Athena SWAN Bronze university award renewal application

Name of institution: University of Sussex   **Year: 2016**

Contact for application: Jackie Rymell

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Date of previous award: November 2012

List of SET departments (highlighting those that currently hold Bronze, Silver or Gold department awards):

School of Engineering and Informatics (ENGINF) **Bronze**
School of Life Sciences (LIFESCI) **Silver**
School of Mathematical and Physical Sciences (MPS), Physics department **Bronze (**Mathematics department submitting for Bronze April 2016)
School of Psychology (PSYCHOLOGY) submitting for bronze April 2016
Brighton and Sussex Medical School (jointly with the University of Brighton) (BSMS)**, Bronze**

Total number of university of Sussex Schools : 11 plus 1 Joint School
The above five STEMM Schools plus:
School of Law, Politics and Sociology, Gender Equality Charter Mark holder – converted to **Athena SWAN bronze**
School of Business, Management and Economics
School of Education and Social Work
School of English
School of Global Studies
School of History, Art History and Philosophy
School of Media, Film and Music

Percentage of SET departments as a proportion of all university departments:
42%

26 April 2016

Athena SWAN Manager
Equality Challenge Unit
7th Floor
Queen's House
55/56 Lincoln's Inn Fields
LONDON WC2A 3LJ

Dear Athena SWAN panel

I am delighted to support the University of Sussex's application for the renewal of its Athena SWAN bronze award, and welcome the opportunity to reflect on our progress and achievements since the submission of our 2012 application. Following confirmation of our institutional bronze award, all STEMM Schools at Sussex have embraced the Athena SWAN principles and worked towards departmental awards. We have celebrated the successes of four STEMM Schools/departments in achieving bronze. The final two STEMM areas are applying for bronze in this round. In addition, the School of Law, Politics and Sociology achieved the Gender Equality Charter Mark, which has since been converted to Athena SWAN bronze.

I am extremely proud of the many initiatives introduced across the University in support of our Athena SWAN programme, resulting in real progress in relation to gender equality, for example:

- our academic promotions procedure now makes provision for periods of carers leave;

- all staff employed on fixed-term contracts in STEMM are reviewed annually, and in the last 2 years, 37 females and 27 males have been transferred to indefinite contracts;

- our School of Life Sciences held a Rosalind Franklin symposium in 2015 bringing together top women scientists and students from local schools to celebrate the pioneering work of women in science. The School now runs a monthly "Women in Science" seminar series;

- we promote and celebrate the successes of our female academic colleagues with video blogs, promoting research for news coverage and specially-targeted events around International Women's Day;

- since 2015, our Research Development Fund has encouraged applications from women returning from maternity leave.

Professor Michael Farthing
Vice-Chancellor

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As part of our Equality Objectives (2016-2020), we have set ourselves some ambitious targets in areas where data demonstrates that women are currently under-represented. The University is committed to further increasing the percentage of female Professors to 10% above the national benchmark by 2020[1]. We are also striving for gender equality amongst professional services staff, with a target of increasing the percentage of senior female professional services staff from 45% to 50% by 2020. Through our equality objectives we aim to promote an inclusive learning and working environment, monitoring and building on the achievements of the 2012-16 objectives and benchmarking ourselves against sector data to ensure we remain competitive.

The HR aspects of our Strategic Plan 2013-18, *Making the Future*, include mandatory Equality and Diversity training for all staff; and developing a scheme for secondment and work shadowing for professional services staff.

Our Athena SWAN Action Plan pushes these initiatives further still and, although we accept that there is further work to be done, we are enthusiastic that in this period of unprecedented growth for the institution we are committed to embedding practices which will improve the environment for women in STEMM, and for all members of the University.

Yours faithfully

Professor Michael Farthing
Vice-Chancellor

[487 words]

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[1] Previous target to increase from 22% in 2012 to 26% in 2016 was later revised to 30% in 2014 as the 26% target had been met.

Notes on the data

All data in the submission is based on headcount. The staff data for each year (2010 - 2015) is taken from a snapshot of the staff body as at 31 March of that year. Promotion data is based on academic year in which the application is effective and not the year of application. Recruitment data and maternity/paternity data are based on calendar years. All other data is based on academic years. The SAT has identified the need to standardise data where appropriate and this is something that the Data Quality Manager will take forward (action 1.c).

Notes about grades

Some of the data in this application is broken down by grade. The table below gives the role descriptors for each grade.

Grade	Academic role
6	Research Assistant
7	Research Fellow grade 7; Lecturer A; Teaching Fellow grade 7
8	Research Fellow grade 8; Lecturer B; Teaching Fellow grade 8
9	Senior Research Fellow; Senior Lecturer; Senior Teaching Fellow
10	Research Professor; Professor; Professorial Teaching Fellow

Glossary

ADQE	Academic Development and Quality Enhancement
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
BSMS	Brighton and Sussex Medical School
CEC	Careers and Employability Centre
DVC	Deputy Vice-Chancellor
ECU	Equality Challenge Unit
FTC	Fixed-term contract
FTE	Full-time equivalent
Gender InSITE	Gender in science, innovation, technology and engineering
HR	Human Resources
IWD	International Women's Day (8 March)
MPS	School of Mathematical and Physical Sciences
PVC	Pro Vice-Chancellor
RDF	Research Development Fund
SAT	Self-assessment team
SDU	Staff Development Unit
SEPnet	South-East Physics Network
SMG	Senior Management Group
STEMM	Science, technology, engineering, mathematics and medicine
T & R	Teaching and Research
VCEG	Vice Chancellor's Executive Group

2.   The self-assessment process – maximum 1000 words

Describe the Self-Assessment Process. This should include:

a)   a description of the self assessment team: members' roles (both within the university and as part of the team) and their experiences of work-life balance, and how and why the team has changed since the original Bronze application;

The self-assessment team (SAT) was established in March 2012 and reports to the University Equality and Diversity Committee and Human Resources Committee (both ultimately report to the University's Council). Since our bronze application there have been some changes in SAT membership in response to staff turnover and to support new departments applying for awards. Many of the SAT members have family responsibilities in addition to their university roles. The SAT is currently 75% female and several members have flexible working arrangements to support their work:life balance.

The SAT comprises academic and professional services staff of all levels and includes senior management, including the Deputy Vice-Chancellor as Chair, as well as a postgraduate student member and two postdoctoral research fellows. It includes part-time staff and staff employed on fixed-term contracts. The STEMM Schools remain the focus, and are represented by members of School SATs. The team has met every six weeks on average, since its formation in March 2012. Attendance levels are high at an average of 73% attendance.

Table 1 shows the composition of the University SAT.

Member	SAT role
Deputy Vice-Chancellor (DVC), Pro Vice-Chancellor (PVC) Teaching & Learning	Chair of SAT combined with, line management responsibility for all STEMM Heads of School.
Director of Human Resources	HR policy and legislation
Assistant Director of Human Resources	University's lead on Athena SWAN and other equality initiatives. Advises the STEMM Schools on their departmental applications.
Assistant Director, Doctoral School	Ensuring the interests of early career researchers are recognised; to support representatives on the SAT.
Professor of Clinical Child Psychology	Athena SWAN lead and Chair of Equality and Diversity Team for the School of Psychology
Acting Head of School, Life Sciences. Professor of Neuroscience	Permanent, full time academic
Lecturer in Power Electronics, School of Engineering and Informatics	Athena SWAN lead for Engineering and Informatics
Professor of Biochemistry	Chair of the School of Life Sciences SAT, a full-time (research and teaching) academic

Member	SAT role
Chair of Primary Care, Brighton and Sussex Medical School, Head of Division of Primary Care and Public Health, GP and Associate Specialist	BSMS diversity champion, Chairs the BSMS SAT. Member of University of Brighton SAT
Reader in Astrophysics	Former chair of the Physics departmental SAT
Research Staff Officer	leads actions in early career women in STEMM mentoring and the University sponsorship of Daphne Jackson Fellowships
Senior Lecturer in Mathematics, Deputy Chair of School Exam Board	SAT Chair for Mathematics, leading the submission for the Athena SWAN departmental bronze award and will be overseeing the implementation of its Action Plan
Research student	A doctoral representative who helps to highlight issues facing graduate students and associate tutors. They also try to encourage awareness of the work of the Athena SWAN team and support people discussing gender equality
Professor of Geomorphology	As a STEMM academic in a Social Science School, this individual is using good practice from the STEMM Schools to encourage Athena SWAN engagement in their own School.
Postdoctoral researcher in Biology, working on DNA repair and cancer	An early career researcher representative, a newly created role within the SAT, to ensure Athena SWAN initiatives reach all the members of the University.

Member	SAT role
Postdoctoral researcher in Psychology, studying memory and ageing	Represents early-career researchers on the SAT. A new addition to the team since the original application, gives the perspective of researchers who might be at a career stage where work/life balance is especially difficult.
Staff Communications Manager	Ensures promotion of Athena SWAN activity across the University.
Professor of Physics	Head of Physics & Astronomy SAT, former Head of Department (role held when departmental bronze application submitted).
Athena SWAN Project Officer (Brighton and Sussex Medical School)	Led the BSMS bronze and silver applications
Governance Officer	Secretary to the SAT, Governance Officer, and Secretary to the University Equality and Diversity Committee and Human Resources Committee.

b) an account of the self assessment process, with reference to year-on-year activities since the original Bronze award application, details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, how these have fed into the submission and been reported within the institution, and how the team has worked with departments to engage them in the Athena SWAN awards process;

The SAT meets at approximately six-weekly intervals, and has done since inception. The meetings are structured to discuss School (or departmental) applications, progress with the institutional and School action plans, and institution-wide activities (such as the staff surveys and staff development initiatives). The SAT has held three workshops, one with Professor Averil MacDonald (SEPnet) in January 2012, and one discussing Athena SWAN Silver awards in September 2015 (with Athena SWAN representatives from the University of Cambridge and Imperial College). The third workshop was held in April 2016 with an external diversity consultant to help focus the SAT on setting SMART actions in our new institutional action plan.

Table 2 shows the year-on-year activities undertaken by the SAT since the University joined the Charter.

The University conducted a staff engagement survey in October 2014, and a follow-up pulse survey in October 2015, and the results have fed into this renewal application.

Athena SWAN departmental leads meet termly to share good practice and to give updates on progress with departmental applications and action plans.

Two members of the SAT have met with two members of the University of Portsmouth's SAT to share best practice. This will be continued through membership of the regional AS Network and ECU SE Equality network.

The submission has been reviewed by Liz Elvidge, Head of the Postdoc Development Centre, Imperial College London, as a critical friend.

c)   plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and proposed consultation processes, and how the team will engage with SET departments to encourage them to apply for awards.

The SAT will continue to meet at six-weekly intervals. It will continue to report to parent Committees (Human Resources Committee, and Equality and Diversity Committee), and onwards to Council. Representatives of STEMM departments are encouraged to participate in the SAT, and Athena SWAN progress is reported upwards to the Senior Management Group (executive & Heads of Schools). Working groups will consult with broader staff groups (such as the groups looking at streamlining the questionnaires used by different departments, and data-collation).

The SAT will be reviewed post-submission to align with the expanded Athena SWAN scheme. Any new SAT positions will be advertised and we will encourage men and BME staff to apply (action 1.b).

[905 words, includes experiences / work:life balance column of SAT table]

Table 2: Year-on-year activities undertaken by the SAT since original bronze application

DATE	ACTIVITY
November 2011	University joined Athena SWAN Charter.
January 2012	Equality information, including details of University's engagement with Athena SWAN, published on internal and external websites.
January 2012	Introduction to Athena SWAN workshop/networking session with Professor Averill MacDonald.
March 2012	Athena SWAN SAT formed.
April 2012	SAT considers: data on teaching and research staff contracts (permanent vs fixed-term); bottlenecks (promotions / appraisals etc.)
June 2012	SAT considers: data on female staff in research grade 8 and teaching grade 9; staff development initiatives for women
August 2012	SAT considers initiatives around mentoring, returners', celebrating success and role models, sub-groups formed.
September 2012	Academic appraisal scheme revised.
October 2012	Questionnaire circulated to Heads of School on awareness of policies and asking to share good practice/initiatives already being undertaken
November 2012	University Bronze application submitted
January 2013	Updated equality information for external and internal websites included progress report on Athena SWAN.
April 2013	Chairs' group meeting for sub-group leads
April 2013	University achieves Bronze award
April 2013	Action Plan kick-off meeting, SAT considers Daphne Jackson scheme; SAT considers feedback received from Bronze award
June 2013	Report received on *Issues faced by Senior Women at Sussex*
September 2013	Departments consider timelines for Athena SWAN Bronze
September 2013	Two women's action learning sets established for senior women (grades 9 and 10).
January 2014	Updated equality information for external and internal websites included progress report on Athena SWAN.
January 2014	Athena SWAN networking meeting held for University SAT members and Athena SWAN departmental leads. Presentation by Averil MacDonald.
March 2014	Agreement secured to join Daphne Jackson scheme- one post for each STEMM school
March 2014	BSMS poster display to mark International Women's Day (IWD)
March 2014	New £2m childcare facility opens on campus with 100 places.
April 2014	Physics and Astronomy submit application for Bronze departmental award
April 2014	Law, Politics and Sociology submit application for Gender Equality Charter Mark pilot
June/July 2014	Maternity returners focus groups (4) held to inform guidance to managers on support during maternity leave
July 2014	First Screenhouse masterclass with Maggie Aderin-Pocock on communicating your research to the media - for senior women in STEMM
August 2014	Athena SWAN website launched on HR webpages.

Aug/Sept 2014	Annual review of all staff in STEMM on FTCs introduced. 56 individuals were transferred from fixed-term to indefinite contracts (35 females, 21 males)
September 2014	Royal Society diversity day – report to SAT
September 2014	Academic promotions workshops introduced for staff in STEMM departments
September 2014	Springboard Women's Development Programme run for Sussex Researchers
September 2014	Academic promotions procedure amended to encourage applicants to declare individual personal circumstances
September 2014	Two more women's action learning sets established for senior women (grades 9 and 10) – bringing total to 4 sets.
September 2014	Women in STEMM Mentoring circles scheme initiated for female postdocs
October 2014	BSMS pilot one-to-one mentoring scheme starts for one year (grade 9 women only)
November 2014	Brighton and Sussex Medical School (BSMS) and Engineering and Informatics submit application for Bronze departmental award
November 2014	Engineering and Informatics submit application for Bronze departmental award
November 2014	Law, Politics and Sociology awarded Gender Equality Charter Mark Bronze award
November 2014	Physics and Astronomy awarded Bronze departmental award
November 2014	ECU 2 day conference (Assistant Director of HR attended and reported back to SAT)
Jan 2015	Termly Athena SWAN departmental leads meetings introduced
Jan 2015	Updated equality information for external and internal websites included progress report on Athena SWAN.
March 2015	Programme of events and activities in BSMS for IWD (8 March)
March 2015	Gender InSITE conference held at Sussex (Science Policy Research Unit)
March 2015	Screenhouse masterclass - for female postdocs and early career academics in STEMM
April 2015	Women in STEMM networking event for all participants and mentors of the mentoring scheme
April 2015	Psychology submit application for Bronze departmental award
April 2015	Maths submit application for Bronze departmental award
April 2015	Engineering and Informatics awarded Bronze departmental award
May 2015	University maintains the HR Excellence in Research Award
May 2015	Research staff appraisal revised; new forms and guidance introduced – to formalise discussion of career development.
June 2015	LGBT staff network launched.
June 2015	University's Senior Management Group briefed on Expanded Athena SWAN Charter. Presentation to SMG by Jackie Rymell and 3 Athena SWAN departmental leads.

July 2015	Participation in *Soapbox Science* – communicating the work of women in science to the public - in Newcastle city centre (Dr Kathy Romer)
August 2015	University pledges commitment to May 2015 principles of the Athena SWAN Charter.
September 2015	2nd annual review of all staff in STEMM on FTCs introduced. 8 individuals were transferred from fixed-term to indefinite contracts (2 females, 6 males)
September 2015	Rosalind Franklin symposium celebrating the achievements of women in Life Sciences
September 2015	'Going for Silver' away-day (all SAT – 16 members attended) – with speakers from Imperial College and University of Cambridge
September 2015	Guidance for managers on supporting women during pregnancy and maternity leave published
September 2015	Two more women's action learning sets established for senior women (grades 9 and 10) – bringing total to 6 sets.
September 2015	Academic promotions workshops embedded into University's staff development programme and rolled out to all Schools. BSMS held own workshop on academic promotions.
October 2015	Research Development Fund encourages staff taking or returning from maternity/shared parental leave to apply
October 2015	BSMS full one-to-one mentoring scheme launches (grade 8&9 men and women)
November 2015	Life Sciences Daphne Jackson Fellow takes up post
November 2015	Promotions workshop for research fellows led by Deputy Vice-Chancellor
November 2015	School of Life Sciences submit their silver application.
November 2015	Brighton and Sussex Medical School submit silver application
November 2015	School of Psychology heard they were unsuccessful in their bronze application
November 2015	Maths department heard they were unsuccessful in their bronze application
November 2015	Women in STEMM Mentoring Circles 2nd year launched
23 Nov 2015	Royal Society diversity day – report to SAT and *unconscious bias* video link shared (Assistant Director of HR attended)
Dec 2015	UUK/ECU conference on equality and diversity in HE (Assistant Director of HR attended and reported back to SAT)
January 2016	Professor Leslie Fallowfield, Professor of Psychosocial oncology in BSMS made a Dame in the New Year's honours list
January 2016	Updated equality information for external and internal websites included progress report on Athena SWAN.
January 2016	Psychology Daphne Jackson Fellow takes up post
February 2016	Two members of SAT met with Athena SWAN colleagues from University of Portsmouth to share good practice.
March 2016	(i) Programme of events and activities in BSMS for International Women's Day (8 March);

	(ii) University-wide celebration of women in STEMM for IWD
	(iii) School of Life Sciences debate for IWD: *Do we need Athena SWAN?*
April 2016	Screenhouse masterclass on communicating your research for women in STEMM
April 2016	SAT bronze renewal action planning awayday with external facilitator.
April 2016	Institutional bronze renewal application
April 2016	Maths bronze departmental application
April 2016	Psychology bronze application

3. Description of the institution – maximum 1000 words

Provide a summary of your institution, including information such as whether it is research or teaching focussed, 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 SET departments and any other relevant contextual information such as recent restructuring.

