Department Application
Silver Award

ATHENA SWAN SILVER DEPARTMENT AWARDS

Name of institution	University of Nottingham
Department	School of Biosciences
Focus of department	**STEMM**
Date of application	November 2017
Award Level	**Silver**
Institution Athena SWAN award	**Date: November 2012** **Level: Silver**
Contact for application Must be based in the department	Prof Simon Langley-Evans
Email	Simon.Langley-Evans@nottingham.ac.uk
Telephone	0115 951 6139
Departmental website	http://www.nottingham.ac.uk/biosciences http://www.nottingham.ac.uk/biosciences/athena-SWAN/athena-SWAN.aspx

The University of Nottingham Sutton Bonington Campus is home to the Schools of Biosciences and Veterinary Medicine and Science.

Silver Department application	Words used
Word Limit	**12000**
1.Letter of endorsement	499
2.Description of the department	497
3. Self-assessment process	1012
4. Picture of the department	2877
5. Supporting and advancing women's careers	6130
6. Case studies	972
TOTAL	**11987**

Abbreviations used in this document

AES-	Agricultural and Environmental Sciences
AP-	Action Point (see Action plan at end of document)
APM-	Administrative, Professional and Managerial job family
AS-	Athena SWAN
Bronze-	Refers to School Bronze Athena SWAN award 2014
CPS-	Crop and Plant Science
dHoS-	Deputy Head of School
DoR-	Director of Research
DoT-	Director of Teaching and Learning
ECR –	Early Career Researcher
ECU -	Equality Challenge Unit
EDI-	Equality, Diversity and Inclusion
F-	Female
FdSci-	Food Science
Flx -	Flexible working hours
HE -	Higher Education
HoD-	Head of Division
HoO-	Director of Operations
HoS-	Head of School
GEN -	Gender Equality Nottingham (UoN Committee)
ILM-	Institute of Leadership and Management
KTP-	Knowledge Transfer Partnership
L4, L5, L6, L7-	Levels 4-7[1]
M-	Male
MT-	Management Team
Nut-	Nutritional Sciences
PDPR-	Personal Development and Performance Review
PGR –	Postgraduate Research Student
PGT –	Taught Postgraduate
PI-	Principal Investigator
SAM-	Senior Administration Manager
SAT-	Self-Assessment Team
SoB-	School of Biosciences
TS-	Technical services job family
TSM-	Technical Services Manager
UB-	Unconscious bias
UG -	Undergraduate
UoN-	University of Nottingham

Sub-group of SoB SAT met in May 2017. *Front L-R: Sarah Johnson, Simon Langley-Evans, Joanne Hort, Jennifer Dewick. Back L-R: Sean Beebe (School of Physics, institutional challenge and support), Jake Richards, Lyndy Cox (note-taker), Christina Siettou, Fereshteh Mansoorkhani*

[1]At the University of Nottingham academic staff are levelled at L4 (teaching/research associates), L5 (assistant professor- lecturer equivalent), L6 (associate professor- senior lecturer equivalent) and L7 (professor).

Staff and student data presented are last available UoN dataset at October 2016 unless otherwise stated. Benchmarking data is taken from the same source or the latest ECU Equality in Higher Education Staff and Student statistical reports from 13/14 HESA data.

University of Nottingham
UK | CHINA | MALAYSIA

School of Biosciences
Sutton Bonington Campus
Loughborough
LE12 5RD
t: +44 (0)115 951 6139
e: Simon.Langley-Evans@nottingham.ac.uk

September 28th 2017

Dear Equality Challenge Unit
Application for Athena SWAN Silver Award, University of Nottingham School of Biosciences

My tenure as Head of School of Biosciences (SoB) began in August 2016 and one of my first actions was to develop a new School Strategic Plan (2016-2020) which fully embraces Athena SWAN principles. As such, I give my full support to this application and the delivery of the proposed action plan. My commitment to these issues is evidenced by my involvement with, and more recently chairing, the SAT, which has good representation from our management team and across the School. In 2016, I delivered unconscious bias awareness sessions, with my deputy, to all staff in the School and in 2017, I visited our sister School at UoN Malaysia and delivered the same session.

Since our Bronze award, SoB has made good progress in further embedding Athena SWAN principles into the culture, processes and imagery of our School. We have increased the proportion of female academic staff from 32% to 42% and have made a big inroad in reducing loss of female staff between level 4 and 5. Our highest priority now is to feed this progress through to level 6 and 7, particularly the latter, where due to retirements and opportunities outside academia, women have been lost from the School. We are particularly proud that SoB women are established in senior roles in the School (Dr Sarah Johnson, Head of Operations; Dr Fiona McCullough, Director of Teaching) and the University (Professor Zoe Wilson; Associate Faculty PVC). Professor Joanne Hort, who chaired the SoB SAT until the final few months of preparation of this application, was Deputy Head of School prior to standing down in order to prepare to become the inaugural Fonterra-Riddet Chair at Massey University. With our strong drive to develop academic careers, we have seen a sharp increase in confidence of women to apply for promotion. Numbers of women submitting applications have increased by 150% with a 100% success rate.

