



## **Institution Application** Bronze and Silver Award



## **ATHENA SWAN BRONZE INSTITUTION AWARDS**

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

## **ATHENA SWAN SILVER INSTITUTION AWARDS**

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

## **COMPLETING THE FORM**

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## **WORD COUNT**

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

<b>Institution application</b>	<b>Bronze</b>	<b>Silver</b>
<b>Word limit</b>	<b>10,000</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the institution	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

<b>Name of institution</b>	Manchester Metropolitan University	
<b>Date of application</b>	30 November 2017	
<b>Award Level</b>	<b>Bronze</b>	
<b>Date joined Athena SWAN</b>	2009	
<b>Current award</b>	<b>Date:</b> November 2012 (Pre-May 2015 criteria)	<b>Level: Bronze</b>
<b>Contact for application</b>	<b>Stuart McKenna</b>	
<b>Email</b>	s.mckenna@mmu.ac.uk	
<b>Telephone</b>	0161 247 3313	

### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

**Recommended word count: Bronze: 500 words (ACTUAL 597) | Silver: 500 words**

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

Note: Please insert the endorsement letter **immediately after** this cover page.

**Manchester Metropolitan  
University**



Athena SWAN Team  
Equality Challenge Unit  
First Floor, Westminster Tower  
3 Albert Embankment  
London  
SE1 7SP

Tuesday 8 November 2017

Dear Athena SWAN Panel Members

**INSTITUTIONAL BRONZE ATHENA SWAN SUBMISSION**

I am delighted to provide my personal endorsement of the University's Institutional Bronze Athena SWAN submission.

Promoting gender equality is a vital element of our Equality and Diversity Strategy and action plan, which, in turn, supports the University Strategy, launched this February. At the heart of this is our desire to empower and enrich the world of knowledge and the lives of those with whom we work and teach, ensuring that students and staff realise their ambitions. We also want to advance knowledge and practice of equality and diversity (E&D) and in 2016, the University Sylvia Pankhurst Research Centre opened, providing an intellectual space where scholars with a research interest in gender can discuss their work, identify and explore contemporary issues linked to gender.

We were disappointed that last year's application for re-accreditation was unsuccessful. We have worked tirelessly to address the issues identified in the feedback, and gained great benefit from the Athena SWAN development day provided by ECU. The Athena SWAN Board is empowered to drive significant changes throughout the University. It has ensured that there is a much stronger focus on data provision and analysis in our E&D practice, supported by the appointment of a full time equality and diversity data analyst. Our action plan now demonstrates that our data are better analysed and used to plan the actions that will have the most impact.

We have fully embraced the additional requirements of the new Charter. I am particularly proud of the sector leading work by the University on gender identity. The University is one of the first universities to roll out training on this subject, generating significant interest from across the sector and beyond. This contributed to our success on the 2017 Stonewall Workplace Equality Index, which included new criteria on gender identity. Manchester Metropolitan was ranked fourth in the sector and rose 125 places to 41<sup>st</sup> overall in the Top 100 Employers list.

/continued...



Utilising the Athena SWAN self-assessment process, we have undertaken our first, significant analysis of the potential intersectional barriers to career progression faced by colleagues. Additionally, we plan to, amongst other activities, extend the provision of our unconscious bias training.

I am pleased at the progress made in increasing the proportion of female staff at Reader level in STEMM subjects. I recognise the need for this to be continued and replicated for the transition from Reader to Professor, and we have actions planned to ensure that this happens. I have personally ensured that all senior university committees memberships were reviewed and their terms of reference augmented to see that E&D considerations feature prominently.

We now have Athena SWAN SATs in ten academic departments with representation from technical and administrative staff and students. There will be a particular emphasis on advancing gender equality in Technical Services, an area where the data show we have ongoing challenges. To achieve this, the Athena SWAN Board has ensured funding for a new role of Technical Services Development Manager to develop mechanisms to attract more women into the profession and support those already working in technical roles to progress further.

As Vice-Chancellor I will do everything I can to empower our staff and help them realise their personal and professional aspirations and ambitions.

I can confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Yours sincerely

A handwritten signature in black ink, appearing to read 'M Press'.

Professor Malcolm Press  
Vice-Chancellor

## 2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words (ACTUAL 516) | Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information. This should include:

### (i) information on where the institution is in the Athena SWAN process

Manchester Metropolitan achieved its institutional Bronze award in November 2012. Since then the University has established SAT teams in all STEM departments and now embraces the extended Athena SWAN principles, embedding these in order to work towards Departmental submissions, including within AHSSBL. In April 2016 the University was not successful with its Bronze renewal application and was given one year's grace to submit in November 2017 under the new standard.

### (ii) information on its teaching and its research focus

Our strategic framework means we work closely with our city, with business, the community and our academic peers - locally, nationally and internationally - to be inventive and creative, generate great opportunities, and enable our students, colleagues and everyone whose lives we touch to make an impact.

The Research Excellence Framework (REF) 2014 results demonstrated a significant growth in the quality of our research output. The impact of the University's research was particularly strong, with 85% rated world leading and internationally excellent. Over the last 18 months, there has been in a further shift in focus designed to ensure our research and knowledge exchange is of the highest possible quality, while forming part of the University's long-term future and identity, the strategy strengthens our commitment to excellence in research. As a result, the professoriate has seen some significant growth during this period

Our 2017 Education Strategy tackles the many contemporary challenges faced in our sector, from radical regulatory changes to increased competition and higher student expectations.

Based on the four priority areas of high quality teaching, more integrated student experiences, promoting teaching as a professional practice and deeper engagement on and off campus, it addresses our ambition to achieve educational excellence through:

- The delivery of consistent achievement, diversity and core curricular standards
- Outstanding environments for innovative, flexible and internationalised learning
- Student progression and success through outstanding personalised support
- Staff who are lifelong learners, fully engaged in their own professional development
- The use of data and information to inform key decisions and actions
- Close collaboration with students, researchers and partners to improve performance

(iii) the number of staff. Present data for academic and professional and support staff separately

The University achieves better than national averages on female staff in traditionally male-dominated areas, but continues to strive for full equality. As Table 2.1 shows, of the 1,483 academic staff 52% are women, however within STEMM subjects 48.4% are women. That said, the STEMM sector average is 40.8% women. Professional and support staff are also disproportionately female, with 57% females within the total of 2165 staff.

**Table 2.1 Staff (Headcount) by Employee Subgroup and Gender as at 2015/16**

Group	Female		Male		Total No.
	No.	%	No.	%	
Academic (38%)	778	52%	705	48%	1483
Professional Services (62%)	1249	57%	916	43%	2165
University Total (100%)	2027	56%	1621	44%	3648

(iv) the total number of departments and total number of students

The University's Faculties are:

- Arts and Humanities (A&H)
- Business and Law (B&L)
- MMU Cheshire
- Education (FoE)
- Health, Psychology and Social Care (HPSC)
- Science and Engineering (S&E)

These house 29 Departments and 12 research centres, coordinating research activities delivering outstanding research that addresses the biggest challenges facing contemporary society. For example our researchers are finding ways to improve the quality of life for an ageing population, we are combating the adverse effects of climate change, we are dedicated to fighting inequality and we are champions for the unquestionable value that the arts and humanities add to our culture and society.

In 2016-17 there were approximately 34,000 (930 PGR, 5,625 PGT, 27,000 UG) enrolled students with around another 3,700 externally enrolled (UG).



(v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

**Table 2.2 Size of STEMM and AHSSBL Departments incl. Staff (Headcount) and Students**

Department or equivalent		Headcount			
Faculty		AHSSBL Academic Staff	STEMM Academic Staff	Prof., Tech. & Support Staff	Students
<b>AHSSBL Departments:</b>					
A&H	Dept of Art	39		158	613
	Dept of Design	47	<5		1237
	Dept of Media	29			853
	Manchester Fashion Institute	61	5		1534
	Dept of English	35			858
	Dept of History, Politics and Philosophy	52			1100
	Dept of Languages, Information & Communications	49			1243
	Dept of Sociology	45			845
B&L	Dept of Accounting, Finance and Economics	59		137	2273
	Dept of Management	56			2094
	Dept of Marketing, Operations and Digital Business	51			1756
	Professional and Commercial Department	8			
	Manchester Law School	67			1266
	School of Tourism, Events and Hospitality Management	45			1334
FoE	Childhood, Youth and Education Studies	64		72	1474
	Teacher Education and Professional Development	93			2167
HPSC	Social Care & Social Work	33		17	864
Cheshire	Business & Management	17		63	280
	Contemporary Arts	25			387
	Interdisciplinary Studies	17	6		810
<b>STEMM Departments:</b>					
A&H	Manchester School of Architecture	7	20		737
HPSC	Health Professions	46	26	55	1094
	Nursing		37		1099
	Psychology		37		1283
Cheshire	Dept Exercise and Sport Science	7	36	14	767
S&E	School of Computing, Mathematics and Digital Technology		73	175	1404
	School of Engineering		60		1103
	School of Healthcare Science		67		1339
	School of Science and the Environment		94		1782

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words (ACTUAL 996) | Silver: 1000 words

Describe the self-assessment process. This should include:

- (vi) a description of the self-assessment team

#### ATHENA SWAN BOARD

Because of our size and our wish to deliver in-depth change across the organisation, the University has opted for a two-tier structure to oversee, manage and deliver its Athena SWAN efforts as with all significant strategic initiatives. The University Athena SWAN Board has overall responsibility for Athena SWAN activity. The Board reports directly to the University Executive Group (UEG), through the Deputy Vice-Chancellor, who chairs the Board. Four Board members are also members of UEG. The Board oversees quantitative and qualitative data analysis, reviews the Institutional Action Plan, oversees the institutional Athena SWAN structures and reviews progress against actions and acts as the final point of scrutiny for all Athena SWAN submissions. The Director of Faculty Student and Academic Services (SAS)<sup>1</sup> and Deputy Registrar represent the support and technical staff arms of the University. The board meets 6-8 times per year.

**Table 3.1. Membership of Athena SWAN Board.**

Name	Job Title	Relevant positions of influence
Jean-Noël Ezingeard (Chair)	Deputy Vice-Chancellor	Board of Governors (attendee) University Executive Group Planning and Resources Group (chair) Diversity and Equal Opportunities Committee (chair)
Alison Chambers	Pro-Vice-Chancellor, Faculty of Health, Psychology and Social Care	University Executive Group Faculty Executive Group (HPSC)
Kate Cook	Snr Lecturer, Manchester Law School;	Gender Staff Forum (co-chair) Diversity and Equal Opportunities Committee (member)
Loren Dean-Austin	Analyst, Strategic Planning Office	Diversity and Equal Opportunities Committee (member); SAT member
Josie Elson	Assistant Director of HR, Talent, Engagement & Development	HR Directorate
Keith Faulks	Pro-Vice Chancellor, Faculty of Education	University Executive Group Faculty Executive Group (Education)
Pauline Ford	Director of Faculty Student and Academic Services (SAS) and Deputy Registrar	Professional Services Leadership Team
Richard Greene	Pro-Vice-Chancellor, Research and Knowledge Exchange	University Executive Group Research and Knowledge Exchange Committee (Chair)

<sup>1</sup> Faculty SAS (Faculty SAS) is responsible for the development and delivery of academic administrative services to students and staff across the University.

David Lambrick	Deputy Faculty Pro-Vice-Chancellor, Science and Engineering	Faculty Executive Group (Science and Engineering) University Workload Group (Chair); SAT Co-Chair
Julie Scott Jones	Associate Head, Sociology	Departmental Senior Management Group; SAT Co-Chair
Stuart McKenna	Equality and Diversity Manager, Talent, Engagement & Development	Diversity and Equal Opportunities Committee ; SAT member
Andreea Catalina Ros	PhD student, Department of English	
Caroline Evers	PhD student, Department of Business & Law	

(Board membership 8 Women, 5 men)

#### **Institutional Athena SWAN SAT**

The Athena SWAN SAT commissions and receives quantitative and qualitative data analysis, proposes the Institutional Action Plan and drives progress against actions. Its co-chairs and designated members drafted the institutional submission with support from HR and Strategic Planning officers. The SAT reports to the Athena SWAN Board. In light of the extension to the Principles of Athena SWAN, in 2015, the Athena SWAN SAT composition was extended to include members of staff from non-STEMM subjects and a broader range of grades, and in particular early career academics. Self-assessment teams have now been established in AHSSBL departments to self-assess against the Athena SWAN Charter Mark. The SAT has met 15 times, 1 Sept 2015-30 Sept 2017. This is a significant increase in the frequency of meetings since the previous submission.

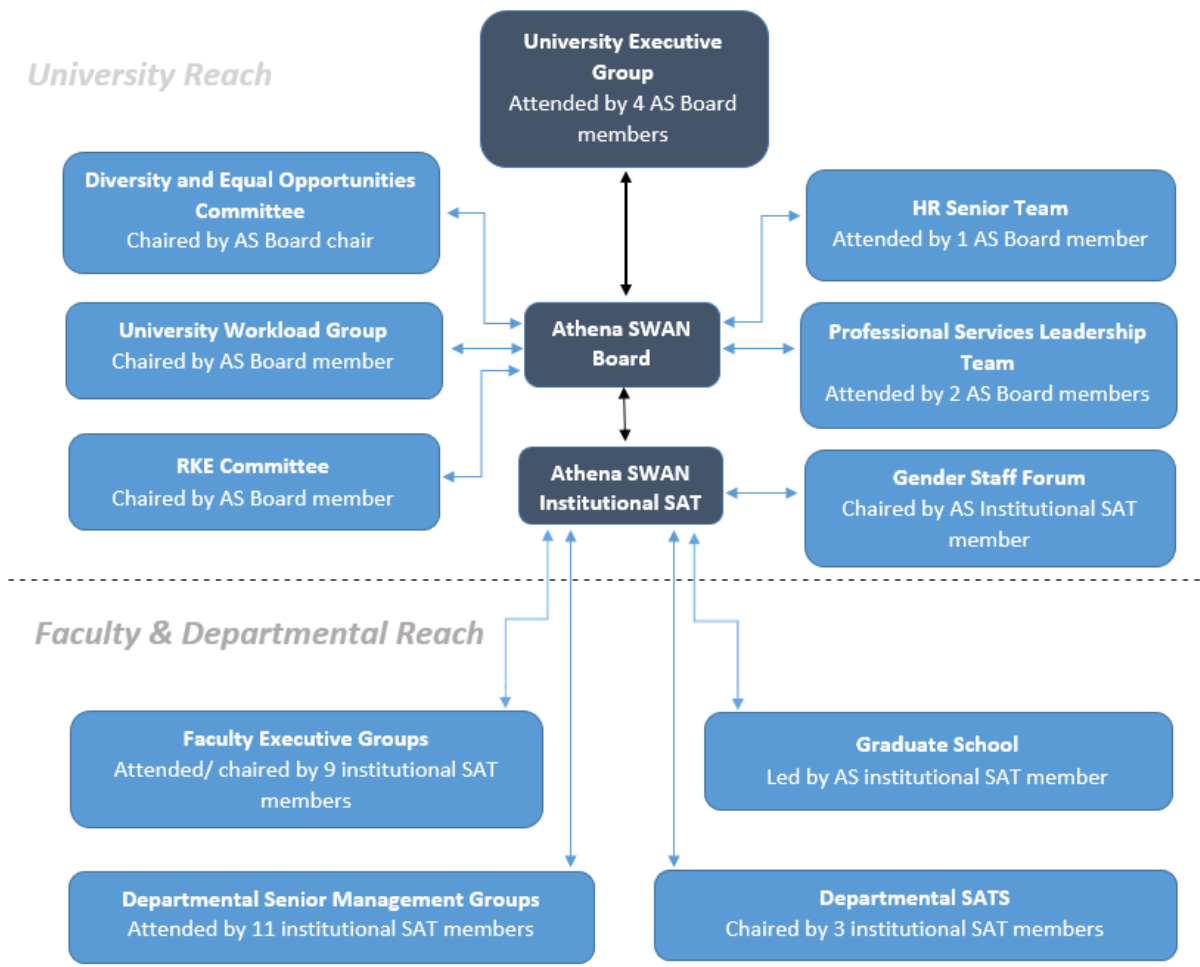
**Table 3.2 Membership of Athena SWAN Self-Assessment Team**

<b>Name</b>	<b>Job Title</b>
Julie Scott Jones (Co-Chair)	Professor, Sociology
David Lambrick (Co-Chair)	Deputy Pro-Vice-Chancellor, Faculty of Science and Engineering
Yael Benn	Senior Lecturer, Psychology
Derek Bousfield	Head of Department, Languages, Information and Communications
Lucy Caton	PhD Student, Faculty of Education
Anne Clayson	Senior Lecturer, Health Professions (Nutritional Sciences)
Neil Dagnall	Principal Lecturer, Psychology
Loren Dean-Austin	Analyst, Strategic Planning Office

Sarah Fox	PhD Student, Health, Psychology & Social Work
Georgina Harris	Head of Department, Engineering
Clare Hart	Student Experience Tutor, Business & Law
Zoe Johnston	HR Business Partner
Rebecca Lawthom	Professor, Psychology
Donna Lee	Professor, Business and Law
Kate McLoughlin	Tutor, Business and Law
Stuart McKenna	Equality & Diversity; Talent, Engagement & Development
Keith Miller	Head of Department Computing, Maths & Digital Technology
Catherine Mills	Head of Graduate School & Student Case Management
Laura O'Connor	Lecturer, Health Professions
Liz Price	Head of Department, Science and the Environment
April Pudsey	Senior Lecturer, History & Economic History
Andreea Catalina Ros	PhD Student, Department of English
Jennifer Rowntree	Senior Lecturer, Science and the Environment
Amanda Smith	Principal Lecturer, Sch. of Teacher Ed.& Prof. Development
Hannah Smithson	Professor, Sociology
Paul Tubbs	Head of Department, Nursing
Adrian Watson	Head of Division, Chemistry & Environmental Science
Julie Wright	Head of Department, Health Professions

(SAT membership 21 Women, 7 men)

**Athena SWAN Board and SAT reach throughout university and faculty/ departmental levels**



(vii) an account of the self-assessment process

Responding to feedback in the unsuccessful award application in 2016, the Athena SWAN Board and SAT have led on a revised, evidence-based, way of working ahead of this submission, the first under the post May-2015 criteria. The SAT benefitted from an ECU delivered Athena SWAN developmental day in February 2017 and has reviewed data collection, data analysis and action planning as a result. The need for more granular data was identified and in response, the University has recently appointed a Data Analyst to the

Strategic Planning Office with specific responsibility for E&D and Athena SWAN data<sup>2</sup>. This has enabled the breakdown of data by subject to provide further indication of variation across the institution.

The SAT sought feedback from the Senior Women's Group in Science and Engineering in Feb 2016, which informed the assessment. In 2016, the SAT shared Departmental Surveys in order to enable more Departments to undertake surveys. The SAT requested data disaggregated by gender from the Institutional Staff Survey 2017, this was then analysed to inform the assessment. Similarly, departmental data will support departmental submissions.

In order to deepen our understanding of the issues emerging, a series of Athena SWAN focus groups were held in August 2017 to explore how men and women experience: flexible working arrangements, parental leave, perceptions of working patterns, new promotional procedures for Reader and Professor and change management and performance culture. These informed the assessment and provide a baseline for investigating success of the institutional action plan in the future. We have seen signs of increased awareness of issues around gender equality, for example, the Faculty of Business and Law has developed an exciting new series of specialised interviews with female academics, to highlight their research, 'Expert Women Series 2017' and includes a SAT member.

The SAT drives progress against the action plan for the institution as a whole. The group engages with, and advises, departmental SATs on their submissions and receives feedback on institutional matters from those SATs. The Equality and Diversity team has continued to support the Institutional SAT and Board, established departmental SATs and new SATs in their establishment.

Since our last submission, self-assessment teams have been established in the following Departments/Schools to begin the process of self-assessment for departmental awards:

- Science and the Environment
- Computing, Mathematics and Digital Technology
- Healthcare Sciences
- Engineering
- Psychology
- Nursing
- Health Professions
- Business
- Law
- Sociology

Staff consultation has been an important element of this self-assessment process and resulting action planning, including:

- Athena SWAN focus groups.
- Analysis of the Institutional Staff Survey results by diversity demographics.
- Views from departmental SATs on University wide policy relevant to Athena SWAN.

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<sup>2</sup> The census date for each year's data is December and represents data from the calendar year, rather than the academic year. Data is provided to the end of 2016.

Manchester Met having recently received a Gold level award in the Business Disability Forum's Disability Standard (DS) has shared good practice with UCL, and UCL are sharing their good practice with us in progressing Departmental and Institutional Athena SWAN plans. Recent improvements, driven by the Board and the SAT to address weaknesses emerging from the evidence and analysis (since the last successful submission) include:

Introduction of return to research fellowships	Introduced Athena SWAN focus groups to raise awareness and collect qualitative data.
Implementation of Unconscious Bias training for recruitment panel chairs, with a commitment to roll out further across the University.	Introduction of bridging funding to support the movement of researchers on short to medium-term contracts from one project to another.
Implementation of Gender Identity training for staff and managers.	Increased the gender diversity of University honourands through review of the honorary awards procedure.
Ensured the resources to create a new role of equalities business analyst.	Implemented reduction in output requirements for promotions for those researchers returning from a period of absence.

(viii) plans for the future of the self-assessment team

Following this Institutional submission, the SAT will continue to meet at least four times per year in order to:

- implement the new action plan and regularly report on progress against the actions
- review and further revise data collection methods for more effective self-assessment
- review annual data year on year to monitor progress
- follow up on focus group outcomes to provide longitudinal data
- progress and support self-assessment teams in non-STEMM (AHSSBL) departments
- review its membership annually to ensure it remains representative
- continue to work with the Board and University Diversity & Equal Opportunities Committee (DEOC) to embed the principles of Athena SWAN.

**Improvement in data analysis.**

Building on the appointment of a data analyst to examine University equality and diversity data, the Athena SWAN Board and SAT will continue to proactively monitor, and continue to refine equalities data relating to Athena SWAN activity. The SAT will continue to report into the Athena SWAN Board, and provide updates on all departmental Athena SWAN activity.

**Action 6.2:** Report progress annually against the Institutional action plan to the University Executive Group.

**4. A PICTURE OF THE INSTITUTION**

Recommended word count: Bronze: 2000 words (+500 additional = 2500) (ACTUAL 2370) | Silver: 3000 words

#### 4.1. Academic and research staff data

##### (i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

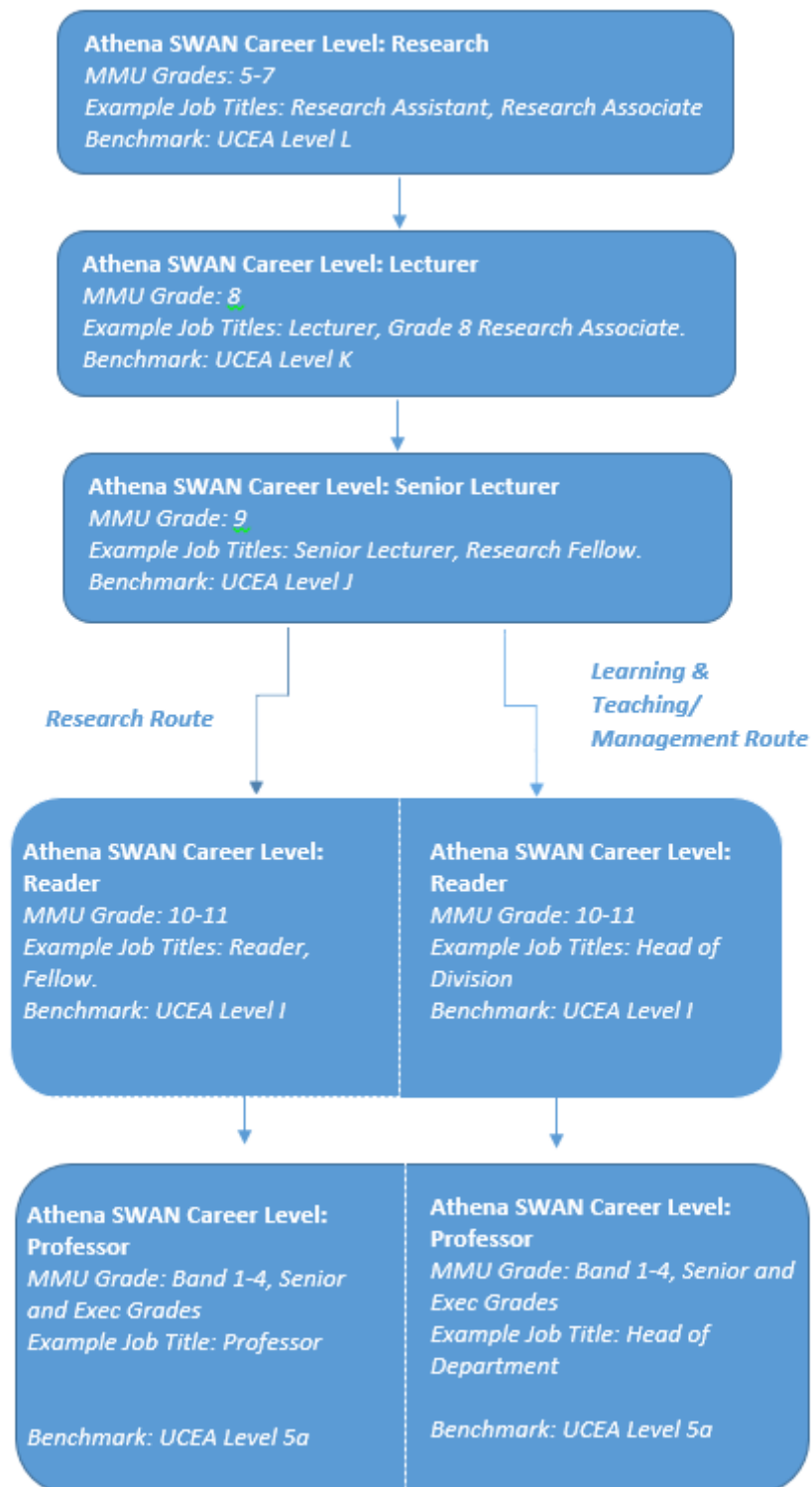
**Table 4.1 University Academic Pipeline terminology used mapped against Athena SWAN standard and UCEA Benchmark**

<i>Athena SWAN Career Level</i>	<i>Manchester Metropolitan University Grades/ Job Roles included</i>	<i>UK Benchmark</i>	
Researchers	Grades 5-7	UCEA Level L	
Lecturer	Grade 8	UCEA Level K	
Senior Lecturer	Grade 9	UCEA Level J	
	<i>Research Route</i>	<i>Learning &amp; Teaching /Management Route</i>	
Reader	Grades 10 and 11: E.g. Reader/ Senior Fellow	Grades 10 and 11: E.g. Head of Division, Principal Lecturer	UCEA Level I
Professor	Band 1-4, Senior and Exec Grades: E.g. Professor	Band 1-4, Senior and Exec Grades: E.g. Head of Department	UCEA Level 5a



**Figure 4.1 University Academic Pipeline**

There are broadly two routes for career progression for academic staff: the research route or the Learning and Teaching/Management (LT/M) route. The flow chart below shows both routes.



## **Professional Services – Administrative and Technical Support**

Administrative and technical support for teaching and learning, research and knowledge exchange is based locally within faculties, but is managed centrally by the Director of Student and Academic Services. This centralised structure promotes cross-team working, and sharing of resources and expertise. Five Heads of Faculty Student and Academic Services (Faculty SAS) for administration and a Head of Technical Services manage the locally based teams. The Director of Faculty SAS, four of the Heads of Faculty SAS, the Head of Technical Services and the Technical Service Development Manager are held by women.

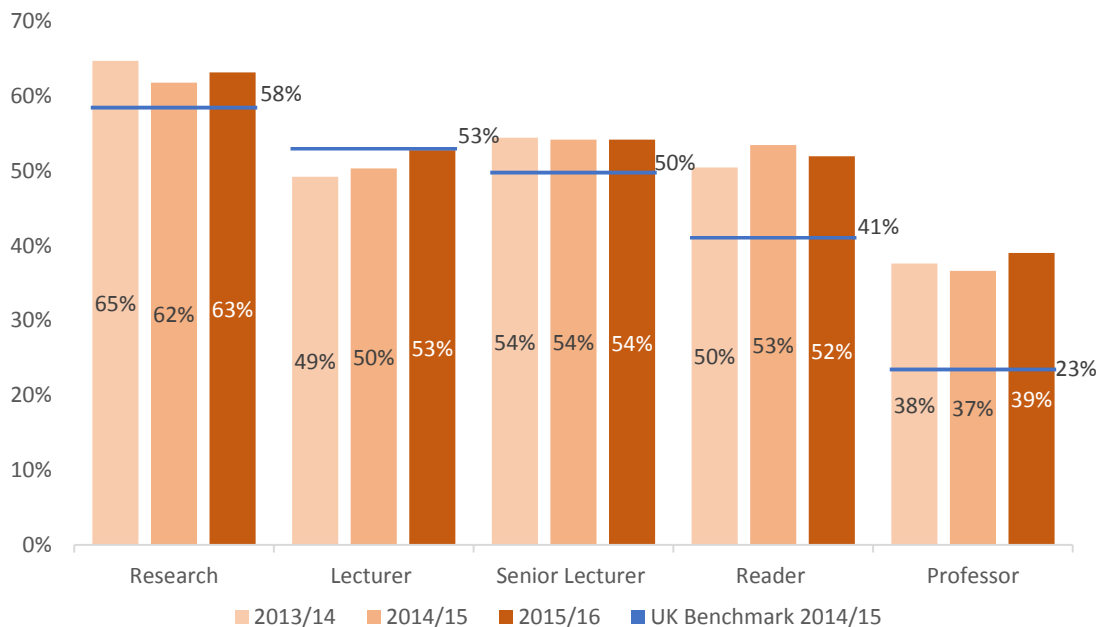
Through 2017-18 the Technical Services Development Manager will focus on the age and skills gap, and gender, as women currently represent 37% of the technical workforce. We aim to increase this to 50%, developing mechanisms to attract more women and better support those already in the profession.

