	2018/19	2019/20	2020/21	2021/22
BSc Global Health	6/7 (86%)	6/8 (75%)	8/8 (100%)	6/7 (86%)	5/6 (83%)
BSc Public Health	2/3 (66%)	2/4 (50%)	3/5 (60%)	2/3 (66%)	2/6 (33%)
BSc Psychological Medicine	6/7 (86%)	7/9 (78%)	4/7 (57%)	9/10 (90%)	4/6 (67%)
Total	14/17 (83%)	15/21 (71%)	15/20 (75%)	17/20 (85%)	11/18 (61%)

All programmes are full-time only

Table A2.1.2. Postgraduate taught student numbers – Female students / Total students (% female)

If you would like a copy of our full application, including this table, please email shwadmin@glasgow.ac.uk

Table A2.1.3. Postgraduate research student numbers – Female students / Total students (% female)

If you would like a copy of our full application, including this table, please email shwadmin@glasgow.ac.uk

Appendix 2.2. Degree attainment and/or completion rates for students at UG, PGT and PGR level

Table A2.2.1. Degree classifications for undergraduate students – Female students / Total students (% female)

If you would like a copy of our full application, including this table, please email shwadmin@glasgow.ac.uk

Table A2.2.2. Degree classifications for postgraduate taught students – Female students / Total students (% female)

If you would like a copy of our full application, including this table, please email shwadmin@glasgow.ac.uk

Table A2.2.3. Pass awards for postgraduate research students – Female students / Total students (% female)

	2017/18	2018/19	2019/20	2020/21	2021/22
PhD	8/8 (100%) ^a	10/13 (77%)	3/8 (38%) ^b	12/16 (75%) ^b	13/18 (72%) ^b
MD	0/0	0/0	0/0	0/1 (0%)	0/0
DClinPsy	22/25 (88%)	15/20 (75%)	24/24 (100%)	20/25 (80%)	15/20 (75%)
Total	30/33 (91%)	25/33 (76%)	27/32 (84%)	32/42 (76%)	28/38 (74%)

^a CoSS students only – equivalent MVLS data unavailable

^b MVLS students only – equivalent CoSS data unavailable

Appendix 2.3. Academic staff by grade and contract function

Table A2.3.1. Academic staff by grade and contract function – Female staff / Total staff (% female)

2022/23	Teaching only	Research only	Research and teaching	Total
Grade 6 (postgraduate)	0/1 (0%)	39/55 (71%)	0 (–)	39/56 (70%)
Grade 7 (postdoctoral)	4/6 (67%)	49/80 (61%)	3/4 (75%)	56/90 (62%)
Grade 8/Fellow/Lecturer	6/10 (60%)	19/28 (68%)	7/13 (54%)	32/51 (63%)
Senior Lecturer	5/7 (71%)	4/7 (57%)	8/10 (80%)	17/24 (71%)
Reader	0 (–)	0 (–)	4/4 (100%)	4/4 (100%)
Professor	0/1 (0%)	0/2 (0%)	18/36 (50%)	18/39 (46%)
Overall	15/25 (60%)	111/172 (65%)	40/67 (60%)	166/264 (63%)

2021/22	Teaching only	Research only	Research and teaching	Total
Grade 6 (postgraduate)	1/3 (33%)	37/46 (80%)	0 (–)	38/49 (78%)
Grade 7 (postdoctoral)	5/7 (71%)	41/62 (66%)	3/5 (60%)	49/74 (66%)
Grade 8/ Fellow/Lecturer	2/7 (29%)	21/33 (64%)	3/7 (43%)	26/47 (55%)
Senior Lecturer	3/3 (100%)	5/7 (71%)	9/12 (75%)	17/22 (77%)
Reader	0 (–)	0 (–)	3/3 (100%)	3/3 (100%)
Professor	0/1 (0%)	0/2 (0%)	16/33 (48%)	16/36 (44%)
Overall	11/21 (52%)	104/150 (69%)	34/60 (57%)	149/231 (65%)

2020/21	Teaching only	Research only	Research and teaching	Total
Grade 6 (postgraduate)	0/1 (0%)	40/56 (71%)	0 (-)	40/57 (70%)
Grade 7 (postdoctoral)	5/5 (100%)	39/60 (65%)	0 (-)	44/65 (68%)
Grade 8/ Fellow/Lecturer	2/7 (29%)	23/36 (64%)	5/7 (71%)	30/50 (60%)
Senior Lecturer	2/2 (100%)	5/9 (56%)	9/13 (69%)	16/24 (67%)
Reader	0 (-)	1/1 (100%)	2/2 (100%)	3/3 (100%)
Professor	0/1 (0%)	1/3 (33%)	16/33 (48%)	17/37 (46%)
Overall	9/16 (56%)	109/165 (66%)	32/55 (58%)	150/236 (64%)

