



**UNIVERSITY OF
STIRLING**

PRINCIPAL'S OFFICE

Professor Gerry McCormac FSA FHEA FRSA
Principal & Vice-Chancellor
University of Stirling
Stirling
FK9 4LA
Scotland

Telephone: +44 (0) 1786 467011
Facsimile: +44 (0) 1786 462087
E-mail: principal@stir.ac.uk

GMcC/SD/AthenaSwan

16th April 2013

Athena SWAN Charter
Equality Challenge Unit
Queen's House
55-56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Ms Dickenson

Letter of endorsement from the Principal & Vice-Chancellor

The University of Stirling is dedicated both to the pursuit of academic excellence, and to equality of opportunities and outcomes for our staff and students. We are thoroughly committed to Athena SWAN, which we believe will help us to maximise the talent available to us, contributing to the achievement of excellence whilst ensuring that our staff achieve their potential.

Promoting equality has been fundamental to the University since its establishment in 1967. Our charter states that "the University shall be committed to the fair and equal treatment of every person and shall not discriminate on unjustified, irrelevant or unlawful grounds." The first of our eight values is "we believe everyone should be treated with respect, and we will deal with all people as equals." (Strategic Plan 2011-2016)

Under the leadership of the Equality Steering Group, chaired by our Deputy Principal, we are striving to mainstream equality into our functions and to foster a culture and environment based on fairness, diversity, inclusion and respect. Our work to achieve the Athena SWAN bronze award demonstrates this intention by involving staff from a number of academic schools and service areas.

Equality and diversity are integral to our decision making processes. Equality matters are considered frequently by our senior management team and our governors. The principles of Athena SWAN are evident in our institutional equality outcomes. These outcomes, endorsed by our senior management team and University Court, focus on consolidating gender equality in our staff and student population, our leadership structures, our promotions processes, and our governance committees.

The Athena SWAN application and action plan has the full support of our governing body and our senior team. In developing the submission and our equality outcomes, we involved staff and students across the institution. We will continue to provide staff and students with regular opportunities to engage with the Athena SWAN panel and the Equality Steering Group as we deliver our action plan. To support this process, we have established a network of equality contacts who will champion our work in this area. We are proud of the work that we have commenced to improve gender equality, such as the newly-launched mentoring scheme, and revised guidelines for appointing committees which are intended to introduce gender balance and tackle unconscious bias.

During my time as Pro Vice-Chancellor at Queen's University Belfast, I contributed to the process which led to the institutional Athena silver SWAN award in 2007. As a member of the Women's Forum at Queen's, which led the changes that improved opportunities for women, I saw the tangible benefits of the institution being considered a role model for its commitment to advancing the development of women in science, engineering and technology. The 2007 award encouraged further change across the university that resulted in a series of awards for individual schools.

I am keen to see similar enhancements in the opportunities for women at Stirling, and am delighted to endorse this application for a Bronze level institutional award for your consideration.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Gerry McCormac', written in a cursive style.

Professor Gerry McCormac
Principal and Vice Chancellor



Athena SWAN Bronze university award application

Name of university: University of Stirling

Date of application: April 2013

Contact for application: Rachel Winzer

Email: r.e.winzer@stir.ac.uk

Telephone: 01786 466196

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

Enclosed separately

Glossary of terms

Academic staff

Staff employed on teaching, research or clinical contracts from the grade of Research Associate to Professor. At Stirling academic staff are employed across 5 grades

Grade 6: Research assistant and equivalent.

Grade 7: Lecturer (probationary and early career), Research Fellow and equivalent.

Grade 8: Lecturer and equivalent.

Grade 9: Senior Lecturer, Reader and equivalent.

Grade 10: Professor and equivalent.

Offscale: a small number of staff are not on the University's grades due to specific requirements of the external bodies who fund their work.

Support staff

Staff employed on support contracts, from cleaners and grounds staff, through secretarial and technical support in Schools, to the professional services of the University.

SET/STEM/STEMM Schools

The schools concerned with these disciplines at the University of Stirling are:

- the School of Natural Sciences (SNS), comprising four divisions:
 - Institute of Aquaculture,
 - Division of Biological & Environmental Science,
 - Division of Computing Science & Mathematics, and
 - Division of Psychology;
- the School of Nursing Midwifery & Health (SNMH), and
- the Health and Exercise Science research group of the School of Sport (SS).

Strictly, our disciplines are STEMM (science, technology, engineering, mathematics and medicine), but we reflect the language of the application form in using SET (science, engineering and technology and built environment disciplines) since the acronyms SET, STEM and STEMM are often used interchangeably.

SET staff

Academic staff (as per the definition of 'academic staff' above) from the School of Natural Sciences, the School of Nursing Midwifery & Health, and the Health and Exercise Science research group of the School of Sport.

USPG

University Strategy and Policy Group. This is an executive management group of the University, reflecting the Senior management Team.

ESG

Equality Steering Group. The Equality Steering Group is concerned with all aspects of equality – including gender equality.

Notes on the data

All data in the submission is based on headcount unless otherwise noted. Percentages are rounded according to the usual convention. Data for each year (2010, 2011 and 2012) is taken from a snapshot of the staff body on 1st August of that year. Where data is used in relation to an employment process (such as recruitment and promotions), this applies to the whole academic year 2009-10, 2010-11 and 2011-2012.

2. The self-assessment process: maximum 1000 words

(a) The Athena SWAN Self-Assessment Panel (ASSAP)

	Member	School & Division/service department	University Role
1.	Dr Carron Shankland	Natural Sciences: Computing Science & Mathematics	Chair of ASSAP, Deputy Head of School; senior lecturer; past member of University Court (2007-2011), Academic Council (2006-2011), and the promotions committee AAPC (2006-2009).
2.	Prof Leigh Robinson	Sport	Professor of Sports Management; School Director of Research, member of Academic Council and University Court.
3.	Dr Liz Forbat	Nursing, Midwifery & Health; Cancer Care Research Centre	Reader; co-director of Cancer Care Research Centre; leads Families, Children and Relationships research programme.
4.	Mr Owen Adams	Natural Sciences	School Manager
5.	Mrs Jill Stevenson	Policy, Planning & Governance	Senior Policy & Governance Officer, with responsibility for Equality and Diversity matters.
6.	Dr Katharine Reibig (replaced by Ms Rachel Winzer while on maternity leave)	Research & Enterprise Office	Secretary to ASSAP; Researcher Development Policy Officer
7.	Mr Simon Smith	Human Resources and Organisational Development	Learning & Development Advisor
8.	Prof Rachel Norman	Natural Sciences: Mathematics	Professor of Aquatic Food Security (from 01/01/2013), previously Reader
9.	Dr Margaret Crumlish	Natural Sciences: Aquaculture	Senior Lecturer (from 01/01/2013), previously Senior Research Fellow
10.	Dr Sarah Vick	Natural Sciences: Psychology	Lecturer

The above group is responsible for the University of Stirling's bronze self-assessment process, and for progressing the subsequent action plan. The ten members represent all of the SET schools at Stirling (Natural Sciences; Nursing, Midwifery and Health; Sports), Human Resources and Organisational Development, and Policy, Planning & Governance. Members are at a variety of career stages, and cover a range of working patterns (flexible working, part-time, full-time). A proportion of the members have caring responsibilities for family members, and a number have experienced maternity leave and return to work at Stirling. In addition, Professor John Gardner (Deputy Principal Education & Students, Chair of Equality

Steering Group (ESG)), has played an important strategic role in the work of the ASSAP and made detailed comments on the draft application and plan.

Other colleagues involved in extensive reviewing of the data and/or the application materials include:

Professor Steve Burt (Senior Deputy Principal),
Mrs Carole Docherty (HR Partner, Natural Sciences),
Ms Kate Howie (Natural Sciences) regarding interpretation of data,
Mr Martyn Peggie (HR) regarding collating and interpreting staff data.

In addition to colleagues within the University, the ASSAP has consulted staff in the Scottish Resource Centre for Women on the data in this report, its interpretation and our proposed action plan. Lastly, members of ASSAP have contributed to the Athena SWAN Regional Network (Scotland), sharing good practice with regard to women in SET.

(b) In 2011 the Athena SWAN Self-Assessment Panel (ASSAP) was approved by the University Strategy and Policy Group (USPG, which is the most senior executive group in the institution, chaired by the Principal), as part of the “Mainstreaming Equality” project of the Equality Challenge Unit. It first met in July 2011, and the University was accepted as a member of Athena SWAN in September 2011. The ASSAP reports to the ESG, which is chaired by the Deputy Principal (Education & Students), who is the senior equality lead in the University. ESG members have a key role in advancing all forms of equality, including gender equality, and includes academic staff, professional services staff, and a student representative. Regular reports on equality activity, including Athena SWAN, are also provided to the University Strategy and Policy Group (USPG), the Joint Policy, Planning and Resources Committee (JPPRC) and University Court. The ASSAP has met eight times up to submission of the application.

The ASSAP has focussed initially on the Bronze award application, using this as a driver for activity. Members of the ASSAP helped to identify other colleagues who could contribute to overseeing our Bronze Award application, and the creation of an action plan, utilising good practice exemplars from their own divisions, or from the wider Athena SWAN UK community. The group benchmarked Stirling’s data and practices against sector data to identify areas of concern and potential action. These are focussed around the recruitment, career progression and retention of women in SET. Consultation with other staff was carried out informally, via group members, and formally, via focus groups held in October 2012 on career progression, and via items at school and divisional meetings. The staff survey results of 2012 were used as input to ASSAP discussions. As a Scottish public sector organisation we are required to develop a set of institutional equality outcomes, several of which focus on improving gender equality, including the gender balance in SET schools. The evidence gathered through the staff survey, focus groups, and a series of 15 staff equality roadshow events consultation events held within all schools and service areas of the University has informed the development of the Athena SWAN action plan. A draft of the application and action plan were circulated widely in the University for comment in February 2013 by the weekly news bulletin and via the University intranet. The application and plan were approved by ASSAP in March 2013 and the chair of ESG in April 2013, and endorsed by the University Principal in April 2013. This has been agreed as the University’s action plan to support careers for women in SET.

(c) The ASSAP will shortly begin work to deliver the action plan. Meetings will be held four times per year and the ASSAP will report to the ESG and USPG, to ensure that the University meets the aims stated in the action plan. Work will include assisting schools with bronze and silver departmental award applications, and identifying other main areas for improvement, maintaining and building on communication to academic schools regarding Athena SWAN. The ASSAP will aim to extend its membership to include student representatives (both undergraduate and postgraduate), postdoctoral researchers, and potentially non-SET representatives (to further spread good employment practice across the University).

Action plan objectives (the numbering corresponds with the numbering in the action plan): 1 - assisting departmental applications, 2- monitoring the institutional action plan, 3- growth of group to include wider University community. 19- embed equality and Athena SWAN in committee papers and agendas.

Word count: 821

3. Description of the university: maximum 1000 words

a) Summary of the University

Our vision is to achieve worldwide distinction in our research and teaching. Our successes are already recognised in international league tables, in RAE 2008, 85% of Stirling’s research was rated as internationally recognised, with 10% being world-leading. The University is not currently affiliated with any university mission groups.

The University currently employs 1421 staff: 37% (527) academic staff and 63% (894) support staff. The University has seven academic schools: Applied Social Sciences; Arts and Humanities; Education; Sport; Natural Sciences; Nursing, Midwifery & Health, and the Stirling Management School. SET comprises three of the schools (37.5%), and approximately 40% of academic staff (213:314) (Figures 1, 2, 3). Within SET areas the proportions are 68% (214) academic, 34% (111) support staff. The University has 12300 students, 8800 undergraduates, 3500 postgraduates, representing 100 countries.

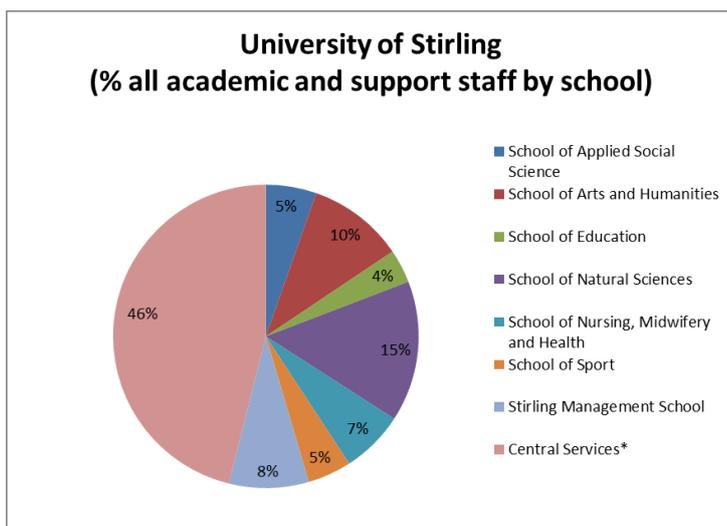


Figure 1: The University has seven academic schools. The figure shows the percentage of University academic and staff employed by school/central services (*central services includes Stirling Graduate School which is a central not an academic department (1 academic headcount), n = 1421. 2012 data.

