Athena Swan Bronze application form for universities

Applicant information

Name of University	Prifysgol Aberystwyth University
Date of current application	31 May 2023
Level of previous award	Bronze
Date of previous award	April 2014
Contact name	Professor Anwen Jones Pro Vice-Chancellor: Faculty of Arts and Social Sciences
Contact email	aej@aber.ac.uk
Contact telephone	+44 (0) 1970 621659

Section	Words used
An overview of the University and its approach to gender equality	2,581
An assessment of the University's gender equality context	3,416
Future action plan*	3,111
Appendix 1: Culture survey data*	844 plus tables
Appendix 2: Data tables*	1,885 plus tables
Appendix 3: Glossary*	228
Overall word count	5,997

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

Overall word limit: 6000 words

Table of Contents

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

1. Letter of endorsement from the head of the University [469 words]

Swyddfa'r Is-Ganghellor

Yr Athro Elizabeth Treasure

Is-Ganghellor
Visualisation Centre, Penglais Campus,
Aberystwyth, Ceredigion, Wales SY23 3BF

Phone: +44 (0) 1970 62 2010
Email: Is-Ganghellor@aber.ac.uk
Website: aber.ac.uk/cy

Vice-Chancellor's Office

Professor Elizabeth Treasure

Vice-Chancellor
Visualisation Centre, Penglais Campus,
Aberystwyth, Ceredigion, Wales SY23 3BF

Phone: +44 (0) 1970 62 2010
Email: vice-chancellor@aber.ac.uk
Website: aber.ac.uk/en

31st May 2023

Dear Athena Swan Team,

Thank you for the opportunity to provide a letter of support for Aberystwyth University's application for Athena Swan Bronze status.

The application provides an honest reflection of where we are today. As well as surviving the pandemic, the University has been completely restructured since 2017, removing around 11% of its expenditure on a recurring basis. It was agreed with the trade unions to suspend academic promotions and other reward mechanisms during this period. These together with voluntary job losses impacted negatively on female staff. This legacy is challenging, and I am struck by the Athena Swan staff survey comments regarding a lack of progress on diversity within the University.

Despite these challenges, the focus on inclusivity and collaboration in AU's strategic plan (2018-2023) and Strategy Refresh (2023 – ongoing) demonstrates how senior leadership values the Athena Swan principles in the broader context of the University's strategic aims. As VC, I have pioneered an ethos of transparency and inclusivity designed to facilitate work around the many different aspects of EDI, including gender-focused work. I launched the use of staff surveys across the University and established a transparent and collaborative forum to discuss outcomes. I am pleased that using an interim pulse survey to measure change has identified actions and practises that have improved staff engagement. Issues such as ability to 'speak up' are much better in some departments than others. This means that we have examples to share across the institution and we are doing so by means of a clear and consistent feedback mechanism, that includes both online and in person meetings for all staff with myself and key Executive members.

Another step towards levelling the ground for further Athena Swan work has been establishing a gender balanced governance model. Working with AU's Chair of Council, I have increased both the number of female Council members and chairs. We have also appointed lay council members with considerable professional experience of equality and diversity who have greatly increased the level of challenge and contribution in this area. I am very proud that the female staff proportion has increased from 54% to 56% between 2018/19 and 20/21, and in the two recent rounds of promotion the number of female professors has increased from 6 (9%) to 12 (16%). The two stubborn areas that most need to be transformed so that people can take progress and fairness for granted are gender balance amongst Heads of Department and the University Executive while I note that one PVC will be replaced by a woman in the autumn.

I believe that the action plan presented here is a very significant step in this University's life. All the objectives are possible and I, the Executive and the University Council, are committed to them.

Yours sincerely,

Professor Elizabeth Treasure
Vice-Chancellor

Rydym yn croesawu gohebiaeth yn Gymraeg a Saesneg. Cewch ateb Cymraeg i bob gohebiaeth Gymraeg ac ateb Saesneg i bob gohebiaeth Saesneg. Ni fydd gohebu yn Gymraeg yn arwain at oedi. Mae Prifysgol Aberystwyth yn elusen gofrestredig. Rhif 1145141.

We welcome correspondence in Welsh and English. Correspondence received in Welsh will be answered in Welsh and correspondence in English will be answered in English. Corresponding in Welsh will not involve any delay. Aberystwyth University is a registered charity. No 1145141.

2. Description of the University and its context [437 words]

Aberystwyth University (AU), founded in 1872, is a traditional, medium-sized research and teaching University located on the west coast in rural Wales with a student body of circa 7,000 students. AU offers a broad portfolio of undergraduate, postgraduate taught, and research programmes, across three Faculties, in a bilingual environment that includes a substantial amount of Welsh language provision across all subject areas.

The University has three campuses that accommodate 19 academic and 21 professional services departments:

- Penglais Campus – overlooking Aberystwyth including town locations

- Llanbadarn Campus – located on the outskirts of Aberystwyth (including Lluest Equine Centre)

- Gogerddan Campus – located near Bow Street, 3 miles north of Aberystwyth

There are several additional smaller sites focusing on research and agricultural activity.

In recent years, the University has emerged from a period of restructure to develop new areas of provision that address Welsh Government imperatives and respond to local economy and business needs, such as Wales's first Veterinary provision (collaboration with the Royal Veterinary College, London) and new provision in Adult and Mental Health Nursing (collaboration with Hywel Dda, Betsi Cadwaladr and Powys Health Boards). AU has also developed its teaching modes and methodologies to engage with distance learning and micro-credentials in areas such as MA Advanced Media Production, a collaboration between Computer Science and Theatre, Film and Television Studies.

AU has a reputation for delivering an excellent student experience. In 2023, the University was top in Wales for teaching excellence and student satisfaction (*Good University Guide*, *The Times* and *Sunday Times* 2023) and won University of the Year for Teaching Quality (*Good University Guide*, the *Times and Sunday Times* 2018 and 2019. Student satisfaction is a key theme in University life and there is an institutional investment in mechanisms such as *Module Evaluation Questionnaires* and the *Tell Us Now* feedback system that enable timely responses to student satisfaction and progression issues.

The University also has a long history of cutting-edge research. In REF 2021, 98% of research was of an internationally recognised standard or higher, with 75% either world leading (4*) or internationally excellent (3*). Post REF, there has been a renewed drive to increase research power and productivity across the University. The Institute of Biological, Environment and Rural Sciences (IBERS) now runs as a separate research institute within the Faculty of Earth and Life Sciences. Historical research strengths in areas such as agriculture, biosciences, international politics, computer science and environmental science develop alongside new research excellence areas, including human rights, sanctuary studies, movement of people/s and age-related domestic abuse. The university receive funding from a wide range of sources including AHRC, Leverhulme, ESCR and BBSRC as well as QR.

Academic Structure
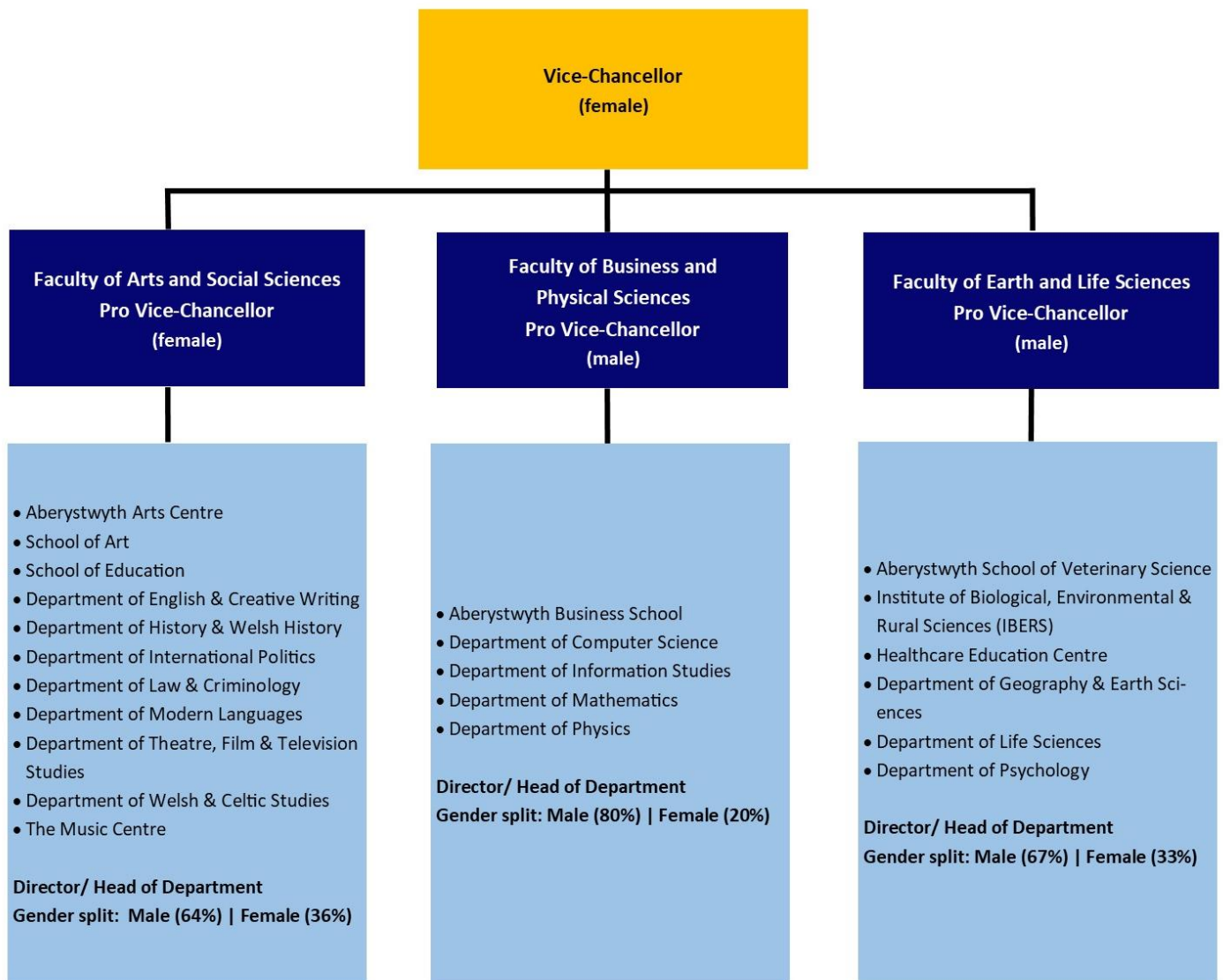
Figure 1: Academic Structure with gender split of leadership roles within structure.

Professional Services Structure

Vice-Chancellor
(female)

Pro Vice-Chancellor
Learning, Teaching & Student Experience
(male)

- Academic Registry
- Global Marketing & Student Recruitment
- Information Services
- Student Support & Careers Services

Pro Vice-Chancellor
Research, Knowledge Exchange & Innovation
(male)

- Aberystwyth Innovation Campus (AIEC)
- Graduate School
- Research, Business & Innovation
University Farms

Director of
Welsh Language & External Engagement
(male)

- Development & Alumni Relations
- Centre for Welsh Language Services
- Learn Welsh
- Lifelong Learning
- Old College Project Team

Director of Finance
(male)

- Finance
- Planning

Director of Human Resources & Organisational Change
(male)

- Commercial Services
- Estates, Residences & Facilities
- Human Resources

- Communications & Public Affairs
- Governance
- Vice-Chancellor's Office

Professional Services
Directors / Heads Gender Balance: Female (44%) | Male (56%)

Figure 2: Professional Services structure with gender split of leadership roles within structure.

3. Governance and recognition of equality, diversity and inclusion work [509 words]

The University's Strategic Equality Plan (SEP) 2020-24 prioritises improving gender equality amongst senior academics, and diversifying the ethnicity across our student and staff body.
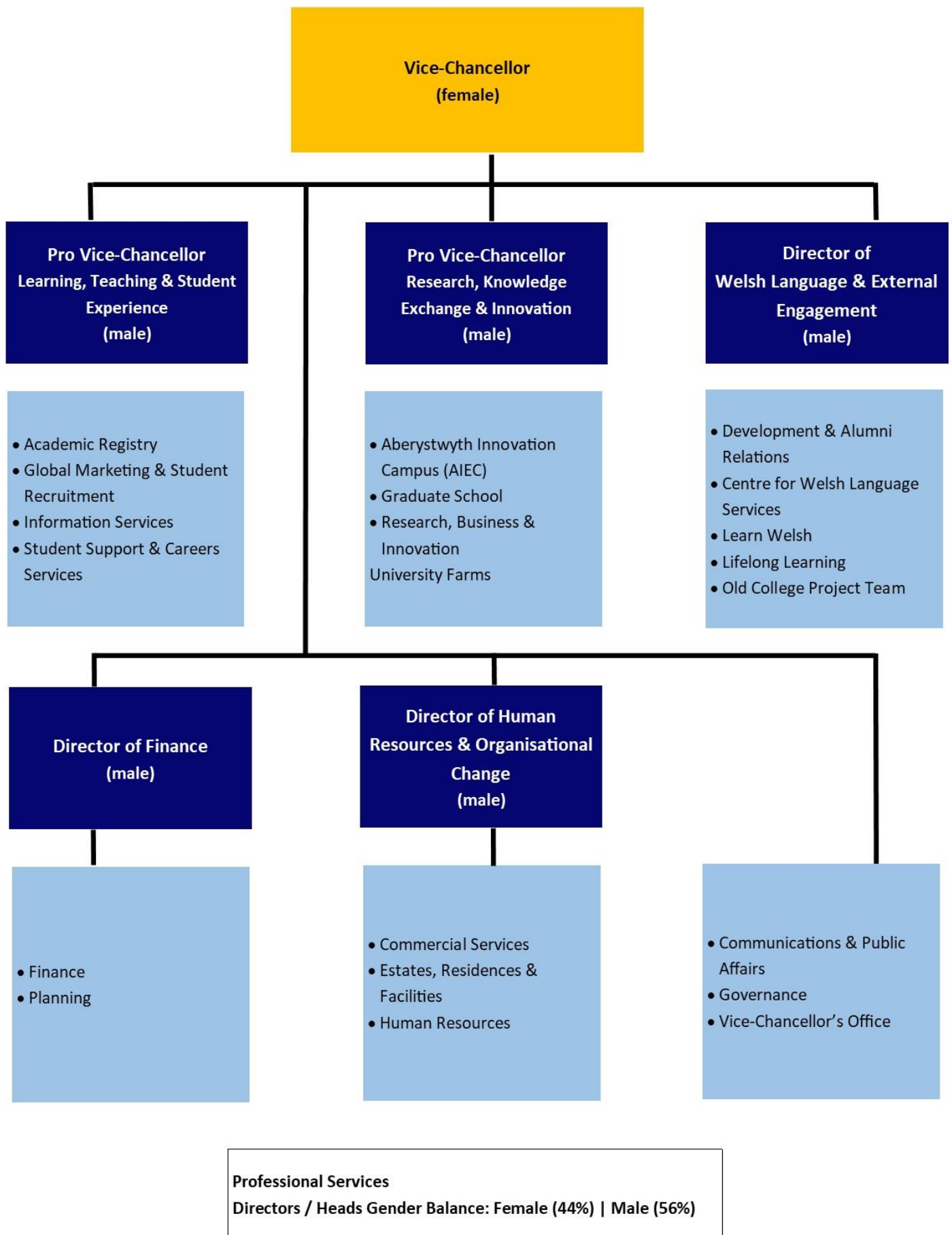
In October 2022, a new EDI Strategic Oversight Group (EDI-SOG) was formed to oversee EDI priorities and activities for staff and students and to identify future priority areas with an intersectional lens (Figure 3). This followed the appointment of three University Executive members with responsibility for EDI, who became Chairs of respective groups:

- Professor Neil Glasser, Pro Vice-Chancellor (PVC) with responsibility for EDI
- Professor Anwen Jones, PVC with responsibility for Gender
- Professor Colin McInnes, PVC with responsibility for Ethnicity

The EDI-SOG sits within the EDI Governance structure that reports to the University Executive. The Governance and Compliance Committee (GCC), undertakes a scrutiny role and advises the University Council on matters, including EDI (Figure 4).

In 2022, GCC recommended that AU commission an EDI audit by an external organisation to establish the current state of EDI within the University using an intersectional approach. A report from the *Diversifying Group* was received in Spring 2023 with prioritised recommended actions - some of which are reflected in Section 3 and will be implemented and monitored alongside the wider audit action plan. *[AP2, 4, 11, 19]*
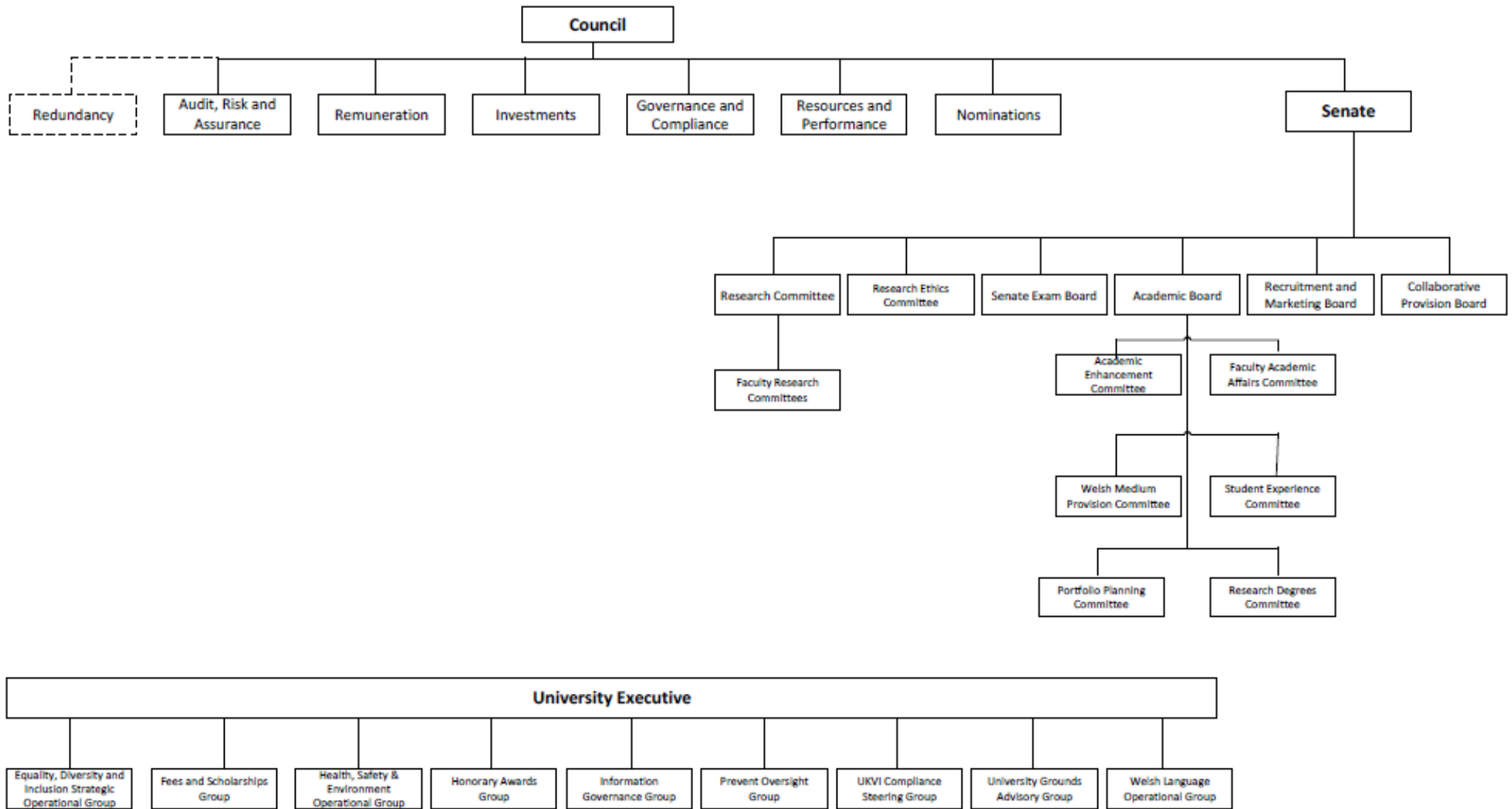
Figure 3: University Committee Structure

Groups and Networks to support Equality, Diversity and Inclusion at Aberystwyth University

Council

Governance & Compliance Committee

Senate

Research and Innovation Committee

Actions

Women in Research Network (WiRN)

University Executive

Equality, Diversity and Inclusion (EDI) Strategic Oversight Group
Chair: Pro Vice-Chancellor with Responsibility for EDI

Copy of Annual & Quarterly Reports

Action Plan Progress Report

Standing item for Group / Network Update

Action Plan Progress Report

Strategic Equality Plan Annual Equality Report Annual Gender Pay Gap

Welsh Language Operational Group
Chair: Director of Welsh Language and External Engagement

Athena Swan Self-Assessment team
Chair: Pro Vice-Chancellor with Responsibility for Gender

Race Action Group
Chair: Pro Vice-Chancellor with Responsibility for Ethnicity

Department of Human Resources
Responsibility: Director of Human Resources & Diversity and Inclusion Manager

Staff Networks

Actions

Actions

Actions

Actions

Menopause Support Group

LGBT

Black, Asian, Minority Ethnic
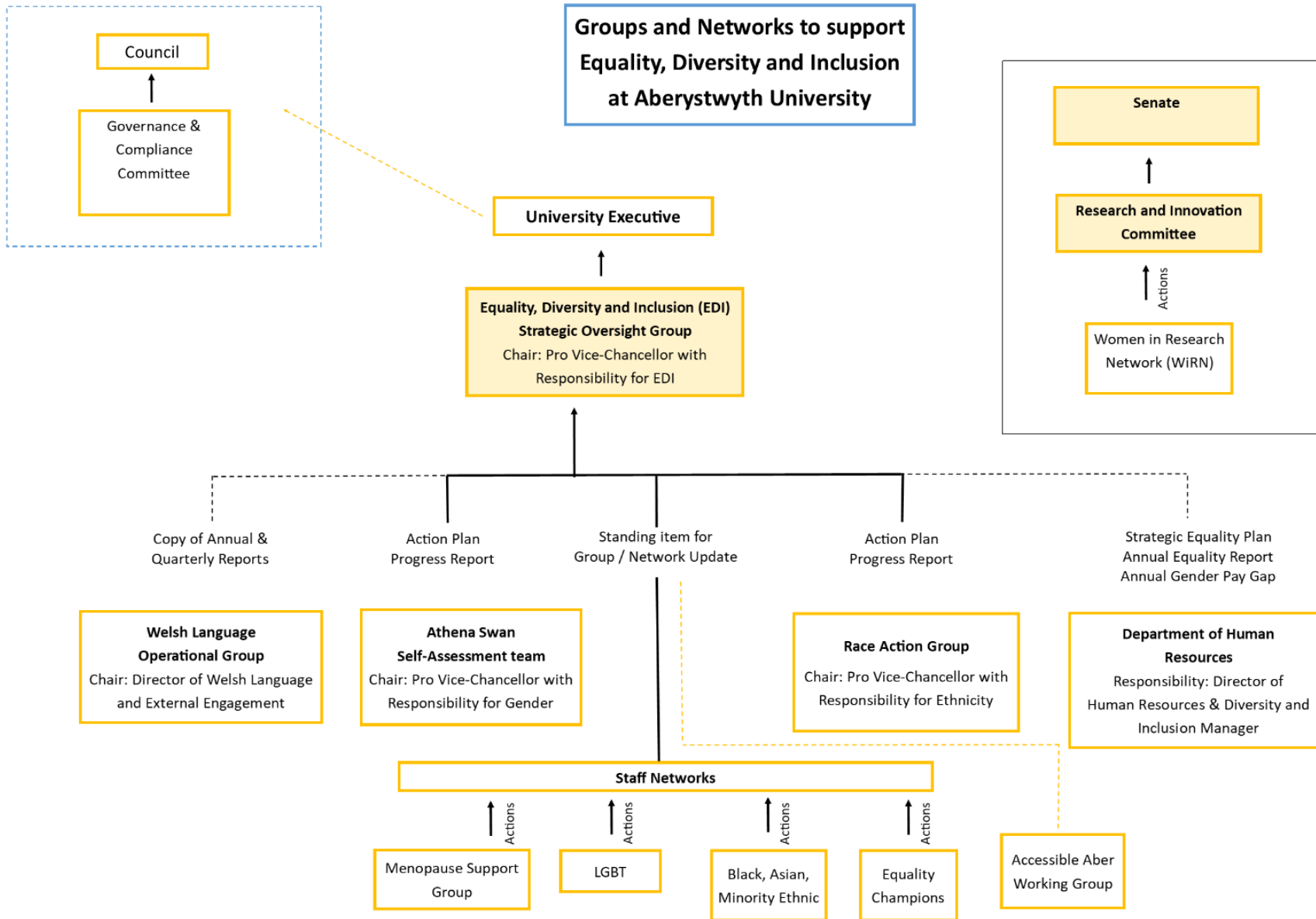
Equality Champions

Accessible Aber Working Group

Figure 4: EDI Governance Structure Chart

AU Staff Networks and Groups (Figure 4) now formally report into the EDI Strategic Oversight Group, which are staff led, and based on marginalised areas and life experiences. Each has their own Terms of Reference with open dialogue and feedback on institutional policies, processes and practices.

