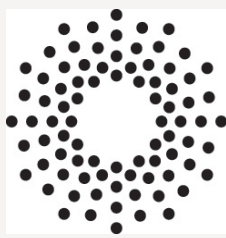




## **Institution Application Bronze Award**



**LONDON  
METROPOLITAN  
UNIVERSITY**

**London Metropolitan University**

Athena SWAN Bronze Award:

Application and Action Plan

**May 2021**



<b>Name of institution</b>	London Metropolitan University
<b>Date of application</b>	May 2021
<b>Award Level</b>	Bronze
<b>Date joined Athena SWAN</b>	24 <sup>th</sup> October 2019
<b>Current award</b>	<b>Date:</b> N/A <b>Level:</b> N/A
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### Notes for Assessment Panels

- Throughout this application, data are presented in Headcount and FTE.
  - Headcount data is drawn from London Mets' HR system.
  - When our HR system cannot provide relevant information, FTE data is drawn from HEIDI+.
- Benchmarking data is taken from HEIDI+ for 2018/19 unless otherwise specified.

### Glossary of abbreviations

Abbreviation	Full Form
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
CEI	Centre for Equity and Inclusion
CMI	Chartered Management Institute
COO	Chief Operating Officer
CPD	Continuing Professional Development
CPED	Centre for Professional and Educational Development
DoE	Director of Engagement
DVC	Deputy Vice-Chancellor
EAP	Employee Assistance Programme
ECR	Early Carer Researcher
EDI	Equality, Diversity and Inclusion
EIA	Equality Impact Assessment
ER	Employee Relations
ESJF	Education for Social Justice Framework
FRC	Finance and Resources Committee
FTC	Fixed-Term Contract
FTE	Full-Time Equivalent

FW	Flexible Working
GPG	Gender Pay Gap
GSBL	Guildhall School of Business and Law
HC	Headcount
HE	Higher Education
HEA	Higher Education Academy
HoD	Head of Department
HoS	Head of School
HR	Human Resources
HoRD	Head of Research Development
HRD	Human Resources Director
HRO	Human Resources Officer
KPI	Key Performance Indicator
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual
LMU	London Metropolitan University
LP92	Post-1992 University Group
p/a	Per annum
PGR	Post-graduate Researcher
PSD	Professional and Support Department
PVC (LT)	Pro Vice-Chancellor: Learning and Teaching
PVC (RKE)	Pro Vice-Chancellor: Research and Knowledge Exchange
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RKE	Research and Knowledge Exchange
SAAD	School of Art, Architecture and Design
SAT	Self-Assessment Team
SCDM	School of Computing and Digital Media
SHSC	School of Human Sciences
SLT	Senior Leadership Team
SMT	Senior Management Team
SSPR	School of Social Professions
SSSC	School of Social Sciences
STEMM	Sciences, Technology, Engineering, Maths and medicine
UoA	Unit of Assessment
VC	Vice-Chancellor

# Contents

1.	Letter of endorsement from the head of Institution.....	5
2.	Description of the Institution .....	7
3.	The self-assessment process .....	14
4.	A picture of the institution .....	21
4.1.	Academic and research staff data.....	<b>Error! Bookmark not defined.</b>
5.	Supporting and advancing women’s careers.....	43
5.1.	Key career transition points: academic staff.....	43
5.2.	Career development: academic staff.....	56
5.3.	Flexible working and managing career breaks.....	63
5.4.	Organisation and culture .....	74
6.	Supporting trans people.....	81
7.	Further information.....	83
8.	Action plan.....	85

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

**Recommended word count: Bronze: 500 words**



Professor Lynn Dobbs  
Vice-Chancellor and Chief Executive

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Advance HE  
First Floor, Napier House  
24 High Holborn  
London WC1V 6AZ

26<sup>th</sup> May 2021

Dear Advance HE Charter Assessors,

I am delighted to submit this Athena SWAN Bronze application on behalf of London Metropolitan University ('London Met'). I confirm that the information presented in the application is an honest, accurate and true representation of the institution.

London Met is committed to transforming lives through education. We want to enable those not prepared to settle for the life determined for them at birth to realise their potential. Having extensively researched social exclusion, I have seen the difference that equality in education makes and am personally committed to achieving gender equality in our society.

We value Athena SWAN as a means of structuring, evidencing, and communicating our work to deliver gender equality. Our 2019/20-2024/25 Strategy reinforces our commitment to equality, setting out our aim of achieving Athena SWAN Bronze and working towards achieving Silver.

London Met has a strong commitment to gender equality. Our newly established Centre for Equity and Inclusion is embedding a culture which embraces and values all. Our wide-ranging curriculum review supports this: London Met's Education for Social Justice Framework will bring a curriculum that combines the principles of inclusive pedagogy with a progressive values-based vision, reflecting our mission. Maternity, shared, and paternity leave enhancements, launched in 2018/19, put London Met best in sector for parental leave and have resulted in men taking more parental leave. Our move to remote working during lockdown is now informing an exciting hybrid working model, enabling greater balance between work and home life.

However, we have more to do. Our self-assessment shows that a five-year promotions moratorium, necessitated to secure financial stability, has created a career blockage at Senior Lecturer level. Although no major gendered patterns are seen in the distribution of staff by grade, staff consultation showed differences in the experiences of men and women, especially around:

- Annual appraisals.
- Promotion processes.
- The suitability and accessibility of our current training provision.

These systems are being overhauled to ensure more equitable experiences for staff of all genders.

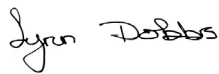
Furthermore, we must ensure our maternity leave processes genuinely support women before, during and after leave. We are working with our Women's Network to deliver a new Maternity Mentor scheme and create a mandatory Maternity Leave training and support package for all managers.

New starters' rigid working hours are a barrier to women with childcare responsibilities, so we are eliminating the need to have six months service before requesting flexible working and are instead inviting flexible working requests from the first day of employment.

We have much work to do to eliminate gender inequity and to ensure that everyone is valued and included. Our Action Plan will improve aspects of the working lives of all our staff, particularly those of women. Resources have been allocated to help ensure the action plans delivers success, including the financial and time resources needed and the appointment of a full-time Athena SWAN officer within our HR department.

Yours sincerely,

Professor Lynn Dobbs.



**Professor Lynn Dobbs**

Vice-Chancellor & Chief Executive

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Section 1	
Actual word count	477 words
Recommended word count	500 words

## 2. DESCRIPTION OF THE INSTITUTION

### **Recommended word count: Bronze: 500 words**

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

Established in 1848 and awarded university status in 1992, LMU ranks first in England and second in the UK for Social Inclusion<sup>1</sup>. A belief that education is a catalyst for equality sits at the heart of our core values and is built into LMU's Strategy 2019/20-2024/25, along with the Athena SWAN principles<sup>2</sup>.

LMU joined Athena SWAN in October 2019. This is LMU's first application. Departmental applications are planned between 2021/22 and 2026/27 with staff on the SAT acting as Athena SWAN Champions, supporting and guiding subsequent department applications.

Our Centre for Equity and Inclusion (CEI), led by Dr Zainab Khan in a newly created PVC for Teaching and Learning role (full-time, permanent), is tasked with embedding Athena SWAN principles throughout LMU and working towards gaining a Silver award by 2027/28.

#### (ii) information on its teaching and its research focus

LMU is a research-active, teaching-focused university with an AHSSBL focus.

LMU comprises six schools:

- Guildhall School of Business and Law (GSBL)
- School of Art Architecture and Design (SAAD)
- School of Human Sciences (SHSC)
- School of Social Sciences (SSSC)
- School of Social Professions (SSPR)
- School of Computing and Digital Media (SCDM)

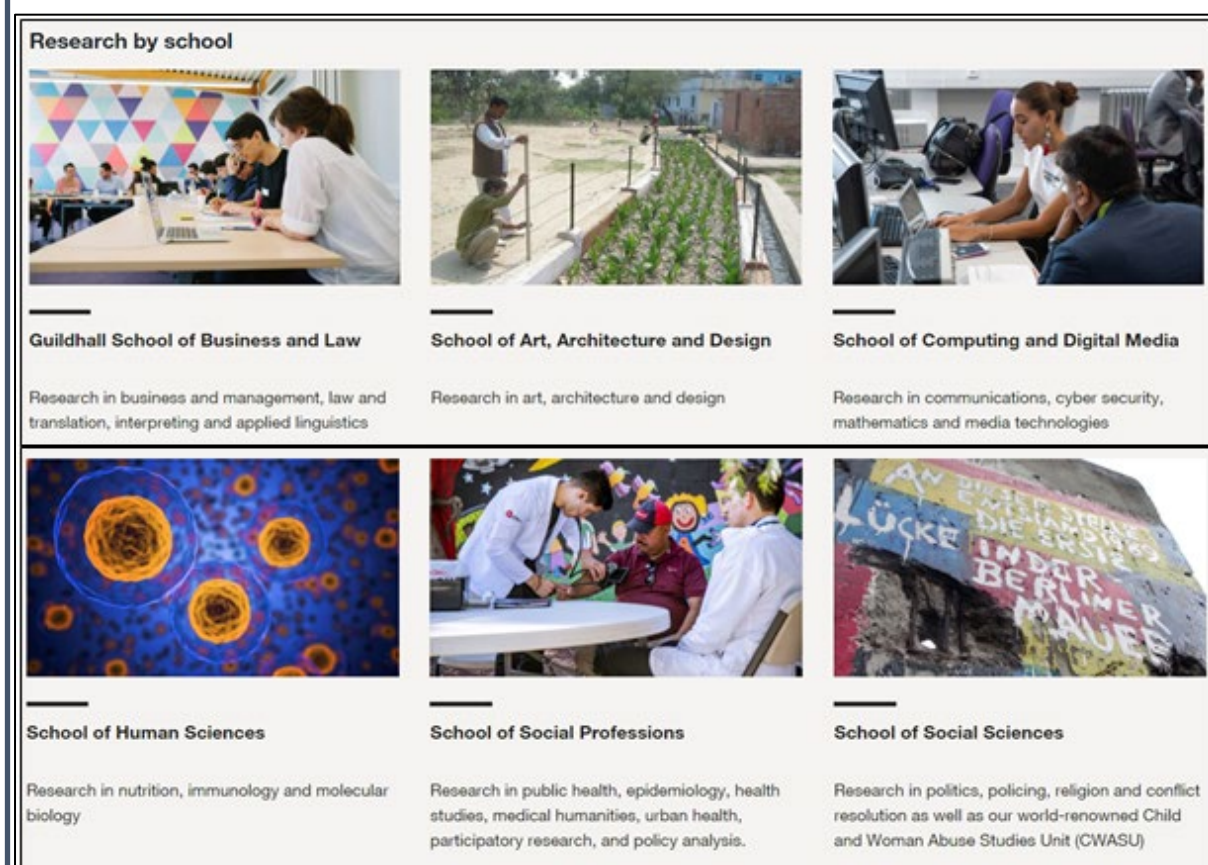
Each has their own research focus (figure 2.1).

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<sup>1</sup> <https://www.thetimes.co.uk/article/good-university-guide-2019-russell-group-fails-social-inclusion-test-n7wzmp68k>

<sup>2</sup> <https://www.londonmet.ac.uk/about/our-university/university-publications/strategy-201920--202425/>

**Figure 2.1:** Research focus by school



We have 10 STEMM and eight AHSSBL research centres, and groups (table 2.1). Research is created and implemented with our partner organisations including NHS trusts, London Boroughs, and social enterprises. Research is supported by our Graduate School, Research and Postgraduate Office, and Research and Knowledge Exchange.

**Table 2.1:** Research centres, groups and units by School

School	Research Group/Unit
Guildhall School of Business and Law	Higher Education Research Group
School of Art, Architecture and Design	The Centre for Creative Arts, Cultures and Engagement (CREATURE)
	The Centre for Urban and Built Ecologies (CUBE)
School of Computing and Digital Media	Centre for Communications Technology
	Cyber Security Research Centre
	Intelligent Systems Research Centre
	Learning Technology Research Group
	Media, Culture and Creative Technologies Research Group
	Statistics, Operational Research and Mathematics (StORM)



School of Human Sciences	Cellular Molecular and Immunology Research Centre (CMIRC)
	Lipidomic and Nutrition Research Centre
	Molecular Systems for Health Research Group
	Public Health Nutrition and Food Microbiology Research Group
School of Social Professions	Centre for Primary Health and Social Care
	Social Integration and Regeneration Learning Network
School of Social Sciences	Child and Woman Abuse Studies Unit
Interdisciplinary research groups, units and forums	Centre for Life Writing and Oral History (CLiOH)
	Global Diversities and Inequalities Research Centre

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

In 2018/19 LMU employed 382 academics, distributed as follows:

**Table 2.2:** Distribution of academic and research staff between STEMM and AHSSBL 2018/19

Staff type	Women	Men	Non-Binary	Total	Distribution	% Women
STEMM	44	77	0	121	31.7%	36%
AHSSBL	136	119	0	255	66.8%	53%
Central Departments	3	3	0	6	1.6%	50%
<b>Total</b>	<b>183</b>	<b>199</b>	<b>0</b>	<b>382</b>	<b>100%</b>	<b>48%</b>

Supporting LMUs teaching-focus, in 2018/19 the contract functions of academic and research staff was:

**Table 2.3:** Distribution of academic and research staff between contract functions 2018/19

Staff type	Women	Men	Non-Binary	Total	Distribution	% Women
Teaching and Research	15	27	0	41	11.0%	36%
Teaching only	164	168	0	332	86.9%	49%
Research only	1	1	0	2	0.5%	50%
Neither Teaching nor Research	3	3	0	6	1.6%	50%
<b>Total</b>	<b>183</b>	<b>199</b>	<b>0</b>	<b>382</b>	<b>100%</b>	<b>48%</b>

47.9% of academics were women; in line with the HE sector and marginally behind LP92 benchmarks (table 2.4). 38.8% of academics are BAME, notably higher than the LP92 and HE sector benchmarks (table 2.5).

**Table 2.4:** LMU Staff by gender (Headcounts) 2018/19

Staff type	Women	Men	Non-Binary	Total	% Women		
					LMU	LP92	HE Sector
Academic and Research staff	183	199	0	382	47.9%	51.2%	48.0%
Professional and Support staff	279	243	0	522	53.4%	64.3%	63.7%
Associate Lecturers (Hourly paid lecturers)	273	291	0	564	48.4%	50.6%	49.1%
<b>Total</b>	<b>735</b>	<b>733</b>	<b>0</b>	<b>1468</b>	<b>50.1%</b>	<b>56.7%</b>	<b>55.0%</b>

**Table 2.5:** LMU Staff by ethnicity (Headcounts) 2018/19

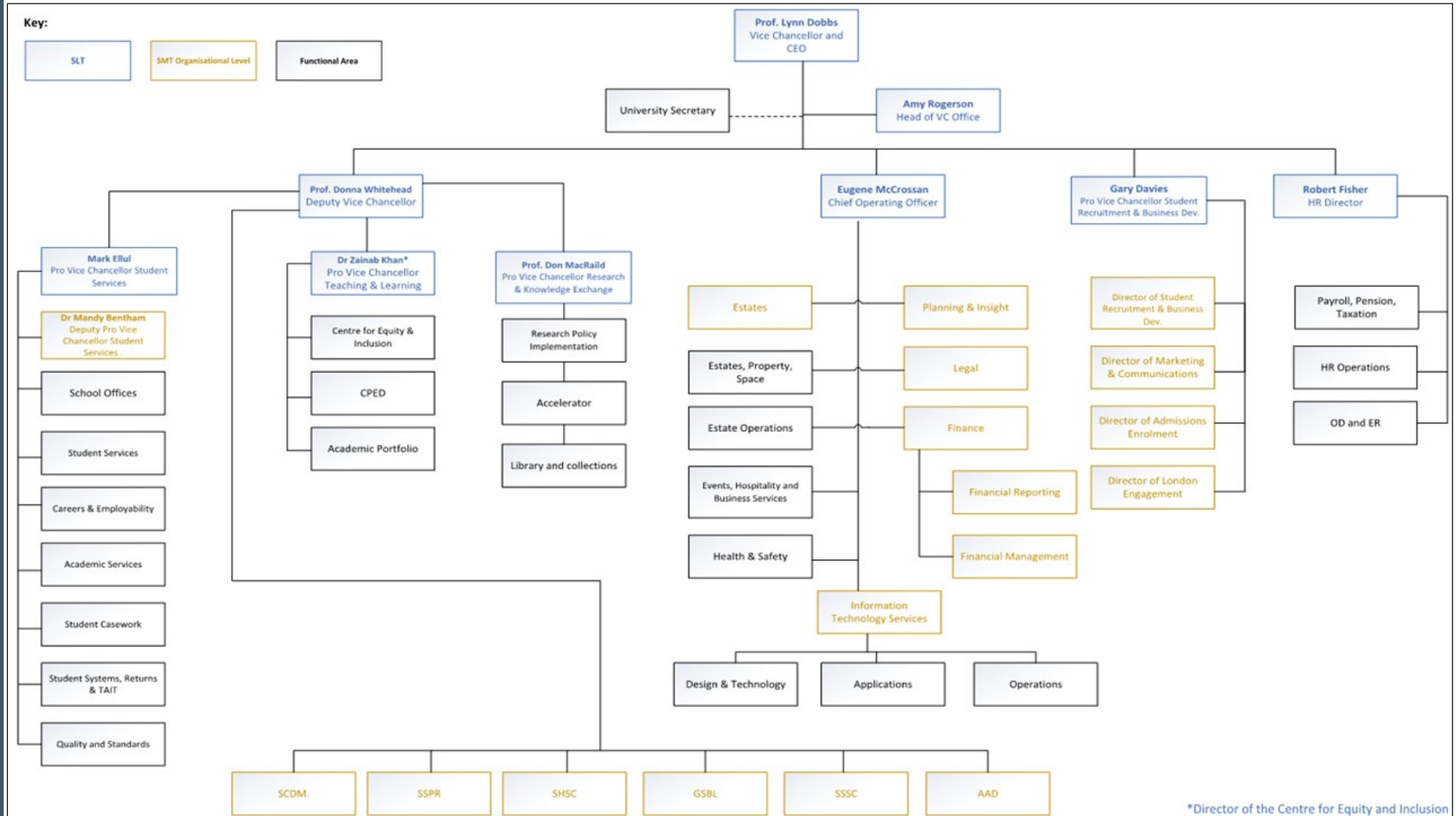
Staff type	BAME	White	Unknown	Total	% BAME		
					LMU	LP92	HE Sector
Academic and Research staff	113	254	15	382	30.8%	15.2%	17.1%
Professional and Support staff	182	329	11	522	35.6%	12.7%	12.8%
Associate Lecturers	124	408	32	564	23.3%	17.4%	20.2%
<b>Total</b>	<b>419</b>	<b>991</b>	<b>58</b>	<b>1468</b>	<b>29.7%</b>	<b>14.3%</b>	<b>15.5%</b>

(iv) the total number of departments and total number of students

LMUs six Schools are each led by a Head of School (HoS), reporting in to the Deputy Vice Chancellor (DVC). Eight Professional Support Departments (PSDs) are organised under our Senior Leadership Team (SLT) (figure 2.2):

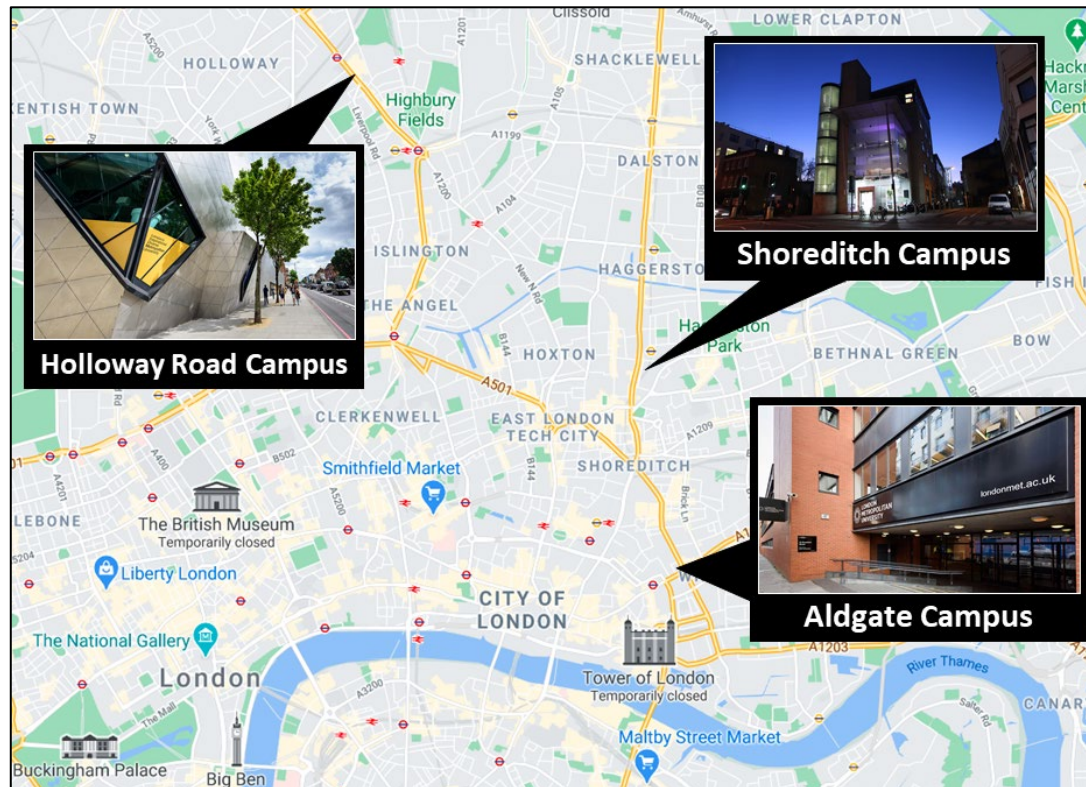
- Academic Quality and Development (71.9% women).
- Student Recruitment and Business Development (62.5% women)
- Estates (36.7% women).
- Finance (56.5% women).
- Human Resources (70% women).
- Information and Technology Services (17.5% women)
- Planning and Insight (50% women).
- Research and Knowledge Exchange (33.3% women).

Figure 2.2: LMU structure



In 2018/19, 10,612 students of 147 nationalities studied at our three campuses (figure 2.3).

**Figure 2.3:** LMU Campus locations



8,478 undergraduates constitute 79.9% of our student population. 2,134 postgraduates study at LMU of which 179 are postgraduate research students (table 2.4). 89.2% of student are from the UK, 6.8% from the EU and 4.0% from outside the EU.

**Table 2.4:** Total number of students in STEMM and AHSSBL 2018/19

STEMM/ AHSSBL	School	UG		PGT		PGR	
		Total	% Women	Total	% Women	Total	% Women
STEMM	Guildhall School of Business and Law	0	0%	0	0%	0	0%
	School of Computing and Digital Media	620	18%	85	36%	23	22%
	School of Human Sciences	1554	69%	456	78%	38	82%
	School of Social Professions	0	0%	0	0%	0	0%
	School of Social Sciences	0	0%	0	0%	0	0%
	School of Art Architecture and Design	325	60%	225	51%	12	58%
	<b>STEMM Total</b>	<b>2499</b>	<b>1382</b>	<b>55%</b>	<b>766</b>	<b>499</b>	<b>65%</b>
AHSSBL	Guildhall School of Business and Law	2406	56%	405	36%	19	58%
	School of Computing and Digital Media	481	60%	27	56%	7	57%
	School of Human Sciences	0	0%	0	0%	0	0%
	School of Social Professions	1291	89%	538	76%	55	49%
	School of Social Sciences	932	75%	124	81%	10	100%
	School of Art Architecture and Design	869	72%	95	62%	15	80%
	<b>AHSSBL Total</b>	<b>5979</b>	<b>4110</b>	<b>69%</b>	<b>1189</b>	<b>730</b>	<b>61%</b>
<b>Total</b>		<b>8478</b>	<b>65%</b>	<b>1955</b>	<b>68%</b>	<b>179</b>	<b>60%</b>

(v) list and sizes of STEMM AHSSBL departments. Present data for academic and support staff separately

In 2018/19, LMU employed 1,468 staff: 382 academics, 522 PSD staff, and 564 hourly paid Associate Lecturers with no guaranteed hours. 121 (31.7%) academics worked in STEMM, 255 (66.8%) in AHSSBL, and six (1.6%) in central departments. Of our 522 PSD staff, 34 (6.5%) worked in STEMM, 44 (8.4%) in AHSSBL, and 444 (85.1%) in central roles (table 2.5).

**Table 2.5:** Staff in STEMM and AHSSBL Schools and in central roles 2018/19

STEMM/ AHSSBL	School	Academic and Research Staff		Professional and Support Staff		Associate Lecturers	
		Total	% Women	Total	% Women	Total	% Women
STEMM	Guildhall School of Business and Law	0	0%	0	0%	0	0%
	School of Computing and Digital Media	48	29%	11	18%	72	29%
	School of Human Sciences	47	38%	22	55%	56	55%
	School of Social Professions	0	0%	0	0%	0	0%
	School of Social Sciences	0	0%	0	0%	0	0%
	School of Art Architecture and Design	26	46%	1	0%	80	36%
	<b>Total STEMM</b>	<b>121</b>	<b>36%</b>	<b>34</b>	<b>41%</b>	<b>208</b>	<b>39%</b>
AHSSBL	Guildhall School of Business and Law	87	49%	5	20%	90	57%
	School of Computing and Digital Media	6	33%	0	0%	1	0%
	School of Human Sciences	0	0%	0	0%	0	0%
	School of Social Professions	52	58%	9	67%	82	72%
	School of Social Sciences	47	53%	6	33%	58	48%
	School of Art Architecture and Design	63	57%	24	33%	119	43%
	<b>Total AHSSBL</b>	<b>255</b>	<b>53%</b>	<b>44</b>	<b>39%</b>	<b>350</b>	<b>54%</b>
Central Staff		6	50%	444	56%	6	50%
<b>Total staff</b>		<b>382</b>	<b>48%</b>	<b>522</b>	<b>53%</b>	<b>564</b>	<b>48%</b>

<b>Section 2</b>	
<b>Actual word count</b>	<b>483</b>
<b>Recommended word count</b>	<b>500 words</b>

### 3. THE SELF-ASSESSMENT PROCESS

**Recommended word count: Bronze: 1000 words**

#### (i) a description of the self-assessment team

In June 2019 heads of schools and PSDs sought SAT volunteers from their school or department. This first group reviewed its composition against staff data, identifying any underrepresentation. SLT then sent targeted invitations for additional members, ensuring a representative constitution. Volunteers were asked to commit one hour per week, expecting this to increase closer to submission. Representatives of LGBTQIA+, BAME, Women's, and DisAbility networks joined our SAT, facilitating collaborative working.

Recognising the workload associated with Athena SWAN applications, a dedicated HR Officer (full-time, fixed-term) was added to the SAT in 2020. This post will be extended to support departmental and silver organisational applications.

**Table 3.1:** Self-Assessment Team (SAT) Membership

Name	Job Title	SAT Role	Additional Information
Professor Lynn Dobbs	Vice-Chancellor	Chair.	White cisgender woman, full-time, permanent. Established career senior leader and academic. Athena Swan Project Sponsor and Institutional Champion.
Dr Zainab Khan	Pro Vice-Chancellor Teaching and Learning	Co-chair. Senior Representative.	Pakistani cisgender woman, full-time, permanent, mid-career senior leader and academic. Director of the Centre for Equity and Inclusion.
Robert Fisher	HR Director	Co-chair. SAT Secretary. Section 2 and 3 Joint Lead.	White cisgender man, full-time, permanent, established career senior professional.
Ada Okechukwu	Estates Service Excellence Manager	PSD Representative.	African cisgender woman, full-time, permanent, mid-career professional. Aurora member. Women's and BAME networks member.
Rachel Bickley	Senior Academic Liaison Librarian	PSD Representative. Section 7 Lead.	White cisgender woman, full-time, permanent, early career professional. Experience of career breaks, part-time, and fixed-term working.
Dr Eirini Meimaridou	Senior Lecturer and Academic Liaison Tutor	Academic Representative.	White cisgender woman, full-time, permanent, mid-career academic. Experience of applying for and using maternity leave at LMU.
Jonathan Dempsey	Customer Liaison Manager	PSD Representative.	White cisgender man, full-time, permanent, mid-career professional.
Maeve Khachfe	Research and Postgraduate Office Manager	Academic and Research Representative.	White cisgender woman, full-time, permanent, mid-career academic. Experience of part-time and flexible working.
Cécile Tschirhart	Head of Student Experience and Academic Outcomes	Academic Representative.	White cisgender woman, full-time, permanent, mid-career academic. Proctor and Governor.



			Experience of part-time working and maternity leave.
Dr Jo Cartwright	Head of Business and Community Engagement	Academic Representative. Section 4 Joint Lead.	White cisgender woman, full-time, permanent, mid-career academic. Experience of applying for and using maternity leave.
Natalia Mulley	International Support and Compliance Manager	PSD Representative.	Latin American cisgender woman, full-time, permanent, mid-career professional. Aurora and Women's Network member.
Rosemary Benson	Principal Professional Development Manager	PSD Representative. Section 5 Joint Lead. Athena SWAN web page owner.	White cisgender woman, full-time permanent, mid-career professional. Women's Network Lead, Aurora and WHEN member. Experience of part-time and flexible working.
Dr Wendy Bloisi	Head of Partnerships	Academic Representative. Section 4 Joint Lead.	White cisgender woman, full-time, permanent, mid-career academic.
Dr Zainab Fakhr	Senior lecturer in Management	Academic and Research Representative.	Pakistani cisgender woman, full-time, permanent, mid-career academic.
Dr Chris Ince	University Secretary	Senior Representative.	White cisgender male, full-time, permanent, mid-career academic.
Funmi Ajibodun	Schools and Colleges Outreach Officer	PSD Representative.	Black African cisgender woman, full-time, permanent, early career professional. BAME Network member.
Justin Webb	Senior Lecturer and Course Leader	Academic Representative.	White cisgender man, full-time, permanent, mid-career academic.
Janet Douglas Gardner	Associate Teaching Professor and Teacher Educator	Academic Representative. BAME Voice Staff Network Lead.	Black Caribbean cisgender woman, full-time, permanent mid-career academic.
Brian Tutt	Head of Student Experience and Academic Outcomes	PSD Representative. LGBTQIA+ Staff Network Lead. Section 6 Joint Lead.	White cisgender man, full-time, permanent, mid-career academic. University Stonewall liaison.
Will Hughes	Senior Lecturer	Academic Representative.	White cisgender man, part-time, permanent, mid-career academic.
Chrystalle Margallo	President of the Student Union	Student Union Representative.	BAME cisgender woman, full-time, fixed-term sabbatical, early career. LMU's first LGBTQIA+ SU President. BAME network member.
Cinar Aydogan	Postgraduate Research Student	Student Representative. Section 6 Joint Lead.	Other ethnicity transgender man, post-graduate researcher. Student LGBTQIA+ Society president.
Dr Ruzanna Gevorgyan	Head of Criminology and Sociology, School of Social Sciences	Academic Representative. Section 5 Joint Lead.	White cisgender woman, full-time, permanent, mid-career academic. BAME network member.
Kelly Cooper	Head of School	Academic and Senior Representative. Student Data Lead.	White cisgender woman, full-time, permanent, mid-career academic.

