Athena SWAN Bronze university award application

Name of university: University of Hertfordshire

Date of application: 27th November 2014

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An Athena SWAN Bronze university award recognises that the university overall has a solid foundation (the policies, practices, systems and arrangements) for eliminating gender bias and developing an inclusive culture that values all staff.

At Bronze university level the focus is on:

- The action already taken and planned which demonstrates the university's commitment at a senior level to the six Athena SWAN principles

- The journey to which the university has committed itself in order to achieve a significant improvement in women's representation and career progression in STEMM, with:

  - An identified starting point

  - The resources needed

  - People to lead and support

  - The means to monitor its progress (e.g. the action plan)

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

Contents:

Glossary of Terms

STEMM Schools:
COM Computer Science
ENT Engineering and Technology
HSW Health and Social Work
LMS Life and Medical Sciences
PAM Physics, Astronomy and Mathematics

General:
AM Academic Managers
BME Black Minority Ethnic
CEG Chief Executive's Group
CPAD Continuing Professional Academic Development programme
CRIPACC Centre for Research in Primary and Community Care
HEI Higher Education Institution
HHSRI Health and Human Science Research Institute
HR Human Resources
KIT Keeping in Touch
LFHE Leadership Foundation for Higher Education
RC Research Committee
REF Research Excellence Framework
SAT Self-Assessment Team
SEEC Student Educational Experience Committee
UH University of Hertfordshire
VPN Virtual Private Network
WSN Women in STEMM Network

1. Letter of endorsement from Vice-Chancellor: (412 words)

An accompanying letter of endorsement from the vice-chancellor (or equivalent) should explain how the university's SWAN action plan and activities in SET contribute to the overall university strategy and academic mission.

The letter is an opportunity for the vice-chancellor to confirm their support for the application and to endorse and commend any women and STEMM initiatives that have made a significant contribution to the achievement of the university mission.

University of Hertfordshire
Office of the Vice-Chancellor

27 November 2014

FAO Sarah Dickinson
Athena SWAN Manager

Dear Sarah

Athena SWAN Bronze Award Submission November 2014

I am delighted to give my whole hearted support for our application for the Athena SWAN Bronze Award. Signing up to the Charter in 2012 has given an impetus not only to acknowledge more explicitly the value that women bring both to our institution and to the wider science industries, but also to recognise that women may face challenges during their career in order to advance in higher education.

As part of a dual-career family, and a father of four children, three of whom are girls, this is something with which I can readily identify. Achieving the Bronze award would demonstrate that we have set the foundations upon which we can build future good practice to attract, retain and develop our talented female academics, so that they can inspire the subsequent generations of women entering into STEMM.

The work of our central self-assessment team has yielded many insights into the context in which women in our five STEMM Schools operate, identifying both areas where we can draw encouragement from our existing practices, as well as insights into where we can improve. The establishment of self-assessment teams at School level has enhanced this understanding and it is encouraging to witness the enthusiasm with which this has been embraced. We have utilised this initial process of self-assessment and objective evaluation to explore and develop strategies that will address areas of under-representation where they exist, the barriers affecting women at critical career points, and the support provided to women so that they can progress. One of the many ensuing initiatives has been the establishment of a 'Women in STEMM Network' (open to all) and I was very pleased to be invited to launch the network earlier this year.

We have a strong commitment to equality and diversity at the University of Hertfordshire and it is integral to our working and learning environments. Our work on Athena SWAN is one of many commitments to enhancing life at the University and sits well with our work on, for example, initiatives on Black and Minority Ethnic student attainment and towards the Race Equality Charter Mark. Our action plan sets out a number of areas where we can build on, and I have made very plain my commitment to these actions. The process to date has been a fascinating one and I do recognise the challenges we face in embedding what is in effect long term cultural change.

Yours sincerely

Professor Quintin McKellar CBE
Vice-Chancellor

2. The self-assessment process: (888 words)

Describe the self-assessment process. This should include:

a) The Self-Assessment Team

A description of the self assessment team: members' roles (both within the university and as part of the team) and their experiences of work-life balance.

The Self-Assessment Team (SAT) was set up in 2012 when the University became a signatory to the Athena SWAN Charter. Drawn from all five STEMM Schools as well as from our Chief Executive's Group (CEG), Research Management, Equality Office and Human Resources, it has expanded considerably since its inception. The Team now meets on a monthly basis and comprises the following members:

Table 1: UH SAT Members

Name	Job Title	Athena SWAN Role	Work-life Balance
Mrs Sue Grant	Secretary and Registrar	Chair/Chief Executive's Group Lead	Dual career household with three grown up children. Utilised work place nursery and worked flexibly. Currently works full-time.
Dr Susan Grey	Director of Research Degrees & Doctoral College	Institutional Athena SWAN Coordinator	Two grown up children; worked full-time from when children were of nursery age upwards; utilised flexible working context.
Ms Naomi Holloway	Director of HR	HR Representative	Dual career household with two primary school aged children. Has an after school nanny and makes use of breakfast clubs.
Mrs Helen Ellis-Jones	Assistant HR Director (Strategy & Planning)	HR Representative	Dual career household with two young children. Has part-time contract with additional flexibility to start and end of working day. Regular user of University holiday clubs in school holidays.
Dr Katerina Finnis	Athena SWAN Officer	Assisting School and Institutional submissions	In a dual career marriage and primary carer of two young children. Works part-time and flexibly.
Ms Min Rodriguez	Head of Equality	Overseeing School submissions	Dual career household; no children. Works flexibly and currently completing a doctorate part-time.
Dr Catherine Manthorpe	Head of Research Policy and Assessment	Representing link with REF	One school aged child. Works full-time, sometimes from home.
Professor John Senior	Pro-Vice Chancellor (Research and International)	OVC Representative	Dual career household. Both at the University and working full-time with flexibility. No children.
Dr Martina Doolan	Lecturer	School of Computer Science SAT Representative	Single parent with two children. Utilised work place nursery. Supported in achieving a PgCert, PgDip, MA and Doctorate whilst working full-time.
Dr Rodney Day	Associate Dean (Research & Commercial)	School of Engineering and Technology SAT Representative	Research career supported from an early stage through flexible working within Department and has continued periodically for the last 20 years.
Mrs Susan Murray	PG Programme Tutor	School of Engineering and Technology SAT Representative	Dual career household with one teenage daughter and elderly parents nearby. Works full-time and flexible hours mostly comprising of working at home if required.
Professor Sally Kendall	Professor of Nursing/Director of CRIPACC and Associate Dean for Research (School of HSW)	School of Health and Social Work SAT Representative	Dual career household with two children (one in further education). Works full-time and flexibly when necessary to care for children and frail older parents.
Dr Faith Ikioda	Research Fellow	Centre for Research in Primary and Community Care SAT Representative	Works full-time at the University with the flexibility to work from home.

Name	Job Title	Athena SWAN Role	Work-life Balance
Professor Soraya Dhillon	Dean of School	School of Life and Medical Sciences	Dual career household with UH supporting non-executive positions. Provides personal support to daughter's medical career including grandparent support. Utilises flexible working.
Professor Anwar Baydoun	Professor of Pharmacology	School of Life and Medical Sciences SAT Representative	Single career household with two teenage children. Works full-time.
Dr Maisoon Ghaleb	Early Career Researcher Pharmacy Practice	School of Life and Medical Sciences SAT Representative	Was a primary carer for 76 year old father. Utilises flexible working arrangements.
Professor Sean Ryan	Dean of School	School of Physics, Astronomy and Maths	Dual career household. Primary carer of two young children. Work hours formally adjusted for flexibility.
Dr Alan McCall	Programme Tutor	School of Physics, Astronomy and Maths SAT Representative	Carer of elderly mother.
Dr Kristen Coppin	Early Career Researcher Astronomy	School of Physics, Astronomy and Maths SAT Representative	Dual academic career household (both working within the School of PAM) with one pre-school child. Utilises on-site nursery and uses informal flexible working.
Dr Jim Geach	Royal Society University Research Fellow	School of Physics, Astronomy and Maths SAT Representative	Dual academic career household (both working within the School of PAM) with one pre-school child. Utilises on-site nursery and uses informal flexible working.
Dr Louise MacKenzie	Early Career Researcher Pharmacology	School of Life and Medical Sciences SAT Representative	Following long-term contracts, gained full-time permanent position. Use of on-site nursery to care for two pre-school aged children.
Mrs Dina Gifkins	Executive Assistant to Secretary & Registrar	Clerk	Dual career household with one pre-school child utilising on-site nursery. Works part-time since returning from maternity leave.

Many members of the Team are, or have been, primary carers of children or elderly relatives and the majority have either been recruited recently or regularly sit on recruitment panels. Within this Team of 22 people, six are male (27.27%) and a planned action is to increase proportionally the representation of men on the SAT **(Action 1).**

This Team is a mix of full-time, part-time, early career, mid-career and senior STEMM researcher/academics and managers. Drs Coppin and Geach are married to each other with a child and they attend alternate SATs for flexibility. The Team also includes a permanent Athena SWAN officer based in the Equality Office. The Chair of the SAT, the Secretary and Registrar, is nominated as the Athena SWAN Champion for CEG as well as being the Chair of our Equality Executive Committee. There is a direct link from the SAT to the University's Research Committee through the Pro Vice-Chancellor (Research and International) and to the Research Degrees Board through the Director of Research Degrees. Policy recommendations from the Assessment Team are promptly channelled to the appropriate areas for action.

Each STEMM School has an Athena SWAN champion. The self-assessment process has brought home the challenge of embedding this long-term project of cultural change. The Team has evolved so that it is well positioned to influence centrally, report and recommend upwards as well as engage at School level with increased representation across all of our STEMM areas. We believe the engagement at School level will be a critical component of ensuring that the activity is embedded.

Action

1. **Increase male representation proportionally on the University SAT.**

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b) The self-assessment process:

An account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

The Team has collected, collated and analysed existing employee data and feedback, including data gathered by our HR systems and from staff surveys. We have also carried out a series of mixed gender focus groups and one-to-one interviews with women academics and students. Where possible the Team has benchmarked against national data and good practice both from the ECU and the Athena SWAN Network in general in addition to engagement with the Eastern Region Athena SWAN Network.

The assessment process of observation, consultation and review has demonstrated the importance of increased action in a number of key areas that will have a targeted focus for women in STEMM. Activities since joining the Charter include:

- Appointing a named permanent Athena SWAN officer;
- Expanding the University SAT to incorporate a broader range of contributors from all levels;
- Collecting additional qualitative data through a range of focus groups and interviews to gain a more in-depth understanding of staff views and experiences;
- Revising the HR data retention practice to facilitate school-level analysis of recruitment data;
- Raising awareness of Athena SWAN internally and externally through media activity;
- Establishing a Women in STEMM Network and hosting a launch event;
- Review of the appraisal practice including an audit of action plans and initiating a programme of improvements;
- Establishing SATs in all STEMM Schools which are tasked with working with the University SAT in the delivery and operationalisation of our Athena SWAN strategy, as well as developing their own submissions and action plans;
- Allocating named HR staff to the Athena SWAN School SATs.

In addition, members of our main SAT have attended Athena SWAN panels as observers and participants and we will continue to encourage members of the University and also the STEMM School SATs to attend these panels. We also plan to encourage colleagues to attend and, if appropriate, participate in Athena SWAN events nationally including upcoming workshops, conferences and training sessions **(Action 2).** The University will fund attendance at these events.

Action

2. **Continue to encourage and fund (central and STEMM School) SAT members to attend (or participate in) Athena SWAN events (including panels, workshops, conferences and training sessions).**

c) Plans for the future of the Self-Assessment Team

Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms, and how the team will engage with SET departments to encourage them to apply for awards.

Acting as a central catalyst and forum for best practice, the SAT will drive activity across the Institution and will continue to oversee the Athena SWAN implementation process and report outcomes to the CEG with the ultimate goal of embedding awareness of Athena SWAN throughout the organisation. There is a good overlap between the membership of the University SAT and the School SATs, with normally at least two members who are common to both. We have found this strategy effective, both for reporting and for implementation and will continue with this approach.

