

University of Sussex
Athena SWAN
Bronze University Award
Application





Athena SWAN Bronze university award application

Name of university: University of Sussex

Date of application: November 2012

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

At Bronze university level the focus is on:

- The action already taken and planned which demonstrates the university's commitment at a senior level to the six Athena SWAN principles
- The journey to which the university has committed itself in order to achieve a significant improvement in women's representation and career progression in STEMM, with:
 - An identified starting point
 - The resources needed
 - People to lead and support
 - The means to monitor its progress (eg the action plan).

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

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1. Letter of endorsement from Vice-Chancellor: maximum 500 words

As we celebrate our 50th anniversary, Sussex has become a leading teaching and research institution. We are a member of the 1994 Group of research-intensive universities. In the 2008 Research Assessment Exercise, over 90 per cent of Sussex research was rated as world leading, internationally excellent or internationally recognised, confirming the University among the leading 30 research universities in the UK.

Sussex was established as the first new university in the UK in the 1960s receiving its Royal Charter in August 1961. In the words of its founders, it aimed to draw a new map of learning for higher education. As a University priding itself on doing things differently and breaking down traditional barriers, Sussex proved especially attractive to women.

In 1967, Kathleen Ollerenshaw, a mathematician well known for her work on the education of girls, pointed out that 'Sussex has proved so attractive to women that there has to be discriminatory selection in the arts subjects to prevent the student population from becoming predominantly female'.

In 1962, Sussex boasted one of the highest proportions of female students ever then recorded in a British university – well over fifty per cent. Sussex academic Carol Dyhouse, describing this in 2011 in our 50th anniversary book, *Making the Future*, goes on to note that 'the proportion was to shrink as science schools became established over the next few years.'

Those women undergraduates and postgraduates we attracted have created a strong and impressive cadre of leading female alumni (eg Virginia Wade, tennis; Julia Somerville, broadcaster; Gail Rebeck, publisher; Zhang Xin, property developer; Philippa Gregory, author) who have played leading roles in society in the UK and beyond.

We also have a fine tradition of female academics, including: Maggie Boden (Informatics), Margaret McGowan (French), Beryl Williams (History), Helen Wallace (Politics), Jacqueline Rose (English); and academic leaders fostered at Sussex are now playing leading roles in other UK Universities eg Mary Stuart (Vice-Chancellor, Lincoln), Joanne Wright, (Deputy Vice-Chancellor, University of South Australia), Evelyn Welch (Vice-Principal for Research and International Affairs, Queen Mary). But merely having a strong tradition from those standards set in the 1960s is clearly not enough.

As set out in our current HR strategy, we currently do a great deal to support the development of women academics. As part of our Public Sector Equality Duty, we published our equality objectives in April 2012 for the period 2012-16 and these include an objective to increase the percentage of senior female staff (both academic and professional services).

However, while we have leading female scientists at Sussex, the data in this document show that more can still be done. As a University looking afresh at our goals and ambitions for the future, we want to ensure that the Sussex of the 21st century is living up to our founding ideals. By committing now to action through Athena SWAN we will be able to do yet more.

Professor Michael Farthing
484 words

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2. The self-assessment process: maximum 1000 words

Name	Role
Professor Chris Marlin	Pro-Vice-Chancellor International (Chair)
Jane Summerville	Director of Human Resources
Jackie Rymell	Assistant Director of Human Resources
Gill Johnston	Director, Teaching and Learning Development Unit
Paul Roberts	Assistant Director, Doctoral School
Dr Xavier Calmet	Reader, Physics and Astronomy
Dr Sam Cartwright-Hatton	Senior Clinical Research Fellow (Psychology)
Terri Desmonds	Research student, Neuroscience
Ellie Martin	Research student, Informatics
Professor Laurence Pearl, FRS	Head of School, Life Sciences
Dr Helen Prance	Head of Department, Engineering
Professor Louise Serpell	Professor of Biochemistry
Professor Helen Smith	Professor of Primary Care
Dr Camilla Briault	Governance Officer

The self-assessment team comprises academic and professional services staff of all levels, from post-doctoral researcher to Pro-Vice-Chancellor, including senior management, with each of the STEMM Schools represented. The self-assessment team is 72% female and 28% male, and includes both full and part-time staff as well as those with recent experience of the University's recruitment and promotions processes and of flexible working arrangements. Suggestions for the core membership of the group had arisen from an initial meeting between PVC Marlin, the Director of Human Resources, the Assistant Director of Human Resources and the Secretary to the Equality and Diversity Committee. Expressions of interest from individual members of academic staff had been received and a number of nominations had been made by Heads of School.

The team was formed in March 2012 and meets monthly, with additional work being conducted over email. Initially, it reviewed current practices within the STEMM departments and considered a detailed set of data showing breakdowns of academic and research staff in STEMM departments and across the University by gender and a range of other factors, eg grade, full time/part time status, fixed term/indefinite contract. Consultation with staff within the University took several forms, one of which was a questionnaire, which was circulated to Heads of STEMM Schools in order to gather information on best practice (see Appendix 2). In addition, a series of subgroups were set up in order to work on the following initiatives:

- mentoring schemes
- returners' schemes
- celebrating success/role models.

Much of the work around these initiatives will be conducted post-award, but the foundations have been laid for fruitful collaborations and rolling out best practice across the University.

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As an example, the subgroup on 'Celebrating Success' has met several times with the aim of inspiring young women to commence studying science subjects and to pursue a research career in a STEMM subject. This will be achieved by showcasing women in science to show what is possible. Some of the initiatives are listed below:

- Series of short (2 minute) videos using an interviewer (not featured) to prompt questions: 'this is what is exciting about what I do now', 'this is how I got here'
- Longer podcast interviews of high profile women in Science at Sussex
- Brochure on celebrating women in science
- Webpage specifically to provide links for other websites with a *Celebrating Women in Science* page
- As part of Brighton science festival – a day celebrating women in science.

The submission for the institutional Bronze award is of course only the beginning of the process, and the self-assessment team will continue to meet monthly to review the work of the sub-groups and report on any initiatives from across the University. There are no direct reporting mechanisms for the self-assessment team; however the Chair of the self-assessment team, Professor Chris Marlin, is a member of the Vice-Chancellor's Executive Group and also Chair of the University's Human Resources Committee and the Equality and Diversity Committee. The six Athena SWAN principles are therefore embedded both in the agendas of these senior committees and in the culture of the University as a whole.

614 words

3. Description of the university: maximum 1000 words. Provide a summary of the university, including information on its teaching, and its research focus, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the STEMM departments (academic and support staff separately), and any other relevant contextual information.

Sussex has 13,000 students, over a third postgraduate. Creative thinking, pedagogic diversity, intellectual challenge and interdisciplinarity have always been fundamental to a Sussex education. Our goal is to deliver teaching and learning informed by current research, attractive to students from all backgrounds, and deliver skills for life.

Sussex has developed a reputation for innovation and inspiration, and attracts leading thinkers and researchers. We have over 2,100 members of staff, including 540 teaching and research staff, and 270 research-only. We have counted three Nobel Prize winners, 13 Fellows of the Royal Society, six Fellows of the British Academy among our faculty.

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(i) List of STEMM departments

Brighton and Sussex Medical School (jointly with the University of Brighton) **(BSMS)**

Engineering and Informatics **(ENGINF)**

Life Sciences **(LIFESCI)**

Mathematical and Physical Sciences **(MPS)**

Psychology **(PSYCHOLOGY)**

NB. We will include part of Geography (ie Physical Geography) as an additional STEMM department in future.

(ii) Total number of university departments

12

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

41.6%

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

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

	Female			Male		
	No	%	% All HEIs ¹	No	%	% All HEIs
STEMM departments	158	43.3	47.6	296	52.6	57.0
Non-STEMM departments	207	56.7	52.4	267	47.4	43.0

Table 1: Academic staff by STEMM department and gender

Table 1 shows that 53% of our male academic staff and 43% of females work in STEMM departments. In the sector as a whole, there is a higher percentage of males (57%) than female (48%) in STEMM departments.

