



CRAC Vitae Conference

“Flexible Modes of Working”

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UK Resource Centre for Women in SET

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UKRC Mission

“ to improve the position and the participation of women in science, engineering, technology and the built environment”

UKRC Services

- Services for Business & Organisations
- Services for Women
- Communications & PR
- Information & Research
- Policy work



Why enable flexible work?

Why enable flexible work?

- Workers can combine caring and work
- Universities are less likely to lose those with caring responsibilities
- Reduce costs
- Competition to be employer of choice
- Gender Equality Duty
- Legal obligation for employers

What is flexible work?

- Part time
- Job share
- Compressed hours
- Flexitime
- Term time only
- Home working

Flexible Working – The Law

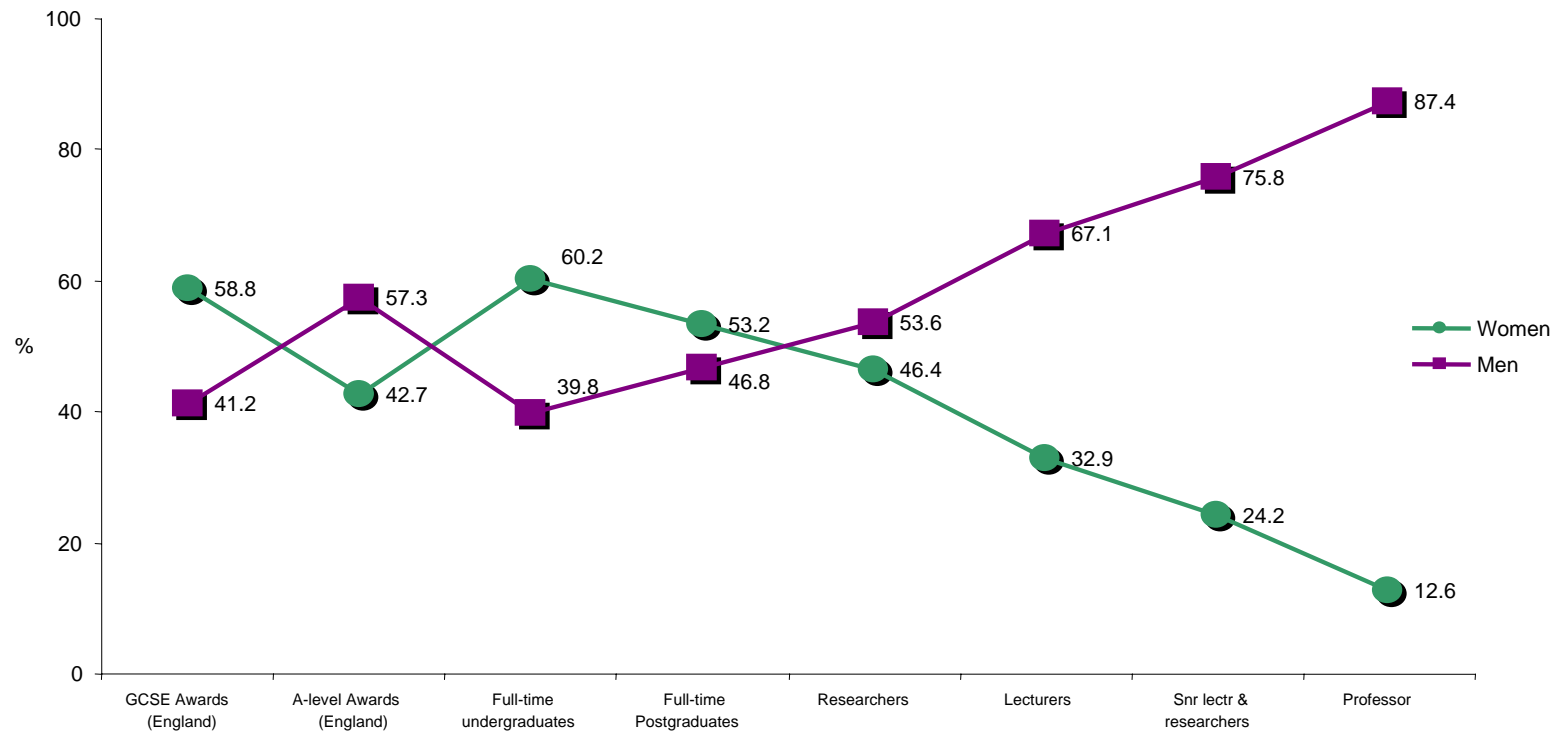
- Employment Act 2002
- Any employee can request flexible working arrangements
- Employees with young or disabled children (under 6 and 18 respectively), and carers of adults, have a specific right to request flexible working, and this **must** be taken seriously
- Gender Equality Duty (Equality Act 2006) – public authorities to have due regard to the need to:
 - Eliminate unlawful discrimination and harassment, and
 - Promote equality of opportunity between men and women.

