



Athena SWAN Silver department award application

Name of university: University of Nottingham

Department: Division of Otorhinolaryngology

Date of application: April 2013

Date of university Bronze and/or Silver Athena SWAN award: Bronze 2006

Contact for application: Vicenta Rose

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<http://www.nottingham.ac.uk/scs/divisions/otorhinolaryngology/index.aspx>

<http://hearing.nihr.ac.uk/>

Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

Glossary of Acronyms used:

Acronym	Full name
APPLE	Academics and Administrators Professional Personal and Leadership Experience
BESTS	Building Experience and Skills Travels Scholarship
BRC	Biomedical Research Centre
BRU	Biomedical Research Unit
ENT	Ear, Nose and Throat
NIHR	National Institute for Health Research
ORL	Otorhinolaryngology
PDPR	Personal Development and Performance Review
PEAR	Personal and Professional Excellence in Administrative Roles
SAT	Self Assessment Team
STEM	Science, Technology, Engineering and Medicine
WAND	Women's Advancement Networking and Development
WinSET	Women in Science Engineering and Technology

1. Letter of endorsement from the head of department: maximum 500 words

An accompanying letter of endorsement from the head of department should explain how the SWAN Action Plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.

Attached.

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance

Divisional Self Assessment Team	Role within Athena SWAN, the Department and workplace experience including 'work life balance'
Ms Vicenta Rose	<p><i>Operations Director</i></p> <p>I have over 20 years' experience of Human Resources at a senior level within public and private sectors and I am a Fellow of the Chartered Institute of Personnel and Development. I assist with the provision of care for my elderly disabled mother.</p>
Mrs Jan Kelly	<p><i>Unit Administrator</i></p> <p>I have over 20 years' experience in school administration and finance and I have extensive knowledge of policies and procedures and advising on staff issues. I have completed equality and diversity training.</p>
Dr Derek Hoare	<p><i>Senior Research Fellow</i></p> <p>I am an early career researcher with a background in biology and nursing. I have worked in the Division for 3.5 years during which time I have been afforded every opportunity of flexible working to meet the care needs of a disabled partner and at the same time achieve career progression.</p>
Dr Rebecca Dewey	<p><i>Research Fellow</i></p> <p>I am an early career researcher with a background in physics. I have experience of a highly competitive and male-dominated area, and of managing a heavy academic workload and additional part-time employment.</p>
Dr Helen Henshaw	<p><i>Research Fellow</i></p> <p>I am an early career researcher with a background in cognitive psychology. I have experience of mentoring female BSc Audiology students and male and female Research Associates. I am a member of the Building Experiences and Skills Travel Scholarship review panel at the University of Nottingham.</p>

Dr Magdalena Sereda	<p><i>Research Fellow</i></p> <p>I have over 11 years' of experience working as a researcher in different countries and different institutions. I am a mother of two young children trying to balance personal and family life with the demands and challenges of a successful academic career.</p>
Mrs Sandra Smith	<p><i>Research Assistant</i></p> <p>I have over 20 years' experience in both the pharmaceutical industry and academia, some of this time as a working mother.</p>
Mr Robert MacKinnon	<p><i>PhD Student</i></p> <p>I am a final year PhD student and I have completed equality and diversity training. I have experience balancing employment with my academic workload throughout my time as a student. I am a member of the British Academy of Audiology Trainee Team Committee.</p>
Dr Tiffany Hamilton	<p><i>Divisional Manager (Nottingham Digestive Diseases Centre)</i></p> <p>I am a cell biologist/biochemist with 12 years' experience in medical research, lecturing and general management. I took extended maternity leave with my first child and five months maternity leave with my second child as my husband is taking parental leave to undertake full time child care whilst I concentrate on my career.</p>
Dr Andrew Jackson	<p><i>Research Fellow, (Nottingham Digestive Diseases Centre)</i></p> <p>I have over 25 years' experience of laboratory work in both the pharmaceutical industry and academia. I have balanced my career with family responsibilities benefiting from family friendly work policies whilst I was sole carer for two very young children.</p>
Dr Helen Budge	<p><i>Clinical Associate Professor and Reader in Neonatology WinSET representative for the School of Clinical Sciences.</i></p> <p>I am the Co-Director of the University's Integrated Clinical Academic Training Programme, mentoring and supporting clinical academic trainees and the Chair of the Self-Assessment Team for Nottingham's new School of Medicine. Although I am not quite the typical vicar's wife, maintaining a healthy balance between my clinical and academic commitments and life outside work is both important and key to supporting my husband in his Ministry.</p>

Miss Andrea Greener	<p><i>School Administration Manager and School Staff Development Officer</i></p> <p>I have over 25 years' experience of working in administration in the private and public sector, with 10 years at a senior management level. I have experience of managing a team of staff with varied working patterns and I have a key role in influencing policy decision making within the School.</p>
Professor Deb Hall	<p><i>Director of the Nottingham Hearing Biomedical Research Unit Professor of Hearing Science with the University of Nottingham</i></p> <p>I have 16 years academic experience; often meeting challenges to work life balance given the high demands of a senior research position. I have personal experience of issues facing female scientists and actively mentor junior female students and post-doctoral staff. My career progression to Professorial level was achieved before the age of 40.</p>

Professor John Atherton, Head of the School of Clinical Sciences, receives all the Self-Assessment team minutes and regular updates at the Partnership Steering Group.

- b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

The SAT met initially on a monthly and then bi-monthly basis since June 2012 and is an active, reflective and enthusiastic group. Everyone contributed to the submission and Action Plan and individuals were allowed adequate dedicated time. Administrative support was provided by the Unit Administrator. Data gathering, consultation and engagement with staff of the Division took place via questionnaires, surveys and interviews to gather qualitative and quantitative data. Athena SWAN is a regular item for discussion at the Staff Meetings, Management Meetings and Boards. Regular updates are issued to all staff in the Division via email, noticeboards and all documents are available on the Division's shared drive.

The SAT composition reflects diversity in role, gender, seniority and experience. There are 12 members (three male, nine female). Eight are Research and Teaching Staff, and four are Administrative and Managerial. Four members (three female, one male) are external to the Division to gain objective peer review and input.

Members of the SAT are also members of SATs within the University including the Faculty of Medicine.

We consulted Professor Averil Macdonald, Professor of Science Engagement /STEM Engagement Centre Director at the University of Reading on our submission to gain an external objective review.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The SAT will continue to meet quarterly to monitor the effectiveness of the Action Plan and to develop it further to ensure that improvements for female academic staff continue. Monitoring of qualitative and quantitative success measures will include numbers of staff by gender and grade; uptake of development opportunities and feedback on workplace experience. Regular progress updates will continue to be circulated.

A female academic from the University of Manchester with experience of a successful Athena SWAN Silver application has agreed to join our post-submission SAT to provide external peer input, in a reciprocal arrangement contributing to development.

We will continue improving working practices including the submission of an application for a Gold Award when we are ready.

(Word count = 1040)

3. A picture of the department: maximum 2000 words

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The University of Nottingham is committed to providing a truly international education, inspiring its students, producing world-leading research and benefitting the communities around their campuses in the UK, China and Malaysia. In the UK, the University is organised into five Faculties: Humanities, Engineering, Medicine and Health Sciences, Science and Social Sciences. The School of Clinical Sciences is part of the Faculty of Medicine and Health Sciences and is made up of Divisions of which Otorhinolaryngology is one.

The Division of Otorhinolaryngology is largely comprised the National Institute of Health Research Nottingham Hearing Biomedical Research Unit (BRU) and also has a number of academic and clinical staff specialising in Otorhinolaryngology.

Out of 11 Biomedical Research Centres (BRC) and 20 Biomedical Research Units (BRU) in the UK, only three have a female Director leading the organisation and we are proud that ours is one of them and has always had a female Director. In fact, Nottingham Hearing BRU was established by a female Director in 2008 and, at that time, was the only BRC/BRU to be led by a female.

The main focus of the Division is research with an element of teaching from three clinical academics based at the Queen's Medical Centre which is part of the UK's fourth largest NHS acute teaching trust. The amount of undergraduate and postgraduate teaching in ENT outpatient and theatre settings is 40 hours per week

We also have a number of external grants totaling £2.4m to fund research streams in addition to the core funding from the National Institute of Health Research for the Biomedical Research Unit of £1.25m pa. We have collaborative links with NHS Audiology

and Ear Nose and Throat services and with national charities supporting people with hearing-related problems.

