



Athena SWAN Bronze university award application

Name of university: University of the West of England

Date of application: April 2013

Contact for application: Professor Olena Doran

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A Bronze Award was achieved in the announcements following April 2013 submissions

Personal details have been removed from this version of the submission document.

No individuals will be identified without their consent or unless the relevant information is already publically available (for example, senior management).

Where tables or graphs show data arising from fewer than 5 people, data has been removed.

1. Letter of endorsement from the Vice-Chancellor



University of the
West of England

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25th April 2013

Ms Sarah Dickinson
Athena SWAN Senior Policy Advisor
Equality Challenge Unit
7th Floor, Queen's House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Ms Dickinson

Application from University of the West of England for an Athena SWAN Bronze Award

I am writing to confirm that the University of the West of England gives a full support and strong endorsement of the application for an Athena SWAN Bronze Award.

Our University incorporates a wide range of Science, Engineering and Technology (SET) departments from the life sciences to engineering and mathematics: more than half of our academic departments (ten out of seventeen) are involved in science, technology, engineering, maths or medicine making SET a key driver for our University's activities.

I and my Executive and the Equality and Diversity Forum have overseen the development of the Athena SWAN Bronze Award application. Should the application be successful, the progress against the action plan will be reported to these top level cross-University groups, and to the Equality Management Group.

University of the West of England's Single Equality Scheme works to incorporate equality and diversity into all aspects of the University. The 2007-2012 Strategic Plan points to our goal:

'...to foster a culture that encourages and supports continuous improvement, rewards innovation and creativity, and facilitates a healthy, sustainable and inclusive working environment for all staff – as one University.'

We believe that involvement in Athena SWAN supports University of the West of England in working towards this goal. The University regularly reviews and reflects on its current practices and has strong mechanisms in place to address equality issues. Our action plan acknowledges the need to review our data collection methods and progression policies and highlights the areas where our provision for work-life balance could be improved.

bettertogether

University of the West of England, Bristol
Vice-Chancellor Professor Steven West

I believe that we have effectively reviewed and are beginning to address issues to ensure that women are better recruited, retained, promoted and supported across our University. If we are successful with this application, the Athena SWAN Bronze Award will support us in the work planned and provide a focus for future action.

I look forward to hearing from you.

Yours sincerely

A handwritten signature in black ink, appearing to read "Steve West". The signature is fluid and cursive, with the first name "Steve" and the last name "West" clearly distinguishable.

Professor Steve West
Vice-Chancellor and CEO

(Word count: 359)

2. The self-assessment process

(a) The self-assessment team

UWE joined Athena SWAN in Feb 2012 and established the Self-Assessment Team (SAT) in Mar 2012. The SAT brings together diverse expertise from across the University and is driven by the academic community. The University appointed an Athena SWAN Officer (0.5.FTE, Oct 2012) and allocated workload to the academic members of SAT. The future University support is specified in **Actions 4.4.1 & 4.4.4**.

Currently, 83% of the SAT are females and 17 % are males, and the majority of members are at the senior management level. SAT recognises a misbalance between female/male and underrepresentation of junior members of staff and researchers. SAT membership will be reviewed, and the Action Plan will ensure contribution of wider University community to SAT activities (**Action 4.3.1**).

Table 1. Self-Assessment Team (members' roles and experiences of work-life balance)

| Name and Roles | Details/Experience of work/life balance |
|--|---|
| <p>Olena Doran Professor in Biomedical Research</p> <p>Designated University Athena SWAN Contact and SAT Chair</p> <p>Director of Centre for Research in Biosciences</p> | <p>I joined UWE in 2008 as Principal Lecturer and was promoted to Professor and Director in 2010. I have been receiving strong support from the University in my career development. I am married and have a 12-year old daughter. I have always worked full time and effectively combined my career with family life.</p> |
| <p>Vicky Swinerd (Dr) Athena SWAN Officer</p> <p>Equality and Diversity Unit, Human Recourses</p> | <p>I have been working at UWE as Athena SWAN Officer since October 2012 supporting both, University and departmental Athena SWAN-related activities. I work 0.5 FTE with a small amount of homeworking and am able to be flexible about which days I work to fit in with my other part time job. I attend the Women's forum.</p> |
| <p>Ron Ritchie Professor of Education</p> <p>Pro Vice-Chancellor for Partnership, Diversity and Civic Engagement</p> <p>University's Diversity Champion and Chair of the Equality and Management Group.</p> | <p>I joined UWE after a career in teaching, advisory work in science and HE experience elsewhere. I became the Dean of Education in 2003 and a Pro Vice-Chancellor in 2010. I took flexible retirement in 2012 and I am now on a 0.5 contract – a decision that was, in part, motivated by a desire for a better work-life balance and more opportunities for quality time with my family. This was a choice UWE supported me in implementing. I am married with two daughters, both working in education with young children of their own.</p> |
| <p>Julie Mcleod Professor in Immunology</p> <p>Pro-Vice Chancellor for Learning & Teaching and Student Experience</p> | <p>I am a Pro-Vice Chancellor, having being appointed in 2010 from an Associate Dean post In Health & Life Sciences. I joined UWE in 1998 as a Senior Lecturer and particular promotion highlights include Reader in Immunology in 2005 and Professor in 2008. I have been supported in continuing my research and teaching to the current time. I am a mother of one school-aged son and I am able to use homeworking to cover school holidays as needed.</p> |
| <p>Angeline Carrozza</p> <p>University Equality and Diversity Manager</p> | <p>I have worked for UWE since December 2007. I returned from maternity leave in 2011 to the role job share 0.5 FTE with homeworking for half a day a week. I found UWE very supportive in achieving this work/life balance with a young</p> |

| | |
|---|--|
| | <p>family. Since I was appointed to this role the responsibilities have increased with line management responsibilities for a small team, and increasing statutory compliance requirements for the university on equality and diversity; also increasing commitment from the University to do well in this area.</p> |
| <p>Debbie England Director of Human Resources (HR)</p> | <p>I currently work a nine day fortnight (0.9 FTE). I am a mother of 2 school age children and this allows me to ensure that I have time to respond to school related matters. I have been with UWE for 4 years and have been highly supported in balancing work and home. I am also given time to be a chair of school governors. I previously worked for HBOS where I also enjoyed career progression whilst working part time.</p> |
| <p>Dee Smart University Co-ordinator of Public and Community Engagement.</p> | <p>My role involves co-ordinating UWE's involvement in large public events, providing engagement opportunities for staff and students, setting up partnerships and maximising opportunities for engagement. Additionally, I co-ordinate the Women Researchers Mentoring Scheme. I have worked at UWE in various capacities since 1992. In 2003 I took up a secondment opportunity to work at the Royal West of England Academy of Art. Throughout my employment I have found UWE very supportive and enabling. It provided good opportunities for my professional and personal development. I use flexi time. I occasionally volunteer for two charities. I am married; I don't have children but have caring responsibilities for my elderly parents.</p> |
| <p>Aniko Varadi Professor in Biomedical Research Athena SWAN Lead for the Faculty of Health and Life Sciences Athena SWAN SAT Chair for the Department of Applied Sciences</p> | <p>I have been an academic member of Department of Applied Sciences for eight years starting as a Reader in 2004, and was promoted to a Professor in 2010. I have been serving on several committees including the University Professoriate committee. My activities include teaching, administration and research. I provide mentorship for female academics in the department, support undergraduate students on the 'Graduate Futures' Award, and enterprise award. I have been leading REF 2014 submission in Biosciences. My research focuses on the molecular mechanism of Type 2 diabetes. I have two children born in 1997 and 2008 (two periods of maternity leave).</p> |
| <p>Catherine Hobbs (Dr) Head of the Department of Engineering Design and Mathematics Athena SWAN Lead for the Faculty of Environment and Technology</p> | <p>I am a mathematician by training, and have worked as an academic for 18 years. I have worked at UWE since November 2010 as Head of the Department of Engineering Design and Mathematics. I have had two six month periods of maternity leave during my career and on returning from maternity leave after my second child worked part time for 3 years. I now work full time.</p> |
| <p>Paul Spencer (Dr) Research Development Manager at UWE Representative of Research, Business and Innovation team.</p> | <p>Following completion of my PhD at UWE, I took up a Research Associate post in 2002. In August 2004 I moved into a professional support role within Research Business & Innovation initially as a Graduate Studies Development Officer supporting the skills development, which expanded over the years to Researcher Development Manager. I have input into the policy decisions regarding career development support of researchers. I am a mentor on the Women Researchers Mentoring Scheme. I work full time and have</p> |

| | |
|--|---|
| | two small children (born in 2007 and 2009) for which I took two periods of parental leave. I currently manage my work/life balance with the help of my wife, who also works at UWE on a 0.6 FTE. |
| Janice Kiely Professor in Bioelectronics Director of Institute of Bio-Sensing Technology Representative of Faculty of Environment and Technology | In 1993 I joined UWE as a lecturer specialising in Measurement and Instrumentation. Alongside my lecturing role I have carried out a number of School/Faculty roles including Head of Marketing, Admissions and Recruitment, Head of School, Electrical and Computer Engineering and Director of Research and Knowledge Exchange, Bristol Institute of Technology. I am currently Director of the Institute of Bio-Sensing Technology. I was a member of the University Women in Research Task Group, and I am a member of the steering committee for the UWE Women in Research Mentoring Scheme. |
| Ann de Graft-Johnson Senior Lecturer in Planning and Architecture. Chair of Woman's Forum | I am a qualified architect and joined UWE in 1998 as a senior lecturer on a 0.5 FTE appointment to teach primarily on the Planning and Architecture programmes. I am very involved in 2 of UWE's equality groups: namely the Women's Forum and the BME network. I am also a member of the Royal Institute of Architects Equalities Forum: Architects for Change. My core research, teaching and past practice interests and expertise have related to equalities, participatory approaches diversity and culture. |

SAT was fortunate to have input from other contributors who have been invited to specific SAT meeting addressing relevant issues.

Contributors:

- Pam Fitzsimmons**, HR Manager, Learning and Development, Human Resources
- Sara Hicks**, Women's Forum Representative and Technician in Health and Life Sciences
- Mandy Knock**, Women's Forum Representative and Technician in the Education Department
- Rachel Mylrea**, Organisational Development Manager, Human Resources
- Sarah Stewart**, Production Manager, Marketing and Communications
- Debra Young**, Head of Internal Communications, Vice-Chancellor's Office
- Clare Arrowsmith**, Internal Communication Manager
- Helen Farmer**, Head of Marketing and Events

(b) The self assessment process

Details of the SAT meetings. The SAT has been having regular meetings, specifically on 30th Apr, 2nd Jul, 26th Sept and 13th Nov 2012; and 9th Jan, 13th Mar and 16th Apr 2013. The items discussed include: (i) increasing awareness of Athena SWAN among University staff at all levels; (ii) UWE compliance with the Athena SWAN principles, identification of gaps and developing the action plan; (iii) marketing; (iv) preparation for the University Bronze and Department Silver Awards applications; (v) interaction with other initiatives and networks to ensure that Athena SWAN is an organic part of UWE activities; (vi) informing University policies and procedures; (iv) resources and financial support of the initiative.

Consultations with staff. SAT ensured that staff at all University levels have been made aware of the Athena SWAN initiative, and contributed to the development of the submission via:

1. Presenting Athena SWAN at UWE's Inclusive University Conference on 24th Oct 2012 and organising an Athena SWAN workshop within the conference. The workshop was led by Denise Eaton, Athena SWAN project manager at Sheffield Hallam University.

2. Consultations with UWE Women's Network on 6th Dec 2012. Informed **Actions 1.2., 1.3., 1.6., 2.1.1., 2.1.5., 2.3.1., 2.4.1., 3.2.1., 4.1.1., & 4.2.1.**
3. Consultations at UWE Equality and Diversity Forum on 12th Dec 2012, chaired by the VC and attended by representatives from the Students' Union, students' and staff networks, Trade Unions, faculties and support services. Informed majority of **Actions in the Action Plan.**
4. Discussion of Athena SWAN at Executive meetings of SET faculties (May, Aug, Oct and Nov 2012) with regular (6-8 weeks) updates of Executive Deans. Informed **Actions 1.1., 2.1.4., 2.2.2., 2.2.3., 2.3.1., 2.4.1., 2.4.2., 2.4.5., 3.1.2., 4.1.1., 4.4.1., & 4.4.3..**
5. Developing a SharePoint site and an external Athena SWAN webpage to increase staff awareness and to provide an opportunity to contribute to this initiative.
6. Extensive staff consultation meeting termed 'Athena SWAN Action Planning Workshop' with an open invitation to all staff on 6th Mat 2013. Informed majority of **Actions in the Action Plan.**
7. Featuring Athena SWAN and preparation for the Bronze Award application in Voice magazine for UWE staff (Feb 2013). Further activities are specified in **Actions 4.4.1.- 4.4.4.**
8. Updating the Vice Chancellor and Equality and Diversity Forum on Athena SWAN activities in Dec 2012, Mar and Apr 2013. Further updates are planned in **Action 4.4.1.**
9. Use of the Athena SWAN logo on the UWE's website, recruitment pages and departmental 'best practice' webpage.
10. Updating staff via departmental newsletters. Further plans are specified in **Actions 4.4.1.- 4.4.4.**

Consultations and engagement outside of university

SAT has been actively participating in external Athena SWAN events and established links with other Charter members as outline below. This is ongoing work (**Actions 2.3.3., 4.5.1. & 4.5.2.**)

1. Participation in 2 Wales & South West Athena SWAN networking meetings (23rd Jul 2012 at University of Bath, and 23rd Jan 2013 at University of Cardiff).
2. Participation in Athena SWAN Silver Award workshop in London (17th Dec 2012)
3. Links with Athena SWAN leads at Sheffield Hallam University (Denise Eaton and Nichola Woodroof leading the initiative at the University and departmental levels respectively).
4. Networking and planning of a joint conference with Vikki Layton, Athena SWAN manager at the University of Bristol.

(c) Plans for the future of the self assessment team

The SAT will continue to meet every 2 months. The standing agenda items will include: (i) progress against the Action Plan (**Action 4.3.2.**); and (ii) preparation of departmental submissions (**Action 4.4.3.**). The SAT will communicate Athena SWAN activities and consult the staff as specified in **Actions 4.3.1., 4.4.1. & 4.4.2.** Faculty Athena SWAN leads will continue their membership in the University SAT and will act as links between the SAT and departments. Faculty leads and other SAT members will regularly attend departmental SAT meetings to assist with preparation of departmental Athena SWAN applications (**Action 4.4.3.**). University SAT will update and consult the faculty and departmental Executives on Athena SWAN initiatives and the Action Plan at Executive meetings. The SAT will report Athena SWAN activities to the Vice Chancellors Executive, the Equality and Diversity Forum and to the Equality Management Group (**Action 4.4.1.**). University support of Athena SWAN includes funding the Athena SWAN Officer post (0.5 FTE), workload allocation to SAT members, and financial support of events, initiatives and other activities as specified in **Action 4.4.1.**

(Word count: 924)

3. Description of the University

(a) Summary of the university

University of the West of England (UWE), Bristol, is a post-1992 university, which spans across 7 campuses with almost 30,000 students and over 3,500 staff. UWE is a member of University Alliance, and has a strong focus on application-led research.

