Athena SWAN Silver department award application

Name of university: University of Essex

Department: Biological Sciences

Date of application: November 2014

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

University Bronze award 2013

Contact for application: Dr Corinne Whitby

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Departmental website address: http://www.essex.ac.uk/bs/

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.

Notes on Application:

Abbreviations used throughout the document:

A&R- Academic and Research contract
A- Academic contract
DoE- Director of Education
DoR – Director of Research
DoPGT-Director of Postgraduate Taught
DoPGR-Director of Postgraduate Research
Eastern Arc- East Anglia Regional Collaboration between the University of Essex, University of Kent and the University of East Anglia.
EDG- Equality and Diversity Group
FSG- Faculty Steering Group
HoG- Head of Research Group
HoS- Head of School of Biological Sciences
HR- Human Resources
NSS- National Student Survey
PDR- Personal Development Review
PGR- Postgraduate Research
PGT- Postgraduate Taught
RCUK- UK Research Council Funding
SAT- Self Assessment Team
SSC- School Steering Committee
SSS- Student Satisfaction Survey
SWAN- Athena SWAN
USG- University Steering Group
WIBS- Women in Biological Sciences website
WISN- Faculty Women in Science Network (set up as a result of the University's Bronze SWAN award which is supported and promoted by our staff within the School).

The years 2011, 2012 and 2013 cited in the data presented refer to academic years 2010/11, 2011/12 and 2012/13 respectively.

Please note that when we describe our current data, this refers to the academic year 2013/14. Furthermore, when we state 'our most recent Staff Survey' we are referring the latest questionnaire undertaken in June 2014 as part of this application.

Key to Symbols used in the document:

Through the self-assessment process we identified our current good practice, implemented actions to improve gender equality following the University's Bronze SWAN award and identified areas for improvement to further support women in STEMM (as detailed in our Action Plan). These have been identified throughout the document as follows:

√ Good practice that is currently operational to support and encourage women in STEMM.

Δ Future Actions detailed in Action Plan.

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.

I am delighted to support our application for an Athena SWAN Silver Award for the School of Biological Sciences at the University of Essex. I strongly support the principles set out in the Athena SWAN Charter and will ensure this ethos is embedded throughout the School. We have changed our recruitment procedure and use positive action statements and the SWAN logo in our adverts. Outreach activities in the School are led by a female who acts as a positive role model for aspiring female scientists. In recruiting academic staff and researchers, we seek to identify female candidates and actively promote our Equality and Diversity Policies and the School's commitment to flexible working enabling a good work-life balance. We are supporting and encouraging women at all levels to have the confidence to apply for key roles within the School and have recently appointed three new female lecturers, promoted three females to Senior Lecturer and one female to Professor.

Despite these positive activities, I recognise that there is still much we have to achieve to attain parity across the School, and our Action Plan has been developed with this in mind. The Action Plan sets clear priority areas to improve the gender balance across the School, with a focus in those areas where the percentage of women is below the average. We aim to address the personal obstacles women experience when making the transition from PhD into an academic career. I am fully committed to the Action Plan and will ensure that actions are vigorously pursued to promote gender equality. We will carefully monitor progress on these issues through an on-going Athena SWAN Self-Assessment Team (SAT). I see it as my role to show clear leadership in this area and I have ensured our rules for gender parity on appointment panels and issues affecting the performance of women, such as maternity leave have been taken into account in promotions committees. We use our Performance Development Reviews (PDR) to support individuals in their career by discussing promotion criteria and targets that need to be achieved.

I have been closely involved with the development of Athena SWAN at the University and Chaired the SAT responsible for our successful University level Bronze application in 2013. I have supported the Self Assessment Team and in the spirit of Athena Swan encouraged the leadership of the Silver Award SAT team for the School to be taken on by a young female Senior Lecturer colleague, Corinne Whitby. Under her leadership the team have worked hard to put together this application, consulting widely with staff across the School, meeting regularly to discuss the information gathered and putting together an Action Plan that will provide a road map that we will use to ensure that we continue to move forward our commitment to embed the Athena SWAN philosophy in our School. I give my full support to this application and look forward to supporting our SAT team in delivering on this agenda in future.

Professor Christine Raines
(Head of School of Biological Sciences)

Total word count Section 1: 494 words

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

The School's SAT consists of individuals who work full-time, part-time, or flexibly, from dual career families, with current or past childcare responsibilities. Members include early-mid career stage, with recent experience of the School's recruitment/ promotion processes and those with senior management responsibilities.

Dr Corinne Whitby (Convenor)** - Senior Lecturer in Microbiology. In addition to research and teaching, she supports placement students. Corinne is in a dual-career marriage with a 2 year old child, and brings the perspective of a female academic managing sole childcare and full-time work. Corinne coordinated SAT activities and analysed data.

Dr Louise Beard - Lecturer in Biomedical Sciences and supports placement students. She works on a 0.6 FTE teaching-only contract with two children and brings the perspective of the School's flexible working. Louise supported the advance of women's careers and key career transition/attrition points sections.

Dr Uli Bechtold* - Lecturer in Plant Molecular Physiology. She was appointed as a Senior Research Officer in 2004 before being appointed Lecturer in 2010. In addition to research and teaching, she is the Study Abroad Officer and developed our Action Plan.

Dr Greg Brooke* - Lecturer in Molecular Biology. In addition to research and teaching, Greg is in a dual-career marriage with three children. Greg supported the Career Development section and raised awareness of health/safety issues for pregnant women.

Rosie Bryan - 1st year PhD student in Molecular Biology. She has been at the University for >4 years, completing a BSc in Biological Sciences and MSc in Molecular Biology. Rosie plans to embark on a research career. Rosie is a young female scientist nurtured through the School and coordinated the postgraduate focus groups.

Karen Bush - Head of Equality and Diversity. She sits on the University's SWAN Steering Group, and supported the University's Bronze Institutional submission.

Dr Valerie Gladwell** - Senior lecturer and Course Director in Sports and Exercise Science (0.7 FTE). Valerie has 3 children. Awarded a 3 year ESRC fellowship in 2009, Valerie gained Senior Fellow of Higher Education Academy in 2013. Valerie is our Academic leader for WISN, and provided a case study.

Julia Greenwood - HR Policy and Projects Advisor, instrumental in the University's SWAN work. Julia brings the perspective of the University's flexible working following maternity leave. Julia worked with the School, collated data and best practice information, formulated surveys, monitored progress and ensured the final submission met the criteria.

Dr Leanne Hepburn - Lecturer in Marine Biology and Curriculum Director (0.6 FTE) with two young children. Since having children, she reduced her hours to 0.8 FTE and then to 0.6 FTE for a better work-life balance. Leanne provides the perspective of the School's flexible working and was

instrumental in the support and advance women's careers and key career transition/ attrition points sections.
Ella Peecock - Ella is the School's link HR Officer and collated the data.
Professor Christine Raines - Head of School (HoS) of Biological Sciences and was instrumental in the University's SWAN Bronze Award.
Professor Chris Reynolds - Professor of Computational Chemistry and MRC Research Leader Fellow. Widowed in 1992, he raised his daughter by himself from the age of 1. He re-married 6 years ago. Chris provided the School's pen-picture.
Professor David Smith** - Professor of Marine Biology and Director of the Coral Reef Research Unit. In addition to research and teaching, David is in a dual career marriage with two young children. David analysed all data.
Dr Beverley Wilkinson - Senior Administrator (0.8 FTE). She has two children and experience of part-time and flexible working. Beverley was joint author of the University's SWAN Bronze Award. Beverley provided administrative support and helped coordinate the application.
*These members have recent experience of the recruitment process. *** These members have recent experience of the promotion process.*

SAT were assisted by Julie Peirson (Faculty Secretary).

(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*

Christine Raines introduced the application to staff and a 14 person strong SAT was formed. Corinne Whitby was appointed Convenor with Julia Greenwood and Beverley Wilkinson coordinating the application. SAT met monthly and each SAT member was tasked with assessing the School's practices and procedures against the Athena SWAN Good Practice Checklist. SAT organised a number of events to assess the School's position on gender equality. In June 2014, SAT conducted a Staff and Student Survey, using the UKRC questionnaire, and student focus groups to understand how individuals experienced their work/study environment and what improvements were needed to ensure equality of opportunity. However, the Student Survey response rate was below the threshold considered representative of the population surveyed and therefore results were not included in this submission. Staff survey results (response rate 35% - above the threshold considered representative of the population surveyed) were compared with a previous Staff Survey (response rate 70%), conducted by Capita in 2012, to understand where improvements had been made and to inform additional staff focus groups held in July 2014. Feedback from surveys and focus groups has informed the Action Plan. Consultation on good practice with local NHS staff, and the University of East Anglia fed into this submission. SAT developed an Eastern Arc collaboration to share best practice with neighbouring institutions and Julia Greenwood attended regional SWAN events for the same purpose. All SAT members, HoS & HR reviewed and gave feedback on the application.

(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.*

SAT will continue to meet termly and ensure that the thinking behind this application is embedded across the School.

Δ A School Women in Science Lead will be identified and administrative support provided to oversee actions (**Action 1.1**).

Δ SAT will meet termly to monitor progress against the Action Plan and report to the relevant School and University committees (**Action 1.2**).

Δ SAT will conduct annual staff and student surveys (2015-2017) to measure progress against Athena SWAN actions (**Action 1.3**).

Δ SAT will promote the SWAN ethos across the School via School meetings, WIBS and School newsletters. SAT members will act as SWAN champions (**Action 1.4**).

Δ SAT will raise awareness of equality via WIBS, Women in Science Lead and School meetings (**Action 1.5**).

Total word count Section 2: 998 words

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 School is one of 5 Schools/Departments in the Faculty of Science and Health and one of the largest of the University's 23 Schools/Departments. We offer Undergraduate degrees in Biochemistry, Biomedical Science, Genetics, Biological Sciences, Marine Biology and Sports Science and taught Masters in Biotechnology, Cardiac Rehabilitation, Environmental Resource Management, Molecular Medicine, Tropical Marine Biology and MSD, MPhil and PhD research programmes (**Fig 1**). There are five Course Directors (two female SAT members) led by a female Director of Education (DoE).

We have three Research Groups (Environmental/Plant Biosciences, Molecular/Cellular Biosciences, Sports Science) (**Fig 1**); each led by a Head of Group (HoG), (two males, one female). We have four Research Centres, led by Directors, (three females; one male, two are SAT members). Our research focusses on the environment and health and we work closely with NHS, industry and charities.