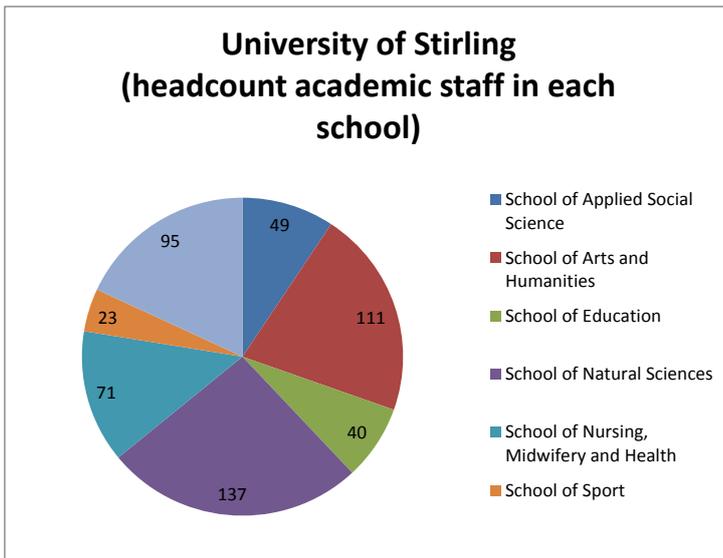


Figure 2: The figure shows the headcount of academic staff employed in each school, excluding Stirling Graduate School which is a central not an academic department (1 academic headcount), n = 526. 2012 data.

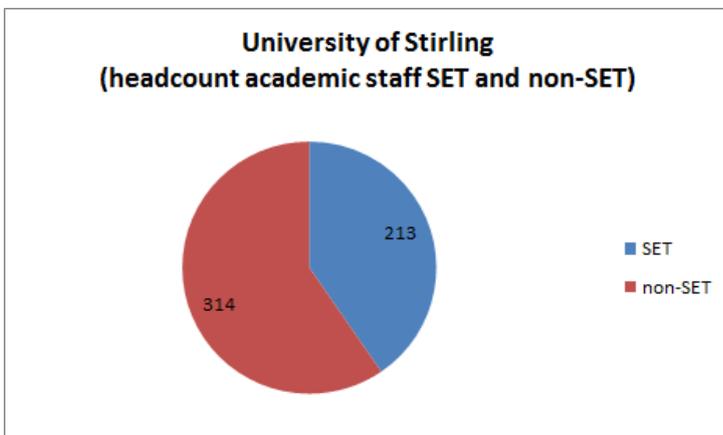


Figure 3: Academic staff employed in SET schools are approximately 40% of the University population, n = 527. Note that the School of Sport contains staff who are classified as SET and non-SET which have been split accordingly. 2012 data.

b) (i) Female:male ratio of academic staff split by schools

Overall, the ratio is 45%:55%, with consistency over the last three years SET figures are similar (Figure 4, Table 1). This positive position in SET (nationally 40%:60% ECU Statistical Report 2012) is largely due to the School of Nursing, Midwifery & Health (high female representation 77%:23%). There are significant variations between disciplines (Figure 5, Table 2). Numbers of women have fallen slightly in SET departments (from 46% in 2010). We wish to ensure this does not become a trend.

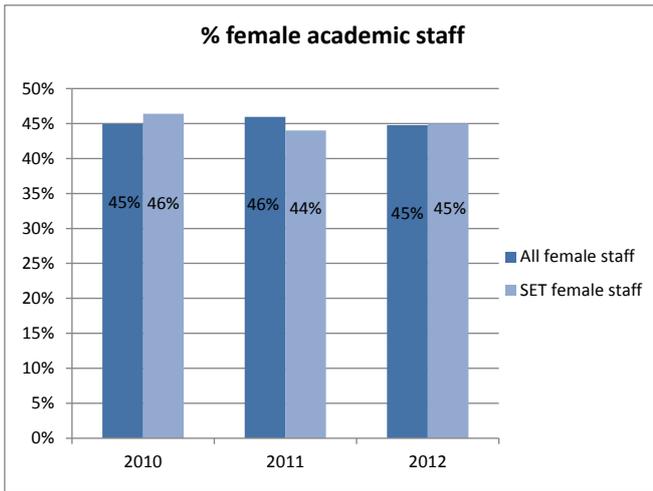


Figure 4: the percentages of female staff overall (whole University, academic and research staff) (dark blue, left) and SET female staff (lighter blue, right) are broadly consistent over 3 years

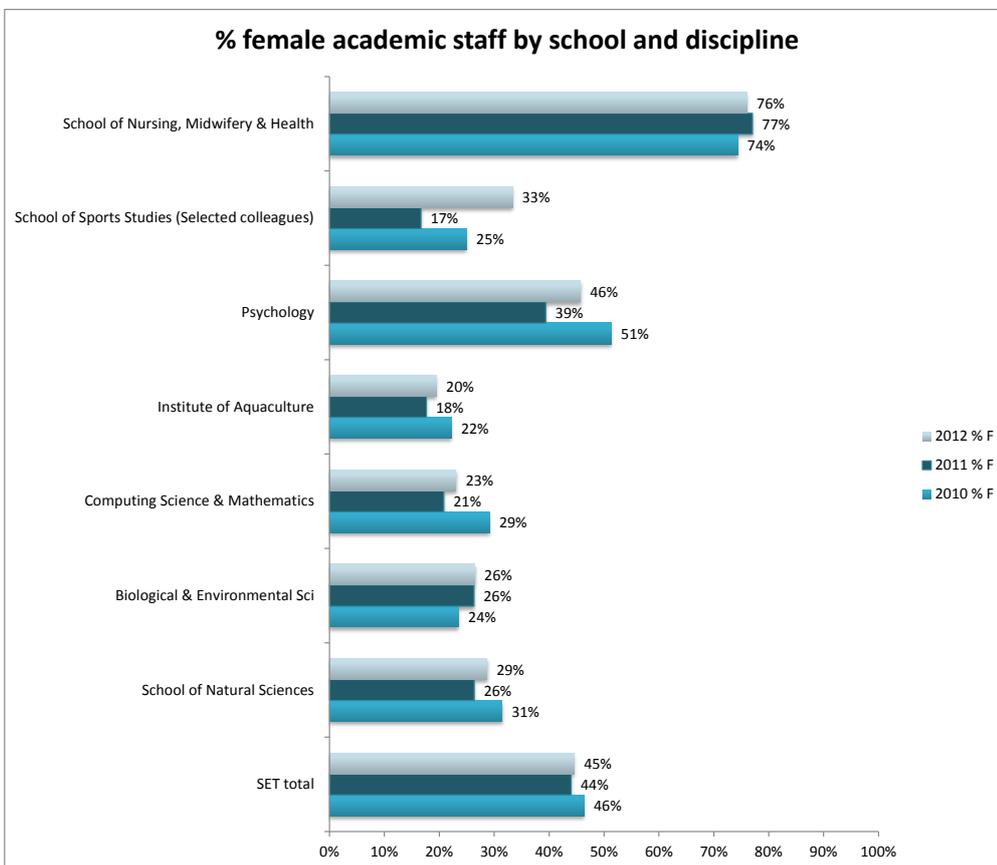


Figure 5: the percentages of female academic staff vary widely between disciplines

Across the grades (Figure 6, Tables 3, 4), the trends at Stirling are typical of universities in general in that while representation (2012) is around 70%:30% at grade 6, the number of females decreases steadily through the grades by approximately 10% per grade to 26% at grade 10. For comparison, the ECU Statistical Report 2011 shows 19% at professorial level overall and 44% for non-professorial academic staff. In SET schools the representation of women is poorer, but still better than national figures (Tapping all our Talents report professorial level SET females 9%). Across the period, figures have been relatively steady within grades. Grade 7 does not follow the trend for SET.

The F:M balance is much better among those on teaching only contracts, and on research only contracts (Table 5). This requires further investigation.

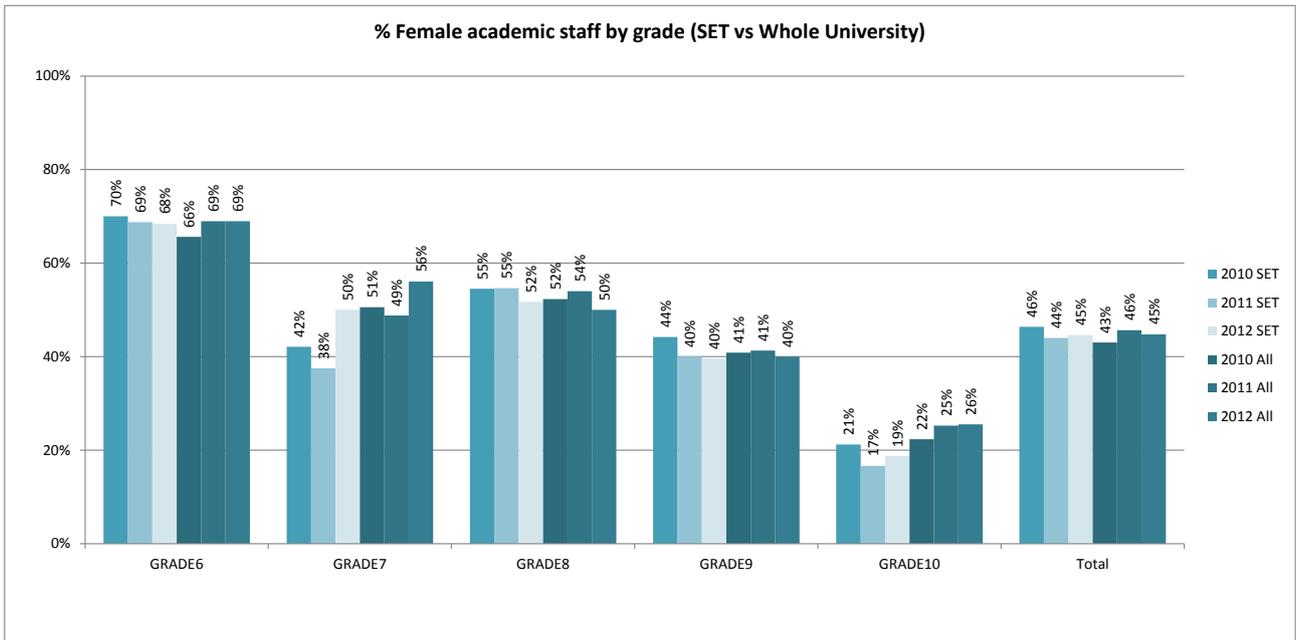


Figure 6: Female staff by grade. SET females on the left three columns in each group, compared to overall female numbers in the right 3 columns in each group. Significant difference in grade 7 and grade 10 between SET and the whole University.

Figure 7 shows female staff by grade and by division, however the headcount numbers are small, so percentages may not be significant. The graph shows that while the percentage of female staff in Nursing, Midwifery & Health, and in Psychology, are higher overall, these subjects still suffer from lower numbers of female staff at higher grades. The only division reversing the trend is Computing Science and Mathematics.

