

Application for renewal of Athena SWAN Bronze University award



Name of institution: University of Manchester

Year: November 2011

Contact for application: Patrick Johnson

Email: patrick.johnson@manchester.ac.uk

Telephone: 0161 306 8896

Date of previous award: September 2008

List of 15 SET Schools:

Faculty of Engineering & Physical Sciences (EPS)

School of Chemical Engineering and Analytical Science (CEAS)

School of Chemistry

SWAN Bronze Award

School of Computer Science

School of Earth, Atmospheric and Environmental Sciences (EAES)

School of Electrical & Electronic Engineering (EEE)

School of Materials

School of Mathematics

School of Mechanical, Aerospace and Civil Engineering (MACE)

School of Physics and Astronomy

Juno 'Practitioner' status

Faculty of Life Sciences (FLS)

School of Life Sciences

SWAN Silver Award

Faculty of Medical and Human Sciences (MHS)

School of Dentistry

School of Medicine

School of Nursing, Midwifery and Social Work

School of Pharmacy and Pharmaceutical Sciences

School of Psychological Sciences

Total number of University Schools: 22

Percentage of SET Schools as a proportion of all University Schools: 68%

28 November 2011

Ms Sarah Hawkes,
Athena SWAN Charter Coordinator,
Equality Challenge Unit,
7th Floor Queen's House,
55/56 Lincoln's Inn Fields,
London, WC2A 3LJ

Dear Ms Hawkes,

I have great pleasure in enclosing The University of Manchester's submission for the renewal of our Athena SWAN Bronze Award. The Action Plan that we submitted in May 2008 was designed to build on the work of the Women in Leadership Project (which had run from 2005 to 2007) and of the Women in Science, Engineering and Technology (WISSET) programme (which began in 2005 and is still running). In addition, the Plan also sought to address the findings from our Flexible Working survey which made it clear that more needed to be done to make our policy well known to academic line managers and the staff for whom they have responsibility.

The fairly low turnover of staff and the considerable time it takes for a young/new academic in a research-intensive university to meet the criteria for promotion means that it is not possible to change the profile of academic staff in a university quickly, particularly at a senior level. So it is a great pleasure to me that the actions we put in place several years ago are bearing fruit. For example, over the past five years there has been an increase in the number and proportion of female academic staff in the SET disciplines, from 366 (27%) in 2006/7 to 389 (30%) in 2010/11. The percentage of female staff varies widely in our 15 SET Schools and all but two have seen an increase over the past five years. It is even more gratifying that we have been able to support and retain our women scientists, and have seen an increase of 29% in the number of female professors over the five-year period from 2006 to 2010—from 48 to 62. This represents a small but steady increase in the proportion of female professors—from 12% to 15%.

As a University we are just embarking on an ambitious programme to recruit more than a hundred 'world leading minds to solve the world's biggest problems'. This project will be closely managed by our Director of Human Resources and we will work hard to make all long lists as diverse as possible in terms of both gender and ethnicity, thereby ensuring that there is the maximum opportunity for highly talented women to be appointed.

Achieving the Bronze Award in 2008 enabled individual Schools at the University to apply for awards. It was a source of personal pleasure when my own School, Life Sciences, won a Silver Award. I am pleased, too, that our School of Chemistry has been awarded a Bronze Award. Several other Schools are now keen to apply for awards too. This is something we shall be encouraging and supporting. In addition, the University itself will be working for a Silver award.

I am very happy to endorse this application for renewal of the Bronze Award and I am personally committed to ensuring that the University continues to make progress in the appointment, encouragement and promotion of talented women in the SET disciplines.

Yours sincerely,

Professor Dame Nancy Rothwell,
President & Vice-Chancellor

497 words

2. THE SELF-ASSESSMENT PROCESS

2a) Description of the self assessment team

Name	Role on team	Role in University
Professor Katharine Perera	Chair of team Chair of original team	Advisor on Women in Leadership, University of Manchester
Patrick Johnson	Secretary of team and advisor on E & D policy and practice Secretary of original team	Head of Equality and Diversity, University of Manchester
Dr Marion Birch	Member of team. Member of self-assessment team for Physics & Astronomy's award of Juno Practitioner status and application for champion status. Member of original SWAN team	Senior Lecturer in Physics & Astronomy, School of Physics & Astronomy Project Manager - Athena Mentoring Project. Founder - NW Universities Mentoring Scheme for women in SET
Dr Rachel Cowen	Member of team	Research Staff Trainer, Faculty of Medicine & Human Sciences and Honorary Research Fellow, School of Pharmaceutical Sciences
Susan Field	Member of team and advisor on HR policy and practice Member of original team	Head of HR, Faculty of Engineering & Physical Sciences
Professor Alison Gurney	Member of team. Gender equality 'champion' in Faculty of Life Sciences Chair of Life Sciences self-assessment team for Silver Award and Gold application	Professor of Pharmacology, Faculty of Life Sciences
Professor Karen Hassell	Member of team. Chair of self-assessment team for School of Pharmaceutical Sciences' application for SWAN award	Professor of Social Pharmacy, and Research Director, School of Pharmaceutical Sciences

Name	Role on team	Role in University
Professor John Helliwell	Member of team. Chair of Chemistry's self-assessment team for Bronze Award and Silver application.	Professor of Structural Chemistry, School of Chemistry.
Dr Aline Miller	Member of team. Chair of self-assessment team for School of Chemical Engineering and Analytical Science's application for Silver Award Member of original team	Senior Lecturer, Chemical Engineering and Analytical Science.

Five of the nine members of the team served on the original self-assessment team so they have brought both experience and continuity to the self-assessment process. New members Professors Gurney, Hassell and Helliwell are chairing self-assessment teams in their own schools; Dr Cowen has extensive experience in training and supporting researchers on fixed-term contracts.

2b) An account of the self-assessment process

Professor Katharine Perera and Mr Patrick Johnson (chair and secretary of the original self-assessment team) have met annually to take stock of progress being made against the 2008 action plan and to initiate further activities. They have attended an Athena SWAN workshop. In addition,

- Following the quantitative results of the two Flexible Working surveys which formed part of the original application, Professor Perera conducted focus groups on flexible working to develop a qualitative understanding of the ways in which the University's policy was perceived. She made recommendations to the University's Director of HR based on the findings. She has contributed annually to the University's Headstart programme, which prepares members of staff for senior leadership positions, and to the EPS Faculty's master classes on the academic promotion process. She has provided coaching sessions for female academic staff in the faculty of EPS. She has also contributed to an Athena SWAN workshop on the use of data and the ECU biennial conference on the disproportionate number of female researchers on fixed-term contracts.
- Mr Johnson annually provides an analysis of staff data to the University Senior Leadership Team that focuses on the recruitment and promotion of female staff, with agreed action points for each Faculty to address any issues identified. He also co-delivered a workshop with Professor Helen Gleeson (Physics) on 'Does your face fit? Challenging stereotypes in academia' at the University's Research Staff Conference, as well as contributing to the University's Headstart programme. Mr Johnson has also chaired a working group which developed a Positive Action statement that features in relevant University job advertisements, encouraging women to apply. He has also contributed to a number of reports looking at the development of women's careers in the sector and in the North West region.

All but one of the remaining six members of the original team have continued to play an active role in pursuing Athena SWAN goals:

- Dr Marion Birch has been supporting the School of Physics and Astronomy in its application for Juno Awards. The School has achieved Practitioner status and is currently working towards Champion status.
- Ms Susan Field has developed the Equality and Diversity Policy for the Faculty of Engineering and Physical Sciences and has arranged annual master classes on the academic promotion process.
- Dr Aline Miller is leading the self-assessment team in the School of Chemical Engineering and Analytical Science for an Athena SWAN Silver Award.
- Dr Kathy Hentges plays an active role in the Women in Life Sciences (WiLS) network in the Faculty of Life Sciences.
- Professor Paul O'Brien initiated a gender audit of the School of Chemistry by the Royal Society of Chemistry and encouraged the School to apply for an Athena SWAN Award.

The self-assessment team for the renewal application has met face-to-face on two occasions, with the remainder of the work being conducted by email and telephone.

The team has developed a revised version of the two Flexible Working Surveys that formed part of the original application. The results are reported in section 7.

2c) Plans for the future of the self-assessment team

The self-assessment team will meet twice a year and will report annually on progress against the action plan to the HR sub-committee of the University's Planning and Resources Committee. The sub-committee, chaired by the Deputy President and Deputy Vice-Chancellor, monitors the University's performance on recruitment, appointment and promotions in relation to its E & D objectives.

