



LIVERPOOL  
HOPE  
UNIVERSITY  
1844

# Report of the **Women in Leadership** Steering Group

August 2022





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# 1. Introduction

Liverpool Hope University seeks to embrace and support the success of all members of the Hope community. In particular, the University aspires to ensure that all individuals within the University do not experience barriers to their progression and that groups with identified characteristics are not disadvantaged. The Women in Leadership Group seeks to identify actions which will facilitate the advancement of women academic colleagues both through the normal academic promotion route of Lecturer to Senior Lecturer to Associate Professor/Principal Lecturer to Professor and through academic leadership in a variety of roles to Head of School/Department.

Liverpool Hope has publicly announced that it is committed to the development of an application for an Athena Swan award. Athena Swan requires the commitment of the institution to ten principles, which are listed in the Appendix to this document. The University will give each of these principles' thorough consideration and discussion during the period of the development of the application.

In considering the required processes and information for an Athena Swan application, it has become clear that to approach this project with any chance of success, the University needs to address one particular barrier - which is evident even before a deep dive into the data is begun. Despite the fact that Liverpool Hope University is committed to supporting women to achieve senior leadership positions, we need to recognise that at present, whilst the majority of leadership roles in non-academic areas are held by women, the number of academic leadership roles held by women is relatively small. There are significantly fewer female professors than male professors, so the pool of women who are most likely to be promoted to leadership positions is too small to make an impact.

From the data it is clear that although promotion of women at L to SL level seems equivalent or even slightly better than for male colleagues, promotion to grade 9 (either as principal lecturer or associate professor) or to grade 10 Professor is a challenge for female colleagues. The data also suggests that it is making the decision to apply is a significant barrier, rather than success once the application has been made.

The Liverpool Hope University Equality and Diversity Plan (2020-24) acknowledges this issue and includes an Objective to 'Challenge gender equalities across the University, for example increasing representation of women and those who identify as women at Grade 9 and above ....'

The University has, therefore, already committed to finding ways to close the gap between numbers of male and female colleagues in academic leadership positions. In particular, we want to be able to offer opportunities for promotion to e.g. Head of School or Department to female colleagues, to offer opportunities to women to aspire to senior leadership by taking up initial leadership roles such as subject lead and to encourage more women academics to aspire to be promoted to grades 9 and 10. These outcomes are critical for the application for Athena Swan recognition and consequently the proposal is for the University to focus on these aspects of the challenge in the first instance. These directly address Principles 2 and 5 of Athena Swan.

Our first action (with an acknowledgement of Principles 8 and 9) has been to set up a steering group to consider these very significant issues, to make recommendations for action to the University and to commission initiatives directly where this is appropriate, before moving onto other principles of the scheme.

The steering group is made up of both male and female senior staff from the university, the Chancellor of the University, a member of the Governing Council and external colleagues as appropriate. I am grateful to this group of colleagues for their constructive and enthusiastic contributions to this endeavour.

The terms of reference and membership are included in Appendix 1 of this report alongside the Athena Swan Principles.

## 2. Data Analysis

Analysis of the University data to September 22 (Appendix 2; Tables 1-9) shows that female colleagues at lecturer grades are equally likely to apply for promotion to senior lecturer (Table 1) and are generally more successful than their male colleagues (Table 2). However female colleagues at senior lecturer level are very much less likely to apply for promotion to grade 9 AP/PL (Table 3). They are however, equally successful in achieving promotion as their male colleagues if they do apply (Table 4). Given the small numbers of colleagues applying for promotion to professor the data is less reliable but it is clear that substantially more male than female colleagues make this application (Tables 5 and 6).

Currently the Heads of School/Department are mainly male with one HOD who is female. Of those described as having other academic leadership roles (e.g. assistant Head of School) two thirds (8/12) are currently female (Table 9). Of the subject leads around one third (11/31 are currently female). This means that in total in all academic leadership positions, there are 49 males compared to 24 females i.e. there are twice as many men as women in academic leadership roles, this is more pronounced in some Schools than others.

Analysis of the data relating to leadership roles held by academic colleagues, shows only one female colleague as Head of School/Department but that where deputy Heads are in post these are more likely to be female colleagues. Within the Schools/Departments subject lead roles are held by substantially more male colleagues than females. Where other leadership roles exist in some schools/departments these are often held by female colleagues. This data has only just started to be routinely presented to the university community. If we look at the potential pool of female academic staff who might aspire to leadership roles, i.e. those at grade 9 and 10, they are in the minority compared to males, but at grade 7 and 8 there are significantly more female colleagues. (Tables 7 and 8). Encouragingly, several of those with subject lead responsibilities are at grade 8, suggesting that there are colleagues who are interested in taking up leadership roles.

This is obviously not an acceptable or sustainable position for the University to be in. Hope promotes itself as giving equal opportunity to all and although there is no evidence at all to suggest any bias in the selection processes themselves, it is clear that there is an issue with women seeking out and being successful in promotion activities above senior lecturer. Having women in senior positions is particularly important at Hope as female student numbers are significantly higher than numbers of males and strong female role models are really important to inspire the new generation of both students and staff. Equally unless the University finds a way to encourages women to put themselves forward for the initial stages of the promotion journey, the numbers reaching the highest levels are not going to increase.

## 3. Operation of the Group

The group has looked at models from other institutions/professional bodies where gender equality matters have been successfully addressed or where a comprehensive strategy is in place. Various academic sources including peer reviewed articles and documentation from professional societies have also been identified as useful guidance.

Appendix 3 of this document lists some of the issues related to barriers to women's progression referred to in the literature.

A good example of the available literature would be Leimon *et al* 2011 who suggest that to create a woman friendly institution the following key items of good practice are essential:

- Making the obvious work: maternity and part time roles
- Designing appropriate networks, especially in-house ones
- Building stretch jobs and other pre-leadership experiences
- Investing in coaching and mentoring early on.

Additionally, their analysis of what has been helpful in the past presents four aspects as being key:

- Opportunities for networking
- The availability of positive Role models
- Giving women confidence in their abilities
- Ensuring that women have knowledge of their own strengths.

Our findings suggest that these ideas being enacted would also support women at Hope.

Members of the group have also undertaken a number of small focus groups with Hope colleagues to establish the main issues and to gather suggestions of what might help on the ground. Appendix 4 of this document lists issues raised by Liverpool Hope colleagues.

