Institution Application
Bronze Award

Nottingham Trent
University

Institution application	Bronze	Actual
Word limit	**10,500**	**10,449**
Recommended word count		
1.Letter of endorsement	500	543
Useful information tables		310
2.Description of the institution	500	494
3. Self-assessment process (including tables 10a-c)	1,000	1,035
4. Picture of the institution	2,000	1,949
5. Supporting and advancing women's careers	5,000	5,764
6. Supporting trans people	500	238
7. Further information	500	116

Name of institution	Nottingham Trent University
Date of application	November 2018
Award Level	**Bronze**
Date joined Athena SWAN	January 2015
Current award	N/A
Contact for application	**Professor Mark Biggs** (PVC and Head of College Science and Technology) **Claire Bell** (Head of EDI)
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Telephone	0115 84 **83935**/0115 84 **86176**

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1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION
Recommended word count: Bronze: 500 words

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

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

James Greenwood-Lush
Head of Athena SWAN
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

28th November 2018

Dear James,

I have great pleasure in enclosing Nottingham Trent University's Institutional Athena SWAN Bronze Award application.

On joining NTU in 2014, one of my first actions was to engage the whole institution in developing the 2015-20 Strategic Plan. NTU colleagues identified their aspiration to achieve Athena SWAN recognition at both institutional and departmental level. As Vice-Chancellor I was reassured by this, as it is my view that equality, specifically the intersectional nature of gender and race, is pivotal to the success of an organisation.

NTU's Athena SWAN journey began in 2015 with initial submission for an Institutional Bronze Award following in April 2017. We were unsuccessful. We have learned from the experience, reflected on our practice, and worked hard over the course of the past 18 months to address Assessment Panel feedback e.g. diversifying the representation of the ISAT, meeting data requirements, and engaging colleagues to identify actions for gender equality. Our 2018 submission contains detailed data underpinning a candid self-assessment narrative.

I have personally championed gender equality, specifically in areas of institutional leadership and governance, transforming the representation of women on our Board of Governors from 30.4% (2015-16) to 50% (2017-18).

As Vice-Chancellor I have, along with my full University Executive (UET) and University Leadership Teams (ULT), received Unconscious Bias training. Furthermore, I have given my personal commitment to drive our Equality, Diversity and Inclusion (EDI) performance by setting stretching targets across several areas of the Action Plan, for example: 90% of staff within 12 months of service to complete mandatory training requirements which now includes Unconscious Bias; and by 2022, taking account of turnover and the need to develop our pipeline, that NTU achieve at least 35% representation of women amongst NTU Professoriate (this will see +7.6% increase on the current NTU position and +10.4% on the sector average).

Our Action Plan commitments are resourced with circa £750k of additional financial investment. This underpins delivery of the Action Plan to bring about the change we desire e.g. policy provision changes regarding increased *paternity leave*, increased leadership development investment through *Aurora*, and introduction of proactive initiatives such as our new *Early Stage to Parenthood Support Scheme.*

Additionally, to sustain the Athena SWAN agenda, we have appointed eight Athena SWAN NTU School champions. These key roles support activities leading to award submissions from 2019 onwards.

The information presented within our submission (including qualitative and quantitative data) is an honest, accurate, and true representation of where we are as an institution. Our Action Plan is ambitious to address the complexity of challenges we face i.e. the underrepresentation of women in senior academic roles within both STEMM and AHSSBL areas.

I extend my thanks to the ISAT for their hard work, and the wider NTU community of staff and students who have contributed alongside the ISAT, to produce our application which I wholeheartedly endorse.

I am confident of our ability to achieve significant change in this EDI space. I have made clear to colleagues that advancing gender equality is not optional here at NTU; it is more than my strong and abiding personal commitment, it is a cross-cutting imperative within our Strategic Plan. Our ambition is strong as we look to continue to advance our work and achieve Institutional Silver by 2022.

Yours sincerely

Professor Edward Peck
Vice-Chancellor

[Word count 543]

AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
As Prof	Associate Professor
BME	Black and Minority Ethnic
DVC	Deputy Vice-Chancellor
ECU	Equality Challenge Unit
EDI	Equality, Diversity and Inclusion
EPSTB	Empowering People Strategic Theme Board
F	Female
FT	Full-time
FTE	Full Time Equivalent
HE	Higher Education
HEA	Higher Education Authority
HESA	Higher Education Statistics Agency
HPL	Hourly Paid Lecturer
HR	Human Resources
ISAT	Institutional Self-Assessment Team
KPI	Key Performance Indicator
L	Lecturer
L/SL	Lecturer/Senior Lecturer
LGBT+	Lesbian, Gay, Bisexual and Trans (where the '+' denotes all diverse expressions of sexuality and gender identity)
M	Male
MAW	Managing Academic Workload
NTSU	Nottingham Trent Students' Union
NTU	Nottingham Trent University
OD	Organisational Development
OMP	Occupational maternity pay
PGCAP	Post Graduate Certificate in Academic Practice
PL	Principal Lecturer
Prof	Professor
PT	Part-time
PVC	Pro Vice-Chancellor
PVCR	Pro Vice-Chancellor for Research
R&S	Recruitment and Selection
RA	Research Assistants
RAE	Research Assessment Exercise
REACH	Race, Ethnicity and Cultural Heritage
REF	Research Excellence Framework
RF	Research Fellow
RO	Research-only
SL	Senior Lecturer
SMP	Statutory maternity pay
SRF	Senior Research Fellow
STEMM	Science, Technology, Engineering, Mathematics and Medicine
T&R	Teaching & research
TILT	Trent Institute for Learning and Teaching
UB	Unconscious Bias
UET	University Executive Team
ULT	University Leadership Team
VC	Vice-Chancellor

Table 1: NTU data information summary

Application section	NTU data and information
4.1	• Snapshot data (31 December of each academic year) except for (iv) leavers which uses full-year data; • Staff reported by headcount; • Hourly paid lecturers excluded except for (iii) relating to zero-hour contracts; • Due to internal data validation processes 2017-18 data for this section is not available within the November submission timeframe; • Benchmarking: 2016-17 UK data sourced from HeidiPLUS and AdvanceHE Equality+ Higher Education Staff Statistical Report 2018.
5	• Full-year data applied; • Staff reported by headcount; • Where possible 2017-18 data is provided (e.g. promotions, committees).
4-5	• Staff Survey. An NTU wide staff attitude survey. Introduced in 2016 follows a biennial cycle. The 2018 NTU Staff Survey closes 3rd December 2018. Therefore 2018 Staff Survey data is not available within the November submission timeframe and Staff Survey data presented is for 2016 i.e. the most recent NTU data available. [Table 134 words]

Table 2: NTU and HESA grade mapping

HESA grade	NTU grade	Job title	Contract function		
			Teaching and research	Research only	Teaching only
UCEA level 5a	Professor band 1-3	Professor	✔		
XpertHR level I	Grade J	Associate Professor[1]	✔		
		Principal Lecturer	✔		
XpertHR level J	Grade I	Senior Lecturer	✔		
		Senior Research Fellow		✔	
XpertHR level K	Grade H	Lecturer	✔		
		Research Fellow		✔	
	HPL	Hourly Paid Lecturer			✔
XpertHR level M/L	Grades E-G	Research Assistant/Associate		✔	

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[1] For context, the job title of Associate Professor is equivalent to Reader

Table 3: Consultation activities timeline

Year	Title	Type	Information	
2016	NTU Staff Survey	Survey	First all-staff survey administered, prior to 2016 Staff Survey activities were not undertaken.	
2016	Athena SWAN Briefings	Face to face briefing	ISAT members presented Athena SWAN briefings as part of department and school meetings to increase awareness of Athena SWAN.	
2016	Athena SWAN focus groups	Targeted and multiple focus groups conducted by an external agency (Platypus)	Commissioned following all-staff survey to provide more in-depth information about the experiences of key groups of staff in relation to Athena SWAN areas of focus.	Groups: Early career Mid-career HPL or fixed-term Professors Post-doc and research Professional Services BME LGBT+ Career break returners
2017	Athena SWAN 'Town Hall' progress briefings (delivered across all three campuses)	Face to face	'Town Hall' open briefing sessions increasing awareness of Athena SWAN and progress made.	
2018	All-staff paternity, shared parental, and adoption leave survey	Online survey	To better understand colleagues' experiences of NTU's current leave provisions, gather feedback regarding potential areas for improvement.	
2018	All-staff Athena SWAN dissemination and identifying actions	In-person half day workshops	Sharing data, findings, seeking NTU staff engagement to identify solutions and actions.	
2018 (opened 22nd October closes 3rd December)	NTU all-staff survey	Survey	Second biennial all-staff survey. [Table 186 words]	

2. DESCRIPTION OF THE INSTITUTION
Recommended word count: Bronze: 500 words

Please provide a brief description of the institution, including any relevant contextual information.

Nottingham Trent University (NTU) traces its origins to 1843 when Nottingham Government School of Design began promoting design for the region's 'Arts and Manufacture' industries. Separate education institutions merged to form 'Trent Polytechnic', subsequent inclusion of Nottingham College of Education led to 'Nottingham Polytechnic', and ultimately to the establishment of Nottingham Trent University in 1992. Retaining our heritage of strong connectivity to the City and region, business and community, NTU is one of the largest universities in the country with c. 4,000 staff, c. 30,000 students and annual turnover of c. £300m.

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

NTU's Athena SWAN journey began in 2015. NTU's 2015-20 Strategic Plan, *Creating the University of the Future,* builds our ambition through five themes:

- *Creating Opportunity*
- *Valuing Ideas*
- *Enriching Society*
- *Connecting Globally*
- *Empowering People*

Empowering People expresses our commitment to an '*environment of dignity, inclusivity and equality of opportunity*' where staff are '*valued for who they are and the contribution they make*'. We took our first step by becoming a member of the Athena SWAN Charter in 2015 and made the commitment to adopt the 10 Athena SWAN principles within policies, practices and culture. Work was undertaken to develop our understanding of Athena and we made an application in 2017. We were unsuccessful but have taken on board the Assessment Panel's feedback and worked hard to address the areas recommended for improvement, evident in the following sections. One specific area has been the redevelopment of the ISAT membership to better achieve a gender balance, and broader set of voices to represent the academic career pipeline [Table 8 & 9 Section 3].

With international reputation in research and teaching excellence, NTU has an ambitious strategy to expand its research capacity as a valued partner in projects of high commercial and public importance. In 2015 NTU's pioneering research in the safety and security of citizens was awarded the prestigious Queen's Anniversary Prize for Higher and Further Education recognising world-class excellence and achievement in research in universities and colleges in the UK. We continue to invest in development of key areas of world-leading impactful interdisciplinary research. Ranked in the top twenty universities for teaching quality, we are recognised with TEF Gold for outstanding teaching promoted through innovation and scholarship, practice and subject expertise. Innovation in research and pedagogy are central to the activities of NTU's Trent Institute for Learning and Teaching (TILT). With strong focus on research-informed teaching, TILT nurtures existing strengths within NTU and fosters innovation in curricula development such as our multidisciplinary MSc courses.

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

Table 4: NTU staff by job group

Number of NTU Staff by Job Group	Headcount
Academic & Research	1,810
Professional & Support	2,083*
Located within Central Services	*1,803*
Located within Schools	*280*

In the main Professional & Support staff are based within central services areas, however c. 13% (280) are located across NTU's three Colleges and are managed at School level [Table 4].
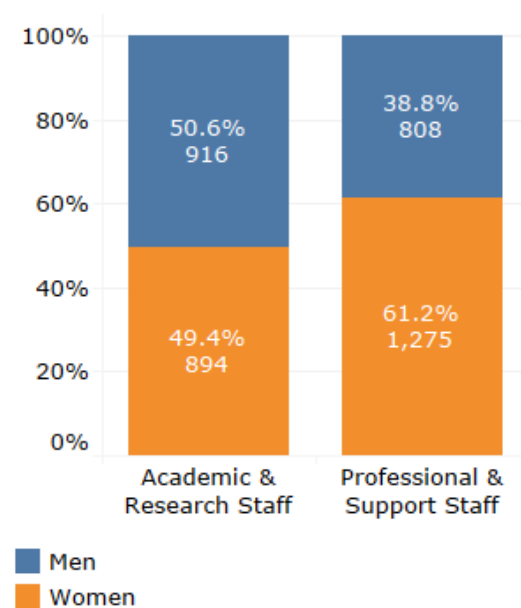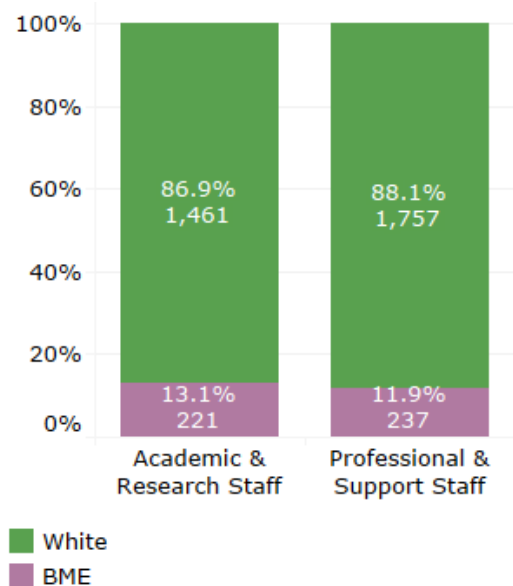
Figure 1: Gender split of NTU staff

Figure 2: Ethnicity split (BME/white) of NTU staff (where known)[2]

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[2] Excludes 217 staff for whom ethnicity is not known

12

Figure 3: NTU staff intersectionality (gender and ethnicity) (where known)[3]
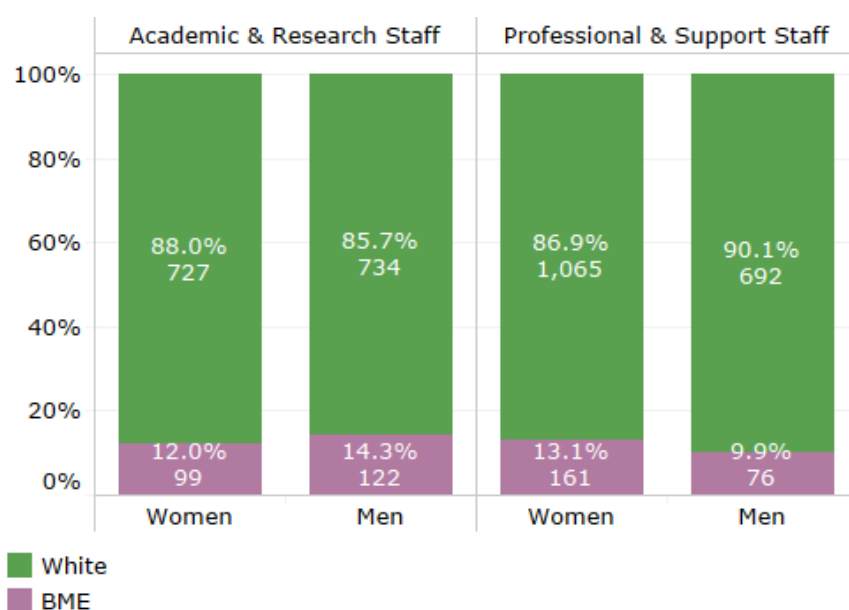
(iv) the total number of departments and total number of students

Table 5: NTU structure, staff and student numbers

Overview of the Total STEMM & AHSSBL Schools & Departments, Academic Staff, Professional & Support Staff at School Level and Student Numbers					
	STEMM & AHSSBL Schools	STEMM & AHSSBL Departments	Academic & Research Staff	Prof. & Support Staff managed at School level	Students
Total Number	8	37	1,810	280	29,131

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[3] Excludes 217 staff for whom ethnicity is not known

NTU has a three College structure [Figure 4]. Our academic portfolio is delivered through eight Schools across three Nottingham/shire campuses.

Figure 4: NTU Structure

College of Science & Technology

School of Science & Technology

School of Animal, Rural & Environmental Sciences

College of Art, Architecture, Design & Humanities

School of Arts & Humanities

School of Art & Design

School of Architecture, Design & Built Environment

College of Business, Law & Social Sciences

Nottingham Business School

Nottingham Law School

School of Social Sciences

Doctoral School

Research Office

NTU Professional Services

Academic Registry
Admissions
Campus Services
Centre for Academic Development & Quality
Centre for Student & Community Engagement
Development & Alumni Relations
Employability
Estates
Finance

Governance & Legal Services
Human Resources
Information Systems
International Office & NTU Global
Libraries & Learning Resources
Marketing
Partnerships, Local Engagement & Commercial Services
Strategic Planning & Change
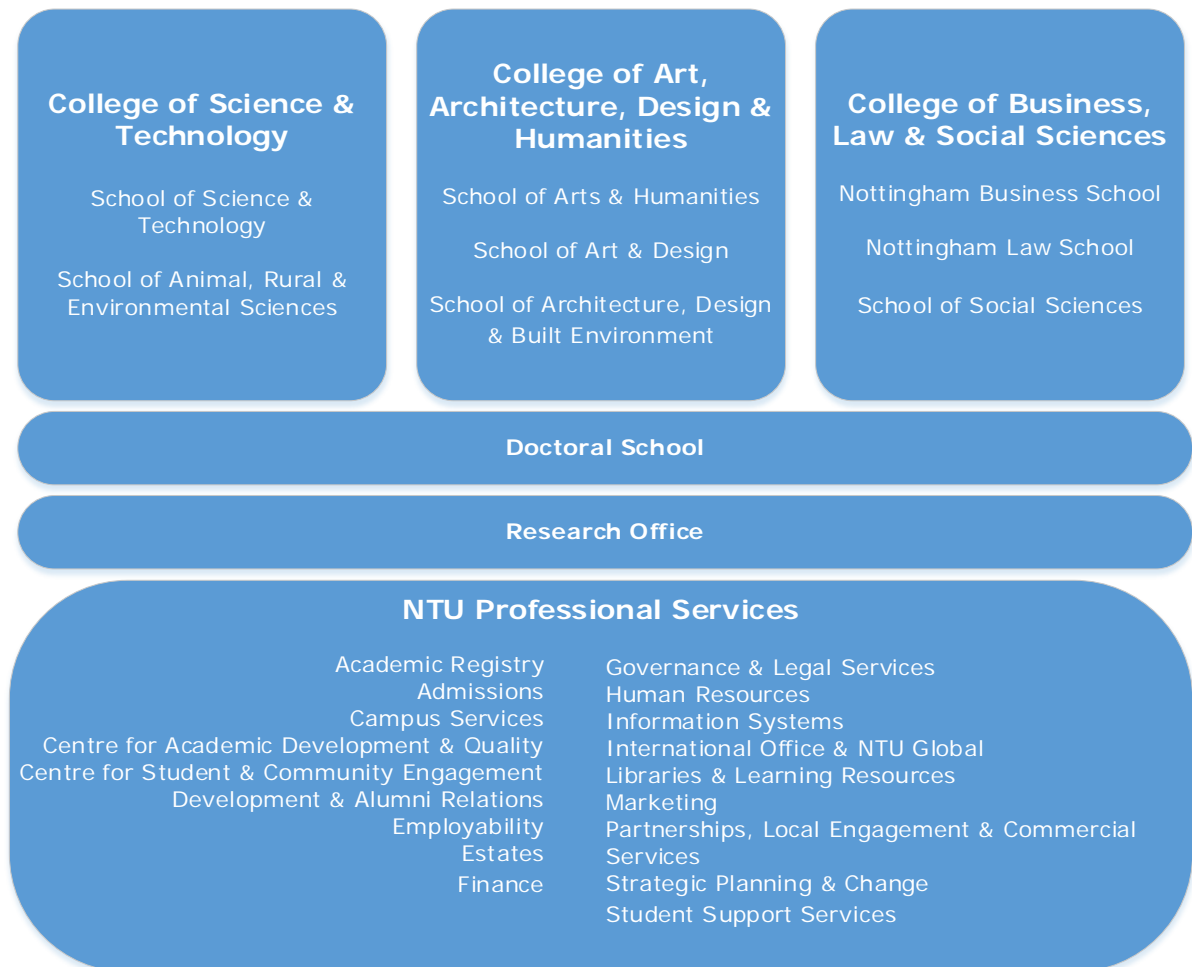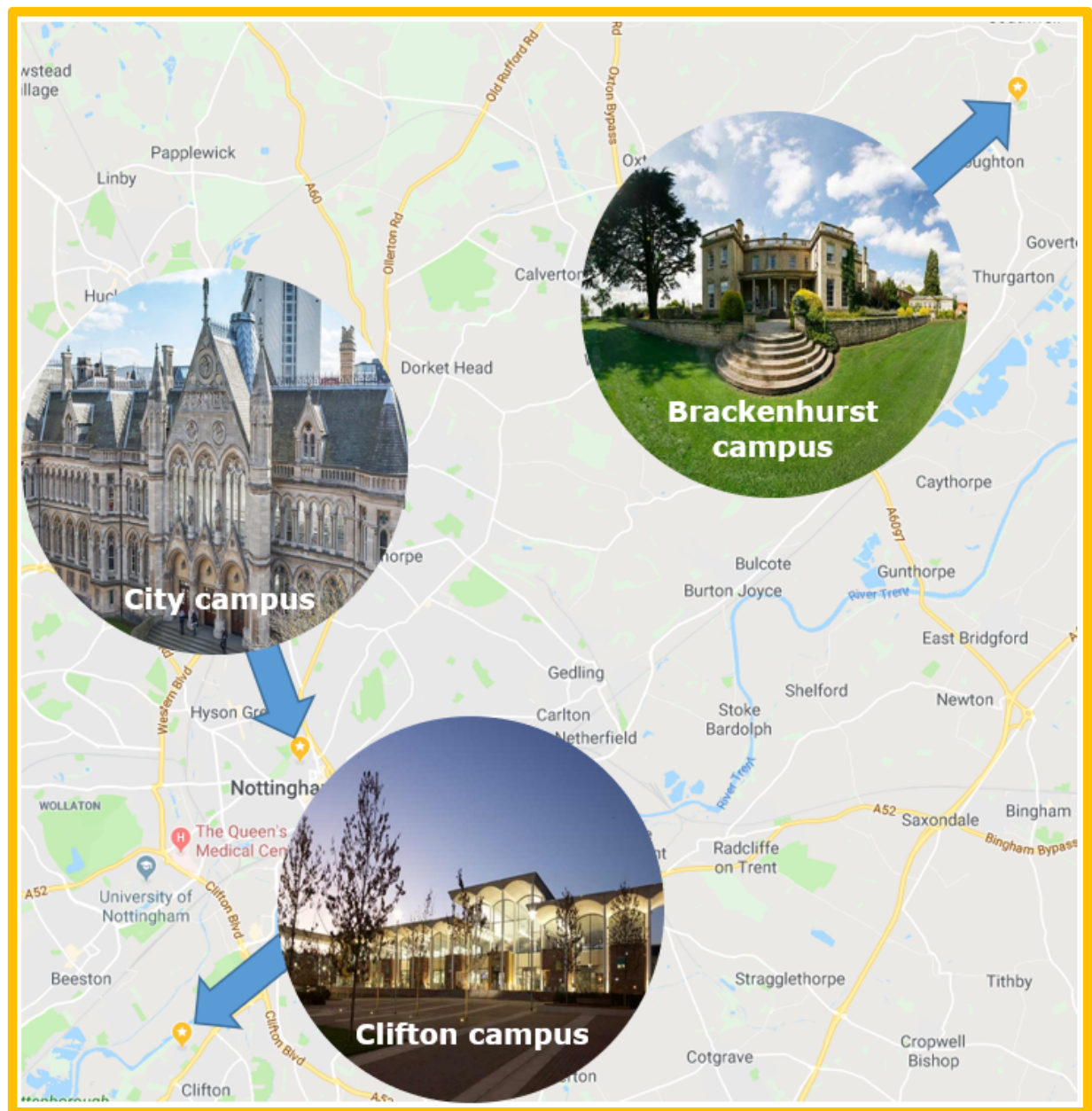Student Support Services

Figure 5: NTU campus locations

Across the eight Schools there are 37 departments [Table 5]. Referencing academic staff and student numbers, just over a third (35%) of provision sits within STEMM disciplines, the rest (65%) based within AHSSBL areas, a reflection NTU's heritage within 'Arts' and associated industries.

Table 6: Size of NTU STEMM departments

Size of NTU STEMM Departments (2016-17, headcount)			Academic & Research Staff	Prof. & Support Staff managed at School level	Student No.
	School Title	**Department Title**			
STEMM	School of Animal Rural & Environmental Sciences	*School-level*	*21*	42	1,410
		Animal & Equine Science	35		
		Environmental Science	29		
	School of Architecture Design and the Built Environment	*School-level*	*2*	25	3,142
		Architecture	51		
		Civil Engineering	46		
		Construction Management	26		
		Product Design	47		
		Property Management & Development	35		
	School of Science & Technology	*School-level*	*5*	66	4,016
		Biosciences	56		
		Chemistry & Forensics	40		
		Computing & Technology	55		
		JvG Cancer Research Centre	14		
		Physics & Maths	39		
		Sports Science	50		
	School of Social Sciences	Psychology	107		1,662
	STEMM Totals		**658**	**133**	**10,230**

Figure 6: Gender split of NTU STEMM School staff

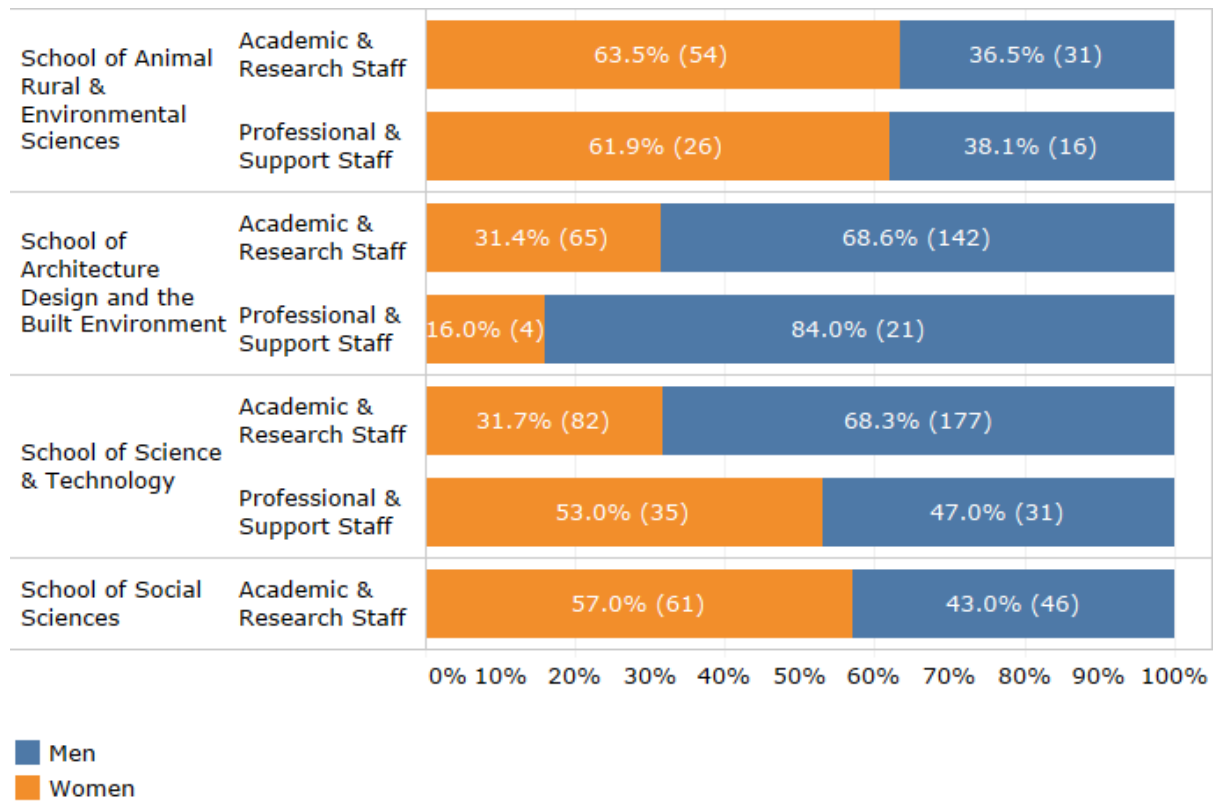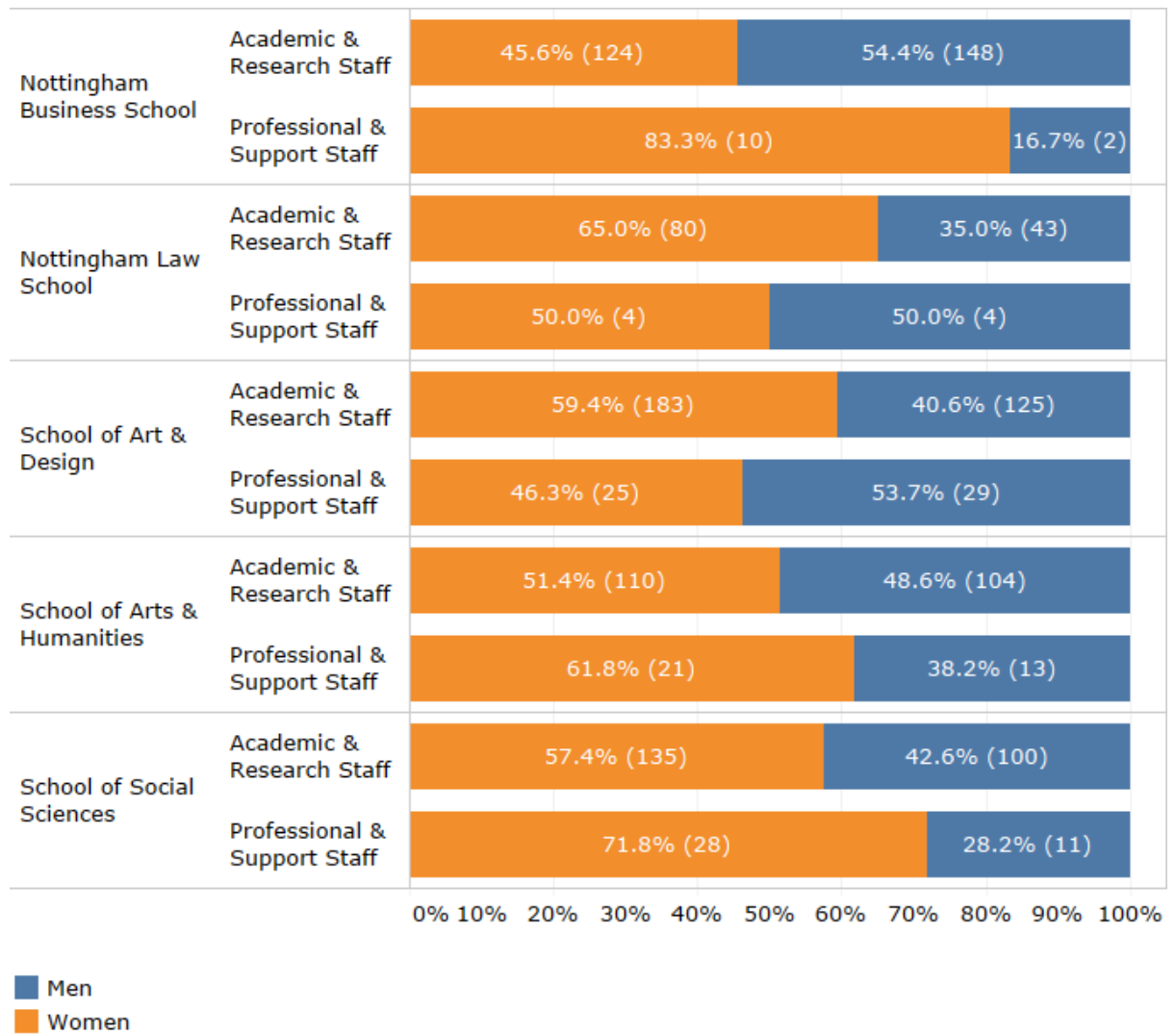|		Women	Men
School of Animal Rural & Environmental Sciences	Academic & Research Staff	63.5% (54)	36.5% (31)
	Professional & Support Staff	61.9% (26)	38.1% (16)
School of Architecture Design and the Built Environment	Academic & Research Staff	31.4% (65)	68.6% (142)
	Professional & Support Staff	16.0% (4)	84.0% (21)
School of Science & Technology	Academic & Research Staff	31.7% (82)	68.3% (177)
	Professional & Support Staff	53.0% (35)	47.0% (31)
School of Social Sciences	Academic & Research Staff	57.0% (61)	43.0% (46)

■ Men
■ Women

Table 7: Size of NTU AHSSBL departments

Size of NTU AHSSBL Departments (2016-17, headcount)			Academic & Research Staff	Prof. & Support Staff managed at School level	Student No.
	School Title	Department Title			
AHSSBL	Nottingham Business School	*School-level*	*12*	12	5,191
		Accounting & Finance	45		
		Economics	46		
		Human Resource Management	44		
		Management	69		
		Marketing	56		
	Nottingham Law School	*School-level*	*28*	8	2,745
		Academic Undergraduate Programmes	46		
		Masters and Legal Research	10		
		Vocational and Professional Programmes	39		
	School of Art & Design	*School-level*	*6*	54	3,243
		Fashion Marketing Management & Communication	58		
		Fashion Textiles and Knitwear Design	85		
		Visual Arts	88		
		Visual Communications	71		
	School of Arts & Humanities	*School-level*	*8*	34	3,110
		Centre for Broadcasting and Journalism	24		
		English Culture & Media	62		
		History Languages & International Studies	57		
		Nottingham Language Centre	63		
	School of Social Sciences	*School-level*	*6*	39	4,612
		Nottingham Institute of Education	114		
		Politics and International Relations	22		
		Social Work and Health	33		
		Sociology	60		
	AHSSBL Totals		**1,152**	**147**	**18,901**

Figure 7: Gender split of NTU AHSSBL School staff

		Women	Men
Nottingham Business School	Academic & Research Staff	45.6% (124)	54.4% (148)
	Professional & Support Staff	83.3% (10)	16.7% (2)
Nottingham Law School	Academic & Research Staff	65.0% (80)	35.0% (43)
	Professional & Support Staff	50.0% (4)	50.0% (4)
School of Art & Design	Academic & Research Staff	59.4% (183)	40.6% (125)
	Professional & Support Staff	46.3% (25)	53.7% (29)
School of Arts & Humanities	Academic & Research Staff	51.4% (110)	48.6% (104)
	Professional & Support Staff	61.8% (21)	38.2% (13)
School of Social Sciences	Academic & Research Staff	57.4% (135)	42.6% (100)
	Professional & Support Staff	71.8% (28)	28.2% (11)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Men
■ Women

[Word count 494]

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process.

