



Athena SWAN Bronze department award application

Name of university: University of Hertfordshire

Department: School of Life and Medical Sciences

Date of application: November 2014

Date of University Bronze SWAN award: Under Consideration - Submitted November 2014

Contact for application: Professor Soraya Dhillon MBE

E-mail: s.dhillon@herts.ac.uk

Telephone: 01707 285919

Departmental website address: <http://www.herts.ac.uk/apply/schools-of-study/life-and-medical-sciences>

*Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.*

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

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.

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GLOSSARY OF TERMS	
CPD	Continued Professional Development
ECU	Equality Challenge Unit
FTE	Full-time equivalent
HE	Higher Education
HoDs <ul style="list-style-type: none"> • HES • PSY • PHA • PGMed 	Heads of Department <ul style="list-style-type: none"> • Human and Environmental Sciences • Psychology • Pharmacy • Postgrad Med
HR	Human Resources
JACS	Joint Academic Coding System
KIT	Keeping in Touch
LMS	Life and Medical Sciences
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PL	Principal Lecturer
PRES	Postgraduate Research Experience Survey
RA	Research Assistant
SAT	Self-Assessment Team
SEG	Senior Executive Group
SL	Senior Lecturer
SMT	Senior Management Team
STEMM	Science, Technology, Engineering, Medicine and Mathematics
UH	University of Hertfordshire
UG	Undergraduate
WSN	Women in STEMM Network

Section 1. Letter of endorsement from the Head of Department: maximum 500 words

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



School of Life and Medical Sciences
University of Hertfordshire
Wright Building
College Lane
Hatfield
Herts AL10 9AB
Tel: 01707 285919

Ms Sarah Dickinson
Athena SWAN Manager ECU
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London WC2A 3LJ

26th November 2014

Dear Ms Dickinson

I am delighted to give my full support for our Athena SWAN Bronze application and associated Action Plan.

The School of Life and Medical Sciences, established in September 2012 as part of a University wide restructuring, brings together four former academic Schools joined by a common management and organisational structure. The School houses four departments: Human and Environmental Sciences, Psychology, Pharmacy and Postgraduate Medicine. The latter two are younger disciplines in the University, established only in 2005.

As a School, we are proud of our high standard of teaching and of our reputation for research which spans from the basic sciences, specialist areas of psychology, agriculture, pharmacy, pharmacology and healthcare. The School supports unique collaborations between academia, the NHS as well as the pharmaceutical and life sciences industry. I am particularly pleased that we foster a supportive culture that enables staff to excel and flourish within their roles irrespective of gender. We have much to celebrate in terms of the evident high proportion of women in the School's Senior Executive Group (9 Women out of a total of 15 members). We can also demonstrate the success of structures and mechanisms put in place for young female researchers undertaking PhDs to develop a successful career in academia. This is exemplified by the Associate Dean of Learning and Teaching and by several other female staff members who have progressed from their doctoral studies to embark on academic careers through informal mentorship, reaching senior lectureships and other management positions within the School. Our formal training for researchers and supervisors is flexible, and accommodates staff who work part-time or require flexibility to manage their academic portfolio. The School over the past two years has ensured its culture of support of staff flourished, enabling the development of women across the breadth of our portfolio as well as the leadership of the organisation. We are particularly proud of the first Women in STEMM network launched at the University with staff across the School presenting talks on a range of topic including 'Women in Science – from Industry to Academia' and on 'Mindfulness in Healthcare Settings'.

While our metrics indicate an equal gender balance throughout the academic workforce and student population, there are still issues that need to be addressed at the most senior professorial level. We

are addressing this with the recent appointment of the first female Professor of Agricultural Chemistry at the University and will continue to do so through our Action Plan. As a School we have much to celebrate in terms of the day-to-day support and training we provide to all members of staff and in summing up, I fully endorse our application and the accompanying action plan that has been derived from our review. I will ensure my continued and direct involvement in implementing our plans such that women scientists are assisted to work within an environment that allows them to fulfil their potential in all areas of the School's activities.

Yours sincerely,

Professor Soraya Dhillon MBE
Dean of School

Word count: 500

Section 2 - The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

The Dean of School (Life and Medical Sciences; LMS), Professor Dhillon MBE, initiated the self-assessment process for the School's Bronze application, chairing meetings and overseeing the submission. The Terms of Reference for our Athena SWAN self-assessment team (SAT) were established in March 2014, and the SAT composed of the Dean of School (Chair), Associate Dean for Research (Deputy Chair), School of Life and Medical Sciences Athena SWAN Champion, Head of Human Resources (HR) Strategy and Change, UH Head of Equality, a dedicated UH Athena SWAN Officer who was appointed in June 2014 in the University Equality office, and a good representation of other members from across the School. The group brings together staff at different stages of their career with a range of specialities and work-life balance experience (Table 2.1) that provides a deeper insight to the issues raised in this application. To recruit members, an initial introduction to the Athena SWAN Charter and its aims and ethos was made via e-mail across the School. An open invitation was subsequently sent out to the staff mailing list inviting individuals to be directly involved in the School SAT. Some members were identified as being able to make specific contributions to the assessment process and joined following informal discussions. The overall approach to team building was of openness and inclusivity and everyone was reminded of the importance of gender equality to both men and women. Our aim was to have coverage from each of the main disciplines within each of the four departments, and to cover the full range of roles from undergraduate (UG) and PhD students to Dean of School, as well as an equal divide of gender. However, out of a total of 24 current members, 4 are men. The low male representation may be due to having a large number of women who are keen to be involved in the process of this application (Table 2.1). In moving forward, we aim to increase male representation on our SAT to 50% (see **Action A**).

Table 2.1 Members of the LMS-SAT

Name	Role (LMS)	Role and working group (LMS-SAT)	Comments - Work-life balance/promotions
CORE TEAM			
Prof Soraya Dhillon	Dean of School	Chair <i>Critical reading group</i>	Dual career household with UH supporting non-executive positions. Providing personal support to daughter's medical career including grandparent support. Utilising flexible working.
Prof Anwar Baydoun	Associate Dean for Research	Deputy Chair <i>Organisation and culture working group; Critical reading group</i>	Sole carer for two boys. Uses informal work/flexi working hours when necessary to provide support for the children. Promoted to Associate Dean 2012.
Dr Louise Mackenzie	Senior Lecturer Pharmacology, Admissions Tutor (Biosciences and extended degrees)	LMS Champion <i>Student data working group, Staff working group, Editor</i>	One daughter in Reception and one preschool son in nursery on campus; informal flexible working hours for teaching and research. Volunteer Company Director of a community centre.
LMS SAT TEAM			
Dr Lucy Annett	Senior Lecturer Psychology, Programme Tutor and Admissions Tutor for MSc Psychology conversion degree.	<i>Staff data working group</i>	Two older children now independent. Benefited from informal flexible working earlier in career while managing dual career household.
Dr Simon Baines	Senior Lecturer Microbiology (HES)	<i>Student data working group</i>	Two young children, commutes a long distance to the University and benefits from flexibility in his working role.
Dr Katerina Finnis	Athena SWAN Officer; Equality Office (University role)	<i>Core team, support and advice; Interviews and survey data</i>	In dual-career household. Two young children. Works part-time and flexibly.
Cheri Hunter	Associate Dean, Head of Postgraduate Medicine	<i>Support and advice;</i>	Able to work flexibly including working from home on occasion.

Dr Karen Irvine	Research Fellow Psychology	<i>Staff data working group; Critical reading group</i>	Dual career household with partner working away Monday to Friday. Twin daughters with complex health needs, and a son. Makes use of informal flexible working. Recently recruited member of staff (recruited to current post in June 2013).
Dr Lisa Lione	Senior Lecturer Pharmacology (HES)	<i>Staff data working group</i>	Dual career household with two primary school aged children. Working full-time with flexibility to support family.
Dr Angela Madden	Subject Group Lead Nutrition and Dietetics (HES)	<i>Organisation and culture working group</i>	Working full-time with flexibility allowing long distance support for 80 year old parent when necessary.
Dr Pryank Patel	Lecturer Biosciences (HES)	<i>Student data working group</i>	Active researcher balancing teaching and pursuing research ambitions through flexible working.
Noelia Perez-Diaz	Part-time PhD student and technician, Biosciences (HES)	<i>Student data working group</i>	Departmental funded PhD, flexible working allows combining technical role and studies.
Dr Cinzia Pezzolesi	Senior Lecturer (PGM)	<i>Support and advice</i>	No children, working as a clinical psychologist and lecturer, can use flexibility when needed to balance work. Recently promoted from Post-Doctoral Fellow to Lecturer and subsequently to Senior Lecturer.
Min Rodriguez	Head of Equality (University role)	<i>Support and advice</i>	Working full-time with flexibility. In a dual career household with no children and currently completing a doctorate part-time.
Dr Sharon Rossiter	Senior Lecturer Chemistry (Pharmacy); MSc Programme Tutor	<i>Staff data working group</i>	Caring for older relatives. Adult children and dual career family. Benefited from informal flexible working when needed.
Dr Tim Sands	Subject Lead Geography, Environment and Agriculture (HES)	<i>Support and advice</i>	Flexible working occasionally enables the flexibility to address important issues outside work. Recently promoted to Subject Group Lead.
Dr Shivani Sharma	Associate Dean for Learning and Teaching (LMS)	<i>Staff data working group and staff related action planning</i>	Training as a professional dancer alongside establishing a dance school. Profile of management alongside growing research expertise in

			psychological medicine. UH alumnus supported and mentored to develop varied academic profile. First to go to University in the family. Promoted to Associate Dean in 2012.
Camilla Smallbone	Full-time Undergraduate Student	<i>Critical reading group</i>	Studying for final year Pharmacology degree. Flexible timetabling.
Dr Amy Tanner	Senior Lecturer Sports Science (HES)	<i>Organisation and culture working group</i> <i>Staff promotion case study</i>	Competitive marathon runner and middle/long distance triathlete. Meeting training commitments is possible due to informal flexible working hours. Promoted through Equate from Lecturer to Senior Lecturer in July 2014.
Dr Shori Thakur	Senior Lecturer Pharmacology (HES); PGR Tutor, PGR Degrees Admissions Tutor	<i>Critical reading group</i>	UH alumnus. Sole care for elderly mother. Flexible working hours at the University enables caring responsibilities to be carried out.
Dr Katerina Vafeiadou	Senior Lecturer Nutrition (HES); Admissions Tutor and Placements Tutor for BSc(Hons) Nutrition	<i>Staff data working group</i>	No children or other caring responsibilities. Works full-time and can use flexible working if needed.
Michelle Varian	Project Officer (LMS)	<i>Administrator to SAT</i>	Two children, one of whom is severely autistic and lives in a residential care home. Works part-time in order to be able to carry out caring responsibilities and advocate for him.

b) 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.

To manage the self-assessment process, a *core member* group consisting of the Dean of School/SAT Chair, the Associate Dean for Research/Deputy SAT Chair and the School-based Athena SWAN Champion (Table 2.1) was set up. The initial meeting of the core working group was held on 28th March 2014 in order to establish the basis of the SAT procedure and the approach to take in building the SAT. The first full SAT met on 24th April, followed by once-monthly meetings (Table 2.2). The SAT Champion, Dr Louise Mackenzie gave regular updates on the progress of the application to the School's Senior Executive Group (SEG, the key strategic planning and decision making committee of LMS). The working groups within the SAT worked on the interpretation of data, agreeing necessary action to address inequalities and inconsistencies found, and reviewing progress against proposed actions.