## 4. Recommendations

This section focuses on recommendations intended to address issues raised by Hope staff and referred to in the literature. Appendix 3 of this document gives the literature derived points and Appendix 4 lists issues raised by Liverpool Hope colleagues.

Our findings and associated recommendations fall into several categories all of which address matters listed in the Appendices. The first set of recommendations relate to general issues around women at Hope, the second is about taking positive action in terms of an initiative designed to support and encourage women at Hope in their careers the final three sections are practical recommendations related to the promotion process, leadership opportunities within schools and departments and arrangements related to maternity.

### 4.1 General University Matters

#### 4.1.1 Data

There is a need to continuously monitor staff data related to gender to assess the progress of this plan. The University needs to develop a more detailed standard analysis of the gender balance of colleagues at specific academic levels and in all leadership positions. Ideally this would be a live report which could be accessed at any time for the most up to date data and to allow this effect of any proposed appointment on the current data to be assessed. The Personnel team now publish this data in static form annually, reporting processes need to include a regular report of gender balance in all leadership roles to the senior team in addition to those provided to Governors at Staffing Committee.

#### 4.1.2 Targets

There is agreement across the University that the issue of gender balance in academic seniority should be addressed, however there needs to be ownership of this issue before progress is made. The University should consider setting targets related to the gender balance in leadership positions in each school/department and also to the number of applications for academic promotion and the subsequent success of individuals. In particular, each School/Department should have a five-year plan for promotion of women with milestones within that timeframe and be required to report on the progress of this plan through its ARE each year.

#### 4.1.3 Staff Voice

Some of the issues raised by colleagues would be easily addressed if the appropriate senior manager was made aware of them. Equally the University needs to be aware of matters which are causing issues across the full staff. There would be considerable merit in the development of an annual survey or at least short, termly sense check surveys of staff which identify matters of concern and things to celebrate – then we should celebrate them and introduce strategies to address concerns.

#### 4.1.4 Family Friendly Working

The University needs to find ways, over and above formal flexible working arrangements, to allow female academic colleagues flexibility with respect to family duties and to embrace this publicly. This would be on the basis of a commitment that work will be made up at another time. Some Schools/Departments make this work effectively already but there needs to be more consistency across all areas.

#### 4.1.5 Administration

Teaching workloads are considered to be appropriate by most colleagues but there is considerable consternation about academic administration, attendance at meetings and particularly email load and pressure to respond to these quickly. The agreed strategy of emails being sent only 9-5 on weekdays was welcomed, but it was felt that some colleagues needed the flexibility of answering them in the evenings.

#### 4.1.6 Public Statements of Support

We should make a public statement about the outcome of this report including, the responsibility that men have to their female colleagues. We should also make a public statement about encouraging female colleagues to apply for roles/ promotion. It would be useful to have a regular slot in the Hope Staff Bulletin focussing on women's careers.

### 4.2 Initiatives to Support Women's Potential

#### 4.2.1 Introduction of a Strategic Initiative to Support Women's Careers at Hope.

We would like to propose that Hope sets up a named initiative which focuses on promotion of women and providing opportunities for development. This should be high profile, championed by the senior team and be appropriately resourced. This initiative not only gives important opportunities to female colleagues but also very publicly makes a statement about the University's commitment to the promotion of women. The initial suggested title is the Hope Springs initiative.

The 'Hope Springs' initiative has the remit to work in two different ways:

Firstly, to profile opportunities for female colleagues. The initiative should profile networking opportunities for women (see 4.2.2 below), own and promote Aurora (see 4.2.3 below) and publicise a range of development opportunities to female colleagues (see 4.2.4 below).

Secondly, give additional support to identified female staff who show particular promise. Identify academic colleagues from each School/Department who demonstrate significant potential. These colleagues would be offered a Hope Springs scholarship. The Scholarship would essentially offer the opportunity to 'hothouse' 1 or 2 female colleagues in their development of future leadership, both in terms of academic promotion and leadership roles within their school.

The scholarship could involve

- Regular and formal mentorship (and sponsorship where appropriate) from senior colleagues.
- Championing of identified female staff members for promotion opportunities.
- Attendance at an annual review meeting involving sharing of good practice for all participants.
- Opportunity to undertake the Aurora programme.
- Free access to the opportunities offered through the Business School's new Women in Leadership courses (see 4.2.4 below).
- Access to a personal development fund.

## 4.2.2 Networking Opportunities

It is clear that women benefit from the mutual support offered by regular networking opportunities. Currently at Hope we have the women's network which is not well attended, particularly by Academic staff and the Women in Academic Community of Practice which is also poorly attended. Our proposal is that these are brought together under the Hope Springs initiative and that there is a monthly university wide networking opportunity made available for all female colleagues. There could be space for conversations as well as visiting speakers. The timing and location of these opportunities needs to be carefully considered. More targeted opportunities could also be offered, once established. This needs to be championed at the highest level.

Part of these networking sessions needs to include the promotion of role models. It would also be useful to focus one foundation hour a term on issues around women's promotion/success.

The University should also provide opportunities for colleagues to become part of external networks such as WHEN.

## 4.2.3 Aurora

There are a wide range of success stories linked to female staff who have undertaken the Aurora programme offered by AdvanceHE. The University should consider offering this to more colleagues through an additional financial commitment. We should have a more strategic approach to identify those who are put forward for Aurora and for their mentorship after they complete the programme.

## 4.2.4 Business School 'Leadership for Women' courses.

The Business School is in the process of developing a range of postgraduate opportunities aimed at women in business. Part of this initiative is focused on hearing the stories of successful business women from the city and beyond. Given that these women have over-come many of the barriers experienced by Hope colleagues, access to these courses will be a great opportunity.

# 4.3 Promotion of Women to Senior Academic Grades at Hope

## 4.3.1 Active approach by senior colleagues:

It is clear from the literature and the staff feedback, that many women are reticent in their approach to apply for promotion, as they lack confidence in their ability or in the University's ability to recognise it. It is therefore critical that Senior colleagues (particularly Heads of School/Department) in schools/depts should actively target those colleagues (both male and female) who they feel are reaching the appropriate stage in their career to apply for promotion to a more senior grade. In particular heads should champion female colleagues.

Senior colleagues in schools should begin these conversations with more junior colleagues at least 12 months in advance of the next round and encourage a structured process towards the deadline. To ensure that this responsibility is clear to all, Heads of School/Dept job description should include a responsibility to ensure all individuals in their care have the appropriate opportunity for academic promotion. Within the School/Departments every promotion should be considered to be a community exercise and individuals should be encouraged to want to apply for promotion.