¹ ECU “Equality in higher education: statistical report, 2011”

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School	2010				2011				2012			
	F		M		F		M		F		M	
	No.	%										
BSMS	42	53	37	47	51	58	37	42	47	58	34	42
ENGINF	16	15	93	85	13	15	71	85	14	18	62	82
LIFESCI	69	37	117	63	64	36	114	64	52	31	116	69
MPS	13	20	51	80	14	22	49	78	14	21	53	79
PSYCHOLOGY	30	49	31	51	28	47	32	53	31	50	31	50
STEMM dept total	170	34	329	66	170	36	303	64	158	35	296	65
University total	358	38	576	62	363	39	560	61	365	39	563	61

Table 2: Ratio of female:male academic staff and research staff in the STEMM departments and the University

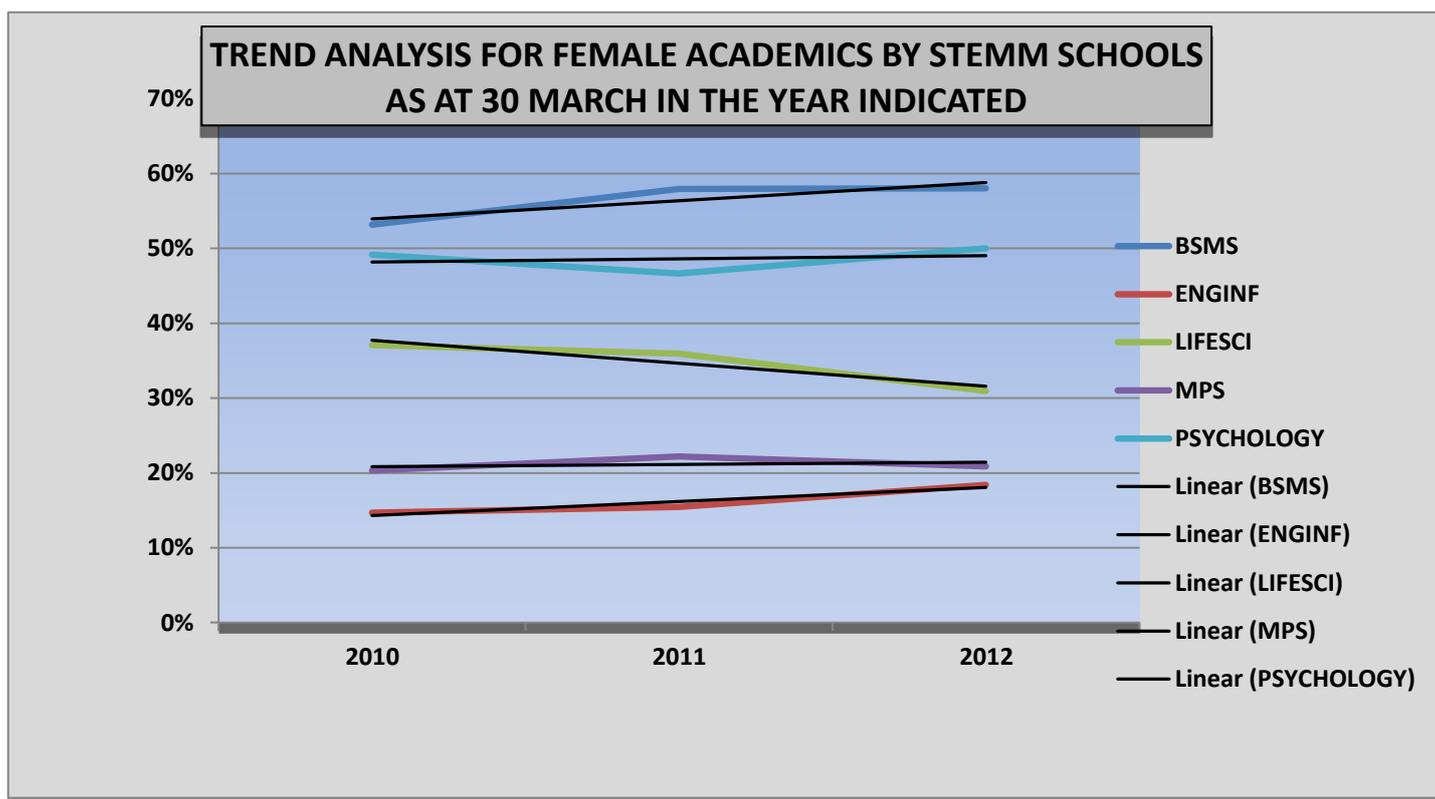


Table 3: Trend analysis for female academics by STEMM department

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Table 2 (above) shows the distribution of females across STEMM departments is not even: in BSMS and Psychology women account for half or more of academic staff, higher than Sussex generally (39%). However, in Engineering and Informatics and Mathematical and Physical Sciences women make up around 20%. This matches HE generally: 21% in General Engineering, 23% in Mathematics; 17% in Physics (see footnote above). Sussex has recently appointed a woman to head Engineering and Informatics – a positive step in addressing this imbalance and providing a role model in the School.

The percentage of female academic staff at Sussex and within STEMM departments has remained broadly the same over the last three years. However, there has been a steady increase in BSMS and Engineering and Informatics. (The increase in Engineering and Informatics largely due to a reduction in number of male staff as department has reduced in size.) The percentage in Life Sciences has reduced (37% to 31%). Further investigation by the Head of Life Sciences shows that part of this results from women gaining more senior positions at other HEIs. The situation will be monitored over the coming year.

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(ii) Female:male ratio of academic staff and research staff in STEMM Schools by grade

Grade	2010				2011				2012			
	Female		Male		Female		Male		Female		Male	
	No	%										
Academic Medical – all grades	14	38	23	62	20	47	23	53	16	43	21	57
Professor (Grade 10)	29	19	120	81	33	22	115	78	34	23	117	77
Senior Lecturer (Grade 9)	94	40	141	60	85	39	132	61	86	37	148	63
Lecturer B (Grade 8)	56	40	84	60	52	39	82	61	50	38	82	62
Lecturer A (Grade 7)	3	21	11	79	5	29	12	71	13	46	15	54
Research Grade 10	2	17	10	83	2	18	9	82	2	17	10	83
Research Grade 9	3	16	16	84	7	37	12	63	8	47	9	53
Research Grade 8	25	45	31	55	18	42	25	58	13	30	30	70
Research Grade 7	92	50	93	50	92	48	98	52	83	51	80	49
Research Grade 6	4	33	8	67	7	64	4	36	10	59	7	41
Research – Marie Curie	5	29	12	71	5	31	11	69	3	30	7	70
Teaching Fellow Grade 9	1	25	3	75	1	17	5	83	1	33	2	67
Teaching Fellow Grade 8	21	64	12	36	22	63	13	37	26	67	13	33
Teaching Fellow Grade 7	9	43	12	57	14	42	19	58	20	48	22	52
TOTAL	358	38	576	62	363	39	560	61	365	39	563	61

Table 4: Female:male ratio of academic staff and research staff by grade – whole University

University of Sussex

Grade	2010				2011				2012			
	Female		Male		Female		Male		Female		Male	
	No	%										
Academic Medical – all grades	14	38	23	62	20	47	23	53	16	43	21	57
Professor (Grade 10)	7	11	54	89	8	14	50	86	9	16	47	84
Senior Lecturer (Grade 9)	35	34	68	66	28	31	62	69	25	26	70	74
Lecturer B (Grade 8)	13	23	43	77	11	22	38	78	10	22	35	78
Lecturer A (Grade 7)	0	-	0	-	1	50	1	50	1	50	1	50
Research Grade 10	2	33	4	67	2	29	5	71	2	25	6	75
Research Grade 9	2	20	8	80	3	27	8	73	5	42	7	58
Research Grade 8	23	47	26	53	17	46	20	54	11	35	20	65
Research Grade 7	64	45	78	55	63	45	77	55	60	46	71	54
Research Grade 6	1	13	7	87	5	63	3	37	7	58	5	42
Research – Marie Curie	4	27	11	73	5	38	8	62	3	38	5	62
Teaching Fellow Grade 9	1	33	2	67	1	25	3	75	1	50	1	50
Teaching Fellow Grade 8	3	75	1	25	4	80	1	20	5	71	2	29
Teaching Fellow Grade 7	1	20	4	80	2	33	4	67	3	38	5	62
TOTAL	170	34	329	66	170	36	303	64	158	35	296	65

Table 5: Female:male ratio of academic staff and research staff by grade – STEM departments only

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Tables 4 and 5 show the percentage of female academic and research staff in all STEMM departments stayed around 35% over the past three years - only slightly lower than across Sussex (38%). However, there has been a reduction in two particular grades: research grade 8 (47% to 35%); and Senior Lecturer grade 9 (34% to 26%). A detailed investigation shows the reductions occurred within two STEMM Schools – Life Sciences (for Senior Lecturers) and BSMS (for Research Grade 8s). In Life Sciences, two grade 9s were promoted to Sussex Professorships. In BSMS, the reduction was due to family relocation (two individuals), a resignation, and a fixed-term contract expiring. We will continue to monitor the BSMS percentage in research grade 8, and are confident it will increase.