Individual members of the self-assessment team will work either with their own School or with another to foster good practice and to support applications for SWAN awards. The Heads of HR in EPS, LS and MHS will support constituent Schools that apply for awards; the aim is that at least six SET schools will apply in the next three years. The achievement of awards will be publicised throughout the university and the practice of Schools that have gained awards will be shared. Together, the team will work towards a Silver award for the University as a whole.

998 words

3. DESCRIPTION OF THE UNIVERSITY

The current picture

The University of Manchester, which is a member of the Russell Group, is a research-intensive university. Its strategic plan has three primary goals: (i) to become one of the 25 strongest research universities in the world; (ii) to provide superb higher education to outstanding students from all backgrounds; and (iii) to make the university a force for good, locally, nationally and internationally. These goals are supported by six enabling goals, of which the first is to be an exemplary employer. To this end the University is committed to pursuing 'policies and practices that ensure equality and diversity in the workplace'.

The University's 22 schools are grouped into four faculties. Fifteen of the schools, comprising three faculties, are in SET disciplines. Their staff and student numbers are shown in Table 1 (below). SET academic staff comprise 61% of the university total, the ug students 55% and the pgr students 69%.

Table 1. Staff and students in SET disciplines, 2010/11

	Staff			Students		
	Academic	Research	Support	ug	pgt	pgr
EPS	541	563	673	6873	1827	1380
FLS	183	333	345	2115	168	388
MHS	574	787	767	6785	1613	688
Total SET	1298	1683	1785	15773	3608	2456
Total UoM	2114	2039	5434	28514	7677	3541

Progress against the 2008 action plan

Over the past five years there has been an Increase in the number and proportion of SET female core academic staff, from 366 (27%) in 2006/7 to 389 (30%) in 2010/11 (see Table 2 below).

Although the percentage of female staff varies widely from one school to another, all but two of the 15 schools (Maths and Computer Science) have seen an increase over the past five years.

Table 2. Number and percentage of SET female academic staff and students from 2006/7 – 2010/11

	2006/7		2007/8		2008/9		2009/10		2010/11	
Female academic staff	366	27%	313	25%	344	28%	94	30%	389	30%
Female professors	48	12%	51	13%	58	14%	62	15%	62	15%
Female ug students	8285	57%	8412	56%	8356	56%	8719	55%	8497	54%
Female pgt students	878	45%	1041	43%	1307	44%	31514	44%	1611	45%
Female pgr students	946	41%	983	41%	984	41%	1018	42%	1054	43%

In 2008 there was a recognised issue in the widening gap between proportions of men and women through the academic grades. Following an impact assessment of the promotions policy, recommendations were implemented to help increase the number of female academics at senior lecturer and professor level. In the SET Faculties in 2006/7 24% of senior lecturers and 12% of professors were female. By 2010/11 the percentages had increased to 29% and 15% respectively. The rate of increase at professorial level was slightly greater than in the University overall (see Figures 1a, 1b and 1c on page 7/8). The professorial figure compares with the HESA average for SET departments of 14%.

Figure 1a. Academic and research staff in Engineering & Physical Sciences by academic level and gender in 2006/07, 2008/09 and 2010/11

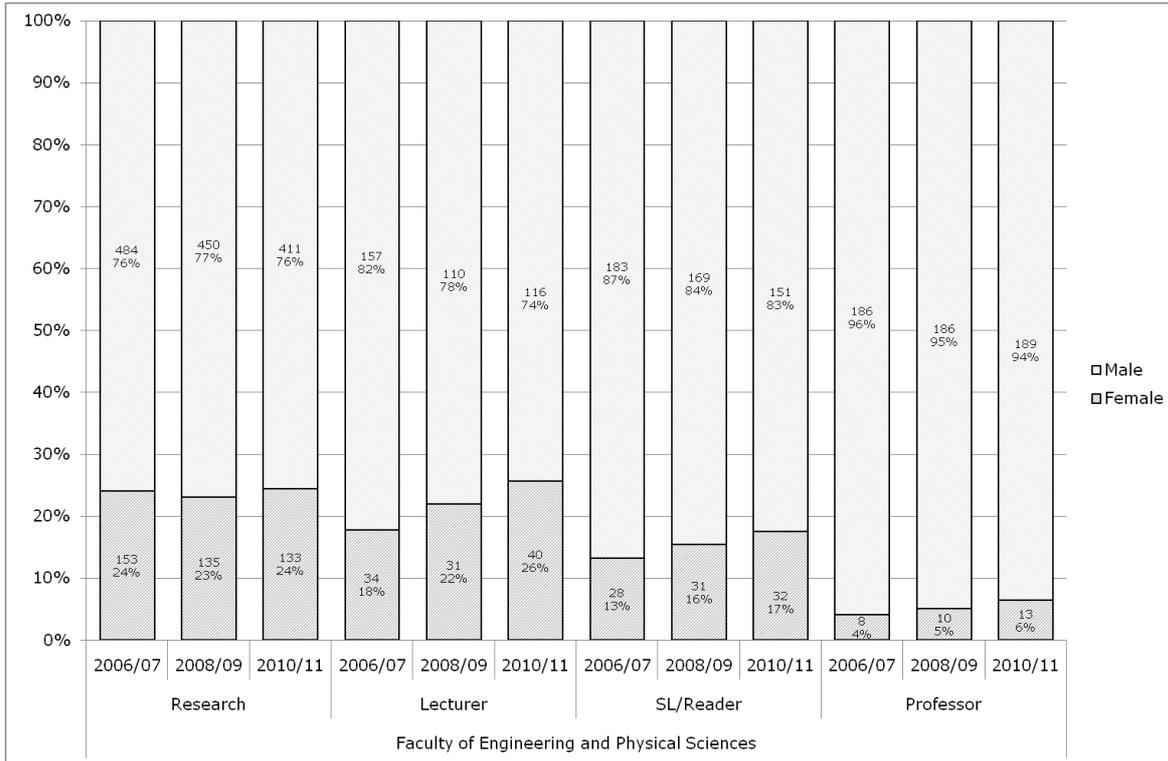


Figure 1b. Academic and research staff in Life Sciences and Medical and Human Sciences by academic level and gender in 2006/07, 2008/09 and 2010/11