The academic mentoring scheme should be formalised with a record kept of all mentors and mentees. These should be reviewed on a regular basis to ensure that the relationship is still appropriate. Heads should discuss this with colleagues at review meetings.

Heads of School/Department and Chairs of Research Committees should work in collaboration with Mentors to ensure that every individual works towards publication of quality outputs in high ranking journals. This is to ensure that every researcher is enabled to produce appropriate outputs which score highly in the REF.

Over and above the activity within the Schools/Departments we should set up a university professorial panel whose task is to identify those they would like to encourage to apply for G10 Professorial posts.

#### **4.3.2 Annual Performance Reviews:**

The University needs to review the objective of the academic performance review system. There should be a non-negotiable discussion about academic trajectory and long-term planning for application for academic promotion as a compulsory part of the annual academic review. The result of this is that each member of staff to have a 'promotion plan'. This is particularly important for female colleagues, but should be the case for all academic staff. A field should be created on the academic staff performance documentation to allow this to be constructed.

In Schools/depts where the Head does not do all of the annual reviews, they should meet with their team of reviewers following the round of performance reviews, to ensure that they are aware of all colleagues in terms of their readiness for promotion.

#### **4.3.3 Promotion Criteria**

One of the most significant findings was that female colleagues are very unclear about the relative importance of aspects of the promotion documentation. There is a need to address the perception of the need to be excellent in all 3 areas. This is particularly important for female colleagues who believe that they should not apply unless this is the case. Guidance around the appropriateness of content for each of the three categories for promotion needs to be made much clearer. In particular, we should clarify carefully the research requirements for all posts as this seems to cause specific confusion.

It would be very helpful indeed if we could produce some real exemplars of successful applications with explanations of why these were considered successful. Additionally, when we advertise externally for senior posts the advertisement should reflect the criteria required for that level for internal promotions.

#### **4.3.4 Promotion Process**

Some promotion applications are written and submitted at the last minute. This is because colleagues have many different priorities towards the end of the academic year and promotion applications need to compete with marking etc. We would like to propose that the promotion round is actually launched early in the academic year and that colleagues are encouraged to work with their HOS/D or mentor to develop the application through the year so that it is fully developed and ready for submission on the due date in early Summer. Given concerns raised about requiring references from HOS/D following submission of applications, we would also like to suggest that Heads of School/Departments should be required to make a statement to the panel in advance of the application to state that they have decided that the individual is ready to be considered by the panel. This could happen by the end of the Advent Term. The panel could then formally invite those individuals to make an application for the due date in May/June.

Deadlines for each promotion round should therefore be published annually in September with guidance sessions scheduled throughout the year leading up to submission in May/June.

To ensure that appropriate advice is given to colleagues during this process. Heads of School/Department should receive regular staff development on the promotions process to ensure that they are fully informed to help them to support colleagues and that they understand the criteria in depth.

For promotions to grade 9 and 10, individuals should be given the opportunity to be interviewed by the panel should they wish to do so.

#### **4.3.5 Promotion Panel Membership**

The Panel membership should be reviewed each year to ensure that the range of disciplines is covered as widely as possible. As increasing numbers of female colleagues are promoted to grades 9 and 10, the membership of the promotion panel should be reconsidered to include a more diverse membership.



### 4.3.6 Celebration

Getting promoted is an exciting moment which the whole University should celebrate. At the moment any celebrations are very local and the community only finds out very slowly. We need to celebrate promotion success more generally by making a formal announcement of all promotions, potentially in the staff bulletin. We should have an annual celebration for those who have been promoted. This might take the form of a dinner to which they are invited with their families.

### 4.3.7 Professional Tutors

The University employs a number of professional tutors. These colleagues are appointed to offer professional training without being required to hold doctorates or produce REF quality research. However, if they meet the criteria for academic roles, they may seek to apply for the equivalent academic research post and then progress to more senior academic leadership roles in the normal way. Similar levels of mentoring and support from the HOS/D should be put in place for them as for colleagues on academic contracts.

## 4.4 Promotion of women into Leadership Roles at Hope

There are a broad range of leadership roles in each School/Department. These vary with the size and complexity of that School/Department. It would be useful to have a standard model which can be adapted to meet the needs of each area. We would like to recommend that all school/dept based leadership roles are reviewed, clarified and standardised. In particular it is important to understand the level of each of these roles within the leadership and management of the School/Department. Ideally this should be standardised between School/Departments such that the standing of, for example, the assessment coordinator is equal in each area. Clarity is needed on whether roles involve representing, coordinating, chairing, managing or leading. Clarity is also needed in how each role fits into the bigger picture in the School/Department. Colleagues have presented a helpful model which can be found in Appendix 6 of this document. It would be particularly helpful to produce a clear distinction between formal and informal roles.

Within the agreed structure we should encourage women to be more strategic taking fewer but more significant roles. We should also keep all leadership roles separate, so that individuals only hold one senior role to give others opportunity. Heads should be asked to check male/female proportions of those in leadership roles in each school and take affirmative action as roles need to be filled.

All leadership roles should be subject to a transparent selection process involving the Personnel team.

## 4.5 Maternity related matters for Women at Hope

Having a baby is a cause for celebration and it is really important that we give colleagues as much support as possible around the birth of their child. The initiative to give every family £1000 when a baby is born is much appreciated by colleagues. Generally, colleagues feel supported through their pregnancies and the KIT days are considered very useful.

There is more support which could be helpful to members of staff who are pregnant or who have recently given birth. An opportunity to meet up with others was raised as a possibility and we are therefore recommending that a maternity group should be formed and should meet on campus once a month (with babies as appropriate!) Membership should be open to all staff who are pregnant or who have a child under school age.

All Heads should have staff development on maternity/paternity procedures. Most need much clearer guidance about dealing with maternity leave, return to work after maternity and matters associated with annual leave. In each case of maternity leave a very transparent arrangement for cover should be put in place in the relevant School/Department.

There seems to be an issue with support once colleagues return to work we are therefore suggesting that a formal 6 month after return to work follow up meeting should be introduced for all colleagues on maternity leave. To allow for catch up on missed research time, should consider giving academics returning from maternity leave have reduced teaching and more research time for the first 6 months after their return.

The University should identify protected areas for breast feeding/expression. Women returning to work consider this a barrier at present.