Table 2.2 An outline of LMS SAT meetings

Date	Main Activity	Main Actions/Decisions
24 th April 2014	Discussion of the overall approach to take over the coming year, and whether the team fulfils the necessary criteria set out by Athena SWAN.	Set out strategy for the application. Start identifying existing good practices in place within the School and also the challenges and obstacles that need addressing.
12 th May 2014	The team divided the application and designated individuals into smaller working groups from within the SAT to lead on: <i>student data; organisation and culture; interviews and survey data.</i>	Each working group reports to the main School SAT held each month. The School SAT in turn reports to the main University SAT.
19 th June 2014	Preliminary data was discussed, and areas that needed further analysis determined.	Actions on staff and student data.
24 th July 2014	The focus of this meeting was on the collected data.	Working groups reported their findings to the SAT and new actions were agreed.
12 th August 2014	Initiated the collective shared hard drive online so that resources and data can be shared on a password protected space.	Remaining data sources identified.
23 rd September 2014	Identified the challenges of collecting data and collated the sections of application from the working parties.	Initial draft collated from working parties. Compiled action points to form a first draft of the application.
22 nd October 2014	Discussion of Action Plan and working draft document.	Critical readers' feedback.
7 th November 2014	Agreed final version of the submission and Action Plan.	Champion to present the application to the LMS SEG.
18 th November 2014	Final meeting prior to submission to review any changes required by LMS SEG.	Application sent to the UH SAT for approval and printing.

Other key activities:

20th May: Dr Louise Mackenzie helped to organise the UH '**Women in STEMM Network**' (WSN) launch; members of the SAT including Professor Soraya Dhillon, Dr Cinzia Pezzolesi and Dr Louise Mackenzie presented at this meeting on their careers in science.

18th June: Dr Louise Mackenzie and Min Rodriguez attended the **Athena SWAN London and Eastern Region** meeting at the Open University.

29th July: members of the School SAT attended a **main University Athena SWAN focus group**. This event was useful as it enabled members to further reflect on their practices and identify new challenges. It also further verified the links between the School and the University making staff more aware of policies and practices in place at institutional level.

6th August: Dr Louise Mackenzie attended an **Athena SWAN Panel** in London and was kindly allowed to sit as an observer to further understand the application hearing process.

In addition to the quantitative data (collected from HR and The Registry) and a consideration of the 2013 UH-based staff survey, we decided to consider qualitative data via interviews. More specifically, the Athena SWAN Officer conducted 15 interviews with staff and PG students across LMS in order to pinpoint existing good practice and to identify any outstanding support female members of staff felt they needed in order to progress with their career or studies and achieve a good work/life balance. Reference will be made to these interviews in the application.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.*

The School SAT will continue to meet formally every 3 months and we plan to report annually on our progress against the action plan to SEG and UH SAT so that we maintain links between the School SAT and Athena SWAN activities at University Level through the central SAT (**Action B**). Membership will also be reviewed to ensure correct and effective representation from across the School and increase its membership of male staff (**Action A**). All minutes and reports arising from SAT meetings will be provided to the Equality Office to ensure that relevant sub-committees of the University are informed of the action plan and that there is appropriate monitoring of the School's performance. The Chair will be responsible for monitoring implementation of the action plan, but specific tasks will be allocated to members of the SAT, as appropriate. We will monitor implementation of the Action Plan in our School SAT meetings (**Action C**). The School will also continue to maintain and keep current its Athena SWAN web pages, ensuring inclusion of resources and new Athena SWAN related materials (**Action D**).

Word count: 892

Action A: Ensure the gender balance on the SAT

Action B: Maintain links between SAT and Athena SWAN activities at University Level

Action C: Monitor implementation of the action plan at SAT meetings

Action D: Maintain and keep current the LMS Athena SWAN web pages

Section 3 - A picture of the department: maximum 2000 words

- a) *Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.*

The School of Life and Medical Sciences is the largest of the 10 Schools at the University of Hertfordshire, and comprises four Departments: Human and Environmental Sciences (HES), Pharmacy (PHA), Postgraduate Medicine (PGMed) and Psychology (PSY). Each department has a Head who reports to the Dean of School at monthly SEG meetings, detailed in **Figure 4.1**. The School collectively employs 225 academic and research staff, 86 support staff and has a total of 3085 undergraduates (2012/13 full-time and part-time), 681 postgraduate taught students (2012/13 full-time and part-time) and 211 postgraduate research students (2012/13 full-time and part-time).

- b) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

Student data

- (i) ***Numbers of males and females on access or foundation courses*** – comment on the data and describe any initiatives taken to attract women to the courses.

The School welcomes applications from a broad range of qualifications (including Access), and offers three types of foundation courses: the Initial Year in Science and Foundation Degree in Sports studies (via consortia North Herts College) and the International Foundation year. The Initial Year in Science is a route into Biosciences and Pharmacy and the Sports Foundation course is a specified route into the Sports degree pathways (Table 3.1). Students lacking the normal entry qualifications for their chosen degree pathways are guaranteed entry following successful completion of their foundation course, although Pharmacy applicants also have to successfully interview for their place. The foundation courses feed into several degree pathways, the majority of which are Joint Academic Coding System (JACS) code B, making the Biological Sciences benchmarks appropriate for our comparison. (All Benchmark data used in this application have been sourced from the 'Athena SWAN benchmarking data 2011-12' based on HESA returns - Equality Challenge Unit (ECU) Benchmarks 2011).

The Initial Year in Science and International Foundation Programme are well represented by women and exhibit higher proportions of women than the benchmark of 28.3% (Table 3.1). The proportion of women studying the Sports Studies Foundation has remained at approximately 20% (19-22.7%) for the past 3 years but actual student numbers have declined, which for females is below the 28.3% benchmark. This will be addressed in our action plan (**Action E**).

Table 3.1: Students enrolled on Foundation Courses.

Foundation degree	Year	Female	Male	Total	% Female	Benchmark % Female
Initial Year in Science	2012/13	34	30	64	53.1	28.3
	2011/12	24	37	61	39.3	
	2010/11	21	21	42	50.0	
Foundation degree in Sports Studies	2012/13	15	64	79	19.0	
	2011/12	22	75	97	22.7	
	2010/11	24	94	118	20.3	
International Foundation Programme	2012/13	14	29	43	32.6	
	2011/12	23	30	53	43.4	
	2010/11	31	46	77	40.3	

- (ii) ***Undergraduate male and female numbers – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.***

Overall, women are well represented amongst undergraduates. In PHA and PSY, numbers show a similar or better proportion of women than the national benchmarks (Table 3.2). In HES there are lower proportions of women in full-time (52.6%) and part-time (47.8%) UG studies compared to the benchmarks of 58.8% and 70.4% respectively. HES, however, is a department with wide-ranging subject areas, including Biosciences (7 UG degrees), Sports (3 UG degrees), Dietetics and Nutrition (2 UG degrees) Geography and Environmental Science (6 UG degrees). Although the majority of these are JACS code C, some are JACS code D with benchmarks which are nationally generally lower for females in UG (40.2% female*) and PGT (44.5% female*) courses. In this context, it not unexpected that the proportion of women in HES (with mixed JACS code C and D subjects) would fall below the benchmark for Biological Sciences (JACS code C).

The lower proportion of women enrolled on the part-time courses in HES may reflect a lack of awareness of available flexible part-time degree programmes. This will be addressed in **Action F** and in **Action E** which will aim to understand from those studying why they have chosen to come to LMS.

*ECU Benchmarks 2011

Table 3.2 Full-time and part-time undergraduate (UG) students in LMS

Dept	Year	Full-time & Sandwich Undergraduate				Bench mark % Female	Part-time Undergraduate				Bench mark % Female
		Female	Male	Total	% Female		Female	Male	Total	% Female	
HES	2012/13	838	756	1594	52.6	58.8	33	36	69	47.8	70.4
	2011/12	840	777	1617	51.9		42	53	95	44.2	
	2010/11	457	503	960	47.6		36	51	87	41.4	
PHA	2012/13	362	243	605	59.8	56.3	14	15	29	48.3	38.8
	2011/12	360	246	606	59.4		16	17	33	48.5	
	2010/11	314	211	525	59.8		16	12	28	57.1	
PSY	2012/13	344	71	415	82.9	79.6	275	87	362	76.0	79.4
	2011/12	389	75	464	83.8		121	22	143	84.6	
	2010/11	372	72	444	83.8		390	148	538	72.5	

To influence the female student numbers, we will demonstrate our commitment to women studying science in the School by promoting the ethos of Athena SWAN (**Action G**) on StudyNet, the University's online teaching resource which can be easily accessed outside of the University. We have already instigated this by inviting second and third year UG students via StudyNet, to take part in the 'Women in STEMM Network' launch event in May 2014, where 4 female students acted as Ambassadors for the day and several others presented their final year project posters.

Action E: Ascertain why students chose to come to LMS for their degree using the UH-1wide student survey

Action F: Promote and advertise flexible degrees; raise awareness of part-time study programmes

Action G: Increase UG student participation at various research/scientific networking events

- (iii) ***Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.***

There are roughly equal numbers of men and women in full-time PGT studies in HES, PHA and PGMed (Table 3.3); however, the percentage of women on these programmes is lower than the benchmarks. This may be due in part to a higher proportion of women opting to study part-time, for which the numbers are closer to or even exceeding the national benchmarks in these departments. PGT courses in HES and PSY have also historically attracted a predominantly international student cohort, however changes in visa restrictions have led to a significant drop in students enrolling overall. In contrast, PHA and PGMed have maintained their full-time student numbers due mostly to a predominance of Home/EU student within their cohorts.

The proportion of women in PSY for the past 3 years (76.5% - 82.5%) has been consistently comparable to the benchmark (79.9%), which may reflect the national appeal of Psychology to women. The lower percentages in HES, PHA and PGMed will be investigated (**Action E**). It is worth noting however that the School provides support for students who have caring responsibilities, including a subsidised on-site nursery, and the SAT feels that this information needs to be made more visible externally to influence part-time female numbers (**Action D**).

Table 3.3 Male and female enrolled as PGT Students

Dept	Year	Full-time Postgraduate (Taught)				Bench mark % Female	Part-time Postgraduate (Taught)				Bench mark % Female
		Female	Male	Total	% Female		Female	Male	Total	% Female	
HES	2012/13	43	47	90	47.8	68.4	65	39	104	62.5	70
	2011/12	50	47	97	51.5		77	66	143	53.8	
	2010/11	83	124	207	40.1		73	60	133	54.9	
PHA	2012/13	12	15	27	44.4	63.2	7	5	12	58.3	50.2
	2011/12	7	5	12	58.3		2	1	3	66.7	
	2010/11	9	12	21	42.9		40	11	51	78.4	
PSY	2012/13	66	14	80	82.5	79.9	59	13	72	81.9	77.8
	2011/12	107	30	137	78.1		84	13	97	86.6	
	2010/11	117	36	153	76.5		80	11	91	87.9	
PGMed	2012/13	24	20	44	54.5	66.8	148	77	225	65.8	58.1
	2011/12	24	22	46	52.2		186	91	277	67.1	
	2010/11	9	12	21	42.9		207	105	312	66.3	

- (iv) **Postgraduate male and female numbers on research degrees – full and part-time –**
*comment on the female:male ratio compared with the national picture for the discipline.
 Describe any initiatives taken to address any imbalance and the effect to date. Comment
 upon any plans for the future.*

The percentage of women enrolling on full-time and part-time Postgraduate Research (PGR) degrees in PHA and PSY is consistently close to, or exceeds, the benchmarks (Table 3.4). The numbers of full-time PGR students in PGMed are too low to draw any conclusions. HES has had a decrease in percentage of women (57.7% in 2010 and 48.6% in 2012) enrolled in full-time PGR degrees, lower than the benchmark 60.4%. However, a recent survey (**Box 1**) indicated that current PGR students are satisfied with their studies, so we need to identify ways in which to encourage women to enrol for research degrees (**Action E, Action F**).

