Athena SWAN Bronze award renewal form

Name of institution: University of Plymouth   **Year: 2009**

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SET departments: The Faculties of Technology and Science comprise a number of comparatively small schools. Data is for these two main SET faculties, although SET subjects are also taught in other schools across other faculties and the action plan reflects this.

1. **Baseline gender data**

Provide data for at least the past three years (including appropriately labelled graphical illustrations where possible) on the data sets listed below. (E – Expected)

Tables and graphical illustrations should be included in a spreadsheet as an appendix with the data clearly labelled.

(See separate Excel spreadsheet for tables and graphs)

(i)   **Female:male ratio of academic staff at each grade** – Researcher, Lecturer, Senior Lecturer, Reader, Professor (or equivalent) – across the whole institution and in SET departments. (E)
     All faculties:
- A significant change in % of women SLs up from 28% in 2007 to 36% in 2009 (from 39 to 63 posts).
- The percentage of women Readers has fallen between 2007 and 2009 from 18% to 14% although the number (8) remained the same.
- The percentage of women Senior Academic Managers fell from 21% in 2007 (38) to 20% (40) in 2009, although there was an increase of 2 posts.
     SET faculties:
- The number of women of Readers in SET fell from 4 in 2008 to 2 in 2009.
- The number of Senior Lecturers in SET almost doubled from 5 to 9.
- The numbers in both of these grades are very small and changes of one member of staff make a large percentage difference.
- The percentage and number of Senior Academic Managers rose in SET between 2007 and 2009 from 5% (3) to 7% (5), whilst the percentage of women in this grade remained static across the university.

- Actions will focus on increasing the number of Readers, Professors and Senior Academic Managers whilst continuing to act to improve the percentage of Senior Lecturers.

(ii) **Female:male ratio of Heads of School/Faculty/Department** across the whole institution and in SET departments. (E)
- The number of women Heads of School has halved to 2, down from 4 in 2007, and there are no women Heads of School in the SET Faculties. The policy of appointing these, and other Senior Academic Manager posts, internally on fixed term contracts may have had an adverse affect on women.

- The policy has now been revised and Heads of School posts are permanent and normally advertised externally. All Senior Academic Manager posts will continue to be monitored for improvement.

(iii) **Female:male ratio of academic staff job application and success rates** – across the whole institution and in SET departments. (E) Application data is monitored annually across a complete calendar year. **All faculties**
- Women were generally more successful than men at appointment to academic posts.
- Fewer Senior Academic Managers posts were appointed internally and women's success improved at this grade in 2008.

SET faculties
- Women tend to be more successful than men in the two SET faculties but the success is weighted by the Research Assistant and Research Fellow grades where they are considerably more successful.

- Actions will focus on increasing applications from women to the permanent academic posts in SET

(iv) **Female:male ratio of academic staff promotion rates** across the institution and in SET departments. (E) **All faculties**
- Women's application and success rate to Senior Lecturer has improved considerably.
- Women have been less successful in promotion to Reader in the last two years.

SET faculties
- Women's promotion success rate to Senior Lecturer is good in SET, although the proportion of female applications has fallen off slightly.
- The success rate of women to Reader is lower than that of men.

- Actions will focus on increasing applications from women for Senior Lecturer promotions and on a range of measures to improve women's promotion to Reader in SET.

(v)   **Gender balance on the senior management team** at university level. (E)
- The senior management team at the university is 46% female as at April 2009.

(vi)   **Gender balance on influential committees** at university level as at April 2009. (E)

Governing Body	Female	Male
Board of Governors	6 (27%)	16 (73%)
Chief Executives Group (CEG)	**Female**	**Male**
VC, DVCs, Director of Human Resources, Registrar, and Director of Finance	5 (83%)	1 (17%)
Senior Committees	**Female**	**Male**
Senior Management Team (CEG, above, plus deans and directors.)	11 (46%)	13 (54%)
Academic Board	13 (36%)	23 (64%)
Teaching & Learning	12 (52%)	11 (48%)
Graduate Committee	7 (44%)	9 (56%)
Honorary Awards Committee	3 (50%)	3 (50%)

(vii)   **Female:male ratio of academic staff on fixed-term contracts vs. open-ended contracts** – across the whole institution and in SET departments. (E)
All faculties
- Proportionately, women Senior Lecturers and Professors on full-time and part-time contracts (not hourly paid) were more likely to be on a fixed-term contract than men in 2009. No women Readers were on fixed term contracts but the numbers are very small.

SET Faculties
- The number of women in academic grades on fixed-term contracts, excluding the more usually fixed-term grades of Research Assistant and Research Fellow, is too small to draw conclusions.

