Institution Application

Bronze and Silver Award

Name of institution	**University of Lincoln**
Date of application	**April 2018**
Award Level	**Bronze**
Date joined Athena SWAN	**2008**
Current award	**Date: April 2014 Level: Bronze**
Contact for application	**Professor Belinda Colston**
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WORD COUNT SUMMARY

SECTION 1	515
SECTION 2	503
SECTION 3	1023
SECTION 4	1832
SECTION 5	6177
SECTION 6	266
SECTION 7	184
TOTAL	**10500**

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

UNIVERSITY OF LINCOLN

14 May 2018

Ms Sarah Dickinson Hyam
Head of Equality Charters
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

Dear Ms Dickinson

APPLICATION FROM THE UNIVERSITY OF LINCOLN FOR THE ATHENA SWAN BRONZE AWARD

As Vice Chancellor, I would like to express my wholehearted endorsement of this application from the University of Lincoln for an Athena SWAN Bronze Award. The past eight years has seen tremendous development within the University as we strive to realise our future vision to become a leading UK Higher Education Institution by 2020. We are committed to establishing a strong Science and Engineering base, and are now well on our way to achieving these goals – in 2010 we opened a state-of-the-art Engineering School; the College of Science was established in 2011, along with Schools in Life Sciences (2012), Pharmacy (2013), Chemistry (2014), Mathematics & Physics (2014) and Geography (2016).

Creating excellent working conditions and promoting equality of opportunity are important parts of our strategic plan – to recruit and retain the very best staff and to become recognized as a university of quality and distinction. The Athena SWAN project arose from our on-going equality and diversity work within the University as a whole, and a realization that our STEMM disciplines were not reaching the standards of gender equality we wanted to achieve. As our STEMM provision expanded, the Athena SWAN project served as a valuable benchmark for our current achievements, and a mechanism to ensure that, in the future, our new STEMM schools achieve and retain gender-parity of opportunity from the outset.

In 2012, the University's Athena SWAN Committee developed an ambitious action plan that clearly addressed our concerns for recruitment and retention, and aimed to build a framework for support, guidance and inspiration for our women in STEMM disciplines. It also aimed to reach out and inspire the young girls of Lincolnshire to be the STEMM innovators of the future, and to make a contribution to national aspirations to achieve gender-parity at undergraduate level in all STEMM disciplines.

Guided by our Action Plan (2014-17), we are beginning to see real improvement across the University (e.g. STEMM female representation among Readers and Professors has for the first time reached the WISE target of 30%); four of our Schools have now received Bronze Awards; and, having expanded our activities to include the AHSSBL disciplines in 2016, all of our Schools are now actively engaged in the self-evaluation process, with the ambition to gain awards by the end of 2020.

Cont'd/–

UNIVERSITY OF LINCOLN

14th May 2018

Equality Challenge Unit

The University remains wholly committed to achieving our Athena SWAN goals and has continued to give its full support, investing over £0.5m in this project to date. A full-time Equalities Project Manager and an Equalities Administrator have been recruited recently to provide further support and guidance, and our Academic Returners' Research Fund continues to enable our female academics to plan and sustain their research activities around maternity leave.

Our new Athena SWAN Action Plan (2017-2021) builds on these achievements, helping us to sustain the impact that has already started to emerge, and to ensure our learning is transferred effectively across the institution as a whole. Our plans are ambitious, but we have embarked on a route which I believe can, and will, make a difference.

I confirm that the information presented in the application (both qualitative and quantitative data) is an honest, accurate and true representation of the University.

I look forward to hearing from you in due course.

Yours sincerely,

Professor Mary Stuart, Vice Chancellor

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WORD COUNT = 515

2. DESCRIPTION OF THE INSTITUTION

The University of Lincoln (established 2001) was the first new UK city-centre campus to be built in 25 years. A new Vice Chancellor in 2009 marked a step-change in the University's development, driving forward its reputation as a university of innovation and enterprise with an emphasis on research and research-engaged teaching, and a strategic priority to establish a strong science and engineering base. In 2010, the University opened the first UK purpose-built engineering school in 25 years; and the College of Science was established in 2011, with new Schools in Life Sciences (2012), Pharmacy (2013), Chemistry (2014), Mathematics & Physics (2014), and Geography (2016). With an investment of around £200 million, the campus is now an award-winning, state-of-the-art learning environment, and a further £130 million planned investment will ensure our sustained growth over the coming years. Today, the University of Lincoln is listed as a Top 50 UK university (The Complete University Guide 2017) and a Top 10 institution for both teaching excellence and student experience (the Times and Sunday Times Good University Guide 2017).

The University has a thriving research culture, with more than 40 research centres and research groups across the institution. More than half (53%) of the research submitted by the University to the national Research Excellence Framework 2014 was rated as internationally excellent (3*) or world leading (4*).

The University has a strong ethos of equality, embedded in management, HR policies and procedures, and in all aspects of university life. We have a high profile female Vice-Chancellor, Professor Mary Stuart (Chair of the *Universities Association of Lifelong Learning*, Chair of the *Action on Access Advisory Committee*, Deputy Chair of the *University Alliance*, and Board member of the *Equality Challenge Unit* and *Leadership Foundation*) and women are well-represented in the majority of senior management roles.

The University signed the Athena SWAN Charter in 2008, and gained an Institution Award at Bronze level in 2014. Since that date, four of our STEMM schools have successfully received Bronze awards (**Table 2.1**). Our Athena SWAN journey is summarised in **Table 2.2**.

Table 2.1 *Current Athena SWAN awards held by the University of Lincoln*

SUBMISSION DATE	APPLICATION SUBMITTED	LEVEL AWARDED
APR 2014	INSTITUTION	**BRONZE**
APR 2015	School of COMPUTER SCIENCE	**BRONZE**
APR 2015	School of SPORT AND EXERCISE SCIENCE	**BRONZE**
APR 2016	School of LIFE SCIENCES	**BRONZE**
APR 2016	School of PSYCHOLOGY	**BRONZE**

Table 2.2 *Key milestones in the University's Athena SWAN journey (2008–17)*

2008	**Athena SWAN Charter signed**
	The ***Women into Research*** Programme launched
2012	***Women in Science, Engineering & Technology Group*** established
	The ***University's Athena SWAN Committee*** (ASC) established
	The ***University Senior Oversight Group*** established
2013	***Statement of Commitment*** to the 'Removal of Gender Bias in Higher Education and Research in STEMM disciplines' signed
	INSTITUTION ACTION PLAN (2013–17)
	NEW POST: *Athena SWAN Project Officer* recruited (2013-16)
	School ASSETs established in all STEMM Schools
2014	**BRONZE AWARD: Institution**
2015	The ***Newton Academy – the Science Club for Girls*** launched
	BRONZE AWARD: School of Sport & Exercise Science
	BRONZE AWARD: School of Computer Science
2016	**New ECU Gender Charter signed**
	NEW POST: Equalities Project Manager recruited (permanent F/T post)
	NEW POST: Equalities Administrator recruited (permanent F/T post)
	BRONZE AWARD: School of Life Sciences
	BRONZE AWARD: School of Psychology
	19 School ASSETs in place: all STEMM and AHSSBL Schools in place
	UNIVERSITY ASSET COMMITTEE established
2017	**ELEANOR GLANVILLE CENTRE**: a new equality, diversity & inclusion centre opened to drive cultural change across the institution
	NEW INSTITUTION ACTION PLAN (2017–2021)

The University employs a total of 1,661 staff (**Table 2.3**), is comprised of four colleges (**Fig.2.1**) with a total of 20 academic schools (**Table 2.4**, **Table 2.5**), and has a student body currently at 14,878 (**Table 2.6**). Until 2016, Lincoln formed part of the University Alliance Group.

The sustained growth of the University over recent years (2013–17) has led to a significant increase in academic staff numbers (+42%), with the number of female staff increasing more than male (43% and 41%, respectively). With the strategic expansion of the STEMM portfolio, the biggest increase in staff numbers is observed in the STEMM disciplines (+58%; cf. +32% in AHSSBL). The university-wide female representation has remained fairly constant over the last 5 years (ca. 42%), slightly short of the national average (49%); stable female representation has been maintained in both STEMM and AHSSBL disciplines during growth (39% and ca. 44%, respectively). In both STEMM and AHSSBL disciplines, female representation remains below the national average (**Fig.2.2**).

Planned Action (2017–21)

- ✓ *Current and planned recruitment drives will actively seek to attain national benchmarks for female representation across the institution* ***[ACTION B1]***

Table 2.3 *Total number of staff at the University of Lincoln by gender (August 2017)*

	TOTAL STAFF			ACADEMIC			PROF/SUPPORT		
	M	F	%F	M	F	%F	M	F	%F
UNIVERSITY	775	886	**53**	473	332	**42**	302	554	**65**
STEMM	292	265	**48**	252	163	**39**	40	102	**72**
AHSSBL	274	273	**50**	221	169	**43**	53	104	**66**

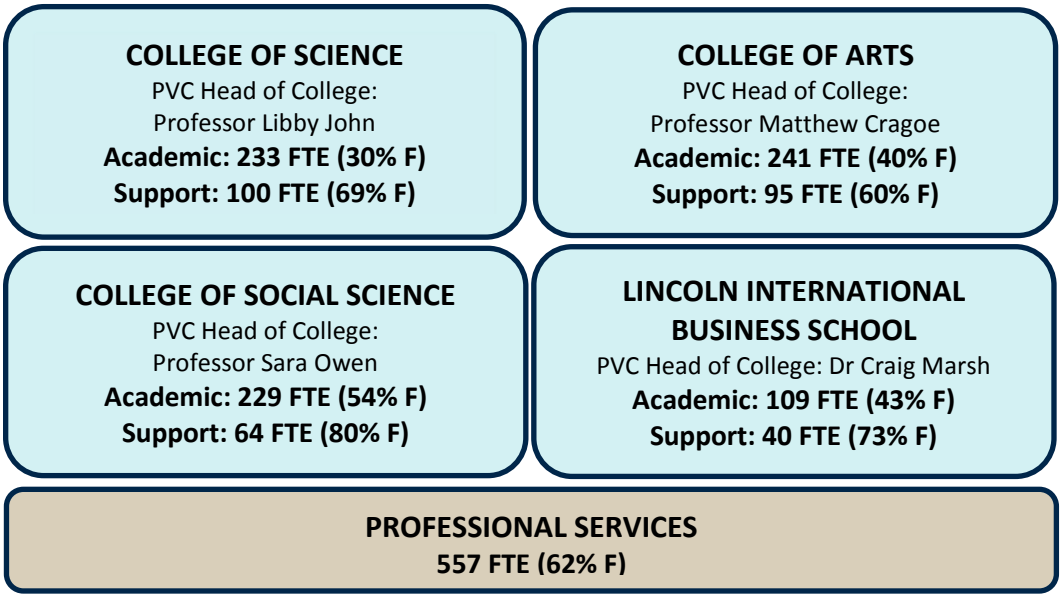


Figure 2.1 *Colleges of the University of Lincoln, and Professional Services, giving the total FTE and female proportion of academic and support staff*

Table 2.4 *University STEMM and AHSSBL schools (2017), showing numbers of academic[1] & support staff employed, and the number of students enrolled. Percentages give female proportions (snapshot, August 2017).*

		STAFF		STUDENTS		
	SCHOOL	Academic	Support	UG	PGT	PGR
14 STEMM SCHOOLS						
1	ARCHITECTURE & THE BUILT ENVIRONMENT	19 (37%)	1 (0%)	231 (49%)	248 (34%)	6 (67%)
2	CHEMISTRY	22 (46%)	3 (100%)	254 (53%)	35 (63%)	20 (50%)
3	COMPUTER SCIENCE	52 (17%)	13 (46%)	764 (8%)	37 (8%)	53 (13%)
4	ENGINEERING	30 (13%)	7 (29%)	196 (6%)	13 (0%)	18 (39%)
5	FOOD MANUFACTURING	21 (67%)	9 (79%)	33 (64%)	0	3 (33%)
6	GEOGRAPHY (new)	7 (14%)	3 (67%)	n/a	n/a	n/a
7	HEALTH & SOCIAL CARE	79 (62%)	20 (95%)	1076 (90%)[2] 148 (90%)[3]	253 (88%)[1] 213 (79%)[2]	12 (58%)[1] 2 (100%)[2]
8	LIFE SCIENCES	61 (38%)	14 (86%)	779 (68%)	88 (80%)	70 (56%)
9	MATHEMATICS & PHYSICS	17 (18%)	5 (60%)	92 (25%)	0	5 (40%)
10	PHARMACY	13 (23%)	3 (100%)	150 (67%)	0	11 (36%)
11	PSYCHOLOGY	60 (48%)	15 (67%)	874 (82%)	94 (87%)	49 (78%)
12	SPORT & EXERCISE SCIENCE	24 (38%)	4 (50%)	303 (35%)	15 (47%)	12 (50%)
TOTAL STEMM		**415 (39%)**	**103 (72%)**	**4752 (59%)**	**783 (63%)**	**263 (48%)**
9 AHSSBL SCHOOLS						
13	BUSINESS	109 (43%)	40 (73%)	2866 (34%)	774 (41%)	40 (55%)
14	LAW	19 (47%)	3 (100%)	464 (67%)	21 (52%)	12 (50%)
15	DESIGN	35 (31%)	32 (28%)	646 (65%)	43 (61%)	2 (100%)
16	EDUCATION (new)	9 (67%)	2 (100%)	0	107 (67%)	39 (72%)
17	ENGLISH & JOURNALISM	39 (41%)	0	559 (71%)	135 (55%)	24 (54%)
18	FILM & MEDIA	61 (25%)	1 (0%)	1079 (45%)	45 (38%)	10 (50%)
19	FINE & PERFORMING ARTS	44 (52%)	10 (50%)	553 (75%)	61 (66%)	8 (50%)
20	HISTORY & HERITAGE	42 (57%)	5 (20%)	586 (48%)	64 (72%)	16 (56%)
21	SOCIAL & POLITICAL SCIENCES	32 (56%)	2 (100%)	497 (61%)	30 (67%)	13 (39%)
TOTAL AHSSBL		**390 (43%)**	**63 (67%)**	**7398 (50%)**	**1519 (53%)**	**166 (58%)**

[1] Includes PDRAs on fixed-term contracts
[2] STEMM
[3] AHSSBL

Table 2.5 *Current gender balance in permanent academic posts across STEMM and AHSSBL schools, benchmarked against national statistics*[4]

	STAFF NUMBERS		FEMALE PROPORTION (%)		
STEMM SCHOOLS					
	F	**M**	**LINCOLN 2017**	**NATIONAL BENCHMARK**	
ARCHITECTURE & BUILT ENVIRONMENT	7	12	37	34	
CHEMISTRY	9	11	45	28	
COMPUTER SCIENCE	6	33	15	22	
ENGINEERING[5]	4	16	25	16	
FOOD MANUFACTURING	10	4	71	48	
GEOGRAPHY (recruiting)	1	5	17	39	
HEALTH & SOCIAL CARE	43	25	63	75	
LIFE SCIENCES	14	33	30	47	
MATHS & PHYSICS[6,7]	2	13	13	23, 19	
PHARMACY	4	10	29	49	
PSYCHOLOGY	26	28	48	60	
SPORT & EXERCISE SCIENCE	9	15	38	37	
AHSSBL SCHOOLS					
	F	**M**	**LINCOLN 2017**	**NATIONAL BENCHMARK**	
BUSINESS	41	62	40	42	
DESIGN	11	24	31	52	
EDUCATION (recruiting)	6	3	67	67	
ENGLISH & JOURNALISM[8]	16	22	42	56	
FILM & MEDIA	15	45	25	41	
FINE & PERFORMING ARTS[9]	23	21	52	43	
HISTORY & HERITAGE	21	17	55	41	
LAW	9	10	47[10]	51	
SOCIAL & POLITICAL SCIENCES	18	14	60	37	

KEY

	Further from parity than given benchmark, or below the RCUK-WISE target of 30% in STEMM disciplines
	Closer to parity than given benchmark

[4] ECU (2017). Equality in Higher Education: Statistical Report 2017 (Part 1: Staff)
[5] Mechanical, aero and production engineering
[6] Mathematics
[7] Physics
[8] English language, literature
[9] Music, dance, drama, performing arts
[10] Small numbers – acceptable distribution

Table 2.6 *Total number of students (2017) at the University by gender and level of study.*

	TOTAL	MALE	FEMALE	%F
Undergraduate				
UNIVERSITY	12147	5648	6499	**54**
STEMM	4750	1962	2788	**59**
AHSSBL	7397	3686	3711	**50**
Postgraduate				
UNIVERSITY	2302	1005	1297	**56**
STEMM	783	293	490	**63**
AHSSBL	1519	712	807	**53**
Postgraduate				
UNIVERSITY	429	206	223	**52**
STEMM	263	136	127	**48**
AHSSBL	166	70	96	**58**

Figure 2.2 *The number of female academic staff across the University (2013–2017), benchmarked against national statistics[11]. Percentages indicate the female proportion of total academic staff in post.*

WORD COUNT = 503

[11] ECU (2017). Equality in Higher Education: Staff Statistical Report 2017

3. THE SELF-ASSESSMENT PROCESS

3.1 Description and evolution of the self-assessment team

2012–14: The University's Athena SWAN Committee (ASC) was established in early 2012 (**Table 3.1**). Membership was built around key stakeholders to facilitate development and promotion of best-practice and implementation of policy change. The focus of the committee in 2012 was to begin the self-assessment process, position the University for an institutional bronze award submission (April 2014), and build momentum to drive forward submissions from all STEMM schools. ASC reported to the Equality & Diversity Committee (standard agenda item at all meetings), the College of Science Management Team (four times a year) and reported to SMT on four occasions during 2012–14.

2015–18: Lincoln adopted a co-creation approach to Athena SWAN – where all Schools work together towards Athena SWAN goals for mutual benefit. Engaging with the new, extended, Athena SWAN principles, **all schools across the University** (both STEMM and AHSSBL) are now engaged in the process, and 20 Athena SWAN self-evaluation teams (ASSETs) are established across the University (**Table 3.2**) – comprising a total of 215 staff (ca. 30% of the academic community: 48% male / 52% female). With all Schools participating in Athena SWAN, it seemed appropriate, and more effective, to establish **a bottom-up approach** to the University's self-assessment. Our ASC of 2012–14, therefore, evolved into an extended, **fully-representative**, university-wide communication and evaluation network (**Fig. 3.1**), with the Senior Oversight Group (including 8 members of the Senior Management Team, SMT) continuing to provide top-level support and drive change (**Table 3.3**), and a new University ASSET Committee (**Table 3.4**) as a central forum to bring together all of the School ASSET Chairs, College Champions and central support, for **discussion, reflection and university-wide evaluation**, and **sharing of best-practice between schools**. Cross-over membership between the different network levels ensures and maintains open and clear communication channels. To ensure a fully diverse and inclusive network, maximising intersectionality where relevant, School ASSETs were set up according to guideline criteria (**Table 3.5**). An example of a School ASSET is given in **Table 3.6**.

Chairs of School ASSETs are primarily volunteers, appointed through the Head of School, and discussed as part of the wider ADA process. The workload model accommodates an allowance for Athena SWAN activities, although the time allocated varies across the university. Standardising the amount of time allocated for the various roles forms part of our action plan **[Action A2]**. Membership recruitment of the School ASSETs is the responsibility of the Chair and is carried out through a combination of volunteers and discussion, assuring the membership meets the guideline criteria (**Table 3.5**).

Planned Action (2017–21)

- ✓ *Standardise the workload model tariff for Athena SWAN roles across the institution **[ACTION A2]***

Table 3.1 *Founding membership of the Athena SWAN committee (2012–14). The committee was defined by post-holder, and expanded as new STEMM schools were opened*

MEMBER	POSITION	ROLE ON COMMITTEE
PROFESSOR BELINDA COLSTON	Athena SWAN Coordinator / Professor of Analytical Chemistry	**CHAIR**
NICOLE FIELDING	Athena SWAN Project Officer	**ATHENA SWAN ADVISOR**
NILAM VYAS	Employee Relations & Policy Development Specialist	**HR EQUALITY AND DIVERSITY**
PROFESSOR ANDREW HUNTER	PVC, Head of College of Science	**SMT REPRESENTATIVES TO DRIVE POLICY CHANGES**
PROFESSOR SARA OWEN	PVC, Head of College of Social Science	
PROFESSOR PAUL STEWART	Director, Institute of Power and Energy	**'CHAMPIONS' TO DRIVE CHANGING CULTURE, CHANGING BEHAVIOUR AND SCHOOL ATHENA SWAN AWARD APPLICATIONS**
PROFESSOR VAL BRAYBROOKS	Dean, Faculty of Agriculture, Equine and Food	
DR JILL STEWART	HoS Engineering	
DR DAVID COBHAM	HoS Computer Science	
DR LIBBY JOHN	HoS Life Sciences	
PROFESSOR IAN SCOWEN	HoS Chemistry	
PROFESSOR ANDREI ZVELINDOVSKY	HoS Maths & Physics	
CATHERINE THOMAS	HoS Sport & Exercise Science	
PROFESSOR HARRIET GROSS	HoS Psychology	
DEREK COTTRELL	HoS Architecture	
DR PAUL GRASSBY	HoS Pharmacy	
NIGEL HORNER	HoS Health & Social Care	
DR YU ZHANG	Research Fellow, Engineering	**VARIED SCHOOL REPRESENTATION FROM RESEARCHER TO READER WITH DIVERSE CAREER, WORK-LIFE EXPERIENCE & CARING RESPONSIBILITIES**
ROSE SPILBERG	Principal Teaching Fellow, Computer Science	
DR ANNA WILKINSON	Senior Lecturer, Life Sciences	
DONNA EVANS	Lecturer, Sport & Exercise Science	
DR CHRISTINE JACKSON	Principal Research Fellow, Health and Social Care	
DR KERSTIN MEINTS	Reader, Psychology	
DR PAULINE LOVATT	Principal Lecturer, Food Technology	
JENNINE FOX	President of the Student Union	**STUDENT REPRESENTATION**
JO WILKINSON	Employee Engagement & Diversity Team	**ADMINISTRATOR**

Table 3.2 *Membership of the STEMM and AHSSBL School Athena SWAN Self-evaluation Teams (ASSETs) across the University*

School	ASSET MEMBERS				Chair	Co-Chair
	M	F	TOTAL	%F		
National Centre for Food Manufacturing **FM**	7	7	14	**50**	M	F
School of Architecture & Built Environment **ARC**	4	4	8	**50**	F	M
School of Chemistry **CHM**	7	7	14	**50**	M	F
School of Computer Science **COM**	4	5	9	**56**	F	M
School of Design **DES**	4	4	8	**50**	F	M
School of Engineering **ENG**	4	4	8	**50**	F	M
School of Health and Social Care **HSC**	5	5	10	**50**	M	F
School of Life Sciences **SLS**	8	6	14	**43**	F	M
School of Mathematics and Physics **MPH**	4	4	8	**50**	F	M
School of Pharmacy **PHA**	5	5	10	**50**	M	F
School of Psychology **PSY**	8	8	16	**50**	F	F
School of Sport and Exercise Science **SES**	6	7	13	**54**	F	M
Lincoln Business School **LBS**	6	10	16	**63**	F	M
Lincoln Law School **LLS**	4	4	8	**50**	F	M
Lincoln School of Film & Media **FME**	6	6	12	**50**	M	F
School of Education **EDU**	4	7	11	**64**	F	M
School of English & Journalism **ENJ**	3	3	6	**50**	F	M
School of Fine & Performing Arts **FPA**	3	3	6	**50**	M	F
School of History & Heritage **HHE**	6	8	14	**57**	F	M
School of Social and Political Sciences **SPS**	5	5	10	**50**	M	F
TOTAL	**103**	**112**	**215**	**52**		

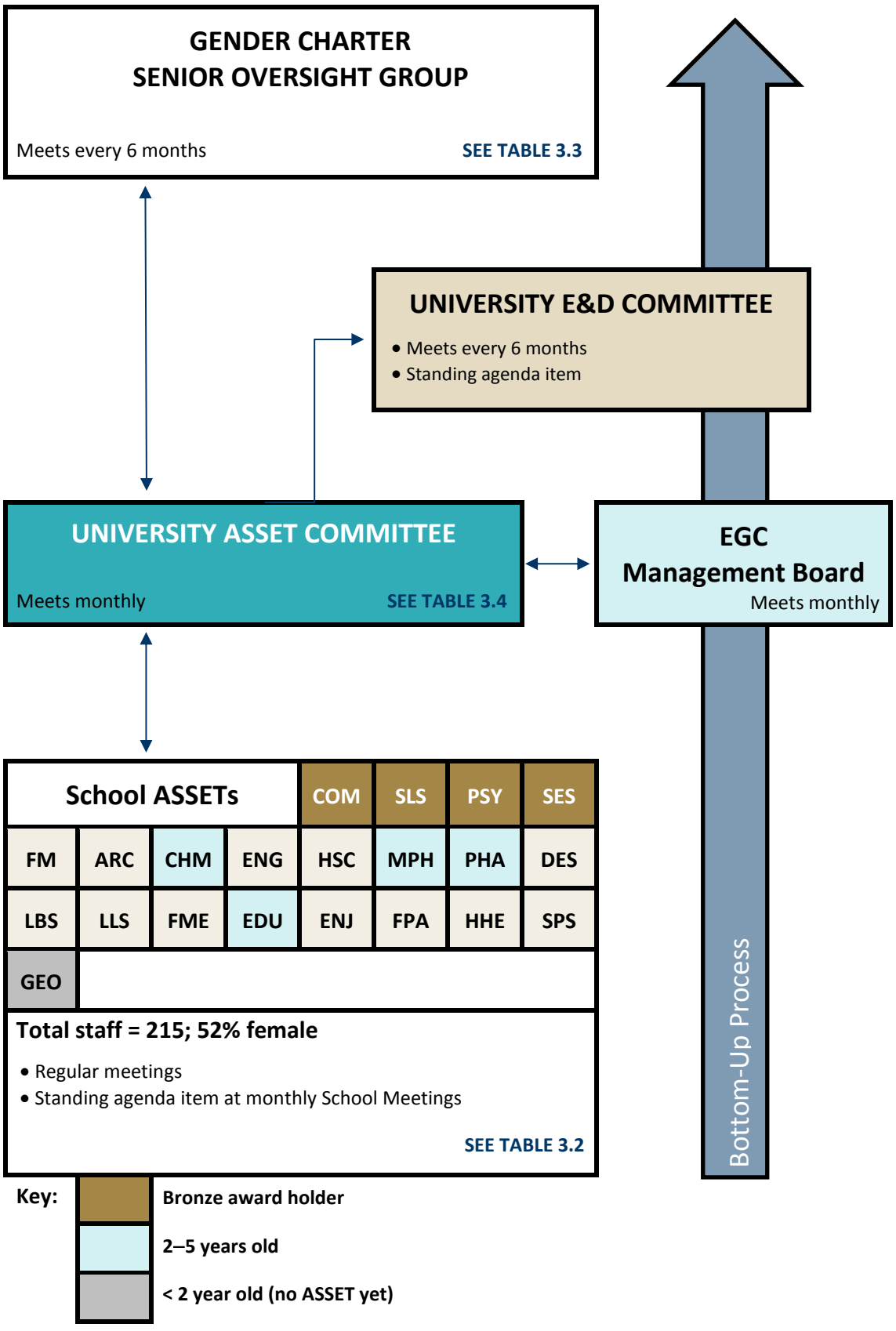


Figure 3.1 *Extended University Self-Assessment Team: Schematic of flow of information and evaluation from university-wide reflective processes*

Table 3.3 *Membership of the University's Gender Charter Senior Oversight Group*

NAME (Gender)	POSITION / ROLE
Professor Mary Stuart (F)	Vice-Chancellor / CHAIR (**SMT**)
Professor Andrew Hunter (M)	Deputy Vice-Chancellor, Research (**SMT**)
Professor Libby John (F)	PVC, Head of the College of Science (**SMT**)
Professor Sara Owen (F)	PVC, Head of the College of Social Science (**SMT**)
Professor Matthew Cragoe (M)	PVC, Head of the College of Arts (**SMT**)
Dr Craig Marsh (M)	PVC, Head of the International Business School (**SMT**)
Professor Belinda Colston (F)	Athena SWAN/Gender Equality Charter Coordinator; College of Science Champion
Professor Jacqui Briggs (F)	College of Social Science Champion
Professor Lucie Armitt (F)	College of Arts Champion
Dr Deirdre Anderson (F)	Lincoln International Business School Champion
Ros Pepper (F)	Director, Human Resources (**SMT**)
Caroline Low (F)	Director, Planning (**SMT**)

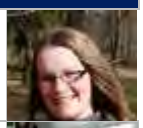
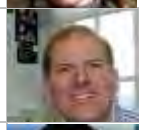
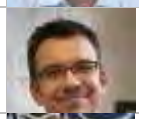
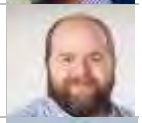
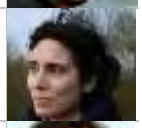
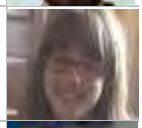
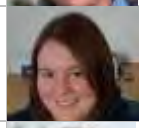
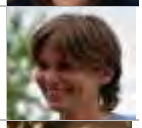
Table 3.5 *Guideline criteria for membership of School ASSETs across the University*

Member Category	Notes
Chair & Co-Chair	1 female; 1 male **Succession:** ➢ Chair remains in post for 2 years ➢ Co-Chair becomes Chair ➢ New Co-Chair appointed (opposite gender)
Academic	Representation from all levels: HoS, Prof, Reader/Principal Lecturer, Senior Lecturer, Lecturer, PDRA
Technical	If appropriate
Student	PGR and UG
Administration	Representative from the 'School Office' (e.g. PA, Senior Administrator, Administrator)
Overall membership demographic	50:50 gender split (where possible) Intersectional representation as appropriate for the School

Table 3.4 *Membership of the University's ASSET Committee*

NAME (gender, full- or part-time)	POSITION / ROLE
Prof Belinda Colston (F, FT)	Professor of Analytical Chemistry; Athena SWAN/Gender Equality Charter Coordinator (20% FTE); College of Science Champion / CHAIR. Member since 2013
Prof Jacqui Briggs (F, FT)	HoS Social & Political Science; College of Social Science Champion (5% FTE). Member since 2016
Prof Lucie Armitt (F, FT)	Professor in Contemporary English Literature; College of Arts Champion (5% FTE). Member since 2016
Dr Deirdre Anderson (F, FT)	Principal Lecturer; Lincoln International Business School Champion (5% FTE). Member since 2016
Dr Amir Anvarian (M, FT)	Lecturer, ASSET Chair **FM** (50 hours pa). Member since 2017
Dr Primali Paranagamage (F/ FT)	Senior Lecturer, ASSET Chair **ARC**. Member since 2014
Dr Guzman Gil-Ramirez (M, FT)	Lecturer, ASSET Chair **CHM** (50 hours pa). Member since 2016
Prof Antonella De Angeli (F, FT)	Professor, ASSET Chair **COM**. Member since 2016
Dr Saket Srivastava (M, FT)	Senior Lecturer, ASSET Chair **ENG** (0 hours pa). Member since 2015
Prof Graham Law (M, FT)	Professor, ASSET Chair **HSC**. Member since 2017
Dr Michael Christie (M, FT)	Reader, ASSET Chair **SLS** (50 hours pa). Member since 2015
Dr Anitha Thillaisundaram (F, FT)	Lecturer, ASSET Chair **MPH**. Member since 2016
Mr Hershel Joshi (M, PT)	Teacher Practitioner, ASSET Chair **PHA** (0 hours pa). Member since 2016
Dr Amanda Roberts (F, FT)	Reader, ASSET Chair **PSY**. Member since 2014
Prof Jaqui Allen-Collinson (F, FT)	Professor, ASSET Chair **SES**. Member since 2014
Miss Victoria Ellis (F, FT)	Lecturer, ASSET Chair, **LBS**. Member since 2016
Dr Christy Shucksmith (F, FT)	Senior Lecturer, ASSET Chair **LLS**. Member since 2016
Ms Marcella Forster (F, FT)	Senior Lecturer, ASSET Chair **FME**. Member since 2016
Dr Sarah Amsler (F, FT)	Reader, ASSET Chair **EDU**. Member since 2016
Dr Catherine Redpath (F, FT)	Senior Lecturer, ASSET Chair **ENJ**. Member since 2016
Dr Sreenath Nair (M, FT)	Senior lecturer, ASSET Chair **FPA**. Member since 2016
Dr Helen Smith (F, FT)	Senior Lecturer, ASSET Chair **HHE**. Member since 2016
Dr Simon Obendorf (M, FT)	Senior Lecturer, ASSET Chair **SSP**. Member since 2016
Dr Nicole Fielding (F, FT)	Equalities Project Manager / Gender Charter Advisor. PERMANENT POST. Providing central data support; guidance for award applications. Member since 2013
Paulina Babuchowska (F, FT)	Equalities Manager, Human Resources representative. Member since 2017
Leila Lamoureux (F, FT)	Equalities Administrator. PERMANENT POST. Communication; Coordinating focus groups, and support networks; maintaining blogs. Member since 2016

Table 3.6 One of 20 School ASSETs across the University, showing a range of grades and roles, both academic and support, gender balance, work-life balance arrangements, and caring responsibilities.

