Athena Swan renewal form for universities

Applicant information

Name of university	London School of Hygiene and Tropical Medicine
Date of current application	November 2023
Level of previous award	Bronze
Date of previous award	October 2018
Contact name	Cicely Marston and Niki Jones
Contact email	cicely.marston@lshtm.ac.uk and niki.jones@lshtm.ac.uk
Contact telephone	0207 636 8636

Section	Words used
An overview of the university and its approach to gender equality	1950
An evaluation of the university's progress and issues	3257
Future action plan*	
Appendix 1: Culture survey data*	
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Appendix 3: Glossary*	
Overall word count	5207

*These sections and appendices should not contain any commentary contributing to the overall word limit
Overall word limit: 5500 words

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

In Section 1, applicants should evidence how they meet Criterion A:
- *Structures and processes are in place to underpin and recognise gender equality work*

Recommended word count: 2500 words

1. Letter of endorsement from the head of the university

Professor Liam Smeeth

Director, LSHTM

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London School of Hygiene & Tropical Medicine
Keppel Street, London WC1E 7HT

+44 (0)20 7636 8636 • www.lshtm.ac.uk

29th November 2023

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York
YO10 5BR

Dear Dani Glazzard,

I am delighted to write in support of LSHTM's application for our Athena Swan Bronze Renewal Award, and in doing so, pledge LSHTM's commitment to the principles of the Transformed UK Athena Swan Charter.

Much like Athena Swan has been enhanced since our last submission, LSHTM has been on a robust EDI journey since 2018, which has aligned with the Charter Principles. Our LSHTM Strategy 2022-27 includes a strategic theme of thriving people and culture, which is where our Athena Swan commitments are embedded. Other changes have included a refreshed and reinvigorated Athena Swan Self-Assessment Team; the development of our School Values and the recruitment of an EDI Director, a new post within our Executive Team demonstrating our commitment to EDI being embedded holistically across the School. I also confirmed our Chief Operating Officer, Matt Lee, as Senior Executive Officer for Athena Swan. It has been a delight to have an Executive Team as committed to embedding EDI as I am, and I hope that Matt's involvement as a champion for gender equity will encourage more of our male staff to get involved with the Self Assessment Team as we work to maintain our Bronze award, and in time progress to Silver and Gold.

Since achieving our Athena Swan Bronze Award in 2018, we have made significant progress against our previous institutional and faculty Athena Swan action plans and have worked collaboratively with colleagues across the School to develop a comprehensive Equity, Diversity and Inclusion Strategy that maintains our commitment to progressing gender equity and has brought addressing inequities to the forefront of agendas across LSHTM. The existing EDI Strategy ends this year and the new strategy, due to be launched in 2024, will continue the excellent progress that has been made so far.

Although we have made significant progress, I recognise we still have far to go. Initially we had multiple Athena Swan applications, the whole School and the Faculties individually. Following guidance from colleagues at Advance HE, we recently consolidated efforts across faculties and the central School to submit a single institutional submission and no longer apply as separate faculties. This has allowed us to harness our efforts more strategically and minimise duplication of effort. I am pleased to see actions related to the Gender Pay Gap, which has unfortunately

not reduced at the rate I'd hoped, and [Dignity and Harassment,](#) which is an area particularly pertinent to both a postgraduate and research intensive environment, due to the difficulties these environments can lend to disclosure.

I won't pretend to always get it right, but in line with our School value 'act with integrity' I can promise that both I and my Executive Team will earnestly strive to continue building from our 2018 action plan and the progress made since. I look forward to seeing and sharing our ongoing journey within EDI.

Yours sincerely,

Professor Liam Smeeth
Director

2. Description of the university and its context

The London School of Hygiene and Tropical Medicine (LSHTM) delivers high quality research and postgraduate education in public and global health. Our mission is to improve health and health equity in the UK and worldwide. Originally founded in 1899, LSHTM is based in the Bloomsbury area of London, with additional sites in The Gambia and Uganda joining the School in 2018, as noted in our previous application.

We have around 3500 staff in total, conducting and supporting research in more than 100 countries, with annual research income of over £190 million per year from national and international funding sources. In the 2023 CWTS Leiden Ranking LSHTM is ranked 1st in the UK for publishing open access research and 1st in the UK for the proportion of academic research with women listed as authors.

We deliver research-led educational programmes, currently to around 1200 face-to-face Master's and Doctoral students, and 3000 studying by distance learning. We also educate more than 500 participants per year on short courses and continuous professional development.

LSHTM is unusual amongst UK HEIs, because the vast majority of our activity and income is generated by externally funded research grants, and we do not have the tuition fee income that underpins funding for staff contracts in most universities. As a result, we have a very high proportion of staff on fixed term contracts (75% of academic staff in 2022, see data table 3.3). This precarity presents particular challenges from an equity perspective, as the impact can be demonstrated to fall unevenly on staff depending on individual and intersecting characteristics. Just one example is that maternity and family leave can be more difficult to navigate on a fixed term contract.

Likewise, the Covid 19 pandemic had an uneven impact, with particular issues for staff juggling caring responsibilities with work. The most disproportionately affected group were women. The shift to working from home encouraged some new focus on wellbeing, and rather than expecting staff to return to the office full time, LSHTM introduced a hybrid working framework in 2022. This has been largely welcomed by staff, but has resulted to some changes to the office environment, which have included moving away from staff having allocated desks and instead are expected to use shared spaces, which has presented some challenges that we are working through across the School.

LSHTM has previously held bronze Athena Swan awards at institutional level (2018) and for two of our faculties ITD (2017) and EPH (2020). Our PHP faculty was granted a silver award in 2018.

3. Athena Swan self-assessment process

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

Table 1. LSHTM Institutional Athena Swan Self-Assessment Team

Name	Academic/Professional Services (PS)	Faculty or Central Service Department	LSHTM Role	SAT Role
Cicely Marston	Academic	PHP	Professor	Co-Chair and academic lead
Niki Jones	PS	PHP	Faculty Operating Officer	Co-Chair and professional services lead
Nicola Foster	Academic	EPH	Research Fellow	Recruitment workstream lead
Margaret Bentley	PS	TED	Head of Talent and Educational Development	Parents and Carers Network representative and Promotions and Pay and Training workstream lead
Melissa Neuman	Academic	EPH	Assistant Professor	Promotions and Pay workstream co-lead
Sophie Hutton	PS	EPH	Department Manager	Workload and environment workstream lead
Lucy Paintain	Academic	ITD	Assistant Professor	Mentoring and new staff workstream lead
Ayisha Govindasamy	PS	Governance	Head of Governance	Leavers workstream lead
Kessar Kalim	PS	HR	HR Director	Family leave workstream lead
Michelle Lokot	Academic	PHP	Assistant Professor	Advisor on fixed term staff family leave
Damien Tully	Academic	EPH	Assistant Professor	Students workstream co-lead
Maryirene Ibeto	Academic	EPH	Research Fellow	Student workstream co-lead
Monica Mtei	Student	EPH	MSc student	Student representative
Nachuan Wu	Student	PHP	MSc student	Student representative
Benjamin Palafox	Academic/PS	PHP	Research Fellow/Data Analyst	Data analyst
Laura Viviani	Academic	PHP	Honorary	Data Analyst
Catherine McGowan	Academic	EPH	Assistant Professor	EPH representative

In April 2022, LSHTM's previous Athena Swan working group transformed to become the Gender Equity Taskforce (GET). The change in name reflects the taskforce's broader remit, aligning it with other EDI groups working across the School. The role of the GET is to act as a consultative group and to oversee work on gender equity at LSHTM, specifically work towards the Athena Swan charter mark.

In April 2023, following consultation with various EDI stakeholders including all faculty EDI Committee chairs, central EDI team members, Executive sponsors of Athena Swan, members of the GET, and in agreement with Advance HE, the School decided to consolidate efforts and produce a single institution-wide Athena Swan submission instead of the previous model whereby the faculties applied separately in addition to the School submission.

Following this decision, the GET was expanded to gain further input and representation from across the faculties and to serve as the School's Athena Swan Self-Assessment Team (SAT). The GET Terms of Reference were adapted to reflect this and agreed by members of the SAT. Since being established, the GET have met twice a term as a whole, with workstream meetings increasing in frequency as outlined below. Meeting minutes are available on the School intranet and regular updates on the work of the GET/SAT were shared across internal channels including staff newsletters.

The SAT consciously includes colleagues who have previously supported faculty level Athena Swan submission in an effort to ensure any previous context, progress and challenges are retained in the transition to a single institutional submission. The SAT recognise the importance of ensuring student representation is maintained in the transition to a single institutional submission. Calls for participants were circulated to groups of students including faculty student representatives, which were successful in engaging student members of the SAT.

During this process of expanding membership, the GET also sought representation from staff networks. Calls for participants and expressions of interest were shared with the formal staff networks at the School: The Disability Network, the LGBTQ+ Network and the Parents and Carers Network.

The expansion of the SAT and the move to a single institutional submission has been a novel process for LSHTM. Where the SAT have been unable to engage as fully with different groups across the School as we would have liked, given the timeframes, several opportunities for collaborative input have been incorporated into the submission timeline, including an institution-wide survey to collect feedback on the proposed priority areas of the School's final action plan submission.

There is some network and student representation across the SAT. However, the SAT recognises that ensuring formal representation of staff networks, faculties and students as well as working to achieve an ethnicity and gender balance relative to the broader School will be a priority moving forward. We are also keen to ensure that typically underrepresented groups within LSHTM have a voice: cleaning and catering staff, lab technicians, and staff based overseas, especially those in the Gambia and Uganda units. There is a particular concern amongst SAT members regarding the gender imbalance of the group, noting that almost all active SAT members are

women. By virtue of the fact that SAT membership is voluntary, it is a challenge to ensure even representation, but by targeting specific groups and reaching out for dialogue, we are hoping to address this.

LSHTM's central Project Management Office (PMO) provided support to bring together all previous action updates, and suggested ways to divide up the workload for the submission. Workstreams were created within the SAT by grouping actions with similar themes, and members of the SAT then volunteered to lead or contribute to a workstream. PMO met monthly with each workstream to ensure that they had the necessary updates to evaluate their actions and met with the relevant action owners, those who carried out the actions, as necessary. Alongside SAT meetings, PMO met with a core steering group that consisted of the co-chairs of the GET/SAT, members of the EDI team and the executive sponsor, to ensure that all aspects of the submission were progressing, and any issues could be raised and discussed.

In addition to the colleagues noted above, the SAT would like to acknowledge and thank all colleagues across the School who gave their input to the submission and provided feedback on the final action plan, including the EDI team, the PMO team, the Faculty and Central EDI committees and our colleagues within the Executive.

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

In Section 2, applicants should evidence how they meet Criterion B and D:
- *Progress against the applicant's previously identified priorities has been demonstrated*
- *Evidence-based recognition has been demonstrated of the key issues facing the applicant*

1. Evaluating progress against the previous action plan

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

In 2018, we proposed 81 actions to address gender equity issues at LSHTM. 68% are in progress or completed. Where actions remain incomplete, this is because of a combination of the following: changing priorities because of the Covid-19 pandemic, lack of resources to implement actions, and changes within the EDI internal team and membership of the Gender Equity Taskforce / SAT resulting in a lack of continuity between applications. We also incorporated an additional 28 actions (96% in progress or complete).

The Covid-19 pandemic was a challenging time for LSHTM, with new concerns around wellbeing coming to the fore, followed by the long-overdue reckoning on racial discrimination and inequity sparked by the Black Lives Matter movement. While LSHTM has worked to address these areas and continued to put efforts into achieving gender equity, additional challenges including increased workloads, the stress of the pandemic and staffing changes, have meant we have not made as much progress in some areas as we would have liked.

Since the previous submission, LSHTM has recognised the need for a more joined up approach to monitoring and delivering EDI-related action plans, and to identifying where actions may overlap, particularly where issues have an intersectional impact. Better oversight and governance in this area is included in our action plan.

We have identified five priority action areas for future progress. Three of our five priority areas were present in the previous action plan as follows.

A) Priority area: equitable recruitment, career development and progression for staff

LSHTM's gender pay gap has remained relatively static at around 17% (mean) and 10% (median) since 2018, with a worsening in 2023 (table 11.1 - additional tables).

The higher representation of women in lower grades compared to higher grades is a crucial component of this gap suggesting the need for a review of recruitment, promotion and/or retention practices.

The overall proportions of women professors (43%) are substantially lower than overall proportions of women academic staff (59%) and entry level staff (71% RA, 61% Research Fellow, RF) and we see a similar pattern with PS staff.

Recruitment

In our previous action plan we wanted to **identify and address imbalances in recruitment specifically considering intersectionality**, to **improve gender balance in recruitment of academic staff**, and to **improve gender balance of PS grades, particularly the number of women in G9 posts**.

We developed more inclusive recruitment practices, including monitoring job descriptions and adverts for language bias and enhanced mandatory training for staff involved in recruitment and selection. A fully intersectional analysis of our recruitment data is in progress as part of our broader EDI Strategy.

Applicants for our academic posts are majority women (58% in 2022). Applicants are shortlisted in similar proportions between women and men (23% vs 21% respectively in 2022) This picture has changed little since 2019. The majority of applicants for the lowest, Research Assistant (RA), roles are women (67% in 2022), with little gender difference in proportions shortlisted and appointed. At Assistant and Associate professor levels women may be shortlisted in higher proportions of applicants compared with men (Table 6.10).

Women make up 66% of professional services (PS) staff and 57% of PS job applicants. Anonymised application shortlisting was introduced for PS staff recruitment in January 2022, and in that year, female applicants shortlisted for PS vacancies increased from 27% to 43% overall, with the largest increase at lower grades (Table 7.10). Causality is hard to establish, but the timing suggests the new shortlisting approach may have had some effect.

Women are more likely than men to be shortlisted at all PS grades, and more likely to be appointed at grades 1-6. However, at grades 7-9, only 10% of female applicants are successful verses 26% of men. We will work with PS staff at grades 7 and 8 to understand what barriers they may perceive and co-produce actions to address these and seek disaggregated data on G9 posts.

Promotion

We committed to five actions to **Reduce any identified equal pay issues in gender, ethnic origin and intersectionality**. We investigated our gender/ethic origin pay gap, reviewed and revised the performance reward process for PS staff, introduced mandatory EDI training for all promotion and reward committee members, undertook an equal pay audit and embedded CV review for academic staff in Faculty processes. While improvements have been made, the gender pay gap has persisted and so we suggest several new actions which will also contribute towards pay transparency.

In our previous action plan, we also said we would **Improve support and communication for academic promotions and reduce diversity related gaps within promotions.** We undertook to improve communication and publicity around the academic promotion process, including revising guidance material and introducing staff briefing sessions, plus some of the actions mentioned above have fed into the progress we have made in this area.

The Senior Staff Advisory Group has been established and is developing practices to improve gender equity in the promotions process at LSHTM, which is revised annually. Changes already made to the academic process are: increased diversity on committees and removal of panel interview for applicants for promotion to Associate Professor and Professor. Actions to continue moving forward include further review of gender pay gap and equal pay data across all levels, including Professors, to be completed by 2025.

There is a dramatic difference between proportions of women at the lowest vs highest levels. For academic staff, as of 2022 71% of RAs (87/122) at LSHTM are women. At higher levels the proportions of women reduce– to only 43% at Professor level.

Slightly more women than men eligible for academic promotion applied between 2018 and 2022 (10.2% vs 7.5% respectively). Of those 75% of women applicants were promoted (rising from 44% in 2017 to 83% in 2022) vs 66% of men (declining from 58% in 2017 to 52% in 2022) (Table 8.6).

By academic grade, proportionally more men were promoted from RA to RF from 2018-2022 (94% men vs 74% women). For promotion to Assistant Prof the figures were similar by gender: 75% women vs 75% men whereas for promotion to Associate Prof and Professor, proportionally more women applicants were successful (Associate Prof: 73% women vs 53% men; Professor: 78% women vs 59% men).

Staff development

In our previous action plan we committed to actions to **broaden the availability of and uptake of staff development and training**. This was not focused solely on gender and the intention was to ensure equitable access to and increase uptake of training and development opportunities including training relating to EDI. Training uptake has improved over time. We continue to provide funding support to staff to access development opportunities for under-represented groups e.g. Aurora, Future Female Leaders, Calibre, Diversifying Leadership, BMentor.

To address our action to **enhance the environment for new starters both in London and overseas**, we moved (pre-pandemic) from in-person inductions to shorter online inductions designed to retain interactive networking opportunities whilst including overseas and flexible working staff.

To support our aim to **increase the number of staff benefitting from mentoring**, we launched a School-wide mentoring scheme in December 2018 with an online application process, manual matching of mentor-mentee pairs, face-to-face and

online training for mentors and mentees, a handbook, and mentoring network sessions. In the 2019 staff survey, 81% (853/1054) of staff were aware of the School's new mentoring scheme; of these 15% (128/853) had used the scheme and 80% (102/128) found it useful. Monitoring data shows uptake and successful matching was high in 2019 17.3% (113/655) of junior academics applied and 73.5% (83/113) were matched; 8.5% (55/650) of PS staff applied and 83.6% were matched. More women than men applied amongst both academic and PS staff. Applications decreased to around 6.5% of junior academic staff and 3% of PS staff in 2020 and 2021 but matching remained at 70% or higher (table 13.1 - additional tables). Challenges with workload and post-pandemic recovery led to a pause in the mentoring scheme. Feedback from a staff survey conducted in February 2023 is being used to reinvigorate the scheme with a planned relaunch in 2024. The main change will be the use of an online platform to facilitate matching which will speed up the process and free TED (Talent and Educational Development) staff resources to support other aspects of the scheme such as training and networking.

LSHTM participates in Outside Insights, a cross-institution job shadowing programme for PS staff. Between 2016 and 2023, 39 LSHTM PS staff have shadowed a colleague at another HEI, and 43 have been shadowed. Participants report a positive experience and would recommend the scheme to others. In 2023 LSHTM joined BEMentor, a cross-institutional London-wide mentoring scheme for Academic and PS staff for racially and ethnically minoritised people. LSHTM has 16 mentors and 18 mentees. An evaluation will be carried out at the end of the first twelve months of the programme to determine if we should continue.

In our previous action plan, we committed to **improving the completion rate of our annual Performance and Development Review (PDR)**. We support PDRs by providing information sheets, videos, LinkedIn Learning pathways, briefing sessions and forum theatre sessions. From 2018 to 2022, PDR completion rates have increased among PS staff from 76% to 89% and among academic staff from 60% to 89%. This means that more staff, across all protected characteristics, are having the opportunity to discuss their career development with their line manager.

LSHTM has committed **to submit all eligible academic staff to Research Excellence Framework (REF) 2021**, to improve any gender imbalance in the submission. In 2021, 100% of eligible staff employed at 0.2 FTE and above on the REF census date were submitted, increasing the number of women submitted from 181 to 244, and number of men from 180 to 206. (table 15.1 and 15.2 - additional tables).

Mental health and tackling harassment and bullying

In 2019 we committed to **creating an environment that supports good mental health**, to encourage staff retention and improve career development opportunities.

In 2021, the School's anti-bullying and harassment policy was updated to include guidance on the Report and Support tool, developed with advice from GET, and is currently being reviewed. LSHTM also published guidance to support transgender

people and produced travel guidance for LGBTQ+ individuals, also with advice from GET.

In 2022, there was a decline in levels of staff reporting they felt their wellbeing was supported (table 16.1 - additional tables).

We have added new actions for this coming period relating to mitigating pandemic impacts and addressing gender and sexual harassment/bullying.

Workload

LSHTM planned to **implement a work allocation management system** (WAMS) to understand teaching and citizenship workload for academic staff to assess inequalities. The School recently rolled out a teaching WAMS which will allow us to export data for staff and analyse it against HR data, to identify and address inequities in our workload allocation process. Data will be collected on an annual basis, and this will be reviewed by committees including the GET. Workload management in relation to citizenship is still being developed and so we retain this as an action.

Staff retention

We had an action to **improve methods to understand the experiences of those leaving LSHTM** and launched an online exit questionnaire in December 2022 which gives leavers the opportunity to share their views and experiences on subjects such as bullying and harassment, working environment and Executive Team communications. We recommend data from this be reported locally, and annually to the EDI Committee, Executive Team and People, Equality, Diversity & Inclusion Committee.

B) Priority area: Family leave

Objectives in our previous submission focused on **ensuring a supportive environment for those undertaking and returning from parental leave**, **identifying any impact of maternity leave on resignation rate** and **improving our understanding of partner and shared parental leave**.

An online 'family leave toolkit' has been developed and workshops are held for staff including Preparing to Return to Work, Working Parents Workshop, and Preparing for Family Related Leave Workshop, though uptake has been low.

In early 2022, LSHTM commenced a review of its family leave policies (maternity leave, paternity leave, shared parental leave, adoption leave etc). Proposed changes to the family leave policies in 2023, which included proposals that would impact on staff whose fixed term employment contract come to an end during a period of maternity/family leave, caused distress and upset for some staff that could have been avoided with a more systematic and effective approach to consultation.

Following this, a lessons learnt review was undertaken to help improve consultation and change processes at the School'. The report recommendations were accepted in full by the Executive Team, presented to and discussed with key EDI stakeholders including the GET and Trade Unions at the EDI Committee meeting in October 2023 and at the Exec meeting of November 2023. The family leave polices review will recommence in late 2023 with the intention that LSHTM management, HR, EDI colleagues, trade unions and other stakeholders work collaboratively to conclude the consultation and implement an updated set of family leave policies in by mid-2024. Key stakeholders have agreed to devise a clear process for reducing harms to staff and students in future policy development.