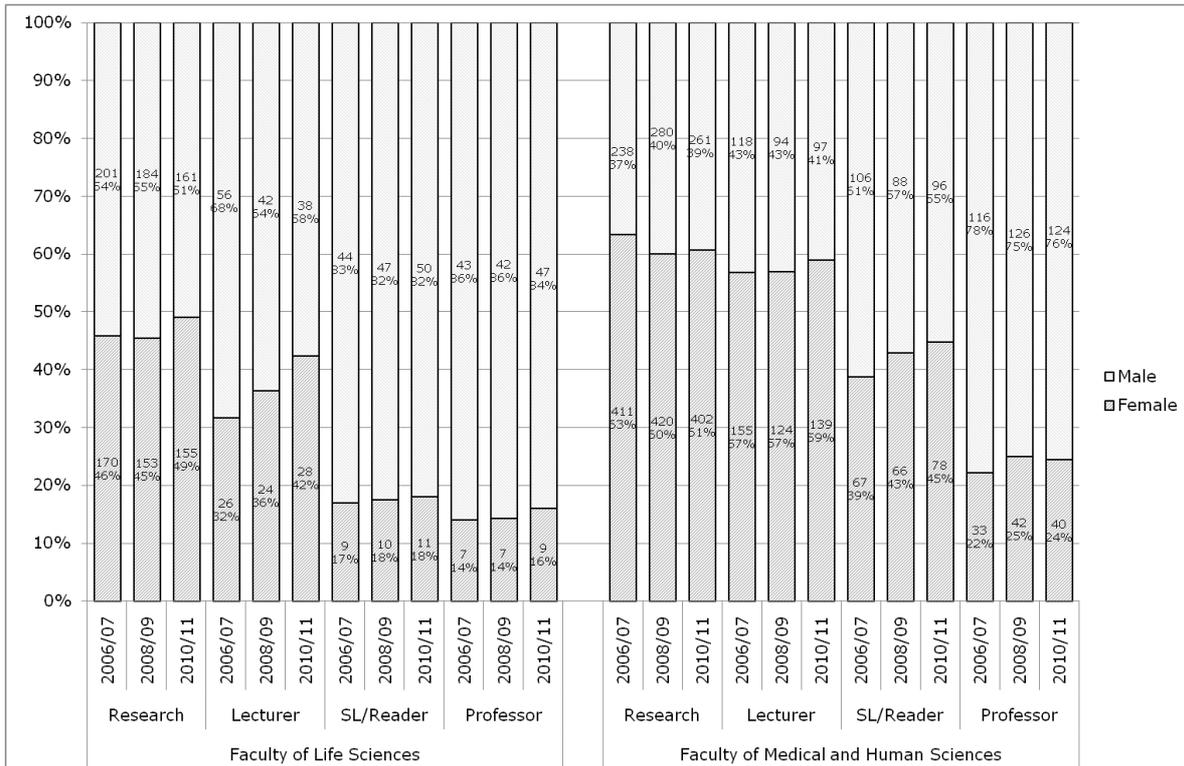
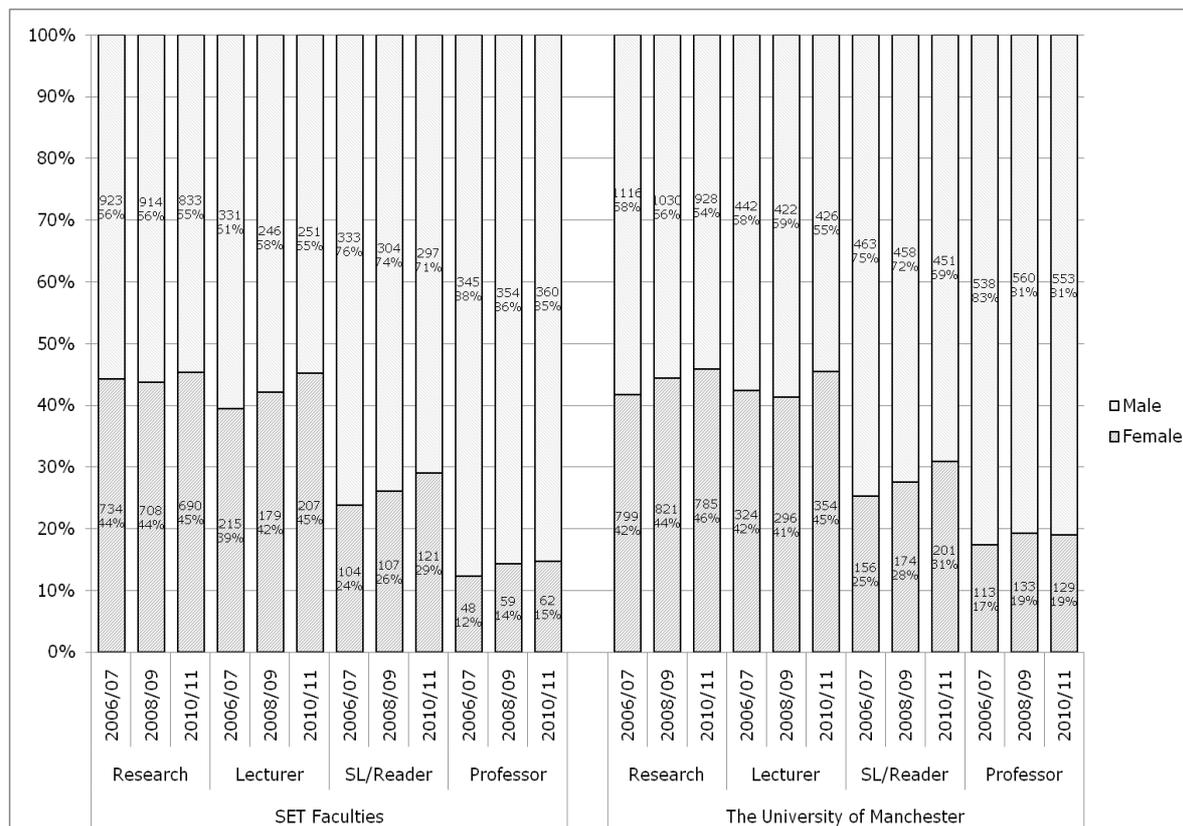


Figure 1c. Academic and research staff in SET Faculties and The University of Manchester by academic level and gender in 2006/07, 2008/09 and 2010/11



Our 2008 action plan specified an evolving set of time series data that could be measured against agreed national benchmarks. Over the last three years there has been an annual review with senior managers at University and Faculty level, to scrutinise the data in relation to national benchmarks and to develop action plans to try to remedy any shortcomings identified. This is a well established process, which has seen a real engagement from SET Faculties in trying to address the issue of the career advancement of women.

There was a lack of data on staff turnover in 2008. The collection and analysis of data on turnover by gender was listed as an action. Information on starters and leavers is now discussed at senior leadership team meetings every month. Although this is a step in the right direction, currently discussion on gender is very limited. It is acknowledged that this needs to improve in order to gain a better understanding of the factors behind poor progression rates for women.

In 2008 it was identified that there was a lower than expected proportion of female students at pgr level in Maths and Materials Science; the goal was to increase the numbers to 31% and 41% respectively. The latest available figures show a respective increase to 31% and 40%.

Through career development workshops and leadership development programmes, it was anticipated that there would be more credible senior female candidates for University and Faculty leadership positions. During the last three years there have been five senior female appointments in the SET Faculties:

- EPS Associate Dean, Graduate Education
- FLS Associate Dean, Research
Associate Dean, Teaching, Learning and Students
- MHS Associate Dean, Graduate Education
Head of School, Psychological Sciences

The President and Vice-Chancellor, appointed in June 2010, is a female scientist (FLS). There is a recognition that more still needs to be done to increase the number of senior female appointments.

The Women in Leadership report (2006) highlighted that interruption to an academic career during maternity leave can hinder progress on return. Our action plan aimed to enable more women to remain research active after maternity leave. This action has had variable impact across the SET Schools. Some now offer women returners a sabbatical; some protected research time, while others make no special provision. There was no feedback on this issue from the biennial staff survey as this question was excluded. This is detailed in the new action plan. Good practice case studies will be disseminated to all Heads of School.

The probation and promotion policies for research staff have all been standardised and applied across all SET Schools. Research staff with contracts longer than one year have a Performance and Development Review (PDR).

There was an aspiration in 2008 for all key University committees to have a representative gender mix. A great deal of work has been done which has led to a considerable improvement: the figures are given in section 6(c).

We identified a need to conduct exit interviews to collect information as to why female staff leave the University. The take up of this by SET Schools has been limited. Where it has happened (in Chemistry, for example) the value has been recognised by the School. We want to ensure that this is seen as standard practice across all SET Schools and indeed the University.

996 words (excluding figures and tables)

4. KEY CAREER TRANSITION POINTS

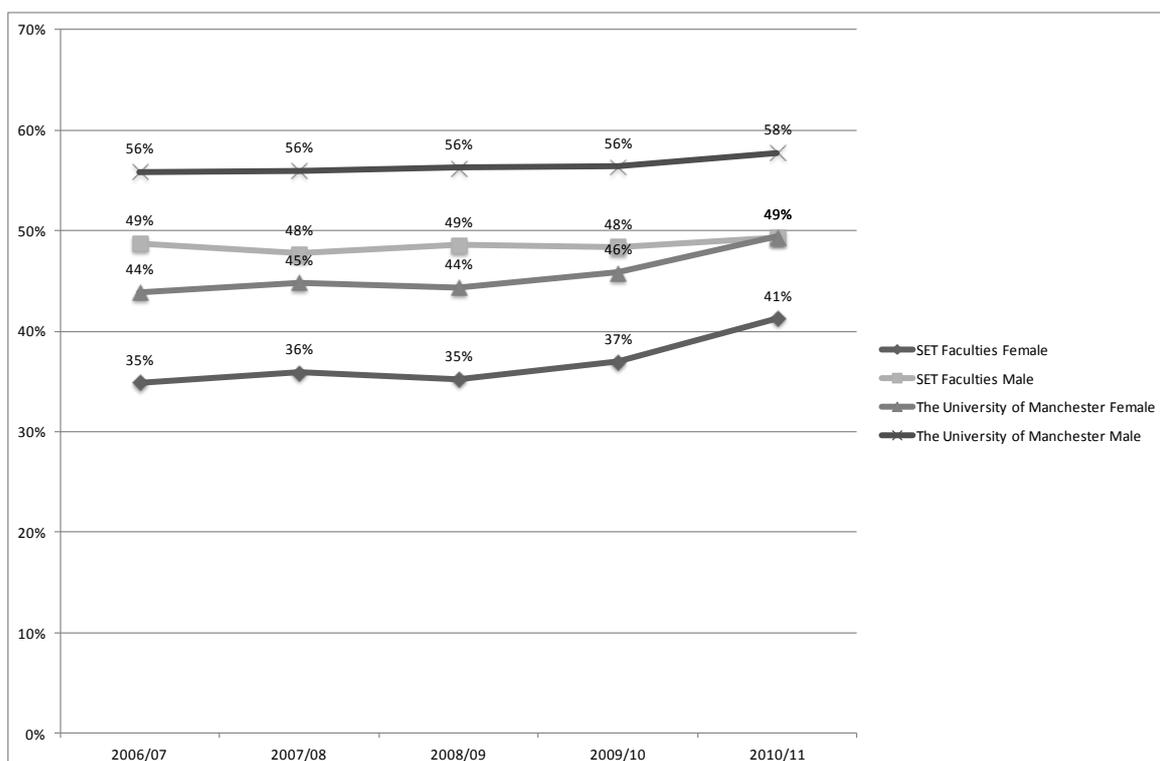
4a) Female:male ratio of academic and research staff on open-ended contracts

Although it is not possible with fixed-term funding for research posts to employ all research staff on open-ended contracts, the University has been working towards increasing the proportion of researchers on such contracts. There has been some success in this endeavour over the past five years and women, starting from a lower base, have benefited more than men.