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

Academic staff – fixed-term contracts: indefinite contracts															
Whole University															
Year	Female					Male					Total				
	Fixed-term	% fixed-term	Indefinite	% indefinite	Total	Fixed-term	% fixed-term	Indefinite	% indefinite	Total	Fixed-term	% fixed-term	Indefinite	% indefinite	Total
2010	155	43.3	203	56.7	358	190	33.0	386	67.0	576	345	36.9	589	63.1	934
2011	162	44.6	201	55.4	363	187	33.4	373	66.6	560	349	37.8	574	62.2	923
2012	152	41.6	213	58.4	365	166	29.5	397	70.5	563	318	34.3	610	65.7	928
STEMM departments															
2010	103	60.6	67	39.4	170	136	41.3	193	58.7	329	239	47.9	260	52.1	499
2011	108	63.5	62	36.5	170	125	41.3	178	58.7	303	233	49.3	240	50.7	473
2012	96	60.8	62	39.2	158	113	38.2	183	61.8	296	209	46.0	245	54.0	454

Table 6: Female:male ratio of academic and research staff on fixed-term contracts vs open-ended contracts

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Table 6 shows that across academic and research staff in 2012, women are more likely to be employed on fixed-term contracts (42% women, 29% men) than indefinite contracts (58% women, 71% men). This is similar to HE generally - 37% of women and 32 % of men were on fixed-term contracts in 2010/11.² The percentage of females at Sussex on fixed-term vs indefinite has reduced over the last two years. The percentage of staff on fixed-term contracts at Sussex who are women was 48% in 2012, matching the sector in 2010/11.

Within STEMM departments, the percentage of female academic staff on fixed-term contracts is higher than across Sussex (61% fixed-term, 39% indefinite). However, STEMM departments show a similar reduction to Sussex as a whole in the percentage on fixed term contracts over the last two years. We will look into the reasons, drilling down to individual STEMM departments. We will consider initiatives to reduce the percentage of women employed on fixed-term contracts, in particular in STEMM departments.

We have a well-established redeployment procedure for staff on fixed-term contracts, where those contracts are not renewed. Towards the end of their contract, staff are asked whether they would like to go onto our redeployment register. HR Advisers then actively seek redeployment opportunities for those staff.

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

Sussex uses the HERA job evaluation scheme for all staff, a scheme designed to achieve equal pay for work of equal value across equivalent roles undertaken by male and female staff.

We have undertaken two equal pay reviews since 2007. The first concluded that the pay and grading structure was free from any structural bias favouring one gender. The second (June 2011) revealed a small number of pay gaps amongst a small sample of staff (part-time and fixed-term staff) within one grade – grade 9 – that could be considered statistically significant. We investigated these in line with EHRC guidance and were satisfied there was an objective justification due to: (i) a larger number of women than men being newly appointed on part-time contracts - therefore clustering towards the bottom of the scale; and (ii) a larger number of men than women amongst the fixed-term staff having been redeployed (as opposed to being a new starter) - therefore having already progressed up the scale. Over time, these gaps in grade 9 will even out as female staff progress through the scale. No significant pay gaps were shown in any other grade. The University is compliant with the Equality Act 2010 (formerly the Equal Pay Act 1970).

We intend to undertake a further equal pay review before April 2016.

²ECU "Equality in Higher Education Statistical Report 2011"

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(iv) Research Assessment Exercise (RAE) 2008 – across the whole university and in STEMM departments. Comment on any implications of this. For example, does the gender balance of staff included in the RAE 2008 broadly reflect the gender balance across the institution? Are there any differences in STEMM departments?

RAE08 submission:

Sussex: 191 female (34%) / 365 male (66%)

STEMM: 64 female (25%) / 190 male (75%)

The data did not show any particular adverse impact on female staff who were excluded relative to the total number per group in comparison with excluded male staff.

Since 35% of academic and research staff in the STEMM departments are currently female, the University will be seeking to increase its proportion of women from STEMM departments returned in the REF 2014.

1000 words

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

Key career transition points

The University has implemented initiatives that are aimed at professionalising and improving employment policies and procedures, recognising the importance of developing an employment culture and practices that are clear and objective and which are fairly and consistently applied. These include the establishment of clear people management responsibilities of Heads of School to help ensure the consistent and fair management and development of staff eg through induction, appraisal and, career development. Such initiatives provide a robust baseline upon which to build specific and other initiatives to support and develop female academics in STEMM subjects. Further details are provided within this submission.

From 2005-2009, the University organised and supported an action learning set for women academic managers. Recognition of the strategic importance of leadership and management in the development of staff has led to Sussex investing in a leadership programme in conjunction with Ashridge Leadership Consulting. Each programme runs over a year, with a cohort of around 16 staff. Three programmes have run to date and a fourth is currently being identified. Each cohort seeks to ensure a gender balance and mix of academic areas. Each cohort has included female academics from STEMM subjects.

The University provides specific training in the areas of the management of fixed-term contracts – which is particularly relevant to research staff, in Equality Law, in Performance Management and in Recruitment and Selection, run by the University's employment lawyers, Pinsent Masons LLP. We actively encourage academic managers to attend these courses; during 2010 – 2011, 47 attended the Recruitment and Selection programme, and 53 that on Performance Management. The University's strategic plan includes a commitment that, by 2015-16, all staff taking part in recruitment, selection and promotion boards will have received training. In 2011, a new academic appraisal system was introduced, with a target of 100% participation by 2015-16. Training in the scheme is underway.

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During 2012, the University engaged an organisational development consultant to research the issues facing senior women at Sussex, with a particular commitment to engage with women in the STEMM departments. Her findings have only recently been reported (November 2012), and a number of themes have been identified, some of which will be taken forward, for example, the need for senior women role models and the need for a clear career path for female early career researchers which enables them to remain connected to their research while they are on maternity leave.

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

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

The University is currently investing in a new HR/payroll system that will enable us to provide comprehensive data on staff recruitment after the e-recruitment module has been implemented in 2013. Currently, our appointment data is manually collated and tabulated. However, it is clear that fewer women than men apply for academic positions in STEMM departments. In Engineering and Design, for example, there have only been two female applicants for academic positions in the last few years, both of whom have been successful, and one being the recently appointed Head of Engineering and Informatics. The University uses search companies to help with recruitment to its more senior posts. For positions in which women are underrepresented, the search company is given a brief to take positive action to encourage women to apply. We are seeing some positive results from this proactive approach. We have also engaged the services of a relocation firm to assist new employees; this firm will help identify suitable schools, for example, thus supporting working parents.

The University's data on new academic appointments (which include both new starters and promotions) during the past two academic years is shown in table 7.

