



Athena SWAN Bronze university award application

Name of university:	Edge Hill University
Date of application:	30 April 2015
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Acronyms

AB	Academic Board
ACDWG	Academic Career Development Working Group
AD	Associate Dean
ASSG	Athena SWAN Steering Group
AT	Associate tutor
ECR	Early career researcher
EHU	Edge Hill University
FAS	Faculty of Arts and Sciences
FFP	Family-friendly policies
FHSC	Faculty of Health and Social Care
FoE	Faculty of Education
GTA	Graduate Teaching Assistant
HoD	Head of Department
KIT	Keeping-in-touch
PGR	Post-graduate researcher
RCB	Research capacity building
RC	Research Committee
RDF	Researcher Development Framework
RIF	Research Investment Fund
RO	Research Office
SAT	Self-assessment team
SPA	Sport and Physical Activity
UCU	University and College Union



1 Letter from Vice-Chancellor

Ms Sara Dickinson
Athena SWAN Charter
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ



Tuesday, 28 April 2015

Dear Ms Dickinson

I am delighted to endorse this submission for an Athena SWAN Bronze award. Edge Hill University is a thriving and growing institution that is committed to providing an excellent education for its students. This is complemented by a commitment to producing high quality research with significant impact.

As an organisation we have always been committed to providing staff an excellent working environment and have a history of supporting women to excel in all areas of academic life. This ethos is also reflected in our commitment to widening participation and encouraging women and men from all sectors of society to engage in higher education.

The University traces its roots back to Edge Hill College which was established in Liverpool in 1885 as the first non-denominational teacher training college for women, since then it has continued to support and promote the careers of women in both STEM and non-STEM areas. We are proud of the fact that the University colours of heliotrope, gold and green date back to the origins of the institution and are used in graduation hoods and gowns. The colours are used in various traditions of the women's suffrage movement and reflect the commitment to the equality of women that drove the formation of the institution.

Edge Hill is now a vibrant and dynamic organisation that offers a range of degree and post-graduate opportunities in the faculties of Education, Health and Social Care, and Arts and Sciences. Our STEM subjects are located in the Health and Social Care with nursing and allied health subjects, and in Arts and Sciences with biology, computing, geography, psychology and sport. The success of these subjects is reflected in student numbers and the quality of their research.

Given our history, women are well-represented at all levels of our organisation; I recognise, however, that women are under-represented in senior management positions and action is needed to address this issue. I believe that this is best achieved by ensuring that women at early and mid-career receive support, encouragement and resources to develop their careers so that they are well prepared to make successful

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Vice-Chancellor
Dr John Cater





applications when the opportunity arises. To assist with this we have a range of internal training and development events including our corporate leadership and management programme. In addition, we support mid-career women in attending the LFHE's Aurora programme and support all staff in attending Vitae events.

The University's senior management and I are fully committed to Athena SWAN. I have personally been involved in the development of the Athena SWAN action plan having had consultation meetings with Nikki Craske, the Athena SWAN SAT chair and the PVC Research. I understand from these meeting that a key issue at Edge Hill is to ensure the good practices that are in place are spread across the institution and that there is consistency in the application of support mechanisms for staff. I am fully committed to ensuring that the resources are provided to ensure the items in the Action Plan are taken forward.

Yours sincerely

A handwritten signature in black ink, appearing to read 'John Cater'.

Dr John Cater
Vice-Chancellor

496 words



2 The Self-Assessment Process

2.1 Self-assessment team

The self-assessment team (SAT) comprised twenty-one staff, sixteen women and five men, from across the faculties and service departments. It was chaired by the Director of the Research Office (RO). The team members ranged in seniority and contract types: it included full-time and part-time, fixed-term and permanent staff, lecturers to professors, and heads of department/service. SAT members included staff who had a range of personal circumstances including: both women and men who had experienced parental leave; single parents; people with caring responsibilities; staff who had taken considerable career breaks; dual career partnerships; nuclear families. The members are:

1. Clare Austin (Professor and Associate Dean for Research and Innovation, Faculty of Health and Social Care)
2. Geoff Beattie (Professor of Psychology)
3. Lucy Bray (Reader in Children, Young People and Families, Faculty of Health and Social Care)
4. Alyson Brown (Professor of History)
5. Jeremy Brown (Reader in Health Studies, Faculty of Health and Social Care)
6. Evelyn Carnegie (Head of Sport and Physical Activity, and member of Board of Governors)
7. Nikki Craske (Director, Research Office) (SAT Chair)
8. Irene Delgado Fernandez (Reader in Geography)
9. Vicky Duckworth (Senior lecturer in CPD, Faculty of Education)
10. Arthur Heyes (HR)
11. Joyce Humphries (Lecturer in Psychology)
12. Kate Knighting (Senior Research Fellow, Faculty of Health and Social Care)
13. Alison Mackenzie (Dean of Learning Resources)
14. Claire Molloy (Professor of Media)
15. Joanne Morris (Research Office, secretary to the SAT)
16. Ghada Nakhla (Undergraduate Mathematics Course, Leader Faculty of Education, and doctoral student)
17. Ella Pereira (Reader in Computing)
18. Damien Shortt (Senior Lecturer in Secondary Education (English Literature) Faculty of Education and Branch Chair of UCU)
19. Daniel Smith (HR)
20. Lynnette Turner (Acting Dean of the Faculty of Education) (SAT Vice Chair)
21. Fay Voller (Lecturer in Biology (fixed-term and part-time))



Key support was given by Nichola Wright (MI and Systems, Human Resources), Craig Hutchinson-Howarth (Director of Strategic Planning and Policy Unit), Kevin English (Assistant Registrar, Academic Registry).

2.2 The self-assessment process

The SAT met twelve times from January 2014 to April 2015 to develop the Athena SWAN application and action plan ([actions 1.1; 5.2](#)). It collated and analysed the relevant University statistics and evaluated policies and procedures, and organised a series of consultations with staff across the institution to inform the self-assessment and action plan. The SAT also met in various sub-groups to review all relevant aspects of recruitment, progression and mentoring at the institution. SAT members attended Athena SWAN events held at neighbouring Manchester and Liverpool John Moores universities. In addition, individuals with experience of submitting Athena SWAN applications at other institutions attended the University to discuss issues surrounding the application to help us develop an appropriate action plan.

Consultation and dissemination was conducted through the faculty research committees and Athena SWAN is now a standing item on the University's Research Committee. It was also reported and discussed at the University's senior deliberating body, Academic Board, and Directorate Management Group. The Board of Governors also received updates on the progress of the application via the Academic Board minutes. An Athena SWAN webpage has been established to promote news and events and to act as a source of information of broader issues relating to women in science. SAT members promoted the application process in their own departments and faculties to help raise awareness of the process. An event was held with heads of department (HoDs) to discuss the self-assessment and to seek feedback on the draft action plan. Consultation with all academic staff was carried out through an anonymous online staff survey complemented with focus groups facilitated by an external consultant to help staff feel comfortable raising any issues regarding their own personal experience. There was consultation with the VC on the development of the action plan and he has reviewed and approved the application.

2.3 Future plans for the self-assessment team

The SAT will be converted into the Athena SWAN Steering Group (ASSG) which will oversee the implementation of the action plan. To make the group fully inclusive, we will ensure more men and more part-time staff become members and invite a member of the science post-graduate researcher (PGR) community to participate. Each STEM department will also be represented and all STEM areas will be expected to have Athena SWAN as a standing item on departmental meetings ([actions 2.3; 5.4](#)).

The ASSG will meet bi-monthly and its responsibilities will be to:

- Produce an annual report for Academic Board on progress and on-going activities, and to sign-off completed actions ([action 1.1](#))
- Request, review and analyse data: one of the meetings will be dedicated to data analysis ([action 1.3.1, 1.6](#))
- Support departments and faculties in developing Athena SWAN applications ([actions 1.2; 2.3](#))
- Maintain the Athena SWAN website and establish a wiki (intranet) resource, to help support the equality and diversity agenda, to publish the annual monitoring reports and promote internal and external events ([actions 2.5](#))



- Organise the Athena SWAN annual lecture and related events to promote women in science, including events around International Women's Day (**action [2.1](#); [2.4](#); [5.10](#)**).

The ASSG will be responsible to Academic Board and report to Research Committee and the Learning and Teaching Committee to ensure ownership and engagement at all levels (**action [5.3](#)**). The reports will also be presented to faculty committees to ensure good communication (**action [1.3.2](#)**).

The ASSG will also contribute to staff development events aimed particularly at encouraging women to consider taking on senior roles. Activities to promote Athena SWAN will include the Chair of the SAT organising a workshop for HoDs from all faculties and a session about the accreditation process via the research capacity building programme (RCB) (**action [2.2](#)**). To support the activities of the ASSG, resource for a new Athena SWAN officer has been included in the 2016-17 budget round (**action [5.1](#)**).

953 words



Pro-Chancellor & Chair of the Board Bernard Lavery <i>Clerk to Governors</i> Lesley Munro	<i>Vice-Chancellor</i> Dr John Cater <i>Deputy Vice-Chancellor</i> Steve Igoe <u>Pro Vice-Chancellors</u> Dr Lynda Brady, <i>Pro Vice-Chancellor for Student Experience & University Secretary</i> Mark Allanson, <i>Pro Vice-Chancellor for External Relations</i>
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Edge Hill University

<p><u>Faculty of Arts & Sciences</u> Professor George Talbot <i>Pro Vice-Chancellor and Dean</i></p> <p>STEMM Biology Computing Geography Psychology Sport & Physical Activity</p> <p>Non-STEMM Business School English & History Law & Criminology Media Performing Arts Social Sciences</p>	<p><u>Faculty of Education</u> Dr Lynnette Tumer <i>Acting Pro Vice-Chancellor and Dean</i></p> <p>Non-STEMM Early Years Education Primary Secondary Further Education & Training Professional Development (UG & PGT) Confucius Institute Leadership Academy National Contracts (SENCO, PMST, ECC, EYRS, EEF)</p>	<p><u>Faculty of Health & Social Care</u> Seth Crofts <i>Pro Vice-Chancellor and Dean</i></p> <p>STEMM Midwifery Pre-reg Nursing Operating Department Practice Paramedic Practice Evidence-based Practice Research Centre (EPRC) Postgraduate Medical Institute (PGMI) Applied Health & Social Care Postgraduate & Professional Education</p> <p>Non-STEMM Social Work</p>
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<p><u>SERVICE AREAS</u> Academic Quality & Development Unit Academic Registry Admissions Capital Projects Careers</p>	<p>Centre for Teaching & Learning Corporate Communications Facilities Management Financial Services Human Resources Information Technology Services</p>	<p>International Office Learning Services Research Office Strategic Policy & Planning Unit Student Recruitment Student Services</p>
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Figure 1: Organisational and management structure of Edge Hill University

The governance structure is identified in the top box along with the senior managers.—for more detail on governance and management see <http://www.edgehill.ac.uk/governance/>.

The University has three faculties with STEMM concentrated in Health and Social Care, and nearly half of Arts and Sciences—it should be noted that the departments of Biology, Computing, Geography and Psychology were established as freestanding departments in 2012 after a faculty restructure. Faculty of Education trains STEMM teachers but staff do not carry out science research themselves. Both Sport and Applied Health & Social Care have mixed STEMM and non-STEMM teams: pre-registration nursing and sport and physical activity (SPA) are the largest units



3. Description of Edge Hill University

3.1 Summary

The University is housed on a single campus in the market town of Ormskirk, West Lancashire (with satellite locations in Manchester, Chorley and Shrewsbury). Recent investment in the campus provides an excellent working environment for staff and includes significant resource in building and equipment for STEMM subjects.

Edge Hill achieved university status in 2006 and research degree awarding powers in 2008 and is not aligned to any mission group. Its first chancellor is psychologist Professor Tanya Byron. A notable feature of recent developments is the increasing emphasis on research resulting in the doubling of the number of staff submitted to REF 2014 relative to RAE 2008 and reflected in the REF results where significant improvement in research performance was identified.

From its origins as a specialist institution with 41 female trainee teachers, Edge Hill now has over 15,000 students on a wide range of undergraduate and postgraduate programmes and over 1500 staff (40% academics). The organisational structure is illustrated in figure 1.

3.2 Staffing profile

The legacy of the University's foundation is evident in the staffing profile where women make up almost two-thirds of academic staff, particularly evident in STEMM areas (tables 1a-b). Women's greater representation in STEMM is influenced by the size of the Faculty of Health and Social Care (FHSC) where they make up 75% of academic staff. A closer examination of other STEMM areas (tables 1c) shows more equal balance. Compared nationally, EHU performs quite well in terms of women's representation, which is lower only in sport and psychology.

The strong presence of women decreases with seniority: women tend to be under-represented at senior levels, especially in research-oriented roles of reader and professor (charts 2a-b). The recent expansion of the professoriate, particularly in the Faculty of Arts and Sciences (FAS), has largely been a result of appointments rather than internal promotions with 18 of the 24 new professors appointed to the post since 2012. The proportion of female professors has increased from 20% (■) to 25.9% (■), although STEMM has experienced a decline in the proportion (but not the numbers) of women professors as numbers of professors in total has grown (tables 2b-c). In the FHSC, however, women make up 100% of the professoriate. The SAT identified increasing women's representation in senior roles a priority ([actions 1.8](#); [3.1](#); [3.2](#)).

Table 1a. Establishment staff by gender and staff type

Staff by Gender	31/07/2012		31/07/2013		31/07/2014	
	F	M	F	M	F	M
Academic & Research	297	203	319	217	344	234
Support	538	254	554	262	592	267
Total	835	457	873	479	936	501
% Academic & Research	59.4%	40.6%	59.5%	40.5%	59.5%	40.5%
% Support	67.9%	32.1%	67.9%	32.1%	68.9%	31.1%
% Total Staff	64.6%	35.4%	64.6%	35.4%	65.1%	34.9%

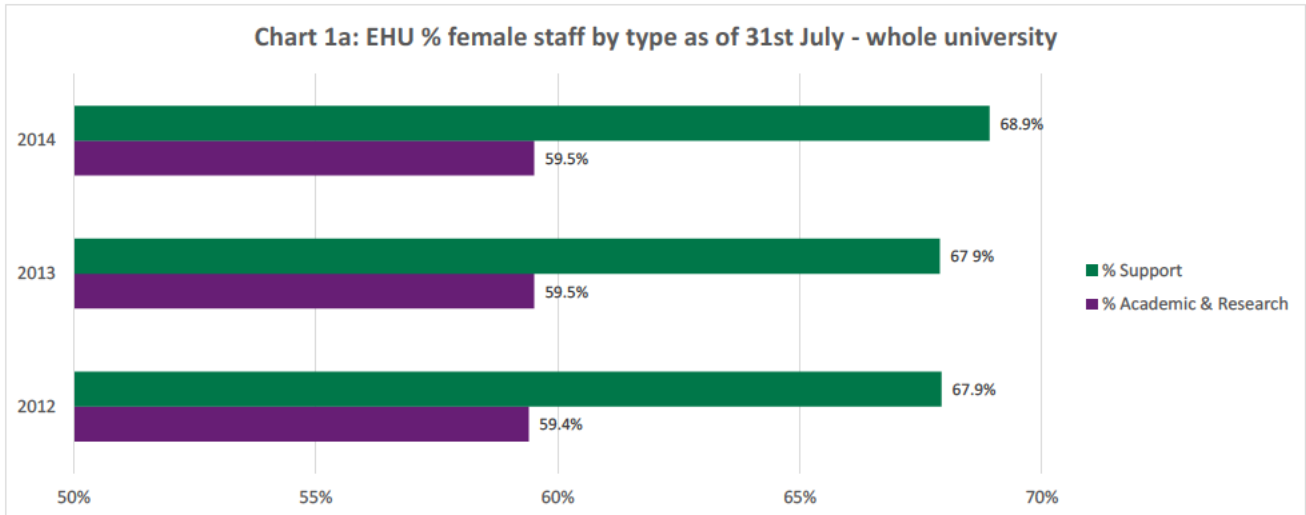
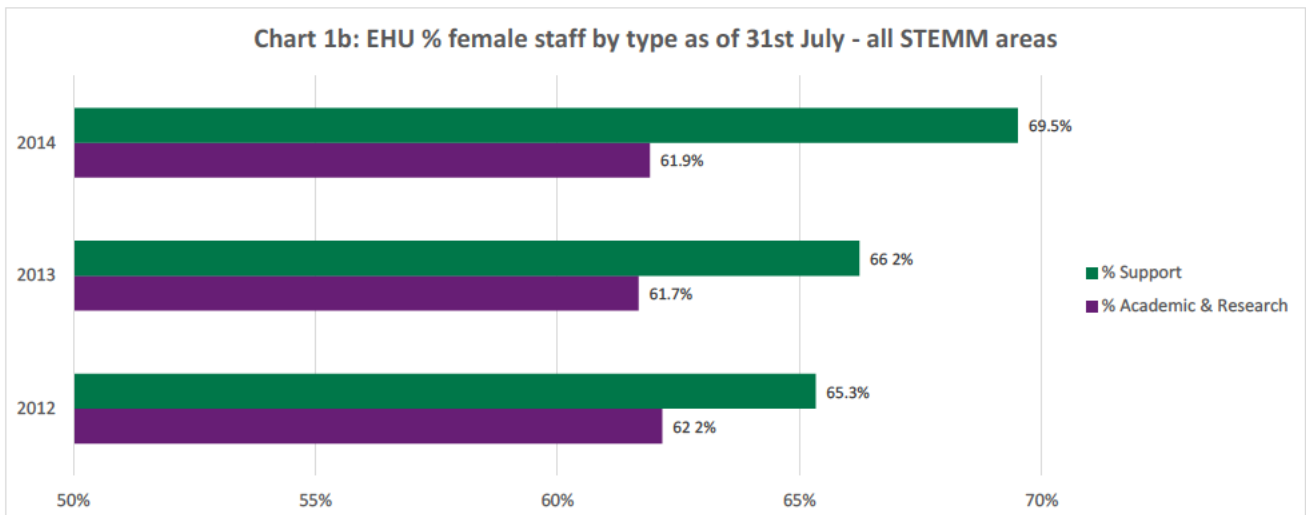


Table 1b. STEM areas - establishment staff by gender and staff type

Staff by Gender	31/07/2012		31/07/2013		31/07/2014	
	F	M	F	M	F	M
Academic & Research	138	84	140	87	156	96
Support	49	26	51	26	57	25
Total	187	110	191	113	213	121
% Academic & Research	62.2%	37.8%	61.7%	38.3%	61.9%	38.1%
% Support	65.3%	34.7%	66.2%	33.8%	69.5%	30.5%
% Total Staff	63.0%	37.0%	62.8%	37.2%	63.8%	36.2%



Overview of staff by gender at Edge Hill University

Tables 1a shows academic (including research) and support staff at EHU by headcount and percentage as of July in any given year.