Table 3.4 Male and female enrolled on PGR courses

Dept	Year	Full-time Postgraduate (Research)				Bench mark % Female	Part-time Postgraduate (Research)				Bench mark % Female
		Female	Male	Total	% Female		Female	Male	Total	% Female	
HES	2012/13	17	18	35	48.6	60.4	15	15	30	50.0	61.3
	2011/12	17	17	34	50.0		20	16	36	55.6	
	2010/11	15	11	26	57.7		14	15	29	48.3	
PHA	2012/13	12	9	21	57.1	58.7	7	5	12	58.3	46.5
	2011/12	3	3	6	50.0		2	1	3	66.7	
	2010/11	5	3	8	62.5		5	5	10	50.0	
PSY	2012/13	51	10	61	83.6	75.3	16	3	19	84.2	72.5
	2011/12	45	14	59	76.3		17	5	22	77.3	
	2010/11	47	16	63	74.6		10	4	14	71.4	
PGMed	2012/13	0	1	1	0.0	58.3	2	8	10	20.0	50.4
	2011/12	0	0	0	0.0		2	8	10	20.0	
	2010/11	0	0	0	0.0		2	7	9	22.2	

Box 1:

The data from Postgraduate Research Experience Survey (PRES) on student experience show a high percentage of positive responses. The School (LMS) as a whole did particularly well on:

- Supervision
- Resources
- Research Culture
- Responsibilities
- Research Skills
- Professional Development
- Teaching

The percentage positive responses in these categories were similar to or higher than the national/UH averages.

- (v) ***Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.***

The ratio of offers and acceptances for undergraduate courses is consistently even, ranging from only a 1% to 7% difference between genders (Table 3.5). This is good evidence that there is no obvious institutional gender bias in the numbers of offers given and the proportion of women starting their degrees.

Table 3.5 Numbers of applications, offers and acceptances onto UG courses

Dept	Year of Entry	Gender	Applications	Offers	Acceptances	Applications: Offers	Offers: Acceptances	Applications: Acceptances
HES	2012	Female	1881	1137	317	60%	28%	17%
	2012	Male	2017	1190	307	59%	26%	15%
	2011	Female	1759	988	339	56%	34%	19%
	2011	Male	1904	1038	349	55%	34%	18%
	2010	Female	1307	792	239	61%	30%	18%
	2010	Male	1717	904	278	53%	31%	16%
PHA	2012	Female	255	165	30	65%	18%	12%
	2012	Male	179	123	18	69%	15%	10%
	2011	Female	856	375	127	44%	34%	15%
	2011	Male	609	241	99	40%	41%	16%
	2010	Female	613	206	86	34%	42%	14%
	2010	Male	428	139	47	32%	34%	11%
PSY	2012	Female	754	577	190	77%	33%	25%
	2012	Male	206	149	45	72%	30%	22%
	2011	Female	837	628	250	75%	40%	30%
	2011	Male	220	151	50	69%	33%	23%
	2010	Female	889	610	216	69%	35%	24%
	2010	Male	216	151	66	70%	44%	31%

With the exception of the odd year, the data in Table 3.6 once again shows no evident gender bias in offers made. The proportion of women accepting a PGT place however appears higher than for men in HES, PHA and PGMed, and marginally lower for PSY applicants.

Table 3.6 Numbers of applications, offers and acceptances onto PGT courses

Dept	Year of Entry	Gender	Applications	Offers	Acceptances	Applications: Offers	Offers: Acceptances	Applications: Acceptances
HES	2012	Female	211	154	47	73%	31%	22%
	2012	Male	294	206	49	70%	24%	17%
	2011	Female	243	181	62	74%	34%	26%
	2011	Male	319	219	57	69%	26%	18%
	2010	Female	440	203	64	46%	32%	15%
	2010	Male	740	361	79	49%	22%	11%
PHA	2012	Female	966	320	120	33%	38%	12%
	2012	Male	741	237	77	32%	32%	10%
	2011	Female	76	60	32	79%	53%	42%
	2011	Male	75	54	13	72%	24%	17%
	2010	Female	86	59	42	69%	71%	49%
	2010	Male	86	40	19	47%	48%	22%
PSY	2012	Female	269	187	89	70%	48%	33%
	2012	Male	65	50	23	77%	46%	35%
	2011	Female	285	228	140	80%	61%	49%
	2011	Male	72	64	39	89%	61%	54%
	2010	Female	501	217	106	43%	49%	21%
	2010	Male	143	64	30	45%	47%	21%
MED	2012	Female	169	133	97	79%	73%	57%
	2012	Male	119	98	60	82%	61%	50%
	2011	Female	158	114	94	72%	82%	59%
	2011	Male	125	95	63	76%	66%	50%
	2010	Female	148	89	77	60%	87%	52%
	2010	Male	145	78	68	54%	87%	47%

The ratio between applications and acceptances for PGR courses remains relatively similar between males and females over three consecutive years in HES, PHA and PSY (Table 3.7). Few women apply for PGR degrees in PGMed, and overall the numbers enrolling are low making it difficult to determine a pattern. There is a large range of applications made to PSY in 2011 and 2012, reflecting advertised PhD studentships which attracted a large number of applicants.

Table 3.7 Numbers of applications, offers and acceptances onto PGR

Dept	Year of Entry	Gender	Applications	Offers	Acceptances	Applications: Offers	Offers: Acceptances	Applications: Acceptance
HES	2012	Female	19	10	10	53%	100%	53%
	2012	Male	27	13	12	48%	92%	44%
	2011	Female	6	5	5	83%	100%	83%
	2011	Male	12	11	11	92%	100%	92%
	2010	Female	34	12	12	35%	100%	35%
	2010	Male	46	8	8	17%	100%	17%
PHA	2012	Female	9	7	6	78%	86%	67%
	2012	Male	7	4	4	57%	100%	57%
	2011	Female	6	6	6	100%	100%	100%
	2011	Male	3	3	3	100%	100%	100%
	2010	Female	20	3	3	15%	100%	15%
	2010	Male	48	5	5	10%	100%	10%
PSY	2012	Female	442	20	20	5%	100%	5%
	2012	Male	92	3	3	3%	100%	3%
	2011	Female	17	17	17	100%	100%	100%
	2011	Male	5	4	4	80%	100%	80%
	2010	Female	273	20	20	7%	100%	7%
	2010	Male	84	6	6	7%	100%	7%
MED	2012	Female	0	0	0	0%	0%	0%
	2012	Male	1	1	1	100%	100%	100%
	2011	Female	0	0	0	0%	0%	0%
	2011	Male	2	2	2	100%	100%	100%
	2010	Female	4	1	1	25%	100%	25%
	2010	Male	8	1	1	13%	100%	13%

- (vi) ***Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.***

Female students consistently outperform men in both UG (Table 3.8) and PGT (Table 3.9) degrees, with higher numbers and increasing proportions gaining a 'good' degree (1st or 2:1) over all three years. A similar picture is seen throughout the University on most courses, and this is a national phenomenon.

Table 3.8 UG degree classifications by gender

Dept	Year of Entry	Gender	1st	2:1	2:2	3rd	Pass/ No-Hons	Total
HES	2012	Female	35	90	54	13	13	205
	2012	Male	18	58	58	14	18	166
	2011	Female	26	103	44	12	9	194
	2011	Male	14	53	66	18	13	164
	2010	Female	10	44	38	8	10	110
	2010	Male	12	35	41	16	14	118
PHA	2012	Female	16	52	11	0	0	79
	2012	Male	4	29	19	1	1	54
	2011	Female	13	47	13	0	0	73
	2011	Male	3	31	18	0	0	52
	2010	Female	16	48	4	0	0	68
	2010	Male	8	38	5	0	0	51
PSY	2012	Female	12	52	29	2	3	98
	2012	Male	1	8	10	0	0	19
	2011	Female	11	73	35	3	5	127
	2011	Male	0	15	4	1	0	20
	2010	Female	10	70	29	3	3	115
	2010	Male	1	15	3	0	1	20

Table 3.9 PGT degree classifications by gender

Dept	Year of Entry	Gender	Distinction	Commendation	Pass
HES	2012	Female	8	16	12
	2012	Male	3	15	9
	2011	Female	3	24	16
	2011	Male	3	24	20
	2010	Female	11	17	20
	2010	Male	6	38	31
PHA	2012	Female	0	2	5
	2012	Male	1	6	5
	2011	Female	0	0	3
	2011	Male	0	3	7
	2010	Female	1	3	5
	2010	Male	1	3	2
PSY	2012	Female	24	29	16
	2012	Male	7	8	2
	2011	Female	9	34	12
	2011	Male	4	7	1
	2010	Female	13	32	7
	2010	Male	2	12	0
MED	2012	Female	12	27	22
	2012	Male	7	8	16
	2011	Female	10	10	6
	2011	Male	3	7	7
	2010	Female	0	0	0
	2010	Male	0	0	0

Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.

The benchmarks used for each department (ECU Benchmarks 2011) are

HES: Biosciences benchmark 43.8% female

PHA: Pharmacy and Pharmacology benchmark 47.9% female

PSY: Psychology and behavioural sciences benchmark 59% female

PGMed: Clinical Medicine benchmark 52.0% female

To generate an overall benchmark for the School, the average was taken of all the benchmarks across the disciplines combined in proportion to the number of staff in Figure 3.1. This gives an overall benchmark of 49% for female staff that takes into account the proportions expected given the disciplines that make up the School. More females than males were employed as academic staff and research staff in LMS over the past 3 years. Moreover, the percentage of females employed exceeded the 49% benchmark in 2012 (51.6%), 2013 (50.7%) and 2014 (53.8%).

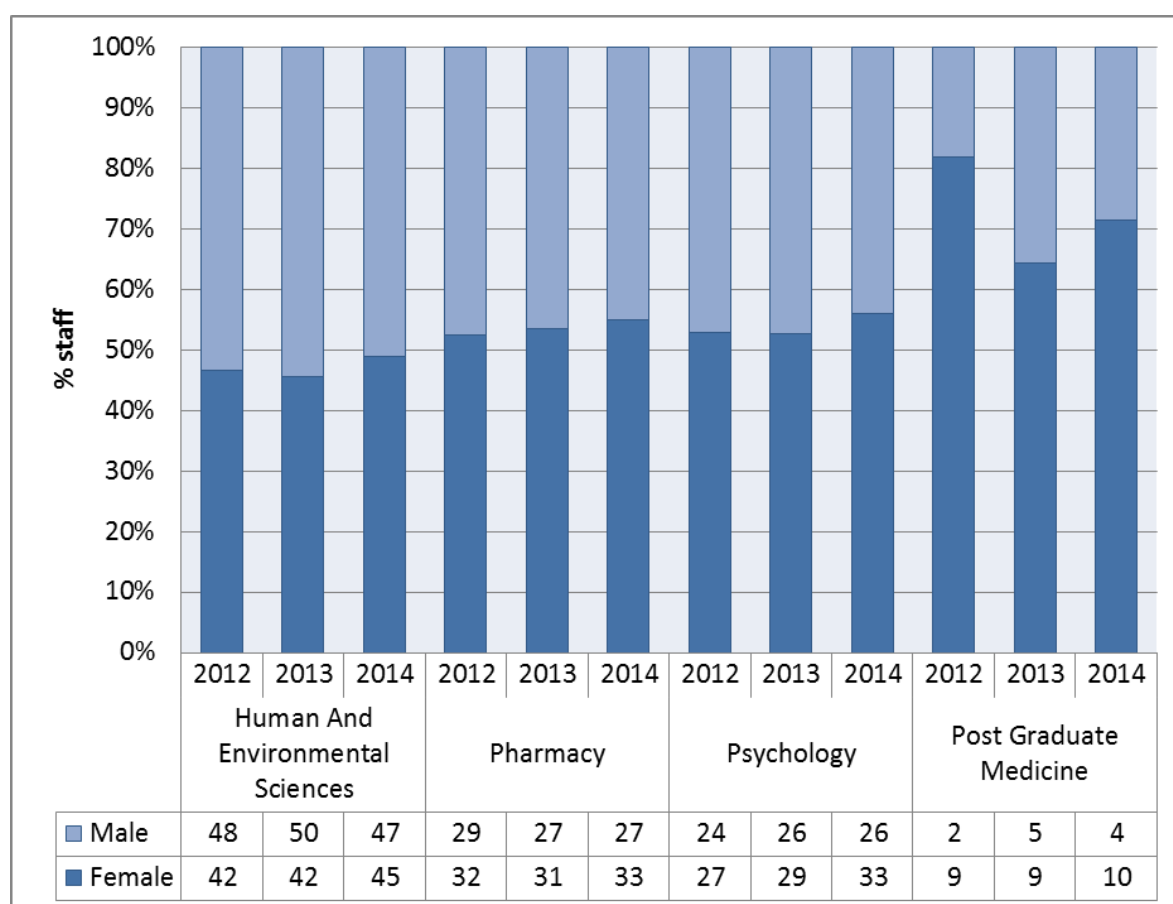


Figure 3.1 Female:male ratios of academic staff in the four Departments within LMS.

