

Athena Swan Bronze application form for departments

Applicant information

Name of institution	University of Southampton
Name of department	School of Humanities
Date of current application	Wednesday 21st August 2024
Level of previous award	N/A
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Appendix 2: Data tables*	
Appendix 3: Glossary*	
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*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 6,000 words + 1000 words = 7,000 words

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Please note: Due to redaction of some content, page numbering may differ from the submitted version of this document.

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

1.1 Letter of endorsement from the head of the department



21 August 2024

Dear Panel Members,

Bronze Athena Swan award application

As Head of the School of Humanities, I fully endorse this application and action plan. I confirm my continued professional and personal commitment to supporting and leading colleagues in developing an ever more inclusive and equitable School.

The University of Southampton is a founding signatory of the AS Charter, initially awarded Bronze in 2006, progressing to Silver in 2016, with Silver renewal in 2022. We are also a signatory to the Researcher Development Concordat (2012, 2020), HR Excellence in Research (2012), Disability Confident Leader (2018), Race Equality Charter (2018) and Technician Commitment (2018). We strive towards a culture of fairness and sustainability, and our vision is a community where all staff and students feel welcomed for who they are.

The School has built on these foundations and made progress in addressing gender inequality as part of our broader commitment to EDI. Central to this commitment has been the appointment in April 2024 of Professor Yasmin Sekhon Dhillon as Associate Dean EDI. Professor Sekhon Dhillon has incorporated Athena Swan into the School and Faculty EDI plan, which will be included in the Faculty EDI symposium later this year.

Both Professor Sekhon Dhillon and I have been involved in supporting the smaller, more focused SAT, for this submission. We have the full support of our new Dean, Professor Miguel Mera, and the Faculty's Operational Board, in implementing our action plan, which focuses on five, evidence-based key priorities (KPs):

- KP1: Development of staff and student consultation, and intersectional data analysis.
- KP2: Improvement in autonomy and inclusivity for women.

- KP3: More balanced gender distribution of staff within departments through inclusive staff recruitment.
- KP4: Development of interventions to address any pipeline blockages on academic career pathways.
- KP5: More balanced gender distribution of students by level and within departments and reduction in the attainment gap.

I confirm that the information presented in the application is an honest and accurate representation of the School and I will work with Professor Sekhon Dhillon, our FAH Associate Dean EDI, and the AS SAT in implementing the five-year action plan, which addresses our five key priorities.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'James Jordan', with a stylized, cursive script.

Professor James Jordan B.A., M.A., Ph.D.
Head of School (Interim) of Humanities (October 2023-)

1.2 Description of the department

Overview

The School of Humanities (SoH) is based primarily at Avenue Campus, University of Southampton (UoS) and consists of eight departments: Archaeology, English, Film, History, Languages Cultures and Linguistics (LCL), Music, Philosophy, and the Academic Centre for International Students (ACIS).

With Winchester School of Art (WSA), we form the Faculty of Arts and Humanities (FAH), one of five faculties of the University of Southampton (UoS).

The Head of School (HoS) reports to the FAH Dean and is supported by Deputy HoS (DHoS) Education, DHoS Research and Enterprise (DHoS/R/E), and Heads of Department (HoDs).

We have interdisciplinary research groups including the Southampton Ethics Centre, Digital Humanities, Southampton Institute for Arts and Humanities, and the Parkes Institute for the study of Jewish/non-Jewish relations.

Academic staff are supported by specialist technical staff and professional services support, including Faculty Operating Service (FOS), Human Resources (HR), Student and Academic Administration, iSolutions, Communications and Marketing, Finance, and Research and Innovation Services.

In 2023/24 SoH has a total of 335 academic staff (54.6%F, Appendix Table A2.3a) on the Education, Research and Enterprise (ERE) career pathways.

All SoH disciplines offer undergraduate degrees (single and combined honours) and postgraduate degrees (Masters and PhDs). SoH has a total of 2,580 students (65.8%F, 2023/24 Table A2.1a-b). Redacted.

ACIS deliver annual summer Pre-sessional (PS) programmes. In 2022/23, (redacted) students joined the PS (Table A2.1f, 62.1%F), with 90% aiming to progress to PGT level studies across UoS. Additional staff (65.7%F, 2023/24, Table A2.7c) are recruited on fixed term contracts (FTC) to help deliver PS. ACIS also delivers University-wide in-sessional support during the academic year.

Figure 1.1 shows the FAH senior leadership team, with SoH leadership team currently consisting of 7 men (M) and 5 women (W):

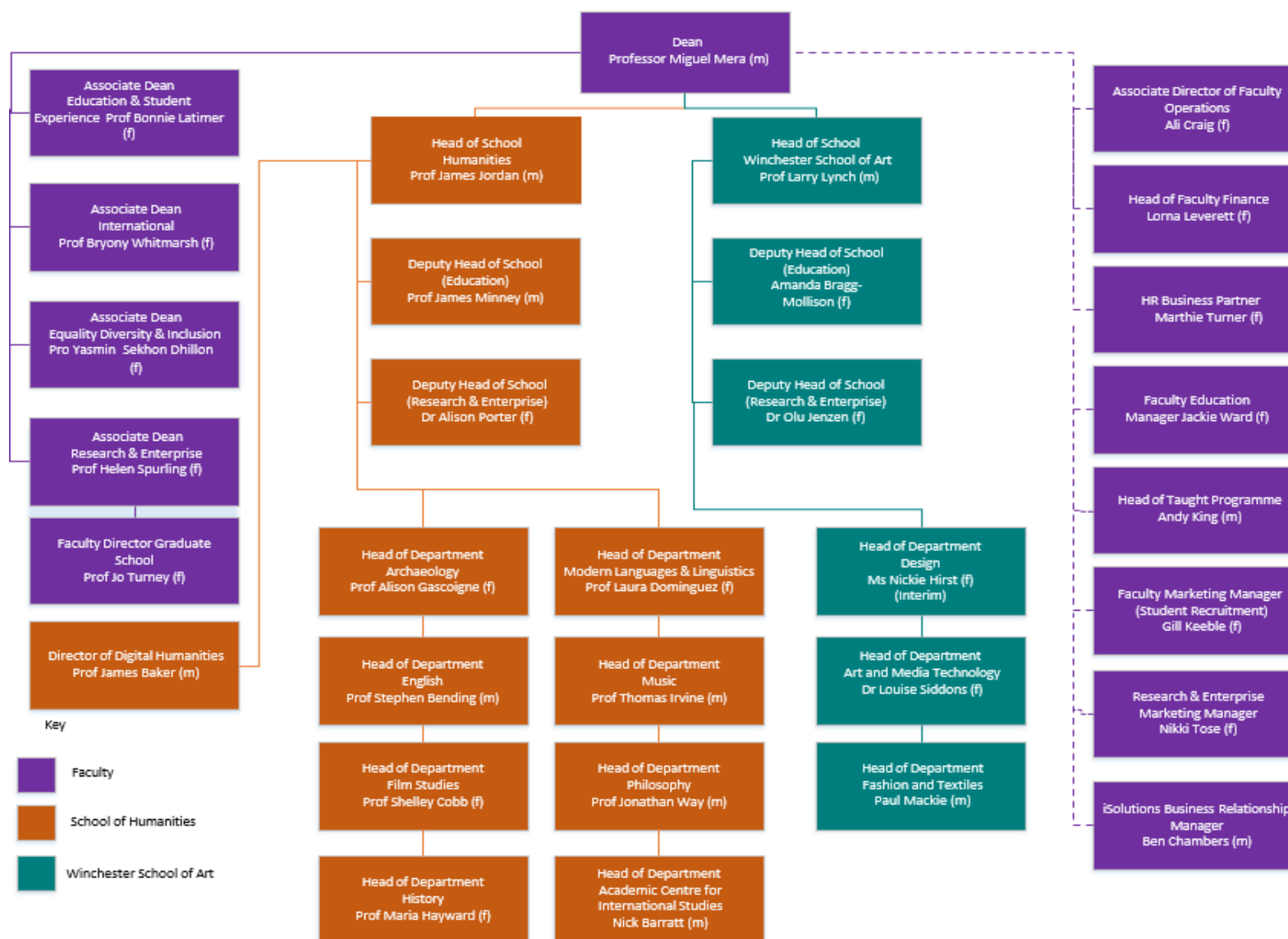


Figure 1 1 FAH Organogram

Staff career pathways are shown below:

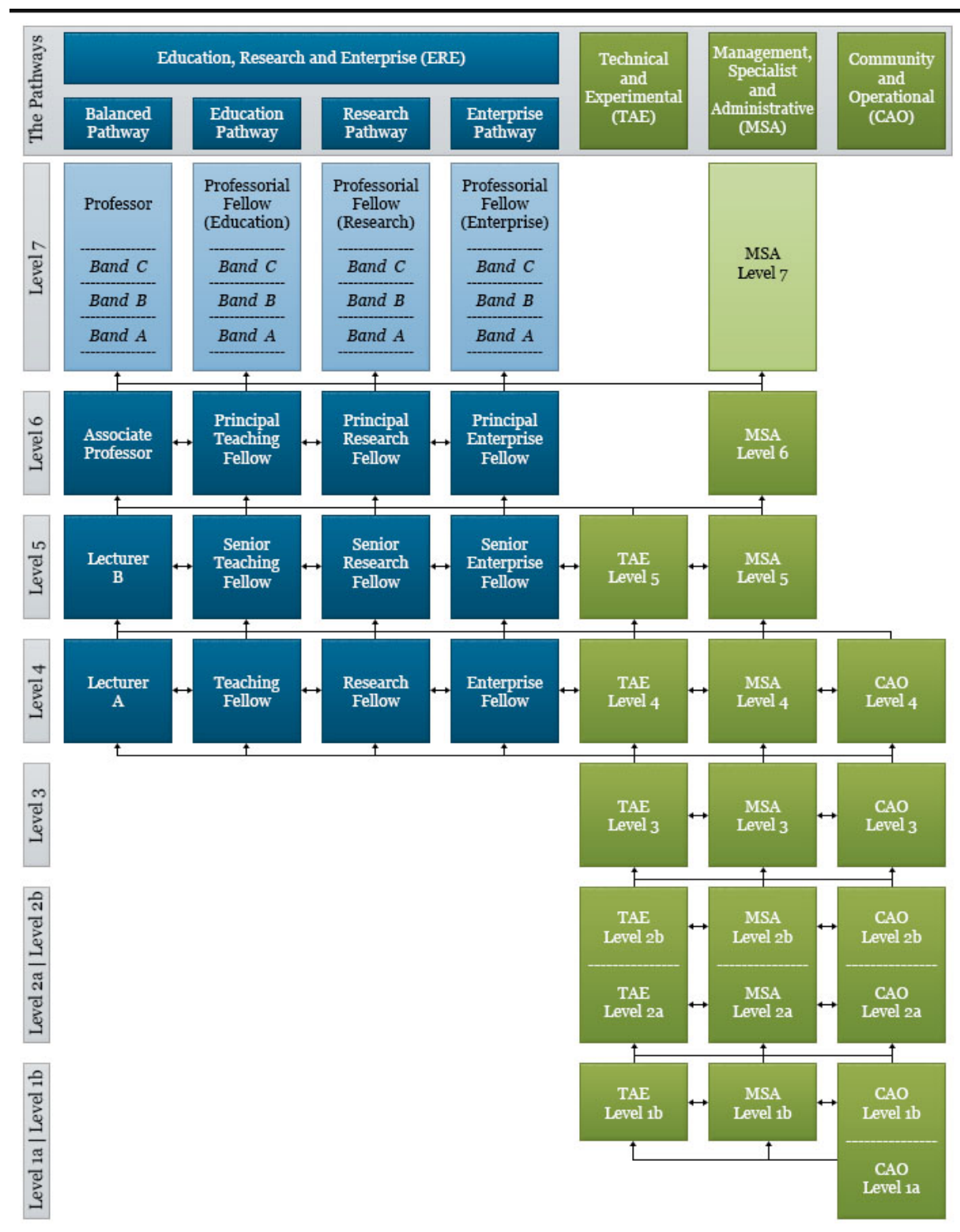


Figure 1.2 Career pathways

SoH departments are based at Avenue Campus, except for Music, which is located a ten-minute walk away on Highfield Campus, providing easy access to the Turner Sims Concert Hall. Teaching is timetabled across campuses, with allowance for travel between sites.



Figure 1.3 Map showing Avenue and Highfield Campuses

1.3 Governance and recognition of equality, diversity and inclusion work

UoS and SoH structures and processes underpin and recognise gender equality (GE) work, and we have EDI-specific School roles and committees, with EDI work formally recognised and rewarded at appraisal and as part of our promotion and progression pathways.

Governance of UoS is overseen by the Council and the Senate, with the Vice-Chancellor (VC) and the University Executive Board (UEB) having overall responsibility for day-to-day management of UoS. FAH Dean is a member of UEB, and the VC is the UEB Champion for EDI.

University Council delegates EDI responsibility to the VC and UEB, as per Figure 1.4:

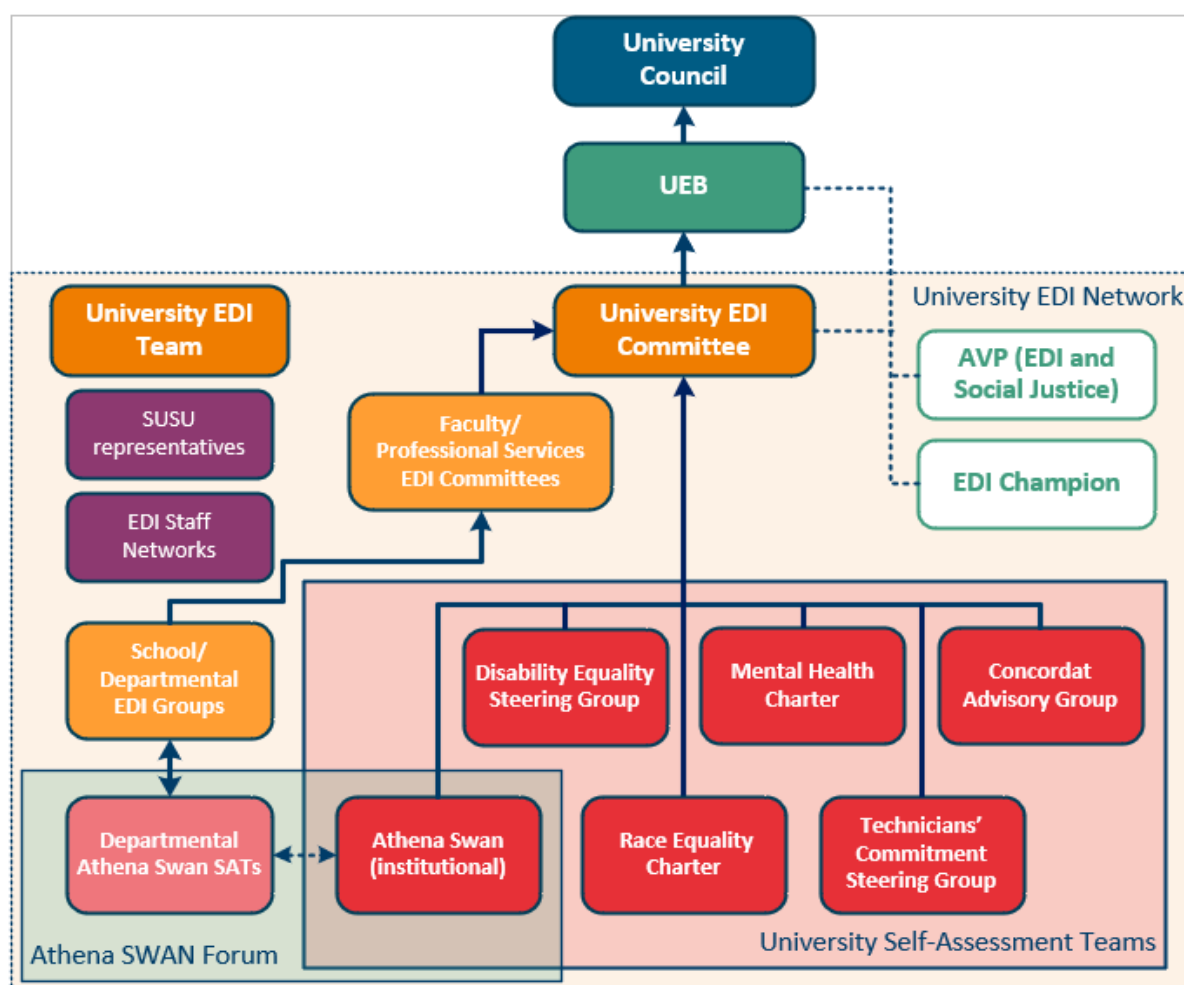


Figure 1.4 UoS EDI Organogram

In FAH, the Dean is responsible for EDI and is part of the FAH EDI Committee, chaired by the Associate Dean, EDI (AD/EDI). The committee meets termly and includes FAH EDI leads, HoS, SoH AS SAT chair, and student representative.

AD/EDI, HoS and FAH EDI leads partner with University EDI representatives working towards our common EDI goals.

SoH EDI roles are advertised internally by HoS issuing an open call for EoIs, with emphasis on opportunities to job share and/or consider fractional posts. SoH EDI and AS leads are allocated 0.1 FTE, with this figure increasing to 0.4+ for this submission.

All SoH departments have a designated EDI representative, with EDI a standing item on department board meeting agendas. AD/EDI meets with EDI leads and EDI departmental representatives monthly to discuss any EDI related issues/practices, and where appropriate/required feed into the University's EDI action group meetings.

Regular communication occurs through the Microsoft Teams SoH EDI team. Similarly, an internal UoS SharePoint site, alongside regular Teams' meetings, enables the chairs of all AS SATs (departmental and institutional) to share progress, insights, and best practice.

1.4 Development, evaluation, and effectiveness of policies

The SoH HR Business Partner (HRBP), as part of the Senior Leadership Team, works alongside the Dean and their direct reports to give strategic HR advice, change and organisation design and contribution to University wide projects, supporting promotions, appraisals and senior recruitment.

Employee Relations Managers (ERMs) provide comprehensive advice and support to employees and managers on individual employee relations matters (both formal and informal) based on the University's people policies and procedures. They provide case management support to line managers.

SoH EDI leads work with SoH leadership team and FAH EDI leads to support the development of School initiatives and the implementation of University and FAH EDI priorities in SoH.

As EDI is a standing item on each discipline board, this provides a focal point for assessing policy implementation and gender equality. Any concerns are fed back to SoH, FAH and/or UoS leadership as appropriate, via the HoDs and SoH EDI leads.

All SoH staff are required to complete mandatory EDI training. UoS also provides 'Managing Diversity' and 'Active Bystander' training (with SoH previously initiating bespoke bystander training for Humanities). Completion rates are as follows:

Table 1.1 SoH staff completion rates of EDI, Managing Diversity and Active Bystander training

To March 2024	F	M	Total
Mandatory 'EDI' training	Redacted		
Managing Diversity training*° (AP12, Action Plan)			
Active bystander training** (AP10-11 Action Plan)			

* Recommended

° Line managers only

* SoH and UoS sessions

UoS and SoH use quantitative and qualitative data from staff engagement and pulse surveys to measure our progress towards embedding EDI. For example, we analyse data from staff and student recruitment activities and track how staff and students with different protected characteristics progress in their careers and studies.