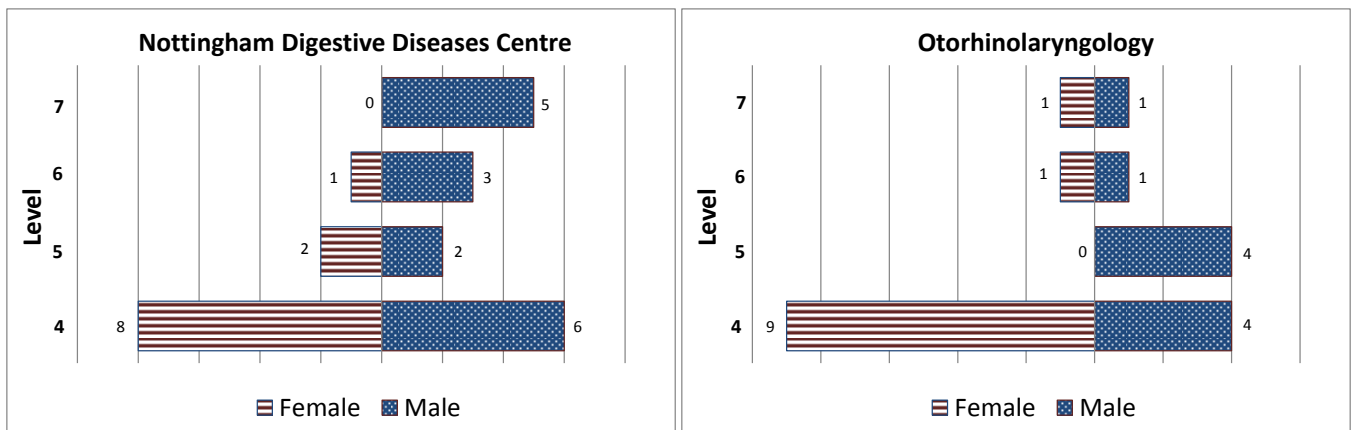
The majority of our staff are based in a specifically refurbished research facility in Nottingham City Centre and the laboratory based and Ear Nose and Throat (ENT) clinical staff are located at the Queen's Medical Centre and University of Nottingham Campus which is just over a mile away and easily accessible via public transport or cycle routes.

In 2011/12, the Biomedical Research Unit element of the Division underwent a restructuring as the previous funding stream finished and a new one commenced. This meant that some of the research areas ceased to exist and new ones commenced which impacted upon the roles that some staff held. Some roles were declared redundant and new roles were created which created opportunities for career development for existing members of staff. A number of new staff were recruited into the Division into the new roles which included a number of female staff, some at senior level, which resulted in the proportion of females in the Division increasing.

The Division is structured into seven research/clinical areas each with a research lead and five of which are supported by a senior research fellow who manages the research fellows and other research staff. Line management responsibilities and hierarchies are clearly defined by the organisational structure. Some research leads are based full time in the Division whilst others have clinical caseloads or teaching duties so their research lead role within the Division is part time. In addition to the research teams, there is an Operations department, headed by the Operations Director. This department manages the administrative, financial, purchasing, IT, public and patient involvement and engagement and human resources functions for the Division. The majority of the staff in the Division are employed by the University of Nottingham and there are a small number of staff employed by the NHS e.g. research audiologists.

As at March 2013, there are 32 staff in total in the Division of which 8 are employed by the NHS and have Honorary Contracts with the University of Nottingham and the remainder are employed by the University. Of the 32 staff, 19 staff are female and 13 are male. Of the seven senior members of staff, four are female and three are male. There are 26 research staff (five research staff are employed by the NHS) and six are support staff. Three have teaching commitments and five supervise PhD students.

As a benchmark on our staff profile, we compared ourselves to another Division. Nottingham Digestive Diseases Centre (NDDC) within the University that was similar in terms of the balance of research and teaching and having a BRU as a large element of the Division. As the graphs below show, we are slightly more female dominated at Level 4 (post-doctoral Research Fellow); more male dominated at Level 5 (Senior Research Fellow) and a greater proportion of females to males at Levels 6 (Associate Professor/Reader) and 7 (Professor):



- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

The Division does not own any foundation courses.

- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

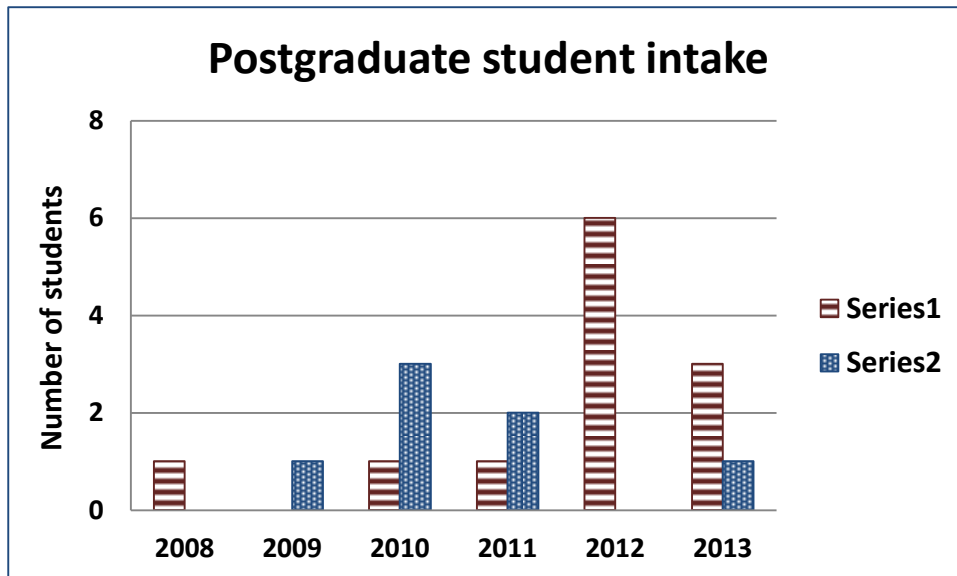
The Division does not have any undergraduate courses but does contribute to the teaching of the Undergraduate Medical Course.

- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

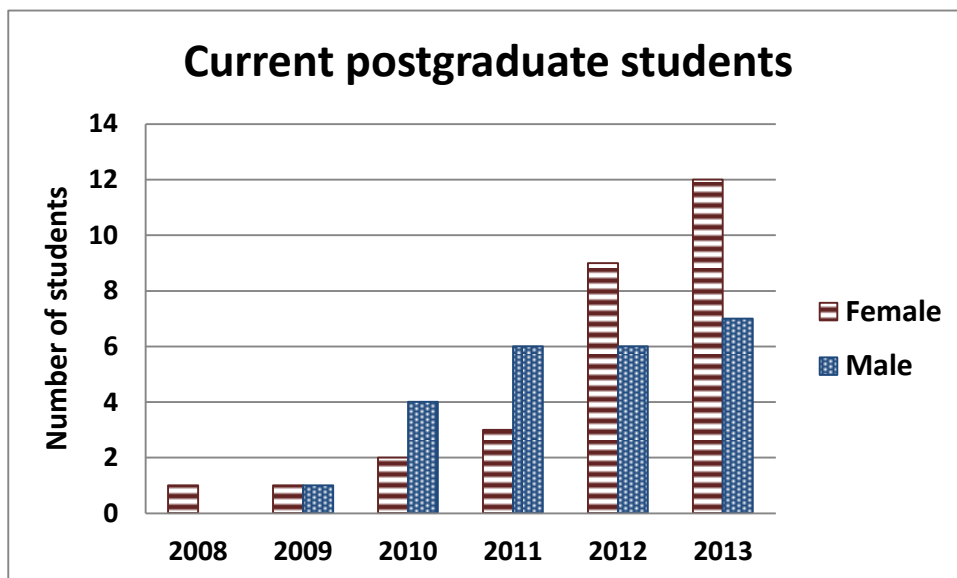
The Division does not own any postgraduate taught courses.

- (iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female: male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

The graph below shows the intake of post graduate students within the Division over the last six years by gender:



The graph below shows the number of students in progress:



There has been a dramatic increase in female postgraduate students in 2012 and 2013. These have included three females who have worked or studied within the Division previously and have been actively encouraged to apply for a studentship by their managers.