Table 1b shows same data for STEM. Tables present data for female and male by headcount and percentage.

Table 1c provides data on STEM areas identified in figure 1.

Charts 1a-b show percentage of women in academic and support areas.



Table 1c. STEMM areas breakdown - establishment staff by gender and staff type

Faculty of Health & Social Care	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Academic & Research	109	38	108	37	114	37
Support	37	16	39	16	42	14
Total	146	54	147	53	156	51
% Academic & Research	74.1%	25.9%	74.5%	25.5%	75.5%	24.5%
% Support	69.8%	30.2%	70.9%	29.1%	75.0%	25.0%
% Total Staff	73.0%	27.0%	73.5%	26.5%	75.4%	24.6%
FAS: Biology	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Academic & Research		■	■	■	■	■
Support	■	■	■	■	■	■
Total	■	■	■	■	■	■
% Academic & Research	0.0%	100.0%	40.0%	60.0%	57.1%	42.9%
% Support	80.0%	20.0%	83.3%	16.7%	71.4%	28.6%
% Total Staff	57.1%	42.9%	63.6%	36.4%	64.3%	35.7%
FAS: Computing	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Academic & Research	■	■	■	■	■	■
Support	■	■	■	■	■	■
Total	■	■	■	■	■	■
% Academic & Research	42.9%	57.1%	50.0%	50.0%	41.2%	58.8%
% Support	20.0%	80.0%	25.0%	75.0%	16.7%	83.3%
% Total Staff	36.8%	63.2%	44.4%	55.6%	34.8%	65.2%
FAS: Geography	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Academic & Research	■	■	■	■	■	■
Support	■	■	■	■	■	■
Total	■	■	■	■	■	■
% Academic & Research	44.4%	55.6%	44.4%	55.6%	50.0%	50.0%
% Support	75.0%	25.0%	66.7%	33.3%	66.7%	33.3%
% Total Staff	53.8%	46.2%	50.0%	50.0%	53.8%	46.2%
FAS: Psychology	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Academic & Research	■	■	■	■	■	■
Support	■	■	■	■	■	■
Total	■	■	■	■	■	■
% Academic & Research	58.3%	41.7%	46.7%	53.3%	45.0%	55.0%
% Support	50.0%	50.0%	50.0%	50.0%	75.0%	25.0%
% Total Staff	57.1%	42.9%	47.4%	52.6%	50.0%	50.0%
FAS: Sport & Physical Activity	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Academic & Research	■	■	■	■	■	■
Support	■	■	■	■	■	■
Total	■	■	■	■	■	■
% Academic & Research	31.6%	68.4%	30.8%	69.2%	36.2%	63.8%
% Support	50.0%	50.0%	40.0%	60.0%	66.7%	33.3%
% Total Staff	34.1%	65.9%	31.8%	68.2%	39.6%	60.4%



Table 2a. Academic & Research (establishment staff) by grade and gender

Staff by Gender	31/07/2012		31/07/2013		31/07/2014	
	F	M	F	M	F	M
Graduate Teaching Assistant	-	-	-	-	-	-
Lecturer	66.7%	33.3%	65.0%	35.0%	58.1%	41.9%
Senior Lecturer	60.5%	39.5%	62.6%	37.4%	63.5%	36.5%
Reader	41.7%	58.3%	32.0%	68.0%	41.7%	58.3%
Professor	20.0%	80.0%	22.7%	77.3%	25.9%	74.1%
Academic Head/ Management	60.3%	39.7%	60.3%	39.7%	58.6%	41.4%
Total						
% Graduate Teaching Assistant	-	-	-	-	61.9%	38.1%
% Lecturer	66.7%	33.3%	65.0%	35.0%	58.1%	41.9%
% Senior Lecturer	60.5%	39.5%	62.6%	37.4%	63.5%	36.5%
% Reader	41.7%	58.3%	32.0%	68.0%	41.7%	58.3%
% Professor	20.0%	80.0%	22.7%	77.3%	25.9%	74.1%
% Academic Head/ Management	60.3%	39.7%	60.3%	39.7%	58.6%	41.4%

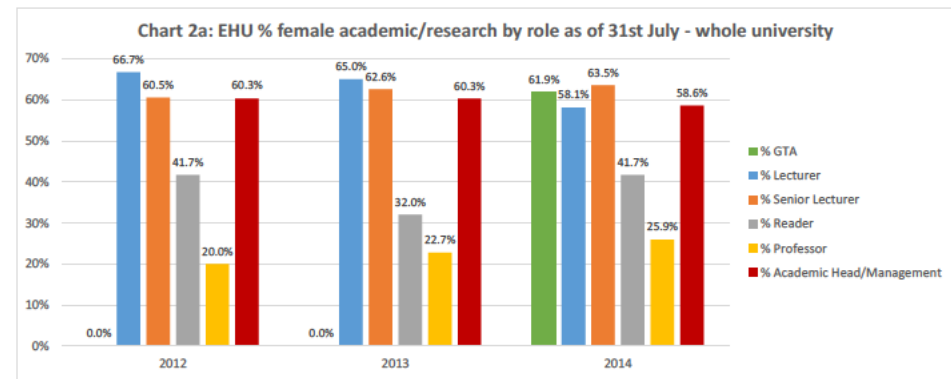
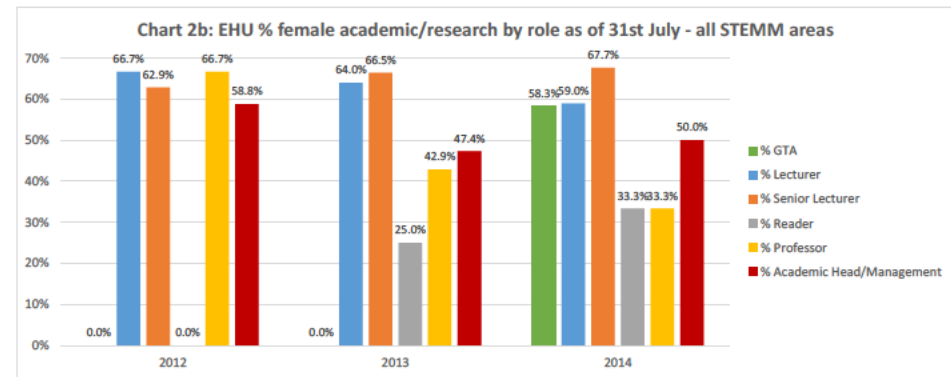


Table 2b. STEM - Academic & Research (establishment staff) by grade and gender

Staff by Gender	31/07/2012		31/07/2013		31/07/2014	
	F	M	F	M	F	M
Graduate Teaching Assistant	-	-	-	-	-	-
Lecturer	66.7%	33.3%	64.0%	36.0%	59.0%	41.0%
Senior Lecturer	62.9%	37.1%	66.5%	33.5%	67.7%	32.3%
Reader	0.0%	100.0%	25.0%	75.0%	33.3%	66.7%
Professor	66.7%	33.3%	42.9%	57.1%	33.3%	66.7%
Academic Head/ Management	58.8%	41.2%	47.4%	52.6%	50.0%	50.0%
Total						
% Graduate Teaching Assistant	-	-	-	-	58.3%	41.7%
% Lecturer	66.7%	33.3%	64.0%	36.0%	59.0%	41.0%
% Senior Lecturer	62.9%	37.1%	66.5%	33.5%	67.7%	32.3%
% Reader	0.0%	100.0%	25.0%	75.0%	33.3%	66.7%
% Professor	66.7%	33.3%	42.9%	57.1%	33.3%	66.7%
% Academic Head/ Management	58.8%	41.2%	47.4%	52.6%	50.0%	50.0%



Overview of academic and research staff by grade and gender

Table 2a provides data by headcount and percentage of female and male representation for each role as of July in any given year. Table 2b provides the same data by STEM.

Chart 2a represents the proportion of women for each role by year for the whole Institution. Chart 2b provides the same information for STEM areas.

Tables and charts 2c-h provides the same data by individual STEM areas.



Table 2c.

Faculty of Health & Social Care	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Graduate Teaching Assistant	-	-	-	-	-	-
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Graduate Teaching Assistant	-	-	-	-	-	-
% Lecturer	70.0%	30.0%	88.9%	11.1%	93.3%	6.7%
% Senior Lecturer	75.8%	24.2%	76.3%	23.7%	75.9%	24.1%
% Reader	N/A	N/A	40.0%	60.0%	50.0%	50.0%
% Professor	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%
% Academic Head/ Management	60.0%	40.0%	57.1%	42.9%	58.8%	41.2%

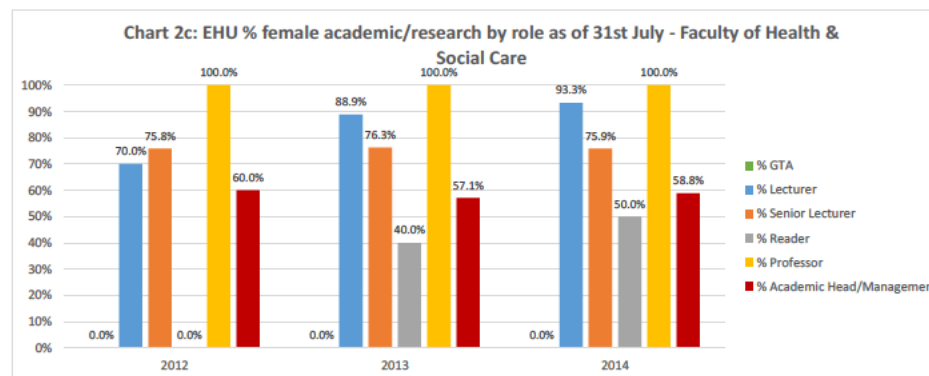


Table 2d.

FAS: Biology	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Graduate Teaching Assistant	-	-	-	-	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Graduate Teaching Assistant	-	-	-	-	66.7%	33.3%
% Lecturer	N/A	N/A	100.0%	0.0%	100.0%	0.0%
% Senior Lecturer	0.0%	100.0%	50.0%	50.0%	50.0%	50.0%
% Reader	0.0%	100.0%	0.0%	100.0%	N/A	N/A
% Professor	N/A	N/A	N/A	N/A	N/A	N/A
% Academic Head/ Management	N/A	N/A	0.0%	100.0%	0.0%	100.0%

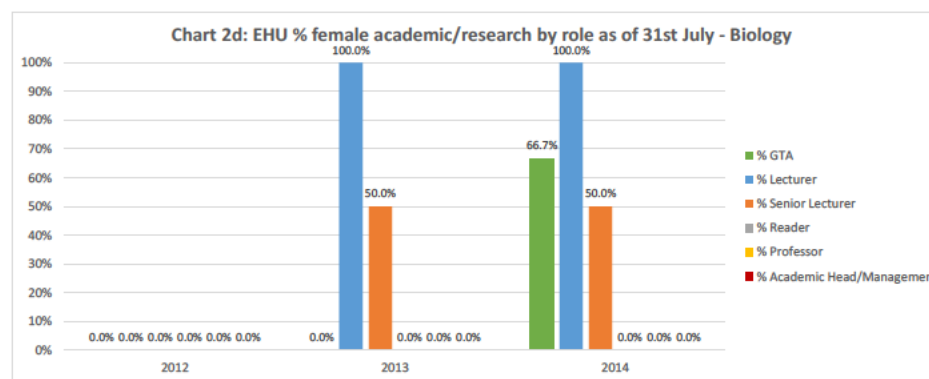




Table 2e.

FAS: Computing	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Graduate Teaching Assistant	-	-	-	-	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Graduate Teaching Assistant	-	-	-	-	0.0%	100.0%
% Lecturer	0.0%	100.0%	N/A	N/A	0.0%	100.0%
% Senior Lecturer	46.2%	53.8%	50.0%	50.0%	54.5%	45.5%
% Reader	N/A	N/A	100.0%	0.0%	50.0%	50.0%
% Professor	N/A	N/A	N/A	N/A	N/A	N/A
% Academic Head/ Management	N/A	N/A	0.0%	100.0%	0.0%	100.0%

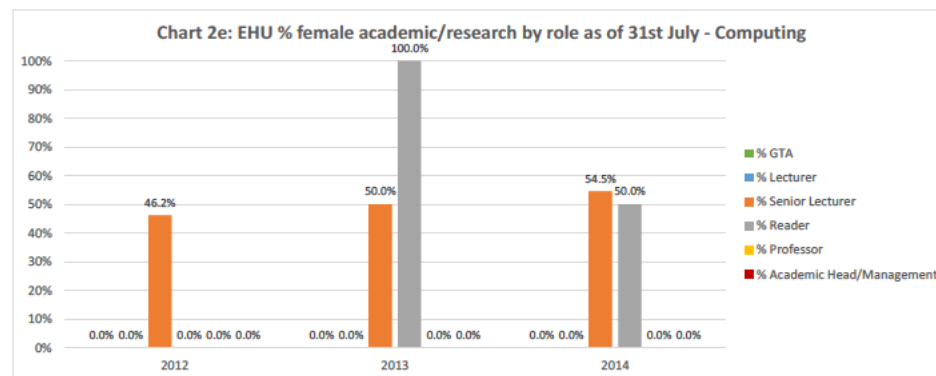


Table 2f.

FAS: Geography	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Graduate Teaching Assistant	-	-	-	-	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Graduate Teaching Assistant	-	-	-	-	N/A	N/A
% Lecturer	100.0%	0.0%	75.0%	25.0%	80.0%	20.0%
% Senior Lecturer	25.0%	75.0%	25.0%	75.0%	25.0%	75.0%
% Reader	0.0%	100.0%	N/A	N/A	N/A	N/A
% Professor	N/A	N/A	N/A	N/A	N/A	N/A
% Academic Head/ Management	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%

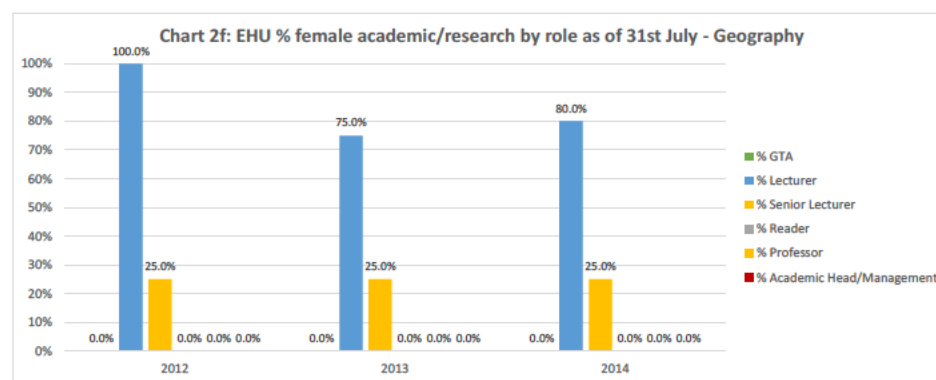




Table 2g.