Dr Karen McNally	Senior Lecturer and Course Leader in Film and Television Studies.	Academic Representative.	White cisgender woman, full-time, permanent, mid-career academic.
Ronke Shoderu	Principal Lecturer in Law and Course Leader LLB Commercial Law, LLB Law & IR, BA Law	Academic Representative.	Black African cisgender woman, full-time, permanent, mid-career academic.
Ioannis Soilemetzidis	Senior Lecturer and Course Leader in Event Management and Tourism / Travel Management	Academic Representative. Joint Disabled Staff Network Lead.	White cisgender man, permanent, mid-career academic.
Martyn Brown	Disability and Dyslexia Advisor	PSD Representative. Joint Disabled Staff Network Lead.	White cisgender man, full-time, permanent, early-career professional. Experience of fixed-term working.
Dr Mabel Encinas	Senior Lecturer in Early Childhood and Education	Academic and Trade Union Representative.	Mixed ethnicity cisgender woman, full-time, permanent, mid-career academic. BAME, Women, and LGBTQIA+ network member. LMU UCU secretary.
Pete Bowery	HR Officer: Projects and Workforce	Data Provision and Analysis. Athena SWAN Survey Lead. Sections 2, 3, 5, and 8 Joint Lead.	White cisgender man, full-time, fixed-term, early-career professional. Experience of temporary working at LMU.

Analysis of the SAT (table 3.2) highlights a need to ensure a balanced representation of genders and career stages [S3A1].

**Table 3.2:** SAT composition

Area	Comment (Headcount)
Gender	Women - 67% Men - 30% Transgender - 3%
Ethnicity	White - 67% BAME - 33%
Academic, PSD, and Student representation	Academic - 33% PSD - 60% Student - 7%
School representation	All schools are represented.
Department representation	All PSDs are represented.
Career Stage representation	Early-career - 20% Mid-career - 70% Established-career - 10%



## (ii) an account of the self-assessment process

In 2018/19 our VC formed and led a group to advise how we could deliver outstanding EDI and improve the visibility of our commitment. All agreed there was a strong, unstructured and uncoordinated, shared commitment to EDI. Three recommendations were made to structure and focus our work:

- Athena Swan accreditation.
- Stonewall accreditation.
- Race Equality Charter accreditation.

Aims and targets were written into our Institutional Strategy, with strategic KPIs approved and supported by the Board of Governors.

Our SAT, established as a project team reporting to SLT, first met in August 2019. Members convened fortnightly, in person or virtually. Between meetings members communicated via email, video calls, and group messaging. SAT submits verbal reports to SLT, via the SAT secretary, quarterly. Athena SWAN KPIs are collated by the Director of Planning and Insights, submitted to the VC annually.

Following the appointment of a Senior Champion, Senior Sponsor, and Secretary, a planning document was drawn up from which SAT members chose what work to undertake. Section leads, delegated responsibility for co-ordinating and authoring specific sections, reported to SAT.

A shared virtual workspace was established, storing data, drafts, essential reading, meeting agendas and minutes, and facilitating collaborative working. HR created a data set, profiling LMUs workforce for 2015/16-2018/19 inclusive, which was made available to SAT members ahead of their first meeting. Further data were added as required.

Early meetings focussed on assessing application guidance and extant submissions, then planning and implementing the self-assessment process. Later meetings focussed on quantitative and qualitative data collection and analysis, reflecting on and assessing our achievements and areas for improvement, and agreeing appropriate actions.

An Athena SWAN website was created, raising awareness of Athena SWAN, publicising the SATs work, and facilitating two-way communication with all staff. Updates were communicated on the website, in our monthly all-staff communications from the VC, and in LMU's monthly staff e-newsletter.

Staff networks were consulted throughout, feeding back to the SAT and co-authoring sections with Section Leads. Feedback was sought and acted upon from three independent external reviewers on our second and fourth drafts: two independent Athena SWAN assessors and a critical friend from a university with Athena SWAN accreditation. University-wide consultation was facilitated through focus groups and e-surveys.

SAT membership is considered when allocating workload, with an allocation of 50 hours p/a incorporated into our Academic Workload Allocation Model (AWAM). We now recognise that authors require over 50 hours. Our AWAM will be reviewed annually, and additional hours allocated as necessary [S3A2].

### **Focus Groups**

SAT originally scheduled 12 themed face-to-face focus groups, open to all staff. Lockdown required that these move online. The challenges this posed resulted in only five focus groups running (table 3.3).

Focus group invitations were sent to all staff and posted on our training and development Eventbrite page. This registration method restricted our ability to collect attendee details, resultingly we cannot analyse focus group make-up in any detail.

**Table 3.3:** Scheduled focus groups

Topic	Outcome	Attendees	% women
Career progression, appraisal and promotion (academic)	Ran as planned	Not Recorded	
Parents, carers and family friendly policies	Ran as planned	Not Recorded	
Pay, reward and contract types	Ran as planned	Not recorded	
BAME staff: Progression	Ran as planned	20	80%
Recruitment, induction and promotion of staff including managerial, academic pathways and research	One participant. Run as an interview. Recommendations identified.	1	100%
Supporting new staff	Incorporated into "Recruitment, induction and promotion of staff including managerial, academic pathways and research" due to zero attendees.	N/A	N/A
Staff experience of appraisal	Incorporated into "Career progression, appraisal and promotion (academic)" due to zero attendees.	N/A	N/A

### Surveys

SAT consulted on the design of LMUs 2020 triennial staff survey, run since 2014, ensuring its usability in the self-assessment process. Analysis of response rates (table 3.4) shows:

- Men and Women are well represented amongst all staff, especially academics.
- Completion rates for men and women were broadly equal.
- Response rates from academics were over twice that of non-academics, due to 868 (63.4% women) LMU students in temporary employment counting as non-academic staff.

**Table 3.4:** 2020 All staff Survey response rates by gender

Gender	Responses: count/ rate	Overall	Academic Staff	Non-Academic Staff	Frequency	Run Since
Women	Response Count	274	73	201	Triennially	2014
	Response Rate	21%	40%	18%		
Men	Response Count	247	83	164		
	Response Rate	24%	42%	19%		
Total	Response Count	521	156	365		
	Response Rate	22%	41%	19%		

Lower than expected attendance at focus groups necessitated the commissioning of a specific Athena SWAN survey, run in 2021. Analysis of response rates (table 3.5) shows:

- Men and women are well represented amongst academic and PSG respondents, with stronger response rates amongst women.
- Usable response rates were obtained from academic and PSD men and women.

**Table 3.5: 2021 Athena SWAN Survey response rates by gender**

Gender	Response count & rate	Overall	Academic staff	Professional and Support staff	Prefer not to say
Women	Response Count	193	55	117	1
	Response Rate	26.3%	30.1%	41.9%	-
Men	Response Count	110	47	54	0
	Response Rate	15.0%	23.6%	22.2%	-
Non-Binary	Response Count	1	0	0	0
	Response Rate	-	-	-	-
Prefer not to say	Response Count	8	5	3	0
	Response Rate	-	-	-	-
<b>Total</b>	<b>Response Count</b>	<b>312</b>	<b>102</b>	<b>171</b>	<b>1</b>
	<b>Response Rate</b>	<b>21.3%</b>	<b>26.7%</b>	<b>32.8%</b>	<b>-</b>

Responses were driven by:

- Placing the survey on LMUs Staff website.
- Emailing all staff with initial and follow-up requests to complete the survey.
- Adding the survey request and link to our monthly staff newsletter.
- Explaining the purpose and relevance of Athena SWAN.
- Emphasising the surveys complete anonymity.

Following reflection and analysis of extant data, SAT drafted a fully costed and workload assessed action plan. Our action plan was next agreed with the PVC (T&L), presented to the SLT, signed off by the VC, and shared with all staff.

(i) plans for the future of the self-assessment team.

In future we will:

- Meet quarterly.
- Arrange, when roles are rotated or members leave, for a handover period of one month to smoothly transfer responsibilities **[S3A3]**.
- Form an implementation group with the CEI, which has formal responsibility for overseeing action plan delivery and monitoring implementation, supporting the CEI in its delivery and reporting to SAT **[S3A4]**. The implementation group will comprise existing SAT members; Department Application Leads; Staff Network Representatives; and additional membership, as required, to ensure representation.
- Establish SATs within all Schools and Departments, Supporting Department Application Leads **[S3A5]**.
- Review and update the Action Plan annually, reporting progress and outcomes to the SLT and governors **[S3A6]**.

We will communicate by:

- Updating all staff, biannually, on institutional progress and departmental applications via our Athena SWAN intranet page and all-staff newsletter **[S3A7]**.
- Updating our EDI webpages to include the Athena SWAN application, action plan, biannual updates, and department applications **[S3A7]**.

We will also rerun the Athena SWAN survey every two years **[S3A8]**.

<b>Action Summary: The self-assessment process.</b>
<b>S3A1:</b> Ensure a balanced SAT representation of all genders and career stages.
<b>S3A2:</b> Establish an annual review of AWAM, allocating no fewer than 50 hours p/a for SAT members and in excess of 50 hours p/a for section leads, authors, and department application leads.
<b>S3A3:</b> Arrange, when roles are rotated or members leave, for a handover period of one month to smoothly transfer responsibilities.
<b>S3A4:</b> Form an implementation group with the CEI, which has formal responsibility for oversight of the delivery of our action plan and monitoring and informing on action plan implementation, supporting the CEI in its delivery and reporting to SAT
<b>S3A5:</b> Establish SATs within all Schools and Departments, Supporting Department Application Leads.
<b>S3A6:</b> Review and update the Action Plan annually, reporting progress and outcomes to the SLT and governors.
<b>S3A7:</b> Establish regular communication with staff to publicise Athena SWAN
<b>S3A8:</b> Run the Athena SWAN survey and follow up focus groups every two years

<b>Section 3</b>	
<b>Actual word count</b>	969
<b>Recommended word count</b>	1000 words

#### 4. A PICTURE OF THE INSTITUTION

##### Recommended word count: Bronze: 2000 words

Table 4.1 shows the mapping of academic staff roles to UCEA codes. Data are presented in HC unless otherwise specified. Data is as of 31 July each year.

**Table 4.1:** Mapping UCEA codes to LMU job role and grade

UCEA Coding	Contract Type		
	Teaching and Research	Teaching Only	Research Only
E1	Academic Lead		
E2	Academic Lead		
F1	Professor		Professor
IO	Principal Lecturer/ Reader	Principal Lecturer/ Associate Teaching Professor	Reader
JO	Senior Lecturer	Senior Lecturer	Senior Research Fellow
KO	Lecturer	Lecturer/Associate Lecturer	Research Fellow
LO			Research Assistant

Restructuring, driven by declining student numbers and the need for financial sustainability, was undertaken from 2016-2018. Restructuring reduced academic management by replacing Deans with Heads of School. Academic Leads overlapped with Heads of Subject and Principal Lecturers, so were removed. Growth in student numbers from 2019/20, has enabled some growth in academic management roles.

##### 4.1. Academic and research staff data

###### (i) Academic and research staff by grade and gender

###### Key observations

- In 2018/19, 48% of academic and research staff were women. The proportion has been above 45% for the last four years. HESA data shows the national average is 46%
- 78% of women and 72% of men, are at grade JO, equivalent to senior lecturer or senior research fellow.
- While staff progress smoothly from lecturer to senior lecturer, most do not progress further as evidenced by the concentration of staff at JO.
- There is some evidence of a leaky pipeline in respect of women in STEMM, especially at professorial level, but not in AHSSBL.

**Table 4.2:** All Academic and Research Staff by grade and gender 2014/15 to 2018/19

Year	Gender	Research Assistant	Research Fellow	Senior Research Fellow	Lecturer	Senior Lecturer	Associate Professor	Reader	Principal Lecturer	Professor	Academic Lead	Total Staff
2015/16	Female	0	2	7	19	154	0	9	21	2	12	226
	Male	0	2	1	12	163	0	5	24	19	9	235
	% Female	-	50%	88%	61%	49%	-	64%	47%	10%	57%	49%
2016/17	Female	0	1	3	13	148	0	5	17	1	0	188
	Male	1	0	1	13	174	2	3	17	14	0	225
	% Female	0%	100%	75%	50%	46%	0%	63%	50%	7%	-	46%
2017/18	Female	0	2	3	20	146	0	1	16	1	0	189
	Male	0	0	1	19	165	0	4	20	10	0	219
	% Female	-	100%	75%	51%	47%	-	20%	44%	9%	-	46%
2018/19	Female	1	2	3	21	139	0	1	14	2	0	183
	Male	1	3	1	19	143	0	4	16	11	1	199
	% Female	50%	40%	75%	53%	49%	-	20%	47%	15%	0%	48%

**Table 4.3:** STEMM Academic and Research Staff by grade and gender 2014/15 to 2018/19

Year	Gender	Research Assistant	Research Fellow	Senior Research Fellow	Lecturer	Senior Lecturer	Associate Professor	Reader	Principal Lecturer	Professor	Academic Lead	Total Staff
2015/16	Female	0	0	1	8	27	0	0	3	1	8	48
	Male	0	1	1	7	45	0	4	3	12	5	78
	% Female	-	0%	50%	53%	38%	-	0%	50%	8%	62%	38%
2016/17	Female	0	0	2	9	33	0	0	4	0	0	48
	Male	0	0	1	8	51	0	3	6	12	0	81
	% Female	-	-	67%	53%	39%	-	0%	40%	0%	-	37%
2017/18	Female	0	1	2	6	30	0	0	4	0	0	43
	Male	0	0	1	10	51	0	4	6	9	0	81
	% Female	-	100%	67%	38%	37%	-	0%	40%	0%	-	35%
2018/19	Female	1	2	2	6	29	0	0	3	1	0	44
	Male	0	3	1	7	46	0	4	6	10	0	77
	% Female	100%	40%	67%	46%	39%	-	0%	33%	9%	-	36%

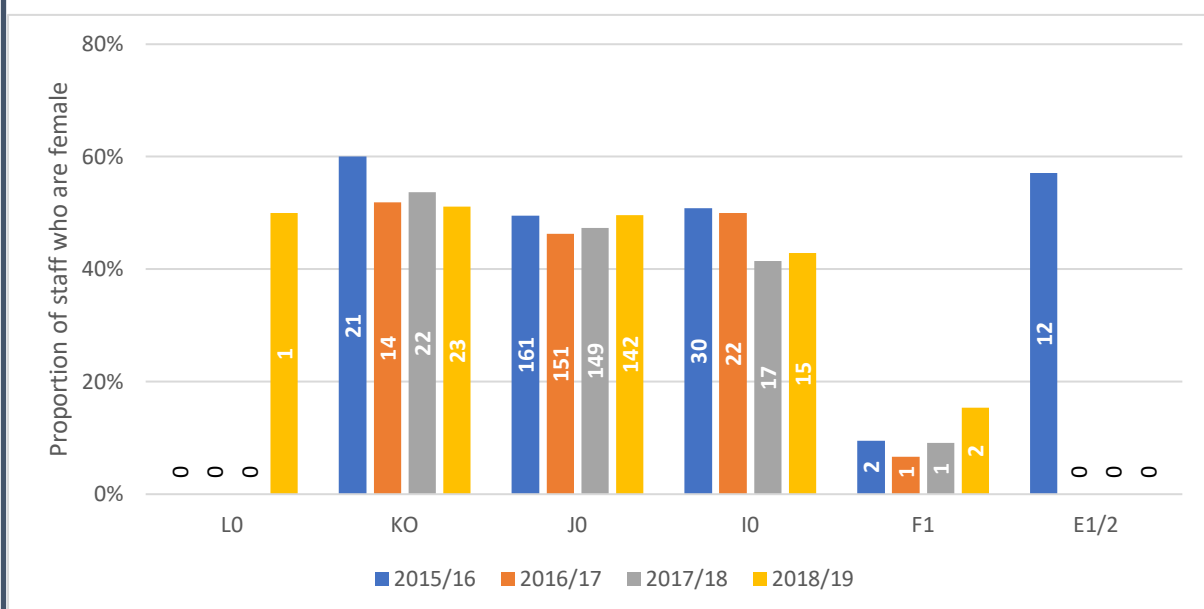
**Table 4.4:** AHSSBL Academic and Research Staff by grade and gender 2014/15 to 2018/19

Year	Gender	Research Assistant	Research Fellow	Senior Research Fellow	Lecturer	Senior Lecturer	Associate Professor	Reader	Principal Lecturer	Professor	Academic Lead	Total Staff
2015/16	Female	0	2	6	11	127	0	9	18	1	4	178
	Male	0	1	0	5	118	0	1	21	7	4	157
	% Female	-	67%	100%	69%	52%	-	90%	46%	13%	50%	53%
2016/17	Female	0	1	1	4	115	0	5	13	1	0	140
	Male	1	0	0	5	123	2	0	11	2	0	144
	% Female	0%	100%	100%	44%	48%	0%	100%	54%	33%	-	49%
2017/18	Female	0	1	1	14	116	0	1	12	1	0	146
	Male	0	0	0	9	114	0	0	14	1	0	138
	% Female	-	100%	100%	61%	50%	-	100%	46%	50%	-	51%
2018/19	Female	0	0	1	15	108	0	1	10	1	0	136
	Male	1	0	0	12	95	0	0	10	1	0	119
	% Female	0%	-	100%	56%	53%	-	100%	50%	50%	-	53%

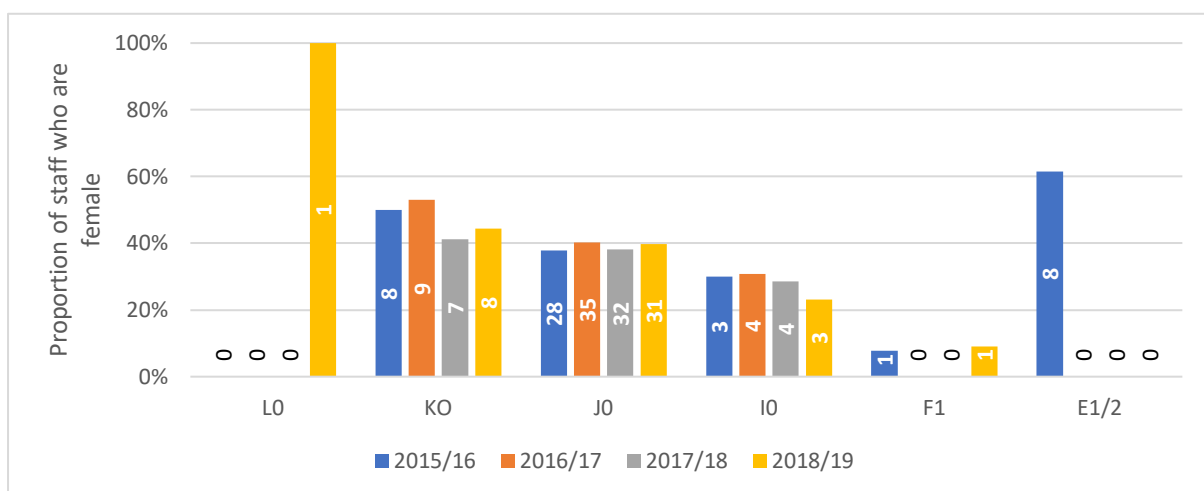
Numbers of academic and research staff overall, and in STEMM and AHSSBL, are shown in Tables 4.1, 4.2 and 4.3:

- 32% of staff are classified as STEMM, and 64% AHSSBL. 4% of academic staff are assigned to central units.
- Overall, 48% of academics are women, 36% in STEMM and 53% in AHSSBL.
- There are few research staff: 11 in 2018/19 - 9 in STEMM - meaning that conclusions cannot be drawn on gender.
- Most staff are at Senior Lecturer level. 49% of Senior Lecturers are women.
- Relatively few staff are in senior roles. Women are well represented at Principal Lecturer level, but not at Reader and Professor levels.

**Figure 4.1:** Representation of female staff by grade overall 2015/16 to 2018/19

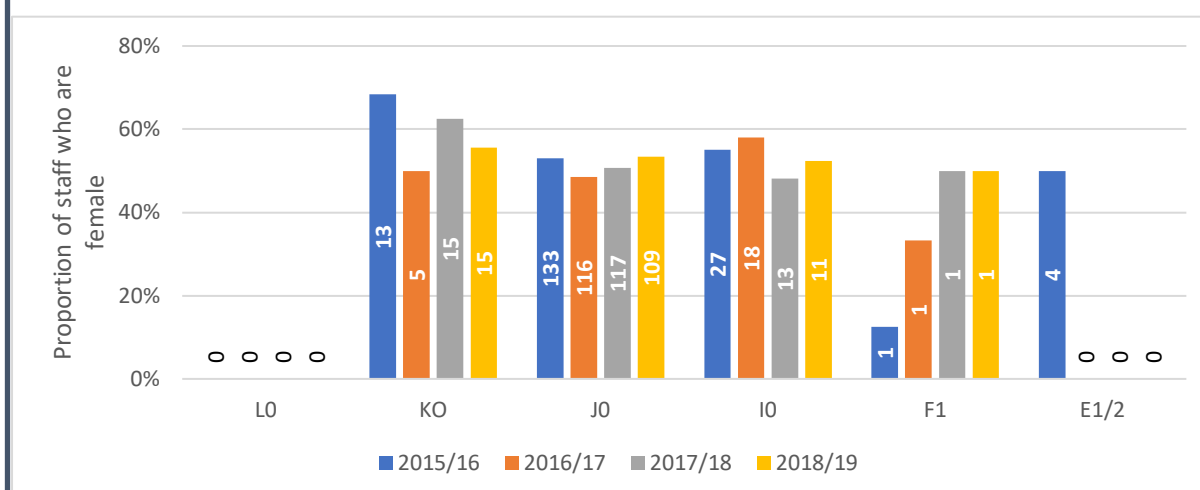


**Figure 4.2:** Representation of female staff by grade in STEMM 2015/16 to 2018/19





**Figure 4.3:** Representation of female staff by grade in AHSSBL 2015/16 to 2018/19



Figures 4.1 - 4.3 show the representation of women by grade for all staff, STEMM and AHSSBL.

- Female representation is higher in AHSSBL than STEMM at all grades except L0.
- In STEMM there is a clear fall in the representation of women with increasing grade. In 2018/19, (8) 44% of those at KO were female, (31) 40% at JO, (3) 23% at IO and (1) 9% at F1.
- In AHSSBL, representation of women is more even: there is no clear evidence of a leaky pipeline for women in moving to more senior grades.
- There are fluctuations in female representation over time but with relatively low numbers of staff at all grades except JO, this is to be expected.

**Figure 4.4:** Distribution of all staff between grades by gender 2018/19

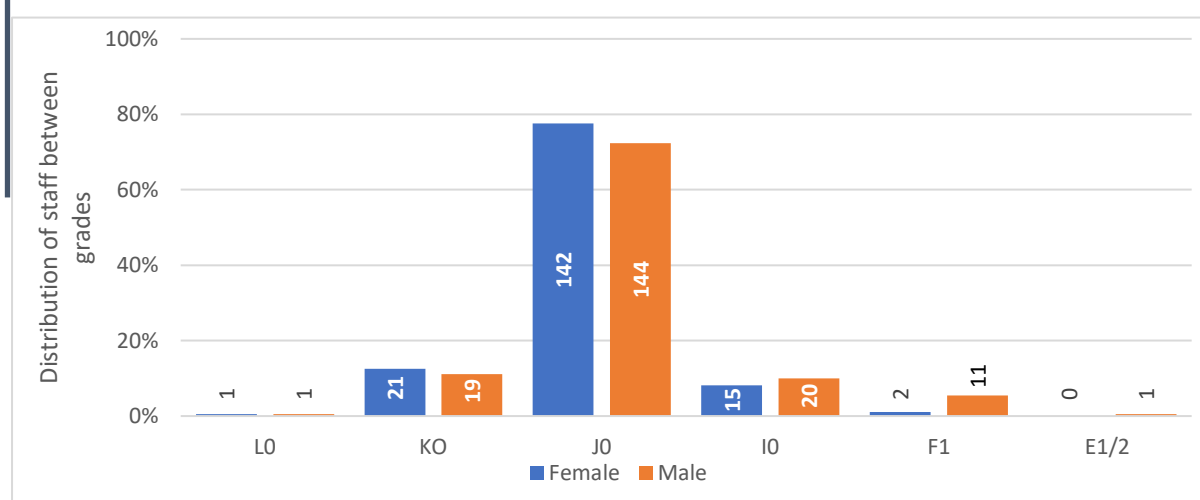
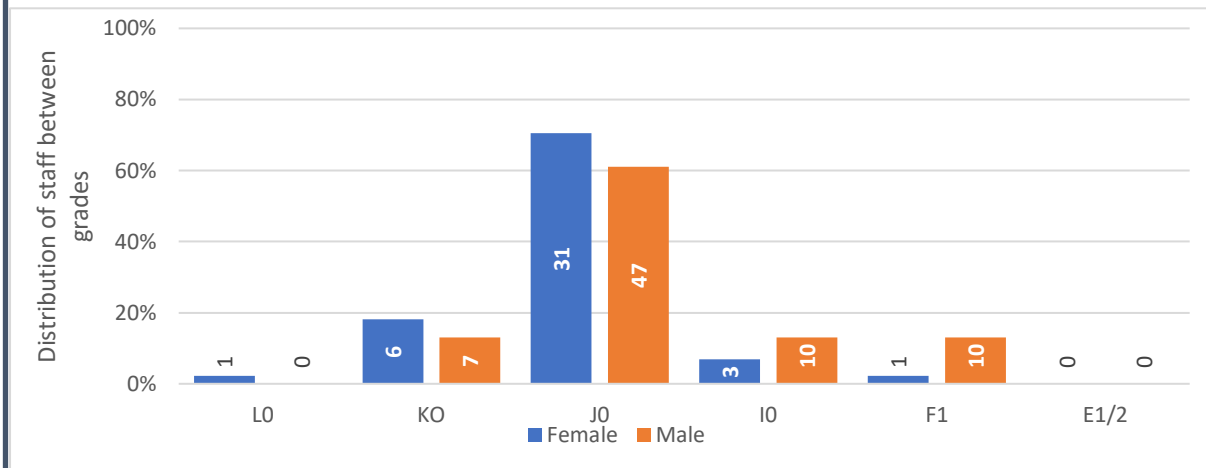


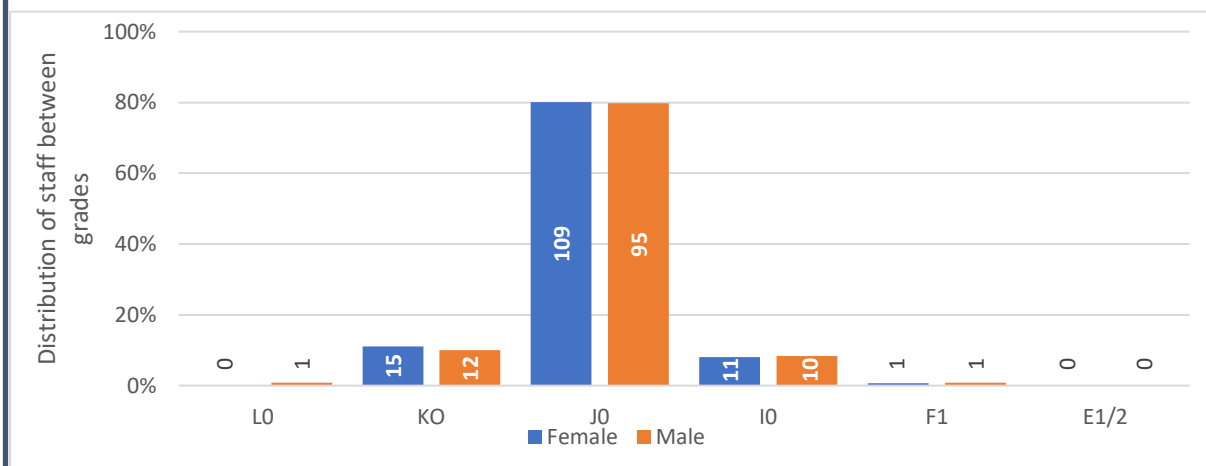
Figure 4.4 shows the distribution of academic staff between grades:

- As noted, most academics are at senior lecturer level, such that (142) 78% of female staff are at grade JO (senior lecturers and senior research fellows) compared to (144) 72% of male staff.
- Men are more likely to be at senior grades than women, (31) 16% compared to (9) 10%, respectively.
- Data show that most staff who join at grade KO progress to JO, but most remain at that level.
- Small proportions of women and men progress to more senior levels, albeit a higher proportion of men than women. Relatively small numbers of staff are at more senior grades, so the distributions of women and men between grades are not significantly different.