We currently have 43 full-time academics (9 female, 34 male), 5 part-time academics (all female) and a Research Fellow (male). We have 25 Research Officers, 906 undergraduates and 197 postgraduates (70 PGT, 127 PGR). Although, we have a gender imbalance at the senior level, with more male Professors (10) than females (2), our HoS is female. Since 2010, we have appointed three female lecturers, promoted three females to Senior Lecturer and one to Professor. We support staff throughout their careers ensuring a good work-life balance is maintained.

> **√** We support and mentor staff with career development via formalised PDRs.

> **√** Women in Biological Sciences (WIBS) webpage has been established to promote the School's female staff.
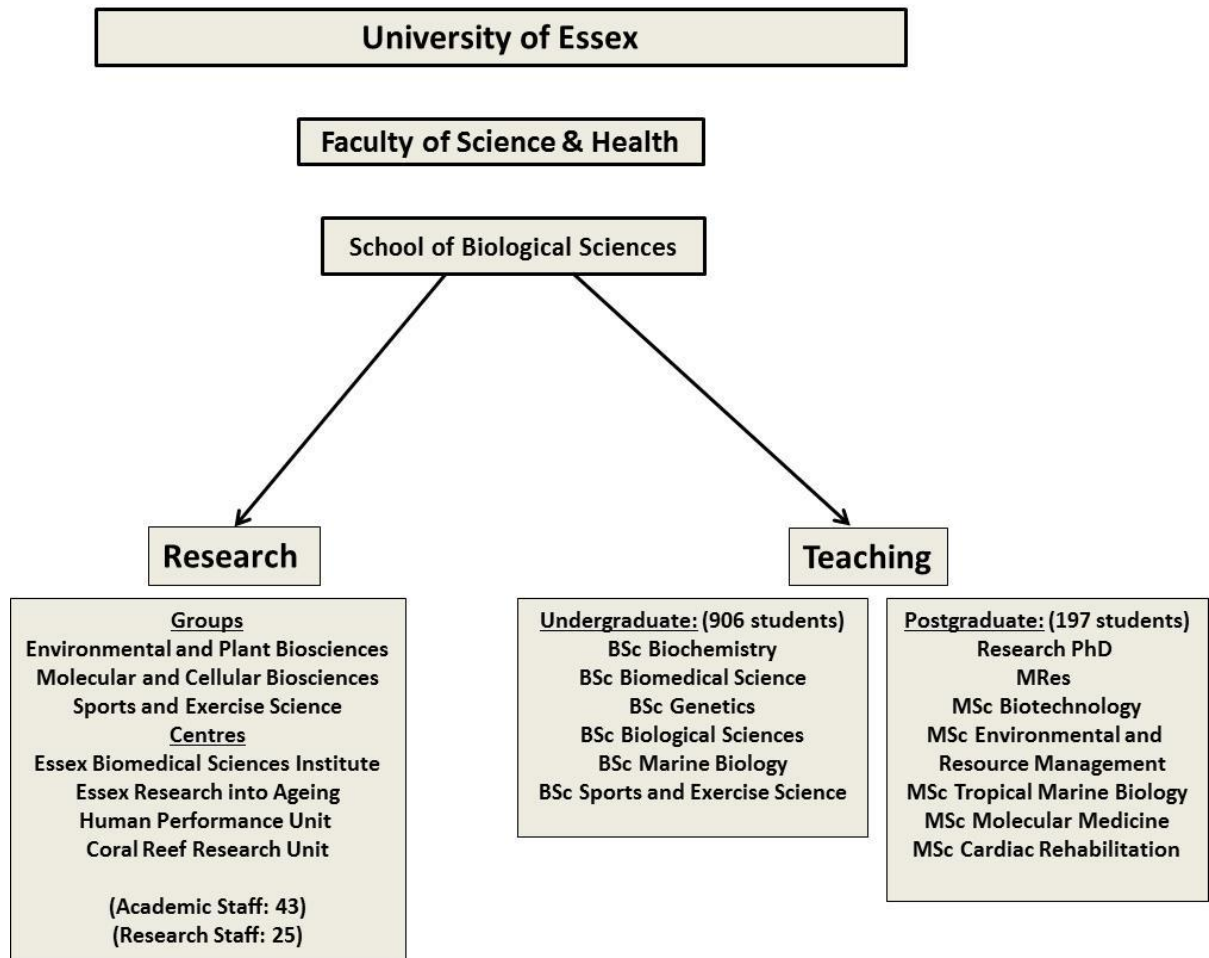
Fig 1. *The School of Biological Sciences.*

Although the School is small compared to other UK Biological Sciences Departments, it has a sense of community. We hold monthly 'First Friday' meetings to facilitate networking and celebrate achievements. We are committed to equality and are confident our work ethos will have a positive impact on future women in science.

(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.*

Due to the strategic direction the School has taken in undergraduate recruitment, the Foundation Course ceased in 2012. This did not disproportionately impact female undergraduate recruitment. We continue to attract females and female staff are prominent in Outreach (See Organisation and culture 4(b)v).

(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.*

All undergraduates are full-time. Overall female numbers have remained constant since 2011 at ~46% (11% below UK average) (**Fig. 2**).
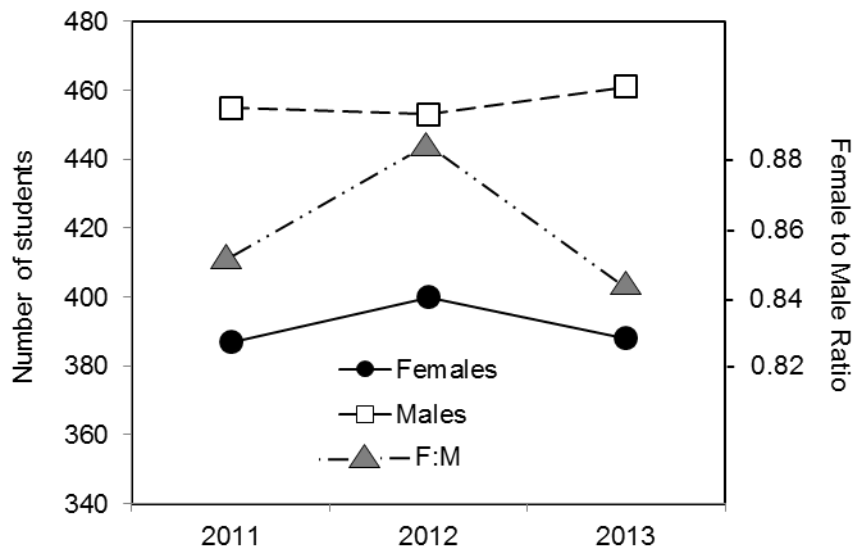

Fig 2. *Total number of undergraduate Female (F) and Male (M) students and the ratio F:M between 2011-2013.*

Looking at our courses, Biomedical Sciences has consistently above average number of females (~63%). For Marine Biology, and Sports Science (traditionally male dominated course) female numbers increased (by 20% and 11% respectively) since 2011. This increase in female numbers is largely attributed to several School initiatives implemented since 2011:

√ Increased female staff representation teaching Biomedical Sciences, which increased female recruitment in this area.

√ Increased contact hours of a female lecturer by 20% for Marine Biology to ensure female staff are more fairly represented on this course.

√ Increased the number of female staff involved with admissions, visit/open days.

√ Outreach activities are led by a female academic.

However, the percentage of females for Biochemistry, Biological Sciences and Genetics decreased by 11%, 26% and 21% respectively (9% lower than UK average for Biological Sciences). So in 2013-14, we increased the number of female staff teaching these courses. We further increased female staff prominence on visit/open days and used WIBS to promote female staff activities. In 2013-14, female numbers increased for Biochemistry (by 11%) and Biological Sciences (by 16%) which may be attributed to these actions. Overall, females are still under-represented in the School and to address this imbalance we will:

Δ Monitor data to measure impact of the current initiatives and identify any gender balance issues arising (**Action 2.1**).

Δ Monitor gender balance and increase the representation of females in the School's marketing literature as necessary (**Action 2.2)**

(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 majority of our postgraduate taught (PGT) students study for one year, full-time. However, we do also offer part-time courses. We have five taught Masters (MSc) courses: Biotechnology, Cardiac Rehabilitation, Environmental Resource Management, Molecular Medicine and Tropical Marine Biology.
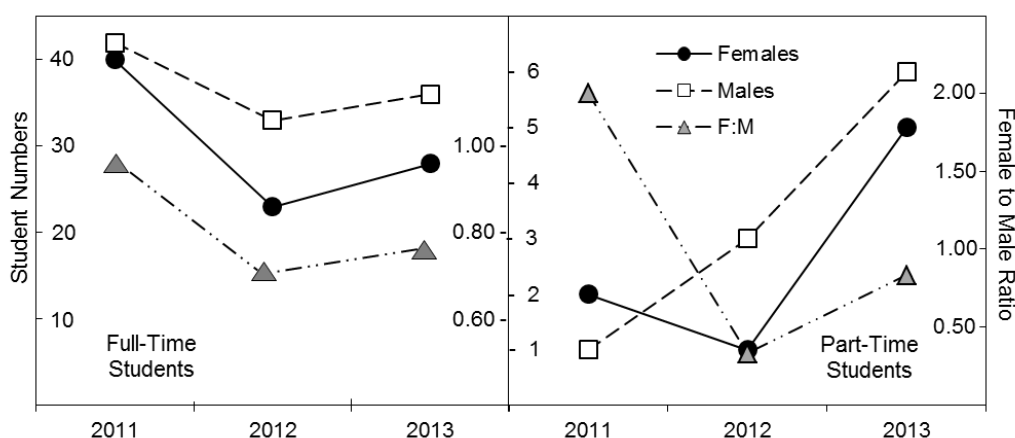

Fig 3. *Female (F) and Male (M) postgraduate Full-time (Left) and Part-Time (Right) students on taught masters courses and F:M between 2011-2013.*

Females on part-time PGT courses increased from 2 to 5 between 2011-2013 (**Fig 3**). However, during the same period, there were 12 fewer females on full-time PGT courses and F:M decreased from 0.9 to 0.75 (**Fig 3**). The ratio for part-time students is inconclusive because of low numbers. Current female representation on PGT courses is ~14% lower than the UK average. We increased female staff representation on these courses and since 2011, female numbers increased for Biotechnology (by 7%, F:M 1.0) and Environmental Resource Management (by 19%, F:M 2.2), which could be attributed to this change.

