Athena SWAN Bronze university award application

Name of university: De Montfort University

Date of application: 29 April 2013

Contact for application: Professor Andy Collop

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An Athena SWAN Bronze university award recognises that the university overall has a solid foundation (the policies, practices, systems and arrangements) for eliminating gender bias and developing an inclusive culture that values all staff.

At Bronze university level the focus is on:

- The action already taken and planned which demonstrates the university's commitment at a senior level to the six Athena SWAN principles

- The journey to which the university has committed itself in order to achieve a significant improvement in women's representation and career progression in STEMM, with:

   o An identified starting point

   o The resources needed

   o People to lead and support

   o The means to monitor its progress (e.g. the action plan)

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

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

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

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

Dear Sarah Dickinson,

Application for Athena Swan Bronze Award

As Vice-Chancellor of De Montfort University (DMU) I am proud of our reputation for being a truly diverse university, a status we have worked hard to achieve and maintain. My colleagues on the university's Executive Board and I are personally committed to ensuring there is equality of opportunity for all at our institution, which is why I am giving my full support to this application.

I fully endorse the action plan to achieve Athena SWAN's aims, which was agreed unanimously by our Executive Board, and welcome the opportunity it presents to enhance further our university's values and culture which strive to ensure that all contributions are equally valued, and that equality of opportunity for career progression and development is a reality.

I welcome our on-going work to identify and assess where female staff are under-represented and under-achieving, particularly in Science, Engineering and Technology (SET) subjects. Our Executive Board is committed to making appropriate changes to our policies and practices in order to ensure that all female staff have broad opportunities and appropriate support to advance their careers and achieve a healthy work-life balance.

SET departments across DMU, and our internal Athena SWAN Self-Assessment Group, are working together to ensure that action points that promote gender equality are implemented and that best practice is shared across the university.

Since I became Vice-Chancellor in 2010, DMU has made good progress in supporting women in SET disciplines, and promoting and celebrating their groundbreaking work. A few examples include:

- Professor Joan Taylor, who is developing the world's first artificial pancreas - voted as one of the top five health projects with the potential to make the biggest difference to humankind, by Research UK and Universities UK.

- Dr Sangeeta Tanna, who with her colleague Dr Graham Lawson, has developed a pioneering blood spot analysis test which determines levels of medication in the body and will be used on premature babies and heart patients, saving lives as well as millions of pounds for the NHS.

- Professor Jayne Brown, who has been appointed to lead on the development of a new Centre for the Promotion of Excellence in Palliative Care (CPEP), in partnership with hospice charity LOROS, aiming to transform end-of-life care across the UK.

I take great pride in the success that women at DMU enjoy and support strongly the contribution that women make to our university in terms of research and teaching excellence, and senior leadership.

Since my appointment, the university has established mission and vision statements, which include a commitment to celebrating our rich diversity. In 2011 I also launched a mentoring project for women professors and mentored one of the participants personally. I welcome our action plan's aim to build on this initiative and to roll this out to other women across the university.

Despite the significant progress we have already made in this area, I recognise that there is still much to do, which is why I am keen that DMU continues its close liaison with Athena SWAN in support of the university continuing to build upon its achievements so far. Regular feedback and guidance from Athena SWAN will be crucial in our desire to achieve and maintain high levels of gender equality across all areas of our operation.

De Montfort University places great importance on our achieving Athena SWAN's aims and so I am pleased to present to you our application for a Bronze Award.

Yours sincerely

Professor Dominic Shellard
Vice Chancellor

2. The self-assessment process: maximum 1000 words

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

The Athena Swan Self-Assessment Group comprises 17 people: 10 female. 7 male. The roles of the academic staff on the Group (Professors, Reader, and Senior lecturers) have been to liaise with the Executive Team in their own faculties, to complete the RSC gender equality checklist and individual action plans or statements of intent.

Name	Job title	Link to Faculty/Directorate and Self-Assessment group role	Experience
Rachel Barbrook	**HR Services Team Manager – Statistical and HR Information**	People and Organisational Development HR Adviser to the Group.	I work full-time, but am also mum to two young children and share childcare responsibilities with my husband (who also works full-time). I am able to work a compressed fortnight (9 days worked in 10) for childcare reasons. My experience of work life balance at DMU has been very positive for this reason.
Dr Graham Basten	**Principal Lecturer, Faculty of Health and Life Sciences**	Faculty of Health and Life Sciences Faculty Link	My commitment to Athena Swan stems from a personal belief that all individuals are equal in society and that barriers, covert or overt, must not exist to hinder progress. Prior to joining DMU I had a significant track record in research from high calibre Russell Group institutions, which I augmented at DMU by supporting female colleagues to attain significant internal and external funding for

			Open Education Resources, National Teaching Fellowship Bids, and Postgraduate supervision. Being the father to two small children I believe that my work-life balance is important to DMU
Prof Brian Brown	**Professor of Health Communications, Faculty of Health and Life Science**	Faculty of Health and Life Sciences Faculty Link	I have worked for nearly 30 years in the higher education sector. Outside work, I have also served as a carer for parents, partners and their children with long term health problems, so have first-hand experience of managing complex work and domestic demands. I was involved in the journal *Feminism and Psychology* at its inception in the early 1990s as a contributor and reviewer and has retained an interest in feminism and gender issues subsequently.
Prof Andy Collop	**PVC/ Dean Faculty of Technology & PVC Research and Innovation**	Executive Board Executive Board Champion	I have been employed by DMU for a year and as PVC for Research and Innovation. I am actively seeking to ensure more female staff are involved in research and the REF process. Outside of DMU I like to spend time with my wife and two children, as well as my horses and consider myself to have a positive work life balance as a result.
Fatima Fahr	**Senior Lecturer Faculty of Health and Life Sciences**	Faculty of Health and Life Sciences Faculty Link	I have been involved in Women in Science projects since 1997. My own experience of work life balance is very positive. My needs have been accommodated taking into account having been a single mum and commuting long distance to work. Equally, I feel, my strengths and weaknesses have been recognised and this has been reflected in my roles and responsibilities. I feel I have been fully supported in making the transition from a mathematician into working in the school of pharmacy.
Catherine Flick	**Lecturer in Computing & Social Responsibility; Faculty of Technology**	Faculty of Technology ECR Adviser to the Group	As an early career researcher it is excellent to see DMU's commitment to staff, work, life, and family balance, and to see equality issues tackled head-on in a positive and encouraging way with a particular focus on encouraging women in SET subjects. Although I do not currently have any children, it is relieving to know that in the future when my partner and I start a family that, through these initiatives, I will get the support I need to ensure the impact on my career is minimal.
Ruta Furmonaviciene	**Programme Leader and Senior Lecturer, Faculty of Health & Life Sciences**	Faculty of Health and Life Sciences Faculty Link	Due to successful Athena Swan practices at DMU, I was able to combine my career and family life and gain experience in biomedical science, teaching and course management.
Rachel Higdon	**Senior Lecturer, Academic Professional**	People and Organisational Development	I work across the university with academic staff at all levels. My role is varied - I teach on the PGCert and MA programmes in Higher

	Development (APD)	Academic and Professional Development Adviser to the group.	Education and provide bespoke sessions and networks for staff in the Faculties and Directorates. For the Athena Swan Self Assessment Group, I have supported female professors at DMU through organising a development network. Outside of DMU, I am researching a part-time PhD, work as an independent consultant and have a young family. I therefore find work/life balance a continual challenge.
Dawn Johnston	**Senior Lecturer, Technology Faculty**	Faculty of Technology Faculty Link	My own experience of entering higher education as a mature, single parent has had an extremely positive impact on my life. In the five years that I have worked at DMU I have been able to support my commitment to equality and diversity through my professional role, personal beliefs and life experiences
Dr Ray Kent	**Director of Research, Business and Innovation**	Research, Business and Innovation Directorate Research and development adviser to the group.	I have 10 years' experience as a researcher and 14 years' experience as a research manager. During all of that time I have had a keen interest in researcher development, in part due to my own experiences of 'unequal treatment' when working as a postdoctoral fellow; but also because I have a desire to support others to achieve the best that they are capable of. I have recruited and overseen the work of an Athena Swan project officer while at my previous institution (Loughborough), and am now an active member of the Athena Swan working group at De Montfort University. I currently sit on Vitae's Researcher Development Advisory Group.
Riham Khalil	**Reader in Manufacturing Science, Head of Lean Engineering Research Group, Faculty of Technology**	Faculty of Technology Faculty Link	Joining Athena Swan supports my own personal belief that women can have leader roles, especially in engineering and technology. I have one son who is all my life. I try my best to balance my life between all my research activities and mum duties.
Dr Warren Manning	**Acting Deputy Dean, Faculty of Technology**	Self Assessment Group Chair	I recently joined DMU from a School of Engineering which had achieved a better gender balance through the engagement with Athena Swan Charter. I live with my wife and three of our children, two others have now left home. I am also a grandfather. We are currently in the process of relocating to Leicestershire so my work life balance will improve after this.
Armaghan Moemeni	**Senior Lecturer, Faculty of Technology**	Faculty of Technology Faculty Link	Prior to my academic career, I have worked in various engineering and computing industries as design engineer as well as senior software engineer. I thoroughly enjoy my day-to-day teaching and research activities at DMU and

			on top of that, I have also a young family with a two year old son. I will personally find a way to make that healthy balance in my professional and family life by being positive, proactive and innovative. Also, I have to add that I am about to finish my part-time PhD study soon which will improve this balance!
Dr Christine Nightingale	**Head of Equality & Diversity, People and Organisational Development**	Equality Adviser to the Self Assessment Group	I previously had an academic career spanning 15 years as senior lecturer and researcher in health-related subjects in three UK universities and have experienced the difficulties of juggling a career with taking maternity leave and parenting two children.
Ian Pettit	**Enhancing through Learning Technology Officer based in the Faculty of Technology**	Faculty of Technology Faculty Link and technology adviser to the group	My involvement with the Athena SWAN Self Assessment group stems from my firm belief in equality of opportunity for all. Encouraging participation in SET subjects links closely to my personal beliefs and professional goals in that I do maintain that the appropriate use of technology can serve as an innovative channel to hook learners in and can also provide opportunities to learners who may require a more flexible approach to study. I see the appropriate use of technology as being an enabler to a healthy work/life balance in that technologies can enable us to study at our own pace and in our own locale whilst managing other priorities in life. Away from work I am married but I do not have any children. I do strive to maintain a healthy work life balance by engaging in hobbies and seeing family and friends.
Professor Joan Taylor	**Professor in Pharmaceutics**	Faculty of Health and Life Sciences Faculty Link	My extremely enjoyable academic career benefitted in its early stages from a supporting husband and family, but also from excellent crèche and nursery facilities at another university during my PhD. Following this, however, childcare was a continuous organisational problem. Underpay exacerbated it for years, probably placing undue stresses on the family and risk to both work and home life. I feel that moving from institution to institution is probably less likely for women than for career-minded male counterparts and therefore salary progression may be compromised. As I progressed only slowly up the ranks, others joined or even returned to DMU from some years elsewhere, and were able to shortcut in a way closed to me.
Dr. Craig Vear	**Senior Lecturer Faculty of Art, Design and Humanities**	Faculty of Art, Design and Humanities	Alongside my academic administration roles and the day-to-day administration of teaching I am a father to two small children. Fortunately, the team and line management

		Faculty Link	at programme, school and faculty level provide an immense amount of support: I get the sense that my work-life balance is important to them and feel they encourage a healthy balance.

The group members all share a commitment to addressing gender equality issues across the university, and in particular the SET areas. At least nine of the members have school age, or younger, children and share childcare with a partner or as lone parents. One of the members has taken a flexible working option of working a compressed fortnight to ensure that she has more week time with her children. Three of the senior academics have flexibility to manage childcare through negotiating teaching timetable slots through the timetabling office. It is normal practice for academics to be able to make timetabling requests prior to the beginning of the academic year.

One of the academic staff in the group has been a carer of a partner with long-term health conditions and another has a long-term pain-related health condition and is able to work flexibly and also from home when needed.

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

DMU's enthusiastic Athena Swan Self Assessment Group recruited people who can represent different schools and departments within the three SET faculties. The group has also recruited members who could offer practical solutions to the issues as they were identified, including training and development and, HR policy and procedure.

The group has met at least twice a term to focus on the data and the qualitative evidence.

The self assessment was conducted through a range of methods. Members of the group who worked in faculties were charged with working closely with their faculty executive boards to both complete the RSC Gender Equality Checklist and support their faculties in developing a sustainable commitment to the Athena Swan process. The RSC checklists highlighted, in particular, that faculties wanted to receive better gender data reports in order to identify where women were under-represented, or receiving less support from the university. In doing this the team has identified specific actions from the faculties which have shaped the institutional Athena Swan Action Plan, 2013-2016.

The Group looked at the results of the DMU 2010 Staff Survey and now have the emerging results from the 2012 Staff Survey.