These female:male ratios of academic and research staff are further divided by grades within each of the 4 departments (Figures 3.2 to 3.5). The pay and grading structure within the University for salaried staff is illustrated in Table 3.10 below, and covers grades UH1-UH9 (teaching and research contracts) on the national pay spine and an incremental Academic Manager and Professor pay and grading structure extending beyond UH9. A small number of staff have salaries and grading arrangements that are controlled by external bodies, e.g. staff linked to NHS or employed on Knowledge Transfer Partnerships, and these staff have been included in the data at the equivalent UH pay scale level.

Table 3.10: Pay and grading structure for salaried 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		

The Associate Deans and the Dean of School are not associated with any one department; for the purposes of this application we have allotted them to where they conduct their teaching/research activities. The benchmarks (ECU, 2011) for women in senior management in the four departments are:

HES: Biosciences benchmark 20% women

PHA: Pharmacy and Pharmacology benchmark 5% women

PSY: Psychology benchmark 25% women

PGMed: Clinical Medicine benchmark 15% women

HES has broadly equal representation of women in all academic positions up to Principal Lecturer (PL)/Reader (Figure 3.2). In 2013 LMS gained a female Associate Dean of Academic Quality, and in 2014 HES gained its first woman to progress from Reader to Professor.

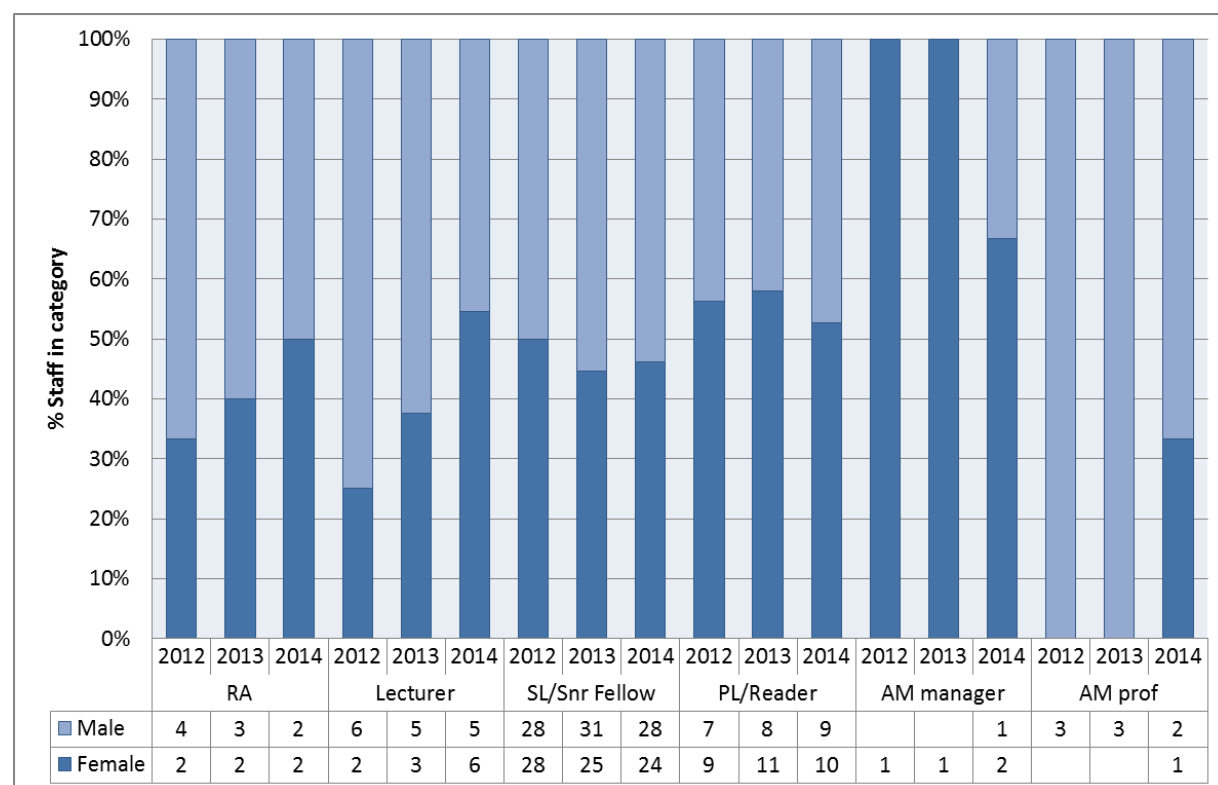


Figure 3.2 Ratio of female:male academic staff in HES by posts

In PHA in 2014, the proportion of women employed is higher than men for Research Associate (RA) to Senior Lecturer (SL) roles, but decreases to 40% for PL/Reader roles (Figure 3.3). The Dean of School, Professor Soraya Dhillon has been the only female professor in Pharmacy over the last three years. The Head of Pharmacy Practice from 2013 is the only female AM manager.

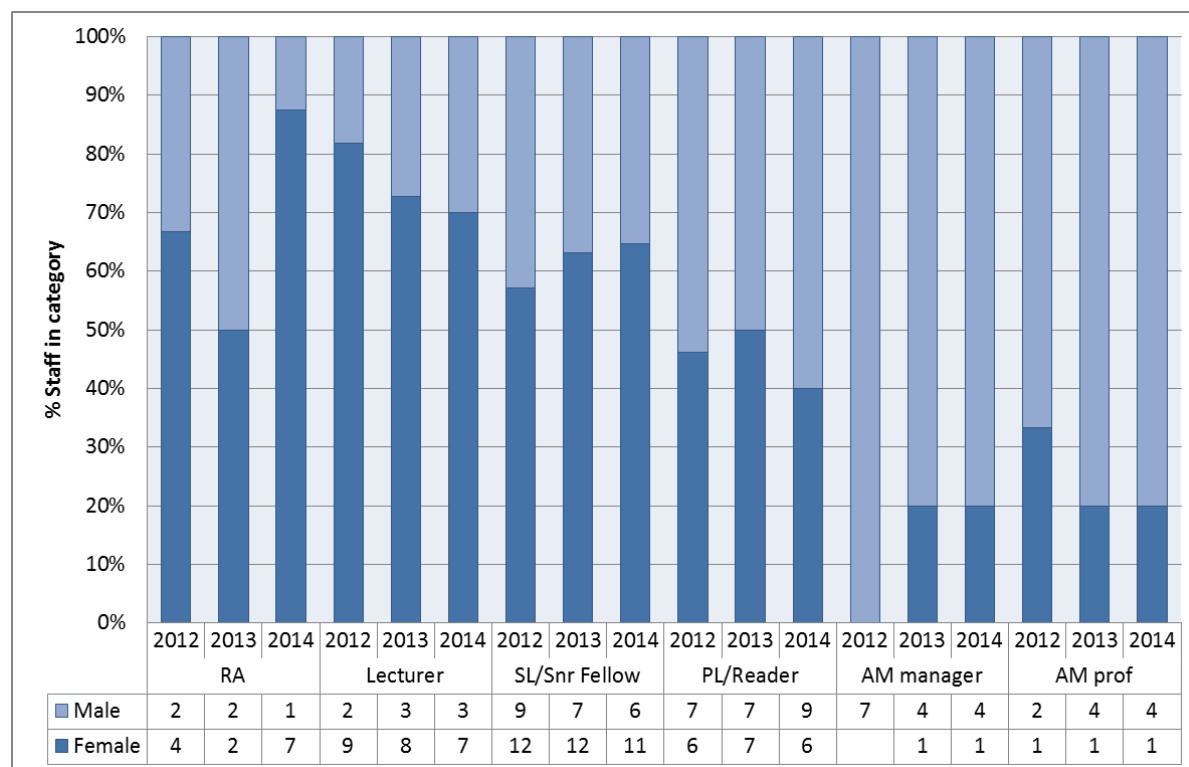


Figure 3.3 Ratio of female:male academic staff in PHA by posts

In PSY, the proportion of women in all grades apart from the Research Assistants is around 50%, and this extends to AM Manager and Professor levels (40-60%) which is clearly above the benchmark of 25% women in senior roles (Figure 3.4).

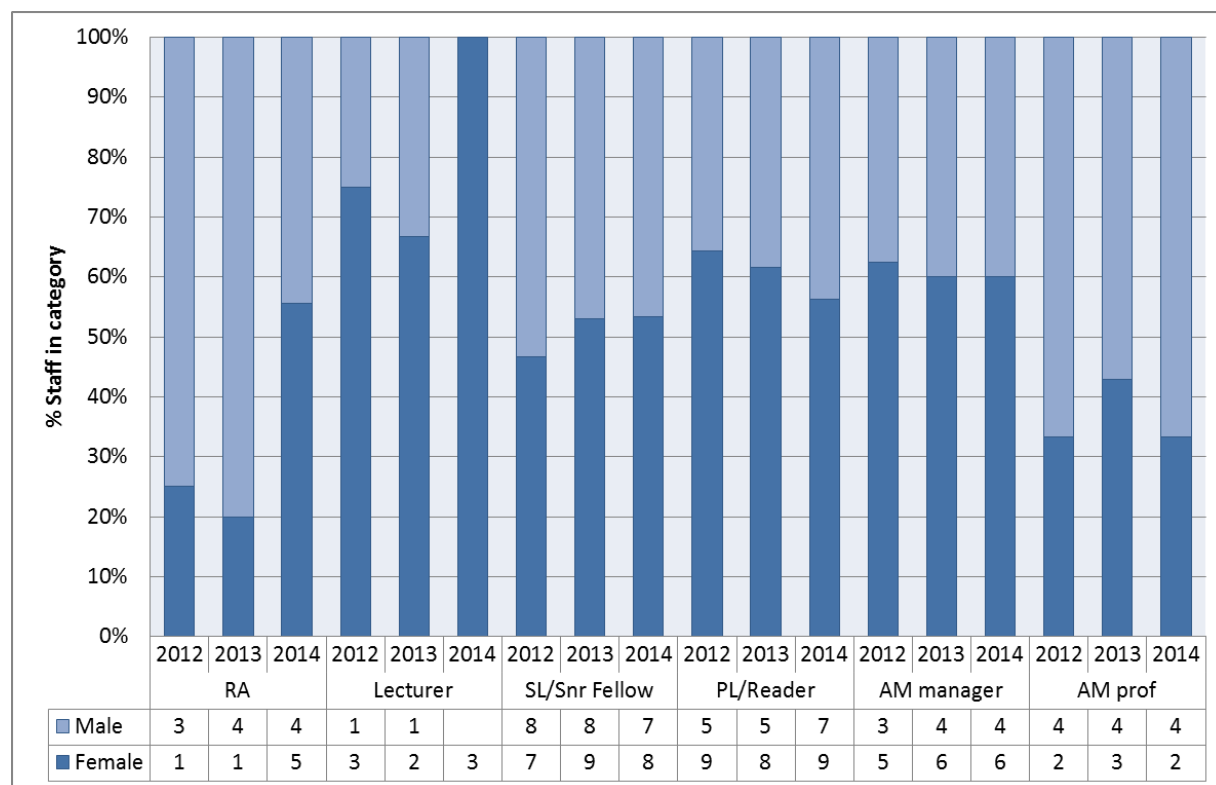


Figure 3.4 Ratio of female:male academic staff in PSY by posts

PGMed is the smallest department in the School. The majority of staff employed are women and the proportion of women in managerial posts is in the region of 33-50% which is clearly above the benchmark figure of 15% for senior management in the discipline (Figure 3.5). The two women AM Managers, Head of Department and Head of the Clinical Work Stream Group have been in post throughout this period. In 2013, two Professors were employed, one male and one female.