Sussex is a research-intensive University and has seen its student numbers grow each year for the past nine years - to over 15,000 students, of which around a third are postgraduates.

The University attracts staff and students to its campus from over 120 different countries across the world. Nearly a third of staff come from outside the UK. Over 2,100 staff work at Sussex, (around 1,180 academic staff and 920 professional services staff). We have counted three Nobel Prize winners, 14 Fellows of the Royal Society, 12 Fellows of the British Academy, 2 Fellows of the Academy of Medical Sciences, and a winner of the prestigious Crafoord Prize (Royal Swedish Academy) amongst our faculty.

Employees working in STEMM departments (561 in 2015) account for 47% of all academic staff.

Sussex was a member of the former 1994 Group.

Provide data and a short analysis for at least the last three years (including clearly labelled graphical illustrations where possible) on the female:male ratio of FTE academic staff and research staff– researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole institution and in SET departments, commenting on changes and progress made against the original action plan and Bronze university application.

Table 3: Female:male ratio of academic staff in STEMM departments and across the whole institution from 2010-2015

	STEMM schools					Whole University				
	F	F%	M	M%	Total	F	F%	M	M%	Total
2010	170	34%	329	66%	499	358	38%	576	62%	934
2011	170	36%	303	64%	473	363	39%	560	61%	923
2012	158	35%	296	65%	454	365	39%	563	61%	928
2013	169	36%	306	64%	475	383	39%	593	61%	976
2014	181	35%	343	65%	524	438	39%	671	61%	1109
2015	196	35%	365	65%	561	485	41%	712	59%	1197

Chart 1: Percentage of female staff across STEMM schools and Whole University
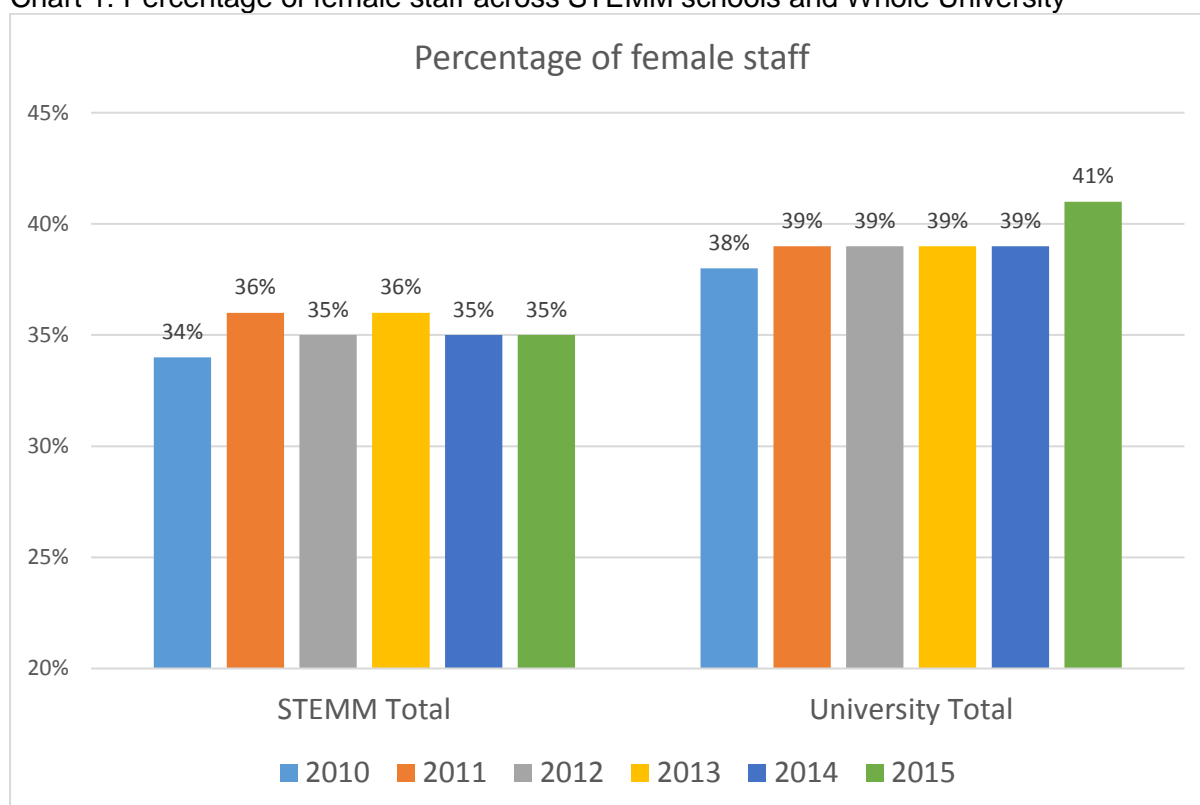
There has been a small but steady increase in the percentage of female academic staff at Sussex in the last 6 years (from 38-41%), although in STEMM the percentage of female academic staff has remained relatively constant (around 35%). Table 3, however, shows a significant increase in the **number** of academic staff over the last 3 years, as part of the University's planned growth. The number of women in STEMM has increased by over 20% from 158 in 2012 to 196 in 2015.

Table 4 (overleaf): ratio of female: male academic staff by grade across STEMM schools and Whole University

		STEMM schools					Whole University				
		F	F%	M	M%	Total	F	F%	M	M%	Total
Clinical – all grades	2010	14	38%	23	62%	37	14	38%	23	62%	37
	2011	20	47%	23	53%	43	20	47%	23	53%	43
	2012	16	43%	21	57%	37	16	43%	21	57%	37
	2013	15	54%	13	46%	28	15	54%	13	46%	28
	2014	12	44%	15	56%	27	12	44%	15	56%	27
	2015	9	38%	15	63%	24	9	38%	15	63%	24
Grade 6	2010	1	13%	7	87%	8	4	33%	8	67%	12
	2011	5	63%	3	37%	8	7	64%	4	36%	11
	2012	7	58%	5	42%	12	10	59%	7	41%	17
	2013	10	67%	5	33%	15	11	61%	7	39%	18
	2014	10	63%	6	38%	16	11	55%	9	45%	20
	2015	8	73%	3	27%	11	10	56%	8	44%	18
Grade 7	2010	69	43%	93	57%	162	109	46%	128	54%	237
	2011	71	44%	90	56%	161	116	45%	140	55%	256
	2012	67	45%	82	55%	149	119	49%	124	51%	243
	2013	76	46%	90	54%	166	134	49%	141	51%	275
	2014	76	42%	104	58%	180	158	48%	169	52%	327
	2015	86	41%	125	59%	211	177	47%	196	53%	373
Grade 8	2010	39	36%	70	64%	109	102	45%	127	55%	229
	2011	32	35%	59	65%	91	92	43%	120	57%	212
	2012	26	31%	57	69%	83	89	42%	125	58%	214
	2013	23	30%	54	70%	77	79	38%	128	62%	207
	2014	35	38%	56	62%	91	101	41%	147	59%	248
	2015	37	40%	55	60%	92	110	45%	134	55%	244
Grade 9	2010	38	33%	78	67%	116	98	38%	160	62%	258
	2011	32	30%	73	70%	105	93	38%	149	62%	242
	2012	31	28%	78	72%	109	95	37%	159	63%	254
	2013	30	27%	83	73%	113	95	37%	161	63%	256
	2014	30	25%	90	75%	120	95	36%	169	64%	264
	2015	31	25%	91	75%	122	105	37%	179	63%	284
Grade 10	2010	9	13%	58	87%	67	31	19%	130	81%	161
	2011	10	15%	55	85%	65	35	22%	124	78%	159
	2012	11	17%	53	83%	64	36	22%	127	78%	163
	2013	15	20%	61	80%	76	49	26%	143	74%	192
	2014	18	20%	72	80%	90	61	27%	162	73%	223
	2015	25	25%	76	75%	101	74	29%	180	71%	254

Table 4 shows that the number of women in most grades in the STEMM Schools has increased over the last 6 years. Grades 8 and 9 show a reduction in STEMM females which is starting to recover. Grade 8 shows a similar reduction in STEMM males, and in the last 2 years, the percentage of STEMM females in grade 8 has risen from 30% to 38% and 40%. The University has been growing its academic staff over the last 2-3 years and is continuing to do so, which will give scope to further increase the percentage of female STEMM staff. The lack of increase in female STEMM staff in grade 9 is partly due to initiatives introduced to encourage women to apply for promotion, which have resulted in the number of female STEMM staff in grade 10 increasing from 9 to 25. There has been a significant increase in the number of female STEMM staff in grade 7 (from 69 in 2010 to 86 in 2015). We need to ensure that these women are supported and encouraged to progress. Our mentoring circles scheme, introduced in September 2014, supports these early career staff, together with a number of initiatives organised by the Research Staff Officer.

Chart 2: percentage of female academic staff by grade across STEMM schools and Whole University

STEMM BY GRADE 2010-2015

Legend: 2010, 2011, 2012, 2013, 2014, 2015

	2010	2011	2012	2013	2014	2015
CLINICAL ACADEMIC -ALL GRADES	38%	47%	43%	54%	44%	38%
GRADE 6	13%	63%	58%	67%	63%	73%
GRADE 7	43%	44%	45%	46%	42%	41%
GRADE 8	36%	35%	31%	30%	38%	40%
GRADE 9	33%	30%	28%	27%	25%	25%
GRADE 10	13%	15%	17%	20%	20%	25%

WHOLE UNIVERSITY BY GRADE 2010-2015

Legend: 2010, 2011, 2012, 2013, 2014, 2015

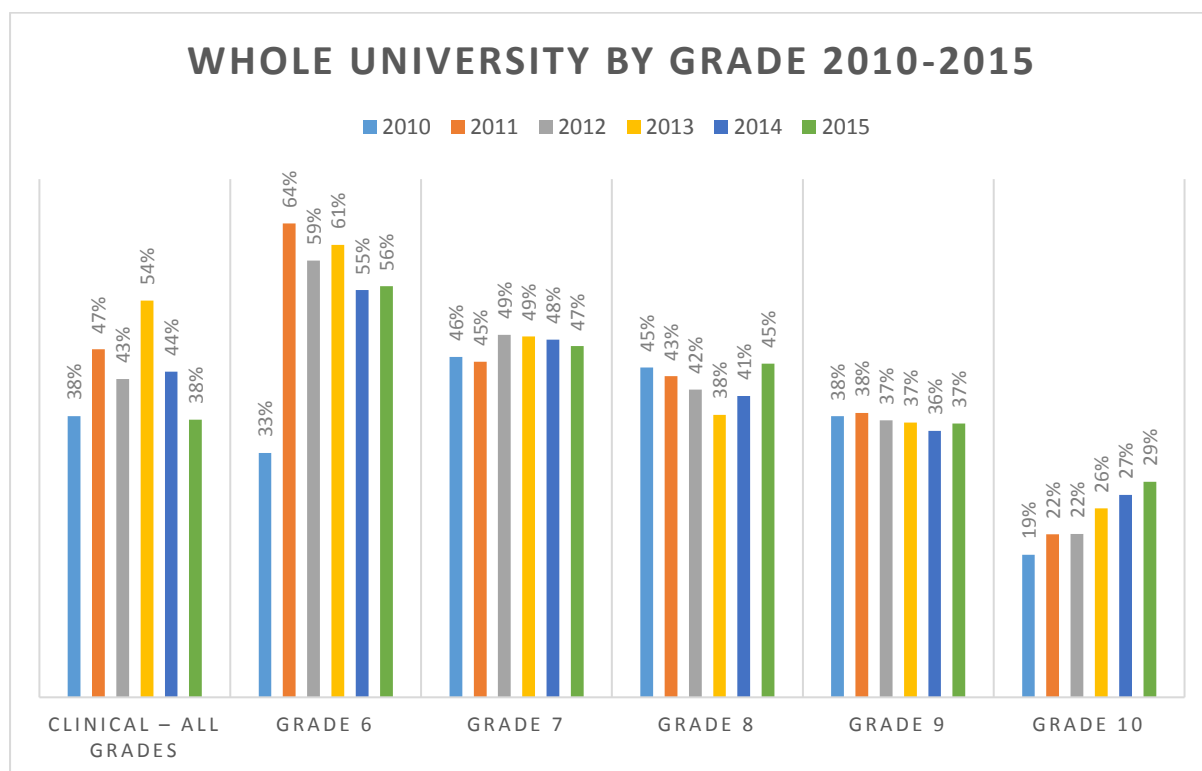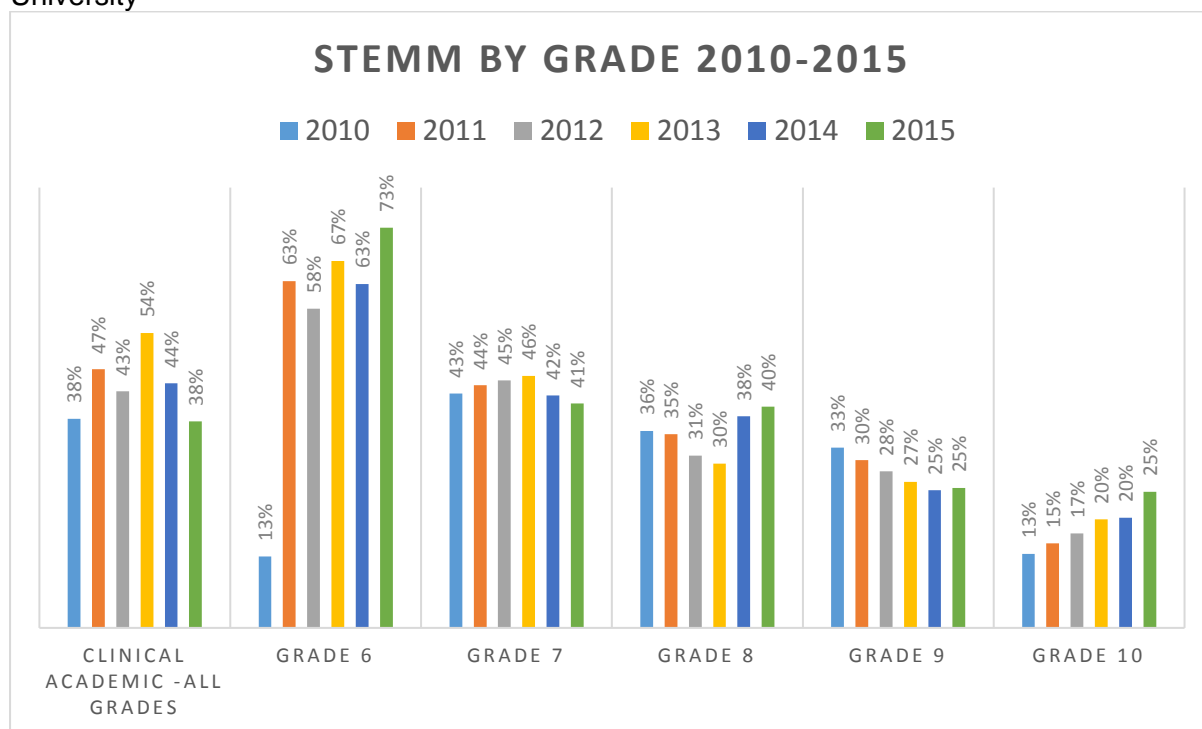|	2010	2011	2012	2013	2014	2015
CLINICAL – ALL GRADES	38%	47%	43%	54%	44%	38%
GRADE 6	33%	64%	59%	61%	55%	56%
GRADE 7	46%	45%	49%	49%	48%	47%
GRADE 8	45%	43%	42%	38%	41%	45%
GRADE 9	38%	38%	37%	37%	36%	37%
GRADE 10	19%	22%	22%	26%	27%	29%

Chart 2 shows the increase in the percentage of women at grade 10, both in STEMM departments (25% female in 2015) and across the University (29% female in 2015). At grade 9, it shows a corresponding reduction in the percentage of STEMM female academics. We will seek to address this through our proposed mentoring framework

for academic staff at all career stages (action 3.a) and through the expansion of our female action learning sets (action 2.a).