(i) a description of the self-assessment team

The Institutional Self-Assessment Team (ISAT) is a diverse group of 26 individuals, representing a broad cross-section of NTU inclusive of the student voice [Table 9].

Membership of the ISAT has evolved over the course of the submission. This has been a deliberate process to improve the depth and breadth of representation from across NTU, as well as to increase the number of men within the team.

Figure 8: Members of the Institutional self-assessment team

Table 9 provides the profile of the full ISAT membership, the roles they have undertaken and demonstrates the breadth and depth of voices who have worked on the submission.

Table 8: Evolution of the ISAT 2015 – 2018

Representative/Experience	Headcount 2015	Headcount 2018	Movement +/-
Male	4	7	+3
Female	22	20	-2
Academic voice	12	16	+4
Support voice	10	6	-4
Student and Technician voice	0	5	+5
Experience of flexible working/PT	1	15	+13
Experience of mat/pat/SPL	-	15	
Experience of caring responsibilities	-	16	

As part of our *plans for the future* [section 3iii] the recent appointment of the School Athena SWAN Champions ensures the ISAT membership continues to evolve. Two of the successfully appointed Champions are men and going forward increases male representation amongst the ISAT.

Table 9: NTU Institutional Self-Assessment Team membership

Name	Job title	ISAT role	Dept / School / College	Gender	FT / PT	Academic, Professional Services, Technician, Student	Membership (recruited / nominated / volunteered)	Experience of flexible working	Experience of maternity / paternity / SPL / adoption leave	Experience of caring responsibility (child / adult)	Career stage (early, mid, established senior)	Campus
Prof Mark Biggs	PVC and HoC of Science & Technology	Chair	College of Science & Technology	M	FT	UET / Ac	R			✓	S	Clifton
Jayne Billam	Director of Human Resources	Strategic people lead	Professional Services: HR	F	FT	UET / PS	N		✓	✓	S	City
Claire Bell	Head of Equality, Diversity & Inclusion	EDI lead	Professional Services: HR	F	FT	PS	R		✓	✓	S	City
Jody Winter	Principal Lecturer	School representative	School of Science & Technology	F	FT	Ac	N	✓	✓	✓	M	Clifton
Dr Sophie Benjamin	Lecturer	School representative	School of Science & Technology	F	FT	Ac	N		✓		E	Clifton
Prof Mary Nevill	Head of Dept.	School representative	School of Science & Technology	F	FT	Ac	R		✓	✓	S	Clifton
Dr Nicholas Ray	Doctoral School Standards and Quality Manager / Senior Lecturer	School representative	School of Animal, Rural & Environmental Science	M	FT	Ac	N		✓	✓	M	Brack
Dr Sarah Broadberry	Principal Lecturer	School representative	School of Animal, Rural & Environmental Science	F	FT	Ac	V		✓		M	Brack
Cat Sanderson	Technician Team Leader	Technicians representative	School of Animal, Rural & Environmental Science	F	FT	Tech	V	✓	✓	✓	M	Brack
Dr Michelle Pepin	Directorate Policy Manager	Institutional Policy insight	Directorate	F	FT	PS	R			✓	S	City

Name	Job title	ISAT role	Dept / School / College	Gender	FT / PT	Academic, Professional Services, Technician, Student	Membership (recruited / nominated / volunteered)	Experience of flexible working	Experience of maternity / paternity / SPL / adoption leave	Experience of caring responsibility (child / adult)	Career stage (early, mid, established senior)	Campus
Paul Marshall	Director of Planning	Institutional Planning insight	Strategic Planning and Change	M	FT	ULT / PS	N	✓		✓	S	City
Kim Winter	Market Research & Insight Manager	PS representative		F	FT	PS	V	✓	✓		M	City
Sarah Cockman-Stalvies	EDI Officer (Athena SWAN)	Data lead and ISAT support	Professional Services: HR	F	FT	PS	R				E	City
Prof Andromachi Tseloni	Professor	School representative	School of Social Sciences	F	FT	Ac	N	✓	✓	✓	S	City
Prof Thom Baguley	Professor	School representative	School of Social Sciences	M	FT	Ac	N		✓	✓	S	City
Dr Gayle Dillon	Principal Lecturer	School representative	School of Social Sciences	F	PT	Ac	V	✓	✓	✓	S	City
James Thornton	Lecturer	School representative	Nottingham Law School	M	FT	Ac	N				E	City
Dr Suzanne Ross	Senior Lecturer	School representative	Nottingham Business School	F	PT	Ac	V	✓	✓	✓	S	City
Angela Toothill	Senior Lecturer	School representative	Nottingham Business School	F	PT	Ac	N	✓	✓	✓	E	City
Dr Patrizia Riganti	Senior Lecturer	School representative	School of Architecture, Design & Built Environment	F	FT	Ac	N	✓		✓	M	City
Zakwan Arab	Senior Lecturer	School representative	School of Architecture, Design & Built Environment	M	FT	Ac	N	✓			M	City
Jeremy Tatman	Senior Lecturer	School representative	School of Arts & Humanities	M	PT	Ac	N			✓	M	City

Name	Job title	ISAT role	Dept / School / College	Gender	FT / PT	Academic, Professional Services, Technician, Student	Membership (recruited / nominated / volunteered)	Experience of flexible working	Experience of maternity / paternity / SPL / adoption leave	Experience of caring responsibility (child / adult)	Career stage (early, mid, established senior)	Campus
Rachel Challen	Principal Lecturer	School representative	School of Arts & Humanities	F	FT	Ac	N	✓	✓		M	Clifton
Ami Gell	Student Voice Manager	Students' Union representative	Nottingham Trent Students' Union	F	FT	NTSU	R	✓			E	City
Hannah Loret-Howick	PhD Researcher	Student voice	School of Arts & Humanities	F	FT	Student	V				E	City
Stacey Stewart	PhD Researcher	Student voice	School of Social Sciences	F	FT	Student	V				E	City
Oluwatamilore O. Orojo	Postgraduate Researcher	Student voice	School of Science & Technology	F	PT	Student	V	✓			E	Clifton

Table 9 key:

F	Female	V	Volunteer
M	Male	R	Recruited
FT	Full-time	N	Nominated
PT	Part-time	E	Early career
Ac	Academic	M	Mid-career
PS	Professional Services	S	Established senior role
ULT	University Leadership Team		
UET	University Executive Team		

(ii) an account of the self-assessment process

NTU's Athena SWAN journey began in 2015 following the launch of the Strategic Plan. Within the *Empowering People* theme of the strategy [Section 2] we outlined our ambition to achieve Institutional Bronze. During 2015, dialogue was built across senior fora which cemented the importance of our Athena journey, ensuring senior buy-in and resourcing to support the work, this included the early formation of the ISAT.

Since January 2016 the ISAT has met regularly, [Tables 10a, 10b & 10c] exceeding the minimum expectation of 3 meetings per year set out within the Charter handbook. This level of engagement was felt by the ISAT to be necessary, because it enabled connectivity

to be well maintained, fostered a sense of team and helped build relations amongst the diverse membership.

For Academic colleagues, ISAT workload is recognised through NTU's Managing Academic Workloads (MAW) framework; Professional Services' staff involvement is acknowledged and supported through line-management.

Figure 9: NTU Athena SWAN structure
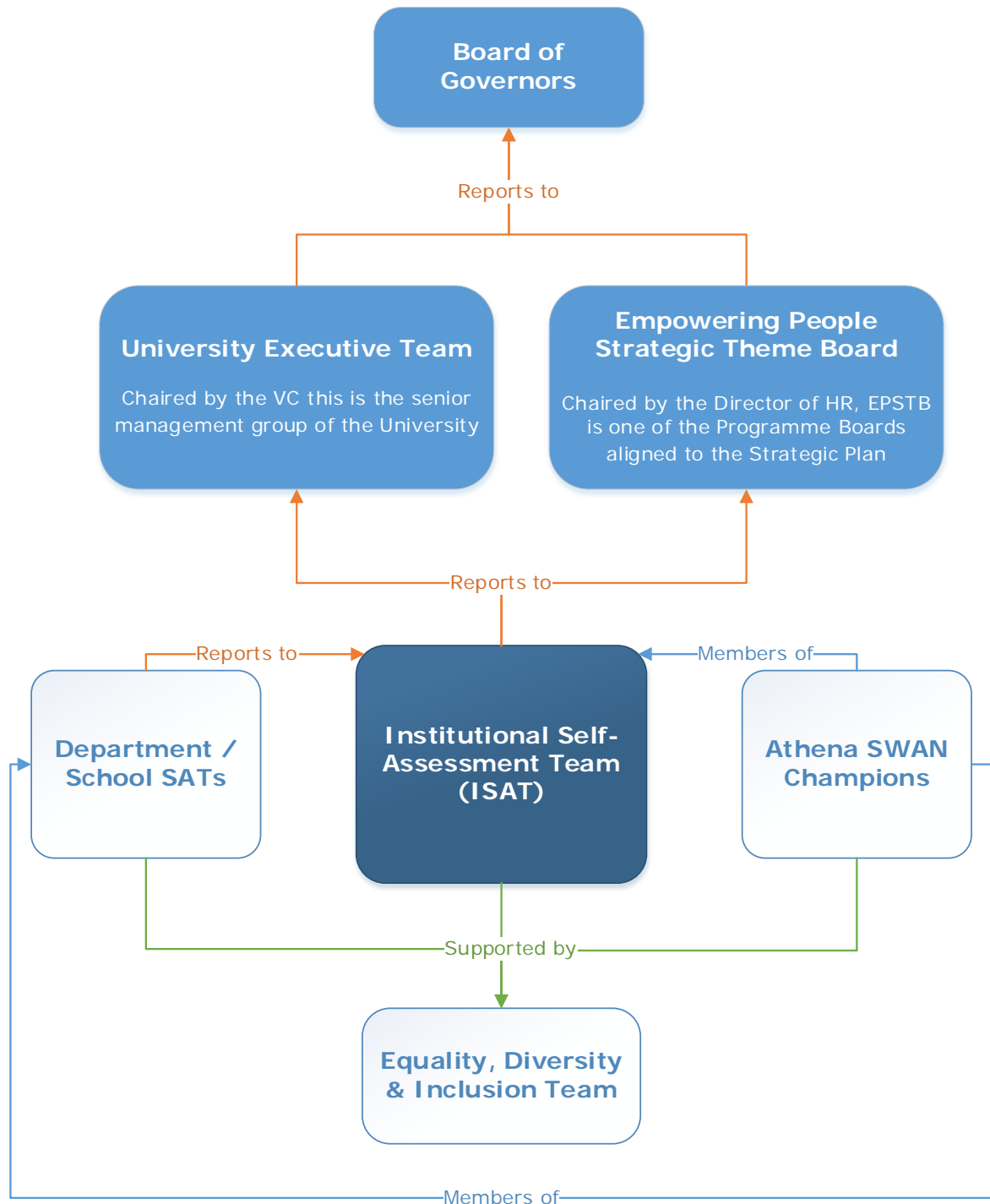
ISAT Annual schedule and purpose of meetings

Table 10a: 2016 ISAT meetings

Month	Purpose of meeting
January 2016	First ISAT meeting; review communications to wider colleagues and senior management.
February 2016	Introduction to Athena SWAN, context and terminology; discuss planning, timeframes and meeting content.
March 2016	Presentations by Jess Cockell (ECU) and Professor Yvonne Galligan (Queens University Belfast).
April 2016	Staff data analysis; communication, consultation plans.
May 2016	Staff data analysis, commentary; review sector good practice examples.
June 2016	Review submission timeline; focus group planning; staff survey discussion.
July 2016	Additional resource allocation; review approaches, timelines, wider staff engagement; action planning.
August 2016	Data analysis, actions identified; focus group planning.
September 2016	Focus group progress update; feedback from Athena consultant; data analysis, actions identified.
November 2016	Focus group findings; actions identified (Athena consultant in attendance to facilitate). [Table 101 words]

Table 10b: 2017 ISAT meetings

Month	Purpose of meeting
January 2017	Review sections 2 & 4.1; actions identified.
February 2017	Review sections 3, 5 & 6; Staff Survey results; actions identified.
March 2017	Section drafts/full draft review through meetings & document circulation.
April 2017	Final review full submission by ISAT & UET for submission sign-off.
September 2017	Meetings with colleagues to discuss progress against Action Plan objectives, timescales, responsibilities.
October 2017	Post-results ISAT meeting, discussion of results & panel feedback, review of Action Plan.
November 2017	ISAT members provided top five priorities for re-submission / observations on unsuccessful application & panel feedback. Reviewed ECU good practice initiatives. Planning for re-submission.

November 2017	Tele-meeting with Kelsey Pask (ECU) discuss panel feedback & specific queries regarding our submission.
	[Table 101 words]

Table 10c: 2018 ISAT meetings

Month	Purpose of meeting
January 2018	Progress review, next steps to refocus efforts for resubmission.
February 2018	New ISAT Chair & EDI lead appointed
March 2018	E-correspondence, ISAT membership review, refocus on NTU's Athena journey & future priorities based upon a review of the data.
April 2018	
May 2018	Refreshed Institutional Self-Assessment Team (ISAT). Debrief for new and existing members; Terms of Reference; identifying key tasks & activities for ISAT members; group discussions of identified themes emerging from institutional data – plenary of suggested actions/solutions.
June 2018	Chair & EDI lead report on Athena SWAN Workshops (June and continued in to July 2018). Sharing initial results of paternity/adoption/shared parental leave all-staff survey. Discussion of the 10 Principles, how to extend in NTU context.
August 2018	E-correspondence and engagement via (Athena SWAN Sharepoint) on redeveloping the application.
September 2018	Task & Review meeting – exercise to review sections of the application & record feedback and progress.
October 2018	Continuation of review process via e-correspondence (Athena SWAN SharePoint).
November 2018	Final review of submission and feedback from UET, external reviewer & final ISAT closing comments.
	[Table 157 words]

The ISAT recognise the benefit of external critical reflection and collaboration in this EDI space, and have work locally with The University of Nottingham (Professor Marion Walker, School of Medicine) to share best practice and support our broader thinking. This has generated joint initiatives e.g. co-hosting and partnership working in relation to International Women's Day [Action No.26].

ISAT have also engaged Dr Emma Taylor-Steeds (Equality & Diversity Athena SWAN Manager) City University of London, experienced Athena SWAN Panel member as an external reviewer. Dr Taylor-Steeds has provided a critical review of this application and provided challenge to support the ISAT whilst working through the submission process.

> **Action Plan No.26**
>
> NTU to host 2019 #Balanceforbetter International Women's Day in partnership with The University of Nottingham.

Post-submission, the ISAT will continue to meet every 2 months to ensure the action plan is fully implemented, progress is captured, monitored and reported to UET, Board of Governors and the wider NTU community. To continue to advance progress we will extend the institutional work to support localised activity. Therefore, NTU have committed to provide additional funding for each school (8) to buyout (0.2fte) of an academic lead. This dedicated Athena SWAN Champion resource will drive the development of future School/department submissions [Action No.1].

The role of the ISAT in providing continued oversight and sharing good practice will be essential for the School Athena SWAN Champions, and essential to advance our ambition for institutional silver by 2022.

Figure 10: Timeline NTU Athena SWAN ambition

November 2018 Submission for Institutional Bronze

November 2019 Departmental submissions (Psychology & Sport Science)

November 2020 2 x School / Department submissions

November 2021 1 x Silver department

November 2022 **Institutional Silver**

November 2023+ department submissions silver & bronze

We have utilised, amongst other digital communication channels, SharePoint to facilitate the sharing of information, tracking progress, and promoting engagement opportunities to encourage the NTU community to remain connected with our Athena journey. We will continue to develop these digital spaces to further assist communication with staff and students.

As part of our commitment to colleagues, this final version of the submission will be made available for all NTU staff and students to access on 30th November 2018 via the internal SharePoint site [Action No.2].

Action Plan No.1 & 2

1.b) Appoint School Athena SWAN Champions by November 2018.

2. Internally publish final Athena SWAN submission document 30th November 2018

Figure 11: Screenshot of NTU's Athena SWAN SharePoint page

Figure 12: Screenshot of NTU's Athena SWAN School Champions SharePoint contact page

A programme of monthly networking events has been established for the Athena SWAN School Champions, to support them as they develop in-role, and provide a forum to enable the sharing of good practice. This includes a specific half-day session to be delivered by Advance HE in *Leading EDI Change*, along with separate workshops on topics such as 'working with EDI and sensitive data'. It is important that we invest in the development of our AS Champions. We will continue to work closely with our Champions to understand their future support and development needs as they advance their localised Athena EDI activities. [Action No.1]

Action Plan No.1
1.c) Identify and secure a AS Champion development programme.

[Word count 1,035]

4. A PICTURE OF THE INSTITUTION
Recommended word count: Bronze: 2000 words

4.1 Academic and research staff data

(i) Academic and research staff by grade and gender

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

Commentary: NTU Academic Pipeline

With the exception of the SL/SRF roles, where NTU fare better than the HESA benchmark, NTU's academic pipeline reflects the sector pipeline; women are under-represented within senior roles within academia i.e. Associate Professor and Professor [Figure 13]. Although the NTU pipeline illustrates that women are underrepresented at Professor level, their representation is marginally better (+2.8pp) than the sector benchmark (Sector = 24.6%, NTU =27.4%).

Figure 13: NTU academic and research staff by gender and grade (2016-17) with sector benchmark (HESA 2016-17)[4]

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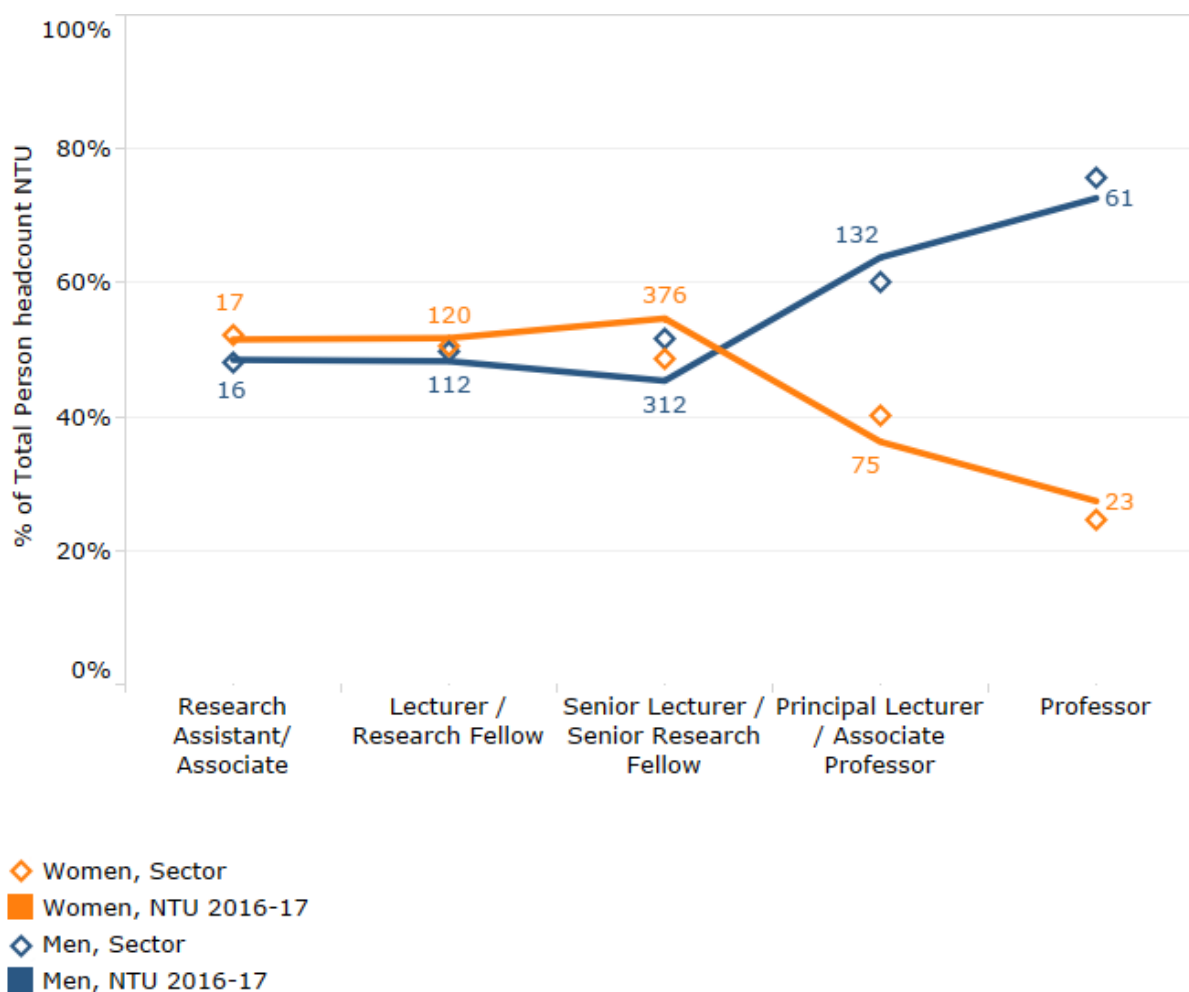
[4] Advance HE Equality+ in higher education statistical report 2018 (section 4.8 pg. 210)

Table 11 [five-year pipeline data RA→ Professor] below shows change has occurred in gender representation at junior levels RA (+21.2pp male representation) RF/L (+5.6pp female representation) and at Professorial (+2.8pp) with no significant shifts within the core 'middle career' grades of SL and Associate Professor.

With the exception of RA and Associate Professor, NTU's gender profile by grade exceeds the HESA sector average(s). The latest round of data (2016-17) indicates that near parity is achieved across the grades/roles Research Assistant/Associate → Senior Lecturer/Senior Research Fellow [Table 11]

Data shows that our Senior Lecturer/ Research roles have been significantly above the sector average (+6.1pp) for the past five years.   However, as we will go on to see the near-parity at the L/SL masks significant differences between the two discipline groupings STEMM and AHSSBL [Table 12 NTU STEMM & Table 13 NTU AHSSBL].

Representation of women at professor level is +2.8pp against sector average, in terms of headcount, we have increased the number of women professors by 7, (from 16 to 23 an increase of 44%). This is positive, but as a proportion of all NTU professors, progress in percentage terms has been slow (+2.8pp).

A combination of these data observations along with a relatively low academic turnover rate (NTU = 12.7%) compared to the sector (Sector = 16.8%[5]) has led to the conclusion that NTU has a 'blocked' pipeline, like the concept of a 'glass ceiling'. This is occurring specifically between the roles of SL → AP and AP → Professor. NTU will take action to address this issue to enable the pool of prospective female talent sitting at SL/SRF to be tapped by: proactively supporting women at SL/SRF to engage in an 'academic career advancement' programme thus creating the pipeline to Associate Professor and set a progressive target to increase the representation of women within NTU's professoriate. [Action No.4]

> Action Plan No. 4
>
> a) Design, develop and pilot an information workshop targeted at women (SL level) to promote 'academic career advancement' from SL to AS Prof level and above to start to unblock the pipeline.
>
> b) Develop a professor potential pipeline support plan
>
> c) KPI target increase the percentage representation of women within the NTU professoriate to from 27.4% to 35% by 2022.

---

[5] Advance HE Equality+ in higher education statistical report 2018 (section 4.22 pg. 236)

Table 11: NTU academic and research staff by gender and grade over the past five academic years, with highlighted sector benchmark (HESA 2016-17)

HESA Contract Level	Academic year	Women	Men	% Women
Professor	Sector 16-17			24.6%
	2016-17	23	61	27.4%
	2015-16	23	57	28.8%
	2014-15	21	57	26.9%
	2013-14	20	57	26.0%
	2012-13	16	49	24.6%
Principal Lecturer / Associate Professor	Sector 16-17			40.0%
	2016-17	75	132	36.2%
	2015-16	76	137	35.7%
	2014-15	74	130	36.3%
	2013-14	66	126	34.4%
	2012-13	71	120	37.2%
Senior Lecturer / Senior Research Fellow	Sector 16-17			48.6%
	2016-17	376	312	54.7%
	2015-16	344	299	53.5%
	2014-15	341	282	54.7%
	2013-14	336	274	55.1%
	2012-13	333	278	54.5%
Lecturer / Research Fellow	Sector 16-17			50.5%
	2016-17	120	112	51.7%
	2015-16	111	95	53.9%
	2014-15	79	97	44.9%
	2013-14	76	83	47.8%
	2012-13	71	83	46.1%
Research Assistant/ Associate	Sector 16-17			52.2%
	2016-17	17	16	51.5%
	2015-16	16	9	64.0%
	2014-15	8	6	57.1%
	2013-14	7	6	53.8%
	2012-13	8	3	72.7%

Commentary: NTU STEMM Academic Career Pipeline

The representation gap starts earlier at SL within the NTU STEMM pipeline [Figure 14] and is more pronounced than the overall institutional picture [Figure 13]. From a position of parity at Lecturer grade the representation of women within STEMM declines steeply from grades SL/SRF onwards.

Figure 14: NTU STEMM academic and research staff by gender and grade (2016-17)
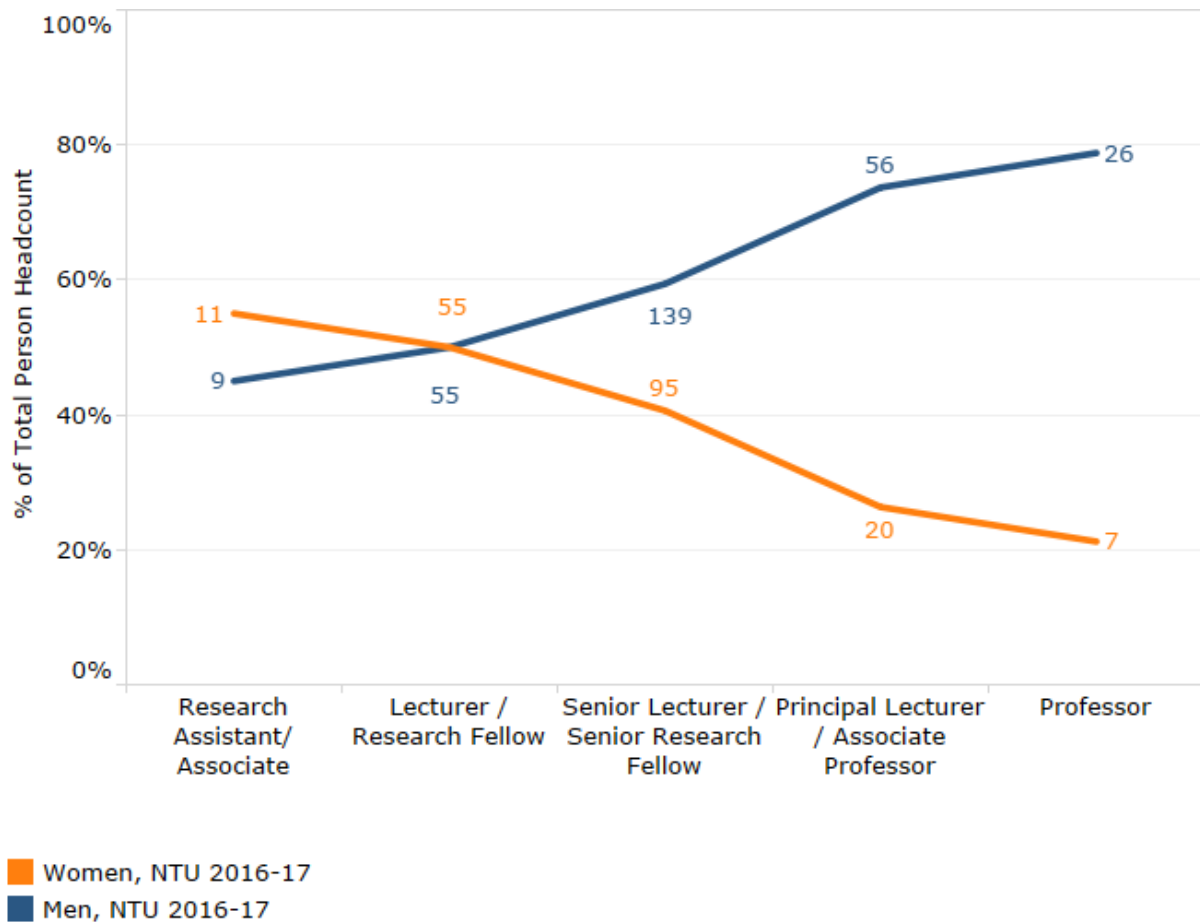
Table 12 [five-year STEMM pipeline data RA→ Professor] below shows change has occurred in gender representation at junior levels RA (+11.7pp male representation), RF/L (+6.2pp female representation) where parity has been achieved, and at Associate Professorial (+3.6pp) with no significant shifts within 'mid-career' grade of SL (-1.2pp) and senior grade Professor (-1.5pp). Overall the headcount of women in STEMM has seen growth at grades of Lecturer from 39 to 55 (+16 or +42%), Senior Lecturer from 75 to 95 (+20 or +27%) and As Prof from 15 to 20 (+5 or +33%) and female representation of STEMM professors continues for the second year to exceed the sector average (+1.3pp) [Table 12a].