The SAT currently meets monthly and will continue to meet on at least a quarterly basis to review progress on the action plans and to consider and implement any additional initiatives. This may increase at times as appropriate. Activity is monitored at the highest level with briefings on progress given to the Research Committee and the CEG, and it is also now a standing item on the Academic Committee of each STEMM School. We will also continue to promote the Athena SWAN Charter and to raise awareness of the importance of equality matters in the life and wellbeing of the University and its Members. We will achieve this by continuing to include Athena SWAN updates in University e-newsletters and magazines, embed reference to Athena SWAN at staff training and induction events and continue to encourage Schools to include gender equality activity at their away days (**Actions 3, 4 and 5).**

Actions

3. **Include Athena SWAN updates in University (e) newsletters and magazines.**
4. **Embed reference to Athena SWAN at staff training and induction events.**
5. **Continue to encourage Schools to include gender equality activity at staff away days.**

3. Description of the university: (1092 words)

a) Provide a summary of the university, including information on its teaching, and its research focus, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments (academic and support staff separately), and any other relevant contextual information.

    (i) List of SET departments

    (ii) Total number of university departments

    (iii) Percentage of SET departments as a proportion of all university departments

Description of the University

The University of Hertfordshire (UH) is a leading post-92 Institution (Alliance Group) with practitioner-influenced research and teaching. Many of our senior lecturers are early career researchers having had careers outside HE. We have areas of excellence in research with staff predominantly on permanent research and teaching contracts. We have a flourishing and ethnically diverse student community of over 25,000 (56% female and 47% from a Black and Minority Ethnic (BME) background). The University has more than 3,800 international students from 120 countries. We have around 700 PGR students (47% are female). Of 2,433 staff, 60% are female; 1,201 are academic staff (53% female).

There are 10 academic Schools that report directly to the Deputy Vice-Chancellor, 50% are STEMM: Computer Science (COM); Engineering and Technology (ENT); Health and Social Work (HSW); Life and Medical Sciences (LMS); and Physics, Astronomy and Mathematics (PAM). In addition, through our Science Learning Centre, we support the progression of school-aged girls into STEMM.
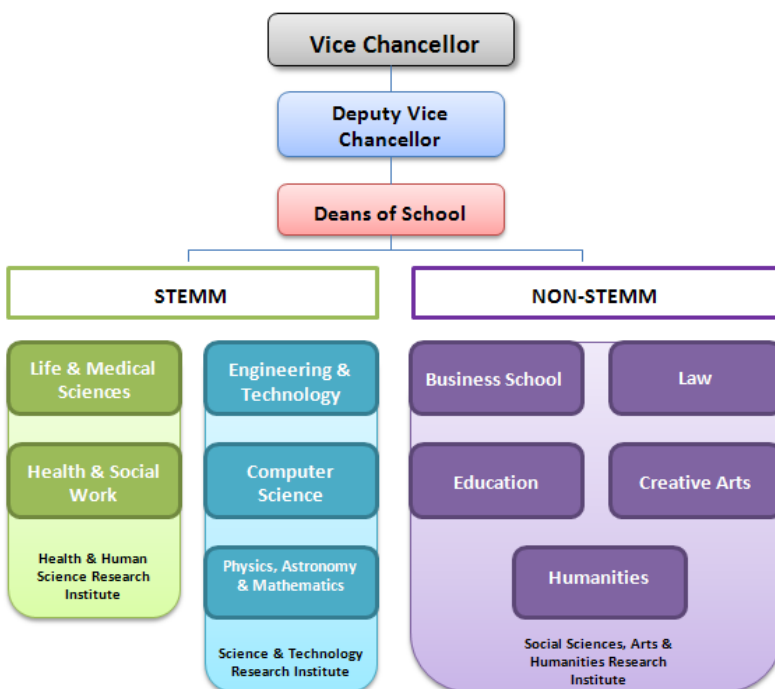

Figure 1: School Structure

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.

(b) (i) Academic and Research Staff

Female:male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole university and in SET departments. Comment on the main areas of concern on gender balance and plans to address them. For example, is there evidence that women and men are appropriately represented at all levels of the workforce? Are there differences in SET departments?

Table 2 shows the number of Academic and Professional Staff and Students by gender across all 10 Schools.
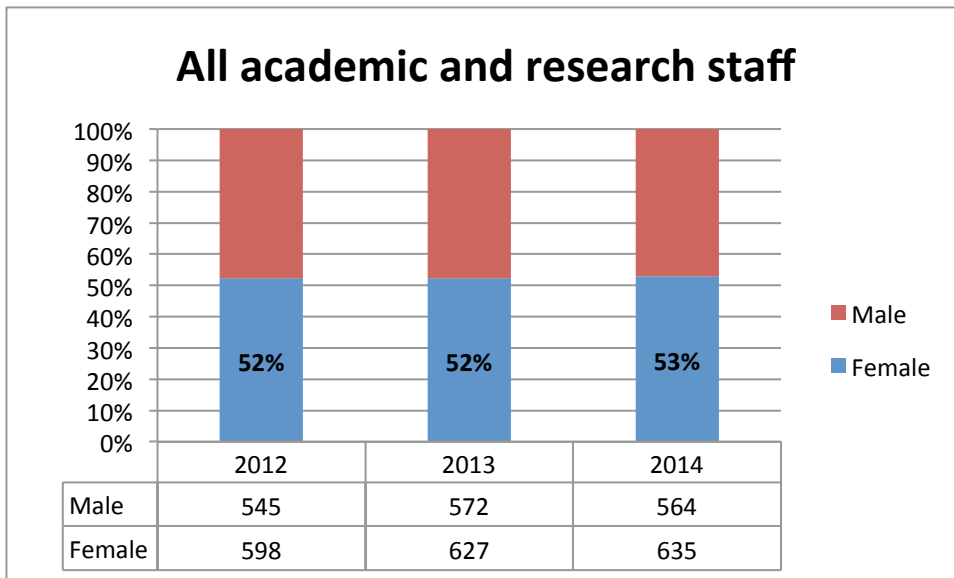
Table 2 – number of Academic, Profesional Staff and Students by gender.

area	Gender	Academic Staff		Professional Staff		Students	
		#	%	#	%	#	%
LMS*	Male	104	46%	32	37%	2440	62%
	Female	121	54%	54	63%	1510	38%
HSW*	Male	46	20%	9	17%	880	19%
	Female	178	80%	44	83%	3780	81%
ENT*	Male	64	83%	15	71%	1640	92%
	Female	13	17%	6	29%	140	8%
COM*	Male	56	65%	1	8%	1030	86%
	Female	30	35%	11	92%	170	14%
PAM*	Male	51	86%	3	43%	320	70%
	Female	8	14%	4	57%	140	30%
Business School	Male	94	48%	7	21%	2820	53%
	Female	101	52%	26	79%	2520	47%
Law	Male	13	46%	1	11%	540	37%
	Female	25	54%	8	89%	910	63%
Education	Male	19	27%	3	11%	210	12%
	Female	51	73%	23	89%	1580	88%
Humanities	Male	31	38%	2	17%	580	43%
	Female	50	62%	10	83%	780	57%
Creative Arts	Male	61	66%	14	41%	1360	48%
	Female	31	34%	20	59%	1490	52%
Non academic schools	Male	25	46%	327	35%	-	-
	Female	29	54%	612	65%	-	-
All University	Male	564	47%	414	34%	-	-
	Female	637	53%	818	66%	-	-

The University has an excellent track record of employing women in academic roles and this is testament to our recruitment policies. 58% of all staff are female (54% in the sector

(ECU, 2013)). (For academics, 53% (44.5% in the sector (ECU, 2013)). In STEMM, women represent 50% of our academic workforce (49% in the sector (ECU, 2013)).
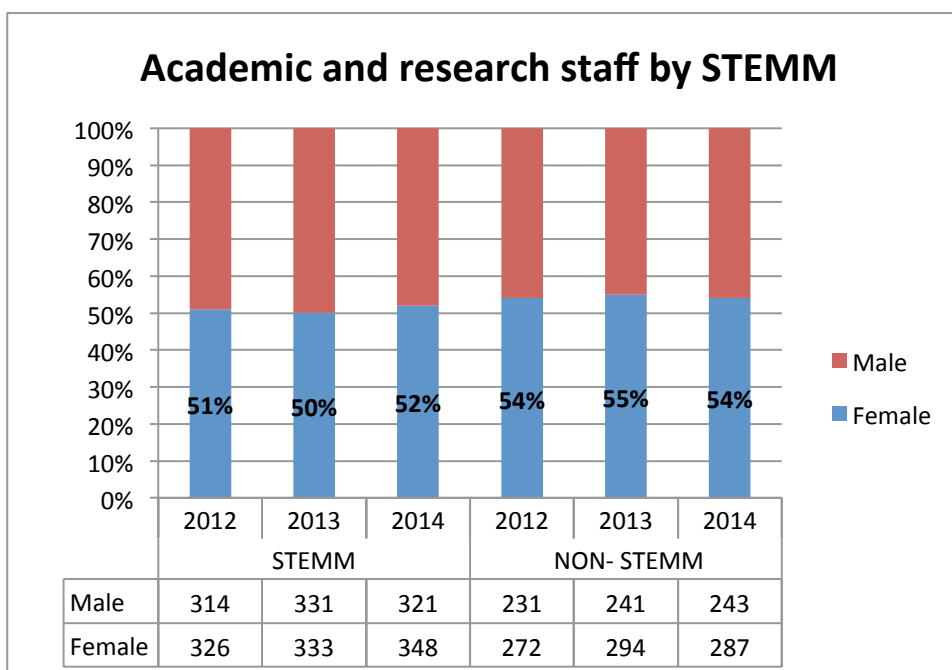
Figure 2: Female:Male ratio of academic staff and research staff 2012-2014

All academic and research staff

	2012	2013	2014
Male	545	572	564
Female	598	627	635

Chart shows Female percentages: 52% (2012), 52% (2013), 53% (2014)

Academic and Research Staff in STEMM

Although slightly better represented in non-STEMM, the number of women in STEMM has increased each year. Proportionately, there is little difference when comparing STEMM to non-STEMM. There are then over 30% more women in STEMM than in non-STEMM disciplines.

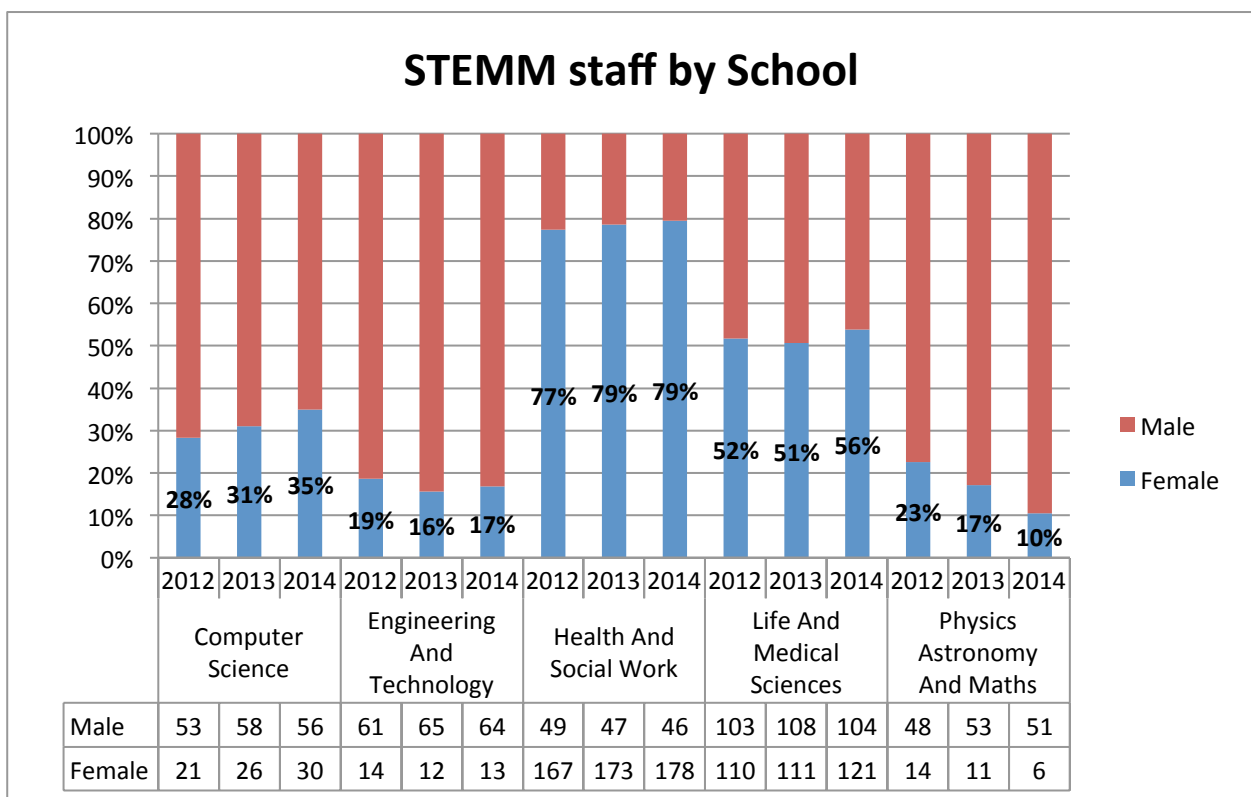**Figure 3: Academic and Research staff by STEMM and non-STEMM 2012-2014**

Academic and research staff by STEMM

	STEMM			NON- STEMM		
	2012	2013	2014	2012	2013	2014
Male	314	331	321	231	241	243
Female	326	333	348	272	294	287

Chart shows Female percentages: 51%, 50%, 52% (STEMM) and 54%, 55%, 54% (NON-STEMM)

STEMM Staff by Academic School

Figure 4 shows that women are well represented in HSW (79% in 2014) and LMS (54% in 2014). These profiles are not unusual given national profiles for these disciplines, (ECU, 2013).