The Self Assessment Group organised an Athena Swan conference in June 2012 where DMU SET staff were involved in small discussion groups through which they identified gaps and proposed actions for the self assessment process and the action plan. In particular, staff highlighted that they wanted: a pathway for research training (***See Action Plan KAA 5)*** and more information on DMU employee benefits during the induction process ***(See Action Plan KAA 8).*** The action plan addresses the need to monitor research training and notes the current DMU activity on developing and launching a new induction process. The self assessment processes led to each of the individual faculties preparing either an Athena Swan statement of intent or a local action plan. The group also held a consultation event in February 2013 with Professor Averil Macdonald from the University of Reading and Athena Swan national panel member.

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

After submission, the team will continue to meet once a term and report to the Executive Board every term. The Self Assessment Group will call for evidence from each of the faculties and action plan owners to monitor progress and offer support to the SET Faculties. Progress against the action plan will be reported into the Equality & Diversity Committee.

The Self Assessment Group will also act as the driver for certain developments such as the annual Athena Swan seminar and related events. The team will also call for a gender specific report once the 2012 staff survey has been completed and analysed. Additionally, it will ask for feedback relating to the SET faculties.

Going forward, DMU's SET departments will be supported by the Athena Swan Self Assessment Group in preparing for individual applications for Athena Swan awards. *(See Action Plan KAA 10).*

Word count 680/1000

3) Description of the university: maximum 1000 words

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

    (i)   List of SET departments

    (ii) Total number of university departments

    (iii) Percentage of SET departments as a proportion of all university departments

De Montfort University is based in Leicester city centre in the heart of a culturally and ethnically diverse community. 45% of our students come from the city and surrounding counties in the East Midlands, 42% come from elsewhere in the UK and 13% are international. Its mission statement is to be "a university of quality and distinctiveness, distinguished by our life-changing research, dynamic international partnerships, vibrant links with business and our commitment to excellence in learning, teaching and the student experience".

Across the four faculties - Art, Design and Humanities, Business and Law, Health and Life Sciences and Technology - we have 26,000 students (2012 data) on either full-time, part-time or distance learning undergraduate and post graduate programmes of study and research. Of these students, 41% are studying or researching SET subjects. The university has 3036 staff: 1426 are academic and 1610 are professional services staff (Nov 2012). The SET departments' academic community is 505 people.

DMU has 13 National Teaching Fellows (6 female) and 33 DMU Teaching Fellows (19 female). The scheme has put women in the spotlight at DMU. Images of National Teacher Fellows are displayed in faculties and central areas. The scheme has high status at DMU. Teacher Fellow Scheme opportunities are highlighted prominently each year on the university website and the staff intranet pages.

DMU is a member of the University Alliance mission group for business-engaged universities and has links with more than 100 international universities enabling collaborative teaching and research. Our research has won national and international awards. 56% of our 1000 research students are within SET departments.

> The university has a total of 24 departments or schools situated in four faculties. Of these, 6 (28%) are SET departments (shown in **bold** type). The approximate number of students in each of the SET departments is noted. N.B. Due to changes in configurations of some departments, the data is approximate).

Faculty of Technology	Students	Female	Male
Computer Technology	864	14%	86%
Engineering	540	6%	94%
Informatics	636	22%	78%
Media Technology	784	19%	81%
Design, Theory and Innovation	57	72%	28%
Institute Creative Technologies	11	36%	64%
Institute Energy and Sustainable Development	181	32%	68%
Music Technology	125	12%	88%

Faculty of Health & Life Sciences	Students	Female	Male
Allied Health Sciences	1018	62%	38%
Applied Social Sciences			
Leicester School of Pharmacy	1164	56%	44%
School of Nursing & Midwifery	2278	89%	11%
Psychology	409	85%	15%

Faculty of Art Design & Humanities	Students	Female	Male
Media and Communication			
Architecture	467	37%	63%
Arts			
Design			
Humanities			
Fashion & Textile			

Faculty of Business & Law

(No SET Depts)

Accounting & Finance	
Human Resource Management	
School of Law	
Politics & Public Policy	
Strategic Management & Marketing	

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

> N.B: we have provided 2011 – 2012 data where this is available. All of the remaining data refers to 2010 – 11 and is clearly labelled.
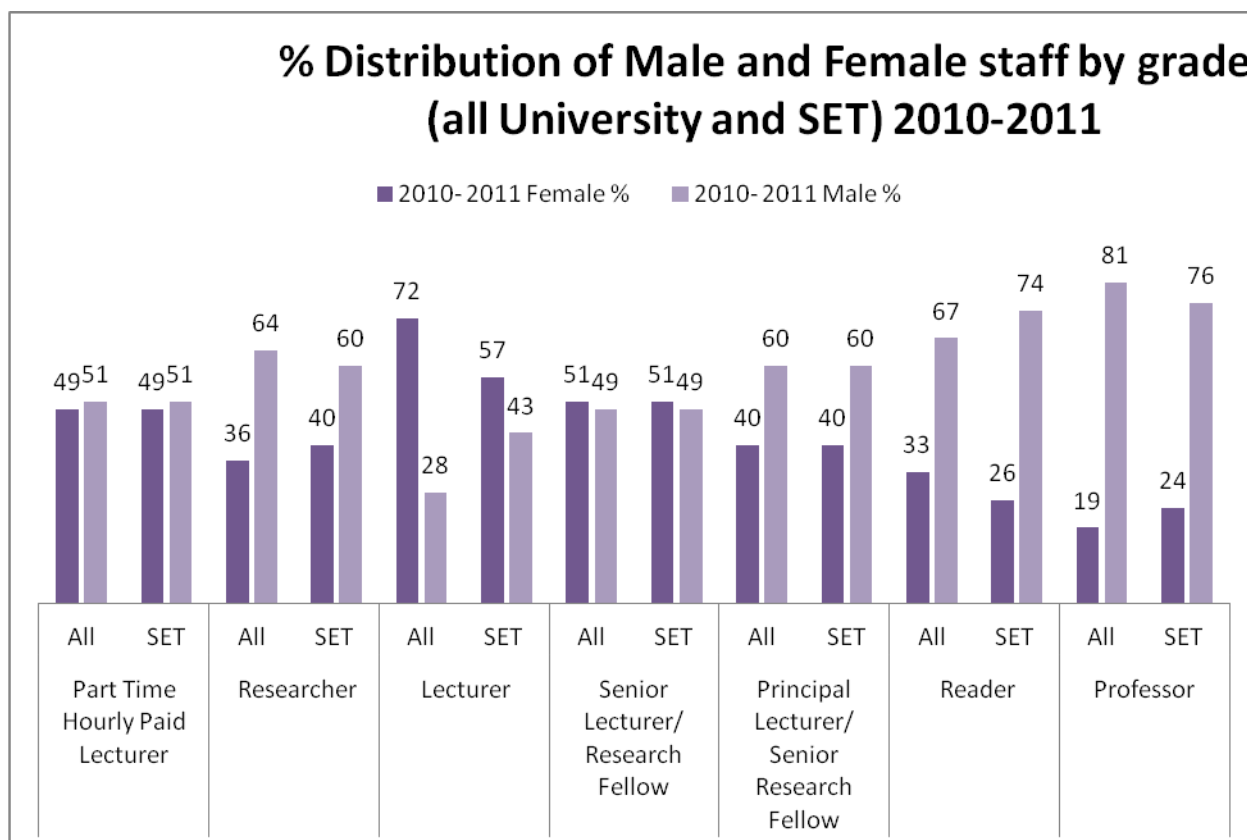
(i) **Female: male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole university and in SET departments. Comment on the main areas of concern on gender balance and plans to address them. For example, is there evidence that women and men are appropriately represented at all levels of the workforce? Are there differences in SET departments?**

		2009/10						2010/11						2011/12			
		Female		Male				Female		Male				Female		Male	
		Headcount	%	Headcount	%			Headcount	%	Headcount	%			Headcount	%	Headcount	%
Part Time Hourly Paid Lecturer	All	269	49	281	51	Part Time Hourly Paid Lecturer	All	241	51	229	49	Part Time Hourly Paid Lecturer	All	194	49	200	51
	SET	76	46	87	54		SET	54	52	50	48		SET	39	49	41	51
Researcher	All	12	44	15	56	Researcher	All	12	30	17	70	Researcher	All	10	36	18	64
	SET	10	50	10	50		SET	12	49	13	51		SET	10	40	15	60
Lecturer	All	29	72	11	28	Lecturer	All	21	63	12	37	Lecturer	All	21	72	8	28
	SET	9	75	3	25		SET	4	44	5	56		SET	4	57	3	43
Senior Lecturer/ Research Fellow F Grade	All	224	49	237	51	Senior Lecturer/ Research Fellow	All	243	50	240	50	Senior Lecturer/ Research Fellow	All	239	51	231	49
	SET	114	48	125	52		SET	120	49	124	51		SET	121	51	118	49
Principal Lecturer/ Senior Research Fellow	All	85	39	142	61	Principal Lecturer/ Senior Research Fellow	All	87	40	136	60	Principal Lecturer/ Senior Research Fellow	All	85	40	128	60
	SET	38	38	61	63		SET	43	39	64	61		SET	39	40	58	60
Reader	All	5	50	5	50	Reader	All	10	36	24	74	Reader	All	15	33	30	67
	SET	4	100	0	0		SET	4	33	12	67		SET	6	26	17	74
Professor	All	15	20	61	80	Professor	All	15	19	64	81	Professor	All	15	19	62	81
	SET	7	18	26	82		SET	8	22	29	78		SET	8	24	26	76

Female:Male ratio of academic and research staff (i) across the university – all and (ii) in SET departments – by headcount and percentage for the period 2009-2012.

Male and Female staff by grade (all University and SET) 2010/11

		2010/11 Female by headcount	2010/11 Male by headcount	2010/11 Female by percentage	2010/11 Male by percentage
Part Time Hourly Paid Lecturer	All	194	200	49%	51%
	SET	39	41	49%	51%
Researcher	All	10	18	36%	64%
	SET	10	15	40%	60%
Lecturer	All	21	8	72%	28%
	SET	4	3	57%	43%
Senior Lecturer/ Research Fellow F Grade	All	239	231	51%	49%
	SET	121	118	51%	49%
Principal Lecturer/ Senior Research Fellow	All	85	128	40%	60%
	SET	39	58	40%	60%
Reader	All	15	30	33%	67%
	SET	6	17	26%	74%
Professor	All	15	62	19%	81%
	SET	8	26	24%	76%

% Distribution of Male and Female staff by grade (all University and SET) 2010-2011

■ 2010- 2011 Female %   ■ 2010- 2011 Male %

	Part Time Hourly Paid Lecturer		Researcher		Lecturer		Senior Lecturer/ Research Fellow		Principal Lecturer/ Senior Research Fellow		Reader		Professor	
	All	SET	All	SET	All	SET	All	SET	All	SET	All	SET	All	SET
Female	49	49	36	40	72	57	51	51	40	40	33	26	19	24
Male	51	51	64	60	28	43	49	49	60	60	67	74	81	76

Women are well represented in lecturer roles and poorly represented at researcher/research assistant roles. Representation of women drops at principal lecturer and senior research fellow grades upwards. In 2011, senior lecturers and senior research fellows f:m ratios were 51:49. This drops to 40:60 at principal lecturer/senior research fellow, and 33:67 (institution) 26:74 (SET) readers and 24:76 at SET professorial level. SET professorial ratios have risen slightly for the third year and now stand at 24:76. We believe actions over the last two years have contributed including using the Athena Swan logo, removing gendered language from job descriptions and person specifications and ensuring that women feature in any advertising images.

