



**Institution Application**  
Bronze and Silver Award



## ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities

a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these

the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

## ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

## COMPLETING THE FORM

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

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If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver
<b>Word limit</b>	<b>10,000</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the institution	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the institution	2,000	3,000
5. Supporting and advancing women's careers	5,000	6,000
6. Supporting trans people	500	500
7. Further information	500	500

<b>Name of institution</b>	University of Central Lancashire
<b>Date of application</b>	November 2019
<b>Award Level</b>	<b>Bronze</b>
<b>Date joined Athena SWAN</b>	<b>2005</b>
<b>Current award</b>	<b>None</b>
<b>Contact for application</b>	<b>Professor Lois Thomas</b>
<b>Email</b>	lhthomas@uclan.ac.uk
<b>Telephone</b>	01772 893643

### 1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

Recommended word count: Bronze: **ACTUAL 674** | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

Note: Please insert the endorsement letter **immediately after** this cover page.

**Lynne M Livesey**  
**Solicitor, LLM, MA BA(Hons) Law (Durham)**  
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Dear Mr Lush

I have great pleasure in submitting the University's Athena SWAN (AS) Bronze Award application, having led the University through a transitional period since 2017.

Our strategy recognises and embeds the organisational benefits of a gender balance reflecting our community. Direction is set by our Board of Governors, one of only a few Corporate Boards comprising a majority of female members since 2015. Our Chancellor and three most recent Students' Union Presidents have been female. I am proud of our gender balance at all levels in the academic management structure.

Since our 2014 Bronze award, we have made significant advances in promoting gender equality and progressing women's careers. 33% of Professors are female, higher than the Sector benchmark (24.6%). In line with our equal strategic focus on Teaching, Innovation and Enterprise (I&E), and Research, in 2015/16, we introduced the opportunity to progress to Reader/Professor in teaching and I&E, in addition to Research. These career paths create fairness for those whose work focusses on these routes, in line with our gender-balanced strategy.

To meet our commitment as a responsible employer, in 2017 the University converted Associate Lecturers (AL) on FTCs to substantive Lecturer positions. ALs can now expect a future career at UCLan, enabling students to be taught by staff with long-term investment in their course.

Visibility of our female role models has increased. Recent examples are Ranvir Singh, our Chancellor, Professor Lubaina Himid, 2017 Turner Prize winner, and Professor Dame Caroline Watkins, honoured for services to stroke care in 2017. We celebrated these achievements widely on our website, Facebook page, and blogs (e.g. blogpreston.co.uk).

In 2019, we were one of the 10% of Universities without a gender pay gap favouring men: our pay gap of 8.5% favours women.

Success in Equality, Diversity and Inclusion (EDI) is a core part of our Institutional Strategy and essential to support our strategic goals, for example an inspirational student experience. Continuity in leadership of EDI has suffered over the last five years, with four Chairs of the Equality & Diversity Executive Group (EDEG) due to health issues/resignations. This is reflected in the January 2019 Staff Survey which shows a sizeable fall in agreement with EDI questions from 2018 (87% to 67% for women; 91% to 70% for men).

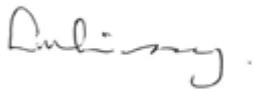
Since February 2019, a new and dynamic team have taken over leadership. Reporting to me, the team (Professor Nigel Harrison, AS Chair; Professor Lois Thomas, AS Project Manager; and Leona

Trimble, AS Ambassador), have 0.4 FTE each for four years. I now Chair EDEG to ensure stability and to progress the EDI agenda at the highest level through my membership of the Academic Board, the University's key decision-making body, and my attendance at the Governing Body.

Professor Baldwin, our new Vice Chancellor, is fully committed to EDI having a central and integrated role in the new Institutional Strategy 2020-2025. We are consulting widely with staff and students through World Café events, our networks (e.g. Early Career Researchers, Women's network), and the Students' Union to share good news and identify issues and concerns. Outcomes will inform the new Institutional Strategy.

The information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the University.

Yours sincerely



Institutional Lead (Interim), 2017 – 2019, Deputy Vice-Chancellor

**Statement from incoming VC, Professor Graham Baldwin:**

I fully support this application. I am committed to moving our University towards a healthy, supportive and fair workplace where everyone is treated equally. I will do this through leading the EDI agenda, ensuring EDI is an integral part of the new Institutional Strategy, and enabling the AS Action Plan to be successfully achieved over the next four years. I am committed to providing the resources necessary to make this happen. In addition to part-funding the AS Project Manager and Ambassador, I will ensure all institutional and Departmental SAT members have AS work in their workload model (WLM). I will also provide a budget for other AS initiatives, for example a fund to support staff with additional work-related childcare or caring costs.

**Table 1-1: Glossary of terms**

ARA	Annual Research Assessment
AS	Athena SWAN
CCI	Faculty of Culture and Creative Industries
EDI	Equality, Diversity and Inclusion
EDIC	Equality, Diversity, Inclusion and Communities
EDEG	Equality and Diversity Executive Group
ECR	Early Career Researchers
EE	External Examiner
FTC	Fixed-term Contracts
FTE	Full-time Equivalent
GES19	Gender Equality Survey 2019
H&W	Faculty of Health and Wellbeing
HEA	Higher Education Academy
HoS	Head of School
HR	Human Resources
I&E	Innovation and Enterprise
KIT	Keeping in Touch (days)
L	Lecturer
PRC	Professorial and Readership Committee
PL	Principal Lecturer
PTAS	Professional, Technical, Administrative and Support Staff
RAE	Research Assessment Exercise
REF	Research Excellence Framework
S&T	Science and Technology
SAT	Athena SWAN Self-Assessment Team

SET	Senior Executive Team
SL	Senior Lecturer
SOUL	Shaping our UCLan Life
SRfR	Significant Responsibility for Research
UBT	Unconscious Bias Training
UCLan	University of Central Lancashire
VC	Vice Chancellor
WLM	Workload Model

**Table 1-2: Mapping of the HESA grading categories to UCLan grading and job titles**

HESA grading categories	UCLan grade	Example job titles
<b>Head of Institution (HOI)</b>	MGT	Vice-Chancellor
<b>UCEA level 2A</b>		
<b>UCEA level 2B</b>	MGT	Deputy VC, Pro-VC, Chief Operating Officer
<b>UCEA level 3A</b>	MGT	Executive Deans of Faculty
<b>UCEA level 3B</b>	MGT	Director of Facilities Management
<b>UCEA level 3/4A1</b>		
<b>UCEA level 3/4A2</b>	MGT	Head of School
<b>UCEA level 3/4A3</b>		
<b>UCEA level 4A</b>	MGT	Head of Centre for Excellence in Learning in Teaching
<b>UCEA level 4B</b>	MGT	Catering Manager, Estates Manager
<b>UCEA level 5A</b>		
<b>UCEA level 5B</b>	Prof	Professor
<b>XpertHR level I</b>	J	Reader, Principal Lecturer
<b>XpertHR level J</b>	I	Senior Lecturer
<b>XpertHR level K</b>	H	Lecturer
<b>XpertHR level L</b>	G	Associate Lecturer, Research Associate
<b>XpertHR level M</b>	E-F	Programme Administrator, Project Officer, Research Assistant (Grade E), Senior Research Assistant (Grade F)
<b>XpertHR level O</b>	C-D	Caterer, Security Guard
<b>XpertHR level P</b>	A-B	Cleaner

All benchmarking is from the **Advance HE Equality + Higher Education Staff statistical report 2019** unless otherwise stated.

Following significant data challenges, the University was unable to submit in April 2019. Advance HE agreed data prepared could be used for this November 2019 submission.

## 2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: **ACTUAL 594** | Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i) Information on where the institution is in the Athena SWAN process

UCLan achieved a Bronze Award in April 2014. Since then, we have implemented the Action Plan, and applied for renewal in November 2017. The panel commended the University's investment and EDI governance, but concluded there was insufficient self-assessment. We lost the award in April 2019 due to insufficient leadership of EDI over the last five years, with four Chairs of EDEG and no VC since 2017.

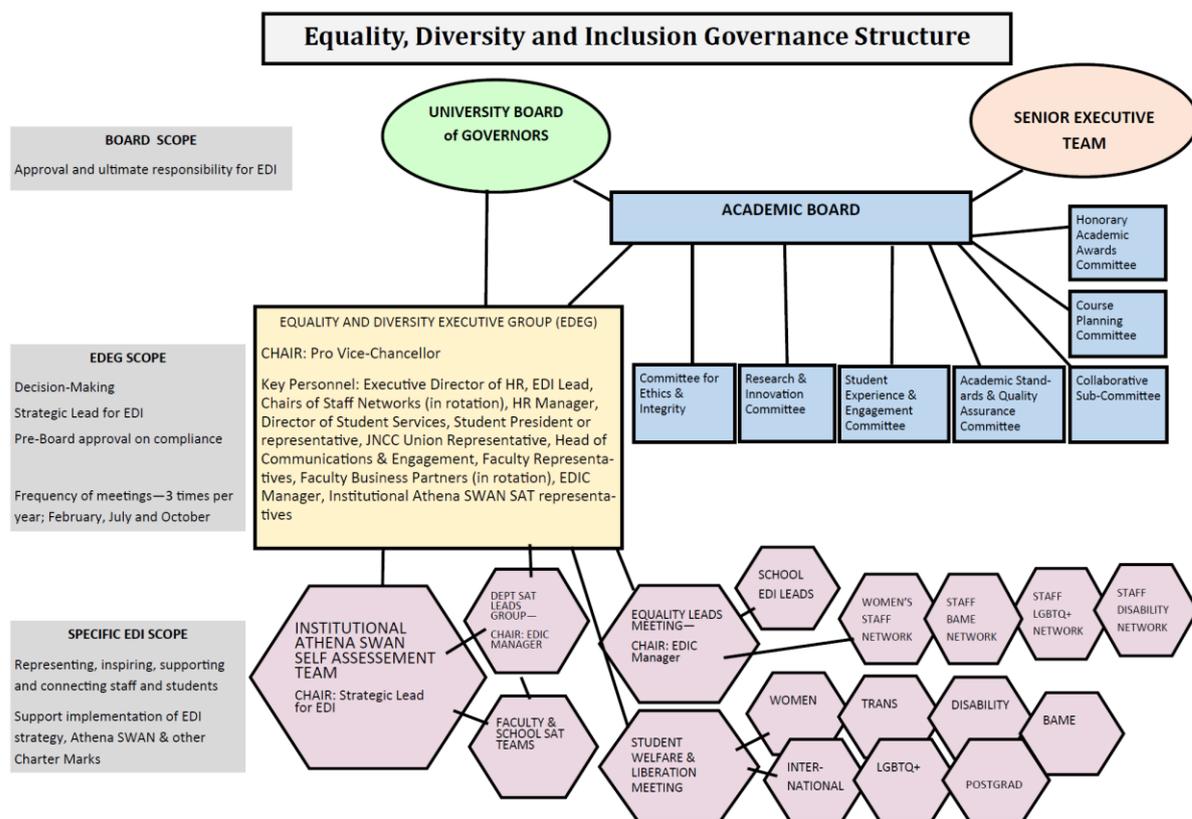
In February 2019, a new and dynamic team took over leadership of AS. Professor Nigel Harrison (Chair), Professor Lois Thomas (Manager), and Leona Trimble (Ambassador) also lead the Faculty of Health and Wellbeing (H&W) AS team working towards Silver. They are fully supported by the new VC.

H&W holds a Bronze Award (April 2018). The AS team are currently supporting six STEM and six AHSSBL teams working towards 2020/21 submission.

### Equality governance

AS is part of the University's wider EDI agenda, led by EDEG. EDEG is chaired by Pro-VC Lynne Livesey, meets three times per year, and reports to the Academic Board. Members include representatives from the Students' Union, Trades Unions, Professional Services, and each Faculty.

EDI governance structure is shown in **Figure 2.1**.



**Figure 2-1: Equality, Diversity and Inclusion Governance Structure**

(ii) Information on its teaching and its research focus

UCLan is one of the UK's largest Universities and the fifth largest employer in the North West. It is in the top 6% of worldwide universities (Centre for World University Rankings) and the second highest riser in The Times Good University Guide 2020.

Our University has an equal emphasis on teaching, innovation and enterprise (I&E), and research, with a strategic aim of enabling people to realise their potential regardless of their background.

**Teaching:** We are among the leading Universities supporting people from under-represented groups. In the last five years, the proportion of 18-year olds from Index of Multiple Deprivation quintile 1 areas increased from 24.6% in 2013/14 to 31.3% in 2017/18. Our Learning and Teaching Strategy enables students to fully participate in learning in a vibrant learning community recognising and responding to their needs. We were awarded Silver in the 2017 Teaching Excellence Framework.

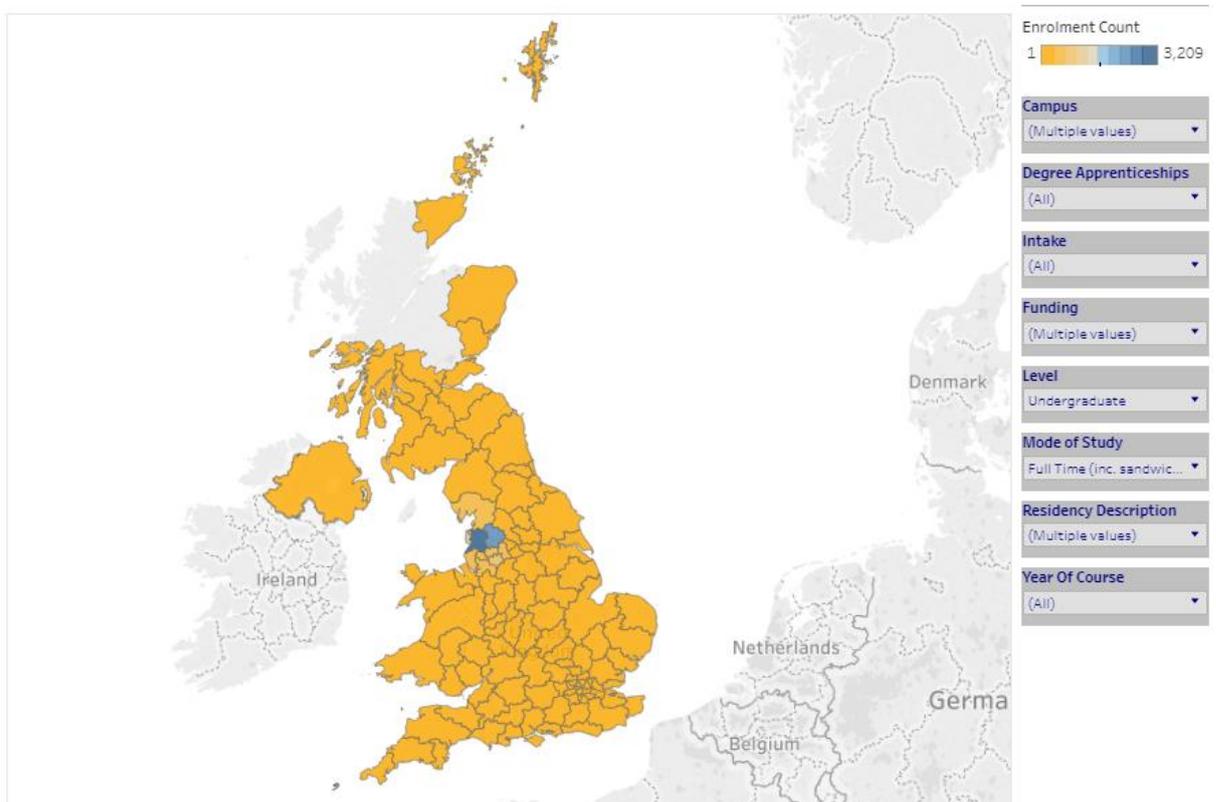
To further strengthen our commitment as an accessible University, in 2014, we introduced Foundation Year entry programmes. Since then, 3175 students have accessed these, with 2671 progressing onto a degree programme, an 84% progression rate against the sector benchmark of 70% (Office for Students 2019).

**I&E:** Recent investment in the £35m Engineering Innovation Centre (**Figure 2.2**) places UCLan at the centre of the Regional Industrial Strategy. We are at the forefront of public engagement through the annual Science Festival and public engagement events (e.g. moon exhibition, 50,000 attendees), supporting regional enhancement of science capital and aspirations in STEMM careers.



**Figure 2-2: New Engineering Innovation Centre**

**Research:** UCLan received £32.3 million of external research income over the REF2021 period, an increase of £4.9 million since REF 2014. We supported 339 doctorate completions over the same period, an increase of 129 since REF 2014.



**Figure 2-3: Origin of our student population**

Whilst we recruit students internationally and from across the UK, the highest number come from the local area (**Figure 2.3**). Over two thirds are mature students.

(iii) The number of staff. Present data for academic and professional and support staff separately

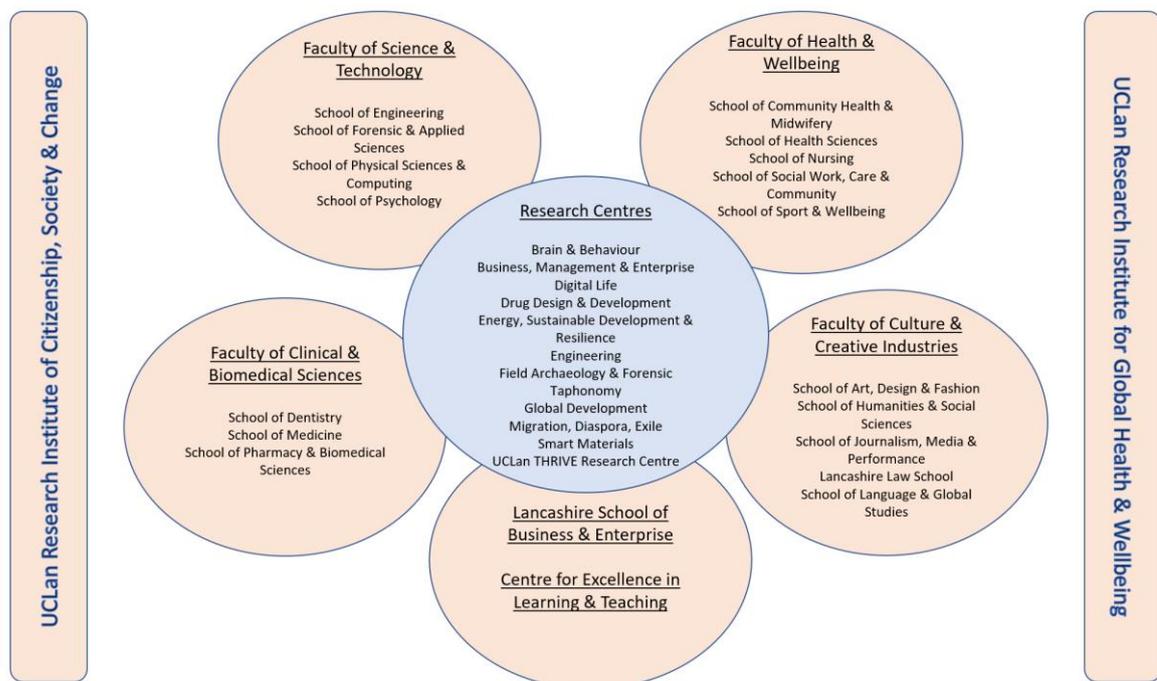
The University employs 3162 staff; 1554 Academic and 1608 Professional, Technical and Support staff (PTAS, **Table 2.1**). Our overall gender balance is in line with the 2017/18 HESA data (54.4% women, 45.6% men).

**Table 2-1: Overall gender balance among academic and support staff in 2019 (headcount)**

2019	Male	Female	Total
Academic staff	766 (49.3%)	788 (50.7%)	1554
Professional & Support staff	593 (36.9%)	1015 (63.1%)	1608
<b>Total</b>	<b>1359 (43%)</b>	<b>1803 (57%)</b>	<b>3162</b>

(iv) the total number of departments and total number of students

Within our 5 Faculties we have 18 Schools (12 STEM; 6 AHSSBL), 11 Research Centres and 2 Research Institutes (**Figure 2.4**). In 2019/20, 28,243 students were enrolled, with 19,728 (15,515 undergraduate, 3,639 postgraduate taught, and 574 postgraduate research) located on our three main campuses and the remainder across national and international partnership sites. On the main campuses, we have 7,213 (36.6%) BAME and 12,515 (63.4%) white students.



**Figure 2-4: Institutional Faculties, Schools, Research Institutes and Research Centres**

- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately.

***Table 2.2: Size of STEMM and AHSSBL Schools, including staff (headcount) and students (FTE)***

Faculty	School	Staff (headcount)				Students (FTE)*	
		Academic		Professional and support		Female	Male
		Female	Male	Female	Male		
<b>STEMM</b>							
	Dentistry	18	18	5	4	119	59
	Medicine	31	30	11	6	343	241
	Pharmacy & Biomedical Sciences	30	29	7	1	417	270
	Community Health & Midwifery	61	13	2	1	861	87
	Nursing	70	18	4	1	1997	240
	Social Work, Care & Community	50	20	5	4	687	115
	Sport & Wellbeing	18	56	2	7	199	568
	Health Sciences	46	29	2	1	458	251
	Engineering	26	86	3	8	116	1008
	Forensics & Applied Sciences	27	50	3	5	721	565
	Physical Sciences & Computing	23	61	7	11	211	841
	Psychology	40	19	3	9	829	209
<b>AHSSBL</b>							
	Art, Design & Fashion	50	49	3	0	621	318
	Humanities & Social Sciences	27	37	0	0	514	266
	Journalism, Media & Performance	41	86	2	3	645	850
	Language & Global Studies	63	34	14	2	494	249
	Law	36	19	2	3	603	294
	Lancashire School of Business & Enterprise	63	68	5	1	790	964
	Centre for Excellence in Learning and Teaching	29	4	3	1	106	24

\*Student numbers include undergraduate students and postgraduate taught students.

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: **ACTUAL 996** | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

In February 2019, the AS Bronze Award-winning FH&W AS team took over leadership of AS for the University through the AS Self-Assessment Team (SAT). Membership of the SAT was reviewed and members invited to join based on their role and personal commitment to EDI:

- Academic staff (ECR to Professor)
- Management staff (Executive Dean, Head of School/Service)
- HR Managers
- EDI and Communities Manager
- Students'
- Union President and Welfare Officer
- Representatives from key decision-making Committees (e.g. Academic Board)
- Representatives from each Faculty and key services (e.g. Catering)
- ECR Network

Five (24%) SAT members are male, 20 are female and one is non-binary. Four SAT members also sit on EDEG to ensure AS is embedded within our wider EDI agenda. The new VC is committed to integrating the EDI Strategy within the University Strategy 2020-2025 to embrace EDI as a core value. Members (**Figure 3.1**) have a diverse range of experiences balancing their home and working lives. Short summaries are presented in **Table 3.1**.