**Figure 4.5:** Distribution of STEMM staff between grades by gender 2018/19



**Figure 4.6:** Distribution of AHSSBL staff between grades by gender 2018/19



Comparing the distributions in STEMM and AHSSBL (Figures 4.5 and 4.6):

- In STEMM (31) 71% of women and (47) 61% of men, and in AHSSBL 80% of both women (109) and men (95) are at JO.
- In STEMM (20) 26% of men are at senior levels compared to (4) 9% of women. Women are more likely to be at KO than men, (6) 18% compared to (7) 13%. This underlines the leaky pipeline in STEMM noted above. However, because numbers of staff are low other than at JO, the differences in the distributions of women and men are not significantly different.
- In AHSSBL, distributions of women and men are very similar.

Data suggests the biggest challenge is progression above senior lecturer level. In STEMM support is needed for women to gain professorial roles, by supporting staff internally to progress, and/or by proactively encouraging external women to apply for professorial vacancies. We discuss actions to address these issues in Section 5.

Benchmarking information is presented in Table 4.5. In most cost centres, female representation at LMU is lower than across the HE Sector and the LP92. However, the patterns of representation follow those observed in the sector.

**Table 4.5:** Proportions of female academic staff by cost centre compared to LP92 and HE sector in 2018/19

Cost Centre*	LMU			%F LP92 (HC)	%F Sector (HC)
	FTE	%F (FTE)	%F (HC)		
<b>STEMM</b>	<b>150.3</b>	<b>38%</b>	<b>43%</b>	<b>50.6%</b>	<b>48.4%</b>
Psychology & behavioural sciences	18.2	59%	61%	65.5%	63.3%
Biosciences	47.8	54%	60%	53.0%	51.2%
IT, systems sciences & computer software engineering	39.6	19%	20%	28.2%	28.8%
Architecture, built environment & planning	29.7	41%	38%	37.2%	39.7%
<b>AHSSBL</b>	<b>292.2</b>	<b>49%</b>	<b>53%</b>	<b>54.1%</b>	<b>54.8%</b>
Health & community studies	20.6	54%	57%	70.4%	70.2%
Politics & international studies	11.9	22%	19%	43.9%	45.0%
Law	20.6	51%	53%	58.3%	56.8%
Social work & social policy	13.9	66%	67%	70.1%	69.0%
Sociology	19.2	56%	42%	56.3%	59.3%
Business & management studies	54.3	47%	40%	51.8%	51.2%
Education	39.4	65%	67%	69.6%	70.0%
Modern languages	10.9	54%	75%	71.9%	67.8%
Art & design	57.8	46%	50%	53.3%	54.2%
Media studies	21.8	46%	46%	43.2%	45.4%

\* Only cost centres in which LMU shows 10 or more FTEs are displayed.

## Gender and intersectionality

**Table 4.6:** STEMM Academic and Research Staff by gender, ethnicity and year with UK benchmark (UK-domiciled BAME) 2015/16 to 2018/19

Year	Gender	White	BAME	Unknown	% BAME*
2015/16	Female	28	18	2	39%
	Male	48	28	2	37%
	Total	76	46	4	38%
2016/17	Female	22	23	3	51%
	Male	53	26	2	33%
	Total	75	49	5	40%
2017/18	Female	20	20	3	50%
	Male	55	25	1	31%
	Total	75	45	4	38%
2018/19	Female	23	19	2	45%
	Male	54	22	1	29%
	Total	77	41	3	35%
UK Benchmark 2018/19	Female	60,665	12,170	6,060	16.7%
	Male	71,285	19,320	9,505	21.3%
	Total	131,950	31,490	15,565	19.3%

\* %BAME calculated based on White and BAME numbers only.

- Representation of BAME staff in STEMM is significantly higher than in the rest of the sector.
- In 2018/19, the proportion of BAME academic women was almost three times sector average.

**Table 4.7:** AHSSBL Academic and Research Staff by gender, ethnicity and year with UK benchmark (UK-domiciled BAME) 2015/16-2018/19

Year	Gender	White	BAME	Unknown	% BAME*
2015/16	Female	122	47	9	28%
	Male	122	27	8	18%
	Total	244	74	17	23%
2016/17	Female	98	35	7	26%
	Male	109	28	7	20%
	Total	207	63	14	23%
2017/18	Female	95	44	7	32%
	Male	101	29	8	22%
	Total	196	73	15	27%
2018/19	Female	88	41	7	32%
	Male	84	31	4	27%
	Total	172	72	11	30%
UK Benchmark 2018/19	Female	54,320	9,300	8,425	14.6%
	Male	48,275	8,115	7,985	14.4%
	Total	102,595	17,415	16,410	14.5%

\* %BAME calculated based on White and BAME numbers only.

- In AHSSBL, the proportion of BAME academics is twice that of the HE sector.
- BAME representation at LMU for women and men is similar, albeit representation is higher among women than men.

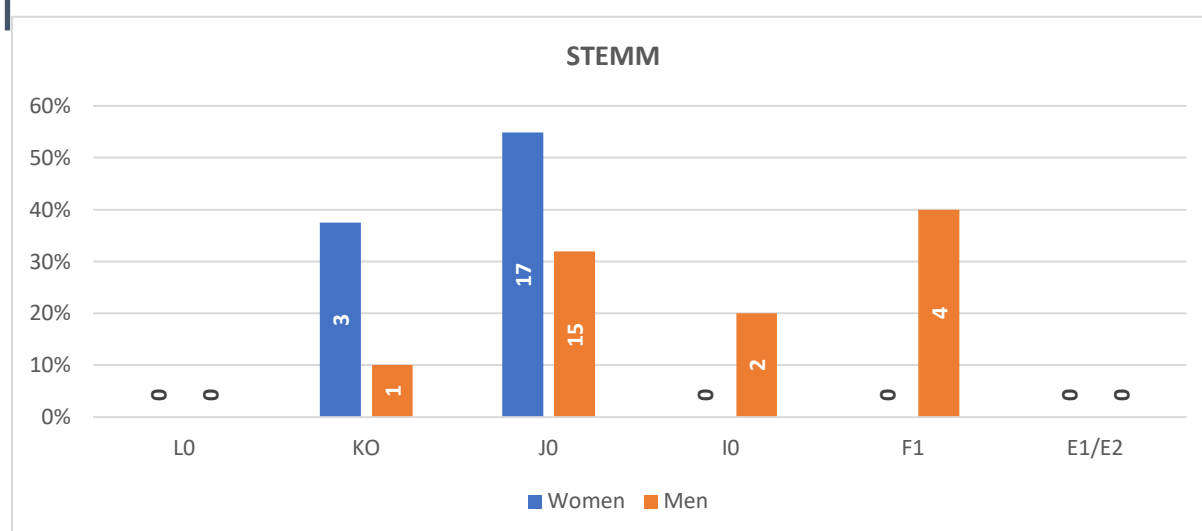
**Table 4.8:** Academic and research staff by gender, grade and ethnicity for STEMM and AHSSBL 2018/19

Subject Area	Grade	Female		Male	
		Total	%BAME	Total	%BAME
STEMM	L0	1	0%	0	-
	KO	8	38%	10	10%
	J0	31	55%	47	32%
	I0	3	0%	10	20%
	F1	1	0%	10	40%
	E1/2	0	-	0	-
AHSSBL	L0	0	-	1	100%
	KO	15	40%	12	42%
	J0	109	32%	95	25%
	I0	11	27%	10	20%
	F1	1	0%	1	0%
	E1/2	0	-	0	-
Overall	L0	1	0%	1	100%
	KO	21	43%	19	26%
	J0	140	37%	142	27%
	I0	14	21%	20	20%
	F1	2	0%	11	36%
	E1/2	0	-	0	-

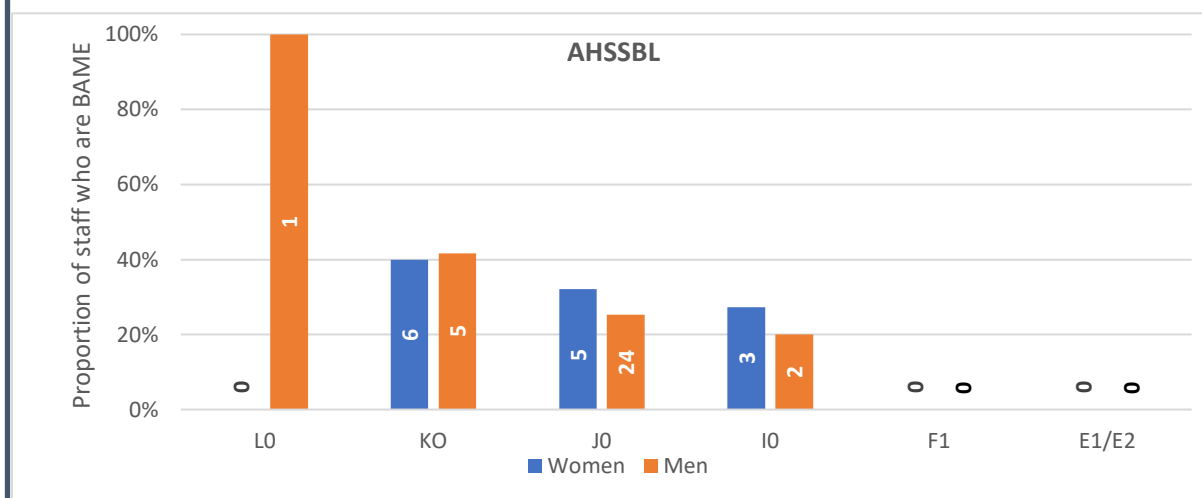
Table 4.8 and Figures 4.7-9 show BAME representation among academic and research staff by grade.

- As numbers of staff in grades other than J0 are relatively small it is difficult to draw firm conclusions.
- STEMM data illustrate that BAME representation is higher among women than men.
- In AHSSBL, there are weak indications of a leaky pipeline for BAME women and men.

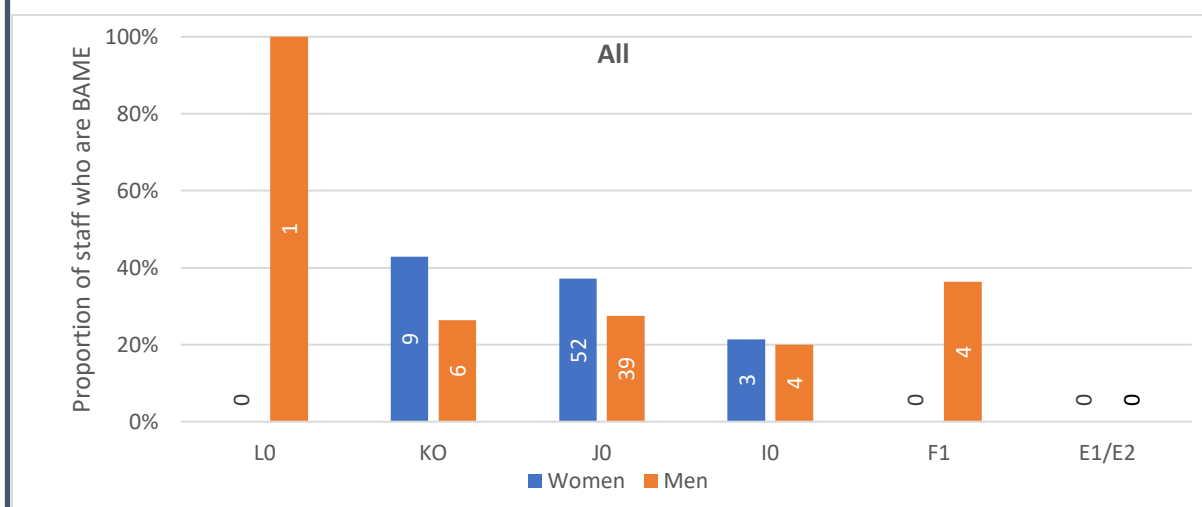
**Figure 4.7:** Proportion of BAME academic and research staff by gender and grade for STEMM 2018/19



**Figure 4.8:** Proportion of BAME academic and research staff by gender and grade for AHSSBL 2018/19



**Figure 4.9:** Proportion of BAME academic and research staff by gender and grade combined 2018/19



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

Key observations:

- Women are more likely to be on fixed-term contracts (FTCs) in STEMM, but women and men are equally likely in AHSSBL.
- Proportions of ASLs who are female reflect the proportion of academic staff who are female in STEMM and AHSSBL.

**Table 4.9:** STEMM academic and research staff by contract function, contract type, gender and year 2015/16 to 2018/19

Contract Function	Gender	Contract	2015/ 16	2016/ 17	2017/ 18	2018/ 19
Teaching and Research Staff	Female	Fixed-term	3	6	4	1
		Permanent	43	40	36	4
		% Fixed-term	7%	13%	10%	20%
	Male	Fixed-term	0	3	2	0
		Permanent	77	77	76	19
		% Fixed-term	0%	4%	3%	0%
Teaching Only Staff	Female	Fixed-term	1	0	1	3
		Permanent	0	0	2	35
		% Fixed-term	100%	-	33%	8%
	Male	Fixed-term	0	0	0	5
		Permanent	0	0	3	53
		% Fixed-term	0%	-	0%	9%
Research Only Staff	Female	Fixed-term	1	2	0	1
		Permanent	0	0	0	0
		% Fixed-term	100%	100%	-	100%
	Male	Fixed-term	1	0	0	0
		Permanent	0	1	0	0
		% Fixed-term	100%	0%	-	-
All Staff	Female	Fixed-term	5	8	5	5
		Permanent	43	40	38	39
		% Fixed-term	10%	17%	12%	11%
	Male	Fixed-term	1	3	2	5
		Permanent	77	78	79	72
		% Fixed-term	1%	4%	2%	6%

In 2017/18 academics' research output was reviewed. Anyone not researching changed to teaching-only contracts, reflecting the reality of their work.

- Women are more likely to be on FTCs than men: between 10% and 17% of women and between 1% and 6% of men.
- Overall patterns are reflected in the patterns for teaching and research, and teaching-only staff, since most teaching and research staff moved to teaching-only contracts in 2018/19. In 2018/19 similar proportions of female and male teaching-only staff are on FTCs.
- Very small numbers of staff are on research only contracts. However, all research-only staff have been on FTCs since these staff are on time limited, external funding.

**Table 4.10:** AHSSBL academic and research staff by contract function, contract type, gender and year 2015/16 to 2018/19

Contract Function	Gender	Contract	2015/16	2016/17	2017/18	2018/19
Teaching and Research Staff	Female	Fixed-term	6	1	7	0
		Permanent	167	133	127	10
		% Fixed-term	3%	1%	5%	0%
	Male	Fixed-term	3	2	4	0
		Permanent	152	139	130	8
		% Fixed-term	2%	1%	3%	0%
Teaching Only Staff	Female	Fixed-term	0	0	3	10
		Permanent	2	0	9	116
		% Fixed-term	0%	-	25%	8%
	Male	Fixed-term	0	0	0	6
		Permanent	2	2	4	104
		% Fixed-term	0%	0%	0%	5%
Research Only Staff	Female	Fixed-term	2	1	0	0
		Permanent	1	5	0	0
		% Fixed-term	67%	17%	0%	0%
	Male	Fixed-term	0	1	0	1
		Permanent	0	0	0	0
		% Fixed-term	0%	0%	0%	0%
All Staff	Female	Fixed-term	8	2	10	10
		Permanent	170	138	136	126
		% Fixed-term	4%	1%	7%	7%
	Male	Fixed-term	3	3	4	7
		Permanent	154	141	134	112
		% Fixed-term	2%	2%	3%	6%

- Overall, in 2018/19 there are no gender differences in the proportions on FTCs, with 7% of women and 6% of men. This pattern is reflected in staff on teaching and research and teaching-only staff as most teaching and research staff switch to teaching-only contracts in 2018/19.
- There are very few research-only staff.

LMU is committed to appointing staff on permanent contracts where possible. In 2019 our VC undertook an exercise to migrate as many fixed-term staff onto indefinite contracts as practicable. FTCs are used when student recruitment is higher than anticipated or for cover, such as parental leave.

Supporting continuity of employment, we have a redeployment policy that helps minimise redundancies, including those from the non-renewal of FTCs. We also have a vacancy control process that identifies roles that can be advertised internally, assisting fixed-term staff in moving to permanent roles.



## Associate Lecturers (ASLs)

In 2018/19, 17% of staff were on atypical contracts, used exclusively for ASLs. ASLs are hourly paid staff delivering module teaching, and specialist guest lecturers (Table 4.11). ASLs may be employed in other roles within LMU, employed outside of LMU, or may be solely employed as ASLs.

- In STEMM, the proportion of female ASLs fell from 48% to 39% and now reflects the proportion of female academic and research staff in STEMM.
- In AHSSBL the proportion of female ASLs has fluctuated but at 50% in 2018/19 reflects the proportion of female academic and research staff in AHSSBL.

**Table 4.11:** Associate lecturers in STEMM and AHSSBL by gender 2015/16 to 2018/19

STEMM/ AHSSBL	Gender	2015/ 16	2016/ 17	2017/ 18	2018/ 19
STEMM	Female	114	131	144	81
	Male	125	170	177	127
	% Female	48%	44%	45%	39%
AHSSBL	Female	406	423	421	189
	Male	343	352	356	161
	% Female	54%	55%	54%	54%
Central Depts	Female	5	8	7	3
	Male	4	4	5	3
	% Female	56%	67%	58%	50%

Analysis shows no significant difference between the likelihood that male and female STEMM ASLs hold a second role. The same is true of AHSSBL ASLs, with a difference of <2% (Table 4.12).

**Table 4.12** Associate lecturers in STEMM and AHSSBL with additional roles at LMU 2018/19

STEMM/ AHSSBL	Gender	2015/16	2016/17	2017/18	2018/19
STEMM	Women	8%	6%	8%	10%
	Men	6%	5%	7%	9%
AHSSBL	Women	10%	8%	6%	7%
	Men	10%	8%	8%	6%
Central Departments	Women	0%	25%	29%	33%
	Men	25%	25%	0%	0%

Focus groups highlighted gaps in appraisal provisions for ASLs, as they are not currently included in centralised appraisal mechanisms (MyReview). This is concerning given the role of appraisals in supporting career development and future employability [S4A1].

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

Key observations:

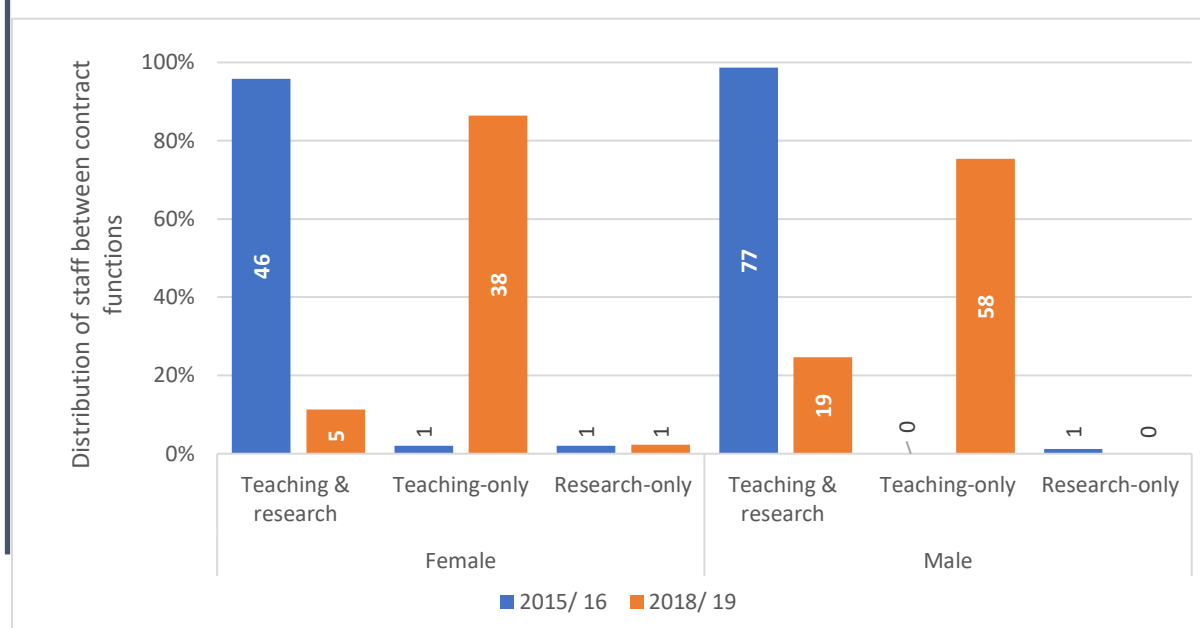
- Most staff in STEMM and AHSSBL are on teaching-only contracts.
- In STEMM, men are more likely to be on teaching and research contracts than women and women are more likely to be on teaching-only contracts.
- In AHSSBL, the distribution between contract functions is the same for women and men.

As noted, in 2017/18 academics' research output was reviewed and anyone not researching changed to teaching-only. All our academic staff are expected to teach and very few staff are employed on a research-only contracts.

**Table 4.13:** STEMM staff by contract function and gender 2015/16 to 2018/19

Gender	Contract	2015/ 16	2016/ 17	2017/ 18	2018/ 19
Female	Teaching & research	46	46	40	5
	Teaching-only	1	0	3	38
	Research-only	1	2	0	1
Male	Teaching & research	77	80	78	19
	Teaching-only	0	0	3	58
	Research-only	1	1	0	0

**Figure 4.12:** Distribution of STEMM staff between contract function by gender 2015/16 and 2018/19

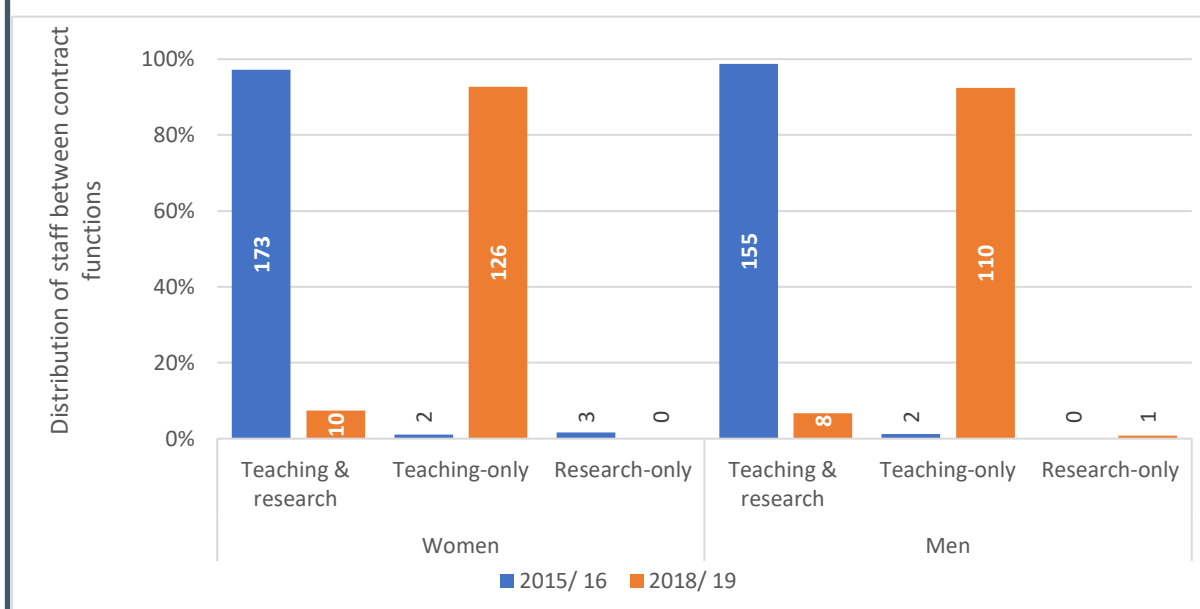


- After the reorganisation of contract functions, most STEMM staff – (96) 79% - are on teaching-only contracts.
- Men are more likely to be on teaching and research contracts than women. Women are more likely to be on teaching-only contracts, although the differences are not significant.

**Table 4.14:** AHSSBL staff by contract function and gender 2015/16 to 2018/19

Gender	Contract	2015/ 16	2016/ 17	2017/ 18	2018/ 19
Female	Teaching & research	173	134	134	10
	Teaching-only	2	0	12	126
	Research-only	3	6	0	0
Male	Teaching & research	155	141	134	8
	Teaching-only	2	2	4	110
	Research-only	0	1	0	1

**Figure 4.13:** Distribution of AHSSBL staff between contract function by gender 2015/16 and 2018/19



- Following reorganisation of contract functions, in AHSSBL (236) 93% are on teaching-only contracts. The distribution between contract functions is the same for women and men.

#### (iv) Academic leavers by grade and gender

##### Key observations:

- In both STEMM and AHSSBL leaving rates for women are higher than those for men
- Redundancy rates were similar for women and men.

Data for staff who left due to redundancy and for other reasons are presented separately.

**Table 4.15:** All academic and research staff leavers\* and leaving rates by contract function and gender 2015/16 to 2018/19

Career Path	Staff**/Leavers	2015/16		2016/17		2017/18		2018/19	
		F	M	F	M	F	M	F	M
Teaching & Research	Staff	253	282	219	232	180	221	174	212
	Leavers	17	19	30	13	17	13	12	16
	Leaving Rate	7%	7%	14%	6%	9%	6%	7%	8%
Teaching only	Staff	5	2	3	2	0	2	15	7
	Leavers	0	1	0	0	0	0	2	0
	Leaving Rate	0%	50%	0%	0%	-	0%	13%	0%
Research only	Staff	8	4	4	1	8	2	0	0
	Leavers	1	2	1	1	1	0	0	0
	Leaving Rate	13%	50%	25%	100%	13%	0%	-	-
All Academic and Research Staff	Staff	266	288	226	235	188	225	189	219
	Leavers	18	22	31	14	18	13	14	16
	Leaving Rate	7%	8%	14%	6%	10%	6%	7%	7%

\* Excluding redundancies and death in service

\*\* Staff numbers used are those at the end of the previous period such that leaving rates are calculated as proportions of those in post at the beginning of each academic year leaving during that academic year.

- Leaving rates for men have been between 6% and 8%. For women, rates have been as high as 14% in 2016/17. In 2016/17, women were significantly more likely to leave ( $\chi^2$ ,  $P=0.01$ ).
- Given the low number of teaching-only and research-only staff, firm conclusions cannot be drawn.

**Table 4.16:** All academic and research staff redundancies\* and redundancy rates by contract function and gender 2015/16 to 2018/19

Career Path	Staff**/ Leavers	2015/16		2016/17		2017/18		2018/19	
		F	M	F	M	F	M	F	M
Teaching & Research	Staff	253	282	219	232	180	221	174	215
	Leavers	22	36	23	23	2	4	1	3
	Leaving Rate	9%	13%	11%	10%	1%	2%	1%	1%
Teaching only	Staff	5	2	3	2	0	2	15	7
	Leavers	1	0	0	0	0	0	0	0
	Leaving Rate	20%	0%	0%	0%	-	0%	0%	0%
Research only	Staff	8	4	4	1	8	2	0	0
	Leavers	2	1	0	0	0	0	0	0
	Leaving Rate	25%	25%	0%	0%	0%	0%	-	-
All Academic and Research Staff	Staff	266	288	226	235	188	225	189	222
	Leavers	25	37	23	23	2	4	1	3
	Leaving Rate	9%	13%	10%	10%	1%	2%	1%	1%

\* Voluntary and compulsory redundancies combined

\*\* Staff numbers used are those at the end of the previous period such that leaving rates are calculated as proportions of those in post at the beginning of each academic year leaving during that academic year.

There were several redundancies during 2015/16 and 2016/17:

- A higher proportion of men than women left due to redundancies in 2015/16 and the same proportions left in 2016/17. The differences are not significant.

**Table 4.17: STEMM academic and research staff leavers\* and leaving rates by contract function and gender 2015/16 to 2018/19**

Career Path	Staff**/Leavers	2015/16		2016/17		2017/18		2018/19	
		F	M	F	M	F	M	F	M
Teaching & Research	Staff	48	85	46	77	46	80	40	78
	Leavers	8	4	5	5	3	7	4	6
	Leaving Rate	17%	5%	11%	6%	7%	9%	10%	8%
Teaching only	Staff	1	1	1	0	0	0	3	3
	Leavers	0	1	0	0	0	0	1	0
	Leaving Rate	0%	100%	0%	-	-	-	33%	0%
Research only	Staff	1	2	1	1	2	1	0	0
	Leavers	0	1	0	1	1	0	0	0
	Leaving Rate	0%	50%	0%	100%	50%	0%	-	-
All STEMM	Staff	50	88	48	78	48	81	43	81
	Leavers	8	6	5	6	4	7	5	6
	Leaving Rate	16%	7%	10%	8%	8%	9%	12%	7%

\* Excluding redundancies and death in service

\*\* Staff numbers used are those at the end of the previous period such that leaving rates are calculated as proportions of those in post at the beginning of each academic year leaving during that academic year.

Although numbers of leavers in STEMM are too small to draw firm conclusions, in each year, women are notably more likely to leave than men.

**Table 4.18: STEMM academic and research staff redundancies\* and redundancy rates by contract function and gender 2015/16 to 2018/19**

Career Path	Staff**/Leavers	2015/16		2016/17		2017/18		2018/19	
		F	M	F	M	F	M	F	M
Teaching & Research	Staff	48	85	46	77	46	80	40	81
	Leavers	5	8	6	10	1	1	1	1
	Leaving Rate	10%	9%	13%	13%	2%	1%	3%	1%
Teaching only	Staff	1	1	1	0	0	0	3	3
	Leavers	1	0	0	0	0	0	0	0
	Leaving Rate	100%	0%	0%	-	-	-	0%	0%
Research only	Staff	1	2	1	1	2	1	0	0
	Leavers	0	1	0	0	0	0	0	0
	Leaving Rate	0%	50%	0%	0%	0%	0%	-	-
All STEMM	Staff	50	88	48	78	48	81	43	84
	Leavers	6	9	6	10	1	1	1	1
	Leaving Rate	12%	10%	13%	13%	2%	1%	2%	1%

\* Voluntary and compulsory redundancies combined

\*\* Staff numbers used are those at the end of the previous period such that leaving rates are calculated as proportions of those in post at the beginning of each academic year leaving during that academic year.

- Redundancy rates were similar for women and men.