The School of Life Sciences' ASSET (2015–2017)	
Dr Sheena Cotter (Chair): *Senior Lecturer– Full time. Member of the SLS SET since November 2015.* Sheena lives with her partner and 3 children, Edie (4) and twins, Molly and Evan (3) and enjoys getting outdoors with her family as much as possible.	
Dr Michael Christie (Co-chair): *Reader– Full time. Member of the SLS SET since November 2015.* I am married with two grown up children and three grandchildren. I enjoy long walks, cycling, watching football and hanging out with the grandchildren.	
Dr Stephen Bevan: *HoS – Full time. Member of the SLS SET since January 2017.* I am married with 3 children, aged 7, 11 and 13. I have a passion for anything mechanical or constructional and seem to spend most of my time outside work and family commitments rebuilding houses.	
Dr Paul Eady*: Reader – Full-time. Member of SLS SET since April 2014.* Paul is married with three children aged 22, 19 and 16, a dog and three cats. He looks after his elderly parents and enjoys cooking, music, walking his dog and rock climbing.	
Professor Jon Whitehead: *Professor – Full time. Member of SLS SET since January 2017.* Jon is married to Phil and they have one son, Michael (7). They recently relocated to the UK after 17 years in Australia. Personally & professionally, Jon has benefited from mentoring from a range of people and aims to provide similar support to others.	
Dr Neil Holden: *Senior Lecturer Life Sciences-Full time. Member of the SLS SET since November 2015.* Neil is married with one daughter, Olivia (3), and enjoys model making, archery and exploring the countryside.	
Dr Andre Moura*: Lecturer in Life Sciences-Full time. Member of the SLS SET since April 2014.* Andre is married and a proud father of Sofia (5). He enjoys cycling to work, taking his daughter to school, and torturing his helpless family with some jazz music.	
Dr Graziella Iossa*: Back to Science Fellow – Part time. Member of the SLS SET since November 2015.* Graziella is married and has three sons, Roan (7), Eoin (5) and Bran (3). She is a keen baker, loves writing and walking, especially in woodlands.	
Dr. Òscar Guadayol: *Postdoctoral Research Fellow– Full-time. Member of the SLS SET since November 2015.* Òscar is married with two kids, Aloma (6) and Bernat (2). He likes reading novels, theatre and cooking.	
Ms Sarah Reaney: *PhD Student-Full time. Member of the SLS SET since November 2015*. Sarah lives were her partner and their inquisitive house rabbit Biscuit. She enjoys playing the tenor saxophone, art, yoga and being in the great outdoors!	
Professor Mat Goddard: *70% University of Lincoln, 30% University of Auckland, New Zealand*. *Member of the SLS SET since January 2017*. I am married to Mary, and we have two kids Emmy (5) and Tom (3), and a Black Labrador Beth (1). Family is of primary importance.	
Ms Lizzie Edmonds: *Biology Technician in the School of Life Sciences – Full time*. *Member of the SLS SET since January 2017*. I enjoy the outdoors, cooking, singing as part of a local chamber choir, and have recently picked up attending ballet and jazz dance classes having not done them for a fair few years!	
Dr Timea Palmai-Pallag: *Postdoctoral Research Fellow-Full time. Member of the SLS SET since April 2014.* Timea is married to a senior academic, with 4 children, Gerda (21), Petra (16), Aron (9) and Luca (5). She enjoys camping, visiting historic places or baking with the children.	
Ms Emma Foster: *Senior administrator and PA to the HoS. Member of the SLS SET since January 2017*. Emma lives with her partner and is currently expecting her first child. She has a dog, tortoise and 3 chickens. She enjoys walking, camping and festivals.	

3.2 The self-assessment process (2012–2018)

Initial consultation process (2012–14)
University-wide consultation began in 2012. Analysis and evaluation of gender-related data at that time, highlighted a number of key gender-related concerns, which have remained the focus of our self-assessment processes:

- No specific STEMM initiatives at Lincoln
- Low numbers of STEMM women at senior grades
- Lack of support, guidance, training and inspiration for early-career STEMM women
- Lack of support around maternity leave
- Low numbers of female applicants for STEMM academic posts
- Low numbers of female undergraduates on some STEMM programmes (e.g. Engineering, Computer Science and Architecture).

A strategy and implementation plan (2012–16) addressed these concerns and moved forward the University's ambitions to achieve Athena SWAN awards at both institution and school level. Resource commitment of £0.5m was made in 2012, with additional support provided in 2016 to support extended Athena SWAN activities (two permanent, full-time posts: an Equalities Project Manager and an Equalities Administrator).

Continuing Consultation (2015–18)
The extended evaluation team (ESET) – a collaboration between all Schools across the University – comprises 22% of all male academics (103 staff), and 34% of all female academics (112 staff), contributing directly to the evaluation process against the extended Athena SWAN criteria, and subsequent application preparation. Support and technical staff are also widely represented, along with undergraduate and postgraduate students. This process highlighted a number of additional gender-related concerns:

- Relatively low numbers of AHSSBL women at senior grades
- Underrepresentation of men in certain disciplines (e.g. nursing, food manufacturing)
- Underrepresentation of women in some AHSSBL disciplines (e.g. design, film & media).

Self-evaluation team operation
ESET (**Fig.3.1**) was established in early 2016, replacing ASC. This is a 3-tier team, with the Central forum (the University ASSET Committee, UAC) meeting on the third Thursday of every month (face-to-face) for consideration of data, reflection, discussion, and a range of standard reporting items.

Over the last six months, the application for a Bronze award has been developed by the University ASSET Committee (**Fig.3.2**), informed by the School ASSETs, the outcomes and impact from the AS Action Plan (2014–17), working groups (**Table 3.7**), support groups (**Table 3.8**) and engagement with staff across the University, through surveys and focus groups (**Table 3.9**).

Wider consultation through the Athena SWAN East Midlands Network, and participation in the Athena SWAN Assessment Panels has provided invaluable under-pinning knowledge and experience. External review has also been sought from the Universities of Nottingham and Coventry.

Key reporting Routes are embedded within the extended ASSET structure, including significant SMT representation in the Senior Oversight Group, which meets face-to-face every 6 months. In addition, the UAC is represented on the University E&D Committee (College Champions), which meets face-to-face every 6 months. All working group and

support group leads report directly to the University ASSET Committee. Joint representation across the School ASSETs, University ASSET Committee, the Senior Oversight Group, and the Equality & Diversity Committee, provides essential channels for policy developments and implementation.

Table 3.7 *Working Groups (2012–18) with associated key objectives and activities*

Working Groups	OBJECTIVES	ACTIVITIES
Athena SWAN Roadshow	Disseminate widely the Athena SWAN principles, and the University's commitment, ambitions and the changes being made **Lead: AS Coordinator**	The ***Athena SWAN Road Show*** was delivered to all STEMM schools in 2013
Focus Groups & Surveys	Provide opportunity for wider consultation and gain valuable experiential data from across the University **Lead: Equalities Project Manager**	These are on-going (**Table 3.9**). Eg: • Barriers to promotion • Flexible working in practice • Support for researchers • Staff culture • Joint parental leave
Data Collection & Processing	Collate & process data from HR **Lead: Equalities Project Manager**	Maintains a central data resource ('BlackBoard' Community Site). Updated annually
Best Practice	Identify, share and develop best-practice within schools **Lead: AS Coordinator**	• Regular discussions through the Heads of School Forum • Survey of best practice at School level
Leadership Development	Establish leadership training opportunities across the University **Lead: Development / HR**	• Developing the ***Women in Leadership*** programme, including supporting the ***Leadership Foundation AURORA Programme*** **[Action C1]**
Wise@Lincoln Blog	Established 2012, to develop a central information / resource point for STEMM female academics **Lead: Equalities Project Manager**	Provides STEMM-specific information: • Career guidance and support • Training opportunities • Senior career profiles for inspiration • Fellowship opportunities
The Eleanor Glanville Centre	Established in 2017, to coordinate all diversity and inclusion activities across the University (including research) **Lead: College Athena SWAN Champions**	• Provides leadership for Gender Charter Marks • Provides a centralised support resource for staff • Provides a platform for diversity and inclusion-themed research

Table 3.8 *Support Groups (2012–18) with associated key objectives and activities*

Support Groups	OBJECTIVES	ACTIVITIES
Women Into Research	Provide support, guidance & training for female academics across the University **Lead: Academic lead / rotating position**	Established 2009
Women In Academia	A student-led support group for female post-graduate students **Lead: President WIA (PG student)**	Established 2016
Pipeline Mentoring	Establish a STEMM-specific mentoring scheme for female academics **Lead: AS Coordinator**	A new mentoring scheme was trialled and evaluated and is being rolled out across the University (STEMM and AHSSBL; all academic staff) **[Action C2]**
Be Inspired! Lecture Series	Initially to invite prominent female scientists to Lincoln to inspire early career researchers, the remit was broadened in 2017 to provide inspiration to all under-represented groups (STEMM and AHSSBL) **Lead: Equalities Project Manager**	***Be Inspired! Lecture Series*** launched April 2014.
Newton Academy – the Science Club for Girls	Engage young girls in a range of STEMM activities (11–14 year olds) **Lead: Equalities Project Manager**	Established in 2014. A series of STEMM-themed Saturday morning activities
MaDs (Mums & Dads) **Club**	A support network for parents, parents-to-be and grandparents **Lead: Equalities Administrator**	A coffee club that provides a space for discussion, and parent-to-parent mentoring. Launched in 2017

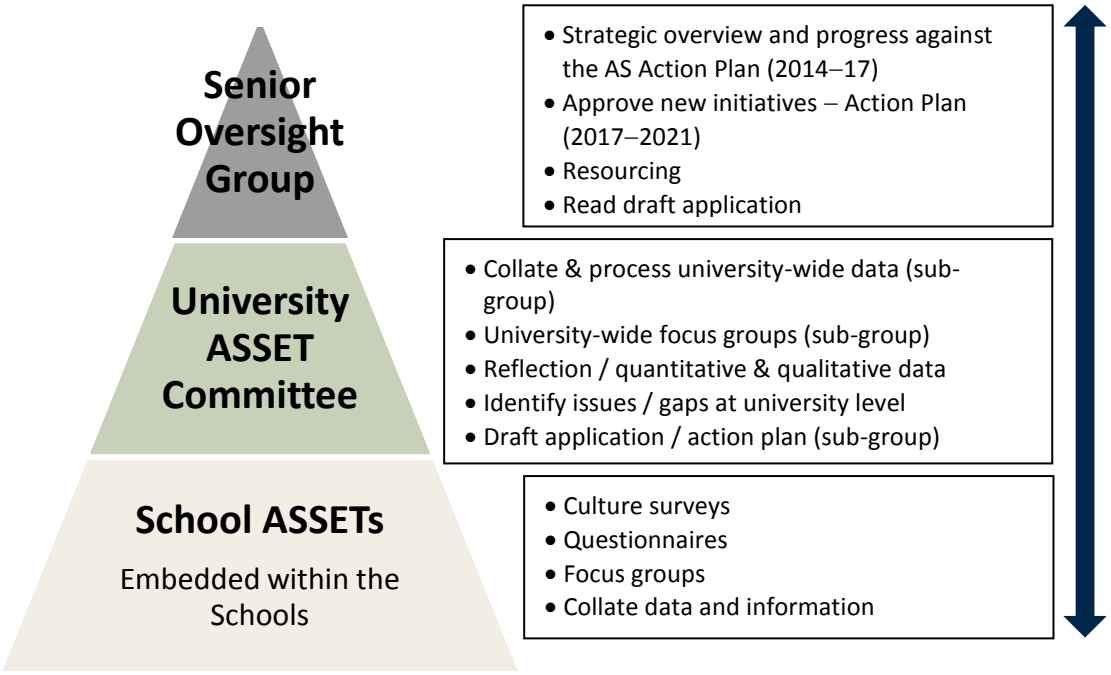


Figure 3.2 *Roles & activities of extended self-evaluation team in preparation for the AS application*

Table 3.9 *Surveys and Focus Groups used to inform the self-evaluation process (2014–18)*

FOCUS GROUP / SURVEY	DATE	OPEN TO:					
		Male	Female	Academic	Prof/Support	STEMM	AHSSBL
HE STEMM Staff Culture Survey 2014	May 2014	✓	✓	✓	✓	✓	
Impact of Maternity Leave on Career Progression (Female) Focus Group	Dec 2016		✓	✓	✓	✓	✓
Annual HE Staff Culture Survey 2016 (EGC Staff Culture Survey from 2017)	From 2016	✓	✓	✓	✓	✓	✓
Barriers to Promotion (All academics) Focus Group	Apr 2017	✓	✓	✓		✓	✓
EGC Staff Training & Development Survey	Oct 2017	✓	✓	✓	✓	✓	✓
Paternity Leave (Male) Focus Group	Feb 2017	✓		✓	✓	✓	✓
Barriers to Promotion (Female Academics) Focus Group	Dec 2017		✓	✓		✓	✓
Impact of Parental Leave on Career Progression (All Staff) Focus Group	Feb 2018	✓	✓	✓	✓	✓	✓
SCHEDULED							
Barriers to Promotion (Male Academics) Focus Group	May 2018	✓		✓		✓	✓
EGC Pastoral Care Survey	May 2018	✓	✓	✓		✓	✓
Barriers to Promotion (Professional / Support) Focus Group	Jul 2018	✓	✓		✓	n/a	n/a

3.3 Plans for the future of the self-assessment team

Building on our experiences, the Action Plan (2014–17) evolved around six core aims, providing the structure and focus needed to develop new initiatives, and help sustain the emerging impact from those already in place. These core aims, now extended to include both STEMM and AHSSBL disciplines, continue to form the basis of our new Action Plan (2017–21):

A **ENABLING, ENGAGING AND EMBEDDING** the extended Athena SWAN principles across the University
B **ENHANCE RECRUITMENT** of underrepresented groups of academics
C **SUSTAIN THE PIPELINE** to senior positions for female academics
D **OUTREACH** to inspire the young, particularly in STEMM disciplines
E **RESEARCH** to enhance understanding and inform future developments
F **REVIEW & TAKE STOCK**

ESET has so far worked well, and will continue to function within the established routine of regular meetings and reporting structures. All schools across the University are fully embedded within ESET and a schedule for AS applications is already in place (**Table 3.10**). An annual ESET conference is proposed[12] **[Action A1]**, where members (currently 225 no.) can meet as a single group, reflect, discuss and plan for the future.

In order to facilitate a coherent and coordinated approach to achieving our defined aims and objectives we have recently established an interdisciplinary equality, inclusion and diversity centre – **the Eleanor Glanville Centre**[13] – which will drive cultural change across the institution (**Fig. 3.3**).

Since 2012, the University has made significant progress in its Athena SWAN engagement. The work the University has been engaged in, particularly through its wider consultation, has allowed us to build on the AS Action Plan (2014–17) and, through subsequent progress, inform the development of the new Action Plan (2017–2021), which forms part of this application.

Planned Action (2017–21)

- ✓ *Establish an annual conference, where the extended self-evaluation team (currently 217 members) can meet as a single group, reflect, discuss and plan for the future* ***[ACTION A1]***
- ✓ *Expand the* ***Pipeline*** *mentoring scheme to include all staff across the university* ***[ACTION C2]***
- ✓ *Continue to monitor key metrics informing the action plan* ***[ACTION E1]***
- ✓ *The University ASSET and Senior Oversight Group to continue the established routine of regular meetings, maintaining the self-assessment process at university level* ***[ACTION F1]***
- ✓ *Athena SWAN Annual Reports summarizing progress will continue to be published and inform development of the Action Plan* ***[ACTION F2]***

[12] The first is scheduled for July 2018
[13] www.eleanorglanvillecentre.lincoln.ac.uk

Table 3.10 *Schedule for School application submissions (2017–20)*

School	Award held	Planned submission
National Centre for Food Manufacturing **FM**	–	April 2019
School of Architecture & Built Environment **ARC**	–	November 2018
School of Chemistry **CHM**	–	April 2018
School of Computer Science **COM**	**BRONZE**	April 2018
School of Engineering **ENG**	–	April 2019
School of Geography **GEO**	–	November 2020
School of Health and Social Care **HSC**	–	SUBMITTED November 2017
School of Life Sciences **SLS**	**BRONZE**	April 2019 (**SILVER**)
School of Mathematics and Physics **MPH**	–	November 2018
School of Pharmacy **PHA**	–	April 2019
School of Psychology **PSY**	**BRONZE**	April 2019 (**SILVER**)
School of Sport and Exercise Science **SES**	**BRONZE**	April 2018
Lincoln Business School **LBS**	–	November 2018
Lincoln Law School **LLS**	–	April 2018
Lincoln School of Film & Media **FME**	–	November 2018
School of Education **EDU**	–	SUBMITTED November 2017
School of English & Journalism **ENJ**	–	November 2018
School of Fine & Performing Arts **FPA**	–	November 2018
School of History & Heritage **HHE**	–	November 2018
School of Social and Political Sciences **SPS**	–	November 2018

Figure 3.3 *The Eleanor Glanville Centre was launched on 21 March 2017*

WORD COUNT = 1023

4. A PICTURE OF THE INSTITUTION

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

The University's restructuring and growth in STEMM disciplines (2010–16) makes interpretation of gender-related trends difficult. Key concerns are therefore identified. Data for visiting academics and honorary contract staff information are not currently available **[Action E2]**. Currently, data on BAME staff are not widely available. Moving forward, however, these data will be made available to allow reflection and consideration on the intersection between gender and ethnicity at both school and institution level **[Action E3]**.

Key Observations, Trends and Areas of Concern

UNIVERSITY (Fig. 4.1)

- Female representation in the Researcher, Lecturer, Senior Lecturer, Reader and Senior Academic Manager has been fairly consistent in reflecting (±5%) the overall female population at the University (42%);
- The Principal Lecturer (PL) and Reader positions are both Grade 9. As research emphasis has grown at the University (from 2009), there has been an overall decline in the number of PLs, and an increase in the number of Readers. In 2016 and 2017, the numbers in both Grade 9 positions have been comparable (37/36 and 39/38, respectively), although PL appears to be more favoured by male colleagues. In 2016, the number (and proportion) of female Readers fell (to 36%) due to a number of promotions to Professor. Although the pipeline from Reader to Professor has shown good improvement, the promotion from Senior Lecturer to either Reader or PL is clearly lagging behind. Further initiatives to support the SL–PL and SL–Reader transitions are actioned **[Actions C5, C15, C26]**;
- Female representation at Professor grade increased from 19% (2015) to 30% (2016), exceeding the national benchmark (23.9%)[13], but falling short of fully representing the 42% female population of the University. Provision of broader mentoring support for senior academics is actioned to build on this significant achievement **[Action C3]**.

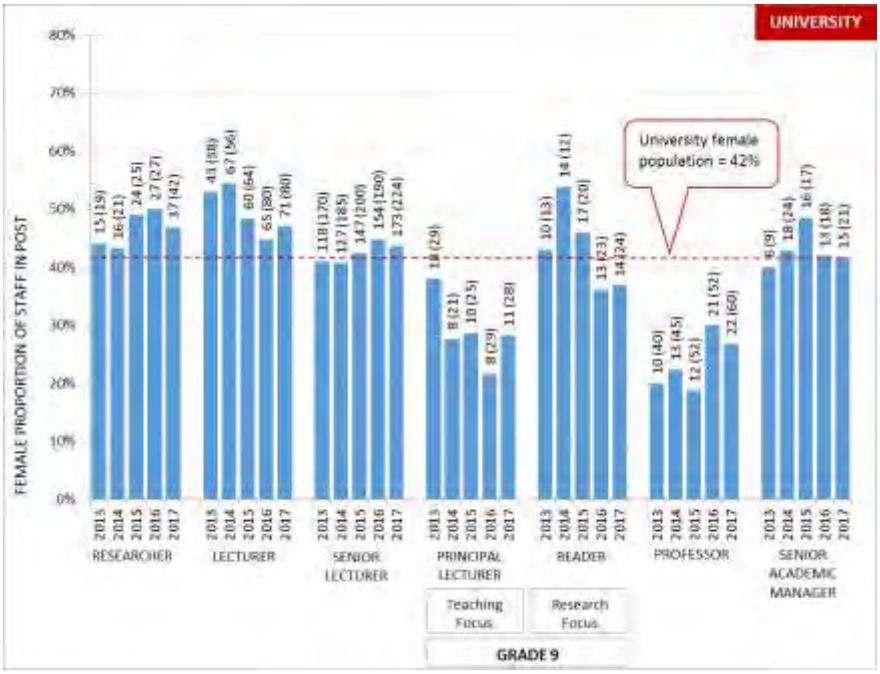


Figure 4.1 *Gender-distribution across the University of Lincoln (2013–2017). Numbers of female staff are given for each grade (with corresponding numbers of male staff in brackets)*

STEMM vs AHSSBL (Figs. 4.2, 4.3)

- In general, female representation in AHSSBL (**Fig.4.2**) is relatively good and approaching parity across the majority of grades: Lecturer (43%); Senior Lecturer (45%); Reader (47%); Senior Academic Manager (50%). Researcher (PDRA) numbers are too low to comment on trends. The PL and Professor grades are low (22% and 31% respectively) – although show some sign of improvement – and will benefit from broader, more targeted, support **[Actions C3, C5, C6, C7, C15]**;
- Overall, female representation across the grades in STEMM is better than that observed for AHSSBL (**Fig.4.3**), as illustrated by deviation from the overall female populations in STEMM (39%) and AHSSBL (43%) (±23% and ± 26%, respectively).
- Comparing the distribution deviation across the grades for both 2013 and 2017 (**Fig.4.3**), it is apparent that female representation in STEMM has improved over the last five years (±26% to ±23%), whereas in AHSSBL it has declined (deviation from the overall female population has risen from ±21% to ±26%). The improvement in STEMM is mainly seen in the senior grades. Of note, is the significant increase (100%) in the number of female professors in 2016 with female representation increasing from 17% (2015) to 30% (2016). This is significantly above the national benchmark (19.9% female professors in STEMM[14]). A similar trend is observed in AHSSBL, with female professors now exceeding the national benchmark (30%)[13] (cf. 27% in 2016). These achievements are attributed to improved promotion and appointment procedures, and driven by targeted KPIs (see later). The overall drop in AHSSBL (**Fig. 4.3**), is generally a drop in proportion (not numbers). This is attributed to restructuring and development of the new International Business School.
- In 2016, all academic grades in STEMM achieved the UKRC-WISE target of 30% (±2%). Continued growth of STEMM across the University (e.g. new School of Geography) has meant that distributions are still in flux, however, and female representation (but not numbers) dropped slightly in 2017.

SCHOOL-SPECIFIC (Table 4.1)

- The traditionally male-dominated **STEMM** disciplines (Computer Science, Engineering, and Mathematics & Physics) struggle to attract female academics, despite adopting targeted recruitment, and head-hunters for senior positions. Since 2013, however, both Computer Science and Engineering have improved their overall female representation (11 to 15% for Computer Sciences; 21 to 25% for Engineering). No female staff in Engineering hold positions higher than Senior Lecturer;
- In AHSSBL, female underrepresentation is apparent in two schools: Film & Media and Design – both below national benchmarks (**Table 2.5**);
- Male under-representation is a concern for two schools (both in **STEMM**): Food Manufacturing, and Health & Social Care. With the exception of Education (small and still recruiting), male underrepresentation in **AHSSBL** schools is not considered an issue;
- Female PL/Readers are poorly represented in both STEMM and AHSSBL. The number of female professors in **STEMM**, however, has improved significantly and has exceeded the 30% UKRC-WISE target in 42% of **STEMM** schools (cf. 30% in 2013), and 58% of schools exceed the national average (19.3%[13]). Nearly half (4/9) of **AHSSBL** schools have no female professors. Two of these (Film & Media, and Fine & Performing Arts) also have no female Readers (although in both cases, Senior Academic Managers are well-presented);

[14] ECU (2017). Equality in Higher Education: Statistical Report 2017 (Part 1: Staff)

- Pipeline issues for female academics are common across both **STEMM** and **AHSSBL**, and are being addressed through broader, and more targeted, support **[Actions C3, C5, C6, C7, C8, C15]**;
- Underrepresentation is being addressed at recruitment level **[Actions B4, B5]**;
- All schools are engaged with the self-evaluation process.

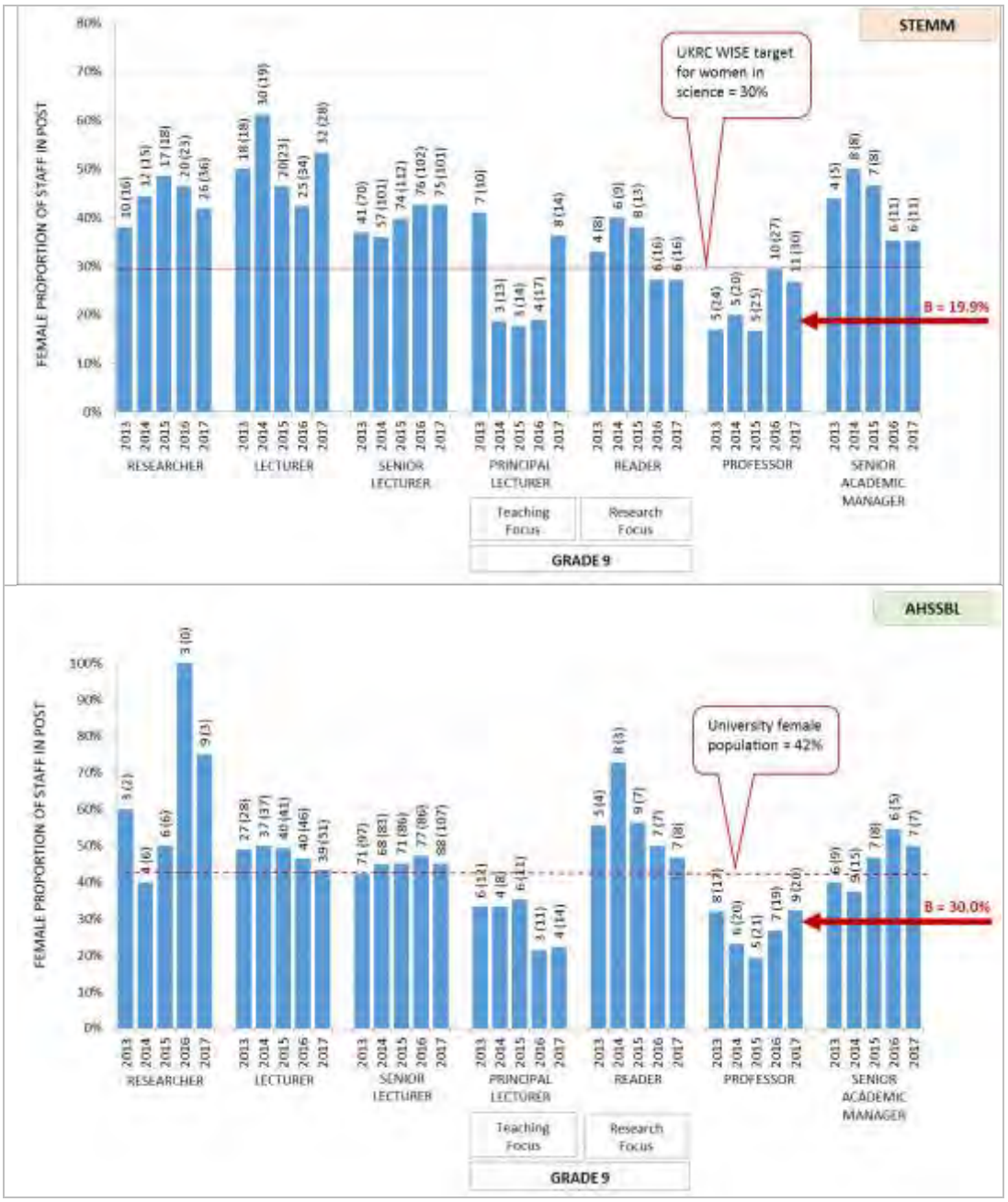
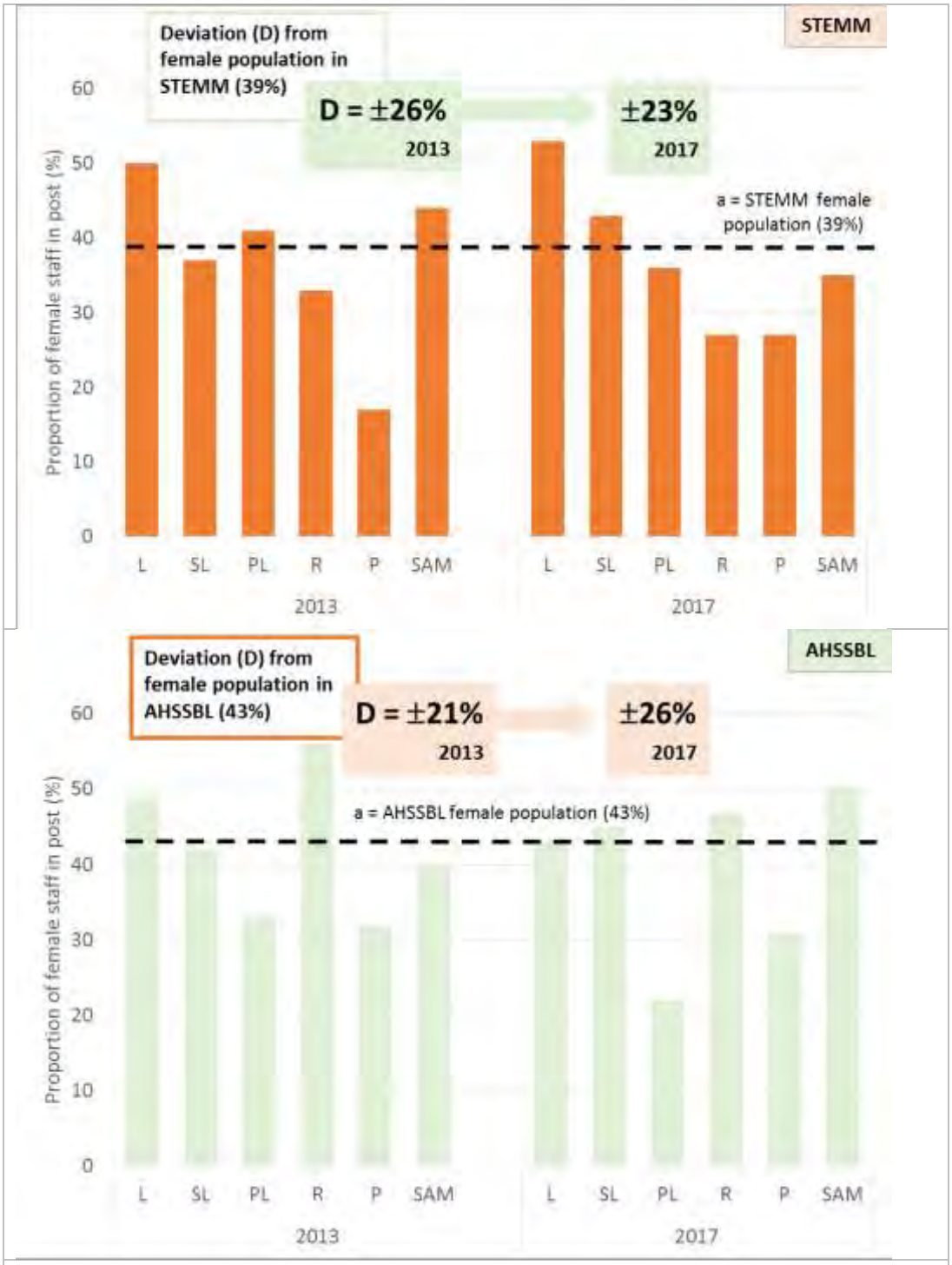


