

Gender Charter Mark Trial Awards

**University of Leicester
School of Museum Studies**

BRONZE AWARD SUBMISSION

April 2014

Gender equality charter mark

Department analysis and action template

Analysis and action relating to academic staff only is required for the completion of this template

Contact information

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Level of award applied for

Bronze

All data in the data template should be given for the past three years. Where data is unavailable, please provide explanations in the suitable section of this submission.

Provide a summary of your department, including the information requested below and any other contextual information that you feel is relevant to your submission.

Summary should include:

- = brief details of the number of staff and students
- = location details, particularly if split over a number of buildings or sites, and comment on how this affects staff
- = size of the department in relation to other arts, humanities and social science departments in the institution
- = how research groups are organised
- = ratios of men and women on departmental senior management team

A picture of the School

Established 48 years ago, the School of Museum Studies (SMS) is part of the College of Arts, Humanities and Law (CAHL) and provides a variety of post-graduate/ PhD courses, for both campus-based (CB) and distance learning (DL) students. The School does not provide undergraduate courses. We are committed to student-centred learning of the highest quality and actively support learners from diverse cultural and academic backgrounds. We are amongst the

most internationally diverse units in the University, typically registering students from more than 20 countries across our programmes. Graduates from our Masters and PhD programmes work in museums and galleries, arts and heritage organisations, universities and research centres globally, and draw on the experiences and skills gained through their studies to innovate through creative practice.

The School is internationally recognised as a leader in its field and works extensively with museums, galleries and related organisations around the world to develop practice through leading edge research and teaching. As recognised by the 2008 RAE, the School has the highest proportion of world-leading rated research in any subject in any UK university. All the School's researchers are also its teachers, with all curricula directly informed by the School's research activity. The School's Research Centre for Museums and Galleries (RCMG) has, since 1999, developed a programme of innovative and rigorous research that informs policy and practice and inspires innovation and experimentation internationally.

The School's core values sit at the centre of all its activity. These values are:

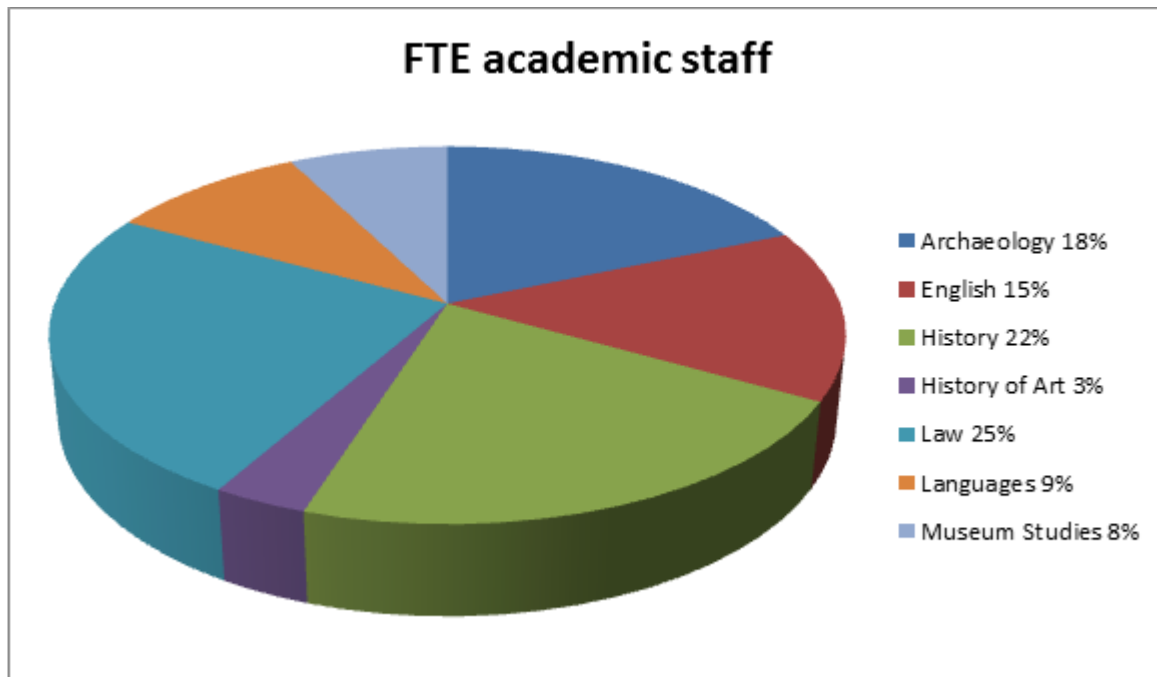
- Pioneering
- Creative
- Established
- Responsive
- Accessible and inclusive
- International

The School's feminist-informed ethos, as defined by gender awareness and advocacy – a commitment to advance equalities – is represented by several of those values: pioneering; creative; responsive; accessible and inclusive. We embed these values within all our work. Many of our academics teach and research equality and social justice issues as related to museums.

The School takes a collaborative approach to all projects and works with a wide range of Associate Tutors and Lecturers drawn from the profession. The School is genuinely cross disciplinary with staff, postdoctoral researchers and PhD students working in a diversity of fields from palaeobiology to art theory. The School does not have formally organised research groups and all academics have opportunities to work with RCMG. 80% of academics have collaborated with RCMG on at least one project.

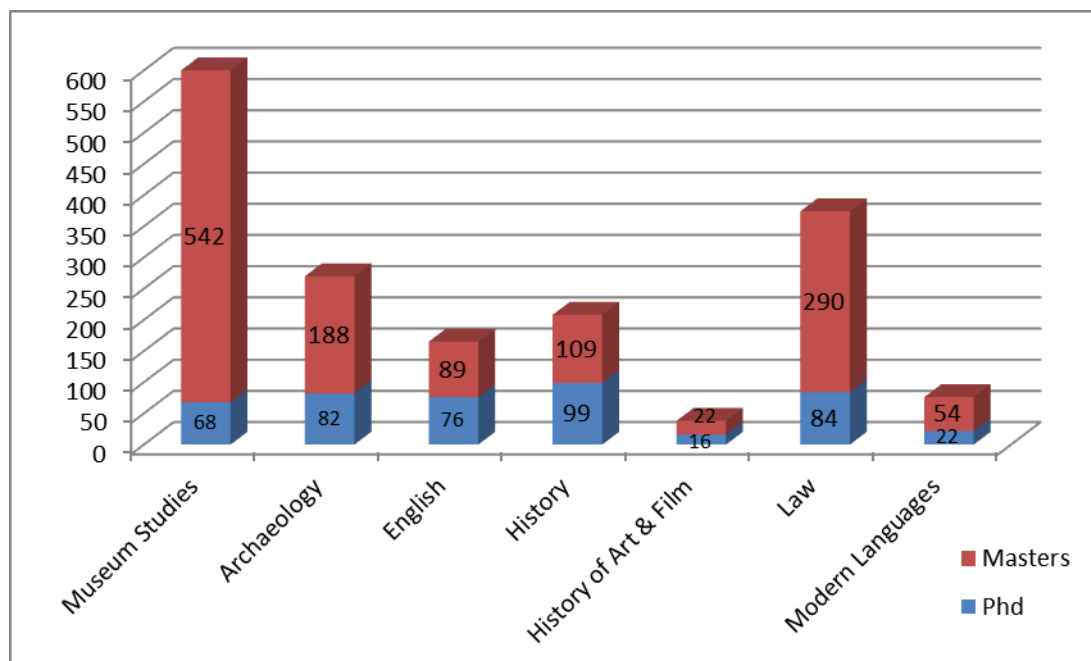
Collaboration is facilitated by a 2010 bespoke Museum Studies Building with enough physical space for the entire staff and CB student body central and an open-plan office space. A direct embodiment of the open culture of the School, the Building is an attractive place to work and study.

The School currently employs 12 academic staff and 2 academic-related staff. In terms of academic staff, it is the second smallest department in the CAHL, at 8%.



FTE academic staff in the College of Arts, Humanities and Law

Our graduate student numbers are significantly larger than those of other CAHL departments and almost twice as large as those of the next biggest department by graduate student numbers.



Graduate student numbers in the College of Arts, Humanities and Law

All academic staff have teaching/supervision responsibilities on the CB programmes (MA/MSc Museum Studies, MA Art Museum and Gallery Studies, PhD Museum Studies) as well as the DL programmes (MA/MSc Museum Studies, MA/MSc Learning and Visitor Studies, MA/MSc Interpretation, Representation and Heritage, MA/MSc Heritage and Interpretation, MA/MSc Digital Heritage, PhD by DL) and all administrative roles and tasks are distributed across the full academic staff. The staff body is, as is the discipline, predominantly female.

There are 12 members of the School's core academic staff (two professors, one reader, six senior lecturers, two lecturers, and one full-time permanent research associate (RA) who works on the DL programmes and is currently in the early stages of a PhD) and 67% of these are women. The School also employs a Senior Research Fellow who is Director of RCMG and who line manages one RA, a full-time permanent employee in RCMG. 10 (71%) of the 14 academic and academic-related staff are female.

The School also employs 20 associate tutors on a part-time basis for its DL programmes. 11 (55%) are male and 9 (45%) are female.

The Senior Management team consists of the Head of School (HoS), the Deputy Head of School, the School Academic Director, the School Director of Research, the School Manager and the Director of Learning and Student Support. In 2012-2013 the Senior Management team was 83% female.

The School has an established track record in mentoring staff and supporting career development. Many of the academics have completed their PhDs whilst employed in the School and following professional careers in museums.

Post-graduate students at SMS:

Museum Studies is, like the museum sector, predominantly female and data shows that, year on year, our student population is around 87% women. Nonetheless, in both academia and in museums, men hold many of the senior positions and the sector regularly debates the gender pay gap and the paucity of women at Director level. Although there are limited numbers of female museum directors, a number of prominent museum leaders, male and female, hold Museum Studies qualifications and recognition of the discipline is gradually expanding. This picture means that we think carefully about how we develop our female and male talent, plan our curriculum, select visiting speakers and provide opportunities for students to increase their employability.

All CB MA students complete a management-focused module that analyses potential causes of and solutions for gender inequalities in the museum sector. We also have a high number of PhD students whose research explores issues of equality and social justice. We provide compelling female role models for students through staff activities and visiting speakers who model a vision of a more diverse museum sector and make visible the success of female museum professionals. MA students are also offered opportunities to learn about what PhD research involves and how they might access it. PhD students run a mentoring

programme to support one another and induct new students into the PhD community. Additionally PhD students are supported in organising an annual international conference and in editing their own online journal. Importantly, career development activities such as these and the (bimonthly) Brown Bag Research Seminars are organised collaboratively by staff/student teams.

A To address gender inequalities, commitment and action at all levels of the institution is required

Senior management support

Bronze

Letter of endorsement from the head of department. Please send with template.



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Suzanne MacLeod PhD
*Head of School of Museum
Studies*

Dear Amy Felsing and Ellen Pugh,

Equality of opportunity sits at the heart of the School of Museum Studies – in the research of its academics and postgraduate students, in its Masters level curriculum and in its working practices. Several years ago, the School embarked on a process of distilling our core values and ‘inclusivity’ – a commitment to nurturing an environment in which staff and students from diverse backgrounds can contribute, participate and thrive – emerged as one of these.

The School is highly collaborative and works to a democratic model of equal sharing of workload and resources, regardless of seniority. Moreover, equality issues are threaded through our curriculum and feature in the research activities of many of our staff, reflecting a broader concern for diversity and equality within the museum world and the discipline of museum studies. We are proud of our track record in supporting students and, in recent years, have initiated a number of innovative schemes to support students, particularly those from minority ethnic backgrounds underrepresented in the museum sector and disabled students.

Perhaps most importantly, over the past twenty years or more, staff in the School have collectively built a culture of which we are proud; one which is collaborative, respectful and supportive to all. Working firstly through the pilot Bronze Award for Athena Swan and now through the submission for the Gender Equality Mark, has been vital for the School in both providing a platform for us to revisit the values and principles that we take for granted and feel are embedded in all that we do, but also for highlighting areas where more work needs to

be undertaken to make our values and systems more transparent and to develop new projects to pro-actively drive forward issues of gender equality. We have been delighted by the level of support for this work from the Director of the College of Arts, Humanities and Law and the University's Equalities Unit.

Despite our interest in equality issues and our track record in equality initiatives, we were aware that gender inequalities exist and that we could and should do more to address them. The months of research and reflection have been illuminating and the discussions which the Athena Swan team and now the GEM team have had, have not always been easy. However, emerging from the process we have identified a series of measures that we are keen to take forward and are confident that these will move us closer to a goal of gender equity.

The action points contained in this plan will feed into the School's annual strategic planning process enabling us to open up discussions with colleagues within the College of which we are part. These documents will also be submitted to the College and University Equal Opportunities Committees to share our process and reflection and, where appropriate, to seek support from colleagues and the institution as a whole in addressing issues that have emerged.

I would like to thank all colleagues who participated in this process and helped to gather data - Janet Marstine (Academic Director) who has led our submission, members of the working group (Katy Bunning, Robin Clarke, Richard Sandell and Sarah Plumb) - who have given their time and insights to the project and the University's Equalities Adviser and Athena Swan Coordinator for invaluable advice and support.

Suzanne MacLeod
Head of the School of Museum Studies

Silver and gold

Evidence of actions taken by the head of department to support/promote the gender equality charter mark. Please send letter with template

Ongoing commitment

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- 1. Describe the self-assessment process including information on members of the self-assessment team.**

The SAT

In September 2013 the SMS formed a self-assessment team (SAT) to collaborate on the GEM submission. Staff at all levels were represented and the gender balance reflects that of the School. Members include Katy Bunning (RA), Robin Clark (DL Academic Manager), Jocelyn Dodd (Senior Research Fellow and Director, RCMG), Suzanne MacLeod (Senior Lecturer and

HoS), Janet Marstine (Lecturer and Academic Director), Sarah Plumb (PhD candidate) and Richard Sandell (Professor of Museum Studies). While Sarah was invited to work on the project and Janet was asked to lead it, the other five SAT members volunteered following a presentation at a School meeting where any interested member of staff was invited to join the SAT. Advice and support throughout the process of developing the submission was provided by the University's Athena Swan Coordinator, Antonia Jackson and Equalities Adviser, Chris Sharp.

Katy Bunning is an RA in the School of Museum Studies, and has undertaken a variety of roles since her appointment in October 2004. Previously, Katy was a Masters student in the School. She was initially appointed on a short term contract. After a number of short term contracts, she was made permanent in 2007, and became Programme Director of Museum Studies by DL in 2008. She began a part time PhD with the School in 2011. Katy has taken two periods of maternity leave, eleven months between 2009-2010, and five months between 2012-2013. She now combines full time work and part time PhD study, with caring for two young children. Katy has been expertly managed by senior staff who understand these commitments and show flexibility to accommodate these roles. This support has allowed her to return home during the working day to breastfeed her youngest child and to meet key career milestones.

Robin Clarke is DL Academic Manager at the School, having oversight since late 2012 of its four postgraduate DL programmes. Previously he was a practitioner within a local authority museum. Robin has a long record of working with equality issues; he has chaired international youth conferences on equality and intercultural learning, worked as a voluntary educator at a German concentration camp memorial site and sat on the Equality Group of the local authority museum where he worked.

Jocelyn Dodd is Director of the Research Centre for Museums and Galleries (RCMG) which she joined in 2000 and was appointed Director in 2006. She trained as a teacher and taught History (1979-84). After studying Museum Studies at the University of Leicester she worked in museums (1985-2000) gaining extensive experience of museum education, community engagement, consultation, exhibition development and museum management. Her work and research is strongly underpinned by equality issues.

Dr. Suzanne MacLeod is Senior Lecturer and HoS. Employed in the School since 1997, Suzanne is one of a number of academics in the School appointed without a PhD and since supported by the School to complete the PhD in 2012. As HoS, Suzanne provides the SAT with important links to the Management Board of the CAHL as well as the University senior management team/committees. She has a complex work/life balance as a result of additional carer responsibilities for her daughter. She has felt supported by the School which has enabled her to work flexibly and maintain her productivity.

Dr. Janet Marstine is Lecturer and Academic Director of the School. She is also Programme Director of Art Museum and Gallery Studies. She has been at the School for four years and was previously founding director of a research institute and Assistant Professor at a university in the US. She has two teenage children and chose to be a stay at home mother in their early years because of a lack of support and flexibility in the US tenure-track system for mothers

with young children. She feels fortunate to have found positions in her 40s and 50s in departments that valued her maturity and understood the nature of the 'gap' in her c.v.

Sarah Plumb is in her first year as a PhD student at the School, having done an MA there in 2005/6. Formerly a museum and gallery practitioner, she has worked in the cultural sector for seven years, specialising in gallery education, working with 'at risk' young people and vulnerable adults. Alongside this, she implemented and headed up an organisational disability equality committee as part of the national programme Explore (Shape and engage). She has been supported by the School to develop her research and employability skills through a variety of opportunities.

As former HoS (2006-2012), Professor Richard Sandell provides the SAT with a framework for strategic planning on equality and diversity. Formerly a museum practitioner, he was appointed to his first academic job in 1997 - as Lecturer in Museum Management and Marketing with the University of Leicester. He completed his doctorate (studying part time) in 2006 and was promoted to professor in 2010. He entered into a civil partnership in 2007.

The self-assessment process

Four team meetings were agreed for the period of October 2013-January 2014. Not all team members were able to attend all meetings but five of the seven SAT members were present at each meeting. Key data, issues and action points were identified and relevant materials circulated before each meeting.

The team relied, in part, on previous data collected for the School's 2012 Athena Swan submission. This includes data from the 'QuickCat' Gender Equality Culture Survey which was undertaken in July 2012 amongst the then 16 SMS research active staff--11 academic and 5 academic-related – and a high return of 13 out of 16 was achieved. The data also includes two informal email interviews undertaken in 2012 with SMS individuals to explore issues that emerged from the QuickCat survey, specifically their experiences of the promotion process as well as flexible working and adoption leave processes within the School.

To supplement this data for the GEM submission, in January 2014 the project lead conducted a focus group with three students/staff having experience of pregnancy and/or caring for very young children while at the School. In addition, the project lead maintained contact with the School of Education who also participated in the GEM pilot and benefited from continual liaison with the University Equalities Unit.

Guided by the encouraging and specific assessment of the SMS Athena Swan submission, the SAT directed much of its efforts in the GEM submission towards generating an ambitious but deliverable action plan which builds upon, formally embeds and makes transparent the School's feminist-informed processes and practices which, though intuitive and individualised, have nevertheless created a strong culture in relation to equalities. The feedback, reported by Professor AM Macdonald at University of Reading, asserts:

the panel finds the submission a compelling one with significant evidence of a genuine commitment to gender equality, however there are a number of areas that require further development and the action plan is currently not sufficiently robust to be convincing evidence of an on-going engagement with the issues. Were an award to be made it would be made conditional on a clear and ambitious Action Plan being submitted and then at bronze level.

The 2014 GEM submission responds directly to this assessment by creating long-term accountability to processes and policies of equality and diversity while maintaining the flexibility to be sensitive to individual circumstances and diverse cultural contexts.

Future of the self-assessment process

The SMS is highly committed to the values of the GEM charter and sees a long-term engagement with GEM as a means to place equality and diversity at its core. As central to this commitment, the SMS will highlight the GEM submission and appropriate links on the website (ACTION A1). After making the submission, the SAT will meet twice per semester to ensure follow-through concerning the action plan and to develop additional plans and actions where appropriate while continuing to liaise with the GEM SAT from Leicester's School of Education (ACTION A2). Senior management staff is committed to sustained feedback of GEM developments to strategic planning. Senior management also will share GEM findings and activities beyond the School through relevant College and University groups/units, particularly in areas such as promotion and staff development opportunities, where the School needs wider support. The School will pursue the silver and gold level award, upon achieving success with the bronze level (ACTION A3).

B The absence of diversity at management and policy-making levels has broad implications which the institution will examine

Ratio of men and women in:

Academic departmental senior management team (see table T3)	83 % women 2012-2013
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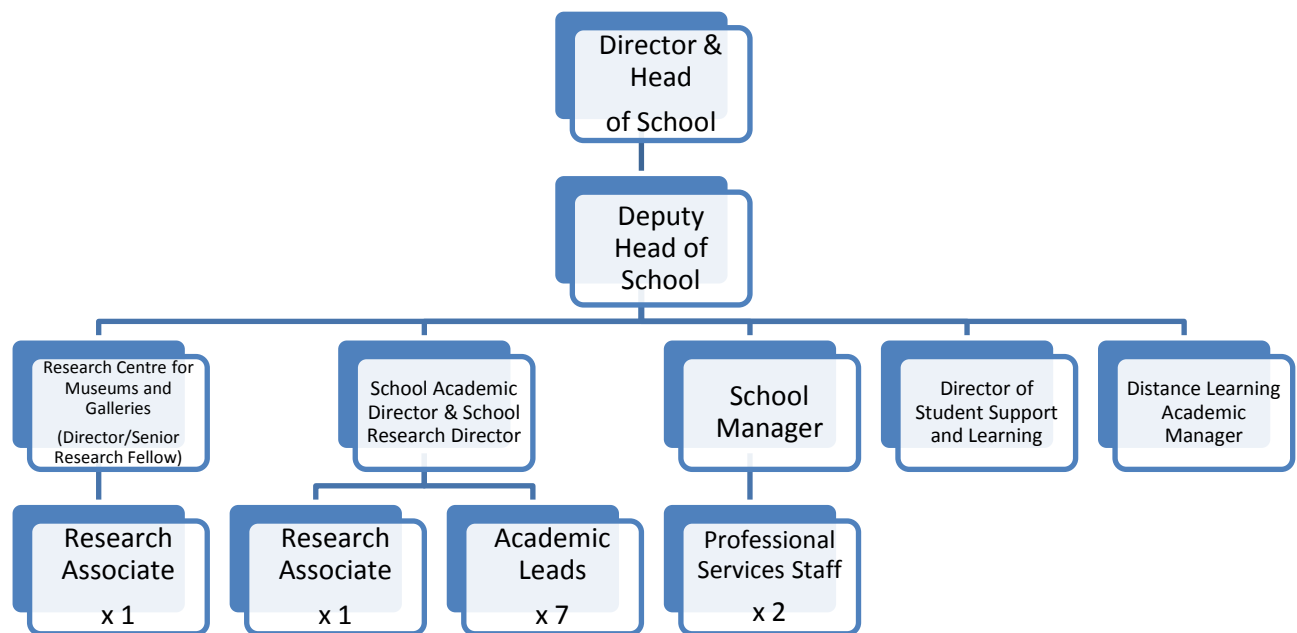
Academic teaching and learning committee or equivalent (see table T4)	66.7 % women 2012-2013
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Research committee or equivalent (see table T5)	63.6 % women 2012-2013
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1. How does line management work in the department? How are line managers chosen, do the roles rotate?

The HoS line manages all the academic staff, the Senior Research Fellow, the RA Programme Director of Museum Studies by DL, the School Manager, the Director of Learning and Student Support and the DL Academic Manager. The Senior Research Fellow line manages the RA working in RCMG. The School Manager line manages two course administrators.

The organisational structure for the management of the School is as follows:



Because the overwhelming majority of line management is performed by the HoS, line management rotates as the HoS rotates. All academics are encouraged to develop an interest in the management of the School through significant management roles and the rotation of the Headship. Also, other senior management roles of Deputy Head, Academic Director and Director of Research rotate as often as every two years. Line management by the Senior Research Fellow and School Manager do not rotate.

2. What is the department doing to address gender imbalance on committees? What success/progress has been made?

The School does not have a significant imbalance in representation by gender on committees. The School has four main committees: School Committee; Academic Committee; Research Committee; and RCMG Management Committee.

All 19 staff members of the School sit on the School Committee; 63% of staff is female.

Concerning Academic Committee, 66.7% of the 14 academic and academic-related staff are female. Along with academic staff, several others serve on the Academic Committee including the School Manager, the Director of Learning and Student Support, the DL Academic Manager, an MA student representative, a DL tutor (rotates yearly), and a representative of the English Language Teaching Unit. Of the 18 members of the Academic Committee, 61% are female. Students elect their representative. The School has designated that the DL tutor position rotate yearly to ensure gender equality in representation.

The Research Committee has 13 *academic* and academic-related staff serving, 69.2% of whom are female which is broadly in line with the composition of the School. Also a PhD student representative, elected by the PhD cohort, sits on the Research Committee.

On the RCMG Management Committee which consists of the RCMG Director, HoS, School Manager, two SMS Senior Researchers, and Director of the University's Research Support Office, 5 out of 6 of the members are female.

When ad hoc working groups are formed the person organising the group is charged with ensuring that representation demonstrates diversity and gender equality and gender balance in this area is monitored by the HoS.

3. Where there is an imbalance, what is the department doing to ensure a broad range of views are heard?

While the SMS does not have imbalances in gender representation on committees, the reporting of GEM activities in School committee meetings and the development of a suite of training activities (see 4, 5 below) will ensure that policies and practices of diversity and equality are highlighted, formalised, made transparent and deeply embedded.

4. How is consideration for gender equality embedded in the thinking and processes of committees and their related structures and procedures?

