



Athena Swann Bronze University Award Application

Policy Owner: Executive Director to the Vice Chancellor

Date created: 30th April 2014

Due for review: April 2017

Approval route: Strategic Management Team



Athena SWAN Bronze university award application

Name of university: Liverpool John Moores University

Date of application: 30 April 2014

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1. The self-assessment process:

Describe the self-assessment process.

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

The Liverpool John Moores University (LJMU) Self-Assessment Group (SAG) was constituted in October 2013 and derived from the pre-existing diversity group. The group reports directly to the University's Senior Management Team (SMT), chaired by the Vice Chancellor, and the University's Equality Steering Group, chaired by the Deputy Chief Executive, who is also the University's Equality Champion.

A SAG meeting has taken place every month since then, chaired by the Pro-Vice-Chancellor (Scholarship,

Research and Knowledge Transfer). Membership comprises 15 staff (6 male and 9 female). Representatives are on different grades, include staff from STEMM departments, have taken various types of parental leave, been employed on fractional and/or fixed term contracts, juggled work and caring responsibilities and sought promotion opportunities. We also have early career researchers and postdocs in the group. Collectively they have experience of flexible working and career breaks, and able to contribute from personal experience to how the University can address these issues. The objectives of the group are defined and a meeting is scheduled for 3 to 4 times a year once application has been submitted.

Please find below brief biographies for each team member:

Self-Assessment Group Members

Name	Title	Title and Role	Work life Balance THIS SECTION REMOVED FOR GENERAL DISTRIBUTION
1 Robin Leatherbarrow	PVC Scholarship, Research, and Knowledge Transfer	Professor of Chemical Biology; Chair of Committee	
2 Moni Akinsanya	Equality and Diversity – Human Resources	Equality and Diversity Adviser	
3 Ann Sidaway	Human Resources	HR Projects and Systems Adviser	
4 Sue Spiers	Research and Innovation Services	Head of Research Programme Development	
5 Meriel Box	Education and Academic Quality Services	Head of Staff Development, Aurora Institutional champion, LFHE NW Regional Coordinator	

6	Alison Cotgrave	Faculty of Technology and Environment - School of Built Environment and Engineering	Associate Dean
7	John Carrier	Faculty of Technology and Environment - School of Built Environment and Engineering	Programme Leader, Engineering
8	Laura Bishop	Faculty of Science - School of Natural Sciences and Psychology	Professor
9	Carole Mundell	Faculty of Science - Astrophysics Research Institute (ARI)	Professor
10	Michael Nieves	Faculty of Technology and Environment - School of Built Environment and Engineering	Lecturer, Built Environment
11	Adam Sharples	Faculty of Sciences – Ageing and molecular Physiology Unit	Lecturer, Cellular and Molecular Physiology Stem Cells
12	Hannah Timpson	Faculty of Education, Health and Community - Centre for Public Health	Applied Health and Wellbeing Partnership Manager
13	Phil Carey	Faculty of Education, Health and Community - Nursing and Allied Health	Associate Dean
14	Neil Larsen	Human Resources	HR Systems Coordinator
15	Rebecca Cain	Human resources	HR Assistant (Project Secretary)

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.

LJMU's self-assessment process started in October 2013, when some members of the University's SMT and staff examined what support was in place for women in STEMM, and women in general, to progress in their careers and encourage them to join the teaching, research or support staff.

A mapping exercise was conducted to satisfy the requirements of the Bronze award application. After careful deliberation, it was decided that the University proceed with an application for the Bronze award to provide a focus for further work in support of the recruitment, retention and progression of women in STEMM at LJMU.

Plans were then made to constitute a formal Self-Assessment Group (SAG). A report of these initial meetings was submitted to the University's SMT with the intention of submitting an application for the Bronze award. Deans of the STEMM faculties were briefed on the importance of the submission in catalysing outcomes that should help in addressing the issue of gender imbalance in key areas of the University.

Sean McWhinnie (Oxford Research and Policy) was consulted to advise on how to achieve gender equality in the University, particularly in our STEMM departments. The Good Practice checklist was completed. A preparatory meeting between the external consultant and the chair of the SAG was held prior to the first SAG meeting.

As part of the self-assessment process, women in the STEMM faculties were invited to a focus group meeting to gather views on a range of issues including flexible working, work-life balance, career breaks, career progression and the University's induction process. The findings have assisted with formulating actions, which when implemented will ensure that the careers of women in STEMM are well supported and that progress/advancement opportunities are open to them. The focus group made use of 'The Distiller', a technology developed within LJMU that allows groups to share their thoughts anonymously using individual keyboards. The session also made use of LEGO as a talking tool for women to model their experience of working in STEMM. Responses from women in STEMM were analysed as part of the self-assessment process and used in formulating LJMU Athena Swan and women in STEMM action plan.

The SAG meets on a monthly basis. Members are given the opportunity to air their views on the varying experiences of women in STEMM, highlight areas they feel require positive action and suggest how changes can be made. LJMU data were analysed by the group with special focus on possible areas of action.

This document and action plan were presented to the University SMT prior to submission for approval and to ratify the resources needed for implementation. The SMT requires a regular report on the action plan at future meetings.

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.

The group will meet 3 to 4 times a year to oversee the delivery of the action plan following submission.

The plan is that two STEMM departments will apply for the Bronze award by April 2015 and, by April 2016, all of our STEMM departments will have applied for the Bronze award, to be followed by applications for the Silver award. The SAG members are Athena Swan champions in their various STEMM departments and are assisting with constituting their respective departmental SAGs, and ensure that Athena Swan is a standing agenda item in all faculty and school management team meetings. Feedback on the progress of departmental submissions will be presented at University SAG meetings.

Action 1.1: Set a clear annual programme for meetings including a formal annual review of the action plan.

Action 1.2: To establish a process of regular review of female: male ratio of academic and research staff data across the whole University and in STEMM departments.

Action 1.3: University-wide SAG members to assist with setting up departmental SAG.

(Word count, 1095)

2. Description of the university:

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.

The University has 2,316 staff from over 100 countries, comprising 1,041 academic staff and 1,275 support staff; our 24,472 students cover all protected characteristics.

The University was founded in 1825 as a small mechanics institute, which became the Liverpool Polytechnic. The Polytechnic gained university status in 1992 and is part of the University Alliance UK. LJMU was ranked 82 in the Times University League Table and 69 in the Guardian's in 2014.

LJMU is in the top four post-92 universities for research in the Engineering Departments, SportsRelated Studies, Architecture and Built Environment, Physics, Biological Sciences, and Computer Sciences. In 2010, LJMU was one of 29 institutions selected to take part in the pilot for assessing impact in the REF (Research Excellence Framework) by HEFCE. The work of our Astrophysics Research Institute in the pilot was highlighted as an exemplar of research with positive influence beyond academia.

In 2013, 64% of eligible students completed the National Student Survey. We increased our overall student satisfaction rate by 1% on the previous year, with 84% of final year students satisfied with their course quality. This was the fourth year in succession that LJMU had improved its overall student satisfaction rate, although we were still 1% below the sector average of 85%.

At LJMU, 60% of the academic departments are in STEMM areas (12 out of 20); 594 of the 1,041 academic staff are in the STEMM departments.

List of STEMM departments

Faculty	Department	Abbreviations
Science	Astrophysics Research Institute	ARI
	Natural Sciences & Psychology	NSP
	Pharmacy & Biomolecular Sciences	PBS
	Sport & Exercise Sciences	SPS
Technology and Environment	Built Environment	BUE
	Computing & Mathematical Sciences	CMP
	Engineering, Technology & Maritime Operations	ENR
	European Institute for Urban Affairs	EUA
	General Engineering Research Institute	GNR
	Lairdside Maritime Centre	LMC
Education, Health and Community	School of Nursing and Allied Health	NAH
	Centre for Public Health	CPH

The University operates three pay structures (Grades 2-10, Professoriate and the University Directorate Grades). The majority of staff are under Grade 2-10. The University Professoriate salaries are determined by the Professorial Pay Enhancement Panel. This pay review process occurs annually against agreed set performance criteria for appropriate reward/recruitment incentives for Professorial staff.

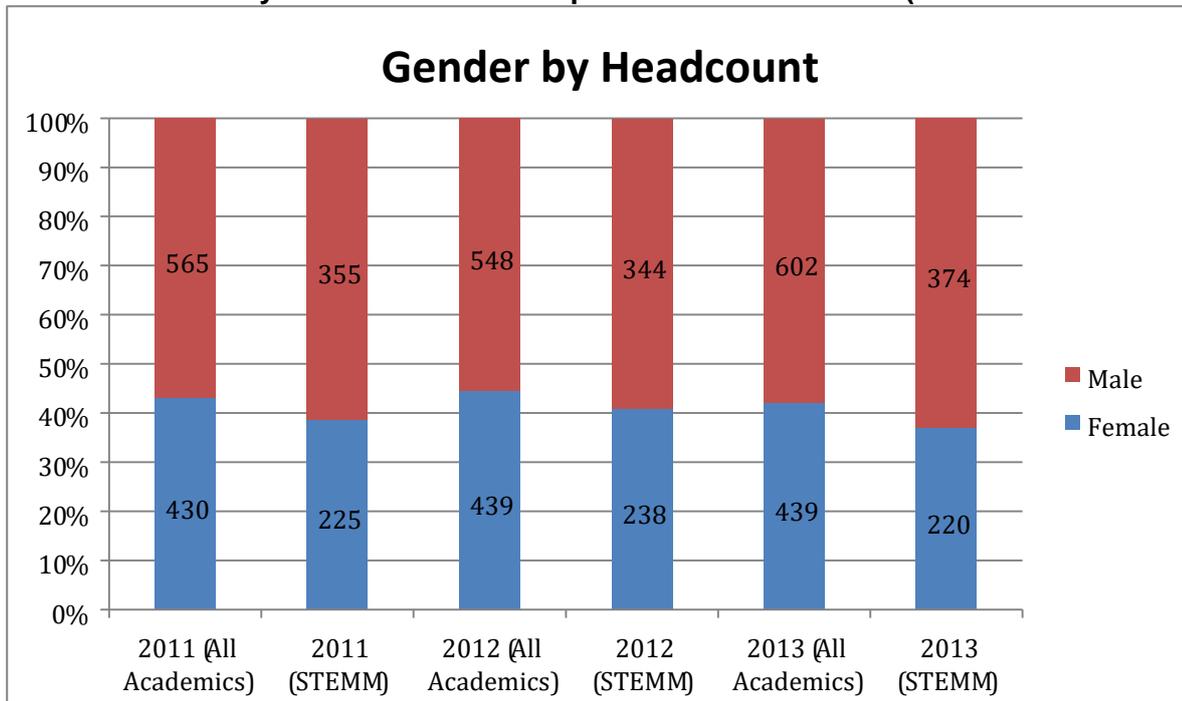
The University Directorate Grades were determined by the Senior Management Team and external job evaluation consultants, and are underpinned by job evaluation principles.

University wide and STEMM Departments Gender Data (Academic Staff Only)

Table 1 - University wide and STEMM Departments Gender Data (Academic Staff Only)

Gender	2011	%	2012	%	2013	%
Female (All Academics)	430	43	439	45	439	42
Male (All Academics)	565	57	548	55	602	58
Total (All Academics)	995		987		1041	
Female (STEMM)	225	39	238	41	220	37
Male (STEMM)	355	61	344	59	374	63
Total (STEMM)	580		582		594	

Chart 1 - University wide and STEMM Departments Gender Data (Academic Staff Only)



The data illustrates a high proportion of male academic staff compared to female (both STEMM and non STEMM) in LJMU. The University has started addressing this by launching a series of focus groups and staff surveys aimed at investigating the underlying cause and how more female staff can be recruited.

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.

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.

