



Athena SWAN Bronze university award application

Name of university: Cardiff Metropolitan University
Date of application: 29 April 2016
Contact for application: Professor Scott Fleming
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An Athena SWAN Bronze university award recognises that the university overall has a solid foundation (the policies, practices, systems and arrangements) for eliminating gender bias and developing an inclusive culture that values all staff.

At Bronze university level the focus is on:

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

Sections to be included

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

1. Letter of endorsement from vice-chancellor: maximum 500 words

An accompanying letter of endorsement from the vice-chancellor (or equivalent) should explain how the university's SWAN action plan and activities in SET contribute to the overall university strategy and academic mission.

The letter is an opportunity for the vice-chancellor to confirm their support for the application and to endorse and commend any women and STEMM initiatives that have made a significant contribution to the achievement of the university mission.



29 April 2016

Dear Ms Dickinson,

Following the initial disappointment of our unsuccessful application for a University Bronze Award, we redoubled our efforts and have made significant progress. That setback had a galvanising effect on the whole University, myself included. We are further on our gender equality journey than we were 12 months ago; and the shared commitment is now more fully embedded within the fabric of the organisation from the ground up. This application makes explicit our determination to take forward this programme of work, and to pave the way for our timetable of submissions for Department Awards for all Schools (due to commence in November 2016) and a future University Silver Award.

The feedback on our previous application was an important 'reality check' for all of us, and especially for me. I had not conveyed my own personal conviction to gender equality which is long-standing and deep-seated. During 2015/16, the successful submission for this award has been one of my personal targets, and with strategic executive oversight of the University, improving gender equality is a key objective in the University's *Strategic Equality Plan 2016-2020*. It has also featured prominently in the extensive consultation exercise for the new *Healthy University Strategy 2016-2020*.

More specifically, during this academic session:

- I have taken action to improve the gender balance of the membership of Boards and Committees that I chair. This remains a pressing priority.
- One of these, Management Board, hosted a very successful workshop event in the autumn that highlighted the breadth and intent of our gender equality work, and identified barriers to progress. These have helped to inform our Action Plan.
- A second, Professorship and Readership Committee, has awarded Personal Chairs to two richly deserving female applicants. In the context of University's Professoriate, which is of modest size, this is significant. Continued encouragement and support for female applicants remains a key action.

Moving forward, there are two further imperatives:

- In preparing this application, it became evident that our information management is not sufficiently agile or efficient. I have therefore made provision for additional resource to be committed to effective on-going data capture and analysis.



- To promote gender equality and host Athena SWAN events, I have accelerated the introduction later this year of a pan-University Equality and Diversity network.

My retirement in August 2016 will not see any change in the emphasis accorded to gender equality. Until my successor is appointed, the Deputy Vice-Chancellor, Professor Jacqui Hare, will lead Athena SWAN work. Jacqui chairs the University's Athena Swan Strategic Group that was introduced during 2015/16, and will ensure that the University maintains the momentum that has been established.

As a University, we are fully committed to the spirit and principles of Athena SWAN, and to the delivery of the attached Action Plan. Our ambition is to engender an environment in which everyone is able to excel and fulfil potential. There is work to do – but we have taken important first steps.

Yours sincerely,

[492 words]

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| ACTION: 1.1 | Ensure better gender balance on influential University Boards and Committees. |
| ACTION: 1.2 | SAT to be provided with relevant data and timely equality and diversity information. |
| ACTION: 2.2 | Review promotion criteria, particularly at Reader and Professorial levels. |

Abbreviations used in sections 2 - 5 of this application

AB	-	Academic Board	PDR	-	International Centre for Design & Research
AL	-	Associate Lecturer			
AQSB	-	Academic Quality & Standards Board	PL	-	Principal Lecturer
AS	-	Athena SWAN	Prof	-	Professor
BoG	-	Board of Governors	PRP	-	Performance Related Pay
CSAD	-	Cardiff School of Art & Design	PVC	-	Pro Vice-Chancellor
CSE	-	Cardiff School of Education	QAA	-	Quality Assurance Agency for Higher Education
CSHS	-	Cardiff School of Health Sciences	RA	-	Research Assistant
CSS	-	Cardiff School of Sport	R&EB	-	Research & Enterprise Board
CSM	-	Cardiff School of Management	RDC	-	Research Degrees Committee
CV	-	Curriculum Vitae	RAE	-	Research Assessment Exercise
DCIS	-	Department of Computing and Information Systems	REF	-	Research Excellence Framework
DV-C	-	Deputy Vice-Chancellor	RES	-	Research & Enterprise Services
EDEG	-	Equality and Diversity Engagement Group	SAT	-	Self Assessment Team
ECU	-	Equality Challenge Unit	SEP	-	Strategic Equality Plan
FTE	-	Full-Time Equivalent	SL	-	Senior Lecturer
HEA	-	Higher Education Academy	SMPT	-	School Management & Planning Team
HEI	-	Higher Education Institution	SPR	-	Staff Performance Review
HERA	-	Higher Education Role Analysis	SPRS	-	Staff Performance Review Scheme
HPL	-	Hourly Paid Lecturer	STEMM	-	Science, Technology, Engineering, Medicine & Mathematics
HR	-	Human Resources	UCU	-	University and College Union
L	-	Lecturer	UEC	-	University Ethics Committee
L&IS	-	Library & Information Services	VC	-	Vice-Chancellor
L&TB	-	Learning & Teaching Board	VCB	-	Vice-Chancellor's Board
P&RC	-	Professorship and Readership Committee	WAM	-	Workload Allocation Model
PDR	-	International Centre for Design & Research			

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the university and as part of the team) and their experiences of work-life balance.

Cardiff Metropolitan University's Self-Assessment Team (SAT) comprises 8 women and 8 men. It includes academic and support staff as well as senior management, and has representation from the two STEMM schools, Cardiff School of Health Sciences (CSHS) and Cardiff School of Sport (CSS), and one STEMM department, the Department of Computing and Information Systems (DCIS), which is part of a mainly non-STEMM School, the Cardiff School of Management (CSM). It also includes the chairs and members of many of the University's key decision-making Boards and Committees (Table 1). Together the members reflect a broad set of 'work-life balance' circumstances and arrangements (Table 2).

Table 1: Cardiff Metropolitan University's Self-Assessment Team

Team member	Role within the University	School and/or Department	Role in the SATs
Dr Rachel Adams	Senior Lecturer – Biomedical Sciences	Department of Biomedical Sciences, CSHS	Member SAT Member CSHS SAT
Dr Jane Barnett	Business Support Manager (PhD student - completed in 2016)	CSS	Member SAT Member CSS SAT
Dr Harry Bowles	Lecturer – PE & Youth Sport	Education Field, CSS	Member SAT Member CSS SAT
Daniel Burrows	Lecturer – Applied Community Studies	Department of Applied Community Studies, CSHS	Member SAT Member CSHS SAT
Dr Lisa Edwards	Senior Lecturer – Sociology and Philosophy	Humanities Field, CSS	Member SAT Member CSS SAT

Professor Scott Fleming	Director of Research & Graduate Studies Chair – RDC & UEC Member – AB, AQSB, BoG, MB, R&EB	Research & Enterprise Services	Chair SAT Member of Athena SWAN Strategic Group Athena SWAN Panellist
Dr Marianne Gittoes	Reader – Sport & Exercise Biomechanics	Natural Sciences Field, CSS	Member SAT Member CSS SAT Athena SWAN Panellist
Professor Sheldon Hanton	Pro Vice-Chancellor (Research) Chair – R&EB Member – AB, RDC, UEC, VCB	University Executive	Member SAT
Helen Jones	Part-time HR Manager – Projects	Human Resources Unit	Member SAT
Dr Ian Mathieson	Deputy Dean (Learning and Teaching) Member - AB, AQSB, L&TB, SMPT	CSHS	Member SAT Member of CSHS SAT
Sam McAlister-Wilson	Equality and Diversity Officer and Athena SWAN Coordinator Member – EDEG	Secretariat	Member SAT Member Athena SWAN Strategic Group Member CSHS SAT Member CSS SAT
Professor Adrian Peters	Dean Chair SMPT Member – AB, MB, UEC	CSHS	Member SAT Chair CSHS SAT
Bev Smith	Deputy Dean of Quality and Standards Member – AB, AQSB	Academic Standards Quality Unit	Deputy Chair SAT
Dr Katie Thirlaway	Deputy Dean (Learning and Teaching) Member – AB, AQSB, L&TB, SMPT	CSS	Member SAT Chair CSS SAT
Richard Walters	Secretary to Academic Board & Clerk to the Board of Governors Chair – EDEG	Secretariat	Member SAT Member Athena SWAN Strategic Group
Dr Jason Williams	Head of Department - Information Systems	DCIS, CSM	Member SAT

Table 2: The SAT's 'work-life balance' circumstances and arrangements

Experience of balancing home/caring responsibilities and work part-time or flexible working/career break	<i>n</i> = 11	(69%)
From a dual career family	<i>n</i> = 9	(56%)
With recent experience of the institution's/department's recruitment and/or promotion processes	<i>n</i> = 16	(100%)
At different stages on the career ladder:		
- early career	<i>n</i> = 2	(13%)
- mid-career	<i>n</i> = 5	(21%)
With departmental/management responsibilities (e.g. staff development/equal opportunities)	<i>n</i> = 8	(50%)
Senior management experience	<i>n</i> = 7	(44%)

During 2015 the University established two STEMM School SATs and has supported the resourcing of these, as well as the on-going programme of institutional gender equality work, by increasing the capacity of the Equality and Diversity Officer.

- b) An account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

The self-assessment process leading to the unsuccessful application submitted in April 2015 began in July 2014. The SAT was established to oversee, guide, prepare and submit the University's Bronze Award application, to deliver and monitor the Action Plan, and to support the preparation and submission of Departmental applications. Fortnightly meetings were convened starting in July 2014, and a full SAT was introduced in October 2014. Apart from the summer of 2015, that pattern has been maintained in preparing this resubmission.

With the introduction of the School SATs the University's commitment to Athena SWAN is already more fully embedded within the organisation than hitherto. There is greater ownership at all levels and key stake-holder groups have been consulted at different times (Figure 1). Representatives from the SAT attend the Wales and South West Athena SWAN Regional Network meetings and conferences. Two members of the SAT have participated in Athena SWAN work as panellists for the Equality Challenge Unit, and another has attended as an observer. Advice has been sought and acted upon from 'critical friends' at Universities in South Wales with a more developed engagement with Athena SWAN than at Cardiff Met, and a track record of Athena SWAN success (Figure 1). The CSS also launched its own SAT by hosting a pan-University symposium to which invited external speakers contributed. Together, these have provided a platform for reflection on the University's state of maturity for advancing the careers of STEMM women, for sharing good practice and for establishing links with other HEIs.

In preparing this application data have been captured from the Human Resources and Payroll database (i-TRENT) for the three year reporting period from 2012-13 to 2014-15. Anonymised cohort data from the Health, Safety and Well-being Staff Surveys in 2010, 2012 and 2014 were also garnered to provide an organisational context of sickness absence (including stress-related illness), employee engagement, and physical health and lifestyle characteristics. In preparation for their own applications, the two STEMM Schools have conducted surveys with their academic staff relating to perceptions and attitudes towards a number of key factors discussed in the application such as promotion, flexible working, and organisation and culture. Where there are deficiencies in the data, an action point has been incorporated into the Action Plan (section 6).

To add 'richness' to quantitative indicators, qualitative data were derived from interviews with female academics to explore perceptions of barriers to career progression. This information helped to shape the content of two focus group discussions with female academic staff at Principal Lecturer and Reader level who had been through a key career transition point identified as a potential 'glass ceiling'. Pertinent data focus group have been used to inform a number of action points.

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| <p>ACTION: 1.5 Composition of SAT to be reviewed to ensure inclusion of students.</p> <p>ACTION: 1.6 Provide oversight to ensure SATs are established, and submissions are made.</p> <p>ACTION: 1.7 Delegate responsibility to appropriately experienced member(s) of School staff to provide Business Intelligence.</p> |
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Throughout the self-assessment process the SAT has been mindful of, and responsive to the feedback received about the previous unsuccessful application. In particular:

- Identification and analysis of issues;
- Linkages between data, analysis and actions;
- Reflection on discipline-specific issues and differences;
- Detail relating to applications for promotion.

To assist with the transparency of these, some tabulated data are 'boxed' in red to draw attention to a concern, and in green to highlight more favourable comparative points. Key analytical points emerging from data have also been emboldened.

The final draft of the application was approved by the Athena SWAN Strategic Group on 27 April 2016.

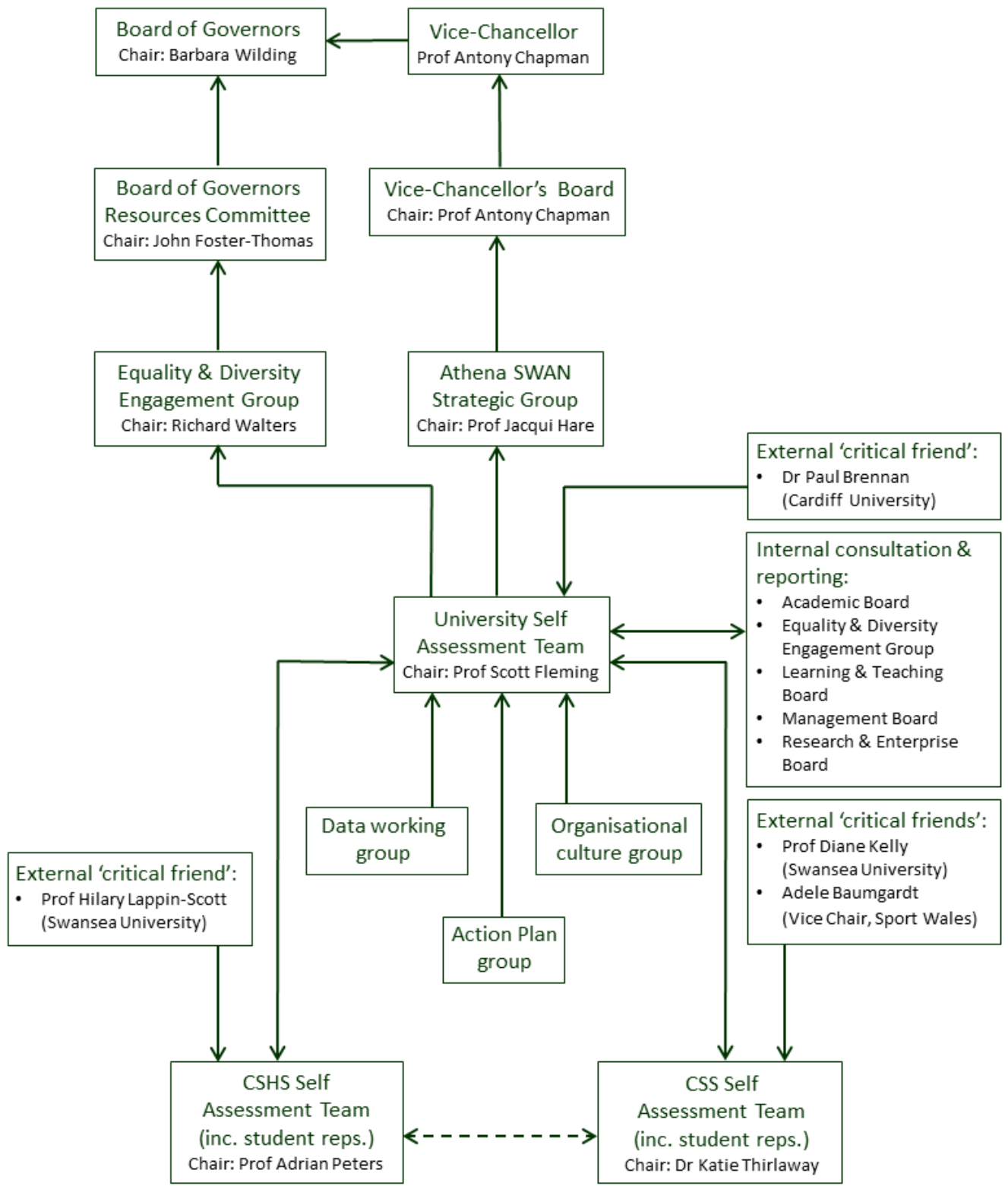


Figure 1: Cardiff Met's Athena SWAN Infrastructure

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

During 2015 the University established an Athena SWAN Strategic Group. Chaired by Professor Jacqui Hare, the University's Deputy Vice-Chancellor and Director of Student Experience, it meets termly and reports to the Vice-Chancellor's Board. The Strategic Group includes the Pro Vice-Chancellor – Strategy and Performance (David Price), the Directors of Finance and Human Resources (David Llewellyn and Jonathan Barrow) as well as SAT members identified in Table 2. It is responsible for the strategic leadership and resourcing of all current and planned Athena SWAN activities across the University.

Reporting to the AS Strategic Group, the EDEG and VCB, the SAT will meet six times per academic year, and more often when specific time-limited tasks demand. Its membership may be reviewed at any time and particular persons may be invited to attend meetings on an *ad hoc* basis. It may also establish limited lifespan working groups in pursuit of its aims. Its meetings will have standing items on the agenda including:

- Review of progress against Action Plan (noting barriers to progress, if any, and corrective actions, if required);
- Preparation of Departmental applications;
- Receipt of School Action Plan progress reports.

Under the University SAT's terms of reference, members are required to act as 'Champions' for Athena SWAN and to assist with future applications for department level awards. The two STEMM Schools are committed to the submission of departmental applications in the November 2016 round if this University Award application is successful. Plans for future submissions under the expanded Charter are outlined in Table 3. Matters arising from the School SATs are discussed at the University SAT and common approaches are adopted where appropriate. Figure 1 shows the University's infrastructure for taking forward its gender equality commitment and indicates the operational linkages between University SAT and School SATs with respect to data management.

ACTION: 1.2 SAT to be provided with relevant data and timely equality and diversity information.
ACTION: 1.3 SAT to meet twice per term and to receive twice yearly reports on Action Plan.
ACTION: 1.4 SAT to submit annual report on University Action Plan progress.
ACTION: 1.8 Publicise 2016 -19 Action Plan to staff and students using a variety of media.
ACTION: 1.9 Identified SAT members to act as AS 'Champions', properly acknowledged within WAM.

[Total for section 2: 990 words]

3. Description of the university: maximum 1000 words

- a) Provide a summary of the university, including information on its teaching, and its research focus, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments (academic and support staff separately), and any other relevant contextual information.
- (i) List of SET departments
 - (ii) Total number of university departments
 - (iii) Percentage of SET departments as a proportion of all university departments

Cardiff Metropolitan University can trace its history back over 150 years and now offers programmes of study to approximately 17,000 students. Of these, 59% enrol for undergraduate study, 38% for taught postgraduate awards and 3% enrol for research degrees; 88% of students are full-time and 12% are part-time. The University has 5 Schools and a Research/Enterprise Centre (Table 3). With an annual income over £80 million, the University has many international collaborative partners. The Research Excellence Framework 2014 placed the Cardiff Met 41st in the overall ranking of institutions¹ – the highest in the post-1992 sector. With an explicit strategic commitment to excellence, the University made a submission to only three Units of Assessment, but these included work in the STEMM subjects. For the second year running Cardiff Met was the most improved Welsh University in *The Complete University Guide*² published in April 2016.

¹ *Times Higher Education* (2014) REF 2014 results: table of excellence. 18 December. Available at: <https://www.timeshighereducation.com/news/ref-2014-results-table-of-excellence/2017590.article>

² *WalesOnline* (2016) Mixed fortunes for Welsh Universities in the latest higher education league table. 25 April. Available at: <http://www.walesonline.co.uk/news/education/mixed-fortunes-welsh-universities-latest-11233756>

Table 3: Cardiff Metropolitan University's STEMM and Non-STEMM Schools and Departments

School / Centre	SAT	Department / Discipline Group	STEMM	Non-STEMM
Cardiff School of Art and Design (CSAD)	To be established April 2017	Architectural Design & Technology		✓
		Artist Designer: Maker		✓
		Ceramics		✓
		Constellation		✓
		Fine Art		✓
		Graphic Communication		✓
		Illustration		✓
		Product Design		✓
		Textiles		✓
Cardiff School of Education (CSE)	To be established April 2018	Humanities		✓
		Professional Development		✓
		Teacher Education & Training		✓
Cardiff School of Health Sciences (CSHS)	Established October 2015	Applied Community Sciences	✓	
		Biomedical Sciences	✓	
		Health Care & Food	✓	
		Psychology	✓	
Cardiff School of Management (CSM)	To be established November 2017	Accounting Economics & Finance		✓
		Business Studies		✓
		Computing & Information Systems	✓	
		Marketing and Strategy		✓
		Professional Development & Language Studies		✓
		Tourism, Hospitality & Events		✓
Cardiff School of Sport (CSS)	Established September 2015	Education	✓	
		Humanities	✓	
		Natural Sciences	✓	
National Centre for Product Design & Development Research (PDR)	To be established with CSAD April 2017	Design & Innovation Policy		✓
		Design Management		✓
		Ecodesign		✓
		New Product Development		✓
		Prototype & Manufacture		✓
		Service Design		✓
		Surgical & Prosthetic Design		✓
		User Centred Design		✓

NB: PDR is arts and humanities based and will pursue an application under the expanded Charter mark.

In 2013-2014 (for which sector-wide data are available³), 53% of the University's academic staff were in STEMM subjects (59% across the sector), of whom 51% were women (only 39% across the sector). Of the 33 Departments in the University, eight are STEMM (24%), staff profiles are shown in Table 4.

Table 4: Male and female academic and support staff in STEMM Schools and STEMM CSM Department, 2012-13 to 2014-15

School/ Department	Year	Academic		Support		Total Number of Staff	
		Male (%)	Female (%)	Male (%)	Female (%)	Male (%)	Female (%)
CSHS (all School)	2012-13	53 (42%)	74 (58%)	19 (39%)	30 (61%)	72 (41%)	104 (59%)
	2013-14	52 (27%)	90 (63%)	19 (35%)	36 (65%)	71 (36%)	126 (64%)
	2014-15	56 (35%)	102 (65%)	20 (34%)	38 (66%)	76 (35%)	140 (65%)
CSS (all School)	2012-13	50 (65%)	27 (35%)	9 (24%)	28 (76%)	59 (52%)	55 (48%)
	2013-14	53 (65%)	28 (35%)	3 (14%)	19 (86%)	56 (54%)	47 (46%)
	2014-15	61 (67%)	30 (33%)	3 (12%)	22 (88%)	33 (28%)	83 (72%)
CSM (DCIS)	2012-13	8 (73%)	3 (27%)			8 (73%)	3 (27%)
	2013-14	8 (73%)	3 (27%)			8 (73%)	3 (27%)
	2014-15	9 (69%)	4 (31%)			9 (69%)	4 (31%)

NB: No support staff have been designated to the STEMM CSM department, as support staff are attached to the whole of the Cardiff School of Management rather than one specific department.

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

³ Equality Challenge Unit (2013/14) *Athena SWAN FTE benchmarking data*. London: ECU.

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

The University employs more women than men. Yet it is clear from Figures 2 and 3 that whilst women outnumber men in Associate Lecturer (AL) to Senior Lecturer (SL) posts, they are disproportionately under-represented in more senior roles of Principal Lecturer (PL) to Professor. **This is particularly evident for STEMM staff (Figures 4 & 5)**, though interestingly, not for non-STEMM Readers (Figure 6).

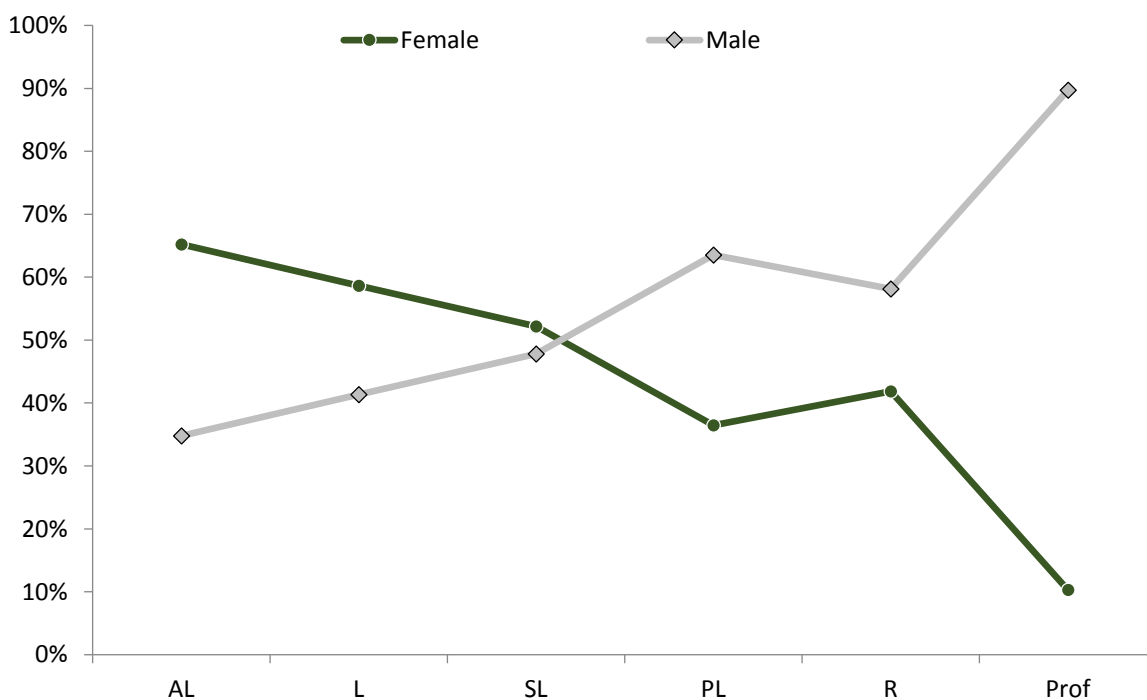


Figure 2: Career pipeline of the female and male proportions of all staff.
Proportion represents the three-year mean (2012-13 to 2014-15). Research assistant (RA) excluded.

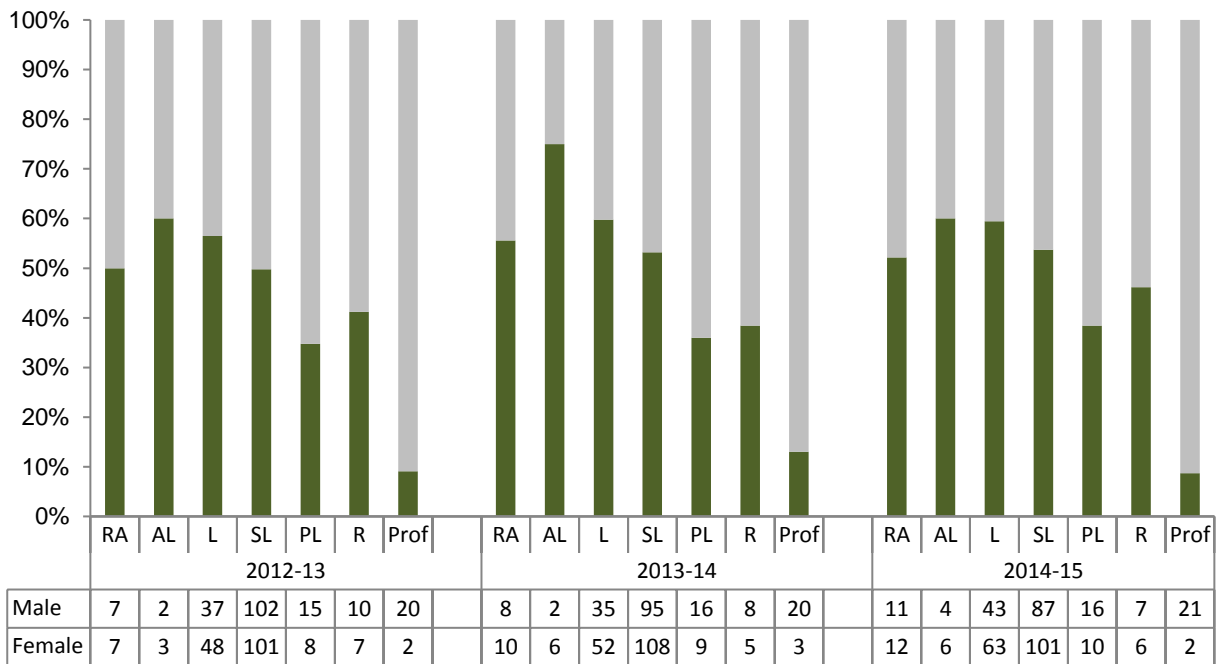


Figure 3: The female:male ratio of all staff by post, 2012-13 to 2014-15.