However, female numbers since 2011 decreased for Molecular Medicine by 12% (F:M 0.6), by 43% for Tropical Marine Biology (F:M 0.3) and 10% for Cardiac Rehabilitation (F:M 0.7). The School implemented several initiatives to increase female numbers on these courses:

√ A female Professor is Module Coordinator for Molecular Medicine providing a role model for female students.

√ We increased contact hours of a female lecturer by 20% for Tropical Marine Biology to ensure female teaching staff are more fairly represented on this course.

√ A female lecturer was appointed in 2013 to teach Cardiac Rehabilitation.

√ Several female academics are involved in PGT teaching, two females are Course Directors, all act as mentors to female students.

However, we recognise that more could be done and in 2014 we set up the following:

√ Focus groups with PGT students were held to identify any barriers to female PGT recruitment.

√ WIBS, Women in Science Network and Women in Science Day raised the profile of our female academics.

In our Action Plan we will:

Δ Monitor data to measure the impact of these initiatives already in place and identify any gender issues arising with female PGT recruitment (**Action 2.1**).

(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.

Although our F:M for full–time PGR students decreased from 1.1 to 0.9 between 2011-2013 (due to an increase in male recruitment rather than female numbers decreasing), it is still higher than the UK average (0.8) (**Fig 4**). In 2011, there were 30% more part-time females than males (F:M 1.9). Since 2011, part-time female numbers decreased, whilst male part-time numbers increased resulting in a 2013 F:M of 0.8 (6% lower than UK average). To address this imbalance:

√ We support PhD students and spent £145,766 on studentships between 2011-2013 (2 studentships went to females).

√ We promote PhD funding sources for women via WIBS and School newsletters.

√ Number of female academics supervising PhD students has increased by three.

√ We undertook focus groups with PGR students to identify any gender related issues.

√ WIBS, WISN and the Women in Science Day have raised female profiles.

In our Action Plan we will:

Δ Continue to monitor the impact of these initiatives on the uptake of programmes in relation to gender equality (**Action 2.1**).
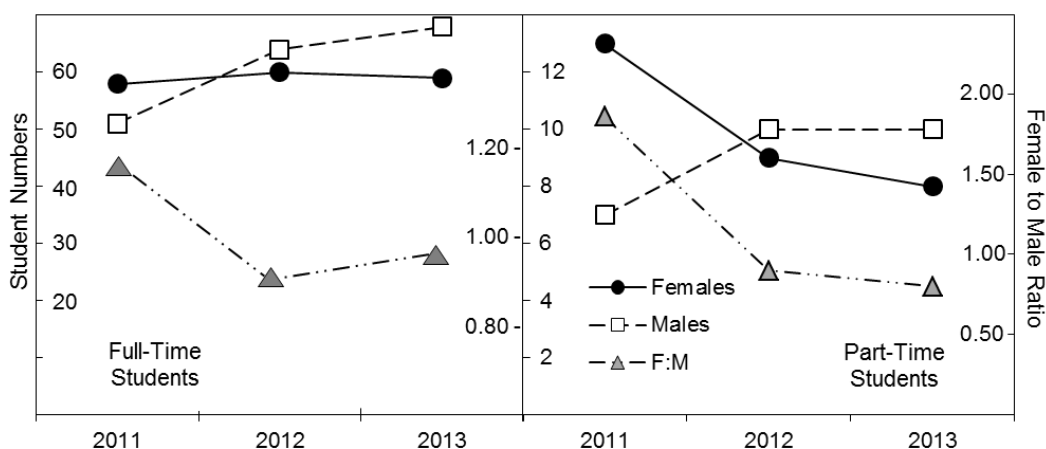

Fig 4. Female (F) and Male (M) postgraduate Full-time (Left) and Part-Time (Right) students on research degrees and F:M between 2011-2013.

(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.*

Fig 5. *Ratios of applications, offers and acceptance for Female and Male students applying to the school between 2011-2013 for all degree schemes.*

Undergraduates:

The F:M ratio is consistent throughout the recruitment process (**Fig 5**). We are confident our selection processes follow all equality guidelines. The ratio of female and male applications: acceptances is similar and similar numbers of offers were made to both genders between 2011-2013. Females were more successful than males in obtaining an offer, particularly in 2013 when females were 10% more successful. SAT found no gender bias with undergraduate recruitment.

> **√** Staff and student ambassadors of both genders are involved in visit/open days and trained in equality and diversity.

Postgraduate:

PGT: Female students were ~5% more successful in obtaining offers between 2011-2013. The ratio of female and male applications to acceptances is not significantly different during 2011-2013. SAT found no gender bias in our PGT recruitment.

PGR: Although in 2011, 15% more males applied than females, by 2013 there were no gender differences in applications received. There is no significant difference between male/female offers and the ratio of applications:offers and applications:acceptances is not significantly different and remained constant since 2011. SAT found no evidence of gender bias in PGR recruitment. To ensure continued gender equality we:

> **√** Set up focus groups with PGR/PGT students to discuss gender issues/barriers to recruitment. Some issues were highlighted which will be addressed (**Actions 2.4, 2.5, 2.6, 2.7**)

> **√** Established WIBS to showcase our female staff as role models.

In our Action Plan we will:

> **Δ** Continue to monitor conversion rates by gender for undergraduate/PGT/PGR degrees (**Action 2.1**).

> **Δ** Monitor gender balance and increase the representation of females in the School's marketing literature as necessary (**Action 2.2**).

> **Δ** Raise awareness of SWAN ethos and equality (**Actions 1.4, 1.5**).

> **Δ** Use School SWAN logo on the School website and recruitment material (**Action 2.3**).

> **Δ** Set up and promote a Postgraduate Women in Science Group (**Action 2.4**).

> **Δ** Invite prospective PGR students for visits and encourage females to meet female staff (**Action 2.5**).

> **Δ** Contact female PG applicants who declined offers for feedback (**Action 2.6**).

> **Δ** Link PGR student biographies to staff webpages to raise awareness of female PGR profiles (**Action 2.7**).

***(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.*

Undergraduate:
Females consistently outperformed males (8% more females obtained Firsts (F:M 1.5)) (**Fig 6**). In 2013, 58% of females obtained a First in Biological Sciences (17% higher than the UK average). We consider our teaching excellence contributed significantly to female student success. The percentage of females obtaining 2(i) degrees did not change over the period (46%) but there was a 14% increase in males obtaining 2(i) degrees between 2011-2013. In 2013, 31% fewer females obtained a 2(ii) than males. The number of females obtaining a 2(i) and 2(ii) was 3% lower but 14% higher than the UK average respectively. Females obtained 50% fewer Third class degrees than males between 2011-2013. Across genders, the percentage of Third class degrees was low (~5%). SAT found no gender bias with degree classification.
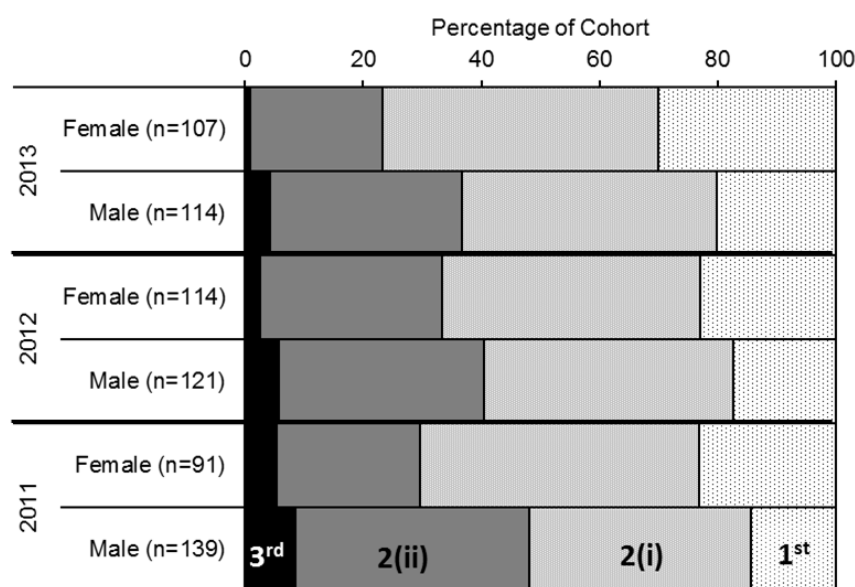

***Fig 6.** The percentage of undergraduate degrees obtained by females and male students between 2011-2013. Numbers in brackets represents total numbers of students within each cohort.*

PGT:
SAT found no gender differences other than an annual increase in performance throughout (**Fig 7**), reflecting our commitment to teaching excellence and fair assessment process. In 2013, 81% of females obtained either a merit or distinction (A "good" degree) compared to 65% in 2011 (a 20% increase). The percentage of males obtaining a good MSc degrees increased by 28% from 2011-2013.
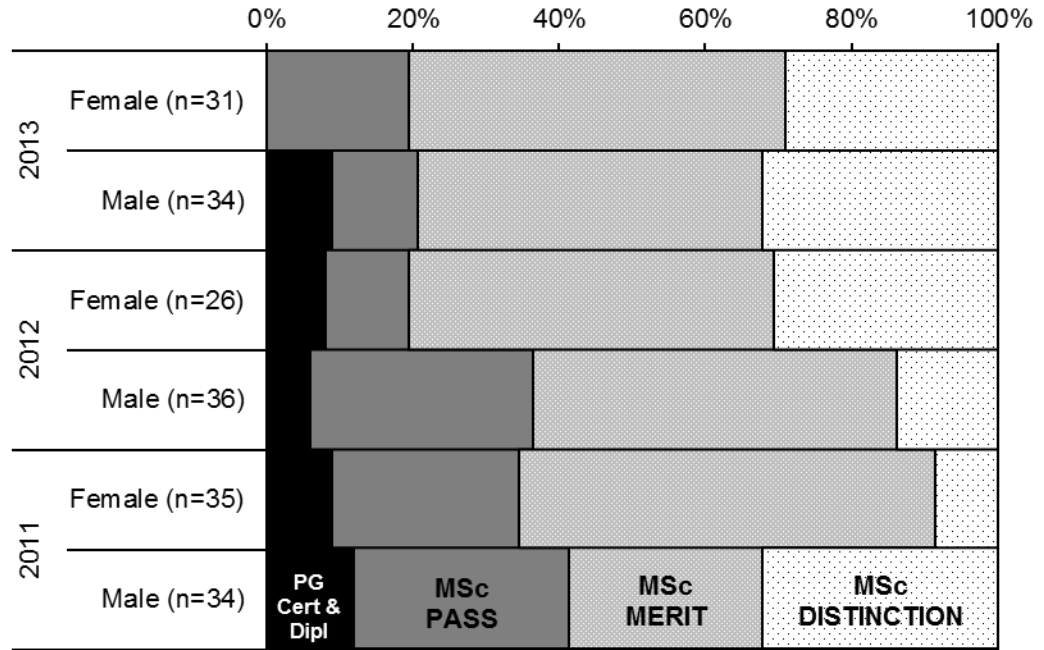
Fig 7. *The percentage of postgraduate degrees obtained by females and male students between 2011-2013. Numbers in brackets represents total numbers of students within each cohort.*