Staff attendance and involvement in EDI groups and networks is encouraged at a Senior leadership level and by Line Managers. New staff are made aware of these networks through the Induction process, and current staff kept informed of meetings through the all-staff weekly bulletin, and specific group mailing lists. *[AP2]*

The Equality Champions Network (68% female, 32% male) - elected representative from each of AU's academic and professional services departments (including Students Union (SU)), appointed following an expression of interest process. Their role is to support and raise awareness of EDI activity, including gender equality work. The network meets monthly with formal reporting into the EDI Strategic Oversight Group. *[AP3]*.

AU monitors the gender balance of all its core committees and groups and publishes this information within the Annual Equality Report. For academic staff, membership within formal EDI networks and groups and any associated workload is considered in the Workload Allocation and Management Model (WAMM) under 'Good Citizenship'. Contribution to EDI work (including Athena Swan SAT membership) also qualifies as evidence in *Wider Contributions section* for academic promotion (reward and recognition framework).

At a department level, Gender equality is championed through Senior Management Teams (SMT) and Equality Champion (usually a staff member not part of the Senior management team). EDI is a standing item on the SMT agendas, with specific EDI updates provided by the Equality Champion. Four departments (International Politics, Geography and Earth Science, Physics and Information Services) have created new EDI working groups to drive departmental activity, with pilot projects from Diversifying the Curriculum and reviewing their systems respectively.

4. Development, evaluation and effectiveness of institutional policies [489 words]

AU has numerous policies and principles to ensure that gender equality is at the forefront of decision-making. Human Resources (HR) manages a wide range of policies and procedures, which are made available and visible through the University web pages. They play a significant role in supporting and embedding a culture of trust, fairness, and inclusion, by providing practical and consistent advice and guidance to managers and staff about the University's approach to employment-related matters and to support the AU's strategy and culture. Academic Registry and Student Services mirror similar policies to support and guide the student community (e.g., Student Dignity and Respect policy).

An Equality Impact Assessment (EqIA) is undertaken when drafting or updating policies and procedures to consider potential impact on protected characteristics and any mitigating actions. Policy owners, working groups and project leads receive guidance and templates for completing EqIAs. Each institutional policy requires approval from the appropriate Group, Executive or Committee. Not every policy rationale or design will be focused on gender equality, but completing an EqIA as standard practice provides an audit trail and promotes equality and fair policy, where impact is considered during decision-making processes. We recognise that there is work to do with the recording, governance, and training for EqIAs. *[AP4]*.

HR has a working group to review existing and develop new policies. All policies are subject to continuous review at regular intervals (usually every three years) or in response to legal changes. This group consults with relevant staff networks, groups and representatives (e.g., recent development of a new *Menopause Policy and Guidance* made in consultation with the Menopause Support Group). Policies are subject to consultation with our three recognised Trade Unions (TU) and require the relevant sign off by the Joint Consultative and Negotiation Committee (JCNC), University Executive or University Council and Sub-Committees as necessary. SU play a central role during the policy consultation process for students, to ensure opportunity of voice and representation.

Recently updated EDI related policies include the Staff and Student Dignity and Respect (covering acceptable language and reporting routes), Transgender Equality Policy Statement for students and staff, Equal Opportunities Policy, Menopause Policy, and several family friendly policies (including Staff and Student Maternity, Paternity and Shared Parental leave). AU continually considers best practice and sector benchmarks, and forthcoming policies will cover Baby Loss (miscarriage) and IVF absence/leave, where line managers will receive training and guidance *[AP19]*.

New or amended staff policies are communicated through all staff emails and Head of Departments (HoD) briefings and are strongly encouraged as items at Faculty Executive and Departmental staff meetings. Each department has a HR Business Partner to provide advice and support to HoDs, Line Managers and staff on policies, monitor their implementation and impact, providing feedback to the Policy Working Group, for either immediate revision or collation for the next periodic review. This also includes feedback to Policy Working Group on whether any policy requires further training or associated employee toolkits.

5. Athena Swan self-assessment process [677 words]

Preparation for this application began following an unsuccessful submission for Athena Swan (AS) Bronze award in 2019. AU reflected on the feedback and took the opportunity to review its approach to Gender Equality, its actions and governance. In 2020, AU launched its SEP 2020-2024 reaffirming its commitment to gender equality and ambition to achieve the Bronze Award.

The University Executive ensured senior buy-in by designating Professor Anwen Jones, PVC, as Chair of a new self-assessment team (SAT) who worked alongside the Diversity and Inclusion Manager to appoint its members.

The Terms of Reference (ToR) was written by the Chair (approved at Executive) using AdvanceHE guidance. These were to manage the AS application process, recommend and monitor implementation of action plan and oversee future submissions.

As per WAMM, and agreed in ToR, the academic members would receive:

- SAT meeting attendance – 15 hours annually
- SAT project work up to a maximum of 40 hours annually (allowance variance case-by-case basis).

All staff were invited to self-nominate and express their interest in the role (committing to the SATs ToR and AS guiding principles) via an open invitation promoted in all staff emails, staff networks, groups and committee items and Head of Department. To achieve representation from across the University, the invitation specifically highlighted (but was not limited to):

- Academic staff (various career stages and subject areas)
- Professional services staff (all levels)
- Students
- Staff on different contract types
- A critical mass of men (at least 30%)
- Black, Asian, Minority Ethnic people and other minority groups

From applications received, the SAT Chair and Diversity and Inclusion Manager selected members based on the strength of the application and the above guiding criteria. SAT (69% female and 31% male**)** is a

diverse group of 16 individuals (see figure below), benefitting from members with experience of the previous SAT and those new to AS.

Name	Job Role and Department	SAT role
Al Rhodes	Campaigns and Democracy Coordinator; Students' Union	Member
Andrew Thomas	Head of Department; Business School	Member
Anwen Jones	PVC; FASS	Chair
Anthonia Ijeoma Onyeahialam	Project Officer Citizen Science (CUPHAT Project); Department of Geography and Earth Sciences	Quantitative team sub-group member
Christine Zarges	Senior Lecturer; Department of Computer Science	Quantitative team sub-group member
Delphine Demelas	Post-Doctoral Research Assistant – Anglo-Norman Dictionary; Department of Modern Languages	Member
Dylan Jones	Diversity and Inclusion Manager; HR (Replacing Ruth Fowler as D&I Manager in March 2022)	Member
Elin Mabbutt	Project Manager Advanced Media Production; Department of Computer Science	Member
Gábor Gelléri	Senior Lecturer; Modern Languages	Qualitative team sub-group member
James Woolley	E-learning Theme Leader; Information Services	Member
Jessica Adams	Research Fellow; IBERS	Quantitative team sub-group member
Lucy Trotter	Lecturer; School of Education	Qualitative team sub-group member
Megan Talbot	Associate Lecturer; Department of Law & Criminology	Member
Mike Morris	Business Development Manager; IBERS	Member
Rachel Cross	Senior Lecturer; Department of Physics	Member
Sarah Dalesman	Lecturer; Department of Life Sciences. Departmental Student Experience Lead.	Quantitative team sub-group member

The SAT team first met in July 2021, meeting monthly up to the submission date. A Microsoft Teams site was created to allow SAT Members: to collaborate, share and access documentation and to track allocated actions.

Meeting structure and frequency ensured that numerous SAT members had the opportunity to lead and chair meetings and activities. Early meetings focussed on reviewing the previous submission, developing the timeline, and planning future meetings to discuss each theme and section (involving internal or external experts, such as AdvanceHE and Human Resources).

- Nov 2021-Feb 2022: SAT members including the Chair attended the series of AS workshops (Nov 2021-Feb 2022) on the Transformed AS (Data; Culture; Action Plan; and Evaluation) to address previous submission feedback.

Two sub-groups were created to collect and prepare quantitative and qualitative data. These groups met separately and reported their progress back to SAT at the scheduled monthly meetings.

- Quantitative – anonymised staff and student data provided by HR and Information Services;
- Qualitative – consulted staff members through the "Culture survey" in June 2022 as per AS guidelines and templates. (284 staff members responded – a 13% response rate out of 2,222 Academic and PTO staff).
- Students - represented within SAT and progress updates to SU Equality Champions.

Additional SAT meetings and activities (in addition to regular meetings):

Date	Activity	Outcome
August 2021	Review of SMART targets in previous submission.	Decide which actions are still relevant make them SMART
October 2021	Head of Organisational Development, presented the all staff survey results to SAT from a gender perspective.	For all members of SAT to gain an overview of issues facing University workers when disaggregated based on gender.
November 2021	Workshop to identify and group key priorities for future action.	Grouped priorities: Governance and communications; Career development and progression; Reward, recognition and workload; Contract type and flexible working practises and patterns; Data collection and systems; and Facilities.
July 2022	Presentation from Qualitative and Quantitative Subgroup of key findings and headlines from the data.	Communicate key findings to all SAT members to enable shared understanding of the evidence.
September 2022	Section 1 Plan	Plan items to be included in Section 1.
December 2022	Section 2 Plan	Plan items to be included in Section 2.
February 2023	AS Future Actions Workshop	All SAT contributed to the discussion and selection of the future actions for Section 3.
March 2023	AS Draft Application Review by HEA AS advisor	To identify areas for development and focus.
May 2023	Review of SMART Targets	To agree SMART targets and check their smartness.

This application will be published on AU's website as part of our communications plan and commitment to implement within the timeframe *[AP2].*

SAT will continue to meet bi-monthly post-submission (minimum) to ensure the action plan is fully implemented, progress is monitored and reported to the EDI-SOG and University Executive. SAT members will be offered the opportunity to continue in role and any vacancies will be filled by open Expressions of interest calls.

SAT meetings will consider agenda items beyond the action plan and act as leads to further gender equality, working within the EDI structure and University inclusion calendar to promote an intersectional approach. During the SAT process, 3 staff members have applied successfully to AS reviewer and Chair roles and we will develop this contribution to AS work at a UK level. The AS Action Plan will be a pre-agreed component during the consultation and development of the University's new SEP 2024-28.

Section 2: An assessment of the University's gender equality context [3,407 words]

- ## Culture, inclusion and belonging

Context and Key Developments

This section draws on data gathered by our SAT to describe how AU ensures inclusion and belonging, and considers the key issues facing AU. The Athena Swan Action Plan (AP) feeds into the broader AU SEP 2020-2024, which outlines five key objectives: awareness raising and senior 'buy in', diversifying the staff and student body, ensuring equality in all processes, training, mentoring, and closing staff pay and student attainment gaps. AU SEP and AS objectives were formulated through staff and student consultations (surveys, focus groups and meetings) and analyses of staff workforce and equalities data, highlighting the centrality of evidence-based, self-assessed action.

AU's commitment to developing an inclusive culture of mutual respect is reflected in the *Stonewall 2022 Workplace Equality Index* where AU was voted 104th out of 445 employers (top 25%) for inclusivity in the workplace. AU was awarded a *Bronze Award* as part of Stonewall's *Bring Yourself to Work 2022* campaign, which recognises the contributions of public sector organisations in championing the inclusion and rights of LGBT+ employees and those in the wider community *[AP15]*. AU provides Diversity in the Workplace and Unconscious Bias e-learning training for all staff on equality legislation, broader EDI issues, and on their rights and responsibilities as employees. The uptake of this training is low at 15%. Whilst the gender balance of completion (females 59% and males 41%) mirrors the staff gender balance, improving completion rates supports the development of an inclusive culture more broadly *[AP11]*.

Since 2020, one key development has been the emergence of staff networks and groups that feed directly into the EDI agenda. AU benefits from the views and initiatives generated via these networks, who have a clear pathway to the highest level of discussion and action. Recent actions include University Inclusive Language (pronouns) guidance and designated Breastfeeding/Expressing rooms *[AP9]*. We recognise that not all groups working towards EDI-related objectives have a formalised ToR *[AP1]*, and that the expectations of some EDI-related roles need to be reviewed *[AP3]*. Networks currently meet once a month and are involved in event organisation to mark occasions such as LGBT+ History Month, International Women's Day, and Black History Month. A communication plan needs to be developed to support and recognise the intersectional nature of EDI activity *[AP2]*, and to reward this work by embedding EDI activity within the promotions criteria *[AP10]*.

SAT work has also resulted in engagement with departmental Athena Swan submissions. Following their Juno Practitioner Status award, the Physics' Equality and Diversity Team are working towards a bronze AS submission. The Physics department have been particularly proactive in their outreach initiatives to increase the representation of women in science, and since 2014, have successfully increased female staff numbers from 9% to 35%. These departmental initiatives support AU's Widening Participation strategy, Athena Swan Principles and the AU SEP.

AU Students Union (SU) support the development of this inclusive culture through the annual appointment of a full-time wellbeing officer, who has responsibility for EDI within the SU, and who represents the student body at various university-level networks, such as Accessible Aber and Equality Champions. Recent EDI related work in the SU has included the No Excuses campaign, which seeks to empower individuals to become active bystanders against bullying, harassment, hate crime, sexual assault, and other unacceptable behaviour. Related to this campaign, the SU have worked with AU Student Support Services to develop a new online 'Report and Support' system for students to report unacceptable behaviour. 2021 saw some key changes, with the SU made a public commitment to embedding anti-racist work across the priorities of the union by becoming a member of Race Alliance Wales (RAW), and the Feminist Society was established for the first time. The recently appointed Wellbeing Officer has highlighted that one of her key actions for 2023-2024 is to establish better support and services for LGBTQA+ students, highlighting that an intersectional approach is central to SU priorities.

Methodology

The SAT adopted a mixed method approach, using both qualitative [Appendix 1) and quantitative (Appendix 2) data collection. The University-wide Culture Survey (Appendix 1) included an additional field to allow participants to elaborate on their answers, and an additional question on flexible working, alongside core AS questions. The Culture Survey was shared with all staff in June 2022 via the university weekly bulletin. We received a total of 284 responses (13% response rate out of a total of 2,222 employees). 53% (n=149) of the responses were from academic staff members and 47% (n=133) were from Professional, Technical and Operational staff (PTO). The gender of participants was as follows:

Academic staff:

To which gender do you most identify? (academic staff)	
Female	94
Male	46
Transgender female	0
Transgender male	0
Other	1
Prefer not to answer	8
Totals	149

Figure 5: Academic staff responses to Culture Survey by gender.

PTO staff:

To which gender do you most identify? (PTO)	
Female	87
Male	40
Transgender female	1
Transgender male	2
Other	1
Prefer not to answer	2
Totals	133

Figure 6: PTO staff responses to Culture Survey by gender.

Gender at a Senior Level (Grade 9 and above) and The Gender Pay Gap

Figure 8: Infographic of Gender at a Senior Level 2021-2022.

AU has a transparent process for appointments to committees and senior roles with provision to encourage applications from underrepresented groups. For example, the Academic HoD role is for a five-year fixed term and applicants are welcomed from a wide range of backgrounds. The Recruitment and Selection system allows applicants to apply anonymously for posts, by using non-gendered titles (e.g. Dr, Mx), and through withholding personal information from shortlisting panels, which minimises bias in the initial selection process. A gender-balance is also required on recruitment panels, and panel members must complete EDI training. Applicant and appointment data are monitored through the Annual Equality Report. Further data and analysis are required on contracts, grade, faculty, and all protected characteristics for all positions advertised so that we can consider how this is working in practice **[AP5]**.

Since August 2018, AU had nine senior committees, their gender splits are included below (see also Table 42). 6 out of the 9 committees are chaired by women.

Committees	2021		2022	
	F	**M**	**F**	**M**
Council	10 (56%)	8 (44%)	10 (56%)	8 (44%)
Senate	15 (47%)	17 (53%)	15 (48%)	16 (52%)
University Executive	2 (25%)	6 (75%)	2 (25%)	6 (75%)
Redundancy Committee	4 (80%)	1 (20%)	4 (80%)	1 (20%)
Investments	2 (33%)	4 (67%)	3 (50%)	3 (50%)
Audit, Risk & Assurance	4 (80%)	1 (20%)	4 (67%)	2 (33%)
Remuneration	3 (50%)	3 (50%)	4 (67%)	2 (33%)
Governance & Compliance	8 (80%)	2 (20%)	8 (80%)	2 (20%)
Resources and Performance	5 (50%)	5 (50%)	5 (50%)	5 (50%)

Figure 9: Key University Committee Membership by Academic Year

The University undertakes an Equal Pay review every five years (since 2006). The review compares the pay differences between men and women carrying out the same jobs, similar jobs, or work of equal value. The last formal audit (2021) concluded that there was no evidence of systemic pay discrimination and no pay gaps within the HERA grades. Since 2017, the University has also published its gender pay gap figures (see also tables 43 and 44):

- The mean gender pay gap (based on an hourly rate of pay) for 2022 of 9.70% (8.49% in 2021; 10.3% in 2020) is lower than the UK sector average of 14.8%.
- The median gender pay gap (based on an hourly rate of pay) for 2022 of 3.88% (3.75% in 2021; 8.7% in 2020) is lower than the UK sector average of 8.5% (Advance HE Higher Education Staff statistical report 2022).

Whilst AU's gender pay gap is better than the UK average, and whilst 7 out of 9 of our key committees' membership have more females than males, the data indicates that AU have more males than females in senior roles and fewer females applying for academic promotion (see Figure 8). As a result, AU have a gender pay gap while having minimal issues in relation to equal pay and processes.

Staff were asked in the Culture Survey to respond to the statement of 'my departmental or team leadership actively supports gender equality'. Out of 282 responses, 67% of female (122/181), 78% of male (67/86), and 100% (2/2) of respondents identifying as transgender male agreed or strongly agreed with the statement, with 13% (24/181) of female and 3% (3/86) of male respondents disagreeing or strongly disagreeing with the statement. Therefore, females were four times more likely to disagree with the statement.

In response to the statement 'my contributions are valued in my department or team', 77% (140/181) of female, 78% (66/88) of male, 100% (1/1) of respondents identifying as transgender female, 100% (2/2) of respondents identifying as transgender male, and 50% (1/2) of respondents identifying as other agreed or strongly agreed with the statement. 13% (24/181) female and 13% (12/88) male respondents disagreed or strongly disagreed with the statement.

Ultimately, the data indicates that whilst both male and females felt valued within their departmental teams, females identified a lack of support for gender equality amongst team or departmental leaders. Data confirms that department/team level leadership is male dominated and whilst gender was not a theme raised in any of the qualitative comments on inclusion and belonging by male respondents, it is having an effect of the work experience and satisfaction of female staff.

Furthermore, survey data (p52) indicates further monitoring [AP4] of the gendered element of dealing with bullying and harassment.

"The nature of close-knit academic departments where everyone knows everyone makes it difficult for female staff to come forward with complaints about colleagues, particularly when actions and behaviours may be seen as insignificant or not worth putting a formal complaint forward. This actively prevents female staff from discussing or reporting inappropriate behaviour, and that "I am not heard".

Moving forward, as per our SEP, our priority is to increase the proportion of eligible female staff applying for promotion *[AP10],* increase the number of applications and appointments of females to Senior roles at the University *[AP14]*, in addition to publishing staff profiles to champion gender diversity more broadly in roles *[AP13].* Furthermore, we recognise that to support better understanding of intersectional inequalities, we need to expand our pay gap reporting to include ethnicity pay gap monitoring and its intersection with gender *[AP16].*

"Females are largely expected to undertake administrative roles whereas research opportunities are promoted and supported if you are male"

"Male hierarchy and women in junior positions"

Figure 10: Quotes taken from AS Culture Survey

AU's student data further indicates that gender imbalance at senior levels needs to be simultaneously addressed from the bottom up. 2021 data indicates that in FASS and FELS, both have more female than male students at all levels (UG, PGR, and PGT), but in FBaPS there are more male than female students at both UG and PGR level (Tables 1-5). It is noted, however, that at PGT level, FBaPS have 64.8% (339)

females and 33.9% (177) males. Therefore, AU intend to tackle the gender imbalance in these subjects by exploring the FBaPS PGT recruitment strategy and sharing best practice across the faculty, in order to increase the numbers of female students at both UG and PGR levels *(AP21).*

Academic Promotions

One way for academic staff to progress is through the Academic Promotions system (Tables 34-37). To be eligible, staff must have been in their current role for two years and have completed their Effective Contribution Scheme (ECS) annual review meeting with their line manager in the previous 12 months. ECS completion rates are currently below 25% *[AP12].*

In April 2017, a Sustainability Implementation Plan (SIP) was announced, and academic promotions were paused. This ended in 2020 having met the recurring savings target of £11.4m. Consequently, only 2020/21 and 2021/22 promotions data are available.

