

Athena Swan Bronze application form for universities

Applicant information

When completing your application, please refer to the [applicant information pack](#), which includes full information on criteria, underpinning expectations and question-by-question guidance.

Name of university	Birkbeck, University of London
Date of current application	30 January 2026
Level of previous award	Bronze but this is a new application following significant re-structure (see email correspondence with Advance HE below).
Date of previous award	2020
Contact name	Professor Joanne Leal
Contact email	j.leal@bbk.ac.uk

Section	Words used
An overview of the university and its approach to gender equality	2528
An assessment of the university's gender equality context	3991
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count (Please see information on word limits overleaf)	6519

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

Word limits

The standard overall word limit is 6,000 words. If any of the additional word allowances below apply to you, please confirm in the relevant box, and these can be added to the overall limit. **All additional words used must be detailed in the word count table on page 1 in the relevant sections they have been applied to.**

Additional word allowances	Agreement
Covid-19 pandemic (500 words): Available to applications submitted in any award round <u>up to and including July 2026</u> . These words can be used to discuss practical impacts on the self-assessment process, on action plan implementation, or to address gender equality impacts of Covid-19 more broadly.	I confirm this application has used these additional words N/A
Organisational restructure (750 words): these words can be used to reflect on the impact of the restructure to the applicant's gender equality work or application (eg. arising from changes to their staff or student demographic profile, policies, or context).	I confirm an organisational restructure has taken place since our last application or in the last three years for first time applicants Yes
Exceptional Circumstances: If additional words have been approved by AHE due to exceptional circumstances please paste the approval email in below this table	Have additional words been allocated to this application as a result of exceptional circumstances? No

Email confirmation of additional wordcount

Athena Swan ,<Athena.Swan@advance-he.ac.uk>
Garnet Prah-Arthur (Staff);Sally Baden <sally.baden@advance-he.ac.uk>;Athena Swan <Athena.Swan@advance-he.ac.uk>
Adissa Mahama (Staff)

Good morning Garnet, I hope you're well

To answer your questions below:

1. Word extensions due to organisational restructure are offered at 750 additional extra words. Per the guidance for Universities:

"If an organisational restructure has recently taken place, applicants can avail of a 750-word extension to reflect on the impact of the restructure to their gender equality work in their application (eg. arising from changes to their staff or student demographic profile, policies,

or context). Please email the Equality Charters team no less than one month prior to the application submission date to confirm this additional word allowance and ensure it is noted in our records.”

2. The Restructure word count is 750 additional words, though there are others available at varying levels, each listed in the Information Pack for Universities (page 67 onwards), available on Connect here:

[Application Forms and Guidance | Athena Swan Members Network \(UK\)](#)

Email confirmation of new submission

From: Sally Baden <sally.baden@advance-he.ac.uk>
Sent: 09 February 2023 18:04
To: Hazel Lindley-Milton (Staff) <h.lindley-milton@bbk.ac.uk>
Cc: Carol Stock (Staff) <carol.stock@bbk.ac.uk>
Subject: Re: Query re: organisational change

Dear Hazel

I hope you are well. It was good to speak to you on Monday.

Having now discussed key points arising from our conversation with the Head of Athena Swan, I can confirm the following, as background for our discussion on 21st February, at 2pm, with Matt Innes, Deputy Vice-Chancellor and Carol Stock.

[Assessing implications of restructure for institutional award](#)

Post restructure application

Our normal guidance for Award holding entities that have undergone a significant restructure is that, post restructure, they do a full application, rather than a renewal. This is because the renewal may not be appropriate in cases where restructuring has significantly altered the character and composition of the unit and superseded previous analysis - it may for example supersede previous assessments of governance structures or culture or make it difficult to report outcomes against previous success measures. Happy to discuss with you if this will make the most sense for you.

If you complete a full application rather than a renewal, you would not be required to directly report against the action plan from your last submission, by submitting a RAG rated version of this plan, but may choose to do so.

Table of Contents

Applicant information	1
Section 1: An overview of the university and its approach to gender equality	5
1. Letter of endorsement from the head of the university	5
2. Description of the university and its context.....	8
3. Governance and recognition of equality, diversity and inclusion work.....	10
4. Development, evaluation and effectiveness of institutional policies	13
5. Athena Swan self-assessment process	14
Section 2: An assessment of the university's gender equality context.....	17
1. Culture, inclusion and belonging	17
2. Key priorities for future action	22
Section 3: Future action plan	30
1. Action plan	30
Appendix 1: Culture Survey data	62
Appendix 2: Data tables	63
Appendix 3: Glossary	89

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

1. Letter of endorsement from the head of the university



Birkbeck, University of London
Malet Street, Bloomsbury, London WC1E 7HX
vc@bbk.ac.uk

Dear Athena Swan Panel,

I am delighted to endorse Birkbeck's application for an organisation-wide Athena Swan Bronze Award and confirm that the information provided (including qualitative and quantitative data) is an accurate reflection of the institution.

Birkbeck has held an Athena Swan Award since 2012, most recently renewed in 2020. Following a substantial University restructure in 2023, and in consultation with Advance HE, we are now applying for a new Bronze Award.

Our commitment to equality, and specifically gender equality, is reflected in our history. Birkbeck was one of the first UK universities to admit women and we have within our past and present staff and alumni numerous female pioneers, including Dame Lillian Penson, the UK's first female Vice-Chancellor, and Helen Sharman, the first British person in space. Professor Judith Butler, who identifies as non-binary and who is one of the most widely read philosophers in the world, has a long and deep relationship with Birkbeck. Elected as a Fellow in 2021, Professor Butler has made a substantial contribution to psychosocial studies, law and Birkbeck's Institute of Humanities since 2009.

Our objective to provide an inclusive working and learning environment for students and staff, so that all may develop to their full potential, aligns with our founders' mission over two hundred years ago to spread the 'universal benefits of the blessings of knowledge'. These principles underpin our endeavours as we strive to achieve an equal playing field across all aspects of the institution.

Birkbeck prides itself on its diverse community of staff and students and embraces and celebrates the differences between people, recognising the strengths and benefits of an inclusive society, workforce and student body. More recently, we have worked hard to promote gender equality as it relates to trans/non-binary staff and students, introducing policies for both groups.

Historically, Birkbeck was a specialist provider of evening education, serving largely mature students. In recent years, we have dramatically increased our younger student body and now provide classes during the day alongside those in the evening to provide maximum flexibility for students who often juggle full or part-time work and/or caring responsibilities with study.

On taking up the post of Birkbeck's VC in January 2024, I offered a resolute commitment to support gender equality through this reapplication for an Athena Swan Award and was delighted that DVC Professor Joanne Leal, Chair of our EDIC

agreed to lead on the application. I initiated a strategic conversation on equalities with her and Professor Stewart Motha, leading on our application for a REC Award, which was filmed and shared with the Birkbeck community.



Figure 1 Video to promote Staff Survey, June 2024: VC (right), DVC (left), Chair of RECSAT (centre)

I joined Birkbeck shortly after the 2023 restructure and can confirm that the gender balance of Birkbeck's most senior leadership, reporting directly to me, has changed significantly, such that we currently have a majority of female colleagues on USB (three men, six women). This is a marked change from 2022 when seven men and two women reported directly to the VC.

In my first two years, I have worked to ensure that our diverse workforce is able to contribute to our success, with staff recruited not only for their talent but also for what they can bring to the organisation with their unique perspectives. However, despite progress towards our equality goals, we recognise that there is still more work to be done, particularly in view of data which shows fewer woman on higher professional services grades, academic areas which are either male or female dominated in terms of both staff and students and lower levels of satisfaction in some areas amongst our trans/non-binary and our Black female staff. Our new action plan

focuses on four key priorities to address these and other identified gender equity issues:

- Priority 1: Improve the sense of belonging and satisfaction at work for trans/non-binary colleagues
- Priority 2: Support staff to challenge behaviours not in line with the ethos of Birkbeck
- Priority 3: Address intersectional issues
- Priority 4: Support gender equality for specific groups of staff and students

On a personal level, I believe that as a woman, in chartering my own career, I have likely encountered some elements of gender bias along the way; and it is with that understanding that I offer my full support to our collective endeavours to remove gender inequalities across the board, so we can truly live by the principles of a fair and inclusive workforce and student body.

Our endorsement of and participation in the Athena Swan project indicates strongly to our community and beyond that Birkbeck encourages and values the participation and contribution of all members of its community.

I am pleased to submit this application for your attention for an Athena Swan Bronze Award and look forward to overseeing the implementation of the Action Plan and further advancing our gender equality goals.

Kind regards,

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by a horizontal line.

Professor Sally Wheeler, OBE, MRIA, FAcSS Vice-Chancellor

2. Description of the university and its context

Birkbeck, University of London was founded over 200 years ago to educate working Londoners. We were also one of the first colleges to admit women as students, nearly 40 years before Oxford and Cambridge. Today, we continue to provide exceptional learning opportunities to students from over 125 countries at our central London campus.

We are one of the UK's smallest multi-faculty, research-active universities with 9,600 students (6,900 FTE) in 2023/24 and a majority female student body at every level.

	Female	Male
UG Degree (FT)	52%	48%
UG Degree with FY (FT)	51%	49%
UG Degree (PT)	56%	44%
UG Degree with FY (PT)	62%	38%
PGT (FT)	59%	41%
PGT (PT)	63%	37%
PGR	59%	41%

Figure 2 Student population by gender

We offer part-time and full-time programmes, including afternoon and evening classes, as well as HyFlex learning. The average age of a Birkbeck student is 33, and most combine study with other activities.

In 2023/24 there were 382 academics (T&R and T&E), 94 research staff and 507 T&S staff. PTO staff numbered 698.

	Female	Male
Academic (T&R; T&E)	192	190
Research	72	22
T&S	270	237
PTO	394	304

Figure 3 Staff population by gender

In REF2021 the majority of Birkbeck's research (83%) was confirmed as world-leading and internationally excellent and we were rated in the top 25 nationally in nine units of assessment. Unusually in the sector, we combine research excellence with a widening participation undergraduate admissions profile.

Birkbeck underwent a major academic restructure in 2023. It moved from five Schools, comprising 19 Departments to three Faculties, sub-divided into Schools and one Centre. There are two Deans, both male, and nine Heads of School/Centre, three male and six female.

Faculty of Business and Law	Business School Law School
Faculty of Humanities and Social Sciences	School of Creative Arts, Culture and Communication

	School of Historical Studies School of Social Sciences Centre for Counselling
Faculty of Science	School of Computing and Mathematical Sciences School of Natural Science School of Psychological Studies

Figure 4 Birkbeck's current structure

The restructure resulted in a 16% reduction of staff on academic contracts (T&R and T&E). 62% of these were men and 27% women. There are now almost equal numbers of male and female academic staff, although distribution varies across disciplines (see Key Priority 4.3).

Birkbeck has held an institutional Athena Swab award since 2012 and prior to the restructure it had one School and four departmental awards.

Department of Biological Sciences	Silver
Department of Computer Science and Information Systems	Bronze
Department of Economics, Mathematics and Statistics	Bronze
Department of Psychological Sciences	Bronze
School of Arts	Bronze

Figure 5 Pre-restructure Athena SWAN awards

Our post-restructure strategy is to work towards Faculty-level awards. The Faculty of Science achieved a Bronze Award in 2025 with the other two Faculties working on applications. We also submitted our first institutional-level REC application in November 2025.

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

3.1 The university's key management and committee structures

Birkbeck's management and committee structures are represented in these organisational diagrams.

Figure 6 Birkbeck's Organisational Structure

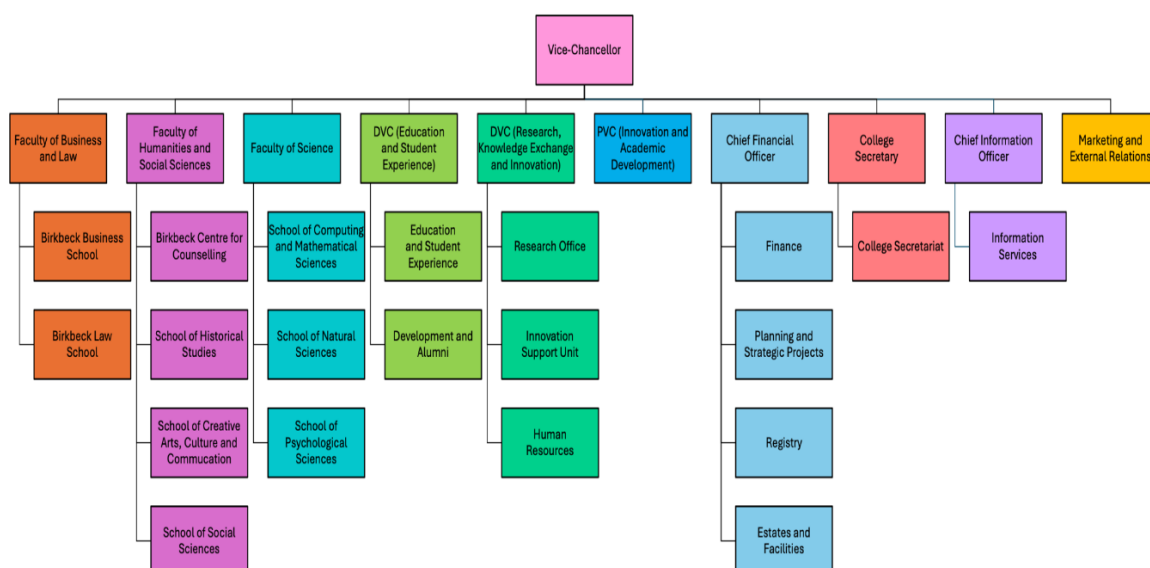
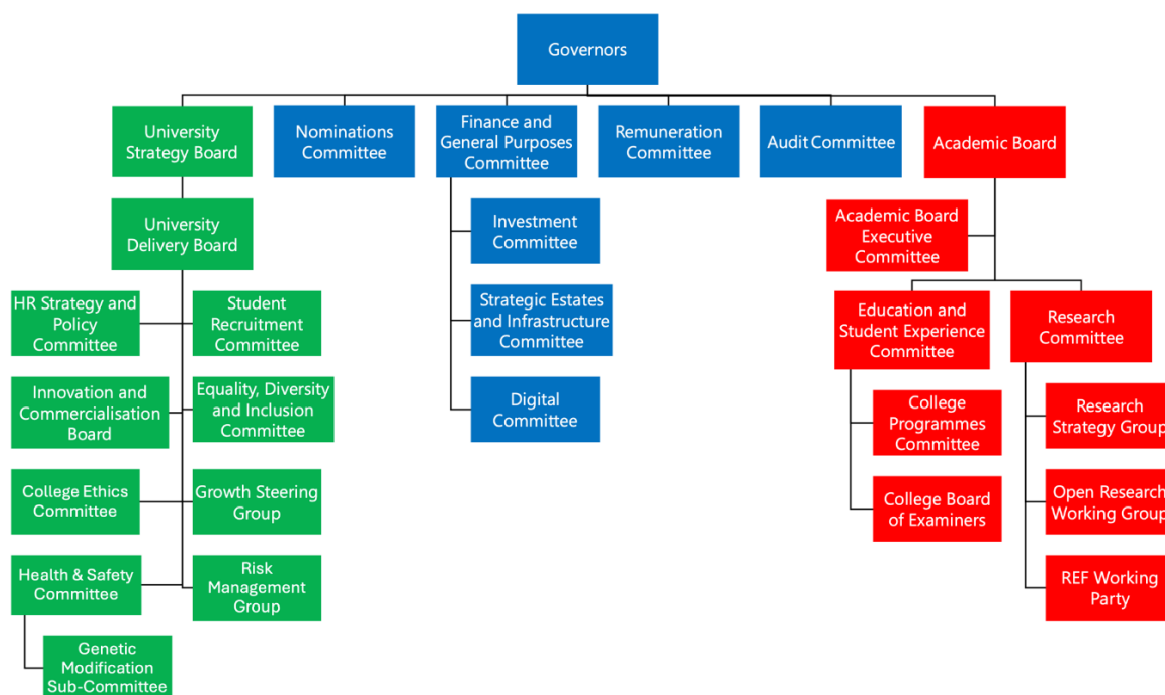


Figure 7 Birkbeck's Committee Structure

3.2 EDI activity

Birkbeck's formal structures ensure an effective strategic overview of EDI work. The DVC Innovation and Academic Development, who reports directly to the VC, is the Chair of EDIC and of the Institutional Athena Swan SAT. The ISAT receives reports from the Faculty SATs and itself reports to EDIC. Additionally, the DVC-IAD is a member of the REC SAT to ensure intersectional issues relevant to both SATs can be addressed

The EDIC reports to UDB, which can escalate strategic issues to USB. USB reports directly to the Board of Governors. The EDIC Chair is a member of both UDB and USB, which is chaired by the VC. The EDIC also reports to the HRSPC. HRSPC has a strategic overview of equality and diversity issues. Its members are drawn from all Faculties, Schools and Professional Services.

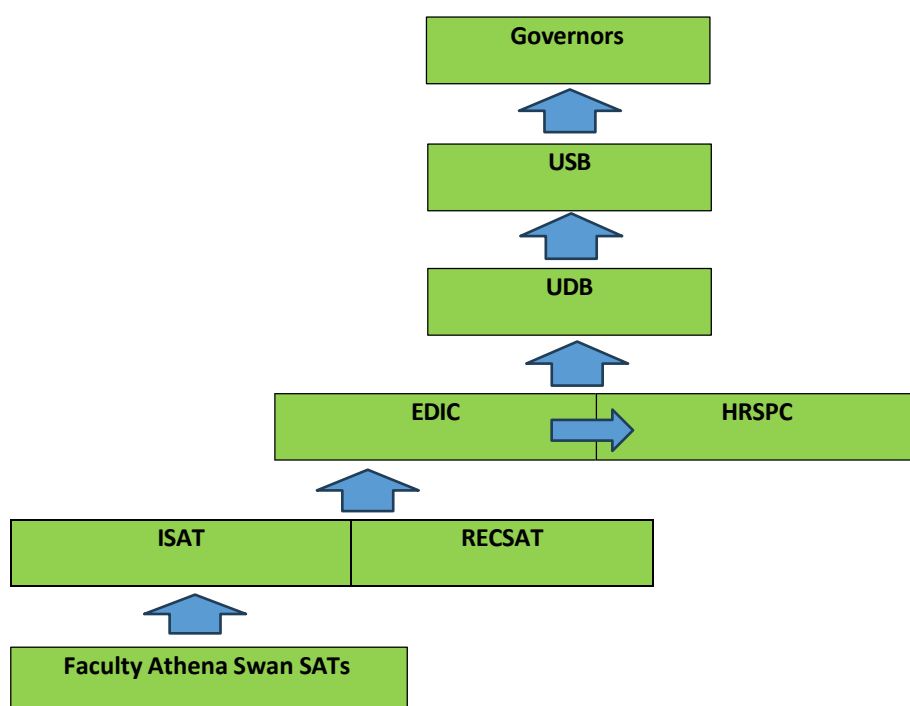


Figure 8 EDI Governance Structure

3.3 How the university supports gender equality activity in sub-units

EDI is a core responsibility of the new Faculties and the Executives. All senior staff have EDI responsibilities included in job descriptions and are responsible for making sure EDI issues are raised at appropriate committee meetings. The three Faculties each have a dedicated administrative role for EDI in the Head of Operations for Human Resources and Equalities who reports into the respective Faculty Director of Operations.

Each Faculty has an EDI Champion, who is a member of the Faculty Executive and a member of EDIC. Their role is to feed Faculty EDI issues into the work of the EDIC Committee and to make sure EDIC's work is disseminated in the Faculty. EDI is a standing item on Faculty Executive agendas.

Within the PS departments there are no specific roles associated with EDI outside of HR. However, there is a senior member of staff who acts as PS Equalities Champion and is a member of the EDIC.

Birkbeck is committed to supporting the Faculty of Science to achieve the actions set out in its current Athena Swan action plan and to facilitate the Faculty of Business and Law and the Faculty of Humanities and Social Sciences to apply for their first awards. **See actions 3.3.5 and those under 4.3 below.**

3.4 How EDI work is distributed, accounted for, recognised and rewarded

EDI work undertaken by Academic staff is recognised in the Academic Workload Allocation Framework, under the Leadership and Management heading. It can be discussed in Annual Review meetings and is taken into account in promotion applications. PS staff discuss EDI work undertaken in annual Professional Developmental Review meetings and EDI work beyond their normal duties can be recognised through the annual contribution related pay process.

4. Development, evaluation and effectiveness of institutional policies

Institutional policies play a vital role in embedding a culture of equity and inclusion for staff and students of all gender identities. Policy development can be driven by University strategy, legislation, best practice, casework and feedback from trade unions, staff and students. For example, staff feedback and forthcoming legislation, will lead to policy work around supporting staff through menopause (**see action plan 3.2.4**)

The development of staff policies is led by a strategic HR policy and EDI team, in consultation with the HR Leadership Team, working in collaboration with other teams as appropriate. This year a cross-departmental working group from HR and Student Services was established to update staff and student anti-harassment policies and procedures in response to the new OfS regulations and Worker Protection Act 2023. This included development of two new EDI staff policies: Dignity at Work and Relationships at Work.

To ensure they are fit for purpose, consultation is undertaken on draft policies with a diverse range of stakeholders including EDIC and its Sub- Committees, staff networks, trade unions, HR Business Partners and management teams. Staff policies require approval at HRSPC and USB.

Education and Student Experience-related policies are published on the [Registry Services - Birkbeck, University of London](#) webpage. They go to ESEC for consideration and endorsement after consultation with staff/students. Policies go to Academic Board for final approval.

Equality Impact Assessments (EIAs) are undertaken by policy owners on new/revised policies to assess potential negative impact on any individual or group because of one or more protected characteristics and possible mitigating actions. An equality assessment toolkit has also been developed to support those conducting EIAs. For example, the EIA conducted for the Dignity at Work policy demonstrated a positive impact for all gender identities in creating an inclusive and supportive College environment, while mitigating possible lack of awareness or understanding through staff/student training (see Culture, Inclusion, Belonging, 1.5)

Policies are kept under periodic review to ensure they remain fit for purpose and their impact is assessed through, e.g. policy reviews, staff feedback, TUs, surveys. For example, following the hybrid working policy's implementation, the 2024 Staff Survey showed that 91% of women agreed they could work flexibly to balance work and personal commitments. The EDIC also monitors and reviews gender equality related policies and initiatives.

