Athena SWAN Bronze department award application

Name of university: University of Lincoln

Department: School of Sport & Exercise Science

Date of application: 30 April 2015

Date of university Bronze award: September 2014

Contact for application: Dr Jacquelyn Allen-Collinson, Reader in Sociology of Sport

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1. Letter of endorsement from the head of department

UNIVERSITY OF LINCOLN

29 April 2015

Ms Sarah Dickinson
Athena SWAN Manager
Equality Challenge Unit
Queen's House
55-56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Ms Dickinson,

I am delighted to offer my full and enthusiastic support for our Athena SWAN application for a Bronze Award, and for the action plan that constitutes part of the application. The School of Sport & Exercise Science is highly committed to promoting gender equality and this is an opportunity for me to explain how STEMM activities have made a significant contribution to our operation and provide a supportive infrastructure to enable staff and students to achieve their potential.

The School works to support women and men equally in their careers and has made every effort to help academics balance their work and personal commitments whilst pursuing career development. Features such as 'keep in touch days' ease return to work from maternity leave. In addition the School has approached requests for flexible working in a positive manner. Female colleagues within the School have been encouraged to attend the university Women into Research Network which encourages their involvement in research. In my experience, family friendly features are important factors in helping to attract and retain staff.

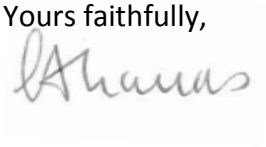
The University operates parallel career pathways – Teaching and Research (T&R) and Teaching and Scholarship (T&S). The majority of academics (86%) within the School are on the T&R pathway with only males on T&S contracts. However, there is a disparity as women were under-represented in our recent REF submission. We recognise there is work to carry out in this area and research plans, mentoring and research groups all endeavour to create a supportive infrastructure to address this discrepancy.

Work-loading is carefully considered and there is similarity between the allocation of roles by gender in teaching, management and research. There is equitable representation from male and female academics on University Committees and it was reassuring that our School evaluation process, using the HE STEMM Staff Culture Survey, positively identified an equitable and supportive culture.

The School has an imbalance of male to female students and whilst this is of concern, the environment does not appear to inhibit performance as proportionally more female under-graduate students achieve good honours degrees. Initiatives such as STEMM bursaries awarded to MSc Sport Science students have increased female enrolments and we have improved the number of female postgraduate research students. Encouragingly Student Focus Groups positively endorsed the general culture of the School in terms of gender equality.

The School is not complacent with regards to gender equality and, as Head of School, I believe that we have benefitted substantially from this self-reflection process and the monitoring of our actions. I have been greatly encouraged to see the enthusiastic input into the work of our Athena SWAN Self-Evaluation Team. I have every confidence that, drawing on the results from our Staff Survey and the Student Focus Groups held across all levels from undergraduate to research students, will have a strong action plan to help further enhance our commitment to provide a welcoming, supportive and positive environment for women across all areas of our portfolio.

Yours faithfully,



Cathy Thomas

Head of School, Sport & Exercise Science

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2. The self-assessment process

2.1 The Team

The School of Sport & Exercise Science (SES) Athena SWAN Self-Evaluation Team (ASSET) committee was established in 2013, to facilitate the development and promotion of good practice within the School. ASSET members (Table 1) were selected to provide representation from across the subject areas of the School, different post levels, and also varied career and work-life experience. Membership includes the Head of School, one professor, one reader, one principal lecturer, five senior lecturers, one administrator, and one graduate research student. Six women and five men sit on the ASSET.

2.2 Account of the self-assessment process

The University's Athena SWAN Committee (ASC) was established in early 2012, with membership drawing upon key stakeholders: senior management team representation, all STEMM Heads of School, a variety of STEMM-school representation across all academic levels, and also student representation. The Chair and Officer of the ASC took the Athena SWAN 'roadshow' to all STEMM schools in the University, to introduce the remit and role of the ASC.

In 2013, the Head of SES requested that Dr Allen-Collinson, Reader in the Sociology of Sport, set up and chair the ASSET; all staff were invited to register their interest in membership. Subsequently, via a 'snowballing' process, further members were recruited in order to cover under-represented areas and types/grades of staff membership. The vice-chair was appointed at the initial meeting and a senior administrator undertakes the ASSET officer role. Since early 2014, School ASSET meetings have taken place at least once per term, and more frequently when required. Team meetings and wider discussions regarding gender issues are informed by the University Athena SWAN Committee, on which the chair of the SES ASSET sits. She is also a member of the British Sociological Association Gender Study Group, and debates within this group have thus fed external discussions directly into our submission process.

The focus of the School ASSET initially was on commencing the self-assessment process and procedures, and generating the momentum to drive forward our submission. The committee initially met at least once per term, and more frequently when specific issues required addressing. Much correspondence also took place between the formal meetings, and the Sport & Exercise Science ASSET Chair also participated in all University meetings of the School ASSETs Group, comprising the chairs of all STEMM School Self-Evaluation Teams (meeting on the first Thursday of every month) during the lead-in to submission.

As part of the self-assessment process, all members of staff were surveyed anonymously via the HE STEMM Staff Culture Survey in 2014. To canvass student feedback, focus groups were held with the following groups and all were facilitated by ASSET members: PGR students (facilitated by the PGR student member), PGT students, and UG student representatives from UG cohorts and programmes, facilitated by Programme Leaders. Whilst the self-assessment process revealed that both staff and students were 'very satisfied' or 'satisfied' with the culture of the School, nevertheless, it did identify areas for follow up and improvement, which have been incorporated into our action plan.

Table 1: *Membership of the ASSET Committee for the School of Sport & Exercise Science*

MEMBER	POSITION	ROLE ON COMMITTEE
Dr Jacquelyn Allen-Collinson	Reader in Sociology of Sport. Joined the University in 2012, having worked in a range of UK universities since 1981. Distance-runner, fell-walker, music lover, in a dual-career family, co-carer for elderly relatives.	**Chair**
Professor David Mullineaux	Professor in Sports Science, joined the University in 2011. Has worked in academia and industry in both the USA and UK, applying primary interest in research methods. In a dual-career family with equal sharing of the children's up-bringing.	**Vice Chair**
Mrs Catherine Thomas	Head of School since School was inaugurated in 2006. Previously managed Sport Science Programmes validated by Nottingham Trent at Lincoln College. Has three children, the youngest taking her A-levels, and two in graduate employment.	**Head of School**
Dr Lee Crust	Senior Lecturer in Sport Psychology. Chartered psychologist, a chartered scientist, and Fellow of the Higher Education Academy. Married with no children, in his spare time enjoys gardening and fell-walking in Northern England.	**Varied representation from across the School with diverse career and work-life experience**
Dr Adam Evans	Senior Lecturer in Social Theory, on the BSc (Hons) Sport Development & Coaching degree. Joined the University in 2010. Married with no children, in his spare time enjoys adrenalin sports, music and spending time with friends and family.	
Mrs Donna Windard	Senior Lecturer in Physical Education Policy & Practice, early career researcher, Fellow of the Higher Education Academy, who joined the University in 2008. Is married with no children.	
Mrs Hannah Henderson	Senior Lecturer in Physical Activity and Health, and programme leader for the BSc (Hons) Physical Activity and Health Development programme. Studying for her PhD part-time. She has one child in a dual career family.	
Dr Mark F Smith	Principal Lecturer, who joined the University in 2003. Mark is married with two children, the youngest with Type 1 Diabetes. Has to balance work and home as has co-carer responsibilities. In his spare time he enjoys cycling and music.	
Dr Sandy Willmott	Senior Lecturer in Sports Science and Programme Leader for the MSc Sport Science, involving delivery of modules outside of regular working hours. Joined the University in 2007. He is single with no children. When he has time, enjoys kayaking and other sports.	
Mrs Jo Haresign	Senior Administrator/PA to Head of School. Joined the University in 2012, having worked in a similar role at the University of Nottingham for 5 years. Has two children and is the main carer for both.	**Administration representation**
Ms Rachel Williams	Full-time PhD student in the School, successfully completed MSc by Research in 2014 at Lincoln and subsequently commenced her doctoral research in October 2014.	**Student representation**

The ASSET is now an established and integral part of the School's management and administrative processes and will continue to meet, on at least a termly basis, feeding into School meetings as a standing item on the agenda, to keep all staff informed of key issues and progress. In addition to this formal reporting mechanism, 'gendering' of all aspects of the School's work is taken into consideration by specialist sub-committees and groups, for example, the School Research Committee, School Postgraduate Research Committee, School Ethics Committee, and all research strategic planning and processes. Gender issues are also at the forefront of discussions regarding staff and student recruitment and retention. Whilst overall responsibility for implementation of the action plan rests with the Head of School, the ASSET Chair and specific role-holders are identified in the plan as having responsibility for key areas, as we work together towards further enhancement and refinement of extant processes and the institution of new ones.

The application itself was discussed at a series of ASSET meetings held from January 2014 to the submission in April 2015, with input from all members of the team, and from the University Athena SWAN Committee chair and officer. The ASSET chair attended all meetings of the University ASSET Chairs Group, raising specific queries regarding our application and in turn feeding back good practice and advice to the School ASSET. Data for the application were generated by the University's Student Planning team (student data) and by Human Resources (staff data).

Members of the School ASSET have been involved throughout all stages of the application process, including drafting and reviewing specific sections of the application, as well as the overall draft, and in promoting the work of the ASSET more widely within the School. Both the University Athena SWAN Committee chair (School of Chemistry) and Project Officer (College of Science) also reviewed and commented in detail on early drafts of the application, before it was sent out for external review by a member of the East Midlands Network. Wider consultation through the Athena SWAN East Midlands Network, and participation in Athena SWAN Assessment Panels has provided valuable information, expertise and experience to the University's ASC chair and officer, and we have drawn upon this expertise in preparing the School application.

Following the University's receipt of the Bronze Award in 2014, an Athena SWAN Office was established, embedded within the University's organisational structure. The University ASC and also the School ASSET Group will continue to meet on a regular basis, in order to develop further the self-assessment process and also to review progress both generally, and vis-à-vis the implementation of specific initiatives.

WORD COUNT = 947/1000

3. A picture of the department

3.1 Pen-picture of the School

The School of Sport & Exercise Science is a relatively new, multidisciplinary department, established at Lincoln in 2006. A specialist Human Performance Centre was built with an initial investment from HEFCE for both new building (including dedicated high-tech laboratory space) and state-of-the-art specialist equipment. The two key priorities of the School are research and teaching. Taught programmes at undergraduate and Master's level are provided across a range of sport-related and physical culture subjects, including sport and exercise science, biomechanics, and physiology, nutrition, health science and health studies, sociology of sport, physical cultures and the body, sport and exercise psychology, sport development and coaching, and physical

education. Teaching is firmly underpinned by research and scholarship, making use of specialist facilities that support research from laboratory-based projects through to innovative qualitative research. Excellent links exist between the School, local community, industry and professional practice, and these offer varied opportunities for students to acquire work experience. The School continues to grow its postgraduate student body, and details of PGT and PGR student activity are provided below. The School also has strong links across the University, with elements of its portfolio falling under the work of the Lincoln Institute for Health.

Through the University's and the School's strategic investment in research, the first professor (David Mullineaux) and the first reader (Jacquelyn Allen-Collinson) in the School were appointed in 2011 and 2012 respectively, to bring research experience and leadership to the School. The developing research strategy, culture and productivity led to the School's first REF submission in 2013, which was highly successful. Research activity is currently organised into two overarching inter-disciplinary themes:

- Psychophysiology and Biofeedback in Sporting Performance (PBSP), led by Professor Mullineaux.
- Sociocultural and Psychological Aspects of Sport and Physical Activity (SPASPA), led by Dr Allen-Collinson.

Under these overarching themes, research is strategically focussed into five research groups, with most staff undertaking both fundamental and applied research, together with knowledge exchange-related research and consultancy. The research groups are as follows, with the leaders given in parentheses. All group leaders sit on the School ASSET.

- Biofeedback in Sport (BIO; Professor David Mullineaux)
- Health Advancement Research Team (HART; Dr Jacquelyn Allen-Collinson)
- Mental Toughness (MTOUGH; Dr Lee Crust)
- Psychophysiology of Exercise and Sport Performance (PESP; Dr Mark Smith)
- Youth Sport Research (YSR; Ms Donna Evans)

The School is highly committed to social inclusiveness and to promoting equality of opportunity and provision to all staff and students regardless of gender, age, ethnicity, socio-economic class, degree of dis/ability, sexuality, and religious/spiritual affiliation, as commensurate with wider University ethos and practice. All School staff undertake staff development via the online training in equality and diversity. Within the School, we seek to ensure that all staff and students feel welcome, valued and supported in their everyday workplace and activities. During the self-assessment period, working toward the Athena SWAN application, the consultation and discussion process revealed that in general our commitment to such inclusiveness was being fulfilled, but in some domains further work and improvements were required. The action plan was therefore drafted in order to focus upon these areas; our specific action points are listed in detail in the relevant sections below and in the Action Plan in Appendix 1. In brief the points for action fall under four general rubrics:

A: Student recruitment, experience and degree outcomes:
B: Staff recruitment and retention
C: Maintaining the pipeline
D: Promoting job satisfaction and life-work balance

3.2 Student and staff data

3.2.1 Student data

All student data have been provided by the University's central planning section, for the most recent years for which full data are available, which in most cases spans the academic years 2010/11 to 2013/14.