UWE offers over 600 courses many with the option to study part time. In the undergraduate programmes, 55% of students are female and 15-20% are part time. In the postgraduate programmes, 63% of students are female and 70-80% of programmes have part time provision. 82% of UWE's students returned a positive overall satisfaction rating in the National Students' Survey. UWE currently ranks 11th in the country for employability of graduates.

UWE has a strong focus on research and partnership. It is a member of Bristol Health Partners which aim to improve healthcare via research and innovation. UWE leads the £12m South West Innovation Network, and the Higher Education Bloodhound project. 37% of UWE research submitted for RAE 2008 was recognised as world-leading or internationally excellent.

UWE has a strong commitment to the Equality and Diversity agenda via participation in external benchmarking schemes (including Athena SWAN and Stonewall). These and other activities are overseen and managed under the Single Equality Scheme.

The University has 4 faculties: Health and Life Sciences (HLS), Environment and Technology (FET), Business and Law, and Arts, Creative Industries and Education. Two of the Faculties (HLS and FET) comprise SET departments. 54% of students and 55% of academic staff are in the SET departments. Analysis of staff at the University level and by the faculties is given in **Table 2** and **Figure 1**.

Table 2. Summary of academic* and research/support staff at the University and SET faculties (headcount)**

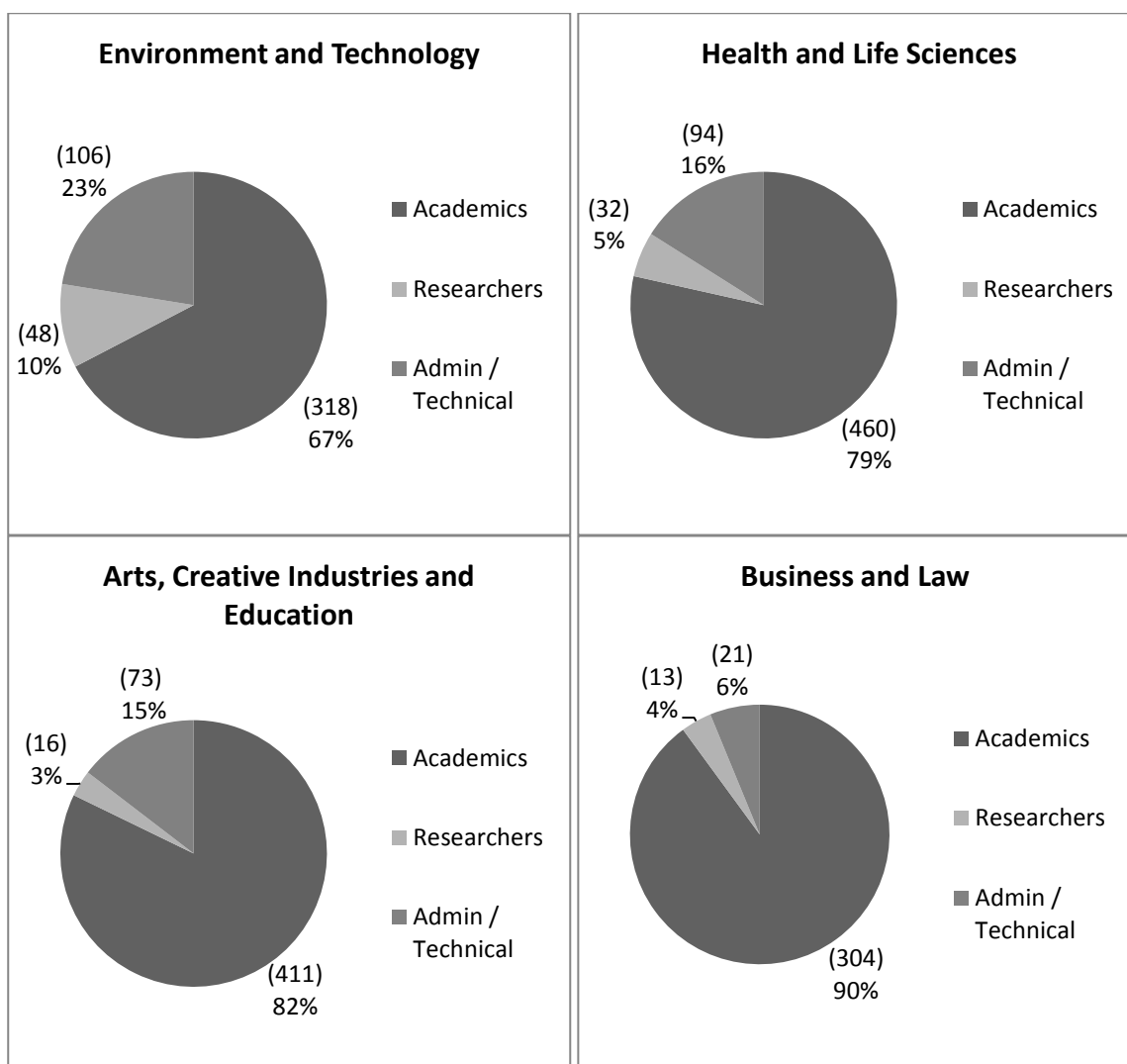
| | Academic staff | Research and support staff |
|-----------------|----------------|----------------------------|
| University-wide | 1082 | 613 |
| SET faculties | 778 | 191 |

* The term "Academic staff" refers to Lecturers, Senior Lecturers, Associate Professors, Professors and Research Associates.

** The term "Research and support staff" refers to Research Fellows, Senior Research Fellows, Technicians and Administrative Staff.

- (i) List of SET departments (see **Tables 3 and 4**)
- (ii) Total number of University departments.
17 departments across 4 faculties.
- (iii) Percentage of SET departments as a proportion of all University departments
10 SET departments, which is 59 % of the total.

Figure 1. Percentage of academic*, research and administrative/technical staff by faculties. Headcount is given in brackets.**



* The term "Academic staff" refers to Lecturers, Senior Lecturers, Associate Professors and Professors and Research Associates.

** The term "Researcher staff" refers to Research Fellows and Senior Research Fellows.

Table 3. Departments within faculty of Health and Life Sciences (all SET) with headcount of academic* and research staff.**

| | Academic staff | Research staff |
|------------------------------------|----------------|----------------|
| Department of Applied Sciences | 89 | 15 |
| Allied Health Professionals | 66 | Data removed |
| Health and Applied Social Sciences | 78 | 7 |
| Nursing and Midwifery | 108 | 79 |
| Psychology | 44 | Data removed |

* The term "Academic staff" refers to Lecturers, Senior Lecturers, Associate Professors and Professors and Research Associates.

** The term "Research staff" refers to Research Fellows and Senior Research Fellows.

Table 4. Departments within faculty of Environment and Technology (all SET) with headcount of academic* and research staff**

| | Academic staff | Research |
|--|----------------|--------------|
| Construction and Property | 64 | Data removed |
| Computer Science and Creative Technologies | 89 | 5 |
| Engineering Design and Mathematics | 70 | 16 |
| Geography and Environmental Management | 34 | 7 |
| Planning and Architecture | 58 | 17 |

* The term "Academic staff" refers to Lecturers, Senior Lecturers, Associate Professors and Professors and Research Associates

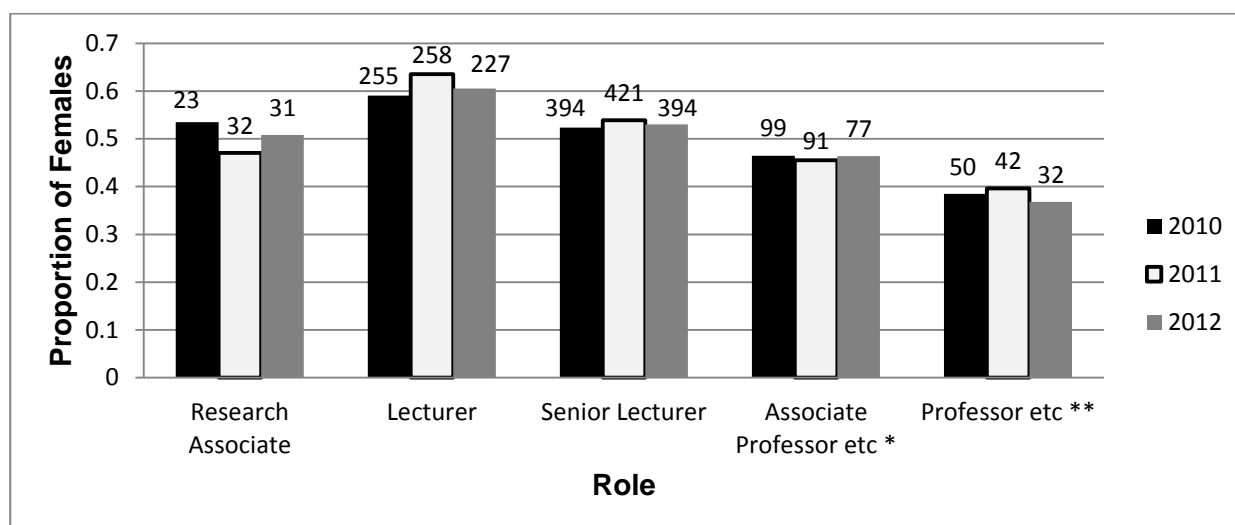
** The term "Research staff" refers to Research Fellows and Senior Research Fellows.

(b) Trends and significant issues related to gender equality

(i) Female:male ratio of academic staff and research staff

UWE has almost 50:50 female/male ratio for staff on research and senior lecturer grades. The % of females decreases with seniority of the post (**Figure 2**), which is a point of concern (**Actions 1.1-1.3, 2.1.1, 2.1.2, 2.1.4, 2.3.1, 2.3.4, & 2.4.2**)

Figure 2. Proportion of female in academic roles across the University for 2010-2012 (headcount is given above each bar)



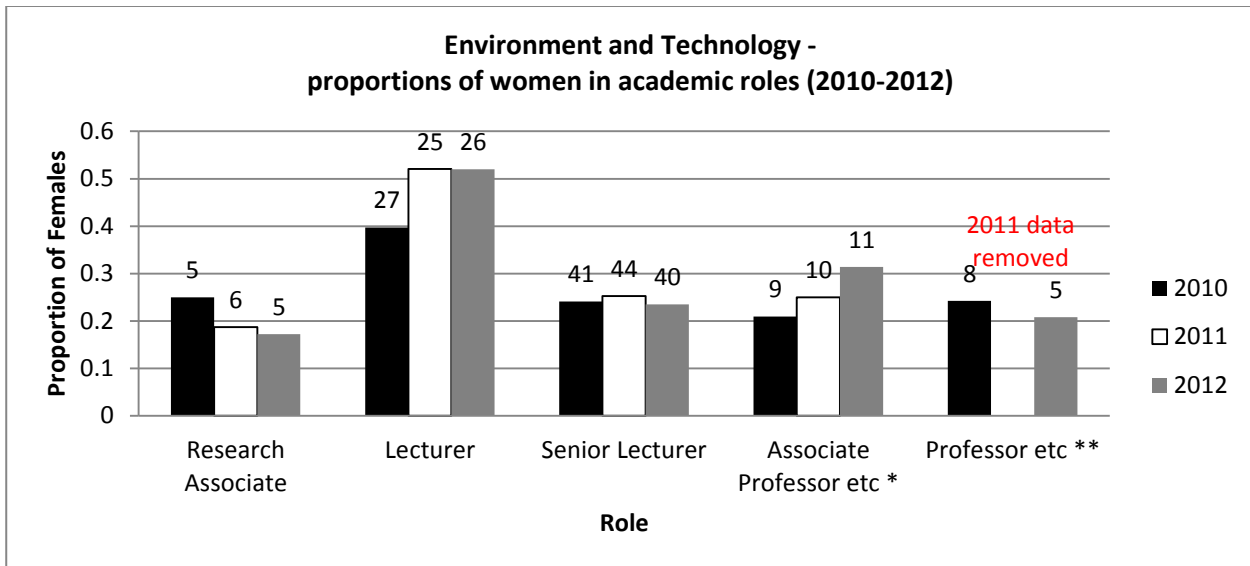
* Associate Professor data include Associate Professor and Associate Heads of Department.

** Professor data include Professors, Academic Directors and Heads of Research Centres.

All statistics are headcount figures from February of the given year.

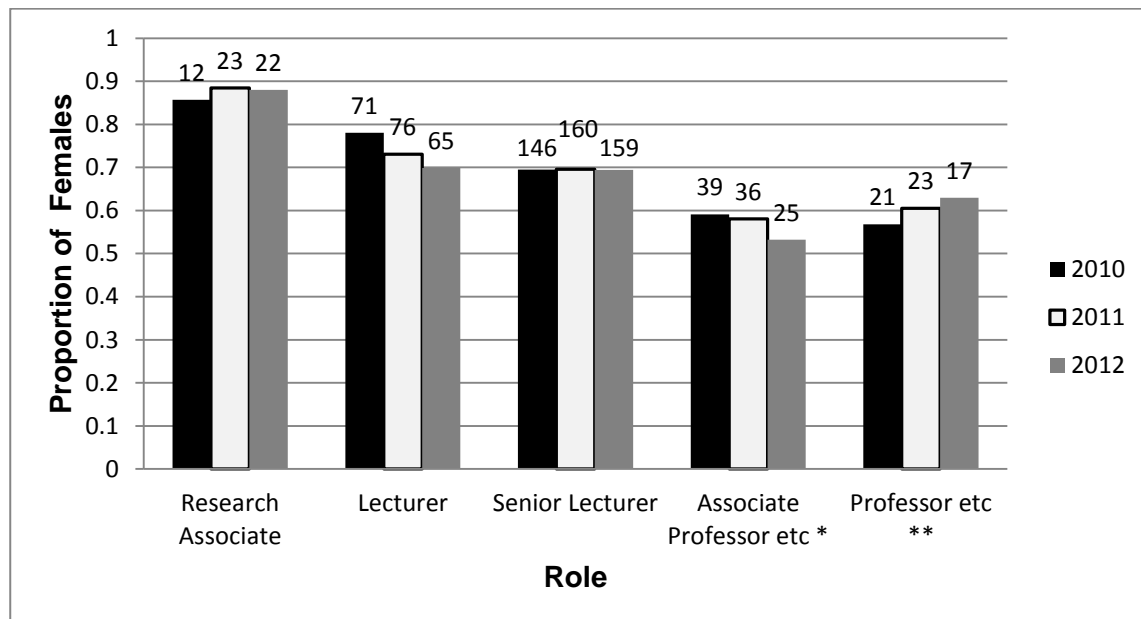
There is underrepresentation of females in academic and research posts in the SET departments in the FET (**Figure 3**) (**Actions 1.3, 2.1.1., 2.1.2, 2.3.1, 2.3.2, 2.3.4, & 2.4.2**). HLS has a consistently higher % of females in academic and research posts (**Figure 4**). However, there is a trend toward decreasing % of females with seniority of the role. This raises concerns regarding adequate promotion and progression procedures and training/support for women (**Actions plan sections 2.3 & 2.4**). The discrepancy between the data from the 2 faculties might be related to the fact, that males are traditionally more attracted to the technology-related professions, and females are more attracted to life sciences.