C) Priority area: student recruitment and experience

Our 2018 action plan contained two objectives relating to students: to **increase the number of male student offers and acceptances**, and to **improve engagement and integration of distance learning in Athena Swan**. The action on increasing the number of male student offers and conversion into acceptances has not gained any traction and is a noted higher education sector wider phenomenon (e.g see https://commonslibrary.parliament.uk/research-briefings/cbp-9195/).

We have lacked information on distance learning (DL) students because data are held by the University of London. A new action is to access data to ensure that gender and intersectional issues are identified and addressed for our DL students.

In the past two years we have launched the LSHTM Widening Participation Strategy and appointed a dedicated Access and Widening Participation Coordinator. This strategy aims to improve access, student experience and student attainment across LSHTM, and outlines how we aim to achieve this. While not focused solely on gender, it addresses a commitment to widening participation across all areas of low representation and disadvantage at LSHTM. In 2023, we introduced a contextualised admissions system to support students who are underrepresented at LSHTM and at a postgraduate level more broadly. Two of our doctoral training programmes have also adopted widening participation strategies.

A recent analysis revealed that a greater proportion of male students fail (6% vs 2% women) but a similar proportion achieve a merit/distinction among those who pass (Citation: LSHTM annual diversity data analysis report 2021-22; available from https://www.lshtm.ac.uk/media/69611).

There is a need to enhance the quality and quantity of student data on gender and ethnicity in relation to distance learning students and ensure that their voice is represented within our existing EDI networks.

Close student diversity-related gaps in admissions, experience, attainment and progression. As gender and ethnicity have been found as an important predicator of failure there is a need to establish targeted interventions strategies at closing this gap.

D) Priority area: Embedding equity in structures and practice

Improving equity requires comprehensive data collection and reporting, and clear and sustainable implementation strategies. Without clear pathways to impact, we risk making suggestions that cannot or will not be carried out. Attention to embedding equity in structures and practice was not an explicit part of the previous action plan, and we regard it as crucial to move forward.

We will prioritise implementation strategies as core areas for action, using a co-produced approach to develop ideas for action and implementation simultaneously working collaboratively with stakeholders. For example, with regards to reducing job precarity, LSHTM completed the initial phase of the Employment Model Review in September 2023. 10 key recommendations were identified to help reduce job precarity and these will progress at varying stages over the next 2-3 years. Any new policy or initiatives to address job precarity will include an Equality Impact Assessment, as is standard practice for policy changes at LSHTM

Summary

There are areas where we need to take action to ensure gender inequities are not exacerbated. For example, the introduction of staff fees for PhDs has disproportionately reduced women staff taking up PhDs; there has been unrest and distress amongst some staff, including on proposals which would impact staff whose fixed term employment contract come to an end during a period of maternity/family leave (i.e. when external salary funding has expired). Once the consultation process is re-opened, early discussions will include considering implementing areas/proposed changes where agreement on the changes has already been reached. This will require further review/discussion at the consultation stage. The COVID-19 pandemic has had numerous, well-documented impacts on people with caring responsibilities and we conducted an internal research project to understand the different ways this has affected staff at LSHTM. It is important that we do not lose sight of the impact this will have on the career progression of those most affected. We would note that it has been through ongoing staff engagement, attention to data, and desire for improvement that these issues have been identified and will be addressed. We note the importance of good data and will continue to monitor progress to ensure we continue to pick up these types of issues promptly.

2. Key priorities for future action
Please describe the university's key issues relating to gender equality, and explain the key priorities for action.

For LSHTM, the amplifying impact of precarity on gender inequity is crucial because of the high proportion of staff on fixed-term contracts. For instance, family leave may be difficult or impossible to arrange for women moving between short, fixed-term contracts, or they may lose opportunities for onward work while on leave; sexual and gender-based harassment and bullying may be more difficult to address because precarious staff may particularly fear the repercussions for their livelihoods; staff may be reliant on a single principal investigator for onward employment; intersectional inequities are also made worse e.g. staff with a financial safety net (from a partner,

or family) are more able to take on the risk of fixed term work, reducing participation from historically marginalised groups.

These complexities make gender equity even more challenging to achieve and understanding them and their implications will be crucial if we are to make progress.

Our priorities for action are underpinned by the following principles: LSHTM activities in general, and gender-equity activities in particular should be:

- Evidence-based. We must use academic literature and our own data to inform proposed activities/discontinuation of activities
- Co-produced. Equity improvements require structural change, resources, and buy-in from different groups of staff and students. Co-production can improve relevance, ethics, uptake, and impact of interventions.
- Safe. We will explore, identify and mitigate risk of burnout and negative experiences commonly found among those doing EDI work.
- Intersectional. We must actively ensure our gender equity work accounts for the intersecting impacts of racism, ableism, classism, homophobia, transphobia etc.

Our priority actions can be divided into five areas with the following ultimate aims:

- Eliminate sexual and gender-based harassment and bullying
- Remove inequities relating to family leave
- Ensure there are no gender inequities in student recruitment and experience
- Remove the gender pay gap and ensure equitable recruitment, career development and promotions
- Embed equity in structures and practice at LSHTM and ensure that our practice is evidence-based, co-produced, safe and intersectional.

Section 3: Future action plan

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

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

1. Action plan

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

New action or reframed?	Objective	Action	Action ID	Timeframe (completed actions to have progress reviewed annually)	Responsibility	Rationale	Success criteria

1. Eliminating sexual and gender-based harassment and bullying

New action or reframed?	Objective	Action	Action ID	Timeframe	Responsibility	Rationale	Success criteria
New	Identify the nature and impact of sexual and gender-based harassment and bullying at LSHTM	In depth analysis of data from the Report and Support system and the Culture Survey, expertise from staff supporting people experiencing harassment, ideally also conduct qualitative work exploring experiences and perspectives of people who have experienced harassment	1.1	Dec-26	People and culture workstream 5/GET and Legal team (owners of R&S system)	Sexual and gender-based harassment disproportionately affects women and is often not prioritised for exploration or action. It is likely also to be underreported, meaning that it is potentially easy to ignore. By adding this as an action, the implication is not that there is a particular problem at LSHTM, rather that we should ensure that we understand what is happening and take steps to eliminate any harassment.	Evidence of in-depth analysis from quantitative data sources, and careful consideration of evidence from staff supporting individuals experiencing sex- and gender-based harassment (including women, men, and non-binary staff), evidence that people who have experienced harassment have been included in developing solutions
Reframed	Improve travel safety processes, particularly for women and gender minorities	Ensure travel safety includes specific advice on risks of sexual harassment and assault for the country staff members or students are visiting, and clear processes for disclosure and response to rape and sexual assault.	1.2	Dec-24	Travel safety team and EDI	Current travel safety advice does not yet adequately address specific gender-related vulnerabilities e.g. risks of sexual harassment and assault and what to do if it happens (e.g. advice on emergency contraception; post-exposure prophylaxis for HIV; guidance for and expectations of line managers if someone discloses assault etc. Sexual harassment is a very common risk for women staff and students; it needs to be acknowledged and guidance given.	Travel safety advice that addresses specific gender-related vulnerabilities adequately
New	Embed and enforce the close relationships policy which sets out what is expected at LSHTM, ensure current policy fit for purpose	Establish a working group of students and staff to co-produce actions around educating, informing and supporting members of the LSHTM community when it comes to close relationships between staff and students.	1.3	Dec-25	HR	While there is a policy on close relationships, we propose to work to embed and improve it via further consultation with staff and students, and comparison with best practice from the sector.	Fully developed close relationships policy taking into account the available evidence, and views of diverse staff and students; policy embedded - staff and students aware of it - and enforced i.e. breaches are recorded and addressed
New	Ensure safeguards are in place through policy and action for those reporting harassment and bullying	Examine gendered barriers to using current reporting mechanisms and making complaints	1.4	Dec-25	HR / EDI	Staff and students report reluctance to seek help because of barriers relating to the reporting mechanisms and what happens after reporting e.g. work consequences if PI is suspended or dismissed. We need to draw on the full spectrum of staff with relevant expertise to surface the key barriers in order to address them.	Specific barriers identified and new reporting mechanisms in place to address these; staff willingness to report through new mechanisms; staff reporting positive experiences of reporting AND staff not reporting negative experiences of reporting
		Develop policy to ensure safeguarding is embedded in LSHTM processes, including how to handle reports about staff if they are the ones responsible for handling reports.	1.5	Dec-26	HR	Better transparency and improved processes will help ensure individuals feel they can balance the risks vs benefits of reporting. There are numerous examples of good practice particularly in the charity sector (e.g. Oxfam and Save the Children) that can be drawn on to inform better policy	Evidence-based policy on safeguarding including clarity on who receives reports and what happens to the reports; clear guidance on what to do if the report is about the staff tasked to handle such reports. Evidence that relevant policies and practices from elsewhere have been assessed to ensure we follow best practice.
		Ensure practicalities of reporting/complaint are clear and conducted competently with clear timelines etc.	1.6	Dec-26	HR	Good policies do not necessarily lead to good practice. The real-life processes of what happens if someone makes a complaint should be clear beforehand. This might include drawing on past experiences of complaints procedures at LSHTM and providing e.g. FAQs, timelines etc about what should happen and when	Clear information available to potential complainants that accurately sets out what to expect if they decide to go ahead with a complaint
New	Train and support managers to prevent and address sexual and gender-based harassment and bullying	Conduct mandatory yearly training on harassment and bullying for line managers; develop targeted information and support for line managers supporting staff dealing with bullying and harassment	1.7	Dec-26	HR/TED	Line managers do not always know how to respond when they hear about or observe harassment and bullying. Some managers are also engaged in bullying and harassment behaviours themselves but may not recognise their behaviours as such. More awareness of what counts as harassment and bullying is needed, and more capacity is needed on how to respond appropriately when managers hear about/witness such cases.	All line managers attending training; managers report feeling comfortable about how to report, support and address issues of harassment and bullying.
New	Affirm and protect the rights of trans and non-binary people	Continue to share positive messages with our community, with increased signposting to support in times of negative rhetoric, and continually taking opportunities to celebrate our trans and non-binary staff, students and alumni.	1.8	Ongoing	EDI/Exec	Transphobia is rife in public life in the UK. We must protect and demonstrate how we value all staff, students and alumni, and show solidarity with them.	Evidence of prompt action in response to threats to trans and non-binary people
New	Explore and reduce inequities relating to gender (and intersections with disability/religion) with respect to the LSHTM estate/buildings	Actively assess suitability of the LSHTM estates with respect to equity e.g. Explore options to increase numbers of gender-neutral toilets across the LSHTM estate, ensure adequate provision of washing facilities to manage menstruation etc.	1.9	Dec-26	EDI/Estates/GET	Intersectional needs must be actively understood so that they can be addressed. For instance, gender neutral facilities ensure that all building users are equally provided for e.g. women do not have to queue more than men, and non-binary individuals can avoid having to pick a gendered facility. Staff and students with specific requirements for e.g. ritual washing should be accommodated, as should disabled staff and students. Disabled individuals should ideally not have to share a single toilet with all other people needing a self-contained space. E.g. to manage menstruation individuals may need a private sink to wash menstrual cups etc.	Evidence of structural/material factors being examined, awareness raised and issues recorded; issues addressed

2. Removing inequities relating to family leave and return from leave

New action or reframed?	Objective	Action	Action ID	Timeframe	Responsibility	Rationale	Success criteria
Reframed	Ensure the LSHTM Family Leave policy is inclusive, fit for purpose, and takes every reasonable opportunity to support staff needing leave.	Input into the consultation and implementation of the Family Leave policy	2.1	Dec-24	HR	Pregnancy and childbirth are crucial in gender equity work - and legislation already ensures that the worst discrimination is unlawful. However there are many areas where pregnancy/childbirth can cause gender-related disadvantages and where we can take a lead in ensuring we attract and retain the best staff over the long term. Recent proposed changes to the family leave policy appeared to disadvantage already vulnerable staff, and ensuring this policy is fit for purpose will help ensure staff understand what their entitlements will be so that they can plan (e.g. if entitlements are removed they will need to know in good time).	Family leave policy is implemented which reasonably addresses the needs of all staff, is evidence-based, and complies with relevant legislation AND Any changes are developed with affected staff, and new policy implemented without causing distress or harms to pregnant staff or other staff
Reframed	Better understand and seek to address barriers to staff taking paternity and shared parental leave	Analyse data on staff taking paternity and shared parental leave; consult with staff who have taken, plan to take, or have actively chosen not to take these types of family leave; identify barriers and co-produce actions to address them	2.2	Dec-26	HR/GET	Paternity and shared parental leave provide valuable opportunities for parents to share caring responsibilities. Removing barriers to taking this leave allows staff members better choices in this regard.	Increased awareness and uptake of paternity and shared parental leave.
New	Address the ways that precarity affects family leave	Explore the ways precarity and family leave affect gender inequities; develop strategies/policy to address these; Develop evidence-based policy around family leave for staff on fixed-term contracts; Explore and implement recommendations from family leave qualitative research carried out in 2021.	2.3	Dec-25	HR/EDI	The majority of staff of reproductive age are precarious at LSHTM. The precarity has an impact on real and perceived ability to take pregnancy and childbirth leave, as well as other types of leave.	Clear understanding of, and set of actions to address, the specific vulnerabilities relating to the intersections of precarity and family leave; Evidence that recommendations from commissioned research have been put into practice; clear rationale recorded for reasons certain recommendations not implemented (if any)
New	Improve conditions for staff returning from family leave	Ensure appropriate discussion takes place with line managers re workload for staff returning from family leave, particularly around potentially reducing teaching load/citizenship load.	2.4	Dec-26	HR/ Deans and Heads of Services	Returning from family leave can be challenging and teaching and citizenship load may negatively impact the successful restart of research work	Evidence from returnees that they found discussions helpful and felt supported; lack of evidence of any negative impacts (e.g. feeling shut out from activities rather than glad to focus on other work)
New		Explore including return from parental leave buddy/pairing scheme within the revamped mentoring scheme e.g. specific type of request for matching	2.5	Dec-25	HR/TED	Career breaks for caring purposes such as maternity leave, and early parenthood, are known to be challenging transitions, particularly for academic careers. Peers or colleagues who have navigated this transition may be able to offer specific advice and guidance.	% staff returning from pregnancy/childbirth/adoption leave successfully matched with a buddy/mentor; qualitative evaluation of the benefits of participating in the scheme; qualitative evaluation of any disadvantages to participating in the scheme.

3. Ensuring student recruitment and experience is equitable - *Workstream 4 of the Education Strategy Board is "An environment in which all students can achieve their potential", therefore this priority area should support this area of work in the ESB*

New action or reframed?	Objective	Action	Action ID	Timeframe	Responsibility	Rationale	Success criteria
Reframed	Address data gaps and lack of representation within EDI activities for distance learning students	Enhance the quality and quantity of student data on gender and ethnicity in relation to DL students and ensure they are being represented in our EDI networks	3.1	Dec-25	Pro-Director of Education/ Director of Education Services	No data on DL students ever included in any AS submission. Not clear how they are involved in any of the Schools EDI networks	DL membership on various EDI committees. Actual EDI data from University of London.
Reframed	Ensure that ongoing work relating to equity in admissions and experience of RD and MSc students at LSHTM includes attention to intersectional advantage/disadvantage, and includes gender	Ensure education strategy takes gender into account, and that this is reflected within agreed actions	3.2	Dec-24	Pro-Director of Education/ Director of Education Services	There is work ongoing relating to equity in admissions and experience of students at LSHTM. It will be important to ensure that this work includes attention to intersectional advantage/disadvantage, and includes gender	Evidence that an intersectional approach, including attention to gender has been taken in the education strategy
New	Closing gender achievement gaps	Work with the Education Strategy Board to establish targeted interventions to close the gender achievement gap.	3.3	Dec-26	Pro-Director of Education/ Director of Education Services	Achievement gaps are the result of multiple intersecting factors, but we should do what is within our control to address and reduce these.	Proposals made to ESB regarding opportunities for reducing attainment gaps considered and agreed; Reduced awarding gap over time.

4. Embedding equity in structures and practice at LSHTM and ensure our practice is evidence-based, co-produced, safe, and intersectional

New action or reframed?	Objective	Action	Action ID	Timeframe	Responsibility	Rationale	Success criteria
Reframed	Ensure the Gender Equity Taskforce has reasonable resources and authority to support delivery of the Athena Swan action plan and contribute to the success of the LSHTM EDI Strategy	Ensure equitable representation of key staff and student groups across LSHTM on the GET e.g. insourced workers, DL tutors, lab staff, MSc students (DL and F2F), overseas staff	4.1	Dec-24	Gender Equity Taskforce/Executive team	Resources and authority are essential to ensure pathway to impact. Any requests for resources carrying a financial impact will be put through budget round process and prioritised as appropriate.	Evidence of resources committed and specific pathways of stakeholder influence for GET
New	Ensure EDI measures are integrated into workplans and appropriately resourced and monitored	Develop process for new proposed actions both in this action plan, and in the EDI strategy and action plan, that will ensure that they can be taken up	4.2	Dec-24	EDI	Workplans will help ensure objectives are delivered by accounting for these objectives are included in planning/resourcing	Evidence of effective workplans having been developed and used
		Document use of new processes to embed EDI work, and co-design improvements	4.3	Ongoing	EDI	Processes will be experimental and it is important to be reflexive about them and ensure they can be tweaked until they work well	Evidence of co-produced improvements to workplans and ways of working

New action or reframed?	Objective	Action	Action ID	Timeframe	Responsibility	Rationale	Success criteria
New	Ensure that LSHTM's governance around policy review and development includes thorough impact assessment on different groups.	Ensure that any proposed policy changes are assessed properly before wider consultation	4.4	Ongoing	HR & EDI	Proposed changes to the family leave policy in 2023 which would remove some entitlements from staff whose fixed term employment contract comes to an end during a period of maternity/family leave caused distress to staff that could have been avoided with a more systematic and transparent approach	Evidence that changes assessed adequately for impact in different groups; evidence that there are no occasions where this has not been done
New	Where relevant ensure all actions suggested here (and ideally in LSHTM in general) should be co-produced with affected staff and students - mainstream co-production as an approach to improve EDI in LSHTM. Co-production here means ensuring all relevant experts are in the room, including those with scholarly or practical expertise, and members of affected groups	Look for opportunities to include co-production elements to meet all objectives. Record what co-production activities took place and why.	4.5	Ongoing	EDI/GET/HR	To achieve system change, we need buy-in and expertise from diverse constituencies and stakeholders. Using co-production techniques will help ensure relevant experts are involved at all stages	Evidence of clear co-production having taken place; records of how the co-production was done, and what was achieved.
New	Ensure all activities undertaken under this action plan use an intersectional approach (NB this is not a new approach, but newly added as an action here so that we report against it)	Ensure intersectional approach to all EDI actions, including those focused on gender and specifically those in this action plan. For example, ensure data disaggregated by gender, ethnicity, disability etc, ensure impact on staff from different groups considered, ensure diverse groups involved in co-design of actions	4.6	Ongoing	EDI	We need to avoid siloed thinking about EDI and take an intersectional approach to avoid causing harms or missing key constituencies. An intersectional approach should be automatic when it comes to making policy and improving ways of working; it is very important to model it in EDI work in particular and acknowledge deficiencies so that they can be addressed.	Evidence of intersectional approach for all actions in this plan; evidence of less-good practice being corrected or addressed

5. Ensuring equitable recruitment, career development and progression

New action or reframed?	Objective	Action	Action ID	Timeframe	Responsibility	Rationale	Success criteria
New	Learn from staff leaving LSHTM	Improve response rates for the exit questionnaire; Develop an annual report on leavers to include both EDI data and anonymised feedback, submitted to EDI Committee, Exec, and the People, Equality, Diversity and Inclusion Committee; share leaver feedback themes locally to allow specific issues to be addressed.	5.1	Dec-24	HR/ EDI	We can gain valuable insights about the experience of staff at LSHTM by surveying those leaving the School. By ensuring the highest possible response rate and sharing the data appropriately, we can use these learnings to inform future action.	Completion rate of exit questionnaire increases from 40% to 60%, with 100% of leavers are prompted to fill out exit questionnaires by HR or their line manager. Annual report is fully considered by committees and actions agreed in response. Locally based action plans developed and implemented as needed.
Reframed	Understand the relationship between recruitment and promotion practices in respect of lower number of women at the most senior levels in both academic and PS roles	Examine recruitment and promotion data together to establish how these may intersect to contribute to the lower numbers of women at senior levels in both academic and PS role. Establish actions in response.	5.2	Dec-26	HR/EDI/GET	While women constitute the majority of both academic and PS staff at LSHTM, they are significantly underrepresented at the highest levels (Professor/PS grade 9).	Improvement in proportion of women in senior PS and academic roles.
Reframed	Ensure recruitment and retention of junior academic staff is equitable	Investigate why applicants for RA positions, and staff at RA position are disproportionately women. Explore the reasons for overrepresentation of women among applications for RA positions and examine whether RAs experience gendered/racialised barriers to promotion using existing quantitative data and also, where possible, qualitative enquiry with staff who are or have been in RA posts. Identify and implement any ways we can ensure that all academic staff are able to progress from RA level	5.3	Dec-26	GET	Women academic staff are hugely overrepresented at the very lowest-paid levels at LSHTM. We need to understand why they disproportionately apply for lower level posts (are they avoiding applying for higher level posts compared with men?) and also whether they are being prevented from progressing (the proportions of women reduce as levels of seniority increase). This phenomenon is interesting in itself, but is also a key component of the large gender pay gap at LSHTM.	Understanding why women make up such a high proportion of staff at Research Assistant level; identifying any barriers to promotion they may face and/or other reasons for their overrepresentation at this grade
Reframed	Increase availability of mentoring that is suitable for the varying needs of PS and academic staff at different stages in their professional and personal lives	Continue effort and work on new mentoring platform PushFAR, including a high profile launch and recruitment drive for mentors and mentees from across the diverse pool of LSHTM staff (PS and academic).	5.4	Dec-25	TED	Demand for mentoring and recognition of its value is regularly mentioned in conversations around equity in opportunities for career progression. Importantly, this is for PS staff and students, not just academic staff. Therefore, ensuring the provision of wide-reaching, effective mentoring activities and promoting uptake by mentors and mentees is a priority.	Increase number of mentors by 25%. Time to match mentor to mentee reduced to 3 weeks. Scheme revised. Satisfaction rates for the scheme to be over 80%.