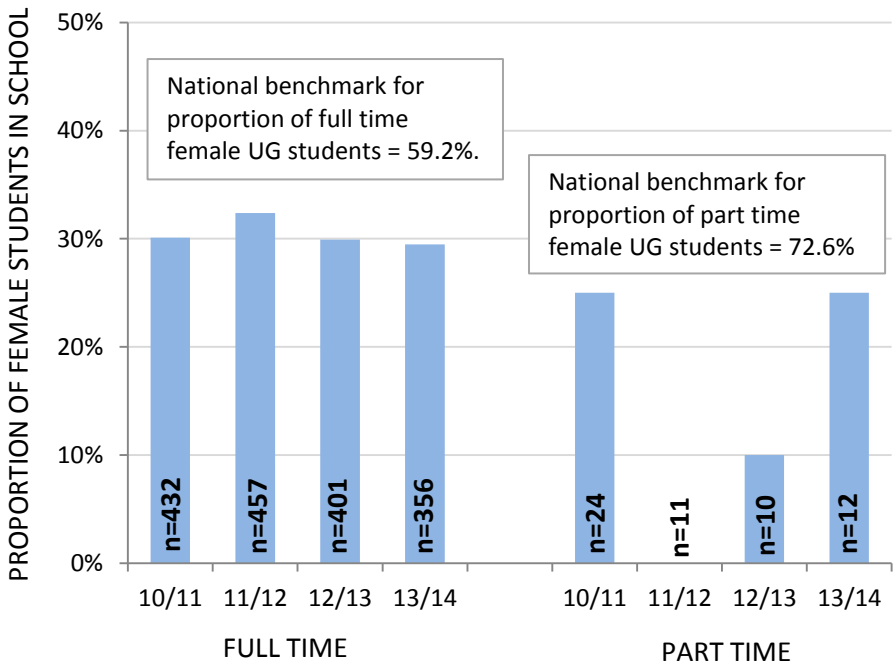
(i) **Numbers of males and females on access or foundation courses**

The School does not provide directly any access or foundation courses at the University.

(ii) **Undergraduate male and female numbers**

Details of the proportion of female full-time and part-time undergraduate students are provided in Figure 1.

Figure 1: The proportion of female full time and part time undergraduate (UG) students in the School of Sport and Exercise Science (2010 -2014), benchmarked against national statistics*. Percentages indicate the female proportion of total students in School (n).



* Heidi 2012/13, JACS Code C. University Alliance statistics for proportion of female UG students = 56.0% (FT) and 75.6% (PT).

Key Observations, Trends, Areas of Concern and Actions

- The proportion of female students within the School has remained relatively constant over the last 4 years, with around 30% of the School's full-time undergraduate students across all programmes being female, which compares to 56% nationally.
- The number of applications and total number of students declined considerably when our UCAS tariff increased in line with University policy. In 2012/13, for example, the UCAS tariff for our programmes in Sport & Exercise Science (SES), and in Sport Development and Coaching (SDC) increased from 280 to 300 points for SDC, and to 320 for SES. This increase in tariff points was a strategic move to increase the calibre of students.

- Different degrees vary considerably in their proportion of female students. For example, the Physical Activity & Health Development degree, which commenced in September 2014, attracts a much higher proportion of female students (77.7%), including 'mature', non-traditional applicants, and thus addresses the need for the widening participation agenda.
- The overall position vis-à-vis declining numbers is a concern, which we are addressing in various fora both *intra* and *extra* School.
- Despite the lower percentage of female students, it is noticeable that female students perform very strongly across all our degree programmes (see degree classifications).

Initiatives in Place

- All applications and conversions to our degree programmes are monitored by admissions staff centrally and within the School.
- The introduction of new degree programmes such as the Physical Activity & Health Development degree (2014), and Physical Education and School Sport degree (due to have its first intake 2016) is likely to attract relatively high numbers of female students (judging by gender profiles on analogous degree schemes within the UK), increasing the overall proportion of female students across the School's portfolio of undergraduate programmes.
- The School also subscribes fully to the aims of the University's Newton Academy, which has recently been established to inspire young girls to raise their career aspirations and to provide them with the leadership skills and confidence to challenge preconceptions that may prevent them from aspiring to success in STEMM subjects. School staff raise awareness of the Newton Academy and other analogous initiatives at the University during outreach activities such as visits to local schools.
- The National Sports Roadshow, for example, which the School hosted in 2015, provides a platform for employers, students, careers advisors and sports professionals to meet and exchange information and advice. Career opportunities for women in sports-related careers are highlighted and promoted, and successful professional women in a wide range of sports-related careers (e.g. sports coaching, sports media and marketing, sports science research and teaching) offer advice on the qualifications and experience required for a career in their profession.
- At least 50% of the Sport Science Ambassadors used for recruitment events are women.
- The Head of School reports (with accompanying actions) on female student recruitment within the School's Annual Monitoring Report.
- Regular review and monitoring of promotional material to ensure positive representation of women and girls.

Impact

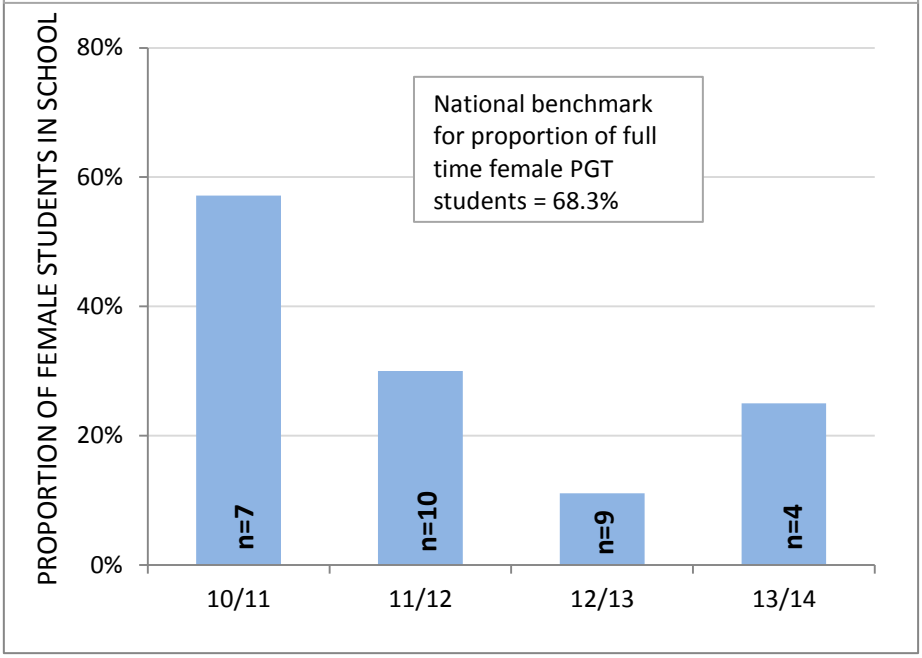
- The undergraduate gender balance is beginning to improve following the introduction of the new BSc Physical Activity & Health Development degree in 2014, which has a 77.7% female intake.

Action Plan A1
✓ Working Group on Student Recruitment and Progression to be established 2015/16. ✓ To increase the proportion of f-t female undergraduate students from 29.5% to 33% of overall programme numbers by the 2017 intake. ✓ To raise awareness of the School's degree schemes via outreach programmes and opportunities (see details below in 'Outreach').

Postgraduate male and female numbers completing taught courses

Figure 2 provides details of the proportion of female full-time postgraduate taught students in the School (no part-time route is currently available).

Figure 2: The proportion of female full time postgraduate taught (PGT) students in the School of Sport and Exercise Science (2010 -2014), benchmarked against national statistics*. Percentages indicate the female proportion of total students in School (n).



*Heidi 2012/13, JACS Code C. University Alliance statistics for proportion of FT female PGT students = 62.0%

Key Observations, Trends, Areas of Concern and Actions

- Numbers of PGT students are very small and, as expected, the proportions of female and male students have demonstrated considerable variability between years.
- No clear trends can be identified at this point, and the proportion of female students stands at 44% in the current 14/15 enrolments.
- To date, 72% of the students who have enrolled on to the one PGT course currently being offered – the full-time MSc Sport Science – have been graduates of the School of Sport & Exercise Science, and the gender ratio at the undergraduate level therefore has a strong influence on PGT recruitment.
- Graduates from the School are likely to remain a major contributor to PGT enrolments, and initiatives to encourage more balanced recruitment at the undergraduate level should lead to increasing diversity of PGT applications.
- With timetabled classes running on occasion until 7 pm, the programme team is well aware of the potential complications for students who have responsibilities as carers. Feedback is thus sought regularly from all students regarding their experience and any difficulties or challenges.

A mature woman student on the course, with childcare responsibilities, commented that: *It can be difficult sometimes for me to stay for all the sessions in a day, especially when one of the children with X (health condition) is having problems, but I always try and catch up with the notes.*

Initiatives in Place

- All applicants are informed of the session timings at the interview stage or before, and appropriate accommodations are made wherever possible.
- All aspects of course design and promotion is evaluated regularly with regard to gender equality in the learning environment and its opportunities.
- Lecture slides are made available to any students who are unable to attend the lectures or other taught sessions for valid reasons, and a tutorial can be booked so that students can discuss any particular issues with the lecturer.
- The Programme Leader undertakes regular and frequent evaluation of the course, seeking feedback from students, particularly regarding any difficulties in the timing of sessions.
- Regular review and monitoring of promotional material to ensure positive representation of women and girls.
- The Head of School reports, with accompanying actions, on female recruitment in the School's Annual Monitoring Report.

Action Plan A2

- ✓ Working Group on Student Recruitment and Progression to be established 2015/16.
- ✓ To increase the proportion of f-t female PGT students from 25% to 30% by the 2017 intake.

(iii) Postgraduate male and female numbers on research degrees

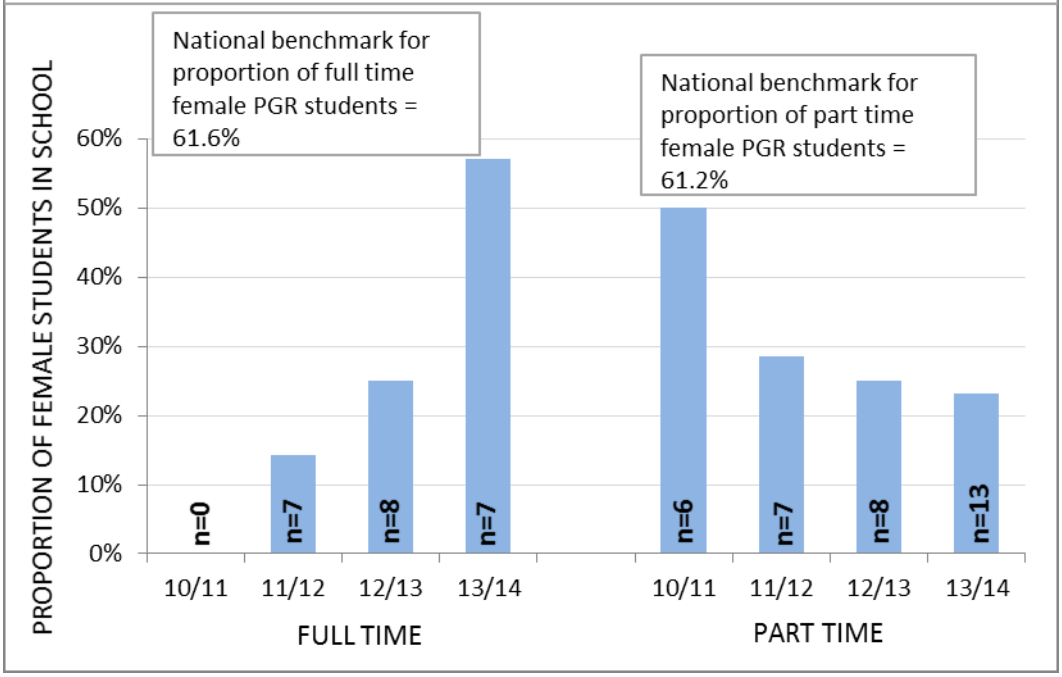
Details of the proportion of female full-time and part-time postgraduate research students (PGR) in the School of Sport and Exercise Science are provided in **Figure 3** for the period 2010-14, benchmarked against national statistics.

Key Observations, Trends, Areas of Concern and Actions

- Numbers of PGR students in the School are small, standing at around 9-10 full-time students currently (2014/15).
- The proportion of female PGR students has been growing steadily year on year since 2010/11 (when there were no female students), to last year's profile that showed almost 60% female of full-time PGRs. In terms of part-time students, women have made up around 25% of numbers since 2011/12.
- Given that PGR programmes have only recently been introduced in the School, it is encouraging to see that we have almost achieved the national average (currently 61.6%).
- Women applicants have achieved notable success in funded Studentships within the School. Currently 3 of the 5 Studentship-funded students are female, having been successful in applying for nationally-advertised, competitive studentships in the School.

- The relatively small pool of experienced PGR supervisors limits the numbers of PGR students the School can support at any one time.