PGR:
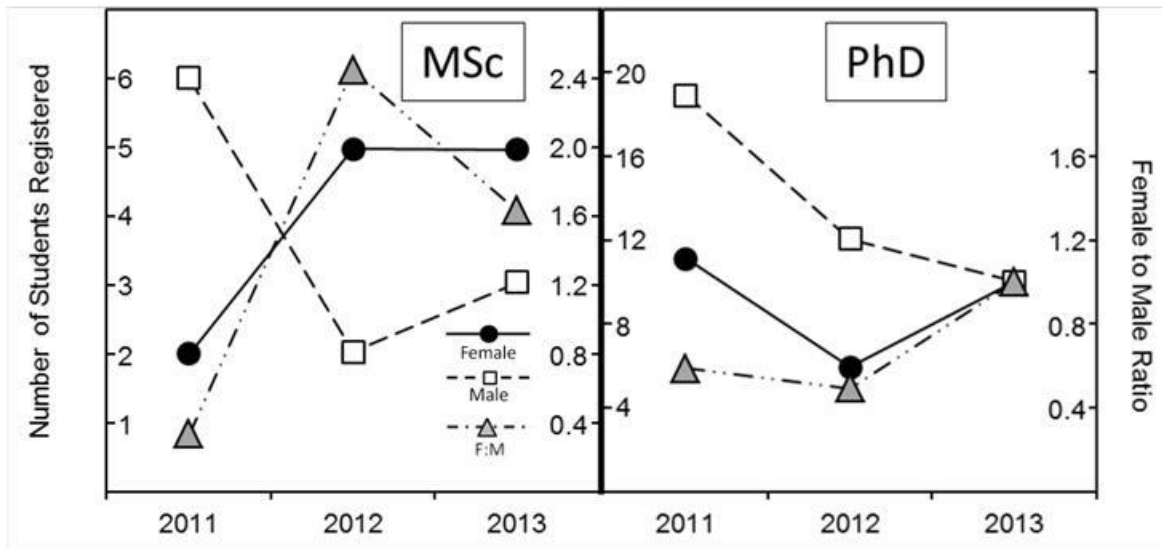
Fig 8. *Number of MSc's (left) and PhD's (right) awarded to Female and Male students and the ratio of Female to Male students awarded degrees between 2011-2013.*

No conclusions can be drawn because of low numbers (**Fig 8**). SAT found no gender bias with PGT/PGR degrees. We have well-established practices to ensure this continues:

  √ Postgraduate student progress monitoring (see Career Development 4(a)iii), which contributed to an increase in PhD/ MSc awards to females in 2013.

  √ All staff attend mandatory training seminars on PhD student supervision.

In our Action Plan we will:

Δ Continue to monitor degree classifications (PGT) and completion rates (PGR) to ensure there are no issues relating to gender (**Action 2.1**).

Δ Collect data on reasons for individual withdrawal from PGT/PGR degrees via exit interviews to identify any issues related to gender (**Action 2.8**).

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

Fig 9. The Female to Male ratio of research and academic staff between 2011-2013.

We have 31% fewer female academic and research staff than the UK average and this is our greatest challenge. In 2011, the F:M within Research positions was <1 (**Fig 9**). Since 2012, the F:M for Research Officers increased to >1 and females are currently overrepresented at this level. However, women are underrepresented across all academic positions, particularly professorial level. In response to the University's Bronze SWAN award, we have taken decisive steps to address this:

√ WIBS attracts external staff and encourages women to apply for promotion.

√ PDR process actively encourages women to apply for promotion and discuss career development.

√ HoS proactively identifies female staff for promotion and encourages applications.

In our Action Plan we will:

Δ Introduce 'Professor Mentoring System' to female academics (**Action 2.9**)**.**

Δ Support females to apply for Fellowships (**Action 2.10**).

Δ Identify individuals whose contracts are expiring and offer support for Lectureship/Fellowship applications (**Action 2.11**).

(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.*

Table 1. *Rates of Staff turnover by grade and gender.*

Grade	2011		2012		2013	
	Number of staff	Number (%) who left	Number of staff	Number (%) who left	Number of staff	Number (%) who left
Research Officer						
Female	4	0 (0)	3	1 (33)	4	0 (0)
Male	4	0 (0)	1	0 (0)	2	1 (50)
Lecturer						
Female	8	1 (13)	6	0 (0)	8	1 (13)
Male	13	0 (0)	13	1 (8)	15	1 (7)
Senior Research Officer						
Female	9	2 (22)	6	1 (17)	8	0 (0)
Male	11	0 (0)	13	0 (0)	11	0 (0)
Senior Lecturer						
Female	2	1 (50)	3	0 (0)	3	0 (0)
Male	7	0 (0)	8	0 (0)	4	0 (0)
Reader						
Female	0	0 (0)	0	0 (0)	0	0 (0)
Male	0	0 (0)	0	0 (0)	3	0 (0)
Professor						
Female	2	0 (0)	2	0 (0)	2	0 (0)
Male	11	1 (9)	12	1 (8)	11	1 (9)

Average turnover/year was low (7 females, 6 males due to relocation/ retirements) (**Table 1**). SAT found no gender bias with staff turnover.

In our Action Plan we will:

Δ Continue to monitor turnover to identify gender related issues should they arise (**Action 2.1**).

Total word count Section 3: 1957 Words

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.*

Table 2. Job applications and success rates.

Grade	2011		2012		2013	
	Number of applicants	Appointments* (% Successful)	Number of applicants	Appointments* (% Successful)	Number of applicants	Appointments* (% Successful)
Research Officer						
Female	19	1 (5)	23	1 (4)	0	0
Male	25	1 (4)	20	1 (5)	0	0
Lecturer						
Female	3	1 (33)	0	0	30	1 (3)
Male	28	0 (0)	0	0	74	3 (4)
Senior Research Officer						
Female	2	1 (50)	21	0 (0)	26	2 (8)
Male	14	0 (0)	20	2 (10)	39	1 (3)
Senior Lecturer						
Female	24	0 (0)	3	0 (0)	8	0 (0)
Male	69	2 (3)	6	1 (17)	31	1 (3)
Reader						
Female	0	0	0	0	0	0
Male	0	0	0	0	0	0
Professor						
Female	0	0	0	0	1	0

| Male | 0 | 0 | 0 | 0 | 6 | 0 |

Appointments represent staff newly appointed to the School.

Females are more successful in the recruitment process at the lower levels than senior positions (**Table 2**). The School made 19 new appointments across all grades from 2011-2013. 32% of applicants were female and 37% of positions went to females. Female success rate was 18% higher than men. Applications for research positions were similar across genders. However, female applications for academic positions, at every grade, were lower (comprising 30% of total applications and only 17% for professorial appointment). The School needs to attract more female applicants, particularly for senior posts and has put substantial effort into this area by:

√ Displaying the University's Bronze SWAN logo on our University vacancy website, Jobs.ac.uk and in job packs.

√ Actively encourage female applications with positive action statements on recruitment advertising.

√ Ensuring that shortlisting and interview panels are trained in equality and diversity, are gender mixed and chaired by the female HoS.

√ Highlighting family friendly policies and female staff profiles on WIBS, to encourage female applications.

In our Action Plan we will:

Δ Use the School SWAN logo, promote flexible working policy and include positive action statements on School recruitment material (**Action 3.1**)

Δ Assess each job at the recruitment stage for its suitability as a job share or part-time position (**Action 3.2**).

(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.*

Table 3. *Applications for promotion and success rates by gender and grade.*

Grade		2011			2012			2013		
		Total Applied	Total Successful	% Successful	Total Applied	Total Successful	% Successful	Total Applied	Total Successful	% Successful
Lecturer	Female	2	2	100	0	0	0	0	0	0
	Male	0	0	0	1	1	100	1	0	0
Senior Lecturer	Female	0	0	0	1	1	100	0	0	0
	Male	2	2	100	3	3	100	1	0	0
Professor	Female	0	0	0	0	0	0	0	0	0
	Male	0	0	0	2	1	50	0	0	0

Females had a 100% success rate for promotion at Lecturer and Senior Lecturer level (**Table 3**). Since 2011, no females applied for promotion to Professor, whereas two men applied, with one being successful. Since 2011, 77% of those applicants applying for promotion were men and 23% were women, which is broadly proportionate to the staff male: female ratio. Since 2011, we appointed two female lecturers and promoted one female to Senior Lecturer. However, these data are not representative as a female was promoted to Professor in 2010 and two new female Lecturers were appointed in 2014. In our Staff Survey- 67% of women and 69% of men agreed that *'promotion was always discussed during appraisal'* and 67% of women and 83% of men agreed that *'the School values the full range of experience when carrying out appraisals'*. 75% of women and 77% of men thought they were '*actively encouraged by the School to take up career development opportunities'*. SAT finds no gender bias in the number of applications and success rates for promotion.

We have established several practices to ensure this continues:

√ HoS actively identifies female staff for promotion and encourages them to apply.

√ PDRs are mandatory and completion rate for PDRs is 100% reflecting the importance of this positive process to career progression.

√ We successfully use Fellowships/Senior Researchers to support the transition to Lecturer. (In 2010 a female Senior Researcher was appointed to Lecturer).

√ Promotion/probation criteria is on WIBS

√ PDR process was revised to ensure that promotion is discussed.

√ We have a mentor system for all staff not just new lecturers.

√ We run sessions for females on promotion via WISN.

√ Women are encouraged to attend permanency/promotion workshops.

To continue to support females in the promotions process we will:

Δ Continue to collect data to monitor the impact of current and planned initiatives on female promotion (**Action 3.3**).