**Figure 3-1: Institutional Self-Assessment Team**

**Table 3-1: The institutional Athena SWAN Self-Assessment Team (SAT)**

Member	Job	SAT role	Experience
Emma Ball	Research; Research Assistant	ECR representative	Work part-time  Supportive management and flexible working allow me to balance childcare commitments
Linden Ball	Management; Dean of School & Faculty Director of Research	S&T representative	Roles enable active support of gender equality in staff appointments and career progression
Danielle Bewsher	Academic; Principal Lecturer	Chair of School AS SAT	Part-time academic in a dual-academic relationship, with childcare responsibility
Nicholas Brierley	Management; Head of Financial Processes	Finance representative	I am an openly gay man living my partner
Gill Bruce	PTAS; Reward and HR Services Manager	HR representative	Compressed full-time hours support work-life balance helping the management of a chronic medical condition
Ruth Connor	Management; Chief Marketing Officer	Marketing representative	Working at Executive level and raising 4 children, my own versatility and a flexible employer has been key
Nicky Danino	Academic; Principal Lecturer	Co-chair of Women's Staff Network	Part-time doctoral student in Computing, a 90% male School
Rachel Dyer	Management; Faculty Director of Innovation and Enterprise	LSBE representative	I manage my work-life balance and caring commitments through the support of my partner and dedicated grandparents.
Gemma Ghouse	Students' Union Vice-President, Welfare	Provide the student voice	Biracial, pansexual and a non-binary person  Passionate about supporting trans and non-binary people
David Grime	PTAS; Catering Service Manager	Service Manager representative	Flexible working allows me to take/collect my child from school each day
Sarah Hallmark	PTAS; Resources Coordinator	School of Medicine representative	Supportive managers and family enable work-life balance
Nigel Harrison	Executive Dean, Professor	Institutional AS Chair	Role model for men in nursing  Open gay man, married and supported by my husband
Rebecca Hewitson	PTAS; Human Resources Manager	HR lead for EDI	Two children; shared carer for young nephew

Alexis Holden	Management; Director of Research Services	Research Services representative	Flexible working practices have enabled me to manage parenting and career progression
Carolyn Johnson	PTAS; Academic Quality and Committee Manager	Academic governance representative	Flexible working enables me to manage my work-life balance
Helen Jones	PTAS; Leadership and Development Manager	HR lead for staff development	Worked full time since graduation, studying part-time
Suntosh Kaur	Students' Union President	Provide the student voice	Currently undertaking Masters degree, while working full-time
Sarita Robinson	Academic; Principal Lecturer	Co-chair Women's Staff Network	Biracial woman Mother of two
Melinda Tan	Management; Director of Business Development and Degree Apprenticeships	CCI representative Mentor – School AS Leads	Awarded MBE in 2018, a proud achievement as a woman
Lois Thomas	Academic; Professor of Health Services Research	Institutional and Faculty AS Manager	Worked part-time for 19 years to accommodate childcare responsibilities while my husband worked abroad
Sarah Thompson	SU Staff Representative	Provide the student voice	Passionate about supporting women in my SU role Volunteer at Manchester Action on Street Health
Lee Threlfall	Academic; Strategic Development Coordinator	Faculty AS Lead	Working at the University enables a great work-life balance whilst raising two young children
Linda Tompkins	PTAS: Equality, Diversity, Inclusion and Communities (EDIC) Manager	Coordinator AS Departmental Leads Group	Enjoyed the support of my children and managers to combine study and full-time work
Leona Trimble	Academic; Principal Lecturer	Institutional and Faculty AS Ambassador	Chosen to be child-free Work-life balance achieved because of my wonderful house-husband
Sally Turnbull	PTAS; Director of Planning and Insight	Planning and Insight representative	Full-time; good work-life balance through support of my husband and daughter

To avoid the SAT becoming too large to permit effective decision-making, we formed a separate group of AS Departmental Leads in February 2019. Led by the EDIC Manager, the group reports to the SAT and provides a forum for debate and sharing of good practice, as well as facilitating coordinated implementation of the AS Action Plan across Faculties, Schools and Services.

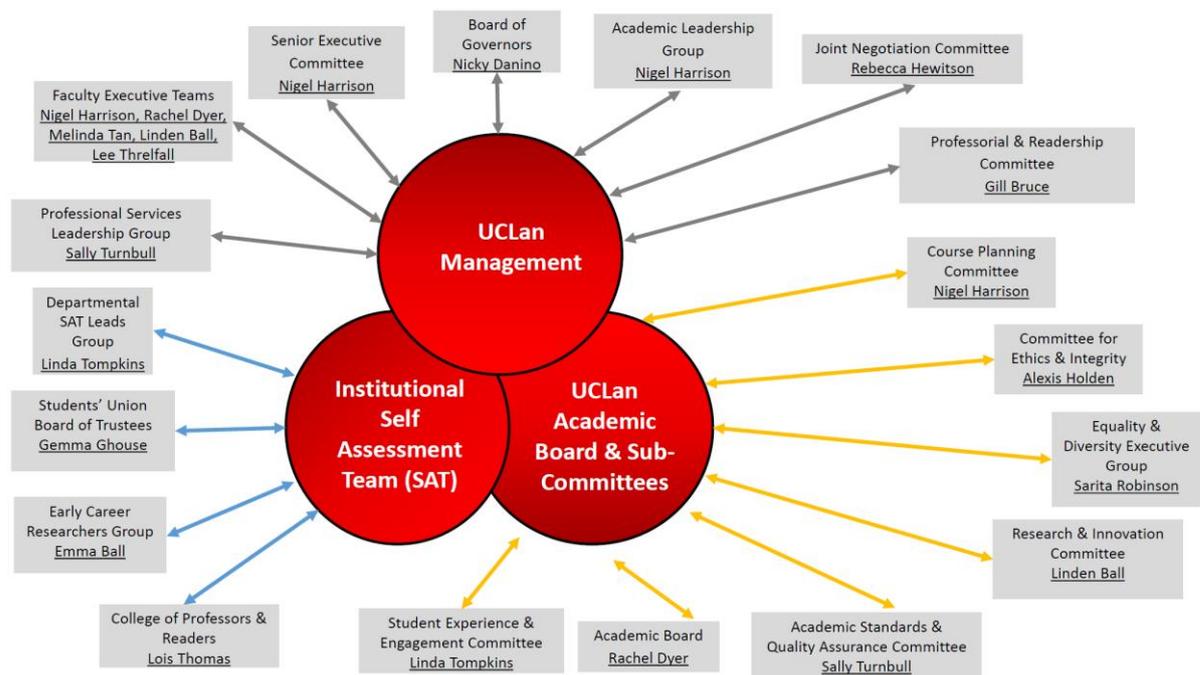
(ii) An account of the self-assessment process

Lessons learned from the 2017 application included the need to introduce systems and processes to ensure the EDI agenda continues to gather and maintain momentum and achieve the AS actions planned for the next 4 years. We introduced the following: a) teams dedicated to each AS section with a designated lead with responsibility for progressing actions and monitoring progress, b) named links with key University groups to ensure an EDI perspective in all decision-making, and c) greater presence of AS SAT members on EDEG to ensure AS has a central role in the new integrated institutional strategy.

The SAT has met monthly between February and November 2019 to discuss progress, share lessons learned, and plan for the next stage of activity. We began by reviewing progress with action plans from the original Bronze Award in 2014, and the 2017 application for renewal, applying a Red, Amber, Green progress rating to both – see Action Plan). We have also held four SAT “awaydays” to reflect on the data, identify and discuss key issues, and develop an achievable and sustainable Action Plan.

AS activities are embedded across the institution through SAT members linking with key University decision-making groups and networks (**Figure 3.2**). These were chosen as they are the most appropriate for embedding AS principles across institutional structures, systems, policies, processes and culture (**Action 3.1**).

**Action:** Athena SWAN as a standing agenda item on key University decision-making groups and networks (**Action 3.1**).



**Figure 3-2: Key University decision-making groups and networks with SAT representatives shown**

Consultation across the University, together with networking with successful AS institutions (e.g. the University of Glasgow), and review by internal and external critical friends (e.g. Carron Shankland, University of Sterling) have informed this application.

The SAT initiated a staff consultation early in 2019 to assess and benchmark our culture against AS principles. The response rate was 16% overall (517/3162), with 21% academic (332/1554) and 10%

of PTAS (111/1608) staff responding. We will repeat the survey in the autumn of 2020, and annually thereafter, to review the impact of our initiatives to improve our culture and the experiences of our staff (particularly women), as well as identifying areas where further work is required (**Action 3.2**).

We commission a staff survey each year to gauge staff experiences of working at UCLan. Findings are analysed by gender and presented to staff at events led by the VC. An EDI report analysing the data by protected characteristic (as defined by the Equality Act 2010) is also produced to identify any 'real' differences in responses.

Findings from both surveys have informed our application and Action Plan, and will feed into the new Institutional strategy, and Faculty, School and Service delivery plans.

We recognise our consultation so far has focused largely on surveys. In order to collect more nuanced data, our Action Plan includes several qualitative projects (**Actions 5.1.4, 5.3.2, 5.5.1, 5.5.7**), for example the experiences of women returning from periods of leave. We are also consulting widely through information-sharing World Café events for staff and students, our networks (e.g. ECR, Women's Network), and the Students' Union, to share good news, identify issues and concerns, and examine how implementing our Action Plan is improving both staff and student experiences. The VC will chair a new Staff Survey Action Group (which will incorporate responses to the GES19 such as bullying, harassment, discrimination, support, language, respect) to examine staff experiences and work on positive action to collectively improve our culture (**Action 5.6.2**).

#### (iii) Plans for the future of the self-assessment team

We have learned lesson from losing our previous award. Our Senior Executive Team (SET) and SAT are committed to maintaining the momentum of AS once this application is submitted through implementing the Action Plan (underpinned by timely access to accurate EDI data for monitoring progress – still a significant challenge), and engaging the wider staff and student community in EDI discussions (**Actions 3.3 and 3.4**). To ensure this happens, the AS Project Manager, Ambassador (0.4 FTE each), Institutional and Departmental SAT members have been given time in their WLM (**Action 3.5**). We will also recognise AS work in promotion discussions.

The SAT will continue to meet monthly to review progress against the Action Plan, consider the effectiveness of progressing actions through key groups and initiatives, and ensure processes remain fit for purpose. We will review SAT membership annually to ensure it continues to be representative of the institution and develop an open and transparent recruitment process for new members.

Faculty/School SATs are already established and working towards their own Departmental submissions. We will deliver training and mentoring programmes to support Faculty and Departmental AS SATs (**Action 3.6**) and continue to network locally and nationally to share good practice and learn from others (**Action 3.7**). The SAT will produce an annual written report; this will be posted on our AS webpage.

## 4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: **ACTUAL 2109** | Silver: 3000 words

### 4.1. ACADEMIC AND RESEARCH STAFF DATA

#### (i) Academic and research staff by grade and gender

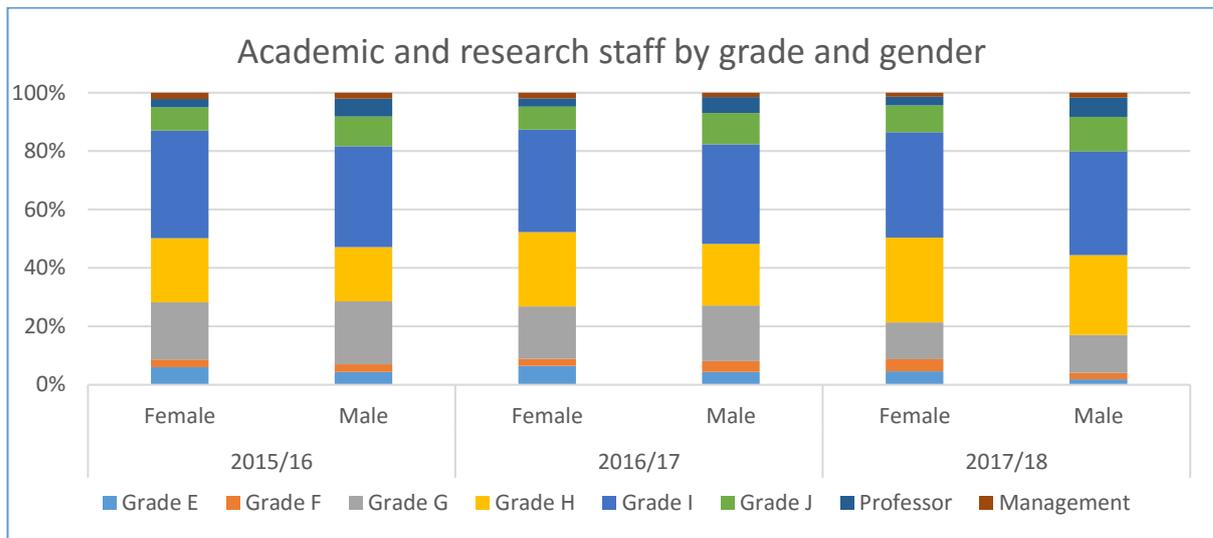
Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

## ALL ACADEMIC AND RESEARCH STAFF Academic pipeline

We have an equal balance of women and men in academic posts (749, 52% women; 704, 48% men in 2017/18 **Table 4.1, Figure 4.1**), and a higher proportion of women compared with the HESA picture in 2017/18 (45.9% women and 54.1% men).

University total	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
<b>GRADE</b>						
<b>Grade E</b>	39 (57%)	30 (43%)	48 (60%)	32 (40%)	35 (73%)	13 (27%)
<b>Grade F</b>	17 (49%)	18 (51%)	17 (39%)	27 (61%)	31 (66%)	16 (34%)
<b>Grade G</b>	127 (47%)	146 (53%)	132 (49%)	139 (51%)	94 (51%)	91 (49%)
<b>Grade H</b>	142 (53%)	126 (47%)	188 (55%)	154 (45%)	218 (53%)	193 (47%)
<b>Grade I</b>	239 (51%)	234 (49%)	258 (51%)	248 (49%)	270 (52%)	250 (48%)
<b>Grade J</b>	52 (43%)	69 (57%)	58 (43%)	78 (57%)	69 (45%)	83 (55%)
<b>Professor</b>	18 (31%)	41 (69%)	21 (34%)	40 (66%)	22 (32%)	46 (68%)
<b>Management</b>	14 (50%)	14 (50%)	14 (56%)	11 (44%)	10 (45%)	12 (55%)
<b>TOTAL</b>	<b>648 (49%)</b>	<b>678 (51%)</b>	<b>736 (50%)</b>	<b>729 (50%)</b>	<b>749 (52%)</b>	<b>704 (48%)</b>

**Table 4-1: University academic and research staff by grade and gender 2015/16 – 2017/8**



**Figure 4-1: University academic and research staff by grade and gender 2015/16 – 2017/8**

Analysis at grade level shows a higher proportion of women at Grade E (Research Assistant) across all years (**Table 4.1, Figure 4.1**). At Grade F (Senior Research Assistant/Post-doctoral Research Assistant), there is a 65% and 11% drop in women between Grade E and Grade F in 2016/17 and 2017/18 respectively. Transition from Grade E (typically pre-doctoral level) to Grade F (typically post-doctoral level) is dependent on research funding being available to employ post-doctoral staff. Ways of retaining staff include employing Graduate Teaching Assistants/Senior Demonstrators (13 to date, part-funded PhD students supporting teaching up to 6 hours/week).

There is a “leaky pipeline” between Grade I and Grade J (Reader/Principal Lecturer [PL]), and an even greater disparity between Grade J and Professor. Encouragingly, our proportion of female professors in 2017/18 (21, 34%) was higher than the proportion nationally (24.6%). The higher proportion of male professors is a mix of legacy (more men than women in post for longer) and positions advertised externally, where men are more successful (3 women and 9 men in the last 5 years). There is some evidence men are more likely to be shortlisted than women in STEM: in 2017/8, 2/7 (23.1%) women were shortlisted compared to 4/8 (50%) men, however numbers are small.

**Action:** Review process of recruiting at Professor level, acknowledging that women’s careers may be non-linear, and encouraging flexible working patterns to attract a wider pool of female applicants (**Action 4.1.1**).

At Grade J, staff apply for either PL posts when they become available, or for a Readership title through the Professorial and Readership Committee (PRC, see Section 5.1).

To meet our commitment as a responsible employer, in 2017 the SET took the strategic decision to convert Associate Lecturers on fixed-term contracts (FTCs) to substantive Lecturer positions. ALs can now expect a future career at UCLan, enabling our students to be taught by staff with a long-term investment in their course. Through this initiative, we have increased the number of women at Grade H (Lecturer) by 15% (188 to 218) and the number of men by 23% (154 to 193) between 2016/17 and 2017/18. Associate Lecturers can now progress to Senior Lecturer, previously not an option except through open competition.

The criteria for progression to Senior Lecturer have also been broadened to reflect the relevance of professional practice in academic roles, contributing to the steady increase in women in SL roles.

**Impact:**

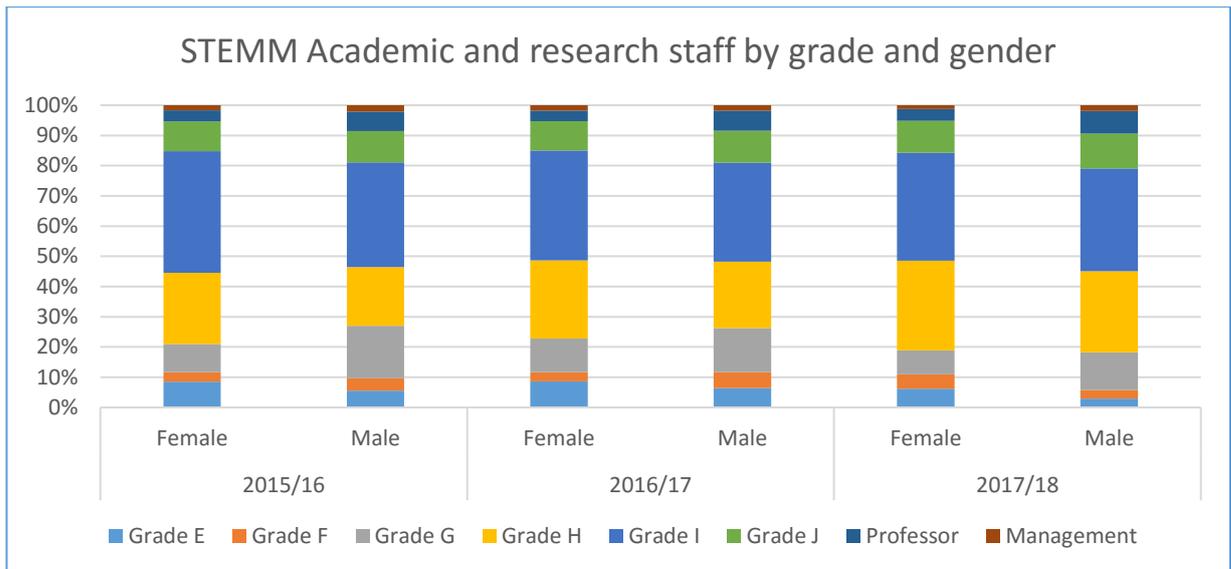
- 113 Associate Lecturers converted to substantive Lecturer positions since 2017.
- 10% increase in women in Senior Lecturer roles (250 to 275) due to revised progression criteria acknowledging professional practice.

**STEMM Academic pipeline**

The proportion of women and men in academic posts is balanced (452, 51% women; 437, 49% men **Table 4.2, Figure 4.2**), in contrast to the national picture (57.8% male; 2017/18 HESA data).

**Table 4-2: STEMM academic and research staff by grade and gender 2015/16 – 2017/18**

STEMM	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Grade E	35 (59%)	24 (41%)	39 (58%)	28 (42%)	29 (71%)	12 (29%)
Grade F	13 (42%)	18 (58%)	14 (38%)	23 (62%)	22 (65%)	12 (35%)
Grade G	38 (34%)	75 (66%)	50 (44%)	64 (56%)	37 (42%)	52 (58%)
Grade H	96 (53%)	84 (47%)	117 (55%)	96 (45%)	138 (55%)	112 (45%)
Grade I	165 (52%)	150 (48%)	164 (53%)	143 (47%)	166 (54%)	142 (46%)
Grade J	40 (47%)	45 (53%)	44 (49%)	46 (51%)	49 (51%)	48 (49%)
Professor	15 (35%)	28 (65%)	16 (36%)	29 (64%)	18 (37%)	31 (63%)
Management	7 (44%)	9 (56%)	8 (50%)	8 (50%)	6 (43%)	8 (57%)
<b>TOTAL</b>	<b>409 (49%)</b>	<b>429 (51%)</b>	<b>452 (51%)</b>	<b>437 (49%)</b>	<b>465 (53%)</b>	<b>417 (47%)</b>



**Figure 4-2: STEMM academic and research staff by grade and gender 2015/16 – 2017/18**

There is a stark decline in the proportion of women at Professor level to 37% (Table 2, Figure 4.2), however this compares favourably with HESA data for 2017/18 (21.3%). We promoted more women than men to Professor between 2015/16 and 2017/8 (12 women, 9 men).

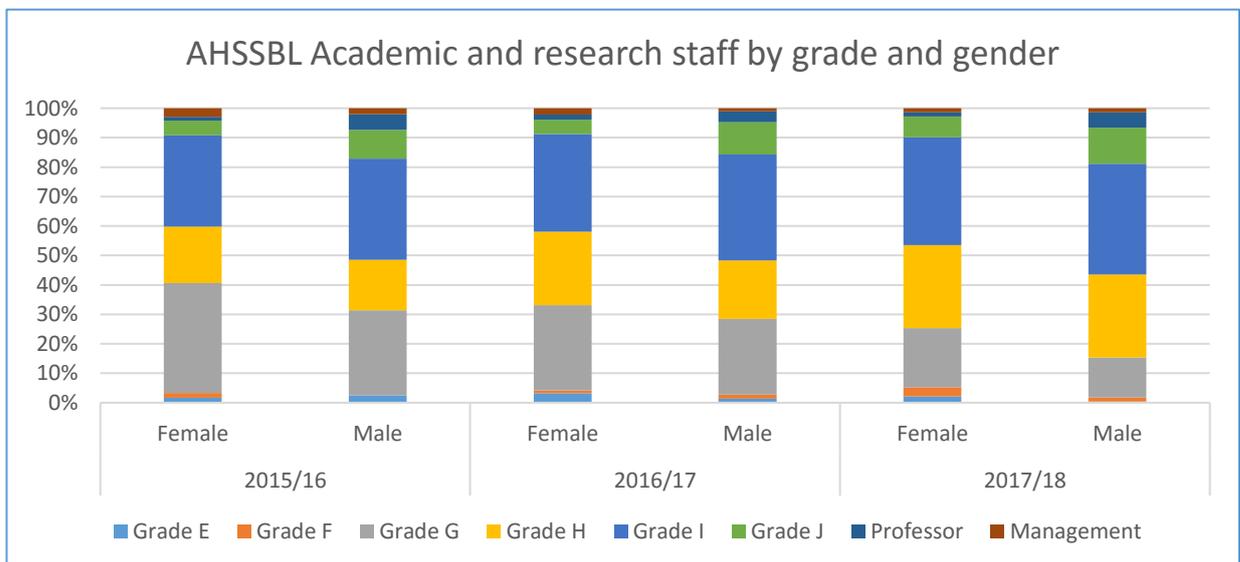
Men are slightly over-represented at Management level in 2015/16 and 2017/18; numbers are too small to draw conclusions.

#### AHSSBL Academic pipeline

In line with the 2017/18 HESA data (50.4% female, 49.6 %male), the proportion of women and men is largely balanced (284, 49% women; 292, 51% men Table 4.3, Figure 4.3).

**Table 4-3: AHSSBL academic and research staff by grade and gender 2015/16 – 2017/18**

AHSSBL	2015/16		2016/17		2017/18	
GRADE	Female	Male	Female	Male	Female	Male
Grade E	4 (40%)	6 (60%)	9 (69%)	4 (31%)	6 (86%)	1 (14%)
Grade F	4 (100%)	0 (0%)	3 (43%)	4 (57%)	9 (69%)	4 (31%)
Grade G	89 (56%)	71 (44%)	82 (52%)	75 (48%)	57 (59%)	39 (41%)
Grade H	46 (52%)	42 (48%)	71 (55%)	58 (45%)	80 (50%)	81 (50%)
Grade I	74 (47%)	84 (53%)	94 (47%)	105 (53%)	104 (49%)	108 (51%)
Grade J	12 (33%)	24 (67%)	14 (30%)	32 (70%)	20 (36%)	35 (64%)
Professor	3 (19%)	13 (81%)	5 (31%)	11 (69%)	4 (21%)	15 (79%)
Management	7 (58%)	5 (42%)	6 (67%)	3 (33%)	4 (50%)	4 (50%)
<b>TOTAL</b>	<b>239 (49%)</b>	<b>245 (51%)</b>	<b>284 (49%)</b>	<b>292 (51%)</b>	<b>284 (50%)</b>	<b>287 (50%)</b>



**Figure 4-3: AHSSBL academic and research staff by grade and gender 2015/16 – 2017/18**

There are few people at Grades E and F in AHSSBL Faculties due to less research funding to support Research Assistant (Grade E) and Post-doctoral Research Assistant (Grade F) posts (**Table 3, Figure 4.3**). At Grades G, H and I the proportion of women and men is largely balanced. In AHSSBL, a key challenge is that the “leaky pipeline” begins between Grades I and J, with a further reduction in women at Professor level to 21% in 2017/18: considerably lower than the national proportion (32.1%).

