



University of  
**Nottingham**

UK | CHINA | MALAYSIA

**Athena  
SWAN  
Silver Award**

2018



# Contents

<b>We have achieved Silver</b>	<b>3</b>
<b>What is Athena SWAN?</b>	<b>4</b>
<b>The University and Athena SWAN — our achievements so far</b>	<b>6</b>
<b>Level of awards</b>	<b>7</b>
<b>How do we promote equality, diversity and inclusion?</b>	<b>8</b>
<b>Organisation and culture</b>	<b>9</b>
<b>Recruitment</b>	<b>10</b>
<b>Academic promotion</b>	<b>11</b>
<b>Career development</b>	<b>12</b>
<b>Leadership</b>	<b>13</b>
<b>Our action plan</b>	<b>15</b>



# We have achieved Silver

We are delighted that we have achieved an institutional Athena SWAN Silver in recognition of our efforts and plans to promote equality. Our commitment to gender equality is one strand of work in our drive for equality, diversity and inclusivity throughout our University. It is our ambition to be an inclusive, agile and modern institution where diversity is valued and gender, or any protected characteristic, is not a barrier to achievement. We want to play a leading role in promoting these values nationally as well as on the global stage.

This document provides a snapshot of our successful Athena SWAN Silver submission, a description of the progress we have made, and recognition of some of the challenges we still face. Achieving all of our goals for equality, diversity and inclusion will require consistent attention for some years to come, but it is a task that we will approach with absolute determination and conviction. We will be guided by our new Athena SWAN action plan that was part of our successful silver award. We strongly believe that implementing our new action plan, and indeed going beyond it when we see opportunities, will benefit all of us. It will help to unlock the potential of our staff and transform the lives of our students.

The contents of this document show that our progress to date is encouraging, but there remains much to do. We know there are significant challenges to address, including further erosion of pay gaps, accelerating career progression for early and mid-career colleagues, and increasing diversity in key leadership layers. We believe our planned activities will enable us to tackle these issues, and our commitment to effecting lasting change can be seen in our recent appointment of Sarah Sharples as Pro-Vice Chancellor for Equality, Diversity and Inclusion. Sarah will be responsible for leading the implementation of our action plan.

We would like to extend our thanks to the dedicated team that have supported our Athena SWAN institution submission and action plan, including Tamsin Majerus, Andrea Greener, Jonathan Sneade, Carolyn Stanhope, Jessica Corner and Ed Wilding. While they have been key to the success of the most recent application, many others have contributed to our progress to this point. Ultimately our equality, diversity and inclusion agenda is owned by all of us: working together to overcome our challenges is essential if we are to truly witness progress that endures.

**Professor Shearer West**  
President and Vice-Chancellor  
University of Nottingham

**Professor Marion Walker**  
Associate Pro-Vice Chancellor for Equality,  
Diversity and Inclusion  
University of Nottingham

The full report is available to read at [nottingham.ac.uk/athena-swan](http://nottingham.ac.uk/athena-swan)

# What is Athena SWAN?

Athena SWAN is a Charter, established in 2005 and managed by the Equality Challenge Unit (ECU) (now part of Advance HE), that recognises and celebrates good practice in the advancement of gender equality.

Members who sign up to the Charter are expected to apply for an Athena SWAN award, at bronze, silver or gold level. Each award is valid for four years. To apply for departmental awards, the University must hold at least an institutional bronze award.

By signing up to the Charter, a commitment is made to adopt ten principles, which focus on promoting and supporting gender equality for everyone. For our University, a key commitment is implementing wide-reaching structural and cultural changes which span the whole institution, recognising that initiatives and actions that support individuals alone are not in themselves sufficient.

The Athena SWAN Charter originally encouraged commitment to advancing the careers of women in science, technology, engineering, maths and

medicine (STEMM) but in May 2015, the Charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), in professional and support roles, and for trans staff and students. The Charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

Advance HE's Athena SWAN Charter covers people in roles in:

- academia in all subjects and disciplines
- professional and support roles

Specifically, in relation to their:

- representation
- support throughout their careers
- journey through career milestones
- working environment

For further information about the Athena SWAN Charter please visit:

[ecu.ac.uk/equality-charters/athena-swan/](https://ecu.ac.uk/equality-charters/athena-swan/)

The Charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.



**Kelly Vere**  
**Technical Skills Development Manager**

Kelly champions the crucial role of technicians in higher education. Technician of the Year for STEM, she leads the strategic development of technical staff.



