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SWAN  
Member**

## **Athena SWAN Silver Award Application**

**November 2012**

**The University of Nottingham**

Name of institution: The University of Nottingham  
Date: November 2012  
Level of award application: Silver  
Date and level of previous award: 2009 Bronze  
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## **Abbreviations**

APO	Athena Project Officer
AMF	Anne McLaren Fellowship
APPLE	Academics & Administrators Professional, Personal & Leadership Experience
BRC	Biomedical Research Centre
BRU	Biomedical Research Unit
CCD	Centre for Career Development
EDC	Equality and Diversity Committee
FTE	Full Time Employment
HoS	Heads of School
KAP	Key Action Point
PD	Professional Development
PDPR	Professional Development Performance Review
PG	Postgraduate
PVC	Pro Vice Chancellor
R&T	Research and Teaching
RIS	Research Innovation Services
SAT	Self Assessment Team
SEDAG	Staff Equality and Diversity Advisory Group
SOPA	School of Physics and Astronomy
TWM	Transparent Workload Model
UG	Undergraduate
UNUK	University of Nottingham (UK Campus)
WAND	Women's Advancement Networking and Development
WinSET	Women in Science, Engineering and Technology

DG/SFH



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28 November 2012

Dear Ms Dickinson

I am writing to confirm the University's commitment to the Athena SWAN Charter.

Our aim is to embed equal opportunity across all disciplines at the University of Nottingham and the principles set out in the Athena SWAN Charter. Their implementation has been and continues to be critical in our Science, Engineering and Technology (SET) disciplines, in order to recruit and retain the brightest minds in our research community. Our approach of cascading good practice across disciplines has resulted in seven Athena SWAN Awards with two renewals in November. In 2011, the Faculty of Engineering, which has five teaching departments and seven research divisions, was successful in its application for an Athena SWAN Silver Award, an excellent achievement for the 440 Research and Teaching staff in the Faculty.

A focus for advancing the careers of women resulted in the inception of our Women in Science, Engineering and Technology (WinSET) group, in 2005. Every SET School has a WinSET representative, and the group has developed an active network which shares good working practices. In addition, all our SET schools have Self Assessment Teams (SATs), which are integral to driving and delivering change at local level.

Active participation in the WinSET group, has resulted in individual success, with the past Chair, Professor Katherine Smart recruited to the senior position of Group Chief Brewer at SABMiller, in May 2012. The University continues to provide dedicated support for female researchers, illustrated by our pioneering Anne McLaren Fellowships which assist young female scientists and engineers in establishing their research career at key transition points. Now in its tenth year, the programme includes flexible working hours, up to £5000 for childcare costs, and a mentoring scheme. The Fellowships are recognised as an exemplary first step to an independent research career.



This support is paying dividends, with an increasing proportion of female staff at senior levels. In our SET Schools, 27% of women are now Professorial grade and our Strategic Plan aims to raise this to at least a third by 2015. Our Deputy Vice Chancellor elect, (Karen Cox; Professor of Cancer and Palliative Care) will be responsible for driving delivery of our Strategic Plan from January 2013. In terms of the constitution of Management Board, two of our seven Pro-Vice Chancellors are female, with one from a SET discipline. Furthermore, in Senate, there is a gender split approaching 50:50.

Since our Bronze Award Renewal in 2009, we have made significant advances in transforming the culture of our SET disciplines and cultivating a working environment of diversity at all levels of our organisation, I commend this submission to the Review Panel.

Yours sincerely

Professor David Greenaway  
Vice-Chancellor



## 2. The self-assessment process (1000 words max)

**Table 2.1 Members of the Self-Assessment Team (SAT)**

University Self-Assessment Team (USAT)	University role and experience of work-life balance
Professor Sarah O'Hara	<p><i>Pro-Vice-Chancellor and Chair of USAT</i>            Responsible for HR, Access and Community and the Faculty of Arts. Prior to this I served as Dean of the Faculty of Social Sciences and Associate Dean of the Graduate School. I was responsible for Research Only Staff (2006-11) and led on the successful application for the HR Excellence in Research Award. I also act as a mentor to colleagues across the University. I have made use of flexible working hours to ensure that I can pick my kids up from school on certain days of the week.</p>
Professor Richard Bowtell	<p><i>Head of the School of Physics and Astronomy</i>            I was involved in the School's successful application for a SWAN Silver Award in 2010. I completed my PhD and then worked in postdoctoral research at Nottingham, before becoming a member of academic staff in 1990. I am married with two sons, aged 16 and 21, who keep my feet on the ground.</p>
David Burns	<p><i>Director of Professional Development</i>            My role varies a great deal, whether delivering training or developing strategy, and although my job can sometimes feel quite stressful and challenging, it is always enjoyable. Like many people with busy jobs, at times I prioritise work over everything else. I am mostly able to achieve a good work-life balance and feel supported in doing so. I have benefited from the University's flexible policies, including generous adoption leave (twice!) and access to flexible working when my wife fell ill.</p>
Helen Hurman	<p><i>Head of Research Policy and Development.</i>            I trained as a Materials Engineer, working in general management in industry. I then took a four year career break whilst my children were pre-school age, joining the HE sector in 1995. I have been able to access both flexible working and carers leave for family and personal reasons. I have been involved in the Athena SWAN programme since preparing the first institutional Bronze submission in 2006.</p>
Professor Andy Long	<p><i>Dean of the Faculty of Engineering</i>            I have a PhD from Nottingham, where I have worked since 1990, first as a Research Assistant and then awarded a personal Chair in 2004. I have been involved with WinSET for several years, helping prepare the successful Athena Silver submission for the School of M3 and the subsequent Silver Award for the Faculty of Engineering. Whilst my children (now 13 and 11) were at primary school, I had the main responsibility for taking them to school each day and utilised flexible hours to allow for this.</p>

Clare Martlew	<i>Deputy Director of HR</i> I have worked in HR for nearly 15 years on a full time basis, during which time I took a five year career break to look after my children during their pre-school years. I returned to work on a flexi-time basis and since then my partner has become a homemaker, which plays a key role in allowing us to balance our family and career commitments. As part of my role as I take a strategic lead on Staff Equality and Diversity.
Professor Martin Schroder	<i>Dean of the Faculty of Science and Head of Inorganic Chemistry</i> I am married to an academic and we have a 13 year old son whom we deliver to School every day for 8.40am and then pick him up at 4.00pm. After 4.00pm and at weekends our chauffeuring service kicks in for delivery of Junior to music and sports events.
Professor Katherine Smart	<i>Former SABMiller Professor of Brewing Science and Head of the School of Biosciences (until 31 May 2012)</i> I have left the University of Nottingham to become Group Chief Brewer in SABMiller and am no longer in academia. I am currently an Associate of the University and an Honorary Professor in Brewing Science. During my time at the University I chaired WinSET (2008-2012). I am married with two teenage daughters.
Dr Tony Stevens	<i>WinSET Coordinator</i> I currently work part time coordinating WinSET and also have a part time contract as a Research Fellow within the Division of Primary Care. I undertook my first degree on a part time basis as a mature student and also worked part time, when my two children were younger.

### **University Self-Assessment Team (USAT)**

The USAT reports progress to University Management Board, and meets at least quarterly to provide institutional leadership and dedicated senior support, successfully implementing the positive changes outlined in our 2009 Bronze Action Plan.

The USAT is active in providing peer feedback to improve Schools' Athena SWAN submissions. This two-way communication between USAT and the Schools is strengthened by the WinSET Coordinator's involvement.

### **The Women in Science, Engineering and Technology Group (WinSET)**

Closely aligned to the USAT, WinSET has been active in sharing excellent working practices between all SET disciplines, and inspiring change since 2005. Professor Marion Walker (Community Health Sciences) has recently been appointed Chair. Membership includes the Deputy Director of HR, and representation from the Career Development Centre and Professional Development, in order to fully embed best practice across the University. There is joint representation across USAT and WinSET, and across the University Staff Equality and Diversity Advisory Group (SEDAG) and WinSET, providing essential channels for policy developments and implementation.

### ***Consultative processes***

USAT has led on the development of this application with consultation across the University, gathering information from key staff members to strengthen our Action Plan, and gain knowledge on the problems which face our SET community. The application was presented to the Senior Managers' Forum, the Staff Equality and Diversity Advisory Group (SEDAG), and to the WinSET Group, for feedback. Peer review from a senior academic at the University of Warwick was received, facilitated by our involvement in the Athena SWAN Regional Network.

### ***Future of the Self-Assessment Team***

The USAT and Faculty/School SATs will each meet quarterly to oversee the implementation of our institutional and School plans. The WinSET Group will continue to meet quarterly.

### 3. A picture of the University (1500 words)

The University of Nottingham is committed to providing a truly international education, inspiring our students, producing world-leading research and benefitting the communities around our campuses in the UK, China and Malaysia. Our purpose is to improve life for individuals and societies worldwide. By bold innovation and excellence in all that we do, we make both knowledge and discoveries matter. In the UK, the University is organised into five Faculties: Humanities, Engineering, Medicine and Health Sciences, Science and Social Sciences.

**Table 3.1: Athena Awards and structure of SET Faculties, Schools and Departments**

Faculty Level	School Level	Level of award held (year received or current submission)
Engineering	Departments: Architecture and Built Environment Chemical & Environmental Engineering Civil Engineering Electrical & Electronic Engineering Mechanical Materials & Manufacturing	Faculty of Engineering Silver (2011)
	Research Divisions: Architecture and Urbanism Electrical Systems & Optics Energy & Sustainability Infrastructure & Geomatics Manufacturing Materials, Mechanics & Structures Process and Environmental	
Medicine and Health Sciences	Biology	
	Biomedical Sciences	
	Clinical Sciences	
	Community Health Sciences	Bronze (2011)
	Graduate Entry Medicine	
	Molecular Medical Sciences	
	Nursing, Midwifery & Physiotherapy	
	Veterinary Medicine & Science	
Science	Biosciences	Gold application (2012)
	Chemistry	
	Computer Science	
	Mathematical Sciences	Bronze (2011)
	Pharmacy	Silver renewal (2012)
	Physics & Astronomy	Silver (2010)
	Psychology	Silver renewed (2012)
Social Sciences	Geography	

## Executive Statement: Where Are We Now?

The majority of Schools in the Faculty of Science hold an Athena SWAN Award, four being Silver Awards. Of these, the School of Biosciences is submitting a Gold application and the School of Pharmacy are submitting a Silver renewal application this November.

Throughout the Faculty of Engineering, positive changes have occurred over the past several years, enabling them to achieve a Silver Award in 2011, covering approximately 3000 undergraduate students, 900 postgraduates and 440 FTE Research and Teaching staff.

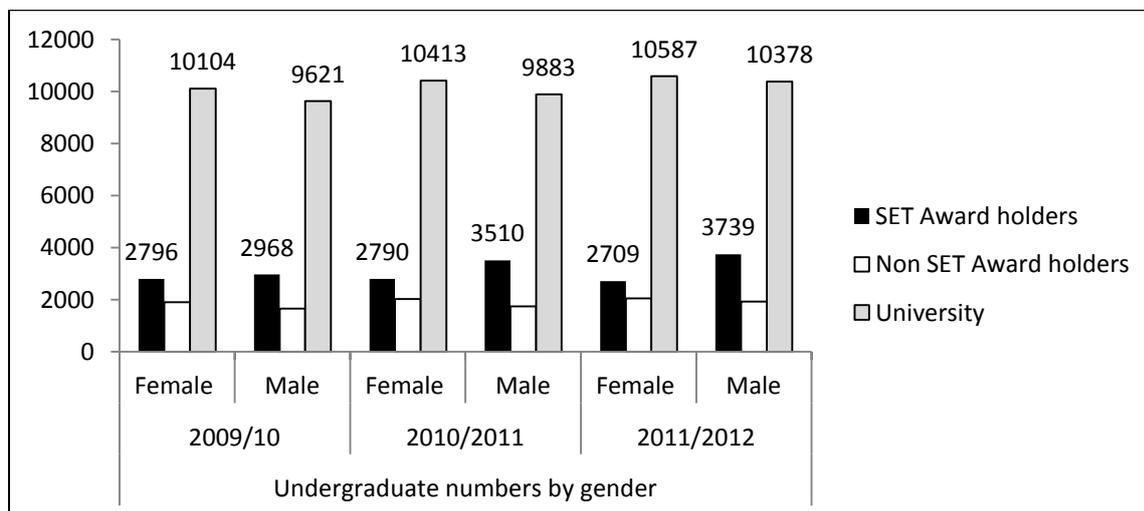
Currently, the Faculty of Medicine and Health Sciences has one Bronze Award holder: the School of Community Health Sciences. The Faculty School structure is changing - effective August 2013 - providing an opportunity to make new Athena Silver applications in 2013, and share a positive vision of supporting SET females across the Faculty.