GEM developments and related monitoring data have become a standing item on every School Meeting agenda, Academic Committee agenda and Research Committee agenda. We will also introduce Equalities issues as a standing item on Masters and PhD Student Staff Committees (ACTION B1). In addition, the School's Academic Director will share GEM activities at the College Academic Committee and the School's Director of Research will share GEM activities at the College Research Committee. This emphasis on GEM-related issues will provide a framework to help committees on the School and College level to prioritise their responsibilities to gender equality (ACTIONB1). In addition, best practices for conducting committee work in ways that promote gender equality will be identified in a School handbook on SMS policies and practices of diversity and equality (see 5 below).

5. What training and induction is provided to committee members and those with decision-making powers?

The Head of the University's Equalities Unit presents an introduction to Equalities issues at staff inductions. Departmental Equalities Officers (ours serves on the School Committee, Academic Committee and Research Committee) are given a University handbook on policies and procedures concerning equality and diversity and regular DEO training workshops are offered. To enhance the generic induction and training provided by the University, the School will develop and post online a handbook for all staff and students which makes transparent SMS policies and practices of diversity and equality (ACTION B2). SMS staff/students experiencing pregnancy and/or caring for very young children who participated in a focus group expressed that such a handbook would clarify and make transparent many issues of concern to them, such as nursing facilities, how to handle work travel requirements, whether to bring a young child to work if child care breaks down, and how the PhD programme might accommodate their needs. Updates will be made on a routine basis (ACTION B2). Liaising with the University's Equalities Unit, the Accessibility Centre and the English Language Training Unit, the School will also develop three training workshops per year in diversity and equality for staff and students (ACTION B3).

C That employment policies, practices and procedures should actively promote gender equality

1. How is gender equality considered in the development and implementation of departmental policies, practices and procedures?

While at the University of Leicester policy is typically established on a college or university level, we recognise that individual departments/schools have distinctive ways of interpreting policy based on their own core values. Because equality and diversity issues are a key concern to the teaching and research of SMS staff, they are central to the development and implementation of departmental processes, practices and procedures. For instance the SMS does not allow 'buy-outs' during major research projects so as not to create a two-tiered system with some staff (potentially women) disadvantaged by doing the majority of teaching and administration. Also, when appropriate, the School engages in advocacy to ensure that principles of equality are met. For example, the School is committed to ensure that resources are allocated for maternity cover so as not to disadvantage the staff member requiring cover or the individual(s) performing this cover.

The HoS attends equalities-specific training on employment policies, practices and procedures and any staff member who participates in a recruitment panel is required to attend a University Recruitment and Selection workshop in advance. The GEM submission process has inspired the School to require that staff involved in recruitment must update their knowledge and awareness of equalities issues by attending training every three years to make sure they are updated on new recruitment and selection policies and developments (ACTION C1).

2. How does the department monitor the effect of policies, practices and procedures on gender equality? What steps does it take when positive and/or negative impact is found?

The SMS monitors the effect of policies, practices and procedures on gender equality through appraisals, through gathering, analysing and reporting on (at School Meetings, Academic Committee and Research Committee) relevant statistics and through the delicate balancing of workloads. In appraisals, the appraiser (if not the HoS) reports back to the HoS on any issues of concern and the HoS devises a plan to resolve the issue. In gathering and analysing relevant statistics, the HoS looks for significant patterns that suggest trends, such as in promotion by gender. In balancing of workloads, the HoS prioritises flexible and responsive planning so no member of staff is disadvantaged.

When positive impact is found the School works to strengthen and enhance policies, practices and procedures, as in our appraisals (see section D3 and ACTION D9). When negative impact is identified, SMS responds through advocacy and changes to practices and procedures that continue to follow University policy but that address School concerns, as in our responses to promotion issues (see section D4 and ACTIONS D10, D11).

3. Does the gender balance of staff whose research outputs were submitted to UK funding bodies' Research Excellence Framework 2014 (see table T6) reflect the gender balance of department staff eligible to submit to the REF?

The gender balance of SMS staff whose research outputs were submitted to the REF reflects exactly the gender balance of staff eligible to submit to REF. 100% of eligible staff submitted to REF, including 100% of the 7 female academic staff (excluding the female RA who does not yet have the PhD) and 100% of the 4 male academic staff.

4. Where a gender imbalance is identified, what action will the department take to enable a more representative sample of returns to future research assessment and funding allocation exercises?

While the SMS does not have a gender imbalance in REF submissions, the School is pro-active in its approach to internal mentoring early and mid-career researchers and will continue in these efforts. Periods of leave are given to early career researchers (ECRs) for completion of the PhD or other research projects, reflecting the School's delicate balancing of workloads. The School is committed also to the mentoring of ECRs by senior staff through the processes of applying for College Development Funds for research travel and publication costs. Mid-career researchers are informally mentored by senior academics to move from Co-investigator to Principal Investigator on grants and from small grants to larger grants with significant research outputs (ACTION C2).

D There are personal and structural obstacles to making the transition from undergraduate level to PhD and then into senior academic positions and managerial levels, which require the active consideration of the institution

See Athena SWAN factsheet: best practice: work-life balance
(www.athenaswan.org.uk/content/factsheets)

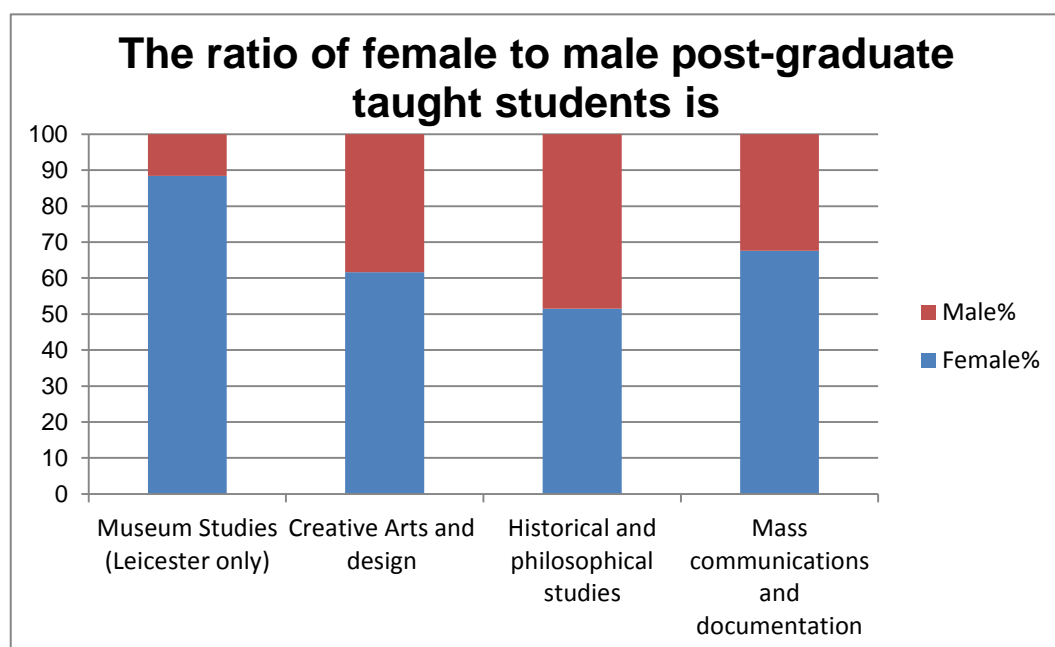
Comment and reflect on the following student data for the past three years:

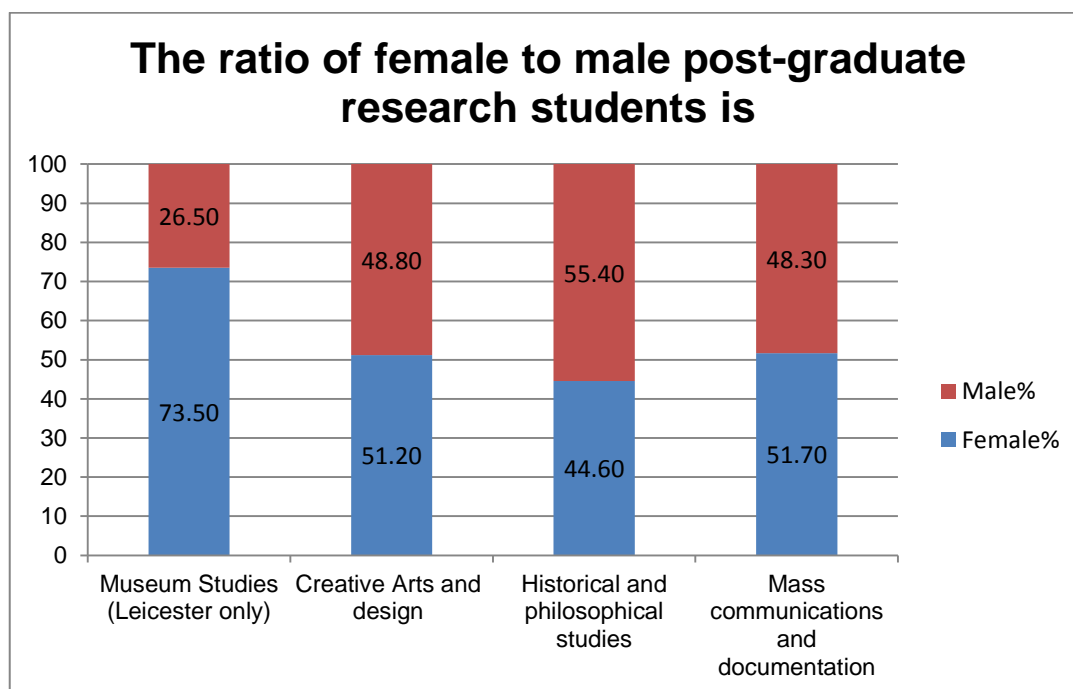
- = **Ratio of students by gender on access or foundation courses (see table T7). Describe initiatives to attract men or women.**

N/A

- = **Ratio of first degree undergraduate, other undergraduate, postgraduate taught and postgraduate research (see table T1 or T8) students (full and part time) by gender in comparison to national picture for the discipline (See subject information on pages 38 – 53 of ECU Equality in higher education: statistical report: Part2 Students). Describe initiatives to attract men or women.**

There is no data for the ratio of Museum Studies postgraduate students in the ECU statistical report; the most relevant comparisons are with Creative arts and design; Historical and philosophical studies; and Mass communications and documentation. Museum Studies has a significantly higher proportion of female students in both postgraduate taught and postgraduate research than the other three cognate areas:





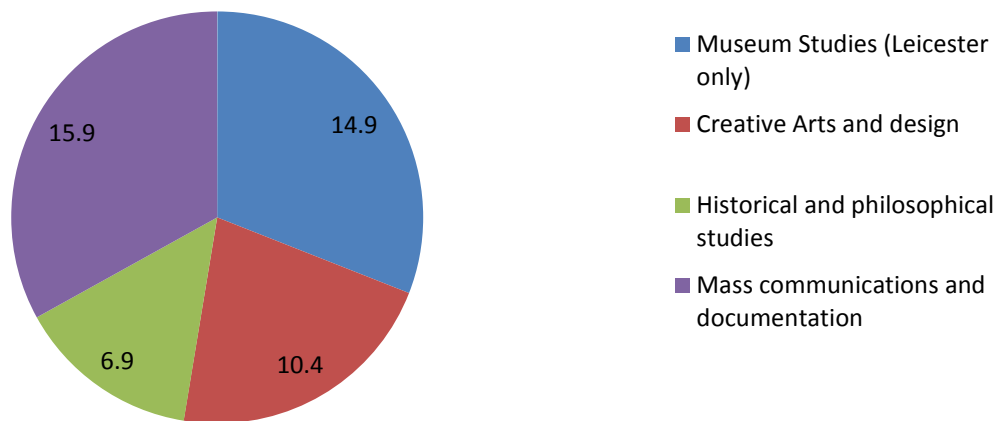
Whilst data in the museum sector (for example, of 39 museum directors in the National Museum Directors Council, 12 are women and 27 are men) suggests that men are not disadvantaged in their careers because of their gender, we do look closely at applications from male candidates as these are fewer in number and we are keen to offer places to these applicants if they meet the criteria required. We ensure that male graduates are included in events and promotional activities that publicly present our student body to current and potential applicants. This kind of gentle positive action is important as a more diverse student body generates an improved experience for all students in a field where diversity is highly valued.

To ensure that all programme directors are assessing applications fairly and consistently in terms of diversity and equality, the School has established a bi-annual peer review of application assessment workshop. In preparation for each workshop the Academic Director will liaise with the Equalities Unit for current guidelines and will review these guidelines at the workshop (ACTION D1).

To attract gender diversity the School is also committed to routinely reviewing and revising images and language in its website, alumni newsletter and promotional materials to make sure that its public image captures values of equality and diversity (ACTION D2).

Data indicates that the proportion of female to male students who transition from postgraduate taught to postgraduate research drops in Museum Studies by 14.9% which is more than in Creative arts and design and Historical and philosophical studies, though less than in Mass communications and documentation:

Percentage change in female to male ratio from postgraduate taught to postgraduate research



To address this drop the SMS is committed to recruiting more actively from the School's MA to PhD programmes and has identified AHRC fellowships and mentoring processes to support high performing MA students into the PhD (ACTION D3). The School has also introduced a new practice-based PhD track that will attract a more diverse cohort (ACTION D4).

- = **Ratio of first degree undergraduate, other undergraduate, postgraduate taught and postgraduate research applicants and offers made by gender (see table T9). Describe any initiatives/actions taken to address any imbalance and their effect to date**

The acceptance rate of postgraduate taught applicants by gender in 2012/13 is 60.5% for women and 40.7% for men, however in 2011/12, the rate was 55.8% for women and 45.5% for men. We do not see a problematic pattern here and will continue to monitor. The acceptance rate for postgraduate research applicants by gender in 2012/13 is 21% for women and 62% for men but in 2011/12, the rate was 51.9% for women and 28.6% for men. We feel the differences are explained by the very small sample size rather than suggestive of a discriminatory pattern and will continue to monitor.

- = **Degree classification of first degree and other undergraduate qualifiers by gender (see table T10). Describe actions being taken to ensure assessment processes are unbiased.**

N/A

-
- 1. Comment, reflect on and explain gender differences in staff data on recruitment job application and success rates (see table T11).**

Note differences between levels, and describe any action that is being taken. If the data set is large, please break it down into the different disciplines or units. Where this data is not available explain why.

Comment on how the department's recruitment processes ensure that female (or male, where appropriate) candidates are encouraged to apply, and how the department ensures its shortlisting, selection processes and criteria comply with the university's equal opportunities policies.

As the data suggests, the number of female applicants for posts is consistently higher than the number of male applicants.

To explain the data, in 2011 we were supported by the University to appoint a named candidate to a 12 month RA contract (Grade 7) as a result of a particular skill set required at short notice. In 2012, we appointed an RA (Grade 7) on a 6-month contract to support the updating of DL materials. This contract ended in October 2012, though with support from Human Resources (HR), we redeployed this person to a new, academic-related post in the University. In September 2012 we appointed a DL Academic Manager (Grade 7).

In terms of recruitment processes, the University has clearly defined procedures that departments must follow. HR are involved at all stages of identifying, specifying, advertising and recruiting to new posts. Applications are processed through HR and, once received, departments are provided with the University Equality Policy, guidance on shortlisting and all the paperwork that must be completed. The shortlist must be approved by the Head of College. Once candidates have been invited to interview, an 'interview pack' containing the required paperwork and a copy of the University Equality Policy is sent to all interview panellists. Clear guidance is provided on membership of shortlisting and interview panels and any conflicts of interest must be declared. All staff on the interview panel must have undertaken training in Recruitment and Selection which includes gender equality training. In addition to the processes described above, the Chair of the interview panel is charged with overseeing the interview process, a member of staff from outside the Department must be included on the panel and an HR staff member attends immediately following the interviews to document the decision-making and complete the paperwork.

During the pilot, the SAT became aware, particularly in light of concerns of the focus group of women who are pregnant or caring for young children, that the family-friendly and flexible working policies of the School are not necessarily evident to applicants and so will add this information into our recruitment materials (ACTION D5). At the same time, the School is planning to further internalise and embed the values of gender equality by including in all new job descriptions a commitment to GEM principles (ACTION D6).

The Pilot has stimulated some interesting discussions around job share and the possibility that excellent applicants may not apply for posts in the School as a result of our reliance on full-time roles. As a result, the School has committed to considering job share for all future appointments and, where appropriate, offering the possibility of job share to potential applicants (ACTION D7).

2. Describe the induction and training support provided to new staff at all levels, and how consideration of gender equality is embedded across the department and/or in the institution. Please provide data and analysis as appropriate.

All new staff attend an induction organised by the University which includes a presentation by the Equalities Unit. This is supported by the Equalities Unit website which offers advice on equal opportunities to students and staff.

The School does support additional equalities training for new staff to lay a firm foundation in equalities across the University and will advocate for this with the Equalities Unit.

Departmental support is provided through a mentoring system. New staff have a mentor within the School who offers guidance during the probationary period and suggests appropriate training. The HoS appoints the mentor based on relevant experience. For all new staff appointments, the School will offer a choice of female or male mentors (ACTION D13). New staff also meet routinely with the HoS for additional support. Flexibility is prioritised to make for smooth transitions. For example, when a lecturer was appointed in 2010, she was allocated a reduced teaching load in her first year to facilitate her adjustment.

3. Comment on career development and progression, looking at staff in all levels.

Museum Studies is a young discipline and staff in the School, particularly the two female professors (both retired 2008), played a significant role in the building of the field and the establishment of a feminist ethos within the School. On their retirement, neither post was replaced. Over the last 10 years, however, a growing, though still small, team of Lecturers has progressed to Senior Lecturer. Two Lecturers have moved on – both female – and only one of those posts has been replaced. The career trajectory for academic staff has tended to be Lecturer/Senior Lecturer/Professor. One Reader joined the School as part of a University-wide initiative to enhance research. The majority of academic staff are atypical as they joined the School from museums or other related careers. Six of the current academic/academic-related staff, including the two current Professors, have completed or started PhDs since joining the School.

Within the core academic/academic-related staff of 14 are several cases of atypical career progression where the School has invested in individuals, both women and men, enabling them to develop skills and experiences beyond their current roles and has supported them to seek promotion. One current female Senior Lecturer was supported by the School to move from an academic-related post to a Lectureship. Similarly, the School has worked hard to separate management ability from academic seniority, resulting in an investment in younger staff with propensity to management. For example, the HoS from 2006-2012 was Acting HoS before completing his PhD and long before promotion to Professor. All academics are encouraged to develop an interest in the management of the School through significant management roles and the rotation of the Headship. Currently, male academics do occupy the senior roles. However, this needs to be read in light of the recent retirement of the two female Professors, both of whom were HoS.

Despite this progressive environment, the School has struggled for many years to progress women academics through promotion thresholds (see 5 below).

4. Describe current appraisal schemes for staff at all levels.

Are staff able to choose their appraiser? Are promotion and changes in work-life balance routinely discussed in appraisal? Is information in past appraisals considered when discussing promotion? Is there a separate scheme for postdocs? If not, is the general scheme fit for them?

An annual appraisal is mandatory for all staff and the Quickcat Survey suggests that staff find this to be helpful. At present, employees are not able to choose their own appraiser because of the small size of the team but there are both male and female appraisers and academics do not typically have the same appraiser year on year. The HoS undertakes the allocation and identifies a best match between appraiser and appraisee. Appraisers for academics are currently 50% female and for other staff 100% female.

Career advancement, including preparation for promotion, is routinely discussed as a key part of the process of appraisal. However, the School recognises that presently discussion of training opportunities at appraisal is somewhat ad hoc and should be proactive and bespoke. The HoS is committed to preparing appraisers by asking them to become acquainted with relevant training opportunities offered by the University and to identify, in collaboration with the appraisee, appropriate options (ACTION D9).

5. Comment, reflect on and explain gender differences in staff data on promotion and success rates (see table T12).

What action is being taken? Where numbers are small, comment on individual examples of staff who have been through the promotion process. Explain how potential candidates are identified and what support is provided to them.

Consider:

- = how staff are made aware of promotions criteria**
- = how staff are put/put themselves forward for promotion**
- = whether initiatives designed to encourage women to apply for promotion exist**
- = how career breaks including maternity leave are considered in the promotions process**
- = comment on any mentoring (formal and informal) or advisory schemes that are in place or being considered to encourage female staff to apply for promotion**
- = comment on professional and personal development opportunities and how they are promoted for staff**
- = comment on any initiatives in place or planned to encourage females to take up leadership and management roles**

Promotions data is an area of concern for SMS. For years, the School has struggled to progress female academics through promotion thresholds and, typically, female academics will achieve Senior Lecturer on the second or third attempt. The School has a 100% success rate of progressing male academics to senior positions first time around. The Quickcat Survey suggests that not all staff are clear about the promotions criteria and female staff are concerned about whether the process is equitable and transparent. The overall feeling is that applications are supported in the School but that once they leave the School, they are open to multiple forms of discrimination.

In terms of promotion processes, staff can self-nominate, though the School strongly advises staff to work with the HoS to develop portfolios of work, grant applications and publications that fully meet the criteria for promotion before applications are submitted. As a result, all applications for promotion in the last 10 years have proceeded with the full support of the HoS. Applications are only submitted once the Head is confident the candidate fully meets the criteria for promotion.

The vast discrepancy between the 100% promotions success rate for male academics and 25% success rate for female academics suggests that continued monitoring of the promotions process needs to be undertaken and our concerns about gender inequalities in promotion decision-making need to be taken up with the Head of College (ACTION D10). Also, a discussion of promotion issues will become a standard part of appraisals in the School (ACTION D11).

A follow-up interview was undertaken with one female member of staff who has felt 'bruised' by the promotions process. She believes herself to be 'multiply disadvantaged by factors of class, gender and ethnicity'. She identifies as an individual new to the academy – she joined the University in 2002 following a successful career in museums – and well supported by the School, where she considers commitment to equality underpins management processes. However, in other settings within the University, she has experienced 'hierarchical' and 'condescending' behaviour from senior colleagues and an unwillingness to recognise her achievements.

The University has in recent years amended its promotions criteria to recognise teaching as well as research. That said, the experiences of staff convey a perception that research funding and outputs remain the key factors in the success of applications. There is however, no evidence that not having a PhD is a barrier to promotions at the highest level. Several staff in the School have achieved Senior Lecturer posts without a PhD, though have completed a PhD before progressing further.

Guidelines for promotion to Senior Lecturer at University level give the following advice, which the Department adheres to:

"The Committee will make reasonable adjustments, where appropriate, if informed of special factors or circumstances which may have had an impact on a candidate's contribution/output. Reasonable adjustments will be made in line with the relevant legislation relating to the specific factors/circumstances noted within an application. However, in all other respects, the quality and impact of a candidate's performance will be assessed on the same basis as other candidates (to ensure that all promotions to Senior Lecturer are of a high quality). Examples of special factors include disability, maternity leave, part-time working, flexible working arrangements, time away from

work because of family responsibilities for bringing up children or caring for relatives etc.”

This information is publicly available and we believe that it is helpful in terms of candidates understanding the promotion process. The School will ensure that women state on their application for promotion that they have been on maternity leave in their application, and how this has impacted on their case, for example, a reduction in publication numbers (ACTION D10).

Leadership training is available; the University participates in projects such as the Regional Leadership Development Programme. The current Head took part in this programme in 2012 to prepare for taking on the position. However, SAT discussions have made the School aware of the limited training opportunities available at the University specifically for women in leadership. The School will explore opportunities for its staff to participate in existing leadership training provision within the University and discuss with the Equalities and Staff Development Units options for establishing and supporting a suite of women in leadership training events for staff and PhD students, including a bespoke event for museum studies (ACTION D12).

The pilot process has also opened up a useful discussion of mentoring for academic staff. At present, probationary staff are mentored by a senior member of staff. Also, other individuals who feel that they would benefit from input from a mentor self-instigate the process. However, the School will now offer opportunities for formal mentoring to staff at pivotal moments in their career, including small amounts of funding for travel if the mentor is outside of the local area. Possibilities for formal mentoring will be discussed at research reviews (ACTION D13).

6. Comment, reflect on and explain gender differences in staff data on staff turnover (see table T13).

What does exit interview data show? Consider the history of staff, i.e. have they progressed internally or are they usually external appointments.

As the staff is mainly female it is perhaps unsurprising that both the outgoing staff between 2011-2013 have been female.

In 2012, the contract of one female RA ended. She fell pregnant and chose not to work outside the home though the School offered her the opportunity to return. In 2013 the contract of another female RA concluded. She entered the University's redeployment system where her applications were prioritised over external candidates. She is currently on a RA contract for another department.

There are a number of general trends hidden behind the data. The core academic/academic-related staff is incredibly static because we nurture staff through the academic route. The 11 permanent, full-time academics (2 Lecturers, 6 Senior Lecturers, 1 Reader and 2 Professors) have 123 years' service in the School between them with the longest serving having worked in the School for 21 years and the shortest for 4 years.

The HoS conducts exit interviews but has not to date kept the data. We will begin to keep this data and monitor it for indicators of inequalities that need to be addressed (D14).

7. Describe what the department does to support staff on maternity leave and the arrangements in place to provide cover during a period of maternity leave.

Consider support for female staff before they go on maternity leave, the arrangements for covering work during maternity absence, how women are kept in touch with developments while on maternity leave and what help they receive to achieve a suitable work-life balance on their return. Where applicable, this may include providing details of additional funding arrangements available (e.g. budgeting maternity cover into research grant applications).