Green bars represent females. Grey bars represent males. Absolute numbers are shown in the table below the bars. RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor.

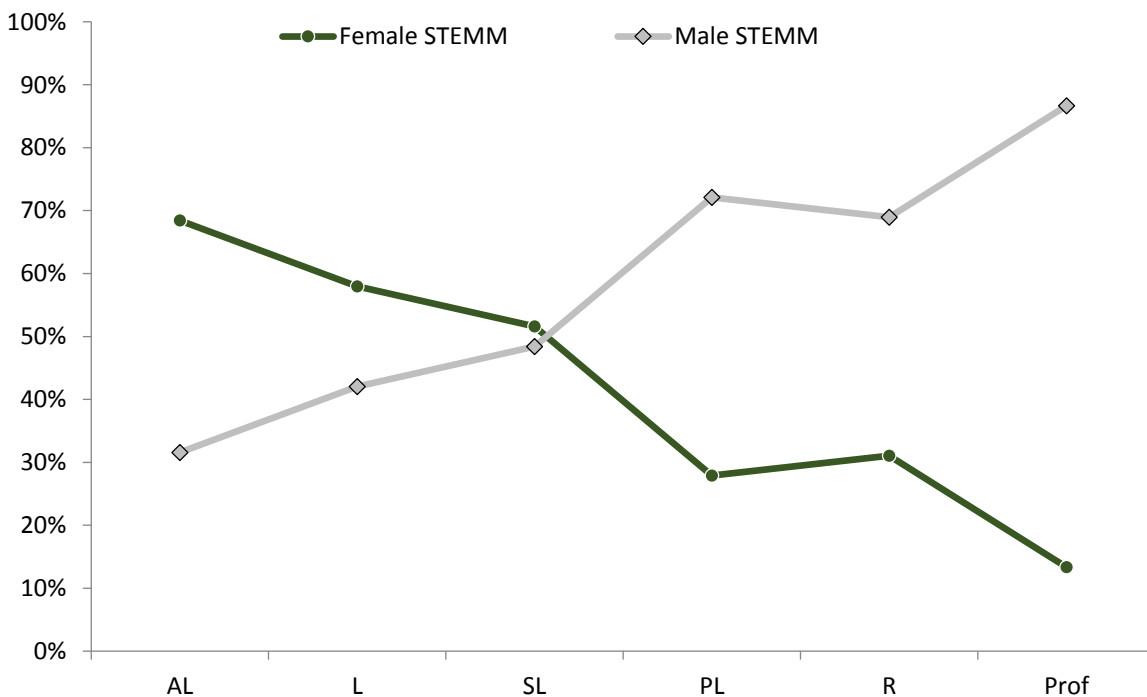


Figure 4: Career pipeline of the female and male proportions of STEMM staff.

Proportion represents the three-year mean (2012-13 to 2014-15). Research Assistant (RA) excluded.

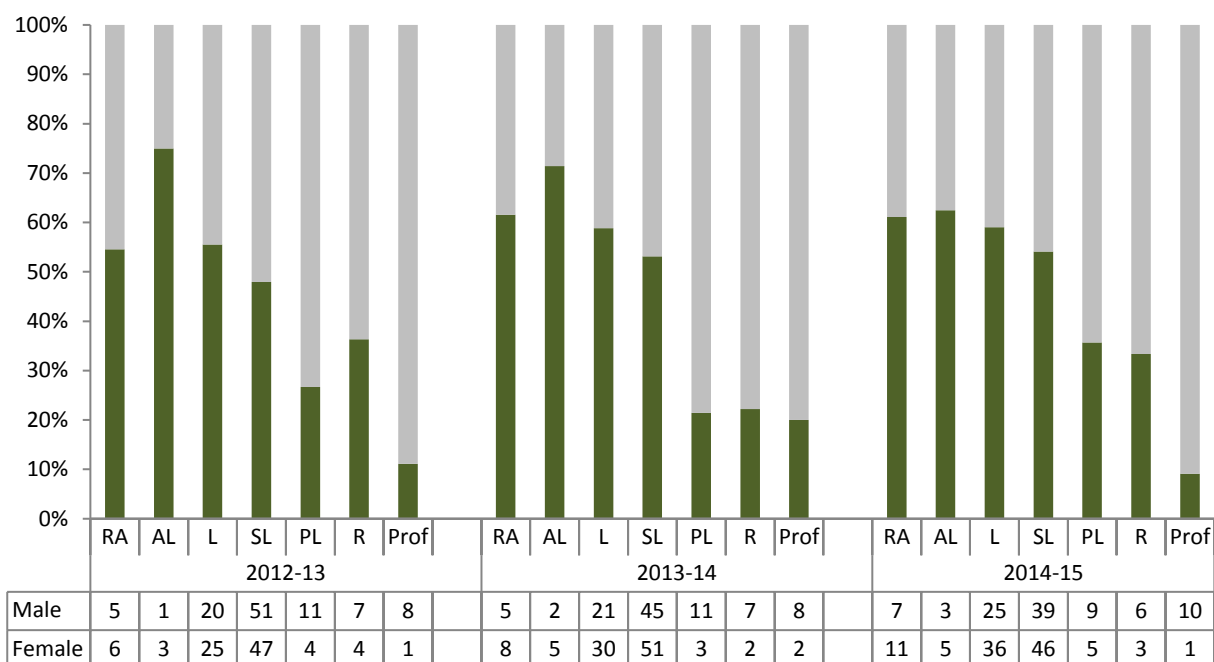


Figure 5: The female:male ratio of all STEM staff by post, 2012-13 to 2014-15.

Green bars represent females. Grey bars represent males. Absolute numbers are shown in the table below the bars. RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor.

There are clear differences in the two main STEM schools where the proportion of male staff outweighs females in CSS, particular at Reader and Professor level; whereas females outweigh males in CSHS except for Principal Lecturers, Readers and Professors (Figures 7 and 8).

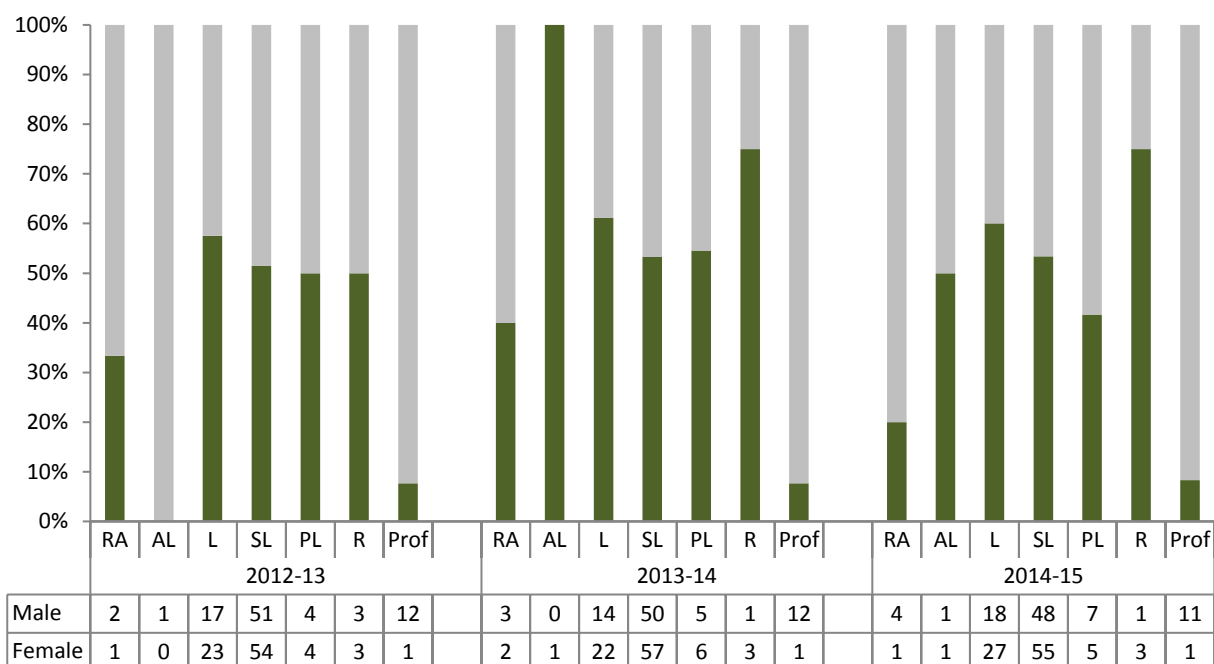


Figure 6: The female:male ratio of all non-STEMM staff by post, 2012-13 to 2014-15.

Green bars represent females. Grey bars represent males. Absolute numbers are shown in the table below the bars. RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor.

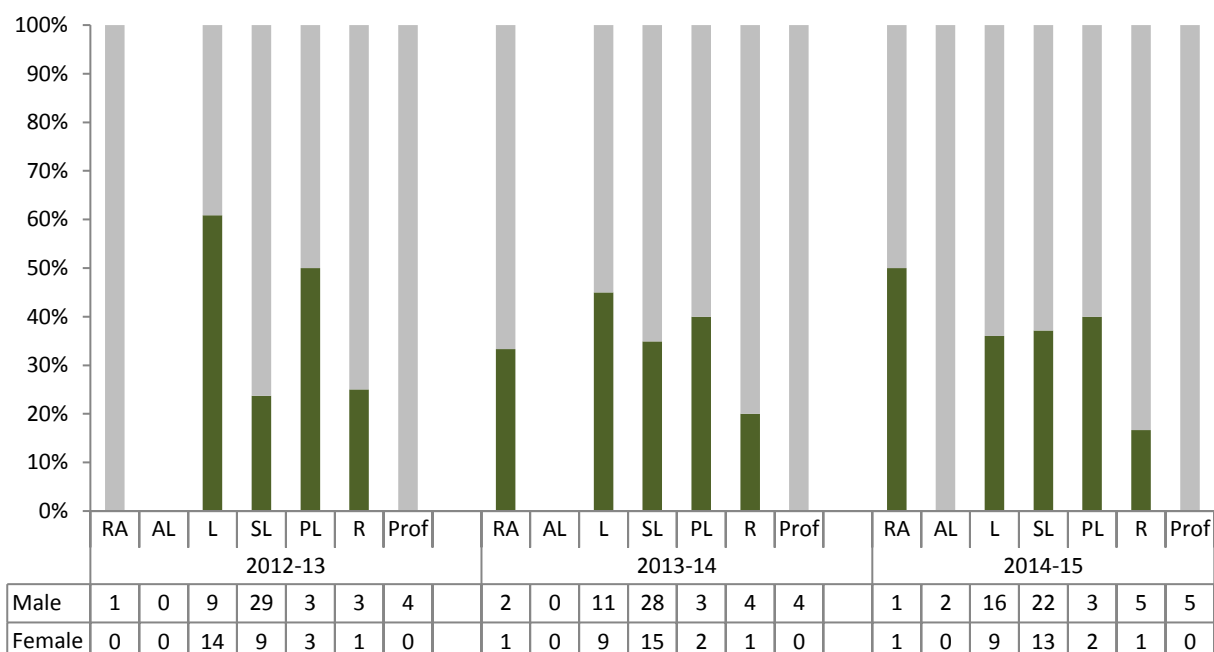


Figure 7: The female:male ratio of all CSS staff by post, 2012-13 to 2014-15.

Green bars represent females. Grey bars represent males. Absolute numbers are shown in the table below the bars. RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor.

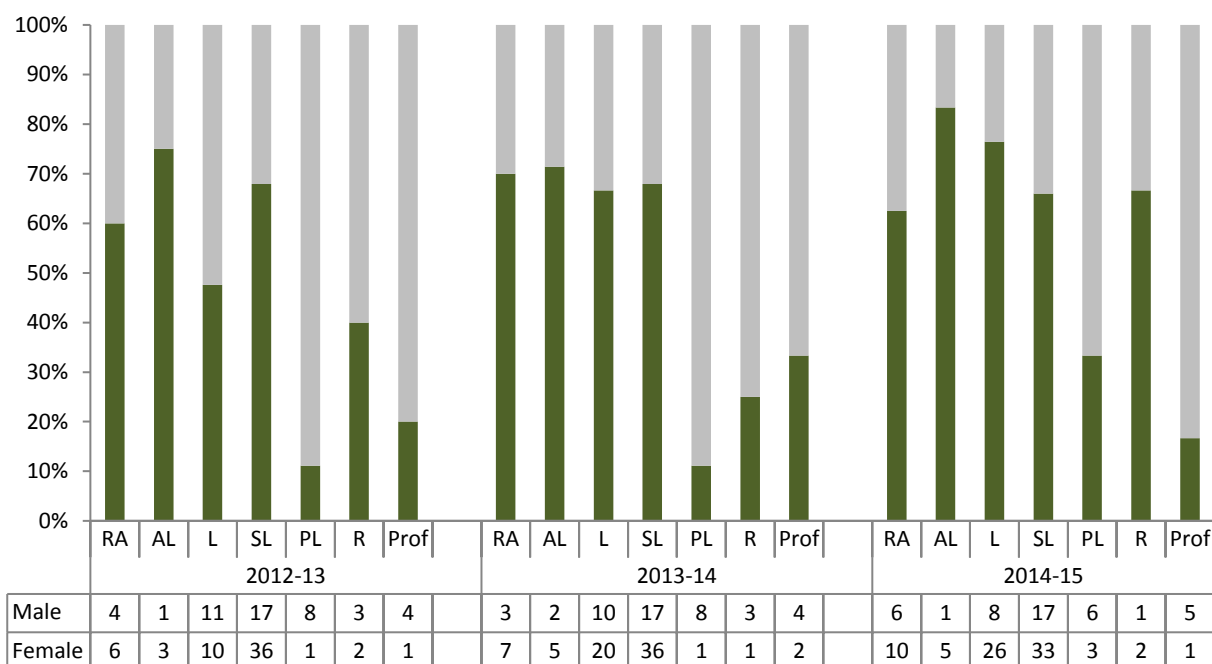


Figure 8: The female:male ratio of all CSHS staff by post, 2012-13 to 2014-15.

Green bars represent females. Grey bars represent males. Absolute numbers are shown in the table below the bars. RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor.

The multidisciplinary nature of the STEMM schools means that School-level analysis could mask subject/discipline specific differences. School data have therefore been disaggregated into departments or fields. The relatively small number of staff at each level for the disaggregated data makes interpretation difficult but the trend for **fewer numbers of female staff at higher grades is clear for all fields in CSS, and especially in CSHS (Tables 5 & 6).**

The CSS Natural Sciences field shows low female numbers within each post (Figure 9), whilst the CSHS Healthcare and Food Department shows higher proportions of females, except at Professorial level (Figure 10). In the CSM STEMM Department there are fewer female lecturers than males, but a **gender balance is found at Principal Lecturer level (Table 7).**

Table 5: The number of male and female CSS staff in each discipline field by post, 2012-13 to 2014-15

Discipline	Year	Gender	RA	AL	L	SL	PL	R	Prof
Education	2012-13	Male			5	2			1
		Female			8				
	2013-14	Male			7	3	1		1
		Female			5	8			
	2014-15	Male			9	2	1		
		Female			3	7			
Humanities	2012-13	Male			1	5			1
		Female			2	3	2		
	2013-14	Male			1	4	1	1	
		Female			2	3	1		
	2014-15	Male			1	3		1	2
		Female			2	2	1		
Natural Sciences	2012-13	Male	1		3	21	1	3	2
		Female			4	2	1	1	
	2013-14	Male	2		3	21	1	3	3
		Female	1		2	4	1	1	
	2014-15	Male	1	2	6	17	2	4	3
		Female	1		4	4	1	1	

RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor.

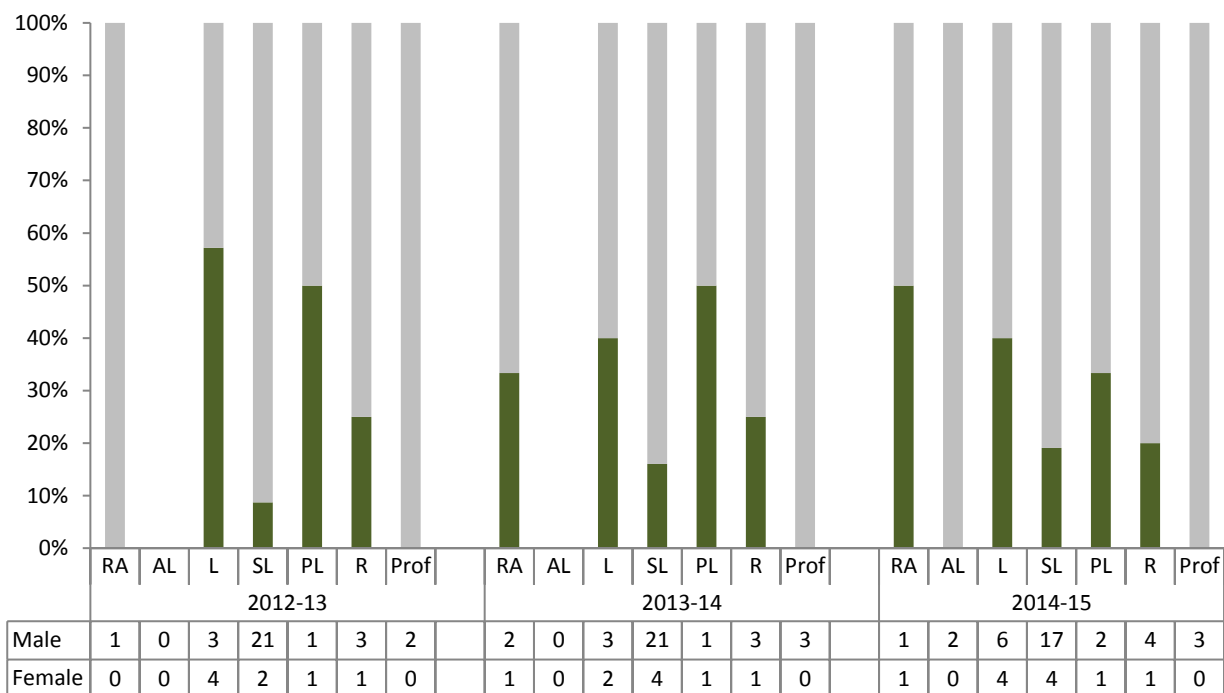


Figure 9: The female:male ratio of CSS Natural Sciences staff by post, 2012-13 to 2014-15.

Green bars represent females. Grey bars represent males. Absolute numbers are shown in the table below the bars. RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor

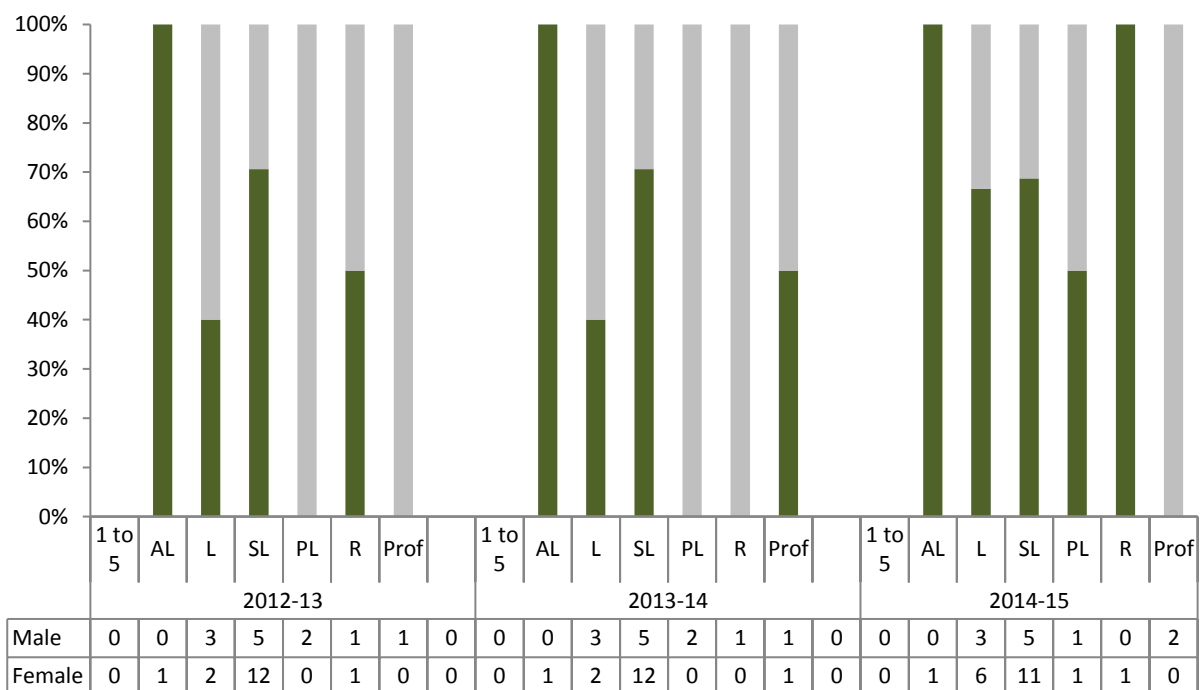


Figure 10: The female:male ratio of CSHS Healthcare & Food staff by post, 2012-13 to 2014-15.

Green bars represent females. Grey bars represent males. Absolute numbers are shown in the table below the bars. RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor

Table 6: The number of male and female CSHS staff in each discipline by post, 2012-13 to 2014-15.

Discipline	Year	Gender	RA	AL	L	SL	PL	R	Prof
Applied Community Sciences	2012-13	Male			3	7	1		1
		Female		1	1	9	1		
	2013-14	Male			3	6	1		1
		Female			4	9	1		
	2014-15	Male			3	5	1		1
		Female			9	8	1		
Biomedical Sciences	2012-13	Male	1		1	3	3	1	2
		Female			4	6			1
	2013-14	Male	1		1	3	3	1	2
		Female			9	6			1
	2014-15	Male			1	3	2		2
		Female	1		8	5	1		1
Healthcare and Food	2012-13	Male			3	5	2	1	1
		Female		1	2	15		1	
	2013-14	Male			3	5	2	1	1
		Female		1	2	12			1
	2014-15	Male			3	5	1		2
		Female			6	11	1	1	
Psychology	2012-13	Male			4	2	2	1	
		Female	1		3	9		1	
	2013-14	Male			3	3	2	1	
		Female	2	2	5	9		1	
	2014-15	Male			1	4	2	1	
		Female		2	3	9		1	

NB: RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor.

Table 7: The number of male and female CSM STEMM staff by post, 2012-13 to 2014-15.

Discipline	Year	Gender	RA	AL	L	SL	PL	R	Prof
Computing & Information Systems	2012-13	Male			5		1		
		Female			2		1		
	2013-14	Male			5		1		
		Female			2		1		
	2014-15	Male			6		1		
		Female			3		1		

NB: RA = Research Assistant; AL = Associate Lecturer; L = Lecturer; SL = Senior Lecturer; PL = Principal Lecturer; R = Reader; and Prof = Professor.

Benchmarking staff data against HESA comparators for 2013-14 is summarised in Table 8. **Overall the number of non-professorial female staff at Cardiff Metropolitan STEMM departments is comparable with other STEMM departments elsewhere, but the number of female Professors is not.**

Table 8: Female proportion (%) of non-professorial and professorial staff within Cardiff Met STEMM Schools/Departments benchmarked against HESA equivalent disciplines where available.

Cardiff Met STEMM (HESA ⁴ equivalent)	Staff level	Cardiff Met	HESA
Cardiff School of Sport (Sport Science and Leisure Studies)	Non-professorial staff	37%	37%
	Professorial staff	0%	18%
Cardiff School of Health Sciences (Biosciences, Psychology, Nursing and Allied Health, Social Work and Social Policy)	Non-professorial staff	62%	61%
	Professorial staff	33%	41%
Computing & Information Systems (IT, systems sciences & computer software engineering)	Non-professorial staff	33%	22%
	Professorial staff	N/A	13%

NB: All data from 2013-14 Academic year. N/A = no professors within discipline.

- ACTION: 2.1 Review how all posts / roles are advertised and investigate recruitment and selection guidelines.
- ACTION: 2.2 Review promotion criteria, particularly at Reader and Professorial levels.
- ACTION: 3.4 Workshops on key career transition points for female, SL, PL and Reader staff.

⁴ Equality Challenge Unit (2015) Equality in higher education: statistical report. London: ECU.

- (ii) **Female:male academic staff turnover rates by grade – across the whole university and in SET departments and any differences between them. What are the issues for the university and how is it planned to address them? For example, are women and men equally likely to leave the university (distinguish between those leaving at the end of a fixed term contract and any other leavers)? Are the reasons for leaving picked up in exit interviews?**

Since 2012-13 the proportion of **all STEMM staff leaving has increased significantly** (Table 9), though the turnover for both men and women is lower than the National HESA average of 16% for males and 18% for females⁹.

Table 9: The number (and % of total male or female staff) of non-STEMM and STEMM staff leaving by gender and grade, 2012-13 to 2014-15

Area	Grade	2012-13		2013-14		2014-15	
		Male	Female	Male	Female	Male	Female
Non-STEMM	1 to 5			1		3	1
	6						
	7	2	1	1	2	1	1
	8	7	2	4	6	3	1
	9				1		
	Total (% of male/ female staff)	9 (8%)	3 (3%)	6 (6%)	9 (9%)	7 (6%)	3 (3%)
STEMM	1 to 5	1	1	1		3	4
	6						1
	7			3	2	2	3
	8	1		1	2	2	2
	9			4		3	2
	Total (% of male/ female staff)	2 (2%)	2 (2%)	9 (8%)	4 (3%)	10 (8%)	12 (9%)

NB: Blank cells = zero staff members. Turnover is not disaggregated into departments due to the low numbers. Grade 1-5 = Research Assistant.

The University has monitored reasons for leaving for two years (Table 10). The numbers are relatively low, but **in 2014-15, 5 of 12 STEMM female leavers left for professional reasons** (e.g., take up a new post, better job prospects). To develop a better understanding of why permanent staff members leave, an exit survey was introduced in April 2015.

Table 10: The number of non-STEMM and STEMM staff leaving by gender and reason during 2013-14 and 2014-15

Area	Reason	2013-14		2014-15	
		Male	Female	Male	Female
Non-STEMM	Fixed term	1		1	
	Medical				
	Personal	2	2	1	2
	Professional	2	3	1	1
	Retirement	1	4	2	
	Other			2	
STEMM	Fixed term			1	
	Medical			2	
	Personal	4	2	3	2
	Professional		1	3	5
	Retirement	4	1		3
	Other	1		1	2

NB: Blank cells = zero staff members.