Table 2 - University Wide Gender by Grade

	2011			2012			2013		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Research (GR3-7)	67	82	45	60	75	39	76	66	37
Lecturer / Senior Lecturer (GR8)	297	257	46	292	282	49	317	289	48
Reader / Principal Lecturer (GR9)	107	63	37	102	55	35	102	56	35
Subject Head / Leader (GR10)	20	13	39	19	14	42	23	13	36
PROF	57	8	12	59	7	11	67	9	12
Dean/PVC/Director	17	7	28	16	6	27	17	6	26
Total	565	430	43	548	439	45	602	439	42

Chart 2 - University Wide Gender by Grade

Gender by Grade - All LJMU

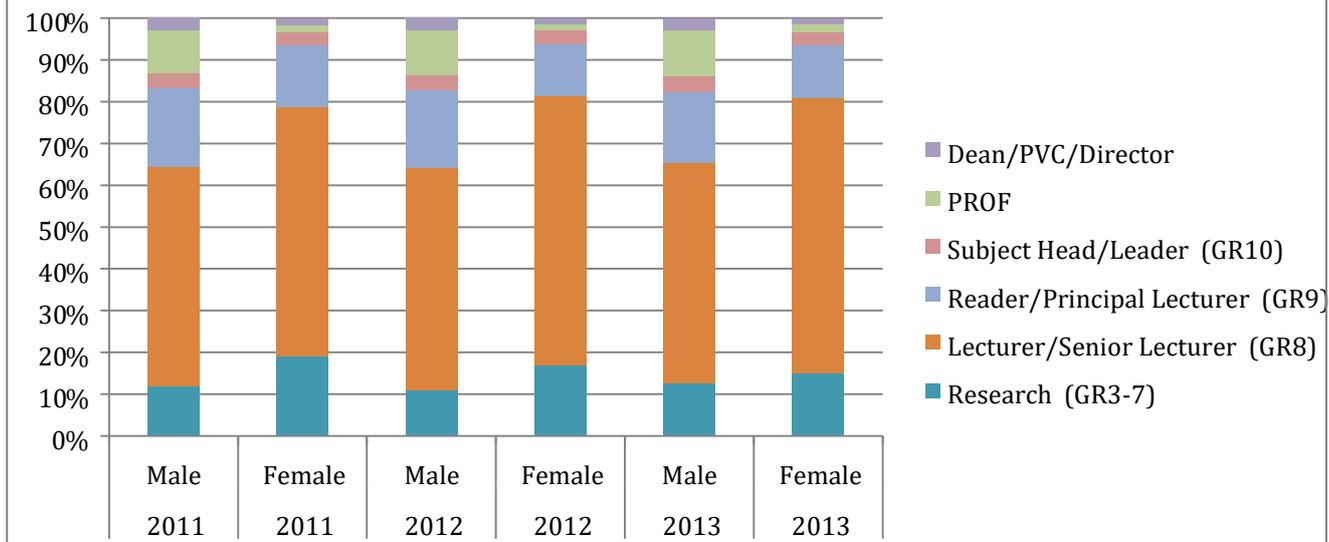
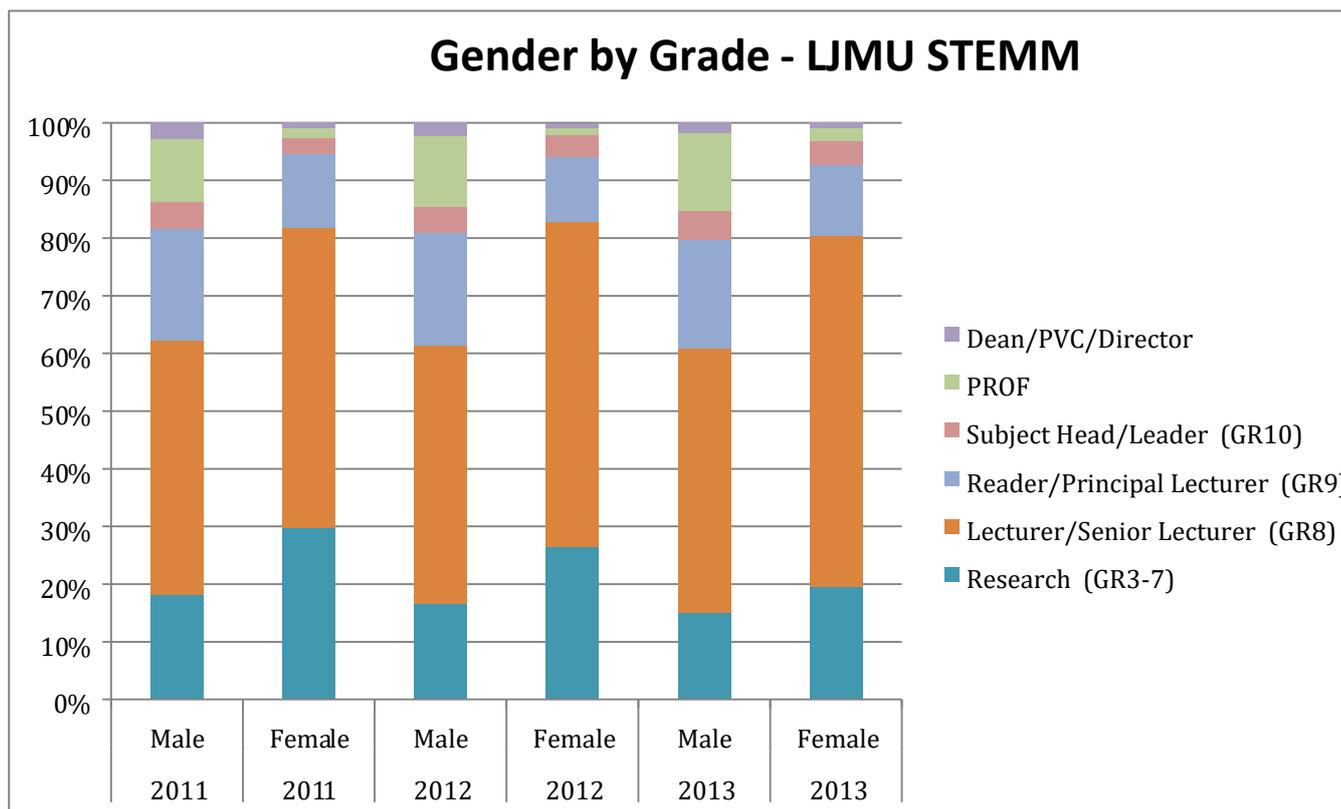


Table3 - STEMM Departments Gender by Grade

	2011			2012			2013		
	Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Research (GR3-7)	64	67	42	57	63	36	56	43	23
Lecturer / Senior Lecturer (GR8)	157	117	43	154	134	47	172	134	44
Reader / Principal Lecturer (GR9)	69	29	30	67	27	29	70	27	28
Subject Head / Leader (GR10)	16	6	27	16	9	36	19	9	32
PROF	39	4	9	42	3	7	50	5	9
Dean/PVC/Director	10	2	17	8	2	20	7	2	22
Total	355	225	39	344	238	41	374	220	37

Chart3 - STEMM Departments Gender by Grade



Tables 2-3 and charts 2-3 show that there are almost twice as many males in the STEMM subjects than females. Considering the data by job/grade, women are more likely to enter and stay at the Lecturer/Senior Lecturer level and not progress up to Reader/Professor etc. Males are 3 times more likely to hold more senior positions than females. This is an area of concern. At the focus group meeting of women in STEMM it was agreed that further investigations is required for effective action. The University also started a process of investigation by revising the PDPR process for researchers and teaching staff with a view to addressing these issues. Questions and discussions with regard to progression and retention of female academic staff were incorporated into the new process to ensure that staff are adequately supported to make progress.

Action 2.1: Further investigation of reasons why female academics enter and stay in lecturer level without progress to high level posts (Readers and Professors).

Action 2.2: Devise positive action measures that will encourage more female undergraduates to apply for research posts.

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 does it plan 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?

Table 4 - University Wide Turnover by Grade

	2011		2012		2013	
	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover
Research (GR3-7)	40.2	47.1	26.7	30	47	26.3
Lecturer/Senior Lecturer (GR8)	9.7	11.1	6.7	6.8	8	7.9
Reader/Principal Lecturer (GR9)	11.1	10.3	21.8	3.9	7.1	5.9
Subject Head/Leader (GR10)	7.7	10	14.3	0	15.4	8.7
PROF	50	22.8	14.3	11.9	11.1	7.5
Dean/PVC/Director	28.6	16.7	16.7	25	0	11.8

Chart 4 - University Wide Turnover by Grade

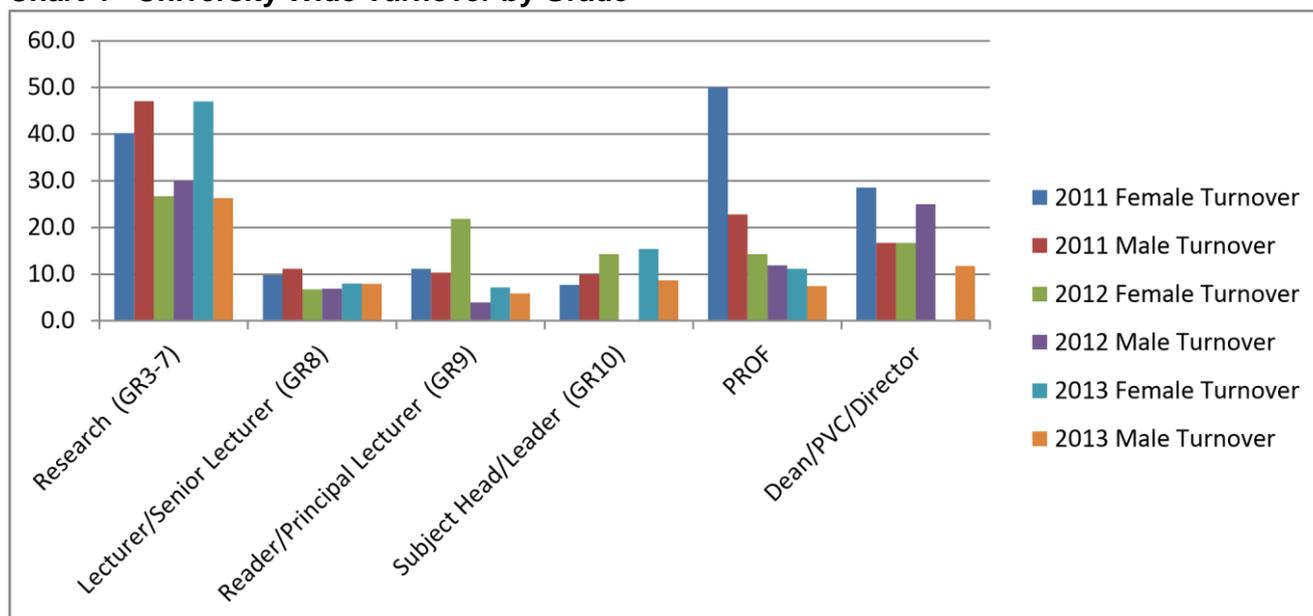


Table 5 - STEMM Departments Turnover by Grade

	2011		2012		2013	
	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover
Research (GR3-7)	40.3	43.1	20.6	28.1	62.8	30.4
Lecturer/Senior Lecturer (GR8)	12	12.1	2.2	5.8	7.5	5.8
Reader/Principal Lecturer (GR9)	17.2	8.7	22.2	1.5	7.4	5.7
Subject Head/Leader (GR10)	0	0	0	0	0	10.5