Whilst there are still clear areas for improvement, examples of how we support women in their careers is provided by the case studies within our application. A further example is Emma Weston who works 0.6fte and has been promoted twice within three years (level 4 to 6) and encouraged

to pursue PhD studies. In SoB part-time working associated with family responsibilities is not a barrier to career progression.

Within the School Strategic Plan sits the vision to '*make the School of Biosciences an outstanding place to work*'. This vision encapsulates my personal commitment to provide a supportive environment that values equality of opportunity. I am proud of the clear progress that SoB has made since our Bronze award and the growing prominence of our equality policies through all of our activities. I am backed by a strong team, all fully committed to deliver further improvements to our School and fully embed Athena SWAN principles in all that we do.

Yours faithfully

Simon Langley-Evans
Professor of Human Nutrition
Head of School

Section 1: 499 words

2. DESCRIPTION OF THE DEPARTMENT

The School of Biosciences (Faculty of Science), is located at the Sutton Bonington Campus, which has recently undergone considerable development with a new building housing student services and the construction of a state-of-the-art teaching laboratory hub to accommodate 200 students. Biosciences comprises 312 staff and 1448 students (Table 2.1).

Table 2.1 Numbers of Staff and Students by gender in School of Biosciences

Group		Total	Female % (n)	Male % (n)
Staff	Academic Staff[1]	184	42% (78)	58% (106)
	APM	46	83% (38)	19% (8)
	Technical Services	82	55% (45)	45% (36)
	Total	*312*	*52% (161)*	*48% (150)*
Students	Undergraduate (UG)	946	64% (606)	36% (340)
	Postgraduate Taught (PGT)	219	65% (143)	35% (76)
	Postgraduate Research (PGR)	283	53% (149)	47% (134)
	Total	1448	62% (898)	38% (550)

[1] comprises all job types: Research, Research and Teaching, Teaching

The School is organised into academic divisions supported by administrative and technical teams (Figure 2.1) and led by a management team (MT) (Table 2.2), which has good female representation (7 out of 16 individuals in the last 2 years, compared to just one in 2014). Recent changes to MT membership have occurred as the previous DoT, DoR and dHoS have moved to new roles, e.g. Zoe Wilson is now Faculty Associate PVC for Research. MT has Equality, Diversity and Inclusion (EDI) as a standing item on all agendas and is implementing an EDI Action Plan (2016 onwards).

SoB offers 22 undergraduate degrees in agriculture, animal science, biotechnology, environmental sciences, food science, microbiology, nutrition and plant science. Many of these have been recognised through top rankings in UK University league tables (e.g. BSc Animal Science ranked first in Times/Sunday Times Good University Guide 2015; Agriculture and Food Science ranked top in Guardian 2016&2017). Overall student satisfaction rates are good (NSS 91% 2016). Our degrees have a strong employability focus and include core modules which focus on professional transferable skills and career development; 95% of our students are employed within 6 months of graduation. UoN is the Times and Sunday Times University of the Year for Graduate Employment. We also offer 15 taught postgraduate degrees which complement our undergraduate programmes and these produce highly employable graduates, with placement programmes and industrial visits available for MSc plant biotechnology, biotechnology and food production and management.