The University is a signatory to “The Technician Commitment”, a sector-wide initiative led by the Science Council, supported by the Gatsby Foundation. The commitment will ensure visibility, recognition, career development and sustainability for technicians across all disciplines and a framework within which gender issues can be addressed. The new Head of Technical Services will be instrumental in raising awareness within Technical Services of initiatives such as the WISE Campaign and Promoting Women in STEMM.

**Table 4.2 University Academic Staff by Grade and Gender 2013/14-2015/16**

	2013/14			2014/15			2015/16			UK 14/15
	Female	Male	%F	Female	Male	%F	Female	Male	%F	% F
Researchers	22	12	65%	21	13	62%	24	14	63%	58%
Lecturer	91	94	49%	76	75	50%	96	86	53%	53%
Senior Lecturer	468	392	54%	409	346	54%	462	391	54%	50%
Reader or equivalent	115	113	50%	124	108	53%	134	124	52%	41%
Prof or equivalent	47	78	38%	48	83	37%	55	86	39%	23%
<b>Total</b>	<b>743</b>	<b>689</b>	<b>52%</b>	<b>678</b>	<b>625</b>	<b>52%</b>	<b>771</b>	<b>701</b>	<b>52%</b>	-

**Figure 4.2 Female percentage of all university academic staff by grade 2013/14 to 2015/16 with UK benchmark 2014/15 (Overall numbers)**



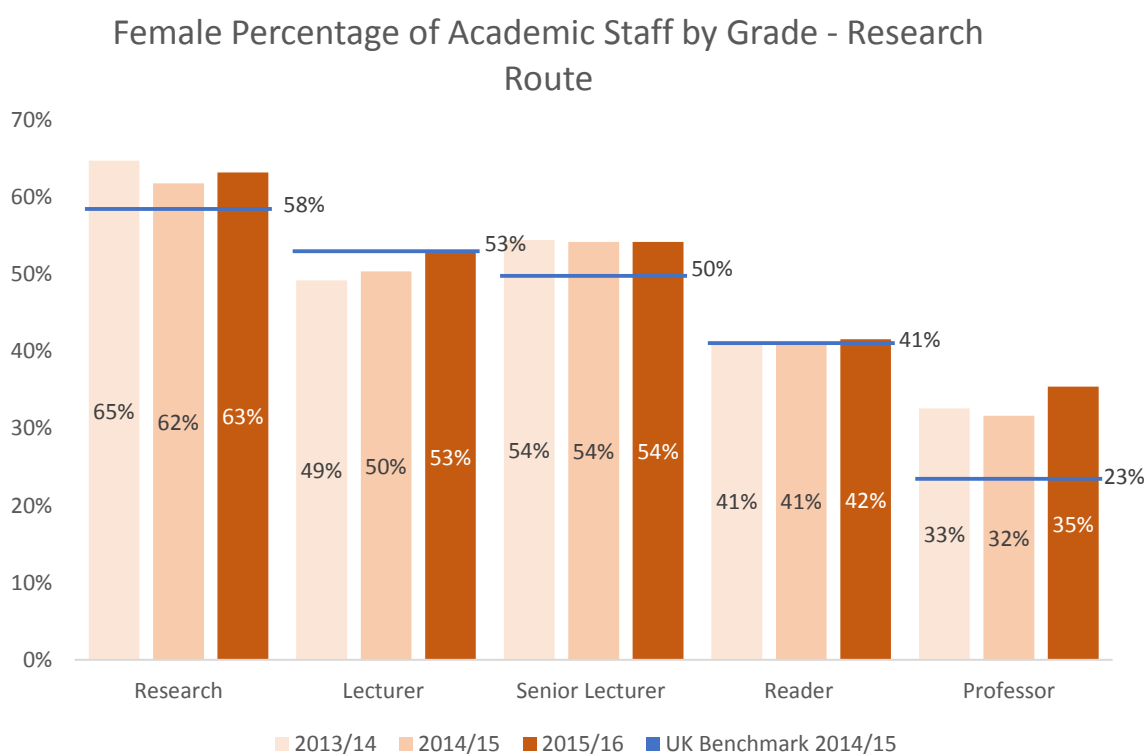
The proportion of women researchers has decreased slightly over the reporting period, but at 63% is still higher than the national average (although our numbers are very small). The proportion of women at lecturer level has increased slightly and is in line with the national average at 53%.

The proportion of women at S/L level has remained steady at 54% (the national average is 50%). The proportion of Readers has increased slightly (52%), above the national average of 41%. There has been a small increase in women in professorial and more senior roles, from 38% to 39%. Whilst higher than the UK average (23%), there is underrepresentation of women at this level compared to earlier in the career pipeline and we have investigated this further. We are pleased that the proportion of female Professors is above the national average, however, we recognise that the drop still exists between Reader and Professor. We will establish what has worked well for those women in the Professoriate, and provide further support to those seeking promotion. To help targeted action planning the SAT investigated whether there were material differences between the two promotion routes, as explained below.

**Table 4.3 All University Academic Staff by Grade and Gender 2013/14-2015/16**

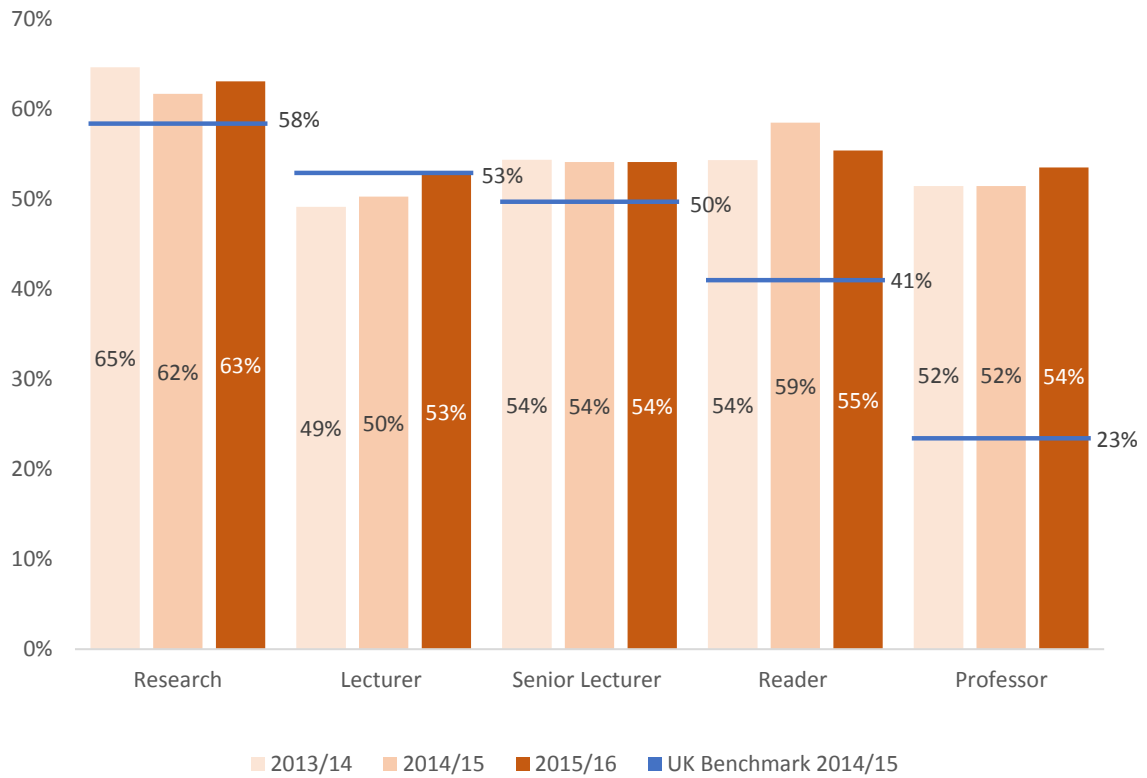
	2013/14			2014/15			2015/16			UK 2014/15
	Female	Male	% F	Female	Male	% F	Female	Male	% F	% F
Researchers	22	12	65%	21	13	62%	24	14	63%	58%
Lecturer	91	94	49%	76	75	50%	96	86	53%	53%
Senior Lecturer	468	392	54%	409	346	54%	462	391	54%	50%
Reader (total)	115	113	50%	124	108	53%	134	124	52%	41%
<i>Research</i>	28	40	41%	28	40	41%	27	38	42%	
<i>Learning &amp; Teaching/Management</i>	87	73	54%	96	68	59%	107	86	55%	
Professor (total)	47	78	38%	48	83	37%	55	86	39%	23%
<i>Research</i>	30	62	33%	31	67	32%	40	73	35%	
<i>Learning &amp; Teaching/Management</i>	17	16	52%	17	16	52%	15	13	54%	
<b>Total</b>	<b>743</b>	<b>689</b>	<b>52%</b>	<b>678</b>	<b>625</b>	<b>52%</b>	<b>771</b>	<b>701</b>	<b>52%</b>	-

**Figure 4.3 Female percentage of academic staff 2013/14 to 2015/16 with UK Benchmark 2014/15. Research route.**

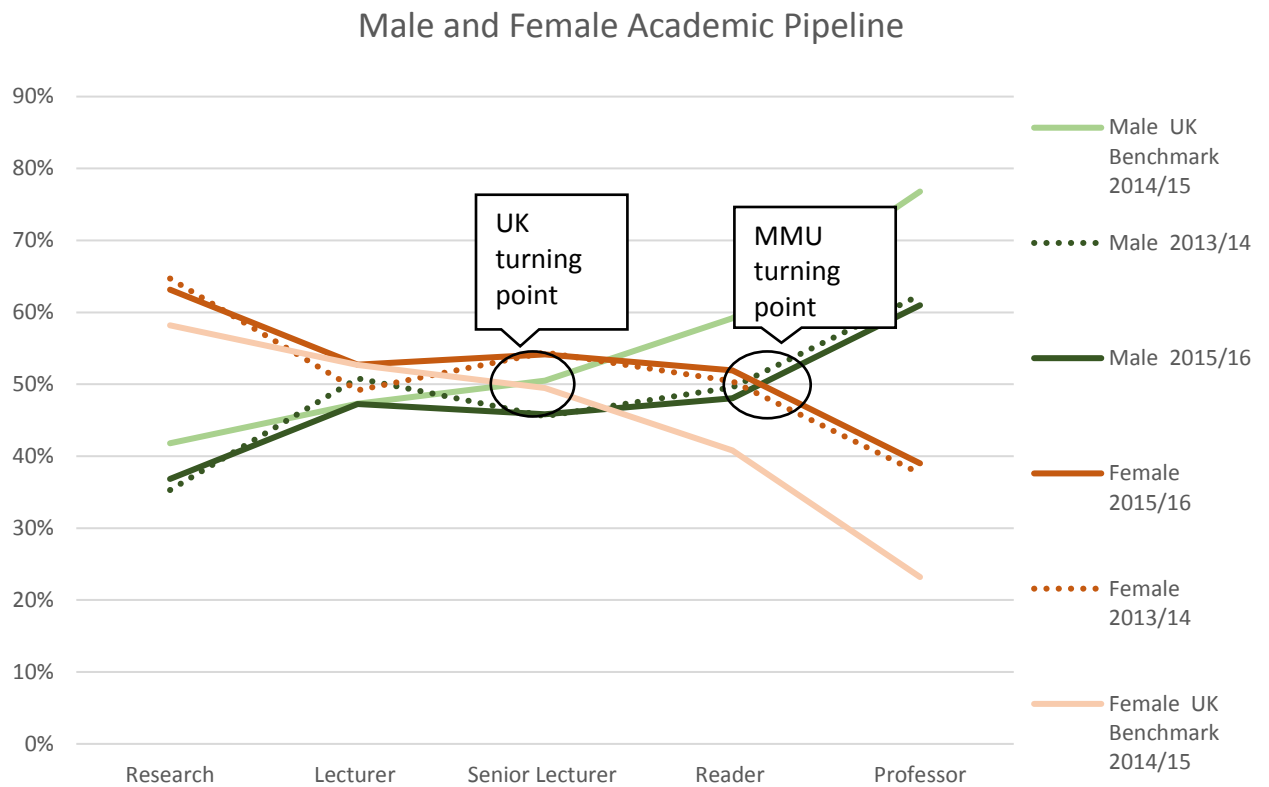


**Figure 4.4 Percentage of female academic staff 2013/14 to 2015/16 with UK benchmark 2014/15. Management Route**

Female Percentage of Academic Staff by Grade - Learning & Teaching/Management Route



**Figure 4.5 MMU Academic Pipeline by Gender 2015/16 compared to 2012/13 and national benchmark (2014/15)**



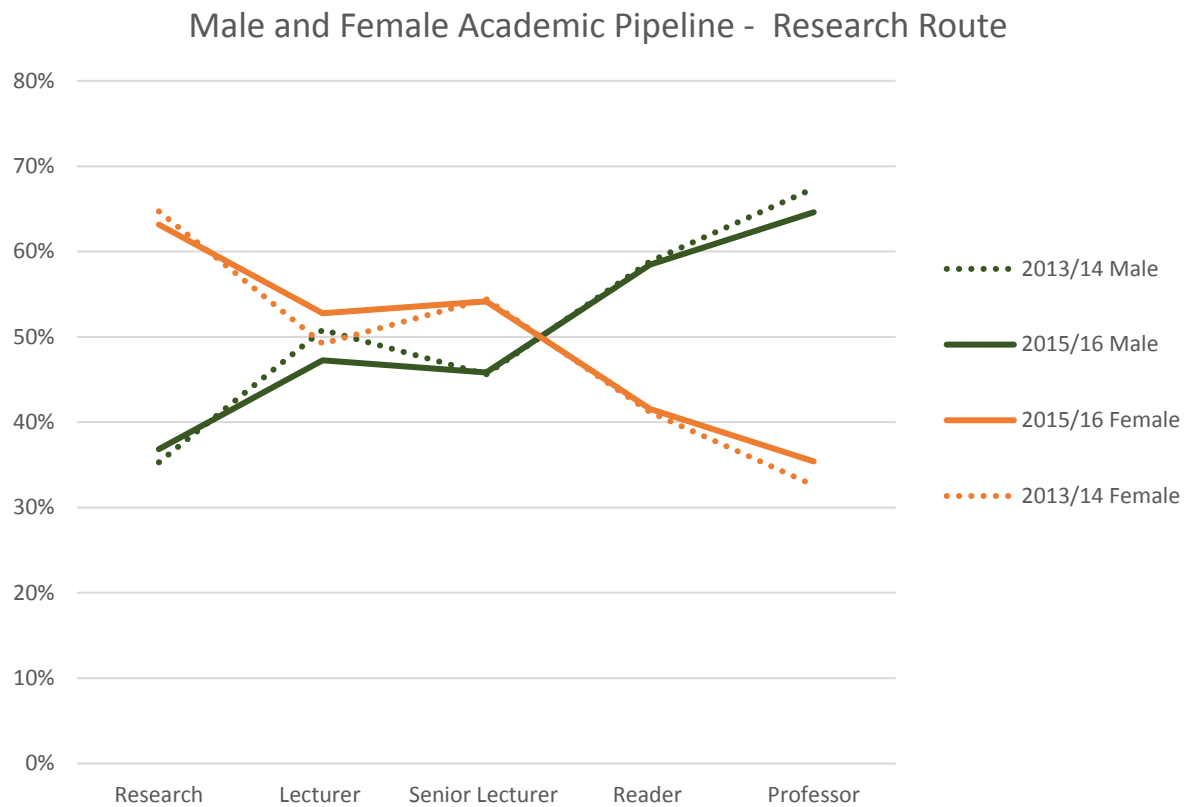
The line graphs (Fig 4.5 to 4.7 and 4.10 to 4.12) show the turning point at which women become under-represented. From lecturer to reader-level the proportion of male and female academic staff at MMU remains roughly equal (with a female proportion higher than the UK benchmark).

At the professorial level<sup>3</sup>, women become significantly underrepresented (40/60). However, compared to the UK benchmark, the proportion of women at professorial level and above is higher.

Chart 4.5 illustrates that the point where female staff become underrepresented is the transition from Reader to Professor. Whilst the illustrations below show how this differs between the research and learning & teaching/management (LT/M) routes our focus groups suggested that this analysis lacked granularity, and a need to action differently for the two routes, illustrated by the data below.

<sup>3</sup> Manchester Met. BAND 1-3, Senior, and Exec grades

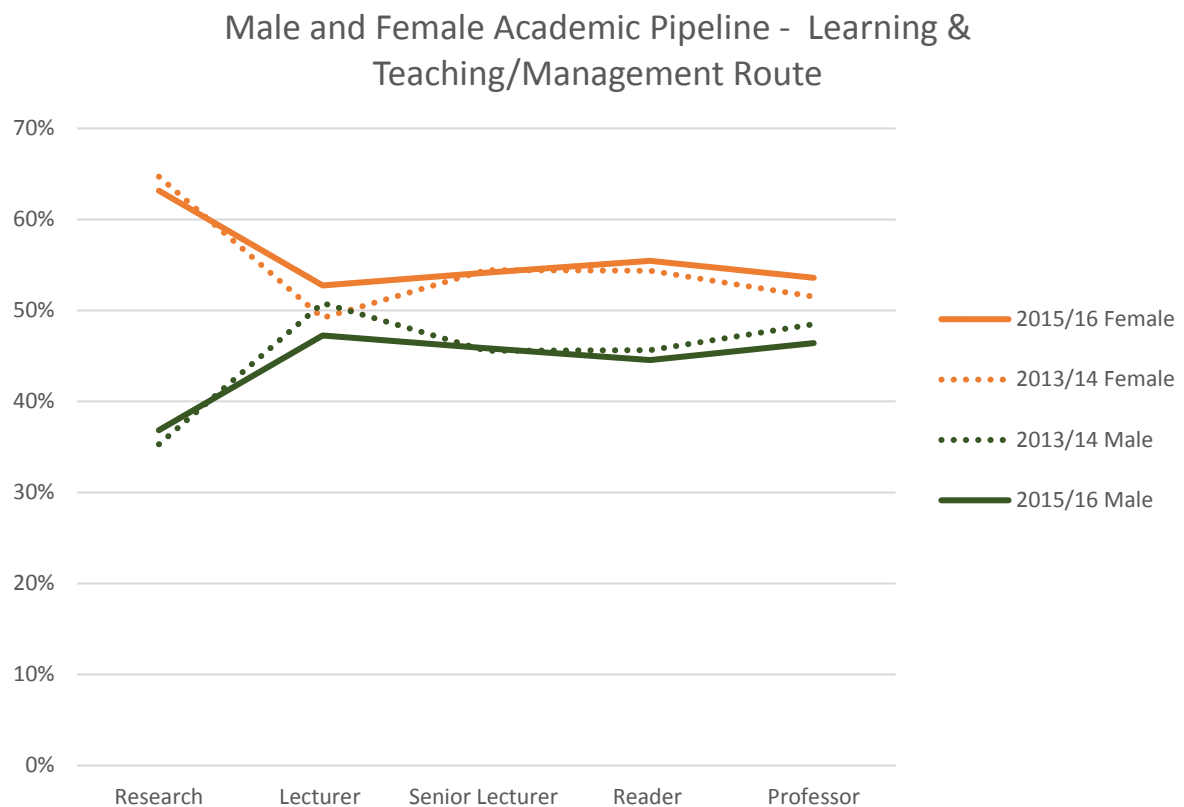
**Figure 4.6 Research Route: Academic Pipeline by Gender 2015/16 compared to 2012/13**



Through the research route, the proportion of female staff falls sharply at the S/L -> Reader transition, (54% to 42%), and drops to 35% at Professoriate. This pattern has not shifted significantly between 2013/14 and 2015/16 representing a key point for action.

Recognising the key turning point, from S/L, will allow the University to specifically target interventions at this point and we will action plan where appropriate.

**Figure 4.7 Management Route: Academic Pipeline by Gender 2015/16 compared to 2012/13**



A different picture emerges for the LT/M route where the proportion of women remains consistently higher than the proportion of men at senior levels. There has been a slight increase in women at professor equivalent level between 2013/14 and 2015/16. There are 55% women at the Reader level (roles such as Principal Lecturers and Division Heads) and 54% women at the Professor level (Head of Department or similar). We will continue to utilise their experiences in evaluating what further improvements can be made.

Our focus groups partly attributed this progress to differences in the promotion process. LT/M positions are advertised internally and the recruitment process improved to reduce gender bias e.g. gender balance in interview panel composition, and unconscious bias training for panel chairs. Research promotions are attributed to individual members of staff based on their output. Recognising the benefit that activities to promote gender equality have had in the recruitment processes at the University, the same activities will be implemented for those who undertake promotion activities.

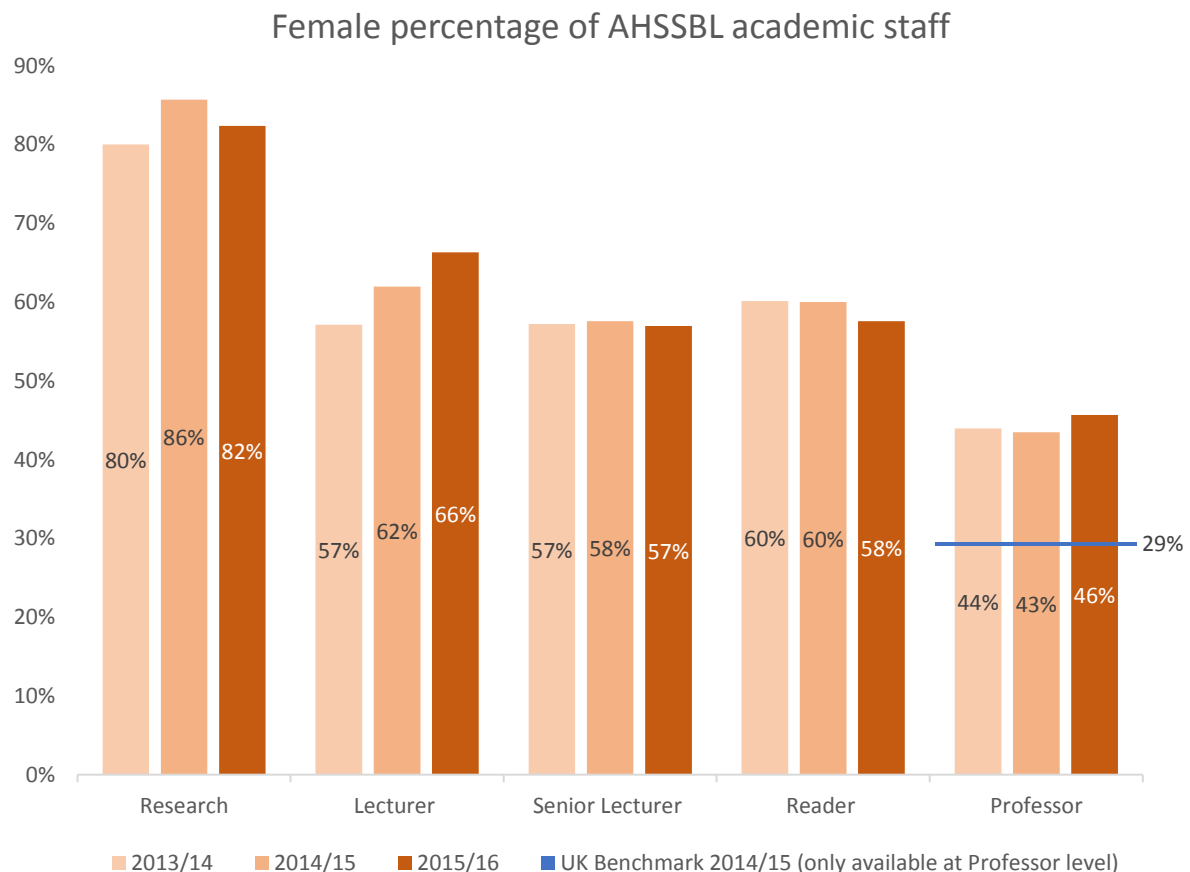


## AHSSBL Academic Pipeline

**Table 4.4 AHSSBL Academic Staff by Grade and Gender 2013/14-2015/16**

	2013/14			2014/15			2015/16			Bench - mark <sup>4</sup> % F
	Female	Male	% F	Female	Male	%F	Female	Male	%F	
Research	12	<5	80%	12	<5	86%	14	<5	82%	-
Lecturer	52	39	57%	44	27	62%	65	33	66%	-
Senior Lecturer	338	253	57%	289	213	58%	336	254	57%	-
Reader	86	57	60%	90	60	60%	95	70	58%	-
Professor	29	37	44%	30	39	43%	37	44	46%	29.0%
<b>Total</b>	<b>517</b>	<b>389</b>	<b>57%</b>	<b>465</b>	<b>341</b>	<b>58%</b>	<b>547</b>	<b>404</b>	<b>58%</b>	-

**Figure 4.8 Female percentage of AHSSBL Academic staff 2013/14 to 2015/16 with UK professorial benchmark 2014/15**



The proportion of female AHSSBL researcher staff is very high at 82%. While this proportion has varied a little over the three-year period, the variation is due to the small number of staff at this level (Grades 5-7).

<sup>4</sup> Benchmark: UK Non-SET professors, 2014/15.

The proportion of female lecturers in AHSSBL subjects has increased year on year, to 66% in 2015/16, however the proportion of female senior lecturers remains at 57% in 2015/16.

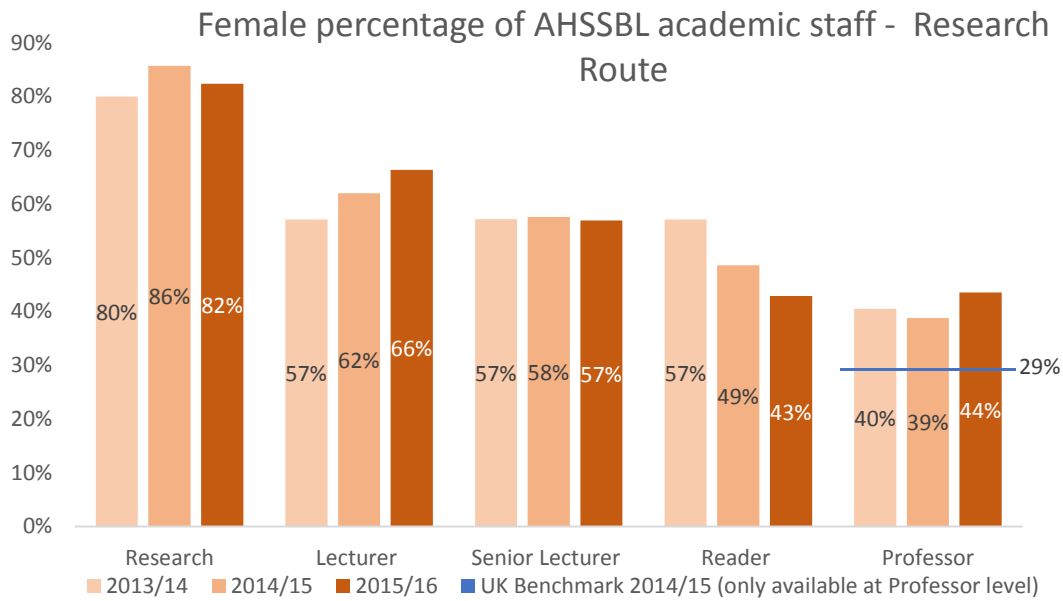
The proportion of female staff at reader level has decreased over the three-year period to 58%.

At professor level and above, there has been a slight increase in the number of female staff: from 44% in 2013/14 to 46% in 2015/16. This is an underrepresentation in comparison to the 58% of all AHSSBL staff being female, but is a much higher proportion than the 29% Benchmark. A turning point analysis was conducted in order to inform action planning.