Figure 3. Proportion of females in research and academic roles in SET departments at the faculty of Environment and Technology (FET) for 2010-2012. Headcount is given above each bar.



* Associate Professor data includes Associate Professors and Associate Heads of Department.
 ** Professor data includes Professors, Academic Directors and Heads of Research Centres.
 All statistics are headcount figures from February of the given year.

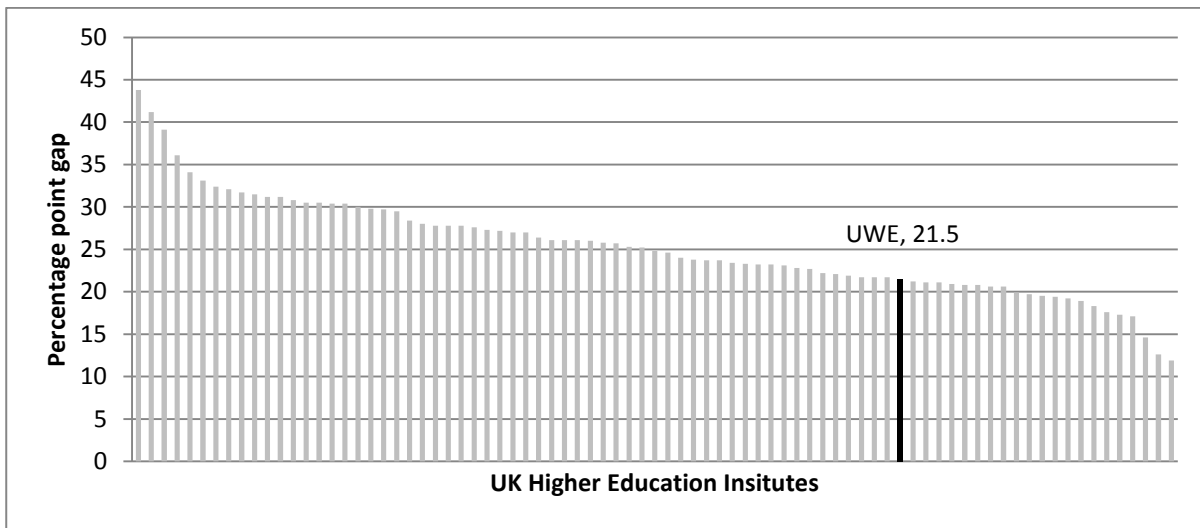
Figure 4. Proportion of females in research and academic roles in SET departments at the faculty of Health and Life Sciences (HLS) for 2010-2012. Headcount is given above the bars.



* Associate Professor data includes Associate Professor and Associate Heads of Department.
 ** Professor data includes Professor, Academic Directors and Heads of Research Centres.
 All statistics are headcount figures from February of the given year.

UWE compares favourably with the other UK HEIs in the point gap between males and females in Professorial posts, ranking 22nd out of 86 (Figure 5). Further support for females in their transition to Professorial posts is planned in **Action plan sections 2.1. & 2.3.**

Figure 5. Percentage point gap between males and females as indicator of equal transition to Professorial posts (with a lower point gap reflecting more favourable position for females).



The Figure 5 is adapted from the paper “The position of women and BME staff in professorial roles in UK HEIs”, University and College Union, January 2013, <http://www.ucu.org.uk/bmewomenreport> (accessed April 2013).

(ii) Female:male academic staff turnover rates by grade

The data are provided for 2009-2011 (**Table 5**). Data for 2012 is available in April 2013 and thus is not included in this submission.

The whole University data

The University underwent major restructuring in 2011 which resulted high staff turnover in that year.

The % of females taking *voluntary redundancy* was similar to % of males in 2009, and increased by 1% in 2010 and 2011.

The % of female who were subject to *non voluntary redundancy* has been slightly lower than % of males during 2009-2011.

The turnover for female academics was consistently lower (by 1%) across the 3 years compared to males when data for all grades were analysed together. When analysed by grade, the biggest increase in female turnover was observed in 2011 for Senior Lecturers (**Actions 2.3 & 2.4.**)

When analysed by SET departments (**Table 6**), the figures were similar to that for the whole University (**Actions plan section 2.1., 2.3. & 2.4.**).

Departments operate Exit Questionnaires, response rate to which has decreased from 18% to 7% between 2009-2011 (**Actions 2.1.3 & 2.1.4**). In 2009, the key reasons for leaving were uncertainty regarding University restructuring, support for research and progression. In 2011 concerns were related to restructuring. UWE addressed the concerns via appointing a Director of Transformations whose responsibility is to improve the ways of implementing changes.

Table 5. Academic staff turnover across the University for 2009-2011.
Headcount is given in brackets.

Some data has been removed:

| | Academic – all grades | | Research Associate | | Lecturer | | Senior Lecturer | | Associate Professor, Assistant Head of Department | | Professor, Academic Director, Head of Research Centre | |
|--------------------------------|-----------------------|--------------|--------------------|--------------|------------|------|-----------------|-------------|---|--------------|---|--------------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| 2009 | | | | | | | | | | | | |
| Voluntary | 4 % (35) | 4 % (31) | | | | | 6 % (23) | 5 % (18) | 5 % (5) | 5 % (5) | | 8 % (7) |
| Non Voluntary | 1 % (11) | 3 % (21) | 12 % (5) | | | | | 3 % (11) | | | | |
| End of contract ^a | 1 % (7) | 2 % (11) | | | | | | 2 % (6) | | | | |
| <i>Redeployed</i> ^b | | | | | | | | | | | | |
| Turnover % | 6 % (46) | 7 % (52) | 17 % (7) | | | | 7 % (25) | 8 % (29) | 7 % (7) | 8 % (8) | | 11 % (10) |
| 2010 | | | | | | | | | | | | |
| Voluntary | 4 % (31) | 3 % (23) | | | 2 % (5) | | 4 % (16) | 3 % (12) | | 4 % (5) | 10 % (5) | |
| Non Voluntary | 1 % (10) | 3 % (19) | | | | | | | | 4 % (5) | | |
| End of contract ^a | 1 % (5) | 1 % (6) | | | | | | | | | | |
| <i>Redeployed</i> ^b | | | | | | | | | | | | |
| Turnover % | 5 % (41) | 6 % (42) | 22 % (5) | | 3 % (6) | | 5 % (20) | 6 % (21) | 5 % (5) | 9 % (10) | 10 % (5) | 6 % (5) |
| 2011 | | | | | | | | | | | | |
| Voluntary | 9 % (80) | 9 % (67) | | 17 % (6) | | | 12 % (49) | 8 % (28) | 18 % (16) | 19 % (21) | 26 % (11) | 17 % (11) |
| Non Voluntary | 2 % (17) | 2 % (15) | | 19 % (7) | | | 2 % (8) | 1 % (5) | | | | |
| End of contract ^a | 2 % (13) | 1 % (10) | | 19 % (7) | | | 2 % (7) | | | | | |
| <i>Redeployed</i> ^b | 1 % (8) | 1 % (6) | | | | | | | | | | |
| Turnover % | 11 % (97) | 11 % (82) | 19 % (6) | 36 % (13) | | | 14 % (57) | 9 % (33) | 20 % (18) | 20 % (22) | 29 % (12) | 20 % (13) |

'Voluntary' includes Resignation, Early Retirement and Voluntary Severance. 'Non Voluntary' includes End of Contract, Dismissal, Redundancy, Normal Retirement, Ill Health or Death in Service.

^a *'End of contract' is a subset of 'Non Voluntary' turnover*

^b *UWE has a redeployment scheme for staff reaching the end of fixed term contracts. 'Redeployed' is a subset of the 'End of contract' data.*

Table 6. Academic staff turnover across by SET departments for 2009-2011.
Headcount is given in brackets.

Some data has been removed:

| | Academic – all grades | | Research Associate | | Lecturer | | Senior Lecturer | | Associate Professor, Assistant Head of Department | | Professor, Academic Director, Head of Research Centre | |
|--------------------------------|-----------------------|--------------|--------------------|--------------|----------|------|-----------------|-------------|---|--------------|---|-------------|
| | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| 2009 | | | | | | | | | | | | |
| Voluntary | 5 % (18) | 4 % (16) | | | | | 6 % (11) | 4 % (8) | | | | 13 % (5) |
| Non Voluntary | 1 % (5) | 3 % (11) | | | | | | 3 % (6) | | | | |
| End of contract ^a | | | | | | | | | | | | |
| <i>Redeployed</i> ^b | | | | | | | | | | | | |
| Turnover % | 6 % (23) | 7 % (27) | 19 % (5) | | | | 6 % (12) | 7 % (14) | | 11 % (6) | | 13 % (5) |
| 2010 | | | | | | | | | | | | |
| Voluntary | 4 % (14) | 3 % (11) | | | | | 5 % (9) | 4 % (7) | | | | |
| Non Voluntary | | 3 % (11) | | | | | | | | | | |
| End of contract ^a | | | | | | | | | | | | |
| <i>Redeployed</i> ^b | | | | | | | | | | | | |
| Turnover % | 4 % (16) | 6 % (22) | | | | | 5 % (10) | 6 % (11) | | 10 % (6) | | |
| 2011 | | | | | | | | | | | | |
| Voluntary | 9 % (36) | 9 % (34) | | 17 % (5) | | | 11 % (23) | 5 % (10) | 11 % (5) | 20 % (11) | | 20 % (7) |
| Non Voluntary | 1 % (6) | 2 % (8) | | 17 % (5) | | | | | | | | |
| End of contract ^a | | 1 % (5) | | 17 % (5) | | | | | | | | |
| <i>Redeployed</i> ^b | | | | | | | | | | | | |
| Turnover % | 10 % (42) | 11 % (42) | | 34 % (10) | | | 12 % (24) | 6 % (12) | 15 % (7) | 20 % (11) | 19 % (5) | 23 % (8) |

'Voluntary' includes Resignation, Early Retirement and Voluntary Severance. 'Non Voluntary' includes End of Contract, Dismissal, Redundancy, Normal Retirement, Ill Health or Death in Service.

^a *'End of contract' is a subset of 'Non Voluntary' turnover*

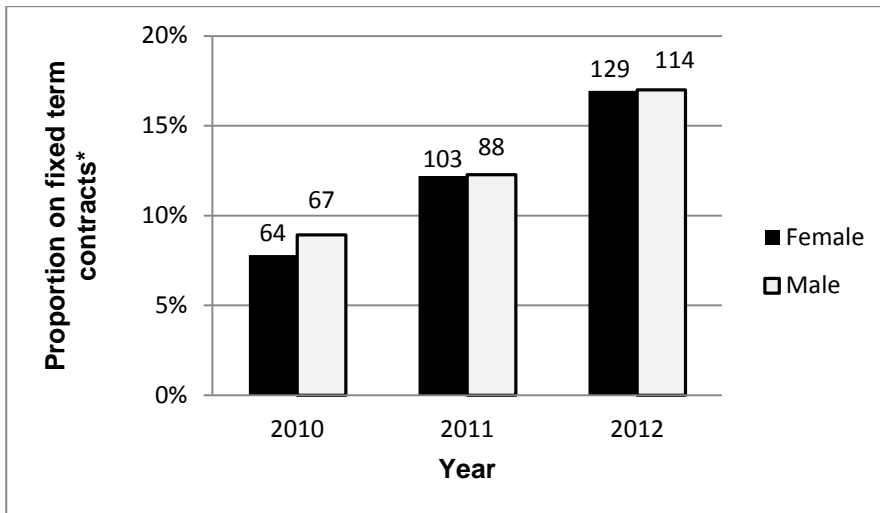
^b *UWE has a redeployment scheme for staff reaching the end of fixed term contracts.*

'Redeployed' is a subset of the 'End of contract' data.

(iii) Female:male ratio of academic and research staff on fixed-term contracts vs. open-ended (permanent) contracts

The % of academic staff on fixed term contracts across the University is similar for males and females and has been increasing between 2010-2012 (**Figure 6**).

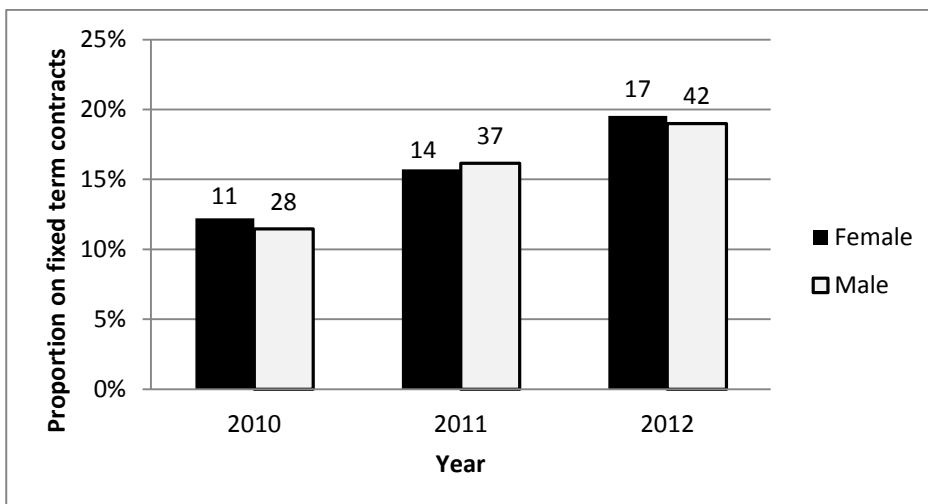
Figure 6. Data on proportion of females and males on fix-term contracts for whole University for 2010-2012. Headcount is given above the bars.



* The data were calculated as % of all the contacts (fixed term + open-ended)
Calculations are based on headcount figures for February of the given academic year.