Figure 4.2 *Comparison of female staff distribution across academic grades for both STEMM and AHSSBL Schools (2013-2016). Numbers of female staff are given for each grade (with corresponding numbers of male staff in brackets). National benchmarks for female representation at Professor grade are given (B) (ECU Statistical Report, 2017)*[13]



$$D = \left[\sum_{L}^{SAM} (y - a)^2\right]^{1/2}$$

Figure 4.3 *Standard deviation of female staff distribution across academic grades from female populations in both STEMM (39%) and AHSSBL (43%), as denoted by the dashed line. Comparisons are made between 2013 and 2017 to establish progress.*

Table 4.1 *Current (2016) gender balance across grades in STEMM and AHSSBL schools*

				RESEARCHER	LECTURER	SENIOR LECTURER	READER / PL	PROFESSOR	SA MANAGER
STEMM SCHOOLS	**F**	**M**	**% F**	**FEMALE PROPORTION IN GRADE (%)**					
ARCHITECTURE & BUILT ENVIRONMENT	7	12	34	n/a	25	50	100 [15]	25	0
CHEMISTRY	9	11	45	50	50	44	0	50	100 [15]
COMPUTER SCIENCE	6	33	15	25	13	18	17	14	0
ENGINEERING	4	16	25	0	100 [15]	31	0	0	0
FOOD MANUFACTURING	10	4	71	n/a	71	60	50	100 [15]	50
GEOGRAPHY (Recruiting)	1	5	17	0	0	50	n/a	0	0
HEALTH & SOCIAL CARE	43	25	62	55	91	60	50	33	67
LIFE SCIENCES	14	33	30	64	80	33	23	25	50
MATHS & PHYSICS	2	13	13	50	20	13	n/a	0	n/a
PHARMACY	4	10	29	n/a	100	17	n/a	0	0
PSYCHOLOGY	26	28	48	50	50	52	50	33	33
SPORT & EXERCISE SCIENCE	9	15	38	n/a	40	38	0	50	50
AHSSBL SCHOOLS									
BUSINESS	41	62	40	100	45	39	50	14	43
DESIGN	11	24	31	n/a	33	31	33	100 [15]	0
LAW	9	10	47	n/a	50	57	50	0	n/a
EDUCATION	6	3	67	n/a	n/a	67	100 [15]	0	n/a
ENGLISH & JOURNALISM	16	22	42	n/a	43	40	25	67 [15]	100 [15]
FILM & MEDIA	15	45	25	n/a	14	31	0	0	50
FINE & PERFORMING ARTS	23	21	52	n/a	58	53	0	0	100
HISTORY & HERITAGE	21	17	55	75	64	60	25	75	n/a
SOCIAL & POLITICAL SCIENCES	18	14	60	n/a	25	76	60	20	n/a

KEY

	Not acceptable: Significantly different to the female proportion of school staff (± 10%)
	Within 5–10% of the female proportion of school staff
	Acceptable: Close to female proportion of school staff (± 5%); better than the RCUK-WISE target of 30% for STEMM disciplines; or achieved gender parity (± 5%)

[15] Acceptable due to small number

Actions Taken (2012–2018) and emerging impact

- To improve the pipeline to senior grades, the University adopted a range of initiatives (2012–13), including a ***new recruitment strategy***, ***improved promotions procedure***, ***new workload model***, and the ***Pipeline*** mentoring scheme.
  - → Number of female Readers across the University increased from 5 (2012) to 17 (2015), improving female representation (27% to 46%). Three of these were successfully promoted to Prof in 2016;
  - → % Female STEMM Readers rose from 16% (2012) to 38% (2016);
  - → % Female STEMM Professors rose from 17% (2012) to 30% (2016);
  - → % Male AHSSBL Readers increased from 30% (2013) to 53% (2017).
- Recruitment campaigns are monitored and evaluated ***(2014 Athena SWAN Recruitment Study)*** – including the effectiveness of positive actions taken. This informs the development of further recruitment campaigns and helps the institution to build and refine practices as it recruits staff for the new Schools of Mathematics & Physics, Chemistry and Geography. We propose to ensure recruitment studies are routinely carried out on a 5-yearly basis **[Action B1, B4]**;
- Existing initiatives that provide career support, guidance and training (***Women into Research Network***, **CPPD Framework**, ***Pipeline Mentoring Scheme***, ***Academic Workload Model***; workshops and training models) are monitored and their impact evaluated **[Action C15]**;
- ECR training is offered through the ***Lincoln Early Career Network*** **[Action C14]**;
- All STEMM and AHSSBL schools are engaged in the Athena SWAN self-evaluation process;
  - → 4 STEMM Schools (Computer Science, Sport and Exercise Science, Life Sciences, Psychology) hold Athena SWAN Bronze Department Awards;
  - → Health & Social Care (STEM) and Education (AHSSBL) submitted applications for Bronze in November 2017. Education is the first of our AHSSBL schools to submit an Athena SWAN application. Chemistry (STEMM) and Law (AHHSBL) intend to submit applications in April 2018.

Planned Actions (2017–21)

- ✓ *Continue to apply findings and recommendations to policy and practice for future recruitment campaigns. Recruitment drives for new STEMM Schools to actively redress the gender balance from the outset* ***[ACTION B1]***
- ✓ *Monitor and evaluate recruitment campaigns to inform the development of future recruitment campaigns* ***[ACTION B4]***
- ✓ *Review the effectiveness of the e-recruitment system as a gender-neutral recruitment tool* ***[ACTION B5]***
- ✓ *Develop a* ***Regional Mentoring Scheme*** *through the East Midlands Athena SWAN Network to widen the pool of female senior academic mentors* ***[ACTION C3]***
- ✓ *Enable supportive networking and build confidence in female academics through establishing* ***Action Learning Sets*** ***[ACTION C5]***
- ✓ *Develop new academic support policies* ***[ACTION C6]***
- ✓ *Provide clear individual expectations and feedback on performance, effective and targeted development (including for improving output quality, bid and impact quality), and recognition of success via promotion opportunities and support (including workload, reward systems/prizes)* ***[ACTION C7]***
- ✓ *Update promotion procedures to ensure performance expectations are in place and performance indicators (e.g. deliverables) are clear and thoroughly evaluated at recruitment and promotion* ***[ACTION C8]***
- ✓ *Review and develop the ECR training and future support through the* ***Lincoln Early Career Network*** ***[ACTION C14]***

Planned Actions (2017–21) cont…

- ✓ *Build on the existing portfolio of career development workshops (e.g. the **Thinking Aloud Seminars**) to include both STEMM and AHSSBL disciplines, and introduce new workshops specifically aimed at the transitions from SL to PL and SL to Reader for STEMM and AHSSBL disciplines **[ACTION C15]***
- ✓ *Assess the impact of existing initiatives that provide career support, guidance and training **[ACTION C26]***
- ✓ *Extend the portfolio of staff data being routinely collected on an annual basis to include visiting lecturers and honorary contract staff **[ACTION E2]***
- ✓ *Together with gendered data, routinely collect data on BAME to allow consideration, at both institution and school level, of the role of the intersection between gender and ethnicity in both academic and professional/support staff. This data will be uploaded annually to the ASSETs community site (via 'Blackboard') **[ACTION E3]***

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Key Observations, Trends, Areas of Concern (see **Table 4.2**)

- Approximately 13% of women and 11% of men across the university are currently (2017) on fixed-term contracts. This is significantly lower than the national average (27.7% and 24.6%, respectively);
- Over the last 8 years, gender-distribution of staff on fixed-term contracts has been relatively balanced within both STEMM and AHSSBL schools;
- The data are influenced by low post-doctoral numbers – the biggest group affected by fixed-term contracts in the sector. These numbers will grow as the University's research infrastructure develops **[Action C11]**.

Actions Taken (2012–16)

- Key metrics are routinely monitored **[Action E1]**;
- The University gives priority to staff at the end of fixed-term contracts when applying for other positions of the same grade within the University;
- The University provides opportunities for PDRAs to gain teaching experience **[Action C33]**;
- The impact of actions taken to alleviate gender bias are monitored and evaluated (e.g. new recruitment strategies and ECR career support initiatives such as the ***Lincoln Early Career Network***) **[Actions B5, C14]**;
- Existing initiatives that provide career support, guidance and training (CPPD framework, Pipeline mentoring scheme, Academic Workload Model; workshops and training models) are also monitored and their impact evaluated **[Action C26]**.

Planned Actions (2017–21)

- ✓ *Review the wider adoption of open-ended contracts for externally-funded research posts, and the provision of bridging support to retain high-calibre researchers **[ACTION C11]***
- ✓ *Continue to monitor and evaluate the impact of actions taken to alleviate gender bias (e.g. new recruitment strategies; ECR career support initiatives). Evaluation will include the impact on gender balance within the growing post-doctoral community **[ACTIONS B5, C14, C26, E1]***
- ✓ *Monitor take-up of teaching opportunities for PDRAs across the institution **[ACTION C33]***

Table 4.2 *Comparison of academic staff (as a proportion of all staff in the gender group) on fixed-term contracts within the University, STEMM and AHSSBL Schools (2010–2017)*

		FEMALE		MALE		ALL STAFF TOTALS	
		No.	%	No.	%	Female	Male
National Benchmark data (averaged over all UK universities)[16]			**27.7**		**24.6**		
UNIVERSITY	2010	23	**10**	40	**13**	220	319
	2011	19	**8**	42	**13**	224	324
	2012	22	**9**	41	**12**	242	342
	2013	16	**7**	19	**6**	239	318
	2014	28	**11**	28	**8**	256	346
	2015	28	**10**	30	**8**	278	393
	2016	25	**9**	30	**7**	288	417
	2017	44	**13**	51	**11**	332	473
Eight-year average			**9.6**		**9.8**		
STEMM	2010	16	**18**	20	**15**	87	135
	2011	13	**13**	25	**17**	97	147
	2012	16	**16**	26	**17**	103	157
	2013	10	**9**	12	**8**	113	149
	2014	17	**14**	17	**10**	120	174
	2015	23	**17**	23	**11**	134	213
	2016	20	**14**	24	**10**	143	240
	2017	26	**16**	34	**13**	163	252
Eight-year average			**14.6**		**12.6**		
AHSSBL	2010	7	**5**	20	**11**	133	184
	2011	6	**5**	17	**10**	127	177
	2012	6	**4**	15	**8**	139	185
	2013	6	**5**	7	**4**	126	169
	2014	11	**8**	11	**6**	136	172
	2015	5	**4**	7	**4**	144	180
	2016	5	**3**	6	**3**	145	177
	2017	15	**9**	13	**6**	169	221
Eight-year average			**5.4**		**6.5**		

[16] ECU (2017). Equality in Higher Education: Statistical Report 2017 (Part 1: Staff)

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Key Observations, Trends, Areas of Concern

- *Teaching & Research* is the primary contract type for all academic staff at the University (**Fig.4.4**). The proportion of both women (54%) and men (63%) is significantly higher than the national averages (44.0% and 53.1%, respectively). *Research only* contracts remain significantly lower than national benchmarks, reflecting the relatively low numbers of PDRA at the University. The new *Teaching and Professional Practice* contract has been relatively popular across the University, and has led to a significant increase in the *Teaching Only* category, and better alignment with the national benchmarks:
  - → Female: 20.2% (2016) to 34.6% (2017) (cf. national benchmark 30.3%);
  - → Male: 13.1% (2016) to 28.3% (2017) (cf. national benchmark 22.7%);
- Patterns for men and women in AHSSBL schools (**Fig. 4.5**), and across AHSSBL grades (**Fig. 4.7**) remain relatively balanced;
- Some differences are observed in the STEMM schools (**Fig. 4.5**), where a higher proportion of women (36%) are on *Teaching and Professional Practice* contracts, compared to men (18%). The majority of these are at the lower grades (**Fig. 4.6**). Understanding the reason for these differences form part of our Action plan **[Action C29]**.

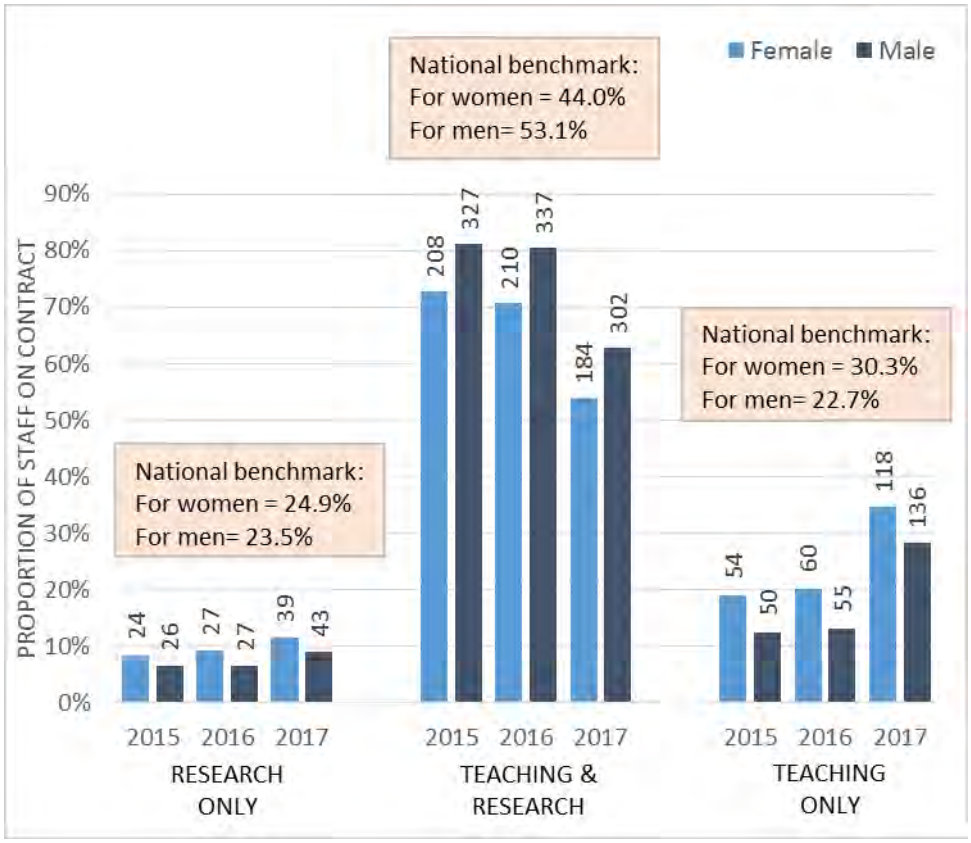


Figure 4.4 *Proportion of staff by gender at the University on research only, teaching and research, and teaching only contracts (2015–2017), benchmarked against national statistics[17]. The number of staff in each gender group are given*

[17] ECU (2017). Equality in Higher Education: Statistical Report 2017 (Part 1: Staff)

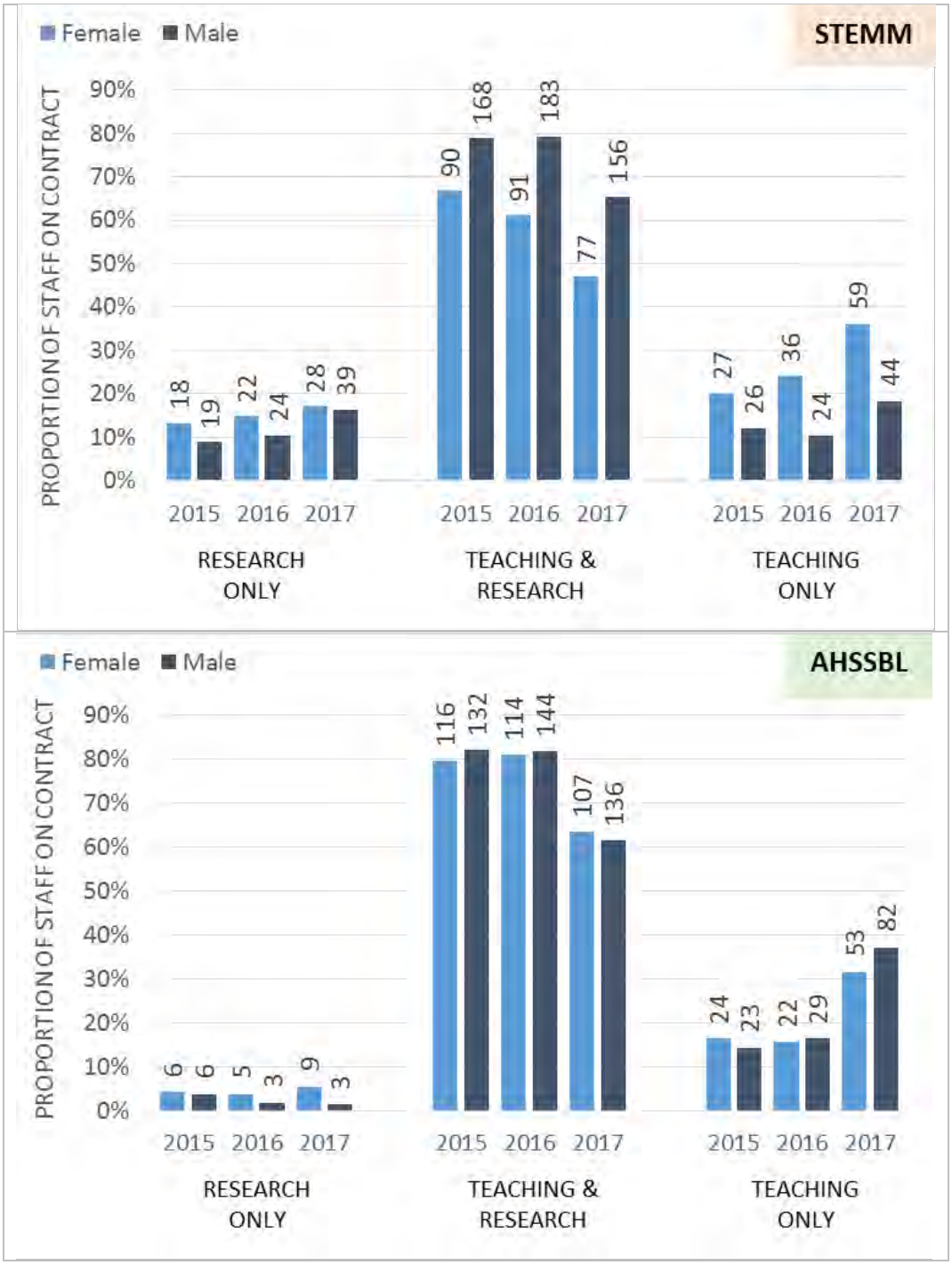


Figure 4.5 *Comparison between STEMM and AHSSBL staff by gender on research only, teaching and research, and teaching only contracts (2015–2017)*

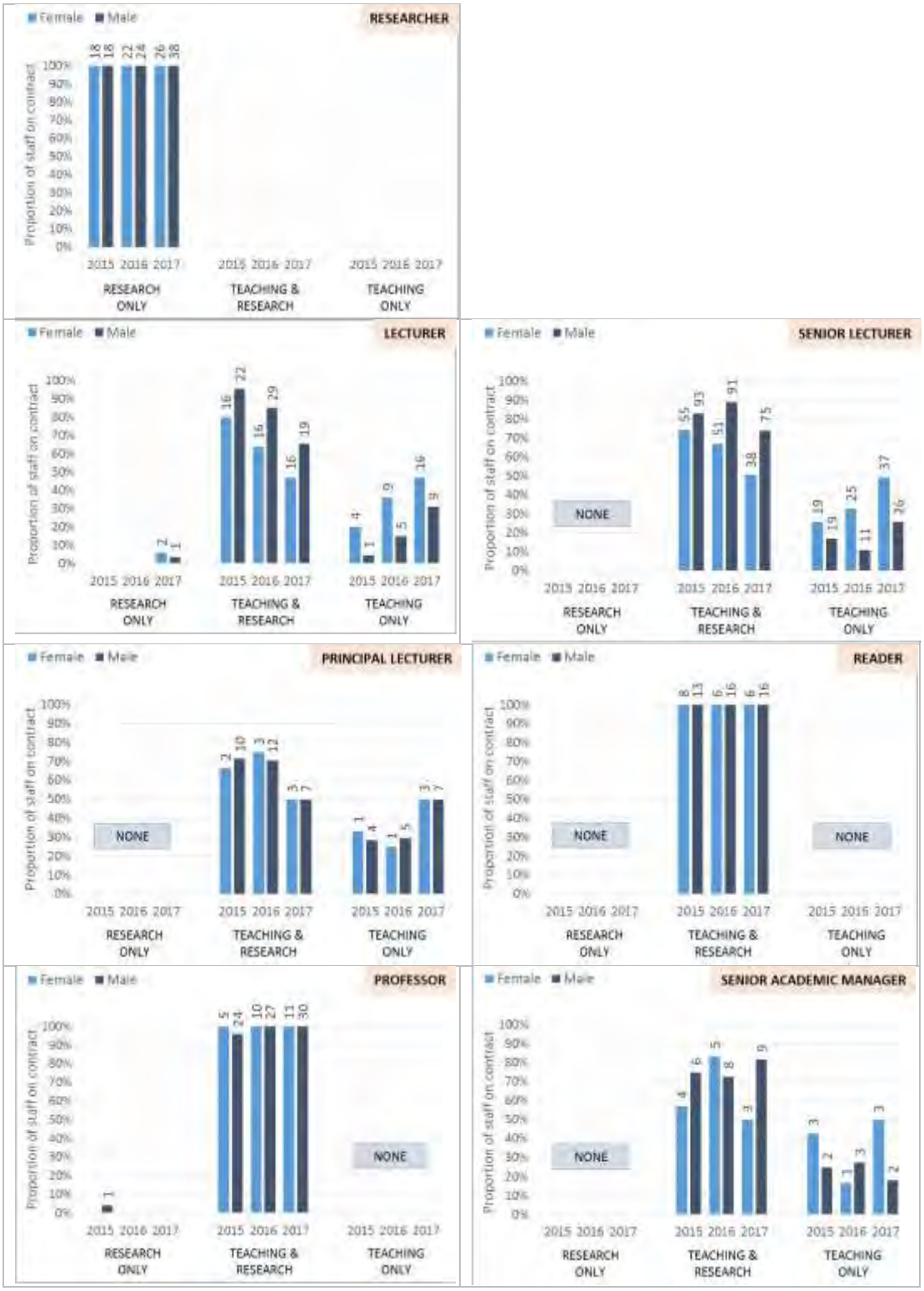


Figure 4.6 *Proportion of STEMM staff by grade and gender on research only, teaching and research, and teaching only contracts (2015–2017). The numbers of staff in each gender group are given*

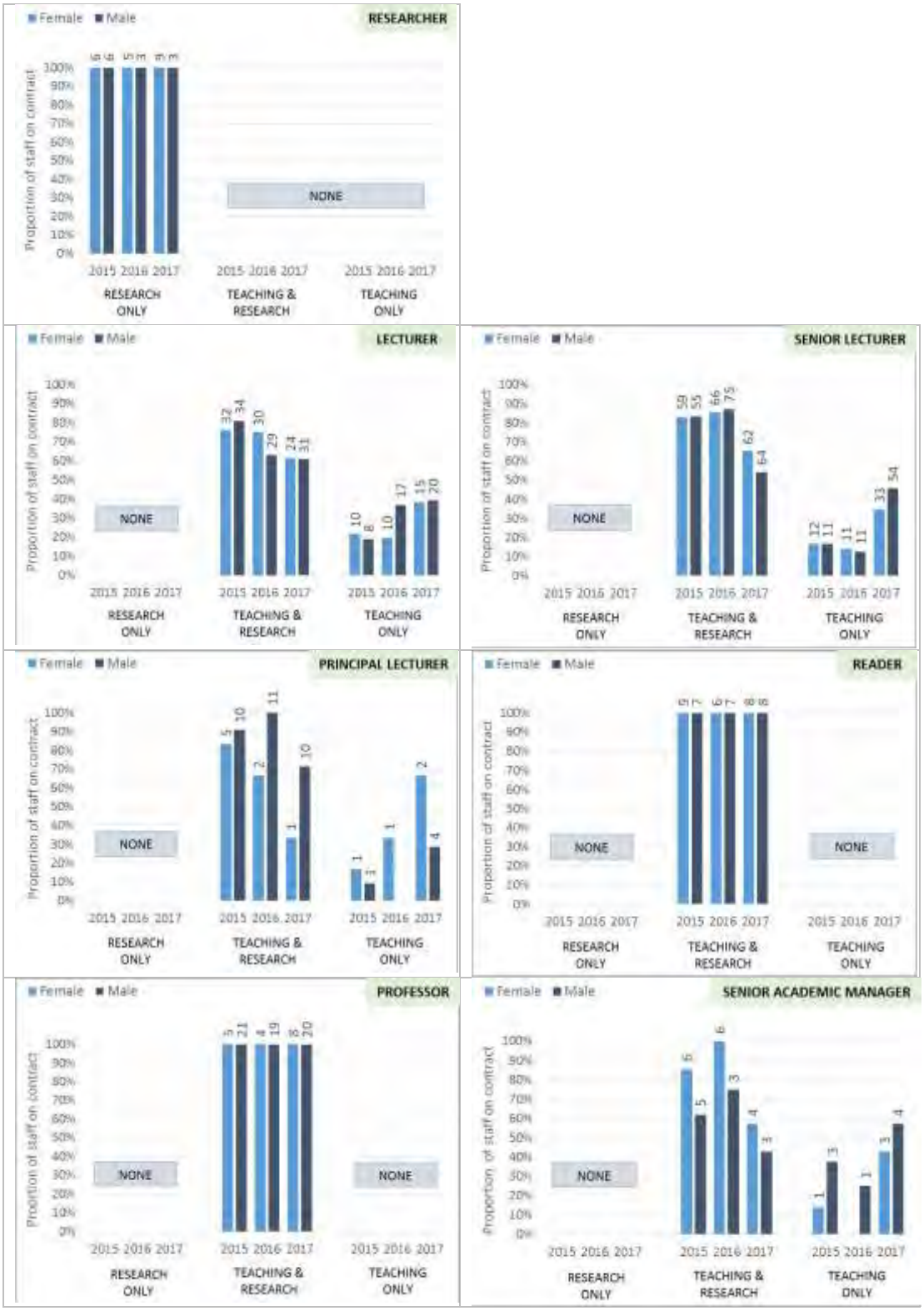


Figure 4.7 *Proportion of AHSSBL staff by grade on research only, teaching and research, and teaching only contracts (2015-2017). The numbers of staff in each gender group are given*

Actions Taken (2012–18) and emerging Impact

- Key metrics are routinely monitored informing the action plan;
- The University recognises and supports a promotion route through excellence in learning and teaching, which is generally supported by staff (**Table 4.3**). *Teaching Excellence* forms part of the annual *Staff Merit and Achievement Awards*;
- The staff development workshop **'Applying for Promotion via the Teaching Route'** provides an opportunity for academic staff to reflect on their professional aspirations and to enhance understanding of the criteria for promotion via the teaching route – 35 staff attended in 2017 (51%F; 49%M).

Planned Actions (2017–21)

✓ Seek to understand the gender-distribution between contract types ***[ACTION C29]***

Table 4.3. *Feedback from focus group discussions around the teaching & learning promotion route. A few indicative examples are given.*

Female (Grade 9) AHSSBL	*"It's hard to see how this is transferable. Will other Universities recognise it?"*
Male (Grade 9) AHSSBL	*"I think one of Lincoln's strengths is that it recognises that being good at research doesn't make you a better lecturer. Just because somebody is good at research, doesn't mean that they can lead a team of staff, which is a big issue. The University recognises this, and you can go down a teaching and practice route, which is great"*
Female (Grade 7) STEMM	*"Lincoln is highly rated for its teaching – it seems sensible to have a promotion system that recognises teaching excellence as a viable progression route – TEF Gold, and all that!"*
Female (Grade 8) STEMM	*" Not sure PL is considered as good as Reader, but it makes sense to have an alternative route to Professor "*

(iv) Academic leavers by grade and gender

The data given (**Tables 4.4–4.6**) for academic leavers include resignation, dismissals, and redundancies (voluntary severance). Disaggregated data were not available, although anecdotally – through discussion with ASSET Chairs – the majority of leavers have moved to posts at other HEIs. Only few staff take up the offer of an exit interview (36%), and it is recognised that a better system needs to be in place **[Action E4]**.

Key Observations, Trends, Areas of Concern

- Over the last 4 years (2014–2017), turnover for all academic staff has been equal for both men and women, and consistently lower than the national average for UK universities (**Table 4.4**); This is an improvement on the previous four-year period, where there were significantly more STEMM females than STEMM males leavers (**Fig.4.8**);
- Similar trends are observed in both STEMM and AHSSBL disciplines (2014–2017);
- The spike observed in 2015 for AHSSBL was due to restructuring of some AHSSBL schools, but affected men and women equally;
- In STEMM, the majority of leavers have been on Senior Lecturer Grade (**Tables 4.5**). In 2016, 82% of all female leavers, and 72% of all male leavers were SLs. Similar trends were observed for AHSSBL (**Table 4.6**). It is believed that most of these leavers are moving to other HEIs to advance their career. We need to better understand the motivation of these

leavers and any causal correlation to our pipeline concerns around transitions from SL to PL and Reader **[Action E4]**.