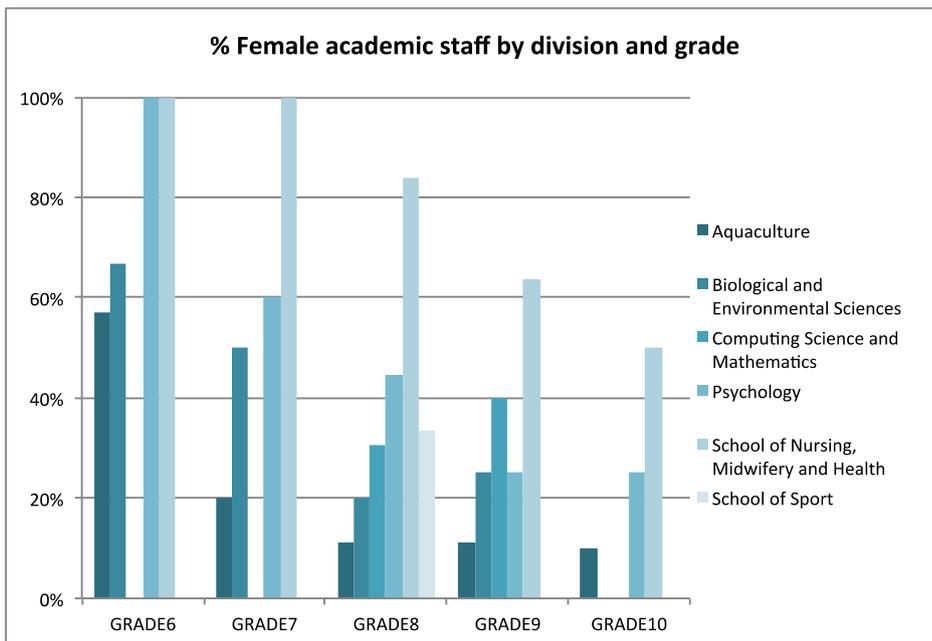


Figure 7: % Female staff by division. Note blank files (see table 6 for headcount data). 2012 data.

Table 1: Academic Staff F:M split for SET, non-SET and whole University. This shows broadly unchanging proportions, although the headcount of female staff in SET has dipped while non-SET females has risen.

	SET				Non-SET				Whole University (Academic Staff)				Total
	F	%	M	%	F	%	M	%	F	%	M	%	
2010	103	46%	119	54%	133	44%	170	56%	236	45%	289	55%	525
2011	92	44%	117	56%	147	47%	164	53%	239	46%	281	54%	520
2012	95	45%	118	55%	141	45%	173	55%	236	45%	291	55%	527

Table 2: Breakdown of F:M split in SET divisions. This shows how variable numbers are in different disciplines, from a low of 17% in Sport to a high of 77% in NMH.

	2010			2011			2012		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
University	236	289	45%	239	281	46%	236	291	45%
SET total	103	119	46%	92	117	44%	95	118	45%
School of Natural Sciences	44	96	31%	34	95	26%	39	97	29%
Biological & Environmental Science	8	26	24%	10	28	26%	9	25	26%
Computing Science & Mathematics	7	17	29%	5	19	21%	6	20	23%
Institute of Aquaculture	10	35	22%	6	28	18%	8	33	20%
Psychology	19	18	51%	13	20	39%	16	19	46%
School of Sports Studies (Selected colleagues)	1	3	25%	1	5	17%	2	4	33%
School of Nursing, Midwifery & Health	58	20	74%	57	17	77%	54	17	76%

Table 3: SET staff by grade and gender (illustrated in figure 6). Shows a typical leaky pipeline through the grades.

	2010				2011				2012			
	Female	% F	% pop	Male	Female	% F	% pop	Male	Female	% F	% pop	Male
GRADE6	14	70%	6%	6	11	69%	5%	5	13	68%	6%	6
GRADE7	16	42%	7%	22	12	38%	6%	20	10	50%	5%	10
GRADE8	42	55%	19%	35	41	55%	20%	34	45	52%	21%	42
GRADE9	23	44%	10%	29	22	40%	11%	33	21	40%	10%	32
GRADE10	7	21%	3%	26	5	17%	2%	25	6	19%	3%	26
OFFSCALE	1	50%	0%	1	1	100%	0%	0	0	0%	0%	2
Total	103	46%	46%	119	92	44%	44%	117	95	45%	45%	118

Table 4: Whole University staff by grade and gender (illustrated in figure 6). Shows a leaky pipeline, dropping around 10% per grade.

	2010			2011			2012		
	Female	% F	Male	Female	% F	Male	Female	% F	Male
GRADE6	21	66%	11	20	69%	9	20	69%	9
GRADE7	43	51%	42	41	49%	43	37	56%	29
GRADE8	91	52%	83	94	54%	80	100	50%	100
GRADE9	56	41%	81	57	41%	81	56	40%	84
GRADE10	21	22%	73	23	25%	68	23	26%	67
OFFSCALE	1	50%	1	1	100%	0	0	0%	2
Grand Total	233	43%	291	236	46%	281	236	45%	291

Table 5: SET staff by teaching/research role. Higher proportions of female staff in research only or teaching only roles than in the combined teaching and research roles, even at higher grades.

	2010			2011			2012		
	F	% F	M	F	% F	M	F	% F	M
Research 1 (Grade6)	14	70%	6	11	69%	5	13	68%	6
Research 2 (Grade7)	13	42%	18	10	40%	15	7	54%	6
Research 3 (Grade8)	4	44%	5	5	63%	3	8	53%	7
Research 4 (Grade9)	7	78%	2	5	71%	2	4	80%	1
Teaching & Research 1 (Grade7)	2	40%	3	2	33%	4	2	40%	3
Teaching & Research 2 (Grade8)	18	43%	24	17	40%	25	20	41%	29
Teaching & Research 3 (Grade9)	11	32%	23	12	32%	26	13	33%	26
Teaching & Research 4 (Grade10)	7	21%	26	5	17%	25	6	19%	26
Teaching & Scholarship 1 (Grade7)	1	50%	1		0%	1	1	50%	1
Teaching & Scholarship 2 (Grade8)	20	77%	6	19	76%	6	17	71%	7
Teaching & Scholarship 3 (Grade9)	5	56%	4	5	50%	5	4	44%	5
not covered	1	50%	1	1	100%	0	0	0%	1
Grand Total	103	46%	119	92	44%	117	95	45%	118

Table 6: Academic staff by grade and division. Note the small numbers, and frequent 0s, 2012

	Aquaculture			Biological and Environmental Sciences			Computing Science and Mathematics			Psychology			Nursing, Midwifery and Health			Sport		
	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F	F	M	% F
GRADE6	4	3	57%	2	1	67%	0	2	0%	5	0	100%	2	0	100%	0	0	0%
GRADE7	1	4	20%	2	2	50%	0	2	0%	3	2	60%	4	0	100%	0	0	0%
GRADE8	1	8	11%	3	12	20%	4	9	31%	4	5	44%	31	6	84%	1	2	33%
GRADE9	1	8	11%	2	6	25%	2	3	40%	2	6	25%	14	8	64%	0	2	0%
GRADE10	1	9	10%	0	3	0%	0	4	0%	2	6	25%	3	3	50%	0	1	0%

Action plan objectives: 4,5- investigate and report on concerns in data.

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

The academic and research population is relatively static 2009-2012, but resignations from academic staff show a higher percentage of women than men (38:42, or 5.3% and 4.9% of the population over the period). In SET, resignations are more skewed to women (18: 11 from 2009-2012, or 6%:3% average of population) (Figures 8, 9, 10). The numbers here are not divided by division since the headcounts are so low. Exit interviews do not indicate the reasons for this disparity.

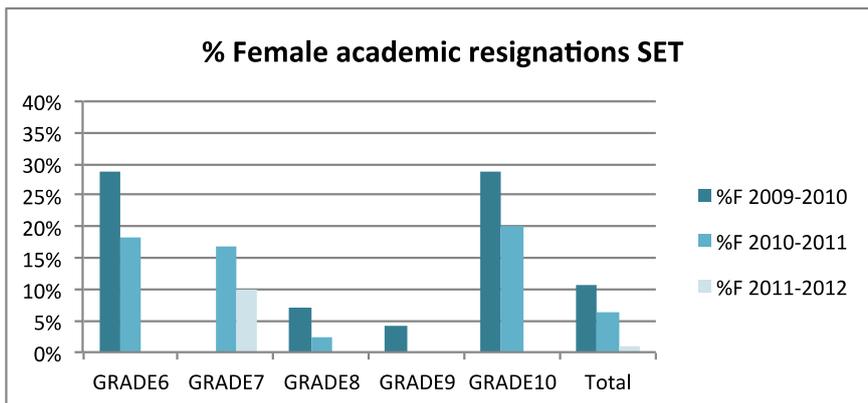


Figure 8: Female resignations as a % of female academic population (SET). Resignation does not include those members of staff that have come to the end of their fixed-term contract. Resignation is classified as when the employee has tendered their resignation with the exception of cases where voluntary severance has been taken in order to allow direct comparison across years.

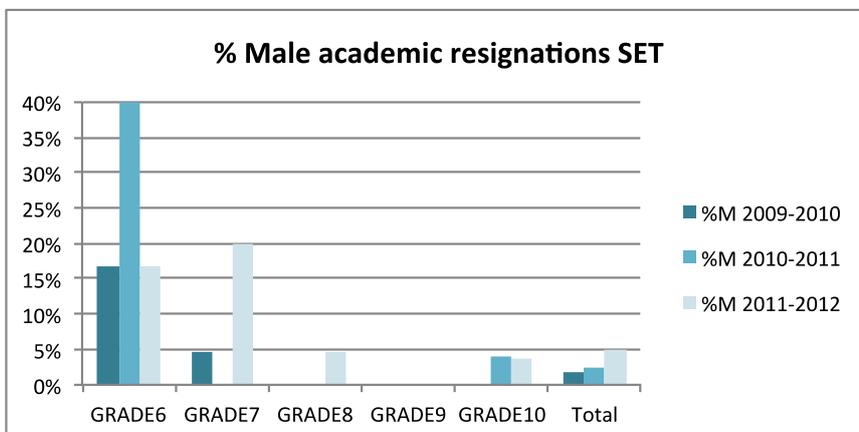


Figure 9: Male resignations as a % of male academic population (SET)

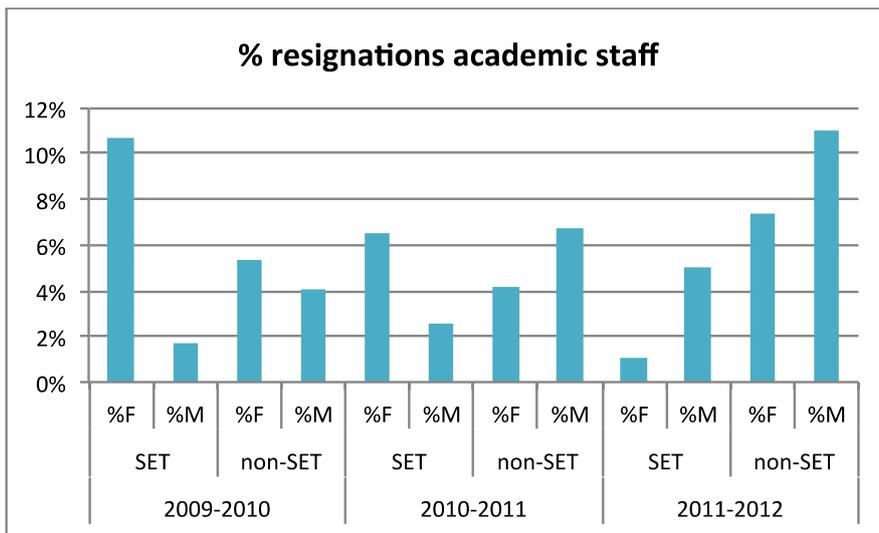


Figure 10: academic staff resignations. Broadly in SET more women than men resign.

More women are finishing fixed term contracts than men: 66%:34% on average in SET, 64%:36% on average in non-SET (Table 9). This doesn't just reflect that significantly more women are employed on fixed term contracts (typically grade 6 researchers) than men (Figures 12, 13, Tables 10, 11). Considering termination as a % of overall population (Figure 11) it appears women are more likely to have fixed-term contracts terminated.

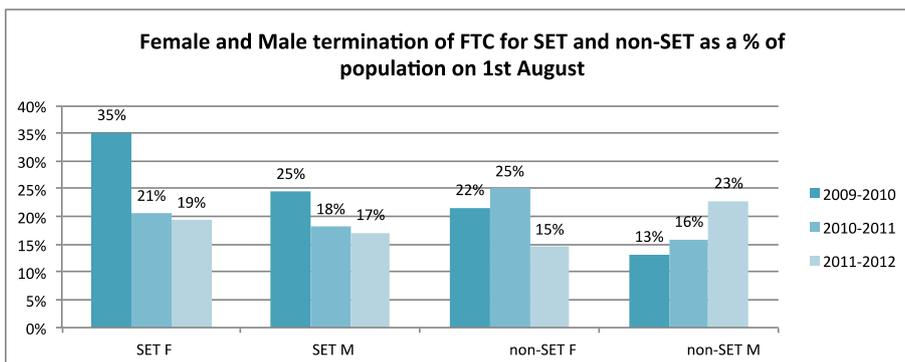


Figure 11: FTC termination. Broadly, more SET women resign than SET men and non-SET women as a % of the population.