SoH ensures that policies support an inclusive culture and do not negatively impact protected characteristics through formal consultation, focus groups, staff and student networks, and monthly discussions between SoH EDI leads and HoS. An important example of this is the 2022 review of our central EDI policies, in which SoH staff and students were involved in a co-design focus group, contributing to the new 'Inclusion and Respectful Behaviour Policy', introduced in August 2024.

Southampton Behaviours and the Student Charter

SoH is committed to 'Southampton Behaviours', which were co-developed with representatives from across the staff body and outline the responsibility staff have in working transparently and collaboratively to achieve our EDI strategies:

Embedding Collegiality



Our Southampton Behaviours

Figure 1.5 Southampton Behaviours

SoH students follow the UoS Student Charter, which is a reference point for our students and staff setting out our expectations, rights, and responsibilities as members of the University community.

However, we recognise that discriminatory practices can still occur. Staff have opportunities to provide feedback in a non-judgemental environment on negative behaviours, such as discrimination and exclusion, through mentoring sessions, appraisal, and regular no-agenda open meetings convened by the HoS.

Students can provide feedback in a non-judgemental environment on any negative practices through their Personal Academic Tutor (PAT), course and EDI representatives, First Support via the 24/7 student hub, the students' union (SUSU) Student Voice and SUSU Advice Centre. Each department has a Staff-Student Liaison Committee (SSLC) where students can feedback any areas of concern, including issues relating to gender. Feedback collected is followed up in the next SSLC. If necessary, items are escalated to HoS and UoS. However, as SSLCs have not reported any GE issues, which may not reflect actuality, we are working to add EDI and GE as standing items for all SSLCs (AP3 Action Plan).

Other ways that negative behaviours can be identified by both staff and students include via SoH EDI department representatives, and Report and Support (a tool for reporting any form of bullying, harassment, discrimination, or abuse, providing support, and allowing individuals to report incidents they experience or witness securely and confidentially). Such unacceptable forms of behaviour will not be tolerated by SoH or UoS.

Expect Respect!

The Student Charter

- Treat Staff and Students with respect, dignity and courtesy, considering them as individuals with different needs and expectations
- Challenge or report bullying and harassment in situations where it occurs

Celebrate diversity with us throughout the year with a variety of SUSU events. Email your sabbatical and student officers if there is anything you would like to see!





Report and Support



Report + Support

Acts of harassment, discrimination or hate are never ok. You can report something anonymously or report something and get support from an advisor.

[Watch this video to see how Report and Support works.](#)

There are two ways you can tell us what happened

[Report anonymously](#) or [Report with contact details](#)

<https://reportandsupport.southampton.ac.uk/>



Figure 1.6 Extracts from SUSU Women Officer slide deck for student inductions

1.5 Athena Swan self-assessment process

Initial AS consultation (2019 – 2023)

The original SoH AS SAT was formed in 2019 with HoS issuing an open call for Eols to chair the SAT. As a commitment to diversity, two differently gendered leads were selected: Associate Professor (M) and Senior Teaching Fellow (W).

Calls for SoH AS SAT members resulted in a diverse team of 19 (68%W and 32%M on permanent contracts from Levels 2-7 and a student representative), many of whom are parents and carers, from all departments and professional services. The SAT / sub-groups met approximately monthly, first in-person, then online during the pandemic. An AS SharePoint site was established for document circulation among SAT members, who were organised into three sub-groups:

- Consultation group: Responsible for managing the staff survey, conversation cafés and raising awareness of AS activities within SoH.
- Data working group: Responsible for compiling and analysing departmental quantitative data.
- Policies and Practices working group: Responsible for investigating how UoS policies are applied in SoH.

The sub-groups planned their workloads and meetings with input from the SAT leads and reported back to the SAT via meetings and email communication. The SoH board provided input and were kept informed on AS developments through updates from the AS chair.

The SoH GE Survey (GES) was crafted by the SAT consultation sub-group and following the launch of the transformed AS charter, SoH GES results were mapped to the new AS departmental culture survey (Appendix 1a).

HoS encouraged all SoH staff to participate in the anonymous MS Forms GES, open for six weeks in May / June 2021 (24% response rate). All SoH staff were invited to three follow-up online conversation cafés, with no fixed agenda, facilitating informal discussion and the collection of anonymous feedback based on issues arising from the GES. As attendance was low (7, 12 and 6 participants), a key action point is to increase engagement in the future (AP2 Action Plan). Follow-up feedback was also collected anonymously via MS Forms. Pre-sessional GES ran in September 2021 (15% response rate).

In response to feedback from SoH women colleagues, in 2022 HoS (F) organised two further confidential, no agenda meeting for academics on ERE pathways - Level 6 women (13 participants) and levels 4-5 women (15 participants). Redacted.

Updates (2024)

Our smaller AS SAT consists of three women and three men, led by the former vice-Chair, Sarah Winspear (F). Changes to the SAT were made to ensure a fresh perspective and continued commitment to diversity.

The SAT worked closely with the HoS, AD/EDI (SAT member), SoH EDI committee, the LGBTQ+ Positive Spaces team, the central AS team, and the SoH Work Transitions Team; the latter particularly focus on how mothers experience transitions into and out of work in large organisations around pregnancy and parental leave, an area of concern raised previously in SoH consultation (AP13-14 Action Plan).

We have included the latest SoH pulse survey (November 2023, response rate 52%, Appendix 1c) and the PS staff survey headline results (September 2023, response rate 42%, Appendix 1b).

However, as we follow UoS policy of protecting respondent anonymity (by not sharing survey results with fewer than 10 respondents), it is not possible to disaggregate staff survey data by both department and gender. Due to the relatively low staff numbers in most SoH departments, particularly high survey response rates would be required for disaggregation to occur. Therefore, we strive to gain specific qualitative feedback by department via SoH department EDI representatives and the SoH EDI committee, and networks such as the FAH EDI network and LGBTQ+ network.

AS now sits firmly within the School and future AS consultation will be built into the 5-year FAH EDI plan (AP1.1 Action Plan). The AS action plan has been approved by the FAH Dean, HoS and the Faculty Operational Board, who have responsibility for implementing and updating the Action Plan. Previous SAT members will be offered the opportunity to rejoin the SAT, which will be expanded via a call for Eols. All members will be allocated minimum 2.5%FTE, increasing to 10%FTE ahead of submissions (as per UoS silver renewal submission Action EU.4.1).

Section 2. An assessment of the department's gender equality context

2.1 Culture, inclusion and belonging

SoH culture, inclusion and belonging is explored through consideration of:

- a. Physical space and social culture
- b. Student profile
- c. Staff profile
- d. Professional culture, and
- e. Partnership working.

Note: Survey results refer to the November 2023 SoH institutional pulse survey (Appendix 1c) unless otherwise stated.

a. Physical space and social culture

Avenue campus includes the Archaeology and Burgess buildings and the main Parkes building. It is designed be a welcoming and inviting place for staff and students to work and learn:



Figure 2.1 Images of Avenue Campus (external building and entrance lobby)

Inside the main building, a spacious welcoming café and a staff room are close to the ground floor reception.

Accessible study spaces and rooms are available for students and staff, although most staff have offices. Flexible working has relieved some pressure on space as student numbers grow.

There are gender neutral accessible toilets and free sanitary products are available.

We have a 'new and expectant parents' room' and private spaces with comfortable sofas and many kitchen facilities available for use by all. Carers can bring children to outreach and open days if the event is age appropriate.

All physical and digital imagery is inclusive, ensuring a balance of gender, race, and disability for example, in any images used.

We follow UoS EDI LGBT+ inclusive language guidelines, encouraging any who wish to share their preferred pronouns, offering the 'Mx' title, and making it simpler to change names on staff / student records.

Recent SoH EDI and LGBTQ+ initiatives include four EDI-designated notice boards and the LGBTQ+ Positive Space Initiative, which is inclusive of all LGBTQ+ identities, endorsing gender and sexuality affirming values. Staff volunteers provide a space for LGBTQ+ students to discuss matters similar to those discussed with a PAT.

Supported by FAH Dean, HoS and AD/EDI, the team are committed to actively challenging all forms of systemic inequality, including racism, ableism, misogyny, and classism, as well as queerphobia and transphobia. The initiative is an effort towards making LGBTQ+ inclusion and support visible within the school, and following a successful pilot, it is hoped that this initiative is rolled out across the University.



Figure 2.2 SoH LGBTQ+ positive spaces initiative example door sticker

Our diverse staff and student body form networks and societies to represent, support and engage members with similar backgrounds, characteristics, or common causes.

Most networks are UoS-wide and supported by SoH; examples include the Disability Staff Network, Parents and Carers' Network, pulse LGBT + Staff Network, REACH (race, ethnicity, and cultural heritage), and Social Mobility Network (students and staff).

SoH staff and student societies include the various academic discipline societies and Year Abroad groups, in addition to over 200 different SUSU societies. SoH staff and students can join School / UoS events such as Pride Month, Black History Month, International Women's Day, and Trans Awareness Week. All events are publicised via all-staff email, and School and Faculty newsletters with contributions from all departments, updates on topical issues, and a 'what's on' section.