Planned Actions (2017–21)

- ✓ *Explore ways to better monitor and evaluate the underlying reasons for staff turnover trends, particularly at the SL level **[ACTION E4]***

Table 4.4 *Comparison of academic leavers by gender across the University, STEMM and AHSSBL Schools (2010–17)*

			FEMALE		MALE		STAFF TOTALS	
			No.	%	No.	%	F	M
National Benchmark data[18] (averaged over all UK universities)				**17.7**		**16.1**		
UNIVERSITY	**Total academic leavers** (as a percentage of all staff in gender group)	2010	10	**5**	16	**5**	220	319
		2011	9	**4**	21	**6**	224	324
		2012	22	**9**	19	**6**	242	342
		2013	21	**9**	19	**6**	239	318
		2014	18	**7**	26	**8**	256	346
		2015	23	**8**	31	**8**	278	393
		2016	24	**8**	34	**8**	288	417
		2017	25	**8**	44	**9**	332	473
Eight-year average (mean)				**7.3**		**7.0**		
STEMM	**Total academic leavers** (as a percentage of all staff in gender group)	2010	7	**8**	5	**4**	87	135
		2011	3	**3**	12	**8**	97	147
		2012	15	**15**	7	**4**	103	157
		2013	10	**9**	13	**9**	113	149
		2014	8	**7**	10	**6**	120	174
		2015	4	**3**	10	**5**	134	213
		2016	11	**8**	18	**8**	143	240
		2017	14	**9**	23	**9**	163	252
Eight-year average (mean)				**7.8**		**6.6**		
AHSSBL	**Total academic leavers** (as a percentage of all staff in gender group)	2010	3	**2**	11	**6**	133	184
		2011	6	**5**	9	**5**	127	177
		2012	7	**5**	12	**6**	139	185
		2013	10	**8**	9	**5**	126	169
		2014	10	**7**	15	**9**	136	172
		2015	18	**13**	21	**12**	144	180
		2016	11	**8**	12	**7**	145	177
		2017	9	**5**	8	**4**	169	221
Eight-year average (mean)				**6.6**		**6.8**		

[18] ECU (2017). Equality in Higher Education: Statistical Report 2017 (Part 1: Staff)

Table 4.5 *Comparison of academic leavers by gender and grade across STEMM Schools (2013–17)*

		FEMALE		MALE		ALL STEMM STAFF TOTALS	
		No.	%	No.	%	F	M
National Benchmark data[19] (averaged over all UK universities)			**17.7**		**16.1**		
Professor	2013	0	**0**	1	**5**	3	20
	2014	0	**0**	1	**5**	5	20
	2015	0	**0**	0	**0**	5	25
	2016	0	**0**	3	**11**	10	27
	2017	1	**9**	0	**0**	11	30
Five-year average (mean)			**1.8**		**4.2**		
Reader	2013	0	**0**	1	**11**	8	9
	2014	0	**0**	0	**0**	6	9
	2015	0	**0**	0	**0**	8	13
	2016	1	**17**	0	**0**	6	16
	2017	0	**0**	0	**0**	6	16
Five-year average (mean)			**3.4**		**2.2**		
Principal lecturer	2013	2	**25**	2	**20**	8	10
	2014	2	**67**	2	**15**	3	13
	2015	0	**0**	1	**7**	3	14
	2016	0	**0**	1	**6**	4	17
	2017	0	**0**	2	**14**	6	14
Five-year average (mean)			**18.4**		**12.4**		
Senior lecturer	2013	5	**11**	7	**9**	45	76
	2014	5	**9**	6	**6**	57	101
	2015	4	**9**	8	**11**	45	76
	2016	9	**12**	13	**13**	76	102
	2017	1	**1**	6	**6**	75	101
Five-year average (mean)			**8.4**		**9.0**		
Lecturer	2013	3	**10**	2	**9**	31	23
	2014	1	**3**	1	**5**	30	19
	2015	0	**0**	1	**4**	20	23
	2016	1	**4**	1	**3**	25	34
	2017	3	**9**	5	**17**	34	29
Five-year average (mean)			**5.2**		**7.6**		

[19] ECU (2017). Equality in Higher Education: Statistical Report 2017 (Part 1: Staff)

Table 4.6 *Comparison of academic leavers by gender and grade across AHSSBL Schools (2013 –17)*

		FEMALE		MALE		ALL AHSSBL STAFF TOTALS	
		No.	%	No.	%	F	M
National Benchmark data[20] (averaged over all UK universities)			**17.7**		**16.1**		
Professor	2013	0	**0**	0	**0**	8	17
	2014	3	**50**	4	**20**	6	20
	2015	2	**40**	3	**14**	5	21
	2016	1	**25**	2	**11**	4	19
	2017	0	**0**	1	**5**	8	20
Five-year average (mean)			**23.0**		**10.0**		
Reader	2013	0	**0**	0	**0**	5	4
	2014	0	**0**	2	**67**	8	3
	2015	1	**11**	0	**0**	9	7
	2016	1	**17**	0	**0**	6	7
	2017	0	**0**	0	**0**	8	8
Five-year average (mean)			**5.6**		**13.4**		
Principal lecturer	2013	1	**17**	1	**8**	6	12
	2014	0	**0**	2	**25**	4	8
	2015	1	**11**	0	**0**	9	7
	2016	1	**33**	1	**9**	3	11
	2017	0	**0**	1	**7**	3	14
Five-year average (mean)			**12.2**		**9.8**		
Senior lecturer	2013	5	**7**	6	**6**	71	97
	2014	4	**6**	4	**5**	68	83
	2015	8	**11**	13	**15**	71	86
	2016	6	**8**	6	**7**	77	86
	2017	6	**6**	6	**5**	95	118
Five-year average (mean)			**7.6**		**7.6**		
Lecturer	2013	4	**15**	0	**0**	27	28
	2014	3	**8**	3	**8**	37	37
	2015	6	**15**	5	**12**	40	41
	2016	3	**8**	2	**4**	40	46
	2017	3	**8**	2	**4**	39	51
Five-year average (mean)			**10.8**		**5.6**		

[20] ECU (2017). Equality in Higher Education: Statistical Report 2017 (Part 1: Staff)

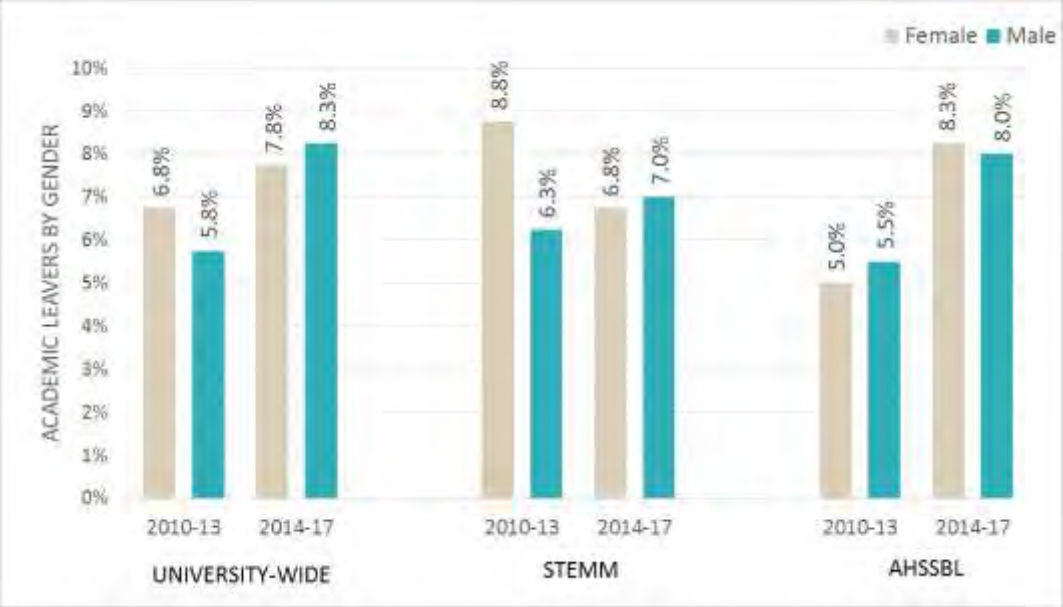


Figure 4.8 *Comparison of academic leavers over the periods 2010–13 and 2014–17*

(v) Equal pay audits/reviews

Key Observations, Trends, Areas of Concern and Actions

- Overall gender pay gap is decreasing, in line with national trends;
- In 2015 the University's overall gender pay gap (including the senior management group) was 16.21% in favour of males (down 1.44%) (**Fig. 4.9**);
- The pay gap is 2.69% lower than the sector average (18.9%)[21], and 2.29% lower than the England mean pay gap (18.5%)[17];
- Overall gender pay gap for academic/research staff has decreased by 2.72% to 4.9% and remains significantly lower than the sector average (12.6%);
- Following an increase in the pay gap in 2014 for academics earning £50,000+ (which reflected the growth of more male-dominated fields and the recruitment of men in senior academic roles in the new Schools of Engineering and Mathematics and Physics), the pay gap has returned to reducing trend over subsequent years;
- A conclusion of the ECU: Promoting Equality in Pay analysis[22], was that the overall gender pay gap was reflective of the distribution of men and women across pay grades; there are few significant pay gaps within grades, largely because the sector maintains an automatic incremental system; and the major issue is the opportunity for grade advancement at grade boundaries. Our continued performance in reducing the gender pay gap, particularly over the last three years, is a reflection of new recruitment strategies, changes to promotion procedures and improved support for career progression (**Section 5.1**).

[21] ECU (2017). Equality in Higher Education: Statistical Report 2017

[22] ECU (2010). Promoting Equality in Pay: a practical resource for conducting equal pay reviews in higher education

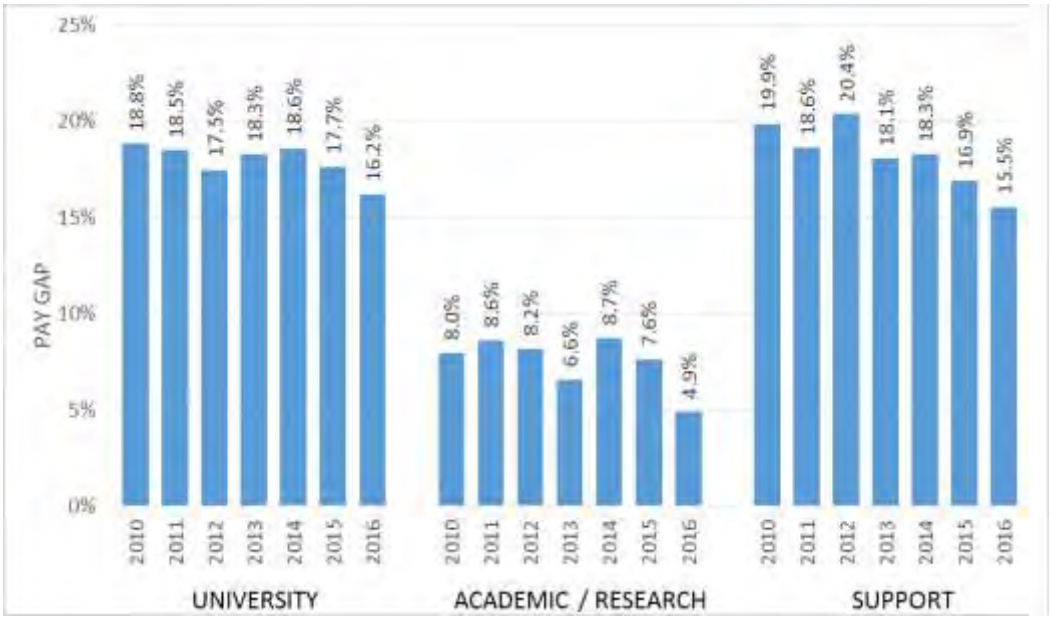


Figure 4.9 *University organisational and job family pay gap (2010–16). A positive value represents a gap in favour of men*

Priority Actions Taken

- The University is actively engaged in the ***FHE AURORA*** Programme. To date (2014–17) 14 female staff from across the University have undertaken the programme;
- Articles highlighting women in prominent leadership roles are now regularly featured on the Eleanor Glanville Centre website;
- ***Management and Leader Training*** is available to all academic staff, providing vital support to our managers in developing the key skills to maximise efficiency, prioritise and achieve organisational goals, whilst providing direction, support and motivating staff in a changing and challenging environment. Whether they are new to line- management or have been a line-manager for a while and wish to develop themselves to the next step and achieve a professional qualification, the following programmes are available:

  - Management Essentials (aimed at new line managers)
  - ILM Level 3 Award in Leadership & Management
  - ILM Level 5 Award in Leadership

  Of the staff who attended management and leadership training in 2017 (24; 46% F), 88% rated it as *'good'*, *'very good'* or *'excellent' (see Section 5.3).*

Planned Actions (2017–21)

- ✓ *Further support around key transition points for women in both STEMM and AHSSBL disciplines* ***[ACTIONS C1, C2, C3, C5, C15]***

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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1. Key career transition points: academic staff

(i) Recruitment

Key Observations, Trends and Areas of Concern

- Consistently over the last 5 years, we have received twice as many applications from men as women at the university level (**Fig. 5.1**). This is a trend observed in both STEMM (**Fig. 5.2**) and AHSSBL disciplines (**Fig. 5.3**).
- In both STEMM and AHSSBL disciplines, a higher proportion of women applicants are short-listed (**Table 5.1**); and consistently more likely to be made an offer, based on percentage of applications (**Fig. 5.4**);
- In STEMM, all grades receive fewer applications from women (**Fig. 5.5**). Even with fewer applications, the conversion rate to appointment is consistently higher for women at all grades (**Fig. 5.7**);
- Apart from at lower grades, the number of applications from AHSSBL women are fewer than from men (**Fig. 5.6**). Although conversion rates to appointment are consistently higher for women, particularly at the higher grades (**Fig. 5.7**), appointments across all grades remain balanced, and close to parity (**Fig 5.3**);
- It is clear that selection and recruitment procedures are working well, and women in both STEMM and AHSSBL are **not being disadvantaged** at any stage of the process. This may in part be due to the use of e-recruitment (see below);
- The main issue, therefore, lies predominantly in increasing the number of female applicants, particularly for the available senior posts. We need to attract more female staff into academic careers;
- In recognising these concerns, the University made a number of fundamental changes in its recruitment strategy (see below);

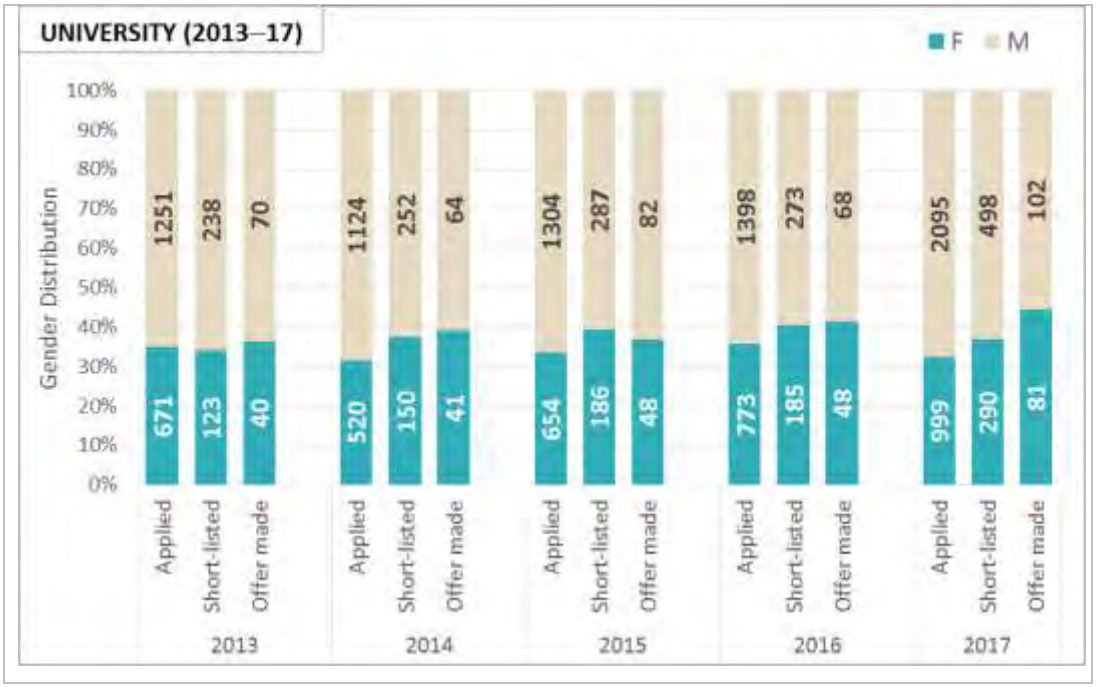


Figure 5.1 *Five-year university-wide profile (2013–17) across academic recruitment phases by gender*

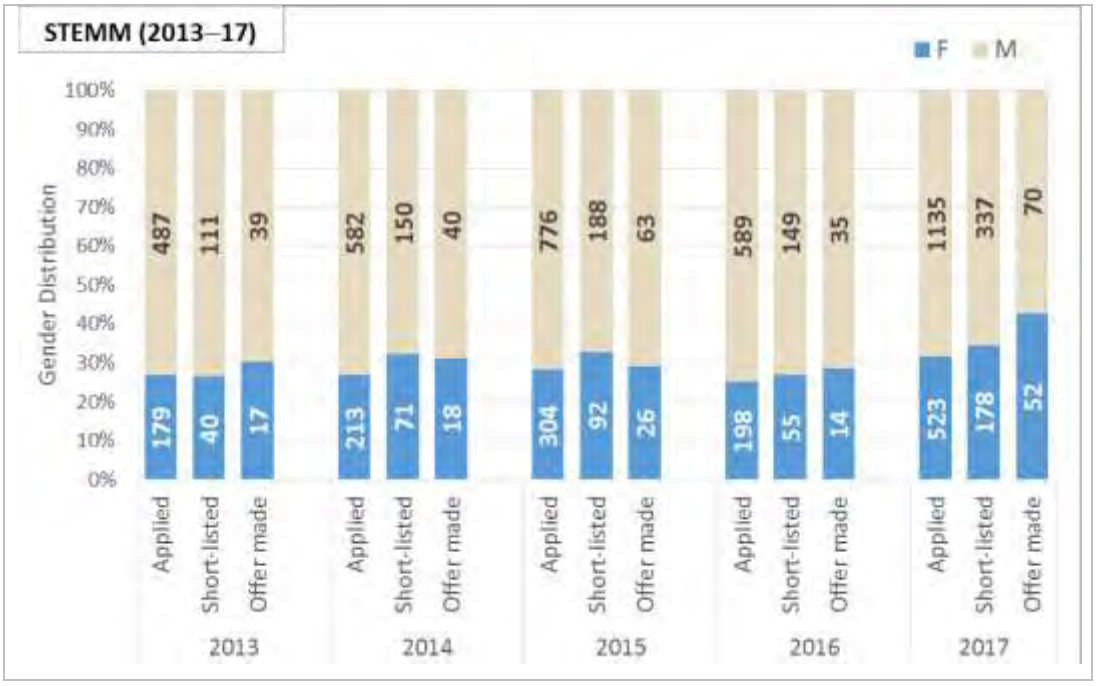


Figure 5.2 *Five-year profile (2013–17) across academic recruitment phases by gender in STEMM disciplines*

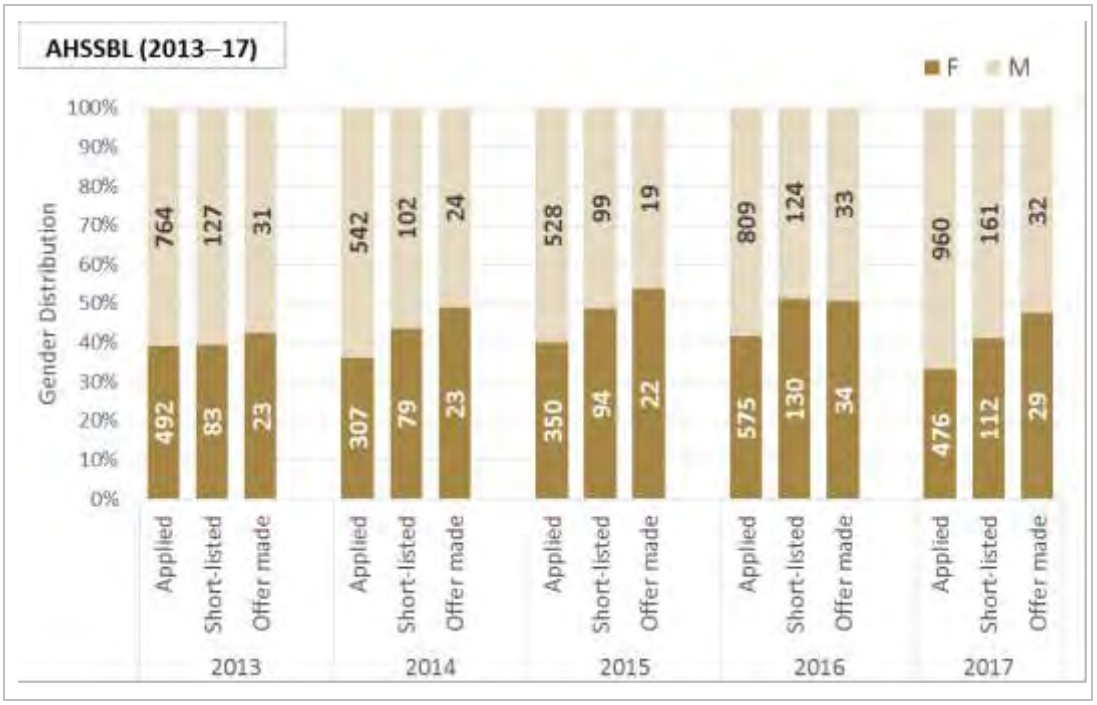


Figure 5.3 *Five-year profile (2013–17) across academic recruitment phases by gender in AHSSBL disciplines*

Table 5.1 *Five-year gender profile of academic recruitment stages (showing % male and % female) in both STEMM and AHSSBL disciplines*

STEMM	2013			2014			2015			2016			2017			Five-year average		
	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed
F	22	43	9	33	25	8	30	28	9	28	25	7	34	29	10	29	30	9
M	23	35	8	26	27	7	24	34	8	25	23	6	30	21	6	26	28	7

AHSSBL	2013			2014			2015			2016			2017			Five-year average		
	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed	% of applications short-listed	% of short-listed made offers	% of applications appointed
F	17	28	5	26	29	7	27	23	6	23	26	6	24	26	6	23	26	6
M	17	24	4	19	24	4	19	19	4	15	27	4	17	20	3	17	23	4

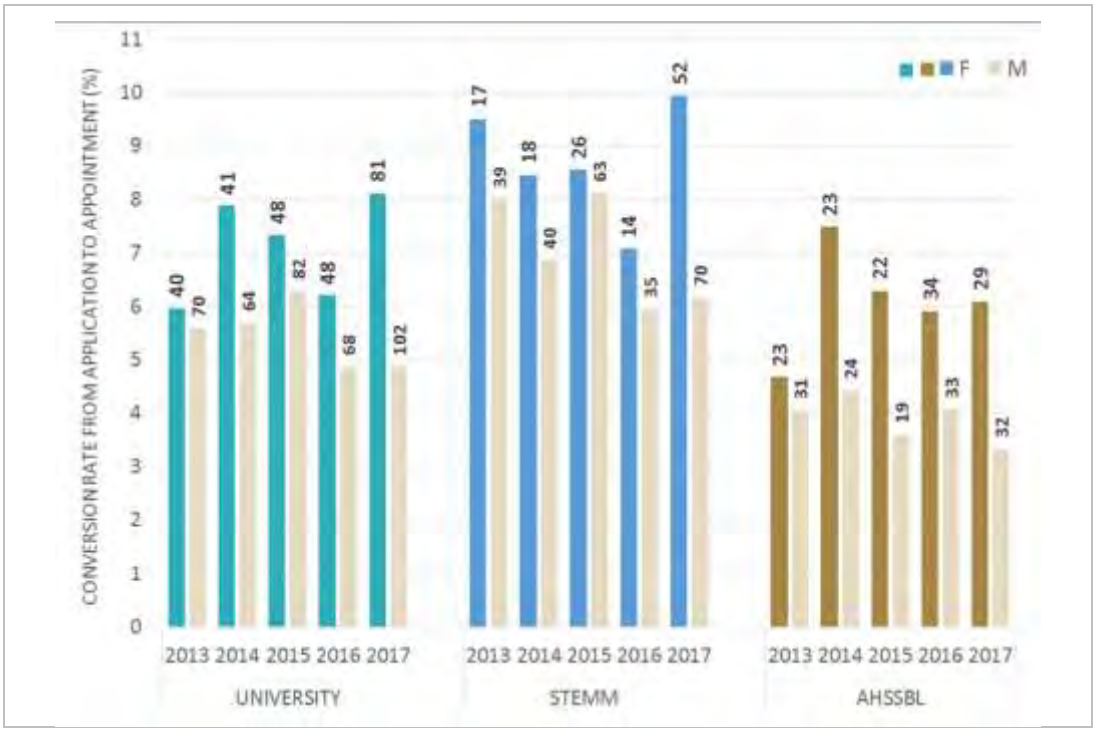


Figure 5.4 *Conversion rates from application to appointment for women and men across the University, in STEMM and AHSSBL disciplines (2013–17). Numbers of appointments made are given*

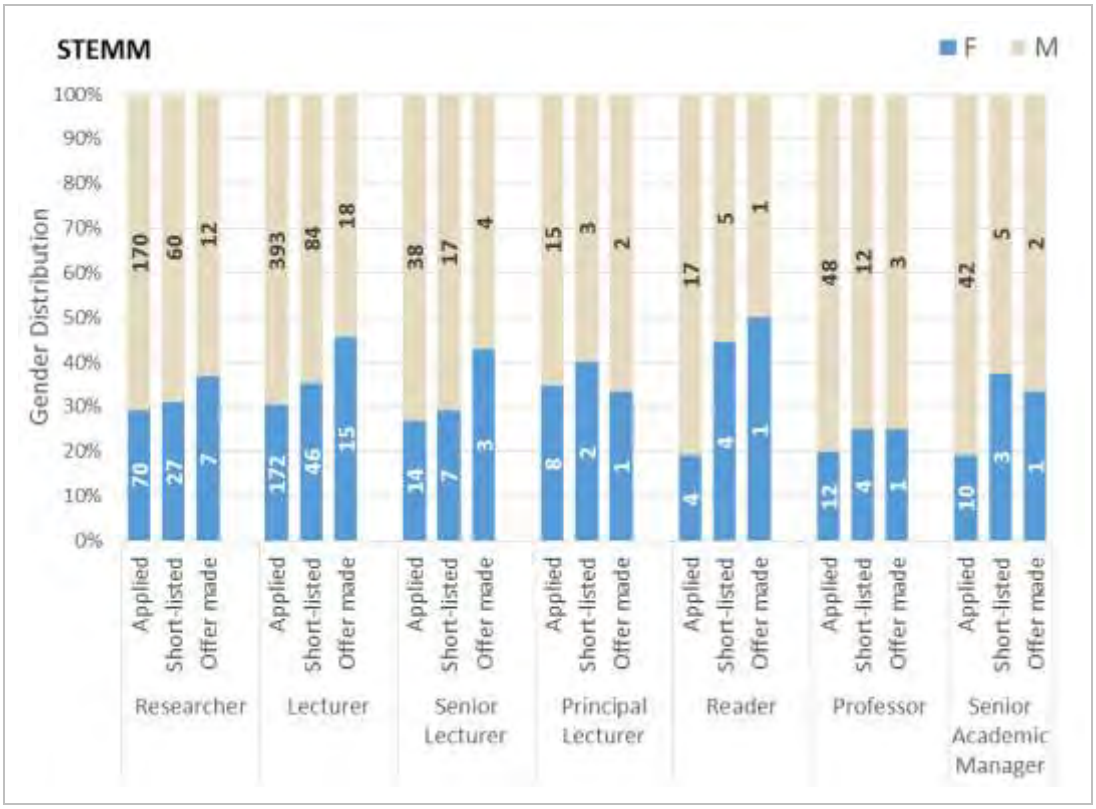


Figure 5.5 *Five-year average (2013–17) across academic recruitment phases by grade and gender in STEMM disciplines*

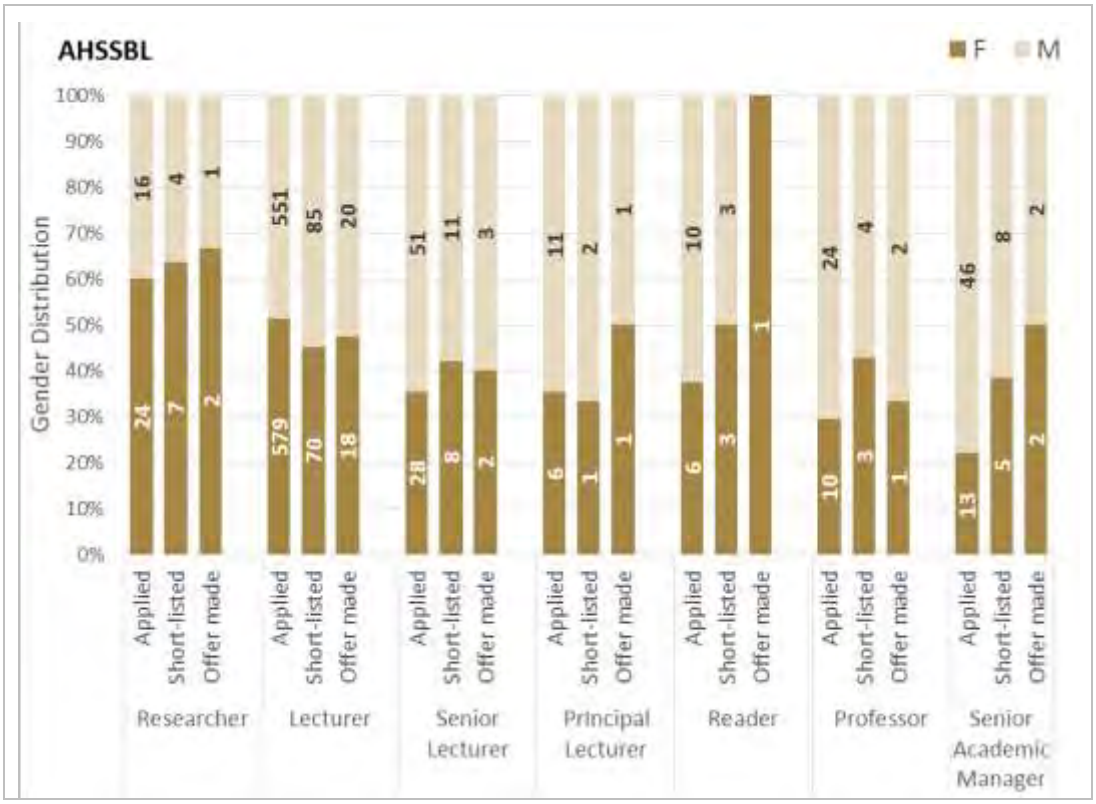


Figure 5.6 *Five-year average (2013–17) across academic recruitment phases by grade and gender in AHSSBL disciplines*

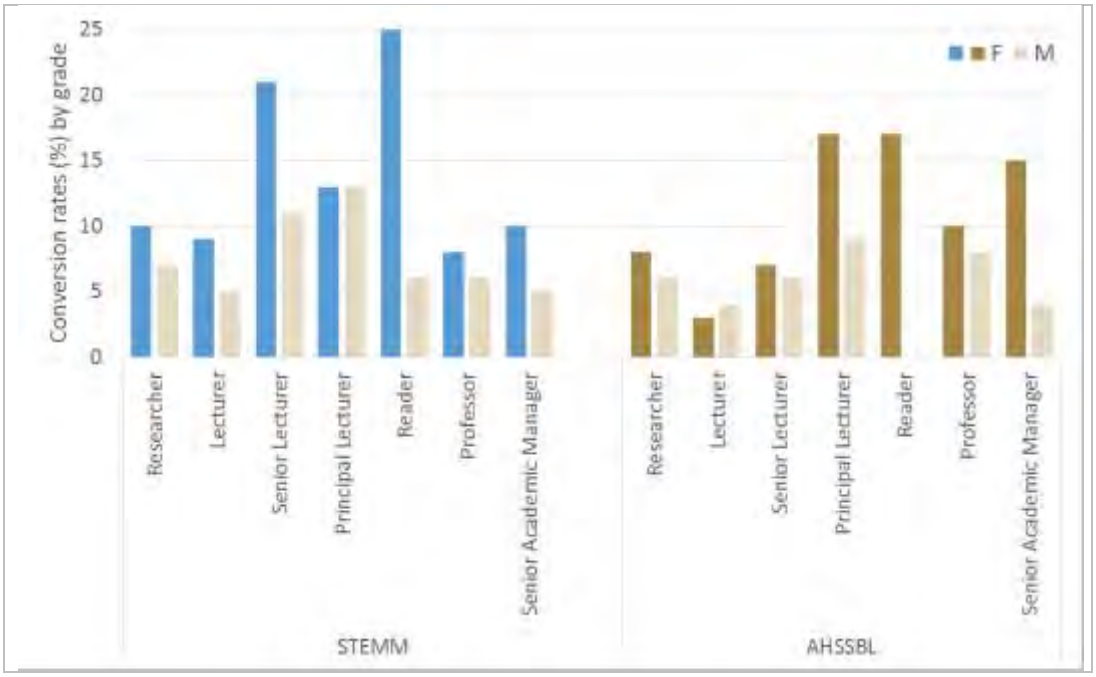


Figure 5.7 *Conversion rates from application to appointment for women and men by grade across the University, in STEMM and AHSSBL disciplines. Five-year means (2013–17).*

Processes and Initiatives in Place

- The University adopted an industry best-practice ***e-recruitment system*** which helps mitigate gender bias at the short-listing stage by imposing assessment of applications against explicit criteria;
- To motivate change in recruitment strategy, the University established (2013) a new ***Key Performance Indicator*** (KPI): ***Increase the number of female academic applicants to STEMM areas***. This has ensured that recruitment activities across all STEMM areas are reviewed, and new initiatives put in place;
- A comparison of recruitment practices within the sector (e.g. East Midlands HE Equality & Diversity Network; UHR Group) in 2013 resulted in a number of new initiatives being adopted to attract more female applicants at all levels (**Table 5.2**);
- Each College has a dedicated HR Business Partner, who checks gender balance on all recruitment panels. This is quite challenging for some schools where female numbers are low, but with inter-school collaboration, female representation is maintained;
- It is mandatory for all recruiting managers to undergo ***Panel Chairs' Training***, which covers gender-related issues, including unconscious bias;
- The ***Recruitment and Selection Training*** is highly recommended for all staff involved in recruitment and selection (In 2016, 81 staff attended);
- Recruitment campaigns are monitored and evaluated – including the effectiveness of positive actions taken. As part of the AS Action Plan (2014–17) we carried out a recruitment study ***(2014 Athena SWAN Recruitment Study)*** which monitored end-to-end recruitment campaigns for new academic posts to inform the development of further recruitment campaigns;
- ***Unconscious bias training*** is provided as stand-alone workshops. In 2017 50 staff attended these workshops (64% F).