**Table 4.5 AHSSBL Academic Staff by Grade and Gender 2013/14-2015/16, with UK non-SET professorial benchmark (2014/15)**

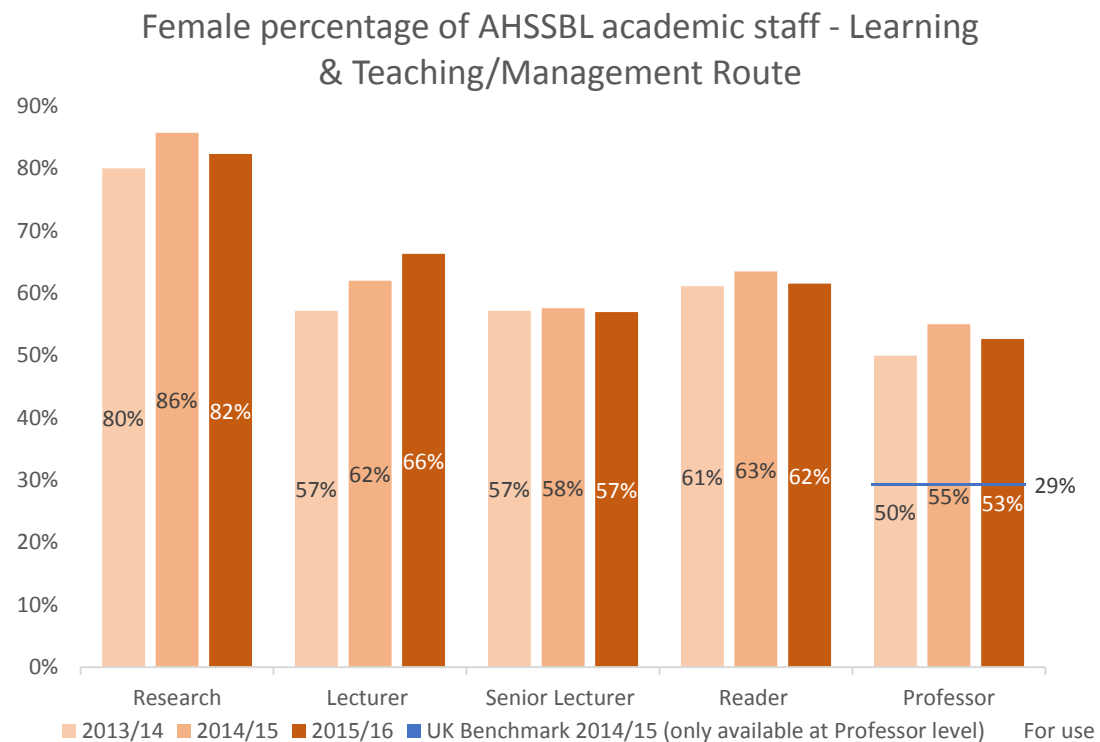
	2013/14			2014/15			2015/16			Bench mark
	Female	Male	% F	Female	Male	%F	Female	Male	%F	% F
Researcher	12	<5	80%	12	<5	86%	14	<5	82%	-
Lecturer	52	39	57%	44	27	62%	65	33	66%	-
Senior Lecturer	338	253	57%	289	213	58%	336	254	57%	-
Reader	86	57	60%	90	60	60%	95	70	58%	-
<i>Research Route</i>	<i>20</i>	<i>15</i>	<i>57%</i>	<i>17</i>	<i>18</i>	<i>49%</i>	<i>15</i>	<i>20</i>	<i>43%</i>	
<i>Learning &amp; Teaching/Management Route</i>	<i>66</i>	<i>42</i>	<i>61%</i>	<i>73</i>	<i>42</i>	<i>63%</i>	<i>80</i>	<i>50</i>	<i>62%</i>	
Professor	29	37	44%	30	39	43%	37	44	46%	29.0%
<i>Research route</i>	<i>17</i>	<i>25</i>	<i>40%</i>	<i>19</i>	<i>30</i>	<i>39%</i>	<i>27</i>	<i>35</i>	<i>44%</i>	
<i>Learning &amp; Teaching/Management Route</i>	<i>12</i>	<i>12</i>	<i>50%</i>	<i>11</i>	<i>9</i>	<i>55%</i>	<i>10</i>	<i>9</i>	<i>53%</i>	
<b>Total</b>	<b>517</b>	<b>389</b>	<b>57%</b>	<b>465</b>	<b>341</b>	<b>58%</b>	<b>547</b>	<b>404</b>	<b>58%</b>	-

**Figure 4.9 Research Route: Female percentage of AHSSBL Academic staff at the university 2013/14 to 2015/16, with UK non-SET professorial benchmark 2014/15**



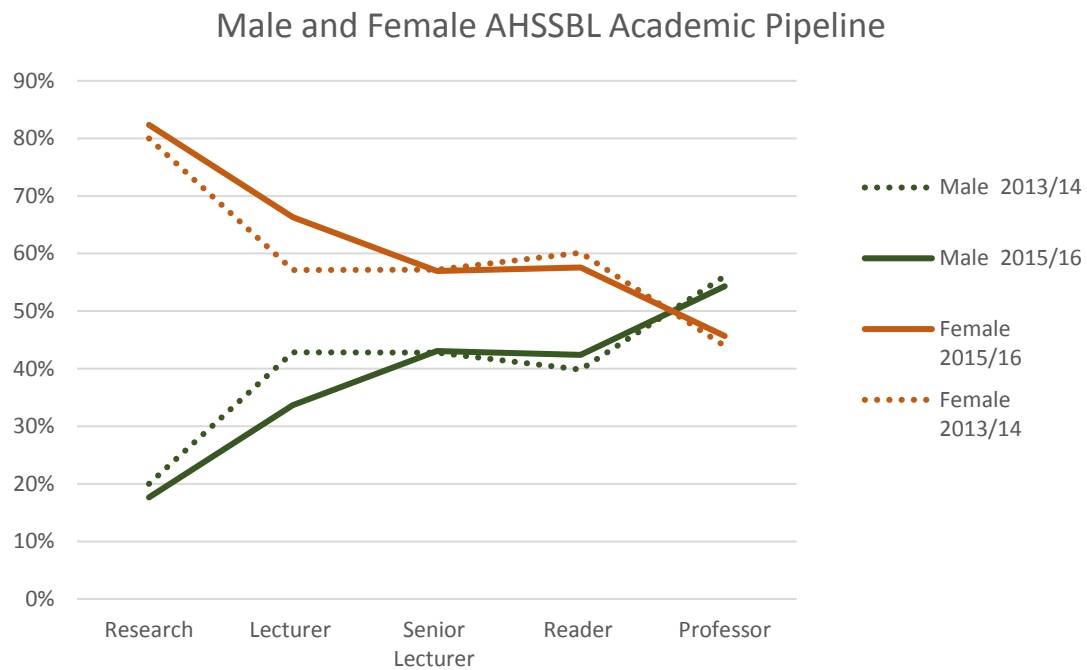
Between 2013/14 and 2015/16 the proportion of female research route staff at reader level has fallen from 57% to 43% , however the professorial staff have increased, due to some success in promotions from reader to professor.

**Figure 4.10 Management Route: Female percentage of AHSSBL academic staff at the university 2013/14 to 2015/16, with UK non-SET professorial benchmark 2014/15**



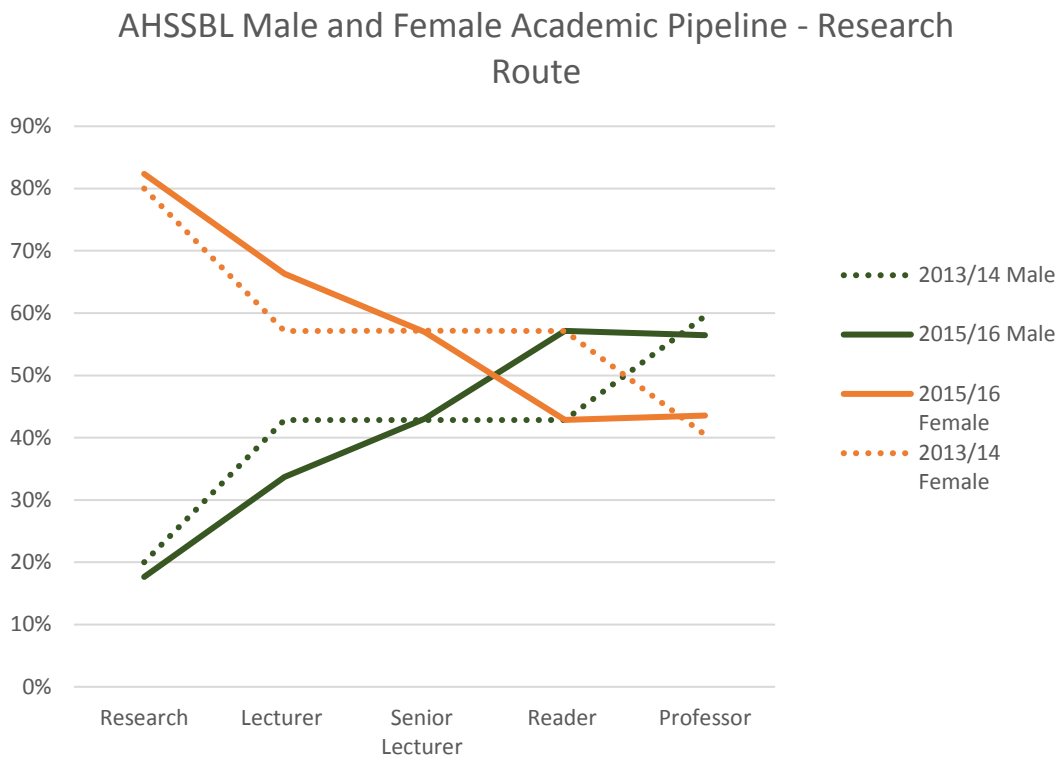
Within the LT/M route, the proportion of female staff increases at reader equivalent level and falls only slightly at the Professor equivalent level, to 53%.

**Figure 4.10a AHSSBL Academic Pipeline by Gender: 2015/16 compared to 2013/14**



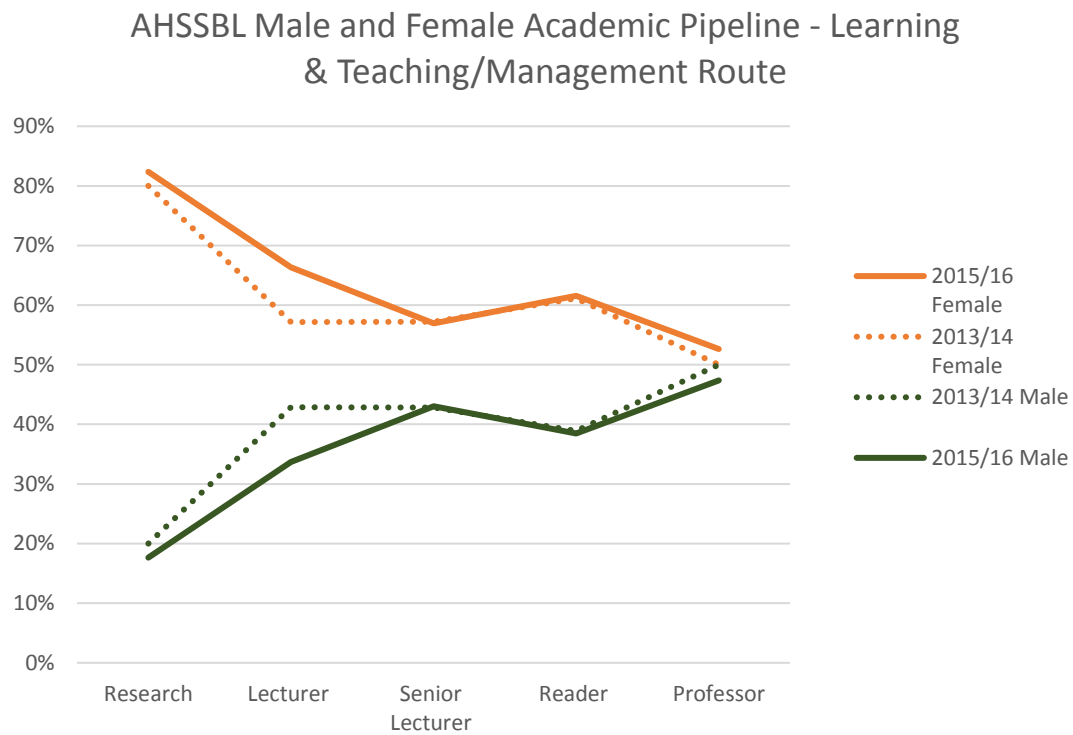
There is a significant underrepresentation of men at the researcher and lecturer levels within AHSSBL that appears to be growing. A slight narrowing of the gap since 2013/14 indicates more work is needed. In discussing this data the SAT recognised that there is a lack of understanding of (a) the reasons behind the gap at early career level and (b) the sharp narrowing at SL level and above. The actions developed at University level to address the crossover are appropriate, but additional work in developing understanding of early gap is planned.

**Figure 4.11 Research Route: AHSSBL Academic Pipeline by Gender 2015/16 compared to 2012/13**



For the Research route, the proportion of women falls at the senior lecturer to reader transition point: a change since 2013/14, when the point at which women become under-represented was later in the pipeline, at the reader to professor transition. It is clear that the actions will be particularly relevant and important for staff seeking promotion through the research route.

**Figure 4.12 Management Route: AHSSBL Academic Pipeline by Gender 2015/16 compared to 2012/13**



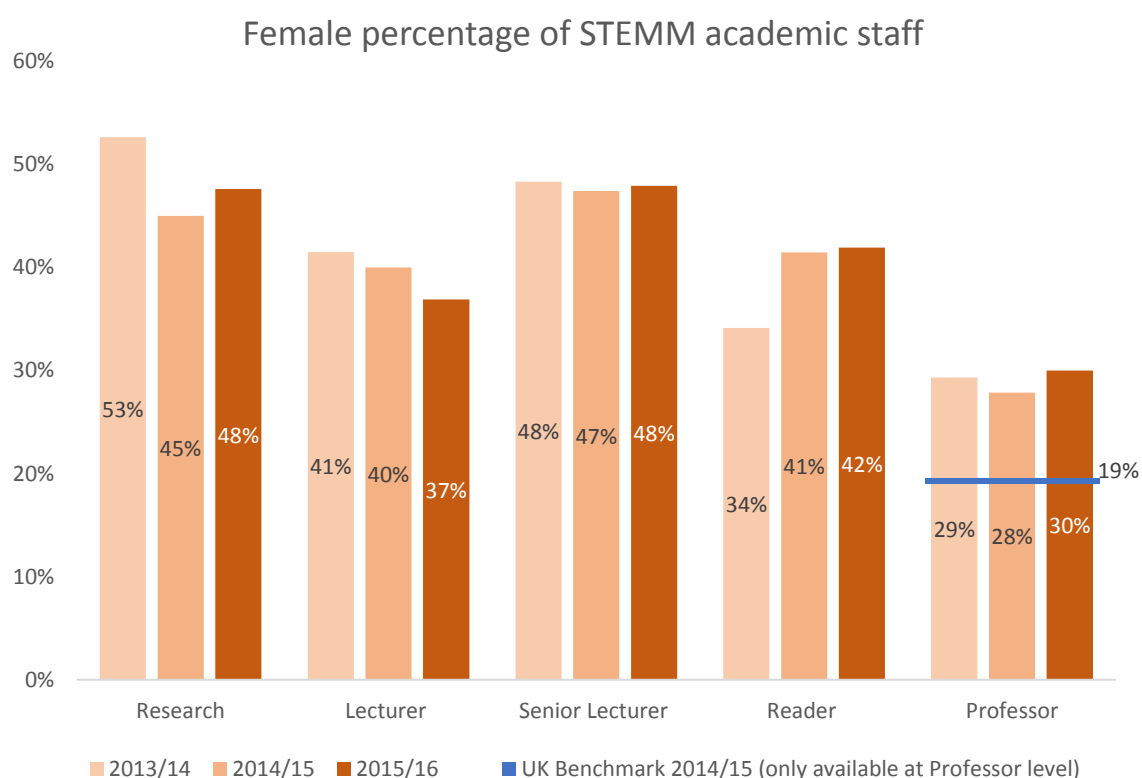
For the LT/M route, women outnumber men at all grades, with the gap narrowest at professor equivalent level. The actions planned to develop a better understanding of the overall shape, which includes lower proportions of male staff entering the pipeline: 18% at research level, 33% at lecturer level, have therefore been highlighted as relevant by the SAT.

## STEMM Academic Pipeline

**Table 4.6 STEMM Academic Staff by Grade and Gender 2013/14-2015/16, with UK SET professorial benchmark (2014/15)**

	2013/14			2014/15			2015/16			Benchmark
	Female	Male	% F	Female	Male	% F	Female	Male	% F	% F
Research	10	9	53%	9	11	45%	10	11	48%	-
Lecturer	39	55	41%	32	48	40%	31	53	37%	-
Senior Lecturer	130	139	48%	120	133	47%	126	137	48%	-
Reader	29	56	34%	34	48	41%	39	54	42%	-
Professor	17	41	29%	17	44	28%	18	42	30%	19%
<b>Total</b>	<b>225</b>	<b>300</b>	<b>43%</b>	<b>212</b>	<b>284</b>	<b>43%</b>	<b>224</b>	<b>297</b>	<b>43%</b>	-

**Figure 4.13 Percentage of female STEMM Academic staff 2013/14 to 2015/16 with the UK SET professorial benchmark (2014/15)**



At researcher level (Grades 5-7), the proportion of women remained equivalent to men.

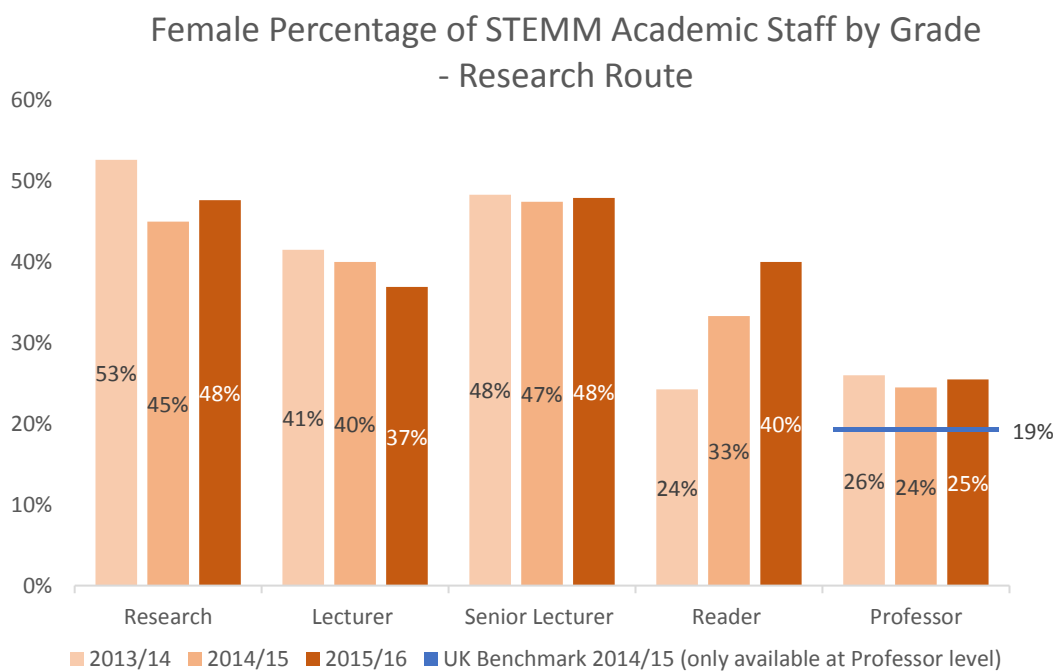
At lecturer level, the proportion of women has declined, while at senior lecturer level it has remained steady. The rise in the proportion of women at reader level is noted. Whilst the proportion of women professors is significantly higher than the UK Benchmark, it has barely changed over the three years.

The falling proportion of female staff at lecturer level indicates a possible issue at the initial recruitment of female staff into STEMM academia, except in health professions which has a higher proportion of women and where recruitment of staff directly to senior lecturer is now the norm.

**Table 4.7 STEMM Academic Staff by Grade and Gender 2013/14-2015/16 with promotion through research or management route**

	2013/14			2014/15			2015/16			Bench mark <sup>5</sup>
	Female	Male	%F	Female	Male	%F	Female	Male	%F	%F
Research	10	9	53%	9	11	45%	10	11	48%	-
Lecturer	39	55	41%	32	48	40%	31	53	37%	-
Senior Lecturer	130	139	48%	120	133	47%	126	137	48%	-
Reader	29	56	34%	34	48	41%	39	54	42%	-
<i>Research Route</i>	<i>8</i>	<i>25</i>	<i>24%</i>	<i>11</i>	<i>22</i>	<i>33%</i>	<i>12</i>	<i>18</i>	<i>40%</i>	
<i>Management Route</i>	<i>21</i>	<i>31</i>	<i>40%</i>	<i>23</i>	<i>26</i>	<i>47%</i>	<i>27</i>	<i>36</i>	<i>43%</i>	
Professor	17	41	29%	17	44	28%	18	42	30%	19%
<i>Research Route</i>	<i>13</i>	<i>37</i>	<i>26%</i>	<i>12</i>	<i>37</i>	<i>24%</i>	<i>13</i>	<i>38</i>	<i>25%</i>	
<i>Management Route</i>	<i>&lt;5</i>	<i>&lt;5</i>	<i>50%</i>	<i>5</i>	<i>7</i>	<i>42%</i>	<i>5</i>	<i>&lt;5</i>	<i>56%</i>	
<b>Total</b>	<b>225</b>	<b>300</b>	<b>43%</b>	<b>212</b>	<b>284</b>	<b>43%</b>	<b>224</b>	<b>297</b>	<b>43%</b>	-

**Figure 4.14 Research Route: female percentage of female STEMM academic staff 2013/14 to 2015/16, with UK professorial benchmark 2014/15**

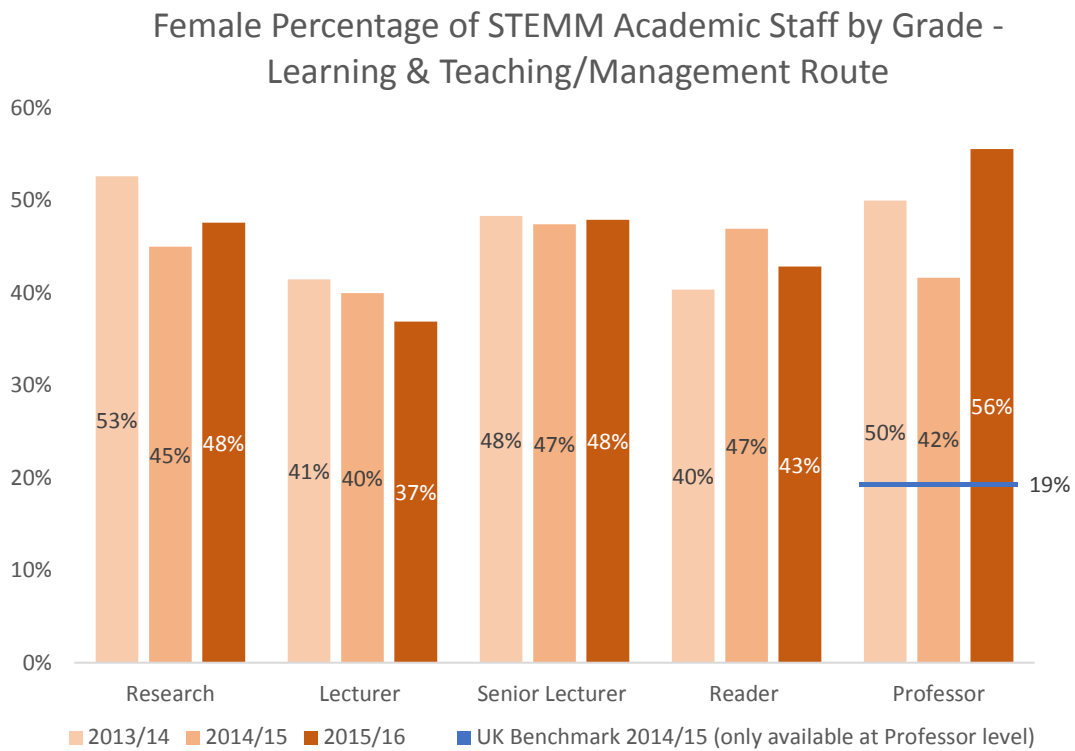


For the STEMM research route, there has been a significant increase in the proportion of women at reader level; whilst the proportion of women at professorial level is higher than the UK benchmark, it remains disproportionately low at 25%.

<sup>5</sup> Benchmark: UK SET professors, 2014/15.

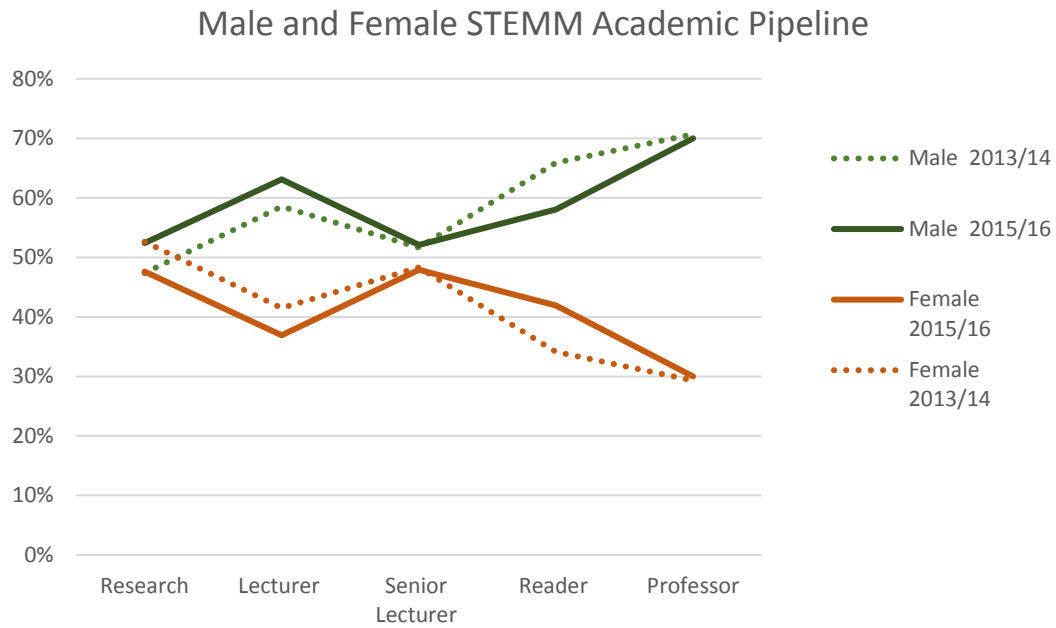


**Figure 4.15 Management Route: female percentage of STEMM Academic staff 2013/14 to 2015/16, with UK non-SET professorial benchmark 2014/15**



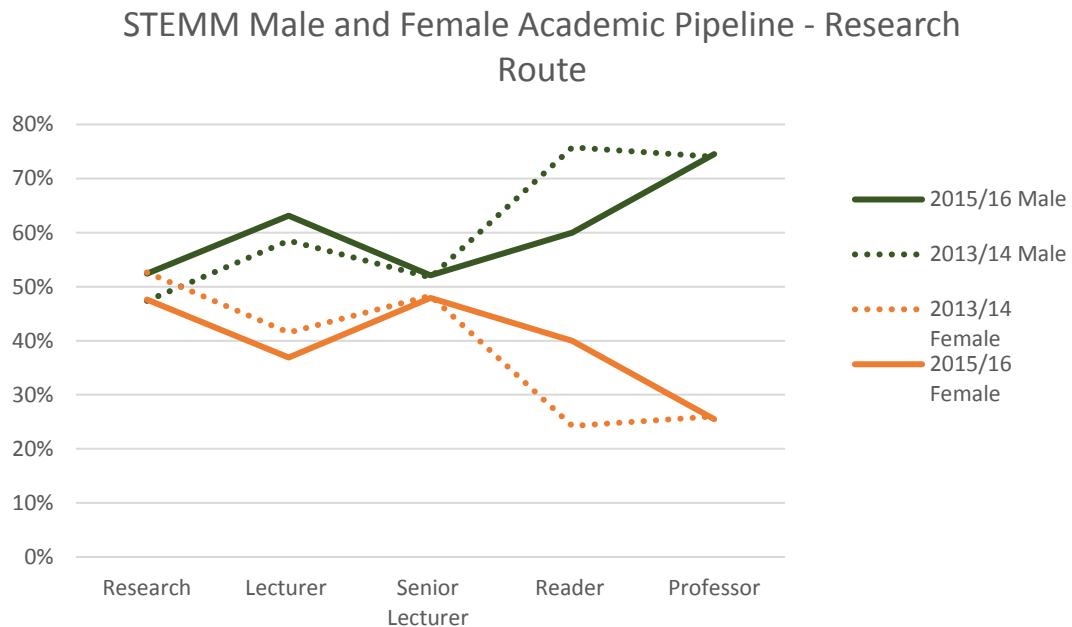
The proportion of women remains much higher throughout the pipeline, particularly at professorial equivalent level where currently 56% of staff are female. As previously, this was examined in more detail by the SAT through a turning point analysis.