Equal numbers of women and men (3 of each) have been promoted to Professor during the period. We expect the additional routes to promotion will increase the proportion of AHSSBL Professors: unlike the research route, additional pathways place less emphasis on significant grant capture, which may be difficult for Humanities staff to evidence.

At Management level, women outnumber men in 2015/16 and 2016/17; in 2017/18 there is gender balance.

**Action:** Increase the number of women promoted to Reader/Professor across the institution (**Action 4.1.2**).

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

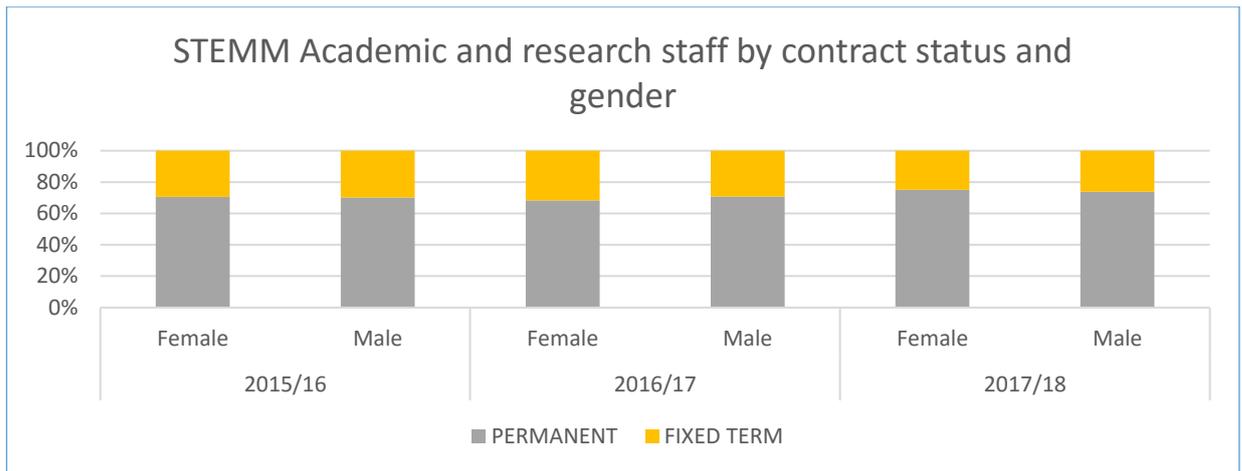
Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

The University does not employ staff on zero-hour contracts. There are relatively low numbers of staff on FTCs (33% women, 36% men in 2017/18). For women, the proportion is lower than the 2017/18 HESA data (35.6% women, 31.7% men). The University has a commitment to restricting these appointments unless there is an objective justification, for example where specialist expertise is required for a specific period. The majority of staff on FTCs are research staff with short-term funding, and sessional teaching staff.

The University has moved away from FTCs for teaching staff through conversion of Associate Lecturers to substantive Lecturer positions (described in Section (4.1(i) above). In addition, a review of consecutive contract renewal (four years and above) for research staff was undertaken in 2016 and led to the development and implementation of guiding principles for FTCs. Between 2016 and 2018, 126/503 (25%) women and 120/427 (28%) men moved onto permanent contracts.

**Table 4-4: STEMM Academic and research staff by contract status and gender 2015/16 – 2017/18**

YEAR	FIXED TERM			PERMANENT		
	Female	Male	TOTAL	Female	Male	TOTAL
2015/16	122 (48%)	134 (52%)	256	294 (48%)	314 (52%)	608
2016/17	151 (53%)	136 (47%)	287	326 (50%)	331 (50%)	657
2017/18	134 (50%)	132 (50%)	266	402 (52%)	372 (48%)	774

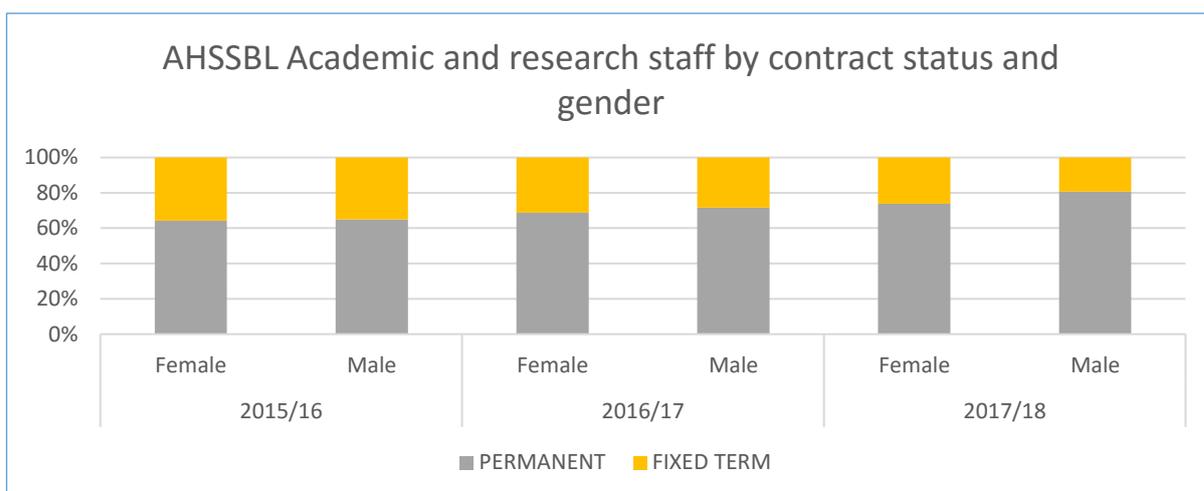


**Figure 4-4: STEMM Academic and research staff by contract status and gender 2015/16 – 2017/18**

**Table 4.4** and **Figure 4.4** show similar proportions of STEMM women and men on permanent and FTCs. Substantial numbers of both women and men moved onto permanent contracts (2016/17: 26/151, 17% women and 23/136, 17% men; 2017/18: 28/134, 21% women and 31/132, 24% men). Data also show significant recruitment into both fixed-term and permanent posts, in part due to the opening of the new Medical School in September 2015.

**Table 4-5: AHSSBL Academic and research staff by contract status and gender 2015/16 – 2017/18**

YEAR	FIXED TERM			PERMANENT		
	Female	Male	TOTAL	Female	Male	TOTAL
2015/16	147 (55%)	122 (45%)	269	265 (54%)	227 (46%)	492
2016/17	125 (56%)	98 (44%)	223	276 (53%)	248 (47%)	524
2017/18	93 (60%)	61 (40%)	154	263 (51%)	256 (49%)	519
NATIONAL						



**Figure 4-5: AHSSBL Academic and research staff by contract status and gender 2015/16 – 2017/18**

An identified challenge in AHSSBL is that women on FTCs are over-represented across the period and the gap is widening (60%/40% in 2017/18, **Table 4.5, Figure 4.5**). Many AHSSBL courses, for example those in the Performing Arts, utilise sessional teaching staff where women tend to predominate. Significant numbers of women and men have been moved onto permanent contracts in line with the introduction of the guiding principles and our initiative to move Associate Lecturers to indefinite Lecturer posts (2016/17: 35/125, 28% women and 41/98, 42% men; 2017/18: 37/93, 40% women, 25/61, 41% men). However, we have seen a substantial drop in the numbers of both fixed-term and permanent staff due to falling student numbers in some subjects, for example Journalism and Media.

**Action:** Continue to monitor the proportion of female and male staff on fixed-term contracts annually (**Action 4.1.3**).

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

**Table 4-6: STEMM Academic and research staff by role and gender 2015/16 – 2017/18**

STEMM	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Research	67 (45%)	83 (55%)	81 (48%)	87 (52%)	87 (47%)	97 (53%)
Teaching	48 (38%)	77 (62%)	58 (46%)	69 (54%)	43 (46%)	51 (54%)
Research and teaching	254 (49%)	266 (51%)	279 (50%)	279 (50%)	344 (52%)	315 (48%)

The majority of STEMM academic staff (659, 70% in 2017/18) are employed on standard academic contracts and undertake teaching and research. A small number of teaching-only staff are employed to cover for periods of absence (e.g. maternity leave) or to deliver small numbers of highly specialised sessions. The increase in research and teaching staff in 2017/18 includes 21 conversions from AL to L (12 women, 9 men).

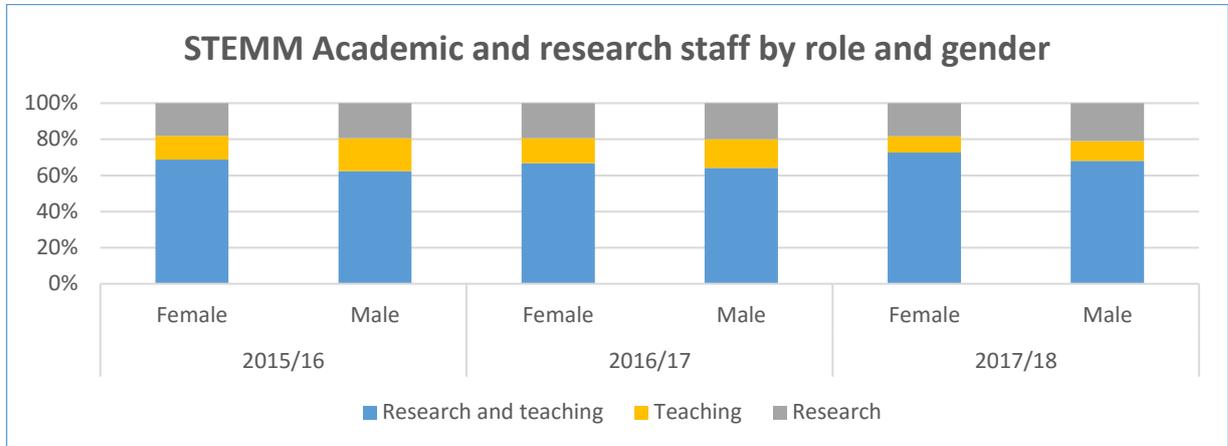
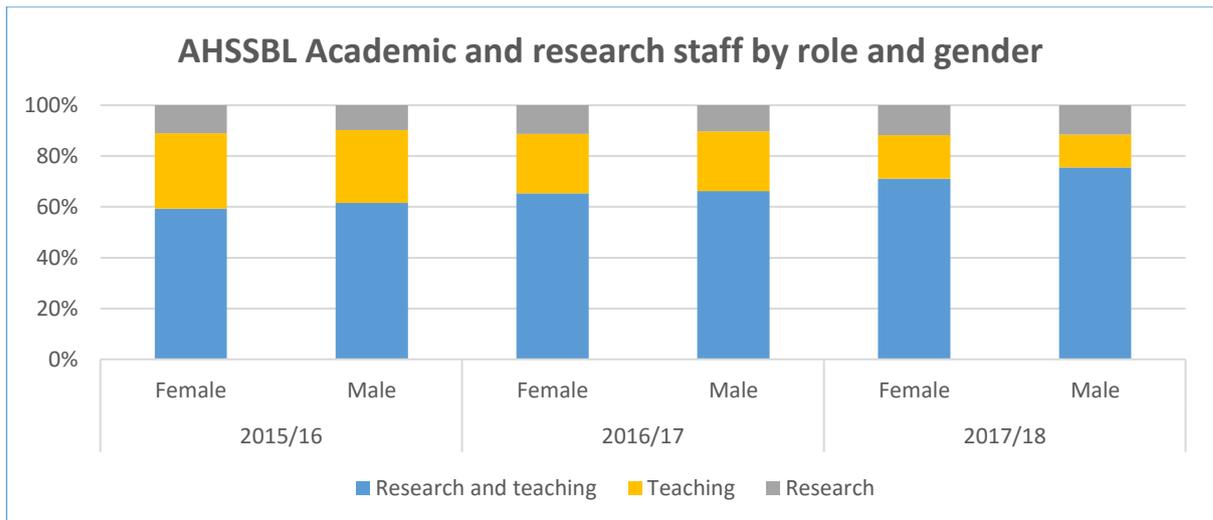


Figure 4-6: STEMM Academic and research staff by role and gender 2015/16 – 2017/18

Overall, there is balance in the proportion of women and men in STEMM research-only, teaching-only, and teaching and research roles (Table 4.6, Figure 4.6).

Table 4-7: AHSSBL Academic and research staff by role and gender 2015/16 – 2017/18

AHSSBL	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Research	42 (56%)	33 (44%)	41 (55%)	34 (45%)	39 (52%)	36 (48%)
Teaching	112 (54%)	97 (46%)	84 (52%)	77 (48%)	56 (58%)	40 (42%)
Research and teaching	224 (52%)	208 (48%)	236 (52%)	218 (48%)	234 (50%)	234 (50%)



**Figure 4-7: AHSSBL Academic and research staff by role and gender 2015/16 – 2017/18**

In AHSSBL, women outnumber men in research-only posts, however the proportion of women has decreased over the period and the picture in 2017/18 is almost balanced (**Table 4.7, Figure 4.7**). There is a big drop in both women and men in teaching-only posts between 2016/17 and 2017/18 due to 42 AL to L conversions (16 women, 26 men).

**Table 4-8: STEMM Research staff by grade and gender 2015/16 – 2017/18**

STEMM		2015/16		2016/17		2017/18	
Research	Grade	Female	Male	Female	Male	Female	Male
	E			1 (100%)	(0%)		
	F	9 (47%)	10 (53%)	10 (43%)	13 (57%)	9 (39%)	14 (61%)
	G	10 (37%)	17 (63%)	18 (51%)	17 (49%)	14 (45%)	17 (55%)
	H	7 (58%)	5 (42%)	10 (83%)	2 (17%)	12 (92%)	1 (8%)
	I	14 (54%)	12 (46%)	13 (54%)	11 (46%)	14 (56%)	11 (44%)
	J	14 (52%)	13 (48%)	15 (52%)	14 (48%)	19 (56%)	15 (44%)
	Professor	13 (33%)	26 (67%)	14 (34%)	27 (66%)	19 (38%)	31 (62%)
	Management			(0%)	2 (100%)		

In STEMM research-only posts (**Table 4.8**), men tend to outnumber women at Grade F (2016/17 and 2017/18) and Grade G (2015/16 and 2017/18). At Grades H to J the picture is reversed, with more women across all years. There is a steep drop in the proportion of women between Grade J and Professor, with women outnumbered across all three years.

**Action:** Increase the number of women promoted to Reader/Professor across the institution (**Action 4.1.2**).

**Table 4-9: STEMM Teaching staff by grade and gender 2015/16 – 2017/18**

STEMM		2015/16		2016/17		2017/18	
	Grade	Female	Male	Female	Male	Female	Male
	E	16 (53%)	14 (47%)	16 (48%)	17 (52%)	1 (50%)	1 (50%)
	F	1 (17%)	5 (83%)	1 (14%)	6 (86%)	6 (32%)	13 (68%)
	G	31 (36%)	55 (64%)	41 (48%)	45 (52%)	32 (47%)	36 (53%)
	H	(0%)	3 (100%)			4 (80%)	1 (20%)
	I						
	J						
	Prof						
	Management						

There are no STEMM teaching-only staff in posts above Grade H (**Table 4.9**). We re-graded the role of Demonstrator to Senior Demonstrator, leading to a reduction in both women and men at Grade E across the period. This initiative, led by HR, was intended to improve the student experience by increasing the grade of classroom/laboratory staff.

**Table 4-10: STEMM Research and teaching staff by grade and gender 2015/16 – 2017/18**

STEMM		2015/16		2016/17		2017/18	
Research and teaching	Grade	Female	Male	Female	Male	Female	Male
	E			1 (100%)	(0%)	1 (100%)	(0%)
	F					(0%)	1 (100%)
	G			(0%)	1 (100%)		
	H	84 (53%)	74 (47%)	105 (53%)	93 (47%)	125 (53%)	111 (47%)
	I	130 (50%)	130 (50%)	129 (51%)	125 (49%)	156 (54%)	134 (46%)
	J	21 (43%)	28 (57%)	22 (44%)	28 (56%)	32 (48%)	34 (52%)
	Professor						
	Management	8 (38%)	13 (62%)	9 (50%)	9 (50%)	9 (47%)	10 (53%)

The majority of staff in STEMM research and teaching posts are in Lecturer/Senior Lecturer/PL positions (Grades H, I and J, **Table 4.10**). There is near gender balance at these grades across all years. Additional routes to Reader have increased the proportion of women at Grade J, with five promoted over the period.

**Table 4-11: AHSSBL Research staff by grade and gender 2015/16 – 2017/18**

AHSSBL		2015/16		2016/17		2017/18	
Research	Grade	Female	Male	Female	Male	Female	Male
	E						
	F	5 (83%)	1 (17%)	3 (75%)	1 (25%)	6 (86%)	1 (14%)
	G	11 (79%)	3 (21%)	10 (77%)	3 (23%)	14 (93%)	1 (7%)
	H	5 (63%)	3 (38%)	6 (55%)	5 (45%)	5 (50%)	5 (50%)
	I	5 (71%)	2 (29%)	5 (56%)	4 (44%)	4 (50%)	4 (50%)
	J	6 (50%)	6 (50%)	8 (50%)	8 (50%)	6 (38%)	10 (63%)
	Professor	9 (33%)	18 (67%)	8 (42%)	11 (58%)	4 (21%)	15 (79%)
	Management			(0%)	2 (100%)		

There are fewer staff in research-only roles in AHSSBL due to less external funding available for AHSSBL subjects, e.g. Humanities (**Table 4.11**). At Professor level there is marked imbalance favouring men: this is most apparent in 2017/18 where there are only four (21%) female Professors, with four having resigned since 2016/17. Our action to embed completion of exit interviews (**Action 4.1.4**) will generate more detailed information on reasons for leaving.

More positively, The Faculty of Culture and Creative Industries (CCI) has a female Executive Dean and Professor Lubaina Himid (Turner Prize winner) as role models. Five women have been promoted to Reader over the period and are expected to reach Professor.

**Table 4-12: AHSSBL Teaching staff by grade and gender 2015/16 – 2017/18**

AHSSBL		2015/16		2016/17		2017/18	
	Grade	Female	Male	Female	Male	Female	Male
	E	(0%)	2 (100%)	(0%)	1 (100%)		
	F	1 (100%)	(0%)	(0%)	2 (100%)	(0%)	1 (100%)
	G	108 (53%)	94 (47%)	80 (53%)	72 (47%)	56 (59%)	39 (41%)
	H	1 (100%)	(0%)	4 (67%)	2 (33%)		
	I	1 (50%)	1 (50%)				
	J						
	Professor						
	Management						

Genders in AHSSBL teaching-only roles are nearly balanced in years 2015/16 and 2016/17, with an increase in the proportion of women in 2017/18. **(Table 4.12).**

**Table 4-13: AHSSBL Research and teaching staff by grade and gender 2015/16 – 2017/18**

AHSSBL		2015/16		2016/17		2017/18	
Research and teaching	Grade	Female	Male	Female	Male	Female	Male
	E	(0%)	1 (100%)				
	F	1 (100%)	(0%)	1 (33%)	2 (67%)	(0%)	3 (100%)
	G					1 (50%)	1 (50%)
	H	64 (53%)	56 (47%)	73 (55%)	60 (45%)	84 (50%)	83 (50%)
	I	129 (54%)	111 (46%)	127 (53%)	114 (47%)	116 (52%)	109 (48%)
	J	20 (40%)	30 (60%)	21 (42%)	29 (58%)	21 (43%)	28 (57%)
	Professor			(0%)	2 (100%)		
	Management	10 (50%)	10 (50%)	13 (54%)	11 (46%)	11 (52%)	10 (48%)

As in STEMM, there are few staff below Grade H in AHSSBL research and teaching posts, with the majority in Lecturer/Senior Lecturer/PL positions (Grades H, I and J, **Table 4.13**). Women and men are largely balanced at Grade H and I. We have succeeded in improving the ratio of women to men at Grade J across the period.

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

**Table 4-14: STEMM Leavers by grade and gender 2015/16 – 2017/18**

STEMM-	Grade	Female		Male	Male %
		Leavers/total by grade	%	Leavers/total by grade	%
<b>2015/16</b>	Grade E	2/35	5.7	1/24	4.2
	Grade F	1/13	7.7	1/18	5.6
	Grade G	3/38	7.9	7/75	9.3
	Grade H	8/96	8.3	2/84	2.4
	Grade I	7/165	4.2	11/150	7.3
	Grade J	2/40	5.0	0/45	0
	Professor	1/15	6.7	4/28	14.3
	Management	1/7	14.3	1/9	11.1
	<b>Total</b>	<b>25/409</b>	<b>6.1</b>	<b>27/429</b>	<b>6.3</b>
<b>2016/17</b>	Grade E	5/39	12.8	3/28	10.7
	Grade F	1/14	7.1	1/23	4.4
	Grade G	2/50	4.0	6/64	9.4
	Grade H	8/117	6.8	9/96	9.4
	Grade I	15/164	9.1	21/143	14.7
	Grade J	4/44	9.1	6/46	13.0
	Professor	1/16	6.3	2/29	6.9
	Management	0/8	0	0/8	0
	<b>Total</b>	<b>36/452</b>	<b>8.0</b>	<b>48/437</b>	<b>11.0</b>
<b>2017/18</b>	Grade E	3/29	10.3	6/12	50.0

	Grade F	2/22	9.1	1/12	8.3
	Grade G	7/37	18.9	5/52	9.6
	Grade H	9/138	6.5	8/112	7.1
	Grade I	7/166	4.2	4/142	2.8
	Grade J	2/49	4.1	3/48	6.3
	Professor	1/18	5.6	1/31	3.2
	Management	0/6	0	2/8	25.0
	<b>Total</b>	<b>31/465</b>	<b>6.7</b>	<b>30/417</b>	<b>7.2</b>

**Table 4-15: AHSSBL Leavers by grade and gender 2015/16 – 2017/18**

AHSSBL	Grade	Female		Male	
		Leavers/total by grade	%	Leavers/total by grade	%
<b>2015/16</b>	Grade E	1/4	25.0	0/6	0
	Grade F	0/4	0	0/1	
	Grade G	1/89	1.1	4/71	5.6
	Grade H	1/46	2.2	7/42	16.7
	Grade I	3/74	4.1	6/84	7.1
	Grade J	0/12	0	0/24	0
	Professor	1/3	33.3	2/13	15.4
	Management	1/7	14.3	0/5	0
	<b>Total</b>	<b>8/239</b>	<b>3.4</b>	<b>22/245</b>	<b>9.0</b>
	<b>2016/17</b>	Grade E	3/9	33.3	1/4
Grade F		1/3	33.3	1/4	25.0
Grade G		5/82	6.1	4/75	5.3
Grade H		4/71	5.6	2/58	3.5
Grade I		12/94	12.8	11/105	10.5
Grade J		2/14	14.3	5/32	15.6
Professor		1/5	20.0	4/11	36.4
Management		1/6	16.7	1/3	33.3
<b>Total</b>		<b>29/284</b>	<b>10.2</b>	<b>29/292</b>	<b>9.9</b>
<b>2017/18</b>		Grade E	0/6	0	0/1
	Grade F	0/9	0	0/4	0
	Grade G	4/57	7.0	5/39	12.8
	Grade H	2/80	2.5	5/81	6.2
	Grade I	2/104	1.9	1/108	0.9

	Grade J	0/20	0	0/35	0
	Professor	1/4	25.0	1/15	6.7
	Management	1/4	25.0	0/4	0
	<b>Total</b>	<b>10/284</b>	<b>3.5</b>	<b>12/287</b>	<b>4.2</b>

Academic staff turnover is low, with 7-10% of staff leaving each year from STEMM (**Table 4.14**) and 4-8% from AHSSBL (**Table 4.15**). There are no clear gender trends in STEMM, with low numbers leaving at Professor (although 13% of Professors left in 2015/16) and Management levels. The higher number of leavers in 2016 was due to a University reorganisation (45% men, 55% women). The University-wide percentage for 2017/18 (142, 9.1%) remains lower than HESA benchmarking data (17.7%).

Across the period, 352 (79%) of leavers were staff employed on fixed-term contracts and 329 (19%) left voluntarily.