**Table 4.19:** AHSSBL academic and research staff leavers\* and leaving rates by contract function and gender 2015/16 to 2018/19

Career Path	Staff**/Leavers	2015/16		2016/17		2017/18		2018/19	
		F	M	F	M	F	M	F	M
Teaching & Research	Staff	205	197	173	155	134	141	134	134
	Leavers	9	15	25	8	14	6	8	10
	Leaving Rate	4%	8%	14%	5%	10%	4%	6%	7%
Teaching only	Staff	4	1	2	2	0	2	12	4
	Leavers	0	0	0	0	0	0	1	0
	Leaving Rate	0%	0%	0%	0%	-	0%	8%	0%
Research only	Staff	7	2	3	0	6	1	0	0
	Leavers	1	1	1	0	0	0	0	0
	Leaving Rate	14%	50%	33%	-	0%	0%	-	-
All AHSSBL	Staff	216	200	178	157	140	144	146	138
	Leavers	10	16	26	8	14	6	9	10
	Leaving Rate	5%	8%	15%	5%	10%	4%	6%	7%

\* Excluding redundancies

\*\* Staff numbers used are those at the end of the previous period such that leaving rates are calculated as proportions of those in post at the beginning of each academic year leaving during that academic year.

AHSSBL tends to dominate the overall data. Leaving rates for women vary between 8% and 15% and for men 6% and 11%. The differences were significant in 2016/17 ( $\chi^2$ ,  $P=0.01$ ).

**Table 4.20:** AHSSBL academic and research staff redundancies\* and redundancy rates by contract function and gender 2015/16 to 2018/19

Career Path	Staff**/Leavers	2015/16		2016/17		2017/18		2018/19	
		F	M	F	M	F	M	F	M
Teaching & Research	Staff	205	197	173	155	134	141	134	134
	Leavers	17	28	17	13	1	3	0	2
	Leaving Rate	8%	14%	10%	8%	1%	2%	0%	1%
Teaching only	Staff	4	1	2	2	0	2	12	4
	Leavers	0	0	0	0	0	0	0	0
	Leaving Rate	0%	0%	0%	0%	-	0%	0%	0%
Research only	Staff	7	2	3	0	6	1	0	0
	Leavers	2	0	0	0	0	0	0	0
	Leaving Rate	29%	0%	0%	-	0%	0%	-	-
All AHSSBL	Staff	216	200	178	157	140	144	146	138
	Leavers	19	28	17	13	1	3	0	2
	Leaving Rate	9%	14%	10%	8%	1%	2%	0%	1%

\* Voluntary and compulsory redundancies combined

\*\* Staff numbers used are those at the end of the previous period such that leaving rates are calculated as proportions of those in post at the beginning of each academic year leaving during that academic year.

- 2015/16 redundancy rates were higher for men than women. 2016/17 rates were similar.

**Table 4.21: Academic and research staff leavers\* by gender, role and discipline in 2018/19**

STEMM/ AHSSBL	Role	Female			Male		
		Staff**	Leavers	Leaving Rate	Staff**	Leavers	Leaving Rate
STEMM	Research Assistant	0	0	-	0	0	-
	Research Fellow	1	2	200%	0	1	-
	Senior Research Fellow	2	0	0%	1	0	0%
	Lecturer	6	1	17%	10	2	20%
	Senior Lecturer	30	2	7%	51	3	6%
	Associate Professor	0	0	-	0	0	-
	Reader	0	0	-	4	0	0%
	Principal Lecturer	4	0	0%	6	0	0%
	Professor	0	0	-	9	0	0%
	Academic Lead	0	0	-	0	0	-
<b>STEMM Total</b>		<b>43</b>	<b>3</b>	<b>5</b>	<b>12%</b>	<b>2</b>	<b>6</b>
AHSSBL	Research Assistant	0	0	-	0	0	-
	Research Fellow	1	0	0%	0	0	-
	Senior Research Fellow	1	0	0%	0	0	-
	Lecturer	14	0	0%	9	2	22%
	Senior Lecturer	116	9	8%	114	8	7%
	Associate Professor	0	0	-	0	0	-
	Reader	1	0	0%	0	0	-
	Principal Lecturer	12	0	0%	14	0	0%
	Professor	1	0	0%	1	0	0%
	Academic Lead	0	0	-	0	0	-
<b>AHSSBL Total</b>		<b>146</b>	<b>11</b>	<b>9</b>	<b>6%</b>	<b>15</b>	<b>10</b>
<b>Overall Total</b>		<b>189</b>	<b>14</b>	<b>14</b>	<b>7%</b>	<b>17</b>	<b>16</b>

\* Excluding redundancies and death in service

\*\* Staff numbers used are those at the end of 2017/18 such that leaving rates are calculated as proportions of those in post at the beginning of 2018/19 leaving during that academic year.

- Given the unequal distribution of staff between roles – most staff are in senior lecturer roles – it is difficult to draw firm conclusions regarding leaving rates by role.
- There is some evidence that researchers are more likely to leave than other staff. This is in common with the rest of the HE Sector as these staff are likely to be on FTCs.
- Data shows that lecturers are more likely to leave than senior lecturers, but the differences are not significant.

In summary, overall leaving rates for women are higher than those for men, and 2016/17 rates are significantly different. Women are more likely to leave in both STEMM and AHSSBL.

In 2018/19 the turnover rate for LMU academics was 8.2% (including redundancies). This has reduced substantially from a high of 30.8% in 2015/16 due to redundancies resulting from restructuring. Overall turnover rates are now comparable with other HE institutions (8.0% for HEIs in 2018/19).

The 2020 Staff Survey is testament to this with 51% agreeing they would recommend LMU as a good place to work: a 20% increase since 2017.

LMU offers leavers exit interviews but relatively few (2016/17-2018/19 = 12.5%) staff take up the offer. Therefore, we do not have reliable data on leaving reasons. We will improve the uptake of exit interviews [S4A2].

**Table 4.22:** Reported reason for leaving: All staff 2016/17 to 2018/19

Reason for Leaving	2016/17		2017/18		2018/19		Total	
	Count	%	Count	%	Count	%	Count	%
Enhanced career opportunities	2	25%	14	50%	11	29%	27	36%
End of fixed-term contract	0	0%	3	11%	9	24%	12	16%
Not disclosed	1	13%	1	4%	4	11%	6	8%
Dissatisfaction with management	1	13%	1	4%	3	8%	5	7%
Redundancy	3	38%	2	7%	0	0%	5	7%
Relocation	0	0%	2	7%	2	5%	4	5%
Career change	0	0%	1	4%	1	3%	2	3%
Full-time education	0	0%	1	4%	1	3%	2	3%
Retirement	0	0%	0	0%	2	5%	2	3%
Workload	1	13%	0	0%	1	3%	2	3%
Becoming self-employed	0	0%	0	0%	1	3%	1	1%
Dissatisfaction with role	0	0%	1	4%	0	0%	1	1%
Improved salary	0	0%	1	4%	0	0%	1	1%
Personal	0	0%	0	0%	1	3%	1	1%
Sideways move within LMU	0	0%	1	4%	0	0%	1	1%
Work related	0	0%	0	0%	1	3%	1	1%
Work/life balance	0	0%	0	0%	1	3%	1	1%
<b>Total</b>	<b>8</b>	<b>100%</b>	<b>28</b>	<b>100%</b>	<b>38</b>	<b>100%</b>	<b>74</b>	<b>100%</b>

**(v) Equal pay audits/reviews****Key observation:**

- There is relative pay parity between male and female academic staff by role.

In 2015/16 we used ECCs Higher Education Role Analysis framework<sup>3</sup> to ensure equal pay. With grades established, pay scales and pay gap analysis have been used to ensure equal pay. ACAS methodology is used to carry out Pay Gap analysis annually.

In 2019/20 LMU's mean gender pay gap (GPG) was 5.5% (9.4% less than the UK HE sector) and our median pay gap was 9.3%.

**Table 4.23:** Academic and Research staff overall pay gaps 2018 to 2020.

Year	Pay gap of mean salaries	Pay gap of median salaries
2020	5.5%	9.3%
2019	6.5%	13.1%
2018	7.0%	12.0%

Good representation of women in our most senior academic posts explains the low mean, but our median GPG indicates more needs to be done to address the 'sticky floor' and support women's progression into more senior roles, particularly in STEMM.

<sup>3</sup> <http://ecc-com.mysmarterwebsite.co.uk/how-we-can-help/hera-and-fedra-the-sectors-leading-role-analysis-tools/>



**Table 4.24:** Mean and median hourly rates of pay by gender and gender pay gaps 2020.

Gender/Pay Gap	Profession and Support Staff		Academic Staff	
	Mean	Median	Mean	Median
Female	£18.48	£16.34	£27.37	£29.22
Male	£19.68	£17.36	£27.40	£29.22
Gender pay gap	6.12%	5.85%	0.13%	0.00%

2020 data illustrate that GPGs for academic staff are very small while for PSD staff, mean and median gaps are around 6%.

Tables 4.25-26 highlight relative pay parity between academic men and women by role.

**Table 4.25:** Mean Academic Hourly Rate of Pay by discipline, gender, and role 2019/20

Role	AHSSBL		STEMM		Mean Gender Pay Gap	
	Female	Male	Female	Male	AHSSBL	STEMM
Associate Lecturer/ Lecturer	£22.78	£24.20	£24.59	£23.82	0.06%	-0.03%
Principal Lecturer/ Academic Leader/ Reader	£33.41	£32.92	£34.12	£33.31	-0.01%	-0.02%
Professor/ PMG/ Head of Subject	£36.91	£40.52		£37.51	0.09%	N/A
Senior Lecturer	£28.96	£28.62	£28.84	£28.82	-0.01%	0.00%
<b>Total</b>	<b>£28.28</b>	<b>£28.69</b>	<b>£27.75</b>	<b>£29.60</b>	<b>0.01%</b>	<b>0.06%</b>

**Table 4.26:** Median Academic Hourly Rate of Pay by discipline, gender, and role 2019/20

Role	AHSSBL		STEMM		Median Gender Pay Gap	
	Female	Male	Female	Male	AHSSBL	STEMM
Associate Lecturer/ Lecturer	£23.23	£23.23	£24.05	£24.05	0.0%	0.0%
Principal Lecturer/ Academic Leader/ Reader	£34.12	£34.12	£34.12	£33.87	0.0%	0.0%
Professor/ PMG/ Head of Subject	£36.91	£39.30	-	£36.91	0.1%	N/A
Senior Lecturer	£29.22	£29.22	£29.22	£29.22	0.0%	0.0%
<b>Total</b>	<b>£29.22</b>	<b>£29.22</b>	<b>£29.22</b>	<b>£29.22</b>	<b>0.0%</b>	<b>0.0%</b>

We are working to reduce our mean GPG to under 5%, and our median to under 10% by 2025. Our top three identified priorities to achieve this are:

- Improving the representation of women in senior academic and PSD roles.
- Prioritising diverse shortlisting for all senior posts, re-opening if shortlists are not diverse.
- Tackling progression from Senior Lecturer grade and above across all disciplines.

### Summary of actions: A picture of the institution

**S4A1:** Provide the offer of annual development reviews for Associate lecturers.

**S4A2:** Improve exit interview completion rates.

#### Section 4

Actual word count	2068
Recommended word count	2000 words

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

**Recommended word count: Bronze: 5000 words**

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

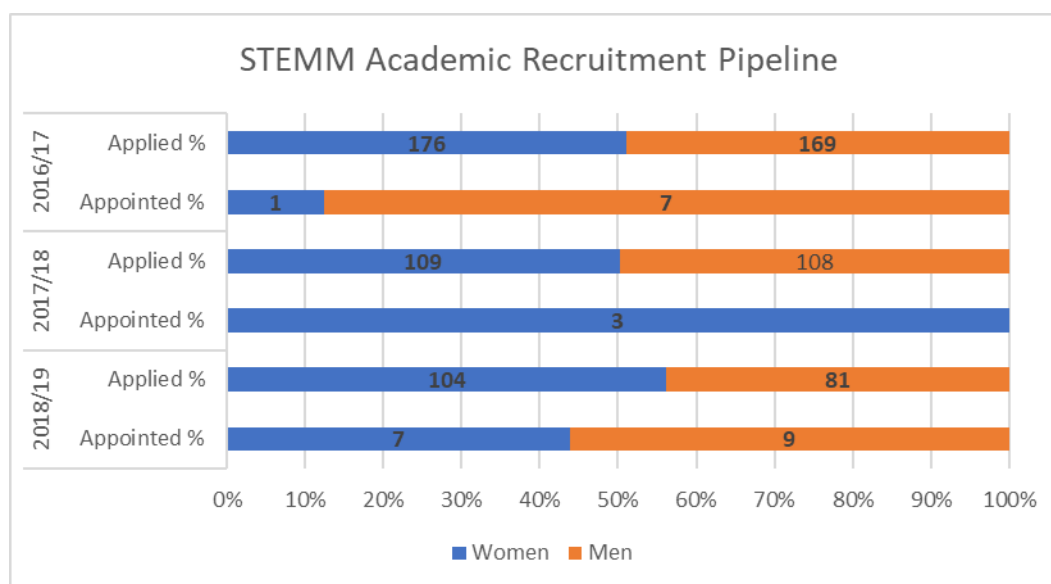
Our recruitment system does not track all recruitment stages, resultantly we can only compare application and appointment stages. We will update system capabilities to remedy this [S5.1A1].

Analysis of STEMM recruitment (table 5.1.1 and figure 5.1.1) shows that, although men and women apply in relatively equal proportions, men constitute a larger proportion of appointees. Although more men than women are appointed (4.5% and 2.8%, respectively), no significance is found overall.

**Table 5.1.1:** STEMM Academic and Research staff: applications, shortlisting, offers and appointments by gender and year 2016/17 to 2018/19

Year	Gender	Applied	Shortlisted	Offered	Appointed	Appointed: Applied
2016/17	Female	176	N/A	N/A	1	0.6%
	Male	169	N/A	N/A	7	4.1%
	% Female	51.0%	-	-	12.5%	
2017/18	Female	109	N/A	N/A	3	2.8%
	Male	108	N/A	N/A	0	0.0%
	% Female	50.2%	-	-	100.0%	
2018/19	Female	104	N/A	N/A	7	6.7%
	Male	81	N/A	N/A	9	11.1%
	% Female	56.2%	-	-	43.8%	
Overall	Female	389	N/A	N/A	11	2.8%
	Male	358	N/A	N/A	16	4.5%
	% Female	52.1%	-	-	40.7%	

**Figure 5.1.1:** STEMM Academic Recruitment Pipeline 2016/17 to 2018/19

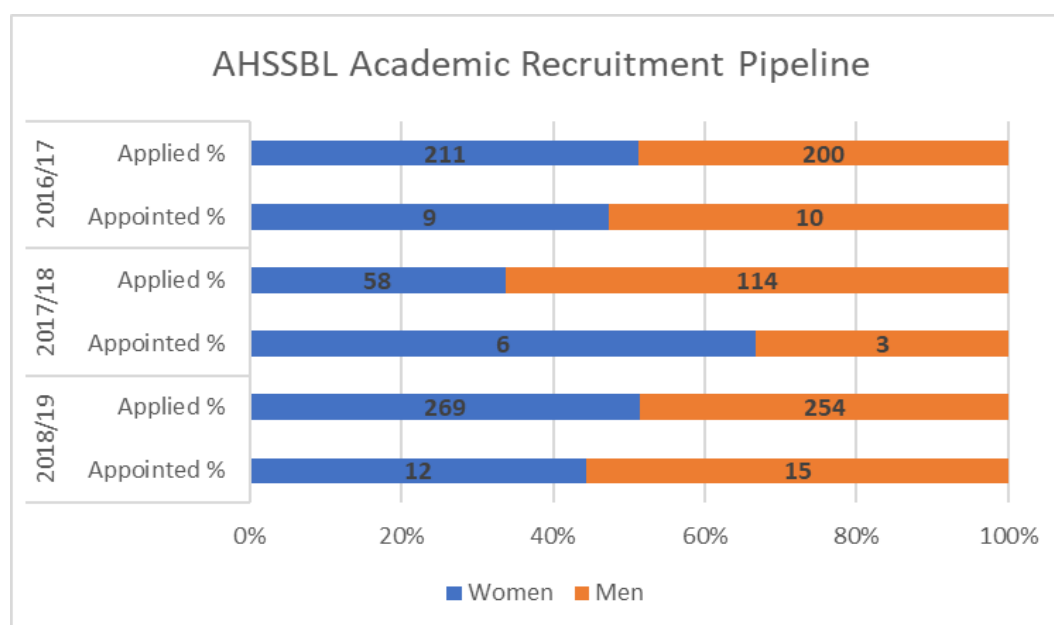


Analysis shows that men and women progress through AHSSBL recruitment at similar rates (table 5.1.2, figure 5.1.2). Overall, appointment rates of men and women are equal (4.9% and 5.0%, respectively).

**Table 5.1.2:** AHSSBL Academic and Research staff: application, shortlisting, offers and appointments by gender and year 2016/17 to 2018/19

Year	Gender	Applied	Shortlisted	Offered	Appointed	Appointed: Applied
2016/17	Female	211	N/A	N/A	9	4.3%
	Male	200	N/A	N/A	10	5.0%
	% Female	51.3%	-	-	47.4%	
2017/18	Female	58	N/A	N/A	6	10.3%
	Male	114	N/A	N/A	3	2.6%
	% Female	33.7%	-	-	66.7%	
2018/19	Female	269	N/A	N/A	12	4.5%
	Male	254	N/A	N/A	15	5.9%
	% Female	51.4%	-	-	44.4%	
Overall	Female	538	N/A	N/A	27	5.0%
	Male	568	N/A	N/A	28	4.9%
	% Female	48.6%	-	-	49.1%	

**Figure 5.1.2:** AHSSBL Academic Recruitment Pipeline 2016/17 to 2018/19



Analysis by roll (table 5.1.3) illustrates that most appointments are to Lecturer vacancies.

STEMM recruitment data for 2016/17-2018/19 combined, by role (table 5.1.3), shows:

- Women constitute the majority of applicants, apart from Senior and Principal Lecturer.
- No men were appointed to Research Fellow roles.
- 3.0% of women applying to Lecturer roles were successful, compared to 7.0% of men.

**Table 5.1.3:** STEMM Teaching and Research staff: application, shortlisting, offers and appointments by grade, gender and year 2016/17 to 2018/19 combined.

Grade	Gender	Applied	Shortlisted	Offered	Appointed	Appointed: Applied
Research Assistant	Female	14	N/A	N/A	0	0.0%
	Male	13	N/A	N/A	0	0.0%
	% Female	51.9%	-	-	-	
Research Fellow	Female	40	N/A	N/A	3	7.5%
	Male	32	N/A	N/A	0	0.0%
	% Female	55.6%	-	-	100.0%	
Senior Research Fellow	Female	0	N/A	N/A	0	-
	Male	0	N/A	N/A	0	-
	% Female	-	-	-	-	
Lecturer	Female	265	N/A	N/A	8	3.0%
	Male	227	N/A	N/A	16	7.0%
	% Female	53.9%	-	-	33.3%	
Senior Lecturer	Female	57	N/A	N/A	0	0.0%
	Male	72	N/A	N/A	0	0.0%
	% Female	44.2%	-	-	-	
Principal lecturer	Female	7	N/A	N/A	0	0.0%
	Male	10	N/A	N/A	0	0.0%
	% Female	41.2%	-	-	-	
Reader	Female	1	N/A	N/A	0	0.0%
	Male	0	N/A	N/A	0	-
	% Female	100.0%	-	-	-	
Professor	Female	5	N/A	N/A	0	0.0%
	Male	4	N/A	N/A	0	0.0%
	% Female	55.6%	-	-	-	

AHSSBL recruitment data for 2016/17-2018/19 combined, by role (table 5.1.4), shows:

- 53 out of 55 appointments were made to Lecturer roles.
- Proportions of men and women appointed as Lecturers were broadly equal (9.3% and 10.1%, respectively).

**Table 5.1.4:** AHSSBL Teaching and Research staff: application, shortlisting, offers and appointments by grade, gender and year 2016/17 to 2018/19 combined.

Grade	Gender	Applied	Shortlisted	Offered	Appointed	Appointed: Applied
Research Assistant	Female	0	N/A	N/A	1	>100%
	Male	0	N/A	N/A	1	>100%
	% Female	-	-	-	50.0%	
Research Fellow	Female	0	N/A	N/A	0	-
	Male	0	N/A	N/A	0	-
	% Female	-	-	-	-	
Senior Research Fellow	Female	0	N/A	N/A	0	-
	Male	0	N/A	N/A	0	-
	% Female	-	-	-	-	
Lecturer	Female	257	N/A	N/A	26	10.1%
	Male	289	N/A	N/A	27	9.3%
	% Female	47.1%	-	-	49.1%	
Senior Lecturer	Female	273	N/A	N/A	0	0.0%
	Male	269	N/A	N/A	0	0.0%
	% Female	50.4%	-	-	-	
Principal Lecturer	Female	8	N/A	N/A	0	0.0%
	Male	10	N/A	N/A	0	0.0%
	% Female	44.4%	-	-	-	
Reader	Female	0	N/A	N/A	0	-
	Male	0	N/A	N/A	0	-
	% Female	-	-	-	-	
Professor	Female	0	N/A	N/A	0	-
	Male	0	N/A	N/A	0	-
	% Female	-	-	-	-	

Intersectional analysis by ethnicity and gender (table 5.1.5 and table 5.1.6) shows:

- Appointment rates for white candidates exceed those for BAME candidates.
- Appointment rates are lowest for BAME women.

**Table 5.1.5:** STEMM Academic and Research staff: application and appointments by gender, ethnicity and year 2016/17 to 2018/19

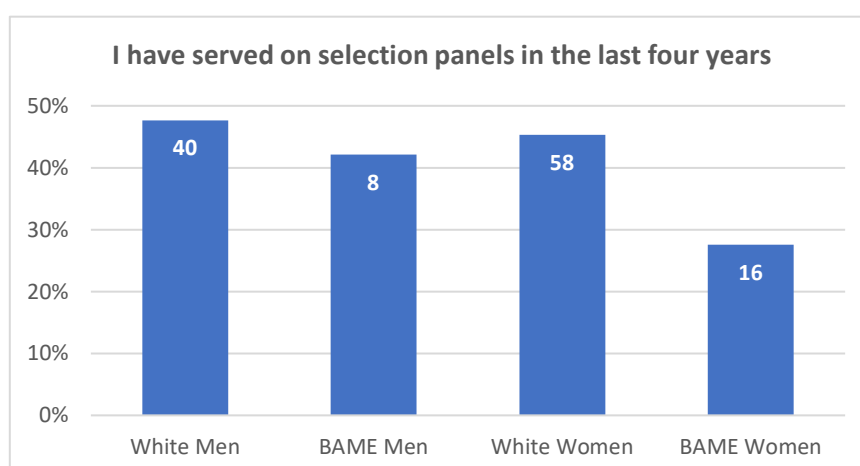
Year	Ethnicity	Applied		Appointed		Appointed : Applied	
		Women	Men	Women	Men	Women	Men
2016/17	BAME	60	99	1	2	1.7%	2.0%
	White	108	60	0	5	0.0%	8.3%
	% BAME	35.7%	62.3%	100.0%	28.6%		
2017/18	BAME	37	61	1	0	2.7%	0.0%
	White	70	43	2	0	2.9%	0.0%
	% BAME	34.6%	58.7%	33.3%	-		
2018/19	BAME	43	32	2	4	4.7%	12.5%
	White	48	38	5	5	10.4%	13.2%
	% BAME	47.3%	45.7%	28.6%	44.4%		
Overall	BAME	140	192	4	6	2.9%	3.1%
	White	226	141	7	10	3.1%	7.1%
	% BAME	38.3%	57.7%	36.4%	37.5%		

**Table 5.1.6:** AHSSBL Academic and Research staff: application and appointments by gender, ethnicity and year 2016/17 to 2018/19

Year	Ethnicity	Applied		Appointed		Appointed : Applied	
		Women	Men	Women	Men	Women	Men
2016/17	BAME	29	49	4	1	13.8%	2.0%
	White	36	44	5	9	13.9%	20.5%
	% BAME	44.6%	52.7%	44.4%	10.0%		
2017/18	BAME	18	38	3	3	16.7%	7.9%
	White	36	72	3	0	8.3%	0.0%
	% BAME	33.3%	34.5%	50.0%	100.0%		
2018/19	BAME	133	95	2	6	1.5%	6.3%
	White	127	143	10	9	7.9%	6.3%
	% BAME	51.2%	39.9%	16.7%	40.0%		
Overall	BAME	180	182	9	10	5.0%	5.5%
	White	199	259	18	18	9.0%	6.9%
	% BAME	47.5%	41.3%	33.3%	35.7%		

Survey data shows white staff most likely to sit on selection panels and BAME women the least likely (figure 5.1.3). We will ensure balanced representation on selection panels at LMU [S5.1A2].

**Figure 5.1.3:** Reported representation on selection panels by gender and ethnicity.



In summary, men and women generally apply and progress through AHSSBL recruitment processes equally. STEMM receives similar numbers of male and female applicants, although men are more likely to be appointed, albeit the difference is not significant.

BAME women are least likely to be appointed or, as staff, to sit on selection panels.

### **Policy and Process**

Vacancies are promoted on LMU's website and on jobs.ac.uk, ensuring a wide reach. Standard wording emphasises LMU's EDI commitment. Focus groups felt that adding staff networks, parental leave enhancements, and flexible working (FW) to job adverts would attract more minoritised applicants **[S5.1A3]**.

Since 2017/18, applicants must submit a statement detailing how they will contribute to EDI at LMU. Although statements are essential criteria for all roles, consultation with recruiting managers showed that applicants without EDI statements are routinely interviewed. We will ensure that only candidates submitting EDI statements are shortlisted for interview **[S5.1A4]**.

LMU rejects homogeneous shortlists, guaranteeing gender diversity at interview stages. When appointing Search Firms, we state our requirements for diverse candidate pools. Resultantly, two women from Black backgrounds have been appointed to SMT. Recruitment panels should be gender diverse. However, survey data shows that men are more likely to sit on recruitment panels than women (table 5.1.7). 77.6% of men and 62.7% of women reported that recruitment panels they sat on always represented men and women (figure 5.1.4) **[S5.1A2]**.



**Figure 5.1.4:** Gender representation of recruitment panels: Staff experience



Recruitment and selection training is available to all staff and has been completed by SMT. LMU's recruitment e-learning suite consists of:

- Recruitment and Selection Essentials.
- Inclusive Recruitment and Selection.
- Unconscious Bias Training.
- Implementing Reasonable Adjustments.

Of the 130 survey respondents who have served on recruitment panels, 45.0% of men and 48.8% of women received appropriate training (table 5.1.7). We will ensure that anyone involved in recruitment and selection completes relevant training [S5.1A5].

**Table 5.1.7:** Recruitment and selection survey responses.

Recruitment and Selection - All Staff	Men	Women
<b>Proportion of staff who have served on recruitment and selection panels in the last four years</b>		
I have served on a recruitment and selection panel at London Met in the last four years.	44.5% (60)	38.9% (84)
<b>Experiences</b>		
In the last four years, the recruitment and selection panels I have served on have included at least one man and at least one woman.		
Always	77.6% (38)	62.7% (47)
Sometimes	18.4% (9)	36.0% (27)
Never	4.1% (2)	1.3% (1)
<b>Recruitment and Selection Training</b>		
I have served on a recruitment and selection panel and received recruitment and selection training.	45.0% (27)	48.8% (41)

### Summary of actions: Recruitment

**S5.1A1:** Develop the online e-recruitment system to capture applicant data at all stages

**S5.1A2:** Ensure equal representation of ethnicities and men and women on selection panels.

**S5.1A3:** Update job advertisement templates

**S5.1A4:** Ensure that only candidates who have submitted EDI statements are shortlisted for interview.

**S5.1A5:** Ensure that anyone involved in recruitment and selection completes relevant training.

### (ii) Induction

Comprehensive inductions exist for all new starters and promotees, comprising:

- University level HR presentation:
  - University overview
  - Mission and Values statement
  - EDI
  - Culture
  - Expected behaviours
  - Induction timetable
  - New Starter paperwork
  - GDPR
  - Safeguarding
  - Personal development
  - HR Overview
  - Leave entitlements
  - Staff benefits
  - Health, safety and wellbeing
  - Union membership
  - IT services
  - Library overview
- VC welcome event (currently suspended)

Local manager-led induction:

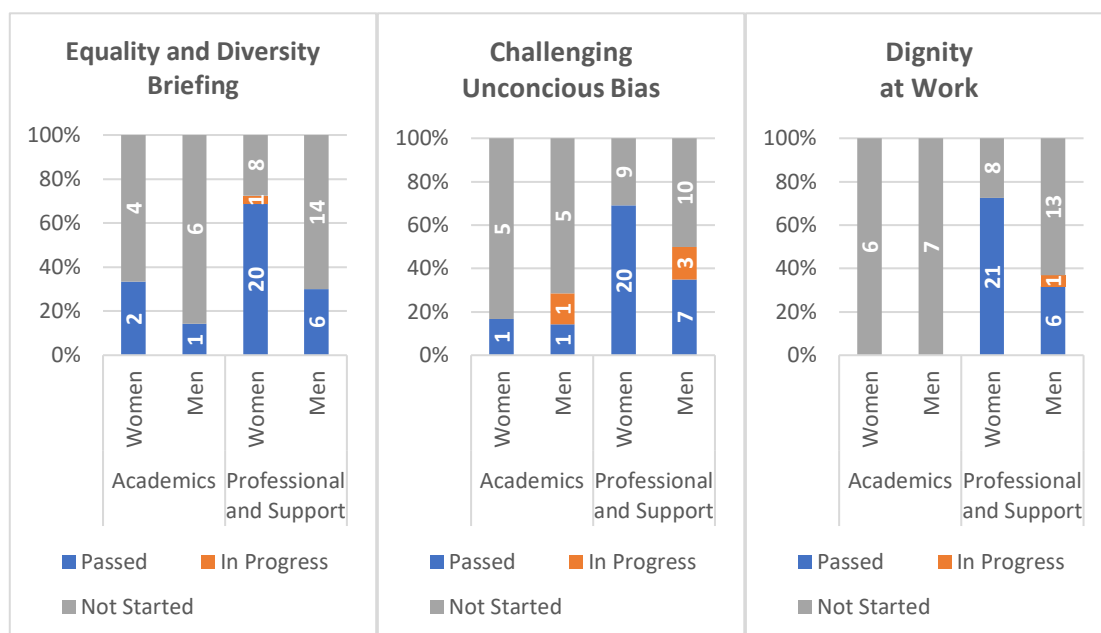
- On-line Induction Checklist, completed by line-manager:
  - Role responsibilities
  - University and department structure
  - University personnel
  - Buddy and mentoring systems
  - Staff networks
  - Policies and Procedures
  - Development opportunities
- Essential e-learning modules.