Table 7: SET resignations data, showing headcount and resignations as a % of population at 1st August

	2009 -2010				2010-2011				2011-2012			
	F	%Pop	M	%Pop	F	%Pop	M	%Pop	F	%Pop	M	%Pop
GRADE6	4	29%	1	17%	2	18%	2	40%	0	0%	1	17%
GRADE7	0	0%	1	5%	2	17%	0	0%	1	10%	2	20%
GRADE8	3	7%	0	0%	1	2%	0	0%	0	0%	2	5%
GRADE9	1	4%	0	0%	0	0%	0	0%	0	0%	0	0%
GRADE10	2	29%	0	0%	1	20%	1	4%	0	0%	1	4%
OFFSCALE	1	100%		0%	0	0%	0	0%	0	0%	0	0%
Total	11	11%	2	2%	6	7%	3	3%	1	1%	6	5%

Table 8: non-SET resignations data, showing headcount and resignations as a % of population at 1st August

	2009 -2010				2010-2011				2011-2012			
	F	%Pop	M	%Pop	F	%Pop	M	%Pop	F	%Pop	M	%Pop
GRADE6	1	14%	2	40%	1	11%	4	100%	0	0%	0	0%
GRADE7	1	4%	1	5%	1	3%	3	13%	0	0%	2	20%
GRADE8	4	8%	1	2%	3	6%	1	2%	2	4%	4	10%
GRADE9	1	3%	2	4%	1	3%	0	0%	3	14%	3	9%
GRADE10	0	0%	1	2%	0	0%	3	7%	2	33%	4	15%
OFFSCALE	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Grand Total	7	5%	7	4%	6	4%	11	7%	7	7%	13	11%

Table 9: Termination of Fixed Term Contracts. Roughly twice as many SET females terminate contracts than men, reflecting the larger number of females on these contracts; however, the proportions of the population are also higher for SET females suggesting some additional influencing factor.

	SET						non-SET					
	F	% F	% FPop	M	% M	% MPop	F	% F	% FPop	M	% M	% MPop
2009-2010	26	67%	35%	13	33%	25%	16	70%	22%	7	30%	13%
2010-2011	14	64%	21%	8	36%	18%	17	71%	25%	7	29%	16%
2011-2012	12	67%	19%	6	33%	17%	9	53%	15%	8	47%	23%
Grand Total	52	66%	25%	27	34%	20%	42	64%	20%	22	36%	17%

Maternity: there are 28 academic staff who have taken maternity leave between 01.01.2009 and 31.12.2012, 13 in SET areas. All (SET and non-SET) returned to work. Three staff (two SET, one non-SET) left within six months of returning from maternity leave (one through redundancy).

Action plan objectives: 5- further investigation into anomalous figures (higher resignations of academic females in SET, higher proportion of fixed-term contracts terminated for females in SET), 16- increased number of exit interviews.

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

There are more women than men across the University on a fixed term contract: 60%:40%, compared to open contracts: 42% :58% (Figure 12, Table 10). The numbers for SET departments are slightly different to those across the University: fixed term 67%:33%, open-ended 40%:60% (Figure 13, Table 11). The difference is likely to reflect the larger numbers of women on lower grade, researcher, appointments (usually fixed term), this is a priority to investigate further.

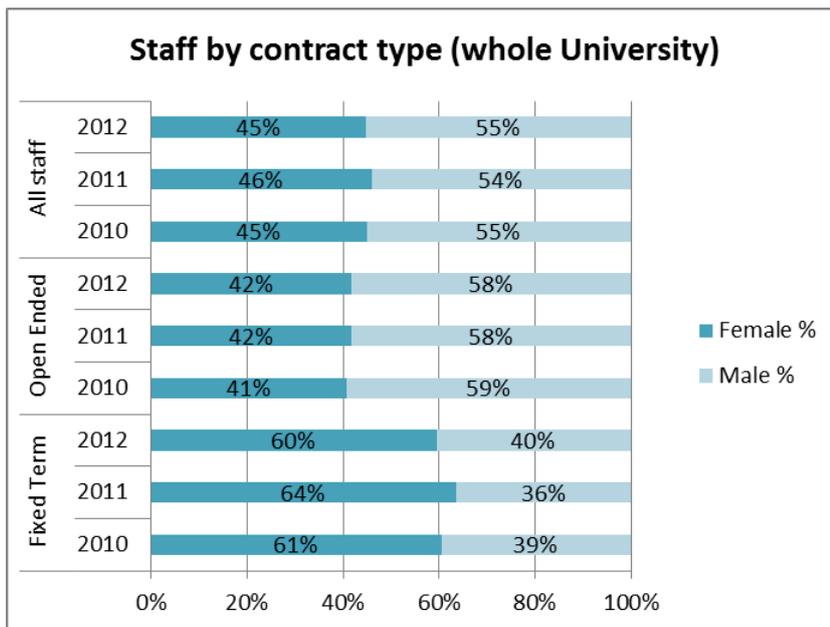


Figure 12: staff by contract type (whole University) demonstrating that there are more females on fixed term contracts than males.

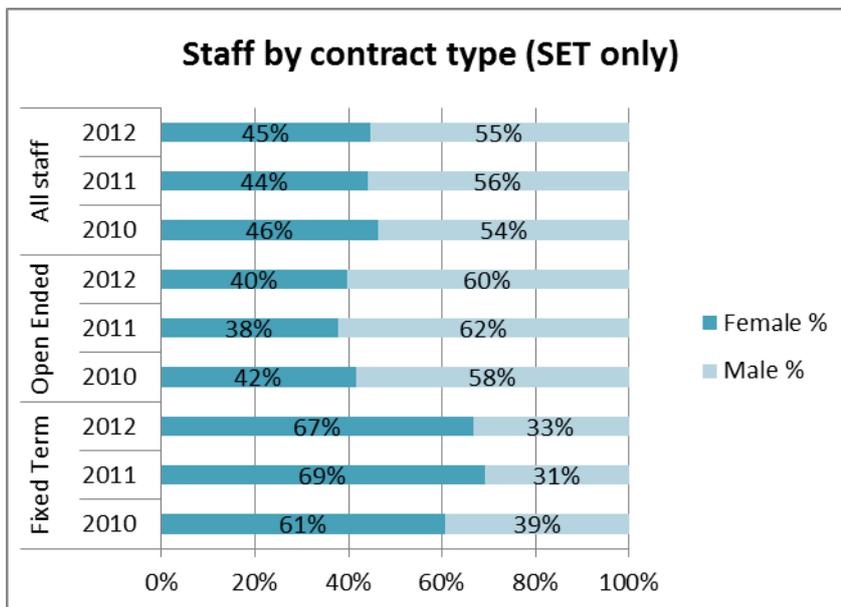


Figure 13: staff by contract type (SET only) demonstrating that in SET, females are more likely to be on fixed term contracts than males, compared to Figure 12 (whole University).

Table 10: Academic staff by contract type (whole University) (shown in figure 12).

	Fixed Term				Open Ended				All staff			
	Female		Male	Total	Female		Male	Total	Female		Male	Total
	No	%	No	No	No	%	No	No	No	%	No	No
2010	69	61%	45	114	167	41%	244	411	236	45%	289	525
2011	63	64%	36	99	176	42%	245	421	239	46%	281	520
2012	53	60%	36	89	183	42%	255	438	236	45%	291	527

Table 11: Academic staff by contract type (SET only) (shown in figure 13).

	Fixed Term				Open Ended				All staff			
	Female		Male	Total	Female		Male	Total	Female		Male	Total
	No	%	No	No	No	%	No	No	No	%	No	No
2010	34	61%	22	56	69	42%	97	166	103	46%	119	222
2011	29	69%	13	42	63	38%	104	167	92	44%	117	209
2012	26	67%	13	39	69	40%	105	174	95	45%	118	213

Action plan objectives: 5- Investigate data, 11- training for academic staff in order to support them in their career path.

(iv) Equal pay audits/reviews

The gender pay audit of 2012 indicated a gender pay gap across the institution (23%, 21% sector-wide), but not within grades. The pay gap overall is due to vertical segregation not unequal pay for equal work: a large proportion of women employed at lower grades, and a large proportion of men employed at higher grades, as identified already. We have an equal pay policy in place, and will shortly be conducting an equal pay audit to identify actions within our power to address the pay gap.

Table 12: median pay by grade and gender

	F No.	Median Salary	M No.	Median Salary	£ gap	F salary as % of M	Gap between genders
GRADE1	2	£14,230	2	£14,759	£529	96%	4%
GRADE2	119	£15,152	11	£15,151	-£1	100%	0%
GRADE3	45	£16,846	10	£16,846	£0	100%	0%
GRADE4	98	£19,411	60	£19,411	£0	100%	0%
GRADE5	107	£22,475	52	£22,475	£0	100%	0%
GRADE6	85	£29,249	42	£29,249	£0	100%	0%
GRADE7	124	£35,938	83	£35,938	£0	100%	0%
GRADE8	163	£44,166	139	£44,166	£0	100%	0%
GRADE9	70	£52,706	98	£52,706	£0	100%	0%
GRADE10	30	£70,457	76	£70,623	£166	100%	0%
OFFSCALE	1	£65,325	4	£33,541	-£31,784	195%	-95%
Grand Total	844	£29,249	577	£38,140	£8,891	77%	23%

Action plan objectives: 7, 8, 9, 11- improve representation of women in senior grades by improving promotion processes, career support mechanisms and related training.

(v) Female:male ratio of staff in RAE 2008

Percentages for the whole University (35% F) and SET (36% F) submissions are similar (Tables 13, 14). It is clear that there are differences between the various SET Units of Assessment (UoA) (Table 14), with the % of female staff submitted varying from 14% (UoA16) up to 76% (UoA11) (Figure 14). The largest submission in a SET UoA in terms of staff numbers has the lowest percentage of female staff. Considering these as a percentage of eligible population (which includes those on teaching only contracts), significantly fewer women were submitted than men (Figure 15, Table 14). Only 44% of eligible females were submitted, compared with 74% of eligible males. However, this is skewed by the fact teaching only staff are included in the eligible population. Our plans for REF 2014 are discussed in section 5a)i).

Table 13: F:M RAE 2008 submission (whole University)

Whole University RAE 2008 submission	Female	Male	total
Headcount	117	217	334
Percent	35 %	65 %	

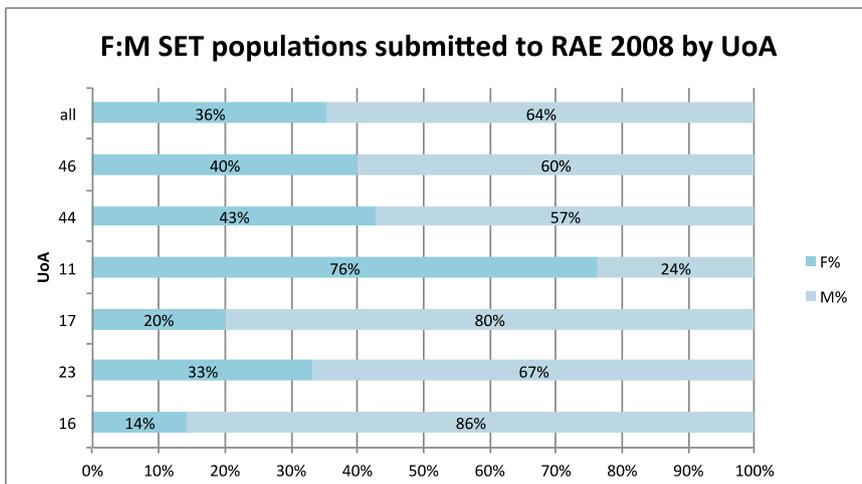


Figure 14: RAE 2008 submission F:M split shows a wide range of F:M representation across disciplines. The UoA numbers are shown in table 14. Note that figures are adjusted slightly to facilitate comparison with eligible populations: two Computing Science and Mathematics staff were submitted in UoA17 but are included here as if submitted in UoA23.