The University recently piloted a new approach to exit interviews in two Faculties (H&W; CCI) aimed at increasing the number of leavers engaging with the process. The pilot asks one question (“What prompted your decision to leave the University?”) and offers three options for engaging leavers: a) a phone call with a HR Officer; b) a face-to-face meeting with a HR Officer; or c) an email to the HR inbox.

Turnover was low during the pilot period, and disappointingly only 5/12 completed an exit interview. The University has decided to continue with this approach as an opportunity to reflect and act upon issues raised by leavers.

**Action:** Embed the practice of completing of an exit interview so it becomes a cultural norm - facilitating the routine scrutiny of data, reflection and informed action (**Action 4.1.4**).

## INTERSECTIONALITY

**Table 4-16: University academic and research staff by gender and race group compared with the national comparator 2015/16 – 2017/18**

Year	Gender	Race group		
		White n (%)	BAME n (%)	Unknown n (%)
2015/16	Female	627 (82.3)	85 (11.2)	50 (6.6)
	Male	637 (82.3)	96 (12.4)	41 (5.3)
	<b>TOTAL</b>	<b>1264 (82.3)</b>	<b>181 (11.8)</b>	<b>91 (5.9)</b>
2016/17	Female	665 (83.5)	87 (10.9)	44 (5.5)
	Male	657 (83.6)	93 (11.8)	36 (4.6)
	<b>TOTAL</b>	<b>1322 (83.0)</b>	<b>180 (11.3)</b>	<b>80 (5.0)</b>
2017/18	Female	692 (84.2)	97 (11.8)	33 (4.0)
	Male	664 (83.0)	101 (12.6)	35 (4.4)
	<b>TOTAL</b>	<b>1356 (83.6)</b>	<b>198 (12.2)</b>	<b>68 (4.2)</b>
NATIONAL 2017/18	Female	76,755 (82.8)	13,175 (17.2)	
	Male	87,020 (79.7)	17,695 (20.3)	
	<b>TOTAL</b>	<b>163,775 (81.2)</b>	<b>30,870 (18.8)</b>	

The University has a low proportion of BAME academic and research staff (12.2% in 2017/18, lower than the UK picture (18.8%, **Table 4.16**).

**Table 4-17: University academic and research staff by grade, gender and race group 2015/16 – 2017/18**

GRADE	RACE GROUP	GENDER					
		2015/16		2016/17		2017/18	
		FEMALE n (%)	MALE n (%)	FEMALE n (%)	MALE n (%)	FEMALE n (%)	MALE n (%)
Grade E	White	30 (85.7)	15 (83.3)	23 (100)	8 (80.0)	18 (85.7)	12 (100)
	BAME	4 (11.4)	2 (11.1)	0 (0.0)	1 (10.0)	3 (14.3)	0 (0.0)
	Unknown	1 (2.9)	1 (5.6)	0 (0.0)	1 (10.0)	0 (0.0)	0 (0.0)
	<b>TOTAL</b>	<b>35</b>	<b>18</b>	<b>23</b>	<b>10</b>	<b>21</b>	<b>12</b>
Grade F	White	7 (70.0)	12 (66.7)	14 (77.8)	22 (78.6)	32 (82.1)	23 (76.7)
	BAME	2 (20.0)	5 (27.8)	3 (16.7)	4 (14.3)	4 (10.3)	4 (13.3)
	Unknown	1 (10.0)	1 (5.6)	1 (5.6)	2 (7.1)	3 (7.7)	3 (10.0)

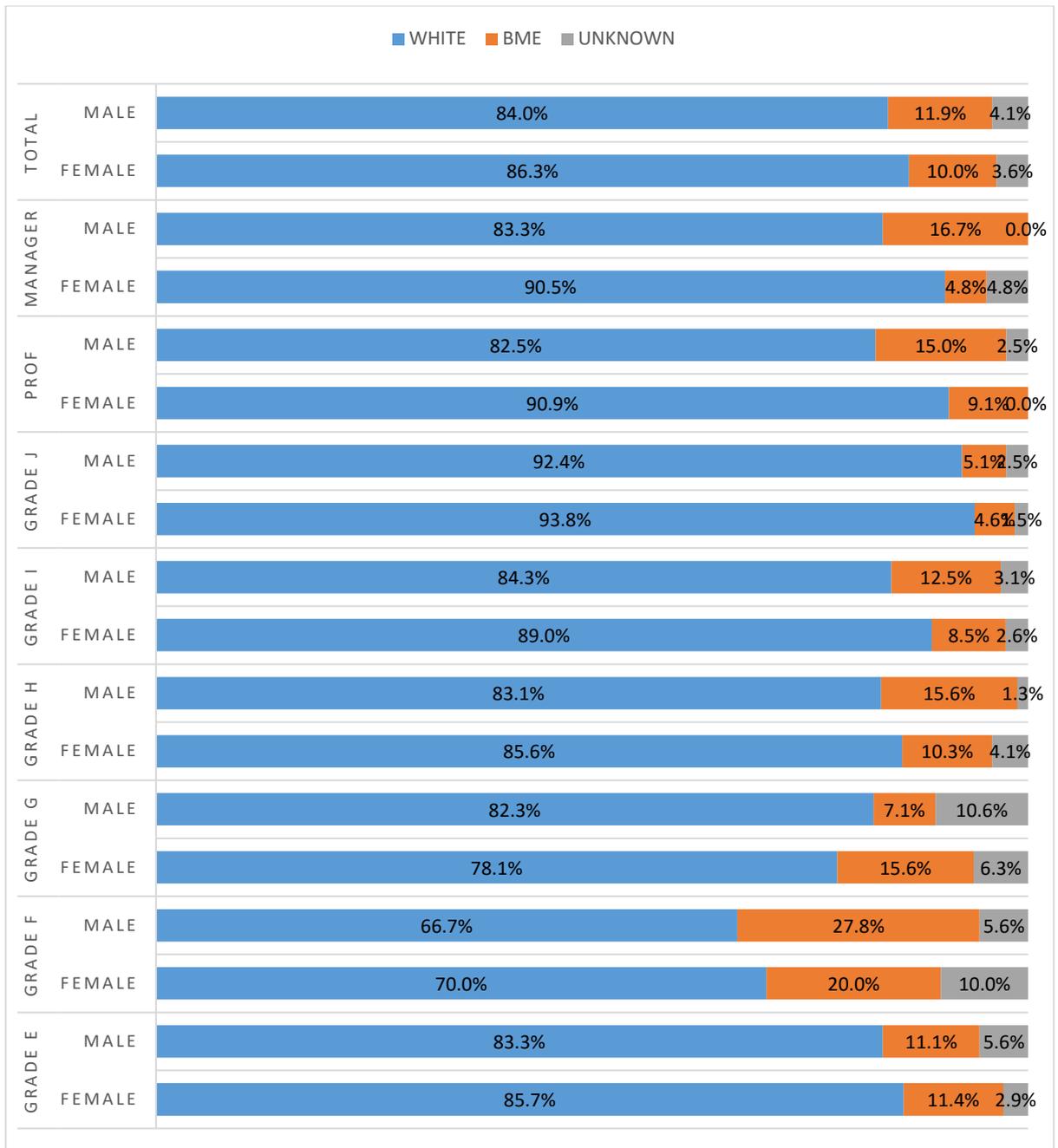
	TOTAL	10	18	18	28	39	30
Grade G	White	100 (68.0)	116 (82.3)	72 (66.7)	73 (76.8)	82 (66.1)	65 (69.9)
	BAME	30 (20.4)	10 (7.1)	30 (27.8)	15 (15.8)	29 (23.4)	19 (20.4)
	Unknown	17 (11.6)	15 (10.6)	6 (5.6)	7 (7.4)	13 (10.5)	9 (9.7)
	TOTAL	147	141	108	95	124	93
Grade H	White	166 (85.6)	133 (83.1)	193 (85.4)	160 (81.2)	245 (86.9)	178 (77.1)
	BAME	20 (10.3)	25 (15.6)	24 (10.6)	33 (16.8)	27 (9.6)	44 (19.0)
	Unknown	8 (4.1)	2 (1.3)	9 (4.0)	4 (2.0)	10 (3.5)	9 (3.9)
	TOTAL	194	160	226	197	282	231
Grade I	White	242 (89.0)	215 (84.3)	255 (88.5)	219 (85.2)	259 (87.5)	214 (83.9)
	BAME	23 (8.5)	32 (12.5)	25 (8.7)	29 (11.3)	28 (9.5)	32 (12.5)
	Unknown	7 (2.6)	8 (3.1)	8 (2.8)	9 (3.5)	9 (3.0)	9 (3.5)
	TOTAL	272	255	288	257	296	255
Grade J	White	61 (93.8)	73 (92.4)	72 (92.3)	81 (94.2)	78 (90.7)	85 (94.4)
	BAME	3 (4.6)	4 (5.1)	5 (6.4)	4 (4.7)	7 (8.1)	4 (4.4)
	Unknown	1 (1.5)	2 (2.5)	1 (1.3)	1 (1.2)	1 (1.2)	1 (1.1)
	TOTAL	65	79	78	86	86	90
PROFESSOR	White	20 (90.9)	33 (82.5)	21 (91.3)	36 (78.3)	25 (89.3)	38 (77.6)
	BAME	2 (9.1)	6 (15.0)	2 (8.7)	7 (15.2)	3 (10.7)	7 (14.3)
	Unknown	0 (0.0)	1 (2.5)	0 (0.0)	3 (6.5)	0 (0.0)	4 (8.2)
	TOTAL	22	40	23	46	28	49
MANAGEMENT	White	19 (90.5)	15 (83.3)	16 (88.9)	16 (88.9)	20 (90.9)	23 (88.5)
	BAME	1 (4.8)	3 (16.7)	2 (11.1)	2 (11.1)	2 (9.1)	3 (11.5)
	Unknown	1 (4.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
	TOTAL	21	18	18	18	22	26

Table 4.17 and Figures 4.7-4.9 show academic and research staff by grade, gender and race group.

There are proportionally fewer female BAME staff at Grade H and above. There is some evidence the proportion of BAME women has increased at Professor and Management level over the period.

EDEG will collaborate with the SAT to explore intersectionality, beginning with the intersection of race/gender, rather than reviewing each protected characteristic in isolation. We will examine this intersection in our analysis of equality and diversity data from the 2020 staff survey.

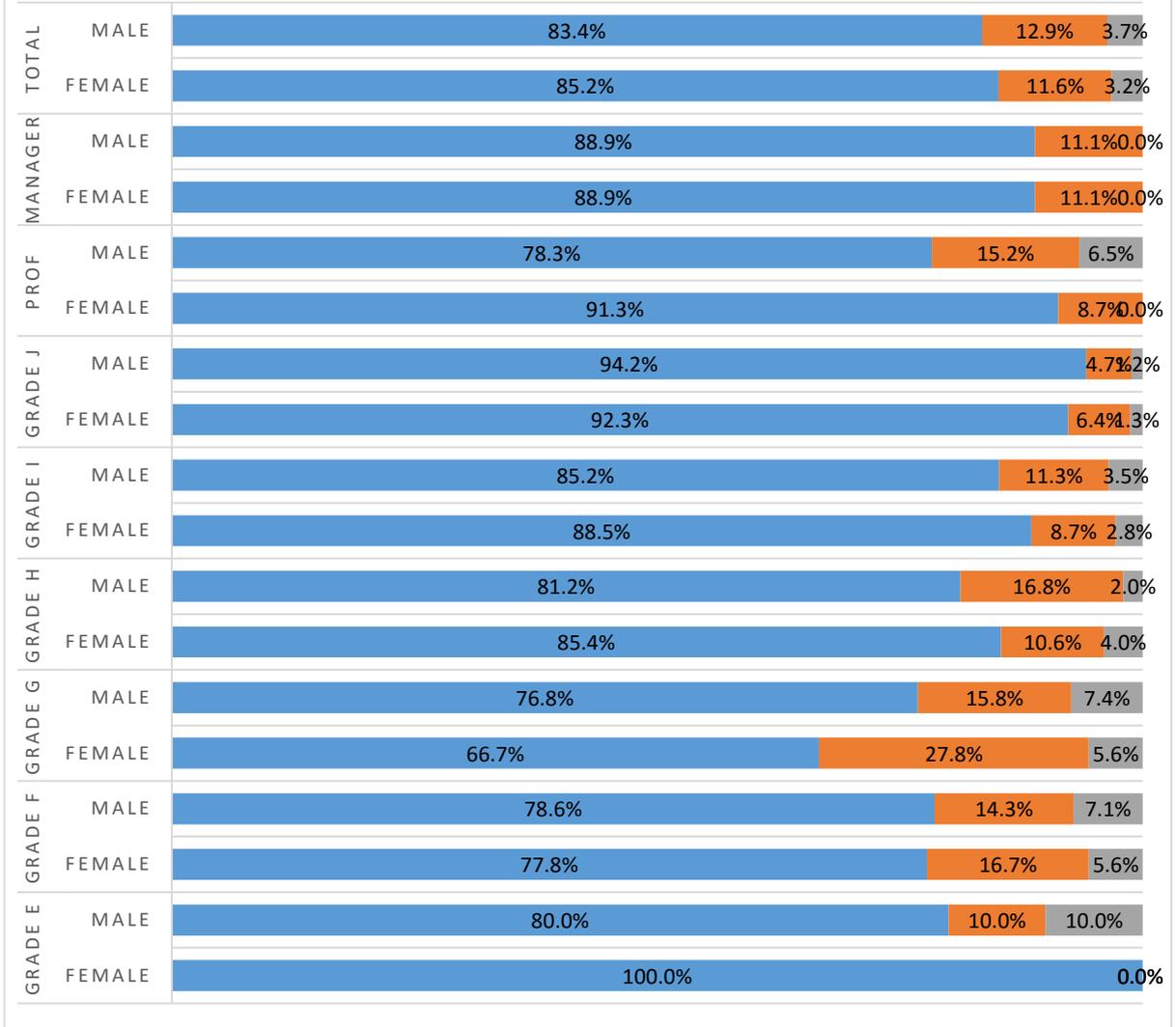
**Action:** Analyse data on the intersection of race/gender from 2020 Staff Survey; considered actions and implementation plan developed by EDEG and added to the AS Action Plan (Action 4.1.5).



**Figure 4-7: Academic staff by grade, gender and race 2015/16**

## ACADEMIC STAFF BY GRADE, GENDER AND RACE 2016/17

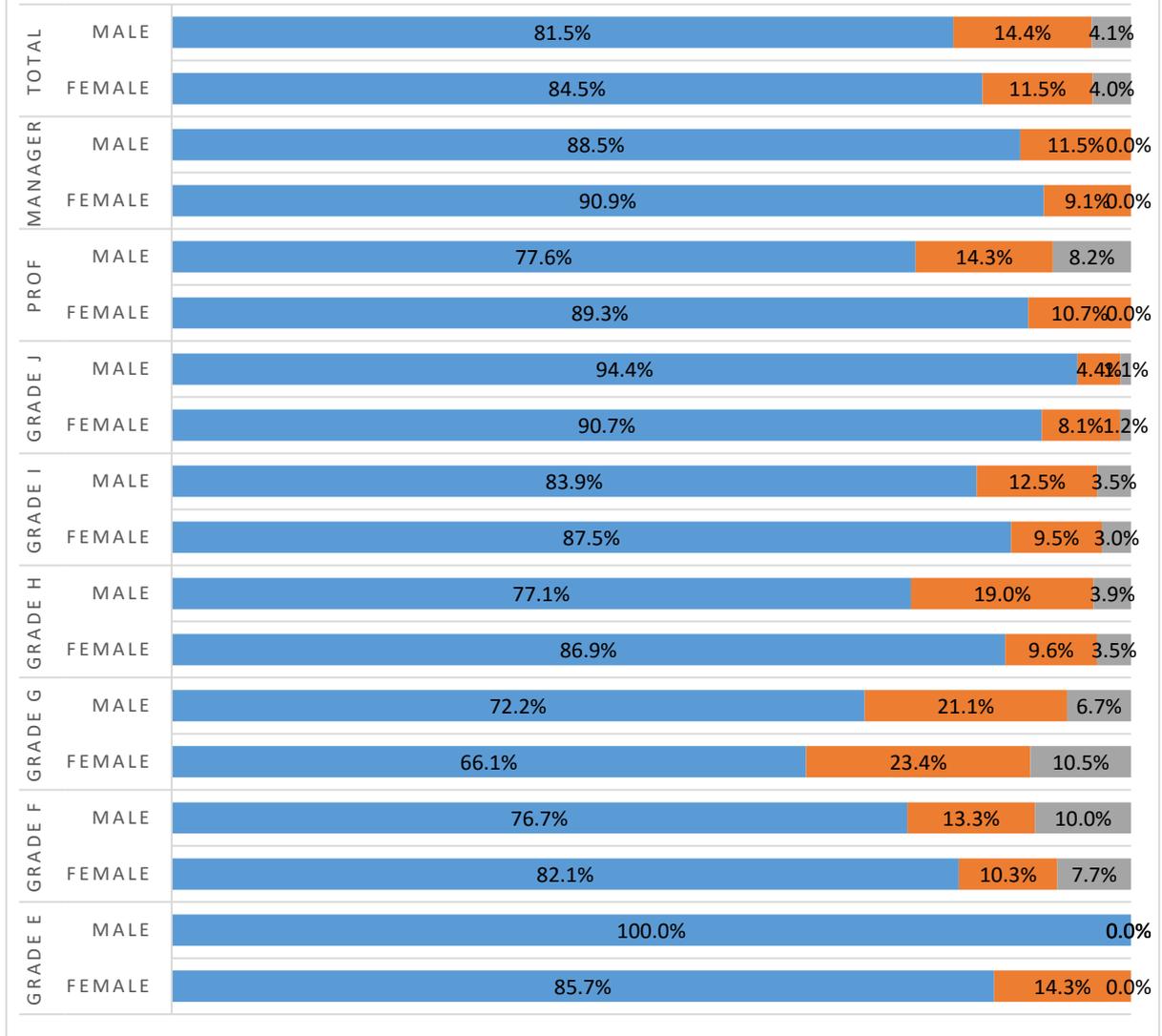
■ WHITE ■ BME ■ UNKNOWN



**Figure 4-8: Academic staff by grade, gender and race 2016/17**

## ACADEMIC STAFF BY GRADE, GENDER AND RACE 2017/18

■ WHITE ■ BME ■ UNKNOWN



**Figure 4-9: Academic staff by grade, gender and race 2015/16**

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution’s top three priorities to address any disparities and enable equality in pay.

We use the National Joint Negotiating Committee Higher Education Sector (JNCHES) grade structure, underpinned by job evaluation, giving transparency regarding differentials in grades, roles and responsibilities. A grade structure also ensures common earnings capacity between men and women undertaking the same role.

We are proud our overall median gender pay gap is 8.5%, lower than the sector median of 14% (UCEA report January 2019). Our initiatives to move staff (particularly women) onto higher grades have contributed.

There are no significant pay gaps by grade for staff doing 'equal work of equal value' in Grades A to J.

The average salary for a female Professor is £76,021 compared with £72,696 for males. More women than men are paid above the Professorial base salary.

Forty-eight management contract holders below Senior Executive level are female, with an average salary of £74,157 compared to £81,452 for male managers: an 8.96% gender pay gap. While management contracts are underpinned by job evaluation, there are more men in higher-grade positions, and more women in lower-graded roles. It is difficult to interrogate this due to commercial sensitivity.

We have reduced the disparity in men and women appointed to roles above the grade minimum. Appointment above the minimum is only considered when matching previous pay. The proportion of women appointed above the grade minimum has risen from 40/103 (39%) in 2015/16 to 39/71 (55%) in 2017/18.

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: **ACTUAL 4725** | Silver: 6000 words

### 5.1. KEY CAREER TRANSITION POINTS: ACADEMIC STAFF

#### (i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Our EDI and Staff Recruitment policies promote workplace diversity and commitment to AS principles. HR monitor advertisements and job descriptions for gendered language (e.g. "driven") and discriminatory content. Advertisements actively encourage applicant diversity, for example:

H&W holds a Bronze AS award. Both the University and Faculty are committed to equality, value diversity, and promote an inclusive workplace culture. We welcome applications from people in all diversity groups.

Recruitment-panel Chairs are required to complete recruitment training. Our Recruitment and Selection Guide specifies interview panels should be gender balanced (at least one female and male), and Chairs ensure balance before the panel meets. HR have received no complaints about panel composition during the period.

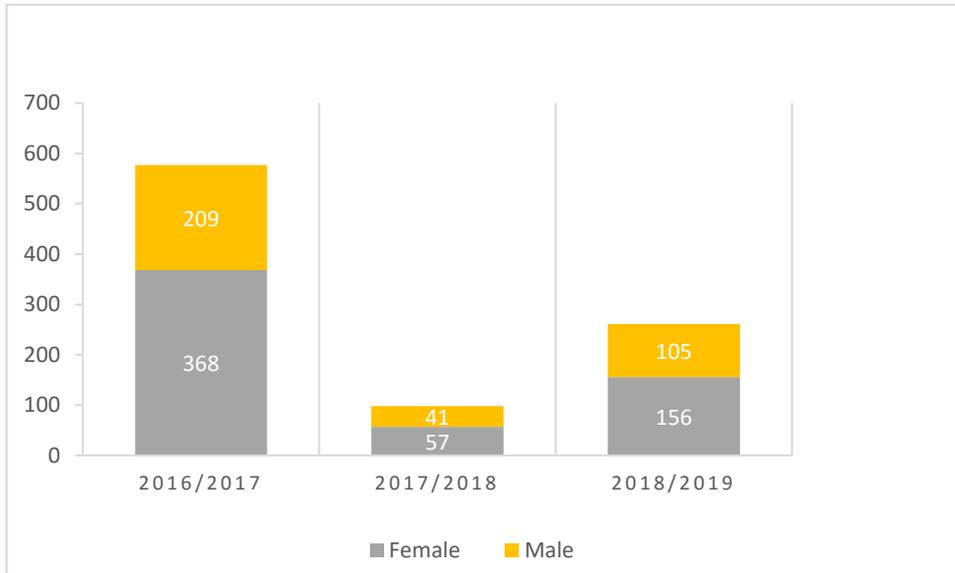
We invest in the career development of staff through the Home-Grown Talent initiative (HGT), where all vacancies up to School Leadership Team level are initially advertised internally.

Since 2014, 11 women and 3 men have been promoted to management positions through HGT (Women: Professional Services 3, STEM 3, AHSSBL 5; Men: STEM 2, AHSSBL 1).

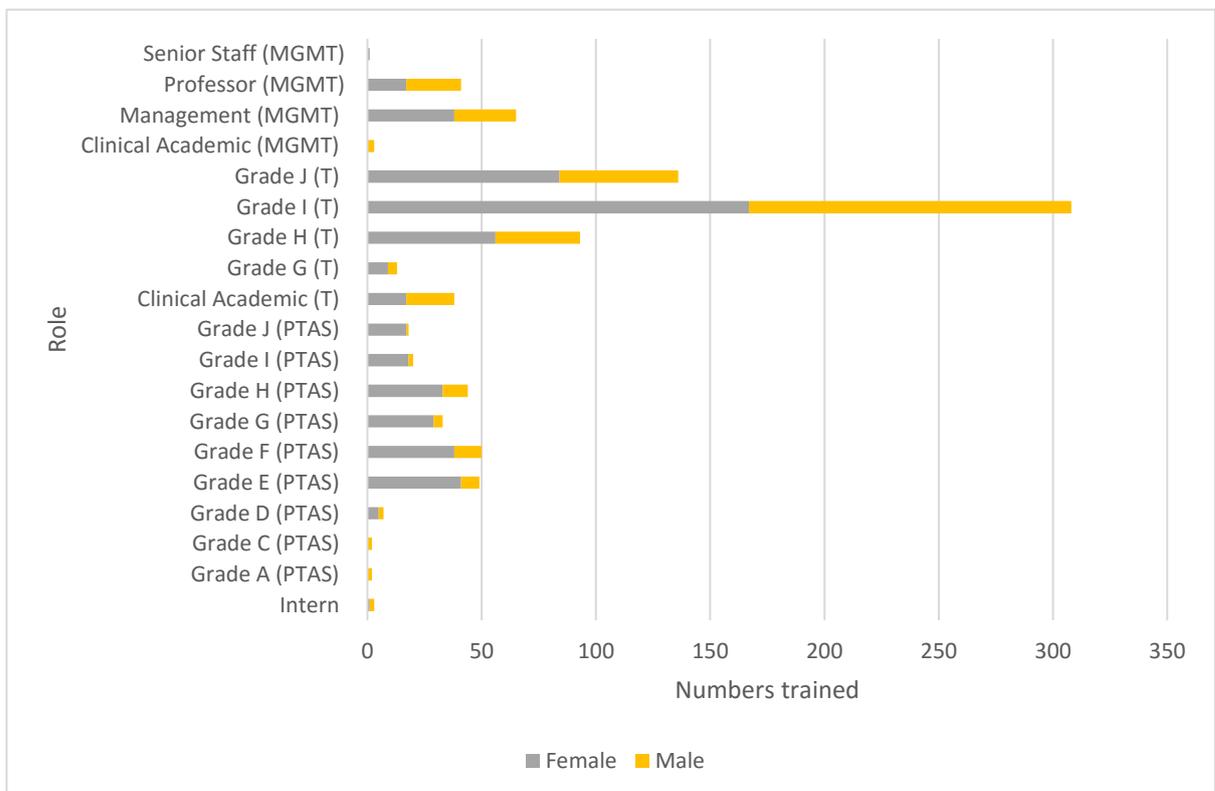
**Impact:** HGT has been successful in promoting women into management positions. However, given the relatively small number of BAME staff, it may perpetuate lack of diversity.