Female representation in COM is 35% (21.7% in IT and Systems Sciences (ECU, 2013)). Whilst female representation in ENT has declined from 18.7% in 2012, it has increased from 2013 to 2014 by 1.3% to 16.9% higher than the Sector (14.8% in Electrical, Mechanical and Aerospace) (ECU, 2013 – this is an average of the two cost centres). Female representation in PAM compares against 17.4% in Physics and 22.63% in Mathematics in the Sector (ECU, 2013). Our STEMM Schools have actions in place to address female representation and the central SAT will be supporting them (details in Section 4).

Figure 4: STEMM Staff by Academic School 2012-2014

STEMM staff by School

	Computer Science			Engineering And Technology			Health And Social Work			Life And Medical Sciences			Physics Astronomy And Maths		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Male	53	58	56	61	65	64	49	47	46	103	108	104	48	53	51
Female	21	26	30	14	12	13	167	173	178	110	111	121	14	11	6

Pay and grading

The University has a 9 grade structure for staff covered by the national pay spine (UH1-9). Above this, academic and professional managers and professors are covered by an incremental scale. The grading structure for academic staff up to UH9 encompasses teaching and research contracts. All jobs are subject to formal job evaluation to ensure consistency and transparency. A small number of staff have salaries and grading arrangements that are controlled by external bodies, e.g. NHS.

Table 3: Pay and grading structure for salaried Academic and Research staff

Grade	Academic posts	Research posts
Academic Manager/Professor	Academic Managers including Deans of School/Heads of Department, Associate Deans	Professor
UH9	Principal Lecturer	Reader
UH8	Senior Lecturer	Senior Research Fellow
UH7	Lecturer	Research Fellow
UH6		
UH5		Research Assistant
UH4		

Figure 5 shows higher proportions of women at Research Assistant level, indicating an improving pipeline. This, combined with the robust support we will put in place for progression, should result in a sustained flow to more senior roles. At PL/Reader the proportions of men and women begin to even out with a ratio of 51% male to 49% female. The University is developing a set of support mechanisms (see Section 4) to ensure the pipeline does not 'leak' at this point. It is also noteworthy that female representation tails off particularly at professorial level.

We plan to continue to monitor staff numbers by gender and grade and benchmark with more recent data when available **(Action 6)**.

Action

6. **Continue to monitor staff numbers by gender and grade, benchmark with more recent data when available and analyse and address emergent findings.**
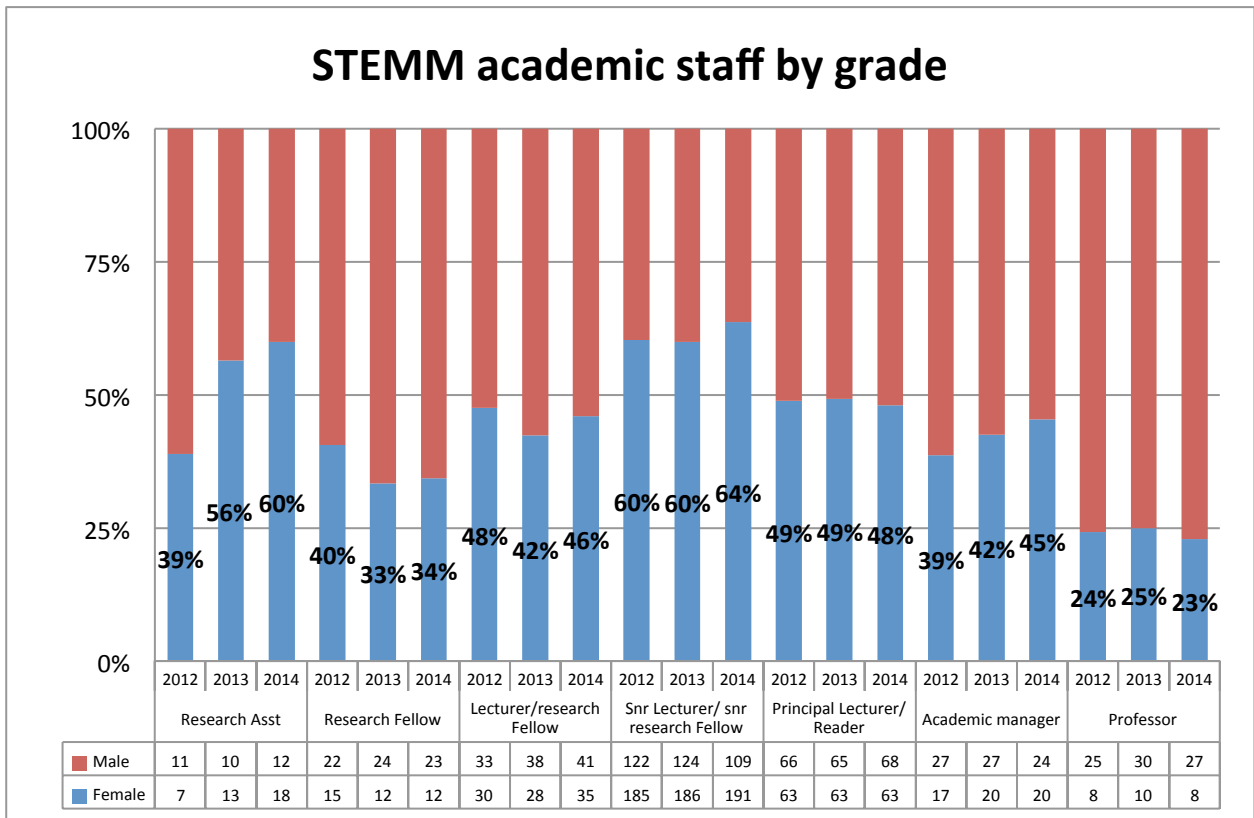

STEMM academic staff by grade

The chart shows percentages (Female, blue) by grade and year:

Grade	2012	2013	2014
Research Asst	39%	56%	60%
Research Fellow	40%	33%	34%
Lecturer/research Fellow	48%	42%	46%
Snr Lecturer/ snr research Fellow	60%	60%	64%
Principal Lecturer/ Reader	49%	49%	48%
Academic manager	39%	42%	45%
Professor	24%	25%	23%

	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
	Research Asst			Research Fellow			Lecturer/research Fellow			Snr Lecturer/ snr research Fellow			Principal Lecturer/ Reader			Academic manager			Professor		
Male	11	10	12	22	24	23	33	38	41	122	124	109	66	65	68	27	27	24	25	30	27
Female	7	13	18	15	12	12	30	28	35	185	186	191	63	63	63	17	20	20	8	10	8

Figure 5: STEMM staff by grades 2012-2014

b)(ii) Female:male academic staff turnover rates by grade

Female:male academic staff turnover rates by grade – across the whole university and in SET departments and any differences between them. What are the issues for the university and how is it planned to address them? For example, are women and men equally likely to leave the university (distinguish between those leaving at the end of a fixed term contract and any other leavers)? Are the reasons for leaving picked up in exit interviews?

Retention of female staff compares well against the sector: 18.1% for female academic leavers compared to 7.4% at UH in 2014 (ECU, 2013). Women are less likely to leave the University than men and 91% of female respondents to our Staff Survey said that the University is a good place to work.

The turnover rate for women has always remained low, including those that leave due to the end of their fixed-term contract. We are, however, keen to ensure that we retain female staff across the Institution.

Table 4: Academic Staff turnover rates across the Institution

		# staff	# leavers (all)	# leavers due to end of fixed term contract	turnover rate (all)	Turnover rate of fixed term	turnover rate excluding fixed term
2012	female	598	27	6	4.5%	1.0%	3.5%
	male	545	40	7	7.3%	1.3%	6.1%
2013	female	627	32	4	5.1%	0.6%	4.5%
	male	572	37	9	6.5%	1.6%	4.9%
2014	female	637	47	7	7.4%	1.1%	6.3%
	male	564	59	12	10.5%	2.1%	8.3%

Overall, the turnover rate of women is slightly higher in STEMM and for those in fixed-term positions. In 2014, 55% of female leavers came from STEMM; however this is proportionate to the number of women in STEMM and is lower than male leavers. The majority of fixed-term leavers came from STEMM disciplines. A new process for exit interviewing was introduced in March 2014 and both the process and its outcomes will be reviewed annually **(Action 7).**

Table 5: STEMM Academic Staff turnover rates

		# staff	# leavers (all)	# leavers due to end of fixed term contract	turnover rate (all)	Turnover rate of fixed term	turnover rate excluding fixed term
2012	female	326	19	6	5.8%	1.8%	4.0%
	male	314	24	4	7.6%	1.3%	6.4%
2013	female	333	19	4	5.7%	1.2%	4.5%
	male	331	25	8	7.6%	2.4%	5.1%
2014	female	350	26	5	7.4%	1.4%	6.0%
	male	321	39	7	12.1%	2.2%	10.0%

Action

7. **Exit interview process and outcomes/findings to be reviewed annually.**

(b) (iii) Academic and Research Staff on fixed-term contracts vs. open-ended (permanent) contracts

Female:male ratio of academic and research staff on fixed-term contracts vs. open-ended (permanent) contracts – across the whole university and in SET departments. Comment on the implications of the gender balance for the university and for women's career development. For example, is there evidence that women are overrepresented on fixed-term contracts? Are there differences in SET departments?

Academic staff and contract type

Only 15% of all academic and research staff are on fixed-term contracts (36.2% in the Sector (ECU2013). Figure 6 shows that a higher proportion of staff in STEMM schools are on fixed-term contracts and that female staff in STEMM schools (16%) are less likely than male staff (23%) to be employed on a fixed-term contract. Fixed-term contracts are used mainly for fixed-term research grant-funded work which is more common in STEMM. Fig 7 illustrates this showing that 76% of research only staff employed are employed on fixed-term contracts.