FAS: Psychology	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Graduate Teaching Assistant	-	-	-	-	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Graduate Teaching Assistant	-	-	-	-	100.0%	0.0%
% Lecturer	100.0%	0.0%	75.0%	25.0%	40.0%	60.0%
% Senior Lecturer	42.9%	57.1%	66.7%	33.3%	75.0%	25.0%
% Reader	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
% Professor	N/A	N/A	0.0%	100.0%	0.0%	100.0%
% Academic Head/ Management	N/A	N/A	0.0%	100.0%	0.0%	100.0%

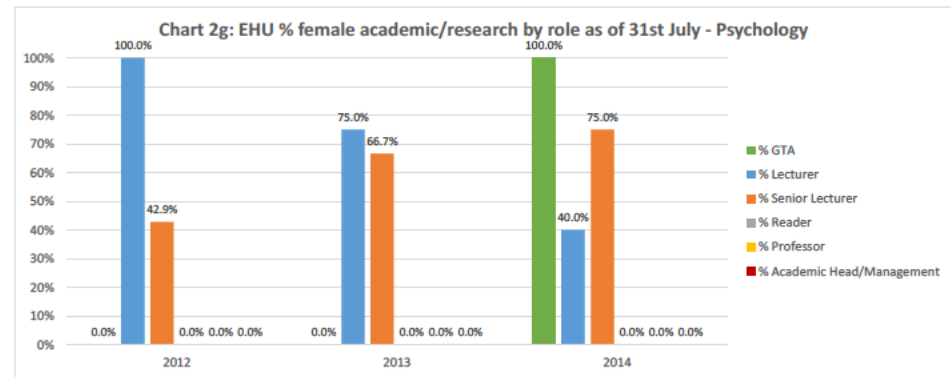
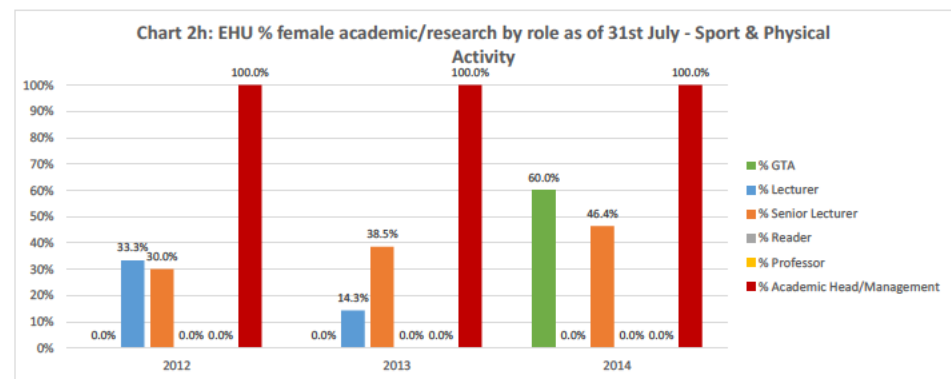


Table 2h.

FAS: Sport & Physical Activity	31/07/2012		31/07/2013		31/07/2014	
Staff by Gender	F	M	F	M	F	M
Graduate Teaching Assistant	-	-	-	-	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Graduate Teaching Assistant	-	-	-	-	60.0%	40.0%
% Lecturer	33.3%	66.7%	14.3%	85.7%	0.0%	100.0%
% Senior Lecturer	30.0%	70.0%	38.5%	61.5%	46.4%	53.6%
% Reader	N/A	N/A	0.0%	100.0%	0.0%	100.0%
% Professor	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
% Academic Head/ Management	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%



EHU has invested strongly in the next generation of academics through its graduate teaching assistant (GTA) scheme: of the 21 GTAs registered 2013-14, thirteen were women, of whom seven were STEMM (table 2A). While there is good representation of STEMM women, the ASSG will monitor the recruitment process from application to appointment to ensure the appropriate gender representation on panels ([action 5.9](#)) and that there is no bias in the process ([action 1.9](#)). Graduate School supports students in training and mentoring opportunities provided by Vitae and other organisations and the PGR training programme includes sessions on career planning to encourage continuation strategies.

3.3 Fixed-term and open-ended contracts

EHU has very few post-doctoral posts so avoids the issue typical in many HEIs where women appear to be more negatively affected by the experience of having one or more fixed-term posts. Where fixed-term posts exist, they tend to be teaching-oriented (often maternity cover): women are over-represented among fixed-term staff but proportionately their numbers are falling, particularly in STEMM areas (table 3a-b) and proportionally there are fewer STEMM women than STEMM men on fixed-term contracts. Given our profile, we are more likely to appoint early career researchers (ECRs) on permanent contracts; this was evidenced by ECRs representing 25% of REF returned staff, the majority of whom were on permanent, full-time posts. STEMM subjects had 37% of ECRs in the REF (n=21; f=12). Given that numbers of fixed-term staff in STEMM are very low, a definitive analysis is difficult but the ASSG's annual reporting will establish systematic monitoring of these data and provide an analysis of STEMM compared with non-STEMM ([action 1.3.1](#)).

Table 3a. Academic & Research (establishment staff) by contract type and gender

Staff by Gender	31/07/2012		31/07/2013		31/07/2014	
	F	M	F	M	F	M
Fixed Term	36	11	38	20	42	26
Permanent (open-ended)	261	192	281	197	302	208
Total	297	203	319	217	344	234
% Fixed Term	76.6%	23.4%	65.5%	34.5%	61.8%	38.2%
% Permanent	57.6%	42.4%	58.8%	41.2%	59.2%	40.8%

Please note: With the introduction of contracted Graduate Teaching Assistants Fixed Term contracts is expected to increase from Jun-2014.

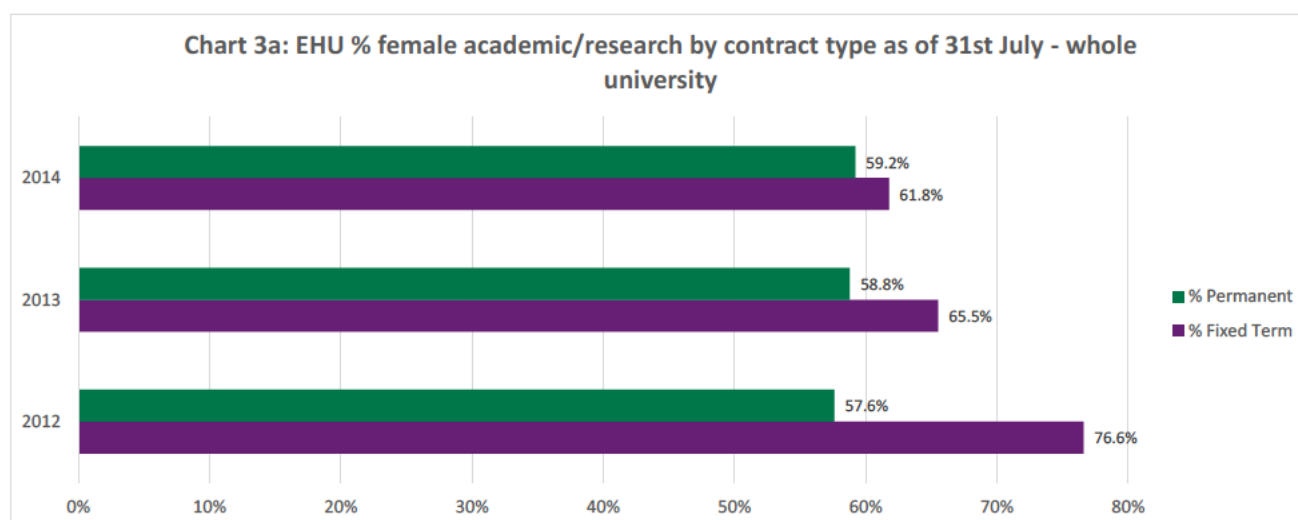




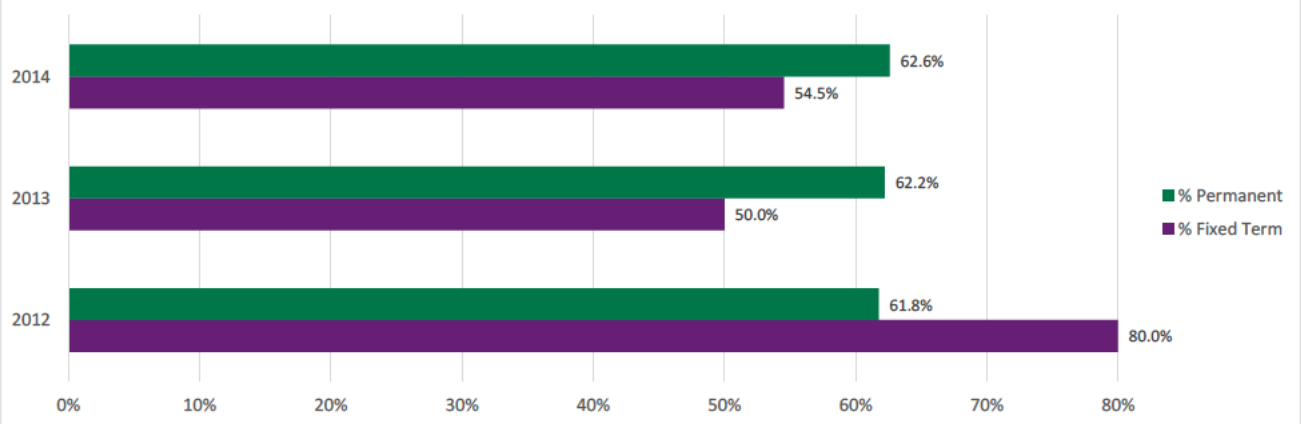
Table 3b.

STEMM - Academic & Research (establishment staff) by contract type and gender

Staff by Gender	31/07/2012		31/07/2013		31/07/2014	
	F	M	F	M	F	M
Fixed Term	80.0%	20.0%	50.0%	50.0%	54.5%	45.5%
Permanent (open-ended)	61.8%	38.2%	62.2%	37.8%	62.6%	37.4%
Total						
% Fixed Term	80.0%	20.0%	50.0%	50.0%	54.5%	45.5%
% Permanent	61.8%	38.2%	62.2%	37.8%	62.6%	37.4%

Please note: With the introduction of contracted Graduate Teaching Assistants Fixed Term contracts is expected to increase from Jun-2014.

Chart 3b: EHU % female academic/research by contract type as of 31st July - all STEMM areas



Overview of academic and research staff by contract type and gender

Table 3a provides data on contract type and gender for all academics by headcount and percentage as of July in any given year.

Table 3b provides the same information for STEMM areas.

Chart 3a represents the proportion of women for whole University on contract type as of July in any given year. Chart 3b represents the same data for all STEMM areas.

3.4 Staff turnover

Staff turnover at EHU is commensurate with the national average,¹ with no consistent differences between STEMM and non-STEMM (tables 4a-b), and is concentrated at junior levels. Staff are encouraged to complete exit surveys to identify reasons for leaving but take-up is low making it difficult to discern any patterns. Most, however, are either retiring or moving for career progression; among the latter, most say that they would recommend EHU as an employer. There is no significant difference between STEMM and non-STEMM staff regarding reasons for leaving with voluntary resignation being the most likely cause. There was a spike in STEMM resignations in 2012-13 (table 5d): this was largely confined to one newly-established department and possibly reflects the impact of staff movement in the lead up to the REF. Further analysis is hindered by the low take-up

¹ 7.3% for academic staff in 2011-12 (Hefce *Higher Education Organisation Workforce Survey 2013*) and 5.7% (DLA Piper Workforce Performance Indicators survey 2013)



of exit interviews: the SAT recommends that Deans follow up the HR invite to participate in an exit interview to help encourage better engagement (**action 1.4**). As the GTA programme develops, the numbers of departing fixed-term staff is likely to increase: the SAT recommends establishing destination data collection for GTAs and PGRs (**action 4.2**)



Table 4a. Academic & Research (establishment staff) turnover by grade and gender

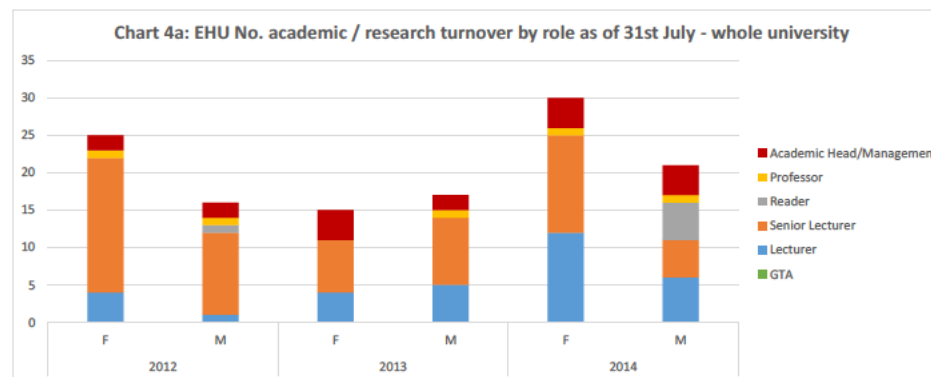
Staff by Gender	12 months to 31/07/2012		12 months to 31/07/2013		12 months to 31/07/2014	
	F	M	F	M	F	M
Graduate Teaching Assistant						
Lecturer						
Senior Lecturer						
Reader						
Professor						
Academic Head/ Management						
Total						
% Turnover (all grades)	8.3%	7.7%	5.0%	8.3%	9.5%	9.6%
% Graduate Teaching Assistant	-	-	-	-	-	-
% Lecturer	18.2%	8.3%	13.3%	31.3%	36.4%	28.6%
% Senior Lecturer	7.8%	7.2%	3.1%	6.6%	5.6%	3.7%
% Reader	0.0%	12.5%	0.0%	0.0%	0.0%	26.3%
% Professor	20.0%	9.1%	0.0%	8.3%	20.0%	5.3%
% Academic Head/ Management	5.6%	8.0%	11.4%	8.3%	10.8%	15.4%

Turnover % =
 (no. of leavers in period / total no. of staff at that grade, as at the beginning of that period) x 100

Table 4b. STEM - Academic & Research (establishment staff) turnover by grade and gender

Staff by Gender	12 months to 31/07/2012		12 months to 31/07/2013		12 months to 31/07/2014	
	F	M	F	M	F	M
Graduate Teaching Assistant						
Lecturer						
Senior Lecturer						
Reader						
Professor						
Academic Head/ Management						
Total						
% Turnover (all grades)	5.1%	2.5%	5.8%	14.3%	8.6%	7.0%
% Graduate Teaching Assistant	-	-	-	-	-	-
% Lecturer	44.4%	0.0%	14.3%	71.4%	57.1%	22.2%
% Senior Lecturer	1.8%	1.6%	4.6%	8.3%	2.7%	3.7%
% Reader	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%
% Professor	25.0%	50.0%	0.0%	100.0%	0.0%	0.0%
% Academic Head/ Management	0.0%	0.0%	10.0%	12.5%	11.1%	0.0%

Turnover % =
 (no. of leavers in period / total no. of staff at that grade, as at the beginning of that period) x 100



Overview of academic and research staff turnover by gender and grade
 Table & chart 4a show headcount and percentage of women and men who have left the Institution by year.
 Table & chart 4b shows same information for STEM areas.

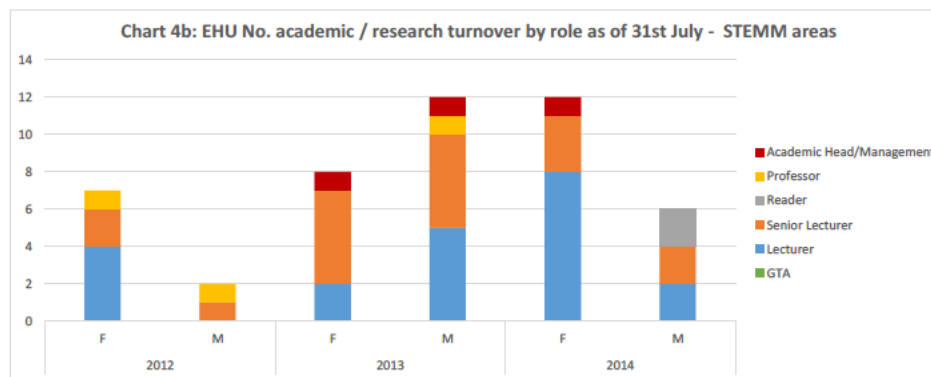




Table 4c. Academic & Research (establishment staff) turnover by reason, grade and gender

Staff by Gender	12 months to		12 months to		12 months to	
	F	M	F	M	F	M
Voluntary Resignation						
Graduate Teaching Assistant	█	█	█	█	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Turnover (all grades)	4.0%	4.8%	3.3%	3.4%	4.1%	5.9%
% Graduate Teaching Assistant	-	-	-	-	0.0%	0.0%
% Lecturer	13.6%	8.3%	6.7%	25.0%	15.2%	14.3%
% Senior Lecturer	3.0%	4.6%	2.7%	1.5%	2.6%	2.2%
% Reader	0.0%	0.0%	0.0%	0.0%	0.0%	21.1%
% Professor	0.0%	0.0%	0.0%	8.3%	0.0%	5.3%
% Academic Head/ Management	5.6%	8.0%	5.7%	0.0%	5.4%	7.7%
End of Contract						
Graduate Teaching Assistant	█	█	█	█	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Turnover (all grades)	0.3%	0.0%	0.3%	1.5%	2.8%	1.4%
% Graduate Teaching Assistant	-	-	-	-	0.0%	0.0%
% Lecturer	0.0%	0.0%	3.3%	6.3%	15.2%	9.5%
% Senior Lecturer	0.4%	0.0%	0.0%	1.5%	1.3%	0.0%
% Reader	0.0%	0.0%	0.0%	0.0%	0.0%	5.3%
% Professor	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%
% Academic Head/ Management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Retirement						
Graduate Teaching Assistant	█	█	█	█	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Turnover (all grades)	2.3%	1.4%	1.0%	2.4%	2.2%	0.9%
% Graduate Teaching Assistant	-	-	-	-	0.0%	0.0%
% Lecturer	4.5%	0.0%	3.3%	0.0%	3.0%	0.0%
% Senior Lecturer	2.2%	1.3%	0.4%	2.9%	1.7%	0.7%
% Reader	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Professor	20.0%	9.1%	0.0%	0.0%	0.0%	0.0%
% Academic Head/ Management	0.0%	0.0%	2.9%	4.2%	5.4%	3.8%
Other						
Graduate Teaching Assistant	█	█	█	█	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Turnover (all grades)	1.7%	1.4%	0.3%	1.0%	0.3%	1.4%
% Graduate Teaching Assistant	-	-	-	-	0.0%	0.0%
% Lecturer	0.0%	0.0%	0.0%	0.0%	3.0%	4.8%
% Senior Lecturer	2.2%	1.3%	0.0%	0.7%	0.0%	0.7%
% Reader	0.0%	12.5%	0.0%	0.0%	0.0%	0.0%
% Professor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Academic Head/ Management	0.0%	0.0%	2.9%	4.2%	0.0%	3.8%

Breakdown of reason for turnover by grade and gender

Table 4c provides data on reason for leaving for women and men for whole University by headcount and percentage.