PROF	50	17.9	33.3	11.9	0	2
Dean/PVC/Director	0	0	0	12.5	0	14.3

Chart 5 - STEMM Departments Turnover by Grade

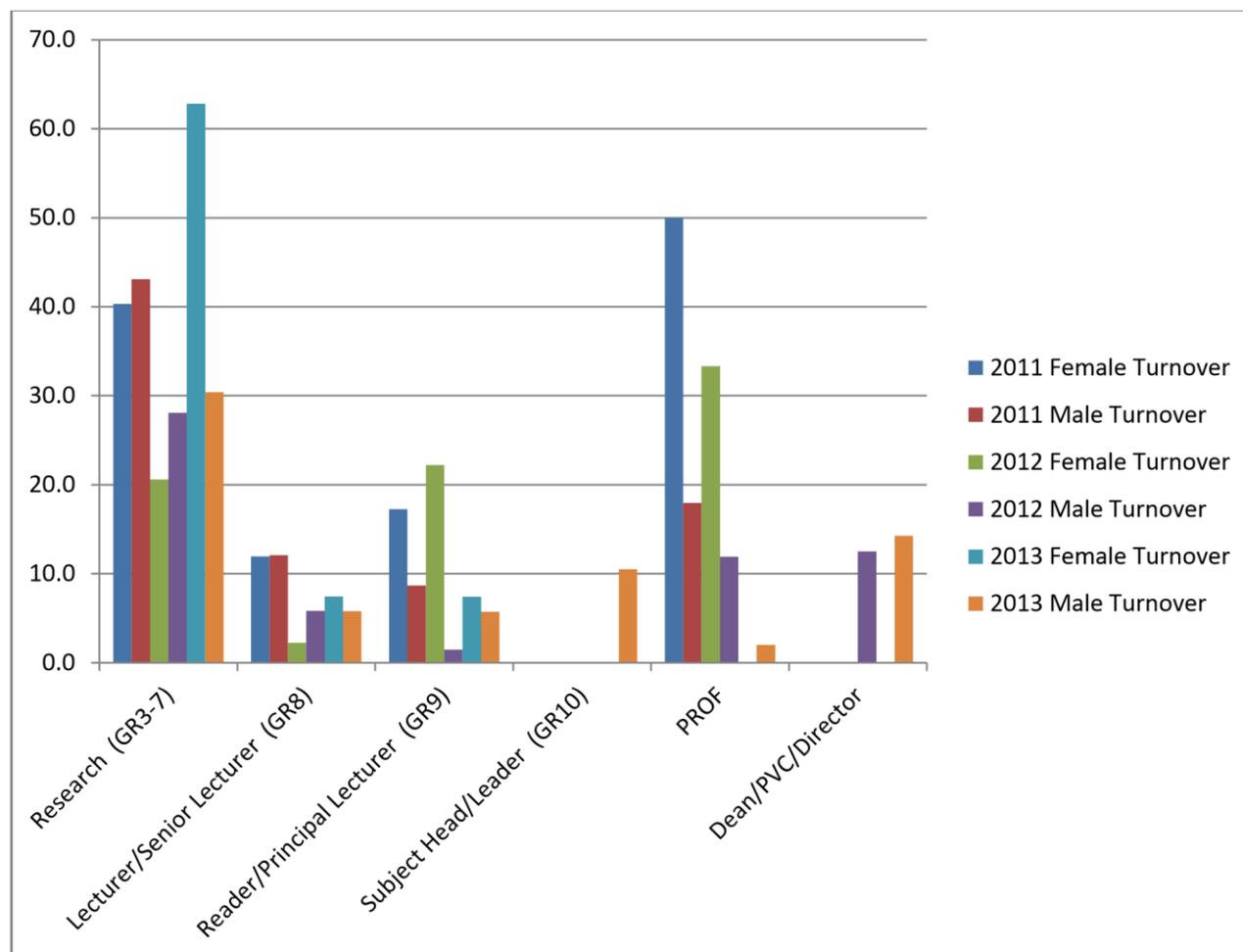


Table 6 - University Wide Voluntary Turnover by Grade

	2011		2012		2013	
	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover
Research (GR3-7)	19.5	23.5	9.3	13.3	16.7	10
Lecturer/Senior Lecturer (GR8)	8.2	9.4	5.7	5.1	5.5	13.2
Reader/Principal Lecturer (GR9)	7.9	9.3	21.8	2.9	5.4	5.4

Subject Head/Leader (GR10)	7.7	5	14.3	0	7.7	3.9
PROF	50	19.3	14.3	10.2	11.1	6
Dean/PVC/Director	28.6	16.7	0	18.8	0	11.8

Chart 6 - University Wide Voluntary Turnover by Grade

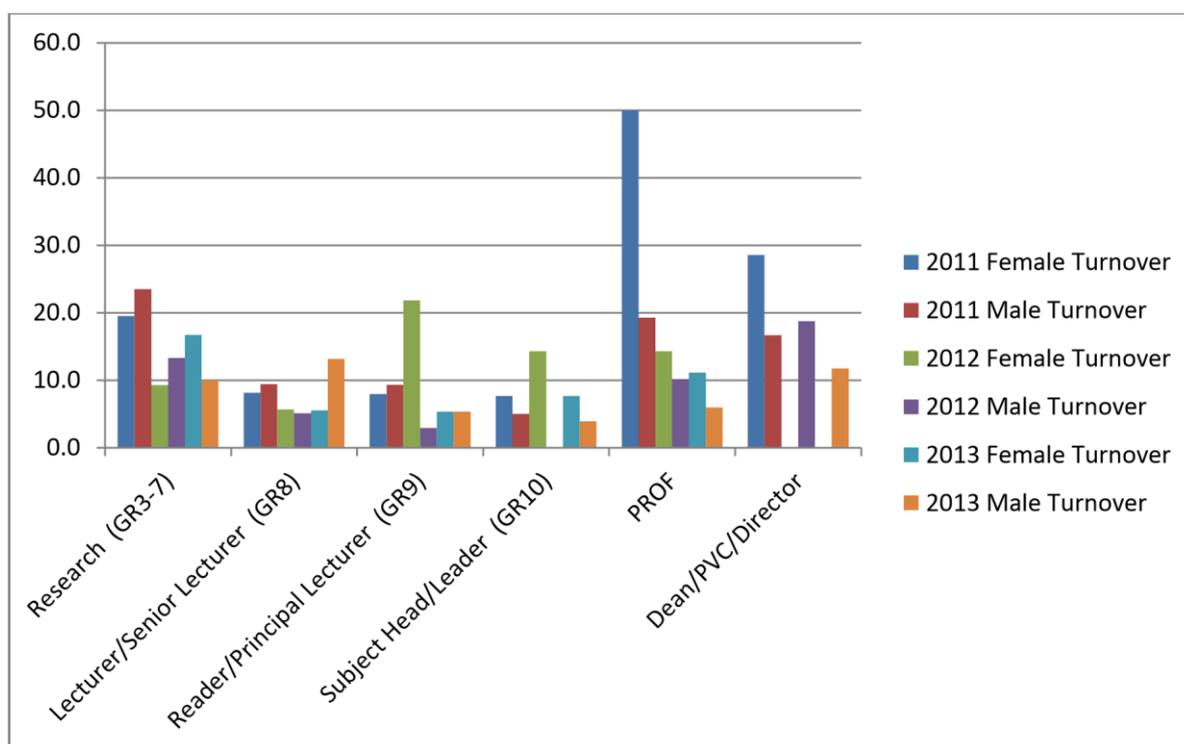
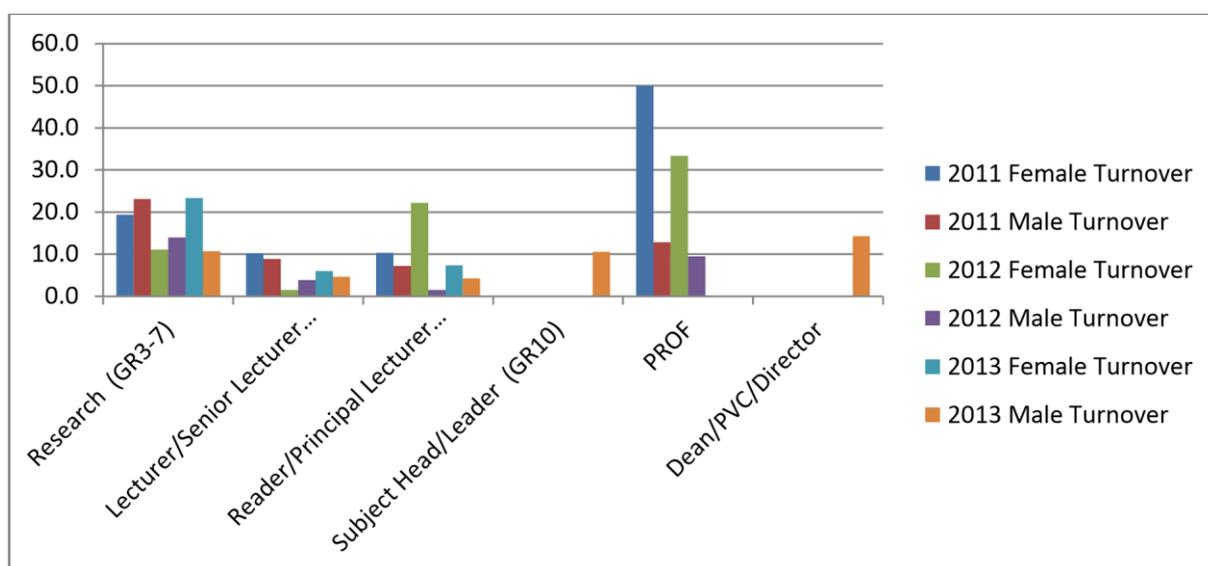


Table 7 - STEMM Departments Voluntary Turnover by Grade

	2011		2012		2013	
	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover
Research (GR3-7)	19.4	23.1	11.1	14	23.3	10.7
Lecturer/Senior Lecturer (GR8)	10.3	8.9	1.5	3.9	6	4.7
Reader/Principal Lecturer (GR9)	10.3	7.2	22.2	1.5	7.4	4.3
Subject Head/Leader (GR10)	0	0	0	0	0	10.5
PROF	50	12.8	33.3	9.5	0	0
Dean/PVC/Director	0	0	0	0	0	14.3

Chart 7 - STEMM Departments Voluntary Turnover by Grade



Tables 4-7 and charts 4-7 reveal that, female turnover was significantly higher at Professorship level, and at Grade 9 (2012; 2013) compared to male staff. This is also true at Grades 3-7. Further investigation is necessary to identify why female staff leave at a higher rate at these levels. Currently, we do not collect data on staff leaving but we plan to create a questionnaire for exit interview purposes. The information gathered will be analysed for issues affecting females leaving at these levels.

Action 2.3: An in-depth statistical analysis of leavers through questionnaires and exit interview across all STEMM departments, by gender and grade to ascertain the reasons why female staff are leaving at grades 3-7, grade 9, and Professorship level, and the key issues that need addressing.

Table 8 - University Wide Non-Voluntary Turnover by Grade (Fixed Term Contracts)

	2011		2012		2013	
	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover
Research (GR3-7)	20.7	23.5	17.3	16.7	30.3	15.8
Lecturer/Senior Lecturer (GR8)	1.6	1.7	1.1	1.7	2.4	2.5
Reader/Principal Lecturer (GR9)	3.2	0.9	0	1	1.8	2
Subject Head/Leader (GR10)	0	5	0	0	7.7	8.7
PROF	0	3.5	0	1.7	0	1.5
Dean/PVC/Director	0	0	16.7	6.3	0	0

Chart 8 - University Wide Non-Voluntary Turnover by Grade (Fixed Term Contracts)