We will strengthen recruitment and promotion processes by monitoring application, shortlisting and employment data, ensuring a gender balance on shortlisting and interview panels and thoroughly checking tone and language in job descriptions and person specifications. We will conduct an Equality Impact Assessment on recruitment processes and launch a new recruitment policy in 2013, which will be Equality Impact Assessed. *(KAA 1.1 - 1.8 and KAA 7)*

Reporting and analysis of the distinctions between senior lecturers and research fellows, and principal lecturers and senior research fellows is being improved *(KAA 1.5).*

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

Academic and Research Staff Turnover – 3 year trend

	Faculty	2009-10			2010-2011			2011-2012		
		Female Leavers	Male Leavers	TOTAL Leavers	Female Leavers	Male Leavers	TOTAL Leavers	Female Leavers	Male Leavers	TOTAL Leavers
(1) Researcher	SET	0	1	1	5	0	5	0	0	0
	Other Faculties	0	0	0	0	1	1	0	0	0
TOTAL (1) Researcher		0	0	1	5	1	6	0	0	0
(2) Lecturer	SET	0	0	0	1	0	1	2	0	2
	Other Faculties	1	0	1	0	0	0	2	2	4
TOTAL (2) Lecturer		1	0	1	1	0	1	4	2	6
(3) Senior Lecturer/Researcher	SET	3	4	7	10	14	24	10	3	10
	Other Faculties	1	6	7	10	12	32	6	5	11
TOTAL (3) Senior Lecturer/Researcher		4	10	14	20	26	56	16	8	24
(4) Reader	SET	0	0	0	0	0	0	0	0	0
	Other Faculties	0	0	0	0	1	1	0	0	0
TOTAL (4) Reader		0	0	0	0	1	1	0	0	0
(5) Principal Lecturer/Senior Researcher	SET	1	3	4	3	17	20	1	0	1
	Other Faculties	2	4	6	9	17	26	1	2	3
TOTAL (5) Principal Lecturer/Senior Researcher		3	7	10	12	34	46	2	2	4
(6) Professor	SET	0	0	0	0	6	6	0	3	2
	Other Faculties	2	2	4	3	5	8	2	2	4
TOTAL (6) Professor		2	2	4	3	11	14	2	5	7
TOTAL		10	20	30	41	73	114	24	17	41

2009/10 - 30 academic staff left.
2010/11 - 114 left (due to voluntary severance scheme).
2011/12 - 41 left (24 female : 17 male).
Highest loss of women (and men) was at senior lecturer/researcher grades.
2011-12 was the only year where more women than men left this grade (16 female : 8 male). Of the 2011 academic population this is a turnover of 3.27% (a stability index of 96.73%). Female turnover was 7.3% - male turnover was 2.5%.
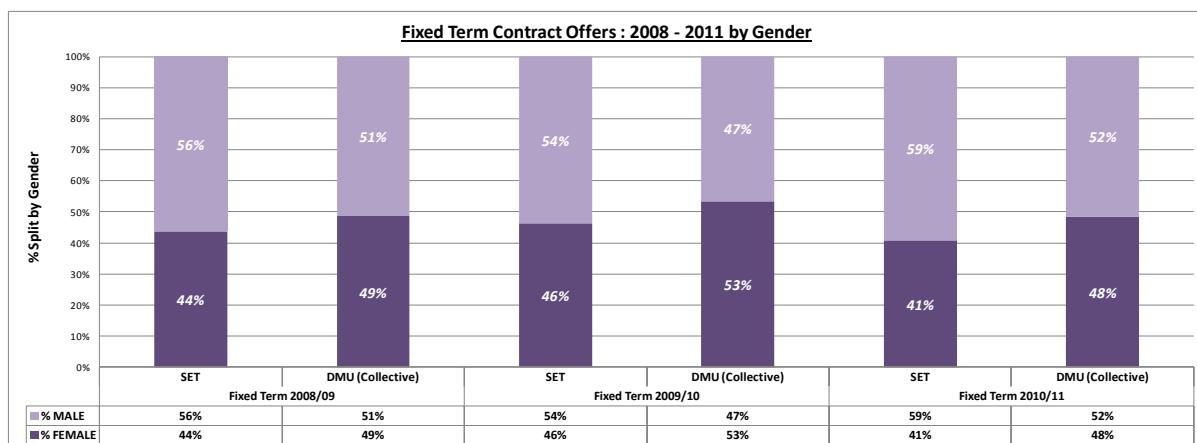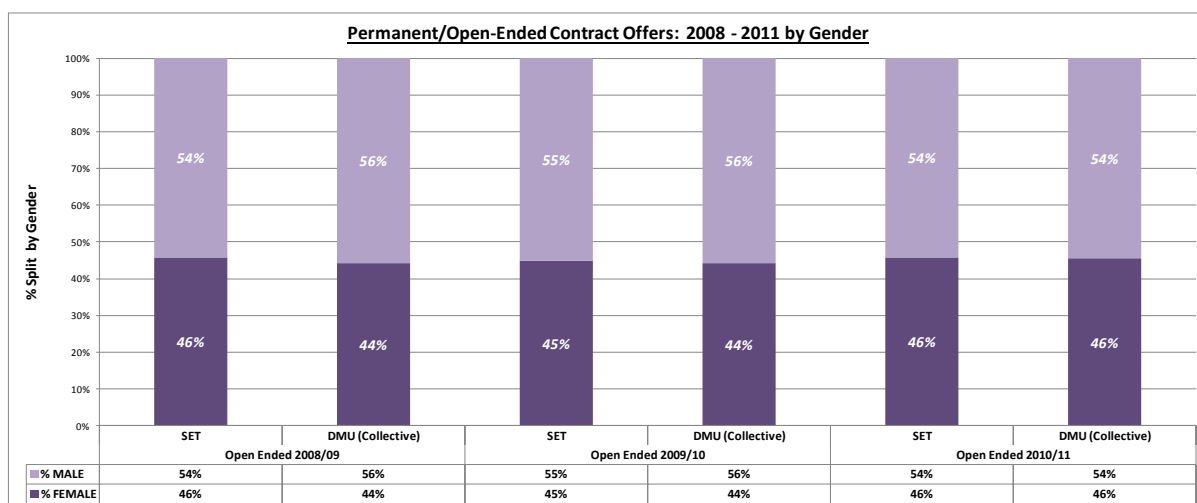
Line managers capture reasons for leaving and staff are sent exit interviews, but take-up is low. Therefore, a new exit interview scheme is being introduced *(KAA 1.8)*.

Low turnover and vacancy levels impact on opportunities to redress female-male balance in SET subjects. We are strengthening development opportunities with particular focus on preparing women for promotion. Our Self Assessment Group, and the 2012 Athena Swan conference, found that women felt that they were offered less research development opportunities and more teaching development opportunities. We believe line managers should ensure that women are offered both - and that this should be recorded in Annual Development Reviews. We will identify career development and training needs of both teaching and research staff *(KAA 3, 4 and 5)*. Each faculty, school and department needs better information about the gender profile of each grade layer or job role to better plan development activities *(KAA 1.5 and 7)*.We recognise the need to improve how we promote and record flexible working *(KAA 8).*

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

Contract Type	Faculty	No of Contracts Female	Percentage Female	No of Contracts Male	Percentage Male	Total Number of Contracts
Permanent/open-ended 2008 - 09	SET	175	**46%**	207	**54%**	382
	Other Faculties	196	**43%**	261	**57%**	457
	Total	371	**44%**	468	**56%**	839
Permanent 2009 - 10	SET	194	**45%**	238	**55%**	432
	Other Faculties	256	**44%**	328	**56%**	584
	Total	450	**44%**	566	**56%**	1016
Permanent 2010 – 11	SET	192	**46%**	227	**54%**	419
	Other Faculties	283	**45%**	339	**55%**	622
	Total	475	**46%**	566	**54%**	1041

Contract Type	Faculty	No of Contracts Female	Percentage Female	No of Contracts Male	Percentage Male	Total Number of Contracts
Fixed Term 2008 – 09	SET	83	**44%**	107	**56%**	190
	Other Faculties	185	**51%**	177	**49%**	362
	DMU (Collective)	268	**49%**	284	**51%**	552
Fixed Term 2009 - 10	SET	51	**46%**	59	**54%**	110
	Other Faculties	128	**57%**	97	**43%**	225
	DMU (Collective)	179	**53%**	156	**47%**	335
Fixed Term 2010 - 11	SET	35	**41%**	51	**59%**	86
	Other Faculties	69	**53%**	60	**47%**	129
	DMU (Collective)	104	**48%**	111	**52%**	215

Permanent/Open-Ended Contract Offers: 2008 - 2011 by Gender

	SET	DMU (Collective)	SET	DMU (Collective)	SET	DMU (Collective)
	Open Ended 2008/09		Open Ended 2009/10		Open Ended 2010/11	
% MALE	54%	56%	55%	56%	54%	54%
% FEMALE	46%	44%	45%	44%	46%	46%

Fixed Term Contract Offers : 2008 - 2011 by Gender

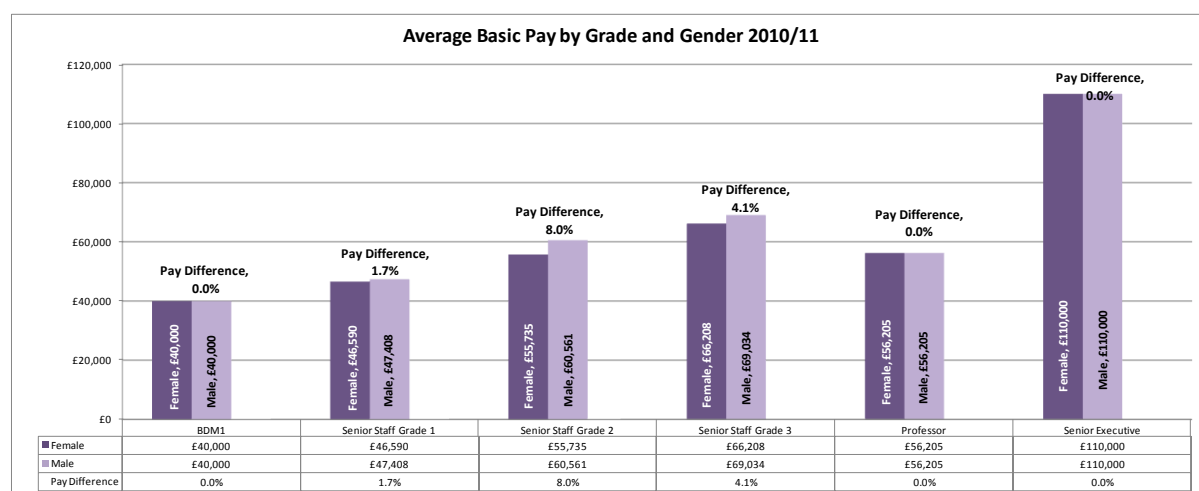|	SET	DMU (Collective)	SET	DMU (Collective)	SET	DMU (Collective)
	Fixed Term 2008/09		Fixed Term 2009/10		Fixed Term 2010/11	
% MALE	56%	51%	54%	47%	59%	52%
% FEMALE	44%	49%	46%	53%	41%	48%

Females consistently hold fewer open-ended and fixed-term contracts. 2010/2011 data shows 46 females : 54 males on open ended contracts (46:54 for SET and 45:55 for other faculties). On temporary/fixed term, ratios are: 41:59 for SET and 53:47 for other faculties.

The university will review/convert all temporary /fixed term contracts which have been renewed for more than two years to permanent contracts with the employee's agreement. Review will continue on an annual basis **(KAA 1.6).**

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

> A gender pay gap analysis of senior staff salaries was conducted in 2011 following an equal pay audit which was carried out in 2010.

Average Basic Pay by Grade and Gender 2010/11

	BDM1	Senior Staff Grade 1	Senior Staff Grade 2	Senior Staff Grade 3	Professor	Senior Executive
Female	£40,000	£46,590	£55,735	£66,208	£56,205	£110,000
Male	£40,000	£47,408	£60,561	£69,034	£56,205	£110,000
Pay Difference	0.0%	1.7%	8.0%	4.1%	0.0%	0.0%

Gender pay gap movement 2010-2011 saw:

- Decrease in grade 1 pay gap from 2.9% to 1.7%;
- Increase in grade 2 from 6.7% to 8% - influenced by small number of male long service/high earners at grade 2.
- Increase in grade 3 from 0.1% to 4% - investigation and action will reduce pay gap **(KAA 1.7).**
- Decrease in professorial grade pay gap from -1.8% (in favour of females) to 0% - caused by increased female representation on Senior Executive grade.

Annual reviews of senior staff salaries will identify and correct female staff whose salaries are below male counterparts. **(KAA 1.7)** New positions are graded externally to ensure consistency with the role.

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

Ratio of females submitted to the RAE was lower than the overall academic headcount.
Academic female: male ratios were 45:55 - RAE submission ratios were 29:71. Of these, SET submission ratios were 24:76. The RAE submission did not reflect the gender balance of the institution. It is also recognised that a great deal of work needs to be undertaken to support female staff in producing the required number and quality of outputs for submission to future exercises. We have since made significant process management changes towards ensuring that women have every opportunity to submit to REF 2014. **(KAA 5)**

DMU rigorously follows REF guidelines and will Equality Impact Assess and monitor each stage of REF 2014 for gender equality impact. All staff involved in REF are equality trained, including specific examples of all possible individual circumstances. The panel process is separate and confidential. All academic staff encourage applications. Resources include dedicated REF site and inbox, the opportunity for private discussions with the REF individual circumstances panel. To date the panel has considered 105 different circumstances - 53 from female applicants of all application types.