In the University as a whole the percentage of men on open-ended contracts has increased by two percentage points from 56% in 2006 to 58% in 2010; the percentage of women has increased by five percentage points from 44% to 49%.

In the SET disciplines, the percentage of men on open-ended contracts has remained virtually the same over that period at either 48% or 49%, while the percentage of women has increased from 35% to 41%. So, whereas in 2006 there was a gap of 14 percentage points between men and women, that had narrowed to 8 points in 2010. The equivalent figures for the University are 12 and 9 percentage points difference in 2006 and 2010 respectively. So the rate of improvement for women has been faster in the SET disciplines than in the University overall (see Figure 2).

Figure 2: Gender ratio of academic and research staff on open-ended contracts in SET Faculties and the University of Manchester, 2006/07-2010/11



4b) Female:male ratio of academic staff job application and appointment success rates

With very few exceptions, over the last two years males have constituted the majority of applicants in all grades, in both the SET Faculties and the University as a whole. However, both in the SET Faculties and the University a greater proportion of females compared to male applicants were shortlisted in all grades in 2009. After short-listing the pattern is more mixed, although promisingly at the top grades in the last two years, in both the SET Faculties and the University, proportionally more of the women were appointed after short-listing than the men (see Table 3 below).

We have identified that female applicants tend to do well in the selection process. The issue is that we need to increase the number of women applying for vacancies. If we can increase this number, the evidence suggests that we could increase the number of women being recruited. This is included in our action plan.

Table 3. Academic staff recruitment by grade and gender in 2009/10 and 2010/11

Academic			2009/10						2010/11						
			Applied		Shortlisted		Successful		Applied		Shortlisted		Successful		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
SET Faculties	Grade 5 & 6	Female	113	34%	45	40%	14	31%	91	42%	18	20%	4	22%	
		Male	206	62%	62	30%	18	29%	126	58%	21	17%	7	33%	
	Grade 7	Female	42	20%	12	29%	3	25%	46	37%	12	26%	4	33%	
		Male	171	80%	31	18%	10	32%	78	62%	25	32%	6	24%	
	Grade 8 & 9	Female	11	17%	5	45%	3	60%	3	7%	1	33%	1	100%	
		Male	52	81%	17	33%	2	12%	38	93%	9	24%	6	67%	
	University	Grade 5 & 6	Female	614	45%	123	20%	37	30%	342	41%	59	17%	14	24%
			Male	659	49%	117	18%	28	24%	474	57%	62	13%	18	29%
Grade 7		Female	64	25%	16	25%	5	31%	94	33%	24	26%	7	29%	
		Male	194	75%	38	20%	11	29%	186	66%	43	23%	8	19%	
Grade 8 & 9		Female	26	31%	11	42%	5	45%	22	19%	2	9%	2	100%	
		Male	55	66%	19	35%	2	11%	87	76%	19	22%	9	47%	

4c) Female:male ratio of academic staff promotion rates

The proportion of successful applications for promotion varies somewhat randomly from year to year, both in the University overall and in the SET Faculties. However, in the SET Faculties over the past three years the percentage of successful female applicants has always been substantially higher than their male counterparts, with a six percentage point difference in both 2008 and 2010. In the University overall the picture is less clear, with a higher success rate for men in 2008, for women in 2009 and an almost identical figures in 2010 (see Table 4 below).

Table 4. Academic staff application and promotion rates in SET Faculties and University of Manchester from 2008/9 to 2010/11

All promotions		2008/09				2009/10				2010/11			
		Application		Successful		Application		Successful		Application		Successful	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
SET Faculties	Female	27	31%	22	81%	34	32%	21	62%	36	30%	22	61%
	Male	61	69%	46	75%	73	68%	38	52%	83	70%	46	55%
University	Female	43	31%	30	70%	52	33%	35	67%	54	31%	33	61%
	Male	94	69%	71	76%	106	67%	64	60%	122	69%	76	62%

All academic staff are offered an annual Performance and Development Review when their career trajectory is discussed and strengths and weaknesses in their CV identified. At the beginning of each annual promotions round, every Head of School is required to write to all academics, inviting them to put forward a case for promotion. All applications are considered first by the School Promotions Committee, with applicants being offered advice and guidance on the presentation of their case, before submission to the Faculty Promotions Committee, which assesses the applications and makes recommendations to the University Promotions Committee. That committee considers the gender balance of all the recommendations and makes formal comments to the Heads of any School where there is thought to be cause for concern.

5. CAREER DEVELOPMENT

5(i) a) Researcher career support and training

The University is fully committed to the principles of the Concordat to Support the Career Development of Researchers and has developed an action plan to align practices to the Concordat. Researcher development and the concordat implementation plan are championed and co-ordinated at the highest level by the Associate Vice-President for Graduate Education, who has established a robust annual review procedure to monitor progress against the concordat implementation plan. The University also takes part in key national surveys including the Postgraduate Research Experience Survey (PRES) and the Careers in Research Online Survey (CROS), gathering data about working conditions, career aspirations and career development opportunities for postgraduate research students and research staff respectively. This data is vital in helping the University understand what it is doing well and what needs to be done to improve support for the personal and career development of researchers.

In September 2011 the University received 'HR Excellence in Research' badging from the European Commission in recognition of its researcher development activities.

The Faculty of MHS has a 'Stepping Stone' Award Scheme which provides funding to enhance researcher competitiveness when applying for prestigious external grants or fellowships. Those who win an award receive salary enhancement, research funding for three or four years, an academic sponsor, an independent mentor and training to help them maximise their research outputs. Of 11 recent holders of a Stepping Stone award, 8 are female.

Training and career development opportunities are available across the University to meet the needs of the broad range of researchers. Opportunities promoting equality and diversity include:

- Springboard, a women's development programme;
- Assertiveness for Women (effective interpersonal communication);
- Peer Support Groups, for women returning from maternity leave;
- MOSAIC—a personal and career development programme for men and women working in HE which explores diversity issues within a mixed gender setting.

Within each SET Faculty there is a dedicated training team providing tailored training programmes and career support for researchers. Faculty researcher development includes:

- Postgraduate training at key stages of the postgraduate degree to ensure generic skills development, timely completion, and increased future employability.
- Research staff training to help maximise research outputs and impact, develop transferable skills and support the development of independent research careers.
- New academic training to ensure that new academics and research fellows are fully equipped and supported to deliver high quality research and inspirational teaching.
- Academic staff development for established research academics, including supervisory guidelines and best practices in research leadership and management.

Training is through face-to-face workshops, one-to-one sessions and online Blackboard and Faculty training team website resources. The online support is particularly valuable for researchers located at different institutional sites across the region. Every effort is made to ensure that appropriate role models are offered at training sessions. For example, every training team includes part-time working parents, who can offer a personal insight into the issues faced by women in science.

Researcher development training highlights include:

- 'How to get the most out of your staff appraisal' and 'Assertiveness in the research setting'. These workshops encourage research staff to take responsibility for and actively engage in their own career development.
- Career management and academic promotion sessions to encourage and empower female researchers to apply for promotion.
- 'Pathways'—a PhD career options event highlighting the transferability of researcher skills and the broad spectrum of careers open to researchers, using successful University alumni including senior female academic and business leaders (shortlisted for the Times Higher Award 2009).
- Two flagship leadership and management programmes delivered by senior research leaders and staff development professionals: the 'Researchers into Management' programme accredited by the Institute of Leadership and Management; and the 'Preparing for Research Team Leadership' programme facilitating the transition from talented postdoctoral researcher to research independence and team leadership.
- An annual Research Staff Conference providing training and support to prepare research staff for some of the challenges they may face in their research career.

Since 2008 the University has hosted the North-West Hub of the Vitae Researcher Development Programme (www.vitae.ac.uk/nwhub). The Hub is committed to enriching professional and career development support for researchers. It organises and promotes an extensive range of local, regional and national networks, events and news. Events specifically promoting the progression of women in academia include:

- How to be an effective researcher
- Broadening horizons: career management for researchers
- Managing your academic career (for women in SET)
- Leadership in action
- Workshops for part-time researchers.