5. Athena Swan self-assessment process

5.1 The Self-Assessment Team

Name	Staff type / Student	Position and Role in Department / Faculty	Role on SAT and Dates of Service on the SAT	Sub-Group Membership
Joanne Leal	Academic	DVC Innovation and Academic Development	Chair of the SAT and EDIC Representative December 2023 to date	Governance and Recognition of EDI work Self-assessment process Data analysis
Paul Skiven-Baker	PTO	Deputy Director of HR	Deputy Chair and HR Lead December 2023 to date	Governance and recognition of EDI work Culture, inclusion and belonging Data analysis
Adissa Mahama	PTO	HR Projects and Policy Lead	Secretary to the SAT and Advance HE Lead December 2023 to date	Policies Data analysis
Garnet Prah-Arthur	PTO	Project Manager HR and Equalities	Project Manager for the SAT and Equalities December 2023 to date	Governance and recognition of EDI work Self-assessment process Data analysis
Ollie Berman	PTO	Deputy Director, Communications ER	Communications Lead and ER Representative December 2023 to date	Endorsement / University Description and Context
Katrinah Best	PTO	Communications Manager, Corporate and Internal ER	Communications and ER Representative December 2023 to date	Endorsement / University Description and Context
Eleni Liarou	Academic	Senior Lecturer FHSS	Academic Representative for the FHSS December 2023 to date	Self-assessment process Culture, inclusion and belonging Data analysis
Vanessa Iwowo	Academic	Reader FBL	Academic Representative for FBL June 2024 to date	Governance and recognition of EDI work
Richard Tacon	Academic	Senior Lecturer FBL	Academic Representative for FBL December 2023 to June 2024	
Liam Simmonds	PTO	Head of Operations, HR and Equalities FS	Representative for FS March 2025 to January 2026	

Chiara Bulgarelli	Academic	Lecturer FS	Academic Representative for FS December 2023 to present	
Neil O'Connor	PTO	Head of Organisational Development and Change HR	Representing Organisational Development and Change December 2023 to date	Culture, inclusion and belonging
Tanya Serisier	Academic	Professor of Feminist Theory FHSS	Academic and Research Representative June 2025 to date	Data Analysis
Joyce Mamode	Academic	Associate Tutor FBL	T&S Representative December to date	
Susy Menis	Academic	Lecturer FBL	Representative of Research as part of the Academic Advisory Board December 2023 to February 2025	Policies
Miriam Swan	Student		Student representative December 2023 to February 2025	
Samantha Commons	PTO	Deputy Director of Student Services	PTO Representative March 2025 to date	
Zhuoxin Han	Student	EDI Sabbatical Officer	SU Representative March 2025 to July 2025	
Sara Chaudhry	Academic	Senior Lecturer FBL	Academic Representative March 2025 to date	

Figure 9 Membership and roles of the SAT

5.2 How the process for recruiting SAT members has considered the diversity of the University

The SAT Chair, in consultation with HR colleagues with an EDI portfolio, determined which College areas/roles should be represented on the SAT to encompass a wide range of staff types, grades and roles, e.g. representatives of academic and PS Faculty staff, central PS staff, T&S staff, students. Senior colleagues in the Faculties, Directorates and the SU were asked to recommend colleagues to represent identified staff groups, taking into account the need to have a diverse set of colleagues in relation to sex, trans/non-binary status, gender identity and caring responsibilities, including those experiencing intersectional inequalities, while remaining mindful of not over-burdening staff in minoritised or under-represented groups. While the current SAT was constituted after Birkbeck's major restructure to represent the changed staff body, we maintained continuity with the SAT that managed the previous award (3 members) so that the success of actions from the previous plan could be monitored, remaining areas of challenge identified, and panel feedback taken into account in the development of the new action plan. This work has particularly informed priorities/actions around T&S staff contracts and gender balance of students in academic areas.

5.3 The self-assessment process

The SAT has met termly since December 2023 and eleven times to date. The main SAT oversees the work of its sub-groups, one for each part of the application. These sub-groups have been responsible for collating and analysing information relating to their sections, for reporting findings to the main SAT for further discussion, and for drafting sections of the application.

Alongside analysis of data included in the appendix, work undertaken as part of our self-assessment has included staff consultation via the Staff Survey, carried out institution-wide in June 2024 with 739 responses (66%). 37% were men, 46% women, 1% preferred to self-describe and 17% preferred not to say. Analysis of the survey results has been key to developing our priorities. We noted two staff groups with low satisfaction: those choosing not to identify as male or female (a group that we take to include our trans/non-binary colleagues) and women over 65. We organized focus groups to explore their experiences further and responses informed particularly Key Priorities 1 and 3.2. To better understand the student experience in relation to gender, we analysed qualitative comments in NSS and PTES returns for 2022, 2023 and 2024 for the appearance of keywords relating to protected characteristics and related concepts. No major points of consistent challenge were identified, although we noted the intersection of age and gender as an area for further exploration (**see action plan 3.2.3**). Finally, we worked closely with the REC SAT, the LGBTQ+ Sub-Committee and Student Wellbeing to share information and data, to compare analysis, particularly to identify issues at the intersection of race and gender, and to develop mutually reinforcing actions. We identify in our action plan where this has been done.

5.4 Delivery and maintenance of gender equality activity

Post-submission, an Athena Swan Sub-Committee of the EDIC will replace the SAT. EDIC will identify which roles need representation on the Sub-Committee and recruit to them with the support of senior colleagues in Faculties, Directorates and the SU. Where individuals cannot serve for the full five-year period, EDIC will replace them. HR will provide project support (e.g. providing data, EDI reports, policy and legal advice). The Sub-Committee will meet termly. It will take responsibility for reviewing actions, seeking updates from action owners, monitoring success in relation to project plan measures and escalating to EDIC any actions that are not effectively progressing. Reports to EDIC will be termly. EDIC will monitor the effectiveness of the Sub-Committee and support it in implementing the action plan. EDIC reports termly to UDB, so senior oversight of the action plan will be maintained.

Section 2: An assessment of the university's gender equality context

1. Culture, inclusion and belonging

1.1 Values

Birkbeck's [Equality and Diversity Statement](#) demonstrates our commitment to promoting EDI in all our activities, through the development of fair and equitable policies, procedures, academic programmes of study, courses, training and development programmes, all of which are consistently and regularly monitored. Birkbeck promotes an inclusive approach where all staff, students, visitors and contractors are employed, welcomed and treated in a fair and respectful manner, free from unlawful discrimination, harassment and victimisation. In the Staff Survey, 93% of men, 95% of women, 88% of those who prefer to self-describe and 91% of those who prefer not to say responded that their values align with those of Birkbeck.

1.2 Leadership

Birkbeck's UEB moved from 63% male in 2022-23 to 47% male in 2024-25. After a review of leadership structure, UEB was replaced in 2025 by a smaller USB, comprising six women and three men, and a larger senior forum, UDB. Alongside USB members, it includes: Executive Deans (2: M 100%); Heads of School (9: F 66%; M: 33%); Faculty Directors of Operations (3: F 33%; M 66%); Heads of Professional Services Directorates (7: F 57%; M 43%).

In the Staff Survey only 46% of staff said they feel listened to by strategic leaders (M: 52%; F: 48% women; 25% of those who prefer to self-describe; 28% of those who prefer not to say). The survey took place after a challenging restructure and measures have been taken to rebuild lines of communication, including termly 'Ask the VC' sessions where colleagues can raise matters directly with the VC and the SMT. These have proved very effective, with good engagement (averaging 170 in-person attendees) and positive feedback. Staff requests for alternative ways to pose questions led to the introduction of a suggestion box and Comms mailbox. These measures have led to a broader range of questions being asked. Specific actions are being undertaken to increase the confidence of trans/non-binary colleagues in the University, including its senior leadership (**see actions 1.1-1.11**).

1.3 Practices

HR delivers a wide range of activities, supporting the ongoing development of a productive and healthy working climate, including supporting staff with a range of training opportunities, e.g. unconscious bias and equality and diversity essentials. To ensure these are taken in the first six months of employment, Birkbeck introduced a comprehensive online induction course for all staff in 2023. While tools for monitoring uptake have so far been limited, from 2026, we plan to enable line managers to access reports showing the completion of mandatory training, including

by gender (**see action 2.8**), and action will be undertaken to encourage uptake and implementation (**see actions 2.9 and 2.10**).

Birkbeck promotes inclusivity in communication through guidance on referencing gender in writing and on use of pronouns; the use of an inclusivity checker for job adverts; and balanced representation in reporting and promotional imagery. Pronouns can be used on staff emails and profiles, and the guidance is incorporated into the University's style guidelines, published on the staff intranet and reviewed regularly. Marketing and External Relations staff are made aware of the guidelines at their local induction, and all staff are reminded of the guidance through the staff newsletter and at induction days. Visibility of minoritized staff and awareness of gender-related matters is also fostered through events and communications, e.g. for International Women's Day and LGBT History Month. However, Staff Survey comments, work undertaken by the LGBTQ+ Sub-Committee and by the REC SAT revealed a lack of visibility of trans/non-binary and Black female colleagues, suggesting more could be done to create gender-awareness and community cohesion through increased representation and targeted events (see Key Priorities 1, 3.1 and 3.3 for further analysis; **see actions 1.10, 3.1.3 and 3.3.7**).

Since 2014-15, Birkbeck has championed staff to attend the Aurora Leadership Development Initiative, a women-only leadership development programme run by Advance HE. This has had significant impact on academic careers, with 90% of participants still employed here in 2025 having achieved career progression, including to University leadership roles. For professional staff it is difficult to see clear impact as a substantial number has left Birkbeck. There has been a trend of decreasing demand for Aurora from all groups despite active promotion and advocacy. Following a review by HRSPC, Birkbeck introduced a new career development programme from the Women in Higher Education Network (WHEN) for academic, professional and research staff in 2025. The Career Accelerator is broader than Aurora and supports women with a variety of career aspirations, not just leadership. There was 95% satisfaction with the programme from 18 participants. We are assessing other career development programmes, which can be tailored more closely to Birkbeck needs and resources, comparing them to WHEN. This is one way Birkbeck is addressing a noticeable gender imbalance in relation to PS staff on middle grades (majority female) and higher grades (majority men). See Key Priority 4.2 for further analysis; **see actions 4.2.1 to 4.2.5**.

For several years Birkbeck has had a range of staff diversity networks, created and maintained by staff to support their colleagues. The Disability network and ASTREA (for women, transgender and non-binary people in professional and support roles) have remained active since their inception; the LGBTQ+ staff network is being revitalized through new leadership. REACH, for ethnically minoritized staff, and the Parents and Carers Network are currently inactive. REC SAT focus groups and member reports to EDIC indicate that staff networks are valued and action will be undertaken to support those running and reactivate those that are dormant (**see action 3.3.6**).

1.4 Active consideration of gender equality and inclusivity

The University analyses its gender data annually, creating reports to inform the maintenance of an inclusive environment for work and study and to measure the impact of equality and inclusion initiatives. The following publications are available: [Gender Pay Gap Report](#); [Equal Pay Audit](#), [Transparency Information](#). The most recent Gender Pay Gap report (2024) demonstrates that Birkbeck is a sector leading institution in terms of pay equity, having one of the lowest gender pay gaps among London universities, at 5.7%. It shows ongoing progress toward achieving gender balance in the highest-paid quartile of Birkbeck staff (F: 49.7%; 50.3%), reflecting a commitment to a diverse and equitable workplace. A noticeable gender gap has, however, been identified in professorial pay: see Key Priority 4.4 for further analysis; **see action 4.5.1**.

A new institution-wide Academic Workload Allocation Framework was piloted in 2024-25. Equality analysis shows a similar allocation of workload for men and women across Leadership and Management, Research/Scholarship and Teaching and Student Experience, with 66% of men allocated 90 workload points or more compared with 63% of women and 6% of men allocated fewer than 60 workload points compared to 9% of women. The University will undertake an annual equalities assessment of the AWAFF for three years after roll-out in 2025-26 to ensure that it is fit-for-purpose, including in relation to gender equality (**see action 4.4.1**).

Birkbeck's engagement with gender equality and inclusivity is informed by academic research, coordinated by Birkbeck Gender and Sexuality, a research centre for innovative interdisciplinary collaboration in gender and sexuality studies. The director is a member of the Athena Swan SAT.

1.5 How negative practices and behaviours are addressed

The primary mechanisms for addressing negative practices and behaviours are Birkbeck's [Dignity at work and study policies and procedures](#). These include guidance on [Tackling Harassment and Sexual Misconduct for the Student Community](#) and [Preventing Harassment-and- Sexual Misconduct for Staff](#), and two new anti-harassment policies for staff: [Dignity at Work Policy](#) and [Relationships at Work Policy](#) (see Policies section for further detail). Trained Dignity at Work Contacts act as a first point of contact for staff who may wish to make an allegation of harassment.

The Staff Survey showed that while Birkbeck is overall at sector average for positive responses to the statement 'I feel confident and supported to appropriately challenge discriminatory behaviour' (79%), only 38% of staff who prefer to self-describe and 70% of those who prefer not to say in relation to gender responded positively. There is also a distinction in the responses of those of different gender identities to questions about fairness and inclusivity at work.

Percentage of staff giving positive responses to the following statements				
	Female	Male	Prefer to self-describe	Prefer not to say
Birkbeck treats all employees fairly, with respect and dignity	75%	76%	38%	56%
Birkbeck offers an inclusive environment for staff	82%	83%	38%	69%

Figure 10 Response by gender to questions about fairness and inclusivity at work

Also, only 59% of men and 57% of women felt able to challenge behaviors that are not in-line with the ethos of Birkbeck and only 40% of all staff said that if they witnessed or were personally subjected to discrimination, harassment or abuse, they would know where and how to report the incident.

To address these issues, to support the new Dignity at Work policy and to build staff confidence and skills to address inappropriate behaviours, a new online mandatory training module was launched in October 2025. From January 2026 there will be comprehensive in-person briefings for Senior Managers, rolled out to other managers in late 2026 (**see action 2.10**) Further, we introduced a new mandatory conscious inclusion course for all staff in 2024.

Support to challenge behaviours not in line with the ethos of Birkbeck has been identified as a Key Priority in our action plan which includes actions related to these and cognate initiatives (**see actions 2.1 to 2.9**).

1.6 Capacity to identify intersectional inequalities for staff and students

Drawing upon the Staff Survey and a breakdown of staff data by categories of ethnicity, gender, age, disability and sexual orientation, we have started to identify and address intersectional inequalities for staff. Data and analysis in this area have been shared across the Athena Swan SAT and the REC SAT to promote the identification of issues at the intersection of gender and race (see Key Priority 3.1) and co-produce actions to address them (**see actions 3.1.1 to 3.1.3**). Staff Survey data also highlighted that some of the highest levels of staff dissatisfaction were amongst men 25-34 and women over 65. We need to understand the reasons for this better and have undertaken to do so to promote multi-generational wellbeing and intergenerational understanding within our staff body (see Key Priority 3.2; **see actions 3.2.1 to 3.2.2**). There is some evidence from our analysis of NSS and PTES data that more needs to be done to foster intergenerational understanding among our multi-generational student body (average age 33, but with increasing numbers of students under 21). We undertake to understand this issue better, including its implications for all genders, and develop actions as appropriate (**see action 3.2.3**).

We have also identified 'Embedding an intersectional approach to EDI and gender equality across the institution' as a Key Priority 3.3; (**see actions 3.3.1 to 3.3.7**). Actions include the roll out of Race Equality and Athena Swan Sub-Committees alongside those for LGBTQ+ staff and Managing Staff with Disabilities. These will be responsible for action plans associated with charter marks / national schemes, as well as for managing the interests of staff groups they represent. Agendas for Sub-Committees will include an item on intersectional concerns. All Sub-Committees will have representation on and report into the EDIC, providing a further point at which intersectional inequalities can be addressed.

Intersectional inequalities for students are identified in several ways: in work to inform Birkbeck's APP; in data analysis as part of REC SAT; through analysis of qualitative comments in student survey data (e.g. NSS and PTES). Actions relating to racially minoritized students are found in the REC action plan and the ASSC will support the RESC to address issues at the intersection race and gender (**see action 3.1.4**).

1.7 How we actively strive for the inclusion of trans and non-binary people.

[The Supporting Trans Staff policy](#), in place since 2018, as well as an associated [student policy](#), outlines Birkbeck's commitment to ensuring the our trans/non-binary community is treated with dignity and respect, is free from discrimination, harassment or victimisation because of gender identity, is not disadvantaged in work or study and is actively valued. Birkbeck recognises that trans job applicants and employees are not required to inform the organisation of their gender status or gender history. The gender in which an individual chooses to present will always be acknowledged and respected. We have undertaken to renew the six-year-old staff policy (**see action 1.4**)

We have an LGBTQ+ staff network and Sub-Committee, both committed to supporting colleagues of all genders and sexualities. We are working towards Stonewall's Proud Employer Accreditation. However, the Staff Survey identified trans/non-binary colleagues as amongst our least satisfied. Information gathered via a subsequent focus group/questionnaire has informed Key Priority 1. For further analysis, see Key Priorities section and **actions 1.1 to 1.11**.

1.8 Ensuring culture and practices are inclusive and supportive of people with caring responsibilities, including mitigating their gendered impact

The University provides a comprehensive package of family-friendly benefits to support parents and carers in the workplace. Birkbeck's [Family Leave Policy](#) covers: maternity leave and pay, shared parental leave, adoption leave and pay, paternity leave, neonatal care leave and pay. We will review all policies to ensure that language is gender affirming and that they are LGBTQ+ inclusive (**see action 1.5**).

The University strives to mitigate the gendered impact of caring responsibilities with policies such as the recently introduced week of paid [Carers Leave](#). As women are more likely to take on caring roles (2021 Census shows that 10.4% of women

provide unpaid care compared to 7.6% of men), this policy benefits Birkbeck's majority staff group (F: 56% in 2024). The 2024 equality impact assessment on the introduction of hybrid working (see Policies section), also showed a positive impact for those providing childcare and eldercare, helping to reduce gender inequality and providing greater work/life balance. Future evaluation of the take up and impact by gender of all types of family/carers' leave will be possible from 2026 with improved HR reporting systems (**see action 4.4.2**).

Birkbeck is currently funding a seed project in FHSS that addresses the workplace wellbeing impact of undergoing fertility treatment (directly or indirectly). This includes a staff survey for anyone having had this experience and a workshop open to all staff.

1.9 How we support the maintenance of a healthy 'whole life balance'

Birkbeck offers support services and resources on wellbeing, mental health, family, career and other issues. These are coupled with [Flexible Working Policy and Guidance](#) that ensure requests to formally vary working hours are given full consideration and a [Hybrid Working Policy](#) that defines how this works at Birkbeck, supported by Hybrid Working Guidance for Managers and Hybrid Working Guidance for Staff. Flexible working is highly valued by all staff, with 97% overall saying it was important. There are high levels of flexible working with 86% of men, 91% of women, 100% of prefer to self-describe and 85% of prefer not to say, reporting that they can work flexibly to balance work and other commitments.

2. Key priorities for future action

We have identified four key issues relating to gender equality.

Priority 1: Improve the sense of belonging and satisfaction at work for trans/non-binary colleagues

Note: actions align with those being developed for our application for Stonewall Proud Employer accreditation in 2026.

The Staff Survey shows lower than average satisfaction scores in response to key questions for colleagues who prefer to self-describe or not to say. Those who prefer to self-describe recorded low satisfaction in relation to the statements: 'Birkbeck treats all employees fairly and with dignity' (38% positive); and 'Birkbeck offers an inclusive environment for all staff' (38% positive). This suggests that trans/non-binary staff have a more negative work experience than staff identifying as male or female. To understand this better we organised a focus group and questionnaire for those who prefer to self-describe/not to say or identify as trans/non-binary. An all-staff email encouraging participation was sent and circulated to members by the LGBTQ+ staff network. There were 7 participants/respondents. Issues identified included: inadequate onboarding; inclusivity only at a surface level; inconsistent provision of gender neutral toilets; some problems with student responses to trans/non-binary staff; a sometimes tokenistic response to equalities training; lack of opportunities to

meet other trans/non-binary staff; a desire for Birkbeck to support trans/non-binary staff (the VC's statement responding to the Supreme Court ruling was noted as a positive action).

Action Plan references	
1.1	Work through the new LGBTQ+ sub-committee to improve the sense of belonging and connection at work for trans/non-binary colleagues and monitor the effectiveness of the group in achieving this aim.
1.2	Empower the LGBTQ+ staff network to escalate issues of concern to EDIC and, if necessary, to UDB for SMT awareness and action.
1.3	Support the newly revitalized LGBTQ+ staff network, particularly in constructing a community for trans/non-binary colleagues (e.g. by encouraging underrepresented groups to join).
1.4	Review and revise the six-year-old Supporting Trans Staff Policy and Guidance.
1.5	Undertake a general policy review to make sure language is gender affirming and that they are LGBTQ+ inclusive (e.g. family and leave policies).
1.6	Maximise the benefits of our Stonewall membership, particularly in relation to advice and guidance on supporting trans/non-binary staff, and work towards Stonewall Proud Employer accreditation.
1.7	Delivery of the Estates Strategy 2026-31 which has been written to ensure it is inclusive for all genders, including in the provision of facilities.
1.8	Review staff induction materials to ensure trans/non-binary colleagues feel effectively on-boarded.
1.9	Further understand the concerns of trans/non-binary staff by means of the Staff Survey.
1.10	Increase representation of LGBTQ+ alumni, colleagues and students on the Equalities website and more generally at Birkbeck.
1.11	Increase visibility of LGBTQ+ colleagues in staff training modules, including Conscious Inclusion and Dignity at Work.

Priority 2: Support staff to challenge behaviours not in line with the ethos of Birkbeck

Note: actions align with/build on actions in Birkbeck's 2025 REC Action Plan, Key Priority 3: Enhance Equalities/HR Processes (enhance the confidence of all staff and students in the processes and practices that address racial discrimination, harassment, and bullying in a manner that is sensitive to intersectional experiences).

We recognise that women, people from racially minoritized backgrounds, LGBTQ+ and disabled people are all more likely to be subject to harassment than other groups and that an intersection between gender and other protected characteristics may make staff and students feel particularly exposed to unwanted behaviours.

Section 1.5 above identifies lower confidence in challenging discriminatory behaviour amongst colleagues who chose prefer to self-describe/not to say in relation to gender in the Staff Survey. Confidence was also low amongst racially minoritized staff. Only 46% of Black staff feel comfortable calling out racially inappropriate behaviour, and only 29% have confidence in managers to address it. Confidence was low amongst other ethnic groups: Black Caribbean staff 18%; Asian staff 44%. Colleagues highlighted reluctance among line managers to address racism and called for clearer communication on responsibilities and accountability. We are committed to actions that will serve both our trans/non-binary and racially minoritized staff.

We aim to monitor the effectiveness of new anti-harassment policies for staff and also those aimed at students, particularly in relation to gender and race. This requires us to set up new systems to capture reporting data for students and better understand the significance of gender and race for the student experience of harassment.