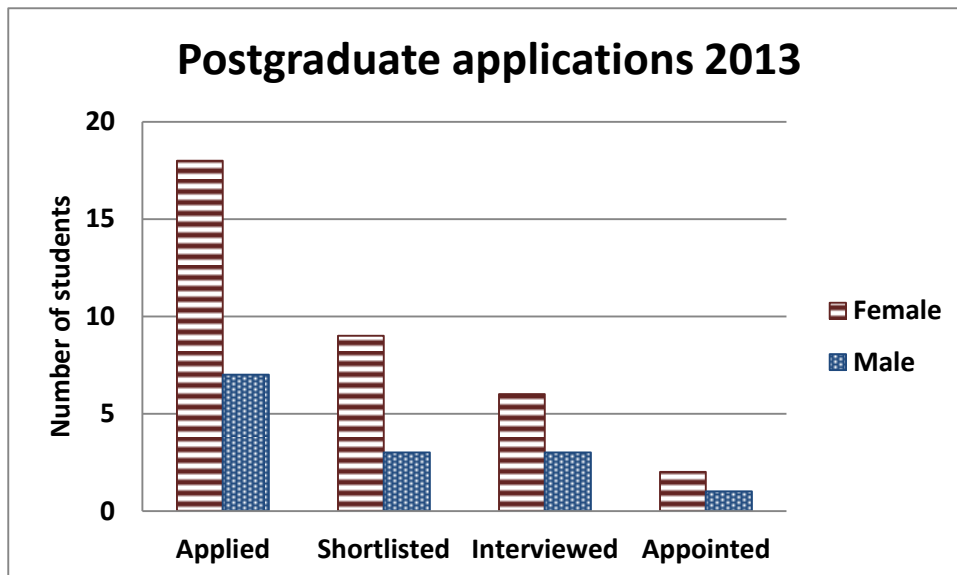
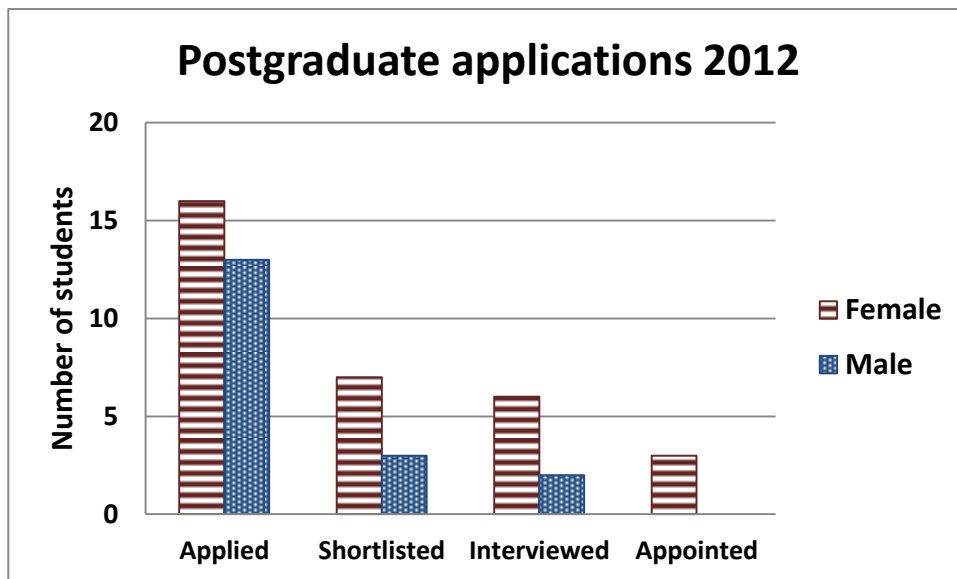
Our core budget included additional funds to increase the number of post graduate studentships from three in total in 2009 to two per year from 2012 onwards. In addition to this, the University funds two studentships and we actively pursue grants from external organisations to fund further studentships.

As of the end of March, we have 15 postgraduate students, with a mixture of core and external funding at various stages of their studies. 11 are studying for a PhD, two are studying for an MPhil and two are postgraduate Medical students (DM). Of these 15 students, six are male and nine are female. Four are part time of which two are male and two are female. For the 2013 intake, there are two females and one male who are due to commence their studies later this year.

Nine students have a female primary supervisor and six students have a male primary supervisor. Prior to 2008, the primary supervisors were all male.

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees –** comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

Only postgraduate research degrees are offered by the Division and as the graphs show below, females have a greater chance of success at all stages of the recruitment process:



The other three female students who commenced in 2012 were approached directly. One was for a PhD funded by a charity, one transferred with her female supervisor and the other was an ENT Specialty Registrar already within the Division who wanted to take a career break to study for an MPhil.

- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

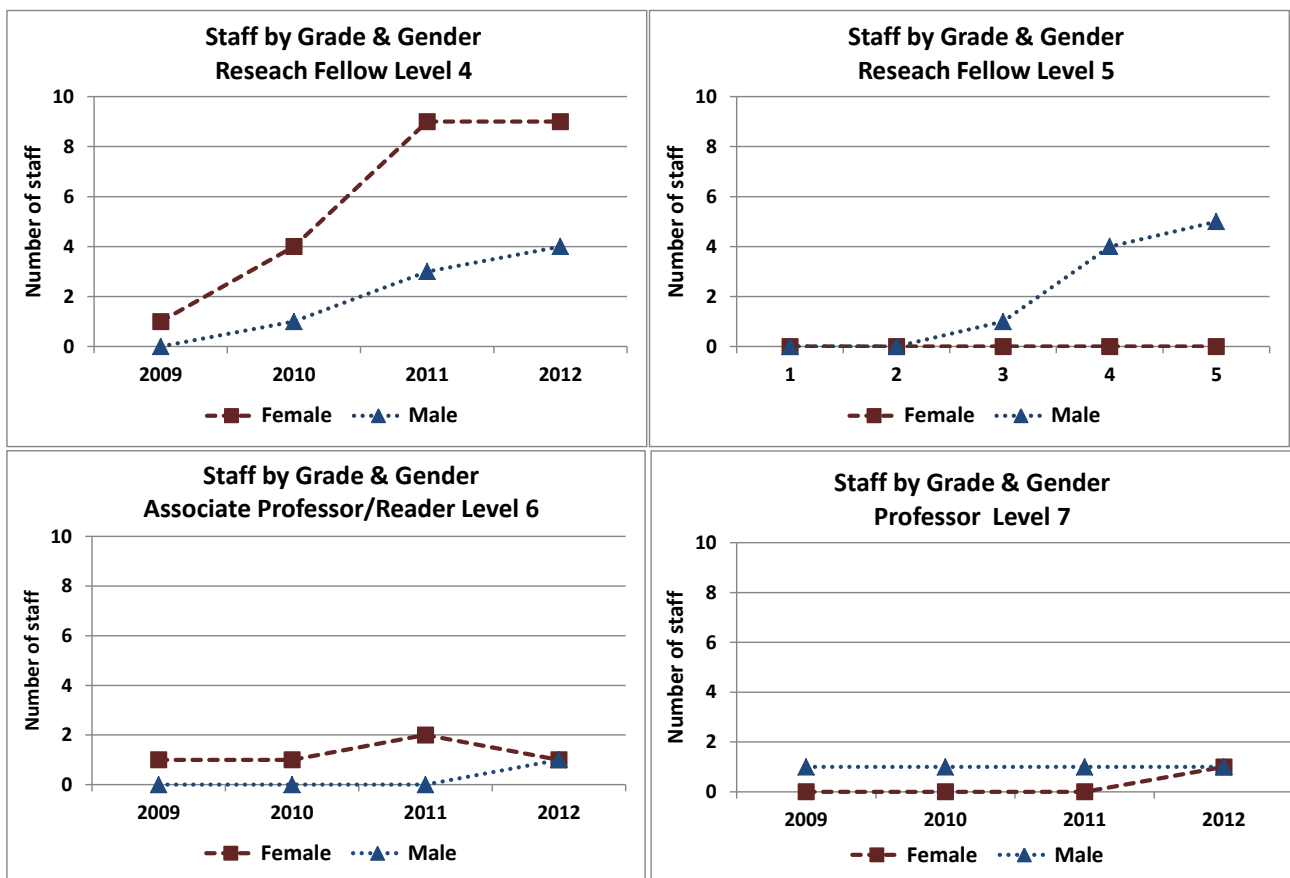
Two male students (one part time and one full time) have completed successfully in 2013.

One male and two females are expected to complete later in 2013. All three are full time and the male student is expected to complete within three years. One of the female students took six months maternity leave during her studies and the other female student (part time) commenced in 2007 and took a short break from her studies for health reasons. As the number of female students has increased, the numbers of females submitting successfully will also increase accordingly (Action Plan 1.1).

Staff data

- (vii) **Female: male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

The graphs below show the female: male ratio at each Level for the past four years:



These data show that overall, the numbers of female staff increased at a more rapid rate than numbers of male staff joining the Division at Post-Doctoral Research fellow level. The data also show that there is a relatively high number of female staff at post-doctoral level (Level 4) but male dominated at Level 5 Senior Research Fellow staff with a balance across genders at the senior management level. It is an action point in our Action Plan (2.1) to develop our female post-doctoral staff to progress to the next level of Senior Research Fellow to address this imbalance.

The restructure within the Division in 2011/2 resulted in a number of new posts being created including the four Senior Research Fellows. The key action identified from our current staffing data is the need to develop female staff (Level 4) towards and into Senior Research Fellow grades and above. This development opportunity is actively pursued through our PDPR and career development where female staff will be actively encouraged and coached to pursue development opportunities (Action Plan 2.2).

The decrease in female staff of one at Level 6 is as a result of that member of staff leaving to take up a post elsewhere as that particular research area ended. A new one commenced which brought with it a male ENT research lead at that level.

However, there was an increase in female staff at professorial level (Level 7) as an internationally and nationally renowned Professor of Hearing Science, who successfully led the NIHR re-funding application, was invited to apply and was appointed.

- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

The Division experienced very little turnover between 2008 and 2010 with two male staff leaving in 2009 and one female member of staff leaving in 2010. The female member of staff was a temporary research assistant who was encouraged to pursue a PhD studentship with us and is due to complete in 2013.