Figure 3: The proportion of female full time and part time postgraduate research students (PGR) in the School of Sport and Exercise Science (2010-14), benchmarked against national statistics*. Percentages indicate the female proportion of total students in School (n).



*Heidi 2012/13, JACS Code C. University Alliance statistics for proportion of female PGR students = 59.0% (FT) and 53.9% (PT)

Initiatives in Place

- The School recruited 2 experienced members of research staff in 2011 (male Professor) and 2012 (female Reader) in order, *inter alia*, to increase the number of staff with extensive experience of supervising and examining PGR students.
- The pool of experienced PGR supervisors is increasing as senior researchers mentor early-career supervisors by co-supervising with them.
- The School Postgraduate Research Committee, chaired by the Reader, was established in 2014, and is tasked with oversight of all PGR issues, including the research student experience in the School.

Impact

- The addition of two experienced members of research staff has increased the supervisory staff pool, allowing us to increase the numbers of PGR students supervised within the School. The specific research interests of one of the staff members have attracted interest from women PGR students.

Action Plan A3

- ✓ School Postgraduate Research Committee to monitor gender balance of applications and enrolments for PGR study to identify any trends.
- ✓ Postgraduate Research Lead to use social media networks specifically to target potential female PGRs (e.g. IWG Women & Sport).
- ✓ To increase the proportion of f-t female PGR students from 57.1% to 61% by October 2017.

(iv) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees

a. UNDERGRADUATE APPLICATIONS

Data relating to undergraduate applications, application offers and accepted applications for undergraduate courses in the School of Sport and Exercise Science, for the period 2010-14, are provided in **Figure 4**, **Figure 5** and **Table 2**.

Figure 4: The proportion of applications , application offers and accepted applications from females for undergraduate courses in the School of Sport and Exercise Science (2010 -14). Percentages indicate the female proportion of total students in School (n).

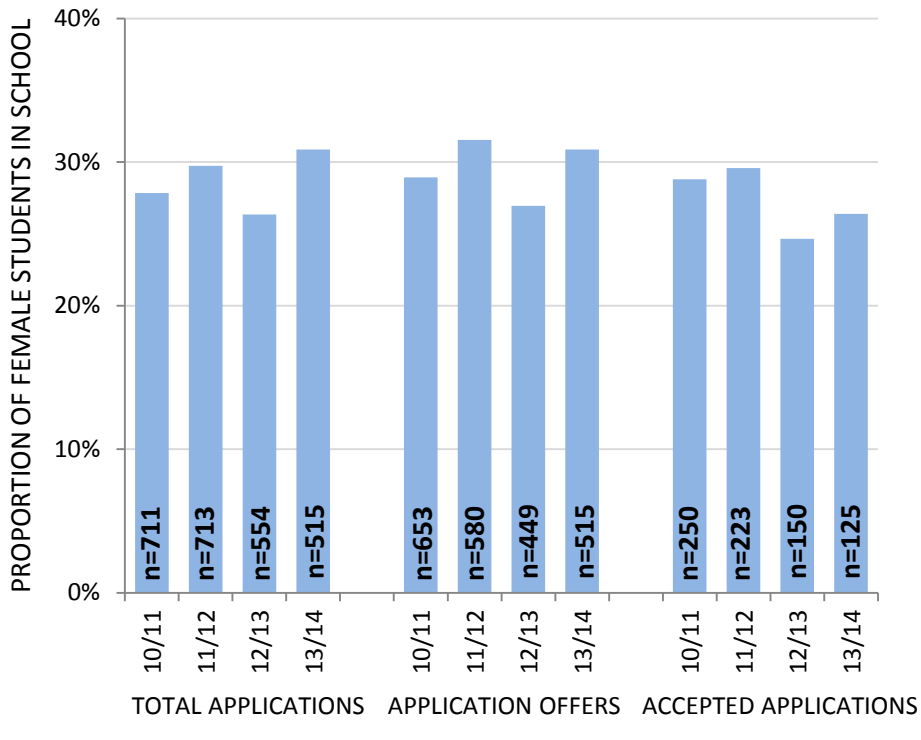
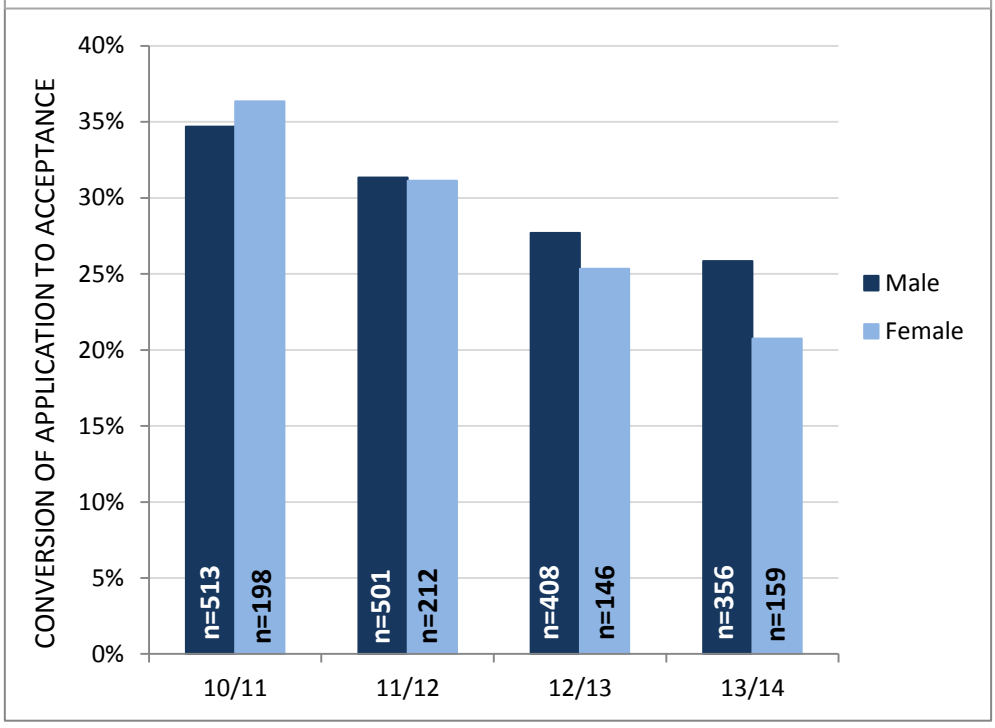


Table 2: *The proportion of applications, application offers and accepted applications for undergraduate courses in the School of Sport and Exercise Science (2010-14)*

	FEMALE			MALE		
Year	**Applied**	**Offered**	**F %**	**Applied**	**Offered**	**M %**
10/11	198	189	95.5%	513	464	90.4%
11/12	212	183	86.3%	501	397	79.2%
12/13	146	121	82.9%	408	328	80.4%
13/14	159	159	100.0%	356	356	100.0%
Year	**Applied**	**Accepted**	**F %**	**Applied**	**Accepted**	**M %**
10/11	198	72	36.4%	513	178	34.7%
11/12	212	66	31.1%	501	157	31.3%
12/13	146	37	25.3%	408	113	27.7%
13/14	159	33	20.8%	356	92	25.8%

Figure 5: Conversion rates from application to acceptance for UG courses in the School of Sport and Exercise Science by gender (2010 -2014). The total number of applications received by each gender are given (n)



Key Observations, Trends, Areas of Concern and Actions

- The percentage of women applying to the School has remained consistently low compared with male applicants.
- Since 2011/12 there has been a downward trend in both male and female applicants. This has coincided with the School increasing its UCAS tariff points, which has resulted in the School now being placed within a new competitor set. As a consequence, the programmes appear to have become an 'insurance' option for some applicants.
- The national average number of programmes within a Sport Science Department is 7 (cf. 2 programmes within the School in 2013/14).

Initiatives in Place

- To increase the School's application and conversion rate, rather than reverting to lower tariffs, the School is growing its portfolio in line with the sector norm.
- In 2014/15 the School introduced the BSc Physical Activity and Health Development and in 2016/17 is introducing the BSc Physical Education and Sport, aiming to increase Lincoln's market share of applications.
- To attract and convert applications, the School has developed outreach workshops aimed at pupils interested in studying Sport Science.
- Whilst the School is keen to recruit both female and male applicants, we are particularly keen to attract women students to the programmes. To encourage this, the outreach workshops are organised by a female member of staff, who uses student ambassadors to act as role models.
- Within all promotional material, the School ensures that it represents a gender balance, for example successful male and female alumni/alumnae are featured, and the School's web pages and prospectus present images of both women and men/girls and boys. Female staff and students are also highly visible at all Open Days.

Impact

- The BSc Physical Activity and Health Development programme has attracted a high proportion of females (77.7%) in 2014/15, and we anticipate that the BSc Physical Education and Sport will also redress the gender imbalance.

Action Plan A1

- ✓ Working Group on Student Recruitment and Progression to be established 2015/16.
- ✓ To increase the proportion of f-t female undergraduate students from 29.5% to 33% of overall programme numbers by the 2017 intake.
- ✓ To monitor the impact of outreach workshops, as reported by participants.

b. POSTGRADUATE TAUGHT APPLICATIONS

Data relating to postgraduate applications, application offers and accepted applications for postgraduate taught courses in the School of Sport and Exercise Science, for the period 2010-14, are provided in **Figure 6**, **Figure 7** and **Table 3**.

Figure 6: The proportion of applications , application offers and accepted applications from women for postgraduate taught courses in the School of Sport and Exercise Science (2010 -14). Percentages indicate the female proportion of total students in School (n).

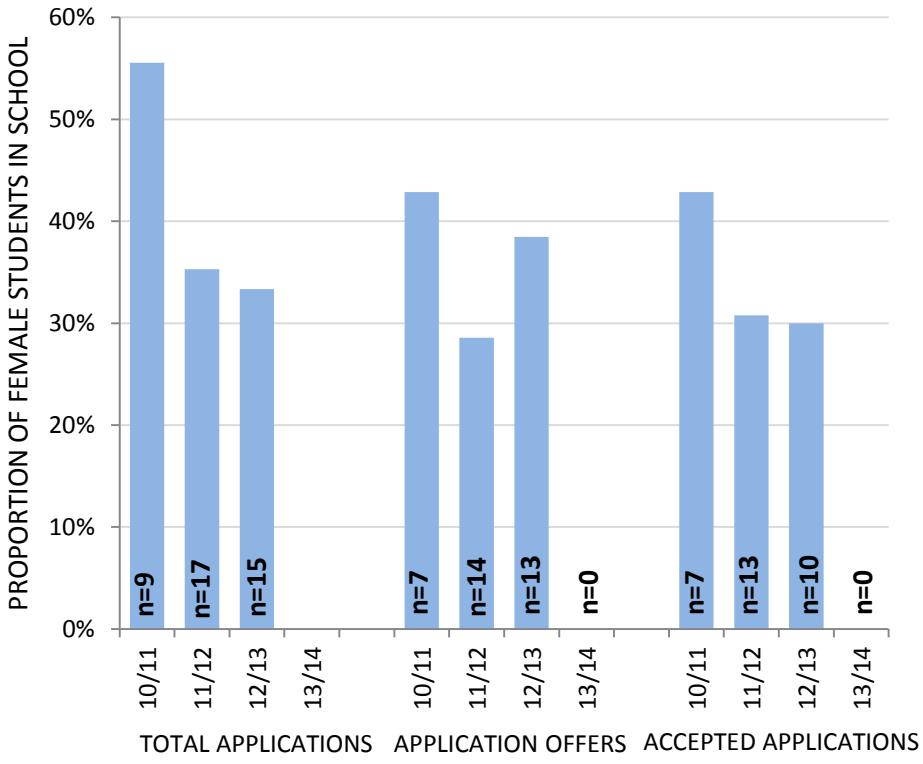
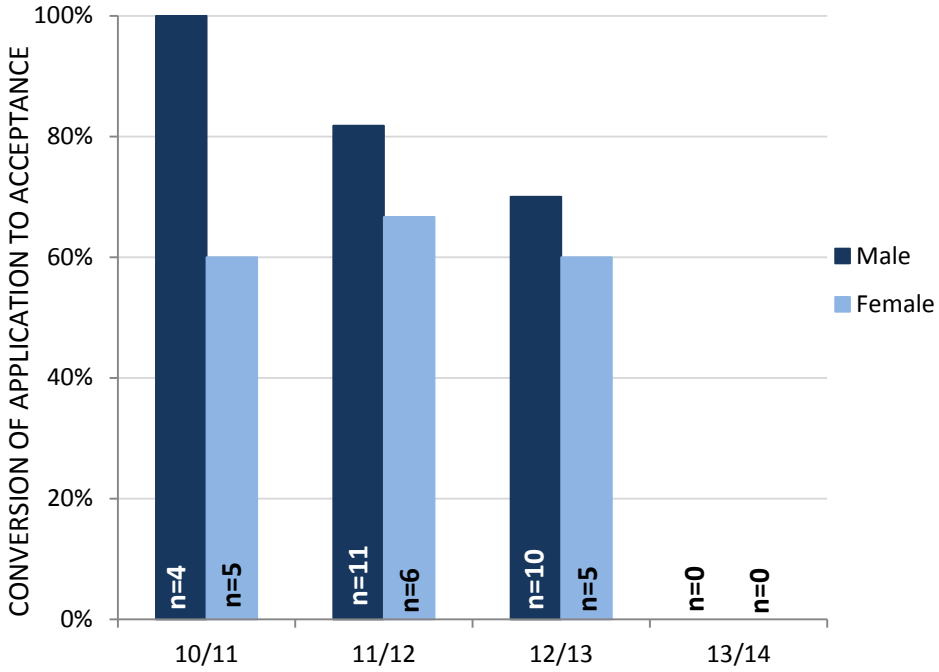


Table 3: *The proportion of applications, application offers and accepted applications for postgraduate taught courses in the School of Sport and Exercise Science (2010-14)*

	FEMALE			MALE		
Year	**Applied**	**Offered**	**F %**	**Applied**	**Offered**	**M %**
10/11	5	3	60.0%	4	4	100.0%
11/12	6	4	66.7%	11	10	90.9%
12/13	5	5	100.0%	10	8	80.0%
13/14	0	0		0	0	

Year	**Applied**	**Accepted**	**F%**	**Applied**	**Accepted**	**M %**
10/11	5	3	60.0%	4	4	100.0%
11/12	6	4	66.7%	11	9	81.8%
12/13	5	3	60.0%	10	7	70.0%
13/14	0	0		0	0	

Figure 7: Conversion rates from application to acceptance for PGT courses in the School of Sport and Exercise Science by gender (2010 -2014). The total number of applications received by each gender are given (n)



Key Observations, Trends, Areas of Concern and Actions

- Given the relatively small number of PGT students in the School, the ratio of female:male students amongst applicants can vary considerably from one year to the next.
- The proportion of female students receiving and accepting offers is broadly similar to the proportion applying (approximately 30%), and reflects the proportion of female students within the School's undergraduate population.