Table 12: NTU STEMM academic and research staff by gender and grade over the past five academic years

HESA Contract Level	Academic year	Women	Men	% Women
Professor	2016-17	7	26	21.2%
	2015-16	7	21	25.0%
	2014-15	4	20	16.7%
	2013-14	5	19	20.8%
	2012-13	5	17	22.7%
Principal Lecturer / Associate Professor	2016-17	20	56	26.3%
	2015-16	21	58	26.6%
	2014-15	20	53	27.4%
	2013-14	15	55	21.4%
	2012-13	15	51	22.7%
Senior Lecturer / Senior Research Fellow	2016-17	95	139	40.6%
	2015-16	78	126	38.2%
	2014-15	76	116	39.6%
	2013-14	80	106	43.0%
	2012-13	75	107	41.2%
Lecturer / Research Fellow	2016-17	55	55	50.0%
	2015-16	55	45	55.0%
	2014-15	41	60	40.6%
	2013-14	34	55	38.2%
	2012-13	39	50	43.8%
Research Assistant/ Associate	2016-17	11	9	55.0%
	2015-16	13	5	72.2%
	2014-15	6	6	50.0%
	2013-14	6	5	54.5%
	2012-13	6	3	66.7%

Table 12a: STEMM HESA Benchmarking

	NTU Women 2016-17	Sector 2016-17
STEMM Professors	21.2%	19.9%
STEMM non-Professors	41.1%	44.0%

Commentary: NTU AHSSBL Academic Career Pipeline

Figure 15 below illustrates that the AHSSBL pipeline is very different to the STEMM and Institutional pipelines. It suggests that the pipeline for men is 'leaking' between grades RA→SL/RF. However, the same pattern re-emerges within the AHSSBL pipeline and data [Table 13] as observed within the STEMM and Institutional pipelines data, in that continually women are under represented at the senior grades i.e. Associate Professor and Professor.

Figure 15: NTU AHSSBL academic and research staff by gender and grade (2016-17)

Women, NTU 2016-17
Men, NTU 2016-17
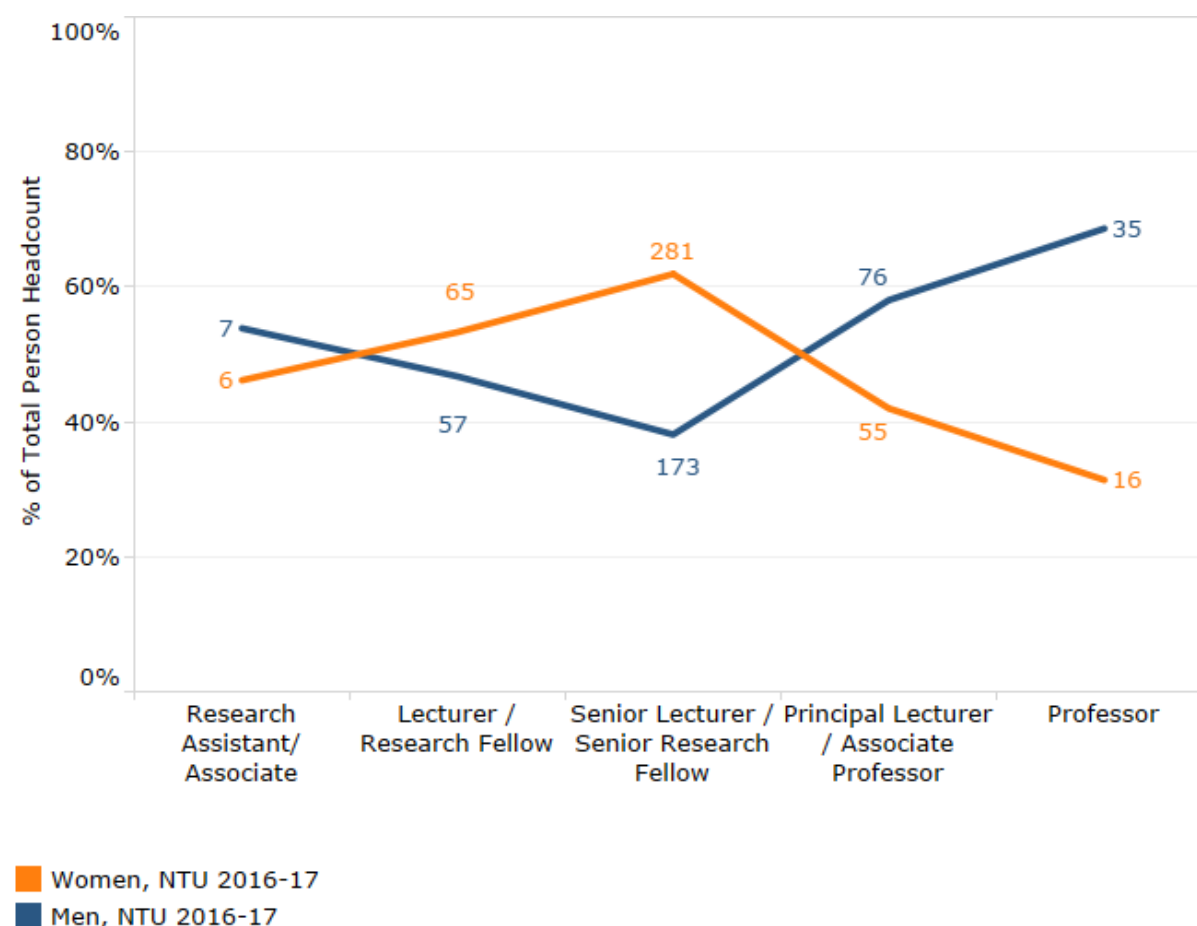
Action Plan No.3

Commission a study to explore and seek to identify why the pipeline for men within AHSSBL appears to be 'leaking' specifically between RA to SL grades.

Table 13 [five-year AHSSBL pipeline RA→ Professor] at junior level RA there has been volatility in gender representation due to the small numbers involved, however near parity has been achieved for two consecutive years. Women are over represented at RF/L (+4.1pp female representation), and at SL (+1.3pp female representation) and this pattern shows no indication of changing. Women continue to be underrepresented at Professor level although number and representation (+5.8pp) have grown, and marginally rises above sector average [Table 13a].

Table 13: NTU AHSSBL academic and research staff by gender and grade over the past five academic years

HESA Contract Level	Academic year	Women	Men	% Women
Professor	2016-17	16	35	31.4%
	2015-16	16	36	30.8%
	2014-15	17	37	31.5%
	2013-14	15	38	28.3%
	2012-13	11	32	25.6%
Principal Lecturer / Associate Professor	2016-17	55	76	42.0%
	2015-16	55	79	41.0%
	2014-15	54	77	41.2%
	2013-14	51	71	41.8%
	2012-13	56	69	44.8%
Senior Lecturer / Senior Research Fellow	2016-17	281	173	61.9%
	2015-16	266	173	60.6%
	2014-15	265	166	61.5%
	2013-14	256	168	60.4%
	2012-13	258	171	60.1%
Lecturer / Research Fellow	2016-17	65	57	53.3%
	2015-16	56	50	52.8%
	2014-15	38	37	50.7%
	2013-14	42	28	60.0%
	2012-13	32	33	49.2%
Research Assistant/ Associate	2016-17	6	7	46.2%
	2015-16	3	4	42.9%
	2014-15	2	0	100.0%
	2013-14	1	1	50.0%
	2012-13	2	0	100.0%

Table 13a: AHSSBL HESA Benchmarking

	NTU Women 2016-17	Sector 2016-17
AHSSBL Professors	31.4%	30.3%
AHSSBL non-Professors	56.5%	52.0%

Through our leavers data [Section iv] there is little evidence to suggest that women are in any way disproportionally leaving NTU at SL/SRF, this further strengthens the argument that the NTU pipeline is not 'leaking' but blocked.

We have undertaken a series of focus group and workshop activities to gain insight into challenges and barriers experienced by colleagues, both men and women. This identified that, for women in particular, some uncertainty exists about aspiring for career progression and balancing caring responsibilities.

Furthermore, we are failing to appoint women in sufficient numbers to Associate Professor and Professorial posts when recruiting externally. Despite data indicating that women have a better success conversion rate; from application, shortlisting to appointment than men, the challenge is that fewer women apply [Section 5.1].

We must ensure that career aspirations are supported, and particularly that women are encouraged to apply for senior posts.

Action Plan No.4 & 12 Address the persistent underrepresentation of women at As Prof and Prof levels across STEMM and AHSSBL disciplines.

4a) Design, develop and pilot an information workshop targeted at women at SL level to promote 'academic career advancement' from SL to AS Prof level and above to start to unblock the pipeline.

4ai) Evaluate delegate feedback and modify as appropriate – implement as an annual programme.

4aii) Establish an evaluation project to monitor and track programme participants and future career trajectory for future impact measures and onward development.

Work with Athena SWAN School Champions to identify for STEMM and AHSSBL specific issues.

4b) Develop a *Professor Potential Pipeline* (PPP) report: Through the strategic use and application of performance and appraisal data - individual female AS Professors performing at good (3) and above identified for PPP support via development appraisal plan cycle.

12c) Positively showcase, celebrate, and raise the profile of women at NTU internally and externally via 'Where Women Work'

Intersectionality data

Figures 16a and 16b: NTU academic and research staff: proportion of male and female staff identifying as BME/white[6] by grade (2016-17)
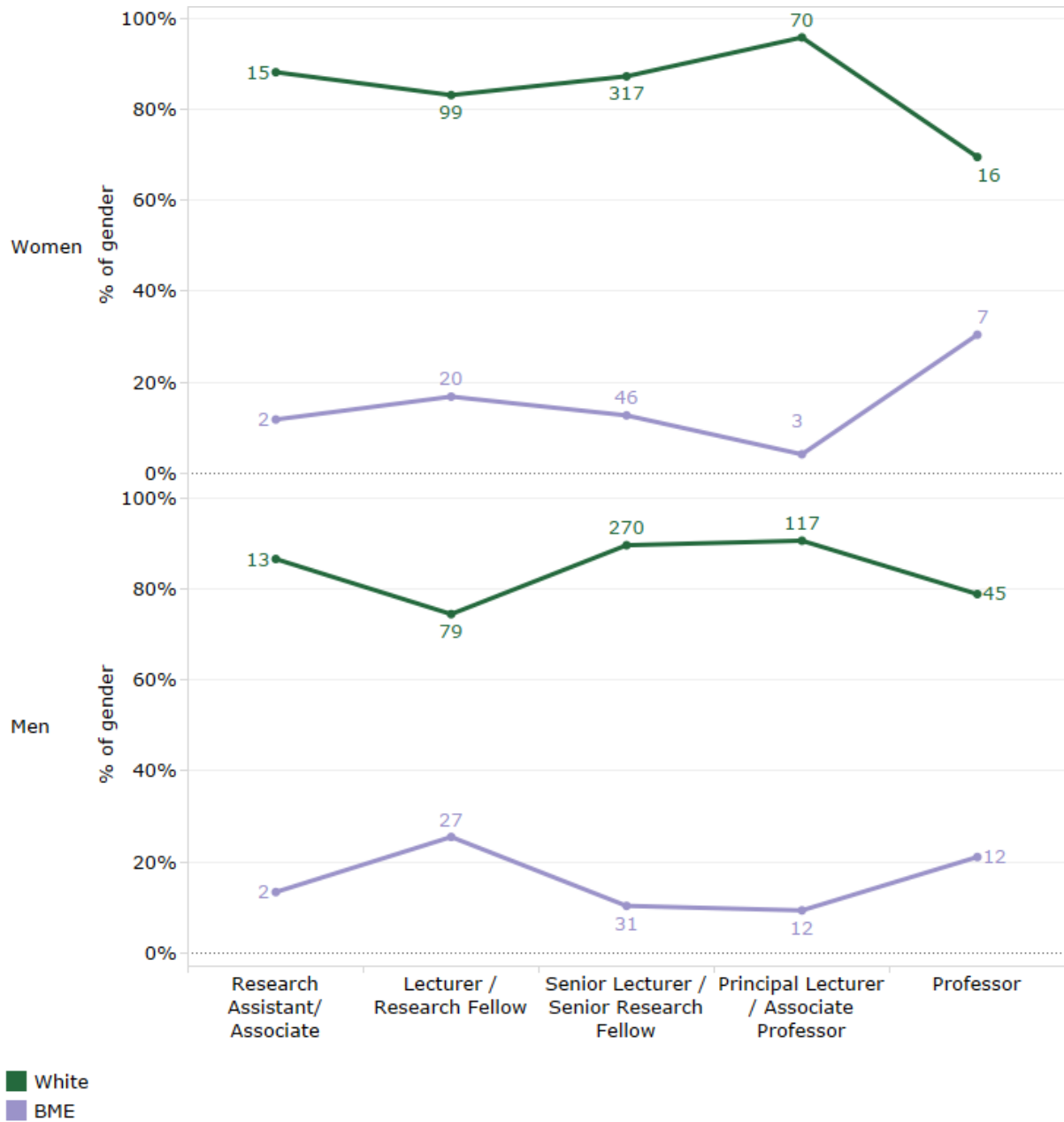
[6] Where known; excludes 41 individuals for whom this data is not known

Table 14: NTU Professors: proportion of male and female staff identifying as BME/white[7] 2016-17, with sector benchmark (HESA 2016-17)

			% of women by grade	No. of women	% of men by grade	No. of men
Professor	NTU	BME	30.4%	7	21.1%	12
		White	69.6%	16	78.9%	45
	Sector	BME	8.7%		10.4%	
		White	91.3%		89.6%	

NTU have a significantly higher representation of BME professors, than the sector average, and reflects the representation of the BME student community.

NTU recognise that the intersectionality of race and gender is important because 12.4% of our total staff community and 30% of our student community are BME and as such we have committed to:

Action Plan No.5

a) Become members of the Race Equality Charter.

b) Create a new role to work specifically in this EDI space to support the delivery of change and action.

c) Create sponsorship opportunity via Advanced HE Diversifying Leadership BAME programme for staff in partnership with our staff network REACH (Race, Ethnicity and Cultural Heritage).

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[7] *Where known; excludes 4 Professors for whom this data is not known*

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

NTU context in the use of fixed-term contracts

Research-only recruitment is generally fixed-term, and aligns with project requirements, grant funding streams, or NTU strategic investment; appointments reflect activity duration. However, we recognise that we are losing talented research staff and need to review our use of fixed-term contracts [Action No.6].

Fixed-term contracts are also used to provide teaching cover for issues such as long-term sickness, or for periods of maternity/adoption leave.

Support is available for staff as their fixed-term contract draws to an end, in the form of access to the re-deployment pool, and reasonable time off for job interviews.

Table 15a: NTU teaching and research staff: proportions of male and female staff by contract type over the past five academic years

Contract type	Academic year	Teaching and research				
		Women	% of Women by function	Men	% of Men by function	% point difference
Fixed term	2016-17	41	7.18%	47	8.12%	-0.94
	2015-16	31	5.79%	39	6.94%	-1.15
	2014-15	24	4.79%	25	4.69%	0.10
	2013-14	20	4.13%	25	4.91%	-0.78
	2012-13	34	7.07%	25	4.99%	2.08
Permanent	2016-17	530	92.82%	532	91.88%	0.94
	2015-16	504	94.21%	523	93.06%	1.15
	2014-15	477	95.21%	508	95.31%	-0.10
	2013-14	464	95.87%	484	95.09%	0.78
	2012-13	447	92.93%	476	95.01%	-2.08

Table 15b: Sector benchmark 2016-17[8]

Contract type	Teaching & research	
	Women	Men
Fixed-term	7.5%	6.2%
Permanent	92.5%	93.8%

Action Plan No.6

Review of the use of fixed-term contracts to identify how to reduce usage, and create researcher talent retainment strategy

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[8] HeidiPLUS 2016-17 academic staff, non-atypical

Table 16a: NTU research only staff: proportions of male and female staff by contract type over the past five academic years

		Research only				
Contract type	Academic year	Women	% of Women by function	Men	% of Men by function	% point difference
Fixed term	2016-17	24	60.00%	37	68.52%	-8.52
	2015-16	21	60.00%	21	60.00%	0.00
	2014-15	16	72.73%	26	66.67%	6.06
	2013-14	19	90.48%	28	75.68%	14.80
	2012-13	16	88.89%	23	71.88%	17.01
Permanent	2016-17	16	40.00%	17	31.48%	8.52
	2015-16	14	40.00%	14	40.00%	0.00
	2014-15	6	27.27%	13	33.33%	-6.06
	2013-14	2	9.52%	9	24.32%	-14.80
	2012-13	2	11.11%	9	28.13%	-17.01

Table 16b: Sector benchmark 2016-17[9]

	Research only	
Contract type	Women	Men
Fixed-term	65.8%	66.8%
Permanent	34.2%	33.2%

Figure 17: NTU teaching and research staff: proportions of male and female staff on permanent or fixed-term contracts, over the past five academic years
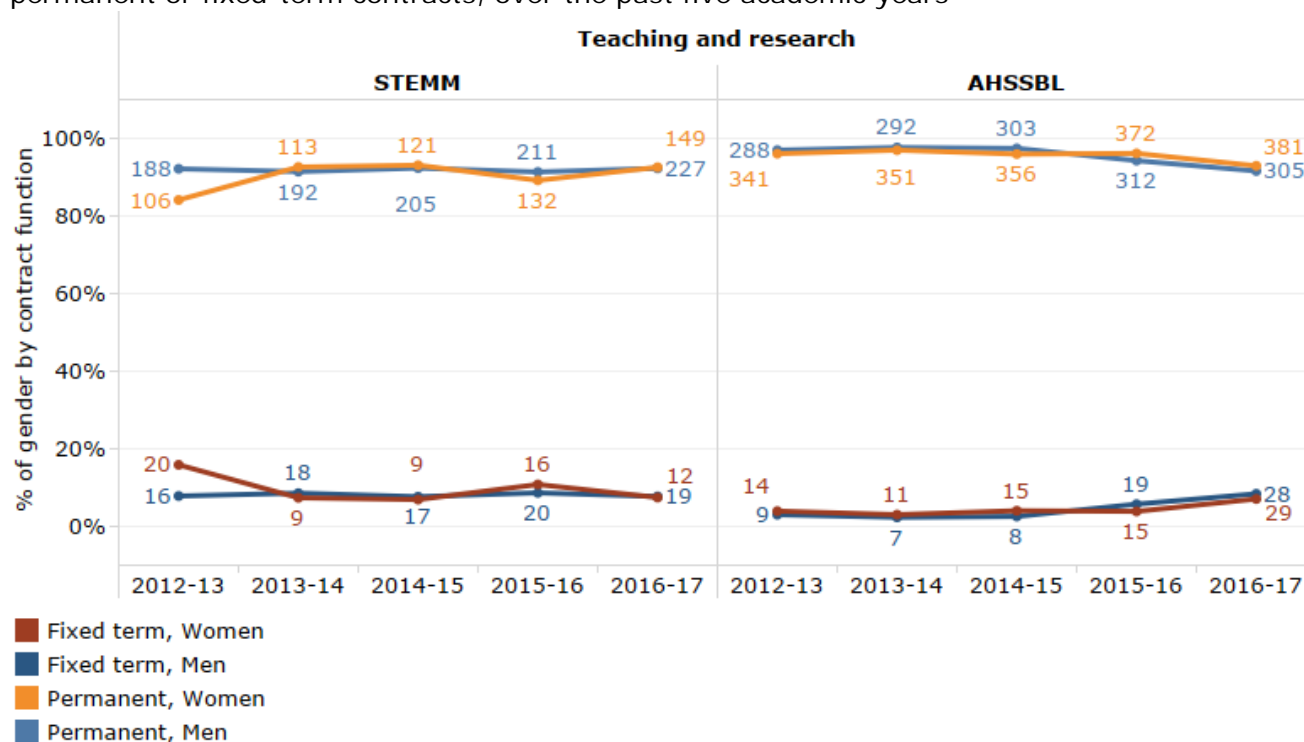
[9] HeidiPLUS 2016-17 academic staff, non-atypical

Commentary: STEMM Contracts

Table 17a over the five-year period the awarding of fixed-term and permanent T&R contracts for men and women is proportionally aligned (0.27pp).

Table 17b over the five-year period the awarding of permanent RO contracts has increased for men and women and has achieved 50:50 over the past two years (2015-16 & 2016-17). However proportionally, both men and women are more likely to be awarded a fixed-term RO contract, particularly men (13.68pp).

Table 17a: NTU STEMM teaching and research staff: proportions of male and female staff by contract type over the past five academic years

| Contract type	Academic year	Teaching and research				
		Women	% of Women by function	Men	% of Men by function	% point difference
Fixed term	2016-17	12	7.45%	19	7.72%	-0.27
	2015-16	16	10.81%	20	8.66%	2.15
	2014-15	9	6.92%	17	7.66%	-0.73
	2013-14	9	7.38%	18	8.57%	-1.19
	2012-13	20	15.87%	16	7.84%	8.03
Permanent	2016-17	149	92.55%	227	92.28%	0.27
	2015-16	132	89.19%	211	91.34%	-2.15
	2014-15	121	93.08%	205	92.34%	0.73
	2013-14	113	92.62%	192	91.43%	1.19
	2012-13	106	84.13%	188	92.16%	-8.03

Table 17b: NTU STEMM research-only staff: proportions of male and female staff by contract type over the past five academic years

Contract type	Academic year	Research only				
		Women	% of Women by function	Men	% of Men by function	% point difference
Fixed term	2016-17	15	55.56%	27	69.23%	-13.68
	2015-16	16	61.54%	14	58.33%	3.21
	2014-15	13	76.47%	25	75.76%	0.71
	2013-14	18	100.00%	25	83.33%	16.67
	2012-13	14	100.00%	19	79.17%	20.83
Permanent	2016-17	12	44.44%	12	30.77%	13.68
	2015-16	10	38.46%	10	41.67%	-3.21
	2014-15	4	23.53%	8	24.24%	-0.71
	2013-14	0	0.00%	5	16.67%	-16.67
	2012-13	0	0.00%	5	20.83%	-20.83

Commentary: AHSSBL Contracts

Table 18a over the five-year period the awarding of fixed-term and permanent T&R contracts for men and women is proportionally aligned (1.34pp).

Table 18b over the five-year period the awarding of permanent RO contracts has remained the same for both men and women, but the numbers are small (≤5). However, the use of fixed-term RO contracts within AHSSBL, albeit small (≤10), has increased over the past two years (2015-16 & 2016-17). Men and women are being awarded fixed-term and permanent RO contracts almost equal in number, but proportionally a difference of 2.56pp.

Table 18a: NTU AHSSBL teaching and research staff: proportions of male and female staff by contract type over the past five academic years

Contract type	Academic year	Women	% of Women by function	Men	% of Men by function	% point difference
			Teaching and research			
Fixed term	2016-17	29	7.07%	28	8.41%	-1.34
	2015-16	15	3.88%	19	5.74%	-1.86
	2014-15	15	4.04%	8	2.57%	1.47
	2013-14	11	3.04%	7	2.34%	0.70
	2012-13	14	3.94%	9	3.03%	0.91
Permanent	2016-17	381	92.93%	305	91.59%	1.34
	2015-16	372	96.12%	312	94.26%	1.86
	2014-15	356	95.96%	303	97.43%	-1.47
	2013-14	351	96.96%	292	97.66%	-0.70
	2012-13	341	96.06%	288	96.97%	-0.91

Table 18b: NTU AHSSBL research-only staff: proportions of male and female staff by contract type over the past five academic years

Contract type	Academic year	Women	% of Women by function	Men	% of Men by function	% point difference
			Research only			
Fixed term	2016-17	9	69.23%	10	66.67%	2.56
	2015-16	5	55.56%	7	63.64%	-8.08
	2014-15	3	60.00%	1	16.67%	43.33
	2013-14	1	33.33%	3	42.86%	-9.52
	2012-13	2	50.00%	4	50.00%	0.00
Permanent	2016-17	4	30.77%	5	33.33%	-2.56
	2015-16	4	44.44%	4	36.36%	8.08
	2014-15	2	40.00%	5	83.33%	-43.33
	2013-14	2	66.67%	4	57.14%	9.52
	2012-13	2	50.00%	4	50.00%	0.00

NTU context in the use of zero-hours contracts

Hourly Paid Lecturers (HPLs), are the only staff on zero-hour contracts, and who supplement academic delivery e.g. specialist input, session cover. These are the only NTU contracts that are 'teaching only' [Table 2 page 9]. HPLs are reported by headcount, but 'hours worked' vary considerably, the most common engagement is for specialist input as guest lectures, experts in their field or industry. We have combined academic staff (permanent and fixed-term contract – *other contract type*) to compare HPL gender split within STEMM and AHSSBL [Figure 18a and 18b].

HPL gender split generally mirrors that of staff on 'other' contract types. While no over- or under-representation of gender in HPLs is evident, men continue to dominate in STEMM, and women dominate in AHSSBL. Following current review of HPL contracts, zero-hour contracts are to be become the exception rather than the norm, new contracts will be based on annualised hours.

Figure 18a: NTU STEMM staff: gender split of zero-hours contracts, compared with gender split of all other STEMM academic and research staff, over the past five academic years
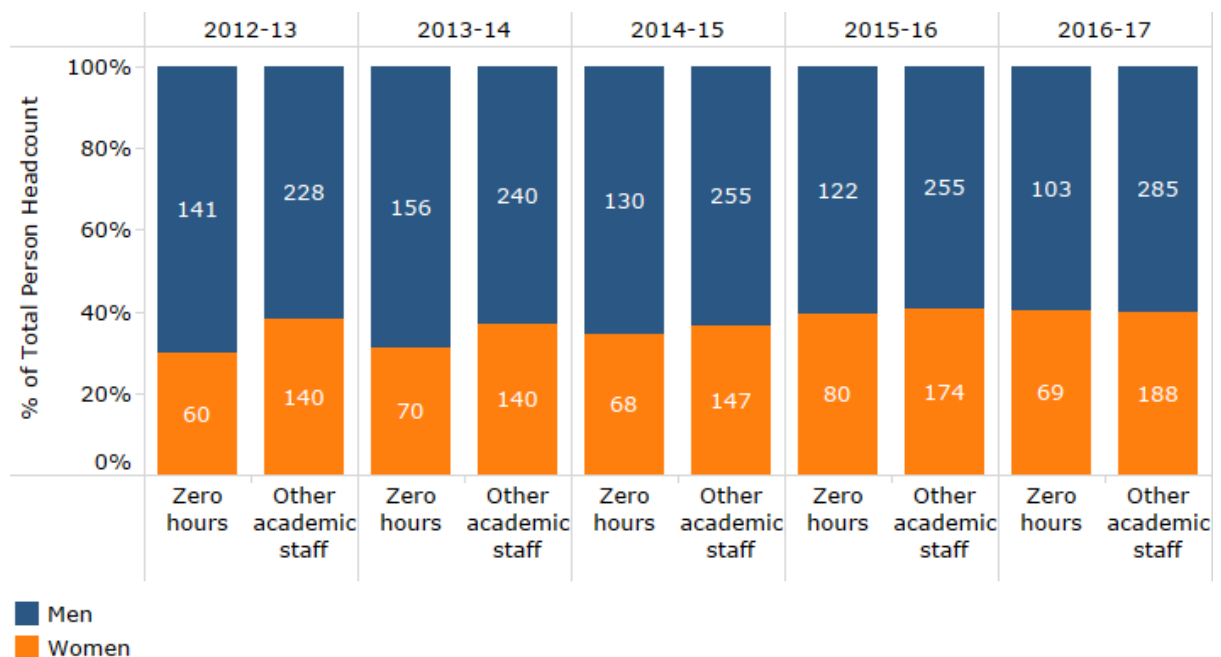
Figure 18b: NTU AHSSBL staff: gender split of zero-hours contracts, compared with gender split of all other AHSSBL academic and research staff, over the past five academic years

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

Note: Academic and research pathways by grade are shown in Table 2 [page 9]. All NTU academic contracts include teaching and research; 'Research-only' contracts pertain to Research Assistants (RAs), Research Fellows (RFs) and Senior Research Fellows (SRFs).

Although pay scales map between 'Teaching & Research' and 'Research-only' pathways, there are differences in appointment and progression.

The only staff on 'teaching-only' contracts are Hourly Paid Lecturers (HPLs) [reference section (ii) above in relation to teaching only.]

Commentary: Academic staff by contract function and gender

Over the past five years [Table 19] the number of both men and women employed on either a T&R or RO contract has increased. The distribution of male employment by contract function, compared to female employment by contract function has remained relatively close (<2.7pp).

In terms of the number of men and women employed by T&R contract function, 2016-17 saw near parity achieved (women = 49.60% of all T&R contracts).

There has been a continual increase in the headcount of women employed on a RO contract function (2012/13 →2016/17 = +22).   This has increased the proportional representation of female employment on RO contract (2012/13 →2016/17 =+2.9pp).

Table 19: NTU academic and research staff: proportions of male and female staff by contract function, over the past five academic years

Contract function	Academic year	Women	% of women	Men	% of men	% point difference
Teaching and research	2016-17	571	93.45%	579	91.47%	1.98
	2015-16	535	93.86%	562	94.14%	-0.28
	2014-15	501	95.79%	533	93.18%	2.61
	2013-14	484	95.84%	509	93.22%	2.62
	2012-13	481	96.39%	501	94.00%	2.40
Research only	2016-17	40	6.55%	54	8.53%	-1.98
	2015-16	35	6.14%	35	5.86%	0.28
	2014-15	22	4.21%	39	6.82%	-2.61
	2013-14	21	4.16%	37	6.78%	-2.62
	2012-13	18	3.61%	32	6.00%	-2.40

The observations made of the NTU data are also broadly reflected within the STEMM and AHSSBL five year data [Tables 20a and 20b]. This illustrates that overall women are increasingly securing employment within a research track with NTU.

Table 20a: NTU STEMM academic and research staff: proportions of male and female staff by contract function over the past five academic years

Contract function	Academic year	Women	% of women	Men	% of men	% point difference
Teaching and research	2016-17	161	85.64%	246	86.32%	-0.68
	2015-16	148	85.06%	231	90.59%	-5.53
	2014-15	130	88.44%	222	87.06%	1.38
	2013-14	122	87.14%	210	87.50%	-0.36
	2012-13	126	90.00%	204	89.47%	0.53
Research only	2016-17	27	14.36%	39	13.68%	0.68
	2015-16	26	14.94%	24	9.41%	5.53
	2014-15	17	11.56%	33	12.94%	-1.38
	2013-14	18	12.86%	30	12.50%	0.36
	2012-13	14	10.00%	24	10.53%	-0.53

Table 20b: NTU AHSSBL academic and research staff: proportions of male and female staff by contract function over the past five academic years

| Contract function	Academic year	Women	% of women	Men	% of men	% point difference
Teaching and research	2016-17	410	96.93%	333	95.69%	1.24
	2015-16	387	97.73%	331	96.78%	0.94
	2014-15	371	98.67%	311	98.11%	0.56
	2013-14	362	99.18%	299	97.71%	1.47
	2012-13	355	98.89%	297	97.38%	1.51
Research only	2016-17	13	3.07%	15	4.31%	-1.24
	2015-16	9	2.27%	11	3.22%	-0.94
	2014-15	5	1.33%	6	1.89%	-0.56
	2013-14	3	0.82%	7	2.29%	-1.47
	2012-13	4	1.11%	8	2.62%	-1.51

Figure 19: NTU academic and research staff: proportions of male and female staff by contract function, over the past five academic years

- Research only, Women
- Research only, Men
- Teaching and research, Women
- Teaching and research, Men
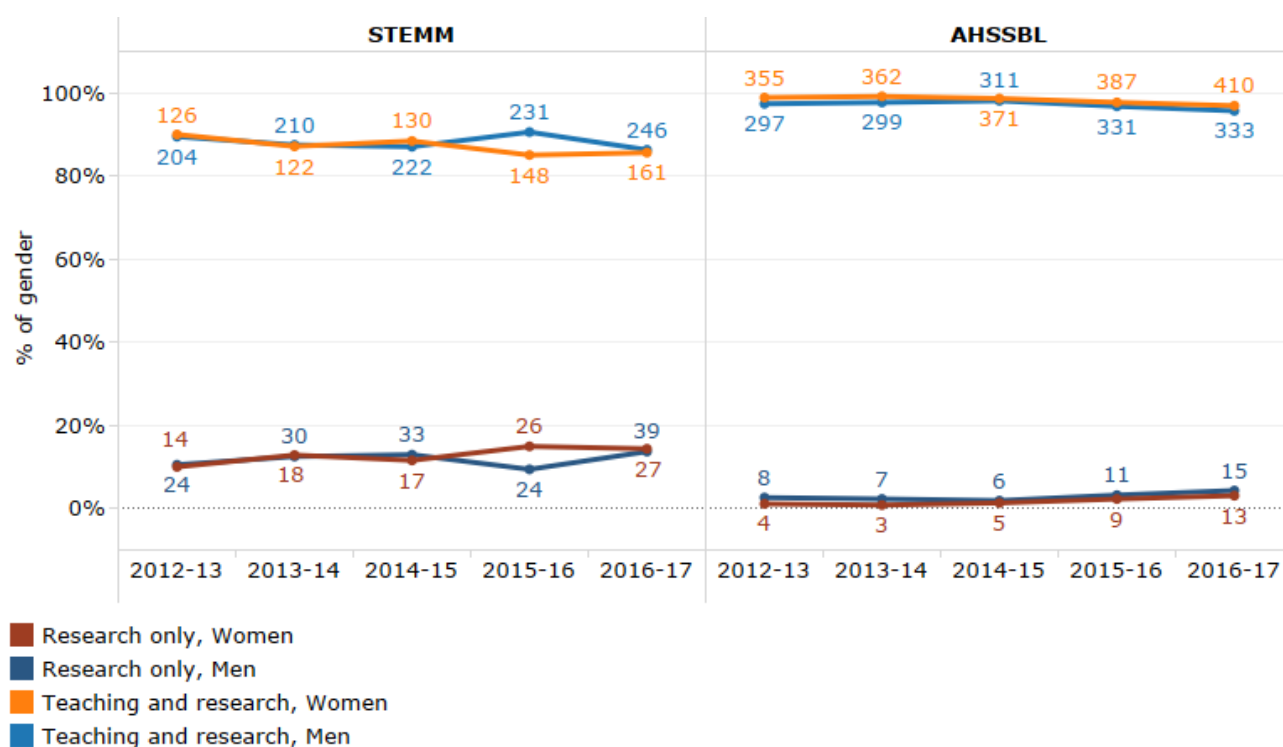
Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Over the past five years, 'resignation' is the most commonly recorded reason for leaving (55.0% female, 51% male), followed by 'end of fixed-term contract' (35.9% female, 26.3% male). This is consistent with the completion of a number of large research projects that fell within the REF timeframes.