**Figure 4.16 STEM Academic Pipeline by Gender 2015/16 compared to 2013/14**



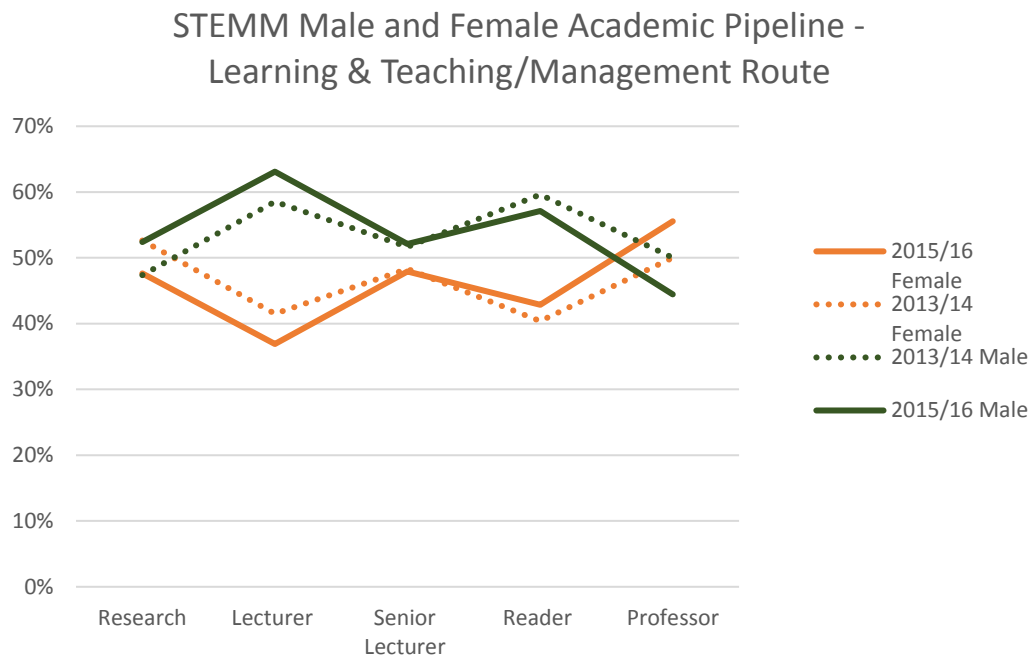
In STEM disciplines, progress has been made in the proportion of female Readers. However, the gap between men and women at professorial level remains. Recognising the turning point allows us to target actions to rectify this (Actions 2.4, 2.8, 2.12).

**Figure 4.17 Research Route: STEM Academic Pipeline by Gender 2015/16 compared to 2013/14**



For the STEM research route, the transition from Reader to Professor has improved but the gender gap remains at professorial level. We will specifically target interventions at the Reader to Professor level in order to rectify this.

**Figure 4.18 Management Route: STEMM Academic Pipeline by Gender 2015/16 compared to 2013/14**



The STEMM LT/M route shows a slight decline in the proportion of female staff at reader compared to senior lecturer level, and a high proportion of female staff at the professorial level. Progress has been made by women leaders through this route and we will utilise their experiences to determine further improvements.

Key Findings	Actions
In both STEMM and AHSSBL departments women are under-represented at senior levels in the research route.	<b>Action 2.4</b> Develop mechanism for identifying and supporting women candidates for senior academic appointments.
Within AHSSBL, the key turning point where women become underrepresented in the research route is at the transition between Senior Lecturer to Reader.	<b>Action 2.6</b> Develop and deliver “Progression” workshops and target participation by women senior lecturers.
Good progress has been made in STEMM increasing the proportion of female staff at Reader level. This needs to be continued and extended to the transition from Reader to Professor.	<b>Action 2.8</b> Design and deliver open sessions for women on the Professoriate appointment and promotion process, utilising recently appointed/promoted women as role models (with particular focus on STEMM).
There are low and decreasing proportions of female staff at Lecturer level in STEMM.	<b>Action 2.12</b> Examine leavers, promotions and recruitment data to identify reasons and appropriate actions (see section 4(iv), 5 (i), 5(iii))

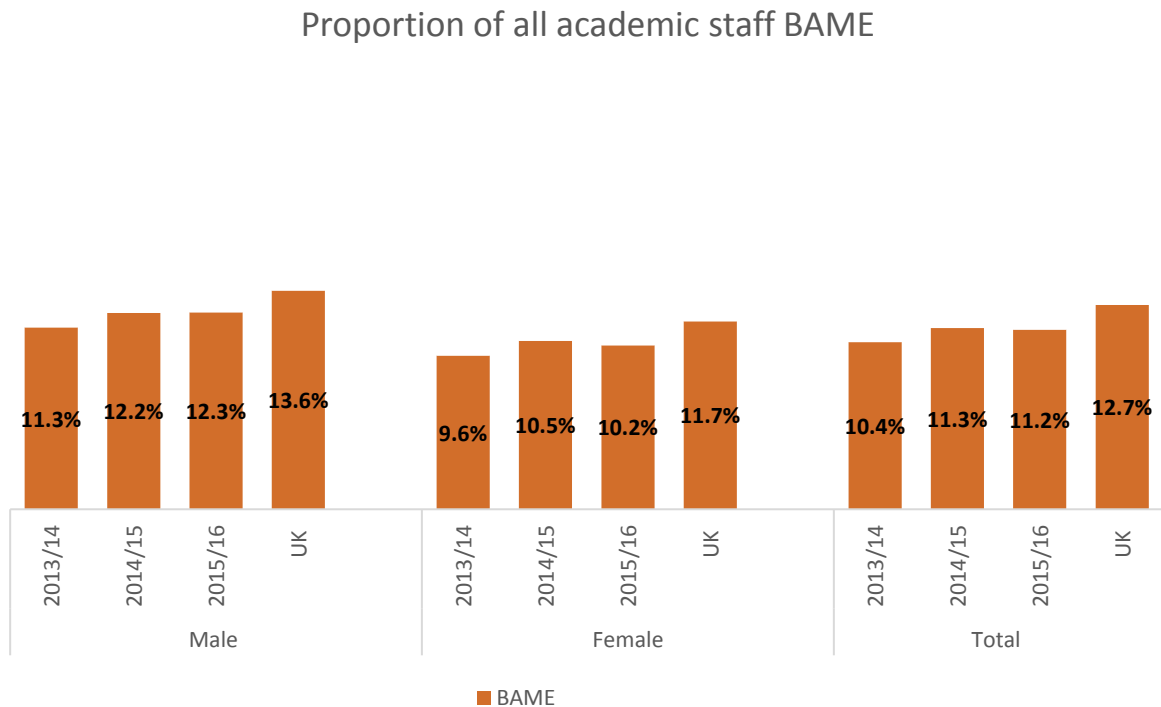
Proportion of female professors above the sector average.	<b>Action 1.6:</b> Engage with successful females of the Professoriate to establish those Athena SWAN activities that have helped remove barriers, and which initiatives have been less successful.
Recognising key turning points where women become underrepresented in either route, in any discipline.	<b>Action 2.11</b> Target mentoring and coaching opportunities for those women at these key turning points identified in the data.
Differential outcomes within the Research route compared to the Learning & Teaching/Management route.	<b>Action 2.12:</b> Implement unconscious bias training for all staff undertaking promotions activities.

## Intersectionality

**Table 4.8 Total Academic Staff by Gender and Ethnicity 2013/14 to 2015/16 with 2015/16 UK Benchmark**

		BAME		UNKNOWN		WHITE	
		No.	%	No.	%	No.	%
2013/14	Female	71	9.6%	21	2.8%	651	87.6%
	Male	78	11.3%	28	4.1%	583	84.6%
	Total	149	10.4%	49	3.4%	1234	86.2%
2014/15	Female	71	10.5%	17	2.5%	590	87.0%
	Male	76	12.2%	24	3.8%	525	84.0%
	Total	147	11.3%	41	3.1%	1115	85.6%
2015/16	Female	79	10.2%	21	2.7%	674	87.1%
	Male	86	12.3%	29	4.1%	586	83.6%
	Total	165	11.2%	50	3.4%	1260	85.4%
UK Benchmark 2015/16	Female	17,372	11.7%	180,037	12.2%	113,010	76.1%
	Male	22,635	13.6%	21,597	13.0%	122,091	73.4%
	Total	40,007	12.7%	39,634	12.6%	235,101	74.7%

**Figure 4.19 BAME Academic Staff by Gender and Ethnicity 2013/14 to 2015/16 with 2015/16 UK Benchmark<sup>6</sup>**



The University has a small population of BAME (Black, Asian and Minority Ethnic) academic staff (11.2%), lower than the UK average (12.7%). The proportion of BAME academic men and women

<sup>6</sup> Equality in higher education: staff statistical report 2016

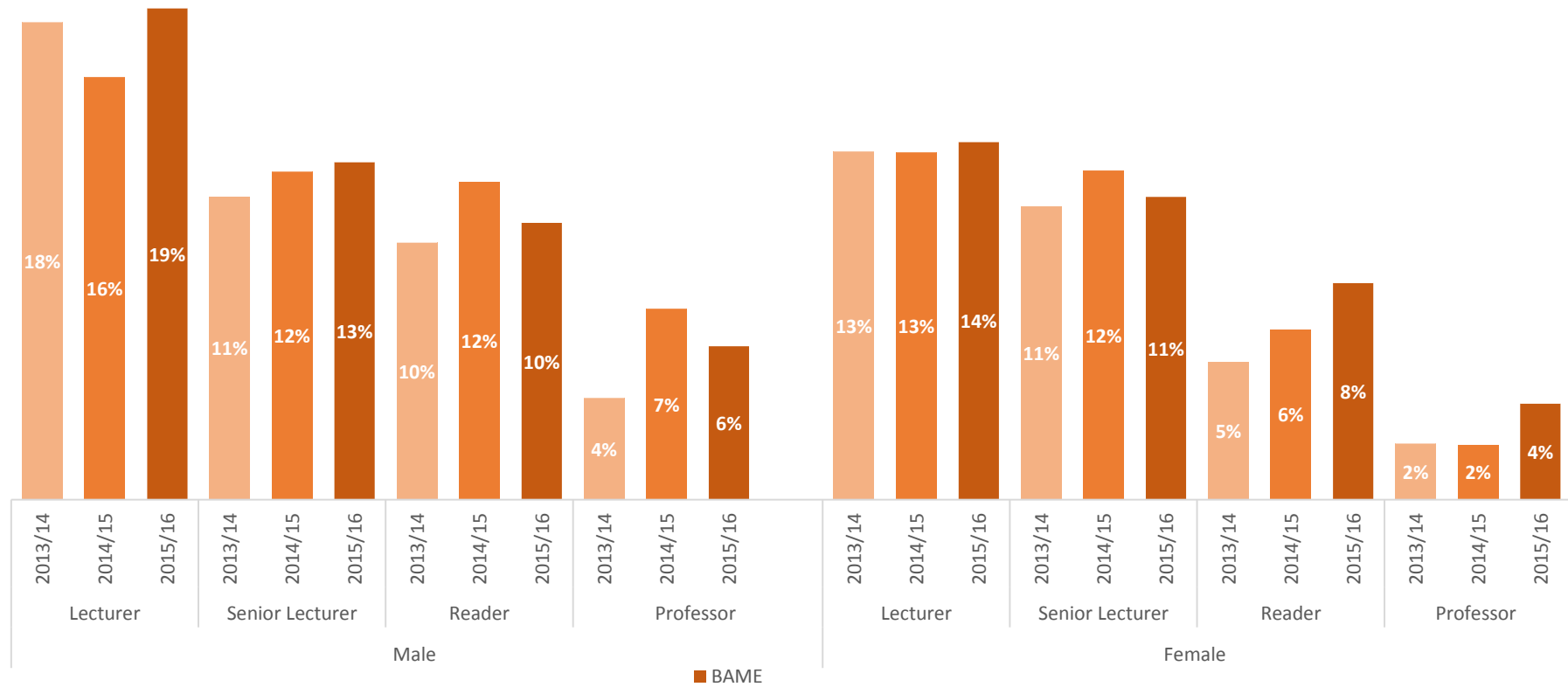
has increased between 2013/14 and 2015/16. Similar to the UK picture, BAME academic women are underrepresented compared to BAME academic men.

**Table 4.9 University Academic Staff by Grade, Gender and Ethnicity 2013/14 to 2015/16**

		2013/14				2014/15				2015/16			
		Female		Male		Female		Male		Female		Male	
<b>Research</b>	<b>BAME</b>		<b>0.0%</b>	<b>&lt;5</b>	<b>16.7%</b>	<b>&lt;5</b>	<b>4.8%</b>	<b>&lt;5</b>	<b>15.4%</b>		<b>0.0%</b>	<b>&lt;5</b>	<b>14.3%</b>
	Unknown	<5	13.6%	<5	25.0%	<5	9.5%	<5	7.7%	<5	8.3%	<5	14.3%
	White	19	86.4%	7	58.3%	18	85.7%	10	76.9%	22	91.7%	10	71.4%
<b>Lecturer</b>	<b>BAME</b>	<b>12</b>	<b>13.2%</b>	<b>17</b>	<b>18.1%</b>	<b>10</b>	<b>13.2%</b>	<b>12</b>	<b>16.0%</b>	<b>13</b>	<b>13.5%</b>	<b>16</b>	<b>18.6%</b>
	Unknown	<5	2.2%	5	5.3%	<5	2.6%	<5	2.7%	5	5.2%	<5	3.5%
	White	77	84.6%	72	76.6%	64	84.2%	61	81.3%	78	81.3%	67	77.9%
<b>Senior Lecturer</b>	<b>BAME</b>	<b>52</b>	<b>11.1%</b>	<b>45</b>	<b>11.5%</b>	<b>51</b>	<b>12.5%</b>	<b>43</b>	<b>12.4%</b>	<b>53</b>	<b>11.5%</b>	<b>50</b>	<b>12.8%</b>
	Unknown	14	3.0%	15	3.8%	11	2.7%	17	4.9%	11	2.4%	17	4.3%
	White	402	85.9%	332	84.7%	347	84.8%	286	82.7%	398	86.1%	324	82.9%
<b>Reader</b>	<b>BAME</b>	<b>6</b>	<b>5.2%</b>	<b>11</b>	<b>9.7%</b>	<b>8</b>	<b>6.5%</b>	<b>13</b>	<b>12.0%</b>	<b>11</b>	<b>8.2%</b>	<b>13</b>	<b>10.5%</b>
	Unknown	<5	0.9%	<5	1.8%	<5	0.8%	<5	2.8%	<5	1.5%	6	4.8%
	White	108	93.9%	100	88.5%	115	92.7%	92	85.2%	121	90.3%	105	84.7%
<b>Professor</b>	<b>BAME</b>	<b>&lt;5</b>	<b>2.1%</b>	<b>&lt;5</b>	<b>3.8%</b>	<b>&lt;5</b>	<b>2.1%</b>	<b>6</b>	<b>7.2%</b>	<b>&lt;5</b>	<b>3.6%</b>	<b>5</b>	<b>5.8%</b>
	Unknown	<5	2.1%	<5	3.8%	<5	2.1%	<5	1.2%	<5	1.8%	<5	1.2%
	White	45	95.7%	72	92.3%	46	95.8%	76	91.6%	52	94.5%	80	93.0%

**Figure 4.20 BAME proportion of academic staff by grade and gender 2013/14 to 2015/16**

BAME Proportion of all academic staff by grade and gender 2013/14 to 2015/16



**Note: staff at researcher level are excluded from this graph due to very low numbers.**

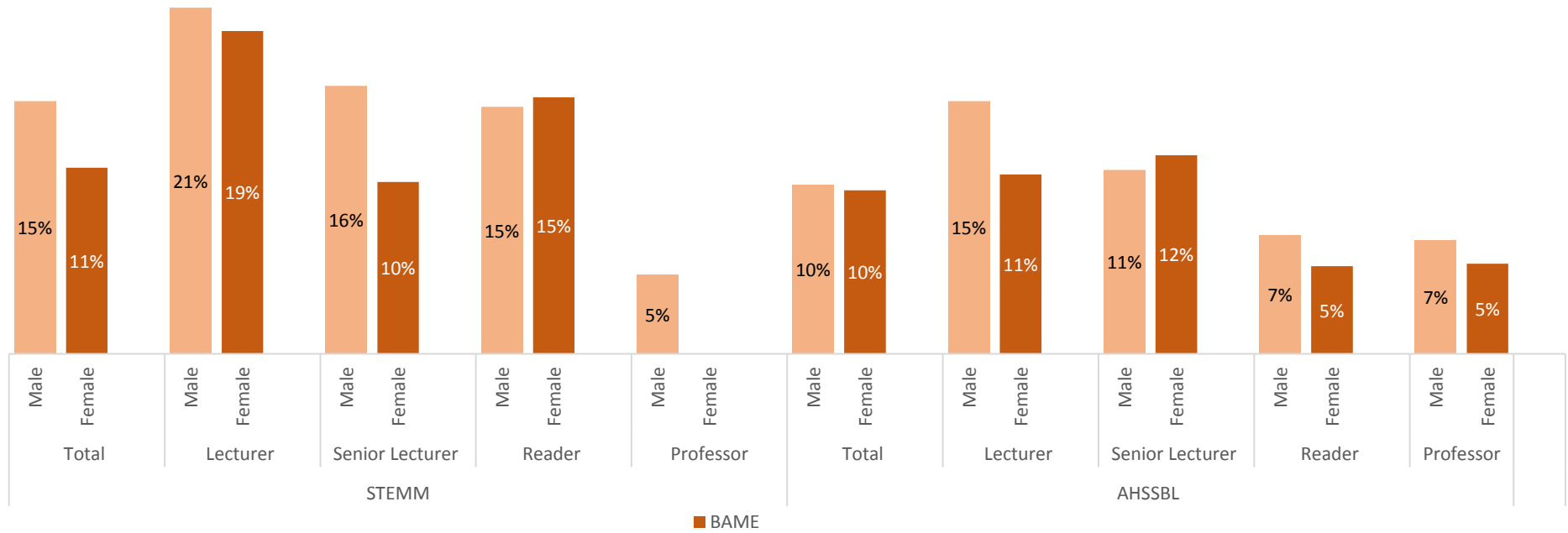


Table 4.10 University staff by grade, gender, ethnicity and STEMM/AHSSBL, 2015/16.

		STEMM						AHSSBL					
		Female		Male		Total		Female		Male		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Research</b>	<b>BAME</b>		<b>0.0%</b>	<b>&lt;5</b>	<b>18.2%</b>	<b>&lt;5</b>	<b>9.5%</b>		<b>0.0%</b>		<b>0.0%</b>		<b>0.0%</b>
	Unknown	<5	10.0%		0.0%	<5	4.8%	<5	7.1%	<5	66.7%	<5	17.6%
	White	9	90.0%	9	81.8%	18	85.7%	13	92.9%	<5	33.3%	14	82.4%
<b>Lecturer</b>	<b>BAME</b>	<b>6</b>	<b>19.4%</b>	<b>11</b>	<b>20.8%</b>	<b>17</b>	<b>20.2%</b>	<b>7</b>	<b>10.8%</b>	<b>5</b>	<b>15.2%</b>	<b>12</b>	<b>12.2%</b>
	Unknown	<5	12.9%	<5	3.8%	6	7.1%	<5	1.5%	<5	3.0%	<5	2.0%
	White	21	67.7%	40	75.5%	61	72.6%	57	87.7%	27	81.8%	84	85.7%
<b>Senior Lecturer</b>	<b>BAME</b>	<b>13</b>	<b>10.3%</b>	<b>22</b>	<b>16.1%</b>	<b>35</b>	<b>13.3%</b>	<b>40</b>	<b>11.9%</b>	<b>28</b>	<b>11.0%</b>	<b>68</b>	<b>11.5%</b>
	Unknown	<5	0.8%	6	4.4%	7	2.7%	10	3.0%	11	4.3%	21	3.6%
	White	112	88.9%	109	79.6%	221	84.0%	286	85.1%	215	84.6%	501	84.9%
<b>Reader</b>	<b>BAME</b>	<b>6</b>	<b>15.4%</b>	<b>8</b>	<b>14.8%</b>	<b>14</b>	<b>15.1%</b>	<b>5</b>	<b>5.3%</b>	<b>5</b>	<b>7.1%</b>	<b>10</b>	<b>6.1%</b>
	Unknown	<5	2.6%	<5	5.6%	<5	4.3%	<5	1.1%	<5	4.3%	<5	2.4%
	White	32	82.1%	43	79.6%	75	80.6%	89	93.7%	62	88.6%	151	91.5%
<b>Professor</b>	<b>BAME</b>		<b>0.0%</b>	<b>&lt;5</b>	<b>4.8%</b>	<b>&lt;5</b>	<b>3.3%</b>	<b>&lt;5</b>	<b>5.4%</b>	<b>&lt;5</b>	<b>6.8%</b>	<b>5</b>	<b>6.2%</b>
	Unknown	<5	5.6%		0.0%	<5	1.7%		0.0%	<5	2.3%	<5	1.2%
	White	17	94.4%	40	95.2%	57	95.0%	35	94.6%	40	90.9%	75	92.6%

**Figure 4.21 BAME proportion of academic staff by grade, gender and STEMM/AHSSBL 2015/16**

Proportion of all academic staff by ethnicity, grade and gender 2013/14 to 2015/16



STEMM departments have a higher proportion of BAME lecturers than the Institutional overall. BAME women are under-represented compared to BAME men at S/L level, but there are high proportions of both male and female BAME staff at Reader Level. For STEMM departments, there is a steep decline in BAME staff at professorial level, with no BAME women at this level.

Compared to STEMM , AHSSBL departments have a lower proportion of BAME staff. Female BAME staff are particularly underrepresented at Lecturer level, (10.8% of female staff are BAME compared to 15.2% of male staff at this level). In AHSSBL departments there is a steep decline in BAME representation (particularly for women) at the transition from S/L to Reader.

Key Findings	Actions
BAME staff, particularly women, are under-represented at senior levels throughout the institution.	<p><b>Action 2.3</b> Engage with recruitment agencies responsible for senior appointment referrals to ensure a diverse candidate pool.</p> <p><b>Action 2.1</b> Incorporate existing Unconscious Bias training into existing recruitment and selection training for all recruiting managers.</p> <p><b>Action 2.5:</b> Develop mechanisms for identifying BAME women candidates for senior appointments.</p>
BAME staff, particularly women, are under-represented at Reader and Professor level in AHSSBL departments	<p><b>Action 2.6</b> Develop and deliver “Demystifying promotions” workshops and target participation by women BAME senior lecturers in AHSSBL subjects.</p> <p><b>Action 2.8</b> Design and deliver open sessions for women on the Professoriate appointment process, utilising recently appointed women as role models (with particular focus on BAME).</p>
BAME staff, particularly women, are under-represented at Professorial level in STEMM departments.	<p><b>Action 2.8</b> Design and deliver open sessions for women on the Professoriate appointment process, utilising recently appointed women as role models (with particular focus on BAME).</p>

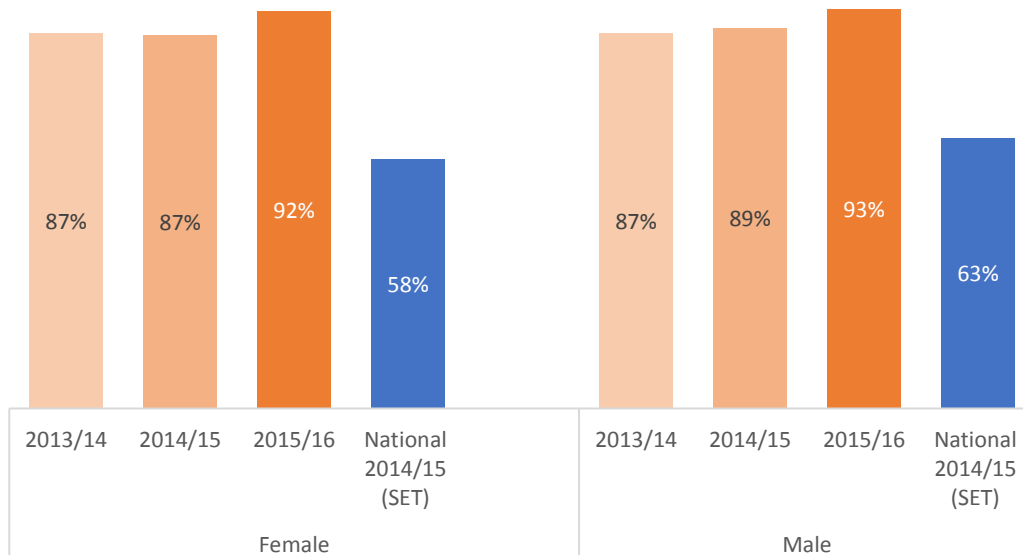
(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

**Table 4.11 AHSSBL academic staff by contract type and gender 2013/14-2015/16**

			Permanent		Fixed Term		Secondment <sup>7</sup>	
			No.	%	No.	%	No.	%
2013/14	AHSSBL	Female	452	87%	58	11%	7	1%
		Male	340	87%	45	12%	<5	1%
		Total	792	87%	103	11%	11	1%
2014/15	AHSSBL	Female	404	87%	44	9%	17	4%
		Male	302	89%	32	9%	7	2%
		Total	706	88%	76	9%	24	3%
2015/16	AHSSBL	Female	508	92%	42	8%		0%
		Male	375	93%	29	7%		0%
		Total	883	93%	71	7%		0%
National (2014/15)	Non-SET	Female	29,285	66%	15,030	34%	-	-
		Male	32,175	72%	12,780	28%	-	-
		Total	61,460	69%	27,810	31%	-	-

**Figure 4.22 Proportion of AHSSBL academic staff on permanent contracts by gender, 2013/14 to 2015/16 with national benchmark 2014/15**

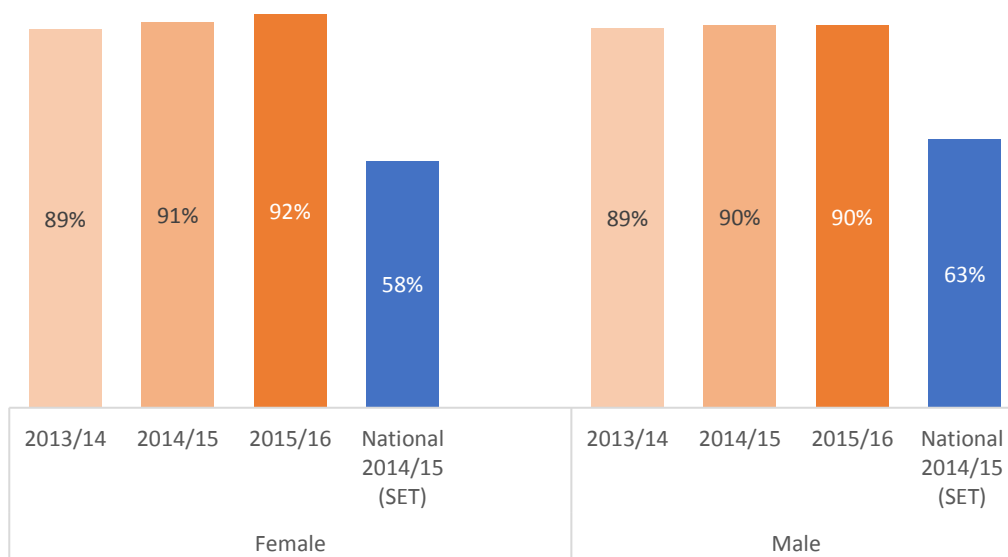


<sup>7</sup> Secondment refers to staff who are permanently employed but have taken a temporary change in role for a fixed period (e.g., project work) after which they will return to their substantive role.

**Table 4.12 STEM academic staff by contract type and gender 2013/14-2015/16**

			Permanent		Fixed Term		Secondment <sup>8</sup>	
			No.	%	No.	%	No.	%
2013/14	STEMM	Female	200	89%	22	10%	<5	1%
		Male	267	89%	32	11%	<5	0%
		Total	467	89%	54	10%	<5	1%
2014/15	STEMM	Female	192	91%	17	8%	<5	1%
		Male	255	90%	25	9%	<5	1%
		Total	447	90%	42	8%	7	1%
2015/16	STEMM	Female	207	92%	17	8%	0	0%
		Male	267	90%	30	10%	0	0%
		Total	474	91%	47	9%	0	0%
National	SET	Female	26,255	58%	18,685	42%	-	-
		Male	40,615	63%	23,545	37%	-	-
		Total	66,845	61%	42,230	39%	-	-

**Figure 4.23 Proportion of STEM academic staff on permanent contracts by gender, 2013/14 to 2015/16 with national benchmark 2014/15**



Institutionally the number of fixed term contracts (FTCs) has fallen. The University has been proactive to reduce reliance on FTCs and their use must be specifically justified (e.g. linked to a specific piece of research or funding). Staff on FTCs automatically become permanent after 4 years' service.

We have systems in place to track researchers on short to medium-term contracts to support continuity of employment and make necessary improvements. Faculties provide 'bridging' funding to support the movement of these researchers from one project to another.

<sup>8</sup> Secondment refers to staff who are permanently employed but have taken a temporary change in role for a fixed period (eg, project work) after which they will return to their substantive role.

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

**Table 4.13: Proportions of men and women by contract type, 2015/16**

	Contract Function	Female		Male		Total	
		No.	% ↔	No.	% ↔	No.	% ↓
University Total	Research Only	60	53%	53	47%	113	8%
	Teaching Only	<5	50%	<5	50%	8	1%
	Teaching and Research	714	52%	648	48%	1362	92%

**Table 4.14: Proportions of men and women by contract type and job grade, 2015/16**

Grade	Contract Function	Female		Male	
		No.	% ↔	No.	% ↔
Researcher level (grade 5 to 7)	Research Only	27	66%	14	34%
	Teaching Only	<5	50%	<5	50%
Lecturer	Research Only	14	42%	19	58%
	Teaching and Research	82	55%	67	45%
Senior Lecturer	Research Only	11	44%	14	56%
	Teaching and Research	451	54%	377	46%
Reader	Research Only	8	57%	6	43%
	Teaching and Research	126	52%	118	48%
Professor	Teaching and Research	55	39%	86	61%

The majority of academic staff across the University are employed on Teaching and Research contracts. A minority of staff are employed on teaching only contracts, and a small proportion of staff are employed on research only contracts. There is no significant difference between the numbers of men and women on either type of contract.