The Division saw a significant increase in turnover of staff in 2011/12 largely as a result of restructuring of the Biomedical Research Unit of the Division. 12 members of staff left (six male and six female). Of these, four (two male and two female) were made redundant and were supported to secure alternative employment in another University; three (two male and one female) secured alternative roles within the University of Nottingham; two (one male and one female) moved abroad; one male retired; one female took up a PhD studentship with another University and one female was encouraged to apply successfully for a PhD studentship with supervision from the Division.

Since April 2012, there have only been two leavers, both female. One left as the short study she was working on ended. She was supported by the Division and the University to secure suitable alternative employment with the University of Nottingham through being offered preferential interviews for roles, regular meetings for support and advice with the Operations Director and encouraged to apply for roles. The other left to move abroad with her partner and we have

maintained contact with her, provided documentation and letters of support to assist with her successful search for employment.

We are pleased that there is no evidence of gender bias in our turnover.

(Word count = 1760)

4. Supporting and advancing women’s careers: maximum 5000 words

Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Role	Level	Panel Gender Split			Interviewed Candidates Gender Split			Successful Candidate Split	
		F	M	% Female	F	M	% Female	F	M
Research Fellow Qualitative methods	4	2	2	50%	6	0	100%	1	0
Senior Research Fellow Epidemiology & Statistics	5	2	2	50%	0	6	0%	0	1
Research Fellow Tinnitus	4	3	1	75%	2	0	100%	1	0
Research Fellow Tinnitus	4	2	2	50%	2	0	100%	1	0
Principal Research Fellow Paediatric	6	3	1	75%	1	0	100%	1	0
Research Fellow Imaging	4	3	1	75%	1	2	33%	0	1
Research Fellow Imaging fMRI	4	2	2	50%	0	3	0%	0	1
Senior Research Fellow Translational Hearing	5	3	1	75%	0	2	0%	0	1
Senior Research Fellow CI	5	2	2	50%	0	2	0%	0	0
Operations Director	Senior Manager	3	1	75%	2	3	40%	1	0
Senior Research Fellow – CI	5	2	2	50%	1	2	33%	0	1
Research Associate/Research Fellow SES	4	2	1	67%	6	2	75%	1	0
Research Associate/Research Fellow SES	4	2	1	67%	6	2	75%	1	0
Research Fellow Tinnitus	4	2	1	67%	0	2	0%	0	1
Research Associate Teach2	4	3	1	75%	3	1	75%	1	0
Clinical Research Fellow	Medical	2	2	50%	0	1	0%	0	1
Research Fellow -CI	4	2	2	50%	1	2	33%	1	0
Research Associate LSS	4	2	1	67%	4	1	80%	1	0
Research Fellow Paediatrics	4	1	4	20%	1	3	25%	0	1
		F	M	% Female	F	M	% Female	F	M
		43	30	59%	36	34	51%	10	8

Data on gender balance on recruitment panels, interviewees and appointees has been collected from December 2011 and is documented in the table above. This will be an on-going exercise as per action 1.2 in the Action Plan. As can be seen from the table above, females make up almost 60% of interview panel composition and all but one of the interview panels were comprised at least 50% female members. Interviewees were fairly evenly split 49%:51% male: female. Female candidates have a greater success rate at appointment stage with 56% being offered the post compared to 44% of males.

- (ii) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

The University has established a clear, transparent and equitable pathway to promotion which is reviewed on a regular basis. Individuals are usually nominated or invited to apply by their line manager as a result of discussions at the PDPR but they can nominate themselves. Career breaks and reduced working hours are taken into account in terms of publications and research outputs, when considering promotion applications. There are workshops to prepare people for the process as well as access to mentors and support from line managers. Constructive feedback to unsuccessful candidates is given face to face by the relevant Faculty Dean.

Staff in the Division are encouraged and supported to progress through the levels and to do so when they are ready (Action Plan 2.1). However as the BRU (the largest section in the Division) was only established in 2008, new academic staff have not yet reached the appropriate point in their career to apply for promotion through this scheme. However, a female member of support staff successfully applied for promotion in 2012 with full support and encouragement from Divisional Management and the female founding Director of the BRU was appointed to the Division in 2007 and promoted to Reader.

Opportunities for being appointed into higher banded roles, or roles at the same level but with career development opportunities, were available as a result of the restructuring of the Division's BRU in 2012. Five applications for these roles were made at this time: two female (both successful and one into a higher banded role of a Research Fellow Level 4 from a Research Assistant Level 4a), and three male (two successful and one into a higher banded role of a Level 5 Senior Research Fellow from a Level 4 Research Fellow).

A senior female was subcontracted to the Biomedical Research Unit as a part time Research Lead from 2009 to 2012 and was promoted to Director with a full time University of Nottingham contract in April 2012.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

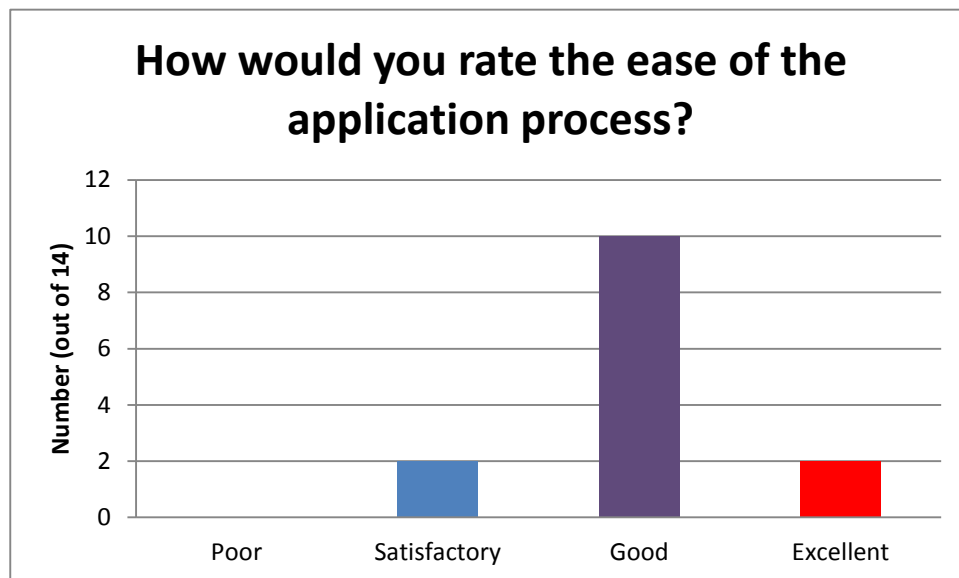
- (i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department

ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies

All vacancies are advertised via the University's jobs website, which contains a wealth of information about working at the University including training and development, work life balance, childcare facilities etc. In addition, roles are more widely advertised on the jobs.ac.uk website and we have used other external media such as recruitment sections of professional bodies.

The majority of our posts are relatively long fixed term contracts of three or five years which offer some stability for research staff. The SAT conducted a survey of 14 staff who commenced with the Division over the past year on the recruitment and induction process in order to identify areas of good practice and to address any areas of negative feedback via the Action Plan. The response rate was 100%. Staff were able to give multiple reasons and the feedback was that 100% gave career development as a reason for wanting to join the Division, 92% stated it was the facilities (research, environment, location etc.) and 58% stated it was the reputation of the Division.

The SAT survey also asked for feedback on the recruitment process and the feedback is outlined in the following two charts:





Senior female academics have been approached to apply for senior posts within the Division as evidence shows that women are less likely to apply for posts than men unless they are invited to apply by the organisation. (Source: McKinsey (2008) 'A Business Case for Women', McKinsey Quarterly)

The Divisional and the Biomedical Research Unit's websites were redesigned recently and the pictures on the websites now have a higher number of photographs of female staff in order to reflect the gender balance within the Division and also to attract female job applicants. The feedback from the survey was that 85% of staff felt that the websites promote positive images of women in science. Our commitment to Athena SWAN is documented on the websites in dedicated sections (Action Plan 3.2).

Data are collected at each stage of the recruitment process and is analysed to identify any areas where women may be disadvantaged (Action Plan 1.2). Female candidates make up just over half those interviewed and have a greater chance of being offered the post with 56% being successful compared to 44% of males. Female staff have either an equal or majority representation on recruitment panels.

We ensure compliance with the University's equal opportunities policies by using the University's electronic recruitment system. Shortlisting is conducted by the panel, never just one person, and is conducted against the essential criteria as defined in the role profile. The same interview questions are asked of each applicant. The decision to appoint is made as a panel decision and is documented with supporting evidence. Panels for senior appointments (Level 5 and above) are chaired by an independent person.

- (ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

Our monitoring data has not identified any key areas of attrition of female staff, Section 2 of our Action Plan will ensure that this remains the case.

Two female post-doctoral Research Fellows were actively coached and supported by Divisional Managers to submit successful applications for Building Experience and Skills Travel Scholarships (BESTS). This support included providing letters of support, additional funding, pausing research to accommodate the break and reviewing the applications. The purpose of this scholarship is to fund up to £3000 of travel and accommodation to facilitate placements with major international laboratories in order to develop the careers of post-doctoral Research staff. This helps develop transferable skills in terms of independency, problem solving, planning and networking at international level. An example of this is one of the staff above was a co applicant on an \$111,000 grant application as a result of the placement and has been invited to present at an international conference.