NTU's turnover rate is lower than the sector (12.7% women, 12.6% men compared to the sector averages 17.7% and 16.1% respectively)[10], although this could be because NTU has fewer Postdoctoral posts funded through research grants than sector average. STEMM leavers, as proportion of gender, have been fairly even across years. As expected, staff on Research-only contracts are more likely to leave as they are, in the main, funded through grants. Data in terms of overall turnover, or by contract type does not show systematic gender difference in proportions of women and men leaving each year [Figures 20a and 20b].

Figure 20a: Teaching and research staff leavers as a proportion of all teaching and research staff by gender over the past five academic years
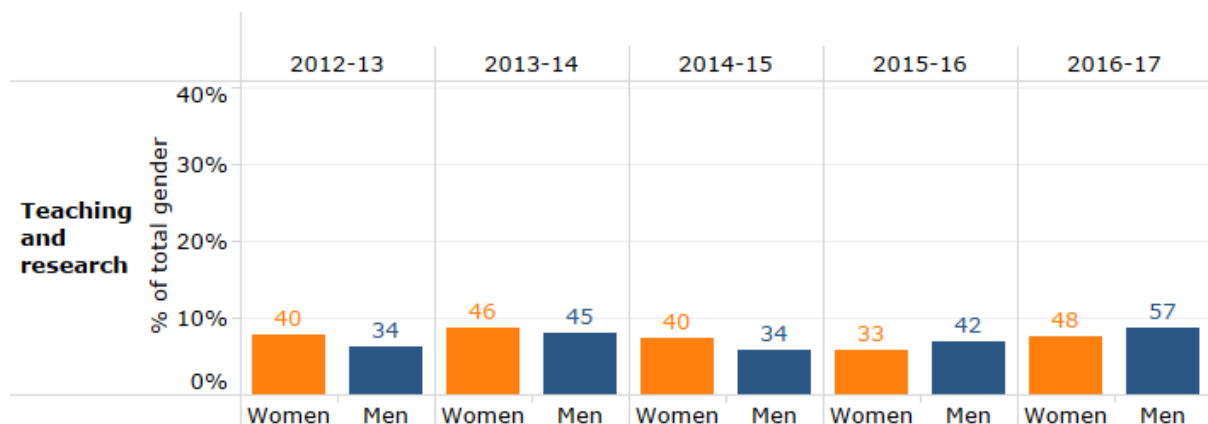
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Figure 20b: Research-only leavers as a proportion of all research-only staff by gender over the past five academic years
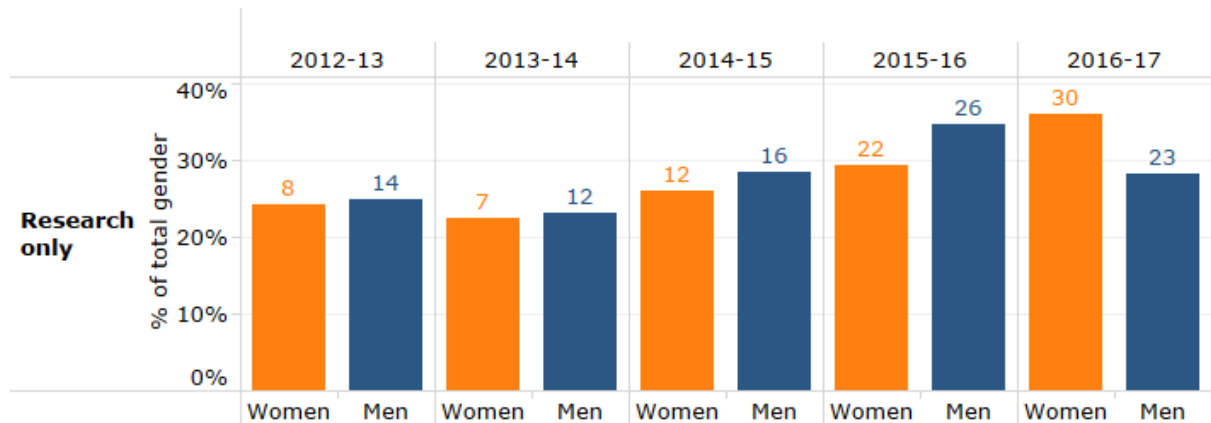
Examining the five-year data in terms of grade [Table 21] by STEMM and AHSSBL [Table 15a and 15b], 2016-17 highlights a notable increase in numbers and/or increased proportional representation of women within the leavers data. Upon closer analysis of the data NTU saw an increase in turnover of female staff in AHSSBL, more specifically that two AHSSBL Schools; The School of Art & Design from an average of 7.2% over four years to 13.9% and the School of Arts & Humanities from an average of 6.5% over four years to 13.6% in 2016-17. Events of note are the restructuring exercises within these areas, which account for the marked increase, however the ISAT will continue to monitor this area closely going forward. Other Schools remain fairly consistent [Table 22a and 22b].

Table 21: NTU academic and research staff: leavers as a proportion of all staff by gender and grade, over the past five academic years

HESA Contract Level	Academic year	Women	% of women by grade	Men	% of men by grade
Professor	2016-17	4	14.8%	8	12.1%
	2015-16	1	4.3%	4	6.2%
	2014-15	2	9.1%	0	0.0%
	2013-14	3	13.0%	8	13.1%
	2012-13	2	9.1%	3	5.2%
Principal Lecturer / Associate Professor	2016-17	10	11.8%	7	5.0%
	2015-16	2	2.6%	9	6.3%
	2014-15	4	5.1%	7	4.9%
	2013-14	7	9.3%	5	3.6%
	2012-13	4	5.6%	3	2.3%
Senior Lecturer / Senior Research Fellow	2016-17	22	5.5%	31	8.8%
	2015-16	19	5.1%	20	6.3%
	2014-15	28	7.7%	18	6.0%
	2013-14	28	7.8%	25	8.2%
	2012-13	23	6.6%	18	6.2%
Lecturer / Research Fellow	2016-17	20	13.1%	23	15.9%
	2015-16	16	11.3%	25	19.2%
	2014-15	12	10.4%	17	15.0%
	2013-14	13	12.9%	15	14.7%
	2012-13	12	13.3%	18	16.1%
Research Assistant	2016-17	22	42.3%	11	36.7%
	2015-16	17	38.6%	10	38.5%
	2014-15	6	30.0%	8	47.1%
	2013-14	2	22.2%	4	28.6%
	2012-13	7	43.8%	6	46.2%

Table 22a: NTU STEMM academic and research staff leavers, as a proportion of all staff by gender, over the past five years

Academic year	Women	% of total women	Men	% of total men
2016-17	34	14.2%	47	13.6%
2015-16	31	14.6%	38	12.4%
2014-15	19	10.3%	30	10.5%
2013-14	16	9.9%	28	9.9%
2012-13	18	11.5%	23	8.6%

Table 22b: NTU AHSSBL academic and research staff leavers, as a proportion of all staff by gender, over the past five years

Academic year	Women	% of total women	Men	% of total men
2016-17	44	9.3%	33	8.4%
2015-16	24	5.4%	30	7.9%
2014-15	33	8.0%	20	5.8%
2013-14	37	9.2%	30	9.0%
2012-13	30	7.6%	26	7.6%

All staff are invited to complete an exit survey as part of the leavers process. The invitation forms part of the standard acknowledgment letter sent to leavers via central HR. In recent years (2016-17 & 2017-18) there has been an improvement in the number of returns made (c.10-15%), however the uptake remains low [Table 23].

Table 23: Exit survey returns

Academic year	Women	Men
2017-18	18	16
2016-17	12	6
2015-16	≤5	≤5
2014-15	≤5	≤5

The survey provides a free text comments box and asks participants what factors contributed to their decision to leave. 10 people cited 'lack of development/promotion opportunities' (6 women and 4 men).

Although the data available is limited, it adds further support to our understanding that we need to do more to help encourage women and support them to achieve their career aspirations this is why we are increasing investment in key areas such as Aurora.

Table 24: NTU exit survey responses (2016-17 and 2017-18 aggregated)

	Women		Men	
	Yes	No	Yes	No
Did you receive the appropriate support and training to enable you to carry out your role successfully?	66.7%	33.3%	77.3%	22.7%
Were you clear about your role and objectives throughout your employment?	76.7%	23.3%	77.3%	22.7%
Were you encouraged to develop your skills and progress your career at NTU?	73.3%	26.7%	81.8%	18.2%

The ISAT recognise the value that exit survey data can provide and have identified a clear action to achieve improved return levels.

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

Since implementing the National Framework Pay Structure in 2007-08 we have conducted biennial Equal Pay Audits across all grades. Audits concentrate on analysis of grade-based work groups. Where gender pay differences of greater than 3% arise, further analyses are undertaken to identify causes that need to be addressed.

NTU's Gender Pay Gaps are 15.5%(Mean) or 24.5%(Median) in favour of men. The nature of employment patterns for men and women, best described as horizontal and vertical segregation, are the primary cause [Figure 21].

Figure 21: Gender representation 2017-18 pay quartiles

Male and female employment by pay quartile

	Lower quartile	Lower middle quartile	Upper middle quartile	Upper quartile
Men	34%	35%	48%	53%
Women	66%	65%	52%	47%
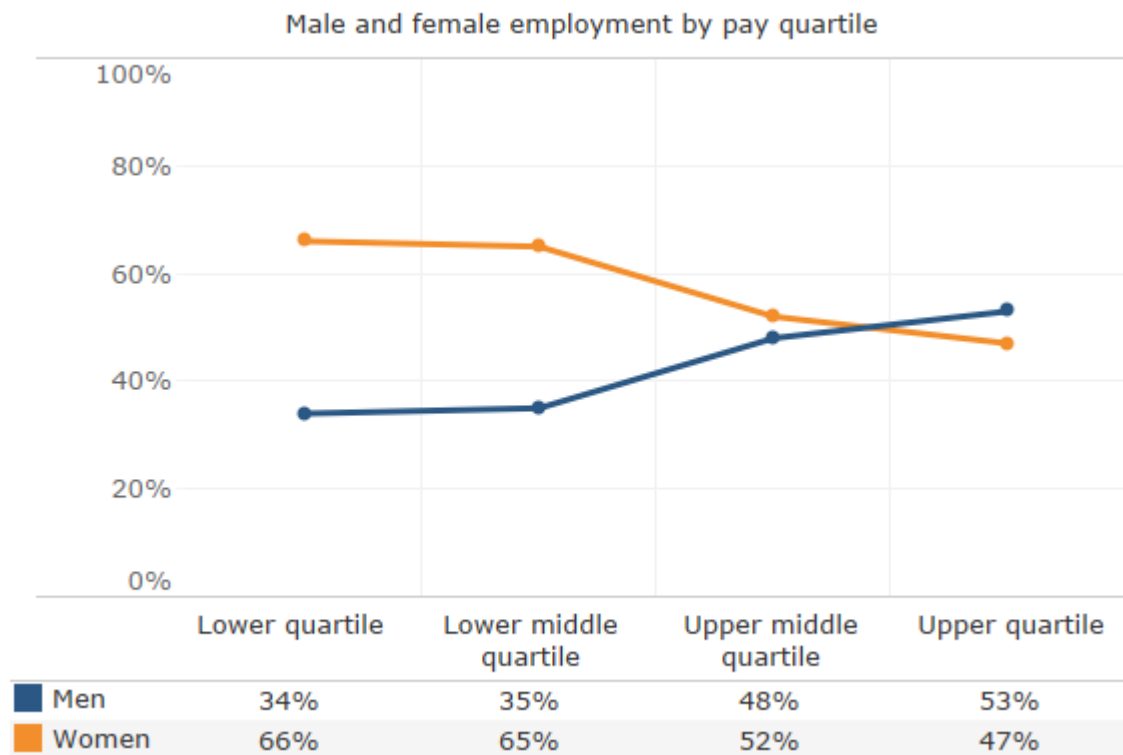
We have identified as part of this work the following actions as priorities:

- All academic and professional services senior managers have an objective to diversify their employee profiles in terms of gender and BAME representation.
- A review of the use of language within job advertisements to remove gendered bias, to attract more men to work within junior level roles and within professional support areas, (lower and lower middle quartile) and more women to work within senior level (upper quartile) roles within NTU [Figure 21]
- Monitor and track for impact, reporting annually to University Executive Team and the Board of Governors Remuneration Committee.

Action Plan No 7 & 13

7a) Expand gender pay gap activities to include BAME pay gap monitoring 2018 onwards.

13c) The application of Gender Decoder tool by all recruiting managers

13d) Guidance for gender-neutral job advertisement design

[Word count 1,949]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 5000 words

5.1 Key career transition points: academic staff

(i) Recruitment

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

Information on recruitment process and policy:

NTU's eRecruitment system (Job Train) is used to facilitate the recruitment process, providing the platform for advertising vacancies to internal/external audience. The system provides the online application service supporting the vacancy and recruitment management procedure.

Recruitment and selection guidelines ensure processes are robust and transparent, adhering to best practice and legal compliance. Applicants are assessed against Essential and Desirable criteria and the data indicates [Table 25] that over the past five years, women have been more likely to be shortlisted each year. Overall this suggests that female applicants meet or evidence essential criteria more fully than their male counterparts. However, we need to attract more female applicants and will take action to do this [Action No. 12c & 12d]. The only grade at which women are in the majority of applicants is RA [Table 26].

NTU Policy requires recruiting managers and selection panel Chairs receive Recruitment and Selection training; however not all attend the training, and although since starting our Athena SWAN journey we have observed an improvement in participation levels (from an average of 7 delegates per workshop to 20) there remains work to be done.

In addition, we have identified that training must be strengthened in its currency to include unconscious bias. Work began in 2017-18, and in 2018 the cascade started from the top, with the full University Leadership Team (total of c.70 senior roles including the VC) receiving Unconscious Bias training as part of a targeted Away Day in strategically diversifying the workforce.

The following actions are to strategically drive progress in this area:

> **Action Plan No. 8,10 & 11**
>
> 8d) Online UB module for all staff.
> 10c) Additional Face to Face UB training for all line managers, (specifically recruiting managers).
> 11) Clear policy of mandatory training including 3-year refresher requirement for Recruitment and Selection, UB online and face to face workshop, EDI online and face to face workshop.
> 11) Policy change to connect the completion of mandatory training to appraisal performance ratings, and reward to drive change and progress.

Table 25: NTU academic recruitment stages and success rates by gender and year

Academic year	Gender	Applications	Shortlisted	Offers	% of applicants shortlisted	% of those shortlisted made offers	% of applicants made offers
2016-17	Women	1,608	398	127	24.8%	31.9%	7.9%
	Men	2,211	474	119	21.4%	25.1%	5.4%
	% Women	42.1%	45.6%	51.6%			
2015-16	Women	1,318	319	112	24.2%	35.1%	8.5%
	Men	1,990	405	94	20.4%	23.2%	4.7%
	% Women	39.8%	44.1%	54.4%			
2014-15	Women	1,321	335	98	25.4%	29.3%	7.4%
	Men	1,844	412	86	22.3%	20.9%	4.7%
	% Women	41.7%	44.8%	53.3%			
2013-14	Women	1,459	343	78	23.5%	22.7%	5.3%
	Men	2,242	440	91	19.6%	20.7%	4.1%
	% Women	39.4%	43.8%	46.2%			
2012-13	Women	788	219	64	27.8%	29.2%	8.1%
	Men	1,180	297	65	25.2%	21.9%	5.5%
	% Women	40.0%	42.4%	49.6%			

Commentary: NTU Academic Recruitment

The five-year data illustrates that the numbers of both men and women, across stages of the recruitment cycle, have increased inclusive of offers made, an indication of our growing institution [Table 25]. Nevertheless, the proportional representation of women has remained relatively constant (c. 2-3 pp).   Therefore, despite the increasing numbers of successfully appointed women this is not impacting upon the proportional representation of women within the *picture of institution* (see section 4). Furthermore, it will not significantly change the *picture of the institution* going forward without a series of interventions.

These interventions have been identified as:

Action Plan No. 12 & 13

13)Policy change within employer branding activities to ensure that account is taken for implicit bias (for both gender and BAME); e.g. review of language and use inclusive imagery incorporating guidance & awareness within Recruitment and Selection Training

12c) In support of recruitment: Pilot alternative media advertising channel and platform that directly targets women: *Where Women Work*

12d) Showcase positive role models and celebrate successful NTU women within internal and external recruitment materials.

Table 26: NTU recruitment stages and success rates by gender and grade, aggregated over the past five academic years (2012-13 – 2016-17)

Job Type	Gender	Applications	Shortlisted	Offers	% of applicants shortlisted	% of those shortlisted made offers	% of applicants made offers
Professor	Women	62	20	7	32.3%	35.0%	11.3%
	Men	156	52	11	33.3%	21.2%	7.1%
	% Women	28.4%	27.8%	38.9%			
Professor / Associate Professor	Women	49	10		20.4%		
	Men	166	47	2	28.3%	4.3%	1.2%
	% Women	22.8%	17.5%				
Associate Professor	Women	18	5	3	27.8%	60.0%	16.7%
	Men	81	25	5	30.9%	20.0%	6.2%
	% Women	18.2%	16.7%	37.5%			
Principal Lecturer	Women	117	43	11	36.8%	25.6%	9.4%
	Men	271	95	21	35.1%	22.1%	7.7%
	% Women	30.2%	31.2%	34.4%			
Lecturer/Senior Lecturer	Women	4,639	1,179	356	25.4%	30.2%	7.7%
	Men	7,127	1,406	297	19.7%	21.1%	4.2%
	% Women	39.4%	45.6%	54.5%			
Senior Research Fellow	Women	5	2		40.0%		
	Men	48	17	3	35.4%	17.6%	6.3%
	% Women	9.4%	10.5%				
Research Fellow / Senior Research Fellow	Women	50	13	4	26.0%	30.8%	8.0%
	Men	50	12	1	24.0%	8.3%	2.0%
	% Women	50.0%	52.0%	80.0%			
Research Fellow	Women	488	143	42	29.3%	29.4%	8.6%
	Men	742	195	62	26.3%	31.8%	8.4%
	% Women	39.7%	42.3%	40.4%			
Research Assistant	Women	1,057	195	56	18.4%	28.7%	5.3%
	Men	816	175	52	21.4%	29.7%	6.4%
	% Women	56.4%	52.7%	51.9%			

Commentary: NTU Academic Recruitment by Grade

We have already identified through the *picture of the institution* data that women at Associate Professor and Professor are underrepresented. When the recruitment data is overlaid [Tables 25 and 26] it is evident that whilst women are more likely than men to be successful in securing an offer of employment, the challenge faced by NTU is the low volume of numbers. The pattern of recruitment means that over time there will remain no, or insignificant progress made against the proportional representation of women within these senior academic roles without some form of intervention, there will however be an increase in the headcount as observed in section 4 (i) of women overall.

The recruitment data by grade continues to illustrate that NTU have a strong L/SL pool of women and as identified in section 4 (i) this provides NTU with an internal pool from which to draw and create a pipeline for the Associate Professor / Professor roles.

Action Plan No.4b

Develop a ***Professor Potential Pipeline*** (PPP) report: Through the strategic use and application of performance and appraisal data - individual female AS Professors performing at a rating of good i.e.3 and above identified for PPP support via development appraisal plan cycle.

Figure 22: NTU recruitment stages by gender (2016-17)

Table 27a: STEMM academic recruitment stages and success rates by gender and year

Academic year	Gender	Applications	Shortlisted	Offers	% of applicants shortlisted	% of those shortlisted made offers	% of applicants made offers
2016-17	Women	764	175	50	22.9%	28.6%	6.5%
	Men	1,312	273	71	20.8%	26.0%	5.4%
	% Women	36.8%	39.1%	41.3%			
2015-16	Women	564	131	50	23.2%	38.2%	8.9%
	Men	1,024	227	52	22.2%	22.9%	5.1%
	% Women	35.5%	36.6%	49.0%			
2014-15	Women	526	134	42	25.5%	31.3%	8.0%
	Men	888	208	32	23.4%	15.4%	3.6%
	% Women	37.2%	39.2%	56.8%			
2013-14	Women	499	129	33	25.9%	25.6%	6.6%
	Men	1,125	272	59	24.2%	21.7%	5.2%
	% Women	30.7%	32.2%	35.9%			
2012-13	Women	303	82	22	27.1%	26.8%	7.3%
	Men	583	170	43	29.2%	25.3%	7.4%
	% Women	34.2%	32.5%	33.8%			

Figure 23a: STEMM recruitment stages by gender (2016-17)

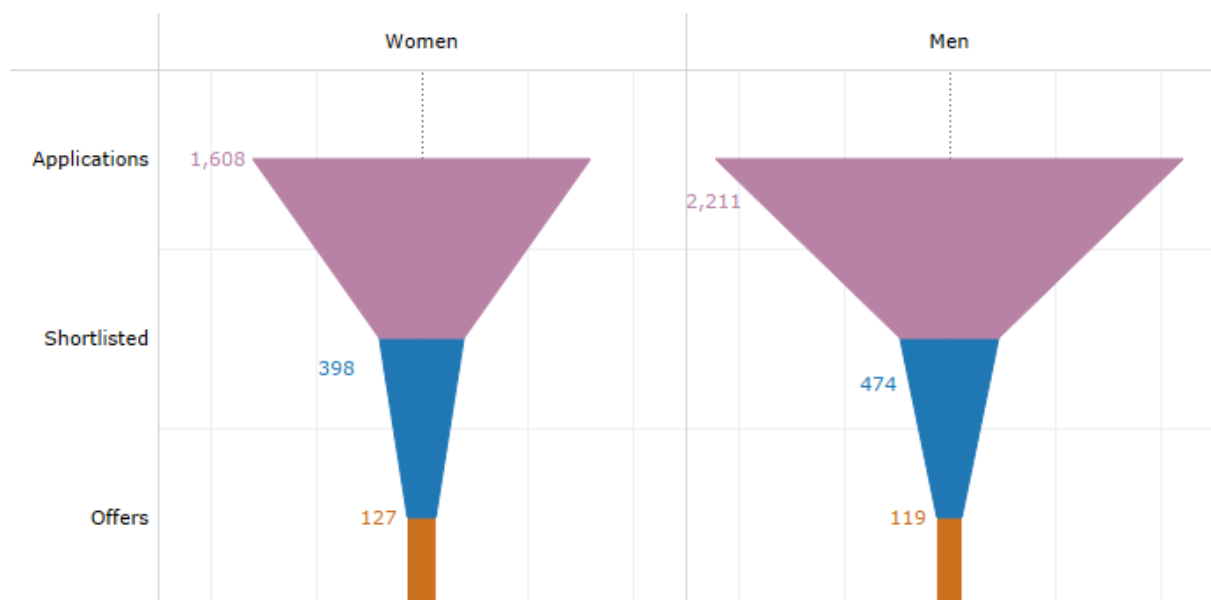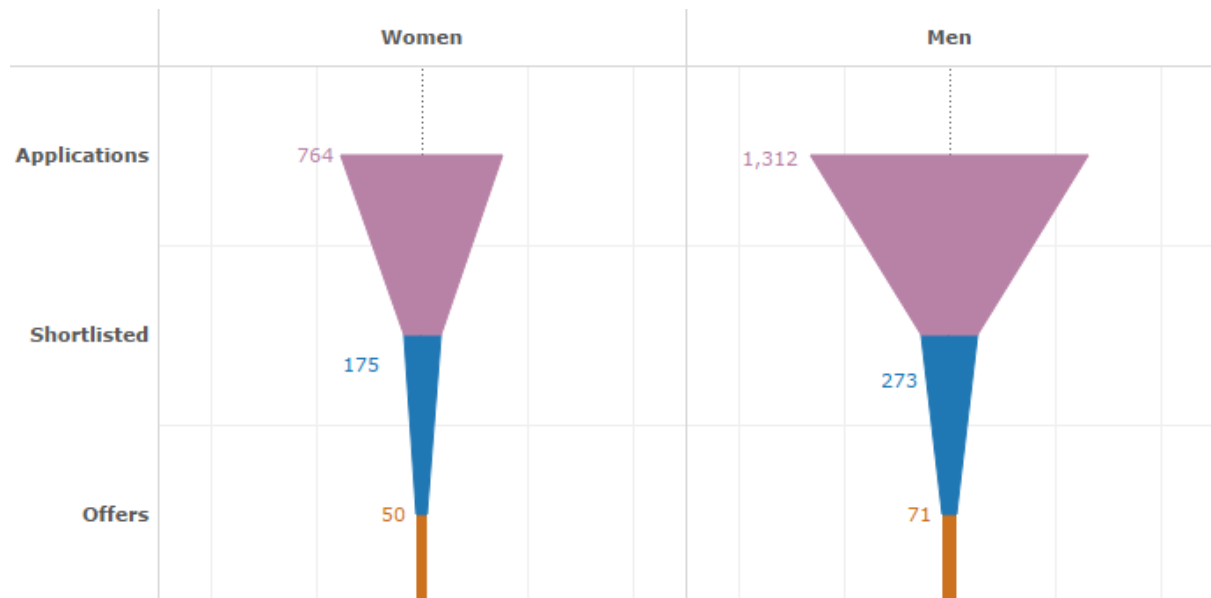**Table 27b**: AHSSBL academic recruitment stages and success rates by gender and year

Academic year	Gender	Applications	Shortlisted	Offers	% of applicants shortlisted	% of those shortlisted made offers	% of applicants made offers
2016-17	Women	844	223	77	26.4%	34.5%	9.1%
	Men	899	201	48	22.4%	23.9%	5.3%
	% Women	48.4%	52.6%	61.6%			
2015-16	Women	754	188	62	24.9%	33.0%	8.2%
	Men	966	178	42	18.4%	23.6%	4.3%
	% Women	43.8%	51.4%	59.6%			
2014-15	Women	795	201	56	25.3%	27.9%	7.0%
	Men	956	204	54	21.3%	26.5%	5.6%
	% Women	45.4%	49.6%	50.9%			
2013-14	Women	960	214	45	22.3%	21.0%	4.7%
	Men	1,117	168	32	15.0%	19.0%	2.9%
	% Women	46.2%	56.0%	58.4%			
2012-13	Women	485	137	42	28.2%	30.7%	8.7%
	Men	597	127	22	21.3%	17.3%	3.7%
	% Women	44.8%	51.9%	65.6%			

Figure 23b: AHSSBL recruitment stages by gender (2016-17)
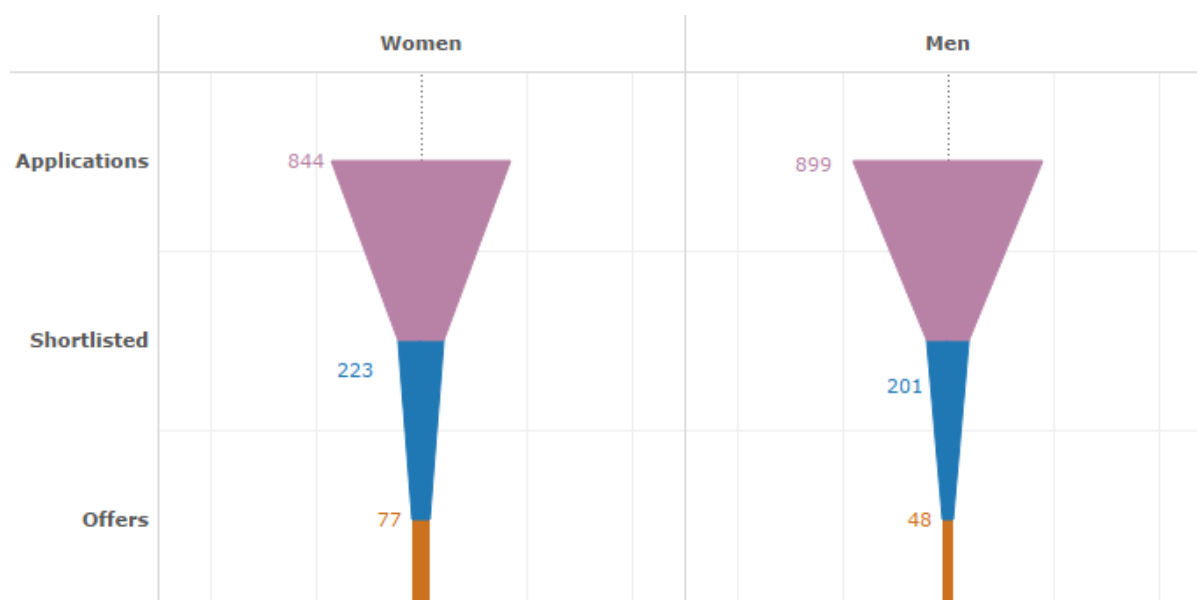
Commentary: STEMM and AHSSBL Recruitment

The recruitment patterns within STEMM mirror those of the organisational five-year data i.e. the number of applications received from women are lower than those received from men, however women are more likely to be successfully appointed [Table 27a].

AHSSBL recruitment data also reflects this pattern, however as noted in Section 4.1(i) we have identified that the AHSSBL pipeline for men appears to be 'leaking' between RA→ SL/SR [Action No. 3]. The AHSSBL recruitment pipeline is not as strong as for men as it is for women [Table 27b] this will potentially create longer term representation of men within AHSSBL and this needs to be better understood [Action No. 3, 8, 10,13 & 27].