At AU, promotions issues are twofold: the number of staff promoted to senior academic positions (Reader/Professor) was approximately four times higher for males as for females, and data indicates that females are 30-50% less likely to apply for promotion than males (with the exception of FBaPS in 2022 based on a small number of female staff). Ultimately, promotion *success* appears balanced in terms of percentage, and even in favour of females, but fewer females than males are applying and progressing. PTO staff, whilst not eligible for Academic Promotions, can request to have their role re-graded. However, our self-assessment process highlighted that data on successful re-grades are retained on legal gender alone and applicant data is not retained. Therefore, intersectional analysis and monitoring equality in process for all protected characteristics is not available *[AP6].*

In the Culture Survey, staff members highlighted concerns regarding the lack of career development opportunities in the university. When asked to respond to the statement 'my line manager supports my career development', out of a total of 281 responses, 59% (107/181) female respondents, 73% (63/86) male respondents, 100% (1/1) respondents identifying as transgender female, 100% (2/2) respondents identifying as transgender male, and 100% (2/2) respondents identifying as other agreed or strongly agreed, with 15% (28/181) female respondents and 9% (8/86) male respondents disagreeing or strongly disagreeing. Females were therefore almost twice as likely than males to disagree with the statement that their line manager supports their career progression. Further patterns emerged in the qualitative responses, with female respondents raising the gendered nature of the work that they were doing and the impact of this on their progression:

Figure 11: Quotes taken from AS Culture Survey

The qualitative responses further indicated that career development is limited for PTO staff, with survey respondents commenting that "there is no relevant career development available for staff in administrative roles". Considering this comment within the gendered structure of AU suggests that female PTO staff members may be in a particularly challenging position *[AP6]*. In 2020, HR implemented a pilot mentoring programme to develop and support staff in meeting career goals (32 female mentees). Following positive feedback during its evaluation, this programme will be re-introduced and formalised to support career progression for female staff members *[AP10]*. Specific targeted guidance and action is also required to support female staff through the academic promotions process *[AP10]*.

Workload, Pastoral Care, and Flexible Working (Academic Role Profiles)

The data above implies that the gendered division of work is having a broader impact on career progression for female staff. Since 2016, the Workload Allocation Management Model (WAMM) was intended to enable managers to maintain equality amongst staff in terms of work distribution. However, results from the culture survey highlighted high workloads and "unrealistic WAMM allocations".

In the Culture Survey, out of 281 responses, 52% (45/86) male, 45% (82/181) female, 100% of respondents identifying as transgender male (2/2), and 100% of respondents identifying as transgender female (1/1) agreed or strongly agreed with the statement 'as a staff member at AU, I feel like I have a good work-life balance', with 30% (26/86) male, 38% (69/181) female, and 50% (1/2) respondents identifying as other disagreeing or strongly disagreeing. Whilst staff identifying with all genders highlighted high workloads, in the qualitative comments, female survey respondents connected this to contract type, working hours, and the nature of the work being completed:

Figure 12: Quotes taken from AS Culture Survey

The question of workload is inseparable from the nature of the tasks being completed. Survey responses highlighted that "women perform most of the emotional labour", and that tasks viewed as "non-promotable" are often done by women. This has further implications from a research perspective. For REF 2021, AU returned 100% of eligible staff, where the 26% female and 74% male outputs selected for submission were derived from female to male staff proportions of approximately 33% versus 67% based on headcount. Female colleagues were therefore underrepresented in the REF 2021 submission. The underrepresentation of female staff in research roles versus the dominance of female staff in teaching roles is addressed in the REF 2021 action plan (AP). Ultimately, AU data highlights that females may be over-represented in areas of student support and citizenship, and underrepresented in research, and a review of the way in which work is allocated and rotated is required to ensure equality in workload allocation and weighting *[AP7]*.

One key policy to support work-life balance, in addition to supporting staff with caring responsibilities, is the flexible working policy. Colleagues who have worked at AU for more than 26 consecutive weeks can apply for flexible working through their HoD and HR. Meetings are recommended to be scheduled between the

hours of 10am to 4pm, to cater for part-time staff, staff on flexible working arrangements or with childcare or other caring responsibilities. Out of 281 responses, 74% (64/86) male, 71% (128/181) female, 100% (2/2) of respondents identifying as transgender male, 100% of respondents identifying as transgender female (1/1), and 100% (2/2) of respondents identifying as other agreed or strongly agreed with the statement that 'my department/team enables flexible working', with 7% (6/86) male and 11% (20/181) female respondents disagreeing or strongly disagreeing. Flexible working requests are considered at departmental level, and there is no data available on applications which have been declined at HoD level. The qualitative results were varied, and we intend to investigate this further, to review how our flexible working policies are working in practice to ensure equality and consistency in their application *[AP20].*

Figure 13: Quotes taken from AS Culture Survey

Data Gathering and Performance

During the self-assessment process, it became clear that AU had all the necessary data for this AS application, yet identified some gaps in the gender data gathered at university level.

Student data (See tables 1-5) is collected based on gender identity rather than legal status. Systems on gathering student gender identity information have significantly improved over the last four years, increasing from 50% of students not providing information - either due to not completing the online form, or not divulging information - to achieving a completion rate of 93.5%. In the 2021/22 academic year 51.9% (4028) students identified as female, 46.3% (3590) identified as male, and 1.8% (140) identified as Other. 1.2% (90) of females and 1.6% (114) of males identified as a gender other than the one assigned at birth (Table 40).

The percentage of students at AU identifying as a gender other than the one assigned at birth is significantly higher than the estimated 0.5% of the population that are transgender or non-binary. AU has gender-neutral toilets across campus. However, the visibility of these facilities needs improving so that individuals can easily find them, particularly those new to campus or visiting. To address this, the Wellbeing and Inclusion campus map will be updated to include and sign-post gender-neutral facilities **[AP9].**

Staff data is collected based on their legal sex *[AP8].* Staff have no option to identify as 'other' officially and are identified as male or female in all documentation. In the 2021/22 academic year 52.6% of academic (453/860) and 58.0% (794/1370) of PTO staff identified as female. In comparison to students only 0.6% (5) of academic staff and 0.5% (7) of PTO staff indicated they identify as a gender other than that assigned at birth.

Key priorities for future action

Based on our self-assessment, we summarise our key issues as follows:

A. Whilst our gender pay gap is better than the UK average, our data confirms that we have more males in senior roles.

B. Academic promotion success appears balanced in terms of percentage, and even in favour of females, but fewer females than males apply for promotion.

C. Many of the staff who responded to the survey, regardless of gender, identified a high workload which impacts on work-life balance. However, for female staff this is more likely to be connected to contract type, working hours, and the nature of workload allocation.

D. There is a gendered division of labour at AU. Females are taking on more pastoral duties and emotional labour than males.

E. There are gaps in the data gathered at university level: re-grading of PTO, flexible working patterns and contract types during recruitment and selection process. Enhancing the data will help to better ensure that females are not disadvantaged.

F. To support A-E, improving our governance and communications in the context of intersectional EDI issues

The first five key issues are closely intertwined. Female staff members are aware of the gendered hierarchy, and are four times more likely than males to feel that their departmental or team leadership does not actively support gender equality (Figure 8; Appendix 1). Alongside this, the data highlights that there are underlying gendered barriers in the context of promotion (Tables 35-37). One of AU's key priorities in this area therefore is to increase the numbers of females applying and appointed to senior roles *[AP14]*, to champion diversity in senior roles *[AP13]*, to increase the proportion of eligible female staff applying for promotion *[AP10],* and to ensure that female staff are receiving additional guidance, support, and mentoring throughout the process *[AP10]*.

Whilst workload is an issue across the University, the data indicates that female staff members feel that this specifically relates to the work that they are undertaking in addition to their contract types and working patterns (Appendix 1). Female members of staff are undertaking more pastoral duties across the University. Furthermore, the quantitative data indicates that females are more likely to be working part-time and are more likely to be on Teaching and Scholarship contracts (Tables 14-20), with the qualitative data identifying that it is challenging for those working part-time to stick to their contracted hours. These factors may be having an impact on female staff ability - and time – to meet the criteria and apply for academic promotion. To address this, the Workload Allocation and Management model data needs to be reviewed to ensure equality in workload allocation and weighting of different roles *[AP7].*

Finally, the gaps and inconsistencies in some of the data gathered at University level in the context of regrading of PTO, flexible working patterns, and identifying contract types during the recruitment and selection process makes it challenging, for example, to paint a full picture of how career progression works for PTO staff, or to fully consider flexible working in terms of the gendered outcome of applications. Addressing these gaps will help us to review these practices through a gender lens *[AP5, AP6, AP20, AP8, AP16]*. Finally, improving our EDI governance and communications will enable us to work more effectively as we begin work on our action plan *[AP1, AP2, AP3, AP4, AP11, AP15, AP17, AP18].*

Section 3: Future action plan

Action Reference (AP)	Key Issue	Objective	Rationale	Key output/ milestones	Area / Person Responsible	Timeframe - start	Timeframe – End	Success Criteria / Outcome
1	A	To establish, and approve formal Terms of Reference (ToR) for the Women in Research Network (WiRN)	Forum for research staff who are women to network, discuss, and raise awareness on issues relating to gender equality in research lacks formal approval and status and is perceived to be less significant than other comparable forums as a result.	ToR including reporting routes drafted by WiRN Committee and presented to University Executive.	Women in Research Network committee (WiRN)	Oct 2023	Dec 2023	Remit of group and ToR formally approved and established.
				ToR formally approved and added to Staff Networks webpage and promoted across the University.	Digital Transformation Manager, Information Services	Jan 2024	Jan 2024	Promotion of group implemented through staff network web pages and internal communications.
				Formal reporting route to Research and Innovation Committee.	WiRN Committee	Jan 2024	Mar 2024	Network group embedded effectively and functioning as per ToR to ensure agency and pathways to impact as part of the broader reporting and governance structures for EDI. Outcome - an increase in visibility (evidenced in minutes of EDI oversight group) of issues raised via formal AU reporting structures in relation to women in research.

2	A, F	Develop a Communication Plan to support and recognise the intersectional nature of EDI activity (including gender)	To foreground gender equality issues in an intersectional context and raise awareness of opportunities and challenges amongst staff and students across AU so that we continue to foster a more inclusive community and a sense of belonging for staff and students. and the attraction as an employer and University of choice.	Internally publish Athena Swan Action Plan and announce news with focus on action plan and paths of accountability.	Diversity and Inclusion Manager	Oct 2023	Nov 2023	Application published online within 7 days of outcome.
				Update Staff Induction pack and web pages to include relevant EDI charter marks membership and accreditations, along with all staff networks and groups and their lead contacts.	Organisational Development team within HR	Oct 2023	Dec 2023	Staff Induction web pages, print and digital material updated with information.
				Produce and publish a student and staff 'Inclusion Calendar' co-authored by HR, Student Services and Students Union to include special dates such as International Women's Day, Black History Month.	Head of Student Voice (Students' Union); Deputy Head of Student Support and Careers Services; Diversity and Inclusion Manager	Jan 2024	Jan 2024 (then annually)	Staff Survey (3-year cycles currently) Showing a +% increase in NET agree response to question "The University is committed to creating a diverse and inclusive workplace" from 2021 Staff Survey baseline: • All staff from 78% in 2021 to 81% by 2024 • All staff from 81% in 2024 to 85% by 2027 • Female staff from 81% in 2021 to 83% by 2024 • Female staff from 83% in 2024 to 85% by 2027.
				Hold annual staff briefings on the Annual Equality	Diversity and Inclusion Manager and Equality	May 2023	May 2024	Increase average Equality Champions meeting attendance from estimate

								60% attending briefings to • 70% for May 2024 • 80% for May 2025 • 85%> for May 2026; and maintain thereafter.
				Report and Gender Pay Gap through staff networks and groups (like Equality Champions network).	Champions Network			
3	D, F	Review the role and expectations of the Equality Champion Network and Equality Champion roles.	Each department is expected to have an Equality Champion, and current data shows that these roles are filled predominantly by females (68% of total). It is important for roles, responsibilities and workload renumeration to be clear so that females in roles are adequately rewarded and that there is sufficient clarity to role to facilitate a less gendered uptake.	Review, consult and establish Equality Champions network on ToR and role responsibilities and expectation and present to EDI Strategic Oversight Group	Equality Champions Network	Nov 2023	Jan 2024	Clear reporting routes established and clarification in role expectation by EDI-SOG meeting in January 2024/
				Review workload allocation of EDI champion roles within departments.	Diversity and Inclusion Manager	Dec 2023	Jan 2024	Following formal acceptance in Mar 2024 - all EDI champion vacancies in departmental roles are filled prior to any Equality Champion Networking meeting to ensure representation opportunity and complete list published on AU Equality Champions Network webpage.
				Formally accept the ToR and communicate this role profile and departmental EDI champions with all	Communications Officer (internal)	Jan 2024	Aug 2024	3 examples of the University best practice for Equality Champions to be shared at Equality Champion meetings and other University networks

				staff so all are aware of expectations.				and events during 2024-25 Academic Year (i.e. Annual Learning and Teaching Conference; Admin Forums and Staff town hall meetings).
				Identify and map a timeline of additional EDI training and guidance for Equality Champions.	Head of Organisational Development	Sept 2024	Jul 2026	Achieve a gender balance amongst equality champions role holders that is representative of the University workforce by July 2026 – a reduction of 10% in female role holders.
4	C, F	Improve and increase the use of Equality Impact Assessments	AU recognise where EDI implications aren't immediately obvious that EqIA are critical to ensure equality in our processes and procedures. Survey responses indicate that nature of workload allocation (including distribution of roles within academic department) impacts work-life balance. Culture Survey indicates gender discrepancy in respect of academic staff satisfaction with how bullying and harassment are addressed, with females	To implement updated guidance, data availability and training for all staff in completing EqIA	Diversity and Inclusion Manager	Sept 2024	Mar 2025	Establish a baseline on number of completed EqIAs within 2023-24 Academic Year.
				To develop a process to monitor EqIA completion rates, reporting and governance routes.	Diversity and Inclusion Manager & Head of the Vice-Chancellor's Office	Mar 2025	Mar 2026 (then annually to 2028)	Monitor year on year EqIA completion rates from 2023-24 baseline with an expected YOY 5%+ increase as EqIA process becomes embedded (All papers to Exec where negative impact is identified must attach the EqIA).
				Review and complete EqIA on • Workload Allocation and Management model (also see	Faculty PVCs for each faculty	Nov 2024	Sept 2026	Staff Survey (3-year cycles currently). Showing +3% increase in the NET agree score across all

				AP7)				staff (monitored alongside female staff score) per survey to the question: "I feel able to challenge inappropriate behaviours in the workplace" from 2021 Staff Survey baseline:
			disproportionately negatively impacted.	• Process for distribution of pastoral and good citizenship roles across academic departments	Academic Head of Department	Sept 2024	Jul 2025	
				• Dignity and Respect at Work Policy	HR Policy Working Group	Apr 2024	Oct 2024	• All staff from 65% in 2021 to 68% by 2024 • All staff from 68% in 2024 to 71% by 2027
				Review the process and mechanism for staff to report harassment and bullying.	HR Business Partners	Jan 2024	Jul 2024	• Female staff from 62% in 2021 to 68% by 2024 • Female staff from 68% in 2027 to 71% by 2027
5	E	Ensure data on contract function, grade, contract type, faculty and protected characteristics are recorded for all positions advertised and hired for future reporting purposes. Ensure that data is collected on the grade individuals are hired at where multiple grades are advertised for a single position.	Data collected and analysed as part of Athena Swan application found many 'unknowns' across the protected characteristics fields, and the lack of data available on the grade academic positions were hired into for gendered impact analysis purposes.	Data fields marked mandatory where appropriate or new fields created where not currently collected for both PoblAberPeople and e-recruiter systems.	HR System & Workforce Planning Manager	Oct 2023	Dec 2023	Unknowns/no response within protected characteristics data fields reduced to: • 30% by 2025 • 20% by 2026 • <10% by 2027
				Launch an Annual Staff Data Census to collect Diversity information (to include HR to record the position academic staff were hired at)	HR System & Workforce Planning Manager	Oct 2023	Dec 2023 (annually)	Data available for subsequent planned Athena Swan submissions and EDI monitoring from December 2023 onwards. Increase sense of inclusivity amongst staff

								and students and increase AU's own awareness and understanding of the diversity of its communities.
6	E	Review the collection of data and its retainment in the re-grading process for Professional Services staff.	Re-grading is a channel for promotion for Professional Services staff. No data is currently retained on applications, only on successful re-grading. Data on successful re-grades are retained on legal gender alone and therefore intersectional analysis and monitoring equality in process for all protected characteristics is not possible. Impact on gender equality for applications vs success in the process of PTO staff progression is unknown.	Review and evaluate system for data retention and collection improvements.	HR System & Workforce Planning Manager	Oct 2023	Sept 2024	System and process for data collection and reporting completed.
				Data collected on applications for re-grading.	HR Resourcing Officer	Sept 2024	Sept 2025 (then annually)	Relevant anonymised data available for EDI groups and Athena Swan SAT team to allow establish a baseline for equality monitoring of PTO staff opportunity for advancement at the University. This would allow a review and measurable improvements of processes for recognition of contribution of professional services staff to institution.
				Build reporting capabilities for monitoring across protected characteristics and intersectionality.	HR System & Workforce Planning Manager	April 2025	Sept 2025 (then annually)	
7	C, D	Review and evaluate Workload Allocation and Management Model (WAMM) data to support academic staff.	There are inaccuracies and disparity among departments in data collection. Concerns from qualitative analysis that females	Explore how WAMM data can be analysed alongside staff data (including protected characteristics and contract information)	3x Faculty PVCs	Sept 2024	Sept 2026	Review of WAMM completed. Relevant data collected by HR to be available to the EDI groups and Athena Swan SAT team

			may be over-represented in areas of student support and good citizenship. These roles can go under-rewarded when comparing to other Department roles in applying for academic promotion. The need to ensure these roles are fairly distributed and are representative of department gender profile	to ensure equality in workload allocation. Review process for monitoring and distribution of pastoral and good citizenship roles across academic departments alongside their weighting. Ensure that roles in areas covering pastoral care, student support and good citizenship are visible in WAMM data collection and that 3yr rotation are consistently applied to ensure equality and consistency of opportunity for applicants.	Academic Heads of Department	Sept 2024	Jul 2025	to allow equality monitoring of workload at the University from September 2025 onwards annually. Identify and share good practice in monitoring pastoral, student support and good citizenship roles between departments to improve the accuracy of data collected. Good citizenship, Student support and pastoral roles are tracked by HoD with roles allocation representative of % gender profile of department.
8	E	Enable staff and students to identify as a gender other than their legal status.	AU currently only collects staff 'Legal Gender' and 'Whether your gender is different to assigned at Birth'. During qualitative work it was noted that staff and student email addresses are based on legal name initials and students graduate with their legal names	Review system capability and best practice in UK Higher Education for staff gender/ gender reassignment data collection. Implement recommend changes from above review	Head of HR Services & Director of I formation Services Head of HR Services & Director of I formation Services	Oct 2023 Jan 2024	Jan 2025 Aug 2025	Aim for more than 90% staff to update records to align with the efficiency of student data collection by January 2025 Student 'Being well, doing well' Survey (2-year cycles). Showing +% increase in the 'Strongly agree' and 'agree' score across all students from

			rather than their known as names. Aspects of data collection has indicated a negative impact of feelings of inclusion and belonging among trans and non-binary staff and students.	and drive staff to update their data. Review system whereby staff and students are provided email address based on legal name initials and the extent of the subsequent process to alter this if desired.	Information Services Systems and Database Officer	Nov 2023	Mar 2024	the 2022 baseline to the question: "I feel part of a community of staff and students":
								• All students from 62% in 2022 to 65% by 2024
								• All students from 65% in 2024 to 68% by 2026
				Establish a trans and non-binary network for students.	SU Campaigns and Democracy Coordinator and Deputy Head of Student Support and Careers Services	Nov 2023	Jul 2024	• Establish a % baseline for Trans and non-binary students in 2024 • Trans and non-binary students from % baseline in 2024 to baseline +3% in 2026
				Review process and sector best practice on use of legal name, as opposed to 'known as'/ affirmed name during graduation.	Deputy Registrar - Student Administration	Jul 2024	Jul 2025	Staff Survey (3-year cycles currently) Scope to establish a percentage baseline figure for NET agree score from 2021 Staff Survey for trans and non-binary colleagues to the question "*The University is committed to creating a diverse and inclusive workplace* ".
								• Establish a NET agree baseline % for Trans & non-binary staff in comparison to all staff in 2024.
								• Trans and non-binary

								staff NET agree score to increase 3% from 2024 baseline by 2027.
9	C	Update the AU Wellbeing and Inclusion campus map to include and sign-post gender-neutral facilities and breastfeeding/expressing facilities	0.5% of staff and 5% of the student population identify as transgender or non-binary. We recognise that not all facilities can be re-purposed/upgraded. We seek to improve visibility of non-binary facilities across the University. Designated breastfeeding facilities are not currently available on campus.	Add the location and information on gender-neutral facilities to maps provided online and printed material for staff, students and visitors.	Operations Manager, Estates, Facilities & Residences (EFR) and Communications Officer (Internal)	Oct 2023	Jan 2024	Map published online for all staff and students and printed and used across key reception areas of the University ahead of start of new 2023-24 Academic Year. List of places / Map published on ApAber (the University App).
				Launch the Student and Staff Breastfeeding and Expressing rooms on campus and add to Campus maps and appropriate signage.	Operations Manager, Estates, Facilities & Residences (EFR) and Diversity and Inclusion Manager	Oct 2023	Jan 2024	Creation of 2 designated breastfeeding rooms on campus for use by staff and students, with monitoring capabilities to review impact
10	A, B	Increase the proportion of eligible female staff applying for promotion / progression.	Quantitative data shows that academic females are 30-50% less likely to apply for promotion. In 2022 22/170 (13%) of females applied for promotion compared to 37/177 (21%) males. Pilot scheme in 2022 had Female academic mentoring pilot	Identify any additional support required for female and non-binary academic and non-academic staff to assist with the application process at departmental level.	All Heads of Department/units.	Mar 2024	Jul 2024	To increase ECS completion (see Action Point 12) with Line Managers to discuss support required for progression if indicated relevant by the individual. 10% increase year on year (YOY) in female staff applying for academic promotion - to establish and track baseline from

				Create guidance on, and for, the scoring for EDI contributions in 'other category' in Academic Promotions and other related reward schemes for PTO staff.	All PVCs led by Executive EDI lead.	Apr 2024	Jul 2028	22 applications in 2022 to 29 applications by 2025, and YoY thereafter.
			programme in 2022 attracted 32 mentees and feedback was positive. Currently, no data is collected to monitor applications for PTO staff progression (see AP6).	Established mentor network for female staff and monitor participation rate.	Head of Organisational Development & Diversity and Inclusion Manager	Jul 2025	Jul 2027	Mentoring programme for female staff launched by July 2025 to run for two years for monitoring purposes. Increase of 56% in participation from pilot, with target of 50 mentees.
				Create a specific track/ workshop on the academic promotion process to support female staff who want to apply	Head of Departments and Faculty PVCs	Apr 2024	Dec 2024	Workshops / Specific track in place for 2024/25 academic promotion round.
				Monitor promotions data to measure progress against actions and an increase in applications from females and other underrepresented groups.	HR Business Partners	Dec 2023	Jul 2024 (annually thereafter)	Total applications for Academic promotions to have equal relative proportion of males and females (allowance of 10% variance) of eligible staff by 2024-25 round, annually thereafter.
				Review mentoring program for future developments.	Head of Organisational Development and Learning & Diversity and Inclusion Manager	Jul 2026	Dec 2026	Review complete and reported to University Executive, with recommendation(s) on future action.