Initiatives in Place

- In the longer term, changes in the proportion of female students at the undergraduate level are expected to filter through to PGT applications.
- Efforts are being made actively to widen the pool of applicants, both domestically and internationally via recruitment fairs and internal and local advertising of the PGT programme.
- In respect of the international market, both the Programme Leader and the ASSET Chair sit on the College International Committee and so input directly into discussions regarding the most effective way to advertise to, and recruit postgraduate international students.
- The design and promotion of the current PGT course is regularly evaluated by the Programme Leader and teaching team, to ensure that a diversity of applicants is encouraged from all markets.
- The gender distribution of applications, offers and acceptances is monitored by the Programme Leader to ensure that no group is being under-represented in the conversions from application to acceptance.

Action Plan A2

- ✓ Working Group on Student Recruitment and Progression to be established 2015/16.
- ✓ To increase the proportion of f-t female PGT students from 25% to 30% by the 2017 intake

c. POSTGRADUATE RESEARCH APPLICATIONS

Data relating to postgraduate applications, application offers and accepted applications for postgraduate research in the School of Sport and Exercise Science, for the period 2010-14, are provided in **Figure 8**, **Figure 9** and **Table 4**.

Figure 8: The proportion of applications , application offers and accepted applications from females for post graduate research courses in the School of Sport and Exercise Science (2010 -14). Percentages indicate the female proportion of total students in School (n).

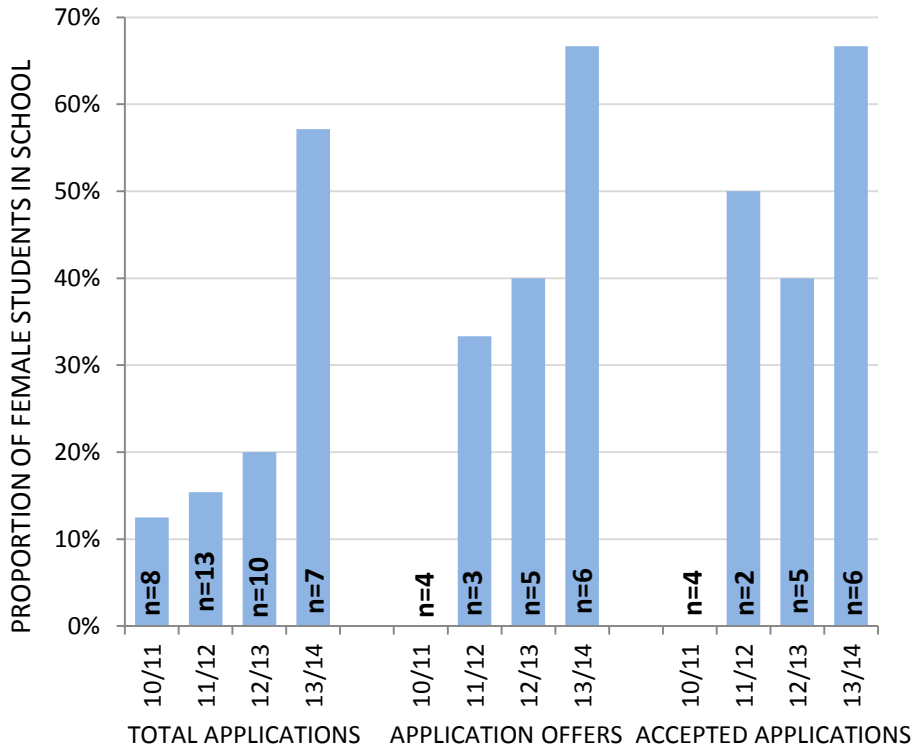
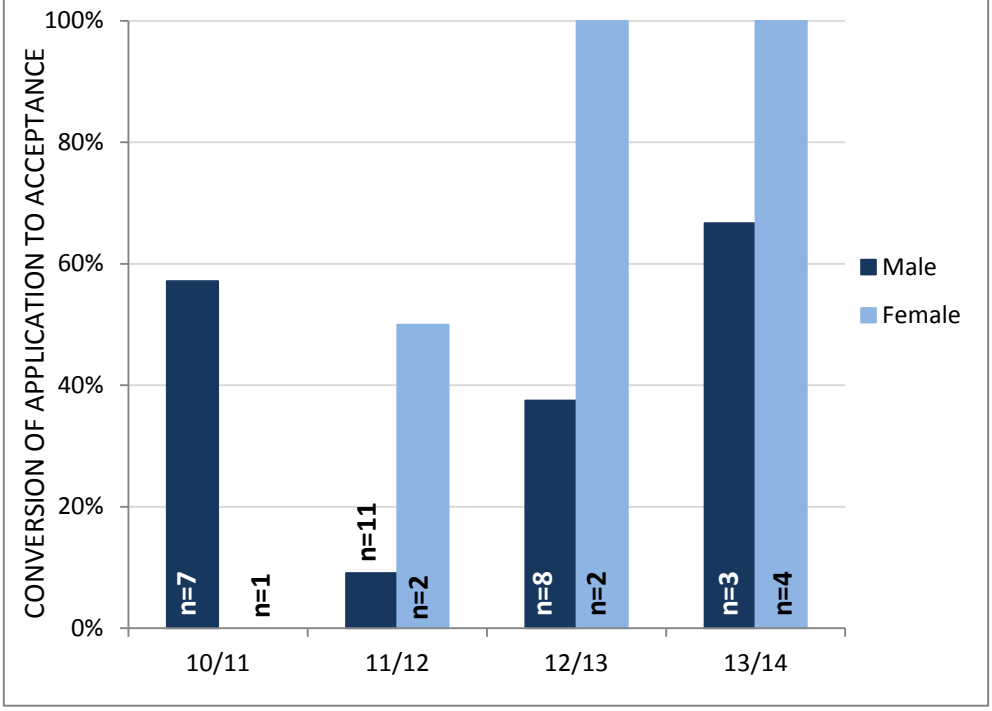


Table 4: *The proportion of applications, application offers and accepted applications for postgraduate research courses in the School of Sport and Exercise Science*

	FEMALE			MALE		
Year	**Applied**	**Offered**	**F %**	**Applied**	**Offered**	**M %**
10/11	1	0	0.0%	7	4	57.1%
11/12	2	1	50.0%	11	2	18.2%
12/13	2	2	100.0%	8	3	37.5%
13/14	4	4	100.0%	3	2	66.7%

Figure 9: Conversion rates from application to acceptance for PGR courses in the School of Sport and Exercise Science by gender (2010 -2014). The total number of applications received by each gender is given (n)



Key Observations, Trends, Areas of Concern and Actions

- Although numbers are small, applications from, offers to, and accepted applications from women candidates are buoyant and in all domains have seen sustained increases since 2010/11.
- During the last year of report, there were more applications, offers and acceptances in relation to female applicants than to males.
- Three of the 5 current Studentships within the School are held by women, and were obtained through a highly competitive, nationally-advertised competition.
- All prospective students are interviewed (normally face-to-face, or via Skype or telephone for international students who are unable to attend in person) by an interview panel, which comprises at least two members of staff and is gender balanced.

Initiatives in Place

- The Reader has research interests and expertise in feminist sociology and phenomenology, which may attract women students seeking to pursue research germane to this domain.
- The School Postgraduate Research Committee was established in 2014, to have oversight of all PGR issues, including promoting the PGR portfolio and Studentship opportunities in the School.

Impact

- The addition of 2 experienced members of research staff to the School since 2011 has considerably increased the pool of experienced supervisory staff, allowing us to advertise and recruit more PGR students.

Action Plan A3

- ✓ School Postgraduate Research Committee to monitor gender balance of applications and enrolments for PGR study to identify any trends.
- ✓ To increase the proportion of f-t female PGR students from 57.1% to 61% by October 2017.

(v) Degree classification by gender

The degree classifications on undergraduate programmes in the School of Sport and Exercise Science over the period 2010 – 14 are provided in **Figure 10**, with percentages indicating the male and female proportion of total students in the School.

Key Observations, Trends, Areas of Concern and Actions

- Women students generally outperform male students in their good Honours (first and upper second) performance.
- Once enrolled, women students tend to be highly engaged and there are numerous examples of successful female performance within the School. For example, in 2013/14 10 female students presented at the British Association of Exercise Sciences (BASES) student conference (the national association representing this subject area), and in the same year a female undergraduate student received the Vice-Chancellor's Award for Academic Excellence.
- Women students have a high uptake in volunteering and student representative duties.