ACTION: 2.5 Analyse HR exit survey data about development experiences and organisational culture.

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

The female:male ratio was balanced for permanent staff over the three year period (Figure 11). The gap between the number of female and male STEM staff has been steadily closing since 2012-13 (Figure 12).

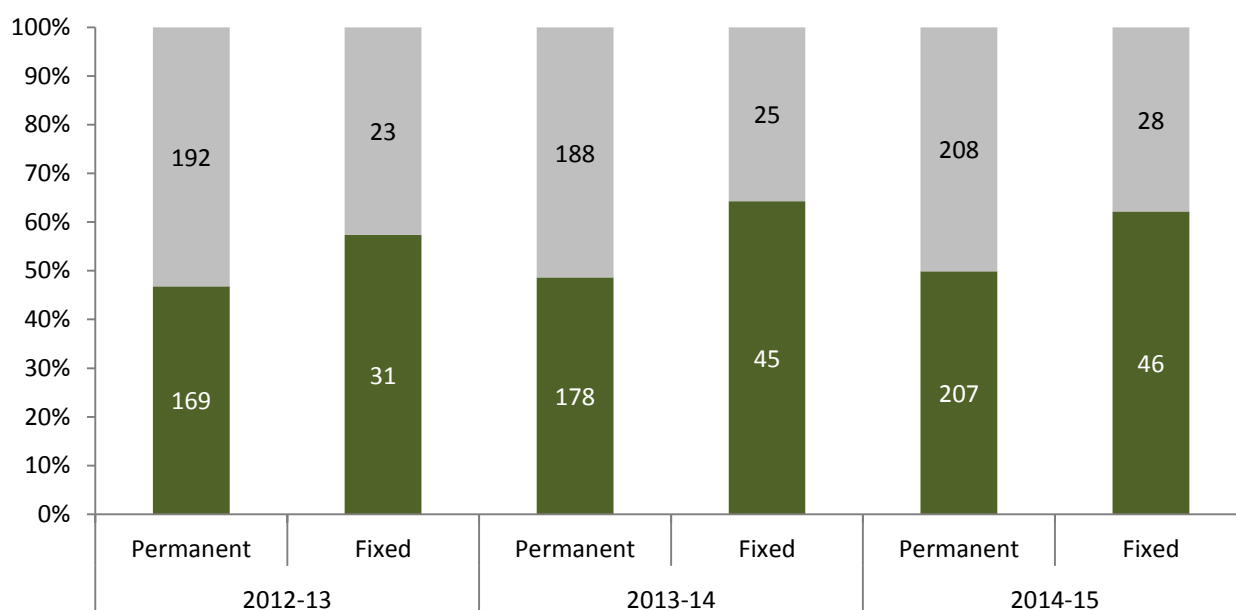


Figure 11: The female:male ratio of all academic and research permanent and fixed-term staff, 2012-13 to 2014-15.

Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

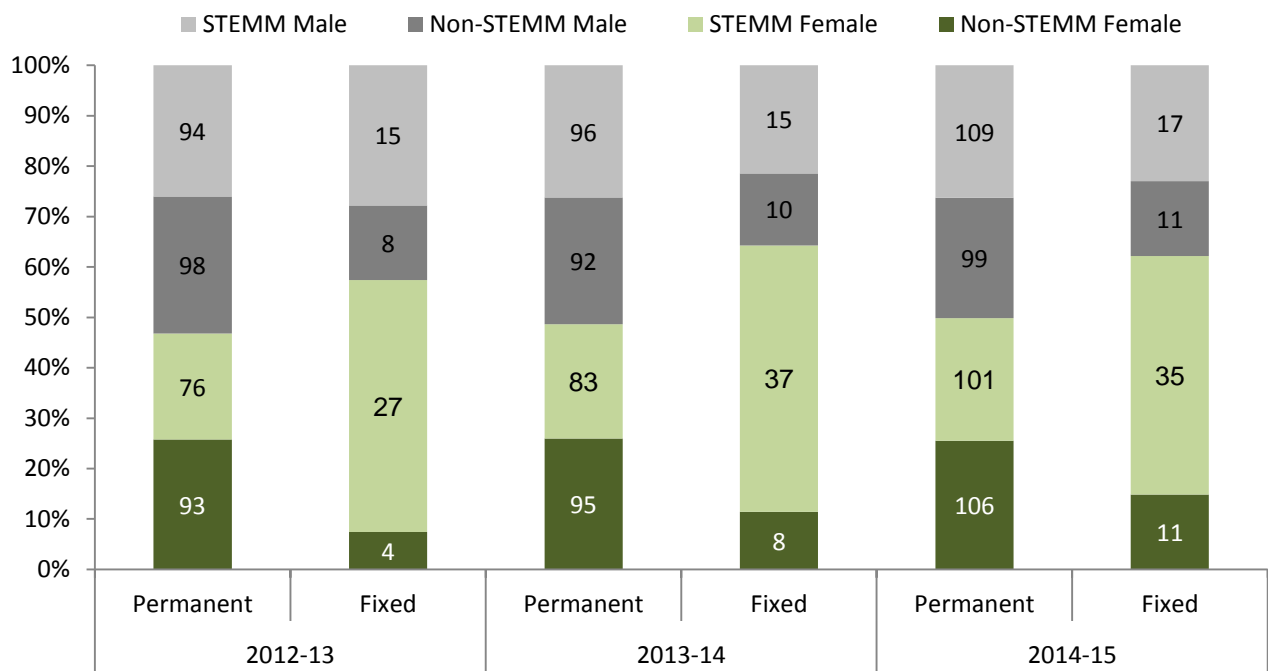


Figure 12: The female:male ratio of non-STEMM and STEMM permanent and fixed-term staff by year.

Absolute numbers are shown on bars.

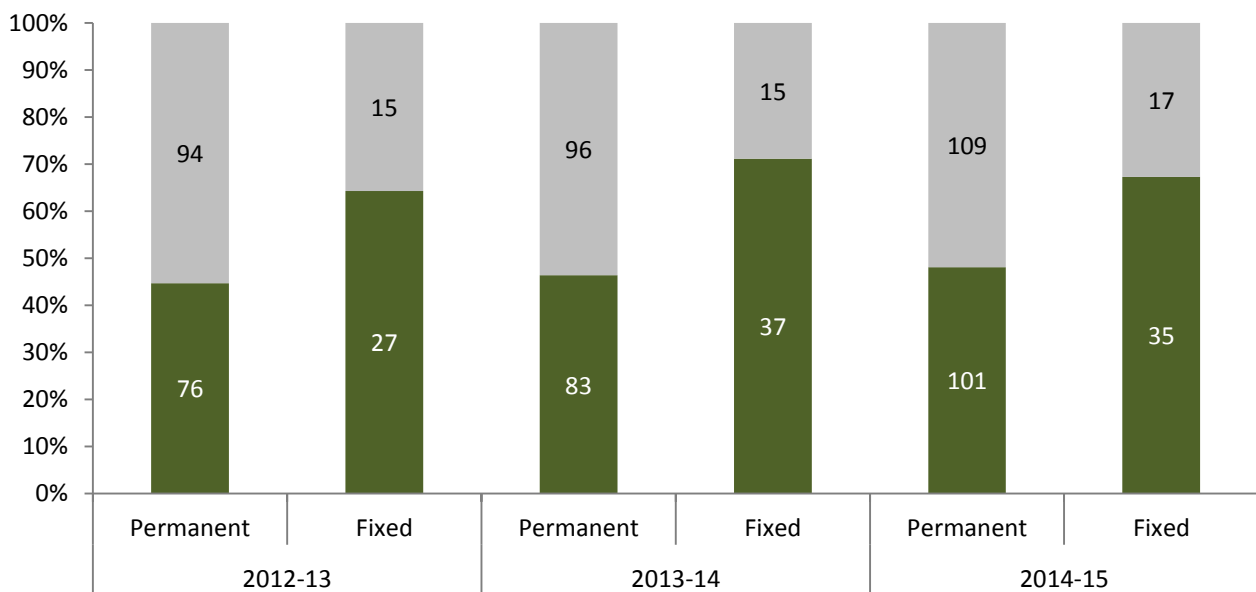


Figure 13: The female:male ratio of STEMM permanent and fixed-term staff by year.

Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

ACTION: 4.7 Continue to analyse (annually) the female/male ratio of academic staff on fixed-term and permanent contracts

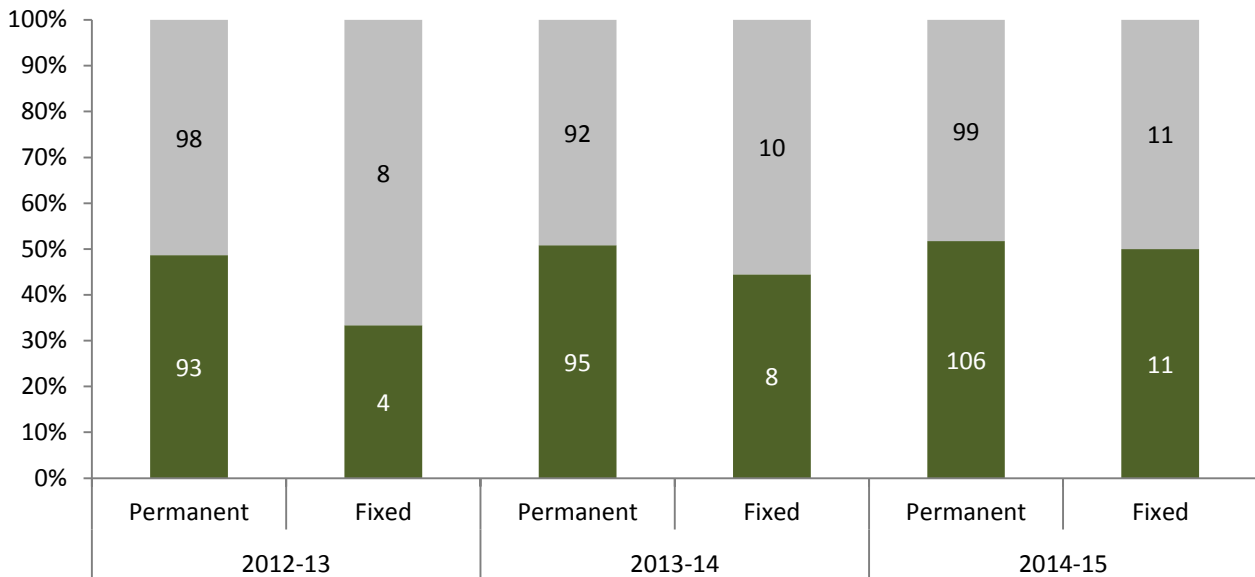


Figure 14: The female:male ratio of non-STEMM permanent and fixed-term staff by year.
Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

The majority of staff (permanent and fixed-term) in CSS were male (Figure 15), with this trend most apparent in Natural Sciences (Figure 16). Conversely, the majority of staff (permanent and fixed-term) in CSHS were female (Figure 17), with this trend most apparent in Healthcare and Food, and Psychology (Figures 18 & 19). Female permanent staff were underrepresented in the DCIS (Table 13).

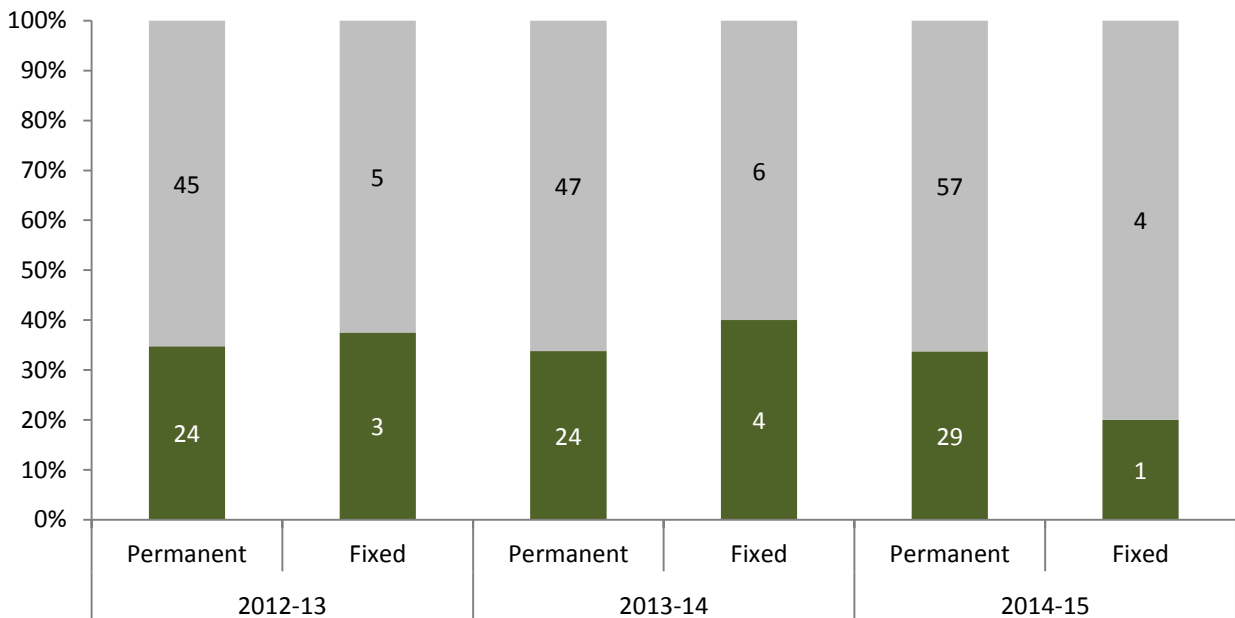


Figure 15: The female:male ratio of permanent and fixed-term CSS staff by year.
Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

Table 11: The number of male and female CSS staff in each discipline field by post, 2012-13 to 2014-15

Discipline	Year	Permanent		Fixed-term	
		Male	Female	Male	Female
Education	2012-13	11	8	3	2
	2013-14	10	11	2	1
	2014-15	15	12	1	
Humanities	2012-13	8	6		1
	2013-14	7	5		
	2014-15	8	6		
Natural Sciences	2012-13	29	7		2
	2013-14	30	8	3	1
	2014-15	34	11	3	1

NB: Blank cells = zero staff members.

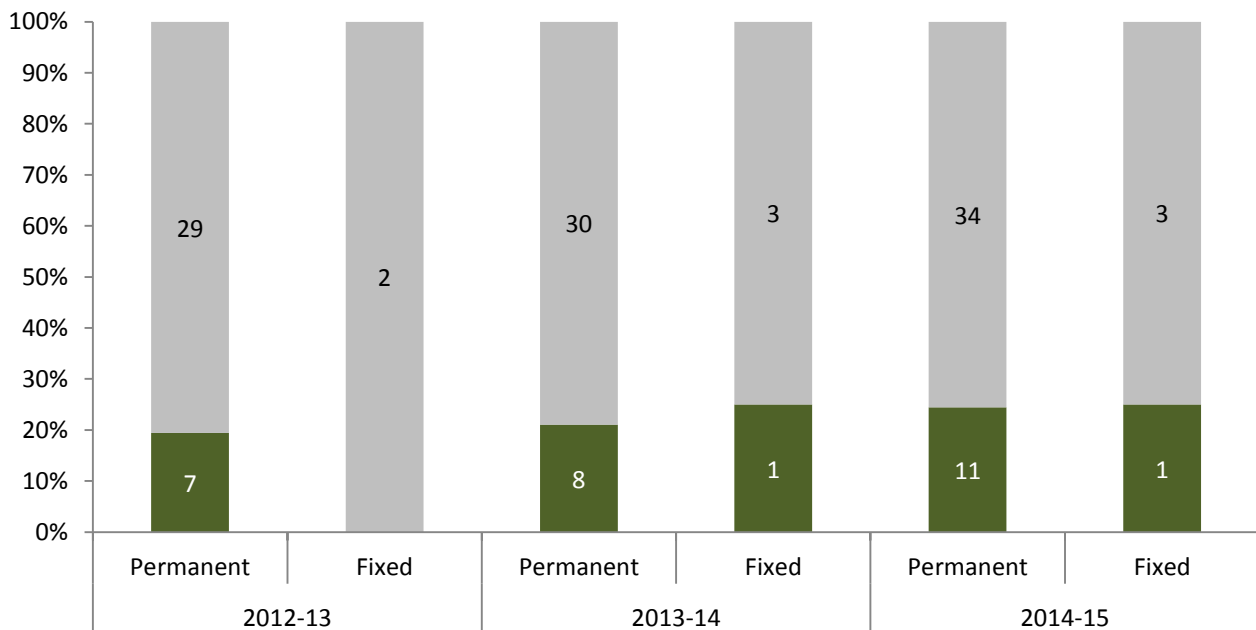


Figure 16: The female:male ratio of permanent and fixed-term Natural Sciences CSS staff, 2012-13 to 2014-15.

Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

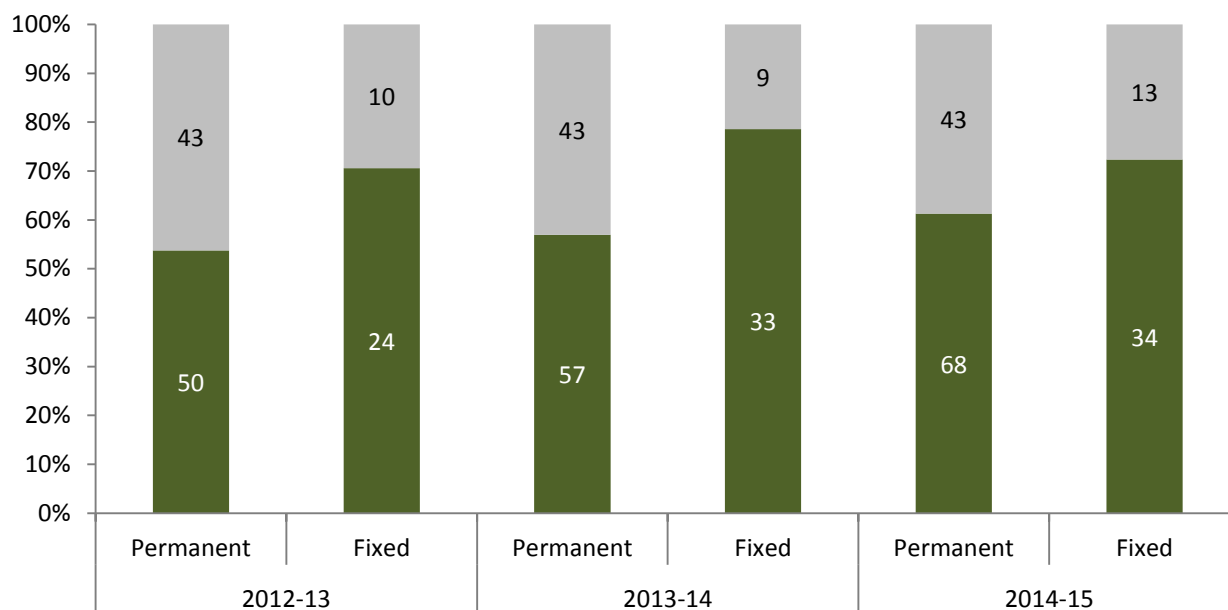


Figure 17: The female:male ratio of permanent and fixed-term CSHS staff by year.
Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

Table 12: The number of male and female CSHS staff in each Department by post, 2012-13 to 2014-15

Discipline	Year	Permanent		Fixed-term	
		Male	Female	Male	Female
Applied Community Sciences	2012-13	11	10	1	3
	2013-14	10	10	1	5
	2014-15	10	15		4
Biomedical Sciences	2012-13	10	10	1	1
	2013-14	10	14	1	1
	2014-15	9	14		2
Healthcare and Food	2012-13	10	15	1	1
	2013-14	8	14	3	1
	2014-15	10	17	1	3
Psychology	2012-13	9	12		1
	2013-14	9	14		3
	2014-15	7	16	1	1

NB: Blank cells = zero staff members.

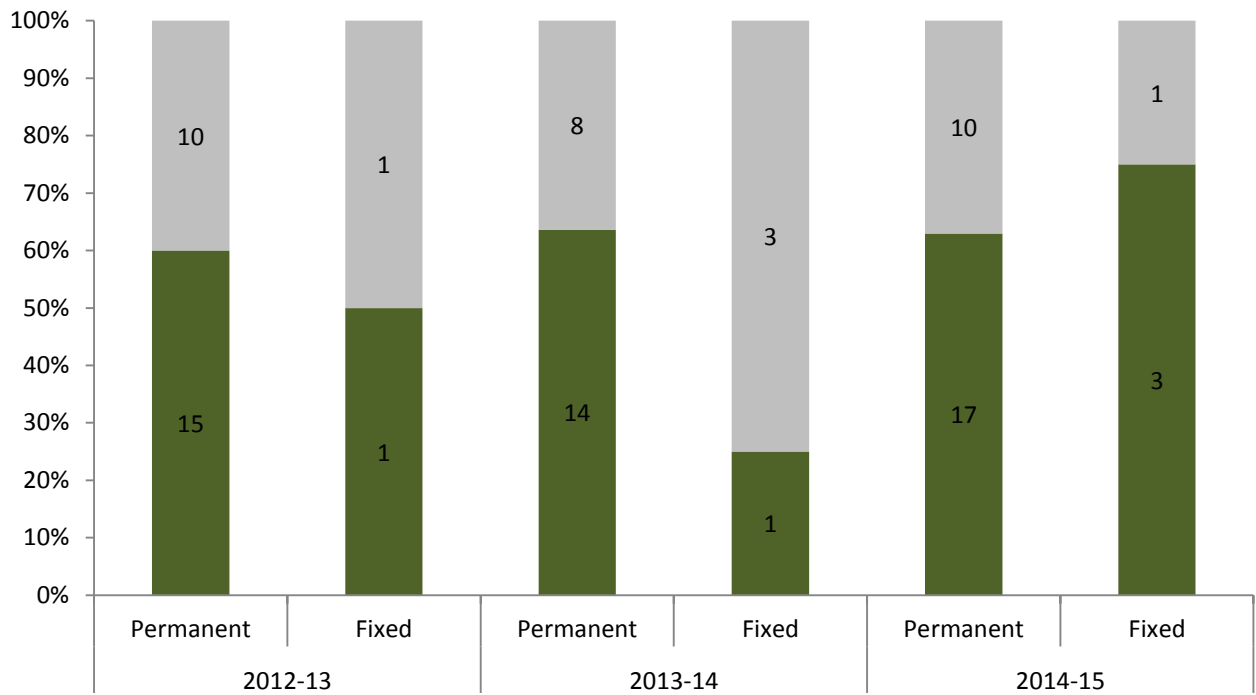


Figure 18: The female:male ratio of permanent and fixed-term CSHS Healthcare and Food staff by year.

Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

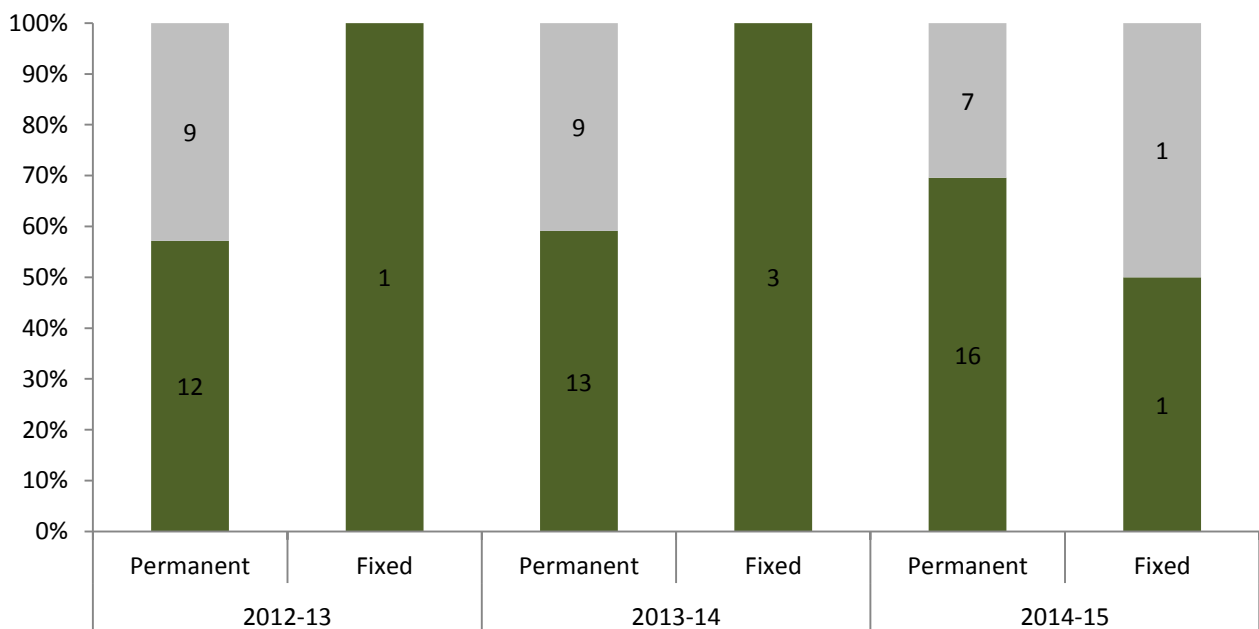


Figure 19: The female:male ratio of permanent and fixed-term CSHS Psychology staff by year.

Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

Table 13: The number of male and female CSM STEMM staff in each discipline by post across three years.

Discipline	Year	Permanent		Fixed-term	
		Male	Female	Male	Female
Computing & Information Systems	2012-13	6	2		
	2013-14	6	2		
	2014-15	9	4		

NB: Blank cells = zero staff members.

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

A pan-University pay audit was conducted in 2015 (Table 14). Since 2013-14 the pay differential between male and female staff has been less than 2% at all pay grades, except Professors and 3A/3B. Managers at Level 3 or above have salaries outside the 51 point scale. An audit in May 2012 (Table 15) revealed a salary differential between male and female Professors of greater than 5%. During 2013 all Professorial salaries and senior management positions were evaluated by the HayGroup, and banded Professorial salaries were introduced. **By 2014-15 the significant pay differential that had existed in favour of male Professors had been equalised** (Table 14).

ACTION: 4.1 Undertake an equal pay for equal work review on an annual basis.

Table 14: Male and female salary and differential by grade and year (from equal pay audit conducted in spring 2015).

Grade	Year	Sample		Mean salary	Male	Female	Female/Male Differential
		Male	Female				
3A	2012-13		1	£18,523		£18,523	
	2013-14		1	£19,247		£19,247	
	2014-15						
3A/3B	2012-13		2	£20,272		£20,272	
	2013-14		1	£19,247		£19,247	
	2014-15	4	5	£19,331	£19,083	£19,529	+2.31%
4A/4B	2012-13	5	4	£24,548	£23,922	£25,330	+5.74%
	2013-14	2		£24,289	£24,289		
	2014-15	3	1	£23,889	£23,833	£24,057	+0.94%
5A/5B	2012-13	2	2	£28,497	£29,139	£27,854	-4.51%
	2013-14	3	7	£28,384	£28,692	£28,252	-1.55%
	2014-15	3	6	£29,731	£30,000	£29,552	-1.51%
6A/6B	2012-13	2	4	£33,420	£34,237	£33,011	-3.67%
	2013-14	2	5	£32,888	£33,105	£32,801	-0.92%
	2014-15	2	5	£33,963	£33,738	£34,054	+0.93%
7A/7B	2012-13	36	44	£39,012	£39,145	£38,903	-0.62%
	2013-14	34	53	£39,083	£39,191	£39,013	-0.45%
	2014-15	38	58	£39,980	£39,979	£39,980	0.00%
8A/8B	2012-13	113	108	£46,846	£47,118	£46,562	-1.19%
	2013-14	110	113	£47,455	£47,638	£47,277	-0.76%
	2014-15	104	112	£48,592	£48,739	£48,455	-0.58%
9A/9B	2012-13	33	29	£55,282	£55,356	£55,197	-0.29%
	2013-14	34	29	£55,954	£55,984	£55,920	-0.12%
	2014-15	41	38	£56,167	£56,297	£56,026	-0.48%
Professors	2012-13	18	2	£64,731	£65,349	£59,165	-9.55%
	2013-14	20	3	£64,170	£64,646	£59,757	-7.62%
	2014-15	19	1	£67,744	£67,734	£67,925	+0.28%

NB: Blank cells = zero staff members.