11	F	Improve the completion rate of Diversity in the Workplace training for all staff	Improve awareness of diversity in the workplace training amongst staff. Current completion rate for diversity in the workplaces training is far too low at 15%. Increased participation in training will raise awareness amongst staff about the potential for bullying and harassment experienced by female and transgender individuals in the workplace.	Update web content, induction documents with training expectations.	Diversity and Inclusion Manager	Oct 2023	Dec 2023	Monitor the completion rates for Diversity in the Workplace training, whereby completion rates are representative of the University (Gender) and have increased from 15% in 2022 to:
				Comms for HoDs and all staff on training completion expectations.	Communications Officer (Internal)	Oct 2023	Dec 2023	
				HoDs to lead and monitor completion rates for their department with data reports provided by HR.	Heads of Department	Mar 2024	Jul 2024	• At least 40% completion rate of the training by July 2025 • At least 50% completion rate by 2026 • At least 75% completion rate by 2027
				HR to report completion rate progress annually to EDI Strategic Oversight Group and in Annual Equality Report.	Diversity and Inclusion Manager	Jan 2025	Mar 2025 (annually thereafter)	• Completion rate over 90% by 2028 and retained thereafter. An increased proportion of female and transgender staff feel the workplace is more inclusive and staff, irrespective of gender, feel better able to recognise and challenge inappropriate behaviours (see AP2; AP4)
12	B, C	Review Effective Contribution Scheme (ECS)	Participation in ECS is low across all genders. Its purpose includes discussion around career development and support, and the	Review ECS system to simplify process and ensure its integration with other AU systems to track progress on training, workload	Head of Organisational Development and Learning, Head of HR Services and Director of	Sept 2023	Sept 2024	ECS re-launched with guidance and training for all Line Managers.

			Academic promotion scheme requires its completion. Our Quantitative data shows that females are 30-50% less likely to apply for promotion, indicating valuable conversations about career progression are not occurring for significant number of staff. Our data suggests that non completion of ECS is having a disproportionate impact on female progression prospects.	management, pastoral responsibilities and research metrics. Deliver ECS training and guidance to Line Managers. Supply completion rate monitoring for HoDs and YoY ECS participation growth targets for all staff and across genders	Information Services Organisational Development & Learning Assistant Information Systems Development Officer	Sept 2023 Sept 2024	Sept 2024 Sept 2027	Initial growth in ECS completion to 40% of all staff. ECS completion (all staff): • Sept 2025 - 50% (representative of department gender profile) • Sept 2026 – 60% (representative of department gender profile) • Sept 2027 – 75% (representative of department gender profile) *(See Success Measure in AP10 for increase in Female staff applying for Academic Promotion).*
13	A	Publish staff profiles to champion and celebrate diversity in job roles - particularly promoting gender diversity in senior roles.	Underrepresentation of females in Senior Academic roles. Grade 9 and above, females represent 32% (54/171) compared to 48% (125/258) of males, and in order to raise	Work with staff networks and groups (Fig. 4) to promote diversity within staff profiles for publishing specific 'Diversity in roles' on web and in print (i.e., Women in Science)	Diversity and Inclusion Manager and Communication Officer (Internal)	Aug 2024	Aug 2025	16 staff profiles of senior role holders. Gender Diversity with at least 50% female profiles, and at least 50% of female profiles to be within academic function.

								Web pages and literature to be visible and promoted to all staff
			awareness of opportunities for females at senior levels and increasing confidence in progression planning amongst females.					
14	A	Increase the number of internal and external applications and appointments of females to Senior roles at the University.	Applicants to senior roles in 2022 were higher for males (21) compared to females (15). Appointments rates to senior roles were also higher for males (11/21, 52%) compared to females (6/15, 40%)	Review positive action statements and inclusive language in recruitment packs/ job descriptions for internal and external advertised roles.	Employee Relations Advisor	Dec 2023	Apr 2024	Female applicants to senior roles to track at 40%+ of applicant pool, and to increase by 1% YoY from a baseline of 40% to 2028.
				Review use of job boards and Executive Search Agencies to promote senior roles externally.	HR Resourcing Officer	Jan 2024	Sept 2024	Track and monitor as per Annual Equality Report, with additional focus on senior roles for intersectional data with report to EDI Strategic Oversight Group.
				Review bias training and interview panel membership guidance for senior roles.	Employee Relations Advisor	Sept 2024	Jan 2025	
				Internal Mentoring programme for female staff to encourage application to leadership roles in addition to promotion (see AP 10).	Head of Organisational Development & Diversity and Inclusion Manager	Jul 2025	Jul 2027	

15	F	Participation in the Stonewall Workplace Equality Index	LGBTQI+ underrepresentation in the workforce, and use of the self-reflection framework to measure and benchmark progress on lesbian, gay, bi and trans inclusion in the workplace.	Review and apply to the Stonewall Equality Workplace Index at the appropriate regular intervals as agreed by AU Executive	Director of Human Resources and Organisational Development	Sept 2023	Sept 2024 (then at agreed cycle by AU Executive)	Application submitted to the Stonewall Workplace Equality Index at the agreed cycle by the University Executive.
16	E	Expand gender pay gap activities to include Ethnicity pay gap monitoring.	We need to understand the intersectional issue of gender and ethnicity within pay.	Ethnicity pay gap and intersectional data published alongside annual Gender Pay Gap report	Strategic EDI Oversight Group	Jan 2024	Mar 2024, then annually	AU Ethnicity pay gap published alongside the statutory duty for gender pay gap reporting.
17	F	Achieve Race Equality Charter Bronze Award	AU recognise that consideration to intersectionality and self-reflection of Race and Gender will be a key theme as part of the application and data collection that will form the action plan.	Submit Race Equality Charter application in November 2024.	Race Action Group Chair	Feb 2023	Jul 2025	Achieve Bronze Award in Race Equality Charter by July 2025.
				Race Equality Charter Application and Action Plan published online.	Race Equality Officer	Mar 2025	Jul 2025	Application published online within 7 days of outcome.
				Implementation of the University Race Action Plan.	Race Action Group Chair	Jul 2022	Jul 2025	Actions with completed date of Jul 2025.
				Implement the Race Equality Charter Action Plan.	Race Action Group Chair	Jul 2025	Jul 2028	Actions with completed date of Jul 2028.
18	F	Increase the number of departments with departmental Athena Swan Bronze awards.	To further strengthen Gender Equality within AU Departments and localised action plans	SAT to work with Departments and gain their commitment to work	Pro Vice-Chancellor with Responsibility for	Oct 2023	May 2024	Department of Computer Science applied for Departmental Bronze

No								
			and to develop a sustainable approach to gender equality work moving forward.	towards Athena Swan Department Bronze Award.	Gender and respective HoDs.			award renewal by April 2024.
				Establish two (x2) Departmental Athena Swan SATs.	Two Chairs of Departmental Athena Swan SATs.	May 2024	Nov 2025	At least two additional departments have established Athena Swan SAT.
				Submit two Bronze Department Athena Swan applications.	Chair of Departmental Athena Swan SAT x2	Nov 2025	Nov 2027	Two departments to have submitted Department Athena Swan Bronze award applications.
19	C, F	Ensure inclusive language is used and best practice is followed in reviewing University HR policies.	Every policy has a review date, however during the survey and workshops led by SAT specific policies were highlighted for benchmarking with the sector, and to address issues of inclusivity and belonging and reduce behaviours that may lead to bullying and harassment.	To review best practice for Baby Loss (miscarriage) policy.	HR Officer	Oct 2023	Jan 2024	Review completed in consultation with relevant staff and Trade Union groups and added to leave policy.
				To review best practice for IVF absence/leave policy.	HR Officer	Oct 2023	Jan 2024	Review completed in consultation with relevant staff and Trade Union groups and added to leave policy.
				To review best practice for in Maternity and Paternity Leave	HR Officer	Oct 2023	Sep 2024	Review completed in consultation with relevant staff and Trade Union groups and added to leave policy.
				To review best practice for Menopause Policy with guidance and training for line managers.	HR Officer	Jan 2024	Apr 2024	Review completed and revised policies implemented.
						May 2025	Mar 2025	Training delivered to at least 50% of line managers.

						Mar 2026	Mar 2026	Training delivered to at least 90% of line managers.
				Review toolkit and guidance for Line Managers and personal tutors to support staff and students who are transitioning.	Diversity and Inclusion Manager and Athena Swan SAT	Mar 2024	Nov 2024	Toolkit reviewed and updated by November 2024.
				Toolkit distributed to staff and line managers with any identified additional training needs.	HR Business Partners	Dec 2025	Jul 2025	Toolkit distributed to all staff and any additional training needs identified
20	C, E	To assess the impact of flexible and hybrid working arrangements	Qualitative survey results suggest varying responses and consistency in how working practice policies are being applied at departmental level. This will disproportionately impact on females who are more likely to disagree or strongly disagree that flexible working is supported (11% female; 7% male) from the qualitative data survey.	Equality Impact assessments are completed.	Head of HR Services	Oct 2023	Sept 2024	Quantitative data collected – analysed by gender to ensure approval and rejection rates do not show gender bias.
				HR Business Partners to work with HoDs and Line Managers to build confidence in ensuring familiarity and understanding of relevant policies.	Head of Organisational Development and Learning	May 2023	Jun 2024	Monitoring feedback from future staff surveys.
					HR Business Partners and Line Managers	Jun 2024	Dec 2024	All HoDs across academic and professional services received training and guidance on managing flexible working and hybrid working.

| 21 | F | We will continue to implement widening participation and outreach activities carried out centrally and within faculties/schools to monitor effectiveness in targeting under-represented students, | 2021 quantitative data highlights that there are more males than females at UG and PGR levels in FBaPS, but more females than males at PGT level. | Continue targeted outreach activity in all Academic Departments and Faculties. | 3x Faculty PVCs & Widening and Participation Manager | Ongoing | Oct 2023 (ongoing) | Outreach reports will include a breakdown of protected characteristic and data student applications across all student levels and faculties, with specific monitoring for FBaPS on gender. |
| | | | | Review FBaPS PGT recruitment strategy and share best practice across the faculty. | FBaPS PVC and FBaPS Faculty Manager | Sept 2024 | Feb 2025 | |

Appendix 1: Culture survey data

Please present the results of the core survey questions for sub-units (e.g., academic department, PTO directorate or equivalent) where available, and if desired, the results of any additional survey questions or consultation.

Culture Survey Overview:

- The survey was administered to all academic and PTO staff members.
- The survey was administered bilingually, and the results of both Welsh medium and English medium surveys have been merged below.
- Qualitative data was analysed using a method of coding, where patterns and key themes were drawn out from the responses. These have informed section 2 of the paper, with more specific quotations highlighted in Section 2.1.
- Total participants: 284 (13% response rate out of 2,222 Academic and PTO staff members)

At Aberystwyth University, do you work in an academic department or professional services?

Academic department	150 (53%)
Professional services	133 (47%)
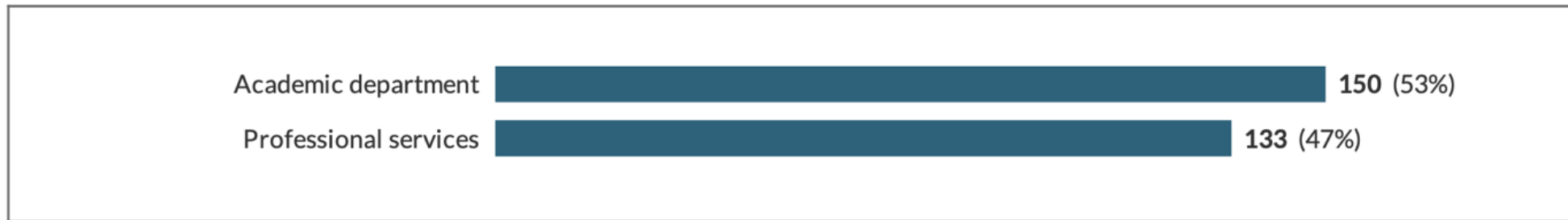
- Due to small numbers completing from some departments, the data on departments cannot be shared as individuals may be identifiable.

The gender of participants was as follows:

Academic staff:

To which gender do you most identify? (academic staff)	
Female	94
Male	46
Transgender female	0
Transgender male	0
Other	1
Prefer not to answer	8
Totals	149

PTO staff:

To which gender do you most identify? (PTO)	
Female	87
Male	40
Transgender female	1
Transgender male	2
Other	1
Prefer not to answer	2
Totals	133

Theme 1: Belonging and inclusion

Academic staff:

My contributions are valued in my department or team (academic staff)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	21	15	0	0	0	3	39
Agree	50	23	0	0	0	2	75
Neither agree nor disagree	6	2	0	0	1	0	9
Disagree	8	6	0	0	0	0	14
Strongly disagree	7	0	0	0	0	3	10
Not applicable	0	0	0	0	0	0	0
Don't know	2	0	0	0	0	0	2
Prefer not to say	0	0	0	0	0	0	0
No answer	0	0	0	0	0	0	0
Totals	94	46	0	0	1	8	149

PTO staff:

My contributions are valued in my department or team (PTO)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	33	13	0	0	1	1	48
Agree	36	15	1	2	0	1	55
Neither agree nor disagree	8	4	0	0	0	0	12
Disagree	8	5	0	0	0	0	13
Strongly disagree	1	1	0	0	0	0	2
Not applicable	0	0	0	0	0	0	0
Don't know	0	2	0	0	0	0	2
Prefer not to say	0	0	0	0	0	0	0
No answer	1	0	0	0	0	0	1
Totals	87	40	1	2	1	2	133

An additional question was asked, where staff could tell us anything else about belonging and inclusion or their contributions in their department or team.

Key patterns in the qualitative responses:

- Staff members felt a sense of belonging at departmental level, but a lack of sense of belonging to the wider University structure.
- Female staff felt that men's contributions were valued more.
- There were some positive comments from staff members noting that they do feel a strong sense of belonging and inclusion.

Theme 2: Gender equality

Academic staff:

My departmental or team leadership actively supports gender equality (academic staff)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	22	23	0	0	0	4	49
Agree	31	15	0	0	0	1	47
Neither agree nor disagree	18	6	0	0	1	1	26
Disagree	12	0	0	0	0	2	14
Strongly disagree	8	0	0	0	0	0	8
Not applicable	0	0	0	0	0	0	0
Don't know	3	2	0	0	0	0	5
Prefer not to say	0	0	0	0	0	0	0
No answer	0	0	0	0	0	0	0
Totals	94	46	0	0	1	8	149

PTO staff:

My departmental or team leadership actively supports gender equality (PTO)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	41	15	0	1	0	1	58
Agree	28	14	0	1	0	1	44
Neither agree nor disagree	9	5	1	0	1	0	16
Disagree	4	3	0	0	0	0	7
Strongly disagree	0	0	0	0	0	0	0
Not applicable	0	0	0	0	0	0	0
Don't know	4	2	0	0	0	0	6
Prefer not to say	0	1	0	0	0	0	1
No answer	1	0	0	0	0	0	1
Totals	87	40	1	2	1	2	133

An additional question was asked, where staff could tell us anything else about gender equality in their department or team.

Key themes in the qualitative responses:

- There is an awareness that more men are in senior roles at the University.
- Women tend to perform more of the emotional labour at work, including pastoral care and work around recruitment, admissions, and marketing. These roles are described by staff as not being helpful for progression and promotion.

Theme 3: Flexible working

My department or team enables flexible working.

Academic staff:

My department or team enables flexible working (academic staff)	To which gender do you most identify?						Totals
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	
Strongly agree	21	16	0	0	0	2	39
Agree	48	21	0	0	1	4	74
Neither agree nor disagree	9	7	0	0	0	1	17
Disagree	7	0	0	0	0	0	7
Strongly disagree	4	0	0	0	0	1	5
Not applicable	2	1	0	0	0	0	3
Don't know	2	1	0	0	0	0	3
Prefer not to say	0	0	0	0	0	0	0
No answer	1	0	0	0	0	0	1
Totals	94	46	0	0	1	8	149

PTO staff:

My department or team enables flexible working (PTO)	To which gender do you most identify?						Totals
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	
Strongly agree	21	10	0	0	1	2	34
Agree	38	17	1	2	0	0	58
Neither agree nor disagree	15	4	0	0	0	0	19
Disagree	3	6	0	0	0	0	9
Strongly disagree	6	0	0	0	0	0	6
Not applicable	2	1	0	0	0	0	3
Don't know	1	2	0	0	0	0	3
Prefer not to say	0	0	0	0	0	0	0
No answer	1	0	0	0	0	0	1
Totals	87	40	1	2	1	2	133

Following consultation with the Athena Swan AU SAT team, we added an additional question here on work-life balance.

Academic staff:

As a staff member at Aberystwyth University, I feel like I have a good work-life balance (academic staff)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	6	7	0	0	0	1	14
Agree	24	11	0	0	0	2	37
Neither agree nor disagree	14	8	0	0	0	1	23
Disagree	24	15	0	0	0	1	40
Strongly disagree	24	5	0	0	1	2	32
Not applicable	2	0	0	0	0	0	2
Don't know	0	0	0	0	0	0	0
Prefer not to say	0	0	0	0	0	0	0
No answer	0	0	0	0	0	1	1
Totals	94	46	0	0	1	8	149

PTO staff:

As a staff member at Aberystwyth University, I feel like I have a good work-life balance (PTO)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	13	8	1	2	0	0	24
Agree	39	19	0	0	1	1	60
Neither agree nor disagree	13	6	0	0	0	0	19
Disagree	16	4	0	0	0	1	21
Strongly disagree	5	2	0	0	0	0	7
Not applicable	0	0	0	0	0	0	0
Don't know	0	0	0	0	0	0	0
Prefer not to say	0	1	0	0	0	0	1
No answer	1	0	0	0	0	0	1
Totals	87	40	1	2	1	2	133

An additional question was asked, where staff could tell us anything else about work-life balance or flexible working in their department or team.

Key themes in the qualitative responses:

- Many staff members are working beyond their contracted hours.
- Hybrid working/working from home is noted by some staff members as having a positive impact on work-life balance/flexible working.
- Flexible working is theoretically allowed, but high workloads make this difficult to achieve in practice.
- Not all roles are suitable for flexible working.
- There are inconsistencies in the procedures around flexible working.

Theme 4: Bullying and Harassment

Academic staff:

I am satisfied with how bullying and harassment are addressed in my department or team (academic staff)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	9	14	0	0	0	1	24
Agree	12	8	0	0	0	2	22
Neither agree nor disagree	15	7	0	0	1	1	24
Disagree	15	2	0	0	0	0	17
Strongly disagree	7	1	0	0	0	2	10
Not applicable	4	3	0	0	0	0	7
Don't know	32	11	0	0	0	2	45
Prefer not to say	0	0	0	0	0	0	0
No answer	0	0	0	0	0	0	0
Totals	94	46	0	0	1	8	149

PTO staff:

I am satisfied with how bullying and harassment are addressed in my department or team (PTO)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	14	8	0	0	0	0	22
Agree	20	11	1	1	0	1	34
Neither agree nor disagree	16	7	0	0	0	0	23
Disagree	3	5	0	0	0	0	8
Strongly disagree	7	1	0	0	0	0	8
Not applicable	8	1	0	1	1	0	11
Don't know	16	5	0	0	0	1	22
Prefer not to say	1	2	0	0	0	0	3
No answer	2	0	0	0	0	0	2
Totals	87	40	1	2	1	2	133

An additional question was asked, where staff could tell us anything else about bullying and harassment in their department or team.

Key themes in the qualitative responses:

- Some staff are happy with how bullying and harassment is dealt with in their department or team, but not in the wider University.
- It could be clearer what the steps should be if it is the line-manager bullying staff.
- The bullying and harassment policy aren't specific enough regarding micro-aggressions in the workplace.

Theme 5: Career Development

Academic staff:

My line manager supports my career development (academic staff)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	23	17	0	0	0	3	43
Agree	27	16	0	0	1	2	46
Neither agree nor disagree	19	8	0	0	0	0	27
Disagree	10	1	0	0	0	1	12
Strongly disagree	7	2	0	0	0	2	11
Not applicable	4	2	0	0	0	0	6
Don't know	3	0	0	0	0	0	3
Prefer not to say	0	0	0	0	0	0	0
No answer	1	0	0	0	0	0	1
Totals	94	46	0	0	1	8	149

PTO staff:

My line manager supports my career development (PTO)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	34	13	1	0	1	0	49
Agree	23	17	0	2	0	2	44
Neither agree nor disagree	14	4	0	0	0	0	18
Disagree	7	1	0	0	0	0	8
Strongly disagree	4	4	0	0	0	0	8
Not applicable	2	1	0	0	0	0	3
Don't know	2	0	0	0	0	0	2
Prefer not to say	0	0	0	0	0	0	0
No answer	1	0	0	0	0	0	1
Totals	87	40	1	2	1	2	133

An additional question was asked, where staff could tell us anything else about career development in their department or team.

Key themes in the qualitative responses:

- Opportunities for career development are lacking and are competitive.
- There are barriers in the promotions system and recognitions process.
- Large teaching workloads hinder career progression.
- Career development depends on the support of line-managers, and this support is inconsistent across the University.
- Some staff highlighted that they do feel well-supported.

Theme 6: Mental health and Wellbeing

Academic staff:

My mental health and wellbeing are supported in my department or team (academic staff)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	11	13	0	0	0	1	25
Agree	31	13	0	0	0	2	46
Neither agree nor disagree	17	8	0	0	0	1	26
Disagree	21	6	0	0	0	0	27
Strongly disagree	10	2	0	0	1	3	16
Not applicable	0	2	0	0	0	0	2
Don't know	2	2	0	0	0	1	5
Prefer not to say	1	0	0	0	0	0	1
No answer	1	0	0	0	0	0	1
Totals	94	46	0	0	1	8	149

PTO staff:

My mental health and wellbeing are supported in my department or team (PTO)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	23	9	0	1	0	0	33
Agree	35	15	1	1	1	2	55
Neither agree nor disagree	14	9	0	0	0	0	23
Disagree	9	1	0	0	0	0	10
Strongly disagree	3	3	0	0	0	0	6
Not applicable	0	0	0	0	0	0	0
Don't know	1	2	0	0	0	0	3
Prefer not to say	1	1	0	0	0	0	2
No answer	1	0	0	0	0	0	1
Totals	87	40	1	2	1	2	133

An additional question was asked, where staff could tell us anything else about wellbeing in their department or team.

Key themes in the qualitative responses:

- Many staff highlighted good support from colleagues, line managers, and departments in the context of mental health and wellbeing.
- However, staff highlighted that wider University structures do not support wellbeing.
- Workload was raised in the qualitative responses, with staff indicating that despite support being available, heavy workloads have an impact on wellbeing.

Theme 7: Gender and the COVID-19 pandemic

Academic staff:

My department or team has taken action to mitigate the adverse gendered impact of the COVID-19 pandemic on staff (academic staff)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	10	8	0	0	0	1	19
Agree	13	7	0	0	0	2	22
Neither agree nor disagree	15	8	0	0	0	2	25
Disagree	19	4	0	0	1	1	25
Strongly disagree	12	3	0	0	0	0	15
Not applicable	5	0	0	0	0	0	5
Don't know	20	16	0	0	0	2	38
Prefer not to say	0	0	0	0	0	0	0
No answer	0	0	0	0	0	0	0
Totals	94	46	0	0	1	8	149

PTO staff:

My department or team has taken action to mitigate the adverse gendered impact of the COVID-19 pandemic on staff (PTO)	To which gender do you most identify?						
	Female	Male	Transgender female	Transgender male	Other	Prefer not to answer	Totals
Strongly agree	15	5	0	0	0	0	20
Agree	20	12	0	0	0	0	32
Neither agree nor disagree	19	8	0	0	1	0	28
Disagree	6	1	0	0	0	0	7
Strongly disagree	4	1	0	0	0	0	5
Not applicable	4	1	0	0	0	0	5
Don't know	18	11	1	2	0	2	34
Prefer not to say	0	1	0	0	0	0	1
No answer	1	0	0	0	0	0	1
Totals	87	40	1	2	1	2	133

An additional question was asked, where staff could tell us anything else about gender and the COVID-19 pandemic in their department or team.