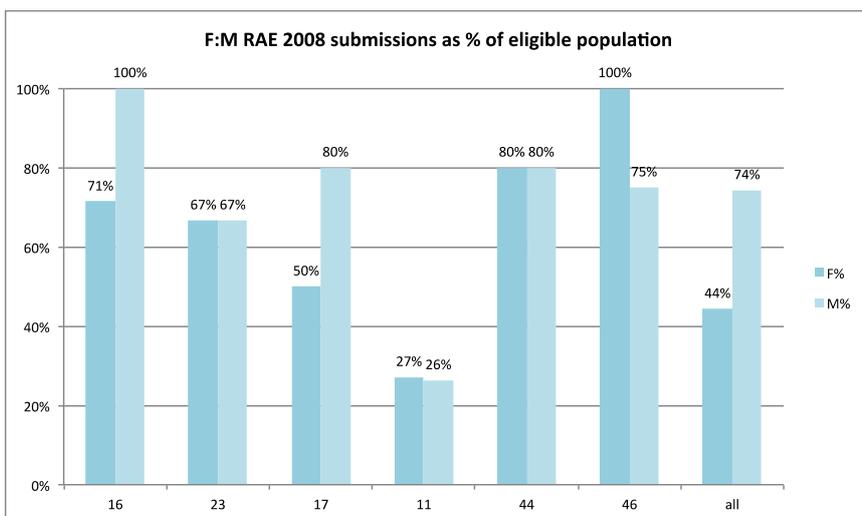


Figure 15: RAE 2008 breakdown of submission by UoA shows more clearly that in some Units of Assessment females were less likely to be submitted than males (based on eligible populations).

Note that figures are adjusted slightly to facilitate comparison with eligible populations: two Computing Science and Mathematics staff were submitted in UoA17 but are included here as if submitted in UoA23.

The RAE 2008 definition of eligible staff is 'Academic staff whose primary employment function is research, teaching or both and who can be shown to have undertaken significant autonomous research, or otherwise to have made a significant independent research contribution to the research output of a unit or department.' Therefore, staff on teaching only contracts are included in the eligible population although it was not Stirling's policy to submit any staff on teaching only contracts, thus skewing the results due to higher proportions of females on these contract types as discussed elsewhere.

Table 14: F:M RAE 2008 submission (breakdown of SET UoA), supporting figures 14 and 15 (see notes associated with Figure 15).

SET UoA	UoA	Submitted					Eligible Population			Proportion Submitted		
		F	M	total	F%	M%	F	M	Total	F%	M%	Total%
Agriculture, Veterinary and Food Science	16	5	30	35	14%	86%	7	30	37	71%	100%	95%
Computer Science and Informatics	23	4	8	12	33%	67%	6	12	18	67%	67%	67%
Earth Systems and Environmental Sciences	17	4	16	20	20%	80%	8	20	28	50%	80%	71%
Nursing and Midwifery	11	16	5	21	76%	24%	59	19	78	27%	26%	27%
Psychology	44	12	16	28	43%	57%	15	20	35	80%	80%	80%
Sports-Related Studies	46	2	3	5	40%	60%	2	4	6	100%	75%	83%
Grand Total		43	78	121	36%	64%	97	105	202	44%	74%	60%

Action plan objectives: 6– investigate female representation in REF 2014 submission.

Word count: 994

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

a)

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

While more men apply for posts than women across the whole University (academic posts), there has been a positive increase in the proportion of women applying (39% up to 44%), but a large drop in the number of female hires (62% down to 42%). The situation is better in SET in two out of the three years presented, i.e. proportionately more women applying for SET posts than overall, and proportionately more women being hired in SET posts than overall (Figure 16, Table 15). These figures vary so widely due to the relatively small number of posts available. There may be a trend upwards 2010-2012. From 2011-2012 we have been using an e-recruitment system which will make it easier to track and analyse the data. For example, imbalance in the types of posts available across the years 2009-2012 may explain the variations in the data from year to year. There were low numbers of Nursing, Midwifery and Health recruitment in 2010-2011, and that school has much higher female representation than other SET schools. From 2013, recruitment data will be monitored on an annual basis by the ESG and University Court will receive an annual equality report, including staff recruitment data. In the last year of data collection, there are two additional categories (prefer not to say, and information not provided). These are excluded here for easy comparison with 2009-2011 data, and account for 2% of the total number of applications in 2011-2012.

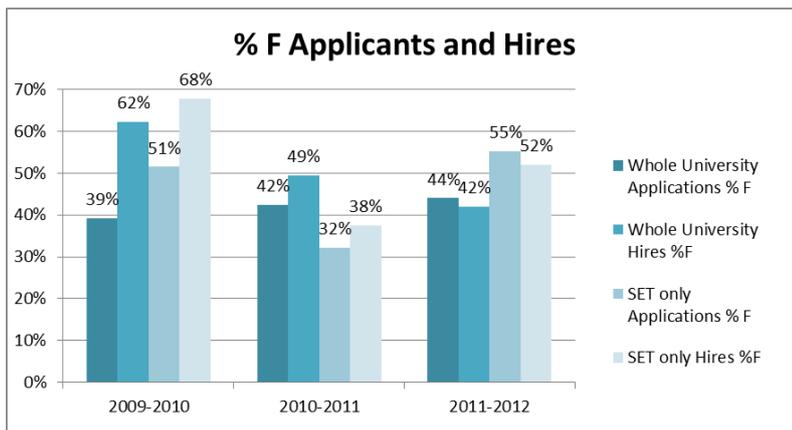


Figure 16: % F applicants and hires across the University, and SET only shows that, in general, female candidates, while making up a smaller proportion of applicants, are more likely to be hired (except SET 2011-2012).

Table 15: Applicants and Hires, supporting figure 16.

			2009-2010	2010-2011	2011-2012
Whole University	Applications	F	832	499	687
		M	1290	678	838
		Total	2122	1177	1562
		% F	39%	42%	44%
	Hires	F	51	42	43
		M	31	43	31
		Total	82	85	74
		%F	62%	49%	42%
SET only	Applications	F	512	50	385
		M	483	105	310
		Total	995	155	703
		% F	51%	32%	55%
	Hires	F	21	12	16
		M	10	20	15
		Total	31	32	31
		%F	68%	38%	52%

Action plan objectives: 15- efforts should be made to attract high quality female applications, 7, 8- monitor and review recruitment processes in SET schools to ensure gender equality, 9- provide suitable guidance to panels on issues such as career breaks and part-time working.

ii) Female:male ratio of academic staff promotion rates

The call for applications for promotion, including detailed criteria for promotion, is widely distributed to academic staff annually. Schools filter the applications and forward them, with an evaluative report to the University committee (Academic Advancements and Promotions Committee (AAPC)) to take the final decision. The University restructured in 2010 into schools, yielding significant revisions in the promotions process: therefore, we show detailed data only for 2010-2012. Candidates were not previously filtered at school level. In addition, the Heads of School group is represented on AAPC (where previously there were representatives drawn from Heads of Departments). AAPC comprises nine members (Principal, three deputy principals, one lay member of Court, two members of Academic Council normally including at least one non-professional member, and two heads of school). AAPC is required to be of mixed gender. Table 21 shows approximately 20% F composition across the three years.

Success rates in achieving promotion have fallen both across the University and in SET in particular in the period (see table 16). This may be a consequence of the school filtering process: more applicants are coming forward but being rejected at an early stage. The school filtering process appears to put more women forward, proportionately, than have applied, but the overall numbers are rather small, so this is not significant. However, the proportion of women whose applications are considered at AAPC is smaller than the overall female population. See Table 17. Across SET, a smaller proportion of the eligible female population come forward for promotion than the male population (generally), and a smaller proportion of the SET population come forward for promotion than in the University population as a whole. See Figure 17 and Table 18.

Table 16: F:M ratios of successful promotions. Small headcount, but success for SET females is lower in 2 out of 3 years.

		2009-2010	2010-2011	2011-2012
Whole University	F	6	4	5
	M	5	5	14
	Total	11	9	19
	% F	55%	44%	26%
SET only	F	2	2	2
	M	2	5	4
	Total	4	7	6
	% F	50%	29%	33%

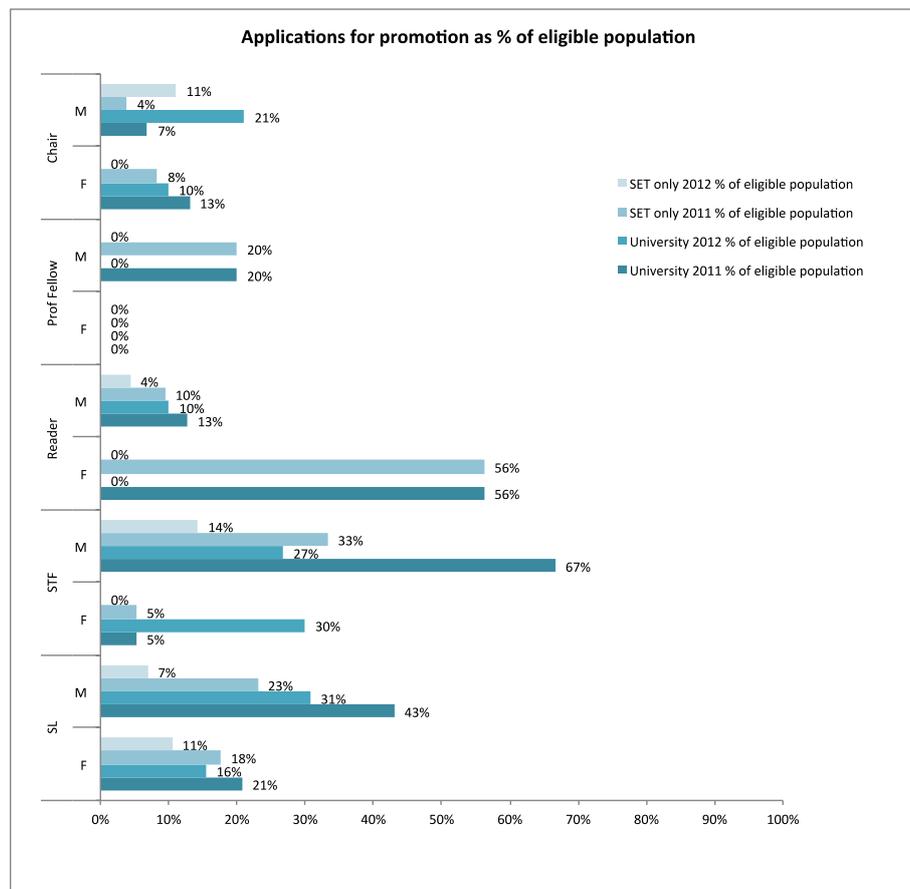


Figure 17: Promotions as a % of eligible population, showing that females are less likely to come forward than males. In each group, all University figures in the lower two bars, with SET only in the upper two bars.

Table 17: Applications progressing from school to AAPC, showing that females may have been slightly advantaged by school filtering process in 2010-2011, but not in 2011-2012.

		2010-2011		2011-2012	
		school apps	AAPC apps	school apps	AAPC apps
Whole University	F	10	9	9	8
	M	23	15	25	25
	Total	33	24	34	33
	% F	30%	38%	26%	24%
SET only	F	8	7	2	2
	M	12	9	7	7
	Total	20	16	9	9
	% F	40%	44%	22%	22%

Table 18: Promotion applications expressed as headcount and as a % of the eligible population. The darker rows are shown in figure 17. Note small headcounts.

			SL		STF		Reader		Prof Fellow		Chair	
			F	M	F	M	F	M	F	M	F	M
University	2011	School Panel Apps	4	13	1	4	3	3	0	1	2	2
		% of eligible population	21%	43%	5%	67%	56%	13%	0%	20%	13%	7%
	2012	School Panel Apps	4	13	3	2	0	3	0	0	2	7
		% of eligible population	16%	31%	30%	27%	0%	10%	0%	0%	10%	21%
SET only	2011	School Panel Apps	3	6	1	2	3	2	0	1	1	1
		% of eligible population	18%	23%	5%	33%	56%	10%	0%	20%	8%	4%
	2012	School Panel Apps	2	2	0	1	0	1	0	0	0	3
		% of eligible population	11%	7%	0%	14%	0%	4%	0%	0%	0%	11%

Action plan objectives: 11- provide training for female academics in promotion opportunities and presentation of promotion cases, 30- improve gender balance in senior committees which in turn influences AAPC composition, 12,13- mentoring programme.