The data for SET departments within the FET (**Figure 7**) are similar to that for the whole University (**Figure 6**). SET departments within the HLS (**Figure 8**) have at least 50% higher proportion of females on fix-term contracts when compared to males. **Action 2.1.5.**

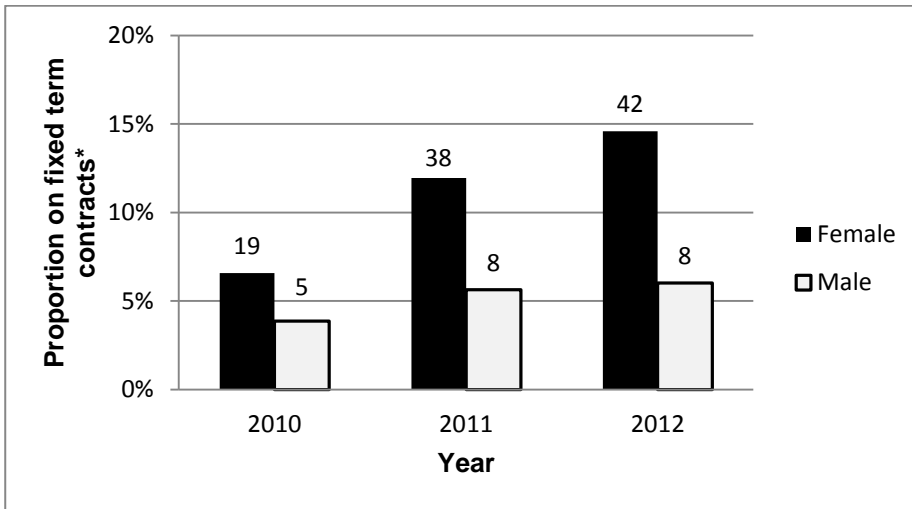
Figure 7. Proportion of females and males on fix-term contracts for SET departments at the faculty of Environment and Technology (FET) for 2010-2012. Headcount is given above the bars.



* The data were calculated as % of all the contacts (fixed term + open-ended).

Calculations are based on headcount figures for February of the given academic year.

Figure 8. Proportion of females and males on fix-term contracts for SET departments at the faculty of Health and Life Sciences (HLS) for 2010-2012. Headcount is given above the bars.



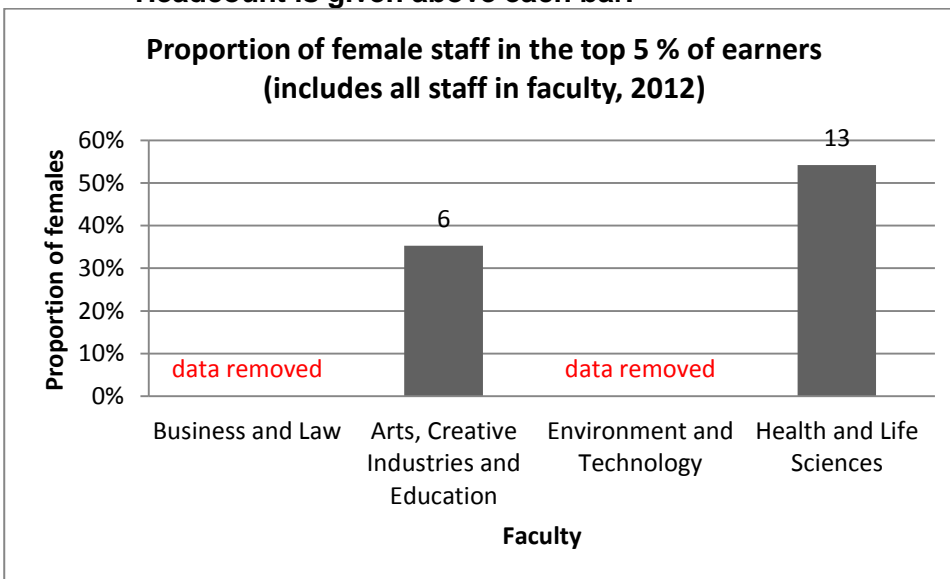
* The data were calculated as % of all the contacts (fixed term + open-ended)
Calculations are based on headcount figures for February of the given academic year.

(iv) Evidence from equal pay audits/reviews.

UWE conducted equal pay reviews in 2003, 2009 and 2012. The overall gender pay gap reduced from 11.6% to 9.3% in relation to basic pay, and from 12.5% to 10.2% in relation to total contractual pay.

There is a discrepancy in the proportion of top-earning females between the faculties with the lowest proportion of females in Environment and Technology (**Figure 9**) (**Actions 1.4, 2.1., 2.3. & 2.4**).

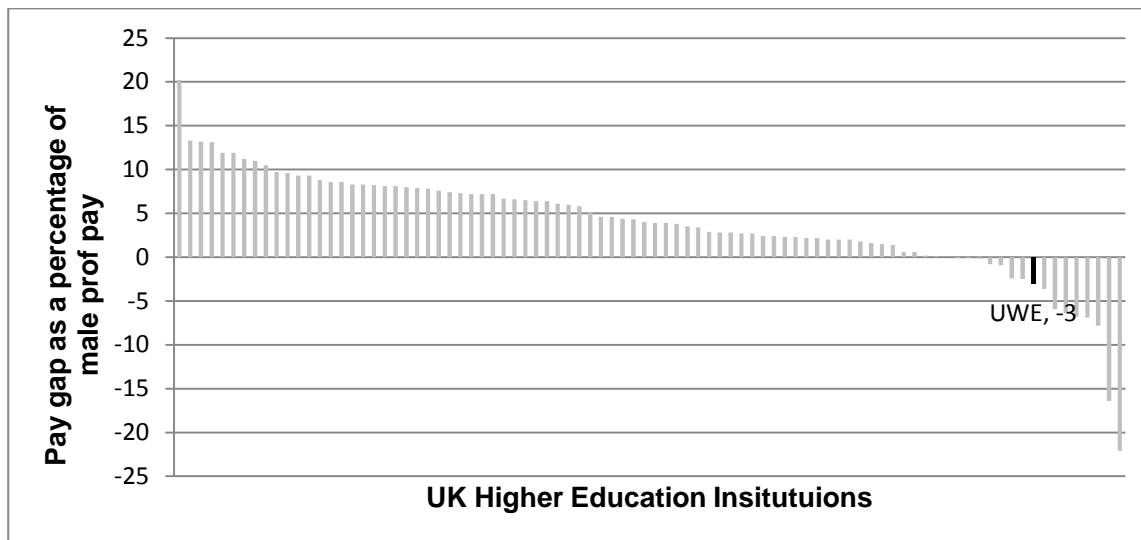
Figure 9. Proportion in female staff in the top 5% earners by faculties in 2012. Headcount is given above each bar.



Data were calculated as % of all staff in the relevant faculty.

UWE compares favourably with other UK HEIs on the average pay of males and females on Professorial grade, with a gap of 3 % in favour of females (**Figure 10**).

Figure 10. Professorial Pay Gaps (with positive gaps favouring males and negative gaps favouring females)¹

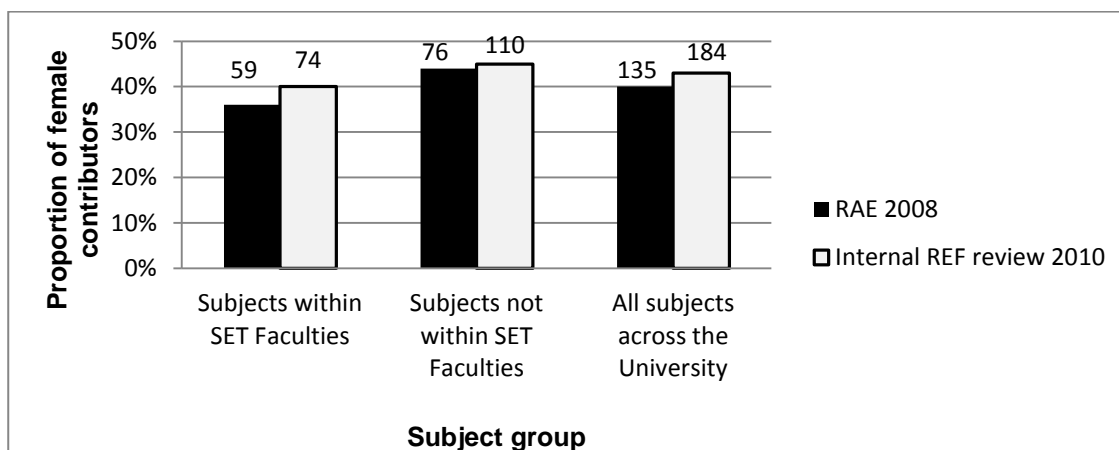


¹Figure 10 is adapted from 'The position of women and BME staff in professorial roles in UK HEIs', University and College Union, January 2013, <http://www.ucu.org.uk/bmewomenreport>. Accessed April 2013.

(v) Female:male ratio of staff in the Research Assessment Exercise

In the RAE 2008 submission, there were 124 members of staff included across the University, with 40% females (**Figure 11**). The % of females entered for RAE 2008 is less favourable when compared to University gender balance (almost 50:50) (**Table 2**). 2010's Internal REF review forecast 43% female contribution across UWE in the REF 2014 (**Figure 11**). The issues associated with lower % of females in REF submission will be addressed in **Actions 4.1.1. & 2.4.4**. UWE Equal Opportunities Code of Practice ensures that REF selection panel takes into account personal circumstances.

Figure 11. Proportion of female contributors to RAE 2008 and forecast for REF 2014 (based on internal REF review 2010) across the University and by subjects within SET and non-SET faculties. Headcount is given above the bars.



(Word count: 985)

4. Supporting and advancing women's careers

4.1. Key career transition points

(a) Recruitment and promotion

- (i) Female:male ratio of academic staff job application and appointment success
- (ii) Female:male ratio of academic staff promotion rates

In May 2011, UWE switched to a new recruitment database. It is anticipated that it will greatly improve the quality of data collection on both, internal promotions and external appointments. The data collection process prior to 2011 was not reliable with respect to applicants' gender. Therefore, we are only able to provide initial extracts from the new database for May-June 2011 to be used as a baseline (**Figures 12 and 13**). Detailed recruitment data will be provided in subsequent applications (**Actions 1.1. & 1.3**).

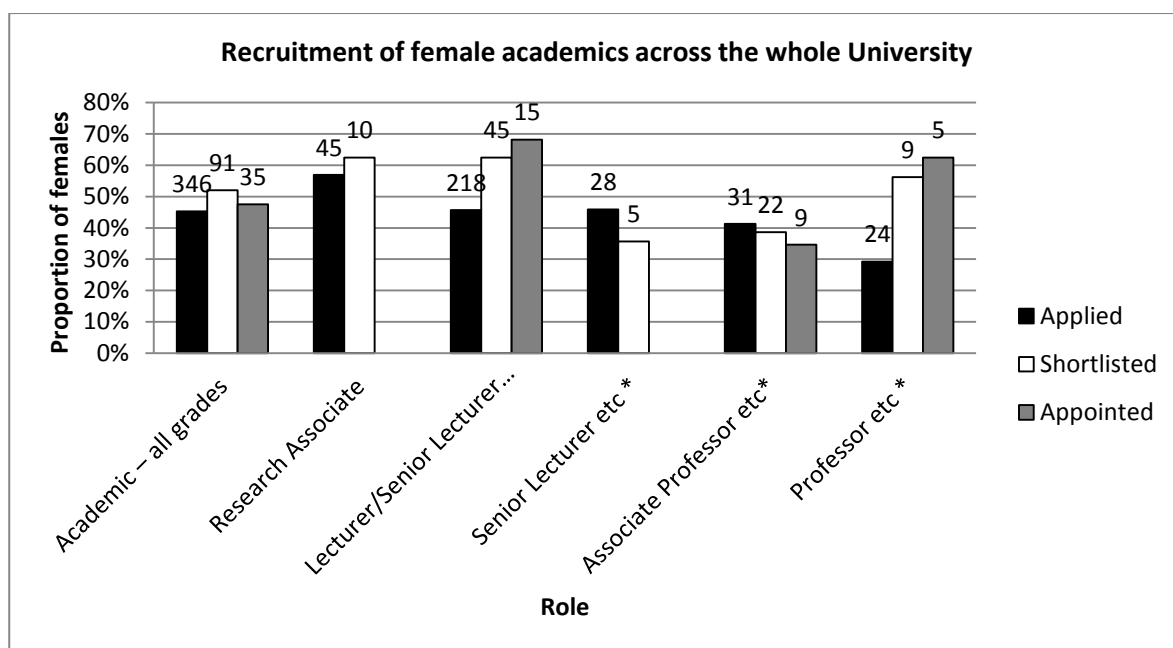
Across the University, the proportion of females applying for academic posts is around 40% but this decreases with seniority of the post (**Figure 12**). The % of females shortlisted and appointed across the University looks more favourable (around 50% with exception of Associate Professor post).

In SET departments, around 50% applicants for academic posts are females but, similarly to the whole university, the % of female applicants decreases with seniority of the post (**Figure 13**). **Actions 2.3.1-2.3.4** aim to improve the recruitment process with the view of gender balance.

At this point, the University is not able to separate data on promotion from data on recruitment. This will be addressed in **Action 1.3** and the data will be available for subsequent applications.

Figure 12. Recruitment of females on academic posts across the University in May-June 2011. Headcount is given above the bars.

Some appointment data has been removed:

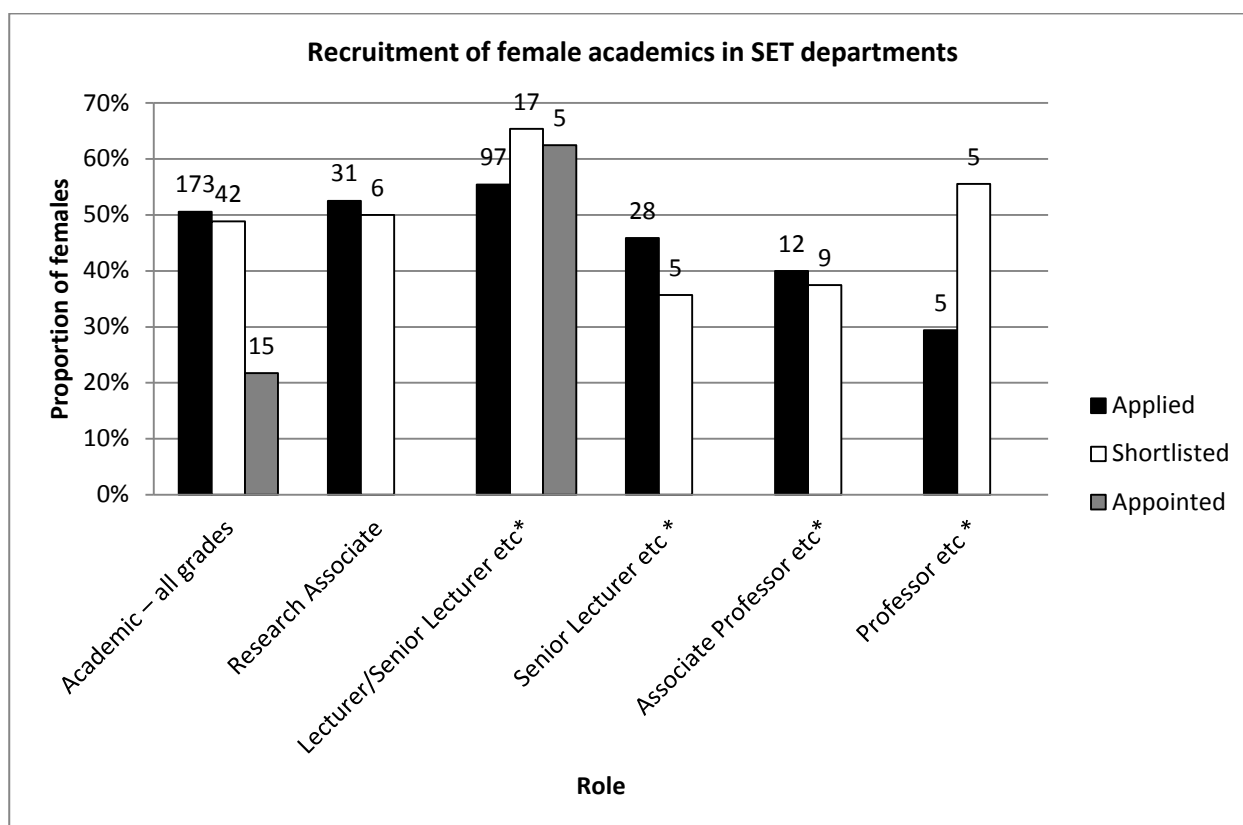


- * Lecturer grade includes Lecturer and Research Fellow; Senior Lecturer grade includes Senior Lecturer and Senior Research Fellow; Associate Professor grade includes Associate Professor and

Associate Head of Department; Professor grade includes Professor, Academic Director and Head of Research Centre.