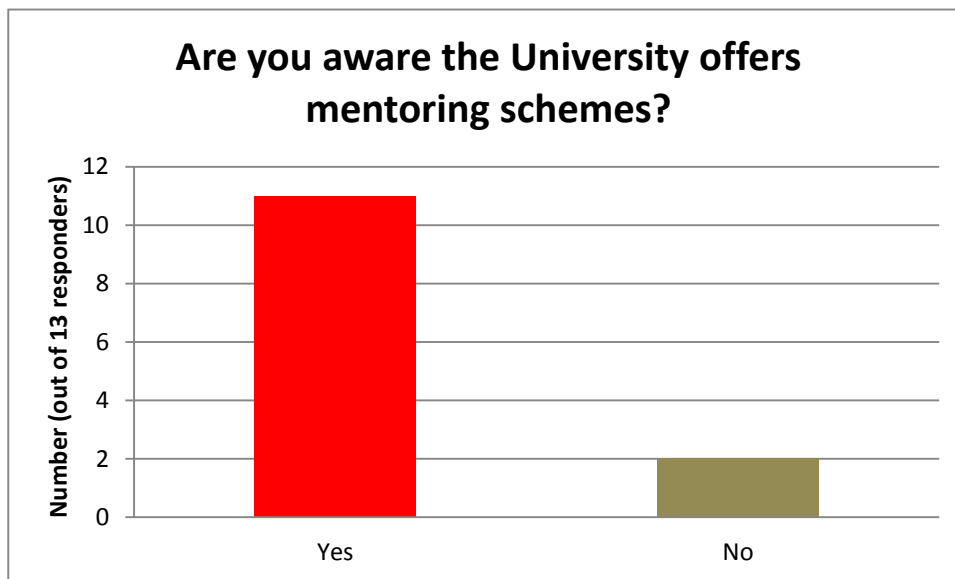
The University of Nottingham offers staff the opportunity to attend professional development programmes and courses. Specifically, there are three schemes aimed at females: APPLE (Academics and Administrators' Professional Personal and Leadership Experience – Levels 4 and 5); WAND (Women's Advancement Networking and Development – Levels 6 and 7) and PEAR (Personal and Professional Excellence in Administrative Roles). These schemes provide training in networking and development, designed to help women to make and achieve career goals and realise their potential. Analysis by the Professional Development Department showed that women who attended these programmes were more likely to be promoted. In 2011/12 5.7% of females who attended APPLE applied for promotion and 100% were successful compared to 4.1% of females in the University applying for promotion of which only 76.1% were successful. Within the Division, there is an example of a female Research Assistant securing a Research Fellow post after completing the APPLE programme.

Out of 10 eligible members of staff, five have attended or are attending these courses and one is enrolled on the next cohort after being encouraged by her reviewer at her PDPR. The remaining four (all new members of staff) are being actively encouraged to attend (Action Plan 2.2). Attendance on these courses and opportunities for training and development are discussed and actively encouraged by managers, and, where applicable, financially supported by the Division. The Division also supports staff to attend by allowing paid time away from work to attend events and support with completing course work if necessary.

As a result of their PDPR discussions, two female post-doctoral research staff (Level 4) are studying for the Institute of Leadership and Management Qualification. This is being funded by the Division, paid time is allowed to attend the training and they are supported in the Division to put their learning into practice. As the feedback from these staff has been so positive, we will encourage more staff to study for this qualification if they wish.

From the survey conducted by the SAT, 78% of staff were aware of networking opportunities and the main source of information was through developmental discussions with their line manager.

The University and School offer mentoring schemes where members of staff are allocated a mentor to assist and advise them on career and professional development issues. These are actively promoted and 85% of staff surveyed were aware that mentoring schemes are available:



However, take up has been low for reasons that are unclear so an action agreed was to promote it more actively to staff (Action Plan 2.2).

Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

We have a robust Personal Development and Performance Review (PDPR) process in place where training and development needs and opportunities are discussed and agreed as well as discussing the future career aspirations, including promotion, of research staff and identifying any requirements for additional support. It is mandatory for all staff and is an annual process. The PDPR is conducted with the employee's line manager as that is the person who has the best knowledge of the employee's performance and development needs. There is the option for the reviewer to be an independent person other than the line manager if the employee prefers. It applies to all staff and is fit for purpose for post-doctoral staff. In addition to the formal review every year, there is a half yearly review where progress against objectives is discussed to identify if any additional support or resource is required. The development plan is also reviewed to discuss the benefit of development undertaken to date and if any further development is required (Action Plan 2.1 and 2.2).

There are six-weekly project management meetings throughout the year with the research leads for each area and this is another opportunity to identify development needs for research staff.

As well as individual development plans, there are Divisional wide training programmes and workshops on topics such as Research and Innovation, Intellectual Property & Commercialisation, Policy Awareness and Grant Funding workshops that are attended by the vast majority of staff.

We have weekly Science Space seminars where staff present their research, thereby gaining valuable experience of giving presentations and receiving feedback from their peers. All research staff are required to present at one Science Space per annum to ensure equality of opportunity. In addition, post-doctoral research staff are encouraged to invite external speakers to give seminars – many of whom are high profile and internationally renowned such as Dr Sue Archbold, Chief Executive of the Ear Foundation and Associate Professor Lisa Hunter, Scientific Director of Research at Cincinnati Children's Hospital, USA. This provides excellent networking opportunities for our staff.

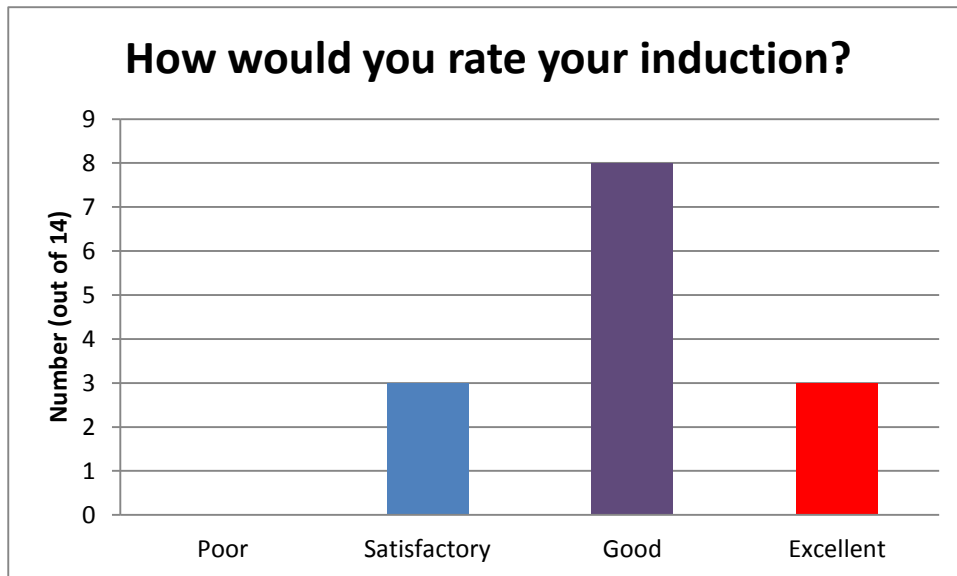
A male Senior Research Fellow is currently attending the NIHR Leadership programme at Ashridge. This programme has previously been attended by four female senior staff (Levels 6 and 7) from the Division. This programme is designed to support and develop health research leaders.

A female Professor is a mentor with the Association for Otorhinolaryngology Women's mentoring scheme and is running a workshop during the 2013 annual conference.

- (ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

Every new member of staff has a detailed personal induction with the Unit Administrator and/or the Unit Operations Director on their first day of employment and is provided with a copy of the Divisional Staff Handbook. In addition, all new staff attend both the School and University Inductions. Key employment policies and development opportunities are actively promoted to staff as part of this (Action Plan 2.2).

Results from the survey on induction were as follows:



We have a number of social activities on a regular basis with the intention of fostering team building. The feedback from the survey was that 92% of new staff felt that these activities made them feel part of the team.