- b) Describe the policies and activities at the university that support women's career progression in SET departments

The University encourages applications from all areas of society and promotes itself as committed to the promotion of equality and diversity. We have recently introduced an e-recruitment system: this will assist in tracking equality characteristics including gender, and are developing uniform advertising materials for the University to include the Athena principles. Current recruitment information includes information on career development opportunities and emphasises family-friendly staff benefits, such as the University nursery, childcare vouchers and flexible working arrangements. A pamphlet about our commitment and approach to equality and diversity is included in recruitment literature. The directorate of Development and External Affairs have a policy of using photographs on the website showing a diverse population.

Staff can apply for promotion to Senior Lecturer posts and above, and equivalent Teaching only and Research only roles. Guidelines and criteria for promotion are published annually, and staff are encouraged to discuss their progression towards promotion at their annual appraisal interview (see next section).

Staff training for all grades, comprising a range of personal and career development courses, is organised by the Organisation Development team. Staff equality and diversity training is mandatory (take-up is currently 67% - the Principal has written to all staff to encourage 100% completion) and those involved in recruitment decision-making are required to take further equality and diversity training covering recruitment processes from establishing the vacancy through to appointment. The guidelines are written within the context of the Equality Act 2010 and emphasise the responsibilities of staff involved in recruitment processes with regards to fair and equal treatment. All appointing committee members have a duty to conduct selection interviews fairly and without bias. University policy mandated panels should not be single gender. Following a recent review of recruitment processes, from March 2013 this has been adjusted to require gender balance on recruitment panels.

The University has policies on many areas to support academic staff with families (which often affect women disproportionately): adoption leave, compassionate leave, flexible working, maternity/parental leave and time off for dependents. In addition, there are policies on anti-bullying and harassment, equality and diversity, equal pay, work and workload planning. Most of these are phrased in terms of benefits to all staff, rather than specifically for women.

The Human Resources & Organisational Development directorate run a number of training and development activities for staff. This currently consists of staff induction, management training, mentoring scheme (see next section for more detail), on-line learning (equality & diversity; health & safety; data protection; recruitment & selection). In Autumn 2012, the University held a series of focus groups to explore staff perceptions and experiences of career development and progression at the University. These were almost exclusively attended by female staff, including SET academics. These have been useful in informing development both of our statutory equality outcomes and the Athena SWAN action plan. Issues raised included the need to positively encourage female staff to apply for promotion, and to provide mentoring support and appropriate training/guidance to help them to prepare for promotion. One of the equality outcomes includes a Key Performance Indicator on the proportion of female:male staff within the professoriate and the senior management team. Active promotion of senior female role models, both within and outwith the institution will encourage women to develop their careers at Stirling by demonstrating that women can have a successful career in science here. The focus groups also demonstrated that better mechanisms to support female academic staff to maintain their research performance during and after maternity leave would be welcome. Although the University supports flexible working arrangements, the focus groups suggested that this information is not uniformly well-known or consistently applied (although this contradicts staff survey results suggesting 61% staff have taken flexible working arrangements). A need for further training and using the appraisal system, Achieving Success, more effectively to identify talented women and development opportunities was also identified in the operation of our appraisal system. In addition, an Equality Impact Assessment will be carried out on the promotion criteria in 2013.

Action plan objectives: 7,8- monitor recruitment and promotion data by gender and report on an annual basis to ASSAP group and ESG, 12,13- further development of the recently-instigated mentoring scheme, 15,17,18- networking events, promotion of role models, 10,14- additional training for female academics in self-promotion, 11- in promotion case preparation; 9- additional training for those selecting (in recruitment and promotion), including unconscious bias training; 22,23,24- exploration of mechanisms to support the reintegration of women returning from maternity leave.

Career development

a)

(i) The University of Stirling fully engages with the Researchers' concordat, and we were awarded the HR Excellence in Research badge in September 2011. We have close links with Vitae (the UK organisation championing the personal, professional and career development of doctoral researchers and research staff in higher education institutions and research institutes) and work to promote their activities to colleagues. Stirling is committed to supporting its research staff, and to the implementation of the Researcher Development Framework. Stirling has a Researcher Development Policy Officer dedicated to researcher support and the development of training activities. Stirling's Careers Development Centre has a member of staff who is responsible for researchers. All of these opportunities are available equally to men and women: there is currently no specific support for female researchers. An action point is to develop a network to support research staff at all stages of their career.

Training/development opportunities for research staff: the 2012-13 researcher development programme was launched in September 2012. The programme has been mapped onto the Vitae Researcher Development Framework. The aim of the programme is to ensure that all research staff have access to training/development/networking opportunities such that they are equipped with the necessary skills in order for them to advance in their careers. Stirling participates in the Scottish Crucible: a professional and personal leadership and development programme for early career researcher across disciplines. As above, these opportunities are available equally to female and male researchers.

Staff are reviewed annually through an appraisal system (called Achieving Success). In addition to providing an opportunity to reflect on achievements of the previous year, the appraisal also provides a chance to plan short and longer term goals (for the next 1-5 years). Progress and goals are reviewed in discussion with a senior colleague (normally Principal Investigator for researchers, Head of School/Division for other staff). Training and development needs are identified as a result of this discussion.

REF 2014: Equality and diversity is fundamental to the preparations for REF 2014. The Code of Practice (approved by Court June 2012) sets out the procedures by which the University will fairly and transparently manage the selection of eligible staff for inclusion in the University's submissions to the REF. It is heavily based on the principles of equality and diversity, and sets out a number of actions designed to ensure that the process is fair and equitable, including training for the decision-makers and demographic monitoring at key intervals. There will be a panel to identify equality issues that might impact on the production of the requisite four publications for participation in REF.

(ii) **Mentoring:** In 2012 the University launched a mentoring scheme designed to support the personal and career development of staff. The mentoring scheme is open to all staff in the University; the initial invitation indicated that we were particularly keen to engage with staff from groups under-represented at senior management level, including women, disabled people and ethnic minority staff. See Table 19 for take-up. The mentoring scheme is intended to provide support for staff who wish to develop skills and experience in areas such as research grant and contract application, networking skills, and applications for promotion. The scheme will be evaluated at regular milestones, and indicators such as female promotion rates, return from maternity leave and staff survey stress indicators will be employed to ascertain the impact of the programme on women in the organisation. The most common development area identified

by mentees on the new mentoring scheme is the need for training for female academics in promotion opportunities and presentation of promotion cases.

Table 19: F:M ratio in mentoring scheme (2012-2013)

Whole University	Female	%F	Male	total
Mentors	7	64%	4	11
Mentees	8	73%	3	11

Action plan objectives: 15,17,18- develop network for groups of female staff in SET; 12,13- expand and evaluate impact of mentoring programme.

b)

The University provides spokespeople for external media opportunities through its media directory. Currently staff put forward their own interests. Media training is available for all staff. Female staff at Stirling regularly feature in the media (seven in the last year, covering a range of interests: cancer care, dementia, alcohol and smoking addiction, physical activity, childhood development, and aerial wildlife). The work of female scientists features in the University Annual Reviews.

The Mathematics group gave a successful public lecture series in Spring 2012, and 50% of lectures were given by female staff. This will be repeated in Spring 2013, this time with Computing Science staff as well (44% of lectures by female staff).

Action plan objectives: 14- media training, 15- encourage applications/nominations for awards, 18- increased external networking, 20,21- embed Athena and profile-raising in internal and external communications strategies and develop profiles of successful women in SET and position as role models.

Organisation and culture

(a)

(i) While women are well represented in the higher grades of administration and in some of the most senior administrative positions there are proportionately few senior academic females in senior management. In 2011 the University moved from a departmental structure to a school structure, therefore data is only presented for those years. Only one of the eight Heads of School (2012) is female (seven academic schools, and the Stirling Graduate School which has only one policy officer in addition to the Head of School). This position will change for 2013 as an additional female head has been appointed. However, 60% of deputies to the Head of School are female. Each academic school is managed by a team (usually, Head of School, School Manager, Deputy Head of School, Director of Learning and Teaching, and Director of Research and Knowledge Exchange, but some schools include divisional heads and additional roles, e.g. External Relations). Data is only available for 2012 for these roles, but show 38% F : 63% M, which, while not gender-balanced, is much better than the gender profile of heads of school alone. This may point to a shift in female representation at senior levels, but it is too early to say definitively.

Table 20: Heads of School (2010-2012). Schools were not in existence before 2010.

	2011		2012	
	female head	male head	female head	male head
School of Applied Social Science		1	1	
School of Arts & Humanities		1		1
School of Education		1		1
School of Nursing, Midwifery and Health		1		1
School of Sport		1		1
Stirling Management School		1		1
School of Natural Sciences		1		1
Stirling Graduate School	not in existence			1
Total	0%	100%	13%	88%

The lack of female representation at the highest levels is recognised as an issue and has been raised at a number of places (e.g. University Court, USPG, Heads of Departments/Schools meetings). Actions resulting from such concerns include additional support measures for staff (targeting women): e.g. mentoring, focus groups on senior management. It is hoped that mentoring in particular will increase the number of women coming forward for such roles. Improving diversity on senior committees is identified as one of our equality outcomes.

(ii) Similarly, the Senior Management Team (SMT) of the University has female:male representation of 6 F : 16 M (27% female, 2012 data). This compares poorly with, e.g. female representation of 59% across the University, but is consistent with 29% female at the Grade 10 level (this group includes Principal, Deputy Principals, University Secretary, Heads of Schools, Service Directors and Professors). Changing the balance of this team is a long-term goal because it takes time to filter women into the more senior positions, and several of these appointments are recent.

(iii) The main decision-making committees of the University are University Court (the governing body of the university) and Academic Council (the highest level academic committee). All other committees (such as those with responsibilities for research, education & students, policy and finance, audit, health and safety, and the award of honorary degrees) report to these two, and members are drawn from the two overarching committees. As such the composition data have not been included in this report. University committees vary in their reflection of gender mix of the whole University population and, currently, only appointment committees are required to have both genders represented. However, there is an expectation that all committees pay regard to diversity in their composition and to equality matters as part of their business; this is explicit within the remit of each committee. Table 21 shows the female:male representation for University Court, Academic Council, and Academic Advancement and Promotions Committee (included as this is a significant group in terms of career progression). Ranging between 14% and 27% these committees are not reflective of the female population of the University, although they are broadly reflective of the professoriate (who provide a significant portion of these committees). Note: information for University committees is based on headcount at 1st August each year.

Members of Academic Council are elected from two main constituencies: professorial staff (7), and non-professorial staff and non-academic staff (7), but also include the Principal, Deputy Principals (3), Heads of School (8), and two student representatives. The gender balance is therefore highly constrained by the gender balance of the senior management team and poor female representation amongst the professoriate. Two positions are available for co-opted members: there is an informal policy of using these positions to improve gender balance by bringing in appropriately qualified female members. The Court Appointment Committee is aware of the need to appoint more female lay members of Court. In the last round of appointments (2012) the advert explicitly said that we were keen to attract more female applicants; however, none were appointed. This approach will continue in future where under-representation is evident. A recent (2012) review of the committee structure made a number of

recommendations designed to better pay regard to equality and diversity, including a recommendation aimed at enhancing the diversity of committee membership. When vacancies arise, regard will be given to this issue. The gender diversity of committees will be monitored on an annual basis as part of the institutional equality report.

Table 21: F:M makeup of important University committees.

	2010			2011			2012		
	F	M	%F	F	M	%F	F	M	%F
University Court	6	16	27%	3	18	14%	5	17	23%
Academic Council	7	20	26%	5	23	18%	8	23	26%
AAPC (promotions)	2	8	20%	2	7	22%	2	7	22%

A new Equality Steering Group was established in summer 2012. It is responsible for overseeing the fulfilment of the University's statutory equality duties, including development of the equality outcomes. It comprises some of the most senior officers in the institution (Deputy Principal, University Secretary, Deputy Secretary, Director of Human Resources, and the President of the Students' Union) in addition to the Senior Policy & Governance Officer for Equality and Diversity, and a senior academic staff representative, thus demonstrating the University's commitment to the equality & diversity agenda. When populating the committee, care was taken to ensure a gender balance. The group currently comprises four female and three male members (57% female).

Action plan objectives: 30- encourage applications for University committees from women through networks mentioned above. Committee membership and SMT gender balance is a KPI for Court via our published Equality Outcomes.