With a mainly female staff, many of the team have taken maternity leave and this varies from 6-12 months. Procedures around maternity leave have improved over the last five years. Staff on maternity or adoption leave voluntarily meet with the HoS on a number of 'Keeping in Touch Days'. When staff return from maternity leave procedures are in place to enable them to pick up their research careers. This is manifested through buyout of teaching and administration in the months immediately following return to work.

The School seeks coverage for all its employees on maternity leave, working closely with Human Resources on this issue, and is committed to continuing to do so (ACTION D15). The School recently received approval for maternity cover for a Research Associate.

SAT discussions and the focus group of staff/students who are pregnant or with very young children have made us aware that identifying a specific School staff member to provide support for staff preparing for maternity/paternity/adoption leave or compassionate leave would be helpful. This contact person will receive relevant equalities training at the University to prepare them to help those planning maternity/paternity/adoption and compassionate to make best use of the options available. This resource and the individual responsible will be identified in the School equality and diversity handbook mentioned above (ACTION D16).

8. Comment on data on maternity leave return rate (see table T14).

If it is low, what plans are in place to improve this rate? If the department is unable to provide a maternity return rate, explain why. Data on staff whose contracts are not renewed while on maternity leave should be included in this section.

The SMS has maternity leave return rate of 100%.

In the focus group conducted, staff who returned from maternity leave felt very much a part of the team though they expressed that having a North Campus facility for nursing and expressing/refrigerating breast milk (which could also benefit students) could enhance their work/life balance upon return. The School will advocate for this facility with the Equalities Unit (ACTION D18).

9. Comment on data on uptake of paternity (see table T17), additional paternity (see table T18) and adoption (see table T19) leave by grade and gender.

Has this improved or deteriorated and what plans are there to improve further? If possible, compare actual take-up with potential take-up.

If you are unable to provide this data, explain why.

Over the last three years one staff member, a Reader, has taken paternity leave in 2012.

In 2012/13, a female Senior Lecturer took adoption leave and her experiences provide a useful picture of the School's culture and management. She writes:

There are two massive challenges with adoption that are distinct and that the School has been great with: You don't know you're going on leave until the day of the adoption panel which accepts you or not, you usually meet the child for the first time that day or the following, in our case our 'introductions' (and therefore my leave) started 4 weeks after panel. In the context of the semester in which I was teaching a) a new module 2 and b) a new urban conservation module and was also Director of Research, the HoS was able to be super flexible and we together put in place contingency for this teaching in the event that we were approved for the adoption. This requires a much greater degree of flexibility than the longer notice period one has for pregnancy.

The lead in time for adoption is much longer. For 4 years (since my enrolment with the agency) the School has been flexible to accommodate the intensive and time consuming training one needs to take as a statutory requirement to be adoptive parents. In addition the School has been understanding of the research opportunities I have won but been unable to take up (my fellowship at the ANU) due to previous but unsuccessful adoption matches.

The incursions into my adoption leave and the challenges I will experience in the return to work are to do with research and are beyond the School's control. Both of my research grants (the Research Councils) did not accept adoption leave as a reason to take time off my two funded projects.[ACTION D17]

I took all 10 keeping in touch days which allowed 2 x meetings with HoS which were great, attendance at the Research Away Day and for me to provide feedback on and meet with a PhD student.

10. Comment on data on formal requests for flexible working by gender and application success rate (see table T18).

Comment on any disparities. Where the number of women in the department is small, applicants may wish to comment on specific (anonymised) examples. Comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing

flexible working arrangements, and how the department raises awareness of the options available.

Although the School has no formal mechanism for requesting flexible working, we are open to all requests and a culture of flexibility within the School responsive to the needs of individuals and enables staff at all levels to manage complex work/life demands. Workloads are balanced and covered for colleagues (often by using School funds) during any absences from work and all staff have benefited from this culture at some point. We also carefully follow university guidance on flexible working and will include a link to this guidance in our School diversity and equality handbook.

In terms of flexible working, the School has a broad set of principles that it requires its staff to work within. Although it is rarely the case that this maps equally across all weeks in the year, academic staff are asked to dedicate 3 days per week (60%) to teaching/ administration (requiring them to work in the Building) and 2 days (40%) to research. This system allows staff to work flexibly whilst ensuring that meetings can be held and work – much of which is collaborative – can be progressed. For example, a male staff member requested and received permission to arrive late on Tuesdays to complete the school run. The team is highly productive and the School feels confident that this broad but flexible 60/40 split effectively accommodates multiple needs whilst also enabling the School to function. This belief is confirmed by the Quickcat Survey which shows that staff feel supported. That said, ensuring that this culture is explained fully to all staff in the new gender and equality handbook is important (ACTION B2).

11. Provide information on support for staff who are carers or have caring responsibilities.

In terms of those staff members with additional carer responsibilities or, indeed, any additional issue that complicates their work/life balance, the School works with them to put specific support in place. This is incredibly common and has been normalised within the School. Almost without exception, members of the team have been supported at various times to manage a complex work/life balance as a result of illness or a dependant relative. The current HoS, for example, was supported for three years while she was caring for an ill child.

12. Describe the work the department has undertaken to evaluate the impact of its initiatives designed to tackle personal and structural obstacles to progression for staff.

The Athena Swan submission process gave the School the opportunity to collect and analyse gender data on promotion success rates and created gender awareness within the School around the promotions process. Through more pro-active preparation of candidates, as detailed above, including discussing promotion and recommending appropriate career training at appraisals; advocating for and developing a new suite of women in leadership training events; developing a formal mentoring programme for staff at pivotal moments in their careers; and sharing the School's concerns over gender disadvantage in promotion with the Head of College, we are addressing inequalities. The School is committed to continuing to monitor and analyse gender data on promotion success rates as we carry out the GEM action plan.

E To tackle unequal representation of women or men requires changing cultures and attitudes (within the department) and across the institution

‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the institution or department, and includes all staff and students.

See *Athena SWAN factsheet: best practice: organisational culture* and *Athena SWAN factsheet: best practice: work-life balance* (www.athenaswan.org.uk/content/factsheets)

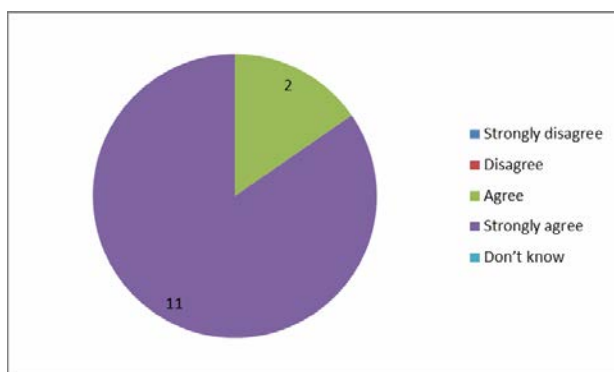
1. Using the UKRC cultural analysis tool for staff (see page 7 of the trial handbook) – what do the findings indicate?

What actions are you taking as a result of the findings? What actions are you already taking that may help to improve your staff experience?

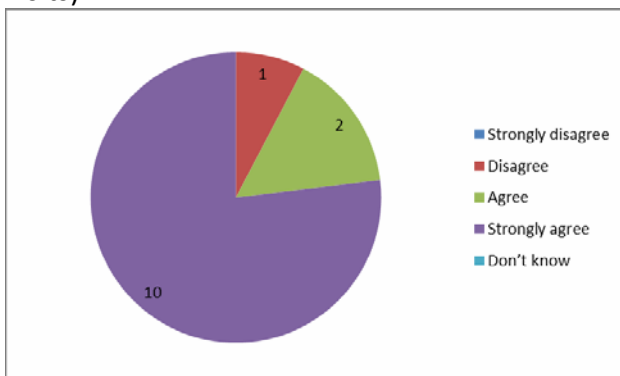
What do staff think about working in the department? What kind of social spaces do you have, and how supportive are staff of one another?

The survey reinforced to the SAT the feminist-informed ethos within the SMS, as demonstrated by the responses to questions 1, 21 and 14:

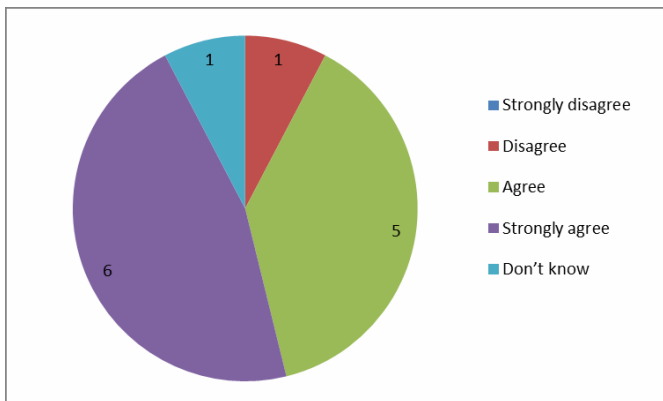
1. In my Department, staff are treated on their merits irrespective of their gender (e.g. both women and men are actively encouraged to apply for promotion and take up training opportunities).



21. My Department uses senior women as well as senior men as visible role models (e.g. as speakers on seminar programmes, in staff inductions, at recruitment events, in school visits).

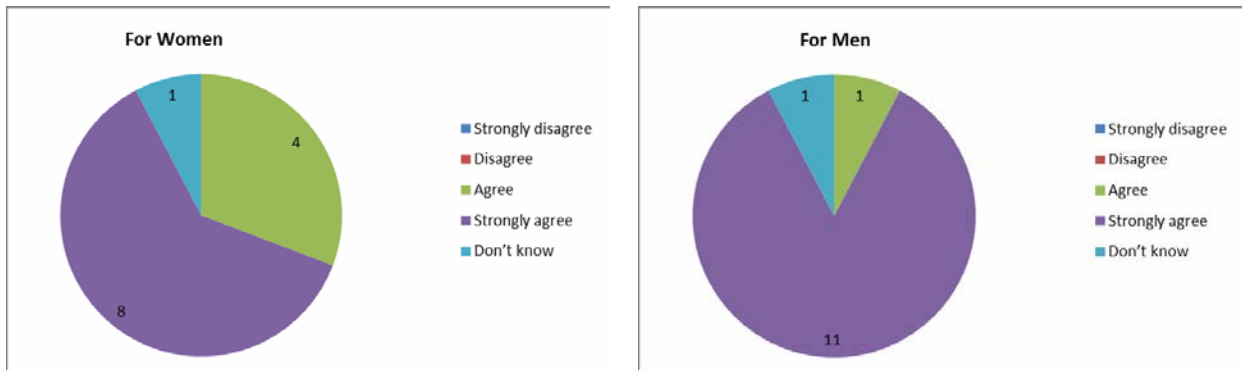


14. Work related social activities in my Department such as staff parties, team building or networking events, are likely to be welcoming to both women and men (e.g. avoid venues that may be degrading to women or men; avoid sporting activities that some staff may not be able to, or wish to, watch or take part in; avoid times that frequently exclude part-time staff or those with caring responsibilities).



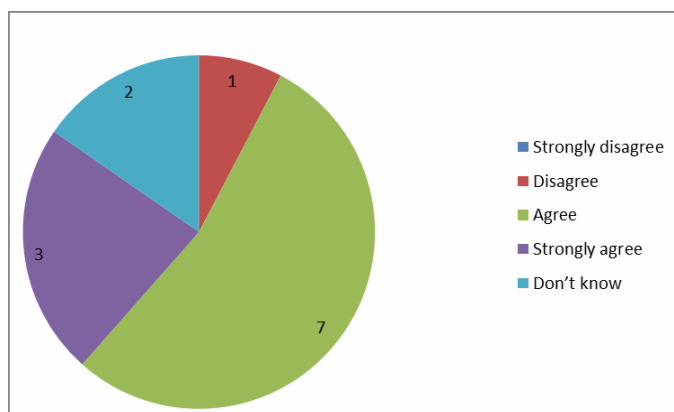
But while the survey shows that most staff are highly satisfied with their work life, there is a small but important discrepancy between the way that staff perceive satisfaction in work life for women and for men, as captured by responses to question 23.

23. I feel that my Department is a great place to work.



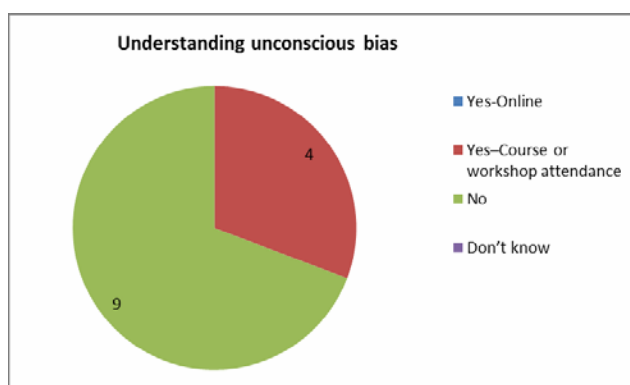
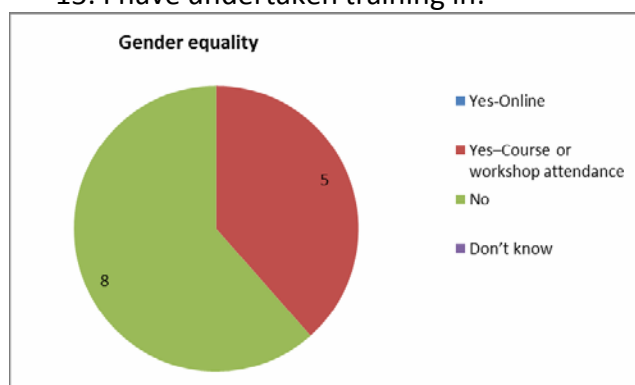
A lack of transparency concerning promotion may be partly responsible, as suggested by responses to question 4, though the SAT notes that the survey contextualises the issue of promotion within the department and for the SMS concerns with equalities in promotion lie at the wider organisational level. The School's actions in relation to promotion issues are outlined in part D (ACTION D10).

4. I understand the promotion process and criteria in my Department.

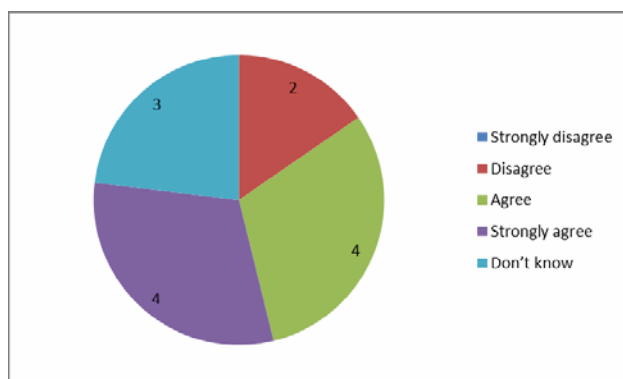


The survey also reveals that staff believe they have not had adequate training in equalities issues and have not been kept well-informed about equalities matters, as indicated by responses to questions 15 and 22 (ACTION B2/B3).

15. I have undertaken training in:



22. I am kept informed by my Department about gender equality matters that affect me (e.g. changes to maternity/paternity leave entitlements, gender equality legislation and institutional policies).



Actions to advocate for the increase the equalities training are explained in part D.

2. How do you ensure line managers are familiar, or at a minimum aware of the range of policies available to staff? How do you ensure they actively support staff to utilise relevant policies and benefits?

The HoS undergoes equalities training. However, the SAT has identified a need for equalities training for all line managers—and for all staff. The School's actions for procuring this training are explained in part D. As noted in part B, the School is also committed to developing and posting online a diversity and equalities handbook which contains links to relevant policies.

3. Demonstrate how the department is gender aware and how it promotes the involvement of women.

The School is an open and collegial place to work where solutions to problems are discussed and where all staff and students are valued. Responses to the Quickcat Survey demonstrate that staff strongly feel the culture of the School discourages discriminatory language and behaviour and expects colleagues to support one another and students. Many international scholars and museum professionals visit the School each year and amongst this mainly female group are evident a large number of high achieving female role models.

4. Provide evidence of how staff with family responsibilities and part-time staff are considered when scheduling meetings and social gatherings.

In terms of the day-to-day activities of SMS, core hours are understood to be 9.30-4.30, though many staff work flexibly. In addition, all major School meetings are scheduled to take place on a Wednesday and an annual timetable of meetings is circulated at the start of the year. Many staff have complex work/life balances and/or live at a distance so social gatherings are arranged only occasionally and with considerable advance notice to all staff. School business is not discussed at such events.

5. Where long-hours culture is an issue, what actions are being taken to address it?

N/A

6. Comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres (see table T19).

How does the department ensure that this is recognised and rewarded (e.g. in appraisal and promotion)?

The SMS is a sector-facing department and 100% of our academic/academic-related staff participate in 'outreach' activities with museums. All staff are encouraged to speak at museum conferences, leading museum workshops and doing action research in museums, activities that are highly regarded and rewarded as they feed into both our research and teaching.

F The system of short-term contracts has particularly negative consequences for the retention and progression of female academics

-
- 1. Comment on the proportions of men and women on fixed-term, open-ended and zero-hours contracts (see table T20).**

What are the department's policies about transferring staff to permanent contracts? If staff are not transferred, why not?

Are there gender issues and how are they being addressed/have they been addressed?

The School typically has a small number of fixed-term contracts and a long history of transferring staff to permanent contracts. Seven of the current academic/academic-related staff on open-ended contracts were originally hired on short-term contracts. The School's data and policies concerning short-term contracts do not indicate gender disadvantage. The School does not use zero hour contracts.

Employment law ensures that employees cannot indefinitely remain on a short-term. In cases where the School cannot offer an extended contract to a staff member whose fixed term contract has expired, the HoS refers the candidate to the University's redeployment register where the candidate will have priority over external applicants.

G A broad range of work activity undertaken by staff is recognised in their career progression and promotion

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- 1. Describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities are transparent, fairly applied and are taken into account at appraisal and in promotion criteria.**

All academic staff have teaching/supervision responsibilities on the CB and DL programmes and all administrative roles are distributed across the full academic staff, with care taken to balance the needs of the School with individuals' strengths, development needs and capacities.

At appraisal, equal weight is given to administrative, teaching and research responsibilities. Twice yearly research reviews also take place within the School.

-
- 2. Is the department using workload management/modelling?**

Reflect on whether this enables gender equality in the department and/or any further action that is needed. Where the department is not using this model, is there an equivalent system in place or action to ensure a range of work is recognised in promotion and progression?

In the past, the School has actively resisted introducing a formulaic workload model that allocates set hours to specific tasks as something that does not fit the culture. Discussion amongst staff has suggested that an inflexible and formulaic modelling system might undermine its collaborative culture and collegial practices. However, some tasks are carefully managed to ensure they are evenly distributed amongst all academics. For example, tutees are distributed evenly across all academics as are marking and assessment responsibilities. The School operates a single timetable available on a shared computer drive so teaching loads are transparent. It is not possible for a member of staff to buy themselves out of 'undesirable' work and concentrate on research. The School strongly believes that this carefully managed approach – perhaps only possible in a small team – is highly effective. However, we plan to explore the value of developing a more extensive, yet flexible way of modelling and monitoring workloads that suits the small size and collegial culture of the School (ACTION G1).

3. UKRC Cultural Analysis Tool: Looking at Table T21 of the data template, discuss analyse and develop any necessary action points in relation to the results. See page 7 of trial handbook for further information.

The SAT was encouraged by the results of the first part of question 3 in the survey, as shown in T21. Appraisals seem to be working well with 12 of 13 respondents agreeing or strongly agreeing that the department values and rewards the full range of skills and experience of staff. However, in relation to the second half of the question, whether the department values and rewards the full range of skills and experience of staff in considering promotions, just 7 of the 13 respondents agreed or strongly agreed. One disagreed, one strongly disagreed and 4 indicated that they did not know. The SAT sees question 3, part 2, as confusing because promotion decisions are made primarily at University, rather than departmental, level. However, the rate of dissatisfaction and lack of knowledge point to the need for the actions in relation to promotion, as set out in part D.

H To tackle the unfair treatment often experienced by trans people requires changing cultures and attitudes across the institution

ECU does not require data on trans staff to be presented within this section. Any decision to monitor gender identity should be taken in consultation with trans staff and student groups as well as trade unions and the students' union. If, following consultation, an institution does decide to monitor gender identity, consideration must be given to anonymity, confidentiality and storing of data.

This section should be completed after consulting relevant staff members working at an institutional (rather than departmental) level.

1. What steps is the institution taking to ensure that trans people do not experience unfair treatment when working as a member of staff at your institution?

How do you tackle negative attitudes of students, colleagues and members of the public?

The University has an Equal Opportunity Policy which raises awareness of more general equal opportunities issues and of course specifically supports trans equality. Further, the Equalities Unit works with staff and student LGBT forums, to ensure that trans issues are high on the agenda, which creates further awareness.

The Equalities Unit also provides training to Departmental Equality Officers and Senior Management, which covers trans-staff as a protected equalities group. More recently we held a networking event where the chairs of our staff LGBT forum came to deliver a presentation to Departmental Equality Officers to raise awareness of the group's existence and their role, as well as highlighting the issues faced by LGBT employees.

The University has a sexual orientation harassment policy which reiterates expected levels of conduct and respect in relation to all sexualities, and gender identities, students, 3rd party contractors, workers and visitors. This policy mandates that all managers rigorously enforce this.

We have also developed a systematic process of ensuring due regard to the needs of trans people through the undertaking of equality impact assessments. Subsequently the LGBT staff forum is consulted as and when required.

The staff LGBT forum is pro-actively publicised and promoted to all staff. The staff LGBT equality forum meets regularly to discuss and address issues relating specifically to trans employees and students. As a result they regularly network with other staff LGBT networks within Universities across the region and neighbouring local authorities.

Posters are displayed across the university to raise awareness of transphobia and hate crime. We are also part of the Leicester 'Stamp It Out' campaign, which aims to address these issues.

We are also working closely with the Leicester LGBT centre to advance LGBT equalities and as a result will be providing enhanced training to investigators managing cases of discrimination, harassment and bullying.

As well as entering the Stonewall Workplace Equality Index, we have also pro-actively featured in publications such as the Starting Out Guide and Gay by Degree. We have also advertised vacancies in LGBT friendly media.

We have a very pro-active student LGBTQ society who is leading on projects such as addressing the misuse of the word 'gay' via social media. The chairs of the student and staff forum meet regularly to ensure a collaborative approach to addressing issues arising relating to the experiences of trans students and staff.

There are a number of initiatives and research projects across the university focussed on understanding and achieving trans equality. One of these initiatives is the East Midlands Schools Out Group. The Group was established in order to meet the needs of LGBT trainees who had expressed anxieties about how their sexuality and others' perceptions of it might impact upon their careers and classroom practice.

The Equalities Unit gives regular advice to managers on trans issues including procedures to be adopted with respect to degree certificates and other records.

2. What further initiatives are necessary to ensure trans people do not experience unfair treatment at your institution?

The University works closely with trans people to help to increase awareness amongst employees. This has created an awareness of the transitioning process, in addition to the rights of trans people to identify as a different gender, without having undergone any physical change. Through working with trans people, we have been able to create a more open and 'safe' culture, in which trans people feel they will not be harassed or discriminated against, if they revealed they were trans.

The University recognises that high levels of confidence must exist amongst staff and students in order that the majority of them are comfortable about disclosing their trans status. We are seeking to develop such confidence through the wider use of other equalities monitoring data in positive and proactive ways. We cannot therefore ascertain any trends, for example, grievances by trans employees. Nevertheless, we can learn from other institutions as to how to truly embed trans-equality within the organisation and foster a culture in which being trans is accepted as a person's gender identity.

3. How does the institution monitor (and act on any findings of) positive and/or negative impact of its policies and procedures on trans people?

Presently, the University does not monitor trans employees. However, our policies make a commitment to eliminate discrimination, harassment and victimisation for trans people, to promote harmonious relationship between people who do and do not identify as trans and those and to advance equality of opportunity for those who identify themselves as trans.

Complaints raised about poor experiences relating to trans status are very actively addressed. A recent issue involving the non-acceptance by a colleague employee of a person's name change eventually resulted in the dismissal of the colleague, an action that the University successfully defended at employment tribunal.

The LGBT staff forum are very pro-active in representing the experiences of trans employees and identifying actions to address these. Our involvement in the Stonewall Workplace Equality Index has also enabled us to strategically identify how we can pro-actively advance trans equality, by expanding focus on LGB to include trans issues.

Further, we undertake an impact assessment on all new policies and processes to ensure that they do not have any adverse impacts on groups protected under the Equality Act 2010.

We are also looking to undertake an employee survey this year, which will specifically identify negative/positive experiences of staff based on their gender identity.

Total word count – 8,518 (excluding letter of endorsement, action plan, graphs and tables including headings and captions, SAT biographies and list of acronyms).

Action plan

Principle ref number	Objective	Rationale i.e. what evidence is there that prompted this objective?	Action already taken to date and outcome	Further action planned	Timeframe		Person responsible Include job title	Target outcome Where possible include a tangible measure of success	Comments
A1	Highlight the GEM bronze submission on School website	Communicate the School's commitment to diversity and equality	Generate GEM submission	Post it prominently with appropriate links	Spring 2014	Ongoing until supplanted by silver submission	GEM lead Janet Marstine, School website committee	Increased visibility around the School's commitment to gender equality	
A2	SAT team continues its work	Ensure follow-through concerning the action plan and develops additional plans and actions where appropriate	SAT team committed to continuing its service	SAT meetings held 2x a semester, key issues fed back to appropriate School committees; SAT lead continues to liaise with School of Education SAT lead	Spring 2014	Ongoing	GEM lead Janet Marstine	GEM SAT embedded in School's culture as a working group – by Spring 2015.	