Table 15: Equal Pay Audit of Senior Managers, May 2012

Position	Range	n =	
		Male	Female
Deans of School	£73,663 – £97,030	4	1
Directors of Learning and Teaching	£61,615	4	1
Directors of Research or Enterprise	£61,615 – £68,100	6	4
Other Deans (exc. PRP)	£67,997	1	2
Heads of Unit and Directors	£61,615 – £94,406	13	0
Other Directors not Leading a Unit	£59,483 – £77,779	6	2
Core Professors	£57,431 – £104,580	12	2

- (v) **Female:male ratio of staff in the Research Assessment Exercise (RAE) 2008 – across the whole university and in SET departments. Comment on any implications of this. For example, does the gender balance of staff included in the RAE 2008 broadly reflect the gender balance across the institution? Are there any differences in SET departments?**

Submissions to RAE 2008 and REF 2014 were underpinned by different strategic priorities. Data of those eligible, those who made returns, and those submitted to RAE 2008 and REF 2014 show that **men outnumbered women in almost every aspect** (Figures 20 & 21).

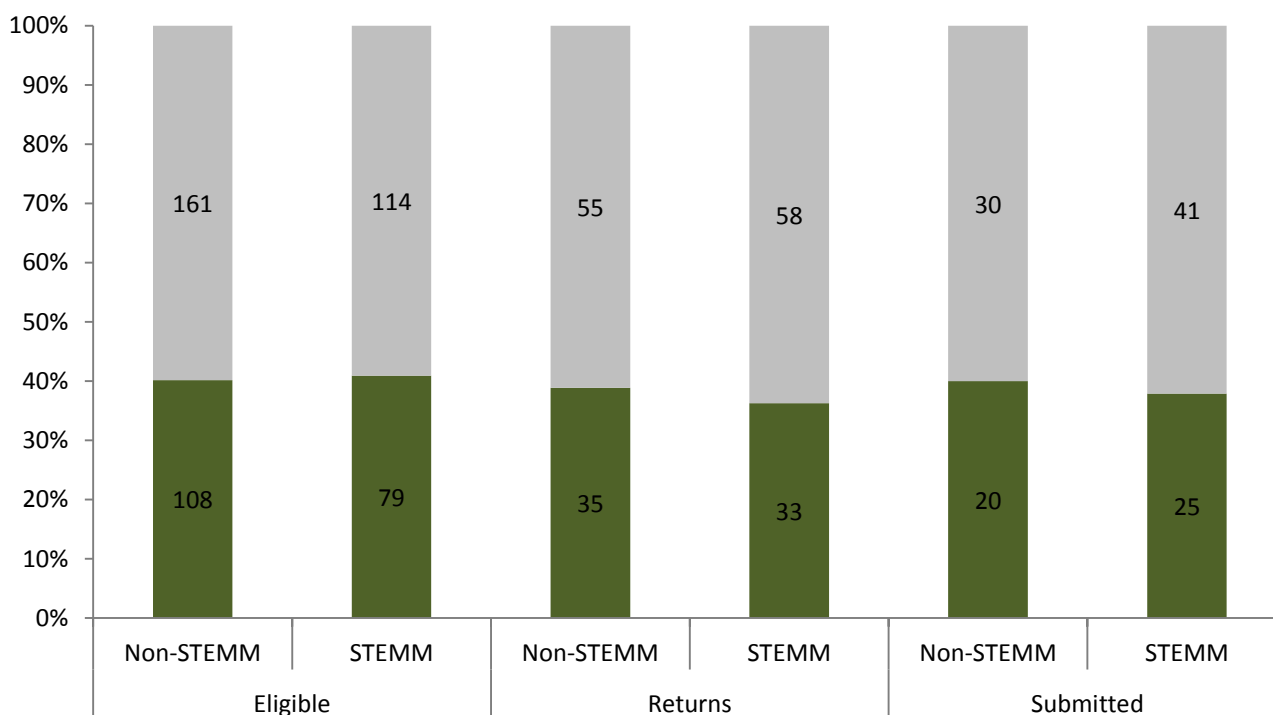


Figure 20: Eligibility, returns and selection for RAE2008.

Green bars represent females. Grey bars represent males Absolute numbers are shown on bars

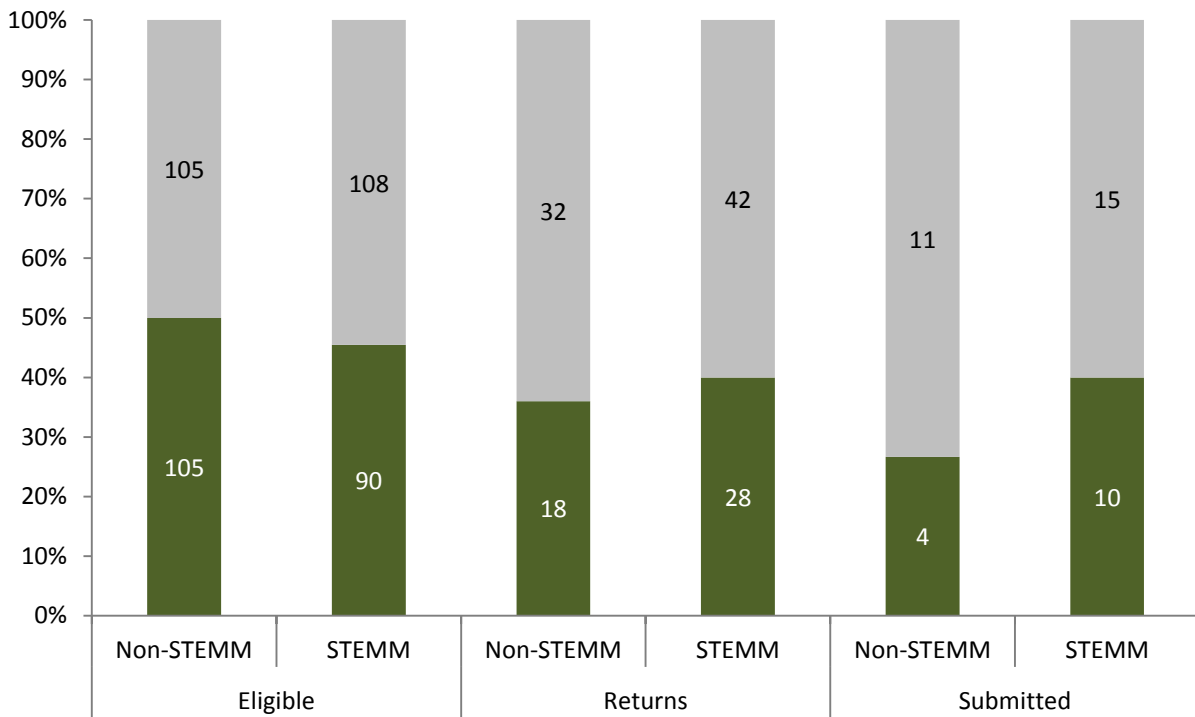


Figure 21: Eligibility, returns and selection for REF 2014.

Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

Females who made a return for selection were under-represented in REF 2014 (Figure 22). STEMM females consistently followed this trend (Figures 23-25). However, **when STEMM females did make a return they were at least as likely as males to be submitted** (Figure 25).

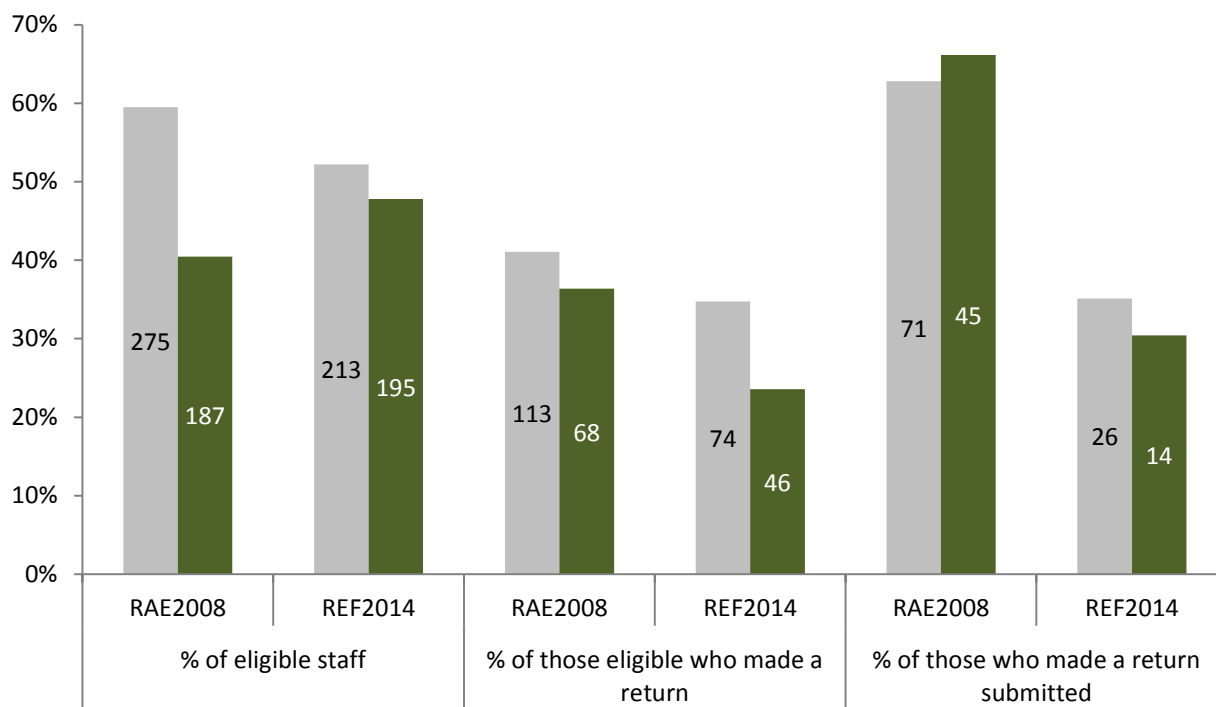


Figure 22: Eligible staff who made a return, and of those the proportions who were submitted in RAE2008 and REF2014.

Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

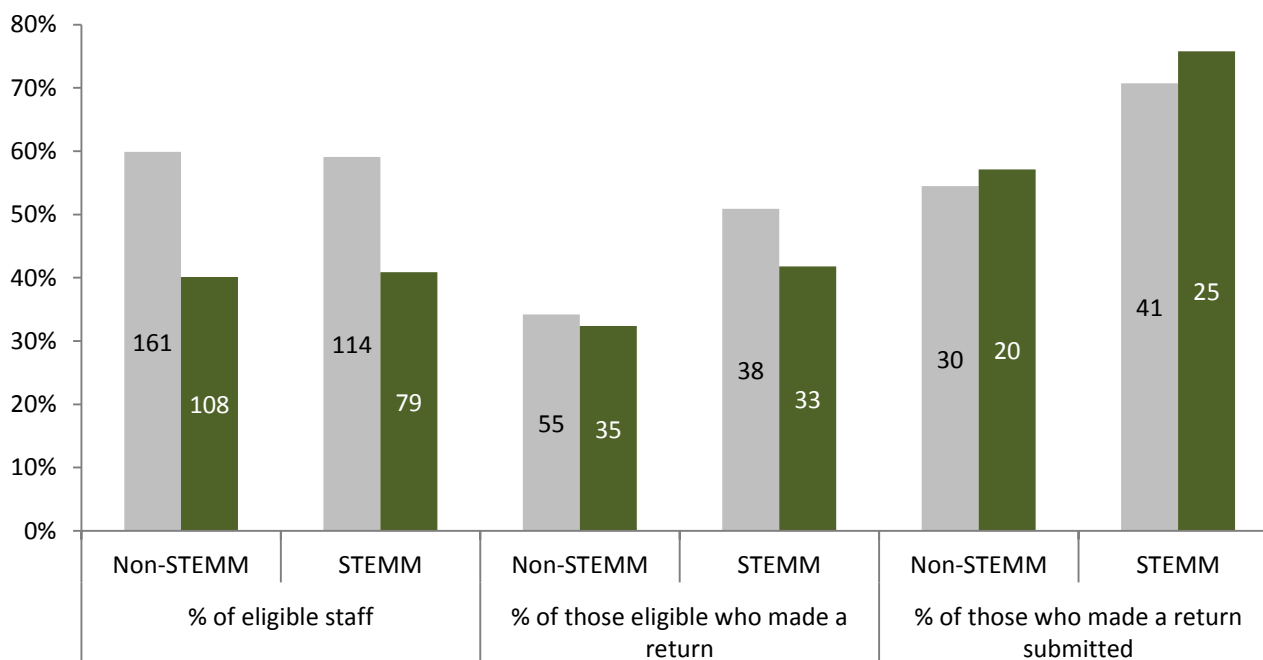


Figure 23: Eligible STEMM and non-STEMM staff who made a return and the proportions submitted in RAE 2008.

Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars

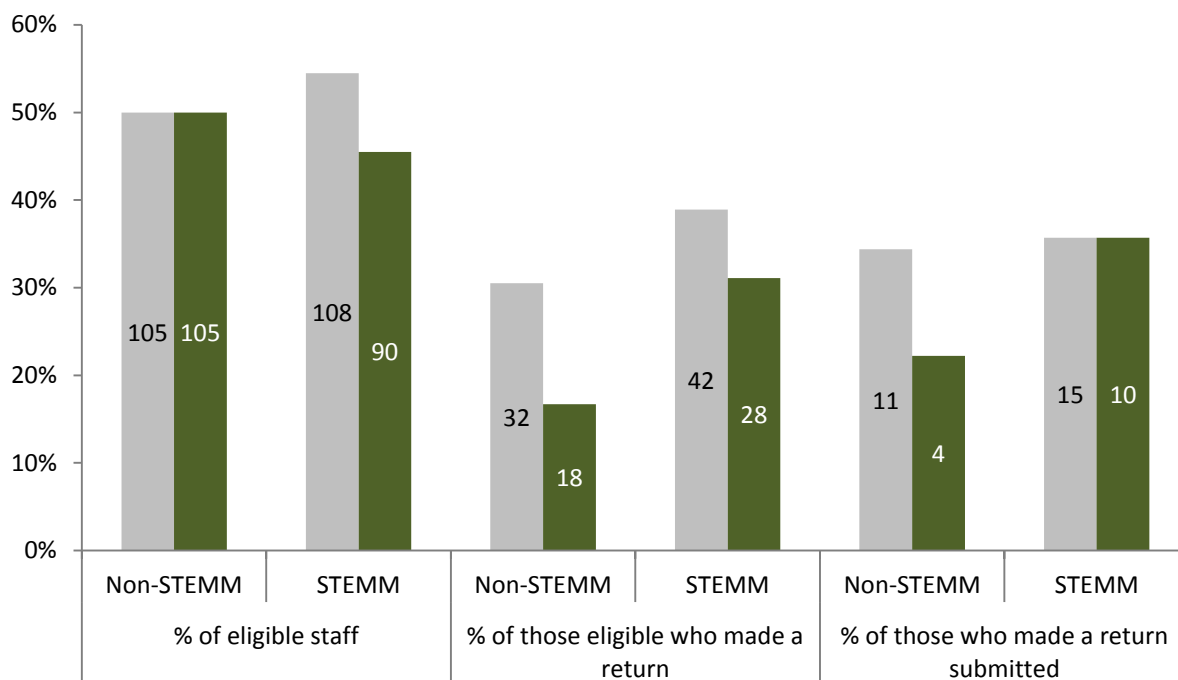


Figure 24: Eligible STEMM and non-STEMM staff who made a return and the proportions submitted in REF 2014.

Green bars represent females. Grey bars represent males. Absolute numbers are shown on bars.

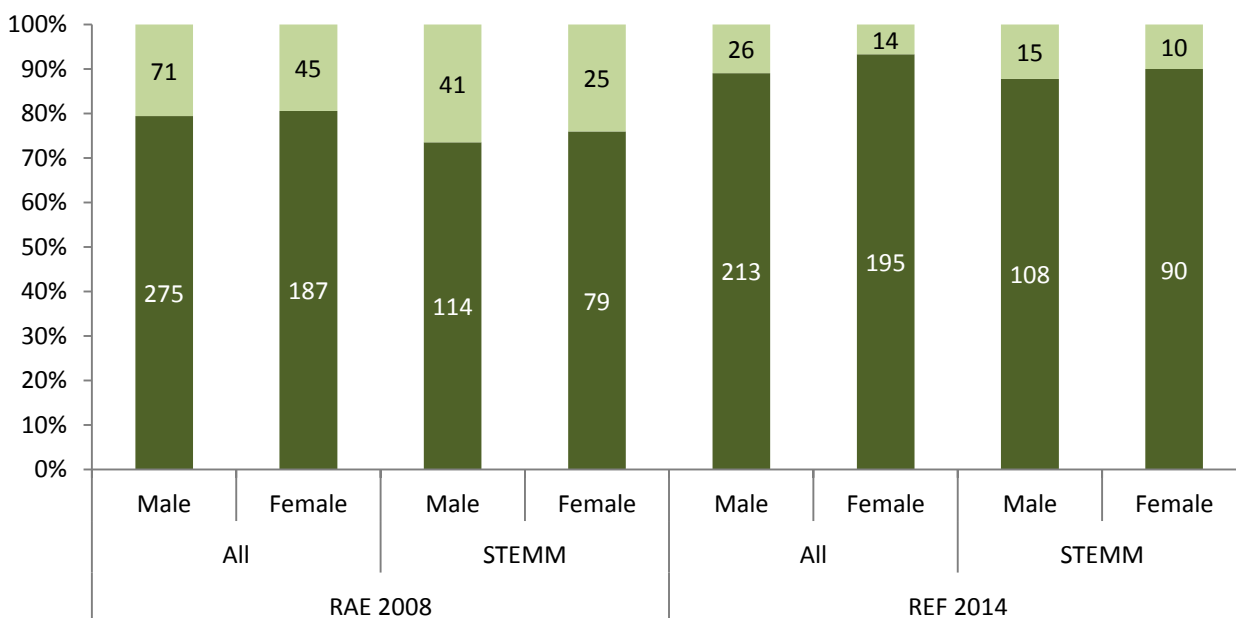


Figure 25: University and STEMM returns as a proportion of eligibility in RAE 2008 and REF 2014.

Dark green bars represent eligible staff. Light green bars represent submitted staff. Absolute numbers are shown on bars.

In RAE 2008, 15 women (47%) from the CSHS were returned, but there were only 6 (21%) from the CSS (Figure 26). **In 2014 there was less variance** between the two submissions with 5 women (42%) submitted from CSHS and 3 (27%) from the CSS (Figures 26 & 27). There was 1 male and 1 female returned in RAE 2008 from the DCIS, and no submission to REF 2014 from this Department.

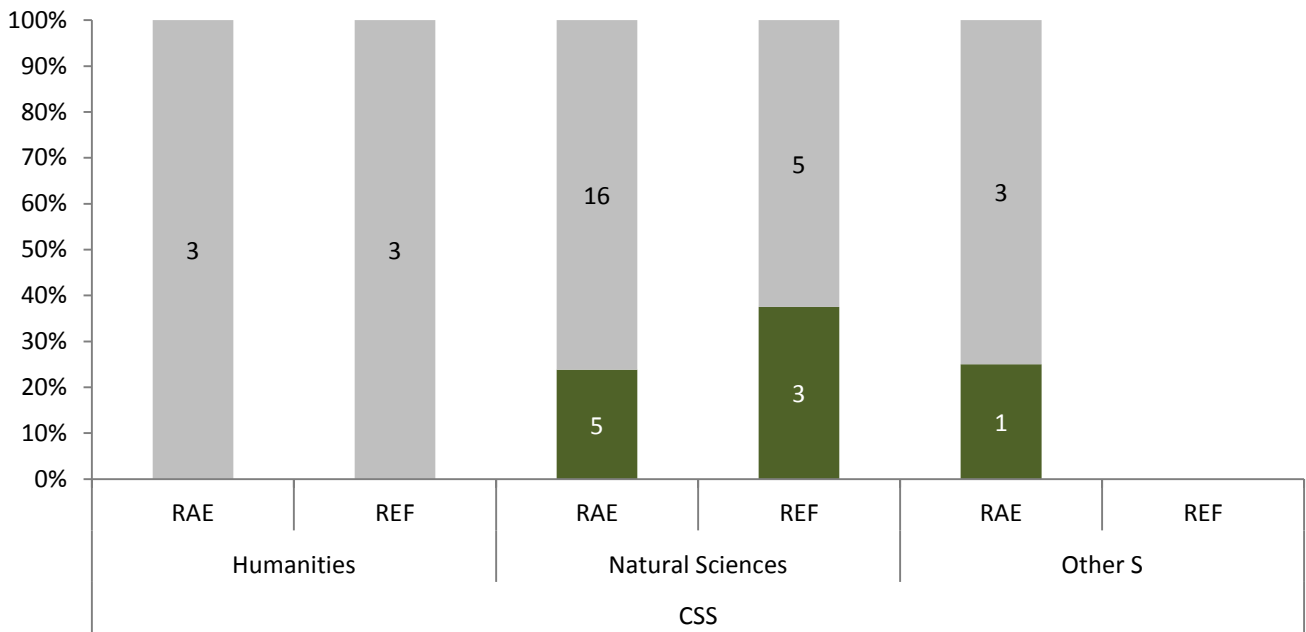


Figure 26: CSS department research groups returned in RAE 2008 and REF 2014.

Green bars represent females. Grey bars represent males. Other S = Other Sport; Absolute numbers are shown on bars.

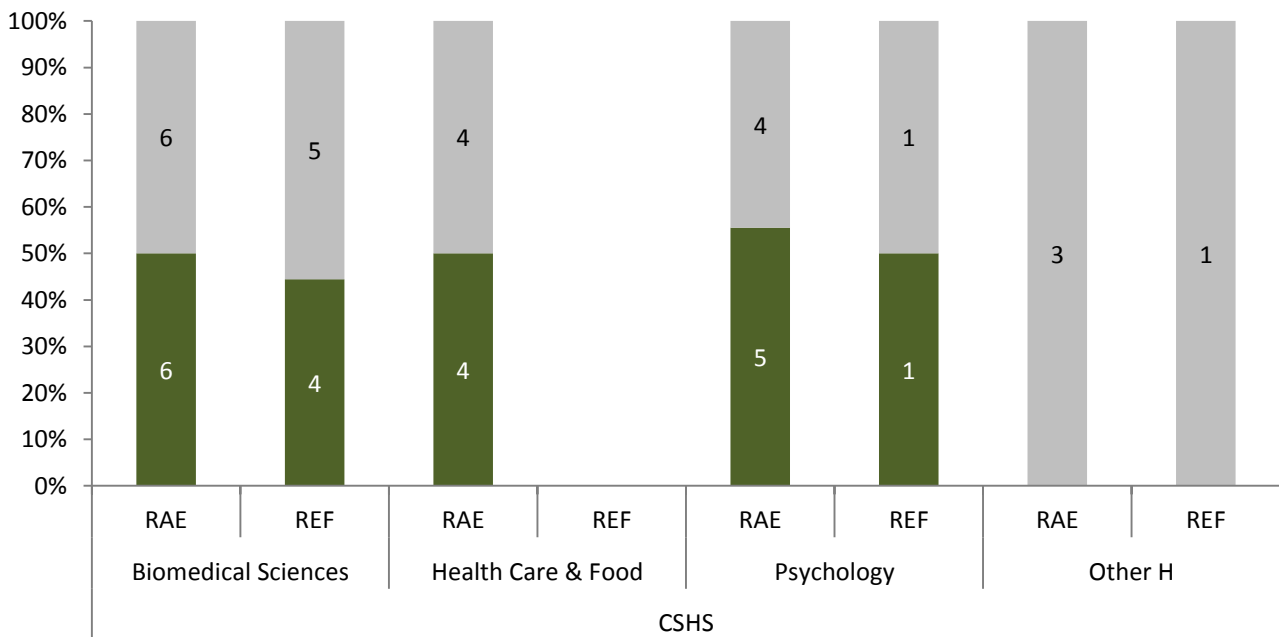


Figure 27: CSHS department research groups returned in RAE 2008 and REF 2014.

Green bars represent females. Grey bars represent males. Other H = Other Health; Absolute numbers are shown on bars

ACTION: 4.8 Ensure that processes for future REF exercises are enhanced by increasing the number of returns from STEMM (and other) women.

[Total for section 2: 963 words]

4. Supporting and advancing women’s careers: 4500 words in total
Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.
- (i) Female:male ratio of academic staff job application and appointment success rates – across the whole university and in SET departments. Comment on any implications of this and plans to address any disparities. For example, are women and men equally successful at all stages of the job application process? Are there differences in SET departments?

The University holds equality and diversity monitoring data for each of the nine protected characteristics for all positions. The number of females interviewed and appointed for all academic vacancies was greater than for males, except for 2014-15. **The proportion of applicants who were interviewed and the proportion of applicants appointed was consistently greater for females than for males** (Figure 28).

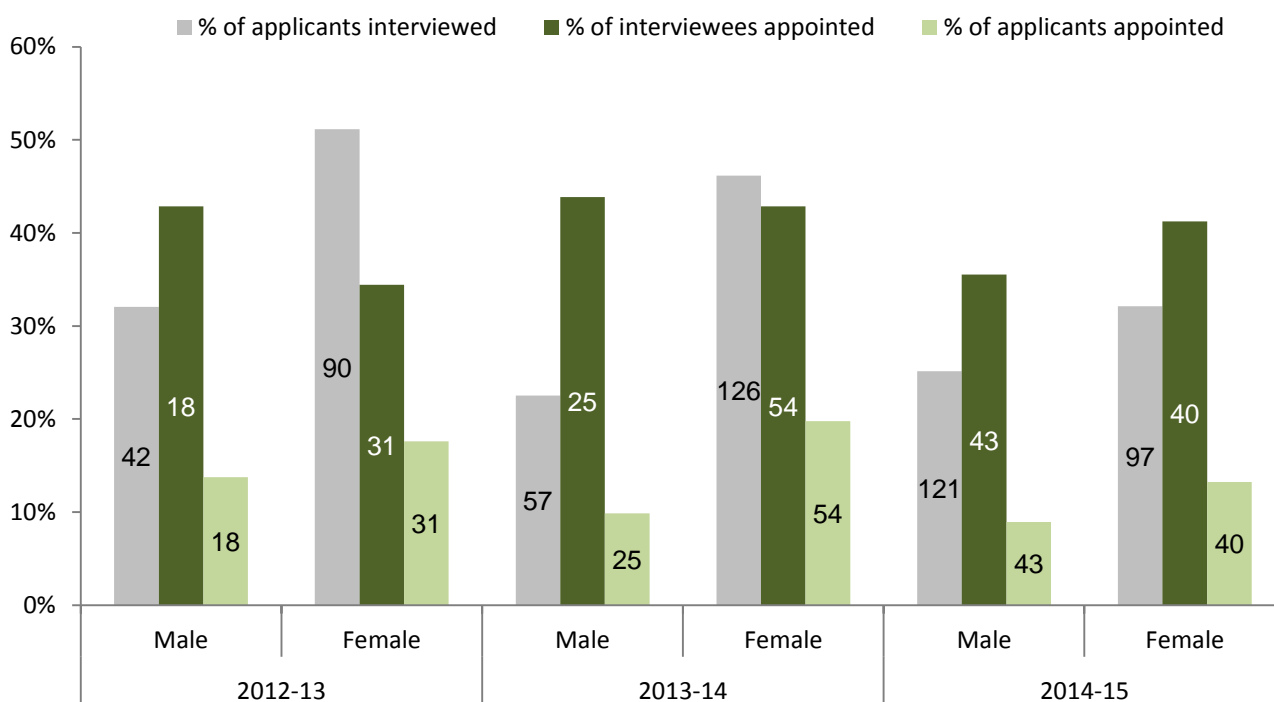


Figure 28: The proportion of all academic applicants interviewed, interviewees appointed and applicants appointed by gender, 2012-13 to 2014-15.