Δ Improve feedback to unsuccessful applicants to give clarity on the criteria needed for future promotion applications (**Action 3.4**).

Δ Collate data and analyse whether part-time working/maternity leave affect progress (**Action 3.5**).

Δ Make promotion processes clearer on School website and ensure the full range of contributions made by individuals are discussed in PDRs (**Action 3.6**).

(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*

We are aware of the need to attract more female applicants, particularly for more senior posts (See Key Transition Points Section 4ai). We have several procedures to attract females:

√ Female staff profiles and family friendly policies are on WIBS.

√ We display the University's Bronze SWAN logo on our University vacancy website, Jobs.ac.uk and job packs.

√ We actively encourage applications from females with positive action statements on recruitment advertising.

√ We notify shortlisted candidates for interview in good time and accommodate special arrangements to enable applicants to attend.

√ All recruitment panels are trained in equality and diversity, are gender mixed and chaired by our female HoS in accordance with the University's equal opportunities policy.

(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.*
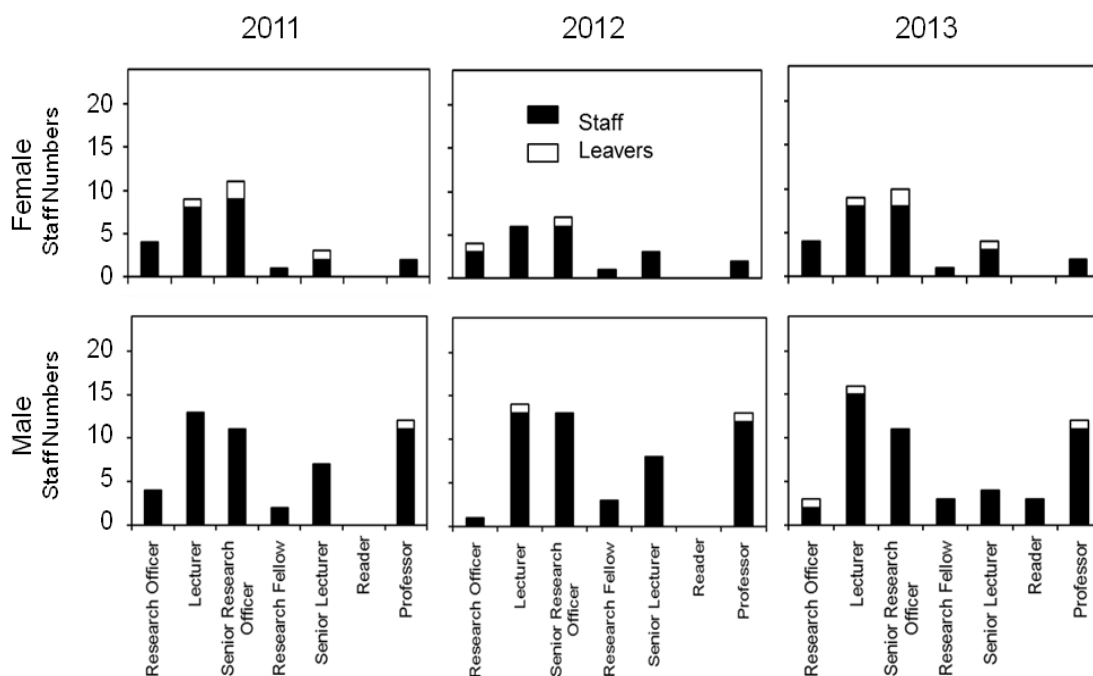

Fig 10*. Number of female (upper) and male staff at each career stage from 2011 to 2013 (black bars) and number of staff of each gender leaving the School that academic year (white bars).*

There are no clear differences between the attrition rates of female and male staff at the various career stages across the three years (**Fig 10**). Overall attrition rate of female staff decreased significantly, over the three years from 15% (4) in 2011 to only 3% (1) in 2013. In total, 7 females and 6 males left between 2011–2013. However, the highest attrition levels of female staff is at the "Senior Research Officer" level which is partly attributable to the ending of fixed term contracts. To facilitate the transition to Lecturer, we have several well-established initiatives:

√ We actively encourage PostDoctoral Researchers to input into grants, apply for Fellowships and are mentored by senior staff.

√ We have dedicated Postdoctoral offices to facilitate networking.

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√ We have a PostDoctoral Committee, which meets termly with the HoS.

√ It is mandatory for PostDoctoral Researchers to have annual PDRs to discuss career development and training.

√ PostDoctoral Researchers have access to staff career development/training courses.

√ We offer 'bridging schemes' to cover salaries whilst individuals await fellowship/grant application outcomes.

√ Grants/Fellowships/training opportunities to support career progression are advertised on WIBS, School newsletters and WISN.

√ GetSET database (a national female network) is promoted on WIBS.

We have several well-established measures to support new Lecturers who have successfully made this transition:

√ New Lecturers are provided with a PhD studentship within six months of appointment. (Since 2011, two studentships went to females).

√ New Lecturers have reduced teaching, administration and outreach workload.

√ We have a mentoring scheme for new Lecturers.

√ HoS actively encourages female staff to undergo University leadership and development training courses, some specifically aimed women e.g Springboard women's development programme. Since 2010, 3 females participated in 'Future Leaders' and 2 in Springboard.

SAT found a minor attrition point at the senior lecturer level.

√ Senior Staff are actively encouraged by the HoS to undergo 'Strategic Leadership' training to prepare them for senior management. Since 2010, 3 females completed this training.

To support staff at key transition points in our Action Plan we will:

Δ Set up a PostDoctoral website (linked to WIBS) with information on funding, academic vacancies, training and career development courses (**Action 3.7**).

Δ Establish a PostDoctoral 'Buddy' Scheme with new Lecturers, promoted on WIBS. Females will have the option to have a female 'buddy'. (**Action 3.8**).

Δ Encourage females to join GetSET to access national mentoring schemes (**Action 3.9**).

Δ Introduce a 'Professor Mentoring System' to female academics (**Action 2.9**).

Δ Continue to monitor attrition rates and measure the impact of these initiatives (**Action 3.10**).

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?

PDR: We have a formalised PDR procedure for staff to identify career development needs and discuss promotion. If required, revisions are made to staff workload and flexible working requests considered. In the 2012 Staff Survey, only 68% of respondents indicated that they had received an appraisal in the last 12 months. Since 2012, PDRs are timetabled to increase participation and completion rates are now 100%. The 2012 Staff Survey also indicated that only 40% of respondents agreed/strongly agreed that '*their appraisal was worthwhile*'. This and actions from our University's Bronze SWAN award, led to the introduction of Appraisal training for appraisers. Since 2012, it is mandatory for all appraisers to attend Appraisal training.

Results from the most recent Staff Survey show that 50% of women and 69% of men thought the School '*provided a helpful appraisal*'. The 2012 Staff Survey highlighted that 46% of respondents agreed/strongly agreed that their appraisal '*involved a discussion around development needs*'. In response to this, career development is a now mandatory in PDRs and in our Action Plan we will:

> Δ Monitor the impact of PDR procedures on female applications for promotion and success rates (**Action 4.1**).

> Δ Ensure all new appraisers attend the University's Appraiser training and encourage appraises to attend Appraise training so they know what to expect (**Action 4.2**).

Promotion Criteria: Results from our 2012 Staff Survey indicated that only 50% of respondents agreed that that their job provided '*the opportunity for career development and promotion*'. Since 2012, the School has continued to reinforce the importance of staff development and in the most recent Staff Survey, 92% of women and 77% of men '*understood the promotion/probation criteria*' reflecting the School's efforts in this area.

Guidelines and application forms for promotion are transparent and published online. To minimise the impact of maternity leave, part-time or flexible working, quality as well as quantity is considered. Pastoral care of students and external roles are also considered. We actively support the rotation of administrative and committee roles to give staff opportunities to gain additional experience for promotion and career progression. SAT found no gender bias in promotions (Key transition points Section 4aii). We ensure equality in the promotions process by:

> √ Offering part-time and staff working flexibly the same career development opportunities as full-time staff. In our Staff Survey, 75% of females and 77% of males thought the School '*actively encourages staff to take up career development opportunities*'

> √ Publishing promotion criteria on WIBS to raise awareness to females.

√ HoS/DoR/DoE proactively encourage staff to apply for promotion and discuss their applications.

√ Career development, training and events to support women are promoted via WIBS, School newsletter and WISN.

In our Action Plan we will:

Δ Improve communication of promotion criteria to female staff via WIBS (**Action 4.3**).

Δ Set up 'Mentoring Circles' of mixed gender and experience to discuss career development (**Action 4.4**).

Δ Establish a 'Professor Mentor System' to encourage more females to apply (**Action 2.9**).

(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?*

New staff attend a University induction event. Staff have a School induction with their HoG, who acts as a mentor and advises on training and career development. Several initiatives support new staff:

√ We have recently revised our handbook for new staff to include information on the School's family friendly policies and training courses.

√ New staff meet with the HoS to discuss training needs, workload, family-friendly policies and PDRs.

√ It is mandatory for new staff to complete online equality and diversity training within 6 months of appointment.

√ WISN offers informal mentoring to women.

√ New staff are assigned a mentor to guide them through their probationary period.

√ To foster teaching excellence, new academics are encouraged to undertake CADENZA (Higher Education Academy Certificate): 3 females attended since 2011.

In our Action Plan we will:

Δ Add information on WIBS, WISN, and Parent's Support Network to staff handbook (**Action 4.5**).

Δ Set up a focus group with new staff to discuss improvements to induction and mentoring procedures (**Action 4.6**).

(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.

Undergraduates: Students are assigned a Tutor who acts as a mentor throughout their degree. Female students have the option of a female tutor. All tutors have 'open door' policies, so students have access to academic/pastoral support. We support our undergraduates via these initiatives:

> √ Female role models are promoted on WIBS.

> √ New students have a 'tutorial handbook' containing essential information.

> √ Students are assigned a student 'buddy'. Females can request a female 'buddy'.

> √ Dedicated staff advise students on Study Abroad/Placements.

> √ Biological Sciences Society (BSS), which won an award as the best new University society, provides support and networking opportunities.

> √ We have a Student Staff Liaison Committee. Currently, 50% of representatives are female (Years 1 & 2), and 67% (Year 3).

> √ Pastoral care is credited in the workload model and recognised in PDR/promotion criteria.

Employability: 100% of our female graduates are in either postgraduate study or employment.

We already have several initiatives in place to support employability:

> √ Dedicated Employability Development Directors (EDDs).