The University also champions the Vitae 'Every Researcher Counts' project; resources from this project have been embedded within researcher development training packages.

The University's Careers Service have developed 'An Academic Career' website (<http://www.academiccareer.manchester.ac.uk>) which has just won the Times Higher 2011 Award in the category 'Outstanding Support for Early Career Researchers'. Through career story videos the site provides information about what academics really do, how people typically enter academic careers and offers insight and advice about returning from maternity leave and balancing work and family life. The site also links to further inspirational stories, training and funding opportunities for women in academia. A significant proportion of research staff are female. We shall continue to develop and support them so that they are in the best possible position to obtain tenure. This is included in our action plan.

5(i) b) Mentoring and networking:

The University runs the Manchester Gold mentoring scheme through the Staff Training and Development Unit. Staff can be linked with professionals from a wide range of sectors within and outside higher education.

For researchers there is a micro-mentoring scheme which provides them with a structured opportunity to gain valuable advice from more experienced colleagues, without having to commit themselves to a lengthy mentoring relationship. Researchers are also encouraged to select an independent mentor and can be matched according to their preferences for a role model, eg female, part-time, BME. All new academics are assigned a mentor as part of their probation and attendance on the New Academics Programme. Promoting these mentoring opportunities for women in SET is included in our action plan.

Within the SET Faculties there is a network of postgraduate and research staff representatives who sit on or feed into School or Faculty committees, voicing researcher ideas and concerns. There is also research staff representation on the University's Research Staff Development Working Group which is chaired by the AVP for Graduate Education and which feeds into the University Graduate Education Group.

The Faculty of EPS funds the Women in Science, Engineering and Technology (WiSET) network which, formed six years ago, aims to encourage more women to develop and sustain careers in SET. The programme includes networking events with talks from inspirational women working in SET; industrial site visits; and skills workshops. In addition, through WiSET, female academics are provided with careers guidance and mentoring opportunities <http://www.wiset.eps.manchester.ac.uk/>

The Faculty of Life Sciences has a similar network, Women in Life Sciences (WiLS) which holds regular meetings to address the issues faced by women in science. The group directly feeds into Faculty and University Equality and Diversity policy and helps to advance the careers of women in the life sciences (<http://www.wils.ls.manchester.ac.uk/>).

5(ii) Raising the profile of women

There are numerous examples of distinguished women in SET having a public platform within the University at conferences, seminars and so on. Academic staff are encouraged to submit their names and research areas to the Public Relations Office, so that they can be called upon by the media. Many women within the SET Faculties serve on public and professional bodies and have been successfully nominated for prizes. These are a very few examples:

Public and professional bodies

- Professor Carolyn Chew-Graham (Medicine) has been appointed as RCGP Curriculum Guardian for three years from 2011 for the GP Curriculum statement on 'Care of People with Mental Health Problems'
- Professor Sabine Flitsch (Manchester Interdisciplinary Biocentre and the School of Chemistry) is serving on the REF Panel for Chemistry and is on the International Advisory Board for the German Research Excellence Initiative. She is Chair of the External Advisory Board of the Leibnitz Institute for Plant Biochemistry in Halle, Germany.
- Professor Christine Hallett (Nursing, Midwifery and Social Work) has been appointed a Member of the Nominating Committee for the American Association for the History of Nursing.
- Professor Karen Luker (Nursing, Midwifery and Social Work) has been appointed to the REF panel for Dentistry, Nursing, Allied Health and Pharmacy and the equivalent panel in New Zealand called the Peer Based Research Fund (PBRF) 2012.
- Professor Jennifer Shaw (Medicine) is a member of the MRC.
- Professor Anne White (Medicine) was Chair of the MRC Doctoral Training Grants Panel until 2011.

Awards and prizes

- In 2009 Rebecca Robinson, a final year PhD student in the School of Electrical and Electronic Engineering and a WiSET Student Coordinator, won the UKRC WISE Excellence Award for her commitment to encouraging girls into science and engineering.
- In 2011 Rachel Perry won the AWE award for the best Chemical Engineering student in the country. Paula Diaz a postgraduate student in Medicine won the Research Award of the Giorgio Pardi Foundation in 2011. Dr Fiona Blackhall and Professor Caroline Dive (Medicine) were awarded the CRUK translational research award in 2011.
- Professor Dian Donnai won the March of Dimes lifetime achievement award in 2010.
- Dr Claire Evers (Chemistry) is a Royal Society Dorothy Hodgkin Fellow.
- Dr Isobel Braidman (Medicine) won a 2011 National Teaching Fellowship.

6. ORGANISATION AND CULTURE

6a) Female:male ratio of Heads of Faculty and School

There are four Faculty Deans in the University, who are all male. Each Faculty has a number of Associate Deans with functional responsibilities, such as research, teaching and learning, external affairs, and social responsibility. Across the University there are currently 18 Associate Deans, of whom five (28%) are women. In the three SET faculties there are 14 Associate Deans, of whom four (29%) are women (see section 3 above).

The University has 22 academic schools—15 of these being in SET disciplines. Four Heads of School are female (18%), with two of these being in SET schools (13%): Nursing, Midwifery & Social Work, and Psychological Sciences. It is normal for Heads of School to be professors and the percentage of female Heads is fairly close to the percentage of female professors: 19% and 15% in the University and SET schools respectively.

6b) Gender balance on the Senior Leadership Team

In June 2010 Professor Dame Nancy Rothwell FRS was appointed President and Vice-Chancellor of the University. At that time all the Vice-Presidents and Associate Vice-Presidents were male. Since then, a female professor has been appointed as Associate Vice-President for Teaching, Learning and Students.

The President's Senior Leadership Team has 11 members. Of these, two (18%) are female: the President & Vice-Chancellor herself and the Director of HR.

6c) Gender balance on influential committees

Determined efforts are made to secure a balance of male and female members on key University committees. The current position is shown in Table 5 (below).

Table 5. Gender balance on influential committees

	Female	Male
Board of Governors	10	15
Audit committee	2	3
Finance committee	4	4
Nominations committee	4	5
Planning and Resources committee	4	9
Remuneration committee	2	3
Staffing committee	3	2

6d) Equal pay

The University completed its pay and grading (HERA) process in September 2010. The implementation of the JNCHES Framework Agreement for the Modernisation of Pay Structures aimed to:

- Link with the national pay spine in a clearly defined manner;
- Support the achievement of equal pay for work of equal value, with the application of pay points to staff being transparent, consistent and fair;
- Base the allocation of staff to grades on the outcomes of agreed job evaluation methodology;
- Apply common grading across all staff groups;

Working in partnership with campus trade unions, it has been agreed that the University will commence the first equal pay audit within one year of the appeals process being completed.

The University has recently undertaken a review of professorial pay by gender, with no clear evidence found of any gender bias in pay. This is being investigated further.

6e) Female:male ratio of staff in the 2008 Research Assessment Exercise

Proportionally, there was a slightly higher percentage of male than female staff submitted to the RAE out of all eligible staff (see Table 6 below). This will be closely monitored in the Research Excellence Framework, with the support of a robust code of practice and an equality impact assessment.

Table 6. Female:male ratio of staff in the 2008 Research Assessment Exercise

	Female		Male		Gender not stated		Total
	Count	%	Count	%	Count	%	Count
All Eligible Staff	696	29%	1565	65%	137	6%	2398
RAE assessed staff	482	27%	1223	68%	84	5%	1789

6f) Transparent workload models

Since the University's original submission in 2008, progress has been made both in the use of transparent workload models and in the recognition of a wider range of activities in cases for promotion.

The Faculty of Life Sciences, for example, which was the first in the University to introduce a workload model (primarily focused on teaching) has moved to a more broadly-based system of Contribution Mapping, which also takes account of activities such as faculty management, public engagement and personal and professional development. In the Faculty of Medical & Human Sciences, the School of Pharmacy & Pharmaceutical Sciences has introduced a fine-grained workload model which includes not only teaching, research, supervision and personal development but also leadership and management roles such as year tutor, safety advisor and staff-student liaison. Other SET Schools are developing their own models based on these examples. The Faculty of EPS has agreed that all its Schools should have a workload model.

The encouragement of the use of workload models has been included in our action plan.

Promotion criteria

The University has three distinct routes for academic promotions: teaching and research, teaching focused and research only. Criteria drawn up in 2010 indicate the wide range of activities that are taken into account by promotion panels. Within the four broad categories of research, teaching, academic enterprise and knowledge transfer, and service and leadership, the following are listed, for example:

- provision of support, coaching, mentoring and management of other teaching staff;
- success in transferring research results to commercial, professional or other practical use;
- a significant period in a role providing support, pastoral care and guidance to students or colleagues.