Inductions are devolved to schools, with managers responsible for completion. Target setting is encouraged throughout and monitored at agreed milestones. Aims, requirements, and available support are signposted throughout.

During 2020 induction resources were collated on our MyDevelopment website, which directs staff to relevant resources. Dedicated areas exist for academics, professionals, and managers. Induction activity was made trackable for the first time, monitoring access to, and completion of, e-learning modules.

Three EDI modules form part of all staff inductions. Completion rates for new starters (figure 5.1.5) show non-compliance, with a need to improve completion amongst men especially **[S5.1A6]**.

**Figure 5.1.5:** Induction module completion by gender: Staff joining after July 2019.



Survey results for new starters (table 5.1.8) show induction, experiences and perceptions vary between men and women. We will ensure consistent inductions for all new starters [S5.1A7].

**Table 5.1.8:** Survey positive responses: Induction

Induction	Men	Women
<b>Experience of Induction Process</b>		
I received an induction from my line manager or colleague in my dept.	89% (24)	89% (54)
Did you go through the online HR presentation as part of your induction?	52% (14)	61% (37)
Did you use the new staff induction check list?	63% (17)	73% (44)
<b>Perception of Induction Process</b>		
The induction process outlined expected behaviours	82% (22)	61% (36)
The induction included or connected me to EDI training	59% (16)	43% (25)
The induction process described my role and responsibilities	82% (22)	68% (41)
The induction process helped me understand how my school/department works	78% (21)	68% (41)
The induction process made me feel welcome	78% (21)	77% (46)

Focus groups showed two months can pass before new starters can access induction systems. MyDevelopment accounts were not automatically assigned to staff. Inductions could be perceived as tick-box exercises, lacking in socialisation: desires were expressed for developing relationships with managers, colleagues and senior university staff. Finally, modules were perceived irrelevant when overlapping with prior experience or training; completing modules taken during previous employment was not seen as an efficient use of time. We build this feedback into our induction processes [S5.1A6].

<b>Summary of actions: Induction</b>
<b>S5.1A6:</b> Ensure all new starters complete compulsory training regardless of past experience.
<b>S5.1A7:</b> Ensure all new starters gain access to, and complete, all necessary induction resources.

### (iii) Promotion

As noted in Section 4.1(i), most staff are at Senior Lecturer level, with small proportions of women and men at more senior levels.

Our Academic Promotions scheme, reinstated in 2018/19 following a five-year moratorium necessitated by our restructuring programme, includes promotions to Associate Professor (I0), Reader (I0), and Professor (F1).

Promotions processes recognise achievement in one or more of the following:

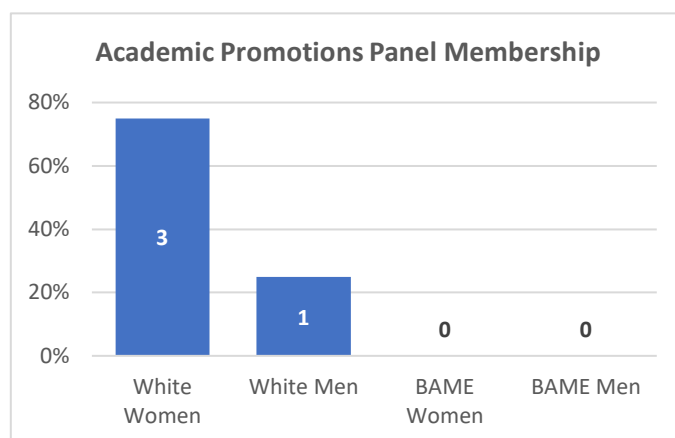
- Teaching delivery and learning development.
- Research and scholarship.
- Enterprise, external engagement and knowledge exchange/transfer.
- Academic and professional leadership.

Applications are assessed in three categories:

- Excellence in practice/activity.
- Leadership, within and/or beyond the discipline and the University.
- Impact and recognition, within and/or beyond the discipline and the University.

Promotions to I0 and F1 grades are determined by the Academic Promotions Committee (figure 5.1.6.), chaired by the VC. Promotions from K0 to L0 occur automatically via criteria published on LMU's intranet.

**Figure 5.1.6:** 2018/19 promotions panel membership by gender and ethnicity.



Guidance and timelines are published online prior to promotion rounds, relevant staff informed of promotions opportunities, and invited to apply. Job descriptions and application forms are published by HR. Completed applications are signed off by applicants' managers, who may contribute supporting statements, before submission. Applications without supporting statements are also submitted for consideration. Re-applications are considered two years after an unsuccessful application. We realise this discourages capable and worthy candidates from applying and shall remove this restriction [S5.1A8].

Survey data (table 5.1.9) showed few academics perceive promotions rounds as fair or transparent. Focus groups reinforced this, adding that communication is close to deadlines and that guidance is hard to find and interpret [S5.1A9].

**Table 5.1.9: Academics' perceptions of our promotions round**

Academic Promotions	Men	Women
The Academic Promotions Process is Fair	29.8% (17)	18.2% (14)
The Academic Promotions Process is Transparent	23.4% (14)	16.4% (10)
The Academic Promotions Criteria is clearly explained and effectively communicated	44.7% (27)	56.4% (34)

Promotion data (tables 5.1.10 to 5.1.12) show no significant variation in the application rates of men and women, who are equally likely to pass through the promotions round in AHSSBL. Although STEM women appear more likely to progress than men, no significance was found. Few part-time staff apply for promotions [S5.1A10].

**Table 5.1.10: STEM Academic Promotions Round: 2018/19**

Promotion stage	Reader				Associate Professor				Professor			
	Women		Men		Women		Men		Women		Men	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Eligible staff	18	14	38	14	18	12	37	14	3	1	9	1
Applicants	4	0	4	0	2	0	5	1	1	0	6	0
Application Rate	22%	0%	11%	0%	11%	0%	14%	7%	33%	0%	67%	0%
Successful	2	0	0	0	2	0	2	0	0	0	1	0
Success Rate	50%	-	0%	-	100%	-	40%	0%	0%	-	17%	-

**Table 5.1.11: AHSSBL Academic Promotions Round: 2018/19**

Promotion stage	Reader				Associate Professor				Professor			
	Women		Men		Women		Men		Women		Men	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Eligible staff	69	48	75	39	69	47	75	39	9	6	10	4
Applicants	4	0	5	0	13	0	8	0	9	0	10	0
Application Rate	6%	0%	7%	0%	19%	0%	11%	0%	100%	0%	100%	0%
Successful	1	0	1	0	4	0	1	0	4	0	3	0
Success Rate	25%	-	20%	-	31%	-	13%	-	44%	-	30%	-

**Table 5.1.12: Academic Promotions Round Overall: 2018/19**

Promotion stage	Reader				Associate Professor				Professor			
	Women		Men		Women		Men		Women		Men	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Eligible staff	87	62	113	53	87	59	112	53	12	7	19	5
Applicants	8	0	9	0	15	0	13	1	10	0	16	0
Application Rate	9%	0%	8%	0%	17%	0%	12%	2%	83%	0%	84%	0%
Successful	3	0	1	0	6	0	3	0	4	0	4	0
Success Rate	38%	-	11%	-	40%	-	23%	0%	40%	-	25%	-

As seen in section 4, the biggest challenge is progression from senior lecturer (J0); application rates to Associate Professor and Reader are notably lower than application rates for Professor roles. Success rates are generally low, showing that applicants need better advice and support. Focus groups highlighted that progression is limited without research experience, which is hard to access. We address this in 5.2.

Academics' length of service in each role (table 5.1.13) supports this. Lecturers spend, on average, 3.2 (women) or 2.3 (men) years in role and senior lecturers 11.5 (women) or 12.3 (men) years on average [S5.1A10].

**Table 5.1.13:** Mean length in academic role by gender (2018/19)

Role	Mean Length in Role (Years)	
	Women	Men
Academic Lead	-	18.5
Professor	28.6	17.5
Principal Lecturer	12.8	13.0
Reader	29.8	12.5
Senior Lecturer	11.5	12.3
Senior Research Fellow	9.4	11.5
Lecturer	3.2	2.3
Research Fellow	0.3	1.5
Research Assistant	0.0	0.1
<b>Total</b>	<b>10.7</b>	<b>11.5</b>

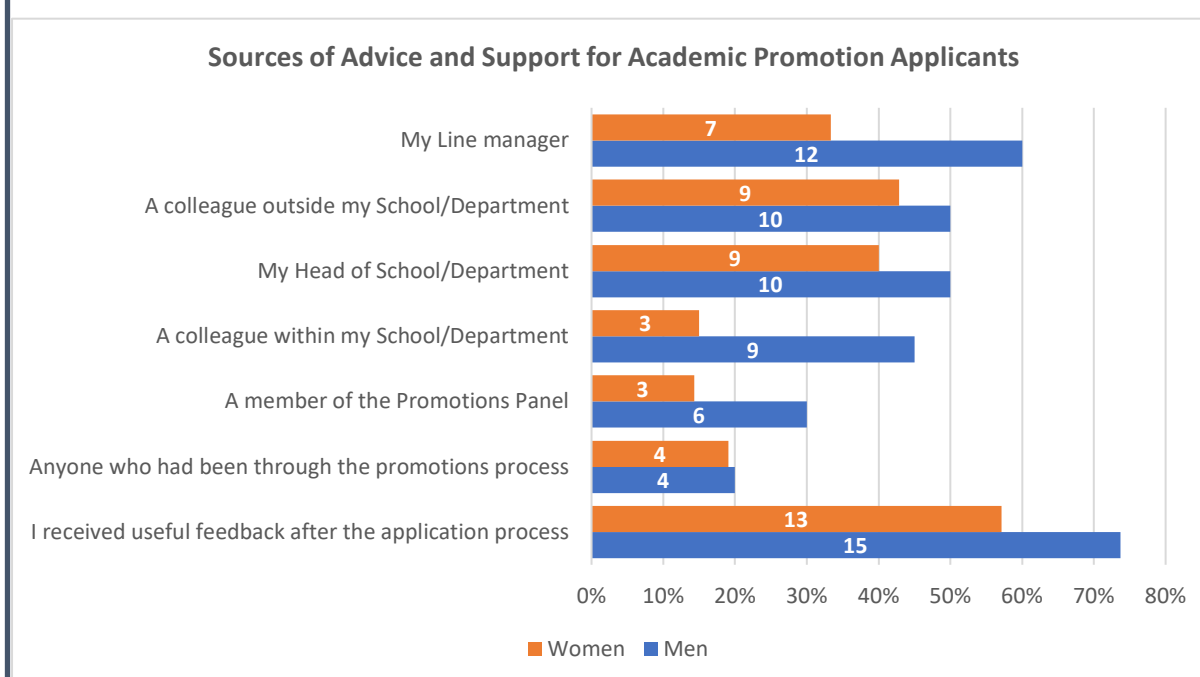
Slow progression from J0 is evidenced in focus groups, with accounts of swift progressions to J0 followed by 10-15 years at that grade. Survey data shows contentment is not a reason for low application rates (table 5.1.14).

**Table 5.1.14:** Academics' experiences of our promotions round

Academic Promotions	Men	Women
I have received encouragement and support for a promotion by my line manager or senior colleague	37.0% (20)	30.6% (22)
I have not applied for a promotion because I am content in my current role	36.0% (9)	5.1% (2)

Although women receive more encouragement for promotions, men receive more advice and support (figure 5.1.7). This is mostly after the promotions round. Consultation showed opacity around the promotions process and recommended a promotion timetable be published early in the year, signposting support, coaching, mentoring, and development activities before the promotion process commences. [S5.1A9].

**Table 5.1.7:** Sources of advice and support for academic promotion applicants.



#### Summary of actions: Promotion

**S5.1A8:** Remove the restriction that promotion re-applications are only considered two years after an unsuccessful application

**S5.1A9:** Improve communications about promotions including highlighting support available early in the process.

**S5.1A10:** Review the promotion criteria to ensure that they are fit for purpose in particularly for those seeking promotion from senior lecturer on the teaching-only pathway.

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

LMU works hard to ensure gender equality in REF submissions. Parental leave, sabbaticals, and career breaks are considered when identifying eligible staff. EIAs are completed for each UoA. After RAE2008, Contract functions are managed to reflect academics research activity. Resultingly, all eligible staff were submitted to REF2014/2021 (table 5.1.15). Our REF2021 submission included a statement to improve the workload allocation of female colleagues to enable research.

**Table 5.1.15:** Staff submitted to the RAE2008, REF2014 and REF 2021

Research Exercise	STEMM/AHSSBL	Women			Men		
		Eligible Staff	Staff Submitted	Submission Rate	Eligible Staff	Staff Submitted	Submission Rate
RAE2008	STEMM	30	13	43.3%	66	36	54.5%
	AHSSBL	84	79	94.0%	122	97	79.5%
REF2014	STEMM	66	66	100.0%	111	111	100.0%
	AHSSBL	207	207	100.0%	246	246	100.0%
REF2021	STEMM	10	10	100.0%	33	33	100.0%
	AHSSBL	33	33	100.0%	47	47	100.0%

## 5.2. Career development: academic staff

### (i) Training

No centralised system exists for monitoring the take-up and impact of training. We recognise, and will resolve, the severe limitations of this **[S5.2A1]**.

LMU provides training through face-to-face events, e-learning, and via staff networks. Attendee evaluation is used to refine training delivery. Training is designed to support strategic objectives. Schools work with CPED to devise university-wide, centrally resourced, annual development plans. Needs identified in annual development reviews feed into annual training plans.

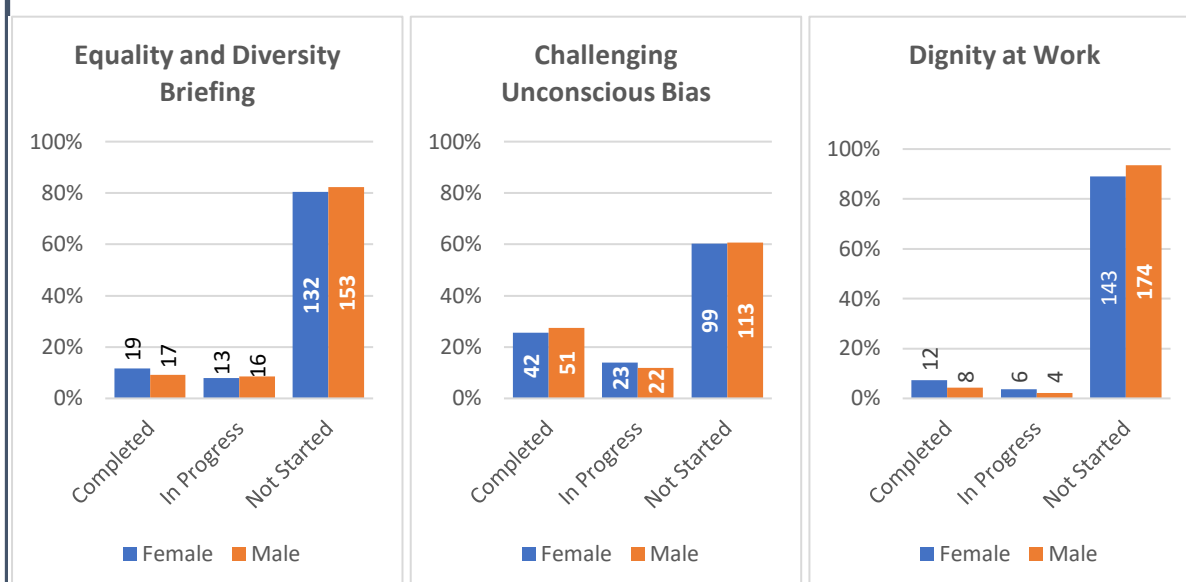
Staff training provision, identified through MyReview data, includes:

- Leadership and management
- Team development
- Performance management
- Academic Development
- Role shadowing
- Skills development
- Personal development
- Coaching and mentoring
- Conference attendance
- Presenting at conferences

E-learning modules are accessed online. A snapshot of Academic's completion rates from 2019/20 (figure 5.2.1) shows low uptake. Consultation showed workload meant training is not prioritised. Additionally, staff who have completed similar modules with previous employers frequently have agreements not to complete modules at LMU **[S5.2A2]**.



**Figure 5.2.1:** Academic completion rates for EDI suite of e-learning.



Multiple academic development pathways are available: PGCert, MALTHe, and HEA Experiential assessment. All confer HEA fellowship. National and University teaching fellowships are awarded annually (table 5.2.1).

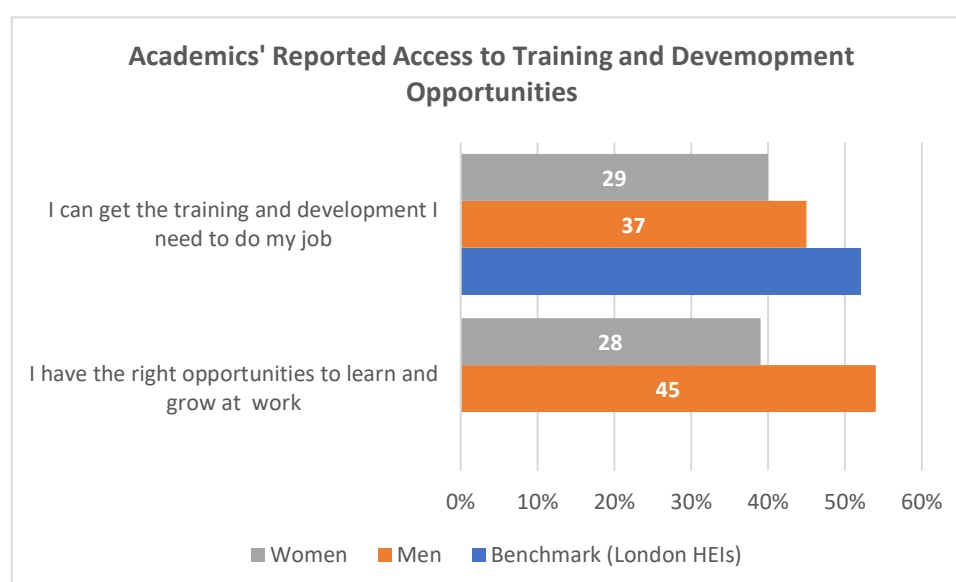
**Table 5.2.1:** National and University Teaching Fellowships awarded by gender 2008/09 to 2018/19

Year	University Teaching Fellowships		National Teaching Fellowships	
	Awarded	% Women	Awarded	% Women
2008/09	0	-	0	-
2009/10	4	0%	0	-
2010/11	2	50%	1	0%
2011/12	3	67%	0	-
2012/13	3	33%	0	-
2013/14	4	25%	0	-
2014/15	4	50%	0	-
2015/16	3	67%	0	-
2016/17	4	100%	0	-
2017/18	3	33%	1	100%
2018/19	2	100%	0	-
<b>Total</b>	<b>32</b>	<b>50%</b>	<b>2</b>	<b>50%</b>

### **Research Development**

LMU delivers a Research Development programme, open to all staff, covering topics which support all stages of career development. Attendance is not recorded centrally [S5.2A1]. Academics reporting that they get necessary training are below benchmark for both men and women (figure 5.2.3) [S5.2A3].

**Figure 5.2.3:** Academics' reported access to training and development opportunities: 2020 Staff Survey



Summary of actions: Academic staff training
<b>S5.2A1:</b> Implement a centralised system for logging staff completion of training.
<b>S5.2A2:</b> Achieve full completion by all substantive staff of Equality and Diversity, Challenging Unconscious Bias, and Dignity at Work MyDevelopment modules.
<b>S5.2A3:</b> Improve signposting and access to academic training.

## (ii) Appraisal/development review

Development reviews are provided through our MyReview platform. Responsibility is cascaded throughout schools; managers complete direct reports' reviews. MyReview is opened at the start of each academic year, with a deadline of the end of each academic year. Reviewees complete a self-assessment before sending to their manager. Managers schedule meetings to discuss staff's assessments. Managers add feedback and agree targets, development needs, and support in a rolling three-year development plan. Once finalised, reviews are saved and escalated to HoSs. Development needs are collated by HoSs and used to plan the following year's training strategy with CPED.

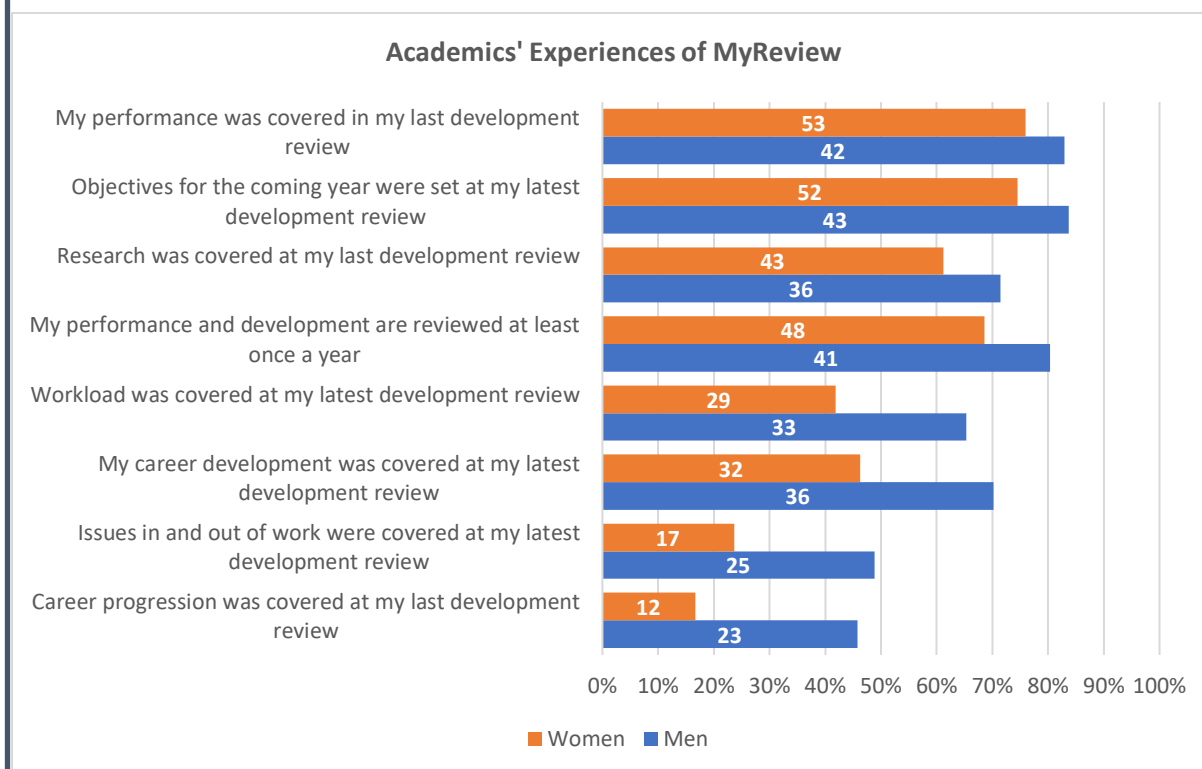
MyReview deletes unfinalised reviews at year-end. Reported completion rates are between 68%-80% (figure 5.2.4). Consultation showed frustration at the non-finalisations of reviews, reported due to poor implementation, high workload, and managers being unable to finalise reviews until theirs had been finalised.

*"We discussed targets and progression, my appraisal wasn't finalised so no opportunity to agree or disagree or see feedback".*

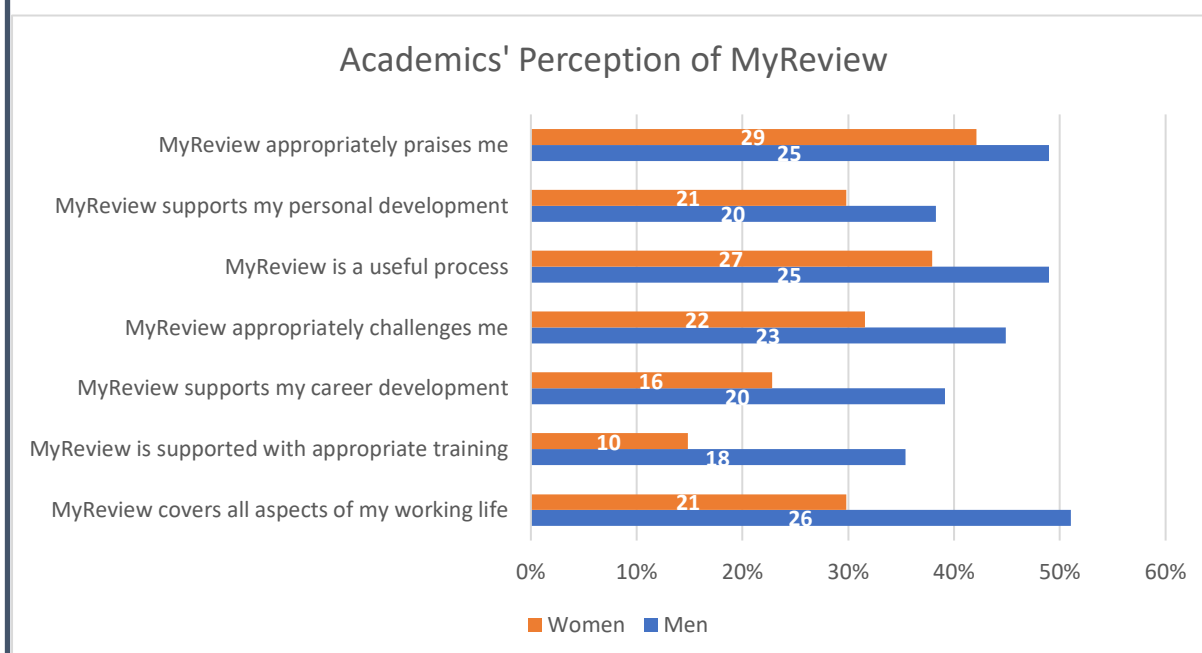
We will ensure all MyReviews are finalised [S5.2A4].

Survey data shows inconsistencies amongst reviews, with men reporting a better quality of review than women (figure 5.2.4) and perceiving MyReview more positively (figure 5.2.5).

**Figure 5.2.4:** Academics' reported experiences of MyReview



**Figure 5.2.5:** Academics' reported perceptions of MyReview



MyReview training is provided for reviewers and reviewees which, feedback shows, is rarely accessed. We believe that, although poor progression impacts staff perception of MyReview, introducing

mandatory reviewer training and advisory reviewee training will improve the quality of reviews [S5.2A5].

Focus groups reported that reviews are not sufficiently developmental; research focus is low, especially for academics eager to gain research experience. Reviews are frequently held with non-research active managers [S5.2A6].

Consultation with BAME academics showed MyReview can be a tick-box exercise, rather than reflecting individuals' aspirations. Benefit was rarely seen for achieving targets, meaning MyReview is not seen as linked to progression.

Summary of proposed actions: Appraisal/development review
<b>S5.2A4:</b> Ensure all MyReviews are finalised before year end
<b>S5.2A5:</b> Introduce mandatory MyReview training for all reviewers and advisory training for all reviewees.
<b>S5.2A6:</b> Devise a research section to MyReview for academics who are, or who want to be, research active. This should be delivered by a research experienced line manager only.

(iii) Support given to academic staff for career progression.

Since 2019/20, LMU has supported women's' leadership by funding places on Advance HE's Aurora programme. Ten places were initially funded, and applications invited. 13 women applied, all of a high standard. Additional funding was sourced to fund all 13 places. Cohort composition (table 5.2.3) is spread across academic and PSD staff. Leadership and management training for men and women is also provided by CPED.

**Table 5.2.2:** Aurora attendance

Staff Category	Autumn 2019/20	Spring 2019/20	Total
AHSSBL Academics	0	3	3
STEMM Academics	1	2	3
Professionals	3	4	7
<b>Total</b>	<b>4</b>	<b>9</b>	<b>13</b>

LMU's research community includes our PhD and Professional Doctorate students. PGRs are involved in research projects and events. We deliver training sessions via our PGR Training Programme annually and engage students in initiatives including the delivery of our annual University-wide Research Conference, inaugurally held in 2019/20, which showcases research work of academics, PGRs and PDRs (table 5.2.3).

**Table 5.2.3: 2019/20 Research Conference participants**

Role/Gender	STEMM			AHSSBL		
	Non-Award Winner	Award Winner	STEMM Total	Non-Award Winner	Award Winner	AHSSBL Total
<b>Chair</b>						
Man	3	0	3	1	0	1
Woman	3	0	3	2	0	2
% Women	50.0%	-	50.0%	66.7%	-	66.7%
<b>Keynote Speaker</b>						
Man	1	0	1	1	0	1
Woman	0	0	0	2	0	2
% Women	0.0%	-	0.0%	66.7%	-	66.7%
<b>Speaker</b>						
Man	4	1	5	3	1	4
Trans Woman	1	0	1	0	0	0
Woman	6	1	7	10	3	13
% Women	63.6%	50.0%	61.5%	76.9%	75.0%	76.5%
<b>Total</b>						
<b>Man</b>	<b>8</b>	<b>1</b>	<b>9</b>	<b>5</b>	<b>1</b>	<b>6</b>
<b>Trans Woman</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Woman</b>	<b>9</b>	<b>1</b>	<b>10</b>	<b>14</b>	<b>3</b>	<b>17</b>
<b>% Women</b>	<b>55.6%</b>	<b>50.0%</b>	<b>55.0%</b>	<b>73.7%</b>	<b>75.0%</b>	<b>73.9%</b>

In 2019 we introduced five new roles to implement research development strategies:

- RKE PVC – Male
- Director of Engagement (DoE) - Female
- Head of Research Policy and Implementation – Female
- Head of Graduate School (new department) – Male
- Head of Research Development (HoRD) (new department) – Female

Research Leads and Coordinators were appointed to Schools to embed research and deliver research support. Our HoRD works with female researchers, supporting and developing their skills. Our DoE runs Met:Lab, our major conduit for managing partner relations and channelling research into knowledge exchange, through:

- Project research.
- Consultancy.
- Consultation clinics.