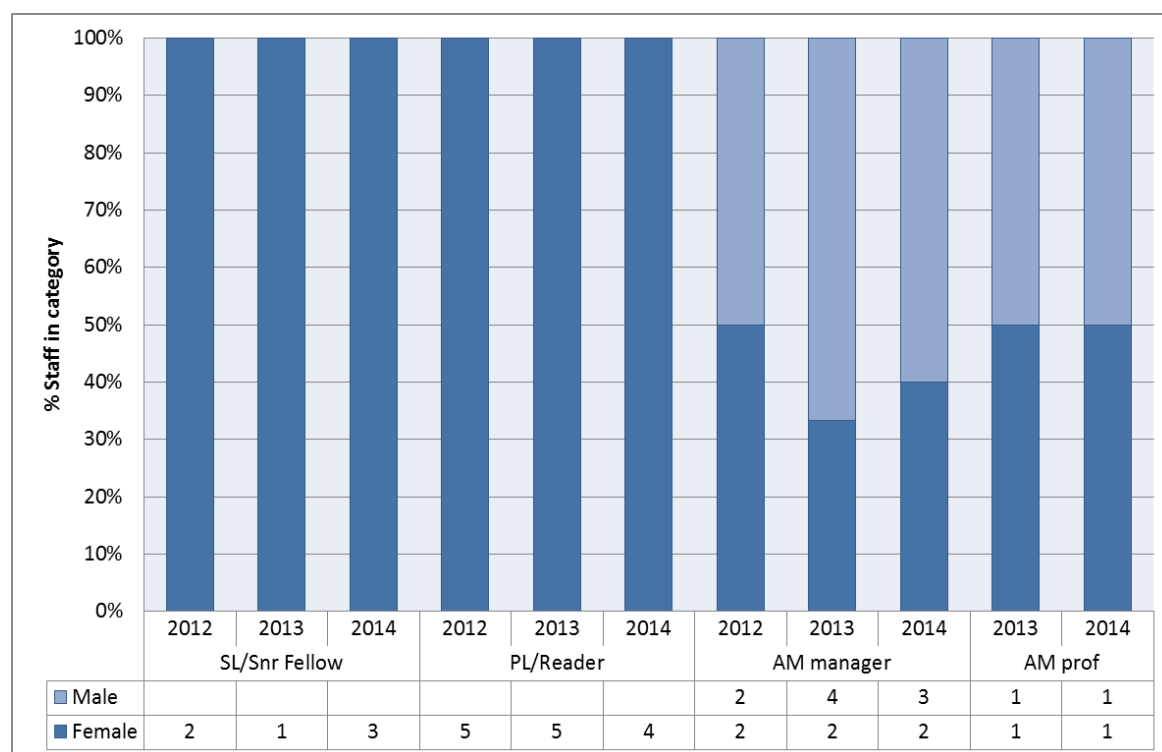


Figure 3.5 Ratio of female:male academic staff in PGMed by posts

The School employs a number of Emeritus and Visiting Professors (Table 3.11) who supplement the research staff teams.

Table 3.11 Gender balance of Emeritus and Visiting Professors in LMS

	Female	Male	Total	% Female
Emeritus Professor	2	6	8	25.0
Visiting Professor	3	10	13	23.1

The data analysed above show that in PGMed and PSY the proportion of women in senior roles exceed national benchmarks, yet in HES and PHA there is a clear lack of women Readers and Professors. The central/UH SAT plans to expand the existing UH research mentoring programme so that it has more specific emphasis on women and research staff who wish to advance their careers (see also **Action K**). In addition to this, the School incorporates a 'business planning' process which includes a 'people management' section. As part of succession planning, Heads of Department will include new opportunities for staff to undertake additional roles and responsibilities within the

School, and identify staff for further talent management and leadership training. The Head of Department will also identify individuals who have potential to change their roles and actively promote this. In addition, there will be a policy to identify staff who will benefit from their post going through the promotion process 'Equate' (**Action H**).

Furthermore, we intend to interview line managers as well as members of staff who have recently been promoted, to identify the needs of those who wish to progress and understand any obstacles or barriers that may hinder progress (**Action I; Action J**). Some of these interviews will be used by the UH Athena SWAN SAT and incorporated into a Careers Pathways booklet to be placed on the Women in STEMM Network Website and used during promotion workshops (run by HR). Further actions relating to promotion and career progression are discussed in Section 4.

(viii) **Turnover by grade and gender** – *comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.*

There is a steady turnover of staff members across LMS with no significant differences between proportions of men and women leaving; turnover due to fixed term contracts ending is between 0.9% and 3.8% for both men and women in any given year (Table 3.12). Staff members may leave due to retirement and sadly death in service (2 full-time HES staff in 2012), and in 2014 there was an increase in men leaving, caused in part by an increase in the number of fixed term contracts ending. A new process for exit interviews was introduced in March 2014, and the outcomes will be reviewed annually according to UH policy. As a result of this, there is no data available to report on trends from staff that leave the institution, although the SAT were confident that the turnover was low enough to show that there are no major issues that lead to staff leaving.

Table 3.12 Turnover by gender in LMS

Year	Gender	Total number of staff	Total number of leavers	Number of leavers due to end of fixed term contract	Total turnover rate	Turnover rate of fixed term contracts	Turnover rate excluding fixed term
2012	Female	110	9	3	8.2%	2.7%	5.5%
2012	Male	103	10	1	9.7%	1.0%	8.7%
2013	Female	111	9	2	8.1%	1.8%	6.3%
2013	Male	108	5	1	4.6%	0.9%	3.7%
2014	Female	121	8	2	6.6%	1.7%	5.0%
2014	Male	104	12	4	11.5%	3.8%	7.7%

Word count: 2174

Action H: Implement and strengthen procedures to improve female career progression

Action I: Understand from those who have progressed their experiences, obstacles and barriers encountered in career progression

Action J: Identify from line managers barriers and challenges for staff gaining promotion; identify enablers; facilitate share of good practice across the School to enhance career progression

Section 4 – Supporting and advancing women’s careers: maximum 5000 words

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 their significance and how they have affected action planning.*
- (i) **Job application and success rates by gender and grade** – *comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.*

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 analysis within LMS, we plan to identify, assess and implement improvements to recruitment and selection data retention and analysis practice (**Action C**). Data presented in Table 4.1 represents 2013 (January to December) and 2014 (January to September) and includes data not only for those applying externally but also for internal staff applying for positions which may be a promotion from their current post. Whilst the proportion of men and women being shortlisted is similar or equal in 2013 (15% women and 15% men) and 2014 (21% women and 25% men), there was a far higher proportion of women than men being employed post interview in 2013 (46% women, 24% men) and 2014 (50% women, 8% men). The interview consists of two elements, a formal interview with a small panel of staff, consisting of an equal number of men and women. The second element involves the shortlisted candidate delivering a 10 minute lecture to an audience consisting of LMS academic staff. Academic staff are invited to attend by a general e-mail, and a record of attendance is created and sent to HR as part of the selection package. The opinion of the audience has some impact on the decision-making process. The phenomenon of more women being appointed than men will be addressed in **Action C** (collection of audience data) and see **Action N** below.

Table 4.1 Job application and success rates by gender

	Number of applications	Number shortlisted	% shortlisted	Number employed	% employed	% employed if shortlisted
2013 Total	359	55		19		
Female	168	26	15%	12	7%	46%
Male	191	29	15%	7	4%	24%
2014 Total	146	33		11		
Female	95	20	21%	10	11%	50%
Male	51	13	25%	1	2%	8%

- (ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

There are three routes to promotion available to staff. Members of the School can apply for positions such as Senior Lecturer, Principal Lecturer, Associate Dean and Dean, which are advertised by e-mail via the LMS list server. Applications are made via the online recruitment system. Alternatively, staff can undergo an objective job evaluation process (Equate) within HR, whereby staff submit evidence showing how they meet the criteria for promotion. 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. Finally, staff can apply for a Professorship or Readership which typically carry a higher grade. Interviews conducted by the Athena SWAN Officer showed that all members of staff interviewed are familiar with these processes which are discussed during the appraisal with designated line managers, alongside promotion opportunities and action plans.

The success rate of applications for promotion by existing staff applying for a position through the recruitment system is contained within the analysis in Table 4.1. It is not possible to differentiate between internal applicants and external applicants in that data. The promotion success rates are summarised in Table 4.2. This data is based on a comparative analysis of each staff member's grade across two years to understand where female staff are progressing their careers and whether there are any differences between the experiences of female or male staff. Due to the small numbers of promotions, we have represented the data for the whole of LMS in Table 4.2. Promotion data is a new data set and this will continue to be monitored and action taken where appropriate. This will be addressed in **Action C** whereby promotions and applications to vacancies will be collected, processed and stored in line with UH policies to be implemented.

Table 4.2 Promotion success rates by gender and grade. Data is shown as the number of people promoted to the grade shown.

		Female	Male	Total	% Female
2013	Total	10	7	17	58.8
	Professor	0	1	1	0.0
	AM Manager	2	2	4	50.0
	PL/Reader	4	3	7	57.1
	SL	4	1	5	80.0
2014	Total	7	13	20	35.0
	Professor	1	0	1	100.0
	AM Manager	1	2	3	33.3
	PL/Reader	2	7	9	22.2
	SL	1	2	3	33.3
	Lecturer	0	1	1	0.0
	Research Fellow	0	1	1	0.0
	Research Assistant	2	0	2	100.0

Over the past two years, promotion up to and including Senior Lecturer/Senior Research Fellow generally reflects the gender balance of the School (7 females: 5 males), but for promotion to Principal Lecturer/Reader/Professorship level the proportion of women is much lower than men (9F: 14M), although equal numbers of men and women were promoted to Academic Manager grades in both years. This clearly demonstrates that there is a lack of women gaining promotion to the higher academic grades.

82% of staff had been appraised within the past 12 months; 59% of these staff thought that it had been beneficial. All of the appraisees had an agreed action plan. 79% also had a clear list of objectives from the appraisal and 70% had taken some form of training in the preceding 12 months. Furthermore, in a University-wide survey conducted in 2013, the majority of staff felt that they have good job security (76% agreed or tended to agree) and 86% of staff had a clear understanding about the expected standards of performance. However, when asked whether 'I am satisfied with my current role and level of responsibility', 64% agreed or tended to agree, suggesting that staff within the School would like to change or alter their role in some way.

One-to-one interviews with members of staff did shed further light on this issue. Some individuals alluded to the fact that they do not feel they are equipped with the necessary support and information required to enable them to progress and feel that they are "*standing still and not moving forward*". One member of staff stated: "*I need to know exactly what I need to do. I am just stagnating at the moment*". Another colleague recently advocated the need for "*mentoring on what would be expected at the final interview*" of the promotion process. When asked why LMS has so few women Readers and Professors, another colleague explained that '*it is easier for women to progress through the teaching and learning route in LMS, not research....this is historical because within the structure of LMS men have progressed through the research route. This needs to be addressed by developing early researchers, and changing the culture.*' These comments therefore suggest that further specific support, beyond the appraisal process, needs to be in place and this is something we are committed to addressing. We feel it is important to further our understanding of why women who are able to apply for and gain academic positions at UH do not progress to the most senior roles (**Action I; Action J**) and feed forward to **Action H**, supported by an effective mentoring scheme (**Action K**). Moreover, while LMS staff do take part in training schemes (70% of staff participated within the last 12 months), we cannot assume that women are able to go to all the relevant training on offer. This will be addressed in **Action H** and **Action L**, and discussed in open forums of the 'Women in STEMM Network' (**Action M**). In addition to this, as mentioned above in Section 3, the UH SAT will set up promotion workshops and collate promotion stories (from part-time and full-time members of staff) to incorporate into a Careers Pathways booklet.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies*

The University and LMS are committed to equal opportunities employment policies, with an ingrained culture of equality underpinned by training and Continued Professional Development (CPD) encouraged in these areas. There are close working links between the Equality and Diversity Office, for example the UH Head of Equality was invited to administer a session on equality and

diversity at the LMS Staff Away Day in July 2013, and there are future plans for an 'Unconscious Bias' workshop to be held at other LMS events (**Action N**).