> √ Tutorials integrate employability.

> √ Internal/external courses are promoted on WIBS.

> √ A Study Abroad scheme, promoted on WIBS and supported by a female Study Abroad Officer. 50% of participants in 2013 and 2014 were female.

> √ Hospital Placement scheme, supported by a female Placement Officer, which is popular with females, who consistently outnumbered males since 2011 (in 2013, 75% were female, **Fig 11**).

> √ Industrial Placement scheme promoted on WIBS, supported by a female Industrial Placement Officer. Female numbers on placement increased since 2011 (2014, F:M= 1).
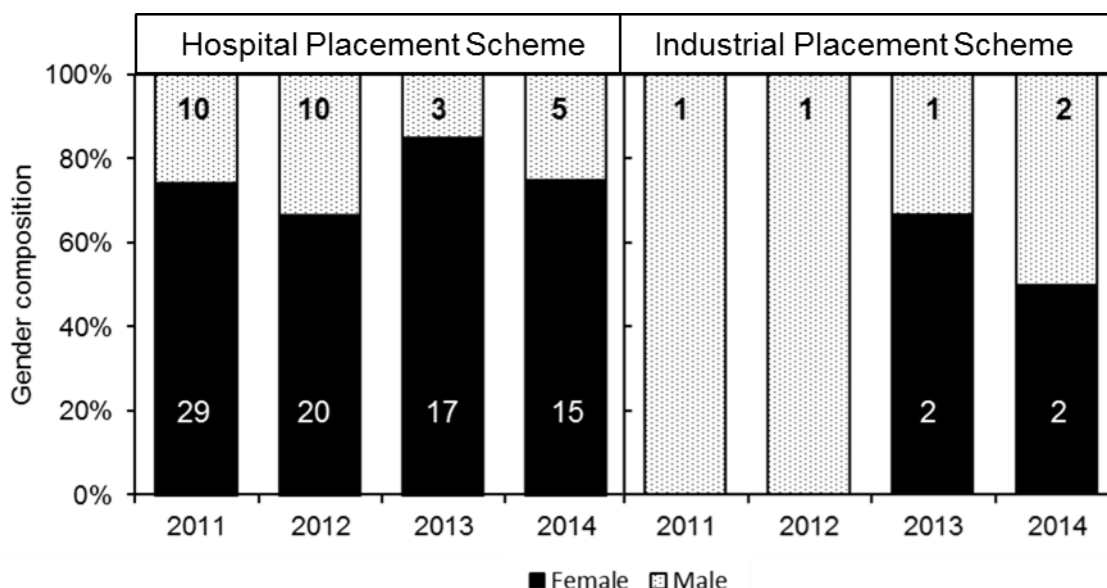
Fig 11. *Percentage of students on Hospital Placement and Industrial Placement scheme by gender.*

Postgraduate Taught (PGT): Course Directors and Director of PGT (DoPGT) oversee teaching and pastoral care. Students undertake an Induction, which includes employability. Our PGT focus groups did not identify any issues for female students.

Postgraduate Research (PGR): Our Director of PGR (DoPGR) oversees teaching and pastoral care. Students undertake an Induction, which includes employability. We provide the following support for PGR students:

√ Supervisory Board discusses student progress and training.

√ Students undertake mandatory training, both generic and research specific and have access to staff development programmes.

√ Proficio used for additional external training.

√ Lecturers encouraged to apply for CASE studentships, which is a route for our female students into industry. Three of our female lecturers were successful in this (8 CASE Awards since 2011) and three students gained employment in industry.

√ Fortnightly seminar series for PGR students.

√ PhD students organise a 'Graduate Forum' and give presentations as part of their training.

√ PhD students are encouraged to join learned societies and attend conferences. The School provides funding for conference attendance.

√ Students are encouraged to review papers to raise their research profiles.

√ Dedicated Postgraduate Student Staff Liaison Committee (currently 57% female representation).

√ Encourage PhD students to become a Graduate Laboratory Assistants (GLA) and contribute to undergraduate teaching.

√ Dedicated Postgraduate office to foster networking.

√ Information on health/safety in working in a lab during pregnancy is on WIBS.

However, our PGR focus groups identified areas for improvement and so we will:

Δ Set up Postgraduate website, linked to WIBS, with information on Fellowships, learned societies and funding for conference attendance (**Action 4.7**).

Δ Encourage female PGR students to join the WISN for informal mentoring and support (**Action 4.8**).

Seminars/ Seminar Speakers:
We have a fortnightly seminar series that runs termly at lunchtimes, so that staff/students with families can attend. We actively promote female external speakers. In 2011 there were an equivalent number of female speakers and male speakers. Since 2011, the number of male speakers has more than doubled, whilst female numbers remained constant (**Table 4**). The School also has Research Group seminars**.**

√ Our successful seminar series is regularly attended by staff and students.

Table 4. Number of invited seminar speakers by gender.

Academic Year	Seminar Speakers		Ratio Female: Male
	Male	**Female**	
2011	6	5	0.83
2012	14	4	0.29
2013	11	6	0.55

In our Action Plan we will:

Δ Invite more high profile female speakers (**Action 4.9**).

Δ Ensure that women regularly contribute to School seminars (**Action 4.10**).

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.
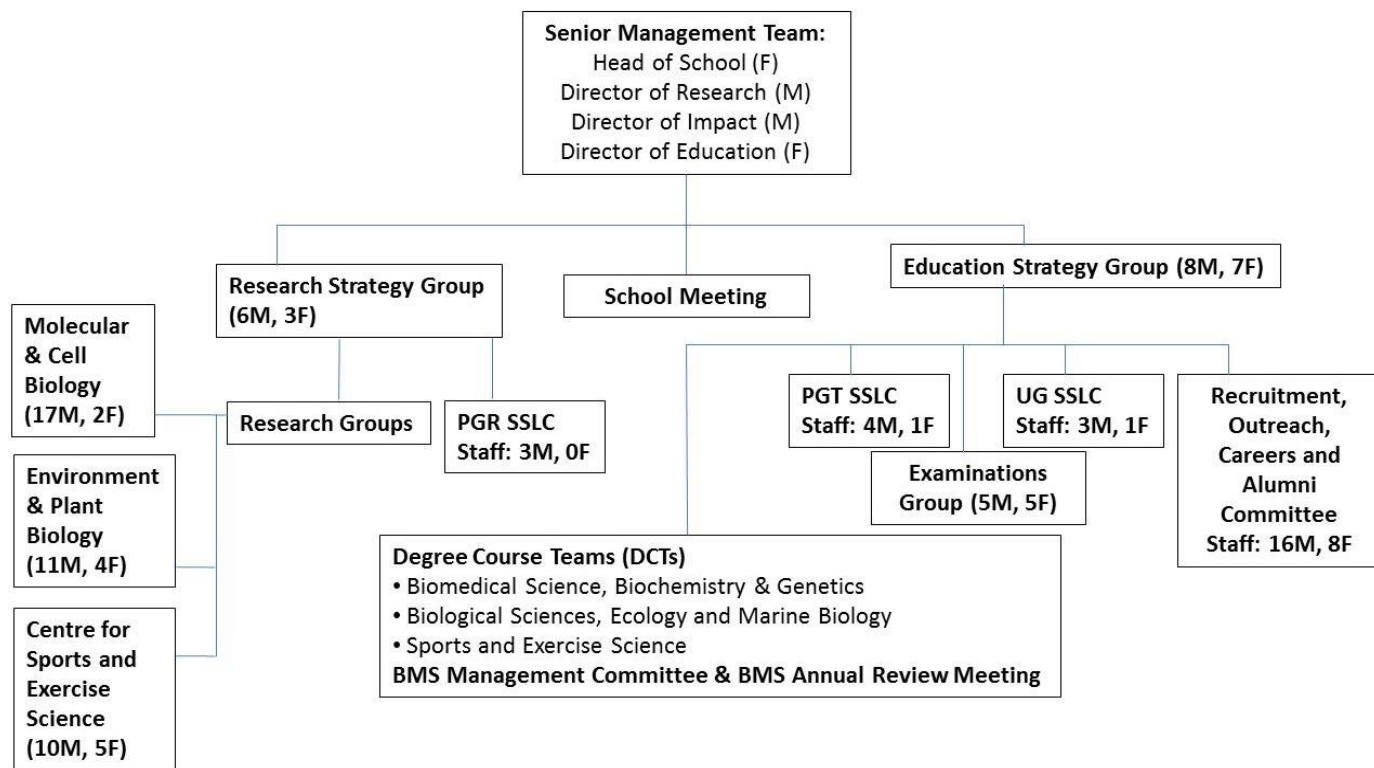

Fig 12. Schematic diagram of the School of Biological Sciences Committee Structure.

Table 5. *Membership of Committees by gender.*

Committee	CHAIR	MEMBERSHIP
Education Strategy Group	Director of Education (F)	HoS (F), Director of Research and Impact (M), PGT Director (M), UG Course Directors (2 M + 2 F), Year Organisers (3 M + 1 F), Head of Careers and Alumni (F), Industrial Placement Officer (F), Study Abroad Officers (Incoming & Outgoing) (1 F + 1 M)
Research Strategy Group	Director of Research and Impact (M)	HoS (F), Research Group Co-ordinators (2 M + 1 F), Graduate Director (Research) (M), Director of Education (F), Co-opted Members (3 M)
Examinations Group	Director of Education (F)	UG Course Directors (2 M + 2 F), Year Organisers (3 M + 1 F)
Degree Course Teams	Course Director(s), UG (2 M + 2 F) PGT (4 M + 1 F)	All relevant teaching staff, Director of Education (F)
Recruitment, Outreach, Careers and Alumni Committee	Head of Careers and Alumni (F)	Employability Development Directors (4 M), Schools Outreach Officer (F), Admissions Selectors (6 M), Course Directors UG (2 M + 2 F) PGT (4 M + 1 F), Director of Education (F), Industrial Placement Officer (F), Faculty Employability Co-ordinator (F), Study Abroad Officer (Outgoing) (F)
UG Student Staff Liaison Committee	Director of Education (F)	Year Organisers (3 M + 1 F)
PGT Student Staff Liaison Committee	Postgraduate Taught Director (M)	Course Directors PGT (4 M + 1 F)
PGR Student Staff Liaison Committee	Graduate Director (Research) (M)	Course Directors (3 M)
Biomedical Science Management & Annual Review Committee	BMS Course Director (M)	BMS Teaching Team (2 M + 2 F), Director of Education (F), NHS leads from hospitals (Basildon, Broomfield, Bury St Edmunds, Cambridge, Colchester, Ipswich), Dean from NHS East of England Hospital.