Table 4d provides the same data for STEM areas.

Turnover % =
 (no. of leavers in period for that reason / total no. of staff at that grade, as at the beginning of that period) x 100



Table 4d. STEMM - Academic & Research (establishment staff) turnover by reason, grade and gender

Staff by Gender	12 months to		12 months to		12 months to	
	F	M	F	M	F	M
Voluntary Resignation						
Graduate Teaching Assistant	█	█	█	█	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Turnover (all grades)	2.9%	1.2%	4.3%	8.3%	4.3%	4.7%
% Graduate Teaching Assistant	-	-	-	-	0.0%	0.0%
% Lecturer	33.3%	0.0%	14.3%	57.1%	21.4%	22.2%
% Senior Lecturer	0.9%	1.6%	3.7%	3.3%	1.8%	1.9%
% Reader	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%
% Professor	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
% Academic Head/ Management	0.0%	0.0%	0.0%	0.0%	11.1%	0.0%
End of Contract						
Graduate Teaching Assistant	█	█	█	█	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Turnover (all grades)	0.0%	0.0%	0.0%	1.2%	2.1%	1.2%
% Graduate Teaching Assistant	-	-	-	-	0.0%	0.0%
% Lecturer	0.0%	0.0%	0.0%	14.3%	21.4%	0.0%
% Senior Lecturer	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Reader	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%
% Professor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Academic Head/ Management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Retirement						
Graduate Teaching Assistant	█	█	█	█	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Turnover (all grades)	2.2%	1.2%	0.7%	2.4%	1.4%	1.2%
% Graduate Teaching Assistant	-	-	-	-	0.0%	0.0%
% Lecturer	11.1%	0.0%	0.0%	0.0%	7.1%	0.0%
% Senior Lecturer	0.9%	0.0%	0.9%	3.3%	0.9%	1.9%
% Reader	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Professor	25.0%	50.0%	0.0%	0.0%	0.0%	0.0%
% Academic Head/ Management	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other						
Graduate Teaching Assistant	█	█	█	█	█	█
Lecturer	█	█	█	█	█	█
Senior Lecturer	█	█	█	█	█	█
Reader	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Academic Head/ Management	█	█	█	█	█	█
Total	█	█	█	█	█	█
% Turnover (all grades)	0.0%	0.0%	0.7%	2.4%	0.7%	0.0%
% Graduate Teaching Assistant	-	-	-	-	0.0%	0.0%
% Lecturer	0.0%	0.0%	0.0%	0.0%	7.1%	0.0%
% Senior Lecturer	0.0%	0.0%	0.0%	1.7%	0.0%	0.0%
% Reader	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Professor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
% Academic Head/ Management	0.0%	0.0%	10.0%	12.5%	0.0%	0.0%

Turnover % =
 (no. of leavers in period for that reason / total no. of staff at that grade (STEMM), as at the beginning of that period) x 100



3.5 Equal pay audits

EHU carries out annual equal pay audits which are reported to the Staff Partnership Group, both Staff Consultative and Negotiating Committees, and the Board of Governors. The audits indicate no significant gender disparities (see table 5) but they do not disaggregate for academic staff or subject areas so we are unable to analyse STEM areas; the action plan addresses this ([action 1.5](#)).

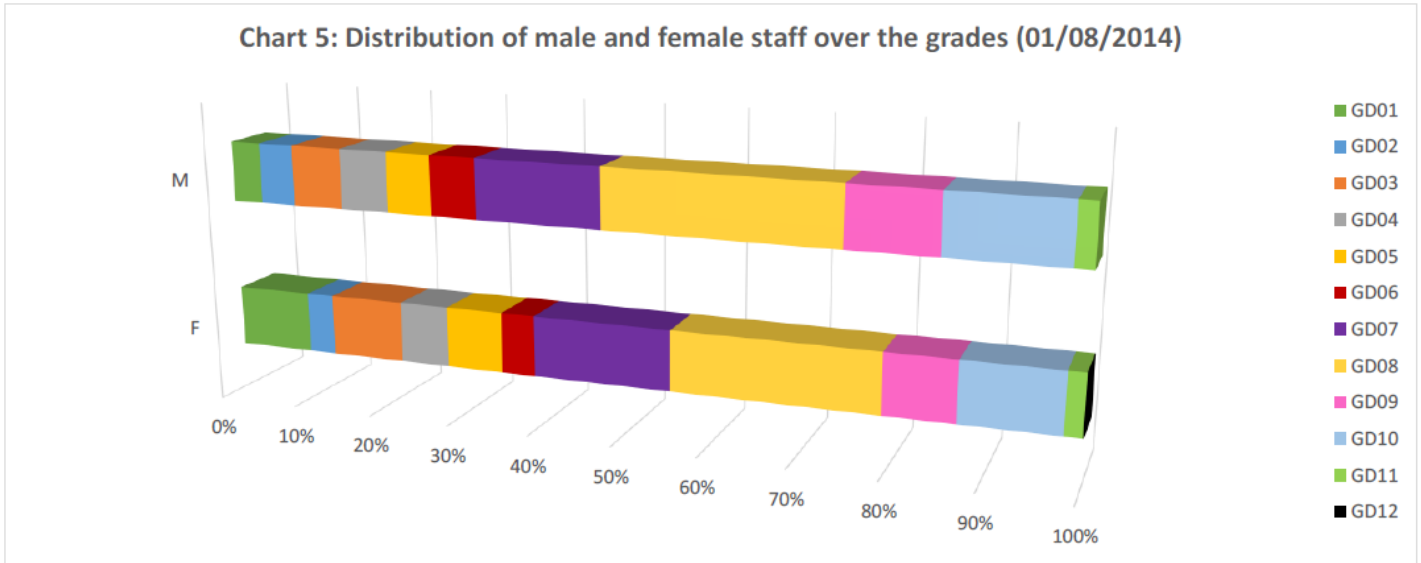
Table 5. Equal pay audit

Dates	Grade	F	M	F	M	F +/-
	1-12	Posts Number	Posts Number	Average Salary of each post holder	Average Salary of each post holder	Female% pay difference
01/08/2012	GD01	111	35	£14,914	£14,359	3.72%
01/08/2013	GD01	133	33	£14,782	£14,583	1.36%
01/08/2014	GD01	132	27	£15,266	£15,250	0.10%
01/08/2012	GD02	50	35	£16,728	£16,548	1.07%
01/08/2013	GD02	49	40	£16,856	£16,529	1.97%
01/08/2014	GD02	48	32	£17,243	£17,038	1.20%
01/08/2012	GD03	111	33	£18,700	£18,555	0.78%
01/08/2013	GD03	122	39	£18,589	£18,497	0.50%
01/08/2014	GD03	130	46	£19,413	£19,208	1.05%
01/08/2012	GD04	53	44	£20,567	£20,726	-0.99%
01/08/2013	GD04	66	47	£20,498	£20,604	-0.51%
01/08/2014	GD04	87	44	£21,427	£21,809	-1.78%
01/08/2012	GD05	153	54	£23,479	£23,401	0.33%
01/08/2013	GD05	164	59	£23,627	£23,504	0.52%
01/08/2014	GD05	99	40	£24,307	£24,397	-0.37%
01/08/2012	GD06	58	44	£26,294	£26,313	0.07%
01/08/2013	GD06	49	38	£26,161	£26,359	-0.75%
01/08/2014	GD06	58	41	£27,213	£27,627	-1.52%
31/07/2011	GD07	204	131	£29,257	£29,459	-0.69%
01/08/2012	GD07	225	135	£29,157	£29,472	-1.07%
01/08/2014	GD07	235	110	£30,516	£31,008	-1.61%
01/08/2012	GD08	318	194	£32,858	£32,760	0.03%
01/08/2013	GD08	292	161	£32,948	£32,905	0.13%
01/08/2014	GD08	341	198	£34,520	£34,590	-0.20%
01/08/2012	GD09	98	69	£38,824	£38,235	1.54%
01/08/2013	GD09	98	59	£39,016	£38,55	1.22%
01/08/2014	GD09	115	74	£40,635	£40,291	0.84%
01/08/2012	GD10	150	95	£45,781	£46,043	-0.57%
01/08/2013	GD10	155	103	£45,833	£45,765	0.15%
01/08/2014	GD10	158	97	£48,138	£48,213	0.15%
01/08/2012	GD11	30	19	£51,356	£51,673	-0.61%
01/08/2013	GD11	27	20	£51,207	£50,537	1.32%
01/08/2014	GD11	28	15	£53,633	£52,847	1.46%
01/08/2012	GD12	1	3	£55,908	£55,366	0.97%
01/08/2013	GD12	0	0	-	-	
01/08/2014	GD12	1	0	£53,633	-	

Equal pay audit

Table 5 provides data on numbers of women and men on grades on single pay spine and the average salary by gender and grade. Evaluation of gender pay gap by grade over three years. The data is for all establishment staff.

Chart 5 represents the proportion of men and women on grades on the single pay spine.



The methodology followed in undertaking this Review is in compliance with that set out in the JNCHES Guidance, 2007.

3.6 RAE and REF submissions

EHU submitted 14% of staff to RAE 2008 across six units of assessment, with two in STEMM (nursing and midwifery [redacted]), and environment sciences [redacted]). 151 staff were submitted to REF 2014 (138.5 fte = 27.2%) (table 6a), including 60 staff (40%) in five STEMM submissions, where 44% were women – the same percentage for all subjects (see table & chart 6b). Table 6a demonstrates that men were more likely to be submitted than women, except for Biology and Media. The RO provides annual data on REF planning for Research Committee which will be shared with the ASSG at its data meeting ([action 1.7](#)).

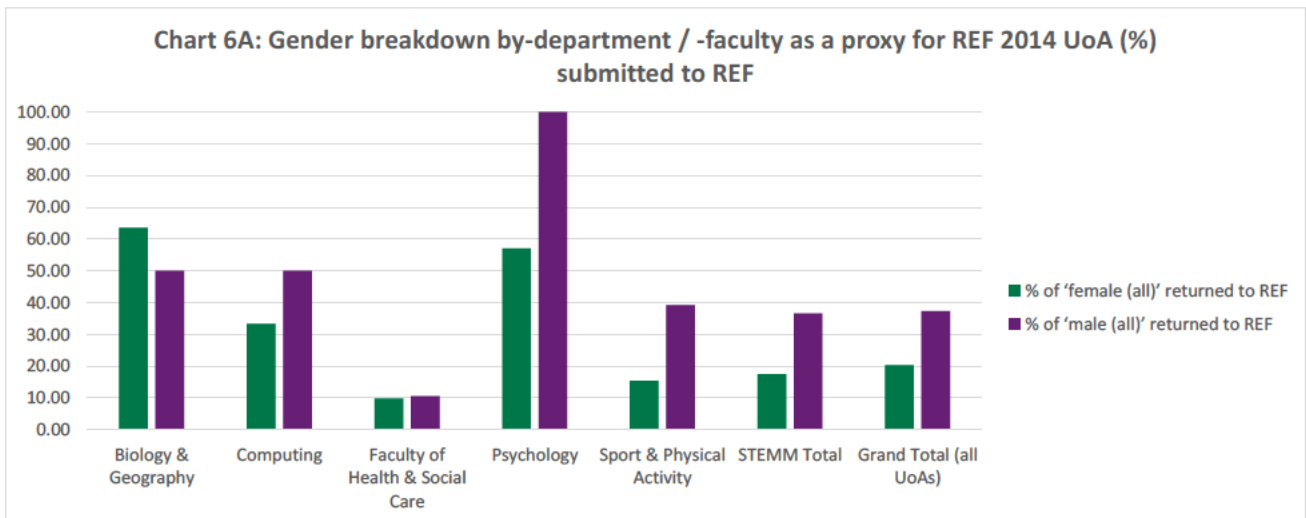
999 Words



Table 6a. Eligible staff returned to REF 2014

Faculty/ Department	Female (all academics)	Female in REF	Male (all academics)	Male in REF	% of 'female (all)' returned to REF	% of 'male (all)' returned to REF
Biology & Geography	█	█	█	█	63.64	50.00
Computing	█	█	█	█	33.33	50.00
Faculty of Health & Social Care	█	█	█	█	9.82	10.53
Psychology	█	█	█	█	57.14	100.00
Sport & Physical Activity	█	█	█	█	15.38	39.29
STEMM Total	█	█	█	█	17.45	36.56
Business School	█	█	█	█	0.00	21.43
English & History	█	█	█	█	56.25	68.42
Faculty of Education	█	█	█	█	5.71	9.26
FAS Central Managers	█	█	█	█	0.00	100.00
Law & Criminology	█	█	█	█	54.55	90.00
Media	█	█	█	█	50.00	41.18
Performing Arts	█	█	█	█	43.75	66.67
Social Sciences	█	█	█	█	70.00	71.43
Grand Total (all UoAs)	█	█	█	█	20.30	37.33

FAS by-department plus faculties of Education and Health & Social Care, as loose proxies for REF 2014 UoAs



REF 2014

Table 6a shows headcount and percentage representation of women and men in their respective units of assessment by department. It should be noted that there are some occasions where individuals were not submitted to their department's home UoA.

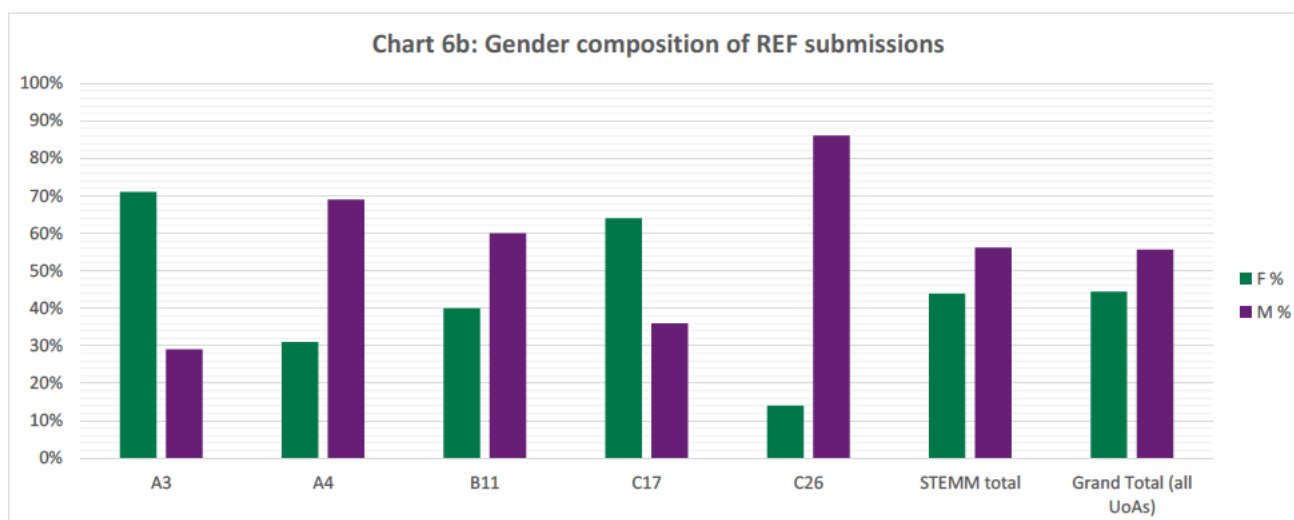
Chart 6 a illustrates women returned as a percentage of female staff in department. 'all' = eligible staff

Table 6b shows gender composition of each UoA submitted and compares STEMM with whole University, illustrated in chart 6b.



Table 6b. Gender composition of REF submission

UoA		F %	M %	F	M	Grand Total
Allied Health Professions, Dentistry, Nursing and Pharmacy	A3	71%	29%	■	■	■
Psychology, Psychiatry and Neuroscience	A4	31%	69%	■	■	■
Computer Science and Informatics	B11	40%	60%	■	■	■
Geography, Environmental Studies and Archaeology	C17	64%	36%	■	■	■
Sport and Exercise Sciences, Leisure and Tourism	C26	14%	86%	■	■	■
STEMM total		43.86%	56.14%	■	■	■
Law	C20	36%	64%	■	■	■
Social Work and Social Policy	C22	53%	47%	■	■	■
Education	C25	46%	54%	■	■	■
English Language and Literature	D29	50%	50%	■	■	■
History	D30	14%	86%	■	■	■
Music, Drama, Dance and Performing Arts	D35	54%	46%	■	■	■
Communication, Cultural and Media Studies, Library and Information Management	D36	43%	57%	■	■	■
Grand Total (all UoAs)		44.37%	55.63%	■	■	■



4. Supporting and advancing women's careers

4.1 Key career transition points

Recruitment: The SAT looked at data for 2011-12, 2012-13 and 2013-14: women made up 56% (n=64) of STEMM appointments compared with 60% (n=187) overall (see tables 7a-b). Initially proportionally fewer women were being appointed to STEMM subjects; however, this difference had been reversed by 2013-14. The difference for professorial appointments is more marked with no women appointed to STEMM chairs until 2013-14. The SAT considered that the main location of advertisements (the University website, jobs.ac.uk and the *Times Higher*): are the most likely places that prospective candidates will look for posts. Nevertheless, it identified



that greater attention needs to be paid to how Edge Hill advertises its posts to attract more women to senior roles, particularly in STEMM departments, including ensuring that the Athena SWAN logo is used (**action 4.1.1**). More systematic analysis is needed on reasons why people apply to EHU and why people reject an offer of employment (though this does not happen often) (**action 4.1.1**): the results will help support a more targeted recruitment strategy.