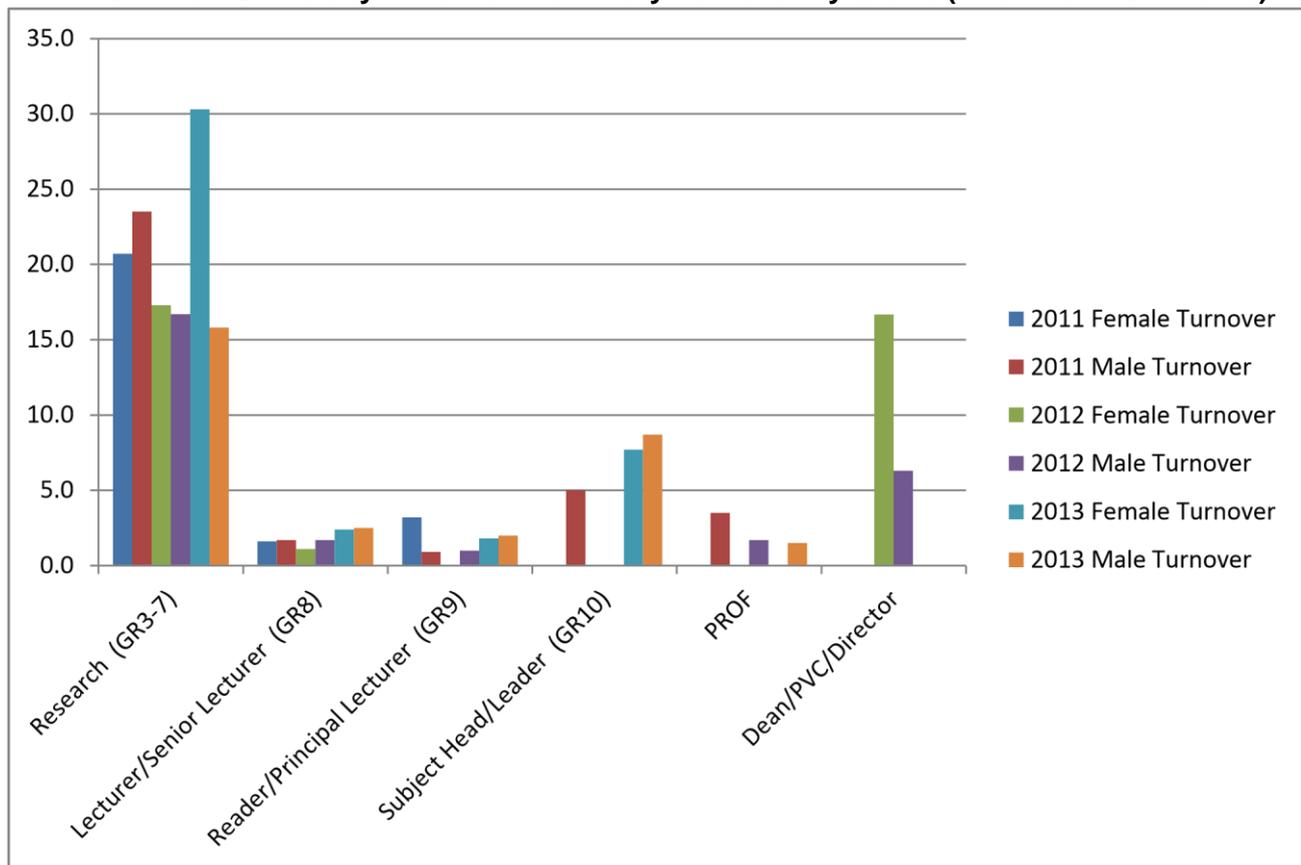
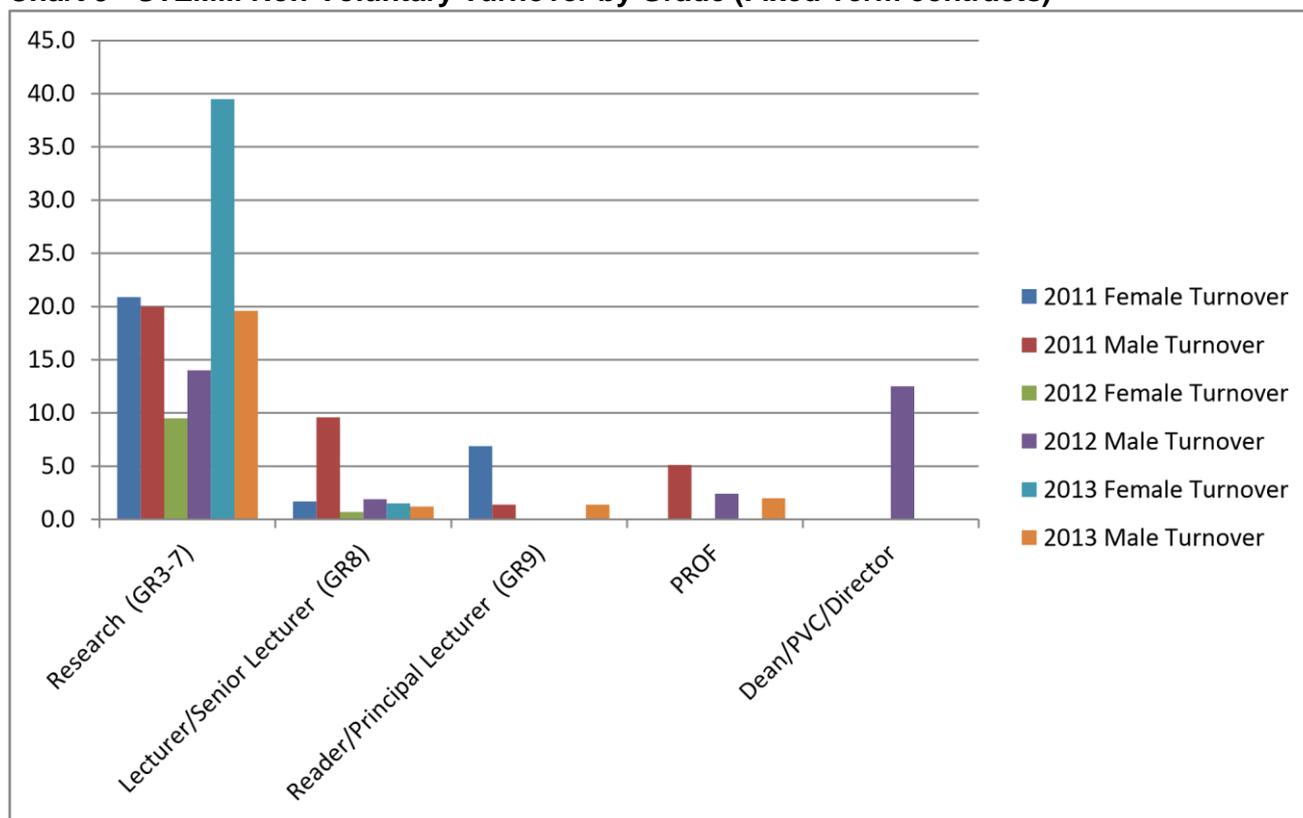


Table 9 - STEMM Non-Voluntary Turnover by Grade (Fixed Term Contracts)

	2011		2012		2013	
	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover	% Female Turnover	% Male Turnover
Research (GR3-7)	20.9	20	9.5	14	39.5	19.6
Lecturer/Senior Lecturer (GR8)	1.7	9.6	0.7	1.9	1.5	1.2
Reader/Principal Lecturer (GR9)	6.9	1.4	0	0	0	1.4
PROF	0	5.1	0	2.4	0	2
Dean/PVC/Director	0	0	0	12.5	0	0

Chart 9 - STEMM Non-Voluntary Turnover by Grade (Fixed Term contracts)



Based on the above, the vast majority of non-voluntary turnover in Research (grades 3-7) represent staff coming to the end of a fixed term contract. The data (tables 8-9 and charts 8-9) revealed a high proportion of female research staff leaving the University after a fixed term contract (compared to male staff). Further investigation is necessary to identify why this is the case. We have started the process of investigating this situation in the focus group held with women in STEMM. The feedback from the women is that more investigation is necessary through exit interviews and pulse surveys for effective remedial action to be taken.

Action 2.4: Investigate why female staff are leaving the University at Research level at the end of fixed term contracts and put measures in place to mitigate this.

iii) Female: male ratio of academic and research staff on fixed-term contracts vs. Open-ended (permanent) contracts – across the whole university and in STEMM departments

Table 10 - University Wide Ratio of Staff on Fixed Term Contracts vs Permanent Contracts

		2011			2012			2013		
		Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Academic	Fixed Term Academic	34	29	46	29	28	49	21	9	30
	Permanent Academic	459	325	41	453	338	43	508	370	42
	Total	493	354	42	482	366	43	529	379	42
Research	Fixed Term Research	47	65	58	41	60	59	36	33	48
	Permanent Research	25	11	31	25	13	34	37	27	42
	Total	72	76	51	66	73	53	73	60	45

Chart 10 – University Wide Ratio of Staff on Fixed Term Contracts vs Permanent Contracts

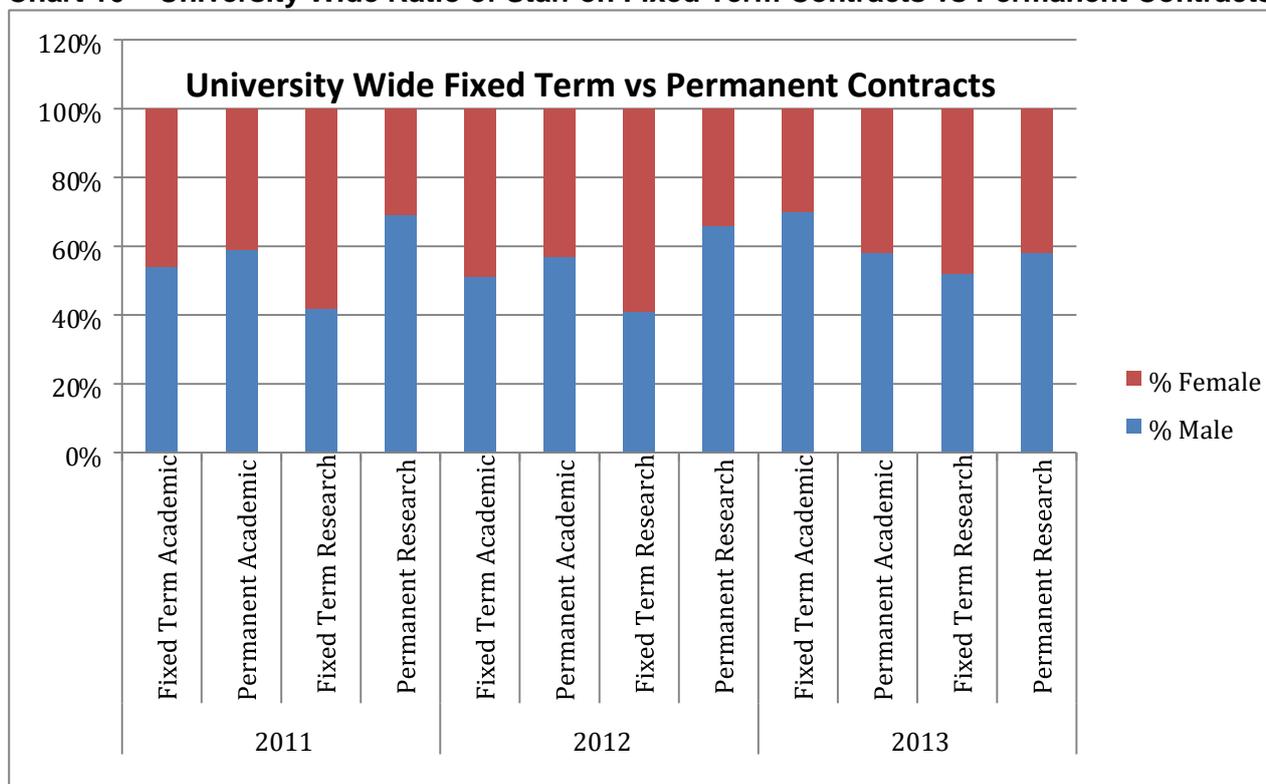
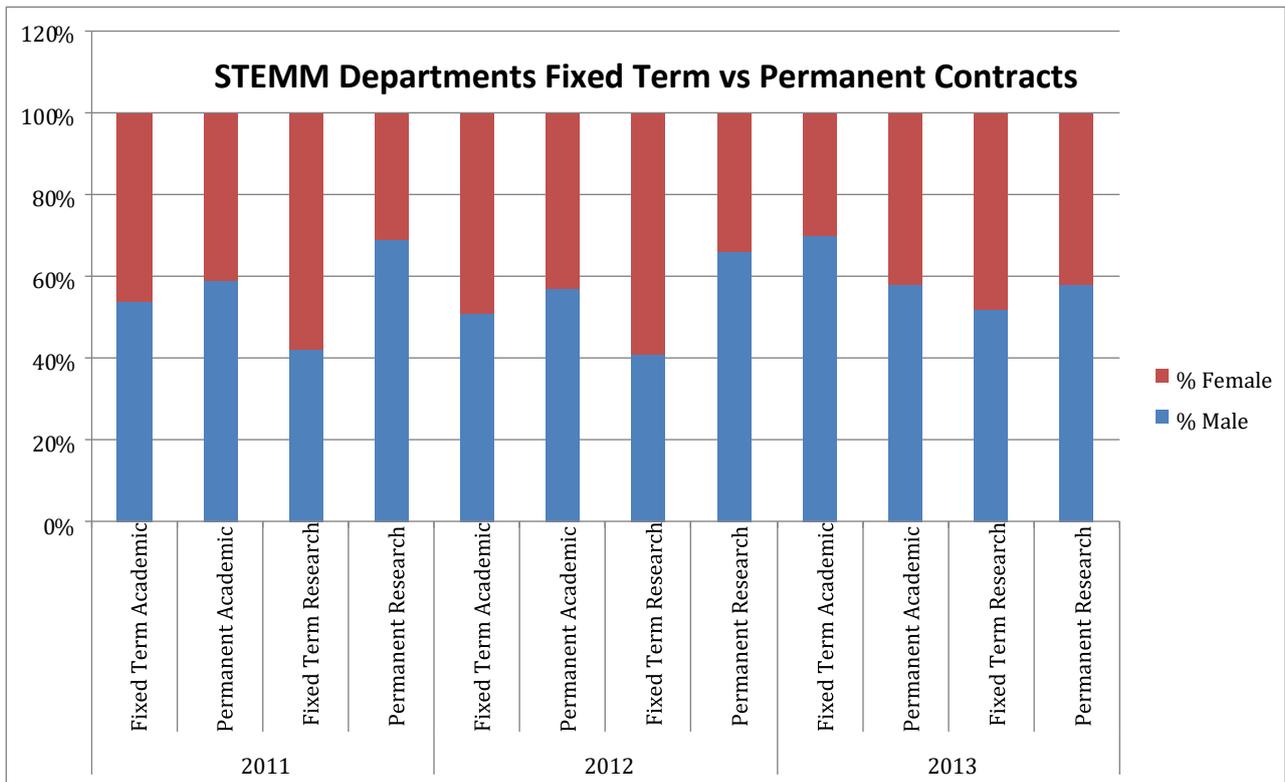


Table 11 - STEMM Departments-Ratio of Staff on Fixed Term Contracts vs Permanent Contracts

		2011			2012			2013		
		Male	Female	% Female	Male	Female	% Female	Male	Female	% Female
Academic	Fixed Term Academic	25	9	26	20	14	41	14	6	30
	Permanent Academic	261	154	37	261	163	38	298	175	37
	Total	286	163	36	281	177	39	312	181	37
Research	Fixed Term Research	45	54	55	40	52	57	35	26	43
	Permanent Research	24	8	25	23	9	28	27	13	33
	Total	69	62	47	63	61	49	62	39	39

Chart 11 - STEMM Departments-Ratio of Staff on Fixed Term Contracts vs Permanent Contracts



The data for 'ratio of staff on fixed term and permanent contracts' (tables 10-11 and charts 10-11) show that over a 3-year period effort has been made to move staff from 'fixed term' to 'permanent' contracts. However, the rate of improvement in 'permanent research contracts' is much greater for male staff than female.