Table 5.2 *Initiatives adopted in recent recruitment campaigns to attract more female applicants*

TARGETED RECRUITMENT	'Head Hunters' used for Professorial posts in Life Sciences, and Heads of the new Schools of Chemistry and Mathematics & Physics
JOB ADVERT	Statements actively encouraging female applicants added to job adverts
TARGETED ADVERTISING	A wider variety of advertising routes – utilising professional bodies, and women in science groups, networks and media sites
POLICY PROMOTION	Routine promotion of all family-friendly policies to potential applicants
WIDER OPPORTUNITIES	Opportunities given for applicants to adequately explain extended career breaks relevant to their employment history
ATHENA SWAN	Athena SWAN ambition is explicit
FEEDBACK	Female candidates invited to provide feedback at all stages of the recruitment process
SUPPORTIVE ETHOS	The WiSE@Lincoln blog promoting a supportive ethos for women in STEMM

Planned Actions (2017–21)

- ✓ *Enhance visibility of job opportunities (e.g. on social media)* ***[ACTION B2]***
- ✓ *Improve visibility of role models to help attract under-represented groups* ***[ACTION B3]***
- ✓ *Continue to monitor and evaluate the impact of e-recruitment* ***[ACTION B5]***
- ✓ *Increase the staff uptake of unconscious bias training* ***[ACTION A6]***

(ii) Induction

A comprehensive induction and probation programme is provided for all staff new to the University, including E&D training (**Fig. 5.8**). The University's intranet raises awareness of the support, training and guidance available university-wide, and the STEMM-specific initiatives. The probation procedure takes into account the aims and ambitions of new staff under clearly-defined categories, and formal quarterly reviews allow development plans to be built with their line-manager. A recent survey of new staff found that 60% of those who had recently attended induction (40 staff) rated the induction as good, very good or excellent (**see Table 5.3**).

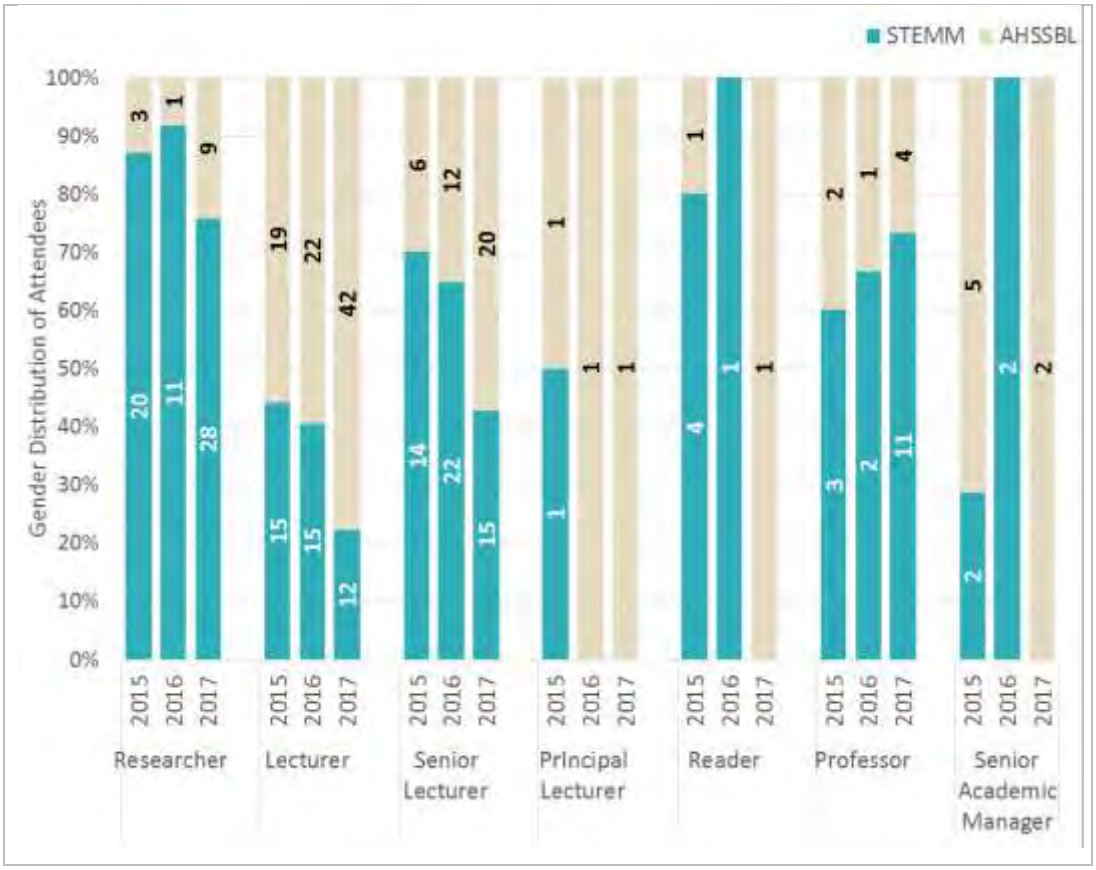


Figure 5.8 *Induction attendance across grades (2015–17)*

Table 5.3 *Selected comments from new staff who have recently attended the Lincoln Welcome induction programme in 2018*

Female (Grade 6) AHSSBL	*"The Lincoln Welcome was true to its name – a warm, informative welcome. I came away with an understanding of the University's ethos and vision for the future, and feeling very much a part of this"*
Female (Grade 7) STEMM	*"It was very nice to meet other new members of staff, and very interesting to meet and ask questions to some key people, such as the Vice-Chancellor and Heads of College. This gave me a better overview of the University strategy and future directions"*
Male (Grade 7) STEMM	*"I attended the Lincoln Welcome Induction on 12th March 2018 and it was indeed very useful. In the induction, there were three themes 'Let's talk about the University', 'Let's talk about our students' and 'Let's talk about You'. I'm very excited to be a part of the University"*

Planned Actions (2017–21)

- ✓ *Continue to evaluate and improve effectiveness and impact of Equality & Diversity training* ***[ACTION A7]***
- ✓ *Develop a new 'Athena SWAN' pack as part of the induction materials to raise awareness of gender imbalances and development and progression opportunities for all staff* ***[ACTION A10]***

(iii) Promotion

Key Observations, Trends and Areas of Concern

Over the last four years (2014–17):

- No significant gender differences have been observed in the proportion of staff applying for promotion across the University, or within STEMM and AHSSBL disciplines. Disaggregated data for full- and part-time staff are not currently available, but forms part of our Action Plan, moving forwards **[Action E1]**. This is an improvement on the previous four-year period (2010–13), where a smaller proportion of both men and women were applying for promotion, and women were significantly under-represented in STEMM (**Table 5.4**). The ***EGC Staff Culture Survey*** (**Survey Box 5.1**) highlighted that although there is a general consensus that promotion processes are fair (Q1), criteria for promotion are not widely understood (Q4). The University's new ***Research Strategy Implementation Plan (2018–2021)*** aims to update promotion procedures to ensure performance expectations are in place and performance indicators (e.g. deliverables) are clear and thoroughly evaluated at recruitment and promotion **[Action C8]**;
- Similar proportions of men and women are applying for promotion to Principal Lecturer, Reader and Professor[23] (**Table 5.5**);
- Promotion success by headcount (**Fig. 5.9**) shows no real differences between men and women across the grades. The success rates for females (**Fig. 5.10**) to Reader and Professor was equal to, or exceeded, that of men in both STEMM and AHSSBL. The low success rates of AHSSBL men for promotion to Reader and Professor is extremely low, but only 1 or 2 promotions have been made per annum in recent years.

Survey Box 5.1 *Indicative Results from the EGC Staff Culture Survey (2014–2017)*

SURVEY QUESTION	AGREE OR STRONGLY AGREE (%)			Nº OF RESPONSES		
	F	M	Mean	F	M	Total
Q1*. In my School, staff are treated on their merits irrespective of their gender (e.g. both women and men are actively encouraged to apply for promotion and take up training opportunities).*	78.3	86.1	82.2	161	165	326
Q4*. I understand the promotion process and criteria in my School and the wider University.*	52.4	65.4	58.9	153	162	315

[23] At Lincoln, there is no bar between Lecturer and Senior Lecturer Grades – progression is therefore automatic.

Processes and Initiatives in Place

- Focus group discussions (2012–13) around '*Barriers to Promotion*' highlighted the belief that women and men have different strategies when deciding whether and when to apply for promotion. Unclear eligibility criteria for senior positions was flagged as a barrier, whilst specific support, guidance and encouragement were flagged as actions that would impact on decisions to apply;
- In recognising these issues, the University introduced a clearer academic promotional process (2013) with better-defined, and more transparent, criteria; a ***Continuing Personal and Professional Development* (CPPD) *framework*** (2012) enabling staff to strategically plan for career progression; and the ***Pipeline*** mentoring scheme, specifically to support STEMM women at key career transition points;
- The University understands that it needs to guard against work-loading trends that actively make women less likely to be successful in research, which is key for promotion to Reader. A new ***Academic Workload Model*** was introduced in 2014/15, enabling Heads of School to better understand and manage the distribution of duties that often impact on researchers' careers;
- Since 2016, a series of focus groups have been held to better understand the broader issues around barriers to promotion (see **Table 3.9**). These are open to all genders, AHSSBL and STEMM and both academics and professional/support staff.

Emerging Impact

New recruitment and promotion strategies are beginning to evidence impact:

- The 2017 promotions round saw a continued improvement in the quality and number of applications received, and the success rate of female applicants – 57% of all promotions awarded in 2017 were to women (cf. 25% in 2012 and 45% in 2013 after the introduction of the new promotions process). In 2016, 57% of the STEMM promotions were to women (cf. 0% in 2012 and 20% in 2013);
- The proportion of female Readers in STEMM has consistently remained above the WISE 30% target since 2013 (cf. 19% for 2010–12), and in 2016 the proportion of female STEMM professors reached the 30% target for the first time (cf. 18% for 2010–12).

Planned Actions (2017–21)

- ✓ *Continue to monitor the impact of new initiatives to support Staff at key transition points (e.g. improved promotions procedure, CPPD framework)* ***[ACTIONS B4, B5, C14, C26, E5, E6, E7]***
- ✓ *Expand the* ***Pipeline*** *mentoring scheme to include all staff across the university* ***[ACTION C2]***
- ✓ *Develop a* ***Regional Mentoring Scheme*** *through the East Midlands Athena SWAN Network to widen the pool of female senior academic mentors* ***[ACTION C3]***
- ✓ *Update promotion procedures to ensure performance expectations are in place and performance indicators (e.g. deliverables) are clear and thoroughly evaluated at recruitment and promotion* ***[ACTION C8]***
- ✓ *Continue to monitor and evaluate the new Academic Workload Model* ***[ACTION C28]***
- ✓ *Disaggregate staff data by full- and part-time mode* ***[ACTION E1]***

Table 5.4 *Comparison of academic staff applying for promotion by gender (as a proportion of all staff in gender group) across the University, STEMM schools and AHSSBL schools*

		FEMALE		MALE		TOTAL NO. APPLICATIONS	ALL STAFF TOTALS	
		No.	%	No.	%		Female	Male
UNIVERSITY	2010	9	4	14	4	23	220	319
	2011	4	2	15	5	19	224	324
	2012	7	3	8	2	15	242	342
	2013	12	5	21	6	33	239	318
	2014	17	7	19	5	36	256	346
	2015	15	5	17	4	32	278	393
	2016	20	7	22	5	42	288	417
	2017	21	6	40	8	61	332	473
Mean	**(2010–13)**		**3.5**		**4.3**			
	(2014–17)		**6.3**		**5.5**			
STEMM	2010	3	3	6	4	9	87	135
	2011	1	1	10	7	11	97	147
	2012	1	1	2	1	3	103	157
	2013	4	4	11	7	15	113	149
	2014	10	8	12	7	22	120	174
	2015	5	4	13	6	18	134	213
	2016	12	8	9	4	21	143	240
	2017	5	3	23	9	28	163	252
Mean	**(2010–13)**		**2.2**		**4.8**			
	(2014–17)		**5.8**		**6.5**			
AHSSBL	2010	6	7	8	4	14	133	184
	2011	3	2	5	3	8	127	177
	2012	6	4	6	3	12	139	185
	2013	8	6	10	6	18	126	169
	2014	7	5	7	5	14	136	172
	2015	10	7	3	2	13	144	180
	2016	8	6	10	6	18	145	177
	2017	16	9	17	8	33	169	221
Mean	**(2010–13)**		**4.8**		**4.0**			
	(2014–17)		**6.8**		**5.3**			

Table 5.5 *Comparison of academic staff applying for promotion by grade (as a proportion of all staff in grade below that being applied for). Data for STEMM and AHSSBL disciplines are given*

			FEMALE		MALE		Staff totals (eligible cohort)	
			No.	%	No.	%	Female	Male
PRINCIPAL LECTURER	STEMM	2013	1	**2**	6	**9**	41	70
		2014	5	**9**	5	**5**	57	101
		2015	4	**5**	6	**5**	74	112
		2016	6	**8**	4	**4**	76	102
		2017	2	**3**	9	**9**	75	101
		Mean		**5.4**		**6.4**		
	AHSSBL	2013	3	**4**	6	**6**	71	97
		2014	5	**7**	4	**5**	68	83
		2015	6	**8**	2	**2**	71	86
		2016	5	**6**	5	**6**	77	86
		2017	13	**14**	11	**9**	95	118
		Mean		**7.8**		**5.6**		
READER	STEMM	2013	2	**5**	2	**3**	41	70
		2014	4	**7**	6	**6**	57	101
		2015	1	**1**	5	**4**	74	112
		2016	3	**4**	4	**4**	76	102
		2017	3	**4**	8	**8**	75	101
		Mean		**4.2**		**5.0**		
	AHSSBL	2013	3	**4**	4	**4**	71	97
		2014	1	**1**	2	**2**	68	83
		2015	3	**4**	0	**0**	71	86
		2016	2	**3**	3	**3**	77	86
		2017	3	**3**	3	**3**	95	118
		Mean		**3.0**		**2.4**		
PROFESSOR	STEMM	2013	2	**18**	3	**17**	11	18
		2014	1	**11**	1	**5**	9	22
		2015	0	**0**	2	**7**	11	27
		2016	3	**30**	1	**3**	10	33
		2017	0	**0**	6	**20**	12	30
		Mean		**11.8**		**10.4**		
	AHSSBL	2013	2	**15**	0	**0**	13	16
		2014	1	**7**	1	**9**	14	11
		2015	1	**7**	1	**6**	14	18
		2016	1	**7**	2	**11**	14	18
		2017	0	**0**	3	**14**	11	22
		Mean		**7.2**		**8.0**		

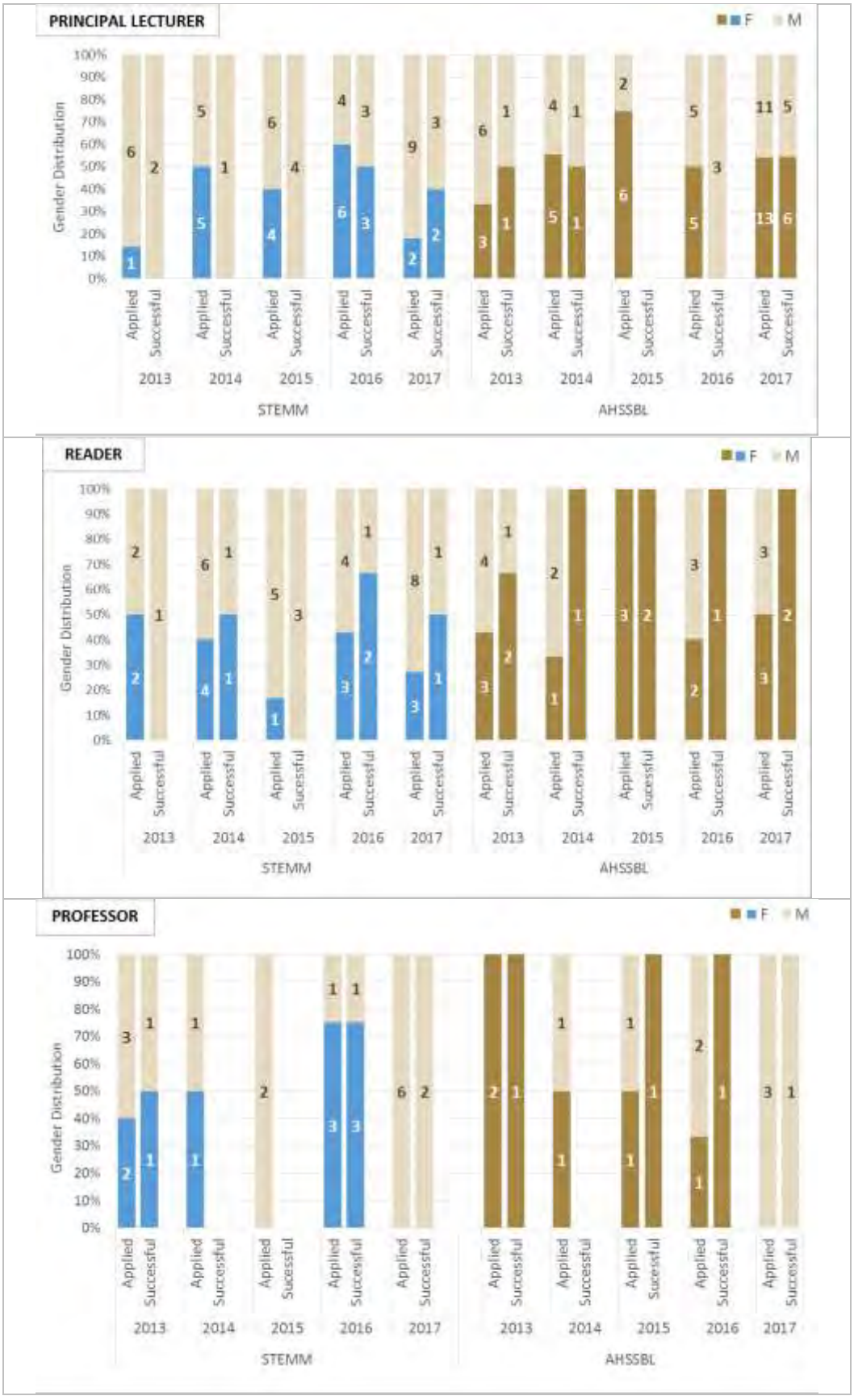


Figure 5.9 *Headcount of all academic promotions to Principal Lecturer, Reader and Professor*

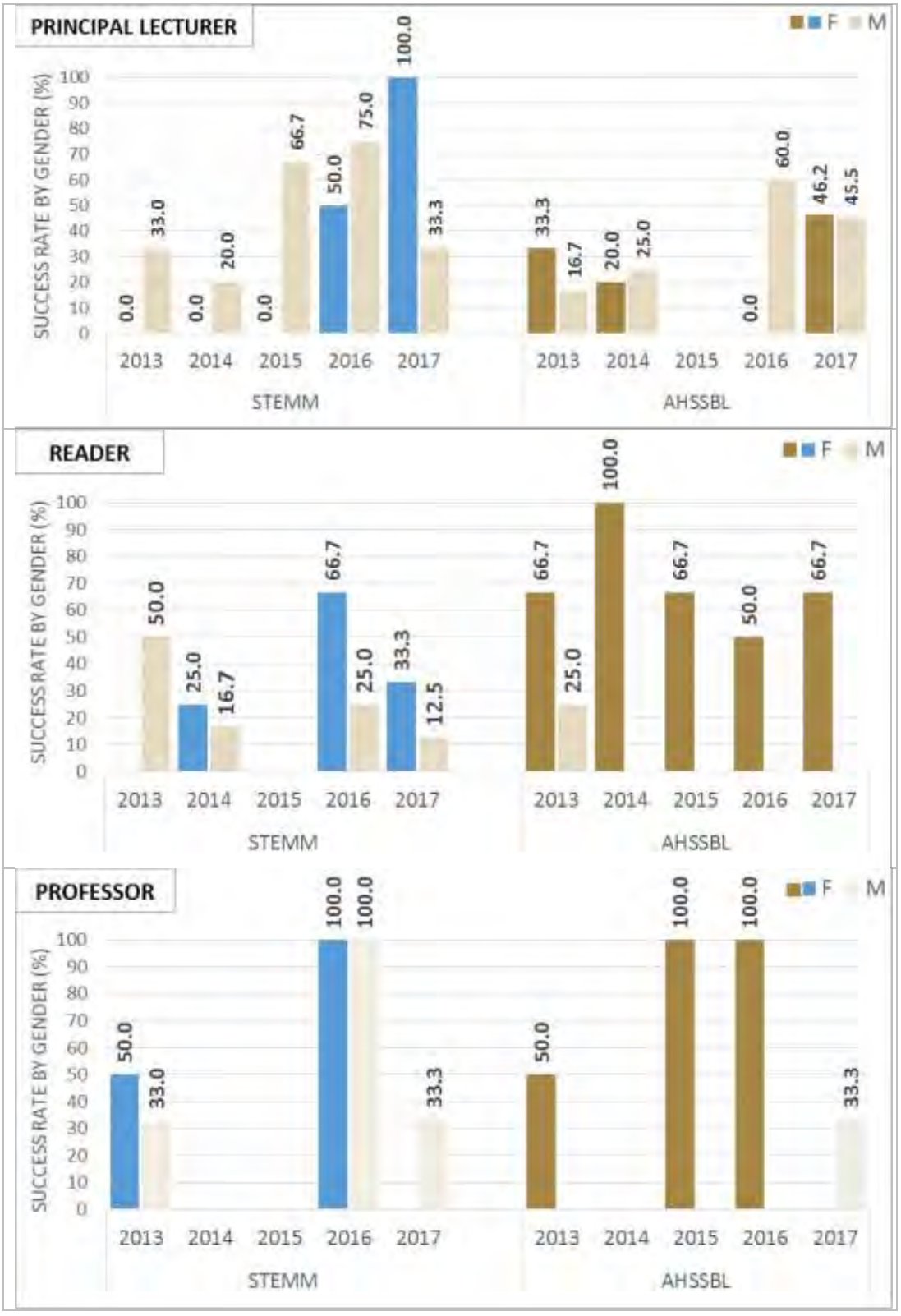


Figure 5.10 *Promotion success rates of all academic staff applying for promotion by gender and grade (2013–17)*

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

Key Observations, Trends, Areas of Concern

- University-wide, 27% of female and 36% of male staff were submitted to REF 2014. This is a similar proportion to those submitted to RAE 2008 (27% & 38%, respectively);
- More male academics (60%) than female academics (40%) were eligible for REF 2014 (**Fig. 5.11**). Of those eligible, 55% of the men were submitted (cf. sector average[24] of 67%), and 42% of female academics (cf. sector average of 51%);
- Within STEMM, there were twice as many eligible male staff than eligible females (121:60), and 57% of the men were submitted, compared to only 35% of the women;
- Within AHSSBL, there were approximately equal numbers of eligible male and female staff for REF 2014, of which 46% of females, compared to 53% of males, were submitted (**Fig. 5.11**);
- The REF 2014 Equality Impact Assessment and Review noted the greater attrition rate for females between those eligible and those submitted to REF (**Fig. 5.11**). This attrition was far more significant in STEMM than AHSSBL. For REF2021, all research-active staff will be submitted. Although the internal selection processes will no longer be relevant, the level of unconscious bias regarding the perceived quality of research by female STEMM academics, remains a concern **[Action A6]**;
- The ***Women into Research Network*** was launched at Lincoln following RAE 2008 to address the under-representation of women across the University, together with improved researcher-support. Impact of these initiatives is perhaps beginning to emerge, with a higher proportion of women in the REF 2014 submission (+3%). However, when considering the STEMM and AHSSBL breakdown (**Fig. 5.12**), it is clear that the improvement has come from AHSSBL only, with female representation increasing significantly (+15%). Female representation (but not FTE) in STEMM, decreased significantly (–11%). Although this needs to be viewed in the context of a growing STEMM community, it nevertheless raises concerns in the longer-term around the development of inclusive research environments **[Actions E5, E8]**.
- The University's new ***Research Strategy Implementation Plan (2018–2021)*** includes a work stream in its associated Action Plan around equality, diversity and inclusion, to ensure and support appropriate intervention, and adoption of best practice. This will be developed and led by the Eleanor Glanville Centre, and will extend beyond gender **[Action E5]**.

Planned Actions (2017–21)

- ✓ *Increase the staff uptake of unconscious bias training* ***[ACTION A6]***
- ✓ Seek to understand EDI-related issues around research productivity ***[ACTION E5]***
- ✓ *Continue to develop the* ***Tuesday Talkback*** *Focus Group programme through the Eleanor Glanville Centre to explore key gender-related issues and concerns* ***[ACTIONS E8]***

[24] Hefce (2015). An analysis of staff selection for REF 2014

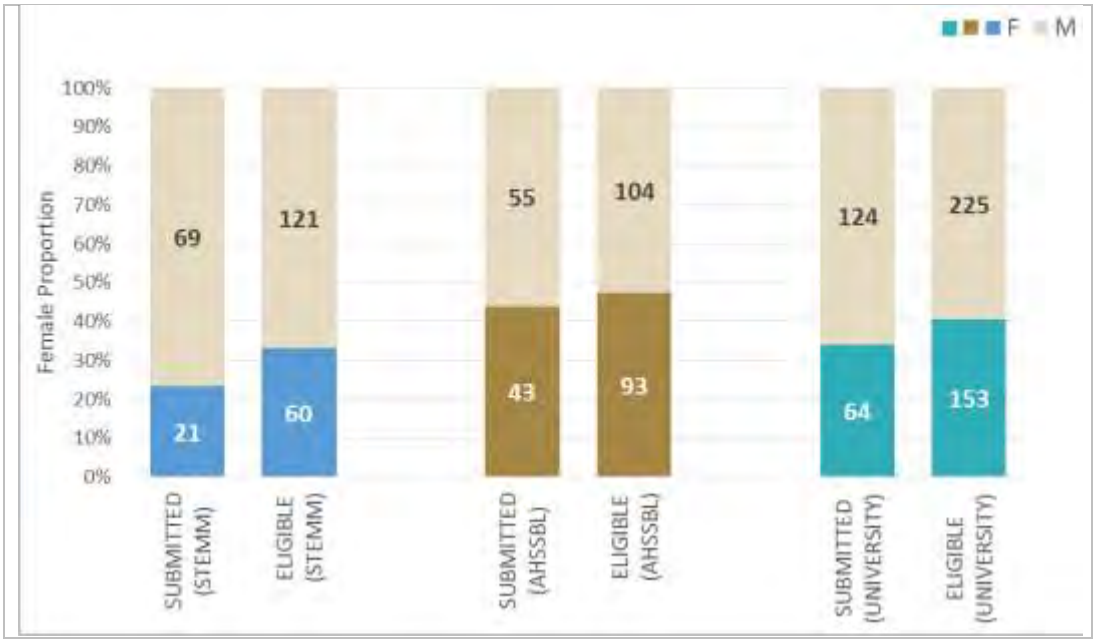


Figure 5.11 *Selection of academic staff for REF2014 by gender*

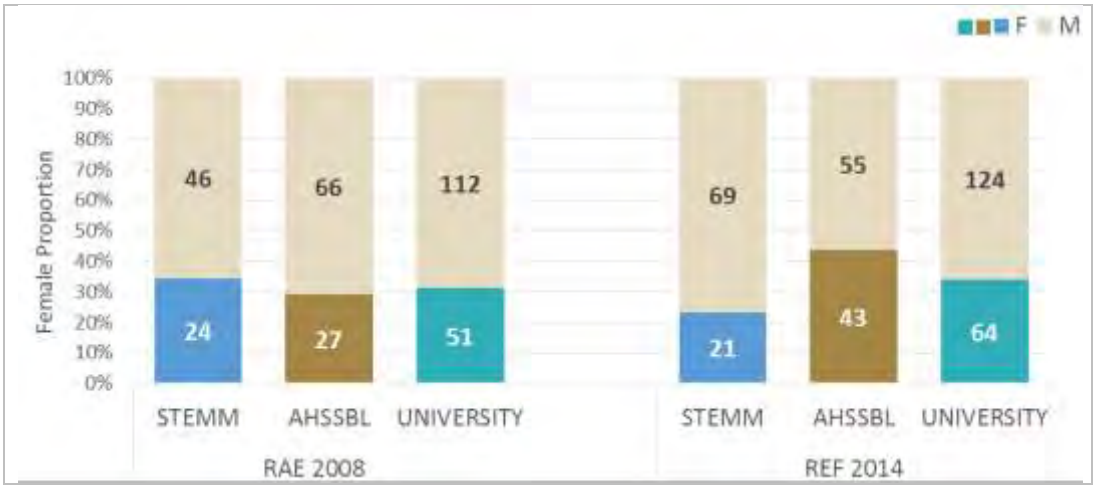


Figure 5.12 *Academic staff submitted to RAE 2008 and REF2014 by gender*

5.2. NOT APPLICABLE – SILVER APPLICATION ONLY

5.3. Career development: academic staff

(i) Training

A variety of development and training opportunities are made **available to all staff** through HR and the Research Office.

Leadership

- The University is actively engaged in the ***Leadership Foundation AURORA Programme***. Fourteen women have been supported to date and more will be supported in future as part of a wider ***Women in Leadership*** programme **[Action C1]**;
- ***Management and Leadership Training*** is available to all academic staff, and available on an annual basis (e.g. see **Table 5.6**).