- Actions will focus on reviewing women on fixed-term contracts in academic grades, other than RA and RF, across the University.

(viii) **Female:male academic staff retention rates** by grade and maternity return rates – across the whole institution and in SET departments. (E)

Turnover
The data for academic staff turnover is given for the two most recent academic years. Prior to that there was a different database and it was not possible to make a valid comparison.
All faculties
- Below the grade of Reader there is little difference in the turnover rate for men and women.
- For Reader, Professor and Senior Academic Manager grades, the turnover rate is higher for women but the figures are very small.

SET Faculties
- The number of women in each academic grade is too small for significant comparisons.
- The three Readers who left in the two years were women but these numbers are small.

- Actions will focus on improving the qualitative data from women academic staff who leave SET to provide better information behind the figures.

Maternity return rates
All faculties
- The data shows that when a staff member finishes their maternity leave, their working arrangements change in one of the following three ways:
  - No change – i.e. they return to work and work the same hours as before maternity leave.
  - Reduced hours – i.e. they return to work, but work less hours per week than before maternity leave.
  - Left – i.e. they do not return to work after maternity leave.
- The numbers are very small but the majority of women in permanent academic posts returned to work on the same hours. Over the three years from 2005/6 to 2007/8 15 permanent women academic staff went on maternity leave. Of these only 1 left, whilst 3 returned on reduced hours.

- Women with fixed term contracts in research grades (Assistant / Fellow) are more likely to leave.

SET Faculties
- 13 women took maternity leave in the two SET faculties over three years. 7 of these resumed work on the same hours as before and 2 resumed work on reduced hours. The 4 who left were on fixed term contracts.

- Actions will focus on supporting women who wish to, to return to work.

(ix)   Evidence from **equal pay audits/reviews**.
- We have not yet carried out an Equal Pay Audit. This is scheduled for the summer of 2009.

(x)   **Female:male ratio of staff in the Research Assessment Exercise** (RAE) 2008 – across the whole institution and in SET departments.
All faculties
- Women in eligible grades were not, in general, submitted in the same proportions as men.
- An Equality Impact Assessment showed that this was because women were less likely to be engaged in research leading to publications, although, wherever appropriate, a reduced numbers of publications for equality reasons was fully taken into account.

SET faculties
- In SET faculties women in eligible grades were submitted in equal proportions to their male colleagues.

- Actions will focus on the REF and REF pilot, implementing similar equality procedures and monitoring to those for the RAE 2008.

(xi)   Other relevant data, e.g. results from staff surveys.

2. Report back on previous action plan
Please describe progress on the action plan from your last Bronze award application, explaining what has worked well and what has not been so successful, making reference to the data from section 1 where possible (maximum 1000 words).

Baseline data
We have been very successful in increasing the overall percentage of women in the Senior Lecturer grade since targets were set in 2004 and this continued to rise from 28% in 2007 to 36% in 2009. The percentage in the two SET- specific faculties also rose from 10% in 2007 to 13% in 2009.

We have been less successful in increasing the percentage of women in the Senior Academic Manager grade, which includes Deans, Heads of School and

Professors. The percentage of women in this grade has remained static, however the two SET faculties achieved an increase of 2% between 2007 and 2009.

We have been monitoring the percentage and numbers of staff who are professors since 2007 and there has been an overall increase in women professors from 11% in 2007 to 14% in 2009.

Key career transition points
The University introduced a comprehensive skills development programme for researchers including career development, although the University has very few first lecturing posts available in SET.
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A number of family friendly measures have been introduced to support working parents and mothers returning to work after maternity or adoption leave. These include a child care voucher scheme and a room designated for expressing breast milk. A revised Maternity Policy and Procedure will be introduced shortly including a Breastfeeding Policy to support women returning to work but wishing to breastfeed.

Promotions
Considerable work has been done to improve the rate of applications from women for academic promotion, as previously reported. This has worked especially well at Senior Lecturer level where in 2008 women were more successful than men. Analysis of applications and success rates to Reader and Professor is now also included. In 2006 women were more successful than men in being promoted to Reader. In the last two years this success rate has fallen but of the two female promotions to Reader in 2008 one was in SET.

Monitoring reports on the baseline, promotions and applications, highlighting the issues, have been circulated annually to senior academic managers. This has done much to raise awareness and encourage the actions for improvement. The Promotions Procedures and criteria are currently being revised in the light of the gender Equality Impact Assessment, annual reports and analysis.