Figure 2.3 Example SoH and UoS events

Further SoH event examples include the annual 'Southampton Stonewall Lecture', which explores the rich heritage of LGBTQ history and showcases the latest cutting-edge historical research on this theme, and the recent 'Misogyny in Music' Roundtable, hosted by the music department, in response to the House of Commons Committee report on Misogyny in Music (2024):

The poster is a teal-colored rectangular graphic. At the top left is the University of Southampton crest and name. The title 'MISOGYNY IN MUSIC ROUNDTABLE' is in large, bold, black capital letters. Below it, the date and time '16TH MAY, 6:30PM' and the venue 'TURNER SIMS CONCERT HALL' are also in bold black capital letters. A paragraph of text describes the event's context, mentioning Rt Hon Caroline Nokes MP and the Misogyny in Music Report (2024). Another paragraph invites participation, stating the event is at the Centre for Music Education and Social Justice. A list of participants follows, including Caroline Nokes MP, Rosie Middleton, Diljeet Bhachu, Liz Gre, and Elizabeth Kenny, moderated by Yasmin Sekhon Dhillon. At the bottom left is the SLAH logo (Southampton Institute for Arts and Humanities) and at the bottom right is the University of Southampton logo and the Centre for Music Education and Social Justice name.

 University of
Southampton

MISOGYNY IN MUSIC ROUNDTABLE

16TH MAY, 6:30PM
TURNER SIMS CONCERT HALL

Rt Hon Caroline Nokes MP (Southampton North and Romsey), Chair of the House of Commons Women and Equalities Select Committee, led the publication of the recent Misogyny in Music Report (2024), which revealed and explored systemic issues of sexism and gender discrimination in music education and the music industry.

Join us at the Centre for Music Education and Social Justice on 16th May @ 6:30pm in the Turner Sims Concert Hall for a Roundtable discussion with Caroline Nokes and a panel of leading experts on music, gender and UK education. This is a fantastic opportunity to learn more about how our institutions can respond to the recommendations in the report. Contributions from the audience will be welcome.

Roundtable participants:
Caroline Nokes MP,
Rosie Middleton (Royal Northern College of Music),
Diljeet Bhachu (Musicians Union),
Liz Gre (University of Southampton),
Elizabeth Kenny (Royal Academy of Music),
moderated by **Yasmin Sekhon Dhillon** (University of Southampton)

 **SLAH**
Southampton Institute
for Arts and Humanities

 UNIVERSITY OF
Southampton
Southampton Centre for Music Education and Social Justice

Figure 2.4 'Misogyny in music' roundtable poster

b. Student profile

Females form the majority of SoH students.

At undergraduate level (UG), in 2023/24, 58.8% of students are female (Table A2.1a). All our disciplines have more female than male undergraduates, except History, which has marginally fewer (Table A2.1c). All disciplines have 100+ students, with History and Philosophy having most students (450 and 380 respectively, Table A2.1c). Redacted.

For PGTs, over the last three years, the proportion of females has increased (redacted) with the largest student cohort in LCL/Modern Languages, and Film Studies (2023/24, 240 and 120 students respectively, Table A2.1d). Redacted.

The majority of PGRs are female. Redacted.

c. Staff profile

SoH has more female staff than male (54.6%F, 2023/24, Table A2.3a), with more female than male staff at all levels except level 7 (L7, 38.7%F).

Five of the eight departments have less than 50% female staff (Table A2.3b): (Archaeology (46.2%F), Film Studies (44.4%F), History (38.9%F), Music (44.4%F), and Philosophy (27.3%F).

While ACIS and English have a more balanced distribution of staff (55.2%F and 53.3%F respectively), 74.5% of staff in Languages, Cultures and Linguistics (LCL) are female.

These departmental gender imbalances and L7 pipeline blockages are discussed in the next section, Professional culture, and will be addressed via Key Priority 3 (AP17-18 Action Plan) and Key Priority 4 (AP23-25).

d. Professional culture

In the November 2023 Pulse survey, SoH women responded slightly more favourably than men to questions relating to the themes of engagement, enablement, environmental sustainability, reward, and leadership, and slightly less favourably to questions relating to autonomy and inclusion. Notably, only 58%W (v. 68%M) agreed that they feel like they belong here (Key Priority 2, AP5-16).

Given this, and the original 2021 GES in which only 48%W and 48%M equally agreed SoH provided a good working environment for women, the action plan in its entirety seeks to address improvements in working environment for all staff, particularly women.

Awareness of GE policies

We are committed to our ongoing campaign to increase awareness of GE policies (AP9 Action Plan), as the initial GES revealed that 34%W disagreed that the SoH promoted gender equality (v. 9%M) and 36%W disagreed that the SoH had made its policies clear in relation to gender equality (v. 13%M).

Wellbeing

Women responded slightly more favorably than men to feeling their health and well-being is supported at work (44%W v. 42%M, AP16 Action Plan) and there are high favorable responses to people helping and supporting each other (74%W, 73%M). However, it is important to note that in the original GES, 28% of women reported that they do not feel happy or supported in their current roles. This significant finding indicates a need for further investigation to better understand the underlying factors contributing to this dissatisfaction (AP15 Action Plan).

We have a central Health and Wellbeing site for staff and a central Staff Wellbeing Working Group (established 2019), which organises support for staff such as 'workplace stress awareness' training and menopause drop-in sessions. Recently, SoH hosted the 'Address the Stress' roadshow, providing opportunity to discuss workplace stress and ways staff and students can manage stress.

The Student Wellbeing Team are available 24/7. Students also have support via their PATs, with guidance on wellbeing support included in inductions.

Wellbeing is a key factor in the FAH people plan, which focuses on what we need to do to further develop a culture of enabled and empowered employees to help us to achieve our strategic priorities.

Bullying and harassment, included in the FAH People Plan, is taken very seriously and can be reported by staff and students through several channels, including 'Report and Support'. In fact, the 2021 GES revealed that most staff agreed they were confident their line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.

Since our initial GES in which 31%W (v. 4%M) disagreed that SoH made it clear that unsupportive language and behaviour were not acceptable, we have taken a number of actions, including publicising the report and support system within SoH by inclusion in EDI training and weekly mailers, and encouraging staff to attend Active Bystander Training workshops, which aim to empower staff to challenge poor behaviours and bring about cultural change. Increased participation is a key action within Key Priority 2 (AP10-11 Action Plan).

Anecdotally, a number of long-serving SoH colleagues have mentioned that they 'know things have improved', as for example, this female colleague mentions:

...previously I experienced bullying and there was no one to go to... In the last few years, things have changed greatly as staff are made aware of unacceptable behaviour through training. There's been more focus on improving awareness of bullying policies by for example, central and local weekly communications promoting awareness of report and support / harassment contacts.

Flexible working

We have systems in place to support flexible working and most respondents agreed that their line manager was supportive of such requests (2021 GES). The range of options open to employees include a permanent / temporary change of hours, change to working pattern and/or a request to work from another location. While all employees who have been continuously employed for 26 weeks have the right to request flexible working, we recognise that this is not always reflected in job advertisements and that conversations around flexible working do not always occur. Therefore, we are working with HRBP to ensure it is standard for job advertisements to mention flexible working and that awareness of this is included in staff inductions (AP17 Action Plan).

Timetables

Timetabling arrangements considerations include disability/medical conditions, faith requirements and childcare / carer arrangements. Classes are timetabled 9am - 6pm and staff may identify up to 5 hours per week pro-rata with a maximum of 2 hours on any given day as unsuitable for teaching. Late release of timetables was raised in staff consultation; this year, draft timetables were released in mid-July, with final timetables to be confirmed after clearing in August (AP7 Action Plan).

Workloads

Concerns around management of workload across the sector are well known, and the University wide 'Workload Principles Project' aims to deliver principles that will apply to all staff; the policy is currently with the trade unions and should be in place by December 2024 latest.

These principles will feed into the SoH workload model, which aims to be fair and transparent and recognise disciplinary differences. All SoH departments already have a workload model, but some are not easily accessible, meaning limited transparency (AP8 Action Plan).

Notably, a 2021/22 investigation into work, citizenship and culture in FAH, initiated by previous HoS, ADR/E and DHoS/R/E, found that:

- Women are carrying the heavier load of the 'citizenship' work - the work often now described in the sector as the 'non-promotable' or service work (e.g. EDI, ECR support, mentoring).
- A high proportion of Level 7 staff are not taking on leadership activities, especially in leading FEC funded research applications.

- Level 7 women are taking on a disproportionately heavier load of some leadership roles (e.g., senior administrative roles, Impact Case Study leadership, HoD).

These findings have resulted in a key FAH EDI priority to audit citizenship and research leadership roles and develop recommendations to address inequalities by gender and career stage (AP5 Action Plan). Importantly, within SoH, citizenship work is recognised as 'promotable work' by SoH Academic Career Development Committee (ACDC).

Additionally, FAH has initiated a new project, 'Staff Time Optimisation Project' (STOP), which supports workload rationalisation and good use of time for academic colleagues (AP6 Action Plan).

Family leave

Issues with maternity leave were raised in staff consultation. As a result, the SoH parental leave focus group was set up and participants highlighted concerns with implementation of parental policies, including line managers sometimes being unfamiliar with relevant policies and returning colleagues being asked to take-up new duties upon return e.g. teaching a new module (AP13-14 Action Plan).

SoH colleagues were also involved in development of the Maternity Mentoring Toolkit Study (MaMeT): a University of Southampton AHRC IAA funded collaboration, which aims to improve the experiences of those returning to work after maternity leave. This resulted in the 'Work Transitions Preliminary Report: How do mothers experience transitions into and out of work in large organisations around pregnancy and parental leave?' led by SoH Principal Investigator (F).

Four themes evolved, focusing on work transition into and out of work:

1. Mothers/ parents work best when they are confident things are okay at home. Childcare arrangements were the most recurrent stressor for parents returning to work after maternity/ parental leave.
2. Supportive managers and colleagues, who understand the pressures of parenthood in general, and motherhood in particular, can make all the difference.
3. A hugely impactful source of stress or strength for staff on maternity/ parental leave was the level of certainty around the role that they would return to. Imposed or unexpected changes to working conditions are destabilising and threaten employee engagement.
4. Webs of connection and communication with the workplace matter: line managers with gatekeeping powers can leave staff feeling powerless and vulnerable.