The SAT recognised that the system for processing and tracking applications has not provided sufficient data for a full analysis and noted that HR introduced a new online recruitment tool in October 2014. This should provide more data regarding numbers of applicants, shortlisted candidates, and rates of acceptance. In addition departments will be encouraged to take note of the gender makeup of the respective candidate pools and take action to ensure that women are appropriately represented among applicants (**action 3.6**). The introduction of the new e-recruitment process has also lead to renewed training for panel members and provided an opportunity to remind them of their implicit bias awareness training introduced in 2014. EHU policy is that all panels should have mixed-gender representation; although there is no explicit evidence that this policy is not followed, the ASSG will seek a more detailed picture of the composition of recruitment panels (**action 4.1.2**).

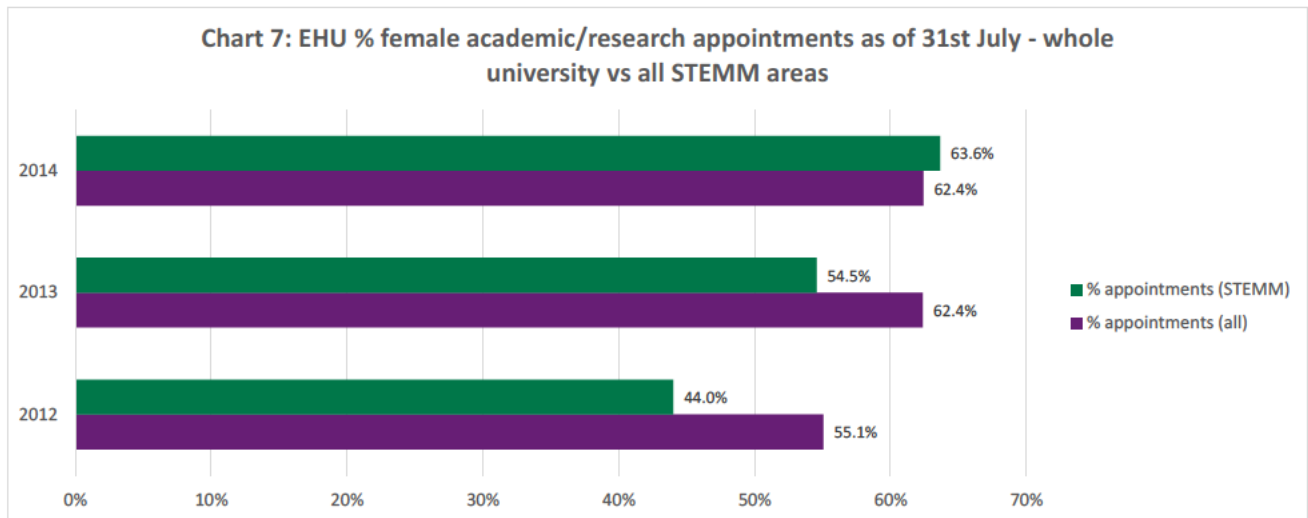
All interview candidates receive a telephone call from the chair of the appointments panel informing them of the decision and offering feedback. Where successful candidates request time to consider their options when offered a post, this is generally granted.

Table 7a. Academic & Research (establishment staff) appointments by gender

Staff by Gender	12 months to 31/07/2012		12 months to 31/07/2013		12 months to 31/07/2014	
	F	M	F	M	F	M
Professorial	■	■	■	■	■	■
Other	■	■	■	■	■	■
Total Appointments	■	■	■	■	■	■
%	55.1%	44.9%	62.4%	37.6%	62.4%	37.6%

Table 7b. STEMM - Academic & Research (establishment staff) appointments by gender

Staff by Gender	12 months to 31/07/2012		12 months to 31/07/2013		12 months to 31/07/2014	
	F	M	F	M	F	M
Professorial	■	■	■	■	■	■
Other	■	■	■	■	■	■
Total Appointments	■	■	■	■	■	■
%	44.0%	56.0%	54.5%	45.5%	63.6%	36.4%



New appointments

Table 7a and b show appointments by gender and for professors by headcount and percentage for all academics and STEM areas respectively in each year.

Chart 7 illustrates these data for STEM/all appointments.

Progression Policy: EHU enacts a wide range of policies that are intended to ensure that career progression is equitable for all. It operates a 51-point, 12-grade single pay spine for all non-managerial staff: academic staff normally enter at grade 8 or 9, and there is automatic incremental progression for all academic staff up to the top of grade 9 where there has been satisfactory progress and the staff member meets the grade descriptor. Progression to grade 10 is achieved via an open and transparent process independently overseen by HR in order to ensure parity for all staff. Twelve months before they are due to reach the top of grade 9, employees are given the opportunity to have a developmental review with their line manager to help them to meet the progression criteria for grade 10 when the time comes. Managers are supported by the University in doing their utmost to provide all staff with the personal and professional development opportunities to facilitate this transition to the upper scale. A specific feature of this policy is that there is the opportunity for employees to request a business-led case for accelerated progression: for women who have had a career break, or planning one, this business-led case offers the opportunity for them to catch-up on the salary progression of peers who did not have a career-break, providing they meet the relevant criteria. Individuals are able to put themselves forward for progression and are not reliant on the HoD: in the focus groups a number of STEM women had done this and were positive about the experience – in all cases, they had received the backing of their HoDs. While the SAT acknowledged that accelerated progression was a potential benefit, consultation with staff indicated that the practice was not consistent and recommends a review to make the process clearer (**action 4.4.3**).

Promotion: HR administers the annual call for promotion for individuals seeking readerships or personal chairs. The standing committee for the appointment of chairs reviews all applications and six external referees are sought (some nominated by the candidate and others by the relevant dean, advised by subject experts). All unsuccessful candidates are given feedback.

From its consultation with staff, the SAT noted three issues which it recommends are addressed in the action plan:



1. The promotion process appears to be focused on those who have a research career; while there is a promotion path for those moving to grade 10 and beyond on a teaching and learning focused trajectory, staff appear to be less clear about this (**action 4.4.1**).
2. Successful candidates are not always given feedback in a way that might assist in their onward trajectory (**action 4.8**).
3. Readerships can be awarded to individuals at any stage in their career: they receive two incremental points on the pay scale and the appointments are for a renewable fixed-term of four years (**action 4.6**).

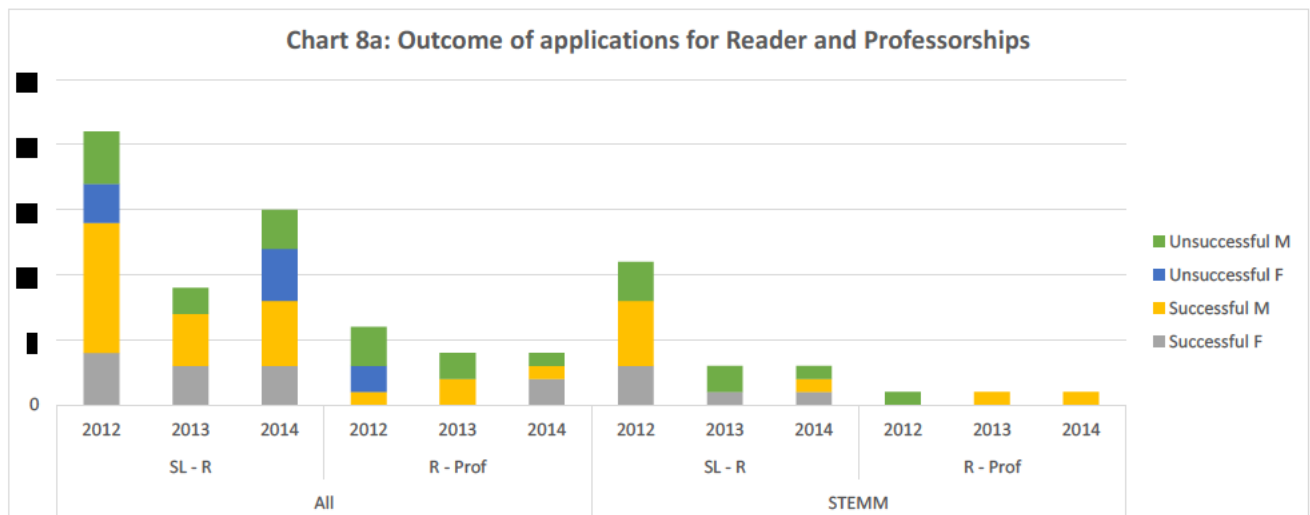
Tables 8a-b illustrate that men are more likely to apply for promotion at all levels although success rates over the three years combined are more equal. These are very low numbers, however, so trends are difficult to identify. With such limited data, it is impossible to say anything meaningful about STEMM subjects alone. The SAT recommends that the ASSG reviews promotions over five years to have more data to analyse (**action 4.7**) and that managers proactively use the performance review process with staff to discuss their career plans (**action 4.5**).

Tabel 8a.

Applications for Reader and Professorships

		No. Applications		Successful		Unsuccessful		Successful	
		F	M	F	M	F	M	F	M
All	SL - R	2012	■	■	■	■	■	57%	71%
		2013	■	■	■	■	■	100%	67%
		2014	■	■	■	■	■	43%	63%
	R - Prof	2012	■	■	■	■	■	0%	25%
		2013	■	■	■	■	■	-	50%
		2014	■	■	■	■	■	100%	50%
STEMM	SL - R	2012	■	■	■	■	■	100%	63%
		2013	■	■	■	■	■	100%	0%
		2014	■	■	■	■	■	100%	50%
	R - Prof	2012	■	■	■	■	■	-	0%
		2013	■	■	■	■	■	-	100%
		2014	■	■	■	■	■	-	100%

Chart 8a: Outcome of applications for Reader and Professorships





Promotions

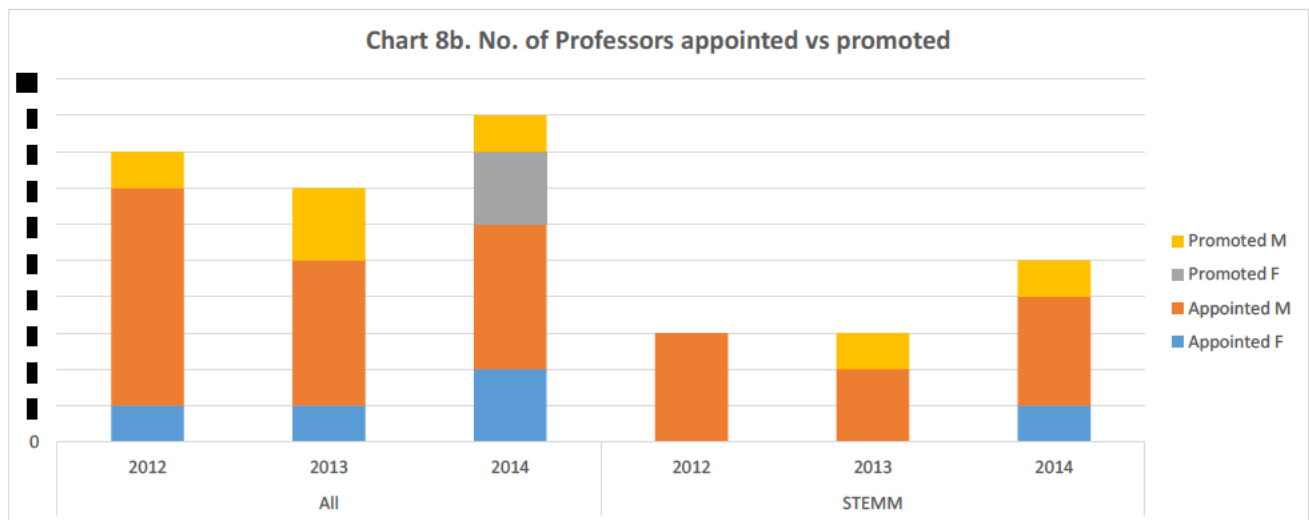
Table 8a shows applications and outcomes by headcount for promotion to professor and reader by gender for three years. Shows all academics and STEMM only. Chart 8b illustrates these data.

Table 8b shows internal and external appointments to professor by gender and compares STEMM with whole institution. Chart 8b illustrate these data.

Percentages refer to numbers of successful females/female applicants.

Table 8b. Appointments and Promotions to Professor

		Appointed		Promoted	
		F	M	F	M
All	2012	1	1	1	1
	2013	1	1	1	1
	2014	1	1	1	1
	Total	3	3	3	3
STEMM	2012	1	1	1	1
	2013	1	1	1	1
	2014	1	1	1	1
	Total	3	3	3	3



Through the survey and focus groups, it was evident that individual experience was mixed regarding promotion and progression. There were examples of some very good practice with female STEMM colleagues identifying the positive role of their HoDs who actively encouraged them to consider promotion and supported them to make the application – including accelerated progression where appropriate. At the same time, however, the survey in particular highlighted that the experience was not uniform and that many academics felt that they did not understand the progression and promotion processes or felt that there were not avenues of promotion open to them. Addressing these issues, the SAT recommends that an Academic Career Development Working Group (ACDWG) be established to review the processes and make recommendations (**action 4.4**), particularly:

- Establish greater clarity on each process to address confusion over the distinction between progression and promotion for both staff and line managers (**action 4.4.1**)



- Establish greater clarity on criteria needed to be fulfilled for promotion, particularly around the balance of research, learning and teaching, administration and pastoral duties (**action 4.4.1**)
- Establish clear communication process for key information to avoid over-reliance on the wiki (intranet) for disseminating information rather than promoting it directly with staff (**action 4.4.2**)
- Identify and promote best practice and apply consistently to support all women experiencing maternity leave (**action 4.10**).

Despite concerns raised, the survey did not uncover any particular issues in the STEMM areas: 42% of STEMM thought progression and promotion processes were fair compared to 32% non-STEMM. With a response rate of 23%, the survey only gives a partial picture and the SAT could not verify how widespread these concerns are. Given the issues emerging from the staff consultation, the SAT recommends that the staff survey is repeated bi-annually to monitor progress (**action 1.6**).

Performance reviews: All staff are expected to engage in the performance review process, where they are asked explicitly about their development needs, at least once per year and engagement is good (with STEMM areas slightly above the average: see tables 9a-b). Focus group participants expressed satisfaction that regular review does occur but there was an unevenness in experience with some finding the process very helpful and others describing it as a ‘tick box’ exercise. HoDs also identified that there were opportunities to use performance review more effectively. The HR Director is currently convening a group to review the performance review process and both the SAT chair and vice-chair are members. In addition the ACDWG will look at best practice in performance reviews to ensure that career development and progress towards promotion is always covered (**action 4.5**).

Table 9a. Academic & Research (establishment staff) Annual Performance Review (PDR) completion summary

	2011/12			2012/13			2013/14		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
All academic posts @ PDR check date	303	206	509	307	209	516	331	226	557
Posts - Exempt of Appraisal	70	40	110	53	24	77	97	66	163
Annual Performance Review - Due	233	166	399	254	185	439	234	160	394
Annual Performance Review - Completed	202	149	351	201	125	326	187	128	315
% PDR completed/ PDR due	87%	90%	88%	79%	68%	74%	80%	80%	80%

Table 9a. STEMM - Academic & Research (establishment staff) Annual Performance review completion summary

	2011/12			2012/13			2013/14		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
All academic posts @ PDR check date	127	74	201	137	76	213	149	90	239
Posts - Exempt of Appraisal	13	8	21	15	7	22	33	27	60
Annual Performance Review - Due	114	66	180	122	69	191	116	63	179
Annual Performance Review - Completed	102	60	162	99	49	148	96	58	154
% PDR completed/ PDR due	89%	91%	90%	81%	71%	77%	83%	92%	86%

Performance review

Table 9a shows completion rates (headcount) for performance review by gender by year. Table 9b shows same data for STEMM areas.



4.2 Career development and support

4.2.1 Induction

On taking up post, all staff are invited to participate in corporate induction, offered twice a year so no new member of staff has to wait too long to be invited; this is complemented by departmental and role induction. Departments aim to support early career appointments with reduced teaching hours and mentors in the first year of the appointment. All staff are required to complete the PGCert in Teaching in Higher Education (if they have not completed an equivalent qualification elsewhere). Consultation with staff identified the following issues:

- Where staff missed corporate induction and had to wait some weeks after arrival to attend, some chose declined.
- Departmental inductions varied in content but the SAT acknowledged that FAS and FHSC have introduced more standardised approaches in 2014-15.
- Reduced teaching loads had proved more difficult to achieve in departments where there was a high proportion of early career staff.