> **Update since Bronze Award: The School has established an EDI committee and EDI is a standing item for all Management Team meetings.**
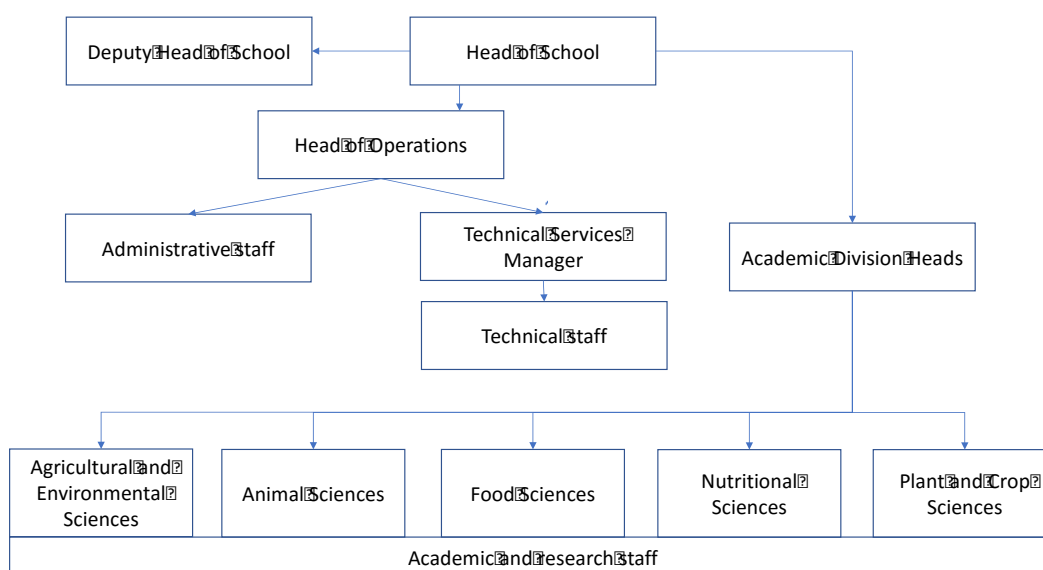
Figure 2.1 Organisation of the School of Biosciences.

Table 2.2 Management Team membership 2016-2017

Role	Role-Holder	Gender	Gender of role-holder at Bronze award (2014)
Head of School	Prof Simon Langley-Evans	M	M
Deputy Head of School	Prof Joanne Hort	F	M
	Prof Paul Wilson (from spring 2017)	M	
Director of Operations	Dr Sarah Johnson	F	F
Technical Services Manager	Mrs Sue Woodward	F	Not on MT
Director of Research	Prof Zoe Wilson	F	M
	Dr Ian Fisk (from Jan 2017)	M	
Director of Teaching and Learning	Prof Matt Dickinson	M	M
	Dr Fiona McCullough (from autumn 2016)	F	
Finance Manager	Miss Wendy Queen	F	Not on MT
Head of Division	Prof Sacha Mooney	M	M
Head of Division	Prof Phil Garnsworthy	M	M
Head of Division	Prof Tim Foster	M	M
	Prof Christine Dodd (spring 2017)	F	
Head of Division	Prof Andy Salter	M	M
Head of Division	Prof Mike Holdsworth	M	M
REF Coordinator	Prof Paul Wilson	M	M

Academic staff in Biosciences undertake research in a diverse range of disciplines including dairy science, plant molecular biology, brewing, reproductive biology and microbiology. Through collaboration with mathematicians, physicists, engineers and computer scientists we have established a world-leading reputation for interdisciplinary research in soil and root biology, sensory and flavour science, and food manufacturing and processing. Together with our Vet

School colleagues we achieved a 2nd place ranking for UoA6 (Agriculture, Veterinary and Food Science) in the 2014 REF.

The School carried out a survey of all staff (56% response rate) in 2016 to obtain views on a range of issues (equality and diversity; training and personal development; workload; health and well-being; leadership and core School values) and data from that survey inform some of the points made elsewhere in this document and proposed actions moving forward. In the survey 91.1% of staff agreed with the statement '*I like working in the School of Biosciences*'. The School is proud of having a close-knit, collegiate community that includes staff and students. We have a culture that celebrates success, with achievements by all staff recognised in a monthly HoS School update, awards for excellence in teaching and our new (2017) BAFTARs (Biosciences Awards for Technicians and Administrative and Research staff).

> **Update since Bronze Award: In response to a perceived lack of data, the School has established a rolling programme of whole School surveys and focus groups for specific staff groups.**

Section 2: 497 words

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i)   Self-assessment team

Following the outcome of our previous AS Bronze application (announced September 2014) an equality workshop focusing on gender issues, open to all staff, was held to identify barriers to women entering and progressing in academia. This led to the establishment of the Equality, Diversity and Inclusion Committee, which now meets three times a year, to evaluate and implement initiatives and policies surrounding gender equality, and progress the previous AS action plan. Good progress made against the Bronze AS action plan is highlighted in the final column in Table 3.1. Notably we have introduced level specific promotion workshops which have been well attended (Bronze AP2.1 & 4.1) and staff and student data are now presented annually to MT leading to support for successful initiatives such as our bespoke Unconscious Bias awareness sessions. We have begun to address the leaky pipeline issue starting with encouraging our undergraduates to give more consideration to undertaking a PhD (Bronze AP3.1) and providing more support for our Level 4 postdocs (Bronze AP4.3 & 4. 4). Furthermore, communication is now much improved with better links to information about parental leave on the School website (Bronze AP5.1), a new Athena SWAN website (AP5.3) and clarity on policies around flexible working (Bronze AP5.2).