Figure 6: Academic staff and contract type 2012-2014

Academic Staff by STEMM and contract

| | STEMM | | | | | | NON STEMM | | | | | |
| | Female | | | Male | | | Female | | | Male | | |
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Permanent	269	275	294	247	257	248	239	253	258	213	220	219
Fixed-Term Contract	57	58	56	67	74	73	33	41	29	18	21	24
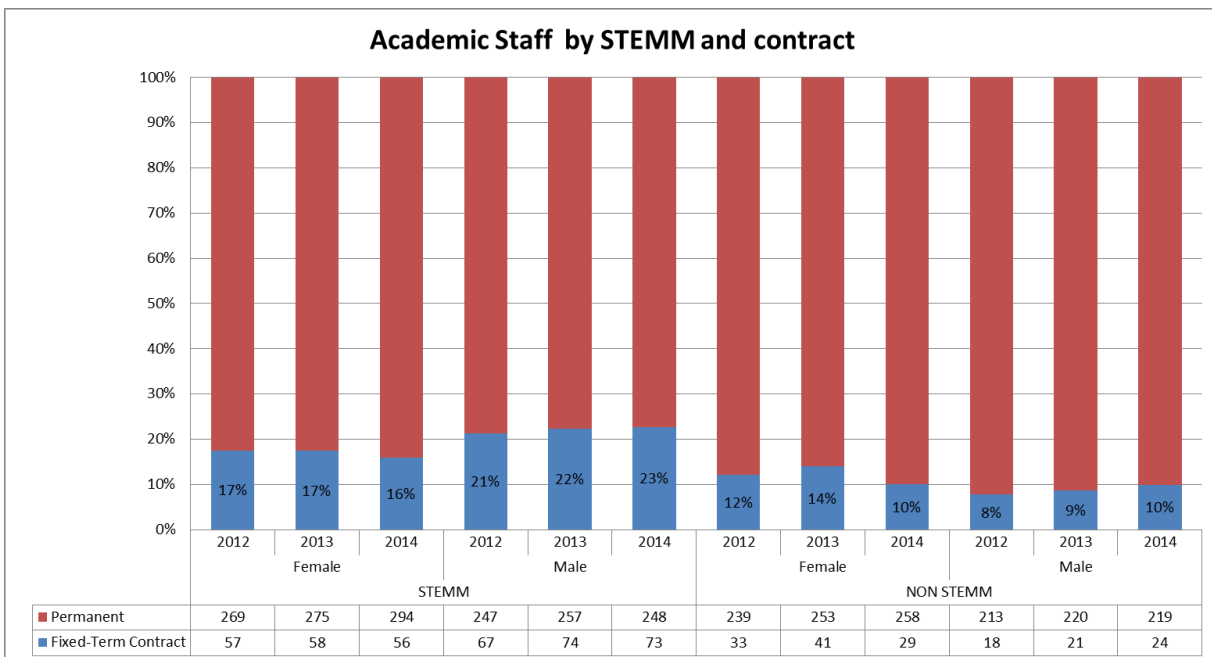
Figure 7: Academic staff by STEMM and contract – academic to research profile

Academic staff by contract type

	2012	2013	2014	2012	2013	2014
		Academic			Research	
Permanent	937	973	986	31	32	33
Fixed-Term Contract	76	84	76	99	110	106
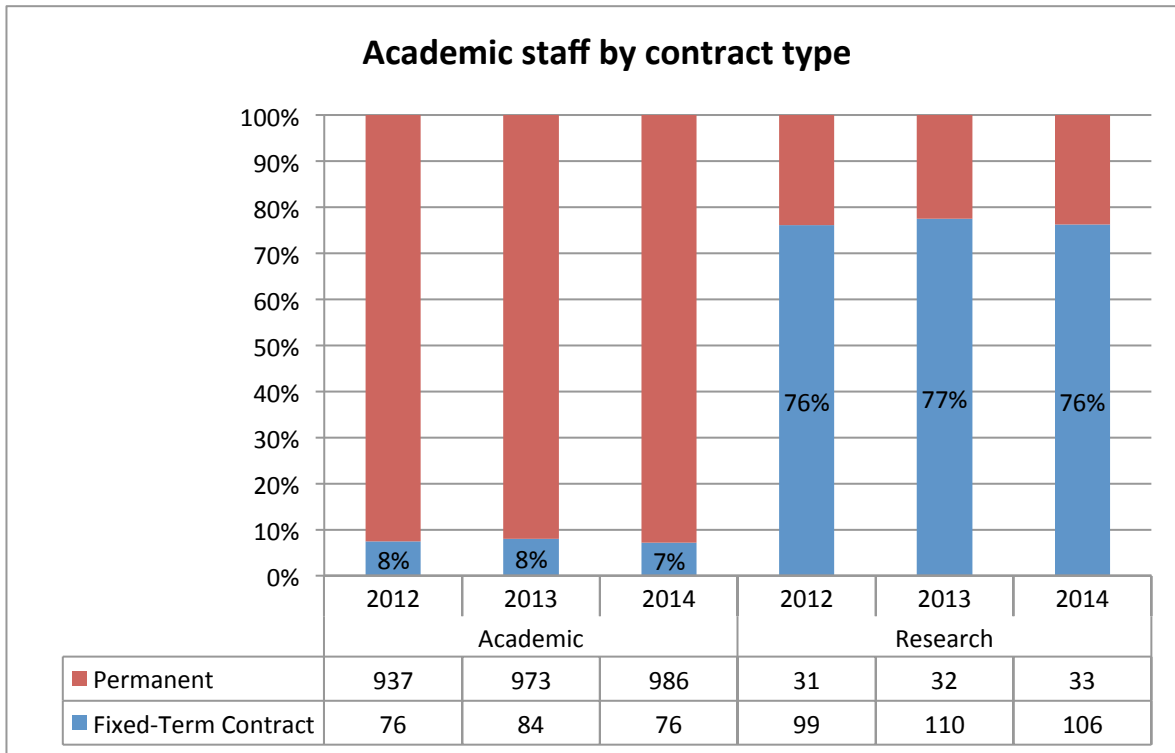
The use of fixed-term contracts across STEMM Schools varies with the research active Schools such as PAM reporting the highest use of fixed term contracts.

Figure 8: Academic staff by contract type STEMM Schools in 2014

Academic staff by contract type and School

	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
		2014		2014		2014		2014		2014
	Computer Science		Engineering And Technology		Health And Social Work		Life And Medical Sciences		Physics Astronomy And Maths	
Permanent	21	38	10	45	162	41	95	89	6	35
Fixed-Term	9	18	3	19	16	5	26	15	2	16
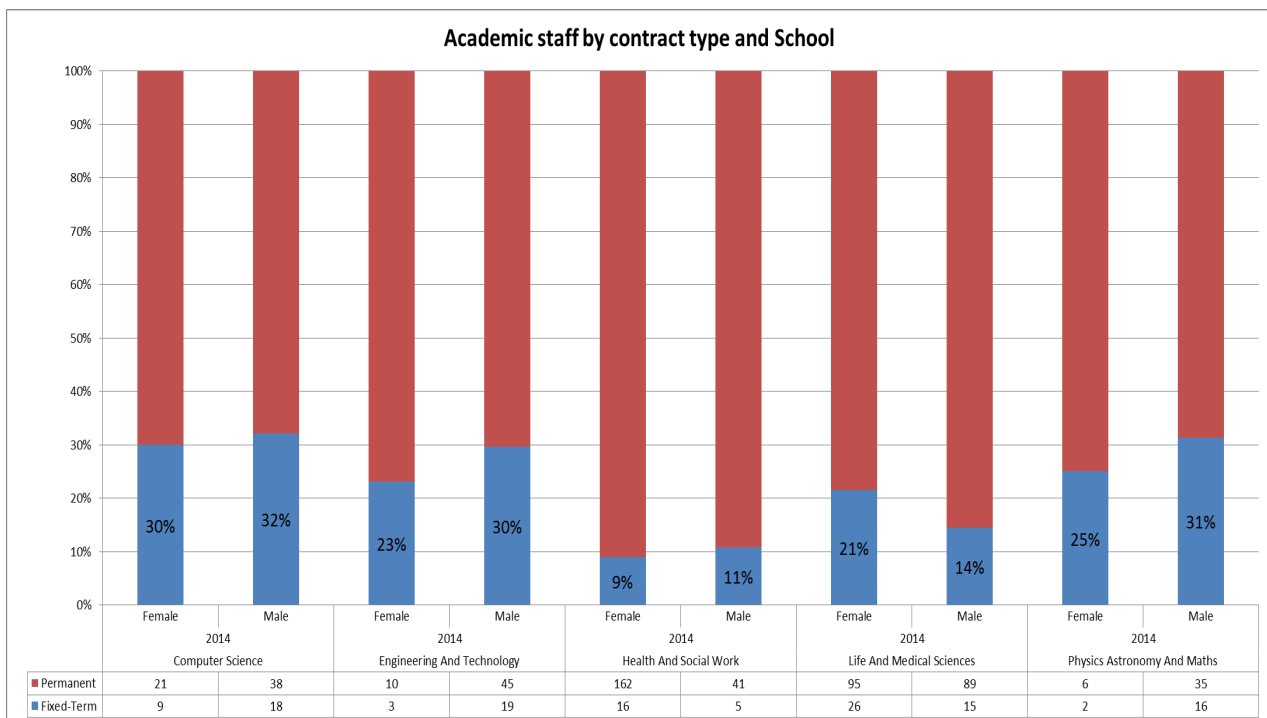
Whilst women are not over-represented on fixed term contracts (figs 6 & 8) women have fed back that fixed-term contracts can be stressful particularly in terms of planning families whilst producing publications. Recognising that attracting more women into research may

well increase the proportion of women on fixed-term contracts, it is important that we continue to monitor numbers and provide support and mentoring when staff are approaching the end of their contract **(Action 8)**.

Action

8. **Continue to monitor staff numbers on fixed-term contracts and provide mentoring when staff are approaching the end of their contract.**

(b) (iv) Evidence from equal pay audits/reviews.

Evidence from equal pay audits/reviews. Comment on the findings from the most recent equal pay audit and plans to address any disparities.

The Equal Pay Audit 2013 identified that there was no pay inequality within grades; however men are proportionately more likely to hold a higher grade than women. Recognising that the underlying issue is progression, we have been undertaking work to support career progression (see Section 4).

(b) (v) Staff in the Research Excellence Framework (REF) 2014

Female:male ratio of staff in the Research Assessment Exercise (RAE) 2014 – across the whole university and in SET departments. Comment on any implications of this. For example, does the gender balance of staff included in the RAE 2014 broadly reflect the gender balance across the institution? Are there any differences in SET departments?

35% of staff submitted to the REF were female. In STEMM Schools, the proportion of female academics submitted from the eligible pool of female academics was: 41% HSW; 73% LMS; 100% PAM; 70% COM; and 25% ENT. We will review and refine the processes by which academics are identified as research active and eligible for the REF pool **(Action 9)**

To increase the pipeline into research through the number of Postgraduate female applicants, we will run PGR STEMM Open Days **(Action 10)** where current female STEMM PGRs will give talks to prospective students and we will provide female prospective students with a female academic contact**.**

Actions

9. **Review and refine processes by which academics are identified as research active and eligible for the REF pool.**
10. **Organise PGR STEMM Open Days with a view to increasing the pipeline into STEMM research.**

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4. Supporting and advancing women's careers (4335 words)

Supporting and advancing women's careers: 4500 words in total

Key career transition points

(a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.

4.1 Key career transition points

(a) (i) Academic staff job application and appointment success rates

Female:male ratio of academic staff job application and appointment success rates – across the whole university and in SET departments. Comment on any implications of this and plans to address any disparities. For example, are women and men equally successful at all stages of the job application process? Are there differences in SET departments?

In 2010 the University implemented an online recruitment system to manage all internal and external applications to vacancies. Applicant data is retained within the HR system for 6 months after which a restricted subset of anonymised data is downloaded to excel spreadsheets on a monthly basis to enable University level monitoring. To enhance School level analysis, we now plan to identify, assess and implement improvements to recruitment and selection data retention and analysis practice **(Action 11)**.

Analysis has been carried out on the available data. The 2013 data captures 10 months and the 2014 data captures 7 months (January to July 2014). The difference in time period explains the difference in volume; the more reliable indicators of change are, therefore, the percentages.

Table 6 shows female applicants have a similar chance of being shortlisted to male applicants and that they have a higher chance of being appointed than male applicants (University and STEMM level).

Tables 6 and 7 assess selection practices for evidence of bias in decision making at each stage.