Reframed	Improve support for career development of Professional Services staff.	Establish clear routes for career development within LSHTM for PS staff, including targeted training that will allow staff to gain the skills needed to progress to a role at the next grade.	5.5	Dec-26	HR		Year on year improvement of PS staff reporting a level of satisfaction with their career development opportunities by the Staff Survey 2026 and beyond.
		Seek to understand the reasons why women are poorly represented at grade 9, and co-produce actions to address this.	5.6	Dec-25	HR/GET	There is a higher proportion of women than men in PS roles at LSHTM overall, but at higher grades men are disproportionately represented. Better development opportunities would go some way to ensuring all PS staff at LSHTM are able to develop the skills and experience needed to advance their careers.	A co-produced set of actions that are reviewed by Exec with any resource requests ready for inclusion in the 2024/25 Planning Round. Delivery of agreed actions within the specified time scales.
		Continue work to explore the feasibility and potential impact of implementing a commitment to a minimum of 10 days of development activities for PS staff each year, mirroring the School's commitment to research staff as required by our commitment to the Concordat to Support the Career Development of Researchers.	5.7	Dec-25	PS Reward and Recognition task group/TED		Exploratory work concluded by Spring 2024 as per existing commitment, with proposal to Exec as to whether to take forward for development.
Reframed	Clear and transparent policies on use of allowances, golden hellos, market supplements, and pay increases outside of formal annual processes	Embed the new Remuneration Guidance and monitor its impact in managing and making more equitable the use of market supplements, golden hellos and out of process salary increases, through annual reporting. Also examine how use of Responsibility Allowances might exacerbate the gender pay gap. Look at shared roles and inequality between those doing the same role, in terms of precarity and pay.	5.8	Dec-25	HR & EDI	There are clear pay grades and available guidelines on what is required for any given grade. However, there is less clarity about other payments that might be made in addition to the stated salary for any given pay band and these additional payments may create inequities.	Improved equity and consistency in the use of market supplements, golden hellos, and out of process salary increases and role-related allowances etc, as evidenced by pay data.
Reframed	Reduce the gender pay gap	Examine precarity gender/ethnicity etc gaps and co-produce actions to address them; Explore implementing pay transparency (in line with the Fawcett Society #rightToKnow campaign);Further review of gender pay gap and equal pay data across all levels, including professors to be completed by 2025.	5.9	Dec-27	HR/EDI/GET	There is a persistent and large gender pay gap at LSHTM. While staff receive pay according to their pay band, which is sometimes transparent (when it is linked to job title), the exact placement on the pay band, and the band itself for some staff e.g. Professors, is not transparent and staff may not be aware of any inequities in payment. Pay transparency is generally thought to reduce gender pay gaps, and it seems likely that it could reduce ethnicity and other pay gaps as well.	Proportion of female PS staff at G8 and G9 increases to something closer to the overall proportion of PS staff in LSHTM. Similarly, ensure proportion of female academic staff at G9 more closely aligns with the overall proportion of women in LSHTM; pay transparency introduced OR clear rationale for not introducing it is provided
New		Revisit work begun previously by GET on citizenship activities and associated workload, and review local good practice (e.g. EPH citizenship database), to establish the best model for allocating and tracking citizenship activities.	5.10'	Dec-26	GET	Citizenship is a major perceived area of inequity but we currently lack data to confirm or refute the general sense that citizenship tasks are disproportionately carried out by women.	Agreement on the best model for allocating and tracking citizenship, and plans put in place for development and implementation.
New	Examine gendered/racialised etc impact on workloads and address impacts of inequities in workload on career progression	Examine teaching load and any gender/ethnicity etc gaps; co-produce actions to address them	5.11	Dec-24	Education/EDI/GET/Faculties	Teaching load at LSHTM is allocated on top of what are often notionally full time research contracts. It is important that this teaching is allocated fairly otherwise certain groups may be less able to complete their primary research tasks.	Teaching allocation analysed for gender and other inequities annually and findings reported to GET and EDI committees; plan for addressing inequities developed; reduction in inequities by end of period
New		Evaluate the benefits versus resource requirements of a project to examine overall workload, that would help understand and address both excessive workload (e.g. not possible to complete required work within working hours), and any inequities caused by the impact of caring and other responsibilities.	5.12	Nov-28	GET	For high quality work, and staff wellbeing, it is essential that workloads are sustainable over time. While heavy workloads might periodically arise (e.g. to meet a deadline), sustained overwork will have negative impacts, and these are likely to be gendered.	Understanding of what would be needed to complete this large-scale project, including feasibility and possible timelines if feasible.
New	Account for and mitigate gender (and other) pandemic-related inequities in career progression	Examine, evaluate and, where agreed, implement co-produced actions from the internal research on inequitable impacts of covid on promotions and careers	5.13	Examine and evaluate in 2024 with agreed actions across the entire period as required	EDI	The Covid 19 pandemic had significant and ongoing impact on staff, which our internal data suggests was disproportionately felt by women, and therefore needs addressing.	Evidence that co-produced recommendations have been put into practice; clear rationale recorded for reasons certain recommendations not implemented (if any)
New	Examine whether the observed gender gap in staff PhD uptake is a continuing trend, and reduce this if so	Investigate the reasons behind any gender barriers to staff registration for a research degree; co-produce actions to address any observed gender barriers	5.14	Dec-24	Heads of Doctoral College (investigation)/ Executive team (any actions)	Staff fees for PhD were previously nominal and have recently increased substantially. A PhD is required for promotion to Assistant Professor level. Since the fee increase, a gender gap appears to have opened up with women starting far fewer PhDs than men. This has implications for future career progression but numbers are small and the change coincided with the pandemic and so this phenomenon merits investigation.	Evidence of action to assess and highlight any link between staff fees and gender disparities

Appendix 0: RAG Rated 2018 Athena Swan Action Plan

Appendix 0 2018 RAG rated action plan

Objective	Action ID	Action	Responsibility	Timeframe	Status
Increase number of male student offers and acceptances and intersectionality	A1a	Review most recent rounds of rejections to identify the most prevalent commonalities in those making applications but not receiving offers.	Secretary and Registrar / Pro-Director Education	Feb 2019 - Jun 2020	Amber
	A1b	Conduct focus group with existing male students to understand what drew them to LSHTM			Red
	A1c	Utilise findings to create new publicity materials which could include video testimonials from male students.			Red
	A1d	Update promotional material (i.e. website FAQs) to reflect these findings to set appropriate expectations and use TEXTIO to remove gender specific language			Red
	A2	Install schedule for refresher EDI and unconscious bias training as part of overall review of staff training (see A33-37)	TED Manager	Launch Sept 2019 and review Sept 2020	Green
	A3	Propose new subgroup of UoL EDI network for discussion for student recruitment and sharing of good practice	EDI Manager	Next meeting June 2018	Red
A robust and comprehensive data collection and reporting schedule	A4a	Audit HR data systems in light of areas for improvement identified during Athena SWAN process (promotions, training, HERA etc.).	HR Systems manager and EDI manager	A. Jun - Jul 2018	Amber
	A4b	Ensure inclusion of data on other diversity characteristics including ethnic origin to allow further analysis.			Amber
	A4c	Include data from MRC units	HR Director and Secretary & Registrar	Jun - Jul 2018	Green
	A4d	Implement schedule of reporting to ensure timely provision of data sets including Athena SWAN	EDI manager & HR Director	Sep - Oct 2018	Amber
	A5	Confirm content and data delivery schedule for student data	EDI manager & HR Director	Sep-18	Green

Appendix 0 2018 RAG rated action plan

Robust and effective institution level SAT with established continuity and systematic refresh of members	A6	Open call for parties interested in participating in Athena SWAN SAT with a particular focus on garnering interest from a range of staff and student groups including PGR and PGT student representation, DL tutors, overseas staff including staff in the MRC units.	Email from Deputy Director to all staff	Jun-18	Amber
	A7a	With all interested parties, agree what ideal membership looks like to provide a representative group and include in terms of reference.	SAT Chair	Nov-18	Green
	A7b	Commence meetings of refreshed SAT			Green
Good engagement and integration of distance learning	A8a	Conduct a survey and focus group discussion for DL tutors to identify specific needs of this group	Head of DL	Apr-June 2019	Red
	A8b	Analyse feedback and implement recommendations		June-Aug 2019	Red
	A8c	Conduct repeat survey		Apr-21	Red
	A8d	Ensure DL tutor representation on SAT		Nov-18	Red
	A9a	Carry out review of educational provision, ensuring feedback from survey/focus groups is considered		Oct-18	Red
	A9b	Ensure clear communication of outcomes to DL tutor group		Oct-Nov 2018	Red
Improve methods to understand the experiences of those leaving LSHTM	A10a	Analyse information from exit questionnaire by gender and role	HR	Mar - Apr 2020 (due to planned project load in HR and staff survey taking place in 2019)	Amber
	A10b	Respond to findings of analysis with recommendations e.g. increase communication about the importance of completing exit questionnaires, changes to questionnaire, move to online	HR		Amber
	A10c	Build regular review of exit data into data monitoring schedule	HR Director		Amber
	A11	Review exit interviews for actionable commonalities to improve retention	HR Director		Amber
	A12	Implement plan in response to findings of actions A10 and A11	HR Director	Jun-Aug 2020	Red
	A13a	Conduct EIA on redundancy / redeployment / underwriting	HR Director	June 2019-Sept 2019	Red
	A13b	Report any findings and recommendations to address findings to SAT	HR Director		Red
	A13c	Take forward recommendations	HR Director		Red
Reduce any identified equal pay issues in gender, ethnic origin and intersectionality	A14	Run ethnic origin pay gap analysis and further examine by gender and ethnic origin.	HR Director	Feb - Mar 2019	Green

Appendix 0 2018 RAG rated action plan

	A15a	A review on performance-related reward for Professional Services Staff	HR Director	May-2018 (in progress)	Green
	A15b	Increase publicity about bonus procedure	HR Director		Green
	A16	Ensure completion of or refresher EDI/Unconscious Bias training for committee members for performance review and promotions	Head of TED	Complete by Jan 2019	Green
	A17	People and Remuneration Committee to determine scope of formal school-wide equal pay audit	HR Director	To be included at PRC meeting in Dec 2019	Green
Improve gender balance in recruitment of academic staff	A18	Remove biased language from job advertising materials by running adverts through TEXTIO to identify and change biased language	Recruitment Manager	May-Jul 2019	Green
	A19	Explore reasons behind recruiting more women and lower success rate of men at shortlist and appointment, including examining the profile of the feeder pool	Recruitment Manager	Sep-Dec 2018	Green
	A20	Amend the single nomination procedures to include a requirement for a search committee with balanced membership and responsibility for ensuring effort is made to seek out female candidates	Deputy Director & Provost and HR Director	Jun-Sep 2018	Green
	A21a	Trial and evaluate impact of anonymised applications for PS staff	HR / EDI	Jan 2022 - March 2022	Green
	A21b	Compare data from pilot posts with data from posts handled using current procedures	Recruitment Manager	Jul-Aug 2019	Red
Identify and address imbalances in recruitment specifically considering intersectionality	A22	Conduct further analysis of recruitment data by nationality and ethnic origin to identify if the imbalance is specific to any particular grade.	HR / EDI	Sep - Dec 2018 (in conjunction with A19)	Red
	A23	Based on findings, propose recommendations for implementation by HR Director	HR / EDI	Jan - Mar 2019	Red
Enhance the environment for new starters both in London	A24	Review existing induction via focus groups	Head of TED	2018 - 2019	Green
	A25a	Increase capacity for induction by adding extra sessions and making it more accessible online	Head of TED	2019 - 2020	Green

and overseas to be more welcoming and accessible	A25b	Relaunch revised induction for 2018/19 academic year	Head of TED	2019 - 2020	Green
Improve support and communication for academic promotions and reduce diversity related gaps within promotion	A26	Deputy Director & Provost will meet Faculty Deans prior to each annual promotions round to review Professors Band C, identify who might be ready for promotion and should be encouraged to apply, and for other staff to identify whether specific actions are needed to progress their careers	Deputy Director & Provost	Jan - Mar annually (prior to each promotions round)	Red
	A27	Deputy Director & Provost will review applicants for promotion to Professor Band C over previous 3 years to seek to identify whether there are issues common across those who are not successful that can be addressed by additional School actions	Deputy Director & Provost	Jan - Mar annually (prior to each promotions round)	Red
	A28	Formalise CV review and roll out across all faculties	Deputy Director & Provost and Deans of Faculty	Annually	Green
	A29	Communicate data on promotion outcomes Identify academic promotions diversity related gaps and communicate data on promotion outcomes	Head of TED / HR Director	By Dec 2018	Green
	A30	Seek gender balance on promotions panels	Head of TED, Deputy Director & Provost	To be in place for 2018/19 academic year	Green
Improve any gender imbalance in Research Excellence Framework submissions	A31	LSHTM will choose the option to submit all eligible academic staff to REF 2021 to remove any selection bias and equality impact assessment will be completed	Deputy Director & Provost / Head of Strategic Research	2021 REF deadline	Green
Improve gender balance of PS grades, particularly the number of women in grade 9 posts	A32a	Look at the pipeline in particular areas to determine what level of female representation would be expected	Recruitment Manager	Sep-Dec 2018	Green
	A32b	Remove biased language from job advertising materials by running adverts through TEXTIO to identify and change biased language	Recruitment Manager	May-Jul 2019	Amber
	A32c	Encourage applicants from grade 8 staff for appropriate senior roles	HR Director	To be implemented from next recruitment activity	Amber

	A32d	Engage recruitment agencies to help search out female applicants for senior posts	HR Director	To be implemented from next recruitment activity	Red
Effective training, education and development programme providing guidance and support to all staff and students	A33	Enhanced publicity campaign of existing training, educational and development opportunities	Head of TED	Commencing Sept 2018	Green
	A34	Build monitoring system to identify who has been on training and the impact of certain training activities (e.g. aimed at career progression) 12 months on by: **diversity characteristics, role, grade**	Head of TED	2020 - 2022	Red
	A35	Regular reports to Management board on uptake of mandatory training particularly EDI subjects	Head of TED	Ongoing	Green
	A36	Allocate specific funds for leadership opportunities for BME, LGBT+ and disabled staff similar to Aurora programme.	Head of TED	Annually	Green
	A37	Develop and launch virtual learning provision to complement face to face provision to meet the needs of staff working overseas or remotely. This will include transferable skills, essential skills for line managers and management development.	Head of TED	By Aug 2019	Green
Environment supportive of and promoting good mental health	A38a	Following implementation of Time to Change initiative in September 2017, review number and coverage of mental health champions and mental health first aiders	Head of TED Time to Change lead	Sep-18	Amber
	A38b	Publicise Time to Change	Head of TED Head of Communications & Engagement	Jun-18	Amber
	A38c	Provide additional training opportunities for Mental Health First aid training	Occupational Health & Safety	Jun-18	Green
	A38d	Work with health and safety department to introduce one new wellbeing initiative to complement wellbeing week	Head of TED Wellbeing Advisor / Wellbeing Committee	Oct - Dec 2019	Green
Improve uptake and usefulness of PDR	A39	Improve online PDR system and introduce additional guidance and training with the aim of further increasing PDR completion rates	Head of TED	Ongoing - Jun 2018	Green
	A40	Develop and implement mechanism for recording feedback on how useful staff are finding their PDR	Head of TED	Jun - Jul 2019	Green

Appendix 0 2018 RAG rated action plan

Improved data capture of those who engage with the Strategic Research Office (SRO)	A41	Investigate process for monitoring all those who engage who with SRO to highlight the impact of the office and identify any groups who may not be accessing the services	Head of SRO	Sept 2018- Nov 2018	Red
Increase the number of staff benefitting from mentoring	A42a	Review current mentoring programme to identify improvements, via small feedback groups	Head of TED	Jun - Aug 2018	Amber
	A42b	Implement necessary changes e.g. online matching / mentor availability tracker			Amber
	A42c	Schedule mentoring training dates			Amber
	A42d	Hold a launch event to raise awareness and encourage mentor and mentee signup	Head of TED	Oct-18	Green
	A43	Develop pilot scheme of cross-institutional mentoring for PS staff in other Bloomsbury Colleges	Head of TED	Mar-Apr 2019	Red
Increase support for progression of women to senior PS posts	A44	Offer a mentor to every member of staff at grade 8	Head of TED	Oct-18	Red
An environment supportive of those undertaking and returning from maternity or shared parental leave	A45	Create maternity and shared parental leave tool kit for managers and staff going on and returning from leave including a schedule of checkpoints for HR to make contact with line managers	HR Director	Mar-19	Green
	A46	Compile a list of and publicise returner funding / support schemes	ASWG	2021 - 2022	Red
	A47	Conduct a focus group for those who have used breastfeeding facilities at the School to understand their experience and make improvements	ASWG	Jun-18	Amber
Identify any impact of maternity leave on resignation rate	A48	Run a focus group to identify any commonalities between those resigning shortly after returning from maternity leave	HR Director	Mar-19	Red
	A49	Strengthen exit questionnaire / interview procedure to identify commonalities between those resigning shortly after returning from maternity leave	EDI Programme Board - Staff workstream	By March 2022	Amber
	A50	Develop action plan to address any barriers identified for expectant and new parents	ASWG / SAT chair	Jun-19	Amber

Appendix 0 2018 RAG rated action plan

Improve understanding of paternity (partner) and Shared parental leave	A51	Improve reporting/requesting of paternity leave through a publicity campaign.	EDI Programme Board - Coms workstream	Starting Sept 2019 and ongoing	Amber
Complete development of workload allocation model and embed in LSHTM processes	A52a	Convene meeting to assign scores, time commitments and seniority to activities	Pro - Director Education	Underway, complete by Aug 2018	Green
	A52b/c/d/e	Within the teaching allocation and internal citizenship projects, embed a framework for allocating workload in a fair and consistent way and ensure EDI work (including staff network co-ordinators) is embedded within this		E. Sep 2020 - Dec 2021	Green
Present a good representation of the diversity of the School population in all publicity	A53	Monitor images used in the web (main School home pages), prospectus and annual report annually. From Feb 2020, record and monitor press releases - suggested and selected - by gender and ethnicity as well as those engaging with media training.	Head of Communications & Engagement	Timeframe: Data for press releases will be collected from February 2020 going forward. Web, prospectus, annual report - continue to be monitored.	Green

Additional actions

Objective	Action ID	Action	Responsibility	Timeframe	Status
Increase number of male student offers and acceptances and intersectionality		Achieve or embed student voice within EDI work on an ongoing basis	Faculty and School EDI chairs	Ongoing	Green
		Develop a widening participation strategy - including specific admissions review for both Masters and Research Degree admissions (Ensure cross representation between the WP / Race Equality Task force and Athena SWAN to continue to contribute / be updated)	EDI Programme board - Workstream Students (8a)	2020-2022	Green
		Evaluate EDI training via attendance monitoring, evaluation of feedback provided, staff survey response to question on EDI awareness.	EDI / TED	2021-2022	Amber

Appendix 0 2018 RAG rated action plan

A robust and comprehensive data collection and reporting schedule		Improve training data by EDI characteristics within HR data project	Head of HR Operations	New HR system expected 2023	Red
		Map questions in staff survey against Athena SWAN needs to check whether all important areas covered and if not, plan accordingly (Also include CEDAR survey and Athena Swan Culture Survey)	ASWG	2021-2022	Green
Robust and effective institution level SAT with established continuity and systematic refresh of members		Revise constitution of AS Working Group (SAT) taking into account revised Athena Swan Charter principles and to ensure representation across the School (including MRC units and cross-rep with other EDI committees / working groups) and set timeline for newly refreshed working group (and SAT) including staff survey / culture survey	SAT Chair	October 2021 - April 2023	Amber
		Organise lunchtime / other time sessions to discuss new AS framework and process and raise awareness - open to all staff and students. . Induct new AS SAT and prepare to undertake 'transformed' Athena Swan self-assessment process	SAT Chair	October 2021 - April 2023	Amber
		Include DL tutors / casual staff in the self assessment data analysis and consultation	SAT Chair	October 2021 - April 2023	Amber
		Continue to keep AS communications on the 6 weekly meetings and agree a schedule / rota of aims, objectives, progress to highlight. (Coms also via Faculty EDI committees)	SAT Chair	Ongoing	Green
Improve methods to understand the experiences of those leaving LSHTM		Analyse leavers data by grade, gender, ethnicity	HR	Mar - Apr 2020 (due to planned project load in HR and staff survey taking place in 2019)	Amber
Reduce any identified equal pay issues in gender, ethnic origin and intersectionality		A policy review on the use of allowances and market supplements	EDI Programme board - Workstream Staff (9) - FOOs currently reviewing for PS staff		Green

Improve gender balance in recruitment of academic staff		Development of inclusive recruitment guidance – There are a number of practices which should / could be enacted currently such as attendance at recruitment and selection training, embedding EDI within JDs and ensuring JD / PS are not creating barriers and suggestions on where to advertise.	EDI Programme board - Workstream Staff (9)		Green
		Enacting take up of recruitment and selection training (and enabling monitoring of this) – with a focus on Faculties and departments ensuring take up.	EDI Programme board - Workstream Staff (9)		Green
		Develop and implement inclusive recruitment and selection strategies, developing a workplan to ensure implementation - as set out in EDI project plan	EDI Programme board - Workstream Staff		Amber
		Ensure all grade 8 / 9 posts are advertised openly. Where recruitment agencies are engaged ensure terms of engagement specify regarding EDI expectations - e.g. recording of diversity information and presenting only diverse shortlists.	Recruitment Manager		Amber
Enhance the environment for new starters both in London and overseas to be more welcoming and accessible		Further evaluation via staff survey and induction evaluation	Head of TED	2022 - 2023	Amber
Improve support and communication for academic promotions and reduce diversity related gaps within promotions		Improve communication of the academic promotions process in response to concerns regarding transparency and fairness and ensure EDI considerations and expectations are embedded within development and implementation of academic career progression (education and research) – including use of inclusive and anti-racist pedagogy	Head of TED Deputy Director & Provost	Jan - Mar annually (prior to each promotions round)	Green
		Ensure completion of or refresher EDI/Unconscious Bias training for committee members for performance review and promotions	Head of TED	Ongoing, complete by Jan 2019	Amber
		Monitor diversity of panel members and completion of unconscious bias / EDI training for 2021 and mandate for training going forward.	Head of TED EDI Programme Board - Staff workstream	2021 -2023 annually	Green
Improve any gender imbalance in Research		Actions arising from REF equality impact assessment identified and aligned to action plan	Deputy Director & Provost / Head of Strategic Research	2021 - 2022	Green

Excellence Framework submissions					Green
Improve uptake and usefulness of PDR		Cascaded EDI KPIs and objectives via strategic planning	EDI Programme Board - Whole School workstream (1)		Green
		Develop and use positive action within academic career development support to close pipeline gaps (via the HR Excellence in Research and Concordat action plans and Faculty EDI action plans) – inc use of CV review process and follow up support	EDI Programme Board - Staff workstream		Amber
		Develop and use positive action within professional support career development support to close pipeline gaps	EDI Programme Board - Staff workstream		Amber
An environment supportive of those undertaking and returning from maternity or shared parental leave		Review accessibility of family leave toolkit on transition to upgraded intranet	ASWG	2021 - 2022	Green
		Review and update family leave (maternity, paternity, SPL) policies to be in line with sector good practice	EDI Programme Board - Policies (workstream 3)	October 2021 - April 2022	Amber
Identify any impact of maternity leave on registration rate		Evaluation and continuation of parent workshops	TED / ASWG	2021 - 2022	Green
Develop a framework, support mechanisms and campaign which promotes dignity and respect and enables unwanted behaviours to be reported and tackled		Implement revised anti-bullying and harassment policy / Increase staff and students' understanding of EDI, bullying, harassment (including racism and racial harassment), microaggressions including bystander interventions and how to respond, report and access support.	EDI Programme Board - Respect workstream		Green
Supporting Trans People		Develop guidance and raise awareness to support transgender people			Green

Appendix 1: Culture survey data

Please present the results of the core culture 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.