Schools	2010/11 Academic Year				2011/12 Academic Year			
	Females		Males		Females		Males	
	No.	%	No.	%	No.	%	No.	%
Arts and Humanities	21	51	20	49	25	47	28	53
Brighton and Sussex Medical School	19	83	4	17	9	69	4	31
Science	36	38	59	62	33	27	89	73
Social Science	57	41	81	59	59	45	73	55
TOTAL	133	45	164	55	126	39	194	61

Table 7: New academic appointments by gender for the 2010/11 and 2011/12 academic year

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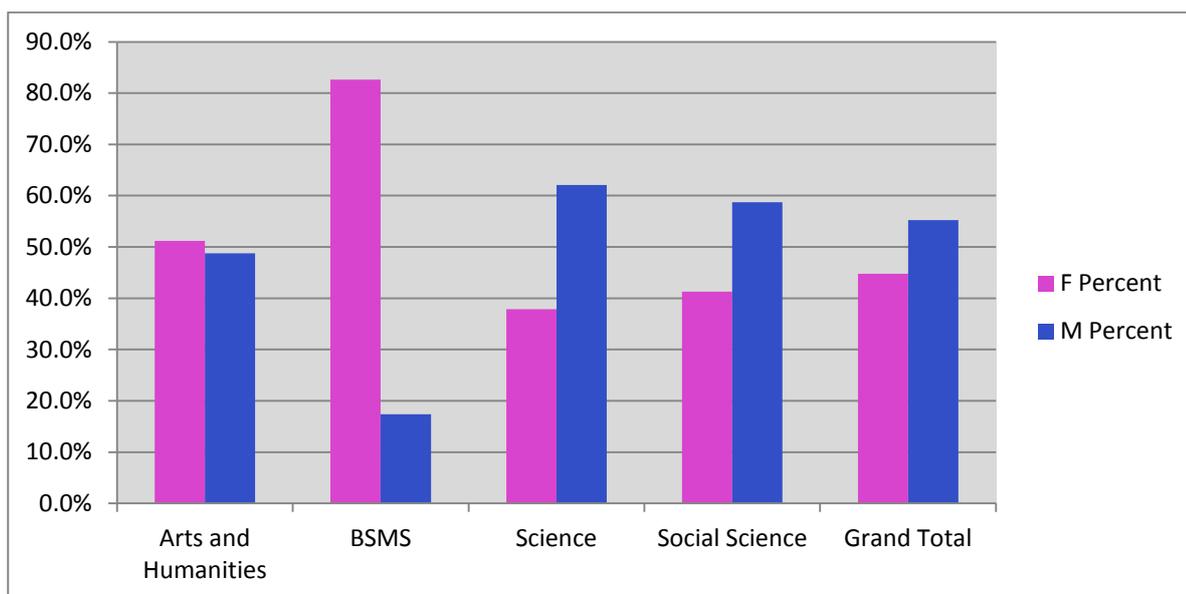


Table 8: New academic appointments during 2010/11

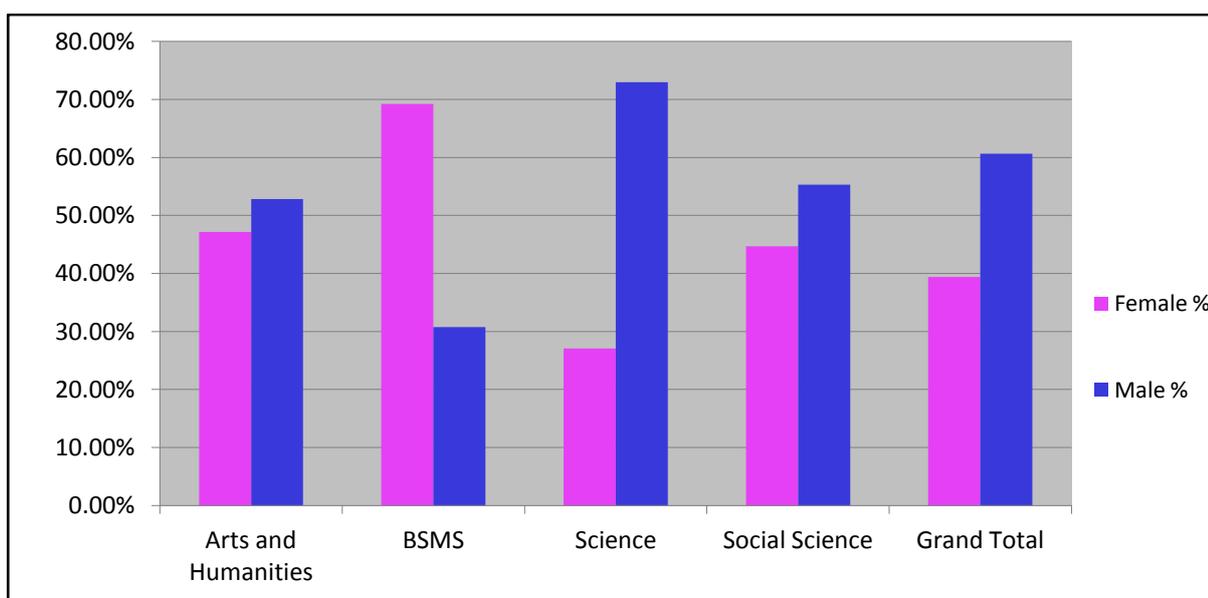


Table 9: New academic appointments during 2011/12

These tables show that women are far more likely than men to be appointed to academic posts in BSMS. More than twice as many women as men have been appointed to academic posts in this STEMM School in both of the last two academic years. This is a relatively new School, and has undergone a considerable amount of recruitment in recent years, so the predominance of successful female candidates is very encouraging.

In the other STEMM disciplines, women are less likely than men to be appointed to academic posts. The University therefore needs to focus on increasing the number of women appointed to academic posts in the STEMM departments other than BSMS. This is not something that can be addressed in the short-term as turnover is generally low, but we will aim to take positive action to encourage female applicants whenever a vacancy arises.

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The HESA³ staff return does not include data on academic staff recruitment, so we are unable to make comparisons with the sector as a whole. From a review of qualitative and anecdotal evidence, it is unlikely that we are at variance from the sector norm.

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

This data is again something that we will be able to produce directly from our new HR system once installed in 2013. In the meantime it has been compiled manually for the last three years (2009/10, 2010/11 and 2011/12).

Table 10 shows the proportion of female versus male staff who apply/are put forward for promotion, and those whose applications are successful, for both the whole University and for the STEMM departments for the years 2009/10, 2010/11 and 2011/12.

³HESA – Higher Education Statistics Agency

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Promotions 2009/10

Table 10: academic promotions in the University and the STEMM departments by gender for the past 3 years.

Whole University

	Applicants					Promoted				
	Female		Male		Total (No)	Female		Male		Total (No)
	No	%	No	%		No	% success rate	No	% success rate	
Lecturer B	3	30	7	70	10	3	100	7	100	10
Senior Lecturer	7	32	15	68	22	5	71	11	73	16
Reader	2	25	6	75	8	1	50	4	67	5
Professor	2	14	12	86	14	2	100	12	100	14

STEMM departments

	Applicants					Promoted				
	Female		Male		Total (No)	Female		Male		Total (No)
	No	%	No	%		No	% success rate	No	% success rate	
Lecturer B	1	20	4	80	5	1	100	4	100	5
Senior Lecturer	2	22	7	78	9	1	50	4	57	5
Reader	2	100	0	-	2	1	50	0	-	1
Professor	0	-	5	100	5	0	-	5	100	5

Promotions 2010/11

Whole University

	Applicants					Promoted				
	Female		Male		Total (No)	Female		Male		Total (No)
	No	%	No	%		No	% success rate	No	% success rate	
Lecturer B	2	29	5	71	7	2	100	5	100	7
Senior Lecturer	7	23	23	77	30	5	71	18	78	23
Reader	5	50	5	50	10	6*	100	1	20	7
Professor	1	14	6	86	7	3*	100	10	100	13

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STEMM departments

	Applicants					Promoted				
	Female		Male		Total (No)	Female		Male		Total (No)
	No	%	No	%		No	% success rate	No	% success rate	
Lecturer B	1	17	5	83	6	1	100	1	20	2
Senior Lecturer	1	8	12	92	13	1	100	8	67	9
Reader	2	50	2	50	4	1	50	1	50	2
Professor	1	50	1	50	2	2*	100	2*	100	4

Promotions 2011/12 Whole University

	Applicants					Promoted				
	Female		Male		Total (No)	Female		Male		Total (No)
	No	%	No	%		No	% success rate	No	% success rate	
Lecturer B	0	-	1	100	1	0	-	1	100	1
Senior Lecturer	14	64	8	36	22	11	79	7	88	18
Reader	13	50	13	50	26	7	54	4	31	11
Professor	8	40	12	60	20	3	37.5	5	42	8

STEMM departments

	Applicants					Promoted				
	Female		Male		Total (No)	Female		Male		Total (No)
	No	%	No	%		No	% success rate	No	% success rate	
Lecturer B	0	-	0	-	0	0	-	0	-	0
Senior Lecturer	1	14	6	86	7	1	100	5	83	6
Reader	3	27	8	73	11	3	100	3	38	6
Professor	1	25	3	75	4	0	0	1	33	1

* includes applicants carried over from previous years

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The data shows that the number of females who apply for academic promotion in the STEMM departments is low. It is encouraging to see that the number of female applicants for promotion to Reader has increased in 2011/12 and that all three of the women who applied for promotion to Reader in the STEMM departments were successful. This compares with a lower male success rate of 37.5%. The data suggests that the University needs to be more proactive in encouraging women to apply for promotion in the STEMM departments, and this is something that is addressed in our action plan.