## 4.6 Menopause related matters for Women at Hope

The menopause is a difficult time for many women and this often has a direct effect on their work. The University is supportive and issues are generally dealt with sensitively at a local level. It is however essential that we have some centralised guidance for managers, appropriate resources available in a range of formats and a University policy which recognises this need.

# 5. Action Plan of Recommendations

## 5.1 General University Matters

Focus	Potential solution
Data	Gender related data for academic staff to be published and reviewed more visibly on an annual basis. This should be included as a standard agenda item for USET at specific points in the year.
Target setting	Set a target of gender equality in academic leadership roles, application / success at academic promotion and monitor our success visibly.
Staff voice	Instigate appropriate surveys to help understand staff concerns and reasons for celebration.
Family friendly working	Wherever possible meetings should be scheduled between 10am and 4pm. Meetings should not be called at short notice outside of these times.  HOS/Ds should find ways to allow female colleagues flexibility with respect to family duties, on the basis that this time will be made up at another time.
Administration	Expectations on response to email messages should be made clear to both staff and students.  Colleagues should be expected to use the scheduled response system outside of working hours so the response does not get delivered until a scheduled time in the morning.
Public statement of support	Regular slot about women's careers to be included in the staff Bulletin
	Each school to have a five-year plan for the promotion of women
	Have one foundation hour a term dedicated to women's leadership
Mentoring	The academic mentoring scheme should be formalised with a record kept of all mentors and mentees.  These should be reviewed on a regular basis to ensure that the relationship is still appropriate.

## 5.2 Initiatives to support women's potential

Networking	The women in academia COP and current women's network should be included in a relaunch of a new women of Hope network as part of the Hope Springs initiative. This should be used as a source of information, route to access support and discussion of current issues.
	The University should become an institutional member of WHEN and encourage colleagues to be part of this debate
	Other UK wide networking initiatives to be investigated

<b>Female leadership initiative</b>	Set up 'Hope Springs' initiative, allocate ownership and budget.
	Publicise opportunity for each school to target individual female staff for Hope Springs scholarships
	Increase opportunities to join the Aurora programme.
	Specific Coaching made available to all female staff including opportunities for profiling of strengths
	Publicise opportunity to join 'leadership for women' development courses
<b>Business school courses and role models</b>	Where appropriate Heads should introduce sponsorship of female colleagues.
	Staff bulletin to introduce profiles of Hope women leaders.
	Business school to develop partnerships/courses aimed at and featuring women leaders from across the city. Hope colleagues should be encouraged to be involved. City leaders could be asked to address Hope colleagues.

## 5.3 Promotion of Women to Senior Academic Grades at Hope

<b>Active Approach by senior colleagues</b>	Senior colleagues (particularly Heads of School/Department) in schools/depts to actively target those colleagues (both male and female) who they feel are reaching the appropriate stage in their career to apply for promotion to a more senior grade.
	Senior colleagues in schools to begin promotion related conversations at least 12 months in advance of the next round and encourage a structured process towards the deadline.
	Head of School/Dept job description should include a responsibility to ensure all individuals in their care have the appropriate opportunity for academic promotion.
	Set up a university professorial panel whose task is to identify those they would like to encourage to apply for G10.
	The academic mentoring scheme should be formalised with a record kept of all mentors and mentees. These should be reviewed on a regular basis to ensure that the relationship is still appropriate. Heads should discuss this with colleagues at review meetings.
<b>Annual Performance Reviews</b>	Review the objective of our academic performance review system
	Change documentation to ensure that discussion about academic trajectory and long-term planning for application for academic promotion forms a compulsory part of the annual academic review.
	All members of academic staff to have a 'promotion plan'
	Promotion Plan section to be added to academic performance review documentation.
	In Schools/depts where the Head does not do all annual reviews, they should meet with the team of reviewers to ensure that they are aware of all colleagues in terms of their readiness for promotion.
<b>Promotion Process</b>	Deadlines for each promotion round to be published annually in September with guidance sessions scheduled throughout the year.
	Heads of School/Department should receive regular staff development on the promotions process to ensure that they are fully informed to help them to support colleagues.
	Heads of School/Departments should be required to make a statement to the panel in advance of the application to state that they have decided that the individual is ready to be considered by the panel. The panel should then formally invite those individuals to make an application.
	Check that when we advertise externally for senior posts the advertisement should reflect the criteria required for that level of post for internal promotions.
	For promotions to grade 9 and 10, individuals should be given the opportunity to be interviewed by the panel should they wish to do so.

<b>Promotion documentation</b>	Review all documentation to make language more accessible/inclusive. Provide concrete examples of acceptable evidence. All person specifications should make it clear that not all points listed are essential and that colleagues should consider applying if they meet a range of those listed.
	Review the description of each of the three areas of consideration, particularly thresholds related to research. Further clarity needed in relation to REF.
	Produce some real exemplars of successful applications with explanations
<b>Promotion Panel Membership</b>	The membership of the promotion panel should be reconsidered to include a more diverse membership.
<b>Celebration</b>	Schedule an annual celebration for those who have been promoted. This might take the form of a dinner to which they are invited with their families.
	We need to celebrate promotion success by making a formal announcement of all promotions in the staff bulletin.
<b>Professional Tutors</b>	Facilitate moves from PT to L and SPT to SL through introduction of appropriate processes.

## 5.4 Promotion of women into Academic Leadership Roles at Hope

<b>Opportunities to have recognised leadership roles:</b>	Heads of School/Department should review informal roles within their area and ensure that appropriate recognition is given.
	Roles such as Subject Leadership should be made available to a wider group potentially by making appointments for 1 or 2 years rather than on a permanent basis.
	All leadership roles should be subject to a transparent selection process
	Clear standard role descriptions to be produced for Deputy Head of School/Department, Assistant Head of School/Department, PGR co-ordinator etc. The Level of each of these roles should be clear in terms of its leadership level and also how it fits into the school structure
	Women should be encouraged to take single significant roles rather than several low-level ones
	There should be an expectation of gender balance between leadership roles in every school.

## 5.5 Maternity related Issues

<b>Maternity Group/networking</b>	A maternity group should be formed and should meet on campus once a month (with babies as appropriate!) Membership should be open to all staff who are pregnant or who have a child under school age.
<b>Ensure continued support</b>	A formal 6 month after return to work follow up meeting should be introduced for all colleagues on maternity leave.  Consider giving academics returning from maternity leave have reduced teaching and more research time for the first 6 months after their return.
<b>Estates matters</b>	The University should identify protected areas for breast feeding/expression
<b>Staff development for HOS/D</b>	All Heads should have staff development on maternity/paternity procedures. Most need much clearer guidance about dealing with maternity leave, return to work after maternity and matters associated with annual leave
<b>Cover for colleagues</b>	In each case of maternity leave a very transparent arrangement for cover should be put in place in the relevant School/Department.