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

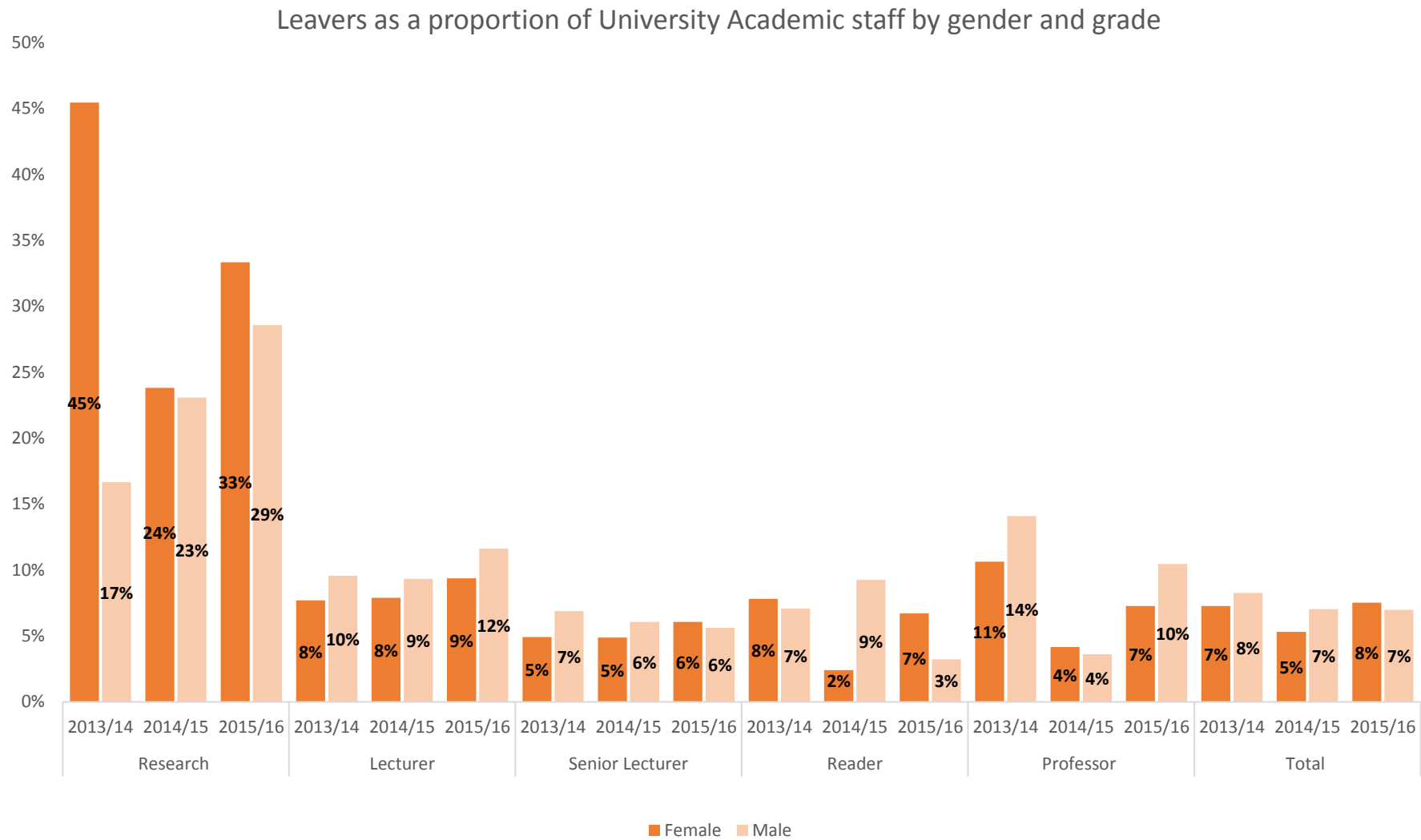
**Table 4.14:** University academic leavers by gender and grade 2013/14 to 2015/16<sup>9</sup>

	2013/14						2014/15						2015/16					
	Female			Male			Female			Male			Female			Male		
	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff
<b>Research</b>	10	22	<b>45%</b>	<5	12	<b>17%</b>	5	21	<b>24%</b>	<5	13	<b>23%</b>	8	24	<b>33%</b>	<5	14	<b>29%</b>
<b>Lecturer</b>	7	91	<b>8%</b>	9	94	<b>10%</b>	6	76	<b>8%</b>	7	75	<b>9%</b>	9	96	<b>9%</b>	10	86	<b>12%</b>
<b>Senior Lecturer</b>	23	468	<b>5%</b>	27	392	<b>7%</b>	20	409	<b>5%</b>	21	346	<b>6%</b>	28	462	<b>6%</b>	22	391	<b>6%</b>
<b>Reader</b>	9	115	<b>8%</b>	8	113	<b>7%</b>	<5	124	<b>2%</b>	10	108	<b>9%</b>	9	134	<b>7%</b>	<5	124	<b>3%</b>
<b>Professor</b>	5	47	<b>11%</b>	11	78	<b>14%</b>	<5	48	<b>4%</b>	<5	83	<b>4%</b>	<5	55	<b>7%</b>	9	86	<b>10%</b>
<b>University Total</b>	<b>54</b>	<b>743</b>	<b>7%</b>	<b>57</b>	<b>689</b>	<b>8%</b>	<b>36</b>	<b>678</b>	<b>5%</b>	<b>44</b>	<b>625</b>	<b>7%</b>	<b>58</b>	<b>771</b>	<b>8%</b>	<b>49</b>	<b>701</b>	<b>7%</b>

Across the University, the majority of leavers by research staff are women, however, the numbers are small. There is little difference in the proportion of men and women leavers from the Lecturer and Senior Lecturer grades. In terms of leavers across the University there appears to be no clear trend in the leavers' data for Reader and Professor grades.

<sup>9</sup> Table 4.18 provides a detailed breakdown of the reasons for leaving for each year, by gender.

**Figure 4.24:** University academic leavers as a proportion of staff by gender and grade 2013/14 to 2015/16





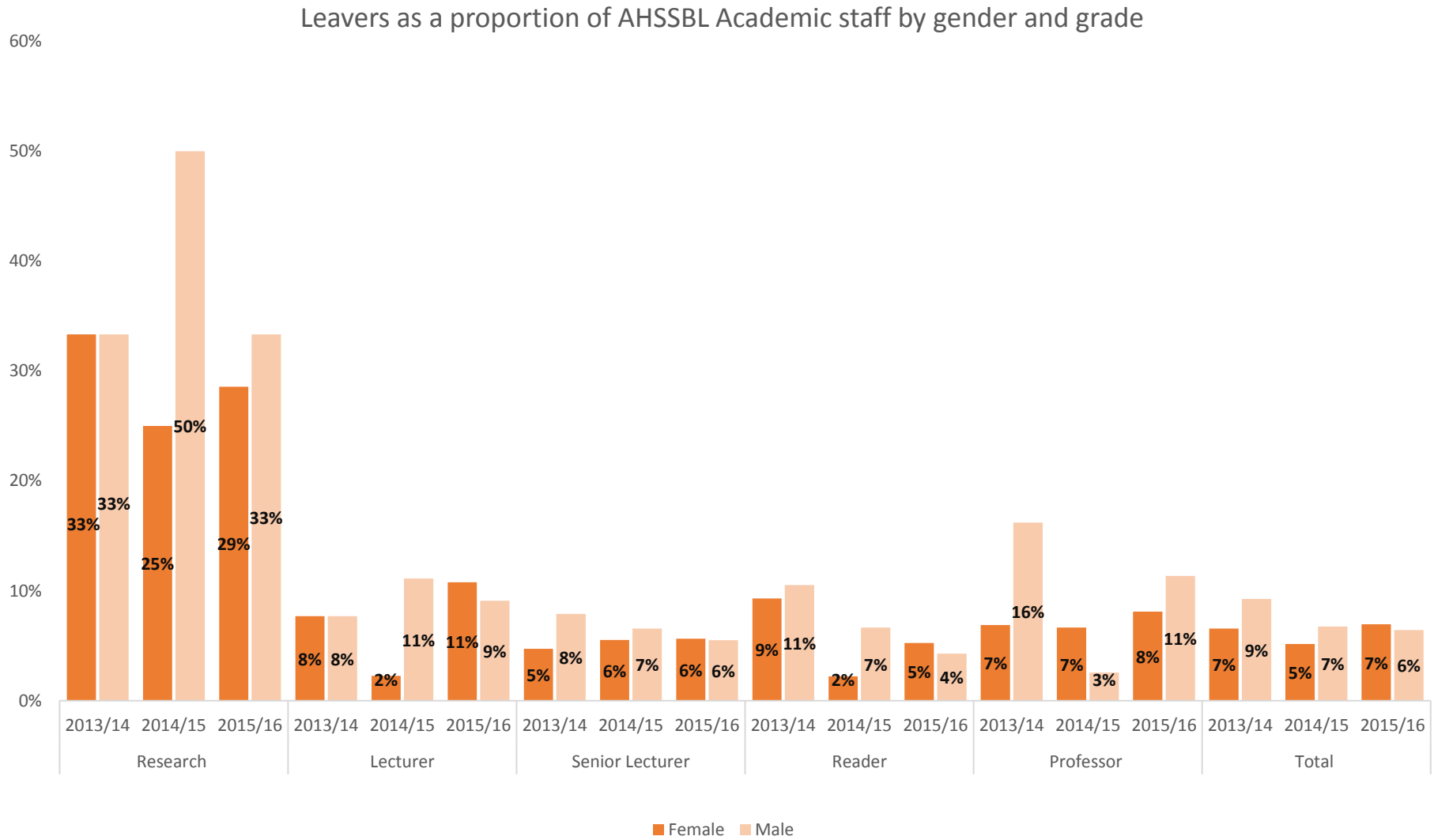
**Table 4.15:** AHSSBL academic leavers by gender and grade 2013/14 to 2015/16<sup>10</sup>

AHSSBL	2013/14						2014/15						2015/16					
	Female			Male			Female			Male			Female			Male		
	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff
Research Lecturer	<5	12	<b>33%</b>	<5	<5	<b>33%</b>	<5	12	<b>25%</b>	<5	<5	<b>50%</b>	<5	14	<b>29%</b>	<5	<5	<b>33%</b>
Senior Lecturer	<5	52	<b>8%</b>	<5	39	<b>8%</b>	<5	44	<b>2%</b>	<5	27	<b>11%</b>	7	65	<b>11%</b>	<5	33	<b>9%</b>
Reader	16	338	<b>5%</b>	20	253	<b>8%</b>	16	289	<b>6%</b>	14	213	<b>7%</b>	19	336	<b>6%</b>	14	254	<b>6%</b>
Professor	8	86	<b>9%</b>	6	57	<b>11%</b>	<5	90	<b>2%</b>	4	60	<b>7%</b>	5	95	<b>5%</b>	<5	70	<b>4%</b>
AHSSBL Total	<5	29	<b>7%</b>	6	37	<b>16%</b>	<5	30	<b>7%</b>	<5	39	<b>3%</b>	<5	37	<b>8%</b>	5	44	<b>11%</b>
	<b>34</b>	<b>517</b>	<b>7%</b>	<b>36</b>	<b>389</b>	<b>9%</b>	<b>24</b>	<b>465</b>	<b>5%</b>	<b>23</b>	<b>341</b>	<b>7%</b>	<b>38</b>	<b>547</b>	<b>7%</b>	<b>26</b>	<b>404</b>	<b>6%</b>

In the AHSSBL subjects, there are no clear trends in the leavers' data for staff across all grades. For research staff the numbers are particularly small.

<sup>10</sup> Table 4.18 provides a detailed breakdown of the reasons for leaving for each year, by gender.

**Figure 4.25:** AHSSBL academic leavers as a proportion of AHSSBL academic staff by gender and grade 2013/14 to 2015/16



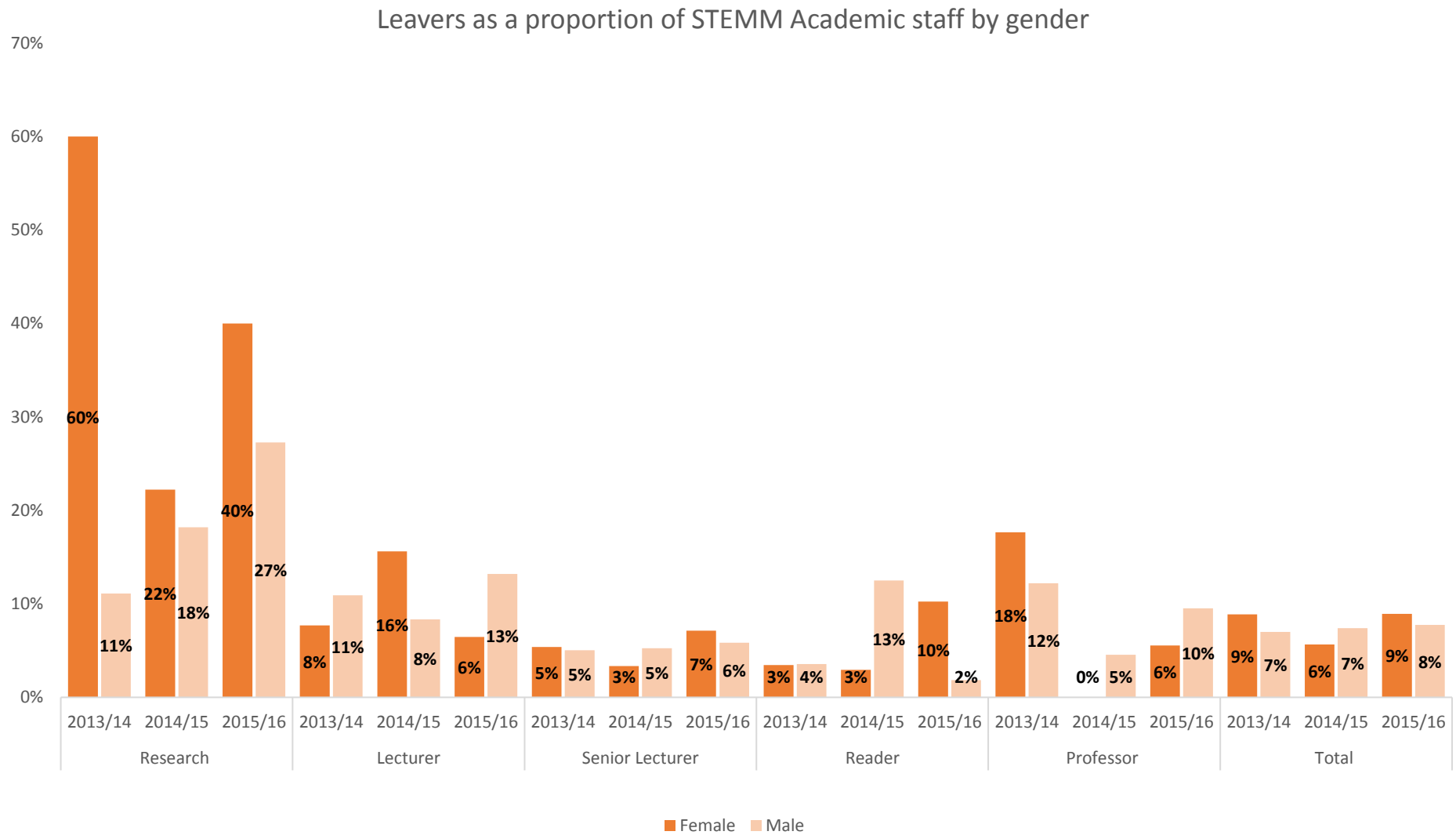
**Table 4.16:** STEMM academic leavers by gender and grade 2013/14 to 2015/16<sup>11</sup>

	2013/14						2014/15						2015/16					
	Female			Male			Female			Male			Female			Male		
	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff
Research	6	10	<b>60%</b>	<5	9	<b>11%</b>	<5	9	<b>22%</b>	<5	11	<b>18%</b>	<5	10	<b>40%</b>	<5	11	<b>27%</b>
Lecturer	<5	39	<b>8%</b>	6	55	<b>11%</b>	5	32	<b>16%</b>	<5	48	<b>8%</b>	<5	31	<b>6%</b>	7	53	<b>13%</b>
Senior Lecturer	7	130	<b>5%</b>	7	139	<b>5%</b>	<5	120	<b>3%</b>	7	133	<b>5%</b>	9	126	<b>7%</b>	8	137	<b>6%</b>
Reader	<5	29	<b>3%</b>	<5	56	<b>4%</b>	<5	34	<b>3%</b>	6	48	<b>13%</b>	<5	39	<b>10%</b>	<5	54	<b>2%</b>
Professor	<5	17	<b>18%</b>	5	41	<b>12%</b>	0	17	<b>0%</b>	<5	44	<b>5%</b>	<5	18	<b>6%</b>	<5	42	<b>10%</b>
<b>STEMM Total</b>	<b>20</b>	<b>225</b>	<b>9%</b>	<b>21</b>	<b>300</b>	<b>7%</b>	<b>12</b>	<b>212</b>	<b>6%</b>	<b>21</b>	<b>284</b>	<b>7%</b>	<b>20</b>	<b>224</b>	<b>9%</b>	<b>23</b>	<b>297</b>	<b>8%</b>

In STEMM subjects, there are a higher proportion of women leaving at Research level (grades 5 to 7) than men, although the numbers are small. At other grades no trends are apparent in the proportion of men and women leaving the organisation.

<sup>11</sup> Table 4.18 provides a detailed breakdown of the reasons for leaving for each year, by gender.

**Figure 4.26:** STEMM academic leavers as a proportion of STEMM academic staff by gender and grade 2013/14 to 2015/16



**Table 4.17:** University academic leavers by gender, grade and faculty 2013/14 to 2015/16<sup>12</sup>

	2013/14						2014/15						2015/16					
	Female			Male			Female			Male			Female			Male		
	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff	Leavers	Staff	Leavers as % of staff
Arts & Humanities	11	164	<b>7%</b>	8	167	<b>5%</b>	6	154	<b>4%</b>	11	144	<b>8%</b>	20	227	<b>9%</b>	16	189	<b>8%</b>
Business & Law	15	136	<b>11%</b>	11	120	<b>9%</b>	4	123	<b>3%</b>	7	110	<b>6%</b>	6	163	<b>4%</b>	8	143	<b>6%</b>
Education		110	<b>0%</b>	6	46	<b>13%</b>	5	91	<b>5%</b>	<5	37	<b>5%</b>	12	103	<b>12%</b>	<5	42	<b>10%</b>
Health, Psychology & Social Care	11	120	<b>9%</b>		44	<b>0%</b>	7	113	<b>6%</b>	<5	43	<b>5%</b>	9	135	<b>7%</b>	<5	57	<b>2%</b>
Hollings	<5	73	<b>4%</b>	9	44	<b>20%</b>	5	66	<b>8%</b>	<5	40	<b>10%</b>						
MMU Cheshire	<5	46	<b>2%</b>	7	67	<b>10%</b>	<5	38	<b>3%</b>	<5	60	<b>5%</b>	<5	48	<b>8%</b>	<5	61	<b>5%</b>
Science & Engineering	13	87	<b>15%</b>	16	197	<b>8%</b>	8	88	<b>9%</b>	12	185	<b>6%</b>	7	93	<b>8%</b>	16	204	<b>8%</b>
<b>Total</b>	<b>54</b>	<b>738</b>	<b>7%</b>	<b>57</b>	<b>687</b>	<b>8%</b>	<b>36</b>	<b>674</b>	<b>5%</b>	<b>44</b>	<b>622</b>	<b>7%</b>	<b>58</b>	<b>769</b>	<b>8%</b>	<b>49</b>	<b>698</b>	<b>7%</b>

<sup>12</sup> Table 4.18 provides a detailed breakdown of the reasons for leaving for each year, by gender.

**Figure 4.27:** University academic leavers as a percentage of staff by gender and faculty, 2013/14 to 2015/16



Figure 4.27, shows an increased number of leavers in 2013/14 within the Faculty of Education, attributed, in part, to a move of staff to a central consolidated campus. Within Hollings Faculty, there are no leavers for 2015/16, since the Faculty ceased to exist as an entity.<sup>13</sup>

Comparing STEM and AHSSBL no clear patterns are apparent in the proportion of men and women leavers, with the exception of slightly higher proportions of women leaving at Research level in STEM subjects. In section 4.1(i) it was noted that STEM subjects have seen a decrease in the proportion of women at Lecturer level to 37% in 2015/16. While the number of staff at research level is very small, preventing the loss of women in entry-level roles could go some way to increasing the proportion of women at lecturer level.

**Table 4.18:** Reason for leaving by grade and gender, 2013/14 to 2015/16

		2013/14		2014/15		2015/16	
		Female	Male	Female	Male	Female	Male
<b>Research</b>	End of Contract	<5	<5	<5	<5	<5	<5
	Vol. Resign (Career)	<5	<5	<5	<5	<5	<5
	Vol. Resign (Family/ Personal Circs.)	<5					
<b>Lecturer</b>	Vol. Resign (Career)	<5	7	5	5	<5	7
	End of Contract	<5	<5	<5	<5	<5	<5
	Vol. Resign (Family/ Personal Circs.)	<5			<5	<5	<5
	Termination of Appointment					<5	
	Compromise Agreement					<5	
<b>Senior Lecturer</b>	Vol. Resign (Career)	11	10	9	6	9	6
	Retirement	<5	8	<5	6	12	9
	Vol. Resign (Family/ Personal Circs.)	<5	<5	<5	<5	<5	<5
	Compromise Agreement	<5	<5	<5		<5	<5
	End of Contract	<5	<5	<5	4		
	Unknown	<5	<5				
	Redundancy			<5	<5		<5
	Capability/ Conduct Dismissal	<5					<5
<b>Reader</b>	Death in Service				<5	<5	
	Vol. Resign (Career)	6	5	<5	<5	5	<5
	Retirement	<5	<5		<5	<5	<5
	Compromise Agreement	<5	<5		<5		
	End of Contract		<5			<5	
	Capability/ Conduct Dismissal			<5	<5		
	Death in Service						<5
<b>Professor</b>	Vol. Resign (Family/ Personal Circs.)	<5					
	Retirement	<5	<5	<5	<5	<5	<5
	Vol. Resign (Career)	<5	<5	<5	<5	<5	<5
	End of Contract	<5	<5		<5		<5
	Compromise Agreement		<5				<5
	Unknown		<5				
Redundancy		<5					

<sup>13</sup> Staff were redeployed into other faculties.

At Research level, the most common reason for leaving (both men and women) is due to the end of a contract. Across all grades, reasons for leaving are broadly similar for men and women, with 'voluntary resignation for career development' the most common reason for leaving.

Key Findings	Actions
<p>There are few clear patterns in the proportion of male and female leavers, but the proportion of STEMM academic women leaving at early career research level is high. This could be significant when taking into account the falling proportion of women at lecturer level in STEMM subjects.</p>	<p><b>Action 2.9</b> Actively promote the uptake of exit interviews to ascertain reasons for staff leaving.</p> <p><b>Action 2.10</b> Use detail from exit interviews or run focus groups with research staff within STEMM subjects to understand any retention issues.</p> <p><b>Action 3.5:</b> Develop and implement a University-wide career development programme for early career researchers and currently early career research staff.</p>

#### (v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

Following the implementation of a single pay spine in 2007, the University undertook full equal pay audits in 2008, 2011 and 2015.

The review considers all staff below Vice-Chancellor, excluding casual paid staff. The results of the review at an organisational level for 2015 were as follows:

Grade	Male	Female	Total	Base Pay Gap	Total Pay Gap
All	1952	2459	4410	7.74%	8.63%

The overall pay gaps were reached by calculating the average pay of all males and all females within this group and calculating the percentage difference.



The following table shows base pay<sup>14</sup> and total pay<sup>15</sup> gaps for academic staff that are primarily dedicated to teaching.

Grade	Male	Female	Total	Base Pay Gap	Total Pay Gap
Grade 11	17	19	36	0.15%	0.31%
Grade 10	94	98	192	-0.31%	-0.42%
Grade 9	372	437	809	-0.63%	-0.33%
Grade 8	55	67	122	-0.13%	-0.22%
<b>Overall</b>	<b>538</b>	<b>621</b>	<b>1159</b>	<b>-0.21%</b>	<b>-0.14%</b>

The following table shows base pay and total pay gaps for academic staff that are primarily dedicated to research.

Grade	Male	Female	Total	Base Pay Gap	Total Pay Gap
Grade 10	6	8	14	0.25%	0.25%
Grade 9	12	10	22	-1.37%	-0.35%
Grade 8	22	12	34	1.26%	1.26%
Grade 7	6	11	17	-0.87%	-0.87%
Grade 6	<5	6	9	-2.46%	-2.46%
Grade 5	<5	7	9	2.31%	2.31%
<b>Overall</b>	<b>51</b>	<b>54</b>	<b>105</b>	<b>-0.20%</b>	<b>0.01%</b>

From the data above it is clear that although there are differences within grades, the main issue seems to be that there are fewer women in higher grades as was clear from the analysis in section 4. At the time of self-assessment, the University is preparing to publish a full gender pay-gap report in accordance with the current regulations. Following discussions at the AS Board, it was decided that the next step in analysis should be after this latest report. Any gender pay gaps identified will be action planned for, and the analysis and action plan will be published on the University website.

<sup>14</sup> Base pay reflects contractual pay.

<sup>15</sup> Total pay includes contractual overtime, standby and call out pay, shift enhancements, honoraria and contribution zone payments.

## SILVER APPLICATIONS ONLY

### .2. Professional and support staff data

(i) Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

i) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

ii) Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words (ACTUAL 4937) | Silver: 6000 words

### 5.1. Key career transition points: academic staff

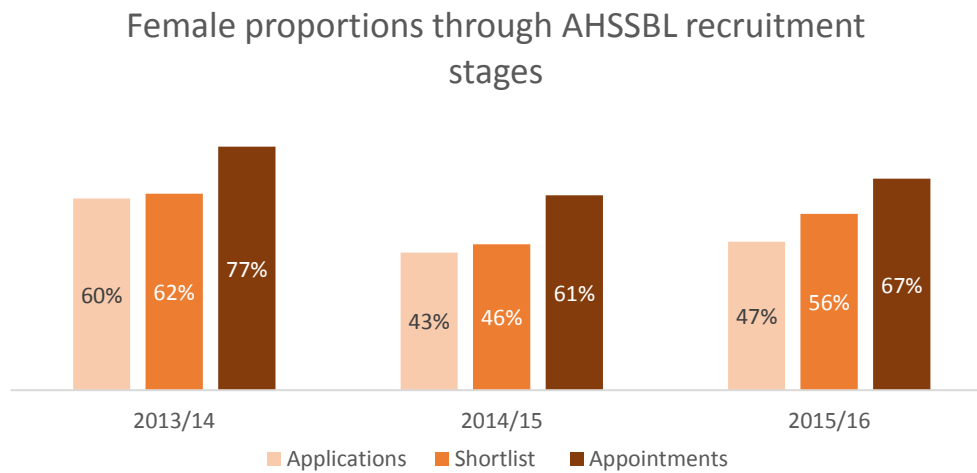
#### (i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

**Table 5.1 Applications, Shortlist and Appointments (Offers) AHSSBL all academic posts 2013/14 to 2015/16**

AHSSBL		Female	Male	Female % ↔	Male % ↔
2013/14	Applications	1,455	955	60%	40%
	Shortlist	281	173	62%	38%
	Appointments	56	17	77%	23%
<b><i>Application to shortlist success</i></b>		<b>19%</b>	<b>18%</b>		
<b><i>Shortlist to appointment success</i></b>		<b>20%</b>	<b>10%</b>		
2014/15	Applications	549	717	43%	57%
	Shortlist	158	186	46%	54%
	Appointments	35	22	61%	39%
<b><i>Application to shortlist success</i></b>		<b>29%</b>	<b>26%</b>		
<b><i>Shortlist to appointment success</i></b>		<b>22%</b>	<b>12%</b>		
2015/16	Applications	1,107	1,261	47%	53%
	Shortlist	281	225	56%	44%
	Appointments	36	18	67%	33%
<b><i>Application to shortlist success</i></b>		<b>25%</b>	<b>18%</b>		
<b><i>Shortlist to appointment success</i></b>		<b>13%</b>	<b>8%</b>		

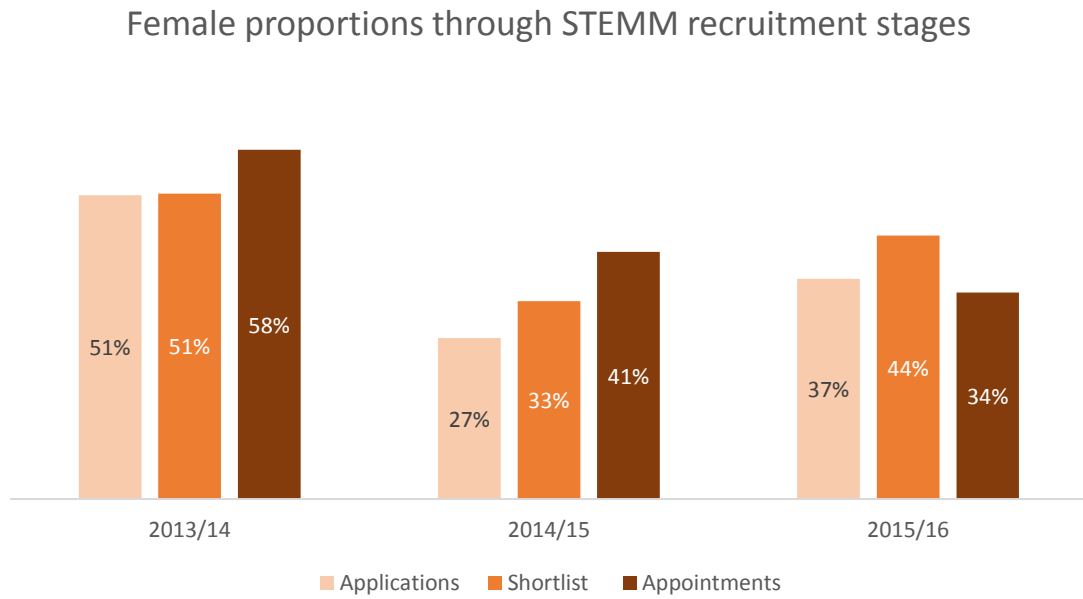
**Figure 5.1 Proportion female at applications, shortlist and appointment (Offers) AHSSBL all academic posts 2013/14 to 2015/16**



**Table 5.2 Applications, shortlist and appointments (Offers) STEMM all academic posts 2013/14 to 2015/16**

STEMM		Female	Male	Female %	Male %
2013/14	Applications	546	533	51%	49%
	Shortlist	87	84	51%	49%
	Appointments	25	18	58%	42%
	<b>Application to shortlist success rate</b>	<b>16%</b>	<b>16%</b>		
	<b>Shortlist to appointment success rate</b>	<b>29%</b>	<b>21%</b>		
2014/15	Applications	255	696	27%	73%
	Shortlist	82	167	33%	67%
	Appointments	14	20	41%	59%
	<b>Application to shortlist success rate</b>	<b>32%</b>	<b>24%</b>		
	<b>Shortlist to appointment success rate</b>	<b>17%</b>	<b>12%</b>		
2015/16	Applications	400	690	37%	63%
	Shortlist	100	128	44%	56%
	Appointments	11	21	34%	66%
	<b>Application to shortlist success rate</b>	<b>25%</b>	<b>19%</b>		
	<b>Shortlist to appointment success rate</b>	<b>11%</b>	<b>16%</b>		

**Figure 5.2 Proportion female at applications, shortlist and appointment (Offers) STEMM all academic posts 2013/14 to 2015/16**



In both AHSSBL and STEMM subjects, the application to shortlist success rate of women has remained equal to or higher than that of men. With the exception of STEMM in 2015/16, the proportion of female appointments has been higher than the proportion of female shortlisted candidates.