2019/20	Teaching only	Research only	Research and teaching	Total
Grade 6 (postgraduate)	0/0 (-)	45/61 (74%)	0/0 (-)	45/61 (74%)
Grade 7 (postdoctoral)	4/4 (100%)	46/67 (69%)	1/2 (50%)	51/73 (70%)
Grade 8/ Fellow/Lecturer	1/7 (14%)	22/32 (69%)	5/7 (71%)	28/46 (61%)
Senior Lecturer	1/1 (100%)	5/10 (50%)	8/11 (73%)	14/22 (64%)
Reader	0/0 (-)	2/2 (100%)	0/2 (0%)	2/4 (50%)
Professor	0/1 (0%)	1/4 (25%)	13/30 (43%)	14/35 (40%)
Overall	6/13 (46%)	121/176 (69%)	27/52 (52%)	154/241 (64%)

2018/19	Teaching only	Research only	Research and teaching	Total
Grade 6 (postgraduate)	0/0 (-)	46/64 (72%)	0/0 (-)	46/64 (72%)
Grade 7 (postdoctoral)	3/3 (100%)	43/60 (72%)	1/2 (50%)	47/65 (72%)
Grade 8/ Fellow/Lecturer	3/7 (43%)	20/32 (63%)	6/8 (75%)	29/47 (62%)
Senior Lecturer	1/1 (100%)	6/12 (50%)	6/9 (67%)	13/22 (59%)
Reader	0/0 (-)	1/1 (100%)	0/3 (0%)	1/4 (25%)
Professor	0/1 (0%)	2/4 (50%)	11/29 (38%)	13/34 (38%)
Overall	7/12 (58%)	118/173 (68%)	24/51 (47%)	149/236* (63%)

*Total number of academic staff on census date is 237. One G6 male is listed as "not an academic contract".

2017/18	Teaching only	Research only	Research and teaching	Total
Grade 6 (postgraduate)	0/0 (-)	42/51 (82%)	0/0 (-)	42/51 (82%)
Grade 7 (postdoctoral)	3/3 (100%)	43/56 (77%)	0/0 (-)	46/59 (78%)
Grade 8/ Fellow/Lecturer	4/8 (50%)	22/29 (76%)	5/7 (71%)	31/44 (70%)
Senior Lecturer	1/1 (100%)	3/9 (33%)	4/7 (57%)	8/17 (47%)
Reader	0/0 (-)	1/1 (100%)	0/3 (0%)	1/4 (25%)
Professor	0/0 (-)	3/5 (60%)	11/28 (39%)	14/33 (42%)
Overall	8/12 (67%)	114/151 (75%)	20/45 (44%)	142/208* (68%)

*Total number of academic staff on census date is 210. A G6 male and G7 male are listed as "not an academic contract".

Table A2.3.2. Non-clinical academic staff by grade – Female staff / Total staff (% female)

Non-clinical staff	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Grade 6 (postgraduate)	42/52 (81%)	46/65 (71%)	45/61 (74%)	40/57 (70%)	38/49 (78%)	39/56 (70%)
Grade 7 (postdoctoral)	46/60 (77%)	47/65 (72%)	51/73 (70%)	44/65 (68%)	49/74 (66%)	56/90 (62%)
Grade 8/ Fellow/Lecturer	24/28 (86%)	23/31 (74%)	22/29 (76%)	24/35 (69%)	19/31 (61%)	24/37 (65%)
Senior Lecturer	6/12 (50%)	11/17 (65%)	13/18 (72%)	15/18 (83%)	15/17 (88%)	14/16 (88%)
Reader	1/4 (25%)	1/4 (25%)	2/4 (50%)	3/3 (100%)	3/3 (100%)	4/4 (100%)
Professor	9/23 (39%)	8/23 (35%)	11/27 (41%)	14/30 (47%)	13/29 (45%)	15/32 (47%)
Overall	128/179 (72%)	136/205 (66%)	144/212 (68%)	140/208 (67%)	137/203 (67%)	152/235 (65%)

Table A2.3.3. Clinical academic staff by grade – Female staff / Total staff (% female)