Key themes in the qualitative responses:

- Many staff were unsure to the nature of the question, with staff highlighting that it is not just women who look after children, and that COVID-19 was no more negative on the experience of men than women.
- Other staff members highlighted that women were the ones to respond proactively to the pandemic in the context of student support.
- Some staff members noted that flexible working during COVID-19 had been helpful in this regard.
- Staff members also highlighted that they had childcare and caring responsibilities during the COVID-19 lockdowns, that this impacted their wellbeing, and that they felt this was a gendered issue.

Appendix 2: Data tables

Student Data

Data are broken down by faculty and academic year. Year indicates the start of the academic year, e.g. 2018 includes all students enrolled on the degrees 2018-2019.

All students are asked to provide information on their gender identity via their student record. Faculties are the Faculty of Arts and Social Science (FASS), Faculty of Business and Physical Science (FBaPS) and Faculty of Environmental and Life Science (FELS).

Gender identity: Students can identify as 'female' (blue), 'male' (green) or 'other'(yellow). Data presented below are based on data collected as their current "gender identity" (wording used in data collection) rather than sex or legal status.

Table 1: Foundation degree student data Foundation degrees are only currently offered in the Faculty of Arts and Social Science (FASS) and the Faculty of Environmental and Life Science (FELS). Data presented as total number with % for that year in parenthesis.

Year	2018	2019	2020	2021	2018	2019	2020	2021
Faculty	FASS	FASS	FASS	FASS	FELS	FELS	FELS	FELS
Female	14 (93.3%)	14 (100%)	12 (100%)	8 (100%)	48 (68.6%)	38 (74.5%)	37 (88.1%)	27 (84.4%)
Male	1 (6.7%)	0 (0%)	0 (0%)	0 (0%)	22 (31.4%)	13 (25.5%)	5 (11.9%)	5 (15.6%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Table 2: PGCE degree student data. PGCE degrees are only offered in the Faculty of Arts and Social Science (FASS). Data presented as total number with % for that year in parenthesis.

Year	2018	2019	2020	2021
Faculty	FASS	FASS	FASS	FASS
Female	19 (54.3%)	37 (52.9%)	59 (57.8%)	55 (64%)
Male	16 (45.8%)	33 (47.1%)	43 (42.2%)	30 (34.9%)
Other	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (1.2%)

Table 3: Undergraduate degree students. Data presented as total number with % for that year in parenthesis.

Year	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Faculty	FASS	FASS	FASS	FASS	FBaPS	FBaPS	FBaPS	FBaPS	FELS	FELS	FELS	FELS
Female	1692 (61.2%)	1599 (60.09%)	1577 (61.1%)	1594 (59.6%)	575 (29.9%)	556 (30.02%)	461 (26.9%)	451 (26.7%)	1124 (60%)	1108 (59.8%)	1141 (59.5%)	1052 (57.9%)
Male	1055 (38.2%)	1030 (38.7%)	956 (37%)	1020 (38.1%)	1329 (69.1%)	1277 (69%)	1232 (71.8%)	1205 (71.4%)	736 (39.3%)	722 (38.8%)	744 (38.8%)	731 (40.2%)
Other	16 (0.58%)	32 (1.2%)	49 (1.9%)	61 (2.3%)	19 (1%)	19 (1%)	24 (1.4%)	31 (1.8%)	15 (0.8%)	23 (1.2%)	32 (1.7%)	34 (1.9%)

Table 4: Postgraduate Taught degree students. Data presented as total number with % for that year in parenthesis.

Year	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Faculty	FASS	FASS	FASS	FASS	FBaPS	FBaPS	FBaPS	FBaPS	FELS	FELS	FELS	FELS
Female	155 (57.8%)	140 (58.6%)	228 (56.6%)	192 (55.5%)	275 (64.3%)	289 (68.3%)	342 (63.5%)	339 (64.8%)	73 (47.4%)	87 (64.9%)	104 (57.1%)	125 (59.2%)
Male	112 (41.8%)	99 (41.4%)	170 (42.2%)	150 (43.4%)	151 (35.3%)	133 (31.4%)	195 (36.2%)	177 (33.9%)	81 (52.6%)	47 (35.1%)	78 (42.9%)	85 (40.3%)
Other	1 (0.4%)	0 (0.0%)	5 (1.2%)	4 (1.2%)	2 (0.5%)	1 (0.2%)	2 (0.4%)	7 (1.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.5%)

Table 5: Postgraduate Research degree students. Data presented as total number with % for that year in parenthesis.

Year	2018	2019	2020	2021	2018	2019	2020	2021	2018	2019	2020	2021
Faculty	FASS	FASS	FASS	FASS	FBaPS	FBaPS	FBaPS	FBaPS	FELS	FELS	FELS	FELS
Female	54 (55.1%)	56 (53.9%)	51 (50.0%)	61 (51.7%)	34 (26.2%)	39 (29.3%)	45 (37.5%)	40 (35.7%)	84 (58.7%)	66 (64.1%)	40 (39.6%)	84 (80%)
Male	43 (43.9%)	48 (46.2%)	51 (50%)	57 (48.3%)	95 (73.1%)	93 (69.9%)	74 (61.7%)	71 (63.4%)	59 (41.3%)	37 (35.9%)	71 (70.3%)	59 (56.2%)
Other	1 (1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.8%)	1 (0.8%)	1 (0.8%)	1 (0.9%)	0 (0.0%)	0 (0.0%)	1 (1%)	0 (0.0%)

Staff Data

Staff data were collected using a 'snapshot' of current staff employed by the University on the 1st of February to represent an academic year (1st August to 31st July), e.g. for the academic year 2018/19 the snapshot data were collected on the 1st February 2019. The decision was made to use a snapshot of data as staff can change roles throughout the year, and the same individual may therefore crop up multiple times if using all records over a 12-month period, artificially inflating the total number of staff in particular categories. As most contracts start in either September or January, and terminate in June or August for academic staff, the 1st February was considered a good representation of all staff employed within a particular academic year and falls in the middle of the teaching period.

Staff data were divided up between those employed within a faculty, and those staff who are not employed within a faculty. This was chosen as linking with the management structure of the University to allow action plans to be directed most effectively.

Approximately 180-200 academic staff are not directly employed within faculties (Non-F). These staff are primarily engaged in Welsh Language Culture and External Engagement, providing Lifelong Learning courses and Welsh language courses that are available to staff and students at the University outside their degree structure, and to members of the public in the local community. A small proportion of non-faculty academic staff are also employed as executive staff working in the Vice Chancellors office, or in marketing and student support roles.

PTO (Professional, Technical and Operational) staff are split between those directly associated with faculties, working in faculty management, administration, and technical support, and those employed in a non-faculty role across the University.

Gender Identity: Staff are identified as female or male based on their "legal gender" (wording used when requesting the information) rather than sex or gender identity.

Academic Staff

Contract function: Academic staff are split into Teaching and Scholarship (T&S), Teaching and Research (T&R) and Research Only (R). Research Only staff at the University are encouraged to contribute to teaching within their specialist area, particularly in supervision of undergraduate and graduate student research projects, engagement with teaching is on a voluntary basis for Research Only staff.

Contract type: Staff are split into permanent, fixed-term contract (FTC: 3 months or over) and casual (less than 3-month contract). There is also an 'other' category that typically includes temporary secondment from other faculties and often involves an executive role within the faculty. The 'other' role applies to a small number of staff.

Due to the complications of presenting both contract function and contract type on a single table, we have split data between these two categorisations, but maintained grade in both data sets.

Grade: The grading system at Aberystwyth University is outlined in the table below (accurate at the last date for the data collection period). Note that titles may change depending on contract type, and research only staff have varied titles depending on their exact role. CP (contribution points) are only accessible via the Accelerated Contribution Scheme, which runs separately to the promotion scheme.

Grade	Academic title if teaching (T&S or T&R)	Academic title if research only (R; note that the title may occasionally differ from below)	Pay bracket (per annum)
G6	Associate Lecturer	Research Associate/Assistant/Scientist	£28, 756 to £34,304 (CP: £36,382)
G7	Lecturer	Research Fellow/Scientist	£35,326 to £40,927 (CP £44,706)
G8	Lecturer	Research Fellow/Scientist	£42,149 to £50,296 (CP: 54,943)
G9	Senior Lecturer	Senior Research Fellow/Scientist	£53,348 to £60,022 (CP: 63,688)
G9R	Reader	Reader	£61,818 to £63,668
G10	Professor	Professor	£66,050 to £102,491

Table 6: Faculty of Arts and Social Sciences (FASS): data split by contract function and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract function.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Teaching and Scholarship	G06	38 (59.38%)	26 (40.62%)	29 (54.72%)	24 (45.28%)	36 (53.73%)	31 (46.27%)	28 (51.85%)	26 (48.15%)
	G07	8 (53.33%)	7 (46.67%)	14 (66.67%)	7 (33.33%)	18 (64.29%)	10 (35.71%)	26 (72.22%)	10 (27.78%)
	G08	13 (68.42%)	6 (31.58%)	12 (66.67%)	6 (33.33%)	15 (68.18%)	7 (31.82%)	17 (70.83%)	7 (29.17%)
	G09	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)
	G09R	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G10	0 (0%)	0 (0%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)
	Total	**61 (59.80%)**	**41 (40.20%)**	**57 (58.16%)**	**41 (41.84%)**	**71 (57.72%)**	**52 (42.28%)**	**73 (60.83%)**	**47 (39.17%)**
Teaching and Research	G06	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G07	4 (28.57%)	10 (71.43%)	3 (25.00%)	9 (75.00%)	7 (46.67%)	8 (53.33%)	11 (45.83%)	13 (54.17%)
	G08	14 (36.84%)	24 (63.16%)	16 (41.03%)	23 (58.97%)	18 (47.37%)	20 (52.63%)	16 (45.71%)	19 (54.29%)
	G09	11 (50.00%)	11 (50.00%)	12 (52.17%)	11 (47.83%)	11 (52.38%)	10 (47.62%)	12 (50.00%)	12 (50.00%)
	G09R	8 (50.00%)	8 (50.00%)	7 (46.67%)	8 (53.33%)	5 (45.45%)	6 (54.55%)	6 (46.15%)	7 (53.85%)
	G10	2 (11.11%)	16 (88.89%)	2 (13.33%)	13 (86.67%)	4 (26.67%)	11 (73.33%)	4 (25.00%)	12 (75.00%)
	Total	**39 (36.11%)**	**69 (63.89%)**	**40 (38.46%)**	**64 (61.54%)**	**45 (45.00%)**	**55 (55.00%)**	**49 (43.75%)**	**63 (56.25%)**
Research Only	G06	2 (100.00%)	0 (0%)	4 (80.00%)	1 (20.00%)	2 (40.00%)	3 (60.00%)	4 (66.67%)	2 (33.33%)
	G07	2 (50.00%)	2 (50.00%)	3 (100.00%)	0 (0%)	4 (66.67%)	2 (33.33%)	2 (50.00%)	2 (50.00%)
	G08	4 (66.67%)	2 (33.33%)	4 (66.67%)	2 (33.33%)	5 (71.43%)	2 (28.57%)	4 (57.14%)	3 (42.86%)
	G09	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G10	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**9 (69.23%)**	**4 (30.77%)**	**11 (78.57%)**	**3 (21.43%)**	**11 (61.11%)**	**7 (38.89%)**	**10 (58.82%)**	**7 (41.18%)**

Table 7: Faculty of Arts and Social Sciences (FASS): data split by contract type and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract type.

		18-19		19-20		20-21		21-22	
		Female	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Permanent	G06	8 (50.00%)	8 (50.00%)	9 (52.94%)	8 (47.06%)	8 (50.00%)	8 (50.00%)	6 (42.86%)	8 (57.14%)
	G07	8 (40.00%)	12 (60.00%)	11 (47.83%)	12 (52.17%)	16 (59.26%)	11 (40.74%)	20 (57.14%)	15 (42.86%)
	G08	28 (47.46%)	31 (52.54%)	27 (48.21%)	29 (51.79%)	32 (55.17%)	26 (44.83%)	32 (56.14%)	25 (43.86%)
	G09	11 (45.83%)	13 (54.17%)	12 (48.00%)	13 (52.00%)	12 (50.00%)	12 (50.00%)	13 (48.15%)	14 (51.85%)
	G09R	8 (50.00%)	8 (50.00%)	8 (50.00%)	8 (50.00%)	6 (50.00%)	6 (50.00%)	7 (50.00%)	7 (50.00%)
	G10	1 (5.88%)	16 (94.12%)	1 (7.14%)	13 (92.86%)	3 (21.43%)	11 (78.57%)	3 (20.00%)	12 (80.00%)
	Total	**64 (42.11%)**	**88 (57.89%)**	**68 (45.03%)**	**83 (54.97%)**	**77 (50.99%)**	**74 (49.01%)**	**81 (50.00%)**	**81 (50.00%)**
Fixed-term contract	G06	30 (71.43%)	12 (28.57%)	21 (55.26%)	17 (44.74%)	27 (54.00%)	23 (46.00%)	24 (57.14%)	18 (42.86%)
	G07	5 (41.67%)	7 (58.33%)	8 (66.67%)	4 (33.33%)	11 (61.11%)	7 (38.89%)	17 (65.38%)	9 (34.62%)
	G08	3 (75.00%)	1 (25.00%)	5 (83.33%)	1 (16.67%)	6 (75.00%)	2 (25.00%)	4 (57.14%)	3 (42.86%)
	G09	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G10	0 (0%)	0 (0%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)
	Total	**40 (66.67%)**	**20 (33.33%)**	**35 (59.32%)**	**24 (40.68%)**	**44 (56.41%)**	**34 (43.59%)**	**45 (58.44%)**	**32 (41.56%)**
Casual	G06	2 (25.00%)	6 (75.00%)	3 (75.00%)	0 (0%)	3 (50.00%)	3 (50.00%)	2 (50.00%)	2 (50.00%)
	G07	1 (100.00%)	0 (0%)	1 (25.00%)	0 (0%)	1 (33.33%)	2 (66.67%)	1 (50.00%)	1 (50.00%)
	G08	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)
	Total	**3 (33.33%)**	**6 (66.67%)**	**4 (100.00%)**	**0 (0%)**	**4 (44.44%)**	**5 (55.56%)**	**4 (57.14%)**	**3 (42.86%)**
Other	G07	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G08	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	G09	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	1 (50.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G10	1 (50.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	Total	**2 (100.00%)**	**0 (0%)**	**1 (50.00%)**	**1 (50.00%)**	**2 (66.67%)**	**1 (33.33%)**	**2 (66.67%)**	**1 (33.33%)**

Table 8: Faculty of Business and Physical Science (FBaPS): data split by contract function and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract function.

Grade		18-19		19-20		20-21		21-22	
		Female	Male	Female	Male	Female	Male	Female	Male
Teaching and Scholarship	G05	2 (50.00%)	2 (50.00%)	2 (40.00%)	3 (60.00%)	2 (40.00%)	3 (60.00%)	2 (50.00%)	2 (50.00%)
	G06	6 (54.55%)	5 (45.45%)	8 (61.54%)	5 (38.46%)	6 (37.50%)	10 (62.50%)	8 (50.00%)	8 (50.00%)
	G07	2 (40.00%)	3 (60.00%)	2 (22.22%)	7 (77.78%)	2 (28.57%)	5 (71.43%)	4 (50.00%)	4 (50.00%)
	G08	6 (37.50%)	10 (62.50%)	6 (40.00%)	9 (60.00%)	6 (35.29%)	11 (64.71%)	5 (31.25%)	11 (68.75%)
	G09	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100.00%)	0 (0%)	1 (100.00%)
	G10	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	17 (43.59%)	22 (56.41%)	19 (43.18%)	25 (56.82%)	17 (34.69%)	32 (65.31%)	20 (42.55%)	27 (57.45%)
Teaching and Research	G07	1 (12.50%)	7 (87.50%)	1 (16.67%)	5 (83.33%)	2 (25.00%)	6 (75.00%)	2 (33.33%)	4 (66.67%)
	G08	8 (32.00%)	17 (68.00%)	9 (32.14%)	19 (67.86%)	10 (32.26%)	21 (67.74%)	10 (33.33%)	20 (66.67%)
	G09	6 (42.86%)	8 (57.14%)	6 (42.86%)	8 (57.14%)	6 (42.86%)	8 (57.14%)	7 (41.18%)	10 (58.82%)
	G09R	1 (20.00%)	4 (80.00%)	1 (20.00%)	4 (80.00%)	1 (20.00%)	4 (80.00%)	1 (20.00%)	4 (80.00%)
	G10	1 (7.69%)	12 (92.31%)	1 (7.14%)	13 (92.86%)	1 (8.33%)	11 (91.67%)	1 (7.69%)	12 (92.31%)
	Total	17 (26.15%)	48 (73.85%)	18 (26.87%)	49 (73.13%)	20 (28.57%)	50 (71.43%)	21 (29.58%)	50 (70.42%)
Research	G05	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)
	G06	0 (0%)	1 (100.00%)	1 (20.00%)	4 (80.00%)	0 (0%)	5 (100.00%)	1 (12.50%)	7 (87.50%)
	G07	3 (27.27%)	8 (72.73%)	4 (36.36%)	7 (63.64%)	3 (42.86%)	4 (57.14%)	3 (37.50%)	5 (62.50%)
	G08	4 (57.14%)	3 (42.86%)	3 (50.00%)	3 (50.00%)	3 (60.00%)	2 (40.00%)	2 (40.00%)	3 (60.00%)
	G09	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G10	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	7 (35.00%)	13 (65.00%)	8 (36.36%)	14 (63.64%)	6 (33.33%)	12 (66.67%)	6 (26.09%)	17 (73.91%)

Table 9: Faculty of Business and Physical Science (FBaPS): data split by contract type and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract type.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
	G05	0 (0%)	0 (0%)	2 (50.00%)	2 (50.00%)	2 (40.00%)	3 (60.00%)	2 (50.00%)	2 (50.00%)
	G06	3 (42.86%)	4 (57.14%)	4 (57.14%)	3 (42.86%)	5 (62.50%)	3 (37.50%)	4 (44.44%)	5 (55.56%)
	G07	2 (22.22%)	7 (77.78%)	3 (27.27%)	8 (72.73%)	3 (30.00%)	7 (70.00%)	5 (55.56%)	4 (44.44%)
	G08	15 (35.71%)	27 (64.29%)	16 (36.36%)	28 (63.64%)	18 (35.29%)	33 (64.71%)	17 (34.00%)	33 (66.00%)
	G09	7 (43.75%)	9 (56.25%)	7 (43.75%)	9 (56.25%)	7 (43.75%)	9 (56.25%)	8 (42.11%)	11 (57.89%)
	G09R	1 (20.00%)	4 (80.00%)	1 (20.00%)	4 (80.00%)	1 (14.29%)	6 (85.71%)	1 (16.67%)	5 (83.33%)
	G10	1 (9.09%)	10 (90.91%)	1 (8.33%)	11 (91.67%)	1 (9.09%)	10 (90.91%)	1 (8.33%)	11 (91.67%)
Permanent	**Total**	**29 (32.22%)**	**61 (67.78%)**	**34 (34.34%)**	**65 (65.66%)**	**37 (34.26%)**	**71 (65.74%)**	**38 (34.86%)**	**71 (65.14%)**
	G05	2 (50.00%)	2 (50.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G06	3 (60.00%)	2 (40.00%)	4 (40.00%)	6 (60.00%)	1 (8.33%)	11 (91.67%)	4 (30.77%)	9 (69.23%)
	G07	4 (28.57%)	10 (71.43%)	3 (23.08%)	10 (76.92%)	4 (33.33%)	8 (66.67%)	2 (18.18%)	9 (81.82%)
	G08	3 (50.00%)	3 (50.00%)	2 (40.00%)	3 (60.00%)	1 (50.00%)	1 (50.00%)	0 (0%)	1 (100.00%)
	G09	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Fixed-term contract	G10	0 (0%)	3 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	**12 (37.50%)**	**20 (62.50%)**	**9 (30.00%)**	**21 (70.00%)**	**6 (22.22%)**	**21 (77.78%)**	**6 (23.08%)**	**20 (76.92%)**
	G05	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)
	G06	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	1 (100.00%)	1 (50.00%)	1 (50.00%)
	G07	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100.00%)	0 (0%)
Casual	**Total**	**0 (0%)**	**1 (100.00%)**	**1 (100.00%)**	**0 (0%)**	**0 (0%)**	**1 (100.00%)**	**3 (60.00%)**	**2 (40.00%)**
	G07	0 (0%)	0 (0%)	1 (50.00%)	1 (50.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G10	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
Other	**Total**	**0 (0%)**	**1 (100.00%)**	**1 (33.33%)**	**2 (66.67%)**	**0 (0%)**	**1 (100.00%)**	**0 (0%)**	**1 (100.00%)**

Table 10: Faculty of Environmental and Life Science (FELS): data split by contract function and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract function.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Teaching and Scholarship	G06	6 (40.00%)	9 (60.00%)	7 (41.18%)	10 (58.82%)	20 (60.61%)	13 (39.39%)	17 (62.96%)	10 (37.04%)
	G07	1 (33.33%)	2 (66.67%)	0 (0%)	2 (100.00%)	1 (33.33%)	2 (66.67%)	1 (25.00%)	3 (75.00%)
	G08	4 (44.44%)	5 (55.56%)	4 (44.44%)	5 (55.56%)	3 (37.50%)	5 (62.50%)	3 (33.33%)	6 (66.67%)
	G09	0 (0%)	4 (100.00%)	0 (0%)	4 (100.00%)	1 (25.00%)	3 (75.00%)	2 (50.00%)	2 (50.00%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)
	G10	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	Total	**11 (35.48%)**	**20 (64.52%)**	**11 (34.38%)**	**21 (65.62%)**	**26 (53.06%)**	**23 (46.94%)**	**24 (52.17%)**	**22 (47.83%)**
Teaching and Research	G06	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G07	9 (69.23%)	4 (30.77%)	4 (44.44%)	5 (55.56%)	4 (50.00%)	4 (50.00%)	5 (71.43%)	2 (28.57%)
	G08	7 (30.43%)	16 (69.57%)	11 (42.31%)	15 (57.69%)	14 (43.75%)	18 (56.25%)	13 (43.33%)	17 (56.67%)
	G09	9 (33.33%)	18 (66.67%)	9 (34.62%)	17 (65.38%)	9 (34.62%)	17 (65.38%)	10 (37.04%)	17 (62.96%)
	G09R	8 (36.36%)	14 (63.64%)	7 (36.84%)	12 (63.16%)	5 (31.25%)	11 (68.75%)	2 (16.67%)	10 (83.33%)
	G10	3 (9.38%)	29 (90.62%)	3 (9.68%)	28 (90.32%)	3 (9.68%)	28 (90.32%)	6 (16.22%)	31 (83.78%)
	Total	**36 (30.77%)**	**81 (69.23%)**	**34 (30.63%)**	**77 (69.37%)**	**35 (30.97%)**	**78 (69.03%)**	**36 (31.86%)**	**77 (68.14%)**
Research Only	G06	16 (50.00%)	16 (50.00%)	17 (53.12%)	15 (46.88%)	16 (51.61%)	15 (48.39%)	14 (43.75%)	18 (56.25%)
	G07	34 (53.12%)	30 (46.88%)	27 (50.00%)	27 (50.00%)	31 (54.39%)	26 (45.61%)	40 (65.57%)	21 (34.43%)
	G08	10 (50.00%)	10 (50.00%)	9 (47.37%)	10 (52.63%)	8 (47.06%)	9 (52.94%)	5 (33.33%)	10 (66.67%)
	G09	0 (0%)	3 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	3 (100.00%)	1 (25.00%)	3 (75.00%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)
	G10	0 (0%)	4 (100.00%)	0 (0%)	5 (100.00%)	0 (0%)	4 (100.00%)	0 (0%)	3 (100.00%)
	Total	**60 (48.78%)**	**63 (51.22%)**	**53 (47.32%)**	**59 (52.68%)**	**55 (48.67%)**	**58 (51.33%)**	**60 (52.17%)**	**55 (47.83%)**