The EDI committee is the means by which initiatives to tackle gender equality are developed, evaluated and fed back to MT for action. Further initiatives implemented via EDI are described in Table 3.2. Notably, in addition to putting the 2014 Action plan into place, further work has generated increased visibility of women and better role modelling, unconscious bias awareness, specific developments for teaching specialists and policy reviews; all significant activities since Bronze.

A subgroup of this committee (the SAT) (Table 3.3) was formed specifically to collect and evaluate data to develop this AS application. Both groups were chaired by the deputy Head of School (female) but the Head of School (male) joined both Committees to demonstrate further the importance of their work and commitment of the School to make progress. As shown in Figure 3.1, the SAT is embedded in the School and wider University.

The SAT members (Table 3.3) represent a wide range of job roles and career stages and a variety of work patterns including flexible and part-time working. The SAT met 12 times in the 18 months running up to submission to discuss the self-assessment process, data obtained from the University and School, to identify issues and develop the Silver Action Plan. Each member also focussed on specific aspects of the application in terms of data collection and evaluation as detailed in Table 3.3. Subgroups of the SAT met more frequently to discuss and develop specific elements of the data and the submission.

Table 3.1 Progress (final column) against SoB Athena SWAN Submission 2014 Action Plan (Bronze Award). Actions have been green, amber, red highlighted to show progress (Red- limited progress, amber- good progress but ongoing activity, green- strong progress and largely complete).

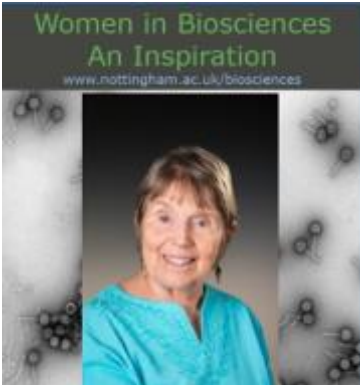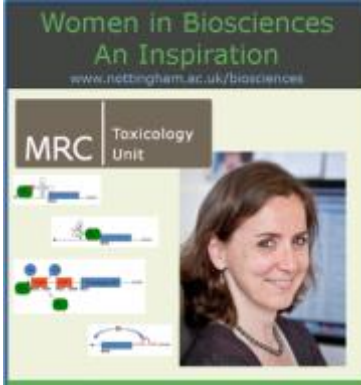| Action	Description of action	Action already taken	Further action	Who	Evaluation method	Planned outcome	Impact	Progress to 2017
				New Actions to be introduced in 2104				
1.1 (KA P 1 & 2)	Formation of Gender Strategy Group.	Discussion of formation, remit and aims.	Enrol members.	Management Team.	Activity recorded and discussion with women in the School (the stakeholders).	Reduce gender disparities, empower females across all levels; advise Management Team; facilitate spreading the work-load, thereby reducing the burden on a small number of senior women.	HIGH	Equality Diversity and Inclusion Committee, established in January 2015 - see activity summarised in Table 3.2. Reports monthly to MT who have responsibility to deliver EDI Action Plan.
1.2 (KA P 1 & 2)	Establish female-only 'learning/leadership sets'	Discussion of formation and aims.	Recruitment of senior University female staff to facilitate sets.	Staff Development Committee.	Monitor progress towards reaching career transition point and qualitative survey of the views of participants.	Qualitative empowerment; quantitative acceleration of career progression; encouragement to apply for promotion.	HIGH	Not yet set up as other actions took priority e.g. Redressing the balance Forum. Will be considered for late 2017 by EDI Committee
1.3 (KA P 2)	Annual rotation of committee chairs.	Discussion with Head of School.	Implement.	Management Team.	Activity recorded.	Raised levels of self-esteem in junior staff and reduced burden on a few senior women.	HIGH	Reviewed but an annual rotation was felt too short to be effective. Instead new Committee policy was developed and Deputy Chairs for all significant Committees appointed from more junior staff.
				Data analysis				
2.1 (KA P 4)	Annual analysis of impacts of 'pre-promotion'	Promotion data collected.	Data collection ongoing. Develop/modify appropriate actions	Management Group and SAT.	Promotion data recorded.	More females promoted each year than previously.	HIGH	Promotion data wereanalysed for 2012-15 and new level-specific promotion workshops established. Success rates for