Chart 3: scissor graph 2010 and 2015 Grades

STEMM 2015 VS 2010 - PROGRESS
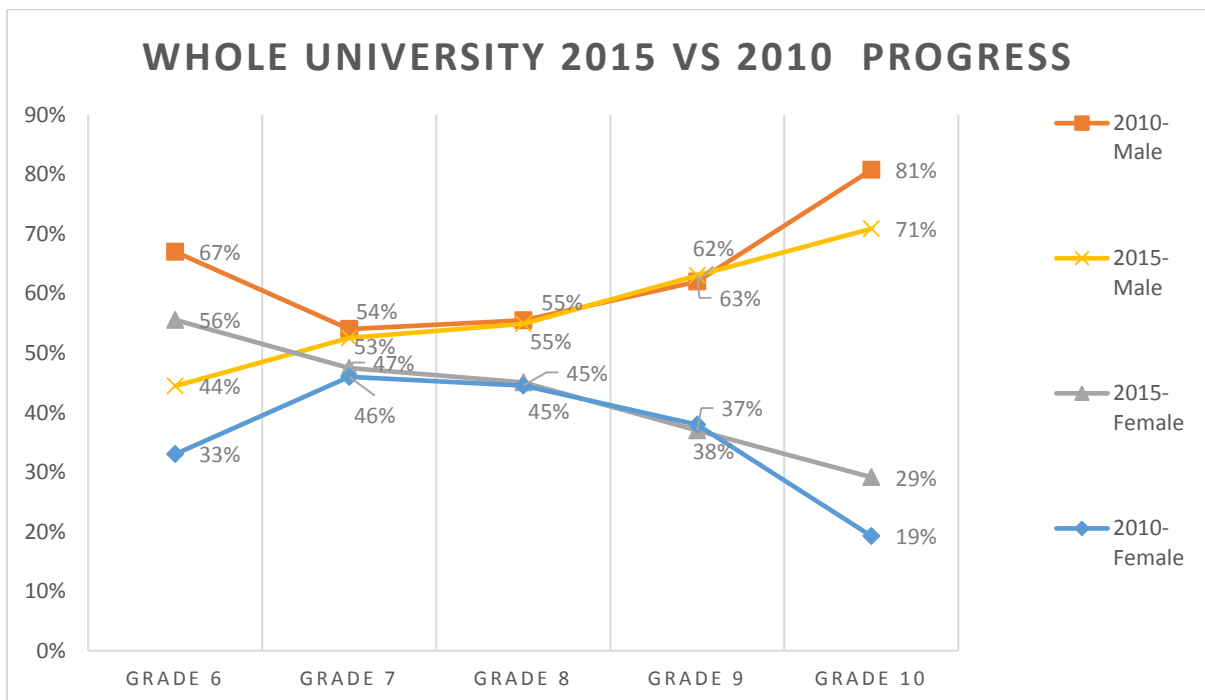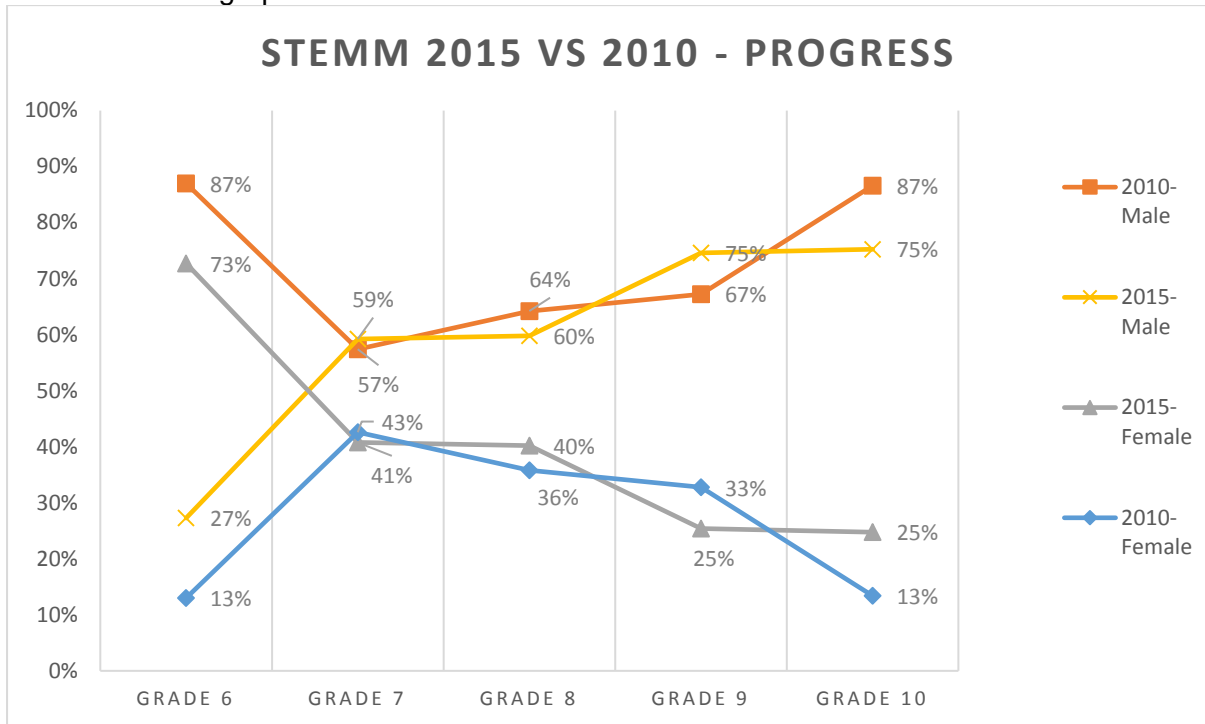

WHOLE UNIVERSITY 2015 VS 2010 PROGRESS

Chart 3 shows that the University has made progress since 2010 in closing the gap between the ratio of male and female staff, in STEMM Schools and across the University. There remains a gap at grades 9 and 10. The University has an Equality Objective to increase the percentage of female Professors, and over the last 4 years,

this has increased from 22% to 29% (and is above the HESA national benchmark of 22.4%). Progress has been achieved through actions in our original bronze submission, in particular, changes to the promotion procedure to encourage more female applications (old action 2.4), and holding promotions workshops, delivered by PVCs (old action 2.1). The proposed mentoring framework will assist further progress (action 3.a).

Table 5: ratio of female: male academic staff by career pathway across STEMM schools and Whole University

		STEMM schools					Whole University				
		F	F%	M	M%	Total	F	F%	M	M%	Total
TEACHING + RESEARCH	2010	69	27%	188	73%	257	196	34%	379	66%	575
	2011	68	28%	174	72%	242	195	35%	364	65%	559
	2012	61	26%	174	74%	235	199	34%	383	66%	582
	2013	64	26%	178	74%	242	211	35%	397	65%	608
	2014	73	27%	197	73%	270	250	36%	445	64%	695
	2015	74	28%	195	72%	269	269	37%	462	63%	731
RESEARCH	2010	96	42%	134	58%	230	131	44%	170	56%	301
	2011	95	44%	121	56%	216	131	45%	159	55%	290
	2012	88	44%	114	56%	202	119	45%	143	55%	262
	2013	95	45%	115	55%	210	123	45%	150	55%	273
	2014	98	42%	135	58%	233	129	43%	172	57%	301
	2015	106	41%	155	59%	261	144	42%	196	58%	340
TEACHING	2010	5	42%	7	58%	12	31	53%	27	47%	58
	2011	7	47%	8	53%	15	37	50%	37	50%	74
	2012	9	53%	8	47%	17	47	56%	37	44%	84
	2013	10	43%	13	57%	23	49	52%	46	48%	95
	2014	10	48%	11	52%	21	59	52%	54	48%	113
	2015	16	52%	15	48%	31	72	57%	54	43%	126

The University has three career pathways for academic staff:
1. Teaching and research
2. Research Fellow
3. Teaching Fellow[1].

The ratio of females:males in each pathway for the University and in STEMM is shown in table 5. Women have the highest representation in the Teaching Fellow career pathway (57%F across whole University; 52%F in STEMM in 2015) followed

[1] The Teaching Fellow career pathway was introduced in November 2013; prior to this, we had some staff employed on Teaching Fellow contracts as shown by the data, but these individuals had no promotion pathway.

by the Research Staff career pathway (42%F across the whole University; 41%F in STEMM in 2015). The Teaching Fellow career pathway, introduced in November 2013, provides Teaching Fellows with comparable career progression to staff on Teaching & Research/ Research Fellow contracts. Women are least represented in the Teaching and Research pathway (37%F across whole University; 28%F in STEMM in 2015). We will continue to encourage female applicants through our recruitment advertising, by equipping postdocs with the skills needed to transition to their first lecturing post, and through the actions identified in departmental action plans. The variation in female representation across the three career pathways is shown in chart 4.

Chart 4: line graph showing female representation by career pathway
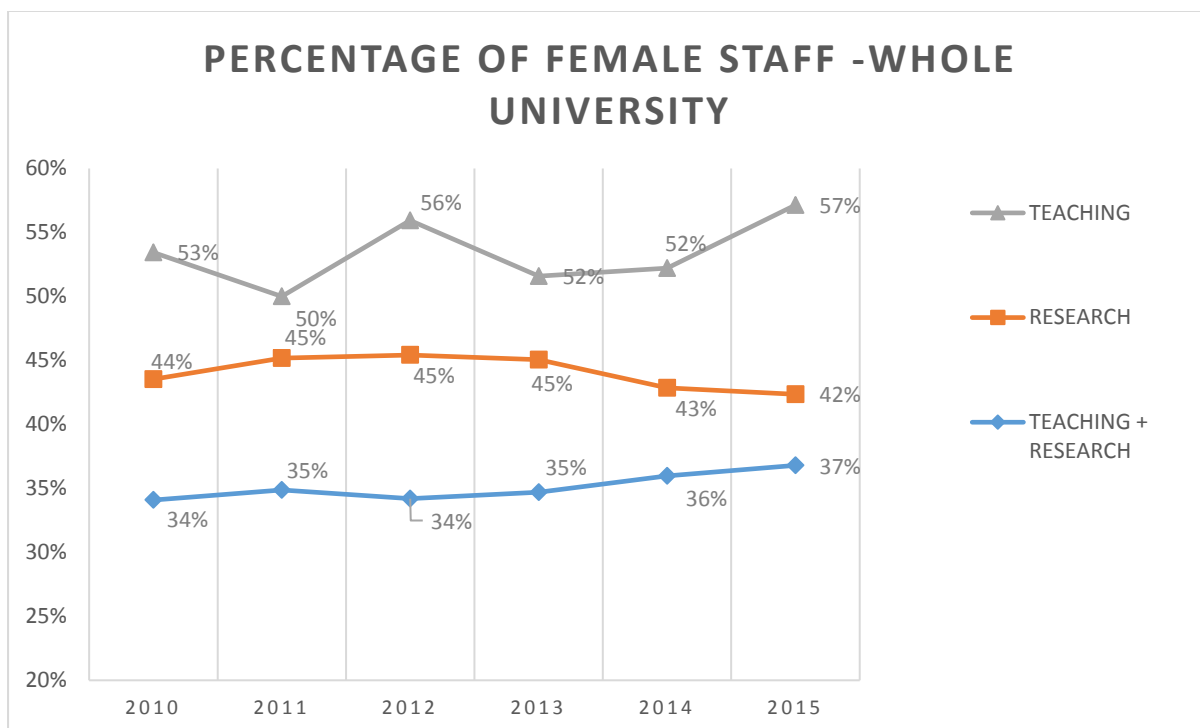
PERCENTAGE OF FEMALE STAFF -WHOLE UNIVERSITY
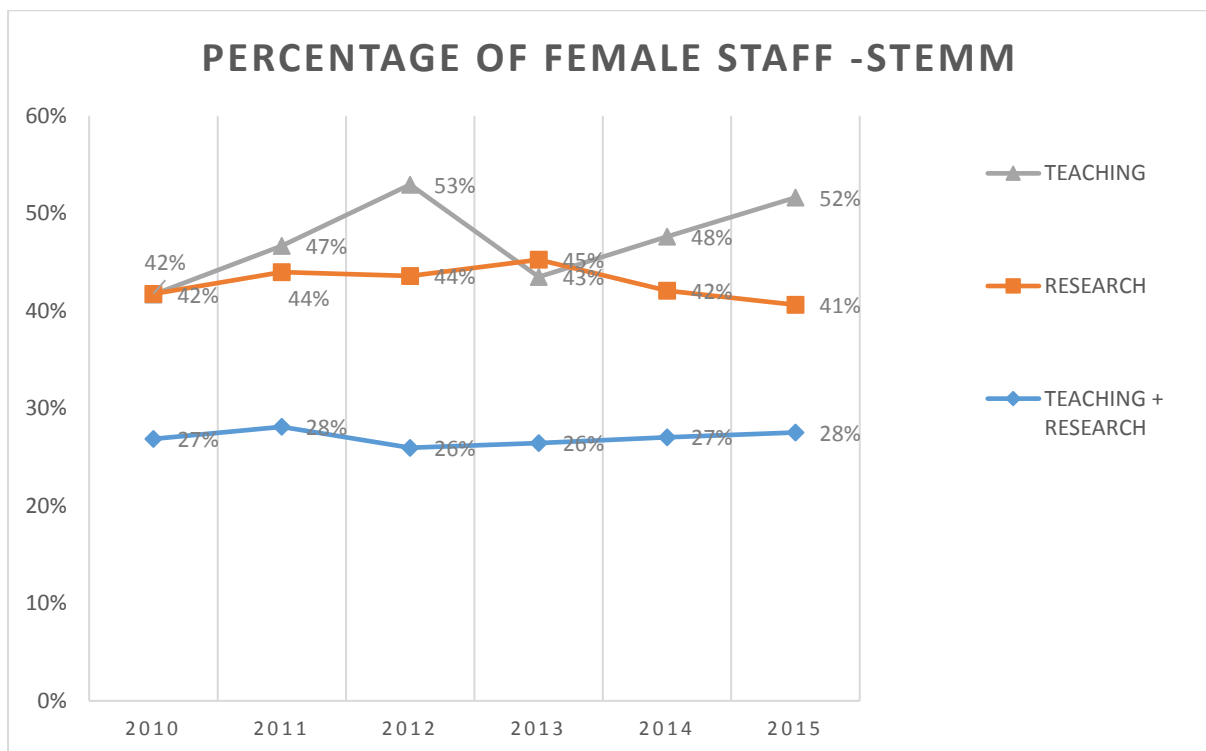
Table 6 (below) shows the female: male ratios across the three career pathways by grade. Teaching Fellow grade 8 shows the highest representation of females in STEMM at 88% in 2015. The percentage of female professors has increased both across the University (from 19% to 29%[2]) and in STEMM (from 11% to 26%) in the last three years. This is above the national benchmark of 22.4% of all Professors and 18.5% of STEMM Professors being female[3]. The increase in female Professors occurs in the Teaching and Research pathway where the number has increased from 29 in 2010 to 69 in 2015. Female Research Professors remain at 2 (compared with 8 males). We will encourage applications for promotion in the Research pathway (action 2.b). We do not yet have Professorial Teaching Fellows of either gender as this is a relatively new career pathway.

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[2] 29% is the overall % of female Professors - in the Teaching and Research career pathway 30% of Professors are female

[3] ECU Equality in Higher Education: statistical report 2015

Table 6: ratio of female: male academic staff by career pathway and grade across STEMM schools and Whole University

		STEMM Schools					Whole University				
		F	F%	M	M%	Total	F	F%	M	M%	Total
Clinical Academic (all grades) except Professor	2010	14	38%	23	62%	37	14	38%	23	62%	37
	2011	20	47%	23	53%	43	20	47%	23	53%	43
	2012	16	43%	21	57%	37	16	43%	21	57%	37
	2013	15	54%	13	46%	28	15	54%	13	46%	28
	2014	12	44%	15	56%	27	12	44%	15	56%	27
	2015	9	38%	15	63%	24	9	38%	15	63%	24
GRADE 6											
Research Assistant	2010	1	13%	7	87%	8	4	33%	8	67%	12
	2011	5	63%	3	37%	8	7	64%	4	36%	11
	2012	7	58%	5	42%	12	10	59%	7	41%	17
	2013	10	67%	5	33%	15	11	61%	7	39%	18
	2014	10	63%	6	38%	16	11	55%	9	45%	20
	2015	8	73%	3	27%	11	10	56%	8	44%	18
GRADE 7											
Lecturer A	2010	0	-	0	-	0	3	21%	11	79%	14
	2011	1	50%	1	50%	2	5	29%	12	71%	17
	2012	1	50%	1	50%	2	13	46%	15	54%	28
	2013	2	50%	2	50%	4	25	63%	15	38%	40
	2014	2	67%	1	33%	3	35	61%	22	39%	57
	2015	2	40%	3	60%	5	37	54%	32	46%	69
Marie Curie Research Fellow	2010	4	27%	11	73%	15	5	29%	12	71%	17
	2011	5	38%	8	62%	13	5	31%	11	69%	16
	2012	3	38%	5	62%	8	3	30%	7	70%	10
	2013	1	17%	5	83%	6	1	14%	6	86%	7
	2014	2	29%	5	71%	7	3	25%	9	75%	12
	2015	4	33%	8	67%	12	6	33%	12	67%	18
Research Fellow Grade 7	2010	64	45%	78	55%	142	92	50%	93	50%	185
	2011	63	45%	77	55%	140	92	48%	98	52%	190
	2012	60	46%	71	54%	131	83	51%	80	49%	163
	2013	67	48%	73	52%	140	87	49%	91	51%	178