Entry to the RAE 2008
The University's Code of Practice on Submissions contained procedures to ensure that, where someone had fewer than four publications, equality reasons were fully taken into account. All staff on assessment panels were required to undertake online equality and diversity in the workplace training, which included information on gender equality. In carrying out a full Equality Impact Assessment it was found that overall women in the appropriate academic grades were less likely to be entered into the RAE because they did not have suitable publications but that this was not for a reason related to equality. Women in general are more likely to be predominantly engaged in teaching and learning activity. However, women in the two SET faculties were submitted in similar proportions to their male colleagues.

The Code of Practice and training for assessment panels were particularly successful in ensuring women were entered for the RAE in the SET faculties and in raising awareness of the equality requirements when evaluating women's publication record.

Applications

Overall women were more successful than men in being appointed to externally advertised academic posts at all grades. In the SET faculties this was also the case although this success was most notable in the Research Assistant and Research Fellow grades. In general the number of women applying for SET lectureships has risen and women have tended to be more successful. The numbers here are very small and will continue to be monitored.

In 2008 the number of female senior academic manager appointments exceeded the number of male appointments for the first time. The University has not had a total picture of appointments in this grade as internal appointments have not been monitored but we have now taken action to correct this and also to reduce the number of posts not externally advertised.

Staff development and gender equality training

Gender equality is mainstreamed throughout the staff development provision. All new staff are required to attend a mandatory staff induction which includes information on gender equality and Athena and signposting to further staff development and information.

All staff new to lecturing are required to undertake the Learning and Teaching in Higher Education course which mainstreams equality throughout as well as having specific teaching sessions on equality issues, including gender equality.

From June 2008 all staff sitting on recruitment and selection panels were first required to undertake online equality and diversity training. This requirement was in addition to the existing, mandatory, one day, face-to-face training for chairs. The training has been very successful in ensuring all those involved in recruitment and selection implement gender equality throughout the process and provide clear audit trails of decision making.

Equality Impact Assessment (EIA)

Gender equality impact assessment is supported by an online toolkit and face to face training and briefing sessions. A number of priority gender EIAs have now been completed and EIAs are being undertaken on all HR policies as these are reviewed or developed. EIAs are proving to be a helpful way to systematically examine policy and procedure for adverse gender impact, especially on women.

Gender balance in decision making and culture change
Following interim leadership after the sudden death of the VC in early 2007, a new senior team is in place; both the VC and the two DVCs are women and the commitment to the Athena SWAN Charter has been reaffirmed. Strong support and leadership from Deans with SET schools, together with the Gender Equality Scheme and Athena Action Plans, are doing much to change the culture by ensuring gender equality is mainstreamed into decision making and processes. The 24-strong senior management team is now 46% female. All recruitment, selection and promotion panels are required to have representation from both genders.

3. Action plan

Provide a new action plan as an appendix. This should be a table or a spreadsheet comprising plans to address the priorities identified by the data, the person responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations for the next three years.

University-wide Action Plan 2009 – 2012 (See also specific Faculty of Technology Action Plan submitted separately)

Key Area	Priority	Actions	Responsibility	Timescale
1. SET Baseline Data	**Set targets to increase the percentage of women SET Senior Lecturers, Readers, Professors and Senior Managers and provide robust and comprehensive data to support monitoring of progress**	• Set revised HR Gender Targets for academic grades as part of the new HR Strategy (2009-12). To include specific targets for Senior Lecturer, Reader, Professor / Academic Senior Manager	Director of HR	Sep 2009
		• Roll out the provision of Web Intelligent HR Statistics for Faculties and Schools to enable Deans and Heads of Schools to have direct access to HR gender statistics.	Head of Corporate Information	2009
		• Review the retirement policy to accommodate partial retirement to support the retention of skilled women in SET, where appropriate.	Director of HR	2011-12
		• Application report to include data for any senior academic management posts not externally advertised.	Director of HR / Head of Equality and Diversity	May 2010
		• Build on existing benchmarking for staff in annual reports and scope extending to staff in SET.	Head of Equality and Diversity	2009-10
		• Review women in SET on fixed-term contracts in grades: SL, Professor / Senior Academic Manager.	Director of HR / Deans	2009-10
	Provide SET data to measure applications to SET academic posts	• Analyse applications and appointments to all academic posts in SET annually and include in the annual application data report. • Circulate to Equality and Diversity Committee, SET Deans and Heads of Schools, highlighting any issues.	Head of Equality and Diversity	2009 and annually
		• Carry out an internal audit on Recruitment and	Internal auditors /	Aug 2009