Action Plan references	
2.1	Monitor uptake and use of two staff-focussed anti-harassment policies introduced in line with the Worker Protection (Amendment of Equality Act 2010) Act 2023 and OfS Condition E6: Dignity at Work and Relationships at Work (launched October 2025) with a particular focus on the experience of trans/non-binary and racially minoritized staff.
2.2	Monitor uptake and use of the new student anti-harassment policy introduced in line with OfS Condition E6.
2.3	Monitor the effectiveness of processes and systems which enable student Wellbeing Services to analyse data by protected characteristic.
2.4	Increase the number of trained Dignity at Work Contacts and make staff more aware of them.
2.5	Explore whether recording how Dignity at Work Contacts self-identify in relation to protected characteristics would increase staff confidence in approaching them.
2.6	Run bi-annual communication campaigns to raise visibility of issues of bullying, harassment and discrimination and channels for reporting for staff.
2.7	Run bi-annual communication campaigns to raise visibility of issues of bullying, harassment and discrimination and channels for reporting for students.
2.8	Introduce reports that Line Managers, Departmental Managers and Deans/Directors will be able to access, showing the completion of mandatory training/briefings.
2.9	Ensure all staff participate in mandatory Dignity at Work briefing and report uptake to UDB twice a year.
2.10	Increase confidence in managers to understand and address Dignity at Work issues by rolling out a programme of Management training (including bystander).

Priority 3: Address intersectional issues

3.1 Gender and race

Note: actions align with/build on actions in Birkbeck's 2025 REC Action Plan in relation to Key Priority 5: Enhance Culture and Sense of Belonging of All Staff and Students (consolidate and develop staff networks and celebrate diverse cultures; ensure that all staff and students can be themselves and flourish).

In the Staff Survey colleagues describe complex experiences shaped by both race and gender. Comments reveal that racially minoritised women often feel they must work harder to be recognised, and that intersectional identities are not always acknowledged in institutional policies. This is a representative example: 'Being a black female makes me have to do more than my counterparts to prove myself in society in general, but also in Birkbeck'. Between 2021 and 2024 only 1.9% of Black female staff were on academic contracts (T&R) and comments in the Staff Survey suggest this lack of academic presence can compound a sense of being invisible.

Action Plan references	
3.1.1	Soon-to-be instituted Race Equality Sub-Committee (responsible for managing REC Action Plan) to identify intersectional issues relating to gender and race and deliver actions with the support of the Athena Swan Sub-Committee.
3.1.2	Relaunch REACH, the staff network for minoritized staff, and encourage staff of all gender identifies to join.
3.1.3	Raise the visibility of racially minoritized staff and particularly Black women in the University
3.1.4	Athena Swan Sub-Committee to support Race Equality Sub-Committee identified in delivering actions relating to the experience of racially minoritized students where these intersect with gender.

3.2 Gender and age

The staff survey showed low satisfaction scores in relation to key questions for women over 65 in comparison with other age groups, e.g. only 50% agreed with the following statements: 'My Academic Review or Progress and Development Review discussions support my professional development, career goals and provide the opportunity to challenge/stretch myself in my current role'; 'Birkbeck treats all employees fairly, with respect and dignity'; 'Birkbeck is an inclusive environment for all staff'; 'I would recommend Birkbeck as a great place to work'. To understand this better we organised a focus group and questionnaire for 65+ staff. While the uptake was low (only 3 respondents), some significant issues were identified: issues of promotion for this generation linked to undervaluing of teaching in relation to research; more respect given to staff on academic contracts than T&S staff; post-Covid working practices leaving colleagues isolated; a more structured working environment with less room for individual initiative promoting isolation. More work is needed to understand these concerns and to surface other issues at the intersection

of age and gender in our multi-generational workforce, e.g. there were lower levels of satisfaction amongst men than woman 25-34. In response to the question whether they would recommend Birkbeck as a great place to work, only 55% of men responded positively in comparison to 89% of women.

Birkbeck also recognizes the need for a Menopause Policy to ensure a safe and non-discriminatory workplace.

Action Plan references	
3.2.1	Work to understand better issues that arise at the intersection of gender and age and explore measures to address them.
3.2.2	Make promoting multi-generational wellbeing and intergenerational understanding a strategic priority for EDIC with reference to issues at the intersection between gender and age.
3.2.3	Gather further evidence of the need to promote intergenerational understanding as it intersects with gender among the student body and develop actions to do so.
3.2.4	Develop a Menopause Policy and action plan.

3.3 Embedding an intersectional approach to EDI and gender equality across the institution

Work by the REC SAT and the Athena Swan SAT, as well as the results of the staff survey, suggest a more joined-up approach to equalities issues is needed across the institution. We will develop a whole-institution, intersectional EDI strategy and the structures to support its delivery, maintaining and building on our current range of charter marks and other EDI-related awards. The EDIC will work with Faculties to ensure that each can apply for an Athena Swan award (SHSS and SBL) or successfully fulfil its action plan (SS). The post-application ASSC will receive reports on Faculty Athena Swan work and ensure action plans are aligned with those for other charter marks, e.g. REC, Stonewall Proud Employer, Disability Confident, to support the identification and addressing of intersectional issues, including those relating to gender.

Action Plan references	
3.3.1	Take whole institutional and intersectional approach to EDI.
3.3.2	Use the new EDIC structure with gender, race, disability and LGBTQ+ sub-committees to aid the delivery of an intersectional EDI strategy.
3.3.3	Enhance EDI practices across the whole University and align with EDI strategy.
3.3.4	Make sure all action plans for EDI charter marks and initiatives are aligned and progress against them is reviewed holistically.
3.3.5	Faculties to identify and address intersectional issues which relate to gender through their Athena Swan applications and action plans.
3.3.6	Raise awareness of staff networks and encourage them to work together.
3.3.7	Increase communication and events around days and months associated with specific staff groups, particularly those relating to the LGBTQ+ community, including Pride and LGBTQ+ History Month and

	the Black community, e.g. Black History Month, with a particular focus on Black women.
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Priority 4: Supporting gender equality for specific groups of staff and students

4.1 Supporting gender equality for staff on fixed-term academic contracts

Birkbeck has three contract types for academic staff: academic (teaching and research and teaching and education) 384 staff; research 94 staff; and teaching and scholarship 507 staff. Most T&S staff are on fractional contracts and together make up 46 FTE (10% of total academic staff). While there has been a reduction of academic and research staff over the reporting period, largely because of the restructure, which included a voluntary severance scheme, the T&S staff body has remained relatively stable. There has been a slight evening out of the gender balance, although the percentage of female T&S staff is still higher (43% M; 57% female in 2021-22 and 47% M; 53% F in 2023-24).

25% of Birkbeck's T&S staff are on open-ended and 75% are on fixed-term contracts. Birkbeck's use of fixed-term contracts seems high against sector norms (Table 7) but we believe this is because these numbers represent headcount rather than FTE. For some staff, fixed-term contracts are appropriately flexible. However, we recognize that many staff experience them as precarious and would prefer an open-ended alternative. Given that we have more female T&S staff than male, unwanted precarity is more likely to impact women than men. We are currently piloting a project in two of our Schools to explore the viability of reducing the use of fixed-term T&S contracts.

Action plan references	
4.1.1	Pilot project for reducing use of T&S staff on fixed-term contracts and making more use of open-ended contracts, with monitoring of its effectiveness and its gender equality impacts.
4.1.2	Where staff remain on fixed-term contracts, understand the rationale for decision making in relation to contract type

4.2 Gender equity for PS staff by grade

In 2023-24, Birkbeck had 699 PS staff of whom 43.5% were men and 56.5% women. Men were slightly more likely to be on open-ended contracts, but the proportion is high for both genders (85.57% for men and 82.69% for women). For those on open-ended contracts, there is a higher percentage of men on the lowest paid contracts than women (M: 21.27%; F: 11.52%). This is largely accounted for by the higher number of men amongst our Estates and Facilities staff. The percentage of women at grades 4-6 is substantially higher than the percentage of men (M: 35.82%; F: 51.52%). The percentage of men at grades 7-10 is higher than the percentage of women (M: 42.91%; F: 36.97%). We need to understand better this gender distribution from grades 4-10 with a view to addressing gender imbalance.

Action plan references	
4.2.1	Undertake to understand better the concentrations of PTO men and women at different grades, and particularly why there are fewer women at higher grades.
4.2.2	Strengthen strategies to support the progression of PTO women to leadership roles and more senior roles.
4.2.3	Pilot new career development workshops for women (e.g. Driving your Career Development) and assess impact.
4.2.4	Increase the awareness of the Astrea network amongst female PS staff and encourage them to engage with it.
4.2.5	If appropriate, make provision for the lawful use of positive action in recruitment where gender imbalances warrant it.

4.3 Addressing subject-level staff and student gender disparities

Our 2020 Athena Swan application noted the former Department of Computer and Information Sciences was behind sector average for female staff and students in this male dominated discipline, proposing as a solution the introduction of Data Science as an area potentially more appealing to women. However, in 2025 the gender disparities in the new School of Computer and Mathematical Sciences remain similar. 72% of students are male (applicants 75%) and 35 out of 39 academic and research staff (90%) are male. The Faculty of Science achieved a Bronze Athena Swan award in 2025 and addressing this gender disparity is a key priority supported by appropriate actions in the action plan. Given the ongoing nature of this issue, central support to the FS is proposed.

Our 2020 Athena Swan application confirmed our student body as majority female and noted that in certain disciplines attracting more male students would be ideal, a point underscored in the panel feedback. School-level analysis shows that this is still the case, most starkly in Counselling, where for the last three years at least 80% of students have been women and Psychological Sciences, where 76% of students have been women. While this reflects national norms, we intend to take action of address this gender imbalance.

Action plan references	
4.3.1	Give central support to the Faculty of Science in managing those actions concerned to encourage more female staff and students into SCMS.
4.3.2	Review with the Faculty of Science whether it might be appropriate to undertake similar actions in SPS with a view to attracting more male students.
4.3.3	Work with FHSS to explore and address gender balance issues in Counselling as it develops its Athena Swan application and action plan
4.3.4	Review and establish process for sharing 'Hireserve' data in recruitment of all staff, especially where there is underrepresentation of men or women
4.3.5	Actively reduce biases in short listing decisions.

4.3.6	If appropriate, make provision for the lawful use of positive action in recruitment where gender imbalances warrant it.
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4.4 Ensuring gender equality in academic workloads and family leave

Initial equalities analysis of the Academic Workload Allocation Framework, piloted in 2024-25, did not uncover any noticeable gender equalities issues. It provided benchmark data against which to monitor the full implementation of the policy in 2025-26 and subsequent years with a view to identifying and mitigating any gender or other equalities issues (see 1.4 above).

Improvements to HR reporting systems will allow for gender analysis of the impact of family leave policies (see 1.8 above).

4.4.1	Undertake annual equalities analysis of Academic Workload Framework to identify and mitigate gender or other equalities issues
4.4.2	Undertake annual equalities analysis of uptake and impact of family/carers' leave with a particular focus on gender.

4.5 Addressing professorial pay disparities

Analysis of pay data has identified a specific issue with professorial pay where there is a 4% gap in male and female salaries. This is the case because of the success of the University's strategy over the last ten years to increase the number of female professors. Many of the female professorial staff have been appointed in an era of pay restraint, e.g. there has been no Professorial and Senior Staff Salaries Committee since 2019-20 and salary uplifts have been modest ever since. Many female professors have therefore not benefited from the higher pay rises of a previous era.

4.4.1	Develop a system of banding for academic appointments above the national spine points to address equal pay issues.
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Section 3 Future Action Plan

Priority 1: Improve the sense of belonging and satisfaction at work for trans/non-binary colleagues							
	Action	Rationale	Key outputs / milestones	Timeframes (start/end date)	Person responsible / accountable	Success criteria and outcomes	Action shared with another plan
1.1	Work through the new LGBTQ+ subcommittee to improve the sense of belonging and connection at work for trans/non-binary colleagues and monitor the effectiveness of the group in achieving this aim. The sub-committee to meet termly, develop its own action plan, aligned with the AS action plan and report progress against the plan termly to EDIC.	Staff survey results showed low satisfaction scores for this group of staff across key questions.	Action plan to be developed. Termly reporting on progress against action plan at EDIC. Interim goal: increase to 50% satisfaction levels in relevant questions in next Staff Survey (planned 2026-27).	Autumn 2025 to Summer 2030	Chair of LGBTQ+ Sub-Committee Chair of EDIC	By 2030-31 the staff survey shows 70% satisfaction / confidence across relevant questions for the prefer not to say / prefer to self-describe staff group.	Stonewall Proud Employer

1.2	Empower the LGBTQ+ staff network to escalate issues of concern to EDIC and, if necessary, to UDB for SMT awareness and action by having representation from the LGBTQ+ staff network on the sub-committee.	Staff survey results showed that only 25% of staff identifying as non-binary and 34% of staff not disclosing their gender felt connected to Birkbeck.	A member of the LGBTQ+ staff network to join the LGBTQ+ Sub-Committee. Include issues of note/concern from the network in LGBTQ+ sub-committee's termly report to EDIC. EDIC has a reporting route to UDB. Interim goal: increase to 50% satisfaction levels in relevant questions in next Staff Survey (planned 2026-27).	Autumn 2025; end date to be determined.	Chair of LGBTQ+ Sub-Committee Chair of EDIC	By 2030-31 the staff survey shows 70% satisfaction / confidence across relevant questions for the prefer not to say / prefer to self-describe staff group.	Stonewall Proud Employer
1.3	Support the newly revitalized LGBTQ+ staff network, particularly in constructing a community for	Staff survey results showed that only 25% of staff identifying as non-binary and 34% of staff	Budget secured for staff network activities. LGBTQ+ staff network, with the support of Deputy	Autumn 2025- Summer 2026. Comms plans for	LGBTQ+ staff network lead/representative Chair of LGBTQ+ Sub-Committee	Increased awareness of network across the University to be measured by membership	Stonewall Proud Employer

	trans/non-binary colleagues (e.g. by encouraging underrepresented groups to join).	not disclosing their gender felt connected to Birkbeck.	Director of ER (Communications), develops comms plan to raise awareness of network. LGBTQ+ staff network lead / representative, with the support of the LGBTQ+ Sub-Committee develops and delivers programme of events for members.	future years if necessary. Programme of events to be repeated in subsequent years if successful	Chair of EDIC Deputy Director of ER (Communications)	numbers and event attendance. LGBTQ+ staff network rep to collate information and report to LGBTQ+ sub-committee.	
1.4	Review and revise the six-year-old Supporting Trans Staff Policy and Guidance	The current policy focuses on supporting staff who choose to transition and should also address the wider needs of all trans/non-binary staff.	Consultation with stakeholders and external advisors completed (e.g. Stonewall, LGBTQ+ staff network and sub-committee, EDIC, Stonewall).	Summer 2027 to Autumn 2027	HR Projects and Policy Lead Deputy Director of ER (Communications)	By 2030-31 the staff survey shows 70% satisfaction / confidence across relevant questions for the prefer not to say / prefer to self-describe staff group.	

			Policy review and revision completed. Comms plan to make staff aware of revised policy.				
1.5	Undertake a general policy review to make sure language is gender affirming and that they are LGBTQ+ inclusive (e.g. family and leave policies)	Staff survey results showed that only 25% of staff identifying as non-binary and 34% of staff not disclosing their gender felt connected to Birkbeck.	HR undertakes review with the support of the LGBTQ+ Sub-Committee and in consultation with relevant stakeholders. Report to UDB on policy review Policy review communicated to all staff.	Spring 2028-Summer 2029 (Following work on Employee Rights Act)	HR Projects and Policy Lead Chair of LGBTQ+ Sub-committee	By 2030-31 the staff survey shows 70% satisfaction / confidence across relevant questions for the prefer not to say / prefer to self-describe staff group.	Stonewall Proud Employer
1.6	Maximise the benefits of our Stonewall membership, particularly in relation to advice and guidance on supporting trans/non-binary	Staff survey results showed that only 25% of staff identifying as non-binary and 34% of staff not disclosing their gender	LGBTQ+ Sub-Committee identify best use of the support included in Stonewall membership and	Spring 2026-Spring 2027	Chair of LGBTQ+ Sub-Committee Deputy Head of HR (Business Partnering and Organisational Development)	Award of Stonewall Proud Employer accreditation.	Stonewall Proud Employer

	staff, and work towards Stonewall Proud Employer accreditation.	felt connected to Birkbeck.	monitor uptake and effectiveness. LGBTQ+ Sub-Committee submits application for Stonewall Proud Employer accreditation				
1.7	Delivery of the Estates Strategy 2026-31 which has been written to ensure it is inclusive for all genders, including in the provision of facilities.	Focus group / questionnaire undertaken with trans/non-binary staff identified toilet facilities as an issue of concern.	As the Birkbeck estate is renovated, the provision of toilet facilities to meet the needs of all gender identities will be delivered.	2026-2031	Chief Property Officer	By 2030-31 the staff survey shows 70% satisfaction / confidence across relevant questions for the prefer not to say / prefer to self-describe staff group.	
1.8	Review staff induction materials to ensure trans/non-binary colleagues feel effectively on-boarded	Focus group / questionnaire undertaken with trans/non-binary staff identified onboarding as	Review of induction materials completed in time for induction of new staff in the next academic year.	Summer 2027 - Autumn 2027	Deputy Head of HR (Business Partnering and Organisational Development) Head of Organisational	By 2030-31 the staff survey shows 70% satisfaction / confidence across relevant questions for the prefer not to say / prefer	Stonewall Proud Employer

		an issue of concern.			Development and Change	to self-describe staff group.	
1.9	Further understand the concerns of trans/non-binary staff by means of the Staff Survey.	Staff survey results showed that only 25% of staff identifying as non-binary and 34% of staff not disclosing their gender felt connected to Birkbeck.	HR and the LGBTQ+ Sub-Committee develop questions for use in the Staff Survey.	Summer 2028 to Autumn 2029 (before Staff Survey in 2030)	Head of Organisational Development and Change	65% completion rate for trans/non-binary staff of 2030 Staff Survey.	
1.10	Increase representation of LGBTQ+ alumni, colleagues and students on the Equalities website and more generally at Birkbeck	Staff survey results showed that only 25% of staff identifying as non-binary and 34% of staff not disclosing their gender felt connected to Birkbeck.	Review and relaunch Birkbeck's Equalities website.	Spring 2027	Chair of EDIC Committee Deputy Director of ER (Communications)	By 2030-31 the staff survey shows 70% satisfaction / confidence across relevant questions for the prefer not to say / prefer to self-describe staff group.	Stonewall Proud Employer
1.11	Increase visibility of LGBTQ+ colleagues in staff training modules, including Conscious	Staff survey results showed that only 25% of staff identifying as non-binary and	Regularly review staff training modules and, as they are redeveloped / relaunched, add	Autumn 2027-2029	Head of Organisational Development and Change	By 2030-31 the staff survey shows 70% satisfaction / confidence across relevant	Stonewall Proud Employer

	Inclusion and Dignity at Work	34% of staff not disclosing their gender felt connected to Birkbeck.	examples / experiences of trans / non-binary people as necessary until every relevant training module has one example of this kind.			questions for the prefer not to say / prefer to self-describe staff group.	
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Priority 2: Support staff to challenge behaviours not in line with the ethos of Birkbeck							
	Action	Rationale	Key outputs /milestones	Timeframes (start/end date)	Person responsible / accountable	Success criteria and outcomes	Action shared with another plan
2.1	Monitor awareness and use of two staff-focussed anti-harassment policies introduced in line with the Worker Protection (Amendment of Equality Act 2010) Act 2023 and OfS Condition E6: Dignity at Work and Relationships at Work (launched October 2025) with a particular focus on the experience of trans/non-binary and racially minoritized staff.	According to the Staff Survey only 40% of staff would know where and how to report an incident of discrimination, harassment and abuse.	Reports delivered to and reviewed by HRSPC on a termly basis. Equalities issues identified and any necessary actions in relation to them developed and delivered.	From Spring 2026; end date to be determined.	Director of HR Chair of HRSPC	By 2030-31, Staff Survey responses on understanding of and confidence in reporting processes will be 70% positive across all gender identities and all racially minoritized groups.	Cf. REF action 3.3 Enhance EDI Policies: Dignity at Work
2.2	Monitor uptake and use of the new student anti-harassment policy introduced in line	To make sure all policies introduced in line with OfS Condition E6	Reports delivered to and reviewed by ESEC on a termly basis. Equalities issues identified and any	From Spring 2026; end date to be determined.	Chair of ESEC Director of Education and Student Experience	By 2030-31, student responses on understanding of and confidence in	E6 Implementation Plan

	with OfS Condition E6.	are fit for purpose.	necessary actions in relation to them. developed and delivered.		Head of Student Wellbeing	reporting processes will be 70% positive across all gender identities (measured by student survey responses).	
2.3	Monitor the effectiveness of processes and systems which enable student Wellbeing Services to analyse data by protected characteristic.	To make sure all policies and practices introduced in line with OfS Condition E6 are fit for purpose.	Reports delivered to and reviewed by ESEC on a termly basis. Equalities issues identified and any necessary actions in relation to them developed and delivered.	From Spring 2026; end date to be determined	Head of Student Wellbeing Chair of ESEC Director of Education and Student Experience	Annual reports to ESEC on uptake and use of the anti-harassment policy with data presented by protected characteristic.	E6 Implementation Plan
2.4	Increase the number of trained Dignity at Work contacts and make staff more aware of them.	Only 40% of staff would know how to report an incident of discrimination, harassment or abuse	Increase from 6 to 12 Dignity at Work contacts by 2027. Regular updates on Dignity at Work contacts in Birkbeck staff newsletter	Summer 2026 to Summer 2030	Director of HR Chair of Wellbeing Sub-committee	18 Dignity at Work contacts by 2030. By 2030-31, Staff Survey responses on understanding of and confidence in reporting processes will	