The expectation is that all new staff are offered mentors though the consultation indicated that the practice was inconsistent. The University provides mentor training to staff and currently has 103 recognised mentors and 66 staff being mentored, the majority of whom are currently not academics.

The University also facilitates opportunities for external mentoring through its engagement with Vitae and Leadership Foundation in Higher Education's Aurora programme. The SAT noted that it had supported a women-only cohort to attend Vitae's annual Leadership in Action residential in 2014 and that eleven women have attended the last two residential courses, three of whom were STEMM women. To date two of the seven women who have attended the Aurora programme have been from STEMM areas (the programme is open to both academics and professional services). These programmes offer opportunities for mentoring both internal and external to the organisation. As part of this initiative, the Aurora Champion is working with HR to develop a training programme for the Aurora mentors focusing on mentoring women. The SAT identified mentoring opportunities as an area for development with a view to improving access to mentoring for staff at all stages of their career and monitor uptake (**action 5.5**). Alongside these mentoring opportunities, EHU sponsors the Voice of Young Science programme which provides media training for young scientists: to date 5 women have attended the training (n= 7).

4.2.2 Staff development and career support

All staff have access to a range of staff development opportunities organised by HR, including its management and leadership programme. Additionally the Research Office coordinates the research capacity building (RCB) programme, which is mapped onto Vitae's Researcher Development Framework. The RCB includes sessions on preparing to make an application to reader and professor. The SAT recommends that that ASSG establishes a review of the programme, alongside support provided at departmental and faculty level (see below) to ensure that it meets the needs of staff (**action 3.4**) and career development is actively addressed (**action 4.3**).

In April 2015, the University hosted its first ECR conference and poster competition. The event was aimed at newly post-doctoral researchers and those staff members who have recently moved from professional practice and are making the transition to higher education. The prizes for the poster competition were funds to support staff development activities, both internal and external. Seven posters were submitted from STEMM areas, six of which were by women.



There are additional faculty initiatives demonstrating good practice in research support: FHSC and FoE both have support groups for ECRs, post-docs and staff undertaking PhDs. The FoE has a research apprenticeship scheme that supports staff from a practice background to become actively involved in research projects and pursue a research career: there are currently 31 people involved of whom nine are from STEMM areas (including five women).

In FHSC, the Evidence-based Practice Research Centre has a fellows' programme to support and mentor research skill acquisition among staff engaging in research for the first time: it currently has 13 fellows, nine of whom are female.

All academic staff can apply to the University's research investment fund (RIF) and priority is given to ECRs. Staff in STEMM subjects tend to receive larger sums which reflects the greater expense of many scientific methods in comparison with other disciplines. The RIF has also been used for equipment for STEMM areas as well. There has been no systematic analysis of whether women or men receive the larger sums and whether this is mediated by being a member of a STEMM area. Initial examination indicates that women generally do engage well with the fund but the SAT recommends establishing systematic review of the RIF awards (**action 4.11**).

All staff applying for RIF monies to attend conferences are asked to identify networking opportunities. The staff development programme includes sessions on networking, although the survey responses indicate that few take up the opportunity. Many academic departments have visiting professors that offer further opportunities for networking and establishing mentoring relationships. Given the low take up of networking training (and possibly other staff development opportunities), a consultation exercise with staff on the content and delivery of staff development would be beneficial while maintaining the link to the RDF.

4.2.3 University organised events

The University supports staff members to both attend and organise conferences, workshops and seminars. Alongside departmental research seminars, FHSC runs a number of public lectures with the support of the Corporate Communications team with speakers from health-related areas; the FoE runs an annual conference which includes ECRs alongside more established colleagues; the three research institutes, Institute for Public Policy and Professional Practice (I4P), Institute for Creative Enterprise (ICE) and the Post-graduate Medical Institute (PGMI), all run public events featuring internal and external speakers. There is the annual Chancellor's Lecture: this year's speaker was the neuroscientist Professor Sarah-Jane Blakemore. The SAT recommends that the ASSG establishes a review of the speakers at these events to ensure that STEMM women are adequately represented (**action 5.12**). There are frequent exhibitions in the various public spaces in the University and the ECR conference featured the poster competition which was displayed in the main communal area two weeks before the conference.

The Corporate Communications team promotes newsworthy stories relating to Edge Hill research and other activities. Opportunities to give expert analyses are growing but it is an area for development. Many women from FHSC hold positions in governing bodies and strategy groups within the NHS. Staff also enter the annual nursing awards where their work has been recognised. Nominations for external prizes are organised at the local level and the SAT identified that greater coordination and monitoring would be beneficial (**action 3.7**). While the SAT acknowledged that there were many opportunities for women, STEMM or otherwise, to be promoted as role models, it recommends that this is reviewed systematically on an annual basis with monitoring of publicity images and recommendations for honorary awards (**actions 5.6, 5.11**).



4.3 Organisation and culture

Edge Hill's roots are in providing education and training for women and the legacy of that can be seen today with women being represented at all levels of management.

Senior management roles: Given the staffing profile at Edge Hill, it is to be expected that women will be well represented in leadership and senior management roles (table 10a): women make up half of senior management posts (up from 41.7% in 2012). It is evident that women dominate the middle ranking posts with men outperforming women in PVC/dean appointments and professorial appointments. There has always been at least one female member of Directorate (currently there are two and the Clerk to the Governors (and previously the University Secretary) is also female). Two new members of the core Directorate team were appointed in the academic year 2013-14 – one female and one male. Amongst the deans/PVCs, an internal promotion brought a woman into post in an acting capacity in the Faculty of Education in August 2014. There are a number of women who hold senior posts on professional services: HR, Student Services, Learning Services, Research Office, Careers. The opportunity for turnover in these very senior posts is limited due small numbers but when the next opportunity arises the recruitment process will ensure that it does all it can to encourage applications from suitably qualified women (**actions 3.1; 3.2**).

Table 10a. Senior Management - establishment staff by management level and gender

Staff by Gender	31/07/2012		31/07/2013		31/07/2014	
	F	M	F	M	F	M
Directorate	■	■	■	■	■	■
PVC/ Dean of Academic Area	■	■	■	■	■	■
Associate Dean of Academic Area	■	■	■	■	■	■
Head of Academic Department	■	■	■	■	■	■
Assistant Head of Academic Department	■	■	■	■	■	■
Professor	■	■	■	■	■	■
Director - Support Service	■	■	■	■	■	■
Assistant Head - Support Service	■	■	■	■	■	■
Total	■	■	■	■	■	■
% Directorate	20.0%	80.0%	25.0%	75.0%	50.0%	50.0%
% PVC/ Dean of Academic Area	16.7%	83.3%	16.7%	83.3%	33.3%	66.7%
% Associate Dean of Academic Area	50.0%	50.0%	71.4%	28.6%	66.7%	33.3%
% Head of Academic Department	61.5%	38.5%	48.1%	51.9%	46.9%	53.1%
% Assistant Head of Academic Department	75.0%	25.0%	86.4%	13.6%	79.2%	20.8%
% Professor	20.0%	80.0%	22.7%	77.3%	25.9%	74.1%
% Director - Support Service	50.0%	50.0%	41.7%	58.3%	41.7%	58.3%
% Assistant Head - Support Service	40.0%	60.0%	66.7%	33.3%	60.0%	40.0%

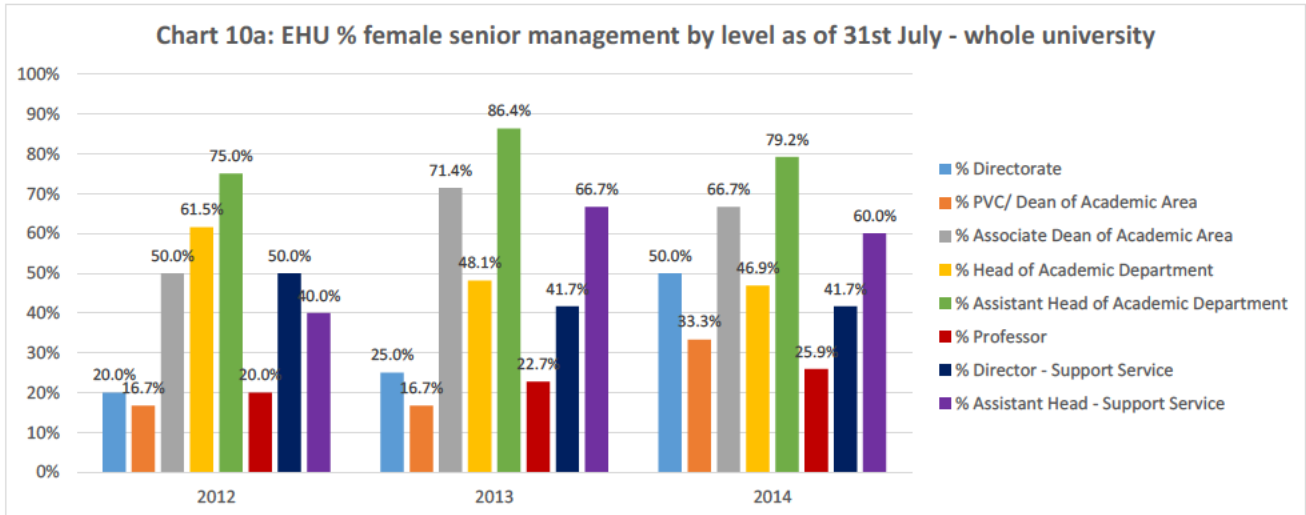
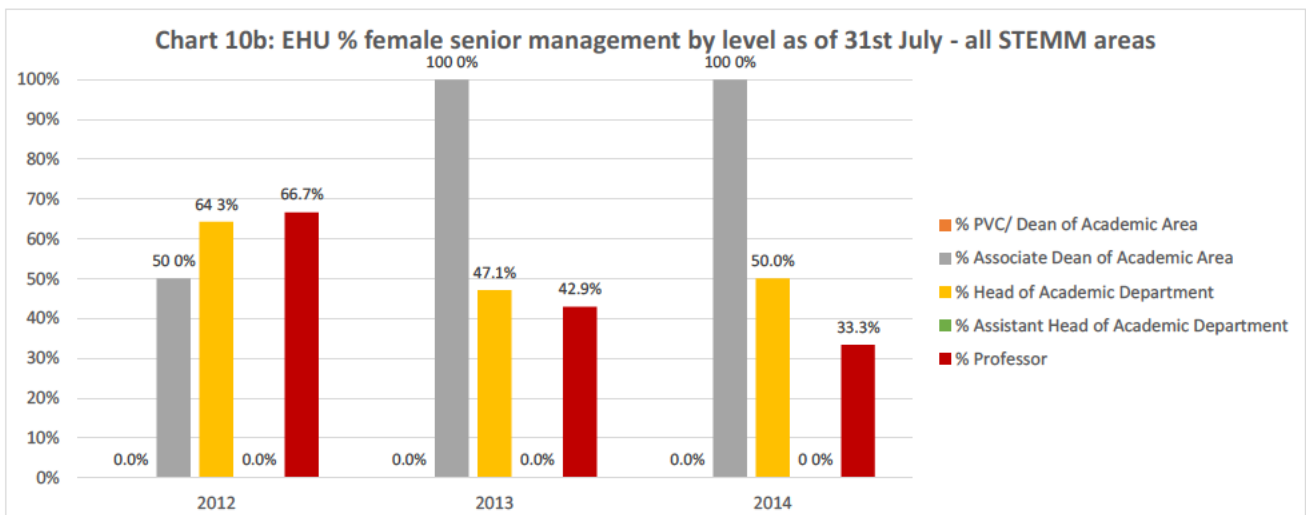


Table 10b.

STEMM - Senior Management - academic establishment staff by management level and gender

Staff by Gender	31/07/2012		31/07/2013		31/07/2014	
	F	M	F	M	F	M
PVC/ Dean of Academic Area	█	█	█	█	█	█
Associate Dean of Academic Area	█	█	█	█	█	█
Head of Academic Department	█	█	█	█	█	█
Assistant Head of Academic Department	█	█	█	█	█	█
Professor	█	█	█	█	█	█
Total	█	█	█	█	█	█
% PVC/ Dean of Academic Area	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
% Associate Dean of Academic Area	50.0%	50.0%	100.0%	0.0%	100.0%	0.0%
% Head of Academic Department	64.3%	35.7%	47.1%	52.9%	50.0%	50.0%
% Assistant Head of Academic Department	0.0%	100.0%	-	-	0.0%	100.0%
% Professor	66.7%	33.3%	42.9%	57.1%	33.3%	66.7%



Senior staff

Table 10a shows headcount and percentage of senior staff by gender and year. These data are illustrated in chart 10a.

Table and chart 10b show the same information for STEMM areas.



In STEMM subjects, women are well represented at associate dean level (there is only one completely STEMM faculty – FHSC – and both ADs are women) and are quite well represented at HoD level (see table 10b): this largely reflects the situation in FHSC where women dominate the workforce. FAS, where women represent 45% of staff, has one female associate dean (out of two – although not from a STEMM area), four women professors (up from zero prior to August 2012: see section 3.2 above) and one women HoD (in the STEMM area of Sport and Physical Activity). When consulting staff, the survey indicated that there was a different response about perceptions of women in leadership roles depending on the faculty of the respondent with FHSC and FoE expressing more positive views than members of FAS.

As identified in relation to senior posts generally and for the appointment of professors, steps need to be taken to actively encourage more female applicants and to counter any implicit bias in the appointments process. Alongside Aurora and Vitae initiatives to support women into leadership roles, the University ran a leadership conference in June 2014 with sessions on women in higher education (looking at the barriers to women's participation in leadership roles) which was open to anyone to attend without having to be put forward by their line manager. The SAT identified that there are opportunities in the leadership and management programme for specific sessions on women in STEMM ([action 3.3](#)).

University committees: The membership of senior committees has an in-built bias towards men since many of the membership roles are ex-officio and there are more men than women in these posts: over the last three years men have made up nearly two thirds of the membership of the main central committees (see table 11a). This is also the same for Academic Board, the senior deliberating forum (see table 11b). Women currently chair two of the seven central committees, both as a result of their ex-officio positions (see table 11c).

At faculty level women are much better represented and more than half the committees are chaired by women (see table 11c). Some individuals, including women, serve on several committees reflecting their ex-officio positions. For roles representing departments, the responsibilities are spread more evenly. Given the importance of the central committees in helping raise the profile of individuals, it would be good practice for these positions to be reviewed in the round to ensure that across all committees have adequate representation of women, and STEMM women in particular, without over-burdening individuals ([action 5.7](#)). In addition, it would be good practice to review people's aspirations to take on these roles during performance review ([action 4.5](#)).

Table 11a. Gender of EHU's Boards and Committees

Central	F	M	GT	F%	M%
2011/12	64	101	165	39%	61%
2012/13	67	94	161	42%	58%
2013/14	66	99	165	40%	60%
FAS	F	M	GT	F%	M%
2011/12	45	53	98	46%	54%
2012/13	47	61	108	44%	56%
2013/14	57	61	118	48%	52%
FoE	F	M	GT	F%	M%
2011/12	54	37	91	59%	41%
2012/13	63	32	95	66%	34%
2013/14	66	29	95	69%	31%
FHSC	F	M	GT	F%	M%
2011/12	96	36	132	73%	27%
2012/13	86	43	129	67%	33%
2013/14	80	37	117	68%	32%

**Table 11b. Academic Board**

	F	M	GT	F%	M%
2011/12	9	19	28	32%	68%
2012/13	11	16	27	41%	59%
2013/14	11	19	30	37%	63%

Table 11c. Gender breakdown of Boards and Committee Chairs

Central	F	M	GT	F%	M%
2011/12	█	█	█	0%	100%
2012/13	█	█	█	0%	100%
2013/14	█	█	█	29%	71%
FAS	F	M	GT	F%	M%
2011/12	█	█	█	50%	50%
2012/13	█	█	█	50%	50%
2013/14	█	█	█	50%	50%
FoE	F	M	GT	F%	M%
2011/12	█	█	█	50%	50%
2012/13	█	█	█	50%	50%
2013/14	█	█	█	50%	50%
FHSC	F	M	GT	F%	M%
2011/12	█	█	█	50%	50%
2012/13	█	█	█	50%	50%
2013/14	█	█	█	50%	50%

Committee membership

Table 11a shows membership by gender of University committees by year

Table 11b shows membership of Academic Board

Table 11c shows committee chairs by gender

Central = Academic Board, Academic Planning Committee, Academic Quality Sub-Committee, Graduate School Board of Studies, Learning and Teaching Committee, Research Committee, University Research Ethics Committee

FAS / FoE / FHSC (faculty committees) = Academic Standards and Quality Assurance Committee, Faculty Board, Research Committee, Teaching, Learning and Assessment

In 2014-15 a Research Strategy Group was established with eight members, all ex-officio, four of whom are women, including one from STEMM. Should staff change their roles, the SAT would encourage the chair to co-opt women (or, indeed, men) to ensure good gender representation.

The Board of Governors oversees the educational character and mission of the University. In the years under review, men have dominated the Board and therefore its committees (see table 12a-b) and chaired its three committees until 2013-14 when a woman became chair of Audit Committee (see table 12c). The Board also includes two members from the academic body with a three-year tenure (one is currently at STEMM woman). Given the limited numbers it is impossible to make an analysis but the ASSG is encouraged to review the nomination process to see whether steps need to be taken to encourage a broader range of candidates. As with



other senior posts, action will be taken to encourage more applications from women to help redress the balance of the membership as vacancies arise (**action 3.5**).