During 2012, the University introduced a new appraisal system for academic staff, which is focussed on career development. The new academic appraisal scheme operates on an annual basis, with every member of staff having at least one formal review meeting during a 12-month period. This meeting should be considered as the documented stage of an on-going process and other, informal meetings/on-going professional dialogue also take place in order to provide a more frequent review of progress and should include discussion of an individual's career plans, including progress towards academic promotion. All staff, including those on fixed-term contracts of a year or more are required to have an appraisal and Heads of School are required to account for this. Training and development needs are assessed from this process. The responsibilities of Heads of School in this process will be emphasised in relation to female staff in STEMM departments in the appraisal training sessions for academic managers from 2012 onwards.

The University has also revised its academic promotion process (in 2010), producing clear guidance to applicants on the sorts of evidence that is required for submission and a format in which applications should be submitted, to ensure transparency of the process, clarity of expectation and consistency across applications. Heads of School are asked to consider every member of academic staff who may be eligible for promotion as part of the promotion round, to ensure that the process does not simply rely on those who put themselves forward. A further revision is being made to the academic promotion procedures to make explicit provision for staff to raise any personal circumstances that may have impacted on their work achievements, for example, periods of maternity/paternity leave. The revised procedures are awaiting forwarding to the relevant committee for approval.

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

- **Mentoring**

A number of STEMM departments have introduced mentoring schemes for probationary lecturers/research staff. The University plans to introduce a formal mentoring scheme for female academic staff as part of its action plan, and has set up a small working group to develop a specific proposal.

- **Induction**

Life Sciences has introduced an induction programme tailored for each new member of academic staff, but with compulsory elements for all staff. This includes the allocation of a mentor from within the department for the duration of the member of staff's probationary period (three years for academic staff).

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- **Promotions**

Chairs of academic promotions boards are now responsible for ensuring that account is taken of career interruptions due to family responsibilities. The University's academic promotion guidelines are being updated to encourage applicants to declare any special personal circumstances that may have restricted their opportunity to perform against the promotion criteria.

- **Job evaluation – generic job descriptions**

To ensure fair and consistent recruitment practice, in September 2011, the University introduced a core set of academic job descriptions and employee specifications for each level of academic post in both teaching faculty and research faculty career paths, by Arts/Humanities, Social Science and STEMM disciplines. An important aspect of these core job descriptions and specifications is that they meet equal pay requirements in terms of job evaluation. They also provide consistency across Schools and in the recruitment process, and have helped women in the STEMM departments in terms of preparation for promotion to the next level.

- **Flexible working**

The University's flexible working policy and procedures allow working parents to request flexible working patterns to enable them to balance their home and work responsibilities. A number of female academics in the STEMM departments have been granted flexibility in their teaching timetables so that they are able to meet their childcare commitments.

- **Meeting scheduling**

BSMS has recently reviewed its schedule of core meetings to ensure that these take into account those staff who have family commitments. This is something that the University will be looking to extend across all STEMM departments.

Career development

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

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

The University offers a range of well-attended staff development courses for research staff with excellent take-up from women researchers. These include programmes in practical skills in 'Getting Research Funded', key professional information in areas such as 'Research Ethics' and more general skills such as 'Project Management'. In addition, many of the courses offered in our open programme address skills that are particularly useful to women staff working in a University environment – for example assertiveness,

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confidence and influencing. Researcher development events that are particularly designed for, or of benefit to, women in STEMM areas include Advanced Presentation Skills (For Life Sciences and Physical Sciences; Creativity in Academic Writing (For Science Researchers); Impact and Research Communication Skills; Media Training for Researchers; Writing For Publication. In all these workshops, the majority of participants are women from STEMM areas. The workshops are all aligned to the Researcher Development Framework, to assist participants to co-ordinate their CPD and career planning.

In terms of researcher career support, the University benefits from the presence on campus of the Vitae South East regional Hub. Not only does this provide evidence of our commitment to Vitae's mission of 'championing the personal, professional and career development of doctoral researchers and research staff'; the relationship has also enabled the University to host a number of Vitae events to develop and promote the careers of researchers, which have been of particular benefit to staff here. For example, in 2011-12 in collaboration with SE Hub, we ran the Springboard women's development programme for 25 staff, about 70% of whom were from STEMM subject areas, many based at Sussex. The programme received excellent feedback.

The Research and Enterprise division runs open coffee mornings for women researchers on how to bid successfully for funding. In the last two years 35% of those attending have been women from STEMM subjects, and more than 50% of these women have gone on to make bids for funding. (This compares with 32% of all those women attending). These coffee mornings also offer useful opportunities for informal networking.

The Teaching and Learning Development Unit provides workshops and other events to support teaching. These events are always run in the middle part of the day to enable participation by staff with caring responsibilities, and group sizes are usually kept small to encourage interaction and ensure individual needs are met. The PGCertHE, which is an obligatory qualification for academic staff new to teaching, is designed on an individual model which acknowledges the many diverse demands made of the academic, and encourages participants to integrate their training into broader career plans and priorities.

The Careers and Employability Centre (CEC) provides one hour 1-1 consultations for researchers and has seen 10 women from STEMM areas in last three years. In May 2012, the CEC facilitated a research staff development day, in collaboration with the new Research Staff Association.

The Library provides one-to-one bespoke support for researchers in finding and using information, which can be arranged at a time to suit individual circumstances, as well as a range of group training sessions, including measuring research impact using bibliometrics which is particularly relevant for researchers in the sciences.

The University has recently embarked on a project to identify what staff development interventions it might make specifically with female staff and has engaged a specialist consultant to carry out a developmental needs analysis with women staff in a wide range of roles; the outcomes will help inform future plans for staff development.

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

The Doctoral School runs an innovative mentoring programme in which mentors are coached by professionals to improve their mentoring skills; nearly all the mentors on the programme are women. Research staff at the University have been supported by the Doctoral School in setting up a Research Staff Association (RSA) which will enable them to have a stronger voice in the academic community; the committee is predominantly female. Representatives from the RSA attend the Doctoral School committee meetings and have participated actively in the most recent annual planning day for Researcher Development activities.

The Sussex Research Hive is the Library's designated area for researchers, open to all doctoral students and research staff. It has private study areas, meeting rooms and space for information discussion and collaborative work, which provide the opportunity for researchers to feel more involved in the wider research community at Sussex. We also organise regular seminars on a range of topics including careers in research, to bring together researchers from all levels and subject areas to discuss issues of common concern. Women academics are well represented at these seminars.

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

(i) Conferences, seminars, lectures, exhibitions and other events.

Analysis of Professorial lectures given by women: out of 23 lectures in STEMM subjects since 2007, five were women. All five women were from Life Sciences/Psychology with none from Engineering and Design/Informatics/Mathematical and Physical Sciences. Our Professor of Ecology, Sue Hartley, delivered the Royal Institution Christmas Lectures in winter 2009.

(ii) Providing spokeswomen for internal and external media opportunities.

The University both proactively nominates its academics for external media opportunities, and also responds rapidly to frequent media requests for spokespeople. We offer media training and support to academics and doctoral researchers to help prepare them. For example this year the Press Office has actively promoted and generated media coverage for astronomer, Dr Kathy Romer's involvement with the Dark Energy Camera; physicist Dr Antonella de Santa's work on the Large Hadron Collider; biochemist Dr Michelle West's grant from the Leukaemia and Lymphoma Research to investigate the role of the Epstein-Barr virus in lymphoma; genome researcher Dr Eva Hoffman being named as one of the 22 Young Investigators for 2012 by the European organisation EMBO; and biologist Dr Karin Alton has recently been filmed for BBC London's Inside Out on urban bee populations. The press team have also worked with Diane Simpson-Little in Engineering and Product Design to promote product design degree show, which is featured annually in the local media.

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(iii) Nominations to public bodies, professional bodies and for external prizes.