Table 5.6 *Take-up of Management & Leadership Training 2017*

Training Course	Participation						TOTAL
	ACADEMIC STEMM		ACADEMIC AHSSBL		PROFESSIONAL / SUPPORT		
	F	M	F	M	F	M	
Introduction to Leadership & Management	2	3	1	3	5	1	**15**
Leadership Foundation AURORA (2014–2017)	5	n/a	9	n/a	0	n/a	**14**
ILM Level 3: Leading Change	2	2	6	6	6	1	**23**
ILM Level 5: Transformational Leadership	2	2	0	2	6	2	**14**

Early Career Researchers

- The ***Lincoln Early Career Network*** provides a supportive and active network and training programme for the development of our post-doctoral (fixed-term contract staff) and early career researchers, including a trial of the on-line ***Vitae Researcher Development Framework***;
- The *Research Strategy Implementation plan (2018–2021)* includes a work stream aimed at reviewing and developing future support for our ECRs **[Action C14]**;
- New research staff are encouraged to be involved in funding applications led by more experienced staff – a requirement in some internal research funding initiatives;
- An 'Open Lab' policy within the Schools of Life Sciences, Chemistry and Pharmacy, provides an encouraging environment for staff, where less confident staff can work alongside others to build confidence and skills. Our Action Plan aims to further build confidence in female academics through establishing ***Action Learning Sets*** **[Action C5]**;
- ***Writers' Retreats*** are regularly organised by the College of Social Science to support ECRs in preparing grant proposals and research papers. We plan to extend this good practice into the other colleges **[Action C16]**.

Workshops

- Professional development and research-skills workshops are available through the *Research and Enterprise Office*, *The Doctoral School* and the *Library and Learning Resources Centre*. Subject-specific training is delivered at School level;
- The ***Women into Research Network*** provides a broad-ranging and regular programme of targeted career-profiling and career development workshops for all women across the

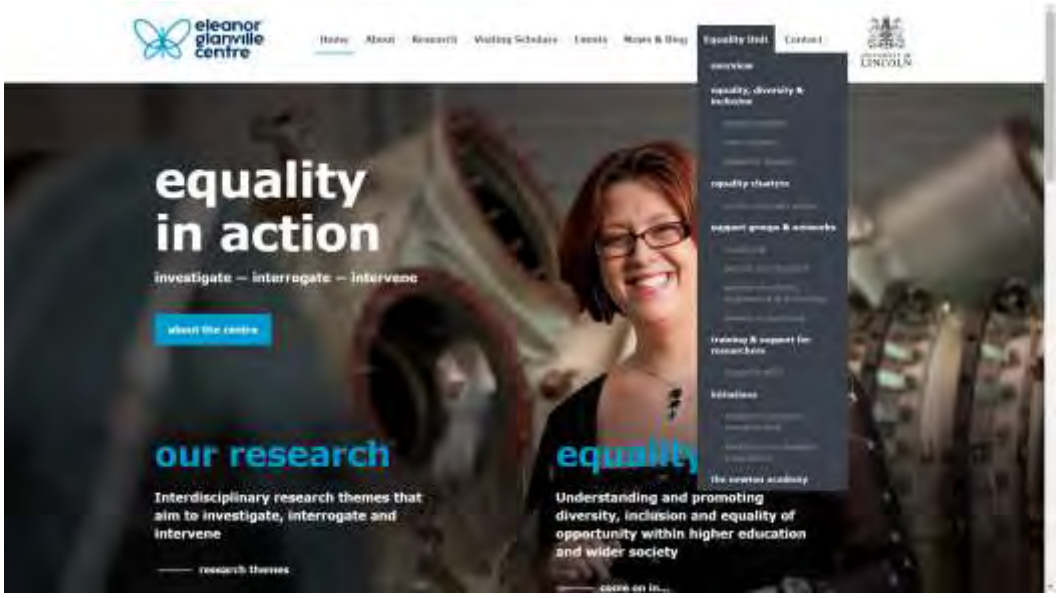
University. This programme was expanded in 2016 to include STEMM-specific development workshops in response to the drop in STEMM female representation in REF 2014 **[Action C15]**.

Awareness Raising and Information Dissemination

Information about policies, initiatives, training & support, and funding opportunities is widely disseminated across the University through the intranet, all-staff e-mails, and the Research blog.

Following focus group discussions, the ***WiSE@Lincoln blog*** was developed (2012–13) to provide a central information/resource point for STEMM-specific career guidance, training, support and inspiration for female academics. In addition, it promotes a comprehensive list of **Fellowship opportunities**. As part of our extended Athena SWAN activities, this STEMM-resource has been extended to include both STEMM and AHSSBL (2018/19 Programme), and will become an integral part of the Eleanor Glanville Centre website **[Action C20]**.

Box 5.1 *The Eleanor Glanville Centre website acts as a support repository for all staff*



Feedback from staff from the ***EGC 2017 Training and Development Survey*** (**Table 5.7**) highlighted a concern around visibility of the training provision. Exploring more effective ways of raising awareness of training opportunities forms part of our action plan **[Action C10]**.

Participation in training events

The uptake of training opportunities is monitored by HR and the Research Office, and used to inform further development. Both the academic and professional services participation in training opportunities has consistently reflected the gender distribution across the University as a whole (i.e. 42% and 65% female, respectively) (**Fig.5.13**).

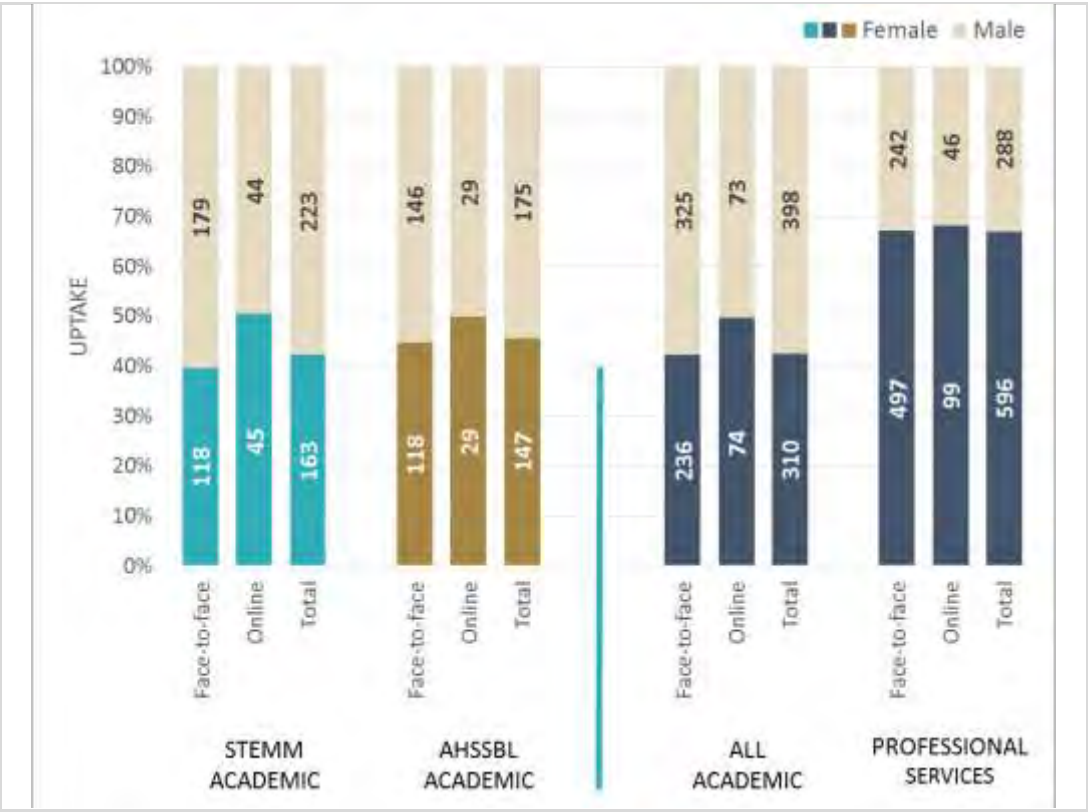


Figure 5.13 *Uptake of face-to-face and on-line training opportunities for all staff*

The ***EGC Staff Training and Development Survey*** sought to gain feedback on a number of academic staff training and development courses and initiatives, including standalone workshops, longer programmes and networking events offered by HR and the EGC. Attendees were asked to rate courses as 'excellent', 'very good', 'good', 'satisfactory' or 'poor' (**Table 5.8**). A large proportion (73%) of responses considered the training event to be 'good' or above, but more women than men consistently rated the training higher (83% and 63%, respectively). Exploring gendered differences in expectations around training will be explored in the next training and development survey **[Action E11]**.

Table 5.7 *A range of responses have been received from the recent EGC 2017 Staff Training and Development Survey. A few indicative examples are given*

Female (Grade 9) AHSSBL	*"I had an excellent experience on the Aurora Leadership programme. I have also benefitted from mentoring with my School Director of Research and through the ADA system"*
Female (Grade 8) AHSSBL	*"Didn't even know many of these events existed or would have attended more"*
Male (Grade 8) AHSSBL	*"I couldn't make the last Gendered Intelligence workshop because it clashed with teaching, but I hope to be able to attend in future!"*
Female (Grade 7) STEMM	*"I was not aware of most of these workshop. Better and targeted advertisement would be useful"*
Female (Grade 8) STEMM	*"Online courses are useful for flexible working and/or part-timers"*

Table 5.8 *Results from the EGC 2017 Staff Training and development Survey*

Training Courses, Programmes and Events	Rated as Good, Very Good or Excellent (%)			N^{O} of Attendees		
	M	F	Mean	M	F	Total
MANAGEMENT & LEADERSHIP	**50**	**100**	**88**	**2**	**9**	**11**
Leadership Foundation AURORA Programme	–	100	100	0	4	4
UoL Management Essentials	0	100	50	1	1	2
ILM Level 3 Award in Leadership and Management	–	100	100	0	3	3
ILM Level 5 Award in Leadership and Management	100	100	100	1	1	2
EARLY CAREER RESEARCHERS	**37**	**94**	**70**	**17**	**39**	**56**
Lincoln Early Career Network training	67	75	71	3	4	7
Early career researcher annual research day	0	92	64	2	12	14
Vitae Researcher Development Framework	0	100	33	2	1	3
College of Social Science Writer's Retreat	0	100	67	1	2	3
Café Scientifique	75	100	83	4	2	6
Women into Research Network programme	50	92	86	2	12	14
WiSE@Lincoln networking	67	100	89	3	6	9
HR STAFF TRAINING & DEVELOPMENT	**74**	**74**	**74**	**81**	**81**	**162**
ADA Appraiser Workshop	55	83	65	11	6	17
ADA Appraisee Workshop	63	33	55	8	3	11
Cross-cultural communications	67	73	71	3	11	14
Effective business writing	50	–	50	2	0	2
Emotional intelligence: managing people	67	100	80	3	2	5
Personal effectiveness and assertiveness	100	67	83	3	3	6
Time management	40	60	50	5	5	10
Media training: an Introduction to the media	100	100	100	3	1	4
High impact presentation skills	100	–	100	1	0	1
Enhancing your communication style	100	0	50	1	1	2
Chairing meetings	67	100	83	3	3	6
Understanding our unconscious bias - all staff	67	72	70	12	18	30
Understanding our unconscious bias - for staff in management and leadership roles	67	88	79	6	8	14
Equality and diversity in practice - for managers	70	78	74	10	9	19
Recruitment and selection training (interview chairs)	67	86	75	9	7	16
Calibre development programme (for staff with a disability)	–	–	–	0	0	0
Gendered Intelligence Trans Awareness Workshop	–	100	100	0	4	4
Challenging your perception summit	100	–	100	1	0	1
TOTAL NUMBER OF ATTENDEES				**100**	**129**	**229**
% RATED AS GOOD, VERY GOOD OR EXCELLENT	**63**	**83**	**73**			

Planned Actions (2017–21)

- ✓ *Review and improve visibility of guidance, support availability, policies and schemes* ***[ACTION C10]***
- ✓ *Review and develop the ECR training and future support through the* ***Lincoln Early Career Network*** ***[ACTION C14]***
- ✓ *Extend the wise@lincoln support resource to include AHSSBL and integrate with the Eleanor Glanville Centre website* ***[ACTION C20]***
- ✓ *Monitor key metrics informing the action plan* ***[ACTION E1]***
- ✓ *Continue to develop the* ***EGC Survey Series*** *to provide consultative opportunities across all disciplines (academic and professional/support staff) to identify where policy and practice can be improved* ***[ACTION E11]***

(ii) Appraisal/development review

The University runs a formal and mandatory annual ***Achievement Development Appraisal (ADA)*** scheme to inform objectives, personal and professional development plans, and support all staff in their career aspirations. The ADA also facilitates a better understanding and management of the distribution of duties that often impact on researchers' careers.

The University is committed to ensuring that all staff ADAs include discussions on mentoring opportunities, promotion and career path development **[Action C9]** and plans to ensure E&D objectives are also included **[Action A3]**. In 2014 the University made a decision to move academic appraisal online to support more focused conversations regarding individual's achievements, needs for development and career progression. This was piloted throughout 2015–16 and was rolled out to all academic staff from 2017 **[Action C26]**.

Mandatory ***Appraisers' training*** includes diversity management. Additional ***ADA Appraiser and Appraisee Workshops*** are available to all University staff (**Table 5.10**). Gendered attendance data have been collected since 2017 (**Table 5.9**) and will be continued to be monitored **[Action E1]**.

Table 5.10 *Attendance on ADA-related Training, 2017*

	FEMALE		MALE	
	No.	%	No.	%
ADA Appraisee Workshop	11	58	8	42
ADA Appraiser Training	11	39	17	61

Table 5.10 Key objectives for ADA Appraisee and ADA Appraiser training workshops, available to all University staff (academic and support).

ADA APPRAISEE WORKSHOP	ADA APPRAISER WORKSHOP
• Understand the aim, process and documentation of the appraisal	• To describe the benefits of appraisal to the individual, School and University
• Identify your responsibilities within the scheme	• To understand the process, documentation and responsibilities within the scheme
• Be able to prepare effectively for your appraisal	• To use a systematic framework for effective appraisal discussions
• Use the CPPD Framework and other development tools for your development and career planning	• To set relevant and effective objectives with the appraisee
• Practice SMART objective setting	• To identify the appraiser skills that contribute to effective appraisals

Planned Actions (2017–21)

- ✓ *Ensure all staff ADAs include discussion on mentoring opportunities, promotion and career path development and Include E&D objectives* ***[ACTIONS C9, A3]***
- ✓ *Assess the effectiveness and impact of the ADA process* ***[ACTION C26]***
- ✓ *Monitor key metrics informing the action plan* ***[ACTION E1]***

(iii) Support given to academic staff for career progression

Since 2011, the University has introduced a number of institutional-wide changes that positively affect the career progression of staff. These changes have been informed by a number of fact-finding activities:

- Routine monitoring and evaluation of gender-related data;
- Wider consultation with staff (focus groups, questionnaires, all-staff surveys);
- Sharing best practice with regional/national networks**;** and
- Consideration of current trends in the research literature.

Supporting guidance to implement changes to University policies and procedures (e.g. ***Recruitment and Selection Policy; Managers Guide to Recruitment and Selection; Academic Promotions Procedure***) is provided through the on-line ***Manager's Toolkit***.

The University's research development ambitions (as defined by the ***University's Strategic Plan (2016–21)***) are aligned with nationally and internationally recognised good practice, such as the RCUK and Vitae Concordats, and the Athena SWAN /ECU Gender Equality Charter. Research across the University is supported by our ***People Strategy*** – a comprehensive package of policies around employment, equal opportunities, research management and ethics. Staff development, in general, is governed by the ***Organisational Development Policy***, and supported by the ***CPPD framework***.

The ***Continuing Personal and Professional Development (CPPD)*** framework was developed (2012) to enable staff to strategically plan for career progression. It is an on-line tool that

enables researchers to review and critically reflect on their skills, knowledge and expertise, identifying training requirements and facilitating forward planning. This is used in annual appraisal (***ADA***) (and quarterly reviews for new starters) to ensure individual research goals and development needs are achieved. The usage of the tool is monitored (2043 unique visitors since March 2013), and the ***All Staff Survey*** data are used to evaluate its impact in a wider context **[Action C26]**.

The research literature highlights a number of gender-related issues around research productivity (e.g. the number of funding applications made, success rate, and publication rate).[25,26,27] Through the **EDI work stream** of the *Research Strategy Implementation Plan (2018–2021)*, we will seek to understand and monitor these issues at Lincoln to inform future support and training development **[Action E5]**.

There is a range of annual investments in research at University, College and School level. These are awarded following an open competition, with clear assessment criteria and guidelines. Monitoring gender-distribution of internal awards is included in our Action Plan **[Action E5]**:

- A University-wide ***Research Investment Fund (RIF)***
- The ***Sandpit*** provides ring-fenced funding for ECRs across the University;
- College research funding supports smaller-scale activities contributing to high-quality research outputs;
- Focus group discussions raised concern around the timings of internal funding calls (e.g. coinciding with school holidays). As a result, best-practice guidelines were developed as part of our AS Action Plan (2014–17), which will continue to be monitored and reviewed **[Action A11]**;

As part of the AS Action Plan (2014–17), the ***Pipeline*** mentoring scheme for women in STEMM was trialled for 18 months. Evaluation of the trial has led to the scheme being rolled out across the University for **all staff** **[Action C2]**. In order to increase the pool of experienced mentors and role models, we are planning to coordinate a ***Regional Midlands Mentoring*** scheme **[Action C3]**.

Box 5.2 *Participating in the Pipeline Mentoring Scheme*

"The Pipeline Mentoring Scheme has given me an opportunity to speak to a fellow academic in a truly honest manner about the difficult balancing act of working motherhood. She has given me strength and confidence to change the way I work and make time for myself and my children."

Dr Nicola Crewe, Senior Lecturer, School of Life Sciences

[25] Shen, H. (2013). Inequality quantified: mind the gender gap, *Nature*, **495**, 22-25
[26] Ledin, A., Bornmann, L., Gannon, F. and Wallon, G. (2007). A persistent problem – traditional gender roles hold back female scientists. *EMBO Reports*, **8** (11), 982-987
[27] Ceci, S.J. and Williams, W.M. (2011). Understanding current causes of women's under-representation in science. *PNAS*, **108**, 3157-3162.

The ***Women into Research Network*** offers a forum for all women (both STEMM and AHSSBL, including ECRs) to meet and discuss research ideas; a seminar programme; and a '*meet the managers*' event. The ***ECR Network*** is aimed at developing peer-support systems, and ***Networking Breakfasts*** are regularly organised by the Research Office. The Lincoln ***Café Scientifique*** provides informal networking, in a social setting, for all staff across the University.

The ***EGC Staff Culture Survey*** (**Survey Box 5.2**) highlighted that although there is a general consensus that both men and women are equally encouraged to take up career development opportunities (62% and 65%, respectively), there is a relatively high proportion of staff who believe they are not encouraged to do so (37%). Through the *Research Strategy Implementation Plan (2018-2021)*, we intend to develop academic staff support policies **[Action C6]** and provide clear individual expectations, feedback on performance, and targeted development **[ACTION C7]**.

Survey Box 5.2 *Indicative Results from the EGC Staff Culture Survey (2014–2017)*

SURVEY QUESTION	**AGREE OR STRONGLY AGREE (%)**			**N^{O} OF RESPONSES**		
	F	**M**	**Mean**	**F**	**M**	**Total**
Q5. I am actively encouraged to take up career development opportunities	61.9	64.7	63.3	160	167	327
Q6. I am encouraged and given opportunities to represent my School externally and/ or internally (e.g., on committees or boards, as chair or speaker at conferences)	73.4	77.6	75.5	158	165	323

Planned Actions (2017–21)

- ✓ *Monitor and review best-practice guidelines for internal research funding calls* ***[ACTION A11]***
- ✓ *Extend the* ***Pipeline*** *mentoring scheme across the University for all academics (STEMM and AHSSBL)* ***[ACTION C2]***
- ✓ *Further increase the pool of experienced mentors and role models in STEMM by developing a* ***Regional Mentoring Scheme*** *through the Midlands Athena SWAN Network. This will provide better support for Lincoln's women at senior key transition points* ***[ACTION C3]***
- ✓ *Develop an accredited Mentor training programme* ***[ACTION C4]***
- ✓ *Develop academic staff support policies* ***[ACTION C6]***
- ✓ *Provide clear individual expectations and feedback on performance, effective and targeted development (including for improving output quality, bid and impact quality), and recognition of success via promotion opportunities and support (including workload, reward systems/prizes)* ***[ACTION C7]***
- ✓ *Extend the Academic Returners' Research Fund to include all female staff at the university* ***[ACTION C18]***
- ✓ *Assess the effectiveness and impact of the CPPD framework* ***[ACTION C26]***
- ✓ *Seek to understand gender-related issues around research productivity* ***[ACTION E5]***

5.4. NOT APPLICABLE – SILVER APPLICATION ONLY

5.5. Flexible working and managing career breaks

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

A flowchart of the maternity leave process at Lincoln is given in **Fig. 5.14**.

The University offers a comprehensive provision to support staff with parental responsibilities, including maternity, paternity and adoption leave that goes beyond statutory rights.

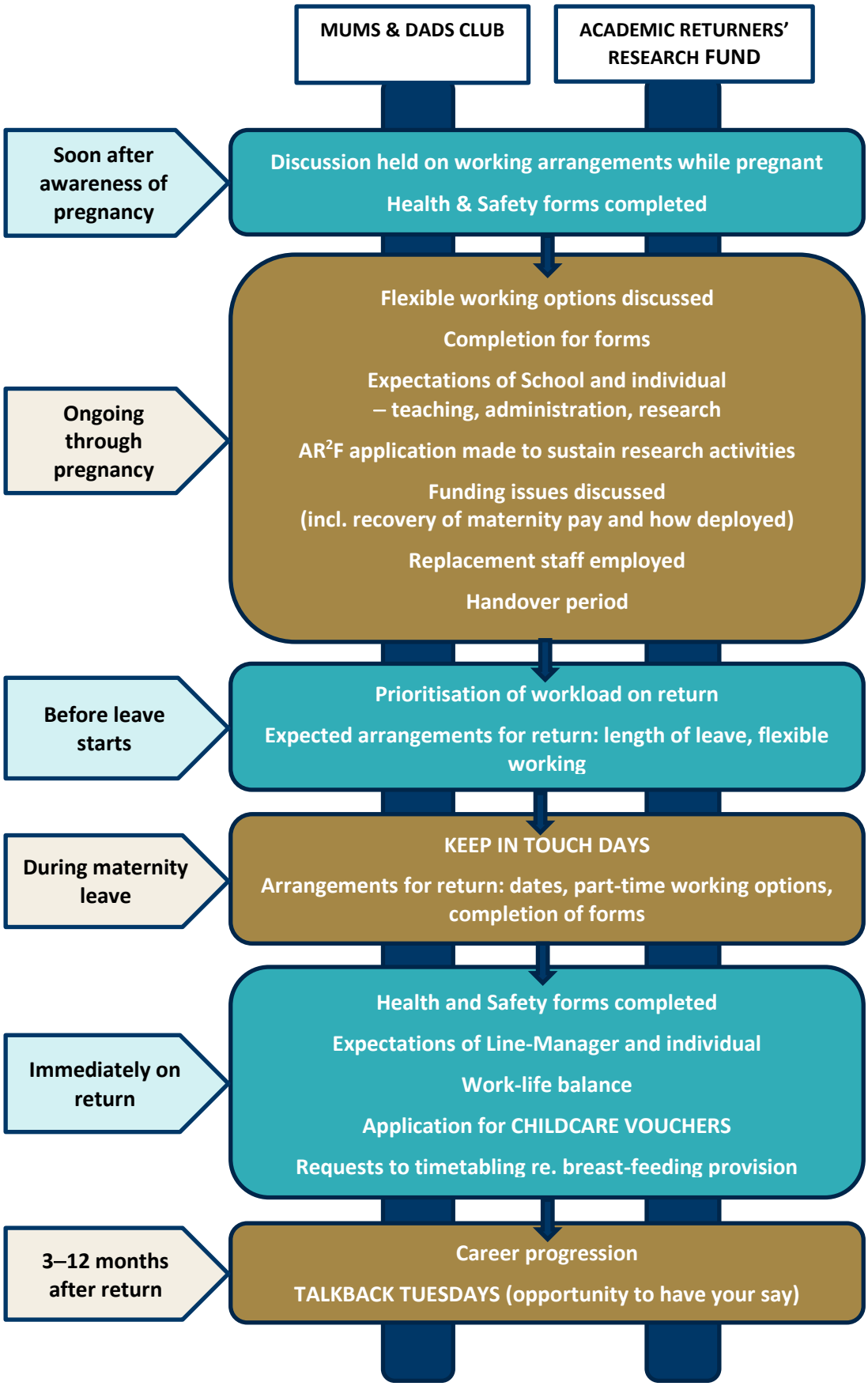
Staff are made aware of family-friendly policies and practice (see Section 5.5 (vi)) before taking maternity leave. Replacement staff are employed to cover extended periods of leave, and if necessary, specific tasks are shared by other staff.

The *EGC Staff Culture Survey* (**Survey Box 5.3**) highlighted a concern that dissemination of information at school level may be inconsistent across the University – only 57% of staff surveyed felt that family-friendly policies were made clear to them, and only 50% of female staff. Our action plan considers a number of ways to improve dissemination **[Action C10]**.

Survey Box 5.3 *Indicative Results from the EGC Staff Culture Survey (2014–2017)*

SURVEY QUESTION	**AGREE OR STRONGLY AGREE (%)**			**N^{O} OF RESPONSES**		
	F	**M**	**Mean**	**F**	**M**	**Total**
Q16*. My School has made it clear to me what its policies are in relation to gender equality (e.g., on discrimination, parental leave, carer's leave, flexible working)*	50.4	63.5	57.0	127	156	283
Q19*. My line manager/ supervisor is supportive of requests for flexible working (e.g., requests for part-time working, job share, compressed hours)*	74.4	67.1	70.8	160	167	327

Figure 5.14 *Flowchart of the Lincoln maternity leaver's journey*



Highlighted in HEFCE's *'Call for Evidence of Sector Leading and Innovative Practice in Advancing Equality & Diversity'* (2016)

The ***Academic Returners' Research Fund (AR²F)*** is a support package (currently) for STEMM academics taking maternity leave (full- and part-time and Postdoctoral researchers). It provides the opportunity for female scientists to **plan in advance** how their research commitments and aspirations can be supported during and/or after maternity leave. Each eligible member of staff can apply for up to £10k from a central fund, outlining how the fund will sustain research activities. Since starting in 2014, 7 staff have been supported (**Box 5.3**). Our Action Plan will look to extend this fund to AHSSBL women **[Action C18]**.

Box 5.3 *Recipients of the AR²F (2014–17)*

2014	2014	2015	2015	2016	2016	2017

"I am passionate about my research and that means I have always been determined to manage my research life alongside motherhood. The field in which I work changes very quickly and reimagines with every new incident so it is essential to stay current. The AR²F funding has meant that I didn't fall behind with opportunities or access to events, and has enabled me to start a research project which will hopefully lead to much greater funding in the future"

Dr Lucy Easthope, Senior Lecturer, School of Life Sciences

Started in 2017, the ***Mums & Dads Club*** (MaDs) provides networking opportunities for expectant parents (academic and support staff) to share experiences of being a working parent, meet other parents and gather information related to maternity/paternity and shared parental leave (See Section 5.5 (iii)). From focus group discussions around maternity leave (**Table 5.11**), it is apparent, that although the timing of the meetings was chosen to suit both academic and professional services / support staff, some staff were unable to attend. Professional and support staff in particular are not always available during lunch hours. It was suggested that a maternity mentoring scheme should be considered as a MaDs alternative **[Action C2]**.

Table 5.11 *Feedback from the 'Impact of Parental Leave on Career Progression (All Staff) focus group (Feb 2018). A few indicative examples are given*

Female (Grade 8) STEMM	*"The MaDs Club is a brilliant idea, but I can never find the time to attend"*
Female (Grade 8) AHSSBL	*"There's a lot to consider when returning from maternity leave. Having a maternity mentor would have helped prepare me for things I may not have considered, such as timetabling around expressing milk"*
Female (Grade 8) STEMM	*"It may be embarrassing to speak to your manager about some things. A maternity mentor would be great for this."*

Planned Actions (2017–21)

- ✓ *Extend the **Pipeline** mentoring scheme to include dedicated maternity mentoring **[ACTION C2]***
- ✓ *Extend the **Academic Returners' Research Fund** to include all female staff at the University **[ACTION C18]***

(ii) Cover and support for maternity and adoption leave: during leave

Cover for maternity leave is through recruiting temporary staff using budgets held within the Schools. These posts can be internally advertised, providing valuable opportunities for fixed-term staff to gain experience. Cover for the hand-over period for the returning individual is also included. The responsibility for covering the teaching and research during parental leave sits with the Head of School.

As part of the parental leave provision, ***keep-in-touch*** days are offered (up to 10 days at the normal rate of pay) that allow staff to stay in contact with the workplace, and support their return to work after the break. Uptake of these days (for both academic and support staff is recorded by HR).

The ***AR²F*** and the ***Mums and Dads Club*** continue to provide support throughout the leave period, and can help prepare for the transition of returning to work.

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

Arrangements for the transition back to work are discussed with line managers, and time off for emergencies, as well as unpaid leave, is also incorporated into the University procedures.

Focus group discussions with (academic and support) maternity leave returners highlighted inconsistencies in how well staff felt supported through their transition back to work. Recommendations for improved manager training **[Actions C17, C22]** and for the provision of more guidance for maternity leave staff regarding flexible working and the availability of childcare vouchers **[Action C10]** also arose from these sessions. As a result, the ***Mums and Dads (MADS) Club – Parent Support Network*** – was developed to provide peer support to all staff before and during maternity leave, and upon returning to work, and to allow information regarding flexible working options and entitlements to be disseminated to all new and prospective parents.

The University participates in the Computershare Voucher Scheme, offering staff a tax-efficient opportunity to purchase ***childcare vouchers***. Details of the scheme are widely promoted through the HR portal and in new staff 'welcome packs'.

Requests can be made for timetabling constraints upon teaching, to allow for childcare and a graduated return to work, and to enable continued breast-feeding. There are a limited number of private spaces available across the campus for those needing to breast-feed or express milk. It is acknowledged that more spaces are needed **[Action C12]**.

"I planned my breastfeeding with the nursery staff on the University site. I breastfed my daughter between classes and over lunches. Timetabling was very helpful with planning breastfeeding into the day. I started collecting childcare vouchers from HR when pregnant. It was planned in advance. 'Thank you' to the timetabling person who organised my timetabling around my breastfeeding."

Dr Valeria Carroll, Senior Lecturer, School of Health & Social Care

The ***AR²F*** has been mainly used to support the research activities of academic staff returning from maternity leave (e.g. through providing a period of 'sabbatical leave' or through pump-priming new projects to support funding proposals). For example, see **Box 5.4**.

Box 5.4 *Benefits of the AR²F – Dr Malgorzata Pilot*

"The AR²F fund has provided me with financial support to produce high-quality research outputs while I had limited opportunities to apply for external funding due to time constraints associated with caring for a small child. This project has opened up new opportunities for external grant applications, and I have just been awarded a Leverhulme Trust Research Fellowship – a project in part based on the dataset produced with AR²F support."