(b)

(i) The workload models of the University are under review, following the change from departments to schools. The aim in the Schools of Natural Sciences, NMH and Sport is to have transparent models that endeavour to accurately capture all administrative, teaching and externally funded research activities as far as possible while being easy to maintain. These workload models incorporate duties such as University committee membership, including the ASSAP. At this stage, outreach activities for science are not fully accounted for, but efforts are made to spread the load of such activities evenly across staff. At Stirling, there are no personal tutors: this aspect of pastoral care was centralised several years ago. Administration of courses is assumed to include some element of pastoral care, and this is accounted for in the workload model.

Appraisal provides an opportunity to review both workload and achievement, with a view to future goals. Appraisal also provides an opportunity for managers to proactively assist staff in developing aspects of their role to enhance their promotion prospects. We recognise that it would be beneficial to monitor information on workload planning and activities undertaken within schools by gender in order to identify any issues. Workload is not explicitly taken into account in promotion criteria.

(ii) Images chosen to publicise the University are required to portray a diverse University population (Marketing policy: "Where possible the models selected should be a cross section of the student body including male, female and international students."). Many of the website and prospectus images obviously of scientists (e.g. in a lab, with test tubes, microscopes) show women.

Flexibility and managing career breaks

(a) All University policies and guidelines are advertised to staff through the Human Resources website <http://www.hr-services.stir.ac.uk/policies-procedures/>, and additionally to new staff through induction.

These policies apply equally to all divisions and schools. There are currently no SET-specific activities: this is addressed in our action plan.

(i) Flexible working: Formally, flexible working is available to those with caring responsibilities. Managers may consult with their HR partner on policy details and application. Many informal, locally agreed, flexible working arrangements are utilised by academic staff (and service staff) but are not confirmed to HR particularly if there is no adjustment to salary e.g. compressed hours. This means that there is very little centrally-held data to evidence flexible working in this group. The staff survey 2012 included questions about work life balance and flexible working. The responses to these questions indicate that the policies are widely known about. For example, 81% of respondents agreed or strongly agreed with the question "I can approach my manager to talk about flexible working". 61% of respondents have taken flexible working arrangements of some kind (and in SNS and SNMH the figures are 68% and 62% respectively). More women than men have done this: 64% of women respondents have taken advantage of flexible working arrangements as opposed to 54% of men. However, focus groups suggested that this information is not uniformly well-known or consistently applied.

The uptake for part-time working is shown in Figures 18-19 and Tables 22-23. Differences between years in SET figures are not significant except for the increase in part-time female staff on fixed term contracts. There is a higher proportion of part-time female staff on fixed term contracts in SET than in the population as a whole, this is for 2012 only. Note however, that the headcounts of part-time, fixed-term SET females remains similar over the period.

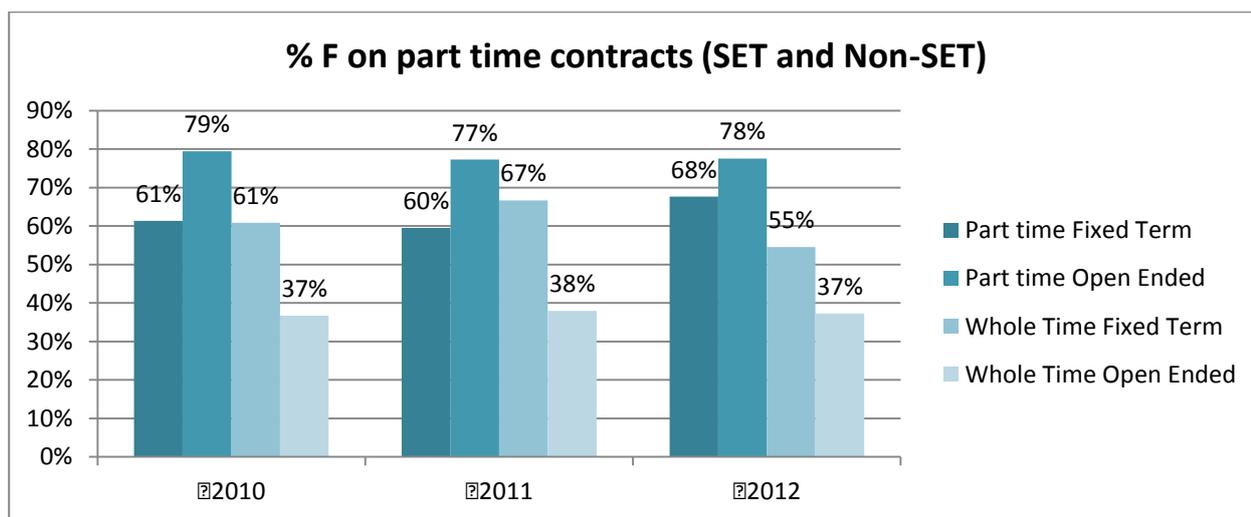


Figure 18: %F part time and full time by contract type (SET and non-SET). The percentage of whole time fixed-term females has decreased.

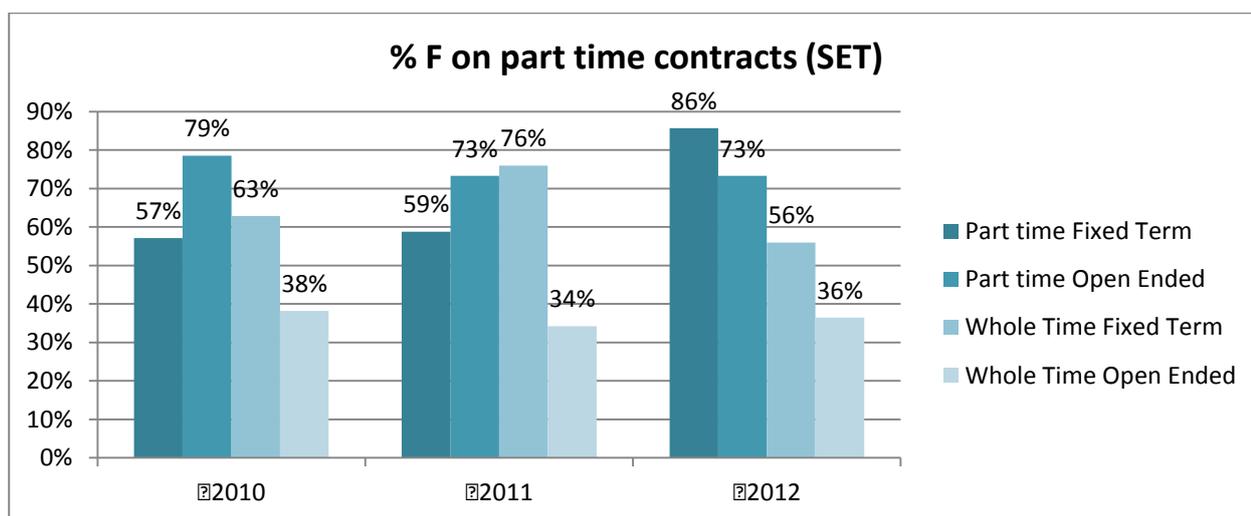


Figure 19: %F part time and full time by contract type (SET only). The percentage of part-time fixed-term females goes up dramatically, but note that headcount remains similar. It is the males on part-time fixed-term which have gone down.

Table 22: Part time and Full time working, SET and Non-SET

		2010				2011				2012			
		F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
Part time	Fixed Term	27	17	44	61%	25	17	42	60%	23	11	34	68%
	Open Ended	31	8	39	79%	34	10	44	77%	38	11	49	78%
	Total	58	25	83	70%	59	27	86	69%	61	22	83	73%
Whole Time	Fixed Term	42	27	69	61%	38	19	57	67%	30	25	55	55%
	Open Ended	137	236	373	37%	143	234	377	38%	145	244	389	37%
	Total	179	263	442	40%	181	253	434	42%	175	269	444	39%

Table 23: Part time and Full time working in SET

		2010				2011				2012			
		F	M	Total	%F	F	M	Total	%F	F	M	Total	%F
Part time	Fixed Term	12	9	21	57%	10	7	17	59%	12	2	14	86%
	Open Ended	11	3	14	79%	11	4	15	73%	11	4	15	73%
	Total	23	12	35	66%	21	11	32	66%	23	6	29	79%
Whole Time	Fixed Term	22	13	35	63%	19	6	25	76%	14	11	25	56%
	Open Ended	58	94	152	38%	52	100	152	34%	58	101	159	36%
	Total	80	107	187	43%	71	106	177	40%	72	112	184	39%

(ii) Parental leave (including maternity, paternity, and adoption leave)

The University has relatively generous maternity, paternity and adoption arrangements, with staff with six months qualifying service being entitled to the first 16 weeks of maternity/adoption leave at full pay (subject to them returning to work for at least three months after their leave), and paternity leave (of two weeks) being paid at full pay rather than statutory rates. The teaching and research responsibilities of staff on maternity/adoption leave are covered by colleagues in the same way as research leave is covered: the responsibilities are shared between existing staff. In very small divisions a case may be made for replacement teaching. There are currently no formal policies on supporting staff returning from maternity/adoption leave, or additional funding. The self-assessment group has identified this as an area

requiring further development.

Standard practices on maternity leave arrangements and additional support for staff returning to work (such as protected research time), are key issues. There is currently no clear policy for the consideration of career breaks and part time in terms of advancement and promotion. Discussions at the focus groups held indicated that current practice is generally for staff returning from maternity leave or a career break to resume their normal workload. However, a period of adjustment which prioritises research over teaching and administration responsibilities would be beneficial for career progression.

(iii) Childcare

The University offers a range of facilities to support childcare. There is a childcare facility adjacent to the University: a private nursery for children three months to five years old, open from 8am to 6pm, all year. Special rates are offered to University of Stirling students and staff. While not providing childcare, a valuable service is offered by the playgroup run by the childhood development research group in Psychology. This does not provide all day care and is restricted to children between two years nine months and five years old in the morning sessions, and for birth to three years old (accompanied by a parent) in the afternoon sessions.

The University also offers childcare vouchers – a salary sacrifice scheme – to support childcare costs for children under 16 with carers registered with Ofsted, information about these is communicated at staff induction and is available on the HR website. Information is communicated via the Information Bulletin (a weekly email newsletter to all staff), and via awareness events, and more generally by word-of-mouth between parents. Currently 121 staff use childcare vouchers (8.5% of University staff).

(iv) Work-life balance

The staff survey 2012 results indicated some contradictory perceptions relating to workload across the University. 80% of staff (65% academic/88% support) said they are able to work their regular working hours without difficulties and they are happy with their current pattern of work. In addition, 81% of staff feel they can approach their manager to talk openly about flexible working (79% academic/84% support). 80% are happy with their current pattern of work (66%/87%) and 72% feel they have a good work/life balance (51%/85%). University teaching is scheduled from 0900-1800 during semester. There is no policy on "core hours".

71% of respondents (88% of academic staff) agreed that they had had to put in a lot of extra time in the last 12 months to cope with their workload. Overall, 36% of respondents felt they were struggling to cope with their workload (rising to 55% for academic staff). On the positive side, 69% of staff agree that the University provides good support to help them balance their work and life commitments. Following the staff survey, the University commissioned the aforementioned focus groups to try to gain further information about these responses.

Supporting healthy lifestyle, the University has an excellent sports centre on campus offering discounted membership to staff offering a range of sports and exercise. Staff also benefit from the very attractive parkland campus and the ability to walk or run in a pleasant outdoor environment. Staff are actively encouraged to take advantage of this through planned walking and running tracks. Exercise is further promoted through the cycle-to-work scheme, providing training, and partial financial support for bike purchase. The University is considering current provision with respect to the NHS Scotland Healthy Working Lives Initiative, with a view to applying for the bronze award.

Staff are further supported by University support services providing counselling and a bullying and harassment advice service through Human Resources.

Action plan objectives: 22,23- developing minimum standards for managing maternity, return to work and the development of resources to support staff with caring responsibilities. 24- Centralising provision for

maternity cover. 25,26- raise awareness and monitor uptake of flexible working arrangements. 27- develop good practice regarding scheduling of meetings. 28- ease transition from part-time to full-time working. 29- pursue opportunities to increase part-time and flexible working arrangements for senior roles.