Table 6: Academic recruitment success rates across Institution and STEMM

		year	# applications	# shortlisted	# appointed	% shortlisted	% Appointed from shortlist	% Appointed from application
University	Female	2013	624	138	58	22%	42%	9%
		2014	412	102	34	25%	33%	8%
	Male	2013	810	180	45	22%	25%	6%
		2014	544	108	24	20%	22%	4%
	Unknown	2013	284	92	35	32%	38%	12%
		2014	292	99	33	34%	33%	11%
	Grand Total	2013	1718	410	138	24%	34%	8%
		2014	1248	309	91	25%	29%	7%
STEMM	Female	2013	303	80	39	26%	49%	13%
		2014	205	53	17	26%	32%	8%
	Male	2013	414	115	31	28%	27%	7%
		2014	293	69	17	24%	25%	6%
	Unknown	2013	165	53	22	32%	42%	13%
		2014	144	54	21	38%	39%	15%
	Grand Total	2013	882	248	92	28%	37%	10%
		2014	642	176	55	27%	31%	9%

Tables 7 a and b show variation in data analysed at a School level. It is difficult to draw clear conclusions due to the level of unknown records.

Table 7a Shortlisting success rates for applicants by gender

	Computer Science		Engineering and Technology		Health and Social Work		Life and Medical Science		Physics, Astronomy and Maths	
	#	%	#	%	#	%	#	%	#	%
Female	4	33%	8	29%	18	51%	20	21%	3	9%
Male	14	31%	30	24%	6	29%	13	25%	6	12%
Unknown	6	25%	4	15%	18	72%	18	38%	8	38%

Table 7b Appointment success rates for applicants by gender

	Computer Science		Engineering and Technology		Health and Social Work		Life and Medical Science		Physics, Astronomy and Maths	
	#	%	#	%	#	%	#	%	#	%
Female	1	8%		0%	5	14%	10	11%	1	3%
Male	4	9%	11	9%		0%	1	2%	1	2%
Unknown	2	8%	1	4%	6	24%	9	19%	3	14%

Table 8 assesses whether the University attracts female and male applications in proportionate volumes and where any differences lie. Findings indicate that the proportion of female applications is similar across the University and STEMM as a whole, but with variations at school level. Those Schools which, at a sector level and within the University, are male dominated, attract a higher proportion of male applicants; and, in a similar vein, the other STEMM Schools attract a higher proportion of female applicants. The University is keen to influence this pipeline issue and has approached Jobs.ac.uk to discuss how female careers in science can be profiled more positively. We plan to progress these discussions **(Action 12).** In addition, some Schools (PAM, ENT and COM) have developed actions, with support, to address low female application rates with HR support **(Action 13).**

Table 8: Application proportions for Institution and STEMM

		University	STEMM	Computer Science	Engineering and Technology	Health and Social Work	Life and Medical Science	Physics, Astrononmy and Maths
2013	Female	36%	34%	23%	13%	47%	39%	17%
	Male	47%	47%	47%	71%	28%	44%	71%
	Unknown	17%	19%	30%	17%	25%	17%	13%
	Grand Total	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*
2014	Female	33%	32%	15%	16%	43%	49%	33%
	Male	44%	46%	56%	70%	26%	26%	47%
	Unknown	23%	22%	30%	14%	31%	25%	20%
	Grand Total	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*	*100%*

(a) (ii) Female:male ratio of academic staff promotion rates

Female:male ratio of academic staff promotion rates – across the university and in SET departments. Comment on any implications of this for the university and plans to address any disparities. For example, are men and women equally likely to be put forward for promotion? Are male and female applicants for promotion equally successful at all levels? Are there differences in SET departments?

Comparative analysis of each staff member's grade across two years is summarised in Table 9 below and shows the overall number and percentage of staff who were promoted and this shows that there has been less promotion within STEMM than non-STEMM. Within STEMM the 2012-13 data showed that female staff were more likely to be promoted than male staff but this finding was reversed in 2013-14.

Table 9: All academic staff showing promotion 2012-2014

All University

		Female		Male	
		#	%	#	%
2012-13	employed in same grade	504	91%	470	94%
	promoted	51	9%	30	6%
2013-14	employed in same grade	511	92%	456	91%
	promoted	47	8%	46	9%

STEMM

		Female		Male	
		#	%	#	%
2012-13	employed in same grade	275	93%	268	95%
	promoted	22	7%	15	5%
2013-14	employed in same grade	289	96%	256	91%
	promoted	13	4%	26	9%

Included within the promotions outcomes above are applications for Readerships and Professorships (Tables 10a and 10b below). Generally low in numbers, the proportion of female staff applying for these titles is particularly low. In the three years of data only one application (male) was not successful.

Table 10a Readership applications

	Female		male		Totals
	#	%	#	%	
2012	1	25%	3	75%	4
2013	1	17%	5	83%	6
2014	2	40%	3	60%	5

There are two female readership applications in process

Table 10b Professorship applications

	Female		male		Totals
	#	%	#	%	
2012	1	33%	2	67%	3
2013	1	20%	4	80%	5
2014	2	40%	3	60%	5

There are one female and three male professorial applications in process

(b) Policies and activities that support women's career progression in SET departments in particular at key transition points

Describe the policies and activities at the university that support women's career progression in SET departments in particular at key transition points – describe any additional support given to women at the key career transition points across the university, and in SET departments, such as support for new lecturers or routes for promotion through teaching and learning.

The University has a number of well-established practices to support fair recruitment and selection including:

- The Panel Chair must have completed the appropriate Recruitment and Selection training, which has equality and diversity embedded within it;
- The Panel Chair is required to choose a panel from staff who have attended training and who represent a diverse background;
- All job vacancies are advertised across the University, accessible to all staff;
- Significant fractional roles such as Subject Group Leader or Associate Dean, which open up future career opportunities, are also advertised openly and subject to full selection processes.

92% of all Staff Survey respondents and 93% of all female respondents agree that the University acts fairly in the ways it recruits. The University is keen to build on this good practice and is currently rolling out an Institution-wide programme of 'Unconscious Bias' training to give staff the tools to recognise and address bias in their interactions with prospective and existing staff and students. To date 275 members of staff including CEG (which includes all the Deans of the STEMM Schools) have attended training with planned events to train further staff by summer 2015 **(Action 14)**.

New Lecturers are supported by being encouraged to attend teacher Continuing Professional Academic Development programme (CPAD) (incorporated in their workload allowance). We also have a fee-waiver policy for staff wanting to pursue part-time study including doctoral research. As mentioned in section 3, we will provide mentoring for staff who are approaching the end of their contract (see action 8).

These development and mentoring opportunities are discussed with staff at points in the academic year, including induction and appraisals.

Central induction provides an overview of the University and areas of strategic importance as well as practical sessions to help staff get the most out of their careers at the University. This includes information on how to locate resources to support staff in their jobs, how to access training and the role of appraisal.

This is supplemented by an induction session with HR to discuss key employment policies, pay, pensions and the employee portal. Additionally a local/School induction programme and a generic local induction checklist is available for Schools to use and build upon.

In addition, a requirement of probation is the CPAD which provides a vehicle for the discussion and dissemination of good practice in teaching as well as a support network.

For new academic staff, there are additional resources online such as the 'New to Research at the University' section on the website which includes links to the Research Handbook containing useful information about how research is managed, the services available, a comprehensive list of contacts as well as a link to upcoming research events to support development and networking. The screen shot below illustrates the variety of events and the variation in day/timing to accommodate different work patterns.

Dates (Semester A)	Time	Event
Thursday 9th October 2014	09:30-11:30	**Using the Research Information System**
Thursday 9th October 2014	13:00-14:00	Managing your Post Award Research Finance Project including HR and Legal Issues
Monday 20th October 2014	13:00-14:00	**Applying for Ethical Approval for Your Research Project**
Thursday 13th November 2014	13:00-14:00	**Horizon 2020: Update and latest developments**
Thursday 13th November 2014	09:30-19:30	**Vitae Research Staff Conference**
Wednesday 19th November 2014	10:00-11:30	**Research Data Management**
Wednesday 19th November 2014	13:00-15:00	**Visit by The Royal Society**

The 2013 Staff Survey identified that 32% of staff were not satisfied with local/school induction; however, 25% of this was because they had not received a local induction. As a result, an audit of local induction has been commissioned and is due to conclude by Spring 2015 **(Action 15)**.

We do not operate an annual round of academic promotion but rather we offer opportunities for staff to progress throughout the year by various routes. Vacant academic positions and significant roles (e.g. Associate Dean (Research)) are advertised widely and are subject to selection processes. Published role profiles state the criteria against which assessments are made. Staff can submit evidence showing how they meet job evaluation - based progression criteria to be promoted from, for example, Lecturer to Senior Lecturer, Principal Lecturer or above. Submissions are made by staff through their line manager and assessed by HR staff before being approved by the accountable Pro Vice-Chancellor, to ensure consistency across the University. A further promotion route is available to staff via applications for a Readership or a Professorship. Figure 9 illustrates the progression opportunities available to academic staff at the University.

Actions
14. Continue to roll out Unconscious Bias training and work with STEMM Schools to ensure participation targets are met.
15. Undertake a review of local induction practice.

The Staff Survey showed that 80% of female staff feel that the University acts fairly in career progression and promotion.

However, feedback from female focus groups enabled a more nuanced analysis. Comments ranged from 'I need to know exactly what I need to do', to pointing out the need for 'mentoring on what would be expected from the applicant at promotion interviews' and the need for 'someone to track the process for the applicants and keep the applicant informed'.

In response to feedback, work has already commenced to develop guidance on progression pathways (**Action 16**). We will introduce promotion workshops to support those considering applying for progression (including to Reader/Professor) **(Action 17)**. We also plan to collate 'promotion stories' from females (full/part-time) and include them on the Women in STEMM Network webpages. These stories will include case studies, be discussed at the promotion workshop and will be included in a Career Pathways booklet (**Action 18**). Finally, HR will conduct a review of the promotion systems and identify clear feedback points in the process (**Action 19**).

Actions

16. **Develop guidance on progression pathways.**
17. **Develop and deliver promotion workshops (encourage women to attend).**
18. **Collate 'promotion stories' (from women working full and part-time) and include on Women in STEMM Network and on UH Employment Opportunities webpages. Produce Careers Pathways booklet including these narratives.**
19. **Conduct a review of the promotion systems for Professors and Readers and address emergent findings.**

Figure 9: Academic promotion routes

Grade	Teaching and research	Research focus
AM	Academic Managers	Professor
UH9	Principal Lecturer	Reader
UH8	Senior Lecturer	Senior Research Fellow
UH7	Lecturer	Research Fellow
UH6		Research Fellow
UH5		Research Assistant
UH4		Research Assistant

Application for vacant position   Application for progression   Application for Readership or Professorship

Within the framework of promotion opportunities, academic staff progress along pathways encompassing learning and teaching, consultancy and enterprise work as well as the more usual research route. The University encourages, and has awarded, Professorial and Readership titles to staff in recognition of their work in the fields of Learning and Teaching and also Enterprise.

4.2. Career Development

Career development

(a)Describe the policies and activities at the university that support women's career development in SET departments.

(i) Researcher career support and training – describe any additional support provided for researchers at the early stages of their careers, such as networks and training.

(a) Policies and activities that support women's career development
(i) Researcher career support and training.

All staff are encouraged to continue to focus on their development. The University runs a 'Developing Your Career' course which introduces participants to a career management model and other tools for thinking through their career development and aspirations.

A key vehicle for supporting all staff with their development and career progress is the appraisal process. It is mandatory for all staff to receive a full appraisal and a 6 month review once a year. In some areas this is supplemented by more frequent 1:1 sessions. The scope of appraisal covers a review of the previous year, a discussion about the next year's objectives including what training or support may be required and a discussion of longer-term career goals. Alongside work-related targets all staff are required to identify at least one development target to embed the principle of ongoing personal development.

Training in appraisal is mandatory for all line managers, and a specific workshop has been developed to address the particular needs of the researcher community. Completion of appraisal is audited annually and this has shown widespread compliance across all staff groups.

An internal audit into the appraisal process was conducted in July 2012 and identified the following areas of good practice:
   a. An easily-accessible and clear appraisal policy and documentation available to staff on StaffNet (intranet);
   b. Annual reminders about the requirements and objectives of the appraisal policy issued to staff;
   c. Integrated appraisal documentation.