Table 11: Faculty of Environmental and Life Science (FELS): data split by contract type and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract type.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Permanent	G06	10 (58.82%)	7 (41.18%)	11 (61.11%)	7 (38.89%)	11 (64.71%)	6 (35.29%)	11 (57.89%)	8 (42.11%)
	G07	19 (65.52%)	10 (34.48%)	9 (52.94%)	8 (47.06%)	10 (52.63%)	9 (47.37%)	11 (61.11%)	7 (38.89%)
	G08	15 (34.88%)	28 (65.12%)	19 (42.22%)	26 (57.78%)	20 (40.82%)	29 (59.18%)	19 (42.22%)	26 (57.78%)
	G09	9 (27.27%)	24 (72.73%)	9 (29.03%)	22 (70.97%)	9 (29.03%)	22 (70.97%)	12 (36.36%)	21 (63.64%)
	G09R	8 (36.36%)	14 (63.64%)	7 (36.84%)	12 (63.16%)	5 (29.41%)	12 (70.59%)	2 (15.38%)	11 (84.62%)
	G10	3 (8.82%)	31 (91.18%)	3 (8.82%)	31 (91.18%)	3 (9.09%)	30 (90.91%)	7 (17.50%)	33 (82.50%)
	Total	**64 (35.96%)**	**114 (64.04%)**	**58 (35.37%)**	**106 (64.63%)**	**58 (34.94%)**	**108 (65.06%)**	**62 (36.90%)**	**106 (63.10%)**
Fixed-term contract	G06	12 (48.00%)	13 (52.00%)	13 (43.33%)	17 (56.67%)	25 (55.56%)	20 (44.44%)	20 (52.63%)	18 (47.37%)
	G07	23 (47.92%)	25 (52.08%)	21 (44.68%)	26 (55.32%)	24 (53.33%)	21 (46.67%)	30 (62.50%)	18 (37.50%)
	G08	6 (66.67%)	3 (33.33%)	5 (55.56%)	4 (44.44%)	5 (62.50%)	3 (37.50%)	2 (25.00%)	6 (75.00%)
	G09	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G10	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	1 (50.00%)	1 (50.00%)	0 (0%)	0 (0%)
	Total	**41 (48.81%)**	**43 (51.19%)**	**39 (44.32%)**	**49 (55.68%)**	**56 (54.90%)**	**46 (45.10%)**	**53 (55.21%)**	**43 (44.79%)**
Casual	G06	0 (0%)	5 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	2 (66.67%)	0 (0%)	2 (100.00%)
	G07	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (33.33%)	2 (100.00%)	0 (0%)
	G08	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)
	Total	**0 (0%)**	**5 (100.00%)**	**0 (0%)**	**1 (100.00%)**	**0 (0%)**	**3 (100.00%)**	**2 (40.00%)**	**3 (60.00%)**
Other	G07	2 (66.67%)	1 (33.33%)	1 (100.00%)	0 (0%)	2 (66.67%)	1 (33.33%)	3 (75.00%)	1 (25.00%)
	G10	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	**2 (50.00%)**	**2 (50.00%)**	**1 (50.00%)**	**1 (50.00%)**	**2 (50.00%)**	**2 (50.00%)**	**3 (60.00%)**	**2 (40.00%)**

Table 12: Non-faculty academic data split by contract function and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract function.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Teaching and Scholarship	G06	124 (74.25%)	43 (25.75%)	135 (76.27%)	42 (23.73%)	142 (78.45%)	39 (21.55%)	144 (78.69%)	39 (21.31%)
	G07	8 (100.00%)	0 (0%)	7 (100.00%)	0 (0%)	5 (100.00%)	0 (0%)	5 (100.00%)	0 (0%)
	G08	1 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)
	G09	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G10	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**133 (75.57%)**	**43 (24.43%)**	**144 (77.42%)**	**42 (22.58%)**	**149 (79.26%)**	**39 (20.74%)**	**151 (79.47%)**	**39 (20.53%)**
Teaching and Research	G06	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G07	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G08	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G09	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	G10	0 (0%)	3 (100.00%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)
	Total	**0 (0%)**	**3 (100.00%)**	**2 (40.00%)**	**3 (60.00%)**	**3 (50.00%)**	**3 (50.00%)**	**2 (40.00%)**	**3 (60.00%)**

Table 13: Non-faculty academic data split by contract type and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract type.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Permanent	G06	98 (70.50%)	41 (29.50%)	100 (72.46%)	38 (27.54%)	109 (74.66%)	37 (25.34%)	100 (76.34%)	31 (23.66%)
	G07	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	3 (100.00%)	0 (0%)
	G08	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	Total	**101 (71.13%)**	**41 (28.87%)**	**103 (73.05%)**	**38 (26.95%)**	**112 (75.17%)**	**37 (24.83%)**	**104 (77.04%)**	**31 (22.96%)**
Fixed-term contract	G06	25 (92.59%)	2 (7.41%)	35 (89.74%)	4 (10.26%)	32 (94.12%)	2 (5.88%)	42 (84.00%)	8 (16.00%)
	G07	6 (100.00%)	0 (0%)	5 (100.00%)	0 (0%)	3 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)
	G08	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)
	G09	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G10	1 (33.33%)	2 (66.67%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	Total	**32 (88.89%)**	**4 (11.11%)**	**42 (91.30%)**	**4 (8.70%)**	**37 (94.87%)**	**2 (5.13%)**	**45 (84.91%)**	**8 (15.09%)**
Casual	G06	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)
	Total	**1 (100.00%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**1 (100.00%)**	**0 (0%)**	**2 (100.00%)**	**0 (0%)**
Other	G08	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)
	G09	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	G10	0 (0%)	1 (100.00%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)
	Total	**0 (0%)**	**1 (100.00%)**	**2 (40.00%)**	**3 (60.00%)**	**3 (50.00%)**	**3 (50.00%)**	**3 (50.00%)**	**3 (50.00%)**

PTO staff

PTO staff have been separated by faculty (FASS, FBaPS, FELS) and non-faculty staff. Faculty staff are managed within the faculty they are associated with, whereas non-faculty staff are managed by senior staff within the area they work in. Staff that have line manager roles are typically on G6 or above depending on the role.

PTO staff are on the same grading structure as academic staff, though G1 and G2 grades are now all paid the real live wage, and so are grouped together in the RLW category.

Job family: PTO staff are split by their job family description: Admin, Managerial and Professional; Academic; Agricultural; Campus Services; Clerical Services; Technical, Computing & Operational. A small number of staff do not fit into these categories and have been classified as 'Other' as they have no clear role within these areas.

Contract type: Staff are split into permanent, fixed-term contract (FTC: 3 months or over), and casual (less than 3-month contract). There is also an 'other' category that typically includes temporary secondment from other areas of the University. The 'other' role applies to a small number of staff.

Grade: The grading system at Aberystwyth University is outlined in the table below (accurate at the last date for the data collection period). Note that titles are not included as these vary widely for PTO staff. CP (contribution points) are only accessible via the Accelerated Contribution Scheme, which runs separately to the re-grading scheme.

Grade	Pay bracket (per annum)
RLW (G1 and G2)	£18,790
G3	£18,790 to £19,623 (CP: £20,600)
G4	£20,092 to £22,847 (CP: £24,174)
G5	£23, 487 to £26,341 (CP: £27,924)
G6	£28, 756 to £34,304 (CP: £36,382)
G7	£35,326 to £40,927 (CP £44,706)
G8	£42,149 to £50,296 (CP: 54,943)
G9	£53,348 to £60,022 (CP: 63,688)
G9R	£61,818 to £63,668
G10	£66,050 to £102,491

Table 14: Faculty of Arts and Social Sciences (FASS) PTO staff: data split by job family and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and job family.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Admin Managerial and Professional	G06	30 (85.71%)	5 (14.29%)	36 (83.72%)	7 (16.28%)	33 (82.50%)	7 (17.50%)	31 (79.49%)	8 (20.51%)
	G07	5 (100.00%)	0 (0%)	6 (100.00%)	0 (0%)	6 (85.71%)	1 (14.29%)	5 (71.43%)	2 (28.57%)
	G08	3 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)
	G09	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G10	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	**40 (86.96%)**	**6 (13.04%)**	**45 (84.91%)**	**8 (15.09%)**	**42 (82.35%)**	**9 (17.65%)**	**39 (78.00%)**	**11 (22.00%)**
Academic	G05	1 (50.00%)	1 (50.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**1 (50.00%)**	**1 (50.00%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Campus Services	RLW	25 (64.10%)	14 (35.90%)	27 (65.85%)	14 (34.15%)	26 (66.67%)	13 (33.33%)	22 (64.71%)	12 (35.29%)
	G03	0 (0%)	1 (100.00%)	2 (50.00%)	2 (50.00%)	2 (50.00%)	2 (50.00%)	3 (50.00%)	3 (50.00%)
	G04	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)
	G05	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	Total	**25 (60.98%)**	**16 (39.02%)**	**30 (63.83%)**	**17 (36.17%)**	**29 (64.44%)**	**16 (35.56%)**	**26 (63.41%)**	**15 (36.59%)**
Clerical Services	RLW	2 (100.00%)	0 (0%)	4 (100.00%)	0 (0%)	4 (100.00%)	0 (0%)	5 (83.33%)	1 (16.67%)
	G03	10 (83.33%)	2 (16.67%)	14 (87.50%)	2 (12.50%)	13 (86.67%)	2 (13.33%)	14 (87.50%)	2 (12.50%)
	G04	7 (100.00%)	0 (0%)	7 (100.00%)	0 (0%)	5 (100.00%)	0 (0%)	6 (85.71%)	1 (14.29%)
	G05	7 (77.78%)	2 (22.22%)	8 (66.67%)	4 (33.33%)	9 (56.25%)	7 (43.75%)	8 (53.33%)	7 (46.67%)
	Total	**26 (86.67%)**	**4 (13.33%)**	**33 (84.62%)**	**6 (15.38%)**	**31 (77.50%)**	**9 (22.50%)**	**33 (75.00%)**	**11 (25.00%)**
Technical, Computing & Operational	RLW	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G03	0 (0%)	3 (100.00%)	0 (0%)	4 (100.00%)	0 (0%)	4 (100.00%)	0 (0%)	3 (100.00%)
	G04	2 (50.00%)	2 (50.00%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)
	G05	5 (50.00%)	5 (50.00%)	6 (54.55%)	5 (45.45%)	10 (52.63%)	9 (47.37%)	8 (57.14%)	6 (42.86%)
	G06	0 (0%)	3 (100.00%)	0 (0%)	3 (100.00%)	0 (0%)	3 (100.00%)	0 (0%)	3 (100.00%)
	G07	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)
	Total	**8 (34.78%)**	**15 (65.22%)**	**8 (33.33%)**	**16 (66.67%)**	**13 (39.39%)**	**20 (60.61%)**	**11 (40.74%)**	**16 (59.26%)**
Other	RLW	5 (83.33%)	1 (16.67%)	5 (83.33%)	1 (16.67%)	3 (75.00%)	1 (25.00%)	2 (66.67%)	1 (33.33%)
	G04	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G06	2 (66.67%)	1 (33.33%)	3 (75.00%)	1 (25.00%)	3 (75.00%)	1 (25.00%)	3 (75.00%)	1 (25.00%)
	Total	**9 (81.82%)**	**2 (18.18%)**	**9 (81.82%)**	**2 (18.18%)**	**7 (77.78%)**	**2 (22.22%)**	**6 (75.00%)**	**2 (25.00%)**

Table 15: Faculty of Arts and Social Sciences (FASS) PTO staff: data split by contract type and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract type.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Permanent	RLW	32 (68.09%)	15 (31.91%)	34 (69.39%)	15 (30.61%)	34 (70.83%)	14 (29.17%)	28 (70.00%)	12 (30.00%)
	G03	10 (62.50%)	6 (37.50%)	15 (65.22%)	8 (34.78%)	14 (63.64%)	8 (36.36%)	15 (71.43%)	6 (28.57%)
	G04	10 (76.92%)	3 (23.08%)	9 (75.00%)	3 (25.00%)	7 (70.00%)	3 (30.00%)	7 (70.00%)	3 (30.00%)
	G05	9 (52.94%)	8 (47.06%)	8 (57.14%)	6 (42.86%)	8 (61.54%)	5 (38.46%)	7 (53.85%)	6 (46.15%)
	G06	24 (75.00%)	8 (25.00%)	30 (73.17%)	11 (26.83%)	31 (73.81%)	11 (26.19%)	28 (71.79%)	11 (28.21%)
	G07	5 (71.43%)	2 (28.57%)	4 (66.67%)	2 (33.33%)	4 (66.67%)	2 (33.33%)	3 (50.00%)	3 (50.00%)
	G08	1 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G09	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G10	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	**92 (68.15%)**	**43 (31.85%)**	**103 (69.13%)**	**46 (30.87%)**	**101 (69.66%)**	**44 (30.34%)**	**90 (68.18%)**	**42 (31.82%)**
Fixed-term contract	G03	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (33.33%)	2 (66.67%)
	G04	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)
	G05	3 (100.00%)	0 (0%)	6 (66.67%)	3 (33.33%)	9 (50.00%)	9 (50.00%)	6 (50.00%)	6 (50.00%)
	G06	7 (87.50%)	1 (12.50%)	7 (100.00%)	0 (0%)	5 (100.00%)	0 (0%)	5 (83.33%)	1 (16.67%)
	G07	0 (0%)	0 (0%)	2 (100.00%)	0 (0%)	3 (75.00%)	1 (25.00%)	3 (75.00%)	1 (25.00%)
	G08	2 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**13 (92.86%)**	**1 (7.14%)**	**16 (84.21%)**	**3 (15.79%)**	**18 (64.29%)**	**10 (35.71%)**	**16 (61.54%)**	**10 (38.46%)**
Casual	RLW	0 (0%)	0 (0%)	2 (50.00%)	0 (0%)	0 (0%)	0 (0%)	2 (50.00%)	2 (50.00%)
	G03	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)
	G05	1 (100.00%)	0 (0%)	1 (25.00%)	0 (0%)	3 (60.00%)	2 (40.00%)	4 (80.00%)	1 (20.00%)
	G06	0 (0%)	0 (0%)	1 (25.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**1 (100.00%)**	**0 (0%)**	**4 (100.00%)**	**0 (0%)**	**3 (60.00%)**	**2 (40.00%)**	**7 (70.00%)**	**3 (30.00%)**
Other	G06	1 (33.33%)	0 (0%)	1 (50.00%)	0 (0%)	0 (0%)	0 (0%)	1 (50.00%)	0 (0%)
	G07	1 (33.33%)	0 (0%)	1 (50.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G08	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (50.00%)	0 (0%)
	G09	1 (33.33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**3 (100.00%)**	**0 (0%)**	**2 (100.00%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**2 (100.00%)**	**0 (0%)**

Table 16: Faculty of Business and Physical Science (FBaPS) PTO staff: data split by job family and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and job family.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Admin Managerial and Professional	**G06**	2 (100.00%)	0 (0%)	4 (100.00%)	0 (0%)	4 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G07	2 (66.67%)	1 (33.33%)	4 (66.67%)	2 (33.33%)	4 (66.67%)	2 (33.33%)	4 (80.00%)	1 (20.00%)
	G08	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)
	G09	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	**5 (62.50%)**	**3 (37.50%)**	**9 (69.23%)**	**4 (30.77%)**	**9 (69.23%)**	**4 (30.77%)**	**6 (66.67%)**	**3 (33.33%)**
Clerical Services	**G05**	6 (100.00%)	0 (0%)	9 (100.00%)	0 (0%)	10 (100.0%)	0 (0%)	9 (100.00%)	0 (0%)
	Total	**6 (100.00%)**	**0 (0%)**	**9 (100.00%)**	**0 (0%)**	**10 (100.0%)**	**0 (0%)**	**9 (100.00%)**	**0 (0%)**
Technical, Computing & Operational	**G03**	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	G04	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G05	1 (16.67%)	5 (83.33%)	1 (16.67%)	5 (83.33%)	4 (23.53%)	13 (76.47%)	3 (25.00%)	9 (75.00%)
	G06	0 (0%)	2 (100.00%)	0 (0%)	3 (100.00%)	0 (0%)	3 (100.00%)	0 (0%)	3 (100.00%)
	G07	0 (0%)	5 (100.00%)	0 (0%)	5 (100.00%)	0 (0%)	5 (100.00%)	0 (0%)	5 (100.00%)
	Total	**2 (13.33%)**	**13 (86.67%)**	**2 (13.33%)**	**13 (86.67%)**	**4 (15.38%)**	**22 (84.62%)**	**3 (14.29%)**	**18 (85.71%)**

Table 17: Faculty of Business and Physical Science (FBaPS) PTO staff: data split by contract type and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract type.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Permanent	G03	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	G05	4 (57.14%)	3 (42.86%)	5 (62.50%)	3 (37.50%)	5 (55.56%)	4 (44.44%)	3 (42.86%)	4 (57.14%)
	G06	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)
	G07	1 (16.67%)	5 (83.33%)	1 (16.67%)	5 (83.33%)	1 (16.67%)	5 (83.33%)	1 (16.67%)	5 (83.33%)
	G08	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)
	G09	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	**7 (35.00%)**	**13 (65.00%)**	**8 (40.00%)**	**12 (60.00%)**	**8 (36.36%)**	**14 (63.64%)**	**6 (30.00%)**	**14 (70.00%)**
Fixed-term contract	G04	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G05	3 (60.00%)	2 (40.00%)	4 (66.67%)	2 (33.33%)	8 (47.06%)	9 (52.94%)	6 (54.55%)	5 (45.45%)
	G06	1 (100.00%)	0 (0%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	0 (0%)	1 (100.00%)
	G07	1 (50.00%)	1 (50.00%)	3 (75.00%)	1 (25.00%)	3 (60.00%)	2 (40.00%)	3 (75.00%)	1 (25.00%)
	Total	**5 (62.50%)**	**3 (37.50%)**	**10 (71.43%)**	**4 (28.57%)**	**13 (52.00%)**	**12 (48.00%)**	**9 (56.25%)**	**7 (43.75%)**
Casual	G04	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G05	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100.00%)	0 (0%)
	G07	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**1 (100.00%)**	**0 (0%)**	**0 (0%)**	**1 (100.00%)**	**0 (0%)**	**0 (0%)**	**2 (100.00%)**	**0 (0%)**
Other	G05	0 (0%)	0 (0%)	1 (50.00%)	0 (0%)	1 (50.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G06	0 (0%)	0 (0%)	1 (50.00%)	0 (0%)	1 (50.00%)	0 (0%)	0 (0%)	0 (0%)
	Total	**0 (0%)**	**0 (0%)**	**2 (100.00%)**	**0 (0%)**	**2 (100.00%)**	**0 (0%)**	**1 (100.00%)**	**0 (0%)**

Table 18: Faculty of Environmental and Life Science (FELS) PTO staff: data split by job family and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and job family.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Admin, Managerial & Professional	G05	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)
	G06	8 (53.33%)	7 (46.67%)	11 (73.33%)	4 (26.67%)	10 (62.50%)	6 (37.50%)	9 (64.29%)	5 (35.71%)
	G07	6 (33.33%)	12 (66.67%)	6 (33.33%)	12 (66.67%)	9 (45.00%)	11 (55.00%)	13 (56.52%)	10 (43.48%)
	G08	5 (62.50%)	3 (37.50%)	6 (60.00%)	4 (40.00%)	4 (40.00%)	6 (60.00%)	4 (40.00%)	6 (60.00%)
	G10	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**19 (45.24%)**	**23 (54.76%)**	**23 (53.49%)**	**20 (46.51%)**	**23 (50.00%)**	**23 (50.00%)**	**26 (54.17%)**	**22 (45.83%)**
Campus Services	RLW	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G05	1 (50.00%)	1 (50.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	**3 (75.00%)**	**1 (25.00%)**	**1 (50.00%)**	**1 (50.00%)**	**0 (0%)**	**1 (100.00%)**	**0 (0%)**	**1 (100.00%)**
Clerical Services	RLW	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	G03	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)
	G04	7 (77.78%)	2 (22.22%)	7 (70.00%)	3 (30.00%)	6 (66.67%)	3 (33.33%)	5 (62.50%)	3 (37.50%)
	G05	6 (85.71%)	1 (14.29%)	9 (69.23%)	4 (30.77%)	10 (76.92%)	3 (23.08%)	10 (71.43%)	4 (28.57%)
	G06	3 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**18 (78.26%)**	**5 (21.74%)**	**18 (66.67%)**	**9 (33.33%)**	**17 (68.00%)**	**8 (32.00%)**	**16 (64.00%)**	**9 (36.00%)**
Technical, Computing & Operational	RLW	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G03	3 (42.86%)	4 (57.14%)	3 (33.33%)	6 (66.67%)	4 (40.00%)	6 (60.00%)	2 (33.33%)	4 (66.67%)
	G04	38 (45.78%)	45 (54.22%)	33 (45.83%)	39 (54.17%)	32 (48.48%)	34 (51.52%)	7 (28.00%)	18 (72.00%)
	G05	11 (55.00%)	9 (45.00%)	9 (45.00%)	11 (55.00%)	13 (43.33%)	17 (56.67%)	14 (51.85%)	13 (48.15%)
	G06	3 (23.08%)	10 (76.92%)	6 (40.00%)	9 (60.00%)	7 (46.67%)	8 (53.33%)	6 (42.86%)	8 (57.14%)
	G07	1 (20.00%)	4 (80.00%)	5 (50.00%)	5 (50.00%)	5 (50.00%)	5 (50.00%)	5 (55.56%)	4 (44.44%)
	G08	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	**58 (44.27%)**	**73 (55.73%)**	**57 (44.53%)**	**71 (55.47%)**	**61 (46.21%)**	**71 (53.79%)**	**34 (41.46%)**	**48 (58.54%)**
Other	G04	1 (25.00%)	3 (75.00%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	0 (0%)	2 (100.00%)
	G05	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G06	1 (50.00%)	1 (50.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	G07	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	Total	**3 (37.50%)**	**5 (62.50%)**	**2 (33.33%)**	**4 (66.67%)**	**2 (33.33%)**	**4 (66.67%)**	**1 (20.00%)**	**4 (80.00%)**