Word count: 4,406

5. Any other comments: maximum 500 words

6. Action plan (follows)

University of Stirling

Athena SWAN Action plan: Bronze Award

Dates: 2013 – 2016

Contact for application: Rachel Winzer

Email: r.e.winzer@stir.ac.uk

Telephone: 01786 466196

The action plan sets out the activities the University of Stirling will undertake to address the issues identified in the bronze award application document, with regard to supporting the recruitment, retention and progression of female academics in SET subjects. Implementation of this action plan will be managed by the Athena SWAN Self-Assessment Panel which will report regularly to the Equality Steering Group. Progress and updates will be publicised on the University's website at <http://www.diversityandequality.stir.ac.uk/>

Abbreviations:

AAPC – Academic Advancement & Promotions Committee

AS – Athena SWAN

ASSAP – Athena SWAN Self-Assessment Panel

CDC – Careers Development Centre

E&D – Equality & Diversity

ESG – Equality Steering Group

ER – External Relations

HR&OD – Human Resources & Organisational Development

PPG – Policy, Planning & Governance

REO – Research & Enterprise Office

SRC – Scottish Resource Centre for Women in Science

USPG – University Strategy & Policy Group

ACTION	OUTCOME	Action No.	RESPONSIBILITY	TIMESCALE	OUTPUTS/SUCCESS MEASURES
SELF-ASSESSMENT AND PROGRESS MONITORING					
Identified Schools/divisions begin to work towards departmental bronze or silver awards	Silver departmental awards achieved by end 2015	1	Schools Support from ASSAP/HR&OD/REO	Departmental submissions April/November 2015	<ul style="list-style-type: none"> • Divisions/Schools identified and agreed with ECU • Work towards application initiated • Submission of applications in 2015
Report progress to deliver action plan and work towards departmental awards to ESG and USPG	Increased knowledge of progress & institution continue to engage senior managers in process	2	ASSAP ESG	On-going	<ul style="list-style-type: none"> • AS standing item on ESG agenda twice per year and progress reported to USPG at least once per academic year
ASSAP membership extended to include UG, PGR and PDR, and potentially non-SET representatives	Gender initiative and good HR practice expanded across disciplines	3	ASSAP	October 2013	<ul style="list-style-type: none"> • Wider membership with respect to subject and experience base
STRENGTHENING THE EVIDENCE BASE					
Generate gender-based data from staff survey results, and subsequently report to ASSAP & ESG	Increased understanding of evidence available	4	HR&OD	From date of next staff survey	<ul style="list-style-type: none"> • Gender based data report produced and analysed
Investigate and report on concerns identified in data: <ul style="list-style-type: none"> • Drop in female academics in SET divisions (section 3b application doc) • dip in female research fellows and probationary lecturers (grade 7) (section 3b application doc) • higher percentage of females amongst teaching fellows (section 3b application doc) • higher percentage of female resignations (section 3b application doc) • Higher number of females on fixed term contracts in SET (section 3b application doc) 	Increased understanding of causes behind these figures	5	ASSAP, HR&OD	Spring 2014	<ul style="list-style-type: none"> • Data produced and analysed • Causes identified behind disparities between female and male statistics in these categories • Appropriate actions identified to redress identified problems

Investigate female representation in REF 2014 submission (section 3b application doc)	Better understanding of the profile of the University's REF submission	6	REO	Results available to senior management prior to REF submission Oct 2013	<ul style="list-style-type: none"> Identify any disparities and underlying reasons Appropriate actions to redress any issues identified
CAREER DEVELOPMENT AND CAREER TRANSITION POINTS					
<i>Recruitment & promotions process/procedures</i>					
Monitor (i) job applications and success rates and (ii) applications for promotion and success rates by gender in SET departments, and report findings to ESG	Increased understanding of potential gender bias in applications & recruitment processes	7	HR&OD Schools	(i) Ongoing and report produced April each year (ii) Annually, from 2013-14 promotions round July each year	<ul style="list-style-type: none"> Data collated and analysed HR&OD report findings to ESG
Equality impact assess promotions procedures and criteria	Equitable and transparent promotions process	8	AAPC	In advance of next AAPC round 2013-2014	<ul style="list-style-type: none"> EIA complete and considered by AAPC and ESG Equitable and transparent process in place
Deliver training on unconscious bias to staff eligible to serve on appointment panels, and provide guidance on issues affecting women such as career breaks.	Elimination of subjective means of assessing such issues, and removal of unconscious bias in recruitment process	9	HR&OD	During 2013 and repeated in 2014 and 2015 as required	<ul style="list-style-type: none"> Guidance developed and widely circulated Training on unconscious bias delivered Uptake of training reported to ASSAP
<i>Skills development and preparation for promotion</i>					
Provide training/coaching in self-promotion and professional skills to female academics	Women in science better equipped with skills to promote their successes	10	HR&OD Potential for involvement of external resource with expertise	End 2013 and repeated in 2015 as required	<ul style="list-style-type: none"> Events publicised and held, with good participation rates Evaluation carried out at point of delivery and 3-6 months post-event Longitudinal evaluation findings produced and analysed

Deliver training sessions for female academics on promotion processes and preparing for promotion, and provide information on academic progression (section 3b)	Increased understanding of requirements for promotion and transition to permanent positions	11	HR&OD ASSAP Potential for involvement of external resource with expertise	First sessions to be held in academic year 2013-14, reviewed and repeated in 2014-15, 2015-2016 Information on AS webpages by December 2013	<ul style="list-style-type: none"> • Sessions held regularly and embedded into standard training provision • Involvement of senior academic staff in training • Evaluation carried out at point of delivery and 6-12 months post-event • Increase participants year on year • Information produced and disseminated • Increase in applications by females for promotion • Increase in applications by females for permanent positions
Review and evaluate pilot staff mentoring programme	Improved support for women seeking to progress their careers	12	HR&OD	Annual, to report to ESG/ASSAP	<ul style="list-style-type: none"> • Continued high levels of uptake by female researchers in SET areas, and achievement of mentees' goals • Evaluation carried out at point of delivery and 3-6 months post-event
Launch second cohort of mentor-mentee partnerships, with a specific focus on attracting females to participate in the programme	Improved support for women seeking to progress their careers	13	HR&OD	End 2013	<ul style="list-style-type: none"> • Second phase launched • Increased numbers involved in programme, including an increase in female academics
Deliver media training for female academics	Increased confidence in interacting with the media and promoting achievements	14	Development & External Affairs Schools	During 2014 and repeated in 2015/6 as required	<ul style="list-style-type: none"> • Training delivered and uptake reported to ASSAP

Promoting careers in science to women					
Develop strategy to promote careers for women in science at Stirling, through the use of promotional materials, profiling events, role models, and outreach work with schools	<p>Increased profile of women in science and increased awareness of science as a potential career for women</p> <p>More women applying to study and work in science disciplines</p>	15	<p>ASSAP</p> <p>HR&OD</p> <p>Career Development Centre</p> <p>Development & External Affairs</p> <p>Schools</p>	Incremental, with strategy established end 2013 and events beginning 2014	<ul style="list-style-type: none"> • Strategy in place • Promotional materials published • Promotional events held • Profiles of successful female scientists publicised through website and University communications/literature • Poster campaign to highlight work of female researchers & PGRs in science subjects • Outreach activities (such as Science Days for school children) delivered with involvement of female scientists • Lectures delivered by prominent Stirling and external female scientists • Increased proportion of female applications to study and work in SET disciplines • Increased applications/nominations for awards/honours for female SET staff.
Increase number of exit interviews and report relevant findings to senior managers	Improved understanding of any equality issues contributing to resignations/end of contracts	16	HR&OD	From summer 2013	<ul style="list-style-type: none"> • Increase in number of interviews carried out • Reports produced and considered on annual basis by relevant committees (ESG, USPG, ASSAP)

Networking and peer support					
Initiate and facilitate networking by female scientists within the University	<p>Improved peer support and sharing of information and good practice</p> <p>Identification of issues or barriers facing women at the University</p> <p>Raised profile of women in science at Stirling</p>	17	ASSAP/Schools	First sessions to be held in academic year 2013-14, publicity to be ongoing from April 2013	<ul style="list-style-type: none"> • Network established and regular networking events held • Senior female SET academics involved in the network • Initial evaluation of impact of network complete 12 months after set up • Specific events evaluated following delivery
Enhance participation in sectoral networks for women in science disciplines	<p>Raised profile of women in science at Stirling</p> <p>Improved peer support and sharing of information and good practice</p>	18	ASSAP Schools Academic staff	Ongoing from spring 2013	<ul style="list-style-type: none"> • Events publicised and held. • Creation of mailing list of female academics/researchers at institution • Links made with ECU, AS regional group, Scottish Resource Centre • Feedback from external events gathered and shared

EMBEDDING GENDER EQUALITY IN THE INSTITUTIONAL CULTURE

Raising awareness of Athena SWAN and gender equality

Equality and Athena SWAN included as standing items on relevant committee agendas and/or incorporated as a standing section in committee papers	AS activities embedded in school and University-level committees	19	Senior management, School managers, PPG	Ongoing from spring 2013	<ul style="list-style-type: none"> Equality/Athena SWAN issues evident in committee agendas, papers, minutes
Initiatives and events badged with AS logo where appropriate, including job adverts and recruitment literature (staff and students).	Increased awareness of the University's commitment to developing and supporting the careers of women in science	20	HR&OD Schools Development & External Affairs	Ongoing from spring 2013	<ul style="list-style-type: none"> Logo visible on range of corporate and School publications/media
Publicise progress in relation to Athena SWAN/gender equality initiatives to staff and students	Increased awareness of Athena SWAN/gender equality initiatives	21	ASSAP	Ongoing from spring 2013	<ul style="list-style-type: none"> Athena SWAN web page regularly updated Athena SWAN progress promoted in University communications e.g. Weekly Bulletin, Annual Review

Managing the impact of female career breaks

Explore the introduction of mechanisms to support the re-integration of female academics into research activity after maternity, including the possibility of a 'research-only' semester	Female staff better supported to enhance their research performance following maternity leave	22	HR&OD/ESG	Potential mechanism(s) scoped out by December 2013	<ul style="list-style-type: none"> Reduced teaching and admin load of those returning from maternity leave Increased volume of research outputs
Raise awareness of the benefits of 'Keeping in Touch' days' to maintain integration with the workplace prior to return to work from maternity leave.	Female staff better informed about developments and able to access opportunities during maternity leave	23	HR&OD Schools	Ongoing from summer 2013	<ul style="list-style-type: none"> Information disseminated to staff going on maternity leave KIT uptake rates monitored
Explore centralised provision for maternity leave cover	Uniform, corporate approach to maternity cover	24	USPG	2013-14 planning round	<ul style="list-style-type: none"> Establishment of corporate budget line

Promoting flexibility and work-life balance					
Raise awareness of flexible working and family friendly policies to new and existing staff, and job applicants	Greater awareness of flexible working arrangements and family friendly policies at the University	25	HR&OD; Service Directors and School Managers	Ongoing from summer 2013	<ul style="list-style-type: none"> • Link with other planned events to publicise existence and content of this policy • Improved staff survey results relating to awareness of flexible working, and satisfaction with work-life balance
Monitor uptake of flexible working arrangements and gender patterns in different parts of the institution	Increased understanding of take up of flexible working across institution	26	HR&OD Schools	2013-14 academic year	<ul style="list-style-type: none"> • Data produced, analysed and reported to ESG
Pursue the development of institutional norms/good practice regarding the scheduling of meetings	Improved work life balance De-stigmatisation of the need to balance work with family commitments	27	USPG Heads of Schools/Service Directors HR&OD	End 2013	<ul style="list-style-type: none"> • Decrease in number of meetings taking place before 0930 and finishing after 1600
Explore the introduction of a policy to ease the transition back to full time working following a period of part time working	Increased support to manage career development with family commitments De-stigmatisation of part time working arrangements	28	USPG HR&OD	Academic year 2014-15	<ul style="list-style-type: none"> • Policy developed and publicised
Pursue opportunities to increase part-time and flexible working arrangements for senior roles	Improved opportunities for career development for talented staff with caring responsibilities	29	Senior management team HR&OD	From 2013-14	<ul style="list-style-type: none"> • An increase in senior roles which publicise opportunities for part time or flexible working arrangements
Improving diversity on decision making bodies					
Employ positive action to seek to improve gender balance on University committees	Increased diversity on University Court and Academic Council	30	Court appointments Committee Deputy Secretary's Office	From 2013-14, as vacancies arise	<ul style="list-style-type: none"> • Increasing number of women on University committees from 2015-2016