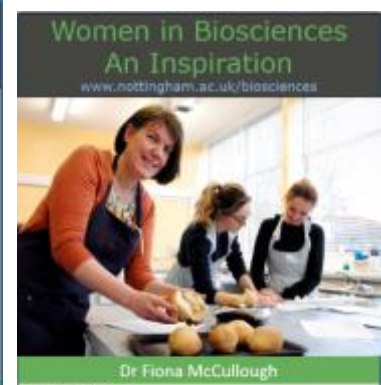|								
	strategies initiated after 2012.		in response to trends.					female applicants are now 100% with applications from females increasing by 150 %.
2.2 (KAP 4)	Annual analysis of staff and student data relevant to Athena SWAN.	Ongoing. Analysis disseminated to Management Team and Staff Development Group.	Ongoing.	SAT	Data analysis.	Annual reporting to Management Team to ensure best practice in fulfilling equality remit.	HIGH	Data now presented annually to MT since 2015. MT introducing EDI activities and supporting roll out of relevant actions, e.g. Unconscious Bias workshops
2.3 (KAP 4)	Collection of primary data from staff surveys.	Ongoing. Annual exercise.	Modify questions in survey to allow for greater empirical evaluation in addition to qualitative responses.	SAT	Data analysis.	Awareness of staff views to ensure best practice and implement change.	HIGH	Specific surveys addressing PDPR and Post Doc positions carried out 2014-2016. Resulting Post doc committee being established and PDPR process updated with focus on career development.

Annual School Survey established in 2016 |
2.4 (KAP 4)	Collection of primary data from student surveys (relating to career and further education aspirations and perceptions of a scientific career).	Ongoing. Annual exercise.	Ongoing. Sessions to address issues are/will subsequently be arranged if necessary – see 3.1 below.	Learning & Teaching Group.	Attendance, shift in numbers interested in studying for a PhD after the session.	Identify where students require additional information and provide it.	MED	We have identified a need for more guidance for undergraduates on careers and the potential for a career in research and academia. This has led to incorporation of specific sessions in a second year Professional Skills module and closer working with the Careers and Employability Service.
				Students				
3.1 (KAP 2 & 3)	Encourage UG and taught PG students to study for a PhD.	Career talks which address PhD study.	'Myth Busting' sessions relating to doing a PhD are planned in response	Learning & Teaching Group.	Feedback forms from the events.	Higher proportion of UG and PGT students undertaking PhD courses.	HIGH	In-house spotlight sessions on undertaking a PhD to supplement University-level talks 'Thinking about a PhD (STEM) in Nov 15

			to the last survey which highlighted that many students do not understand how a PhD 'works' or how one is financed.					and workshops on 'applying for PG study' in Oct 15 and Feb 16). 2. Graduate destinations data lags behind by 1 year so unable to evaluate success. For follow up in 2017/18
3.2 (KAP 1)	Gender balance of staff and student ambassadors on UCAS Open Days.	Already done when possible; ongoing.	Ensure literature and image banks show equal gender split.	Degree-related Admissions Officers.	Feedback from Open Days.	Greater proportion of males applying for courses.	MED	All male applicants for Student Ambassador roles are accepted. Ratio of M:F admissions tutors is 6:5. Female admissions tutors in post for courses with high M:F ratio.
3.3 (KAP 1 & 2)	Encourage PhD students to apply for Level 4 posts.	Ongoing.	Greater integration of PhD students with postdoctoral researchers.	Postgraduate Research Committee.	Monitor destination data when complete PhD.	Higher proportion of PhD students remaining in academia.	HIGH	PhD induction checklist revised to encourage more postdoc contact Redressing the balance seminars on academic careers to promote engagement with academic career options. Graduate destinations data lags behind by 2 years so unable to evaluate success. For follow up in 2017/18.
					Career Transition – Applicants and Promotions			
4.1 (KAP 1)	Clarify promotions process and support available (mentoring and professional coaching)	Annual forum run by Head of School.	Initiating 1.2 above.	Staff Development Committee/ HoS/DHos	Monitor changes in promotions data (applications and successes).	Improved awareness of the promotions process and greater number of applications from females.	HIGH	Level-specific promotion workshops are now held each year. Attendance in 2017 was 34 staff (22% of School level 4-6 R&T staff). Applications from females increased by 150%.
4.2 (KAP 1 & 3)	Improve information given to job applicants with special reference to	Applicants already receive an information pack.	Highlight and celebrate the work of females in the School and give detailed explanations of	School HR rep	Monitor applications from females.	More female appointments.	HIGH	Paragraph now in all role profiles to School's work in AS. Composition of interview panels clarified to ensure M/F balance