Word count 999/1000

4 **Supporting and advancing women's careers: 4500 words in total**

Key career transition points

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

(i) **Female:male ratio of academic staff job application and appointment success rates – across the whole university and in SET departments. Comment on any implications of this and plans to address any disparities. For example, are women and men equally successful at all stages of the job application process? Are there differences in SET departments?**

Application Rates – Academic Staff Job Application 2009-12

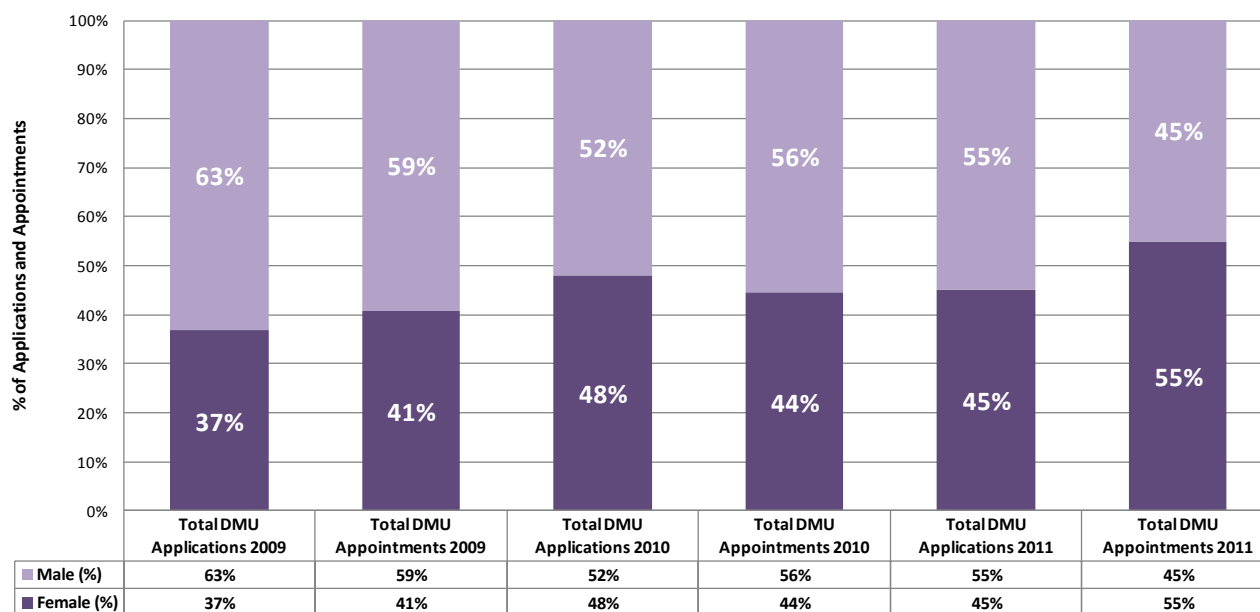|	2009/10				2010/11				2011/12			
	Female No.	**Female %**	Male No.	**Male %.**	Female No.	**Female %**	Male No.	**Male %.**	Female No.	**Female %**	Male No.	**Male %.**
Total	412	**37**	710	**63**	307	**48**	333	**52**	445	**45**	544	**55**
SET Depts	80	**30**	191	**70**	134	**44**	174	**56**	198	**54**	171	**46**

Success Rates – Academic Staff Appointment Success 2009-12

	2009/10				2010/11				2011/12			
	Female No.	**Female %**	Male No.	**Male %.**	Female No.	**Female %**	Male No.	**Male %.**	Female No.	**Female %**	Male No.	**Male %.**
Total	29	**41**	42	**59**	24	**45**	30	**55**	39	**55**	32	**45**
SET Depts	11	**41**	16	**59**	13	**41**	19	**59**	23	**64**	13	**36**

SET Academic Applications and Appointments by Gender 2009 - 2011
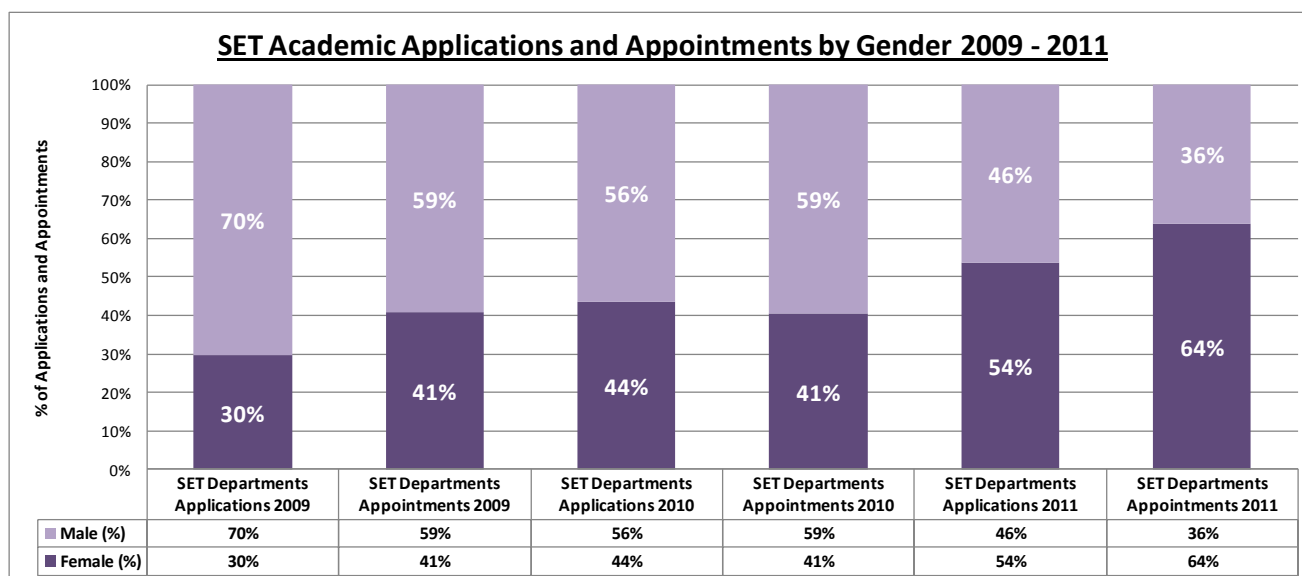
	SET Departments Applications 2009	SET Departments Appointments 2009	SET Departments Applications 2010	SET Departments Appointments 2010	SET Departments Applications 2011	SET Departments Appointments 2011
Male (%)	70%	59%	56%	59%	46%	36%
Female (%)	30%	41%	44%	41%	54%	64%

DMU Academic Applications and Appointments by Gender 2009 - 2011

	Total DMU Applications 2009	Total DMU Appointments 2009	Total DMU Applications 2010	Total DMU Appointments 2010	Total DMU Applications 2011	Total DMU Appointments 2011
Male (%)	63%	59%	52%	56%	55%	45%
Female (%)	37%	41%	48%	44%	45%	55%

Application and appointments for year 2010/11

Applications for promotion by Gender 2010 – 2012

	2010 Applications	2011 Applications	2012 Applications
% Male	59%	54%	57%
% Female	41%	46%	43%

Appointments by Gender 2011

	SET Departments Appointments 2011	Other Faculties Appointments 2011	Total DMU Appointments 2011
Male (%)	36%	54%	45%
Female (%)	64%	46%	55%

SET Departments Academic Applications 2011 — Female (%) 54%, Male (%) 46%

Total DMU Academic Applications 2011 — Female (%) 45%, Male (%) 55%

SET Departments Academic Appointments 2011 — Female (%) 64%, Male (%) 36%

Total DMU Academic Appointments 2011 — Female (%) 55%, Male (%) 45%

DMU attracted more male applicants to academic posts in the years ending 2009 and 2010. This trend was particularly high in the SET areas, but improved in year ending 2011.

Females have been proportionally more successful in being appointed. Female success rates in SET areas were 43% (2009), 49% (2010) and 72% (2011). Intervention on gender-balancing interview panels has helped. However, we recognise that we need to make this mandatory *(KAA 1.4)*.

All line managers must complete equality training *(KAA 1.2).* Advert branding and language has been reviewed to ensure it is not gender-biased. Further research is required to review applicant profiles and reasons for change.

For some recent senior staff vacancies, executive search agencies were used. DMU specifically tasked them with ensuring female candidates were identified. DMU will continue to do this. We will create strategies, including

identifying where women in SET look for new jobs, to attract female applications and will continue to use Athena Swan branding where appropriate and phrases such as 'Applications from women are strongly welcomed by DMU'.*(KAA 1.1)*

DMU increased its advertising with Athena Swan branding in 2010/13 and focussed on improved job descriptions. During the recruitment process, we do not currently advertise work/life balance benefits such as flexible working, childcare vouchers, parental and carer leave policies. This is being addressed *(KAA 1.2)*

We have committed to an Equality Impact Assessment (EIA) of our recruitment processes to ensure that our processes are fair and equitable *(KAA 1.1).* We will ensure the wording of our adverts, job descriptions and person specifications are not gender-biased *(KAA 1.2)*.

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

Applications – Staff Academic Promotion 2010-2012

	number	2010 (%)	number	2011%	number	2012(%)
Female	29	41	24	46	23	43
Male	42	59	28	54	30	57

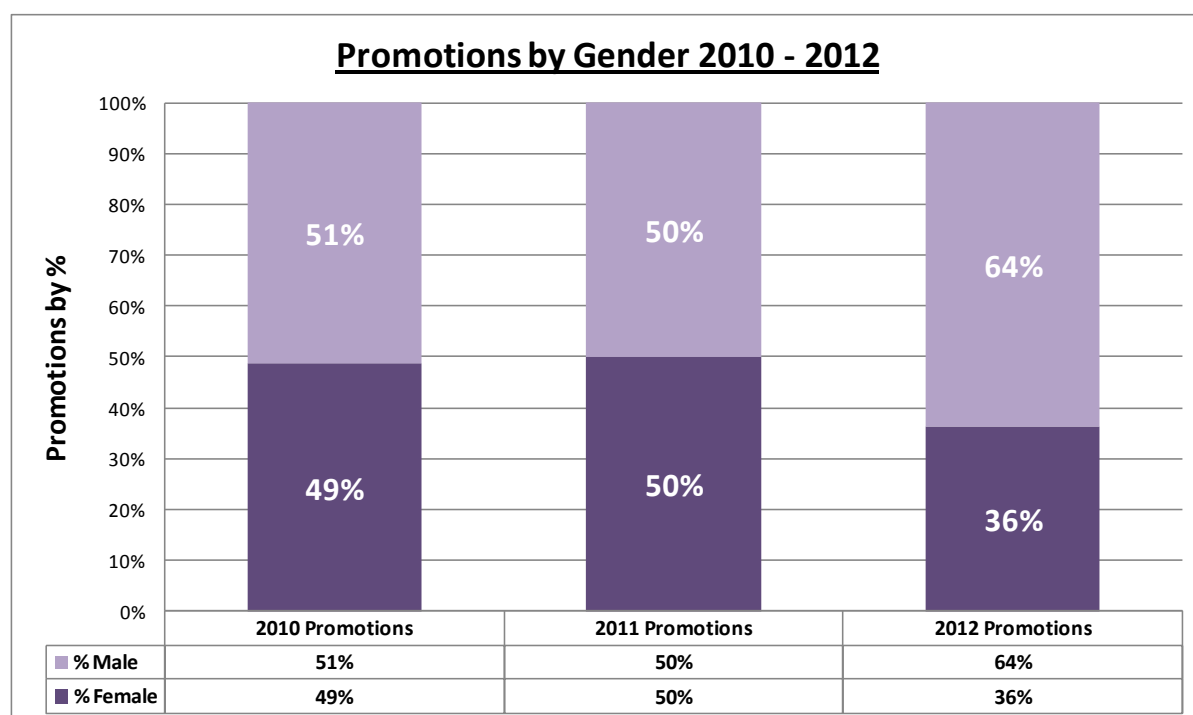**Successful Applications – Staff Academic Promotion 2010-2012**

	number	2010 (%)	number	2011%	number	2012(%)
Female	19	51	5	50	4	36
Male	20	49	5	50	7	64

Set Departments – Staff Academic Promotion 2012

	Total	Female	Male
Applications	21	7	14
Successful applications	4	0	4

Set Departments – Staff Academic Promotion 2012 by grade

|	Total	Female – All	Male - All	Female – SET	Male - SET
Grade F Applications	5	1	4	0	4
Grade F Successful	1	0	1	0	1
Grade G Applications	38	17	21	5	9
Grade G successful	7	3	4	0	2
Grade H Applications	10	5	5	2	1
Grade H Successful	1	0	1	0	1

Applications by Gender 2010 - 2012

	2010 Applications	2011 Applications	2012 Applications
% Male	59%	54%	57%
% Female	41%	46%	43%

Promotions by Gender 2010 - 2012

	2010 Promotions	2011 Promotions	2012 Promotions
% Male	51%	50%	64%
% Female	49%	50%	36%

DMU's annual academic promotion process has NO quota system restricting numbers of promotions each year. Females are poorly-represented in applications and successful promotions, particularly in SET departments. An objective has been created to tackle this. *(KAA 7.1)*

Applicants are self-nominated, and we are actively looking at additional support women - and women in SET - may need in this area. Open sessions are offered to all staff when the promotion process begins. Decisions are made by a mixed gender panel. All panel members must have had specific equality and promotions training.