Key Area	Priority	Actions	Responsibility	Timescale
		Selection Procedures to provide a check on training requirements and adhesion to procedures.	Director of HR	
	Gain better information on women leaving SET posts at the university	• Collect data on the career progression of contract research staff through the CROS survey.	Head of the Graduate School	2010-11
		• Develop annual turnover data reports by faculty, school, grade and gender. • Develop a robust exit questionnaire / interview procedure to provide information on reasons why women leave permanent SET academic posts.	Director of HR	2009-10 2011-12
		• Produce regular annual reports on staff taking and returning from maternity or adoption leave.	Director of HR	2010-12
	Improve data on students in SET by gender	• Continue to provide annual baseline student data reports for undergraduates, postgraduate researchers and taught postgraduates. • Build on the benchmarking of both undergraduate and postgraduate students by gender using the JACS subject codes, which were introduced into the annual student data reports in 2008, and monitor trends internally and externally. • Continue to circulate annually to Senior Management Team and Heads of Schools.	Head of Corporate Information Head of Equality and Diversity	2009-10 and annually
2. Key career transition points	**Increase female applications to permanent SET academic posts**	• Review and revise the further particulars sent to applicants for academic posts in the Faculty of Science and other SET Schools to encourage female applications, drawing on the good practice from the Faculty of Technology.	Dean of the Faculty of Science / Heads of School	2009-10
		• Advertise on the university website the availability	Director of HR	2010-11

Key Area	Priority	Actions	Responsibility	Timescale
		of flexible working schemes.		
		• The Equality and Diversity unit will provide guidance on positive action.	Head of Equality and Diversity	2009-12
	Support women to gain promotion to senior SET posts	• Complete the revision of the academic promotions policy and criteria for promotion to Senior Lecturer, Reader and Professor, in the light of the gender equality impact assessment and annual monitoring reports. • Develop guidelines / proforma for panels to ensure consistency of the reporting of promotion decisions and to aid feedback to unsuccessful candidates. • Ensure all staff have clear feedback on unsuccessful promotion applications and support to develop their careers for promotion. • Ensure that, when ready, staff are supported and encouraged to apply or re-apply for promotion. • Monitor to ensure selection and promotion panels always have trained academic staff of both genders and encourage chairs to achieve a gender balance. • Monitor, by gender, variations in applicants' self-assessments against the promotion criteria compared with those of panels. • Monitor any changes and outcomes annually by gender and faculty through an annual report to the Equality and Diversity Committee and the Senior Management Team.	Director of HR and DVC (Academic and Partnerships) /Head of Equality and Diversity Deans / Heads of School Head of Equality and Diversity	July 2009 2010 and annually
		• Procedures for selecting staff as Directors of Studies	DVC (Research and	2009-12

Key Area	Priority	Actions	Responsibility	Timescale
		for University funded stipendiary studentships (new annual initiative) will encourage early career staff to apply. • All five areas of research in this initiative will ensure representation of both genders on the local panels to assess applications from staff for a stipendiary student. • The University wide panel will ensure both genders are represented.	Enterprise) / Head of Graduate School	
		• Revise the Appraisal Policy, guidelines and training. • Appraisal discussions for SET academic staff will focus explicitly on the development and support needed for career development. • Actively support and promote the value of external mentoring.	Director of HR / SET Line managers	2009-12
		• Ensure gender equality is able to be monitored throughout data systems developed for the forthcoming REF.	DVC (Research and Enterprise)	2011-12
		• Develop core role profiles for teaching and learning, research and enterprise and leadership that promote and enable equitable agendas. (HR Strategy)	Director of HR	2010-11
		• Design, develop and implement an "enterprise enabling" performance management system in partnership with key stakeholders so that individual contributions/capabilities are optimised. This system will comprise strands relating to: appraisal,	Director of HR	2010-13

Key Area	Priority	Actions	Responsibility	Timescale
		personal development planning, objective setting, workload allocation, financial reward, succession planning, peer review, 360 degree feedback for leaders and will mainstream gender equality throughout. (HR Strategy)		
	Support women going on and returning from maternity leave and support all staff to achieve a work-life balance	• Finalise the revision of the Maternity Policy and Procedures and incorporate the Breastfeeding Policy.	Director of HR	2009
		• Revise the flexible working policies, taking account of the work-life balance good practice from Athena, so that people are able to make their full contribution to the diversity of work undertaken at the university whilst maintaining and protecting their well-being and ability to sustain high level performance. • Develop a Well Being Policy, encompassing family friendly policies, procedures and guidance for managers	Director of HR	2010-12
	Post doc to Lectureship	• When vacancies occur for lectureships, support appropriate internal candidates to apply. • Extend this encouragement to those working flexibly, part-time or currently on a career break.	Heads of Schools / Directors of Studies	2009-12
		• Encourage female researchers to join the GetSET database run by the UK Resource Centre for Women in SET so that they can access national mentoring schemes and network with others with similar research interests.	Heads of Schools / Directors of Studies	2009-12