			Annual report from Dignity at Work contacts to Wellbeing Sub-committee.			be 70% positive across all gender identities and all racially minoritized groups	
2.5	Explore whether recording how Dignity at Work contacts self-identify in relation to protected characteristics would increase staff confidence in approaching them.	Only 40% of staff would know how to report an incident of discrimination, harassment or abuse.	Consultation with current Dignity at Work contacts via their network. Consultation with Sub-Committees of EDIC and staff networks. Decision taken and Dignity at Work contact information updated as appropriate.	Summer 2026	Chair of Wellbeing Sub-Committee Chair of EDIC	By 2030-31, Staff Survey responses on understanding of and confidence in reporting processes will be 70% positive across all gender identities and all racially minoritized groups.	
2.6	Run bi-annual communication campaigns to raise understanding of issues of bullying, harassment and discrimination and	Only 40% of staff would know how to report an incident of discrimination, harassment or abuse.	Develop and deliver awareness campaigns for staff. Interim monitoring: increase staff awareness of	Summer 2026 to Summer 2030	Deputy Director of HR (Business Partnering and Organizational Development) Deputy Director of ER (Communications)	By 2030, staff and student responses on understanding of reporting processes will be 70% positive across all groups	

	channels for reporting for staff.		reporting mechanisms to 60% awareness as recorded in next Staff Survey (planned for 2026-27).			(measured by survey responses)	
2.7	Run bi-annual communication campaigns to raise understanding of issues of bullying, harassment and discrimination and channels for reporting for students	New student anti-harassment policy introduced in line with OfS Condition E6.	Develop and deliver awareness campaigns for students. Monitor awareness through student surveys and focus groups.	Summer 2026 to Summer 2027	Head of Student Wellbeing Chair of ESEC Director of Education and Student Experience Deputy Director of ER (Communications)	Annual reports to ESEC on uptake and use of the anti-harassment policy with data presented by protected characteristic.	
2.8	Introduce reports that Line Managers will be able to access, showing the completion of mandatory equalities training / briefings.	Take up of equalities mandatory training / briefings is low.	Review progress at Faculty Executives and by Heads of PS Directorates and Departments. Interim goal: 75% of new starters complete the training within	Spring 2026 – Summer 2027	Director of HR Faculty Deans Heads of Directorates / Departments Head of IS Projects	By 2030-31 80% of staff have completed training.	

			their first six months. Interim goal: 50% of staff have completed training by 2027.				
2.9	Ensure staff participate in mandatory Dignity at Work briefing and report uptake to UDB twice a year.	Take up of mandatory briefing is low.	Review progress at Faculty Executives and by Heads of PS Directorates and Departments. Interim goal: 75% of new starters complete the training within their first six months. Interim goal: 50% of staff have completed training by 2027.	Spring 2026 to 2030-31.	Faculty Executive Deans Heads of Directorates / Departments	By 2030-31 80% of staff have completed training.	
2.10	Increase confidence in managers to understand and address Dignity at Work issues by rolling out a	Currently no managers have received management specific training in Dignity at Work	Review process annually at EDIC. Report on effectiveness to UDB via HRSPC	Summer 2026 until Summer 2030	Head of Organisational Development and Change	90% of all PS Directorates / Departments and Schools have trained managers by 2030.	Cf. REF action 5.1: Increase confidence of managers to address EDI issues

	programme of Management training (including bystander)		Interim goal: 50% of all PS Departments and Faculties have trained managers by 2028.				
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Priority 3: Address intersectional issues

3.4 Gender and race

3.5 Gender and age

3.6 Embedding an intersectional approach to EDI and gender equality across the institution

	Action	Rationale	Key outputs /milestones	Timeframes (start/end date)	Person responsible / accountable	Success criteria and outcomes	Action shared with another plan
3.1.1	Soon-to-be instituted Race Equality Sub-Committee (also responsible for managing REC Action Plan) to identify intersectional issues relating to gender and race and deliver action with the support of the Athena Swan Sub-Committee.	The Staff Survey, as well as the focus group work of the REC SAT identified concerns that intersectional issues around gender and race are not being sufficiently acknowledged.	Focus group for Black female colleagues identifies concerns and determines actions. Actions managed by Race Equality Sub-Committee, with the support of Athena Swan Sub-Committee. Race Equality Sub-Committee to report on work in this area in termly report to EDIC.	Summer 2026-Spring 2027	Chair of Race Equality Sub-Committee Chair of EDIC	Targeted (qualitative) questions on gender and race in next staff survey will reveal an increase in satisfaction in this area.	Cf. REF action 1.12: Address intersectional equalities among staff, working to identify needs with Athena Swan team.
3.1.2	Relaunch REACH, the staff network for racially minoritized staff,	To provide a support network for racially	EDIC chair identifies budget for launch event	Summer 2026	Chair of EDIC	Targeted (qualitative) questions on gender and	

	and encourage staff of all gender identifies to join.	minoritized staff.	and subsequent events. Colleague / colleagues identified to lead network. Race Equality Sub-Committee includes representative from REACH staff network.		Chair of Race Equality Sub-Committee	race in next staff survey will reveal an increase in satisfaction in this area.	
3.1.3	Raise the visibility of racially minoritized staff and particularly Black women in the University.	The staff survey, as well as the focus group work of the REC SAT identified that racially minoritized female staffs lacked visibility.	Birkbeck's Equalities website reviewed and relaunched, raising visibility of Black female staff. Achievements of racially minoritized female highlighted via the internal newsletter and in external publications like the alumni magazine.	Spring 2027	Chair of EDIC Committee Deputy Director of ER (Communications)	Targeted (qualitative) questions on gender and race in next staff survey will reveal an increase in satisfaction in this area.	

3.1.4	Athena Swan Sub-Committee to support Race Equality Sub-Committee in delivering actions relating to the experience of racially minoritized students where these intersect with gender.	To support EDI focus on the intersection of race and gender in relation to REC actions to improve the student experience.	Race Equality Sub-Committee and Athena Swan Sub-Committee establish lines of communication to identify relevant issues. Matters to reported to EDIC and ESEC for further action as appropriate.	Chair of Race Equality Sub-Committee Chair of Athena Swan Sub-Committee Chair of EDIC Chair of ESEC Director of Education and Student Experience	Autumn 2027 to Summer 2030	All REC action plan actions relating to minoritized students which have a gendered dimension identified and completed.	Actions associated with REC Key Priority 5: Enhance Culture and Sense of Belonging of All Staff and Students
3.2.1	Work to understand better issues that arise at the intersection of gender and age and explore measures to address them.	The Staff Survey identified low satisfaction scores for women 65+ and men 25-34. Focus group / questionnaire undertaken with 65+ staff	EDIC undertakes survey and focus group work to identify ways to understand the needs and promote the well-being of a multi-generational workforce.	Autumn 2028-Summer 2029	Chair of EDIC Chair of UDB	Delivery of report and strategic action plan by Summer 2029.	

		did not sufficiently identify concerns.	Report delivered to UDB.				
3.2.2	Make promoting multi-generational well-being and intergenerational wellbeing a strategic priority for EDIC with reference to issues at the intersection between gender and age.	The Staff Survey identified low satisfaction scores for women 65+ and men 25-34.	EDIC undertakes survey and focus group work to identify ways to understand the needs and promote the well-being of a multi-generational workforce. Report delivered to UDB. Action plan developed to deliver priorities identified.	Autumn 2028-Summer 2029	Chair of EDIC Chair of UDB	Delivery of report and strategic action plan by Summer 2029.	
3.2.3	Gather further evidence of the need to promote intergenerational understanding as it intersects with gender among the student body and	The age-related diversity of Birkbeck's student body is increasing.	Student and staff focus groups to identify the extent to which this is an issue of concern. A report to ESEC of the findings.	Autumn 2028-Summer 2029	Director of Education and Student Experience Faculty Heads of Education	Delivery of report and strategic action plan (if appropriate) to ESEC in Autumn 2030	

	develop actions to do so						
3.2.4	Develop a Menopause Guidance and action plan	Identified by HR as a priority to support the wellbeing of female staff and to ensure a safe and non-discriminatory workplace.	Guidance developed, consulted on and approved. Comms plan to raise staff awareness of Guidance.	Summer 2026 to Spring 2027	HR Projects and Policy Lead Deputy Head of ER (Communications)	Approval and implementation of guidance and development of action plan.	
3.3.1	Take whole institution and intersectional approach to EDI	Work by the REC SAT and the Athena Swan SAT, as well as the results of the staff survey, suggest a more joined-up approach to equalities issues is needed across the institution. Birkbeck's internal auditors noted that a stronger	EDIC develops whole-institutional strategy for EDI with an intersectional approach. Success of this approach reviewed by UDB in Autum 2027	Spring 2026 to Spring 2027	Director of HR Chair of EDIC Chair of UDB	Focus group of EDI action holders (e.g. Chairs of Faculty Athena Swan SATs, Chairs of EDI Sub-Committees) confirms success of this approach	REC action 5.3 Enhance EDI strategy across all areas with EDIC taking a more strategic approach

		link is needed between the centre (EDIC) and the Faculties in relation to EDI work.					
3.3.2	Use the new EDIC structure with gender, race, disability and LGBTQ+ sub-committees to aid the delivery of an intersectional EDI strategy.	Work by the REC SAT and the Athena Swan SAT, as well as the result of the staff survey, suggest a more joined-up approach to equalities issues is needed across the institution.	Sub-committee action plans informed by EDIC strategy and shared. Progress against actions plan reported to EDIC. EDIC to monitor annually progress by sub-committees on identifying and addressing intersectional issues.	Spring 2026 to Summer 2030	Chairs of EDIC Sub-Committees Chair of EDIC	Report by EDCI to UDB in Summer 2030 on the success of the Sub-Committee structure for managing intersectional issues.	
3.3.3	Enhance EDI practices across the whole University and	Work by the REC SAT and the Athena Swan SAT, as well as the result of the	Terms of Reference, membership and activity of EDIC reviewed.	Autumn 2025-Summer 2026	Chair of EDIC Chairs of EDI Sub-Committees Chair of HRSPC	Success of approach reviewed and confirmed by	REC action 5.3 Enhance EDI strategy across all areas with EDIC taking a

	align with EDI strategy.	staff survey, suggest a more joined-up approach to equalities issues is needed across the institution. Birkbeck's internal auditors noted that a stronger link is needed between the centre (EDIC) and the Faculties in relation to EDI work.	Role descriptors for Faculty EDI Champions determined. Sub-committees of EDIC, each with a particular equalities focus, convened; agendas shared; termly reports delivered to EDIC to facilitate the identification of intersectional issues and the development of plans to address them.		Chair of UDB	EDIC, HRSPC and UDB.	more strategic approach
3.3.4	Make sure all action plans for EDI charter marks and initiatives are aligned and progress against them is reviewed holistically	Work by the REC SAT and the Athena Swan SAT, as well as the result of the staff survey, suggest a more joined-up approach to	Charter marks managed by Sub-Committees which report to EDIC. EDIC has annual round-up of progress against action plans at its	Autumn 2025 to Summer 2030	Chairs of EDIC Sub-Committees Chair of EDIC	By Summer 2030, all current actions plans have been successfully implemented	

		equalities issues is needed across the institution.	summer term meeting.				
3.3.5	Faculties to identify and address intersectional issues which relate to gender through their Athena Swan applications and action plans	Birkbeck's internal auditors noted that a stronger link is needed between the centre (EDIC) and the Faculties in relation to EDI work.	Faculty reps join the institutional-level Athena Swan Sub-committee (replacing the SAT post-submission) to report on progress of application / against action plan. Annual review of progress with remedial action as necessary.	Spring 2026-Summer 2030	Chair of Athena Swan Sub-committee Faculty Athena Swan reps	FBL and FHSS to submit applications by Spring 2028 FS to have successfully delivered on action plan by Summer 2030	Faculty of Science Athena Swan action plan.
3.3.6	Raise awareness of staff networks and encourage them to work together.	Work by the REC SAT and the Athena Swan SAT, as well as the result of the staff survey, suggest a more joined-up	Budget identified for launch events for those networks currently dormant. Colleagues identified to lead	Summer 2026-Summer 2027	Chair of EDIC Chairs of the EDI Sub-Committees Deputy Director of ER (Communications)	All staff networks running with suitable leadership group and active membership.	

		approach to equalities issues is needed across the institution.	dormant networks. Budget identified for all staff networks for subsequent events. Comms plan developed for the staff networks A representative of the staff network is a member of the relevant EDI Sub-Committee				
3.3.7	Increase communication and events around days and months associated with specific staff groups, particularly those relating to the LGBTQ+ community, including Pride and LGBTQ+ History Month and the Black community,	Currently no series of planned events specifically for EDI that are open to all staff	Communication increased around days and months associated with specific groups of staff and events connected to them. Lecture series instituted, built around months/days associated with	Autumn 2026- Summer 2027 Repeated in subsequent years if successful.	Chair of EDIC Deputy Director of ER (Communications)	Satisfaction expressed in post-event surveys.	

	e.g. Black History Month, with a particular focus on Black women.		prominent EDI thinkers and specialists to raise awareness amongst staff and students. Post-event surveys to monitor uptake and satisfaction.				
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Priority 4: Supporting gender equality for specific groups of staff and students

4.2 Supporting gender equality for staff on fixed-term academic contracts

4.3 Gender equity for PS staff by grade

4.4 Addressing subject-level staff and student gender disparities

4.5 Ensuring gender equality in academic workloads

4.6 Addressing professorial pay disparities

	Action	Rationale	Key outputs/milestones	Timeframes (start/end date)	Person responsible / accountable	Success criteria and outcomes	Action shared with another plan
4.1.1	Pilot project for reducing use of T&S staff on fixed-term contracts and making more use of open-ended contracts, with monitoring of its effectiveness and its gender equality impacts.	HR has identified a need to review the use of fixed-term contracts for T&S staff.	Completion of pilot project in two Schools. Report to USB on effectiveness of pilot and its scalability. EDIC and HRSPC to receive reports on gender equality impacts and assess need for action.	Autumn 2025 to Summer 2027	Executive Dean of FHSS (Project lead) Director of HR Chair of HRSPC Chair of EDIC	Pilot project identifies viability of changes in practice in relation to contract use for T&S staff in Schools where pilot is being undertaken. Depending on the outcome of the pilot, a whole-institution plan to implement a move away from fixed-term contracts for	

						T&S staff where viable will be considered.	
4.1.2	Where staff remain on fixed-term contracts (including Research staff), understand the rationale for decision making in relation to contract type.	To understand better the reasons for the fact that more women at Birkbeck are on fixed-term contracts and the impacts of this for the staff concerned and the institution.	Rationale to be provided in every case for the use of fixed-term or open-ended contracts and a report on gender equality impacts to be received annually by EDIC and HRSPC. Action plan to address any gender equity issues identified.	Autumn 2028 to Summer 2029	Director of HR Chair of HRSPC Chair of EDIC	Increased understanding of use of fixed term contracts in relation to staff of all gender identities. Identification of any gender equalities issues and action plan to address them.	
4.2.1	Undertake to understand better the concentrations of PTO men and women at different grades, and particularly why there are fewer women at higher grades.	There is a concentration of women at mid-grades and of men at higher grades.	'Hireserve' data reviewed to understand PS hiring practices and identify any equalities issues. Potential mitigating actions identified and action plan determined for	Summer 2026- Summer 2027	Director of HR Chair of HRSPC	An equalities review of PS hiring practices presented to HRSPC, with action plan if appropriate.	

			implementing them.				
4.2.2	Strengthen strategies to support the progression of PTO women to leadership roles and more senior roles.	To support female PS staff with their career development, including those who wish to progress to higher grades where women are underrepresented	Focus group undertaken with relevant staff to identify career development opportunities (e.g. mentoring and job shadowing) and implement. Exit surveys used to monitor career trajectory of PS leavers at this level. Data on appointment to PS roles at Birkbeck used to monitor career trajectory of staff at this level.	Autumn 2026- Autumn 2028	Director of HR Head of Organisational Development and Change	Staff surveys identify high satisfaction levels for PS career development opportunities. Gender imbalances at PS grades show a less marked difference	
4.2.3	Pilot new career development workshops for women (e.g. Driving your Career	To support female PS staff with their career development, including those who wish to	Determine most effective career development option and deliver.	Spring 2028 - Spring 2031	Head of Organisational Development and Change	Report on the impact of project to HRSPC	

	Development) and assess impact.	progress to higher grades where women are underrepresented	Monitor effectiveness through satisfaction surveys and career progression of participants.				
4.2.4	Increase the awareness of the Astrea network amongst female PS staff and encourage them to engage with it.	To support female PS staff with their career development, including those who wish to progress to higher grades where women are underrepresented.	Revised equalities website and internal newsletter used to highlight network.	Spring 2027	Chair of EDIC Deputy Director of ER (Communications)	20% increase in eligible staff joining network	
4.2.5	If appropriate, make provision for the lawful use of positive action in recruitment where gender imbalances warrant it.	There is a concentration of women at mid-grades and of men at higher grades in Professional Services	Awareness amongst staff on recruitment panels of Birkbeck's support of the lawful use of positive action	Autumn 2026-Summer 2030	Head of HR Chair of HRSPC	Summer 2030: review of gender balance of PS staff at all grades in order to assess the success of actions to undo	Cf. REC action 3.7: Revise Recruitment Policy, including to enable lawful positive action measures in

			where appropriate increased. ‘Hireserve’ data used to understand PS hiring practices and identify any equalities issues. Annual equalities report provided to HRSPC relating to hiring practices.			current gender imbalances.	recruitment and promotion schemes
4.3.1	Give central support to the Faculty of Science in managing those actions concerned with encouraging more female staff and students into SCMS.	72% of SCMS students are male (applicants 75%) and 35 out of 39 academic and research staff (90%) are male.	Faculty rep reports to Athena Swan Sub-Committee on progress against this action and identifies to EDIC any additional institutional-level support needed to progress. Institutional-level support actioned.	Autumn 2025- Summer 2030	Executive Dean of FS Chair of Athena Swan Sub-Committee Chair of EDIC	Reach targets for increase in female students at UG, PGT and PGR level and female staff as set out in Faculty of Science Athena Swan action plan.	
4.3.2	Review with the Faculty of Science whether it is appropriate to	76% of students in Psychological	Athena Swan Sub-Committee works with Executive Dean	Summer 2026- Summer 2027	Executive Dean of FS	5% increase in male students taking Psychological	

	undertake similar actions in SPS with a view to attracting more male students.	Sciences are female.	of FS to identify actions that could be taken into Faculty action plan to increase the numbers of male students taking Psychology. Action plan revised as appropriate.		Chair of Athena Swan Sub-Committee	Sciences by 2029-30.	
4.3.3	Work with FHSS to explore and address gender balance issues in Counselling as it develops its Athena Swan application and action plan.	80% of students in Counselling are women. Counselling also has a predominantly female staff body.	Athena Swan Sub-Committee works with Executive Dean of FHSS to identify actions that could be taken into Faculty action plan to increase the numbers of male students taking Counselling. Actions included in action plan.	Summer 2026- Summer 2027	Executive Dean of FHSS Chair of Athena Swan Sub-Committee	5% increase in male students taking Counselling modules/programmes by 2029-30.	
4.3.4	Review and establish process for sharing	To understand better the reasons for the	'Hireserve' data reviewed to understand	Summer 2026-	Director of HR Chair of HRSPC	An equalities review of academic	

	'Hireserve' data in recruitment of all staff, especially where there is underrepresentation of men or women.	staff gender balance in Schools with a high concentration of male or female academic staff and the impacts of this for the staff concerned and the institution, particularly in relation to student recruitment.	academic staff hiring practices and identify any equalities issues. Potential mitigating actions identified and action plan for implementing them determined.	Summer 2027		hiring practices presented to HRSPC, with action plan if appropriate.	
4.3.5	Actively reduce biases in short listing decisions	To address the gender imbalance in Schools with a high concentration of male or female academic staff.	Make sure all members of recruitment panels have completed all mandatory staff training, including Conscious Inclusion training. HRSPC to receive an annual report on mandatory training uptake by	Summer 2027- Summer 2030	Executive Deans of FHSS and FS and FBL Heads of Operations: HR and Equalities Head of Organisational Change and Development Chair of HRSPC	5% decrease in gender imbalance of academic staff in relevant Schools by 2030.	

			staff on recruitment panels.				
4.3.6	If appropriate, make provision for the lawful use of positive action in recruitment where gender imbalances warrant it	To address the gender imbalance in Schools with a high concentration of male or female academic staff.	Increase awareness amongst staff on recruitment panels of Birkbeck's support for the lawful use of positive action where appropriate. Provide annual equalities report to HRSPC relating to hiring practices.	Autumn 2026- Summer 2030	Head of HR Chair of HRSPC	Summer 2030: review of gender balance of academic staff across all Schools to assess the success of actions taken to undo current gender imbalances.	Cf. REC action 3.7: Revise Recruitment Policy, including to enable lawful positive action measures in recruitment and promotion schemes
4.4.1	Undertake annual equalities analysis of Academic Workload Framework to identify and mitigate any gender or other equalities issues.	The institution-wide AWF is fully rolled out for the first time in 2025-26 and annual equalities analysis is needed to make sure it is fit for purpose.	Equalities analysis delivered annually to HRSPC. HRSPC reports to UDB any identified issues for resolution.	Autumn 2027- Autumn 2028	Director of Planning Deputy Director of HR Chair of HRSPC	By 2029-30 HRSPC can identify no matters of concern in relation to gender or other equality issues in the use of the AWF.	