### Student data

UNUK has nearly 21,000 undergraduate students, almost equally split by gender. Of this total, over 10,000 students are from the SET disciplines of which 62% are female. There are 5320 taught postgraduate students (56% female), with almost 2000 students in SET disciplines (55% female). There are 2908 research students (46% female) across the whole institution, with nearly 74% of these from SET disciplines (42% female).

### Undergraduate intake

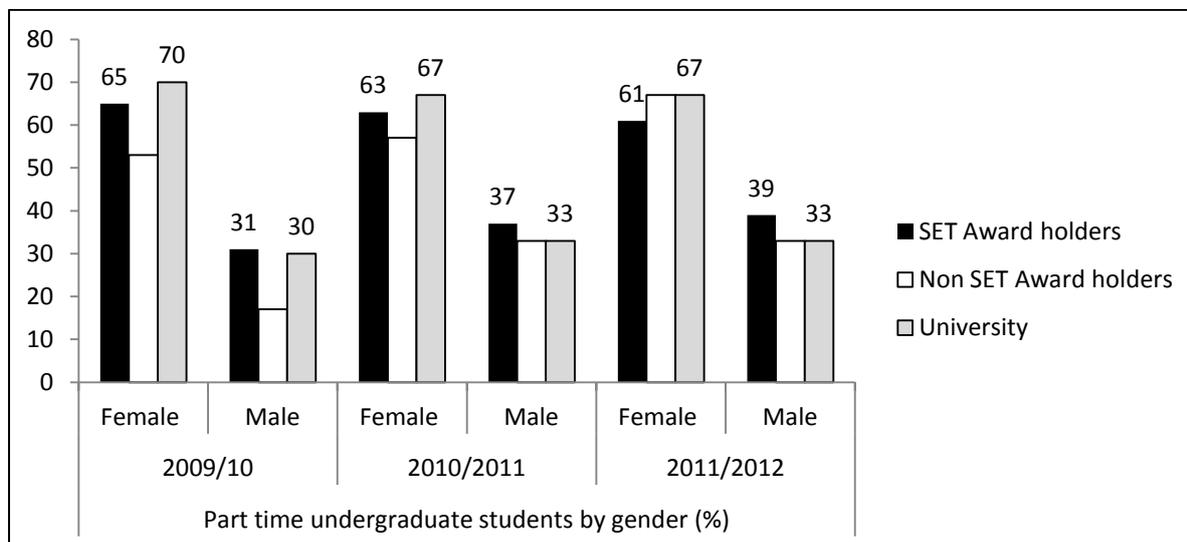
*Full time students*



- The number of full time students rose from 19,725 in 2009/10 to 20,965 in 2011/12.
- These aggregate data conceal variations at School level. In 2009/10 there were 309 female students in the School of Veterinary Medicine and in 2011/12 this number had risen to 391, an increase of 27%. The number of male students in the same period rose from 93 to 129, an increase of 39%. Over the same period the number of female

undergraduates in the School of Chemistry rose by 36% (from 181 to 246) while the number of males rose by 38% (from 288 to 397).

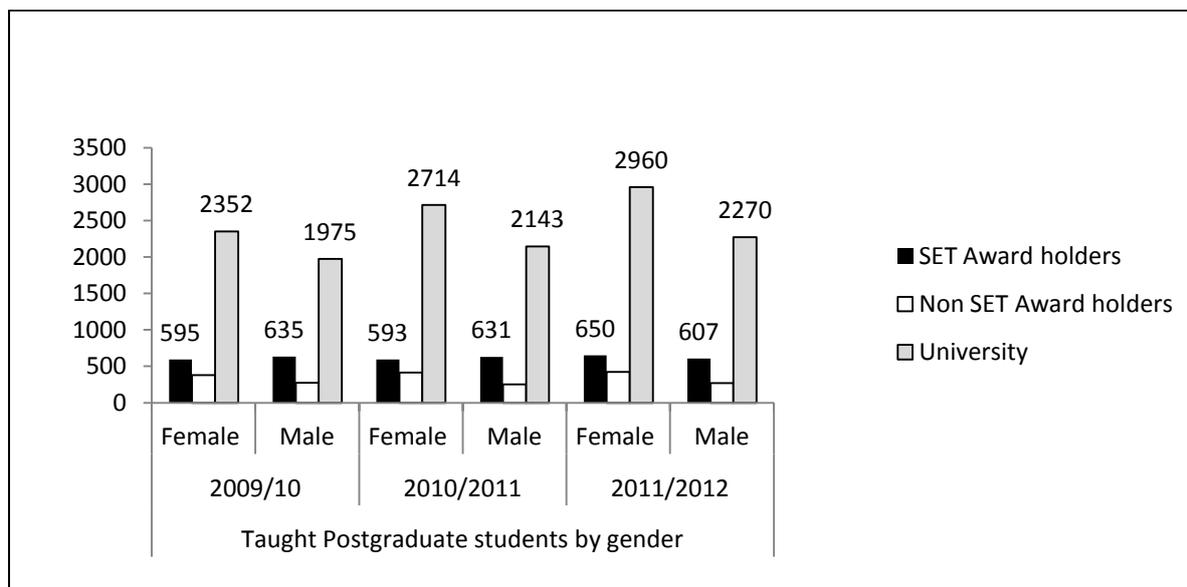
*Part time undergraduate students*



- The percentage of part time female students is higher than the percentage of males among SET award holders.
- However, the total number of part time undergraduates across the institution is low (around 100 students). Disaggregation of such small totals can be misleading.

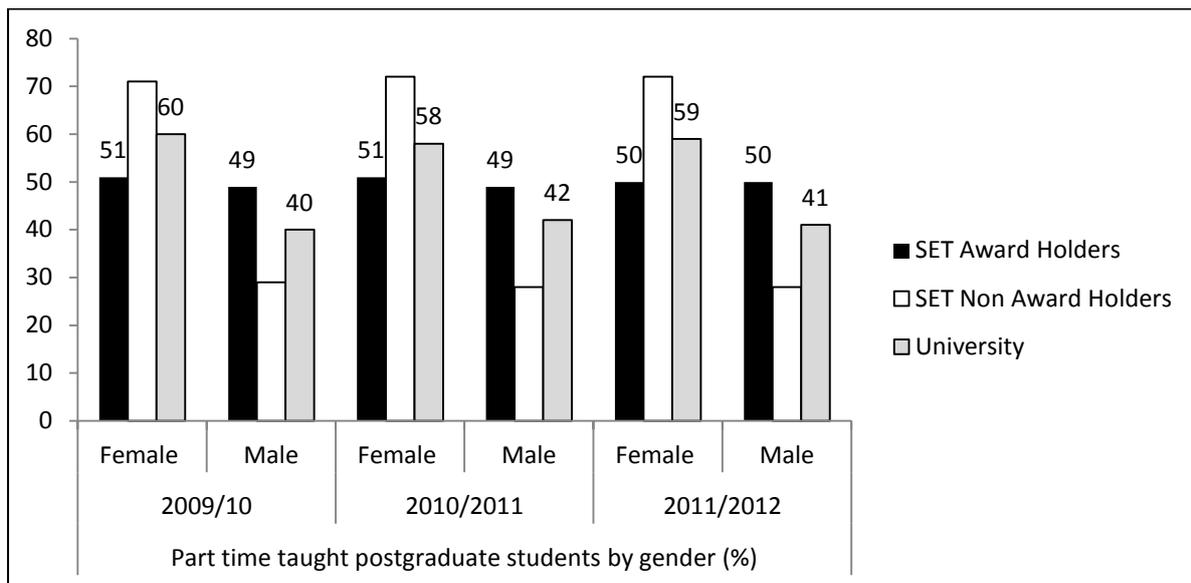
**Postgraduate intake**

*Postgraduate taught courses*



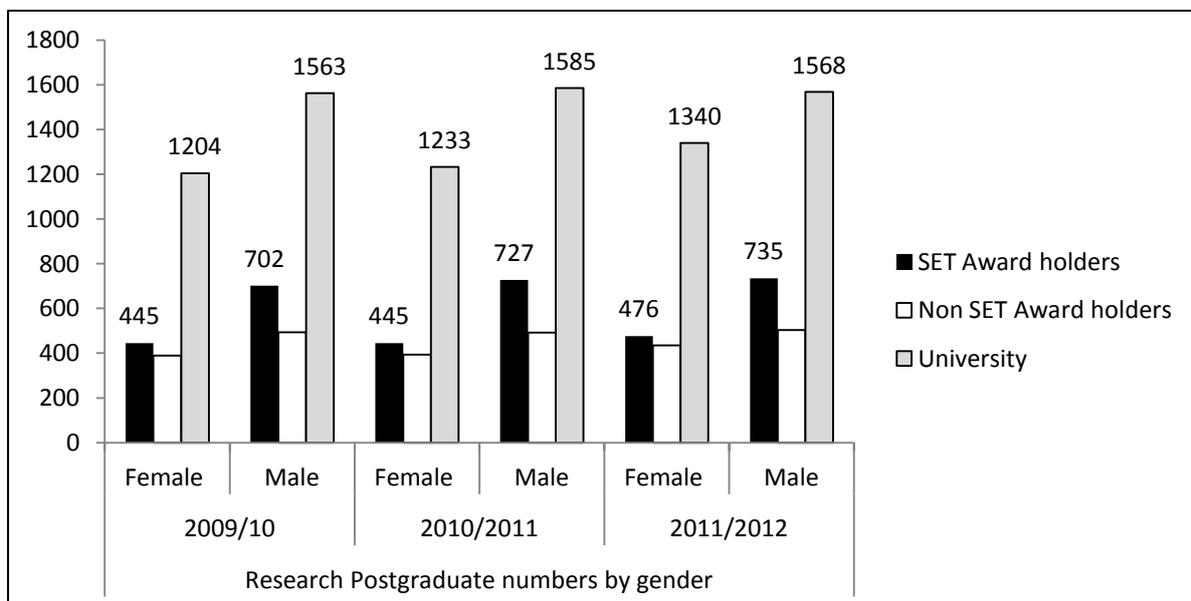
- Although there was a slight fall in the percentage of females on PGT courses in SET subjects over the period, absolute numbers actually increased from 595 to 650. Over the same period the number of male postgraduate students in SET award holding Schools fell from 635 to 607.