As a result, actions are included in the FAH EDI action plan, with considerations including a FAH Maternity Liaison role, a buddy system and line manager training via UoS Centre for Higher Education Practice (CHEP) (AP14 Action Plan).

In August 2024, UoS launched the new and improved family leave policy, which replaces and consolidates previous policies on maternity leave, adoption leave, paternity leave, and

ordinary parental leave. Feedback from SoH colleagues taking family leave will be gathered and acted on accordingly (AP13-14 Action Plan).

Line Manager Development Programme (LMDP)

Module 2 of the LMDP includes training on applying parental leave policies consistently, and the training is being updated to reflect the new family leave policy. All line managers should complete modules 1 and 2, which also include recruitment and selection training, with the aim of embedding equality and inclusivity. As some departments have low completion rates, ensuring all line managers complete the training is thus a key action point (AP13 Action Plan):

Table 2.1 SoH completion rates of the Line Manager Development Programme by department

Line Manager Development Programme - attendance as percentage of line managers	Module 1: Leadership Styles		Module 2: Being a Southampton Manager		Module 3: Managing the Student and Customer Experience		Module 4: Managing Risk Finance and Compliance	
	ERE		ERE		ERE		ERE	
Department	F	M	F	M	F	M	F	M
ACIS	Redacted.							
Archaeology								
English								
Film studies								
History								
LCL								
Music								
Philosophy								
Central								

SoH Staff recruitment

SoH is keen to recruit a diverse range of staff.

As part of UoS inclusive recruitment pilot project, SoH has a network of Super Recruiters (SRs) (3M and 2W, FAH team: 17W & 4M), who support and influence inclusive recruitment practice throughout the recruitment process, strengthening opportunities to increase the diversity of the workforce, and sharing good practice across the University. A key element of the role is to challenge any unconscious bias within the recruitment decision making process.

An SR is expected to be on each recruitment panel, but this has not always been possible, so a key action is to call on UoS SRs if FAH SRs are unavailable (AP17 Action Plan).

Table 2.2. Proportion of SoH recruitment panels with super recruiter

Year	2018/19	2019/20	2020/21	2021/22	2022/23
SoH	66%	86%	76%	86%	60%

SRs should be involved from the start of the recruitment process, including job advertisement design. This is relevant for SoH as we need to increase the number of job applications from women (AP17 Action Plan), particularly in those departments that have less than 50% female staff (2023/24, Table A2.3b):

- Archaeology 46.2%
- Film Studies 44.4%
- History 38.9%
- Music 44.4%
- Philosophy 27.3%

We also aim to recruit more men to the one department with significantly more female than male staff:

- LCL 74.5%.

Analysis shows that over the last three years, for levels 4 and 5 positions, there were fewer job applications from females than males (Table A2.7a).

However, in 2023/24, at level 4, while only 43.1% of applications were from females, 58.3% of those shortlisted were female, with more females offered and appointed.

At level 5, only 29.3% of applications were from females and of those shortlisted, 45.2% were female. Of those offered and appointed, only 35.7% were female.

At level 6, 57.4% of applications were from females, with marginally more females shortlisted (redacted). At level 6-7, only 28.6% of the low number of total applications were from females, with none shortlisted.

By department (Table A2.7b), although Film Studies and Music had slightly fewer applications from females, History and Philosophy had the lowest proportion of female applicants with the most marked difference in Philosophy, with only 22.3% of the 502 applications from females; no females were offered positions.

A key action is thus to further review and analyse recruitment data by department and level year on year to identify areas requiring targeted action, particularly in relation to Philosophy and LCL, which have the highest gender imbalances (AP17-18 Action Plan).

We also need to understand why all 6 PTO staff (2023/24, Table A2.5a) are male and work with HoDs and the technician commitment team to identify any actions needed to recruit more women and to support all PTO staff with career progression (AP19 Action Plan).

Pre-sessional staff recruitment

Work has been undertaken to make our staff recruitment as inclusive as possible, including: review of and updates to the job descriptions by academic, operational, Human Resources, and EDI leads; gender decoding, incorporation of inclusive language, and a statement of inclusivity into the job advertisement; commitment to flexible working and advance sharing of timetables, with opportunities to express preferences; inclusivity question during interviews; trained inclusive recruitment champions (super-recruiters) supporting the end-to-end recruitment process including being present in all interviews and briefings for all academic staff involved in interviews.

Career development

SoH supports career development for all staff. For example, SoH staff training is offered via departmental and School CPD sessions, alongside centralised training sessions run by CHEP. Pre-sessional staff receive and deliver weekly CPD sessions, and informal networks for sharing career development opportunities have been developed.

As a result of requests made during staff consultation, a mentoring scheme, with staff training provided by an external provider was started in 2022. This rolling scheme allows colleagues to join at any time and currently there are 38 mentors (25W and 13M) and 47 mentees (39W and 8M) (AP22 Action Plan).

Appraisals

100% of eligible staff had an appraisal in 2022/2023.

Promotion

Regarding previous GES feedback on the lack of understanding of and transparency of the promotion process, UoS and SoH have since undertaken a number of actions, including:

- Introduction of online applications to make the process more transparent and administratively friendly.
- Removal of the interview stage for Level 6 and Level 7 promotions.
- Delivery of a University wide annual Promotion Q&A event, hosted by Senior Vice-President (Academic).
- Two new annual FAH drop-in sessions with all FAH ADs and HRBP, providing opportunity to discuss the promotion journey, with Q&A.
- A new annual 'hands on' SoH workshop session in autumn to support individuals, particularly female, wishing to submit a promotion application.

- Greater influence of the School Academic Development Committee (ACDC, which meets each September, comprising HoS and HoDs) in encouraging colleagues, particularly female, to apply for promotion.
- Greater influence of FAH review panel (which meets each January, comprising the Dean, ADs, HoS and SoH colleagues) in recommending that candidate applications progress.

These actions aim to provide support and encourage all staff, particularly female, to apply for promotion (AP 20 Action Plan).

In 2024, there were (redacted) applicants in total (59.3%F, Table A2.9a), with the number of successful applicants nearly equally split by gender (47.1%F, 50%M).

However, only 50.0% of female applications were successful (v. 81.8%M).

Notably, although numbers are low, there were more female applicants to Level 7 than male and marginally more females were promoted to level 7.

Nevertheless, there still appear to be level 7 pipeline blockages (Tables A2.3e-d) for females on the balanced pathway and all staff on the education pathway:

- On the balanced pathway, only 35.1% of the 57 L7 staff are female.
- On the education pathway, while 75% of L7 staff are female, there are only 4 L7 staff in total.

Causal factors mentioned in staff consultation included the observation that level 6 women have little time to prepare promotion applications as they are already carrying a 'heavy load' of 'citizenship' work. Other causal factors mentioned in staff consultation for females *and* males on the education pathway included promotion requirements not aligning with day-to-day work, such as building an international reputation and having external academic referees. Further analysis by discipline, career pathway and level is thus required (AP23-25 Action Plan) to allow us to develop action targeted by department.

e. Partnership working

SoH shares its desire for a culture of fairness and sustainability with our international partners, and in doing so, we work with colleagues and students abroad to educate and provide awareness of the need for the fair and equal treatment of all.

When SoH sets up an international agreement there is a rigorous process of due diligence and risk assessment involving Curriculum Quality Assurance (CQA), Communication and Marketing, the International Office, and Finance. Sign-off is at various SoH committees, via the International Office and UEB. As part of due diligence, any concerns regarding gender equality are raised. If a potential partner does not embrace UoS / SoH values, it may be rejected. Similarly, if we offer students the opportunity to study at one of our partner universities, we encourage them to visit the partner webpages, read about the programme and study environment, and ask questions if there's anything they wish to have more information about. They are also encouraged to talk to students who may have visited the institution before.

Regarding external suppliers, procurement is arranged centrally with organisations asked to submit tenders online. Similar due diligence and risk assessments are undertaken as we engage with our suppliers to ensure they recognise and understand their role in supporting the University's goals. At the same time, SoH supports staff to contribute to the diversity and inclusion initiatives of relevant professional and learned societies. For example, in relation to BALEAP (British Association of Lecturers in English for Academic Purposes), staff interested in joining a Special Interest Group, for example on Social Justice, would be supported by their line manager to do so.

2.2 Key priorities for future action

As a result of the consultation and data presented in Section 2.1, the following key priorities (KP) have been identified:

- KP1: Development of staff and student consultation, and intersectional data analysis.
- KP2: Improvement in autonomy and inclusivity for women.
- KP3: More balanced gender distribution of staff within departments through inclusive staff recruitment.
- KP4: Development of interventions to address any pipeline blockages on academic career pathways.
- KP5: More balanced gender distribution of students by level and within departments and reduction in the attainment gap.

KP1: Development of staff and student consultation, and intersectional data analysis

KP1 reflects our commitment to addressing all forms of inequality. Working with our AD/EDI, who has been actively involved in the SAT for this submission, we will map future AS staff / student consultation to the FAH EDI plan to minimise the risk of 'survey fatigue' and increase engagement. For students, adding EDI, as a standing item on department and School level SSLCs provides an effective way to gain student feedback on all aspects of EDI, including gender equality.

Since the AS mandatory data tables offer essential insights into gender inequalities, we plan to analyse this data annually, allowing us to map our progress. Key data summaries will aid effective decision-making for the senior leadership team and all staff in addressing inequalities.

KP2: Improvement in autonomy and inclusivity for women

Given that in the November 2023 pulse survey, SoH women responded slightly less favorably than men to questions relating to the themes of autonomy and inclusion, KP2 seeks to address issues raised in consultation relating to autonomy and inclusion, including work life balance, workload models, bullying, and lived experience of maternity leave. We will evidence our commitment to developing a caring culture of inclusivity and autonomy for all through a celebratory Athena Swan brochure style report, circulated to all staff and highlighting actions occurring as a result of staff consultation.