A3	Equality and diversity at centre of current and future policy and practice of the School at all levels	Long-term thinking and commitment key to sustainability of GEM initiatives	Feed outcomes from the GEM submission into CAHL annual strategic planning process and to relevant College/University groups/units (e.g. University Equal Opportunities Committee)	Continued GEM submissions (silver, gold) and sustained feedback of outcomes to strategic planning	Autumn 2013-	ongoing	Head of School Suzanne MacLeod; other senior management staff involved in strategic planning	GEM impacts School strategic planning in both short and long term and demonstrates commitment and action. By Spring 2015.	
B1	Embedding GEM developments in School and College committee work and in MA and PhD SCCs	Emphasises that all staff and students need to take ownership of diversity and equality issues; helps committees to be mindful of GEM principles	GEM initiatives a standing item for School meetings	GEM standing agenda item at Academic Committee, Research Committee; MA and PhD SCCs; highlight the work of the School's GEM SAT at College Academic	Autumn 2013-	ongoing	Head of School Suzanne MacLeod; Academic Director Janet Marstine; Research Director Lianne	Diversity and equality issues embedded in management and policy making. Staff have greater understanding of equality issues	

				Committee and College Research Committee			Gibson; College Academic Director Ross Parry; Director of Learning and Student Support Gus Dinn; PhD Programme Director Richard Sandell/Simon Knell	across the School and are empowered to discuss and address them. By Spring 2015.	
B2	Ensure all staff and students know School policies and practices promoting equalities	Inaccessibility and lack of transparency	Policies and practices have been identified	School handbooks on equality and diversity policy/practice produced and made available to all on the School website; updates to be made routinely	Autumn 2014-	ongoing	Director, Museum Studies, by Distance Learning, Katy Bunning	Staff and students know and draw upon principles and practices as set out in handbook. Survey staff and 2014/15 students to assess awareness levels and devise plan for further	

								enhancing awareness. By Summer 2015.	
B3	Training in equality and diversity school-wide	Formalises and embeds good practice; makes clear values of School	Have run a session for campus-based MA students and attended by programme directors	Liaise with Equalities Unit, AccessAbility Centre and English Language Training Unit to identify needs and design up to 3 training sessions	Autumn 2013-	ongoing	Academic Director Janet Marstine	Staff and students develop and maintain awareness and understanding of evolving equalities issues and agendas. Survey staff and 2014/15 students to assess awareness levels and devise plan for further enhancing awareness. By Summer 2015.	
C1	Ensure that staff involved in recruitment panels are well informed on recruitment and selection		All staff involved in recruitment must attend University	Introduce SMS requirement that staff involved in recruitment must attend University	Spring 2014	Ongoing	Head of School Suzanne MacLeod	Monitoring by HoS will ensure 100% of staff on recruitment panels have	

	policies and developments		Recruitment and Selection workshop in advance	Recruitment and Selection training every three years				attended training at least once every three years.	
C2	Internal mentoring for early and mid- career researchers in preparing them to participate in the REF submission	Support helps early career researchers to complete the PhD and other career-marking projects; helps mid-career researchers to shift from Co-I to P-I and from small to large grants	Periods of leave given to early career researchers for completion of projects; mentoring provided to mid-career researchers by senior academics/ researchers to move from Co-I to P-I on grants and from small grants to larger grants	Early career researchers mentored by senior staff through process of applying for College Development Funds for research travel and publication costs; mid-career mentoring on grants extended	Spring 2014-	ongoing	Head of School Suzanne MacLeod; Professor Richard Sandell; Professor Simon Knell	School REF submissions, key to employment policies, practices and procedures, actively promote gender equality	
D1	Peer review of application assessment workshop established	Ensures applications are assessed fairly	First workshop held	Workshop becomes standard practice	Winter 2014	Ongoing, bi-annually	Academic Director Janet	Diverse student body; enhances quality of	

		and consistently in terms of diversity and equality					Marstine	learning as well as equality issues	
D2	Public image of School captures values of equality and diversity	Attracts more diverse student body	School promotional materials, alumni newsletter and website reviewed and revised to represent equality and diversity in images and language	GEM submission and appropriate links highlighted on School website	Autumn 2013	ongoing	School Manager Barbara Lloyd; Distance Learning Academic Manager Rob Clarke; with support from Prof. Richard Sandell;	Diversity enhances quality of learning as well as equality issues	
D3	Better identify and support potential PhD students from the School's MA cohort and monitor data on gender ratios	Help high performing students to transition from MA to PhD	New AHRC fellowships identified	Organise and deliver session introducing PhD opportunities to current students.	Autumn 2013	ongoing	PhD Director Simon Knell, Acting PhD Director Richard Sandell/Sheila Watson	Deliver session annually from Winter 2014. Increased opportunity to consider PhD opportunities for all current MA students.	

D4	Attract a more diverse PhD cohort	Flexibility of practice-based track will broaden opportunities to undertake PhD research for talented candidates.	Practice-based PhD introduced	At least 2 candidates per year recruited and mentored through practice-based route	Autumn 2013	ongoing	PhD Director Simon Knell, Acting PhD Director Richard Sandell/Sheila Watson	Indicates greater maturity of discipline and greater capacity to incorporate diversity	
D5	Update recruitment materials to highlight family friendly and flexible working policies	Demonstrates gender equality to applicant pool	Policies established	Will include job-sharing possibilities; core hour meeting times; and other relevant policies in the staff equality and diversity handbook	With next open position	ongoing	Head of School Suzanne MacLeod	Attract diverse and robust applicant pool. Ensure all material and policies updated by Autumn 2014.	
D6	Write new job descriptions for all staff to include commitment to GEM principles of equality and diversity	Embeds responsibility for equality and diversity through job descriptions	Concept internalised	Policy established and set out in staff equality and diversity handbook	Spring 2014	ongoing	Head of School Suzanne MacLeod	All staff understand that equality and diversity central to their job	
D7	Highlight job sharing as an option for appropriate new	Opens opportunities	Policy established	Head of School will consider possibility	With next	ongoing	Head of School	100% of new positions	

	positions in recruitment advertising.	for excellent candidates who are not able to work full-time	within the School	of job share in planning for and proposing new positions	open position		Suzanne MacLeod	advertised to highlight possibility of job sharing where appropriate to post. Attract diverse and robust applicant pool	
D8	Advocate for additional equalities training as part of University induction	In-depth equalities training prepares staff to follow GEM principles in their working life		Issue raised with Equalities Unit	Spring 2014	Ongoing, if necessary	Equal Opportunities Officer Viv Golding	Survey staff and 2014/15 students to assess equalities awareness levels and devise plan for further enhancing awareness. By Summer 2015.	
D9	More proactive matching of staff with appropriate training opportunities	Supports career advancement		Head of School prepares appraisers to become acquainted with training	Autumn 2014	Ongoing	Head of School Suzanne MacLeod; appraisers; line	Helps prepare staff for promotion, particularly given gender disadvantages in	

				opportunities; specific training opportunities identified, discussed at appraisals			managers	promotion	
D10	School continues to advance promotion for all staff at appropriate times and advocates for transparency in decision-making process	Advocacy important as data highlights a perception that inequalities exist in rates of promotion between male and female applicants	Data in GEM submission and School's previous 2012 Athena Swan submission revealed gender gap in promotion	Careful tracking of statistics as to male and female rates of promotion; liaising with Head of College	Autumn 2013-	ongoing	Head of School Suzanne MacLeod; Head of College Mark Peel	100% of applications for promotion will make clear any periods of adoption or maternity leave and their impact. Good practice at School helps create equalities for promotion in wider institution	
D11	Make a discussion of promotion an item to be discussed routinely at appraisals	Supports staff in strategizing about how and when to apply for promotion	Implemented in appraisal process	Formalised	Autumn 2013-	ongoing	Head of School Suzanne MacLeod and other School appraisers	Staff, in consultation with Head of School, make informed and strategic decisions concerning the	

								application for promotion	
D12	Advocate for a suite of women in leadership training events at the University including support for a bespoke programme for museum studies	Training will help women recognise and develop their potential in leadership and prepare for the challenging promotion process	Liaise with the Equalities Unit and Staff Development Partnership about these training needs	Highlight and recommend the new suite of women in leadership events to staff and PhD students, as appropriate	Autumn 2014	Ongoing	GEM Lead Janet Marstine; Head of School Suzanne MacLeod; appraisers	Review existing opportunities for leadership training in the University and explore need for additional/bespoke training for School. By Autumn 2015.	
D13	Mentoring opportunities for School staff at pivotal moments in their careers	Helps prepare women for challenging promotions process	Ad hoc mentoring	Formal mentoring system established with modest funding to support travel if required; to be discussed at research reviews. Discuss mentoring options including choice of male/female mentor with all new employees.	Autumn 2014	Ongoing	Head of School Suzanne MacLeod	System in place by Autumn 2014. Staff better supported in career development towards promotion. 100% of staff offered choice in allocation of mentor by Summer 2015.	
D14	Monitor gender differences on staff	Gender differences in	Head of School	Head of School keeps the data	Winter 2014-	Ongoing	Head of School	Identify and address any	

	turnover	staff turnover could suggest disadvantages that need to be addressed	conducts exit interviews	(minding confidentiality concerns) and analyses it for any significant trends			Suzanne MacLeod	inequalities in career progression opportunities	
D15	School seeks coverage for all its employees on maternity leave	Lack of coverage creates inequalities		Issue taken up with HR	Winter 2014-	Ongoing	Head of School Suzanne MacLeod	Seek 100% coverage on all maternity leave cover requests. Maternity leave does not create disadvantage for individuals in the School	
D16	Provide support for staff preparing for maternity/paternity/adoption leave or compassionate leave	University HR advises on policy but staff may still need support on how to make best use of leave	Staff identified	Staff undergoes appropriate training; support mechanisms listed in School equality and diversity staff handbook	Autumn 2014-	Ongoing	Director of Research Lisanne Gibson	Staff feel like they have agency in decision making about leave when faced with challenging family responsibilities	
D17	Lobby research councils to recognise and allow for the impact of adoption leave on the work of grant	Experience with research councils on this issue to date		Raise this issue with the Equalities Unit and, with them, seek to		By Winter 2014.	School Equalities Officer	Research councils agree to take account of adoption leave.	

	holders			lobby the research councils on this matter.				Decision made widely available.	
D18	Establish a facility on North campus for nursing and for expressing/refrigerating breast milk	Helps mothers who breast feed maintain good work/life balance when returning from maternity leave		Advocate for facility with Equalities Unit	Summer 2014	Ongoing if necessary	GEM Lead Janet Marstine	Mothers of very young children who are breast feeding ease back into work more easily and see that their needs are met	
G1	Explore and introduce a system that makes workload transparent in across different aspects of work	To support the HoS in monitoring and workload and distributing tasks fairly	Assessment and tutoring activities are carefully monitored and transparently allocated.	Extend this to other appropriate areas of activity (e.g. PhD supervision, PGT teaching etc)	Autumn 2014	Ongoing	HoS	Increased transparency in workload allocation. Undertake a review of teaching workloads and adjust teaching duties to ensure parity.	

Glossary

CAHL – College of Arts, Humanities and Law

DEO – Departmental Equalities Officer

HoS – Head of School

RCMG – Research Centre for Museums and Galleries

SMS – School of Museum Studies

Gender charter mark departmental data template

Click on figure number to go to sheet.

This data template has been developed to assist institutions in collecting and analysing their data for submission to the Equality Challenge Unit's gender charter mark.

Please complete the shaded blue cells on each sheet in order to generate the relevant statistics and charts. All student fields should report full-person equivalent (FPE) data. All staff fields should report full-person equivalent (FPE) data and exclude atypical staff. For definitions of the fields, please see the corresponding submission document.

		Comments
T1	Student data by level of study, mode and gender 2010/11-2012/13	Completed PG Only
T2	Academic staff by UCEA/XpertHR contract level and gender 2010/11-2012/13	Completed
T3	Departmental academic senior management team by gender 2010/11-2012/13	Completed
T4	Academic staff on teaching and learning committee (or equivalent) by gender 2010/11-2012/13	Completed
T5	Academic staff on research committee (or equivalent) by gender 2010/11-2012/13	Completed
T6	REF 2014 submissions by department, SET marker, institution and gender	Completed
T7	Students on access or foundation courses by gender 2010/11-2012/13	Not Applicable
T8	Students by level of study and gender 2010/11-2012/13	Completed PG Only
T9	Student applicant and offers by level of study and gender 2010/11-2012/13	Completed PG Only
T10	Undergraduate qualifers by degree classification and gender 2010/11-2012/13	N/A. Postgraduate dept only
T11	Recruitment by gender 2010/11-2012/13	Completed
T12	Promotions by gender 2010/11-2012/13	Completed
T13	Turnover by gender 2010/11-2012/13	Completed
T14	Maternity leave contract renewal and return rate by gender 2010/11-2012/13	Completed
T15	Paternity leave take-up and return rate by gender 2010/11-2012/13	Completed
T16	Additional paternity leave take-up and return rate by gender 2010/11-2012/13	Completed
T17	Adoption leave take-up and return rate by gender 2010/11-2012/13	Completed
T18	Formal requests for flexible working from academic staff and application success rate by gender 2010/11-2012/13	
T19	Academic staff participation in outreach activities with schools, colleges and other centres by gender 2010/11-2012/13	Completed
T20	Academic staff by contract type and gender 2010/11-2012/13	Completed
T21	UKRC survey question 3 by gender	Completed

We have used Headcount with our figures as we do not have P/T

How the University of Leicester maps UCEA and XpertHR Codes to its grading system

At the University of Leicester, we utilise two different coding systems:

UCEA

The original UCEA codes apply to senior staff, mainly Professors and Grade 10s. Additionally, they apply to a few Grade 9s, for example non-professorial Head of Departments.

The codes we use are 1, 2A, 3A, 3/4A1, 3/4A2, 3/4A3, 4A, 5A, 2B, 3B, 4B and 5B. We do not usually use 4A or 4B.

These are mapped in the following way:

Column B: Responsibility Level	
	Decide for each postholder which of the job levels detailed below is most appropriate and reflects their position in your organisation's hierarchy. There are separate codes for academics and professional/ managerial/ business support positions.
	5 responsibility levels are used in the survey for professional/business support roles whilst 7 responsibility levels are used in the survey for academic roles. Some institutions will be unable to identify all these levels. Please code positions according to the defined responsibility level descriptors – it is the responsibility level we are looking for not the job title. Levels coded with an 'A' are academic roles whilst Levels coded with a 'B' are professional/managerial/business support roles. THE HEAD OF INSTITUTION SHOULD NOT BE CODED WITH AN 'A' OR 'B' BUT WITH THE NUMBER '1' ONLY.
1	Head of Institution - Vice-Chancellor/Principal
	The most senior manager within the institution (i.e. chief executive officer). When completing the return for the Head of Institution it is only necessary to make an entry in columns A,B, H and then K - O. Entering data in column P is optional.
Academic Codes	
2A	DVC/ Pro VC
	These roles are the highest level appointments reporting directly to the VC and will have primary responsibility for the organisation's performance and strategic development. They are responsible for a major part of the academic life of the university and differentiate from Level 3 by having responsibility across the institution. They may have Dean responsibilities for a specific faculty in addition to their D/PVC responsibilities. Likely to deputise for the VC and likely to apply to a handful of positions in the institution. Report to Level 1.
3A	Head/ Director of major academic area
	These roles will be heads of major academic areas where <i>a number of schools/ depts./ divisions are combined into a small number of larger groupings</i> . These roles have significant management and resource responsibility and will be part of the university's senior management team (although Level 2 roles may meet separately as the ultimate executive decision-makers). Report to either Level 1 or 2. Likely to be a very small number in the institution. Likely to be Deans/ Directors of Faculty/ Head of Academic Division
3/4A1	Head of a distinct area of academic responsibility e.g. Head of School/ Division/ Department/ Centre Size 1
	(Department Size 1 Large 100+ staff including all academic and support staff but excluding atypical staff) Head of distinct area of academic responsibility, likely to be a school or department. Has clearly defined resource management/ budgetary responsibility for the academic area and will have responsibility for all staff within the school/department. Unlikely to be on the senior management team, unless it is the first level of function head below the role of Level 2. Reports to Level 2 or 3.
3/4A2	Head of School/ Division/ Department/ Centre Size 2

	Head of distinct area of academic responsibility, likely to be a school or department. Has clearly defined resource management/ budgetary responsibility for the academic area and will have responsibility for all staff within the school/department. Unlikely to be on the senior management team, unless it is the first level of function head below the role of Level 2. Reports to Level 2 or 3. (department Size 2 Medium 51 to 100 staff including all academic and support staff but excluding atypical staff)
3/4A3	Head of School/ Division/ Department/ Centre Size 3
	Head of distinct area of academic responsibility, likely to be a school or department. Has clearly defined resource management/ budgetary responsibility for the academic area and will have responsibility for all staff within the school/department. Unlikely to be on the senior management team, unless it is the first level of function head below the role of Level 2. Reports to Level 2 or 3. (department Size 3 Small 1-50 staff including all academic and support staff but excluding atypical staff)
4A	Head of a sub-set of academic area/ Directors of Small Centres
	Will have responsibility for a subset of a Division/ Department/ School (e.g. subject discipline group) or research group, or cross school/department responsibility (e.g. Director of Research). Will be responsible for staff within the area of activity and may have delegated responsibility for budget setting and management within the area of activity. Reports to Level 3 or ¾. May include professors who head departments/research centres.
5A	Professor
	Senior Academic appointments which may carry the title of Professor but which do not have departmental line management responsibilities.
Professional/Managerial/Business Support Codes	
2B	Chief Operating Officer, Registrar, University Secretary
	These roles are the highest level of appointment reporting directly to the VC and will have primary responsibility for the organisation's performance and strategic development. They are responsible for or have an overseeing role over all /most of the internal professional/ administrative services of the institution. They have responsibility for more than one functional area at a strategic rather than an operational level. Likely to apply to a handful of positions in the institution. Reports to: Level 1 VC or Principal.
3B	Director of major function/ group of functions e.g. finance, corporate services, HR
	These roles have overall responsibility for matters across a major function or group of functions or defined activity. Will be part of the university's senior management team (although level 2 roles may meet separately as the ultimate executive decision-makers). They have responsibility for staff within the function or activity at a strategic rather than operational level. Have major strategic input into financial matters related to the area of activity and have influence across the institution. Reports to: Level 1 or 2.
4B	Senior Function Head
	To have full responsibility for a complete function or activity below Senior Management Team level but will be part of the management team for the overall function. Have responsibility for budget setting and management within the function and has responsibility for staff within the function or activity. Reports to: Level 2 or 3.
5B	Function Head
	These roles have full managerial responsibility for one or more activities and input into policy formation for those activities. Responsibility for staff within the area of activity. Have delegated responsibility for budget setting and management within an area of activity. Reports to: Level 3 or 4

UCEA/XpertHR Survey of HE Staff

This covers everyone who is not in the UCEA Senior Staff Survey. The codes we use are I to P. We map these to grades 9 to 1, with 1 and 2 both going to O, as there are 9 grades, but only 8 codes. These are mapped in the following way:

Grade	UCEA/XpertHR	
9	I	Non-Academic Staff Section Manager; Senior Lecturer (pre 92); Principal Lecturer (post 92); Reader; Principal Research Fellow
8	J	Section / Team Leader; (Professional, Technical); Lecturer B (pre-92); Senior Lecturer (post-92); Senior Research Fellow; Senior Teaching Fellow
7	K	Senior Professional / Technical Staff; Lecturer A (pre-92); Lecturer (post-92); Research Fellow; Researcher / Post-Doctoral Research Assistant
6	L	Professional / Technical Staff; Senior Administrative Staff; Lecturer A (pre-92); Lecturer (post-92); Research Assistant; Teaching Assistant
5	M	Assistant Professional Staff; Administrative Staff
4	N	Junior Administrative Staff; Clerical Staff; Technician / Craftsman; Operative
3	O	Routine Task Provider
2	O	Routine Task Provider
1	P	Simple Task Provider

Students by level of study, mode and gender (2010/11 - 2012/13)

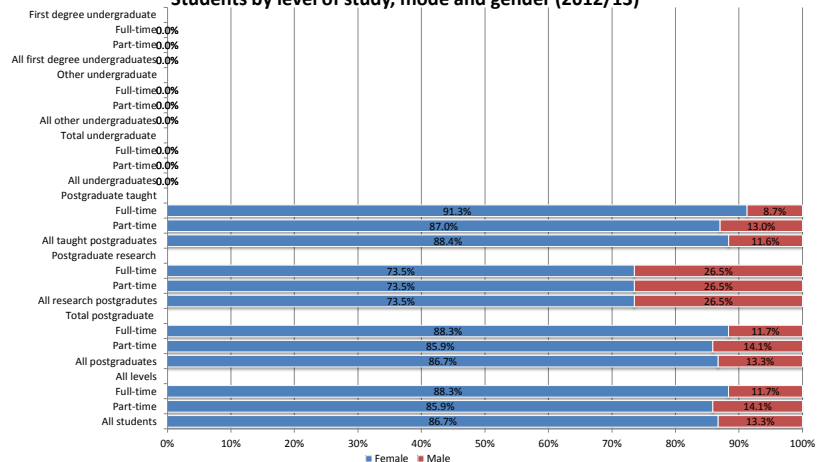
Please complete the shaded cells below.

	2010/11		2011/12		2012/13	
	Female	Male	Female	Male	Female	Male
	No.	No.	No.	No.	No.	No.
First degree undergraduate						
Full-time						
Part-time						
Other undergraduate						
Full-time						
Part-time						
Postgraduate taught						
Full-time	81	6	75	9	157	15
Part-time	88	15	106	18	322	48
Postgraduate research						
Full-time	3	5	7	2	25	9
Part-time	1	1	3	2	25	9

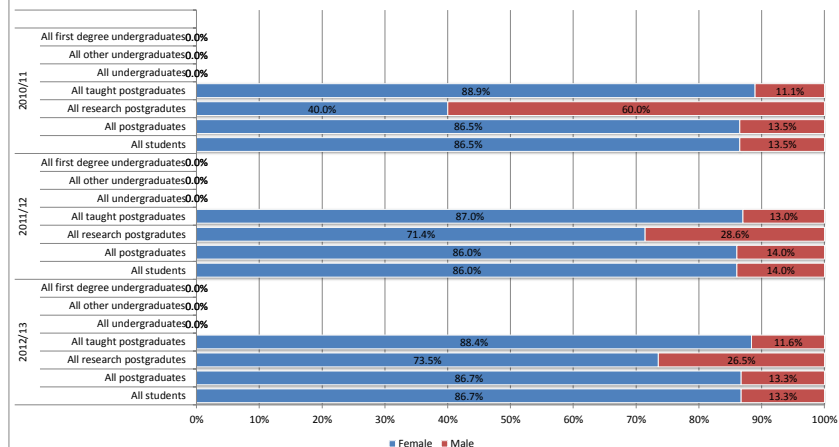
	2010/11						2011/12						2012/13					
	Female			Male			Total			Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^
First degree undergraduate																		
Full-time	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
Part-time	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
All first degree undergraduates	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
Other undergraduate																		
Full-time	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
Part-time	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
All other undergraduates	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
Total undergraduate																		
Full-time	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
Part-time	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
All undergraduates	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
Postgraduate taught																		
Full-time	81	47.9%	93.1%	6	28.6%	6.9%	87	45.8%	100.0%	75	41.4%	89.3%	9	33.3%	10.7%	84	40.4%	100.0%
Part-time	88	52.1%	85.4%	15	71.4%	14.6%	103	54.2%	100.0%	106	58.6%	85.5%	18	66.7%	14.5%	124	59.6%	100.0%
All taught postgraduates	169	100.0%	88.9%	21	100.0%	11.1%	190	100.0%	100.0%	181	100.0%	87.0%	27	100.0%	13.0%	208	100.0%	100.0%
Postgraduate research																		
Full-time	3	75.0%	37.5%	5	83.3%	62.5%	8	80.0%	100.0%	7	70.0%	77.8%	2	50.0%	22.2%	9	64.3%	100.0%
Part-time	1	25.0%	50.0%	1	16.7%	50.0%	2	20.0%	100.0%	3	30.0%	60.0%	2	50.0%	40.0%	5	35.7%	100.0%
All research postgraduates	4	100.0%	40.0%	6	100.0%	60.0%	10	100.0%	100.0%	10	100.0%	71.4%	4	100.0%	28.6%	14	100.0%	100.0%
Total postgraduate																		
Full-time	84	48.6%	88.4%	11	40.7%	11.6%	95	47.5%	100.0%	82	42.9%	88.2%	11	35.5%	11.8%	93	41.9%	100.0%
Part-time	89	51.4%	84.8%	16	59.3%	15.2%	105	52.5%	100.0%	109	57.1%	84.5%	20	64.5%	15.5%	129	58.1%	100.0%
All postgraduates	173	100.0%	86.5%	27	100.0%	13.5%	200	100.0%	100.0%	191	100.0%	86.0%	31	100.0%	14.0%	222	100.0%	100.0%
All levels																		
Full-time	84	48.6%	88.4%	11	40.7%	11.6%	95	47.5%	100.0%	82	42.9%	88.2%	11	35.5%	11.8%	93	41.9%	100.0%
Part-time	89	51.4%	84.8%	16	59.3%	15.2%	105	52.5%	100.0%	109	57.1%	84.5%	20	64.5%	15.5%	129	58.1%	100.0%
All students	173	100.0%	86.5%	27	100.0%	13.5%	200	100.0%	100.0%	191	100.0%	86.0%	31	100.0%	14.0%	222	100.0%	100.0%