Adherence to the University HR processes and statutory obligations is monitored by HR. Job descriptions and person specifications follow a departmental template, and all academic research and teaching post job descriptors have to be agreed with the relevant departmental head and HR, ensuring descriptors are gender neutral in language and mention the training opportunities available for the successful applicant at School and UH level (**Action O**). The website link in the job description leads to a UH site that provides information about the onsite nursery, but other family friendly policies and procedure are not outlined, which will be addressed in **Action D**.

Action K: Formalise the mentoring scheme in line with UH intentions

Action L: Encourage and support women to attend self-development, research leadership and managerial training schemes

Action M: Increase the attendance by women at the 'Women in STEMM Network'

Action N: Integrate Unconscious Bias workshop into LMS events

Action O: Increase awareness of training opportunities on job descriptors when advertising academic jobs

- (ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

The University offers numerous CPD training events to all staff through regular e-mails and links on 'StudyNet', an internal University portal. Training that is widely advertised includes 'Management and Leadership Training Programme', 'Appraisal and Successful People Management', and 'Leading Through Conversation'. Members of staff are actively encouraged to engage in CPD through staff annual appraisals and via school-generated mail. One-to-one interviews with colleagues, however, did suggest that it would be useful to adopt a more targeted approach to promoting these opportunities to staff as sometimes information gets lost amidst the plethora of e-mails received.

Five staff members from LMS (as part of a group of 22 UH staff) are participating in the nationwide Aurora Programme for Women into Leadership, designed to address the under-representation of women in senior HE positions. UH participation in Aurora will continue with two women chosen per year to attend the leadership training. One candidate, who was scheduled to join the programme in October 2014, has decided to defer her participation as she has recently returned from maternity leave and is also striving to complete her PhD (part-time). Her line manager will liaise closely with the programme organisers to ensure that she will be nominated once again in 2015.

Further UH events have included a workshop on 'Career Progression for Researchers' which was held as part of the 'Excellence in Research Conference' on the 25th September 2014. This event was actively promoted within LMS.

Interviews with colleagues within the School identified two main areas in need of more consistent support structures in place: 'Training for New Teachers' and 'Research Mentoring'. More specifically: many interviewees claimed that new tutors are not always provided with adequate support. As one colleague mentioned "when I started doing my teaching as a student there was no guidance...I had

to muddle my way round". Other members of the School alluded to 'unofficial' mentoring: *"in the teaching side of it, there could be more support...no training is provided...you meet the main people who run the tutorials...but no proper training...it is unofficial"*. Individuals new to teaching are encouraged to attend training courses offered at UH and we will continue to require that new lecturers attend this course.

Despite the recognition of a lack of official and consistent mentoring, existing support for research within the School is strong, albeit provided more informally. One interviewee mentioned that both line managers and the Dean *"are good at pushing you forward through less formal mentoring and brainstorming"*. Another colleague suggested that the Dean of School *"encouraged me to do the PhD. In my heart it has always been something I believed I could do and I was looking for the right opportunity."* However, some members of staff also alluded to the need for a more official and structured research mentoring scheme. One member of staff stated *"I need more advice with regard to navigating my research career...someone to say 'no, don't write another one you have enough on your plate', someone to suggest where to place papers...I need guidance on...what have I actually got and what do I need ..."*. As one female member of staff mentioned, *"It is difficult having a child and keeping up research"*. Therefore having a focused research mentor could potentially make a substantial difference (this has already been discussed above as **Action K**).

Career development

- a) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*
 - (i) **Promotion and career development** – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

Following 12 month probation, all staff can apply for promotion via the Equate system, a process for establishing the relative position of an individual according to the requirements of the job. Job evaluation therefore considers the qualifications, skills, ability and experience required to do the job, not those that the post holder may or may not possess. Responsibilities for teaching, research, administration, pastoral and outreach work are all accounted for within the 'Equate' system. A trained analyst completes the questionnaire based on the information gathered by the applicant, and the system generates a job report and uses a weighted system of rules to determine whether promotion is possible. All members of staff interviewed were familiar with the system as many had undergone this process following appraisal.

All members of staff undergo an annual appraisal by their line manager. The appraisal consists of reviewing performance and putting in place plans for progression and long-term plans are discussed in confidence. The appraisal covers all teaching, research and administrative work completed over the past year, making it an opportunity to discuss the merits and weaknesses of the appraisee, and outline any necessary training or support needed. As outlined previously, it is clear that there are staff who would like to progress to more senior positions, but the appraisal system needs to be used more effectively in conjunction with business planning (**Action H**) to identify women who wish to progress, and provide the relevant support needed. More targeted interviews are required to fully understand the needs of those who wish to progress (**Action I, Action J**). Furthermore, as part of the

UH Athena SWAN Action Plan, the University plans to set up 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.

The UH-wide mentoring scheme, as previously highlighted, has not yet been universally applied throughout the University. However, informally there has been mentoring between upper level academics and students/early career staff, which has led to the career progression of a number of women. For example Professor Soraya Dhillon has informally mentored Dr Shivani Sharma and Dr Shori Thakur who started as PhD students at UH, and are now currently an Associate Dean and Senior Lecturer in LMS respectively. While this has seen some success, the LMS-SAT is keen to see the UH mentoring scheme formalised within the School to help early and mid-career researchers progress in their careers (**Action K**). It is however worth mentioning that although the University is highly student-centred, research is strongly supported, and of the members of staff submitted to the 2014 Research Excellence Framework (REF) in LMS, 73% were women. In order to continue this trend, the actions outlined in this application will support the transition of more women wishing to continue a career in research and ensure good working conditions. In this regard, the 2013 staff survey revealed that the majority of staff in LMS (75%) agreed or tended to agree that their ‘*job security at the University is good*’, and 91% felt that they had a ‘*clear understanding of their role*’.

- (ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

The process of ‘Induction’ is split into central induction whereby extensive programmes are administered by the UH HR department, and local induction is organised by the line manager and tailored to the individual new staff member. Both are requirements of probation (**Table 4.3**), although according to the staff survey, 30% of LMS staff respondents did not have a local induction, suggesting that the practice is not fully implemented (**Action P, Action Q**). The UH Athena SWAN SAT plans to carry out an audit of local induction practices, create a briefing for line managers and Deans and obtain feedback from new members of staff in relation to their local induction experience.

Table 4.3 Types of Induction

Type of Induction	Duration	Activity
Central Induction	Online session and test	Health and Safety
Central Induction	Online session and test	Equality and Diversity
Central Induction	Half day event	Health and Safety, Information Hertfordshire
Central Induction	Half day event	Equality and Diversity
Local Induction	Over first 12 months	Work practices, policies, procedures. HR local checklist to guide line manager
Local Induction for Research Staff	Over first 12 months	Introduction and training on RIS (Research Information System), an overview and meetings with the Research Grants Team and details on research ethics procedures at the University

Action P: Implement full induction programme for new staff members

Action Q: Improve Equality and Diversity awareness of Senior Management

A mentor is assigned to a new member of staff for a period of one year. This is an informal arrangement – the mentor is a ‘go to’ person, usually somebody with experience at the University of procedures and policies, and within the area of expertise of the new member of staff. Within LMS, there are some differences in how mentors are assigned. For instance, in PGMed staff are assigned two mentors from different backgrounds, one of whom specifically facilitates learning within Academic Quality. In HES new staff are assigned one mentor to last for the initial year to help with the day-to-day questions with teaching.

Opportunities for networking are available during local and central induction and their associated workshops, as well as subsequent training and development workshops and departmental events such as seminars. For example, PSY hold seminars by external speakers on Thursdays with networking and social events afterwards during semesters A and B whereas HES organises Departmental seminars by external speakers on a monthly basis and lunchtime seminars by postgraduate students on Mondays. Other development and networking opportunities, as well as social events from the University are disseminated to staff through central mailing lists. There is an events calendar on StudyNet which staff can access. Registration for workshops is usually free and within core working hours. Within departments there are designated budgets for Athena SWAN activities to cover costs, for instance, training activities and staff development for women.

In addition to the local induction, LMS employs practices and training opportunities outlined in **Box 2**.

Box 2. Training opportunities:

- Meeting with Programme Leaders, Subject Group Lead
- All new staff are supported to complete the PgCert in Higher Education qualification; time taken for studying (which leads to FHEA; Fellow of the Higher Education Authority) is included in the workload for staff
- During the 1 year probation period development issues are identified and supported through regular meetings with a line manager, and these are then rolled forward to the appraisal after 1 year
- Induction to media and technology in learning & teaching is provided in two formal meetings with Department Media Manager
- Time is allocated to Clinical Simulation Centre and observation of delivery (Pharmacy)
- All staff have a range of teaching observations with experienced team members; 6 sessions followed by invites to team teach – this provides support and monitoring of developmental needs

(iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

The School has 237 undergraduate students who are supported by the National Scholarship Programme which is specifically for students from non-traditional backgrounds. LMS based events will promote careers in science for this group with a focus on enhancing awareness of career paths and improving career motivation.

The School also has formal procedures in place to support pregnant UGs and PGs and the procedures and guidance notes relating to this are circulated to all teaching staff at the beginning of Semester A. The guidance calls for 'as much flexibility as possible to facilitate a student's success, making sure no student is disadvantaged, whilst advising a student appropriately regarding the 'risks of working in the laboratory'. Once a student has let the Programme Tutor know of her pregnancy, they meet and talk through her options. A meeting with the relevant Health and Safety Officer outlines any specifics that require specialist advice for laboratory work. An assessment is made as to when the individual should stop work, although this is generally recommended to be 2 weeks prior to the due date, based on the guidance given in the Maternity Benefits legislation.

The University runs development workshops and events on a weekly basis, which includes lunchtime training sessions for researchers and other longer sessions on communication and personal development, equality and diversity, health safety and wellbeing, learning and teaching and commercial/business development. As these workshops and events are openly advertised to all members of LMS, and staff are encouraged to attend by choice, the SAT did not feel that any action was needed on this matter.

Organisation and culture

a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

- (i) ***Male and female representation on committees*** – *provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.*

The organisation of the School is directly aligned to the organisational structure (Figure 4.1). The key strategic planning and decision making committee of LMS is the SEG, established by the Dean of School which meets on a monthly basis. This has a total of 16 members (Table 4.4), consisting of the Dean of School (1F), Heads of Departments (2F:2M), the Associate Deans (4F:3M) and four support/administrative members (3F:1M). While the Associate Deans have a role over the whole of LMS, they have been attributed to the Department from where they originated and/or are associated with teaching and research roles. There is a greater proportion of women than men on the SEG (10F:6M), showing that a proportion of women gaining higher level academic jobs are also in strategically important roles within the School.