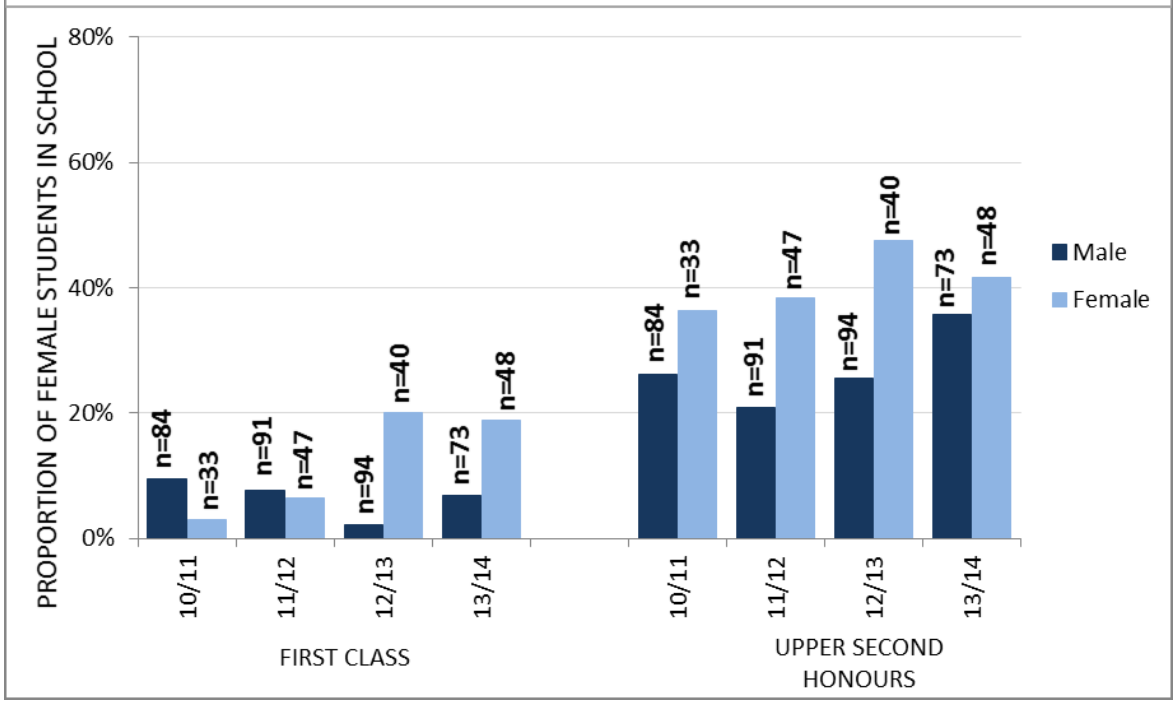
Initiatives in Place

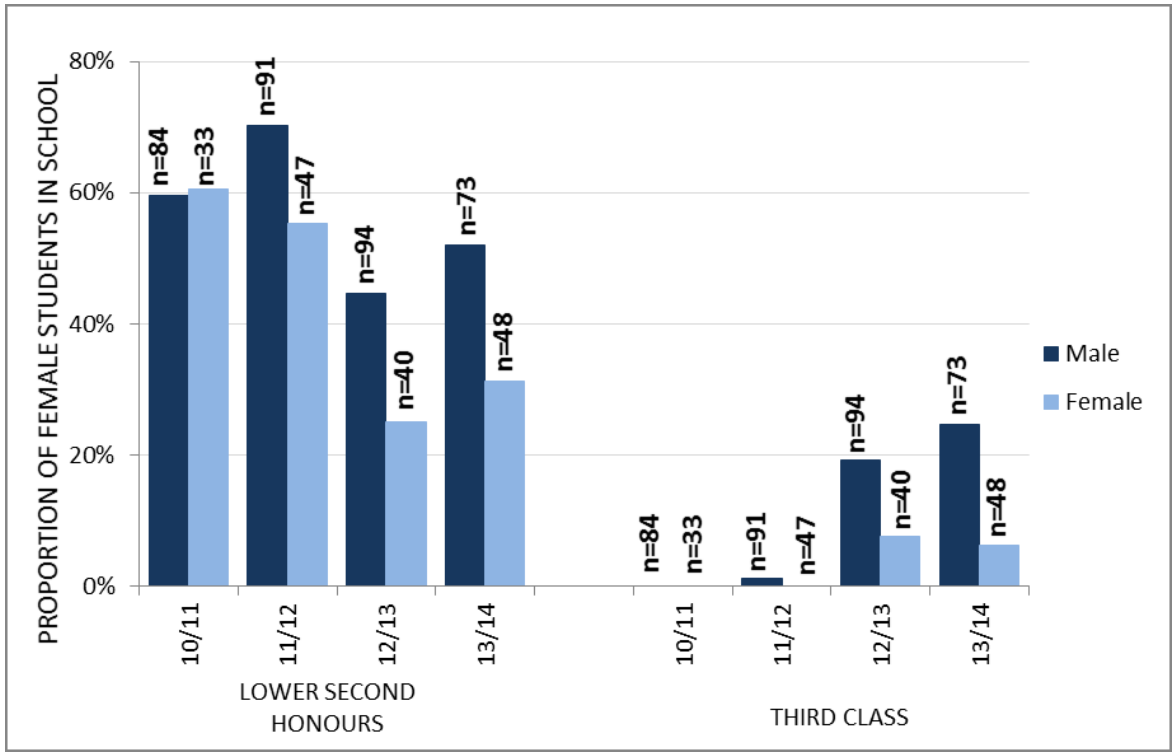
- The School is seeking to increase the total number of good Honours degrees. A review of the assessment framework within the School is currently underway, with a revised system of marking and feedback templates being trialled during the 2014/15 academic year.
- A new personal tutorial system was introduced in 2014/15 to monitor closely individual progress and to support all students. This will support the engagement of all students and potentially improve male undergraduate good Honours performance.

Action Plan A4

- ✓ New Assessment Working Group (AWG) to monitor and review the new assessment framework introduced in 2014/15 to assess any change in degree classification profiles by gender.
- ✓ AWG to produce Annual Report for the School Meeting on trends in classification profiles by gender

Figure 10: Degree classifications on undergraduate courses in the School of Sport and Exercise Science (2010 - 14). Percentages indicate the male and female proportion of total students in the School (n).





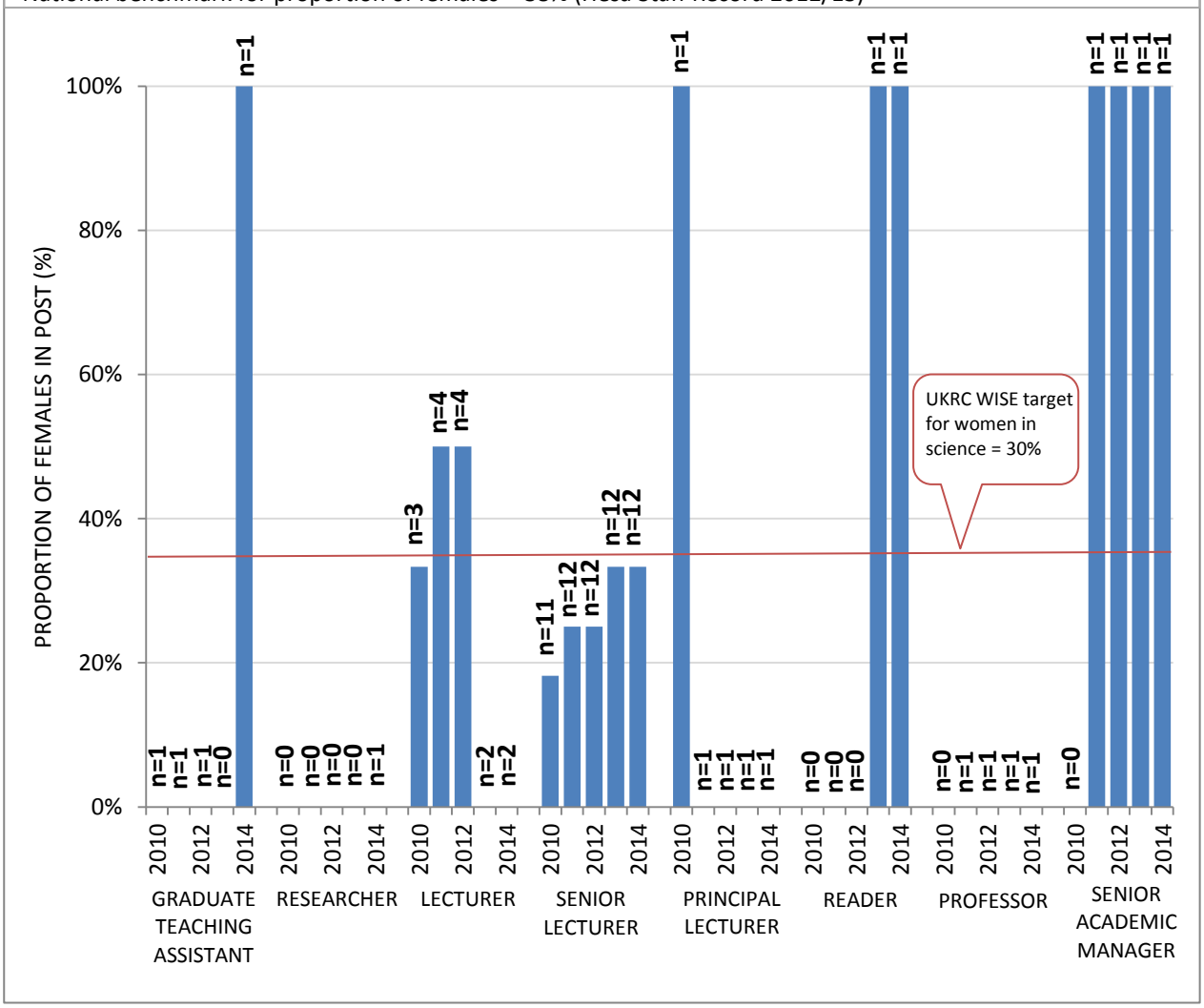
3.2.2 Staff data

All staff data have been provided by the University's Human Resources Department.

(i) **Female:male ratio of academic staff and research staff**

The gender distribution of academic staff in the School of Sport and Exercise Science is provided in **Figure 11**, for the period 2010-2014. Data exclude hourly-paid staff, technicians and teaching assistants.

Figure 11: Gender-distribution in the School of Sport and Exercise Science (2010-2014). Percentages indicate the female proportion of the total academic staff in post. Census point used rather than full calendar year National benchmark for proportion of females = 38% (Hesa Staff Record 2012/13)

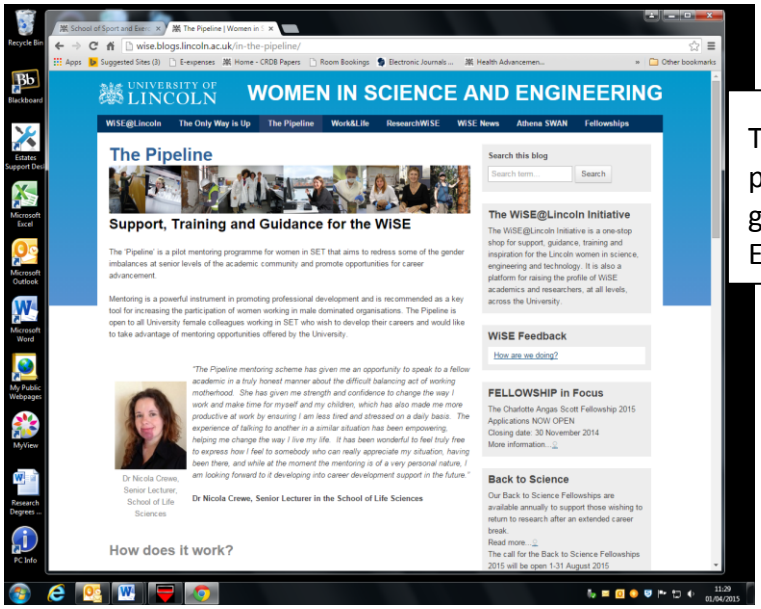


Key Observations, Trends, Areas of Concern and Actions

- The ratio of female to male staff in the School is slightly higher than the national average for the subject area, standing at 40% (cf. national average of 38%).
- Regarding the gender balance of different staff grades, the senior academic manager is female, there is one professor (male) and one reader (female), and one principal lecturer (male).
- There is a recognised need to improve the pipeline of women Senior Lecturer/Reader to more senior grades.

Initiatives in Place

- To improve the pipeline to more senior grades, the School follows the University's recruitment strategy initiated in 2012, which includes an improved promotions policy, new workload model and the 'Pipeline Mentoring Scheme' in which the ASSET Chair and another female Senior Lecturer have participated since the inception of the scheme.



The Pipeline Mentoring Scheme provides support, training and guidance for Women in Science & Engineering at Lincoln

Action Plan B1

- ✓ To maintain an overall staff gender balance at least commensurate with the national average of 38% female staff in the subject area.
- ✓ Head of School to meet with each member of staff seeking promotion, to agree aims and objectives and to adjust workload to enable staff to fulfil these aims and objectives.

(ii) Turnover by grade and gender

Table 5 provides a comparison of academic leavers by grade and gender within the School.

Table 5: *Comparison of academic leavers by grade and gender in the School of Sport and Exercise Science (2012-14)*

		AVERAGE HEADCOUNT		VOLUNTARY LEAVERS		VOLUNTARY TURNOVER	
	Year	Female	Male	Female	Male	Female	Male
GTA	2012	0	1			N/A	0.0%
	2013	0	0.5	0	0	N/A	0.0%
	2014	0.5	0			0.0%	N/A
Researcher	2012	0	0			N/A	N/A
	2013	0	0	0	0	N/A	N/A
	2014	0	0.5		1	N/A	200.0%
Lecturer	2012	2	2	1	1	50.0%	50.0%
	2013	1	2	0	1	0.0%	50.0%
	2014	0	2			N/A	0.0%
Senior Lecturer	2012	3.5	8.5			0.0%	0.0%
	2013	3.5	8	0	1	0.0%	12.5%
	2014	4	8			0.0%	0.0%
Principal Lecturer	2012	0	1			N/A	0.0%
	2013	0	1	0	0	N/A	0.0%
	2014	0	1			N/A	0.0%
Reader	2012	0.5	0			0.0%	N/A
	2013	1	0	0	0	0.0%	N/A
	2014	1	0			0.0%	N/A
Professor	2012	0	1			N/A	0.0%
	2013	0	1	0	0	N/A	0.0%
	2014	0	1			N/A	0.0%
Senior Academic Manager	2012	1	0			0.0%	N/A
	2013	1	0	0	0	0.0%	N/A
	2014	1	0			0.0%	N/A

Key Observations, Trends, Areas of Concern and Actions

- There is a very low turnover rate in the School with only one female member of staff having left within the census period from 2012 to 2014.
- Data from exit interview questionnaires, conducted by HR, are provided to the Head of School for analysis, and in order to identify any issues and gender disparity.
- Staff leavers have expressed satisfaction with the culture of the School, but cite employment opportunities, promotion, and personal reasons for leaving.
- There are no significant gender differences in relation to academic leavers, which are proportional to the gender balance within the School.

Initiatives in Place

- The new university online recruitment process now operates an online leavers' survey that replaces the former paper-based system. This will enable the School to conduct a more efficient process in responding to any arising actions that may need to be considered.

Action Plan B2

- ✓ To monitor closely and to evaluate any underlying reasons for staff turnover trends.

WORD COUNT = 1997/2000

4. Supporting and advancing women's careers

4.1 Key career transition points

(i) Job application and success rates by gender and grade

Two posts were advertised in 2012 and data have been disaggregated to show applications, offers and accepted applications in relation to these posts.

Table 6: *Applications and application offers for academic jobs in the School of Sport and Exercise Science (2011-2014)*

	FEMALE			MALE		
Year	Applied	Offered	F % applicants	Applied	Offered	M % applicants
2011	0	0		0	0	
2012a	3	0	25%	12	1	75%
2012b	1	1	10%	9	0	90%
2013	0	0		0	0	
2014	0	0		0	0	

Key Observations, Trends, Areas of Concern and Actions

- There have been very few academic staff vacancies in the School since 2011.
- Although fewer women than men have applied for posts during the period of report, women have been proportionately more successful, particularly at senior level (Reader). In 2012, although only 1 woman applied for the Readership post (2012b) and 9 men applied, the application from the female candidate was successful.
- Whilst we are pleased to see the success rate of women applicants for posts, nevertheless there is cause for concern regarding the low numbers of women who initially apply.