*Part time taught postgraduate students*



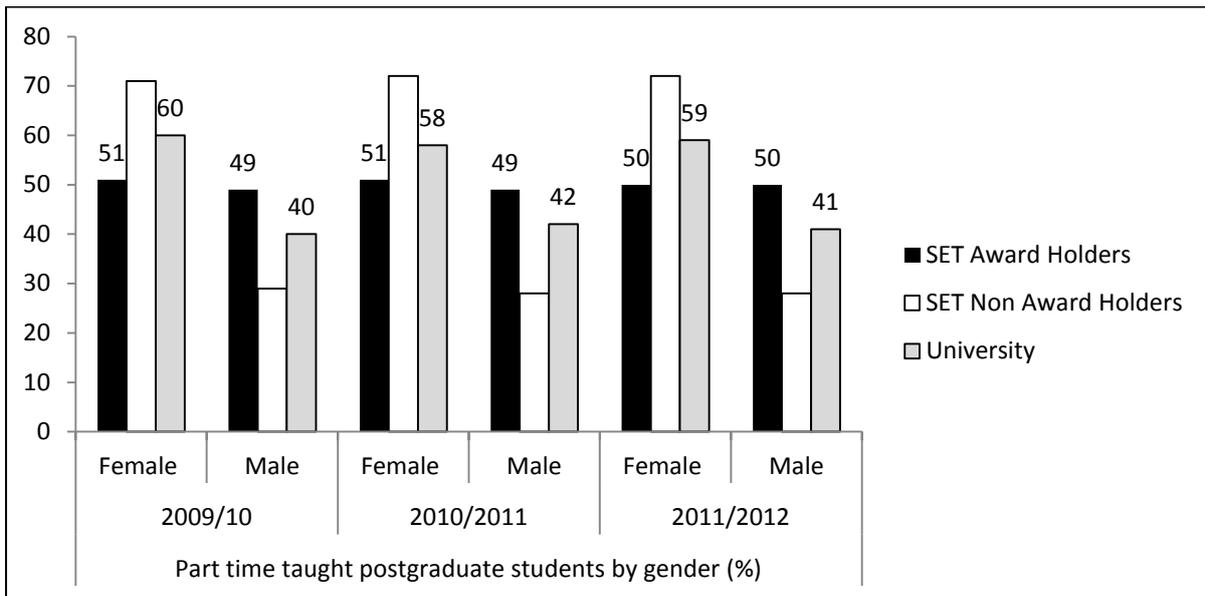
- The numbers and percentages of both female and male part time taught postgraduate students have remained broadly static over the period. In SET Award holding Schools numbers of females rose from 200 to 212 and the number of males increased from 204 to 237. In SET Schools without awards numbers of females increased from 178 to 204 whilst number of males remained static (n=80). These data are skewed because of the large number of part time postgraduate students from the School of Nursing.

*Postgraduate research students*



- The relative percentages of postgraduate students disaggregated by gender have remained static over the period.
- In absolute terms the number of female postgraduate research students in Schools with SET awards increased from 445 in 2009/10 to 476 in 2011/12.

*Part time postgraduate research students*



- Percentages and total numbers of part time research students have remained static over the period.
- Absolute numbers are small with a range of 44 to 40 for female students from SET award holding Schools across the period. For non-SET award holders the range was 53 to 56. The absolute numbers are small, making it problematic to identify statistically significant trends in these data.

**Staff data**

The University currently has 2723 Research and Teaching staff: this is the job family that includes all categories of academic posts.

<http://www.nottingham.ac.uk/hr/guidesandsupport/jobfamiliesstaffgroupsandsummarytermsandconditions/jobfamilies/index.aspx>

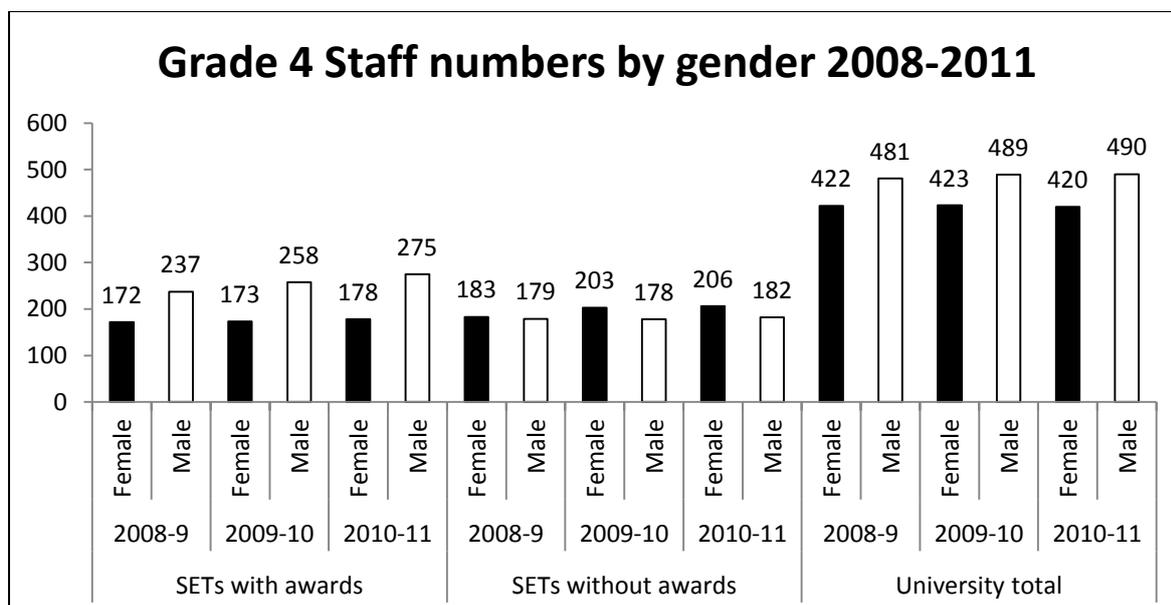
More than 75% of all R&T staff are employed within the SET disciplines with 36% being female. The table below indicates the mapping of grades to the national pay scale.

**University of Nottingham Research and Teaching Job Family Levels Applied to the National Pay Scale** (Please note that the job titles included here are illustrative of those used at the level but not exclusively so).

Job Title	Point
R&T4 Training Grade (Research Associate/Assistant)	23-26
R&T4 (Research Fellow, Tutor)	27-39
Extended R&T5 (Lecturer; Senior Research Fellow)	33-48
R&T6 (Associate Professor)	45-57
R&T 7 (Professor)	1-26

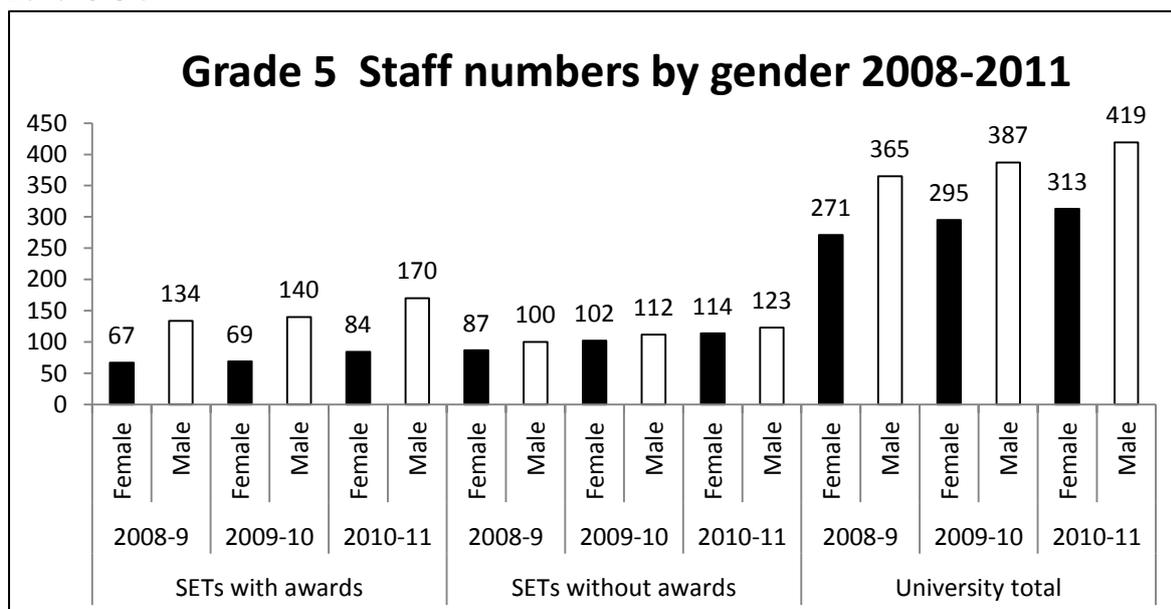
## Number of male and female staff (research and academic) at each grade

### Level 4 Staff



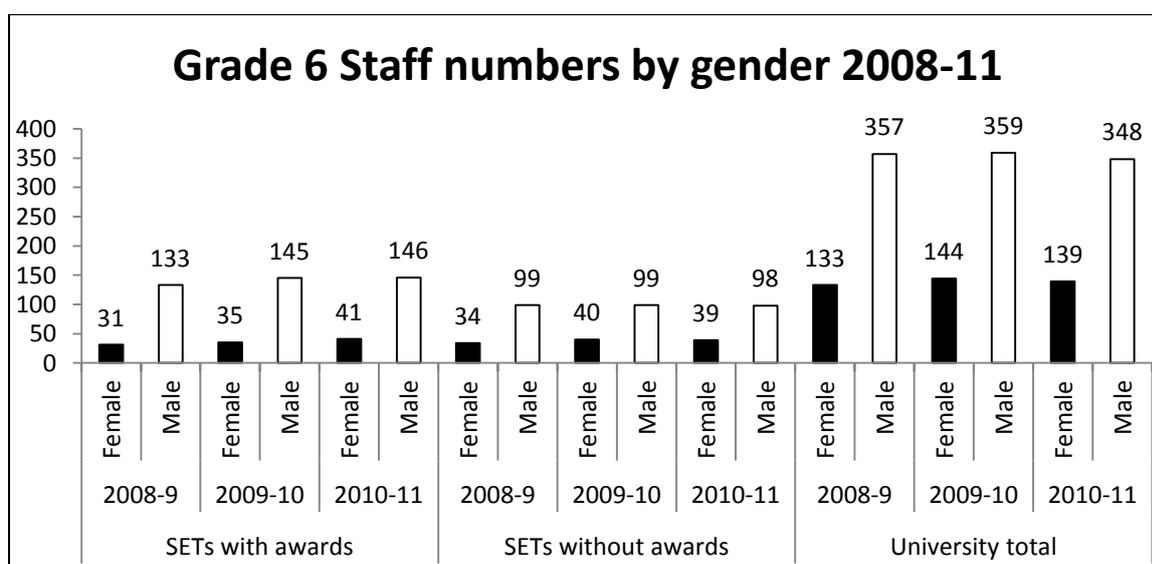
- In this grade, total University staff numbers remained broadly static over the period. In 2008-9 the total number of women employed within the SET disciplines was 355 (84% of all female University staff at this level) this figure rose to 384 (91% of all female University staff at this level) in 2010-11.
- The vast majority of staff in this grade are on short (three-years or less) fixed term research contracts. There is also a significant cohort of non-EU staff which has an impact in terms of staff turnover at this level and patterns of promotion.
- Two trends warrant more detailed investigation:
  1. The number of female staff members from non-award holding staff Schools increased by 13% over the three year period,
  2. The number of male staff members from award holding staff Schools increased by 16% over the three year period.

### Level 5 Staff



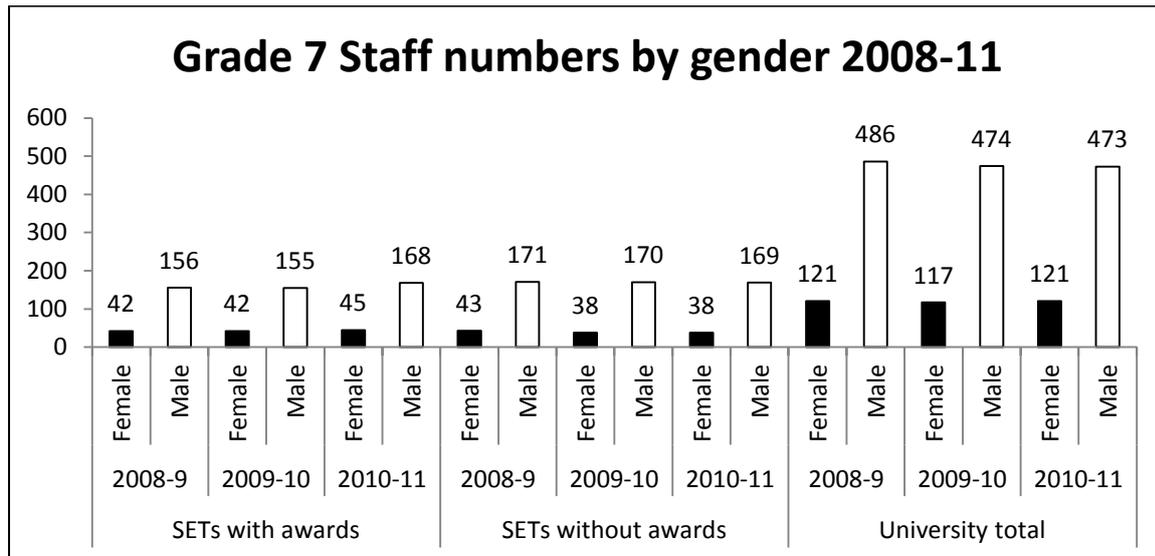
- Over this period the number of male and female staff increased at both University and School levels: At University level the percentage of female staff increased by 13% and male staff by 15%.
- In SET Schools with awards, female numbers rose by 25% and males by 27% while in SET Schools without awards, female numbers rose by 31% and males by 23%.
- The USAT with the assistance of Human Resources will be examining these data in greater detail in order to gain a better understanding of amongst other things career transition times (disaggregated by gender, grade and subject area) so that we can identify particular obstacles or incentives to career progression and to ensure that the growing pool of female talent at this level are able to progress to more senior roles in the University.