Not mandatory for institutional submission. Please see Appendix 2 for additional survey results, graphs and datasets.

Appendix 2: Data tables

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

Appendix 2: Data tables

Notes on data collection

- **Grade** for academic staff: Research Assistant (RA), Research Fellow (RF), Assistant Professor (Asst Prof), Associate Professor (Assoc Prof), Professor (Prof).
- **Grade** for professional services staff: grade 1-3, 4-6, 7-9.
- **Contract function**: "*The main function of employment a staff member is employed to deliver, as set out in their employment contract. This includes teaching-only, research-only, teaching and research*". This differentiation does not apply to academic staff at LSHTM, therefore this classification is not present in the tables. However, DL tutors have contracts that are 'teaching only', while academic staff have contracts that require mainly research and some teaching; therefore, the separate tables for academic staff and DL tutors are effectively by contract function
- **Job family**: "*A group of jobs with similar characteristics, which are engaged in similar work. Although the level of responsibility, skill or competence will differ, the essential nature of activities carried out is similar across the job family. Examples of job families include: research and teaching; operations and facilities; technical services; administrative, professional and managerial*". This classification does not exist at LSHTM, therefore we could not report these tables.
- Section 1: The University of London has not provided the requested data on LSHTM DL students, so these figures are not yet available.
- For GDPR compliance, instances where stratifications result in cells with frequencies of 5 or fewer staff members (and corresponding %s) have either been regrouped or redacted where suitable regrouping is not possible, to minimise the likelihood of deductive identification.

1 Students at foundation, UG, PGT and PGR level

Table 1.1 PGT students by gender and by year (absolute frequency)

| | year | | | | | | | |
	2016	2017	2018	2019	2020	2021	2022	Total
Gender								
F	458	567	475	485	454	135	510	3,084
M	214	226	225	202	166	44	188	1,265
.					2		3	5
Total	672	793	700	687	622	179	701	4,354

Table 1.2 PGT students by gender and by year (percentage)

| | year | | | | | | | |
	2016	2017	2018	2019	2020	2021	2022	Total
Gender								
F	68.2	71.5	67.9	70.6	73.0	75.4	72.8	70.8
M	31.8	28.5	32.1	29.4	26.7	24.6	26.8	29.1
.					0.3		0.4	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 1.3 Number PGR students by gender and by year (absolute frequency)

| | year | | | | | | | |
	2016	2017	2018	2019	2020	2021	2022	Total
Gender								
F	347	359	385	278	250	286	346	2,251
M	220	229	232	160	131	133	164	1,269
Total	567	588	617	438	381	419	510	3,520

Table 1.4 PGR students by gender and by year (percentage)

| | year | | | | | | | |
	2016	2017	2018	2019	2020	2021	2022	Total
Gender								
F	61.2	61.1	62.4	63.5	65.6	68.3	67.8	64.0
M	38.8	38.9	37.6	36.5	34.4	31.7	32.2	36.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

2 Academic staff by grade and contract function

NOTE: contract function classification is not used at LSHTM, because staff do both teaching and research; DL tutors, though, have teaching-only contracts.

Table 2.1 Members of academic staff by year, by grade and by gender (absolute frequency)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed							
RA							
Gender							
F	55	56	55	69	76	87	398
M	29	24	31	28	35	35	182
Total	84	80	86	97	111	122	580
RF							
Gender							
F	177	200	224	240	244	217	1,302
M	82	96	111	124	128	137	678
Total	259	296	335	364	372	354	1,980
Asst Prof							
Gender							
F	124	138	146	154	145	154	861
M	73	75	82	73	94	86	483
Total	197	213	228	227	239	240	1,344
Assoc Prof							
Gender							
F	68	73	77	78	86	97	479
M	53	54	62	74	75	75	393
Total	121	127	139	152	161	172	872
Prof							
Gender							
F	61	68	64	70	84	85	432
M	104	108	110	110	114	113	659
Total	165	176	174	180	198	198	1,091
Total							
Gender							
F	485	535	566	611	635	640	3,472
M	341	357	396	409	446	446	2,395
Total	826	892	962	1,020	1,081	1,086	5,867

Table 2.2 Members of academic staff by year, by grade and by gender (percentages)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed							
RA							
Gender							
F	65.5	70.0	64.0	71.1	68.5	71.3	68.6
M	34.5	30.0	36.0	28.9	31.5	28.7	31.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

RF							
Gender							
F	68.3	67.6	66.9	65.9	65.6	61.3	65.8
M	31.7	32.4	33.1	34.1	34.4	38.7	34.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Asst Prof							
Gender							
F	62.9	64.8	64.0	67.8	60.7	64.2	64.1
M	37.1	35.2	36.0	32.2	39.3	35.8	35.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Assoc Prof							
Gender							
F	56.2	57.5	55.4	51.3	53.4	56.4	54.9
M	43.8	42.5	44.6	48.7	46.6	43.6	45.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Prof							
Gender							
F	37.0	38.6	36.8	38.9	42.4	42.9	39.6
M	63.0	61.4	63.2	61.1	57.6	57.1	60.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
Gender							
F	58.7	60.0	58.8	59.9	58.7	58.9	59.2
M	41.3	40.0	41.2	40.1	41.3	41.1	40.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 2.3 Distance Learning tutors, by year and by gender (absolute frequency)

	Year						
	2017	2018	2019	2020	2021	2022	Total
Gender							
F	263	273	282	286	304	332	1,740
M	130	138	146	145	161	168	888
Total	393	411	428	431	465	500	2,628

Table 2.4 Distance Learning tutors, by year and by gender (percentages)

	Year						
	2017	2018	2019	2020	2021	2022	Total
Gender							
F	66.9	66.4	65.9	66.4	65.4	66.4	66.2
M	33.1	33.6	34.1	33.6	34.6	33.6	33.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

3 Academic staff by grade and contract type

Table 3.1 Members of academic staff by year, by working pattern and by gender (absolute frequency)

| | | | | Year | | | |
	2017	2018	2019	2020	2021	2022	Total
Full-time vs. Part-time							
FT							
Gender							
F	337	369	382	410	425	414	2,337
M	261	275	298	302	321	314	1,771
Total	598	644	680	712	746	728	4,108
PT							
Gender							
F	147	163	181	199	208	223	1,121
M	80	82	97	107	122	131	619
Total	227	245	278	306	330	354	1,740
.							
Gender							
F	1	3	3	2	2	3	14
M			1		3	1	5
Total	1	3	4	2	5	4	19
Total							
Gender							
F	485	535	566	611	635	640	3,472
M	341	357	396	409	446	446	2,395
Total	826	892	962	1,020	1,081	1,086	5,867

Table 3.2 Members of academic staff by year, by working pattern and by gender (percentages)

| | | | | Year | | | |
	2017	2018	2019	2020	2021	2022	Total
Full-time vs. Part-time							
FT							
Gender							
F	56.4	57.3	56.2	57.6	57.0	56.9	56.9
M	43.6	42.7	43.8	42.4	43.0	43.1	43.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PT							
Gender							
F	64.8	66.5	65.1	65.0	63.0	63.0	64.4
M	35.2	33.5	34.9	35.0	37.0	37.0	35.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
.							
Gender							
F	100.0	100.0	75.0	100.0	40.0	75.0	73.7
M			25.0		60.0	25.0	26.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							

Gender							
F	58.7	60.0	58.8	59.9	58.7	58.9	59.2
M	41.3	40.0	41.2	40.1	41.3	41.1	40.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 3.3 Members of academic staff by year, by contract type and by gender (absolute frequency)

	Year						
	2017	2018	2019	2020	2021	2022	Total
Fixed-term vs. Permanent Contract							
FTC							
Gender							
F	338	379	417	464	488	498	2,584
M	205	219	255	274	306	310	1,569
Total	543	598	672	738	794	808	4,153
PERM							
Gender							
F	146	153	146	145	145	139	874
M	136	138	140	135	137	135	821
Total	282	291	286	280	282	274	1,695
.							
Gender							
F	1	3	3	2	2	3	14
M			1		3	1	5
Total	1	3	4	2	5	4	19
Total							
Gender							
F	485	535	566	611	635	640	3,472
M	341	357	396	409	446	446	2,395
Total	826	892	962	1,020	1,081	1,086	5,867

Table 3.4 Members of academic staff by year, by contract type and by gender (percentages)

	Year						
	2017	2018	2019	2020	2021	2022	Total
Fixed-term vs. Permanent Contract							
FTC							
Gender							
F	62.2	63.4	62.1	62.9	61.5	61.6	62.2
M	37.8	36.6	37.9	37.1	38.5	38.4	37.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PERM							
Gender							
F	51.8	52.6	51.0	51.8	51.4	50.7	51.6
M	48.2	47.4	49.0	48.2	48.6	49.3	48.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
.							
Gender							
F	100.0	100.0	75.0	100.0	40.0	75.0	73.7

M			25.0		60.0	25.0	26.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
Gender							
F	58.7	60.0	58.8	59.9	58.7	58.9	59.2
M	41.3	40.0	41.2	40.1	41.3	41.1	40.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

4 Professional, technical and operational (PTO) staff by grade and job family

Table 4.1 Members of Professional Support Staff, by year and by gender (absolute frequency)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Gender							
F	408	394	407	416	419	412	2,456
M	204	200	213	233	242	212	1,304
Total	612	594	620	649	661	624	3,760

Table 4.2 Members of Professional Support Staff, by year and by gender (percentages)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Gender							
F	66.7	66.3	65.6	64.1	63.4	66.0	65.3
M	33.3	33.7	34.4	35.9	36.6	34.0	34.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 4.3 Members of Professional Support Staff, by year, by grade and by gender (absolute frequency)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed for PSP2							
PSP 1-3							
Gender							
F	82	68	56	60	46	44	356
M	35	27	28	30	28	26	174
Total	117	95	84	90	74	70	530
PSP 4-6							
Gender							
F	263	267	292	279	297	305	1,703
M	113	115	125	138	144	129	764
Total	376	382	417	417	441	434	2,467
PSP 7-9							
Gender							
F	60	56	56	63	58	57	350
M	48	51	54	53	57	51	314
Total	108	107	110	116	115	108	664
.							
Gender							
F	3	3	3	14	18	6	47
M	8	7	6	12	13	6	52
Total	11	10	9	26	31	12	99
Total							
Gender							
F	408	394	407	416	419	412	2,456
M	204	200	213	233	242	212	1,304
Total	612	594	620	649	661	624	3,760

Table 4.4 Members of Professional Support Staff, by year, by grade and by gender (percentages)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed for PSP2							
PSP 1-3							
Gender							
F	70.1	71.6	66.7	66.7	62.2	62.9	67.2
M	29.9	28.4	33.3	33.3	37.8	37.1	32.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PSP 4-6							
Gender							
F	69.9	69.9	70.0	66.9	67.3	70.3	69.0
M	30.1	30.1	30.0	33.1	32.7	29.7	31.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PSP 7-9							
Gender							
F	55.6	52.3	50.9	54.3	50.4	52.8	52.7
M	44.4	47.7	49.1	45.7	49.6	47.2	47.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
.							
Gender							
F	27.3	30.0	33.3	53.8	58.1	50.0	47.5
M	72.7	70.0	66.7	46.2	41.9	50.0	52.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
Gender							
F	66.7	66.3	65.6	64.1	63.4	66.0	65.3
M	33.3	33.7	34.4	35.9	36.6	34.0	34.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

5 PTO staff by contract type

5.1 Members of Professional Support Staff, by year, by working pattern and by gender (absolute frequencies)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Full-time vs. Part-time							
FT							
Gender							
F	291	290	310	311	325	321	1,848
M	183	187	201	218	225	199	1,213
Total	474	477	511	529	550	520	3,061
PT							
Gender							
F	117	104	97	103	92	88	601
M	20	13	12	15	17	13	90
Total	137	117	109	118	109	101	691
.							
Gender							
F				2	2	3	7
M	1						1
Total	1			2	2	3	8
Total							
Gender							
F	408	394	407	416	419	412	2,456
M	204	200	213	233	242	212	1,304
Total	612	594	620	649	661	624	3,760

5.2 Members of Professional Support Staff, by year, by working pattern and by gender (percentages)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Full-time vs. Part-time							
FT							
Gender							
F	61.4	60.8	60.7	58.8	59.1	61.7	60.4
M	38.6	39.2	39.3	41.2	40.9	38.3	39.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PT							
Gender							
F	85.4	88.9	89.0	87.3	84.4	87.1	87.0
M	14.6	11.1	11.0	12.7	15.6	12.9	13.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
.							
Gender							
F				100.0	100.0	100.0	87.5
M	100.0						12.5
Total	100.0			100.0	100.0	100.0	100.0
Total							
Gender							

	2017	2018	2019	2020	2021	2022	Total
F	66.7	66.3	65.6	64.1	63.4	66.0	65.3
M	33.3	33.7	34.4	35.9	36.6	34.0	34.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

5.3 Members of Professional Support Staff, by year, by contract type and by gender (absolute frequencies)

	Year						
	2017	2018	2019	2020	2021	2022	Total
Fixed-term vs. Permanent Contract							
FTC							
Gender							
F	137	147	164	156	158	151	913
M	75	62	66	65	76	68	412
Total	212	209	230	221	234	219	1,325
PERM							
Gender							
F	271	247	243	258	259	258	1,536
M	128	138	147	168	166	144	891
Total	399	385	390	426	425	402	2,427
.							
Gender							
F				2	2	3	7
M	1						1
Total	1			2	2	3	8
Total							
Gender							
F	408	394	407	416	419	412	2,456
M	204	200	213	233	242	212	1,304
Total	612	594	620	649	661	624	3,760

5.4 Members of Professional Support Staff, by year, by contract type and by gender (percentages)

	Year						
	2017	2018	2019	2020	2021	2022	Total
Fixed-term vs. Permanent Contract							
FTC							
Gender							
F	64.6	70.3	71.3	70.6	67.5	68.9	68.9
M	35.4	29.7	28.7	29.4	32.5	31.1	31.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
PERM							
Gender							
F	67.9	64.2	62.3	60.6	60.9	64.2	63.3
M	32.1	35.8	37.7	39.4	39.1	35.8	36.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
.							
Gender							
F				100.0	100.0	100.0	87.5
M	100.0						12.5

Total	100.0			100.0	100.0	100.0	100.0
Total							
Gender							
F	66.7	66.3	65.6	64.1	63.4	66.0	65.3
M	33.3	33.7	34.4	35.9	36.6	34.0	34.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

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

Table 6.1 Applications to academic posts, by year and by gender (absolute frequencies)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female	1,497	1,960	1,608	1,635	6,700
Male	1,129	1,166	1,262	1,166	4,723
Prefer not to say	39	47	61	37	184
Total	2,665	3,173	2,931	2,838	11,607

Table 6.2 Applications to academic posts, by year and by gender (percentages)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female	56.2	61.8	54.9	57.6	57.7
Male	42.4	36.7	43.1	41.1	40.7
Prefer not to say	1.5	1.5	2.1	1.3	1.6
Total	100.0	100.0	100.0	100.0	100.0

Table 6.3 Shortlists for academic posts by year and by gender (absolute frequencies)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female shortlisted					
No	1,154	1,554	1,171	1,255	5,134
Yes	343	406	437	380	1,566
Total	1,497	1,960	1,608	1,635	6,700
Male shortlisted					
No	896	929	980	920	3,725
Yes	233	237	282	246	998
Total	1,129	1,166	1,262	1,166	4,723
Prefer not to say shortlisted					
No	25	36	47	26	134
Yes	14	11	14	11	50
Total	39	47	61	37	184
Total shortlisted					
No	2,075	2,519	2,198	2,201	8,993
Yes	590	654	733	637	2,614
Total	2,665	3,173	2,931	2,838	11,607

Table 6.4 Shortlists for academic posts by year and by gender (percentages)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female					
shortlisted					
No	77.1	79.3	72.8	76.8	76.6
Yes	22.9	20.7	27.2	23.2	23.4
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	79.4	79.7	77.7	78.9	78.9
Yes	20.6	20.3	22.3	21.1	21.1
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	64.1	76.6	77.0	70.3	72.8
Yes	35.9	23.4	23.0	29.7	27.2
Total	100.0	100.0	100.0	100.0	100.0
Total					
shortlisted					
No	77.9	79.4	75.0	77.6	77.5
Yes	22.1	20.6	25.0	22.4	22.5
Total	100.0	100.0	100.0	100.0	100.0

Table 6.5 Appointments for academic posts by year and by gender (absolute frequency)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female					
appointed					
No	238	270	318	257	1,083
Yes	105	136	119	123	483
Total	343	406	437	380	1,566
Male					
appointed					
No	177	173	220	177	747
Yes	56	64	62	69	251
Total	233	237	282	246	998
Prefer not to say					
appointed					
No	9	7	13	10	39
Yes	5	4	1	1	11
Total	14	11	14	11	50
Total					
appointed					

	2019	2020	2021	2022	Total
No	424	450	551	444	1,869
Yes	166	204	182	193	745
Total	590	654	733	637	2,614

Table 6.6 Appointments for academic posts by year and by gender (percentage)

	year				
	2019	2020	2021	2022	Total
Gender					
Female					
appointed					
No	69.4	66.5	72.8	67.6	69.2
Yes	30.6	33.5	27.2	32.4	30.8
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	76.0	73.0	78.0	72.0	74.8
Yes	24.0	27.0	22.0	28.0	25.2
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
appointed					
No	64.3	63.6	92.9	90.9	78.0
Yes	35.7	36.4	7.1	9.1	22.0
Total	100.0	100.0	100.0	100.0	100.0
Total					
appointed					
No	71.9	68.8	75.2	69.7	71.5
Yes	28.1	31.2	24.8	30.3	28.5
Total	100.0	100.0	100.0	100.0	100.0

Table 6.7 Applications to academic posts, by year, by grade and by gender (absolute frequencies)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed					
RA					
Gender					
Female	642	1,126	672	947	3,387
Male	341	416	460	443	1,660
Prefer not to say	15	14	20	20	69
Total	998	1,556	1,152	1,410	5,116
RF					
Gender					
Female	777	723	840	601	2,941
Male	702	598	696	609	2,605
Prefer not to say	22	24	38	15	99
Total	1,501	1,345	1,574	1,225	5,645
Asst Prof					

	2019	2020	2021	2022	Total
Gender					
Female	59	69	66	40	234
Male	61	88	65	44	258
Prefer not to say	2	8	2	1	13
Total	122	165	133	85	505
Assoc Prof					
Gender					
Female	13	17	28	45	103
Male	13	41	33	68	155
Prefer not to say			1	1	2
Total	26	58	62	114	260
Prof					
Gender					
Female	6	25	[redacted]	[redacted]	[redacted]
Male	12	23	[redacted]	[redacted]	[redacted]
Prefer not to say		1	[redacted]	[redacted]	[redacted]
Total	18	49	[redacted]	[redacted]	[redacted]
Total					
Gender					
Female	1,497	1,960	[redacted]	[redacted]	[redacted]
Male	1,129	1,166	[redacted]	[redacted]	[redacted]
Prefer not to say	39	47	[redacted]	[redacted]	[redacted]
Total	2,665	3,173	[redacted]	[redacted]	[redacted]