Table 27c: STEMM recruitment stages and success rates by gender and grade, aggregated over the past five academic years (2012-13 – 2016-17)

Job Type	Gender	Applications	Shortlisted	Offers	% of applicants shortlisted	% of those shortlisted made offers	% of applicants made offers
Professor	Women	7	2	1	28.6%	50.0%	14.3%
	Men	28	14	5	50.0%	35.7%	17.9%
	% Women	20.0%	12.5%	16.7%			
Professor / Associate Professor	Women	29	5		17.2%		
	Men	149	43	2	28.9%	4.7%	1.3%
	% Women	16.3%	10.4%				
Associate Professor	Women	11	2		18.2%		
	Men	76	22	4	28.9%	18.2%	5.3%
	% Women	12.6%	8.3%				
Principal Lecturer	Women	20	4	1	20.0%	25.0%	5.0%
	Men	93	29	3	31.2%	10.3%	3.2%
	% Women	17.7%	12.1%	25.0%			
Lecturer/Senior Lecturer	Women	1,523	404	131	26.5%	32.4%	8.6%
	Men	3,314	711	139	21.5%	19.5%	4.2%
	% Women	31.5%	36.2%	48.5%			
Senior Research Fellow	Women	5	2		40.0%		
	Men	48	17	3	35.4%	17.6%	6.3%
	% Women	9.4%	10.5%				
Research Fellow / Senior Research Fellow	Women	50	13	4	26.0%	30.8%	8.0%
	Men	50	12	1	24.0%	8.3%	2.0%
	% Women	50.0%	52.0%	80.0%			
Research Fellow	Women	357	100	27	28.0%	27.0%	7.6%
	Men	633	167	57	26.4%	34.1%	9.0%
	% Women	36.1%	37.5%	32.1%			
Research Assistant	Women	645	115	33	17.8%	28.7%	5.1%
	Men	531	131	42	24.7%	32.1%	7.9%
	% Women	54.8%	46.7%	44.0%			

Table 27d: AHSSBL recruitment stages and success rates by gender and grade, aggregated over the past five academic years (2012-13 – 2016-17)

Job Type	Gender	Applications	Shortlisted	Offers	% of applicants shortlisted	% of those shortlisted made offers	% of applicants made offers
Professor	Women	55	18	6	32.7%	33.3%	10.9%
	Men	128	38	6	29.7%	15.8%	4.7%
	% Women	30.1%	32.1%	50.0%			
Professor / Associate Professor	Women	20	5		25.0%		
	Men	17	4		23.5%		
	% Women	54.1%	55.6%				
Associate Professor	Women	7	3	3	42.9%	100.0%	42.9%
	Men	5	3	1	60.0%	33.3%	20.0%
	% Women	58.3%	50.0%	75.0%			
Principal Lecturer	Women	97	39	10	40.2%	25.6%	10.3%
	Men	178	66	18	37.1%	27.3%	10.1%
	% Women	35.3%	37.1%	35.7%			
Lecturer/Senior Lecturer	Women	3,116	775	225	24.9%	29.0%	7.2%
	Men	3,813	695	158	18.2%	22.7%	4.1%
	% Women	45.0%	52.7%	58.7%			
Research Fellow	Women	131	43	15	32.8%	34.9%	11.5%
	Men	109	28	5	25.7%	17.9%	4.6%
	% Women	54.6%	60.6%	75.0%			
Research Assistant	Women	412	80	23	19.4%	28.8%	5.6%
	Men	285	44	10	15.4%	22.7%	3.5%
	% Women	59.1%	64.5%	69.7%			

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

Staff receive induction from line-managers and access to resources through our Induction Resources Learning Room in NTU's Online Workspace, NOW. Line-managers receive HR support, guidance to planning employee induction, and role related induction checklists.

However, our ability to monitor the uptake of NTU online induction was limited until the introduction of our online New Starters Survey back in December 2016. Since its introduction we are now able to collect data in relation to the uptake and can report that in 2016-17, 114 (57.9%) of Academic & Research staff who were new starters accessed the online Induction Learning Room. Effectiveness of the new style induction and resources has yet to be formally evaluated, however anecdotal feedback suggests that the information it provides is relevant and helpful. We will continue to monitor the uptake and look to increase the current participation levels, and as part of the evaluation process invite recent new starters to attend a focus group [Action No.9].

Mandatory training for new staff covers: Equality, Diversity & Inclusion, Health & Safety, Prevent, and Appraisal (for those with line-management responsibility).

Vice-Chancellor's Welcome events provide opportunity to meet the VC, learn about our strategic direction, inclusive of NTU's Athena and gender equality ambitions, successes and achievements, and to ask questions.

Figure 24: Staff Feedback Soundbites:

> *"I found it very useful to see what is happening around the university"*
>
> *"It's good to have the opportunity to hear directly from the VC, his views and vision for NTU and how we are encouraged to make a contribution"*

Action Plan No 9

Focus group activity to review the effectiveness of induction as part of the evaluation process

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

Commentary: NTU academic promotion five-year data set

The data reveals that overall numbers of men and women applying for promotion are small [Table 28]. This is a broader pipeline challenge that NTU need to address, however it is particularly acute in relation to the underrepresentation of women.

When this is considered in the context of the identified issues within the recruitment data 5.1 (i) and the overall *picture of the institution data* section 4.1(i) it adds evidence that without intervention women will continue to remain significantly underrepresented at the senior academic levels within NTU. [Action No. 8, 10, 12, 13].

Table 28: NTU applications and success rates for Professor and Associate Professor (formerly Reader) by gender and year

Academic Year	Application type	Gender	Applications	Approved by College	Approved by NTU	% of applications approved by College	% of applications approved by NTU
2016–17	Professor	Women	2				
		Men	3	3	2	100.0%	66.7%
		% Women	40.0%				
	Associate Professor	Women	11	8	4	72.7%	36.4%
		Men	6	4	3	66.7%	50.0%
		% Women	64.7%	66.7%	57.1%		
2015–16	Professor	Women	1	1		100.0%	
		Men	1	1		100.0%	
		% Women	50.0%	50.0%			
	Associate Professor	Women	5	5	3	100.0%	60.0%
		Men	5	5	3	100.0%	60.0%
		% Women	50.0%	50.0%	50.0%		
2014–15	Professor	Women	5	2	2	40.0%	40.0%
		Men	7	3	3	42.9%	42.9%
		% Women	41.7%	40.0%	40.0%		
	Associate Professor	Women	7	2	2	28.6%	28.6%
		Men	6	4	2	66.7%	33.3%
		% Women	53.8%	33.3%	50.0%		
2013–14	Professor	Men	5	3	3	60.0%	60.0%
		% Women					
	Associate Professor	Women	7	7	5	100.0%	71.4%
		Men	6	3	3	50.0%	50.0%
		% Women	53.8%	70.0%	62.5%		
2012–13	Professor	Women	4	2	2	50.0%	50.0%
		Men	4	2	2	50.0%	50.0%
		% Women	50.0%	50.0%	50.0%		
	Associate Professor	Women	5	3	3	60.0%	60.0%
		Men	9	4	4	44.4%	44.4%
		% Women	35.7%	42.9%	42.9%		

Tables 29, 30a and 30b below provide the data in aggregate form, from across NTU and by STEMM and AHSSBL areas. Across NTU more women (+2.2pp) then men apply for promotion at Associate Professor level. This increases to +8.1pp in AHSBBL areas, whereas for STEMM the picture is in reverse -8.3pp.

Applications received for promotion to full Professorship, indicate that the majority received (62.5%) are from men. Furthermore, institutional success rate for men is much higher than that of women, i.e. men = 50% success rate compared women = 33.3%. This is of concern, for two reasons: the lower number of women making an application, and the significantly lower success rate of those applications [Action No.4a-c].

It is observed that the pictures within STEMM and AHSSBL disciplines are different. Within STEMM although number of women applying for professorship is small and proportionally lower than the overall institution, the success rate of the applicants is much greater (66.7%) the challenge within STEMM would appear to be one of increasing the number of applications. Whereas within AHSSBL there has been a higher proportion of applications received (40.9%), however the success rate has been very low at just 22.6% compared to 46.2% of male applicants.

There is a piece of work to be done to understand why women have a much lower success rate than their male counterparts and indeed what actions may need to be taken to address the issue within AHSSBL areas. [Action No.4a-c]

Table 29: **NTU** applications and success rates for Professor and Associate Professor (formerly Reader) by gender, aggregated over the past five academic years (2012-13 – 2016-17)

Application type	Gender	Applications	Approved by College	Approved by NTU	% of applications approved by College	% of applications approved by NTU
Professor	Women	12	5	4	41.7%	33.3%
	Men	20	12	10	60.0%	50.0%
	% Women	37.5%	29.4%	28.6%		
Associate Professor	Women	35	25	17	71.4%	48.6%
	Men	32	20	15	62.5%	46.9%
	% Women	52.2%	55.6%	53.1%		

Table 30a: **STEMM** applications and success rates for Professor and Associate Professor (formerly Reader) by gender, aggregated over the past five academic years (2012-13 – 2016-17)

Application type	Gender	Applications	Approved by College	Approved by NTU	% of applications approved by College	% of applications approved by NTU
Professor	Women	3	2	2	66.7%	66.7%
	Men	7	4	4	57.1%	57.1%
	% Women	30.0%	33.3%	33.3%		
Associate Professor	Women	10	7	5	70.0%	50.0%
	Men	14	8	7	57.1%	50.0%
	% Women	41.7%	46.7%	41.7%		

Table 30b: **AHSSBL** applications and success rates for Professor and Associate Professor (formerly Reader) by gender, aggregated over the past five academic years (2012-13 – 2016-17)

Application type	Gender	Applications	Approved by College	Approved by NTU	% of applications approved by College	% of applications approved by NTU
Professor	Women	9	3	2	33.3%	22.2%
	Men	13	8	6	61.5%	46.2%
	% Women	40.9%	27.3%	25.0%		
Associate Professor	Women	25	18	12	72.0%	48.0%
	Men	18	12	8	66.7%	44.4%
	% Women	58.1%	60.0%	60.0%		

In terms of Full-time and Part-time applications for Associate Professor and full Professorships, [Table 31] because of the small numbers (<5) involved data has been provided in aggregated form for the whole institution and meaningful analysis is not possible.

Table 31: **NTU** applications for Professor and Associate Professor by gender and **FT/PT**, aggregated over the past five academic years (2012-13 – 2016-17)

Application type	Gender	FT/PT	Applications	Approved by College	Approved by NTU	% of applications approved by College	% of applications approved by NTU
Professor	Women	FT	11	5	4	45.5%	36.4%
		PT	1				
	Men	FT	18	11	9	61.1%	50.0%
		PT	2	1	1	50.0%	50.0%
Associate Professor	Women	FT	31	22	15	71.0%	48.4%
		PT	4	3	2	75.0%	50.0%
	Men	FT	28	18	14	64.3%	50.0%
		PT	4	2	1	50.0%	25.0%

NTU Academic Promotions, Policy and Process

With reference to the academic promotion data [Table 28], and the ISAT's work as part of our initial submission, a clear action was set to review the academic promotions process, previously known as *Awards and Titles*. The ISAT identified through the staff focus group feedback and the data the opportunity to adjust policy and process to improve and address the challenges of transparency. This would assist staff in their understanding of the 'how, what and when' of the academic promotion process. This also presented the opportunity to remove potential bias within the old system. Early indications suggest that the new Academic Promotions policy and process has already made a positive impact with a higher number of women successfully gaining a professorship than men for the first time [Table 32].

Table 32: NTU applications and success rates for Professor and Associate Professor by gender, 2017-18

Application type	Gender	Applications	Approved by College	Approved by NTU	% of applications approved by College	% of applications approved by NTU
Professor	Women	4	3	3	75.0%	75.0%
	Men	5	1	1	20.0%	20.0%
	Total	44.4%	75.0%	75.0%	44.4%	44.4%
Associate Professor	Women	17	11	9	64.7%	52.9%
	Men	10	4	4	40.0%	40.0%
	Total	63.0%	73.3%	69.2%	55.6%	48.1%

We will annually monitor the impact of this policy and continue to modify policy and practice accordingly to further advance progression. [Action No.49aii-c]

As noted the new improved academic promotion policy outlines the full procedure and timeframes for each part of the process including decision making. A staff member's readiness for promotion is in the main driven through the appraisal process, however an internal all-staff communication announces the annual window is open for academic promotion.
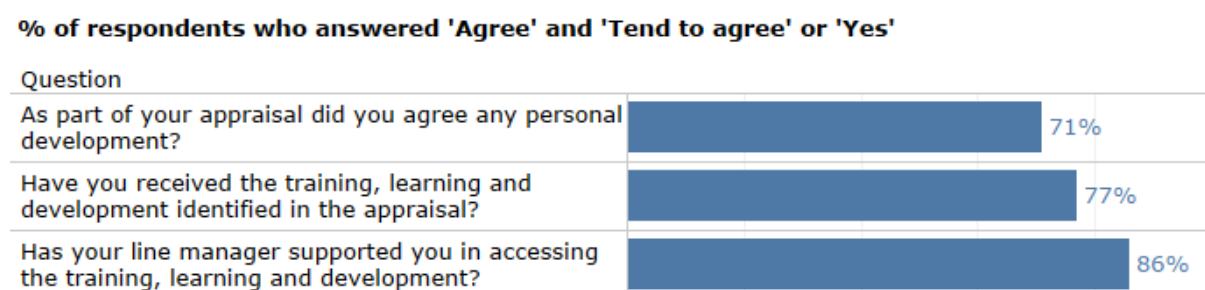
The process is evidence-based, applications are assessed against set criteria, this is all clearly articulated within the policy.

At appraisal meetings managers and staff review performance, research and development plans, career goals and succession planning, and identify associated support and development needs. The appraisal process has undergone a significant review during 2018 (see section 5.3 ii) and is closely aligned to the academic promotion policy.

2016 our most recent Staff Attitude Survey, *(scheduled again November 2018)* a high proportion of staff reported that they received the development identified during their appraisal and that their line manager supported them in

accessing this [Figure 25]. The range of development includes external and internal development programmes and would where identified include coaching and mentoring for career progression.

Figure 25: Staff Survey Questions: Appraisal 2016

% of respondents who answered 'Agree' and 'Tend to agree' or 'Yes'

Question	
As part of your appraisal did you agree any personal development?	71%
Have you received the training, learning and development identified in the appraisal?	77%
Has your line manager supported you in accessing the training, learning and development?	86%

For those on proportional contracts, expectations of volume and range of achievement are informed by nature of contract and professional activities.

We understand through sector research and staff feedback from the Athena SWAN workshops, that with reference to research career pathways, career gaps arising from maternity, adoption and/or shared parental leave can have an impact. This is why we have identified and intend to introduce an Early Stage Parenthood (ESP) scheme for all academic staff. The ESP Scheme will give flexibility to the individual to safeguard research activity and/or continuity during such periods of early parenthood absence. This should help bridge potential negative impact associated with such career gaps.

> **Action Plan No. 16**
>
> Introduce Early Stage Parenthood Academic Career Pathway Support Fund

Our focus group activities, made it clear that staff did not feel the promotion process to be transparent. Improved transparency has featured prominently in the development of modified policy and procedure. We intend to hold post implementation focus groups with staff to understand if perceptions have changed. The data indicates that progress has been made [Table 32] however progress in terms of staff perception needs to be measured.

> **Action Plan No. 4**
>
> Post promotion process focus group to understand staff perception of the new process.

In direct relation to supporting and advancing women's careers within research, focus group and Athena SWAN workshop activities helped identify the need to establish 'Women in the Academy'. 'Women in the Academy' will form a structured network, providing a focussed 'space' and programme within the NTU academy recognising equality issues faced by women within academia. It will enable the personal and professional growth of women in pursuit of advancing their research aspirations.

NTU's academic promotions policy makes it clear that all successful candidates are appointed to the first point of the salary band, which means men and women are fairly and equitably remunerated and a gender pay gap does not exist within this newly promoted academic group.

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

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

Commentary: RAE 2008 vs REF 2014

Between the two research activities (RAE2008 and REF2014) the headcount of women eligible to be entered in the research exercise increased by +115 (from 417 →532) whilst the headcount of men decreased by -26 (from 589→ 563). [Table 33]

In RAE2008 women represented 41.5% of the eligible pool compared with 48.6%. REF2014 (+7.1)

There has also been a notable increase (+5.64pp) in the proportional representation of women between each of the returns (women formed 32.5% of the RAE2008 return compared to 38.14% of the REF2014).

NTU's STEMM submission rate for women was higher (+1.8pp) than that for men. The data indicates that staff returned within AHSSBL disciplines was low, and more acutely for women in AHSSBL [Table 34]. The lower rate of return for both men and women within AHSSBL disciplines is a strategic focus for NTU to build and support research capacity.

Table 33: Proportions of eligible NTU staff submitted to RAE2008 and REF2014

	Women			Men		
	Eligible	Submitted	% of eligible submitted	Eligible	Submitted	% of eligible submitted
REF 2014	532	103	19.4%	563	167	29.7%
RAE 2008	417	119	28.5%	589	247	41.9%

Table 34: Proportions of eligible STEMM and AHSSBL staff submitted to REF2014

		Women			Men		
		Eligible	Submitted	% of eligible submitted	Eligible	Submitted	% of eligible submitted
REF 2014	STEMM	134	50	37.3%	234	83	35.5%
	AHSSBL	398	53	13.3%	329	84	25.5%

Table 35 illustrates the proportion of men and women from each respective eligible pool that were submitted in REF2014. Nationally women are significantly underrepresented, (REF2014 Sector -16%). Although this pattern was reflected in NTU's data (REF2014 NTU -10.3%) the gap was better than the sector. Furthermore, it is encouraging that between the two research assessment exercises NTU saw the gender gap narrow by 3.1pp (RAE2008 NTU -13.4%).

Both men and women were returned at a lower rate than the national pattern, a reflection of NTU's emerging research journey.

Table 35: REF2014 Sector and NTU data

	% of eligible pool submitted: Women	% of eligible pool submitted: Men	% point difference (underrepresentation of women)
Sector	51.0%	67.0%	-16.0
University	19.4%	29.7%	-10.3

5.3 Career development: academic staff

(i) Training

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

NTU provide in-house training via Organisational Development (OD) based within HR. OD design, deliver, coordinate and evaluate provision, collaborating across NTU departments where appropriate. Training underpins career progression, whilst ensuring statutory requirements are also met. [Section 5.3 (iii) Support given for academic career progression]

Commentary: NTU training categories five-year averages

With reference to Figure 27 Proportional uptake of training by category, gender and academic year, with 5-year average indicator:

1. Career Progression: 5-year average indicates that as proportion of each group, women have a slightly higher uptake than men (1.7pp). 17.1% women uptake training opportunities compared to 15.4% of men.
2. Leadership and Management: 5-year average indicates no significant difference (0.5pp) in the uptake of training between men and women.
3. Equality and Diversity: men (16.0%) have a marginally higher (+1.1pp) uptake than women (15.1%).

Training opportunities are promoted through NTU's staff intranet pages and staff internal communications (E-News). Completion of mandatory and legislative training is tracked.

The overall uptake by academic staff of training under these three categories is low. The ISAT wished to understand why and focus group feedback highlighted that staff are either not aware of the provisions available or find navigating the current intranet pages too cumbersome. However, when staff do attend training they provide positive feedback, which is indicates the effectiveness of the training can be transformative [Figure 26].

Figure 26: Delegate feedback training

"I had a preconception about the mode of leadership encouraged within HE, however discovered a mode of leadership based on value, principles and interpersonal communication that I will apply in my own work."

Figure 27a: Proportional uptake of career progression training by gender and academic year, with 5-year average indicator
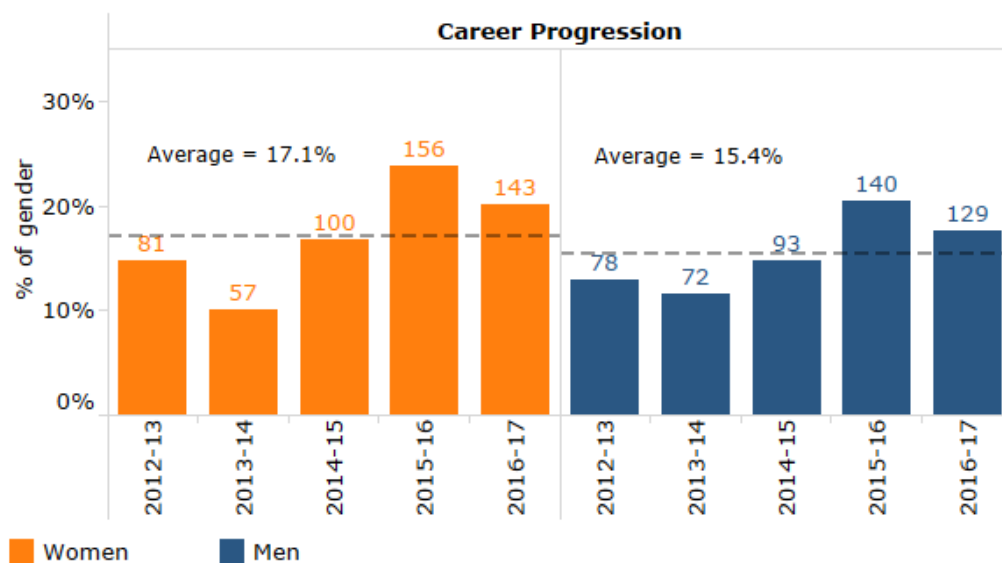
Figure 27b: Proportional uptake of leadership & management training by gender and academic year, with 5-year average indicator

Leadership & Management

Average = 3.4%
Average = 2.9%

Women: 13, 10, 38, 12, 32 (2012-13 to 2016-17)
Men: 14, 3, 43, 11, 25 (2012-13 to 2016-17)

■ Women ■ Men
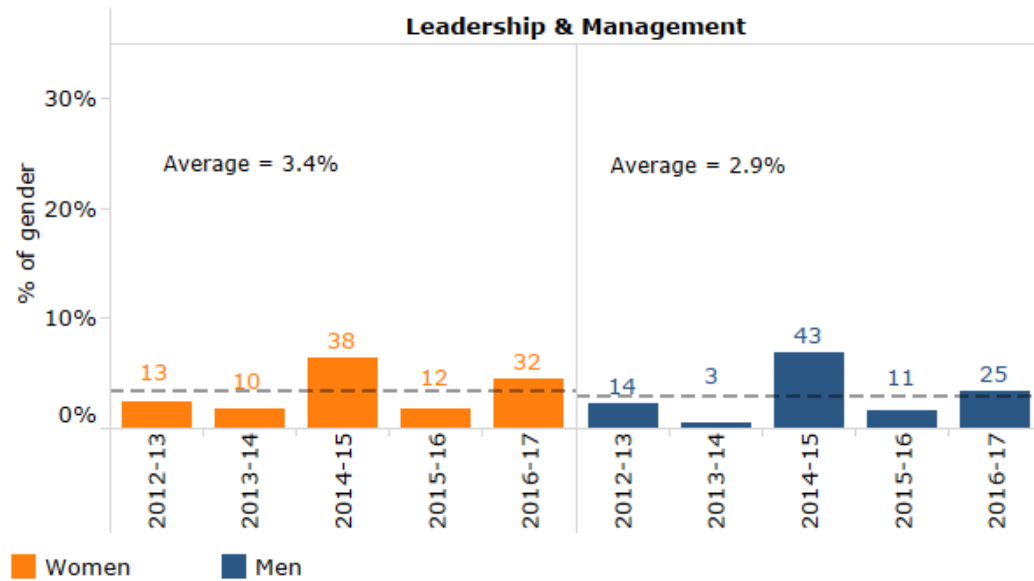
Figure 27c: Proportional uptake of equality & diversity training by gender and academic year, with 5-year average indicator

Equality & Diversity

Average = 15.1%
Average = 16.0%

Women: 140, 132, 55, 58, 63 (2012-13 to 2016-17)
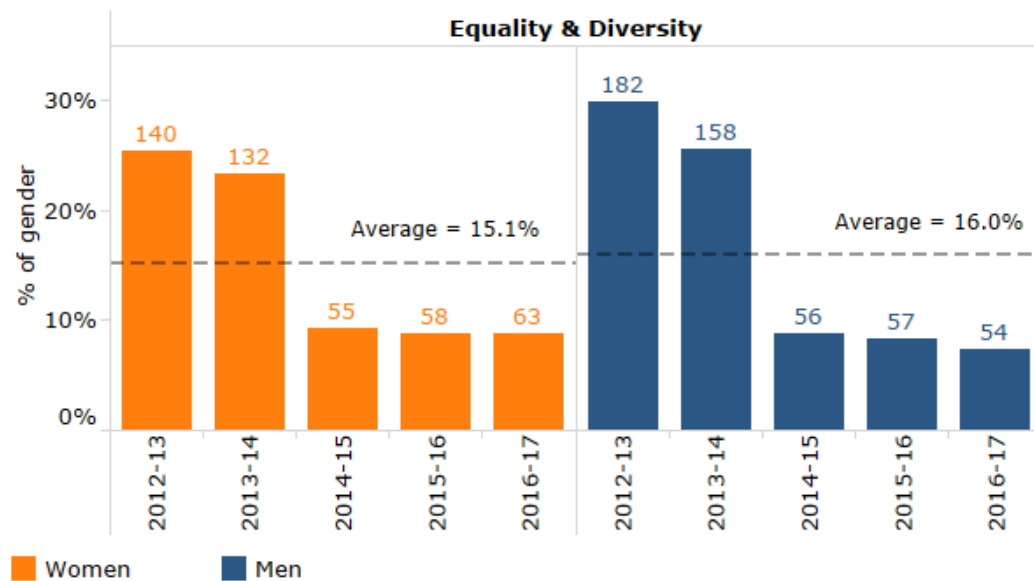Men: 182, 158, 56, 57, 54 (2012-13 to 2016-17)

■ Women ■ Men

Figure 28: Delegate training feedback

"It was well paced and as well as going through some practical examples."

We have a challenge to improve the ease of information access and visibility of available training to support staff.

Taking this onboard work has already begun mapping out leadership development opportunities against roles/grades [Figure 29]. Providing a framework that improves transparency enabling all staff to see the level of development appropriate to access and advance their skills.

As previously noted, investment in a new HR System will enable coherent data capture, monitoring and reporting of various people activities including the uptake of training. This will assist significantly with monitoring uptake levels.

Figure 29: Leadership development framework map

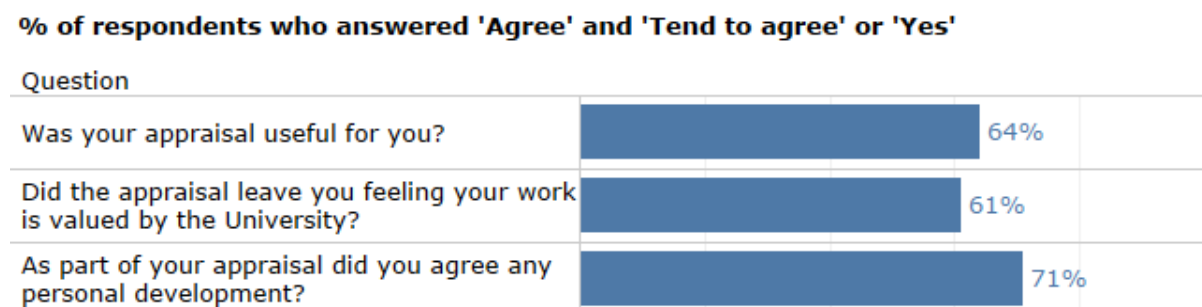| Leadership level	Development programmes and learning resources	Core Topics
UET ULT members	Leading NTU ULT Away Days	Leadership Foundation for Higher Education senior leadership suite
Academic Heads & PM1	Leading my Department	Future – Engage – Deliver Performance management Performance coaching Strategic influencing Personality profiling tool
Academic grades J & PM2	Leading my Team	Performance Management including objective setting & appraisals Flexing my management style Coaching for performance Personality profiling tool
Professional Services Line Managers grades E - I	Leading in Professional and Technical Services	Performance Management including SMART objectives & planning Situational Leadership, coaching & feedback Personality profiling tool Wellbeing & Stress Management
NTU Professional Development Framework (grades D - PM2)	NTU Professional (online learning resources) – *currently in pilot phase* An emergent development framework that in time will cover all Professional Services areas and will: • Identify skills, knowledge, behavioural & technical competencies across job families; • Define relevant development activity; • Map potential career pathways; • Connect with external bodies & frameworks; • Promote ownership of self-development.	Behavioural Competencies: outlining the NTU 9 behavioural competencies and underpinned by variety of development activities including face to face Team Member workshops open to all. Technical Expertise: key skills, knowledge and expertise required. CPD: signposting to external awarding organisations. Career Planning Tools: CV writing, Interview skills, Volunteering.

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

As previously reported (Section 4 (iii) Promotion) the appraisal process forms a critical function, identifying staff members development needs and readiness for progression. The appraisal provides for discussions regarding personal development, inclusive of work-life and wellbeing support.

Practice permits devolved line-management accountability, e.g. some Schools undertake appraisals within a matrix frame to overcome structural challenges vs volume of appraisals required.

The 2016[11] survey data [Figure 30] indicated that whilst 90% of staff received an appraisal, and 64% reported the process of value, 36% did not share this positive view.

Figure 30: NTU 2016 Staff Survey Results (Appraisal)

% of respondents who answered 'Agree' and 'Tend to agree' or 'Yes'

Question	
Was your appraisal useful for you?	64%
Did the appraisal leave you feeling your work is valued by the University?	61%
As part of your appraisal did you agree any personal development?	71%

Focus group feedback revealed that amongst these less satisfied staff they described the process as 'tick-box' exercise and in their experience, it was 'not linked to career progression or development'. While appraiser training for managers is mandated, refresher training and appraisee one-to-one surgeries are not.

OD training receives positive feedback, and signposts staff to appropriate development opportunities focus group participants indicated that although they felt positive that NTU made available appraisee training, the fact that it was voluntary meant they did not feel the need to attend. The impact of this is clear in the low uptake of the provision between 2013/14 to 16/17 [Table 36].

---

[11] November 2018 is the next scheduled Staff Survey

Table 36: Appraisal training participation aggregated over the past five academic years (2013-14 – 2017-18)

Academic year	Women		Men	
	%	No.	%	No.
2017-18	45.4%	118	54.6%	142
2016-17	47.1%	8	52.9%	9
2015-16	37.2%	16	62.8%	27
2014-15	45.8%	11	54.2%	13
2013-14	41.7%	10	58.3%	14

These issues have been taken onboard as part of an institutional project (2017-18) under the strategic plan to transform and create an environment that nurtures and celebrates achievement, whereby reward will be aligned to completion of mandatory training and refresher training. The impact of this is already clear with the significant improvement in the 2017-18 uptake by 260 academic staff (45.4% female).

Action Plan No. 11
- Clear policy of mandatory training including 3 year refresher requirement for Selection and Recruitment, Appraisal/Appraisee online and face to face workshop.
- Policy change to connect the completion of mandatory training to appraisal performance ratings, and reward to drive change and progress.

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

In addition to in-house training provision academic staff are provided with a broad range of opportunities to support career progression [Figure 31]

Figure 31: Additional development opportunities to support career progression
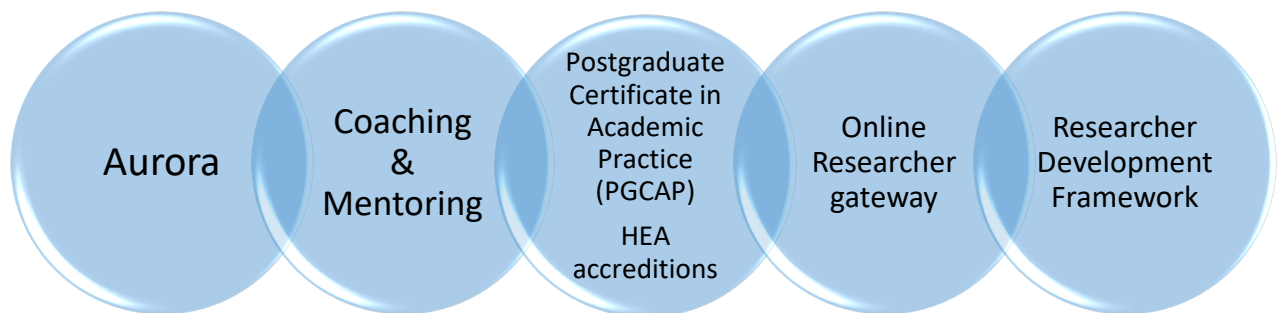
Aurora

NTU have engaged, in an ad hoc manner, in the Aurora programme since 2016. Feedback from the Women's Staff Network, and wider Athena SWAN workshop activities highlighted that Aurora is a valued and prized development opportunity sought by staff. During consultation events (2017) some staff reported experiencing disappointment, because of the ad hoc approach taken they couldn't take up the opportunities due to insufficient time to make plans e.g. childcare. For some this had detracted their sense of institutional commitment to advance women's careers.

Actions taken

Dedicated co-ordinator appointed to support the running operations of Aurora's annual programme.

Annual schedule of timely communications introduced inclusive of an expressions of interest process.