**Table 5.3: AHSSBL applications, shortlist and appointments by grade and gender, 2013/14 to 2015/16**

	Research			Lecturer			Senior Lecturer			Reader			Professor			
	Female	Male	% F ↔	Female	Male	% F ↔	Female	Male	% F ↔	Female	Male	% F ↔	Female	Male	% F ↔	
2013/14	Applications	140	78	64%	671	438	61%	506	346	59%	120	72	63%	18	21	46%
	Shortlist	35	17	67%	77	53	59%	115	81	59%	54	22	71%	0	0	n/a
	Appointments	10	0	100%	15	7	68%	21	8	72%	10	<5	83%	0	0	n/a
	<b>Application to shortlist success rate</b>	<b>25%</b>	<b>22%</b>		<b>11%</b>	<b>12%</b>		<b>23%</b>	<b>23%</b>		<b>45%</b>	<b>31%</b>		<b>0%</b>	<b>0%</b>	
	<b>Shortlist to appointment success rate</b>	<b>29%</b>	<b>0%</b>		<b>19%</b>	<b>13%</b>		<b>18%</b>	<b>10%</b>		<b>19%</b>	<b>9%</b>		<b>n/a</b>	<b>n/a</b>	
2014/15	Applications	107	71	60%	196	223	47%	154	292	35%	57	51	53%	35	80	30%
	Shortlist	34	20	63%	38	39	49%	46	82	36%	28	18	61%	12	27	31%
	Appointments	6	<5	67%	11	9	55%	8	5	62%	7	<5	78%	<5	<5	50%
	<b>Application to shortlist success rate</b>	<b>25%</b>	<b>22%</b>		<b>11%</b>	<b>12%</b>		<b>23%</b>	<b>23%</b>		<b>45%</b>	<b>31%</b>		<b>34%</b>	<b>34%</b>	
	<b>Shortlist to appointment success rate</b>	<b>18%</b>	<b>15%</b>		<b>29%</b>	<b>23%</b>		<b>17%</b>	<b>6%</b>		<b>25%</b>	<b>11%</b>		<b>25%</b>	<b>11%</b>	
2015/16	Applications	183	105	64%	507	606	46%	346	446	44%	66	88	43%	5	16	24%
	Shortlist	51	24	68%	89	71	56%	117	105	53%	24	24	50%	0	<5	0%
	Appointments	<5	<5	67%	15	5	75%	10	9	53%	7	<5	88%	0	<5	0%
	<b>Application to shortlist success rate</b>	<b>28%</b>	<b>23%</b>		<b>18%</b>	<b>12%</b>		<b>34%</b>	<b>24%</b>		<b>36%</b>	<b>27%</b>		<b>0%</b>	<b>6%</b>	
	<b>Shortlist to appointment success rate</b>	<b>8%</b>	<b>8%</b>		<b>17%</b>	<b>7%</b>		<b>9%</b>	<b>9%</b>		<b>29%</b>	<b>4%</b>		<b>n/a</b>	<b>100%</b>	

**Table 5.4: STEMM applications, shortlist and appointments by grade and gender, 2013/14 to 2015/16**

	Research			Lecturer			Senior Lecturer			Reader			Professor			
	Female	Male	% F ↔	Female	Male	% F ↔	Female	Male	% F ↔	Female	Male	% F ↔	Female	Male	% F ↔	
2013/14	Applications	144	126	53%	354	365	49%	33	13	72%	10	22	31%	5	7	42%
	Shortlist	28	29	49%	44	45	49%	14	<5	88%	<5	8	11%	0	0	n/a
	Appointments	9	<5	75%	9	12	43%	6	<5	86%	<5	<5	33%	0	0	n/a
	<b>Application to shortlist success rate</b>	<b>19%</b>	<b>23%</b>		<b>12%</b>	<b>12%</b>		<b>42%</b>	<b>15%</b>		<b>10%</b>	<b>36%</b>		<b>0%</b>	<b>0%</b>	
	<b>Shortlist to appointment success rate</b>	<b>32%</b>	<b>10%</b>		<b>20%</b>	<b>27%</b>		<b>43%</b>	<b>50%</b>		<b>100%</b>	<b>25%</b>		<b>n/a</b>	<b>n/a</b>	
2014/15	Applications	56	143	28%	111	291	28%	59	121	33%	20	91	18%	9	50	15%
	Shortlist	20	30	40%	35	81	30%	13	10	57%	10	25	29%	<5	21	16%
	Appointments	<5	<5	57%	6	8	43%	<5	<5	33%	<5	6	33%	0	<5	0%
	<b>Application to shortlist success rate</b>	<b>36%</b>	<b>21%</b>		<b>32%</b>	<b>28%</b>		<b>22%</b>	<b>8%</b>		<b>50%</b>	<b>27%</b>		<b>44%</b>	<b>42%</b>	
	<b>Shortlist to appointment success rate</b>	<b>20%</b>	<b>10%</b>		<b>17%</b>	<b>10%</b>		<b>8%</b>	<b>20%</b>		<b>30%</b>	<b>24%</b>		<b>0%</b>	<b>5%</b>	
2015/16	Applications	112	180	38%	189	321	37%	83	153	35%	16	36	31%	<5	28	13%
	Shortlist	27	42	39%	44	51	46%	25	25	50%	<5	10	29%	0	<5	0%
	Appointments	5	9	36%	<5	5	44%	<5	<5	33%	0	<5	0%	0	<5	0%
	<b>Application to shortlist success rate</b>	<b>24%</b>	<b>23%</b>		<b>23%</b>	<b>16%</b>		<b>30%</b>	<b>16%</b>		<b>25%</b>	<b>28%</b>		<b>0%</b>	<b>14%</b>	
	<b>Shortlist to appointment success rate</b>	<b>19%</b>	<b>21%</b>		<b>9%</b>	<b>10%</b>		<b>8%</b>	<b>16%</b>		<b>0%</b>	<b>30%</b>		<b>n/a</b>	<b>25%</b>	

For AHSSBL applications , the success rate of female applicants and shortlisted candidates has been relatively high at all grades. However, the proportion of female applicants for the most senior roles is low: the proportion of female applicants to professor level roles has fallen year on year.

For STEMM applications , the applicant to shortlist success rate for women is generally higher than for men, with the exception of Reader and Professor applications in 2015/16. The proportion of female appointments was lower than the proportion of shortlisted female candidates at all grades in 2015/16, but the numbers are small. The proportion of female applicants for all STEMM grades is low, and at all grades excluding Reader the proportion has fallen between 2013/14 and 2015/16.

The University has robust policies and procedures for the recruitment of staff that have been subject to the University's equality impact assessment process. Applicants are assessed against essential and desirable criteria. All recruiting staff have to complete recruitment training, including elements of E&D training. All panel chairs are required to undergo additional training including a session on unconscious bias.

University data does not consistently record whether offers of employment are accepted or declined. An action is included to rectify this.



Key Findings	Actions
<p>The proportion of internal female applicants for professor level roles in STEMM &amp; AHSSBL is lower than at other grades.</p>	<p><b>Action 3.1:</b> Encourage more women to become ‘media experts’, with a focus on STEMM academic women at all grades, and women at professor grade in STEMM and AHSSBL.</p> <p><b>Action 3.6:</b> Profile successful women academics to encourage applications from women, at all grades within STEMM, and particularly at professorial grades within AHSSBL.</p> <p><b>Action 2.3</b> Engage with recruitment agencies responsible for senior appointment referrals to ensure a diverse candidate pool, with 50% female candidates by 2019. Additionally we will use the engagement with agencies to ensure consistent equality monitoring of candidate pools and appointments.</p>
<p>The proportion of female appointments was lower than the proportion of shortlisted female candidates at all grades in STEMM in 2015/16.</p>	<p><b>Action 2.1:</b> Incorporation of Unconscious Bias materials into existing training for recruitment managers, and not just for panel chairs, with a particular focus on STEMM.</p> <p><b>Action 2.2:</b> Audit recruitment panel composition to ensure that there is gender balance on recruitment and selection panels, with particular focus on STEMM recruitment.</p>
<p>The proportion of female applicants for all STEMM grades is low.</p>	<p><b>Action 2.7:</b> Review recruitment materials to ensure wherever possible the language used in materials is gender balanced.</p> <p><b>Action 3.1:</b> Encourage more women to become ‘media experts’, with a focus on STEMM academic women at all grades, and women at professor grade in STEMM and AHSSBL.</p> <p><b>Action 3.2:</b> Provide opportunities for women to be showcased at departmental levels within the organisation.</p> <p><b>Action 3.6:</b> Profile successful women academics to encourage applications from women, at all grades within STEMM, and particularly at professorial grades within AHSSBL.</p> <p><b>Action 2.3</b> Engage with recruitment agencies responsible for senior appointment referrals to</p>

	ensure a diverse candidate pool, with 50% female candidates by 2019.
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(ii) **Induction**

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Induction is managed locally, managers follow an induction checklist, covering health and safety, equality and diversity training and basic orientation. In addition, there are:

- two University Welcome (Your Manchester Met) events per year with 100 places available at each, where take-up is typically 100%.
- An online induction fair, to supplement the Welcome sessions provides video presentations, a welcome from the Vice-Chancellor, an introduction to Learning and Development, the Library, and the E&D Team.
- Online learning – all members of staff are set up with a Moodle account to access mandatory E&D training . DEOC<sup>16</sup> proactively monitors completion rates of this mandatory training.

In addition, all new members of academic staff are assigned a mentor (an established member of staff in their department) to provide independent support.

Effectiveness of the induction, both face-to-face and online, is measured through user feedback and web statistics .

The University is conducting a review of all mandatory training, including the current E&D training provision including rolling out unconscious bias training to all staff.

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<sup>16</sup> Diversity and Equal Opportunities Committee.

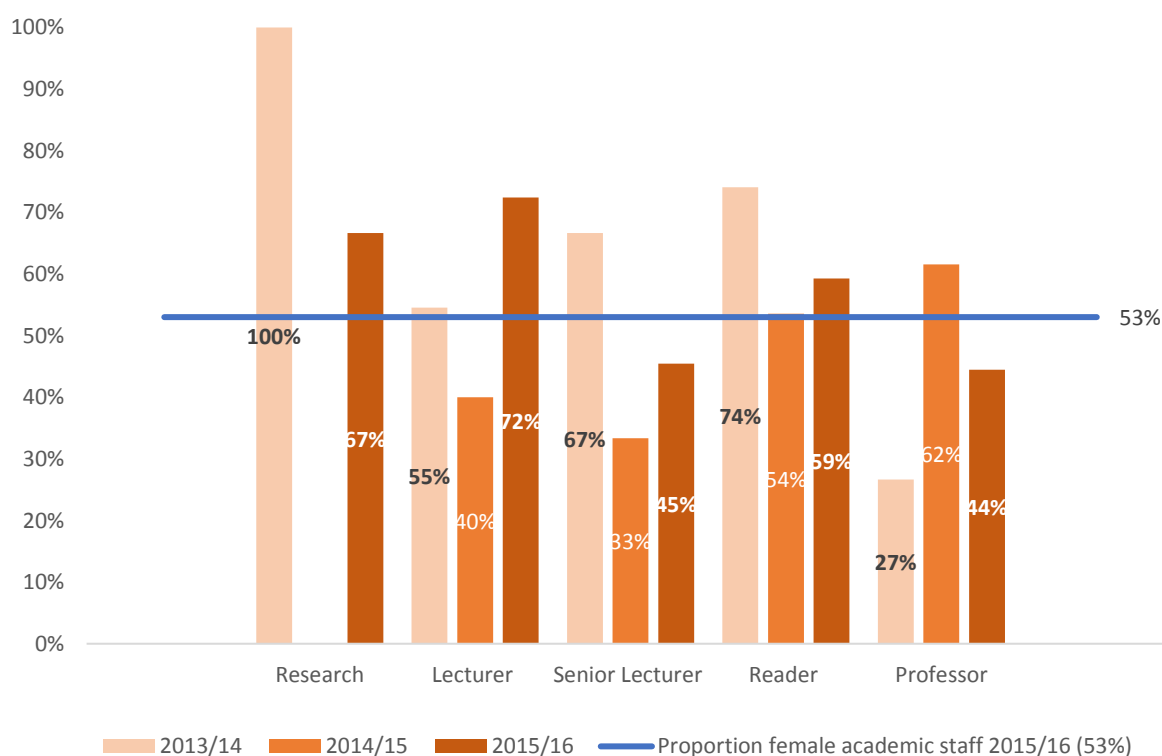
(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

**Table 5.5: University academic staff promotions by grade and gender, 2013/14 to 2015/16**

	2013/14			2014/15			2015/16		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
Research	<5		100%			n/a	6	<5	67%
Lecturer	6	5	55%	<5	<5	40%	21	8	72%
Senior Lecturer	8	<5	67%	<5	8	33%	5	6	45%
Reader or equivalent	20	7	74%	15	13	54%	16	11	59%
Professor or equivalent	<5	11	27%	8	5	62%	8	10	44%
<b>Total</b>	<b>41</b>	<b>27</b>	<b>60%</b>	<b>29</b>	<b>29</b>	<b>50%</b>	<b>56</b>	<b>38</b>	<b>60%</b>

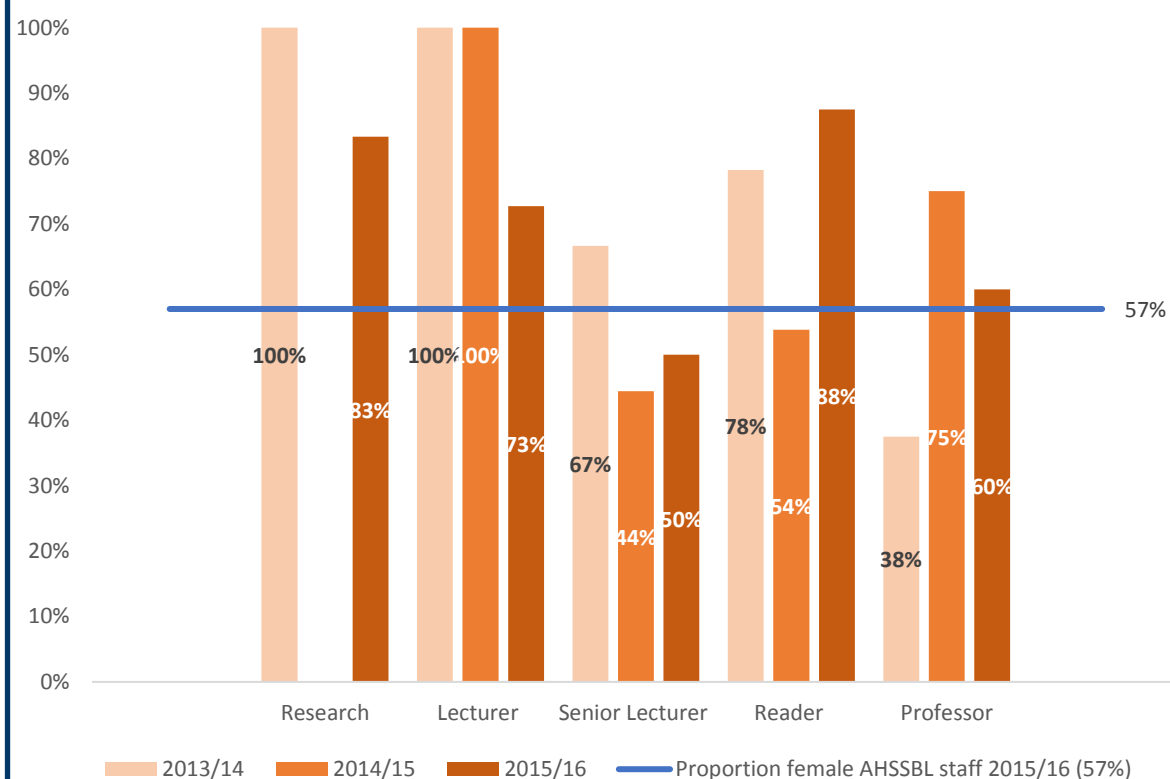
**Figure 5.3: Female proportion of university academic promotions by grade, 2013/14 to 2015/16, with benchmark showing total proportion of female academic staff**



**Table 5.6 : AHSSBL promotions by grade and gender, 2013/14 to 2015/16**

	2013/14			2014/15			2015/16		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
Research	<5		100%			n/a	5	<5	83%
Lecturer	5		100%	<5		100%	16	6	73%
Senior Lecturer	8	<5	67%	4	5	44%	5	5	50%
Reader or equivalent	18	5	78%	7	6	54%	14	<5	88%
Professor or equivalent	<5	5	38%	6	<5	75%	6	<5	60%
<b>Total</b>	<b>36</b>	<b>14</b>	<b>72%</b>	<b>19</b>	<b>13</b>	<b>59%</b>	<b>46</b>	<b>18</b>	<b>72%</b>

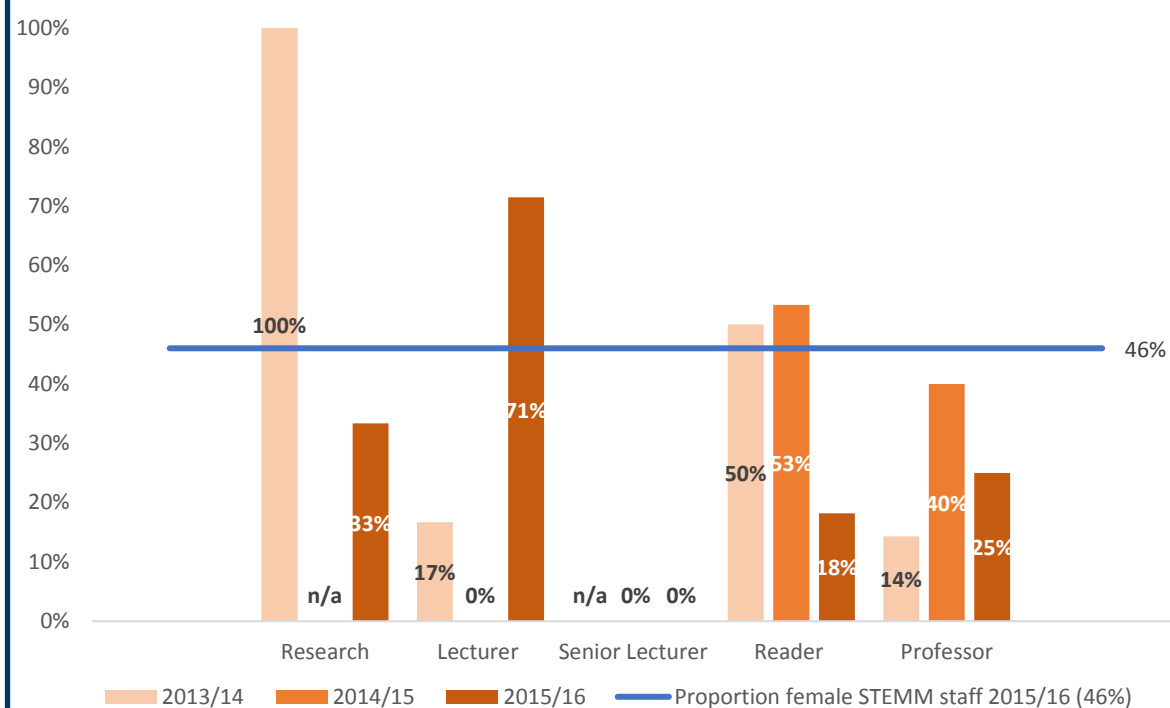
**Figure 5.4: Female proportion of AHSSBL promotions by grade, 2013/14 to 2015/16, with benchmark showing total proportion of female AHSSBL staff**



**Table 5.7: STEMM promotions by grade and gender, 2013/14 to 2015/16**

	2013/14			2014/15			2015/16		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
Research	<5	0	100%	0	0	n/a	<5	<5	33%
Lecturer	<5	5	17%	0	<5	0%	5	<5	71%
Senior Lecturer	0	0	n/a	0	<5	0%	0	<5	0%
Reader or equivalent	<5	<5	50%	8	7	53%	<5	9	18%
Professor or equivalent	<5	6	14%	<5	<5	40%	<5	6	25%
<b>Total</b>	<b>5</b>	<b>13</b>	<b>28%</b>	<b>10</b>	<b>16</b>	<b>38%</b>	<b>10</b>	<b>20</b>	<b>33%</b>

**Figure 5.5: Female proportion of STEMM promotions by grade, 2013/14 to 2015/16, with benchmark showing total proportion of female STEMM staff**



**Table 5.8: University academic promotions by full time or part time status, grade and gender 2013/14 to 2015/16**

		2013/14			2014/15			2015/16		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
Full time	Research	<5		100%			n/a	<5	<5	50%
	Lecturer	<5	<5	50%	<5	<5	40%	17	6	74%
	Senior Lecturer	<5	<5	50%	<5	7	30%	<5	5	38%
	Reader or equivalent	20	7	74%	15	13	54%	15	10	60%
	Professor or equivalent	<5	10	29%	8	5	62%	7	8	47%
	<b>Full time total</b>	<b>35</b>	<b>25</b>	<b>58%</b>	<b>28</b>	<b>28</b>	<b>50%</b>	<b>45</b>	<b>32</b>	<b>58%</b>
Part time	Research			n/a			n/a	<5	<5	33%
	Lecturer	<5	<5	67%		<5	0%	5	<5	71%
	Senior Lecturer	<5		100%		<5	0%		<5	0%
	Reader or equivalent			n/a	8	7	53%	<5	9	18%
	Professor or equivalent		<5	0%	<5	<5	40%	<5	6	25%
	<b>Part time total</b>	<b>6</b>	<b>&lt;5</b>	<b>75%</b>	<b>10</b>	<b>16</b>	<b>38%</b>	<b>10</b>	<b>20</b>	<b>33%</b>

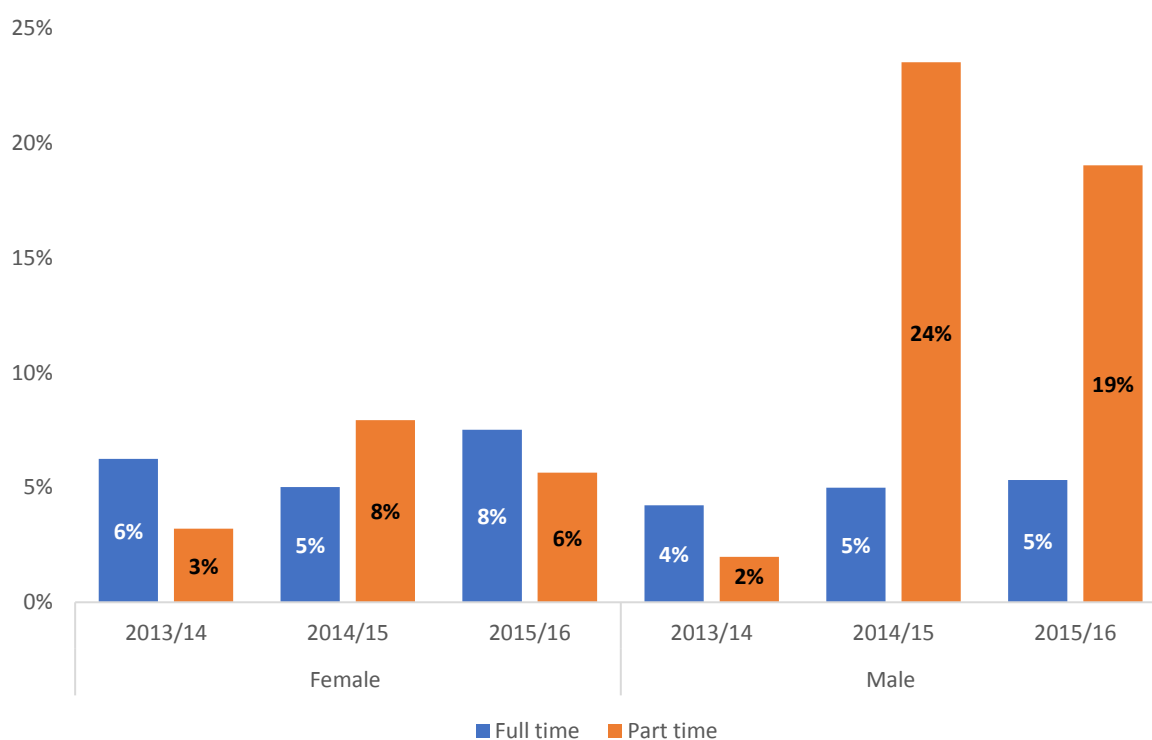
**Table 5.9: University academic staff by full time or part time status, grade and gender 2013/14 to 2015/16**

		2013/14			2014/15			2015/16		
		Female	Male	% F	Female	Male	% F	Female	Male	% F
Full time	Research	16	10	62%	17	12	59%	15	12	56%
	Lecturer	68	77	47%	66	68	49%	69	71	49%
	Senior Lecturer	329	331	50%	313	305	51%	341	329	51%
	Reader or equivalent	103	107	49%	113	103	52%	119	115	51%
	Professor or equivalent	44	66	40%	48	72	40%	54	73	43%
	<b>Full time total</b>	<b>560</b>	<b>591</b>	<b>49%</b>	<b>557</b>	<b>560</b>	<b>50%</b>	<b>598</b>	<b>600</b>	<b>50%</b>
Part time	Research	10	5	67%	9	<5	69%	13	6	68%
	Lecturer	23	17	58%	10	7	59%	27	15	64%
	Senior Lecturer	139	61	70%	96	41	70%	121	62	66%
	Reader or equivalent	12	6	67%	11	5	69%	15	9	63%
	Professor or equivalent	<5	12	20%		11	0%	<5	13	7%
	<b>Part time total</b>	<b>187</b>	<b>101</b>	<b>65%</b>	<b>126</b>	<b>68</b>	<b>65%</b>	<b>177</b>	<b>105</b>	<b>63%</b>

**Table 5.10: Promotions as a proportion of staff numbers by full or part time status and gender (2013/14 to 2014/15)**

		Female		Male	
		Full time	Part time	Full time	Part time
2013/14	Number of staff	560	187	591	101
	Number of Promotions	35	6	25	<5
	<i>Promotions as percentage of staff</i>	<b>6%</b>	<b>3%</b>	<b>4%</b>	<b>2%</b>
2014/15	Number of staff	557	126	560	68
	Number of Promotions	28	10	28	16
	<i>Promotions as percentage of staff</i>	<b>5%</b>	<b>8%</b>	<b>5%</b>	<b>24%</b>
2015/16	Number of staff	598	177	600	105
	Number of Promotions	45	10	32	20
	<i>Promotions as percentage of staff</i>	<b>8%</b>	<b>6%</b>	<b>5%</b>	<b>19%</b>

**Figure 5.6: Promotions by full or part time status as a proportion of staff by grade and gender, 2013/14 to 2015/16**



Promotion data, alongside academic pipeline data, demonstrates that the proportion of women at Lecturer level increased in 2015/16 to 53%. The proportion of women promoted to S/L remains steady at 54%, above the national benchmark average of 50%. The proportion falls more sharply at S/L to Reader transition (54% to 42%), and falls further to 35% at Professoriate. There has been a slight increase in women at professoriate level from 33% in 2013/14 to 35% in 2015/16.