The high level of take up of appraisal was confirmed by the 2013 Staff Survey; however the qualitative input provided by a survey highlighted that the appraisal conversation was not useful to all staff (only 67% satisfaction).

An associated enhancement activity has been a content analysis of completed action plans and a priority area for improvement is how managers can be supported to hold better career discussions and how staff can be encouraged to proactively access available support. Focus groups will be run with staff as part of this project **(Action 20).**

Another key provision for development is the extensive 'Researcher Development Programme' for Research staff and PGR Students (compulsory for the latter), where opportunities for development in research and more generic career development (mapped to the Vitae Researcher Development Framework) are available throughout the academic year. This has over 60 sessions for students and early career researchers covering all 12 sub domains of the Framework. We plan to work with the STEMM Schools to further promote these development opportunities in a more targeted manner to women (working full and part-time) **(Action 21).**

Actions

20 **Run focus groups with staff to identify how managers can be supported to hold better career discussions during appraisals and how staff can be encouraged to access available support proactively.**
21 **Further promote development opportunities (including research development) in a more targeted manner to women (working full and part-time) in STEMM.**

(ii)   Mentoring and networking

Mentoring and networking – describe any mentoring programmes, including any SET-specific mentoring programmes, and opportunities for networking. Comment on their uptake and effectiveness. Are women encouraged to participate in networking opportunities?

The University introduced a mentoring scheme for early career researchers in December 2012 and mentoring coordinators were appointed for STEMM and non-STEMM Schools. The duration of the mentoring scheme is typically set at three terms or eight months. Training is provided for both mentors and mentees. However, implementation and take up has not been consistent and our consultation exercises have told us that we need to expand the programme to have more specific emphasis on staff who wish to advance their careers, as identified by a recent STEMM focus group **(Action 22)**.

Significant investment has been made in training 50 coaches across the University and any member of staff is able to ask for coaching for support when having transition in their role.

Historically there has been no formal support network specifically for women. To address this gap a 'Women in STEMM Network' (WSN) was set up. Open to all women across STEMM disciplines, it aims to support them in their career development, providing discussion forums, information networking and mentoring opportunities.(see also 4.2(b)).

We envisage mentoring relationships to also emerge via our promotion workshops (action 17 discussed).

Action

22. Revise existing mentoring programme for staff so that it more explicitly supports women in advancing their careers in STEMM.

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b) Describe any activities at the university that raise the profile of women in SET generally and also help female staff to raise their own profile such

Describe any activities at the university that raise the profile of women in SET generally and also help female staff to raise their own profile such as:
   (i)   Conferences, seminars, lectures, exhibitions and other events.
   (ii)   Providing spokeswomen for internal and external media opportunities.
   (iii)   Nominations to public bodies, professional bodies and for external prizes.

The launch event for our Women in STEMM Network was an opportunity to hear from women in our Institution talking about both their career progression and their own research. Over 130 people joined the Network at the launch.

Table 11 Presentations at the Women in STEMM Network (WSN) Launch

Presenter	School	Topic
Professor Soraya Dhillon MBE	LMS	Patient Safety: Bench to Bedside – a personal journey.
Dr Louise MacKenzie	LMS	Is there a cure for all? Recent advances in our understanding of nuclear receptors.
Professor Fiona Brooks	HSW	Biology is not a destiny: A journey into the science of public health.
Professor Janet Drew	PAM	From big ideas to big data: a life in astrophysics.
Dr Ute Gerhardt	LMS	Women in Science – from Industry to Academia
Dr Cinzia Pezzolesi	LMS	Mindfulness in Health Care settings.
Dr Wendy Wills	HSW	When nutrition meets social science: life as an interdisciplinary researcher.

The Network launch, where case studies from our STEMM women researchers were on display, was followed by a keynote address from our alumna Kate Bellingham, who spoke on 'A World of STEMM Opportunities' and engaged our audience with a series of lively interactive considerations. This event was open to anyone (male or female, internally and externally) with an interest in STEMM or working in STEMM. Future events will showcase research in which female staff and students are engaged **(Action 23).**

In addition to the Network, the University raises the profile of staff through the Vice-Chancellor's Awards Scheme, an annual event to celebrate the achievements of staff across a range of categories. Female 2014 STEMM winners included Colleague of the Year, Excellence in Research and Excellence in Engagement with Business and the Professions.

Action
   23. Organise further events for the Women in STEMM Network to include showcasing research in which female staff and students are engaged.

As part of our commitment to increasing the number of women in senior management positions, the CEG also supported staff in applying to the Leadership Foundation for Higher Education (LFHE) Aurora Programme. In 2014, we were successful in gaining 12 places including from STEMM Schools: HSW(2), LMS (1), PAM (1) and COM (1).

STEMM women academics have been encouraged to raise their profiles through engagement with the wider University agenda, e.g. Research Committee, Research Degrees Board, Ethics Committee, SEEC as well as increasing their profiles nationally and internationally. For example, the 0.8FTE role of Associate Dean (Research) is shared between Professor Sally Kendall and Professor Julia Williams (HSW) allowing both the time and opportunity to continue with their research careers. Professor Hilary Thomas is an established Medical Sociologist and has made a high profile contribution to research degree management at the University as Deputy Head of Research Degrees for the Health and Human Science Research Institute (HHSRI). Julia Williams' recent professorial appointment and appointment to Associate Dean (Research) is enhancing her opportunity to widen her profile further in the field of Paramedic Science, an under-researched and predominantly male-dominated area.

Within LMS, Professor Soraya Dhillon MBE, was made Dean of School in 2012 following previous tenure as Head of School of Pharmacy. Within PAM, Professor Janet Drew was recruited in 2008 and promoted in 2010 to the role of Director of the Centre of Astrophysics Research as well as being Associate Dean (Research) until 2014.

In general, staff are encouraged to take up external opportunities that may support their career and personal development. Taking Health and Social Work for example, these include membership of NIHR Research Funding Panels, membership of EU and other international funding committees. These opportunities also extend to early-career researchers, for example, a Research Assistant was recently supported to become a member of a World Health Organisation (WHO) group developing gender attitudinal questions for future WHO health surveys.

All Schools have a staff development budget for conferences and external lectures and seminars.

4.3. Organisation and culture
Organisation and culture
a) **Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.**
   (i) **Female:male ratio of Heads of School/Faculty/Department – across the whole institution and in SET departments. Comment on the main concerns and achievements and how the action plan will address them. For example, are women and men appropriately represented at this level? Are there any differences in SET departments?**

(a) (i) Female:male ratio of Heads of School/Department –

In 2014, 20% of STEMM Deans of School are female and in non-STEMM female representation is 40%. However, there is significantly more female representation at Head of Department level.

Table 12: Deans of School and Heads of Department (STEMM and non-STEMM)

Deans of School - STEMM					
	Female		Male		
	#	%	#	%	Total
2012	1	20%	4	80%	5
2013	1	20%	4	80%	5
2014	1	20%	4	80%	5
Heads of Department - STEMM					
	Female		Male		
	#	%	#	%	Total
2012	5	71%	2	29%	7
2013	5	71%	2	29%	7
2014	5	71%	2	29%	7
Deans of School – non-STEMM					
	Female		Male		
	#	%	#	%	Total
2012	2	40%	3	60%	5
2013	2	40%	3	60%	5
2014	2	40%	3	60%	5
Heads of Department – non-STEMM					
	Female		Male		
	#	%	#	%	Total
2012	1	33%	2	67%	3
2013	1	33%	2	67%	3
2014	1	33%	2	67%	3

(ii)   Gender balance on the senior management team at university level.

Gender balance on the senior management team at university level. Comment on the numbers of men and women on the SMT and plans to address any disparity.

Table 13 indicates a challenge to address the disparity of female representation due to the membership of this group and the overall tenure of senior staff at the Institution.

Table 13 Chief Executive's Group

Chief Executive's Group (CEG)					
	Female		Male		Total
	#	%	#	%	#
2012/13	4	31%	9	69%	13
2013/14	4	31%	9	69%	13
2014/15	3	33%	6	67%	9
* The constitution of the Chief Executive's Group has changed in 2014/15.					

(iii)   Gender balance on influential committees at university level.

Gender balance on influential committees at university level. Comment on the main areas of concern and plans to address them. For example, are women and men appropriately represented on senior decision-making committees? How do you avoid committee overload where numbers of women are small? How are vacancies filled and women encouraged onto committees, especially where turnover is low? Are the positions advertised?

There is a good gender balance on senior decision-making committees. Vacancies are filled according to who occupies the role in the relevant category (e.g. Associate Dean, Research) and are thus determined. The University's Research Committee currently has an equal representation between men and women (Table 14). At the beginning of 2014 An Athena SWAN Champion membership category was created on this Committee and this will be rotated annually across the STEMM Schools.

Table 14 Research Committee Membership

Research Committee (RC)					
	Female		Male		Total
	#	%	#	%	#
2012/13	14	45%	17	55%	31
2013/14	12	43%	16	57%	28
2014/15	15	50%	15	50%	30

The Student Educational Experience Committee (SEEC) is responsible for enhancing the student experience and its remit includes recruitment, diversity and academic standards and quality. There is a high representation of women on this Committee (see Table 15 below) with figures remaining relatively steady over the past three years. In 2014 just over 60% of members were female.

Table 15 Student Educational Experience Committee membership

Student Educational Experience Committee (SEEC)					
	Female		Male		Total
	#	%	#	%	#
2012/13	15	65.22%	8	34.78%	23
2013/14	15	65.22%	8	34.78%	23
2014/15	14	60.87%	9	39.13%	23

b) **Describe the policies and activities at the university that show a supportive organisation and culture in university SET departments.**

Describe the policies and activities at the university that show a supportive organisation and culture in university SET departments.

(i) Transparent workload models – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

(i) Transparent workload models

For a considerable number of years, all Schools have (and are required to have) a clear transparent workload model and these are reported annually to the Joint Negotiating Consultative Committee (JNCC). These models cover teaching, research, enterprise and administrative responsibilities, including in respect of Athena SWAN, and are also embedded in the appraisal process.

The University conducted a review of its existing workload management in 2013/14 together with a comparator study across peer HEIs. Current practices were viewed positively. The benefits of moving to a more consistent workload modelling were, however, recognised. An ongoing action is to identify opportunities to move towards a more consistent approach to workload management through a project to be completed by mid-2015 (**Action 24).**

Action

24. Identify opportunities to move towards a more consistent approach to workload management across the University.

(ii)   Publicity materials, **including the university's website and images used.**

The University has put considerable effort into making its website and other resources look and feel more diverse and inclusive, particularly in areas where women have been under-represented in the past, such as COM, PAM and ENT. The STEMM Schools have proactively engaged with issues that might affect the diversity of their student population as well as their workforce. Our activities leading up to our submission have helped us to focus on the importance of our marketing and how women view not only these academic disciplines, but also the type of Institution we are.

Below are some screen shots of our web pages:

Women in Physics, Astronomy and Mathematics

Only 13% of all Science, Technology, Engineering, Mathematics and Medicine (STEMM) jobs in the UK are held by women (WISE 2012).

At the School of Physics, Astronomy and Mathematics we encourage all our students to pursue careers in STEMM professions and support both the Juno project and the Athena SWAN Charter.

Meet some of our female role models:

Professor Janet Drew

Janet trained as a physicist, and has been working in astronomy and astrophysics research since obtaining a PhD at UCL in 1980...

From big ideas to big data: a life in astrophysics

Dr Catarina Carvalho

Catarina is a Senior Lecturer in Mathematics and a fellow of the Higher Education Academy. She is also a member of the London Mathematical Society...

View Dr Carvalho's profile

Dr Kristen Coppin

Kristen obtained a PhD in astrophysics in 2008. After post-doctoral positions at Durham University and McGill University, she was appointed Senior Lecturer...

View Dr Coppin's profile

Dr Evelyn Hesse

Evelyn is a Senior Researcher at the Centre of Atmospheric and Instrumentation Research within the School of Physics, Astronomy and Mathematics...
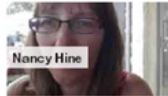
View Dr Hesse's profile

Dr Xin Kong

Xin is a research fellow at the Centre for Atmospheric and Instrumentation Research. Her research include regional air quality modelling and climate change...