The panel considering promotion to Reader or Professor is currently held outside the HR department. In 2012 eight females and 16 males applied for promotion to this level, of which four females (50% of female applicants) and nine males (56% of male applicants) were successful. The panel consisted of four female and four male senior academic staff. Our staff career development strategy and action plan will take account of encouraging more women to apply

for promotion to Reader and Professor. A new mandatory requirement is that all panel members must have completed the equality and diversity training *(KAA 1.2).*

	Female No.	Male No.	TOTAL	Female %	Male %
Applications	8	16	24	**33%**	**67%**
Success Rates	4	9	13	**31%**	**69%**
Percentage of successful applications by gender				**50%**	**56%**
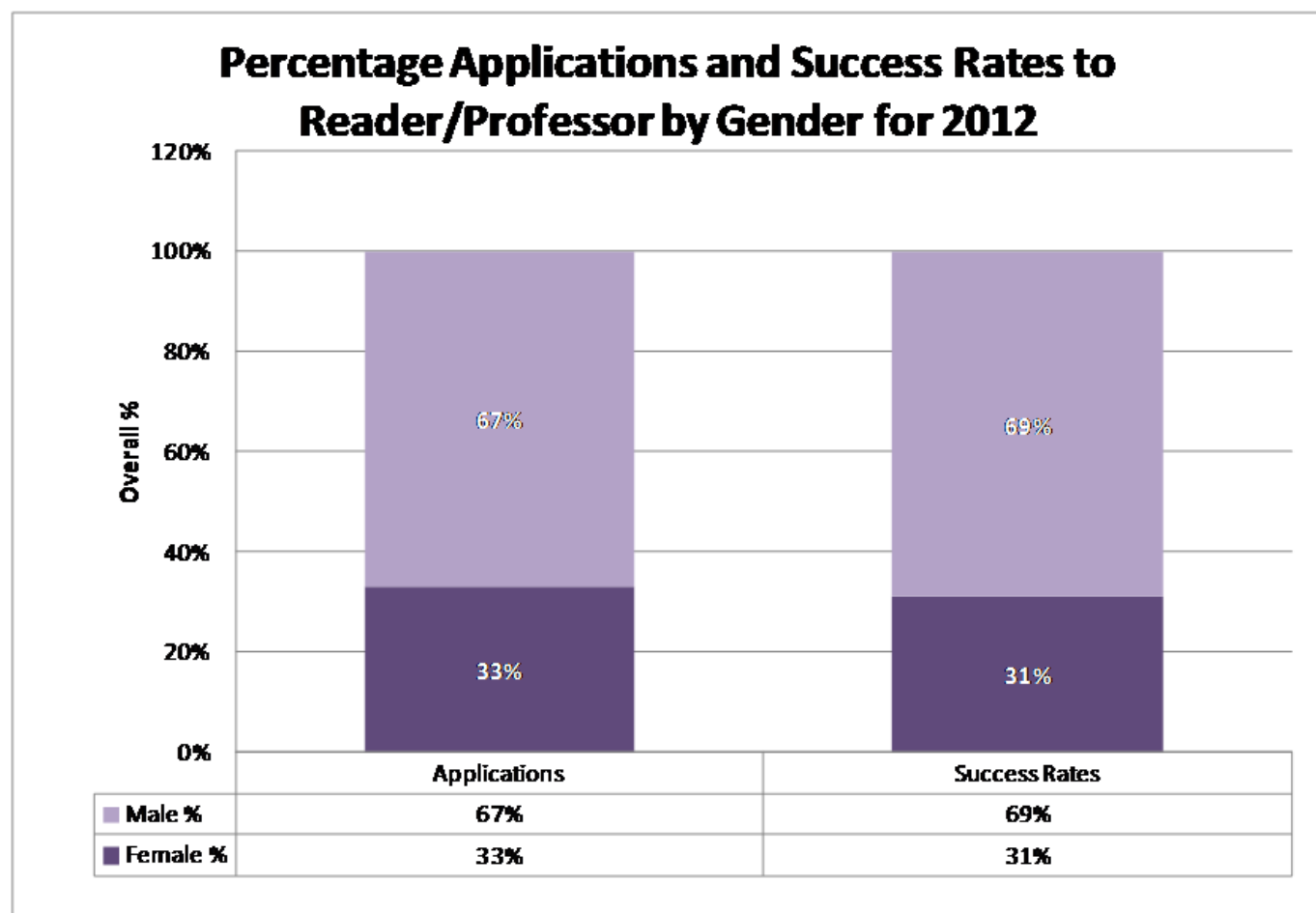
We will begin analysing promotion data on the combined characteristics of age and gender *(KAA 7.1)* because we recognise that women may be older than men when they achieve promotion and this needs further investigation. We will take appropriate action to target women to apply for promotion through to senior levels.

The 2012 DMU staff survey says that generally female staff believe that the Annual Development Review is a good opportunity to discuss promotion and future development, but to improve female promotion ratios we are reviewing the Annual Development review (ADR) process so that development opportunities are stressed *(KAA 3.1 - 3.4)*. The services provided by the Academic & Professional Development (APD) team also need to be communicated more widely as they offer support to staff wishing to go for awards such as Teacher Fellow, National Teaching Fellow and TIPS. A leaflet and email containing the wording "We particularly welcome applications from females in the SET disciplines" will be circulated to raise awareness of award opportunities such as TF, NTF and TIP.

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

The university seeks to ensure that all recruitment and selection decisions, and the setting of initial salaries of new recruits, are fair, justifiable and non-discriminatory. Guidelines on determining initial salary include factors to be considered when reviewing the individual's existing salary - such as relevant work experience, the extent to which an individual meets desirable criteria for the post, the degree of responsibility and accountability expected soon after appointment, the salary level of existing staff performing at that grade and the market rates for skills and expertise relevant to the job.

This policy includes an appeal process but there have been no specific salary complaints connected to initial appointment to scale to date. An in-depth analysis in 2011 showed very few differences between female and male counterparts' appointment salaries.

New Appointments by Gender and Grade Appointed to - Academic Staff
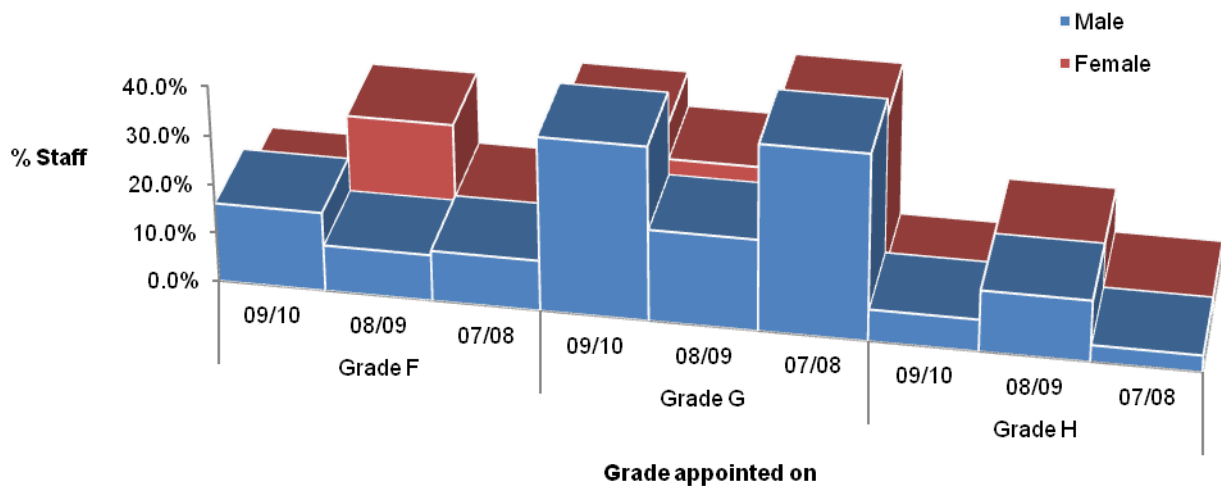
Detailed Breakdown	2009/10 *(31 starters)*		2008/09 *(32 starters)*		2007/08 *(29 starters)*	
Grade appointed on	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
Grade F	5 *(16.1%)*	3 *(9.7%)*	3 *(9.4%)*	8 *(25.0%)*	3 *(10.3%)*	3 *(10.3%)*
Grade G	11 *(35.5%)*	9 *(29.0%)*	6 *(18.7%)*	7 *(21.9%)*	11 *(38.0%)*	10 *(34.5%)*
Grade H	2 *(6.5%)*	1 *(3.2%)*	4 *(12.5%)*	4 *(12.5%)*	1 *(3.4%)*	1 *(3.4%)*
Total	**18** *(58.1%)*	**13** *(41.9%)*	**13** *(40.6%)*	**19** *(59.4%)*	**15** *(51.7%)*	**14** *(48.2%)*

The university is developing robust career progression routes which follow the HE Academy Framework for teaching staff. This will enable SET teaching staff to have a route to senior grades *(KAA 4.1 to 4.3).*

Career development

a) **Describe the policies and activities at the university that support women's career development in SET departments.**

The university takes a hub and spoke approach to supporting staff development. A central Academic & Professional Development (APD) team is the hub with other key teams providing focussed development support, for example via the Centre for Enhancing Learning through Teaching (CELT) and the Research, Business & Innovation Directorate.

In the faculties, locally-identified development needs are supported through the appraisal process and ad-hoc requests for funding to support externally-provided development and support.

Females and males are supported through bespoke staff development in all faculties, including the Faculty of Technology and the Faculty of Health and Life Science. Female and male staff are invited to access postgraduate DMU courses, for example the PGCert, Masters and PhD programmes. The university currently doesn't provide female-only development programmes or record uptake and impact of programmes on female SET academics. However, we will take positive action as necessary based on better understanding of need and take up **(KAA5)**.

The APD team provides a programme of support for DMU academics based on an environmental scan of hot topics and in response to centrally-received requests. The programme is supplemented by online resources in some areas to ensure flexibility in accessing the service. Bespoke programmes are designed in response to requests from the four faculty learning and teaching chairs (three females and one male), and one-to-one support can be accessed either as a direct result of participating in the PG Cert HE programme or based on individual need. The APD team offers leadership and management programmes accessible to both academic and professional services staff.

The gender ratio of management and leadership development programme take-up is:

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Cohort 5	Cohort 6	**Total**
Male	4	3	2	4	5	2	**20**
Female	8	9	9	6	2	7	**41**
Total	**12**	**12**	**11**	**10**	**7**	**9**	**61**

The Research, Business & Innovation Directorate will monitor gender uptake of research training and will take positive action - female-only sessions - if the data shows this is required *(KAA 5.1).*

Annual Development Reviews give an opportunity for development needs to be discussed, but as part of a current review such discussions will become mandatory *(KAA 3)*.

A comprehensive staff development policy and guidelines set out roles and responsibilities for staff development including the staff development steering group, the central development team, faculties/directorates and individuals. The policy also references support for external accreditation and its subscription to the HEA along with membership of regional staff development bodies. DMU firmly believes in on-going academic development and therefore supports requests for relevant academic qualifications including studies at Masters and Doctorate levels. A corporate university-wide HEA framework for all academic staff is to be developed strategically though the faculties. DMU will introduce the HEA framework as a method to support all academic staff gain the appropriate accreditation. Females in SET disciplines will be encouraged to apply and appropriate support will be given. *(KAA 4.1)*

A review of the senior management appraisal scheme (MAX) has resulted in more focus on talent management and career development. A prompt for appraisers and appraisees to consider whether the individual feels ready/wants to progress within the next 12 months or beyond will be part of the review process

The Vice-Chancellor has launched a new programme of leadership summits to target communications directly at university leaders. This will provide a platform where cultural issues can be discussed, including issues raised by Athena Swan work. This will help to migrate actions from the responsibility of the few, to the many as the leadership cohort consists of approximately 150 senior members of staff.

The APD team works in partnership with faculties to support academic staff development. Examples include lunchtime seminars in the Faculties of Business & Law and Health & Life Sciences and two day courses for part time staff in the Faculty of Art, Design & Humanities. The team has worked with the Faculty of Technology to assist staff in several aspects of their academic practice. Sessions included workshops in the supervision of final year projects; student feedback; departmental development plans; marking final year projects and responding to external examiner reports.

(i)   Researcher career support and training – describe any additional support provided for researchers at the early stages of their careers, such as networks and training.

DMU is one of 72 UK universities to have gained the 'HR Excellence in Research' award from the European Commission in recognition of implementing the Concordat to Support the Career Development of Researchers and aligning its policies with the European Charter and Code. The Concordat includes aims around equality and diversity and has an expectation that mentoring schemes will be available. These are in the process of being introduced for research staff with a particular emphasis on Early Career Researchers *(KAA 4.4).*

Researchers are invited to attend any training session that is delivered on 'The Open Programme', which strategically identifies annual priorities for academic staff development. This programme runs from September to June and the topics are reviewed and refreshed each term. Researchers are given one-to-one meetings to discuss their development needs. Within the Technology faculty, Early Career Researchers are mentored by their Research Group Leaders.

Researchers are invited to contribute to "Gateway Papers" with peer workshops to support their journal outputs. We will target female SET academics through the wording "We particularly encourage attendance by females of SET disciplines".

The university has introduced a Research Leave Scheme enabling academic staff to be relieved of teaching duties to focus on their research, usually for one term. Applications are submitted annually for panel review and approval. The university does not currently monitor applications, successful applications, or panel make up by gender, but will start to with the objective of achieving gender balance *(KAA 5.2).*

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

The Vice-Chancellor launched a four-month pilot project for women professors to be mentored by members of the Executive Board in 2011. Six volunteer mentors (four men and two women), including the Vice-Chancellor, were briefed on their mentoring role. Six women professors, including three from SET, successfully applied for mentoring. The professors fed back to all DMU professors and talked about the impact of the mentoring on their academic practice.
Qualitative comments included:

- "I found the whole process so thought-provoking and I really hope DMU continue to invest in this type of initiative";
- "It made me evaluate my strengths and weaknesses in a more systematic way";
- "Mentoring gave me a degree of confidence I hadn't really felt previously";
- "My mentoring experience was a good one…learnt I could co-ordinate teams very well".