Recruitment of staff: Initiatives in Place

- The School uses the University's industry best-practice e-recruitment system, which helps mitigate any gender bias at the short-listing stage, ensuring assessment of applications against explicit criteria.
- The School supports the University's recently instituted Back to Science Fellowship scheme, which offers Fellowships to support those wishing to return to research after an extended career break, for example to raise children.
- A gender mix of panel members is used for all interview panels.
- The Head of School and all recruiting managers undergo Panel Chairs' Training, which covers gender-related issues.
- Recruitment and Selection Training is undertaken by staff involved in recruitment.

Action Plan B3

- ✓ To monitor closely the gender breakdown of applicants, those short-listed and those offered posts within the School.
- ✓ Staff to advertise vacancies and Back to Science Fellowships, via academic networks, including via discipline networks, social media, at conferences and symposia.
- ✓ To ensure that all job advertisements are couched in terms likely to attract female applicants
- ✓ To request from HR anonymised feedback from applicants at all stages of the recruitment process, to seek to identify if: i) appropriate candidates are applying initially; ii) female candidates are 'dropping out' at any particular stage of the recruitment process.

(ii) Applications for promotion and success rates by gender and grade

Table 7: *The number of academic staff applications received and appointments made by gender over a three-year period (2011-2014)*

	Year	Female	Male
Applied	2011/12	0	0
Successful		0	0
Applied	2012/13	0	1
Successful		0	0
Applied	2013/14	1	1
Successful		0	1

Key Observations, Trends, Areas of Concern and Actions

- The promotions process is managed by the University.
- Numbers of staff applying for promotion within the School are low, as is the success rate. These are a matter of concern, particularly with regard to women candidates.
- Since the School's inception in 2006 there have been 4 applications for promotion: 1 male Senior Lecturer to Principal Lecturer (successful 2009); 1 male Lecturer to Senior Lecturer (successful 2013); 1 male Senior Lecturer to Reader (unsuccessful, 2013); 1 female Reader to Professor (unsuccessful, 2014).

- On the basis of exit interview and questionnaire data, it appears that academic staff feel they have to seek promotion outside the University in order to progress their careers.
- Whilst applications for promotion on the 'teaching track' (two men) have been successful (L→SL; SL→PL), those on the 'research track' have not been successful (male SL→Reader; female Reader→Professor). Within the University, L to SL is automatic progression subject to satisfactory performance, but on one occasion a business case was made for a male L to have advanced promotion to SL. This was successful.
- Feedback provided to unsuccessful candidates indicated that the rationale for the rejection of applications was due to relatively low external income-generation. This is problematic for the School, given that across the higher education sector sports-related external funding is low, and thus competition is fierce.

Support for staff at key career transition points: Initiatives in Place

- The School recognises that it needs to guard against work-loading trends that actively make women less likely to be successful in research, which is a key element of promotion to Reader and to Professor. The new academic workload model was introduced in 2014 in order to allow Heads of School better to understand and manage the distribution of workload duties and commitments that impact on the careers of research-active staff.
- The University and School offer a range of programmes and activities, supporting women at crucial career-stages. Examples include the Women-into-Research Programme, and a Researcher Education Programme run by the Graduate School (on both of which the School's ASSET Chair presents).
- The School uses the University's Continuing Personal and Professional Development (CPPD) framework, which enables staff strategically to plan for career progression.
- The School participates in the Pipeline Mentoring Scheme for female STEMM staff, and the female Reader and a female member of lecturing staff took part in the pilot evaluation of the Scheme.
- Probationary plan agreed by Head of School and new appointees to consider objectives and development requirements in relation to Teaching and Learning and Research, Enterprise and Consultancy.
- The School operates the University Appraisal system that considers the support and training needs of all staff.

Action Plan C1; C2; C3

- HoS to monitor the operation of the new academic workload model.
- School Research Committee to consider and agree ways of promoting the career development of female research-active staff, and providing support for income-generation activity.
- HoS to meet with each member of staff seeking promotion, to agree aims and objectives and to adjust workload to enable staff to address these aims and objectives, including time allocation for research grant bidding.
- HoS and any new staff member(s) to review their probationary objectives at 3 points during the 9-month probationary period.
- Academic Development Appraisal (ADA) appraisers to promote to appraisees the CPPD framework and range of developmental opportunities available across the University.

4.2 Career development

(i) Promotion and career development

Procedures and Initiatives in Place

- Initial discussions regarding application for promotion take place during the Annual Development Appraisals (ADA) process.
- The promotions process operates outside of the School and is undertaken at University level, although the HoS and, if relevant, the Director of Research, is/are consulted regarding applications for promotion by members of staff.
- Staff development is supported by the new CPPD framework, an on-line tool enabling staff to review and critically reflect on their skills, knowledge and expertise, identifying training requirements and facilitating forward-planning. This is used in ADAs undertaken within the School, and quarterly reviews for new starters, to ensure individual research goals and developmental needs are achieved.
- The University and School offer a range of programmes and activities, supporting women at crucial career-stages. Examples include the Women-into-Research Programme, and a Researcher Education Programme run by the Graduate School (on both of which the School's ASSET Chair teaches).
- The School's research development ambitions are explicitly aligned with nationally- and internationally-recognised good practice, such as the RCUK and Vitae Concordats, and the Athena SWAN Charter.
- A University Women in Leadership programme has recently been instituted for senior academics, and the Lincoln Early Career Network provides support and networking for post-doctoral and Early Career Researchers (ECRs) across the University.
- At School level, ECRs and other staff new to research are involved in funding applications, collaborative research projects and joint authorship with more experienced staff, who provide mentoring for both research and research degree activities. The School also operates a peer review system in relation to funding bids and papers in progress, to support newer researchers.

Key Observations, Trends, Areas of Concern and Actions

- As noted above, numbers of staff applying for promotion currently are low, and the low success rate is a matter for concern; both are of particular concern with regard to women candidates.
- Whilst the academic development appraisal system is generally considered to work well, as reported in the Staff Culture Survey, there are some concerns regarding the career development process, particularly the promotions process.
- The HoS and all School staff involved in undertaking staff appraisals take into full consideration responsibilities for teaching, research, administration, pastoral work and outreach work. Quality of work is emphasised over quantity of work where appropriate, for example in relation to high-quality, peer-reviewed journal publications.
- The promotions process is undertaken at University rather than School level and the relatively low levels of external research income obtained by research-active staff seeking promotion have been identified by the University as the primary barrier to promotion within the School.

Action Plan C1; C2; C3

- School Research Committee to identify ways of promoting the career development of research-active staff, and providing support for income-generation activity.
- HoS to meet with each member of staff seeking promotion, to agree aims and objectives and to adjust workload to enable staff to address these aims and objectives, including time allocation for research grant bidding.
- Academic Development Appraisal (ADA) appraisers to promote to appraisees the CPPD framework and range of developmental opportunities available across the University.
- Research group leads to encourage ECRs to become involved in collaborative research projects and joint authorships with experienced staff.
- HoS to monitor the operation of the new academic workload model.

(ii) **Induction and training**

Procedures and Initiatives in Place

- In addition to the University's comprehensive induction programme, the School operates an induction programme related to particular job requirements.
- During the probation period (usually 1 year), new starters are given quarterly reviews allowing individual research goals and developmental needs to be identified, and a plan to meet those goals and training needs developed.
- Specific support for new staff within the School is typically provided through sharing an office with an experienced member of staff, appointing an academic mentor who meets with the new staff-member initially weekly and then monthly during the first year, and integration through School and College events and committees.
- The Lincoln Early Career Network provides support and networking for post-doctoral and early-career researchers across the University.
- At School level, ECRs and other staff new to research are involved in funding applications, collaborative research projects and joint authorship with more experienced staff, who provide mentoring for both research and research degree activities. The School also operates a peer review system in relation to funding bids and papers in progress, to support newer researchers.
- Through the University's Gender Equality Scheme, recently, a number of gender equality training opportunities have been instituted, including Equality & Diversity Training, Diversity in the Workplace, and Equality and Diversity People Manager's Training.
- A new range of employment practices has been introduced at University level, and adopted within the School. This includes identifying at least one day per week when staff can work at home, principally through timetabling of taught classes not to take place on that day (applied to all academic staff), more formal flexible working where the University is centrally informed of keeping days clear of any responsibilities. Within the School, there has been uptake by one female member of staff to date.

Key Observations, Trends, Areas of Concern and Actions

- The Staff Culture Survey identified that some staff were unclear about the availability of some of the University-wide training provision, particularly on-line training programmes.

Action Plan C3

- HoS to raise staff awareness of professional and personal development opportunities via School email list and dissemination through School meetings and at the annual School Away Day.
- Standing item on School Meeting agenda regarding Athena SWAN and personal and professional development training and opportunities – promote to staff the Women in Science 'button' on the School webpage.
- ADA appraisers to promote to staff during their appraisals the range of opportunities for professional development training and networking.

(iii) Support for female students

Procedures and Initiatives in Place

- Support for female undergraduate students is provided primarily by personal tutors. All female students can request to have a female personal tutor.
- Female undergraduate students can also request reallocation to a different seminar group, should they feel outnumbered or disadvantaged in the seminar group to which they have been allocated centrally.
- Since 2013 an academic staff member has overseen the progress of PGR students, assisted by the Postgraduate Research Administrator.
- PGR supervisors provide both academic leadership and pastoral support, including guidance on University procedures and seeking additional help.
- Prior to 2014, monitoring of, and support for PGR students was overseen centrally by the University's Graduate School. This was devolved to Schools when the PGR community increased substantially. The School's Postgraduate Research Committee (SPGRC) was established in 2014 to oversee the monitoring and support of the progression of PGR students, and is chaired by the School's PGR Lead.
- The PGR Lead (who is a woman) keeps students informed of development opportunities, including national and international conference and symposia events, internal University events such as the annual Graduate School conference and other colloquia.
- The School's own Staff and PGR research seminar series provides PGR students with an opportunity to present in a friendly environment, as preparation for presentations in wider fora. This is organised by a female member of staff.
- The PGR Lead provides advice and direction to students in completing appropriate training and seeking career advice. The PGR Lead role has, since 2014, been undertaken by a female academic member of staff.

Key Observations, Trends, Areas of Concern and Actions

- Prior to 2013, PGR student numbers were low, and oversight of the students was managed individually by the supervisors and School Director of Research. With increasing numbers, enhanced support was considered essential.
- There has been no mechanism in place for PGR students to choose the gender of their supervisor, although the gender mix within the Human Performance Centre, and specifically within the PGR students' office, provides a good balance so that neither gender feels outnumbered.

Examples of best practice

- Female students can request via the PGR Lead (who is female) that a female supervisor be included on their supervisory team.

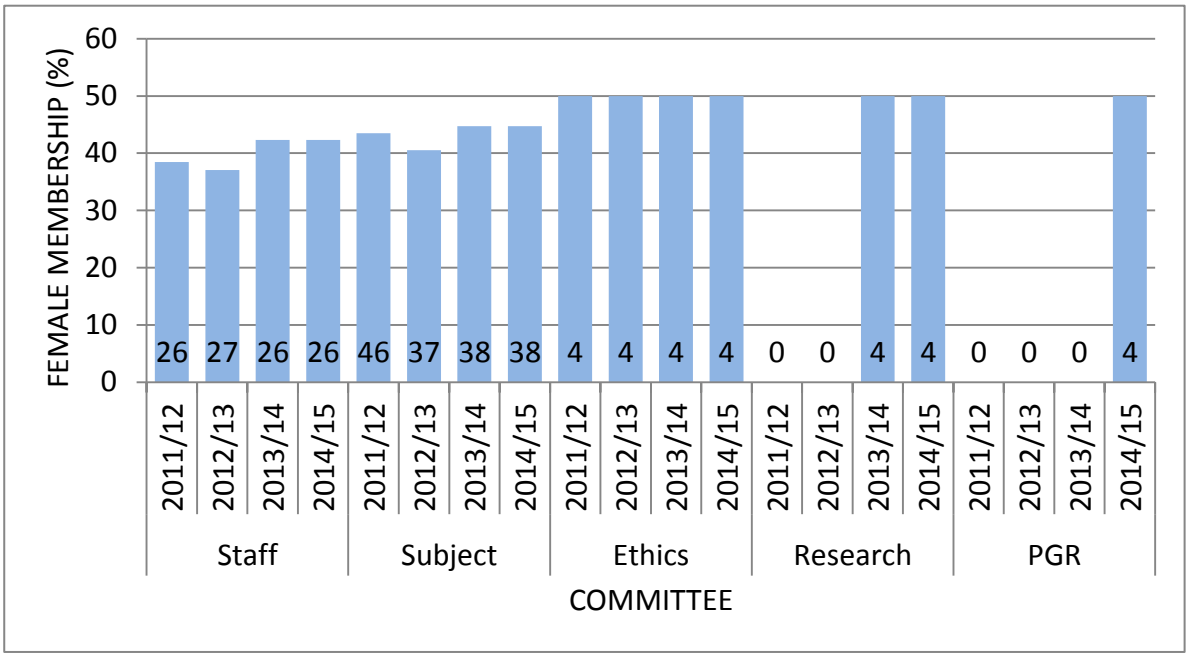
Action Plan A5

- Undergraduate programme leaders to inform female u/g students each year that they can request a female personal tutor.
- PGR Lead to inform female PGR students annually that they can request a female supervisor be added to the supervisory team.
- PGR Lead to disseminate information about Graduate School training programmes and national/international training opportunities and conferences/symposia to all PGR students.