View Dr Kong's profile

Nancy Hine

Nancy is a PhD student studying the evolution of galaxies in different environments. Her research project involves studying galaxies in the early Universe...

View Hine's profile

Athena SWAN

The Athena SWAN charter recognises and celebrates good practice in recruiting, retaining and promoting women in Science, Technology, Engineering, Mathematics and Medicine (STEMM) in Higher Education.
The University of Hertfordshire joined the charter in 2012 and has applied for the Athena SWAN Bronze institutional award.

Working with the Athena SWAN initiative helps the University to identify issues affecting women in STEMM and develop ways to increase women's representation and their career development.

What is Athena SWAN

The Athena SWAN charter recognises excellence in advancing gender equality in (STEMM) in Higher Education...
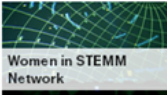
Read more about what is athena swan

Self-Assessment Team

A Self-Assessment Team (SAT) was formed to review the University's application leading up to submission for the Bronze institution award.

Read more about self-assessment team

Women in STEMM Network

The University's Women in Science Network (WSN) is open to all women in science and aims to support them in their career development...

Read more about stemm network

Women in STEMM case studies

Stories of Women in Science at the University of Hertfordshire...

Read more about case studies

Athena SWAN in our STEMM Schools

All our STEMM Schools have an Athena SWAN self-assessment team working with them...

Read more about athena swan in our schools

Flexibility and managing career breaks

Flexibility and managing career breaks

a)   **Describe the policies and activities at the university that support flexibility and managing career breaks in SET departments.**

   (i)   **Flexible working – describe how eligibility for flexible and part-time working is advertised to staff and the overall uptake across the university. What training is provided for managers? How is the policy monitored and how successful it has been?**

(a) Describe the policies and activities at the university that support flexibility and managing career breaks in SET departments.
### (i) Flexible working

There is a core culture of informal flexible working at UH which is usually linked to caring activities and is open to men and women. We know colleagues have interests and responsibilities outside work and we try to tailor working situations to each individual. We also try to ensure that the policies and activities in terms of benefits and flexibility are communicated widely and are transparent and consistent in their application. We have a policy of 'anytime, anywhere, any device' which is operationalised through our Virtual Private Network (VPN) allowing staff to access email, shared and personal folders remotely. The Institution's intranet, StaffNet, has a dedicated space 'Family friendly and wellbeing', which highlights a wide range of related policies, guidance and benefits, such as flexible working, maternity, adoption, parental leave, childcare, day nursery and time off for emergency care of a dependent, job sharing, etc.

These policies are drawn to the attention of all new staff as part of their induction and periodic reminders are sent out by all staff emails , usually linked to Wellbeing events that happen monthly throughout the academic year. Our Human Resource policies

34

are subject to periodic review. We undertake impact assessments as appropriate to ensure that policies do not disproportionately or adversely impact on staff with any protected characteristics, including gender.

Qualitative and quantitative data show that staff make great use of flexible working and that they are supported by line managers. Figure 10 below shows the various forms and methods of recording flexible working.

Figure 10: Flexible working options and methods of recording
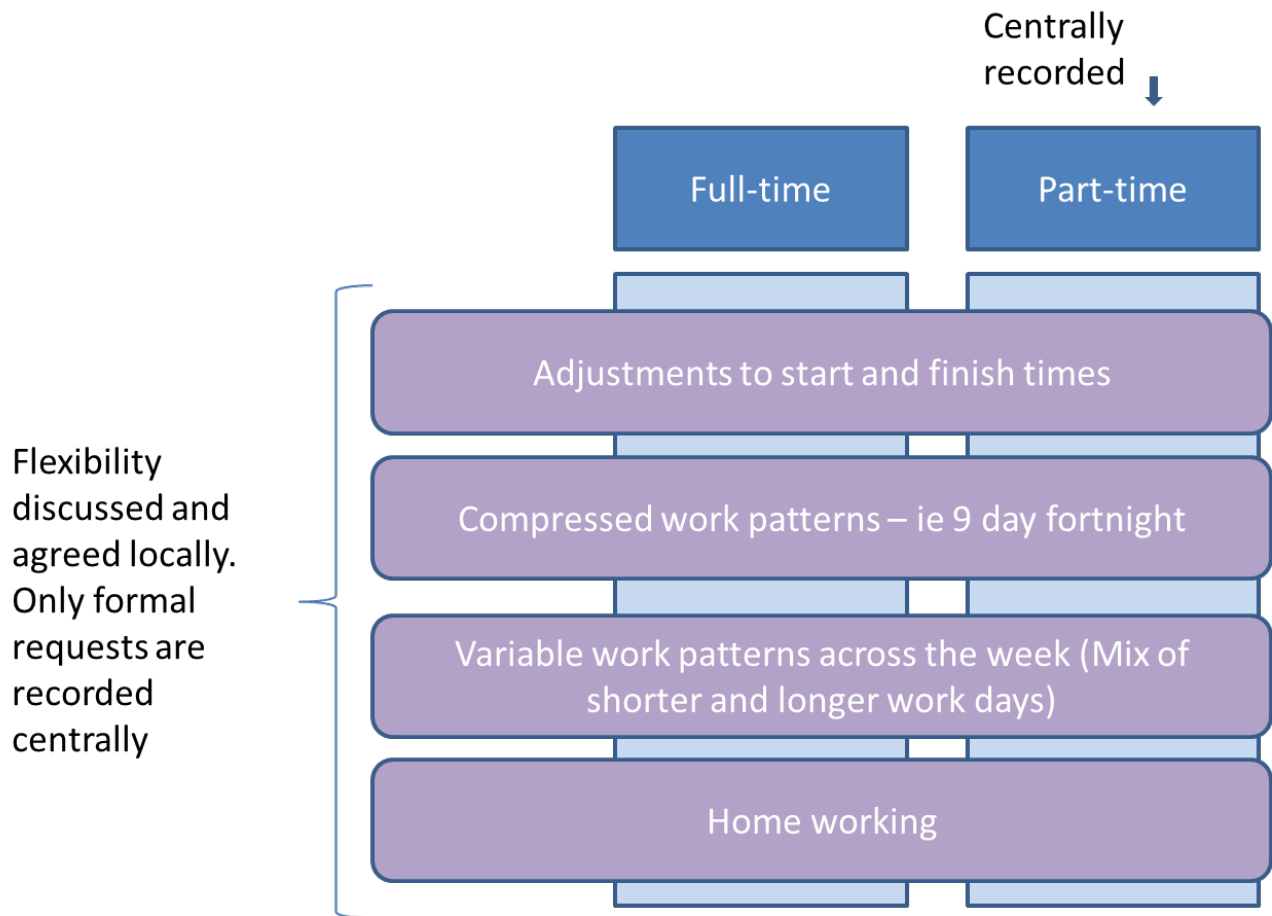
Academic staff and part-time working

Overall 37% of academic staff work part-time. There are differences by gender with 45% of female staff working part-time compared to 27% of male staff. These figures reflect the sector position which reports 43.2% of women working part-time and 28.5% of men. Fig 11 shows that part-time working is less common in STEMM Schools although a higher proportion of female staff work part-time than male staff.

We acknowledge that we have a higher proportion of women working part-time than the Sector, and look upon this as an enabler; however we are keen to ensure that women are not disadvantaged because of their working pattern and we want to ensure this is embedded in relevant actions (for example the inclusion of narratives from women working part-time in the collation of promotion stories, see previous Action 18).

Figure 11: Academic staff working part-time

Academic staff by STEMM and working hours

	STEMM						NON STEMM					
	Female			Male			Female			Male		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
full-time	193	192	214	258	268	254	128	136	134	157	155	156
part-time	133	141	136	56	63	67	144	158	153	74	86	87

Part-time percentages shown on chart: Female STEMM 41%, 41%, 42%; Male STEMM 18%, 19%, 21%; Female NON STEMM 53%, 54%, 53%; Male NON STEMM 32%, 36%, 36%.
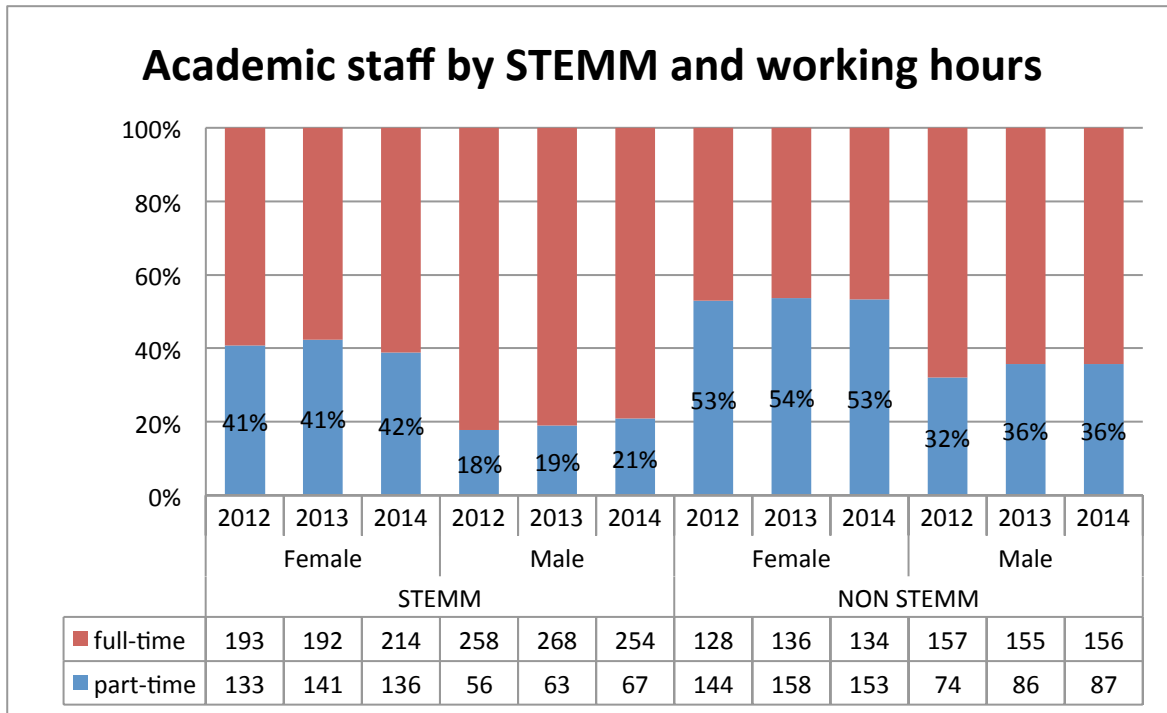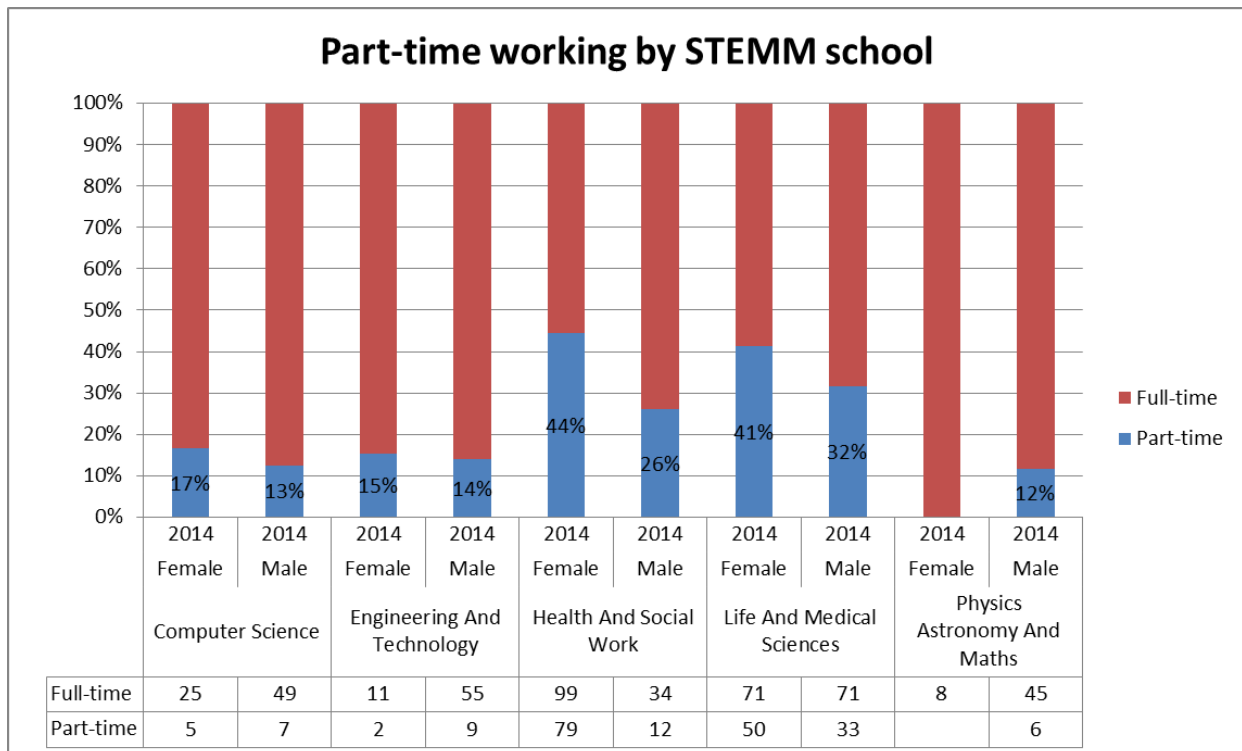
Figure 12: Academic staff working part-time by STEMM School

Figure 12 illustrates that the use of part-time working varies by STEMM School and the underlying reasons for this will be explored in more detail in individual schools.