The Faculty of Technology held an annual Research Away Day in 2012 where every member of staff was invited to be involved in the faculty's research plans. Mentoring was a key agenda point. The Pro Vice-Chancellor for Research is currently developing with POD, a second pilot for mentoring academic female staff. The mentoring model will develop female academics from PL to professorship both within and outside of DMU, with female professors acting as mentors *(KAA 4.4).*

DMU's annual Teacher Fellowship scheme is designed to reward and disseminate excellent teaching. The role of the Teacher Fellow involves leadership in teaching and learning and being an agent of change in pedagogic practice. It also includes a mentoring role within the faculty and a championing role for teaching and learning both within the faculty and across DMU. There are 13 National Teacher Fellows at DMU of which six are women. Each NTF has full one-to-one support by APD, in partnership with a mentor and the Pro Vice-Chancellor for Teaching and Learning, throughout the whole application process. This is seen as a key factor in DMU's NTF success rate. There are 34 DMU Teacher Fellows of which 19 are women.

APD will actively encourage all academics to apply for TFs by facilitating a workshop in each faculty. SET female academics will be specifically targeted through invitations and the wording "We particularly encourage attendance by females of SET disciplines".

APD will actively encourage all academics to apply for NTFs by facilitating meetings in each faculty with interested academics. SET academics will be specifically targeted through the wording "We particularly encourage applications by females of SET disciplines" in all correspondence to. Interested academics will have their NTF applications supported through peer development.

All academics will be invited to apply to the TIP award (Teaching Innovation Project). Female SET academics will be encouraged to apply through the wording "We particularly encourage applications by females of SET disciplines". Support will be given to interested parties through peer development and workshops.

APD will offer an academic development workshop for PL academics who are interested in developing for a Readership or Professorship in Learning and Teaching.

In 2011, the university opened a transdisciplinary common room to encourage collaboration across the university. All staff can join and are also encouraged to design the agenda of speakers and sessions the transdisciplinary group is co-ordinated by Professor Sue Thomas who uses innovative developments, new technologies and research to engage and collaborate across academic groups.

b) **Describe any activities at the university that raise the profile of women in SET generally and also help female staff to raise their own profile such as:**

(i) **Conferences, seminars, lectures, exhibitions and other events.**

DMU celebrates International Women's Day annually. In 2011, Professor Paul Walton (Athena Gold Award, York University) delivered the distinguished lecture on Women in Science, Engineering and Technology. In 2012, the celebration commenced with a visit by HM Queen Elizabeth II accompanied by the Duchess of Cambridge. The highlight of the evening event was a lecture by Jane Robinson, author of *Bluestockings: The Remarkable Story of the First Women to Fight for an Education*. Gillian Proctor, DMU's Contour Design Programme Leader, gave a lecture about the role played by the corset in women's fashion from 1600 B.C. to today. In 2013, the event celebrated younger women, keynote lecture specially referenced women in SET.

During the DMU Professorial Lecture Series, Sue Thomas, Professor of New Media at the Institute of Creative Technologies, hosted a lecture entitled 'The Future of Cyberspace.' Professor Mandy Ashton on Leadership in Care and Compassion. Professor Joan Taylor on the Artificial Pancreas.

The university, through the Institute of Creative Technologies (IOCT), signed up to the European Women in Technology Charter in 2010.

DMU has created a photo gallery of women, nominated by their PVC/Dean, who have made a significant contribution to SET. The gallery was launched in April, 2011, and the pictures are hung around the campus to highlight the achievements of these women. The images were also used during the public International Women's Day Lecture in March, 2013.

The Faculty of Health & Life Sciences held its second Sciences Employability Fair in November 2011. Staff and students in the health sciences engaged with relevant employers and the event badged up with DMU's Athena Swan logo to demonstrate commitment to advancing the careers of women in STEM.

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

Currently, DMU does not maintain a list of spokespersons for internal and external media opportunities. This is being addressed *(KAA 9).*

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

Two DMU projects led by women were included in the RCUK and UUK, *Big Ideas for the Future* report: the groundbreaking development of an artificial pancreas and a study exploring whether people could live underwater.

Professor Joan Taylor has dedicated almost 20 years to developing an artificial pancreas, a project which could change the lives of diabetes sufferers by eliminating the need for injections. The device would be implanted into the body between the lowest rib and the hip. The pancreas, undergoing pre-clinical trials, is made of a metal casing containing a supply of insulin kept in place by a gel barrier invented and patented by Professor Taylor. Her work has also been voted by academics as one of the top five health projects with the potential to make the biggest difference to mankind.

Exploring life underwater is the subject of research by PhD student **Pamela Boardman**, working with Professor Peter Ford. Pamela is working to develop underwater or floating human settlements to free up land for agricultural use and help reduce land-based population.

Dr Sangeeta Tanna was awarded an Analytical Methods poster prize at the 2010 Analytical Research Forum held at Loughborough University. Sangeeta's poster described her work on a dried blood spot sampling system which enables the measurement and monitoring of drug levels in newborn babies, to inform future drug doses.

We recognise that the University is not as proactive as it should be in nominating women for awards and to public bodies and address this in the Action Plan *(KAA 9).*

Organisation and culture

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

(i) **Female:male ratio of Heads of School/Faculty/Department – across the whole institution and in SET departments. Comment on the main concerns and achievements and how the action plan will address them. For example, are women and men appropriately represented at this level? Are there any differences in SET departments?**

Female:Male Ratio of Head of School

			2009/10				2010/11					2011/12	
	no	Female (%)	no	Male (%)		no	Female (%)	no	Male (%)	no	Female (%)	no	Male (%)
All	6	23	20	77		6	24	19	76	4	22	14	78
SET	2	18	9	82		3	25	9	75	2	25	6	75

A strong male bias is seen in Heads of Department/School. Steps have been taken in Technology to achieve better balance balance. When filling all four Heads of Department posts, specific attention was paid to documentation to ensure that female applicants were encouraged through appropriate images and language. Our action plan now requires that line managers inform and encourage women to take up promotion and progression opportunities *(KAA 7).*

A snapshot of the distribution of male and female heads of school in SET Faculties in March 2013 shows:

- Health and Life Sciences has two female, two male heads of school.

- Technology has two male heads of school, no females.

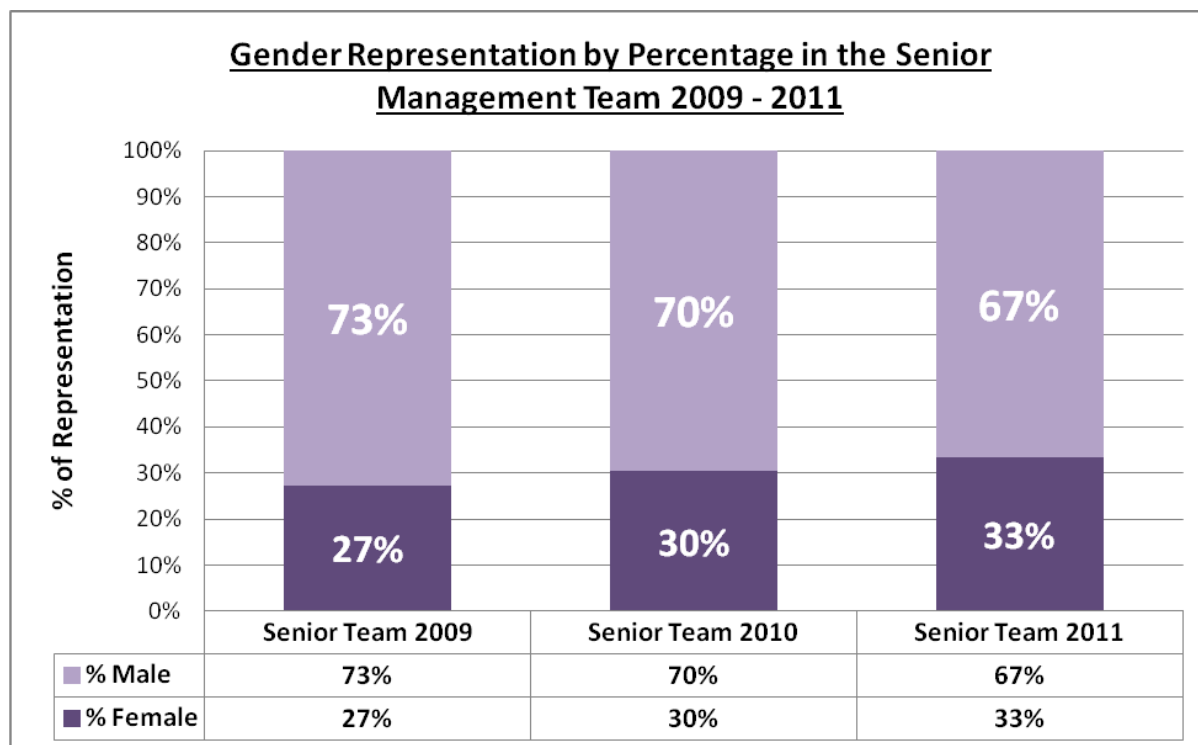- Art Design and Humanities has five male and 1 female head of school.

Through our Action Plan all faculties must review and understand the gender balance across all grades and job roles and take positive action in staff development, annual development reviews, and promotion activities *(KAA 1.5, 3,4,5,7).*

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

Data for Whole Institution

	no	2009/10 (%)	no	2010/11 (%)	no	2011/12 (%)
All Senior Staff						

Female	6	30	7	29	5	24
Male	16	70	16	71	8	76

Gender Representation by Percentage in the Senior Management Team 2009 - 2011

	Senior Team 2009	Senior Team 2010	Senior Team 2011
% Male	73%	70%	67%
% Female	27%	30%	33%

There has been specific activity in the recruitment process to bring more women onto the shortlists for Pro Vice-Chancellor vacancies.

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

Athena Swan

University Level Committee Data

Committee	No Males	% Males	No Females	% Females
Academic Board	15	**71**	6	**29**
Academic Quality and Standards Committee	12	**66**	9	**33**
Research and Innovation Committee	8	**67**	4	**33**
REF/Strategy Group	16	**89**	2	**11**
University Learning and Teaching	15	**63**	9	**37**
Disciplinary Committee	9	**45**	11	**55**
Complaints Committee	2	**33**	4	**67**
Academic Appeals Committee	2	**50**	2	**50**
Academic Offences Panel	21	**38**	34	**62**
Human Research Ethics Committee	6	**75**	2	**25**
Academic Planning	6	**55**	5	**45**
Executive Board	9	**75**	3	**25**
Project Metis (temporary committee)	6	**86**	1	**14**
Fees Group	4	**40**	6	**60**
Capital Projects Group	6	**60**	4	**40**
IT Planning Group	11	**73**	4	**27**
Risk Management Group	8	**72**	3	**27**
Finance & HR Committee	2	**40**	3	**60**
Recruitment Management Group	9	**53**	8	**47**
Provost Group	8	**57**	6	**43**
Audit Committee	3	**75**	1	**25**
Ethics Committee	7	**100**	0	**0**
Nominations Committee	2	**67**	1	**33**
Renumeration Committee	4	**100**	0	**0**
Student Recruitment (CRM) Project Board	7	**63**	4	**37**
Athena Swan	9	**45**	11	**55**

Health & Safety Committee	11	**55**	9	**45**
Equality & Diversity Committee	7	**54**	6	**46**
Heads of Quality Group	3	**23**	10	**77**
Total	228	**57.58**	168	**42.42**

Main university committees shows a f:m ratio of 42:58.

There are significantly more males on a number of the university senior committees. Individuals are mostly recruited by job responsibility. As many of the senior posts are held by men this reflects in the committee make-up. DMU will work to identify succession planning, terms of reference and incrementally resolving gender imbalance within these groups. *(KAA 6.1).*

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

DMU published new equality objectives in March 2012 in line with equality legislation. Two objectives specifically support intentions in this Athena Swan submission:

Objective 2: all staff at DMU will have opportunities to undertake appropriate training and development activities.

- *KPI 1: training, learning and development, opportunities will be monitored to ensure that uptake is fairly distributed by 2014/15.*

- *KPI 2: positive action programmes will be made available where there is evidence of under-representation in job levels.*

Objective 6: to have relevant staff and student policies and procedures to: prevent unlawful discrimination and harassment, and promote good relations amongst people and groups with protected characteristics.

- *KPI 3: to improve the university's practices in relation to women in SET as measured by the Athena Swan Charter. To gain an Athena Swan bronze award by 2012/13.*

- *KPI 6: to ensure that all staff and student recruitment processes at corporate and local levels adhere to open and transparent processes by 2013/14.*

The university's Equality and Diversity Committee monitors progress on these objectives through reports from the PVC/Deans and Directors. All PVC Deans are expected to apply all Equality Policies fairly across all departments. Progress reports are sent to the Executive Board and an annual report goes to a Board of Governors' sub-committee.