# The University and Athena SWAN—our achievements so far

Our Athena SWAN (AS) journey started in 2005, as a founding member of the AS Charter. We have gained Institutional Bronze (2006), Bronze renewal (2009), Institutional Silver (2012) and most recently Silver renewal (2018) awards. All our UK schools hold awards or are working towards them. We were the first University to be awarded a Charter mark at an overseas campus (UNMC).

Our participation in Athena SWAN has guided many actions and activities. We have:

- introduced new facilities such as parenting rooms and post-school run parking places
- analysed our pay data with targeted interventions addressing areas of concern
- examined our institutional policies to ensure a culture of fairness, flexibility and opportunity, providing new guidance where helpful to do so, for example with the launch of the Flexible Working Guidelines, alongside the launch of new provisions such as the Conference Care Fund in 2017
- addressed our pipeline challenges by improving our promotions processes, providing dedicated support to help individuals prepare and succeed
- engaged at a national level to transform technical careers – including working in partnership with Science Council
- developed a university-wide workload model for roles in the Research and Teaching job family
- piloted an innovative approach to recruitment
- created a Trans Working Party to consider the needs of our trans staff
- developed a Leadership and Management Academy (LMA) to identify and grow our leaders across all career tracks

As well as considering the actions we have taken in recent years, some of our key indicators of progress include:

- 45% women on University Executive Board (UEB), up from 30% in 2012
- Gender parity in our Senior Leaders Forum (130 members)
- Five more UK Athena SWAN awards in 2017 (12) than in 2012 (seven)
- Nearly double the number of women applying for promotion, from 33 in 2011 to 65 in 2016, and a 19% increase in success rates
- 10 appointments to professor (six women) via our new Teaching and Learning promotions pathway
- Over 1,000 women have accessed learning/development/support through our new Leadership and Management Academy
- Gender parity in researchers recruited to our prestigious Early Career Fellowships (75% men in 2011)
- Women now comprise over 40% of the membership of our 22 most influential committees (an increase from 30% in 2012)

**All our UK schools hold awards or are working towards them. We were the first University to be awarded a Charter mark at an overseas campus.**

## Level of awards

We will encourage all of our schools and faculties to set ambitious targets for the AS awards we hold. We have committed to all schools applying for a minimum of AS Bronze by 2020.

Table 1: Level of awards across all schools and faculties		
Faculty	School	Type of award held and submission date
<b>Faculty of Engineering</b>	Architecture and Built Environment	Silver – November 2014, renewal submitted April 2018 – outcome awaited (Held as a Faculty award)
	Civil Engineering	
	Chemical and Environmental Engineering	
	Electrical and Electronic Engineering	
	Mechanical, Materials and Manufacturing Engineering	
	Foundation Engineering and Physical Sciences	
<b>Faculty of Medicine and Health Sciences</b>	Health Sciences	Silver – November 2017
	Life Sciences	Silver – April 2017
	Medicine	Silver – April 2015
	Veterinary Medicine and Science	Bronze – November 2017
<b>Faculty of Science</b>	Biosciences	Silver – November 2017
	Chemistry	Silver – November 2016
	Computer Sciences	Bronze – November 2016
	Mathematical Sciences	Bronze – November 2015
	Pharmacy	Bronze – November 2015
	Physics and Astronomy	Silver – April 2017
	Psychology	Silver – November 2016
<b>Faculty of Social Sciences</b>	Economics	Bronze – submit April 2019
	Education	Bronze – submit April 2019
	Geography	Silver – November 2016
	Law	Bronze – submit April 2019
	Nottingham University Business School	Bronze – submit November 2018
	Politics and International Relations	Bronze – submit November 2018
	Sociology and Social Policy	Bronze – submit November 2018
<b>Faculty of Arts</b>	Cultures, Languages and Area Studies (CLAS)	Bronze – submit November 2018
	English	Bronze – submit November 2018
	Humanities	Bronze – submit November 2018
<b>Overseas campuses (Malaysia)</b>	Faculty of Science	Bronze – April 2017
	Faculty of Engineering	Awaiting ECU review of process for overseas submissions
<b>Total awards out of 21 schools and one overseas faculty</b>		<b>9 silver and 5 bronze</b>

# How do we promote equality, diversity and inclusion?

EDI is at the heart of our management, is embedded in our structures and influences all our decision making and processes. Our EDI structures were redeveloped in 2015/16 to facilitate clear two-way communication, providing multiple routes for discussions and the sharing of best practice.