Action Plan No.15

15a) Increase central budget to extend Aurora provision providing 20 centrally funded Aurora places each year (Five places per College and Five for Professional Services Areas)

15d) Introduce an Aurora NTU Alumni Scheme

Coaching and mentoring

Coaching and mentoring is available across NTU and taken up by both men and women. Our ability to record and access data is currently limited, however in 2019 two pieces of technology will help improve our capability going forward the incoming HR System and SUMAC (enabling the matching and managing of mentor/mentee schemes and pairings).

Currently available data indicates that across all areas women engage this provision more than men [Figure 32].

Figure 32: Academic and research staff coaching and mentoring engagement by gender 2017-18
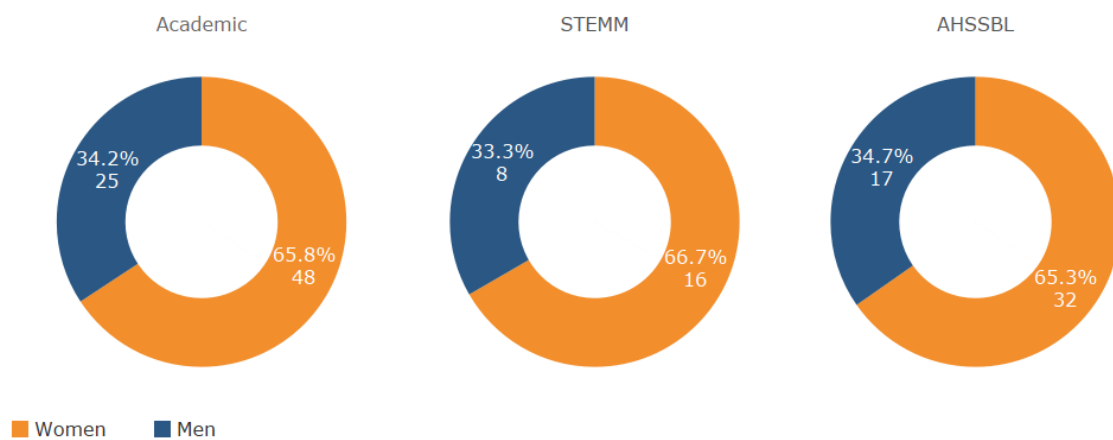
Postgraduate Certificate Academic Practice (PGCAP) and HEA

Academic staff (L/SLs) with less than three years' experience are supported to complete NTU's PGCAP leading to HEA Fellowship application. Postgraduate (PhD) students develop learning and teaching skills through OD's 'Essential Teaching Toolkit' and 'Readiness to Teach' certificate.

Academic staff (L/SL/AsP) with three plus years' experience are expected to achieve HEA Fellowship. As an accredited centre NTU provide training to support this aim; support for HEA Senior and Principal Fellowship application to recognise wider learning and teaching impact. HPLs are encouraged and supported to gain HEA Associate Fellowship; increased funding for training was made available in 2017 to improve participation. As at September 2018: 156 Associate Fellows, 760 Fellows, 38 Senior Fellows and 10 Principal Fellows [Table HEA].

Table HEA: NTU staff with HEA status by gender as of September 2018

	Female		Male		Grand Total	
	%	No.	%	No.	%	No.
Associate Fellow	51.9%	81	48.1%	75	100.0%	156
Fellow	49.9%	379	50.1%	381	100.0%	760
Principal Fellow	60.0%	6	40.0%	4	100.0%	10
Senior Fellow	50.0%	19	50.0%	19	100.0%	38
Grand Total	50.3%	485	49.7%	479	100.0%	964

Online Research Gateway and Framework

In 2013 NTU received the HR Excellence in Research Award recognising our approaches, aligned with Principles of the Concordat, to support Career Development of Researchers. Strategic investment in researcher development has seen appointment of a Researcher Development Manager within OD to enhance existing support. This has led to the creation of an NTU Online Researcher development gateway [Figure 33] and the 'Researcher Development Framework' which was implemented in 2017.

The Framework, responds directly to NTU's ambition to grow research capability. Building from early-career Researcher Development (aligned to Vitae) typically supporting but not limited to postdoctoral researchers, NTU provision extends to a 'mid-career' Researcher Accelerate programme, building to a Research Esteem programme supporting advanced esteem indicators e.g. demonstrating research impact.

Figure 33: Online Researcher Development Gateway
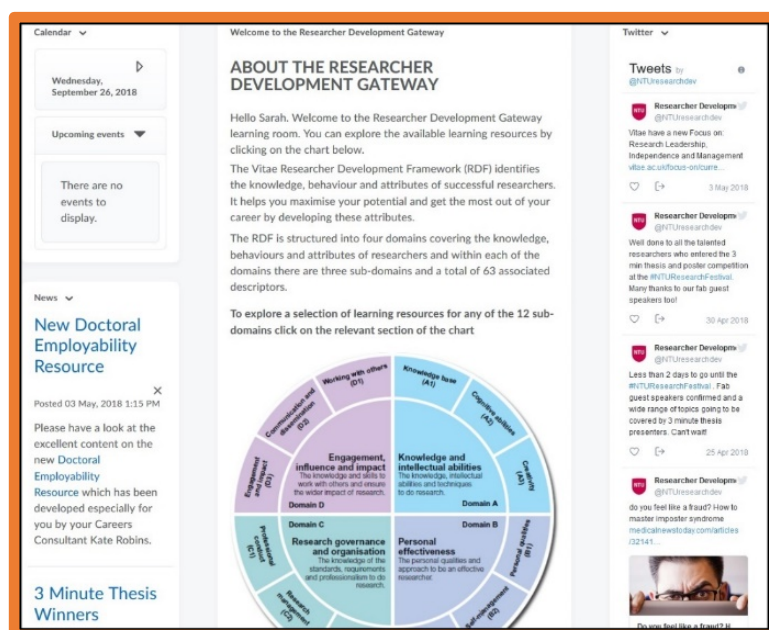
5.5 Flexible working and managing career breaks

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

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

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

NTU policies are published on the staff intranet. We promote a supportive approach to maternity and adoption benefits and leave across NTU to ensure protection of the health and well-being of the mother and child/unborn child. Staff are encouraged to notify line-managers as soon as possible so that appropriate support can be put in place, this includes a health and safety workstation check and risk assessment.

Without exception, focus group participants who had taken maternity leave spoke positively of their overall experience, highlighting support received from line-managers, HR and colleagues [Section 7 Further Information *case study*].

Pregnant mothers are provided with a place to rest at work and suitable rest periods, staff have statutory time off for antenatal appointments; we also consider other types of antenatal care.

Adopters can take time off to attend pre-adoption meetings: five paid appointments by the primary adopter, extended up to ten at line-management discretion; two unpaid appointments for secondary adopters. Staff becoming parents through surrogacy can take paid time off to accompany the surrogate mother to two antenatal appointments.

Cover for staff commencing maternity/adoption leave allows for as much handover as possible. Cover for academic staff starting leave partway through an academic term commences at the start of that term, where possible, to allow for lighter teaching loads and leave starting before anticipated. Fixed-term: Staff on fixed-term contract receive the same entitlements as staff on permanent/open-ended contracts.

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

NTU makes reasonable contact with members of staff during such leave and vice versa; the frequency and nature of this is typically agreed before leave starts. In addition, members of staff and their line-manager can together agree up to ten paid 'Keeping in Touch' (KIT) days for more substantial types of contact.

Current maternity pay provision

- 6 weeks' paid at full contractual pay (OMP), or higher rate SMP (whichever is greater); followed by

- 12 weeks' paid at half contractual pay (OMP) plus lower rate SMP (provided that together, they do not equal more than full contractual pay); followed by

- 21 weeks paid at lower rate SMP;

- Any remaining maternity leave taken will be unpaid.

NTU's shared parental leave provisions match the maternity leave provisions.

Table 37: KIT day uptake by year

Academic Year	Academic			Professional & Support		
	Number of staff on maternity leave	Number of staff taking KIT day/s	KIT day uptake	Number of staff on maternity leave	Number of staff taking KIT day/s	KIT day uptake
2016-17	17	11	64.7%	31	21	67.7%
2015-16	17	13	76.5%	32	24	75.0%
2014-15	25	19	76.0%	44	24	54.5%

KIT uptake is good, and receives positive focus group comment, although feedback highlighted that there was some uncertainty and confusion amongst staff and some line managers. This may explain why KIT day uptake, although good, is in slight decline.

Action Plan No. 17

Create set of information resources for staff and line managers to demystify KIT Days and promote good practice examples.

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

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

Where possible, cover for an employee during maternity/adoption leave continues beyond return to work date of the substantive post-holder as they can use accrued annual leave in phased return.

NTU provides support and facilities for members of staff e.g. who wish to breastfeed/express milk. There is an increasing demand for such provision by staff and students and so we are actively reviewing means to increase provision. Breaks and temporary flexibility of start/finish times are negotiated between the member of staff and line-manager.

Although line-managers meet with staff on return, focus group participants recently returned from maternity leave suggest that more meetings, particularly a few months post-return, would more readily enable review of how return to work was functioning and if changes were needed. [Action No. 17d]

Action Plan No.17,18 & 23

23 Target by 2022 all major buildings to a dedicated nursing mother/rest space room.

17d). Update managers' guidance material to incorporate Post-Return to Work +3 month and +6 month review meetings.

18. Support the development of an employee network for returning employees from periods of maternity, adoption, shared parental leave.

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

The three-year data shows that return from maternity rates, for academic, professional support and fixed-term contracts are positive. [Tables 38 & 39].

Table 38: Three-year Maternity return rate by year

Academic year	Academic			Professional & Support		
	Maternity leave	Returned	Return rate	Maternity leave	Returned	Return rate
2016-17	17	17	100.0%	31	31	100.0%
2015-16	17	17	100.0%	32	32	100.0%
2014-15	25	24	96.0%	44	42	95.5%

Table 39: Three-year Maternity return rates, fixed-term staff comparison, by year

Academic year	Contract Type	Academic			Professional & Support		
		Maternity leave	Returned	Return rate	Maternity leave	Returned	Return rate
2016-17	Permanent	15	15	100.0%	29	29	100.0%
	Fixed term contract	2	2	100.0%	2	2	100.0%
2015-16	Permanent	17	17	100.0%	30	30	100.0%
	Fixed term contract				2	2	100.0%
2014-15	Permanent	24	23	95.8%	43	41	95.3%
	Fixed term contract	1	1	100.0%	1	1	100.0%

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

Staff are currently entitled to take a block of up to two weeks paid paternity leave, staff who do not meet continuous service criteria are able to take five days' paid leave in addition to contractual annual leave (at normal contractual pay); this is an enhancement to statutory provision.

Paternity provisions apply equally to adoptions, same sex partners and biological fathers through surrogacy arrangements. Partners, inclusive of same-sex, husbands or fathers of an expected child are eligible to take time off to accompany the mother to two antenatal appointments. Staff who take paternity leave and pay are still able to take up their right to request unpaid parental leave.

More support than academic staff take paternity leave and/or other forms of parenting leave, with only one case of Shared Parental leave [Table 41].

*Note: Numbers are too small to present data by grade.

Table 40: Three-year Paternity leave uptake by year

Academic year	Academic	Professional & Support
2016-17	15	26
2015-16	12	39
2014-15	16	29

Table 41: Three-year Other leave uptake by year

Academic year	Leave Type	Academic		Professional & Support	
		Women	Men	Women	Men
2016-17	Adoption Leave			1	
	Parental Leave			2	3
2015-16	Adoption Leave			1	1
	Parental Leave		1	1	6
2014-15	Parental Leave		1	2	
	Shared Parental Leave				1

The ISAT felt this needed to be understood and commissioned a survey of all staff in 2018. 105 respondents provided evidence that:

- Paternity leave is not systematically recorded [Figure 35]

- Paternity provision considered too short and 'topped-up' by annual leave [Table 41]

- Shared parental leave is not understood

- Financial impact is not understood - NTU offer enhanced Share Parental Leave provision [Table 43]

- General access to meaningful and practical information could be improved for both paternity, adoption and shared parential leave.

Figure 34: Profile of survey respondents who had taken or considered taking a form of parenting leave whilst at NTU (70)
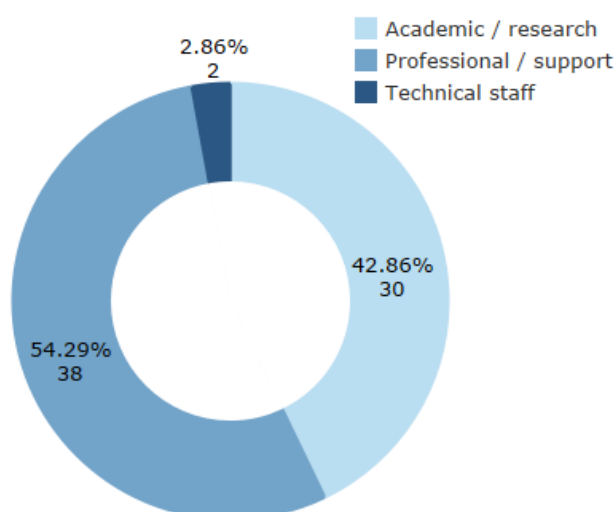
Table 42: Themed comments from those who took paternity leave

Theme identified	No. of comments
General positive experience	20
Provision of two weeks is too short	5
Combined paternity with annual leave	4
Perception of negative reaction from colleagues	4
Information on paternity leave provision was difficult to find	2
Issues with process/paperwork	1

Figure 35: Was your paternity leave formally recorded, or arranged informally at local level?
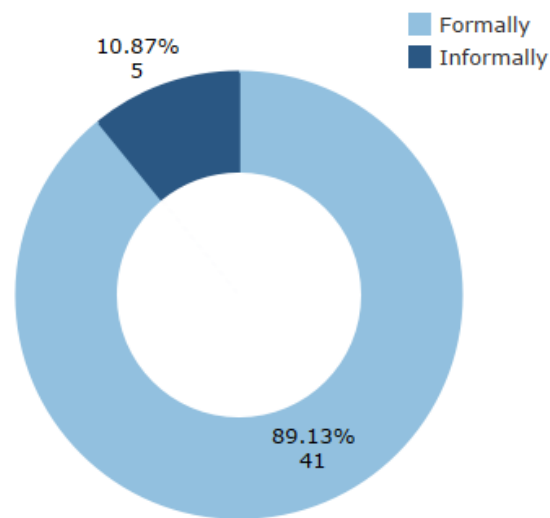
Table 43: Comments from those who did <u>not</u> take shared parental leave

Theme identified	No. of comments
Financial	11
Information difficult to find/lack of awareness	7
SPL wasn't available at the time	6
Combined paternity with annual leave instead	4
Happy with paternity, not interested in SPL	3
Prohibitive workload	3
Partner not eligible for SPL	2
Worried about perceptions of colleagues	2

Action Plan No.17, 19 & 20

20. Increase paternity provision from 2 weeks to 3 weeks

19. Introduce an option mapping service for expecting fathers, or same-sex partners, specifically in relation to Shared Parental Leave

17. Produce case studies of worked examples and NTU best practice to promote leave options

Provide information on the flexible working arrangements available.

All staff are eligible to make flexible working requests, and our policy is published via the staff intranet. NTU consider all requests made; short-term local arrangements are also exercised. HR guidance helps line-managers to assess requests, implement the changes to working arrangements, and manage staff who work flexibly.

Combined four-year data, shows greater number of requests are made by women (academic and professional). No statistical difference in success rate between men and women in academic areas, there are amongst professional support [Table 44].

Table 44: Flexible working requests and outcomes by gender, aggregated over the past four academic years

	Academic		Professional & Support	
	Women	Men	Women	Men
Requested	38	19	221	40
Approved	32	16	199	31
Success rate	84.2%	84.2%	90.0%	77.5%
Partially approved	2	2	7	2
Trial period approved			3	1

Table 45: Lecturer / Senior Lecturer grade flexible working requests and outcomes by gender, aggregated over the past four academic years

		Women	Men
Lecturer / Senior Lecturer	Requested	30	13
	Approved	25	11
	Success rate	83.3%	84.6%
	Partially approved	2	1

Table 46: Professional and Support staff grades E-H flexible working requests and outcomes by gender, aggregated over the past four academic years

Grade		Women	Men
H	Requested	30	6
	Approved	28	5
	Success rate	93.3%	83.3%
	Partially approved		
	Trial period approved		
G	Requested	24	7
	Approved	23	6
	Success rate	95.8%	85.7%
	Partially approved	1	
	Trial period approved		
F	Requested	34	5
	Approved	31	4
	Success rate	91.2%	80.0%
	Partially approved		
	Trial period approved	1	
E	Requested	78	13
	Approved	69	9
	Success rate	88.5%	69.2%
	Partially approved	3	2
	Trial period approved	1	1

Focus group feedback, particularly maternity returners, reported that flexible working had featured as part of their return to work conversations and ongoing arrangements (Section 7 Additional Information *Case Study*). However, broader staff survey data [Figure 36] 2016 indicate that c.30% of men and women feel flexible working options are not available to them. Following the release of the 2018 Staff Survey results the ISAT will look to understand if these perception are still held.

> **Action Plan No. 17**
>
> Post the 2018 Staff Survey results, hold a focus group to understand what maybe the underlying perceptions

Figure 36: NTU 2016 Staff Survey results (flexible working)

% of respondents who answered 'Agree' and 'Tend to agree' or 'Yes'

Question

I believe there would be flexible working options available to me if I need them	67%

Table 47a: NTU academic and research staff: proportions of male and female staff on FT and PT contracts, by year

Academic / Support	Academic year	Women				Men			
		Full time		Part time		Full time		Part time	
Academic & research	2016-17	68.7%	511	31.3%	233	85.5%	656	14.5%	111
	2015-16	68.9%	474	31.1%	214	85.5%	617	14.5%	105
	2014-15	71.4%	449	28.6%	180	85.7%	570	14.3%	95
	2013-14	69.3%	414	30.7%	183	84.7%	553	15.3%	100
	2012-13	69.9%	407	30.1%	175	84.4%	545	15.6%	101

Table 47b: NTU professional and support staff: proportions of male and female staff on FT and PT contracts, by year

Academic / Support	Academic year	Women				Men			
		Full time		Part time		Full time		Part time	
Professional & Support	2016-17	60.4%	914	39.6%	600	83.7%	789	16.3%	154
	2015-16	61.1%	852	38.9%	542	82.8%	737	17.2%	153
	2014-15	60.3%	814	39.7%	537	83.2%	705	16.8%	142
	2013-14	60.6%	786	39.4%	512	83.1%	672	16.9%	137
	2012-13	60.4%	760	39.6%	498	82.8%	639	17.2%	133

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

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

Staff wanting transition back to full-time, are encouraged to discuss this with their line-manager. Transitions are managed locally in different ways e.g. through annual appraisal process when planning for future career and personal development, this would include identifying and accessing relevant support such as mentoring and coaching. Feedback has not indicated this area as a specific concern.

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

NTU do not have childcare facilities, consensus amongst those consulted is that local provision is good and provides adequate flexibility. However, staff new to parenting or the area reported finding information challenging at first.

Members of *Working Families*, we are committed to ensuring a family friendly working environment and operate a Childcare Voucher Scheme.

Figure 37: Promoting childcare vouchers
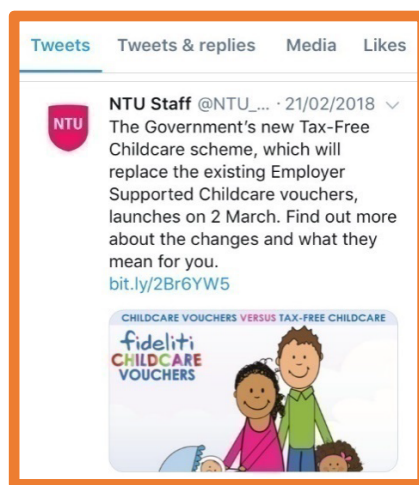
The Scheme is widely publicised as part of the Voluntary Benefits offering, [Figure 37] but communication is specifically targeted at those staff either entering a period of maternity/paternity/adoption or shared parental leave/return. Voucher uptake is generally low, [Table 48] and proportionately lower amongst professional and support staff.

Action Plan No. 17c) & 19

17c) Create e-guide and printable leaflet to signpost and promote provisions and support for staff with caring responsibilities.

19) Develop a new to parenting and returning to work support network.

Table 48: Childcare voucher uptake by gender (and as a proportion of gender in Academic/Professional & Support) by year

Academic Year	Academic & Research				Professional & Support			
	Women		Men		Women		Men	
2016-17	13.1%	98	10.3%	80	8.9%	136	7.2%	68
2015-16	13.6%	94	11.4%	83	9.2%	129	5.8%	52
2014-15	13.5%	86	12.5%	84	9.1%	123	6.3%	53

(ix) Caring responsibilities

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

NTU policies in place (Flexible Working, Parental Leave, and Special Leave) include provision to support staff with caring responsibilities.

The Special Leave policy includes 'dependents' leave of up to ten days unpaid leave to deal with unexpected or sudden emergencies, or to make longer-term arrangements for a dependant.

5.6 Organisation and culture

(i) Culture

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

In addition to mandatory training, etc, from the outset as staff and students join NTU, EDI principles along with responsibility for creating an inclusive environment is placed upon individuals as well as NTU. Awareness is raised in all staff and students of the impact of their language and behaviour on others, with the 'Respect at NTU' video (part of staff and student induction) opens: 'YOU are NTU' [Figure 38].

Figure 38: Respect at NTU online

**Figure 39:** NTU Athena SWAN information leaflet

A dedicated information page helps to promote NTU Athena SWAN activity and contains an leaflet highlighting commitment to the 10 Athena SWAN Principles, and how to engage with our ongoing journey.

Commitment to EDI is supported through:

- EDI mandate championed by the Vice-Chancellor and UET.

- EDI, Respect and Consent Group.

- Staff EDI networks.

- EDI and Dignity & Respect policies.

- Mandatory EDI staff development programme.

- A Dignity & Respect Advisory Service and a Mediation Service available to staff and students.

- Annual Statutory Equality Information Report.

- Equality Objectives.

Survey results for equality, diversity and respect [figures 40a and 40b] are extremely positive. Active staff networks (LGBT+, Disability, Women's Staff Network and REACH Race, Ethnicity and Cultural Heritage) enable dialogue and consultation relating to inclusion, including intersectionality; the Women's Staff Network plays an important role in proactive approaches to gender equality, and REACH in relation to race equality. The four networks, and associated allies' programme, are supported via a central budget. This enables their activities which make a significant contribution to embedding EDI within our organisational culture. [Figure 40]

Figure 40: Contributions made by Staff Networks
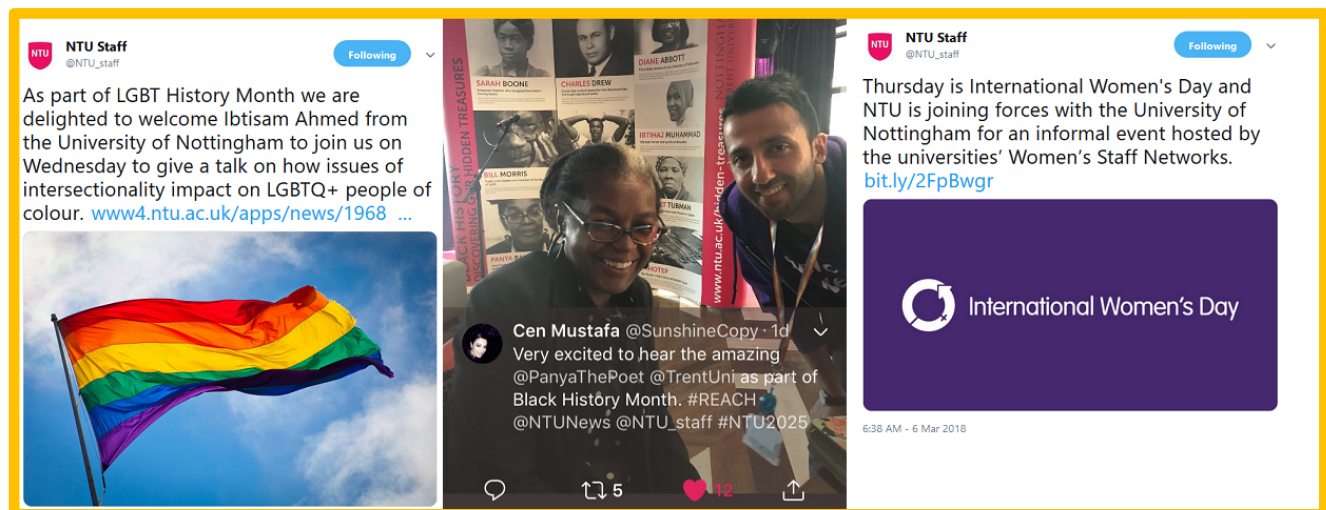
'Respect at NTU', launched 2015 in response to sector-wide concerns about campus behaviours including harassment, hate crime and violence against women, raises awareness of how we treat and are treated by others in places of work and learning.

Annual staff and student 'Respect at NTU days' support NTU's inclusive culture and respect themes: 'Lead by Example', 'Learn', 'Support', 'Signpost', 'Speak Out'.

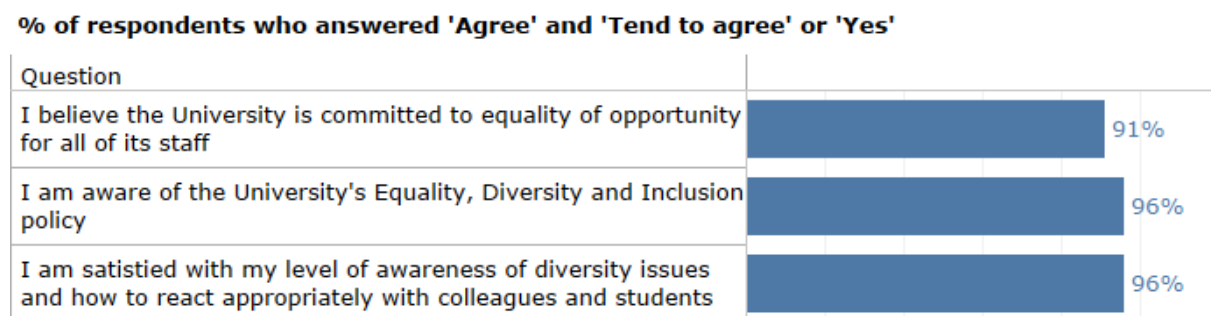**Figure 40a**: NTU 2016 Staff Survey results (Equality & Diversity)

% of respondents who answered 'Agree' and 'Tend to agree' or 'Yes'

Question	
I believe the University is committed to equality of opportunity for all of its staff	91%
I am aware of the University's Equality, Diversity and Inclusion policy	96%
I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	96%

Figure 40b: NTU 2016 Staff Survey results (Respect)

% of respondents who answered 'Agree' and 'Tend to agree' or 'Yes'

Question	
The University respects people equally regardless of their gender	94%
The University respects people equally regardless of their race/ethnicity	96%
The University respects people equally regardless of their disability status	95%
The University respects people equally regardless of their age	91%
The University respects people equally regardless of their sexual orientation	98%
The University respects people equally regardless of their religion or beliefs	97%

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

Impact of HR policy and practice is evaluated through an Annual Statutory Equality Information Report. This reviews Policy application by equality characteristics, identifies trends and issues, and includes data on disciplinary and grievance cases. HR policies are reviewed routinely; review includes equality assessment.

New and amended policy are cascaded through management structures, with additional communication and training for new/amended policy likely to have substantial effect e.g. Improving Performance policy. All HR policy and procedure, with Management Guidance where relevant, are available through HR's staff intranet pages.

Feedback has identified perceptions of some inconsistency in policy application, specifically in relation to flexible working requests, this may be a contributing factor to the c.30% of survey respondents feeling flexible arrangements are not available to them [Figure 36]. [Action No. 13e & 17c, 17e]

For new managers, mandatory EDI and dignity training contextualises NTU's policy framework ensuring they understand their legal and institutional responsibilities. This training is also available to aspiring managers.

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

Staff at institutional level are generally well represented in terms of gender [Table 49]; women are strongly represented within College Management Teams. Reviewing representation within STEMM and AHSSBL [Tables 39 and 39a], over the last three years, particularly at Head of Department level, gender balance has improved within STEMM. Representation amongst the role of Dean reflects the polarisation of STEMM male and AHSSBL female dominance.

Table 49: Heads of Department, Associate/Deputy Deans, and Deans by gender and year

Academic year	HESA Contract Level	Women		Men	
		%	No.	%	No.
2016-17	Dean	57.1%	4	42.9%	3
	Associate/Deputy Dean	55.6%	5	44.4%	4
	Head of Department	47.2%	17	52.8%	19
2015-16	Dean	44.4%	4	55.6%	5
	Associate/Deputy Dean	37.5%	3	62.5%	5
	Head of Department	50.0%	21	50.0%	21
2014-15	Dean	42.9%	3	57.1%	4
	Associate/Deputy Dean	50.0%	5	50.0%	5
	Head of Department	46.5%	20	53.5%	23
2013-14	Dean	62.5%	5	37.5%	3
	Associate/Deputy Dean	45.5%	5	54.5%	6
	Head of Department	48.6%	18	51.4%	19
2012-13	Dean	62.5%	5	37.5%	3
	Associate/Deputy Dean	40.0%	4	60.0%	6
	Head of Department	40.0%	16	60.0%	24

Table 50a: STEMM and AHSSBL Heads of Department by gender and year

| | | Head of Department | | | |
| | | Female | | Male | |
		%	No.	%	No.
STEMM	2016-17	45.5%	5	54.5%	6
	2015-16	46.2%	6	53.8%	7
	2014-15	40.0%	6	60.0%	9
	2013-14	45.5%	5	54.5%	6
	2012-13	30.8%	4	69.2%	9
AHSSBL	2016-17	48.0%	12	52.0%	13
	2015-16	51.7%	15	48.3%	14
	2014-15	50.0%	14	50.0%	14
	2013-14	50.0%	13	50.0%	13
	2012-13	44.4%	12	55.6%	15

Table 50b: STEMM and AHSSBL Associate/Deputy Deans by gender and year

| | | Associate/Deputy Dean | | | |
| | | Women | | Men | |
		%	No.	%	No.
STEMM	2016-17	50.0%	1	50.0%	1
	2015-16			100.0%	2
	2014-15			100.0%	2
	2013-14			100.0%	3
	2012-13			100.0%	3
AHSSBL	2016-17	66.7%	4	33.3%	2
	2015-16	60.0%	3	40.0%	2
	2014-15	66.7%	4	33.3%	2
	2013-14	66.7%	4	33.3%	2
	2012-13	60.0%	3	40.0%	2

Table 50c: STEMM and AHSSBL Deans by gender and year

		Dean			
		Female		Male	
		%	No.	%	No.
STEMM	2016-17			100.0%	2
	2015-16			100.0%	3
	2014-15			100.0%	2
	2013-14	50.0%	1	50.0%	1
	2012-13	50.0%	1	50.0%	1
AHSSBL	2016-17	80.0%	4	20.0%	1
	2015-16	66.7%	4	33.3%	2
	2014-15	60.0%	3	40.0%	2
	2013-14	66.7%	4	33.3%	2
	2012-13	66.7%	4	33.3%	2

It is pleasing that following years of underrepresentation, the proportion of women at Heads of Professional Service has reached 50:50.

Table 51: Heads of Professional Services by gender and year

	Female		Male	
	%	No.	%	No.
2016-17	50.0%	12	50.0%	12
2015-16	42.1%	8	57.9%	11
2014-15	44.4%	8	55.6%	10
2013-14	35.7%	5	64.3%	9
2012-13	44.4%	8	55.6%	10

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

At NTU women are strongly, albeit not evenly, represented within the most senior forums of management. A note of achievement, the Vice Chancellor has championed gender representation and the Board of Governors now reflects parity as a result.

Key committee membership [Table 52] is predominantly senior management, which as identified in the *picture of the institution* women within senior academic roles are underrepresented; UET, ULT and Academic Board membership including Professional Services. Academic Board includes NTSU and elected 'non-senior' academic and professional service staff representatives.