DMU has an Equality Impact Assessment (EIA) process that captures the essence and spirit of the Equality Act 2010. Guidance recommends that all protected characteristics including gender are considered in the initial screening process of DMU policies, practices, plans and procedures. The EIA guidance was rolled out across the university in 2011 and will be used to impact assess the revised staff recruitment processes. *(KAA 1.1).*

A member of HR reviews all HR policies and prioritises those for amendment and equality impact assessment. All revised policies will be uploaded on to the HR website to improve transparency.

DMU's Equal Opportunities Policy aims to ensure that all existing and potential employees are fairly treated and appropriately supported by the university, to promote equality of opportunity for all staff and eliminate discrimination, to encourage diversity, to promote good relations between people from different racial groups, gender, disability, age, sexual orientation (and transgender) and religion and faith, to provide guidance to managers and those responsible for implementing the policy, to provide a framework against which to monitor and assess the institution's performance in meeting the objectives.

The policy outlines individual and management responsibility with regard to the promotion of equality and the avoidance of discrimination. The accompanying guidelines address specific areas including recruitment and selection, pay determination, training opportunities, promotion and career progression and teaching activities.

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

The university currently has a paper-based system of recording workload, pastoral care, supervision, teaching and research which is not flexible and does not help DMU identify workload problems, or good practice. The university does not run a system of rotation of responsibilities. The university has recognised that this is a significant issue and may impact on female careers. A major project has been initiated by the Executive Board to have electronic recording of workload and to find and implement a model of good practice to rebalance work *(KAA 2.1 and 2.2).*

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

The HR recruitment site contains information about our Athena Swan objectives to attract potential recruits from the Science and Technology field.

Information is also available on the DMU vacancies Facebook page, which is another of our recruitment tools. A review and changes to recruitment and selection processes will include refocusing recruitment and publicity materials *(KAA 1).*

The university has extensive equality webpages where equality related policies statistics and information are published. The website was recently re-organised and aims to show a balance of both gender, and ethnic al images.

Flexibility and managing career breaks

a)   Describe the policies and activities at the university that support flexibility and managing career breaks in SET departments.

(i)   **Flexible working** – describe how eligibility for flexible and part-time working is advertised to staff and the overall uptake across the university. What training is provided for managers? How is the policy monitored and how successful it has been?

All employees have the statutory right to apply for a range of flexible working arrangements. Options include ½ hour lunch breaks, compressed hours, change of contractual hours, job share, seasonal hours, staggered hours and planned unpaid leave. In making a request the employee is asked to consider the impact on the business, their colleagues, and external/internal customers. The line manager considers the request for flexible working taking into account the impact of new arrangements on the team and the business needs of the university. The policy is accompanied by guidelines for both employees and line managers. Line managers are generally able to replace staff taking extended leave, usually through employing a temporary member of staff.

The Flexible Working Policy, reviewed in 2013, is easily accessible on the staff intranet and promoted internally by line managers and drawn upon to resolve any working hours' issues. There is mixed usage of the policy at present as some of the options are not suitable for all roles. For example, lecturers cannot take full advantage of the policy as they are required to work at specific times for lectures. However, their contract enables them to work flexibly intrinsically and they are allowed freedom around their core activities to determine when and where they work.

(ii)   **Parental leave (including maternity, paternity, and adoption leave) – how many women have returned full-time and part-time? How is teaching and research covered during parental leave? What support is**

given after returning from parental leave or a career break? What funding is provided to departments to support returning staff?

DMU's maternity, paternity and adoption policies enshrine all employees' statutory rights and demonstrate good practice in HR through enhanced contractual benefits. All employees have the right to 52 weeks maternity leave, regardless of length of service. Employees with more than 26 weeks continuous service by the 15th week before the expected week of confinement receive: 12 weeks at full pay rate (including statutory maternity pay) and 12 weeks at ½ pay rate (plus SMP <u>OR</u> 90% of average weekly earnings whichever is less) and up to 21 weeks at the statutory rates.

When returning from maternity, paternity or adoption leave, staff are able to request that they return on a part-time basis. In most instances these requests are granted as we are a large organisation and are able to work flexibly around these arrangements. We now plan to put in place processes to record and then analyse requests for flexible working and outcomes, with view to taking action as necessary *(KAA 8.1).*

Maternity pay funding is repaid to the budget centre, for example directorates, faculties, schools and research centres to be used for replacement costs. Line managers are generally able to recruit cover to replace staff on paternity, adoption or parental leave, usually through a temporary staff member. Teaching and research roles are covered temporarily when staff are granted parental leave. This is often by a temporary member of staff such as a part-time lecturer. Staff going on maternity, paternity or adoption leave have individual meetings with a member of HR where they discuss all aspects of their leave, this gives them an opportunity to discuss any concerns. Line managers of staff taking these types of leave are also supported by HR.

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

We operate a salary sacrifice childcare voucher scheme. We currently have 140 parents who participate in this scheme. Our aim is to increase this take up by 10% and to monitor by gender *(KAA 8.2).* Our flexible working, parental leave and maternity, paternity and adoption leave policies also provide support to carers.

The new People and Organisation Communication Strategy will ensure that childcare policies schemes and vouchers are better communicated by methods including bite size small groups sessions with staff *(KAA 8.1 and 8.2).*

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

DMU's current practice is that all meetings are held within the office hours of 08.45 to 17.15. Meetings are sometimes arranged out of hours where specific audiences need to be captured, e.g. late night and early morning cleaners, or on the request of a specific group e.g. the involvement groups. We now propose an incremental shift in a core hours culture, proposing that main meetings are held between 9.30am to 4.30pm *(KAA 8.3).*

DMU follows recognised good practice through its policy on the statutory right of parents of children under the age of five (or adoptive parents with children under 18) to take up to 13 weeks unpaid parental leave, subject to a maximum of four weeks in any one year. It also has a policy on special leave for compassionate/domestic reasons reflecting the statutory right of all employees to take unpaid time off work to care for dependants. Common circumstances when special leave may be requested are: bereavement, long term/terminal illness of a dependant, medical appointments and domestic leave (domestic and/or personal catastrophe).

Special leave is intended to help employees deal with the problems arising from emergency situations, so in most cases the amount of leave is expected to be one or two days at the most. The leave should be enough to help the employee cope with the crisis and make longer term arrangements. It may be that in some cases one or two hours will be sufficient to resolve the issue. Time off for a bereavement is separately addressed in the policy.

<u>**Word count 4462/4500**</u>

5   Any other comments – maximum 500 words

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

A staff survey was held in November 2012. The analysis of the data is being produced and reported over March/April 2013. The initial reports show that:

- The most content employees were research and professional;
- Research staff reported higher than average that the university values diversity (16%) and treats people fairly (20%).
- The least satisfied group were part-time lecturers at 89%;
- Opportunities for flexible working were scored as 'good' and above sector benchmark;
- 18% more than in 2010 believed DMU had a positive impact on caring responsibilities;
- There has been a fall in bullying and harassment reporting to under sector benchmark;
- But 23% of staff were not aware of bullying and harassment policy.

A plan of action is being developed as part of the feedback process.

Harassment Policy and Procedures: The university is committed to providing a working and learning environment that promotes the dignity and respect of every individual and is free from bullying and harassment. All forms of bullying or harassment are prohibited and the bullying or harassment of staff, or others with whom individuals have contact while on university business, is unacceptable. It is therefore the policy of DMU to treat any complaint of bullying or harassment seriously and sensitively, ensuring that a full investigation is made and appropriate action taken, if necessary, in accordance with the disciplinary procedure for staff.

This policy provides definitions of 'bullying' and 'harassment'. It states the responsibility of managers with regard to implementation and awareness of the process and also that all employees are responsible for helping to ensure that individuals do not suffer any form of bullying or harassment and are supported in any legitimate complaint. The rights of the complainant and respondent are stated.

In terms of procedure, informal action and formal action is described. The procedure also provides for "named persons" who are members of staff who have volunteered to offer support to staff and students in cases regarding bullying or harassment.

The policy and procedure are supported by guidelines for investigating bullying and/or harassment.

Word count 343/500

6   Action plan

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

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

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

Athena Swan Action Plan 2013-2016

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
1.	**Recruitment and Employment Processes**	1.1 Each Faculty reports on the application/ shortlist/appointment ratios for male and female applicants and takes action to address under-representation.	Reports provided for each recruitment activity. Equality Impact Assess staff recruitment policy and process, to take account of gender. HR university metric reports to the Executive Board to include information on application, short-listing and recruitment data by gender. HR partners to place recruitment matters on the Executive agendas of Faculties and Directorates. Focus on targeted advertising of job vacancies. Action to be taken to address under-representation to achieve target of at least 20% improvement in	Gender balance on shortlists. Gender balance on application lists.	Data recorded in notes of Faculty and Directorate Executive meetings. Audit trail of follow up activity to address under-representation. Improved ratios of female and male applicants by at least 10%	Directorate of People & Organisational Development (POD) with Deans of Art, Design & Humanities, Health & Life Sciences and Technology	December 2013 and then six monthly	New staff recruitment policy drafted and out to consultation in preparation for Equality Impact Assessment. Some metrics are now being collected on applications, shortlisting and recruitment pan university. This needs further refining to focus on the STEM sector.

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			applications in the first instance.					
		1.2 Each Faculty reviews and changes the language, assumptions and tone of job advertisements, job descriptions and person specifications and will sign off each job as having been checked before forwarding on to HR for processing.	Mandatory, recruitment and selection training with mandatory equality and diversity training will specifically address unconscious bias.

Produce and publish sample good practice job description, person specification and job advert, templates.

Job descriptions will include a section on the benefits packages for staff at DMU, including childcare vouchers, flexible working and car parking.

Equality training is offered to all staff on a monthly basis. | Increased awareness of impact of gendered language and assumptions.

Greater understanding and take up of benefits packages

Improved retention of female staff. | Feedback from potential and actual job applicants.

Audit of job advertisements, job descriptions and person specifications. | Deans of the Faculties of Technology, Health and Life Sciences and Art, Design and Humanities. | December 2013 and then rolling action to be reported each term. | Mandatory recruitment and selection training has been revised to take account of specific elements of diversity including gender balance. All staff are offered Equality and Diversity Training. The University has a target to have at least 75% of staff and 60% of students trained in equality and diversity. |
| | | 1.3 Each Faculty undertakes that staff on shortlisting and interview panels have completed the DMU recruitment and selection training. | Mandatory, recruitment and selection training for all involved in recruitment and selection, with additional and specific training for | Positive gender image of DMU to prospective staff.

Good selection | Audit evidence of a list of trained recruitment staff. | Deans of the Faculties of Technology, Health and Life Sciences and Art, Design and | December 2013 and then rolling action to be reported each term. | A communication strategy has been drafted by the Directorate of |

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			panel chairs. Checking of all staff nominated for recruitment activities. Regular communication of recruitment and selection training courses to all relevant staff. To explore the possibilities of introducing anonymous shortlisting processes at DMU.	techniques used by shortlisters and interviewers.	Evidence that staff on panels and involved in recruitment have been trained on recruitment and selection.	Humanities		People and Organisational Development. This clearly shows pathways for the communication of training and development opportunities using a range of communication media available across the university and at intervals of at least once a month.
		1.4 Where-ever practical a default position is to have at least one male and one female recruiter planned to be involved in shortlisting and interview panels.	Target women in STEM for Recruitment and Selection training. Conduct audit of recruitment and selection panels.	Interviewees experience a gender-balanced interview.	Audit of panels. Increased pool of women recruiters.	Deans and Directors. Director of POD	October 2013	
		1.5 The POD Directorate will analyse data, clearly showing distinction between Lecturer and Researcher job titles, and will report each year on	Set up reporting mechanisms to improve data reporting.	Improved understanding of the distribution of gender on each job grade to	Athena Swan reports. Staffing reports.	Director of POD	November 2013	New report proformas have been set up.