Our Athena SWAN silver submission was guided by our Institution Self-Assessment Team (ISAT). All of our five Faculty PVCs sat on this board, as did Jaspal Kaur, our Director of HR, and the ISAT was chaired by Professor Dame Jessica Corner, our PVC for research. All seven of these colleagues also sit on the University Executive Board (UEB), ensuring that we have benefited from input from our senior leaders throughout.

Since our formal commitment to the post-May 2015 Athena SWAN Charter, we have provided support for arts, humanities, social sciences, business and law schools. Many of our activities were already impacting positively on AHSSBL and Professional and Support (P&S) colleagues ahead of this, and they have since further benefited from advice and guidance from our Challenge and Support network. This network consists of colleagues who have volunteered to support national Athena SWAN activities as assessment panel members and chairs, and have shared that expertise to assist colleagues in Nottingham with the development of their applications.

We are also working hard to hear the thoughts and opinions of staff. Since our silver award in 2012, staff opinion has been surveyed via:

- 2011 Staff Survey, resulting in school-specific actions
- 2011–2016 school-level surveys
- 2014 personal development and performance review (PDPR) survey
- 2017 Athena SWAN survey
- 2017 Staff Engagement Survey (SES)

Results of the latter two have been considered by faculties, ISAT and UEB. Engagement Champions, working with faculties and schools, have taken lead responsibility for follow-on actions and initiatives.

Further staff engagement has been invited via the Gender Equality Nottingham annual conference, focus groups, e-feedback forms, roadshows/workshops, email-based consultation, co-creation groups to formulate policy/guidelines, and task and finish groups.

The University also collaborates to promote and embed AS principles locally (through the Midlands AS Regional Network; working with Nottingham Trent University and the University of Birmingham); nationally (EDI Deputies/Associate PVCs network, launched by University of Nottingham/University of Birmingham) and internationally (working with Edith Cowan and Queensland Universities).

We aspire to be an EDI Centre of Excellence where our staff communities will advance transformative inclusive practices and drive diversity policy initiatives aimed at producing step-changing solutions for the HEI community.

## Associate Professor Stacy Johnson School of Health Sciences

Stacy is an advisor and speaker on healthcare and higher education equality, diversity and inclusion in the UK and China. She also provides leadership in a cross-institution reverse mentoring scheme with the University of Birmingham that is supported financially by both institutions.



# Organisation and culture

Evolving our culture to truly embed equality, diversity and inclusion (EDI) depends on continuous dialogue with our staff, a consistent emphasis on promoting the right kinds of opportunities at the right times and ensuring that leaders among under-represented groups are visible, supported and celebrated.

In 2014, the Vice-Chancellor Professor Sir David Greenaway led focus groups with senior female colleagues (circa 50 attendees) to gain a greater understanding of cultural barriers to gender equality. Findings included a need to de-mystify leadership roles and ensure they are attractive to women. This was actioned through the Research Leaders Programme, which identifies and develops promising leaders (2017: 36% female; 2016: 45% female). Role-shadowing has formed part of the Research Leaders programme and will be developed further by the Leadership and Management Academy.

A research project was funded to gain a greater understanding of experiences of female academics and the barriers they face. Findings have been disseminated across the institution, in the national press\*, and fed into the promotions review.

We regularly gauge staff engagement/opinions through school-level surveys/consultation exercises. In 2017, we commissioned a Staff Engagement Survey (SES), using Gallup; the first of its kind in a UK higher education institution. The SES shows no marked gender differences in satisfaction on key questions related to culture, shown in Table 2 below.

We work alongside our students, who are extremely engaged in EDI: the Associate Pro-Vice Chancellor (APVC)-EDI has met quarterly with the President/Welfare Officer of the Students' Union (SU) to share information and plan partnership working. In 2015 we co-hosted a HeForShe event with the United Nations, which attracted over 200 students and staff.

HeForShe is a movement to create a global conversation on gender equality. The HeForShe #GetFree Tour encouraged students, staff and the public to explore their understanding of gender issues, empowering them to take a lead in advancing equality in their environments and communities.

**Table 2: Average scores to culture questions from our Staff Engagement Survey (SES) minimum score 1 maximum score 5. \*Trans staff responses not shown due to small numbers, but satisfaction scores are comparable to those shown below for all staff.**

Question (scores out of 5)	Female	Male
How satisfied are you with the University as a place to work?	3.54	3.54
My supervisor or someone at work seems to care about me as a person	3.84	3.84
If I raised a concern about discrimination I am confident the University would do what is right	3.41	3.41
My University treasures diverse opinions and ideas	3.13	3.13
The University cares about my overall wellbeing	2.82	2.82

\*Times Higher Education and The Guardian.