### Level 6 Staff



- Over the three year period the number of female staff employed across the whole University rose slightly while the number of male staff fell slightly.
- In SET Schools with awards there was an increase of 10 female staff members (32%) and 13 male staff members (9%).
- In SET Schools without awards there was an increase of 5 female staff members (15%) and a decrease of one male staff member (1%).

### Level 7 Staff



- The number of Level 7 female staff employed by the University dipped in 2009/10 but recovered the next year at this grade over the period, although the number of males employed fell by 13.
- In non-award holding Schools female numbers fell by 5 and male numbers by 2.
- In those SET Schools holding awards the number of female staff rose by 3 and males by 12.

### Summary

The growth in numbers of female staff at both Grade 5 and 6 in the award holding SET Schools is encouraging. It is crucial therefore that these women are given high levels of support to maintain retention and career progression at the University. Our proposal for detailed analysis of career pathways and grade transition times will help identify, target and optimise career support mechanisms.

#### 4. Evidence of the impact of university and department good practice (2000 words)

##### a) The University as a whole, its ethos and working environment

###### ***Recruitment and Applications***

All job advertisements are worded gender neutrally, and University policies in relation to flexible working and child care availability are clearly stated. The Athena SWAN logo is featured on our advertisements from SET Schools to show our commitment to best working practices. Recruitment and selection training is mandatory for all Chairs to help direct a fair decision making process and limit any potential biases. The University is committed to ensuring interview panels are gender balanced.

###### ***Development and Training***

The University is active in running courses designed specifically to support women's career progression. Encouragingly, SET women are proportionately over represented.

*APPLE (Academics' and Administrators' Professional, Personal and Leadership Experience)*

Our one year development programme for women, APPLE, has provided opportunities for early /mid career research staff to develop leadership potential and professional skills. Since 2004, APPLE has helped to nurture potential and aid career progression.

Recent programme changes include a choice of three Institute of Leadership and Management Awards (first line management, project management and coaching), eight personal development segments and a range of themed learning sets including career development. The APPLE programme has an active alumni group which meets two to three times each year to provide ongoing mutual support.

Six cohorts of women (n=329) have completed the programme, 169 were from SET Schools (51%).

**Table 4.1 Numbers of SET women attending APPLE 2012**

Date	Total Attendees	Total number of SET women attendees	% SET women attendees
October 2012	70	33	47

*WAND (Women's Advancement, Networking and Development)*

Internal research showed that women in more senior (Level 6) roles wanted a programme similar to APPLE which presented more challenges, focused on leadership, promotion to Chair and expanding personal networks.

In response, WAND commenced in July 2008. The first two cohorts had 63 delegates of whom 31 (49%) were from SET Schools. The third cohort started in March 2012 and has 23 delegates of whom 10 (43%) are women from SET Schools.

Longitudinal analyses conducted by PD show that the number of promotion applications from females in SET schools and their success rate is higher than R&T SET females who did not attend APPLE or WAND.

### *All Courses*

The proportion of SET women attending courses run by Professional Development (2010-11) was 30%: lower than the proportion of SET women across the whole University (36%). Achieving proportional course uptake by SET women is identified in our Action Plan (Action 4.1).

**Table 4.2 Professional Development Course Uptake by gender and SET background**

<b>Date</b>	<b>Total Attendees</b>	<b>Total number of women attendees</b>	<b>Total number of SET women attendees</b>	<b>% SET women attendees</b>
<b>2010 / 2011</b>	3779	2,314	692	30

We are keen to examine further how career progression works in practice for SET women and we are working closely with HR to calculate career transition times (for example, the time taken for individuals to move from one job level to another) whilst ensuring we allow for factors such as career breaks or extended periods of leave.

### ***Transparent Workload Model (TWM)***

The University is currently developing a TWM for use in academic schools from 2013-14. As part of the University-wide consultation on the model we sent a survey to all R&T staff (with a 40% response rate) and have held a number of Q&A sessions so that colleagues have had an opportunity to give feedback. An important aspect of the model is that we have equity and transparency in workload allocations and acknowledge the many different ways in which colleagues contribute to the overall workings of the University. The model will include all aspects of teaching, research, administration and citizenship, and time dedicated to outreach and public engagement activities.

### ***Flexible working hours***

Our flexible working hours policy is a key initiative to help all university staff members with any family commitments they may have, and is now standard practice across the University. HR has developed a flexible working toolkit to provide further guidance on the existing comprehensive set of policies:

<http://www.nottingham.ac.uk/hr/guidesandsupport/worklifebalance/flexibleworking/index.aspx>

## **STEPS Training**

STEPS Training (established in the UK since 1992) was one of the pioneers of using drama for learning and development (<http://www.stepsdrama.com/global-reach/uk.aspx>). Following on from the successful participation of 170 attendees in a previous scheme (Drama for Training) in September 2012, STEPS delivered one day sessions to the School of Biology and the School of Chemistry, focusing on gender issues within the workplace. The aim of these events was to 'play out' scenarios regarding gender and equality issues, relevant to the School, and encourage audience participation to engage with, and recognise areas of poor practice and develop their own solutions. Almost all R&T staff from the two Schools attended the training and feedback was extremely positive, as perceptions and stereotypes were challenged by both male and female staff. Other SET Schools are being encouraged to provide similar training, as an effective mechanism for addressing equality issues.

## **University committees**

**Table 4.3 Gender balance on University committees**

<b>2012-13 (November 2012)</b>	<b>Female SET</b>	<b>Female Non-SET</b>	<b>Total membership</b>	<b>External (Female)</b>	<b>Internal</b>	<b>Students</b>
Council	1	2	25	14 (5)	9	2
Audit Committee			4	4 (1)		
Council Nominations Committee	1		7	5 (2)	2	
Finance Committee	1	1	10	5 (2)	4	1
Honorary Degrees Committee	2	2	9	2 (2)	7	
Remuneration Committee			6	5 (1)	1	
Strategy & Planning Committee	1		15	10 (4)	5	
Senate	12	12	97		89	8
Management Board	2	1	10		10	
Promotions Committee	3	1	15		15	
Research Board	1	2	15		15	
Safety Committee	1	4	14		12	2
Teaching & Learning Board	1	4	21		17	4

We recognise that our committee compositions can be improved, and there is fluctuation in these figures, as several senior women have recently left the institution to further their careers. In addition, the figures taken alone can be misleading as the composition of several of the committees is largely external – for example, currently eight of the 25 Council members are female. Many of those which are largely internal have a specified ex-officio membership, so the gender and SET/non-SET split of the committee is determined by these roles.

## **b) SET Schools/Departments management and culture**

### **Supporting career progression**

#### ***Fellowships***

Over the last ten years our pioneering Anne McLaren Fellowship (AMF) scheme for female researchers in SET subjects, and the Nottingham Research Fellowship scheme (now in its fourth year), have attracted outstanding researchers to the University. Encouragingly, 28 female Fellows have been recruited in SET areas across the two schemes since 2003.

Our Fellowships offer the opportunity for international mobility to our University Campuses in China and Malaysia, and are now linked to an established academic post (beginning 2012/13), providing a well defined and secure career path. At least 2 AMFs are recruited each year, and one Fellow is appointed to a Nottingham Research Fellowship in each Faculty, with a sixth excellent individual also recruited. Due to its success, our Fellowship programme is being expanded, with a new three year International Research Fellowship, commencing in 2013.

Fellowships offered under each scheme also include the opportunity to apply for research costs up to £25,000 and childcare costs of up to £5,000 per annum and participation in a mentoring scheme and career development programme, ensuring that Fellows have the appropriate support.

The University has agreed to match fund one Daphne Jackson Fellowship (DJF) per annum, commencing in 2013. The scheme supports researchers with a background in SET to return to work after a career break, which has the potential to impact positively on female staff in particular. DJF holders at the University will be guaranteed an interview for an AMF at the conclusion of their initial award.

#### ***Promotion Process***

The University has established a clear, transparent and equitable pathway to promotion which is reviewed on a regular basis. Career breaks and reduced working hours are taken into account, when considering promotion applications,

<http://www.nottingham.ac.uk/hr/guidesandsupport/promotionandregarding/promotion/documents/promotionproceduretolevels4and5.pdf>

Some SET Schools have identified key areas where staff members require additional guidance. In response, PD runs tailored workshops to address these knowledge gaps. Recent sessions include promotion via the teaching route, writing promotion applications and strategies to help overcome personal and structural barriers combined with an opportunity to ask for specific career advice. There are many short courses listed on the Central Short Course web pages ([www.nottingham.ac.uk/csc](http://www.nottingham.ac.uk/csc)) under the Career Management category.

### ***Mentoring Schemes***

Across the University, PD offers mentoring workshops to ensure all staff fully understand the basis of a mentoring relationship, and assist in developing local strategies for implementing mentoring processes within Schools. The Faculty of Engineering has additionally developed an electronic database to connect prospective mentors and mentees which will help provide expert and individualised guidance.

### ***Nottingham Research Leadership Programme***

A one year pilot scheme has been developed to support and advance key academics in their strategic research leadership roles. A cohort of 14 academics has been selected to take part on the programme, and the gender split of participants is 50:50. A programme consisting of a lecture and seminar series, mentoring, 360 degree profiling and coaching, building networks and action learning sets, will commence in February 2013. We aim to nurture and develop visionary leaders who pursue excellence, set research agendas, contribute to the sustainability of our collective research culture and ambitions, and who are inspirational team leaders and role models.

### **c) Individual staff working in SET**

The University is privileged to have many highly talented women pursuing successful careers within the SET disciplines. Their work is undoubtedly exceptional, but these women are not exceptions to the rule, and we are confident that the supportive environment provided at Nottingham will help *all* women accelerate their career pathway.

### ***Faculty of Engineering***

Professor Sarah Sharples, from the Faculty of Engineering, achieved promotion to Associate Professor in January 2007 (immediately before her second period of maternity leave), Reader in August 2010 and Professor in August 2012. She has said that attendance on the APPLE programme was core to her being promoted. During this time she has managed a portfolio of projects and supervised a large number of PhD students, as well as taking on a senior research management role within the Faculty. Her ability to maintain momentum in her research and management activities was supported by a flexible working hours policy upon her return from maternity leave. She received strong support in managing her work-life balance from colleagues, her Head of Department and the Dean of Engineering.

### **School of Physics and Astronomy (SOPA)**

Over the last decade, SOPA has been at the forefront of adopting Athena principles. This is reflected in the award of two of the ten prestigious 5-year Rutherford Fellowships to Nina Hatch and Clare Burrage, (both AMF holders), by the Science and Technology Facilities Council in March 2012. The School was proactive in providing application guidance and rigorous mock interviews. Nina Hatch had her interview while still on maternity leave and the awards for research costs and childcare they received as AMF holders will be continued for the duration of their Rutherford Fellowships.