It is of concern that women are significantly underrepresented within the membership of Academic Board and that there is a year on year decline in the representation of women on the University Research Committee. Figures 41a and 41c illustrate that the underrepresentation is specifically of academic women. [Action No.22]

Table 52: NTU Senior Management Committee membership[12]

		Women		Men	
		%	No.	%	No.
Board of Governors	2017-18	50.0%	9	50.0%	9
	2016-17	40.0%	8	60.0%	12
	2015-16	30.4%	7	69.6%	16
University Executive Team	2017-18	38.5%	5	61.5%	8
	2016-17	36.4%	4	63.6%	7
	2015-16	38.5%	5	61.5%	8
University Leadership Team	2017-18	43.9%	29	56.1%	37
	2016-17	48.4%	31	51.6%	33
	2015-16	44.3%	27	55.7%	34
Academic Board	2017-18	41.2%	14	58.8%	20
	2016-17	43.2%	16	56.8%	21
	2015-16	39.4%	13	60.6%	20
Academic Standards and Quality Committee	2017-18	60.0%	15	40.0%	10
	2016-17	59.1%	13	40.9%	9
	2015-16	64.7%	11	35.3%	6
University Research Committee	2017-18	31.0%	9	69.0%	20
	2016-17	41.7%	10	58.3%	14
	2015-16	40.7%	11	59.3%	16

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[12] Board of Governors consists of external members and some UET.

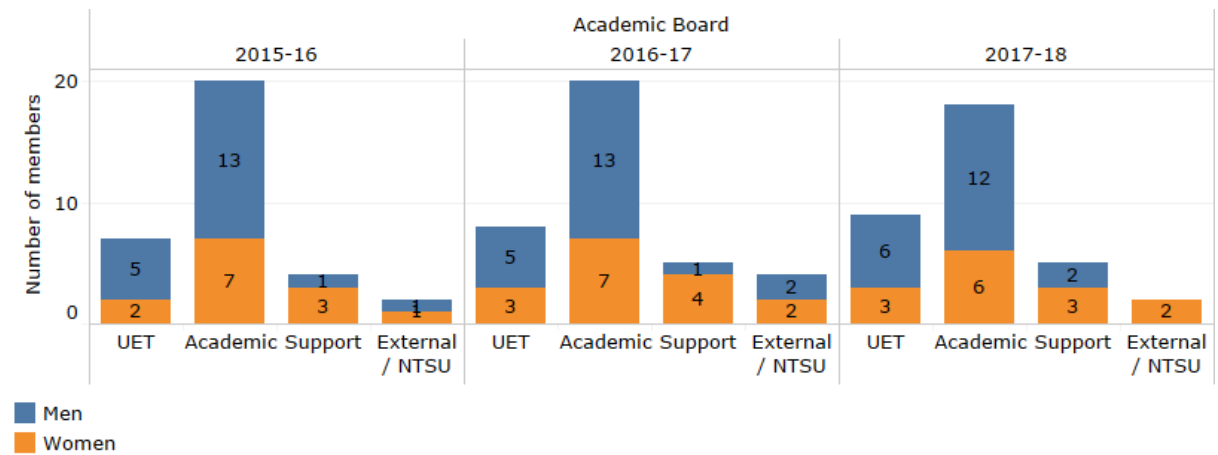**Figure 41a**: Academic Board members by staff type and gender

Figure 41b: Academic Standards and Quality Committee members by staff type and gender
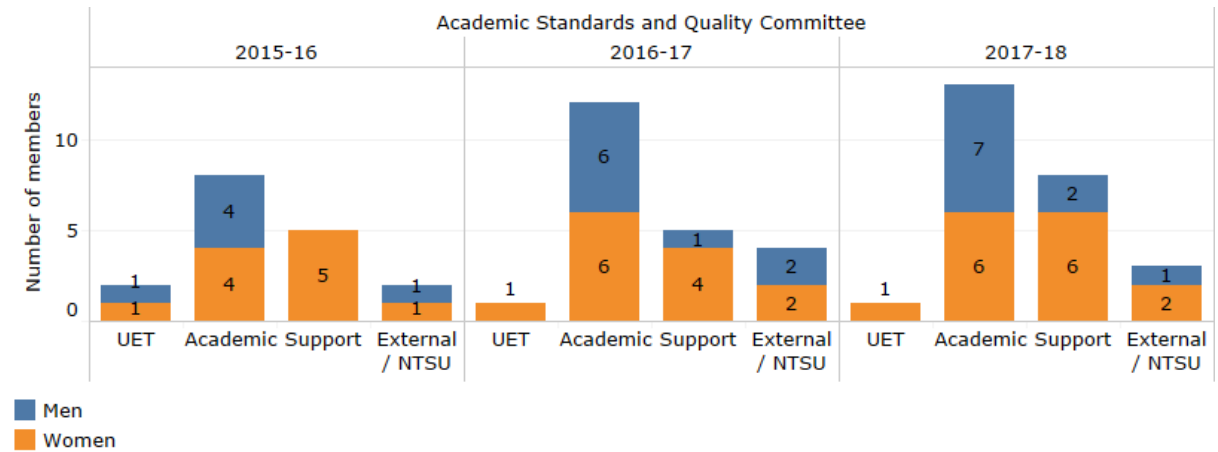

Figure 41c: University Research Committee members by staff type and gender
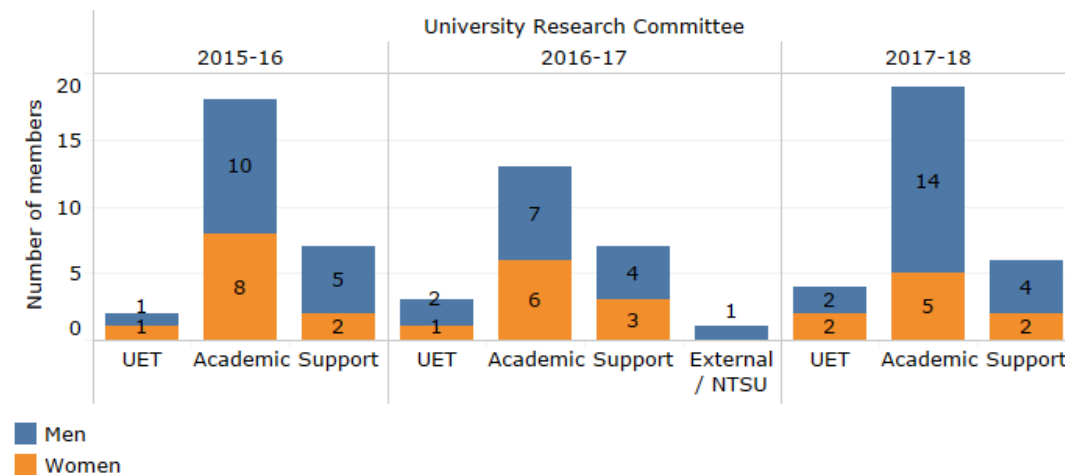
Table 53a: Academic board members by staff type and grade (excluding UET and external/NTSU)

Staff type	Grade	Academic Board		
		2015-16	2016-17	2017-18
Academic	Dean	10	8	7
	Deputy Dean		2	2
	Head of Department (Academic)		1	1
	Professor	6	2	1
	Associate Prof / PL	2	3	3
	Lecturer/SL	2	4	4
Support	Head of Department (Support)	3	4	4
	Grades E-I	1	1	1

Table 53b: Academic Standards and Quality Committee members by staff type and grade (excluding UET and external/NTSU)

Staff type	Grade	Academic Standards and Quality Committee		
		2015-16	2016-17	2017-18
Academic	Dean	4	4	4
	Deputy Dean	2	4	3
	Professor	1		
	Associate Prof / PL	1	4	6
Support	Head of Department (Support)	2	2	2
	Professional & Managerial	1	1	4
	Grades E-I	2	2	2

Table 53c: University Research Committee members by staff type and grade (excluding UET and external/NTSU)

Staff type	Grade	University Research Committee		
		2015-16	2016-17	2017-18
Academic	Dean	2		1
	Deputy Dean		1	1
	Head of Department (Academic)	2		
	Professor	8	10	17
	Associate Prof / PL	3		
	Lecturer/SL	3	2	
Support	Head of Department (Support)		2	2
	Professional & Managerial	3	2	2
	Grades E-I	4	3	2

Action Plan No.22

Terms of Reference for key committees: introduce a positive action statement that the Chair and Officer for the committee need to aim to achieve parity by 2022.

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

Committee membership is largely role related and rotational, thus influenced by role constituency. Membership numbers are relatively small, meaning that an addition or subtraction of one headcount will significantly impact the percentage balance. However as identified in section (iv) above action will be used to challenge Chairs' to actively redress the balance. [Action No.22]

Table 54: NTU Influential Institutional Committee membership

		Women		Men	
		%	No.	%	No.
University Research Degrees Committee	2017-18	48.1%	13	51.9%	14
	2016-17	58.1%	18	41.9%	13
	2015-16	60.0%	12	40.0%	8
Remuneration Committee	2017-18	50.0%	3	50.0%	3
	2016-17	33.3%	2	66.7%	4
	2015-16	28.6%	2	71.4%	5
Audit and Risk Management Committee	2017-18	28.6%	2	71.4%	5
	2016-17	22.2%	2	77.8%	7
	2015-16	22.2%	2	77.8%	7
Strategy, Policy, Finance and Resources Committee	2017-18	33.3%	3	66.7%	6
	2016-17	20.0%	2	80.0%	8
	2015-16	15.4%	2	84.6%	11
Technician Commitment Steering Group	2017-18	50.0%	6	50.0%	6
College Management Team: AAHD	2017-18	50.0%	5	50.0%	5
	2016-17	45.5%	5	54.5%	6
	2015-16	62.5%	5	37.5%	3
College Management Team: BLSS	2017-18	66.7%	6	33.3%	3
	2016-17	66.7%	6	33.3%	3
	2015-16	88.9%	8	11.1%	1
College Management Team: S&T	2017-18	77.8%	7	22.2%	2
	2016-17	60.0%	6	40.0%	4
	2015-16	57.1%	8	42.9%	6

Figure 42a: University Research Degrees Committee members by staff type and gender

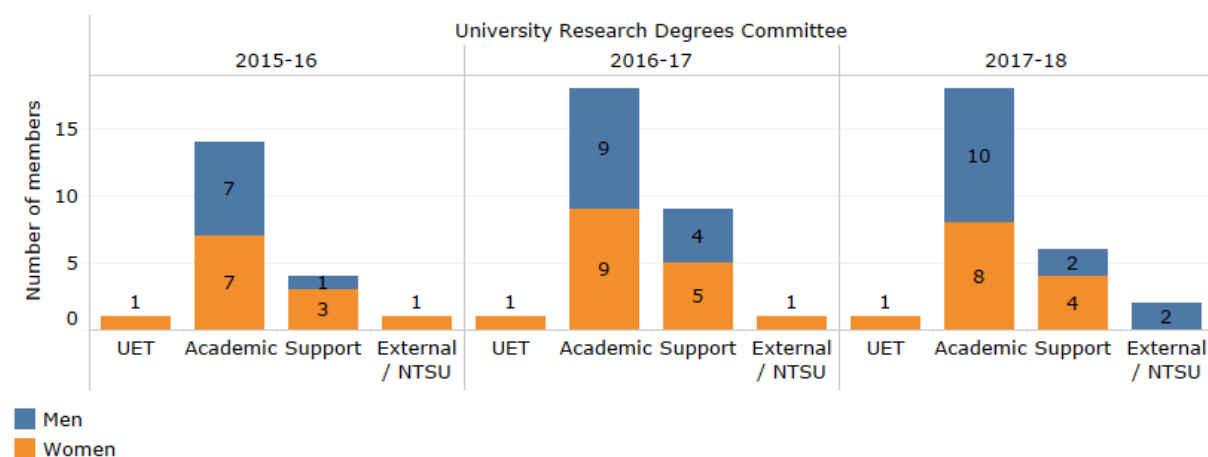**Table 55a**: University Research Degrees Committee members by staff type and grade (excluding UET and external/NTSU)

Staff type	Grade	University Research Degrees Committee		
		2015-16	2016-17	2017-18
Academic	Deputy Dean			1
	Head of Department (Academic)	1		
	Professor	7	7	7
	Associate Prof / PL	4	5	5
	Lecturer/SL	2	6	5
Support	Head of Department (Support)		1	
	Professional & Managerial			1
	Grades E-I	4	8	5

Figure 42b: *Newly formed* Technician Commitment Steering Group Committee members by staff type and gender
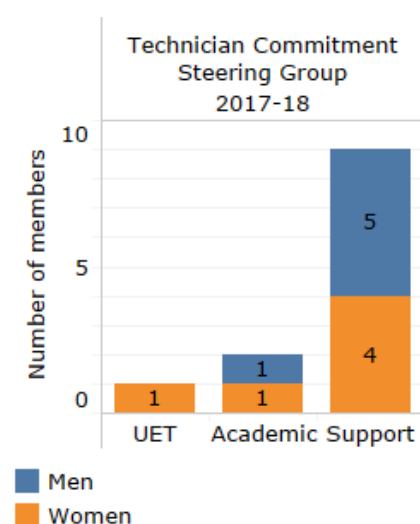
Table 55b: *Newly formed* Technician Commitment Steering Group Committee members by staff type and grade (excluding UET)

Staff type	Grade	2017-18
Academic	Dean	2
Support	Professional & Managerial	1
	Grades E-I	8

Figures 42c-e: College Management Team members by staff type and gender

College Management Team: AAHD

College Management Team: BLSS

College Management Team: S&T
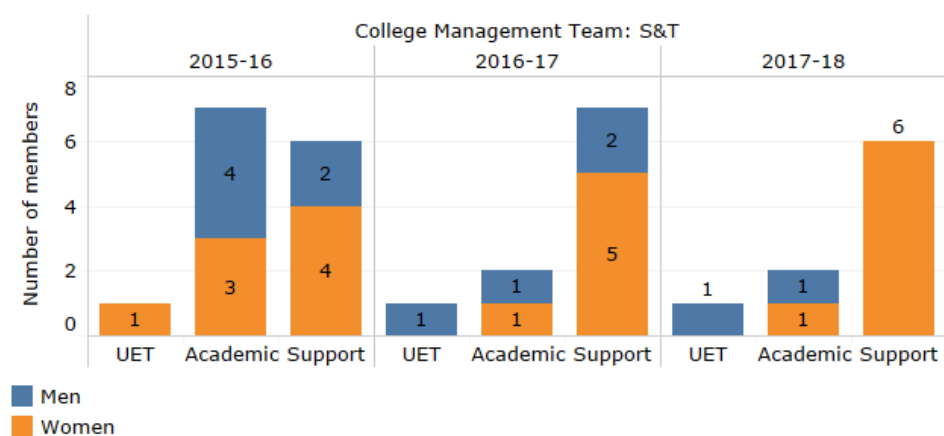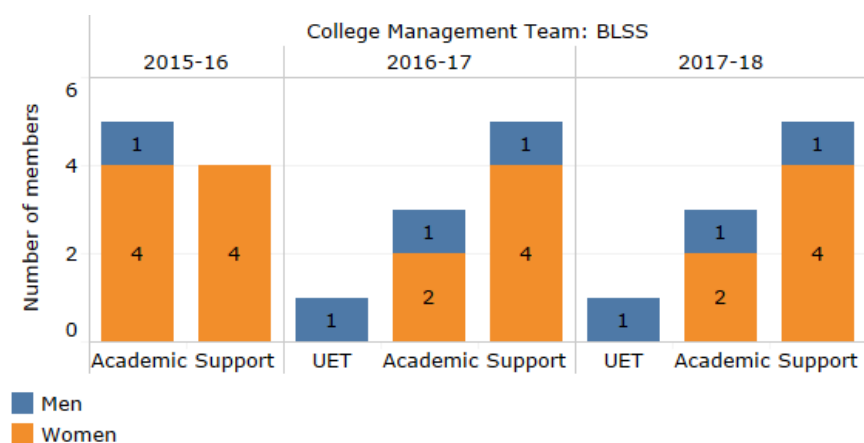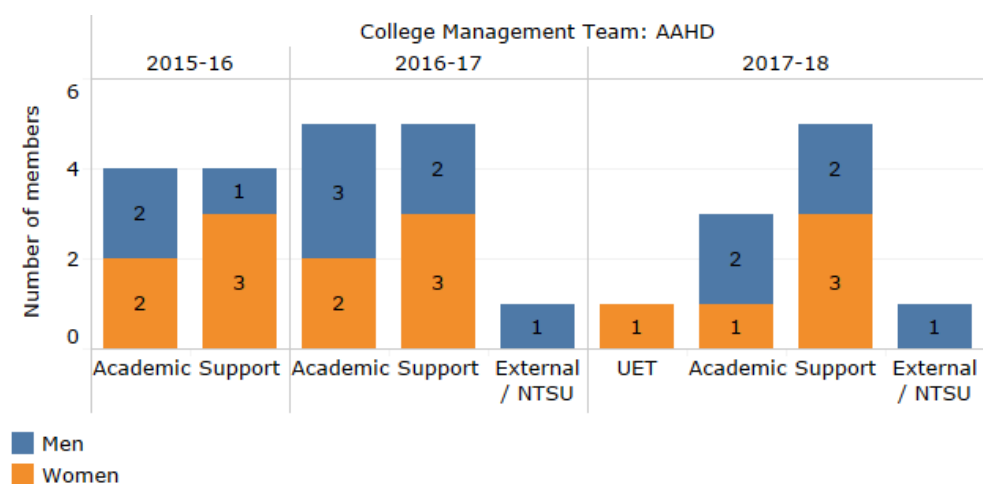
Tables 55c-e: College Management Team members by staff type and grade (excluding UET and external/NTSU)

Staff type	Grade	College Management Team: AAHD 2015-16	2016-17	2017-18
Academic	Dean	4	3	2
	Deputy Dean		2	1
Support	Professional & Managerial	3	4	4
	Grades E-I	1	1	1

Staff type	Grade	College Management Team: BLSS 2015-16	2016-17	2017-18
Academic	Dean	4	3	3
	Deputy Dean	1		
Support	Head of Department (Support)	1		
	Professional & Managerial	3	5	5

Staff type	Grade	College Management Team: S&T 2015-16	2016-17	2017-18
Academic	Dean	5	2	2
	Deputy Dean	1		
	Head of Department (Academic)	1		
Support	Professional & Managerial	6	7	5
	Grades E-I			1

(vi) Committee workload

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

For staff on contracts subject to workload allocation, committee representation falls within 'Academic Management and Administration' (AMA). AMA activities are recorded with time allocation; where AMA hours exceed 175, reduction in teaching duties is applied. Several committees set nominal allocation (e.g. 20 hours) for associated work and enable parity across membership. Within committees, practice is to establish task groups to progress 'larger' pieces of work; workload expectation is recognised. This also allows committees to draw on wider expertise, gain different perspectives and provides staff development opportunities. Committee Terms of Reference identify role rotation (normally two- or three-yearly). These arrangements also apply to the ISAT membership duties.

(vii) Institutional policies, practices and procedures

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

Consideration of equality and impact when developing, implementing and reviewing institutional policies, practices and procedures takes place primarily through equality analysis. Our approach embeds equality consideration within policy and practice review and/or development. Equality analysis is supported through bespoke training and specialist advisors and/or one-to-one coaching.

There is expectation that policy review includes equality assessment. Evidence of negative and/or positive impact is identified e.g. through analysis of institutional data and consultation, particularly with the four staff networks, and recognised TUs. Where necessary policy is revised to mitigate negative impact where possible. Equality analysis is monitored centrally.

(viii) Workload model

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

NTU's Managing Academic Workloads (MAW) Framework was introduced in 2011, following consultation with academic managers, unions and employee representatives. The Framework sets out elements of the academic contract associated with workloads under four elements of contracted time:
- Scheduled Teaching Duties (SDT)
- Teaching Related Duties (TRD)
- Academic Management and Administration (AMA)
- Professional Development, Scholarly and Research Activity, (SDA)

Online software creates individualised forecast workload plans that are discussed at appraisal, but do not form part of promotion criteria. The Framework sets out expectations of transparency with workload summaries expected to be published at departmental level. System data support analysis and reporting for a variety of purposes. Gender analysis has not previously been undertaken but is an action to support our Athena activity, this will include a gathering feedback from staff regarding its impact and effectiveness in terms of transparency. [Action No.25]

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

Arising from staff feedback, the ISAT Chair supported by the Vice-Chancellor, has led an institutional dialogue in developing a Code of Practice. A mapping exercise (Figure 43) identified that 70% of 'key' meetings followed the CoP.

Part-time and staff with caring responsibilities are considered during planning of organisational social gatherings, often events are arranged across lunch time periods, e.g. a recent NTU all staff conference was hosted specifically between the hours 10.00 and 13.00 to ensure barriers to attendance due to caring responsibilities were minimised for participants.

Local areas make wide use of technology e.g. doodle polls to facilitate how to best identify dates and times for locally managed events.

Figure 43: Key Meetings and CoP mapping exercise

Action Plan No.24

The target is that all key meetings will follow the Code of Practice for hours 10.00-16.00 by the next academic year (2019)

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

NTU are cognisant when organising events of the need to proactively champion and increase the visibility of role models. Within our past Distinguished Lecture series, we identified that women were less visible because they were underrepresented. Concerted work to redress this has delivered improvements with women featuring almost as equally as men within the 2018 programme (4 men, 3 women). Furthermore, the increased application of 'co-hosting' has improved the visibility of women as event Chair.
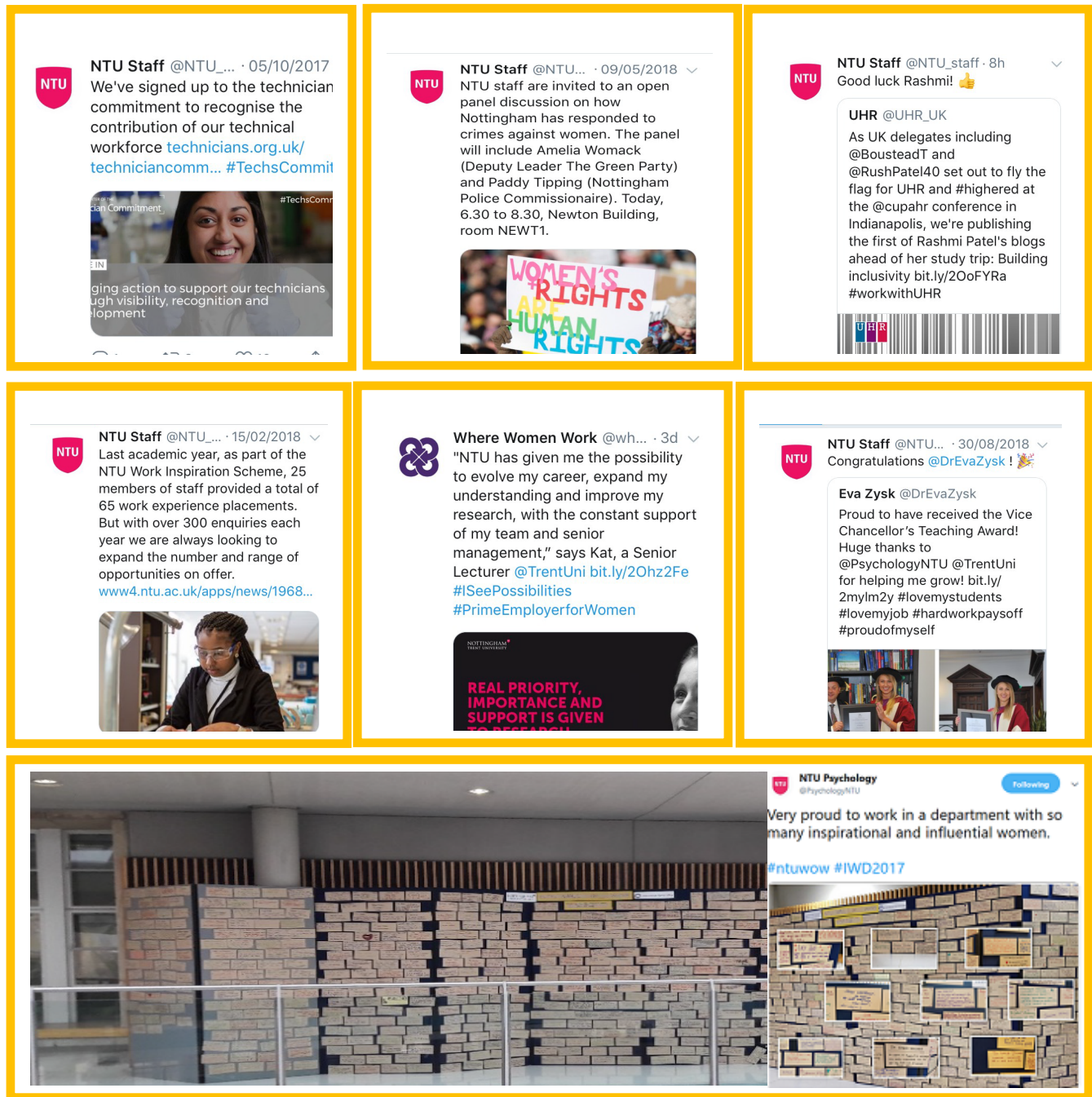
NTU understands the messages of publicity imagery and strives to represent all parts of the community without bias; this applies across all media, internally and externally including NTU's website. STEMM and AHSSBL courses' visual marketing contains dynamic, engaging imagery that does not perpetuate 'disciplinary stereotype'.

Our planned Athena School Champions' Network will be pivotal in promoting and sharing good practice to support gender equality across NTU, and with stakeholders; existing NTU activity includes:

- Women in Architecture, Women in Property and Women in Construction events in the School of Architecture, Design and the Built Environment held in conjunction with industry.
- NTU Sport Science, strong advocates of inclusivity at NTU, contribute to BUCS Girl Can Week (British Universities and Colleges Sport), and Girls' Football Week.
- 'NTUnity': NTU Sport and NTSU create inclusive, accessible sporting experiences for NTU students.

Our Women's Staff Network marked International Women's Day (IWD)2017 through NTU's 'Wall of Women' reflecting the talents and strengths of women we work with. Staff and students were invited to write on 'a brick' the name of a woman at NTU (student, staff, past or present) who had inspired or influenced them, and why [Figure 44]. During 2018 NTU joined forces with the University of Nottingham to celebrate IWD and will continue to build the partnership in 2019. [Action 26]

Figure 44: Examples positive role models and increasing the visibility of role models within NTU media and the Wall of Women

NTU Staff @NTU_... · 05/10/2017
We've signed up to the technician commitment to recognise the contribution of our technical workforce technicians.org.uk/techniciancomm... #TechsCommit

...ging action to support our technicians ...ugh visibility, recognition and ...lopment

NTU Staff @NTU... · 09/05/2018
NTU staff are invited to an open panel discussion on how Nottingham has responded to crimes against women. The panel will include Amelia Womack (Deputy Leader The Green Party) and Paddy Tipping (Nottingham Police Commissionaire). Today, 6.30 to 8.30, Newton Building, room NEWT1.

WOMEN'S RIGHTS ARE HUMAN RIGHTS

NTU Staff @NTU_staff · 8h
Good luck Rashmi! 👍

UHR @UHR_UK
As UK delegates including @BousteadT and @RushPatel40 set out to fly the flag for UHR and #highered at the @cupahr conference in Indianapolis, we're publishing the first of Rashmi Patel's blogs ahead of her study trip: Building inclusivity bit.ly/2OoFYRa #workwithUHR

NTU Staff @NTU_... · 15/02/2018
Last academic year, as part of the NTU Work Inspiration Scheme, 25 members of staff provided a total of 65 work experience placements. But with over 300 enquiries each year we are always looking to expand the number and range of opportunities on offer. www4.ntu.ac.uk/apps/news/1968...

Where Women Work @wh... · 3d
"NTU has given me the possibility to evolve my career, expand my understanding and improve my research, with the constant support of my team and senior management," says Kat, a Senior Lecturer @TrentUni bit.ly/2Ohz2Fe #ISeePossibilities #PrimeEmployerforWomen

REAL PRIORITY, IMPORTANCE AND SUPPORT IS GIVEN

NTU Staff @NTU_... · 30/08/2018
Congratulations @DrEvaZysk ! 🎉

Eva Zysk @DrEvaZysk
Proud to have received the Vice Chancellor's Teaching Award! Huge thanks to @PsychologyNTU @TrentUni for helping me grow! bit.ly/2mylm2y #lovemystudents #lovemyjob #hardworkpaysoff #proudofmyself

NTU Psychology @PsychologyNTU Following
Very proud to work in a department with so many inspirational and influential women.
#ntuwow #IWD2017

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(xi) Outreach activities

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

NTU currently have no central or systematic method to record this data; information is held at school and department level, but not in a consistent format. This is an issue and we have initiated plans to centralise this within the newly formed team Centre for Student and Community Engagement (CenSCE).

For this application, ISAT members gathered information from local areas and despite the less than robust nature for 2017-18 we can report:

- 48 academic staff participated in school/college-based outreach work.
- 62.5% were women.
- Over 50% were Lecturer/Senior Lecturer grade.
- Staff involved ranged from Apprentice Lab Technicians to Professors and Heads of Department.

Action Plan No. 28

Create an institutional wide data repository system to record, monitor and report on academic outreach activities.

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

Each School has been resourced (0.2fte) with an Athena SWAN Champion, who will support the School directly to advance local School/department Athena SWAN activity leading to award submissions. Two departments have been working on their submissions (Psychology and Sports Science) for the past 18 months and aim to make their submissions in 2019. Champions have been invited to sit on the wider ISAT to facilitate open communication.

Support for School/departmental submissions include:
- Standardised and bespoke data reports provided centrally

- School 0.2fte Athena SWAN Champions,

- Facilitated and supported Champions' Forum to provide access to information and share best practice

- An internal online resource hub

- A programme of developments opportunities, e.g. access to Advance HE workshops, Regional EDI/Athena SWAN network meetings, Working Families Roundtable events etc.

- KPIs within the annual college review process that report on each School's AS activity that lead to a submission.

Action Plan No.1

Institutional KPI set for Schools to achieve Athena SWAN recognition at local unit level by 2022 or earlier.

[Word count 5,764]

6. SUPPORTING TRANS PEOPLE
Recommended word count: Bronze: 500 words

(i) Current policy and practice

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

The EDI team have strong links with Trans staff and students, and the LGBT+ Staff Network; collaborative work with the Students' Union gender representative raises Trans awareness within the student community. Within the existing framework of EDI and employment policies, behavioural expectations of staff, students and visitors, is clear that 'transphobia' is unacceptable. However, NTU currently do not have a specific policy on Trans staff and students.

Action Plan No.30

Create a clear Supporting Trans Staff and Students policy.

(ii) Monitoring

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

Feedback from Trans colleagues help to monitor and inform NTU policies and practice. For example, Estates Management policy stipulates provision of gender-neutral facilities in all new campus buildings following feedback about toilet and changing facilities for Trans staff and students.

Consultation took place with Trans staff and students as part of the Athena SWAN self-assessment process. Staff report feeling supported in terms of their Trans identity at work facilitated specifically through our linked approach involving staff, line managers, Human Resources and EDI. Processes supporting transitioning, based on ECU (Advance HE) guidance and informed by Trans staff and students, are available on EDI's website.

Action Plan No.31

Continue to increase the availability of gender neutral facilities across all campuses

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

LGBT+ Staff Network promotes *Trans Day of Remembrance* and *LGBT+ History Month* annually; events promote diverse gender identities within campus.

In 2018 we introduced educational Trans awareness workshops delivered by Dr Christina Richards BSc (Hons), MSc, DCPsych, CPsychol, EuroPsy, FBPsS a leading expert in the field. These were well received by staff and going forward Trans awareness workshops will be provided at regular intervals across the academic year.

Action Plan No. 29

Regular offering for staff Trans Awareness workshops

[Word count 238]

7. FURTHER INFORMATION
Recommended word count: Bronze: 500 words

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

Figure 45: Example case study/testimonial

Dr Sarah Broadberry, Principal Lecturer, Animal Science

"I personally returned from maternity leave to a 0.4fte role, after discussing how I felt unwilling given my new parenting role to return to my previous full-time role. My line manager was very supportive and understanding during our discussions and following another year of maternity leave I returned and felt able to increase my hours to a 0.6fte role. This role was, over a period of time built-up to a 0.7fte role, before I resumed fulltime a year ago.