- University data for the percentage of applicants do not add up to 100 % as the population includes 9 individuals who either withheld their gender or reported their gender as 'other' than male or female.
- The 'Number of Acceptances' is a subset of the 'Number shortlisted', which is in turn a subset of the 'Number of Applicants'. For example, across the University 45 females applied for an Associate Researcher role of which 10 were shortlisted and 3 appointed.

Figure 13. Recruitment of females of academic post in SET departments in May-June 2011
Some appointment data has been removed:



* Lecturer grade includes Lecturer and Research Fellow; Senior Lecturer grade includes Senior Lecturer and Senior Research Fellow; Associate Professor grade includes Associate Professor and Associate Head of Department; Professor grade includes Professor, Academic Director and Head of Research Centre.

(b) University policies and activities that support women’s career progression in SET departments and across the University in particular at key transition points.

UWE provides support in career development to all staff of both genders (with the exception of the Women in Research Mentoring Scheme and the Women’s Forum, discussed in later sections).

UWE ensures that newly recruited teaching staff have access to teaching qualifications through the Academic Development Programme (ADP). Time allocated for ADP is ring-fenced to ensure that staff can complete the programme successfully. The strand of teaching qualifications for staff on 0.5 FTE and above leads to a Postgraduate Certificate in Teaching and Learning in Higher Education. In addition, a ‘Mini ADP’ is available to research staff with teaching responsibilities and to staff appointed as Hourly Paid Lecturers (HPL). In 2011-2012, two staff completed the full ADP (100% male, senior lecturers) and 6 staff completed the mini ADP (83% female, 3 research fellows, 2 research associates and an HPL).

UWE offers annual Early Career Researchers Grants (between £5,000 and £20,000) from Strategic Research Development Fund to support early career academics to undertake preliminary research with a view to prepare research applications to external funding bodies. The scheme is advertised by email, and potential applicants are invited to a briefing meeting to clarify the criteria and application process. UWE supports grant winners in managing and developing proposals for further external funding. The percentage of females winning the Early Career Researchers Grants is 50% or above at both, University and SET Departments levels (**Table 7**).

Table 7. Allocation of Early Career Research Grants in 2011-2013.
Headcount is given in brackets.

Some data has been removed:

| | Gender of recipient | | Role of recipient | | | | Average value of grant |
|-----------------------------|---------------------|-----------|--------------------|---------------------------|---|---|------------------------|
| | Female | Male | Research Associate | Lecturer, Research Fellow | Senior Lecturer, Senior Research Fellow | Associate Professor, Associate Head of Department | |
| University | | | | | | | |
| 2011-12 | 62 % (13) | 38 % (8) | | | 62 % (13) | | £13,104 |
| 2012-13 | 57 % (13) | 43 % (10) | | | 76 % (16) | | £14,923 |
| 2013-14 | 61 % (14) | 39 % (9) | | 43 % (10) | 43 % (10) | | £13,841 |
| SET Departments only | | | | | | | |
| 2011-12 | 55 % (6) | 45 % (5) | | | 55 % (6) | | £13,329 |
| 2012-13 | 50 % (7) | 50 % (7) | | | 57 % (8) | | £16,167 |
| 2013-14 | 69 % (9) | | | 54 % (7) | | | £15,152 |

4.2. Career development

(a) Policies and activities at the University that support women's career development in SET departments.

(i) Researcher career support and training

Postgraduate research students and early career research staff are eligible to attend a series of 'Researcher Skills Development Workshops'. These free courses are run in-house and tailored to the early career research experience with sessions including 'Writing Up Your Thesis', 'The Effective Part Time Researcher' and 'How to Win Funds and Influence People'. In addition, 4 female and 2 male UWE postgraduate students (2 from SET faculties) are registered on a cross-University one year development programme 'Researchers Crucible'.

The faculties and the Learning and Development Centre co-host the well-established Researchers' Forum. The Forum meets twice a year, and the content alternates between suggestions for staff development and information from UWE's senior management on key issues (e.g. the REF and appraisal process). The Forum has initiated training courses for early career researchers on a diverse range of topics including careers progression and presenting research papers. The Forum is advertised by the Associate Dean for Research in each faculty, on University website, and by e-mail to all researchers. 73 people (68% of them female) have attended the forum in the 2011-2012 academic years (either one-off or repeat visits).

The University operates the Research Review and Progression Panel (RRPP) which considers applications for promotion from Research Associate to Research Fellow and on to Senior Research Fellow (Senior Research Fellows are able to move to Associate Professor grade but this

is outside the scope of the RRPP.) The RRPP is attended by between 5-10 assessors and the gender balance ranges from 33-60 % female.

UWE will continue and expand support to researchers in career development via **Actions Plan sections 2.2. & 2.4.**

(ii) Mentoring and networking

General information

In 2004, UWE formed the Women in Research Task Group to conduct research into the under-representation and remuneration of women in research. Members of the Task Group set up the Women in Research Mentoring Scheme which started a ten month pilot in Dec 2011. The Scheme is recognised in the Workload Model which assigns mentors and mentees 15 hours per year to these activities. Both, male and female mentors were recruited to work with female mentees, and all participants received in-house training before being carefully matched into pairs mentor/mentees considering factors such as:

- Achievements and aims of participants
- Work area
- The work-based experience of the mentor
- Mutual benefit
- Conflicts of interest
- Gender of mentor (on mentees' request)

The pilot Women in Research Mentoring Scheme supported 23 active mentoring pairs, exceeding its target of 10-20 pairs. 52% of staff involved were from SET faculties. Interim evaluation results were very positive: 100% of participants would like to continue with the scheme and would recommend it to a colleague. The scheme issued a call for applications for its second wave in Feb 2013 and opened an additional application round in Mar 2013 due to the high popularity of the Scheme.

UWE runs a Women's Forum, with membership of 60-70 women from a variety of faculties and support services, and from a wide range of different roles. The Women's Forum meets 3-4 times a year and has a small budget for speakers and refreshments. It provides an informal environment for female staff to network and discuss issues of concern. In addition, the Forum organises events such as a free social lunch and programme of inspirational speakers on International Women's Day. Staff can find more information about the Forum on University Equality and Diversity WebPages. The Forum's meetings are advertised through UWE's weekly email, News Bulletin and on the Forum's own email distribution list. All staff participating in the Forum activities are allocated 15 hours (pro rata) per year.

Mentoring and networking will be further improved and expanded via **Actions 2.2.3., 2.4.1., 2.4.4. & 2.4.5.**

Activities at the University that raise the profile of women in SET generally and to help female staff to raise their own profile

- Both SET faculties have public lecture series featuring both, male and female speakers. During May-Jul 2013, three speakers (2 females) will give talks on behalf of faculty of Health and Life Sciences, and one speaker (female) will present on behalf of faculty of Environment and Technology. In addition, a female speaker from the faculty Environment and Technology presented a public lecture to mark International Women's Day in 2012.
- UWE is running a pilot scheme for researchers to showcase their research during Open Days. One of the SET faculties (Health and Life Sciences) has actively engaged with this

event in 2012, with the other SET faculty (Environment and Technology) expressing interested in participating in future events.

- Both, male and female SET academics are well represented in local and national initiatives, such as festivals and the National Science and Engineering weeks. UWE partnership activities and knowledge exchange projects attract a wide range of academics to local projects, e.g. Hewlett Packard and the Bristol Natural History Consortium's Bristol Festival of Nature.
- Academics from SET subjects are actively engaged with community schools and widening participation activities.
- UWE Alumni Office actively raises the profile of former students including promotion of females scientists and engineers as role models to current or prospective students.
- University involvement with the Bloodhound Supersonic Car Project and the school outreach programmes has sought to present an inclusive image of people working on taking engineering to its extremes.
- UWE Science Communication Unit (SCU) recruits high proportions of female students to its courses (70-80 % female in 2010-2013). Recent projects include:
 - "Cosmic Comics", a UWE project written by female academic and starring female alien investigating material sciences. It is widely used to promote science in primary schools in Bristol, Wiltshire and Hampshire. The same team worked on the SpaceJunkies comic for 11-13 year olds.
 - Female SCU academics and SCU students have been involved in the 'generic venues' project: communicating science in unusual venues (festivals, green spaces, shopping centres etc) and evaluating the impact of these activities.
 - SCU academics are researching the impact and legacy of the Girls Into Physics project commissioned by the Department of Children, Schools and Families and the Institute of Physics to increase the uptake of physics A Levels by female students.

Further plans on raising profile of females are reflected in **Actions 4.2.1.-4.2.4.**

4.3. Organisation and culture

(a) Data on gender equality

- (i) Female:male ratio of Heads of School/Faculty/Department – across the University and in SET departments.

Figure 14 demonstrates that females are well represented (50%) across the University in Pro Vice Chancellors/Executive Deans posts. However, representation of females in Associate Deans and Heads of Departments posts is lower (30% and 35% respectively). There are large differences in gender balance at managerial positions between the 2 SET faculties with higher % of females in these posts at the Faculty of Health and Life Sciences (**Figure 15**).

One of the major concerns is "0" representation of females in Associate Dean posts and only 10% representation in Research Centres/Heads of Units posts at the Faculty of Environment and Technology. Actions planned to address female:male ratio on senior posts across the University (**Actions 2.3.1.-2.3.4., 2.4.1., 2.4.2., & 2.4.4.**).

Figure 14. Female:male ratio of Heads of Schools, Associated Deans, Pro Vice Chancellors/Executive Deans across the University in 2012. Headcount is given on the bars.

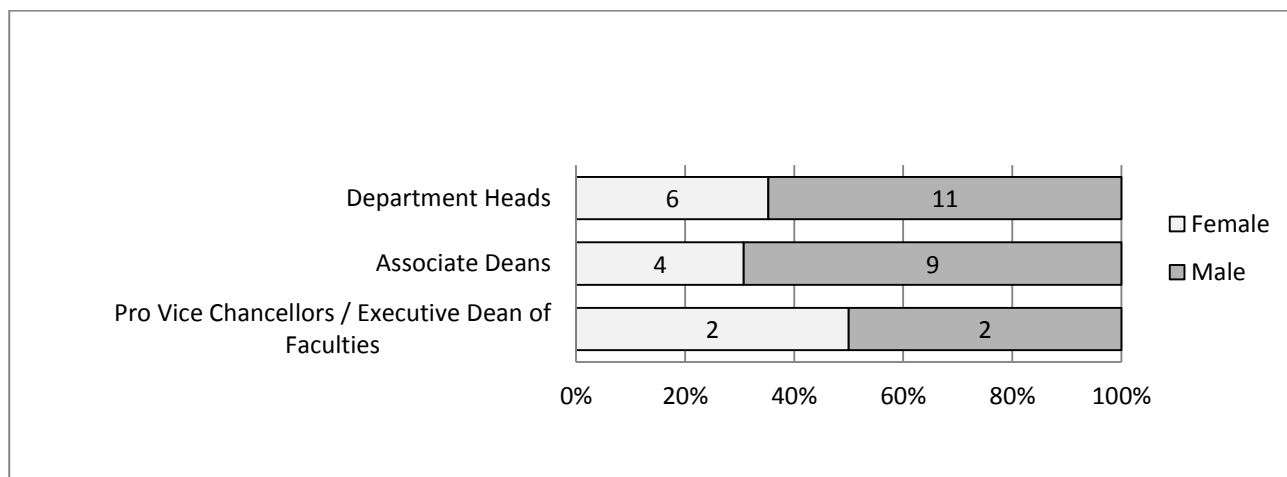
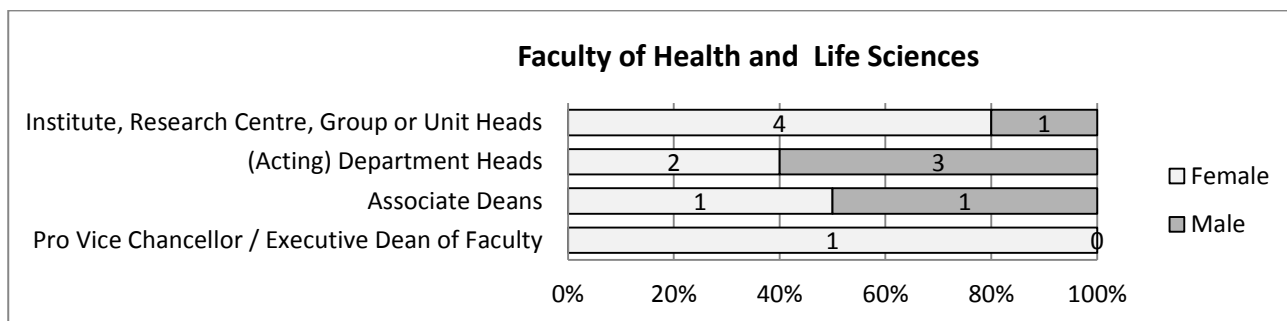
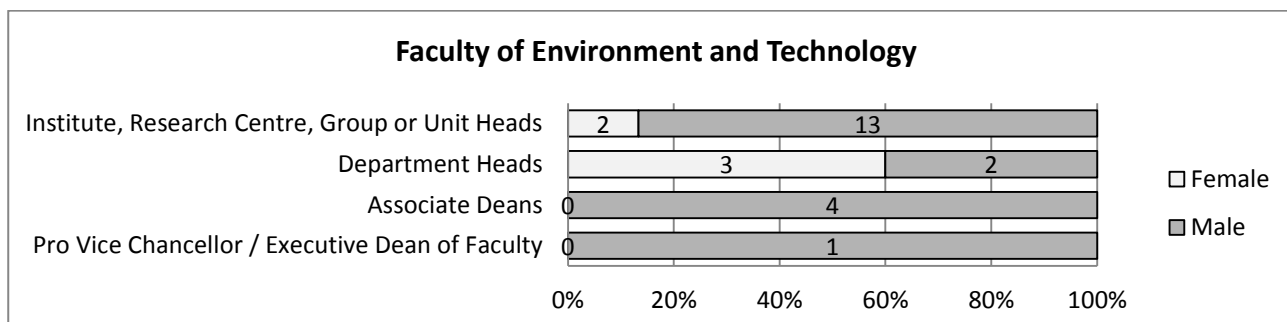


Figure 15. Female :male ratio of Heads of Schools, Associated Deans, Pro Vice Chancellors/Executive Deans in the SET Faculties for 2012. Headcount is given on the bars.