Female representation on School committees is proportionate to the number of females in the School. Committee membership is managed by HoS and committee roles are rotated to give staff opportunities to gain additional experience for promotion and career progression (**Table 5, Fig 12**).

(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.

Fewer women than men were on permanent contracts in 2011 and 2013, reflecting the relatively high proportion of women in the School at Research Officer level where permanent contracts are less common.

Table 6. Fixed versus open-ended (permanent) contracts by gender.

	2011		2012		2013	
Contract type	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
Fixed term	8	4	9	12	10	14
F:M ratio Fixed term	2.0		0.75		0.71	
Permanent	5	10	3	3	1	12
F:M ratio Permanent	0.5		1.0		0.08	

In our Action Plan we will:

> **Δ** Monitor gender representation of fixed-term contracts to ensure that women are not disproportionately disadvantaged (**Action 5.1**)

(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?

The School has two decision-making committees: Education Strategy Group (ESG) and Research Strategy Group (RSG) (**Fig 13**). HoS (female), DoR (male) and DoE (female) are involved in both committees to provide feedback across the School. A School Steering Committee (SSC) is in the process of being set up (**Fig 14**) to link the University/Faculty to the School and vice versa. Committee membership is largely determined by administrative roles of staff (**Table 5**). Following a recent staff meeting, staff can now apply for Co-opted positions on RSG, ESG and SSC.

Results from the 2012 Staff Survey indicated that 35% of respondents felt that the School *'provided appropriate opportunities for staff to influence decision-making'* and efforts have been made to address this. Since 2012, the number of female staff on ESG has more than doubled (**Fig 13**) and in our most recent Staff Survey 67% of women felt that *'they were encouraged and given opportunities to participate in influential committees'*.

This has been achieved in part by:

√ Rotating committee roles to give females opportunities to gain additional experience for career progression.

√ HoS actively encourages females to apply for University/Faculty level committees. One female SAT member has been a member of Senate since 2013.

√ The School is mindful of 'committee overload'. Staff are credited for these roles in the workload model, ensuring workload is spread evenly amongst females on committees.

√ Staff can apply for Co-opted positions on RSG, ESG, SSC.

Whilst the School's efforts have increased female representation on ESG, SAT recognised that more could be done to increase female representation on RSG & SSC.

Δ HoS will actively encourage female staff to apply for Co-opted positions on RSG & SSC (**Action 5.2**)
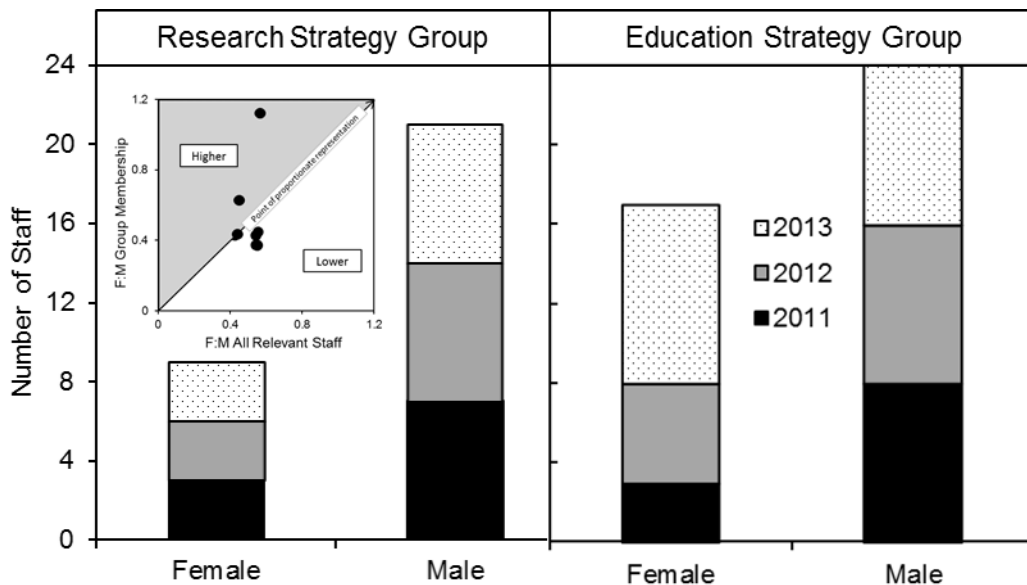

Fig 13. Membership of decision-making committees by gender: Right represents the Research Strategy Group (RSG) and Left Education Strategy Group (ESG) The inset graph represents the F:M of committee membership against F:M for all relevant staff in the School.
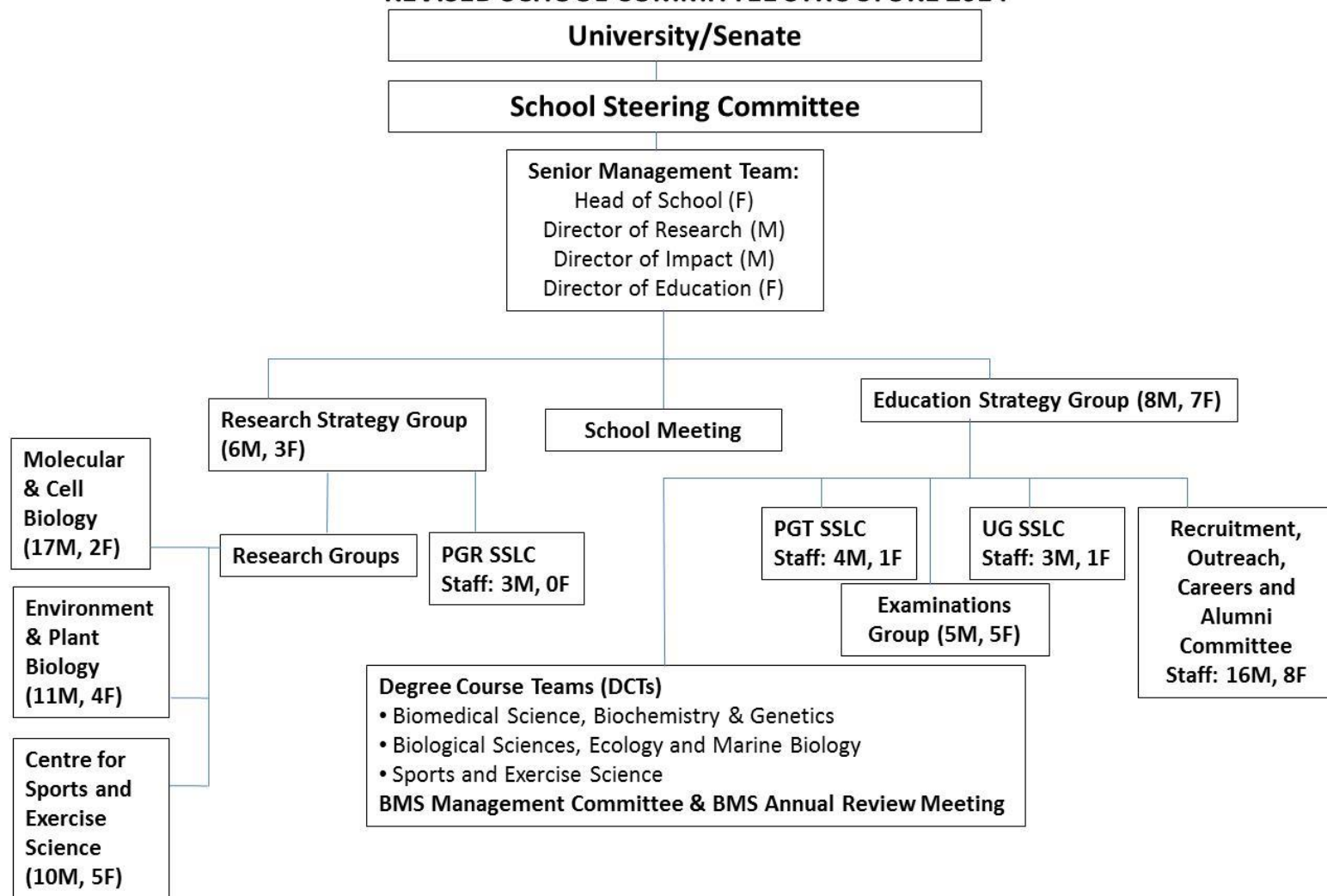
REVISED SCHOOL COMMITTEE STRUCTURE 2014

University/Senate

School Steering Committee

Senior Management Team:
Head of School (F)
Director of Research (M)
Director of Impact (M)
Director of Education (F)

Research Strategy Group (6M, 3F)

School Meeting

Education Strategy Group (8M, 7F)

Molecular & Cell Biology (17M, 2F)

Environment & Plant Biology (11M, 4F)

Centre for Sports and Exercise Science (10M, 5F)

Research Groups

PGR SSLC Staff: 3M, 0F

PGT SSLC Staff: 4M, 1F

UG SSLC Staff: 3M, 1F

Recruitment, Outreach, Careers and Alumni Committee Staff: 16M, 8F

Examinations Group (5M, 5F)

Degree Course Teams (DCTs)
• Biomedical Science, Biochemistry & Genetics
• Biological Sciences, Ecology and Marine Biology
• Sports and Exercise Science
BMS Management Committee & BMS Annual Review Meeting

Fig 14. *Schematic diagram of the Revised School of Biological Sciences Committee Structure.*

(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.*

Results from the 2012 Staff Survey indicated that 76% of respondents felt that *'there were certain times of the year when their workload was excessive'*. To address this, we introduced a comprehensive workload model which credits the full range of responsibilities including 150 hours/year for 'citizenship'. Workload is discussed in PDRs, during which individuals can raise concerns around workload and career development. All leadership roles are recognised in terms of time commitment and are part of the promotion criteria. For A and A&R staff: the model allows for (i) teaching, (ii) course work and exam marking (including feedback), (iii) administrative duties, (iv) professional development and (v) research. External University roles are also included which previous models did not encompass. For *A only* staff, 10% time is allocated to teaching development.

The workload model is also important in ensuring that staff returning from significant periods of leave (e.g. parental leave) have reduced workload and that part-time staff have proportionately lower workload.

> **√** SAT SWAN and Women in Science activities are included in the model.

> **√** 3% time has been credited into the workload model for the SAT Convenor.