Table 6.8 Applications to academic posts, by year, by grade and by gender (percentages)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed					
RA					
Gender					
Female	64.3	72.4	58.3	67.2	66.2
Male	34.2	26.7	39.9	31.4	32.4
Prefer not to say	1.5	0.9	1.7	1.4	1.3
Total	100.0	100.0	100.0	100.0	100.0
RF					
Gender					
Female	51.8	53.8	53.4	49.1	52.1
Male	46.8	44.5	44.2	49.7	46.1
Prefer not to say	1.5	1.8	2.4	1.2	1.8
Total	100.0	100.0	100.0	100.0	100.0
Asst Prof					
Gender					
Female	48.4	41.8	49.6	47.1	46.3
Male	50.0	53.3	48.9	51.8	51.1

	2019	2020	2021	2022	Total
Prefer not to say	1.6	4.8	1.5	1.2	2.6
Total	100.0	100.0	100.0	100.0	100.0
Assoc Prof					
Gender					
Female	50.0	29.3	45.2	39.5	39.6
Male	50.0	70.7	53.2	59.6	59.6
Prefer not to say			1.6	0.9	0.8
Total	100.0	100.0	100.0	100.0	100.0
Prof					
Gender					
Female	33.3	51.0	20.0	50.0	43.2
Male	66.7	46.9	80.0	50.0	55.6
Prefer not to say		2.0			1.2
Total	100.0	100.0	100.0	100.0	100.0
Total					
Gender					
Female	56.2	61.8	54.9	57.6	57.7
Male	42.4	36.7	43.1	41.1	40.7
Prefer not to say	1.5	1.5	2.1	1.3	1.6
Total	100.0	100.0	100.0	100.0	100.0

Table 6.9 Shortlists for academic posts by year, by grade and by gender (absolute frequencies)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed					
RA					
Gender					
Female					
shortlisted					
No	550	954	533	803	2,840
Yes	92	172	139	144	547
Total	642	1,126	672	947	3,387
Male					
shortlisted					
No	283	350	364	376	1,373
Yes	58	66	96	67	287
Total	341	416	460	443	1,660
Prefer not to say					
shortlisted					
No	11	11	15	14	51
Yes	4	3	5	6	18
Total	15	14	20	20	69
Total					
shortlisted					
No	844	1,315	912	1,193	4,264

Yes	154	241	240	217	852
Total	998	1,556	1,152	1,410	5,116

RF

Gender

Female

shortlisted

No	558	519	590	403	2,070
Yes	219	204	250	198	871
Total	777	723	840	601	2,941

Male

shortlisted

No	552	467	537	467	2,023
Yes	150	131	159	142	582
Total	702	598	696	609	2,605

Prefer not to say

shortlisted

No	13	19	29	11	72
Yes	9	5	9	4	27
Total	22	24	38	15	99

Total

shortlisted

No	1,123	1,005	1,156	881	4,165
Yes	378	340	418	344	1,480
Total	1,501	1,345	1,574	1,225	5,645

Asst Prof

Gender

Female

shortlisted

No	32	49	31	21	133
Yes	27	20	35	19	101
Total	59	69	66	40	234

Male

shortlisted

No	41	59	49	28	177
Yes	20	29	16	16	81
Total	61	88	65	44	258

Prefer not to say

shortlisted

No	1	6	2		9
Yes	1	2		1	4
Total	2	8	2	1	13

Total

shortlisted

No	74	114	82	49	319
Yes	48	51	51	36	186
Total	122	165	133	85	505

Assoc Prof

Gender

Female

shortlisted				
No		17	28	68
Yes		11	17	35
Total		28	45	103
Male				
shortlisted				
No	34	23	48	117
Yes	7	10	20	38
Total	41	33	68	155
Prefer not to say				
shortlisted				
No		1	1	2
Total		1	1	2
Total				
shortlisted				
No		41	77	187
Yes		21	37	73
Total		62	114	260
Prof				
Gender				
Female				
shortlisted				
No	19			
Yes	6			
Total	25			
Male				
shortlisted				
No				
Yes				
Total				
Prefer not to say				
shortlisted				
Yes	1			1
Total	1			1
Total				
shortlisted				
No				
Yes				
Total				
Total				
Gender				
Female				
shortlisted				
No				
Yes				
Total				
Male				
shortlisted				
No				

Yes	███	███	███	███	███
Total	███	███	███	███	███
Prefer not to say					
shortlisted					
No	25	36	47	26	134
Yes	14	11	14	11	50
Total	39	47	61	37	184
Total					
shortlisted					
No	███	███	███	███	███
Yes	███	███	███	███	███
Total	███	███	███	███	███

Table 6.10 Shortlists for academic posts by year, by grade and by gender (percentages)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed					
RA					
Gender					
Female					
shortlisted					
No	85.7	84.7	79.3	84.8	83.9
Yes	14.3	15.3	20.7	15.2	16.1
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	83.0	84.1	79.1	84.9	82.7
Yes	17.0	15.9	20.9	15.1	17.3
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	73.3	78.6	75.0	70.0	73.9
Yes	26.7	21.4	25.0	30.0	26.1
Total	100.0	100.0	100.0	100.0	100.0
Total					
shortlisted					
No	84.6	84.5	79.2	84.6	83.3
Yes	15.4	15.5	20.8	15.4	16.7
Total	100.0	100.0	100.0	100.0	100.0
RF					
Gender					
Female					
shortlisted					
No	71.8	71.8	70.2	67.1	70.4
Yes	28.2	28.2	29.8	32.9	29.6
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					

No	78.6	78.1	77.2	76.7	77.7
Yes	21.4	21.9	22.8	23.3	22.3
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	59.1	79.2	76.3	73.3	72.7
Yes	40.9	20.8	23.7	26.7	27.3
Total	100.0	100.0	100.0	100.0	100.0
Total					
shortlisted					
No	74.8	74.7	73.4	71.9	73.8
Yes	25.2	25.3	26.6	28.1	26.2
Total	100.0	100.0	100.0	100.0	100.0
Asst Prof					
Gender					
Female					
shortlisted					
No	54.2	71.0	47.0	52.5	56.8
Yes	45.8	29.0	53.0	47.5	43.2
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	67.2	67.0	75.4	63.6	68.6
Yes	32.8	33.0	24.6	36.4	31.4
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	50.0	75.0	100.0		69.2
Yes	50.0	25.0		100.0	30.8
Total	100.0	100.0	100.0	100.0	100.0
Total					
shortlisted					
No	60.7	69.1	61.7	57.6	63.2
Yes	39.3	30.9	38.3	42.4	36.8
Total	100.0	100.0	100.0	100.0	100.0
Assoc Prof					
Gender					
Female					
shortlisted					
No	76.9	76.5	60.7	62.2	66.0
Yes	23.1	23.5	39.3	37.8	34.0
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	92.3	82.9	69.7	70.6	75.5
Yes	7.7	17.1	30.3	29.4	24.5
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					

	shortlisted				
No			100.0	100.0	100.0
Total			100.0	100.0	100.0
Total					
shortlisted					
No	84.6	81.0	66.1	67.5	71.9
Yes	15.4	19.0	33.9	32.5	28.1
Total	100.0	100.0	100.0	100.0	100.0
Prof					
Gender					
Female					
shortlisted					
No	66.7	76.0			65.7
Yes	33.3	24.0	100.0	100.0	34.3
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	66.7	82.6	87.5	50.0	77.8
Yes	33.3	17.4	12.5	50.0	22.2
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
Yes		100.0			100.0
Total		100.0			100.0
Total					
shortlisted					
No	66.7	77.6	70.0	25.0	71.6
Yes	33.3	22.4	30.0	75.0	28.4
Total	100.0	100.0	100.0	100.0	100.0
Total					
Gender					
Female					
shortlisted					
No	77.1	79.3	72.8	76.8	76.6
Yes	22.9	20.7	27.2	23.2	23.4
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	79.4	79.7	77.7	78.9	78.9
Yes	20.6	20.3	22.3	21.1	21.1
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	64.1	76.6	77.0	70.3	72.8
Yes	35.9	23.4	23.0	29.7	27.2
Total	100.0	100.0	100.0	100.0	100.0
Total					
shortlisted					
No	77.9	79.4	75.0	77.6	77.5

	2019	2020	2021	2022	Total
Yes	22.1	20.6	25.0	22.4	22.5
Total	100.0	100.0	100.0	100.0	100.0

Table 6.11 Appointments for academic posts by year, by grade and by gender (absolute frequency)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed					
RA					
Gender					
Female					
appointed					
No	64	128	99	97	388
Yes	28	44	40	47	159
Total	92	172	139	144	547
Male					
appointed					
No	44	53	76	48	221
Yes	14	13	20	19	66
Total	58	66	96	67	287
Prefer not to say					
appointed					
No	2	3	5	5	15
Yes	2			1	3
Total	4	3	5	6	18
Total					
appointed					
No	110	184	180	150	624
Yes	44	57	60	67	228
Total	154	241	240	217	852
RF					
Gender					
Female					
appointed					
No	155	129	184	135	603
Yes	64	75	66	63	268
Total	219	204	250	198	871
Male					
appointed					
No	116	96	123	106	441
Yes	34	35	36	36	141
Total	150	131	159	142	582
Prefer not to say					
appointed					
No	7	2	8	4	21
Yes	2	3	1		6
Total	9	5	9	4	27
Total					
appointed					

	Col1	Col2	Col3	Col4	Col5
No	278	227	315	245	1,065
Yes	100	113	103	99	415
Total	378	340	418	344	1,480
Asst Prof					
Gender					
Female					
appointed					
No	15	8	25	9	57
Yes	12	12	10	10	44
Total	27	20	35	19	101
Male					
appointed					
No	13	16	■	■	■
Yes	7	13	■	■	■
Total	20	29	■	■	■
Prefer not to say					
appointed					
No		1		1	2
Yes	1	1			2
Total	1	2		1	4
Total					
appointed					
No	28	25	■	■	■
Yes	20	26	■	■	■
Total	48	51	■	■	■
Assoc Prof					
Gender					
Female					
appointed					
No	■	■	■	■	■
Yes	■	■	■	■	■
Total	■	■	■	■	■
Male					
appointed					
No	■	■	■	12	■
Yes	■	■	■	8	■
Total	■	■	■	20	■
Total					
appointed					
No	■	■	■	■	■
Yes	■	■	■	■	■
Total	■	■	■	■	■
Prof					
Gender					
Female					
appointed					
No	■	■	■	■	■
Yes	■	■	■	■	■
Total	■	■	■	■	■
Male					

	2019	2020	2021	2022	Total
appointed					
No	███	███	███	███	███
Yes	███	███	███	███	███
Total	███	███	███	███	███
Prefer not to say					
appointed					
No		1			1
Total		1			1
Total					
appointed					
No	███	███	███	███	███
Yes	███	███	███	███	███
Total	███	███	███	███	███
Total					
Gender					
Female					
appointed					
No	███	███	███	███	███
Yes	███	███	███	███	███
Total	███	███	███	███	███
Male					
appointed					
No	███	███	███	███	███
Yes	███	███	███	███	███
Total	███	███	███	███	███
Prefer not to say					
appointed					
No	9	7	13	10	39
Yes	5	4	1	1	11
Total	14	11	14	11	50
Total					
appointed					
No	███	███	███	███	███
Yes	███	███	███	███	███
Total	███	███	███	███	███

Table 6.12 Appointments for academic posts by year, by grade and by gender (percentage)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed					
RA					
Gender					
Female					
appointed					
No	69.6	74.4	71.2	67.4	70.9
Yes	30.4	25.6	28.8	32.6	29.1
Total	100.0	100.0	100.0	100.0	100.0
Male					

appointed					
No	75.9	80.3	79.2	71.6	77.0
Yes	24.1	19.7	20.8	28.4	23.0
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
appointed					
No	50.0	100.0	100.0	83.3	83.3
Yes	50.0			16.7	16.7
Total	100.0	100.0	100.0	100.0	100.0
Total					
appointed					
No	71.4	76.3	75.0	69.1	73.2
Yes	28.6	23.7	25.0	30.9	26.8
Total	100.0	100.0	100.0	100.0	100.0
RF					
Gender					
Female					
appointed					
No	70.8	63.2	73.6	68.2	69.2
Yes	29.2	36.8	26.4	31.8	30.8
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	77.3	73.3	77.4	74.6	75.8
Yes	22.7	26.7	22.6	25.4	24.2
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
appointed					
No	77.8	40.0	88.9	100.0	77.8
Yes	22.2	60.0	11.1		22.2
Total	100.0	100.0	100.0	100.0	100.0
Total					
appointed					
No	73.5	66.8	75.4	71.2	72.0
Yes	26.5	33.2	24.6	28.8	28.0
Total	100.0	100.0	100.0	100.0	100.0
Asst Prof					
Gender					
Female					
appointed					
No	55.6	40.0	71.4	47.4	56.4
Yes	44.4	60.0	28.6	52.6	43.6
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	65.0	55.2	75.0	68.8	64.2
Yes	35.0	44.8	25.0	31.3	35.8
Total	100.0	100.0	100.0	100.0	100.0

Prefer not to say					
appointed					
No		50.0		100.0	50.0
Yes	100.0	50.0			50.0
Total	100.0	100.0		100.0	100.0
Total					
appointed					
No	58.3	49.0	72.5	58.3	59.7
Yes	41.7	51.0	27.5	41.7	40.3
Total	100.0	100.0	100.0	100.0	100.0
Assoc Prof					
Gender					
Female					
appointed					
No	66.7	50.0	72.7	88.2	77.1
Yes	33.3	50.0	27.3	11.8	22.9
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	100.0	57.1	80.0	60.0	65.8
Yes		42.9	20.0	40.0	34.2
Total	100.0	100.0	100.0	100.0	100.0
Total					
appointed					
No	75.0	54.5	76.2	73.0	71.2
Yes	25.0	45.5	23.8	27.0	28.8
Total	100.0	100.0	100.0	100.0	100.0
Prof					
Gender					
Female					
appointed					
No	100.0	50.0	100.0	50.0	66.7
Yes		50.0		50.0	33.3
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	75.0	100.0	100.0		80.0
Yes	25.0			100.0	20.0
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
appointed					
No		100.0			100.0
Total		100.0			100.0
Total					
appointed					
No	83.3	72.7	100.0	33.3	73.9
Yes	16.7	27.3		66.7	26.1
Total	100.0	100.0	100.0	100.0	100.0
Total					

Gender					
Female					
appointed					
No	69.4	66.5	72.8	67.6	69.2
Yes	30.6	33.5	27.2	32.4	30.8
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	76.0	73.0	78.0	72.0	74.8
Yes	24.0	27.0	22.0	28.0	25.2
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
appointed					
No	64.3	63.6	92.9	90.9	78.0
Yes	35.7	36.4	7.1	9.1	22.0
Total	100.0	100.0	100.0	100.0	100.0
Total					
appointed					
No	71.9	68.8	75.2	69.7	71.5
Yes	28.1	31.2	24.8	30.3	28.5
Total	100.0	100.0	100.0	100.0	100.0

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

Table 7.1 Applications to Professional Support posts, by year and by gender (absolute frequencies)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female	1,362	1,391	1,194	999	4,946
Male	769	996	617	737	3,119
Prefer not to say	45	49	32	27	153
Total	2,176	2,436	1,843	1,763	8,218

Table 7.2 Applications to Professional Support posts, by year and by gender (percentages)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female	62.6	57.1	64.8	56.7	60.2
Male	35.3	40.9	33.5	41.8	38.0
Prefer not to say	2.1	2.0	1.7	1.5	1.9
Total	100.0	100.0	100.0	100.0	100.0

Table 7.3 Shortlists for Professional Support posts by year and by gender (absolute frequencies)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female shortlisted					
No	958	1,026	870	568	3,422
Yes	404	365	324	431	1,524
Total	1,362	1,391	1,194	999	4,946
Male shortlisted					
No	598	808	476	506	2,388
Yes	171	188	141	231	731
Total	769	996	617	737	3,119
Prefer not to say shortlisted					
No	34	32	25	19	110
Yes	11	17	7	8	43
Total	45	49	32	27	153
Total shortlisted					
No	1,590	1,866	1,371	1,093	5,920
Yes	586	570	472	670	2,298
Total	2,176	2,436	1,843	1,763	8,218

Table 7.4 Shortlists for Professional Support posts by year and by gender (percentages)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female					
shortlisted					
No	70.3	73.8	72.9	56.9	69.2
Yes	29.7	26.2	27.1	43.1	30.8
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	77.8	81.1	77.1	68.7	76.6
Yes	22.2	18.9	22.9	31.3	23.4
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	75.6	65.3	78.1	70.4	71.9
Yes	24.4	34.7	21.9	29.6	28.1
Total	100.0	100.0	100.0	100.0	100.0
Total					
shortlisted					
No	73.1	76.6	74.4	62.0	72.0
Yes	26.9	23.4	25.6	38.0	28.0
Total	100.0	100.0	100.0	100.0	100.0

Table 7.5 Appointments for Professional Support posts by year and by gender (absolute frequency)

| | year | | | | |
	2019	2020	2021	2022	Total
Gender					
Female					
appointed					
No	310	271	252	345	1,178
Yes	94	94	72	86	346
Total	404	365	324	431	1,524
Male					
appointed					
No	136	142	112	195	585
Yes	35	46	29	36	146
Total	171	188	141	231	731
Prefer not to say					
appointed					
No	9	14	5	7	35
Yes	2	3	2	1	8
Total	11	17	7	8	43
Total					
appointed					
No	455	427	369	547	1,798

	2019	2020	2021	2022	Total
Yes	131	143	103	123	500
Total	586	570	472	670	2,298

Table 7.6 Appointments for Professional Support posts by year and by gender (percentage)

	year				
	2019	2020	2021	2022	Total
Gender					
Female appointed					
No	76.7	74.2	77.8	80.0	77.3
Yes	23.3	25.8	22.2	20.0	22.7
Total	100.0	100.0	100.0	100.0	100.0
Male appointed					
No	79.5	75.5	79.4	84.4	80.0
Yes	20.5	24.5	20.6	15.6	20.0
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say appointed					
No	81.8	82.4	71.4	87.5	81.4
Yes	18.2	17.6	28.6	12.5	18.6
Total	100.0	100.0	100.0	100.0	100.0
Total appointed					
No	77.6	74.9	78.2	81.6	78.2
Yes	22.4	25.1	21.8	18.4	21.8
Total	100.0	100.0	100.0	100.0	100.0

Table 7.7 Applications to Professional Support posts, by year, by grade and by gender (absolute frequencies)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed for PSP2					
PSP 1-3					
Gender					
Female	465	327	114	184	1,090
Male	238	165	39	127	569
Prefer not to say	15	16	7	6	44
Total	718	508	160	317	1,703
PSP 4-6					
Gender					
Female	801	1,018	983	760	3,562
Male	450	761	518	555	2,284
Prefer not to say	26	31	22	21	100
Total	1,277	1,810	1,523	1,336	5,946
PSP 7-9					
Gender					
Female	96	46	97	55	294

	2019	2020	2021	2022	Total
Male	81	70	60	55	266
Prefer not to say	4	2	3		9
Total	181	118	160	110	569
Total					
Gender					
Female	1,362	1,391	1,194	999	4,946
Male	769	996	617	737	3,119
Prefer not to say	45	49	32	27	153
Total	2,176	2,436	1,843	1,763	8,218

Table 7.8 Applications to Professional Support posts, by year, by grade and by gender (percentages)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed for PSP2					
PSP 1-3					
Gender					
Female	64.8	64.4	71.3	58.0	64.0
Male	33.1	32.5	24.4	40.1	33.4
Prefer not to say	2.1	3.1	4.4	1.9	2.6
Total	100.0	100.0	100.0	100.0	100.0
PSP 4-6					
Gender					
Female	62.7	56.2	64.5	56.9	59.9
Male	35.2	42.0	34.0	41.5	38.4
Prefer not to say	2.0	1.7	1.4	1.6	1.7
Total	100.0	100.0	100.0	100.0	100.0
PSP 7-9					
Gender					
Female	53.0	39.0	60.6	50.0	51.7
Male	44.8	59.3	37.5	50.0	46.7
Prefer not to say	2.2	1.7	1.9		1.6
Total	100.0	100.0	100.0	100.0	100.0
Total					
Gender					
Female	62.6	57.1	64.8	56.7	60.2
Male	35.3	40.9	33.5	41.8	38.0
Prefer not to say	2.1	2.0	1.7	1.5	1.9
Total	100.0	100.0	100.0	100.0	100.0

Table 7.9 Shortlists for Professional Support posts by year, by grade and by gender (absolute frequencies)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed for PSP2					
PSP 1-3					
Gender					
Female					
shortlisted					

No	382	263	100	110	855
Yes	83	64	14	74	235
Total	465	327	114	184	1,090
Male					
shortlisted					
No	196	140	31	98	465
Yes	42	25	8	29	104
Total	238	165	39	127	569
Prefer not to say					
shortlisted					
No	12	14	6	5	37
Yes	3	2	1	1	7
Total	15	16	7	6	44
Total					
shortlisted					
No	590	417	137	213	1,357
Yes	128	91	23	104	346
Total	718	508	160	317	1,703
PSP 4-6					
Gender					
Female					
shortlisted					
No	514	736	717	433	2,400
Yes	287	282	266	327	1,162
Total	801	1,018	983	760	3,562
Male					
shortlisted					
No	343	613	400	368	1,724
Yes	107	148	118	187	560
Total	450	761	518	555	2,284
Prefer not to say					
shortlisted					
No	18	18	17	14	67
Yes	8	13	5	7	33
Total	26	31	22	21	100
Total					
shortlisted					
No	875	1,367	1,134	815	4,191
Yes	402	443	389	521	1,755
Total	1,277	1,810	1,523	1,336	5,946
PSP 7-9					
Gender					
Female					
shortlisted					
No	62	27	53	25	167
Yes	34	19	44	30	127
Total	96	46	97	55	294
Male					
shortlisted					
No	59	55	45	40	199
Yes	22	15	15	15	67