Both the increased use of transparent workload models and the wider range of criteria for promotion have probably contributed to the steady improvement in the gender balance in most SET disciplines (see Table 2 above). A further supportive factor has been the annual Performance Reviews conducted in each Faculty, when a team led by the President & Vice-Chancellor requires senior officers to give an account, *inter alia*, of their recruitment and promotion outcomes during the previous year.

6g) Work-life balance

Over the past few years, serious consideration has been given to the question of establishing 'core hours', during which meetings should normally be held. However, the view has been taken that, on balance, this is not the most helpful way to address the problem of a long hours culture. It has been the clearly expressed opinion of women's networks such as WiLS that it is preferable to have an understanding that times of meetings will be arranged to suit the needs of those particular participants, because the working hours of academics with responsibility for the care of children or dependent relatives vary considerably, depending on individual circumstances. Meetings outside core hours may be preferred by some. (It is accepted, of course, that teaching activities have to take place in core hours.)

6h) Publicity materials

The Division of Communications, Media and PR has responsibility for the whole range of publicity materials and images at university level and takes seriously the need to represent the full diversity of the university community and to show women in non-stereotypical roles. The Director of the Division meets with the Head of Equality and Diversity from time to time to discuss any particular requirements.

It has been agreed that it would be helpful to formalise the key elements of current practice in a set of guidelines which can be made available to all Schools and Faculties and this has been included in our action plan.

7. FLEXIBILITY AND MANAGING CAREER BREAKS

7a) Flexible working

In our original submission in 2008, we included a brief account of two parallel online surveys conducted in April of that year into the awareness and uptake of the University's Flexible Working policy by academic and research staff in the SET faculties. Survey A was for academic line managers and Survey B for those with caring responsibilities for children or dependent relatives. Subsequently, focus groups were held with a number of those who had responded to the surveys in order to explore issues that had arisen. The findings were reported to the Director of HR and steps were taken to increase awareness of the University's policy.

In preparation for this renewal application, the Deans of the three SET Faculties and the Heads of all 15 SET Schools were invited in a personal letter to complete a revised Survey A themselves and to ask their academic staff with caring responsibilities for children or dependent relatives to complete a revised Survey B. The results are gratifying, as is evidenced by these few key comparisons between the 2008 and 2011 surveys.

- There was a much higher response rate this year, with 72 line managers and 212 'managed' staff responding, compared with 45 and 92 respectively.
- There has been an increase in line managers' awareness of the Flexible Working policy, from 58% of those responding to 76%.
- in 2008 our submission noted that only 50% of the Heads of Group were aware of the policy and commented:
'As these are the managers who have operational responsibility for their staff it is clear that more needs to be done to increase awareness at that level.'
In the recent survey, the figure has risen to 77%.
- There has been a large increase in formal requests for flexible working, from 9 to 57. The acceptance rate is 95%, compared with 89% in 2008. As it has been common practice for many years for academics to work flexibly on an informal basis, the increase in formal applications suggests that the added benefits of using the policy are being recognised.

In both survey years, respondents were asked to identify the drawbacks and the benefits of flexible working. Among line managers, the two most frequently identified drawbacks were the same in both years: the constraints imposed by the teaching timetable and the risk of unfairly burdening other colleagues. For survey B respondents the most common problem identified (with 21% and 22% of the responses in 2008 and 2011 respectively) related to the scheduling of meetings. Line managers in 2008 were clear about the benefits of flexible working and this view has been repeated in the recent survey, with comments about high motivation, staff retention and increased productivity. Those who are working flexibly comment that it enables them to balance their commitment to their career and their children. Interestingly this benefit was mentioned more often this year than in 2008 (40% of responses compared with 27%).

A new feature this year was to ask respondents if they knew about different types of flexible working. The results are shown in Table 7 (below).

Table 7. Academics' awareness of different types of flexible working

		Survey A (line managers)		Survey B (‘managed’ staff)	
		No	%	No	%
Annualised hours	No answer	7	10%	18	8%
	No	37	51%	141	67%
	Yes	28	39%	53	25%
Compressed hours	No answer	7	10%	19	9%
	No	41	57%	148	70%
	Yes	24	33%	44	21%
Flexi-time	No answer	6	8%	16	8%
	No	13	18%	72	34%
	Yes	53	74%	124	58%
Term-time only	No answer	6	8%	19	9%
	No	23	32%	72	34%
	Yes	43	60%	120	57%
Job sharing	No answer	6	8%	18	8%
	No	8	11%	86	41%
	Yes	58	81%	108	51%
Total		72	100%	212	100%

The figures show that there is a higher level of awareness among line managers than there is among their staff and that the possibility of annualised hours and compressed hours is known by rather few staff overall.

Flexible working, properly managed, benefits both men and women. In the most recent survey, 113 (53%) of the 212 respondents to survey B were female. Of the 125 staff who specified the benefits of flexible working, 61% were women.

Although there has been a welcome increase over the last three years in the knowledge and understanding of the University's Flexible Working policy, there is scope over the next three years to raise the levels of knowledge among new and younger staff and to provide detailed information to all academics about the working of less well known patterns of flexible working, such as annualised hours and compressed hours.

7b) Parental leave

206 members of staff went on maternity leave between 1 June 2009 and 31 May 2010. Of those, 37 left, which means we had a maternity turnover rate of 18%. It is worth noting that 16 of the 37 took voluntary severance. The University co-ordinates Peer Support Groups for women returning from maternity leave.

7c) Childcare

There are two nurseries available for use by University of Manchester staff and students. Both nurseries provide care for children from six months to five years. The University also offers a childcare voucher scheme that works through salary exchange. The vouchers are free of tax and National Insurance for parents and employers.

The University has a wide range of family-friendly policies, practices and benefits, which are designed to provide support for members of staff and facilitate the achievement of an acceptable balance between home commitments and working life. The policies include enhanced provision (above legal requirements) in respect of maternity, adoption, and paternity leave and the provision of special leave.

Words in sections 4-7 = 4,475

8. ANY OTHER COMMENTS

The University has been working to advance the careers of female academics in SET for a number of years now, with some success. There is an acknowledgement across the institution that Athena SWAN provides an excellent framework to enable this work to continue. This is why the University sees working towards and applying for a Silver Award as crucial to the development of this. This is included in our action plan.

The more interest there is from Schools in Athena SWAN, the stronger the push to support the advancement of women in SET. This is why we have set ambitious targets to engage with a range of Schools across the three SET Faculties. Over the last three years, we have seen steady interest from Schools, this now needs to be turned into applications for awards. This is included in our action plan (appendix 2).

143 words

Appendix 1

Bronze Progress Record Form Update

The University of Manchester

Key Assessment Area 1: SET baseline and academic profile

What data and other evidence have been collected?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?	How have these actions been communicated to staff or how will they be?	Progress achieved 2008 - 2011
<p>1.1 University staff data (gender, grade and contract type), HESA data, From 2006, OPRⁱ academic staff profile: gender, ethnicity and age by level; recruitment and promotions by gender, ethnicity and level.</p>	<p>Baseline in July 2006ⁱⁱ, so limited time series data to measure progression of women in SET disciplines against benchmarks.</p> <p>Lack of data on turnover.</p>	<p>To develop robust benchmarks for SET Schools in order to formulate appropriate strategies.</p> <p>To collect and analyse data on turnover by gender.</p>	<p>An evolving set of time series data which can be measured against agreed national benchmarks</p> <p>Understanding of range of factors behind poor progression rates for women.</p>	<p>Head of Equality and Diversity</p> <p>Head of Planning Support Office</p>	<p>By 2010 to have five years of data to measure against benchmarks.</p> <p>National benchmarks agreed by October 2008 and reviewed annually.</p>	<p>Have been communicated to Deans of Faculty and their management teams at their annual OPRs.</p> <p>Will be communicated through publication of review of Gender Equality Scheme.</p>	<p>Excellent</p> <p>Limited</p>
<p>1.2 University student data (See Figs 9 and 11, Annex Bii) HESA student data</p>	<p>Lower than expected proportion of female students at pgr level in Maths and Materials Science</p>	<p>Discussions with Heads of School and Directors of pgr in these areas</p>	<p>An increase to 31% and 41% respectively</p>	<p>University Advisor on Women in Leadership</p>	<p>July 2008</p>	<p>Personal contact</p>	<p>Excellent</p>