In our Action Plan we will:

> **Δ** Review the workload model annually and explore any gender issues (**Action 5.3**).

> **Δ** Ensure that future Athena SWAN and Women in Science activities by academic staff and SAT are recognised in workload model (**Action 5.4**).

(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 School operates a dynamic programme of formal and informal meetings. We have several well-established measures to ensure that the timing of meetings is inclusive to members of staff with families, working part-time or flexibly:

√ Timing of all School meetings is now published in advance.

√ Pre-teaching meeting and Teaching Away Day are from 10.00-15.00.

√ Committee meetings are held at 12.00 to accommodate those with childcare/caring responsibilities. Where meetings do take longer there is flexibility in the agenda to ensure that staff who need to leave early for family commitments have relevant items covered early in the meeting.

√ Since 2012, timing of the School meeting has been moved from 14.30 to 11.00 to accommodate those with childcare/caring responsibilities.

√ All seminars are at lunchtimes.

With regards to social gatherings, in our most recent Staff Survey 83% of women and 85% of men agreed that '*the School's work related social activities are welcoming to both men and women'*:

√ We organise family-friendly social events including weekend barbeques and daytime Christmas parties.

In our Action Plan we will:

Δ Monitor the scheduling of regular School meetings to ensure that staff with caring responsibilities and those working part-time/flexibly are not disadvantaged (**Action 5.5**).

(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 School works hard to ensure that it is female-friendly and it's practices/procedures impact positively on those with caring responsibilities. Our 2012 Staff Survey showed that 90% of respondents agreed/strongly agreed that the School had a *'friendly working atmosphere'*.

In the most recent Staff Survey, individuals felt that the School is *'committed to inclusivity and unsupportive of unacceptable behaviour'*. In addition, 92% of women and 85% of men were *'confident the HoS would deal effectively with complaints of harassment, bullying and offensive behaviour'*. Furthermore, 92% of males and females thought *'the School made it clear that unsupportive language and behaviour is not acceptable'*. A similar picture was evident in 2012, in which 99% of staff *'had not felt discriminated against at work in the last year'* and 92% and 86% of respondents were *'aware of the Harassment Advisory Network'* and the *'University's Equality and Diversity Policy'* respectively. This shows that the School has maintained a culture of inclusivity.

This atmosphere of respect and collegiality is achieved by:

√ Requirement for all staff to complete online Equality and Diversity Training.

√ Having a common room for staff/students to network.

√ Friday informal coffee morning for staff networking.

Staff have regular opportunities to provide feedback and this is evident with 100% of staff stating that *'the School allows their views to be heard'*. This is an improvement from the 2012 Staff Survey, where only 45% of respondents felt that the School *'listened to the views and opinions of staff'*. In part, this may be due to:

√ HoS/HoGs operating an open door policy to encourage staff to discuss any issues.

To continue to promote inclusivity and openness we will:

Δ Appoint a School Lead for Women in Science to continue to promote the School's family friendly and inclusive ethos (**Action 1.1**).

Δ Encourage staff to discuss experiences where they felt uncomfortable due to gender with the HoS/HoG (**Action 5.6**).

Δ Continue to reinforce the importance of inclusivity through School sessions on gender equality and unconscious bias (**Action 5.7**).

Δ Continue to promote the University's Harassment Advisory Network to staff (**Action 5.8**).

(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.*

The School has many outreach activities and contributes to the University's Widening Participation. In 2010, the School appointed an Outreach Officer (a female lecturer), who facilitates outreach activities. We are keen to inspire, inform and excite schoolchildren about science, particularly young females and organise events for local Schools. In our Staff Survey: 81% of staff were *'aware of the School's outreach activities to promote women in science'.* SAT found no evidence of gender bias in outreach activities. Several measures have been already established:

√ We actively encourage employability and host a Careers Convention for schools. (In 2012, three females participated).

√ Female staff (including SAT)/students are actively encouraged to participate in outreach e.g. female students were involved in a recent Wellcome Trust initiative and National Science & Engineering competition.

√ Activities are publicised in the School's newsletter and WIBS.

√ We developed a MyScience Resource Toolkit to help female learners develop knowledge around STEMM subjects.

√ Our female Outreach Officer is a STEMM Learning champion and participated in the National STEMM Centre Project.

√ Outreach activities are recognised in workload model, promotion and PDR process.

In our Action Plan we will:

Δ Monitor the gender balance of those undertaking outreach activities to ensure an even distribution (**Action 5.9**).

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.

Maternity return rates remain stable with the majority of staff returning to work after maternity leave. In 2011, one Research Officer took maternity leave and did not return due to expiry of contract. In 2012, two individuals took maternity leave (both Senior Lecturers), both returned. In 2013, no females took maternity leave. Evidence of trends is inconclusive as the numbers are low.

> **√** We support and publicise to staff the University's Parent Mentoring and Parent Support Network that enables staff to directly contact females with experience of pregnancy at work, maternity/paternity/adoption leave and life as a working parent.

> **Δ** (Actions supporting women before, during and after maternity leave are detailed in Flexibility and managing career breaks Section 4b (ii)).

(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.

There have been no cases of adoption or parental leave between 2011-2013 but five individuals took paternity leave, and all returned. Evidence of trends is inconclusive as the numbers are low. Our Staff Survey indicated that 44% of respondents said they '*didn't know*' that the School actively supported male staff to take paternity leave. To address this we will:

> Δ Improve communication to staff about what support is provided during paternity, parental and adoption leave and monitor success via staff surveys and annual monitoring of uptake rates (**Action 6.1**).

(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.

Flexible working requests are approved by the HoS and the University. No formal flexible working requests have been made since 2013. Prior to this, no centralised recording of data was kept but 4 informal requests were made, all approved (3 female, 1 male). We strive to offer part-time and staff working flexibly the same career development opportunities as full-time staff. In our Staff Survey, 30% of women and 25% of men disagreed that '*the part-time and flexible working staff are offered the same career development opportunities as full-time staff'*. In addition, 59% of men said '*I don't know'* that the School supports male staff to consider flexible working to meet caring responsibilities. We will address these issues in our Action Plan:

Δ Ensure that clear information on flexible working and job share policies are on the School's intranet and WIBS (**Action 6.2**)**.**

(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) 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.

The School has implemented a formalised system for requesting flexible working. The School has never refused a staff member's request for reduced hours. There are five part-time lecturers, all female, with different levels of flexible working (e.g. 2x 0.6 FTE, 2x 0.5 FTE and 0.7 FTE) to accommodate childcare arrangements. Discussions regarding flexible working are part of PDRs.

Interestingly, only 24% and 31% of respondents from the 2012 Staff Survey felt that *'flexible working opportunities'* and a *'good work life balance'* respectively were important to them. Whilst flexible working was not seen as a priority for staff, in 2012, 88% of respondents agreed that *'their jobs provided the opportunity for flexible working very/fairly well'*. Since 2012, the School has continued to accommodate flexible working requests and the results of the 2014 Staff Survey show that 75% of women agree that the '*HoS is supportive of flexible working requests'* and 74% of respondents agreed that the School has a *'good culture around flexible working'.*

We support flexible working by:

> **√** Including references to flexible working and family friendly policies in the Head's Handbook ensuring they have the necessary information to support staff.

> **√** Providing information on flexible working on WIBS so that female staff are aware of the flexible working options available.

Whilst the School has already established a good culture around flexible working it is recognised that more could still be done. In our Action Plan we will:

> **Δ** Include details of flexible working options in the induction pack for new staff (**Action 6.3**).

> **Δ** Keep central records of flexible working requests (**Action 6.4**).

(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.*

The School manages maternity leave well and the culture within the School is supportive. Provision for staff before, during and after maternity leave is as follows:

Before:
√ All staff who are pregnant or adopting meet with the HoS to conduct a risk assessment, arrangements for leave, cover of work, discuss University's Keeping in Touch (KIT) days, return to work options and the level of contact.

√ KIT days are promoted on WIBS.

√ The University has a Booklet for staff going on maternity leave with information and signposting to family friendly policies. The School promotes this to staff who are encouraged to review it during their maternity meeting.

During:
√ Teaching/administration are covered by other staff members or temporary/fixed-term cover.

√ Alternative staff are appointed as temporary supervisors to cover PhD supervision during staff absence.

√ Prior to their return from maternity leave, staff meet with the HoS to discuss flexible working, childcare provision and parent support groups (promoted on WIBS). During the meeting priorities are set for the workload ahead.

√ During maternity/adoption leave the HoS keeps in regular contact with the individual via KIT Days.

√ Staff are strongly encouraged to use their KIT days and are invited to School events.

After:
√ The University's new 'Returning Parent Career Development Fund' provides funding support to STEMM staff returning from a period of family leave to fund childcare costs to facilitate conference attendance. We actively promote this to staff.

The School has already made a strong commitment to supporting maternity returners. However, our recent Staff Survey highlighted that communication could be improved (only 17% of women stated that *'the School promoted the University's family friendly policies'*). To address this we will:

Δ Improve the information provided at induction so new staff are signposted to the University's family friendly policies (**Action 6.5).**

Δ Link women planning maternity leave with those who have recently returned from maternity leave (**Action 6.6).**

Δ Continue to measure the uptake of the Returning Parent Career Development Fund scheme (**Action 6.7**).
Total word count Section 4: 4758 words.

5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other STEMM-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.

The School is extremely committed to supporting staff career progression regardless of gender, age and ethnicity. During the SAT process, we have sought to embed the Athena SWAN Charter within the School and recognise what needs to be done to support and encourage women in STEMM. The SAT team is highly committed to being SWAN champions for gender equality in STEMM. During the SAT process we have collated and analysed data to develop a concerted Action Plan and we have sought to address key issues and challenges to the progression of females. This included focus groups with postgraduates (which gave valuable insight into how we can further support female students), discussions with staff on flexible working and committee structure and we surveyed staff and students. Many actions have already been established to benefit females and the culture of the School as a whole.

> √ 78% of staff are trained in equality and diversity.

> √ 89% of staff are aware of the School's commitment to the Athena SWAN Charter and 74% were aware of the WIS Network. This is an agenda item on School meetings.

> √ We actively promote the University level support for women put in place as part of the University's Bronze Action Plan.

> √ WISN provides support, networking and mentoring opportunities for all STEMM staff and postgraduate students.

> √ 'Women in Science Day' was held in March 2014 to mark International Women's Day and included female speakers from the School.

Total word count Section 5: 242 words.

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**.*

(See Action Plan attached)