	2019	2020	2021	2022	Total
Total	81	70	60	55	266
Prefer not to say					
shortlisted					
No	4		2		6
Yes		2	1		3
Total	4	2	3		9
Total					
shortlisted					
No	125	82	100	65	372
Yes	56	36	60	45	197
Total	181	118	160	110	569
Total					
Gender					
Female					
shortlisted					
No	958	1,026	870	568	3,422
Yes	404	365	324	431	1,524
Total	1,362	1,391	1,194	999	4,946
Male					
shortlisted					
No	598	808	476	506	2,388
Yes	171	188	141	231	731
Total	769	996	617	737	3,119
Prefer not to say					
shortlisted					
No	34	32	25	19	110
Yes	11	17	7	8	43
Total	45	49	32	27	153
Total					
shortlisted					
No	1,590	1,866	1,371	1,093	5,920
Yes	586	570	472	670	2,298
Total	2,176	2,436	1,843	1,763	8,218

Table 7.10 Shortlists for Professional Support posts by year, by grade and by gender (percentages)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed for PSP2					
PSP 1-3					
Gender					
Female					
shortlisted					
No	82.2	80.4	87.7	59.8	78.4
Yes	17.8	19.6	12.3	40.2	21.6
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	82.4	84.8	79.5	77.2	81.7
Yes	17.6	15.2	20.5	22.8	18.3

Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	80.0	87.5	85.7	83.3	84.1
Yes	20.0	12.5	14.3	16.7	15.9
Total	100.0	100.0	100.0	100.0	100.0
Total					
shortlisted					
No	82.2	82.1	85.6	67.2	79.7
Yes	17.8	17.9	14.4	32.8	20.3
Total	100.0	100.0	100.0	100.0	100.0
PSP 4-6					
Gender					
Female					
shortlisted					
No	64.2	72.3	72.9	57.0	67.4
Yes	35.8	27.7	27.1	43.0	32.6
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	76.2	80.6	77.2	66.3	75.5
Yes	23.8	19.4	22.8	33.7	24.5
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	69.2	58.1	77.3	66.7	67.0
Yes	30.8	41.9	22.7	33.3	33.0
Total	100.0	100.0	100.0	100.0	100.0
Total					
shortlisted					
No	68.5	75.5	74.5	61.0	70.5
Yes	31.5	24.5	25.5	39.0	29.5
Total	100.0	100.0	100.0	100.0	100.0
PSP 7-9					
Gender					
Female					
shortlisted					
No	64.6	58.7	54.6	45.5	56.8
Yes	35.4	41.3	45.4	54.5	43.2
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	72.8	78.6	75.0	72.7	74.8
Yes	27.2	21.4	25.0	27.3	25.2
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	100.0		66.7		66.7
Yes		100.0	33.3		33.3
Total	100.0	100.0	100.0		100.0
Total					

	2019	2020	2021	2022	Total
shortlisted					
No	69.1	69.5	62.5	59.1	65.4
Yes	30.9	30.5	37.5	40.9	34.6
Total	100.0	100.0	100.0	100.0	100.0
Total					
Gender					
Female					
shortlisted					
No	70.3	73.8	72.9	56.9	69.2
Yes	29.7	26.2	27.1	43.1	30.8
Total	100.0	100.0	100.0	100.0	100.0
Male					
shortlisted					
No	77.8	81.1	77.1	68.7	76.6
Yes	22.2	18.9	22.9	31.3	23.4
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
shortlisted					
No	75.6	65.3	78.1	70.4	71.9
Yes	24.4	34.7	21.9	29.6	28.1
Total	100.0	100.0	100.0	100.0	100.0
Total					
shortlisted					
No	73.1	76.6	74.4	62.0	72.0
Yes	26.9	23.4	25.6	38.0	28.0
Total	100.0	100.0	100.0	100.0	100.0

Table 7.11 Appointments for Professional Support posts by year, by grade and by gender (absolute frequency)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed for PSP2					
PSP 1-3					
Gender					
Female					
appointed					
No	65	48	■	66	■
Yes	18	16	■	8	■
Total	83	64	■	74	■
Male					
appointed					
No	34	■			
Yes	8	■			
Total	42	■			
Prefer not to say					
appointed					
No	3	2	1	1	7
Total	3	2	1	1	7
Total					
appointed					

No	102	███	███	███	███
Yes	26	███	███	███	███
Total	128	███	███	███	███

PSP 4-6
 Gender
  Female
   appointed

No	220	212	207	252	891
Yes	67	70	59	75	271
Total	287	282	266	327	1,162

  Male
   appointed

No	86	109	95	157	447
Yes	21	39	23	30	113
Total	107	148	118	187	560

  Prefer not to say
   appointed

No	6	10	4	6	26
Yes	2	3	1	1	7
Total	8	13	5	7	33

  Total
   appointed

No	312	331	306	415	1,364
Yes	90	112	83	106	391
Total	402	443	389	521	1,755

PSP 7-9
 Gender
  Female
   appointed

No	25	11	35	███	███
Yes	9	8	9	███	███
Total	34	19	44	███	███

  Male
   appointed

No	16	███	███	███	███
Yes	6	███	███	███	███
Total	22	███	███	███	███

  Prefer not to say
   appointed

No		2			2
Yes			1		1
Total		2	1		3

  Total
   appointed

No	41	███	███	███	███
Yes	15	███	███	███	███
Total	56	███	███	███	███

Total
 Gender
  Female
   appointed

	2019	2020	2021	2022	Total
No	310	271			
Yes	94	94			
Total	404	365			
Male					
appointed					
No	136				
Yes	35				
Total	171				
Prefer not to say					
appointed					
No	9	14	5	7	35
Yes	2	3	2	1	8
Total	11	17	7	8	43
Total					
appointed					
No	455				
Yes	131				
Total	586				

Table 7.12 Appointments for Professional Support posts by year, by grade and by gender (percentage)

	year				
	2019	2020	2021	2022	Total
Grade - collapsed for PSP2					
PSP 1-3					
Gender					
Female					
appointed					
No	78.3	75.0	71.4	89.2	80.4
Yes	21.7	25.0	28.6	10.8	19.6
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	81.0	88.0	87.5	93.1	86.5
Yes	19.0	12.0	12.5	6.9	13.5
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
appointed					
No	100.0	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0	100.0
Total					
appointed					
No	79.7	79.1	78.3	90.4	82.7
Yes	20.3	20.9	21.7	9.6	17.3
Total	100.0	100.0	100.0	100.0	100.0
PSP 4-6					
Gender					
Female					
appointed					
No	76.7	75.2	77.8	77.1	76.7

Yes	23.3	24.8	22.2	22.9	23.3
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	80.4	73.6	80.5	84.0	79.8
Yes	19.6	26.4	19.5	16.0	20.2
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
appointed					
No	75.0	76.9	80.0	85.7	78.8
Yes	25.0	23.1	20.0	14.3	21.2
Total	100.0	100.0	100.0	100.0	100.0
Total					
appointed					
No	77.6	74.7	78.7	79.7	77.7
Yes	22.4	25.3	21.3	20.3	22.3
Total	100.0	100.0	100.0	100.0	100.0
PSP 7-9					
Gender					
Female					
appointed					
No	73.5	57.9	79.5	90.0	77.2
Yes	26.5	42.1	20.5	10.0	22.8
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	72.7	73.3	66.7	73.3	71.6
Yes	27.3	26.7	33.3	26.7	28.4
Total	100.0	100.0	100.0	100.0	100.0
Prefer not to say					
appointed					
No		100.0			66.7
Yes			100.0		33.3
Total		100.0	100.0		100.0
Total					
appointed					
No	73.2	66.7	75.0	84.4	75.1
Yes	26.8	33.3	25.0	15.6	24.9
Total	100.0	100.0	100.0	100.0	100.0
Total					
Gender					
Female					
appointed					
No	76.7	74.2	77.8	80.0	77.3
Yes	23.3	25.8	22.2	20.0	22.7
Total	100.0	100.0	100.0	100.0	100.0
Male					
appointed					
No	79.5	75.5	79.4	84.4	80.0
Yes	20.5	24.5	20.6	15.6	20.0
Total	100.0	100.0	100.0	100.0	100.0

Prefer not to say appointed					
No	81.8	82.4	71.4	87.5	81.4
Yes	18.2	17.6	28.6	12.5	18.6
Total	100.0	100.0	100.0	100.0	100.0
Total appointed					
No	77.6	74.9	78.2	81.6	78.2
Yes	22.4	25.1	21.8	18.4	21.8
Total	100.0	100.0	100.0	100.0	100.0

8 Applications and success rates for academic promotion by grade

Table 8.1 Applications for academic staff promotions, by year and gender (absolute frequencies)

| | | | | Year | | | |
	2017	2018	2019	2020	2021	2022	Total
Gender							
F							
applied							
No	415	453	506	538	542	560	3,014
Yes	54	62	44	58	70	54	342
Total	469	515	550	596	612	614	3,356
M							
applied							
No	305	317	361	358	390	388	2,119
Yes	26	29	25	33	28	31	172
Total	331	346	386	391	418	419	2,291
Total							
applied							
No	720	770	867	896	932	948	5,133
Yes	80	91	69	91	98	85	514
Total	800	861	936	987	1,030	1,033	5,647

Table 8.2 Applications for academic staff promotions, by year and gender (percentages)

| | | | | Year | | | |
	2017	2018	2019	2020	2021	2022	Total
Gender							
F							
applied							
No	88.5	88.0	92.0	90.3	88.6	91.2	89.8
Yes	11.5	12.0	8.0	9.7	11.4	8.8	10.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
applied							
No	92.1	91.6	93.5	91.6	93.3	92.6	92.5
Yes	7.9	8.4	6.5	8.4	6.7	7.4	7.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
applied							
No	90.0	89.4	92.6	90.8	90.5	91.8	90.9
Yes	10.0	10.6	7.4	9.2	9.5	8.2	9.1

Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 8.3 Application outcomes for academic staff promotions among pool of potential applicants, by year and gender (absolute frequencies)

| | | | | Year | | | |
	2017	2018	2019	2020	2021	2022	Total
Gender							
F							
outcome							
No	445	476	517	549	545	569	3,101
Yes	24	39	33	47	67	45	255
Total	469	515	550	596	612	614	3,356
M							
outcome							
No	316	328	373	366	392	403	2,178
Yes	15	18	13	25	26	16	113
Total	331	346	386	391	418	419	2,291
Total							
outcome							
No	761	804	890	915	937	972	5,279
Yes	39	57	46	72	93	61	368
Total	800	861	936	987	1,030	1,033	5,647

Table 8.4 Application outcomes for academic staff promotions among pool of potential applicants, by year and gender (percentages)

| | | | | Year | | | |
	2017	2018	2019	2020	2021	2022	Total
Gender							
F							
outcome							
No	94.9	92.4	94.0	92.1	89.1	92.7	92.4
Yes	5.1	7.6	6.0	7.9	10.9	7.3	7.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No	95.5	94.8	96.6	93.6	93.8	96.2	95.1
Yes	4.5	5.2	3.4	6.4	6.2	3.8	4.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
outcome							
No	95.1	93.4	95.1	92.7	91.0	94.1	93.5
Yes	4.9	6.6	4.9	7.3	9.0	5.9	6.5

Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0

Table 8.5 Application outcomes for academic staff promotions among pool of actual applicants, by year and gender (absolute frequencies)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Gender							
F							
outcome							
No	30	23	11	11	███	9	███
Yes	24	39	33	47	███	45	███
Total	54	62	44	58	███	54	███
M							
outcome							
No	11	11	12	8	███	15	███
Yes	15	18	13	25	███	16	███
Total	26	29	25	33	███	31	███
Total							
outcome							
No	41	34	23	19	███	24	███
Yes	39	57	46	72	███	61	███
Total	80	91	69	91	███	85	███

Table 8.6 Application outcomes for academic staff promotions among pool of actual applicants, by year and gender (percentages)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Gender							
F							
outcome							
No	55.6	37.1	25.0	19.0	4.3	16.7	25.4
Yes	44.4	62.9	75.0	81.0	95.7	83.3	74.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No	42.3	37.9	48.0	24.2	7.1	48.4	34.3
Yes	57.7	62.1	52.0	75.8	92.9	51.6	65.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
outcome							
No	51.3	37.4	33.3	20.9	5.1	28.2	28.4
Yes	48.8	62.6	66.7	79.1	94.9	71.8	71.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 8.7 Applications for academic staff promotions, by year, by grade and gender (absolute frequencies)

				Year			
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed							
RA							
Gender							
F							
applied							
No	46	42	49		67	77	
Yes	8	13	6		9	9	
Total	54	55	55		76	86	
M							
applied							
No					27		
Yes					8		
Total					35		
Total							
applied							
No					94		
Yes					17		
Total					111		
RF							
Gender							
F							
applied							
No	149	172	197	212	208	191	1,129
Yes	26	22	25	21	32	23	149
Total	175	194	222	233	240	214	1,278
M							
applied							
No	74	83		103	116	118	
Yes	6	11		17	9	13	
Total	80	94		120	125	131	
Total							
applied							
No	223	255		315	324	309	
Yes	32	33		38	41	36	
Total	255	288		353	365	345	
Asst Prof							
Gender							
F							
applied							
No	109	114	132	130	120	139	744
Yes	14	15	8	21	21	10	89
Total	123	129	140	151	141	149	833
M							
applied							
No	60	65	63	65	83	73	409

Yes	13	9	17	6	6	10	61
Total	73	74	80	71	89	83	470
Total							
applied							
No	169	179	195	195	203	212	1,153
Yes	27	24	25	27	27	20	150
Total	196	203	220	222	230	232	1,303
Assoc Prof							
Gender							
F							
applied							
No	58	60	████	65	74	79	████
Yes	6	12	████	12	8	12	████
Total	64	72	████	77	82	91	████
M							
applied							
No	████	46	████	64	████	████	████
Yes	████	7	████	8	████	████	████
Total	████	53	████	72	████	████	████
Total							
applied							
No	████	106	████	129	████	████	████
Yes	████	19	████	20	████	████	████
Total	████	125	████	149	████	████	████
Prof							
Gender							
F							
applied							
No	53	65	61	66	73	74	392
Total	53	65	61	66	73	74	392
M							
applied							
No	96	101	106	101	98	102	604
Total	96	101	106	101	98	102	604
Total							
applied							
No	149	166	167	167	171	176	996
Total	149	166	167	167	171	176	996
Total							
Gender							
F							
applied							
No	████	████	████	████	████	████	████
Yes	████	████	████	████	████	████	████
Total	████	████	████	████	████	████	████
M							
applied							
No	████	████	████	████	████	████	████
Yes	████	████	████	████	████	████	████
Total	████	████	████	████	████	████	████
Total							

Table 8.8 Applications for academic staff promotions, by year, by grade and gender (percentages)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed							
RA							
Gender							
F							
applied							
No	85.2	76.4	89.1	94.2	88.2	89.5	87.6
Yes	14.8	23.6	10.9	5.8	11.8	10.5	12.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
applied							
No	93.1	91.7	96.8	92.6	77.1	91.4	90.1
Yes	6.9	8.3	3.2	7.4	22.9	8.6	9.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
applied							
No	88.0	81.0	91.9	93.8	84.7	90.1	88.4
Yes	12.0	19.0	8.1	6.3	15.3	9.9	11.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RF							
Gender							
F							
applied							
No	85.1	88.7	88.7	91.0	86.7	89.3	88.3
Yes	14.9	11.3	11.3	9.0	13.3	10.7	11.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
applied							
No	92.5	88.3	97.2	85.8	92.8	90.1	91.0
Yes	7.5	11.7	2.8	14.2	7.2	9.9	9.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
applied							
No	87.5	88.5	91.5	89.2	88.8	89.6	89.3
Yes	12.5	11.5	8.5	10.8	11.2	10.4	10.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Asst Prof							
Gender							
F							
applied							
No	88.6	88.4	94.3	86.1	85.1	93.3	89.3
Yes	11.4	11.6	5.7	13.9	14.9	6.7	10.7

Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
applied							
No	82.2	87.8	78.8	91.5	93.3	88.0	87.0
Yes	17.8	12.2	21.3	8.5	6.7	12.0	13.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
applied							
No	86.2	88.2	88.6	87.8	88.3	91.4	88.5
Yes	13.8	11.8	11.4	12.2	11.7	8.6	11.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Assoc Prof							
Gender							
F							
applied							
No	90.6	83.3	93.1	84.4	90.2	86.8	88.0
Yes	9.4	16.7	6.9	15.6	9.8	13.2	12.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
applied							
No	90.6	86.8	93.3	88.9	93.0	92.6	91.0
Yes	9.4	13.2	6.7	11.1	7.0	7.4	9.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
applied							
No	90.6	84.8	93.2	86.6	91.5	89.3	89.3
Yes	9.4	15.2	6.8	13.4	8.5	10.7	10.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Prof							
Gender							
F							
applied							
No	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
applied							
No	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
applied							
No	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
Gender							
F							
applied							
No	88.5	88.0	92.0	90.3	88.6	91.2	89.8
Yes	11.5	12.0	8.0	9.7	11.4	8.8	10.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
applied							

No	92.1	91.6	93.5	91.6	93.3	92.6	92.5
Yes	7.9	8.4	6.5	8.4	6.7	7.4	7.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total applied							
No	90.0	89.4	92.6	90.8	90.5	91.8	90.9
Yes	10.0	10.6	7.4	9.2	9.5	8.2	9.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 8.9 Application outcomes for academic staff promotions among pool of potential applicants, by year, by grade and gender (absolute frequencies)

	Year						
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed							
RA							
Gender							
F							
outcome							
No	■	46	■	■	69	78	■
Yes	■	9	■	■	7	8	■
Total	■	55	■	■	76	86	■
M							
outcome							
No	■	■	■	■	27	■	■
Yes	■	■	■	■	8	■	■
Total	■	■	■	■	35	■	■
Total							
outcome							
No	■	■	■	■	96	■	■
Yes	■	■	■	■	15	■	■
Total	■	■	■	■	111	■	■
RF							
Gender							
F							
outcome							
No	160	181	205	217	208	196	1,167
Yes	15	13	17	16	32	18	111
Total	175	194	222	233	240	214	1,278
M							
outcome							
No	■	87	■	104	116	125	■
Yes	■	7	■	16	9	6	■
Total	■	94	■	120	125	131	■
Total							
outcome							
No	■	268	■	321	324	321	■
Yes	■	20	■	32	41	24	■
Total	■	288	■	353	365	345	■
Asst Prof							

	c1	c2	c3	c4	c5	c6	c7
Gender							
F							
outcome							
No	██	120	133	134	121	140	██
Yes	██	9	7	17	20	9	██
Total	██	129	140	151	141	149	██
M							
outcome							
No	██	68	70	██	██	██	██
Yes	██	6	10	██	██	██	██
Total	██	74	80	██	██	██	██
Total							
outcome							
No	██	188	203	██	██	██	██
Yes	██	15	17	██	██	██	██
Total	██	203	220	██	██	██	██
Assoc Prof							
Gender							
F							
outcome							
No	██	64	██	66	74	81	██
Yes	██	8	██	11	8	10	██
Total	██	72	██	77	82	91	██
M							
outcome							
No	██	██	██	██	██	██	██
Yes	██	██	██	██	██	██	██
Total	██	██	██	██	██	██	██
Total							
outcome							
No	██	██	██	██	██	██	██
Yes	██	██	██	██	██	██	██
Total	██	██	██	██	██	██	██
Prof							
Gender							
F							
outcome							
No	53	65	61	66	73	74	392
Total	53	65	61	66	73	74	392
M							
outcome							
No	96	101	106	101	98	102	604
Total	96	101	106	101	98	102	604
Total							
outcome							
No	149	166	167	167	171	176	996
Total	149	166	167	167	171	176	996
Total							
Gender							
F							
outcome							

Table 8.10 Application outcomes for academic staff promotions among pool of potential applicants, by year, by grade and gender (percentages)

	Year						
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed							
RA							
Gender							
F							
outcome							
No	92.6	83.6	90.9	95.7	90.8	90.7	90.9
Yes	7.4	16.4	9.1	4.3	9.2	9.3	9.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No	93.1	91.7	96.8	92.6	77.1	94.3	90.6
Yes	6.9	8.3	3.2	7.4	22.9	5.7	9.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
outcome							
No	92.8	86.1	93.0	94.8	86.5	91.7	90.8
Yes	7.2	13.9	7.0	5.2	13.5	8.3	9.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RF							
Gender							
F							
outcome							
No	91.4	93.3	92.3	93.1	86.7	91.6	91.3
Yes	8.6	6.7	7.7	6.9	13.3	8.4	8.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No	93.8	92.6	99.1	86.7	92.8	95.4	93.3
Yes	6.3	7.4	0.9	13.3	7.2	4.6	6.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							

outcome							
No	92.2	93.1	94.6	90.9	88.8	93.0	92.0
Yes	7.8	6.9	5.4	9.1	11.2	7.0	8.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Asst Prof

Gender

F

outcome							
No	97.6	93.0	95.0	88.7	85.8	94.0	92.2
Yes	2.4	7.0	5.0	11.3	14.2	6.0	7.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