## 5.6 Menopause related Issues

<b>Guidance for managers</b>	All managers should have access to guidance regarding the issues associated with the menopause and how to deal with these sensitively.
<b>Appropriate resources</b>	We should develop a bank of resources for support of menopausal women. This might include the creation of a support group.
<b>University policy</b>	Write a University policy on the menopause. This might be realistically added to another existing wellbeing policy.

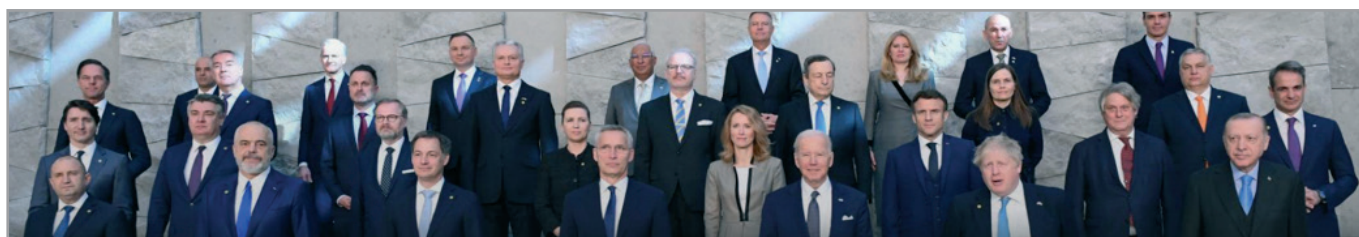
## 6. Summary and Next Steps

The recommendations discussed in Section 4 of this report are presented as an Action Plan in Section 5. These recommendations need ownership and prioritising if they are to help make a difference. It is an interesting fact that many matters raised by colleagues are in fact issues for both men and women at Hope, but that for the most part each issue is more significant as to how it affects female colleagues. This is particularly true of issues related to academic promotion of female colleagues and how they view their potential to be part of this exercise.

Moving forward this process needs to focus on other members of the Hope community. We should investigate opportunities which would help to support women in non-academic roles. Also, given the significant population of female students at the University we should turn our minds to translating this activity into a version which would give them further opportunities for support.

### A final word

Let's not lose sight of the fact that this is a bigger challenge than the need to increase the number of women in leadership positions at Liverpool Hope..... Heads of NATO countries March 2022



*Extraordinary Summit of NATO Heads of State and Government at NATO HQ, Brussels, Belgium - 24 March 2022. Copyright NATO.*

# Appendix 1: Terms of Reference and Membership of the Working Group

## Membership:

Deputy Vice Chancellor and Provost:	Dr Penny Haughan (Chair)
Chancellor:	Professor Monica Grady
Hope Senior Staff:	Professor Caroline Wakefield Dr Niamh Malone Dr Jen Clear Dr Dominika Kurek-Chomycz Professor Peter McGrail Mr Ian McKenna
University Council Member:	Mrs Jane Beever
External Colleague:	Professor Lu-Yun Lian

## Terms of Reference:

1. Review all University data relating to gender balance and particularly that related to higher academic grades and leadership positions.
2. Investigate good practice in other institutions where gender disparities in leadership roles have been narrowed or overcome completely.
3. Make recommendations to the University for substantive initiatives to
  - Increase the proportion of women in senior academic leadership roles (Head of School and above).
  - Increase the proportion of women applying for academic promotion to grade 9 and above.
  - Reduce and/or remove barriers to women moving through their academic career trajectories at Hope.
4. Directly commission initiatives to contribute to those listed in item 3 above where these can be initiated quickly and without substantial cost.

## Athena SWAN Principles

The Athena SWAN Charter process is based on ten key principles. By being part of Athena SWAN, institutions are committing to a progressive Charter; adopting these principles within their policies, practices, action plans and culture.

1. We acknowledge that academia cannot reach its full potential unless it can benefit from the talents of all.
2. We commit to advancing gender equality in academia, in particular addressing the loss of women across the career pipeline and the absence of women from senior academic, professional and support roles
3. We commit to addressing unequal gender representation across academic disciplines and professional and support functions. In this we recognise disciplinary differences including:
  - The relative underrepresentation of women in senior roles in arts, humanities, social sciences, business and law (AHSSBL)
  - The particularly high loss rate of women in science, technology, engineering, mathematics and medicine (STEMM)
4. We commit to tackling the gender pay gap.

5. We commit to removing the obstacles faced by women, in particular, at major points of career development and progression including the transition from PhD into a sustainable academic career.
6. We commit to addressing the negative consequences of using short-term contracts for the retention and progression of staff in academia, particularly women.
7. We commit to tackling the discriminatory treatment often experienced by trans people.
8. We acknowledge that advancing gender equality demands commitment and action from all levels of the organisation and in particular active leadership from those in senior roles.
9. We commit to making and mainstreaming sustainable structural and cultural changes to advance gender equality, recognising that initiatives and actions that support individuals alone will not sufficiently advance equality.
10. All individuals have identities shaped by several different factors. We commit to considering the intersection of gender and other factors wherever possible.