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
		turnover.		better inform the university about the female pipeline.				
		1.6 All fixed term contracts are reviewed each year.	To check all fixed term contracts. Identify whether female or male staff are more likely to remain on a rolling fixed term contract. To investigate and take action as appropriate on cases where serial renewal of contracts appears to occur.	Reduce fixed term contracts more than two years old.	Auditable record of fixed term contracts.	Director of POD	March 2016	A regular review of all fixed term contracts occurs each year. However the information on staff is reset each year, which means that the cumulative effect of a rolling renewal is not factored in. This is to be addressed.
		1.7 Gender pay gap will be monitored, analysed, investigated and appropriate action taken.	Set up regular gender pay gap report. Undertake investigation on all gaps. Report to relevant staff committees and to the Athena Swan Self Assessment Group on progress. Publish on the Equality	Visible reduction in gender pay gaps.	Pay gap report published on university website. Reduced pay gap.	Director of POD	April 2014	A pay gap investigation was undertaken in 2010. This resulted in action taken which reduced the gap in some areas (professional

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			webpages.					down to 0%) and also some new gaps created by long service.
		1.8 The university will identify and where possible address the reasons why women leave the university. With particular focus on those who leave from senior lecturer/senior researcher levels upwards.	Develop new exit interview process. Analyse reasons for leaving particularly of females who leave from senior lecturer/senior researcher levels upwards. Plan of action developed and implemented based on evidence.	Evidence about reasons for leaving can be used by the university to undertake appropriate activity.	Audit trail of logged and analysed exit information. Evidence of actions taken as a result of the analysed data.	Director of POD	April 2014	

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
2.	**Academic Workload**	2.1 Teaching and research workload is distributed fairly within and across departments and between male and female staff.	Collect and analyse data. Commission analysis of workload by gender report. Fair model of workload researched and identified. Fair model of workload distribution to be piloted and further appropriate actions taken depending on outcome of pilot.	Teaching and research loads fairly distributed.	Staff satisfaction scores improved. Satisfaction scores of Programme Leaders improved. Occupational Health statistics, sickness reporting. Improved staff satisfaction results of academic staff, in particular Programme Leaders.	PVC Teaching and Learning. PVC Research and Innovation.	December 2013 December 2014	Data on workloads collected and is currently being input for analysis. The initial exercise has resulted in more workload forms being submitted for analysis.
		2.2 To create electronic workload reporting methods to improve reporting, analysis and response time rates.	Feasibility study on appropriate electronic recording mechanisms. To create, pilot and introduce electronic workload	Teaching and research loads fairly distributed.	Staff satisfaction scores improved. Satisfaction scores of Programme Leaders improved.	PVC Teaching and Learning	March 2016	

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			reporting methods.					
3.	**Annual Development Reviews (ADR) & senior staff development reviews (MAX: Motivate, Appraise, Xcel)**	3.1 All staff will have completed an annual review (whether ADR or MAX).	Review of current ADR process. Specific focus will be made on ensuring STEM female academics undertake constructive reviews with timely plans made.	Annual Reviews will ensure that constructive discussions are held with line managers.	Audit of completed ADR and MAX reviews.	Faculty Deans POD Director	August 2013 with rolling action to be reported each term.	Organisational Development consultants have been employed to conduct review of development review process. New MAX process is currently being piloted.
		3.2 All academic staff will have a developmental discussion with their line manager (teaching/researching or both).	Specific focus will be made on ensuring STEM female academics receive & participate in quality developmental discussions. Guidelines will be produced to support staff in conducting a career development discussion.	Quality developmental discussions will be held which will enable female academics to work towards their aspirations.	Faculty, School & Individual plans identified Plans collated in order that generic and bespoke developmental interventions can be made at local or university level.	Faculty Deans POD Director	August 2013 with rolling action to be reported each term.	Organisational Development Consultants employed to conduct review of development review process.
		3.3 Career	Career	Career	Case studies are	Faculty Deans	March	Organisational

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
		development to be an important and routine element to ADR/MAX.	development and aspirations to be discussed with all staff.	development is a recognised part of ADR/MAX reviews and opportunities are maximised. Specific Career Development Framework will be developed see Action 4.2.	publicised of individual's career paths where opportunities have contributed to career enhancement.	POD Director	2014 with highlights noted termly.	Development Consultants employed to conduct review of development review process.
		3.4 Faculties will report any developmental needs which have not been undertaken or fulfilled after one year from review.	Line Managers to audit ADR/MAX development plans and produce report.	Development discussions will produce positive outcomes.	All agreed and planned development will be honoured. Central intelligence of required generic and bespoke developmental opportunities will be captured in order to be considered for future planning.	Faculty Deans POD Director	August 2014 (1 year after pilot of MAX) and rolling action to be reported each term.	Organisational Development Consultants employed to conduct review of development review process.
4	**Professional and Academic Development**	4.1 A university-wide HEA framework for all academic staff to be	Higher Education Academy (HEA) approved	HEA accreditation will provide	HEA D1-D4 levels of framework designed & developed.	PVC Learning & Teaching	August 2014	

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
	(Academic Development, Learning & Development, Organisational Development)	developed in order that appropriate accreditation may be gained. Females in STEM disciplines will be specifically targeted and supported to apply.	framework to be designed and developed. Collect, report and plan against data on numbers of academic staff with PGCE qualification.	prestige to both the individual and the university and encourage participation where pedagogic excellence is recognised.	Increased number of HEA fellowships awarded. Increased % of teachers have PGCHE. All new teaching staff will have commenced PGCHE study within three years of appointment.	POD Director Faculty Deans		
		4.2 Develop a career development framework to support all teaching academics. Females in STEM disciplines will be encouraged to participate.	Career development framework to be designed and developed.	A defined career development framework will motivate teaching academics and enable female academics in STEM disciplines to visualise their career progression.	Career development framework in evidence. Number of female academics in STEM disciplines actively engaged.	Faculty Deans POD Director	August 2015	
		4.3 A career development programme will be designed, developed and delivered to pilot stage and reviewed regularly for its effectiveness. Females in SET disciplines will be	Career development programme to be designed, developed and delivered.	The programme will map onto the framework (as above) and will provide focused development in tandem with the	Active attendance, engagement and participation of female academics (particularly those in SET disciplines) with termly reviews of progress where participants can report areas of increased responsibility and	Faculty Deans POD Director	August 2015	

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
		encouraged to take part.		framework.	promotion.			
		4.4 People and Organisational Development Directorate (POD) to develop a second pilot for mentoring academic female staff, including early career researchers. This scheme will build on the original (where senior female staff were mentored) by having female professors acting as mentors to develop female academics from PL to Professorship.	Mentoring scheme to be designed, developed and delivered. Female professors to be developed as mentors.	Evidencing female role models in senior positions wilt motivate junior staff in advancing their careers enabling the mentors to provide advice and counsel.	Take-up of mentoring scheme to be pro-actively reviewed to ensure females in SET disciplines are being encouraged to participate.	PVC Research POD Director	October 2013	
5.	**Research Development Opportunities**	5.1 The Research Business and Innovation Directorate (RBI) and Graduate School offers programmes relating to research skills and career development, writing skills, bid and proposal development to each STEM Faculty.	A programme of events advertised positively targeted at STEM women. Begin monitoring attendance by gender. Consider how training can be linked to create a progression	More STEM women receiving research development training. More women preparing research bids and proposals.	Audit reports on training. Auditable reports of gender balance of women as principle investigators on research bids. Increased number of women eligible for submission to future REF. Renewal of HR Excellence	Director of Research, Business & Innovation Head of Graduate School	March 2014 and then rolling action to be reported each term.	Work has begun on scoping out an Athena Swan Conference to be held at DMU in 2013 HR Excellence in Research Renewal submitted April 2013.

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			pathway. Consult female staff, identify and meet research training and development needs. Take positive action as required for example ECR or Women only courses, where evidence indicates that they are under-represented or there is a qualitative need.		in Research Award – April 2013			
		5.2 The research leave scheme will demonstrate fairness.	Female staff will be targeted in communications about the leave scheme. Set up monitoring process for each stage of application and decision making process. The scheme panel will all complete relevant selection	More female STEM staff will apply and be successful in being granted research leave.	Data reports evidence of gender balance at application and success stages. Recommendations from panel for female staff.	PVC Research and Innovation.	December 2013	

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			training. The panel will act on any improvement issues identified by monitoring and analysing applications. **See link to KAA2and workload allocation.**					
6.	**University Committees**	6.1 University and Faculty committees to aim to have a gender balance of at least 30:70, aspiring to 50:50.	Chairs to report on gender balance each year (completed 2013). Chairs to take action on improving gender balance to at least 30% aspiring to 50% on all committees. It is DMU intention that all meetings and events for staff will be held between 9.30am - 4.30pm and it is by exception that	Year on year improvement in gender balance on DMU committees. Improve representation of women and those with caring responsibilities at meetings. Increase numbers of women willing to be members of	Gender balance of at least 30:70, aspiring to 50:50 on Faculty and University committees.	Executive Board of the University. Committee Chairs.	November 2016	

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			this would not occur. **See KAA 8**	University Committees and participate in events. Annual reporting of committees.				
7	**Promotion & Progression**	7.1 All STEM Faculties address under-representation of gender groups in each school and each grade level.	All female staff will be notified of promotion and progression opportunities. All promotion panels will aim to have a gender balance. Data showing the gender make up of job roles or grades across each Faculty will be prepared and discussed at Faculty Board with the aim of finding solutions to gender imbalance. Promotion panels	The gender balance of schools, departments and faculties will be visible.	Greater female gender balance on application, shortlisting and promotion evident on data reports. Evidence of changes in gender balance across job or grades in Faculties.	Deans of the Faculties of Technology, Health and Life Sciences and Art, Design and Humanities. Director of POD	December 2013 and then rolling action to be reported each term.	

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			will record and report on numbers of female/male staff applications and success rates. Promotions data will be further monitored on the combined protected characteristics of age and gender then analysed, reported on and appropriate action taken. Appraisal process will be used to identify career development needs and pathways. **See KAA 3 and 4.**					
8.	**Flexibility and Benefits**	8.1 All staff will know about, and how to apply for, the Flexible Working, Career Break, Parental Leave, Special Leave and Research Leave policies	Communication policy approved. Promotion of policies at least once a year to all staff.	Evidence of increased awareness and uptake of benefits policies. Transparency	Monitoring of: • Communicate activity evidence; • Increased enquiries; • Increased requests;	Director of POD	November 2013 and then rolling action to be reported each term.	A draft People & Organisational Development (POD) communication has been prepared. This

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			Provide support for managers in disseminating benefits information to staff. Showcase at university-wide wellbeing events. Monitor and analyse take up. Revise action plan. Communicating benefits policies and pre-start phase of induction. Begin recording, enquiries, applications and success rates of flexible working requests.	around flexible working requests	• Increased approvals; • Increased take up.			specifically outlines plans to communicate regularly and through a range of approaches, DMU staff benefits policies and processes.
		8.2 Childcare Provision	Increased promotion and communication of childcare vouchers.	Increased satisfaction of carers in staff survey 2015.	Increased satisfaction of carers in staff survey 2015. 10% increase in take up	Director of POD	November 2013 and then rolling action to	

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			Investigate options for providing childcare for university staff and students.	10% increase in take up of Childcare vouchers	of Childcare vouchers		be reported each term.	
		8.3 Core Hours working	It is DMU intention that all meetings and events for staff will be held between 9.30am - 4.30pm and it is by exception that this would not occur.	Improve representation of women and those with caring responsibilities at meetings.

Increase numbers of women willing to be members of University Committees and participate in events. | Mentoring of gender balance of committees | Chairs of University Committees. | November 2013 and then rolling action to be reported each term | This proposal was circulated to the University's executive Board in March 2013 and received overwhelming support. |
| 9. | **Celebrating & Communication** | 9.1 DMU women in STEM will be celebrated. | The university will organise an Athena Swan consultation event once a year.

Athena Swan related news will be reported at | Increased international, national and local visibility of female STEM staff. | Increased press coverage. Conference or seminar. Audit of gender balance of DMU conferences and events. | Deans of the Faculties of Technology, Health and Life Sciences and Art, Design and Humanities

Conferences and | November 2013 and then rolling action to be reported each term. | Consultation events were held in June 2012 and February 2013. |

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			least three times each year.			Events Team		International Women's Day has been marked by a public lecture for the last 3 years. In 2011 Professor Paul Walton from York gave the lecture on Women in Science, Engineering and Technology.
			The university will celebrate International Women's Day each year.			Research, Business and Innovation Directorate.		
			All university conferences and events will aim to achieve 30:70, aspiring to 50:50, gender balance of the presenters.		Conference and event agendas.	People and Organisational Development.

Directors of Communications, Press and PR. | | |
| | | | The university will create a list of spokeswomen in STEM. Media training will be offered to STEM academics with specific focus on all female staff. | | The university press team will evidence a list of spokeswomen in STEM. | | | |
| | | | The university will positively nominate females for public awards and as representatives on public bodies. | | Evidence in nomination applications. | | | |

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			The university will ensure that its own awards process, recognising talent and initiatives (Oscars), positively recruits women nominations.					
10.	**Athena Swan Charter Mark**	10.1 The university will work to achieve and maintain the Athena Swan Charter Mark and will provide support and resources in order to improve year on year.	A six monthly progress report from the Athena Swan Self Assessment Group to the Executive Board. Each of the STEM Faculties will resource a subgroup of staff to support the Athena Swan activities of the whole university and of each faculty. The PVC Research and Innovation will through the	DMU will gain and maintain an Athena Swan Bronze. Improved dialogue among academic and teaching staff about DMU gender culture and open discussion about planning and taking action for change.	Achievement of Athena Bronze and 3 yearly revalidation. Notes of Research Committee.	Chair of the Athena Swan Group. Faculty Deans. PVC Research and Innovation	November 2013 and then rolling action to be reported each term.	The self assessment group has committed to meeting at least three times a year to support the university in achieving Athena Swan awards and to keep the issues live within each of the faculties and directorates.

	Key Assessment Area (KAA)	Action	Activities	Planned Impact	Performance Indicators	Strategic Responsibility	Timescale & Reporting	Progress April 2013
			research networks and committees create an enabling culture for faculties and schools to work towards individual awards.					