Table 19: Faculty of Environmental and Life Science (FELS) PTO staff: data split by contract type and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract type.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Permanent	RLW	1 (50.00%)	1 (50.00%)	2 (66.67%)	1 (33.33%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)
	G03	2 (40.00%)	3 (60.00%)	3 (37.50%)	5 (62.50%)	3 (33.33%)	6 (66.67%)	2 (28.57%)	5 (71.43%)
	G04	34 (45.95%)	40 (54.05%)	29 (46.77%)	33 (53.23%)	29 (50.00%)	29 (50.00%)	5 (25.00%)	15 (75.00%)
	G05	10 (58.82%)	7 (41.18%)	10 (55.56%)	8 (44.44%)	10 (52.63%)	9 (47.37%)	12 (60.00%)	8 (40.00%)
	G06	6 (40.00%)	9 (60.00%)	4 (44.44%)	5 (55.56%)	4 (50.00%)	4 (50.00%)	4 (50.00%)	4 (50.00%)
	G07	3 (18.75%)	13 (81.25%)	6 (33.33%)	12 (66.67%)	6 (35.29%)	11 (64.71%)	7 (41.18%)	10 (58.82%)
	G08	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	1 (33.33%)	2 (66.67%)
	G10	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**56 (42.42%)**	**76 (57.58%)**	**54 (45.00%)**	**66 (55.00%)**	**52 (45.61%)**	**62 (54.39%)**	**31 (40.79%)**	**45 (59.21%)**
Fixed-term contract	RLW	2 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G03	2 (50.00%)	2 (50.00%)	2 (66.67%)	1 (33.33%)	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G04	7 (43.75%)	9 (56.25%)	11 (57.89%)	8 (42.11%)	10 (50.00%)	10 (50.00%)	6 (46.15%)	7 (53.85%)
	G05	7 (63.64%)	4 (36.36%)	8 (50.00%)	8 (50.00%)	13 (54.17%)	11 (45.83%)	11 (52.38%)	10 (47.62%)
	G06	7 (43.75%)	9 (56.25%)	9 (52.94%)	8 (47.06%)	10 (47.62%)	11 (52.38%)	9 (52.94%)	8 (47.06%)
	G07	4 (50.00%)	4 (50.00%)	5 (55.56%)	4 (44.44%)	8 (66.67%)	4 (33.33%)	8 (66.67%)	4 (33.33%)
	G08	3 (60.00%)	2 (40.00%)	3 (50.00%)	3 (50.00%)	3 (42.86%)	4 (57.14%)	2 (33.33%)	4 (66.67%)
	Total	**32 (51.61%)**	**30 (48.39%)**	**38 (54.29%)**	**32 (45.71%)**	**46 (53.49%)**	**40 (46.51%)**	**37 (52.86%)**	**33 (47.14%)**
Casual	RLW	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G03	1 (100.00%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)
	G04	3 (75.00%)	1 (25.00%)	0 (0%)	2 (100.00%)	0 (0%)	0 (0%)	1 (50.00%)	1 (50.00%)
	G05	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	2 (66.67%)	1 (33.33%)
	G06	0 (0%)	0 (0%)	2 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	1 (33.33%)	2 (66.67%)
	G07	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	3 (75.00%)	1 (25.00%)
	G08	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**6 (85.71%)**	**1 (14.29%)**	**3 (50.00%)**	**3 (50.00%)**	**2 (40.00%)**	**3 (60.00%)**	**7 (58.33%)**	**5 (41.67%)**
Other	G04	2 (28.57%)	0 (0%)	1 (50.00%)	1 (50.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G05	1 (14.29%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)
	G06	2 (28.57%)	0 (0%)	2 (66.67%)	1 (33.33%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G07	0 (0%)	0 (0%)	0 (0%)	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)
	G08	2 (28.57%)	0 (0%)	2 (100.00%)	0 (0%)	1 (50.00%)	1 (50.00%)	1 (50.00%)	1 (50.00%)
	Total	**7 (100.00%)**	**0 (0%)**	**6 (60.00%)**	**4 (40.00%)**	**3 (60.00%)**	**2 (40.00%)**	**2 (66.67%)**	**1 (33.33%)**

Table 20: Non-faculty PTO staff: data split by job family and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and job family.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Admin Managerial and Professional	G04	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)
	G05	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G06	98 (72.06%)	38 (27.94%)	95 (72.52%)	36 (27.48%)	96 (69.06%)	43 (30.94%)	96 (66.21%)	49 (33.79%)
	G07	72 (61.02%)	46 (38.98%)	71 (60.17%)	47 (39.83%)	80 (62.50%)	48 (37.50%)	74 (62.18%)	45 (37.82%)
	G08	29 (53.70%)	25 (46.30%)	30 (56.60%)	23 (43.40%)	31 (55.36%)	25 (44.64%)	32 (55.17%)	26 (44.83%)
	G09	8 (53.33%)	7 (46.67%)	5 (50.00%)	5 (50.00%)	5 (62.50%)	3 (37.50%)	4 (57.14%)	3 (42.86%)
	G09R	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	3 (75.00%)	1 (25.00%)
	G10	4 (33.33%)	8 (66.67%)	3 (23.08%)	10 (76.92%)	5 (38.46%)	8 (61.54%)	4 (30.77%)	9 (69.23%)
	Total	**213 (63.20%)**	**124 (36.80%)**	**205 (62.88%)**	**121 (37.12%)**	**218 (63.19%)**	**127 (36.81%)**	**214 (61.67%)**	**133 (38.33%)**
Academic	G06	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)
	Total	**1 (100.00%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**1 (100.00%)**	**0 (0%)**
Agricultural Wages Board	RLW	1 (12.50%)	7 (87.50%)	1 (11.11%)	8 (88.89%)	3 (30.00%)	7 (70.00%)	0 (0%)	1 (100.00%)
	G03	4 (36.36%)	7 (63.64%)	5 (45.45%)	6 (54.55%)	3 (37.50%)	5 (62.50%)	3 (60.00%)	2 (40.00%)
	G04	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100.00%)
	G05	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)
	G06	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (66.67%)	1 (33.33%)
	Total	**5 (25.00%)**	**15 (75.00%)**	**6 (28.57%)**	**15 (71.43%)**	**6 (31.58%)**	**13 (68.42%)**	**5 (45.45%)**	**6 (54.55%)**
Campus Services	RLW	64 (38.32%)	103 (61.68%)	56 (38.36%)	90 (61.64%)	76 (43.68%)	98 (56.32%)	70 (45.75%)	83 (54.25%)
	G03	12 (26.09%)	34 (73.91%)	12 (26.09%)	34 (73.91%)	13 (26.53%)	36 (73.47%)	14 (29.17%)	34 (70.83%)
	G04	2 (28.57%)	5 (71.43%)	2 (33.33%)	4 (66.67%)	2 (40.00%)	3 (60.00%)	2 (25.00%)	6 (75.00%)
	G05	3 (27.27%)	8 (72.73%)	6 (37.50%)	10 (62.50%)	4 (33.33%)	8 (66.67%)	3 (25.00%)	9 (75.00%)
	G06	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G07	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**81 (34.91%)**	**151 (65.09%)**	**76 (35.35%)**	**139 (64.65%)**	**95 (39.58%)**	**145 (60.42%)**	**89 (40.27%)**	**132 (59.73%)**

Table 20 continued:

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Clerical Services	RLW	10 (38.46%)	16 (61.54%)	11 (52.38%)	10 (47.62%)	18 (54.55%)	15 (45.45%)	8 (42.11%)	11 (57.89%)
	G03	112 (65.12%)	60 (34.88%)	106 (67.52%)	51 (32.48%)	99 (68.28%)	46 (31.72%)	91 (66.42%)	46 (33.58%)
	G04	70 (71.43%)	28 (28.57%)	70 (78.65%)	19 (21.35%)	78 (75.73%)	25 (24.27%)	73 (68.87%)	33 (31.13%)
	G05	58 (82.86%)	12 (17.14%)	54 (84.38%)	10 (15.62%)	67 (84.81%)	12 (15.19%)	66 (82.50%)	14 (17.50%)
	G06	5 (83.33%)	1 (16.67%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G07	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	256 (68.63%)	117 (31.37%)	241 (72.81%)	90 (27.19%)	262 (72.78%)	98 (27.22%)	238 (69.59%)	104 (30.41%)
Technical, Computing & Operational	RLW	4 (44.44%)	5 (55.56%)	3 (42.86%)	4 (57.14%)	5 (50.00%)	5 (50.00%)	3 (50.00%)	3 (50.00%)
	G03	2 (66.67%)	1 (33.33%)	2 (100.00%)	0 (0%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)
	G04	2 (15.38%)	11 (84.62%)	2 (12.50%)	14 (87.50%)	2 (12.50%)	14 (87.50%)	2 (12.50%)	14 (87.50%)
	G05	16 (64.00%)	9 (36.00%)	15 (62.50%)	9 (37.50%)	16 (59.26%)	11 (40.74%)	15 (57.69%)	11 (42.31%)
	G06	0 (0%)	7 (100.00%)	0 (0%)	3 (100.00%)	0 (0%)	2 (100.00%)	0 (0%)	4 (100.00%)
	G07	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	2 (100.00%)
	G08	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	24 (41.38%)	34 (58.62%)	22 (41.51%)	31 (58.49%)	25 (42.37%)	34 (57.63%)	22 (38.60%)	35 (61.40%)
Other	RLW	1 (12.50%)	7 (87.50%)	2 (20.00%)	8 (80.00%)	1 (12.50%)	7 (87.50%)	2 (33.33%)	4 (66.67%)
	G04	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	3 (60.00%)	2 (40.00%)	3 (75.00%)	1 (25.00%)
	G06	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)	2 (66.67%)	1 (33.33%)
	Total	4 (33.33%)	8 (66.67%)	5 (35.71%)	9 (64.29%)	6 (37.50%)	10 (62.50%)	7 (53.85%)	6 (46.15%)

Table 21: Non-faculty PTO staff: data split by contract type and grade. Data presented as total number with % for that year in parenthesis. Percentage data indicate the % distribution of female and male staff within each grade and contract type.

	Grade	18-19 Female	18-19 Male	19-20 Female	19-20 Male	20-21 Female	20-21 Male	21-22 Female	21-22 Male
Permanent	RLW	78 (39.39%)	120 (60.61%)	70 (39.55%)	107 (60.45%)	75 (41.90%)	104 (58.10%)	73 (44.51%)	91 (55.49%)
	G03	122 (55.71%)	97 (44.29%)	120 (58.54%)	85 (41.46%)	110 (57.89%)	80 (42.11%)	106 (57.92%)	77 (42.08%)
	G04	66 (68.04%)	31 (31.96%)	64 (70.33%)	27 (29.67%)	72 (64.86%)	39 (35.14%)	69 (59.48%)	47 (40.52%)
	G05	70 (74.47%)	24 (25.53%)	72 (73.47%)	26 (26.53%)	79 (73.83%)	28 (26.17%)	75 (73.53%)	27 (26.47%)
	G06	84 (68.29%)	39 (31.71%)	86 (70.49%)	36 (29.51%)	90 (69.23%)	40 (30.77%)	90 (66.18%)	46 (33.82%)
	G07	64 (60.38%)	42 (39.62%)	61 (59.80%)	41 (40.20%)	66 (60.00%)	44 (40.00%)	67 (61.47%)	42 (38.53%)
	G08	24 (53.33%)	21 (46.67%)	29 (56.86%)	22 (43.14%)	28 (56.00%)	22 (44.00%)	27 (55.10%)	22 (44.90%)
	G09	7 (58.33%)	5 (41.67%)	4 (57.14%)	3 (42.86%)	5 (62.50%)	3 (37.50%)	4 (66.67%)	2 (33.33%)
	G09R	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	2 (66.67%)	1 (33.33%)
	G10	3 (42.86%)	4 (57.14%)	3 (27.27%)	8 (72.73%)	5 (41.67%)	7 (58.33%)	4 (30.77%)	9 (69.23%)
	Total	**519 (57.54%)**	**383 (42.46%)**	**510 (58.96%)**	**355 (41.04%)**	**531 (59.13%)**	**367 (40.87%)**	**517 (58.68%)**	**364 (41.32%)**
Fixed-Term contract	RLW	1 (6.67%)	14 (93.33%)	3 (20.00%)	12 (80.00%)	22 (44.90%)	27 (55.10%)	6 (66.67%)	3 (33.33%)
	G03	6 (75.00%)	2 (25.00%)	2 (50.00%)	2 (50.00%)	6 (46.15%)	7 (53.85%)	4 (57.14%)	3 (42.86%)
	G04	8 (44.44%)	10 (55.56%)	4 (33.33%)	8 (66.67%)	11 (73.33%)	4 (26.67%)	7 (63.64%)	4 (36.36%)
	G05	2 (28.57%)	5 (71.43%)	2 (66.67%)	1 (33.33%)	4 (66.67%)	2 (33.33%)	6 (75.00%)	2 (25.00%)
	G06	10 (100.00%)	0 (0%)	7 (87.50%)	1 (12.50%)	7 (77.78%)	2 (22.22%)	8 (50.00%)	8 (50.00%)
	G07	3 (60.00%)	2 (40.00%)	3 (50.00%)	3 (50.00%)	10 (76.92%)	3 (23.08%)	3 (60.00%)	2 (40.00%)
	G08	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G09	0 (0%)	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G09R	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)
	G10	0 (0%)	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)
	Total	**30 (44.78%)**	**37 (55.22%)**	**21 (42.00%)**	**29 (58.00%)**	**61 (57.01%)**	**46 (42.99%)**	**36 (62.07%)**	**22 (37.93%)**

Table 21 continued:

	Grade	18-19		19-20		20-21		21-22	
		Female	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Casual	**RLW**	1 (20.00%)	4 (80.00%)	0 (0%)	1 (100.00%)	6 (85.71%)	1 (14.29%)	4 (33.33%)	8 (66.67%)
	G03	2 (40.00%)	3 (60.00%)	2 (40.00%)	3 (60.00%)	1 (50.00%)	1 (50.00%)	0 (0%)	3 (100.00%)
	G04	0 (0%)	3 (100.00%)	6 (85.71%)	1 (14.29%)	1 (50.00%)	1 (50.00%)	2 (33.33%)	4 (66.67%)
	G05	3 (75.00%)	1 (25.00%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G06	2 (100.00%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G07	2 (100.00%)	0 (0%)	1 (50.00%)	1 (50.00%)	1 (100.00%)	0 (0%)	0 (0%)	1 (100.00%)
	G08	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (100.00%)	0 (0%)	1 (100.00%)	0 (0%)
	G09	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (100.00%)
	Total	**10 (47.62%)**	**11 (52.38%)**	**9 (60.00%)**	**6 (40.00%)**	**13 (81.25%)**	**3 (18.75%)**	**9 (34.62%)**	**17 (65.38%)**
Other	**G03**	0 (0%)	0 (0%)	1 (50.00%)	1 (50.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G04	1 (100.00%)	0 (0%)	1 (50.00%)	1 (50.00%)	1 (100.00%)	0 (0%)	3 (75.00%)	1 (25.00%)
	G05	3 (100.00%)	0 (0%)	1 (25.00%)	3 (75.00%)	3 (60.00%)	2 (40.00%)	2 (28.57%)	5 (71.43%)
	G06	10 (55.56%)	8 (44.44%)	4 (50.00%)	4 (50.00%)	0 (0%)	4 (100.00%)	2 (66.67%)	1 (33.33%)
	G07	4 (57.14%)	3 (42.86%)	6 (66.67%)	3 (33.33%)	3 (60.00%)	2 (40.00%)	4 (66.67%)	2 (33.33%)
	G08	5 (50.00%)	5 (50.00%)	1 (50.00%)	1 (50.00%)	0 (0%)	3 (100.00%)	3 (42.86%)	4 (57.14%)
	G09	1 (100.00%)	0 (0%)	1 (50.00%)	1 (50.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	G10	1 (33.33%)	2 (66.67%)	0 (0%)	1 (100.00%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	**25 (58.14%)**	**18 (41.86%)**	**15 (50.00%)**	**15 (50.00%)**	**7 (38.89%)**	**11 (61.11%)**	**14 (51.85%)**	**13 (48.15%)**

Job applications and hires

Job application data prior to 2020 held by the University is currently anonymised to the extent that we are unable to identify whether applicants were applying for an academic or PTO position, nor do we have any information on the grade applied for or the type of contract (part time, full time, permanent or casual/fixed term). Historical data are also retained by year rather than academic year with no additional information retained other than the year, so the format presentation covering all years differs from other data presented.

We were able to gather more detail on data covering academic years 2020-2021 and 2021-2022 (see below).
Data on gender is requested as 'legal gender' for HMRC purposes. Applicants only have the option to select either male or female or leave this choice blank.

Table 22: Applications made to Aberystwyth University 2018 to 2022. Data presented as total number with % for that year in parenthesis.

Applications				
Year	unknown	Female	Male	Total
2018	46 (1.18%)	2090 (53.40%)	1778 (45.43%)	3914
2019	34 (0.95%)	1951 (54.25%)	1611 (44.80%	3596
2020	26 (0.75%)	1760 (51.01%)	1664 (48.23%)	3450
2021	37 (0.91%)	2087 (51.13%)	1958 (47.97%)	4082
2022	104 (2.07%)	2532 (50.44%)	2384 (47.49%)	5020

Table 23: Hires made at Aberystwyth University 2018 to 2022. Data presented as total number with % for that year in parenthesis.

Hires				
Year	unknown	Female	Male	Total
2018	16 (1.04%)	836 (54.05%)	682 (44.46%)	1534
2019	29 (2.01%)	820 (56.83%)	594 (41.16%)	1443
2020	22 (2.25%)	529 (54.03%)	428 (43.72%)	979
2021	33 (3.22%)	569 (55.51%)	423 (41.27%)	1025
2022	47 (6.14%)	432 (56.47%)	286 (37.39%)	765

Table 24: Success rate of unknown, female and male applicants 2018-2022

% success rate			
Year	unknown	Female	Male
2018	35%	40%	38%
2019	85%	42%	37%
2020	85%	30%	26%
2021	89%	27%	22%
2022	45%	17%	12%

Applications, shortlist and appointments to academic posts 2020-2022 only.

Data are collected based on the grade of the position advertised, data on the appointed grade is not currently retained in our applications system. Where a position was advertised covering multiple grades, for example, lecturer G7 or G8, this data has been grouped with the lowest grade advertised. For example, a position advertised as G7/G8 would be grouped with positions advertised just at G7 only. This was done due to the small number of positions with some multiple grade combinations to maintain anonymity.

Contract type is available for academic staff, whether the position was T&S, T&R, R or Academic, not teaching or research. However, information on faculty is not retained in the current system.

Applicants who withdrew either during the process of submitting their application or following submission prior to short-listing decisions are excluded from the application and hire data.

Across all applications, the legal gender was unknown for 49 individuals, 37 (75%) of which were internal hires, indicating data collection on internal candidates is worse than external candidates.

Table 25: Appointment rate for all academic staff by grade and legal gender provided to give an overview of academic appointments – detailed by contract function and shortlisting below.

Data are presented based on the total number of applicants. e.g. 13/17 indicates 13 people appointed from 17 applicants, % indicates the success rate.

	2020-21			2021-22		
	Unknown	**Female**	**Male**	**Unknown**	**Female**	**Male**
G5	N/A	4/7 57%	3/11 27%	1/1 100%	2/2 100%	3/3 100%
G6	6/7 86%	95/237 40%	60/149 40%	27/28 96%	70/213 33%	43/125 34%
G7	1/1 100%	49/253 19%	26/343 8%	6/8 75%	48/226 21%	31/340 9%
G8	1/1 100%	8/22 36%	6/9 67%	1/1 100%	9/44 20%	31/79 8%
G9	N/A	2/17 12%	0/27 0%	N/A	2/3 67%	6/9 67%
G10	N/A	0/10 0%	1/20 5%	1/1 100%	1/3 33%	2/7 29%

Table 26: The Shortlist rate for Teaching and Scholarship academic staff by grade and legal gender.
Data are presented based on the total number of applicants, e.g. 13/17 indicates 13 people shortlisted from 17 applicants, % indicates the success rate.

	2020-21			2021-22		
	Unknown	**Female**	**Male**	**Unknown**	**Female**	**Male**
G5	N/A	5/8 63%	4/11 36%	N/A	2/3 67%	3/3 100%
G6	6/7 86%	110/227 48%	66/141 47%	13/13 100%	59/111 53%	32/50 64%
G7	N/A	26/70 37%	17/59 29%	4/4 100%	25/43 58%	27/79 34%
G8	N/A	9/196 47%	5/8 63%	N/A	7/10 70%	3/3 100%
G9	N/A	2/2 100%	N/A	N/A	N/A	2/2 100%
G10	N/A	N/A	N/A	N/A	2/2 100%	2/2 100%

Table 27: Appointment rate for Teaching and Scholarship academic staff by grade and legal gender.
Data are presented based on the total number of applicants. e.g. 13/17 indicates 13 people appointed from 17 applicants, % indicates the success rate.

.

	2020-21			2021-22		
	Unknown	**Female**	**Male**	**Unknown**	**Female**	**Male**
G5	N/A	5/8 63%	3/11 27%	N/A	2/3 67%	3/3 100%
G6	6/7 86%	85/227 37%	53/141 38%	13/13 100%	45/111 41%	27/50 54%
G7	N/A	14/70 20%	6/59 10%	4/4 100%	17/43 40%	15/79 19%
G8	N/A	5/19 26%	5/8 63%	N/A	5/10 50%	2/3 67%
G9	N/A	1/2 50%	N/A	N/A	N/A	2/2 100%
G10	N/A	N/A	N/A	N/A	1/2 50%	0/2 0%

Table 28: The Shortlist rate for Teaching and Research academic staff by grade and legal gender.
Data are presented based on the total number of applicants, e.g. 13/17 indicates 13 people shortlisted from 17 applicants, % indicates the success rate.

	2020-21			2021-22		
	Unknown	Female	Male	Unknown	Female	Male
G5	N/A	N/A	N/A	N/A	N/A	N/A
G6	N/A	3/3 100%	N/A	N/A	2/6 33%	4/5 80%
G7	1/1 100%	43/123 35%	30/215 14%	N/A	36/100 36%	36/197 18%
G8	N/A	N/A	N/A	N/A	4/18 22%	4/30 13%
G9	N/A	6/14 43%	6/26 23%	N/A	2/3 67%	2/3 67%
G10	N/A	3/10 30%	4/20 20%	1/1 100%	1/1 100%	4/5 80%

Table 29: Appointment rate for Teaching and Research academic staff by grade and legal gender.
Data are presented based on the total number of applicants. e.g. 13/17 indicates 13 people appointed from 17 applicants, % indicates the success rate.

	2020-21			2021-22		
	Unknown	Female	Male	Unknown	Female	Male
G5	N/A	N/A	N/A	N/A	N/A	N/A
G6	N/A	2/3 67%	N/A	N/A	1/3 17%	0/5 0%
G7	1/1 100%	13/123 11%	11/215 5%	N/A	13/123 13%	6/197 3%
G8	N/A	N/A	N/A	N/A	1/18 6%	4/30 13%
G9	N/A	2/14 14%	0/26 0%	N/A	2/3 67%	2/3 67%
G10	N/A	0/10 0%	2/20 10%	1/1 100%	0/1 0%	2/5 40%

Table 30: The Shortlist rate for Research only academic staff by grade and legal gender. Data are presented based on the total number of applicants, e.g. 13/17 indicates 13 people shortlisted from 17 applicants, % indicates the success rate.