**Action:** Audit the Home-Grown Talent initiative and the impact on areas of the University where the population is currently not diverse (**Action 5.1.1**).

All responsible for staff and student recruitment (e.g. Admissions Tutors) undertake Unconscious Bias Training (UBT) (**Figures 5.1, 5.2**). Since October 2016, 110 management, 588 academic and 228 PTAS staff have completed UBT.



**Figure 5-1: Completion of Unconscious Bias training by gender and year**



**Figure 5-2: Completion of UBT by grade for females and males from 2016 to 2019 ((PTAS) refers to Professional and Support Services and (T) refers to academic staff).**

**Table 5-1: STEMM Applications, shortlists and appointments Grade E academic posts 2015/16 – 2017/18**

STEMM Grade E	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	224 (67%)	112 (33%)	90 (49%)	93 (51%)	167 (66%)	86 (34%)
Shortlists	52 (80%)	13 (20%)	39 (57%)	29 (43%)	17 (49%)	18 (51%)
Appointed to post	22 (85%)	4 (15%)	13 (42%)	18 (58%)	16 (84%)	3 (16%)
Shortlist Success Rate	23%	12%	43%	31%	10%	21%
Application Success Rate	42%	31%	33%	62%	94%	17%

**Table 5-2: STEMM Applications, shortlists and appointments Grade F academic posts 2015/16 – 2017/18**

STEMM Grade F	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	82 (57%)	63 (43%)	38 (43%)	50 (57%)	66 (54%)	57 (46%)
Shortlists	16 (48%)	17 (52%)	11 (37%)	19 (63%)	17 (47%)	19 (53%)
Appointed to post	6 (40%)	9 (60%)	8 (53%)	7 (47%)	9 (41%)	13 (59%)
Shortlist Success Rate	20%	27%	29%	38%	26%	33%
Application Success Rate	38%	53%	73%	37%	53%	68%

**Table 5-3: STEMM Applications, shortlists and appointments Grade G academic posts 2015/16 – 2017/18**

STEMM Grade G	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	74 (34%)	144 (66%)	137 (48%)	151 (52%)	197 (56%)	155 (44%)
Shortlists	28 (45%)	34 (55%)	54 (61%)	34 (39%)	53 (59%)	37 (41%)
Appointed to post	11 (41%)	16 (59%)	23 (53%)	20 (47%)	30 (65%)	16 (35%)
Shortlist Success Rate	38%	24%	39%	23%	27%	24%
Application Success Rate	39%	47%	43%	59%	57%	43%

**Table 5-4: STEMM Applications, shortlists and appointments Grade H academic posts 2015/16 – 2017/18**

STEMM Grade H	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	352 (39%)	548 (61%)	339 (39%)	540 (61%)	358 (47%)	406 (53%)
Shortlists	109 (52%)	101 (48%)	95 (45%)	114 (55%)	103 (56%)	82 (44%)
Appointed to post	52 (63%)	31 (37%)	53 (52%)	48 (48%)	45 (56%)	36 (44%)
Shortlist Success Rate	31%	18%	28%	21%	29%	20%
Application Success Rate	48%	31%	56%	42%	44%	44%

**Table 5-5: STEMM Applications, shortlists and appointments Grade I academic posts 2015/16 – 2017/18**

STEMM Grade I	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	105 (48%)	114 (52%)	77 (45%)	96 (55%)	80 (52%)	74 (48%)
Shortlists	35 (56%)	27 (44%)	27 (47%)	30 (53%)	28 (62%)	17 (38%)
Appointed to post	22 (65%)	12 (35%)	20 (51%)	19 (49%)	24 (69%)	11 (31%)
Shortlist Success Rate	33%	24%	35%	31%	35%	23%
Application Success Rate	63%	44%	74%	63%	86%	65%

**Table 5-6: STEMM Applications, shortlists and appointments Grade J academic posts 2015/16 – 2017/18**

STEMM Grade J	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	71 (38%)	117 (62%)	41 (47%)	46 (53%)	34 (52%)	31 (48%)
Shortlists	42 (45%)	52 (55%)	13 (59%)	9 (41%)	16 (57%)	12 (43%)
Appointed to post	17 (49%)	18 (51%)	6 (43%)	8 (57%)	9 (64%)	5 (36%)
Shortlist Success Rate	59%	44%	32%	20%	47%	39%
Application Success Rate	40%	35%	46%	89%	56%	42%

**Table 5-7: STEMM Applications, shortlists and appointments Management posts 2015/16 – 2017/18**

STEMM Management	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	4 (44%)	5 (56%)	5 (100%)	0 (0%)	7 (39%)	11 (61%)
Shortlists	2 (67%)	1 (33%)	2 (100%)	0 (0%)	1 (20%)	4 (80%)
Appointed to post	1 (50%)	1 (50%)	1 (100%)	0 (0%)	0 (0%)	3 (100%)
Shortlist Success Rate	50%	20%	40%		14%	36%
Application Success Rate	50%	100%	50%		0%	75%

**Table 5-8: STEMM Applications, shortlists and appointments Professor posts 2015/16 – 2017/18**

STEMM Professor	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	3 (14%)	19 (86%)	No STEMM posts advertised externally	No STEMM posts advertised externally	7 (47%)	8 (53%)
Shortlists	1 (20%)	4 (80%)			2 (33%)	4 (67%)
Appointed to post	0 (0%)	3 (100%)			0 (0%)	1 (100%)
Shortlist Success Rate	33%	21%			29%	50%
Application Success Rate	0%	75%			0%	25%

**Table 5-9: AHSSBL Applications, shortlists and appointments Grade E academic posts 2015/16 – 2017/18**

AHSSBL Grade E	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	25 (60%)	17 (40%)	64 (68%)	30 (32%)	93 (72%)	36 (28%)
Shortlists	7 (54%)	6 (46%)	15 (79%)	4 (21%)	19 (90%)	2 (10%)
Appointed to post	6 (86%)	1 (14%)	8 (73%)	3 (27%)	6 (86%)	1 (14%)
Shortlist Success Rate	28%	35%	23%	13%	20%	6%
Application Success Rate	86%	17%	53%	75%	32%	50%

**Table 5-10: AHSSBL Applications, shortlists and appointments Grade F academic posts 2015/16 – 2017/18**

AHSSBL Grade F	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	125 (53%)	109 (47%)	39 (57%)	29 (43%)	85 (67%)	41 (33%)
Shortlists	7 (27%)	19 (73%)	5 (56%)	4 (44%)	23 (61%)	15 (39%)
Appointed to post	6 (40%)	9 (60%)	2 (100%)	0 (0%)	11 (73%)	4 (27%)
Shortlist Success Rate	6%	17%	13%	14%	27%	37%
Application Success Rate	86%	47%	40%	0%	48%	27%

**Table 5-11: AHSSBL Applications, shortlists and appointments Grade G academic posts 2015/16 – 2017/18**

AHSSBL Grade G	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	154 (48%)	166 (52%)	257 (54%)	219 (46%)	70 (74%)	25 (26%)
Shortlists	20 (38%)	32 (62%)	42 (51%)	41 (49%)	23 (77%)	7 (23%)
Appointed to post	19 (45%)	23 (55%)	21 (72%)	8 (28%)	15 (75%)	5 (25%)
Shortlist Success Rate	13%	19%	16%	19%	33%	28%
Application Success Rate	95%	72%	50%	20%	65%	71%

**Table 5-12: AHSSBL Applications, shortlists and appointments Grade H academic posts 2015/16 – 2017/18**

AHSSBL Grade H	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	134 (51%)	131 (49%)	171 (43%)	227 (57%)	206 (49%)	212 (51%)
Shortlists	23 (58%)	17 (43%)	36 (43%)	48 (57%)	42 (45%)	52 (55%)
Appointed to post	10 (59%)	7 (41%)	26 (48%)	28 (52%)	19 (40%)	28 (60%)
Shortlist Success Rate	17%	13%	21%	21%	20%	25%
Application Success Rate	43%	41%	72%	58%	45%	54%

**Table 5-13: AHSSBL Applications, shortlists and appointments Grade I academic posts 2015/16 – 2017/18**

AHSSBL Grade I	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	44 (33%)	91 (67%)	67 (42%)	92 (58%)	16 (32%)	34 (68%)
Shortlists	16 (41%)	23 (59%)	10 (37%)	17 (63%)	5 (45%)	6 (55%)
Appointed to post	7 (41%)	10 (59%)	9 (45%)	11 (55%)	4 (44%)	5 (56%)
Shortlist Success Rate	36%	25%	15%	18%	31%	18%
Application Success Rate	44%	43%	90%	65%	80%	83%

**Table 5-14: AHSSBL Applications, shortlists and appointments Grade J academic posts 2015/16 – 2017/18**

AHSSBL Grade J	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	23 (43%)	30 (57%)	37 (48%)	40 (52%)	9 (47%)	10 (53%)
Shortlists	19 (48%)	21 (53%)	9 (45%)	11 (55%)	3 (33%)	6 (67%)
Appointed to post	3 (30%)	7 (70%)	5 (42%)	7 (58%)	2 (67%)	1 (33%)
Shortlist Success Rate	83%	70%	24%	28%	33%	60%
Application Success Rate	16%	33%	56%	64%	67%	17%

**Table 5-15: AHSSBL Applications, shortlists and appointments Management posts 2015/16 – 2017/18**

AHSSBL Management	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	6 (60%)	4 (40%)	4 (67%)	2 (33%)	4 (24%)	13 (76%)
Shortlists	2 (50%)	2 (50%)	2 (67%)	1 (33%)	3 (33%)	6 (67%)
Appointed to post	2 (100%)	0 (0%)	1 (100%)	0 (0%)	1 (33%)	2 (67%)
Shortlist Success Rate	33%	50%	50%	50%	75%	46%
Application Success Rate	100%	0%	50%	0%	33%	33%

**Table 5-16: AHSSBL Applications, shortlists and appointments Professor posts 2015/16 – 2017/18**

AHSSBL Professor	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
Applications	0 (0%)	2 (100%)	2 (29%)	5 (71%)	No AHSSBL posts advertised externally	No AHSSBL posts advertised externally
Shortlists	0 (0%)	1 (100%)				
Appointed to post	0 (0%)	1 (100%)				
Shortlist Success Rate		50%	0%	0%		
Application Success Rate		100%				

**Tables 5.1 to 5.16** show applications, shortlists and appointments from Grade E to Professor. Data show variability between grades and years with no clear picture emerging. STEMM Faculties tend to have longer shortlists than AHSSBL.

(ii) Induction

Describe the induction and support provided to new staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Induction is designed to ensure individuals adapt quickly and feel valued, supported and able to work effectively. New staff are invited to a Welcome Meeting on their first day to learn about the University, meet other new staff and have lunch with a member of SET. 97.3% of respondents since May 2018 'Agree' the event helped them feel prepared for their UCLan career.

The Academic Staff Induction Workbook forms the basis of local induction by managers and includes allocation of a mentor/buddy. The H&W AS team are amending this to include greater emphasis on EDI and developing tailored versions for Research and PTAS staff based on feedback from the 2017 Faculty AS survey.

**Action:** Amend current Academic Staff Induction Workbook to better meet the needs of Research and PTAS staff; increase focus on EDI with Workbook to ensure all new staff are aware of our ambition to make EDI central in all we do (**Action 5.1.2**).

A key challenge is that currently, allocation of a mentor/buddy is inconsistent and operationalised at local level. The institutional mentoring scheme (co-ordinated by HR) could be publicised more widely and uptake improved.

**Action:** Publicise institutional mentoring scheme to increase uptake by new starters in their probationary year (**Action 5.1.3**).

**Mandatory training** is provided through six online programmes, including Diversity in the Workplace and Data Protection (GDPR). Managers check completion at the end of the probation period. There are also role-specific mandatory training requirements, e.g. *Implementing reasonable adjustments for students* for all staff with a student support role.

'**You in UCLan**' is an event within three months of appointment and includes a welcome from the VC. 90% of respondents since 2008 rated the event between good and excellent.

Attendance rates are shown in **Table 5.17**.

**Table 5-17: Attendance rates for the Welcome Meeting (started 2017/18) and You in UCLan.**

	Year	Male			Female			Total		
		Started	Attended	%	Started	Attended	%	Started	Attended	%
<b>Welcome Meeting</b>	17/18	61	42	69	112	80	71	173	122	71
<b>You in UCLan</b>	16/17	67	18	27	88	38	43	155	56	36
<b>You in UCLan</b>	17/18	232	44	19	247	82	33	479	126	26

Managers hold regular one-to-one meetings to review and update probationary objectives, and consider issues arising for successful completion. We recognise mixed practices operate, with varying degrees of rigour in following processes.

**Action:** Audit current probationary practices and collect qualitative data on experiences to produce recommendations for future action. Implement changes to improve probationary practice for all (**Action 5.1.4**).

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

We have two routes for academic staff promotion:

**(i) Lecturer (L) to Senior Lecturer (SL):** open to teaching staff reaching spinal point 38 (grade maximum), subject to meeting progression criteria designed to ensure Lecturers meet the requirements of an SL post within a maximum of 3 years, supported by individual development plans. We have broadened the criteria to reflect relevance of professional practice.

SL progression is based on ability to meet criteria, rather than speed of reaching grade maximum. The latter is dependent on starting salary and may favour men. Applications are assessed by a minimum of two Executive Deans and a member of HR trained in job evaluation.

**Impact:** L to SL progression is evidence-based rather than competitive.

**Tables 5.18 and 5.19** indicate the success rate is proportionally better for women than men.

The application process is communicated to staff via the intranet and cascaded via managers and appraisers.

**Action:** Train managers and appraisers to raise awareness of the criteria, encourage eligible staff to apply, and support lecturers through the process (**Action 5.1.5**).

**Table 5-18: STEMM Applications and promotions from Lecturer (Grade H) to Senior Lecturer (Grade I) by full / part-time status 2015/16 – 2017/18**

STEMM Grade H to Grade I		2015/16		2016/17		2017/18	
		Female	Male	Female	Male	Female	Male
Full-time	Applications	5	6	6	8	5	8
	Promotions	4	5	5	5	3	6
	Success rate	80%	83%	83%	63%	60%	75%
Part-time	Applications	1	1	3	1	1	1
	Promotions	1	0	2	0	0	0
	Success rate	100%	0%	67%	0%	0%	0%
Total	Applications	6	7	9	9	6	9
	Promotions	5	5	7	5	3	6
	Success rate	83%	71%	78%	56%	50%	67%

**Table 5-19: AHSSBL Applications and promotions from Lecturer (Grade H) to Senior Lecturer (Grade I) by full / part-time status 2015/16 – 2017/18**

AHSSBL Grade H to Grade I		2015/16		2016/17		2017/18	
		Female	Male	Female	Male	Female	Male
Full-time	Applications	5	5	1	0	5	3
	Promotions	4	3	1	0	5	3
	Success rate	80%	60%	100%	0%	100%	100%
Part-time	Applications	0	0	1	5	5	3
	Promotions	0	0	1	2	5	1
	Success rate	0%	0%	100%	40%	100%	33%
Total	Applications	5	5	2	5	10	6
	Promotions	4	3	2	2	10	4
	Success rate	80%	60%	100%	40%	100%	80%

(ii) Award of a title by the PRC.

*Table 5-20: STEMM Applications to the Professorial and Readership Committee by full / part-time status 2015/16 – 2017/18*

STEMM		2015/16		2016/17		2017/18	
<b>READER</b>							
		Female	Male	Female	Male	Female	Male
<b>Full-time</b>	<b>Applications</b>	4	8	3	6	2	2
	<b>Promotions</b>	1	1	2	5	2	1
	<b>Success rate</b>	25%	13%	67%	83%	100%	50%
<b>Part-time</b>	<b>Applications</b>	0	1	0	0	0	1
	<b>Promotions</b>	0	0	0	0	0	1
	<b>Success rate</b>	0	0	0	0	0	100%
<b>Total</b>	<b>Applications</b>	4	9	3	6	2	3
	<b>Promotions</b>	1	1	2	5	2	2
	<b>Success rate</b>	25%	11%	67%	83%	100%	67%
<b>PROFESSOR</b>							
<b>Full-time</b>	<b>Applications</b>	4	3	3	3	4	5
	<b>Promotions</b>	3	0	3	3	4	4
	<b>Success rate</b>	75%	0	100%	100%	100%	80%
<b>Part-time</b>	<b>Applications</b>	1	0	0	2	1	0
	<b>Promotions</b>	1	0	0	2	1	0
	<b>Success rate</b>	100%	0	0	100%	100%	0
<b>Total</b>	<b>Applications</b>	5	3	3	5	5	5
	<b>Promotions</b>	4	0	3	5	5	4
	<b>Success rate</b>	80%	0%	100%	100%	100%	80%

**Table 5-21: AHSSBL Applications to the Professorial and Readership Committee by full / part-time status 2015/16 – 2017/18**

AHSSBL		2015/16		2016/17		2017/18	
<b>READER</b>							
		<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>
<b>Full-time</b>	<b>Applications</b>	2	7	4	5	2	2
	<b>Promotions</b>	1	3	3	4	1	2
	<b>Success rate</b>	50%	43%	75%	80%	50%	100%
<b>Part-time</b>	<b>Applications</b>	0	0	1	0	1	1
	<b>Promotions</b>	0	0	1	0	1	1
	<b>Success rate</b>	0%	0%	100%	0%	100%	100%
<b>Total</b>	<b>Applications</b>	2	7	5	5	3	3
	<b>Promotions</b>	1	3	4	4	2	3
	<b>Success rate</b>	50%	43%	80%	80%	67%	100%
<b>PROFESSOR</b>							
<b>Full-time</b>	<b>Applications</b>	1	0	1	1	1	4
	<b>Promotions</b>	1	0	1	1	1	1
	<b>Success rate</b>	100%	0%	100%	100%	100%	25%
<b>Part-time</b>	<b>Applications</b>	0	1	0	1	0	0
	<b>Promotions</b>	0	0	0	1	0	0
	<b>Success rate</b>	0%	0%	0%	100%	0%	0%
<b>Total</b>	<b>Applications</b>	1	1	1	2	1	4
	<b>Promotions</b>	1	0	1	2	1	1
	<b>Success rate</b>	100%	0%	100%	100%	100%	25%

**Tables 5.20 and 5.21** show promotions to Reader and Professor in STEMM and AHSSBL Faculties. Promotion to Reader (Grade J) is through application to the PRC. In line with our strategic focus on teaching, I&E, and research, in 2016 SET introduced Reader and Professor titles in Teaching, or I&E, in addition to Research. Applicants can evidence one distinct pathway, or strengths from a core and secondary route. Unlike the majority of other Universities, there is no limit to the number of titles awarded.

Support for staff working towards Reader/Professor include workshops and development of a tailored action plan at appraisal.

**Impact:**

- Three BAME staff have been promoted since the criteria were broadened (two Readers, one Professor).

The University has three levels of Professor, with entry at Level 1 on promotion, and the opportunity to progress to Level 2 and Level 3 (“world leader”). In some Schools (e.g. Psychology), progression discussions and target-setting begin immediately after promotion to Level 1. One female Professor in Psychology was promoted to Level 2 through this process in 2018.

**Action:** Progression discussions and target-setting for Level 2 Professor to begin immediately after promotion to Level 1 (**Action 5.1.6**).

Since 2016, 12 female staff have attained Readerships (4 Teaching and Learning; 3 I&E; 5 Research). Men are more likely to attain Readerships through the research route (1 Teaching and Learning; 1 Research with Teaching and Learning; 2 Research with I&E; 14 Research).

Women constitute 33% of Professors (27/83), mostly in STEMM Schools (19). We have given additional Professorial awards to 1 female and 3 males in I&E, and 3 females and 2 males in Teaching and Learning since 2016.

We have addressed gender imbalance on the PRC: 33% (2) female, 66% (4) male before 2019; 50% (4) female, 50% (4) male in 2019. We have appointed a female Chair and administrator; the challenge remains to increase I&E expertise within the Committee.

**Action:** Review membership of PRC to be more reflective of the new progression routes, particularly Innovation and Enterprise (**Action 5.1.7**).

- (iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

## RESEARCH ASSESSMENT EXERCISE 2008

*Table 5-22: Staff submitted or eligible for submission to Research Assessment Exercise 2008.*

RAE 2008	Female			Male			Total		
	n	%G	%T	n	%G	%T	n	%G	%T
<b>STEMM</b>									
Submitted	64	22%	41%	88	29%	56%	158		26%
Not submitted	231	78%	52%	217	71%	49%	442		74%
<b>Total eligible for submission</b>	<b>295</b>		<b>49%</b>	<b>305</b>		<b>51%</b>	<b>600</b>		
<b>AHSSBL</b>									
Submitted	41	17%	29%	88	31%	62%	142		27%
Not submitted	205	83%	53%	198	69%	51%	390		73%
<b>Total eligible for submission</b>	<b>246</b>		<b>46%</b>	<b>286</b>		<b>54%</b>	<b>532</b>		
<b>UNIVERSITY</b>									
Submitted	105	19%	35%	176	30%	59%	300	27%	27%
Not submitted	436	81%	52%	415	70%	50%	832	73%	73%
<b>Total eligible for submission</b>	<b>541</b>		<b>48%</b>	<b>591</b>		<b>52%</b>	<b>1132</b>		

%G: Percent of gender in category

%T: Percent of total in category

Data on gender not declared for nine individuals

RAE 2008 required staff to have 4 outputs, with reductions in certain circumstances (e.g. maternity leave). The pool of eligible staff was balanced (52% male; 48% female), however there was a 15% and 33% disparity in women submitted in STEMM and AHSSBL Faculties respectively (**Table 5.22**). Circumstances were assessed at a sub-discipline level, with inconsistency in application potentially reducing female inclusion.

### REF 2014

We selected staff with 4 outputs of at least 2\* quality (**Table 5.23**). While staff were able to declare personal circumstances to reduce the quantity of outputs, women taking maternity leave or returning to work may have found inclusion more challenging.