		STEMM Schools					Whole University				
		F	F%	M	M%	Total	F	F%	M	M%	Total
	2014	67	43%	89	57%	156	91	46%	109	55%	200
	2015	72	42%	101	58%	173	101	45%	124	55%	225
Teaching Fellow Grade 7	2010	1	20%	4	80%	5	9	43%	12	57%	21
	2011	2	33%	4	67%	6	14	42%	19	58%	33
	2012	3	38%	5	62%	8	20	48%	22	52%	42
	2013	6	38%	10	63%	16	21	42%	29	58%	50
	2014	5	36%	9	64%	14	29	50%	29	50%	58
	2015	8	38%	13	62%	21	33	54%	28	46%	61
GRADE 8											
Lecturer B	2010	13	23%	43	77%	56	56	40%	84	60%	140
	2011	11	22%	38	78%	49	52	39%	82	61%	134
	2012	10	22%	35	78%	45	50	38%	82	62%	132
	2013	10	23%	34	77%	44	37	29%	89	71%	126
	2014	16	31%	36	69%	52	56	35%	105	65%	161
	2015	14	33%	29	67%	43	59	41%	85	59%	144
Research Fellow Grade 8	2010	23	47%	26	53%	49	25	45%	31	55%	56
	2011	17	46%	20	54%	37	18	42%	25	58%	43
	2012	11	35%	20	65%	31	13	30%	30	70%	43
	2013	11	38%	18	62%	29	15	38%	25	63%	40
	2014	15	44%	19	56%	34	17	45%	21	55%	38
	2015	16	39%	25	61%	41	18	38%	30	63%	48
Teaching Fellow Grade 8	2010	3	75%	1	25%	4	21	64%	12	36%	33
	2011	4	80%	1	20%	5	22	63%	13	37%	35
	2012	5	71%	2	29%	7	26	67%	13	33%	39
	2013	2	50%	2	50%	4	27	66%	14	34%	41
	2014	4	80%	1	20%	5	28	57%	21	43%	49
	2015	7	88%	1	13%	8	33	63%	19	37%	52
GRADE 9											
Senior Lecturer	2010	35	34%	68	66%	103	94	40%	141	60%	235
	2011	28	31%	62	69%	90	85	39%	132	61%	217
	2012	25	26%	70	74%	95	86	37%	148	63%	234
	2013	24	24%	74	76%	98	87	37%	147	63%	234
	2014	26	25%	79	75%	105	88	37%	151	63%	239

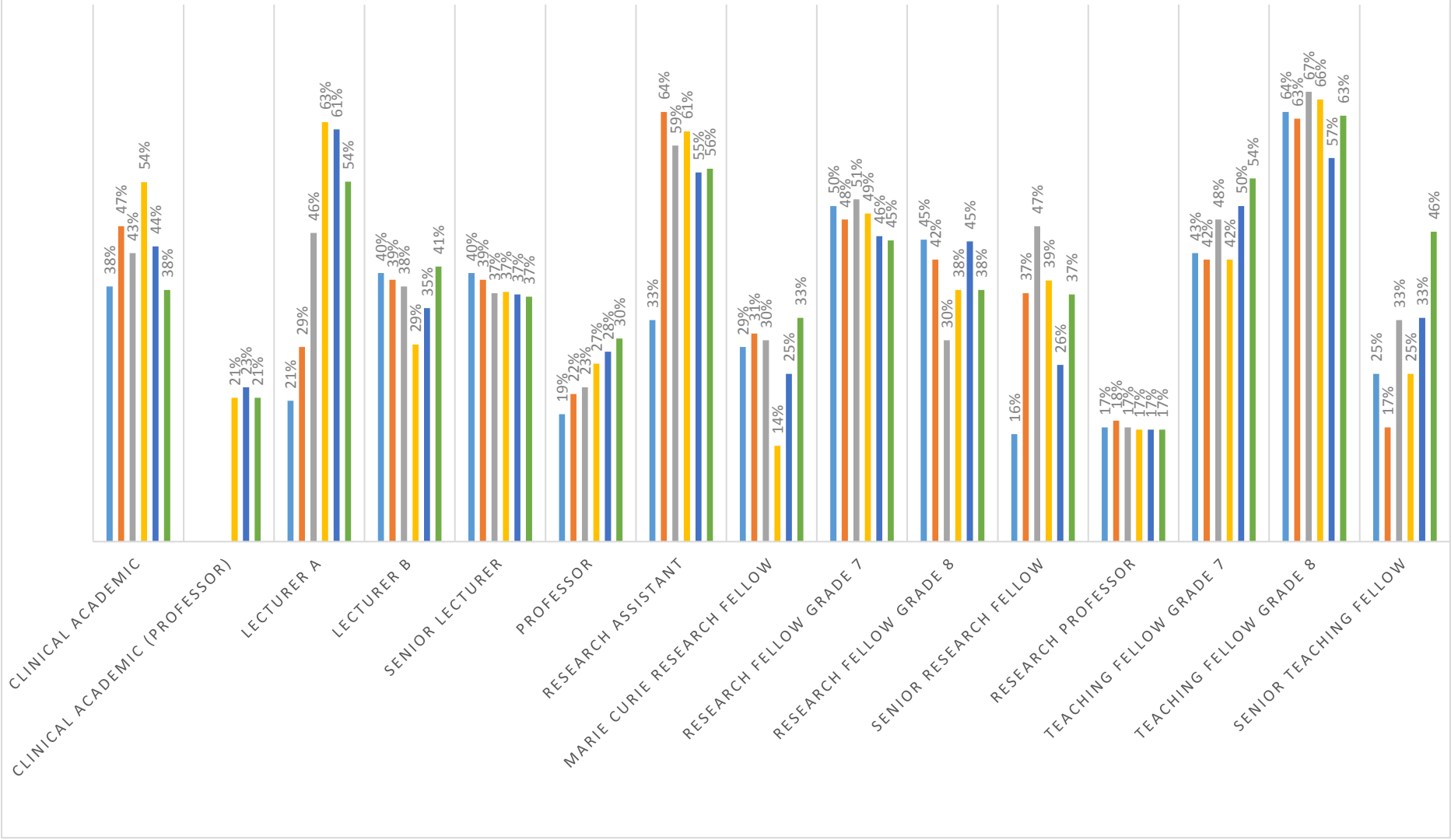|		STEMM Schools					Whole University				
		F	F%	M	M%	Total	F	F%	M	M%	Total
	2015	26	25%	80	75%	106	92	37%	160	63%	252
Senior Research Fellow	2010	2	20%	8	80%	10	3	16%	16	84%	19
	2011	3	27%	8	73%	11	7	37%	12	63%	19
	2012	5	42%	7	58%	12	8	47%	9	53%	17
	2013	4	33%	8	67%	12	7	39%	11	61%	18
	2014	3	23%	10	77%	13	5	26%	14	74%	19
	2015	4	29%	10	71%	14	7	37%	12	63%	19
Senior Teaching Fellow	2010	1	33%	2	67%	3	1	25%	3	75%	4
	2011	1	25%	3	75%	4	1	17%	5	83%	6
	2012	1	50%	1	50%	2	1	33%	2	67%	3
	2013	2	67%	1	33%	3	1	25%	3	75%	4
	2014	1	50%	1	50%	2	2	33%	4	67%	6
	2015	1	50%	1	50%	2	6	46%	7	54%	13
GRADE 10											
Professor	2010	7	11%	54	89%	61	29	19%	120	81%	149
	2011	8	14%	50	86%	58	33	22%	115	78%	148
	2012	9	16%	47	84%	56	34	23%	117	77%	151
	2013	10	19%	44	81%	54	44	27%	122	73%	166
	2014	14	20%	56	80%	70	56	28%	142	72%	198
	2015	20	26%	57	74%	77	69	30%	159	70%	228
Research Professor	2010	2	33%	4	67%	6	2	17%	10	83%	12
	2011	2	29%	5	71%	7	2	18%	9	82%	11
	2012	2	25%	6	75%	8	2	17%	10	83%	12
	2013	2	25%	6	75%	8	2	17%	10	83%	12
	2014	1	14%	6	86%	7	2	17%	10	83%	12
	2015	2	20%	8	80%	10	2	17%	10	83%	12
Clinical Academic (Professor)*	2010										
	2011										
	2012										
	2013	3	21%	11	79%	14	3	21%	11	79%	14
	2014	3	23%	10	77%	13	3	23%	10	77%	13
	2015	3	21%	11	79%	14	3	21%	11	79%	14

- Data for 2010-2012 re clinical academic (Professor) not available
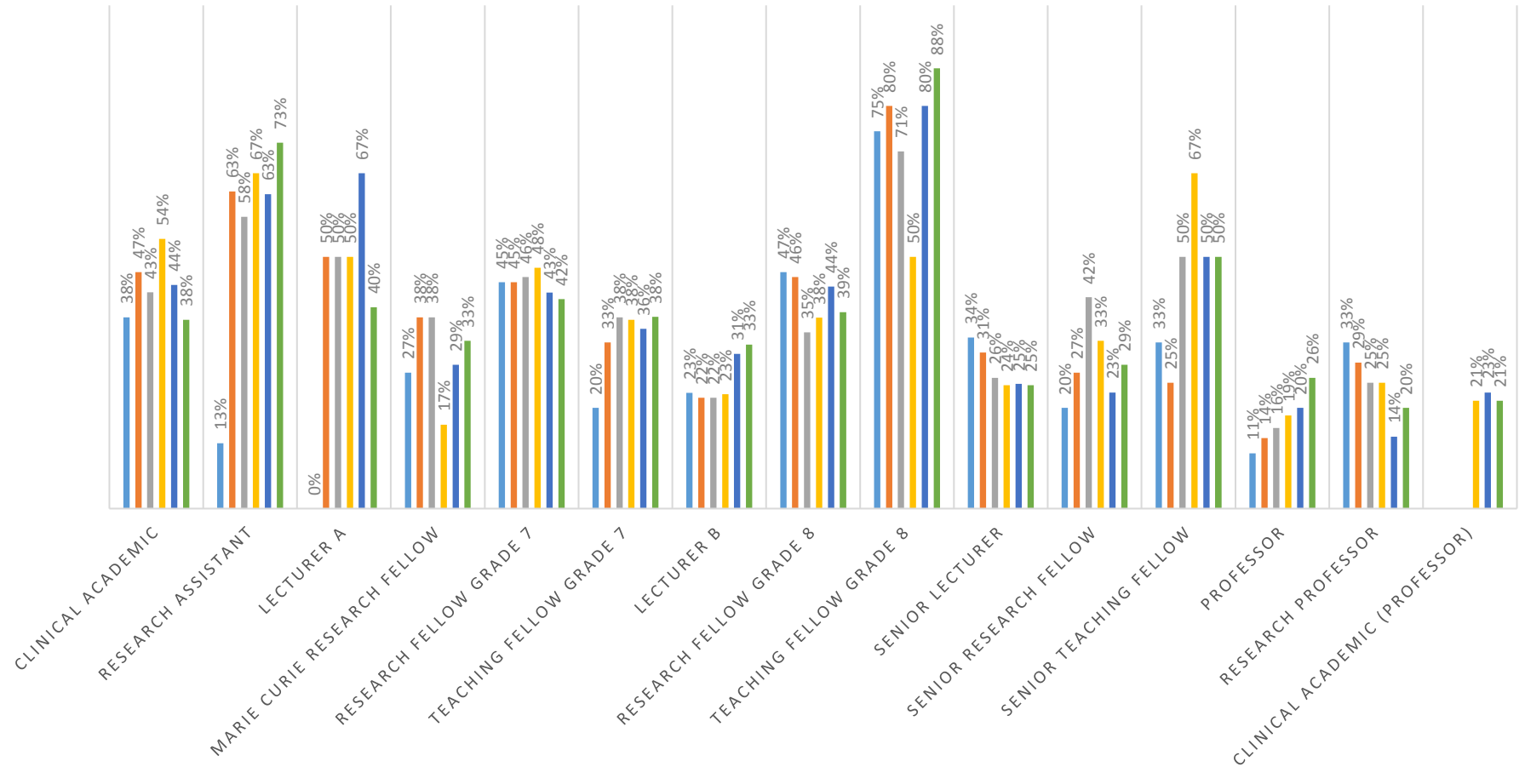
Chart 5: female percentage by career pathway and grade

STEMM SCHOOLS BY ACADEMIC ROLE/T+R, RESEARCH, TEACHING

■ 2010 ■ 2011 ■ 2012 ■ 2013 ■ 2014 ■ 2015

WHOLE UNIVERSITY BY ACADEMIC ROLE/T+R, RESEARCH, TEACHING

Legend: 2010, 2011, 2012, 2013, 2014, 2015

STEMM SCHOOLS BY ACADEMIC ROLE/GRADE 2010-2015

WHOLE UNIVERSITY BY ACADEMIC ROLE/GRADE 2010-2015

Legend: ■ 2010 ■ 2011 ■ 2012 ■ 2013 ■ 2014 ■ 2015

Role/Grade	2010	2011	2012	2013	2014	2015
CLINICAL ACADEMIC	38%	47%	43%	54%	44%	38%
RESEARCH ASSISTANT	33%	64%	59%	61%	55%	56%
LECTURER A	21%	29%	46%	63%	61%	54%
MARIE CURIE RESEARCH FELLOW	29%	31%	30%	14%	25%	33%
RESEARCH FELLOW GRADE 7	50%	48%	51%	49%	46%	45%
TEACHING FELLOW GRADE 7	43%	42%	48%	42%	50%	54%
LECTURER B	40%	39%	38%	29%	35%	41%
RESEARCH FELLOW GRADE 8	45%	42%	30%	38%	45%	38%
TEACHING FELLOW GRADE 8	64%	63%	67%	66%	57%	63%
SENIOR LECTURER	40%	39%	37%	37%	37%	37%
SENIOR RESEARCH FELLOW	16%	37%	47%	39%	26%	37%
SENIOR TEACHING FELLOW	25%	17%	33%	25%	33%	46%
PROFESSOR	19%	22%	23%	27%	28%	30%
RESEARCH PROFESSOR	17%	18%	17%	17%	17%	17%
CLINICAL ACADEMIC (PROFESSOR)		21%			23%	21%

Chart 5 shows the steady increase in Professors (teaching and research) across STEMM Schools and the whole University (old action 1.5).

Table 7: Female:male ratios within STEMM Schools

STEMM Schools		F	F%	M	M%	Total
BSMS	2010	42	53%	37	47%	79
	2011	51	58%	37	42%	88
	2012	47	58%	34	42%	81
	2013	51	58%	37	42%	88
	2014	48	56%	38	44%	86
	2015	52	55%	43	45%	95
Engineering and Informatics	2010	16	15%	93	85%	109
	2011	13	15%	71	85%	84
	2012	14	18%	62	82%	76
	2013	12	16%	64	84%	76
	2014	15	19%	66	81%	81
	2015	15	16%	76	84%	91
Life Sciences	2010	69	37%	117	63%	186
	2011	64	36%	114	64%	178
	2012	52	31%	116	69%	168
	2013	57	33%	116	67%	173
	2014	69	35%	131	66%	200
	2015	71	36%	127	64%	198
Maths and Physics	2010	13	20%	51	80%	64
	2011	14	22%	49	78%	63
	2012	14	21%	53	79%	67
	2013	14	20%	57	80%	71
	2014	15	17%	74	83%	89
	2015	21	21%	80	79%	101
Psychology	2010	30	49%	31	51%	61
	2011	28	47%	32	53%	60
	2012	31	50%	31	50%	62
	2013	35	52%	32	48%	67
	2014	34	50%	34	50%	68
	2015	37	49%	39	51%	76

Chart 6: percentage of female academic staff within STEMM schools

PERCENTAGE OF FEMALE STAFF ACROSS STEMM SCHOOLS

■ 2010 ■ 2011 ■ 2012 ■ 2013 ■ 2014 ■ 2015

BSMS: 53%, 58%, 58%, 58%, 56%, 55%

ENGINEERING AND INFORMATICS: 15%, 15%, 18%, 16%, 19%, 16%

LIFE SCIENCES: 37%, 36%, 31%, 33%, 35%, 36%

MATHS AND PHYSICS: 20%, 22%, 21%, 20%, 17%, 21%

PSYCHOLOGY: 49%, 47%, 50%, 52%, 50%, 49%
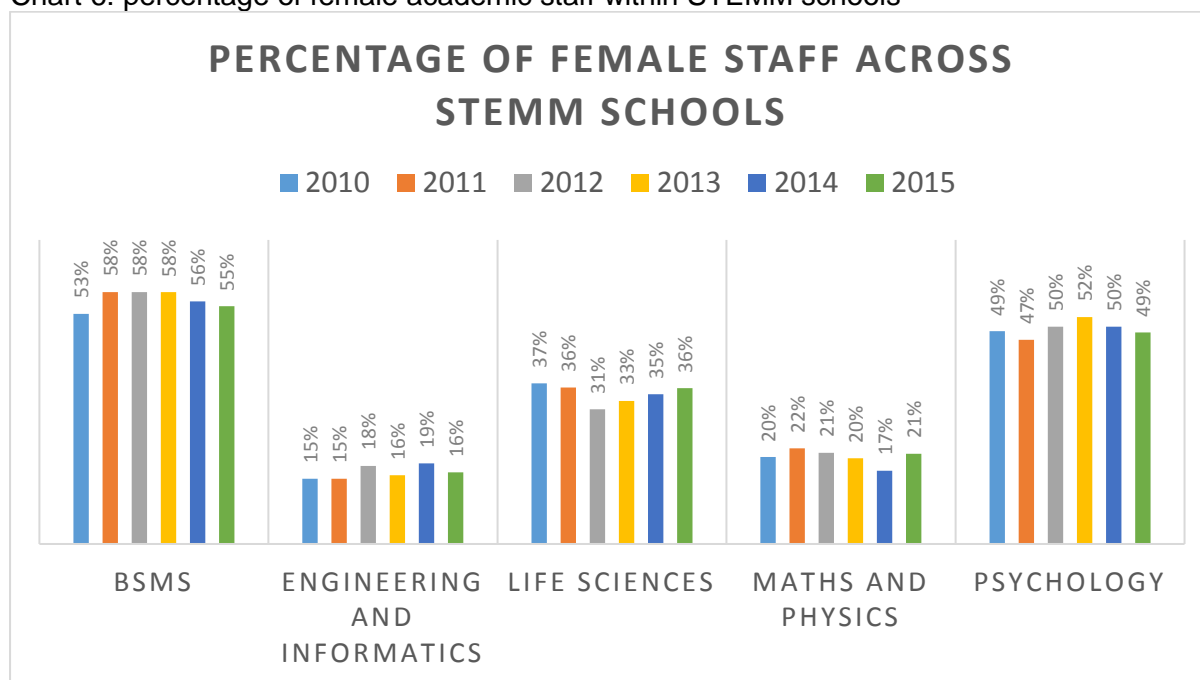
The distribution of female academic staff across STEMM disciplines is uneven as shown in table 7 and chart 6. The number of female academic staff has increased over the 6 year period in Life Sciences, Maths and Physics (MPS) and Psychology, with MPS showing an increase of over 60% (from 13 to 21 female academics). BSMS and Psychology have the highest percentages of females (56% and 49% respectively in 2015), whereas Engineering/Informatics (16%) and MPS (21%) have the lowest[4].