Part-time working by STEMM school

	Computer Science		Engineering And Technology		Health And Social Work		Life And Medical Sciences		Physics Astronomy And Maths	
	2014 Female	2014 Male	2014 Female	2014 Male	2014 Female	2014 Male	2014 Female	2014 Male	2014 Female	2014 Male
Full-time	25	49	11	55	99	34	71	71	8	45
Part-time	5	7	2	9	79	12	50	33		6

Part-time percentages shown on chart: Computer Science Female 17%, Male 13%; Engineering And Technology Female 15%, Male 14%; Health And Social Work Female 44%, Male 26%; Life And Medical Sciences Female 41%, Male 32%; Physics Astronomy And Maths Male 12%.

(ii) Parental leave (including maternity, paternity, and adoption leave)

Parental leave (including maternity, paternity, and adoption leave) – how many women have returned full-time and part-time? How is teaching and research covered during parental leave? What support is given after returning from parental leave or a career break? What funding is provided to departments to support returning staff?

We have comprehensive guidance on StaffNet relating to maternity, adoption, and parental leave. This information also covers paid KIT days, returning to work, changing work patterns and childcare support and is aimed at ensuring that women remain engaged and have the information they need to take advantage of the support available to enable them to combine work and family life. We also have a dedicated webpage giving details of childcare provision and the services available to staff and students.

All staff taking maternity leave are invited for a personal discussion with a HR Team Leader, when they are briefed on the full range of support available to them. It is recognised that the support from line management may vary and we intend to incorporate a line management briefing into standard process covering the support for staff who will be temporarily absent (to include options for covering leave, the need to discuss preferences for keeping in touch, keeping the individual informed of new role/job opportunities and how to plan for a successful return to work) **(Action 25).** We also plan to set up drop-in sessions for new mothers returning to work, giving them the opportunity to discuss any issues with a member of the Equality Team **(Action 26).**

Actions

    25. Develop briefing for line managers for guidance on keeping the individual informed of significant developments (such as job opportunities), covering absences and facilitating successful return to work plans.

    26. Organise drop-in sessions housed within the Equality Office for new mothers returning to work.

Table 16 shows that there are more instances of maternity across the three years analysed in the Schools of HSW and LMS. This is not unexpected, as these Schools have higher proportions of women than other STEMM Schools in the University.

Table 16: Instances of STEMM academic staff taking maternity, KIT and paternity 2012-2014

		# staff paid maternity	# staff paid KIT	# staff paid paternity
	All stemm academic	**13**	**3**	**3**
	Computer Science	2	0	0
01 Aug 11 - 31 Jul 12	Engineering and Technology	1	0	1
	Health and Social Work	3	1	1
	Life and Medical Science	6	2	1
	Physic Astronomy and Maths	1	0	0
	All stemm academic	**13**	**5**	**3**
	Computer Science	0	0	0
01 Aug 12 - 31 Jul 13	Engineering and Technology	0	0	1
	Health and Social Work	5	2	0
	Life and Medical Science	8	3	1
	Physic Astronomy and Maths	0	0	1
	All stemm academic	**13**	**4**	**1**
	Computer Science	1	0	0
01 Aug 13 - 31 Jul 14	Engineering and Technology	1	0	0
	Health and Social Work	4	0	0
	Life and Medical Science	7	4	1
	Physic Astronomy and Maths	0	0	0

(iii)   Childcare

Childcare – describe the university's provision to support childcare and how it is communicated to staff. What is the take up? How will any shortfalls in provision be addressed?

The University has an on-site childcare facility for use by staff and students. It looks after babies and pre-school children up to the age of 5 and is open Monday-Friday from 8am to 6pm throughout the year. Staff are provided with information about the nursery at their maternity briefing and encouraged to put in an expression of interest at an early stage. Staff can also benefit from the inclusion of childcare vouchers in the Salary Sacrifice Scheme. We also have various school holiday childcare options available through the Hertfordshire Sports Village and through University of Hertfordshire Arts which provides a wide range of cultural and creative events for staff and their families (as well as the wider community). Where there is a shortfall in places, we have arrangements with local nurseries.
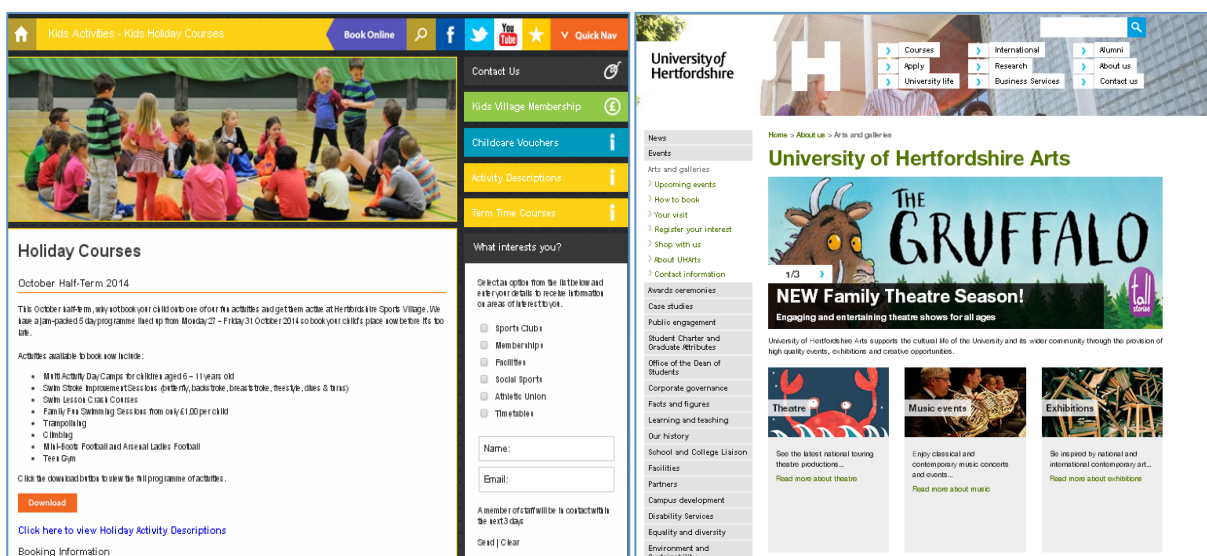
The University's carers' toolkit offers easily accessible information for staff who may be faced with caring responsibilities, including support from within and external to the University. We work with Carers in Herts, a local charity that facilitates sessions for our own Carers' Network. The regular sessions provide a confidential, relaxed and informal environment for any member of staff who is caring or someone, has cared for someone, or anticipates caring for someone in the near future.

90% of staff who responded in the recent Careers in Research Online Survey (2013) believe the University has policies in place to support fair and equal treatment of men and women, and 75% of staff believe that they have the same opportunities to develop as other staff. This was mirrored in the Staff Survey. A higher proportion of women than men feel that the University is committed to supporting and developing its people and also a higher proportion of women than men feel that they have a good work-life balance.

Across the two University campuses we have taken care to ensure that baby changing facilities have been clearly marked and that appropriate support can be given to recent mothers who are still breastfeeding/expressing. In the 2013 Staff Survey, 89% of female respondents said they felt the University offers good non-pay benefits, such as flexible working, on-site nursery and a fee waiver if studying at the University.

(iv) Work-life balance

Work-life balance – describe the measures taken by the university to ensure that meetings and other events are held during core hours and to discourage a long hours culture.

We have published opening hours at the University and discourage a 'long hours' culture. We have a formal policy on indicative constraints for our University timetable which enables teaching times to accommodate recognised individual staff circumstances.

Traditionally we have practised a start time of no earlier than 9.30am for formal committee meetings; however, we have seen some slippage in this area and an action is to redress this (**Action 27**).

There are a wide-range of wellbeing benefits for staff from a comprehensive sporting facility (with 29 sports clubs for all abilities and a competitive standard swimming pool) to a stress management programme. Our Wellbeing Wednesdays and FeelGood Fairs also showcase a plethora of wellbeing activities from financial wellbeing to body balance and nutrition and dietetics.

Our 2013 Staff Survey showed that 68% of female respondents believed that they had a good work-life balance. There is scope for improvement and we are acting on these findings. We will compare results from next UH Staff Survey (2016/17) with the 2013 staff results **(Action 28).**

Actions

> **27. Reinforce the implementation of our past policy of committee meetings starting no earlier than 9.30 am.**
>
> **28. Consider results from next UH Staff Survey (2016/17) and compare to 2013 Staff Survey.**

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5.   Any other comments: (441 words)

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Equal opportunity is a core part of our culture at the University. The Equality Office is working alongside other services on several fronts so that all staff and students feel part of an inclusive workplace. We have formed a SAT for the pilot 'Race Equality Charter Mark'. In 2012 we established a BME Success Project designed to address the BME attainment gap, a key element of our equality objectives. The University is also part of the Stonewall Diversity Champions Programme.

In our 2013 UH Staff Survey, 93% of respondents said they are aware of the University's Diversity Policy and 91% said they believe the University is committed to equality of opportunity and respects its staff regardless of their gender identity, ethnic/national background, disability status, age, sexual orientation or religion or belief. While these figures are pleasing, we will continue to strive to increase awareness of equality and ensure equality of opportunity is part of our everyday practices and existence, through engagement with equality projects such as the Athena SWAN and the Race Equality Charter Mark.

Our journey through the Athena SWAN process has helped us identify our strengths and areas for improvement. It has also prompted many individuals (staff and students) not only to reflect on their own biases but also their achievements. One female academic (LMS) revealed during an interview with the Athena SWAN Officer that 'At times it has been a struggle, and becoming aware of Athena SWAN made me reflect on what I have achieved, and I think I have done really well!'. While this self-reflection is welcoming, we are ultimately striving towards addressing and alleviating the 'struggle' element to enable colleagues to achieve their full potential, whilst maintaining a good work-life balance.

Alongside tangible support structures (such as promotion workshops and mentoring schemes), we hope to also change perceptions and biases that may inhibit staff and students from identifying and endeavouring to achieve their goals. One female PhD student in PAM suggested during an interview (that), 'Men have an internal self-confidence. They don't need someone to convince them they can do it. It doesn't mean women can't do it'. Another female undergraduate student shared a story about her fellow student who decided against applying for a research placement at a prestigious research centre: 'She was told it was a hard placement to achieve and so she decided not to go for it'. Fortunately, the research student coordinator was alerted to this situation and helped her fill in the application before the deadline.

These personal narratives reveal the importance of celebrating female staff achievement. By highlighting the wide ranging support structures in place, these achievements become increasingly attainable.