The University does not centrally organise the nomination of academic staff for external awards and public bodies. However, individual schools and departments will make nominations. For example, most recently Dr Eva Hoffmann (Genome Damage and Stability Centre) has been named by the European organisation EMBO as one of 22 Young Investigators for 2012. The status of Young Investigator offers a level of recognition that brings immediate benefit to scientists at an early stage of their careers. Dr Hoffmann will receive 15,000 euro per year for three years, as well as funding to attend conferences, training and access to core facilities. She is one of only five UK-based scientists to have been selected this year, from 160 applicants.

Organisation and culture

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

(i) Female:male ratio of Heads of School/Faculty/Department – across the whole institution and in STEMM departments. Comment on the main concerns and achievements and how the action plan will address them. For example, are women and men appropriately represented at this level? Are there any differences in STEMM departments?

The University has 12 schools, two of which are headed by females, one in a STEMM subject (Engineering and Informatics). Prior to the appointment of this second female head of school in October 2012, there were also two female heads of school (one on an acting basis) in the 2011/12 academic year although neither was in a STEMM subject. For the 2010/11 academic year (and since 2009/10) there was one female head of school (in Arts/Humanities). Prior to 2009/10, there were no female heads of school. Although progress has been made, we recognise that there is much work to be done and interventions such as the University's leadership programme and a requirement for search firms to take positive action to encourage female applications are to this end.

Some schools have a departmental structure (as opposed to being a single discipline school) in which case there are heads of department. Posts for head of department are advertised within the school and are held for a three-year period. There are 26 Heads of Department of whom nine are female, including two in STEMM subjects. Again, the leadership programme is designed to foster and develop future leaders; continuing to ensure a gender balance on this programme is important.

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

The Vice-Chancellor has an Executive Group comprising seven members of whom two are female, including the Deputy Vice-Chancellor who is a scientist.

There is a wider Senior Management Group, which comprises the Executive, as above, plus Heads of School of whom two are females, one of whom is a scientist.

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Overall, therefore, the Senior Management Group has four female members (including two scientists) out of 19.

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

Membership of the University's most senior committee, Council, the governing body of the institution, comprises six female independent members and eight male independent members; there is currently one vacancy. Vacancies are advertised and the University positively encourages applications from under-represented groups. Staff members of Council are either elected or there by reason of their position: membership is currently four female and four male staff. The most senior academic committee is Senate and membership is by position or election following advertisement. The current academic membership has a 50:50 gender balance, following chair's action by the Vice-Chancellor to ensure this was the case. The University's most senior academic promotions committee, APATC, has co-opted additional female professors to ensure a gender balance on this important committee.

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

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

The University is currently trialling a workload model in one of its (non-STEMM) Schools and it is hoped that this will result in a model that can be rolled out across the University. However, until this is achieved, each School continues to operate its own workload allocation model, which is the responsibility of the Head of School and which aims to take account of various sets of circumstances.

Publicity materials, including the university's website and images used.

The University mainly commissions our own photography, for use in publications in print and online. When photographing academics (and indeed our students, graduates and non-academic staff), we choose them on the basis of their expertise/reputation, regardless of gender, age, ethnicity and physical ability. It is our policy to photograph individuals in such a way as to show them in a positive, engaging, inspirational and aspirational light. When commissioning a series of portraits, we are always mindful of having a good balance of gender, age, ethnicity and physical ability in the series. When using group shots, we aim to have a good balance of gender, age, ethnicity and physical ability in the image, if at all possible, and also throughout a publication. We do actively look to encourage the representation of women in under-represented subjects where possible – for example our current (2012) undergraduate prospectus has a female undergraduate neuroscience student as the front cover image.

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Flexibility and managing career breaks

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

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

The University's flexible working policy recognises that working parents need to work flexibly in order to maintain an appropriate work:life balance. The policy and procedures are detailed on the HR webpages, and a number of applications are made (and granted) each year. Managers are responsible for considering all requests for flexible working and deciding (with guidance from an HR Adviser) whether these can be accommodated on either a permanent or a temporary basis. Wherever possible, requests for teaching to be restricted to certain times of the day to enable staff to meet their childcare responsibilities are granted.

HR Advisers are based in the Schools and provide detailed guidance to managers in relation to all requests for flexible working.

The University started to monitor its formal applications for flexible working in 2012. The data collected to date shows that of the 19 requests for a permanent contractual change under the University's Flexible Working Policy, 14 were accepted, four were refused their initial request but granted a modified change, and only one was refused. All four of the requests for flexible working made by staff in the STEMM departments were granted. This is something that will be monitored more comprehensively once the new HR system has been implemented in 2013. In addition to formal applications, many Heads of School allow informal flexibility in working patterns to enable staff to meet personal/family commitments. In 2012, 25% of the University's workforce is part-time (530 members of staff). 151 of these part-time members of staff are employed on academic and research contracts, and 93 out of the 151 are women (62%). In the STEMM departments there are currently 42 women and 26 men employed on part-time academic and research contracts.

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

The University's maternity, paternity and adoption leave schemes offer significant enhancements over the statutory schemes. For example, pregnant women have a choice of two maternity leave and pay schemes offering up to 18 weeks' leave on full salary. Paternity pay is paid at actual rates of pay rather than at the statutory paternity pay rate. The University's adoption leave and pay schemes mirror the maternity leave and pay schemes.

The University currently has 18 staff on maternity leave (10 of whom work in the STEMM departments), two on paternity leave and none on adoption leave. During the last academic year, 26 men and two women have taken paternity leave from the University. 10 of these work in the STEMM departments. During the last academic year, 68 women have

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taken maternity leave from the University and one member of staff has taken adoption leave. Of the 68 women who have taken maternity leave, 18 remain on maternity leave, three resigned from the University and did not return to work after their maternity leave, two did not return from maternity leave as their fixed-term contract came to an end during the maternity leave period, and 45 returned to their posts at the University.

A significant number of women who take maternity leave request to return to work on a part-time basis. In the vast majority of cases, such requests can be accommodated and we currently have 93 academic female staff working part-time in the University, of whom 42 are in the STEMM departments. Part-time working patterns vary from 1-4 day weeks to five day weeks on reduced hours. Some part-time staff work evenings or weekends to fit in with family commitments, where this can be accommodated.

The University is seeking to introduce a returners scheme providing support to female academic staff on their return from maternity leave, and a working group has been established to develop the detail of such a scheme.

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

The University has a 47 place nursery and pre-school on its campus that takes children from four months to five years of age, and is available to staff and students. These facilities were formerly provided by the University, but have recently been transferred to an external childcare provider. The childcare facilities will be moving to a new, purpose built building, to be provided by the University, which will accommodate a 101 place nursery/pre-school, and is due to open in September 2013. Opening hours are currently 8.30am to 5.30pm, but are likely to be extended under the new provider. The University's childcare facilities have been rated by Ofsted as 'excellent'. Parents are able to book whole or half days, and additional sessions can be booked where available. The facilities are open throughout the year except for a two-week period in August. Currently 30 members of staff have children in the nursery/pre-school which is promoted in the information sent to new members of staff and on the University's website.

The University also offers a salary sacrifice scheme for childcare vouchers to assist working parents with the cost of childcare. Childcare vouchers can be used at the nursery/pre-school on campus or at any registered childcare provider. Where both parents work for the University, both are entitled to receive childcare vouchers. Membership of the childcare voucher scheme is normally on an annual basis, and staff are advised of this benefit via the HR webpages and in the maternity, paternity and adoption leave schemes.

The University's sports centre offers a range of courses for children aged seven to 16 years during the Easter and summer school holidays and some half-terms which helps support working parents.

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

All formal meetings and committees of the University are scheduled to take place within core working hours, and are set out annually in advance in the Committee Calendar which is published on the Governance website. Such advance notice gives staff plenty of time to

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organise their commitments. Informal arrangements exist within Schools to discourage evening meetings, which some staff are unable to attend due to family commitments. As mentioned earlier BSMS has recently acted to ensure that all of its core meetings take into account the family responsibilities of its staff. Open days for potential students have to be held on Saturdays, but account is taken of the family commitments of members of staff when allocating duties in relation to Open days.

4322 words

5. Any other comments: maximum 500 words

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

The University believes that the initiatives taken over recent years and referred to in this document provide a firm platform from which it is able to focus on other, specific initiatives that are designed to attract, develop, support and retain female academic staff in the STEMM departments. These more specific initiatives are detailed in the action plan.