%* compare vertically within degree levels
%^ compare horizontally

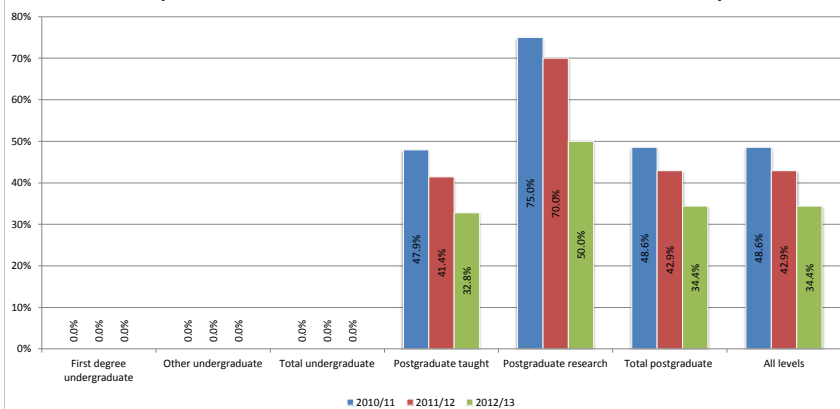
Students by level of study, mode and gender (2012/13)



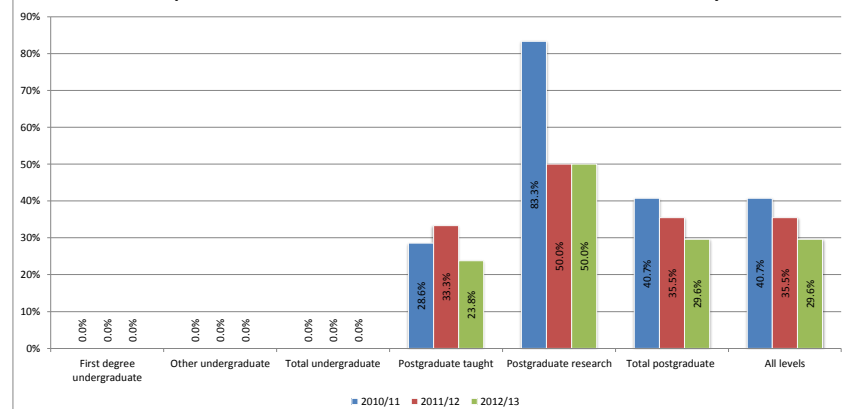
Students by level of study and gender (2010/11- 2012/13)



Proportion of female students in each level who are in full-time study



Proportion of male students in each level who are in full-time study

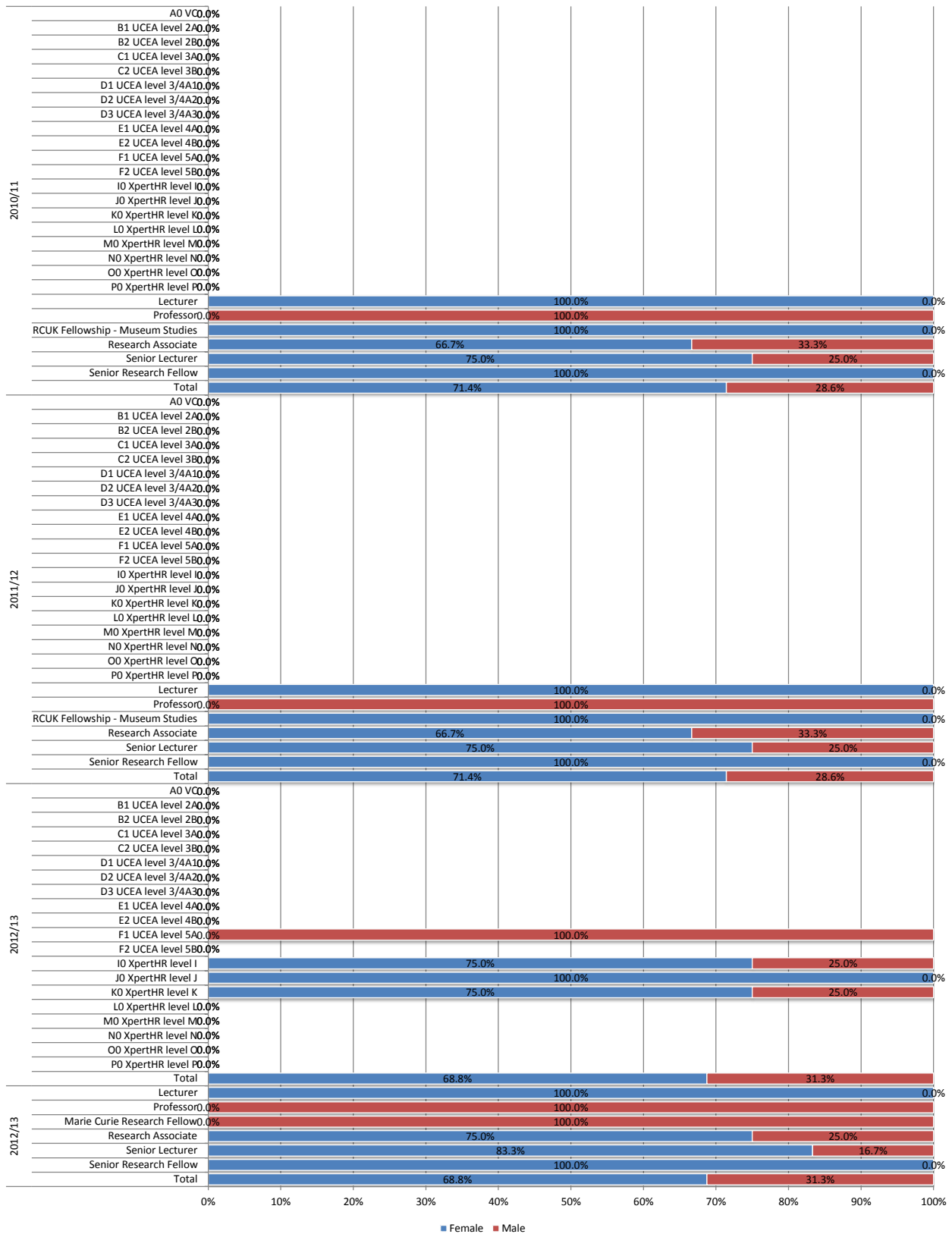


Academic staff by UCEA/XpertHR contract level and gender 2010/11-2012/13

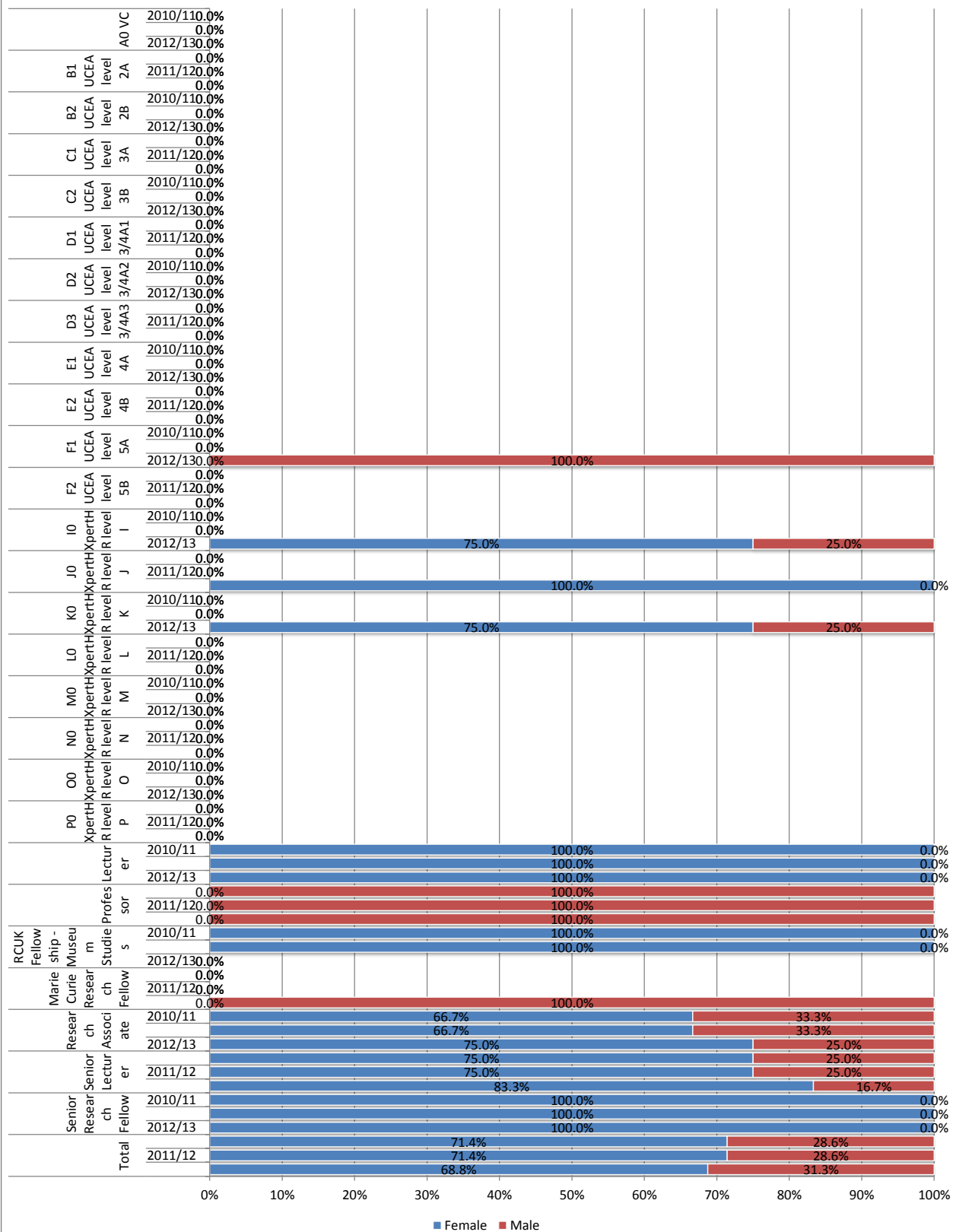
		Female			Male			Total		
		No.	%*	%^	No.	%*	%^	No.	%*	%^
2010/11	A0 VC		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B1 UCEA level 2A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B2 UCEA level 2B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C1 UCEA level 3A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C2 UCEA level 3B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D1 UCEA level 3/4A1		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D2 UCEA level 3/4A2		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D3 UCEA level 3/4A3		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E1 UCEA level 4A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E2 UCEA level 4B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	F1 UCEA level 5A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	F2 UCEA level 5B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	I0 XpertHR level I		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	J0 XpertHR level J		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	K0 XpertHR level K		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	L0 XpertHR level L		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	M0 XpertHR level M		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	N0 XpertHR level N		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	O0 XpertHR level O		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	P0 XpertHR level P		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
Lecturer	3	30.0%	100.0%	2	0.0%	0.0%	3	21.4%	100.0%	
Professor		0.0%	0.0%		50.0%	100.0%	2	14.3%	100.0%	
RCUK Fellowship - Museum	1	10.0%	100.0%		0.0%	0.0%	1	7.1%	100.0%	
Research Associate	2	20.0%	66.7%		1	25.0%	33.3%	3	21.4%	100.0%
Senior Lecturer	3	30.0%	75.0%			25.0%	25.0%	4	28.6%	100.0%
Senior Research Fellow	1	10.0%	100.0%			0.0%	0.0%	1	7.1%	100.0%
Total	10	100.0%	71.4%	4	100.0%	28.6%	14	100.0%	100.0%	
2011/12	A0 VC		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B1 UCEA level 2A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B2 UCEA level 2B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C1 UCEA level 3A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C2 UCEA level 3B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D1 UCEA level 3/4A1		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D2 UCEA level 3/4A2		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D3 UCEA level 3/4A3		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E1 UCEA level 4A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E2 UCEA level 4B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	F1 UCEA level 5A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	F2 UCEA level 5B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	I0 XpertHR level I		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	J0 XpertHR level J		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	K0 XpertHR level K		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	L0 XpertHR level L		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	M0 XpertHR level M		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	N0 XpertHR level N		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	O0 XpertHR level O		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	P0 XpertHR level P		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
Lecturer	3	30.0%	100.0%	2	0.0%	0.0%	3	21.4%	100.0%	
Professor		0.0%	0.0%		50.0%	100.0%	2	14.3%	100.0%	
RCUK Fellowship - Museum	1	10.0%	100.0%		0.0%	0.0%	1	7.1%	100.0%	
Research Associate	2	20.0%	66.7%		1	25.0%	33.3%	3	21.4%	100.0%
Senior Lecturer	3	30.0%	75.0%			25.0%	25.0%	4	28.6%	100.0%
Senior Research Fellow	1	10.0%	100.0%			0.0%	0.0%	1	7.1%	100.0%
Total	10	100.0%	71.4%	4	100.0%	28.6%	14	100.0%	100.0%	
2012/13	A0 VC		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B1 UCEA level 2A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	B2 UCEA level 2B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C1 UCEA level 3A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	C2 UCEA level 3B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D1 UCEA level 3/4A1		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D2 UCEA level 3/4A2		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	D3 UCEA level 3/4A3		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E1 UCEA level 4A		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	E2 UCEA level 4B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	F1 UCEA level 5A		0.0%	0.0%	2	40.0%	100.0%	2	12.5%	100.0%
	F2 UCEA level 5B		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!

	I0 XpertHR level I	6	54.5%	75.0%	2	40.0%	25.0%	8	50.0%	100.0%
	J0 XpertHR level J	2	18.2%	100.0%		0.0%	0.0%	2	12.5%	100.0%
	K0 XpertHR level K	3	27.3%	75.0%	1	20.0%	25.0%	4	25.0%	100.0%
	L0 XpertHR level L		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	M0 XpertHR level M		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	N0 XpertHR level N		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	O0 XpertHR level O		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	P0 XpertHR level P		0.0%	#DIV/0!		0.0%	#DIV/0!	0	0.0%	#DIV/0!
	Total	11	100.0%	68.8%	5	100.0%	31.3%	16	100.0%	100.0%
2012/13	Lecturer	2	18.2%	100.0%		0.0%	0.0%	2	12.5%	100.0%
	Professor		0.0%	0.0%	2	40.0%	100.0%	2	12.5%	100.0%
	Marie Curie Research Fellow		0.0%	0.0%	1	20.0%	100.0%	1	6.3%	100.0%
	Research Associate	3	27.3%	75.0%	1	20.0%	25.0%	4	25.0%	100.0%
	Senior Lecturer	5	45.5%	83.3%	1	20.0%	16.7%	6	37.5%	100.0%
	Senior Research Fellow	1	9.1%	100.0%		0.0%	0.0%	1	6.3%	100.0%
	Total	11	100.0%	68.8%	5	100.0%	31.3%	16	100.0%	100.0%

Academic staff by UCEA/XpertHR contract level and gender

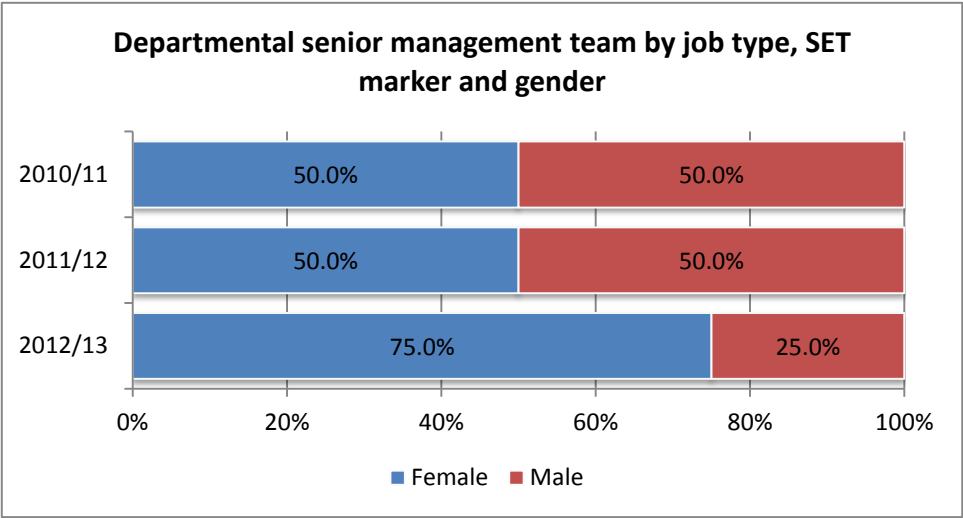


Academic staff on UCEA/XperTHR contract levels by gender



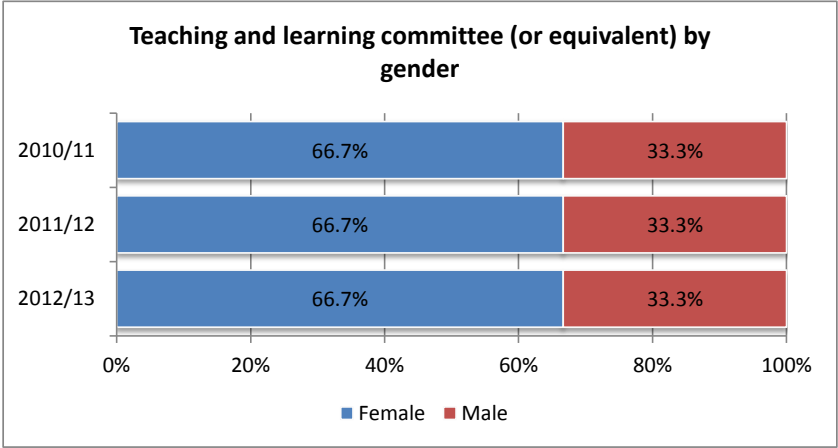
Departmental academic senior management team by gender 2010/11-2012/13

	Female		Male		Total	
	No.	%	No.	%	No.	%
2010/11	4	50.0%	4	50.0%	8	100.0%
2011/12	4	50.0%	4	50.0%	8	100.0%
2012/13	6	75.0%	2	25.0%	8	100.0%



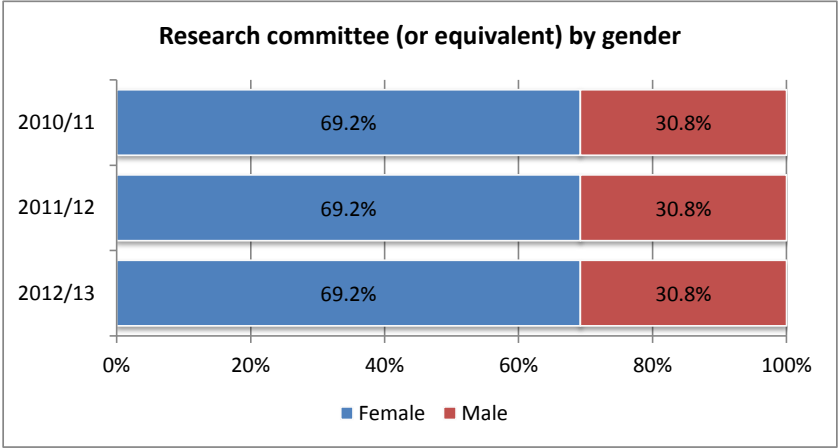
Academic staff on teaching and learning committee (or equivalent) by gender 2010/11-2012/13

	Female		Male		Total	
	No.	%	No.	%	No.	%
2010/11	8	66.7%	4	33.3%	12	100.0%
2011/12	8	66.7%	4	33.3%	12	100.0%
2012/13	8	66.7%	4	33.3%	12	100.0%



Academic staff on research committee (or equivalent) by gender 2010/11-2012/13

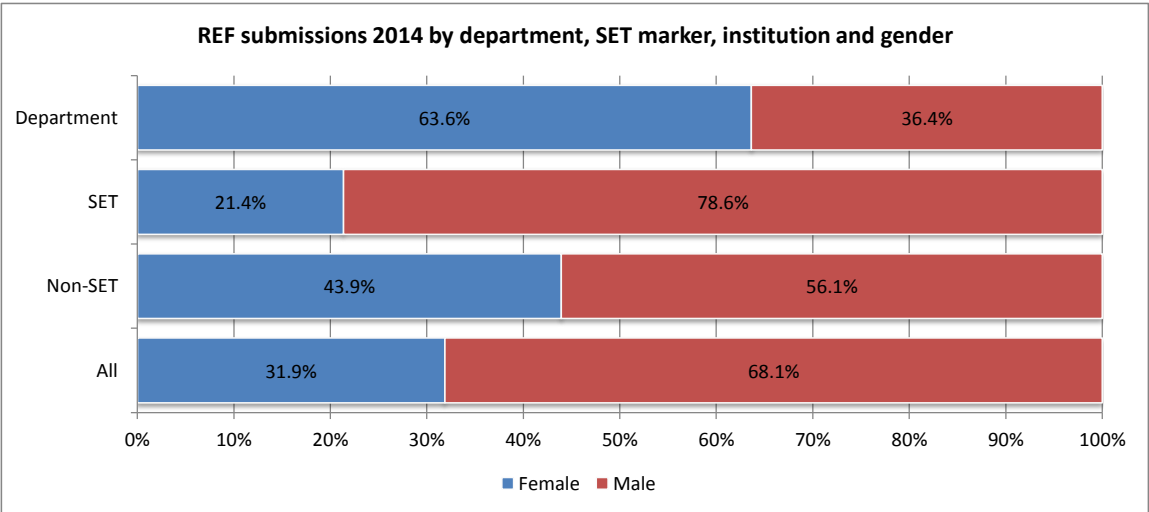
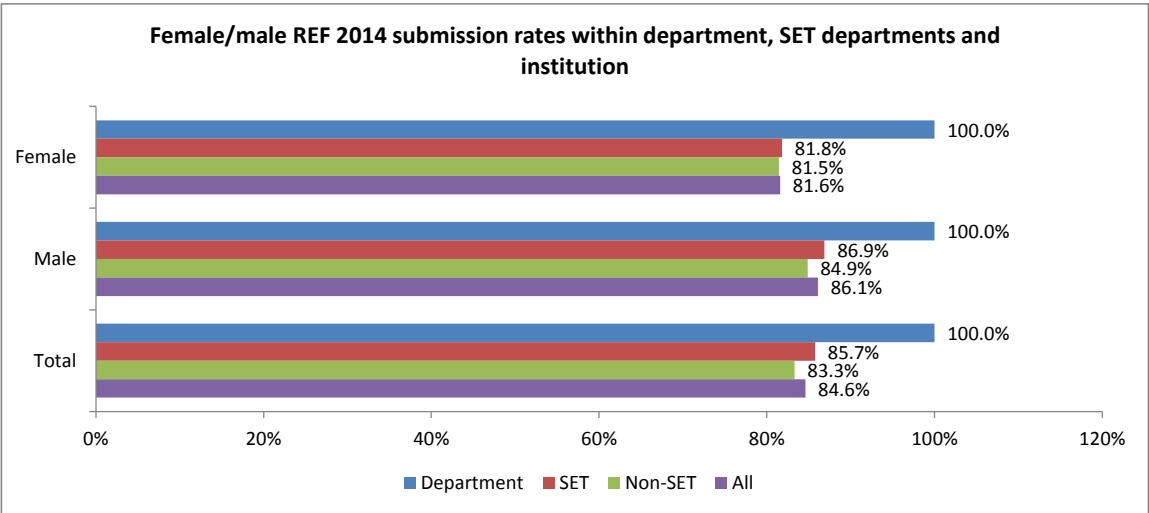
	Female		Male		Total	
	No.	%	No.	%	No.	%
2010/11	9	69.2%	4	30.8%	13	100.0%
2011/12	9	69.2%	4	30.8%	13	100.0%
2012/13	9	69.2%	4	30.8%	13	100.0%