## Appendix 2: University Data

Table 1. Number of Applications for SL

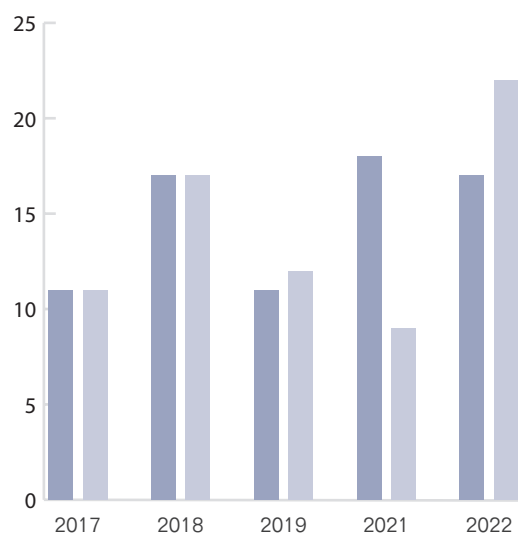


Table 2. Successful SL Applications

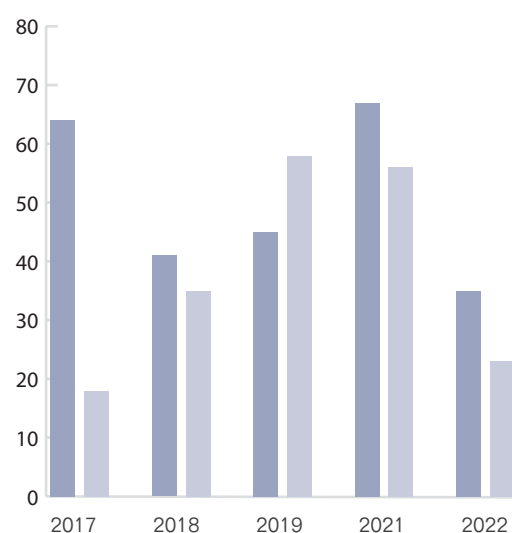


Table 3. Number of Applications for AP/PL

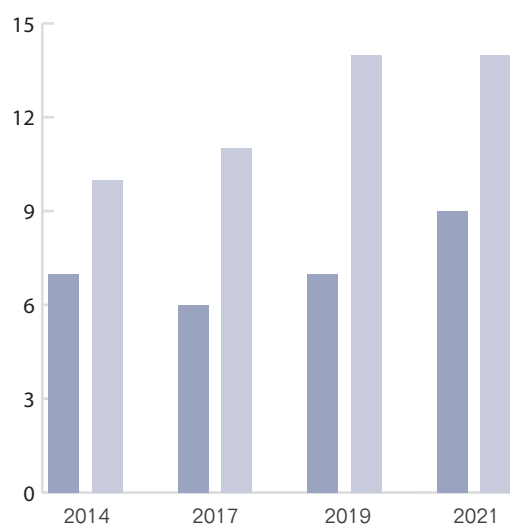


Table 4. Successful AP/PL Applications

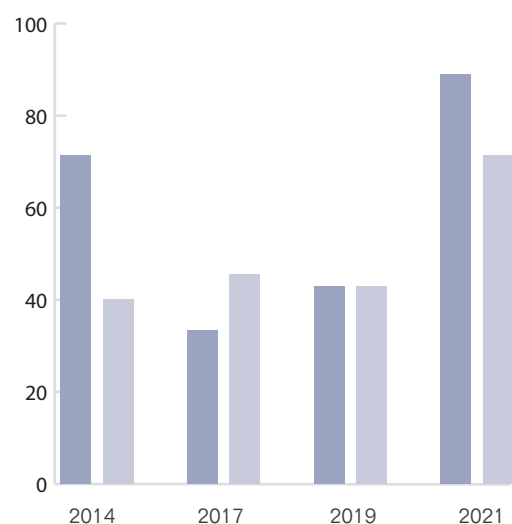
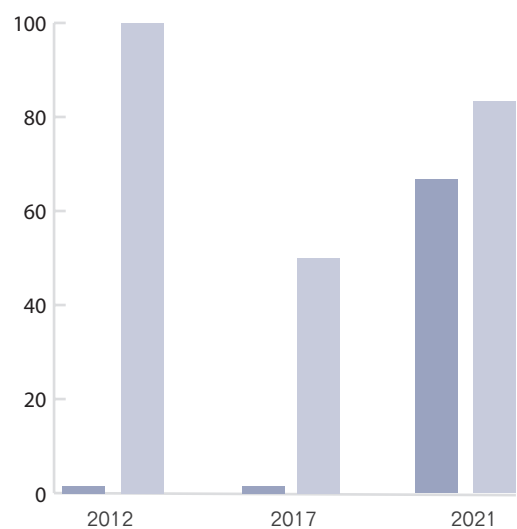


Table 5. Number of Applications for Professor

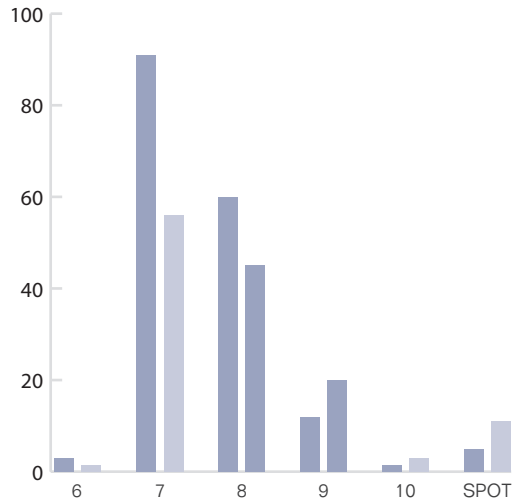


Table 6. Successful Professorial Applications

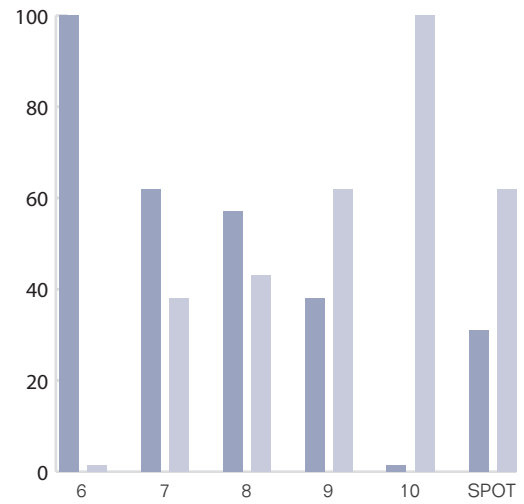




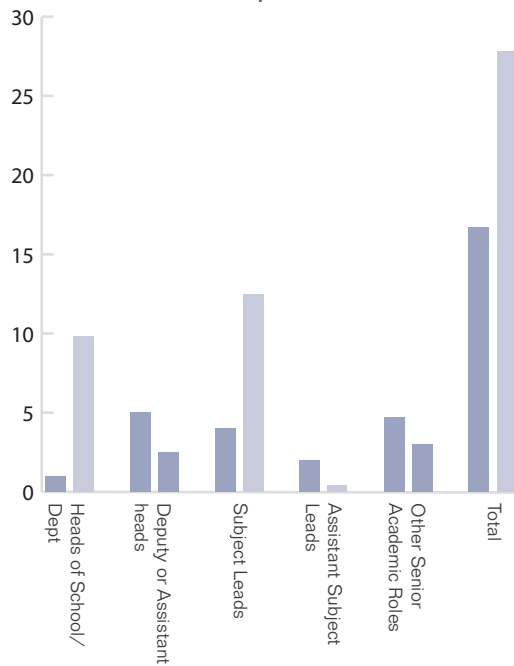
**Table 7. Number of Academic staff at each Salary Grade (20/21)**



**Table 8. Proportion (%) of Academic staff at each Salary Grade (20/21)**



**Table 9. Numbers of staff in Academic Leadership Positions**



### Table Key

■ Female ■ Male

## Appendix 3: Barriers to female leadership (from the literature/ professional societies)

Gender bias still exists in many institutions although sometimes it is inadvertent or veiled rather than deliberate.