4.4.2	Undertake annual equalities analysis of uptake and impact of family/carers' leave with a particular focus on gender.	This has been possible in only a limited way prior to 2026.	Introduction of improved HR reporting systems. Annual equalities report of the uptake and impact of family/carers' leave delivered to HRSPC. HRSPC to identify issues of concern and report to UDB for action.	Spring 2028 and then annually	Head of HR Operations and Systems Chair of HRSPC	By 2029-30 HRSPC can identify no unresolved equalities issues in relation to the uptake and impact of family/carers' policies.	
4.5.1	Develop a system of banding for academic appointments above the national spine points to address equal pay issues	There is a 4% difference in professorial pay for male and female academics.	Banding system developed and rolled out. Equalities impact monitored and reported annually to HRSPC	Autumn 2027- Summer 2028	Director of HR Chair of HRSPC Chair of PSSSC	Summer 2030: reduce any gender disparity in professorial pay to 1%	

Appendix 1: Culture survey data

Athena Swan			Birkbeck Overall 2024	Birkbeck Staff Survey 2024													
Total number of respondents	739	Headlines - Gender															
		Overall - Whole College				Professional and support				Academic & Research							
Total number invited	1124	Which of the following options best describes how you think about yourself?				Staff Group - Professional and support:			Which of the following options best describes how you think about yourself?			What is your staff group at Birkbeck?	Which of the following options best describes how				
% response rate	66%	Man	Woman	I prefer to self-describe	Prefer not to say	Professional and support: Grade 7-8	Professional and support: Grade 9-10	Professional and support: Grade up to and including 6	Man	Woman	I prefer to self-describe	Prefer not to say	Research and Teaching	Woman	Man	Prefer not to say	
15. I have sufficient discussions to review my work and/or learning	% Positive	77%	83%	77%	75%	64%	85%	84%	82%	86%	83%	80%	77%	71%	69%	80%	55%
16. My line manager gives me feedback that both recognises my efforts and achievements and helps me to improve my performance	% Positive	75%	80%	74%	75%	68%	82%	84%	82%	85%	82%	80%	74%	68%	65%	75%	59%
18. My line manager gives me the support I need to do my work well	% Positive	81%	85%	81%	75%	72%	84%	90%	86%	90%	85%	80%	79%	76%	74%	82%	64%
19. My line manager supports my wellbeing	% Positive	84%	86%	84%	75%	80%	90%	92%	93%	92%	93%	80%	86%	76%	73%	80%	72%
22. The learning and development opportunities available to me allow me to perform successfully in my current role	% Positive	68%	73%	70%	63%	55%	62%	80%	72%	72%	69%	80%	62%	67%	69%	71%	54%
23. My Academic Review or Progress and Development Review discussions support my professional development, career goals and provide the opportunity to challenge/stretch myself in my current role	% Positive	65%	67%	69%	50%	52%	64%	69%	63%	65%	67%	60%	50%	67%	71%	69%	55%
24. Working at Birkbeck will help me to achieve my career goals	% Positive	70%	73%	72%	63%	60%	71%	88%	63%	73%	70%	60%	62%	71%	74%	73%	55%
41. Birkbeck treats all employees fairly, with respect and dignity	% Positive	72%	76%	75%	38%	56%	80%	86%	75%	80%	80%	40%	67%	68%	71%	73%	48%
43. Birkbeck offers an inclusive environment for all staff	% Positive	80%	83%	82%	38%	69%	83%	90%	84%	85%	86%	40%	83%	77%	76%	82%	66%
48. Birkbeck genuinely prioritises employee wellbeing	% Positive	61%	64%	64%	50%	50%	70%	80%	71%	73%	74%	60%	63%	50%	50%	53%	40%
49. There is support available at Birkbeck to help me to manage my wellbeing	% Positive	70%	75%	71%	50%	58%	78%	88%	80%	82%	82%	60%	72%	59%	59%	66%	45%
52. There is someone at work who I can talk openly to if I need to	% Positive	84%	83%	86%	75%	78%	85%	92%	87%	86%	90%	80%	79%	83%	87%	81%	79%
53. I feel confident and supported to appropriately challenge discriminatory behaviour	% Positive	79%	84%	80%	38%	70%	81%	92%	83%	89%	81%	40%	83%	78%	82%	79%	63%
54. I can work flexibly in a way which allows me to balance my work with personal commitments	% Positive	88%	86%	91%	100%	85%	96%	92%	89%	87%	96%	100%	93%	86%	87%	87%	83%
55. How important is flexible working to you, as a benefit of working at Birkbeck?	% Positive	97%	97%	98%	100%	94%	99%	98%	97%	98%	98%	100%	100%	96%	97%	96%	90%
78. I would recommend Birkbeck as a great place to work	% Positive	70%	71%	72%	63%	61%	79%	86%	75%	77%	78%	80%	79%	59%	62%	61%	50%

Appendix 2: Data tables

1. Students at foundation, UG, PGT and PGR level

Enrolments by level						
	2021/22		2022-23		2023/24	
	Female	Male	Female	Male	Female	Male
Foundation Degree	44% (35)	56% (45)	41% (17)	59% (24)	40% (6)	60% (9)
UG Degree (FT)	58% (1322)	42% (977)	55% (1138)	45% (922)	52% (926)	48% (848)
UG Degree (FT) +FY	48% (413)	52% (447)	51% (484)	49% (473)	51% (481)	49% (461)
UG Degree (PT)	55% (991)	45% (800)	57% (886)	43% (670)	56% (725)	44% (559)
UG Degree (PT) + FY	65% (22)	35% 12	69% (29)	31% (13)	62% (36)	38% (22)
PG Masters (FT)	60% (629)	40% (423)	59% (764)	41% (523)	59% (622)	41% (426)
PG Masters (PT)	61% (1772)	39% (1122)	62% (1429)	38% (866)	63% (1188)	37% (707)
PG Research	59% (409)	41% (290)	59% (390)	41% (266)	59% (345)	41% (240)
Grand Total	58% (5593)	42% (290)	58% (5137)	42% (3757)	57% (4329)	43% (3272)

Table 1 Student enrolments by level and gender

Enrolments by School						
	2021/22		2022-23		2023/24	
	Female	Male	Female	Male	Female	Male
Business	55% (1285)	45% (1065)	55% (1234)	45% (997)	52% (923)	48% (861)
Law	58% (407)	42% (294)	61% (400)	39% (261)	61% (321)	39% (203)
Creative Arts, Culture, Communication	67% (1060)	33% (522)	65% (919)	35% (491)	66% (765)	34% (394)
Counselling Centre	82% (250)	18% (56)	80% (240)	20% (61)	80% (264)	20% (65)
Historical Studies	53% (513)	47% (449)	53% (428)	47% (384)	52% (383)	48% (349)
Social Sciences	62% (846)	38% (509)	61% (720)	39% (457)	60% (572)	40% (383)
Computer and Mathematical Sciences	26% (277)	74% (795)	27% (259)	73% (684)	27% (238)	73% (629)
Natural Sciences	57% (289)	43% (220)	57% (295)	43% (222)	59% (284)	41% (198)
Psychological Sciences	76% (666)	24% (206)	76% (642)	24% (200)	75% (579)	25% (190)
Grand Total	58% (5593)	42% (4116)	58% (5157)	42% (3757)	57% (4329)	43% (3272)

Table 2 Students by School and gender

2. Academic staff by grade and contract function

The analysis is based on data collected from 1st August to 31st July each year.

- 2021-22 = 1st August 2021 to 31st August 2022
- 2022-23 = 1st August 2022 to 31st August 2023
- 2023-24 = 1st August 2023 to 31st August 2024

Data analysis for each category is presented using both numerical values and percentages, supplemented by charts. However, the Birkbeck versus benchmarking comparison (HESA data) is exclusively represented by percentages. Academic staff

includes academic, research, and teaching and scholarship staff (fixed-term; hourly-paid).

Contract Function							
Years	Academic	Research	T & S	Years	Academic	Research	T & S
2021-22	453	136	512	2021-22	41.1%	12.4%	46.5%
2022-23	413	94	493	2022-23	41.3%	9.4%	49.3%
2023-24	382	94	507	2023-24	38.9%	9.6%	51.6%
Grand Total	1248	324	1512	Grand Total	40.5%	10.5%	49.0%

Table 3a: Staff by contract function

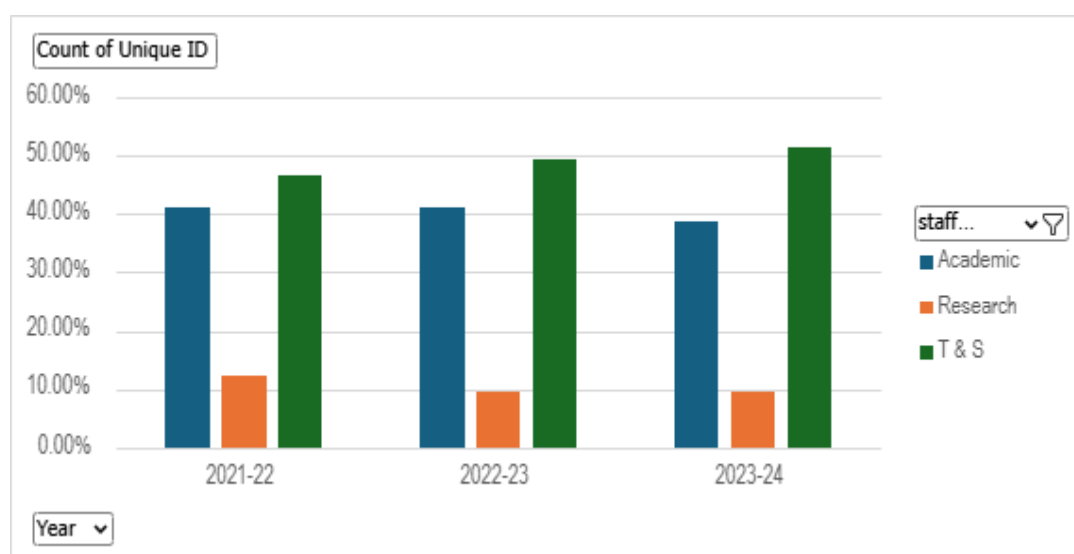


Table 3b: Staff by contract function

Contract Function by Gender							
Years	Academic	Research	T & S	Years	Academic	Research	T & S
M	631	92	665	M	45.5%	6.6%	47.9%
2021-22	234	45	220	2021-22	46.9%	9.0%	44.1%
2022-23	207	25	208	2022-23	47.0%	5.7%	47.3%
2023-24	190	22	237	2023-24	42.3%	4.9%	52.8%
F	617	232	847	F	36.4%	13.7%	49.9%
2021-22	219	91	292	2021-22	36.4%	15.1%	48.5%
2022-23	206	69	285	2022-23	36.8%	12.3%	50.9%
2023-24	192	72	270	2023-24	36.0%	13.5%	50.6%
Grand Total	1248	324	1512	Grand Total	40.5%	10.5%	49.0%

Table 4a: Contract function by gender

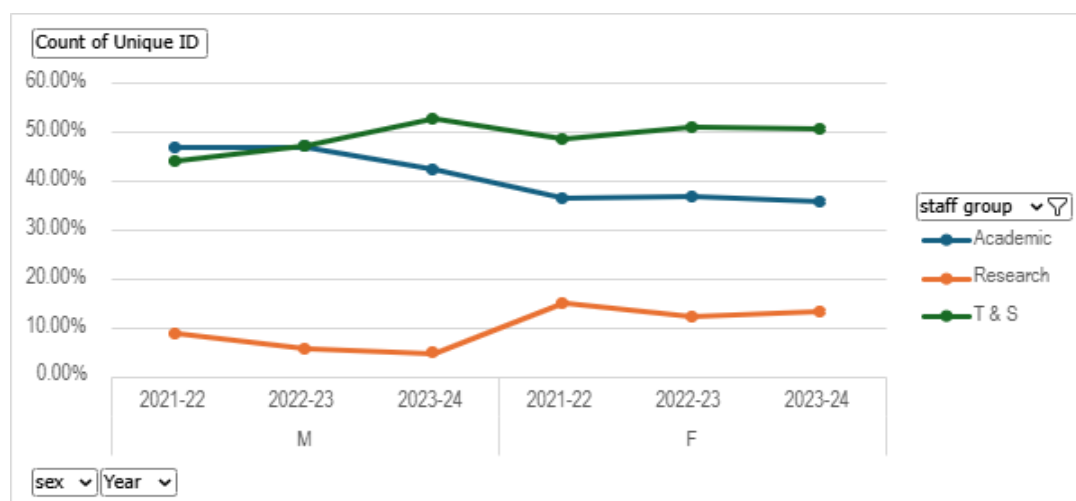


Table 4b: Contract function by gender

Contract Function by Gender and Grade				
Years	6	7, 8, LLEC	9	10
Academic	0.0%	29.4%	37.7%	32.9%
M	0.0%	30.6%	35.8%	33.6%
2021-22	0.0%	35.0%	32.5%	32.5%
2022-23	0.0%	29.0%	37.2%	33.8%
2023-24	0.0%	26.8%	38.4%	34.7%
F	0.0%	28.2%	39.5%	32.3%
2021-22	0.0%	29.2%	38.4%	32.4%
2022-23	0.0%	26.7%	41.7%	31.6%
2023-24	0.0%	28.6%	38.5%	32.8%
Research	29.9%	64.2%	5.9%	0.0%
M	17.4%	81.5%	1.1%	0.0%
2021-22	17.8%	80.0%	2.2%	0.0%
2022-23	16.0%	84.0%	0.0%	0.0%
2023-24	18.2%	81.8%	0.0%	0.0%
F	34.9%	57.3%	7.8%	0.0%
2021-22	36.3%	54.9%	8.8%	0.0%
2022-23	34.8%	59.4%	5.8%	0.0%
2023-24	33.3%	58.3%	8.3%	0.0%
T & S	35.7%	63.9%	0.4%	0.0%
M	36.4%	62.7%	0.9%	0.0%
2021-22	31.8%	67.3%	0.9%	0.0%
2022-23	35.1%	63.9%	1.0%	0.0%
2023-24	41.8%	57.4%	0.8%	0.0%
F	35.2%	64.8%	0.0%	0.0%
2021-22	33.9%	66.1%	0.0%	0.0%
2022-23	35.8%	64.2%	0.0%	0.0%
2023-24	35.9%	64.1%	0.0%	0.0%
Grand Total	20.7%	50.0%	16.1%	13.3%

Table 5a: Contract function by gender and grade

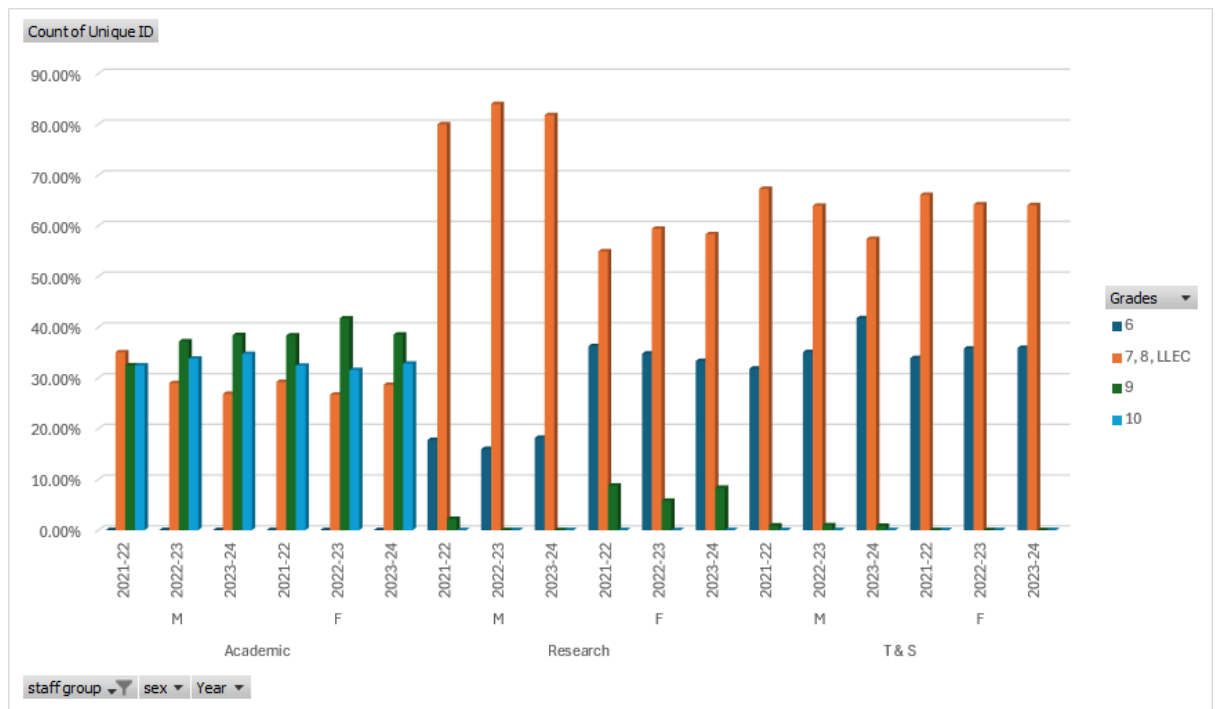


Table 5b: Contract function by gender and grade

Contract Function by Gender and Ethnicity					
Years	White	Asian	Black	Other	Not Known
Academic	77.3%	10.1%	2.6%	5.4%	4.5%
F	78.6%	9.7%	1.9%	6.6%	3.1%
2021-22	79.0%	9.6%	1.8%	6.8%	2.7%
2022-23	78.6%	9.2%	1.9%	7.3%	2.9%
2023-24	78.1%	10.4%	2.1%	5.7%	3.6%
M	76.1%	10.5%	3.3%	4.3%	5.9%
2021-22	76.1%	10.3%	3.8%	4.7%	5.1%
2022-23	76.8%	10.6%	2.9%	3.9%	5.8%
2023-24	75.3%	10.5%	3.2%	4.2%	6.8%
Research	71.6%	17.0%	0.6%	4.9%	5.9%
F	72.8%	16.8%	0.9%	5.6%	3.9%
2021-22	74.7%	17.6%	0.0%	5.5%	2.2%
2022-23	71.0%	14.5%	1.4%	8.7%	4.3%
2023-24	72.2%	18.1%	1.4%	2.8%	5.6%
M	68.5%	17.4%	0.0%	3.3%	10.9%
2021-22	68.9%	15.6%	0.0%	4.4%	11.1%
2022-23	60.0%	24.0%	0.0%	4.0%	12.0%
2023-24	77.3%	13.6%	0.0%	0.0%	9.1%
T & S	66.2%	14.6%	7.0%	5.6%	6.7%
F	67.5%	14.9%	6.3%	6.0%	5.3%
2021-22	65.8%	13.7%	6.8%	7.2%	6.5%
2022-23	68.1%	14.7%	6.3%	5.6%	5.3%
2023-24	68.9%	16.3%	5.6%	5.2%	4.1%
M	64.5%	14.1%	8.0%	5.0%	8.4%
2021-22	67.3%	12.7%	8.6%	4.1%	7.3%
2022-23	63.9%	14.4%	8.2%	5.3%	8.2%
2023-24	62.4%	15.2%	7.2%	5.5%	9.7%
Grand Total	71.3%	13.0%	4.6%	5.4%	5.7%

Table 6a: Contract function by gender and ethnicity

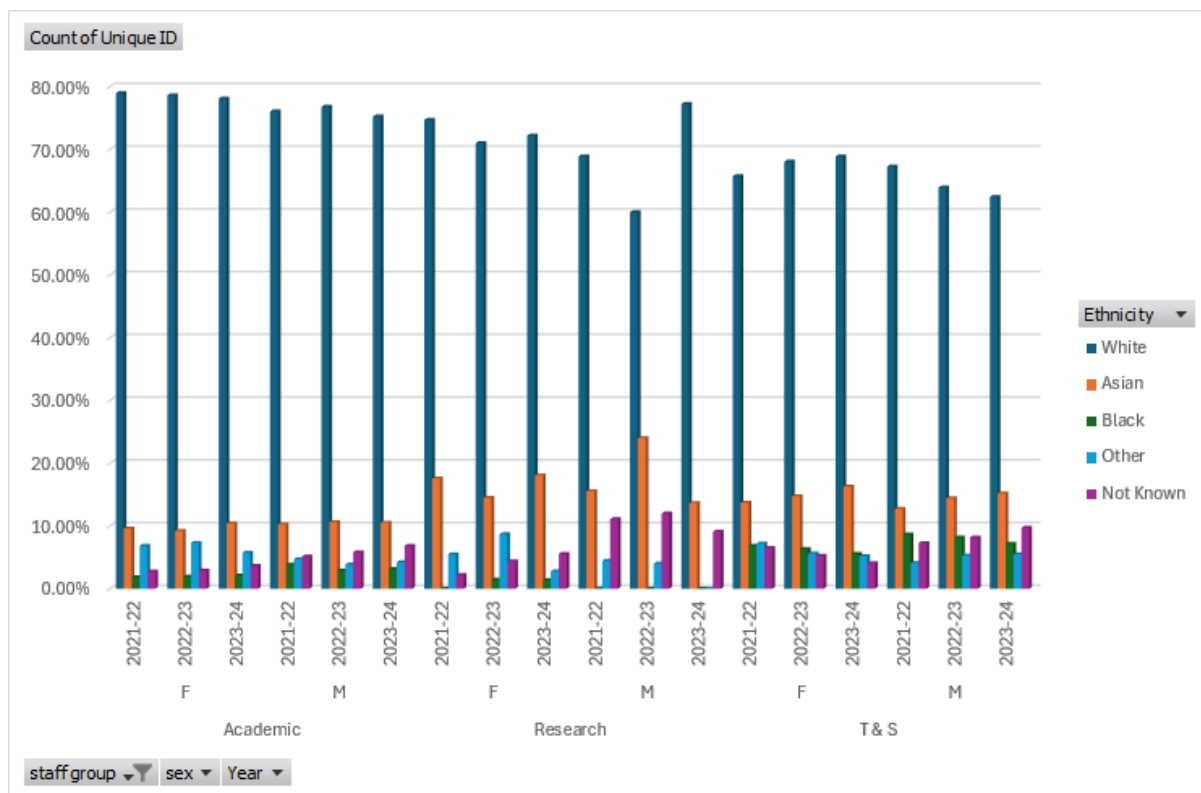


Table 6b: Contract function by gender and ethnicity

3. Academic staff by grade and contract type

Open Ended			
Years	Birkbeck	Sector	London
2021-22	56%	67%	78%
2022-23	55%	70%	79%
2023-24	48%	71%	80%

Table 7a: Staff on open-ended contracts

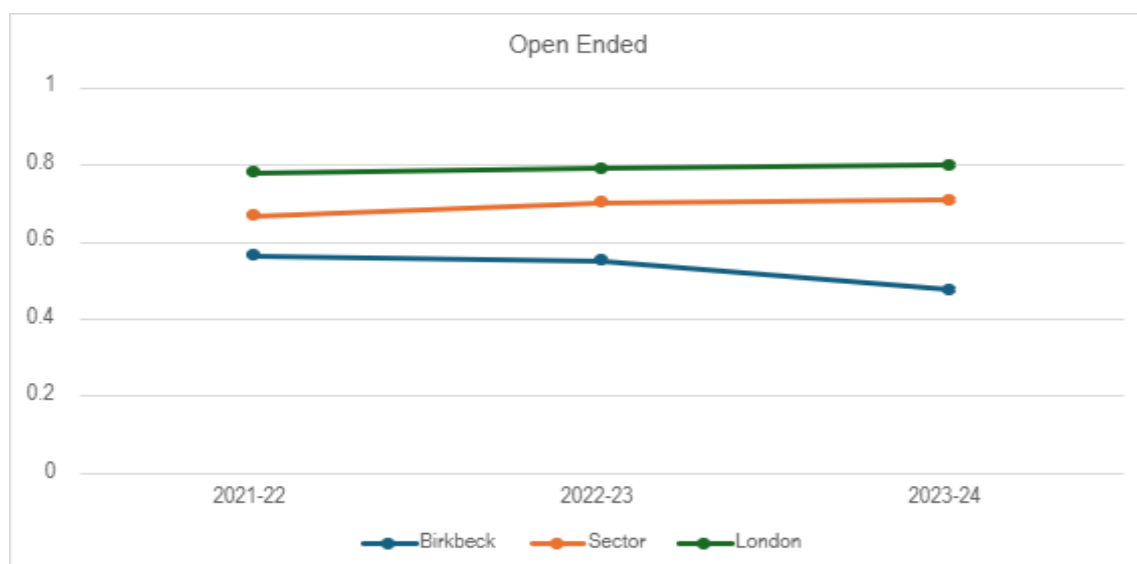


Table 7b: Staff on open-ended contracts

Fixed Term			
Years	Birkbeck	Sector	London
2021-22	44%	33%	22%
2022-23	45%	30%	21%
2023-24	52%	29%	20%