[979 words]

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4 This is not dissimilar to the national benchmark data – Clinical Medicine = 52.3%F; Psychology/behavioural sciences = 59.6%F; Electrical, Electronic, Computer engineering = 14.3%F; Maths = 22.9%F; Physics = 17.7%F. ECU Equality in Higher Education statistical report 2015

Supporting and advancing women's careers – 4500 words in total

Please provide a report covering the following sections. Within each section provide data for at least the last three years (including clearly labelled graphical illustrations where possible) and a short analysis of the data sets listed, commenting on changes and progress made measured against the original action plan and Bronze application, including details of successes and where actions have not worked. Comment on plans for the next three years, which should also feature in your new action plan.

Please also attach the action plan from your last application with an additional column indicating the level of progress achieved (e.g. zero, limited, excellent, completed for each action

4. Key career transition points

(i)   Comment on the effectiveness of policies and activities in your institution that are supportive to women's career progression in your SET departments at key career transition points as demonstrated by the following data.

a)   Female: male ratio of academic staff on fixed-term contracts vs. open-ended (permanent) contracts – across the whole institution and in SET departments.

Table 8: Number and percentage of staff employed on fixed-term contracts across the University and in STEMM Schools

	STEMM schools				Whole University			
	F	F%	M	M%	F	F%	M	M%
2010	103	61%	136	41%	155	43%	190	33%
2011	108	64%	125	41%	162	44%	187	33%
2012	96	61%	113	38%	152	42%	166	30%
2013	98	58%	118	39%	147	38%	170	29%
2014	103	57%	141	41%	163	37%	207	31%
2015	109	56%	154	42%	167	37%	223	32%

Chart 7 (overleaf): Percentage of staff employed on fixed-term contracts (FTCs) across the University and in STEMM Schools

Whole University fixed-term contracts

STEMM fixed-term contracts
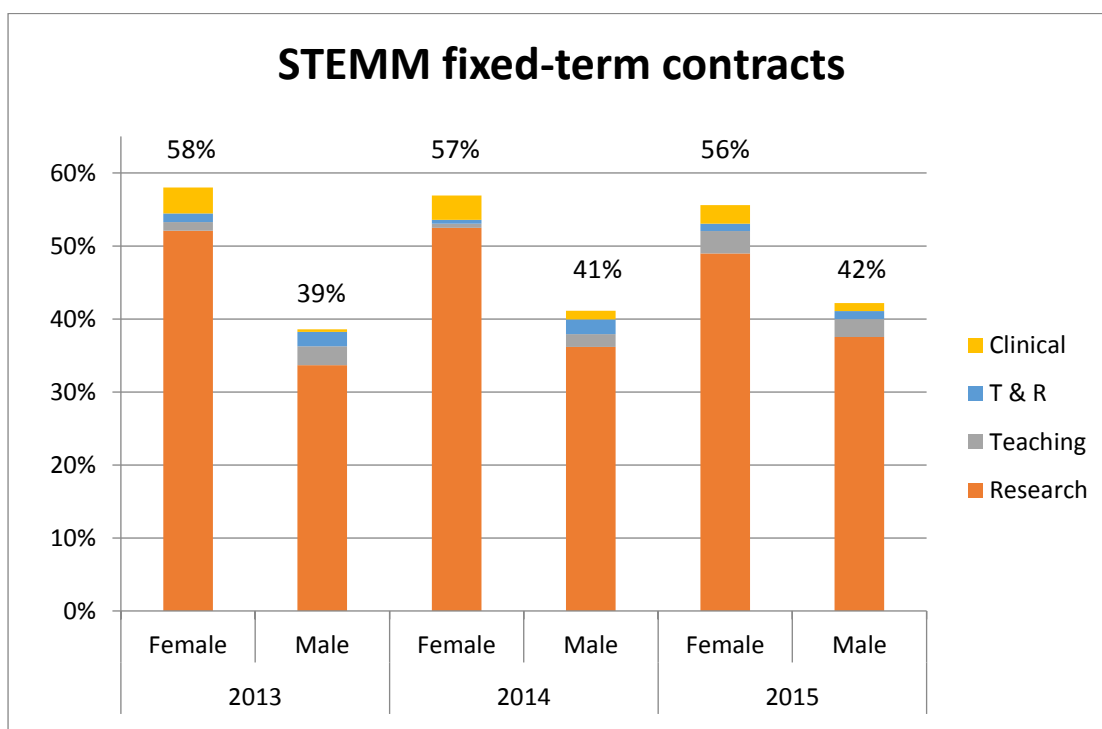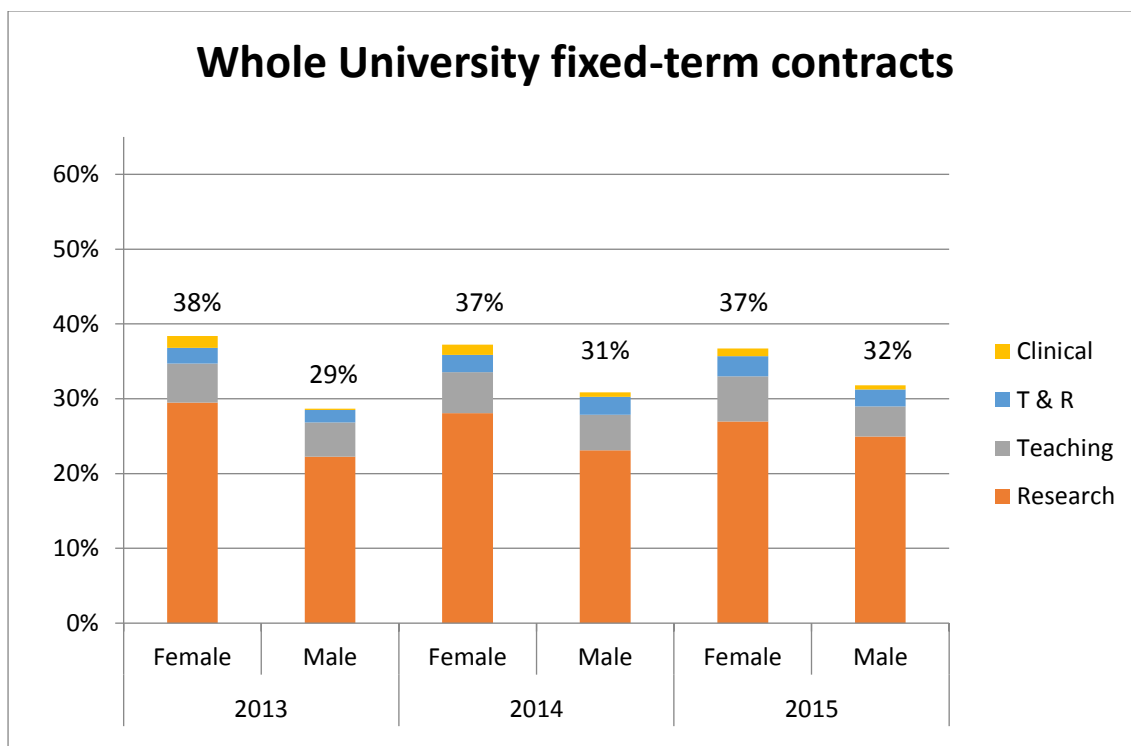
Chart 7 shows the percentage of female and male staff employed on FTCs over the last three years. This shows that 37% of female academics across the University and 56% of female academics in STEMM are employed on FTCs. This compares with 32% of male academics across the University and 42% of male academics in STEMM. In our original submission, we identified that the percentage of academics employed on fixed-term contracts compared to indefinite contracts was higher for

women than for men. Although this remains the case, we have made progress in narrowing the gap. In 2010, 42% of female academics across the University and 61% of female academics in STEMM were employed on FTCs, compared with 29% of men across the whole University and 38% of male academics in STEMM. In response to this, we implemented an annual review of all STEMM staff employed on FTCs (old action 1.5). Those who meet specified criteria are moved onto indefinite contracts. The results of this review are shown in table 9.

Table 9: Numbers of female and male staff transferred from FTCs to indefinite contracts as a result of the annual review of all STEMM staff on FTCs

Year of review	No. of females transferred from fixed-term to indefinite contracts	No. of males transferred from fixed-term to indefinite contracts
2014	35	21
2015	2	6

b)   Female: male ratio of academic staff job application and appointment success rates – across the whole institution and in SET departments. Comment on any positive action taken to ensure diverse applicant pools and short lists.

Chart 8: Female:male ratio of academic staff job application, interview and appointment success rates

Recruitment pipeline - STEMM only

		F	M	Not declared
2013	Applications	528	1047	30
	Interviews	97	174	3
	Appointments	37	61	
2014	Applications	582	1120	66
	Interviews	96	209	11
	Appointments	35	75	
2015	Applications	470	733	21
	Interviews	114	169	6
	Appointments	46	58	
2016 (to 1 March 2016)	Applications	141	282	10
	Interviews	18	26	
	Appointments	7	7	
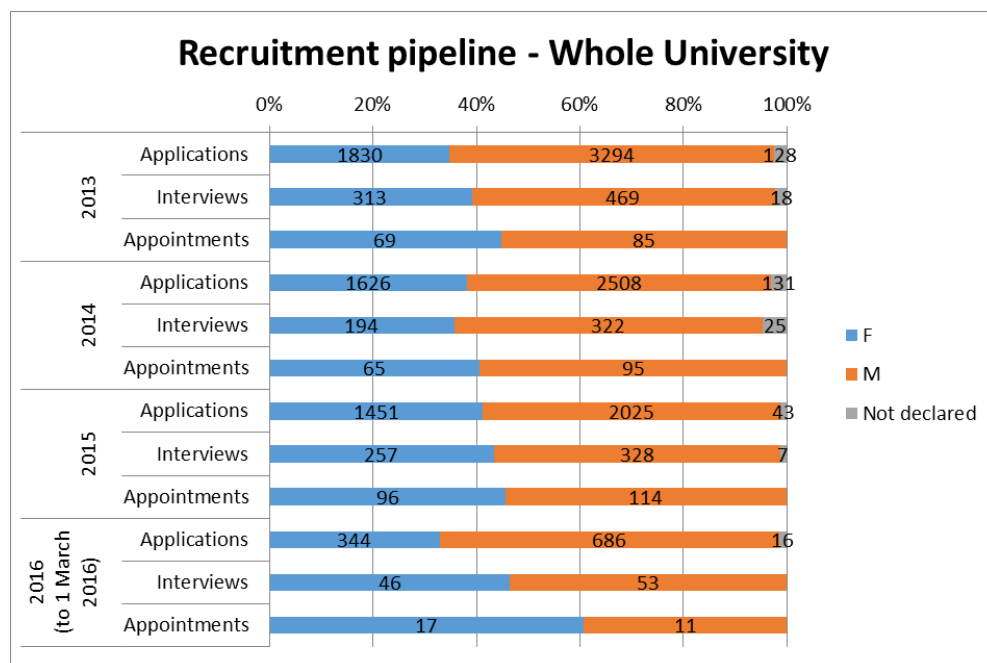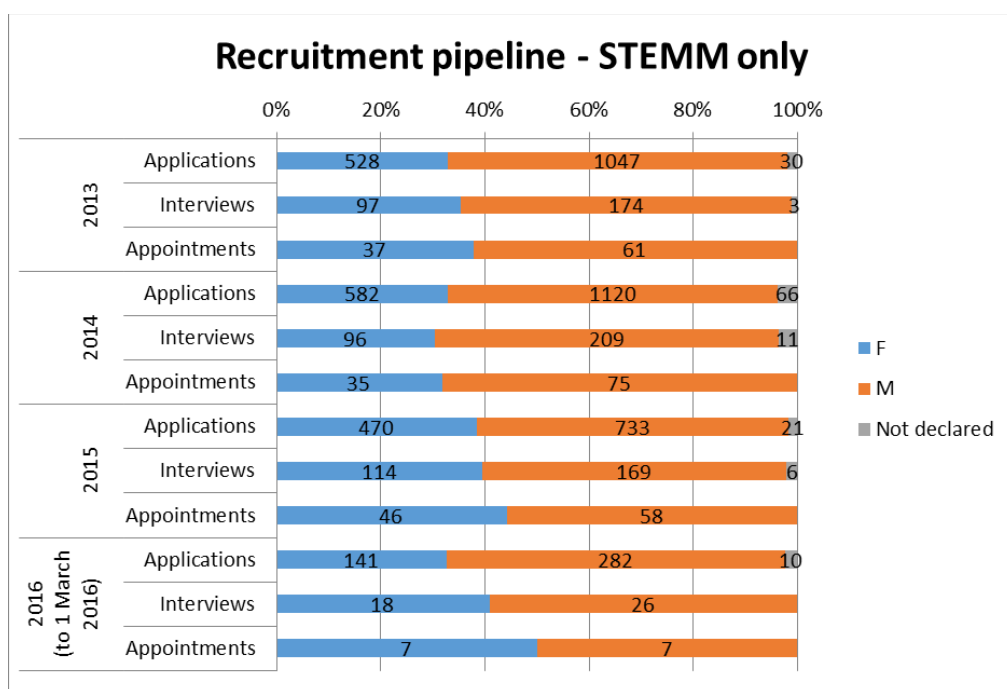
The female and male success rates for all academic posts advertised in the last 3 years, plus the current year to date, are shown in Chart 8. The data shows that across the whole University and in STEMM Schools only, the number of applications from females has been lower than that from males for each year, and in the STEMM Schools, women have accounted for less than 40% of all applications over the three year period. However, it is encouraging to note that across the University and in STEMM Schools, the percentage of women increases throughout the recruitment process – with the exception of 2014 – and that in 2015 and in the current year to date, women have been appointed to over 40% of the vacancies advertised in STEMM Schools.

A number of actions have been taken since our bronze application to encourage diverse application pools and shortlists. We have taken positive action to encourage females by displaying the Athena SWAN logo and including wording in all STEMM academic job advertisements encouraging women to apply (old action 1.5). Our on-line applicant information links to the University's family-friendly policies (maternity/paternity/adoption/shared parental leave, flexible working, childcare facilities on campus, childcare vouchers). Where search firms are used (for senior roles), they are required to take positive action to identify female applicants. The University has developed generic academic job descriptions, which are evaluated through the HERA process. All shortlisting and appointment decisions are made against essential and desirable criteria detailed in the person specification for the role, and are fully documented. Unsuccessful candidates are provided with detailed feedback on request.

The University provides recruitment and selection training for members of appointment panels. This is delivered by the University's employment lawyers and has a strong equalities component. All STEMM Schools have included actions in their departmental action plans requiring members of appointment panels to attend the University's training, for example, in BSMS, the percentage of the senior

management team trained by the University increased from 17% to 83% in under a year. The University encourages staff involved in decision making to attend its unconscious bias training, which uses the ECU training material. This has proved so popular that staff have asked for further training on unconscious bias – in particular more practical training on overcoming bias – and the University has engaged a provider to deliver this.

The University's Recruitment and Selection procedures require that interview panels have male and female members, and HR monitors the gender composition of panels, with the aim of reflecting the gender balance of the subject area.

c)   Female:male ratio of academic staff promotion rates across the institution and in SET departments – comment on the effectiveness of the process by which staff are identified and recommended for promotion.