**Table 5-23: Staff submitted and eligible for submission to REF 2014**

REF2014 preparation	Female			Male			Total		
	n	%G	%T	n	%G	%T	n	%G	%T
<b>STEMM</b>									
Submitted	72	21	46	83	20	54	155	21	54
Not submitted	273	79	46	322	80	54	595	79	52
<b>Total eligible for submission</b>	<b>345</b>	<b>52</b>	<b>46</b>	<b>405</b>	<b>53</b>	<b>54</b>	<b>750</b>		<b>52</b>
<b>AHSSBL</b>									
Submitted	51	16	39	80	22	61	131	19	46
Not submitted	267	81	49	282	78	51	549	81	48
<b>Total eligible for submission</b>	<b>318</b>	<b>48</b>	<b>47</b>	<b>362</b>	<b>47</b>	<b>53</b>	<b>680</b>		<b>48</b>
<b>UNIVERSITY</b>									
Submitted	123	19	43	163	21	57	286	20	20
Not submitted	540	81	47	604	79	53	1144	80	80
<b>Total eligible for submission</b>	<b>663</b>		<b>46</b>	<b>767</b>		<b>54</b>	<b>1430</b>		

%G: Percent of gender in category

%T: Percent of total in category

The eligible population remained largely balanced (**Table 5.23**) with a 26% increase in the total eligible for submission (22% increase in females; 30% increase in males).

Progress towards reducing gender disparity between RAE 2008 and REF 2014 is evidenced by a 10% uplift in the proportion of women submitted in AHSSBL (39% in REF 2014; 29% in RAE 2008) and a 5% uplift in STEMM (46% in REF 2014; 41% in RAE 2008) (**Table 5.23**). In the interim, we were awarded the HR Excellence in Research award and implemented the Concordat to Support the Career Development of Researchers. However, a significant disparity remained.

## TOWARDS REF2021

### Cumulative Annual Research Assessment (ARA) data

We have peer reviewed research outputs internally and externally for originality, significance and rigour since 2015/16. Gender disparity favours men (10–16% difference), while the eligible population remains gender-balanced (**Table 5.24**).

**Table 5-24: Annual Research Assessment exercise from 2015 onwards**

REF2021 preparation	Female			Male			Total		
	n	%G	%T	n	%G	%T	n	%G	%T
<b>STEMM</b>									
Cumulative ARA	140	29%	45%	169	38%	55%	309		34%
Significant responsibility for research	90	19%	49%	93	21%	51%	183		20%
<b>Total eligible for submission</b>	<b>476</b>		<b>52%</b>	<b>441</b>		<b>48%</b>	<b>917</b>		
<b>AHSSBL</b>									
Cumulative ARA	82	28%	42%	113	39%	58%	195		34%
Significant responsibility for research	39	13%	39%	62	21%	61%	101		17%
<b>Total eligible for submission</b>	<b>290</b>		<b>50%</b>	<b>290</b>		<b>50%</b>	<b>580</b>		
<b>UNIVERSITY</b>									
Cumulative ARA	222	29%	43%	282	39%	55%	512	34%	34%
Significant responsibility for research	129	17%	45%	155	21%	55%	284	19%	19%
<b>Total eligible for submission</b>	<b>766</b>		<b>51%</b>	<b>731</b>		<b>49%</b>	<b>1497</b>		

%G: Percent of gender in category

%T: Percent of total in category

Information on 8 individuals is not available.

### Staff with significant responsibility for research (SRfR)

We defined SRfR as explicit time and resources to engage in independent research, an expectation of role.

**Table 5.24** indicates a significant difference between the number of men (61%) holding SRfR compared to women (39%) in AHSSBL; the balance is nearly equal in STEMM. Positive actions taken to support inclusion of women include supported development of ECRs (see Section 5.3.iii), and female representation on the REF EDI Sub-group.

Women may be less likely to dedicate time to research due to disproportionate teaching and pastoral care workloads. Comments in the GES19 support this view:

*Staff survey data shows that female staff believe they are not valued as much as men ... they may pick up more administrative and student support work ... this is not valued the same as research/teaching in promotions. (Male; Management)*

The University introduced a new WLM in 2018; it is now time to examine whether allocation of activities is fair across genders and roles.

**Action:** Analyse workload allocation/distribution of allocated time for research, teaching, pastoral care, and management by gender and job role to create a more transparent and equitable environment (**Action 5.1.8**).

### 5.3 CAREER DEVELOPMENT: ACADEMIC STAFF

#### (i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Our approach to career and personal development is rated positively in Staff Surveys (**Table 5.25**).

**Table 5-25: Responses to Staff Survey questions on career and personal development 2017-2019**

% Agree	My line manager is supportive of my career aspirations/goals	I have the opportunity for personal growth and development
<b>2017</b>	Not asked	
Male		69%
Female		73%
Gender not disclosed		51%
<b>TOTAL</b>		68%
<b>2018</b>		
Male	83%	78%
Female	82%	77%
Gender not disclosed	64%	57%
<b>TOTAL</b>	79%	74%
<b>2019</b>		
Male	82%	75%
Female	82%	77%
Gender not disclosed	58%	55%
<b>TOTAL</b>	80%	74%

**Note:** Numbers are not available. Percentages with gender details indicate the proportion of people of that gender agreeing to the statement. For example, in 2018, 64% of people who did not disclose their gender agreed with the statement “My line manager is supportive of my career aspirations/goals”.

One member of staff, successful in her applications for both Reader and Professor, described her experience:

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*My line manager has been extremely supportive of my work. He has ensured I have the time, flexibility and academic freedom to develop my research profile. ... He has been, and continues to be, generous with his advice and time. As a mother of four children, I often find I am working to the very last hour of deadlines and he has always ... gone above and beyond to accommodate this.*

---

All staff have access to face-to-face and online learning to support their current role, future career, and well-being. HR webpages and web alerts guide staff towards development opportunities.

In 2017, the University signed up to a learning agreement with the Unite Trade Union, supporting skill development and formal qualifications for our cleaning and catering staff.

Centrally funded courses are booked and recorded on our HR system allowing monitoring of demand and completion rate. An example of this working successfully was General Data Protection Regulation (GDPR) training. Completion was monitored at Departmental level with line managers reminded to prompt staff by HR. 55% Academic and 45% PTAS staff completed training. All training is evaluated and amended accordingly.

Examples of role-specific training include leadership for senior academic and support staff, and manual handling for Estates staff. Staff have access to external CPD activity funded by their School/Service, including conference attendance and support for maintenance of professional registration.

Staff have responsibility for maintaining their personal learning record via the HR system; discussion of this forms part of appraisal.

Development programmes for women include Aurora and Springboard. Following completion of Aurora, nearly half of graduates have gone on to achieve promotions to PL, Reader or Management (**Tables 5.26 and 5.27**). Academic staff are more likely to participate in the programme. Our challenge is to ensure Professional Services staff are aware of this opportunity and are supported to apply by their managers.

**Action:** Targeted support for Professional Services managers to promote the Aurora programme to their teams (**Action 5.3.1**).

**Table 5-26: Participation in the Aurora programme and subsequent promotions 2013-2018**

Type of staff	Number of participants	Number of promotions
STEMM	29	16 (55%)
AHSSBL	10	3 (33%)
Professional services	4	1 (25%)
<b>TOTAL</b>	<b>43</b>	<b>20 (47%)</b>

**Table 5-27: Types of promotion following completion of the Aurora programme**

Level of promotion	Number of people promoted
Management	1
Reader	4
Principal Lecturer	15
<b>TOTAL NUMBER PROMOTED</b>	<b>20</b>

Anonymous evaluation feedback from attendees includes:

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*“the development team at UCLan were great in supporting Aurora– we were all allocated a senior level mentor and received 360-degree feedback and coaching, as well as ... the opportunity to meet a range of staff from the senior team to understand their strategies and career journeys.”*

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*“Aurora not only helped me to think about how to progress my own career, but the help and support I could offer to female students and colleagues.”*

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We have given women opportunity to develop through Springboard for the last 12 years, empowering women in their home and work lives. Participants report positive outcomes, including increased job satisfaction and clarity regarding career choices. Since 2016, 19 academic and 71 professional services staff have completed the training, with anonymous feedback including:

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*“Excellent programme. Came out each time feeling energised and motivated. Feel ready for the future, feel like I have a plan.”*

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We have welcomed inspirational women speakers as part of our AS Lecture series, including Professor Dame Nancy Rothwell (VC, University of Manchester), and Heather Tierney-Moore MBE (Chief Executive, Lancashire Care Foundation Trust).

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

All staff are required to have an interim and annual appraisal, supported by regular one-to-one meetings. All appraisers are encouraged to attend appraisal training. By August 2019, 63% of appraisers (144 women and 226 men) had completed appraisal training.

Feedback on, and uptake of, appraisal is assessed through the Staff Survey (**Table 5.28**).

**Table 5-28: Staff Survey questions relevant to appraisal, 2017 – 2019**

**Note:** Numbers are not available. Percentages with gender details indicate the proportion of people of that gender

% Agree	Have you had an individual appraisal/review /probation discussion in the last 12 months?	Was your appraisal/review /probation discussion useful for you?	My line manager provides me with feedback about my performance	I am happy with the frequency of my one-to-one meetings
<b>2017</b>				<b>Question not asked</b>
<b>Male</b>	86%	74%	80%	
<b>Female</b>	88%	77%	83%	
<b>Gender not disclosed</b>	84%	59%	61%	
<b>TOTAL</b>	87%	74%	79%	
<b>2018</b>				<b>Question not asked</b>
<b>Male</b>	86%	79%	81%	
<b>Female</b>	87%	78%	82%	
<b>Gender not disclosed</b>	84%	60%	66%	
<b>TOTAL</b>	86%	75%	79%	
<b>2019</b>				
<b>Male</b>	80%	80%	77%	78%
<b>Female</b>	85%	79%	76%	80%
<b>Gender not disclosed</b>	84%	57%	54%	63%
<b>TOTAL</b>	83%	77%	74%	77%

agreeing to the statement. For example, in 2017 86% of males agreed with the statement “Have you had an individual appraisal/review/probation discussion in the last 12 months?”.

There is no difference in responses by gender.

Qualitative feedback is gained through regular meetings with the Trades Unions, and peer-group networks. The PL network has held appraisal discussions to share good practice; a recent workshop for researchers and support staff was provided at their request.

**Action:** Conduct qualitative research to gather examples of best practice; use learning to improve the appraisal experience for both appraisers and appraisees and increase take-up to ensure all staff receive this support (**Action 5.3.2**).

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

The Centre for Excellence in Learning and Teaching (CELT) facilitates ongoing development of academic staff with regular training events, an annual conference, and grants for pedagogic inquiry.

CELT provision was re-accredited in September 2018. Advance-HE recommended removing the requirement for staff in roles with limited teaching responsibilities to gain ‘Fellow’. HEA recognition became more achievable for part-time staff: they can now also apply for ‘Associate Fellow’.

Achievement of HEA Fellowship status supports progression from L to SL.

**Table 5-29: Successful accreditation with the Higher Education Academy**

Level	Female	Male
D1 - Associate	78 (66%)	41(34%)
D2 - Fellow	339 (52%)	317 (48%)
D3 - Senior Fellow	24 (75%)	8 (25%)
D4 - Principal Fellow	4 (57%)	3 (43%)

A substantial number of staff have received Higher Education Academy (HEA) accreditation (**Table 5.29**). In 2016/17 we introduced the Academic Professional Apprenticeship as the main route to gaining Fellowship of the HEA and Post-Graduate Certificate in Academic Practice. The first two cohorts include 18 men and 19 women.

As a signatory of the Researcher Development Concordat, we consider career development for researchers ‘beyond the current contract’. We created an online researcher development portal to help staff (including postdoctoral researchers) access resources to support career progression, with provision mapped to the Vitae Researcher Development Framework. We also hold the prestigious HR Excellence in Research award, working towards renewal in 2020.

**Impact:** ECRs and Professors and Readers Forums established in 2018 and 2017.

H&W also has a Mid-Career Researcher Forum – replicating this at University level is planned for March 2020.

**Action:** Introduce a Mid-Career Researchers’ Forum at University level (**Action 5.3.3**).

**Impact:** Three STEMM women securing Fellowships from the Daphne Jackson Trust (enabling talented scientists and researchers to return to research after a break of two or more years for family, caring or health reasons) now have posts at the University (**Figure 5.3**).



**Figure 5.3: Daphne Jackson Trust Fellowship holders: Nicola Jones, School of Physical Sciences and Computing, Yogita Patil-Sen, School of Pharmacy and Biomedical Sciences; and Xutao Deng, School of Medicine**

Central to career progression is ensuring applicants understand what is required of them. Workshops offered to prospective Professor and Reader candidates provide practical advice and

guidance on what constitutes a strong application. HR notify Heads of School when Lecturers are approaching the transition point for SL, allowing development activity to be aligned with progression criteria.

We have strengthened feedback mechanisms for staff applying for promotion. Executive Deans attend PRC meetings, provide written feedback, and meet with unsuccessful applicants to discuss evidence gaps, development needs, and a re-application timeframe. The agreed progression plan is monitored via appraisal and regular review meetings.

A similar process is in place for staff unsuccessful when applying for SL. Informal feedback suggests new and aspiring Professors and Readers would welcome mentoring in addition to appraisal.

**Action:** Explore with College of Professors and Readers opportunities to develop mentorship for new and aspiring Professors and Readers (**Action 5.3.4**).

### 5.5 FLEXIBLE WORKING AND MANAGING CAREER BREAKS

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the institution offers to staff before they go on maternity and adoption leave.

In comparison with the sector, we have generous entitlements for maternity and adoption leave to properly support and empower staff: 13 weeks full pay, 13 weeks half pay plus statutory maternity pay, and 6 months unpaid leave.

Staff notify their manager and HR as soon they become pregnant or plan to adopt. They are assigned an HR Advisor and meet to discuss entitlements, including time off to attend antenatal appointments or pre-adoption meetings.

Managers carry out a pregnancy risk assessment and discuss anticipated dates and duration of leave, how staff may like to use Keeping in Touch (KIT) days (see below in Section ii), and how workload will be covered.

In 2018, we conducted qualitative research with 11 female participants into perceptions of support before, during and after maternity, paternity and adoption leave, flexible working, and support for those with caring responsibilities, to inform procedures and practice.

Participants felt the Maternity, Paternity and Adoption Procedure was easy to access, providing clear signposting. Information about the Tax-Free Childcare scheme was less well known.

**Action:** Extend the qualitative research to include a wider range of staff, including men (**Action 5.5.1**).

**Action:** Provide information on the Government's Tax Free Childcare Scheme in HR meetings with staff planning maternity, paternity or adoption leave (**Action 5.5.2**).

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the institution offers to staff during maternity and adoption leave.

We offer 10 annual, optional KIT days at full pay to enable staff to keep professionally updated and maintain communication. We have no data on uptake of KIT days: this is necessary to assess whether staff using these days are more likely to satisfactorily adjust after returning to work.

**Action:** Introduce formal monitoring of KIT days and evaluate whether uptake is linked to return and length of time in post following return (**Action 5.5.3**).

Feedback from the qualitative study suggested employees would like line managers to discuss how they would like to keep in touch during leave. For some, checking work emails was daunting: text was preferred.

The ability to have some 'control' over arrangements for leave and return was valued. Positive experiences tended to occur in teams where maternity leave was more common and line managers were experienced in supporting staff:

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*"My manager had done Matleave a few years ago and she knew what it was like ... Makes you feel supported."*

---

**Action:** Update the Maternity, Paternity and Adoption Procedure to include the need for line managers to discuss how employees would like the University to communicate with them during their leave (**Action 5.5.4**).

**Action:** Enhance on-line guidance for inexperienced line managers through a podcast with line managers experienced in supporting staff taking maternity, paternity, or adoption leave (**Action 5.5.5**).

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Flexible working options including phased return through using accrued annual leave, or temporarily reducing working hours. Duties are discussed with managers and adapted during a readjustment period.

One participant in the qualitative study reported a positive experience:

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*"I was given breathing space when I returned to work. A timetable was produced by my supervisor with meetings booked in with colleagues, ... and time for mandatory training." (Member of Professional Services)*

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Experiences were not uniformly positive, with some staff reporting no settling in period:

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*"Was supposed to have a gentle re-introduction after maternity but came back at busy/crazy time and 'hit the ground running'." (Member of Professional Services)*

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The qualitative study found the best return experience included pre-arranged plans and workload building over time.

**Action:** Introduce a "return from career break/new start" research allocation, phased over two years, to minimise research work being "squeezed" by other demands on return to work (**Action 5.5.6**).

Qualitative participants shared a positive experience of the transition from full-time to part-time working, in most cases securing the requested working pattern or an acceptable compromise.

The 2019 Staff Survey suggested men are more likely to feel supported when returning (79% women; 92% men); S&T had the widest gap (46% women; 90% men).

**Action:** Investigate reasons for variations across Faculties in perceptions of support when returning from extended absence through qualitative research, beginning with Faculties with the widest gap (**Action 5.5.7**).

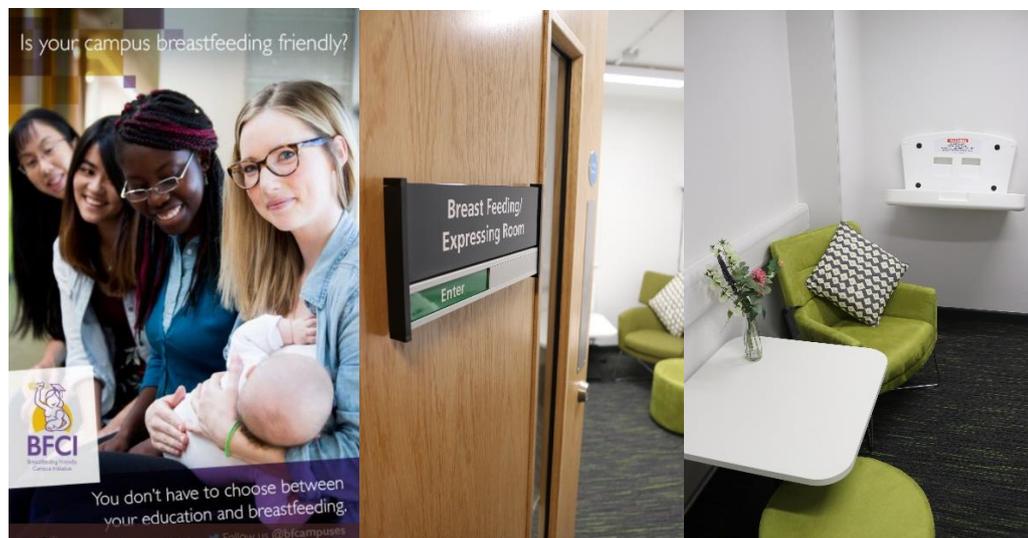
CH&M achieved “Baby Friendly Initiative” (UNICEF) accreditation for Health Visiting and Midwifery courses in 2016 and 2018. This includes significant investment in breastfeeding facilities and ensuring a supportive environment for breastfeeding mothers.

**Action:** Work towards UNICEF *Achieving Sustainability Standards* (requiring the University to demonstrate innovation in order to improve outcomes for students and staff) by March 2021 (**Action 5.5.8**).

The *Guidance on Supporting Breastfeeding Employees* procedure includes provision of additional break time. It states employees may breastfeed or express milk in all public places on campus.

**Impact:** Two new breastfeeding/expressing rooms provided across the campus in 2018/19, bringing the total to three (**Figure 5.4**).

**Action:** Include new breastfeeding locations within the Maternity, Paternity and Adoption Procedure and run a communications campaign for staff and managers to raise awareness of the breastfeeding policy and the location of breastfeeding rooms (**Action 5.5.9**).



**Figure 5.4: Breastfeeding Friendly Campus Initiative and one of the new Breastfeeding/expressing rooms**

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

**Table 5-30: Academic Staff: maternity leave taken and maternity return rate 2015/16-2017/18**

Academic staff	Maternity leave taken	Returned	Contract ended/not renewed	Return rate
2015/16	25	22	0	88%
2016/17	15	15	0	100%
2017/18	17	17	0	100%

**Table 5-31: Professional, technical and support staff: maternity leave taken and maternity return rate 2015/16-2017/18**

Professional, technical and support staff	Maternity leave taken	Returned	Contract ended/not renewed	Return rate
2015/16	24	22	1	91%
2016/17	25	25	0	100%
2017/18	21	20	1	95%

Tables 5.30 and 5.31 show return rates are very high for both academic and PTAS staff, concurring with positive experiences of support in the qualitative study:

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*“This is the first work place which has effectively 'graded' my return to work which I think is brilliant being an occupational therapist. My colleagues have repeatedly ask if there was anything I needed or how I'd like to work as I returned.”*

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(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution’s paternity package and arrangements.

Data are not presented by grade as numbers are low.

We have a Shared Parental Leave scheme: women wishing to return to work may transfer up to 50 weeks outstanding leave to a partner.

Any employee whose partner gives birth can take one week’s paternity leave regardless of length of service. Employees with 26 weeks' continuous service can choose between taking either one week’s leave as above, or two weeks' occupational paternity leave after the baby is born.

**Table 5-32: Academic, Professional, technical and support staff: paternity leave taken 2015/16 – 2017/18**

	2015/16	2016/17	2017/18
Academic staff	11	18	9
PTAS staff	20	19	18
<b>TOTAL</b>	31	37	27

**Table 5-33: Academic, Professional, technical and support staff: parental leave taken 2015/16 – 2017/18**

	2015/16		2016/17		2017/18	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Academic staff	0	0	0	0	1	0
PTAS staff	6	0	2	0	1	0
<b>Total</b>	6	0	2	0	2	0

Adoption leave was taken by only 4 PTAS staff between 2015 and 2018; paternity and parental leave was taken by academic and PTAS staff (**Tables 5.32 and 5.33**). Parental leave was only taken by women.

**Action:** Ensure all staff are aware of, and have access to, all planned leave schemes, including those for paternity and adoption; investigate reasons why men are less likely to take parental leave (**Action 5.5.10**).

(vi) Flexible working

Provide information on the flexible working arrangements available.

Flexible Working and Special Leave Schemes are managed locally and currently no data is collected on take-up. Less than 5 people have used the Career Break Scheme during the period.

In the 2019 Staff Survey, 92% of women and 93% of men responded positively to the statement “Flexible working is supported in my School/Service”. 375 women and 140 men have changed their contractual hours during the period. The qualitative study, however, revealed some perceived inconsistency around how the University applies flexible working: some line managers were perceived as more willing to promote this than others.

Given the variety of experiences, we need to raise awareness of flexible working and collect data on uptake to ensure equity of access.

**Action:** Monitor uptake of formal and informal flexible working and promote flexible working options for both academic and PTAS staff. Ensure line managers understand and promote flexible working (**Action 5.5.11**).

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Challenges exist as there are no formal policies for transition to full-time hours. Options are discussed with managers and may include an early finish for school pick-ups. We have no data indicating whether staff face difficulties transitioning to full-time working.

**Action:** Identify need for support around part-time working, transition from part-time to full-time working, and vice versa (**Action 5.5.12**).

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

UCLan has a pre-school centre with an 'Outstanding' OFSTED rating for staff and students, and places for 90 children aged from 6 months to 4 years. Information is available online. However, demand outstrips supply.

The Women's Staff Network raised the issue of car-parking permits for carers of primary age children.

To enable staff with childcare or other caring responsibilities to access career-building activities, the new VC has set up a central fund to support additional expenses (e.g. extended childcare).

**Action:** Provide staff with information about pre-school centre, and also include link to Lancashire County Council website on childcare providers in Lancashire to staff planning maternity, paternity, or adoption leave (**Action 5.5.13**).

**Action:** Progress priority car-parking permits for those who need to drop off children before arriving on campus (**Action 5.5.14**).

**Action:** Provide a central fund to support staff with additional work-related childcare or caring costs (**Action 5.5.15**).

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

Arrangements are managed locally, with no guidance available for managers. Participants in the qualitative study viewed this as surprising:

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*"I expected there to be a caring policy – there's one for everything else."*

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There is room for improvement in accommodating requests:

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*"Initially UCLan wasn't very supportive at all ... I am now allowed to do the working hours I need to, but it was a bit of a fight and it felt like it shouldn't be."*

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**Action:** Produce a Carers Procedure and guidance for managers and staff. Disseminate using internal communications (Round Up), EDIC and SOUL Sharepoint sites (**Action 5.5.16**).

## 5.6 ORGANISATION AND CULTURE

### (i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution



**Figure 5-5: The UCLan Values and examples of SharePoint for sharing good practice**

UCLan is values-driven (**Figure 5.5**). Our inclusive values were endorsed in 2017 following staff and student consultation and reflect strategic commitment to equality of access and opportunity for all (Institutional Strategy 2015-2020). They are embedded into induction and appraisal.