For the LT/M route (Reader and Professor levels) the gender balance is far more equal with 55% female staff at Reader level (including roles such as Division Heads) and 54% female staff at Professor level (Head of Department or similar).

While this data show our proportion of women in each grade typically meets or exceeds the national benchmark average, there is a clear indication of a drop in promotion success and/or applications from women for Reader and above, particularly through the research route. The turning point at which women become outnumbered by men is at the transition from Reader to Professor, whereas nationally it is at S/L to Reader. The turning point in the academic pipeline of promotion through research, however, occurs earlier – at the S/L to Reader transition, and this is particularly striking in the AHSSBL areas. On the LT/M route, the proportion of women remains consistently higher than men at S/L, Reader and Professor Level.

The point at which women become outnumbered by men will be our primary focus in improving gender equality in promotion. Since this point occurs earlier on in the research route than in the LT/M route, we aim to focus on the numbers and success rates of women applying for promotion from Senior Lecturer to Reader, and Reader to Professor. Our existing Research Mentoring schemes are moving positively in this direction, and we are improving transparency and clarity on promotion requirements, and the significances of particular research, teaching and departmental activities and roles in the promotions process.

Targeted 'Promotion workshops' are currently being developed to improve awareness of, and access to, the promotion process.

Qualitative analysis, through Athena SWAN focus groups, shows a perception that opportunities for development may be undermined by the allocation of administrative duties. The University is developing schemes to improve the process of assigning departmental administrative roles, to ensure equality of opportunity is afforded to all staff who may, in conjunction with mentoring advice, seek to take a 'step up' in terms of their contribution to the workings of the university (e.g. Faculty-wide and university-wide 'strategic' roles).

Particularly in the last 2 years a far higher proportion of part time male staff have been promoted than part time women. We are still unclear why and will investigate the reasons, and develop actions accordingly.

In each promotion round, the eligibility criteria are circulated via email to all academic staff, and published on the University website. Targeted workshops and promotion information sessions are provided for eligible staff, setting out the promotion routes through both research and learning and teaching/management. Open promotion workshops are held each year and co-chaired by PVC for Education and PVC for RKE.



Key Findings	Actions
<p>Women become outnumbered in the research route at the transition from Senior Lecturer to Reader. For this reason we must focus our attention on the numbers and success rates of women applying for promotion from Senior Lecturer to Reader, and from Reader to Professor.</p>	<p><b>Action 2.6:</b> Develop and deliver “Demystifying promotions” workshops and target participation by women senior lecturers.</p> <p><b>Action 3.4:</b> Promote initiatives such as the Future Research Leader programme to female academic staff, particularly for women in STEMM &amp; AHSSBL subjects.</p> <p><b>Action 3.8:</b> Use the Gender Staff Forum and Women’s Network to conduct focus groups on the impacts of allocation of departmental administrative duties, with a particular focus on part time staff.</p>
<p>Opportunities for developing promotional prospects are often undermined by workload allocations.</p>	<p><b>Actions 1.4</b> University Workload Management Group to include gender analysis for Faculty workload allocation reviews.</p> <p><b>Action 4.3:</b> Audit workload allocations to ensure that female staff are not disproportionately burdened with administrative roles which impede research capacity.</p>
<p>Part time men are more likely to be promoted than part time women.</p>	<p><b>Action 3.8:</b> Use the Gender Staff Forum, Working Parent’s network and Women’s Network to conduct focus groups on the impacts of allocation of departmental administrative duties, with a particular focus on part time staff, and to ascertain other barriers for part time staff.</p> <p><b>Action 2.13:</b> We will conduct research into the differential outcomes in the promotion of part time men and part time women, and action plan accordingly.</p>

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

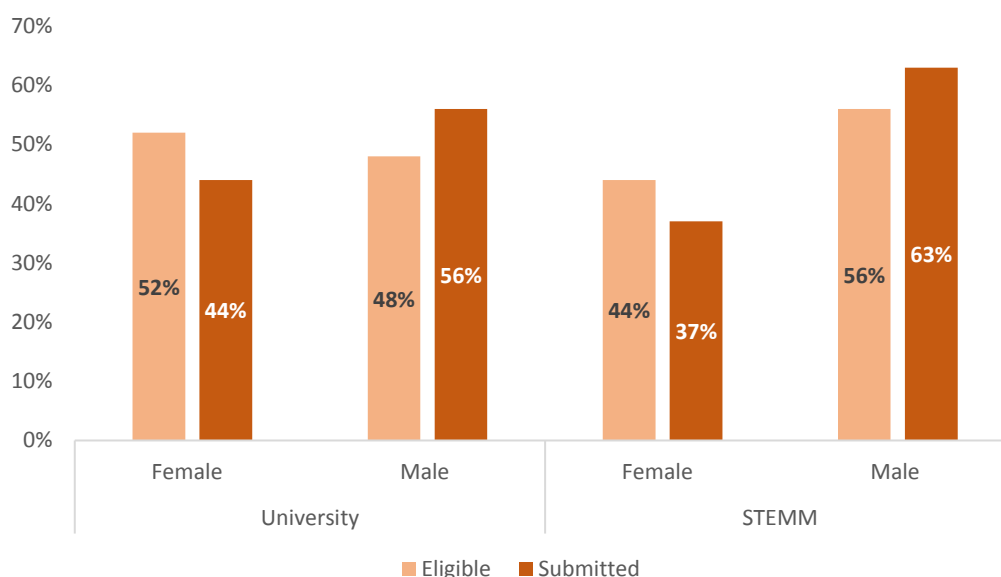
Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

As part of the submission to the REF 2014, the University developed and applied an internal Code of Practice on the selection of staff included in the submission. This code of practice set out how the University would address equal opportunities issues in connection with the

submission. Our code of practice was accepted by the REF Equality and Diversity Advisory Panel (EDAP) without amendment.

**Figure 5.7: Proportion of staff eligible and submitted in the 2014 Research Excellence Framework by Gender**

	University		STEMM	
	Female % ↔	Male % ↔	Female % ↔	Male % ↔
<b>Eligible</b>	52%	48%	44%	56%
<b>Submitted</b>	44%	56%	37%	63%
<i>Proportional difference</i>	-8%	8%	-7%	7%



Across the entire Institution, 52% of staff eligible for submission to the REF 2014 were women, and 48% were men. Of those individuals submitted to the REF 2014, 44% were women and 56% men

Within STEMM subjects, of those staff eligible, 44% were women and 56% were men. Of those individuals submitted to the REF 2014, 37% were women and 63% were men.

We are disappointed at the proportion of women submitted to the REF 2014, considering the proportion of women who were eligible. Focus groups showed that the University reflects societal attitudes in terms of childcare responsibility, and that this could impact on women's ability to develop research careers. The focus groups identified that women are more likely to be allocated administrative and pastoral roles, which may affect research output. We have action planned to improve this situation.

Key Findings	Actions
<p>The proportion of women submitted to the REF 2014 was lower than the proportion eligible for submission to the REF 2014, for both STEMM and AHSSBL.</p>	<p><b>Action 4.3:</b> Audit workload allocations to ensure that female staff are not disproportionately burdened with administrative roles which impede research capacity.</p> <p><b>Action 4.4:</b> Investigate actions that promote the proportion of women in the REF (such as the potential for a conference carer fund to contribute to the cost of caring commitments to facilitate attendance at conferences).</p> <p><b>Action 4.5 :</b> Mandate Unconscious Bias training for those involved in REF selection.</p>

#### SILVER APPLICATIONS ONLY

##### 5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

### 5.3. Career development: academic staff

#### (i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training is recorded electronically and line managers discuss training needs during the annual development review (see below). In the recent staff survey (2017) 59% reported satisfaction with training opportunities. We recognise that 41% of staff were dissatisfied, and a programme of action planning within departments will address the issues raised through the survey. The University's Employee Engagement Group will have oversight for this work. In 2015-2016, more women than men attended training. Participation in training shows that 68% of women against 54% of men received training. The gender disparity may be explained through training occurring in facilities and administrative areas (where women predominate).

Induction and on-going training are provided for staff members at all levels. In the academic year 2015/16 there were 248 training sessions provided centrally by the university. The total number of participants was 5,863 and 2,264 members of staff attended at least one training course in the 12 month reporting period.

Significant training opportunities have been delivered to staff in both Facilities and Faculty SAS, both areas in which women predominate. In the last staff survey, 59% of both men and women answered positively that they were satisfied with the training opportunities available.

The University routinely supports participation in Aurora women-only leadership development programme. In 2015/16 the University supported 10 women on the programme and 8 in 2016/17.

#### (ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

The University has a PDR Scheme for all members of staff to review their performance and achievements, development needs and career aspirations, and to agree objectives for their on-going development over the next twelve months.

During the process, relevant individual goals are identified which align with institutional priorities.

In the recent staff survey 59% of staff reported satisfaction with the personal growth afforded by their role (5% above the benchmark<sup>17</sup>). There was no difference between the proportions of men and women who reported that they were satisfied with personal growth afforded by their role. We recognise that 41% of staff were dissatisfied, and a programme of action planning within departments (with oversight from the Employee Engagement Group) will address the issues raised through the survey.

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<sup>17</sup> The University benchmarks the staff survey results against 20 other HEI that utilise the same provider.

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

The University offers funding opportunities to encourage and support Early Career Researchers (ECRs) in all disciplines, through the Research Accelerator Grant. 60% of the recipients of these grants have been women.

The scheme supports staff at the beginning of their research careers and is designed to (i) cover costs of, for example, a small piece of exploratory research, travel or equipment; and (ii) to help applicants develop the skills and confidence to apply for external funding.

Applicants nominate an internal academic mentor who support them to develop the application, and if successful, the formal submission of a full proposal to a funding body.

The University Grants Academy supports the continued development of Mid-Career Researchers, teaching applicants how to craft applications to UK Research Councils and other research funding agencies. As well as increasing the likelihood of success, the Academy offers continued support throughout the bid writing process. Participants benefit from dedicated support from an external grant craft expert, in parallel with our in-house Research Development team.

The University's 'Career Pathways Project' brings together career information so that staff can recognise the range of options for developing their careers, supported by high quality learning and development opportunities.

The University Academic Career Scheme, a component of the University's Framework to Support Academic Practice and Excellence supports the enhancement of teaching and research excellence and delivery of a high quality student learning experience. Through the scheme all new academic staff are assigned a mentor on arrival at the University. The scheme provides the new entrant with an excellent opportunity for supervised and supported self-development and systematic evaluation of all aspects of their academic practice. The scheme is monitored and a review will be carried out in 2018.

Mentors are supported in their activities through participation in ILM Level 5 Certificate in Coaching & Mentoring. In the 3-year reporting period, 65% of those undertaking ILM 5 in Coaching and Mentoring were women and 35% men. Successful candidates from the ILM qualification join a joint coaching and mentoring community, run in collaboration with the Universities of Manchester and Salford. This community provides a resource for staff who wish to access coaches or mentors.

All teaching staff are supported through FHEA qualification, within the first 3 years of their career and this is provided free of charge and delivered in-house. Where relevant, staff are supported through professional registration (e.g Professional registration, NMC revalidation).

Key Findings	Actions
Supporting parents at work	<b>Action 3.3</b> Establish a working parents network in order to use as a consultation group, and to provide peer to peer support for working parents.
Promoting leadership opportunities for women	<b>Action 3.4</b> Promote initiatives such as the Future Research Leaders programme to female academic staff.
Career development for early career academics	<b>Action 3.5</b> Develop and implement a University wide career development programme for early career academics and currently early career academic staff.
Raising visibility of successful women in the organisation	<b>Action 3.6</b> Profile successful women academic staff to encourage applications from women particularly in areas where women are underrepresented.

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##### 5.4. Career development: professional and support staff

###### (i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

###### (vi) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

###### (ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

## 5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

### (i) Cover and support for maternity and adoption leave: before leave

Explain what support the institution offers to staff before they go on maternity and adoption leave.

The University is committed to the support of staff going on maternity and adoption leave.

Effective communication is recognised as key to ensuring that individuals feel supported at this transitional point. The university website, accessible to all staff, offers comprehensive information. The University recognises that for adopting parents there are different concerns and requirements and has developed a separate adoption policy and procedure. Individuals who want to discuss particular personal circumstances and concerns are sign-posted to experienced HR Advisers and the Equality and Diversity team.

To ensure their safety and wellbeing, all pregnant women participate in a risk assessment with their line managers. All expectant mothers can take paid reasonable time for antenatal care. Principal carers for those adopting are entitled to paid time off for up to 5 pre-placement meetings.

The University has developed manager and staff guidance for managing pregnancy and maternity which suggests timescales for conversations prior to commencement of maternity leave, and planning for prior and during maternity leave.

### (ii) Cover and support for maternity and adoption leave: during leave

Explain what support the institution offers to staff during maternity and adoption leave.

The University offers competitive and supportive mechanisms for those on maternity and adoption leave. For both, employees are entitled to take up to 52 weeks leave and enhanced maternity, paternity and adoption pay arrangement for is offered to qualifying employees .

Staff taking this leave are entitled to up to 10 Keep In Touch (KIT) Days. Managers, with agreement from the individual, keep them up to date with key changes at the organisation.

The guidance on managing maternity sets out a timetable for KIT days, details of preferred contact methods (and regularity of contact) for the period of leave, and highlights the importance, for both managers and staff, of planning for returning from leave.

### (iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

The University understands the importance of work life balance of its staff and the particular needs of those with childcare responsibilities. The University has a comprehensive approach to support the returning parent at both work and home, from childcare vouchers, to flexible working and consideration in workload models.

The manager and staff guidance on managing maternity sets out the process for returning to work, including phased return, flexible working, reorientation and regular meetings upon return to the workplace.

As part of Athena SWAN the University considered opportunities for promotion for staff returning to work following adoption or maternity recognition. A formal process has now been put in place for promotional applications to Reader or Professor whereby absences for maternity or adoption can be taken into account when records are considered. Discretion is built into workload models to enable staff to transition back into the workplace. The University will monitor workload allocations for staff returning to work, in order to ensure parity across departments.

In further supporting parents in the workplace, the University is preparing to launch a working parents network, to provide mutual support opportunities for working parents.

Participants in the Athena SWAN focus groups discussed the impact of maternity leave on career progression. Participants indicated that periods of maternity were something that had been imposed on them as a consequence of their gender, and that they had felt overlooked when it came to development and promotion opportunities.

Key Findings	Actions
<p>The University recognises the need to consider opportunities for promotion for staff returning to work following adoption or maternity leave.</p>	<p><b>Action 3.3:</b> Launch Working Parents Network, and consult with parents network on future developments of family friendly policies.</p> <p><b>Action 5.5:</b> Develop a process whereby the staff guidance is automatically provided to women who have expressed their intention to undertake a period of maternity leave, and manager guidance to their managers.</p> <p><b>Action 5.11</b> Trial maternity coaching with volunteers, and review feedback, with a view to rolling out across the University.</p> <p><b>Action 1.7:</b> Monitor workload allocations to those staff returning to work to ensure parity across the University.</p>



(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

Academic & Research Staff	Maternity	Returned	Contract End/None renewal	Resigned	Return Rate
2013/14	35	33	0	<5	94.3%
2014/15	32	27	0	5	84.4%
2015/16	23	20	0	<5	87.0%

Amongst academic and research staff, return rate was between 87% and 94.3%. During the maternity period, no member of staff had their contract terminated.

Professional Services Staff	Maternity	Returned	Contract End/None renewal	Resigned	Return Rate
2013/14	53	48	0	5	90.6%
2014/15	49	44	0	5	89.8%
2015/16	48	45	0	<5	93.8%

Amongst professional services staff, return rate was between 89.8% and 93.8%. During the maternity period, no member of staff had their contract terminated.

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

The University offers both enhanced maternity and paternity pay arrangement for qualifying employees.

The University parental leave policy offers 2 weeks paid leave, on full pay for fathers or partners of mothers, and explicitly includes the provision of parental leave for same sex couples. This is an enhanced provision from the statutory minimum.

Employees are entitled to 18 weeks' unpaid parental leave for each child, to be taken in blocks of multiples of one week, with a minimum of one week and a maximum of four weeks' leave in one year.

## Paternal Leave

Academic uptake of paternity leave

	2013/14	2014/15	2015/16
Research	<5	<5	<5
Lecturer	<5	<5	<5
Senior Lecturer	<5	<5	<5
Reader	<5	<5	<5
Professor	<5	<5	0
<b>TOTAL</b>	<b>8</b>	<b>8</b>	<b>9</b>

We know that the formal recording of paternity leave is incomplete across the University, this might be because, as the University offers 2 weeks fully paid paternity leave (no change to pay and so it is often not recorded). We have action planned to ensure more accurate recording of ordinary paternity leave.

## Shared Parental Leave

During the reporting period, less than 5 members of staff undertook a period of shared parental leave (SPL).

## Adoption Leave

Uptake of adoption leave.

	2013/14	2014/15	2015/16
Number of staff taking adoption leave	<5	<5	0

## Parental Leave

The University does not centrally monitor the number of requests and outcomes in respect of unpaid parental leave. We have included an action to resolve this.

Key Findings	Actions
The formal recording of paternity leave is incomplete across the university.	<b>Action 5.10:</b> Promote the formal recording of ordinary paternity leave.
The University does not centrally monitor the number of requests and outcomes in respect of unpaid parental leave.	<b>Action 5.1:</b> Develop a system for centrally monitoring the applications and outcomes for requests for parental leave to establish uptake.

(vi) Flexible working

Provide information on the flexible working arrangements available.

The Flexible Working Policy is available on the HR website, and promotes a variety of flexible working options including part-time working, compressed hours, job share, term-time working and temporary working arrangements. The policy was updated in 2017 to highlight the variety of flexible working options available. There is scope to make these policies more visible, and increase manager confidence in their application. The University is developing training for managers in dealing with flexible working requests, emphasising the business benefits .

The University recognises that many flexible working arrangements are agreed informally locally, and we have included action to encourage formal monitoring of flexible working requests to help measure the effectiveness of our policies in this area. Feedback from the surveys conducted by departmental Athena SWAN SATs highlighted significant concern around manager’s approach to flexible working. Respondents felt that managers did not understand the benefits of flexible working, and saw such arrangements as burdensome. Respondents believed that requests were often refused without a strong business case.

The revised flexible working policy includes a requirement by managers to inform HR of the outcome of all flexible working requests so that we can monitor the numbers of applications and outcomes.

Key Findings	Actions
Many flexible working arrangements are agreed locally, without formal monitoring.	<b>Action 5.2:</b> Centrally monitor numbers and outcomes of flexible working requests.
There is scope to make our flexible working policy more visible, and to increase manager confidence in their application.	<b>Action 5.3:</b> Develop training for managers on the benefits of flexible working arrangements. <b>Action 5.4:</b> Assess all vacancies for the potential for job share and/or part time working and include this, where relevant, in job adverts.

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

The University recognises the challenges that a period of disruption, such as career break can have on research careers. Therefore, as part of our new Research and Knowledge Strategy, we have introduced:

- 1) Return to Research Fellowship. This fellowship will provide active support to return them to a position where they can produce research of the required quality.

2) the Research Re-orientation Fellowship. This Fellowship provides an opportunity for staff to re-focus their work into areas of strategic importance to the University.

(viii) **Childcare**

Describe the institution’s childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

We have a scheme to allow staff to make significant savings to the costs of childcare for children up to the age of 16. The scheme allows staff members to substitute a portion of their wage, tax and National Insurance deduction free, in exchange for childcare vouchers. The maximum amount of vouchers employees can receive is £55 per week or £243 per month for a basic-rate taxpayer, resulting in a maximum annual tax saving of £930. In the last year, 333 staff were in receipt of childcare vouchers. 201 are women (60%) , 132 are men (40%) . A total of £610,514 was spent on vouchers over the last 12 months

(ix) **Caring responsibilities**

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

The University has developed a new Carers Policy, designed to assist employees in managing the demands of work and the provision of unpaid care.

The policy directs managers to:

- Discuss the employee’s specific needs with them, including any adjustments that may be required to support them at work.
- Ensure that employees are aware of their leave entitlements and appropriate University policies.
- Respond to flexible working requests made under the University Flexible Working Policy.
- Respect the employee’s preferences around confidentiality in relation to the caring responsibilities.

Within the 2017 staff survey, answering the question “If there was one improvement for equality and diversity at Manchester Met., What would it be?”, a number of respondents identified the support available for those staff undertaking unpaid caring responsibilities.

Key Findings	Actions
Lack of support for those undertaking unpaid caring responsibilities.	<p><b>Action 5.7:</b> Develop and launch a carers network for staff.</p> <p><b>Action 5.12:</b> Conduct focus groups with members of the network to establish support that can be provided for staff with caring responsibilities.</p>

## 5.6. Organisation and culture

### (i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

The Athena SWAN Board has taken a proactive lead in mainstreaming and embedding the principles of Athena SWAN across faculties and departments. As a result there is Athena SWAN activity in every Faculty across the campus.

The University has an active Gender Staff Forum, which reports directly into the University Diversity and Equal Opportunities Committee (DEOC). The forum routinely reviews University policies, making recommendations for policy development. There is a direct link between the forum and Athena SWAN in that members of the forum sit on both the Athena SWAN SAT and Athena SWAN Board. In 2016 the Athena SWAN Board set out to establish Athena SWAN SATs in those departments where there had been no previous Athena SWAN activity (in particular AHSSBL departments). The Equality & Diversity team provided briefings for each Faculty Executive Group (FEG) on starting their Athena SWAN journey, and each FEG endorsed the principles and began the process to establish their SATs.

Departmental SATs are represented on the Institutional SAT, and use this to share good practice.

### (ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

The University has a robust Equality Impact Assessment (EIA) process to ensure that policies take account of equality and diversity. The University has a suite of HR policies which cover dignity at work, bullying and harassment, grievance and disciplinary.

In the 2017 staff survey, 76% of men and 79% of women felt that they were treated fairly in relation to the protected characteristics listed in the Equality Act. 77% of men and 80% of women felt that their colleagues are treated fairly at work. 76% of men and 79% of women felt that the University policies effectively promote equality and diversity.

The HR Advisory team carry out monthly case reviews to identify issue relating to the application of policies.

The University currently delivers a programme of mandatory training for managers to ensure they apply policies correctly, and is currently developing a new course for managers on “Managing fairly”, to cover topics such as providing reasonable adjustments, responding to flexible working requests and dealing effectively with dignity at work issues.

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Faculty	Faculty PVCs	
	Women	Men
Arts & Humanities	1	0
Business & Law	1	0
Education	0	1
Health, Psychology & Social Care	1	0
Science & Engineering	0	1
TOTAL	3	2

Across the 5 faculties, 3 PVCs are women and 2 are men.

Faculty <sup>18</sup>	Heads of Department	
	Women	Men
Arts & Humanities	2	8
Business & Law	4	3
Education	1	1
Health, Psychology & Social Care	2	2
Science & Engineering	2	2
TOTAL	11	16

Across the University 16 Heads of Department are men, and 11 are women. Across the STEMM subjects, 4 heads of department are women, and 4 are men. Within AHSSBL departments, 12 heads of department are men and 7 are women.

(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

The University Executive Group (UEG) is the University's most senior leadership team. Led by the Vice-Chancellor, UEG is responsible for managing the University, developing and delivering strategic and operational plans, agreeing policies and ensuring implementation. We are pleased to note that there is gender balance on the University Executive Group:

Women	Men
7	7

Academic Board advises the Vice-Chancellor on the University's academic and other activities. In particular it considers and advises on matters relating to awarding taught and research degrees.

<sup>18</sup> Cheshire Campus excluded as temporary arrangements now in place as the University withdraws from the campus.

We are pleased to note that there is a positive gender balance on the University Academic Board:

Women	Men
13	11

We are pleased to note a broad gender balance on the University Research and Knowledge Exchange (RKE) Committee:

Women	Men
7	9

(v) **Representation of men and women on influential institution committees**

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

The Board of Governors is responsible for determining the educational character and mission of the University, for oversight of its activities and for the efficient use of resources. It safeguards the University's assets and approves the annual estimates of income and expenditure. The composition of the Board of Governors by gender is:

Women	Men
6	14

The University Education Committee is responsible for advising Academic Board on issues relating to student education, including strategy and policy in relation to learning, teaching and assessment in connection with all taught award and credit bearing provision. The composition of the Education Committee is:

Women	Men
9	7

Key Findings	Actions
Women constitute 50% or more of three of our five most influential committees. They are however, under-represented on the Board of Governors.	<b>Action 4.1:</b> Increase the proportion of women on the Board of Governors.

(vi) **Committee workload**

Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of men or women and how role rotation is considered.

Chairs and Secretaries are required to ensure that committee vacancies are advertised widely within the University to provide all staff with the opportunity to participate in the University's decision-making processes and to encourage broad representation. The University regards committee membership reflecting the diversity profile of the University or relevant category of staff as good practice. The University is mindful not to introduce gender quotas for committees which might lead to the same women (e.g. in STEMM) being invited onto numerous committees.

(vii) **Institutional policies, practices and procedures**

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

All University policies are subject to rigorous equality impact assessment, which requires the author to evaluate the impact of a proposed (or reviewed) policy on all protected characteristics, including gender (and gender reassignment). Any identified negative impact must be acted upon. The Equality & Diversity team compile completed equality impact assessments, and compile examples of positive impacts of policies as best practice. The four staff equality & diversity fora<sup>19</sup> act as consultation panels for new University policies, particularly those with equality potential impacts (e.g. flexible working policy, family leave and special leave policies). Each forum reviews policies and feeds back to DEOC.<sup>20</sup>

(viii) **Workload model**

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

“Academic Staff Workload Allocation Model Principles and Process Guidance”, was adopted in August 2015 and refined in April 2016. The guidelines stipulate that workload allocation must conform to a set of principles, which include consistency with contract and formal agreements; transparency; staff development and training; consistency of application; sensitivity to context and circumstances. There is a requirement that data can be aggregated into: Teaching, Support for Teaching, Research Internally funded, Research Externally funded, Research Support, Other Duties and Support for Other Duties. The workload allocations of all members of academic staff are drawn up annually. It is expected that workload allocations will be the subject of discussion and agreement between the member of staff involved and appropriate manager and can inform annual Professional Development Reviews. Balancing workload allocations is undertaken at Departmental level and a mid-year review is required. Workload Models and Allocations are reported to and monitored by Faculty Executive Groups once a year.

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<sup>19</sup> Gender Staff Forum, LGBT Staff Forum, Race Staff Forum, Disabled Staff Forum.

<sup>20</sup> Diversity and Equal Opportunities Committee



The University has recently formalised its University Workload Management Group which continues to monitor and refine the University Workload Model. Gender analysis will be added to the terms of reference for this group as part of the accompanying Athena SWAN action plan, and will include gender analysis for Faculty workload allocation reviews with a requirement for Faculty Executive Groups to consider gender bias.

Key Findings	Actions
The university recognises the need to monitor the workload allocation model for gender bias.	<b>Actions 1.4</b> University Workload Management Group to include gender analysis for Faculty workload allocation reviews.

(ix) **Timing of institution meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

Although each board or committee works according to its own terms of reference, there is a set of conventions common to all MMU committees. Currently these do not include guidance on the timing of meetings with reference to caring responsibilities and part-time staff. An action to amend this will be taken as a result of this application. In practice, many senior committees of the University tend to meet in the 2-4pm timeslot, others such as University Executive Group or Faculty Executive Groups have moved to a later start to accommodate those with caring responsibilities.

In the most recent staff survey (2017), 60% of female staff answered positively that they were able to strike a balance between work and home life. Other institutional events, such as Staff Award presentations will happen during core hours and at times of the year when the majority of staff are able to attend.

Key Findings	Actions
Conventions common to all Manchester Met committees do not currently include guidance on the timings of meetings with reference to caring responsibilities and part time staff.	<p><b>Action 5.8:</b> Governance and Secretariat to amend Committee Conventions to include guidance on the timing of meetings with reference to caring responsibilities and part-time staff.</p> <p><b>Action 5.9:</b> Through Departmental SATs, promote the adoption of 10am-4pm as core hours for Departmental or Faculty Business.</p>

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

The Departments and Faculties within the University organise a wide range of diverse events. The University seeks to ensure appropriate representation of all groups in doing this. The University for example hosted the 2016 National Festival of LGBT History Conference (Feb 2016) and runs the Sylvia Pankhurst Centre for Gender Research. The MMU Engage team in the Faculty of Science and Engineering organise 'SciBar' events - public meetings at which scientists highlight their work to a non-specialist audience. They explicitly aim to achieve a gender balance in speakers. The MMU Engage team also organise Professoriate Lectures, again available to a wide audience, and in response to the gender balance at Professor level have decided to extend this to Readers specifically to present a better gender balance in speakers.

Organised by "Manchester Girl Geeks", the University hosted an event for women in technology that included a number of sessions on women in STEMM. Female members of staff from STEMM subjects facilitated sessions, providing role models and raising their profile.

Since the last submission, the University has engaged with the Women into Science and Engineering (WISE) campaign, and this is used as an engagement as an opportunity to raise the profile of women in STEMM subjects through the engagement with events.

The University reviews all core marketing publications (internal and external) and has an image bank of diverse range of staff to ensure inclusion and promotion of positive images of all groups, including men and women. The University Brand Guidelines recognise that how we communicate to many audiences and embrace the diverse community of current and potential staff and students is very important. Through our choice of wording, tone of voice, photographic images and visual details we endeavour to eliminate potential bias in advertising materials.