4.3 Organisation and culture

(i) Male and female representation on committees

The committees operating at School level are detailed below, with the gender breakdown as indicated, and also presented in **Figure 12**.



- Staff Committee (established 2006) (female Chair)
- Subject Committee (established 2006) (female Chair)
- Research Ethics Committee (established 2009) (female Chair)
- Research Committee (established 2014/15) (male Chair)
- Postgraduate Research Committee (established 2014/15) (female Chair)

Figure 12: Female membership of School Committees for each year from 2011/12 to 2014/15.
Number on each committee is indicated in the bottom of each column; where this is zero the committee did not exist in that year.

Key Observations, Trends, Areas of Concern and Actions

- Membership of School committees is broadly in line with the proportion of female:male staff membership of the School.
- Membership of many of the School committees is defined by post-holder rather than person, removing gender bias at membership level.
- There are more female chairs of committees than there are male chairs.
- The School is aware that committee work can place a workload burden on members of staff, and the HoS thus seeks to balance membership of influential, decision-making committees with an acknowledgement that committee work can be time-consuming.

Initiatives in Place

- Involvement in committee work, both within the School and more widely within the University and externally, is now taken into account in the workload model operating across the University.

Action Plan D1

- To monitor and review on an annual basis the membership of committees to ensure that women represent the School at high-level decision-making committees, but also are not proportionately over-burdened with committee work.
- To monitor and review on an annual basis the chairing of committees within the School, to ensure that women are given chairing opportunities, but not proportionately over-burdened with committee chairing.

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

Table 8: *Comparison of academic staff (as a proportion of all staff in gender group) on fixed-term contracts within the School of Sport and Exercise Science (2011-2014)*

	FEMALE		MALE		ALL STAFF TOTALS	
	No.	**%**	**No.**	**%**	**Female**	**Male**
National Benchmark data (averaged over all UK Universities*)		**45.8**		**54.2**		
2011	0	0.0	2	14.3	6	14
2012	0	0.0	0	0.0	6	12
2013	0	0.0	0	0.0	6	12
2014	0	0.0	0.0	0.0	6	12

*Hesa Staff Record 2012/13

Key Observations, Trends, Areas of Concern and Actions

- There have been no fixed-term contracts within the School since 2011 as a result of our policy not to use fixed-term contracts unless a requirement of funded research projects.
- These data reflect our low postdoctoral researcher numbers, given that this group is so strongly affected by fixed-term contracts within the higher education sector.
- In 2014/15 onwards due to success in research funding, fixed-term contract researchers will be employed.

Initiatives in Place

- The University accords priority to staff at the end of fixed-term contracts when they apply for other positions on the same grade within the University, subject to specific post requirements.

Action Plan C4

- School Research Committee to monitor the gender profile of fixed-term contract researchers commencing work within the School.
- School Research Committee to consider ways of encouraging the provision of bridging support to retain high-quality and research-productive researchers nearing the end of a fixed-term contract.
- Principal Investigators to undertake reviews with fixed-term contract researchers, including raising awareness of ECR career support initiatives across the University.

(iii) Representation on decision-making committees

Representation on College (faculty) level decision-making committees by gender of staff in Sport & Exercise Science is given in **Table 9**.

Table 9: *Representation by SES staff on College decision-making committees*

College level committee	Representation
Research Committee	2 men
Research Ethics	1 woman & 1 man
REF Steering Working Group	1 man
Academic Affairs	1 woman & 1 man
Staff Support Working Group	1 man
Health & Safety	2 men (technicians)
Education & Students	1 woman & 1 man
Employability	1 woman & 1 man
International	1 woman & 1 man
External Relations & Income Committee	1 woman & 1 man
College Board of Studies	1 man
College Research Degrees Board	1 woman

Key Observations, Trends, Areas of Concern and Actions

- The HoS has overall responsibility for promoting gender equality vis-à-vis committee representation both *intra* School and also outside, for example in relation to proposing or nominating colleagues to sit on College and University committees.
- In terms of School committee membership, the efforts of the HoS to ensure gender equality in the mechanisms for selecting representatives have been successful. Membership of School committees is broadly in line with the proportion of female:male staff membership of the School. An analogous situation prevails with regard to School representation on College and University decision-making committees with women proportionately represented on all major College/University committees, as can be seen from the above listing.
- In order to avoid 'committee overload' a workload model is in place, which incorporates time allocation for all substantive committee work on a sliding scale that is dependent upon the time commitment required and the level of committee work involved.

- The School is aware that committee work can place a workload burden on members of staff, and the HoS thus seeks to balance membership of influential, decision-making committees with an acknowledgement that committee work can be time-consuming.

Action Plan D1

- To monitor and keep under review the gender representation on key decision-making committees at School, College and University level.

(iv) **Workload model**

Systems in Place, Key Observations, Areas of Concern and Actions

- The School utilises the University's new workload model, introduced in 2014, to ensure fairness and equity in workload allocations; this includes all pastoral and administrative responsibilities.
- The workload model enables the HoS better to understand and manage the distribution of duties and tasks across: research, formal scheduled teaching, teaching-related duties, academic leadership, management, administration and delivery, scholarly activity, research and personal development, enterprise.
- The HoS has overall responsibility for workload management and undertakes an annual review of workload with all staff individually. Data regarding workload allocations are subsequently checked and approved by the HoS and by the relevant Pro Vice Chancellor who is Head of College, to ensure fairness of distribution.
- Workload allocations are always taken into account during timetabling discussions within the School, and in the annual round of Academic Development Appraisals (ADAs), which are managed by senior academic staff.
- In calculating overall workloads, the HoS takes into account teaching, research commitments and administrative/management roles and also whether the member of staff is studying for an occupationally-relevant qualification.
- Most academic staff within the School have a contractual duty to undertake teaching, research and administration, although the precise weighting of these components differs according to the nature of the contract. For example, professors and readers are required to undertake a greater proportion of research, research leadership and management, whilst other roles are more teaching-focused.
- For those staff with research duties in their contract, a Personal Research Plan is produced annually and discussed with the School Director of Research. The purpose of the personal research planning process is twofold. First, it provides a record of each staff member's research-related activities in the preceding calendar year; second, it gives an opportunity for each staff member to plan their activities for the coming period of up to four years.
- External commitments that are not directly within the purview of the School but are of benefit to the profile of the School and University are similarly taken into account, for example, sitting on external committees, journal editorial work, external examinerships, membership of funding panels.
- Many of the officerships and roles within the School that involve substantial time commitments and responsibilities generally operate on a rotational, fixed-term basis.

Action Plan C

- ✓ To monitor the effectiveness of the new workload model with regard to gender equality of distribution of workload
- ✓ To discuss career aspirations with staff and implications for workload planning.
- ✓ To set objectives and targets for staff intending to apply for academic promotion, with a view to supporting any specific training and development needs.

(v) Timing of departmental meetings and social gatherings

Procedures in Place, Areas of Concern and Actions

- Training for managers within the University includes raising awareness of inclusive practices. Senior staff and managers are expected to hold core meetings within core hours and on varying days of the week, to enable those who work flexibly or part-time to attend whenever possible.
- Core working hours within the School are considered to be 9.00 to 17.00, although some teaching has to be undertaken outside of these hours, given central timetabling requirements.
- Given the nature of academic work, beyond fixed hours for teaching and other commitments, there is considerable scope for flexibility, particularly given the sometimes unpredictable demands of research (including for example, fieldwork and testing off-campus) and research bidding processes.
- All School committees and working groups meet within the core hours, and requests for early departure/late arrival are always considered sympathetically, for example, in relation to childcare duties.
- Social gatherings are held during core hours, so as to be as socially inclusive as possible for those with outside commitments. Our Christmas party, for example, is a Christmas lunch event, held during core working hours rather than in the evening.

Example of best practice

- All academic staff are permitted to work at home on one specified day per week, in agreement with the HoS.

Action Plan D3

- ✓ To keep under review timing of School meetings and social gatherings to be as socially inclusive as possible.
- ✓ To highlight to staff each year that they are permitted to work at home on one specified day per week by agreement with HoS.

(vi) **Culture**

Key Observations, Areas of Concern and Actions

- As identified by the Staff Culture Survey and by all three of the focus groups held with undergraduate, PGT and PGR students respectively, the School is considered to be female-friendly and socially inclusive across a range of factors, including gender, and also age, ethnicity and family responsibilities.
- The School supports fully the University's Gender Equality Scheme, drawing on the Equality Objectives 2012-16, and the Respect Charter. The School is committed to striving for gender equality across all aspects of university life, and is represented on the University Equality and Diversity Committee, which works toward promoting equality and diversity for all staff and students.
- It is mandatory for all Heads of School and section managers to attend the Equality and Diversity People Manager's Training course, and all staff are encouraged to complete the online Equality and Diversity Training programme (90% completion within the School).
- Sexism in language and/or behaviour is not tolerated within the School, and is reported immediately to the HoS. When identified amongst students, it is raised as an issue by the lecturer or tutor, often for critical discussion in a spirit of 'consciousness-raising' and productive debate.
- During staff meetings and also in other more informal fora, any sexist language and inadvertent gender stereotyping by members of staff (both female and male) are identified, and discussed.
- Sexism (and other negative 'isms') are raised in a spirit of discussion and debate in order to raise awareness of inappropriate and/or offensive language and behaviour.
- Language utilised in School documentation is gender neutral, and there is gender-balanced representation (both visual and written) in both web-based and written School documentation such as newsletters, prospectuses, open day letters and so on.

Action Plan D4

- ✓ All staff to complete the online Equality and Diversity Training programme.
- ✓ All staff to monitor and challenge any sexist language or behaviour amongst students and to report incidents to the HoS as appropriate.
- ✓ All School documentation to be checked by the relevant manager to ensure gender-neutrality as appropriate

(vii) Outreach activities

Procedures and Initiatives, Areas of Concern and Actions

- All School key outreach activities are formally recognised as part of the workload model operating in the School, with both female and male staff involved in a range of outreach activities.
- Outreach work is recognised in the formal requirements for promotion at the University.
- Our outreach work is designed to raise awareness of opportunities to study at the University, and also to raise and nurture young people's aspirations of university study.
- Examples of outreach activities include:
    - visits to local and regional schools and colleges;
    - visits to the Human Performance Centre and School to take part in activities, including in the laboratories and teaching areas, to familiarise children and young people with our facilities;
    - hosting the National Sports Roadshow (see details above in 3.2 Student Data). The Roadshow provides an opportunity for students/pupils at various stages to meet with sports organisations and sports-related employers.
- We are careful to avoid only female staff being associated with 'nurturing' and 'children's work' and so both female and male staff are involved fully in co-ordinating and organising outreach activities.

Action Plan D5

- ✓ HoS to ensure that all key outreach activities are taken into account in the workload model.
- ✓ School to ensure that both male and female staff are equally involved in outreach activities.

4.4 Flexibility and managing career breaks

(i) Maternity return rate

Table 10 shows that 2 members of staff have taken maternity leave and returned to work full-time post-partum, and the return rate can be seen to be remaining constant, although numbers are small, given the relative small size of the School itself.

Table 10: *Summary of the numbers of academic staff within the School of Sport and Exercise Science taking maternity leave and returner information (2010 - 2014)*

	Status on leaving		Status on returning				
	F/T	P/T	RETURNED F/T	RETURNED P/T	DID NOT RETURN	Left via TUPE	Still on leave
2010/11	1	0	1	0	0	0	0
2011/12	0	0	0	0	0	0	0
2012/13	1	0	1	0	0	0	0
2013/14	0	0	0	0	0	0	0

(ii) Paternity, adoption and parental leave uptake

Table 11 indicates that 3 members of staff within the School of Sport and Exercise Science took paternity leave during the period 2011-14. No staff took adoption or parental leave during the census period.

Table 11: *Academic staff within School of Sport and Exercise Science who took adoptive, parental or paternity leave (2011-14)*

Year	Adoptive Leave	Parental Leave	Paternity Leave	Total
2011	0	0	0	0
2012	0	0	2	2
2013	0	0	0	0
2014	0	0	1	1

(iii) Flexible working

Key Observations, Areas of Concern and Actions

- Flexible Working was first officially recorded within the University staff database in 2009.
- In the School, to date, one application for flexible working has been made, in 2014 - by a female member of staff; this was successful.
- Other more 'informal' elements of flexible working are also in operation, such as timetabling requests to take into account parental and other caring responsibilities.
- For those who have to travel in to work from a substantial distance, all efforts are made to avoid scheduling teaching and meeting commitments at problematic times of day.
- The Staff Culture survey identified that not all staff were aware of the availability of flexibility working opportunities.

Action Plan D6

- ✓ HoS to raise awareness of flexible working opportunities at School meetings and via email.
- ✓ HoS to promote to staff the availability of information on flexible working opportunities via the University's WiSE blog, Staff Handbook, Equality & Diversity Portal online, and the Rewards & Benefits Portal.