**Impact:** Significant improvements in internal communications (**Figure 5.5**) to embed our Values including:

- EDIC site: policies, practices, charter marks, staff networks
- SOUL site: staff health and wellbeing

Examples of active consideration of equality and inclusivity include:

- Advance HE EIA template adopted in project, event and curriculum development; 66% of School EDI leads trained in EIA
- Learning and Teaching Strategy (2017): Accessibility in Learning and Assessment theme
- Staff Network Groups: empowered to raise issues with senior leadership through EDEG, e.g. car-parking for carers of primary age children (**Action 5.5.14**)

**Action:** Underpin projects, events and curriculum development by embedding EIAs into the planning process through trained School EDI Leads and the EDIC manager (**Action 5.6.1**).

**Table 5-34: Responses to 2019 Staff Survey and GES19 on values and culture**

2019 Staff Survey	Female N (%) Agree	Male N (%) Agree
I am aware of UCLan values	(98%)	(97%)
The culture at UCLan is reflective of our values	(68%)	(67%)
UCLan respects people equally regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation	(95%)	(94%)
Are you currently being harassed or bullied at work?	(3%)	(5%)
Have you felt discriminated against at work in the last 12 months?	(8%)	(7%)
<b>2019 Gender Equality Survey</b>		
It is made clear that unsupportive language and behaviour are not acceptable	137 (42%)	70 (45%)
Inappropriate images that stereotype women or men are not acceptable in my area of work	220 (67%)	114 (73%)
I have experienced a situation(s) where I have felt uncomfortable because of my gender	59 (18%)	10 (6%)
I understand the University's reasons for taking action to embed the Athena SWAN principles across policies and practice	200 (61%)	89 (57%)

**Note:** numbers are not available for the 2019 Staff Survey

Staff Survey and GES19 findings (**Table 5.34**) reveal we have not yet achieved a fully inclusive and non-discriminatory culture:

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*“Some senior colleagues sometimes use inappropriate language or express inappropriate attitudes about women, but I am not aware of any discriminatory actions or practices in my area” (Male; Academic)*

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*“Rarely do I feel excluded in professional meeting environments though I have when involved with some schools where ... a 'lad culture' prevails” (Female; PTAS)*

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*“The University has developed a bullying culture over the past few that was not there a decade ago. It is slowly reversing the process now, but it will take time to develop an open culture again” (Prefer not to say; Academic)*

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**Action:** The VC will chair a new Staff Survey Action Group (including responses to the GES19 on bullying, harassment, discrimination, support, language, respect) to examine staff experiences, raise awareness of HR equality policies, and work on positive action to collectively improve our culture (**Action 5.6.2**).

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

Policies are introduced at induction and available on Sharepoint. Faculty Executive Deans and Service Directors meet monthly with dedicated HR business partners at FET to share policy updates and monitor implementation. Issues are actioned at School level. HR business partners meet bi-monthly to ensure consistency in application across the institution.

HoS and Service Directors monitor uptake of Diversity in the Workplace and UBT training and prompt staff. Since 2016/17, 1327 (58%) women and 927 (41%) men have completed Diversity training, and 571 (61%) women and 355 (38%) men UBT. However, only half of staff are aware of policies on gender equality (**Table 5.35; Action 5.6.2**).

**Table 5-35: Responses to GES19 on HR Policy Awareness**

2019 Gender Equality Survey	Female N (%)	Male N (%)
I am clear on University policies in place in relation to gender equality	170 (52%)	79 (50%)
I am clear where to find the University policies on the staff intranet	185 (57%)	72 (46%)
I am kept informed about gender equality matters that affect me	85 (26%)	43 (27%)

**Action:** Heads of School and Service to report annually on Diversity in the Workplace and UBT completion rates (**Action 5.6.3**).

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

**Table 5-36: STEMM & AHSSBL Executive Deans, Heads of School, and Directors of Service: representation by gender 2016/17 – 2018/19**

		2016/17			2017/18			2018/19		
		Executive Dean	Head of School	Total %F	Executive Dean	Head of School	Total %F	Executive Dean	Head of School	Total %F
STEMM	Clinical & Biomedical Sciences	Male	2F/1M	2F/2M 50%F	Female	2F/1M	3F/1M 75%F	Female	2F/1M	3F/1M 75%F
	Science & Technology	Female	4M	1F/4M 20%F	Female	4M	1F/4M 20%F	Male	4M	5M 0%F
	Health & Wellbeing	Male	3F/2M	3F/3M 50%F	Male	3F/2M	3F/3M 50%F	Male	3F/2M	3F/3M 50%F
AHSSBL	Culture & Creative Industries	Male	3F/2M	3F/3M 50%F	Male	2F/3M	2F/4M 33%F	Female	2F/3M	3F/3M 50%F
	Business & Enterprise*	Female	1F/1M	2F/1M 66%F	Male	3F/4M	3F/5M 42%F	Male	3F/4M	3F/5M 42%F
<b>Directors of Services</b>		10F/5M		66%F	10F/5M		66%F	11F/6M		64%F

\*Lancashire School of Business & Enterprise was restructured in 2017 following the merger of the School of Management and the School of Business, this resulted in one Executive Dean and a number of Directors rather than Heads of School.

At Executive Dean/HoS/Director of Service level the picture is largely balanced, or favouring women (Clinical and Biomedical Sciences; all Services) (**Table 5.36**). The main concern is S&T. The newly appointed Executive Dean has initiated two additional forums with Professors/Readers and PLs to input into strategy and policy to improve equality and diversity. Currently roles are not rotated, posts are indefinite, and recruitment is subject to HGT which can perpetuate inequality. A greater focus on training and mentoring for future women leaders in this Faculty is necessary.

**Action:** Targeted activity in the Faculty of Science and Technology – increase applications for Aurora and Springboard Leadership programmes; explore opportunities for a specific mentoring programme; implement role rotation policy for committees; consider recruiting externally when vacancies arise (**Action 5.6.4**).

(iv) Representation of men and women on senior management committees

**Table 5-37: Senior Executive Team and Board of Governors: representation by gender 2016/17 – 2018/19**

	2016/17		2017/18		2018/19	
Senior Executive Team	3F/5M	37.5%F	2F/5M	28%F	3F/4M	42%F
Board of Governors	8F/7M	53%F	8F/7M	53%F	11F/6M	64%F

**Table 5-38: Faculty Executive Teams: representation by gender 2016/17 – 2018/19**

		2016/17		2017/18		2018/19	
STEMM	Clinical & Biomedical Sciences	5F/4M	55%F	5F/3M	62%F	4F/6M	40%F
	Science & Technology	8F/11M	42%F	7F/12.6M	35%F	6F/13.6M	30%F
	Health & Wellbeing	13F/4M	76%F	14F/4M	77%F	14F/4M	77%F
AHSSBL	Culture & Creative Industries	14F/12M	53%F	14F/11M	56%F	14F/11M	56%F
	Lancashire School Business & Enterprise			6F/4M	60%F	6F/5M	54%F

Female representation on SET and Board of Governors has grown since 2016/17 (**Table 5.37**). During 2018/19 two female Deputy VCs led the institution until a VC was appointed in October 2019. Three Faculties have over 50% female representation (**Table 5.38**), however positive action is required in S&T (**Action 5.6.4**).

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

**Table 5-39: Key internal committees: representation by gender 2016/17 – 2018/19**

	2016/17		2017/18		2018/19	
Academic Board	22F/16M	57%F	19F/17/M	52%F	22F/19M	53%F
Committee for Ethics & Integrity	7F/7M	50%F	11F/5M	68%F	11F/7M	61%F
Research & Innovation Committee	10F/8M	55%F	12F/12M	50%F	16F/14M	53%F
Student Experience & Engagement Committee	13F/10M	56%F	14F/11M	56%F	18F/11M	62%F
Academic Standards & Quality Assurance Committee	16F/9M	64%F	17F/13M	56%F	16F/12M	57%F
Course Planning Committee	5F/8M	38%F	6F/8M	42%F	6F/8M	42%F
Honorary Academic Awards Committee			6F/5M	54%F	6F/4M	60%F

Women have excellent representation on influential committees (**Table 5.39**). Members are either *ex-officio* (there because of their job role), elected through a voting process, or nominated by

another body (e.g. the Students' Union). Each committee has two 'Chair's nominees', enabling redress of EDI imbalance.

(vi) Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

Membership comes under Administrative & Management Activity in the WLM for academic staff. For PTAS staff, it is incorporated in flexi-records. For all staff, committee workload review is conducted during appraisal and ongoing one-to-one discussions with managers. Role rotation is planned in S&T (**Action 5.6.4**).

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

All new and revised policies, procedures and practices are subject to an EIA by the EDIC Manager or School EDI Leads.

**Impact:** AS principles embedded into Appendix 4 – (EE System) of the AQA Manual following analysis of EE profiles and an EIA on the EE nomination and appointment process.

**Action:** Monitor impact/changes to the profile of EEs (**Action 5.6.5**).

(viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The WLM was implemented in 2018; workload discussions are an integral part of appraisals. Consecutive Staff Surveys since 2017 show 70% of female and male staff reported their workload was reasonable, and allocation of work was fair, with findings consistent across gender and contract type. In the GES19, however, only 164 (50%) women and 87 (55%) men agreed work is allocated on a clear and fair basis. Detailed analysis of WLM by gender is required (**Action 5.1.8**).

(ix) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

PTAS staff have core hours (10am-3pm), and work flexi-time. Variations are agreed at local level dictated by business need.

University-level meetings (scheduled between 1pm – 4pm) are confirmed a year in advance. Agendas are flexible to accommodate leaving before 4pm. However, only 59 (18%) of women and 36 (23%) of men agreed key meetings are within core hours in the GES19. We have recently formalised core hours of 9.30am – 4pm for other key decision-making meetings (e.g. FET). This is

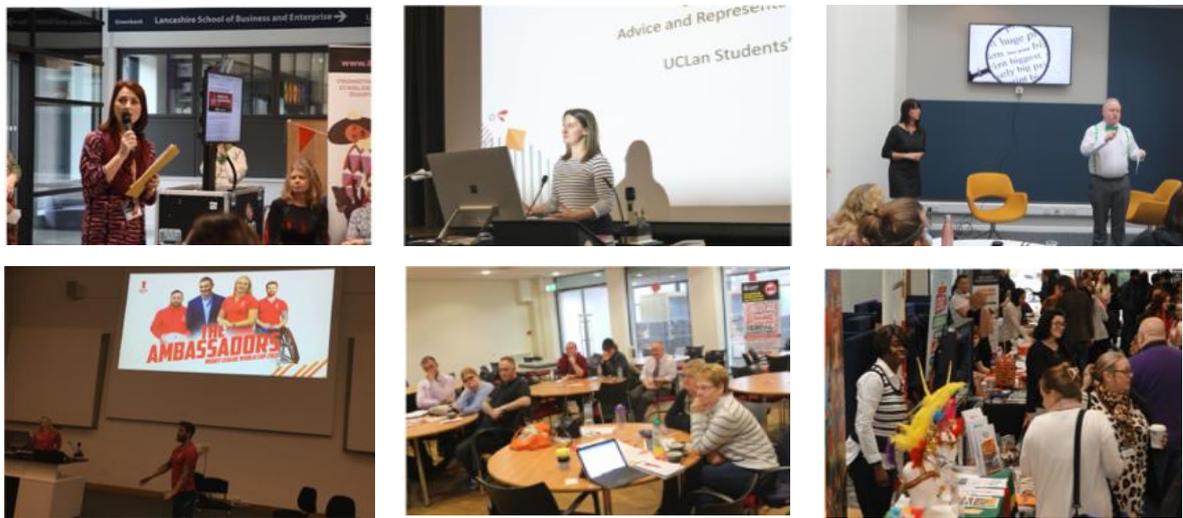
being rolled-out across the University to benefit part-time staff and those with caring responsibilities.

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

Several events promote cultural change and challenge gender stereotypes, including the annual Diversity & Inclusion Festival. Following consultation with EDI Leads, Staff Networks, and colleagues across the University, the 2019 event engaged a wider audience and increased diversity in the programme (**Figure 5.6**).

**Impact:** More than 60 events including film, theatre, international food, and dance delivered by 79 females and 63 males; 934 attendees (gender not recorded).



**Figure 5-6: Examples from the Diversity and Inclusion Festival**

We enjoy celebrating the success of our role models, especially women. In 2017, Professor Lubaina Himid, MBE won the prestigious Turner Prize (**Figure 5.7**). Lubaina continues to be a great inspiration to our students who followed her Turner Prize journey with excitement, and benefit immensely from her creativity and experience.



**Figure 5-7: Professor Lubaina Himid MBE, 2017 Turner Prize Winner**

The annual Winter Celebration recognises staff dedication in helping our students and the University achieve success. The Most Inspiring Leader Award has been awarded to a woman for the last three years (**Figures 5.8 and 5.9**).



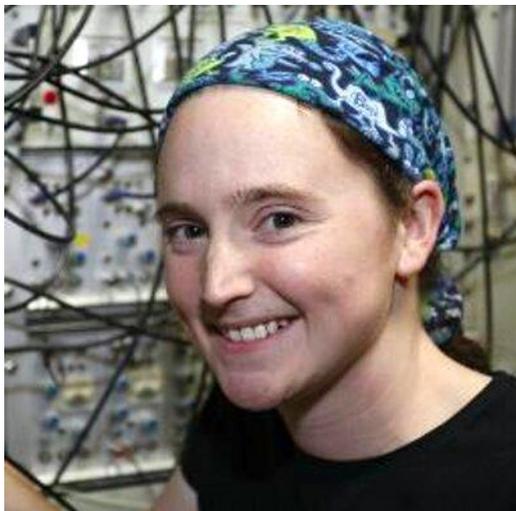
**Figure 5-8: Most Inspiring Leader 2018, Louise McArdle (pictured with Acting Vice Chancellor Lynne Livesey)**

**Figure 5-9: All award winners 2018**

We have an active media presence and comprehensive recording of activities. **Table 5.4.1** and **Figure 5.10** illustrate the scope and influence of our activities since 2016/17, and the prominence of female voices. Colleagues have been empowered to contribute to debates including cyber criminality, the North Korea missile launch, and the worldwide plastic waste crisis.

**Table 5-40: Media Interviews and Coverage Points 2016/17 to 2018/19**

	2016/17	2017/18	2018/19
Number of broadcast interviews	10	21	32
Gender of UCLan spokesperson being interviewed	77%F 23%M	72%F 28%M	59%F 41%M
% spokesperson from STEMM	60%	44%	68%
% spokesperson from non-STEMM	40%	56%	32%
Total number of coverage points from interview across various media platforms	33	87	111
Total number of reactive comments coming from media coverage	18	25	13
% reactive comments made by people from STEMM	78%	76%	92%
% reactive comments made by people from non-STEMM	22%	24%	8%
Gender of person making the reactive comments to the interviews	63%F 37%M	72%F 28%M	58%F 42%M
Total number of coverage points from the reactive comments	40	48	21



**Figure 5-10: Media coverage of STEMM staff**

The Communications and Engagement Team have developed a marketing good practice guide reflecting AS principles; they are conducting a full brand audit to ensure diversity across all marketing platforms.

**Action:** Complete diversity audit on marketing strategy and website, and incorporate recommendations into new website tendering process (**Action 5.6.6**).

(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

We have a strong public engagement portfolio to meet our strategic aim: maximising social, environmental and economic impact locally, nationally and globally.

The flagship Lancashire Science Festival attracts over 12,000 visitors per year, challenging gender stereotypes around STEMM through a strong presence of female scientists. In 2018/19, 94/178 staff and student helpers were female (52.8%); 60% of activities had a female lead.

Our partnership with the Royal Institute Young Scientist Centre offers interactive workshops linked to the school curriculum. In 2017/18, 55% of 1600 pupils were female.

A joint project with the Royal Academy of Engineering to inspire young people under-represented in STEMM, particularly girls, has reached 381 children during 2018/19 through 76 sessions in primary schools, Brownie Guide groups and community centres (164, 43% girls).

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the AS awards.

We have learned lessons from our AS journey since 2014.

All Faculties/Schools have SAT teams with identified leads and a co-ordinated timetable for progressing the AS agenda. A peer review system for AS award applications will be introduced in December 2019.

Support, training and sharing good practice is facilitated through monthly Departmental AS SAT Leads meetings chaired by the EDIC Manager.

We have commitment from the new VC to improve data systems to enable annual monitoring of our Action Plan, and support AS applications.

We have recorded a series of male advocacy videos, led by the VC. These have been designed to communicate the value of AS work, the importance of embedding AS principles across all our systems, policies and practices, and that AS work is everyone's responsibility. The videos will be hosted on the University Athena SWAN webpage.

**Action:** Increase number of Athena SWAN reviewers and introduce a peer review system to support Faculty/School submissions (**Action 5.6.7**).

## 6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: **ACTUAL 491** | Silver: 500 words

### (i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

We are committed to being a safe, inclusive workplace for staff of all gender identities. In 2017, Trans guidance was developed setting out a framework for how we support Trans staff. This was produced in consultation with transgender staff, local LGBT support groups (including Chrysalis), Trades Unions affiliated with UCLan, the Students' Union and Stonewall.

During gender transition, staff receive personalised support from a designated HR Manager. The HR Manager assists with processes such as updating University records. A nominated person in IT Services is responsible for changes to IT systems to maintain confidentiality.

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*"I joined UCLan as a new staff member at the same time that I socially transitioned. It was not entirely without difficulty, but from the first there was uncompromising support from my line manager and their manager, and a specified HR colleague with whom I could speak when needed." – Staff member*

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HR also develop a wellbeing plan and provide links to Trans support groups. Trans staff can also access the LGBT+ Staff Network, which offers peer support and social events. The next event is a visit by racing driver and transgender activist Charlie Martin.

We honour our commitment to creating a safe, inclusive environment by providing educational opportunities on Trans awareness to all staff as part of mandatory EDI training. In addition, face-to-face training and on-line resources promote understanding of how to support Trans staff and students. All staff are encouraged to participate in our annual Diversity and Inclusion Festival, which last year focused on Trans\* solidarity. The SU also hosts NHS Gender Identity Service drop-in sessions for Trans people and allies. Finally, our Dignity at Work Policy highlights procedures in place should Trans staff experience bullying/harassment in the workplace. These practices and polices help us to be a workplace welcoming and celebrating diversity.

### (ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

Monitoring systems are in place to ensure that our Trans-friendly work policies/procedures are effective. Annual Staff Survey results are analysed by protected characteristics to highlight any issues facing specific groups. Trans staff can discuss issues with their Line Manager, HR or the LGBT+ Staff Network. Network Co-Chairs can take issues to senior management via EDEG.

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*"On the rare occasion I didn't feel accepted, I was able to go to my senior colleagues for support, a non-judgemental ear, and some gentle advice. This issue is now largely in the past for me and I am very happy to say 'thank you' to UCLan for its unconditional support." - A staff member*

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Currently fewer than ten staff identify as Trans and, to date, no Trans staff have reported harassment/bullying issues. However, we note that lack of data indicating negative/discriminatory

behaviour does not necessarily mean it does not exist. Additional monitoring to assess the impact of Trans-friendly initiatives is needed.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

We are committed to supporting Trans staff, and providing an inclusive campus for everyone. We will monitor the impact of our initiatives to create a Trans-friendly working environment through the annual Staff and Gender Equality Surveys.

**Action:** Train counselling staff in mental health support for Trans people (**Action 6.1**).

**Action:** Promote an inclusive campus environment for prospective, current and former staff and students including a Trans Safe Space kit (badges, email signatures, flags, posters etc.) (**Action 6.2**).

**Action:** Work with the Students' Union to increase confidence in the reporting process for Trans harassment/bullying and Hate Crime (**Action 6.3**).

## 7. FURTHER INFORMATION

**Recommended word count: Bronze: 500 words | Silver: 500 words**

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

## 8. ACTION PLAN

## ACTION PLAN

<p><b>Note:</b> For each action, we have named the person responsible, and the key group through which the action will be progressed</p> <p><b>Key to “significant progress since 2014” column:</b> <b>Green</b> – very good progress; <b>Amber</b> – reasonable progress; <b>Red</b> – inadequate progress</p>									
Ref	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs/ milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome	Priority	Significant progress since 2014 submission
<b>3.</b>	<b>Development of the SAT</b>								
3.1 (p19)	Athena SWAN is a standing agenda item on all UCLan decision-making groups and networks (see page 19) with SAT members reporting on progress.	To ensure the sustainability of the Athena SWAN award and principles, and progress the action plan collectively across institutional infrastructure	1. Two-way communication between SAT and key groups  2. Review process of collective progressing of actions	Nov 2019 meetings	Review annually	Lois Thomas, Athena SWAN Project Manager  SAT	Annual review undertaken of the progress of actions and collective working/communication through institutional infrastructure	High	Active Institutional SAT with full representation across institution
3.2 (p20)	Conduct a Gender Equality Survey and analyse any gender-related differences	To elicit staff opinions on topics relevant to Athena SWAN principles	Survey conducted and interpreted in September 2019 and annually thereafter	Sept 2019	Repeat survey annually in Sept	Leona Trimble, Athena SWAN Ambassador  Equality & Diversity	Enhance alignment with Athena SWAN principles year on year  Reduce gender and broader diversity-related differences	Medium	Staff Survey outcomes available and analysed by gender and broader diversity characteristics at institutional and

**Note: For each action, we have named the person responsible, and the key group through which the action will be progressed**

**Key to “significant progress since 2014” column: Green – very good progress; Amber – reasonable progress; Red – inadequate progress**

Ref	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs/ milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome	Priority	Significant progress since 2014 submission
						Executive Group			Departmental levels, informing Faculty and Departmental action plans
3.3 (p20)	<p>Evolve Institutional SAT to ensure it is dynamic, effective and fit for purpose</p> <ul style="list-style-type: none"> <li>- Open and transparent recruitment process</li> <li>- Post-submission continuation meetings with continual monitoring and reviewing of processes</li> <li>- Engage staff &amp; student community in EDI discussions</li> </ul>	<p>Ensure we have learnt lessons from the past</p> <p>Need to embed Athena SWAN principles into our practices, systems, processes and culture to ensure sustainability</p>	<p>SAT membership and function reviewed annually</p> <p>Continuation meetings scheduled</p> <p>Wider consultation at Faculty/School /Service level</p>	Dec 2019	Review annually in Dec	<p>Nigel Harrison, Athena SWAN Institutional SAT Chair</p> <p>SAT</p>	<p>Continuing engagement with Athena SWAN principles</p> <p>Development of new understanding of EDI issues</p> <p>60% of our Action Plan delivered by December 2020</p> <p>Membership evolves, incorporating staff strengths and interests and the undergraduate and</p>	High	Dynamic, representative SAT with strong leadership

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							postgraduate student voice		
3.4 (p20)	Work with University Management Information Team & HR Management Team to ensure the integrity of staff data and its fitness for purpose, i.e. monitoring alignment with Athena SWAN principles	To enable identification of trends, progress and further actions required	1. Review of Management Information Systems (including HR) to align with data required for Athena SWAN  2. Annual collation, interpretation and report of data to SAT	Started	Review annually in Jan	Rebecca Hewitson, Human Resources Manager  Management Information System Group	Enhanced systems that are “fit for purpose” in terms of generating data for Athena SWAN reporting	Medium	Investment in a data warehouse and data visualisation tool (Tableau)  These will provide an environment where all staff have access to a self-service dashboard  HR and Planning & Insight worked together to develop common set of data requirements

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3.5 (p20)	Continuation of Athena SWAN Project Manager and Ambassador Posts (0.4 WTE)  All UCLan and Faculty/School SAT members have AS work included in their workload allocation and promotion discussions	Dedicated posts required to take forward our Action Plan, with allocation in workload model and staff recognised and rewarded	Senior individuals in post with defined roles  AS work included in workload allocation and promotion discussions	Started Feb 2019	Review annually in Feb	Nigel Harrison, Athena SWAN Institutional SAT Chair  Senior Executive Committee	60% of our Action Plan delivered by December 2021	High	New action for 2019
3.6 (p20)	Deliver training and mentoring programmes to support Faculty/School Athena SWAN Leads	Institutional focus on re-gaining Athena SWAN accreditation and Departmental accreditations  Some Faculty/School SAT Leads new to the process	Training and mentoring for new SAT Leads	May 2019	Review annually in May	Linda Tompkins, EDIC Manager	Co-ordinated submission timetable  At least two additional Faculties/Schools with AS Bronze awards by November 2020	Medium	Departmental SAT Leads group with terms of reference established May 2019 and meeting monthly