	Athena SWAN initiatives.		female-friendly initiatives.					where possible. Use of AS logo on job adverts.
4.3 (KA P 2)	Support Postdoctoral Researchers in career planning.	Career advice workshops already established.	Increased mentoring and career planning.	Staff Development Committee.	Monitor destination following end of postdoctoral post.	Improved awareness of need for career planning.	HIGH	Redressing the Balance forum. All posts docs are now assigned a mentor at induction. Career planning is a key discussion point in PDPR paperwork.
4.4 (KA P 1 & 2)	Improve mentoring for Postdoctoral Researchers.	PDRAs are currently allocated a mentor.	An additional reciprocal scheme is being initiated between the School and the School of Veterinary Sciences & Medicine (both Schools share a campus) in response to concerns raised in the School survey in 2013.	Staff Development Committee.	Monitor uptake of the scheme and canvass opinion of the value.	Greater awareness of any unmet development or training requirements which can then be addressed.	HIGH	Established Postdoc Forum to discuss such issues. 50% currently happy with mentoring Scheme. Link to training courses now on School Intranet. Establishment of new Postdoc committee to report back to MT will enhance progress in this area.
4.5 (KA P 4)	Evaluate effectiveness of developmental mentoring during the annual Professional Development and Performance Review (both as mentor and mentee).	Standard mentoring is available to all staff.	Reinforce the value during the annual PDPR.	Head of School/HR.	Comments on PDPR forms and during interview.	Increased effectiveness and value of mentors.	HIGH	Survey of mentoring scheme undertaken. School survey indicated 88% were aware of mentoring scheme. Of those using it only 47% agreed it had been useful. Development of new mentoring scheme ongoing (to be implemented autumn 2017).
				Communication				
5.1 (KA P 3)	Raise awareness of the right to paternity leave.	Uptake is quantified.	Increase awareness on School websites and other media.	School HR.	Monitor uptake.	Improved awareness of right to paternity leave	MED	Clear links to information regarding paternity leave on School website. Numbers of men

					and probable increased uptake.		recorded taking leave has increased substantially.
5.2 (KA P 3)	Raise awareness of flexible working scheme and other HR initiatives.	Information is available on the Staff Development Intranet pages and the University HR web pages.	Reinforce sources of available information, particularly for new staff.	Staff Development Committee	Monitor awareness during annual School survey.	Greater support and advice.	MED	School Flexible working scheme drafted and implemented. The School survey revealed 42% of staff thought this would help them balancing workloads
5.3 (KA P 3)	Redevelop Athena SWAN web page.	The Staff Development Intranet pages are a repository for information re staff development, recommended nurseries, good practice and Athena SWAN related information. A Mahara page is also available for celebrating women's successes and is also a discussion forum.	Previous Silver SWAN application was available on the School web pages until very recently when they were overhauled. This will be reinstated but on a dedicated Athena SWAN site.	SAT	Monitor awareness.	Greater support and advice.	HIGH	New School AS website in place with key information links and vlogs from a range of female staff discussing AS issues. Since its launch in 2015 there have been more than 500 views. Website includes Bronze and previous Silver AS applications.

Table 3.2 summarising key initiatives developed by EDI committee in response to barriers identified by a School workshop on gender equality in Jan 2015 and ongoing EDI committee discussions to date.

Issue	Initiatives/Action taken
Communicating the issues	• Set up Facebook page Women in Biosciences (to be replaced by more accessible Blog page); first articles to discuss non-binary issues and HoS experience of family life with a transgender child.
Increasing visibility of women on campus to inspire and academic career	• Posters of successful national and international Women in Biosciences (10 women featured) have been put up in areas of high footfall across the campus together with more recently posters featuring our own staff (currently 3 staff) as role models e.g.

Need for better role modelling	• Ongoing series of Redressing the Balance workshops with invited internal and external speakers addressing issues concerning confidence and resilience, successful academic careers with children, academic career pathways for PhD students and Postdocs • New Role Model initiative for 2017 identifying and interviewing staff and student nominated Role Models (both male and female)
Career progression workshops	• Level specific promotion (Academic) and Regrading (APM/Technical Staff) workshops now run each year
Improving the personal development and performance review process (PDPR)	• PDPR guidelines rewritten to include focus on development and include space to highlight part-time working and any notable periods of absence/leave
Unconscious bias awareness training	• All SoB staff were invited to attended tailored Unconscious Bias (UB) sessions to understand the concept of UB and also to highlight where people and the School may be affected. A specific action plan for tackling UB in the School was developed focusing on issue surrounding hierarchy, culture and celebrating people more. Staff unable to attend completed online training which is now compulsory for all new starters and completion of which is monitored by HoO.
Improving career development for teaching specialists	• Policy document developed giving guidance to teaching specialists for promotion. Positively evaluated by focus groups in March 2017.
Post docs and Career Progression	• Post doc survey concerning post doc issues conducted highlighting females less likely to follow an academic career. Redressing the balance fora specifically organised to address this. Highlighted that regardless of gender we need to do more to support postdocs in career progression
Policy reviews	• Policies were reviewed to be more inclusive of AS principles. In particular, the Flexible working policy was extended, clarified and recommunicated to staff. • Committee policy updated to encourage wider participation on committees and the appointment of deputy chairs to allow more opportunities for early career staff. • New policy on grant mentoring established.