Table 8a: Staff on fixed-term contracts

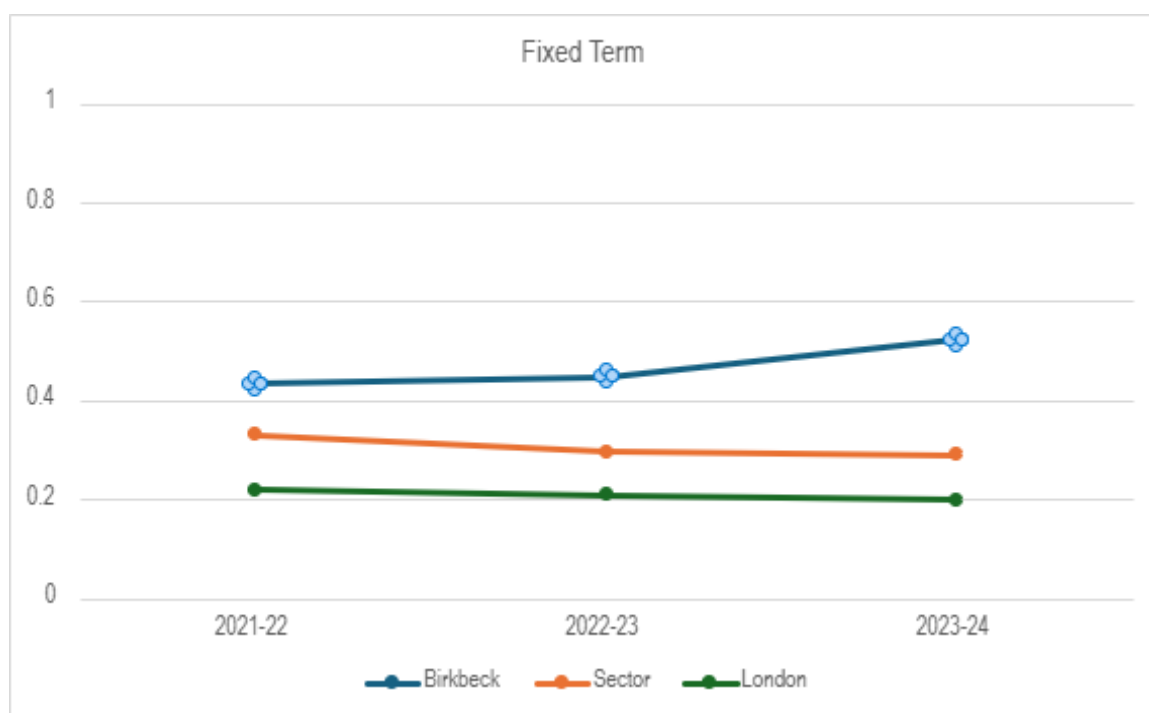


Table 8b: Staff on fixed-term contracts

Open Ended Male			
Years	Birkbeck	Sector	London
2021-22	65%	69%	79%
2022-23	64%	72%	80%
2023-24	54%	72%	81%

Table 9a: Staff on open-ended contracts: male

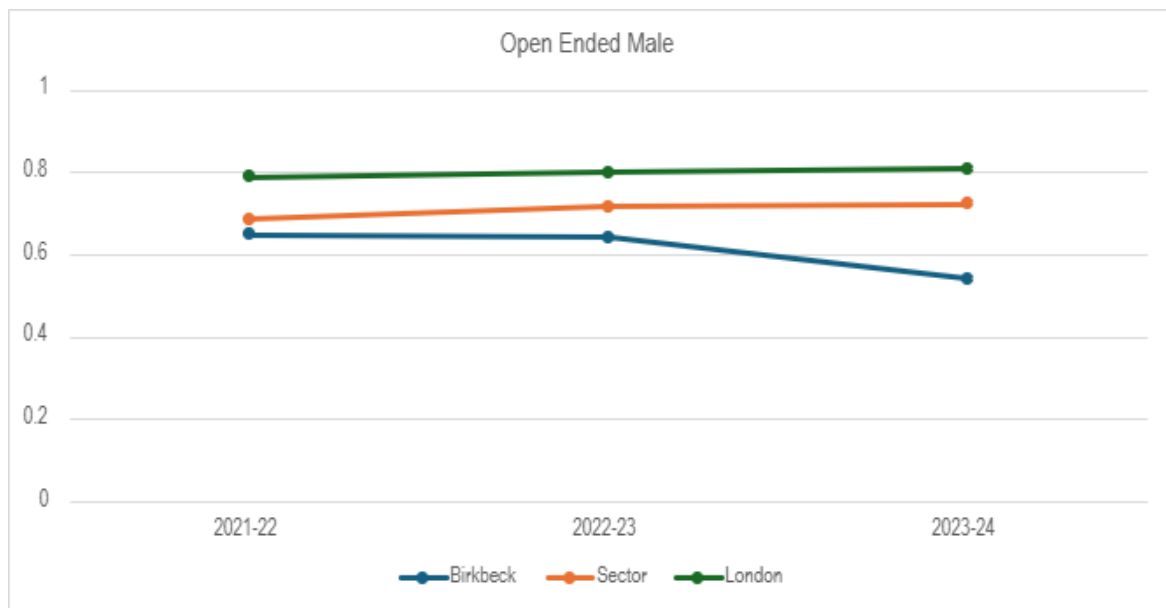


Table 9b: Staff on open-ended contracts: male

Open Ended Female			
Years	Birkbeck	Sector	London
2021-22	50%	65%	78%
2022-23	48%	69%	78%
2023-24	42%	70%	79%

Table 10a: Staff on open-ended contracts: female

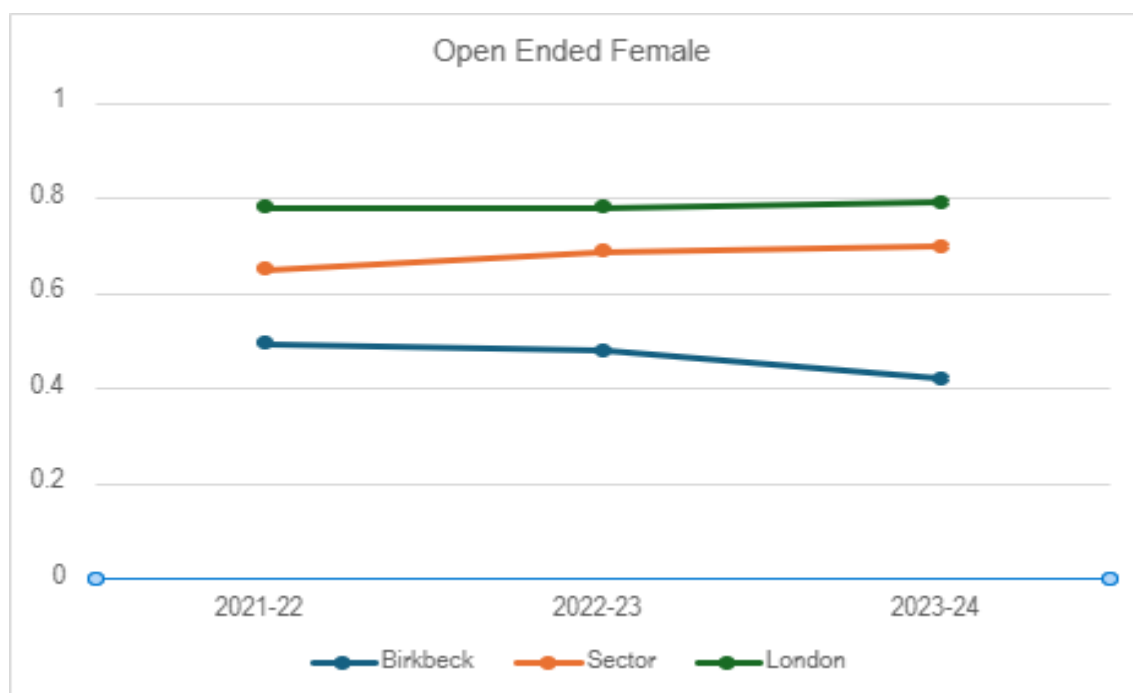


Table 10b: Staff on open-ended contracts: female

Fixed Term Male			
Years	Birkbeck	Sector	London
2021-22	35%	31%	21%
2022-23	36%	28%	20%
2023-24	46%	28%	19%

Table 11a: Staff on fixed-term contracts: male

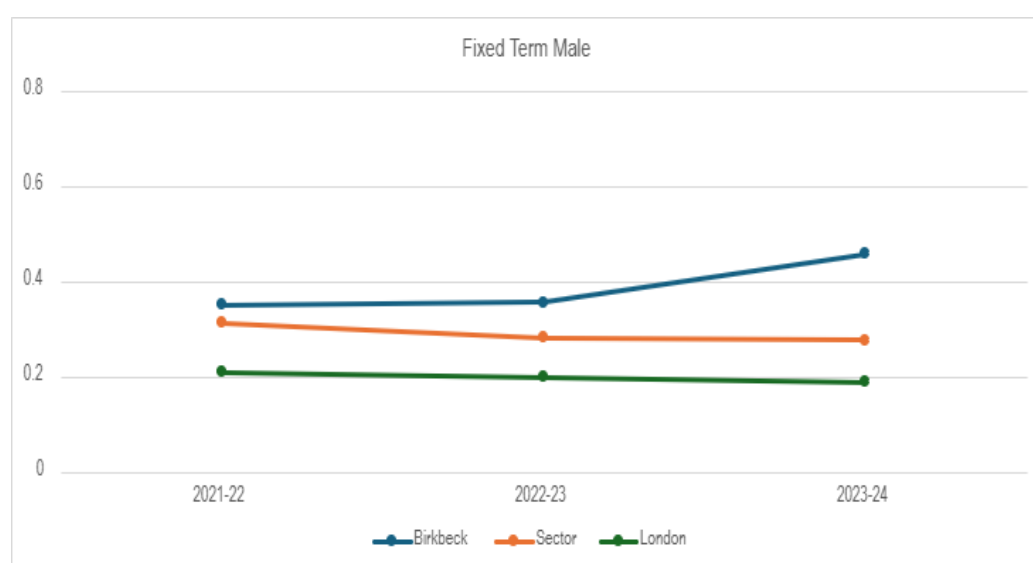


Table 11b: Staff on fixed-term contracts: male

Fixed Term Female			
Years	Birkbeck	Sector	London
2021-22	50%	35%	22%
2022-23	52%	31%	22%
2023-24	58%	30%	21%

Table 12a: Staff on fixed-term contracts: female

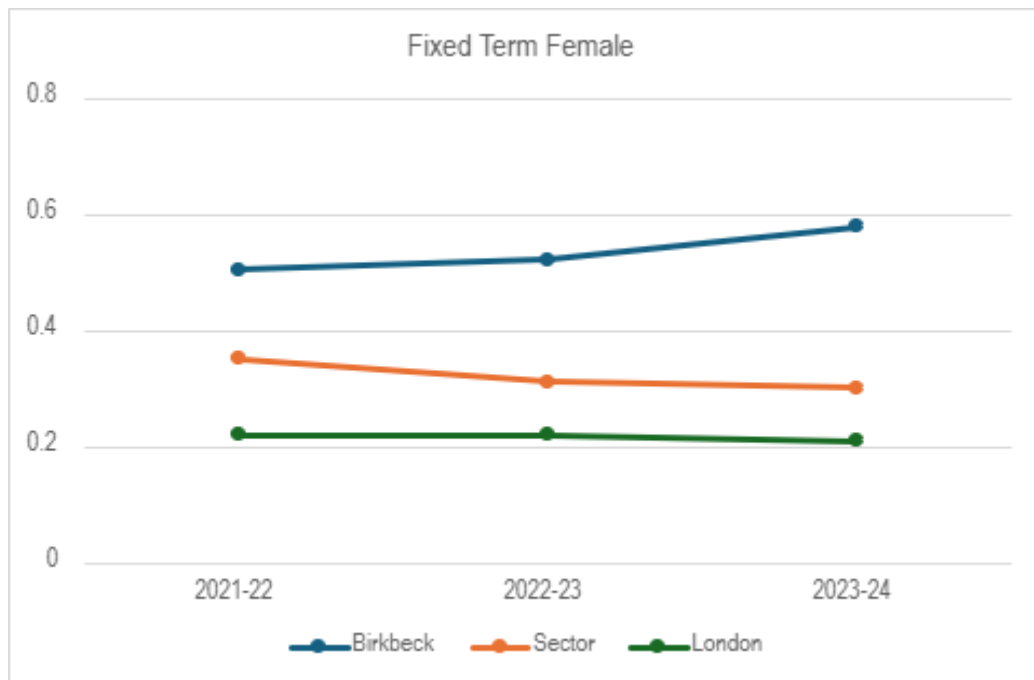


Table 12b: Staff on fixed-term contracts: female

Contract Type by Gender and Grade				
Years	6	7, 8, LLEC	9	10
Open ended	5.9%	41.1%	29.6%	23.5%
M	7.5%	42.2%	27.2%	23.1%
2021-22	7.4%	46.3%	24.1%	22.2%
2022-23	7.8%	41.0%	27.6%	23.7%
2023-24	7.4%	38.3%	30.9%	23.5%
F	4.2%	39.8%	32.1%	23.9%
2021-22	4.0%	43.0%	29.9%	23.2%
2022-23	4.5%	39.2%	32.8%	23.5%
2023-24	4.0%	36.4%	34.2%	25.3%
Fixed term	37.4%	60.1%	0.7%	1.8%
M	36.1%	60.6%	0.4%	3.0%
2021-22	30.9%	66.3%	0.6%	2.3%
2022-23	35.0%	62.4%	0.6%	1.9%
2023-24	41.3%	54.4%	0.0%	4.4%
F	38.2%	59.8%	0.9%	1.1%
2021-22	39.5%	58.9%	1.0%	0.7%
2022-23	39.0%	59.6%	0.7%	0.7%
2023-24	36.2%	60.8%	1.0%	1.9%
Grand Total	20.7%	50.0%	16.1%	13.3%

Table 13a: Contract type by gender and grade

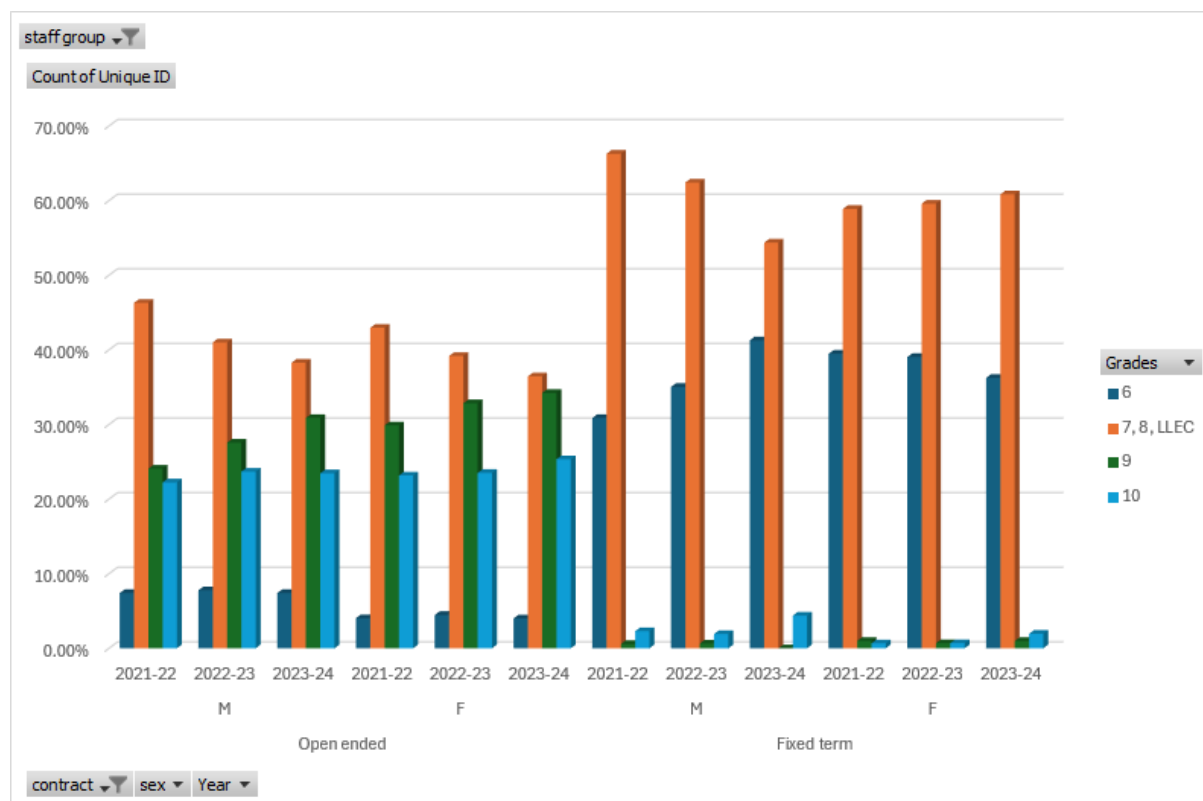


Table 13b: Contract type by gender and grade

Contract Type by Gender and Ethnicity											
Years	White	Asian	Black	Other	Not Known	Years	White	Asian	Black	Other	Not Known
Open ended	1230	184	74	83	70	Open ended	75.0%	11.2%	4.5%	5.1%	4.3%
M	631	92	41	34	52	M	74.2%	10.8%	4.8%	4.0%	6.1%
2021-22	245	34	16	12	17	2021-22	75.6%	10.5%	4.9%	3.7%	5.2%
2022-23	211	31	13	11	17	2022-23	74.6%	11.0%	4.6%	3.9%	6.0%
2023-24	175	27	12	11	18	2023-24	72.0%	11.1%	4.9%	4.5%	7.4%
F	599	92	33	49	18	F	75.7%	11.6%	4.2%	6.2%	2.3%
2021-22	226	33	12	21	6	2021-22	75.8%	11.1%	4.0%	7.0%	2.0%
2022-23	201	32	12	17	6	2022-23	75.0%	11.9%	4.5%	6.3%	2.2%
2023-24	172	27	9	11	6	2023-24	76.4%	12.0%	4.0%	4.9%	2.7%
Fixed term	968	217	67	85	106	Fixed term	67.1%	15.0%	4.6%	5.9%	7.3%
M	341	84	33	29	51	M	63.4%	15.6%	6.1%	5.4%	9.5%
2021-22	112	25	12	10	16	2021-22	64.0%	14.3%	6.9%	5.7%	9.1%
2022-23	96	27	10	9	15	2022-23	61.1%	17.2%	6.4%	5.7%	9.6%
2023-24	133	32	11	10	20	2023-24	64.6%	15.5%	5.3%	4.9%	9.7%
F	627	133	34	56	55	F	69.3%	14.7%	3.8%	6.2%	6.1%
2021-22	207	44	12	20	21	2021-22	68.1%	14.5%	3.9%	6.6%	6.9%
2022-23	204	39	11	20	18	2022-23	69.9%	13.4%	3.8%	6.8%	6.2%
2023-24	216	50	11	16	16	2023-24	69.9%	16.2%	3.6%	5.2%	5.2%
Grand Total	2198	401	141	168	176	Grand Total	71.3%	13.0%	4.6%	5.4%	5.7%

Table 14a: Contract Type by gender and ethnicity

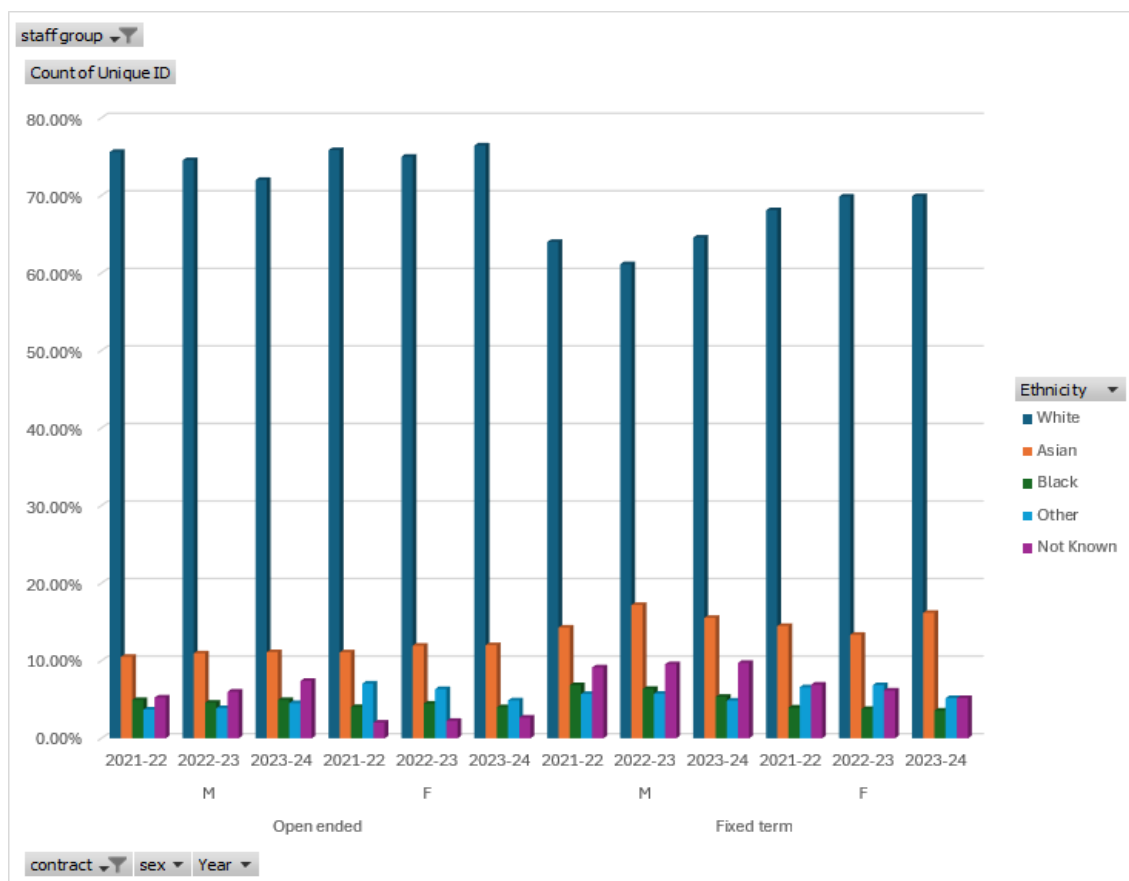


Table 14b: Contract type by gender and ethnicity

4. Professional, technical and operational staff by grade and job family

Contract Function									
Years	Administration	Operational & Facilities	Professional	Technical	Years	Administration	Operational & Facilities	Professional	Technical
2021-22	370	113	270	15	2021-22	48.2%	14.7%	35.2%	2.0%
2022-23	333	111	270	15	2022-23	45.7%	15.2%	37.0%	2.1%
2023-24	307	113	262	16	2023-24	44.0%	16.2%	37.5%	2.3%
Grand Total	1010	337	802	46	Grand Total	46.0%	15.4%	36.5%	2.1%

