Annex A. Bronze Progress Record Form   **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?
1.1 University staff data (gender, grade and contract type), HESA data, From 2006, OPR[i] academic staff profile: gender, ethnicity and age by level; recruitment and promotions by gender, ethnicity and level.	Baseline in July 2006[ii], so limited time series data to measure progression of women in SET disciplines against benchmarks. Lack of data on turnover.	To develop robust benchmarks for SET Schools in order to formulate appropriate strategies. To collect and analyse data on turnover by gender.	An evolving set of time series data which can be measured against agreed national benchmarks Understanding of range of factors behind poor progression rates for women.	Head of Equality and Diversity Head of Planning Support Office	By 2010 to have five years of data to measure against benchmarks. National benchmarks agreed by October 2008 and reviewed annually.	Have been communicated to Deans of Faculty and their management teams at their annual OPRs. Will be communicated through publication of review of Gender Equality Scheme.
1.2 University student data (*See Figs 9 and 11, Annex Bii)* HESA student data	Lower than expected proportion of female students at pgr level in Maths and Materials Science	Discussions with Heads of School and Directors of pgr in these areas	An increase to 31% and 41% respectively	University Advisor on Women in Leadership	July 2008	Personal contact
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

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?
1.3 (cont.)	(Widening gap between proportions of men and women through academic grades.)	More systematic use of P & DRs[iv]	Increase in number of applications by women for promotion	Heads of School and their designated representatives	Ongoing	Faculty briefings
		Career development workshops		Head of TDU[vi] Advisor on Women in Leadership	2008-09	Intranet Personal emails to WiL project participants
		Implementation of SET Faculty gender equality action plans.		Deans Heads of Faculty HR	2008-2011	Briefings by members of Faculty Leadership Teams
		Continuation of the Headstart[v] programme	More women in leadership positions Credible senior female candidates for SET Faculty leadership positions	Head of TDU Advisor on Women in Leadership	October 2008	Letters to Deans and Heads of School with printed brochure
1.4 Flexible working survey in SET Faculties (*See Submission Report section 4*) Flexible Working Policy	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.	An increase in the number of staff aware of the University's flexible working policy. An increase in the number of staff working flexibly.	Deputy Director of HR Head of TDU Heads of School	December 2008	Article in *UniLife 3.12.07* University website Included in recruitment literature Promoted during induction sessions Team briefings

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?
1.4 (cont.) *People and Organisational Development Strategy* November 2007 Outcome of Action Learning Set[vii]	(Lack of awareness of Flexible Working Policy) Challenge of operating flexible working without contractual hours	To improve web links between associated policies To re-package relevant policies into an easy to read, at a glance booklet Dissemination of good practice	Increase in positive feedback from biennial staff surveys Improved retention of academic staff.	HR Directorate HR Directorate Faculty HR Managers	December 2008 December 2008 Ongoing	*Staff Update*

Key Assessment Area 2: Key career transition points   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?
2.1 Academic staff data by gender and grade in Faculty OPR templates Analysis of promotion data by gender and Faculty from OPRs *Figs 5-7, Annex Bi*	*People and Organisational Development Strategy* November 2007 Findings of Women in Leadership Project	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
2.2	FLS[viii] Women in Science staff network group report (March 2008) WiL report (November 2006)	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	More women remain research-active after maternity leave Increase in positive feedback from biennial staff surveys	Heads of School	Spread of best practice by 2008 – 2009
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

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?
2.4	Findings of Athena SWAN working group	Lack of consistency and understanding of probationary arrangements for University Research Fellowships	To standardise probation policy, procedure and processes for research staff and ensure consistent application across SET faculties.	A clear and consistent approach to probationary arrangements across the SET Faculties and the University	Director of HR	October 2008
		Patchy use of PDRs with research staff	Disseminate best practice to ensure researchers have a PDR	All research staff with contracts longer than one year have a PDR	Associate Deans for Research	December 2009
	Information from Heads of Faculty HR	Inconsistency in recording repeat research contracts	Evaluation of data recording and development of agreed policy		Head of HR for EPS[ix]	
2.5	*Incite*, University's Research Staff Skills Training Newsletter, January 2008

RCUK revised *Concordat* (2007)

Pathways for the Future October 2007 | 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. | Researchers have confidence in developing their careers

Increase in positive feedback from biennial staff surveys | Head of HR for MHS[x]

Head of TDU

Faculty Researcher Training Officers | Ongoing |

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?
3.1	Gender Equality Scheme Women in Leadership report	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
3.2 Enrolments on Headstart programmes (4 cohorts) by role and gender Gender mix on SET Faculty Leadership teams		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.	Evaluation of University leadership programmes shows a representative number of academic women attending. More academic women promoted to leadership positions.	Head of Staff Training and Development Advisor, Women in Leadership	5th programme begins September 2008
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

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