Women tend to be less assertive and do not self-advocate as readily as their male colleagues in relation to promotions.

Women are generally far less likely than male colleagues to apply for posts unless they feel that they meet all of the criteria, be this on an academic basis or on an academic administration role. Women tend to search for perfection and may be more risk averse.

Women are more likely to undertake the more pastoral roles within academic schools or departments and these roles often do not have recognition as having leadership responsibility.

Women may undertake more caring responsibilities within the home environment meaning that there are constraints on their time at the start and end of the working day in a way that is not necessarily true for male colleagues.

Women may have limited access to established networks. Women's networks which are established are often less well developed.

## Appendix 4: Headline outcomes/feedback from Hope Colleagues:

### Role models

There is perceived to be a lack of senior female academic role models in some areas of the University. This reflects the paucity of female Professors in some subject areas.

### Workload

Teaching workloads are considered to be appropriate by most colleagues but there is considerable consternation about academic administration, attendance at meetings and particularly email load and pressure to respond to these quickly. The previous strategy of emails being sent only 9-5 on weekdays was welcomed but it was felt that some colleagues needed the flexibility of answering them in the evenings.

### Feedback to the Institution

Hope does not have a regular mechanism which allows the University to reflect annually on staff mood and to pick up issues.

Many female academic colleagues are unclear about what support is available to them and what the university might provide/fund.

### Initiatives to support women

There is a Women in Academia Community of Practice which has been running for a while but is poorly attended. This needs to become a focus for discussion of issues related to female academics at Hope and of mutual support for colleagues. There is also an existing women's network which is attended primarily by women from administrative units.

## Academic Promotion documentation

This documentation is regarded with some difficulty by female colleagues. The perception is that it needs greater clarity and real examples of what is needed to meet the requirements under each category. There is a perception that the 'tone' is not helpful. Decisions related to Research were considered to be unfair by all those who commented. There is clearly an issue about the use of REF related data which needs to be clarified more generally. It is of note that male colleagues also made this point.

The description of requiring world class research is not well understood

Colleagues feel the research requirements for all promotions are very unclear. There is a perception that advice given in briefings is ignored by the panel. The role of REF ratings in the promotion process is unclear.

## Academic Promotion Process

Staff felt that they were not encouraged by senior colleagues to apply for promotion and that this was not in all cases discussed at the annual performance review. The whole process was viewed negatively by female members of staff. It was described as punitive rather than celebratory and is perceived to be very male dominated in terms of who makes judgements on submitted documentation. This is quite problematic for Hope as the majority of senior academic colleagues are male, meaning that the make-up of the panels tends to be male dominated.

Our findings from discussions with Hope colleagues and investigations of the university documentation suggest that female colleagues:

- Are naturally more reticent in applying for (senior) positions/grades because they feel that they need to meet all rather than some of the criteria.

- Are often more constrained by time, having more family commitments than their male colleagues

- Are less likely to discuss promotion to G9 or G10 with their direct line manager

- Find the descriptive/exemplar parts of the promotion documentation unclear/unhelpful

- Are more likely to put in a last-minute application

- Find the disappointment of not being promoted very demotivating.

- Suggest that the promotion process feels punitive rather than celebratory.

More generally for all academic colleagues:

- Not all line managers include discussions around promotion to the next academic grade as part of their annual performance meetings with individual colleagues.

- Dates for promotion rounds are published late in the academic year which gives little time for strategic preparation by individuals.

- Some Heads of School/Department provide statements for support for all colleagues in their area regardless of whether a meeting has taken place to discuss this with the colleague in detail prior to application.

- Some colleagues have found the initial briefing and feedback opportunities unhelpful.

- There is fairly widespread scepticism that the promotion panel has the appropriate expertise to make judgements about colleagues in the wide spread of disciplines represented at the University.

There is an impression that colleagues appointed from other institutions to senior roles do not have to meet the same high standard as colleagues who are attempting to be promoted internally.

There is a perception that some Heads of school give more flexibility to female colleagues than others. There is also a perception that male colleagues generally have more flexibility because they just take opportunities rather than asking.

There is generally a lack of confidence in the promotion process from female colleagues.

Some female colleagues feel that they should be given the opportunity to make their case using other formats. In particular, some colleagues would like to be formally interviewed.

## Academic Leadership Promotions

There is general confusion amongst colleagues about leadership positions in Schools/Departments. This includes poor understanding of role descriptions for Heads, Deputy Heads and subject leads, why some leadership roles are recognised in specific schools but not in others and how colleagues are identified to fill those roles.

There is a lack of consistency of leadership roles across schools; this is both in terms of which roles exist, what they are called and what the requirements of the role are.

Some colleagues hold more than one leadership role so taking up opportunities for more junior colleagues to progress.

There is a lack of clarity about the responsibilities and seniority of many leadership roles - for example assistant subject lead, curriculum coordinator.

Some colleagues do not apply for school/dept leadership roles because there is a perception of unreasonable administrative loads associated with some roles.

Some leadership roles are perceived to be informal and so 'don't count'. These roles appear to be often taken up by female colleagues

Allocation of some leadership roles is perceived to be unfair, nepotistic and without justification.

Female colleague particularly seek clarity on roles before application and are more likely to be discouraged from applying if they do not meet all of the items on the person specification.

## Maternity

Initial support for staff is perceived as good but then subsequently staff feel forgotten about

There is a lack of clarity about how annual leave works in a maternity scenario

Some colleagues feel that they need to find maternity cover for their own courses. Some are made to feel guilty by colleagues who have to cover

Colleagues struggle to return to work due to issues related to breastfeeding/expression.

There is a perception that there is inequity in the treatment of maternity colleagues between schools/depts



## Appendix 5: Model for the 'Hope Springs' Initiative

### Hope Springs Initiative

#### All female colleagues

Women of Hope Network: Social Events, Safe Spaces, Invited Speakers

Link to WHEN and other external Networks

Opportunities to apply for Aurora and other development opportunities

#### Hope Springs Scholars

Identified by HOS/D on an annual/biannual basis

Regular and formal mentorship from identified senior colleagues.