Dr Malgorzata Pilot, Senior Lecturer, School of Life Sciences

Impact (AR²F awarded 2014)

- Published research classified in pre-REF external reviews as 4*
- Two high quality publications (2015–16) for REF submission
- Re-establishment of the research programme on canine genetics
- Invitation for international collaborative research from the Wolf Science Centre in Vienna
- Established the base of an impact case study on Asian wolf conservation
- Awarded a Leverhulme Trust Research Fellowship (2017)

Planned Actions (2017–21)

- ✓ *Review and improve visibility of guidance, support availability, policies, schemes* ***[ACTION C10]***
- ✓ *Review and improve provision of breast-feeding facilities* ***[ACTION C12]***
- ✓ *Increase managers' awareness of good practice in managing parental leave* ***[ACTIONS C17, C22]***
- ✓ *Extend the Academic Returners' Research Fund to include all female staff at the university* ***[ACTION C18]***
- ✓ *Assess the impact of existing initiatives that provide support for returning to work after career breaks* ***[ACTION C27]***

The University recognises the need to offer support to both women and men returning to academia following extended career breaks (>5 years), and is committed to providing opportunities for such academics to get back into research. Returners are therefore given the opportunity to join active research groups in order to gain valuable research and 'confidence-boosting' experience. The ***Back to Science Research Programme*** was started in 2014. Six Back to Science Research Associates have been supported to date (**Box 5.5**). Although the scheme is open to both men and women, all applications received have been from women so far. The fund covers either a 1-year (full-time) or 2-year (part-time) appointment, with a modest consumables budget (£5k). Our action plan considers the development of an AHSSBL equivalent programme **[Action C19]**.

Box 5.5 *Back to Science Fellows (2014–17)*

2014	2014	2015	2015	2015	2016

"The Back to Science Award is an amazing opportunity! This award not only allows me to return to scientific research, but also provides me with the training while I do it. The cherry on the cake is being able to work flexibly part-time s that my work and family life fit well together. I am really looking forward to the next couple of years and am thrilled to have been chosen."

Fiona Bissett, School of Mathematics & Physics

Planned Actions (2017–21)

- ✓ *Explore the possibility of developing a 'Back to Science' equivalent for AHSSBL disciplines* ***[ACTION C19]***

(iv) Maternity return rate

Maternity return rates for both full- and part-time staff are given in **Table 5.12** (academic) and **Table 5.13** (support/professional).

Table 5.12 *Summary of the numbers of academic staff (full- and part-time) taking maternity leave, and status on returning (2015–17)*

FULL-TIME BEFORE LEAVING		N° of Staff	RETURNED F/T		RETURNED P/T		DID NOT RETURN		STILL ON LEAVE*
			No.	%	No.	%	No	%	
UNIVERSITY	2015	8	6	**75**	0	-	0	-	2
	2016	6	1	**17**	0	-	1	**17**	4
	2017	11	9	**82**	0	-	0	-	2
STEMM	2015	5	4	**80**	0	-	0	-	1
	2016	3	1	**33**	0	-	1	**33**	1
	2017	4	3	**75**	0	-	0	-	1
AHSSBL	2015	3	2	**67**	0	-	0	-	1
	2016	3	0	-	0	-	0	-	3
	2017	7	6	**86**	0	-	0	-	1

PART-TIME BEFORE LEAVING		N° of Staff	RETURNED F/T		RETURNED P/T		DID NOT RETURN		STILL ON LEAVE*
			No.	%	No.	%	No	%	
UNIVERSITY	2015	1	0	-	-	-	0	-	1
	2016	3	0	-	0	-	0	-	3
	2017	0	0	-	0	-	0	-	0
STEMM	2015	0	0	-	0	-	0	-	0
	2016	1	0	-	0	-	0	-	1
	2017	0	0	-	0	-	0	-	0
AHSSBL	2015	1	0	-	0	-	0	-	1
	2016	2	0	-	0	-	0	-	2
	2017	0	0	-	0	-	0	-	0

*At time of data collection

Table 5.13 *Summary of the numbers of professional and support staff (full- and part-time) taking maternity leave, and status on returning (2015–17)*

FULL TIME BEFORE LEAVING		Nº of Staff	RETURNED F/T		RETURNED P/T		DID NOT RETURN		STILL ON LEAVE*
			No.	%	No.	%	No	%	
	2015	9	4	**44**	2	**22**	0	–	3
	2016	12	6	**50**	2	**17**	0	–	4
	2017	14	9	**64**	1	**7**	0	–	4

PART TIME BEFORE LEAVING		Nº of Staff	RETURNED F/T		RETURNED P/T		DID NOT RETURN		STILL ON LEAVE*
			No.	%	No.	%	No	%	
	2015	6	0	–	4	**67**	0	–	2
	2016	8	0	–	1	**13**	1	**13**	6
	2017	7	0	–	4	**57**	0	–	3

*At time of data collection

Over the last three years, a similar (low) proportion of academic and professional/support staff failed to return after maternity leave (3% and 2%, respectively). Differences are observed in the number of staff returning on reduced hours. In the academic community all staff who have returned, have returned to the same contract-type as at the time of leaving; among professional/support staff, significantly fewer staff returned to the same contract-type, with 14% of professional/support staff returning on reduced hours.

Focus Groups are regularly run for both academic and professional/support staff (see Table 3.9). Recent discussions around the impact of maternity leave on career progression, highlighted the variable level of support provided across the University in transitioning back to the work environment (**Box 5.6**). Whilst some staff had very positive experiences, others felt they were not always informed of their entitlements (such as childcare vouchers and Keeping in Touch (KiT) days), and an example was given of team members not being informed of when a maternity-leaver was returning to work. These discussions have informed our action plan, which aims to ensure that all maternity leavers across the University have positive experiences in transitioning back to the work environment **[Actions C17, C23]**.

Box 5.6 *Examples of staff comments from focus groups around experiences of returning to work after maternity leave*

POSITIVE EXPERIENCES

"Started here as a new role from MAT Leave, and had a good transition as a new staff member. I was able to bring my daughter in for orientation day."

"I took my baby to the KIT meetings, which was quite positive."

NEGATIVE EXPERIENCES

"No KIT days offered at all! If I were to have a second child I would deal with returning to work very differently."

"Really nice line-manager, but needs to have some training on transitioning employees back from maternity leave, and on how to use KIT days."

SUGGESTION FOR IMPROVEMENT: *"An easy to use guide of taking maternity leave and returning from maternity leave would have been invaluable to me"*

Planned Actions (2017–21)

- ✓ *Extend the **Pipeline** mentoring scheme to include dedicated maternity mentoring **[ACTION C2]***
- ✓ *Continue to monitor maternity return data and conduct further focus groups to understand the drivers behind observed difference in choices made by academics and professional/support staff on returning from maternity leave **[ACTION C12, E9]***
- ✓ *Extend managers' training to include awareness of good-practice in managing parental leave – particularly the transition back to full-time work **[ACTION C17]***
- ✓ *Produce an easy-to-use guide for maternity leavers, and a best-practice guide for managers **[ACTION C23]***
- ✓ *More detailed collection and analysis of professional/support staff data **[ACTION C30]***

(v) Paternity, shared parental, adoption, and parental leave uptake

Data on paternity, shared parental, adoption and parental leave uptake are only available for the last two years (**Table 5.14**). Since the introduction of shared parental leave in April 2015, there has been only one formal request for shared parental leave. The numbers of staff taking paternity leave are low.

Table 5.14 *Summary of the numbers of University staff (academic and professional / support) taking paternity, adoption and shared parental leave (2015–16)*

ACADEMIC STAFF		PATERNITY	ADOPTION	SHARED PARENTAL LEAVE
UNIVERSITY	2015	6	0	0
	2016	9	0	0
	2017	14	0	0
STEMM	2015	5	0	0
	2016	3	0	0
	2017	7	0	0
AHSSBL	2015	1	0	0
	2016	6	0	0
	2017	7	0	0

PROFESSIONAL / SUPPORT STAFF		PATERNITY	ADOPTION	SHARED PARENTAL LEAVE
UNIVERSITY	2015	9	1	0
	2016	12	0	1
	2017	3	1	0

As part of the University's current review of the paternity package and arrangements in place **[Action C13]**, we plan to hold a series of focus group discussions around paternity and shared parental leave with male academic and support staff **[Action E8]**, promote opportunities for paternity, shared parental and adoption leave **[Action C24]**, and encourage more men to join the ***Mums and Dads Club***.

Planned Actions (2017–21)

- ✓ *Review the paternity package and arrangements in place for academic and professional/support staff **[ACTION C13]***
- ✓ *Promote opportunities for paternity, shared parental and adoption leave and monitor uptake **[ACTIONS C24]***
- ✓ *Continue to develop the **Tuesday Talkback** Focus Group programme through the Eleanor Glanville Centre to explore key gender-related issues and concerns **[ACTIONS E8]***

(vi) Flexible working

The University encourages broader attitudes and approaches to flexible ways of working to support caring responsibilities, and achieve a work-life balance. We have considered formally adopting 'core hours' across the institution, but have decided to retain complete flexibility. 'Core hours', particularly for timings of meetings, are considered (and adopted) at School level.

Staff are made aware of the family-friendly policies and practices through various means, including:

- The Equality & Diversity Portal site
- The Staff Handbook
- The Rewards and Benefits Portal site
- Corporate staff induction
- Staff magazine and other promotional literature
- Daily electronic all-staff information alert system.
- The Eleanor Glanville Centre Website
- The Wellbeing at Lincoln blog
- The WiSE@Lincoln blog

The ***Rights to Request Flexible Working Policy*** was reviewed in 2014, due to legislation change.

The University recognises the advantages of alternative working patterns that support staff in balancing their work commitments with personal life. All staff are entitled to request flexible working which includes part-time, changes to the hours of work, compressed working hours, working from home and job-sharing (**Table 5.15**).

Managers are encouraged to approach requests for flexible working in a positive manner and work with staff to find and agree mutually acceptable flexible working solutions (**Table 5.16**). Staff survey results indicate that the majority (84%) feel they can approach their line-manager, and 77% feel they get good support in finding the right work-life balance. Training for line-managers is included in their mandatory E&D training.

Planned Actions (2017–21)

- ✓ *Continue to monitor uptake of flexible working practices* ***[ACTION C31]***
- ✓ *Carry out a university-wide survey to evaluate the uptake and effectiveness of flexible working in support of a researcher's career* ***[ACTION E11]***

Table 5.15 *Formal requests for flexible working over a three year period (2015–17)*

		NO. OF REQUESTS		NO. OF REQUESTS SUPPORTED	
		F	M	F	M
UNIVERSITY	2015	0	1	-	1
	2016	2	3	2	3
	2017	3	0	3	-
STEMM	2015	0	0	-	-
	2016	1	1	1	1
	2017	2	0	2	-
AHSSBL	2015	0	1	-	1
	2016	1	2	1	2
	2017	1	0	1	-

Table 5.16 *A range of responses have been received from a recent survey of staff and researchers concerning local flexible working agreements (men and women). A few indicative examples are given*

Male (Grade 8) STEMM	*"Due to circumstances, my family lives away from Lincoln. It has been really good to be able to arrange to work from home on Mondays and Fridays. I can now participate in family responsibilities (school run etc) on two days of the week"*
Female (Grade 7) AHSSBL	*"I returned from maternity leave to work full-time. By arranging to work from home on one or two days a week, I was able to juggle the childcare, which was a great help"*
Male (Grade 6) AHSSBL	*"Both my wife and I work at Lincoln. When our son was born, I started working core hours of 10-4, to fit in with our childcare arrangements. I make up the missed time in the evenings and at weekends"*
Female (Grade 7) PROFESSIONAL SERVICES	*"Having a supportive manager and flexible working allowed me to continue working while undergoing cancer treatment. I was able to work around hospital appointments and at times of the day when I was feeling less tired"*

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

Practices across the university vary in terms of how the transition from reduced hours to full hours is managed following a career break. Over the last four years no academic staff have returned from maternity leave on reduced hours (**Tables 5.12 and 5.13**) – the transition back to a 'normal' working pattern is facilitated through flexible working, and on a case-by-case basis.

Planned Actions (2017–21)

- ✓ *Continue to develop the **EGC Survey Series** to provide consultative opportunities across all disciplines (academic and professional/support staff) to identify where policy and practice can be improved **[ACTION E11]***
- ✓ *Extend managers' training to include awareness of good-practice in managing parental leave – particularly the transition back to full-time work **[ACTION C17]***

(viii) Childcare

Whilst the University does not have its own nursery facilities, there is a nursery sited on the main campus, which offers University staff preferential rates.

The University participates in the **Computershare Voucher Scheme**. Although uptake of vouchers is monitored (**Fig. 5.15**), it is difficult to assess the success of the scheme, as the University does not keep data on how many staff are eligible to apply. Our self-evaluation (2012–13) identified the low uptake of vouchers as a concern. In response, details of the scheme are widely promoted through the HR portal, the EGC website, and new members of staff receive information in their 'welcome packs'. A steady increase in voucher uptake has been seen since 2013 (particularly in STEMM), with male staff take-up consistently higher than female.

Planned Actions (2017–21)

- ✓ *Review and further improve visibility of the Childcare Voucher Scheme **[ACTION C25]***

(ix) Caring responsibilities

Staff with caring responsibilities can negotiate flexible working practices as described above. Where suitable, the university offers home-working arrangements. Additional advice and support for carers can be found on the ***Wellbeing at Lincoln blog***[28].

Planned Actions (2017–21)

- ✓ *Encourage staff to indicate when Annual Leave is taken for caring responsibilities and monitor the amount of unpaid leave taken **[ACTION C32]***

[28] http://wellbeing.blogs.lincoln.ac.uk/carers/

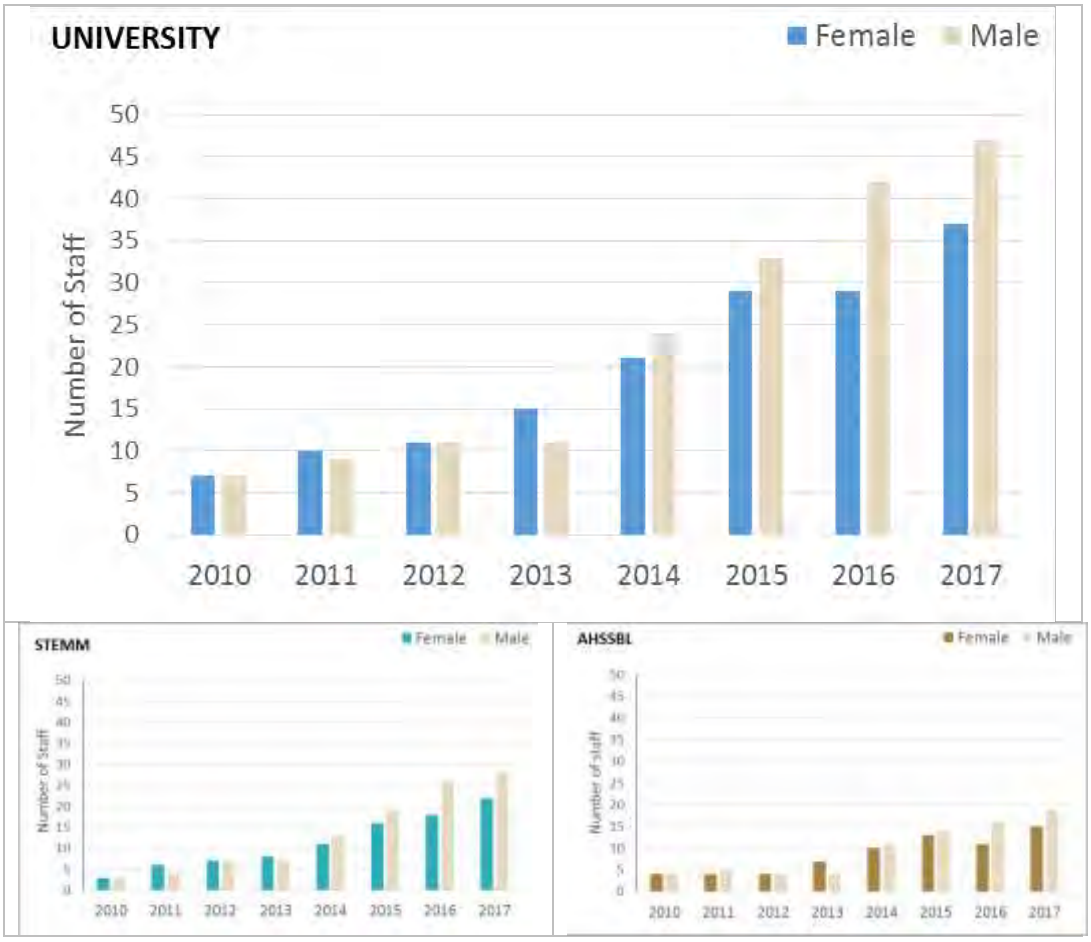


Figure 5.15 *Uptake of childcare vouchers (2010–17)*

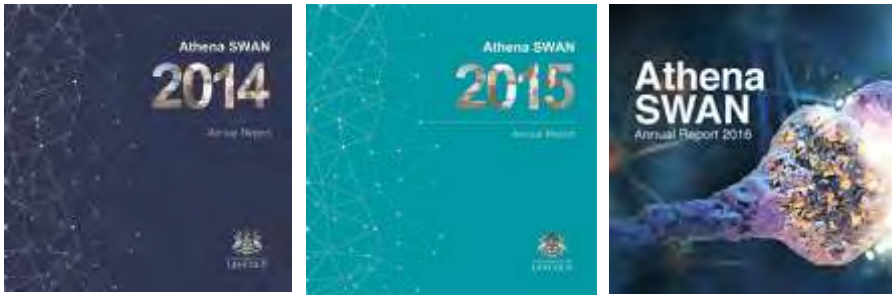
5.6. Organisation and culture

(i) Culture

Since 2008, we have supported the Gender Equality Scheme, and been committed to striving for gender equality across all aspects of university life (***The University's Equality Objectives*** and the ***Respect Charter***). The University's ethos for equal opportunities is laid out in the ***Equality and Diversity Commitment Statement*** and the ***Statement of Commitment to the Removal of Gender Bias in Higher Education and Research in STEMM subjects***. The University joined the Race Equality Charter in 2016.

Over the last few years, driven by our Athena SWAN Action Plan (2014–17), we have been building a community that is actively engaged and committed to embedding the AS principles in our STEMM Schools. We have achieved this by working together across Schools and across Colleges. The ***Eleanor Glanville Centre*** will build on this work and further embed the AS principles within the core business of the University, identifying good practice, and continuing to publish our annual reports on progress (**Box 5.7**). The Centre will also organise a range of initiatives for under-represented groups (**Box 5.8**), and public events to promote the work being carried out to staff, students and the public (**Box 5.9**).

Box 5.7 *Annual AS Reports are published (available in hardcopy and on the EGC website)*



Box 5.8 *The EGC initiatives support a range of under-represented groups across STEMM and AHSSBL*

Box 5.9 *Examples of wider engagement with staff, students and the public, highlighting challenges around equality, diversity and inclusion*

Mind the Gap! Max Willis, PhD student, exhibits a new in-house board game designed to raise awareness of the gender gap in the IT industry

Professor Antonella De Angeli, School of Computer Science

Students are challenged to reflect on their implicit gender biases through taking the 'Mind the 'Gap' gender role association test

Professor Antonella De Angeli, School of Computer Science

A showcase of interdisciplinary research around gender, race and intersectionality. On show to staff, students and public 24–26 March 2017

Eleanor Glanville Centre launch

'**Striking Women**'
At the intersection of gender and race – an exhibition for International Women's Day, 2017

Dr Sundari Anitha, School of Social & Political Sciences

(ii) HR policies

The University has a strong ethos of equality, embedded in management, HR policies and procedures, and in all aspects of university life. The *Equality Engagement and Development* Unit (HR) informs policy development and improvement and staff training requirements through regular monitoring, consultation and review. Results are reported annually (*Corporate E&D Annual Report*, and presentation to SMT).

The University invests in a biennial ***staff survey*** to understand its employees' views (response rates: 75% in 2015; 70% in 2013; 65% in 2011 and 61% in 2009). The survey shows a high awareness of the University's equality and diversity policies (98%), and the majority of staff (86%) agree that the University is committed to equality of opportunity for all staff. Data from the staff surveys are used to inform development and implementation of new strategies, and have informed improvements in promotion and staff development practices. The ***Staff Suggestion Scheme*** (electronic) aims to give all employees an opportunity to contribute their ideas towards the ongoing success of the University. ***Talkback Tuesday*** focus groups provide a forum for all employees (academic and professional/support) to discuss a range of career issues in a permissive, non-threatening environment **(Box 5.10).** As part of our AS action plan (2014–17) all STEMM Schools participated in the ***HE STEM Staff Culture Survey***[29] which explores the experience, knowledge and views of staff on how Schools promote and manage gender equality. Since 2016, the ***EGC Staff Culture Survey*** has been available for all Schools across the University (**Table 5.17**). To date, 45% of all academics have completed the survey (49%F and 43%M). These consultative opportunities (across all disciplines) continue to provide a mechanism to identify where policy and practice can be improved **[Actions E8, E11]**.

Table 5.17 *Participation in the EGC Staff Culture Survey 2016–2017)*

COLLEGE	PARTICIPATION			
	F	M	Other*	Total
College of Science	67	97	22	186
College of Arts	20	20	9	49
College of Social Science	74	50	4	128
International Business School	–	–	–	–
Total number of staff completing the survey	**161**	**167**	**35**	**363**

*Identifies as transgender, agender, gender variant/non-conforming, intersex, gender not listed, or prefers not to say

[29] National HE STEM Programme

Through the *Equality and Diversity Committee*, the University works towards integrating equality and diversity for all staff and students, and produces an annual action plan based on existing data.

- Staff are encouraged to complete on-line *E&D Training* (81% completion). We plan to extend this to all students **[Action A8)** ;
- It is **mandatory** for all staff to complete training courses in:
    - *Diversity in the Workplace*;
    - *An Introduction to Anti-bullying & Harassment*;
    - *Safeguarding Children & Vulnerable Adults;*
- It is **mandatory** for all Heads of School and section managers to attend courses on:
    - *Equality and Diversity in Practice*;
    - *PDR Reviewers' Training (Professional Support);*
    - *ADA Appraiser Training (Academics);*
    - *Recruitment & Selection Training* course.

Box 5.10 *2017/18 Talkback Tuesday Programme*

Talkback Tuesday Programme 2016–18

- The Impact of Maternity Leave on Career Progression
- Barriers to Promotion (all staff)
- Barriers to Promotion (female academics)
- Barriers to Promotion (male academics)
- Paternity and Shared Parental Leave
- Parents and Carers
- Working Culture: Hours and Expectation

Planned Actions (2017–21)

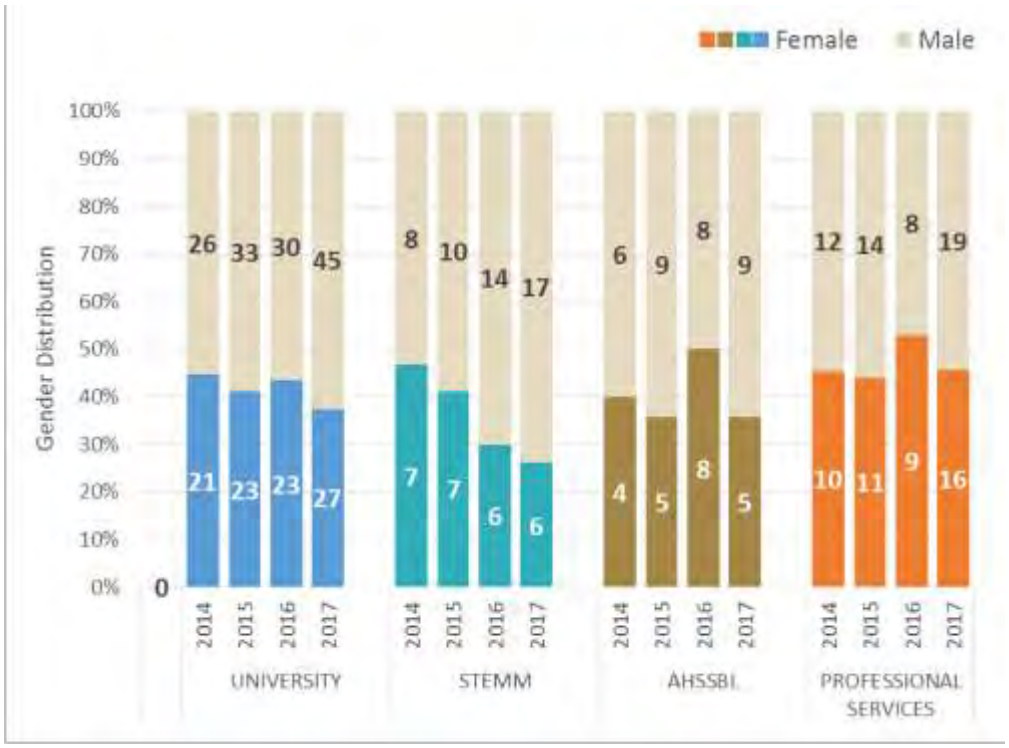
- ✓ *Extend equality and diversity training to all students **[ACTION A8]***
- ✓ *Continue to provide opportunities for all staff to discuss / identify where policy and practice can be improved, through focus groups and surveys **[ACTIONS E8, E11]***

(iii) Proportion of heads of school/faculty/department by gender

Key Observations, Trends and Areas of Concern

- Heads and Deputy Heads of School (HoS/DHoS) posts at Lincoln are permanent senior management positions.
- Over the last four years, the number of female HoS/DHoS has remained fairly constant (42% ±3%) (**Fig. 5.16**). In AHHSBL, this has remained around the 40 % mark, reflecting the female population as a whole, and achieved parity in 2016. This is a significant improvement over previous years (cf. in 2010 we had no female HoS in AHSSBL). In STEMM, the number of female HoS/DHoS has remained constant, although the number of male HoS/DHoS has increased as the science provision has expanded. One female HoS was promoted to Deputy Pro-Vice Chancellor (2015), and another promoted to Head of College of Science (2017) – both were replaced by male colleagues, in this case.
- 'Head hunters' were used to recruit the founding heads of the new schools and a good representation of strong female candidates were short-listed in most cases (e.g. 50% for Chemistry). For Mathematics & Physics, however, no female candidates were found. The University's continued commitment to equality of opportunity will ensure that as and when HoS positions are renewed, a fair process is in place (e.g. unconscious bias training forms part of our manager's training, and panel training for appointments).
- Gender distribution across Department leads in the professional services remains balanced (47%±4%).
- With the recent appointment of the new Head of the College of Science (F), gender-parity across the leadership of the four colleges has been reached (2017).

HEADS and DEPUTY HEADS OF DEPARTMENTS/SCHOOLS



PRO-VICE CHANCELLORS, HEADS OF COLLEGE

Figure 5.16 *Gender distribution within the Head / Deputy Head of Department / School and Heads of College roles*

(iv) Representation of men and women on senior management committees

The *Senior Management Team* (SMT), like many of the influential committees within the University, is defined by post-holder, rather than person – removing gender bias at membership level. Over the last six years (**Fig. 5.17**), SMT has maintained a good gender balance (mean female representation = 47%).

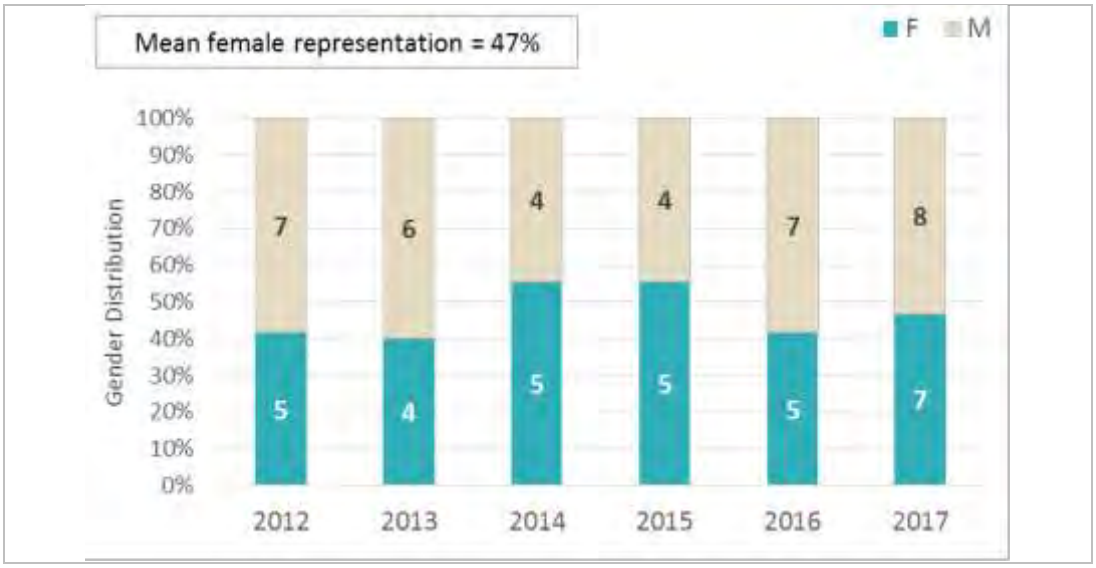


Figure 5.17 *Gender distribution within the Senior Management Team (2012–17)*

(v) Representation of men and women on influential institution committees

Key Observations, Trends and Areas of Concern (Figs. 5.18 and 5.19)

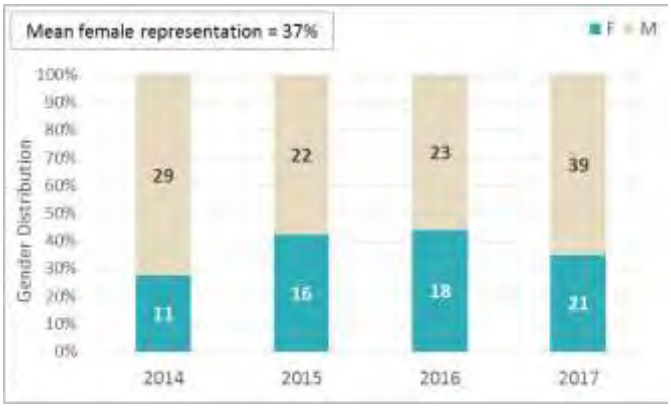
- During the period 2014–2016, the representation of women on *Academic Board* increased significantly from 28% (2014) to 44% (2016) (**Fig. 5.18**). This, in part, was due to a better gender distribution across the fixed post positions, but also was influenced by ensuring gender balance in the appointed HoS representatives, and achieving gender balance in the student representative elections. Within the staff community, the elected representatives were mainly male – primarily due to low number of female nominees. As part of our Action Plan (2014–17), and to encourage more women to put themselves forward, the University actively promoted leadership programmes for women in academia (e.g. the ***LFHE Aurora Programme***, and the ***ILM Level 3 & 5 in Management & Leadership***) and we continue to build on this **[Action C1]**. In 2017, the elected female representation (College and Academic Representatives) rose significantly to 44% (cf. 18% in 2016). Alongside this significant success, the overall female representation on the committee dropped to 35% (cf. 44% in 2016). This was due to significant changes in the fixed-post positions (defined by post-holder). Although disappointing, female representation remains higher than observed in 2014 (28%).
- Membership of the *Executive Board* is defined by post-holder. From 2015 we have observed gender-parity on this committee (cf. 2010–13, 41% F).
- The *Equality & Diversity Committee* is a mix of post-holders and nominated College representatives. This committee has traditionally favoured female representation (e.g. 62% F in 2012), due in part to the perceived nature of the committee. However, a conscious effort to regain balance, through nominated representatives, has resulted in gender-parity being maintained in both 2016 and 2017 **[Action A4]**.

- The *College Management Teams* (CMT) are defined by post-holder. The Colleges of Social Science and Arts have sustained good female representation on CMT over the last four years (40% and 44%, respectively). The College of Science CMT has a poor female representation (21%) – reflecting the current dominance of male HoS. A number of these Schools have female Deputy Heads (e.g. Chemistry, Life Sciences), and we are confident, therefore, that fair processes are in place (see above). This is illustrated by the make-up of this committee in recent years – mean female representation on the College of Science CMT in 2011–13 was 45%, and in 2013 was 50%.