What data and other evidence have been collected?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?	How have these actions been communicated to staff or how will they be?	Progress achieved 2008 - 2011
1.3 Faculty OPR templates, Women in Leadership Project report (November 2006) (See Figs 5-7, Annex Bi)	Widening gap between proportions of men and women through academic grades.	To assess impact of promotions policies and procedures to remove any adverse impact on women and promote gender equality.	Increase in the number of female academics at Senior Lecturer and Professor level.	Director of HR Associate Vice-President for Equality and Diversity	By 2010 but reviewed annually through OPRs	Through Faculty briefings and staff intranet Discussion fora, e.g. WiL ⁱⁱⁱ workshops	Good
1.3 (cont.)	(Widening gap between proportions of men and women through academic grades.)	More systematic use of P & DRs ^{iv} Career development workshops Implementation of SET Faculty gender equality action plans. Continuation of the Headstart ^v programme	Increase in number of applications by women for promotion More women in leadership positions Credible senior female candidates for SET Faculty leadership positions	Heads of School and their designated representatives Head of TDU ^{vi} Advisor on Women in Leadership Deans Heads of Faculty HR Head of TDU Advisor on Women in Leadership	Ongoing 2008-09 2008-2011 October 2008	Faculty briefings Intranet Personal emails to WiL project participants Briefings by members of Faculty Leadership Teams Letters to Deans and Heads of School with printed brochure	Good Good

What data and other evidence have been collected?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?	How have these actions been communicated to staff or how will they be?	Progress achieved 2008- 2011
<p>1.4 Flexible working survey in SET Faculties (See <i>Submission Report section 4</i>)</p> <p>Flexible Working Policy</p>	Lack of awareness by academic staff of the University's Flexible Working Policy, leading to stress for staff with caring responsibilities	To ensure flexible working policy is known to all academic line managers and promoted to all new and current staff.	<p>An increase in the number of staff aware of the University's flexible working policy.</p> <p>An increase in the number of staff working flexibly.</p>	<p>Deputy Director of HR</p> <p>Head of TDU</p> <p>Heads of School</p>	December 2008	<p>Article in <i>UniLife</i> 3.12.07</p> <p>University website</p> <p>Included in recruitment literature</p> <p>Promoted during induction sessions</p> <p>Team briefings</p>	<p>Excellent</p> <p>Excellent</p>
<p>1.4 (cont.) <i>People and Organisational Development Strategy</i> November 2007</p> <p>Outcome of Action Learning Set^{vii}</p>	<p>(Lack of awareness of Flexible Working Policy)</p> <p>Challenge of operating flexible working without contractual hours</p>	<p>To improve web links between associated policies</p> <p>To re-package relevant policies into an easy to read, at a glance booklet</p> <p>Dissemination of good practice</p>	<p>Increase in positive feedback from biennial staff surveys</p> <p>Improved retention of academic staff.</p>	<p>HR Directorate</p> <p>HR Directorate</p> <p>Faculty HR Managers</p>	<p>December 2008</p> <p>December 2008</p> <p>Ongoing</p>	<p><i>Staff Update</i></p>	<p>Excellent</p> <p>Good</p>

What data has been collected?	What other evidence is available?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?	Progress achieved 2008 - 2011
<p>2.1 Academic staff data by gender and grade in Faculty OPR templates</p> <p>Analysis of promotion data by gender and Faculty from OPRs</p> <p><i>Figs 5-7, Annex Bi</i></p>	<p><i>People and Organisational Development Strategy</i> November 2007</p> <p>Findings of Women in Leadership Project</p>	Lack of data on time spent at each academic grade	Begin to collect data as part of analysis of promotions	Availability of information to underpin career development activities and PDRs	HR Directorate	October 2009	Good
2.2	<p>FLS^{viii} Women in Science staff network group report (March 2008)</p> <p>WiL report (November 2006)</p>	Interruption to academic career during maternity leave can hinder progress on return	Careful planning of appropriate workload on return to work to allow re-establishment of research programme. Publicise Family Friendly policies	<p>More women remain research-active after maternity leave</p> <p>Increase in positive feedback from biennial staff surveys</p>	Heads of School	Spread of best practice by 2008 – 2009	<p>Limited</p> <p>Zero</p>

What data has been collected?	What other evidence is available?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?	Progress achieved 2008 - 2011
2.3	FLS Women in Science staff network group report (March 2008) Women in Leadership report (November 2006)	There is a need to better understand how female academics develop their careers	Deliver a series of career development workshops for female academics	An increase in the promotion rate of female academics	Head of Staff Training and Development Advisor, Women in Leadership	On-going	Good
2.4	Findings of Athena SWAN working group Information from Heads of Faculty HR	Lack of consistency and understanding of probationary arrangements for University Research Fellowships Patchy use of PDRs with research staff Inconsistency in recording repeat research contracts	To standardise probation policy, procedure and processes for research staff and ensure consistent application across SET faculties. Disseminate best practice to ensure researchers have a PDR Evaluation of data recording and development of agreed policy	A clear and consistent approach to probationary arrangements across the SET Faculties and the University All research staff with contracts longer than one year have a PDR	Director of HR Associate Deans for Research Head of HR for EPS ^{ix}	October 2008 December 2009	Good Good

What data has been collected?	What other evidence is available?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?	Progress achieved 2008 - 2011
2.5	<p><i>Incite</i>, University's Research Staff Skills Training Newsletter, January 2008</p> <p>RCUK revised <i>Concordat</i> (2007)</p> <p><i>Pathways for the Future</i> October 2007</p>	Need to articulate a range of career options for researchers and to provide appropriate career development guidance	There are already career development programmes for researchers in the SET Faculties. These need to be strengthened and more widely publicised.	<p>Researchers have confidence in developing their careers</p> <p>Increase in positive feedback from biennial staff surveys</p>	<p>Head of HR for MHS^x</p> <p>Head of TDU</p> <p>Faculty Researcher Training Officers</p>	Ongoing	<p>Excellent</p> <p>Good</p>

Key Assessment Area 3: Culture change and gender balance in decision-making

The University of Manchester

What data has been collected?	What other evidence is available?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?	Progress achieved 2008 - 2011
3.1	<p>Gender Equality Scheme</p> <p>Women in Leadership report</p>	Poor gender balance on recruitment and promotions committees	To review the membership of University committees to ensure representation of both men and women	All key University committees to have a representative gender mix where possible	Registrar and Secretary	February 2009	Very good

What data has been collected?	What other evidence is available?	What issues have been identified through data gathering and consultation?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for the activities?	Progress achieved 2008 - 2011
<p>3.2 Enrolments on Headstart programmes (4 cohorts) by role and gender</p> <p>Gender mix on SET Faculty Leadership teams</p>		Need to increase number of academic women on University leadership development programmes (e.g. Headstart)	To ensure that women are encouraged and that where possible all leadership development programmes have a representative gender mix.	<p>Evaluation of University leadership programmes shows a representative number of academic women attending.</p> <p>More academic women promoted to leadership positions.</p>	<p>Head of Staff Training and Development</p> <p>Advisor, Women in Leadership</p>	5 th programme begins September 2008	<p>Excellent</p> <p>Good</p>
3.3	WiL Report (November 2006)	The need for more qualitative evidence as to why female staff leave the University	Exit interviews are conducted to record reasons for leaving the University.	Lessons are learnt from feedback	Scheme to be developed by Head of HR for EPS	January 2009	Limited

Notes

- i OPR: Operational Performance Review, carried out annually in each Faculty by the President and Vice-Chancellor, the Associate Vice-President for Equality and Diversity and senior colleagues.
- ii The double dissolution of the Victoria University of Manchester and UMIST and the creation of the University of Manchester in October 2004 necessitated a new staff and student database, so we only have reliable time series data from July 2006.
- iii WiL: Women in Leadership Project. See Submission Report, section 3a(i)
- iv PDR: Performance and Development Review
- v Headstart is a 6-month University staff development programme, run in conjunction with the Leadership Foundation for HE, which is designed to prepare senior academic and administrative staff for University Leadership. 62 members of staff have participated in four cohorts.
- vi TDU: Training and Development Unit
- vii Following an Equality and Diversity Conference in December 2006, six Action Learning Sets were established. One, led by the Head of HR in MHS, examined ways of supporting flexible working.
- viii FLS: Faculty of Life Sciences
- ix EPS: Faculty of Engineering and Physical Sciences
- x MHS: Faculty of Medical and Human Sciences