Table 10 (overleaf): Academic promotions by gender from 2009/10 to 2014/15

Academic Year 2009/10

Promotion to:	Whole University Applicant F	Applicant M	Promotion F	F%	M	M%	STEMM Applicant F	Applicant M	Promotion F	F%	M	M%
Lecturer Grade B	3	7	3	100%	7	100%	1	4	1	100%	4	100%
Senior Lecturer	7	15	5	71%	11	73%	2	7	1	50%	4	57%
Reader	2	6	1	50%	4	67%	2		1	50%		
Professor	2	12	2	100%	12	100%		5			5	100%
Grand Total	14	40	11	79%	34	85%	5	16	3	60%	13	81%

Academic Year 2010/11

Promotion to:	Whole University Applicant F	Applicant M	Promotion F	F%	M	M%	STEMM Applicant F	Applicant M	Promotion F	F%	M	M%
Lecturer Grade B	2	5	2	100%	5	100%	1	5	1	100%	1	20%
Senior Lecturer	7	23	5	71%	18	78%	1	12	1	100%	8	67%
Reader	5	5	6	100%	1	20%	2	2	1	50%	1	50%
Professor	1	6	3	100%	10	100%	1	1	2	100%	2	100%
Grand Total	15	39	16	100%	34	87%	5	20	5	100%	12	60%

Academic Year 2011/12

Promotion to:	Whole University Applicant F	Applicant M	Promotion F	F%	M	M%	STEMM Applicant F	Applicant M	Promotion F	F%	M	M%
Lecturer Grade B		1			1	100%						
Senior Lecturer	14	8	11	79%	7	88%	1	6	1	100%	5	83%
Reader	13	13	7	54%	4	31%	3	8	3	100%	3	38%
Professor	8	12	3	38%	5	42%	1	3	0	0%	1	33%
Grand Total	35	34	21	60%	17	50%	5	17	4	80%	9	53%

=includes applicants carried over from previous years

Academic Year 2012/13

Promotion to:	Whole University Applicant F	Applicant M	Promotion F	F%	M	M%	STEMM Applicant F	Applicant M	Promotion F	F%	M	M%
Lecturer Grade B		1			1	100%						
Senior Lecturer	13	8	10	77%	7	88%	1	6	1	100%	5	83%
Reader	12	15	11	92%	14	93%	5	10	5	100%	10	100%
Research Professor		1			1	100%		1			1	100%
Professor	10	13	9	90%	13	100%	3	6	2	67%	6	100%
Grand Total	35	38	30	86%	36	95%	9	23	8	89%	22	96%

Academic Year 2013/14

Promotion to:	Whole University Applicant F	Applicant M	Promotion F	F%	M	M%	STEMM Applicant F	Applicant M	Promotion F	F%	M	M%
Lecturer Grade B	9	4	8	89%	4	100%		1			1	100%
Research Fellow II	1	1	1	100%	1	100%	1	1	1	100%	1	100%
Senior Lecturer	7	19	6	86%	12	63%	2	10	2	100%	7	70%
Senior Research Fellow		1			1	100%						
Reader	3	12	2	67%	8	67%	2	7	1	50%	6	86%
Professor	6	12	6	100%	8	67%	2	2	2	100%	1	50%
Grand Total	26	49	23	88%	34	69%	7	21	6	86%	16	76%

Academic Year 2014/15

Promotion to:	Whole University Applicant F	Applicant M	Promotion F	F%	M	M%	STEMM Applicant F	Applicant M	Promotion F	F%	M	M%
Lecturer Grade B	6	5	6	100%	3	60%						
Research Fellow II	1	1		0%	1	100%	1		0	0%		
Teaching Fellow Grade 8	8	5	5	63%	2	40%	2	2	2	100%	0	0%
Senior Lecturer	10	23	9	90%	19	83%	4	8	4	100%	6	75%
Senior Research Fellow		1			0	0%						
Senior Teaching Fellow (Grade 9)	7	5	3	43%	3	60%	1	1	0	0%	1	100%
Reader	8	20	5	63%	10	50%	4	13	2	50%	8	62%
Research Professor	1	1	1	100%	1	100%	1		1	100%		
Professor	11	12	7	64%	9	75%	8	5	4	50%	4	80%
Grand Total	52	73	36	69%	48	66%	21	29	13	62%	19	66%

In our 2012 submission, we identified that the number of STEMM females who applied for promotion was low, but that the female success rate was high. As part of our action plan, we identified the need to be more proactive in encouraging STEMM women to apply for promotion (old action 2.1), and to revise academic promotion procedures to make explicit provision for staff to raise personal circumstances that may have impacted on their work achievements (action 2.4). We have undertaken the following since 2012:

- A workshop on academic promotions has been developed and was delivered to four STEMM Schools in autumn 2014 by the DVC/SAT Chair together with a recently-promoted representative from each School. The feedback was extremely positive and the workshop has now been incorporated into our staff development programme. Two workshops, plus a third specifically for BSMS, were held in autumn 2015.
- The PVCs encourage Heads of School to review all academic staff and encourage those that they feel should be considered for promotion.
- The three academic career pathways are detailed in a diagram on the HR website.
- The academic promotions procedure has been amended to allow staff to declare personal circumstances to be taken into account by promotion panels (September 2014).

The data for the last six years is presented in table 10 and chart 9. The last three years show a significant increase in applications from women in STEMM – from 5 per annum in 2011/12 to 21 in 2014/15. Feedback from women who have been encouraged to apply has confirmed that the above actions have contributed to this increase, in particular the academic promotion workshops.

At professorial level, the data shows an encouraging increase in the number of women in STEMM applying for promotion from one in 2010/11 and 2012/13 to 8 in 2014/15. In the last two years the female STEMM applicants for promotion to professor has outnumbered the male applicants (10F:7M). Although the female success rate in the last 2 years has not been as high as the male rate, overall 6 women in STEMM have been promoted to Professor compared with 5 males. Across the whole University, the number of women applying for promotion to Professor has shown a marked increase over the last 6 years, and in 2014/15, there was near parity between female and male applicants (11F:12M). Disappointingly, the four women who were unsuccessful in their application for Professor in 2014/15 were from STEMM whereas only one male applicant for Professor in 2014/15 was unsuccessful (50%F; 80%M success rate). We will seek to address this through the mentoring programme (action 3.a).

Chart 9: Trends in female applications for promotion in the last 6 years

Female applications for promotion by year
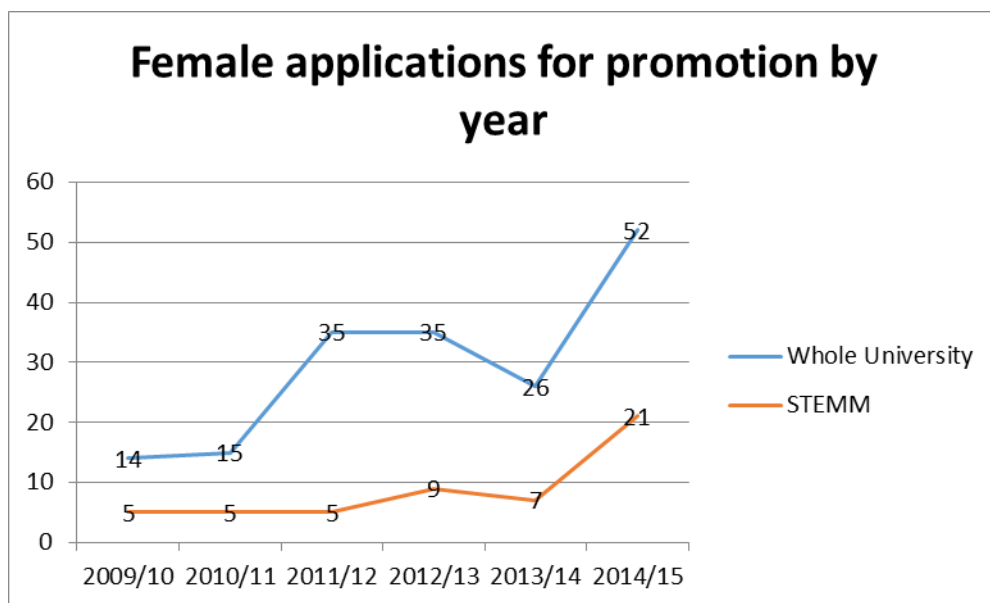
Table 11 shows that the success rate of those who have declared personal circumstances in their promotion applications is higher than that of those who have not (72% compared with 67% in 2014/15).

Table 11

Personal Circumstances Declared	F	M	Total
Successful	13	5	18
Unsuccessful	2	5	7
In Progress	2	1	3
Total	17	11	28

Career progression is discussed annually with academic staff as part of the appraisal process. The academic appraisal scheme was reviewed and updated in 2012, and a revised process for research staff was introduced in 2015. The University monitors the percentage of appraisals carried out by each School/Professional Services area and the results for the last 3 years for STEMM Schools is shown in table 12.

Table 12: Percentage of academic staff appraised in the STEMM Schools

STEMM School	Year	% teaching and research staff appraised	% teaching fellows appraised	% research staff appraised
BSMS	2012/13 2013/14 2014/15	100 100 100	n/a n/a n/a	87 100 100
Eng/Inf	2012/13 2013/14 2014/15	97 100 95	100 100 95	100 100 95
Life Sciences	2012/13 2013/14 2014/15	95 95 100	100 100 100	375 60 90
MPS	2012/13 2013/14 2014/15	100 100 100	100 100 100	71 100 100
Psychology	2012/13 2013/14 2014/15	100 100 100	n/a n/a n/a	100 100 100

Section 5: Career Development

(i)   Comment in the effectiveness of policies and activities in your institution that are support to women's career development in your SET departments.

(a)   Researcher Career support and training – Describe any additional support provided for researchers at the early stages of their careers, such as networks and training, staff appraisal scheme, and whether the institution is signed up to the Concordat.

The University is a signatory of the Concordat[6] and was awarded the European Commission HR Excellence in Research Award in 2013 (renewed 2015). Our research staff have an annual appraisal meeting which includes career development discussions. In 2015 a new appraisal form for research staff was introduced to more accurately reflect the responsibilities of the research-only pathway.

In September 2013 the University established the Research Staff Office which coordinates a programme of professional development workshops for research staff, covering career management; communication and engagement; managing yourself

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[5] The remaining 49 members of staff (63%) opted for an alternative mentoring scheme instead of appraisal
[6] Concordat to Support the Career Development of researchers

and others; research management and environment; and progression and leadership. 1:1 coaching for research staff is provided by a qualified coach and member of European Coaching and Mentoring Council (EMCC).

The 2014/15 programme had 178 individual attendees (50% of research staff population) across 16 workshops. 55/178 (31%) were female researchers from STEMM and 50/178 (28%) were male researchers from STEMM. In the 2015/16 programme there have been 111 individual attendees across 11 workshops, of whom 33 (30%) were female researchers from STEMM and 40 (36%) were male researchers from STEMM. Feedback from workshops is very positive with over 90% of researchers stating that they would recommend workshops to other researchers.

Early career research staff have access to the Research Development programme; approximately 150 workshops per academic year in addition to webinars and online modules for doctoral students and early career research staff. All training is mapped to the Researcher Development Framework (RDF). In 2014/15 550 individuals attended RDP events, 46% (251) were researchers from STEMM disciplines.

The Careers and Employability Centre (CEC) offers 1:1 and small group careers guidance sessions for early career researchers. CEC also run group career management-related workshops for PhD students and research staff.

Researchers influence the activities of the Research Staff Office via a network of 16 Research Staff Representatives (reps). Of the reps 9 are women from STEMM. In 2015/16 three female reps from STEMM disciplines secured permanent lectureships and a further gained promotion to Senior Research Fellow, all cited involvement as reps as a contributing factor in achieving this progression.

There have been significant improvements in research staff uptake of professional development in the last two years. The Sussex responses to the 2015 Careers in Research Online Survey (CROS) (40% response rate, total 139 responses) indicated that the proportion of respondents that reported undertaking no professional development has almost halved since 2013 (from 30% in 2013 to 17% in 2015) and proportions undertaking 1-3 days and 4-10 days of professional development have increased by 13% and 69% respectively since 2013.

There have been a number of professional development activities targeted specifically at Women in STEMM (old action 3.2), summarised in Table 13.

Table 13. Summary of Women in STEMM development initiatives

Women's Development Initiative	Dates	Attendees
Springboard Women's Development Programme (autumn 2014)	September – November 2014	26 started programme. 19 completed: 11 doctoral students, 5 researchers, 1 senior lecturer, 2 researcher developers
Public Speaking and Communicating your Research: Masterclasses for Women in STEMM	July 2014; March 2015; April 2015	55 STEMM female academics
Women in STEMM Mentoring Circles and networking events	September 2014 Networking event April 2015 and May 2016	52 Women in STEMM. 23 participants and 8 mentors attended 2015 event
Women's Action Learning Sets (to be extended – see action 2.a)	2 sets annually from 2013	33 women (6 Sets); 10 women in STEMM

(b)   Mentoring and Networking – Describe any mentoring programmes, including any SET-specific mentoring programmes and opportunities for networking.

Mentoring (old action 3.3)
Two mentoring approaches were piloted for the 2014/15 academic year, (i) a group mentoring scheme for postdoctoral women in STEMM and (i) a 1:1 mentoring scheme for mid-career academic women in BSMS.

Women in STEMM Mentoring Circles
Piloted from October 2014 to July 2015, and continued for the 2015/16 academic year. Participants (grade 7/8 female STEMM researchers) are placed into mixed-discipline circle groups, led by academic mentors from different STEMM disciplines. Participants receive training. Circles meet quarterly. A networking event is held in the spring. In 2014/15, 30 researchers registered (30% of the eligible population). In

2015/16, 33 researchers registered, of which a third were returning from the previous year. The following quote highlights the benefits for the scheme for researchers:

"I have enhanced many aspects of my research profile learning from others experience. I am more confident and more capable to face new challenges and risks. I realise that I can become a research leader without forgetting my family"

The scheme will be run again in 2016/17. The Research Staff Office plans to roll out a mixed-gender early career researcher mentoring circles scheme across the University.

BSMS 1:1 mentoring
Piloted from October 2015 – August 2015 for mid-career (Grade 9) female academic and research staff. Six out of 10 eligible women joined. Mentors were professors, four from BSMS and two from other Schools. Mentors were trained and pairs met monthly.
Following evaluation the scheme has been extended to include male academics for 2015/16. Of the 7 2015/16 mentees, 4 are female, 3 are male.

Other mentoring activity
Other Schools e.g. Psychology are developing 1:1 mentoring. In response to issues raised elsewhere in this submission, the University is developing a mentoring framework (action 3.a).

Networking
A termly Research Staff Forum enables early career researchers to network. Following a Research Staff Leadership course in Summer 2015, a group of researchers initiated the Sussex Postdoctoral Research Network which meets regularly to develop leadership skills and engage in peer coaching. In December 2015 the network secured funding from the Researcher Led Initiative fund to support its activities. Networking in Schools is provided through researcher coffee mornings, seminar series, School meetings and away days.

The University supports two Daphne Jackson Fellows and a third has been appointed. The SAT will review the current Daphne Jackson Fellowships with a view to establishing a University Fellowship model (action 5.c.).

(ii)   Comment on the effectiveness of activities in your institution that raise the profile of women in SET generally and also help female staff to raise their own profile such as:

(a)   Conferences, seminars, lectures, exhibitions and other events

The University uses a variety of communications channels (web, newsletters, email, bulletin boards) to proactively highlight internal and external opportunities for Sussex women in STEMM to raise their profile. 2015 saw the inaugural Sussex Impact Day, which celebrated impact at Sussex. The day culminated in the first Sussex Impact and Research Awards, which celebrated impact achievements from established academics and emerging researchers. The awards brochure profiled the research of all nominated researchers, which included 10 Women from STEMM disciplines. Of the 14 award winners, 5 were female. The next Sussex Impact Day is in June 2016.

The majority of profile-raising activity takes place within Schools, examples include:
- Life Sciences "Women in Science" Symposium (September 2015) - speakers represented the diverse interests of Life Sciences (Chemistry to Neuroscience, Ecology and Conservation to Biochemistry). Eight female speakers were invited from UK universities and spanned levels of seniority from Fellow to Vice-Chancellor.
- Life Sciences monthly "Women in Science" Seminar Series – aims to deliver accessible scientific talks with some content regarding the speaker's experience as a woman in science.
- International Women's Day (IWD) events, BSMS – programme of activities included talks and workshops from female role models and a celebration of female BSMS academics via a scientific research poster display at three sites for duration of the week-long celebrations.
- Female role models for outreach and public engagement – e.g. in the 'Sussex Universe' public lecture series, three of six lectures were delivered by female physicists.

We will further raise the profile of women in STEMM by developing case studies (action 3.c.) following the model used in IWD2016.

(b) Providing spokeswomen for internal and external media opportunities

The University proactively nominates its academics for external media opportunities. We provide media training to academics and researchers[7] and use social media to support academic outreach. An 'Experts in the spotlight' video campaign for the University website profiles the research of 12 key experts of which 2 are Women in STEMM.
In 2015, the Media Relations team has actively generated international media coverage for female STEMM academics.
In the lead up to IWD 2016 the University profiled the career journeys of 14 academic women at Sussex of which 7 were women in STEMM. The profiles were published on both internal and external University news channels.

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[7] In addition to the Masterclass with Maggie Aderin-Pocock on 'Communicating your research' which is only for STEMM female staff.

The Media Relations team is currently developing a comprehensive PR campaign which celebrates female academic and professional services staff. We will continue to provide media training and monitor media coverage of STEMM staff by gender (action 3.b.).

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

Academic Schools make nominations and encourage staff members to put forward nominations and to sit on influential committees. Examples of Women in STEMM include:

- **Public/Professional Bodies**: Trustee and Board Member of the Institute of Medical Ethics; Co-Chair of the Independent Scientific Advisory Committee for General Practice Research Database

- **Prizes and Recognition:** Fellow of the Institute of Physics; SEPnet award for public engagement work; Fellow of the Academy of Medical Sciences and made a Dame in the 2016 New Year's Honours; recipient of St John's Medal, Royal College of Physicians.

Schools are also active in promoting external female academics for honorary awards, recent female Honorary Graduates from STEMM include Dame Valerie Beral (Professor of Epidemiology), Dr Chryssa Kouveliotou (NASA scientist and Sussex alumna), Professor Alice Roberts (Clinical anatomist, author and broadcaster), Professor Dame Janet Thornton (Director of the European Bioinformatics Institutie), Dame Wendy Hall (Computer Scientist) and Professor Valerie Lund, CBE, (Professor of Rhinology).

6.   Organisation and culture

(i)   **Comment on the effectiveness of policies and activities in your institution that show a supportive organisation and culture in your SET departments as shown by the following data.**

a)   Female: male ratio of Heads of School/Faculty/Department across the whole institution and in SET departments

From 12 Schools there are two female Heads (F:M = 17:83%). There is currently one female head of a STEMM School, Engineering and Informatics, (F:M = 20:80%).

Head of School appointments are for an initial period of five years, renewable up to ten years. Turnover amongst this group is low, but where it occurs, search companies are instructed to take positive action to attract female candidates, and a female has recently been offered a Head of School post from Sept 2016.

b)   Gender balance on the senior management team at university level.

The Senior Management Group consists of the Vice-Chancellor's Executive Group and Heads of Schools. There are twenty members, of whom four are women (20%F)

c) Gender balance on influential committees at university level.