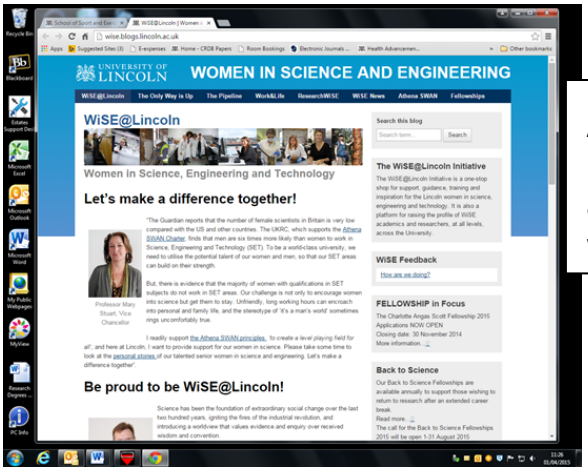
(iv) Cover for maternity and adoption leave and support on return

Procedures in place, Initiatives, Areas of Concern and Actions

- The University offers comprehensive provision to support staff with parental responsibilities, including maternity, paternity and adoption leave, which extends beyond statutory rights.
- Prior to taking maternity or paternity leave, members of staff meet with the Head of School and with Human Resources to discuss arrangements for leave and any areas of work that might need special support.
- In addition to University level procedures, managing maternity/paternity and adoption leave is the responsibility of the HoS vis-a-vis arrangements for cover of teaching and research commitments. At present, a relatively informal approach is used, and this has worked highly effectively in the past, providing flexibility.

Supportive initiatives

- The Returners' Research Fund (R^2F) is a University-wide initiative offering the opportunity for female academics to gain support (£10k) to sustain their research both during and after a period of maternity leave. Information about this scheme is provided to all staff via the School web-page, and relevant staff will be encouraged to apply (no staff have taken maternity leave since the R^2F initiative was launched in 2014).
- The School, working within the University framework, promotes a work-life balance by providing opportunities for flexible working, supporting carers' roles and responsibilities and adopting a 'core hours' policy so that staff can work in a family-friendly way, and not have to be at their place of work for long hours for extended periods of time.
- Staff are made aware of the work-life balancing policies and practices via various channels, including: University- and School-level staff induction; The Equality & Diversity Portal site; The Staff Handbook; The Rewards and Benefits Portal site; Staff magazine and other promotional literature; Daily electronic all-staff information alert system; The WiSE blog



A page from the WiSE blog. The link to 'Women in Science' appears as a button on the School's front webpage

- The results from the Staff Culture Survey revealed that not all staff members were aware of the family-friendly, work-life balance promoting policies and practices of the University.

Examples of best practice

- The School is highly committed to providing a flexible and supportive environment for new mothers and fathers. In order to allow new parents to stay in touch and connected with the School during their period of leave and to ease their return, we have facilitated paid 'keep in touch days' (up to 10 days at the normal rate of pay) to allow staff to stay in contact and facilitate their return to work after the break.
- The School also operates a phased return to work, to smooth the transition back into the workplace.
- All staff on maternity/paternity leave are invited to all School social events, and School Away Days.
- Any staff on maternity/paternity leave can elect to be kept on active email circulation lists if they so wish, or to reactivate their email account at any point during their period of leave.

Action Plan D6

- ✓ To raise staff awareness of the availability of parental leave and associated arrangements for flexible working.
- ✓ To monitor the uptake of 'keep in touch days' by staff on parental leave.
- ✓ To monitor and review the effect on staff workloads of the flexible approach to providing cover for parental leave.
- ✓ HoS to raise awareness of family-friendly and work-life balance promoting policies and practices via School meetings and email.
- ✓ HoS to promote to staff the information available via the University's WiSE blog, Staff Handbook, Equality & Diversity Portal online, and the Rewards & Benefits Portal.

WORD COUNT = 4706/5000

5. Any other comments

All staff members of the School were invited to participate anonymously in the online STEMM Staff Culture Survey, made available to all STEMM departments within the University. In Sport & Exercise Science, 16 of 25 staff (64%) participated. There was an overwhelming positive response by staff responding in relation to portraying the School as a good place to work: in response to the statement: 'I feel that my School is a great place to work a) for women; b) for men', 100% of respondents replied in the affirmative for both women and men. There were, however, more mixed responses to two specific areas addressed by the Survey: i) the valorisation of staff skills and experience; ii) the helpfulness of the annual appraisal.

5.1 Valorisation of staff skills/experiences

The Survey revealed that 3 out of 16 staff (1.8%) felt that the School did not always value 'the full range of an individual's skills and experiences (e.g., research, pastoral work, outreach work, teaching, administration, and technical support)' when carrying out performance appraisals (2 strongly disagreed with such valuing; 1 slightly disagreed; 3 neither agreed nor disagreed). As it was not possible to discern from the survey the precise nature of this concern, including whether there was any gender dimension, it was decided that follow-up action was required.

Action Plan C

- ✓ To investigate and identify the nature of concerns regarding lack of valorisation of the full range of an individual's skills and experiences.

5.2 Helpfulness of the Academic Development Appraisal (ADA)

Three out of 16 staff (1.8%) indicated that respondents felt that the ADA system within the School was not helpful (2 disagreed with the appraisal system being termed 'helpful', 1 slightly disagreed; 1 neither agreed nor disagreed). As it was not possible to discern from the survey the precise nature of this concern, including any gender dimension, it was decided that the HoS would investigate further, but also noted that the School had only limited opportunity for working outside the parameters set by the institution.

Action Plan C

- ✓ To investigate and identify the nature of concerns regarding the degree of helpfulness of the annual appraisal system (ADA).

WORD COUNT = 355/500

6. Action plan

Appendix 1 provides the School's Action Plan, which comprises actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post-holder responsible for each action and a timeline for completion. The plan covers both our extant initiatives and our aspirations for the next three years.

Appendix 1: 3-year Action Plan (2015-2018) for School of Sport & Exercise Science (SES)

The following action plan indicates the priority areas identified through the self-evaluation process, details progress to date, and puts forward measurable outcomes, post-holder(s) responsible and the timeline for progress or completion.

Priority areas identified	Progress to date	Measurable outcome	Post-holder(s) responsible	Timeline for progress /completion
A. STUDENT RECRUITMENT, EXPERIENCE & DEGREE OUTCOMES				
A1 To improve gender balance in female:male undergraduate numbers across the totality of undergraduate (UG) programmes	• Introduction of Physical Activity & Health Development degree in 2014 to attract more female students • Planned introduction of Physical Education & School Sport degree in 2016 to attract more female students • Raising awareness of our existing and forthcoming degree schemes via outreach activities	• Increase proportion of f-t female undergraduate students from 29.5% to 33% of overall programme numbers in SES • Working Group on Student Recruitment and Progression to be established 2015/16 • Report on outreach workshops	• Undergraduate Programme Leaders • Head of School (HoS) • Working Group on Student Recruitment & Progression	September 2017
A2 To improve gender balance in female:male postgraduate taught (PGT) numbers	• MSc Programme Leader now monitors proportion of female:male students applying for and enrolling on programme • MSc Programme Leader now monitors design and promotion of programme to ensure diversity of applicants is encouraged • MSc Programme Leader now evaluates PGT student experience annually	• Increase proportion of f-t female PGT students from 25% to 30% of programme numbers in SES • Working Group on Student Recruitment and Progression to be established 2015/16	• Taught MSc Programme Leader • Head of School	October 2017
A3 To improve gender balance in female:male postgraduate research (PGR) numbers	• School Postgraduate Research Committee monitors proportions of female and male students applying for and enrolling on research degrees	• Increase proportion of f-t female PGR students from 57.1% to 61% of programme numbers in SES (national figure = 61.6%)	Postgraduate Research Lead	October 2017

Priority areas identified	Progress to date	Measurable outcome	Post-holder(s) responsible	Timeline for progress /completion
A4 To monitor UG degree classifications	• A review of the assessment framework has recently commenced, led by a senior member of teaching staff • New personal tutorial system introduced in 2014/15 to monitor and support students	• Assessment Working Group to be established to monitor and review the new assessment framework introduced in 2014/15 • Annual report to the School Meeting on trends in classification profiles by gender	Chair of Assessment Working Group	October 2016; subsequently annually
A5 To enhance support for female students	• Undergraduate Programme Leaders informally seek balance gender in tutorial groups • New personal tutor system has been introduced • School Postgraduate Research Committee (SPGRC) established to oversee monitoring of and support for PGR students • New PGR Lead role - keeps students informed of training and development opportunities • Staff and PGR research seminar series provides PGR students with opportunity to present; organised by a female member of staff.	• UG Programme Leaders to monitor how many female u/g students each year request female personal tutor and report annually to Subject Committee • PGR Lead to produce annual report for School Meeting on students presenting on Staff and PGR seminar series	• Undergraduate Programme Leaders • PGR Lead	2016, then annually
B. STAFF RECRUITMENT & RETENTION				
B1 To maintain gender balance in staffing profile, including over grade profile	• HoS and Human Resources (HR) monitor the gender balance within the School, including gender distribution over the various grades	• To maintain an overall staff gender balance at least commensurate with the national average: 38% female	• Head of School University • Human Resources Dept	October 2017

Priority areas identified	Progress to date	Measurable outcome	Post-holder(s) responsible	Timeline for progress /completion
B2 Staff turnover	• HoS and HR monitor staff turnover	• HoS to identify and evaluate any discernible underlying reasons for staff turnover trends • Report to School Meeting on any significant staff turnover trend	Head of School	October 2016; then biennially
B3 Recruitment of staff	• HoS and HR monitor gender breakdown of applicants, short-listed and offered posts • HoS and HR seek to identify if female candidates are applying initially, 'dropping out' at any particular stage of recruitment process	• HR to report to HoS on any discernible trend in female drop out • HoS to report to School Meeting	• Head of School • Human Resources Dept	October 2016; subsequently annually
C. MAINTAINING THE PIPELINE				
C1 To support female teaching and research staff in applying for and securing promotion	• Introduction of new academic workload model • Range of programmes & activities introduced to support women at crucial career stages • CPPD framework in use to assist career planning • Pipeline Mentoring Scheme initiated	• Increase in number of women staff applying for promotion over 3-year period from 1 to 2 • Increase in number of women securing promotion over 3-year period from 0 to 1	• Head of School • Academic Development Appraisal (ADA) appraisers • Female staff	October 2018
C2 To enhance career development for research-active staff	• Introduction of new academic workload model • Range of programmes & activities in place to support women at crucial career stages • Continuing Personal and Professional Development (CPPD) framework in use to assist career planning	• School Research Committee to report on ways of providing support for income-generation activity	Chair of School Research Committee	October 2016

Priority areas identified	Progress to date	Measurable outcome	Post-holder(s) responsible	Timeline for progress /completion
	• Pipeline Mentoring Scheme initiated • Research group leads involve ECRs and other staff new to research in collaborative research and publication			
C3 To increase awareness of induction, support and training for new and existing staff, including gender equality training	• New initiatives brought online: Women in Leadership programme; Lincoln Early Career Researchers' (ECR) Network; Gender Equality Scheme provision of training • ECRs and new staff involved in collaborative projects and publication	• Report to School Meeting on staff engagement with support and training opportunities	Head of School	October 2016
C4 To enhance career prospects of fixed-term contract research staff	• University gives priority to staff nearing end of fixed-term contracts when they apply for other positions on the same grade	• School Research Committee to report on gender profile of fixed-term CRs • PIs to undertake reviews with fixed-term contract researchers, including raising awareness of ECR career support initiatives	Chair of School Research Committee	October 2018
D. PROMOTING JOB SATISFACTION & LIFE-WORK BALANCE				
D1 Committee membership and representation on committees	• Involvement in committee work now taken into account in the workload model	• Representation from women and men on high-level decision-making committees to be proportionate to staff gender profile	Head of School	October 2016, then annually
D2 To ensure gender equality in distribution of workload	• Introduction of new workload model in 2014	• To monitor the effectiveness of the new workload model with regard to gender equality of distribution of overall workload	Head of School	October 2016, then annually

Priority areas identified	Progress to date	Measurable outcome	Post-holder(s) responsible	Timeline for progress /completion
D3 Timing of meetings and social gatherings	• All School Meetings and many social gatherings are held during core work hours	• All Schools Meetings and the majority of social gatherings to be held during core work hours	• Head of School • Social event organisers	Ongoing
D4 School Culture	• The Staff Culture Survey results and the focus groups with students indicate that staff and students rate the School highly with regard to its socially-inclusive culture	• All staff to complete the online Equality and Diversity Training Programme	• Head of School • All staff	Ongoing
D5 Outreach activities	• Outreach activities now included workload model	• To ensure gender balance in outreach activity work	Head of School	Ongoing
D6 Improve levels of awareness of work-life balance promoting policies, flexible working opportunities and parental leave	• Staff Culture Survey results indicate some awareness of flexible working opportunities, parental leave entitlement and work-life balance promoting policies	• Staff Culture Survey results to show at least 80% respondents aware of flexible working opportunities, parental leave and work-life balance promotion	• Head of School • ASSET Chair	October 2016