A decorative graphic at the top of the slide, consisting of a horizontal band of purple and white. It features several interlocking gears of various sizes and orientations, some with circuit-like patterns inside them. The background of the band is a mix of solid purple and white with a subtle grid or circuit pattern.

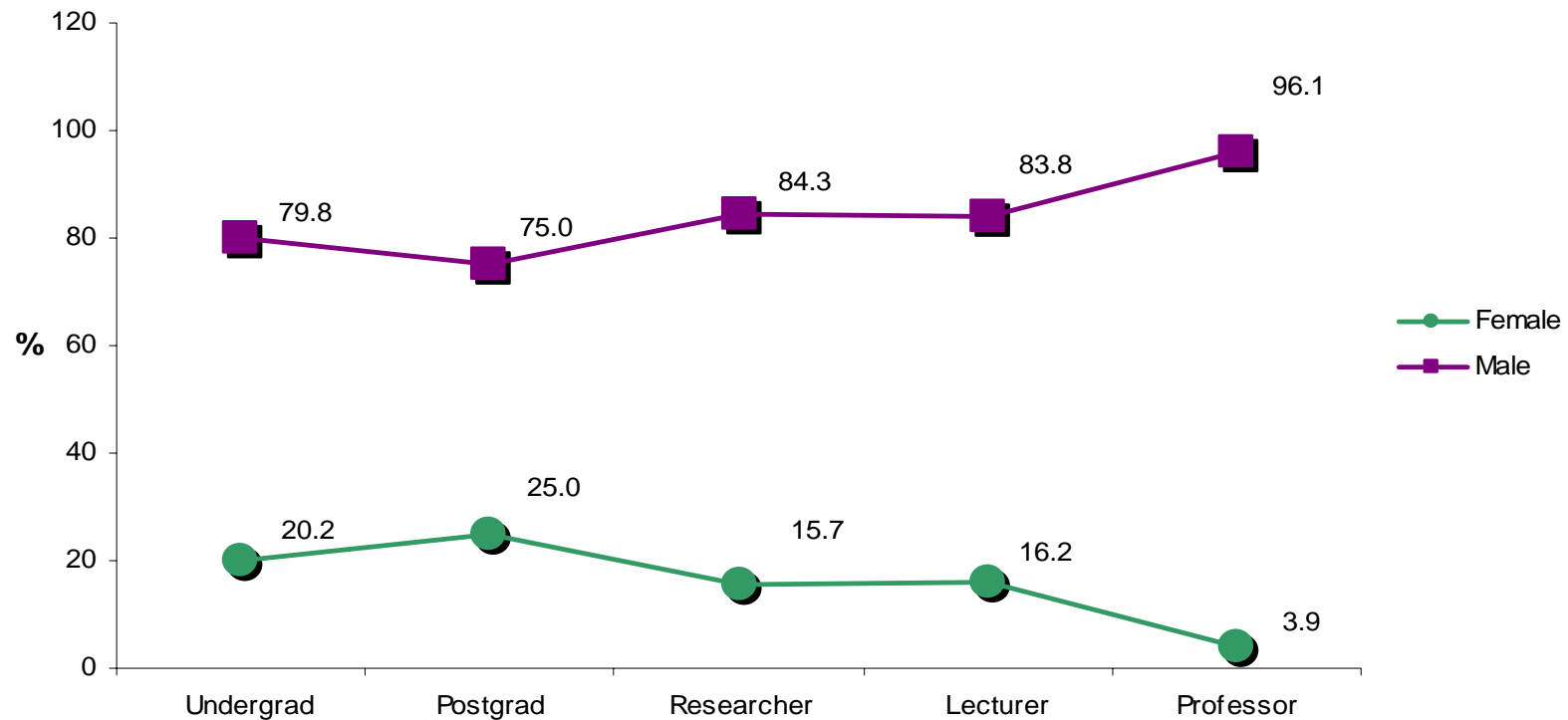
Key reasons women leave STEM careers

- Lack of flexibility