Table 3.3 Membership of SAT (* indicates self-identified parent/carer responsibilities, # indicates dual career household. § Provided challenge and comment on draft of the application). †Chair of SAT changed in July 2017. Flx- flexible working

SAT Member		Role	SAT Role	FT/PT	Gender
Mrs Jennifer Dewick*#		Administrator. Mother of one. Plays and coaches hockey	APM Representative	P/T	F
Dr Ian Fisk*		Associate Professor of Flavour Chemistry. SoB Director of Research. Member UoN Promotions Board. Three school age children.	Research	FT	M
Miss Andrea Greener		School of Medicine Operations Manager (Staffing and Governance). Co-Chair School of Medicine's SAT.	External UoN member	FT (Flx)	F
Professor Joanne Hort *#†		Deputy Head of School. Chair School EDI Committee. Faculty EDI Representative. Mother of two.	Chair of SAT to July 2017	FT (Flx)	F
Dr Sarah Johnson* #		Head of Operations Two sons. Worked part-time (0.8 FTE); now works full-time flexibly.	Senior School Management	FT (Flx)	F
Professor Simon Langley-Evans *†		Head of School Father of five children. Youngest child is transgender.	School policy and systems. Chair from July 2017	FT	M
Dr Susie Lydon *#		SoB Outreach Officer and Media Lead. Admissions Tutor and Academic Employability Lead Mother of three children.	Outreach	FT	F
Dr Fereshteh Mansoorkhani		Postdoc. Married and planning to have children in a year's time.	Postdoc representative	FT	F
Dr Fiona McCullough*		SoB Director of Teaching and Learning Mother of one child.	Learning and Teaching	FT	F

Steve Ramsden		Associate Professor in Management.	School Survey Coordinator & Data Analysis	FT	M
Jake Richards		PhD Student, former undergraduate and previous officer of the student Guild.	Student representative	FT	M
Dr Christina Siettou		Course Manager of Agricultural Degrees. EDI School Data Champion	Deputy Chair of SAT	FT	F
Dr Judy Swift		Associate Professor Human Nutrition Mother of 2 young children	Careers breaks and flexible working	PT (Flx)	F
Matt Tovey*#		Senior Field Trials Technician Father of 2 young boys.	Technical Services Representative	FT	M
Tim Twelvetree§		Lecturer in Nursing Research (University of Manchester)	External advisor	FT	M
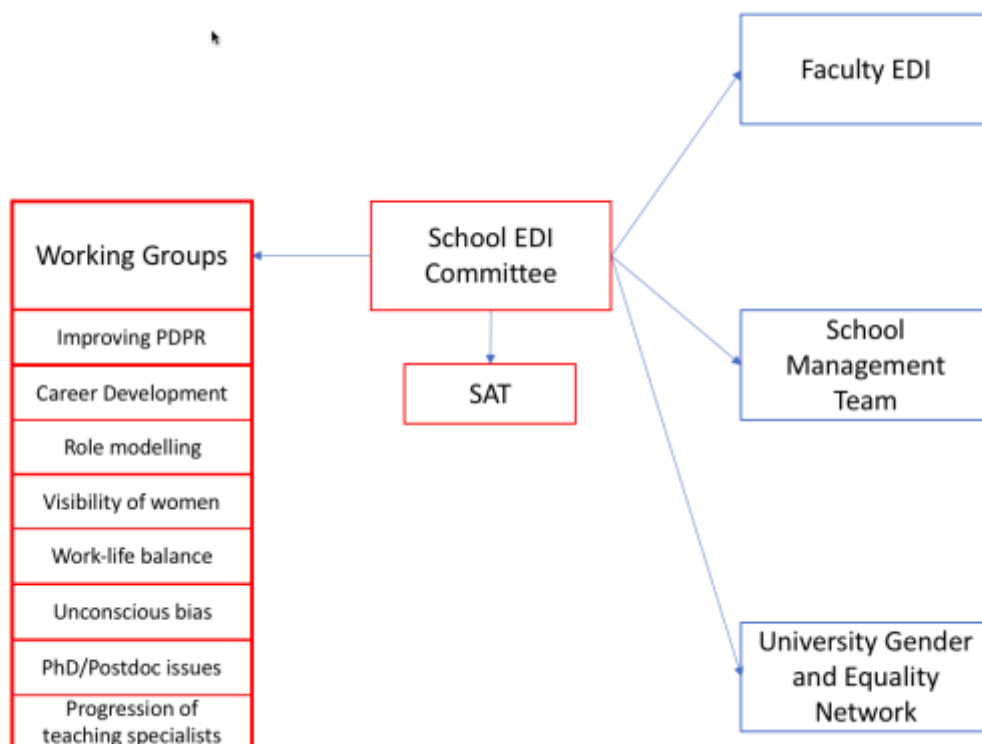
ii The self-assessment process