Attendance at an annual review meeting involving sharing of good practice for all participants.

Opportunity to undertake the Aurora programme.

Free access to the opportunities offered through the Business School's new Women in Leadership courses.

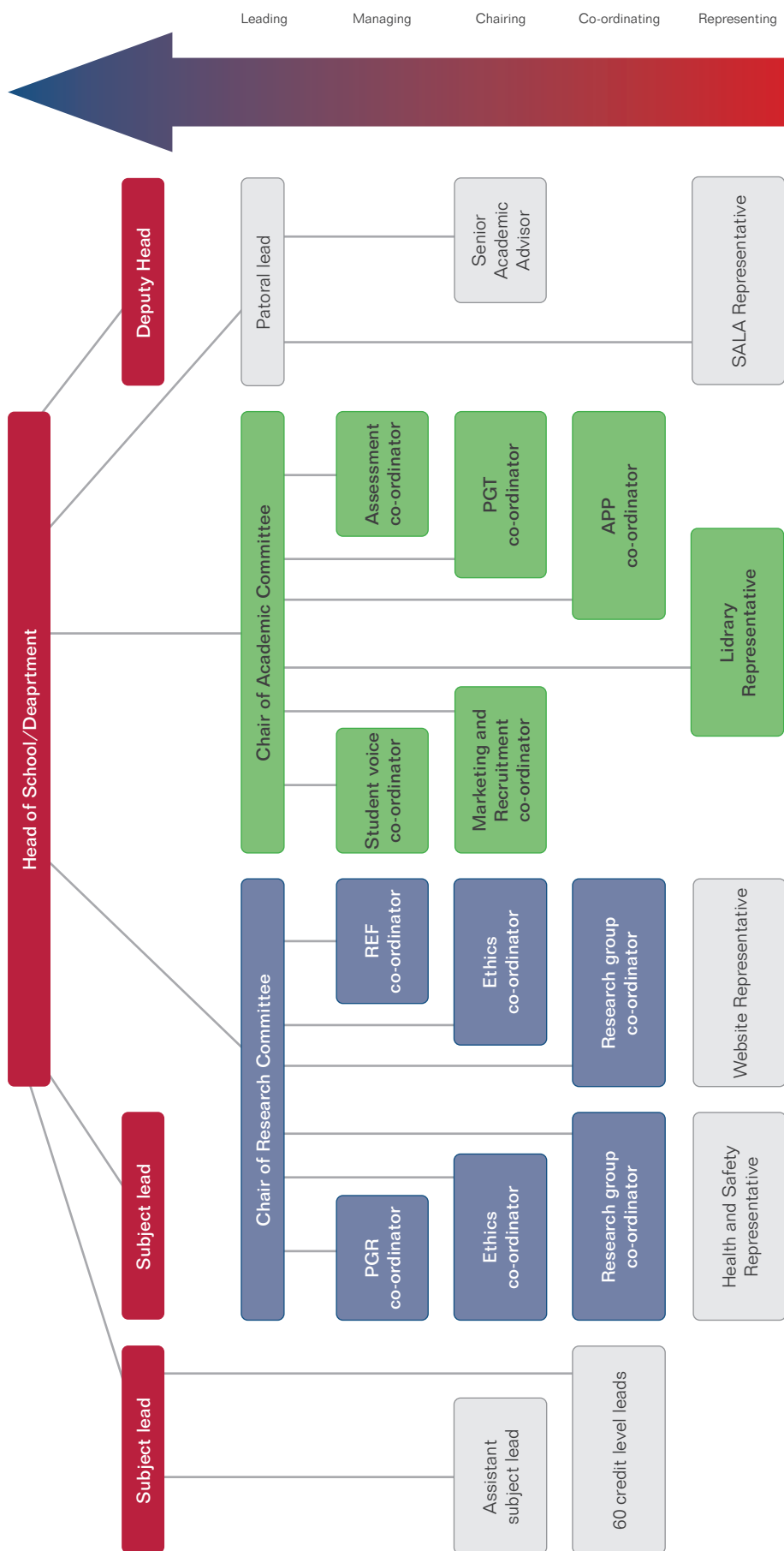
Access to a personal development fund.

## Appendix 6: Suggested Model for leadership opportunities within Schools/Depts

There is a great deal of variation in terms of titles and operation of many of the roles in schools/depts. This has resulted in a lack of clarity amongst colleagues interested in pursuing leadership roles regarding how they can meet the requirements and develop their skill set. To address this, we propose a new model. Entry level colleagues or those new to leadership who would take on roles concerned with representing the School/Department in various guises. As colleagues progress, they assume roles of increasing leadership and responsibility, from co-ordinating and then chairing, through to management and leadership. This also allows colleagues to tailor their career path and progression towards Principal Lecturer (via Academic Committee related roles) or Associate Professor (via Research Committee roles). All grades should have the opportunity to fulfil a role if they so wish. There are several key points to note about the model:

1. Not all Schools and Departments require each of these roles. This will be dependent on the size and the number of courses.
2. Some individuals, particularly in the smaller Schools/Depts may assume more than one role.
3. We have referred to the Deputy Head of School as such. This is to reflect that, in the absence of the Head, they will undertake the responsibility, thus deputising for the Head.
4. The Subject Leads undertake the workload and performance review requirements, in addition to the curriculum organisation and planning. This will assist in developing skills in these areas.
5. The Head, Deputy Head, and subject leads will form the School/Dept Management Team.
6. There may be instances where an Assistant Subject Lead is necessary, for example to advise on specifics of a professional recognition or accrediting body. In this case, the colleague is acting in an assisting/advising, rather than a deputy role. An Assistant Subject Lead should not be in position by title alone when, in reality they are fulfilling the Subject Lead role but by virtue of the Subject Lead being otherwise engaged. This will assist with colleagues gaining recognition for the work that they do.
7. The roles feeding into Research Committee Chair will naturally form the School/Department Research Committee.
8. The roles feeding into the Academic Committee Chair will naturally form the School/Dept Academic Committee.

The Access and Participation Co-ordinator for the Schools/Departments should be required to play an active role in one of the APP Interest Groups.



■ School/Department Magaement Team
 ■ Research Committee
 ■ Academic Committee

## Appendix 7: Reference Material

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