M

outcome							
No	94.5	91.9	87.5	94.4	95.5	95.2	93.2
Yes	5.5	8.1	12.5	5.6	4.5	4.8	6.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Total

outcome							
No	96.4	92.6	92.3	90.5	89.6	94.4	92.6
Yes	3.6	7.4	7.7	9.5	10.4	5.6	7.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Assoc Prof

Gender

F

outcome							
No	96.9	88.9	94.4	85.7	90.2	89.0	90.6
Yes	3.1	11.1	5.6	14.3	9.8	11.0	9.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

M

outcome							
No	92.5	94.3	98.3	95.8	93.0	94.1	94.7
Yes	7.5	5.7	1.7	4.2	7.0	5.9	5.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Total

outcome							
No	94.9	91.2	96.2	90.6	91.5	91.2	92.5
Yes	5.1	8.8	3.8	9.4	8.5	8.8	7.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Prof

Gender

F

outcome							
No	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

M

outcome							
No	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Total

outcome							
No	100.0	100.0	100.0	100.0	100.0	100.0	100.0

	2017	2018	2019	2020	2021	2022	Total
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
Gender							
F							
outcome							
No	94.9	92.4	94.0	92.1	89.1	92.7	92.4
Yes	5.1	7.6	6.0	7.9	10.9	7.3	7.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No	95.5	94.8	96.6	93.6	93.8	96.2	95.1
Yes	4.5	5.2	3.4	6.4	6.2	3.8	4.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
outcome							
No	95.1	93.4	95.1	92.7	91.0	94.1	93.5
Yes	4.9	6.6	4.9	7.3	9.0	5.9	6.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 8.11 Application outcomes for academic staff promotions among pool of actual applicants, by year, by grade and gender (absolute frequencies)

	Year						
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed							
RA							
Gender							
F							
outcome							
No							
Yes							
Total							
M							
outcome							
No							
Yes					8		
Total					8		
Total							
outcome							
No							
Yes							
Total							
RF							
Gender							
F							
outcome							
No	11	9	8				
Yes	15	13	17		32		
Total	26	22	25		32		
M							

outcome

No   7

Yes   9   6

Total   9   13

Total

outcome

No

Yes   41

Total   41

Asst Prof

Gender

F

outcome

No   6

Yes   9

Total   15

M

outcome

No   7

Yes   10

Total   17

Total

outcome

No

Yes

Total

Assoc Prof

Gender

F

outcome

No

Yes   8

Total   8

M

outcome

No

Yes

Total

Total

outcome

No

Yes

Total

Total

Gender

F

outcome

No

Yes

Total

M

outcome
No
Yes
Total
Total
outcome
No
Yes
Total

Table 8.12 Application outcomes for academic staff promotions among pool of actual applicants, by year, by grade and gender (percentages)

| | Year | | | | | | |
	2017	2018	2019	2020	2021	2022	Total
Grade - collapsed							
RA							
Gender							
F							
outcome							
No	50.0	30.8	16.7	25.0	22.2	11.1	26.5
Yes	50.0	69.2	83.3	75.0	77.8	88.9	73.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No						33.3	5.6
Yes	100.0	100.0	100.0	100.0	100.0	66.7	94.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
outcome							
No	40.0	26.7	14.3	16.7	11.8	16.7	20.9
Yes	60.0	73.3	85.7	83.3	88.2	83.3	79.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
RF							
Gender							
F							
outcome							
No	42.3	40.9	32.0	23.8		21.7	25.5
Yes	57.7	59.1	68.0	76.2	100.0	78.3	74.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No	16.7	36.4	66.7	5.9		53.8	25.4
Yes	83.3	63.6	33.3	94.1	100.0	46.2	74.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
outcome							
No	37.5	39.4	35.7	15.8		33.3	25.5
Yes	62.5	60.6	64.3	84.2	100.0	66.7	74.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Asst Prof							
Gender							
F							
outcome							
No	78.6	40.0	12.5	19.0	4.8	10.0	27.0
Yes	21.4	60.0	87.5	81.0	95.2	90.0	73.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No	69.2	33.3	41.2	33.3	33.3	60.0	47.5
Yes	30.8	66.7	58.8	66.7	66.7	40.0	52.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
outcome							
No	74.1	37.5	32.0	22.2	11.1	35.0	35.3
Yes	25.9	62.5	68.0	77.8	88.9	65.0	64.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Assoc Prof							
Gender							
F							
outcome							
No	66.7	33.3	20.0	8.3		16.7	21.8
Yes	33.3	66.7	80.0	91.7	100.0	83.3	78.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No	20.0	57.1	75.0	62.5		20.0	41.2
Yes	80.0	42.9	25.0	37.5	100.0	80.0	58.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
outcome							
No	45.5	42.1	44.4	30.0		17.6	29.2
Yes	54.5	57.9	55.6	70.0	100.0	82.4	70.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
Gender							
F							
outcome							
No	55.6	37.1	25.0	19.0	4.3	16.7	25.4
Yes	44.4	62.9	75.0	81.0	95.7	83.3	74.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
M							
outcome							
No	42.3	37.9	48.0	24.2	7.1	48.4	34.3
Yes	57.7	62.1	52.0	75.8	92.9	51.6	65.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total							
outcome							
No	51.3	37.4	33.3	20.9	5.1	28.2	28.4
Yes	48.8	62.6	66.7	79.1	94.9	71.8	71.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

9 Applications and success rates for PTO progression by grade (where there are formal routes for progression

Table 9.1 Applications for Professional Support staff promotions, by year and gender (absolute frequencies)

			Year			
	2017	2018	2019	2020	2021	Total
Gender F						
applied						
No	395	370	372	372	364	1,873
Yes	17	29	39	34	41	160
Total	412	399	411	406	405	2,033
M						
applied						
No	192	██	185	203	203	██
Yes	9	██	24	22	29	██
Total	201	██	209	225	232	██
Total						
applied						
No	587	██	557	575	567	██
Yes	26	██	63	56	70	██
Total	613	██	620	631	637	██

Table 9.2 Applications for Professional Support staff promotions, by year and gender (percentages)

			Year			
	2017	2018	2019	2020	2021	Total
Gender F						
applied						
No	95.9	92.7	90.5	91.6	89.9	92.1
Yes	4.1	7.3	9.5	8.4	10.1	7.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
applied						
No	95.5	97.4	88.5	90.2	87.5	91.6
Yes	4.5	2.6	11.5	9.8	12.5	8.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
applied						
No	95.8	94.3	89.8	91.1	89.0	92.0

Yes	4.2	5.7	10.2	8.9	11.0	8.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 9.3 Application outcomes for Professional Support staff promotions among pool of potential applicants, by year and gender (absolute frequencies)

	Year					
	2017	2018	2019	2020	2021	Total
Gender						
F						
outcome						
No	402	384	394	394	376	1,950
Yes	10	15	17	12	29	83
Total	412	399	411	406	405	2,033
M						
outcome						
No	███	███	200	216	210	███
Yes	███	███	9	9	22	███
Total	███	███	209	225	232	███
Total						
outcome						
No	███	███	594	610	586	███
Yes	███	███	26	21	51	███
Total	███	███	620	631	637	███

Table 9.4 Application outcomes for Professional Support staff promotions among pool of potential applicants, by year and gender (percentages)

	Year					
	2017	2018	2019	2020	2021	Total
Gender						
F						
outcome						
No	97.6	96.2	95.9	97.0	92.8	95.9
Yes	2.4	3.8	4.1	3.0	7.2	4.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No	98.0	99.0	95.7	96.0	90.5	95.7
Yes	2.0	1.0	4.3	4.0	9.5	4.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
outcome						
No	97.7	97.1	95.8	96.7	92.0	95.8

	2017	2018	2019	2020	2021	Total
Yes	2.3	2.9	4.2	3.3	8.0	4.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 9.5 Application outcomes for Professional Support staff promotions among pool of actual applicants, by year and gender (absolute frequencies)

			Year			
	2017	2018	2019	2020	2021	Total
Gender						
F						
outcome						
No	7	14	22	22	12	77
Yes	10	15	17	12	29	83
Total	17	29	39	34	41	160
M						
outcome						
No	███	███	15	13	7	███
Yes	███	███	9	9	22	███
Total	███	███	24	22	29	███
Total						
outcome						
No	███	███	37	35	19	███
Yes	███	███	26	21	51	███
Total	███	███	63	56	70	███

Table 9.6 Application outcomes for Professional Support staff promotions among pool of actual applicants, by year and gender (percentages)

			Year			
	2017	2018	2019	2020	2021	Total
Gender						
F						
outcome						
No	41.2	48.3	56.4	64.7	29.3	48.1
Yes	58.8	51.7	43.6	35.3	70.7	51.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No	55.6	60.0	62.5	59.1	24.1	48.3
Yes	44.4	40.0	37.5	40.9	75.9	51.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
outcome						
No	46.2	50.0	58.7	62.5	27.1	48.2
Yes	53.8	50.0	41.3	37.5	72.9	51.8

Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 9.7 Applications for Professional Support staff promotions, by year, by grade and gender (absolute frequencies)

| | Year | | | | | |
	2017	2018	2019	2020	2021	Total
Grade - collapsed for PSP2						
PSP 1-3						
Gender						
F						
applied						
No	■	■	■	■	38	■
Yes	■	■	■	■	8	■
Total	■	■	■	■	46	■
M						
applied						
No	■	27	■	22	20	■
Yes	■		■	7	8	■
Total	■	27	■	29	28	■
Total						
applied						
No	■	■	■	■	58	■
Yes	■	■	■	■	16	■
Total	■	■	■	■	74	■
PSP 4-6						
Gender						
F						
applied						
No	255	251	263	256	274	1,299
Yes	12	21	33	26	27	119
Total	267	272	296	282	301	1,418
M						
applied						
No	■	■	109	134	134	■
Yes	■	■	17	7	13	■
Total	■	■	126	141	147	■
Total						
applied						
No	■	■	372	390	408	■
Yes	■	■	50	33	40	■
Total	■	■	422	423	448	■
PSP 7-9						
Gender						
F						
applied						
No	■	53	■		52	■
Yes	■	6	■		6	■
Total	■	59	■		58	■
M						

applied						
No				47	49	
Yes				8	8	
Total				55	57	
Total						
applied						
No					101	
Yes					14	
Total					115	
Total						
Gender						
F						
applied						
No					364	
Yes					41	
Total					405	
M						
applied						
No				203	203	
Yes				22	29	
Total				225	232	
Total						
applied						
No					567	
Yes					70	
Total					637	

Table 9.8 Applications for Professional Support staff promotions, by year, by grade and gender (percentages)

	Year					
	2017	2018	2019	2020	2021	Total
Grade - collapsed for PSP2						
PSP 1-3						
Gender						
F						
applied						
No	96.3	97.1	92.9	91.7	82.6	92.9
Yes	3.7	2.9	7.1	8.3	17.4	7.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
applied						
No	97.1	100.0	92.9	75.9	71.4	87.8
Yes	2.9		7.1	24.1	28.6	12.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
applied						
No	96.6	97.9	92.9	86.5	78.4	91.3
Yes	3.4	2.1	7.1	13.5	21.6	8.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
PSP 4-6						

Gender						
F						
applied						
No	95.5	92.3	88.9	90.8	91.0	91.6
Yes	4.5	7.7	11.1	9.2	9.0	8.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
applied						
No	97.4	98.3	86.5	95.0	91.2	93.5
Yes	2.6	1.7	13.5	5.0	8.8	6.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
applied						
No	96.1	94.1	88.2	92.2	91.1	92.2
Yes	3.9	5.9	11.8	7.8	8.9	7.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
PSP 7-9						
Gender						
F						
applied						
No	96.8	89.8	96.6	95.3	89.7	93.7
Yes	3.2	10.2	3.4	4.7	10.3	6.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
applied						
No	90.2	94.3	90.9	85.5	86.0	89.3
Yes	9.8	5.7	9.1	14.5	14.0	10.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
applied						
No	93.9	92.0	93.9	90.8	87.8	91.6
Yes	6.1	8.0	6.1	9.2	12.2	8.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
Gender						
F						
applied						
No	95.9	92.7	90.5	91.6	89.9	92.1
Yes	4.1	7.3	9.5	8.4	10.1	7.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
applied						
No	95.5	97.4	88.5	90.2	87.5	91.6
Yes	4.5	2.6	11.5	9.8	12.5	8.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
applied						
No	95.8	94.3	89.8	91.1	89.0	92.0
Yes	4.2	5.7	10.2	8.9	11.0	8.0
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 9.9 Application outcomes for Professional Support staff promotions among pool of potential applicants, by year, by grade and gender (absolute frequencies)

	Year					
	2017	2018	2019	2020	2021	Total
Grade - collapsed for PSP2						
PSP 1-3						
Gender						
F						
outcome						
No					38	
Yes					8	
Total					46	
M						
outcome						
No		27			20	
Yes					8	
Total		27			28	
Total						
outcome						
No					58	
Yes					16	
Total					74	
PSP 4-6						
Gender						
F						
outcome						
No	259	261	282	272	284	1,358
Yes	8	11	14	10	17	60
Total	267	272	296	282	301	1,418
M						
outcome						
No			119		138	
Yes			7		9	
Total			126		147	
Total						
outcome						
No			401		422	
Yes			21		26	
Total			422		448	
PSP 7-9						
Gender						
F						
outcome						
No	63					
Yes						
Total	63					
M						
outcome						
No		53				

Yes
Total   53
Total
outcome
No
Yes
Total
Total
Gender
F
outcome
No
Yes
Total
M
outcome
No
Yes
Total
Total
outcome
No
Yes
Total

Table 9.10 Application outcomes for Professional Support staff promotions among pool of potential applicants, by year, by grade and gender (percentages)

| | Year | | | | | |
	2017	2018	2019	2020	2021	Total
Grade - collapsed for PSP2						
PSP 1-3						
Gender						
F						
outcome						
No	97.6	98.5	96.4	98.3	82.6	95.5
Yes	2.4	1.5	3.6	1.7	17.4	4.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No	97.1	100.0	96.4	96.6	71.4	92.5
Yes	2.9		3.6	3.4	28.6	7.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
outcome						
No	97.4	98.9	96.4	97.8	78.4	94.6
Yes	2.6	1.1	3.6	2.2	21.6	5.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
PSP 4-6						
Gender						

F						
outcome						
No	97.0	96.0	95.3	96.5	94.4	95.8
Yes	3.0	4.0	4.7	3.5	5.6	4.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No	98.3	98.3	94.4	96.5	93.9	96.1
Yes	1.7	1.7	5.6	3.5	6.1	3.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
outcome						
No	97.4	96.6	95.0	96.5	94.2	95.9
Yes	2.6	3.4	5.0	3.5	5.8	4.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
PSP 7-9						
Gender						
F						
outcome						
No	100.0	94.9	98.3	98.4	93.1	97.0
Yes		5.1	1.7	1.6	6.9	3.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No	98.0	100.0	98.2	94.5	91.2	96.3
Yes	2.0		1.8	5.5	8.8	3.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
outcome						
No	99.1	97.3	98.2	96.6	92.2	96.7
Yes	0.9	2.7	1.8	3.4	7.8	3.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
Gender						
F						
outcome						
No	97.6	96.2	95.9	97.0	92.8	95.9
Yes	2.4	3.8	4.1	3.0	7.2	4.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No	98.0	99.0	95.7	96.0	90.5	95.7
Yes	2.0	1.0	4.3	4.0	9.5	4.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
outcome						
No	97.7	97.1	95.8	96.7	92.0	95.8
Yes	2.3	2.9	4.2	3.3	8.0	4.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

Table 9.11 Application outcomes for Professional Support staff promotions among pool of actual applicants, by year, by grade and gender (absolute frequencies)
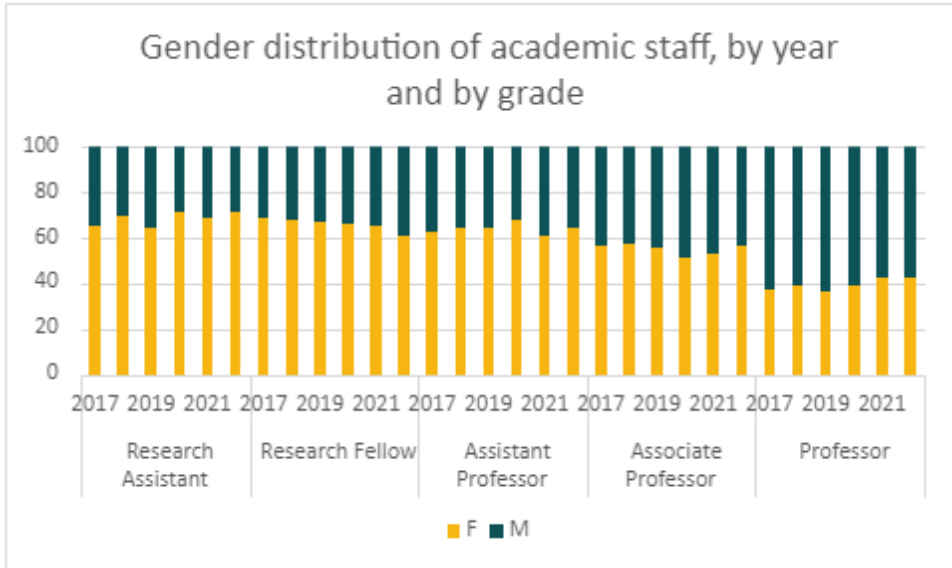
	Year					
	2017	2018	2019	2020	2021	Total
Grade - collapsed for PSP2						
PSP 1-3						
Gender						
F						
outcome						
No	███	███	███	███	███	███
Yes	███	███	███	███	8	███
Total	███	███	███	███	8	███
M						
outcome						
No	███		███	███	███	███
Yes			███	███	8	███
Total	███		███	███	8	███
Total						
outcome						
No	███	███	███	███	███	███
Yes	███	███	███	███	16	███
Total	███	███	███	███	16	███
PSP 4-6						
Gender						
F						
outcome						
No	4	10	19	16	10	59
Yes	8	11	14	10	17	60
Total	12	21	33	26	27	119
M						
outcome						
No	███	███	10	███	███	███
Yes	███	███	7	███	███	███
Total	███	███	17	███	███	███
Total						
outcome						
No	███	███	29	███	███	███
Yes	███	███	21	███	███	███
Total	███	███	50	███	███	███
PSP 7-9						
Gender						
F						
outcome						
No	███	███	███	███	███	███
Yes	███	███	███	███	███	███
Total	███	███	███	███	███	███
M						
outcome						
No	███	███	███	███	███	███

Yes
Total
Total
  outcome
    No
    Yes
    Total
Total
  Gender
    F
      outcome
        No
        Yes
        Total
    M
      outcome
        No
        Yes
        Total
    Total
      outcome
        No
        Yes
        Total

Table 9.12 Application outcomes for Professional Support staff promotions among pool of actual applicants, by year, by grade and gender (percentages)

| | Year | | | | | |
	2017	2018	2019	2020	2021	Total
Grade - collapsed for PSP2						
PSP 1-3						
Gender						
F						
outcome						
No	33.3	50.0	50.0	80.0		36.4
Yes	66.7	50.0	50.0	20.0	100.0	63.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No			50.0	85.7		38.9
Yes	100.0		50.0	14.3	100.0	61.1
Total	100.0		100.0	100.0	100.0	100.0
Total						
outcome						
No	25.0	50.0	50.0	83.3		37.5
Yes	75.0	50.0	50.0	16.7	100.0	62.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
PSP 4-6						
Gender						

F						
outcome						
No	33.3	47.6	57.6	61.5	37.0	49.6
Yes	66.7	52.4	42.4	38.5	63.0	50.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No	33.3		58.8	28.6	30.8	40.5
Yes	66.7	100.0	41.2	71.4	69.2	59.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
outcome						
No	33.3	43.5	58.0	54.5	35.0	47.2
Yes	66.7	56.5	42.0	45.5	65.0	52.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
PSP 7-9						
Gender						
F						
outcome						
No	100.0	50.0	50.0	66.7	33.3	52.6
Yes		50.0	50.0	33.3	66.7	47.4
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No	80.0	100.0	80.0	62.5	37.5	65.5
Yes	20.0		20.0	37.5	62.5	34.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
outcome						
No	85.7	66.7	71.4	63.6	35.7	60.4
Yes	14.3	33.3	28.6	36.4	64.3	39.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
Gender						
F						
outcome						
No	41.2	48.3	56.4	64.7	29.3	48.1
Yes	58.8	51.7	43.6	35.3	70.7	51.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
M						
outcome						
No	55.6	60.0	62.5	59.1	24.1	48.3
Yes	44.4	40.0	37.5	40.9	75.9	51.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total						
outcome						
No	46.2	50.0	58.7	62.5	27.1	48.2
Yes	53.8	50.0	41.3	37.5	72.9	51.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

Additional graphs (to complement mandatory tables)

Section 2

Figure 1 Members of academic staff by year, by grade and by gender (percentages)

(data source: Table 2.2)