Appendix 2

UNIVERSITY OF MANCHESTER , BRONZE RENEWAL ACTION PLAN

November 2011

Action	Description of action	Action taken already and outcome at November 2011	Further action planned at November 2011	Success Measure	Responsibility	Timescale	Start date	Progress log
1.	Attracting female academics in SET							
1.1	To increase the number of female academic applications to SET Schools	Positive Action statements are used on job adverts where there is an under-representation of female employees. The statements encourage women to apply for the advertised vacancy.	<p>1.To further promote Athena SWAN awards to applicants – via recruitment and equality and diversity pages on website.</p> <p>2. To develop a contact list of female academics in SET who are willing to be contacted by female applicants.</p> <p>3. To expand and publicise the profiles of female academics in SET on the University recruitment and equality and diversity pages.</p> <p>4.To encourage Heads of School to actively attract female applicants. To aim to always have at least one female applicant for every academic vacancy.</p>	An increase in the number of female applicants to job vacancies in SET.	Director of Human Resources / Head of Equality and Diversity	2012 - 2014	November 2011	

Action	Description of action	Action taken already and outcome at November 2011	Further action planned at November 2011	Success Measure	Responsibility	Timescale	Start date	Progress log
2.	Support and Career Development for Research Staff							
2.1	To ensure that research staff are supported and developed at the University	Research staff development officers are based in each SET Faculty. The University hosts numerous research staff conferences and fora, as well as gathering information from various surveys (CROS, PRES) to help improve the support and career development of researchers.	<p>To deliver careers advice for early careers and long term researchers; deliver enhanced and more visible career prospects and publicise case studies of success stories.</p> <p>Develop/enhance induction (welcome and support) programmes and resources for research staff at Group, School/Faculty and University level.</p> <p>To annually review the University's Concordat action plan.</p>	<p>Careers advice provided to research staff and case studies produced.</p> <p>Research Staff handbook produced electronically</p> <p>Annual report produced</p>	<p>Careers Service / Alumni Office</p> <p>Skills Development Co-ordinator</p> <p>Associate Vice-President (Research) / Skills Development Co-ordinator</p>	<p>On-going</p> <p>By July 2013</p> <p>Annually</p>	<p>November 2011</p> <p>Spring 2012</p> <p>Summer 2012</p>	

Action	Description of action	Action taken already and outcome at November 2011	Further action planned at November 2011	Success Measure	Responsibility	Timescale	Start date	Progress log
3.	Mentoring and career development							
3.1	To ensure that academic women in SET disciplines are supported and offered mentoring opportunities	<p>A number of informal as well as formal mentoring programmes exist for all staff at present, which female academics are able to take advantage of.</p> <p>The University is developing a new pool of qualified coaches and is seeking to establish a coaching and mentoring culture in the University.</p>	<p>1. Investigate existing mentoring/ coaching programmes at University and externally.</p> <p>2. Publicise mentoring opportunities for female academics.</p> <p>3. Survey female academics in SET to find out if there is a need for a bespoke mentoring programme.</p> <p>4. Develop mentoring programme if needed.</p>	<p>Production of a short report and publicity information on mentoring and coaching at the University, particularly for women in SET.</p> <p>Development of a mentoring programme for female academics (if required)</p>	Head of Staff Training and Development / Head of Equality and Diversity / Advisor, Women in Leadership	<p>June 2012</p> <p>April 2013</p>	<p>February 2012</p>	

Action	Description of action	Action taken already and outcome at November 2011	Further action planned at November 2011	Success Measure	Responsibility	Timescale	Start date	Progress log
4	Athena SWAN submissions							
4.1	University to apply for an Athena SWAN silver award	The University Bronze self-assessment team will continue to work together to support the University applying for a silver award. The current team is made up of co-ordinators from school level Athena awards as well as other interested parties.	<p>1. To continue to work on action plan from Bronze submission.</p> <p>2. Self-Assessment team to meet regularly to work on silver application.</p> <p>3. To report regularly to the University senior management (HR Sub-Committee) on progress and seek support for activities.</p> <p>4. To develop web pages on the University website that links all Schools who hold or are applying for an Athena award together and link this to the University staff and student recruitment pages</p>	<p>Completion of the actions identified in the action plan.</p> <p>Production of an annual report on progress to the HR Sub-committee</p> <p>Submission of an application for the silver award.</p> <p>A well publicised set of Athena web pages.</p>	<p>University self-assessment team</p> <p>Advisor, Women in Leadership / Head of Equality and Diversity</p> <p>University self-assessment team</p> <p>Head of Equality and Diversity</p>	<p>Jan 2012 - April 2014</p> <p>Jan 2012 Jan 2013 Jan 2014</p> <p>By April 2014</p> <p>March 2012</p>	<p>January 2012</p> <p>January 2012</p> <p>February 2012</p> <p>Dec 2011</p>	

Action	Description of action	Action taken already and outcome at November 2011	Further action planned at November 2011	Success Measure	Responsibility	Timescale	Start date	Progress log
4.2	Six Schools to have applied for an Athena SWAN award	The School of Chemical Engineering and Physical Sciences are preparing to submit for an award in April 2012 and the Faculty of Life Sciences will apply for a Gold award in November 2011.	<p>1. To deliver an Athena recruitment workshop to raise awareness and to identify interested Schools. Special focus will be given to supporting the medical school and others in receipt of NIHR grants.</p> <p>2. To help Schools to set up self assessment teams and to provide support and guidance and ensure there are links back to the University's self assessment team.</p>	<p>A successful workshop delivered with six Schools (including the medical school) identified.</p> <p>Self assessment teams set up in identified Schools.</p> <p>Applications submitted</p>	<p>Advisor, Women in Leadership / Head of Equality and Diversity</p> <p>School Athena Champions</p>	<p>By April 2012</p> <p>May 2012 – July 2012</p> <p>By April 2014</p>	<p>May 2012</p> <p>April 2013</p>	
5.	Workload Models							
5.1	To increase the number of Schools using a workload model	There are currently a number of SET Schools that use a workload model at the University.	To encourage Schools not currently using a workload model to explore the good practice operating across the University.	Increase to two-thirds the proportion of SET Schools using a workload model.	Heads of Faculty Human Resources (HR)	By May 2013	Spring 2012	

Action	Description of action	Action taken already and outcome at November 2011	Further action planned at November 2011	Success Measure	Responsibility	Timescale	Start date	Progress log
6.	Leavers							
6.1	To analyse data on turnover by gender	Starters and leavers information collected and discussed generally but not with reference to gender.	To analyse turnover data with specific reference to gender.	Anomalies in data identified and appropriate actions developed.	Heads of Faculty HR	On-going	Feb 2012	
6.2	To have exit interviews take place across all SET departments to provide qualitative evidence for any gender specific actions for the University.	Some exit interviews take place in SET departments but this is not standard practice.	To develop a standard template to be used by all SET departments.	All female academic staff (where possible) leaving the University have had an exit interview and any gender related reasons for leaving will be followed up by the University.	Head of HR in EPS / Heads of School	On-going	June 2012	

Action	Description of action	Action taken already and outcome at November 2011	Further action planned at November 2011	Success Measure	Responsibility	Timescale	Start date	Progress log
7.	Flexible Working							
7.1	To raise the levels of knowledge of flexible working (including different patterns) among staff	Over the last three years the University has put in place steps to increase the awareness of flexible working among staff. This has included putting together a suite of family friendly policies that have been publicised on the University website.	To promote flexible working during induction of new staff. To promote all patterns of flexible working to staff, particularly those less well known.	1. Information about flexible working included in induction presentations and induction handbook. 2. Increased knowledge of different patterns of flexible working as evidenced through a staff survey.	Head of Staff Training and Development / Head of Equality and Diversity	On-going	January 2012	

Action	Description of action	Action taken already and outcome at November 2011	Further action planned at November 2011	Success Measure	Responsibility	Timescale	Start date	Progress log
8.	Return from maternity leave							
8.1	To ensure women remain research active after maternity leave.	There are a range of practices to support women when they return from maternity leave. This includes a sabbatical and protected research time. Some areas offer no additional support.	To compile best practice internally and externally on how research time is best supported on return from maternity leave. To pilot 'protected research time' for female academics returning from maternity leave in one Faculty	1. Production of best practice case studies. 2. Successful pilot in one faculty that is rolled out to whole University.	Faculty Deans / Advisor, Women in Leadership / Head of Equality and Diversity	By Summer 2014	April 2012 October 2012	
9.	Publicity materials							
9.1	To produce guidelines on using diverse imagery in publicity materials for Faculties and Schools	The use of diverse imagery is taken seriously at University level and efforts are made to showcase women in non-stereotypical roles in publicity material and on the website. This needs to be filtered down to Faculty and School level.	To produce a set of guidelines for Schools and Faculties on the use of diverse imagery in publicity materials.	1. Production of guidelines. 2. A visible difference seen in publicity materials produced.	Director of Communications Media and PR	By Summer 2012	March 2012	