- Inhospitable working environment

Career progression by gender, Biology, UK, 2005/06



HE progression by gender, Physics, UK, 2005/06

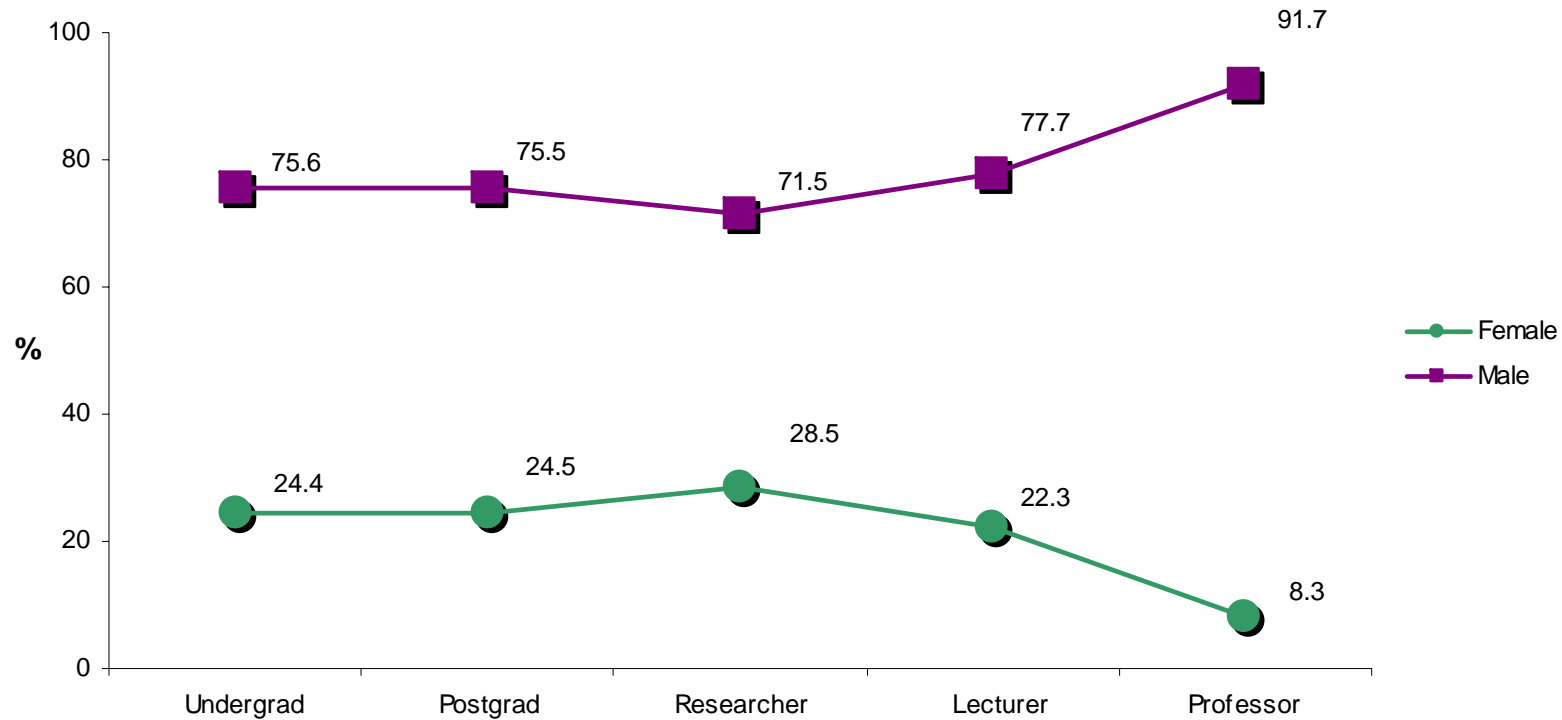


Secondary analysis by UKRC

Data source:

1. Undergraduate to Postgraduate (UK) - HESA (2007) Students in Higher Education Institutions 2005/06
2. Researchers to Professors (UK) - HESA (2007) Resources of Higher Education Institutions 2005/06, Cheltenham, HESA.