Section 6

Figure 2 Applications to academic posts, by year and by gender (percentages)
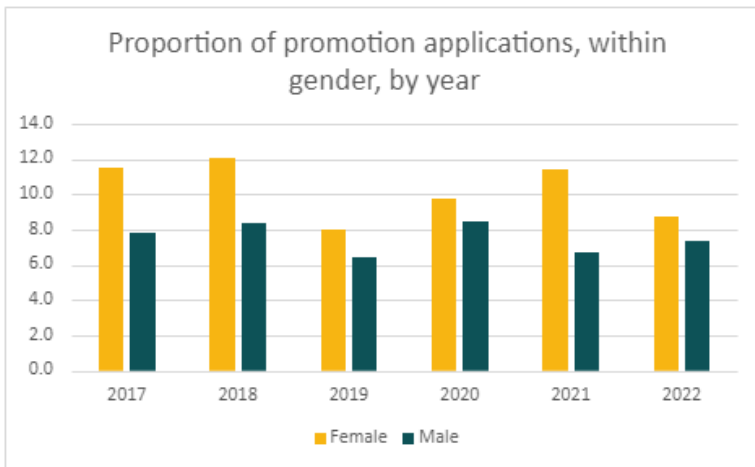
(data source: Table 6.2)
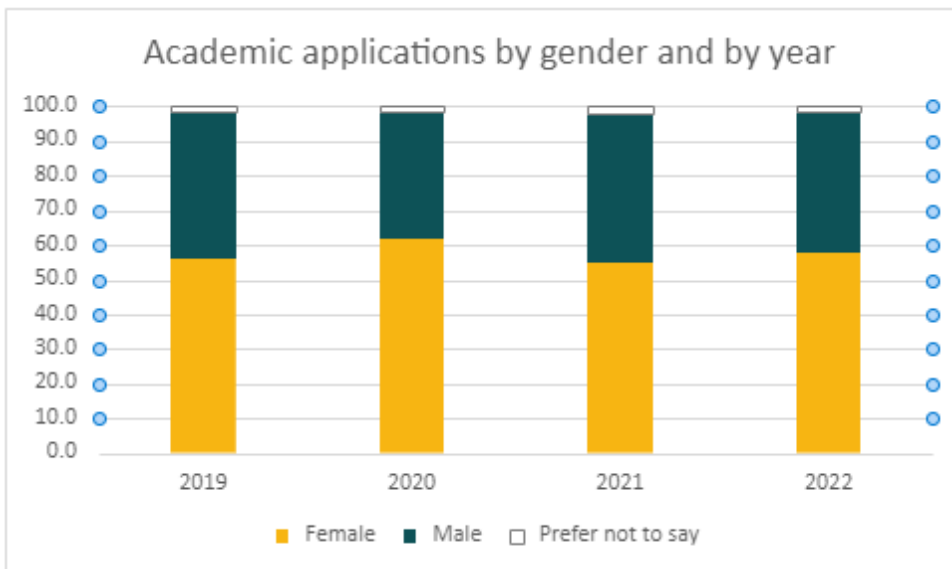
Figure 3 Shortlists for academic posts by year and by gender (percentages)
(data source: table 6.4)

Percentage of shortlisted academic applications, within gender, and by year
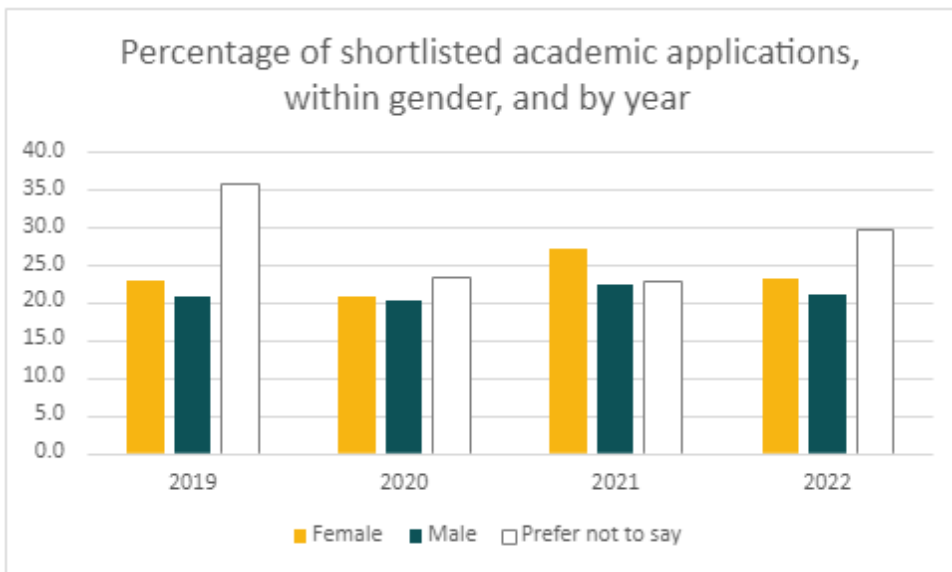
Figure 4 Appointments for academic posts by year and by gender (percentage)

(data source: Table 6.6)

Percentage of successful academic applications, among shortlisted, within gender and by year
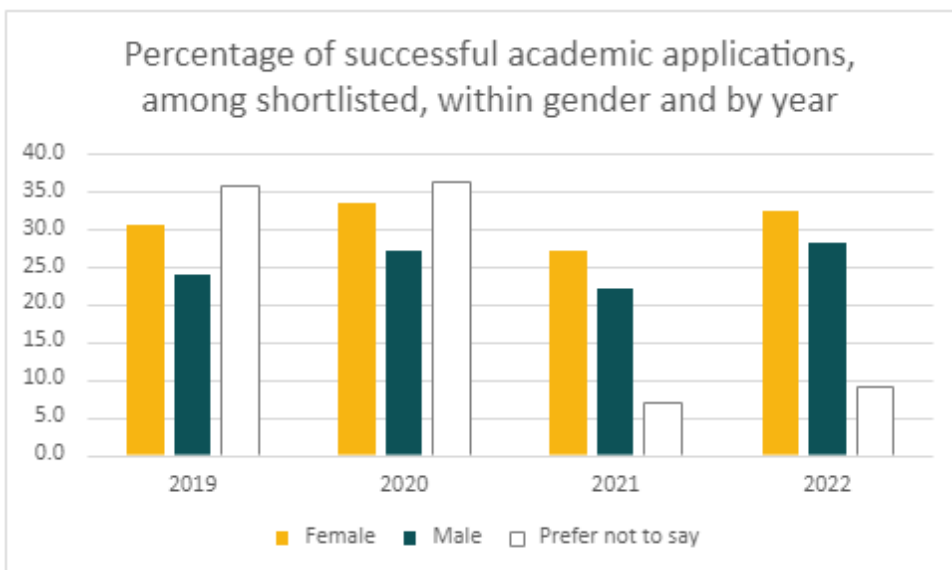
Figure 5 Applications to academic posts, by year, by grade and by gender (percentages)

(data source: Table 6.8)
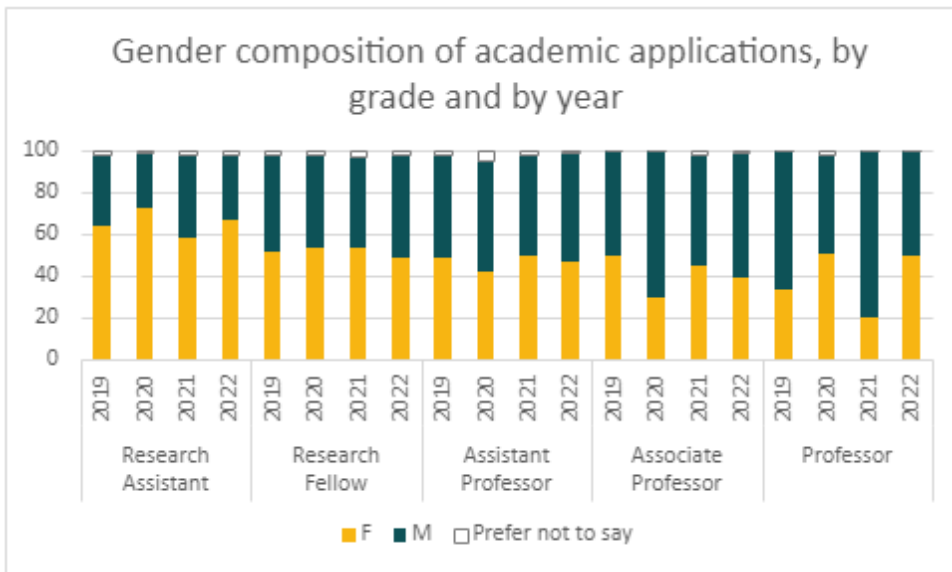
Figure 6 Shortlists for academic posts by year, by grade and by gender (percentages)

(data source: Table 6.10)
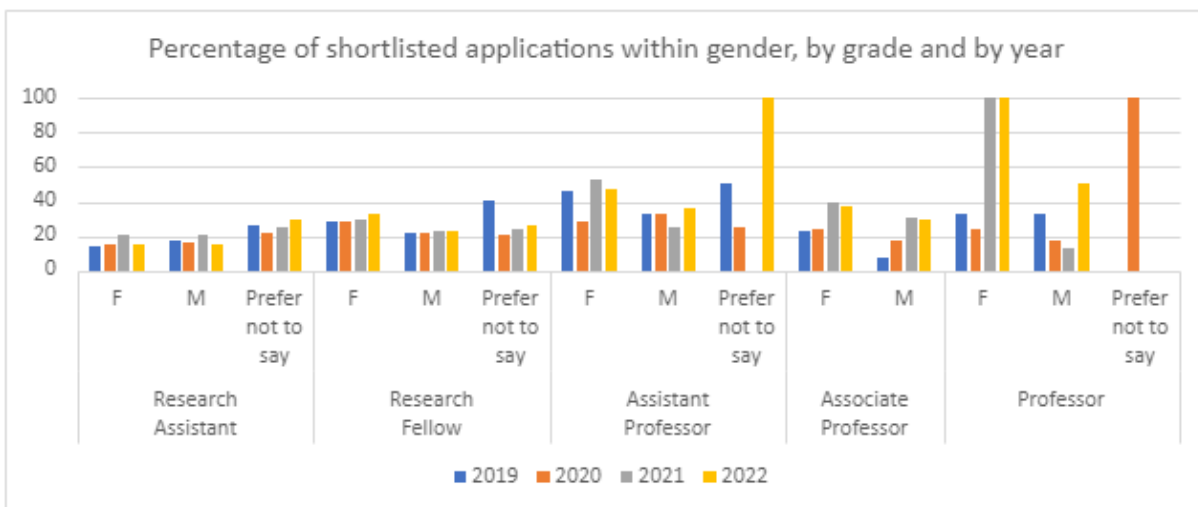
Section 7

Figure 7 Applications to Professional Support posts, by year and by gender (percentages)

(data source: Table 7.2)

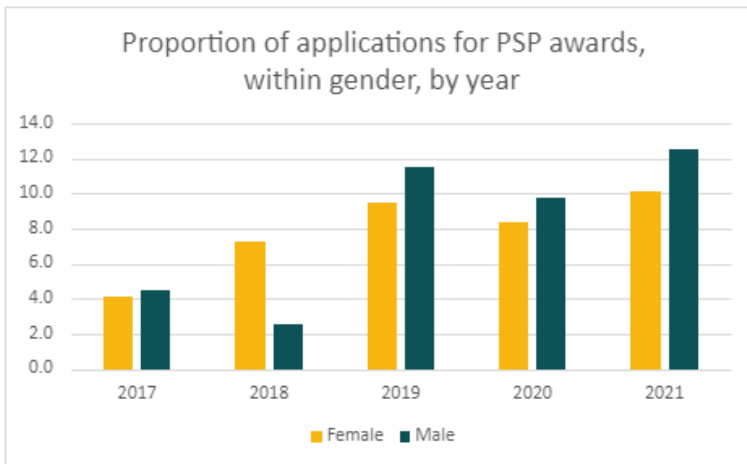Figure 8 Shortlists for Professional Support posts by year and by gender (percentages)
(data source: Table 7.4)

Figure 9 Appointments for Professional Support posts by year and by gender (percentage)
(data source: Table 7.6)

Section 8

Figure 10 Applications for academic staff promotions, by year and gender (percentages)

(data source: Table 8.2)

Figure 11 Successful application outcomes for academic staff promotions among pool of potential applicants, by year and gender (percentages)
(data source: Table 8.4)
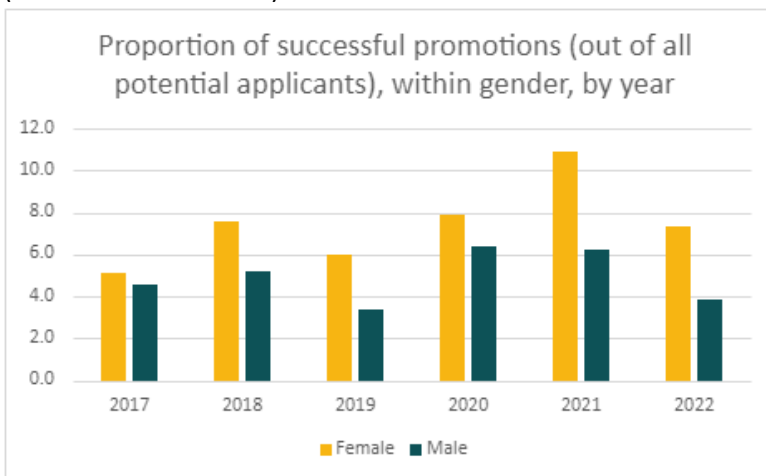
Figure 12 Successful application outcomes for academic staff promotions among pool of actual applicants, by year and gender (percentages)
(data source: Table 8.6)
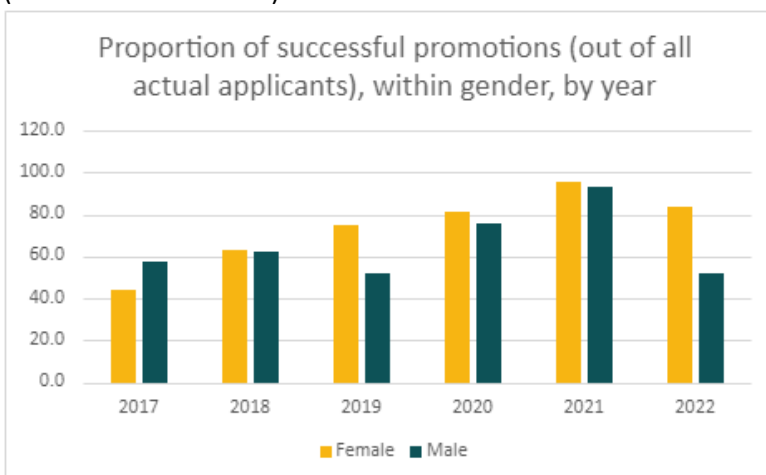
Figure 13 Applications for Professional Support staff promotions, by year and gender (percentages)

(data source: Table 9.2)

Figure 14 Successful application outcomes for Professional Support staff promotions among pool of potential applicants, by year and gender (percentages)
(data source: Table 9.4)
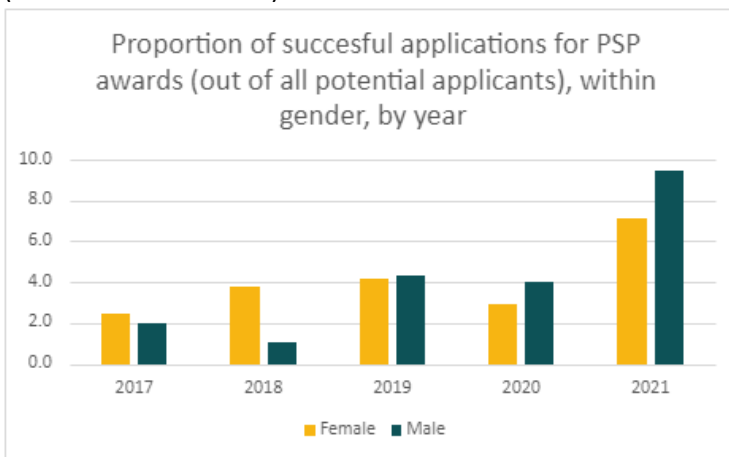
Figure 15 Successful application outcomes for Professional Support staff promotions among pool of actual applicants, by year and gender (percentages)
(data source: Table 9.6)
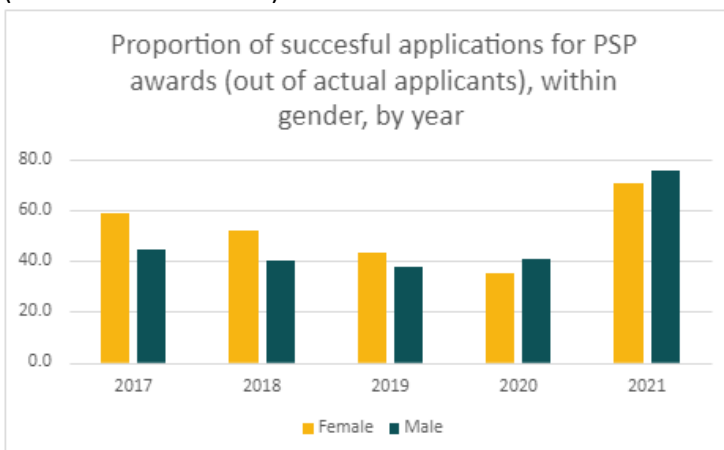
Additional tables

Table 11.1 LSHTM gender pay gap mean and median percentages, 2018-2023

Gender pay gap	2018	2019	2020	2021	2022	2023
Mean	18.0%	18.3%	16.9%	17.7%	15.4%	17.1%
Median	9.4%	12.5%	9.4%	10.2%	9.3%	11.9%

Table 12.1 Training sessions offered and filled 2018-2023

	18/19	19/20	20/21	21/22	22/23
No of topics offered	82	119	72	90	91
No of sessions offered	292	285	340	312	352
No offered face to face (per topic)	82	84	0	2	30
No offered virtually (per topic)	44 out of 82 (53%)	52 out of 119 (45%)	72 out of 72 (100%)	89 out of 90 (99%)	91 out of 91 (100%)
No of spaces filled (all)	2334	3463	4289	3661	3972

Table 13.1 Proportion of eligible pool that applied for mentoring scheme and of these, the proportion that were successfully match with a mentor, by gender and year (2019-2021)

		% of pool applied (n/N)			% applications matched with mentor (n/N)		
		2019	2020	2021	2019	2020	2021
PS staff	Female	10.4% (43/414)	3.6% (15/421)	5.2% (22/427)	86.0% (37/43)	46.7% (7/15)	68.2% (15/22)
	Male	5.1% (12/236)	1.2% (*)	0.8% (*)	75.0% (*)	33.3% (*)	100.0% (*)
	Total	8.5% (55/650)	2.7% (*)	3.5% (*)	83.6% (*)	44.4% (*)	70.8% (*)
Junior academic staff	Female	21.1% (91/431)	7.8% (36/464)	8.0% (37/465)	74.7% (68/91)	72.2% (26/36)	70.3% (26/37)
	Male	9.8% (22/224)	3.5% (8/228)	4.3% (11/257)	68.2% (15/22)	50.0% (*)	63.6% (*)
	Total	17.3% (113/655)	6.4% (44/692)	6.6% (48/722)	73.5% (30/113)	68.2% (*)	68.8% (*)
* Indicates redacted data							

Table 14.1 Results from PDR questionnaire 2018-2022

Year	Respondents to questionnaire	Agree that PDR enabled reflection on performance	Agree that they received recognition of contribution	Agree they were given constructive feedback on performance	Agree they were able to set development opportunities
2018	102	86%	87%	78%	71%
2019	107	77%	75%	68%	69%
2020	81	80%	79%	64%	69%
2021	271	77%	74%	74%	71%
2022	205	73%	75%	65%	62%

Table 15.1 Number of staff submitted to REF 2014 by gender

Academic Grade	Female			Male		
	Eligible	Submitted	%	Eligible	Submitted	%
Assistant Professor	133	86	65%	71	50	70%
Associate Professor	62	54	87%	51	45	88%
Professor Band C	13	13	100%	23	21	91%
Professor Bands A/B	29	28	97%	67	64	96%
Total	237	181	76%	212	180	85%

Table 15.2 Number of staff submitted to REF 2021 by gender *(NB. This does not include clinical staff or staff from either MRC unit)*

Academic Grade	Female			Male		
	Eligible	Submitted	%	Eligible	Submitted	%
Assistant Professor	114	114	100%	60	60	100%
Associate Professor	67	67	100%	53	53	100%
Professor Band C	27	27	100%	18	18	100%
Professor Bands A/B	36	36	100%	75	75	100%
Total	244	244	100%	206	206	100%

Table 16.1 Staff survey results 2019 and 2022 – questions relating to mental health and wellbeing

		Male	Female	Non-binary / in another way
Staff Survey 2022	I know where to seek support for mental health and wellbeing	68%	69%	43%
	I feel my mental health and wellbeing was supported by the department	50%	50%	14%
Staff Survey 2019	I feel the School promotes good health and wellbeing at work	66%	59%	51%
	I feel the School makes reasonable efforts to support good mental health and wellbeing at work	67%	59%	51%
	I feel the School was interested in my personal wellbeing	59%	48%	33%

Appendix 3: Glossary

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

Glossary	
AS	Athena Swan
Asst Prof	Assistant Professor
Assoc Prof	Associate Professor
BAU	Business as usual
DL	Distance Learning
EDI	Equity, Diversity & Inclusion
EIA	Equality Impact Assessment
EPH	(Faculty of) Epidemiology and Population Health
FMG	Faculty Management Group
FT	Full time
FTC	Fixed Term Contract
GET	Gender Equity Taskforce
HEI	Higher Education Institute
HERA	Higher Education Role Analysis – job evaluation tool
HESA	Higher Education Statistics Authority
ITD	(Faculty of) Infectious and Tropical Diseases
LGBTQ+	Lesbian, gay, bisexual, transgender, queer/questioning
LSHTM	London School of Hygiene and Tropical Medicine
MRC	Medical Research Council
PDR	Performance and Development Review – LSHTM's appraisal process
PERM	Permanent contract
PHP	(Faculty of) Public Health and Policy
PMO	Project Management Office
Prof	Professor
PS staff	Professional Services staff
PT	Part time
SAT	Self-assessment Team
SRO	Strategic Research Office
RA	Research Assistant
RD students	Research Degree students – students studying for PhD
REF	Research Excellence Framework
RF	Research Fellow
TED	Talent and Educational Development
UoL	University of London
WAMS	Workload Allocations Management System
WD contract	Without duration contract, also referred to as permanent