When Meghan Gray, also a former AMF, returned from maternity leave she requested a three month period of 60% FTE, followed by a further two month period of 80% FTE. This gradual period of increased hours allowed her to transition successfully back to 100% FTE when her child was a year old. Meghan says:

*'The Head of School fully supported this programme of return. It was all very, very easy, I simply emailed the HoS with my requested working plans and he approved them!'*

### **School of Chemistry**

The School of Chemistry is also a strong supporter of helping women secure Fellowships and further funding. Libby Gibson, a Dorothy Hodgkin Research Fellow, says:

*'My fellowships have enabled me to establish an independent research group with one post-doctoral assistant funded from my Anne McLaren Fellowship, two PhD students, one funded from the DTA, and one student joint funded from Midlands Energy Consortium between Loughborough and Nottingham Universities. I have secured further funding from the Royal Society and funding for an International Joint Project with a world leading group at Dalian University in China. I am also gaining teaching experience at all levels.'*

## 5. Embedding Athena SWAN (2000 words max)

Explain how Athena SWAN has been embedded within the University, with particular reference to all SET Departments, including:

### **a) Describe the steps taken to encourage all SET Departments, including those less well advanced, to apply for Athena SWAN department awards.**

WinSET representatives from each School and the WinSET Coordinator provide targeted support and encouragement to those Schools who have only recently convened their SAT and help to address specific problems. Ongoing support is also provided to help individual SATs to deliver their Action Plans via the formation of Working Groups, for which funding has been identified to support Working Groups.

The two Schools currently without Awards in the Faculty of Science (Chemistry and Computer Science) and the School of Geography in the Faculty of Social Sciences are being given support to build strong SATs, in order that they can submit robust Athena applications in April 2013.

Professor Ian Hall, the Dean of the Faculty of Medical and Health Sciences commissioned an internal review by Q3 2012 to identify the issues and barriers which prevent women's progression. This was completed by Dr Helen Budge, Clinical Associate Professor and Reader in Neonatology, supported by a small task force that included the School of Clinical Sciences School Administration Manager, representatives from ten Schools, including the BRUs and BRCs and the WinSET Coordinator, to guarantee that all voices were heard, and that the community is working towards the same vision. The strategy for the reorganisation of the Faculty of Medicine and Health Sciences (to be implemented by August 2013) will build upon the findings of the review conducted by Dr Budge. This strategic overview will help embed Athena principles in the Faculty reorganisation and assist in the drive to achieve a Silver Award status within the next two years.

### **b) What resources, skills and support does the University offer to assist SET departments with their submissions?**

The WinSET Coordinator is based within the Research Policy and Development Team in Research and Graduate Services and works half the hours of a whole time equivalent post. His appointment has helped to raise the profile of WinSET activities and disseminate the Athena SWAN principles throughout the University. He is experienced in quantitative and qualitative methodologies and assists Schools in developing their own research instruments, and data analyses. Having a Coordinator with an overview across the University means that interaction between SATs from different Schools can be facilitated and best practice adopted. However, a key action in moving forward is to ensure Schools buddy up, and cross attend SATs, to get a broader perspective as to how other schools are achieving their initiatives. Where funding has been identified to support Working Groups and develop specific activities within Schools and Faculties, the Coordinator helps control this budget.

Members of the WinSET group provide detailed peer review of all School submissions. In addition, Schools are also encouraged to seek external representatives to provide peer review for Award applications or to sit on their own SATs as external consultants. The

WinSET Coordinator keeps a database of contacts from other HEIs, particularly those from the local Athena SWAN Regional Network.

**c) Describe the framework in place within the University that provides access to tools and processes for the self-assessment process**

Obtaining accurate statistical data, both current and historical, has in the past proved very time-consuming for Schools submitting Athena SWAN applications. In response, we worked hard to resolve this situation with HR, and from January 2012 an annual collection of data sets was collated, comprising all the data sets mapped to the appropriate fields required in any Award submission for each SET School. In addition, total data for the University, and disaggregated data sets by Faculty, is readily available to schools. HR has also identified an Athena Specialist who is able to offer dedicated advice on interpretation of datasets to School representatives. Likewise, the University’s Planning and Management Information Division forwarded all necessary data sets relating to student information annually in Q2. PD also supplies data relating to attendance on training and development programmes disaggregated by School and gender in Q2 each year.

As soon as these data are received by the WinSET Coordinator they are posted on the ‘Internal Access’ pages of the WinSET website ([www.nottingham.ac.uk/winset](http://www.nottingham.ac.uk/winset)) meaning that School representatives can immediately view their own data, compare these numbers from other Schools, and help them to benchmark their activities. Links to HEIDI and HESA data are also provided on these web pages enabling School representatives to obtain national benchmarking data. Further discussion with the University data suppliers is taking place to enable specific search queries to be run for Schools and for granularity of data to be improved more generally. A key data set that it is currently not fully captured relates to leavers, and particularly destination, data which we are keen to examine in detail to see if there are any differences by gender.

The University ran a Staff Engagement Survey in 2012 and data disaggregated by SET Schools, and also by gender and grade are available for use by SATs. Data are currently being analysed but preliminary data show that in relation to career development, for example, SET women were more positive than the UNUK average and in all but one of the responses, more positive than their male SET colleagues (see Table 5.1 below).

**Table 5.1 Career development at the UoN: Responses of SET staff respondents**

	Male (n=414)	Female (n=280)	UNUK average
I am clear about what training and development opportunities are available to me	69%	73%	67%
I feel that the access to training and development opportunities is fair	78%	74%	69%
I am encouraged to develop new skills	55%	64%	56%
I can see opportunities that I could take to develop my career at the University	56%	58%	47%
I am committed to developing my career in my role	85%	92%	76%
The University is committed to training and developing its staff	66%	73%	63%

**d) How does the university recognise, reward and celebrate the success of women and SET initiatives and departmental submissions?**

The WinSET Group holds an annual event, to recognise and celebrate the role of women in SET subjects, address particular issues facing women, and provides networking opportunities. The event this year was over subscribed, with over 100 attendees. Every SET School or Department responded to the call to nominate an outstanding woman academic, including the Faculty of Engineering in Malaysia. Each nominee was then asked to produce a poster that reflected both their academic achievements and some of their personal challenges, which was presented to their peers. Inspiring keynote talks were provided by successful Anne McLaren and Dorothy Hodgkin Fellows. WinSET intends to build on these initiatives in the coming years, and move from raising awareness to provide women with useful and practical tools to overcome these personal barriers to career development.

Women have a visible presence in our Communications and Marketing material, and at our 2011 event we employed a professional photographer to take photos of SET women, from each school to build up our image bank. This will help us project a positive and fair picture, which promotes the good work of our female staff, to both internal and external stakeholders. The WinSET group has a range of additional display materials to enhance their presence at School conferences. Our WinSET Coordinator has presented talks at various events at the University of Nottingham and the University of Loughborough. The next event at Nottingham is entitled "Breaking Barriers as Female Researchers" and is taking place in the Engineering Faculty in December 2012. Videos are also available on the WinSET website and the UNUK Research web pages, in which female academics from the SET disciplines talk about their role and career development.

The University is keen to celebrate its own good practice in terms of helping to showcase women's career development in the SET areas. For example, in 2010, when Brigitte Scammell became the UK's first female Professor of Orthopaedics, there was extensive media interest. Professor Scammell said:

*It is a great honour to have been promoted and an absolutely amazing feeling to be the first 'lady' Professor of Orthopaedics in the UK. I couldn't have done it without the support of my colleagues and the enthusiasm of my students when they have learnt a new skill. I am very excited about the new challenges that being a Professor will bring and I hope that I will inspire other women to follow academic and surgical careers and enjoy their work as much as I do".*

**e) How does the University co-ordinate, report and monitor progress on action plans across SET departments?**

All WinSET representatives encourage their School to conduct at least one piece of primary research each year focusing upon issues that are related to the establishment of good practice and implement Athena SWAN principles at ground level. All questionnaires and survey pro forma developed by Schools are held centrally by the WinSET Coordinator to ensure that staff are not duplicating effort in developing similar research instruments.

WinSET reports to the Staff Equality and Diversity Action Group (SEDAG), Research Board and Knowledge Transfer Board to share progress. In addition, an annual report is produced by WinSET every April to keep the University up-to-date with how they are responding to their action plans and any developments that have occurred.

**f) How does the University share good practice among SET departments and across the University?**

All training and development opportunities as well as funding calls, news items and examples of good practice both within the University and externally are posted regularly on the WinSET website. Sharing good practice is a key aim of the WinSET group, and representatives from all SET schools are active in discussing actions which have worked well, in addition to barriers faced, and produce collective ideas on how to move forward. Each representative then reports back to their SAT.

A good example of sharing best practice is the development of School led Careers Conferences. The School of Psychology was proactive in funding the national seminar “Women’s career progression in Psychology-top tips for success”, which was held at The University of Nottingham in October 2011. Four internationally recognised women psychologists discussed various routes to success, shared their experiences and gave practical tips to younger female psychologists. Speakers included Professor Claire O’Malley from the University and the meeting was attended by over 50 Early Career Researchers from around the UK attended. The event gained press attention, both internally and externally, and was reported nationally in the Psychologist:  
[www.thepsychologist.org.uk/blog/blogpost.cfm?catid=48&threadid=2152](http://www.thepsychologist.org.uk/blog/blogpost.cfm?catid=48&threadid=2152).

The School is exploring making this an annual event, which will be rotated nationally, to foster good networks across UK universities, and funded externally. The British Psychological Society has offered to participate in this roll out, expanding our sharing of best practice nationally.

Paula Moran, Associate Professor & Reader in Behavioural Neuroscience, said:

*‘This has given us a real sense that our Athena SWAN initiatives are having an impact within the School’.*

The success of this venture has been discussed at WinSET group meetings, and consequently a similar initiative in Biology has recently taken place, with high profile speakers from industry and academia speaking on a range of issues, and offering participants the opportunity to ask pertinent questions.

## **6. Any other comments (max 500 words)**

The University is proactive in establishing clear policies and strategies to help embed the Athena ethos, as well as running a variety of activities to engage our students, staff and wider community. The following reflect some highlights of our movement to change culture.

### ***University Diversity Week 2011***

A week of activities took place to celebrate diversity and give staff opportunities to find support for issues which affect their working lives. Health and wellbeing was a crucial programme strand, and topical issues, such as work-life balance were addressed. This was complemented by spirituality events, film and culture, which provided fun and educational elements.

### ***Outreach and Public Engagement***

Our School of Physics and Astronomy is at the forefront in providing a wide-ranging school outreach program. Trends reveal that around Year Ten, female pupils begin to lose interest in physics, so the School targets events at this demographic.

Paula Croal, (PhD student), says this about her outreach experiences:

*'I am currently a STEM ambassador, which involves visiting city centre schools to explain science career paths. I enjoy challenging stereotypes, and I hope that younger girls can identify with me and see that studying science and maths is something that normal people do. Despite national statistics, MR physics doesn't seem susceptible to the gender gap with about 50% of the Sir Peter Mansfield Centre being women!'*

Our extensive work in schools and our annual community engagement event, Mayfest, brings science to life in the classroom and on campus. We hope to extend our reach in the community by running targeted sessions for young female pupils at Science in the Park, run annually by the British Science Association. The University holds an RCUK award for Public Engagement and is signed up to the PE manifesto, which further helps drive these activities. Staff involvement in activities will be factored into the TWM, to ensure staff are not overburdened, and their contribution is recognised. A series of Public Engagement Workshops and evaluation mechanisms have been planned by PD.

### ***Post doctoral fora***

Engineering and Chemistry have active PG and Post Doctoral fora. Chemistry's SAT sent out surveys to ascertain opinions of the appraisal process, future career choice and work-life balance and specifically targeted capturing the views of Early Career Researchers. Subsequently they have acted upon feedback to improve the provision of support and tailor it to the needs of their students and staff. Computer Science's SAT is currently looking at using similar surveys in their Post Doctoral forum, which has occurred due to sharing good practices at WinSET.

Dr Melissa Mather has recently been announced as the new Chair of The Engineering Research Staff Group. Melissa holds a prestigious personal five year EPSRC Career

Acceleration Fellowship, which guarantees a subsequent academic post. The Faculties Fellowship Training Programme provided help to secure Melissa's Fellowship.