Clinical staff	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Lecturer/Fellow	7/16 (44%)	6/16 (37%)	5/16 (31%)	6/15 (40%)	7/16 (44%)	8/14 (57%)
Senior Lecturer	2/5 (40%)	2/5 (40%)	2/5 (40%)	1/6 (17%)	2/5 (40%)	3/8 (38%)
Reader	0/0 (-)	0/0 (-)	0/0 (-)	0/0 (-)	0/0 (-)	0 (-)
Professor	5/10 (50%)	5/11 (45%)	3/8 (38%)	3/7 (43%)	3/7 (43%)	3/7 (43%)
Overall	14/31 (45%)	13/32 (41%)	10/29 (34%)	10/28 (36%)	12/28 (43%)	14/29 (48%)

Appendix 2.4. Academic staff by grade and contract type

If you would like a copy of our full application, including these tables, please email shwadmin@glasgow.ac.uk

Table A2.4.1. Academic staff by grade and contract type – Female staff / Total staff (% female)

Table A2.4.2. Academic staff by grade and work hour contract – Female staff / Total staff (% female)

Table A2.4.3. Non-clinical academic staff by grade and work hour contract – Female staff / Total staff (% female)

Table A2.4.4. Clinical academic staff by grade and work hour contract – Female staff / Total staff (% female)

Appendix 2.5. Professional services staff by grade and job family

Table A2.5.1. Professional services staff by grade and job family – Female staff / Total staff (% female)

Appendix 2.6. Professional services staff by grade and contract type

Table A2.6.1. Professional services staff by grade and contract type – Female staff / Total staff (% female)

Appendix 2.7. Applications, shortlist and appointments made in recruitment to academic posts by grade

Table A2.7.1. Academic job applications, shortlist and acceptance rates by grade – Female staff / Total staff (% female)

Appendix 2.8. Applications, shortlist and appointments made in recruitment to professional services posts by grade

Table A2.8.1. Professional services job applications, shortlist and acceptance rates by grade – Female staff / Total staff (% female)

Appendix 2.9. Applications and success rates for academic promotion by grade

Table A2.9.1. Non-clinical academic promotion rates by grade and gender – Successful applicants / Total applicants (% successful)

Table A2.9.2. Clinical academic promotion rates by grade and gender – Successful applicants / Total applicants (% successful)

Appendix 2.10. Applications and success rates for professional services staff progression by grade

Table A2.10.1. Professional services staff regrading rates by grade and gender – Successful applicants / Total applicants (% successful)

Appendix 2.11. Academic workload survey results

Table A2.11.1. Percentiles of estimated time spent (mean hours per week) on different work activities

Appendix 3: Glossary

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

AP	Action point
AS	Athena Swan
CoSS	College of Social Sciences
DClinPsy	Doctorate in Clinical Psychology
ECR	Early career researcher
EDI	Equality, diversity and inclusion
FTE	Full time equivalent
G	Grade
GPPC	General Practice and Primary Care
HAWKEYE	Health and Wellbeing Knowledge Exchange newsletter
HEHTA	Health Economics and Health Technology Assessment
HESA	Higher Education Statistics Agency
HR	Human Resources
IHAWKES	Institute of Health and Wellbeing early career researchers' blog
IHW	Institute of Health and Wellbeing
KE/PE	Knowledge exchange or public engagement
KIT/SPLIT	Keep in touch/Shared parental leave in touch days
LGBTQ+	Lesbian, gay, bi, trans, questioning/queer, plus other gender identities and sexual orientations that are not specifically covered by the five initials
MD	Doctor of Medicine
MHW	Mental Health and Wellbeing
MPA	Management, professional and administration
MRC/CSO	Medical Research Council/Chief Scientist Office
MVLS	Medical, Veterinary and Life Sciences
N/A	Not applicable
P(&)DR	Performance and Development Review
PG	Postgraduate
PgCAP	Postgraduate Certificate in Academic Practice
PGR	Postgraduate research
PGT	Postgraduate taught
PH	Public Health
PhD	Doctor of Philosophy
PI	Principal Investigator
PNTS	Prefer not to say
P(&)OD	People & Organisational Development
PRES	Postgraduate Research Experience Survey
PS(S)	Professional Services (Staff) (formerly known as Professional & Support Staff)
PTES	Postgraduate Taught Experience Survey
R&R	Reward and Recognition
R&T	Research & Teaching
RAG	Red Amber Green
RCB	Robertson Centre for Biostatistics
REF	Research Excellence Framework
RET	Recognising Excellent in Teaching

SAT	Self-assessment team
SHW	School of Health and Wellbeing
SPHSU	Social and Public Health Sciences Unit
SS	Social Sciences
SSiH	Social Scientists in Health
UG	Undergraduate
UKRI	UK Research and Innovation
UofG	University of Glasgow
WOW(S)	Wellbeing of Older Workers (and Students)