Table 15a: PTO staff by contract function (job family)

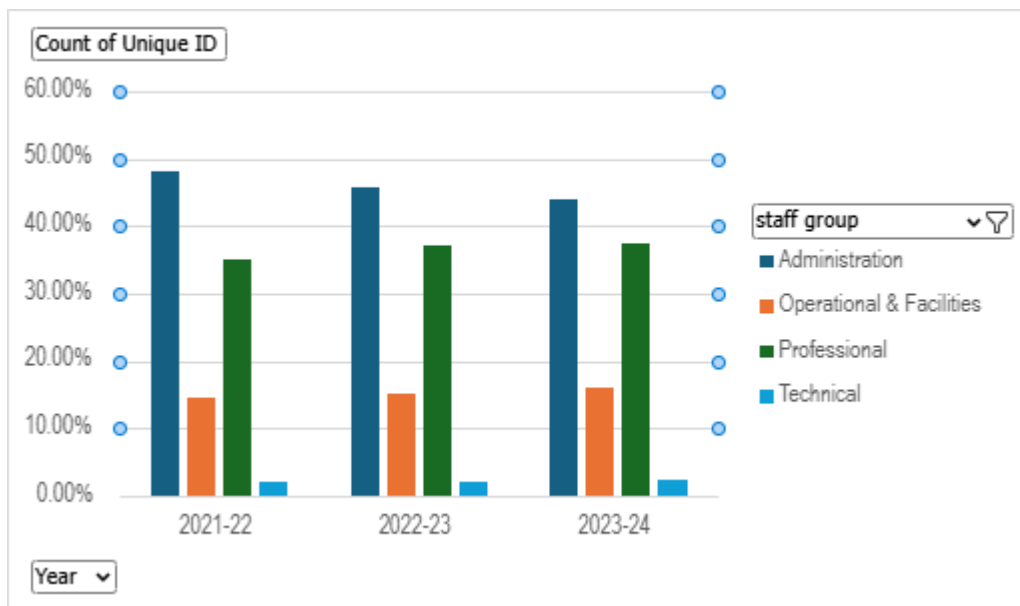


Table 15b: PTO staff by contract function (job family)

Contract Function by Gender				
Years	Administration	Operational & Facilities	Professional	Technical
M	36.4%	23.9%	37.9%	1.8%
2021-22	40.4%	23.5%	34.6%	1.5%
2022-23	34.8%	23.9%	39.4%	1.9%
2023-24	33.6%	24.3%	40.1%	2.0%
F	53.6%	8.6%	35.4%	2.4%
2021-22	54.5%	7.5%	35.6%	2.4%
2022-23	54.3%	8.4%	35.1%	2.2%
2023-24	52.0%	9.9%	35.5%	2.5%
Grand Total	46.0%	15.4%	36.5%	2.1%

Table 16a: Contract function (job family) by gender

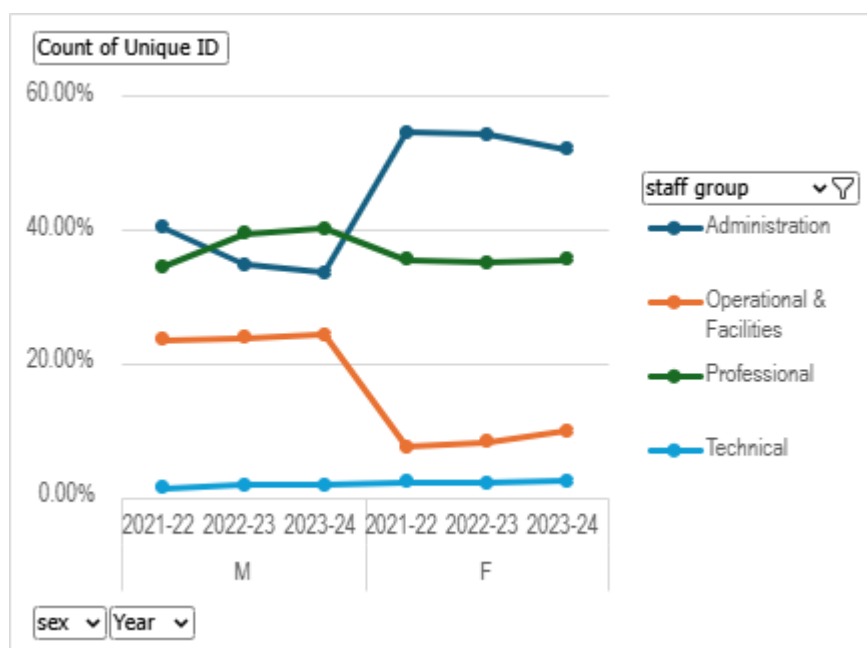


Table 16b: Contract function (job family) by gender

Contract Function by Gender and Grade									
Years	NOLS	2	3	4	5	6	7, 8, LLEC	9	10
Administration	1.2%	0.2%	7.3%	37.5%	22.3%	29.0%	2.4%	0.1%	0.0%
M	3.1%	0.3%	5.7%	38.8%	17.6%	32.6%	2.0%	0.0%	0.0%
2021-22	5.0%	0.0%	4.3%	39.6%	17.3%	32.4%	1.4%	0.0%	0.0%
2022-23	3.6%	0.0%	6.3%	37.5%	18.8%	33.0%	0.9%	0.0%	0.0%
2023-24	0.0%	1.0%	6.9%	39.2%	16.7%	32.4%	3.9%	0.0%	0.0%
F	0.2%	0.2%	8.2%	36.8%	24.8%	27.1%	2.6%	0.2%	0.0%
2021-22	0.4%	0.0%	8.7%	38.1%	22.5%	28.1%	2.2%	0.0%	0.0%
2022-23	0.0%	0.0%	7.7%	38.0%	25.3%	26.2%	2.7%	0.0%	0.0%
2023-24	0.0%	0.5%	8.3%	34.1%	26.8%	26.8%	2.9%	0.5%	0.0%
Operational & Facilities	62.9%	6.2%	3.9%	10.4%	9.8%	5.0%	1.8%	0.0%	0.0%
M	58.6%	9.1%	5.2%	9.1%	8.2%	7.3%	2.6%	0.0%	0.0%
2021-22	63.0%	6.2%	3.7%	8.6%	9.9%	7.4%	1.2%	0.0%	0.0%
2022-23	58.4%	10.4%	3.9%	7.8%	7.8%	9.1%	2.6%	0.0%	0.0%
2023-24	54.1%	10.8%	8.1%	10.8%	6.8%	5.4%	4.1%	0.0%	0.0%
F	72.4%	0.0%	1.0%	13.3%	13.3%	0.0%	0.0%	0.0%	0.0%
2021-22	71.9%	0.0%	0.0%	9.4%	18.8%	0.0%	0.0%	0.0%	0.0%
2022-23	76.5%	0.0%	0.0%	11.8%	11.8%	0.0%	0.0%	0.0%	0.0%
2023-24	69.2%	0.0%	2.6%	17.9%	10.3%	0.0%	0.0%	0.0%	0.0%
Professional	0.0%	0.1%	0.4%	1.0%	2.1%	2.9%	70.4%	14.0%	9.1%
M	0.0%	0.3%	0.8%	2.2%	1.1%	0.3%	68.8%	16.3%	10.3%
2021-22	0.0%	0.0%	0.8%	1.7%	0.0%	0.0%	70.6%	15.1%	11.8%
2022-23	0.0%	0.8%	0.8%	2.4%	1.6%	0.0%	68.5%	15.7%	10.2%
2023-24	0.0%	0.0%	0.8%	2.5%	1.6%	0.8%	67.2%	18.0%	9.0%
F	0.0%	0.0%	0.0%	0.0%	3.0%	5.1%	71.9%	12.0%	8.1%
2021-22	0.0%	0.0%	0.0%	0.0%	4.0%	4.6%	70.2%	13.2%	7.9%
2022-23	0.0%	0.0%	0.0%	0.0%	2.1%	6.3%	71.3%	12.6%	7.7%
2023-24	0.0%	0.0%	0.0%	0.0%	2.9%	4.3%	74.3%	10.0%	8.6%
Technical	0.0%	0.0%	6.5%	2.2%	28.3%	8.7%	50.0%	4.3%	0.0%
M	0.0%	0.0%	0.0%	5.9%	17.6%	17.6%	58.8%	0.0%	0.0%
2021-22	0.0%	0.0%	0.0%	0.0%	20.0%	20.0%	60.0%	0.0%	0.0%
2022-23	0.0%	0.0%	0.0%	16.7%	16.7%	16.7%	50.0%	0.0%	0.0%
2023-24	0.0%	0.0%	0.0%	0.0%	16.7%	16.7%	66.7%	0.0%	0.0%
F	0.0%	0.0%	10.3%	0.0%	34.5%	3.4%	44.8%	6.9%	0.0%
2021-22	0.0%	0.0%	10.0%	0.0%	40.0%	0.0%	50.0%	0.0%	0.0%
2022-23	0.0%	0.0%	11.1%	0.0%	33.3%	0.0%	44.4%	11.1%	0.0%
2023-24	0.0%	0.0%	10.0%	0.0%	30.0%	10.0%	40.0%	10.0%	0.0%
Grand Tot	10.2%	1.1%	4.2%	19.3%	13.1%	15.4%	28.2%	5.2%	3.3%

Table 17a: Contract function (job family) by gender and grade

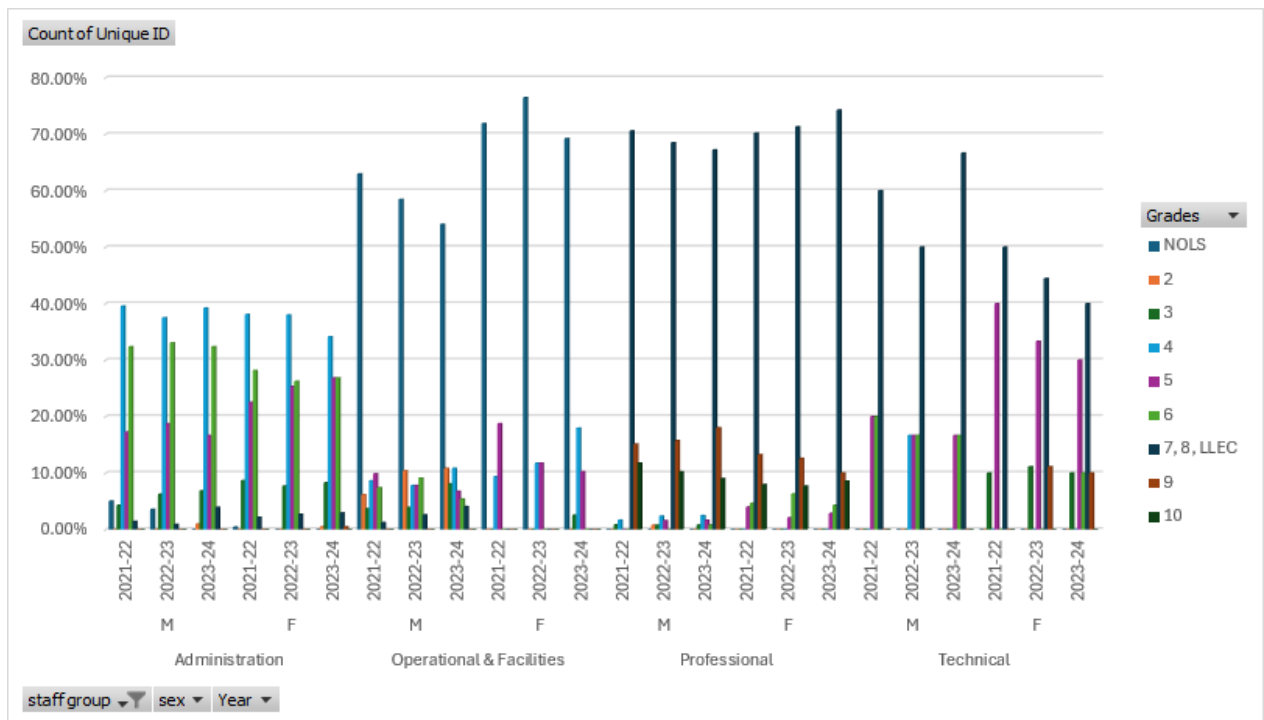


Table 17b: Contract function (job family) by gender and grade

Contract Function by Gender and Ethnicity					
Years	White	Asian	Black	Other	Not Known
Administrative	58.6%	20.1%	11.0%	4.5%	5.8%
F	53.0%	21.8%	13.5%	5.5%	6.2%
2021-22	57.6%	17.7%	13.0%	6.1%	5.6%
2022-23	51.6%	22.6%	15.4%	4.5%	5.9%
2023-24	49.3%	25.4%	12.2%	5.9%	7.3%
M	69.1%	17.0%	6.2%	2.5%	5.1%
2021-22	67.6%	17.3%	7.2%	2.2%	5.8%
2022-23	69.6%	17.0%	7.1%	2.7%	3.6%
2023-24	70.6%	16.7%	3.9%	2.9%	5.9%
Operational & Facilities	22.6%	6.5%	20.8%	24.3%	25.8%
F	23.8%	9.5%	20.0%	13.3%	33.3%
2021-22	25.0%	6.3%	18.8%	12.5%	37.5%
2022-23	23.5%	8.8%	20.6%	14.7%	32.4%
2023-24	23.1%	12.8%	20.5%	12.8%	30.8%
M	22.0%	5.2%	21.1%	29.3%	22.4%
2021-22	22.2%	4.9%	18.5%	33.3%	21.0%
2022-23	22.1%	5.2%	23.4%	27.3%	22.1%
2023-24	21.6%	5.4%	21.6%	27.0%	24.3%
Professional	71.9%	12.3%	8.0%	3.9%	3.9%
F	68.4%	13.6%	9.7%	5.3%	3.0%
2021-22	69.5%	12.6%	10.6%	4.6%	2.6%
2022-23	68.5%	14.7%	8.4%	4.9%	3.5%
2023-24	67.1%	13.6%	10.0%	6.4%	2.9%
M	76.1%	10.9%	6.0%	2.2%	4.9%
2021-22	77.3%	10.1%	5.0%	3.4%	4.2%
2022-23	75.6%	11.8%	6.3%	1.6%	4.7%
2023-24	75.4%	10.7%	6.6%	1.6%	5.7%
Technical	52.2%	30.4%	8.7%	2.2%	6.5%
F	82.8%	10.3%	3.4%	3.4%	0.0%
2021-22	80.0%	10.0%	10.0%	0.0%	0.0%
2022-23	88.9%	11.1%	0.0%	0.0%	0.0%
2023-24	80.0%	10.0%	0.0%	10.0%	0.0%
M	0.0%	64.7%	17.6%	0.0%	17.6%
2021-22	0.0%	60.0%	20.0%	0.0%	20.0%
2022-23	0.0%	66.7%	16.7%	0.0%	16.7%
2023-24	0.0%	66.7%	16.7%	0.0%	16.7%
Grand Total	57.8%	15.4%	11.3%	7.2%	8.2%

Table 18a: Contract function (job family) by gender and ethnicity

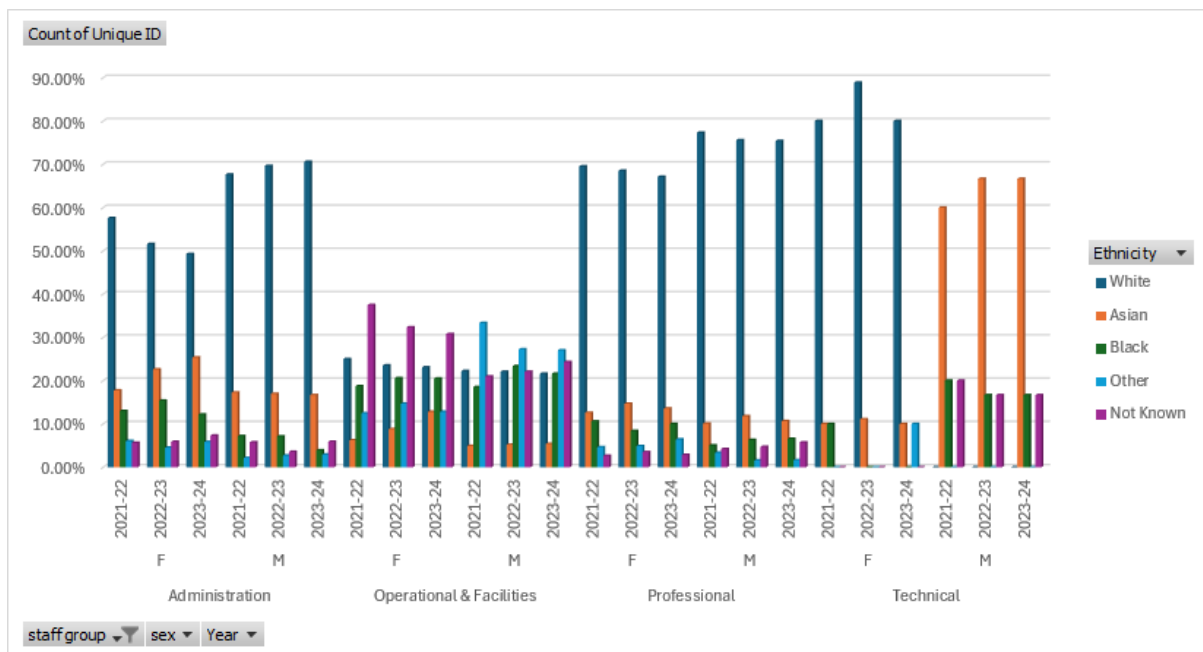


Table 18b: Contract function (job family) by gender and ethnicity

5. PTO staff by contract type

Contract Type					
Years	Open ended	Fixed term	Years	Open ended	Fixed term
2021-22	642	126	2021-22	83.6%	16.4%
2022-23	603	126	2022-23	82.7%	17.3%
2023-24	598	100	2023-24	85.7%	14.3%
Grand Total	1843	352	Grand Total	84.0%	16.0%

Table 19a: PTO staff by contract type

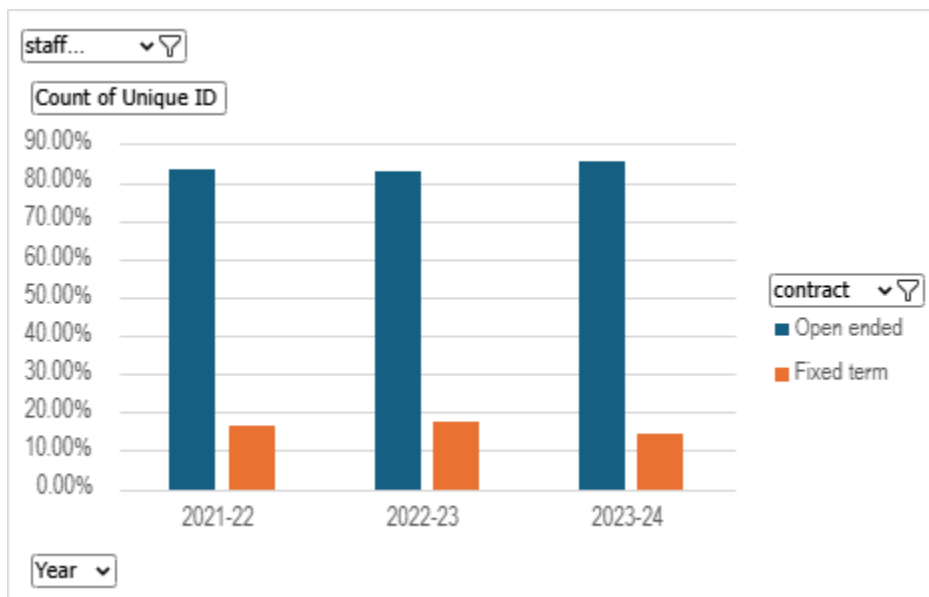


Table 19b: PTO staff by contract type

Contract Type by Gender					
Years	Open ended	Fixed term	Years	Open ended	Fixed term
M	830	140	M	86%	14%
2021-22	292	52	2021-22	85%	15%
2022-23	270	52	2022-23	84%	16%
2023-24	268	36	2023-24	88%	12%
F	1013	212	F	83%	17%
2021-22	350	74	2021-22	83%	17%
2022-23	333	74	2022-23	82%	18%
2023-24	330	64	2023-24	84%	16%
Grand Total	1843	352	Grand Total	84%	16%