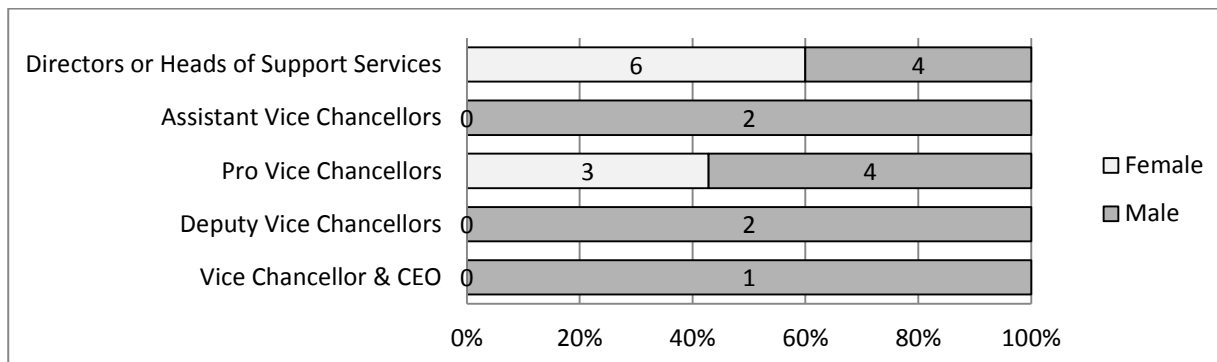
Data for "Departments Heads" at the Health and Life Sciences includes one Acting Head of Department (female).



(ii) Gender balance on the Senior Management Team at University level.

Figure 16 demonstrates that females are well presented in the University Senior Management Team at the level of Directors or Heads of Support Services (60%), followed by Pro Vice Chancellors posts (43%). However, all the Assistant Vice Chancellors, Deputy Vice Chancellors and Vice Chancellor are males (**Actions 2.3.1.-2.3.4., 2.4.1., 2.4.2, & 2.4.4**).

Figure 16. Female:male ratio of University Senior Management Team in 2012. Headcount is given on the bars.



(iii) Gender balance on influential committees at university level.

As shown in the previous sections (**Figures 14-16**), females are reasonably well represented at all but the very senior levels of the University (Vice Chancellors, Deputy Vice Chancellors and Assistant Vice Chancellors). Across UWE, women hold 30-50% of all Head of Department, Faculty Dean and Pro Vice-Chancellor/Executive Dean roles with good representation of females in Health and Life Sciences and some issues in Environment and Technology. **Figure 17** demonstrates that representation of females at University committees varies between 27-72%. In the faculty of Health and Life Sciences, there is 42-68% of females in faculty committees (**Figure 18**), whilst in the Faculty of Environment and Technology this figure is 18-70% (**Figure 18**). Although there are some areas of concern at the Faculty of Environment and Technology females are generally well represented in University and faculty committees. Therefore, the risk of overloading female staff is low. Further actions are planned (**Action 2.4.5**) to encourage women to participate in University-wide and faculty/departmental committees.

Figure 17. Gender balance on University committees/boards for 2011-2012. Headcount is given on the bars.

Data on some meetings has been removed.

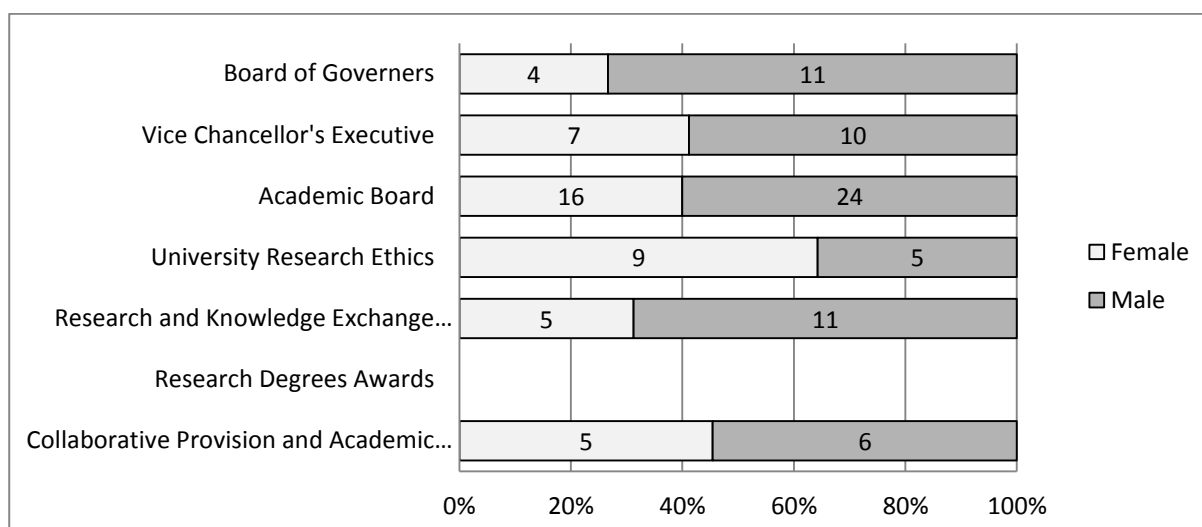
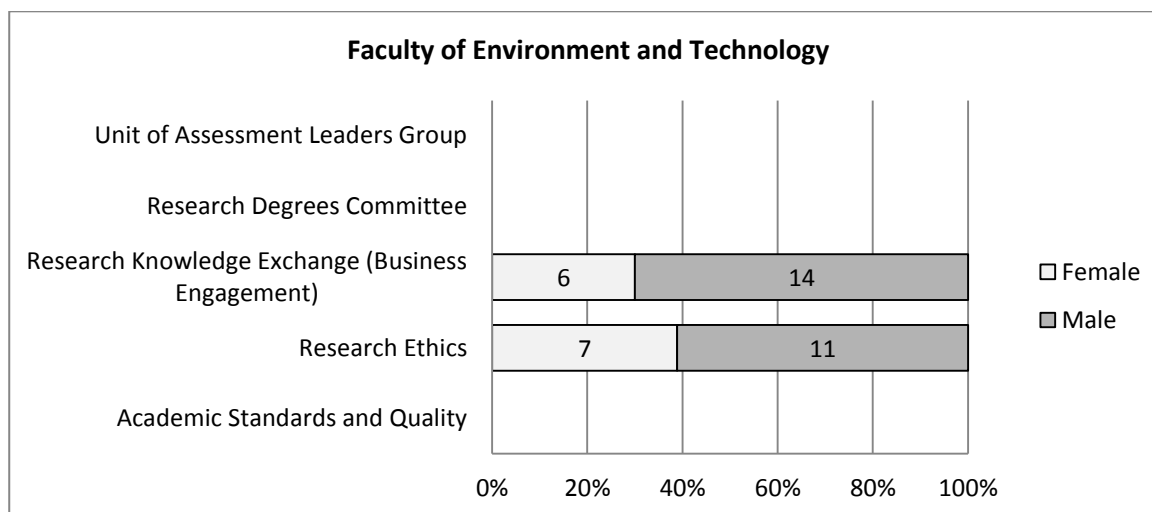
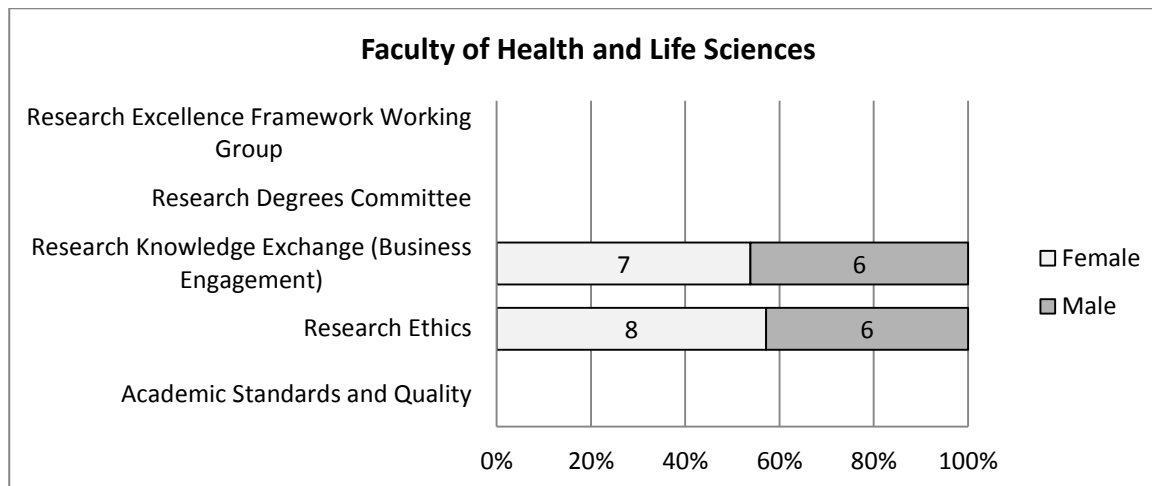


Figure 18. Gender balance on committees/boards of SET faculties for 2011-2012. Headcount is given on the bars.

Data on some meetings has been removed.



Prior to 2010, UWE held elections to faculty committees and encouraged staff to apply. Following 2010 restructuring, Terms of Reference of the faculty committees define the job title of required attendees.

Most student representatives in faculty and University committees are self-nominated. However, an election process takes place if the number of nominations exceeds the number of positions. UWE's Student Representative Coordinators have taken the initiative to meet with interested female students individually prior to nominations to encourage them to self-nominate. As the result, 26 out of 40 student representatives across the University are female.

(b) Policies and activities at the university that show a supportive organisation and culture in university SET departments

- (i) Transparent workload models

University academics are allocated time for teaching, preparation for teaching, teaching-related administration, research/research administration, knowledge exchange and scholarly activity, mentoring, participation in Women's network, Women Research Mentoring Scheme and other activities through the Workload Model (WLM). Some additional activities are currently recognised and have been incorporate in the WLM, such as Athena SWAN-related activities, which received an allocation of 90 hours per year at the Faculty of Health and Life Sciences for academics involved in university SAT. There are ongoing negotiations regarding Athena SWAN support via WLM at the Faculty of Environment and Technology and SET departments.

The staff satisfaction survey revealed that academics are not satisfied with the current WLM. Issues included lack of transparency of workload allocation and lack of recognition of academics' additional work-related activities. UWE's Pro Vice-Chancellor for Research and Business personally led both, the Workload Model Working Group and staff focus groups to address these issues.

The following actions have been taken to address the issue of transparency: (i) briefings for Department Heads and Service staff are on-going and aim to develop understanding and target inconsistencies in the implementation of workload allocation across UWE; (ii) an online interface will be launched between April-June 2013 allowing academics to access their workload allocations and an anonymised version of other academics' workload allocations. This will allow individuals to gauge the size of their own workloads against those of their colleagues. Additionally this software should allow better reporting of allocations against diversity streams.

In addition, UWE is actively considering a flexible margin for academics' teaching allocation which might include, for example, outreach, editorial duties or work with professional bodies at the individual's discretion. The margin is intended to recognise these activities and to prevent them taking up time allocated to scholarly activity, which might otherwise be relegated to evening or weekend work.

Action plan addresses the WLM-related aspects via **Actions 1.6., 2.4.2. & 2.4.3.**

(ii) Publicity materials

UWE's Marketing and Communications and Internal Communications teams are mindful of equality and diversity issues in all aspects of their work. This is made explicit in UWE's brand book which covers both, hard copy publications and the website, and recommends that: 'Images are chosen to convey partnership, opportunity, diversity and sustainability'. Female subjects are shown appropriately and a good balance of gender and race are depicted throughout SET departments. We have noted room for improvement in some SET departmental level prospectuses and this is addressed in our action plan (**Actions 4.2.3. & 4.2.4.)**

4.4. Flexibility and managing career breaks

(a) Policies and activities at the University that support flexibility and managing career breaks in SET departments.

(i) Flexible working

The University encourages flexible working (i.e. changes in contracted hours to accommodate work/life balance) recognising the need for all staff to balance home and work commitments. The University views flexible working is one of the ways for recruiting and retaining high quality motivated staff. UWE has extended the legal provision for those with caring responsibilities to all staff. The application form, guidance for managers and information on the appeals process are available to staff on the Human Resources (HR) intranet and via the HR Advice Line.

Flexitime is open to non-academic staff and is a part of the induction material for new members of staff. UWE has an embedded culture of flexitime: no records are held centrally. Arrangements are

made between staff members and relevant line managers. Therefore, no comprehensive data is available as requests for flexible working have been monitored sporadically. We plan to identify employees' working arrangements via the Staff Census (**Action 1.5**).

A new system has been introduced in January 2013 which requires the faculty executive team to record academic annual leave on leave cards. More data should be available for future Athena SWAN award submissions (**Action 1.1.**). Flexible working-related issues will be addressed **Actions 3.1.1. & 3.1.2.**

(ii) Parental leave

Expectant mothers with more than 41 weeks of service before the expected due date are entitled to 52 weeks maternity leave: 6 weeks at 90% pay and the remainder at a set rate and are entitled to paid time off for ante-natal care. Co-parents with more than 41 weeks of service before the expected due date are entitled to one or two weeks of parental leave and paid leave to attend one ante-natal appointment. In addition, co-parents may take up to 26 weeks leave from the 21st week following birth if their partner is not taking parental leave during this period. PhD students have standard research council maternity leave entitlements.

Where possible, UWE provides car parking spaces closer to the mother's work base to help with mobility issues. Cover for teaching activities is arranged by the relevant Head of Department, either calling on colleagues or arranging extra staffing where teaching activities are extensive. UWE encourages parents and managers to maintain reasonable contact during leave periods. Parents may also use up to 10 'Keeping in Touch' days to maintain contact with a wider group of colleagues and students.

Additionally, UWE's safety guidance on 'Room to Rest or Recover' requires managers to use existing spaces to fulfil the needs of pregnant or breastfeeding staff or students in need of privacy or space. HR advisors are available to confirm expectant and new parents' entitlements and guide staff through the associated policies and paperwork.

Table 8 demonstrates decrease in % of female and increase in % of male taking parental leave between 2009-2011 across University and SET departments. This might be related to the proactive informing the staff about paternal leave as a part of the parental leave package. 100% of staff across the University return after parental leave with decreased hours. Further actions to improve support of staff on and after parental leave are included in the **Actions 3.3.1 & 3.3.1.**

Table 8. Female:male ratio of staff taking/returning from parental leave. Headcount is given in brackets.