Absolute numbers are shown on the bars.

Across all the STEMM appointments, the proportion of male and female applicants interviewed and appointed is mixed. Consistently, a greater proportion of female applicants have been appointed, though in 2013-14 and 2014-15 the actual number of female appointments is fewer (Figure 29). For non-STEMM appointments the data profile is incomplete, but the data do indicate that

proportionally more female applicants get interviewed, though for both years the proportion of male interviewees appointed is greater (Figure 30).

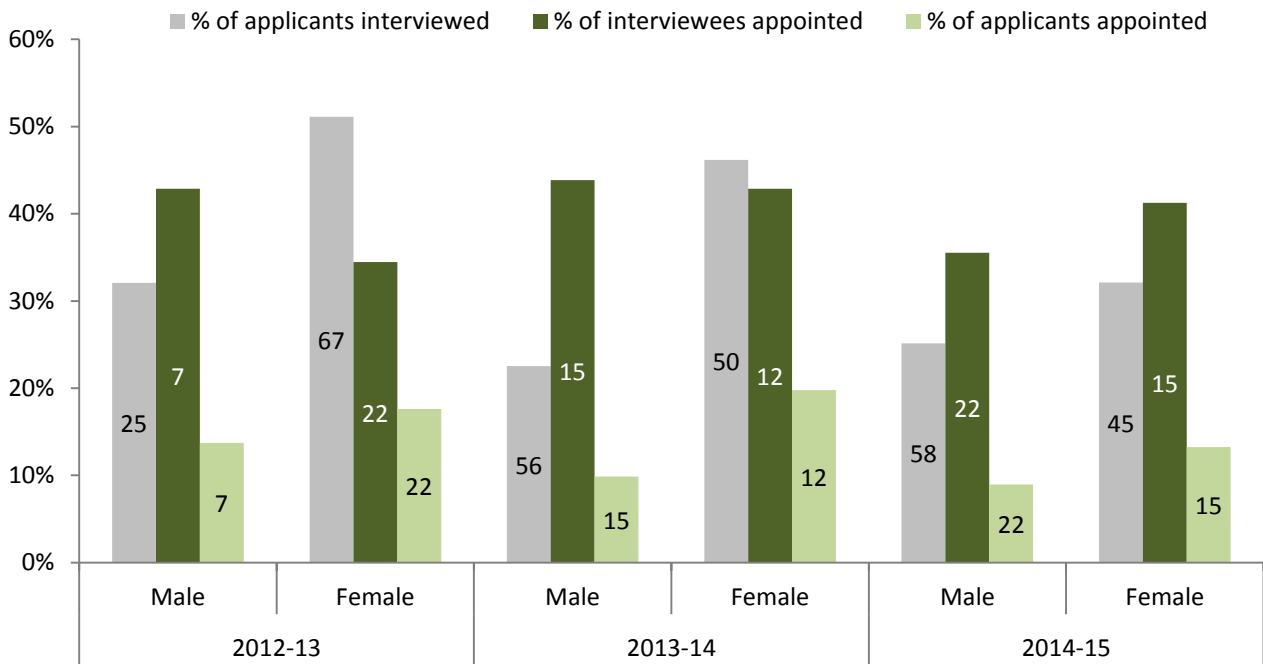


Figure 29: The proportion of STEMM applicants interviewed, interviewees appointed and applicants appointed by gender, 2012-13 to 2014-15.

Absolute numbers are shown on the bars

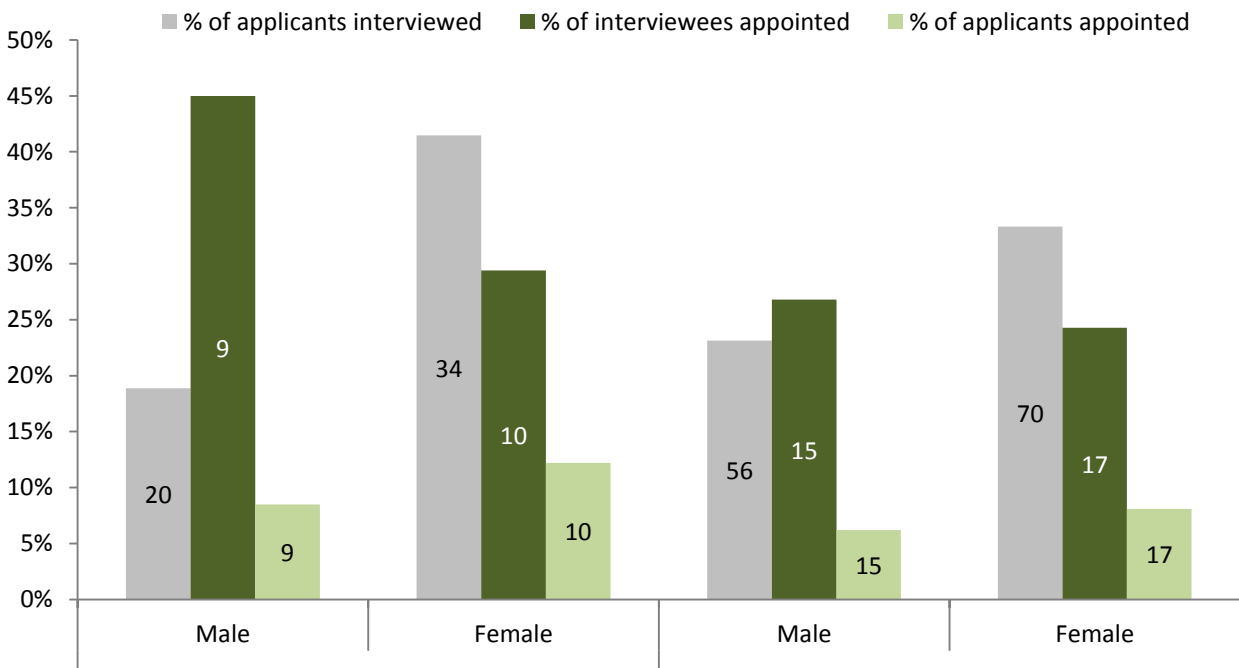


Figure 30: The proportion of non-STEMM applicants interviewed, interviewees appointed and applicants appointed by gender, 2013-14 and 2014-15.

Absolute numbers are shown on the bars

At the level of the Schools the picture is also mixed. In the CSS (Figure 31) a greater number of male applicants have been appointed overall during the three year data capture period, although there is a greater evenness about the proportion of applicants appointed and interviewees appointed. In the CSHS (Figure 32), there are more balanced proportions of male and female interviewees being appointed and applicants appointed.

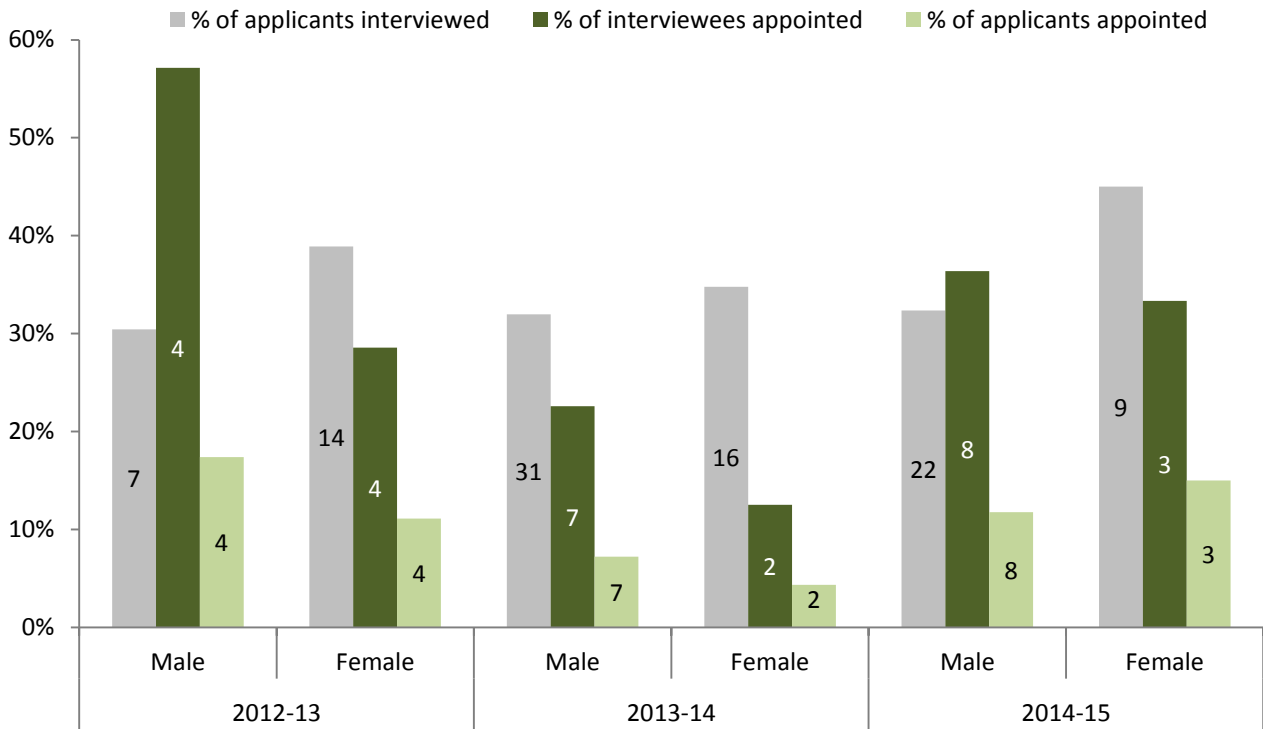


Figure 31: The proportion of CSS applicants interviewed, interviewees appointed and applicants appointed by gender, 2012-13 to 2014-15.
 Absolute numbers are shown on the bars

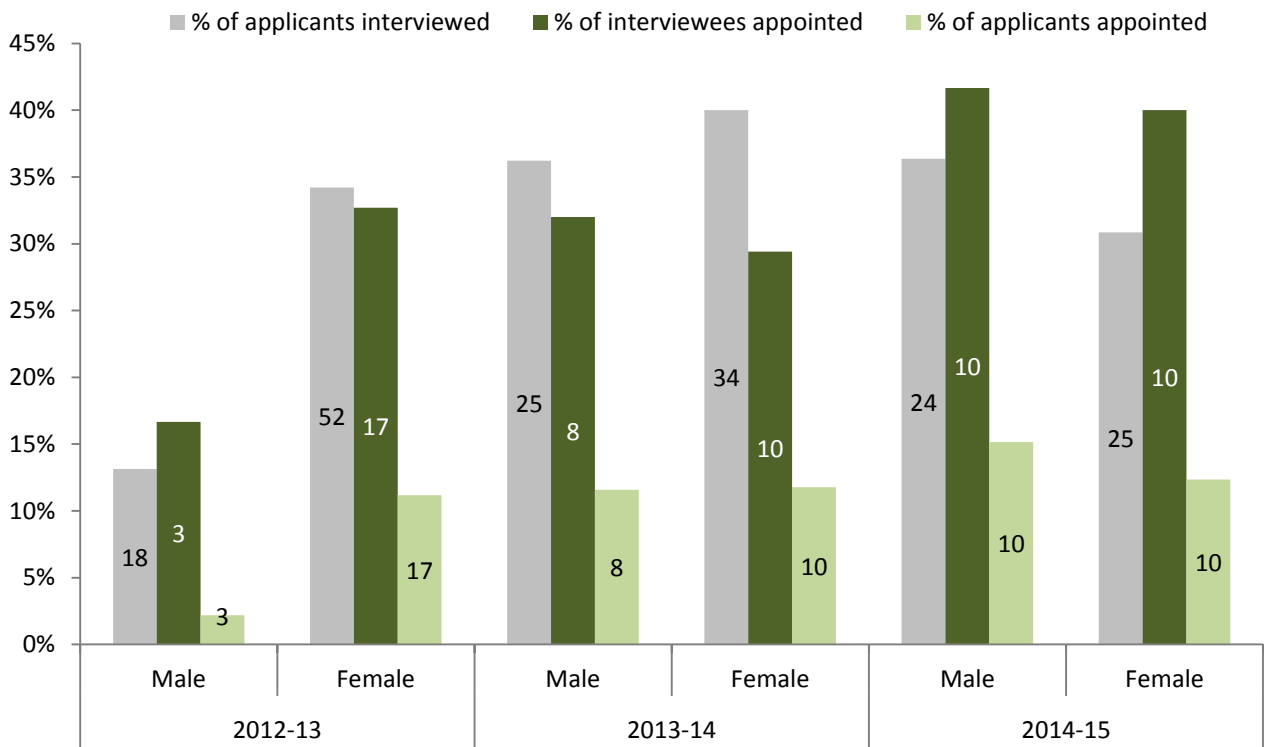


Figure 32: The proportion of CSHS applicants interviewed, interviewees appointed and applicants appointed by gender, 2012-13 to 2014-15.

Absolute numbers are shown on the bars

There were no appointments in the DCIS 2013-14 and only one appointment in 2012-13. However, a greater proportion of female applicants were interviewed and appointed than males in 2014-15 (Figure 33).

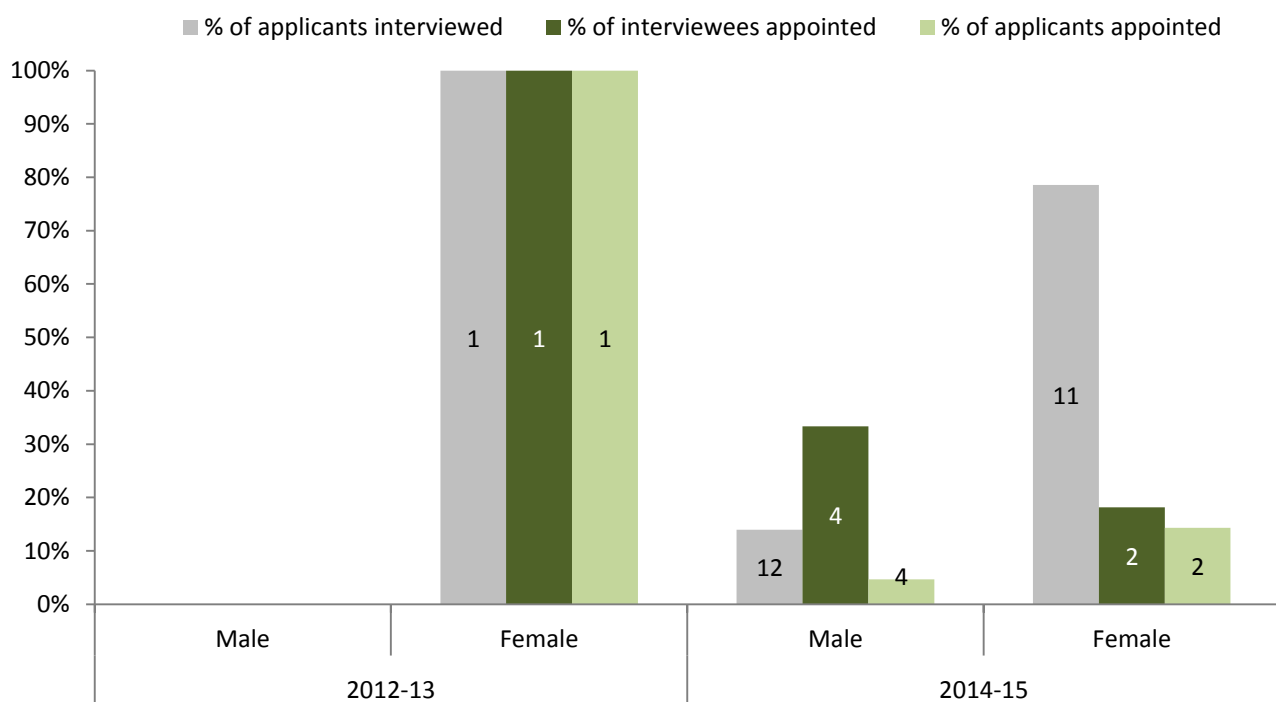


Figure 33: The proportion of CSM applicants interviewed, interviewees appointed and applicants appointed by gender in 2012-13 and 2014-15.

Absolute numbers are shown on the bars

Owing to a restructure of the University’s Executive in 2013, there were appointments made at Pro Vice-Chancellor level (Table 16). This resulted in two men from Academic Schools being appointed – one of these from a STEMM School. Male applicants for senior positions outnumber female applicants 2:1 (191 vs. 92 respectively; Table 10). **Even though a greater proportion of female applicants were interviewed for senior positions than males, male interviewees were more likely to be appointed than females (Figures 34–37).**

ACTION: 2.1 Review how all posts / roles are advertised and investigate recruitment and selection guidelines.

ACTION: 2.3 Training for staff involved in recruitment and selection that addresses ‘unintended / unconscious bias’.

Table 16: Number (%) of applicants, interviewees and appointments to senior positions by gender, 2012-13 to 2014-15

Stage	2012-2013		2013-2014		2014-2015	
	Male	Female	Male	Female	Male	Female
Pro Vice Chancellor / VCB						
Applicants	29 (94%)	2 (6%)				
Interviewees	7 (100%)	0 (0%)				
Appointments	4 (100%)	0 (0%)				
University Dean / Director						
Applicants	6 (50%)	6 (50%)			52 (55%)	43 (45%)
Interviewees	1 (25%)	3 (75%)			5 (36%)	9 (64%)
Appointments	1 (50%)	1 (50%)			1 (33%)	2 (67%)
School Dean / Director						
Applicants	22 (79%)	6 (21%)	5 (38%)	8 (62%)		
Interviewees	5 (62%)	3 (38%)	3 (33%)	6 (67%)		
Appointments	2 (67%)	1 (33%)	1 (25%)	3 (75%)		
Deputy Dean / Associate Dean in Schools						
Applicants					77 (74%)	27 (26%)
Interviewees					23 (66%)	12 (34%)
Appointments					8 (80%)	2 (20%)

NB: Blank cells = no appointments were made.

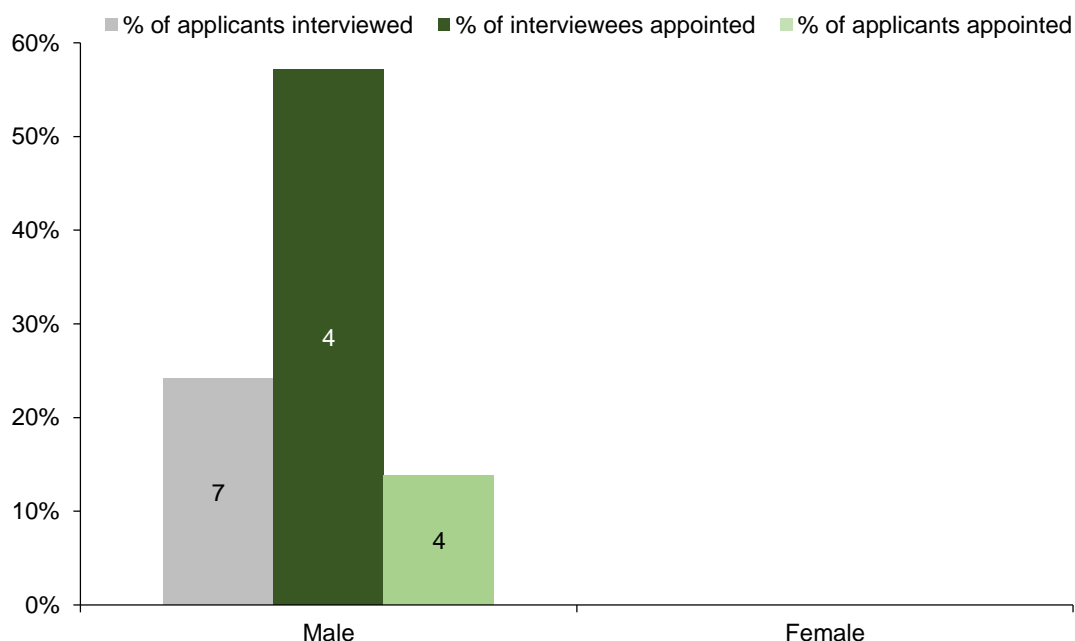


Figure 34: The total proportion of Pro Vice Chancellor / VCB applicants interviewed, interviewees appointed and applicants appointed by gender from 2012-2015.

Absolute numbers are shown on the bars

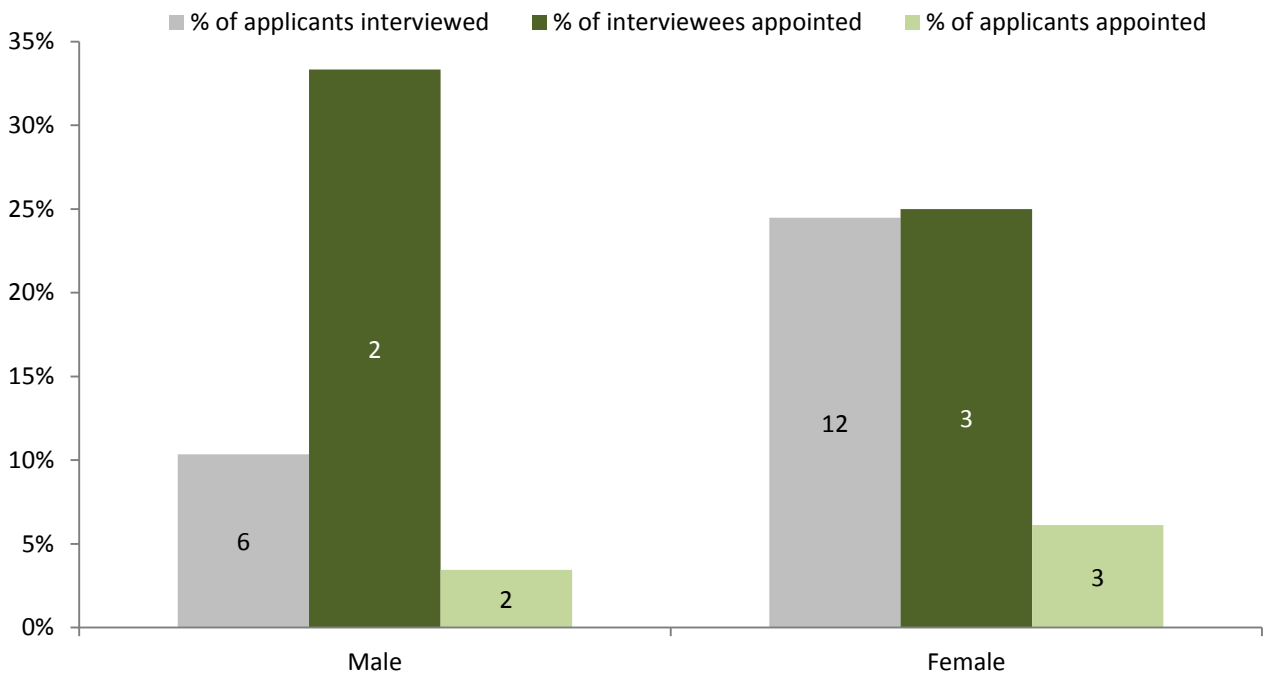


Figure 35: The total proportion of University Dean / Director applicants interviewed, interviewees appointed and applicants appointed by gender from 2012-13 to 2014-15.
 Absolute numbers are shown on the bars

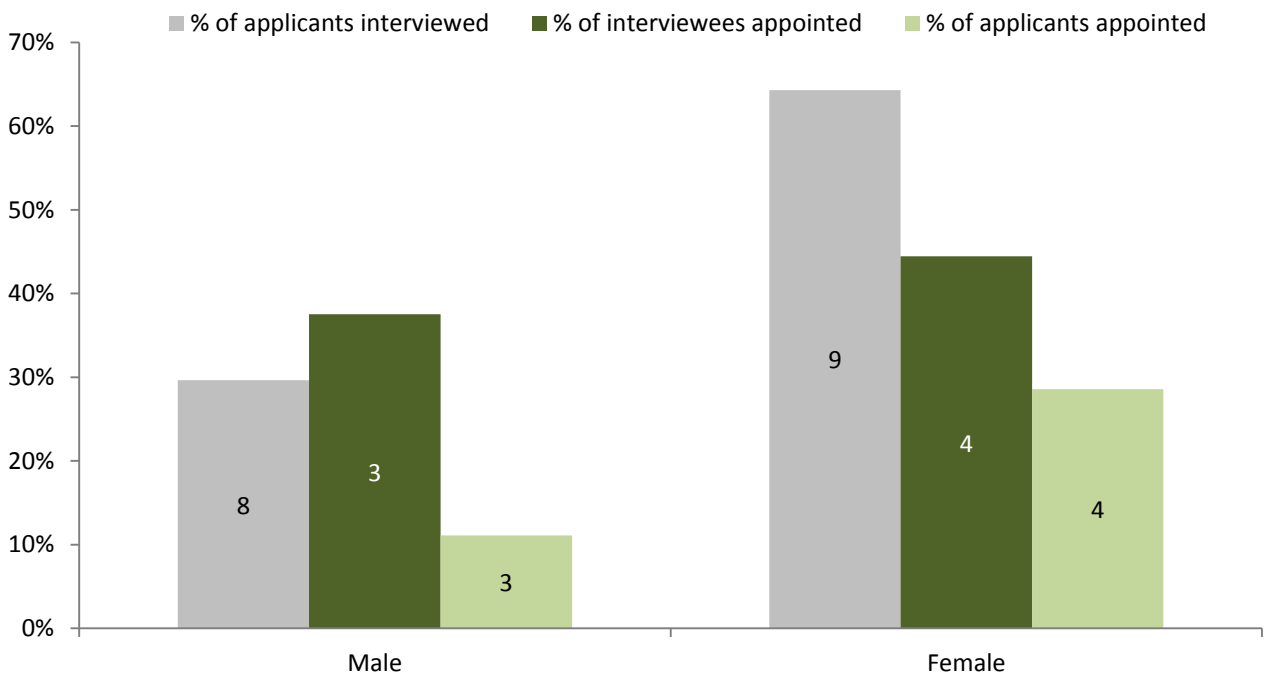


Figure 36: The total proportion of School Dean / Director applicants interviewed, interviewees appointed and applicants appointed by gender from 2012-13 to 2014-15.
 Absolute numbers are shown on the bars

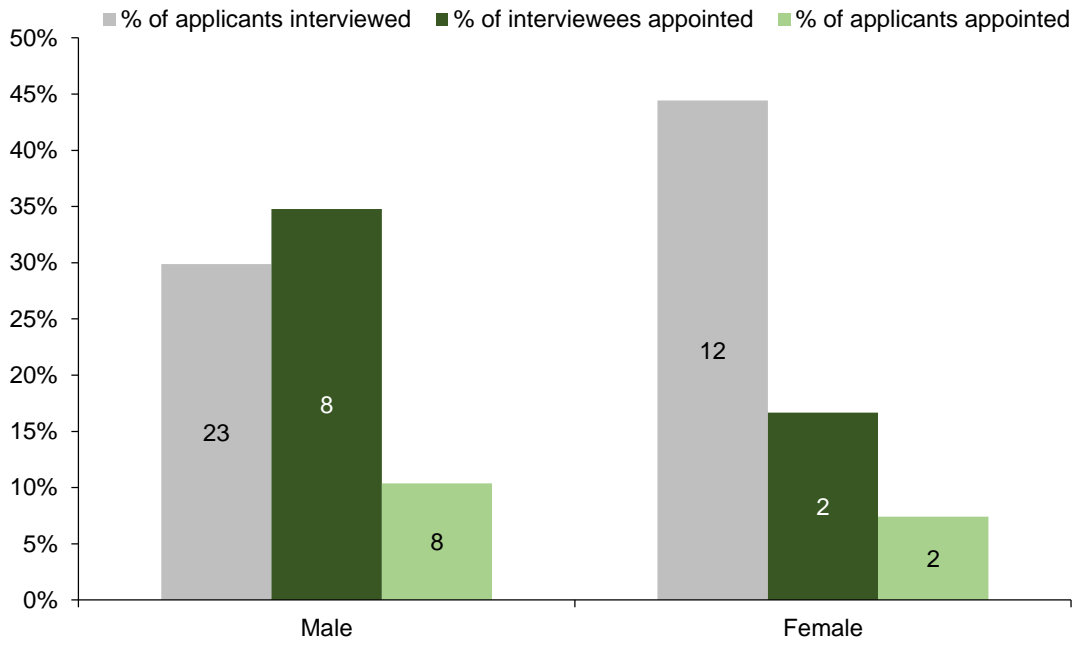


Figure 37: The total proportion of Deputy Dean / Associate Dean applicants interviewed, interviewees appointed and applicants appointed by gender from 2012-2015.