# Recruitment

We emphasise our commitment to equality, diversity and inclusion in our job advertisements, embedding these values in our processes and hence encouraging diversity among applicants and those appointed.

Since 2011, the Athena SWAN logo has been on our website homepage and featured prominently in job adverts. Our redesigned recruitment website emphasises our commitment to equality, diversity and inclusion, wellbeing, work-life balance and flexible-working.

- Analysis of recruitment data at academic levels 4–7 shows no systematic gender differences at short-listing, offer or acceptance stages
- Female candidates have higher shortlisting and appointment success rates than male at level 4 and 5 (also at level 6 in some years)
- There are smaller numbers of level 6 and 7 posts, but by 2016 there had been a steady change in proportions of females being shortlisted (+12%) and appointed (+16%) at these levels

Reducing the influence of bias is maintained by our objective, competency-based shortlisting/assessment criteria. Panels are gender-balanced wherever possible and all chairs have mandatory training, including in unconscious bias.

Where longlisting is part of the recruitment approach, it allows an opportunity to challenge any lack of diversity in a candidate pool. In recent years this has enabled the University to require recruitment consultants to conduct comprehensive searches of the available candidate pools to ensure a more balanced representation of candidates for selection.

In 2016, we created a full-time attraction specialist role within HR who has made significant changes to recruitment materials, helping to make them accessible to a diverse range of candidates. We have further developed social media channels (LinkedIn, Facebook, Twitter) to promote opportunities and benefits – improvements that are already changing how applicants discover our vacancies.

Our updated corporate image bank ensures our imagery presents a balance between male/female and wider demographic and protected characteristic groups, to reflect the true diversity of the institution.

**Denise Mclean**  
Senior technician with the School of Life Sciences and works in Nottingham's world-leading Nanoscale and Microscale Research Centre.



# Academic promotion

Since 2011, one focus has been on facilitating timely, successful promotion applications from women.

As a result, we have seen the proportions and numbers of applications from women increase from 2012/13 onwards, including considerable improvement for women at level 6 and 7.

Figures tracking academic promotion data from 2011–2016 show:

- promotion success rate for women increased from 58% to 77%
- promotion to level 6 – success rate for women increased from 53% to 82%
- promotion to level 7 – success rate for women increased from 40% to 71%
- proportionally more BME staff apply for and achieve promotion (compared to white staff)

Promotion success rates of part-time staff are consistently higher than full-time, showing the criteria taking part-time status into consideration are working.

In 2017, 90% of the women promoted to level 7 increased their pay by two or more salary spine points (compared to 57% of the men promoted to level 7). Furthermore, 90% of women versus 71% of men promoted to level 7 were within 10 years of starting their previous post. Both metrics indicate

females are applying for promotion slightly earlier than males, which will contribute over time to narrowing of the gender pay gap.

Analysis revealed female promotion applications were more likely to fail at external reference stage. To help combat this we improved our reviewer guidance (2015/16) addressing potential unconscious bias. Reviewers' comments included:

“ I think your advice on unconscious bias is really excellent. I have forwarded it to our Head of HR to suggest we do something similar. ”

Promotion success rates of part-time staff are consistently higher than full-time, showing the criteria taking part-time status into consideration are working.



# Career development

We take a multi-layered approach to creating the right solutions and aim to make those solutions as accessible as possible. Professional Development delivers a broad range of training courses, with events scheduled, where possible, within term-time and core hours. Short courses run a minimum of twice a year supplemented by bespoke programmes tailored to local needs.

In addition, the University launched the Leadership and Management Academy (LMA) in 2016, giving access to a variety of leadership and management development programmes for leaders at different levels and across all job families, the LMA Hub also includes a new Staff Career Development Hub.

Opportunities are communicated through:

- induction/recruitment for mandated training, for example the Post Graduate Certificate in Higher Education (PGCHE)
- professional development webpages
- Personal Development and Performance Review (PDPR)
- 'Message of the Day' and local/university-wide bulletins
- communities and networks

Equality and diversity training is offered to all staff, including three online packages (Equality

and Diversity at Work; Diversity in Learning and Teaching; Unconscious Bias) mandated for all interview panel chairs/members and all staff interviewing BMedSci students. These will become compulsory for completion during induction as part of our action plan to ensure all staff have a baseline understanding of these important areas.

We have rich teaching-related training programmes (see table 3). Staff who attended the teaching-focused promotion training were more likely to apply for promotion.