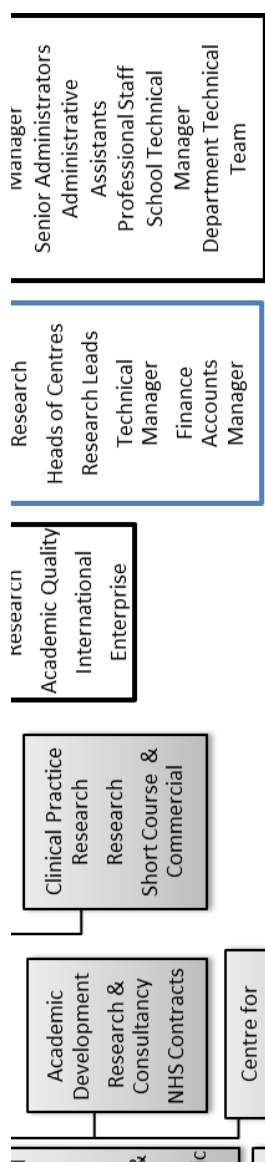


Figure 4.1. Organisational structure of LMS; the Senior Executive Group (white filled boxes), Senior Management Team (grey filled boxes) and School Research Executive Group (blue box)

Table 4.4 Members of the Senior Executive Group

Name		Post	2012/13		2013/14		2014/15	
			F	M	F	M	F	M
HES	Prof. Robert Slater	Head of Department (HES)		x				
	Dr Richard Southern	Head of Department (HES)				x		x
	Prof. Anwar Baydoun	Associate Dean - Research		x		x		x
	Dr Virginia Bugeja	Associate Dean - Learning & Teaching	x		x		x	
	Dr Jackie Willis	Associate Dean - Academic Quality			x		x	
	Dr James Jenkins	Associate Dean – International						x
PHA	Dr Richard O'Neill	Head of Department (PHA)		x		x		
	Dr Matthew Traynor	Associate Dean – International		x		x		
		Head of Department (PHA)						x
	Dr Darragh Murnane	Associate Dean - Enterprise		x		x		x
PSY	Ms Angela Holland	Head of Department (PSY)	x		x		x	
	Dr Shivani Sharma	Associate Dean - Learning & Teaching	x		x		x	
PGMed	Ms Cheri Hunter	Head of Department (PGMed)	x		x		x	
	Ms Philomena Shaughnessy	Associate Dean - Academic Quality	x		x		x	
LMS	Prof. Soraya Dhillon	Dean of School	x		x		x	
	Ms Cathy Stuart Neal	School Administration Manager	x		x		x	
	Mr Malcolm Green	Technical Manager		x		x		x
	Mr Barry Webb	Finance Manager		x				
	Ms Laura Arora	Finance Manager			x		x	
	Ms Magdalene Okyere	HR Manager Business Partnering	x		x		x	
Total			8	7	10	6	10	6
% Total			53	47	62.5	37.5	62.5	37.5

Each Head of Department establishes a Senior Management Team (SMT) consisting of the Head of Subject, Head Technician, Heads of Research laboratories. Between the four SMT groups, there is a gender split of 51.5% men and 48.5% women (Table 4.5). However there is a clear difference between departments in gender balance; where HES and PGMed have a larger proportion of women in the SMT (11F:6M in HES and 3F:2M in PGMed), PSY and PHA have much lower representation of women in their SMTs (1F:5M in PHA and 2F:4M in PSY). It is important to understand why we have such a great number of academic women in decision making committees in LMS, so that it can be maintained (**Action N, Action Q, Action R**).

For PHA and PSY, the representation of women in the SMT is a stark contrast to the gender balance of staff (discussed in section 3). The composition of the SMT in each department is made up of staff members in specific roles; while the numbers of women in senior managerial positions is greater than benchmarks, we aim to have 50% representation of women in all aspects of academia within LMS (**Action H**). One of the women in the PSY SMT is Dr Shivani Sharma in her capacity as an Associate Dean of Learning and Teaching, and is included in the SMT for the following reason:

‘Shivani is not head of a group. However, she is very much involved in the running of the department; acting as my alternate at University wide meetings, contributing to business planning, and taking the lead on departmental workload modelling and management of visiting lecturers. As an Associate Dean of Learning and Teaching, she also has responsibility for the departments’ student experience metrics’ (Angela Holland, Head of Psychology).

The School Research Executive Group, supported by Technical and Finance Managers, is made up of staff with research leadership roles in their departments and consists of Research Professors, Heads of Centres and Departmental Research Leads (Figure 4.1). The Group reflects a clear gender bias in Research Leads (100% male) with no female research professor or research lead amongst its membership. This is however a historical legacy but one that has highlighted a clear lack of progression of women scientists through to senior research leadership positions and professorships in the School (**Action R**). The membership of this group, responsible for evolving the School’s research strategy and monitoring its research performance, is now under discussion to find ways to change its profile and give better representation of women (**Action H**). Additionally, members of this Group have been invited to join the School SAT (**Action A**) and will be attending unconscious bias training (**Action N**).

Action R: Continue to capture case studies and interviews of ‘success stories’ so that policies and practices that enable women to attain strategic committee membership are identified and maintained

Table 4.5 Members of the LMS Senior Management Teams

Dept	Name	Post	2012/13		2013/14		2014/15	
			F	M	F	M	F	M
HES	Prof. Robert Slater	Head of Department (HES)		x				
	Dr Richard Southern	Head of Geography, Environment & Agriculture		x				
		Head of Department (HES)				x		x
	Dr Christopher Benham	Head of Pharmacology				x		x
	Dr Virginia Bugeja	Resources Lead	x		x		x	
	Dr Alison Cain	Academic Quality/Student Experience Lead					x	
	Prof. Bruce Fitt	Professor of Plant Pathology		x		x		x
	Dr Madhu Goyal	International Lead	x		x		x	
	Dr Kathleen Graeme-Cook	Head of Biosciences	x		x		x	
	Jennifer Harman	Technical Manager	x		x		x	
	Dr Jenny Jones	Head of Sports Therapy					x	
	Dr Fang Lou	Learning and Teaching Lead	x		x		x	
	Dr Angela Madden	Head of Dietetics & Nutrition	x		x		x	
	Dr Judith Naseby	Head of Sports and Science and Exercise	x		x		x	
	Dr Ralph Rapley	Academic Staff – Commercial Lead		x		x		x
	Dr Tim Sands	Head of Geography, Environment & Agriculture				x		x
	Dr Jackie Willis	Professional Lead	x		x		x	
Total (HES)			8	4	8	5	10	5
			% 66.7	33.3	61.5	38.5	66.7	33.3
PHA	Dr Richard O'Neill	Head of Department (PHA)		x		x		
	Dr Matt Traynor	Head of Pharmaceutics		x		x		
		Head of Depratment (PHA)						x
	Dr Zoe Aslanpour	Head of Practice & Public Health	x		x		x	
	Dr Andrzej Kostrzewski	Head of Clinical Pharmacy and Therapeutics		x		x		
	Prof. Andrew Hutt	Head of Pharmaceutical Chemistry		x				
	Prof. Fabrizio Schifano	Research - Topical Drug Delivery and Toxicology		x		x		x
	Prof. Mire Zloh	Head of Pharmaceutical Chemistry				x		x
Total (HES)			1	5	1	5	1	3
			% 16.7	83.3	16.7	83.3	25.0	75.0
PSY	Angela Holland	Head of Psychology	x		x		x	
	Dr Susan Anthony	Head of Academic Development	x					
	Dr Bruce Hajilou	Head of Academic Development				x		x
	Dr Mike Page	Head of Research Grants & Consultancy		x		x		x
	Dr Shivani Sharma	Associate Dean of Learning and Teaching	x		x		x	
	Dr David Wellsted	Head of Lifespan & Chronic Illness Research		x		x		x
	Prof. David Winter	Head of NHS Contract		x		x		x
Total (HES)			3	3	2	4	2	4
			% 50.0	50.0	33.3	66.7	33.3	66.7
PGMed	Cheri Hunter	Head of PGMed	x		x		x	
	Maureen Brennan	Programme Lead MSc. Clinical Medicine	x		x		x	
	Madeleine Flanagan	Principal Lecturer	x		x		x	
	Jackie Knight	Director of Mental Health Developments	x		x		x	
	Dr Ian Barrison	Associate Dean School of PGMed		x		x		x
	Dr Ken Farrington	Associate Dean R&D		x		x		x
		Total (HES)	4	2	4	2	4	2
			% 66.7	33.3	66.7	33.3	66.7	33.3
Number Female and Male			16	14	15	16	17	13
Total (SMT)			30		31		30	
% Total			53.3	46.7	48.4	51.6	56.7	43.3

- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

There is a predominance of academic staff on a permanent contract compared to a fixed term contract in LMS (Figure 4.2), and an equal gender divide of those on fixed term contracts in 2012 and 13 (22F:22M 2012 and 21F:22M 2013), although this has increased in 2014 (26F:15M). This is due to a University wide freeze on permanent positions with only fixed term contracts being filled during 2014. The University, as part of the institutional Athena SWAN action plan, will set up mentoring for individuals who are approaching the end of their contracts.

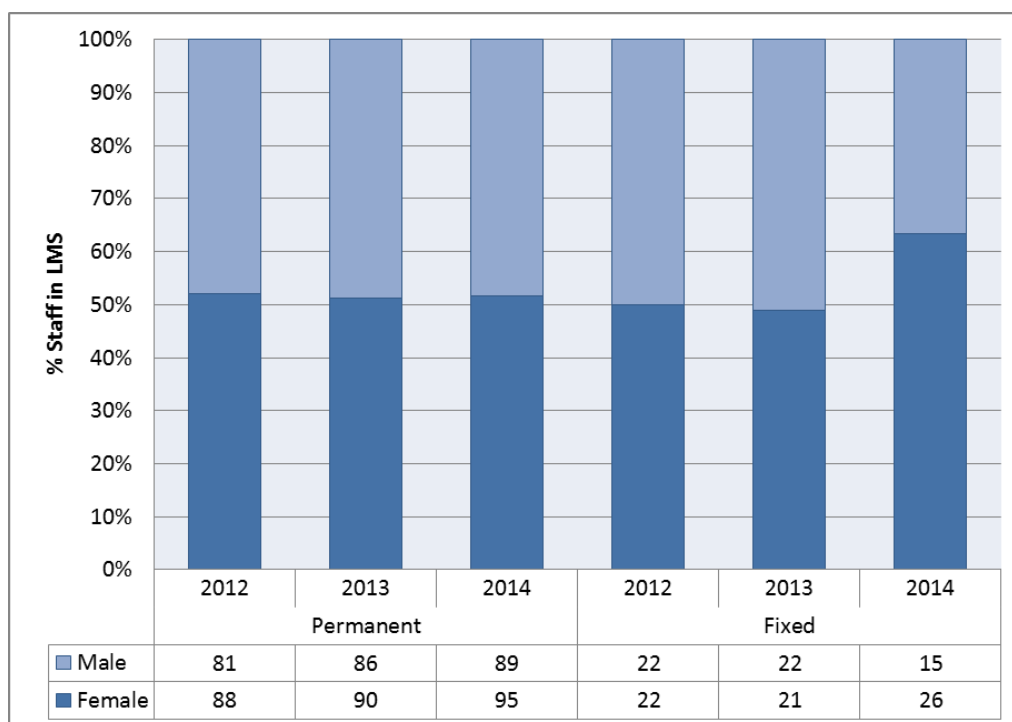


Figure 4.2 Contract types of all academics in LMS (permanent and fixed term contracts).

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

This has been covered in the previous section on Committee structure

- (ii) **Workload model** – 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.

The School has developed different workload calculators that are used across its departments. The calculators include time spent by academic staff on research, teaching and administrative activities. Allowance for self-managed scholarly activity is also included. Line managers (Head of Subject) are responsible for ensuring parity across staff with a focus on supporting individual career aspirations as well as managing research, student experience and other key priorities. Models are easily applied to part-time and flexible working agreements. A School based review, led by Associate Deans of Learning and Teaching, was initiated in 2014 and shows consistency between the calculators in operation. Guidance on workload modelling is currently being prepared so as to further ensure equity and transparency across the School.

- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

The School holds the majority of meetings/events/gatherings between 10.00 and 16.30 to allow staff to fulfil family commitments. For example, the annual School Research Conference is between 09.10 and 16.30. Similarly, HES holds lunchtime seminars at 13.05-14.00, and the School's annual barbeque is held at midday for all members of staff to attend. Evening seminars are held at a slightly later time, between 16.30 and 17.30, and postgraduate seminars are held on a monthly basis between 16:00 and 17:00 on a Thursday evening. While these sessions are outside of core hours, the regularity and advance notice given on these sessions allows staff to plan should they wish to attend.