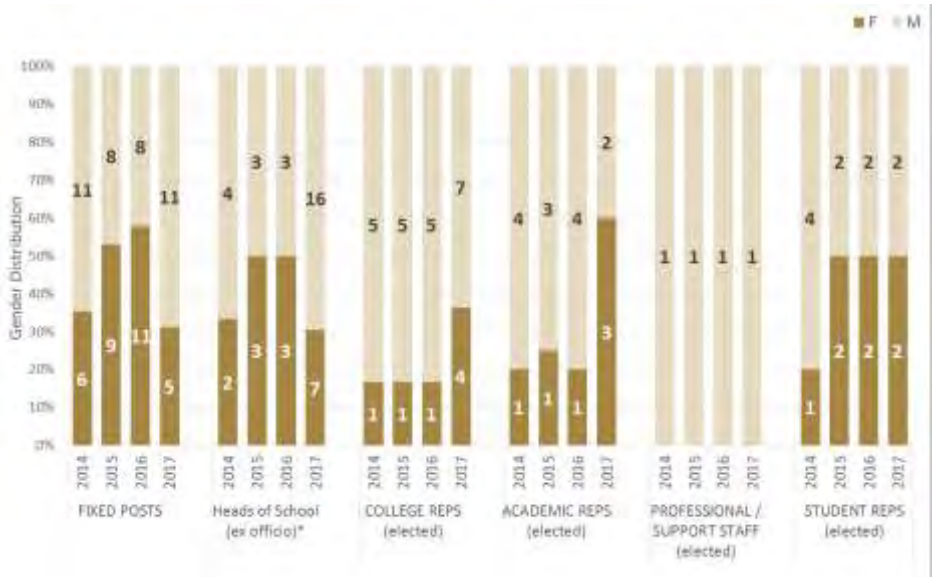
Planned Actions (2017–21)

- ✓ *Maintain gender-parity on the E&D Committee* ***[ACTION A4]***
- ✓ *Develop a Women in Leadership programme to encourage more women to stand for election on decision-making committees* ***[ACTION C1]***

ACADEMIC BOARD



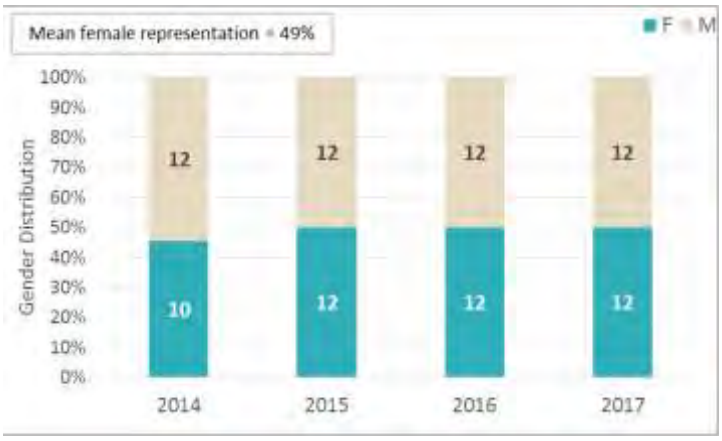
ACADEMIC BOARD BY ROLE



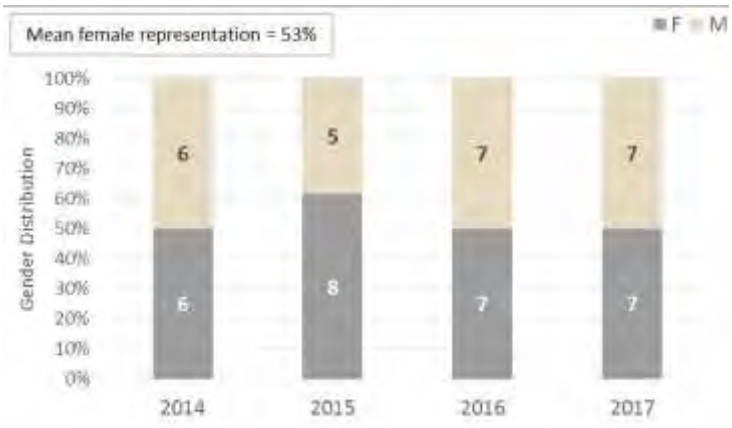
** Until 2016, HoS representatives were appointed. From 2017 all HoS sit on the Board*

Figure 5.18 *Gender distribution on the Academic Board (2014–16) as a whole, and among the appointed and elected membership.*

EXECUTIVE BOARD



EQUALITY & DIVERSITY COMMITTEE



COLLEGE MANAGEMENT TEAMS

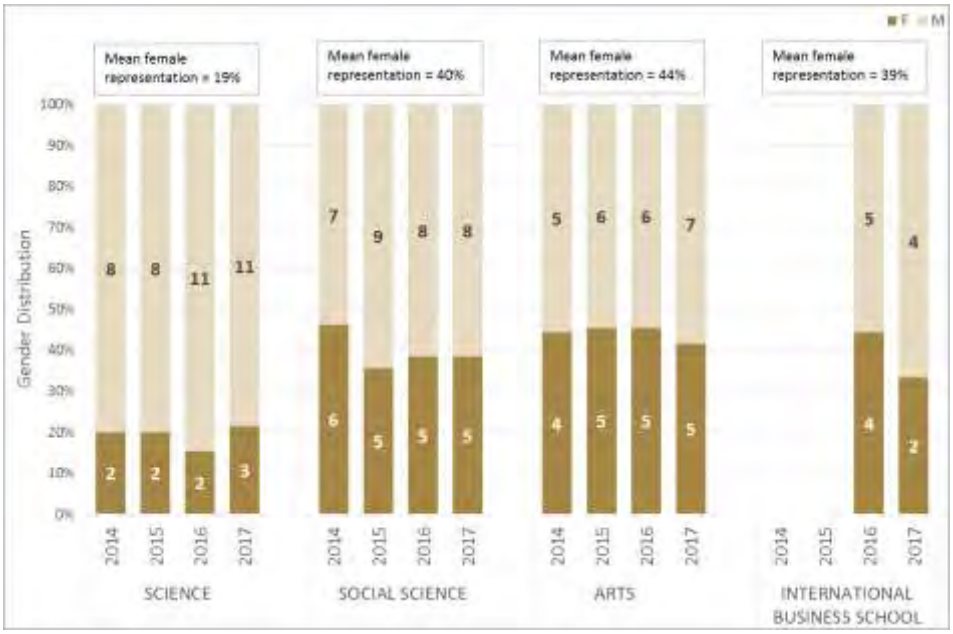


Figure 5.19 *Gender distribution on influential committees. The International Business School became a College in 2017*

(vi) Committee workload

The workloads of staff are the responsibility of line-managers, and form part of the annual appraisal discussions. Line-managers have responsibility for due diligence in managing and developing staff, many of whom consider committee work an important part of their career progression. The workload model includes committee work allocations, including the additional work required for Athena SWAN engagement. Our action plan aims to develop job descriptions for diversity champion / Athena SWAN roles to alleviate current variations in allocations for Athena SWAN work **[Action A2]**.

Planned Actions (2017–21)

- ✓ *Develop job descriptions for diversity champion / Athena SWAN roles, to facilitate standardisation of the workload model tariff for EDI roles across the institution* ***[ACTION A2]***

(vii) Institutional policies, practices and procedures

Employment policies are designed, reviewed and implemented through a broad stakeholder engagement process which involves consultation with our Trade Unions. Policies, practices and procedures are principally guided by legislative requirements and best practice, and as such, take up and associated impact is reported through the Joint Consultative Committee forum. As this forms part of our broader stakeholder engagement process, it ensures feedback loops are closed and learning continually informs the overall policy design, review and implementation process.

Policies have been developed to apply equally to all staff, and inherently encompass the AS principles. Monitoring by the Equality Engagement and Development Unit provides scrutiny of the extent to which revised policies exert a differential impact on a group/s and to ensure that all reasonable measures are undertaken to mitigate any negative impact.

(viii) Workload model

To support a fair and appropriate distribution of workload, the University has developed and agreed a consistent framework for the determination of academic workloads across all academic Schools. A new Academic Workload Model was introduced in 2014/15 to enable Heads of School to better understand and manage the distribution of duties across a range of categories. The University recognises that individuals at different stages of their career require different support mechanisms and is flexible in addressing those needs.

In general, at university level, a fair distribution of work is seen across the three main categories of teaching, administration and research (**Table 5.18**). When comparing the mean workload per staff member (**Fig. 5.20**) and across the grades (**Fig. 5.21**) there is little observed difference in gender distribution in either AHSSBL or STEMM disciplines. There are, however, a few imbalances observed at school level. Within the School of Education – which is a very small school, and 67% female – the mean male workload is significantly higher than that for females (Teaching 66%; Administration 63%; and Research 59%). In the School of Design (69% male), the mean male workload is also higher than that of females, particularly in Administration (68%). Our action plan seeks to understand these imbalances and the mechanisms adopted by heads of school to address them **[Action E12]**.

Within Schools, the completed database is accessible to all academic staff and allows an overview of individual workloads, and hence the redistribution of loads where necessary. This transparent approach to recording is generally endorsed and encouraged by academic staff, with 75% of staff surveyed agreeing that workload is allocated on a clear and fair basis (**Survey Box 5.4**). Concerns have been raised during focus group discussions, however, that workloads are not viewed as dynamic, and any changes during the year are not captured. Concerns were also raised about the effective distribution of pastoral care responsibilities, and a bias towards female academics (**Table 5.19**). This has prompted the *EGC Pastoral Care Survey 2018*, which is currently live (**Box 5.5**) **[Actions E12, E13]**.

Table 5.18 *Data from the Workload Model (2017), showing workload distributions across teaching, administration and scholarly activity / research in both STEMM and AHSSBL*

SCHOOL	TOTAL STAFF		Teaching (h/staff)		Administration (h/staff)		Scholarly Activity & Research (h/staff)	
	M	F	M	F	M	F	M	F
AHSSBL								
Law	10	9	555	448	372	175	457	431
Social & Political Sciences	14	18	616	571	255	257	679	627
Design	24	11	680	556	574	274	219	194
Fine & Performing Arts	21	23	548	604	206	245	298	252
Film & Media	45	15	560	539	273	391	348	402
English & Journalism	22	16	499	350	337	329	167	309
History & Heritage	17	21	390	428	326	333	439	533
Education	3	6	467	240	832	497	421	293
International Business School	62	41	518	499	196	271	297	260
AHSSBL Mean			**537**	**471**	**375**	**308**	**369**	**367**
STEMM								
Architecture & Built Environment	12	7	513	557	359	488	185	301
National Centre for Food Manufacturing	6	11	536	596	273	306	327	473
Chemistry	11	9	438	355	271	316	304	282
Life Sciences	33	14	556	470	303	343	470	401
Mathematics & Physics	13	2	439	440	341	286	628	847
Pharmacy	10	3	441	439	576	334	337	327
Computer Science	33	6	348	136	171	144	522	406
Engineering	16	4	381	388	337	280	468	530
Health & Social Care	25	43	633	639	331	318	196	212
Sport & Exercise Science	15	9	372	315	225	293	400	304
Psychology	28	26	451	394	242	216	455	342
STEMM Mean			**464**	**430**	**312**	**302**	**390**	**402**
UNIVERSITY	420	294	**501**	**451**	**344**	**305**	**380**	**385**

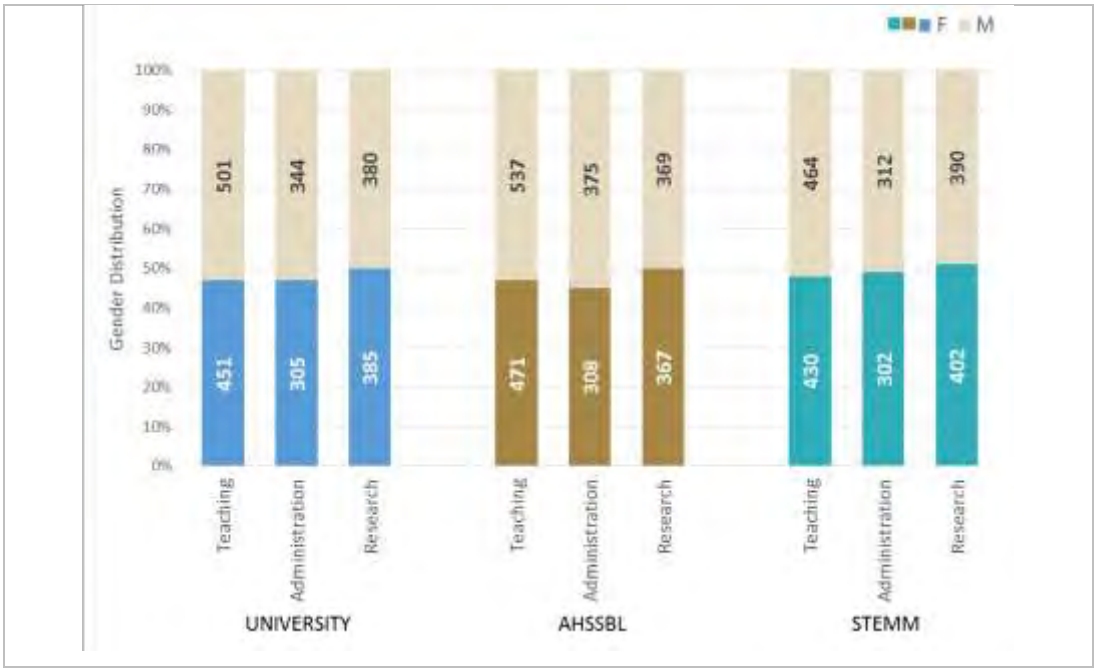


Figure 5.20 *Gender distribution of mean workload per staff member across the three main categories of teaching, administration (including leadership roles) and scholarly activity / research*

Survey Box 5.4 *EGC Staff Culture Survey 2014–2017*

SURVEY QUESTION	AGREE OR STRONGLY AGREE (%)			Nº OF RESPONSES		
	F	M	Mean	F	M	Total
Q2*. In my School, work is allocated on a clear and fair basis irrespective of gender*	70.5	79.6	75.1	156	167	323

Table 5.19 *A range of responses have been received from a recent survey of staff and researchers concerning the effectiveness of the workload model. A few indicative examples are given.*

Female (SA) STEMM	*"The workload model allows staff to compare their workloads with their colleagues – which is really good. The problem with it, perhaps, is it only gives a snapshot - it doesn't reflect changing demands and priorities on staff time"*
Male (Grade 8) AHSSBL	*"At least we're given the opportunity to see what others are doing in the School!"*
Female (Grade 8) STEMM	*"It gets out-of-date so quickly"*
Female (Reader) AHSSBL	*"I am given a disproportionate number of freshman surveys to supervise every year. This involves huge amounts of student support, which really eats into my research time"*

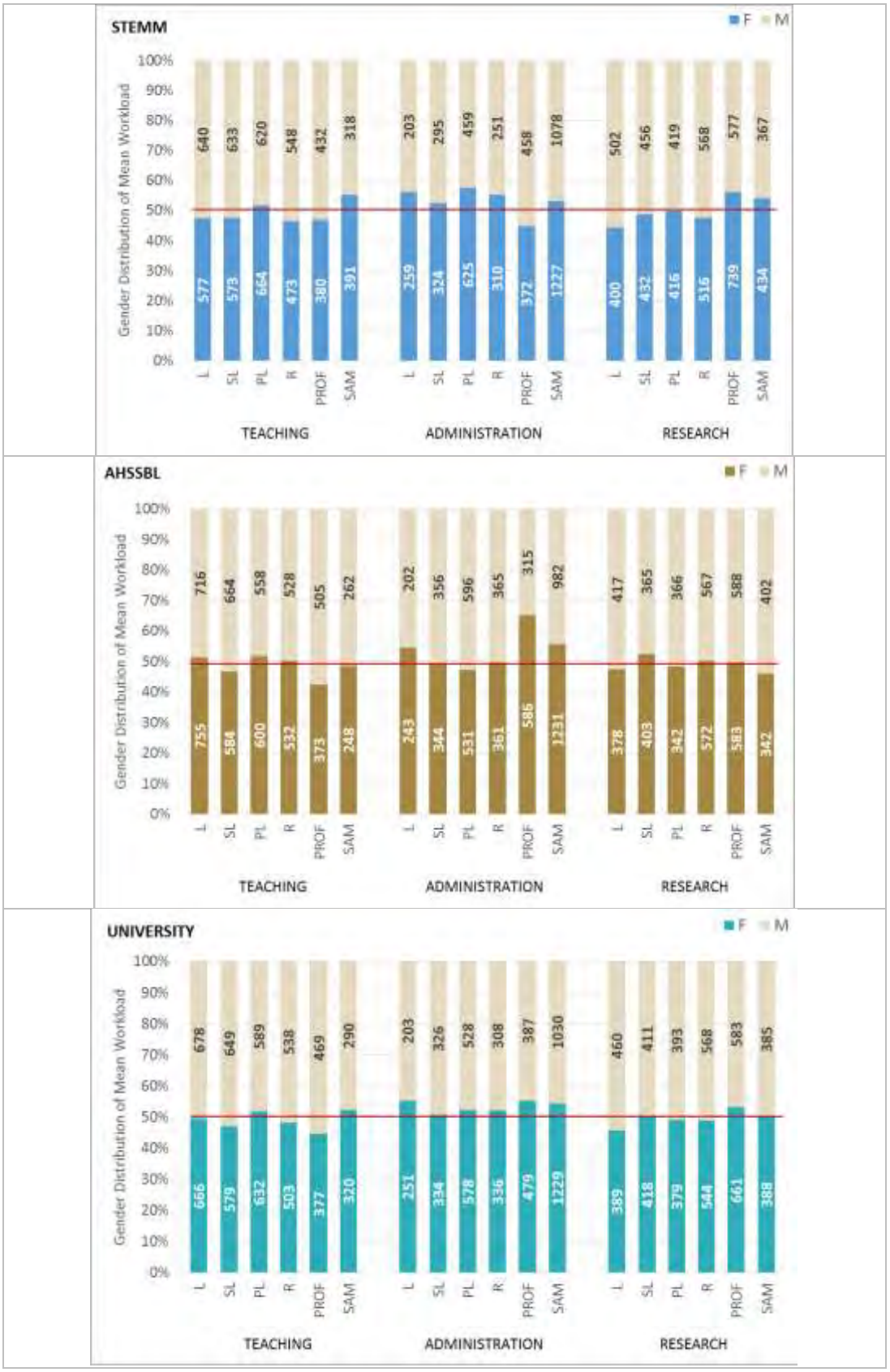


Figure 5.21 *Gender distribution of mean workload per staff member by grade across the three main categories of teaching, administration (including leadership roles) and scholarly activity / research*

Survey Box 5.5 *EGC Pastoral Care Survey 2018 (interim results – 15 May 2018)*

SURVEY QUESTION	AGREE OR STRONGLY AGREE (%)			Nº OF RESPONSES		
	F	M	Mean	F	M	Total
Q1*. At busy times of year (e.g. at the beginning of semester, or prior to dissertation submissions), I spend 3–5 (or more) hours per week on pastoral care*	65.1	56.3	60.7	43	32	75
Q4*. Pastoral care responsibilities often eat into the time and energy allocated for other duties*	41.9	21.9	31.9	43	32	75

BEST PRACTICE

- Transparent and comparable workload descriptors for all staff incorporating research, teaching and administrative activities.
- Consistent capture and recording of workload allocations within academic schools.
- Regular organisational-level reporting of workload distributions to SMT.
- Publishing of workload allocations within academic schools.
- Random audits of the workload model, including gender, with results reported to SMT.

Planned Actions (2017–21)

- ✓ *Standardise the workload model tariff for Athena SWAN roles across the institution* ***[ACTION A2]***
- ✓ *Review the use and effectiveness of the workload model and the mechanisms adopted by HoS to address any imbalances in distribution of duties* ***[ACTION E12]***
- ✓ *Review the distribution and practice of pastoral care activities across academic and support staff communities* ***[ACTION E13]***

(ix) Timing of institution meetings and social gatherings

Training for managers includes raising awareness of inclusive practices. Senior staff and managers are expected to hold key meetings within core hours and on varying days of the week, to enable those who work flexibly or part-time to attend whenever possible. From focus group discussions, this is generally observed across the University (**Table 5.20**).

Table 5.20 *A range of responses have been received from a recent survey of staff and researchers concerning the timings of meetings. A few indicative examples are given.*

Female (SA) STEMM	*"Certainly all staff meetings that I attend are scheduled for early afternoon"*
Female (Grade 7) PROFESSIONAL SERVICES	*"All of our school and committee meetings are held in core hours (10–4) creating a family-friendly working culture"*
Male (Grade 9) AHSSBL	*"Because meetings take place before 4, I know I'm not going to miss anything if I have to leave early"*

Internal video conferencing and communications systems allow staff to work remotely when required. The last two Staff Surveys (2015, 2017) have shown that a consistently high

proportion of staff (79% and 80%, respectively) feel that the University provides good support to help them balance work and personal commitments (cf. 74% in 2013; 73% in 2011; 70% in 2009).

(x) Visibility of role models

All marketing material, web-based material, and videos reflect the diversity of our staff and student body. At Open Days, we ensure a diversity in staff and student helpers. The Press Office ensures that all staff are promoted through the media, and female STEMM academics are particularly encouraged (**Table 5.21)**. This encouragement is now extended to include both men and women in under-represented disciplines **[Action C21]**.

'What can maths tell us about how an animal is feeling?'

*Professor Lisa Collins, from the School of Life Sciences, was selected to present the **Charles Darwin Award Lecture** at the British Science Festival – one of Britain's most prestigious public lectures. Her lecture explored how mathematics can help us better understand the complex and sometimes bizarre behaviour of pets, livestock and wildlife*

We increase the visibility of role models through our ***Be Inspired! Lecture Series***. This was initially developed to provide role models for female ECRs in STEMM, but was extended in 2017 to provide role models for both men and women in under-represented disciplines (**Box 5.11**) **[Action C21]**.

Box 5.11 *Examples of speakers from the Be Inspired! Lecture Series 2017-18*

Oct 2017	**Dr Meredith Nash** *School of Social Science,* University of Tasmania Eleanor Glanville Visiting Scholar 2017
	What is it Like to be a Woman in STEMM? *Gender bias, sexual harassment, and the myth of meritocracy*
Jan 2018	**Ruchi Aggarwal** *Lincoln International Business School*
	Off the 'Sticky Floor' – Make Room for yourself! *7 Learnings that bring 'Experience to Life'*
Mar 2018	**Sean Morton** *School of Health and Social Care*, University of Lincoln
	10 Reasons to be a Nurse *– And 5 more for men to join us!*

We do not maintain records of all speakers at institutional level. However, we expect HoS and managers to be aware of the need for balance **[Action E14]**.

Table 5.21 *Selected examples of exposure to media for a range of female academics (2013–18)*

ACADEMIC STAFF MEMBER	MEDIA EXPOSURE
PROFESSOR CARENZA LEWIS	• Daily Telegraph (9 January 2018)
PROFESSOR ANNE CHICK	• BBC 1 North (Humberside & Lincolnshire) (14 Feb 2017)
DR ANNA WILKINSON	• **Ingenious Animals**, BBC One (September 2016)
DR ANNE MARIE ROOS	• **Making History**, BBC Radio 4 (04 July 2017)
PROFESSOR HARRIET GROSS	• **The Peter Levy Show,** BBC Radio Lincolnshire (21 May 2013)
PROFESSOR LISA COLLINS	• Daily Mail (16 November 2016) • Daily Telegraph (16 November 2016) • The Independent (16 November 2016)
PROFESSOR KRISTA COWMAN	• **Women, Sex and Society: A Timewatch Guide**, BBC 4 (15 November 2016) • Daily Mail (03 February 2018)
PROFESSOR KERSTIN MEINTS	• **Dogs: Their Secret Lives**, Channel 4 (26 August 2014)
PROFESSOR SARA OWEN	• Lincolnshire Echo (21 November 2013)
GILLIAN FOWLER	• **The Nicola Gilroy Show,** BBC Radio Lincolnshire (21 May 2013)
DR HELEN ZULCH	• **Dogs: Their Secret Lives**, Channel 4 (02 September 2014)
DR YEE-WAH FOO	• **Document**, BBC Radio 4 (19 July 2016)

Planned Actions (2017–21)

- ✓ *Extend the activities for raising the visibility of role models to include both men and women in under-represented disciplines* ***[ACTION C21]***
- ✓ *Maintain gender balance in the invited speaker programmes across the institution* ***[ACTION E14]***

(xi) Outreach activities

A range of staff and students across the University participate in outreach and widening participation activities with local schools. For example, the ***2016 LiGHTS Night*** (**Box 5.12**); our ***Soapbox Art & Science***[30] as part of the *2017 Lincoln Frequency Festival of Digital Culture*; and the ***Summer Scientist*** (**Box 5.13**) from the School of Psychology. Staff participation is not formally recorded, however, and data are not available **[Action D2]**.

Our largest cross-university coordinated outreach activities is the ***Newton Academy – the Science Club for Girls***[31]. Launched as part of the AS Action Plan (2014–17), it aims to encourage Lincolnshire girls of secondary school age (11–14) to consider post–16 study in STEMM subjects, and to pursue science and technology careers (**Box 5.14**). We currently have 100+ girls registered on the 3-year long programme. **[ACTION D3]**. A diverse group of staff (Researchers to Professors; male and female) and students (undergraduate and postgraduate) help organise and run these workshops.

Box 5.12 *The Lincoln showcase - LiGHTS Nights (Lincoln: Get Hold of Tech and Science) - was one of more than 250 events that occurred simultaneously in major cities across Europe, each inviting members of the public to meet 'heroes of science'; the researchers from different disciplines whose work has the potential to change our world*

"LiGHTS represents a unique opportunity for the public to meet our researchers and find out what they really do for society, in interactive and engaging ways. We can't wait to welcome schools, families and people of all ages who are intrigued by how things work and by what science means for their lives."

Carenza Lewis,
Professor for the Public Understanding of Research, University of Lincoln

Box 5.13 *The Summer Scientist program from the School of Psychology*

Summer Scientist *aims to introduce the study of psychology to the public, as well as allow for research data collection. The programme runs every year for a week, for children aged 3-10. It's fun and full of play, while progressing numerous research projects. Children come with their parents to take part in the experiments, which investigate topics such as the development of altruism, motor control and risk taking.*

[30] A new collaborative project between female artists and scientists to inspire a new generation of scientists and tackle gender issues in science careers (http://soapboxscience.org)
[31] newton.blogs.lincoln.ac.uk

Box 5.14 *Newton workshops from the Schools of Computer Science, Engineering and Mathematics & Physics*

Dr Xujiong Ye, Reader in the School of Computer Science, assists with robot construction as part of the Newton Academy's 'Big Launch' in June 2014. The Launch saw 58 girls begin their voyage of discovery in a robotics-themed workshop, presented by Computer Science students and staff.

Dr Colin Dowding introduces Newton's Law of Motion during the Engineering EGGstravaganza! workshop, hosted by staff and students from the School of Engineering (June 2015)

'Tangled!'
Dr Anitha Thillaisundaram and PhD researcher Valentina Lusa from the School of Mathematics and Physics introduced group theory (a branch of algebra), the basics of knot theory and the symmetries of knots (March 2017)

Planned Actions (2017–21)

- ✓ *Continue the extensive program of engagement with local schools, running Master Classes and innovative competitions across a range of STEMM and AHSSBL subjects, including the* ***Young Physicist of the Year Award*** *with the School of Engineering* ***[ACTION D1]***
- ✓ *Record staff participation in outreach at institution level to monitor for any gender bias* ***[ACTIONS D2]***
- ✓ *Conduct a five-year longitudinal study of how the Newton Academy girls' attitudes and expectations are influenced regarding science career aspirations* ***[ACTION D3]***

(xii) Leadership

Our Athena SWAN Action Plan (2014–17) put in place self-evaluation teams (ASSETs) in all schools across the University. Four schools have gained Bronze awards. All schools across the University are working together, meeting regularly to reflect and discuss progress (monthly ASSET meetings) and have established a **full schedule for award application submission** (see Section 3.3, **Table 3.10**). The ***Eleanor Glanville Centre*** is responsible for coordinating, supporting, and leading this activity.

WORD COUNT = 6177

6. SUPPORTING TRANS PEOPLE

(i) Current policy and practice

The University has a robust Single Equality Scheme in place which seeks to ensure all staff will be treated fairly and equally. We provide the opportunity for new staff to disclose gender, which includes transgender. Through engagement with our LGBTQ staff and student networks we are currently developing a new set of guidance and resources around transgender support for staff and students **[ACTION A12]**. Confidential support is available from our staff LGBTQ Network. The University issued its *Trans Equality Policy Statement for Staff and Students* in October 2017.

Box 5.15 *Raising awareness of LGBT across the University community*

The University celebrated LGBT History Month 2018 through a series of events, including flying rainbow flags on areas of the Brayford Campus and the launch of a Wellcome Trust-funded project investigating how hormone research has impacted medical sexual knowledge in the twentieth century. The project, led by Dr Chiara Beccalossi, featured a video art exhibition and series of public lectures

Gendered Intelligence: Trans-Awareness Workshop

This workshop is part of the ongoing work to support University LGBTIQ+ staff and students. It introduces key concepts crucial to understanding trans-related matters

Open to all staff and students

(ii) Monitoring

Annual monitoring is carried out by the Equality Engagement and Development unit. As our policies and procedures are developed, the impact of these will be incorporated into the monitoring and reporting cycle. Encouraging disclosure amongst existing staff is part of ongoing work to promote confidence in the benefits of gathering and analysing EDI data. Gender identity monitoring for students will be addressed together with the new policy **[Action A14]**.

(iii) Further work

We are developing specific policy and guidance on supporting trans staff and students, and those who decide to transition and affirm their gender identity while at Lincoln. The institution will seek to review the work of the ECU, the HE sector and government on this area and review best practice to further support trans people **[Action A13]**.

Training, guidelines, awareness of trans people and how to support both managers and individuals will be provided and incorporated into our suite of EDI programmes **[Action A9]**. We will also ensure that channels for support and reporting of harassment, for both staff and students, are trans-inclusive and clearly communicated **[Action A15]**.

Planned Actions (2017–21)

- ✓ *Improve training and development for staff on gender identity and transgender issues and review impact **[ACTION A9]***
- ✓ *Produce a comprehensive guidance document focusing on supporting staff and students transitioning from one gender to another **[ACTION A12]***
- ✓ *Review wider best-practice for supporting trans* staff and students; implement changes required for monitoring **[ACTION A13]***
- ✓ *Encourage disclosure for existing staff and students to enable monitoring of data in future **[ACTION A14]***
- ✓ *Ensure channels for reporting and support for harassment, for staff and students, are trans-inclusive and clearly communicated **[ACTION A15]***

WORD COUNT = 266

7. FURTHER INFORMATION

Engaging the student body

Our Athena SWAN Action Plan (2014–17) set out to establish a ***Student Athena SWAN Committee***. This was achieved through the Graduate School, where a postgraduate group – ***Women in Academia*** – was set up in 2016. This is an interdisciplinary research group (STEMM and AHSSBL) focusing on identifying and overcoming obstacles faced by women in academia. They have monthly meetings and workshops, sharing their experiences as postgraduate women and discussing concerns about pursuing academic careers.

In order to support and embed this group within the wider Athena SWAN activities of the University, the President of the *Women in Academia* is now a serving Director of the ***Eleanor Glanville Centre***. This will hopefully provide the means to better engage with the student body.

Our Athena SWAN Action Plan (2017–21) seeks to engage with the undergraduate student body through collaboration with the Students' Union, and also through our School ASSETs, where undergraduate student representatives are included on all AS teams **[Action A5]**.

women in ACADEMIA	**Workshop Programme 2016/17** • Balancing an academic career and a family • Using social media • 'Bodies and Spaces' • Overcoming impostor syndrome • Interview skills • Intersectionality of race and gender

Planned Actions (2017–21)

- ✓ *Establish an undergraduate **Student Athena SWAN Committee** to engage the student body in the Athena SWAN principles **[ACTION A5]***

WORD COUNT = 184