Action 2.5: Hold an annual review of data regarding academic and research staff on fixed-term contracts and permanent contracts, and put actions in place to ensure that women are given equal opportunity to be on permanent contract.

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

Table 12 - Hourly Rates by Gender within STEMM Areas

Grade	Male STEMM		Female STEMM	
	Avg Basic Hourly Rate	Avg Basic Hourly Rate	Difference (£)	Pay Gap (%)
GR3	No Representation	No Representation		
GR4	9.73			
GR5	11.01	11.23	-0.23	-2.06
GR6	14.12	14.29	-0.17	-1.19
GR7	17.96	18.17	-0.21	-1.18
GR8	22.87	22.99	-0.12	-0.51

GR9	26.89	26.4	0.49	1.82
GR10	30.44	30.26	0.18	0.58
Directorate Lv2	36.72	36.72	0	0
Directorate Lv1	42.62	No Representation		
PROF1	31.16	31.39	-0.22	-0.72
PROF2	36.93	35.76	1.16	3.15
PROF3	43.57	No Representation		
Prof/Director 4 + Dean + PVC	61.28	65.39	-4.11	-6.71
Overall Average	24.98	23.13	1.84	7.38

Best practice guidelines suggest that where an institution identifies a pay differential of less than 3% no action is needed. Where there are consistent differences higher than 3% but less than 5% these areas should be monitored. For pay gaps greater than 5%, actions must be taken to close the gap.

From the above table, there are no areas where action is needed to address pay gaps. Female average hourly rate within the STEMM areas are higher than that of males in grades 5-8, Professoriate 1 (grouped), the grouping of Professors who have a Director role, Deans and PVC. The average shows a larger pay gap which is due to a higher proportion of males at higher pay grades.

There is however a pay gap highlighted of 3.15% within Professoriate 2 (grouped). This is a result of female representation within this grade and the males being on the highest two spinal points. The gap will be reviewed again in next year's audit to assess if any change/progression has been made by females.

Action 2.6: To monitor pay gap annually to check if the gap is decreasing and if females are progressing within the grade as part of the annual equal pay review.

v) Female: male ratio of staff in the Research Assessment Exercise (RAE) 2008 – across the whole university and in SET departments.

The gender balance within the University's academic staff body (those eligible for submission to REF2014) was 42% female and 58% male (F:M ratio of 1:1.4; October 2013). Considering LJMU's submissions to RAE2008 and REF2014 the gender balance drops to 1:2.4 and 1:2.2 respectively (both 30% female).

Looking specifically at STEMM departments (in table below), there is marked variation in female representation and a further decrease overall, in the gender balance. In RAE2008 the F:M ratio was 1:3.6 and in REF2014 the F:M ratio was 1:3.1. The table below provides the STEMM ratios for each department's REF/RAE submission. A number of STEMM areas have grown in size, reflected in an increase in number of staff submitted to REF2014 compared to RAE2008 (ENR, GNR, BUE), however these submissions were devoid of female members of staff. With regard to departments where we have 0% females eligible and submitted to REF2014, this is because majority of the staff are research assistants who are generally not eligible for inclusion in REF.

Table 13 - RAE 2008 / REF 2014

	ARI	BUE	CMP	ENR	GNR	NSP	PBS	SPS	HEA	CPH	LAD	EIUA
RAE	1:7.5	1:8.0	0:7.0	0:3.0	0:4.0	1:1.2	1:2.7	1:10.5	6:1	2.2:1	None	1:3.0
REF	1:7.0	1:14.0	1:9.0	0:20.0	0:11.0	1:0.9	1:2.5	1:4.6	None	2.0:1	None	None
% (and number) of eligible female staff in the School*												
	13%	25%	12%	8%	0%	54%	43%	16%	70%	29%	0%	0%
	(3)	(14)	(6)	(5)	(0)	(31)	(28)	(8)	(64)	(2)	(0)	(0)
Female staff submitted to REF 2014 as a % of the number eligible:												
	100%	7%	17%	0%	0%	51%	21%	88%	0%	50%	0%	0%

*Data as at April 2014

(Please see page 7 for explanation of abbreviations)

Overall, there are gender balance differences between STEMM departments (for RAE/REF submissions). For the University's STEMM Schools/departments, there is a clear need for action.

Action 2.7 To investigate why women were less likely than men to submit for REF and agree actions to address this.

(Word count, 1,100)

Supporting and advancing women's careers:

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.

Female: male ratio of academic staff job application and appointment success

rates – across the whole university and in SET departments. (Data supplied for 2012 and 2013)

Table 14 – Applicants & Appointments by Gender

	2012			2013		
	All Depts	STEMM Depts	%STEMM Depts	All Depts	STEMM Depts	%STEMM Depts
Male Academic Applicants	1985	1037	68	1546	685	57
Female Academic Applicant	1305	489	32	1104	526	43
Male Academic Appointments	68	45	69	92	52	55
Female Academic Appointments	47	20	31	100	43	45

Looking at the recruitment data of staff over the last two years, (we only have 2 years' worth of data as we introduced a new on-line recruitment system in January 2012, previous data is no longer available) there was an improvement in the number of women applying for STEMM subjects compared to men.

The numbers of applications converted to appointments simply reflects that fewer women are applying for academic positions resulting in fewer female appointments. The SAG considered the need to further emphasize the benefits of working at LJMU and explore further ways to target women in our recruitment campaigns to assist with attracting more female staff into STEMM departments of the University.

Action 3.1 Review recruitment process for the purpose of increasing the number of female applicants /appointments to posts in STEMM departments.

To encourage departments to be proactive in the way they attract women to apply for research and academic posts.

Action 3.2: To investigate usage of flexible working policies by new female staff in STEMM after appointment.

Female: male ratio of academic staff promotion rates – across the university and in SET departments.

Professorial and Readership Applications and Conferments

2010-2013 Table 15 - Professorial Applications and

Conferments

Professorial Conferment	2010		2011		2012		2013	
	Male	Female	Male	Female	Male	Female	Male	Female
No of staff that applied	6 (100%)	0 (0%)	9 (82%)	2 (18%)	7 (78%)	2 (22%)	5 (71%)	2 (29%)
Shortlisted	5 (100%)	0 (0%)	4 (80%)	1 (20%)	5 (83%)	1 (17%)	3 (75%)	1 (25%)
Conferment	5 (100%)	0 (0%)	4 (80%)	1 (20%)	5 (83%)	1 (17%)	3 (75%)	1 (25%)
STEM applied	4 (100%)	0(0%)	4 (80%)	1 (20%)	3 (75%)	1 (25%)	4 (100%)	0 (0%)
STEM shortlisted	4 (100%)	0 (0%)	2 (100%)	0 (0%)	3 (75%)	1 (25%)	2 (100%)	0 (0%)
STEM conferred	4 (100%)	0 (0%)	2 (100%)	0 (0%)	3 (75%)	1 (25%)	2 (100%)	0 (0%)

Table 16 - Readership Applications and Conferments

Readership Conferment	2010		2011		2012		2013	
	Male	Female	Male	Female	Male	Female	Male	Female
No of staff that applied	10 (59%)	7 (41%)	7 (58%)	5 (42%)	2 (29%)	5 (71%)	14 (52%)	13(48%)
Shortlisted	8 (67%)	4 (33%)	4 (57%)	3 (43%)	1 (25%)	3 (75%)	10 (63%)	6 (37%)
Conferment	8 (67%)	4 (33%)	2 (100%)	0 (0%)	1 (33%)	2 (67%)	8 (57%)	6 (43%)
STEM applied	7 (78%)	2 (22%)	5 (83%)	1 (17%)	1 (25%)	3 (75%)	9 (64%)	5 (36%)
STEM shortlisted	6 (75%)	2 (25%)	4 (80%)	1 (20%)	0 (0%)	2 (100%)	6 (60%)	4 (40%)
STEM conferred	6 (75%)	2 (25%)	2 (100%)	0 (0%)	0 (0%)	2 (100%)	5 (56%)	4 (44%)

With regard to table 15 and 16, there is a concern about the conferment of professorship to females. Low conferment rates for women in STEMM indicate that the process needs to be evaluated and improved. 1 out of 6 applications to professor were successful. However, the number of females eligible to apply for professorship is low due to limited numbers of female readers. We will investigate appointments for readership and professorship and devise positive actions. The critical mass of eligible candidates needs to be investigated. A balance needs to be achieved across the institution for readership to professorship progression while remaining applicable to the needs of each faculty. We will also raise awareness of other routes leading to professorship both traditional and contemporary.

National benchmarking data also reveal that LJMU is below the national average for professorship conferment (Source: Gender survey of UK professoriate, The Times Higher Education, 2013)

Action 3.3: Investigate barriers to conferment of Professorship and Readership to women in STEMM and formulate actions to overcome these barriers.

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 Recruitment Process

The University has a documented Recruitment and Selection procedure that is supported by compulsory training for all LJMU staff involved in the recruitment and selection processes. This document outlines step-by-step the processes at each stage of the recruitment and selection process from advertising the post through to making an appointment. It includes a section on the composition of the Selection Panel emphasising that there should be a minimum of three people with equal gender representation wherever possible (with a minimum of 1 female member of panels of up to and including 4 members, and at least 2 female members on panels of 5+ members) and that the entire panel must have attended the appropriate recruitment and diversity training courses. This training covers: core recruitment and equal opportunities training, the selection process, roles and responsibilities, managing diversity in recruitment, job descriptions and person specifications, short listing, interviewing and job offer.

Induction for New Staff

Whilst making new staff fully aware of policies and procedures at LJMU, the process of induction is a key part of preparing new staff members for their job role; this affords opportunity to learn about the University, working environment and how they can make progress in their career. The University Research and Innovation Services also host a series of induction sessions across the University, which serve as introduction to research at LJMU. These events are hosted 5 times in the academic year and provide opportunities for new and existing research staff and students to meet and chat and give a broad overview of the professional services which the University provides to support research activity such as the Graduate School Grants (external), Policy & Projects, Knowledge Exchange & Business Development Opportunities, The Finance Office, and the Library.

Training and Mentoring

LJMU Research Support Office provides annual training for a range of promotion opportunities. LJMU is presently carrying out a general review of the University professional development opportunities to consider the specific requirements of women in STEMM. As part of this process, LJMU will monitor and evaluate the percentage of women in STEMM on training and development programmes and devise positive action where appropriate.

LJMU organises workshops and road shows where criteria for progression within academic careers are communicated. Different routes and requirements for promotion are discussed at these workshops. We plan to make the workshops more specific to each faculty by asking Professors and Readers from each of the faculties to commit to facilitating annual talks on how they were able to make progress in their careers and speak about the specific requirements for progression within their faculties.

LJMU has a work shadowing scheme where new staff are assigned research mentors in their fields. The mentors assist new staff to establish themselves by exploring various options open to them to make progress with their research and careers. As part of the review of this provision, we plan to establish a process of

monitoring to ascertain how many women from STEMM departments actually benefit from this and to develop a formal training programme for the mentors.