In reviewing its current position, the University has sought to take an evidence-based approach, reviewing a comprehensive set of data, and, wherever possible, looking at trends. We will continue to collect and analyse our data, and feed this into our future actions and initiatives.

101 words

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. Also include in the Plan how the university will encourage STEMM departments to apply for awards.

The Plan should cover current initiatives and the university's aspirations for the next three years.

The University of Sussex action plan is set out at Appendix 3.

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Appendix 1

Biographies of the members of the self-assessment team:

Dr Camilla Briault is a Governance Officer supporting the University's executive team in the areas of planning, policy, records management, projects and secretariat, providing administrative support to the Athena SWAN team. Prior to joining Sussex in 2010, she held a series of postdoctoral research and teaching fellowships at the Universities of Cambridge, Stanford and Austin Texas after completing a PhD and MA in Archaeology at UCL and a first degree at the University of Liverpool. She is currently engaged in two fieldwork projects in Greece.

Dr Xavier Calmet is a theoretical physicist who has been on the faculty of the Physics and Astronomy Department at Sussex since October 2009. His research interests span from particle physics to general relativity. He is currently a Senior Tutor in his department. Before joining Sussex, he has had postdoctoral appointments at several universities in the US and in Europe including Caltech which was his first postdoctoral position after his PhD obtained at the Ludwig-Maximilians University in Munich in 2002. He is married and has two children Pierre and Aude aged three and two respectively.

Dr Sam Cartwright-Hatton is a clinical psychologist who began with a DPhil in anxiety disorders at University of Oxford. During subsequent clinical psychology training in Manchester, she developed an interest in childhood anxiety. Shortly after qualification, she was awarded an NHS fellowship to develop this research, which was followed by an MRC Clinician Scientist Fellowship, developing an intervention for young anxious children. Sam moved to Sussex in 2011 with an NIHR Career Development Award to develop a preventative intervention for anxious families. She was awarded the 2009 British Psychological Society May Davidson Award in recognition of her research into childhood anxiety.

Terri Desmonds is a research student in Neuroscience/Hearing Research.

Gill Johnston, Head of Teaching and Learning Development Unit (TLDU), leads the Teaching and Learning Development Unit which provides training for academics and other staff with teaching responsibilities, and encourages innovation to enhance the student experience. The unit runs a large and varied programme of workshops and seminars on teaching, learning, assessment and supervision, provides formal qualifications and professional recognition of teaching and encourages innovation. Since graduating from the University of Sussex with a degree in Philosophy, Gill lectured in further and higher education, developing particular expertise and qualifications in the areas of widening participation, lifelong and professional learning. Gill has also been the SE regional Hub Co-ordinator for Vitae for the past seven years. She was involved in the creation of the Researcher Development Framework and is currently contributing to national initiatives to promote the use of the RDF by researchers in UK institutions, and to provide CPD frameworks for professional support staff.

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Professor Chris Marlin is Pro-Vice-Chancellor (International) at the University of Sussex, where he is also Professor of Software Engineering. Prior to joining the University of Sussex in 2009, Chris was Deputy Vice-Chancellor (Research) at Flinders University in South Australia, where he had university-wide responsibility for research from 1998 to 2009; during this time, he sponsored the introduction of a mentoring scheme for early career women researchers whose effectiveness was confirmed through a long-term research project and which continues to this day. Prior to this University-wide role, he was Head of Computer Science at Flinders from 1992-1998, and has also held academic positions in Computer Science at the University of Iowa in the United States and at the University of Adelaide in Australia. Chris has an undergraduate degree and a doctorate in Computing Science, both from the University of Adelaide.

Ellie Martin is research student undertaking a PhD in the Department of Informatics as a member of the Human Centred Computing lab group. She is also an Associate Tutor in the same Department. After graduating with a MEng in Engineering from Cambridge University she started working as a commercial programmer working on desktop applications. After five years of experience her concerns about the usability of these systems led her to undertake a part-time MSc at the University of Sussex in Human-Centred Computer Systems, whilst at the same time working as a Business Systems Analyst for a large blue-chip company. She followed that with a stint of working as a programmer and analyst in various web-based systems, including working with Moodle.

Professor Laurence Pearl FRS is Professor of Structural Biology in the Genome Damage and Stability Centre and heads the School of Life Sciences at the University of Sussex. For the previous 10 years Professor Pearl was Professor of Protein Crystallography at the Institute of Cancer Research in London, where he was also Chairman of the Section of Structural Biology and a member of the Board of Trustees. His laboratory studies the structural biology of DNA repair, signal transduction (the process by which a cell converts one kind of signal or stimulus into another) and molecular 'chaperones'. Professor Pearl began his research career at Birkbeck College, University of London and, after postdoctoral research at the Institute of Cancer Research, started his own laboratory at University College London in 1989, becoming Professor of Structural Biology in 1996.

Dr Helen Prance is a Reader in Electronic Engineering and Head of Department of Engineering and Design. She has a Masters degree in Biomedical Physics and Bioengineering from the University of Aberdeen and a PhD in low temperature experimental physics from the University of Sussex. Her PhD and subsequent postdoctoral work was on superconducting devices, such as flux qubits and ultra-low noise, high frequency amplifiers and receivers. She is currently working on applications of a novel electric potential sensor to human-machine interfacing, security and the imaging of materials on micron length scales over a range of frequencies. Prior to becoming Head of Department she served for 6 years as Director of Teaching and Learning for the School of Science and Technology.

Paul Roberts A graduate of the University of Warwick and Central Connecticut State University, he supports the communication and implementation of the University's strategy for doctoral education and research staff. He joined Sussex in February 2011 as the administrative lead for the University's Doctoral School. Prior to February 2011, he led the Research Development and Knowledge Transfer support teams at the University of Surrey. In addition to his professional responsibilities, Paul is enrolled for a part-time Doctor of Education degree in the University's Department of Education.

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Jackie Rymell, Assistant Director of HR – Member of the Chartered Institute of Personnel and Development. She is responsible for developing and maintaining HR policy and strategy, and for taking a lead in equality and diversity issues in relation to staff. She is secretary of the University's Equality and Diversity Forum. She is a working mother and work part-time.

Professor Louise Serpell is a biochemist who has focussed on protein assembly and misfolding in disorders such as Alzheimer's disease and Diabetes type 2 since her DPhil. at Oxford in 1996. Following a postdoctoral position in Toronto, Canada and a fellowship position in Cambridge, she has been a member of Life Sciences faculty since 2007 and has continued her interest into understanding the underlying causes of Alzheimer's disease and related diseases.

Professor Helen Smith is Professor of Primary Care and Head of the Division of Primary Care and Public Health in Brighton and Sussex Medical School. She is a clinician with dual accreditation in General Practice and Public Health medicine. She has worked in clinical and academic settings in Canada and the UK. She joined the University of Sussex in 2003, having previously been a Reader in General Practice at the University of Southampton. Her research expertise is in the design of pragmatic trials to evaluate new interventions in a community setting. Much of her work focuses on allergy and sexual health. Helen led the development of Primary Care Research Networks (PCRNs) in the UK and founded the International Federation of Primary Care Research Networks. She currently directs the NIHR PCRN for the South East.

Jane Summerville, Director of Human Resources, joined the University from the commercial sector in autumn 2005 where she had most recently worked as Head of HR for Carlton Television providing HR services to the Carlton Communications Plc group of companies; her earlier career in HR was with English National Opera. She is a Fellow of the Chartered Institute of Personnel and Development.

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Appendix 2

Questionnaire sent to STEMM Heads of School

Dear Head of School

As you will be aware, the University has joined the Athena SWAN Charter, a scheme designed to promote and recognise good employment practice by universities and research institutes who recruit and promote women to senior positions in science, engineering, medicine and mathematics. We are proposing to submit an application for a University Bronze award by the deadline of 30 November 2012.

As part of its submission, the University is asked to focus on the action already taken and planned, which demonstrates its commitment to the six Athena SWAN principles which are:

1. To address gender inequalities requires commitment and action from everyone, at all levels of the organisation;
2. To tackle the unequal representation of women in science requires changing cultures and attitudes across the organisation;
3. The absence of diversity at management and policy-making levels has broad implications which the organisation will examine;
4. The high loss rate of women in science is an urgent concern which the organisation will address;
5. The system of short-term contracts has particularly negative consequences for the retention and progression of women in science, which the organisation recognises;
6. There are both personal and structural obstacles to women making the transition from PhD into a sustainable academic career in science, which require the active consideration of the organisation.