This level of flexibility made me feel valued and enabled me to spend time with my young family, before returning to fulltime work as my children moved into fulltime education."

[Word count 116]

Figure 46: Example *Where Women Work* Alternative media platform increasing profile of NTU women

Where Women Work | JOBS ▾ INSIGHT PRIME EMPLOYERS ▾

Nottingham Trent University seeks exceptional people with the ideas and vision to create world-changing research

📖 Read   ▶ Watch   ★ Know   ⚙ Join   ⚲ Interact

Home ♀ Nottingham Trent University ♀ Read

NOTTINGHAM TRENT UNIVERSITY
- Experienced hires
- Women executives

Search jobs

Watch

Tweets by @TrentUni

Nottingham Trent University wants leaders who can inspire and do

Do you see possibilities in redefining the future? Nottingham Trent University wants to hear from women leaders who are ready for their next career step, women who can inspire and do. Women who see infinite possibilities to make a difference.

Figure 48: Example positive celebration and showcasing NTU women

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Application Section 3. The Self-Assessment Process						
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.1 **High** 3(iii) plans for the future.	**Objective:** Ensure the sustainable and onward advancement of NTU's Athena SWAN journey at School level. **Action:** Appoint Athena SWAN Champions	Localised investment is required to continue to advance the AS agenda and to achieve NTU's onward Athena SWAN aspiration for a Silver Award.	a) Funding secured to buyout 0.2fte of staff time to secure AS School Champions	Summer 2018	Summer 2018	Deans supported by Head of EDI	All eight AS School Champions appointed and operational by: November 2018 AS School/Department submissions made from April 2019 onwards. First AS School/Department submission made 2021.
			b) Recruit and appoint School AS Champions	Summer 2018	Autumn 2018		
			c) Specific AS Champion support and development programme	Autumn 2018	Implement Winter 2019 Ongoing		
No.2 **High** 3(iii) plans for the future	**Action:** Internally publish Athena SWAN final submission for all NTU staff and students to access	Ensure continued transparency and accountability by NTU community.	Athena SWAN submission document published via SharePoint page	30th November 2018		Head of EDI	Athena SWAN submission document internally published by 30th November 2018

Application Section 4. A picture of the Institution							
Application Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Time frame (start/end date)		Area/Person responsible (include job title)	Success criteria and outcome
No.3 **Medium** 4.1 Academic pipeline	**Action:** Commission an internal study to explore and seek to identify why the pipeline for men within AHSSBL areas appears to be leaking specifically between RA to SL grades.	5-year data sets illustrate that men are underrepresented at within AHSSBL disciples at early career/junior academic roles, and that the pipeline appears to be 'leaking' from RA to SL roles.	a) Commission the undertaking of the internal study	Spring 2019	Autumn 2019	PVC Head of College Arts, Architecture, Design and Humanities Deans, supported by Athena SWAN School Champions from AHSSBL Schools	Monitoring and measuring of impact will be recorded through the Annual College Review workforce/strategic planning process. **Target by 2021**: *narrow AHSSBL gap at SL by 5% Continue to narrow the gap year on year to achieve parity levels by 2025.*
			b) Report of findings and recommendations to be presented to ISAT and UET.	Autumn 2019	Autumn 2019		
			c) Findings and recommendations to inform local AHSSBL Athena Action Plans and workforce planning strategies i.e. Annual College Reviews.	Winter 2019	Implement Spring 2020 Ongoing		

Application Section 4. A picture of the Institution							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.4 **High** 4.1(i) Academic pipeline 5.1(i) Recruitment 5.1(iii) Promotion	**Objective:** Address the persistent underrepresentation of women at As Prof and Prof levels across STEMM and AHSSBL disciplines. **Action:** Programme of Academic Career Advancement Workshops **Action:** Develop a Professor Potential Pipeline Scheme	5-year data sets illustrate that women are underrepresented at As Prof and Professor levels, whether in STEMM or AHSSBL disciplines. However, representation at Senior Lecturer grade women have continually been represented at near or above parity levels and better than sector average benchmark. Furthermore, focus group feedback provided insights regarding transparency of process and/or how unprepared they felt to apply for academic promotion.	a) Design, develop and pilot an information workshop targeted at women at SL level to promote 'academic career advancement' from SL to AS Prof level and above.	Autumn 2018	Winter 2019	Head of EDI & Head of Organisational Development	Year on year increase in the number of applications received through academic promotions for AS Professor and full Professor roles from current trend of single figures to that of double digits. **Target by 2022** achieve at least 20+ applications from women for AS Professor and Professor roles. **Target by 2021:** Percentage of applications received from women through academic promotion [AS Prof to full
			ai) Evaluate delegate feedback and modify as appropriate – implement as an annual programme.	Winter	Ongoing	Head of EDI & Head of Organisational Development	
			aii) Establish an evaluation project to undertake a study to monitor and track programme participants and future career trajectory for future impact measures and onward development. Study to look at monitoring and evaluating across the lifetime of the action plan.	Winter 2018	Winter 2019 ongoing	PVC Head of College Science and Technology Supported by: Deans, Athena SWAN School Champions (STEMM & AHSSBL)	

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No.4 Cont… **High** 4.1(i) Academic pipeline 5.1(i) Recruitment 5.1(iii) Promotion			Working with Athena SWAN School Champions to assess for STEMM and AHSSBL specific issues. Inclusive of a post-promotion focus group.				Professional roles] to increase from 37.5% of the applicant pool to 50% of the pool. **Target by 2021:** First stage approval by College to improve from current level of 41.7% to 90%
			b) Develop a *Professor Potential Pipeline* (PPP) report: Through the strategic use and application of performance and appraisal data - individual female AS Professors performing at good (3) and above identified for PPP support via development appraisal plan cycle.	Winter 2018	Spring 2019 ongoing	Each PVC /Head of College Supported by: Deans, Athena SWAN School Champions (STEMM & AHSSBL)	**Target by 2021:** Final approval stage by Institution to improve from current level of 33% to 60%.
	Action: Institutional KPI target set to increase the percentage representation of women within the NTU professoriate to 35% by 2022.		c) KPI set by VC to drive change, to be monitored and reported annually	Autumn 2019	Autumn 2022	Heads of College	**Target:** KPI achieved by 2022

Application Section 4. A picture of the Institution *INTERSECTIONALITY							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.5 **High-medium** 4.1 Intersectionality	**Action:** Become members of the Race Equality Charter. **Action:** Create a new role to work specifically in this EDI space to support the delivery of change and action. **Action:** Create sponsorship opportunity via Advanced HE Diversifying Leadership BAME programme for staff in partnership with our staff network REACH (Race, Ethnicity and Cultural Heritage).	NTU recognise that the intersectionality of race and gender is important. Data and staff consultation via the REACH network support our need to take steps to improve performance in this space.	a) Letter of commitment and acknowledge received for REC membership	Spring 2019	Spring 2019	Vice Chancellor	a) REC membership confirmed b) REC surveys can start to be undertaken as part of REC preparations c) Successful completion of sponsorship programme and evaluation
			b) New EDI (Race) officer successfully recruited	Autumn 2018		Head of EDI	
			c) BAME participants identified to pilot the BAME Leadership programme	Spring 2019	Ongoing	Head of EDI	

Application Section 4. A picture of the Institution							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.6 **Medium** 4.1 (ii) Academic Research on Fixed-term Contracts	**Action:** Undertake a review of the use of fixed-term contracts to identify how to reduce usage, and create researcher talent retainment strategy	A sense of 'missed opportunity' in losing talented research staff that could support and create future pipeline growth.	a) Establish a review group strategically review the use of Fixed-term contracts. b) Report of findings and recommendations to ISAT and UET c) Implement agreed recommendations	Autumn 2019 Winter 2020 Spring 2021	Autumn 2020 - Ongoing	DVC Innovation and Research	Reduction in the use of fixed-term contracts and/or creating transition opportunities for sustainable and stable employment and Researcher security.

Application Section 4. A picture of the Institution							
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No.6 **Low** 4.1 (iv) Academic Leavers	**Action:** Through the application of technology, i.e. incoming HR self-serve system improve the quality and standard of data availability to better inform the development of policy and practice in relation to gender equality and retaining talent.	The ISAT identified an institutional 'missed opportunity' within the currently available leavers data, however identified how that through the implementation of the new HR self-serve system this could be addressed.	a) Explore with the HR Systems Team the opportunities presented through the use functionality of the new HR system for the automatic issuing of a leaver's survey function as an embedded part of the leavers process to gather data to provide data to help inform where strategically the reasons why staff are leaving the institution and whether missed opportunities in relation to gender.	Summer 2019	Autumn 2019	Human Resources Director	**a) Target by Autumn 2020:** Implemented an automated leavers survey **b) Target by Autumn 2020:** First annual data set made available to ISAT. **c) Target by Autumn 2021:** First annual data reports by area made available to key roles e.g. Heads of College/Service and AS Champions Data to inform future local and institutional policy and practice in relation to gender equality and retaining talent. **Target by 2022:** Improve the current percentage of exit surveys
			b) Annual data leavers data report to be produced and made available to ISAT	Autumn 2019	ongoing	Head of EDI	
			c) Annual data report to be made available by area to Heads of College and/or Service and	Autumn 2019	ongoing	Head of EDI	

No.6 cont… **Low** 4.1 (iv) Academic Leavers			School AS Champions.				completed from ≤10% to ≥30%

Application Section 4. A picture of the Institution							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.7 **Medium** 4.1 (v) Equal Pay	**Action:** Expand gender pay gap activities to include BAME pay gap monitoring.	We need to understand the BAME and intersectional issue of gender within pay.	a) BAME pay gap and intersectional data published in annual Gender Pay Gap report	Spring 2019	ongoing	Head of EDI and Head of Reward	BAME institutional pay gap published as part of the statutory duty for gender pay gap reporting by 2019

Application Section 5. Supporting and Advancing Women's Careers							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.8 **High** 5.1 Recruitment (i) Promotions (iii) 5.3 Training (i) 5.6 Culture (i)	**Objective:** All staff to undertake unconscious bias (UB) training. **Action:** Develop and implement a mandatory staff online UB training module.	Following successful University Executive Team workshop (March 2018) the UET recognised the impact UB has and plays in decision making, particularly within critical process e.g. recruitment, and promotion. Therefore, prioritised: **1.** UB training for all staff as an institutional Athena SWAN objective to support awareness and organisational culture.	a) Develop an inhouse UB online module	Winter 2017	Spring 2018	Director of Human Resources	**Target Winter 2019** 100% of staff with 1 years' service or more to have completed UB online module training. employees new to NTU to have completed online UB training within first 6 months of joining.
			b) Pilot and BETA testing	Summer 2018	Summer 2018		
			c) Launch online module and monitor and report on uptake to University Executive Team.	Autumn 2018	Ongoing		
			d) Set as a mandatory staff training requirement.	Autumn 2018	Autumn 2018		

Application Section 5 Supporting and Advancing Women's Careers							
Application Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Time frame (start/end date)		Area/Person responsible (include job title)	Success criteria and outcome
No.9 **Medium** 5.1(ii) Induction	**Action:** Focus group activity to review the effectiveness of induction as part of the evaluation process	Current mechanisms for measuring effectiveness not readily in place.	a) Finding to inform future development where needed	Spring 2019	ongoing	Leadership and Development Manager	Adjustments made to induction programme where identified relevant

Application Section 5. Supporting and Advancing Women's Careers							
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No.10 **High** 5.1 (i)Recruitment & (iii)Promotions 5.3 (i)Training 5.6 (i)Culture	**Action:** Supplementary face to face mandatory UB training for line managers	Following successful University Executive Team workshop (March 2018) the UET recognised the impact UB has and plays in decision making, particularly within critical process e.g. recruitment, and promotion. Therefore, prioritised: **2.** Additional UB training for line managers to address any potential risk of bias within the decision-making processes within critical processes e.g. recruitment and promotion.	a) £80k budget investment to provide high quality face to face UB training.	Spring 2018	Ongoing	Director of Human Resources	UB Training Provider identified and appointment 2018-19 programme advertised **Target Winter 2019** 100% of line managers with 1 years' Line management service or more to have completed UB training. Line managers new to role or NTU to have completed UB training within first 6 months of joining.
			b)2018-19 full programme in place and launched	Autumn 2018	Ongoing		
			c) Set as a mandatory staff training requirement.	Autumn 2018	Autumn 2018		
			d) Monitor and report on uptake to University Executive Team via annual College and Service performance reviews.	Spring 2019	ongoing		

Application Section 5. Supporting and Advancing Women's Careers							
Application Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Time frame (start/end date)		Area/Person responsible (include job title)	Success criteria and outcome
No.11 **High** 5.1(i) Recruitment 5.3(i) Training 5.3(ii) Appraisal 5.6(i) Culture 5.6(ii) HR policy	**Objective:** Application of Policy to increase awareness, drive and support cultural change. **Action:** Institutional KPI to ensure completion of mandatory training by staff inclusive of 3 year refresher training • UB (online & workshops) • EDI (online & workshops) • Selection & Recruitment • Appraisee/Appraisee (online & workshop)	NTU commitment to bring about change, using the mechanisms of institutional policy and performance to drive behaviour sponsored directly by VC	Commitment to drive EDI performance via KPI	Autumn 2018	ongoing	Vice Chancellor	Monitoring and measuring of impact will be recorded through the Annual College and Professional Services Reviews. **Target by 2020:** 90% Staff with 12 months service or more have completed all mandatory training requirements.
			Monitoring data available to managers	Spring 2019	ongoing	Line managers	
			Reward policy change to connect the completion of mandatory training to appraisal performance ratings.	Spring 2019	ongoing	Head of Reward	

Application Section 5. Supporting and Advancing Women's Careers						
Application Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Time frame (start/end date)		Area/Person responsible (include job title)	Success criteria and outcome
No.12 **High** 5.1(i) Recruitment	**Objective:** Increase the number of applications received from women for advertised academic roles, particularly for senior academic roles. **Action** In support of recruitment: Pilot alternative media advertising channel and platform that directly targets women: ***Where Women Work***	Picture of the institution data, 5-year data sets illustrate that women are underrepresented at As Prof & Professor levels, whether in STEMM and AHSSBL disciplines. In addition, the 5-year recruitment data indicates that the lower numbers of applications received from women compared to those received from men [circa 40%] means that despite women having a higher conversion success rate, the challenge is one of volume. Without an increase in volume of applications the desired goal of improving the gender balance within the overall picture of the institution data, is unlikely to change	a) Funding secured for the pilot (£10k)	-	Spring 2018		**Target by Autumn 2020** increase the number of applications received from women by 5%. Aspiration that over the timespan of the AS Action Plan (2022) that a 20% increase can be realised.
			b)'*Where Women Work*' – media platform provider engaged	Summer 2018	Summer 2018	HR Resourcing Manager	
			c)Initial content creation to positively showcase, celebrate, and raise the profile of women at NTU.	Summer 2018	Autumn 2018	HR Resourcing Manager	
			d) Advance content to support and promote gender equality activities including: Athena SWAN Commitments, Action Plan and International Women's Day activities and increased case studies about our NTU people.	Autumn 2018	ongoing	Head of EDI	

		within the foreseeable future.				

Application Section 5. Supporting and Advancing Women's Careers							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.13 **High** 5.1(i) Recruitment 5.5 (i)-(ix) Flexible working and managing career breaks 4.1(v) Equal Pay **No.13 Cont…** **High** 5.1(i) Recruitment 5.5 (i)-(ix) Flexible working and managing career breaks	**Objective:** Increase the number of applications received from women for advertised academic roles, particularly for senior academic roles. **Action:** Policy change within employer branding activities to ensure that account is taken for implicit bias (for both gender and BAME); e.g. review of language and use inclusive imagery.	*As noted above data the available data evidences a need to take action.* In addition, ISAT review of data sets and data via feedback from staff focus groups and Athena SWAN workshop activities provide evidence that staff feel language and imagery within NTU recruitment and advertising of roles could be a potential barrier to women.	a) Executive Resourcing Provider Re-tender to ensure diversity forms a key performance indicator in service delivery, terms and conditions of contract	Spring 2018	Contract management Ongoing	Chief Operating Officer and HR Resourcing Manager	Quarterly contract review to measure performance against diversity KPIs. **Target by Autumn 2020** increase the number of applications received from women by 5%. Aspiration that over the timespan of the AS Action Plan (2022) that a 20% increase can be realised.
			b) Create supporting guidance material to assist recruiting managers to review language used within job description to reduce bias through *gendered language.*	Summer 2018	Ongoing	HR Resourcing Manager & Head of EDI	
			c) Gender-decoder tool widely advertised and used as a tool for checking language used within job descriptions	Spring 2018	Spring 2018	Recruiting Line Managers	
			d) Incorporate guidance & awareness with Recruitment and Selection Training	Spring 2018		HR Resourcing Manager & Head of EDI	

4.1(v) Equal Pay			e) Build a bank of employee case studies; family friendly, flexible working to be used throughout NTU communication channels internal and external	Autumn 2018	ongoing		
			f)Development of championing NTU role models within content for new vacancy campaign and media #ISeePossibilities				

Application Section 5. Supporting and Advancing Women's Careers							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.14 **High** 5.1 Key career transition points: academic staff (iii) Promotion & 5.3 (iii) Career development: academic staff 4.1 (iv) Academic leavers	**Action:** Establish 'Women in the Academy' With the objective of overseeing a programme of work that supports career development.	Data gathered from staff focus groups events, Athena SWAN and consultation workshop activities have provided an evidence base that women within academia would welcome the opportunity to network and share learning experiences within a 'space' that recognised the gender equality issues that are faced by women within the academy. Data via the leavers surveys (4.1 iv) also suggest the need to increase opportunities for development.	a)Recruit and appoint an academic lead to chair and oversee the programme of work	Autumn 2018	Winter 2018/19	Co-chairs of Women's Network supported by Head of EDI	Newly appointed academic lead as Chair of Women in the Academy to oversee the programme works in place by Winter 2018/19 Target 5 sessions per year
			b) Launch event	Spring 2019	-	Co-chairs of Women's Network/ Academic lead as Chair of Women in the Academy	
			c)Deliver programme (external/ internal) speakers to provide networking opportunities & support sharing of knowledge & practice; to include topics such as readiness for academic promotion.	Spring 2019	Ongoing	Academic lead as Chair of Women in the Academy	

Application Section 5. Supporting and Advancing Women's Careers							
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No.15 **High** 5.1 Key career transition points: academic staff 5.1 (iii) Promotion & 5.3 (iii) Career development: academic staff 4.1 (iv) academic leavers	**Action:** Increase annual central budget from £10k to £20k to provide a critical mass injection to the NTU cohort Aurora Programme [£80k over life time of action plan]	Data gathered from staff focus groups events, Athena SWAN and consultation workshop activities have provided an evidence base that women feel and want to have access to specifically targeted development opportunities to advance their confidence in developing their networking skills and networks, as well as leadership skills in order to support career development and progression. Data via the leavers surveys (4.1 iv) also suggest the need to increase opportunities for development	a) Secure additional budget	Spring 2018	-	Management & Leadership Consultant (Org Dev) and Head of EDI	a) Annual budget £20k [£80k over lifetime of plan] secured b) Achieve a full NTU Aurora cohort of 20 delegates for 2018-19 and thereafter annually. d)Target by Summer 2019 Increase current Alumni numbers from 10 to 30, and by 20 year on year thereafter.
			b) Call for nominations for Aurora programme	Summer 2018	Summer 2018	PVCs and Heads of Service	
			c)Annual cohort to be established	Summer 2019	ongoing	Management & Leadership Consultant (Org Dev) and Chairs of Women's Network and Women in the Academy	
			d) Re-establish NTU Aurora Alumni support network	Autumn 2018	ongoing		

Application Section 5. Supporting and Advancing Women's Careers							
Application Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Time frame (start/end date)		Area/Person responsible (include job title)	Success criteria and outcome
No.16 **High** 5.3(ii) (iii) Career development 5.5 (i)-(iii) Flexible working & managing career breaks	**Action:** Scope and introduce the development of an NTU 'Early Stage Parenthood and Research Fund' support scheme.	Reference to research career paths, sector research and feedback from the Athena SWAN workshops, career gaps arising from maternity, adoption and/or shared parental leave can have potential negative impact in career progression – aim of scheme is to bridge such gaps.	a) Secure additional budget	Summer 2018	Summer 2018	Chair of ISAT	Initial Recommended budget annual £50k agreed **Target Winter 2019** applications received, and funding support awards made. Target year on year increase the number of staff supported in this way.
			b) Design the support scheme literature	Autumn 2018	Winter 2018	DVC for Innovation & Research Heads of College	
			c) Launch 'Early Stage Parenthood and Research Fund' Scheme	Spring 2019	Ongoing	DVC for Innovation & Research	

Application Section 5. Supporting and Advancing Women's Careers							
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No.17 **Medium** 5.5(i) –(ix) Flexible working & managing career breaks	**Objective:** Improve awareness and ease of access to information regarding support for family friendly provisions to assist all employees in 'managing career breaks, and flexible working' with more ease. **Action:** Produce a series of information resources aimed to will increase awareness, provide a practical understanding for both line managers and employees in order to meet the stated objective above.	Data sets indicate a slight decrease in the take up of KIT Days. Additional data gathered through staff focus groups & Athena SWAN workshop activities suggest a potential barrier & decline may be due to the lack of awareness & understanding by both employees & line managers. Focus groups & Athena SWAN Workshop activity provided evidence that staff either are not aware of the provisions e.g. Shared Parental Leave available or struggle to access the information in a way that is helpful to them	a) Line manager guide to understanding KIT and SPLIT Days, with examples of how to encourage and support staff to use them.	Winter 2018	Spring 2019	Head of EDI	**Target by 2020** 100% of eligible staff take up and make use of the KIT or SPLIT day provision.
			b) Employee guide to understanding KIT and SPLIT Days, with examples of how to use them.	Winter 2018	Spring 2019		
			c) Create a NTU family friendly information booklet that summarises, and signposts staff to available provisions and policy.	Spring 2019	Summer 2019		
			d) Update managers' guidance material to incorporate maternity return to work at +3 month and +6 month review meeting.	Winter 2018	Spring		

			e) Post the 2018 Staff Survey results, hold a focus group to understand perceptions flexible working	Spring 2019	Autumn 2019		

Application Section 5. Supporting and Advancing Women's Careers							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.18 **Medium to Low** 5.5(i) –(ix) Flexible working & managing career breaks	**Action:** Support the development of an employee network for returning employees from periods of maternity, adoption, shared parental leave.	Staff have provided feedback through focus groups and Athena SWAN Workshop activities that they would value a peer-to-peer support network to drawn upon particularly during the early stages of parenthood, to help increase a sense of community and social networking support.	a) Host the first informal returning parents network meeting	Spring 2019	ongoing	Head of EDI and Co-chairs of Women's Network	Measurement will be through the evaluation report to ISAT [Summer 2020]
			b) Evaluate the impact and effectiveness through collection of feedback data assess perception of value and success of the initiative post first year of introduction. Reporting findings to ISAT	Spring 2020	Summer 2020	ISAT	

Application Section 5. Supporting and Advancing Women's Careers							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.19 **Medium** 5.5 (v) Paternity & 5.6 (ii) HR Policy	**Action:** Provide an 'options mapping service' for employees (new parents) so they can make informed decisions about their caring arrangements in relation to NTU policy and provision.	Take up of shared parental leave is extremely low 1 case in three years Follow up work to understand this through our staff Paternity and Shared parental leave survey indicated that 61.7% of participants did not take up Shared Parental Leave due to financial reasons and/or they did not know about it.	a) Communication cascade to promote the 'service' to be shared widely and information added to existing employee and manager guidance material.	Spring 2019	ongoing	Head of EDI	Increased take-up of Shared Parental Leave. **Target by 2022** 4 cases of shared parental leave these staff becoming role champions
			b) Monitor take up of service, post 12months and report findings and recommendations to ISAT	Spring 2020	Summer 2020	Head of EDI	

Application Section 5. Supporting and Advancing Women's Careers							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.20 **High** 5.5 (v) Paternity & 5.6 (ii) HR Policy	**Objective:** Support a broader recognition for the increasing supportive role fathers/same sex partners play in relation to caring responsibilities and the value this adds. **Action:** Policy and provision change Increase paternity leave pay provision from the current 2 week provision to 3 weeks.	Data from staff Paternity and Shared parental leave survey and consultation activities provide evidence that male and same sex partners will routinely use one additional week of annual leave to supplement the current provision of two weeks paternity leave, in order to provide more support for their new family.	a) Secure additional budget	2018	Summer 2018	ISAT Chair	Increased take up of paternity leave. **Target by 2020** Increase the Institutional Staff Survey score *(91%)***+3%** for Question: "I believe the University is committed to equality of opportunity for all of its staff"
			b) Update policy and provision	Autumn 2018	Autumn 2018	HR Policy Manager	
			c) Communicate out and implement new policy and provision.	Winter 2018	Winter 2018	HR Policy Manager	

Application Section 5. Supporting and Advancing Women's Careers							
Application Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Time frame (start/end date)		Area/Person responsible (include job title)	Success criteria and outcome
No.21 Medium 5.5 (viii) Childcare & 5.6 (i) Culture	Action: Develop a list of local childcare providers for staff to access and work with local childcare providers to secure employee discounts as part of NTU employee benefits provision.	Staff focus groups and Athena SWAN consultation activities, with staff, NTSU and students have provided evidence that a barrier and/or challenge to engaging in work and/or pursuing career progression opportunity can be reliant upon staff ability to find suitable childcare provisions. This challenge is increased if relocating to the Nottingham area.	a) Collate a contact supplier list of local childcare providers (Nottingham City) make information available to staff.	Spring 2019	Summer 2019	Head of Reward	
			b) Canvas local providers to secure a NTU employee discount and communicate to staff via My Benefits internal platform	Spring 2019	Ongoing		

Application Section 5.6. Organisation and culture

Application Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Time frame (start/end date)		Area/Person responsible (include job title)	Success criteria and outcome
No.22 **Medium** 5.6(iv) & 5.6 (v) Representation of men and women on senior management committees and in influential committees	**Action:** Insert positive action statement within Terms of Reference for Academic Board and The University Research Committee introducing a positive action statement for the need to improve gender representation and achieve parity by 2022.	The data provides evidence that two key influential committees lack gender diversity.		Spring 2019	Autumn 2019	Governance and Committee Chairs	

Application Section 5.6. Organisation and culture							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.23 **Medium** 5.6 (i) Culture	**Objective:** Provide as part of a strategic inclusive Estates management approach the provision of nursing mothers'/carers facilities across all campuses (available to employees students and visitors). **Action:** Increase dedicated nursing mother/rest space facilities.	Increased enquiries received by EDI team and Student Services from staff and students wanting to access nursing facilities. Staff feedback through the focus groups and Athena SWAN consultation activities have provided further evidence of a growing need and demand for dedicated nursing mothers facilities.	ai) Scoping exercise to identify key locations across the NTU estate for conversation/refurbishment work	Autumn 2018	Spring 2019	Chief Operating Officer Director of Estates	**Target by 2022** all major buildings to a dedicated nursing mother/rest space room.
			aii) Implement the programme of works to create the dedicated spaces.	Summer 2019	Ongoing		
			b)Include within the NTU policy of accessible and inclusive design the provision for nursing mother facilities in as part of any future new build development plans.	Spring 2019	Spring 2019		

Application Section 5.6. Organisation and culture							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.24a **Medium** 5.6(IX) Timing of institution meetings	**Objective:** All key meetings to follow Code of Practice (CoP) for inclusivity hours **Action:** Implement CoP	Key times 10.00-16.00 for Key meetings CoP created- need time to embed	CoP implemented across identified key meetings	Autumn 2018	ongoing	UET	**Target:** By new academic year 2019
No.24b **Medium** 5.6	**Objective:** Foster an inclusive culture through leadership. **Action:** Leadership to adopt email footer *"Sometimes my messages arrive outside of your working hours … but normally I don't expect a reply from you outside of those hours.*	Feedback from Athena SWAN workshops and focus group activities identified a commonly held perception that staff were required to respond to emails 'out of hours'. This is not the general expectation of the institution.	Email footer adopted by the leadership and applied to internal staff email communications	Autumn	ongoing	UET	
No.25 **Medium** 5.6 (viii) Workload	**Action:** Introduce gender analysis report of Managing Academic Workload (MAW) system.	Advance understanding of how gender and workload planning system are operating at a local level.	Data sets to be made available to Deans	Autumn 2019	ongoing	Deans/AS Champions	Report for School and Department ISAT information.

No. 26 Medium 5.6 (x) Visibility of role models	Objective: Advance partnership working with University of Nottingham celebrating Nottingham women. Action: Host 2019 #BetterforBalance International Women's Day	Collaborate to increase campaign and awareness across Nottingham		Autumn 2018	Ongoing	Institutional leads: Prof. Mark Biggs (NTU) Prof. Sarah Sharples (UoN)	Deliver 2019 IWD day event at NTU. Deliver 2020 IWD day event at UoN
No. 27 Medium 5.6 (x) Visibility of role models	Objective: Advance visibility of role models within AHSSBL to support representation of men in AHSSBL Action: Celebrate International Men's Days	The pipeline and recruitment data indicate that men within junior academic roles are underrepresented. Recognising the power of visible role models, work will begin to create the positive promotion of men in underrepresented AHSSBL disciplines.	First cross campus celebration of International Men's Day.	Autumn 2019	Ongoing	Head of EDI and AHSSBL Champions	Deliver NTU celebration of IMD 2019 (Nov) Year on year grow the activity.

Application Section 5.6. Organisation and culture						
Application Reference	Planned action/objective	Rationale (i.e. what evidence is there that prompted this action/objective?)	Key output and milestones	Time frame (start/end date)		Area/Person responsible (include job title)	Success criteria and outcome
No.28 **Medium** 5.6(xi) Outreach activities	**Action:** Create an institutional wide data repository system to record, monitor and report on academic outreach activities.	NTU require a systematic method and system to capture and report on Outreach activities	Data system created and outreach activity collated and mine for data reporting	Autumn 2018	Autumn 2019	Centre for Student and Community Engagement (CenSCE)	Robust and meaningful data will be available to areas and ISAT **Target**: By new academic year 2019

Application Section 6. Supporting Trans People							
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.29 **High**	**Action:** As part of the broader staff development offering ensure regular workshops are available to staff to access information and support in relation to Trans awareness	Athena SWAN consultation activities, with staff, the NTSU and students highly the ad hoc sessions that have been provided – staff and students would welcome a regular offering to confirm commitment to raise awareness.	a) Opportunity for all staff to attend a Trans Awareness workshop at regular interval within the academic year i.e. one per semester.	Autumn 2018	Summer 2019	Head of EDI	All sessions fully booked demand exceeds availability
			b) Increase number of sessions as appropriate to serve demand.	Summer 2019	Autumn (annually going forward)		
No.30 **Medium**	**Action:** Develop Trans policy and additional guidance	ISAT recognise that positive practice could be strengthen by policy and supporting information resources. This has also been fed back by our LGBT+ staff network.	a) Form a Policy and Practice working group to develop in consultation with Trans staff and students to develop an NTU Policy	Spring 2019	Autumn 2019	Chair of the Respect and Consent Working Group	**Target by Autumn 2019** Policy and supporting resources published and available to all staff and students to access.
			b) Develop a set of supporting information resources and make available to all staff and students	Summer 2019	Ongoing		

Application Section 6. Supporting Trans People						
Application Reference	**Planned action/objective**	**Rationale (i.e. what evidence is there that prompted this action/objective?)**	**Key output and milestones**	**Time frame (start/end date)**		**Area/Person responsible (include job title)**	**Success criteria and outcome**
No.31 **Medium**	**Action:** Continue to advance the level of provision of gender neutral toilets across the estate to provide staff and students with greater choice	ISAT recognise that positive practice needs to continue to be advanced. This has also been feedback through our Athena SWAN consultation activities by our LGBT+ staff network, students and NTSU. Current provision approximately 30% across the estate.	Information regarding progress made against the 2023 target to be presented to the ISAT for monitoring purposes, annually.	Autumn 2019	ongoing	Chief Operating Officer Director of Estates	**Target by 2023** increase provision to at least 80% access across the NTU estate