***HR Excellence in Research Award 2010***

The University achieved the HR Excellence in Research Award, as part of our strategy to support research of the highest standard, as laid out in the principles of the European Charter for Researchers and Code of Conduct. This further reflects our commitment to improving the development of Early Career Researchers.

Progress made against Athena SWAN Bronze Award Renewal Action Plan (submitted May 2009)

Profiling of the SET Schools					
	Aims and objectives	Actions	Organisational Responsibilities	Milestones and Implementation	Current progress
1.1	Achieve appropriate gender representation of women in R&T roles at all levels within the SET disciplines.	<p>To work closely with SET Faculties to ensure that best employment practice is maintained in line with the Gender Equality Action Plans. The full Scheme and all three action plans are available at: <a href="http://www.nottingham.ac.uk/hr/equality-diversity/equality/equality_schemes.htm">http://www.nottingham.ac.uk/hr/equality-diversity/equality/equality_schemes.htm</a></p> <p>In co-operation with HR, to monitor gender balance of the SET staff profile and the operation of key processes, for example, staff promotion, staff development and good working practices, to ensure appropriate progress is achieved and identify areas for remedial action.</p>	<p>Pro Vice Chancellor for Human Resources, Deputy Director of HR, Heads of SET Schools</p> <p>HR, WinSET Chair, Athena Project Officer (APO)</p>	<p>Actions delivered in accordance within the timetables set out within the Gender Action Plans.</p> <p>Policy and procedures revised as required to support gender equality.</p> <p>WinSET representative on Staff Equality &amp; Diversity Advisory Group (SEDAG).</p> <p>Annual Report to be produced by WinSET Group to monitor staff profile, highlight areas of good practice and achievements, and identify areas needing further support.</p> <p>Annual reports on progress together with promotions data to be compiled by HR and Athena Project Officer and submitted to Equality and Diversity Committee (reporting to Senate and Council). <a href="http://www.nottingham.ac.uk/r">http://www.nottingham.ac.uk/r</a></p>	<p>Actions completed. New action plan 2010-2012 now in place</p> <p>Maternity, adoption leave and flexible working policies revised in line with statutory requirements 2010</p> <p>TS to attend SEDAG meetings</p> <p>Annual Report circulated to SEDAG, Equality and Diversity Committee (EDC) and Research, Knowledge and Transfer Board (RKT).</p> <p>University promotions data included in annual diversity report. 2010-2011 report to be produced May 2011 for consideration.</p>

		<p>Collect and standardise the data gathered in the monitoring exercise, at School level, to identify trends and perform SWOT analyses.</p> <p>To monitor closely the recruitment and selection processes to assure best practice.</p>	<p>APO, Heads of SET Schools, Athena Champions</p> <p>HR</p>	<p><a href="http://www.nottingham.ac.uk/egistrar/committees/equality.htm">egistrar/committees/equality.htm</a></p> <p>Contribute to the Annual Diversity Report which is available at:  <a href="http://www.nottingham.ac.uk/hr/equality-diversity/media/downloads/annual_diversity_report.pdf">http://www.nottingham.ac.uk/hr/equality-diversity/media/downloads/annual_diversity_report.pdf</a></p> <p>Annual Report to WinSET on data analysis across all SET Schools and the University.</p> <p>Standard reports will continue to enable faster statistical analysis and equality of opportunity throughout the entire recruitment process aimed at eliminating gender bias in selection and recruitment.</p> <p>Guidance to managers will continue to be provided to ensure consistent implementation of policies and procedures.</p> <p>Annual reporting of recruitment activity to Equality and Diversity Committee will continue to be provided.</p>	<p>Annual diversity report 2010 included recent Athena SWAN silver achievements</p> <p>Collation of standardised data sets in progress, with completed sets uploaded to the WinSET website.</p> <p>Included in annual Diversity Report 2010</p> <p>Completed – see above.</p> <p>Included in annual Diversity Report 2010</p>
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		A target has been set to increase the number of women in R&T posts in SET by 10% (based on data 1 June 2008 to 2012).	WinSET, Staff Advisory Group	<p>Clear Guide to Recruitment document published:  <a href="https://www.nottingham.ac.uk/hr/local/recruiting/">https://www.nottingham.ac.uk/hr/local/recruiting/</a></p> <p>First milestone will be 1 June 2009. Data to be collected and monitored concerning key career transition points, impact of recruitment, promotion and turnover. Report to be provided to WINSET, Heads of Schools and Staff Advisory Group.</p>	<p>Completed</p> <p>The number of women in STEM posts at the University of Nottingham increased by 14.5% (from 740 to 848 posts within the period June 2008 to March 2011). The number of male staff rose by 5.9% (from 1202 to 1274 posts) during the same period.</p>
1.2	To increase awareness, and subsequent adoption of, Athena principles throughout all SET Schools.	To ensure all SET Schools are represented on the WinSET Group.	WinSET Chair and Group, Athena Champions, APO	<p>Annual report to be produced by the WinSET Group and sent to all SET schools, analysing progress and highlighting issues across all SET Schools in the University.</p> <p>Hold an event by end of 2009 to share Bronze Action Plan and promote principles and opportunities of Silver accreditation.</p> <p>Evaluate current Silver Award holding Schools and disseminate good practice. Review and publicise their use of Transparent Workload Models.</p>	<p>Annual Report produced.</p> <p>Event held Oct 2010</p> <p>Current status of SET Schools in relation to Athena Award application included in Annual Report.</p>

		To seek broad representation in the membership of the WinSET Group in terms of gender, staff grade, ethnic background and those with childcare, or other carer responsibilities.	WinSET Group, Athena Champions	To promote awareness of Athena SWAN and WinSET Group at School level, using website and presentations at School Boards.	Ongoing
		Appointment of an Athena Project Officer (APO) (0.5 FTE).	Chair of WinSET		Appointed April 2009
		To develop a website to publicise activities of the WinSET group, and other similar groups (for example, Project Juno) and related initiatives throughout the University. This will be linked to the central HR Equality and Diversity site.	APO, HR	Test website functionality by September 2009 <a href="http://www.nottingham.ac.uk/winset">www.nottingham.ac.uk/winset</a>  Target to launch website by end of 2009.	Website operational
		To identify and encourage appropriate SET Schools to apply for the Athena Silver Award.	Heads of Schools, Athena Champions, HR	Annual report to WinSET Group regarding progress within SET Schools aspiring to achieve the Silver Award.  Establish standardised data sets for Schools to access via the website, to monitor their own performance and assist with awards submissions, by end 2009.	Summary included in Annual Report.  Ongoing
				Achieve a further two Silver Awards by 2012.	School of Physics & Astronomy received Silver Award July 2010. Faculty of

			WinSET, Professional Development Unit, Athena Champions	Promote Women's Network through Athena Champions. Host promotional event celebrating achievement of women in SET	Engineering application held over until Nov 2011. School of Chemistry possible bid for Silver 2012.  Event took place with representation from every SET School on October 26 <sup>th</sup> 2010.
<b>1.3</b>		Repeat equal pay audit by 2012.  Undertake analysis of Professorial pay by end of 2010.	HR	Second equal pay audit completed  Professorial pay audited/reviewed  Identify and address barriers to gender pay equity.	Review of level 7 pay undertaken 2010 – new payscales published.
<b>1.4</b>	To monitor career progression within the SET Schools	Annual reporting (to Staff Advisory Group and Equality and Diversity Committee) and dissemination of employment monitoring information.	HR	The production of annual employment trends and development of action plans arising from trend analysis, including data in relation to promotions, re-grading, performance and activity review.	3 year trend data included within Annual Diversity Report

Encouraging and managing career advancement - post-doctoral level					
2.1	<p>Provision of specialist training and development resources for women at significant career progression stages.</p>	<p>Provide programmes focus on enhancing and developing skills for career progression, including:</p> <ul style="list-style-type: none"> <li>• an accredited qualification as an Associate Teacher</li> <li>• Teaching and learning</li> <li>• Leadership</li> <li>• Interpersonal / communication skills</li> <li>• IT skills</li> <li>• Career planning</li> </ul>	<p>University's Professional Development Unit (PD), Graduate School, Heads of School</p>	<p>Maintain provision of existing PD programmes for Post Docs and Post Graduate Researchers.</p>	<p>Links to Professional Development Unit, Graduate School and national development opportunities posted on WinSET website. Over 25% of all female attendees on professional development courses are from SET disciplines.</p>
		<p>The University Graduate School also offers an extensive range of programmes and short courses for post grads and post doctoral researchers including:</p> <ul style="list-style-type: none"> <li>• Research-specific courses (eg problem exploration in research, planning your research)</li> <li>• Career development (eg CV clinics, becoming an academic researcher)</li> <li>• Interpersonal and communication skills</li> <li>• IT skills</li> <li>• Language courses</li> </ul>	<p>Graduate School</p>	<p>PD to produce annual report of attendance of SET women at these events.</p> <p>Individual SET schools to publicise courses and encourage attendance</p>	<p>Data from PD collated</p> <p>WinSET representatives encouraging course attendance.</p>
				<p>Maintain provision of existing Graduate School programmes Graduate School to produce annual report of attendance of SET women at these events to WinSET.</p>	<p>Over 300 attendances from SET women since October 2008 at programmes and short courses offered by the Graduate School.</p>

		Promote Early Career Mentoring programme for research only staff to ensure appropriate female SET engagement.	Graduate School	Annual report to WinSET on participation of SET women in Mentoring programmes.	The Roberts Money Working Group funded a post in 2009 to establish a mentoring scheme for early carer researchers - 11 have participated. There are also more informal mentoring processes within individual Schools for early career researchers.  Links to national mentoring schemes for SET women posted on WinSET website.
2.2	Research Fellowships	Continuation and expansion of the successful Anne McLaren Fellowship Scheme. Full details of these fellowships can be accessed at: <a href="http://www.nottingham.ac.uk/ris/html/Anne_McLaren_Fellowship.php">http://www.nottingham.ac.uk/ris/html/Anne_McLaren_Fellowship.php</a>  Encourage women in SET to apply for RCUK and other Fellowship programmes.  Recognition of those granted Fellowships through promotion on the website, at networking events and career development meetings.	RIS, APO  APO, RIS, WinSET  APO, University's Professional Development Unit  APO/RIS/HR	Publicise awards and Fellowships on the WinSET website, and through the University Research Innovation Services (RIS) and at career development meetings.  Provide information, support and advice to women from SET disciplines seeking to apply for RCUK and other Fellowships  Organise a workshop for those seeking to submit applications for Fellowships –	Ongoing.  Anne McLaren Fellows invited to present their work at WinSET meetings.  Fellowships data information posted on WinSET website, Graduate School and SEDU web pages.  In progress  Organised by Graduate School