The Athena SWAN self-assessment team is seeking to gather information from Schools about action already taken in support of the above principles. You are therefore asked to complete and return the attached form to Camilla Briault by 12 October 2012.

Chris Marlin
Chair, Athena SWAN Self-Assessment team

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Questionnaire to Heads of School (SET disciplines) on current initiatives within Schools

1. Do you offer any initiatives within your School/Department which encourage the recruitment, development and or promotion of women? YES/NO

If yes, please give details:

2. What impact have these initiatives had?

3. Are you proposing to introduce any such initiatives in the near future? YES/NO

If yes, please give details:

4. Are you aware of the University's policy on flexible working? YES/NO
<http://www.sussex.ac.uk/humanresources/personnel/familyfriendlypolicies>

If yes, have you received any applications from staff under this policy, and if so, what has been the outcome?

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Appendix 3

Action plan

Action	Description	Action to date	Planned action	Responsibility	Timeline for planned action	Outcome/success measures
1.	Baseline data and supporting evidence					
1.1	Gather information on best practice across STEMM Schools.	Questionnaire circulated to the Heads of STEMM Schools.	Results to be considered by the Athena SWAN Self-assessment Team, filtered and then disseminate to other STEMM Schools.	Chair and Secretary, Athena SWAN self-assessment team.	Consideration by Athena SWAN self-assessment team in Spring 2013; ongoing dissemination of best practice in subsequent years.	Documented uptake of ideas by other STEMM Schools.
1.2	Further examine data on percentage of females on fixed-term vs. indefinite contracts in STEMM Schools.	Initial data collected – needs to be investigated further.	Depending on outcome of analysis, consider initiatives to reduce the percentage of women employed on fixed-term contracts, in particular within the STEMM departments. Review of any new initiatives after two years and make further adjustments based on experience.	Director of Human Resources.	By mid-2013.	New initiatives introduced, if necessary.

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Action	Description	Action to date	Planned action	Responsibility	Timeline for planned action	Outcome/success measures
1.3	Consider report on issues facing senior women at Sussex, with a particular focus on senior women in STEMM Schools.	Report commissioned and recently received (November 2012).	Consider the report and prepare a paper for further consideration by relevant committees. Review of any new initiatives after two years and make further adjustments based on experience.	Director of Human Resources; Chair of Equality and Diversity Committee.	Consideration by Equality and Diversity Committee in first half of 2013.	Development of any initiatives which arise from the report's findings.
1.4	Nominating Sussex female academic staff for external media opportunities.	Opportunities taken both proactively and reactively with success.	Work with STEMM subjects to identify key research and academics for promotion – with new science-focussed press officer.	Director of Communications.	New press officer for spring 2013. New opportunities created from summer 2013	Increased media coverage for female STEMM academics and their research in 2013-14
1.5	Monitor percentage of female academic staff in each of the STEMM Schools, by level of appointment.	Baseline data has been gathered across all relevant Schools.	The monitoring of such data will be facilitated by the University's new HR system and will be monitored on an ongoing basis over the three years of this Action Plan.	Director of Human Resources; data will be considered by the Athena SWAN self-assessment team and the Equality and Diversity Committee.	Implementation of the HR system is planned for the autumn of 2013.	Verification of an increasing percentage of female staff in these Schools, especially at the higher levels of appointment.

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Action	Description	Action to date	Planned action	Responsibility	Timeline for planned action	Outcome/success measures
2.	Initiatives which require only changes to current policies and practices					
2.1	Being more proactive in encouraging women to apply for promotion in the STEMM Schools.	The Pro-Vice-Chancellors who line manage Heads of Schools have been reminding the latter to ensure that they consider all their academic staff and encourage promotion applications from those who are ready.	Develop a more proactive approach, eg by setting an annual timetable for reviewing the readiness of academic staff for promotion after the annual round of appraisals in Schools. Review the effectiveness of any new strategy after two years, by examining data on promotions applications.	Director of Human Resources to consider possible approaches.	Consideration by the Human Resources Committee in the first half of 2013. Review in 2015.	Revised procedures developed and implemented, as appropriate.
2.2	Scheduling core meetings to ensure that these take into account those staff who have family commitments.	An approach has been developed in the Brighton & Sussex Medical School (BSMS).	The approach developed in BSMS to be reviewed and examined to see if it can be extended across all STEMM Schools.	Director of Human Resources.	Examination of the feasibility of extending the approach to be completed in first half of 2013.	Possible extension of this approach across all STEMM Schools.

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Action	Description	Action to date	Planned action	Responsibility	Timeline for planned action	Outcome/success measures
2.3	Emphasising the responsibilities of Heads of Schools in the appraisal process, especially in relation to female staff in STEMM Schools.	The Pro-Vice-Chancellors who line manage Heads of Schools have been reminding the latter of their responsibilities.	Include some additional material on this aspect in appraisal training sessions for academic managers from 2012 onwards.	Director of Human Resources.	Immediate.	Modified training sessions, and then evidence that female staff in STEMM Schools are taking action in relation to their advancement in greater numbers.
2.4	Revising academic promotion procedures to make explicit provision for staff to raise any personal circumstances that may have impacted on their work achievements.	Revisions to these procedures have been drafted.	The revised procedures will be forwarded to the Human Resources Committee for approval. Review the effectiveness of these procedures after two years of operation.	Chair of the Human Resources Committee.	Next meeting of the Human Resources Committee (February 2013). Review in 2015.	Revised procedure approved.

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3.	Initiatives which may require significant resources and a project approach					
3.1	Celebrating success and role models.	A small working group has been established to develop a set of approaches; a number of meetings of this group has already occurred.	A series of mechanisms for celebrating the success of female staff in STEMM Schools will be implemented and used to promote suitable role models.	Initially, the chair of the working group, Dr Prance; ultimately, proposals will be implemented through the relevant areas of the University, such as the communications team.	Proposals are already being developed and it is expected that their implementation will begin in early 2013. Implementation will then be ongoing.	Visible successful role models promoted, and thus an impact on recruitment of female students in STEMM subject areas and on the aspirations of students and staff in STEMM Schools.
3.2	Staff development initiatives targeted at female staff.	A project has begun to identify suitable staff development interventions that might be made in relation to female staff; this has begun with a developmental needs analysis.	The developmental needs analysis is being carried out by a consultant; the outcomes of this analysis will help inform future plans for staff development.	Director of Human Resources; Head, Teaching and Learning Development Unit.	Analysis being carried out at present.	Suitable staff development mechanisms implemented; better performing and more satisfied staff as a result.

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Action	Description	Action to date	Planned action	Responsibility	Timeline for planned action	Outcome/success measures
3.3	Introduction of a formal mentoring scheme for female academic staff in STEMM Schools.	A small working group has been established to develop a specific proposal for a suitable scheme.	The working group will examine experience with similar schemes elsewhere (including drawing on the experience of the chair of the working group, Professor Marlin) and draw up a proposal for a scheme.	Initially, the chair of the working group, Professor Marlin; ultimately, proposals will be referred to the Athena SWAN self-assessment team and the Equality and Diversity Committee for endorsement, and eventually to the Vice-Chancellor's Executive Group for approval.	Proposal developed in the first half of 2013, reaching the Vice-Chancellor's Executive Group for approval by the end of 2013. Implementation in 2014.	Introduction of a mentoring scheme, and then improved performance and satisfaction for female academic staff in STEMM Schools.

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Action	Description	Action to date	Planned action	Responsibility	Timeline for planned action	Outcome/success measures
3.4	Introduce a returners scheme providing support to female academic staff on their return from maternity leave.	A small working group has been established to develop a specific proposal for a suitable scheme.	The working group will examine practices elsewhere, and possible links to external schemes (such as the Daphne Jackson Trust) and draw up a proposal for a scheme.	Initially, the chair of the working group, Professor Pearl; ultimately, proposals will be referred to the Athena SWAN self-assessment team and the Equality and Diversity Committee for endorsement, and eventually to the Vice-Chancellor's Executive Group for approval.	Proposal developed during 2013, and considered by the Vice-Chancellor's Executive Group by the end of 2013. Implementation in 2014.	Introduction of a suitable scheme and the facilitation of a productive process of returning to work by a relevant staff in STEMM Schools.

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