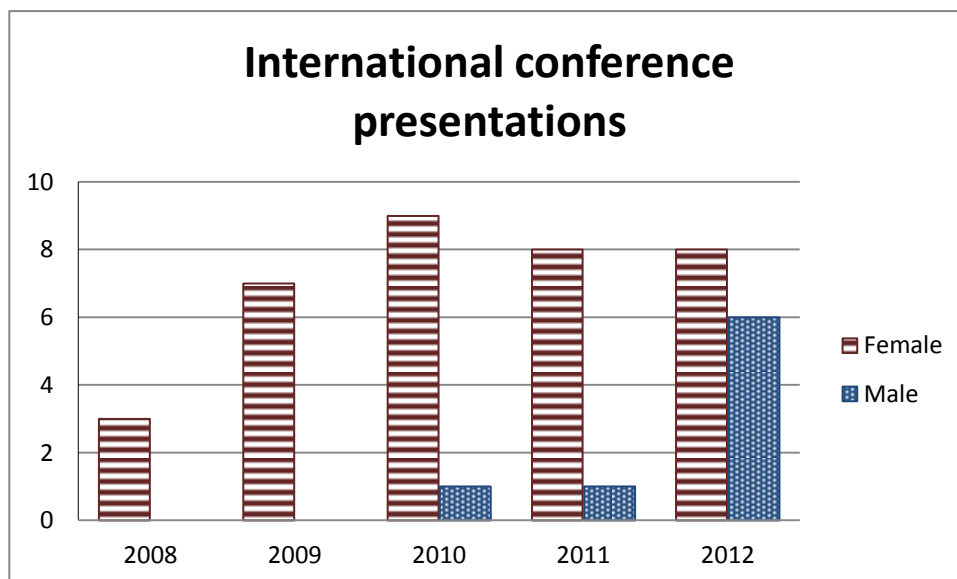
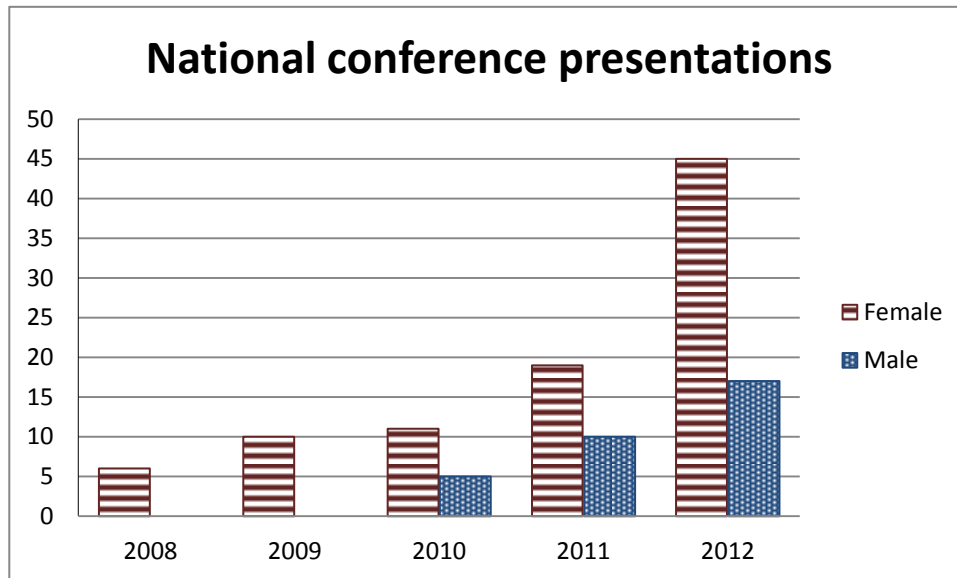
Equality and diversity awareness training should be completed by all staff as part of their induction and there is a section in our Divisional Staff Handbook to ensure that all staff are aware of the Policy and of our commitment to support equality and diversity. A survey of staff undertaken by the SAT showed that 89% of staff were aware of and/or had completed Equality & Diversity training (Action Plan 3.1).

Information on University networks such as the Carer's network and the Women's network is included in the staff handbook, at induction and on noticeboards so that staff with care responsibilities and female staff can access support and information. The SAT survey showed that 54% of staff were aware of the networks so 4.1 in the Action Plan is to promote these networks.

There is a dedicated Training and Continuing Professional Development budget of £3500 to fund specialist external courses which is available to all staff.

Research staff are encouraged to attend conferences in order to disseminate their work and also to network and develop their knowledge. There is a dedicated Divisional Conference budget of £20,000 pa as well as an allowance of £21,000 pa from the School for research leads and students to spend on personal and professional development and support.

Females are well represented as presenters at both national and international conferences as detailed in the following graphs:



The SAT identified that there had previously been an inconsistency at managerial level in terms of knowledge and application of employment policies such as flexible working, maternity/paternity/adoption leave etc. It was also identified that these policies had not been promoted to all staff from the outset. To address this, a Managers Workshop was run by the School for the Division which covered managerial standards, employment policies and practices. (Action Plan 4.1)

The University has an excellent Professional Development Division and we have worked with them on events such as such as Teambuilding Events in 2009 and 2012 and an Away Day in early 2013.

- (iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

The University of Nottingham has a worldwide reputation for its post graduate research and there is very strong support for students at University, School and Divisional level.

The Lead for Staff Training and Postgraduate Studies is a senior female academic with a very successful track record so she is an excellent role model and supervisor to several students. She is also available to all students if they require pastoral support as is the Operations Director (female) who is a qualified Counsellor.

All students meet with their supervisors and co-supervisors on a monthly basis for supervision. The majority of supervisory teams are mixed gender, due to the high number of female senior academic staff in the Division. Students are actively encouraged to present their research at conferences (11 by males and seven by females). Students are included as members of the Division and no distinction is made between staff and students in terms of social activities, Divisional meetings, office location, general training opportunities etc.

There is an annual NIHR trainees meeting where NIHR funded students are invited to present their research. Knowledge exchange between postgraduate students is strongly encouraged through a shared seminar programme and twice yearly student days.

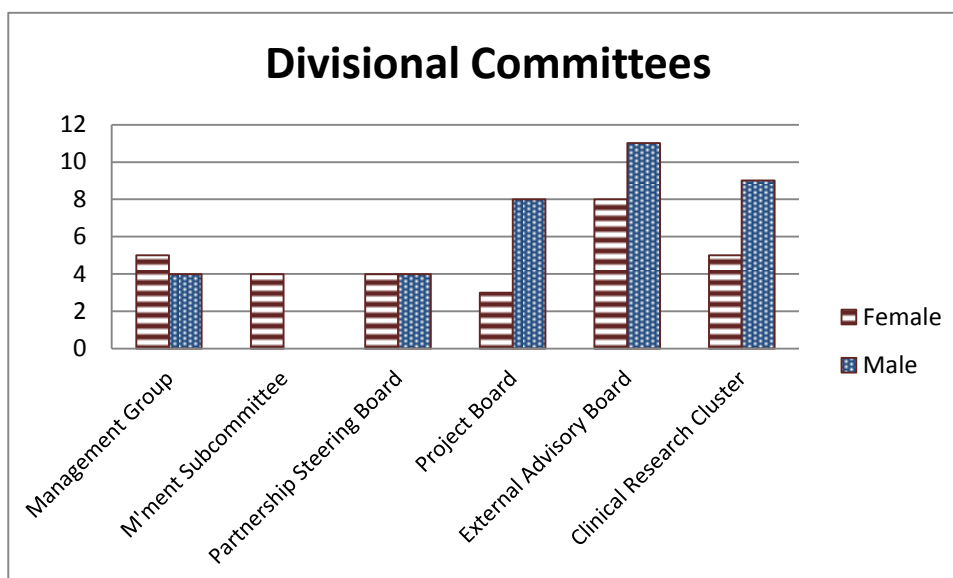
There are workshops and support especially for students in the following areas:

- How to make presentations and answer questions
- Chairing sessions
- How to write academic papers
- Being encouraged to network outside the Division
- Being encouraged to do public speaking and media engagements. A female student was actively encouraged and supported to do this at the British Society for Audiology Conference in 2012 as an example.

Within the Division, we have four examples where female staff on short term contracts or internships have been encouraged to apply for a PhD Studentship with the Division. Three have been successful and one is applying later in 2013. Please refer to the second case study for an example of support and encouragement given to a female student.

Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.



As the Division has a gender balance, female staff have an equal or majority representation on committees especially those that are decision making bodies such as the Management Group (four male and five female). The Management Subcommittee (day to day operational decisions) is 100% female. The Project Board referred to in the graph above includes members from the NHS and other Divisions hence the relatively high male representation.

Members are identified as attending committees through the roles that they perform and senior female academics were targeted to join our External Advisory Board.