KP3: More balanced gender distribution of staff within departments through inclusive staff recruitment

KP3 involves us gaining a deeper understanding of why some departments have fewer female than male staff (e.g. Philosophy) and why one department has many more female than male staff (LCL). We will analyse recruitment data by department, career pathway and level year on year to identify areas requiring targeted action to achieve a more balanced gender distribution of staff within departments. Departmental recruitment action plans will be developed. We will work with the Technician Commitment Team to ascertain why all 6 PTO staff are male, identifying any actions needed to recruit more women. It is also important that

we understand the successes and failures of the inclusive recruitment pilot project and increase the number of FAH SRs.

KP4: Development of interventions to address any pipeline blockages on academic career pathways

We recognize that we need to provide more support for staff, particularly women, when they are applying for promotion and that we can improve our existing mentoring scheme. But we need to go further and develop interventions that help remove obstacles preventing females (and males in some instances) from progressing. KP4 thus involves the development of interventions to eliminate any pipeline blockages on academic career pathways. The most apparent pipeline blockage is on the balanced pathway (females L6 to L7) but there are also blockages on the education pathway for all staff (L6 to L7). Blockages on the research and enterprise pathways also need investigation.

KP5: More balanced gender distribution of students by level and within departments and reduction in the attainment gap

The majority of students in SoH are female (65.8% overall), with higher proportions of females at PGT and PGR level. Redacted.

Section 3. Future action plan

Key Priority 1 (KP1): Development of staff and student consultation, and intersectional data analysis

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
1.1	AP1	Align and deliver Athena Swan consultation activities with wider SoH consultations to minimise survey fatigue.	All future AS consultations need to be incorporated into the SoH planned EDI consultation. Well-timed consultation should reduce survey fatigue and increase participation, resulting in more meaningful data on which decisions can be based.	Review planned SoH staff / student consultations (timing and focus) and incorporate elements of AS consultation into SoH and FAH EDI strategic plan: - SoH AS culture surveys (staff) - SoH AS conversation cafes (staff) - PS AS culture surveys (staff) - PS AS conversation cafes (staff) - Mid-year SoH student focus groups - Mid- summer PS student focus groups. Ascertain whether the institutional student survey alongside student focus groups provides sufficient data; if not, develop and deliver student version of	AD/EDI AS chair	October to December 2024	SoH AS consultation for the next five years is built into SoH and FAH EDI strategic plan document, which is circulated to all SoH staff. A detailed timeline is included and consultations occur, generating meaningful feedback that can be acted on. Engagement increases as per AP2. Example timeline: - Annual SoH mid-year student focus groups, starting in 2025. - Annual staff conversation cafes / focus groups starting in 2025. - Staff culture survey: 2026, 2028 & 2030. Student version of culture survey is developed and

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
				culture survey as part of SoH and FAH EDI strategic plan. Ensure Pre-sessional staff survey results are disaggregated by gender (Appendix 1b).			delivered in 2026, 2028 & 2030 if data gained from institutional survey and student focus groups is insufficient. Pre-sessional survey results are disaggregated by gender and meaningful feedback is gained and acted on.
1.1	AP2	Increase engagement in future AS consultation.	For more meaningful feedback on which actions can be taken, we need increased participation in consultation. Previously, staff consultation rates were relatively low for SoH GES (2021): - 24.0% SoH overall (31.7% of female staff and 12.2% of male staff) - 15% PS overall.	Promote participation in consultation via email communication from HoS and AD/EDI, with EDI leads promoting engagement via departmental boards (as EDI is a standing item). Communications to include evidence of SoH commitment to developing a caring culture of inclusivity (AP16) that includes GE, GE policies and bullying policies alongside support for health and well-being for all staff. Highlight actions occurring as part of	HoS AD/EDI	January 2025 to December 2030	For the next three surveys (timing as per A1), staff response rates increase: - AS culture surveys SoH and PS: - Aim: min. 35%, 40% & 50% overall, with >50% of female staff engaging. - SoH PULSE surveys - Aim: 60%, 63% & 65% overall, with >60% of female staff engaging. For the next three conversation cafés / focus groups, participation increases to minimum of

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
			SoH 2023 pulse survey responses rates were higher (52% overall, 54%W, 46%M).	this submission and as a result of previous staff consultations.			20%, 25% and 30% of female staff. Meaningful and actionable feedback is gained and acted on. Results are shared with staff.
1.2	AP3	Add GE, as part of EDI, as a standing item on department and School level SSLCs.	This is an effective way to gain student feedback on all aspects of EDI, including gender equality.	Work with the Student Experience and Engagement team and SUSU in the current review of the University agenda for SSLCs to add GE, as part of EDI, as a standing item on department and School level SSLCs (with topics prepared for discussion if topics are not forthcoming from students).	AD/EDI	To be established as business-as-usual by October 2025	Meaningful feedback is gained by department and included in SSLC minutes, which are shared with AD/EDI and SoH EDI committee. Feedback is acted on and actions recorded by AD/EDI & EDI representatives. Student and staff response to actions taken is positive.
1.3	AP4	Identify and address intersectional inequalities through annual analysis of key AS data reports*	Intersectional analysis of AS data serves as a valuable resource for the HoDs, Head of School, ADs and the Dean, offering essential insights and serving as an effective tool for decision-making.	Call for Eols from the AS SAT data team to produce annual reports, providing clear expectations of workload and resource requirements. Line managers approve the Eol and recognise this work in appraisals.	HoS AD/EDI AS chair	Starting April 2025 and to be established as business-as-usual by September 2027	Production of reports is recognised in appraisals. Annual reports (August/September) are produced by recognised protected characteristic, department, home & international showing key AS/GE data*. Intersectional

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
		providing insights to aid decision making and targeted action.		SAT produce annual SoH end-of-year and PS end-of-programme reports.			inequalities are identified and actions developed to address these. Reports are circulated, actions taken based on the analysis and feedback gained on the usefulness of the reports. Performance is tracked and actions taken positively impact any gender inequalities identified in this submission and future data tables.

*AP4: Reports to include:

- Students at PS, UG, PGT, and PGR level - Degree attainment for students at UG, PGT, and PGR level - Progression of PS students to UG, PGT & PGR level - Graduate salary, roles and employment rates - Academic staff by grade and career pathway - Academic staff by grade and contract type - MSA/TAE staff by job family	- MSA/TAE staff by contract type and function - Applications, shortlist, offers and appointments made in recruitment to academic posts - Applications, shortlist, offers and appointments made in recruitment to MSA/TAE posts - Applications and success rates for academic promotion - MSA/TAE progression
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Key Priority 2 (KP2): Improvement in autonomy and inclusivity for women

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
2.1	AP5	Improve work life balance, particularly for women.	In consultation, colleagues mentioned shrinking research time and women responded less favorably than men to being able to strike the right balance between work and home life. Redacted.	Review the faculty audit of citizenship and research leadership roles and develop recommendations to address inequalities by gender and career stage. Review and ensure fairness and balance of citizenship and leadership roles on an annual basis and feed back to AD/EDI.	HoS AD/EDI HoDs	August 2024 to August 2026	Findings are published. Audit shows an equal proportion of male and female level staff take on citizenship work and leadership roles and activities. In consultation (see AP1) >60% of women report that they are able to strike the right balance between work and home life.
2.1	AP6	See AP5	See AP5	Implement recommendations of FAH Staff Optimisation Project (STOP), which supports workload rationalisation and good use of time for academic colleagues, including identifying strategies and training needs for developing inclusive	AD/Edu	Starting January 2025 and to be established as business-as-usual by January 2026.	Feedback from staff, particularly women, is gained, actioned & embedded in work allocation. In consultation (see AP1) >60% of women report that they are able to strike the right balance between work and home life.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
				working practices surrounding meetings.			
2.1	AP7	See AP5	The issue of late release of timetables was raised in previous consultation. Timetables were released earlier in 2023 and we continue to monitor this. At the same time, while the vast majority of timetable constraints were accepted, we currently record requests and approvals by faculty rather than by School, which is not helpful in identifying any particular School issues.	Work with UoS to ensure timetables are finalized a minimum of one month in advance, after clearing. Record the number of timetable constraint requests and approvals by gender, and gain feedback on the existing model in which classes are timetabled 9am - 6pm and staff may identify up to 5 hours per week pro-rata with a maximum of 2 hours on any given day as unsuitable for teaching.	AD/EDI AD/Edu	To be established as business-as-usual by July 2026.	Feedback on the effect of timing of release of timetables is gained from staff, from SoH consultation (see AP1). Feedback is positive. Analysis of timetable constraints is completed and any issues are addressed. In consultation, >60% of women report that they are able to strike the right balance between work and home life.
2.2	AP8	Ensure all workload models are	The 2021 SoH GES revealed gender differences in	In line with results of the University workload principles project (due by	HoS AD/EDI	January 2025 to	As reported by departmental EDI representatives, SoH