				<p>first to be organised by end of 2009.</p> <p>Report to be presented to Research Committee, RIS and WinSET annually, summarising the number of Fellowship applications, the proportion of SET women applying and relevant outcome data.</p> <p>Regular new items disseminated on female successes within SET.</p> <p>Fellowship holders Invited to present seminars at WinSET events to celebrate and recognise the recipients of the awards and provide role models for potential applicants.</p>	<p>Data on Fellowships included in Annual Report. The ASSET Survey (2010) indicated that 40% of all STEM women academics who responded were holders of a Research Fellowship (males=47%) and 27% had won a professional Prize or Medal (males=30%).</p> <p>Updates posted on website</p> <p>Invitations to new Fellowship holders to be sent out for presentation at WinSET by end 2010.</p>
2.3	To continue to provide gender-specific training to support career	Continuation of the APPLE ( <b>A</b> cademics' and <b>A</b> dministrators' <b>P</b> rofessional, <b>P</b> ersonal and <b>L</b> eadership <b>E</b> xperience) programme: <a href="http://www.nottingham.ac.uk/sedu/apple/">http://www.nottingham.ac.uk/sedu/apple/</a>	University's Professional Development Unit, Athena Champions, APO	<p>Maintain and expand provision of APPLE programme. PD to produce annual report of attendance of SET women.</p> <p>Continue to recruit at least 50</p>	The target population now includes research staff (including post docs and new lecturers) in addition to the original intended delegates (women in mid-career in research, teaching,

	progression.			<p>female staff to the APPLE course for each cohort with a proportional representation of SET women.</p> <p>Individual SET schools to publicise courses and encourage attendance.</p>	<p>administrative, professional and managerial roles). The programme has been enhanced to include a choice of 3 ILM leadership awards, 8 personal development segments and a range of themed learning sets including one specifically on career development.</p> <p>4 cohorts of women have completed the programme and the 5<sup>th</sup> finished in May 2010. A total of 293 women have now attended or are currently attending the programme, which includes 93 from SET schools.</p>
		<p>The APPLE programme Alumni Group to be supported by PDU, using electronic and face to face communications with regular meetings on topics requested by members.</p> <p>Develop a Knowledge &amp; Skills Transfer Scheme to encourage job rotation &amp; shadowing to enhance individual career development.</p>	<p>University's Professional Development Unit</p> <p>University's Professional Development Unit</p>	<p>A career progression masterclass will be delivered (2009/10). Attendance by women in SET will be recorded and reported to WinSET.</p> <p>The Scheme will be presented to WinSET in 2009/10.</p>	<p>Alumni Group holds occasional meetings. Careers progression masterclass postponed due to non-availability of speaker.</p> <p>Consultation documents sent for circulation (March 2010).</p>
<b>Encouraging and managing career advancement - introducing flexibility in working patterns</b>					
<b>3.1</b>	Identify opportunities to increase	In line with the Gender Action Plan flexible working arrangements will be reviewed, with the aim of identifying opportunities that	HR	Publish outcome of review to Equality and Diversity Committee.	Action included in gender equality action plan and on HR workplan

	flexible working.	will meet both the needs of staff and the organisation.		Publicise current opportunities more widely including via the WinSET website.	<p>ASSET Survey (2010) showed that 16% of all female staff respondents work less than full time now (males=2%) and 27% have worked less than full time in the past (males=7%).</p> <p>The Faculty of Engineering have produced and disseminated a Guide to Good Working Practice. A key element of the document includes a section on flexible and part-time working.</p>
<b>3.2</b>	Support for staff intending to use and returning from caring/family related leave.	<p>Hard and electronic copies of an information booklet relating to parental leave, including maternity leave, and associated provisions, such as childcare services and return to work policies will continue to be provided to all Schools and Departments and to all employees intending to use family leave.</p> <p>Review the effectiveness of the implementation of Keeping in Touch (KIT) Days.</p>	<p>HR, Heads of Schools</p> <p>Heads of Schools</p>	<p>Ongoing action.</p> <p>Monitor uptake and use of Keeping in Touch days.</p>	<p>HR continue to produce and update hard copy and electronic versions of latest policies.</p> <p>A "Frequently Asked Questions" resource is being developed by HR to provide additional guidance for maternity/paternity leave processes.</p> <p>Completed August 2011.</p> <p>ASSET survey (2010) showed that 85% of women respondents who had taken maternity leave valued the contact and 'keeping in touch' with colleagues while they were</p>

					away.
<b>Encouraging and managing career advancement - moving into senior academic appointments</b>					
<b>4.1</b>	To provide appropriate opportunities for training and development to support SET women moving into senior roles	<p>Continue to provide WAND (Women's Advancement, Networking and Development) which is a 1 year women's development programme run by PD.</p> <p>The programme elements are:</p> <ul style="list-style-type: none"> <li>• 2 core days focussing on leadership, strategic thinking, coaching and mentoring</li> <li>• Promotions masterclasses</li> <li>• 6 optional modules including project management and emotional intelligence</li> <li>• 360 degree feedback</li> <li>• A paired coaching scheme</li> </ul>	<p>University's Professional Development Unit</p> <p>Heads of Schools, Schools Staff Development Officers.</p>	<p>Maintain provision of WAND programme. PD to produce annual report of attendance of SET women to WINSET.</p> <p>Continue to recruit at least 30 female staff to the WAND course each cohort with a proportional representation of SET women.</p> <p>Individual SET schools to publicise courses and encourage attendance.</p>	Over half of delegates from the second cohort of the WAND programme (commenced March 2010) are from SET disciplines.
<b>4.2</b>	To increase the networking opportunities available to SET academics in more senior roles	Senior Women's Network to be established to support women holding senior academic posts and aspiring to leadership roles.	Pro Vice Chancellor with Responsibility for Human Resources, WinSET Group, Athena Champions, APO.	<p>Senior Women's Network Consultation meeting to be held in June 2009.</p> <p>Publicise and support the Senior Women's Network through the Athena Champions and throughout the SET disciplines.</p> <p>Establish reporting link through WinSET Chair.</p>	<p>3 meetings held in 2009 with a total of over 100 attendees.</p> <p>Ongoing</p>

<b>Maintaining a positive culture</b>					
<b>5.1</b>	To increase the profile within the University of women from SET disciplines	To increase representation of women in terms of gender on strategic committees within the University.  To increase the numbers of women who are Heads of Schools.	WinSET, PDU	Identify leadership development opportunities for women aspiring to senior academic and institutional roles.  Numbers to be monitored annually and data presented to WinSET Group.	WinSET to showcase and promote positive role models of successful women academics.  3 women are Heads of Schools (Biosciences, Community Health Sciences, Geography).
<b>5.2</b>	To ensure all staff have access to high quality childcare	The University currently offers a 50 place Day Nursery for children from 4 months to 5 years (from 8am to 6pm) and a Play scheme for children aged 4 years 6 months to 12 years during periods of school closures. All staff are fully qualified early years practitioners. See: <a href="http://www.nottingham.ac.uk/child-care/staff.html">http://www.nottingham.ac.uk/child-care/staff.html</a>	WinSET Group, Athena Champions and APO.	Publicise University Childcare Services on WinSET website by end of 2009,	Completed.  Sue Mellors (Head of Childcare Services) attends WinSET meeting. Summary data on childcare services are collated.
<b>5.3</b>	To ensure women do not feel isolated or vulnerable because of poor working practices	Embed HR policies and procedures into Schools and Department.	HR. Heads of SET Schools	Ensure HR advisors are aware of and have access to information on gender equality issues within individual Schools.  Existing monitoring practices augmented by including: <ul style="list-style-type: none"> <li>• Training attendance (PDU)</li> <li>• Harassment and discrimination claims</li> <li>• Grievances</li> <li>• Disciplinary cases</li> <li>• Exit interviews.</li> </ul>	HR advisers have access to data on individual schools through new standard reports  Heads of School are made aware of all dignity cases and grievances – numbers across the University are very small Exit interview data to be circulated annually to schools from April 2010

		Impact assessments of University policies are undertaken to identify adverse impacts on the promotion of gender equality.	HR, Heads of Schools	Results used to inform the recruitment and selection process and other HR policies.  Action plans developed at University and School level to address adverse impacts identified in Gender Equality Impact Assessment.	Ongoing
<b>5.4</b>	To maintain a positive work-life balance in SET Schools and the University	To encourage a collegiate environment where all staff are aware of, and have the opportunity to participate in, social and cultural events organised within the University.  To encourage all SET Schools to develop a policy of holding key meetings within core hours (1000-1600).	Marketing and Communications, WinSET Group, APO  WinSET Chair, Heads of SET Schools	A regular staff newsletter includes items ranging from academic achievements to advance notice of cultural events.  Inclusion of events component on WinSET website by end 2009.  Report on progress to be submitted to WinSET by end of 2010.	Ongoing  Complete  2010 progress report completed

## **Part 7b University of Nottingham Athena SWAN Silver Award Action Plan 2012-2015**

The Action Plan identifies four key action points relating to our overarching aims, to support SET women and have a positive effect in improving an institutional culture of fairness and equality, in line with the Athena SWAN Charter principles. The four key action points are outlined below, and are clearly marked throughout our action plan, to ensure all our aims are specific and targeted.

### ***Key Action Points (KAP)***

1) Attract and Inspire – increase the intake of female undergraduate and postgraduate SET students

*Summary: Review of best practice interventions designed to increase profile and visibility of women in SET, nurture career aspirations and attract more female students to consider the University of Nottingham as their preferred destination.*

2) Recruit and Retain – more female early career researchers

*Summary: Increase number of women commencing an academic career within the SET disciplines and develop Early Career Researchers by encouraging women to apply for promotion, increase the number of fellowships, Improved mentoring, targeted training and development.*

3) Develop and Promote – more women in senior academic posts

*Summary: Integrated working arrangements with all University Professional Service Departments to ensure optimal flexibility across the working day, week, year and career, to maximise profile of women in SET and support career progression of female academics into more senior roles.*

4) Foster Fairness – inclusive organisational culture and practices

*Summary: Ensure that all staff feel that the experience of working for the University is one which maximises their potential and where all are valued equally.*

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact value
<b>1</b>	<b><i>Profiling and analysis of data</i></b>						
1.1 KAP 2	Schools to conduct at least one form of primary data collection annually.	Ad hoc surveys and questionnaires conducted by some Schools.	Q3/2012- ongoing: Provide support (design, distribution and analysis) to ensure that all Schools to conduct at least one form of primary data collection.	WinSET Coordinator  Athena SATs	Monitoring by WinSET Coordinator of all action plans and primary research undertaken by SET Schools.	Higher quality data for schools to ensure best practice in fulfilling gender equality duties.	HIGH
1.2 KAP 3	Data analysis of the relative impacts of recruitment, promotion, anticipated turnover and PDPR on effecting change in the senior workforce profile.	Annual workforce profile analysis shows small (usually positive) year on year change.  Generate median career transition times disaggregated by gender across career pathways.	Q2/2014 - Develop appropriate initiatives in response to the analysis.	HR (Policy and Projects team)	Report to SEDAG.	Acceleration of the rate of change in gender profile of senior staff.	HIGH
1.3 KAP 4	Participation in Contract Research Staff Survey.	Previously ran the survey in 2009, which fed into the formation of the Concordat.	Run the survey in Q3/2013 and include specific questions about work life balance.	Graduate School	Graduate School and WinSET co-ordinator to analyse the feedback.	Better understanding of the issues facing Research Staff, to help us implement change.	MEDIUM

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact value
<b>1</b>	<b><i>Profiling and analysis of data</i></b>						
1.4 KAP 1	Review data by gender for degree class/completion times for all SET Schools.	Data from all SET School Athena applicants posted on WinSET website.	Q3/2012-Q3/ 2015: Review of annual data sets to identify any subject or curriculum areas where female students appear to be under-achieving.	WinSET Coordinator	WinSET Group to recommend any changes that could be made, including mode of assessment, additional mentoring or coaching.	Reduce gender disparities between genders in classes of degrees awarded/completion times.	MEDIUM
1.5 KAP 2	Collection of graduate destination data.	Graduate destinations, employment rates, universities that UG students have chosen for PG study are now posted at ( <a href="http://destinations.nottingham.ac.uk/">http://destinations.nottingham.ac.uk/</a> ).	1 Q3/2014 - Exit interviews to ascertain why studies are not continued. 2 Outreach to students through schools, social media and Careers and Employability Service website.	CCD  Schools	School activity recorded.	Each school will have a detailed database to provide information to prospective students and employers.	MEDIUM
1.6 KAP 4	Generate base line information to support the development and monitoring the objectives of the E &D plan.	Policy worker in Policy and Projects team identified to implement E&D plan.	Q2/2013 –SET specific breakdowns to be included in all indicators where relevant.	HR (Policy and Projects Team)	Indicators will be devised by project worker with stakeholder consultation. Reviewed via SEDAG and WinSET Group.	Indicators generated and agreed through consultation with improved and used to improve the management of E&D project delivery.	MEDIUM

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact value
<b>1</b>	<b><i>Profiling and analysis of data</i></b>						
1.7 KAP 4	Participation in Contract Research Staff Survey.	Previously ran the survey in 2009, which fed into the formation of the Concordat.	Run the survey in Q3/2013 and include specific questions about work life balance.	Graduate School	Graduate School and WinSET co-ordinator to analyse the feedback.	Better understanding of the issues facing Research Staff, to help us implement change.	MEDIUM