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3.7 (p20)	Network with other local and national Universities, and Advance HE networks (e.g. North West Athena SWAN Network)	To share good practice and learn from others	Networking activities documented and presented annually to SAT	Started Feb 2019	Review annually in Feb	Lois Thomas, Athena SWAN Project Manager  Linda Tompkins, EDIC Manager	Active engagement and learning from networking and attending organised Advance HE events	Low	Advance HE workshop on EIA  AS Lecture Series & guest speakers sharing inspirational practice
<b>4.1</b>	<b>Academic and research staff data</b>								
4.1.1 (p22)	Review process of recruiting at Professor level, acknowledging that women’s careers may be non-linear, and encouraging flexible working patterns to attract a wider pool of female applicants	Men more likely to be appointed to externally advertised posts	Encourage potential candidates to engage pre-application by attending open days, visits, and skype/zoom calls  Flexible working	January 2020	Review annually in Jan	Gill Bruce, Human Resources Manager	Gender balance in appointments to externally advertised Professor posts by 2024	Medium	New action for 2019

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			patterns included in job advertisements						
4.1.2 (p26, 31)	Increase the number of women promoted to Reader/Professor across the institution	Men outnumber women Professors by 22 (32%) to 46 (68%) across the institution	Awareness workshops conducted annually  Appraisal discussions  Development of strategy for gender-sensitive promotion of role models	Started 2016	Review annually in Oct	Gill Bruce, Human Resources Manager  Professorial and Readership Committee	50% increase in the number of women applying for Professor and Reader roles in the 2020 promotion round  30% increase in number of women promoted to Reader/Professor in 2020 promotion round	Medium	Three new routes to Reader/ Professor successfully introduced
4.1.3 (p28)	Continue to monitor the proportion of female and male staff on fixed-term contracts annually	In AHSSBL, women on fixed-term contracts are over-represented	HR Link Managers for each Faculty update Faculty	Started	Review annually in Jan	Gill Bruce, Human Resources Manager	Gender balance in proportion of female and male staff on fixed-term	Low	Significant numbers of women and men moved onto permanent contracts as part of

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		across the period, with some evidence the gap is widening	Executive Teams annually			Faculty Executive Teams	contracts in AHSSBL by January 2021		our initiative to move ALs to indefinite Lecturer posts
4.1.4 (p39)	Embed the practice of completing exit interviews so it becomes a cultural norm - facilitating the routine scrutiny of data, reflection and informed action	Poor engagement with exit interviews during reporting period  Pilot conducted - recommendations presented	Conduct an audit of exit interview uptake and staff feedback annually; report findings to the SAT	Started	Review annually in Dec	Helen Jones, Leadership & Development Manager, with Laura Loftus, Human Resources Officer	Data on reasons for leaving available for interpretation and identification of potential trends  Further actions planned by Athena SWAN SAT	Medium	Pilot completed in 2 Faculties (H&W, CCI Spring 2019)
4.1.5 (p41)	Analyse survey data according to intersection of race/gender	Proportionally fewer female BAME staff at Grade H and above	Analyse data from 2020 Staff survey disaggregated by race/gender  Considered actions and	Sept 2020	Annually in Sept	Debbie Blundell, Human Resources Officer	Findings presented to EDEG in September 2020  Actions and implementation plan developed by December 2020		New action for 2019

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			implementation plan developed by EDEG and added to the AS Action Plan						
<b>5.1</b>	<b>Key career transition points: academic staff</b>								
5.1.1 (p46)	Audit the HGT initiative and the impact on areas of the University where the population is currently not diverse	Concern about impact of HGT where population is not currently diverse	Audit undertaken by HR	Jan 2020	Review annually in Jan	Kate Overend & Heather Churchman, Human Resources Managers	Clearer understanding of impact of HGT on staff diversity  Informed decisions taken to recruit externally	Medium	New action for 2019
5.1.2 (p51)	Amend current Academic Staff Induction Workbook to better meet the needs of Research and PTAS staff  Increase the focus on EDI within Workbook to	Current induction Workbook is not tailored for Research and PTAS staff, and is not sufficiently focused on EDI	Induction Workbook includes tailoring for Research and PTAS staff,	Started June 2019	Dec 2019 and review annually in Dec	Leona Trimble, Athena SWAN Ambassador, with Heather Churchman, Human	2020 Gender Equality Survey shows 85% of staff are happy with induction	Medium	All new staff attend Welcome meeting & You in UCLan  HR leading work on making induction materials and

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	ensure all new staff are aware of our ambition to make EDI central to all we do	Relevant material provided in a range of locations on the intranet	and a greater focus on EDI  Comprehensive HR intranet site for new starters			Resources Manager			activities more inclusive and consistent
5.1.3 (p51)	Publicise institutional mentoring scheme to increase uptake by new starters in their probationary year	Inconsistent approaches to mentoring and buddy schemes.  Missed opportunity to share good practice  Low uptake of Institutional mentoring scheme	Increase the number of mentors  Increase uptake of mentoring opportunities	March 2020	March 2021	Helen Jones, Leadership & Development Manager  Faculty Executive Teams	50% of new starters in 2020 access the Institutional mentoring scheme within the first 12 months of employment	Low	Scheme currently not formalised or promoted widely
5.1.4 (p52)	Audit current probationary practices and collect	Mixed practice across the	Audit conducted	March 2020	March 2021	Helen Jones, Leadership &	Post-implementation re-	Medium	New action for 2019

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	<p>qualitative data on the experiences of new staff and managers to produce recommendations for future action</p> <p>Implement changes to improve probationary practice for all</p>	University, with varying degrees of rigour in following and documenting processes	<p>Qualitative data collected and analysed</p> <p>Recommendations produced</p> <p>Changes implemented</p>			<p>Development Manager, HR</p> <p>Faculty Executive Teams</p>	audit and qualitative research in April 2021 demonstrates high level of satisfaction with processes by new staff and managers		
5.1.5 (p52)	<p>Train managers and appraisers to raise awareness of the criteria for promotion from L to SL</p> <p>Encourage eligible staff to apply</p> <p>Support lecturers through the process</p>	Perception that appraisers not aware of the new evidence-based criteria for promotion from L to SL	Workshops on promotion from L to SL	May 2020	May 2021	<p>Helen Jones, Leadership &amp; Development Manager</p> <p>Faculty Executive Teams</p>	20% increase in people indicating they are aware of promotion criteria in the 2020 Gender Equality survey	Medium	<p>Appraisal guidance enhanced -includes development plans</p> <p>Transparent criteria for L to SL promotion</p>
5.1.6 (p56)	Progression discussions and target setting for Level 2 Professor to begin	Good practice identified in	Appraisal discussions are	Nov 2019	Review annually in Nov	Gill Bruce, Human	50% of female and male Level 1 Professors have	Low	New action for 2019

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	immediately after promotion to Level 1	School of Psychology	progressive, and target-focused			Resources Manager Faculty Executive Teams	targets for attaining Level 2 by November 2020		
5.1.7 (p56)	Review membership of Professorial and Readership Committee to be more reflective of new progression routes, particularly Innovation and Enterprise	Gap in innovation and enterprise expertise identified on the PRC	Membership reviewed, appropriate representatives identified	Dec 2019	Feb 2020	Gill Bruce, Human Resources Manager  Professorial and Readership Committee	A fully representative PRC subject to annual review	Medium	New action for 2019
5.1.8 (p59)	Analyse workload allocation/distribution of allocated time for research, teaching, pastoral care, and management by gender and job role to create a	Gender disparity favouring men  when a selector is applied (i.e. ARA submission or SRfR status), compared to the	Agreement/ support of Executive Deans to conduct audit	Jan 2020	Dec 2020	Nigel Harrison, Rachel Dyer, Melinda Tan, Linden Ball, Lee Threlfall	WLM audit undertaken by gender and job role at School level  Action plan agreed by Faculty Executive Teams	Medium	New workload model introduced in 2018/19

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	more transparent and equitable environment	eligible population  GES2019 comments suggest women are less likely to dedicate time to research due to a disproportionate teaching, pastoral care, and management workload				Work through Faculty Executive Teams			
<b>5.3</b>	<b>Career development: academic staff</b>								
5.3.1 (p61)	Targeted support for Professional Services managers to promote the Aurora programme to their teams	Academic staff are more likely to participate in the programme	Workshops and personal communication with Professional Services Managers	Nov 2019	Nov 2020  Review annually in Nov	Helen Jones, Learning & Development Manager  Professional Services	Annual 10% increase in successful applications from PTAS staff	Medium	20 (47%) of women completing Aurora promoted between 2013 and 2018

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						Leadership Group			
5.3.2 (p63)	<p>Conduct qualitative research to gather examples of appraisal best practice</p> <p>Use learning to improve the appraisal experience for both appraisers and appraisees, and increase take-up of appraisal to ensure all staff receive this support</p>	<p>Staff survey responses show no difference in appraisal feedback responses by gender, and little movement during the review period</p> <p>15% of staff reported not having an appraisal in the 2019 Staff Survey</p>	Qualitative research undertaken	Jan 2020	Jan 2021	<p>Helen Jones, Human Resources Manager</p> <p>Professional Services Leadership Group</p>	<p>Increase of 5% in staff reporting having had an appraisal in the 2020 Staff Survey</p> <p>Increase of 5% in staff reporting appraisal/review/pr obation discussion was useful</p>	Medium	New action for 2019
5.3.3 (p64)	Introduce a Mid-Career Researchers’ Forum at University level	There is currently no Forum to support this group of staff	Mid-Career Researchers’ Forum in place by March 2020	Planning started	March 2020	Trudi Emmens, Training Co-ordinator, Research Services	Mid-Career Researchers’ Forum established with Terms of Reference	Medium	New action for 2019

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5.3.4 (p65)	Explore with College of Professors and Readers opportunities to develop mentorship for new and aspiring Professors and Readers	Informal feedback suggests new and aspiring Professors and Readers would welcome mentoring in addition to appraisal	Discussion with College of Professors and Readers	Jan 2020 meeting	Dec 2020	Lois Thomas, Athena SWAN Project Manager  College of Professors & Readers	Mentoring in place for those who request it	Low	New action for 2019
<b>5.5</b>	<b>Flexible working and managing career breaks</b>								
5.5.1 (p65)	Extend qualitative research to include a wider range of staff, including men	Previous qualitative study included 11 women and no men  Broader view of staff perceptions to inform update of the Maternity, Paternity and	Revised Maternity, Paternity and Adoption Leave procedure  Flexible working guidance for line managers	Jan 2020	Nov 2020	Linda Tompkins, EDIC Manager	10% increase in staff reporting a positive experience in the 2020 Gender Equality Survey	Low	Small qualitative study completed in 2018

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		Adoption Leave procedure, support for those with caring responsibilities, and flexible working guidance for line managers							
5.5.2 (p65)	Provide links / information on government Tax Free Childcare Scheme in HR meetings with staff planning Maternity, Paternity & Adoption Leave	Employees not aware of scheme	Revised Maternity, Paternity and Adoption procedure	Jan 2020	Jan 2020	Rebecca Hewitson, Human Resources Manager	Updated guidance available for all staff on Sharepoint	Low	New action for 2019
5.5.3 (p66)	Formal Monitoring of uptake of KIT days and evaluation of whether uptake is linked to return,	To evaluate whether uptake is linked to return and length of time in post following return	Annual collation of data and presentation to SAT	Started	Annually in July (by academic year)	Rebecca Hewitson, Human Resources Manager	Data on uptake of KIT days and understanding of their impact on rates of return	Medium	New action for 2019

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	and length of time in post following return								
5.5.4 (p66)	Update the Maternity, Paternity and Adoption Procedure to include the need for line managers to discuss how employees would like the University to communicate with them during their leave	Identified as an issue in the qualitative study of maternity, paternity and adoption leave	Revised Maternity, Paternity and Adoption procedure	Jan 2020	Nov 2020	Rebecca Hewitson, Human Resources Manager	10% increase in staff reporting a positive experience reported in the 2020 Gender Equality Survey	Low	New action for 2019
5.5.5 (p66)	Enhance on-line guidance for inexperienced line managers through a podcast with line managers experienced in supporting staff taking maternity, paternity or adoption leave	Support inexperienced line managers through capturing and sharing good practice	Podcast developed and uploaded alongside Maternity, Paternity and Adoption procedure	Oct 2019	Mar 2020	Linda Tompkins, EDIC Manager	10% increase in staff reporting a positive experience reported in the 2020 Gender Equality Survey	Low	New action for 2019
5.5.6 (p66)	Introduce a “return from career break/new start”	Minimise research work	Allocation included,	Sept 2020	Aug 2021	Nigel Harrison,	20% increase in staff reporting a	Low	New action for 2019

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	research allocation to the workload model, phased over two years	being “squeezed” by other demands on return to work  Implemented as good practice in Science & Technology	discussed and transparent within WLM			Rachel Dyer, Melinda Tan, Linden Ball, Lee Threlfall  Work through Faculty Executive Teams	positive experience reported in the 2021 Gender Equality Survey		
5.5.7 (p67)	Investigate reasons for variations across Faculties in perceptions of support when returning from extended absence through qualitative research, beginning with Faculties with the widest gap in female and male responses	Qualitative study findings  Variation identified in 2019 Staff Survey	Include staff from range of Faculties in qualitative research described in Action 5.5.1	Jan 2020	July 2020	Linda Tompkins, EDIC Manager	All Faculties have Action Plan in place to address issues raised in the qualitative research by March 2021	Low	Small qualitative study conducted in 2018
5.5.8 (p67)	Work towards UNICEF <i>Achieving Sustainability Standards</i> by 2021	“Gold standard” stage of UNICEF accreditation	50% target achieved by March 2020	Started	March 2021	Debbie Kenny, Head of School of Community	<i>Achieving Sustainability Standards</i> achieved by March 2021	Low	UNICEF “Baby Friendly Initiative” achieved for select courses

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						Health and Midwifery			
5.5.9 (p67)	<p>Include breastfeeding locations within the Maternity, Paternity and Adoption Procedure</p> <p>Run a communications campaign for staff and managers to raise awareness of the breastfeeding procedure and the location of breastfeeding rooms</p>	Two new locations; staff not aware of locations of rooms	Room location details added to Maternity, Paternity and Adoption Procedure	Dec 2019	Dec 2019	<p>Rebecca Hewitson, Human Resources Manager</p> <p>Sharon Doherty, Healthy University Co-ordinator</p>	New question to assess familiarity with breastfeeding procedure and locations added to Gender Equality Survey 2020	Low	New locations but lack of awareness
5.5.10 (p69)	Ensure all staff are aware of, and have access to, all planned leave schemes,	Uptake of parental and paternity leave appears low	Communicate planned leave schemes and entitlements for new and	Sept 2019	Monitor annually until 2023	Nigel Harrison, Rachel Dyer, Melinda Tan,	2020 Gender Equality Survey shows 90% of staff understand	Medium	Policies updated but not widely promoted

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	including those for paternity and adoption  Investigate reasons why men are less likely to take parental leave	relative to the number of staff	existing staff through website and induction process  Include in qualitative research described in Action 5.5.1			Linden Ball, Lee Threlfall  Work through Faculty Executive Teams  Rebecca Hewitson, Human Resources Manager	entitlements to planned leave		
5.5.1 1 (p69)	Monitor uptake of formal flexible working arrangements  Ensure line managers understand and promote flexible working	Need to raise awareness of flexible working and collect data on uptake of schemes via a “drop down” box on the flexible working request form to ensure equity of access	Ensure all staff are aware of, and have equal access to, opportunities for working flexibly  Flexible working	Sept 2019	Monitor annually until 2023	Nigel Harrison, Rachel Dyer, Melinda Tan, Linden Ball, Lee Threlfall  Work through Faculty Executive Teams	80% of academic and PTAS staff indicate knowledge of formal and informal flexible working arrangements in the 2020 Gender Equality Survey	Medium	100% of flexible working requests which could not be resolved locally were supported by HR in 2017

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			practices agreed locally are measured and monitored			Rebecca Hewitson, Human Resources Manager	Plan developed for addressing inequities in access to flexible working and presented to EDEG in October 2020		
5.5.1 2 (p70)	Identify need for support around part-time working and transition from part-time to full- time working and vice versa	Support needs currently unknown	Include question in Gender Equality Survey in 2020  Action plan developed following the Gender Equality Survey 2020 results	Aug 2019	Ongoing until 2022	Nigel Harrison, Rachel Dyer, Melinda Tan, Linden Ball, Lee Threlfall  Work through Faculty Executive Teams  Rebecca Hewitson, Human	70% of staff who have experienced part-time working and/or transitions report positive experience on 2021 Gender Equality Survey	Low	New action for 2019

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						Resources Manager			
5.5.1 3 (p70)	Provide staff with information about pre-school centre and include link to Lancashire County Council website on childcare providers in Lancashire to staff planning maternity, paternity or adoption leave	Demand exceeds supply for UCLan Pre-School Centre	HR to include in one-to-one meetings with staff planning maternity, paternity or adoption leave	Dec 2019	Ongoing	Nigel Harrison, Rachel Dyer, Melinda Tan, Linden Ball, Lee Threlfall  Work through Faculty Executive Teams  Rebecca Hewitson, Human Resources Manager	70% of staff planning maternity, paternity or adoption leave report knowledge of the pre-school centre and other local providers on the 2020 Gender Equality Survey	Low	New action for 2019

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5.5.1 4 (p70)	Progress priority car-parking permits for those who need to drop off children before arriving onto campus	Issue raised through Women’s Network	Issue raised at EDEG	Nov-Dec 2019		Women’s Network Co-Chairs  EDEG	Priority permits available to apply for in the same way as other permits	Medium	New action for 2019
5.5.1 5 (p70)	Provide a central fund to support staff with additional work-related childcare or caring costs	Staff with childcare or other caring responsibilities may not be able to access career-building activities due to additional caring costs	Central fund in place with transparent application process; data on application and success rates captured and analysed	Dec 2019	June 2020	Rebecca Hewitson, Human Resources Manager	Scheme evaluation shows 70% of successful applicants perceived it to be beneficial to career-building	Medium	New action for 2019
5.5.1 6 (p70)	Produce a Carers Procedure and guidance for managers and staff  Disseminate using Staff Round-up on Internal Communications, and EDIC & SOUL Sharepoint sites	No procedure currently available	Carers Procedure and accompanying guidance produced	Jan 2020	March 2020	Linda Tompkins, EDIC Manager  Rebecca Hewitson, Human	Staff report awareness of the procedure on 2020 Gender Equality Survey	Low	New action for 2019

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Ref	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs/ milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome	Priority	Significant progress since 2014 submission
			Procedure published on HR website			Resources Manager			
<b>5.6</b>	<b>Organisation and culture</b>								
5.6.1 (p71)	Underpin projects, events and curriculum development by embedding EIAs into the planning process through trained School EDI Leads and the EDIC manager	Inconsistency with EIA completion across institution  EIA conducted on EE nomination process resulted in positive action	EIA completion is a formality for new projects, events and curriculum  EIA repository created, and practice shared  Audit of actions from a sample of EIAs, with qualitative follow-up of	July 2019	Ongoing until 2023	Linda Tompkins, EDIC Manager, with HoS & Service	Audit and qualitative follow-up demonstrate positive action relating to EDI	Medium	EIAs completed for all new curriculum developments

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			progress with actions						
5.6.2 (p72)	VC to chair a new Staff Survey Action Group to examine staff experiences and work on positive action to collectively improve our culture	Responses from Staff Survey and GES19	Staff Survey Action Group Meetings	Jan 2020	Review annually in Jan	Lois Thomas, Athena SWAN Project Manager, with the VC	Actions and implementation plan incorporated into AS Action Plan	Low	New action for 2019
5.6.3 (p73)	Heads of School and Service to report annually on Diversity in the Workplace and UBT training completion rates	Greater accountability for completion of essential training	Report produced annually on completion rates	Sept 2019	Review annually in Sept	Heads of School and Service	20% annual increase in completion rates of both types of training	Medium	Completion rates range from 38% to 61%
5.6.4 (p74)	Targeted activity in the Faculty of Science and Technology:  - explore opportunities for a specific mentoring programme for women	Lack of females at senior level of decision-making in Science and Technology: no female Heads of School	Applications from S&T females onto leadership development programmes facilitated	Oct 2019	Review annually	Ian Allison, Executive Dean  Faculty Executive Teams	20% annual increase in applications from females in S&T for leadership development programmes	Medium	New action for 2019

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	- implement role rotation policy for committees  - consider recruiting externally when vacancies arise		through appraisal  Role rotation on committees introduced			Helen Jones, Leadership & Development Manager	Female representation on S&T FET by 2021		
5.6.5 (p76)	Monitor impact/changes to the profile of external examiners	Following EIA, the Athena SWAN principles were embedded into the EE nomination and appointment process	Annual review of external examiner profiles	Aug 2020	Review annually in Aug	Sally Turnbull, Director of Planning and Insight  Academic Standards and Quality Assurance Committee	Gender balanced external examiner profile by August 2021	Low	EIA completed  Athena SWAN principles embedded into process
5.6.6 (p80)	Increase initiatives promoting women in STEMM, e.g. public	Need to promote female STEMM role models	Incorporate recommendations into new website	June 2019	Feb 2020 with on-going monitoring	Leona Trimble, AS Ambassador, with Louise	10% annual increase in outreach and	Medium	Poster campaign  Annual International

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	engagement, events celebrating success  Complete diversity audit on marketing strategy and website	Need to ensure the web site is up-to-date and relevant to the needs of a diverse audience	tendering process			Wilson-Smith, Senior Marketing Officer - Website	events promoting women in STEMM  Continued website evolution to be more representative and diverse		Women’s Day events  Women’s network re-established and led by women in STEMM
5.6.7 (p80)	Increase number of Athena SWAN reviewers  Introduce a peer review system to support Departmental AS Leads and their AS award submissions	Need to drive change and support Departmental AS Leads with their AS work and award submissions	More internal reviewers to be critical friends  Peers identified	Dec 2019	Ongoing until 2023	Lois Thomas, Athena SWAN Project Manager	Departmental submissions meet planned deadlines.  At least 2 additional Faculties/Schools with AS Bronze awards by November 2020	Low	Internal and external critical friends used on successful H&W submission and on this submission
<b>6</b>	<b>Supporting Trans People</b>								
6.1 (p82)	Train counselling staff in mental health support for Trans people	Trans awareness training to build confidence and	Trans people feel their support needs	Jan 2020	Oct 2020	Helen Jones, Leadership &	Annual 20% increase in staff trained	High	Trans guidance developed

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		knowledge of specialist mental health support required	have been met			Development Manager	Positive response to Trans questions on 2020 UCLan Staff and Gender Equality Surveys		Trans Solidarity focus of 2018 E&D Festival
6.2 (p82)	Promote an inclusive campus environment for prospective, current and former staff and students including a Trans Safe Space kit (badges, email signatures, flags, posters etc.)	While fewer than ten UCLan staff identify as Trans, the actual number is likely to be larger	Visible commitment to prospective, current and former staff and students  Distribution of Trans Safe Space kits	Oct 2019	Oct 2020	Linda Tompkins, EDIC Manager	Positive response to Trans questions on 2020 UCLan Staff and Gender Equality Surveys	High	LGBTQ+ staff network offers peer support and social events
6.3 (p82)	Work with the Students’ Union to increase confidence in the reporting process for Trans harassment, bullying and Hate Crime.	No Trans staff have reported harassment/bullying issues, however lack of reporting does	Campus events to promote awareness  SU Pride event	Sept 2019	Aug 2023	SU, LGBTQ+ Staff Network  Linda Tompkins, EDIC Manager	Qualitative research through the LGBTQ+ network relating to confidence in the reporting process	High	Dignity at Work policy highlights reporting procedures

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		not mean it does not exist					for Trans harassment, bullying and Hate Crime		