Staff are encouraged to join Committees outside the Division in order to represent the Division, enhance their networking and support development as well as making a useful contribution to the committee (Action Plan 1.3). Examples include:

- A female early career researcher attends the Developmental Psychology Committee within the University's School of Psychology;
- A female senior manager attends the School Operational Group and the University WinSET Committee;
- A female Professor is a member of the Schools Heads of Division meeting. This meeting is an opportunity to be consulted on and influence School policies.
- A male early career researcher attends the University's Postgraduate Children and Childhood Network

- A female researcher is the student representative on the British Academy of Audiology's Board

We have excellent senior female role models in terms of networking and committee membership in external organisations as follows:

- A senior female Academic is a member of the Grant Review Panel for the NIHR Research for Patient Benefit and is an elected Trustee of the British Society of Audiology.
- Another senior female is an active member of the British Academy of Audiology (BAA) and the British Society of Audiology and is a former Chair of the BAA Higher Training Committee. She leads the national Clinical Research Cluster for the Division. Her research team (all female) was nominated along with the Clinical Team for the 2012 BAA Team of the Year and were awarded the top prize:

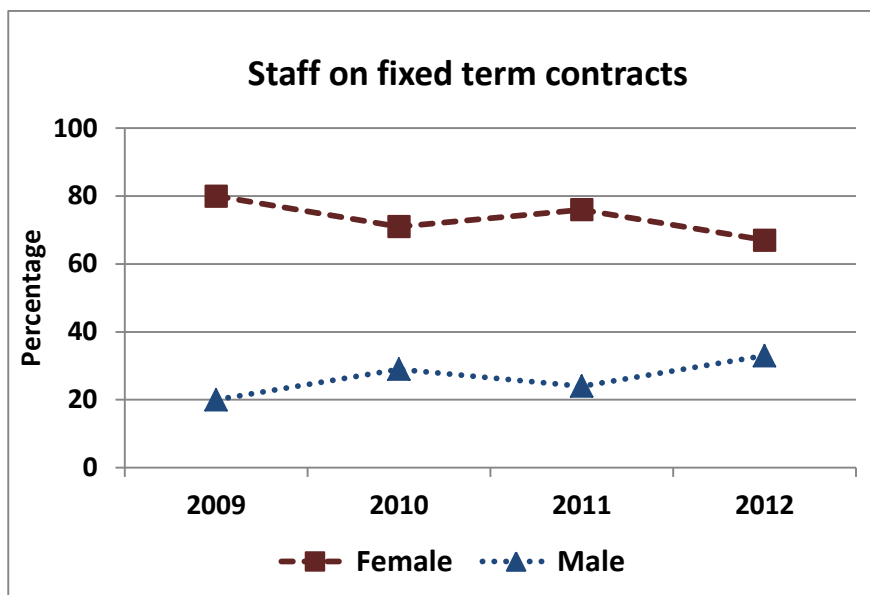


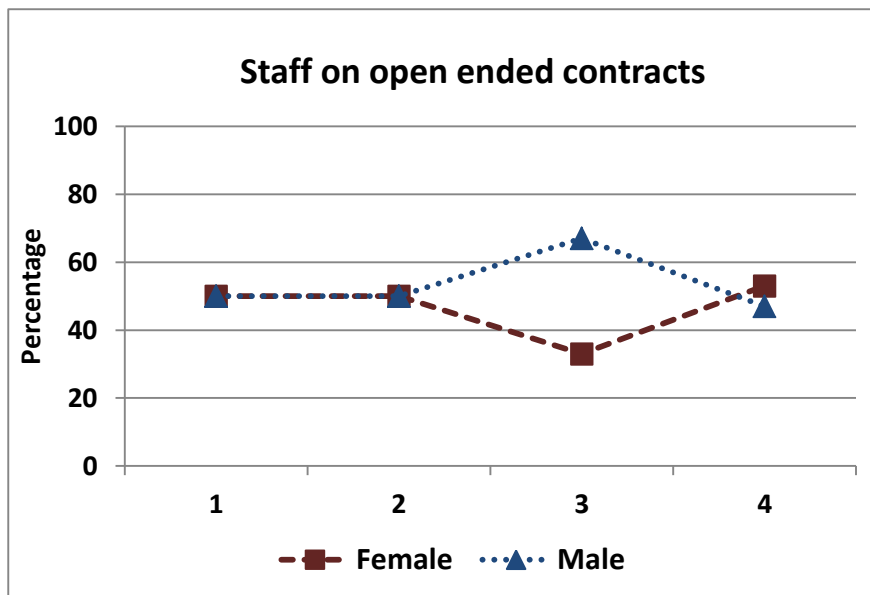
- A female Professor is a member of the following external committees: British Tinnitus Association Board of Trustees; Trent CLRN ENT Specialty Group Lead; Section Editor for the International Journal – Hearing Research; and the Scientific Organizing Committee for the 2013 annual meeting of the Tinnitus Research Initiative. She was awarded the Marie and Jack Shapiro prize in 2010 in recognition of her contribution to hearing research and in 2011 she was awarded the Thomas Simm Littler Prize in Audiology:



All three have been invited on many occasions to speak at national and international conferences.

- (ii) **Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.





The graphs above show the percentage of male and female staff on fixed term *versus* open ended contracts. There is a trend of female staff moving from fixed term to open ended contracts which we intend to maintain (Action Plan 2.1).

All staff on fixed term contracts are invited to meet with the Unit Operations Director at least three months before the end of their contract to ensure that they are fully aware of the support and advice that the University can offer in terms of career progression and the redeployment process which offers preferential recruitment to new positions. Managers of staff on contracts due to expire are made aware of the date so that they can plan well in advance and submit grant applications or request bridge funding in order to secure continuity of employment.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

As the Division and senior team has a gender balance, female staff are well represented on Divisional decision making committees such as the Management Group, Partnership Board (both > 50% female) and External Advisory Board (42% female). The Division has a high profile within hearing science and as a result senior female staff have been invited to sit on various influential committees outside the Division such as the regional Comprehensive Local Research Network; a national grant awarding panel; trustee of a national charity and professional body and Lead of Education and Training for a professional scientific body’s Higher Training Subcommittee.

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the

responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

The vast majority of our staff are research only and do not have teaching commitments. This makes it easier to manage the workload of staff especially those who are part time as the research activities are planned according to their available time. Each research lead has weekly or monthly research planning meetings with their team where progress is discussed. This gives an opportunity to adjust goals and workload if required.

The organisation of our Science Space seminars is a good career opportunity to meet leading researchers in other organisations. This rotates annually amongst post-doctoral research fellows and is organised by two female members of staff.

At the moment, the School does not have a workload model in place and the University intends to implement one from April 2013. However, two senior members of staff have NHS clinical and teaching commitments and do have a work plan in place.

- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

The SAT identified very early on that the core hours of the Division needed to be amended in order to support staff with childcare responsibilities. As a result they were changed from 9.30am – 4pm to 10am to 3pm in accordance with Athena SWAN guidelines. The timings of all meetings were reviewed as it was also identified that a number of them had traditionally started at 9am. All meetings, except one, were changed to be held between core hours. The one meeting that remains at 3.30pm is because it involves ENT Consultants and we need to accommodate their NHS clinical commitments. These meetings are booked a year in advance to allow sufficient notice for staff with care commitments to make arrangements.

Meetings are also held on various days of the week so that part time staff are not excluded if a key meeting consistently falls on the day of the week that they do not work. For example, the day of the Tinnitus team weekly meetings was changed to accommodate a part time PhD student.

- (iv) **Culture** – demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

The senior management team that manage the Division on a day to day basis are 100% female. Apart from Senior Research Fellow level, female staff are well represented at all levels within the Division.

The Division supports and promotes a regular range of social activities. They are held both after work and at lunchtimes so that staff are not excluded if they cannot attend in the evening. The Staff Meeting was changed to 11.30am – 1pm with a buffet lunch provided at 1pm to allow for socialising and networking within the Division.

Our websites have rolling news functions to promote achievements and successes especially those of female staff. We have case studies on our websites of female staff to demonstrate how they are supported with their career development and balancing work and home life. There is a whiteboard in the kitchen area which is updated weekly with good news stories and achievements.

We have a well-attended and popular programme of “Science Space” seminars where guest speakers and internal speakers present on a variety of hearing related topics. Over the last two years we have had 17 external speakers and of these 10 were female and seven were male. The female speakers included high profile academics who are leaders in their field. They are positive role models for our staff.

Professor Richard Bowtell, Head of the School of Physics and Astronomy at the University of Nottingham, is one of the joint leads on a research stream within the Division. He was the head of the Athena SWAN Self-Assessment team for his School which was successful in being awarded Silver status in 2010. He features in the WinSET brochure, which promotes the contribution of women in STEM, as does Dr Helen Budge, Clinical Associate Professor, Reader and a member of our SAT.

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Outreach activities are actively encouraged within the Division (Action Plan 3.2) and are accommodated within the normal workload.

Female staff within the Division take part in the University Of Nottingham Science Outreach Programme and outreach programmes organised by Nottingham City Council, such as Light Night. Other examples include:

- A female postgraduate student organising Summer Science week;
- A female postgraduate student and a female researcher attending the local Deaf Society as part of their British Sign Language training to promote our research;
- We support the Medical Research Council (MRC) with their activities aimed at promoting awareness of hearing science with children;
- Annual Open Days held jointly with the MRC Institute of Hearing Research (IHR) where audiology students from around the UK attend to find out about research in their field and to meet the researchers. In 2013, participation from the Division was 100% female and attendees are usually about 90% female.

A male post-doctoral researcher has been involved with MRC IHR and a schools involvement project to promote science in schools.

A female post-doctoral research fellow regularly engages with outreach activities through STEM Ambassadors and through the University of Nottingham Science Outreach scheme. This entails visiting schools and public engagement science events to enthusiastically promote STEM subjects as a female role model. She also attends schools to deliver short lessons and demos on medical physics to secondary school age pupils to increase their engagement with STEM subjects.