Some data has been removed:

| | 2009 | | | 2010 | | | 2011 | | |
|--------------------------------------|-----------|----------|-------|------------|-----------|-------|-----------|-----------|-------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| University | | | | | | | | | |
| Staff taking parental leave | 79 % (27) | 21 % (7) | (34) | 73 % (35) | 27 % (13) | (48) | 55 % (18) | 45 % (15) | (33) |
| Staff returning afterwards | | | (24) | 69 % (29) | 31 % (13) | (42) | 53 % (16) | 47 % (14) | (30) |
| Staff returning with decreased hours | | | | 100 % (13) | 0 % (0) | (13) | | | |
| Staff returning with increased hours | | | | | | | | | |
| SET Departments | | | | | | | | | |
| Staff taking parental leave | 64 % (9) | 36 % (5) | (14) | 77 % (17) | 23 % (5) | (22) | 41 % (7) | 59 % (10) | (17) |
| Staff returning afterwards | | | (10) | 74 % (14) | 26 % (5) | (19) | 41 % (7) | 59 % (10) | (17) |
| Staff returning with | | | | 100 % (8) | 0 % (0) | (8) | | | |

| | | | | | | | | | |
|--------------------------------------|--|--|--|--|--|--|--|--|--|
| decreased hours | | | | | | | | | |
| Staff returning with increased hours | | | | | | | | | |

'Staff returning with decreased hours' and 'Staff returning with increased hours' are both subsets of 'Staff returning afterwards'. For example, across the University in 2010, 48 academic staff took parental leave and 42 returned. Of these 42, 13 returned with decreased hours and 1 returned on increased hours. The remaining 28 returned on the same contract.

(iii) Childcare

UWE recognises that offering work-life balance policies and a family friendly environment can lead to a more motivated and loyal workforce with increased productivity and reduced absenteeism.

The **Table 9** shows Childcare Voucher uptake among academics. Around 60% of Vouchers are taken by females at both, University and SET departments levels. This figure did not change significantly between 2009-2011. University Voucher scheme is communicated on the UWE website, the HR intranet and through posters placed in prominent places on campus.

Table 9. Childcare Vouchers uptake by academic members of staff for 2009-2011. Headcount is given in brackets.

| | 2009 | | | 2010 | | | 2011 | | |
|-----------------|-----------|-----------|-------|-----------|-----------|-------|-----------|-----------|-------|
| | Female | Male | Total | Female | Male | Total | Female | Male | Total |
| University | 62 % (68) | 38 % (42) | (110) | 61 % (76) | 39 % (49) | (125) | 61 % (84) | 39 % (54) | (138) |
| SET Departments | 65 % (40) | 35 % (22) | (62) | 59 % (44) | 41 % (31) | (75) | 58 % (49) | 42 % (36) | (85) |

The University's purpose built Ofsted rated Halley Nursery opened on the Frenchay campus in 2007 with capacity to take 62 children of ages 3 months to 5 years. Half of the places are allocated to staff and the other half to students. The nursery offers academic term, school term or year round provision; around 15 % of parents on the register use the nursery full time while the majority use it for 2-4 days per week. Users can request earlier or later start or finish times for an additional cost. Students and staff receive a 10 % discount on fees relative to community users. The Nursery is advertised to new staff, new students and international students via the UWE website. It has also featured in UWE press releases and The Voice magazine.

The **Table 10** presents the gender of the parent or carer using the nursery and includes staff users only. In the majority of cases the user is a female member of staff.

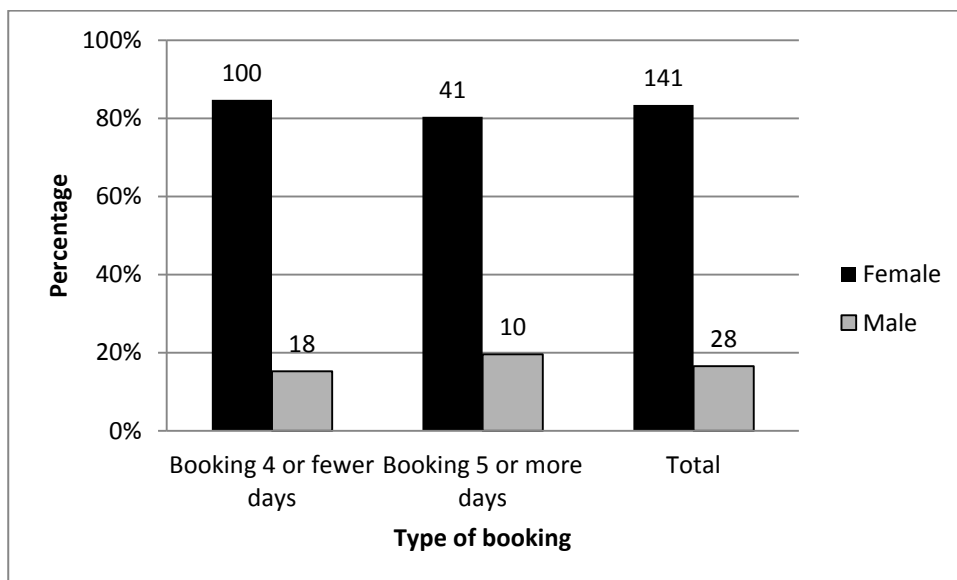
Table 10. Female:male ratio of parents and carers using university nursery. Headcount is given in brackets.

Data has been removed.

Since 2007 UWE has run Hotshots Holiday Camps during February half term, Easter and summer holidays. Camps are open to the children of staff, students and the local community from 8 to 13 years old with a capacity of 36 children per day. Camps are communicated on the UWE website, the weekly news email and have featured in The Voice magazine and in local press. **Figure 19** demonstrates that the majority of places in the camp are booked by females.

Although the University has good childcare provision for staff and students, there is further demand, in particular on half-term and after school clubs. Child-care related aspects will be addressed in **Actions 3.3.1 & 3.3.2**.

Figure 19. Use of the holiday camp by length of booking and gender of parent/carer over the summer holiday 2012. Headcount is given above the bars.



(iv) Work-life balance

The University is committed to delivering a student-focussed timetable which promotes a positive student experience. The standard teaching day is 9am-7pm weekdays excluding Wednesdays for which the standard teaching day is 9am-2pm. Some academic staff may be required for evening and weekend teaching to accommodate our part time students: teaching outside of these times is non-standard. Wherever possible, the timetabling unit ensures balance between resource availability (staff and rooms), academic rationale and student experience.

Services staff have access to flexitime which guides meeting timings (covered in the flexible working section above). Academic staff have no fixed working hours, allowing them to work flexible hours to achieve their aims with coverage from the unmeasured working time derogation in the Working Time Regulations 1998.

Table 11 shows staff responses to UWE's 2012 Staff Satisfaction Survey. The results demonstrate that a high percentage of staff agree/strongly agree with the statement that they are allowed to work flexibly. However, SET faculties showed a higher percentage (81%) of positive responses when compared to the University, but the gap between female (76%) and male (88%) positive responses at SET faculties was wider than at the University. Further actions are planned to address work-life balance issues (**Actions 3.1.1., 3.1.2, 3.2.1., 3.3.1., & 3.3.2.**).

Table 11. Staff responses to UWE 2012 Staff Satisfaction Survey*

| I am allowed sufficient flexibility in the hours that I work | Overall | Female | Male |
|--|-------------|------------|------------|
| University | 78 % (1179) | 77 % (719) | 79 % (460) |
| SET subjects | 81 % (58) | 76 % (33) | 88 % (25) |

*Data omits those who did not declare their gender. Responses are shown from all staff in the University and for all staff in the two SET faculties as it is not possible to break down responses by role.

(Word count: 3388)

5. Any other comments

The University's Internal Communications team has been involved with Athena SWAN from an early stage. Key Athena SWAN staff met with UWE Internal Communications Manager and Production Manager to outline the aims of Athena SWAN and its importance for all UWE staff. Following the meeting, Internal Communications developed a Communications Plan with the following objectives:

- To ensure that all staff are aware of and understand Athena SWAN and what membership means to UWE including the future funding impact.
- To explain the process, rationale and timeline of applying for University Bronze Award and individual departmental Awards.
- To explain how the principles of Athena SWAN will be used across the whole of University for the benefit of all staff (via the Action Plan etc).
- To maintain momentum of our progress on gaining University and individual department status and the actions being rolled out.

Table 12. Channels for communication of Athena SWAN initiative to staff.

| Channel | Message |
|---|---|
| UWE's Athena SWAN website | Background to Athena SWAN, UWE Athena SWAN contact details, SAT membership, key events |
| Managers' news email | Background to Athena SWAN, benefits to all staff, submission timeline, Action Planning Workshop, link to UWE SWAN website |
| All staff weekly news email, Snippet (short message in headline of UWE's intranet pages) and events diary | Action Planning Workshop, link to UWE SWAN website |
| Voice magazine (hard copy magazine, 4 editions per year) | Background to Athena SWAN, benefits to all staff, case study of early career female academic, link to UWE SWAN website |

Further communications are planned to update staff on the progress of the Athena SWAN awards submissions and action plans in the summer, and to report results of the award submissions in autumn. Communication channels are outlined in **Table 12**. The communications plan is a fluid document which will be updated when the need arises. Marketing and Communications aspects have been included and will remain on University SAT agenda. Further steps for improving marketing and communications are specified in **Actions 4.4 & 4.5**.

(Word count: 226)

6. Action plan (attached)

Athena SWAN: University Level Action Plan (2013-2016)

This is UWE's Athena SWAN Action Plan, which was submitted as part of an application for University Athena SWAN Bronze status in April 2013.

These actions will be monitored by the University's Self Assessment Team.

Acronyms used:

| | |
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| ADP | Academic Development Programme |
| CAS | Corporate and Academic Services |
| CETTS | Central Examinations, Timetabling and Technical Services |
| CPE | Community and Public Engagement |
| CV | Curriculum Vitae |
| E&D | Equality and Diversity |
| HoD | Head of Department |
| HR | Human Resources |
| PDR | Performance Development Review |
| PVC | Pro Vice-Chancellor |
| RBI | Research Business and Innovation |
| REF | Research Excellence Framework |
| SET | Science Engineering and Technology |
| SPS | Student Partnership Services |
| SSD | Student Services Department |
| STEMM | Science, Technology, Engineering, Maths and Medicine |
| VC | Vice-Chancellor |

| Action | Description of action | Action taken already and outcome at March 2013 | Further action planned at April 2013 | Responsibility | Timescale | Success Measure |
|----------|---|---|--|--|--|---|
| 1 | Evidence Base for Action | | | | | |
| 1.1 | Effective capturing of data by University support services for future Athena SWAN awards submissions. | The majority of data at the University and department levels are available. | Work with support services to modify data capturing system with particular attention to data capturing at departmental levels. | <u>PVCs</u> , CAS, SPS, HR | 01/05/13 Onwards | Data collected, monitored, and presented in understandable and accessible ways. |
| 1.2 | Effective monitoring of percentage of women in academic and research posts. | Data collection system exists but does not allow us to distinguish between roles in I and J grades (e.g. between Professor and Head of Research Centre) | Improve data collection and reporting system to allow us to distinguish between different roles in I and J grades. Report the data to Equality and Diversity Unit that will present them to PVCs. | <u>HR</u> , Self Assessment Team, HoDs | 01/05/13- 01/09/13 Twice per year, 2013-2015 | (i) An improved system in place. (ii) Data for different roles in I and J grades available and influencing policies and strategies. |
| 1.3. | Monitor gender aspects of staff appointed via externally advertised posts and internal promotions. | New recruitment monitoring system was introduced in 2011. | Finalise implementation of the new recruitment system. Distribute data to HoDs for annual monitoring at departmental levels. | <u>HR</u> , <u>E&D</u> , <u>Self Assessment Team</u> Faculty Deans, HoDs | By 01/10/13 | (i) Data collected, monitored and fed into policies in a user-friendly, accessible format. (ii) New data format (separately on internal promotions and recruitment) for follow-on Athena SWAN awards submissions. |

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| 1.4. | Continue comprehensive regular Equal Pay review. | Equal Pay Reviews were carried out in 2009 and 2012. | Analyse the next annual report by SET departments in order to identify and address gender-related issues. | <u>HR and Equality & Diversity Manager,</u> HoDs | 01/05/13-01/07/13 VS: Suggest 2014, i.e. next pay review. | (i) Analysis of the report by SET departments. Department-specific gender-related issues identified. (ii) Published Action Plan to address issues raised in the Equal Pay review. |
| 1.5. | Review the staff census to incorporate gender-related issues. | The University runs staff census every 2 years. | Review questions to collect data relevant to Athena SWAN agenda. | <u>Self Assessment Team, E&D,</u> PVCs | By 01/05/13 | Recommendations on the census to PVCs. |
| 1.6 | Monitor and analyse data from Workload Model. | New Workload Model software will be launched in April-June 2013. | Work with Workload Model Working Group to ensure capturing of workload allocation data by gender. | <u>PVC Research and Business and E&D</u> | 2013-2015 | Analyse and present findings to Self Assessment Team and PVCs to inform policies and procedures (annually). |
| 2 | Key Career Transition Points | | | | | |
| 2.1 | General Policy Review | | | | | |

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| 2.1.1. | Conduct reviews and updates of career-related policies and procedures. | University has procedures for promotion and progression. | <p>A clear summary of promotion and progression policies and procedures.</p> <p>Communicate the promotion and progression policies and procedures to staff via HR webpage, weekly news email and via departments.</p> <p>Review recommendations from Unions.</p> <p>A transparent process for promotion and progression.</p> | <u>HR</u> , Internal Communication Team, Marketing, Faculty Deans, HoDs | <p>By 01/09/13 with annual updates in May.</p> <p>2013-2015</p> <p>By 01/09/13</p> <p>01/09/13-Onwards</p> | <p>(i) Summary produced on improved career pathways with guideline for transition between research and academic pathways.</p> <p>(ii) Pathways and procedures available at the HR webpage and communicated to staff via Deans and HoDs.</p> |
| 2.1.2. | Ensure that gender issues are prominent at Professorial Forums. | Professorial Forums exist at the University and Faculty levels. | <p>Incorporate gender issues including promotion and progression aspects into agenda of the Forums.</p> <p>Invite representatives of Professorial Forums to participate in University Self Assessment Team meetings.</p> | <u>Professorial Forums</u> , PVCs, Self Assessment Team, Departmental Self Assessment Teams, HoDs, Faculty Deans | <p>By 01/07/2013</p> <p>2013-2015, Twice per year</p> | <p>Regular Professorial Forum agenda items.</p> <p>Feedback and recommendations to Equality and Diversity Team and Self Assessment Team.</p> |