	2020-21			2021-22		
	Unknown	Female	Male	Unknown	Female	Male
G5	1/1 100%	N/A	N/A	1/1 100%	1/1 100%	N/A
G6	N/A	9/9 100%	7/7 100%	16/16 100%	36/87 41%	23/66 35%
G7	N/A	31/50 62%	22/45 49%	0/2 0%	39/76 51%	20/61 33%
G8	1/1	3/3 100%	1/1 100%	N/A	3/16 19%	9/46 20%
G9	100%	1/1 100%	1/1 100%	N/A	N/A	2/4 50%
G10	N/A	N/A	N/A	N/A	N/A	N/A

Table 31: Appointment rate for Research only academic staff by grade and legal gender. Data are presented based on the total number of applicants. e.g. 13/17 indicates 13 people appointed from 17 applicants, % indicates the success rate.

	2020-21			2021-22		
	Unknown	Female	Male	Unknown	Female	Male
G5	1/1 100%	N/A	N/A	1/1 100%	1/1 100%	N/A
G6	N/A	9/9 100%	7/7 100%	16/16 100%	24/87 28%	17/66 26%
G7	N/A	20/50 40%	9/45 20%	0/2 0%	21/76 28%	10/61 16%
G8	1/1 100%	3/3 100%	1/1 100%	N/A	3/16 19%	2/46 4%
G9	100%	0/1 0%	0/1 0%	N/A	N/A	2/4 50%
G10	N/A	N/A	N/A	N/A	N/A	N/A

Academic, not teaching or research.
Data for those who do not fall into the T&S, T&R or R categories is very low.

In 2020-21 Three individuals applied, 2 female (grade 7) and one male (grade 6). All were successful.

In 2021-22 Nine females applied for a grade 6 posting, three were shortlisted and one was hired, four males also applied for a grade 6 posting, one was shortlisted, and none hired.
Two unknown individuals (legal gender not provided) also applied for a job position grade 7 to 10, both were hired but hiring grade is not known.

Applications, shortlist, and appointments for PTO staff 2020-2022 only.

Data currently available for PTO staff does not include the job family or contract type, nor does it indicate whether staff are employed into a faculty or non-faculty position.

Table 32: Shortlist rate for PTO staff by grade and legal gender. Data are presented based on the total number of applicants, e.g. 13/17 indicates 13 people shortlisted from 17 applicants, % indicates the success rate.

	2021-22			2021-22		
	Unknown	Female	Male	Unknown	Female	Male
G1-2 (RLW)	3/3 100%	128/316 41%	106/234 45%	13/17 76%	95/214 44%	102/247 41%
G3	2/14 14%	39/180 22%	45/194 23%	1/1 100%	34/72 47%	49/96 51%
G4	2/2 100%	61/275 22%	52/226 23%	2/2 100%	44/149 30%	53/154 34%
G5	3/4 75%	68/186 37%	47/125 38%	5/8 63%	98/259 38%	64/168 38%
G6	1/1 100%	56/194 29%	37/164 23%	4/6 67%	76/184 41%	61/161 38%
G7	1/1 100%	23/77 30%	31/87 36%	1/6 17%	41/97 42%	34/130 26%
G8	1/1 100%	10/19 53%	6/7 86%	1/1 100%	5/11 45%	7/12 58%
G9	N/A	1/12 8%	2/6 33%	N/A	3/9 33%	3/5 60%
G10	N/A	3/18 17%	7/33 21%	1/3 33%	N/A	N/A

Table 33: Appointment rate for PTO staff by grade and legal gender. Data are presented based on the total number of applicants. e.g. 13/17 indicates 13 people appointed from 17 applicants, % indicates the success rate.

	2021-22			2021-22		
	Unknown	Female	Male	Unknown	Female	Male
G1-2 (RLW)	3/3 100%	85/316 27%	70/234 30%	13/17 76%	63/214 29%	57/247 23%
G3	2/14 14%	19/180 11%	29/194 15%	1/1 100%	33/72 46%	33/96 34%
G4	2/2 100%	22/275 8%	26/226 7%	2/2 100%	21/149 14%	18/154 12%
G5	3/4 75%	42/186 23%	30/125 24%	5/8 63%	48/259 19%	31/168 18%
G6	1/1 100%	24/194 12%	16/164 10%	4/6 67%	40/184 22%	27/161 17%
G7	1/1 100%	10/77 13%	15/87 17%	1/6 17%	24/97 25%	8/130 6%
G8	1/1 100%	5/19 26%	3/7 43%	1/1 100%	4/11 36%	1/12 8%
G9	N/A	1/12 8%	1/6 17%	N/A	1/9 11%	0/5 0%
G10	N/A	1/18 6%	1/33 3%	0/3 0%	N/A	N/A

Academic Promotion

Individuals already in the professorial role (G10) cannot apply for promotion but apply for an increased grade banding via the Accelerated Contribution Scheme (see below).

PTO staff cannot apply for promotion via this route and can only increase their grading via the Accelerated Contribution Scheme or by applying for re-grading, which effectively then moves them into a new role.

Academic staff were unable to apply for promotions between 2018 and 2020, and so only two promotions rounds have taken place during the period covered by data in this application, in 2021 and 2022.

Academic roles are split into Teaching and Scholarship (T&S), Teaching and Research (T&R) and Research Only (R). All job roles were eligible to apply for promotion.

Table 34: Promotion applications by year, contract function and faculty. The table below outlines the number of staff eligible to apply for academic promotion (A), the number who applied for promotion in each round (B) and this as a proportion of eligible staff (C).

A: Total staff in each role (permanent contract only) below professor											
	FASS				FBaPS				FELS			
	2021		2022		2021		2022		2021		2022	
	F	M	F	M	F	M	F	M	F	M	F	M
T&S	32	22	34	20	22	22	15	20	4	8	6	9
T&R	40	41	43	46	18	38	20	37	31	48	30	46
R	1	2	1	1	2	1	2	2	20	22	19	18
B: Number applied for promotion												
	FASS				FBaPS				FELS			
	2021		2022		2021		2022		2021		2022	
	F	M	F	M	F	M	F	M	F	M	F	M
T&S	1	1	2	1	1	1	2	1	0	1	1	1
T&R	9	14	5	12	5	10	6	7	8	19	4	11
R	0	1	0	1	0	0	1	1	2	0	1	2
C: % applied for promotion												
	FASS				FBaPS				FELS			
	2021		2022		2021		2022		2021		2022	
	F	M	F	M	F	M	F	M	F	M	F	M
T&S	3%	5%	6%	5%	5%	5%	13%	5%	0%	13%	17%	11%
T&R	23%	34%	12%	26%	28%	26%	30%	19%	26%	40%	13%	24%
R	0%	50%	0%	100%	0%	0%	50%	50%	10%	0%	5%	11%

Table 35: Academic promotion applications by year, faculty and grade (combining T&S, T&R and R).
Numbers in parentheses denote total number of applicants for promotion and total number of staff employed in the grade.

		2021		2022	
		Female	**Male**	**Female**	**Male**
FASS	Grade 6	0% (0/8)	0% (0/8)	0% (0/6)	0% (0/8)
FASS	Grade 7	0% (0/16)	15% (2/13)	5% (1/20)	13% (2/15)
FASS	Grade 8	10% (3/31)	35% (9/26)	3% (1/32)	29% (7/24)
FASS	Grade 9	33% (4/12)	42% (5/12)	21% (3/14)	31% (4/13)
FASS	Grade 9R	50% (3/6)	0% (0/6)	33% (2/6)	14% (1/7)
FASS	**Overall**	**19% (14/73)**	**25% (16/65)**	**9% (7/78)**	**21% (14/67)**
FBaPS	Grade 6	0% (0/5)	0% (0/4)	25% (1/4)	0% (0/5)
FBaPS	Grade 7	0% (0/3)	0% (0/7)	0% (0/5)	0% (0/4)
FBaPS	Grade 8	21% (5/24)	24% (8/33)	35% (6/17)	22% (7/32)
FBaPS	Grade 9	0% (0/7)	13% (1/8)	13% (1/8)	9% (1/11)
FBaPS	Grade 9R	100% (1/1)	33% (2/6)	100% (1/1)	20% (1/5)
FBaPS	**Overall**	**15% (6/40)**	**19% (11/58)**	**26% (9/35)**	**16% (9/57)**
FELS	Grade 6	0% (0/11)	0% (0/6)	9% (1/11)	0% (0/8)
FELS	Grade 7	10% (1/10)	0% (0/9)	9% (1/11)	0% (0/7)
FELS	Grade 8	25% (5/20)	28% (8/29)	16% (3/19)	27% (7/26)
FELS	Grade 9	11% (1/9)	32% (7/22)	0% (0/12)	14% (3/21)
FELS	Grade 9R	60% (3/5)	42% (5/12)	50% (1/2)	36% (4/11)
FELS	**Overall**	**18% (10/55)**	**26% (20/78)**	**11% (6/55)**	**19% (14/73)**

Table 36: Promotion success by contract type, grade and faculty in 2021. N/A = not applicable (no applicants in group); values in parentheses denote total number of applicants.

Promotion percentage success 2021				
Starting grade	PT F	FT F	PT M	FT M	Total
7	N/A	0% (1/1)	100% (1/1)	0% (0/1)	33.3% (1/3)
8	50% (1/2)	36.4% (4/11)	0% (0/1)	20.8% (5/24)	26.3% (10/38)
9	100% (1/1)	25% (1/4)	0% (0/1)	25% (3/12)	27.8% (5/18)
Reader (9R)	50% (1/2)	40% (2/5)	N/A	57.1% (4/7)	50% (7/14)
Total	60% (3/5)	33.3% (7/21)	33.3% (1/3)	27.3% (12/44)	31.5% (23/73)

Table 37: Promotion success by contract type, grade and faculty in 2022. N/A = not applicable (no applicants in group); values in parentheses denote total number of applicants.

Promotion percentage success 2022				
Starting grade	PT F	FT F	PT M	FT M	Total
6	0% (0/1)	100% (1/1)	N/A	N/A	50% (1/2)
7	N/A	100% (2/2)	N/A	100% (2/2)	100% (4/4)
8	100% (1/1)	44.4% (4/9)	0% (0/1)	42.1% (12/30)	43.3% (13/30)
9	N/A	50% (2/4)	N/A	50% (4/8)	50% (6/12)
Reader (9R)	100% (1/1)	0% (0/3)	N/A	66.7% (4/6)	50% (5/10)
Total	66.7% (2/3)	47.4% (9/19)	0% (0/1)	47.8% (22/46)	

Re-grading – PTO staff only

Re-grading allows PTO staff to apply for promotion by changing their job role to one that is more senior within their area of work if they have taken on responsibilities above their current pay grade.

Current methods only record data for staff who were successful in their application for re-grading, and the University does not retain records of re-grading applications that were rejected.

Due to the very small number of staff who were successful in applying for re-grading of their position the data are presented grouped across all PTO roles within the University, and includes staff employed within faculties and outside faculties.
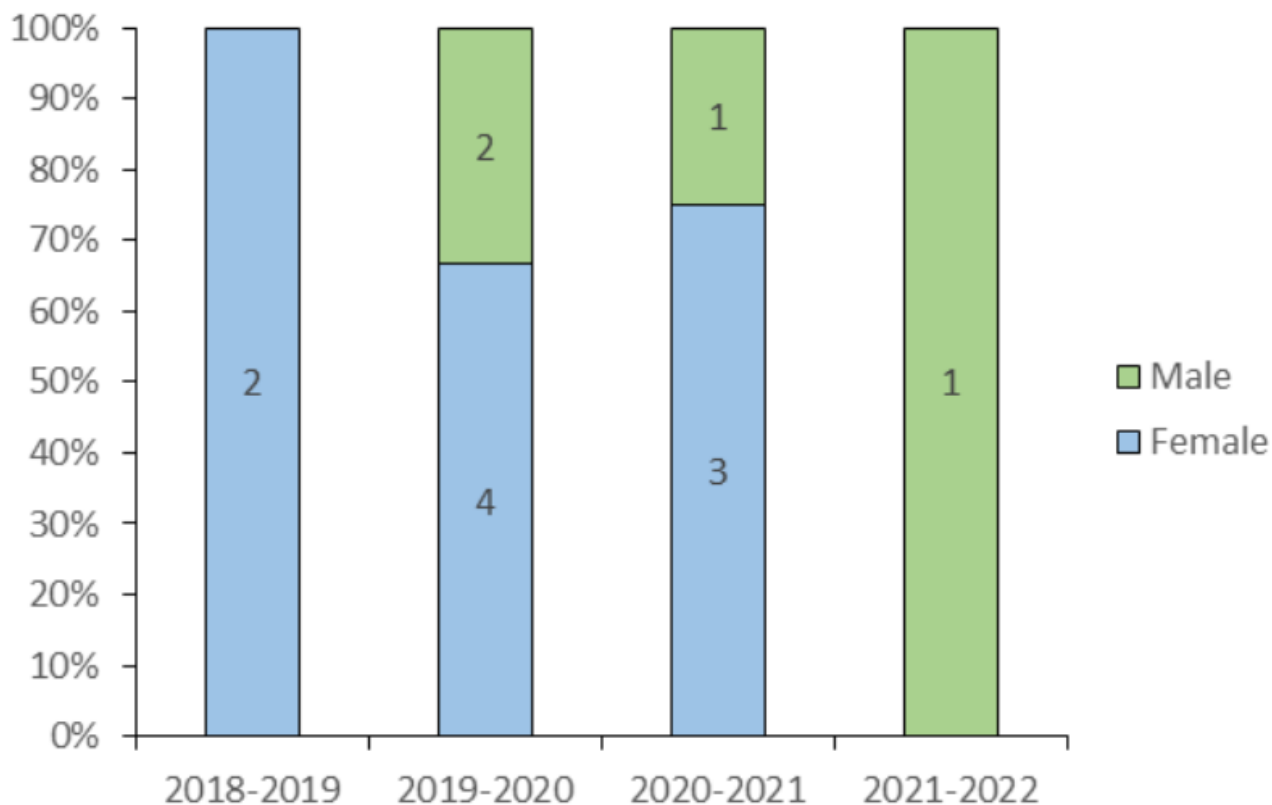

Figure 1: PTO staff re-graded over the period covered by the application.

Accelerated Individual Contribution – applicable to both PTO and academic staff.

Accelerated Individual Contribution awards were only available in the 2021-22 academic year during the assessed period. Applying for AIC allows staff members to increase their pay level within their current grade, including the CP values indicated in the staff grade boundary information above.

For PTO staff, it is the only way they can increase their income other than re-grading. RLW, G1 and G2 PTO staff are unable to apply for AIC as they are at the maximum income for their grade boundary.

AIC is the only avenue open to G10 staff to increase their income within this pay grade. Very few staff applied for AIC in the last academic year, and staff have not been separated by faculty for presentation purposes. Additionally, only one person on a fixed term contract applied, and so data has also not been separated by contract type.

Table 38: Accelerated Individual Contribution applications and success rate for academic staff by grade. Presented as % success (awarded/applicants).

Academic grade	Female	Male
G6	100% (2/2)	N/A
G7	33% (1/3)	N/A
G8	0% (0/1)	33% (1/3)
G9	N/A	0% (0/1)
G9R	N/A	N/A
Prof	N/A	25% (2/8)

Table 39: Accelerated Individual Contribution applications and success rate for academic staff by grade. Presented as % success (awarded/applicants).

Grade	Female	Male
G3	75% (3/4)	43% (3/7)
G4	11% (1/9)	0% (0/9)
G5	25% (2/8)	40% (2/5)
G6	88% (7/8)	50% (3/6)
G7	75% (6/8)	86% (6/7)
G8	100% (4/4)	80% (4/5)
G9	100% (1/1)	100% (1/1)
G10	50% (1/2)	N/A

Gender Identity

Data on student gender identity:

Student data is collected based on their gender identity, with students able to identify as female, male or other (if non-binary). The information collected within gender identity falls into four categories: Info not known = student did not engage with providing gender identity information; Same as birth = student indicated they currently have the same gender identity as the one they were assigned at birth (cis-gender); Changed since birth = student indicated their current gender identity is different from the one they were assigned at birth; Info refused = students indicated that they did not want to declare whether their gender identity differs or not from the one assigned at birth. This data is presented combining the data for all faculties and levels of study to ensure anonymity.

Table 40: Student gender identity by academic year

		2018/19	2019/20	2020/21	2021/22
Female	**Info not known**	1742 (22.0%)	1158 (15.2%)	476 (6.1%)	23 (0.3%)
	same as birth	2088 (26.4%)	2541 (33.3%)	3279 (41.9%)	3445 (47.5%)
	changed since birth	108 (1.4%)	113 (1.5%)	123 (1.6%)	90 (1.2%)
	info refused	209 (2.6%)	217 (2.8%)	243 (3.1%)	184 (2.5%)
	Total female	**4147 (52.5%)**	**4029 (52.8%)**	**4121 (52.7%)**	**3742 (51.6%)**
Male	**Info not known**	1576 (19.9%)	1059 (13.9%)	529 (6.8%)	52 (0.7%)
	Same as birth	1866 (23.6%)	2193 (28.7%)	2722 (34.8%)	3029 (41.8%)
	Changed since birth	75 (0.9%)	95 (1.2%)	134 (1.7%)	114 (1.6%)
	Info refused	183 (2.3%)	185 (2.4%)	199 (2.5%)	175 (2.4%)
	Total male	**3700 (46.8%)**	**3532 (46.2%)**	**3584 (45.8%)**	**3370 (46.5%)**
Other	**Info not known**	2 (0.03%)	1 (0.01%)	1 (0.01%)	0 (0%)
	same as birth	6 (0.08%)	9 (0.12%)	14 (0.18%)	13 (0.18%)
	changed since birth	38 (0.48%)	52 (0.68%)	76 (0.97%)	89 (1.23%)
	info refused	9 (0.11%)	14 (0.18%)	23 (0.29%)	34 (0.47%)
	Total other	**55 (0.7%)**	**76 (1.00%)**	**114 (1.46%)**	**136 (1.88%)**
	Total	7902	7637	7819	7248

Staff gender identity

Staff only have the option within our current systems to be recorded as male or female. Categorisation is based on staff legal status, and all staff are assigned either male or female based on this and asked to identify their legal gender. Staff can also volunteer information as to whether this legal status is different from the gender that they were assigned at birth. As with student data, data on whether staff are the same gender as assigned at birth has been grouped across all staff (academic and PTO) within the University to retain anonymity due to low numbers.

Table 41: Staff gender identity by academic year

		2018	2019	2020	2021
Female	Info not known	364 (16.39%)	359 (16.52%)	354 (15.26%)	321 (14.45%)
	Same as birth	809 (36.43%)	818 (37.64%)	910 (39.22%)	885 (39.83%)
	Changed since birth	4 (0.18%)	2 (0.09%)	3 (0.13%)	5 (0.23%)
	Info refused	21 (0.95%)	20 (0.92%)	28 (1.21%)	28 (1.26%)
	Total Female	**1198 (53.94%)**	**1199 (55.18%)**	**1295 (55.82%)**	**1239 (55.76)**
Male	Info not known	311 (14.00%)	271 (12.47%)	258 (11.12%)	237 (10.67%)
	Same as birth	690 (31.07%)	674 (31.02%)	733 (31.59%)	714 (32.13%)
	Changed since birth	1 (0.05%)	3 (0.14%)	6 (0.26%)	7 (0.32%)
	Info refused	21 (0.95%)	26 (1.20%)	28 (1.21%)	25 (1.13%)
	Total Male	**1023 (46.06%)**	**974 (44.82%)**	**1025 (44.18%)**	**983 (44.24%)**
Total		**2221**	**2173**	**2320**	**2222**

Governance and Committee membership

There has been positive change in proportions between female and male members on Council and Senate and the main Joint Committees of Council and Senate in recent years and it is pleasing to see that the proportions have remained consistent over this period. Specific steps have been taken over the last few years and will continue to remedy gender balance on our Governance committees.

Table 42: Key University Committee Membership by academic year

Committees	2021		2022	
	F	**M**	**F**	**M**
Council	10 (56%)	8 (44%)	10 (56%)	8 (44%)
Senate	15 (47%)	17 (53%)	15 (48%)	16 (52%)
University Executive	2 (25%)	6 (75%)	2 (25%)	6 (75%)
Redundancy Committee	4 (80%)	1 (20%)	4 (80%)	1 (20%)
Investments	2 (33%)	4 (67%)	3 (50%)	3 (50%)
Audit, Risk & Assurance	4 (80%)	1 (20%)	4 (67%)	2 (33%)
Remuneration	3 (50%)	3 (50%)	4 (67%)	2 (33%)
Governance & Compliance	8 (80%)	2 (20%)	8 (80%)	2 (20%)
Resources and Performance	5 (50%)	5 (50%)	5 (50%)	5 (50%)

Gender Pay Gap

The gender pay gap shows the difference in the average pay between all men and all women in the workforce.

Table 43: Gender Pay Gap for the University by Academic Year

	2020	**2021**	**2022**
Mean	10.3%	8.49%	9.7%
Median	8.7%	3.75%	3.88%

Table 44: Proportion of male and female in each quartile of pay

	2021		2022	
	Female	**Male**	**Female**	**Male**
Lower Quartile	48.26%	51.74%	51.42%	48.58
Lower Middle Quartile	59.63%	40.37%	56.83%	43.17%
Upper Middle Quartile	59.03%	40.97%	63.09%	36.91%
Upper Quartile	44.44%	55.56%	41.83	58.17%
Total	52.84%	47.16%	53.23%	46.77

Appendix 3: Glossary

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

AP	Athena Swan Action Plan Objective
AS	Athena Swan
AU	Aberystwyth University
CUPHAT	Coastal Uplands: Heritage and Tourism
EDI	Equality, Diversity and Inclusion
EDI-SOG	Equality, Diversity and Inclusion Strategic Oversight Group
EqIA	Equality Impact Assessment
F	Female
FASS	Faculty of Arts and Social Sciences
FBaPS	Faculty of Business and Physical Sciences
FELS	Faculty of Earth and Life Sciences
FT	Full-time
FTE	Full Time Equivalent
G	Grade
GCC	Governance and Compliance Committee
HE	Higher Education
HERA	Higher Education Role Analysis
HESA	Higher Education Statistics Agency
HR	Human Resources
HoD	Head of Department
IBERS	Institute of Biological, Environment and Rural Sciences
JCNC	Joint Consultative and Negotiation Committee
L	Lecturer
L/SL	Lecturer/Senior Lecturer
LGBT+	Lesbian, Gay, Bisexual and Trans (where the '+' denotes all diverse expressions of sexuality and gender identity)
M	Male
Prof	Professor
PT	Part-time
PGT	Postgraduate Taught
PTO	Professional, Technical and Operational staff
PVC	Pro Vice-Chancellor
PVCR	Pro Vice-Chancellor for Research
REF	Research Excellence Framework
RF	Research Fellow
R	Research-only
RLW	Real Living Wage
SAT	Athena Swan Self-Assessment Team
SEP	Strategic Equality Plan
SL	Senior Lecturer
SMART	Specific, Measurable, Achievable, Realistic, Time
SMP	Statutory maternity pay
SMT	Senior Management Team
SRF	Senior Research Fellow
STEM	Science, Technology, Engineering, Mathematics
SU	Students' Union
T&R	Teaching & research
ToR	Terms of Reference
TU	Trade Union(s)
UE	University Executive
VC	Vice-Chancellor
WAMM	Workload Allocation and Management Model
WiRN	Women in Research Network