A male senior research fellow is the media spokesperson for the British Tinnitus Association as well as Vice Chair of their Professional Advisory Committee. He publishes a number of newspaper articles on a regular basis.

A senior female academic climbed Mount Kilimanjaro in January 2013 to raise money through the Ear Foundation for deaf children and this has been publicized widely in the press. In September 2013, a female member of research staff is going to a small hearing clinic in a remote deprived area of Nepal to help raise them raise funds to buy a four wheel drive vehicle, train staff at the clinic and help with testing of adults and children with hearing problems.

Recently, the Division has increased their media visibility by using the social networking sites, Facebook and Twitter, to aid staff and participant recruitment and for the dissemination of feedback to the community. Female staff feature highly in the contributors of articles on our social media.

Flexibility and managing career breaks

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Since 2008 we have had one member of academic staff (full time) and two PhD students take maternity leave and all returned after their leave on a full time basis. Returners have the option to alter their working hours to accommodate their new commitments.

(ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Paternity leave uptake since 2008: two Senior Research Fellows, one Research Fellow, one in Senior Administrative post.

There have been no adoption leave requests from 2008 to date as no staff in the Division have adopted a child or children. There have been no parental leave requests for the same period.

Communication of the policies has been increased via email, staff meetings and staff handbook to raise awareness and future take up will continue to be monitored by recording the numbers of applications (Action Plan 4.2).

- (iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

There were no formal requests for flexible working between 2008 and 2012.

However, as a result of increased communication and promotion of the flexible working policies to raise awareness, we are delighted to report that two formal applications for flexible working from female research staff with childcare commitments have been received and agreed in 2013.

A female postgraduate student has been granted a three month break to spend time with her child before she goes to school. A male senior research fellow and a female member of support staff have both agreed variations to their working hours to accommodate the needs of the health needs of their respective partners.

For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Flexible working** – 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.

According to the survey conducted by the SAT in 2012, 84% of staff were aware of the flexible working policies.

Flexible working policies are available in the Staff Handbook and on the University's Intranet. The self-assessment process identified an historical inconsistency of managerial awareness of the key employment policies. In order to address this, a training event was held for managers in November 2012. This covered: expectations of managers; attendance; flexible working; maternity/paternity/adoption; wellbeing and performance management. The feedback from managers attending the course was extremely positive in that they found it very informative and raised their awareness of the policies. As a result of this feedback, it is intended to implement this training across the School.

Staff have the flexibility to vary their working day in terms of start and finish times provided they are here between core hours of 10am – 3pm and they fulfil their weekly contractual hours. There are no set office hours and the building is open from 7am to 7pm. This arrangement works well and staff feedback is very positive

as they value being able to fit work around their home and personal demands. Guidelines on flexibility of working hours and time off in lieu for working additional hours were included in the Staff Handbook in early 2013 and these were communicated to all staff (Action Plan 4.1).

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

To date, there has only been one member of staff who took maternity leave whilst employed by the Division in addition to two post graduate students. As a result of feedback from that member of staff via the self assessment process, it was agreed section 4.2 of the Action Plan to put in place the following to ensure that staff are fully supported throughout the process:

Every employee who is pregnant will meet with the Operations Director who will provide support and information to them and their line manager. This also includes students in the Division. Part of this process will include agreeing with the member of staff how they would like to be communicated with during the leave period, usage of paid Keeping In Touch days and the frequency as we recognise that it is an individual preference. The return from maternity leave will be discussed and planned with the member of staff to ensure that they feel fully supported to return to work and flexible working options will be explored, such as a reduction in contract hours, flexibility of starting and finishing times etc. Staff on fixed term contracts have their contract “paused” whilst they take maternity leave. We intend to maintain our high maternity return rate and support those who wish to return.

(Word count = 4990)

5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Professor Dame Sally Davies, the Government’s Chief Medical Officer and Head of Research and Development at the NHS, came to the University of Nottingham on the 7th March 2013 to launch a series of Special Seminars and to visit a small number of Divisions within the University. We were delighted to be her first visit. We took the opportunity to showcase female students and early career researchers and their work to her along with the case studies and achievements of our Athena SWAN Action Plan as her commitment to the Charter is well documented. It was also a good development opportunity for the staff involved in preparing a succinct five minute overview and/or demonstration of their research to present to a high profile member of Government without the use of PowerPoint. The feedback from Professor Dame Sally was very positive. The event was photographed and filmed for publicity purposes. The film company also filmed short interviews of staff talking about their research and what difference Athena SWAN has made to their lives and career development to use on our websites along with photographs (two examples

below) to further promote career opportunities for staff and students, in particular females, within the Division (Action Plan 3.2).



Athena SWAN SAT Members Dr Rebecca Dewey (Post-doctoral Research Fellow) and Mr Robert MacKinnon, (PhD student) presenting their research to Professor Dame Sally Davies March 2013

(Word count = 230)

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

Attached

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance.



The first of our case studies describes the recent career path and working arrangements for Dr Magdalena Sereda, a Research Fellow and a member of the Athena SWAN self-assessment team.

“I had been working for the Medical Research Council (MRC) in Nottingham since 2007 as part of Prof Deb Hall’s team until she left in 2009. I applied successfully for a role as a full time Research Fellow within the Division of ORL at the University of Nottingham and joined them in February 2012 I was attracted to this role as I wanted to work in translational research and also I was aware that the University had excellent family friendly policies.

I completed my PhD in Biology/Neuropsychology in Poland in 2005 and then took a Guest Researcher post at the Humboldt University in Berlin. I became pregnant with my first child before

I started this role, so I have had family responsibilities for my entire post-doctoral career. I now have two children aged six and two.

In my current role within ORL, I feel involved in decision making in research projects and that I have a voice. I am actively encouraged to present at conferences to raise my profile and also to attend training courses to develop my skills and experience. I am currently doing the APPLE programme and the ILM in Project Management which have been funded by the Department. Part of the APPLE programme is an Action Learning Set programme for female researchers that I attend on a regular basis. I have also completed a number of University of Nottingham short courses such as presentation skills and attended workshops on funding, systematic reviews etc. My development is actively encouraged through the PDPR process and I have a Personal Development Plan in place.

In terms of balancing my family responsibilities with my work, the Division has been very supportive of me in this respect. This is very important to me as my extended family is in Poland. I have an informal arrangement with my line manager over my working hours so I have flexibility and the focus is on my outputs. I am able to work from home if I wish and I am always consulted about the timings of meetings if they are likely to fall outside of our core hours of 10-3. I am always asked in advance if it is possible that I may have to work late and it is never an expectation. Departmental meetings such as the Lab meeting were moved to 10am as a result of the Athena SWAN Action plan.

My ambition is to progress to Senior Research Fellow level ideally within the Department as I enjoy working here and it is a good environment. I have more autonomy and responsibility here which gives me opportunities to develop my independent working. I am supported to develop my skills and experience to prepare me for my next career move.”



Our second case study is about an early career researcher, Kathryn Fackrell, and the support she has received from ORL

“I didn’t enjoy secondary school and I left with very few GCSEs. I went to college for two years to study Art and then spent a few years working as a bar person/waitress. My grandparents’ health started to decline so I spent the next eight years as a full time carer to them. After they passed away, I decided to resume my studies and applied successfully to study for a degree in Psychology.

It was there that I first met Professor Deb Hall. She was my course tutor and she was also working part time at the time in the ORL Division of the University of Nottingham. After she had marked a couple of pieces of my work, she asked me what my career plans were. I was unsure at that stage but I had enjoyed the little bit of research I had done on my course so far. Deb said that she could see a lot of potential in me and encouraged me to consider a career in scientific research. She said that the ORL Division offer paid research internships each summer and that I should apply. I was unsuccessful the first summer but Deb arranged for me to come in one day a week to do some voluntary work in hearing research so that I could get a feel for what it was like. I was successful the following two summers in securing internships.

I really enjoyed working in hearing research and the research that I did resulted in two papers being published and a third being submitted. I was co-author on the first paper and lead author

on the second and third papers. Deb was very supportive throughout this process. It's the first time that papers have been published as a result of an internship in ORL.

Deb encouraged me to apply for a PhD studentship within ORL. I did so successfully and was offered a place on the usual condition that I attained a minimum of a 2:1 in my degree. I was delighted when I was awarded a First Class Honours and even more delighted when I learnt that I had attained the highest marks in my year and received a British Psychological Society Award!

I am now part way through my full time PhD Studentship and my supervisors are Professor Deb Hall, Dr Derek Hoare, (also a member of the Athena SWAN Self-Assessment team), and Dr Johanna Barry from the Medical Research Council Institute in Hearing Research. I feel very well supported and I am encouraged to develop my skills, knowledge and confidence. I have attended various training courses and I am allocated an amount of budget each year as my Student Support Fund that I can spend on conferences, courses etc.

When I left school, I never dreamt that one day I'd be studying for a PhD and it is thanks to the specific support and encouragement from Professor Deb Hall and Dr Derek Hoare."

(Word count = 998)