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| 2.1.3. | Improve return on exit questionnaire in order to understand and address the reasons for higher voluntary turnover among women. | Hardcopy exit questionnaires exist. Outputs are sent to HR who informs relevant faculties and services. | Communication campaign targeting leavers to encourage return of questionnaires. Introduce online questionnaires. Investigate the best practice in external organisations. | <u>HR</u> , Internal Communication Team, HoDs. | Starting 01/05/13 By 01/02/2014 2013-2015 | (i) Increased return on questionnaire from 18 % to 36 % initially by 2015. Work towards further increase in future years. (ii) Critical analysis of reasons for leaving. Report to HR, HoDs and VC to inform policies and process. |
| 2.1.4 | Pilot Exit Interviews programme. | | Pilot programme to investigate attrition of female academics in grade H to J (e.g. Senior Lecturer to Professor). | <u>E&D</u> | 01/07/2013 – 01/07/2014 | Critical analysis of reasons for leaving. Report to HR, HoDs and VC to inform policies and process. |
| 2.1.5 | Examine current practice with respect to fixed term contracts. | | Identify and address cases where fixed term contracts are being used for multiple extensions of maternity leave or for a substantive role. | <u>HR</u> | 01/09/13- 01/12/13 | (i) Report to Self Assessment Team, Equality Management Group and Equality and Diversity Forum. (ii) Action plan to address issues identified. |
| 2.2 | Career Support for PhD Students | | | | | |

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| 2.2.1. | Review policy guideline on the involvement of PhD students in teaching process. | Guidance on teaching opportunities for PhD students is provided in the University Code of Practice for Research Degree Programmes and in the Doctoral Student Handbook. | <p>Ensure consistency in an application process for teaching activities by PhD students across the university.</p> <p>Improve communications with PhD supervisors regarding the teaching guidelines.</p> <p>Include guideline on financial aspects of teaching activities into PhD Induction pack.</p> | <u>University Graduate School</u> | <p>01/08/13-01/10/13</p> <p>2013-2014</p> <p>by 01/10/13 with annual updates in 2014 and 2015</p> | Revised policy in place, available at the Graduate School website, and supervisors are informed. |
| 2.2.2. | Review generic/transferrable skills aspect in the Skills Development Programme with respect to gender-specific issues. Increase use of gender role models in the training delivery. | All doctoral students: (i) are required to attain a minimum number of credits as a part of degree in research skills development; (ii) have access to a wide range of modules according to training needs. | Review the current pilot module of the Research in Contemporary Context and other research development modules (e.g. the Research Training and Professional Development in department of Applied Sciences) to ensure that modules align to the Vitae Research Development Framework. | <u>University Graduate School,</u> RBI, HoDs | 01/09/13-01/02/14 Onwards | UWE modules offered to doctoral students are mapped to Research Development Framework by October 2014. |

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| 2.2.3 | Increase networking opportunities for PhD students with caring responsibilities | University Graduate School has: (i) scheduled development workshops at the weekends and evenings; (ii) block of workshops in the summer; (iii) piloted the use of videoconferences (Visimeet) to deliver workshops to remote participants. | Opening Research Centres networks, seminars, workshops and events to PhD students. Reviewing the use of Visimeet in the delivery of skills development workshops. Seeking feedback from doctoral students on timing of delivery. | <u>University Graduate School</u> RBI, HoDs, Research Centre Directors | 01/10/13 Onwards By 01/05/14 With review in May 2015 | Increased number and range of Research Centres and Graduate School events open for PhD students. Improved training as the results of Visimeet modification. |
| 2.2.4 | Investigate causes for PhD non-completion. | | Investigate possibility of monitoring gender aspects of PhD completion rates, identify and address causes of non-completion. | <u>Research Knowledge Exchange Committee</u> , University Graduate School, PhD supervisors, HoDs | 01/10/2013-01/10/2015 | Causes for PhD non-completion identified and action plan developed |
| 2.3 | Recruitment, Promotion and Retention | | | | | |
| 2.3.1 | Targeted recruitment activities to encourage female applicants. | University is currently researching external information (i.e. publications) to aid recruitment of women at all levels and roles. | Place appropriate job adverts in suitable media. | <u>HR</u> , Marketing, HoDs, | 01/05/2013 Onwards | Suitable best media for job adverts is identified and job adverts placed as appropriate. |

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| 2.3.2. | Address gender balance on selection and interview panels | University runs training to enable staff to participate in selection and interview panels. | Create an easily available list of staff with relevant training (updated annually). Modify training to include scenario-based film highlighting bad practice and setting out good practice in gender equality. | <u>HR</u> | 01/09/2013-01/10/2013 Updated annually Ongoing | Selection and interview panels calling on a greater variety and diversity of trained staff. Training course improved. |
| 2.3.3 | Investigate issues surrounding anonymous job applications for academic and non academic staff. | | Monitor other University's journeys and findings in this area, e.g. University of the Arts, London. Consider piloting successful schemes. | <u>HR</u> | 01/06/2013 Onwards | Evidence amassed and considered. |
| 2.3.4. | Develop a system for compulsory detailed feedback to unsuccessful internal candidates (on academic and research grades) who applied for promotion/progression. | | Incorporating compulsory feedback in interview guidelines and procedures. | <u>HR</u> | By 01/08/2013- | Compulsory feedback scheme established. |
| 2.4 | Career Support and Development | | | | | |
| 2.4.1 | Continue piloted Women's Mentoring Scheme, and to extend to staff on all research and academic grades. Consider options for mentoring PhD students as part of a wider suite of mentoring programmes. | Mentoring scheme pilot completed. Call for participants for the second round is open. | Promote the mentoring scheme via press releases, University Voice magazine, Women's Network, and Equality and Diversity Forum. Link discussion of the mentoring scheme to PDR. | <u>Chair of Women's Mentoring Scheme</u> RBI, HR, Marketing, Internal Communication Team, HoDs. | 01/05/13 Onwards | (i) Articles and press releases. (ii) Improved PDR forms and guidelines. (iii) Increase in number of mentors and mentees. |

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| 2.4.2. | Provide opportunities for staff to enhance their CVs via internally funded workload allocations. Increase opportunities for women to enhance their CVs. | Workload allocation system from internal funding is in place. | Continue availability of internal funding for writing papers, attending conferences, writing grants, developing scientific networks. Wider advertising of funding for workload allocation. | Faculty Associate <u>Deans in Research and Innovation</u> , HoDs, Research Centre Directors, RBI | 01/12/13 Onwards | Annual bidding rounds for internal funds. |
| 2.4. | Engage in evidence-based discussions on additional funding and corresponding work load allocation to support academic staff teaching qualifications (ADP & mini ADP). | ADP is mandatory for new teaching staff without a teaching qualification or with less than 3 years of teaching experience. | Audit of university academic staff with a view of making the case for allocation of additional funds and workload to support researchers and established teachers if they wish to develop their teaching qualifications further. | HR | 01/11/13-01/02/14 | Teaching qualification provision for research and experienced teaching staff assessed. |
| 2.4.4. | Continue to operate Talent Management Scheme piloted in 2012. Use the feedback from the pilot scheme to improve the scheme delivery. | University currently runs a 1 year pilot Talent Management Scheme, which will be evaluated in January 2014. | Monitoring gender balance on the scheme. Enhance the scheme following the evaluation. | HR | 01/10/13-01/10/14 | Approved scheme in place in 2014. |
| 2.4.5. | Review effectiveness of PDR process | Annual PDR rounds exist at departmental levels. | Monitor gender aspect of PDR completion. Review guideline for PDR process. Building interest of women in participating in university-wide and faculty/departmental committees. | HR, Self Assessment Team, HoDs, Departmental Self Assessment Teams | 01/09/13-01/11/13 Onwards | Improved PDR process in place. Areas of concern targeted. |
| 3. | Culture and Ethos | | | | | |
| 3.1 | General Policy Review | | | | | |

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| 3.1.1 | Develop an information pack on work/life balance-related policies. | | Include work/life balance policies in information pack for new appointments. Make the policies available to the staff via HR intranet. | Marketing, <u>HR</u> | By 01/09/13 Reviewed in September 2014 and 2015 | New pack developed and available. Policies available on intranet. |
| 3.1.2. | Improve flexible working systems (i.e. change of contract to accommodate work-life balance) and review academic working patterns. | Flexible working systems in place. Records of flexible working requests kept sporadically. | Add record sheet to flexible working process checklist to ensure completion with every flexible working request. Monitor gender and department for each request. Share best practice on academic working patterns within University. Include questions on working patterns in staff census. | <u>HR</u> , HoDs, Faculty Deans. | 01/05/13- 01/07/13 Onwards | Approved system in place. |
| 3.2 | Teaching Timetable | | | | | |
| 3.2.1. | Research into issues of timetabling of teaching, open days and meetings at the university for benefit of staff. | | Conduct Equality Analysis of timetabling for staff and students. | <u>Equality and Diversity Unit</u> , CETTS. | 01/08/13- 01/10/13 | Issues identified and action plan developed. |
| 3.3 | Support For Those With Caring Responsibilities | | | | | |
| 3.3.1 | Support the development of Maternity and Paternity Policy and Procedures. | Student Services are currently reviewing the policy. | Support policy as pertains to students, and particularly those elements which would also benefit staff. | <u>SSD</u> and E&D | 01/06/13 to 01/01/15 | Policy in place. |
| 3.3.2 | Investigate the possibility of University provision for 4-8 year olds during school holidays. | This would complement the University nursery and Hot Shots Holiday Camps. | Open discussion about provision. | <u>Self Assessment Team</u> , Departmental Self Assessment Teams. | 01/10/14 | Recommendations to the Equality and Diversity Forum. |
| 4 | Athena SWAN and Raising the Profile of Women | | | | | |
| 4.1 | External Activities | | | | | |

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| 4.1.1 | Address the issue of women's eligibility for inclusion in REF and enhancing their research esteem. | University code of practice is available on the website. | Enhance women's CV via allocation of internal funds for relevant activities via improved communications and ensuring an inclusive approach (see action point 2.4.2) | Faculty Deans HoDs, Head of RBI, Deputy VC. | 01/01/14 Onwards | All eligible females are returned in REF. Staff are supported to be REF returnable |
| 4.2 | External Visibility | | | | | |
| 4.2.1. | Increase visibility of successful female alumni | | Increasing the number of female Alumni Profiles and their visibility e.g. through the inclusion in open days and other events. | Alumni Office, Marketing, CPE, HoDs | 01/12/13 - Onwards | High visibility of alumni females |
| 4.2.2 | Increase visibility of female researchers and students. | Female researchers take part in public events. | Monitor gender aspect of staff involvement in external events. Increasing the number of female staff and students in internal and external events | CPE Co-ordinator; Marketing; University Graduate School, HoDs | Ongoing | Increased representation of women in relevant external and internal events. |
| 4.2.3 | Incorporate equality and diversity values into University brand | | Equality and diversity values and language to be made explicit as part of on-going University brand review | E&D, Marketing | 01/05/13 Onwards | Improved brand |

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| 4.2.4 | Improve selection of images for the marketing to reflect the diversity of the student and staff populations. | | Review images in departmental and University prospectuses, with particular attention to traditionally male dominated areas of SET. Commission student stories videos featuring female STEMM students | <u>Marketing,</u> HoDs | 01/05/13 – Onwards | Equal representation of men and women in publicity materials. Future campaigns and commissioning briefs to include consideration of gender equality and Athena SWAN principles. |
| 4.3 | Self Assessment Team | | | | | |
| 4.3.1 | Inclusive University Self Assessment Team | Current Self Assessment Team has been formed to ensure representation from University services, faculties and senior management. However, this resulted in University Self Assessment Team consisting of 83 % female. | Ensure contribution of wider University community in Self Assessment Team activities via regular Self Assessment Team-led events and consultations. Specific attention to contribution from both genders. Review Self Assessment Team membership | <u>Self Assessment</u> <u>Team</u> | 01/04/13 Onwards 01/10/13 01/10/14 01/10/15 | Consultations with staff informing Self Assessment Team strategy. Inclusive Self Assessment Team |
| 4.3.2 | Effective functioning of Self Assessment Team and delivering the action plan. | | Regular Self Assessment Team meetings (bi-monthly) | <u>Self Assessment</u> <u>Team</u> | Ongoing | Self Assessment Team meetings and monitoring progression against the action plan. |
| 4.4 | Athena SWAN within UWE | | | | | |

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| 4.4.1. | Promoting and supporting Athena SWAN | <p>Athena SWAN Officer has been appointed (50% FTE) on 1 year contract.</p> <p>Athena SWAN webpage and SharePoint have been created.</p> | <p>Support business case (part time) for 1 year extension, initially, for Athena SWAN Officer.</p> <p>Allocate work load to academic staff engaged with Athena SWAN activities at the University and departmental levels.</p> <p>Review content and layout of Athena SWAN SharePoint and webpage on regular basis.</p> <p>Provide links to Athena SWAN from departmental, faculty, and other relevant pages.</p> <p>Report on Athena SWAN activities to Equality Management Group. Updates on Athena SWAN to VC, Equality and Diversity Forum and SET Faculty Executive meetings.</p> <p>Attend/update Women's Forum, Researchers Forum and other relevant forums as appropriate.</p> | <p>Self Assessment Team, Departmental Self Assessment Teams, PVCs Athena SWAN Officer, HR & E&D HoDs</p> | Ongoing | Increased awareness of Athena SWAN among the staff and pro-active staff engagement. |
| 4.4.2. | Provide staff with regular updates on Athena SWAN Awards submissions. | Communications plan in place. Webpage in place. Double page article in staff magazine and articles in weekly email news. | Communicate Athena SWAN submissions to staff with updates in July, October 2013 and further updates as appropriate. | Marketing, Self Assessment Team, Departmental Self Assessment Teams, Athena SWAN Officer | Ongoing | Updates in place |

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| 4.4.3. | Assist the departments in preparation of applications for Bronze and/or Silver awards. | The Department of Applied Sciences is working towards a submission for Silver Award in April 2013. Other SET departments are considering submissions for 2013-2014. | Representatives of departments to share best practice on preparation of award applications at University Self Assessment Team meetings. Members of University Self Assessment Team to attend departmental Self Assessment Team meetings and assist in developing applications. | Athena SWAN Officer, Athena SWAN University Lead, Self Assessment Team, Departmental Self Assessment Teams | Ongoing | At least 1 departmental application per year. |
| 4.4.4 | Update Single Equality Scheme to include Athena SWAN agenda. | Single Equality Scheme is in place. | Review Single Equality Scheme to reflect University Athena SWAN membership and agenda. | E&D, Equality Management Group. | Ongoing | Athena SWAN aspects included in Single Equality Scheme. |
| 4.5 | Making Links, Both Locally and Nationally | | | | | |
| 4.5.1. | Participate in the Wales & South West Athena SWAN network | University is a member of the Network | Attend the Network events. Organise and host a Network meeting. | Self Assessment Team, Departmental Self Assessment Teams, E&D | Ongoing 2014 | Links with other organisations extended and best practice shared. |
| 4.5.2. | Enhance national links with members of Athena SWAN charter. | Currently links are established with Sheffield Hallam University, University of Bristol, University of Bath and other members of South West Athena SWAN network. | To attend Athena SWAN events and information days organised by Athena SWAN members and by the Charter. | Self Assessment Team, Departmental Self Assessment Teams, E&D | Ongoing | National links established and sustained. Best practice shared. |