Table 14 – gender balance of committees

Committee	Total People	Female	Male	% Female	% Male
Council	33	15	18	45%	55%
Senate	65	32	33	49%	51%
Audit	17	10	7	59%	41%
Finance and Investments Committee	12	5	7	42%	58%
Performance Committee	16	6	10	37%	63%
Nominations Committee	10	4	6	40%	60%

Our University Council has been identified by a KPMG report on Governing Bodies in HE as being in the top five institutions with a balanced Board. Table 14 gives the gender balance of senior University Committees. The composition of sub-committees of Council is laid out in their Terms of Reference and equality of representation cannot always be established by design (for example, where ex-officio roles are indicated and this position is held by a male or female). However, where the power lies with the Chair to make appointments, they ensure there is equal representation. Academic Promotions Boards are required to be gender-balanced and the Chair is responsible for appointing them to ensure this is the case.

(d) Evidence from equal pay audits

HR commissioned an externally run equal pay review in 2007, repeated in 2011 and to be repeated in 2016. To date, the reviews have not shown any bias in favour of one gender. Additionally, we analyse the proposed outcomes to local annual pay reviews, by gender, before they are finalised, to ensure equitable outcomes.[8]

The 2011 analysis for all staff by grade showed that there were no significant pay gaps (table 15). We are committed to conduct an equal pay review in 2016 (action 4.e).

Table 15: Gender pay gap analysis by grade: all (excluding associate tutors and clinical academics)

Grade	Males	Average basic pay	Females	Average basic pay	Pay gap (%)
Grade 1	18	£13,966	57	£14,167	-1.44

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[8] This includes Professorial pay reviews. Professors are not on the national incremental scale and the University has developed a framework with bandings for Professorial pay recognising that the Professoriate span a range of experience from newly-promoted to established Professors. All Professors' pay is reviewed as part of this process.

Grade 2	33	£15,856	53	£15,690	1.05
Grade 3	56	£18,358	102	£18,141	1.18
Grade 4	44	£20,916	220	£21,330	-1.98
Grade 5	50	£25,068	83	£24,782	1.14
Grade 6	44	£29,388	58	£29,177	0.72
Grade 7	228	£33,261	231	£33,321	-0.18
Grade 8	188	£42,556	159	£42,185	0.87
Grade 9	161	£51,977	112	£51,350	1.21
Grade 10 - services	8	Data withheld[9]	2	Data withheld	-1.91
Grade 10 - professor	112	£69,349	32	£69,062	0.41

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[9] Salary data withheld when small numbers in a group in order to protect confidential employee data.

e)   Female: male ratio of staff in the 2014 Research Assessment Exercise/ Research Excellence Framework – across the whole institution and in SET departments.

REF2014						
Unit of Assessment	Females submitted (headcount)	Total number of eligible females	Percentage of eligible females submitted	Males submitted (headcount)	Total number of eligible males	Percentage of eligible males submitted
03 Allied Health	2	13	15%	3	22	14%
04 Psychology	18	25	72%	26	37	70%
05 Biological Sciences	10	13	77%	39	52	75%
08 Chemistry	4	4	100%	16	17	94%
09 Physics	4	6	67%	21	32	66%
10 Maths	4	4	100%	16	18	89%
11 Computer Science and Informatics	5	7	71%	11	21	52%
15 General Engineering	1	3	33%	13	18	72%
SET units total	48	75	64%	145	217	67%
University total	185	252	73%	337	470	72%

Table 16 (above) gives the female: male ratio of staff in the 2014 REF. This shows that in all areas except General Engineering, the percentage of eligible females submitted was higher than that of males.

(f)   Transparent workload models – describe the effectiveness of the systems in place to ensure that work, including pastoral and administrative responsibilities, is allocated transparently and equitably, and is rewarded and recognised in appraisal and promotions.

Detailed investigation into Academic Workload Planning across the institution is underway following feedback from our 2014 Staff Survey in support of a University-wide framework. The Senate working group meets regularly and is undertaking consultation with Schools. Promotions criteria take into account 'good citizenship' work by academics. The SAT is committed to ensuring all STEMM schools implement a transparent workload allocation model by 31 December 2017 (action 4.d.). The SAT proposes the establishment of Equality Champions in all STEMM Schools (action 4.c). The University has committed to developing a staff Code of Conduct and the SAT will make recommendations (action 4.b).

(g) Work-life balance – **describe the measures taken by your institution to ensure a healthy work-life balance including, for example, that meetings and other events are held during core hours and to discourage a long hours culture**.

The University encourages staff to achieve a healthy work-life balance as shown through a number of activities, e.g.
- Mindfulness sessions held during the lunch period;
- Staff sports events e.g. boundary walk and run; rounders tournament; beach volleyball; May get-fit month; massage and other activities during stress awareness week;
- A new fitness, sport and well-being forum for staff (March 2016).

The definition of core hours is an area that has proved challenging in the context of our growth agenda and the need for a 9am – 6pm teaching timetable. In order to ensure a healthy work: life balance we are seeking to introduce zones of teaching time, and to schedule staff to teach within adjacent zones. This concept will be developed further as part of a timetabling review (action 4.a).

We have made significant progress both at the University level and within our STEMM Schools to ensure that meetings and other non-teaching activities are held within core working hours. Many STEMM Schools have gone further than this and ensure that meetings and research seminars are held between 9.30am-4pm Monday to Friday.

Open days continue to be held on Saturdays due to student demand, however, where possible, account is taken of family commitments of staff when allocating duties for Open days.

Staff views on work-life balance were assessed in the 2014 Staff Engagement Survey. Men (38%) were less likely than women (49%) to feel that they could meet the requirements of the job without working excessive hours and 51% of females compared to 43% of males felt that they can strike the right work-life balance. The work underway to develop a workload planning framework aims to increase staff satisfaction in relation to work-life balance.

(h) Publicity materials, describe policies for production of publicity materials including the institution's website or images used.

The Sussex brand is built on three pillars: authentic, spirited, connected. The umbrella concept and aspiration for the University is "Making the Future", something we encourage and believe our staff and students will follow.

The University has its own photographer and also commissions work 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, and take into account representation across 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 and inspirational light.

We are currently in the process of creating an asset bank to allow for the easy cataloguing and dissemination of images throughout the University. Once operational we anticipate that this will provide a readily available stock of images to support our Athena SWAN promotional activity.

7. Flexibility and managing career breaks

(i)   Comment on the effectiveness of policies and activities in your institution that are supportive of flexibility and managing career breaks in your SET departments as shown by the following.

a) Flexible working – describe how eligibility for flexible and part-time working is advertised to staff.

The University's family friendly policies, including the flexible working procedure, are detailed on the HR/recruitment webpages. The flexible working procedure provides examples of different types of working arrangements, including changes in hours worked and the times when staff members are required to work. The procedure was updated in Summer 2014 to take account of a statutory change, and now gives all members of staff with 26 weeks' continuous service the right to apply for flexible working arrangements. It does, however, identify priority categories, including staff who have caring responsibilities.
Managers are supported in dealing with formal flexible working requests by an HR Advisor. Support for formal arrangements can include a home workstation assessment and, if possible, IT support for offsite working.

In addition to formal flexible working arrangements, many members of staff have informal flexibility, for example arrangements to schedule their teaching within specified hours, to help their work: life balance.

b) the uptake of leave entitlement (including maternity, parental, adoption and paternity leave) and the return rates and support offered to those returning to work.

Table 17: Maternity leave uptake and return rates

Year	Number of women from STEMM Schools	Number of returners (STEMM)	Return rate	Number of women from whole University	Number of returners	Return rate
2011	13	12	92%	42	41	98%
2012	9	9	100%	22	22	100%
2013	9	9	100%	22	22	100%
2014	8	7	87.5%	13	12	92%
2015	14			28	All have indicated an intention to return; 4 have returned to date.	

The University offers staff a choice of two occupational maternity pay schemes, both of which are considerably more generous than the statutory scheme. A detailed maternity guide is available on the family-friendly webpages. In addition, the University has an adoption leave and pay guide which mirrors the maternity provisions.
The University offers two weeks' ordinary paternity leave at full pay, plus shared parental leave. This is detailed in a comprehensive paternity guide and a shared parental leave guide, published on the family-friendly webpages.

Table 18: Uptake of ordinary paternity leave

Year				Number of staff from whole University	Number of staff from STEMM Schools	% staff from STEMM Schools
2013				29	10	34%
2014				22	12	55%
2015				34	12	35%

In the first two months of 2016, 13 staff have taken ordinary paternity leave.
Two male members of staff took additional paternity leave prior to the change in legislation in April 2015, and one male member of staff is currently on shared parental leave. One male member of staff took a block of standard parental leave in 2015 and one female member of staff is currently on standard parental leave.

In response to an action from our previous bronze action plan (old action 3.4), the University held four focus groups with maternity returners in summer 2014 and

subsequently published guidance to managers to support staff returning from maternity leave on the family-friendly webpages, and through HR Advisers. This emphasises the need for adequate planning and support by managers to ensure a smooth transition from work to maternity leave and back to work. A number of STEMM Schools have implemented reduced workloads for women returning from maternity leave, for example, the Physics department provides a 60% reduction in workload for the first term after returning from maternity leave. The University will build on these examples of best practice to provide institutional guidance on managing workloads for staff returning from maternity/carers leave (action 5(b)).
As part of its Athena SWAN agenda, in October 2014 the University introduced new maternity/paternity/adoption guidelines for post-graduate students, which are published on our doctoral school webpages. Under these guidelines, all postgraduate research students are entitled up to 52 weeks' leave, of which 26 weeks are on full stipend for those in receipt of a RCUK stipend or a University of Sussex scholarship.
In October 2015, the University amended the application criteria for its Research Development Fund (RDF[10]) to encourage applications from academic staff on or returning from maternity/shared parental leave.

c) Childcare – describe the institution's childcare provision and how it is communicated to staff.

In 2014 the University opened a 100-place nursery and pre-school on its campus, that takes children from three months to five years of age. The facility is open to staff, students and members of the public from 7:30am - 6:30pm. The current uptake is approximately 60% staff and students from the University, 40% local families. Information about the childcare facility is promoted to new members of staff and on the University's website.
The University offers a salary sacrifice scheme for parents to purchase childcare vouchers which can be used at any registered childcare provider, including the nursery on campus. This allows staff to benefit from tax and NI savings. The University currently has 228 active members of the childcare voucher scheme - over 10% of all staff.[11]

The University sports centre offers children's activities during school holidays for 7-16 year-olds.

[4104 words]

8.   Any other comments – maximum 500 words

Please comment here on any other elements which you think relevant to the application, e.g. other SET-specific initiatives of special interest since the

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[10] The RDF supports research projects ranging from £5K to £50K.
[11] Average national employee take-up is around 3.6 per cent of the workforce, National Day Nurseries Association, 2015

original application that have not been covered in the previous sections, and promoting the Athena SWAN Charter.

The University has a number of initiatives that are not specific to women in STEMM, but that many women in STEMM benefit from. An example is our pioneering Junior Research Associate scheme which aims to develop future research leaders by encouraging talented and ambitious undergraduates to consider a career in research after they graduate. The scheme recognises academic excellence and drive by supporting our best undergraduates to work alongside Sussex's top research faculty on their research projects. Students are supervised by some of the University's leading researchers in areas as diverse as Alzheimer's disease, quantum physics, the plight of the honey bee and attitudes to immigration.

The University's STEMM Schools have embarked on a number of initiatives in support of their Athena SWAN departmental submissions/action plans. New initiatives are being developed all the time, for example, a male academic ran the Brighton Marathon this year to raise funds for a scholarship to support a female first-generation scholar[12] to undertake a postgraduate degree in a STEMM subject. The University is supporting his efforts by match-funding the sum of his donations. Initiatives like this are a very effective means of raising awareness of the underrepresentation of women in STEMM. In March 2016, staff in the School of Engineering and Informatics organised the Sussex Study Experience offering year 12 students an experience of University life. 50% of the students who participated were female.

Since 2012 there has been a steady increase in proportion of female STEMM academic staff attending staff development courses from 5% (n=24) in 2012 to 13.6% (n=74) in 2016. This can be explained by heighted awareness of the staff development provision due to the Athena SWAN efforts in the institution and within Schools and also a number of women-only staff development events that have been introduced.

Our commitment to Athena SWAN over the past four years has deliberately focussed on the promotion of gender equality for women in STEMM. This is the most challenging area in terms of gender equality as there are clear breaks in the pipeline, for example, from postdoc to first academic post. We strongly believe that the good practice we have developed can now be applied more widely across the University as we embrace the expanded Athena SWAN Charter. Our AHSSBL Schools are keen to engage with Athena SWAN, and the School of History, Art History and Philosophy has started to work towards a bronze award. The arrival of our new Vice-Chancellor, Professor Adam Tickell, an Economic Geographer, who is the champion for Athena SWAN and equality of opportunity initiatives at his current University, will help the University to expand its Athena SWAN work across the University. He takes up his post on 1 September 2016.

[457 words]

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[12] Our First Generation Scholars scheme is part of our commitment to Widening Participation and supports students who are the first in their family to go to university and those from low-income families

9.   Action plan

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

This should be a table or a spreadsheet comprising plans to address the priorities identified by the data and within this application, success/outcome measures, the person responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations <u>for the next three years</u>.

Appendix 1: action plan from 2012 submission

	Issue and area identified for action	Description of Action	Action taken since last submission in 2012	Further action planned at April 2016	RAG status	Responsibility	Timescale / Start date	Success Measure
1	Baseline data and supporting evidence							
1.1	Gather information on best practice across STEMM Schools.	Share responses from Head of School Questionnaire (on awareness of policies) and begin to share best practice from departmental AS applications	Created timeline of actions; sharing best practice and feedback from departmental applications; regular Comm's updates at SAT meetings; new AS web pages;	Create new 'toolkit' for AS (see new action plan). Appoint Data Quality manager to collate and analyse longitudinal data with internal and externally benchmarked data, identifying good practice across Schools and the sector.	Green	SAT Chair and Secretary; all SAT leads		Documented update of ideas by other STEMM Schools
1.2	Further examine data on percentage of females on fixed-term vs. indefinite contracts in STEMM schools	Data collation and discussion; provide national data for comparison	See Comment and Analysis in section 4.1 (a)		Green	PVC for Science Schools		Evidence of female staff in STEMM transferring from FTCs to indefinite contracts.

1.3	Consider report on issues facing senior women at Sussex, with a particular focus on senior women in STEMM schools.	Report commissioned and received November 2012.	Launch of Action Learning Sets; women participating in Leadership programme	Carry forward to new Action Plan	Amber	Director of Human Resources / Chair of Equality and Diversity Committee		Develop initiatives which arise from report findings; Increased %age of women from STEMM engaged in Action Learning Sets
1.4	Nominating Sussex female academic staff for external media opportunities.	Media training; Masterclass for STEMM academics on public speaking and communicating research	Masterclasses scheduled for July 2014, March 2015 and April 2016.	Carry forward to new Action Plan	Amber	Director of Communications / Director of Human Resources		Increased media coverage for female STEMM academics; positive feedback from evaluations
1.5	Monitor percentage of female academic staff in each of the STEMM schools by level of grade.	Gather baseline data across all relevant schools	See comment and Analysis in section 3		Green	Director of Human Resources / SAT / Equality and Diversity Committee		Verified increasing %age of female staff in relevant schools, especially at higher levels of appointment
2	Initiatives which require only changes to current policies and practice							

2.1	Being more proactive in encouraging women to apply for promotion in the STEMM Schools.	PVC for Science Schools to remind Heads of Schools to encourage all staff to work towards promotion; revised promotions procedures for staff to declare personal circumstances;	See comment and Analysis in section 4.2 (c		Green	Director of Human Resources to review with PVC for sciences		Revised procedures implemented; increased numbers of women in STEMM areas applying for promotion; roll-out of promotion workshops to science schools
2.2	Scheduling core meetings to ensure that these take into account those staff who have family commitments.	Follow good practice in BSMS; Heads of School to ensure school-level meetings scheduled within family-friendly hours;	See comment and analysis in section 6.1 (g)	Carry forward to new Action Plan	Amber	All SAT / Governance / Heads of Schools		Extension of BSMS approach across all STEMM Schools; Committee timetable to schedule all University meetings within core office hours
2.3	Emphasising the responsibilities of Heads of Schools in the appraisal process, especially in relation to female staff in STEMM Schools.	Appraisal training reviewed and updated; monitor appraisals of staff in STEMM schools	See comment and analysis in 4.1 (d)		Green	Director of Human Resources / PVCs		Modified training sessions; evidence that female staff in STEMM schools are taking action regarding promotion

2.4	Revising academic promotion procedures to make explicit provision for staff to raise any personal circumstances that may have impacted on their work	Revisions to procedures to be drafted and approved by APATC	See comment and analysis in 4.1 (c		Green	Director of Human Resources		Revised procedures approved and implemented
3	Initiatives which may require significant resources and a project approach							
3.1	Celebrating success and role models.	Series of mechanisms put in place for celebrating the success of female staff in STEMM schools	See comment and analysis in section 5.(g)	Carry forward to new Action Plan	Amber	Director of Communications		Visible successful role models; impact on recruitment of female students in STEMM subject areas and on aspirations of students and staff in STEMM areas
3.2	Staff development initiatives targeted at female staff.	Identify suitable staff development interventions	See comment and analysis in sections 5 (a) and (b)		Green	Director of Human Resources		Suitable staff development initiatives implemented; better performing and more engaged staff as a result