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
		easily accessible for department members.	response and low agreement from women that work is allocated fairly (Redacted), transparently (Redacted), and /or irrespective of gender (Redacted). This was also raised in conversation cafes.	end 2024), work with HoDs to ensure all workload models are easily accessible for department members.		January 2026	workload models for each department are accessible for all staff. In SoH AS consultation (see AP1), over 80% of all staff (by department and gender) agree that workload models are accessible and that work is allocated fairly, transparently and irrespective of gender. Feedback is gained and acted on from SoH staff, particularly women, on the fairness, transparency and accessibility of workload models.
2.3	AP9	Identify and action any reports of bullying and ensure all staff	Although most staff (70%W v. 83%M, GES 2021) agreed they were confident their line	Review anonymised FAH data from Report and Support (to be available from Jan.25) to identify any trends / areas for concern.	HoS AD/EDI HRBP	By December 2026	Data is available and, where possible, data reports are disaggregated by School / department.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
		are aware of GE and bullying policies.	manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour, 14%W v. 4%M disagreed. Redacted.	(See also AP16.) Include this as a topic of discussion in SoH consultations and act on any feedback (AP1). Identify the need to set up smaller focus groups to enable discussion of lived experiences.			Reports are produced and circulated to HoS and AD/EDI each semester and findings are acted on. In staff consultation (see AP1), meaningful feedback is gained and acted on. There is an annual decrease in both the proportion of women disagreeing they are confident their line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour and in the proportion of women disagreeing that SoH makes it clear that unsupportive language and behaviour are not acceptable.
2.3	AP10	Ensure all staff are	See AP9	Encourage participation in UoS active bystander	HoS HRBP	October 2024 start	SoH completion rates of active bystander training

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
		empowered to challenge any unacceptable behaviour.		courses (with line managers encouraging staff, through boards and appraisals, to complete the training). Provide AD/EDI with numbers of staff attending by department and gender to allow AD/EDI to liaise directly with HoDs re participation rates.	HoDs	– August 2028	increase (from 25.4%F and 7.4%M, Table 1.1) and are reported by department, in relation to the following SoH targets: • 2024: 26%F and 8%M • 2025: 30%F and 20%M • 2026: 34%F and 30%M • 2027: 40%F and 40%M • 2028: 50%F and 50%M- HRBP to share end course feedback with HoS and AD/EDI. Feedback is acted on. Evidence of attendance of training is shown in annual staff appraisals. In staff consultation (see AP1), staff agree that they are comfortable to challenge any unacceptable behaviour.
2.3	AP11	See AP10	See AP9	Include active bystander course in new starter inductions.	HoS HRBP	To be established as	100% completion rates within 6 months for new starters by January 2026.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
						business-as-usual by January 2026	
2.3	AP12	See AP10	See AP9	Encourage line managers to complete the recommended 'Managing Diversity training' and review the need for this to be mandatory (with HoS discussing attendance in annual appraisals).	HoS HRBP	October 2024 start – August 2028	By end December 2026, a decision is made on training being mandatory. Evidence of attendance of training is shown in annual staff appraisals. SoH completion rates increase (from 10.0%F and 27.3%M, Table 1.1) to: • 2024: 15%F and 30%M • 2025: 30%F and 35%M • 2026: 35%F and 40%M. 2027 and 2028 targets are dependent on the decision as to whether the training is made mandatory (by December 2026).
2.4	AP13	Raise line manager awareness of relevant family leave policies	Staff consultation resulted in the development of a maternity experiences focus group, who	Share findings of the MaMeT study with all staff. Once the new UoS family leave policy is introduced in	HRBP AD/EDI	By December 2025	Guidance is produced and >95% of line managers have accessed this guidance / training within six months of the release

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
		and the findings of the maternity mentoring toolkit study (MaMeT, section 2.1).	highlighted concerns with lived experience of the implementation of maternity policies including, for example, line managers sometimes not being familiar with relevant policies, and asking colleagues returning from maternity leave to take-up new duties e.g. teaching a new module.	September 2024 and included in the new UoS SharePoint site 'Family life' and the new FAH EDI SharePoint site, ensure all line managers are aware of the content of the new policy and guidance is given on acceptable / unacceptable behaviour, by for example, case study analysis. Ensure all line managers have completed module 2 of the line manager development programme, which will be updated but includes training in applying UoS parental leave policies.			of the new family leave policy (with completion rates monitored by SP tracking). Positive feedback is gained via HRBP from line managers regarding their understanding of the new family leave policies and awareness of the findings from MaMeT. Feedback from SoH colleagues taking family leave is gathered via HRBP and the maternity experiences focus group and acted on accordingly. Completion rates of module 2 by line managers increase from those shown in Table 2.1 to 100% for all departments.
2.4	AP14	Provide increased support for	Further support for staff is needed (See AP13) to ensure that	As part of FAH EDI plan, engage with the SoH maternity experiences focus	HoS HRBP AD/EDI	By January 2027	Action plan is created with input from SoH maternity experiences focus group.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
		staff and line managers in managing maternity leave.	the experiences of those returning to work after maternity leave is positive.	group to develop support initiatives for line managers and staff taking maternity leave, including consideration of a maternity liaison role, buddy system, and training via CHEP.			Feedback is gained on lived experience of maternity leave and actions are taken to address any issues Both maternity experiences focus group and line managers provide positive feedback.
	AP15	Enhance the happiness and support felt by women in their roles.	In the 2021 GES, 28% of women reported dissatisfaction in feeling happy or supported. Addressing this is essential for creating an inclusive and supportive work environment.	Conduct focus groups to identify specific issues contributing to dissatisfaction (2025-2026); support Initiatives (2026-2027): Implement mentoring programmes, wellbeing check-ins, and resource improvements based on focus group insights. Policy Review (2027-2028): Revise wellbeing and support policies to better address women's needs;	HoS HoDs AD/EDI	2025-2026: Focus groups 2026-2027: Support initiatives 2027-2028: Policy review 2029-2030: Follow-up surveys	Satisfaction Increase: 10% increase in women feeling supported by 2029. Policy Implementation: 100% of revised policies implemented by 2028. Participation: 75% of women participate in focus groups and surveys. Mentoring Satisfaction: 90% satisfaction rate in mentoring programmes by 2027.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
				Follow-Up Surveys (2029-2030): Conduct surveys to measure the impact of these actions. (Focus groups to be built into FAH EDI plan, AP1.)			
2.5	AP16	Evidence SoH commitment to developing a caring culture of inclusivity that includes GE, alongside support for health and well-being for all staff.	In the November 2023 pulse survey, women responded less favorably to questions relating to inclusion. Redacted . We therefore commit to evidencing SoH commitment to developing a caring culture of inclusivity.	Celebrate Athena Swan bronze award through development of a brochure style report (summarising this submission), which is circulated by HoS to all staff. Highlight actions occurring as part of this submission and a result of staff consultation. Update SoH webpages and FAH EDI SharePoint to include GE policies, with clear links to 'Inclusion and Respectful Behaviour' policy, 'Report + Support' and bullying / harassment support, mental and	HoS AD/EDI AS chair	By January 2025 By December 2025	Celebratory Athena Swan brochure is produced and circulated to all staff, with links to this submission. The brochure and this submission are included on SOH webpage and SoH/FAH EDI SharePoint sites. In future pulse surveys, female staff respond equally positively to male staff in response to questions relating to inclusion (Aim +70%W & M). SoH webpages and FAH EDI SharePoint have been updated to include

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
				physical health support and this AS submission.			increased focus on GE policies, with clear links to 'Inclusion and Respectful Behaviour' policy, 'Report + Support' and bullying / harassment support. The number of views is tracked, and any feedback received is acted on

Key Priority 3 (KP3): More balanced gender distribution of staff within departments through inclusive staff recruitment

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
3.1	AP17	Increase the number and proportion of job applications at all levels from women.	Over the last three years, there were fewer job applications for level 4 and 5 from females than males. 2023/24 applications from females (Table A2.7a) as follows: • L4: 43.1%F • L5: 29.3%F • L6: 57.4%F • L6-7: 28.6%F	Ensure inclusive advertising platforms are used in all recruitment drives, and work with HRBP to ensure it is standard for job advertisements to mention flexible working, opportunities to job share and/or be fractional posts and that awareness of this is included in staff inductions. Ensure SRs are involved in all recruitment campaigns from start to finish, utilising UoS SRs when FAH are unavailable.	HRBP AD/EDI	October 2024 – October 2029	Job advertisements are audited to ensure they are hosted on inclusive advertising platforms and include inclusive statements around flexible working and opportunities to job share and/or be fractional posts. By Dec 26, SRs are involved in 100% of recruitment campaigns from start to finish, including design of advertisements. By December 2026, the proportion of female applicants increases to: L4: 48%F, L5: 35%F, L6-7: 35%F, and 50% at all levels by December 2029.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
3.1	AP18	Improve gender balance in departments, particularly Philosophy and LCL, through targeted recruitment campaigns.	Five departments have less than 50% female staff (2022/23): Archaeology 46.2%F Film Studies 44.4%F History 38.9%F Music 44.4%F Philosophy 27.3%F. One department has less than 50% male staff (2022/23): LCL 74.5%M. With regard to 2023/24 recruitment (Table A2.7b), History and Philosophy had the lowest proportion of female applicants: 25.0% and 22.3% respectively.	Work with HoS, HoDs and departmental EDI representatives to further review and analyse recruitment data by department and level year on year to identify areas requiring targeted action, particularly in relation to Philosophy and LCL. Develop departmental recruitment action plans to address staff gender imbalances. (See also AP17)	HRBP HoS AD/EDI HoDs	October 2024 – October 2026	Data is analysed, and departmental action plans are agreed, particularly for Philosophy and LCL, and include SMART targets based on national benchmarks and discipline specific situations. As per agreed SMART targets, implementation of departmental action plans result in the proportion of female staff in these five departments increasing, particularly Philosophy, and the proportion of male staff in LCL increasing. This will be monitored via analysis of the annual SoH reports (see AP4).