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact value
2	<b><i>Undergraduate and Postgraduate Students</i></b>						
2.1 KAP 1	To raise public profile of SET women who are engaged in outreach activities.  To expand PE work in line with the RCUK Concordat for Engaging the Public with Research.	Some SET Schools have Outreach Coordinators. The University has developed a Science Outreach Project with membership from most SET Schools ( <a href="http://www.nottingham.ac.uk/sop/index.aspx">http://www.nottingham.ac.uk/sop/index.aspx</a> )	Q3/2012- ongoing: 1 Improved promotion of, and public participation in, outreach and PE activities. 2 PE activities that improve UoN quality of research and its impact widen research horizon, build new partnerships, support social change and the 'public good'. 3 PE workshops for UoN staff planned by PD.	WinSET Coordinator; Science Outreach Project Steering Group	WinSET Annual Report and podcasts on WinSET website, to document more fully outreach activities that particularly reflect the work of, or impact upon, SET women.	1 Outreach officers based within >50% of all SET subjects by Q4/2013. 2 Increased public awareness of SET issues. 3 Joint working with other universities in Athena SWAN regional network to develop and promote outreach activities. 4 Embed PE in activities that align with the UoN mission.	HIGH
2.2 KAP 1	Ways to encourage UG female SET students to undertake PG study.	ClubPostgrad offers a series of talks, events and workshops to inform about PG study.	Q1/2013 onwards:: WinSET, Centre for Career Development and Post Doc Fora to host co-ordinated, specific events	WinSET Coordinator	Feedback forms from events	Higher proportion of undergraduate female SET students undertaking PG courses.	HIGH

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact value
2	<b><i>Undergraduate and Postgraduate Students</i></b>						
2.3 KAP 2	Review steps taken by other academic and research institutions to help achieve gender balanced recruitment and admissions.	WinSET Coordinator reviews all principal reports.	Q1/2013-Q3/2013: Undertake comprehensive literature review of issues relating to why women study SET subjects at UG and PG level, and gender specific factors associated with career progression within HE.	WinSET Coordinator; WinSET Group; Recruitment and Admissions Office	WinSET Group to recommend actions and best practice strategies.	1 Increased awareness of barriers, and how to help overcome them. 2 Higher profile of SET women within the university.	HIGH
2.4 KAP 1	Ways to encourage UG female SET students to undertake PG study.	ClubPostgrad offers a series of talks, events and workshops to inform about PG study.	Q1/2013 onwards:: WinSET, Centre for Career Development and Post Doc Fora to host co-ordinated, specific events.	WinSET Coordinator	Feedback forms from events.	Higher proportion of undergraduate female SET students undertaking PG courses.	HIGH
2.5 KAP 1	Gender balance of staff and ambassadors on Open days.	Locally led initiatives.	Q1/2013- onwards: 1 Ensure the image bank is populated with representative images. 2 Ensure events are appropriately led by female staff and ambassadors.	Comms & Marketing  SAT Leaders in Schools	Feedback from Open Days.	Greater proportion of females applying for courses.	MEDIUM

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact value
<b>3</b>	<b>Key career transition points: appointments and promotions</b>						
3.1 KAP 2	To support welfare and ensure satisfaction of researchers, in order to assist career development.	HR and Centre for Career Development have committed to fully implement Concordat <a href="http://www.nottingham.ac.uk/researchstaff/documents/concordatactionplan.pdf">http://www.nottingham.ac.uk/researchstaff/documents/concordatactionplan.pdf</a>	Q3/2012-Q3/2015: 1 Exit interviews and first destination interviews with post-doctoral students to determine why they left the institution. 2 Online job satisfaction annual survey with post-doctoral research staff, contract research staff and PhD students.	WINSET Coordinator and Centre for Career Development	Report to WinSET: identify appropriate actions.	Increased job satisfaction and retention rates.	HIGH
3.2 KAP 2	Career mentoring.	Continuation of APPLE (Academics' and Administrators' Professional, Personal and Leadership Experience) programme: <a href="http://www.nottingham.ac.uk/sedu/apple/">http://www.nottingham.ac.uk/sedu/apple/</a>	Q4/2012- ongoing: 1 Further intensive mentoring initiatives focused at School level. 2 Expand remit of Alumni Group to include mentoring of new participants.	Professional Development  Schools	PD evaluation.	Increased support and confidential space to discuss career issues.	HIGH
3.3 KAP 3	Clarify promotions process and support available .	Professional Development able to deliver custom promotions courses.	Q4/2012- ongoing: Promotion events held within individual Schools.	Professional Development (PD)	PD evaluation. Monitoring of changes in promotions data.	Improved awareness of promotions processes and more female staff encouraged and empowered to apply.	HIGH

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact value
<b>3</b>	<b><i>Key career transition points: appointments and promotions</i></b>						
3.4 KAP2	Increase number of Fellowships awarded to females in SET disciplines.	Anne McLaren Fellowships programme.	Q2/2012-ongoing: Nottingham Research Fellowships (RFs) and International RFs include up to £5k pa childcare costs, mentoring scheme and career development programme.	Research and Graduate Services	Monitoring by WinSET.	Accelerated individual career pathways. Women fellowship holders are positive role models to other early career researchers.	HIGH
3.5 KAP 2	Engage post-doc and contract research staff in career planning.	Faculty of Engineering has a Research Staff Group and a PG Research Student Learning Community Forum.	Q2/2012 – ongoing: Encourage all SET Schools to have active post-doc fora.	Athena School SATs	1 Report to WinSET Group. 2 School SATs to undertake primary research to monitor activity and effects. 3 Monitoring by Graduate School.	Improved awareness of importance of career planning among target groups. Increased take up of courses and programmes by research staff.	HIGH
3.6 KAP 3	Encourage more women to be recruited into senior academic positions and leadership roles.	Continue to provide WAND (Women's Advancement, Networking and Development) - a 1 year women's development programme run by PD.	Q2/2013 - Senior Women's Network to be relaunched to increase support and training for women seeking more senior roles, building on successes of APPLE and WAND.	Pro-Vice Chancellor HR, Access and Community and Chair of WinSET	1 Evaluation forms and annual focus groups surveying attendees of Senior Network Events. 2 Measure quantitative impact. 3 Promotion applications and successes.	Raise levels of self esteem in professional skills and improved management of expectations.	HIGH

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact value
<b>3</b>	<b><i>Key career transition points: appointments and promotions</i></b>						
3.7 KAP 4	Conduct equal pay audit.	Previous pay audit 2007/8.	Repeat audit Q4/2012: 1 Establish whether there are pay inequities. 2 Understand the nature of any inequities and the factors creating them.	HR; Staff Equality and Diversity Action Group (SEDAG)	Five step process using EOC guidelines.	Remedial action to address unjustified inequities.	MEDIUM

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact Value
<b>4</b>	<b><i>Career advice and support</i></b>						
4.1 KAP 3	To maintain and promote gender-specific training programmes for SET women.	1 Proportion of SET women attending all courses run by Professional Development Unit and the Graduate School is reported annually to the WinSET. Coordinator 2 Equality and diversity training provided to Schools of Biology and Chemistry in September 2012 <a href="http://www.stepsdrama.com">http://www.stepsdrama.com</a>	Q2/2013-Q3/2015: 1 Conduct a University-wide survey of training needs for SET women. 2 Further increase awareness and take up of gender specific training (eg APPLE, PEAR, WAND) by targeted promotion. 3 Higher granularity of data allows comparison of those who attend training and promotion patterns. 4 All SET Schools to be offered STEPS programme by Q3/2015.	WinSET Coordinator; Athena SATs  Professional Development	Report to WinSET Group.  Report to WinSET Group.	Identify any unmet training or development needs.  Proportion of women attending PD courses is at least equal to proportion of women academics employed in SET Schools.	HIGH

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact Value
<b>4</b>	<b><i>Career advice and support</i></b>						
4.2 KAP 3	All staff to participate in the Personal Development & Performance Review.	Annual appraisal system has now been replaced by PDPR, which will focus to a greater extent on the development of staff.	By Q4/2013 all staff to have been appraised under the new system.  The HR Policy and Projects team has been tasked with preparing a report to SEDAG Q4/2013 noting any changes in terms of impact on equality and diversity, which will be important in moving forward.	HR HoS	Monitor uptake of PD courses.	A review mechanism with greater emphasis on staff development, rather than pay progression.	MEDIUM

Action	Description of action	Related action already taken and outcome	Further planned actions	Responsibility	Evaluation method	Planned Outcome	Impact Value
5	<b><i>Culture, communications and departmental organisation</i></b>						
5.1 KAP 4	Transparent Workload Model is being developed centrally and rolled out across the University.	Work Load Framework questionnaire to all academic members of staff in November 2011 - views sought as to overall structure, weighting and activity - Citizenship, Teaching, Research and Administration.	Implementation by Q2/2013: Consultation workshops and an online discussion forum.	Working Group is led by Professor Sarah O'Hara, Pro-Vice-Chancellor (Human Resources, Access and Community).	Consultation process throughout to facilitate open communication ensuring all viewpoints and relevant information are taken into consideration.	1 Guarantee of equitable and transparent allocation of work. 2 Promote fairer working practices. 3 Prevent individual work overload. 4 Improve work culture and staff satisfaction.	HIGH
5.2 KAP 3	To increase profile of SET women by holding annual event: 'Celebrating Women in SET'.	Events held in Oct 2009, Nov 2010 and Jan 2012.	Annual event: Participation from all SET Schools and representatives from key external stakeholders. Next event: Q3/2013.	WinSET Coordinator; Athena SATs; Communications & Marketing	Event evaluation forms.	1 Raised profile of SET women within the University and externally. 2 Networking opportunity for SET women across the University.	HIGH
5.3 KAP 4	Mandatory recruitment and selection training for all involved in recruitment decisions.	At present all panels must have a trained Chair.	All panel members will have participated in E&D Training by Q1/2015.	HR (Policy and Projects Team)	Report to SEDAG: Review of recruitment and selection mechanisms to ensure they are fit for purpose.	1 Best practice by recruiters. 2 Reduce differential outcomes of appointment rates that cannot be explained by other factors (e.g. impact of international applications; economic climate).	HIGH

Action	Description of action	Related action already taken and outcome	Further planned actions	Responsibility	Evaluation method	Planned Outcome	Impact Value
5	<b><i>Culture, communications and departmental organisation</i></b>						
5.4 KAP 4	Promote equality and diversity among all staff members.	University Diversity week held in November 2011. Dignity at Nottingham Network launched November 2011. 2012: HR provided training for HoS and REF Coordinators on unconscious bias and implementation of the Code of Practice.	Q4/2012-Follow up events planned.  Ensure E&D training component is part of all new and ongoing training for Heads of Schools.	SEDAG  Professional Development	Monitor register of attendees.  Training evaluation feedback forms.	To reflect and celebrate diversity. Improved awareness of barriers for protected groups in mainstream population of University.	MEDIUM
5.5 KAP 4	Create a buddy system or cross membership of School level SATs to reinforce the sharing of good practice.	School representatives share good practice through WinSET meetings.	Q4/2013: Further investigate what would best benefit schools and implement a new system.	WinSET Coordinator	Report to WinSET group	Closer ties between schools to share good practice, and offer mutual support and advice on how to move forward.	MEDIUM

Action	Description of action	Related action already taken and outcome	Further planned action	Responsibility	Evaluation method	Planned outcome	Impact value
<b>6</b>	<b><i>Flexibility in the working day and career path</i></b>						
6.1 KAP 4	Review working from home policies.	Some Schools have their own policies. HR has developed very broad areas of guidance.	Q2/2014-Q3/2014: Electronic survey of School Managers and SET academics regarding their attitudes to flexible working options.	WinSET Coordinator; Athena SATs; HR	Report to WinSET who will submit recommendations.	1 Coherent University wide policy. 2 Identification and resolution of any issues that may particularly impact upon women.	HIGH
6.2 KAP 4	Develop overview of good practice initiatives of other HEIs and research organisations	First meeting of West Midlands Athena SWAN Regional Network held at University in May 2012.	Q2/2012- ongoing: Development of, and participation in, regional activities. Next meeting: 04/2012 (Warwick).	WinSET Coordinator	Monitor any changes in practice.	Dissemination and adoption of best practice.	MEDIUM