Table 12a. Governor Membership

	F	M	GT	F%	M%
2011/12	█	█	█	35%	65%
2012/13	█	█	█	22%	78%
2013/14	█	█	█	24%	76%

Table 12b. Gender of Governors Boards and Committees

	F	M	GT	F%	M%
2011/12	18	34	52	35%	65%
2012/13	12	33	45	27%	73%
2013/14	11	34	45	24%	76%

Table 12c. Board of Governors Chairs

	F	M	GT	F%	M%
2011/12	█	█	█	0%	100%
2012/13	█	█	█	0%	100%
2013/14	█	█	█	33%	67%

Board of Governors

Table 12a shows membership of Board of Governors by gender both headcount and percentage.

Table 12b shows membership of Board of Governors' committees by gender by headcount and percentage

Table 12c shows chairs of Board of Governors' committees by gender both by headcount and percentage

Board committees: Audit Committee, Finance & Resources Committee (2011/12 only), HR Committee (2011/12 only), Resources Committee (2012/13 - 2013/14)

Workload transparency: The University has not adopted or endorsed centrally a workload model. Although heads use their own workload models (STEMM heads confirmed that they use workload models which are shared with staff), they have autonomy in deciding how to manage workloads. It is evident that different approaches have emerged in the different faculties and departments, reflecting in part the different emphasis on learning and teaching, research, CPD and practice related activities for staff.

Consultations with staff via the survey and the focus groups indicate some concerns over workloads. Even where there is a transparent model, some people still perceived it as unfair and that this unfairness had a gendered element. Concerns ranged from the models not being subtle enough to account for the difference in content of the workload to tasks being ignored or undervalued (particularly administrative tasks). The STEMM respondents expressed slightly more positive view on workloads than non-STEMM but low response rate and the predominance on FHSC staff in STEMM suggest that more research is needed to ascertain the extent to these concerns. These data suggest the need to review current practice and make specific recommendations to departments to ensure greater transparency and fairness (**action 5.8**).

Flexibility and managing career breaks: The University has a flexible working policy where staff can ask for reduced hours and can, exceptionally, ask for a temporary reduction in hours: the University does not have a working from home policy. Staff can request flexibility but the HoD has to agree that there is a business case to



support it before it can go forward for consideration. HR provides training for managers to support them in working with staff to make suitable arrangements. While the process is clear, the consultation revealed that not all staff, particularly women, felt supported and few academics make formal requests for flexible working (table 13). The ACDWG will include a review of flexible working to determine whether it has an impact on people's careers ([action 4.9](#)).

Table 13. Success rates for flexible working requests

		Non STEMM		STEMM		Service dept.	
		F	M	F	M	F	M
2011/12	Requests						
	Successful	-	-	-	-		-
	Unsuccessful	-	-	-	-		-
2012/13	Requests						
	Successful	-			-		-
	Unsuccessful	-			-		-
2013/14	Requests						
	Successful	-	-		-		-
	Unsuccessful	-	-		-		-

While staff generally take relatively short career breaks, some women have taken a considerable break (more than maternity leave) when children are young and then wish to return to the academic workforce; many begin this journey by taking up associate tutor (AT) roles in the first instance. ATs have full access to all the training, development and staff wellbeing resources but the University does not provide specific sessions to support women who have taken a considerable career break. ATs have an insecure existence inasmuch as they do not know if they will be required for teaching each year. In addition, ATs are not required or supported to do research. Nevertheless, there are many women in both STEMM and non-STEMM areas who have become permanent members of staff via the AT route (a SAT member is currently on a fixed-term AT contract). The SAT has identified providing support for people, particularly women, who are returning to work after a substantial break as part of the action plan ([action 4.12](#)).

Parental leave policies: EHU supports its employees in the time leading up to, and following the birth of a child. Mothers are supported in extending their maternity leave through the provision of occupational maternity pay for a further 12 weeks over and above the statutory 6-week entitlement, and are supported in maintaining their workplace presence (should they so choose) through the opportunity to avail of fully-paid keeping-in-touch (KIT) days during the maternity leave period. As an additional form of support for new parents, EHU offered two weeks of paternity leave at full-pay instead of at the statutory reduced-rate.²

Before leaving to take up maternity leave, women arrange with their HoDs how they will use their KIT days and discuss arrangements both for the period running up to leave and for their return. In addition, they meet with Staff Wellbeing Administrators in HR who provide information about all the resources open to them before, during and after maternity leave (see below). For new mothers who may wish to reduce the length of their maternity leave, or who would like support to continue breastfeeding after their return to work, EHU has signed up to the 'Breastfeeding Welcome' scheme and provides a welcome, safe, clean and comfortable environment for mothers who want to breastfeed, whether privately or in public spaces, with appropriate support from staff.

² Parents can share parental leave from 5 April 2015 so this practice is likely to change.



Some women have reduced working loads on return from maternity leave but the experience is not uniform and there is no systematic follow up to see how they are managing their return to work. In the focus groups, a number of women from STEMM areas who had experienced maternity leave in recent times expressed satisfaction regarding the arrangements and said they felt supported by their HoDs (all male) and the survey indicated that STEMM women felt more supported than non-STEMM (based on very low numbers). Nevertheless, there is an unevenness in experience that we need to explore with a view to making experiences more consistent and to ensure that high quality support is provided to women before, during and after career breaks (**action 4.10**).

EHU has a range of family-friendly policies (FFP) including children's clubs in holidays at the University with discounts for staff; a parents and grandparents at work social group; annual family barbecues on campus; family film Saturdays; carers' group. While it does not have a nursery or similar facilities on campus (a concern identified in the survey), there is plenty of childcare available locally and support for parents includes a voucher scheme for nurseries and in addition the University has discounts negotiated with local providers of childcare. The survey indicated that STEMM staff are marginally more likely to be aware of FPP than non-STEMM (61% vs 58%), as are women (64% vs 50%), and the majority seemed pleased with the initiatives.

Work-life balance: Maintaining a good work–life balance is challenging for all professionals and some staff members indicated that the challenge affects women's ability to take on senior roles. The University supports staff in achieving a good work-life balance by avoiding regular events, e.g. departmental meetings, research seminars, outside of core hours. There are some public lecture events and professorial inaugural lectures at 6pm and some staff members have scheduled teaching in the evenings but in all cases a significant period of notice is given. There are occasional events, e.g. open days, at the weekend. The RCB has some events late afternoon that were offered as a trial; if staff cannot attend, sessions are rescheduled if possible.

The University has a range of policies to support parents and to offer flexibility for workers. While it is apparent that these opportunities are not always fully realised, the staff consultation did not indicate that they were of greater concern for STEMM women. There is an extensive well-being programme which aims to support all staff members to create a good work-life balance.

4479 words

5 Any other comments:

The University is proud of the fact that it was named 'Best University Workplace' by *Times Higher Education* in February 2015. It takes seriously its commitment to providing a positive work environment for all its staff and has won several awards and accreditations including: Investors in People Gold award; Positive about Disability accreditation; and is in the *Sunday Times* 100 best places to work in the public sector (Edge Hill was ranked 20). The University has expanded considerably over the last few years which has allowed it to improve the material conditions in which staff work, this includes significant investment in buildings and scientific equipment to support the expanding research in STEMM areas. From its roots in providing a non-denominational education to women in the 1880s, Edge Hill has always supported those who challenge gender norms: evidenced by the country's first women barrister, alumna Helena Normanton who practised in the 1920s, to contemporary examples of its male dance group Edge FWD, two female computing students winning a Sound City Innovation award; another student becoming one of a handful of female football referees in the country; alumna Sue Smith being the most capped England footballer, and the training of male nurses including midwives. In June 2013, the Faculty of Education ran *Ada at the Edge* to encourage girls to consider computing and technology as degree subjects. The name *Ada at the Edge* is a dedication to Ada Lovelace, a 19th century English Countess who is considered by many to



be the world's first computer programmer. This legacy was also evident in the awarding of an honorary doctorate in 2014 to Dr Helen Pankhurst, the great-granddaughter of Emmeline Pankhurst.

The commitment to Athena SWAN comes from the top down with Directorate taking direct interest in the development of the self-assessment and the emergence of the plan. It has been agreed that its home committee will be the most senior academic committee of the University, Academic Board, which is chaired by the VC.

The University is aware that it attracts proportionally lower numbers of women to some STEMM subjects in its undergraduate programmes in comparison with the sector. The ASSG will research the reasons for this looking at patterns of student recruitment: students are more locally based than at some HEIs so it will examine A' level subject range in local schools. The Biology department has instigated a 'family day' which includes a year 12 competition to promote science as a degree option and this may be a model to follow in other STEMM areas (though it should be noted that recruitment for nursing and allied health professionals, sport and psychology are already very competitive). Similarly, the FoE regular 'teaching STEMM' days for trainee teachers.

452 words



6 Action Plan

1. Data collection and self-assessment						
Action	Description	Actions to date	Responsibility	Timescale	Success measure	
1.1	Create Athena SWAN Steering Group (ASSG) to provide an annual report and to sign off on completed activities	Convert the Athena SWAN self-assessment team (SAT) into the ASSG and review membership to include more men, more PT and fixed term staff, and invite STEMM PGR.		Chair of SAT	May 2015	New ASSG is established and regular bi-monthly meetings are scheduled. One of these meetings to be a data analysis meeting. Annual report written which monitors progress of action plan. Membership expanded.
1.2	Support STEMM subject areas to make their own submissions for awards	ASSG to work with Athena SWAN leads in STEMM areas to identify a schedule for applications to be submitted	Some areas have already indicated their intention to submit	Departmental and faculty STEMM leads	May 2015-May 2017	All STEMM departments/faculties have their own accreditation by 2018 with first applications being submitted by May 2016.
1.3.1	Establish annual evaluation of staff gender balance across the University with particular attention paid to STEMM in the context of the whole University.	Ensure that data on promotion, progression, turn-over, applications and appointments, representation by grade are actively monitored to ensure that any disparities are noted and reviewed, and further research carried out where necessary. The review of data will take	Annual Equal Pay Audit currently produced each August. New recruitment software makes analysis of applications and appointments possible. Research Office currently produces annual report on	ASSG	By May 2016 annual evaluation to be part of the ASSG report presented to Academic Board via Research Committee and Learning and Teaching Committee. Reports annually thereafter.	ASSG annual report to track changes over time with any anomalies being reviewed and action plans developed if required. Reports debated and approved by Academic Board and key sub-committees.



		<p>place in the ASSG's data meeting. If necessary an action plan will be established to address any issues. In particular, monitor any changes in fixed-term contracts for STEMM areas.</p> <p>ASSG to receive data to review gender balance in relation to STEMM departments to support individual areas making Athena SWAN applications.</p>	<p>eligibility for REF looking at all protected characteristics for Research Committee</p>		<p>By May 2018, have data over a longer time period to offer a three year analysis of impact of action plan.</p>	<p>Accurate tracking of women's promotion to senior posts</p> <p>Reduce the gender disparity in senior posts by 2018.</p> <p>Data produced to aid STEMM areas to make their own successful applications.</p>
1.3.2	<p>Establish annual presentation of monitoring report to faculty research committees (FRC)</p>	<p>Annual monitoring report to be presented to FRCs for consultation and to ensure that staff are aware of events, activities and progress in relation to the action plan.</p> <p>Opportunity for faculties to feed into plans for following year</p>	<p>Progress on this application has been discussed in FRCs</p>	<p>Chair of ASSG, Chairs of FRCs</p>	<p>By end of Q2 2016 (date dependent on meeting dates) and on-going</p>	<p>Reports presented in a timely fashion with debate at FRCs generating greater ownership of process at all levels.</p>
1.4	<p>Encourage greater uptake of exit survey/interview</p>	<p>Actively encourage the engagement of staff who leave with the exit interview which aims to establish the reasons for leaving (both push and pull factors) and identify any underpinning trends.</p>	<p>Exit survey and invite from HR for exit interview but take up low.</p> <p>Some data available from HESA Leavers' Survey data</p>	<p>Deans, HR, Analysis carried out by ASSG</p>	<p>Start September 2015, review completed by March 2016.</p> <p>Any recommendations in place from September 2016.</p>	<p>Better data to understand the reasons for people moving with data assessed by gender and subject area to produce more nuanced analysis.</p>



		<p>Deans to reiterate the invitation from HR to engage in process as follow up.</p> <p>Review exit survey to ascertain whether it could generate more data</p> <p>Any information to be collated by HR and included in annual HR report.</p>				<p>System in place to share analysis systematically on an annual basis with, ASSG, faculties and HoDs via faculty management groups.</p>
1.5	Enhance equal pay audits	<p>Expand EPA to include analysis of academic subject areas to have a better understanding of the differential in STEMM areas.</p> <p>Produce data by both median and mean.</p> <p>Equal pay audit to be part of HR report to Board of Governors.</p>	<p>EPA already exists and carried out annually</p> <p>HR are in discussions with Resource Link (software providers) regarding enhancements to data collection</p>	Head of Health and Well-being	<p>First expanded EAP to be produced August 2016</p> <p>ASSG to review data after three years (first meeting of 2019-20)</p>	<p>Enhanced reports available and shared with faculties and HoDs via faculty management groups.</p> <p>Analysis provided annually as part of HR reporting where there is sufficient data (some STEMM areas are very small in number).</p>
1.6	Monitor impact of Athena SWAN via regular staff consultation	<p>Repeat Athena SWAN staff survey and incorporate new questions as appropriate to reflect action points.</p> <p>Complement with focus groups as required for</p>	Data from original survey exists to set benchmark	Chair of ASSG and departmental leads	Next survey Autumn 2016 reported at ASSG data meeting (January 2017) and bi-annually thereafter.	<p>Monitoring of staff view of AS action plan.</p> <p>Improved information to aid decision making.</p> <p>Areas are successful in gaining their accreditation.</p>



		STEMM areas applications.				
1.7	ASSG review of REF monitoring	<p>The Research Office produces an annual report on eligibility and inclusion for the REF; this report will analyse the representation of staff with protected characteristics and put strategies in place if there are serious anomalies.</p> <p>This report to be presented to the ASSG before going to Research Committee</p>	First report due to RC November 2015	Director of RO	To be available to ASSG October 2015 and annually thereafter	<p>Reports of debated and reviewed annually by ASSG at its data meeting with particular reference to STEMM women's inclusion in the next REF.</p> <p>Relevant action identified where appropriate to encourage the inclusion of women and to ensure that no-one is treated unfairly, while ensuring that only excellent research is included.</p> <p>Reports also available to RC and AB.</p>
1.8	Monitor appointments of senior staff and data on Board of Governors	<p>As opportunities arise for the most senior posts, ensure that process encourages applications from suitably qualified women.</p> <p>Work with the Clerk to the Board of Governors to encourage greater numbers of female applicants.</p>		HR and deans for academic appointments, Clerk to the Board of Governors for Governor appointments	When posts become available	Notably more female applicants for the most senior posts, data available and analysed.

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1.9	Establish monitoring of recruitment to GTA programme	Track process from application to appointment to assess recruitment by subject area and for all protected characteristics		Graduate School faculty PGR leads	First report June 2015	The University is confident that its recruitment process is robust and free of bias.
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2. Events and activities to promote Athena SWAN						
Action	Description	Actions to date	Responsibility	Timescale	Success measure	
2.1	Establish an annual Athena SWAN public lecture	Invite an external speaker who has profile in promoting women in science to give annual lecture		Chair of ASSG and Corporate Communications, Invitation from VC	Inaugural event September 2015	Event takes place and becomes embedded in University public events programme. Good attendance from across the Institution.
2.2	Promote Athena SWAN via the Research Capacity Building and Staff Development programmes	Organise training event on different aspects of Athena SWAN and promoting women in science	Athena SWAN workshop at the Learning at Work Week arranged for July 2015.	Chair of ASSG, Director of Research Office and Learning and Development team	First event will take place in July 2015	Training becomes embedded in staff development programmes
2.3	STEMM department events focusing on issues of gender to increase awareness of staff and key external partners.	Support departments in developing events to address gender imbalances: Women in Science events; encouraging men into nursing etc. Each STEMM area required to have Athena SWAN as standing item on departmental/faculty agendas.	Some events already take place e.g. Dept of Biology family day, FoE teaching STEMM days	HoDs and Athena SWAN Officer, department Athena SWAN leads	First events to take place in semester 1 2015-16	Range of events advertised through dept and Athena SWAN webpages. Feedback from participants recorded and fed into future events.
2.4	Use International Women's Day to promote events	Establish a range of activities related to this event with some relating directly to promoting and supporting women in science		Athena SWAN officer and ASSG	Inaugural event March 2016	Becomes embedded in University calendar.
2.5	ASSG to maintain Athena SWAN website and	Website becomes a place to demonstrate Edge Hill's commitment	Webpage has been established but needs development.	Athena SWAN officer and ASSG	Wiki to be established by December 2015 and	Website provides a dynamic source of information on EHU

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	establish an intranet (wiki) resource	to Athena SWAN and the wiki provides resource to staff with an interest in Athena SWAN and related issues.			reviewed annually by ASSG	activities. The wiki is a key resource for staff and managers.
2.6	Chair of SAT to promote Athena SWAN accreditation process with heads of department/faculties across the faculties	The SAT Chair will attend faculty management groups across the faculties to present the application and to explain the commitments therein and what the responsibilities of heads is.	The Chair has already made a presentation regarding the application to Directorate Management Group as part of the consultation process and a workshop was organised for heads during the self-assessment process.	Chair of SAT	May-June 2015	All heads will understand their own roles and responsibilities in relation to the application and ensure that their own line reports adhere to its principles.