The University also provides professional learning and development through the Staff Development team. The team in consultation with Deans of Faculty, Directors of Schools and Divisions design bespoke training and development activities to meet the identified needs of staff through the annual Personal Development and Performance Reviews (PDPR) process. These activities include:

- Externally accredited ILM Leadership and Management Development Programmes, a wide range of workshops, work shadowing opportunities and one-to-one coaching to address development needs identified through PDPRs.
- One-to-one coaching and mentoring with staff development advisers providing information, guidance and support on personal and professional career development. □ Specific research development programmes, e.g. 'How to be an effective researcher', 'Creating Effective Collaboration', PGRs 'Presentation Skills', 'Introduction to Networking', 'Designing Posters'.
- The University Graduate School actively promoting external leadership programmes hosted by UK Vitae to our researchers e.g. "Speed Reading", 'Creative Planning for Writing Your Research Thesis'
- Institute of Leadership and Management accredited programmes - 6% of women out of 132 staff engaged in L&M qualifications are from STEMM departments.

Personal Development and Performance Review (PDPR) for Academic Staff

At LJMU, Personal Development and Performance Review (PDPR) is a key management process. Staffs are required annually to reflect on their performance, career and developmental needs in discussion with their line managers or designated Reviewers. The PDPR scheme comprises of:

- An annual audit of infrastructure and reviewers
- An annual one-to-one review of individuals with a designated reviewer (positive and constructive two-way dialogue)
- Completion of Academic and Professional Development Plans produced by local departments informed by the outcomes of their collated PDPRs, which feed into the annual business planning and budgeting processes
- Interim Reviews – light touch, flexible reviews (optional) □ Reviewers complete PDPR monitoring forms.

PDPRs were audited University wide for the calendar years 2011 and 2012 and the outcomes reported to SMT. The latter report resulted in the PDPR process being currently reviewed and changes being piloted in Faculties. This new process is more focused on performance and the opportunities for career development. The Staff Survey (October 2013), which had a completion rate of 53%, had five questions designated to performance/ PDPR. 82% of staff who responded had received a PDPR in the last 12 months. Although the majority of respondents have had a PDPR, the perceived quality and value of them was mixed. Staff teams are currently in the process of action planning the lower scoring results for their

department/school's engagement survey, which in turn will be incorporated into an action plan for the University.

Teaching and Learning Conferences

LJMU's annual Learning and Teaching Conference also provides CPD opportunities for academic staff. It is a forum to debate and share innovative and effective learning, teaching and assessment practice and to explore findings from teaching-related research. The conference this year has been themed 'New Horizons.' The two-day event will showcase presentations from academic and professional service staff across a range of topics to enhance knowledge, skills and practice.

Action 3.4: To carry out a review of the range of opportunities available to women in STEMM and ensure that they are not at a disadvantage.

To investigate whether women in STEMM departments are taking up career progression support opportunities.

Review the support provisions and investigate the possible need for 'female only' progression support programmes.

Career development

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

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

The University runs a programme of generic skills training workshops to support our academics at various stages of their career. These opportunities are advertised to all academic staff within the University and aimed at all research active staff and postgraduate research students, regardless of gender. The University also runs an early career researcher development scheme which supports early career researchers in collaboration with researchers external to LJMU.

Action 3.5: Review the programme of generic skills training to find out if they are meeting the particular needs of researchers at the early stages of their careers.

(ii) **Mentoring and networking**

Whilst mentoring is in place in parts of the University (senior members of staff provide mentorship to new and early career research staff); a formal mentoring scheme will be implemented to support all academic staff. The programme will include CV mentoring and speed mentoring. An aspect of the programme will be a specific mentorship and role model course for women in STEMM.

The University also has a buddy scheme where all new lecturers are assigned a buddy (other member of staff) to assist them with exploring opportunities available to them for making progress in their careers.

LJMU joined the Aurora Leadership development initiative launched by the Leadership Foundation for Higher Education with a pilot cohort of female academics seeking career progression. All participants have a mentor who is a role model and will support them with their specific development needs; 40% of participants are women from STEMM departments.

Action 3.6 Develop an internal University wide Mentorship Programme

Investigate the need for a formal mentorship programme for new lecturers and researchers.

Formalise female role model programmes for Women in STEMM at all levels/stages of their career i.e. Post-graduate level to early research career to lectureship to Readership and Professorship level

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.**

Female students and staff from our STEMM departments take part in lectures and exhibitions to promote the work of women in STEMM. For example, In February 2014, as part of events to promote women in STEMM, five of the University Midwifery students represented LJMU at a nursing and midwifery celebration event at Liverpool Women's Hospital. The event which showcased services at the Women's Hospital attracted notable external speakers, stakeholders, staff and service users. The University also joined many organisations around the world to celebrate International Women's Day (8th March) by interviewing some of our women from STEMM departments to find out from them, first-hand, how they were able to make progress in an area that is still male-dominated; the challenges they faced and how they were able to overcome such challenges. Our intention in producing a webcast of this interview is to inspire women trying to build successful careers in these fields and also to use it in schools to encourage potential female students who are thinking of studying STEMM subjects. Women in STEMM also contribute to open days, as programme leaders and within programme teams. Women in STEMM are very visible at University open days and encourage potential female applicants to study STEMM subjects at LJMU.

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

The University promotes and organises various activities to raise the profile of women in STEMM. The University widely promotes the national and international media coverage of LJMU women in STEMM. For example, one of our female professors recently took part in a BBC Academy Expert Women's Day and was also interviewed on Radio Five Live. These media productions have been made available for viewing by academic staff and women in STEMM, and have also been used in secondary schools and colleges to encourage girls to take up science subjects.

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

Very few senior women in STEMM are involved in public / professional bodies. This needs to be actively promoted to get more women involved. Frequent attempts to attract female staff are made via LJMU Research Office, but these often garner no response. At the recently held focus group meeting with women in STEMM, the women explained that the Graduate School could explore other ways of bringing such opportunities to the attention of staff, for example, setting up a women in STEMM website. They also explained that the situation may be

compounded by the distance to London, where many RCUK and learned society meetings take place; some women may not be able to attend due to childcare responsibilities.

Action 3.7: To set up an LJMU Women in STEMM website where, amongst other things, open calls and opportunities for involvement in professional / public bodies will be advertised.

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?

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.

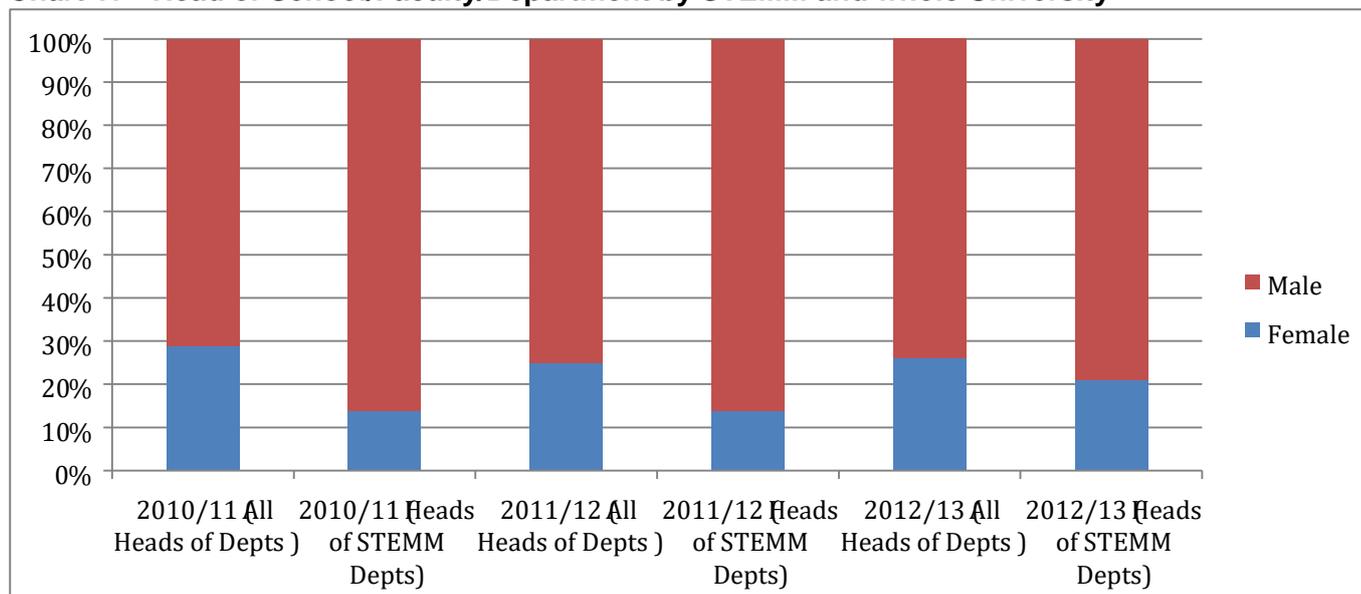
iii) **Gender balance on influential committees** at university level

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?

Table 17 - Head of School/Faculty/department by STEMM and Whole University

All Heads of Departments	2010-2011	2011-2012	2012 -2013
Male	17 (71%)	18 (75%)	17 (74%)
Female	7 (29%)	6 (25%)	6 (26%)
Heads of STEMM Departments			
Male	12 (86%)	12 (86%)	11 (79%)
Female	2 (14%)	2 (14%)	3 (21%)

Chart 17 - Head of School/Faculty/Department by STEMM and whole University



In order to progress to Head of School and Department, candidates must secure a grade 9 position. Our data shows there are barriers to women achieving this grade, particularly in STEMM. For every 1 female employee at grade 9 there are 3 male employees. It is evident from both the discussions in the SelfAssessment Group and from the figures that the filtering out point (for women) is at grade 8 positions. Once grade 9 is attained there is no barrier to women progressing. It should be noted that the position of Head of Department at LJMU is a permanent appointment and not held on rotational basis.

Action: 4.1 Break down the barriers at grade 8 in order to allow female progression to senior level positions

Table 18 – Female Representation on Influential University Committees

Committee	2011		2012		2013	
	Male	Female	Male	Female	Male	Female
Board of Governors	14 (70%)	6 (30%)	15 (75%)	5 (25%)	12 (71%)	5 (29%)
Employment	4 (67%)	2 (33%)	4 (67%)	2 (33%)	4 (80%)	1 (20%)
Finance	6 (100%)	0 (0%)	5 (83%)	1 (17%)	4 (80%)	1 (20%)
Audit	1 (25%)	3 (75%)	2 (50%)	2 (50%)	4 (100%)	0 (0%)
Strategic Management Team (SMT)	8 (57%)	6 (43%)	7 (54%)	6 (46%)	9 (69%)	4 (31%)
Academic Board	11 (46%)	13 (54%)	18 (67%)	9 (33%)	19 (66%)	10 (33%)
Research Committee	5 (71%)	2 (29%)	5 (50%)	5 (50%)	5 (50%)	5 (50%)
Quality Assurance and Enhancement committee	7 (47%)	8 (53%)	7 (54%)	5 (38%)	9 (60%)	6 (40%)
Total	56 (58%)	40 (42%)	63 (64%)	35 (36%)	66 (67%)	32 (33%)

The data reveals that even though there is female representation in all influential committees of the University, their numbers remain relatively low, (with the exception of the Research

Committee which has taken measures to ensure equal gender representation in 2012 and 2013). For example, the number of women within the University Strategic Management Team dropped to 4 in 2013 from 6 in 2012. With regard to the University Board of Governors, the number of women compared to men is less than half. The SAG agreed that this is a worrying trend that will need addressing as the eligibility criteria for membership of some of these committees include being a senior member of staff and therefore, it follows that the pool of women that can apply to sit on such committees is small.

Action 4.2: To investigate reasons for low representation of women on influential committees and put measures in place for increasing their numbers.
To investigate whether it is desirable to increase the proportion of women on these committees by allowing less senior female staff to be eligible.

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

(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.

LJMU has a workload allocation model (WAM) that is used extensively in the STEMM areas. The WAM utilises the 550 hour approach where tasks are allocated a number of hours, and in which 1 model hour is equivalent to 3 real hours. Hours are allocated for teaching (the allocation includes preparation and marking), scholarly activity, administrative duties, PhD student supervision and research. Allocations for research are based on outputs from the previous year and agreed expectations for the coming year. These allocations are determined by line managers and/or research leaders. The aim of the model is to ensure there is equity in required outputs and once they have been completed, the WAMs for individuals are reviewed and, if necessary, amendments to work allocated (either an increase or a decrease) are undertaken. Any issues related to the WAM can also be discussed with line managers during the PDPR process. The WAM does not take grade into account, but allocations are given for role. Mentoring is usually undertaken by people who are at a higher grade undertaking a particular role and this is included in their job description. They therefore gain hours on the model for their role, but if there is an exception to this, hours can be added locally by line managers.