REF 2014 submissions by department, SET marker, institution and gender

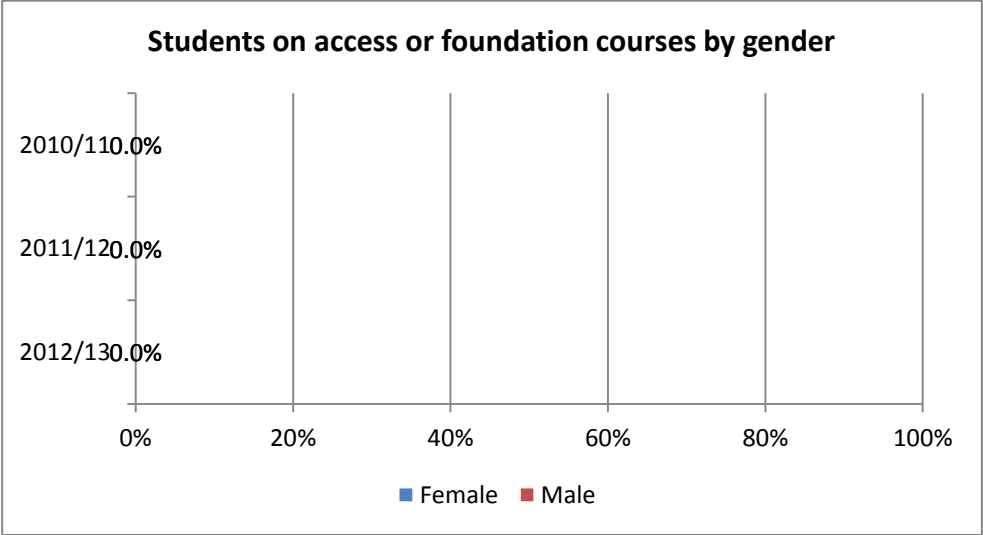
	Female			Male			Total		
	No.	%*	%^	No.	%*	%^	No.	%*	%^
Department									
Submitted	7	100.0%	63.6%	4	100.0%	36.4%	11	100.0%	100.0%
Not submitted	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!	0	0.0%	#DIV/0!
Total eligible for submission	7	100.0%	63.6%	4	100.0%	36.4%	11	100.0%	100.0%
Institution									
SET									
Submitted	81	81.8%	21.4%	298	86.9%	78.6%	379	85.7%	100.0%
Not submitted	18	18.2%	28.6%	45	13.1%	71.4%	63	14.3%	100.0%
Total eligible for submission	99	100.0%	22.4%	343	100.0%	77.6%	442	100.0%	100.0%
Non-SET									
Submitted	145	81.5%	43.9%	185	84.9%	56.1%	330	83.3%	100.0%
Not submitted	33	18.5%	50.0%	33	15.1%	50.0%	66	16.7%	100.0%
Total eligible for submission	178	100.0%	44.9%	218	100.0%	55.1%	396	100.0%	100.0%
All									
Submitted	226	81.6%	31.9%	483	86.1%	68.1%	709	84.6%	100.0%
Not submitted	51	18.4%	39.5%	78	13.9%	60.5%	129	15.4%	100.0%
Total eligible for submission	277	100.0%	33.1%	561	100.0%	66.9%	838	100.0%	100.0%

%* compare vertically
%^ compare horizontally



Students on access or foundation courses by gender 2010/11-2012/13

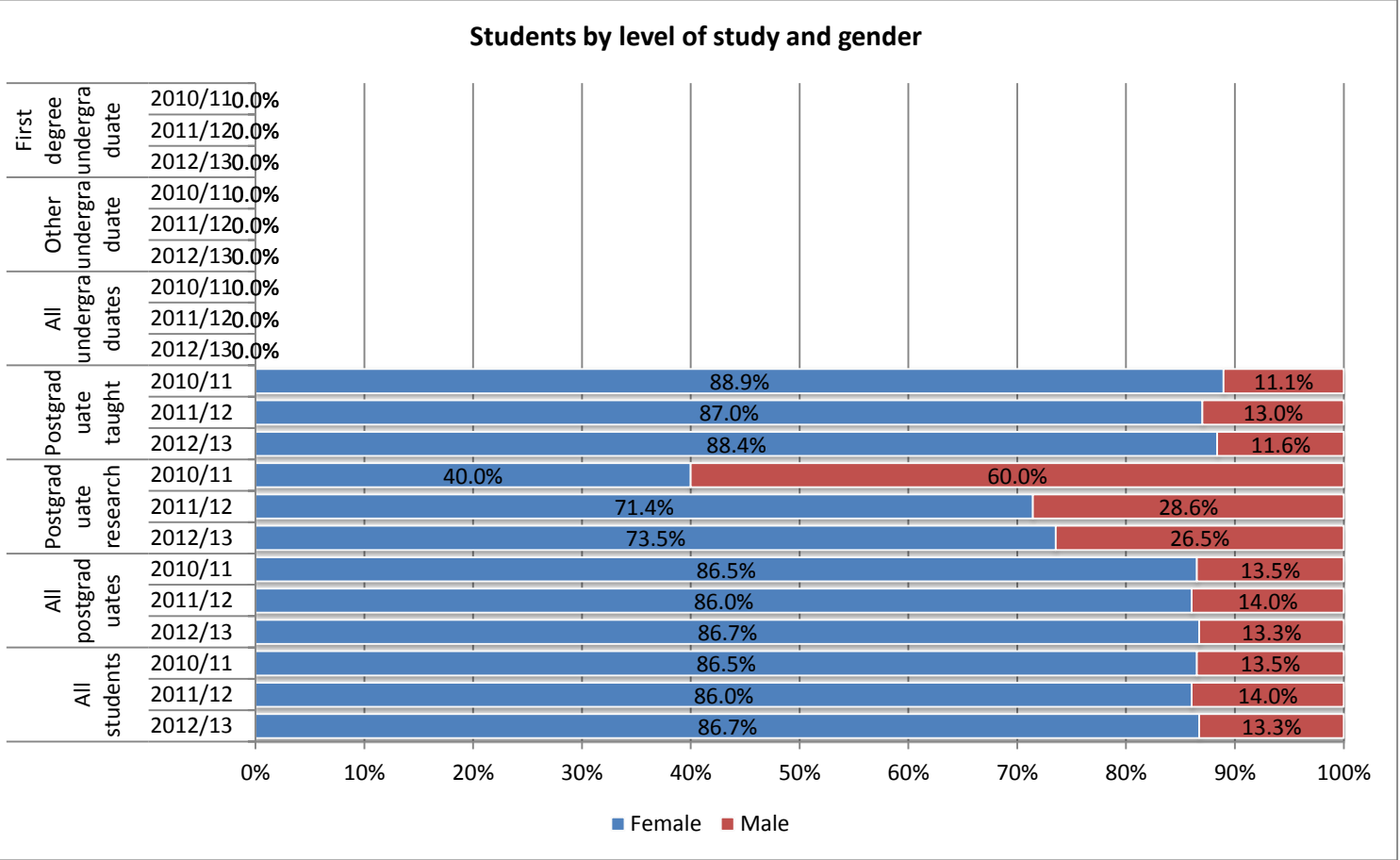
	Female		Male		Total	
	No.	%	No.	%	No.	%
2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
2012/13	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!



Students by level of study and gender 2010/11-2012/13

Please note: this sheet does not require any additional data. The tables below provide a summary of the information provided in T3a-T3c.

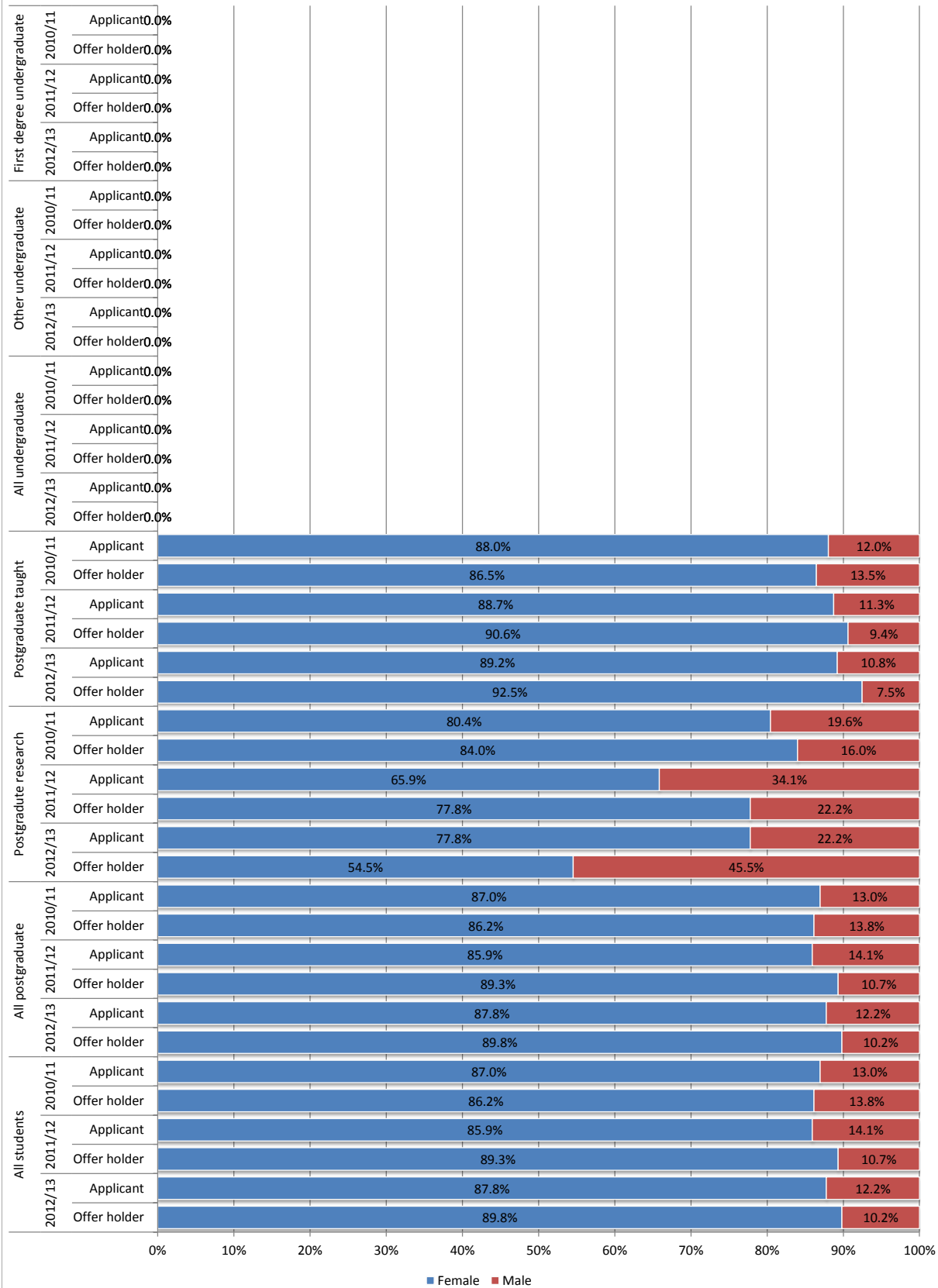
		Female		Male		Total	
		No.	%	No.	%	No.	%
First degree undergraduate	2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2012/13	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Other undergraduate	2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2012/13	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
All undergraduates	2010/11	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2011/12	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	2012/13	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
Postgraduate taught	2010/11	169	88.9%	21	11.1%	190	100.0%
	2011/12	181	87.0%	27	13.0%	208	100.0%
	2012/13	479	88.4%	63	11.6%	542	100.0%
Postgraduate research	2010/11	4	40.0%	6	60.0%	10	100.0%
	2011/12	10	71.4%	4	28.6%	14	100.0%
	2012/13	50	73.5%	18	26.5%	68	100.0%
All postgraduates	2010/11	173	86.5%	27	13.5%	200	100.0%
	2011/12	191	86.0%	31	14.0%	222	100.0%
	2012/13	529	86.7%	81	13.3%	610	100.0%
All students	2010/11	173	86.5%	27	13.5%	200	100.0%
	2011/12	191	86.0%	31	14.0%	222	100.0%
	2012/13	529	86.7%	81	13.3%	610	100.0%



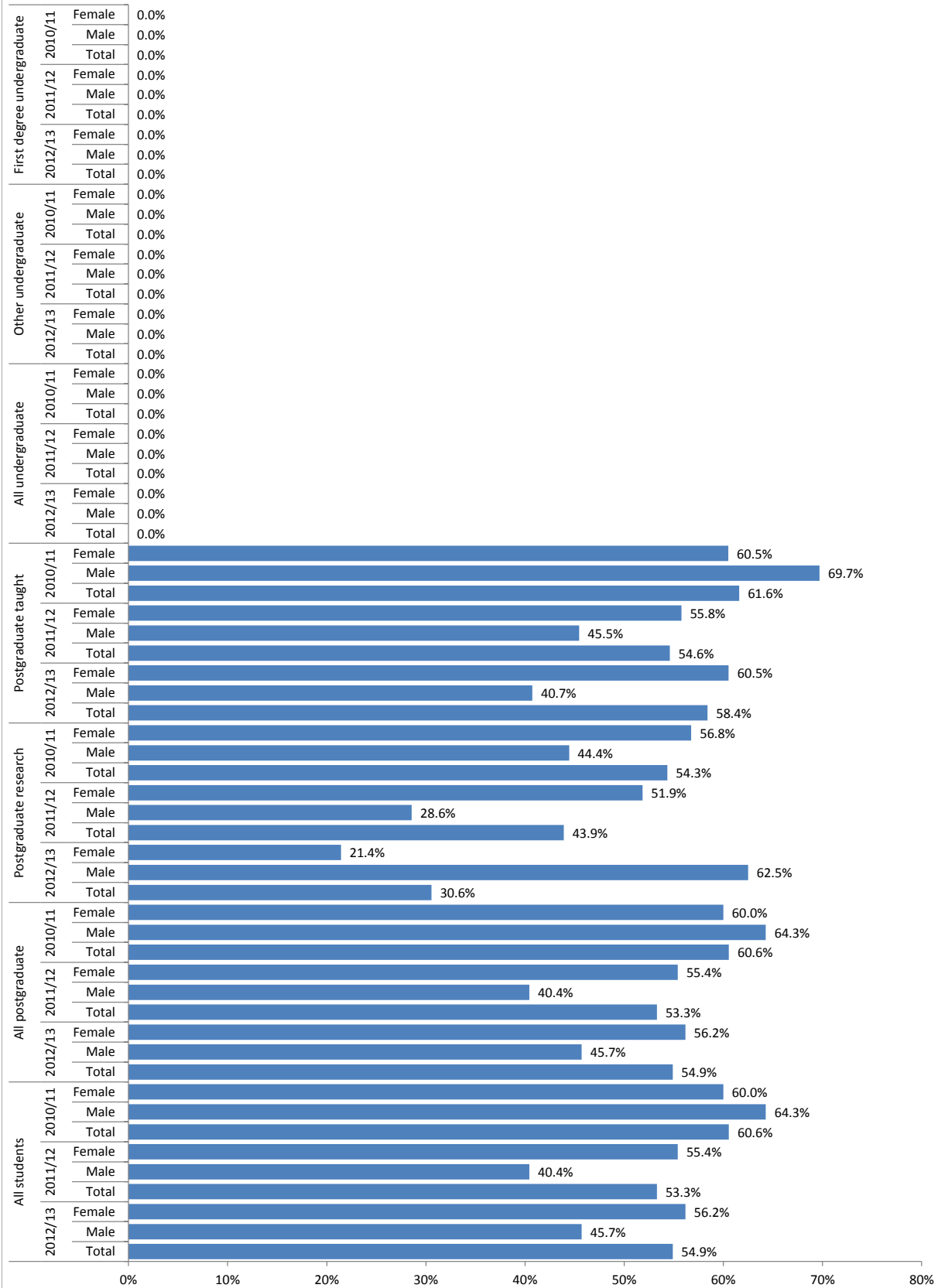
Student applicant and offers by level of study and gender 2010/11-2012/13

			Applicants		Offers		Success rate
			No.	%	No.	%	
First degree undergraduate	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
Other undergraduate	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
All undergraduate	2010/11	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
Postgraduate taught	2010/11	Female	243	88.0%	147	86.5%	60.5%
		Male	33	12.0%	23	13.5%	69.7%
		Total	276	100.0%	170	100.0%	61.6%
	2011/12	Female	260	88.7%	145	90.6%	55.8%
		Male	33	11.3%	15	9.4%	45.5%
		Total	293	100.0%	160	100.0%	54.6%
	2012/13	Female	223	89.2%	135	92.5%	60.5%
		Male	27	10.8%	11	7.5%	40.7%
		Total	250	100.0%	146	100.0%	58.4%
Postgraduate research	2010/11	Female	37	80.4%	21	84.0%	56.8%
		Male	9	19.6%	4	16.0%	44.4%
		Total	46	100.0%	25	100.0%	54.3%
	2011/12	Female	27	65.9%	14	77.8%	51.9%
		Male	14	34.1%	4	22.2%	28.6%
		Total	41	100.0%	18	100.0%	43.9%
	2012/13	Female	28	77.8%	6	54.5%	21.4%
		Male	8	22.2%	5	45.5%	62.5%
		Total	36	100.0%	11	100.0%	30.6%
All postgraduate	2010/11	Female	280	87.0%	168	86.2%	60.0%
		Male	42	13.0%	27	13.8%	64.3%
		Total	322	100.0%	195	100.0%	60.6%
	2011/12	Female	287	85.9%	159	89.3%	55.4%
		Male	47	14.1%	19	10.7%	40.4%
		Total	334	100.0%	178	100.0%	53.3%
	2012/13	Female	251	87.8%	141	89.8%	56.2%
		Male	35	12.2%	16	10.2%	45.7%
		Total	286	100.0%	157	100.0%	54.9%
All students	2010/11	Female	280	87.0%	168	86.2%	60.0%
		Male	42	13.0%	27	13.8%	64.3%
		Total	322	100.0%	195	100.0%	60.6%
	2011/12	Female	287	85.9%	159	89.3%	55.4%
		Male	47	14.1%	19	10.7%	40.4%
		Total	334	100.0%	178	100.0%	53.3%
	2012/13	Female	251	87.8%	141	89.8%	56.2%
		Male	35	12.2%	16	10.2%	45.7%
		Total	286	100.0%	157	100.0%	54.9%

Student applicant and offers by level of study and gender



Student applicant success rate by level of study and gender



Undergraduate qualifers by degree classification and gender 2010/11-2012/13

			Female			Male			Total	
			No.	%		No.	%		No.	%
First degree undergraduate qualifers	2010/11	First		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
	2011/12	First		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
	2012/13	First		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
Other undergraduate qualifers	2010/11	First		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
	2011/12	First		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
	2012/13	First		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
All undergraduate qualifers	2010/11	First	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
	2011/12	First	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
	2012/13	First	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:1	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		2:2	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		Third/Pass	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!
		All qualifiers	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!

Qualifiers	Year	Female	Male
First degree undergraduate qualifiers	2010/11	First	0.0%
		2:1	0.0%
		2:2	0.0%
		Third/Pass	0.0%
	2011/12	First	0.0%
		2:1	0.0%
		2:2	0.0%
		Third/Pass	0.0%
	2012/13	First	0.0%
		2:1	0.0%
		2:2	0.0%
		Third/Pass	0.0%
Other undergraduate qualifiers	2010/11	First	0.0%
		2:1	0.0%
		2:2	0.0%
		Third/Pass	0.0%
	2011/12	First	0.0%
		2:1	0.0%
		2:2	0.0%
		Third/Pass	0.0%
	2012/13	First	0.0%
		2:1	0.0%
		2:2	0.0%
		Third/Pass	0.0%
All undergraduate qualifiers	2010/11	First	0.0%
		2:1	0.0%
		2:2	0.0%
		Third/Pass	0.0%
	2011/12	First	0.0%
		2:1	0.0%
		2:2	0.0%
		Third/Pass	0.0%
	2012/13	First	0.0%
		2:1	0.0%
		2:2	0.0%
		Third/Pass	0.0%

A horizontal bar chart showing the percentage of correct answers for the question 'What is the ratio of the number of correct answers to the number of incorrect answers?' for the years 2010/11, 2011/12, and 2012/13, categorized by gender (Female and Male) and answer choice (First, 2:1, 2:2, Third/Pass). The x-axis represents the percentage from 0% to 100% in 20% increments. The y-axis lists the years and genders. The legend indicates that 'First' is blue, '2:1' is red, '2:2' is green, and 'Third/Pass' is purple. All bars are at 0.0%.

Year	Gender	First	2:1	2:2	Third/Pass
2010/11	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%
2011/12	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%
2012/13	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%

Year	Gender	First	2:1	2:2	Third/Pass
2010/11	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%
2011/12	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%
2012/13	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%

Year	Gender	First	2:1	2:2	Third/Pass
2010/11	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%
2011/12	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%
2012/13	Female	0.0%	0.0%	0.0%	0.0%
	Male	0.0%	0.0%	0.0%	0.0%

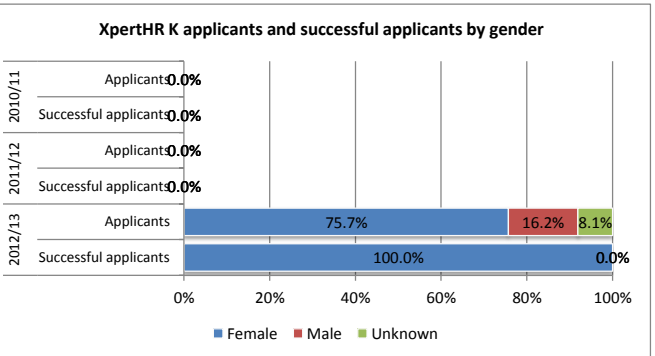
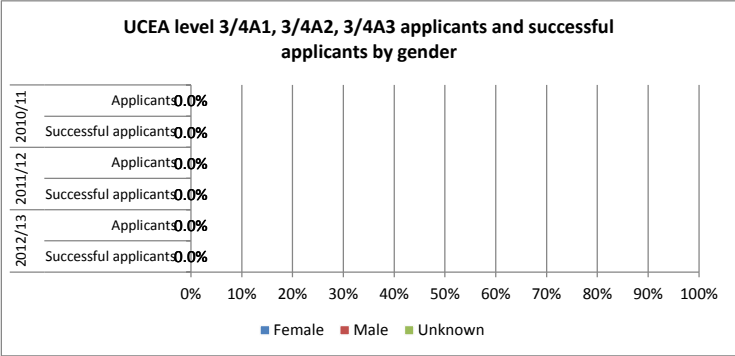
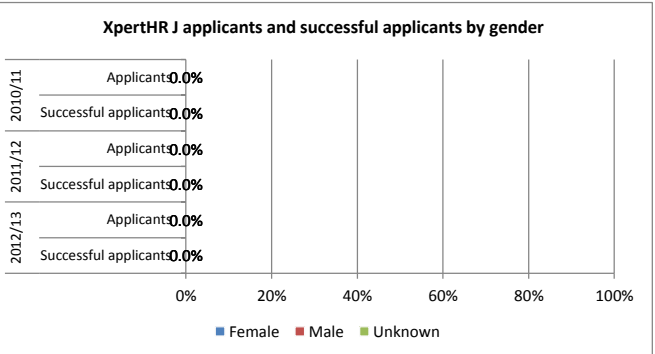
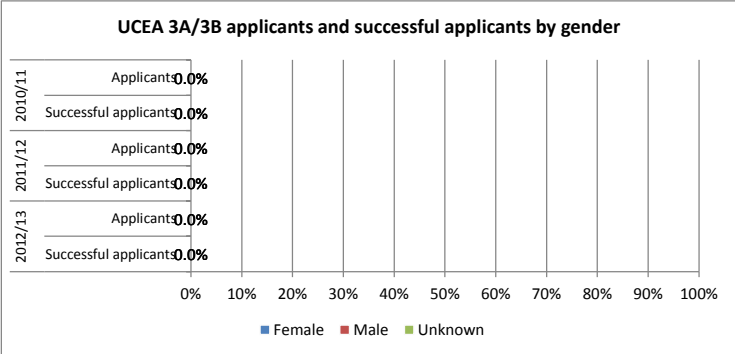
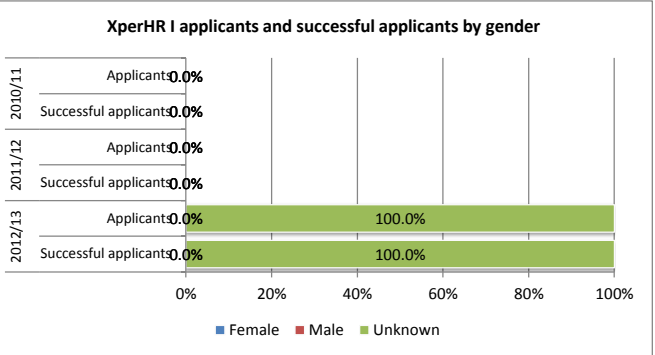
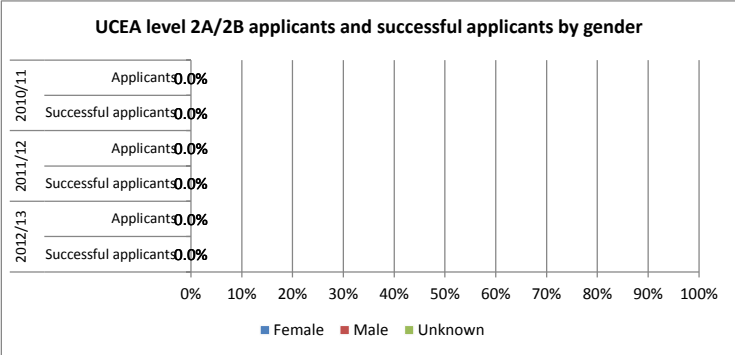
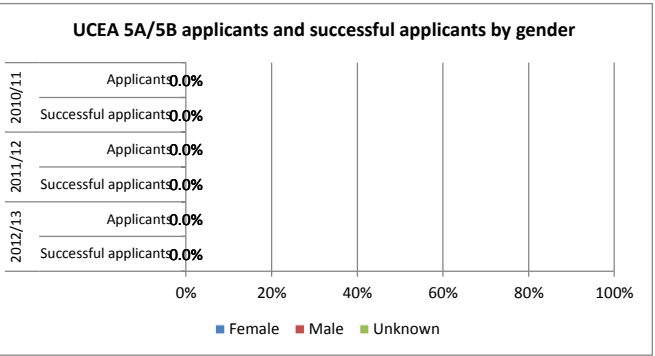
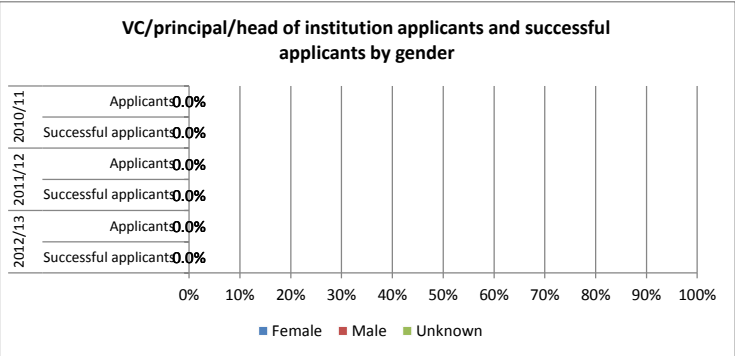
Recruitment by gender 2010/11-2012/13