- (iv) **Culture** – demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The overall perception by staff and students is that the School is a friendly place. Student feedback consistently records tutors as being enthusiastic and approachable. The School has a strong commitment to assisting all members of staff and providing them with a friendly and supportive environment in which to work. One male colleague with caring responsibilities, responding to an interview question about becoming familiar with the flexible working policy, suggested that he found out about it through 'local chats with Kate' (who is his line manager), a phrase which exemplifies the close-knit and supportive nature of the School. Line managers work closely with the Dean and Associate Deans to ensure all individual needs are addressed.

The process of Athena SWAN has brought to light how well flexible working conditions are used by all members of staff, and the high level of support for each other underpins a strong feeling of security in the work place. As one senior lecturer summed up: '*...I just mentioned to my colleagues that I needed help so that I could bring my Dad back from hospital...he's just starting treatment for cancer.....and without question they [the tutors] offered to cover all my workshops and lab practicals, it was really moving. On top of that, the nursery [onsite] didn't mind me swapping and changing dates for my son...I even got him into a session that very day with no notice, it was so easy and such a relief.*'

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

There is no formal outreach activity run by the School, although many members of staff are involved in activities through the Outreach Office that run annual events such as the 'Roadshow Bus' (which covers Birmingham and Leicester areas), 'Fresh Horizons', 'Progression to HE Day' and 'Cenbase Conference' which are all run on campus at the University. Involvement in these activities is included in the workload calculators and can be discussed in the appraisal.

Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.
 - (ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

The number of LMS staff taking time off for maternity leave accounts for half of all maternity in the whole of UH STEMM (Table 4.6), and many of the 'Keeping in Touch' (KIT) days are taken by LMS staff on maternity which suggests that the women in LMS are able to take advantage of the scheme although not all women chose to do so (**Action 5**). (Note: the data counts if a member of staff was taking maternity in the time frame - if the maternity ran from Jun 12 - October 12 then they will show in both 11-12 and 12-13 data). From all the members of staff who took maternity leave, all returned. There has been no paid adoption or paid parental leave claimed in the 3 year period.

Table 4.6 Maternity, paternity and 'Keeping in Touch' days (KIT) for LMS and all STEMM in UH and LMS

Period		Number of staff on Maternity leave	Number of staff taking KIT	Number of staff on Paternity leave
01 Aug 11 - 31 Jul 12	All STEMM academic	13	3	3
	LMS	6	2	1
01 Aug 12 - 31 Jul 13	All STEMM academic	13	5	3
	LMS	8	3	1
01 Aug 13 - 31 Jul 14	All STEMM academic	13	4	1
	LMS	7	4	1

Paternity rates are very low (Table 4.6) although there is no official way of knowing how many men in LMS have recently become a father in the past 3 years. The SAT believe that there are many men in the School with babies recently, and the reasons for the low uptake of paternity leave may be attributed to 1) lack of knowledge that men are entitled to paid paternity leave, 2) a large number of annual leave days to take annually by all members of staff, 3) the attraction for taking paternity leave may be more attractive during term time than outside of teaching time. These issues will be addressed in **Action T**.

Action S: Make the purpose and value of KIT days more widely known to women

Action T: Increase awareness of and support men taking paternity leave

- (iii) ***Numbers of applications and success rates for flexible working by gender and grade*** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

The University has a flexible working policy, and staff with 26 weeks continuous service have the right to request a flexible working pattern to care for a child aged 16 or under, or a disabled child under the age of 18, or to enable them to provide support to an adult in need of care. HR does not monitor requests for flexible working conditions in the School. Instead, the Head of Department via the Subject Group Lead arrange these flexible working patterns on a one-to-one basis. Many staff work flexibly as a matter of course or as an informal arrangement without making a formal application under the University's policy.

- b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

- (i) ***Flexible working*** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

All staff in LMS have the option to flexible working, and there is a wide variety of contract lengths to fit with other jobs and family life. Flexible working conditions are agreed locally with line managers and only formal requests are centrally stored (Figure 4.3). The UH staff survey indicated that the University offered good conditions of employment in terms of flexible working, onsite nursery, fee waiver schemes, with 86% in agreement or tending to agree.

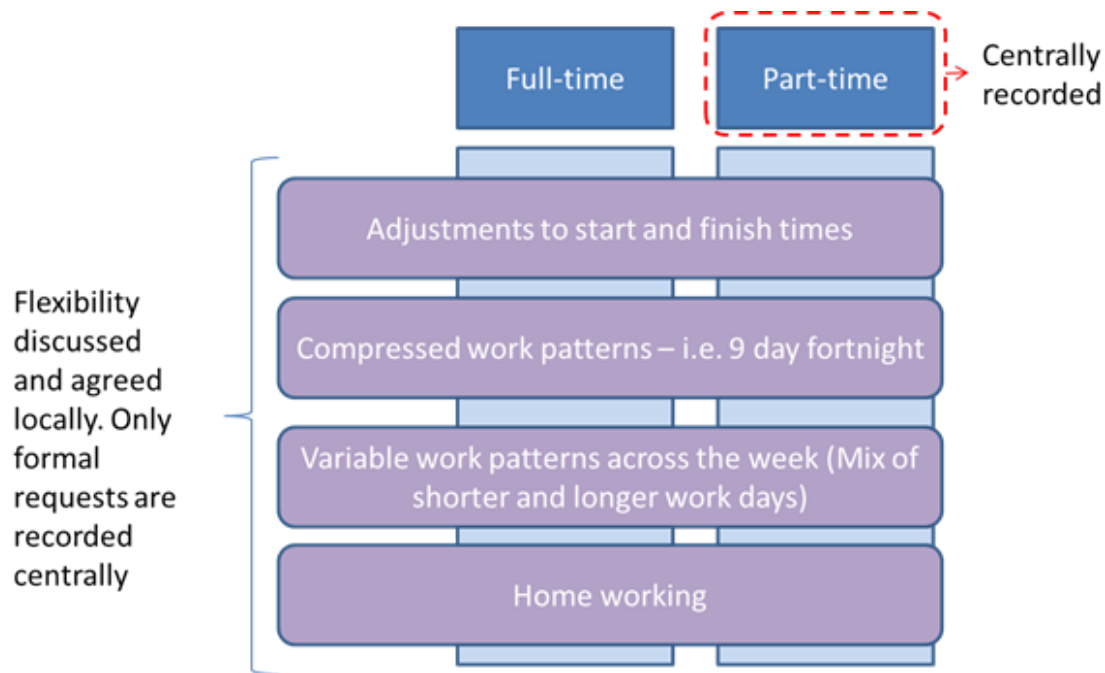


Figure 4.3 Local flexible working conditions

There are a large number of staff members working on part-time contracts, and a relatively equal gender division within those on 0.1 – 0.4 FTE (16F:19M, 2014) and equal for those on full-time (71F:71M, 2014; Figure 4.4). This has been a consistent trend over the past 3 years. There is a higher number of women on 0.5-0.9 FTE positions compared to men (34F:14M, 2014) which may reflect a large number of women with dual careers or child care. Interviews with male and female members of staff reveal that staff receive support in terms of their flexible working requests. Staff within the School reflect a range of working patterns. As one mother stated, 'I can drop my son off and be here for 9.30'. Many members of staff 'work from home to make the hours up'. The local support for phasing members of staff back in after leave is also substantial. One member of staff described her return to work as follows: *'I wanted to come back full-time but flexibly. I used my annual leave to phase in and had a reduced workload until I reached full-time again, and that worked really well. The whole support here was amazing.'*

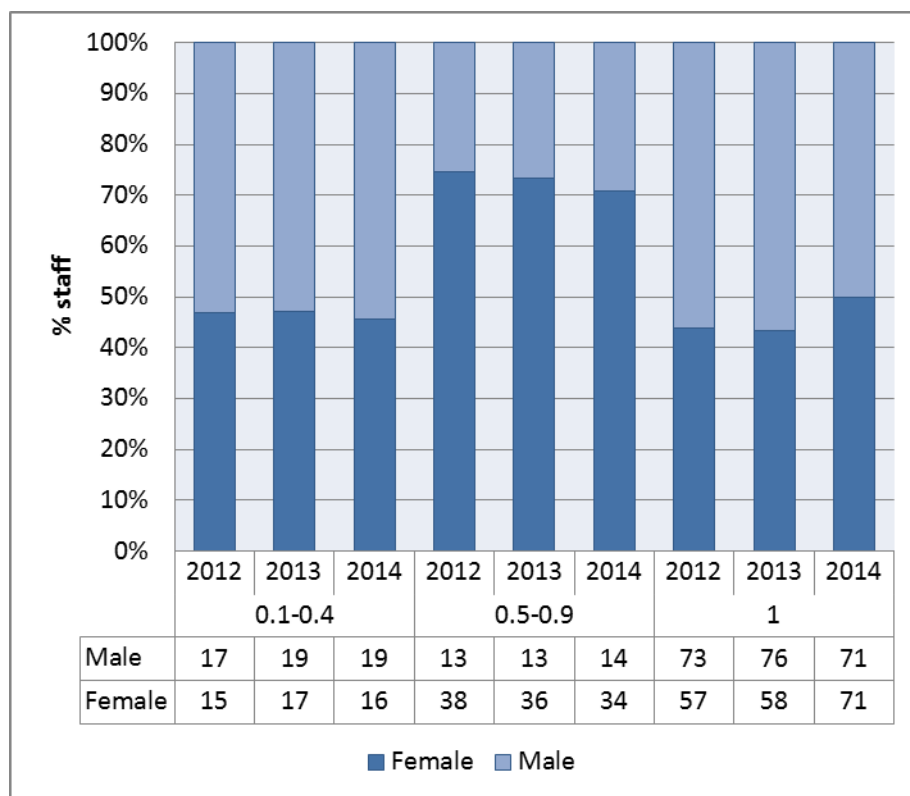


Figure 4.4 FTE of all academics in LMS.

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

Each school is accountable for its own budget including staffing costs. On an annual basis there is a detailed review of staff numbers including anticipated changes over the next academic year between each Dean of School and Finance, which takes into account the staffing profile. Under normal circumstances, the Dean of School will then be accountable for spend against the agreed staff budget and this will include decisions about how maternity leave is covered.

The School follows the University's maternity guidelines, which includes 18 weeks full-paid leave for eligible academic staff. Maternity leave is managed on an individual basis by the Subject Group Lead, and cover for maternity leave is provided for a proportion of the academic role, to ensure the teaching and administrative jobs are fulfilled. Staff returning from maternity leave have the ability to request part-time or flexible working hours. The central/UH SAT plans to develop briefing for line managers for guidance on keeping individuals on maternity leave informed of significant developments (such as job opportunities), covering absences and facilitating successful return to work plans. In addition to this, the Equality Office will offer drop-in sessions for new mothers returning to work who may wish to discuss work-life balance related issues with someone from outside the School. Staff will be notified of these sessions before they go on leave.

Word count: 5187

Section 5 – Any other comments maximum 500 words

Putting this application together has allowed the School to self-reflect, highlighting certain elements within LMS which have been taken for granted to be questioned and challenged. For example, we had assumed an informal mentoring process was effective. We now appreciate that a robust mentoring scheme and action plan to support women achieve promotion is required so that female representation on senior grades and professorial levels increases. Our proposed plan moving forward now reflects actions to be put in place to implement change. We perceive the submission of this application to be, not the end of our Athena SWAN journey, but the beginning and will continue to engage effectively with the project, ensuring a sense of commitment to achieve sustainable common goals shared by both women and men, and founded upon equality of opportunity. We will continue to work towards embedding Athena SWAN principles into our everyday interactions, policies and practices so that all members of our School, both staff and students, can achieve a solid work-life balance and recognise female achievement through promotion. It is important we ensure female staff feel appreciated and are made aware of individual achievements. Going forward towards our Silver application in the future, we want LMS to be as the recent staff survey revealed, a School where *"People don't feel they have to come in just to be here.... attitude is nice.... It makes it a good place to work as a parent"*.

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