The University ensures that discussions with regard to workload allocation take place at PDPR meetings to continue to gauge staff's feeling about the model and what changes could still be made to make it work better.

Action 4.3 Ensure that line managers take ample consideration for flexibility when completing the WAM
To continue to monitor staff satisfaction with the WAM at PDPR meetings.

(ii) **Publicity materials**, including the University's website and images used. Institutional initiatives which support the advancement of women in STEMM are promoted on the LJMU website and social media. For example, we have promoted events such as seminars to support the advancement of women in research. We have also promoted staff benefits relating to family friendly policies and initiatives such as the Childcare Voucher and the Parent Mentoring Schemes.

We choose images carefully to ensure all groups are represented in imagery on the website, in print and on film (for example when planning the production of one of our primary marketing

films, our plan included portraying a female student on a STEMM-related course. The film, entitled 'Exactly what I'm Looking For' also features a female engineering student). There is a 'Working at LJMU' section on the website which provides staff with information about all aspects of working at the University. Family-friendly policies, such as flexible working arrangements etc., are outlined on this section of the site. This section of the website is under review. The newly designed website will better promote the integration of staff development and equality and diversity initiatives and outline more clearly the support available for women in STEMM.

Action 4.4 Despite the various initiatives, SAG recognises the need to continue to monitor the recruitment activities for STEMM departments to ensure that recruitment and promotional materials continue to reflect the great diversity within staff and students of LJMU.

Flexibility and Managing Career Breaks

- (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?

Flexible Working Policy and associated guidance can be found on the HR website and is available to all staff (not just those with caring responsibilities). This policy will be updated for June 2014 in line with the revised legislation. Part time, job share and term time only working are advertised on our vacancies website. In addition, for both these and other flexible working options individuals approach their line manager with their proposal. The take up of these options is anecdotally high; however, besides moves to part time working, other options are not recorded centrally so we are unable to provide actual figures. Flexible working requests are managed by the Manager, HR provide an advisory role and ensure that the appropriate changes are made to the contract of employment. Training for managers is provided via our Management Development Programmes. The University also has a Parent Support Network available for all staff to further assist with advising on managing workload and work life balance. The network meetings are usually advertised on LJMU website and LJMU News to give people opportunity to attend.

- (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?

We have policies for all parental leave. Over the last 3 years 111 women have been on maternity leave, of which 29 were Academic & 8 were Research, the rest being support staff. Of the 29 Academics 2 never returned to work after maternity, and 3 returned on reduced hours. Of the 8 Researchers 1 never returned and 3 reduced their hours. Cover for teaching and research is met by school/division through core funding or by redistribution of teaching/administrative duties. Refer to section on paid sabbatical leave below.

There is a support mechanism in place through the University Human Resources (HR) Department for staff planning to go on maternity leave. The University HR

department organises a risk assessment to provide adequate support to pregnant staff. The University also organises paid time off for antenatal appointments. When staff returns from maternity leave, they are given the opportunity to go on reduced hours while the University funds the appointment of another person to cover the remaining hours. Staff members are also supported in integrating back into work after maternity leave through the New Parent Buddying Scheme. This scheme acknowledges that becoming a parent is a major life event and matches the new parent with a buddy who has experience of combining work and parenthood. The scheme provides an opportunity to talk to someone who has first-hand experience and to receive valuable advice and support on parenting and work-life balance. The support is provided before, throughout their maternity or adoption leave, and on their return to work.

- (iii) Staffs whilst on either parental or maternity leave are encouraged to take up to 10 KIT (Keep In Touch) days, which provide a fully paid opportunity to keep involved with core academic responsibilities whilst on leave. This serves the purpose of allowing women, especially those on long-term maternity leave, to resume their academic career with minimum disruption.
- (iv) **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?

LJMU does not operate a nursery however it offers childcare vouchers to its staff using the kidsunlimited virtual vouchers scheme. This salary sacrifice scheme allows staff to save money on the cost of their childcare as childcare vouchers are exempt from tax and national insurance (up to a capped value of £243 per month). The vouchers can be used for any registered childcare provision – childminders, after school clubs, as well as day nurseries and summer camps. Kidsunlimited has incorporated wellbeing benefits into their childcare vouchers, these benefits are designed to provide advice, assistance and guidance to help with the challenges of raising a family. There is a section on our intranet pages dedicated to the childcare vouchers scheme, providing an application form and information booklet. We also run general news items regarding the scheme and advertise it through publicity material such as fliers and posters. It is also communicated to staff through our staff employee handbook which is available for all members of staff. There are approximately 160 employees in the scheme at present.

The University also operates a Parent Buddy Scheme and a New Parent Network as previously mentioned in (i) and (ii).

For those staff who wish to breast feed or express milk every effort is made to provide a private, healthy and safe environment for members of staff wishing to express and store milk or alternatively to breast feed their child.

- (v) **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.

As much as possible, meetings and other events are held during core hours (10am – 12noon and 2 – 4pm). The University encourages departments to make every effort to ensure that events and meetings are scheduled within standard working days and core hours. If, for genuine reasons, meetings or events are to be held

outside core hours, staff members are given as much advance notice as possible so they can make arrangements to enable them to attend. Staff member son maternity leave are given the options of attending such events, and in the case of meetings they are given the option of receiving minutes of such meetings if they are not able to attend. Where people are on maternity leave, departments are encouraged to organise meetings to take place on KIT days so they could attend if they so wish.

(vi) Managing career breaks – paid sabbatical leave

The Paid Sabbatical Leave Policy & Procedure outlines the parameters within which staff may access this leave and the processes to follow when applying for sabbatical leave. Such leave is open to research and teaching based staff in addition to professional staff. The policy makes provision specifically for academics returning from maternity, adoption, extended carer's or long term sickness providing them with time-off from teaching so they can re-establish their academic activity more quickly. There is equal opportunity with regard to this provision, for example, the application of one of our STEMM female professors to go to America and South Africa at the end of the academic year on a fully paid sabbatical leave has been successful.

Action 5.1: To investigate how flexible working policies operate in departments and whether there are any gender-specific issues arising.

Action 5.2: Run focus groups for women in STEMM to test usage of all flexible, parental and managing career breaks policies/provisions and to identify any shortfalls.

Action 5.3: To monitor the take up and granting of sabbatical leave for women in STEMM. (Word count, 3,858)

c) Any other comments:

Please comment here on any other elements which are relevant to the application, e.g. other SETspecific 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.

Prior to LJMU applying for the Athena Swan Awards, the University has already put various measures in place to progress equality and diversity with regard to the nine protected characteristics. In 2012, the University carried out a gap analysis of its equality monitoring data for staff and students to determine areas for positive action. Step by step actions on how to address the gaps were set out and form the basis of the University-wide equality objectives and single equality action plan. The University SMT approved the Equality Objectives (2012 – 2017) and assigned the overall responsibility for its delivery to the University Secretary and Deputy Chief Executive who also chairs the University Equality Steering Group. An in-depth review will take place together with the University Strategic Framework in 2017. We have commenced work on the University-wide equality objectives and action plan in "bite sized chunks" to ensure progress. One of the objectives of the University is to increase the percentage of female professors from 12% to 15% and readers from

28% to 30% by 2017 and to establish a mentorship programme to support this objective. An action point for achieving this objective is to apply for the Athena Swan Awards as this will be a useful platform for undertaking extensive work in the University for promoting gender equality within the STEMM departments.

Also, in October 2013, staffs were invited to complete an independent survey seeking their opinions on both the University's Strategic Plan 2012-2017 and their working lives at LJMU. With respondent rates as low as 6% for the previous survey conducted in 2009, the new survey was a chance to start again rather than using the last one as a benchmark. By the time the survey closed, 53% of staff had taken the time to complete it.

In response to the headline findings, the University is already making progress on a number of fronts:

- A new recruitment campaign is now underway to increase the number of academics with an emphasis on excellence in research and scholarship.
 - An investment to fund a number of new PhD students.
 - Opportunities for career progression, reward and recognition are currently under discussion for approval through the Board of Governors.
 - A review of the current PDPR process. A new process is currently being piloted in Faculties. The new process is more focused on performance and the opportunities for career development
-
- The Staff Survey has now been fed back through Faculty and Divisional Fora with action plans developed for Schools and Departments based upon their specific results. Faculty and Divisional Fora are now being held. School and Department meetings will follow in April with action plans for each area in place by May.

We also commemorate important equality and diversity days. For example, to celebrate International Women's day in March 2013, eight students and one member of staff went on a trip to Namibia hoping to empower young women. The theme last year was 'The Gender Agenda: Gaining Momentum' and the trip was designed to promote the need for gender equality in a modern, progressive world.
(Word count 509)

Appendix 1 LJMU three year action plan

d) Action plan

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 (2014 – 2017) – University Bronze Award

The overall responsibility for the delivery of this action plan rests with PVC Scholarship, Research, and Knowledge Transfer

Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
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General Actions

1.1 Self-Assessment Meetings of SAG Process annual review	Set a clear annual programme for meetings including a plan. Transfer; of the action plan.	Meet 3 to 4 times a year. Research, and Annual review of action annual review	PVC Scholarship, PVC Scholarship, Research, and Knowledge Transfer SAG Members Equality & D	SAG. Scheduled into the Adviser	June 2014 – June 2017 already taking place and a process for formal objectives of	
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Next meeting in June 2014.

Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
1.2 Regular review of Data	To regularly review female: male proportion of academic and research staff data across the whole University and in STEMM departments at SAG Meetings.	SAG to produce a regular report on data with recommendations for actions to SMT for the purpose of positive action.	HR Projects and Systems Adviser; SAG	HR Projects and Systems Adviser; Equality and Diversity Adviser; SAG; SMT	June 2014 – June 2017	Data review has been taking place at all meetings of SAG.
1.3 To set up departmental Athena Swan SAG	University-wide SAG members to assist with setting up departmental SAGs.	Establish departmental SAGs. Athena Swan a standing Item at departmental meetings. 2 STEMM Departments to apply for Bronze. All STEMM Departments to apply for Bronze. Plans for Silver applications.	SAG representatives in each STEMM Faculty	SAG Members; Deans; Directors of Schools	May 2014 April 2015 April 2016 December 2015	Preparation in place to set up Departmental SAGs in all LJMU STEMM Faculties.

Actions Arising from LJMU Data

2.1 Low progression rates of female academics in comparison to male academic	Further investigation of reasons why female academics enter and stay in lecturer level without progress to high level posts (Readers and Professors).	Run focus groups and pulse surveys to investigate why females academics enter and stay in lecturer level without progress to high level posts (Readers and Professors).	SAG representatives in each of the STEMM Faculty	Research and Engagement Manager, SAG; SMT	By end of July 2014	Have run focus group for women in STEMM to find out issues to do with promotion and understand how the University can further support their career development.
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Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
		Deliver a report with clear recommendations for actions to LJMU SMT.	PVC Scholarship, Research, and Knowledge Transfer		By end of March 2015	
		To increase the number of women progressing to higher level posts with the aim to increase the percentage of female professors from 12% to 15% and readers from 28% to 30% by 2017			By end of March 2017	

2.2 Low application from female undergraduates for research positions in STEMM departments.	Devise positive action measures that will encourage more female undergraduates to apply for research posts.	Analysis of female undergraduates applying for research posts undertaken.	SAG representatives in each faculty	Communications and Marketing Manager; Recruitment coordinators in Faculties; HR Recruitment Team; Deans and Directors of Schools	By March 2015	Meetings scheduled with HR and departmental recruitment teams to discuss positive action in advertising.
		Barriers identified and positive action taken. Increased percentage of female applicants for research positions in STEMM departments by (up to 35% from 23% by 2017).			By March 2017	
Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
2.3 Requirement to HR Projects and Adviser; SAG aggregation of leavers across departments to Suite Gender.	An in-depth commence 2015 (part of Systems Adviser and review on an exit (grades 3-7, grade 9, questionnaire).	Leaver questionnaire statistical analysis of women leaving the PVC Scholarship, LJMU E- Business currently working turnover data by gender and grade level to ascertain reasons for leaving and the key issues that need addressing.	HR Projects and available to staff (100% project)	HR Projects and Systems Adviser; E & D Adviser academic staff STEMM and Professorship questionnaire. and	By March Adviser; E & D	As
2.4 Investigate why above and as 2014 part of the leave the	Investigate why Female Academics the	Run focus groups and pulse surveys to investigate why females	SAG	HR Projects and Systems representatives in each STEMM	November Adviser; Research and Engagement Manager;	

University E- University at the University at leave at the end of fixed school and faculty Business Suite end
of fixed term research level at the term contracts in review project. contracts in end of fixed
term comparison to male.
comparison to contracts in PVC Scholarship, Research, their male comparison to male.
and Knowledge Transfer; counterpart.

Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
		Deliver report on female leavers at Researcher grade 3-7 with recommendations for action to SMT.	PVC Scholarship, Research, and Knowledge Transfer; SAG representatives in each STEMM school and faculty.	PVC Scholarship, Research, and Knowledge Transfer;	By April 2015	
		Put positive action measures in place to address reasons for leaving.	PVC Scholarship, Research, and Knowledge Transfer; SAG representatives in each STEMM school and faculty.	SMT; Deans and Directors of Schools	By December 2015	

2.5	Review of data to ensure that women academics in STEMM are converting from fixed term contracts to permanent contracts.	Establish an annual review of data on academic and research staff on fixed –term contracts and open-ended (permanent) contracts.	Annual data investigation in place. Use data to determine if females are just as likely to be on permanent contracts as male. Identify appropriate actions to put in place if there is disparity.	HR Projects and Systems Adviser; SAG representatives in Faculties and Schools;	HR Projects and Systems Adviser; Equality and Diversity Adviser	December 2014 - December 2016	HR Projects and Systems Adviser carry out annual review of data.
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Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date	
2.6	Annual review of equal pay to ensure women in STEMM are progressing within grades.	To monitor pay gap annually to check if the gap is decreasing and if females are progressing within the grade as part of the annual equal pay review.	That our equal pay audit shows whether the gap has decreased and if females are progressing within the grade.	HR Projects and Systems Adviser; E & D Adviser	Remuneration and Grading Adviser	By end of December 2016	Next equal pay audit has been scheduled to take place in December 2014

2.7 Female: male ratio of staff who submitted to REF.	To investigate why women were less likely than men to submit for REF.	An increase in the number of women working towards REF 2018.	Head of Graduate School	Pro-Vice Chancellor (Scholarship, Research & Knowledge Transfer), Research & Innovation Services.	April 2015	Have run a focus group for LJMU women in STEMM to start the process of gauging and address cultural practices that continues to lead to under-achievement of female staff in STEMM.
		Put actions in place to support women's research in preparation for next REF exercise	Head of Graduate School; SAG academic members	Director of Research; REF Manager	April 2015	
		To have women eligible for submitting to REF from STEMM departments where we presently have 0% submission.	Head of Graduate School; SAG representatives in each STEMM school and faculty	Director of Research; REF Manager	April 2017	

Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
		The next REF to include at least 30% women from STEMM departments (up from 24% in REF 2014).		Director of Research; REF Manager	April 2018	

Supporting and Advancing women's Career Development

3.1	Female: male ratio of job application and appointments in STEMM departments.	To review recruitment process for the purpose of increasing the number of female applicants /appointments to posts in STEMM departments.	Reviewed Recruitment process.	HR Projects and Systems Adviser; Equality and Diversity Adviser	HR Manager (Policy, Equality & HR Systems); Equality and Diversity Adviser	By April 2015	Initial discussion with recruitment team with regard to positive action in advertising.
			Analysis of proportion of male: female appointments to STEMM posts.	HR Projects and Systems Adviser; E&D Adviser	HR Recruitment Coordinator	By December 2015	Currently out in the market with a different approach to recruitment for academic posts including STEMM.
		Departments are proactive in the way they attract women to apply for research and academic posts.	Report on findings and devise positive action.	SAG representatives in each STEMM school and faculty	Marketing and Communications Manager; Recruitment coordinators in Faculties; Deans and Directors of Schools	March 2016	
			Increase percentage of female academic appointments in STEMM departments to >45% (up from 43%).			December 2017	

Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
3.2 Effective usage of LJMU flexible working policies.	To investigate usage of flexible working policies by new female staff in STEMM after appointment.	Carry out a pulse survey to investigate usage of flexible working policies by new female staff in STEMM.	E & D Adviser; SAG representatives in STEMM departments and Schools	Marketing and Communications Manager, Recruitment coordinators	By end of March 2017	Discussions already taking place on how to carry out effective monitoring of usage.
		Monitor departmental requests for flexible working by Gender. Report on outcome of Pulse survey and monitoring. Take appropriate action.	E & D Adviser; SAG representatives in STEMM departments and Schools		By end of April 2017	
3.3 Female: Male ratio staff in STEMM promotion to Readership and Professorship.	Investigate barriers to conferment of Professorship and Readership to women in STEMM and formulate actions to overcome these barriers.	Run focus groups to investigate barriers to conversion to Professorship for Women in STEMM.	Pro-Vice Chancellor (Scholarship, Research & Knowledge Transfer),	SAG; SMT	By end of March 2015	PVC Scholarship, Research & Knowledge Transfer reviewing promotion panels and criteria
		Report to SMT on findings with recommendations for actions.			June 2015	
		An appropriate action put in place.			December 2016	

Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
		To increase the number of women progressing to higher level posts with the aim to increase the percentage of female professors from 12% to 15% and readers from 28% to 30%	Pro-Vice Chancellor (Scholarship, Research & Knowledge Transfer),	SAG; SMT	March 2017	
3.4 Activities supporting women's career progression in our STEM departments.	To carry out a review of the range of opportunities available to women in STEM and ensure that they are not at a disadvantage.	Monitor and evaluate the percentage of women in STEM on training and development programmes and devise positive action where appropriate. Commence reporting.	Head of Graduate School; Head of Staff Development	Head of Graduate School; PVC Scholarship, Research & Knowledge Transfer; SMT; SAG; Head of Staff Development	By end of April 2015	Provide information and advice on support on personal and professional development matters.
			Head of Graduate School	Departmental Managers; Head of Graduate School;	By April 2015	Piloting a new PDPR process for academic and research staff to assist with identifying their development needs and to inform future developments plans.

3.5	Review of the University generic programme of training to ensure they meet the particular requirements of women academics in STEMM.	Review the programme of generic skills training to find out if they are meeting the particular needs of researchers at the early stages of their careers.	Run focus groups to investigate if LJMU generic training is meeting the particular needs of researchers at the early stages of their careers.	Head of Staff Development; Head of Graduate School	Research and Engagement Manager; SAG; Head of Staff Development	By March 2015	Reviewing training to ensure in line with Vitae Research Development Programmes.
			Report on findings from focus group to SAG, SMT and LJMU Research Committee and recommend actions. Put actions in place as appropriate.	Head of Staff Development; Head of Graduate School	Research and Engagement Manager; SAG; Head of Staff Development	By March 2017	

Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
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3.6 Mentoring and Networking.	Develop an internal University wide Mentorship Programme.	Mentors/role models identified within STEMM and across other faculties participating in Mentorship programme and in the LFHE Aurora Leadership Development for Women initiative.	Head of Staff Development	Head of Staff Development and Aurora Champion, SAG	By April 2015	Internal mentorship, support network and Action Learning Sets are in place, to support leadership development skills and career aspirations. Exploring collaboration with UCLAN to create a wider pool of mentors
	Investigate the need for a formal mentorship programme for new lecturers and researchers.	Undertake pulse surveys and hold discussions at PDPR meetings. Report on findings to SMT; SAG and Research Committee and take action.	SAG Representatives in Schools and Faculties; Head of Staff Development and Aurora Champion	Head of Staff Development and Aurora Champion, SAG; Head of Graduate School	December 2015	
	Formalise female role model programmes for women in STEMM at all levels/stages of their career.	Annual talks by female Professors and Readers each academic year on specific requirements for progression.	Members of SAG that are female Professors and Readers; Head of Graduate School	SAG; Deans; Directors of Schools;	April 2015	Meetings with female Professors and Readers that will facilitate talks.

Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
3.7 Effective engagement and communication with women in STEMM.	To set up an LJMU Women in STEMM Website where amongst other things, open calls and opportunities for involvement in professional / public bodies will be advertised.	Women in STEMM Website up and running. Conferences and Seminars on issues with regard to women in STEMM organised. Women in STEMM lunch time forums organised and taking place. Increased percentage of women responding to open calls for, e.g. RCUK review panels, take active roles in learned societies (e.g. committee roles / chairs) and support these via travel funding and / or workload allocation.	HR Systems Coordinator	PVC Scholarship, Research & Knowledge Transfer; Faculty Athena Swan Champions; HR Systems Administrator; Marketing and Corporate Communications.	By April 2015	Discussions already taking place on setting up LJMU Women in STEMM society and other women in STEMM forums and website.

Actions on organisation and culture

4.1	Female: male ratio of Heads of departments/schools / faculties.	Break down barriers at grade 8 in order to allow female progression to senior level positions.	Investigate why women are not progressing to Grade 9 level and make recommendations for actions. Increase percentage of women heads of STEMM departments from 21% to 28%	PVC Scholarship, Research & Knowledge Transfer	PVC Scholarship, Research & Knowledge Transfer SMT, SAG, Head of Staff Development	By May 2017	Women already involved in the Aurora leadership programme with 40% of women on the programme from STEMM. Funding is being sought for subsequent cohorts.
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Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date	
4.2	Female: male ratio on influential committees.	Investigate reasons for low system of advertising representation of women on influential committees and put measures in place for increasing their numbers.	Reviewed process and vacant positions on influential and strategic organisational committees.	PVC Scholarship, Research & Knowledge Transfer	PVC Scholarship, Research & Knowledge Transfer; LJMU Vice Chancellor	By May 2016	Meeting scheduled with process owner to devise positive action.
	Investigate whether it is desirable to increase the proportion of women on these committees by allowing less female senior staff to be eligible.	Increased number and percentage of women on strategic organisational committees. Up from 32% to 37%).			April 2017		

4.3	Female academic in STEMM and work load allocations.	Ensure that line managers are aware of the flexibility when completing the WAM.	Managers using workload allocation model as positive management tool to ensure that all staff promotion potential can be achieved.	SAG representatives in Schools and Faculties;	Deans of Faculties; Director of Schools; Academic and departmental Managers	By June 2015	Process of reviewing workload allocation model already started.
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Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
	To continue to monitor staff satisfaction with the WAM at PDPR meetings.	Reviewed PDPR programmes to include in-depth discussion on WAM, and career progression.			By end of June 2015	Piloting a new PDPR form for Academic and
	Research Staff to assist with discussing issues with regard to WAM and better ways of identifying <u>development needs</u> .					

4.4	Activities in place to encourage women to join LJMU STEMM Departments as staff and Students	To continue to evaluate LJMU recruitment activities for STEMM Departments to ensure that recruitment and promotional materials are reflective of appropriate languages and images	Appropriate languages and images on promotional and recruitment materials	SAG representatives in Schools and Faculties	Communications and Marketing Manager; Recruitment coordinators in STEMM Departments	By end of December 2014 and before any recruitment exercise	Meetings scheduled with recruitment
	coordinators in STEMM Schools to discuss appropriate images and promotional materials						

Identified issues and areas of action	Action (s)	Success Measure	Responsibility (SAG Member)	Responsibility/Agent(s) for delivery	Timescale	Progress to date
Actions on Flexible Working and Managing Career Breaks						
5.1 Operation of flexible working policies and gender specific issues.	To investigate how flexible working policies operate in departments and whether there are any gender-specific issues arising.	Report on findings; make recommendations for actions; Take action based on findings and recommendations; publicise the revised Flexible Working Policy on the University website.	E & D Adviser	HR Manager (Equality, Policy and Systems) Equality and Diversity Adviser	By end of June 2015	Reviewing policies and procedures in house.
5.2 Usage of flexible working policies by women in STEM.	Run focus groups for women in STEM to test usage of all flexible working, parental leave and managing career breaks provisions and identify any shortfalls.	Report on findings, identify any shortfalls in provision and take positive action. Better communication of parental leave policies and the flexible working policies in order to make staff aware them.	SAG representatives in faculties; E & D Adviser	SAG representatives in faculties; HR Manager (Equality, Policy and Systems); Equality and Diversity Adviser	By end of June 2015	Meeting scheduled with LJMU Corporate Communication and Marketing Managers.
		STEMM female staff are more aware of the flexible working policies.	SAG representatives in faculties; E & D Adviser	HR Manager (Equality, Policy and Systems); Equality and Diversity Adviser; Faculty	By end of 2017	

Manager

5.3	Women in STEMM and Career Breaks.	To monitor the take up and granting of sabbatical leave for women in STEMM.	Report on take up and make recommendations for actions.	PVC Scholarship, Research & Knowledge Transfer;	PVC Scholarship, Research & Knowledge Transfer; Deans of Faculties;	By end of June 2016
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Change	Author	Date	Review	Route