LMU supports Early Career Researchers (ECRs). Recognising that ECRs do not fit a rigid definition, we invite colleagues to self-designate as ECRs.

ECR training includes:

- Research Development programme.
- Mentoring Scheme.
- Research Planning scheme.
- AWAM research allowance.
- Research Leave Scheme.

LMU subscribes to Vitae, runs seminars, and has recently launched an Interdisciplinary Research Forum. 50% of our Research Centres and Groups are led by women. Our Research and Postgraduate

Office supports with applying for funding, including post-doctoral and early career fellowships. We have instituted a new funding scheme for all staff to support their research. In the first two years, 45% of awards have gone to women: 10% higher than our proportion of women entered into REF2021. Our VC's Postgraduate Scholarship scheme, new for 2021, primarily provides PhD scholarships to women and minoritised colleagues.

Teaching only academics are supported through MA, PGCert and PGDip Learning and Teaching awards. Analysis shows no significant disparity between men and women (table 5.2.4).

**Table 5.2.4:** Learning and Teaching awards by gender 2017/18 to 2019/20

Qualification	Count/ %Female	2017/18	2018/19	2019/20
MA	Count	4	4	5
	% Female	75.0%	50.0%	30.0%
PGCert	Count	13	16	6
	% Female	46.2%	62.5%	66.7%
PGDip	Count	1	0	0
	% Female	0.0%	-	-
<b>Total</b>	<b>Count</b>	<b>18</b>	<b>20</b>	<b>11</b>
	<b>% Female</b>	<b>50.0%</b>	<b>60.0%</b>	<b>63.6%</b>

Mentoring scheme capacity is low (table 5.2.5).

**Table 5.2.5:** Mentoring scheme take up 2018/19

Staff Group/ Gender	Mentee	Mentor
<b>AHSSBL</b>	<b>1</b>	<b>1</b>
Female	0	1
Male	1	0
<b>STEMM</b>	<b>1</b>	<b>2</b>
Female	0	1
Male	1	1
<b>Professionals</b>	<b>4</b>	<b>4</b>
Female	3	4
Male	1	0
<b>Total</b>	<b>6</b>	<b>7</b>

Survey data shows 61% of academic women and 46% of academic men report not having appropriate development opportunities. Mentoring schemes were seen as suitable for early careers, rather than middle or established careers, and mentoring places reported as limited [S5.2A7].

#### Summary of actions: Support given to academic staff for career development

**S5.2A7:** Improve provision of, and access to, research career development support including signposting to research opportunities, research mentoring, and targeted mid-career mentoring.

### 5.3. Flexible working and managing career breaks.

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

LMU offers the following parental leave options:

- Maternity.
- Adoption.
- Paternity.
- Shared parental.

Policies, available to all staff online and from HR, are written collaboratively with unions, Stonewall, and staff networks.

Parental leave provisions were enhanced in 2018/19 (table 5.3.1) making LMU best in the HE sector for parental leave entitlements<sup>4</sup>. Enhanced entitlements are available to all permanent and fixed-term staff, full-time and part-time, with >26 weeks service and adjusted accordingly below this.

**Table 5.3.1:** LMU parental leave provision compared to statutory parental leave provision.

Leave	Full Pay (Weeks)	90% Pay (Weeks)	Part Pay (Weeks)
Maternity leave			
LMU: Women	26	0	13
LMU: Men	0	0	0
Statutory: Women	0	6	33
Statutory: Men	0	0	0
Adoption Leave			
LMU: Women	26 shared between partners	0	13 shared between partners
LMU: Men		0	
Statutory: Women	0	6 shared between partners	33 shared between partners
Statutory: Men	0		
Paternity Leave			
LMU: Women	0	0	0
LMU: Men	4	0	0
Statutory: Women	0	0	0
Statutory: Men	0	2	0
Shared Parental Leave			
LMU: Women	26 shared between partners	0	13 shared between partners
LMU: Men		0	
Statutory: Women	0	39 shared between partners	0
Statutory: Men	0		0

Expectant mothers receive paid time off, and partners unpaid time off, for antenatal and medical appointments. Staff notify their manager and HR when they become pregnant or start adopting. A maternity risk assessment is implemented by managers and HoSs. Leave and support options are discussed. Managers implement leave with dedicated HR support.

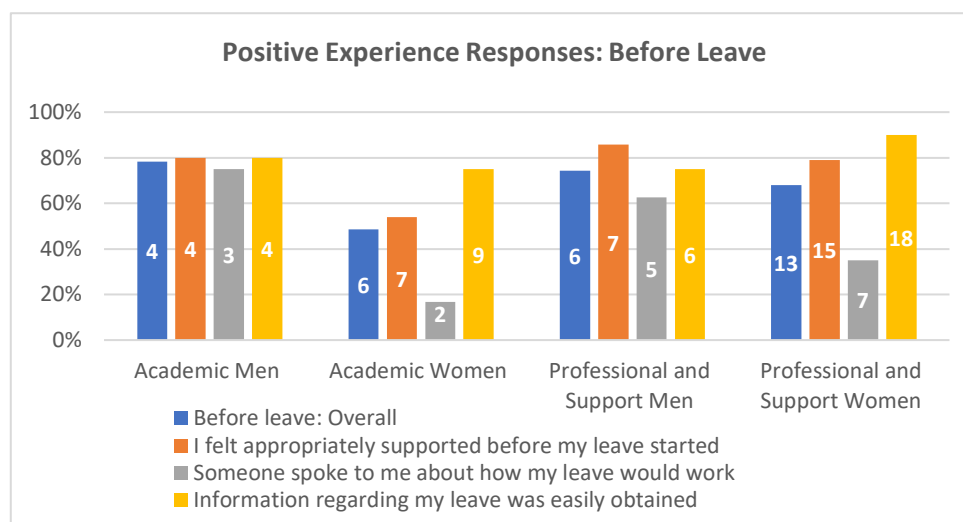
Survey responses (figure 5.3.1) show:

- PSD staff have more positive experiences before leave than academics.

<sup>4</sup> <https://www.londonmet.ac.uk/news/articles/london-met-now-sector-leading-for-parental-leave-entitlements/>

- Staff are consistently able to find information regarding parental leave.
- Low proportions of women were spoken to about how their leave would work.

**Figure 5.3.1:** Reported positive survey responses before leave: Academic and PSD staff



Focus groups revealed:

- Ready availability of policies meant staff felt less able to discuss their leave.
- Staff were frequently unsure of rights, policies, and entitlements, preferring to use personal networks for advice rather than managers or HR.
- Staff would benefit from a mentoring programme to prepare for leave.
- Managers were inconsistently equipped to manage parental leave.

*“I had a few problems during my first maternity leave with communication with my manager at that time... My second maternity leave had different managers, was a whole new experience and for the better.”*

We will ensure all managers are fully equipped to implement parental leave processes and discuss leave with their staff **[S5.3A1]**.

#### Summary of actions: Cover and support for maternity and adoption leave: before leave

**S5.3A1:** Provide parental leave implementation training for line managers, including a pre-leave checklist completed with staff member and HR.

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

FTCs and ASLs are used to cover parental leave vacancies, which staff can curtail with eight weeks' notice. Holidays are accrued whilst on leave, and days in lieu accrued for bank holidays and closure days.

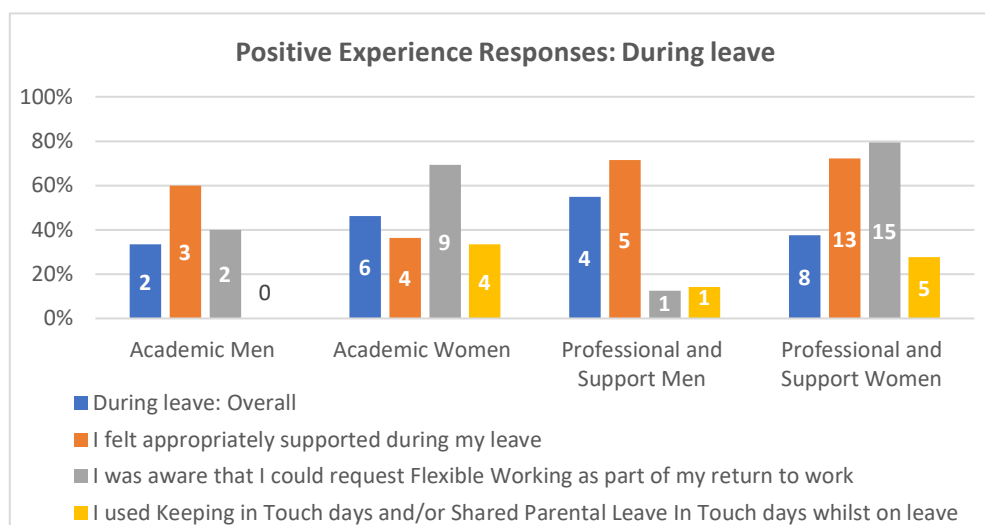
Managers maintain contact with employees on leave, informing them of significant changes, promotions, and job opportunities. Staff can use up to 10 Keeping in Touch days, arranged with managers.



Survey responses (figure 5.3.2.) show:

- Women were more likely than men to be aware of FW.
- Roughly two-thirds of women used no Keeping In Touch days during parental leave.
- Academic women are least likely to feel supported during leave.

**Figure 5.3.2:** Reported positive survey responses during leave: Academic and PSD staff



Consultation showed staff:

- Felt uncomfortable contacting managers or HR whilst they were on leave.
- Struggled to use KIT days due to travel and childcare challenges.
- Were contacted whilst on leave, to arrange holidays and administrative tasks **[S5.3A2]**.

More can be done to support staff during maternity leave **[S5.3A3]**.

#### Summary of actions: Cover and support for maternity and adoption leave: during leave

**S5.3A2:** Remind HoDs and line managers that staff on maternity leave should not be asked to carry out any work.

**S5.3A3:** Establish a buddy/mentor system programme for staff on parental leave.

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

Staff return to their original job, under continuous employment, with terms and conditions unchanged. LMU's FW Policy facilitates phased returns, using part-time, flexi, or remote working to enable a blend of work and family life. Awareness of this is low (figure 5.3.2).

An Employee Assistance Programme (EAP) is available for all returning employees, providing advice and support on a range of subjects. Access rates are shown in table 5.3.2.

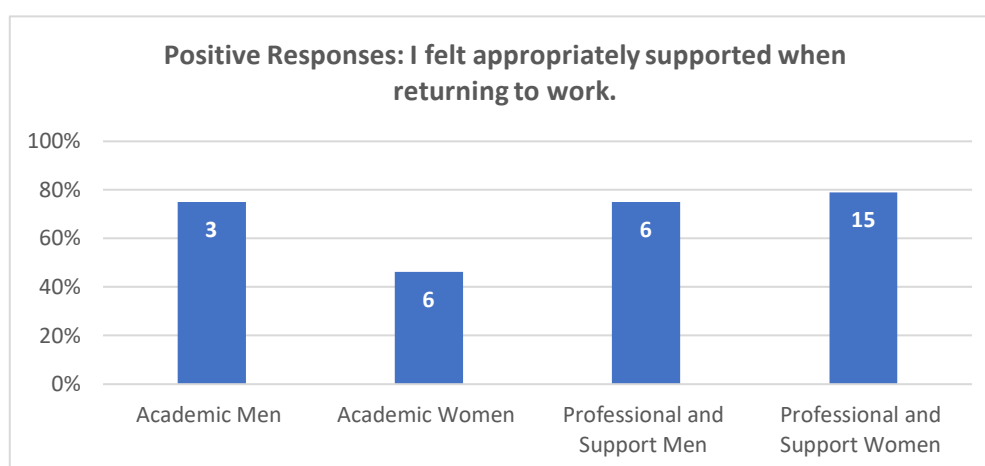
**Table 5.3.2:** EAP access rates by gender and year

Cases/ Gender	2015/16	2016/17	2017/18	2018/19	Benchmark
Cases	37	29	74	30	N/A
% Women	78%	82%	72%	57%	73%
% Men	11%	18%	26%	43%	27%
% Not Known	11%	0%	3%	0%	N/A

**Note:** Benchmark taken from the Book of Business.

Survey responses (figure 5.3.3) show positive return to work experiences, apart from academic women.

**Figure 5.3.3:** Reported positive responses: Returning to work.



Consultation showed academic women could feel that:

- Workload remained high when returning to work.
- MyReview did not account for maternity leave, placing on them undue pressure.
- MyReviews were not timed around their leave, so could not be used to offer support and development.

We will improve return-to-work processes [S5.3A4].

**Summary of actions: Cover and support for maternity and adoption leave: returning to work**

**S5.3A4:** Improve return to work processes.

(iv) Maternity return rate

There are high maternity return and retention for academics (table 5.3.3).

Maternity return and retention rates for PSD staff show no trend from year-to-year, but illustrate high loss rates at the return-to-work stage (35%). 14% of returnees leave within six months. Easing PSD women's' return-to-work will reduce exit rates [S5.3A5].

**Table 5.3.3: Maternity leave uptake, return and rates 2014/15 to 2018/19**

Staff Group	Year	Maternity Leave Uptake (HC)	Return (HC)	Remain after 6 months (HC)	Maternity Leave: Return	Return: Remain after 6 months	Maternity Leave: Remain after 6 months
Academic Staff	2014/15	4	3	3	75%	100%	75%
	2015/16	2	2	1	100%	50%	50%
	2016/17	9	9	9	100%	100%	100%
	2017/18	2	2	2	100%	100%	100%
	2018/19	4	4	4	100%	100%	100%
	2019/20	0	0	0	-	-	-
	Total	21	20	19	95%	95%	91%
Professional and Support Staff	2014/15	7	3	2	43%	67%	29%
	2015/16	8	6	5	75%	83%	63%
	2016/17	8	6	6	75%	100%	75%
	2017/18	5	5	5	100%	100%	100%
	2018/19	5	2	1	40%	50%	20%
	2019/20	1	0	0	0%	-	0%
	Total	34	22	19	65%	86%	56%

Focus groups showed academics have some flexibility in their role, enabling an easier return-to-work than PSD staff. Academics felt pressure to return early, fearing career disadvantage.

**Summary of actions: Maternity return rate**

**S5.3A4:** Improve return to work processes.

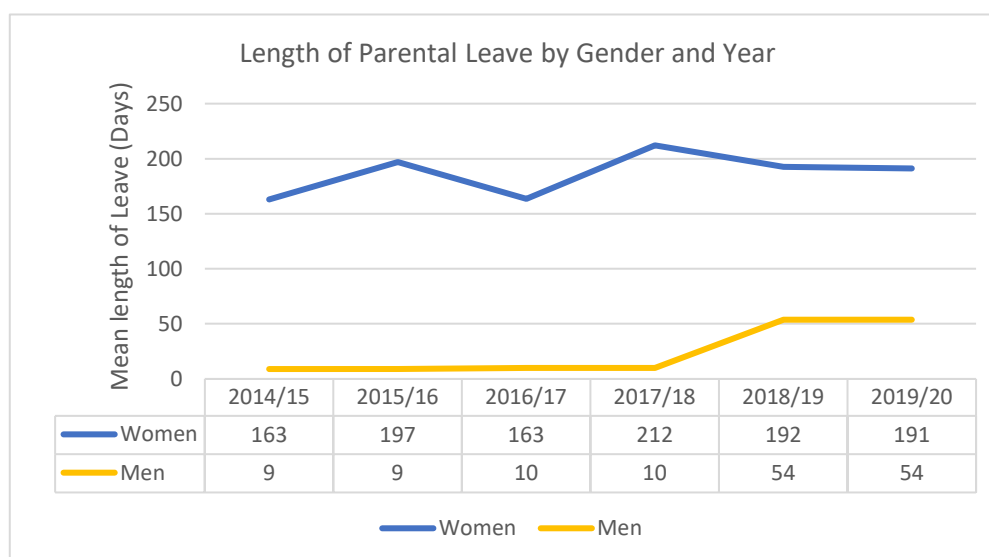
(v) Paternity, shared parental, adoption, and parental leave uptake

Shared Parental leave uptake remains low due. Focus groups evidence low awareness. Since its introduction In 2018/19, Additional Paternity Leave take-up has been strong with 89% of academic, and 67% of PSD men on paternity leave accessing it (table 5.3.4).

**Table 5.3.4:** Take up of parental leave (excluding maternity leave) by gender 2015/16 to 2019/20

Staff Group	Year	Shared Parental		Adoption		Paternity		Additional Paternity	
		Women	Men	Women	Men	Women	Men	Women	Men
Academic Staff	2014/15	-	-	-	-	-	1	-	-
	2015/16	-	-	-	-	-	4	-	-
	2016/17	-	-	-	-	-	2	-	-
	2017/18	-	-	-	-	-	1	-	-
	2018/19	-	-	-	-	-	6	-	6
	2019/20	-	-	-	-	-	3	-	2
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>8</b>
Professional and Support Staff	2014/15	-	-	-	-	-	6	-	-
	2015/16	-	-	-	-	-	7	-	-
	2016/17	-	-	-	-	-	4	-	-
	2017/18	-	-	-	-	-	7	-	-
	2018/19	-	-	-	-	-	4	-	4
	2019/20	-	-	-	-	-	5	-	2
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>0</b>	<b>6</b>
<b>Overall Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>50</b>	<b>0</b>	<b>14</b>

Additional paternity leave (2018/19) correlates to an increase in the number of days leave used by men (figure 5.3.4).

**Figure 5.3.4:** Average length of parental leave by gender (2014/15 to 2019/20)

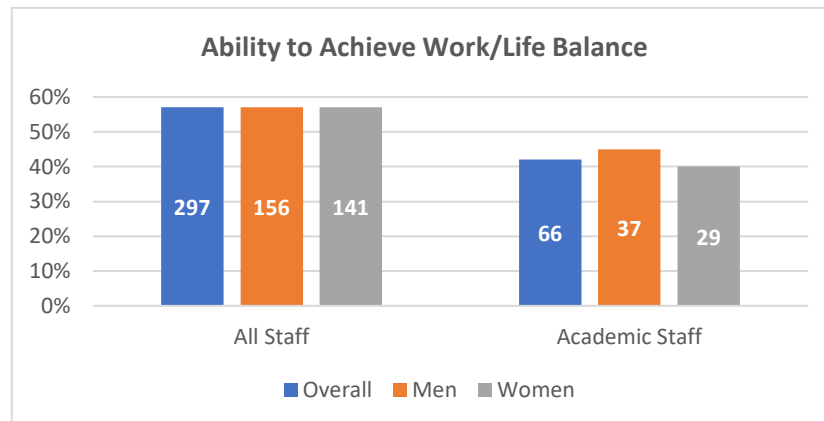
#### (vi) Flexible working

Written with our unions, LMUs FW policy is available on-line to all staff. Staff with >26 weeks service can request job shares, reduced/changed working hours, and/or remote/blended working. LMU's FW policy allows for temporary changes, trial periods, and permanent changes. Unsuccessful applications may appeal. Manager and employee guidance is provided, with HR support.

Managers implement FW requests. No request or authorisation data are held. We will work to track applications and outcomes centrally [S5.3A5].

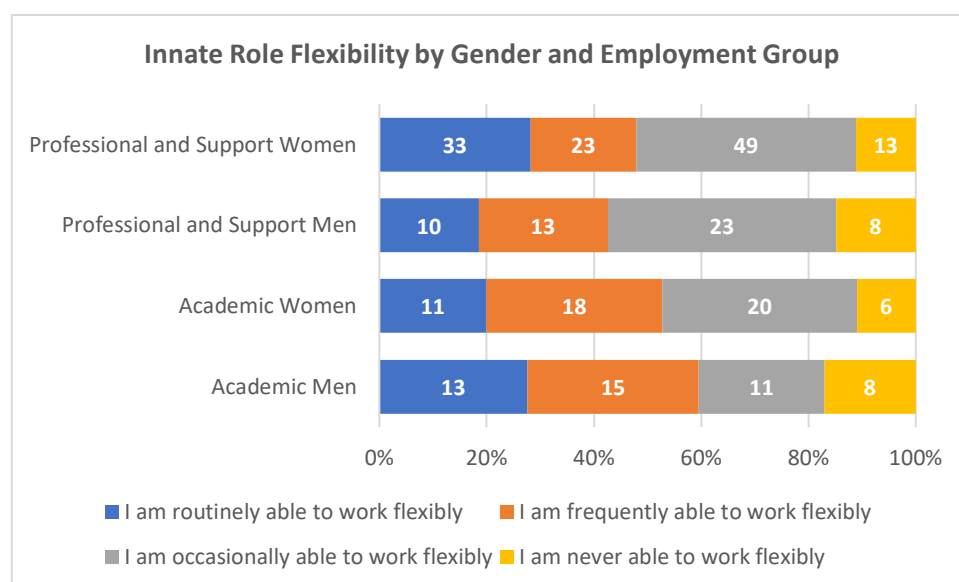
Survey results show differences between academic's ability to balance work and home life, compared to all staff (figure 5.3.5).

**Figure 5.3.5:** I am able to strike the right balance between my work and home life: positive responses.



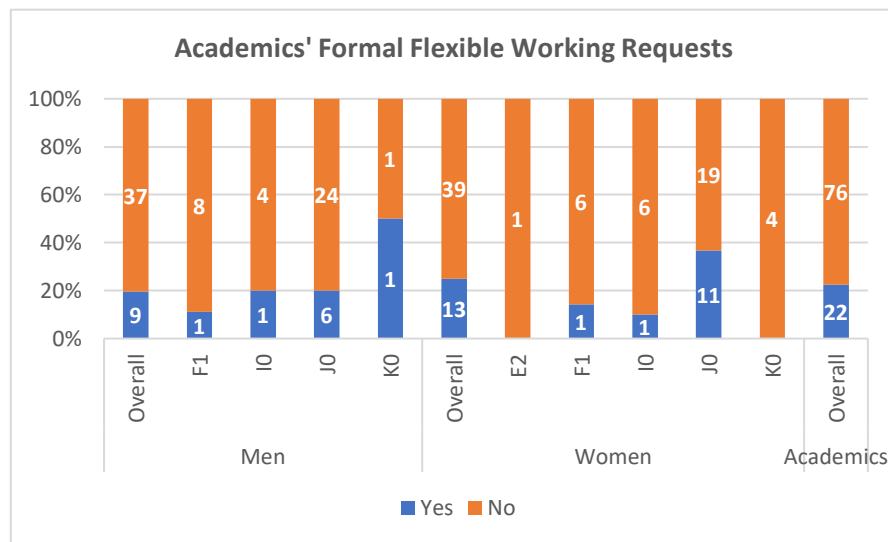
Survey data shows PSD and academic roles to have some innate flexibility, with no significance found in any group (figure 5.3.6).

**Figure 5.3.6:** Innate role flexibility by gender and employment group

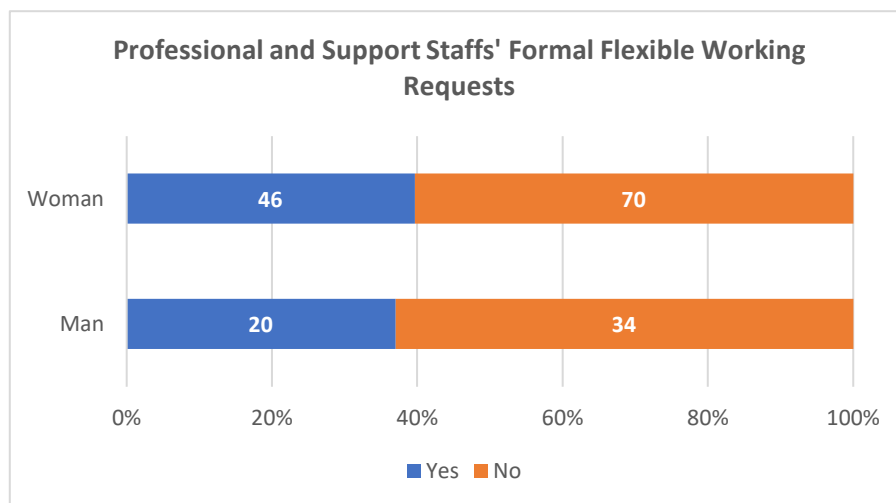


No significance was found in the number of FW requests made by academic or PSD men and women (figures 5.3.7 and 5.3.8) or in the outcome of the requests made by academic men or women (figure 5.3.9).

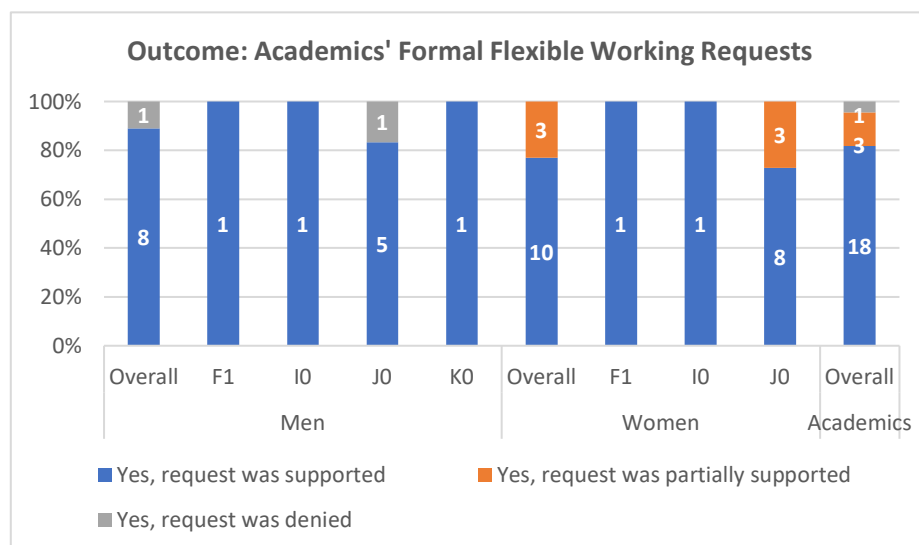
**Figure 5.3.7: Reported flexible working applications by gender and grade (Academics)**



**Figure 5.3.8: Reported flexible working applications by gender and grade (PSDs)**

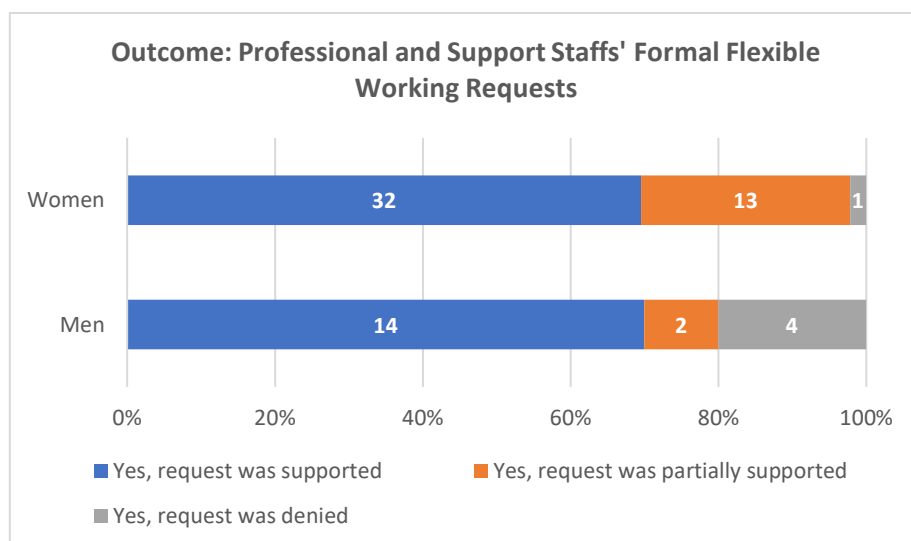


**Figure 5.3.9: Reported flexible working request outcomes by gender and grade (Academics)**



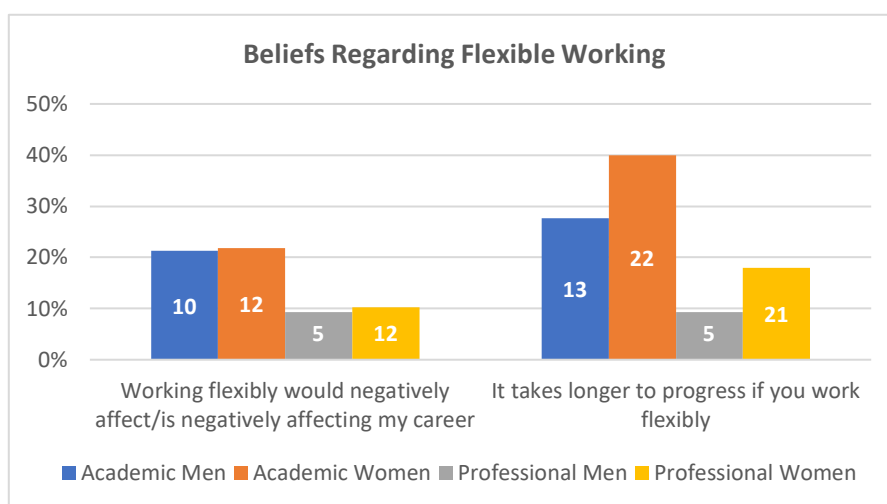
Analysis shows PSD men's requests more likely to be denied, and women's more likely to be partially supported (figure 5.3.10).

**Figure 5.3.10:** Reported flexible working request outcomes by gender and grade (PSDs)



Survey results show negative perceptions of FW. Academics are more likely to believe that FW negatively impacts careers and slow progression than PSD staff (figure 5.3.11).

**Figure 5.3.11:** Reported beliefs regarding flexible working.



Focus groups showed low awareness to be a barrier to requesting FW:

- Staff were unaware:
  - That FW working can be requested.
  - Of different FW types.
  - How to request FW.
- Those aware of FW reported information was hard to find and interpret.
- Managers could be unsure how to implement FW arrangements.
- Benefits of FW to individuals and LMU were not known.