Absolute numbers are shown on the bars

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

In the reporting period there were 14 successful applications for a Personal Chair – eleven from men and three from women. Of the six of the STEMM applicants only one was a woman (Table 17).

Table 17: Number (%) of STEMM and non-STEMM staff eligible for, and appointed, Professorships by gender across three years

Year	Stage	STEMM		Non-STEMM	
		Male	Female	Male	Female
2012-13	Eligible Readers / PL pool	18 (69%)	8 (31%)	7 (50%)	7 (50%)
	Applications	2 (100%)		4 (100%)	
	Appointments	2 (100%)		4 (100%)	
2013-14	Eligible Readers / PL pool	18 (78%)	5 (22%)	6 (40%)	9 (60%)
	Applications	1 (50%)	1 (50%)		
	Appointments	1 (50%)	1 (50%)		
2014-15	Eligible Readers / PL pool	15 (65%)	8 (35%)	8 (50%)	8 (50%)
	Applications	2 (100%)		2 (50%)	2 (50%)
	Appointments	2 (100%)		2 (50%)	2 (50%)
Total	Applications	5 (83%)	1 (17%)	6 (75%)	2 (25%)
	Appointments	5 (83%)	1 (17%)	6 (75%)	2 (25%)

NB: PL = Principal Lecturers. Blank cells = zero staff members. Applications are predominantly received from Readers and PLs, but others can apply.

There were also six successful Readership applications – four from men, two from women. All applicants were from STEMM subjects. One male STEMM Readership application was unsuccessful. Data from CSS and CSHS staff surveys indicate that only 8% of female Senior Lecturers feel confident in applying for promotion. This may be due to a perceived lack of transparency in promotion criteria that was reported by 89% of female Senior Lecturers.

ACTION: 3.2 Target STEMM (and other) women to develop five-year career plans.
 ACTION: 3.5 Performance Reviewers to receive training.
 ACTION: 3.7 Introduce an appropriately modified version of the *Tromso Promotion Project*.

Table 18: Number of STEMM and non-STEMM staff eligible for, and appointed, Readerships by gender across three years

Year	Stage	STEMM		Non-STEMM	
		Male	Female	Male	Female
2012-13	Eligible SL pool	51 (52%)	47 (48%)	51 (49%)	54 (51%)
	Applications	1 (100%)			
	Appointments	1 (100%)			
2013-14	Eligible SL pool	45 (47%)	51 (53%)	50 (47%)	57 (53%)
	Applications	1 (50%)	1 (50%)		
	Appointments	1 (50%)	1 (50%)		
2014-15	Eligible SL pool	39 (46%)	46 (54%)	48 (47%)	55 (53%)
	Applications	3 (75%)	1 (25%)		
	Appointments	2 (67%)	1 (33%)		
Total	Applications	5 (71%)	2 (29%)		
	Appointments	4 (67%)	2 (33%)		

NB: SL = Senior Lecturers. Blank cells = zero staff members. Applications are predominantly received from SLs, but others can apply.

Notwithstanding the small number of applications, the conclusion is clear: women were under-represented amongst applicants for the awards of Readership or Personal Chair.

ACTION: 2.2 Review promotion criteria, particularly at Reader and Professorial levels.

Management and leadership opportunities such as Heads of Departments and Associate Deans (of Research, Enterprise or International) are available on a rotational basis at programme or department / subject level for a three-year period of tenure with the possibility of renewal through an application process. A smaller proportion of STEMM management and leadership roles are occupied by females across the years (Figure 37), whilst the proportion of males and females in non-STEMM is more balanced (Figure 38).

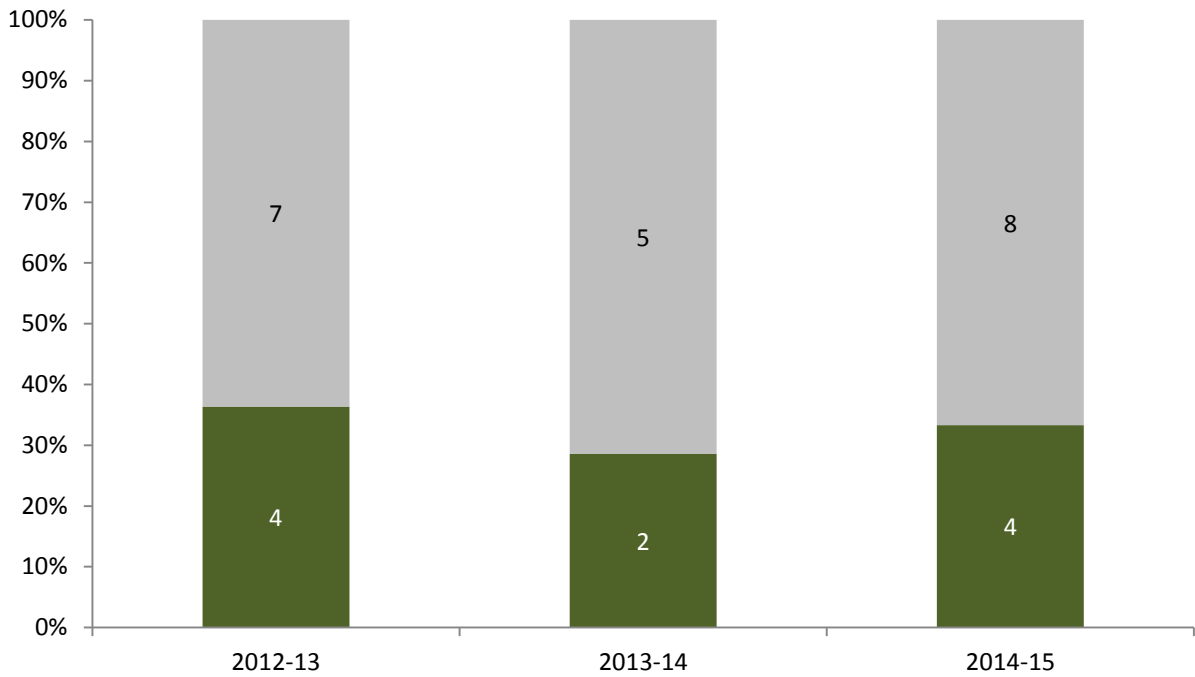


Figure 37: Persons holding rotational STEM managerial and leadership positions (not including rotational PL positions).

Green bars represent females. Grey bars represent males Absolute numbers are shown on bars

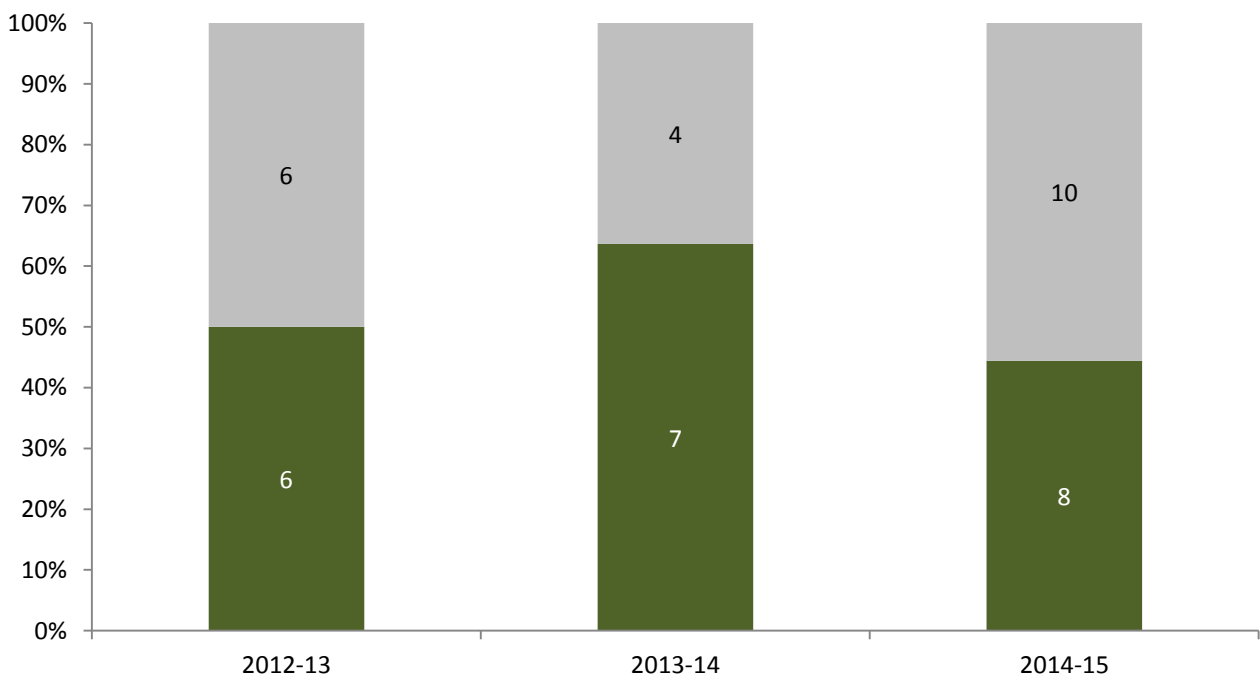


Figure 38: Persons holding rotational Non-STEM managerial and leadership positions.

Green bars represent females. Grey bars represent males Absolute numbers are shown on bars

Like other post-1992 universities, progression from the L to SL positions is an automatic incremental process. However, on certain pre-defined criteria (such as new membership of the HEA) staff can apply for accelerated progression from L to SL (Table 19).

Table 19: Total number (female proportion) of academic automatic progression and acceleration

Year	Staff level	Non-STEMM	STEMM			
			CSS		CSHS	
			Male	Female	Male	Female
2012-13	Associate Lecturer to Lecturer					1
	Lecturer to Senior Lecturer	5	3	3	2	3
2013-14	Associate Lecturer to Lecturer					1
	Lecturer to Senior Lecturer	5	1	5	2	
2014-15	Associate Lecturer to Lecturer					
	Lecturer to Senior Lecturer	5	1		2	

NB: Blank cells = no progressions/accelerations. No progressions or acceleration occurred within the CSM STEMM course.

ACTION: 2.4 Replicate (annually) the surveys of STEMM Schools / Departments about career progression.

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

The key transition points for the career progression of STEMM women begin with the processes of recruitment and selection. In addition to generic advertisement of positions available within the University, responsibility for identifying additional outlets is devolved to School level – often through subject associations and professional bodies.

For all interview panel members there is mandatory training which includes awareness raising and legislative compliance about equality and diversity – including gender representation. The overall gender summary of those who have undertaken training since 2012 is shown in Table 20. The number of women trained was consistently greater than for men.

Table 20: All Cardiff Met staff that have received recruitment and selection training

Year	Male	Female
2012-2013	22 (34%)	42 (66%)
2013-2014	33 (48%)	36 (52%)
2014-2015	35 (40%)	52 (60%)
Total	90 (41%)	130 (59%)

All new staff undertake a corporate induction process which includes ‘Diversity in the Workplace’ and ‘Health, Safety and Wellbeing’; and for academic staff there is additional input on ‘Diversity in Learning and Teaching’. Further local level induction occurs in each School and Unit and addresses the support mechanisms available (e.g., probation, staff performance review, staff development, flexible working, job evaluation and mentoring).

The probationary period begins at the start of employment for every new member of staff and is a two-way process designed to provide support and guidance, including (where appropriate) training and development events, coaching and mentoring arrangements, and monitoring of performance. It requires the completion of three formal reviews before the person is confirmed into position.

Later, key transition points are concerned with progression and these are addressed through the revised scheme for Staff Performance Review which was introduced in August 2014 and applies to all members of staff. Designed explicitly to support a constructive partnership between staff and managers trained by HR in the process of aligning individual needs and aspirations with corporate ambition, it is concerned as much with development as with review. There had been widespread non-engagement with the previous approach with as few as 35% of staff participating some years ago – indeed focus group members commented on the absence of ‘active’ promotional line management under the old arrangements as well as a lack of guidance and role models.

Since then, following attempts to increase participation, the level had risen to 82%. In the Corporate Strategic Plan 2012-2017 a target has been set for 100% compliance with the new process. **It is**

through this process that talent is identified and nurtured, opportunities presented and targets set. These provide the basis for the subsequent Staff Performance Reviews (depending on the scale and duration of the objective).

In order to be transparent about the nature of promotion opportunities that become available as key career transition points, as agreed with the recognised Trade Unions (UCU and Unison), the University uses the Higher Education Role Analysis (HERA) job evaluation process to ensure equal pay for work of equal value. Many positions have standardised job descriptions and role descriptors. There are also opportunities for formal re-grading of positions as well as an appeal procedure.

In addition to the career support provided to academic staff, specific professional development is available for learning, teaching and assessment responsibilities. Commended by the QAA following the Institutional Review of 2014, the Learning and Teaching Development Unit provides an extensive service including a Higher Education Academy (HEA) accredited Continuing Professional Development Scheme, Postgraduate Certificate of Teaching in Higher Education, as well as support for learning technology, programme development and working with students as partners.

Though not linked directly to progression, the University celebrates the successes of academic staff in learning and teaching through Teaching Fellowships and Student Led Teaching Fellowships (delivered in partnership with the Students' Union). Alongside support for the preparation of applications for Senior and Principal Fellowship of the HEA, these are some of the indicators of professional esteem upon which Readership and Professorial applications predicated on learning and teaching can be based.

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| <p>ACTION: 3.2 Target STEMM (and other) women to develop five-year career plans.</p> <p>ACTION: 3.3 Publish programme of staff development events.</p> <p>ACTION: 3.4 Workshops on key career transition points for female SL, PL and Reader staff.</p> <p>ACTION: 3.5 Performance Reviewers to receive training.</p> <p>ACTION: 3.6 Continue and increase participation in the LFHE programmes.</p> |
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Career development

- a) Describe the policies and activities at the university that support women’s career development in SET departments.
- (i) Researcher career support and training – describe any additional support provided for researchers at the early stages of their careers, such as networks and training.

As a signatory to the Concordat to support the Career Development of Researchers, the University is committed to supporting our staff and in 2017-18 the University will apply for HR Excellence in Research Award. **Cardiff Met has purchased the VITAE Researcher Development Framework (RDF)** and an annual calendar of workshops and training support mapped to the RDF to support our research students and staff will be launched in 2017-2018.

ACTION: 3.3 Encourage STEMM women to use RDF Planner.

ACTION: 3.8 EU HR Excellence in Research Award.

Since 2013, the University has participated in the Time Higher Education award winning national Welsh Crucible programme (Table 21). The annual programme is aimed at early to mid-career researchers and provides personal, professional and leadership development for the future research leaders of Wales.

Table 21: Gender uptake and breakdown of applicants to Welsh Crucible Programme

Year	Total programme numbers				Cardiff Met numbers			
	Applications		Successful		Applications		Successful	
	Male	Female	Male	Female	Male	Female	Male	Female
2013	48	40	17	13	3	2	1	1*
2014	34	34	16	14	2	4	1*	1
2015	33	34	18	12	3	4	2	
Total	115	108	51	39	8	10	4	2

* denotes STEMM staff from Cardiff Met. NB: Blank cells = zero staff members.

Cardiff Met also collaborates with Cardiff University and University South Wales to deliver training sessions and provide our staff and postgraduate students with the opportunity to network with their peers. In March 2015 Cardiff Met and Cardiff University co-hosted UKRO who delivered thematic sessions on ‘Funding opportunities for different stages of researchers’ careers to a total of 161 staff.

The University provides a wide range of corporate staff development opportunities (face-to-face, e-learning and on-line) which are available to all staff at no cost (Table 22). HR, RES and L&IS currently provide a range of online resources to support researchers such as Research Connect (online funding opportunity database), advice on IP and Copyright, guidance and training on Open Access and Research Data Management compliance requirements, access to Mendeley, ResearchGate.

Table 22: Numbers of Male and female staff attending institutional face to face training in 2014-2015

Session	Male	Female
Online research resource training	10 (59%)	7 (41%)
Research degree supervisor training	16 (70%)	7 (30%)
Marie Sklodowska Curie Individual Funding	5 (50%)	5 (50%)
European Research Council Funding	10 (71%)	4 (29%)
European Social Fund and European Regional Development Fund	9 (53%)	8 (47%)
Creative Europe Funding	2 (50%)	2 (50%)
Erasmus+ Sports Funding	6 (75%)	2 (25%)
Marie Sklodowska Curie Actions Research and Innovation Staff Exchange Funding	2 (100%)	0 (0%)
Erasmus+ Jean Monnet Funding	2 (50%)	2 (50%)
EU funding for developing research and innovation capacity	5 (71%)	2 (29%)
INTERREG Europe Funding	6 (60%)	4 (40%)
Face the media training	4 (36%)	7 (64%)
Horizon 2020 Societal challenge 2016-17 calls	4 (57%)	3 (43%)
Introduction to Nvivo	4 (50%)	4 (50%)

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

The University has developed various mentoring initiatives in recent years delivered in different formats such as via telephone, face-to-face and through staff development courses. Although telephone mentoring (access to a network of trained mentors via desktop and smart phone technology) was developed to provide a more accessible option, take up was very low and there appears to be a preference for face-to-face opportunities instead.

The focus groups were strongly supportive of the range of opportunities available, but lack of time was an important barrier that was noted by participants for both mentors and mentees. Consequently the University has delivered short 3½ hour staff development sessions on “An Introduction to Coaching and Mentoring” (Table 23). The University is also a member of the Women in Universities Mentoring Scheme (WUMS) a Welsh Universities collective which offers cross-institution opportunities for female staff to train as mentors or participate as mentees. WUMS is funded jointly by all member institutions and has provision to run until 2019. Evaluations are conducted every year and benefits were noted, for example, *“Yes it was extremely useful. Helped me to consider how I organise my time and strategies for prioritising certain things – I was promoted last Feb and this was timely as my new role has proved quite challenging and different”* and *“I have found the scheme to be helpful. My mentor has been able to provide a lot of advice in relation to situations at work, how to approach tasks and ideas for professional development.”*

Table 23: Number of females participating in mentoring initiatives 2011-2015

An Introduction to Coaching and Mentoring	2014 session: 11 female participants
	2015 session: 6 female participants
Women in Universities Mentoring Scheme (WUMS)	2011 cohort: 7 female mentors matched 2 female mentees matched
	2012 cohort: 12 female mentors matched 3 females mentees matched
	2015 cohort: 1 female mentor matched 3 female mentees matched.

The University has Coaching and Mentoring Guidelines which encourage all staff to have a mentor during different stages of their career. However these guidelines need to be updated to reflect the ‘informal’ mentoring that occurs at Departmental level, especially in the STEMM subjects; though rather *ad hoc*, informal mentoring was considered valuable by focus group members.

The University is keen to develop participation in the Leadership Foundation for Higher Education (LFHE) programmes to build awareness of career development opportunities available to female academics. The University has also been a member of Women in Science and Engineering (WISE) since 2014 and all staff and students are encouraged to take up individual membership of the organisation. WISE offers members opportunities to network, attend events for free and access personal and professional development courses.

ACTION: 4.2 Set a pan-University equality and diversity network.

ACTION: 4.4 Create a task and finish group to establish an agreed pan-University peer mentoring scheme.

ACTION: 4.12 Projection of alumni and Fellows of the University as role models.

- b) Describe any activities at the university that raise the profile of women in SET generally and also help female staff to raise their own profile such as:
- (i) Conferences, seminars, lectures, exhibitions and other events.

The University funds academic and research staff and PhD students to attend conferences, seminars and other staff development activities as part of their professional development and profile raising (Table 24). The University's Schools allocate funds annually for attendance at conferences linked to staff development, set at around £1,000 per staff member - approximately 1% of the staff salary budget in total. Staff must submit a request for funding which is reviewed within each School. Table 25 shows the amount spent on conferences and staff development between 2012 and 2015.

Table 24: STEMM female and male staff attending conferences and seminars, 2012-13 to 2014-15

Year	CSS		CSHS		CSM	
	Male	Female	Male	Female	Male	Female
2012-13	32	16	32	16	1	1
2013-14	41	22	41	22	3	1
2014-15	46	35	46	35	1	0

Table 25: STEMM School spend on conferences and staff development activities 2012-13 to 2014-15

Year	CSS	CSHS	CSM
2012-13	£ 51,987	£ 69,564	£51,000
2013-14	£ 46,041	£101,944	£53,156
2014-15	£ 56,598	£ 99,761	£41,704

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

All internal and external communications are coordinated by our University's Communications and Marketing team who publicise the research and profile of STEMM women through traditional media as well as social and digital media channels. The team liaises with the media, offering academic staff for expert comment on current issues and promote staff through monthly news bulletin, the University's Annual Review reports, and the Research Review publication

In 2014-15, Cardiff Metropolitan University subscribed to the online academic media hub *The Conversation*; an online journal giving staff the opportunity to write comment articles, based on their research area, on topical issues. To date 27 staff and academic associates have published articles; 15 of those were female (56%) with 7 based in STEMM (26%). The University has provided 'Face the Media' training for staff to support them to promote their research or academic achievements confidently.

ACTION: 4.6 Provide opportunities for STEMM (and other) women to undertake media training.

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

Significant contributions of Cardiff Met STEMM staff are listed in Table 26.

ACTION: 4.5 Identify opportunities and support STEMM (and other) women to engage actively on public or professional bodies.

Table 26: Examples of activities undertaken by Cardiff Met STEMM women to raise their own profile and the profile of STEMM

Name	Description of activity
Dr Rachel Adams	<p>Senior Lecturer.</p> <p>Gender policy marker monitoring for the EC Research Executive Agency, for the Horizon 2020 programme.</p>
Dr Karianne Backx	<p>Principal Lecturer.</p> <p>Newspaper Article 'Looking at the role exercise can play for cancer patients' Published Western Mail 17.04.14.</p> <p>Member of research team awarded the Golden Synapse. Award 2013 in recognition of the most outstanding article published in Journal of Neurologic Physical Therapy.</p> <p>Welsh Crucible 2013.</p>
Dr Nicola Bolton	<p>Principal Lecturer, Co-ordinator for Strategy and External Engagement in CSS.</p> <p>Director of British Gymnastics and the British Gymnastics Foundation.</p> <p>CIMSPA Wales (Chartered Institute for the Management of Sport and Physical Activity).</p> <p>Collaborative partnership with UKRCS to evaluate Sport Wales' 'Call for Action' national programme.</p> <p>Editorial Board of Managing Sport and Leisure.</p>
Professor Rose Cooper	<p>Professor of Microbiology.</p> <p>Recognised for her extensive research into the antibacterial qualities of Manuka honey, specifically in combatting hospital-borne bacteria like MRSA and awarded the prestigious 'Infection and Biofilm award at the Journal of Wound Care Awards in 2014.</p>
Dr Sarah Curran	<p>Reader.</p> <p>Invited contributor to a new UK centric Science and Technology news website that was launched at the start of 2016 and appear as one of the '21st Century Stars' gallery which promotes leading exponents of UK innovation and 'thought leadership'.</p> <p>Articles for The Conversation, Western Mail. BBC Radio Wales and Professional / expert opinion interview on BBC Television.</p>
Dr Lisa Edwards	<p>Senior Lecturer.</p>

	Current Treasurer and Membership Secretary of the British Philosophy of Sport Association.
Dr Lynne Evans	<p>Reader.</p> <p>2012: British Psychological Society, Division of Sport and Exercise Psychology, Qualifications Reference Group.</p> <p>2013-present: British Psychological Society, Division of Sport and Exercise Psychology Training Committee.</p> <p>2014: Associate Fellow (AFBPSsS), British Psychological Society.</p>

Dr Marianne Gittoes	<p>Reader.</p> <p>Awarded International Society of Biomechanics in Sport New Investigator’s Award and British Association of Sport and Exercise Sciences SportsPages Biomechanics Student Award. Invited scientific member for the following external associations:</p> <ul style="list-style-type: none"> - International Society of Biomechanics in Sport - International Congress on Sports Science Research and Technology Support - British Association of Sport and Exercise Sciences - European Society of Biomechanics
Dr Sally Hicks	<p>Lecturer.</p> <p>STEMM Ambassador – Outreach in Schools.</p>
Dr Claire Kelly	<p>Lecturer.</p> <p>In 2014-15 Part of the STEM team that hosted a STEMM conference whereby secondary school (mostly A-level) students attended a day-long event exhibiting various elements of STEM activities.</p> <p>Participates annually in the Brain Games event at the National Museum Wales.</p> <p>Held a Brain Awareness Assembly at local primary school.</p> <p>STEMM Ambassador: Spoken to A-Level students in Risca College and Bedwas Comprehensive School about the use of animals in science.</p> <p>Member of the Scientific Advisory Committee for Ataxia UK as well as the British Neuroscience Association.</p>
Dr Sarah Maddocks	<p>Lecturer.</p> <p>Cardiff Science Cafe, Naked Scientists, BBC radio interviews / presentations on her antimicrobial work.</p> <p>Member of organising committee of the first Cardiff based Science Soapbox event.</p>
Dr Katie Thirlaway	<p>Deputy Dean.</p> <p>Invited member of the Advisory Committee Public Health Wales Physical Activity and Nutrition Network.</p> <p>Organiser and speaker at the first Welsh based Females Achieving Brilliance event with guest speaker Dame Rosemary Butler.</p> <p>Member of the National Specialist Advisory Group -Diabetes for the Welsh Government.</p>

	Keynote speaker at a Welsh Government roundtable event: Tackling Obesity in Wales: Psychological Perspectives on what works.
Dr Cathryn Withycombe	Lecturer. STEMM Ambassador – Outreach in Schools. ‘More to Science than Medicine to Year’ to 8/9 in Bryn Hafren Comprehensive School. Coordinates two-day Science Programme on Campus for 40 A-Level students from Bishop of Llandaff High School. Expanding to programme to include another local school in 2016.

Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on trends and significant issues, in particular anything relating to gender equality.
- (i) Female:male ratio of Heads of School/Faculty/Department – across the whole institution and in SET departments. Comment on the main concerns and achievements and how the action plan will address them. For example, are women and men appropriately represented at this level? Are there any differences in SET departments?

Table 27: Female:male proportion of School management and leadership functions, 2015

	All Schools				STEMM Schools / DCIS Department			
	Vacant (n)	Female (n)	Male (n)	Female (%)	Vacant (n)	Female (n)	Male (n)	Female (%)
Deans of School / Head of PDR		1	5	17			2	0
Deputy Deans		2	3	40			1	0
Associate Deans / Director in PDR		3	13	19			6	0
Business Support / Resources Manager		4	2	67		1	1	50
Heads of Department ⁵		11	3	79		3	2	60

⁵ Includes the Head of Department for DCIS in CSM.

Co-opted members to School Management and Planning Teams (SMPTs)		16	9	64		6	5	55
Elected Members to School Management and Planning Teams (SMPTs)	2	2	6	25		2	2	50
Total	2	39	41	49		12	19	39

The current gender profile of the management structure of the University at School level shows that women are under-represented in STEMM schools (see Table 27 above). 49% of the positions at these tiers of the management structure were occupied by women (28% sector-wide)⁹, and in STEMM Schools it was lower at 39% (23% sector-wide). Each School⁶ has a 'Directorate' of a Dean, Deputy Dean(s), and Associate Deans for Enterprise, International, and Research; **women are under-represented in these senior positions in STEMM Schools**. Deputy Deans have responsibility for Learning and Teaching, and it is in this element of the University's core business that women are most represented (also reflecting the senior management of the University) – an observation noted by the focus group participants.

ACTION: 1.1 Ensure better gender-balance on influential University Boards and Committees.
 ACTION: 2.1 Review how all posts / roles are advertised and investigate recruitment and selection guidelines.

All School management and leadership positions are appointed through a formal recruitment process, with the exception of co-opted and elected members. For the latter roles there are opportunities for Schools to create a more proportionate representation of females through target setting and then implementing actions to bring about the specific outcomes.

Focus group participants felt that women were more likely to pursue a career path in Learning and Teaching rather than Research (especially), reinforcing a main Institutional concern. They thought this partly because there was more operational clarity over criteria linked to promotion to functional Principal Lecturer positions (e.g., Head of Department, Programme Director) than for the application for Reader, Professor and to senior management positions. There was also a perception of lack of encouragement from line managers for STEMM women to apply for such positions.

These findings highlight a number of areas where the University could improve. Indeed, it has become evident that a perceived lack of clarity in the criteria for promotion to Reader and Professor is an Institutional barrier that needs to be addressed. Proactive actions also need to be taken to improve the awareness and sensitivity of line-managers to unconscious bias that could result in women being steered towards particular career paths. In combination with a review of recruitment processes and bespoke staff-development provision, it is anticipated that the University will take positive steps towards enabling more STEMM women to compete for and secure senior research and management positions.

⁶ PDR has a Head of Centre and a Director of Research – those data are included in Table 27.

ACTION: 2.2 Review promotion criteria, particularly at Reader and Professorial levels.

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

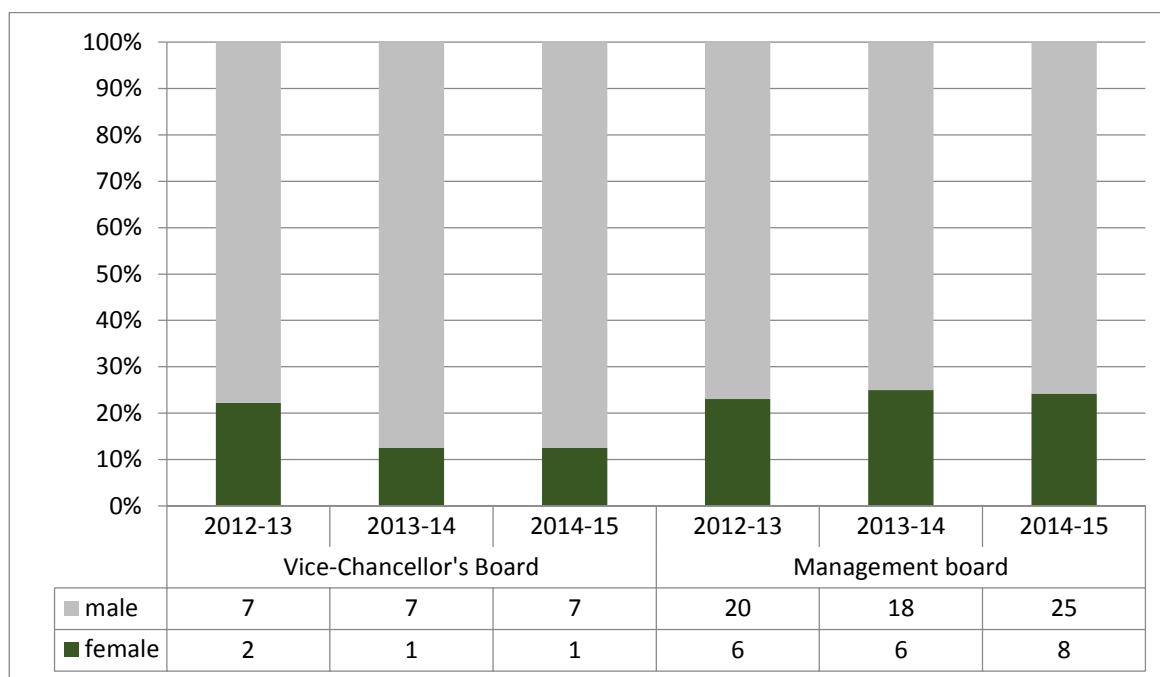


Figure 39: Gender profile of the VCB and Management Board 2012-2015.

% of members indicated on graph and number of members in table.

In 2012-2013 22% of VCB's membership was female (35% sector-wide⁹). Its composition changed in the summer of 2013 following a restructure, and the ratio of women to men is now less favourable (Figure 39). There are more females with operational responsibility on the University's Management Board, but women remain under-represented on both Boards.

An immediate challenge therefore is to ensure that women have had the chance to engage with the appropriate professional development and feel supported by the Institution to apply for rotational positions that become available. From a platform of achievement and excellence at Level 3 positions, the medium-term aspiration of bringing about a more gender-equal organisational culture at the most senior level can then be progressed.

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| ACTION: 3.2 | Target STEM (and other) women to develop five-year career plans. |
| ACTION: 3.6 | Continue and increase participation in the LFHE programmes. |
| ACTION: 4.3 | Introduction of an annual review of gender equality matters for of each University Board / Committee. |

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

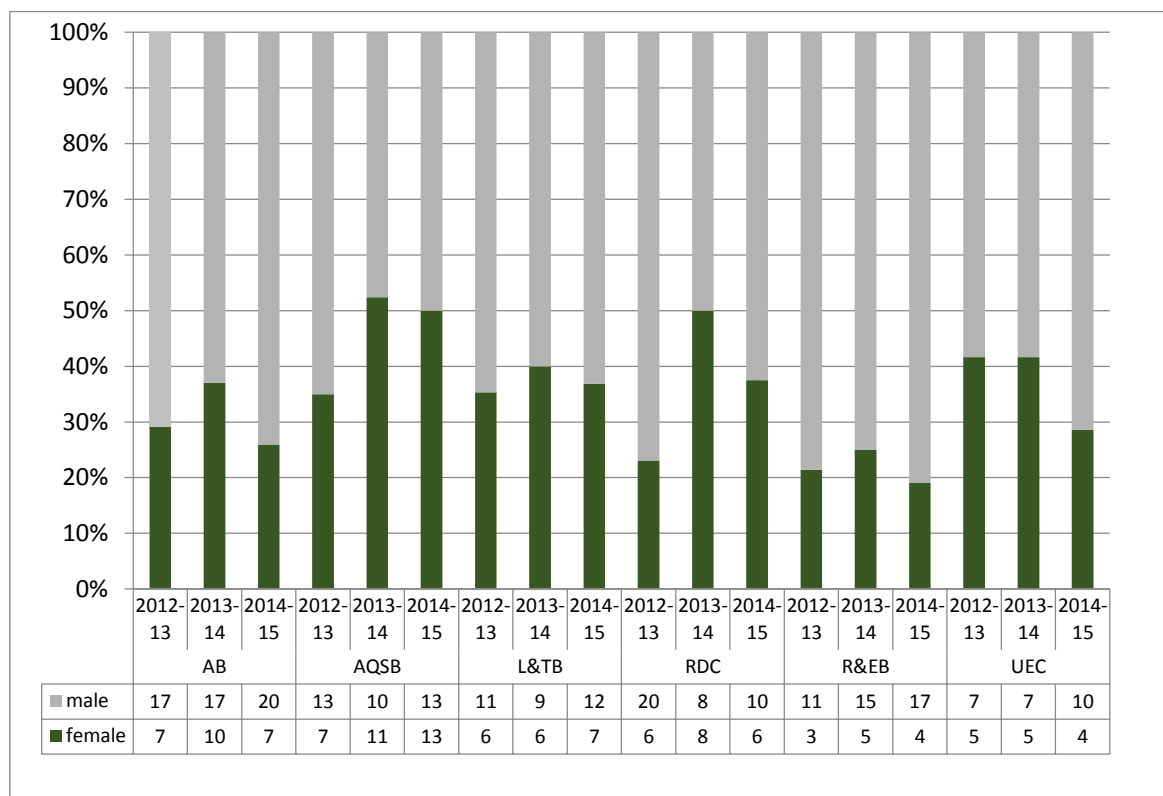


Figure 40: Female representation on decision-making Boards and Committees, 2012-2015. % of members indicated on graph and number of members in table. Abbreviations: AB-Academic Board, AQS-Academic Quality and Standards Board, L&TB- Learning and Teaching Board, RDC-Research Degrees Committee, R&EB-Research and Enterprise Board, UEC-University Ethics Committee.

The gender profile of the University’s influential boards and committees between 2012 and 2015 is shown in Figure 40. The greatest unevenness has existed in R&EB where the female:male ratio is approximately 1:5. (The Internationalisation Board was established at the start of 2015-16, hence it appears in the Action Plan but not in the data presented.)

As with the composition of VCB and Management Board, the terms of reference for decision-making boards / committees specify particular positions (including student representation). In the past, talent identification has been more *ad hoc* than systematic, but in 2013, the University reviewed its approach to talent identification and management which has informed the current HR Strategy for 2015-2020. By identifying appropriate talent, STEMM women will be encouraged to pursue particular positions for which they are thought by their Performance Reviewer(s) to have aptitude

and/or potential. With the Institutional actions that have already been described, when positions on Committees become available that are not linked in the particular terms of reference to specific functions, they are advertised through email to all eligible members of staff. When necessary, there then follows a selection process (usually an electronic ballot) of the relevant constituency (e.g., Academic Board member of the Board of Governors).

ACTION: 2.3 Training for staff involved in recruitment and selection that addresses 'unintended / unconscious bias'.

ACTION: 3.7 Introduce an appropriately modified version of the *Tromso Promotion Project*.

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

Across the five Schools and PDR there are variable levels of engagement in research. The STEMM Schools are the most active. Research funding opportunities are made available through (i) the well-established but competitive pan-University Research Innovation Awards (RIA) for PhD studentships and post-doctoral researchers, (ii) Get Started / Seed Fund – for small projects of up to £2k, (iii) an Accelerator fund – up to £5k to give impetus to small-scale projects with the potential to develop, (iv) Research and Enterprise Investment Fund (REIF) – to support projects greater than £20k, and (v) an Impact Exploitation Fund. There is also formal internal peer review of funding bids in excess of £25k intended for external agencies. A gender breakdown of successful bids for RIA, REIF and Get Started / Seed Fund is illustrated in Tables 28 to 31.

Table 28: Research Innovation Awards (RIA) PhD studentships

Stage		2012-13		2013-14		2014-15	
		Male	Female	Male	Female	Male	Female
Received	STEMM	1	1	2		2	1
	Non-STEMM	2		5		2	1
Funded	STEMM			1		1	
	Non-STEMM	1		2		1	1
Success rate	STEMM	0%	0%	50%		50%	0%
	Non-STEMM	50%		40%		50%	100%

NB: Blank cells = no applications.

Table 29: Research Innovation Awards (RIA) Post-doctoral researchers

Stage		2012-13		2013-14	
		Male	Female	Male	Female
Received	STEMM	3	2	2	
	Non-STEMM	2	2	2	1
Funded	STEMM	1	1	1	
	Non-STEMM			1	1
Success rate	STEMM	33%	50%	50%	
	Non-STEMM	0%	0%	50%	100%

NB: Blank cells = no applications. No Budget for this call in 2014-2015

Table 30: Research and Enterprise Investment Fund (REIF)

Stage		2012-13		2013-14		2014-15	
		Male	Female	Male	Female	Male	Female
Received	STEMM	5	1	4	4	2	2
	Non-STEMM	1		3	1	2	4
Funded	STEMM	4			1		1
	Non-STEMM	1		3	1	2	1
Success rate	STEMM	80%	0%	0%	25%	0%	50%
	Non-STEMM	100%		100%	100%	100%	25%

NB: Blank cells = no applications.

Table 31: Get Started / Seed Fund

Stage		2012-13		2013-14		2014-15	
		Male	Female	Male	Female	Male	Female
Received	STEMM	9	1	2	4	13	8
	Non-STEMM	7	6	10	6	1	7
Funded	STEMM	6	1	2	3	11	7
	Non-STEMM	3	3	5	4	1	5
Success rate	STEMM	67%	100%	100%	75%	85%	88%
	Non-STEMM	43%	50%	50%	67%	100%	71%

The number of applications from female STEMM staff for smaller amounts of funding (Get Started/Seed Fund) has been increasing since 2012-13 and they have a similar success rate as male STEMM staff. For the past two years a similar number of female STEMM staff have applied for larger amounts of funding (REIF) as male STEMM staff. **However, for specific supervisory projects (RIA and RA) very few females (STEMM and non-STEMM) apply and none have been awarded to STEMM females.**

Senior colleagues (including a total of 11 Readers and 12 Professors across both Schools) provide mentorship and guidance to less experienced colleagues to develop their academic careers. However of the CSS and CSHS less senior staff surveyed, males reported greater opportunities to receive, or had received, mentoring than females (67% vs. 48%). **Therefore, it seems more could be done to facilitate female development, particularly to less senior staff members.**

Research time is actively protected by supporting, where possible, extended research leave for specific projects through the Workload Allocation Model (WAM). STEMM women are advocates within Vitae’s UK-wide Researcher Development Advisory Group, participate in the Wales Network of the South West and Wales Vitae hub, and sit of the Scientific Advisory Board for Ataxia UK.

ACTION: 3.8 EU HR Excellence in Research Award.

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

The University is committed to fair and equitable workloads for academic staff through the principles and procedures of the Workload Allocation Model (WAM). This includes explicit recognition of personal tutoring, programme directorship, and other pastoral support positions. Consultation takes place alongside the Staff Performance Review Scheme (SPRS) to refine and balance duties to accommodate the needs and career aspirations of individual staff against the requirements of the School. Managers ensure that workloads are adjusted for those who have taken on specific roles/responsibilities, or who have agreed career objectives identified through the SPRS. The workloads of female staff and part-time employees are also monitored for equity by HR and UCU as part of the overall analysis of the process and no patterns of inequality have been identified.

ACTION: 1.9	Identified SAT members to act as AS ‘Champions’, properly acknowledged within WAM.
ACTION: 3.1	Analyse data from the annual review of the WAM to ensure appropriate allocation to different areas of work.

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

The University's corporate publicity, promotional and public relations materials including the website are generated by the Communications, Marketing and Student Recruitment Unit. Their production is sensitive and sensitised to equality and diversity. A wide and representative range of images are used to reflect the University's inclusive working and learning environment.

The STEMM Schools deploy publicity materials and make press releases about students, alumni and staff to celebrate the University's successes. The University has a 'rolling' online news-feed that also broadcasts the research and enterprise accomplishments of STEMM and other women, and the University's Inaugural and Professorial Lecture Series for 2015-2016 will celebrate the award of Personal Chairs to two new female Professors.

ACTION: 4.11 Ensure a gender balance of images and content, showing women in active roles on the University website and in other media.

Flexibility and managing career breaks

- a) **Describe the policies and activities at the university that support flexibility and managing career breaks in SET departments.**
 - (i) **Flexible working – describe how eligibility for flexible and part-time working is advertised to staff and the overall uptake across the university. What training is provided for managers? How is the policy monitored and how successful it has been?**

The University's Flexible Working Policy was introduced in 2002, and since July 2014 any member of staff can ask to work flexibly (e.g., flexi-time, flexi-place, flexible working hours, job share, part-time and career breaks). Flexible working options are promoted as part of the benefits package for staff and via the HR website. A range of on-line development resources related to flexible working are available to managers.

Addressed in the 'Introduction to Line Manager Training' staff development training event, the Policy encourages managers to work with staff who would benefit from more flexible working arrangements. Specifically, these include: a nine-day fortnight, annualised hours, staggered working arrangements with banked hours, a mixture of office based and flexi-place working, a temporary reduction or increase in working hours. These possibilities accommodate planned peaks and troughs in workload, or when an employee needs a flexible work pattern to cope with competing work-life demands (e.g., caring responsibilities).

The 'take up' of flexible working across the University is monitored in conjunction with the recognised Trade Unions, and in the main this tends to occur in the support Units. The number of requests and agreements for flexible working is indicated in Table 32 below. To investigate awareness and uptake of the University's Flexible Working Policy a staff survey has been undertaken with questions specifically addressing flexible working; 41% of female staff and 49% of male staff are aware of the Flexible Working Policy. Formal uptake of flexible working is low but 60% of female and 58% of male respondents declared that flexible working is managed informally in their working area. Some respondents (49% female and 37% male), however, reported that they felt that flexible working or career breaks could have a negative impact on their career.

Table 32: Flexible working requests, agreement and non-agreement, 2012-15.

Female Staff	Requested			Agreed			Not Agreed		
	STEMM	Non-STEMM	Support	STEMM	Non-STEMM	Support	STEMM	Non-STEMM	Support
2012-13	0	1	8	0	1	7	0	0	1
2013-14	1	2	8	1	2	7	0	0	1
2014-15	0	2	12	0	1	10	0	1	2

Male Staff	Requested			Agreed			Not Agreed		
	STEMM	Non-STEMM	Support	STEMM	Non-STEMM	Support	STEMM	Non-STEMM	Support
2012-13	0	0	2	0	0	2	0	0	0
2013-14	1	0	1	1	0	1	0	0	0
2014-15	0	0	2	0	0	2	0	0	0

ACTION: 4.9 Promotion of flexible working policies/Childcare Voucher Scheme to all staff.

(ii) Parental leave (including maternity, paternity, and adoption leave) – how many women have returned full-time and part-time?

The University exceeds statutory minimum requirements in relation to maternity, paternity and adoption leave (the maximum period of maternity leave available is 52 weeks)⁷. Staff with more than one year of continuous service can also claim 18 weeks Occupational Maternity Pay (i.e., four weeks full pay, two weeks 90% of weekly earnings, 12 weeks 50% of weekly earnings). The University also pays for 1 week of Occupational Paternity Pay at full pay.

ACTION: 3.9 Provide consistent and full cover Maternity, Adoption and Shared Parental Leave .

Whilst on maternity leave staff are supported through ‘Keeping in Touch’ days. With advance agreement, staff may undertake up to ten days of work/training during the maternity leave period. The number of staff members taking maternity leave between 2012 and 2015 is shown in Figure 41. During this period there were no instances of females taking paternity leave and only one female (non-STEMM academic) took adoption leave. Table 33 shows the decisions taken by staff on the completion of maternity leave. Some of those who returned without changes had already reduced their hours following return from previous maternity leave.

These ‘family friendly’ policies were considered by focus group members to have had some unintended consequences. For though they had provided some opportunity for career breaks, there was a sense that under previous criteria for Readership and Professorship promotions, there was inadequate recognition of the impact of career breaks on professional development. This has been addressed in the new criteria for these awards introduced in November 2013.

⁷ Maternity, Paternity, Adoption and Parental Leave Policy is currently under review – part of the purpose is to incorporate the Shared Parental Leave Regulations.

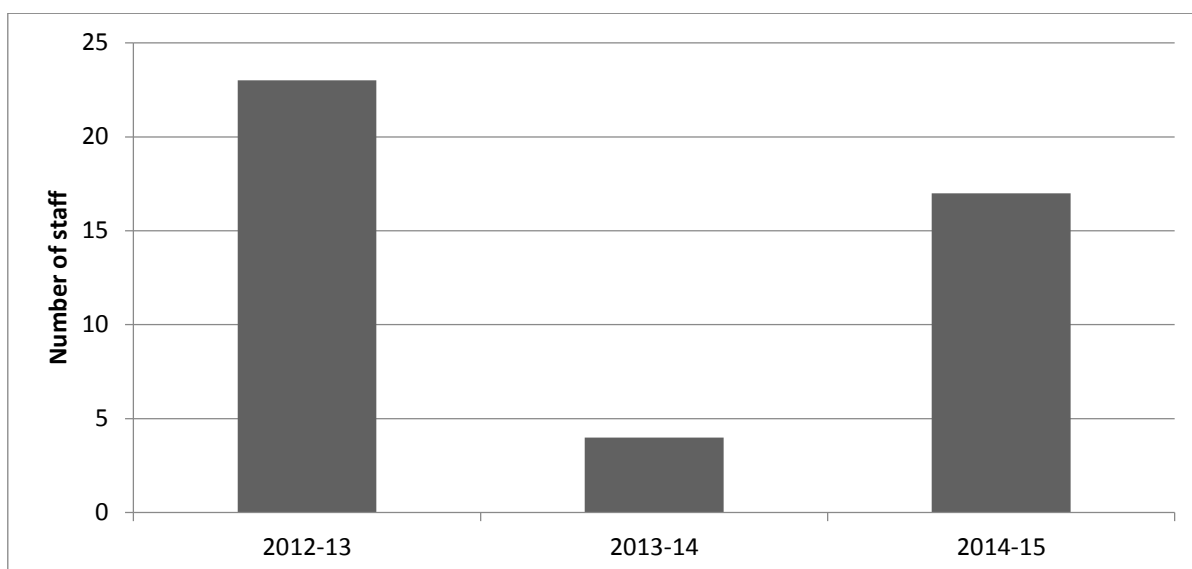


Figure 41: Number of Staff Taking Maternity leave 2012 to 2015

Table 33: Position-maternity employment decisions and changes, 2012 to 2015

	Left the University	Returned to the University	Returned to the same hours	Returned to increased hours	Returned to decreased hours	Subsequently increased hours	Subsequently reduced hours
STEMM academic	0	5	5	0	0	0	0
Non-STEMM academic	0	5	5	0	0	0	1
Admin/managerial	1	27	27	0	0	0	2
Operations	0	3	3	0	0	0	0
Technical	0	2	2	0	0	0	0
Total	1 (2%)	42 (98%)	42 (100%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)

With low numbers it is necessary to exercise caution about the inferences drawn. However there are some patterns that can be detected:

- No ‘type’ of staff member left the University in greater number than any other;
- A large majority of those who took maternity leave returned to the University; and of those the majority returned to the same hours (initially, at least);
- Of those who adjusted their hours on return and/or later, most chose to decrease them.

For a STEMM and non-STEMM breakdown, Figure 42 shows the ‘return to work’ pattern, Figure 43 shows the number who changed their working hours on return, and Figure 44 shows the number who changed their working hours later. The data reveal that there are opportunities for staff returning from maternity to request and be granted flexible working arrangements to support their work life balance.