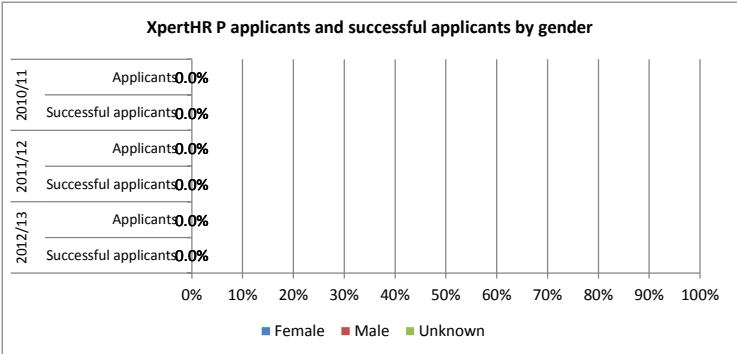
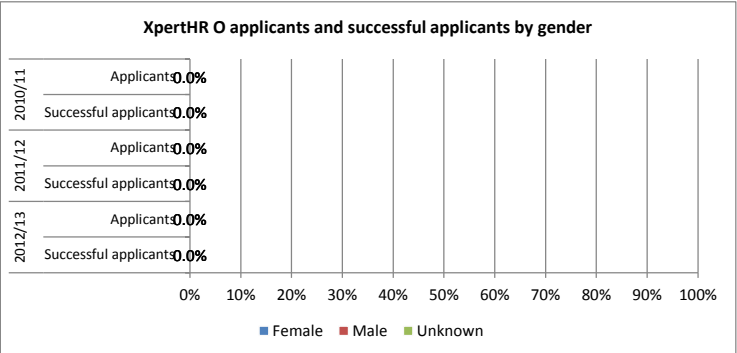
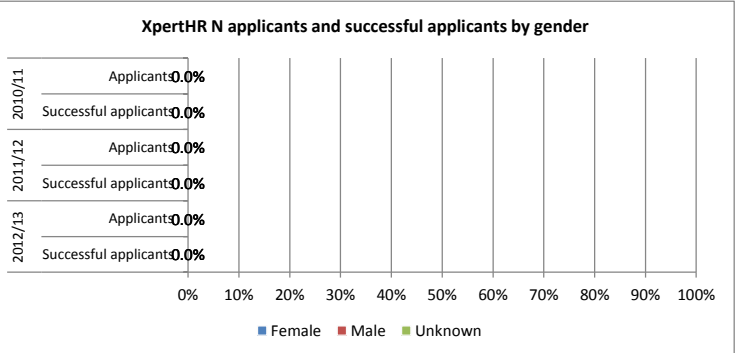
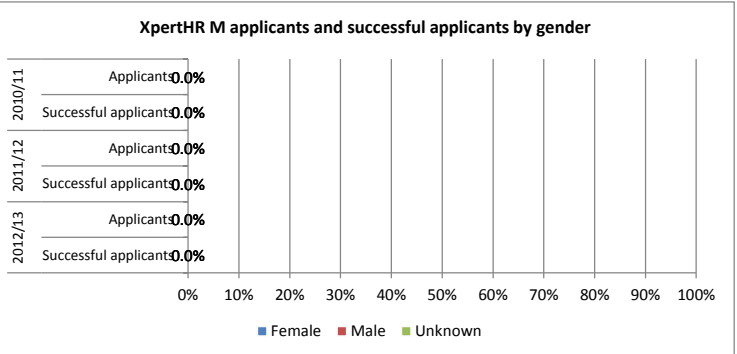
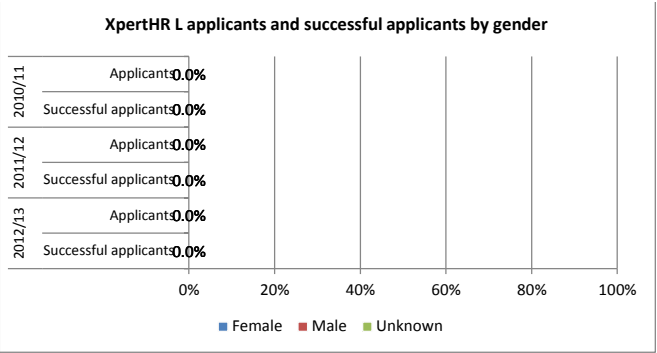
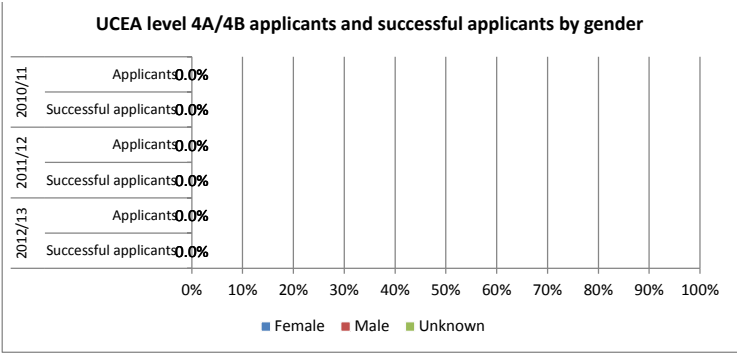
			Applicants		Successful applicants		Success rate
			No.	%	No.	%	
Vice-Chancellor / Principal / Head of Institution	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 2A / 2B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 3A / 3B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 4A / 4B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!

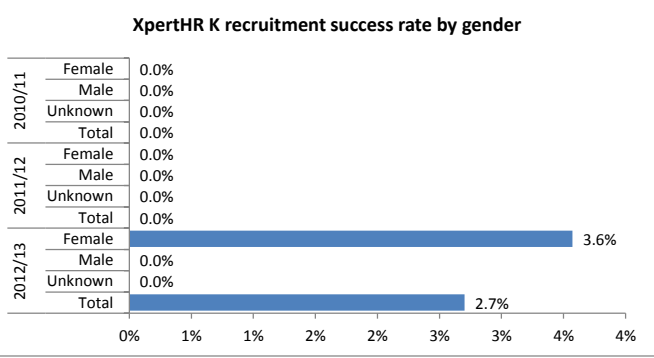
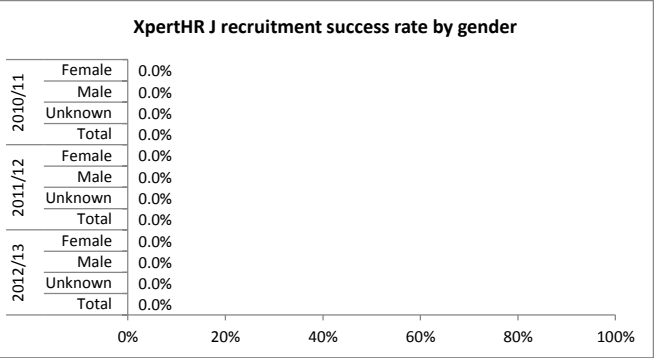
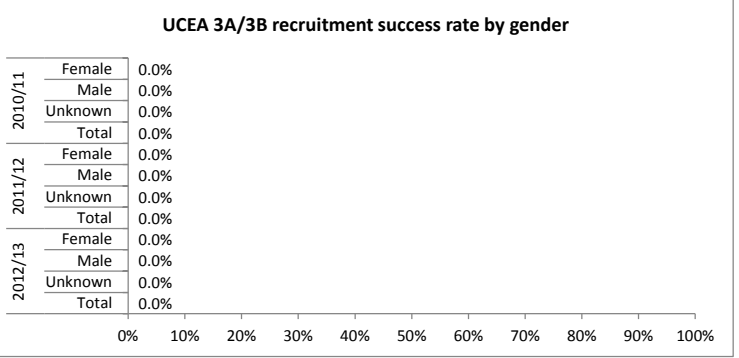
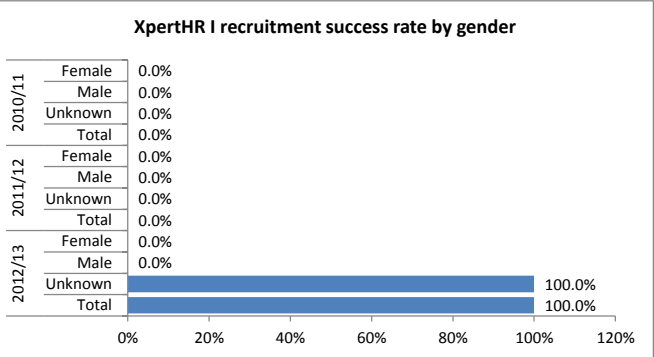
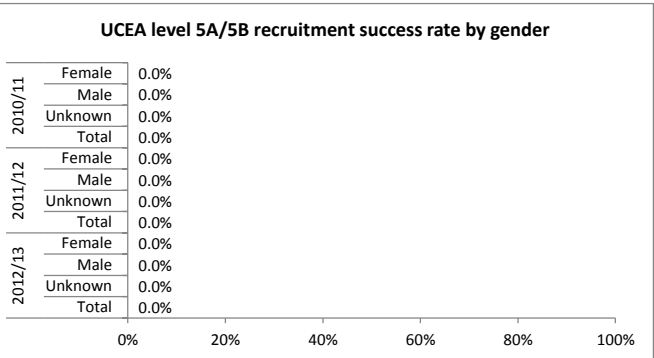
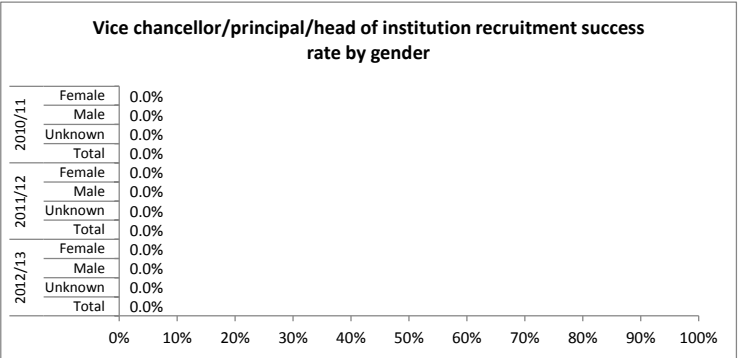
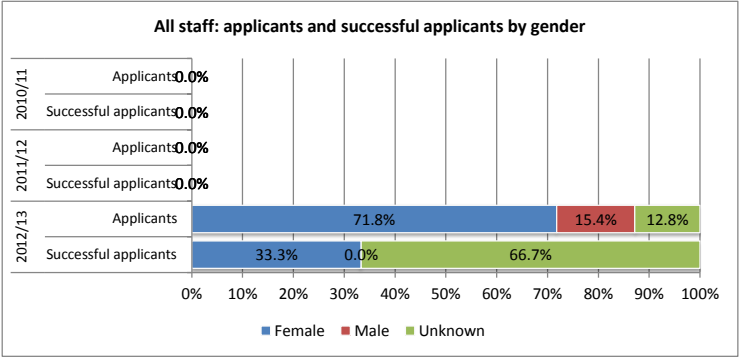
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		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
XperthR I	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	0.0%	0	0.0%	#DIV/0!
		Male	0	0.0%	0	0.0%	#DIV/0!
		Unknown	2	100.0%	2	100.0%	100.0%
		Total	2	100.0%	2	100.0%	100.0%
XperthR J	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
XperthR K	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female	28	75.7%	1	100.0%	3.6%
		Male	6	16.2%		0.0%	0.0%
		Unknown	3	8.1%		0.0%	0.0%
		Total	37	100.0%	1	100.0%	2.7%
XperthR L	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
XperthR M	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!

XperthR N	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
XperthR O	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
XperthR P	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Unknown		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
All staff	2010/11	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female	28	71.8%	1	33.3%	3.6%
		Male	6	15.4%	0	0.0%	0.0%
		Unknown	5	12.8%	2	66.7%	40.0%
		Total	39	100.0%	3	100.0%	7.7%

			Applicants		Successful applicants		Success rate
			No.	%	No.	%	
Post Doctoral Research Associate	2010/11	Female	1	100.0%	1	100.0%	100.0%
		Male	0	0.0%	0	0.0%	#DIV/0!
		Unknown	0	0.0%		0.0%	#DIV/0!
		Total	1	100.0%	1	100.0%	100.0%
	2011/12	Female	0	#DIV/0!		#DIV/0!	#DIV/0!
		Male	0	#DIV/0!		#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	#DIV/0!		#DIV/0!	#DIV/0!
		Male	0	#DIV/0!		#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
Research Associate	2010/11	Female	0	#DIV/0!		#DIV/0!	#DIV/0!
		Male	0	#DIV/0!		#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female	13	61.9%		0.0%	0.0%
		Male	7	33.3%		0.0%	0.0%
		Unknown	1	4.8%	1	100.0%	100.0%
		Total	21	100.0%	1	100.0%	4.8%
	2012/13	Female	28	75.7%	1	100.0%	3.6%
		Male	6	16.2%		0.0%	0.0%
		Unknown	3	8.1%		0.0%	0.0%
		Total	37	100.0%	1	100.0%	2.7%
Marie Curie Research Fellow	2010/11	Female	0	#DIV/0!		#DIV/0!	#DIV/0!
		Male	0	#DIV/0!		#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	#DIV/0!		#DIV/0!	#DIV/0!
		Male	0	#DIV/0!		#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	0.0%		0.0%	#DIV/0!
		Male	0	0.0%		0.0%	#DIV/0!
		Unknown	1	100.0%	1	100.0%	100.0%
		Total	1	100.0%	1	100.0%	100.0%
Teaching Fellow	2010/11	Female	0	0.0%		0.0%	#DIV/0!
		Male	0	0.0%		0.0%	#DIV/0!
		Unknown	1	100.0%	1	100.0%	100.0%
		Total	1	100.0%	1	100.0%	100.0%
	2011/12	Female	0	#DIV/0!		#DIV/0!	#DIV/0!
		Male	0	#DIV/0!		#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	0.0%		0.0%	#DIV/0!
		Male	0	0.0%		0.0%	#DIV/0!
		Unknown	1	100.0%	1	100.0%	100.0%
		Total	1	100.0%	1	100.0%	100.0%
Lecturer in Museum Studies	2010/11	Female	0	#DIV/0!		#DIV/0!	#DIV/0!
		Male	0	#DIV/0!		#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	0.0%		0.0%	#DIV/0!
		Male	0	0.0%		0.0%	#DIV/0!
		Unknown	1	100.0%	1	100.0%	100.0%
		Total	1	100.0%	1	100.0%	100.0%
	2012/13	Female	0	#DIV/0!		#DIV/0!	#DIV/0!
		Male	0	#DIV/0!		#DIV/0!	#DIV/0!
		Unknown	0	#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!







UCEA level 4A/4B recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

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

XperthR L recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

0% 20% 40% 60% 80% 100%

XperthR M recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

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

XperthR N recruitment success rate by gender

2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

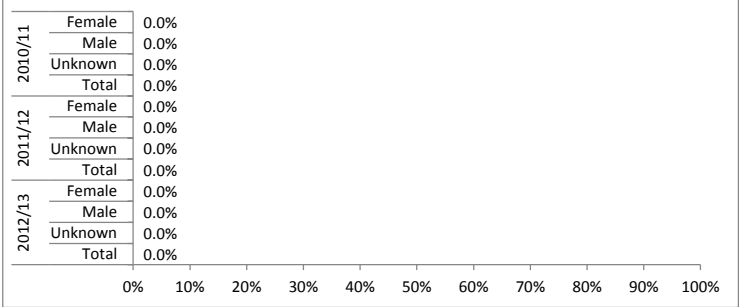
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

XperthR O recruitment success rate by gender

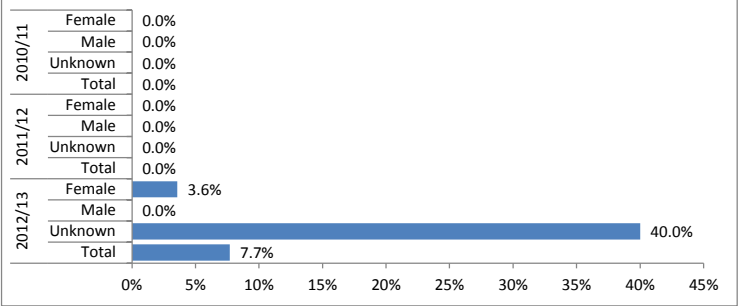
2010/11	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2011/12	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%
2012/13	Female	0.0%
	Male	0.0%
	Unknown	0.0%
	Total	0.0%

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

XpertHR P recruitment success rate by gender



All staff recruitment success rate by gender

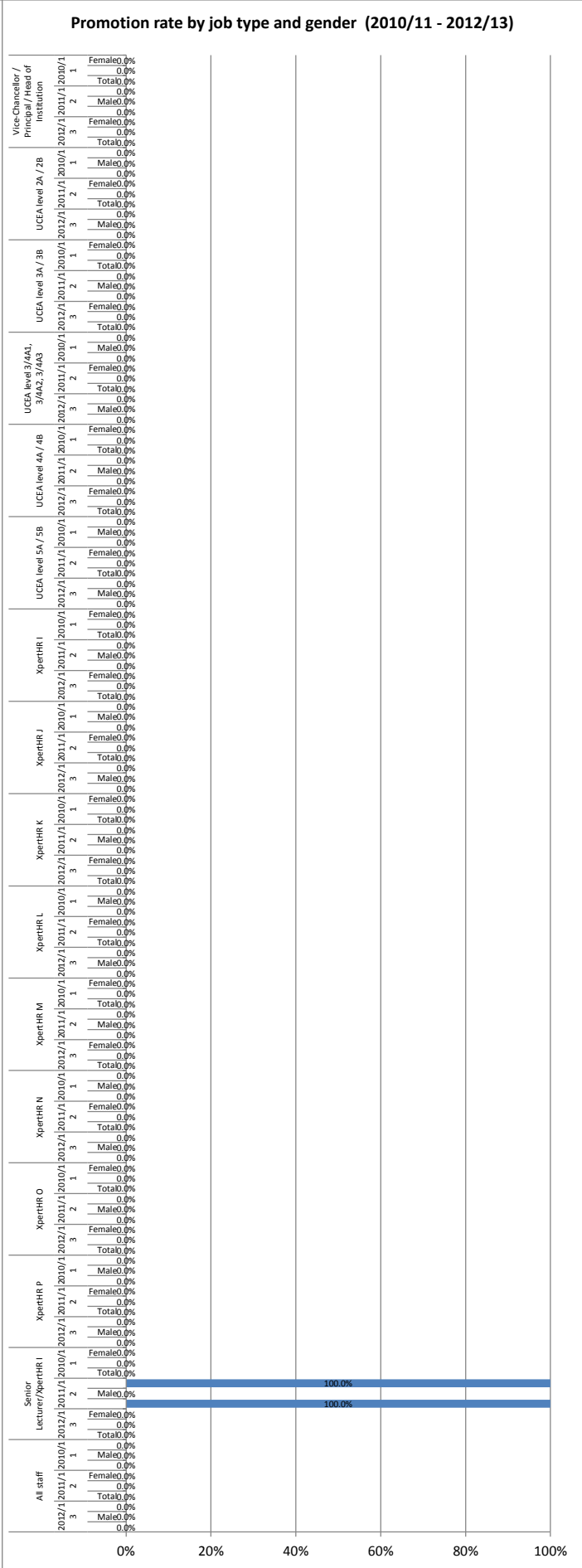
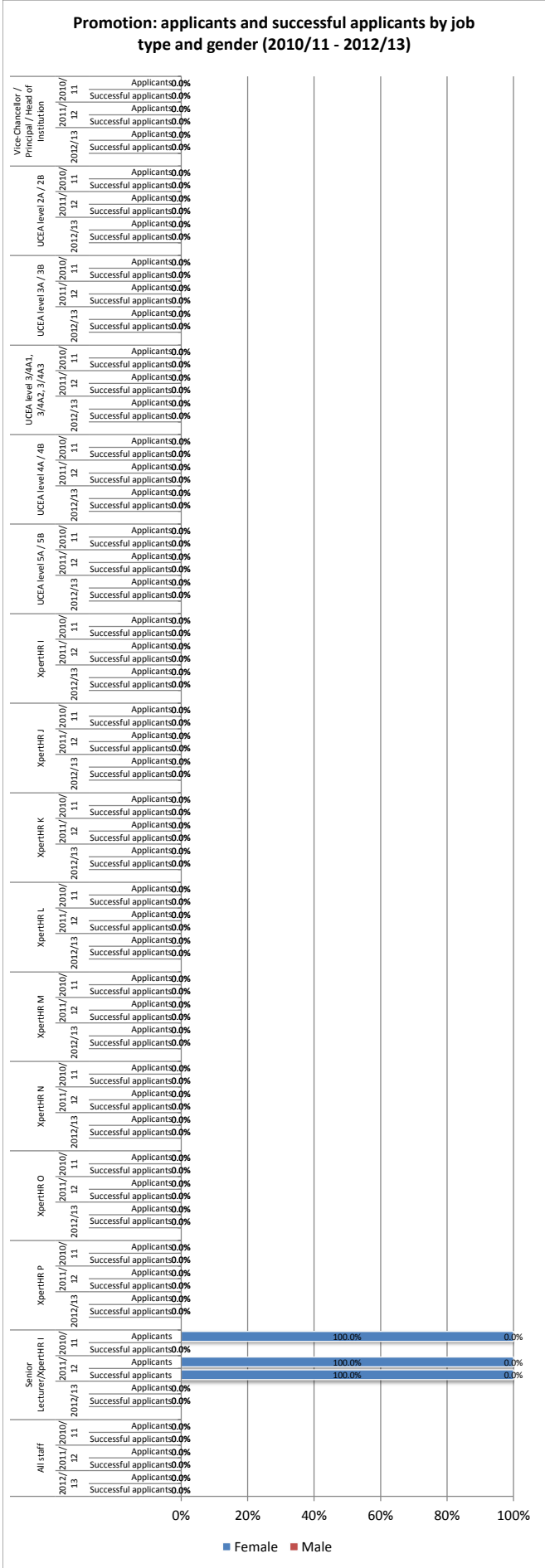


Promotions by gender 2010/11-2012/13

			Applicants		Successful applicants		Success rate
			No.	%	No.	%	
Vice-Chancellor / Principal / Head of Institution	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 2A / 2B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 3A / 3B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 4A / 4B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 5A / 5B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!

[illegible]

XperthR O	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
XperthR P	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
Senior Lecturer/XperthR I	2010/11	Female	2	100.0%	0	#DIV/0!	0.0%
		Male	0	0.0%	0	#DIV/0!	#DIV/0!
		Total	2	100.0%	0	#DIV/0!	0.0%
	2011/12	Female	2	100.0%	2	100.0%	100.0%
		Male	0	0.0%	0	0.0%	#DIV/0!
		Total	2	100.0%	2	100.0%	100.0%
	2012/13	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
All staff	2010/11	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Male	0	#DIV/0!	0	#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!