Key Area	Priority	Actions	Responsibility	Timescale
		• Continue the Skills Development Programme to support postgraduate and early career researchers to develop their careers.	Head of the Graduate School	2009-12
	Women undergraduates	• Continue successful work to encourage women to become undergraduates in SET subjects. For example, the Women into Technology initiative.	Head of Widening Access	2009-12
3. Culture change and gender balance in decision making	**Raise awareness of the Athena SWAN priorities and encourage positive action**	• Ensure that the procedure for approval of a Research Institute (new initiative) sets out how its staffing plans comply with the Equality and Diversity Policy, working towards Athena's aims. • The annual report from Research institutes will include an evaluation of progress on Athena aims and equality and diversity within staffing plans. • Ensure that steering committees of Research Institutes have both genders represented and encourage committees to work towards a gender balance, through external appointments where necessary.	DVC (Research and Enterprise) Deans / Directors of Institutes	2009-10 2010-12 (Annually)
		• Annual reports from Research Institutes will review their implementation of gender equality in staffing plans, progress towards the University's gender equality objectives / revised gender equality targets.	Chairs of Research Institutes' Steering Committees	2010-12
		• Ensure all new staff in SET Schools are briefed on the work towards the Athena Charter and Award through new staff induction.	Head of Equality and Diversity	2009-12
		• Revise the "Promoting a Positive Working	Director of HR	2009-10

Key Area	Priority	Actions	Responsibility	Timescale
		Environment" document for line managers.		
		• Athena's aims are embedded in the Gender Equality Scheme[1] and Deans and Directors are required to sign off the Scheme's actions for their areas. • Annual report on progress of the Scheme to the Equality and Diversity Committee, Senior Management Team and Board of Governors.	Head of Equality and Diversity / members of the Gender Equality Scheme Sub-Committee	2009-12
	Staff development and training	• Review local induction practices and develop a procedure linked to probation to ensure appropriate take up of equality and diversity development.	Staff and Organisational Development Manager	2009-10
		• All staff undertaking recruitment and selection will, at a minimum, be required to undertake online equality and diversity training. • All chairs of recruitment panels, will be required to undertake one day face to face recruitment and selection training, including information and training on gender equality. • The requirement for Equality and Diversity Recruitment and Selection training will be extended to members of promotion panels. • The take up of training will be monitored to ensure all panel members are trained before they carry out these roles.	Director of HR	2009-12
		• Leadership Development will be a requirement for senior roles, including Deans, Directors and Heads	Staff and Organisational	2009-12

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[1] www.plymouth.ac.uk/equality

Key Area	Priority	Actions	Responsibility	Timescale
		of Schools. (New initiative to develop leadership skills, supported by a leadership toolkit.) • A partnership between the Staff and Organisational Development Manager and the Head of Equality and Diversity will ensure that gender equality is mainstreamed through the Leadership Development Programme.	Development Manager/ Head of Equality and Diversity	
	Performance and Reward	• Carry out an equal pay audit.	Director of HR	2009
		• Develop an effective reward system that rewards enterprising activity/results and excellent leadership in a fair and equitable manner as part of a performance management system and undertake a post implementation review of New Pay & Reward.	Director of HR	2011-12
	Gender Equality Impact Assessments	• Gender Equality Impact Assessments will be carried out on policies and procedures as they are developed or reviewed.	Senior Managers	2009-12
4. Champions and responsibilities	**Ensure senior leadership for Athena Charter Principles**	• The revised action plan is supported and championed by the Office of the Vice Chancellor and the Director of HR.	VC / DVCs / Director of HR	2009-12
		• Deans with responsibility for SET Schools will champion Athena's aims and support the implementation of this action plan.	Deans	2009-12
		• Heads of SET Schools are responsible for the action plan and reporting back to the E&D Committee on the annual data reports.	Heads of Schools	2009-12
		• The Head of Equality and Diversity will support and	Head of Equality	2009-12

Key Area	Priority	Actions	Responsibility	Timescale
		champion the implementation of this action plan and the SWAN Charter principles.	and Diversity	
		• All staff have responsibilities under the University's Gender Equality Scheme. The Gender Equality Scheme has representatives from all faculties who are responsible for supporting the scheme and reporting on progress in their areas.	Representative members of the Gender Equality Scheme Sub Committee (GESSC)	2009-12