We will ensure awareness of FW is raised and reduce negative perceptions of FW [S5.3A6].

Consultation with our Women's Network highlighted that LMU welcomes job applications from those wishing to work flexibly but asks employed staff to wait 26 weeks before making FW requests. It was

felt that requesting and implementing FW takes too long. LMU will therefore invite FW requests from staffs' first day of employment and shall reduce the time taken to process FW requests [S5.3A7].

Summary of actions: Flexible Working
<b>S5.3A5:</b> Introduce a centralised system to track flexible working requests and their outcome by employee.
<b>S5.3A6:</b> Raise awareness of flexible working arrangements and reduce negative perceptions of flexible working.
<b>S5.3A7:</b> Make flexible working requests available from the first day of employment.

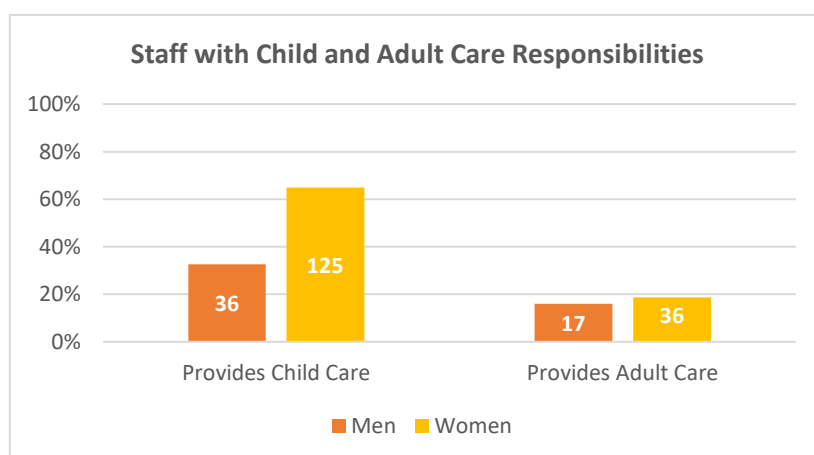
#### (vii) Transition from part-time back to full-time work after career breaks

Parental and FW policies provide for a phased return to work and a return to full-time hours. Returning parents can request temporarily reduced/different work hours and home working regardless of length of service. FW can be agreed for fixed lengths of time or continuously with an annual review. HoSs can adjust teaching allocations in the AWAM to support those returning from career breaks.

#### (viii) Childcare

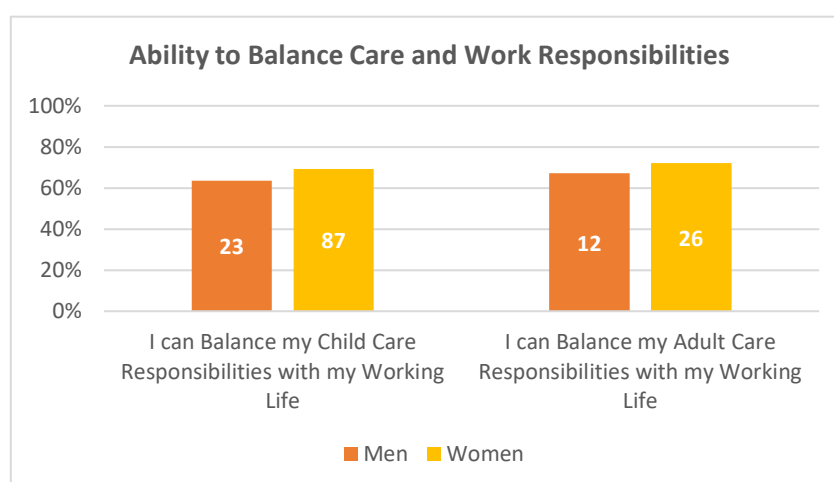
Survey results (figure 5.3.12) show women are most likely to provide childcare. Men and women are broadly equal in their reported ability to balance childcare and work commitments (figure 5.3.13).

**Figure 5.3.12:** Staff reporting child and adult care responsibilities.





**Figure 5.3.13:** Reported ability to balance care and work responsibilities.



Throughout the pandemic, LMU has ensured a compassionate approach to those balancing homeworking, home-schooling, and care responsibilities. Our VC has firmly instructed managers to be sensitive and accommodating to the needs of their staff. This is covered further in section 7.

Childcare support is primarily provided via a subsidised childcare voucher scheme, which closed to new members in 2018. Analysis showed that scheme access was not dependent upon gender. This scheme has been superseded by governmental Childcare Choices schemes, for which LMU holds no data.

LMU does not provide creche or day-care facilities. Consultation did not demonstrate a demand for this but showed workload as the key barrier to fulfilling care responsibilities. Full-time staff reported conflicts between workload and care responsibilities:

*“I either work and neglect my children or I attend to my children and become swamped with overdue work”.*

Part-time staff reported that working over contracted hours prevented them fulfilling care responsibilities. Others spoke positively, highlighting support from managers, senior staff, and colleagues:

*“As a working father to three young children I feel I am well supported by my department from Director down to my manager and colleagues.”*

We will investigate how to improve the support we offer staff with childcare responsibilities **[S5.3A8]**.

#### Summary of actions: Childcare

**S5.3A8:** Establish a working group to investigate and advise on a review of childcare provision.

#### (ix) Caring responsibilities

Emergency leave is available to staff dealing with domestic emergencies. LMU’s FW provision gives adaptability to those with caring responsibilities. HoSs can plan teaching around academics’ caring responsibilities without using formal FW requests. We are establishing hybrid-working and remote teaching, and are consulting with staff on how best to implement this.

## 5.4. Organisation and culture

### (i) Culture

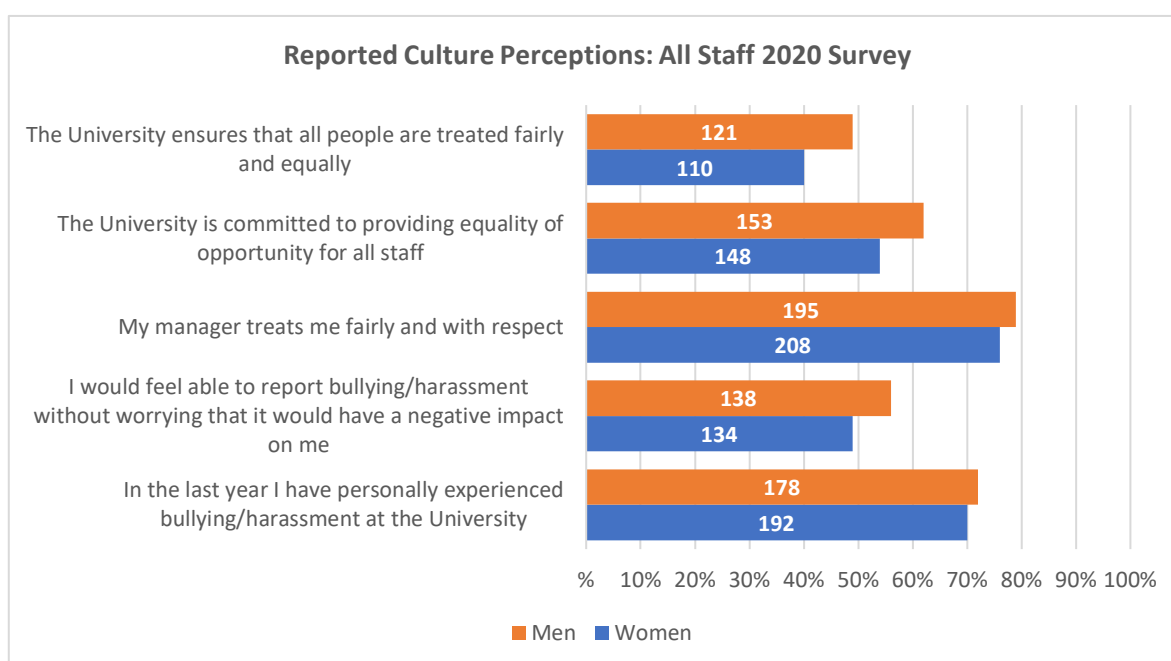
Five employee network groups exist at LMU; Aspire, BAME, DisAbility, LGBTQIA+, and Women's networks. Networks raise the visibility of members by running events such as Women's Day, networking and development sessions, Pride, workshops, and seminars.

Expected Behaviours and EDI training are included in inductions, and EDI e-learning is available to all staff. As previously noted, take-up is low.

Survey data shows little difference between how men and women experience LMUs culture (figure 5.4.1), but highlighted:

- Over 70% of LMUs staff report experiencing bullying and/or harassment in 2019/20.
- 49% women and 56% of men at LMU feel able to report bullying and/or harassment.

**Figure 5.4.1:** Reported culture perceptions: All staff 2020 survey



Responding to this, our VC consulted with staff, finding numerous instances where staff felt unable to report bullying and/or harassment. We are establishing a Harassment Contact Scheme, aiming to increase staff's confidence in reporting, which simplifies reporting and resolving cases. Launching by the end of 2020/21, success will be measured through staff consultations and our Staff Survey.

Recognising that culture change requires sustained effort, LMU opened its Centre for Equity and Inclusion<sup>5</sup> in 2020, appointing Dr. Zainab Khan in a new full-time role as PVC for Teaching & Learning and CEI Director. CEI is a new force behind our culture, committed to evidence-based practice, and seeking to embed EDI for all staff and students. Our new Inclusive Behaviours staff development programme, introduced in 2021, will support all staff in deepening their understanding and practice in inclusivity.

LMU's Education for Social Justice Framework, developed by a diverse group of staff and students, combines the principles of inclusive pedagogy with a progressive values-based curriculum, reflecting the mission of LMU. The Framework will ensure our curricula and practice align with the principles of equity, with who our students are, and the challenges facing London and its communities. It has been

<sup>5</sup> <https://www.londonmet.ac.uk/about/equity/centre-for-equity-and-inclusion/>

trialled in schools and, following evaluation and refinement, will be rolled out across all courses by September 2022.

## (ii) HR policies

Mandatory HR training is delivered through managers' inductions. Further training is provided by CPED. Training requirements are identified during MyReview. Training may also be requested by managers.

All managers receive HR support from HR Officers, assigned to specific schools to ensure consistency. Officers advise on policy application and support with implementation. Expert guidance from specialist ER managers ensures consistency of application in line with current policies. Consistency is assured by weekly HR team case review meetings.

Policies and guidance are available to all staff on-line. Differences between policy and practice are identified by HR staff or union representatives and remedied immediately. Changes to HR policies, practices, and procedures are emailed to all staff and supporting training provided.

All Employee Relations cases are recorded, analysed for trends and policy improvement, and reported to SLT and FRC annually.

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

School headships are permanent appointments. Although the representation of HoSs by gender and ethnicity varies year-to-year (table 5.4.1) no pattern was found.

In 2019/20 the majority of HoSs were female but only one was BAME, a woman in STEMM. We are aware that historically AHSSBL has not had a BAME HoS and are working to remedy this through the CEI and the actions in our new Race Equity Strategy Plan.

**Table 5.4.1:** Academic heads of schools by gender and ethnicity 2016/17 to 2019/20

Gender	Ethnicity	STEMM				AHSSBL			
		2016/17	2017/18	2018/19	2019/20	2016/17	2017/18	2018/19	2019/20
Women	White	0	0	1	1	3	2	1	3
	BAME	0	0	0	1	0	0	0	0
	Total	0	0	1	2	3	2	1	3
Man	White	4	2	1	0	1	2	1	1
	BAME	1	1	1	0	0	0	0	0
	Total	5	3	2	0	1	2	1	1
% Women		0%	0%	33%	100%	75%	50%	50%	75%
Women % BAME		-	-	0%	50%	0%	0%	0%	0%
Men % BAME		20%	33%	50%	-	0%	0%	0%	0%

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

Membership of senior management committees is largely ex-officio. Where membership is by invitation, guidance is to ensure representation of LMU's population. SMT membership has been extended since 2015/16, raising female representation from 25% to 42% in 2018/19. Analysis shows no significance in gender distribution by year (table 5.4.2).

**Table 5.4.2:** Membership of Senior Leadership Team and Senior management Team by gender 2015/16 to 2019/20

Year	Senior Leadership Team			Senior Management Team			Academic Board*			Awards Board*		
	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women
2015/16	3	2	60%	3	9	25%	6	14	30%	6	7	46%
2016/17	3	3	50%	6	10	38%	12	9	57%	8	7	53%
2017/18	2	4	33%	6	11	35%	8	11	42%	8	7	53%
2018/19	4	4	50%	8	11	42%	12	8	60%	8	7	53%

\* Includes members but not officers in attendance or Secretary.

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

Membership of influential committees is largely ex-officio. Where membership is by invitation, guidance is to work towards a membership representative of LMU's population. Female representation has increased on all influential committees since 2015/16.

**Table 5.4.3:** Membership of influential committees by gender 2015/16 to 2019/20

Year	Board of Governors Governance Committee			Finance and Resources Committee			Remuneration Committee			Audit Committee		
	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women
2015/16	6	8	43%	2	3	40%	2	4	33%	4	3	57%
2016/17	7	7	50%	2	5	29%	2	5	29%	2	4	33%
2017/18	2	3	40%	4	5	44%	3	3	50%	5	2	71%
2018/19	4	1	80%	5	3	63%	3	2	60%	4	2	67%

#### (vi) Committee workload

Committee membership is usually due to the role a member holds and, unless ex-officio, is rotated triennially. Academics' committee workload is accounted for in the AWAM with teaching responsibilities reduced accordingly.

#### (vii) Institutional policies, practices and procedures

Policies, written in conjunction with unions, staff networks, and Stonewall, are gender neutral and use inclusive language. EIAs are completed for organisational changes and major policy updates, ensuring no disproportionate effect on particular genders. LMU actively engages employees in consultations. Live consultations, including relevant EIAs, are accessible to all staff on our Consultations webpage.

#### (viii) Workload model

HoSs use LMU's current spreadsheet based AWAM, developed with unions and staff in 2019/20, to delegate academics' responsibilities. <550 teaching hours can be delegated p/a, out of 1,591 working hours. AWAM includes:

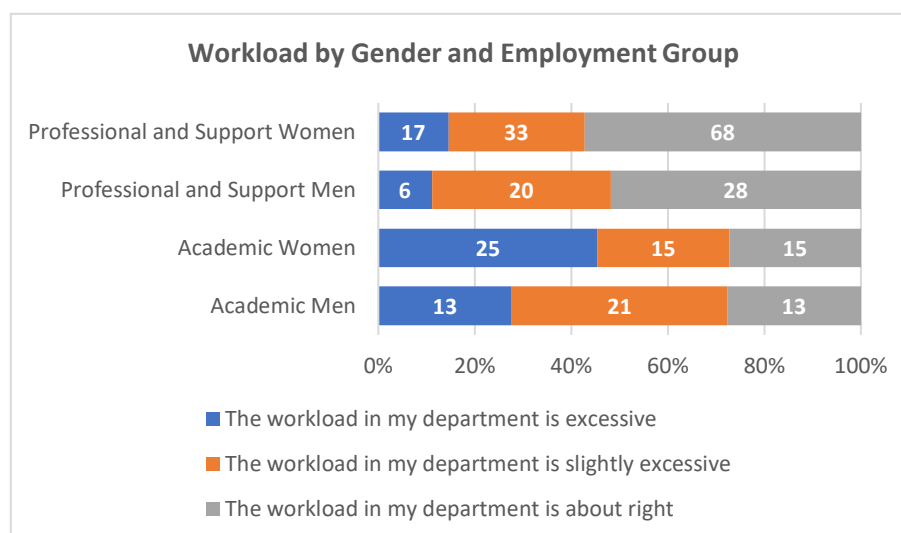
- Teaching, including preparation, assessment and PhD supervision.
- Academic Management, Planning and Operations.
- Strategic involvement.
- Research, Scholarly activity and Consultancy.
- CPD.
- Additional allowances, e.g. for those new to teaching or returning from career breaks.

AWAM and MyDevelopment systems stand alone. Resultingly, MyDevelopment tasks are not automatically accounted for in academics working hours, nor is AWAM used to inform development reviews or promotions rounds.

AWAM is not currently monitored for gender bias. Rotation of responsibilities is not currently considered. AWAM relies on HoSs entering allocations and cascading results to staff. Transparency is therefore lacking.

Survey responses show no significant difference between academic men and women, nor between PSD men and women.

**Figure 5.4.2: Reported workload of academic and professional staff by gender**



A new AWAM is being introduced in 2021/22 which will remedy these shortcomings by:

- Using a shared interface, accessible to HoSs and academics.
- Integrating with development reviews.
- Monitoring gender bias.
- Generating reports.
- Accounting for care responsibilities and academics' preferred ratio of teaching and research.

Staff perceptions of the new AWAM will be collated by surveys and focus groups.

#### (ix) Timing of institution meetings and social gatherings

LMU uses Google Calendar to book meetings. Calendars are visible to anyone booking meetings, enabling staff to block availability. Managers and Chairs cascade information to relevant staff. Social events are generally planned for evenings.

55.3% of male and 47.3% of female academics agreed that meetings are held at times they can easily attend. 52.6% of full-time and 50.0% of part-time academics were happy with the timing of meetings. This dropped to 30.3% and 14.3%, respectively, when questioned about social events, with home commitments and travel restrictions being barriers to attendance. Feedback was that meetings and events should be planned within core hours and consider part-time staff availability.

We will work to ensure meetings [S5.4A1] and social events [S5.4A2] are accessible to as many staff as possible.

## Summary of actions: Timing of institutional meetings and social events

**S5.4A1:** Establish core work hours within which meetings should aim to be held. Consider the availability of part-time staff when planning meetings.

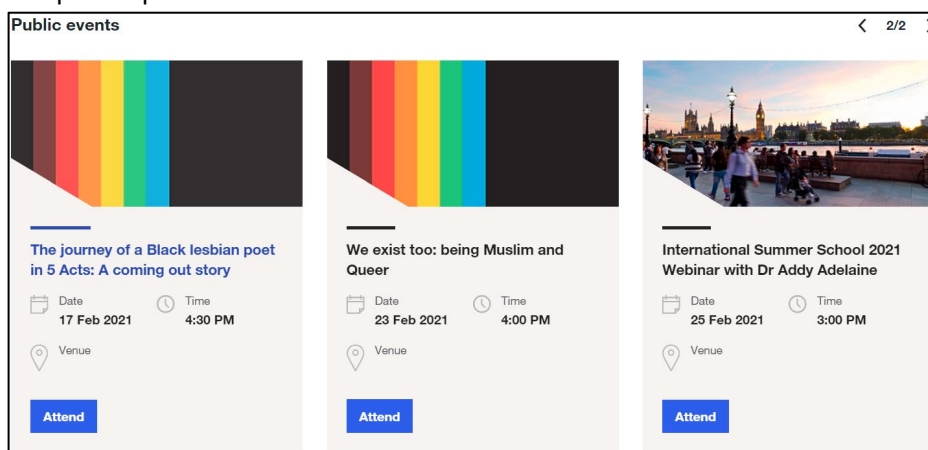
**S5.4A2:** Schedule social events within, or as soon as possible after, core work hours thus eliminating the need for additional or late night travel.

### (x) Visibility of role models

LMU's website is carefully constructed to showcase our diverse and inclusive population of students and staff. Guidance is issued to staff with web publishing responsibilities and monitored for compliance by our communications team.

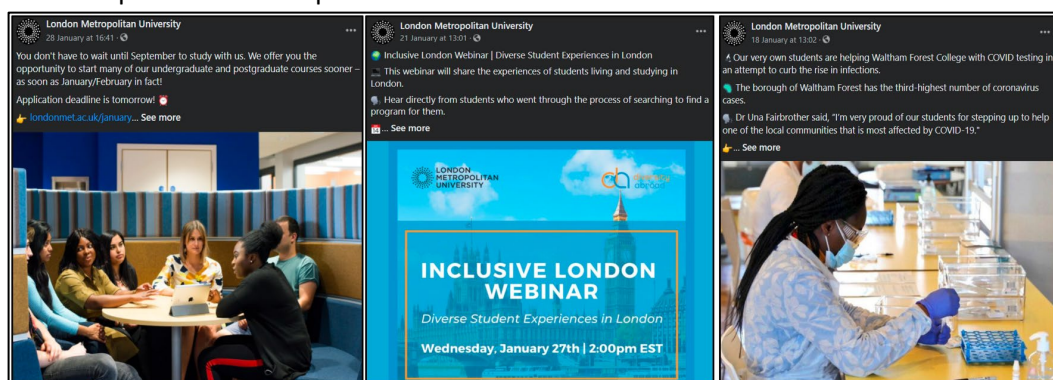
Public events include and promote minority groups, reinforcing LMU's EDI commitment.

**Figure 5.4.4:** Examples of public events at LMU



Role model students, alumni, staff, and honorary graduates are promoted through our profiles page. Students also publish blogs on our social media page, promoting EDI as core values at LMU. EDI is required on LMU's social media channels: we avoid the use of stereotypical images and actively promote LMU's EDI work.

**Figure 5.4.6:** Example social media posts



LMU's prospectus affirms equality as a core value and celebrates our diversity.



We encourage Honorary nominations from under-represented groups and confer titles on merit alone. From 2016 to 2019 the representation of women has increased to 71%.

#### (xi) Outreach activities

LMU's outreach focusses on widening participation. Six strategic themes have been identified which can deliver the most positive change to the community. Activities are embedded in the local community and delivered with over 600 partners.

Our outreach team comprises 8 staff (75%F) and 87 LMU Students Ambassadors (71%F). Ambassadors run weekend classes for secondary school pupils at risk of achieving a D or below at GCSE. Classes are regularly attended by 200 children who go on to achieve As and Bs.

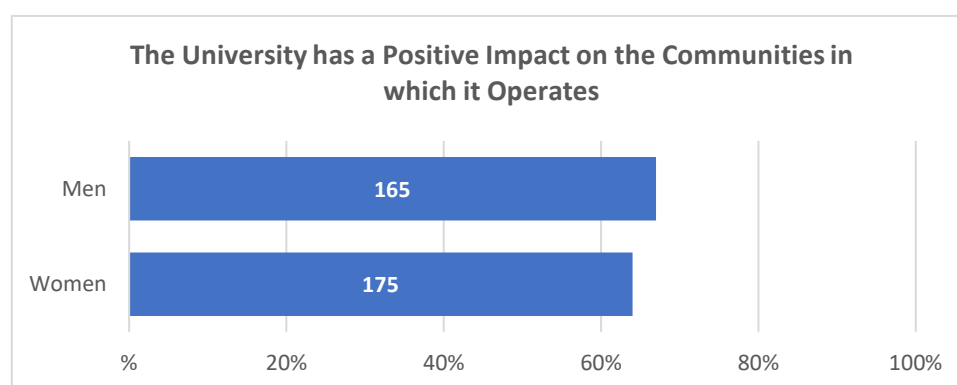
While the emphasis of our work is not explicitly around gender, we monitor participation by gender and evaluate the impact of many of our activities.

**Figure 5.4.8:** Publicly published photos depicting Summer School participation.



Staff survey data shows the majority of staff believe LMU positively impacts the community.

**Figure 4.4.9:** Staff perceptions of LMU's positive social impact



(xii) Leadership

LMU's strategy and KPIs include a commitment to achieve Institutional Athena Swan Silver by 2026/27.

We intend all Schools to have applied for Athena SWAN awards within the next four years and one to have applied for a Silver award within five years **[S5.4A3]**. We will support Departments by providing comprehensive data packs **[S5.4A43]** and provide central support is to advise departmental SATs (see section 3(iii)). We will establish an Athena SWAN representative network, facilitating the sharing of learnings and good practice **[S5.4A53]**. Our HR Officer is planned to be LMUs point-of-contact for Athena SWAN activity.

**Summary of actions: Leadership**

**S5.4A3:** Support Schools to apply for Athena SWAN awards.

Section 5	
Actual word count	5112
Recommended word count	5000 words



## 6. SUPPORTING TRANS PEOPLE

**Recommended word count: Bronze: 500 words**

### (i) Current policy and practice

Policies are reviewed biennially with Stonewall, unions, and our LGBTQIA+ network, ensuring they are inclusive and use gender-neutral language. Working with Stonewall, we have updated our definitions and policy framework and drafted Transgender Inclusion and Transition at Work policies. Being introduced in 2021, these policies support transgender people by:

- Outlining expected behaviours.
- Outlining our commitment to tackling trans-phobia.
- Guaranteeing appropriate transitioning support.
- Establishing terminology and privacy standards.
- Covering names and pronouns on LMUs records.

Since 2000/01, our harassment policy protects against transphobic abuse, harassment, and bullying. Guidelines clarify incident reporting channels, investigating procedures, and complaint resolution. Survey data shows a disconnect between policy and experience; over 70% of staff experience harassment (page 74). Our new Harassment Contact Scheme (page 74) will simplify the reporting and resolution of harassment and bullying, thus reducing unacceptable behaviour.

Our Stonewall Steering Group are developing guidelines and resources to improve staff understanding and support of trans people. We have recruited a specialist to our counselling team with expertise in LGBTQIA+ mental health practice.

Through our ESJF we seek to embed LGBTQIA+ inclusion in the curriculum as standard by September 2022. Staff development training in this area commences from Autumn 2021. Our SMT undertook Trans Awareness training in 2020, delivered by Gendered Intelligence.

We have a live plan for installing gender-neutral facilities whenever a building is constructed or refitted.

LMU's LGBTQIA+ Network supports transgender people and works to normalise all sexual and gender identities. In 2020/21 two transgender people led network events, constituting 4.4% of speakers. We highlight staff networks trans inclusivity during International Women's Day, Black History Month, and LGBTQIA+ History Month.

Our LGBTQIA+ network surveyed its members in 2021, finding:

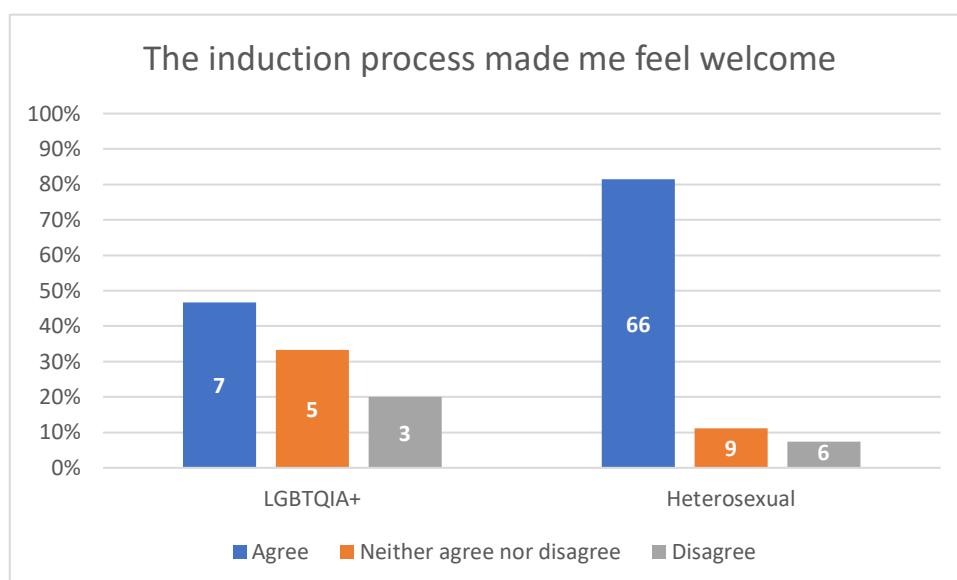
- 10% identify as transgender.
- 49% identify as non-cisgender.
- 55% feel supported by the University.
- 68% of student respondents feel safe disclosing their identity to lecturers.

Consultation with our LGBTQIA+ network showed transgender awareness is low in the University, and that EDI commitments are not consistently known. Members highlighted that no transgender specific MyDevelopment modules exist **[S6A1]** and that induction processes do not include transgender awareness **[S6A2]**:

*"I would like the commitments to equality and diversity to be higher profile. This could cover more training, more staff and student spaces, more events, website presence... all would help me to feel more visible, included and respected."*

Survey data reinforced this with LGBTQIA+ new-starters less likely than heterosexual new-starters to feel welcomed by current induction processes (figure 6.1).

**Figure 6.1:** Reported induction experiences by LGBTQIA+ and heterosexual new starters.



We will add transgender awareness to all inductions **[S6A2]**.

(ii) Monitoring

We will continue to use our triennial staff survey to monitor if transgender staff have experienced, and feel able to report, negative treatment at work. Our Stonewall Steering group are investigating ways to build more complete LGBTQIA+ data to monitor and review. Our biennial Athena SWAN survey will measure the impact of trans awareness training, and of our new Transgender Inclusion and Transitioning at Work policies.

(iii) Future work

Our forthcoming Harassment Contact Scheme will be the first point of contact for anyone experiencing harassment (page 74). Contact will be confidential and informal, supporting victims in deciding their next steps.

Summary of actions: Supporting trans people	
<b>S6A1:</b>	Mandatory LGBTQIA+ awareness training modules added to MyDevelopment.
<b>S6A2:</b>	Include unconscious bias, pronoun awareness and inclusive language sections in staff and student induction sessions.

Section 6	
Actual word count	507
Recommended word count	500 words

## 7. FURTHER INFORMATION

**Recommended word count: Bronze: 500 words**

### Covid impact

Remote working during lockdown, facilitated by existing technology, has been implemented for most staff. Remote working requires equipment which staff may not have at home, so LMU provided necessary equipment and internet connections to staff, assessing needs via a home-working survey.

Acknowledging the additional pressures of lockdown, our VC added sections to her all-staff communications on remote working, work/life balance, and steps being taken to safely manage the university. Virtual open forums were held with the VC and SLT, allowing staff to raise issues, ask questions, and recommend actions. Managers were asked to prioritise staff welfare, working to peoples' capabilities rather than targets, and to be particularly sensitive and accommodating to staff with caring responsibilities.

*"... everyone cannot work in the same way as normal. Many will have children that would normally have been at school. This complicates home working. Whatever problems people face, they should not worry. All we are asking is that everyone does their best".*

*Professor Lynn Dobbs, Vice-Chancellor.*

Workload adjustments were made whenever caring responsibilities, such as caring for children, prevented staff completing tasks.