3. Promoting women into senior roles						
Action	Description	Actions to date	Responsibility	Timescale	Success measure	
3.1	Monitor promotions to professor and reader	Provide analysis of numbers of applicants and success rates for both STEMM and non-STEMM departments. Identify the impact of gender, if any, in the two areas.	Some data available but analysis not carried out systematically.	ASSG through annual monitoring report	After 2014-15 promotion round (May-June 2015) and annually thereafter	Have clear data over a sustained period. Ability to identify disparities and research underpinning causes. Establish action plan if required.
3.2	Monitor recruitment to senior posts	Identify trends and patterns. Identify whether a different approach to advertising and promoting vacancies should be adopted, particularly in relation to STEMM areas.	Some data available but analysis not carried out systematically.	ASSG through annual monitoring report	Annually via ASSG data meeting starting 2015-16	Improved analysis of process. Action taken if any identified.
3.3	Encourage women to take up opportunities for women, especially STEMM, to develop leadership and management skills via the corporate programme and via appropriate external programmes.	<p>Monitor uptake of internal training events to encourage equal representation of STEMM and non-STEMM areas.</p> <p>Monitor the uptake of external training events offered by Aurora and Vitae to ensure that STEMM and non-STEMM are equally represented.</p> <p>Provide opportunities for participation in similar</p>	<p>University has engaged with Aurora since 2014. It supports staff attending Vitae Leadership in Research programme.</p> <p>HR organises programme to develop leadership and management.</p>	<p>Director of Research Office for Aurora, Vitae.</p> <p>Director of HR for internal leadership development.</p>	Oct 2015 and on-going as opportunities arise	Incorporating data on training and development in Athena SWAN annual monitoring reports; evidence that women in science are taking advantage of these opportunities.



		<p>events targeted specifically at women in science and ensure that these are advertised effectively.</p> <p>Work with STEMM HoDs to identify appropriate staff.</p>				
3.4	Review of RCB and staff development programme to monitor attendance by STEMM women	Monitor take up of training opportunities by STEMM women and seek their feedback on whether provision needs amending, particularly in relation to taking up senior roles – the SAT is aware that there is often low take up of such opportunities	Initial review undertaken by SAT but more information needed	ASSG in consultation with faculty research leads	Jan 2016 to feed into preparations for 2016-17 RCB and annual leadership programme	STEMM women take full advantage of available resources and feel supported in applying for senior roles. Monitored via bi-annual Athena survey (1.6 above).
3.5	Monitor recruitment to Board of Governors	Working with Clerk to the Board of Governors, review process of recruiting governors (external and internal) to encourage applications from appropriately qualified women, especially with STEMM background or interest		Clerk to the Board of Governors	As appointments become available	Increase the number of women governors by 2018
3.6	Encourage STEMM departments and areas to carry out mapping exercises to identify where the suitably qualified women are currently working	Mapping exercise to be carried out to enable departments to identify the pool of suitably qualified staff when vacancies become available	On an ad-hoc basis	HoDs	Reported to ASSG for inclusion in annual report May 2016	Departments and faculties have a good understanding of where pool of potential applicant are and can target these appropriately

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3.7	Establish annual monitoring of nominations of staff for awards, honours and other career enhancing activities	Collate information from central, faculty and departmental sources on nominations for roles and awards in the profession external to EHU to ensure appropriate nominations of STEMM women		ASSG, Athena SWAN officer	Data to be collated for first annual report in May 2016	Women are as likely as men to have the opportunity to engage in these career enhancing opportunities.
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4. Career development						
Action		Description	Actions to date	Responsibility	Timescale	Success measure
4.1.1	Establish review of recruitment process	<p>Review process to help to generate more applications from women, particularly for professorial posts in STEMM areas, and to ensure that there are no barriers to application: e.g. wording of advertisements and use of Athena SWAN logo.</p> <p>Monitor more effectively the path from advertisement, application, shortlisting, appointment, including collecting information on why people choose not to take up appointments.</p> <p>Establish clear reporting process of data via HR annual reports to Board of Governors</p>	<p>New recruitment software allows for improved tracking</p> <p>The recruitment and selection process is currently audited by (PriceWaterhouseCoopers)</p>	Chair of ASSG, Director of HR, Recruitment Manager	<p>Review established September 2015 to report by March 2016.</p> <p>Monitoring of recruitment and appointment data on STEMM appointments to be included in ASSG annual report May 2016 and annually thereafter. Data to be assessed at ASSG's annual data meetings.</p> <p>Review of impact of any changes to recruitment process to be reviewed May 2018 with three years of data with further recommendations for development if required.</p>	<p>Have a better understanding of profile of applicants for all posts and success rates.</p> <p>Increased numbers of applications from women, especially for senior posts.</p> <p>Have a better understanding of why people do not take up posts and address any issues if relevant.</p> <p>Recruitment data are analysed annually by HR in its annual report.</p> <p>Three year data period assessed.</p>
4.1.2	Establish monitoring of panel membership for academic appointments	The ASSG to work with faculty administration to collate data on academic appointment panels to monitor their composition.	Policy is currently to have women and men represented but no systematic analysis of membership	ASSG with deans of faculty	To form part of ASSG annual report in May 2016	Confidence in the composition of panels and with good representation of both women and men



		Revise policy and guidance notes for panels to ensure good understanding of the underpinning principles of representative panels.				
4.2	Establish monitoring process for capturing progress of GTAs once they complete their PhDs	Establish process for contacting GTAs annually for five years after completion to identify career paths	No GTAs have graduated to date	Director of the Research Office with Directors of Study	First students graduating in July 2015. First post-graduation contact to be made December 2015 and on-going. Dec 2018: review of three years' of data.	After three years we should have an emerging picture of the career trajectories of GTAs
4.3	Provide staff development sessions on career planning for academic staff.	Provide regular career planning sessions for GTAs, ECRs, and mid-career staff looking to move on. Work with faculties to consider different provision for different faculties/disciplines. Invite external speakers. Plan systematically with promotion round.	Inaugural ECR conference April 2015, PGR training programme includes career planning	Director of Research Office with HR staff development team and faculty research leads.	New sessions to be introduced 2015-16. Consultation exercise with staff in Semester 2 2015-16, to determine if additional/different sessions are required.	The sessions are embedded in staff development programme and HoDs and staff are aware of them and take advantage of the sessions. Staff understanding of their own career development plans is enhanced and this is measured through feedback on training sessions.
4.4.	Establish group to examine the advice and guidance in relation to academic career	Establish an academic career development progress working group (ACDWG) with		ACDWG chaired by Chair of Standing Committee of	Group to be established October 2015	Report and recommendations of ACDWG presented to



	progression which addresses issues in the 4.4.- 4.9 below	representatives from the ASSG, HR, Deans or their nominees, Dean of Learning and Teaching Will produce a report with recommendations to be presented to Academic Board via Research Committee		Professorial Appointments	Group to produce report and recommendations by May 2016. New processes introduced September 2016 and reviewed after three years to assess impact Semester 1, 2018-19.	Academic Board in May 2016
4.4.1	Review the different progression and promotion pathways to ensure that there is clarity that research and teaching and learning have parity of esteem	ACDWG to look at the criteria for progress and promotion to ensure that the pathways for those focusing on research or learning and teaching are clearly articulated. Identify clearly the different elements that make up an academic role.		ACDWG chaired by Chair of Standing Committee of Professorial Appointments	ditto	Promotion and progress criteria demonstrate parity of esteem.
4.4.2	Review how the progression and promotion process is communicated	The ACDWG will consider how information regarding promotion and progression is communicated to staff and HoDs to ensure that it is clear and accessible. Make recommendations where required.	Information is currently available via the HR wiki. Annual promotion round announcement to all academic staff	ditto	ditto	Clear information and communication regarding progress and promotion established and effectiveness monitored by annual staff survey.
4.4.3	Identify best practice and contribute to	The SAT identified that good practice occurs	Evident in some departments.	ACDWG chaired by Chair of Standing	ditto	Report and recommendations of



	guidance on accelerated progression	but is not consistent across the Institution. Need to identify good practice and promote to all HoDs. Part of ACDWG review.	HR provides guidance to HoDs	Committee of Professorial Appointments		ACDWG to be presented to Academic Board in May 2016 More consistent practice established.
4.5	Review of performance review process	ACDWG to consider performance review (PR) to encourage greater engagement with career development, including committee roles, and preparation for progress and promotion. Renewed PR training for line managers to ensure that career development is part of PR discussions.	Director of HR is already reviewing appraisal documentation with the view to making it an electronic system via Resource Link which would facilitate generation of better MI. Training is already available. PR documentation already asks about staff development	ACDWG chaired by Chair of Standing Committee of Professorial Appointments	Ditto	Report and recommendations of ACDWG to be presented to Academic Board in May 2016 Any revisions to performance review process to be piloted by staff across the Institution at next appraisal process in Autumn 2016, with full implementation Autumn 2017.
4.6	Review of readership terms	The SAT noted that readerships could be granted to staff on any grade and merited two discretionary increments. It also noted that the posts were for a 3-year fixed term. It recommended that this be reviewed to establish whether it was preferable to make readerships a recognised point on the	An annual call for promotion to readership administered by HR.	ACDWG chaired by Chair of Standing Committee of Professorial Appointments	Ditto	Report and recommendations of ACDWG to be presented to Academic Board in May 2016 Any changes regarding readerships to be enacted for promotion round in 2017 Impact of changes re protected characteristics and



		staff scale and a permanent position reflecting the practice in the sector				STEMM areas to be part of annual monitoring report of ASSG 2018
4.7	Assess promotion (SL to reader, reader to professor) data on a five year cycle	Extend the review period to five years to be better able to detect patterns where they exist.	The SAT looked at three years' of data but low numbers re promotion limited the analysis	ACDWG in first instance. Future years by the ASSG	Via ACDWG review timetable above and then in ASSG data meeting in 2016-17 and on-going	Improved analysis and MI available to Academic Board and its sub committees.
4.8	Ensure more comprehensive feedback on promotion (SL to reader, reader to professor) process	ACDWG to review promotion application feedback practice to ensure that all applicants receive feedback to help them plan further development, whether they have been successful on this occasion or not.	Some feedback is currently given, generally to unsuccessful candidates; practice not consistent across the institution	ACDWG	Group to be established October 2015 Group to produce report and recommendations by May 2016. New processes introduced September 2016 and on-going	Each applicant receives feedback from HoD and is able to career plan appropriately. Quality of feedback is monitored via bi-annual staff consultation.
4.9	Review of flexible working	ACDWG to provide systematic analysis of flexible working practices, with particular attention paid to STEMM women's contracts and whether there is an impact on subsequent promotion opportunities. This would form part of periodic review of the policy.	Some data currently available but greater analysis needed	ACDWG	Ditto	Better understanding of the impact of flexible working and the mitigation of any negative impacts should they exist.
4.10	Establish a review of parental leave arrangements	ACDWG to look at the different practices for supporting staff who	Evidence of good practice in academic departments.	ACDWG	Ditto	Consistent practice regarding all aspects of parental leave.



		<p>take up parental leave to identify best practice in academic departments and ensure consistency across the institution, before, during and after parental leave.</p> <p>Review impact of new legal arrangements which came into force on 5 April 2015.</p> <p>Establish a review point six months after individual has returned to work.</p>				<p>Follow-up with returning staff after six months.</p>
4.11	<p>Establish review of RIF allocations</p>	<p>Establish a review of RIF applications and allocations to determine whether awards are commensurate for women and men's representation in STEMM departments.</p> <p>Also review value and size of projects to identify any patterns.</p>		<p>ASSG with the Research Office</p>	<p>Nov 2016 looking at previous three years' data. Annually thereafter.</p>	<p>Clear understanding of take-up of research support funding and action taken if anomalies in applications and awards is identified.</p>
4.12	<p>Provide sessions for ATs on career planning, particularly aimed at those wishing to return to academic careers.</p>	<p>Provide career planning for those who have experienced a considerable career break and may need different support. Director of the</p>	<p>All ATs can access all staff development sessions.</p>	<p>Director of Research</p>	<p>By May 2016</p>	<p>Specific AT events in RCB programme established and content and impact monitored.</p>



		Research Office to include sessions in RCB programme.				
5. Organisational culture						
Action	Description	Actions to date	Responsibility	Timescale	Success measure	
5.1	Appoint Athena SWAN Officer	Athena SWAN Officer to oversee the implementation of the action plan and to support STEMM subjects in achieving their own	Post agreed in current budget round.	Director of Research Office	In post by Sept 2015	Appointment made
5.2	Review and revise SAT	The SAT will become the Athena SWAN Steering Group and will include more men and more PT staff to be more inclusive. STEMM PGR also to be invited to monitor support activities for next generation of academics. Review who chairs group.		Chair of ASSG	June 2015	Membership of Steering Group to be more inclusive of men and PT staff. Inclusion of STEMM PGR. Membership reviewed annually to ensure good participation and representation.
5.3	Establish a clear reporting line for ASSG	An annual monitoring report will be produced by ASSG and presented to Academic Board via Research Committee and Learning and Teaching Committee.	The Bronze application has been reported to Research Committee regularly since SAT established	Chair of ASSG	On-going, first report will be due April 2016	Report to be received by senior committees and subsequently published on University's Athena SWAN webpage



		Athena SWAN to be a standing item on Research Committee and Learning and Teaching Committee.				
5.4	Establish Athena SWAN champions in STEMM departments	Each STEMM department will have a champion who will have regular training events to promote best practice and coordinate other activities. Athena SWAN will become a standing item on departmental meetings for STEMM areas.	All STEMM subjects represented on SAT	STEMM heads of department supported by chair of ASSG	Each department to have champion by September 2015.	All STEMM departments have active Athena SWAN programme of events and share best practice. Support activities across the institution.
5.5	Establish review of mentoring process	Review mentoring process to bring together different approaches into a uniform programme of mentors and standardised expectations. Monitor uptake to ensure that it is useful and relevant to all. Assess for STEMM women's uptake.	HR has a mentoring programme. RO organises Aurora programme. Internal mentors at faculty level. Research mentors database. Learning and Development team in HR are reviewing process to ensure that all mentors are appropriately trained.	Director of RO and Director of HR in consultation with faculties	Uniform mentoring process to be ready by Jan 2016	Clear guidance for all staff with different mentoring categories identified (research, L&T, HE admin, career progression)
5.6	Establish monitoring of publicity to identify opportunities for the	ASSG to review the images used by EHU to promote itself to see	SAT reviewed a selection of images and stories from the	ASSG	First review in 2016 Annual monitoring	Good range of images used which include appropriate use of

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	promotion of women in science	whether there are further opportunities to promote women in sciences	website and institutional publications.		report and monitored thereafter.	women in science and of men in female-dominated areas
5.7	Establish systematic review of committee membership	Review to ensure that women, including STEMM, are adequately represented on University committees and that individuals are not overloaded. Process to be overseen by AQDU and monitored by ASSG	SAT reviewed membership and noted that there had been no systematic overview of all committees; the Director of the Academic Quality & Development Unit is convening a group to review committee membership to report to Academic Board in June 2015	Director of AQDU and ASSG	Sept 2015 for new academic year and annually thereafter	Ensure appropriate representation of all groups of staff in decision-making committees. Avoid over-burdening particular individuals.
5.8	Establish workload model review	Workload model review group to be established to review range of models across the institution and to identify best practice in terms of equity and the specific needs of particular faculties: group to consist of PVC Research, Dean of Learning and Teaching Committee, Associate Deans.	Departments currently employ local workload models but approach is not consistent across the University	Chaired by Dean of Learning and Teaching	Group to convene in October 2015 to report to Academic Board and its committees by May 2016 Implementation of any approved changes 2016-17	Report and recommendations by May 2016 considered by Academic Board with view to piloting any approved changes in 2016-17, and full implementation 2017-18 Clear guidance is given on workload models with training for HoDs in its implementation Details of model(s) accessible to all staff and impact monitored via staff survey

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5.9	Ensure all PhD interview panels include representation of both men and women	Faculty research leads to review membership of PhD interview panels to ensure proper representation.	While this generally happens, there have been single-sex panels in all faculties.	Faculty research leads	Next round of interviews (c. May 2015). Panel membership reported to Graduate School Board of Studies.	All panels having appropriate membership.
5.10	Establish a programme to promote women in science	Establish a programme to promote women in science including talks by inspirational women who may act as models. This would also include the annual Athena SWAN lecture This includes maintaining the Athena SWAN website	Inaugural lecture organised for September 2015.	ASSG, Athena SWAN officer	Programme to commence 2015-16	Annual programmes which are supported by senior managers and well attended by both men and women.
5.11	Establish systematic reporting on profiles of honorary appointments to ensure that appropriate STEM women are recognised	Academic Registry to provide data annually on honorary appointments to increase the numbers of nominations of STEM women to better reflect the profile of the University		Registrar, Athena SWAN officer, ASSG	Nominations and appointments to be reviewed annually at the ASSG data meeting.	Suitably qualified STEM women are recognised through honorary awards.
5.12	Establish systematic review of speakers at public lecture events	Establish review of public speakers to ensure appropriate representation of STEM women		Athena SWAN officer, Corporate Communications, administrators for University Institutes	Annually starting October 2015	Suitably qualified STEM women are invited to present their research and/or talk about their work.