In 2013, 38% of our Lord Dearing Awards, which recognise excellence in teaching, were awarded to female teachers in STEMM schools; this rose to 54% in 2017.

Female staff are more engaged than male staff with training. This has led to other impacts:

- 2014–16 PDPR: more female staff were given an 'exceeds' rating – represents either equal to or higher than the female proportion of the workforce
- Women applying for promotion have increased success rates and reapply more quickly after unsuccessful applications.

Training programme	Target audience/detail	Uptake % female
Associated Teachers Programme (ATP)	Mandatory for new academics (L4 & L5)	58%
Postgraduate Certificate in Higher Education (PGCHE)	Mandatory for new academics (L4 & L5)	41%
Nottingham Recognition Scheme	To become Senior/Principal Fellows of the HEA	43% (gained fellowship)
Teaching-focused promotion training	Teaching staff	75%

# Leadership

The University is governed by two main bodies, Council and Senate (see Tables 4-5). Most senior committee membership is determined by position, although Council roles are advertised as: "...keen to hear from candidates who reflect the diversity of our students and staff."

The proportion of female Council members has increased by 13% since 2012. Our action plan will address the unchanged gender distribution on Senate.

Year	F	M	F%
2011/12	9	18	33%
2012/13	8	18	31%
2013/14	10	15	40%
2014/15	8	17	32%
2015/16	10	13	43%
2016/17	11	14	44%

Year	F	M	F%
2011/12	34	65	34%
2012/13	29	70	29%
2013/14	25	69	26%
2014/15	30	78	28%
2015/16	27	67	29%
2016/17	36	72	33%

University Executive Board (UEB) is the institution's senior leadership team (see table 6). Membership is based on position, hence reflects recruitment/appointment into these roles: Academic members, for example Pro-Vice-Chancellors and Faculty Pro-Vice-Chancellors, are appointed for an initial five-year period.

Women are well-represented, reflecting the impact of improved recruitment processes and career development opportunities.

Year	F	M	F%
2011/12	4	7	36%
2012/13	4	9	31%
2013/14	4	9	31%
2014/15	4	9	31%
2015/16	9	12	43%
2016/17	9	11	45%

The proportion of female Council members has increased by 13% since 2012. Our action plan will address the unchanged gender distribution on Senate.

# Our action plan



As part of our successful Silver Athena SWAN renewal we have committed to a detailed action plan that outlines what we will do to further gender equality at our University.

The complete plan can be found on the University website, along with our full application: [nottingham.ac.uk/athena-swan](https://nottingham.ac.uk/athena-swan)

Our plan describes how we will refine existing practices and adopt new ones that ensure we:

- recruit the very best talent from amongst the widest possible candidate pools to continue to improve diversity of our staff and students
- provide the right opportunities and support for all our staff at the right times in their careers to ensure that they flourish and that their efforts are recognised and rewarded

We highlight here some of the key elements of our action plan. Enacting our plan will:

- improve recruitment practices by reducing the influence of unconscious bias, requiring consideration of the gender balance on interview and assessment panels, and ensuring we attract applications from under-represented groups
- refine and standardise further our promotions processes so that all colleagues apply at the right time, have access to support and guidance, and are judged against a clearly articulated and appropriate set of criteria
- redevelop our processes for PDPR to ensure that they capture all the elements of career development that we value
- ensure that career breaks, extended leave, caring responsibilities, flexible working and part-time working are supported appropriately and that career progression is not impacted unfairly by any of these factors
- improve the experience and environment for trans colleagues through further raising awareness of the University's values and commitment and improving institutional guidance and practice
- identify and support the career development needs of leaders and managers from under-represented groups
- improve career development pathways for our professional support staff

This publication is available in alternative formats.  
+44 (0)115 951 5559

Georgina Wilding  
Alumna, Creative and Professional Writing  
Georgina is the first Nottingham UNESCO  
City of Literature Young Poet Laureate.





University of  
**Nottingham**

UK | CHINA | MALAYSIA

Find out more:

 [peopleandculture@nottingham.ac.uk](mailto:peopleandculture@nottingham.ac.uk)

 [nottingham.ac.uk/athena-swan](https://nottingham.ac.uk/athena-swan)

[nottingham.ac.uk](https://nottingham.ac.uk)

The University of Nottingham has made every effort to ensure that the information in this brochure was accurate when published. Please note, however, that the nature of the content means that it is subject to change from time to time, and you should therefore consider the information to be guiding rather than definitive.

© University of Nottingham 2018. All rights reserved.  
Published October 2018.

FRM277756