The University has reviewed the process for conferment of honorary awards, to ensure that the honorary awards committee carefully considers the principles in equality and diversity in the selection of honorands. This has seen a change in the gender balance of 80:20 of honorands being men to a ratio of 60:40, since the last successful submission.

(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

The University engages in an extensive program of outreach and widening participation. Staff contribution to outreach and engagement activities is recorded in workload allocations. Outreach activities are co-ordinated and delivered locally by individual departments, and the staff in engaged in outreach activity is not collected or monitored centrally. Therefore we are unable to say whether these activities are allocated in an equitable way.

Key Findings	Actions
We do not currently centrally monitor staff contribution to outreach and engagement activities.	<b>Action 1.3</b> Departmental SATs to prepare reports of staff engaged in Outreach activity and to provide to a central register for monitoring and analysis. Also need to monitor audience for gender too.

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Athena SWAN SAT teams were established in all the Departments in the Faculty of Science and Engineering during 2014. The Faculty has established a Faculty level group, chaired by the Deputy Faculty Pro-Vice-Chancellor, to monitor progress and identify cross-Faculty actions. Beginning in Feb 2015 the University SAT Chair (now co-Chair) and/or the Equality and Diversity Manager have attended Faculty Executive Groups meetings in all the other Faculty to encourage the establishment of Departmental SAT teams. Within the Faculty of Health, Psychology and Social Care this was achieved in 2016. The University SAT group has now adopted a co-Chair structure with one Chair from Faculty of Science and Engineering and one from the Faculty of Arts and Humanities. The University Athena SWAN Board, chaired by the Deputy Vice-Chancellor receives regular updates on the progress of Departmental SATS across the University.

The Equality & Diversity team has developed guidance for departments starting out on their Athena SWAN journey, which includes details on establishing SATs, understanding data and developing SMART action plans.

Athena SWAN activity will be further mainstreamed across the University by the routine reporting of Athena SWAN data and activity to Faculty Executive Groups.

Key Findings	Actions
Further steps that will be taken to encourage departments to apply for their own Athena SWAN awards.	<b>Action 1.1</b> Develop reporting mechanism for routinely reporting Athena SWAN data, presenting data annually to Faculty Executive Groups and Heads of Department.

## 6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words (ACTUAL 468) | Silver: 500 words

### (i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

The University equality and diversity policy prohibits discrimination, harassment and victimisation on the grounds of gender reassignment. Breach of this policy is considered an act of gross misconduct. The University has developed a policy and procedure to support staff transitioning within the workplace, and the University has supported a number of staff to transition their gender. The procedure also goes beyond simple legal compliance and confers protection for those staff who identify as gender fluid or gender non-binary.

The University has developed gender identity training, which is delivered to staff and managers, in order that they can best support students who identify as trans, non-binary or gender fluid. Guidance is available for staff to support students through gender transition, including all the relevant document and system changes required.

One member of staff recently supported in their gender transition is an active member of the University LGBT staff forum, and has recently become the University's first trans role model, featuring in the University LGBT staff and student guide.

### (ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

Gender reassignment, as a protected characteristic, is considered in the Equality Impact Assessment process of all new policies, and reviews of existing policies. The University LGBT staff forum provides an opportunity for trans staff to engage with the University and potentially identify impacts of University policy. The LGBT staff forum is routinely used as a consultation panel for new or existing policies, which allows trans staff to comment on potential impacts.

### (iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

The University has a number of LGBT role models, recruited through existing staff networks. 2 of the role models identify as trans, and act as trans role models, providing high visibility, and where required support for trans staff or students. The role models regularly appear in all staff communications on trans and gender identity equality. The University routinely celebrates transgender events, including trans day of visibility (TDoV), Trans day of remembrance (TDoR), and has held a number of internal events celebrating gender identity diversity, including the successful "TransMetropolitan" event in 2016, in which staff and students came together for a full day's activity to raise awareness. The work of Professor Stephen Whittle, within the University's School of Law, is internationally renowned in respect of trans equality and inequality, and Stephen regularly contributes to the development of University policy, guidance and training in this area. The University has introduced the gender neutral pronoun

Mx into the HR management information system, which will allow colleagues who identify as gender non-binary to select a neutral pronoun. In the last submission round for the Stonewall workplace equality index, the University improved its ranking by 125 places, placing us 41<sup>st</sup> in the Top 100 and 4<sup>th</sup> in the sector. This submission was the first time that trans inclusive criteria had been included and recognises an external recognition for the work the University has carried out.

## 7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words (ACTUAL 573) | Silver: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

The University was delighted to announce in 2016 the launch of the Sylvia Pankhurst Gender Research Centre. This Centre builds on the successful track record of our existing Gender Cluster in developing key research themes across the University and building active relationships with stakeholders to create impact, innovate teaching and raise our esteem.

The University has engaged with, and become a member of the WISE (Women into Science & Engineering) campaign, meaning that individual employees can sign up to the various benefits that come with corporate membership.

Professor Julia Clarke, Dean of Business & Law, was invited to judge the recent inaugural Northern Power Women Awards. Following this, and through attendance at the awards, the University is looking to further support Northern Power Women by exploring initiatives such as networking, developing female talent through mentoring and education, and nominating University staff for future awards. Northern Power Women are also looking at working closer with the University to promote our MBA, especially our recently launched Women in Business scholarship.

The University offers a wide range of events to encourage our female students and staff to take part in a variety of activities around the campus and to encourage new engagement.

MMU Sport have been offering a number of events for female only participants, most recently the "Shake It Off Event", working alongside Manchester University and Sport Manchester, to offer Gymfit, Hockey, Netball, Badminton, Zumba and Streetfit for free, to encourage active participation.

The University runs a range of activities to mark International Women's Day, and in 2017 these included: Women in STEM: Meet women working in science and engineering, joint event with University of Manchester and University of Salford, An Exhibition of Student Journeys to Deconstruct 'Gender', LesBiCon: What do young lesbian and bisexual women want and need? and Herstory Walks: a guided walking tour of the Oxford Road Corridor to celebrate some of Manchester's most influential women, from Mabel Tylecote to Marie Stopes, Mrs Gaskell to Mrs Pankhurst. Additionally this year, the University was proud to be a sponsor of Manchester City Council's Manchester International Women's Festival awards ceremony on March 8.

Generating Routes for Women's Leadership Project (GROWL) is Manchester Metropolitan University's Toolkit of Enquiry Tools, an Ideas Bank and a Network that supports organisations

to engage with research evidence to Generate Routes for Women’s Leadership. The University is taking research evidence out to organisations to create a dialogue about how they can Generate Routes for Women’s Leadership (GROWL). Our approach involves supporting women to draw on five GROWL Enquiry Tools, a GROWL Ideas Bank of ‘better practice’ and a GROWL Network to reflect on context and Generate Routes for Women’s Leadership that fit with organisations.

The Football Association chose Manchester Metropolitan University as a pioneering place for women’s football to launch its Girls’ Football Week. The initiative is run nationally and launched at the University in the Autumn of 2017. The scheme is focused on encouraging girls in further and higher education to try football or to get back into the sport. The launch featured Manchester City FC and England goalkeeper Karen Bardsley – who is also a student on the University’s Master of Sport Directorship programme. Professor Carol Atkinson, Associate Dean for Research in the Faculty of Business and Law focuses her research on older workers and older women’s careers, and has recently supervised an internal MSc. Student to conduct an internal survey on the impact of the menopause at work.

Key Findings	Actions
Many of the range of events are organised by the Women’s Network.	<b>Action 4.2:</b> Further support to Carry out 3 Women’s network events each year.

## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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## ACTION PLAN

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
<b>1. Baseline data, supporting evidence and awareness raising</b>									
1.1	Further mainstream Athena SWAN activity.	To proactively use Athena SWAN data beyond the scope of Institutional submissions.	Develop reporting mechanism for routinely reporting Athena SWAN data. Present data annually to Faculty Executive Groups and Heads of Department.	Jan 2018	April 2018	Equality & Diversity Manager	Faculty PVCs	Athena SWAN data routinely reviewed by all senior decision-making groups, and develop new actions arising.	
1.2	Examination of potential intersectional discrimination in appointment and recruitment.	The introduction of intersectional analysis in the new criteria.	Examine particular intersections that require detailed analysis. Report in the annual University equality monitoring report, and reference where appropriate in future Athena SWAN submissions.	Dec 2017	Annual report Dec 2017, and annually thereafter.	Equality & Diversity Manager	Assistant Director of HR, Talent, Engagement & Development.	Integrated level of intersectional analysis in the annual equality monitoring report.	Figure 4.19 Figure 4.20 Table 4.5
1.3	Allocation of outreach activities.	Lack of data on employees engaged in outreach activity.	Departmental SATs to prepare reports of staff engaged in Outreach activity and to provide to a central register for monitoring and analysis.	April 2018	Nov 2018	Departmental SAT Co-Chairs	Heads of Departments	Institutional wide analysis of staff engaged in outreach activity.	



Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
1.4	Gender analysis in workload allocation.	To examine the potential for committee overload for women. And tendency towards teaching and caring roles	University Workload Management Group to include gender analysis for Faculty workload allocation reviews.	Sept 2018	Annual monitoring thereafter	University Workload Management Group	Deputy Vice-Chancellor	Analysis of workload allocation and actions arising.	
1.5	Access to return to research fellowships	To establish equality of access to return to research fellowships	Monitor applications and outcomes for research fellowships by gender.	Sept 2018	Annual reporting thereafter	Director RKE	PVC Research & Knowledge Exchange	Analysis of access to fellowship programs	
1.6	Proportion of female professors above the national average.	To evaluate the effectiveness of Athena SWAN initiatives.	Engage with those women successfully promoted to the Professoriate to establish which initiatives worked well, and which were unhelpful.		Annually	E&D Manager/Reward and Pensions Manager	Assistant Director of HR		See figures 4.2, 4.3, 4.4
1.7	Support for staff returning		Monitor workload allocations for those	Sept 2018	Annual monitoring	University Workload	Deputy Vice-Chancellor	Analysis of workload	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
	to work following adoption or maternity leave.		returning to work from a period of absence.		oring thereafter	Management Group		allocation and actions arising.	
<b>2. Key career transition points, Appointments and Promotions.</b>									
2.1	Improving the outcomes of women in recruitment and promotion processes, particularly BME women and all women in STEMM.	To mitigate against potential bias in recruitment processes, and potentially increase the proportion of women successful in appointments and promotions.	Incorporation of Unconscious Bias materials into existing training for recruitment managers.	Nov 2017	-	Equality & Diversity Manager; L&D Manager	Assistant Director of HR, Talent, Engagement & Development.	Delivery of Unconscious Bias training to all new recruiting managers in 2017, and all existing recruiting managers by end 2018 (through existing refresher training provisions), and to monitor impact of this.	See Figures 4.19 to 4.21 regarding the under-representation of BME women. See table 5.4 for shortlist to appointment success rates for women in STEMM.
2.2	Ensuring fairness in the University recruitment processes,	Gender imbalances in recruitment outcomes	Audit recruitment panel composition to ensure that there is gender balance on recruitment and selection panels.	April 2018	June 2018	Head of Talent and Resourcing	Assistant Director of HR, Talent, Engagement & Development.	Completed audit. All panels have gender balance.	See table 5.4 for shortlist to appointment success rates for

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
	particularly STEMM.								women in STEMM.
2.3	Creating diverse talent pools for senior appointments.	To increase the proportion of women in senior roles across the University.	Engagement with recruitment agencies responsible for senior appointment referrals.	April 2018	June 2018	Head of Talent and Resourcing.	Assistant Director of HR, Talent, Engagement & Development.	All candidate pools for senior appointments to be made up of 50% women by 2019.	See Academic Pipeline Figures 4.2 onwards and Intersectionality figures 4.19 onwards. BAME staff, particularly women are under-represented at senior levels throughout the institution.  See table 5.3 and table 5.4 for recruitment figures. These show that the proportion of female applicants for professor roles in AHSSBL is low, and the proportion of female applicants for all STEMM

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
									grades is low, particularly for professor level posts.
2.4	Inequality in the appointment of women into senior positions.	To increase the number of women applying, and success rate, particularly at promotion and appointment to Reader and Professor	Develop mechanism for identifying women candidates for senior appointments.	Nov 2018	April 2019	Head of Talent and Resourcing	Assistant Director of HR, Talent, Engagement & Development.	Achieve gender balance in candidate pools.	See Academic Pipeline Figures 4.2 onwards and Intersectionality figures 4.19 onwards to see where women are under-represented in senior roles.
2.5	Talent development	To increase the number of BME women applying, and success rate, particularly at promotion	Identification of BME women suitable for promotion to positions of Reader and Professor.	Nov 2018	April 2019	Head of Talent and Resourcing.	Assistant Director of HR, Talent, Engagement & Development.	Increase in proportion of BME women applying for roles.	See Academic Pipeline Figures 4.8 onwards

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
		and appointment to Reader and Professor.							
2.6	“Demystifying promotion and progression” for women candidates identified as suitable candidates for promotion.	To increase the number of women applying and success rate, particularly at promotion and appointment to Reader and Professor, and particularly for BME women.	Design content for workshops.	Nov 2017	Dec 2017	E&D Specialist/E&D Manager	Assistant Director of HR, Talent, Engagement & Development;	Workshops successfully delivered, with positive feedback from the women participants. Increase of more than 10% in the number of women applying in 2018.	See Academic Pipeline Figures 4.2 onwards
			Create mechanism to identify those women who are suitable candidates for promotion. Via development reviews and dept or faculty panels.	Nov 2017	Dec 2017	HRBPs; Departmental SATs	Heads of Schools		
			Deliver 3 promotions workshops in each academic year.	Nov 2017	Dec 2017	E&D Specialist/E&D Manager	Assistant Director of HR, Talent, Engagement & Development;		
2.7	Gender imbalances in applicant numbers for STEMM positions.	To encourage greater proportions of women to apply for	Review recruitment materials to ensure wherever possible the language used in materials is gender balanced.	Jan 2018	April 2018	Resourcing Change Manager	Head of Talent & Resourcing.	Audit of recruitment materials and careers website. +10% increase in the number of	See Academic Pipeline Figures 4.2 onwards

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
		vacancies and promotions						women/men applying for vacancies where they are under-represented.	
2.8	Professoriate Promotion	To achieve gender balance in the promotion of women to the Professoriate, with particular focus on STEMM academic women and BME academic women.	Design open sessions for women on the process for Professoriate promotion.	Jan 2018	April 2018	E&D Specialist/E&D Manager	Assistant Director of HR, Talent, Engagement & Development;	Increase in the proportion of women applying and successful for promotion by 10% year on year.	See Academic pipeline figures 4.2 onwards to identify which subjects (STEMM/AHSSBL) and which promotion routes (Learning & Teaching/ Research) have the biggest issues with gender balance at professoriate level. These charts identify at which point women become under-represented – at the transition from Reader to Professor or at
			Promote sessions throughout the University	May 2018	Annually thereafter	E&D Specialist/E&D Manager	Assistant Director of HR, Talent, Engagement & Development;	Increase in the proportion of women applying and successful for promotion by 10% year on year.	
			Deliver drop in sessions ahead of each Professoriate appointment round.	Aug 2018	Nov 2019	E&D Specialist/E&D Manager	Assistant Director of HR, Talent, Engagement & Development;	Sessions delivered.	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
									the transition from SL to Reader. This will allow the identification of the best point in the career pipeline to provide promotion workshops. This point may be different for STEM/ AHSSBL.
2.9	Establish trends in why staff leave the organisation.	No clear trends in leavers data.	Actively promote the uptake of exit interviews to ascertain reasons for staff leaving.	June 2018	Dec 2018	HR Service Centre Manager	Assistant Director of HR, Talent, Engagement & Development.	Report any established trends in reasons for leaving. +10% increase in the number of staff engaging with the exit interviews by 2018. Data analysed and used to inform actions to address attrition.	Table 4.14 to 4.17

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
2.10	Understand if there are any trends behind low retention of female entry level research staff.	No clear trends in leavers data	Use detail from exit interviews or run focus groups with research staff within STEMM subjects to understand any retention issues.	Jan 2018	Dec 2018	Departmental SATs	Departmental SAT Chairs	Data analysed and used to inform actions to address attrition.	
2.11	Career progression of women in the academic career pipeline.	Identification of key turning points at which women become underrepresented in the career pipeline.	Target mentoring and coaching opportunities for those women at these key turning points identified in the data.			Heads of Academic departments/ Research Centres	Faculty Pro-vice Chancellors		See figures 4.5, 4.6, 4.7, 4.10, 4.11, 4.12, 4.16, 4.17, 4.18
2.12	Promotion outcomes for men and women in the 2 academic pipelines.	Differential promotion rates for women between the Research route and Learning & Teaching/	Implement Unconscious Bias training for all staff engaged in promotion activities.	Feb 2018	Dec 2018	Equality & Diversity Manager; Learning and Development Manager.	Assistant Director of HR, Talent, Engagement & Development.	Training completed by all staff engaged in promotion activities.	See figures 4.2 onwards



Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
		Management route							
2.13	Promotion of part time staff	Differential outcomes in the promotion of part time men and part time women.	Conduct research into the differential promotion outcomes for part time staff.	April 2018	Oct 2018	Equality & Diversity Manager	Assistant Director of HR, Talent, Engagement & Development.	Report and recommendations to Diversity & Equal Opportunities Committee (DEOC) on findings of research and subsequent actions.	See figure 5.6
2.14	Underrepresentation of men at the early career stage in AHSSBL	A lower proportion of men than women are early career academics within AHSSBL	Investigate the underrepresentation of men in the early career stages within the AHSSBL academic pipelines.	April 2018	Oct 2018	Institutional SAT.	Athena SWAN Board	Report on the reasons for the gender disparity at this career stage and action plan accordingly.	See figure 4.10a
<b>3. Career Development, advice and support.</b>									
3.1	Providing increased visibility for women,	Encourage more women to become	Run campaign to encourage more women to become media experts.	Jan 2018	Dec 2018	Press and Communications Officer.	Director of Marketing and Communications.	Equal proportion of men and women available as media experts,	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
	particularly in STEMM women at all level, and AHSSBL women at professoriate level.	'media experts'.						particularly in STEMM subjects.	
			Provide targeted media training opportunities for women staff	Jan 2019	April 2019	Equality & Diversity Manager; Press & Communications Officer.	Director of Marketing and Communications.	Media training sessions provided.	
			Develop a robust policy whereby the response to all requests for media experts are gender balanced.	Jan 2018	April 2018	Equality & Diversity Manager; Press & Communications Officer.	Director of Marketing and Communications.	All requests for media experts receive a gender balanced response.	.
3.2	Raising the profile of women in STEMM internally.	Provide opportunities for women to be showcased at departmental levels within the organisation.	Review and revise Institutional Mosaic Women webpages	April 2018	Sept 2018	Equality and Diversity Manager; New Media Manager	Director of Marketing and Communications.	Updated University wide webpages.	
			Develop existing departmental Athena SWAN websites to raise the profile of women in the department.	April 2018	Sept 2018	Departmental Athena SWAN leads/SATs.	Departmental Athena SWAN leads/SATs.	All departmental Athena SWAN webpages include sections on raising the profile of women within the department.	
			Ensure that new departmental SATs incorporate the same	Jan 2018	Nov 2018	New departmental leads.	Departmental Athena SWAN leads/SATs.	All new departmental webpages include	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
			<p>principles when developing departmental Athena SWAN webpages.</p> <p>Departmental SATs to utilise events such as International Women’s Day to raise the profile of successful women within the department.</p>					<p>sections on raising the profile of women within the department.</p> <p>SATS to organise events celebrating IWD.</p>	
3.3	Supporting parents at work	To provide particular support to those employees who are managing work with parenting responsibilities	Establish the principles of a working parents network	Nov 2017	Dec 2017	Equality & Diversity Co-ordinator	Equality & Diversity Manager.	Terms of reference agreed.	
			Promote the network through established communication channels, and in particular through Athena SWAN groups.	Jan 2018	Dec 2018	Equality & Diversity Co-ordinator	Equality & Diversity Manager.	Positive campaign to promote membership of the network.	
			Undertake at least 2 meetings of the network in its first year of operation.	Jan 2018	Dec 2018	Equality & Diversity Co-ordinator	Equality & Diversity Manager.	At least 2 meetings of the network held in 2017.	
3.4	Promoting leadership opportunities for women.	Promote initiatives such as the Future Research Leader	Specifically target nominations for women to participate in the scheme. Carry out targeted advertising of the scheme	Jan 2018	Dec 2018	Heads of Schools	Faculty PVCs	Increase in the proportion of women undertaking the future leaders programme	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
		programme to female academic staff.	to women and promote through women's networks						
3.5	Career development for Early Career Researchers		Develop and implement a University-wide career development programme for early career researchers and currently early career research staff.	April 2018	April 2019	Impact and Engagement Manager	Director of RKE	High proportion (c70%) of ECRs respond positively to questions about career support in CROS survey.	See figures 4.2 onwards to assess the gender proportion at Researcher (MMU Grades 5-7) level compared with the gender proportion at Lecturer level (MMU Grade 8).
3.6	Raising visibility of successful women in the organisation.	To encourage more applications from female talent pipeline for promotion/appointment.	Profile successful women academics to encourage applications from women, particularly in areas where women are underrepresented.	Jan 2018	Dec 2018	Departmental SAT Co-Chairs	Departmental SAT Co-Chairs	Program of communications profiling successful women across the organisation.	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
3.7	Supporting Trans and gender non-binary students	Inclusion of supporting trans people in the new criteria.	Develop and publicise policy and guidance for supporting students undergoing gender transition.	Jan 2018	April 2018	Equality & Diversity Manager.	Director of Student Support.	Policy in place and widely promoted.	
3.8	Impact of administrative duties on research activity, particularly for part time staff.	To establish if women are disproportionately impacted by administrative duties.	Use the Gender Staff Forum and Women's Network to conduct focus groups on the impacts of allocation of departmental administrative duties.	April 2018	June 2018	Equality & Diversity Co-ordinator.	Equality & Diversity Manager.	Report outlining findings of focus groups, with appropriate remedial actions.	
<b>4. Organisation and Culture.</b>									
4.1	Gender balance on decision making committees.	To increase the proportion of women on decision-making committees.	Examine the opportunities for shadowing committee members.	Jan 2019	March 2019	Head of Governance & Secretariat	Head of Governance & Secretariat	Increase in the proportion of women on decision-making committees, where there is currently a gender imbalance.	
			Encourage women to self-identify, who are suitable to pursue committee member shadowing opportunities.	March 2019	July 2019	Head of Governance & Secretariat	University Registrar		

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
			Identify women and invite for opportunities to shadow committees.						
4.2	Networking	To provide opportunities for women to network across the Institution.	Carry out 3 networking events per year	March 2018	3 events annually thereafter	Equality & Diversity Manager; Equality & Diversity Co-ordinator	Assistant Director of HR, Talent, Engagement & Development	3 networking events per year. Tracking of those taking part shows positive impact on career/development.	
4.3	Proportion of women submitted to the REF	To facilitate high quality research outputs for female staff.	Audit workload allocations to ensure that female staff are not disproportionately burdened with administrative roles which impede inclusion in the REF.	Sept 2018	Dec 2018	University Workload Management Group	PVC Pro-Vice Chancellor Research and Knowledge Exchange	Workload audit completed and recommendations made to Athena SWAN Board based on findings.	
4.4	Supporting women in research careers.	To support attendance at conferences for those staff with parental responsibilities.	Investigate the potential for a conference carer fund to contribute to the cost of caring commitments to facilitate attendance at conferences.	April 2018	Sept 2018	Director of RKE	Pro-Vice Chancellor Research and Knowledge Exchange	Decision on the proposal to support a conference carer fund and/or other assistance for conference attendance.	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
4.5	Proportion of women submitted to the REF	Underrepresentation of women in the REF 2014	Mandate Unconscious Bias training for all involved in REF selections.	April 2019	Sept 2019	Equality & Diversity Manager	Assistant Director of HR, Talent, Engagement & Development	Training completed by all staff involved in REF selection decisions.	
<b>5. Flexibility and managing careers.</b>									
5.1	Recording family related leave	To provide more accurate picture of the numbers of staff taking family related leave.	Develop a system for centrally monitoring the applications and outcomes for requests for parental leave to establish uptake.	Sept 2016	Dec 2016 (and continually thereafter)	HR Shared Service Centre Manager	Assistant Director of HR, Talent, Engagement & Development	Increase in the number of formal applications and those approved. Reliable and robust monitoring data available and used to address areas of non-compliance with the policy/ support managers to understand the business benefits.	
5.2	Promoting flexible working	To provide accurate analysis of applications and uptake of	Centrally monitor numbers and outcomes of flexible working requests.	April 2018	Onwards	HR Shared Service Centre Manager.	Assistant Director of HR, Talent, Engagement & Development	Comprehensive record of those applying for flexible working and outcomes. Increase of +15% of the number of	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
		flexible working.						requests approved	
5.3	Improving manager capability for handling flexible working requests	Develop training for managers on the benefits of flexible working arrangements.	Develop training for managers on the benefits of flexible working arrangements.	Dec 2017	April 2019	Equality & Diversity Manager; Learning & Development Manager	Assistant Director of HR, Talent, Engagement & Development	Central register of flexible working applications and requests.	
5.4	Job sharing and part time working	To improve diversity of applicant pool and to demonstrate commitment as a family friendly employer	Assess all new posts for the potential for job share and/or part time working, and include this, where relevant, in the job advertisement details.	Jan 2018	April 2019	Resourcing Manager; HR Advisors	Assistant Director of HR, Talent, Engagement & Development	Increase of 20% in the number of part time working/job sharing opportunities available for new posts.	
5.5	Promote manager guidance for	Ensuring that managers are able to	Develop a process whereby the staff guidance is automatically provided to women who have	Jan 2018	April 2018	HR Service Centre Manager.	Assistant Director of HR, Talent,	Process in place whereby all expectant mothers receive	



Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
	managing maternity	appropriately manage periods of maternity, and expectant mothers know the support that will be provided by the University.	expressed their intention to undertake a period of maternity leave, and manager guidance to their managers.				Engagement & Development	appropriate guidance, and all managers of expectant mothers receive manager guidance.	
5.6	Promote manager guidance for managing adoption leave	Ensure parity between those undertaking periods of adoption leave with those undertaking adoption leave.	Replicate manager guidance produced for maternity for managing adoption leave.	April 2018	Dec 2018	HR Service Centre Manager.	Assistant Director of HR, Talent, Engagement & Development	Guidance available for staff and managers.	
5.7	Work life balance for staff	To provide peer support for staff who	Develop and launch a carer's network for staff.	May 2018	Dec 2018	Equality & Diversity Manager	Assistant Director of HR, Talent,	Launch of network. Improved engagement	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
		have unpaid caring responsibilities.					Engagement & Development	scores in 2019 staff survey.	
5.8	Inclusive timings of meetings	To ensure that participation in committee meetings is accessible for all staff.	Governance and Secretariat to amend Committee Conventions to include guidance on the timing of meetings with reference to caring responsibilities and part-time staff.	April 2018	Sept 2018	Head of Governance & Secretariat	University Registrar	Revised set of committee conventions. All committees adhering to these.	
5.9	Inclusive timings of meetings	To ensure equitable participation in relevant departmental meetings by all staff.	Through Departmental SATs, promote the adoption of 10am-4pm as core hours for Departmental or Faculty Business.	April 2018	Sept 2018	Departmental SAT Co-Chairs	Institutional SAT Co-Chairs	Faculty business conducted between core hours of 10am and 4pm, All committees adhering to these.	
5.10	To ensure robust record of those undertaking ordinary paternity leave.	Small numbers of records of ordinary paternity leave.	Promote the formal recording of ordinary paternity leave.	Jan 2018	June 2018	HR Service Centre Manager.	Assistant Director of HR, Talent, Engagement & Development	Increase in the number of records of ordinary paternity leave.	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
5.11	Impact of periods of maternity leave on careers.	Feedback from focus groups on the impact of periods of maternity leave.	Trial maternity coaching with volunteers, and review feedback, with a view to rolling out across the University.	Dec 2017	Dec 2018	Equality & Diversity Manager.	Assistant Director of HR, Talent, Engagement & Development	Improve feedback from women undertaking periods of maternity leave. No delays in promotion.	
5.12	Support for staff with caring responsibilities outside of work.	Establishing workplace support for carers.	Conduct focus groups with members of the carer's network to establish support that can be provided for staff with caring responsibilities.	Jan 2019	April 2019	Equality & Diversity Specialist; Equality & Diversity Co—coordinator.	Equality & Diversity Manager.	Set of support measures in place for staff with caring responsibilities.	
<b>6. Review</b>									
6.1	Review of progress against the Institutional action plan	Suitable review and governance of action plan following submission.	Review of progress against the Institutional action plan	Ongoing	Ongoing	Athena SWAN Board and Athena SWAN Action Group	Athena SWAN Board and Athena SWAN Action Group	Regular review of action plan progress by both SAT and Board.	
6.2	Reporting progress.	To demonstrate how the Athena SWAN Board & SAT are	Report progress annually against the Institutional action plan to the University Executive Group.	April 2018	Annually thereafter	Athena SWAN SAT Co-Chairs	Athena SWAN Board Chair	Annual progress update presented to University Executive Group.	

Ref.	Issue and area for action	Rationale	Proposed actions	Timescales (start/end date)		Responsibility (SAT member)	Accountability	Success Measure	SEE FIGURE (Where appropriate)
		embedding principles of Athena SWAN							