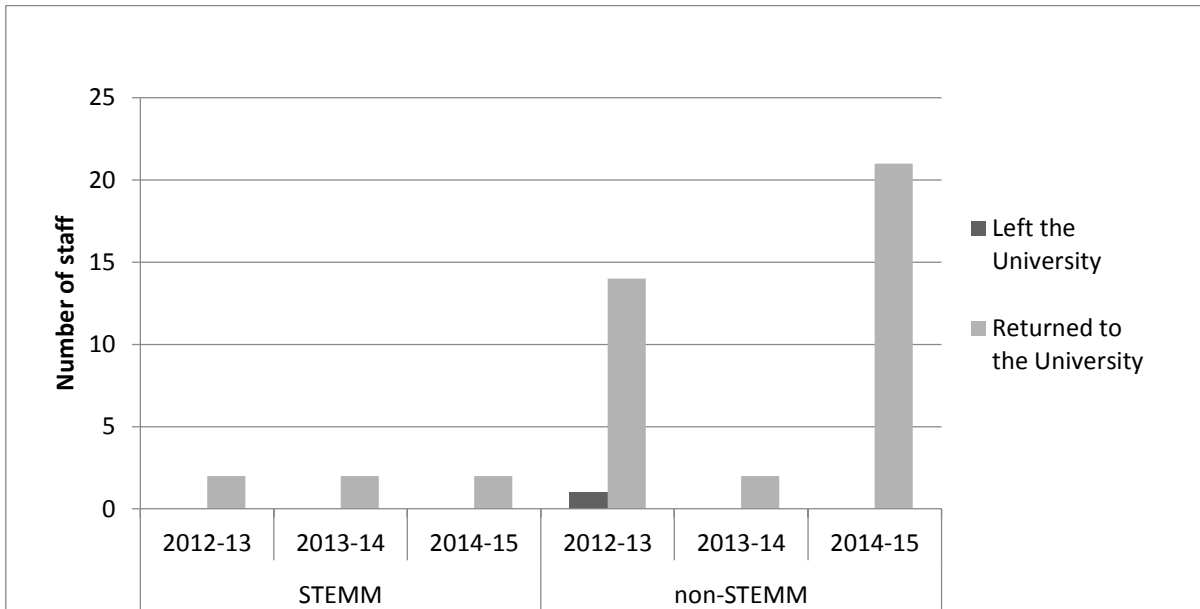


Figure 42: Post-Maternity “return to work” for STEMM and non-STEMM, 2012 to 2015

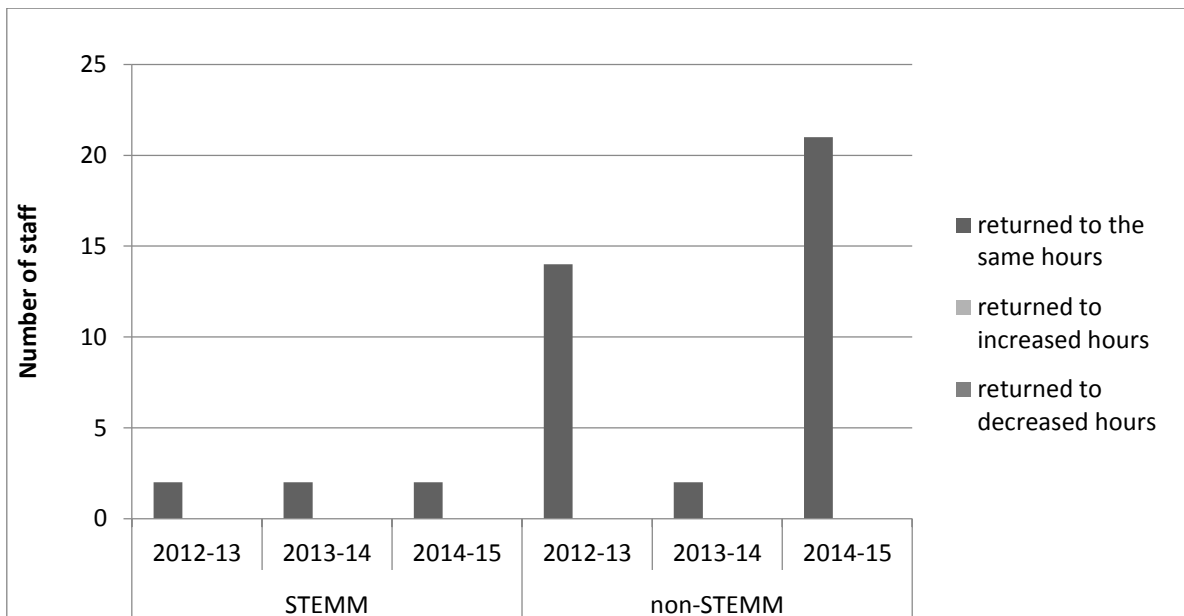


Figure 43: Post-Maternity work pattern for STEMM and non-STEMM, 2012 to 2015

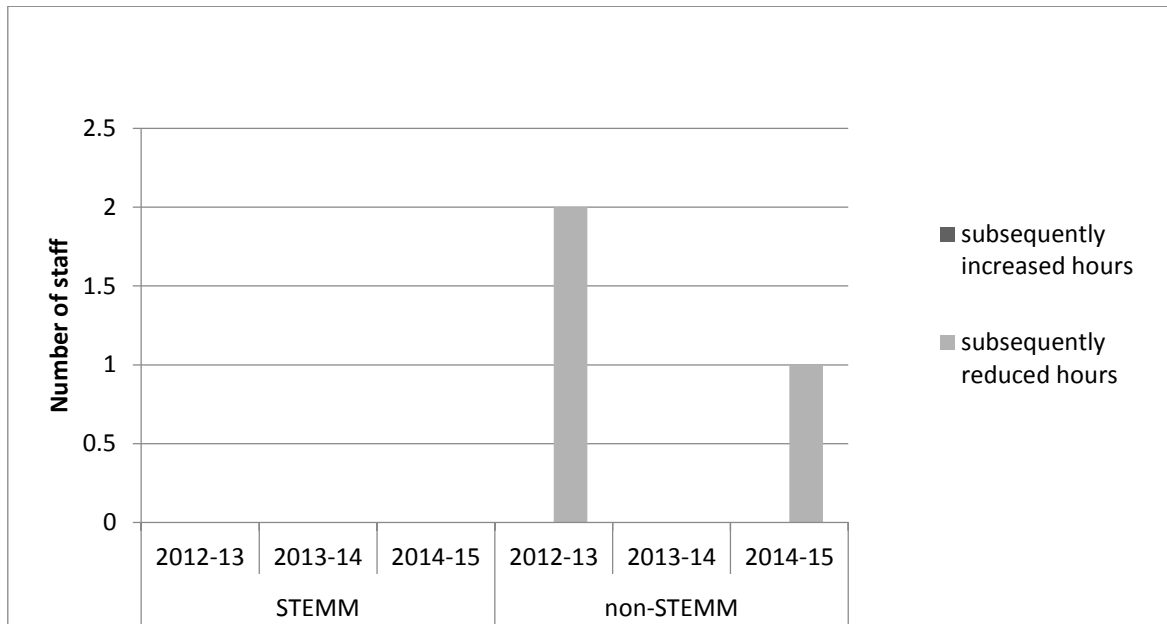


Figure 44: Subsequent changes to position-maternity work pattern for STEM and non-STEMM, 2011 to 2014

- ACTION: 3.9 Provide consistent and full cover for maternity, adoption and shared parental leave across all Schools.
- ACTION: 3.10 Agree workload allocation arrangements to protect time for STEM (and other) women when returning from a career break.
- ACTION: 4.10 Develop a working families / return to work staff network.

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

Publicised through ‘An A-Z of Cardiff Metropolitan University: Find your way around’ (a booklet given to all new staff), the University has partnered with the Midcounties Co-operative to deliver a Childcare Voucher Scheme which ensures that employees can make the best use of the government tax concessions on childcare costs. There is also information on the HR website. Both campuses are close to numerous well-established childcare providers including school/holiday clubs, crèches and child minders.

Currently 74 members of support staff are signed up to the scheme, 29 of whom are male and 45 of whom are female; among academic staff, the number using the scheme is 44, 27 of whom are male and 17 of whom are female. Academic staff taking up the scheme range from lecturer to professor, with an age range from 32 to 58. The number of staff joining the scheme each year is fairly modest but appears stable.

ACTION: 4.9 Promotion of flexible working policies/Childcare Voucher Scheme to all staff.

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

The meetings of the key decision-making Boards and Committees are scheduled in the early part of the calendar year for the forthcoming academic year – all meetings are therefore arranged at least eight months in advance. In 2015 the University established core meeting hours of between 10:00 and 15:00 to accommodate flexible working arrangements. To reduce time spent in meetings without compromising their functions, Boards and Committees with a large volume of business to transact (e.g., AB, AQSBS and RDC) adopt a protocol that allows agenda items for information to be ‘taken as read’ without discussion. In addition to flexible working arrangements, academic staff are enabled to exercise professional autonomy in pursuit of their agreed targets – often away from the University when commitments allow.

Since 2008, the University has had a corporate Health and Well-Being Strategy which takes a holistic approach to workplace health and health management. It incorporates the four key elements in Table 34. In December 2011 the University was awarded the Gold Corporate Health Standard which was renewed in March 2015. Most managers have been trained in ‘Management of Stress in the Workplace’ and the results of the staff Health and Well-being surveys carried out in 2010, 2012 and 2014 suggest that staff manage their work-life balance well.

Table 34: Elements of the corporate Health and Wellbeing Strategy

Good Physical Health – Create a safe physical work/study environment	Safe work/study environment
	Physical activity
	Smoking cessation
	Sensible alcohol consumption & avoidance of drug misuse
	Healthy eating
Good Work – Create a healthy psychological work/study environment	Good Management
	Fair treatment
	Equitable workload
	Competence
	Communication
Good Specialist Support – provide interventions to manage health issues	Health & Safety
	Occupational Health
	HR
	Counselling
Good Working Relationships – promote communication and social cohesion	Staff development
	Line manager availability
	Support to colleagues

[Total for section 4: 4,346 words]

5. Any other comments: maximum 500 words

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

The University's engagement with Athena SWAN began in February 2013. Initially led by the then Pro Vice-Chancellor (Operations), Pam Ackroyd, a programme of work was scoped and members of a preliminary SAT were identified. Initial progress was slow but was re-activated in the summer of 2014. Since then, momentum has built for a change to the organisational culture with respect to gender equality. This has been encouraged strongly by the Governing Body, but there is now a more widely shared appetite for equality and diversity initiatives across the whole University.

Following the submission of the application for the Bronze University Award in April 2015, relevant elements of the proposed Action Plan were 'rolled-out'. Important initiatives were launched – for example, the University's Athena SWAN Strategic Group was introduced, SATs in STEMM Schools were established, the hours for core business were narrowed, and excellent links were established with external colleagues who have since become 'critical friends'. The outcome was therefore disappointing because there was a sense that the University had already become a better organisational environment.

Recent staff survey respondents have reinforced some positive perceptions about support and working arrangements:

- “[the Staff Performance Review Scheme] has had a significant impact on my working life in a positive way.”
- “I've always been encouraged and supported for promotion opportunities.”
- “In terms of providing an interesting and challenging job, this is a great place to work for both genders.”
- “Enabling flexible working/ career breaks can add value to teaching staff delivery and contribution to the discipline work on their return.”

However there were other comments about areas for improvement, and many of these are addressed in the Action Plan:

- “There doesn't seem to be any strategic oversight of encouraging staff for promotion that fits with their own career goals.”
- “I think that there is something of an 'old boys club' attitude, particularly with regards to the research community.”
- “There seems to be no positive action even though there are no women in the senior management positions in the school (and even though the majority of staff in the school are women).”
- “Females often have the additional role of primary carer for the family and this job can be challenging to juggle with home life as the demands and responsibilities often spill over into the home.”

- ACTION: 2.1 Review how all posts / roles are advertised and investigate recruitment and selection guidelines.
- ACTION: 2.2 Review promotion criteria, particularly at Reader and Professorial levels.
- ACTION: 3.2 Target STEMM (and other) women to develop five-year career plans.
- ACTION: 4.8 Ensure that processes for future REF exercises are enhanced by increasing the number of returns from STEMM (and other) women.

Important lessons have been learnt during the last 12 months about the importance of a distributed model of effective working both for gender equality initiatives across the University, and in particular for the delivery of an Athena SWAN application. These are captured in the prioritised points of the Action Plan. What is clear, though, is that the process of preparing a Bronze University Award application has become a major reference point for the University to advance the careers of STEMM (and other) women in higher education and research.

[Total for section 5: 468 words]

6. Action plan

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

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

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

Cognisant of the feedback received about the first Bronze University Award application, this redrafted Action Plan is significantly different from the previous submission. Specifically,

- The Action Plan has been cohered around a smaller number of specific and detailed actions linked to four over-arching themes: (i) Athena SWAN governance arrangements, (ii) appointment and retention of female staff, (iii) progression for female staff, and (iv) gender equality issues.
- The Action Plan conveys a more realistic and achievable programme of work; measures of success are more quantifiable.
- The actions emerge from analysis of the data and are sign-posted within the body of the application and in the Reference column of the Action Plan.
- The Action Plan includes explicit prioritisation of two key actions within each theme; these are highlighted in bold font.
- Responsibility for the success of specific actions has been spread more widely and deeply within the University

The presentation of the document also provides all users with a clearer 'blueprint' for the overall programme of work contained within the Action Plan, and for each specific action. We acknowledge too, that the University's future aspirations for gender equality will encompass STEMM and other subject fields.

Abbreviations used in the Action Plan

AB	-	Academic Board	PDP	-	Professional Development Planning
ADR	-	Associate Dean Research	PL	-	Principal Lecturer
AS	-	Athena SWAN	P&RC	-	Professorship and Readership Committee
BoG	-	Board of Governors	RDF	-	Researcher Development Framework
CMSR	-	Communications, Marketing & Student Recruitment	REF	-	Research Excellence Framework
CSHS	-	Cardiff School of Health Sciences	RES	-	Research & Enterprise Services
CSS	-	Cardiff School of Sport	SAT	-	Self Assessment Team
CSM	-	Cardiff School of Management	SL	-	Senior Lecturer
E&D	-	Equality & Diversity	SMPT	-	School Management & Planning Team
ECU	-	Equality Challenge Unit	STEMM	-	Science, Technology, Engineering, Medicine & Mathematics
HR	-	Human Resources	VCB	-	Vice-Chancellor's Board
LFHE	-	Leadership Foundation for Higher Education	WAM	-	Workload Allocation Model
MB	-	Management Board	WISE	-	Women in to Science and Engineering
PDR	-	International Centre for Design & Research			

1						
Safeguard Athena SWAN through robust governance arrangements						
Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
1.1	Ensure better gender-balance on influential University Boards and Committees (Academic Board, AQSB, Internationalisation Board, L&T Board, R&E Board, RDC and UEC).	Improved diversity and range of perspectives on influential University Boards and Committees.	Provision of alternative routes into decision-making Boards and Committees (besides appointments, co-options and elections).	First year with alternative routes established at start of the 2017-18 academic year.	Secretary and Clerk to the Board of Governors.	Further increase in the % of women on influential University Boards and Committees from 33% to 50% (equates to 6 additional women per year) by the end of 2018/19.
1.2	SAT to be provided with relevant data and timely equality and diversity information with a specific focus on AS, including applications for AS Department Awards.	Improvement in the collection and management of data was identified through the preparation for AS Bronze Award application.	Introduction of a Data Officer role. Effective and efficient integration of University management data systems.	June 2016 to September 2016.	AS Strategic Group. Director of HR.	6 working weeks to generate the data set for a full application. 2 working weeks to provide responsive, multi-sourced University data.
1.3	SAT to meet twice per term and to receive twice yearly reports on Action Plan progress from School Management and Planning Teams (SMPTs) and University Boards / Committees and Units.	Submission of Cardiff Met's Bronze Award application. Drive and ensure effective delivery of the Athena SWAN programme of work.	Submission of Bronze application by 29 April 2016. Review of progress against specific actions. Interventions (if necessary) to address failure to make progress.	April 2016 to April 2019.	Chair, SAT. AS Coordinator.	Targets reached and progress reported to VCB / Board of Governors.

Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
1.4	SAT to submit annual report on University Action Plan progress to Board of Governors, Academic Board, and Management Board, Equality and Diversity Engagement Group.	Report on progress. Enhance awareness at Board level and amongst the University's managers.	Reports received and shortcomings discussed by members of each Board. Interventions (if necessary) to address failure to make progress.	September 2016 to April 2019.	AS Strategic Group.	Evaluation of Action Plan progress against targets with shortcomings prioritised.
1.5	Composition of SAT to be reviewed to ensure inclusion of students.	Achievement of our commitment to inclusivity.	Identify appropriate individuals. Biennial review.	September 2016.	Deans of Schools.	SAT membership includes at least 2 students. SAT representative of the profile of the University.
1.6	Provide oversight to ensure SATs established in, and submissions are made by all STEMM & non-STEMM Schools and PDR.	Oversight, guidance, preparation and submission of Department Award applications.	CSHS submission of Bronze Award application. CSS submission of Silver Award application.	Contingent on success of University Award application. Submission of applications from CSHS and CSS anticipated in November 2016. SATs established: CSAD and PDR by April 2017. CSM by November 2017. CSE by April 2018.	AS Strategic Group. Deans of Schools. SMPTs. School SATs.	CSHS & CSS applications submitted November 2016. CSAD and PDR submission in April 2018, CSM in November 2018 and CSE in April 2019.

Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
1.7	Delegate responsibility to appropriately experienced member(s) of School staff to provide Business Intelligence linked to AS Department Award applications.	Timely provision of coherent and consistent data.	Roles identified and responsibility delegated.	April 2016 to April 2019.	Deans of School.	Formalised structure and ownership of Business Intelligence.
1.8	Publicise 2016-19 Action Plan to staff and students using a variety of media including staff portal, Cardiff Met website, HR documentation and social media (e.g., Facebook and Twitter).	Raise awareness about the work of SAT and increase its reach.	Develop a targeted communications programme. The number of twitter followers identified in year 1 (2016-17).	September 2016 to April 2019.	AS Coordinator. SAT. Director of HR. Director of CMSR. SMPTs.	Implementation of targeted communications for each 'medium'. Increase in the number of 'likes' on Facebook and Twitter 'reach' year-on-year.
1.9	Identified SAT members to act as AS 'Champions' and take on advocacy roles in each STEMM Department, properly acknowledged workload.	Promotion and enhancement of gender equality across the University with provision of appropriate time to undertake the role.	Determine AS 'Champions'. Returns from Schools to HR on the WAM. Agreed with Line Manager for support staff	April 2016 to April 2019.	Deans of School. Director of HR.	Staff agreement with allocation.

2	Support the recruitment, retention and promotion of female staff (STEMM)					
Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
2.1	Review how all posts / roles are advertised and investigate recruitment and selection guidelines to ensure that they (i) emphasise the University's commitment to equality and diversity, (ii) are appropriately inclusive, and (iii) targeted at suitable outlets.	Address concerns related to the gender imbalance of applications, particularly at Reader, Professor and other senior levels. Demonstration of total commitment to a fair and transparent recruitment process.	Protocols adopted for those involved in searches and appointments (including head-hunters), emphasising equality and diversity. Recruitment and selection guidelines to be reviewed and impact assessed.	September 2016 to April 2019.	Director of HR. MB. SMPTs.	Increased % of applications from women for senior positions. Increase in the % of women in senior management positions (as evidenced in the composition of the Management Board) from 24% to 33% by the end of 2018/19. (Equates to 1 new female senior manager per year.).
2.2	Review promotion criteria, particularly at Reader and Professorial levels, to ensure that they (i) emphasise University's commitment to equality & diversity, (ii) are appropriately inclusive. Ensure that all females STEMM Readers have clear 5 year development plans towards a professorial application.	Perception (from female PL focus groups) that Readership and Professorial criteria are not transparent and involve a level of subjectivity.	Promotion criteria to be reviewed and gender impact-assessed (using Equality Challenge Unit Impact Assessment Guidelines).	September 2016 to April 2019.	Professorial and Readership Committee. Director of HR. SAT.	An increase in the overall % of female Professors from 17% to 25% by 2018/19 (equates to 2 per year.) At least 3 new female STEMM Professors by 2018/19.

Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
2.3	Training for staff involved in recruitment and selection that addresses 'unintended / unconscious bias'.	All staff involved in recruitment and selection training are made aware of the implications of 'unintended / unconscious bias'.	Revise the University's recruitment and selection training programme.	Training revised in 2016.	Director of HR.	100% University staff involved in recruitment and selection trained on 'unintended / unconscious bias'.
2.4	Replicate (annually) the surveys of STEMM Schools / Departments about career progression to inform appropriate interventions.	Identification and understanding of the issues (facilitators and barriers).	Improved return to survey (75% minimum). Interventions to be included in SAT Action Plan.	Completed survey, April 2016. Interventions planned 2016-17 and on-going until 2018-19. Next survey April 2017 and then annually.	Chairs of School SATs. Director of HR. AS Coordinator.	Reduction in perceived barriers reflected in survey results.
2.5	Analyse HR exit survey data about development experiences and organisational culture for women at all levels who leave the institution.	Understanding the reasons for women leaving the organisation and identification of influencing / 'controllable' factors for the University.	Establish current survey response rate. Determine need for practical change or intervention.	April 2016 to April 2019.	Director of HR. AS Coordinator.	Increase exit survey response rate from baseline measure. Identification of trends to inform equality and diversity initiatives.

3	Support career progression for female staff					
Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
3.1	Analyse data from the annual review of the Workload Allocation Model to ensure appropriate allocation to different areas of work (learning and teaching, research, enterprise and administration).	Facilitation of career progression through appropriate workload balance.	Feedback on workload experiences to be sought in mid-term Staff Performance Reviews.	Review of Workload Allocation Model September 2016. Analysis of data from Workload Allocation Model review September 2016 and annually.	Director of HR. Deans of Schools.	Evaluation of feedback from staff measured through annual surveys of STEMM Schools / Departments. Workload Allocation Model adapted to incorporate feedback.
3.2	Target STEMM (and other) women to develop five-year career plans (including annual career objectives) to provide pathways for senior positions.	STEMM (and other) women consider longer-term career planning with annual review.	Number of STEMM (and other) women producing five year career plans.	2017 and annually.	Director of HR. Deans of School. All line managers of STEMM (and other) women.	Improved career planning and implementation among STEMM (and other) women.
3.3	Publish programme of staff development events extended to include specific workshops for STEMM (and other) women. Encourage STEMM women to use Researcher Development Framework Planner as part of their career development.	Enable STEMM (and other) women and early career researchers to attend appropriate staff development workshops.	Annual calendar of workshops and training support, mapped to the Researcher Development Framework Planner.	2017-18.	Deans of Schools. SMPTs. Director of HR. RES.	Increased number of STEMM women engaged with the Researcher Development Framework Planner. Increased % of female participants for events/ workshops that become available.

Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
3.4	Workshops on key career transition points for SL, PL and Reader for female staff.	Raise awareness and increase transparency of career progression.	Introduce and evaluate bespoke workshops. Career development pathway accessible and understood by STEMM (and other) women.	July 2017 and ongoing.	RES. LTDU. Director of HR. AS Coordinator.	Full attendance at termly workshops, 10 participants per workshop (equates to 90 participants by 2019.) Evaluation of participants' experience of workshops.
3.5	Performance Reviewers to receive training on how to support (at Staff Performance Review meetings) those staff at career transition points.	Removal of the perceived barriers to career transition.	Revise Performance Reviewer training to include career transition.	July 2017.	Director of HR. Deans of School. MB.	Using data from annual surveys of STEMM Schools / Departments, evaluate the impact of new Staff Performance Review Scheme.
3.6	Continue and increase participation in the Leadership Foundation for Higher Education (LFHE) programmes.	To improve career prospects of STEMM (and other) female academics.	At least proportionate representation from STEMM (and other) women.	Implementation in 2016-17.	Director of HR. Deans of Schools.	Increased participation from STEMM (and other) women on programmes. Evaluation of participants' experiences of LFHE programmes.

Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
3.7	Introduce an appropriately modified version of the <i>Tromso Promotion Project</i> ¹ bespoke to the needs of STEMM departments.	To build familiarity among females to enable upward career transition.	Introduction of modified version of the <i>Tromso Promotion Project</i> to provide structured career support.	Implement during 2016-17 and run annually.	Director of HR.	Successful completion of <i>Tromso Promotion Project</i> by STEMM women. Increased number of applications for promotion from STEMM women. Increased number of promotions of STEMM women.
3.8	EU HR Excellence in Research Award.	The Award acknowledges a commitment to good management of researchers, the Concordat and the principles of the European Charter.	Set up committee to apply for Award. Gap analysis to map University provision against Concordat principles. Submission of application to Vitae.	2017-18.	Director of HR. Pro-VC Research. E&D Officer. Deans of Schools.	Accreditation. Progression against targets.

¹ Specifically, this programme includes: (i) identification of women approaching a career transition point, and an invitation to them to join a structured career development programme, (ii) symposia about women's career paths, (iii) seminars / workshops on applying for promotion, (iv) mock application process involving external critical friends, and (v) ring-fenced resource to support potential female applicants.

Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
3.9	Provide consistent and full cover for maternity, adoption and shared parental leave across all Schools.	Staff should not feel pressured to complete learning and teaching commitments before and after maternity, adoption and shared parental leave.	Recruitment for all maternity, adoption and shared parental leave positions. Pre / post leave workload priorities reflected in Workload Allocation Model. Evaluate the experiences of staff preparing for, taking, and returning from maternity, adoption and shared parental leave.	Commence in 2016-17 and in annual planning cycles.	Athena SWAN Strategic Group. Deans of Schools. Director of HR.	All maternity, adoption and shared parental posts covered. Negotiated, agreed and reflected in workload allocation.
3.10	Agree workload allocation arrangements to protect time for STEMM (and other) women to continue with research and career development when returning from a career break.	Recognition that return to work should be planned and individually negotiated.	Evaluate the experiences of returners.	2016-17 and annually.	MB. Director of HR. Deans of School.	Inclusion of protected time in Workload Allocation Model. Staff Performance Reviews to incorporate protected time and career development.

4	Raise awareness and increase engagement of gender equality issues in all aspects of University business					
Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
4.1	Undertake an equal pay for equal work review on an annual basis to identify unjustifiable gaps in pay and investigate whether any gaps are gender-related.	Reassurance that any pay gap is not attributable to gender.	Annual review. Audit completed.	Set baseline (June 2016). Conduct annual reviews with audit at end of action planning period 2019.	Director of HR.	Any unjustifiable pay differential is removed.
4.2	Set up a pan-University equality and diversity network and host AS events.	To promote and advance gender equality. To facilitate connections between staff and provide peer support and information.	Development of network evidenced by engagement on University website and visibility of activities. An annual calendar of events developed.	Commencing end of April 2016 and implemented 2016-17 academic year.	E&D Officer. Director of External Engagement.	Introduction of calendar of events. Evaluation of participants' feedback.
4.3	Introduction of an annual review of gender equality matters in the business of each University Board / Committee.	Demonstration of commitment to addressing gender inequalities where they exist.	To agree common targets for decision making Boards/ Committees.	Summer term 2016, then annually.	Chairs of Boards / Committees. Secretariat.	Annual report to SAT by Chairs of Boards / Committees.
4.4	Create a task and finish group to establish an agreed pan-University peer mentoring scheme to align with career ambitions and aspirations. Actively encourage STEM (and other) women to participate.	Mentoring is a strong resource within the University, often cited by women as helping their career progression.	Establish a task and finish group, to report to SAT. Develop and launch mentoring scheme. Allocate time for mentoring in the Workload Allocation Model.	December 2016 and complete in September 2017.	SAT. Director of HR.	Mentoring scheme established. Increase mentoring capacity year-on-year. Mentors given appropriate time within Workload Allocation Model.

Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
4.5	Identify opportunities and support STEMM (and other) women to engage actively on public or professional bodies.	A broadening of experience, enhancing esteem and an opportunity to bring experience back to the work-place.	Establish a network of staff currently engaged on public and professional bodies. New opportunities identified.	June 2016 to April 2019.	Deans of School. ADRs. RES.	Introduction of termly network meetings. Increased number of STEMM (and other) women engaged on public or professional bodies.
4.6	Provide opportunities for STEMM (and other) women to undertake media training. Promote engagement with the media and/or the public.	To facilitate confident communication and enhance the profile of STEMM (and other) women.	Provide a media training workshop for STEMM (and other) women (e.g., Face the Media).	End of 2016/17, then annually.	Communications, Marketing & Student Recruitment Unit. Director of HR. Deans of School.	Increase the number of media engagements. Annual report to SAT by CMSR on pattern of engagement.
4.7	Continue to analyse (annually) the female/male ratio of academic staff on fixed-term and permanent contracts differentiating between types of position and STEMM / non-STEMM.	Fixed-term contracts are low compared to the sector but an analysis of data needed in order to inform further action.	Better understanding of issues related to fixed-term contracts.	June 2017 and annually.	Director of HR.	Annual review in place. Continued commitment to permanent contracts whenever possible.

Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
4.8	Ensure that processes for future Research Excellence Framework (REF) exercises are enhanced by increasing the number of returns from STEMM (and other) women.	Facilitate more STEMM (and other) women to participate in preparations for future REFs.	Assess impact of the REF Strategy. Hold focus groups with eligible REF 2014 STEMM (and other) women to understand barriers to participating. Interpret and analyse results from the REF audit completed in April 2014.	Analysis completed Summer 2016. Conduct follow-up pre-REF audit in Spring 2018.	RES. SMPTs.	Increase the number of eligible women who make a return in the pre-REF audit in 2018.
4.9	Promotion of flexible working policies/Childcare Voucher Scheme to all staff.	To increase awareness of flexible working for academic staff.	Include questions on flexible working /childcare vouchers within the annual surveys of STEMM Schools / Departments. Annual promotion of Childcare Voucher Scheme through internal communications.	Commencing April 2016 and then annually.	HR. School SATs. Director of CMSR.	Increased % of academic staff aware of the flexible working policies and Childcare Voucher Scheme, measured by annual surveys of STEMM Schools / Departments.

Reference	Planned action	Rationale	Key milestones	Deadline	Responsibility	Measure of success
4.10	Develop a working families / return to work staff network.	Provision of peer support and information to staff balancing home/work responsibilities and those returning to work from a period of leave.	Set up the network. Network meetings twice per term. Termly reporting of trends/issues to the EDEG.	To be set up by Autumn 2016.	E&D Officer.	Establishment of the network. Evaluation of participants' experiences.
4.11	Ensure a gender balance of images and content, showing women in active roles on the University website, publications and other media.	Demonstration of commitment to promoting and advancing gender equality. Celebration of successes of STEMM (and other) women.	Audit existing images and content.	Summer term 2016, then annually.	Communications, Marketing & Student Recruitment Unit.	Annual report to SAT by CMSR Unit.
4.12	Projection of alumni and Fellows of the University as role models.	Being part of the University's community creates peer opportunities for development. Inspirational role models for staff and students. Enhanced loyalty from within the University community.	Set up an alumni and Fellows network.	April 2016 to April 2019.	Alumni Officer. Director of External Engagement.	Annual report to SAT by Alumni Officer and Director of External Engagement.