*"Managers are asked to accommodate staff needs wherever possible. Some staff will need more time to complete tasks given the current working arrangements".*

*Robert Fisher, HR Director.*

SLT encouraged staff to work flexibly around individual needs and caring responsibilities, moving tasks around childcare and home-schooling, as necessary. Recognising that this is easiest for PSD staff, academics were given options to work flexibly:

- Delivering lessons live.
- Uploading recorded lessons weekly or en masse.
- Providing virtual drop-in/discussion sessions.

Managers contacted direct reports weekly, offering to discuss workload, wellbeing, issues in and out of work, adapting working patterns, and highlighting our EAP where relevant.

Additional closure days were authorised to lift staff wellbeing. Virtual social events were scheduled, maintaining team identity and providing chances to meet informally.

We are building on our recent experiences of remote working by introducing a hybrid working model, enabling blended teaching and working, for staffs return to campus. Our COO leads this initiative, in consultation with all staff. Directors and managers collate staffs' preferred pattern of remote and on-site working, and any specific requirements, before agreeing these with staff. Arrangements are supported by providing necessary hardware and the use of existing technology. Success will be monitored via our all-staff survey.

<b>Section 7</b>	
Actual word count	380
Recommended word count	500 words

## 8. ACTION PLAN

Ref	Aim	Rationale	Planned Actions	Responsi- bility	Timeframe	Success Measure/ Impact
<b>Section 3: The self-assessment process.</b>						
S3A1	Ensure a balanced SAT representation of all genders and career stages.	SAT is 67% female. SAT is 20% early career, 70% mid-career, and 10% established career.	Ensure that, when SAT members come to the end of their period of office, gender and career stage are considered when recruiting replacements.	SAT Chair	Jun 2021 to Jun 2023	Gender balance of SAT is 45% to 55% Female.  Membership includes between 25% and 40% of each career stage.
S3A2	Establish an annual review of AWAM, allocating no fewer than 50 hours pa for SAT members and in excess of 50 hours pa for section leads, authors, and department application leads.	Consultation showed 50 hours pa to be insufficient for section leads and authors.	Establish an annual review of workload for Athena Swan work to feed into the AWAM. Ensure that realistic workload allocations are given to SAT members section leads, and authors. Furthermore, ensure that Departmental Athena Swan leads are given allocations in line with the work required, recognising that more work is required when preparing a submission.	SAT Chair	Jun 2021 to Jun 2023	Annual review of Athena Swan workload established. Ordinary SAT members assigned at least 50 hours in the AWAM.  Section leads and authors feedback that they are given realistic allowances f at least 50 hours.  Departmental leads allowances agreed and adjusted following each review.
S3A3	Arrange, when roles are rotated or members leave, for a handover period of one month to smoothly transfer responsibilities.	To allow an efficient transition, it is seen as sensible to establish a hand over period for SAT members.	Include in the SAT's terms of reference hand over periods for one month for staff members.	SAT Chair	Jun 2021 to Jun 2023	Handover periods of one moth included in the SAT terms of reference.

S3A4	Form an implementation group with the Centre for Equity and Inclusion (CEI), which has formal responsibility for oversight of the delivery of our action plan and monitoring and informing on action plan implementation, supporting the CEI in its delivery and reporting to SAT	To ensure that the Action Plan is implemented	Form an Action Plan Implementation Group (APIG) and produce terms of references, showing APIG reporting to the SAT. Membership to comprise existing SAT members; Department Application Leads; Staff Network Representatives; and additional membership, as required,	SAT Chair	Jun 2021 to Dec 2021	APIG established and terms of reference written and approved. Members appointed and a meeting scheduled set up.
S3A5	Establish SATs within all Schools and Departments, Supporting Department Application Leads.	As part of LMU's plans for departmental Athena SWAN applications, it is important that departments set up SATs and agree submission timetables.	All departments to set up SATs. Introduction to Athena SWAN training to be run for the newly established SATs.	SAT Chair	Jun 2021 to Dec 2022	All departments have SATs in place and have agreed their terms of reference.  A training session run for SAT members.
S3A6	Review and update the Action Plan annually, reporting progress and outcomes to the SLT and governors.	It is important to keep the Action Plan up to date and relevant.	1. Establish an annual review of the Action Plan whereby completed actions are removed, timescales are updated, and any new actions required are added. Publish a new version of the Action Plan and produce a progress report for SLT and governors.	SAT Secretary	Jun 2021 to Jun 2023	Annual Action Plan reviews in place. Progress reports send to SLT and governors annually.
			2. Establish an annual business schedule for Athena SWAN business which includes all regular Athena SWAN-related activities including the Annual Action Plan review. Use the schedule to inform SAT meeting agenda.	SAT Secretary	Jun 2021 to Dec 2021	Athena SWAN Annual Business schedule produced. All regular Athena SWAN related activities included in schedule. Schedule used to inform SAT meeting agenda. Annual Action Plan review included in schedule.
S3A7	Establish regular communication with staff to publicise Athena SWAN	It is important to ensure that all staff are aware of LMU's Athena SWAN work.	Update all staff, biannually, on institutional progress and departmental applications via our Athena SWAN intranet page and all-staff newsletter	SAT Secretary	Jun 2021 to Jun 2023	Biannual updates to staff in place.

			Update our EDI webpages to include the Athena SWAN application, action plan, biannual updates, and department applications. Responsibility for updating the EDI webpages delegated.	SAT Secretary	Jun 2021 to Jun 2022	Responsibility for updating EDI webpages with Athena SWAN information agreed.  EDI webpages updated to include the Athena SWAN application, action plan, biannual updates, and department applications.
S3A8	Run the Athena SWAN survey and follow up focus groups every two years	There is a need to track staff views and collect data on impact of actions taken.	Review and modify the Athena SWAN survey and run the survey every two years. Run follow up focus groups as a follow up.	SAT Secretary	Jan 2023 to May 2025	Survey schedule included in Athena SWAN Annual Business schedule showing plans to run every two years.  Survey runs with at least 60% response rate from all staff groups and follow up focus groups run, as necessary.

#### Section 4 - A picture of the institution

S4A1	Provide the offer of annual development reviews for Associate Lecturers (ASLs).	Focus groups highlighted gaps in appraisal provisions for ASLs, in that they are not currently included in centralised appraisal mechanisms (My Review)	Ensure that the appraisal process and guidance is adjusted so that it is fit for purpose for ASLs.	SAT Secretary	Jan 2022 to Jun 2022	MyReview process and guidance adjusted to suit ASLs.
			Offer ASLs the chance to participate in MyReview.	SAT Secretary	Sep 2022 to Sep 2024	All ASLs offered the chance to participate in MyReview.
			Consultation with ASLs concerning career development support	SAT Secretary	Sep 2024 Dec 2024	Focus groups with ASLs confirm that ASLs are offered the chance to participate in MyReview.
S4A2	Improve exit interview completion rates.	12.5% of all staff complete and exit interview.	Improve the process for offering Exit Interviews to leavers to improve the take up rate.	SAT Secretary	Sep 2021 to Sep 2024	Take up rate for exit interview increases to 75%.

#### Section 5.1 - Key career transition points: academic staff

S5.1A1	Develop the online e-recruitment system to capture applicant data at all stages	LMUs recruitment system does not track all stages of the recruitment process, resultantly we can only compare application and appointment stages.	Develop the online e-recruitment system to: <ul style="list-style-type: none"> <li>Automatically capture applicant data at all recruitment stages.</li> <li>Link applicant shortlist, interview, and appointment data clearly to the vacancy applied for to enable clearer analysis and reporting.</li> </ul>	SAT Secretary	Jun 2021 to Dec 2022	Recruitment system updated and reports produced showing numbers of women and men at all recruitment stages for each vacancy.
S5.1A2	Ensure equal representation of ethnicities on selection panels.	Of the survey respondent who had sat on selection panels, 77.6% of men and 62.7% of women reporting that these always represented men and women. Also, survey data show white staff were most likely to sit on selection panels with BAME women particularly underrepresented. 28% of BAME women staff have served on selection panels compared to 45% of White women, and 42% of BAME men compared to 48% of White men.	1. Proactively encourage staff, and BAME women in particular, to undertake recruitment training.	SAT CPED member	Jun 2021 to Dec 2022	At least 50% of White and BAME women staff have undertaken recruitment training and are qualified to serve on recruitment panels.
			2. Remind recruiting managers and departmental heads that recruitment panels should reflect the diversity in their departments, that they must include women and men, and that BAME women are generally underrepresented.	SAT Secretary	Sep 2021 to Sep 2022	HoDs reminded that panels should reflect the diversity of their departments and that they must include women and men.
			3. Monitor the composition of recruitment panels and assess how representative they are.	Director of the Centre for Equity and Inclusion	Sep 2022 to Mar 2023	Recruitment panels reflect the diversity of LMU: proportions of White and BAME men and women involved in recruitment panels are all within 10% of each other, and all panels contain women and men.
S5.1A3	Update job advertisement templates.	Focus groups felt that adding information about staff networks, parental leave enhancements, and flexible working to job adverts would attract more applicants from underrepresented groups.	Update job advertisement templates with information about: <ul style="list-style-type: none"> <li>Staff networks.</li> <li>Parental leave enhancements</li> <li>Flexible working</li> <li>Career pathways</li> </ul>	SAT Secretary	Jun 2021 to Jun 2022	Job advertisement templates updated to include more information to attract application from underrepresented groups.



S5.1A4	Ensure that only candidates who have submitted EDI statements are shortlisted for interview	Recruitment system advances candidates with no EDI statement. Consultation with recruiting academics and managers shows applicants with no EDI statement are routinely interviewed.	Make changes to recruitment system to make sure that only candidates who have submitted EDI statement are able to be shortlisted.	SAT Secretary	Jun 2021 to Dec 2021	Recruitment system changed. No candidates without an EDI statement shortlisted.
S5.1A5	Ensure that anyone involved in recruitment and selection completes relevant training.	Of the survey respondents who have served on recruitment panels, just 45.0% of men and 48.8% of women reported receiving recruitment and selection training.	Establish a system to check whether or not members selected to serve on selection panels have undertaken recruitment and selection, and unconscious bias training.	SAT Secretary	Sep 2021 to Dec 2022	System of checking training status in place.  All panel selection panel members have undertaken recruitment and selection, and unconscious bias training.
S5.1A6	Ensure all new starters complete compulsory training regardless of past experience.	Three essential EDI modules, introduced in 2019, form part of our induction process. Completion rates of relevant staff show non-completion of these modules with a need for academics and PSD men especially to improve completion.  Modules were perceived as unnecessary when overlapping with prior experience or training; completing modules taken during previous employment was not seen as an efficient use of time.	Introduce a process whereby all new starters are reminded to complete Equality and Diversity Briefing, Challenging Unconscious Bias, and Dignity at Work MyDevelopment modules during the probationary period, and are not signed off as having completed their probation until the compulsory training is completed. New starters will be told they need to complete these modules irrespective of their past experiences.	SAT CPED member	Sep 2021 to Sep 2022	All new starters complete Equality and Diversity Briefing, Challenging Unconscious Bias, and Dignity at Work modules before completing their probation.

S5.1A7	Ensure all new starters gain access to, and complete, all necessary induction resources.	Survey results for new starters show that, although men and women were equally likely to receive an induction, experiences and perceptions vary. We must ensure induction resources are consistently used by all new starters	1. Develop comprehensive induction checklists for use in academic and PSD departments, listing all the induction activities that staff need to undertake. Checklists should be signed by new starters and their line managers when the full induction process is completed. HR to collate completed checklists.	SAT CPED member	Sep 2021 to Mar 2022	Induction checklists produced and process in place to chase up non-completers.
			2. Assess the effect of the introduction of induction checklists	SAT CPED member	Apr 2022 to Apr 2023	Analysis shows that all new starters complete the full induction process within six months of starting
S5.1A8	Remove the restriction that promotion re-applications are only considered two years after an unsuccessful application	Re-applications for promotion are only considered two years after an unsuccessful application. This is likely to discourage capable and worthy candidates from initially applying for fear of being prevented from reapplying.	Change promotion regulation to allow staff to apply the year after an unsuccessful application	SAT Chair with PVC Research	Sep 2021 to Sep 2022	Promotion regulations changed to allow staff to apply for promotion every year, whether or not they have been unsuccessful the previous year.
S5.1A9	Improve communications about promotions including highlighting support available early in the process.	Survey data showed few academics perceived promotions rounds as fair or transparent. Focus groups reinforced this, adding that communication was close to application deadlines and that guidance can be hard to find and interpret.	1. Publish a roadmap for promotions three months before academic promotions deadline each year. Include promotions timeline and signpost available development and support opportunities.	SAT Chair with PVC Research	Sep 2021 to Sep 2023	All promotion rounds are announced at least three months in advance along with a roadmap highlighting available development and support opportunities.
			2. Ensure that MyReview guidance and paperwork for academics is modified such that discussion of preparation and readiness for promotion is an integral part of the discussion. Ensure that all line managers are briefed on the changes and modify appraisee and appraiser training.	SAT CPED member with PVC Research	Sep 2021 to Sep 2023	My review guidance and training modified to include discussion of preparation and readiness for promotion.

			3. Collect feedback from staff on communication about the promotions process via the Athena SWAN survey.	SAT Secretary	Jan 2023 to Jun 2023	At least 80% of staff report that communications about promotion rounds are timely and that their MyReview explicitly covers preparation and readiness for promotion.
S5.1A10	Review the promotion criteria to ensure that they are fit for purpose in particularly for those seeking promotion from senior lecturer on the teaching-only pathway.	Many staff were transferred to the teaching-only pathway in 2018/19. Promotion success rates are low for women and men, and application rates are low for part-time staff.	1. Review the promotion criteria in particular for the teaching-only pathway to ensure that: <ul style="list-style-type: none"><li>The criteria reflect the achievements that teaching-only staff can realistically achieve.</li><li>Take into account part-time working and career breaks</li></ul>	SAT Chair with PVC Research	Sep 2021 to Sep 2022	Review of promotions criteria completed, and criteria revised.
			2. Publish and publicise a revised set of promotion criteria. Update guidance and ensure that all line managers are thoroughly briefed. Arrange workshops well in advance of the next promotion round.	SAT CPED member with SAT Secretary	Sep 2022 to Mar 2023	Revised criteria and revised guidance produced and published.  Line manager briefed.  Promotions workshops run six months before the next scheduled promotion round.
			3. Review the promotion data to assess the effects of the changes to the promotions criteria.	SAT CPED member with SAT members	Sep 2025 to Dec 2025	Application rates for full time and part time senior lecturers both at least 10% of eligible staff with no significant gender differences.  Success rates for all groups at least 60%.
Section 5.3: Career development: academic staff						
S5.2A1	Implement a centralised system for logging staff completion of training	No centralised system exists for monitoring the take-up and	Develop a system for logging the take up of training by staff. Ensure system can output	SAT CPED member	Jan 2022 to Jun 2023	System delivered for recording and reporting on staff uptake of

		impact of training, rather several informal systems are in place.	reports required for Athena SWAN submissions.	with SAT members		training. Athena SWAN requirements considered when designing the system.
S5.2A2	Achieve full completion by all substantive staff of Equality and Diversity, Challenging Unconscious Bias, and Dignity at Work MyDevelopment modules.	E-learning modules, including EDI, Challenging Unconscious Bias, and Dignity at Work, are accessed via our MyDevelopment portal. A snapshot of Academic's completion rates from 2019/20 show uptake to be low. Consultation with staff showed workload often meant training is not prioritised.	Brief HoDs that it is a requirement that all staff take Equality and Diversity, Challenging Unconscious Bias, and Dignity at Work MyDevelopment modules.  Send reminder as required to ensure that all staff undertake the training.	Director of the Centre for Equity and Inclusion with SAT CPED member	Jan 2022 to Dec 2023	Data show that all staff have undertaken Equality and Diversity, Challenging Unconscious Bias, and Dignity at Work MyDevelopment modules.
S5.2A3	Improve signposting and access to academic training.	Relatively low proportions of staff report that they can get the training and development they need to do their job (40% W; 45% M) or that they have the right opportunities to learn and grow at work (39% W; 54% M).	1. Hold focus groups with staff to establish how the training offer can be improved. Subject coverage and availability of training to be considered. Produce report based on the feedback making recommendation for improving the training offer.	SAT members	Sep 2022 to March 2023	Four focus groups held with a diversity of staff. At least 24 staff participated.  Report of findings produced with recommendations for improving the training offer. Report presented to the SAT and the SLT. Changes to training provision approved.
			2. Make changes to training provision in line with recommendations	SAT CPED member	Apr 2023 to Sep 2024	Changes to training provision implemented.
			3. Use Athena SWAN survey to assess effect of training changes on staff views.	SAT members	Jan 2025 to Jun 2025	At least 65% of women and men staff report that they can get the training and development they need to do their job and that they have the right opportunities to learn and grow at work.
S5.2A4	Ensure all MyReviews are finalised before year end	An unknown number of MyReviews are lost each year due to not being finalised. This means there is no reliable data	Implement a system of reminders for incomplete MyReviews.	SAT Secretary	Sep 2021 to Sep 2023	Completion rate for My Review increases to at least 95%.

		regarding MyReview completion rates. Survey data shows reported completion rates to be between 68%-80%	Brief HoDs as to their responsibilities to ensure that line managers and staff complete the My Review process.			
S5.2A5	Introduce mandatory MyReview training for all reviewers and advisory training for all reviewees.	Although promotion and work/life balance should be discussed during MyReview, survey data shows academics' experiences to be inconsistent with men generally reporting a better quality of review than women Only 35% of male and 15% of female academics believe that MyReview is supported with appropriate training.	1. Revise training for managers on MyReview. Training to cover all the required elements including promotion and work/life balance. Require all those carrying out MyReviews to undertake training at least every three years.	SAT CPED member	Jan 2022 to Jun 2022	Training for managers on MyReview revised and requirement introduced that managers are required to undertake the new training and subsequently take refresher training every three years.
			2. Assess take up of training.	SAT CPED member	Jun 2022 to Dec 2022	Data confirm that all managers have undertaken revised MyReview training.
			3. Assess staff view on MyReview using the Athena SWAN survey	SAT Secretary and SAT members	Jan 2023 to Jun 2023	At least 70% of women and men report believing that MyReview is supported with appropriate training and 100% agree that promotion (if applicable) and work/life balance is discussed.
S5.2A6	Devise a research section to MyReview for academics who are, or who want to be, research active.	Focus groups feedback was that appraisals were not always sufficiently developmental especially concerning research. Research is not a sufficiently important focus during MyReview, especially for academics eager to gain more research experience who receive little research guidance when their review is completed by a non-research active manager	1. Devise and implement an optional research section for MyReview for staff who are, or are seeking to be, research active. If necessary, organise for the research MyReview to be overseen by a research active line manager.	SAT Secretary and SAT members with input from PVC Research	Sep 2023 to Sep 2025	Research section for MyReview devised and introduced. Line managers qualified to deliver the research section identified and paired with staff wishing to undergo the research section.
			2. Assess staff attitudes to the research section of MyReview using a focus group.	SAT members		A focus group held with at least 8 research active participants from across LMU. The consensus is that the changes made to MyReview now means that there is sufficient focus on research.

S5.2A7	Improve provision of, and access to, research career development support including signposting to research opportunities, research mentoring, and targeted mid-career mentoring.	Survey data shows 61% of academic women and 46% of academic men report not having appropriate development opportunities at LMU. Focus groups highlight limited progression without research experience and that research support is hard to access. Uptake is low amongst academics of mentoring although mentoring schemes were seen as suitable for early careers, rather than middle or established careers, and mentoring places reported as limited.	1. Design and implement a mentoring scheme specifically aimed at: <ul style="list-style-type: none"> <li>Teaching and research contract staff who wish to develop their research.</li> <li>Mid-career teaching only staff who are looking to develop their case for promotion.</li> </ul> <p>Ensure mentors are recruited and trained and paired with mentees for a pilot phase followed by a full roll out.</p>	SAT CPED member	Sep 2021 to Sep 2023	Mentoring scheme for teaching and research staff and mid-career teaching-only staff designed and implemented with at least 20 mentors recruited and trained for the pilot phase.
			2. Use the Athena SWAN survey and follow up focus groups to assess staff attitudes towards the new mentoring scheme.	SAT Secretary and SAT members	Jan 2025 to Jun 2025	For the pilot phase, at least 20 mentees involved.  For the roll out phase, at least 40 mentor-mentee pairing in operation  At least 75% of women and men report having appropriate development opportunities.

### Section 5.3 - Flexible working and managing career breaks

S5.3A1	Provide parental leave implementation training for line managers, including a pre-leave checklist completed with staff member and HR.	49% of academic women who have taken maternity leave reported feeling supported. Focus group feedback showed that managers were inconsistently equipped to manage parental leave processes.	1. Develop a checklist for staff and line managers setting out everything that needs to be completed and covered when preparing for maternity leave.	SAT Secretary and SAT members	Sep 2021 to Mar 2022	Checklist developed and in use.
			2. Develop and launch an online training course on managing staff preparing for maternity leave. Course also to cover use of the preparing for maternity leave checklist.  Ensure all managers take the course and encourage those who are managing staff who are pregnant to retake the course as a refresher.	SAT CPED member	Jan 2022 to Dec 2022	Online course on managing staff preparing for maternity leave developed and launched.  All line managers undertake course.

			3. Assess effects of training course and checklist by holding focus group with staff recently returned from maternity leave	SAT CPED member and SAT members	Jan 2024 to Jun 2024	Focus group feedback is that maternity leave preparation is well managed and that the preparing for maternity checklist is universally used.
S5.3A2	Remind HoDs and line managers that staff on parental leave should not be asked to carry out any work.	Staff report that they were frequently contacted whilst on leave to arrange holiday dates and administrative tasks, meaning work email had to be checked whilst on leave.	Circulate reminder to HoDs that staff on parental leave should not be contacted concerning work matters. Include this in the training course on managing staff preparing for maternity leave.	SAT Secretary	Jun 2021 to Dec 2022	Reminder circulated and information on contacting staff during leave included in the training course on managing staff preparing for maternity leave.
S5.3A3	Establish a buddy/mentor system programme for staff on parental leave.	Focus group feedback suggested that staff on parental leave would benefit for more support.	1. In conjunction with the Women's Network, establish a buddy/mentor scheme for staff preparation for maternity/adoption leave. The role of the buddy will be to maintain contact before, during and for a period after maternity leave.  Offer all staff preparing for maternity leave the chance to participate.	SAT Women's Network member and SAT CPED member	Sep 2021 to Sep 2023	Buddy mentor scheme launched in conjunction with the Women's Network.  All those preparing for maternity leave offered a buddy/mentor.
			2. Assess effects of training course and checklist by holding focus group with staff recently returned from maternity leave	SAT CPED member and SAT members	Jan 2024 to Jun 2024	Focus group feedback is that all preparing for maternity leave were offered a buddy/mentor once they had officially informed LMU that they were pregnant.
S5.3A4	Improve return to work processes for staff.	Less than half (46%) of academic women reported feeling appropriately supported on their return to work. The return-to-work rate for PSD staff is just 65% and 14% leave within 6 months.	1. Routinely offer flexible working options to returners as permanent or temporary options before staff member returns to work.	SAT Secretary	Jan 2022 to Jan 2024	Flexible working options routinely offered to staff before they return to work.
			2. Temporarily reduce teaching allocations for academic staff returners for a 12-month period.	SAT Secretary	Jan 2022 to Jan 2024	Academic staff returners teaching allocation reduced for a 12-month period.

			3. Ensure that maternity leave is accounted for in MyReview.	SAT CPED member	Jan 2022 to Jan 2024	Maternity leave is accounted for in My Review.
			4. Scheduling MyReview dates in agreement with each returning staff member.	SAT CPED member	Jan 2022 to Jan 2024	MyReview dates scheduled in agreement with each returning staff member.
			5. Line managers to hold monthly check-in meetings with returners for the first six months.	SAT Secretary	Jan 2022 to Jan 2024	Monthly check-in meetings held with returners.
			6. Assess effects of the changes made by holding focus group with staff recently returned from maternity leave	SAT members	Jan 2024 to Jun 2024	Staff report that support for returners has improved and that staff are routinely offered flexible working, maternity leave is accounted for in My Review, MyReview dates are scheduled in agreement with each returning staff member, and monthly check-in meetings were held with line managers. Also, for academic staff, teaching allocations are reduced.
S5.3A5	Introduce a centralised system to track flexible working requests and their outcome by employee.	No centralised system exists for recording flexible working requests or authorisations, so no reliable data exists.	Devise and build a central system for recording formal flexible working requests and whether requests were granted. Ensure reports are available for Athena SWAN SATs	SAT Secretary	Jan 2022 to Jan 2024	System in place to record flexible working requests and their outcomes. Reports available for Athena SATs.
S5.3A6	Raise awareness of flexible working arrangements and reduce negative perceptions of flexible working.	Focus group consultation showed low awareness to be a barrier to requesting and implementing flexible working. Up to 40% of academics believe flexible working to negatively impact career progression.	1. Prepare a briefing video to explain flexible working options, the process of applying for flexible working and to reiterate that flexible working does not affect career progression. Include viewing the video as part of induction and encourage all other staff to view it.	SAT CPED member	Sep 2022 to Sep 2024	Video prepared and included as part of the induction process.  Data show that at least 75% of staff have accessed and viewed the video.



			2. Use the Athena SWAN survey to assess changes to staff views on flexible working.	SAT Secretary and SAT members	Jan 2025 to Jun 2025	At least 75% of academic and PSD staff agreed that they are aware of flexible working options and that working flexibly does not negatively affect career progression.
S5.3A7	Make flexible working requests available from the first day of employment.	Staff cannot make flexible working requests until they have over six months of continuous employment.	Change terms of employment so that staff can make flexible working requests from the first day of employment.	SAT Secretary with trade unions	Jun 2021 to Dec 2022	Changes to terms of employment made so that staff can make flexible working requests from the first day of employment.
S5.3A8	Establish a focus group to investigate and advise on a review of support for parents with childcare responsibilities.	LMU has no direct childcare provision. Support is currently via the government childcare voucher scheme.	Set up a focus group to examine LMU's childcare provision and make proposals for changes / improvements.	SAT Secretary and SAT members	Sep 2023 to Jun 2024	Focus group set up and report produced making recommendation for improvements to LMU's childcare provision.  Recommendations presented to the Senior Leadership team.
			Assess staff opinion of childcare provisions following changes using the Athena SWAN survey.	SAT Secretary and SAT members	Jan 2025 to Jun 2025	At least 75% of staff with childcare responsibilities agreed that LMU's childcare provision fulfil their needs.
S5.4A1	Establish core work hours within which meetings should aim to be held. Consider the availability of part-time staff when planning meetings.	53% of full-time and 50% of part-time academics agree that meetings are held at times which make it easy to attend.	1. Set a core hours policy define the hours within which meetings should be held (e.g. 10 am to 4 pm) and publicise the policy to all HoD and staff.  Ensure that part-time staff can attend at least 75% of meetings.	SAT Chair	Jun 2021 to Dec 2021	Core hours policy agreed and publicised. Guidance issued on part-time staff, asking that their availability is considered when setting meeting dates and times.
			2. Use the Athena SWAN survey to check whether meetings are held at times that make it easy to attend.	SAT Secretary and SAT members	Jan 2023 to Jun 2023	At least 90% of staff agree that meetings are organised in core hours and 75% of full-time staff and 65% of part-time staff agree

						that meetings are held at times which make it easy to attend.
S5.4A2	Schedule social events within, or as soon as possible after, core work hours thus eliminating the need for additional or late-night travel.	Just 30% of male and 14% of female academic agree that social events are held at times which make it easy to attend.	1. Issue guidance that official social events should as far as possible be held in core hours, or soon afterwards to enable more staff to attend.	SAT chair	Sep 2021 to Dec 2021	Guidance on social event issued to heads and staff.
			2. Use the Athena SWAN survey to check how the change in guidance on social event has affected staff ability to attend.	SAT Secretary and SAT members	Jan 2023 to Jun 2023	At least 75% of staff agree that some social events are held at times which make it easy for them to attend.
S5.4A3	Support Schools to apply for Athena SWAN awards.	Need to establish targets for Schools to apply for Athena SWAN awards and establish support mechanisms	1. Provide comprehensive data packs to schools to support their Athena SWAN work. Ensure that data packs are updated on an annual basis	SAT Secretary	Jun 2021 to Jun 2022	Athena SWAN data packs provided to Schools along with annual updates.
			2. Establish an Athena SWAN representative network to facilitate the sharing of learnings and good practice	SAT Chair and SAT members	Jun 2021 to Dec 2022	Athena SWAN Representative Network established.  Three meetings held over the first year and meetings planned for the future.
			3. Establish targets for departmental Athena SWAN awards.	SAT Chair and SAT members	Jun 2021 to Jun 2026	All Schools applied for Athena SWAN Bronze awards within four years and one School to have applied for a Silver award within five year.
Section 6 - Supporting trans people						
S6A1	Add mandatory LGBTQIA+ awareness training modules to MyDevelopment.	Consultation with our LGBTQIA+ network showed awareness of transgender issues is low in the University. Members highlighted that no transgender specific MyDevelopment modules exist	Develop LGBTQIA+ awareness module for My Development and require that staff take them.  Add the LGBTQIA+ modules to the induction requirements	SAT CPED member with SAT LGBTQIA+ Network member	Sep 2022 to Sep 2023	LGBTQIA+ awareness module developed and added to MyDevelopment and made part of the induction mandatory training.

						All staff undertake the LGBTQIA+ awareness module.
S6A2	Include unconscious bias, pronoun awareness, inclusive language, trans awareness, and the harassment contact scheme in staff and student induction sessions.	Consultation with our LGBTQIA+ network showed awareness of transgender issues is low in the University. Induction processes do not cover transgender awareness.	Add information on unconscious bias, pronoun awareness, inclusive language, trans awareness, and the harassment contact scheme to both the staff and student induction information	SAT CPED member with SAT LGBTQIA+ Network member	Sep 2022 to Sep 2023	unconscious bias, pronoun awareness, inclusive language, trans awareness, and the harassment contact scheme added to both the staff and student induction information.



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