Table 20a: Contract type by gender

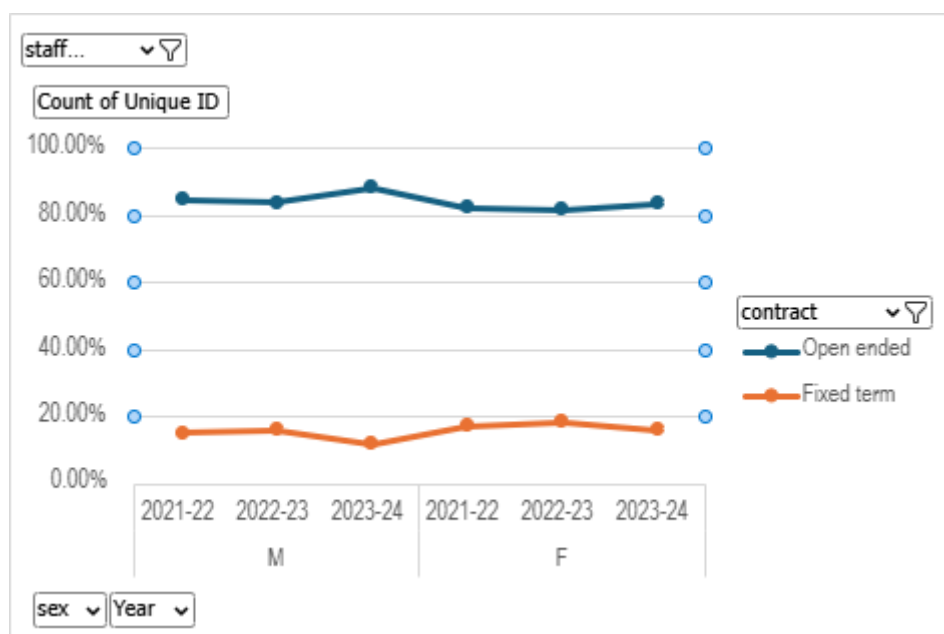


Table 20b: Contract type by gender

Contract Type by Gender and Grade									
Years	NOLS	2	3	4	5	6	7, 8, LLEC	9	10
Open end	10.6%	1.1%	4.3%	19.1%	12.8%	13.2%	29.7%	5.8%	3.5%
M	15.3%	2.4%	3.6%	16.6%	9.8%	11.6%	29.8%	7.1%	3.9%
2021-22	16.4%	1.7%	3.1%	17.5%	10.6%	11.6%	28.4%	6.2%	4.5%
2022-23	15.2%	3.0%	3.3%	15.6%	10.0%	12.6%	29.6%	7.0%	3.7%
2023-24	14.2%	2.6%	4.5%	16.8%	8.6%	10.4%	31.3%	8.2%	3.4%
F	6.7%	0.0%	4.8%	21.1%	15.2%	14.5%	29.6%	4.7%	3.3%
2021-22	6.6%	0.0%	5.1%	21.4%	14.3%	15.4%	29.1%	4.6%	3.4%
2022-23	6.9%	0.0%	4.5%	20.7%	14.7%	14.4%	30.3%	5.1%	3.3%
2023-24	6.7%	0.0%	4.8%	21.2%	16.7%	13.6%	29.4%	4.5%	3.0%
Fixed term	8.2%	1.1%	4.0%	20.2%	15.1%	26.7%	20.2%	2.3%	2.3%
M	14.3%	2.1%	3.6%	20.7%	5.0%	28.6%	20.7%	0.7%	4.3%
2021-22	19.2%	0.0%	1.9%	25.0%	3.8%	34.6%	13.5%	0.0%	1.9%
2022-23	15.4%	1.9%	3.8%	19.2%	5.8%	21.2%	25.0%	1.9%	5.8%
2023-24	5.6%	5.6%	5.6%	16.7%	5.6%	30.6%	25.0%	0.0%	5.6%
F	4.2%	0.5%	4.2%	19.8%	21.7%	25.5%	19.8%	3.3%	0.9%
2021-22	1.4%	0.0%	4.1%	21.6%	24.3%	24.3%	18.9%	5.4%	0.0%
2022-23	4.1%	0.0%	4.1%	25.7%	23.0%	25.7%	14.9%	2.7%	0.0%
2023-24	7.8%	1.6%	4.7%	10.9%	17.2%	26.6%	26.6%	1.6%	3.1%
Grand Tot	10.2%	1.1%	4.2%	19.3%	13.1%	15.4%	28.2%	5.2%	3.3%

Table 21a: Contract type by gender and grade

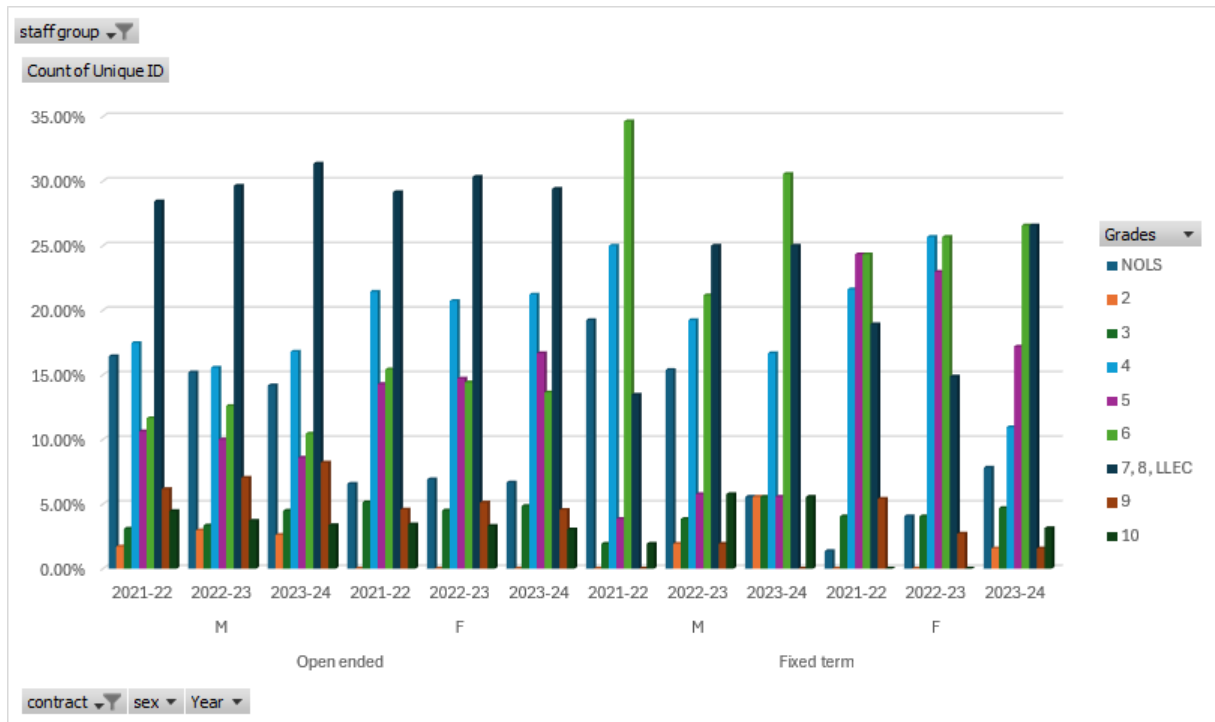


Table 21b: Contract type by gender and grade

Contract Type by Gender and Ethnicity					
Years	White	Asian	Black	Other	Not Known
Open ended	57.7%	15.3%	11.0%	7.1%	8.9%
F	56.2%	18.7%	11.9%	5.1%	8.1%
2021-22	59.1%	16.6%	12.0%	4.6%	7.7%
2022-23	55.3%	19.5%	11.7%	5.1%	8.4%
2023-24	53.9%	20.0%	12.1%	5.8%	8.2%
M	59.6%	11.2%	9.8%	9.5%	9.9%
2021-22	59.9%	10.3%	9.2%	11.0%	9.6%
2022-23	58.5%	11.5%	10.7%	9.3%	10.0%
2023-24	60.4%	11.9%	9.3%	8.2%	10.1%
Fixed term	58.2%	15.9%	13.4%	8.0%	4.5%
F	59.0%	12.3%	15.1%	10.4%	3.3%
2021-22	63.5%	6.8%	14.9%	12.2%	2.7%
2022-23	59.5%	13.5%	18.9%	6.8%	1.4%
2023-24	53.1%	17.2%	10.9%	12.5%	6.3%
M	57.1%	21.4%	10.7%	4.3%	6.4%
2021-22	55.8%	25.0%	9.6%	3.8%	5.8%
2022-23	63.5%	21.2%	11.5%	1.9%	1.9%
2023-24	50.0%	16.7%	11.1%	8.3%	13.9%
Grand Total	57.8%	15.4%	11.3%	7.2%	8.2%

Table 22a: Contract type by gender and ethnicity

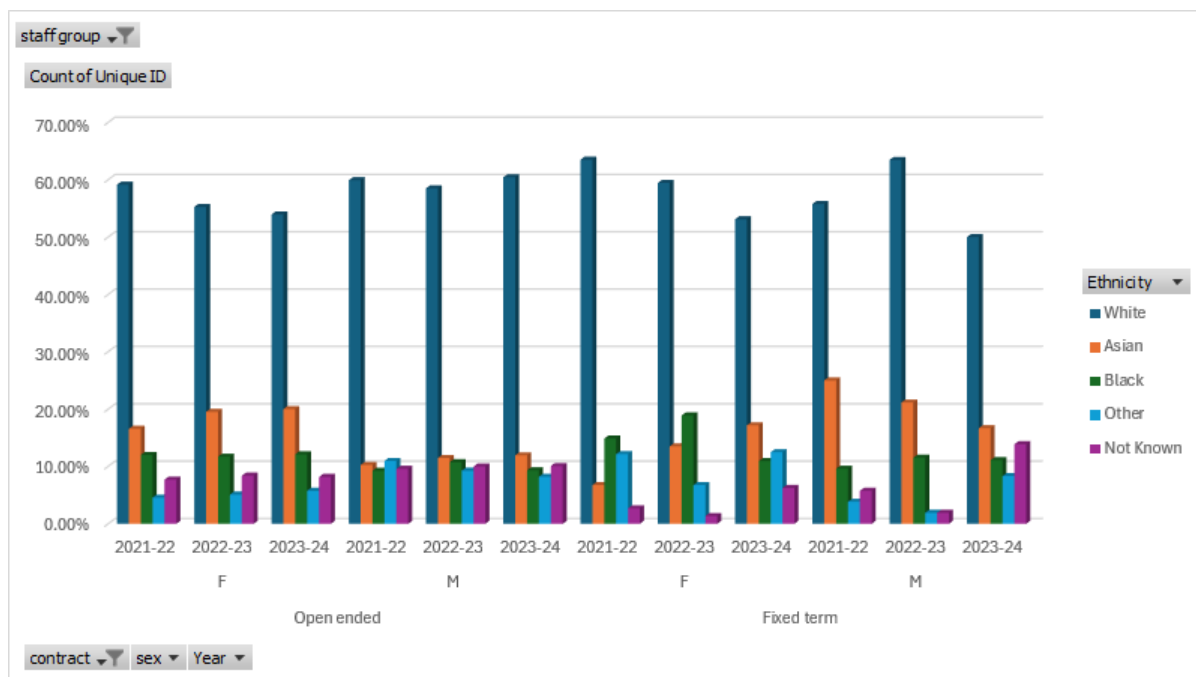


Table 22b: Contract type by gender and ethnicity

6. Applications, shortlist and appointments made to academic posts by grade

1 August 2024 - 31 July 2025														
Total Application					Shortlisted for Interview					Hired				
Grade	Male	Female	Prefer not to disclose / Not Known	Total	Grade	Male	Female	Prefer not to disclose / Not Known	Total	Grade	Male	Female	Prefer not to disclose / Not Known	Total
6	875	1416	122	2413	6	21	43	4	68	6	17	29	3	49
7	1820	2069	172	4061	7	50	81	4	135	7	21	41	4	66
8 / 9	591	425	60	1076	8 / 9	25	31	5	61	8 / 9	8	9		17
10	19	4		23	10	1			1	10	1			1
Total	3305	3914	354	7573	Total	97	155	13	265	Total	47	79	7	133
* T&S represents 50.4%					* T&S represents 38.9%					* T&S represents 68.4%				

1 August 2023 - 31 July 2024														
Total Application					Shortlisted for Interview					Hired				
Grade	Male	Female	Prefer not to disclose / Not Known	Total	Grade	Male	Female	Prefer not to disclose / Not Known	Total	Grade	Male	Female	Prefer not to disclose / Not Known	Total
6	641	1233	73	1947	6	31	52	3	86	6	21	32	6	59
7	788	926	81	1795	7	65	74	7	146	7	29	38	5	72
8 / 9	458	479	59	996	8 / 9	21	45	3	69	8 / 9	6	12		18
10	14	15	1	30	10		3		3	10		2		2
Total	1901	2653	2014	4768	Total	117	174	13	304	Total	56	84	11	151
* T&S represents 35.8%					* T&S represents 28.3%					* T&S represents 49%				

1 August 2022 - 31 July 2023														
Total Application					Shortlisted for Interview					Hired				
Grade	Male	Female	Prefer not to disclose / Not Known	Total	Grade	Male	Female	Prefer not to disclose / Not Known	Total	Grade	Male	Female	Prefer not to disclose / Not Known	Total
5	23	33	2	58	5	3	10	1	14	5		1		1
6	352	658	44	1054	6	14	37		51	6	21	20	1	42
7	499	601	57	1157	7	59	98	5	162	7	23	44	2	69
8 / 9	288	256	33	577	8 / 9	32	39	4	75	8 / 9	2	15	1	18
Total	1162	1548	136	2846	Total	108	184	10	302	Total	46	80	4	130
* T&S represents 43.8%					* T&S represents 33.4%					* T&S represents 64.9%				

7. Applications, shortlist and appointments made in recruitment to PTO posts by grade

1 August 2024 - 31 July 2025														
Total Application					Shortlisted for Interview					Hired				
Grade	Male	Female	Prefer not to disclose	Total	Grade	Male	Female	Prefer not to disclose	Total	Grade	Male	Female	Prefer not to disclose	Total
2	138	164	15	317	2	58	77	8	143	2	8	19	1	28
3	156	190	22	368	3	10	19	1	30	3	2	4		6
4	990	2081	120	3191	4	64	155	14	233	4	13	17	4	34
5	357	547	43	947	5	24	45	1	70	5	3	9		12
6	211	506	39	756	6	21	55	3	79	6	4	8	1	13
7	436	260	26	722	7	39	39	2	80	7	7	8	1	16
8	226	192	11	429	8	26	28	1	55	8	3	1		4
9	138	47	10	195	9	17	8	3	28	9	2	1	1	4
10	65	16	1	82	10	1			1	10	2			2
Total	2717	4003	287	7007	Total	260	426	33	719	Total	44	67	8	119

1 August 2023 - 31 July 2024

Total Application				
Grade	Male	Female	Prefer not to disclose	Total
1	31	11	1	43
2	40	33	6	79
3	160	190	11	361
4	588	1036	66	1690
5	172	330	19	521
6	264	443	32	739
7	259	368	30	657
8	143	121	9	273
9	52	41	8	101
10	10	11		21

Shortlisted for Interview				
Grade	Male	Female	Prefer not to disclose	Total
1	8	1		9
2	1			1
3	31	29		60
4	57	111	8	176
5	16	55	3	74
6	33	51	5	89
7	19	41	5	65
8	18	13		31
9	10	4	1	15
Total	193	305	22	520

Hired				
Grade	Male	Female	Prefer not to disclose	Total
1	1			1
3	8	11		19
4	7	13	1	21
5		15	1	16
6	5	14	1	20
7	5	11		16
8	4	4		8
9	3		1	4
10		1		1
Total	33	69	4	106

1 August 2022 - 31 July 2023

Total Application				
Grade	Male	Female	Prefer not to disclose	Total
2	11	8	1	20
3	94	157	10	261
4	536	746	53	1335
5	238	184	18	440
6	122	140	10	272
7	195	284	21	500
8	64	92	11	167
9	4	7		11
10	21	19	2	42
Total	1285	1637	126	3048

Shortlisted for Interview				
Grade	Male	Female	Prefer not to disclose	Total
2	7	6	1	14
3	15	34	2	51
4	96	168	17	281
5	16	30	2	48
6	25	32	3	60
7	37	73	6	116
8	18	24		42
9	3	3		6
Total	217	370	31	618

Hired				
Grade	Male	Female	Prefer not to disclose	Total
2	4	1		5
3	3	6		9
4	12	31	1	44
5	4	13		17
6	7	11		18
7	8	10	1	19
8	4	3		7
9	2	1		3
10	1	1		2
Total	45	77	2	124

8. Applications and success rates for academic promotion by grade

Information broken down by gender is currently only available for all academic promotions each year. Information relating to academic promotion by grade is not available with gender breakdown.

2021/22

Gender	Total Eligible Staff	Nominated	Nominated %	Successful	Successful %	Awarded % of population	Promotion	Promotion %
M	200	34	17.0%	21	61.8%	10.5%	15	44.1%
F	197	37	18.8%	22	51.5%	11.2%	13	35.1%

Table 23a: Academic promotions 2021-22

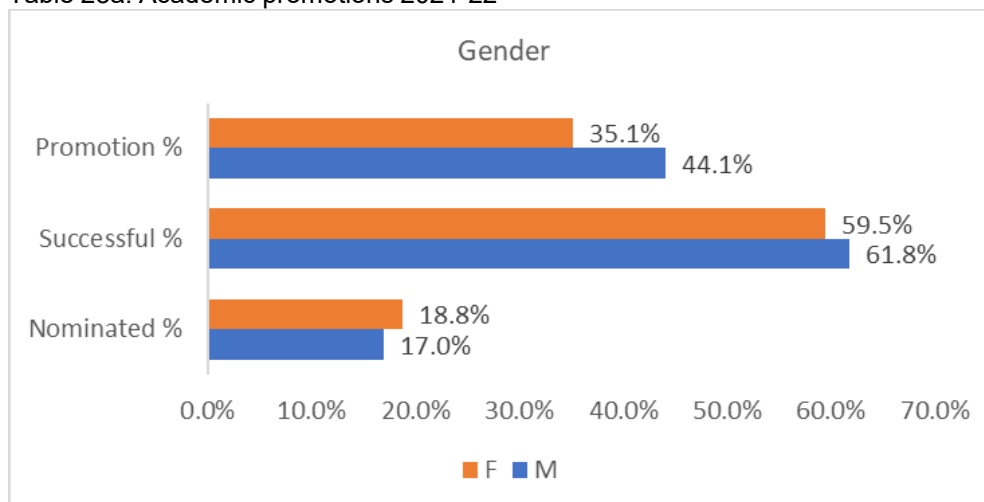


Table 23b: Academic promotions 2021-22

Promotion	Total eligible Staff	Nominated	Nominated %	Promotion	Promotion %
Lecturer	96	28	29.2%	16	57.1%
Senior Lecturer	92	16	17.4%	7	43.8%
Reader	64	13	20.3%	5	38.5%

Table 24: Academic promotion by grade 2021-22

2022/23

Gender	Total Eligible	Applied	Applied %	Successful	Successful %	Awarded of Population %
M	148	33	22.3%	19	57.6	12.8%
F	144	36	25%	18	50	12.5%
Total	292	69	23.6%	37	53.6%	12.7%

Table 25a: Academic promotions 2022-23

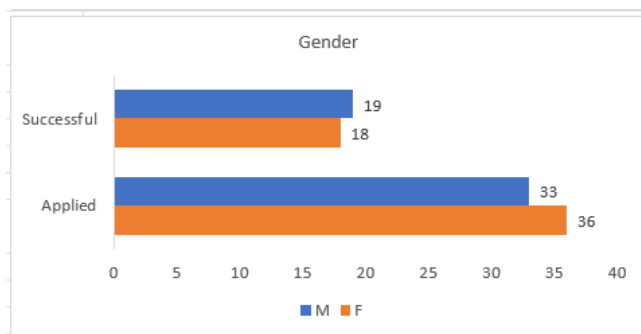


Table 25b: Academic promotions 2022-23

	Total eligible Staff	Applied	Applied %	Successful	Successful %
Lecturer	125	34	27.2%	19	55.9%
Senior Lecturer	102	21	20.6%	9	42.9%
Reader	65	14	21.5%	9	64.3%
Total	292	69	23.6%	37	53.6%

Table 26: Academic promotion by grade 2022-23

2023/24

Gender	Total Eligible	Applied	Applied %	Successful	Successful %	Awarded % of population
M	122	17	13.9%	14	82.4%	11.5%
F	127	25	19.7%	24	96.0%	18.9%
Total	249	42	16.9%	38	90.5%	15.3%

Table 27a: Academic promotions 2023-24

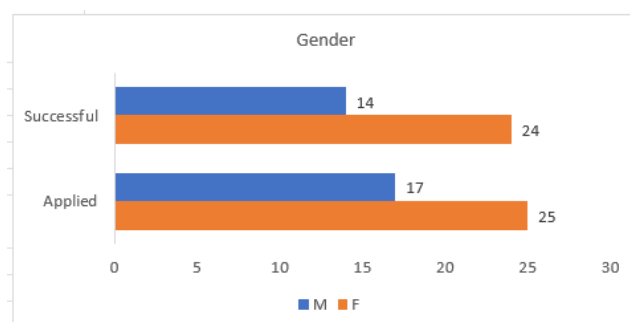


Table 27b: Academic promotions: 2023-24

	Total eligible Staff	Applied	Applied %	Successful	Successful %
Lecturer	106	23	21.7%	19	82.6%
Senior Lecturer	94	14	14.9%	14	100.0%
Reader	49	5	10.2%	5	100.0%
Total	249	42	16.9%	38	90.5%

Table 28: Academic promotion by grade 2023-24

Please note: 'Nominated' in 2021-22 is the same category as 'Applied' in 2022-23 and 2023-24. In 2021-22, 'success' includes the award of discretionary increments as well as promotion to the next grade, therefore a separate column records success in relation to promotion to the next grade. This allows for meaningful comparison with promotion success rates in 2022-23 and 2023-24 when the success figures include promotion to the next grade only.

	2021/22		2022/23		Remarks	2023/24		Remarks
Success of Nominated /Applied	M	61.8%	M	57.6%	Gap is narrowed by 2.7% from 2021/22 to 2022/23	M	82.4%	General improvement in success rates, with a higher swing towards success for women
	F	51.5%	F	50%		F	92.0%	
	Difference	10.3%	Difference	7.6%		Difference	(9.6%)	
Success of population	M	10.5%	M	12.8	Gap narrowed by 0.4%	M	11.5%	Swing in favour of female by 7.7%
	F	11.2%	F	12.5		F	18.9%	
	Difference	0.7%	Difference	0.3%		Difference	(7.4%)	

Table 29: Trends in promotion success rates for men and women

9. Applications and success rates for PTO progression by grade

N/A There are no formal routes for progression for PTO staff

Appendix 3: Glossary

APP: Access and Participation Plan

AWAF: Academic Workload Allocation Framework

ASWC: Athena Swan Sub-Committee

DVC-IAD: Deputy Vice-Chancellor – Innovation and Academic Development

EDIC: Equality Diversity and Inclusion Committee

EIA: Equality Impact Assessment

ESEC: Education and Student Experience Committee

FBL: Faculty of Business and Law

FHSS: Faculty of Humanities and Social Sciences

FS: Faculty of Science

FY: Foundation Year

HRSPC: Human Resource Strategy and Policy Committee

ISAT: Institutional Self-Assessment Team

NSS: National Student Survey

OPD&C: Organisational and Professional Development and Change

PGR: Postgraduate Research

PS: Professional Services

PSSSC: Professorial and Senior Staff Salaries Committee

PTES: Postgraduate Taught Experience Survey

DVC-IAD: Deputy Vice Chancellor Innovation and Academic Development

PS: Professional Services

REC: Race Equality Charter

RESC: Race Equality Sub-Committee

SCMS: School of Computing and Mathematical Sciences

SMT: Senior Management Team

SPS: School of Psychological Sciences

T&E: Teaching and Education (academic contract type)

T&R: Teaching and Research (academic contract type)

T&S: Teaching and Scholarship (academic contract type)

UDB: University Delivery Board

UEB: University Executive Board

USB: University Strategy Board

VC: Vice-Chancellor

WHEN: Women in Higher Education Network