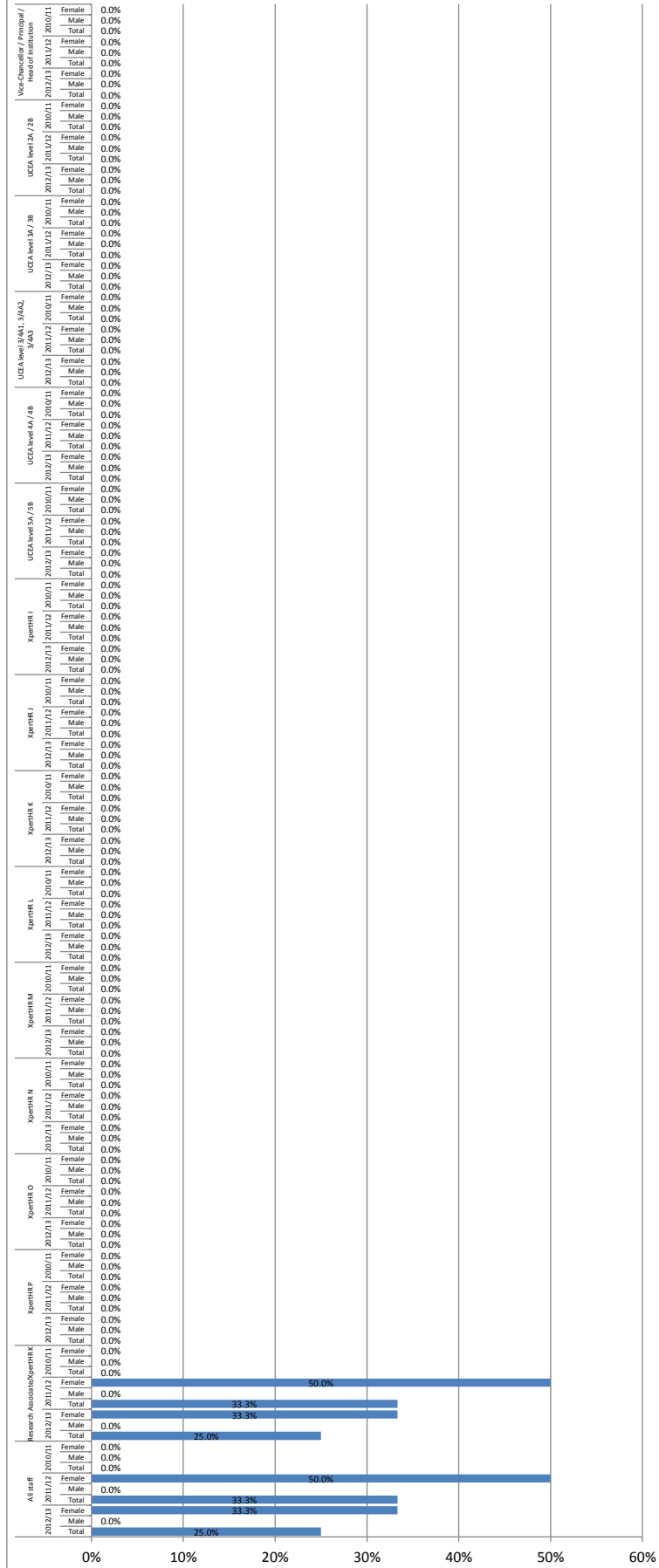
Turnover by gender 2010/11-2012/13

			All		Leavers		Turnover
			No.	%	No.	%	
Vice-Chancellor / Principal / Head of Institution	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 2A / 2B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 3A / 3B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 3/4A1, 3/4A2, 3/4A3	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 4A / 4B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
UCEA level 5A / 5B	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!

[illegible]

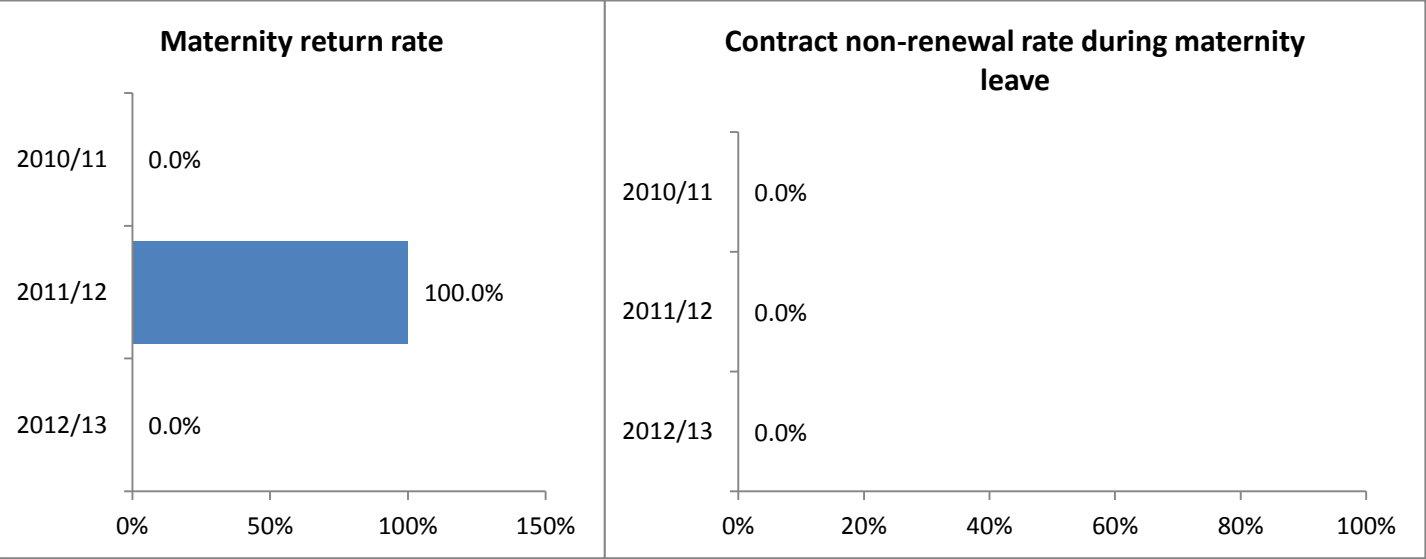
XperthR O	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
XperthR P	2010/11	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2011/12	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
	2012/13	Female		#DIV/0!		#DIV/0!	#DIV/0!
		Male		#DIV/0!		#DIV/0!	#DIV/0!
		Total	0	#DIV/0!	0	#DIV/0!	#DIV/0!
Research Associate/XperthR K	2010/11	Female	2	66.7%	0	#DIV/0!	0.0%
		Male	1	33.3%	0	#DIV/0!	0.0%
		Total	3	100.0%	0	#DIV/0!	0.0%
	2011/12	Female	2	66.7%	1	100.0%	50.0%
		Male	1	33.3%	0	0.0%	0.0%
		Total	3	100.0%	1	100.0%	33.3%
	2012/13	Female	3	75.0%	1	100.0%	33.3%
		Male	1	25.0%	0	0.0%	0.0%
		Total	4	100.0%	1	100.0%	25.0%
All staff	2010/11	Female	2	66.7%	0	#DIV/0!	0.0%
		Male	1	33.3%	0	#DIV/0!	0.0%
		Total	3	100.0%	0	#DIV/0!	0.0%
	2011/12	Female	2	66.7%	1	100.0%	50.0%
		Male	1	33.3%	0	0.0%	0.0%
		Total	3	100.0%	1	100.0%	33.3%
	2012/13	Female	3	75.0%	1	100.0%	33.3%
		Male	1	25.0%	0	0.0%	0.0%
		Total	4	100.0%	1	100.0%	25.0%

Turnover rate by job type, SET marker and gender (2010/11 - 2012/13)



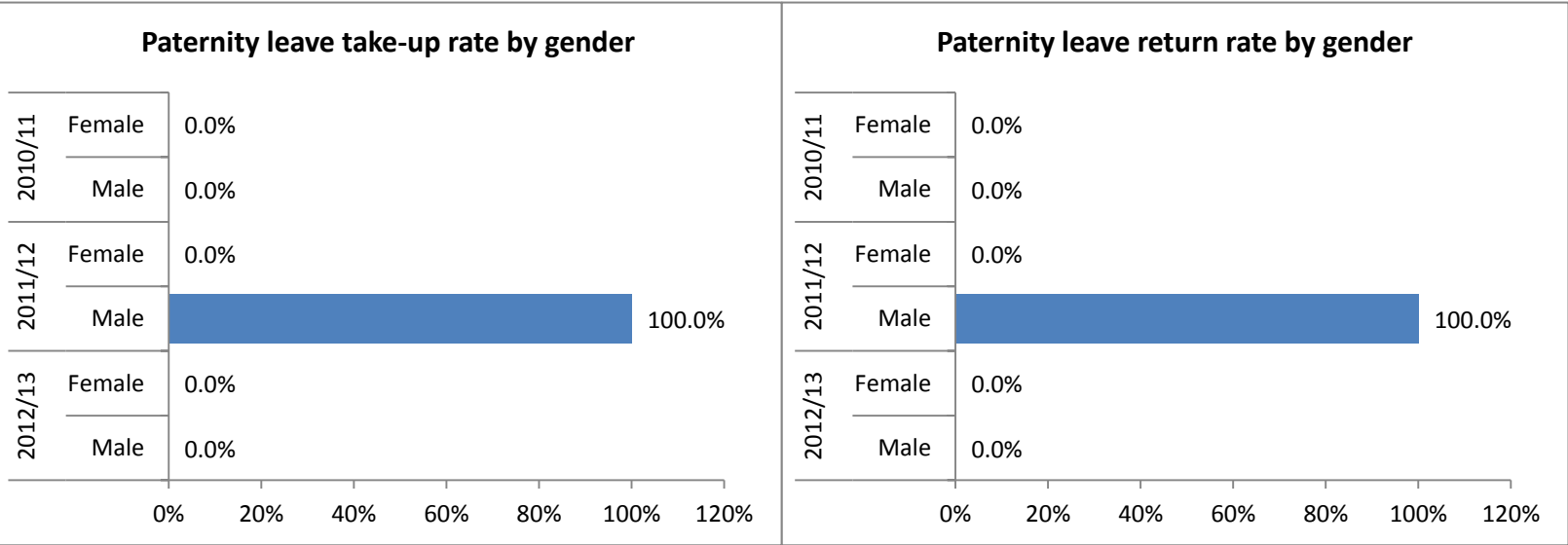
Maternity leave contract renewal and return rate

	Maternity leave	Leavers	Contract not renewed	Contract non-renewal rate	Return rate
	No.	No.	No.	%	%
2010/11	0	0	0	#DIV/0!	#DIV/0!
2011/12	2	0		0.0%	100.0%
2012/13	1	1		0.0%	0.0%



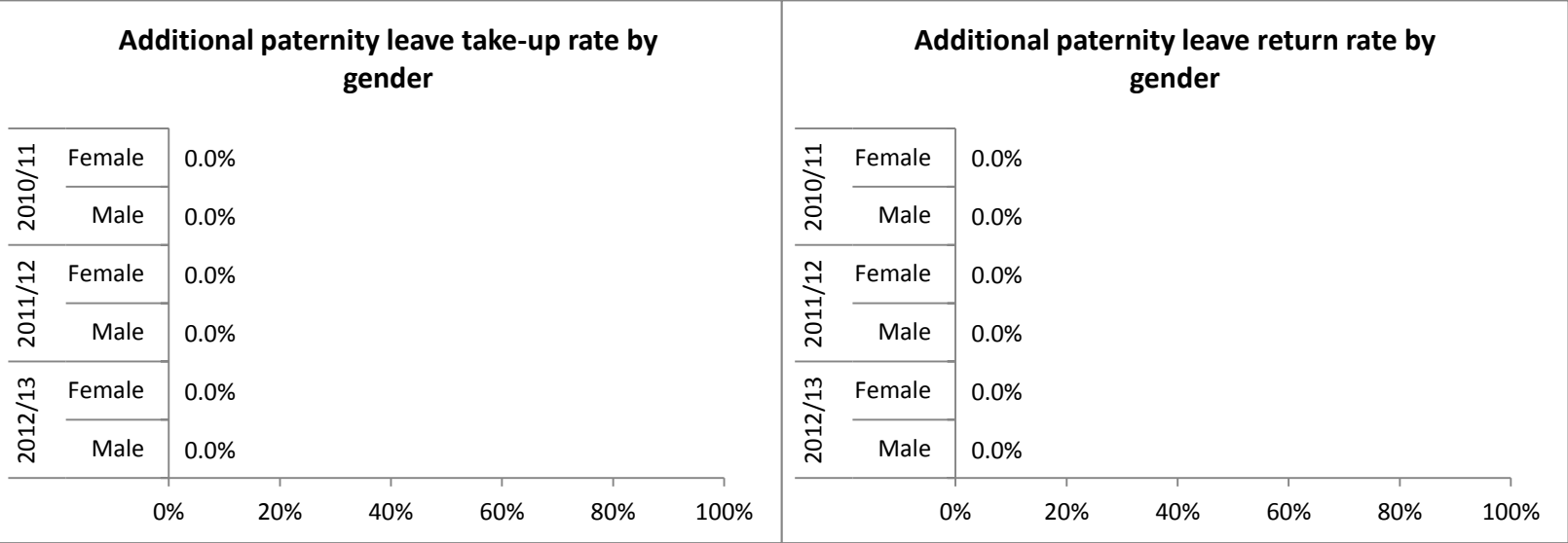
Paternity leave take-up and return rate by gender 2010/11-2012/13

		Eligible for paternity leave	Paternity leave	Leavers	Take-up rate	Return rate
		No.	No.	No.	%	%
2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
	Male	0	0	0	#DIV/0!	#DIV/0!
2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
	Male	1	1	0	100.0%	100.0%
2012/13	Female	0	0	0	#DIV/0!	#DIV/0!
	Male	0	0	0	#DIV/0!	#DIV/0!



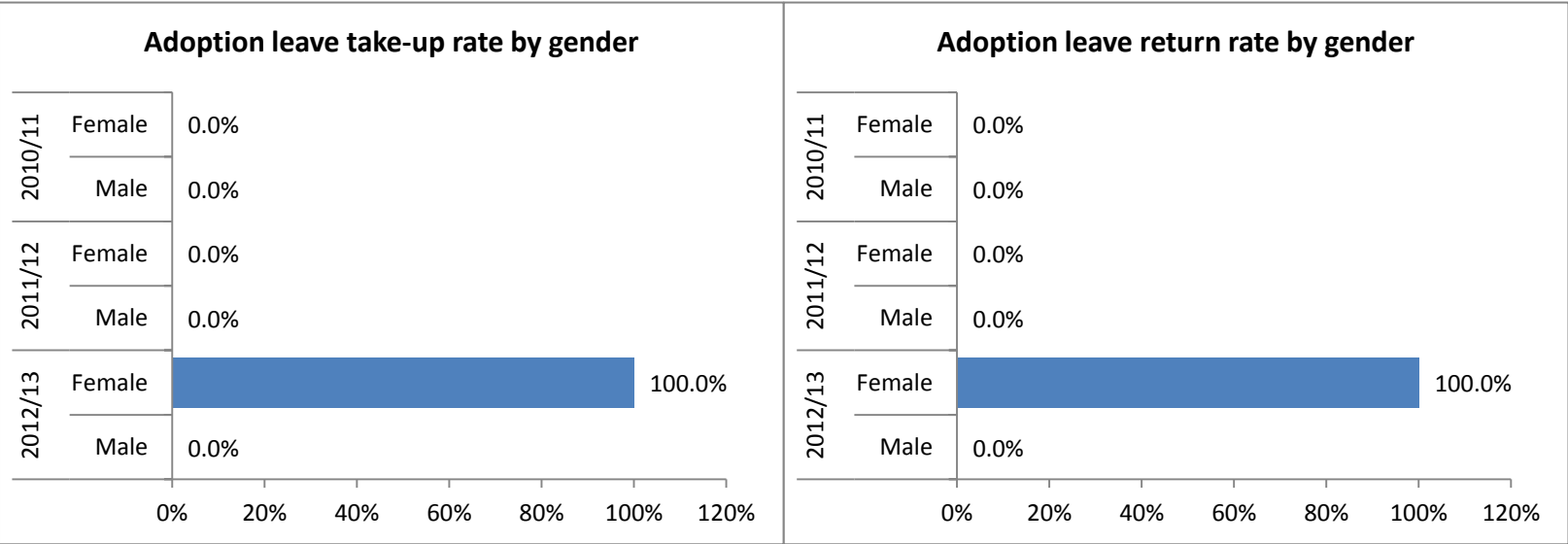
Additional paternity leave take-up and return rate by gender 2010/11-2012/13

		Eligible for additional paternity leave	Additional paternity leave	Leavers	Take-up rate	Return rate
		No.	No.	No.	%	%
2010/11	Female		0	0	#DIV/0!	#DIV/0!
	Male		0	0	#DIV/0!	#DIV/0!
2011/12	Female		0	0	#DIV/0!	#DIV/0!
	Male	1	0	0	0.0%	#DIV/0!
2012/13	Female		0	0	#DIV/0!	#DIV/0!
	Male		0	0	#DIV/0!	#DIV/0!



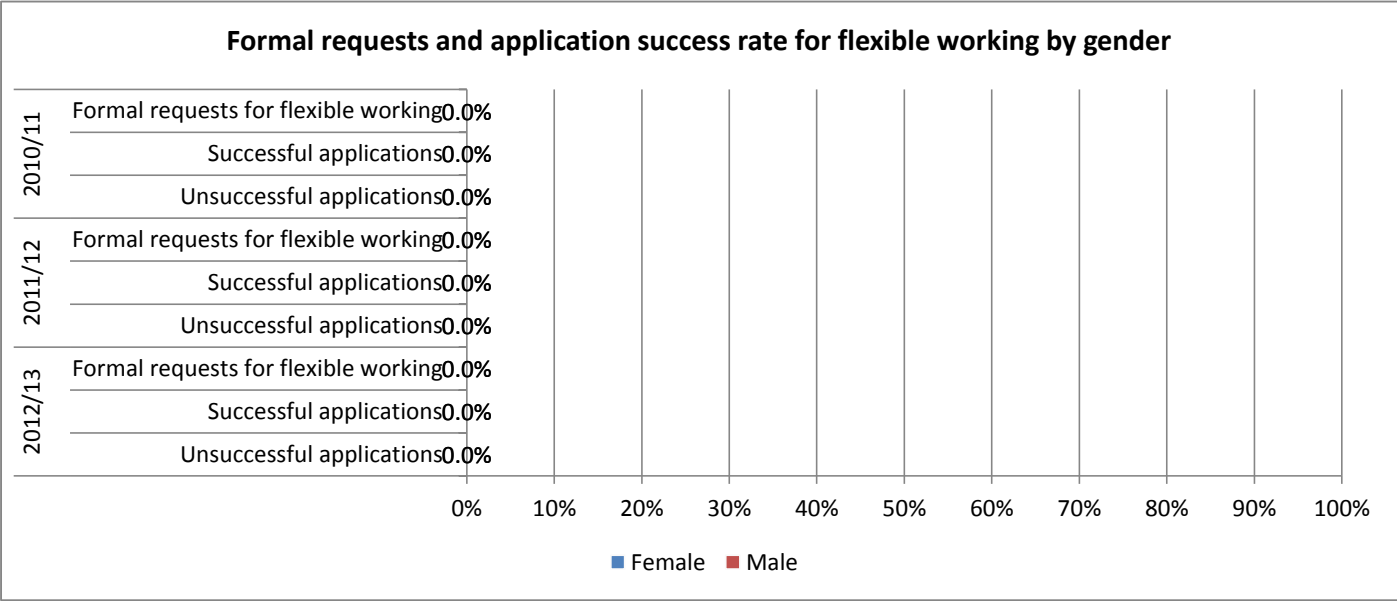
Adoption leave take-up and return rate by gender 2010/11-2012/13

		Eligible for adoption leave	Adoption leave	Leavers	Take-up rate	Return rate
		No.	No.	No.	%	%
2010/11	Female	0	0	0	#DIV/0!	#DIV/0!
	Male	0	0	0	#DIV/0!	#DIV/0!
2011/12	Female	0	0	0	#DIV/0!	#DIV/0!
	Male	0	0	0	#DIV/0!	#DIV/0!
2012/13	Female	1	1	0	100.0%	100.0%
	Male	0	0	0	#DIV/0!	#DIV/0!



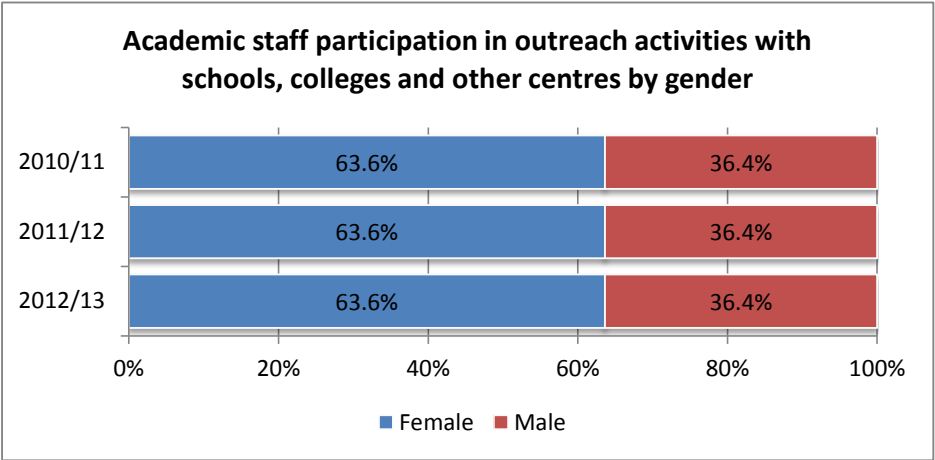
Formal requests for flexible working from academic staff and application success rate by gender 2010/11-2012/13

		Female			Male			Total		
		No.	%*	%^	No.	%*	%^	No.	%*	%^
2010/11	Formal requests for flexible working		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
	Successful applications		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
	Unsuccessful applications	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
2011/12	Formal requests for flexible working		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
	Successful applications		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
	Unsuccessful applications	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
2012/13	Formal requests for flexible working		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
	Successful applications		#DIV/0!	#DIV/0!		#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!
	Unsuccessful applications	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!	0	#DIV/0!	#DIV/0!



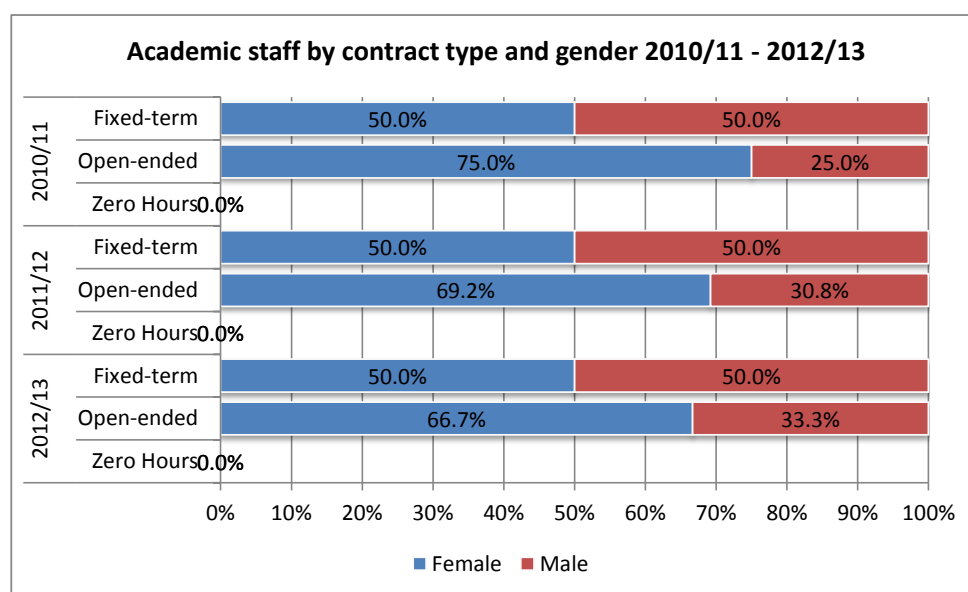
Academic staff participation in outreach activities with schools, colleges and other centres by gender 2010/11-2012/13

	Female		Male		Total	
2010/11	7	63.6%	4	36.4%	11	100.0%
2011/12	7	63.6%	4	36.4%	11	100.0%
2012/13	7	63.6%	4	36.4%	11	100.0%



Academic staff by contract type and gender 2010/11-2012/13

		Fixed-term		Open-ended		Zero Hours	
		No.	%	No.	%	No.	%
2010/11	Female	1	50.0%	9	75.0%	0	#DIV/0!
	Male	1	50.0%	3	25.0%	0	#DIV/0!
	Total	2	100.0%	12	100.0%	0	#DIV/0!
2011/12	Female	1	50.0%	9	69.2%	0	#DIV/0!
	Male	1	50.0%	4	30.8%	0	#DIV/0!
	Total	2	100.0%	13	100.0%	0	#DIV/0!
2012/13	Female	1	50.0%	10	66.7%	0	#DIV/0!
	Male	1	50.0%	5	33.3%	0	#DIV/0!
	Total	2	100.0%	15	100.0%	0	#DIV/0!



UKRC survey question 3 by gender

My department values the full range of an individual's skills and experience:

		Strongly disagree			Disagree			Slightly disagree			Neither agree nor disagree			Slightly agree			Agree			Strongly agree			Total	
		No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%*	%^	No.	%^
When carrying out performance appraisals	Female		#DIV/0!	0.0%		#DIV/0!	0.0%		#DIV/0!	0.0%	1	100.0%	10.0%		#DIV/0!	0.0%	2	40.0%	20.0%	7	100.0%	70.0%	10	100.0%
	Male		#DIV/0!	0.0%		#DIV/0!	0.0%		#DIV/0!	0.0%		0.0%	0.0%		#DIV/0!	0.0%	3	60.0%	100.0%		0.0%	0.0%	3	100.0%
	Total	0	#DIV/0!	0.0%	0	#DIV/0!	0.0%	0	#DIV/0!	0.0%	1	100.0%	7.7%	0	#DIV/0!	0.0%	5	100.0%	38.5%	7	100.0%	53.8%	13	100.0%
When considering promotions	Female	1	100.0%	10.0%		0.0%	0.0%		#DIV/0!	0.0%	3	75.0%	30.0%		#DIV/0!	0.0%	2	66.7%	20.0%	4	100.0%	40.0%	10	100.0%
	Male		0.0%	0.0%	1	100.0%	33.3%		#DIV/0!	0.0%	1	25.0%	33.3%		#DIV/0!	0.0%	1	33.3%	33.3%		0.0%	0.0%	3	100.0%
	Total	1	100.0%	7.7%	1	100.0%	7.7%	0	#DIV/0!	0.0%	4	100.0%	30.8%	0	#DIV/0!	0.0%	3	100.0%	23.1%	4	100.0%	30.8%	13	100.0%