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
3.3	AP19	Reduce the gender imbalance for PTO staff (TAE / MSA pathways).	When data snapshot was taken, there were only male PTO staff in SoH (6M, Table A2.5a). In 2023/24, at level 3, only 16% of job applications were from females whereas at level 4, 75% of applications were from females (Table A2.8b). Note: There is no analogous route to promotion on these pathways (see Appendix 2, Table A2.10: 'Applications and success rates for PTO progression').	Engage with the technician commitment team and HoDs to identify any actions needed to reduce the gender imbalance and identify ways to support the progression of staff.	HRBP	October 2024 – October 2029	SoH inputs into Technician Commitment, with the aims of reducing any gender imbalance, supporting PTO staff progression, and employing at least 2 women in PTO roles by 2029.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
3.4	AP20	Understand successes and failures of the inclusive recruitment pilot project.	Super-recruiters (SR) are part of UoS inclusive recruitment pilot project. FAH has 21 super-recruiters (81%F) but in 2022/23 only 60% of panels included an SR (Table 2.2).	Share feedback and develop recommendations from inclusive recruitment pilot project and faculty super recruiters (FAH EDI priority).	HRBP AD/EDI	By December 2026	Meaningful feedback is gained, and recommendations are made and acted on. SRs are involved in 100% of recruitment campaigns from start to finish, including design of advertisements.

Key Priority 4 (KP4): Development of interventions to address any pipeline blockages on academic career pathways

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
4.1	AP21	Provide more support for staff when applying for promotion, particularly women.	Although since 2018/19 (Table A2.9a) slightly more women than men have applied and been promoted, in 2024, the success rate for females was lower (redacted).	Encourage women to participate in the two annual FAH promotions' training drop-in sessions and the annual 'hands on' SoH workshop session via communications from HoS and AD/EDI. Promote SoH mentoring scheme (subject to AP22).	HoS AD/EDI	October 2024 to December 2026.	Support is provided and feedback is gained on the support and transparency of the process, and actions are taken to address any concerns. The annual success rates for females is monitored with the aim of being at least 75% of applications in 2024/25.
4.2	AP22	Improve career development support provided through SoH mentoring programme.	Although a SoH mentoring scheme has been set up, a review of the success of the scheme is required.	Ensure mentor / mentee meetings have been set up and occur. AD/EDI & ADR/E to meet with mentors & mentees to review mentor scheme & consider combining SoH and WSA existing schemes into a FAH mentoring scheme.	AD/EDI	October 2024 to December 2025	Follow up meetings occur. Areas needing improvement are identified and best practice for mentoring is agreed and shared among staff. FAH mentoring scheme incorporates SoH and WSA mentoring schemes. Feedback from participants is

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
							positive and reflected in SoH promotions' data.
4.3	AP23	Identify any blockages for female staff on the balanced pathway, develop interventions and increase the number of females at level 7.	On the balanced pathway, only 35.1% of the 57 level 7 staff are female (Table A2.3e).	Analyse promotions' data for staff on the balanced pathway by department, and level to understand departmental specifics. Consult with level 6 females on the balanced pathway to understand causal factors (see also AP5 Review of the faculty audit of citizenship and research leadership roles) and develop targeted interventions to remove blockages.	HoS HRBP AD/EDI	By December 2027	Data is analysed and consultation occurs prior to next year's promotion round, which starts November 2025. Interventions are developed and included in departmental action plans by November 2026. SoH and departmental targets are developed for increases in the number and proportion of level 7 women on the balanced pathway by November 2026. Progress is monitored and compared to national benchmarks for all disciplines. There is an increase in the number of SoH level 7 women overall and by department, as per agreed targets.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
4.4	AP24	Identify any blockages for all staff on the education pathway, develop interventions and increase the number of staff at level 7.	On the education pathway, while 75% of level 7 staff are female, there are only four level 7 staff in total (Table A2.3d). There are no level 7 staff in ACIS.	Analyse promotions' data for staff on the education pathway by department, and level to understand departmental specifics. Consult with level 6 staff on the education pathway to understand causal factors (including job description requirements) and develop targeted interventions to remove blockages.	HoS HRBP AD/EDI	By December 2027	Data is analysed and consultation occurs prior to next year's promotion round, which starts November 2025. Interventions are developed and included in departmental action plans by November 2026. SoH and departmental targets are developed for increases in the number and proportion of level 7 men and women on the education pathway by November 2026. Progress is monitored and compared to national benchmarks for all departments. There is an increase in the number of SoH level 7 men and women overall and by department, as per agreed targets.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
4.5	AP25	Identify any blockages on the research pathway and the enterprise pathway, and develop interventions where needed.	Although blockages are not apparent (as for example, most staff on the research pathway are post-doctoral researchers with career progression via the balanced pathway), there may still be blockages.	Analyse promotions' data for staff on the research pathway and enterprise pathway by department, and level to understand departmental specifics. Consult with staff on the research pathway and enterprise pathway to identify any blockages and develop targeted interventions as necessary.	HoS HRBP AD/EDI	By December 2027	Data is analysed and consultation occurs prior to next year's promotion round, which starts November 2025. Interventions are developed as required and included in departmental action plans by November 2026.

Key Priority 5 (KP5): More balanced gender distribution of students by level and within departments and reduction in the attainment gap

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
5.1	AP26	Understand SoH student gender imbalances by level and discipline and take actions to improve the gender balance across all disciplines.	In 2023/24, 65.8% of SoH total students were female (2023/24). Redacted.	Analyse preapplications, applications, and enrolment data to understand the point at which gender imbalance occurs in the recruitment process. Redacted.	HoS AD/EDI AD/Edu AD/Int UG PG & departmental Admission tutors.	To be established as business-as-usual by September 2028.	Annual reports on application/enrolment patterns enable understanding of whether SoH fails to attract male applicants or loses male offer holders at a later stage. Effective action is taken at each stage of the recruitment process. Progress is monitored annually and in relation to national benchmarks. There is a more balanced gender distribution of international students with increased diversity of nationalities. The proportion of male students by level increases in line with national benchmarks.

KP	Action	Objective	Rationale	Actions	Owner	Timeframe	Outcome/Success measures
5.2	AP27	Reduce SoH attainment gap by discipline and level.	In 2022/23, at UG level, higher proportions of females achieved 1st / 2:1: Redacted. At PGT level, higher proportions of males achieved distinction: Redacted.	Analyse attainment gap data by ethnicity for home and international students at all levels. Identify institutional barriers and inequalities, through consideration of institutional culture, curriculum and pedagogy. Develop action plan by discipline and level to reduce the attainment gap.	AD/EDI AD/Edu	By December 2029.	Understanding of the attainment gap data and institutional barriers is gained (including any gap at PGR level). An action plan is developed with SMART targets by level and discipline to reduce the attainment gap. The attainment gap reduces, and equal proportions of female and male students are achieving the highest results.

Appendix 1a. 2021 Culture survey data

Information redacted.

Appendix 1b. 2022/2023 Pre-sessional Staff survey: Headline results

Information redacted.

Appendix 1c. Staff Pulse Survey (November 2023)

Information redacted.

Appendix 2. Data tables

Information redacted.

Appendix 3. Glossary

Abbreviation	Definition
A	Appendix
ACAP	Part-time academic staff
ACDC	Academic Career Development Committee
ACIS	Academic Centre for International Students
AD	Associate Dean
AD/EDI	Associate Dean EDI
AD/Edu	Associate Dean Education
AD/Int	Associate Dean International
ADR/E	Associate Dean Research and Enterprise
AHRC	Arts & Humanities Research Council
AP	Action Point
AS	Athena Swan
ASCS	Athena Swan Culture Survey
AVP	Associate Vice-President
BALEAP	British Association of Lecturers in English for Academic Purposes
CHEP	Centre for Higher Education Practice
CPD	Continuing professional development
CQA	Curriculum and Quality Assurance
DHoS	Deputy Head of School
DHoS/E	Deputy Head of School Education
DHoS/R/E	Deputy Head of School, Research and Enterprise
Diff.	Difference
DoP	Director of Programmes
EAP	English for Academic Purposes
EDI	Equality, Diversity, and Inclusion
Eoi	Expression of Interest
ERE	Education, Research and Enterprise
ERM	Employee Relations Managers
Exc.	Excluding
F	Female
FAH	(The) Faculty of Arts and Humanities
FEC	Full economic costing
FEPS	(The) Faculty of Engineering and Physical Sciences
FOS	Faculty Operating Service
FPE	Full Person Equivalent
FTC	Fixed Term Contract
GE	Gender Equality
GES	Gender Equality Survey
HESA	Higher Education Statistics Agency
HoD	Head of Department

Abbreviation	Definition
HoS	Head of School
HR	Human Resources
HRBP	Human Resources Business Partner
IAA	Impact Acceleration Accounts
Incl.	Including
KP	Key priority
L	Level
LCL	Languages, Cultures and Linguistics
LGBTQ+	Lesbian, Gay, Bisexual, Transgender and Queer+
M	Man / Men / Male
MA	Master of Arts
MaMeT	Maternity Mentoring Toolkits
ML	Maternity leave
MS	Microsoft
MSA	Management, Specialist and Administrative
OEC	Open ended contract
P	Priority
pa	per annum
PAT	Personal Academic Tutor
PGR	Postgraduate Taught
PGT	Postgraduate Research
PNTS	Prefer not to say
PS	Pre-sessional
Q	Question
Q&A	Question and Answer
Q...[P]	Question Pre-sessional Survey
Q...[S]	Question Staff Survey
Resp.	Respondents
SAA	Student and Academic Administration
SAT	Self-Assessment Team
SES	Staff engagement survey
SIG	Special Interest Group
SoH	(The) School of Humanities
SP	SharePoint
SR	Super Recruiter
SSLC	Staff Student Liaison Committee
Sup.	Suppressed
SUSSED	Southampton University Staff/Student Social & Educational Directory
SUSU	Southampton University Students' Union
TAE	Technical and Experimental
UCU	University and College Union
UEB	University Executive Board

Abbreviation	Definition
UG	Undergraduate
UoS	University of Southampton
v.	Versus
VC	Vice-Chancellor
W	Woman / Women
WSA	Winchester School of Arts
YA	Year abroad
YOY	Year-on-year