HE progression by gender, SET subjects, UK, 2005/06

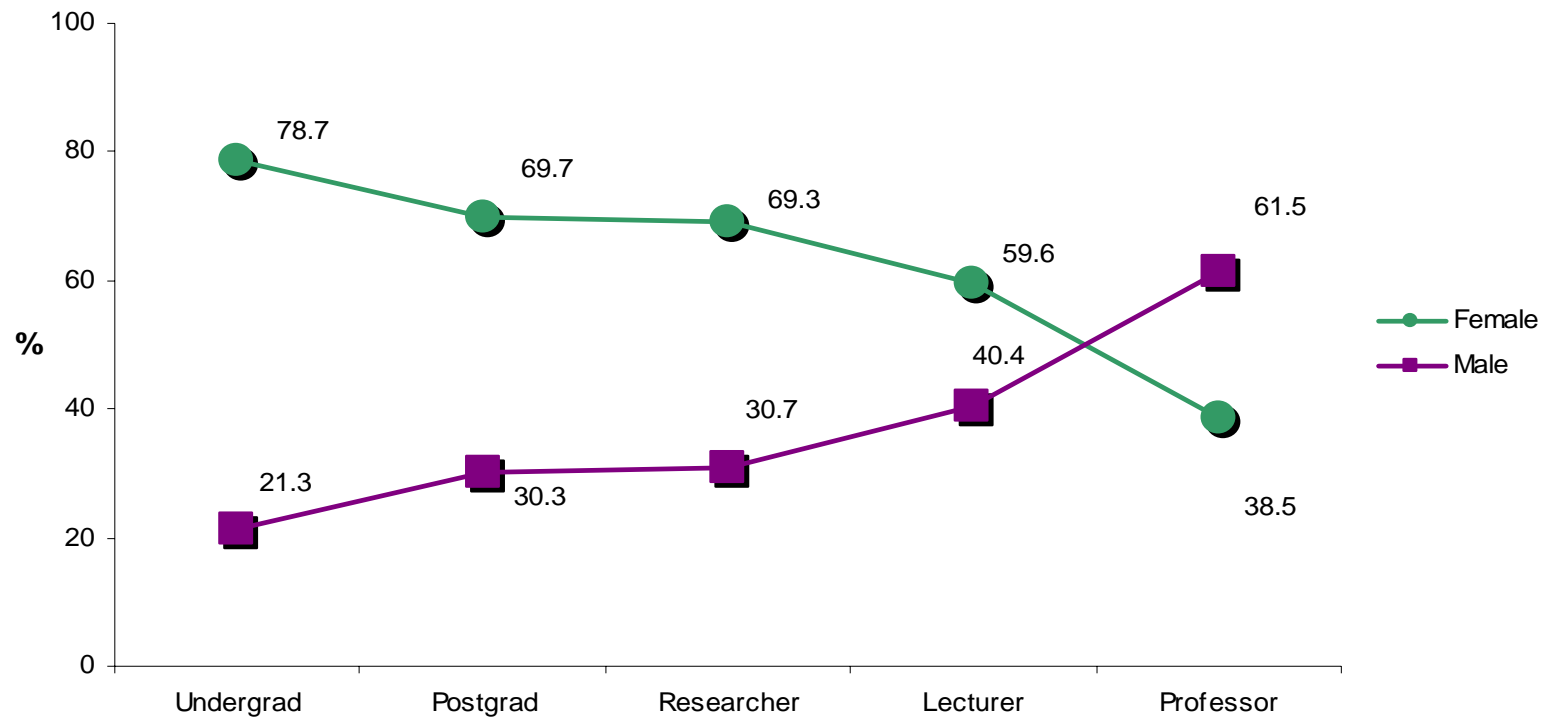


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HE progression by gender (Non-SET), Education, UK, 2005/06



Secondary analysis by UKRC

Data source:

1. Undergraduate to Postgraduate (UK) - HESA (2007) Students in Higher Education Institutions 2005/06
2. Researchers to Professors (UK) - HESA (2007) Resources of Higher Education Institutions 2005/06, Cheltenham, HESA.

Issues for flexible workers

- Lack of precedents
- Being excluded from meetings and formal communication
- Being excluded from informal networking
- Managing workload
- Benchmarking/assessment by manager
- Stepping off career ladder?
- Lack of 'quality part-time work'

Introducing flexible roles

- Have you involved other members of the team?
- How can work be redistributed or rescheduled?
- Agree any changes that may be required in communications between team members or employee and manager.

Introducing flexible roles

- Could any money/saved hours available be used as a development opportunity for other members of staff?
- Managers need to put more emphasis on performance and outcomes than on working times.
- Would a trial period help to test out a new situation?

What is the Athena SWAN Charter?

A scheme to recognise excellence in science, engineering and technology employment for women in higher education and research institutes

<http://www.athenaswan.org.uk>

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32% u/g students are part-time

58.4% female

41.6% male

56% p/g students are part-time

53.4% female

46.6% male

Part Time Academic Staff 2006/7

Academic Staff	Number of part time staff	% male/female
Professors	1,570	18.2 % female 81.8 % male
Senior lecturers & researchers	4,680	54.2% female 45.8% male
Lecturers	20,780	54.1% female 45.9% male
Researchers	5,970	67.3% female 32.7% male

Secondary analysis by UKRC

Data source: HESA (2008) Resources of Higher Education Institutions 2006/7, Cheltenham, HESA