3.3	Introduction of a formal mentoring scheme for female academic staff in STEMM Schools.	Pilot mentoring schemes in STEMM areas	See comment and analysis in section 5.(g)	Carry forward to new Action Plan	Amber	Director of Human Resources / Research Staff Office		Pilot scheme successfully launched; review and evaluation of scheme; roll out; improved performance and engagement for female academic staff in STEMM areas
3.4	Introduce a returners scheme providing support to female academic staff on their return from maternity leave.	Introduction of Returners' scheme; participation in Daphne Jackson Fellowship scheme; enhanced advice to line managers on policies and support for staff going on and / or returning from maternity leave	Recruited four Daphne Jackson Fellows; ongoing research in to viability of cross-institution Returners' scheme	Carry forward to new Action Plan	Amber	Vice-Chancellor's Executive Group / Director of Human Resources		Recruitment of Daphne Jackson Fellows; introduction of a Returner's scheme resulting in a higher retention rate of women returning from maternity leave

Appendix 2: New action plan

Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
1. INSTITUTIONAL COMMITMENT TO ATHENA SWAN					
1.a. Data Quality	Staff data for AS applications is extracted from the HR system using Cognos reports and exported into Excel spreadsheets where it is assimilated. This is time-consuming and the outputs are not standardised with other management information reports.	(i) Appoint a Data Quality Manager to produce standardised reports and analysis from the HR and student systems, e.g. in a dashboard format, which includes the production of Athena SWAN data for both institutional and departmental SATs. (ii) Data Quality Manager to expand current Athena SWAN reporting to meet the requirements of the expanded scheme (post-May 2015); (iii) Data Quality Manager to provide the SAT and Athena SWAN School leads with an annual report providing benchmarking data for all Schools across the University and sector benchmarks.	(i) Director of Planning, Governance and Compliance (ii) Data Quality Manager (iii) Data Quality Manager	(i) Data Quality Manager in post. (ii) the existence of readily-available data sets at the University and School level (covering all staff and student data requirements in the expanded Athena SWAN scheme). (iii) All Athena SWAN departmental applications to reference University and sector benchmarks.	(i) Nov 2016 (ii) April 2017 (iii) April 2017
1.b. Ensure the SAT is diverse and fit for purpose moving forward – in relation	Since its establishment in March 2012, membership of the institutional SAT has been predominantly female (currently	(i) further promote the work of the institutional and departmental SATs on the University's Athena SWAN	SAT Chair	(i) increase male representation on the institutional SAT to 35% by 31 December 2017.	(i) Nov 2017

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Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
to the expanded Athena SWAN Charter	75%F: 25%M). In order to bring about further cultural change, it is important that male staff are committed to gender equality, and are actively contributing to the debate. Also, issues of intersectionality of two or more protected characteristics need to be considered and we need to ensure that the skill mix of the SAT enables this.	website to raise awareness. (ii) undertake a skill mix analysis of institutional SAT post-application to identify any gaps – advertise any new positions and encourage applications from male staff and those with other protected characteristics e.g. BME; (iii) recommend as good practice that Schools appoint a female and male Athena SWAN lead for their departmental SATs, or rotate the lead role between female and male SAT members.		(ii) SAT to include at least one BME staff member by 31 December 2016; (iii) 75% of School SATs to have dual female/male lead by January 2018, or to have a model of rotation of Athena SWAN lead role between female and male members.	(ii) Nov 2016 (iii) April 2018
1.c. Establish robust staff data collection practices	the staff recruitment and promotion data required for Athena SWAN reporting is not available from the HR system and has to be collected separately using a basic system (recruitment data) or on Excel spreadsheets (promotion data). Moving forward we need to expand our staff data collection practices to include Professional Services staff data. We also aim	(i) implement the e-recruitment module of the HR system and ensure that data can be extracted to feed into the Athena SWAN data requirements; (ii) review current spreadsheets containing promotion data to see whether this data can be captured in the HR system (currently the system records successful	(i) Director of HR (ii) Assistant Director of HR	(i) E-recruitment module implemented and producing data that can be extracted into Athena SWAN reports i.e. gender breakdowns at application, interview and appointment stages by grade and School; (ii) Excel spreadsheets to provide complete set of promotion data for whole University;	(i) Nov 2017 (ii) Nov 2016 (iii)

Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
	to investigate length of time in grade prior to promotion by gender to establish whether this has impacted on the drop in the STEMM female promotion success rate from 86% in 2013/14 to 62% in 2014/15.	promotions but not those who apply and are unsuccessful). If not, ensure promotion spreadsheets are kept up-to-date. (iii) collect data on length of time in grade prior to promotion application – by gender and School. (iv) SAT to review length of time in grade data and make recommendations in relation to promotion workshops/process	(iii) Director of HR (iv) SAT	(iii) process in place to ensure regular updating and communication of promotion data to School Athena SWAN leads. (iv) recommendations on promotion workshops to be implemented	Nov 2016 (iv) Nov 2017
2. THE SELF-ASSESSMENT PROCESS					
2.a. Review and evaluate Action Learning Sets	6 action learning sets exist for senior women at grade 9 and above, and mentoring circles exist for early-career research staff, but there is no specific scheme for mid-career lecturers/teaching fellows at grade 8. The scissor diagram (chart 3) demonstrates that grade 8 is the crucial point where female attrition begins – both University-wide and in STEMM. The feedback from action learning set members is very	(i) Establish an additional 2 action learning sets – to include women at grade 8, with external facilitator until sets become established, then self-facilitating. Sets to be launched in autumn 2016 following a taster session for interested staff in September 2016; (ii) hold a facilitated networking session for all women who are members of an action learning set to gather	(i) Staff Development Unit (ii) Staff Development Unit	(i) 2 new action learning sets to be established and running. (ii) 80% of those who are members of action learning sets to agree with the statement "Action learning has had a positive contribution on my career progression" in feedback questionnaires.	(i) Nov 2016 (ii) Nov 2017

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Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
	positive, and we want to extend this scheme to staff at grade 8 looking to move into a senior position.	evidence of successful outcomes.			
2.b. Tailored Information and guidance regarding career pathway for Research Fellows	50% of Sussex respondents to the national 2015 Careers in Research Online Survey of research staff perceived that research-only staff are not equally treated (compared with non-research only staff) with respect to opportunities for promotion and progression. Qualitative responses to the survey and additional feedback from researchers indicates that this perception is largely due to lack of awareness of the eligibility of research staff for the Universities promotion procedures amongst both researchers and their managers, which results in very few promotion applications from members of research staff annually (13 applications from research staff in total between 2013 – 2016, six of which were in the 2016/17 round). Currently research fellow career pathways	(i) Research Fellow Pathways to be clearly explained with distinct and tailored information on the HR website before the 2016/17 promotion round i.e. November 2016. (ii) Research Fellow Career Pathways to be communicated online and via workshops in the lead up to 2016/17 promotions round with workshops being held between September – November 2016. (iii) For the 2016/17 promotions round, implement process to ensure that all research staff (successful and unsuccessful) receive feedback on their promotion application.	(i) Director of HR; (ii) Research Staff Office; (iii) Director of HR	(i) at least a 50% increase in the number of applications for promotion by research staff compared to the 2016/17 figure with a success rate comparable to other academic career pathways. (ii) The Careers in Research Online Survey 2017 will show a 20% reduction over 2015 figures in proportion of Sussex Research Staff respondents that perceive unequal treatment in promotion and progression (with respect to other staff groups). (iii) 70% of academic staff (including research staff) who complete the staff survey agree/strongly	(i) April 2018 (ii) Nov 2017

Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
	are not articulated separately from the processes of other academic staff, leading to Research Fellows and their managers perceiving that the promotions processes do not apply to research only staff.	(iv) SAT to recommend question in 2016 Staff Survey and 2017 Careers in Research Online Survey: "I understand career pathway that relates to my role". (v) Gather feedback from research staff about their understanding of Research Fellow Career Pathways via specific question (vi) SAT to consider frequency of academic promotion rounds for grades 7-9 (currently annual) with a view to making a recommendation that this increases to three times per annum from April 2018.	(iv) SAT (v) Research Staff Office (vi) SAT	agree that they understand the career pathway relevant to their role. (iv) Recommendation regarding frequency of academic promotion rounds accepted and implemented for 2018/19 academic year.	(iii) April 2019 (iv) Nov 2018
3. CAREER DEVELOPMENT					
3.a. University mentoring framework and supporting resources	As demonstrated by the Women in STEMM Mentoring Circles and BSMS mentoring scheme, mentoring contributes positively to the professional development of academic staff at all stages of their careers. To build on the	(i) Develop a mentoring framework and supporting information and resources that can be customised for different areas of the University.	(i) Director of HR / Staff Developme nt Unit; (ii) Heads of School /	(i) Mentoring framework and supporting resources in place and communicated to all departments in the University.	(i) April 2017

Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
	success of these initial schemes the University wishes to foster a culture of effective and high quality mentoring across the Institution. Many Schools and departments are keen to initiate their own mentoring schemes to support a variety of staff groups. In order to facilitate consistent and high quality mentoring provision and avoid duplication of effort it is important to implement an agreed definition and framework under which new mentoring schemes will operate. This will allow flexibility for mentoring schemes to be adapted to suit different staff groups and environments whilst maintaining a consistency of mentoring experiences at Sussex.	(ii) All staff involved in mentoring (scheme coordinators, mentees and mentors) to be using the University framework and to have received appropriate training. (iii) Mentoring to be recognised in all workload allocation models and appraisal to demonstrate value of mentoring for the University and facilitate staff in becoming involved in mentoring.	Staff Development Unit (iii) Heads of School	(ii) 100% University mentoring schemes are operating under the mentoring framework. (iii) 80% of mentors and mentees enrolled in mentoring schemes report productive mentoring relationships via scheme evaluations.	(ii) April 2018 (iii) April 2018
3.b. On-going commitment to media training / nominating and promoting women in STEMM for external media opportunities	In order to provide female role models in STEMM subjects, we need to ensure that women in STEMM are promoted in the media and have appropriate training/skills to be able to communicate their research both internally and externally. In our	(i) Continue to provide Masterclasses and other training to support female academics in STEMM in public speaking and communicating their research	(i) Staff Development Unit / Director of Communications	(i) Media coverage of women in STEMM to increase and be proportionate to the percentage of women in STEMM – across all Schools.	(i) Nov 2018 (ii) Nov 2018

Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
	last action plan we identified the need to nominate more female academic staff for external media opportunities and developed an action to provide Masterclasses for STEMM academics on public speaking and communicating research. Three of these have been held and we have seen an increase in the media coverage of women in STEMM at Sussex. We are carrying this action forward into this action plan to ensure that media coverage of our women in STEMM continues to increase.	(ii) collect data on media coverage of males and females in STEMM by School. Highlight any Schools were women in STEMM are underrepresented in the media. (iii) develop guidelines on how to put yourself forward for media opportunities	(ii) Director of Communications (iii) Director of Communications	(ii) 25% of all female academics in STEMM to have received media training. (iii) Guidelines available online	(iii) April 2017
3.c. Role models	Lack of visibility of female role models in certain STEMM disciplines, and lack of clarity on how to overcome obstacles in career pathways.	(i) Publish 20 online case studies of women in STEMM; (ii) clear links to advice (University and external); (iii) develop online Q&A resource for work:life balance.	(i) SAT / Director of Communications (ii) Director of HR / Webteam (iii) Director of HR	(i) first five case studies to be published (ii) all 20 case studies to be published (iii) online resource made available and being visited (measured in hit-rate to site)	(i) Nov 2016 (ii) April 2019 (iii) April 2019

Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
4. ORGANISATION AND CULTURE					
4.a. Investigate 'zoning' of working / teaching day (trial or pilot)	In the recent Staff Engagement survey (November 2015), 33% of respondents from STEMM Schools reported that they were unable to strike the right balance between work and home life. One area that is often raised by academic staff with childcaring responsibilities is that of timetabling. Rather than dealing with individual requests to modify the timetable to accommodate such commitments, the SAT proposes to develop an alternative approach where the timetable could be divided into zones and staff could then request to teach within preferred zones.	A small working group to develop a proposed approach.	PVC Teaching & Learning	Working group to make recommendations to VCEG for trialling in the 2017/18 teaching timetable.	(i) April 2017
4.b. Code of conduct for all staff	Evidence from the staff survey in 2014 showed that 12% of female staff in STEMM Schools felt that they had been bullied or harassed in the last 5 years	University to develop staff Code of Conduct (action arising from staff survey). SAT to provide input to this group.	(i) VCEG / SMG	(i) a 10% reduction in the percentage of staff who agree to the staff survey question that they have been bullied or harassed in the past year - in 2018 staff survey; (ii) the percentage of STEMM staff who feel that they have been bullied or	(i) April 2019 (ii) April 2019

Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
				harassed to be in the lowest quartile of comparator HEIs	
4.c. Equality champions (institutional and school level)	Some STEMM Schools have appointed Equality champions to help drive forward the Athena SWAN agenda. The SAT is seeking to expand this best practice across all STEMM Schools. In the 2014 staff survey 60%F and 70%M in STEMM responded positively to the question "My School promotes equality and diversity".	(i) All STEMM Schools to appoint Equality and Diversity Champions; (ii) University to appoint two named senior individuals to support E & D Champions network; (iii) E & D Champions to receive training.	Heads of School VCEG	(i) All STEMM Schools to have an Equality champion; (ii) Senior Equality Champions appointed. (iii) in the 2018 staff survey, 75% of STEMM staff to respond positively to the question "My School promotes equality and diversity".	(i) April 2017 (ii) Nov 2016 (iii) April 2019
4.d. Workload planning	A number of models exist for allocating workload to academic staff in Schools. Staff survey results show that in some Schools, staff are very satisfied that their workload is allocated in a fair and transparent way, but in other Schools, staff do not feel that this is the case, and as a result feel that they do not have an appropriate work:life balance. A Senate Working Group has been established to develop	(i) SAT to propose question for 2016 staff survey "My workload is allocated in a fair and transparent way". (ii) All STEMM Schools to implement a transparent workload allocation model.	(i) SAT (ii) Heads of School, VCEG	(i) Question included in Staff Survey, and benchmark established; (ii) 20% improvement in response to question; (iii) existence of workload allocation models in all STEMM Schools	(i) Nov 2016 (ii) Nov 2017 (iii) April 2018

Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
	some institutional guidelines on workload allocation.				
4.e. Equal pay review	due to the sequencing of the University's Athena SWAN applications and the cycle of Equal Pay Reviews, the most recent review was undertaken in 2011 and the next review is currently being scoped. The 2011 review showed that there were no significant pay gaps. The SAT has reviewed the output from the 2011 equal pay review.	(i) The SAT will make recommendations for the 2016 review to include pay analysis differentiated by STEMM and non-STEMM departments. (ii) Equal Pay Review to be conducted	Director of HR	(i) Review includes Pay analysis by STEMM and non-STEMM departments; (ii) Equal pay review conducted and findings communicated; (iii) Report from Equal Pay Review confirms no significant pay gaps	(i) Nov 2016 (ii) Nov 2016 (iii) Nov 2016
5. FLEXIBILITY AND MANAGING CAREER BREAKS					
5.a. Supporting carers	Interim staff engagement survey results (Nov 2015) indicated that dual carers (those with caring responsibility for children and adult relatives) and staff with adult caring responsibilities only were less engaged than those with only childcare responsibilities or no caring responsibilities	(i) carry out focus groups and/or follow-up questionnaires with this group of staff to better understand their particular needs; (ii) research best practice amongst other employers; (iii) develop recommendations to support those with caring responsibilities for adults and dual carers	Director of HR	(i) report produced including information from focus groups and best practice from other employers; (ii) Recommendations developed and considered by VCEG and SAT; (iii) Recommendations implemented; (iv) a 5% increase in the engagement level of staff who are dual carers or who care for adults only, in staff surveys.	(i) Nov 2016 (ii) Nov 2016 (iii) Nov 2017 (iv) Nov 2017

Objective	Issue	Principal Action(s)	Leads	Measurable outcome(s)	Time frame
5.b. Supporting academic staff returning from maternity / shared parental leave	evidence from the focus groups held with maternity returners in June/July 2014 shows that academic staff returning from maternity/shared parental leave have difficulty in catching up with their research	(i) re-run focus groups with new batch of academic returners to see if staff are better supported to re-engage with their research; (ii) develop an Academic Returners Scheme drawing on existing good practice from Schools;	(i) Director of HR, (ii) SAT	(i) Focus groups run and qualitative evidence on support on return shows improvements on 2014 results; (ii) Returners scheme in place and communicated to academic staff; (ii) 80% of academic maternity/shared parental leave returners take up scheme.	(i) Nov 2016 (ii) April 2018 (iii) April 2019
5.c. Evaluate success of University sponsorship of Daphne Jackson Fellowships and investigate alternative (in-house) options for offering fellowships for researchers returning from a career break.	The University supports 2 Daphne Jackson Fellows (with 3rd in process), the process has not been straightforward. Feedback from Schools has been that the eligibility criteria for the Daphne Jackson Scheme are not well matched to those taking career breaks in some disciplines, which has made it difficult to find a suitable pool of potential applicants. It has not been possible to recruit a fellowship candidate for the School of Engineering despite three rounds of advertising.	(i) Undertake a review of the University's sponsorship of Daphne Jackson Fellowships. (ii) Identify recommendations for the future model of University sponsorship of fellowships for researchers returning from career breaks. (iii) If approved, implement new Fellowship scheme.	(i) SAT Chair (ii) PVC Research (iii) PVC Research	(i) Evaluation report of the University Sponsorship of Daphne Jackson Fellowships considered by SAT and VCEG. (ii) Future model for University sponsorship of returners fellowships is agreed, resourced and implemented (iii) New cohort of Fellows successfully recruited.	(i) Nov 2016 (ii) Nov 2016 (iii) Nov 2017