The 2014 equality workshop identified several perceived barriers to an academic career for women and subsequently the EDI committee developed initiatives to offer support and improve School systems including enhancing the personal development element of performance review (PDPR) and the introduction of job family and level-specific promotions and regrading workshops (Table 3.2). The SAT obtained data from the University to develop a picture of gender balance across the School but it was evident that little data were available to evaluate local issues and initiatives once in place, and to gain an overview of how staff generally felt about working in the School. The SAT developed a School survey (conducted Nov 2016) to assess various aspects required for the application and to evaluate initiatives set by the EDI committee since Bronze award. This valuable data source led to the implementation of an annual School survey being part of the new action plan. **AP1**.

In addition to the School Survey, the School ran annual PDPR surveys from 2014-2016: colleagues with expertise in qualitative research led focus groups to explore issues with postdocs, APM and Technical staff and those having taken or about to take parental/adoption leave. Initiatives arising from the EDI committee were also evaluated. Furthermore, Committee Chairs were consulted to gain an understanding of membership and relevant actions being developed and implemented. SAT members held interviews with University staff outside the School including the Careers and Employability Service, HR specialists and staff from other Schools. This enabled us to identify issues which are common to the wider University. The focus groups and surveys have allowed us to gather feedback on the activities in place and identify areas of concern for staff to be addressed in our future action plans. All of our consultation activity raises awareness of Athena SWAN and leads to improved engagement from staff and students on the emerging issues.

Results of all surveys and other information-gathering approaches were fed back to staff via School Board meetings (twice per semester), focused School Fora and more recently via the HoS monthly School update newsletter (introduced June 2016). In March 2017, the HoS held a School Forum to present highlights from the School survey and to discuss data on workloads, health and well-being.

To consider the key issues for SoB, and to prepare this submission, the SAT considered data from a range of sources. Undergraduate student data were obtained from Learning Community Forum meetings with course representatives and from module evaluation returns. Postgraduate taught and research student data was obtained through questionnaires and focus groups held to investigate opinions on academic career and specific gender issues influencing career decisions. Outcomes of these discussions were fed back to students via their representatives on the SAT.

Future of the SAT

The SAT subgroup of the EDI committee will continue to meet 3 times a year to progress the action plan and School data. It will report progress to the EDI committee meetings which will also be the driving force for evaluating current, and developing new, initiatives regarding gender equality across the School. AS issues will be reported to MT via the standing EDI agenda item. This will ensure that tabled initiatives and action plan items, for example UB awareness initiatives, are agreed and implemented. AS will also feed through to Faculty level whereby the EDI Chair will report on EDI and specific AS issues at the Faculty EDI committee.

Section 3: 1012 words

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

The School offers degrees at undergraduate and postgraduate level, across diverse subject areas. Data are first presented for the School as a whole, and then by programme to identify whether particular pockets of concern or success are evident.

(i) Numbers of men and women on access or foundation courses

n/a.

(ii) Numbers of undergraduate students by gender

The School teaches BSc courses as previously described in section 2. Students are predominantly female (average 66.6%, Figure 4.1) the proportion being slightly higher than national benchmarks (HESA: 61%).

An issue for SoB is that this is not consistent across the individual programmes in that AES is balanced between males and females and CPS has a lower percentage of females (Table 4.1) generally due to higher numbers of males on the Biotechnology course. Nationally 41% (HESA) of Biotechnology undergraduates are female but SoB is somewhat below this, varying between 26 and 36%. Career spotlight sessions held for these students have highlighted that females are not fully aware of career pathways in this discipline, which may account for low numbers. Since Bronze, a new Course director/admissions tutor (female) has been appointed and is expanding the career spotlights using female role models for our promotional materials to attract more females (**AP22**) and including information on biotechnology careers within the course to highlight career pathways. Similar actions will be taken to address the low male numbers on Nutrition (**AP23**). Our admissions tutors for all courses (UG and PGT) have received unconscious bias and EDI training and this will be kept refreshed (**AP28**).

Proportion of students on Undergraduate courses by gender

	2011/12	2012/13	2013/14	2014/15	2015/16
% Female	68	66	67	67	65
Male (n)	248	277	282	273	306
Female (n)	538	544	564	555	560
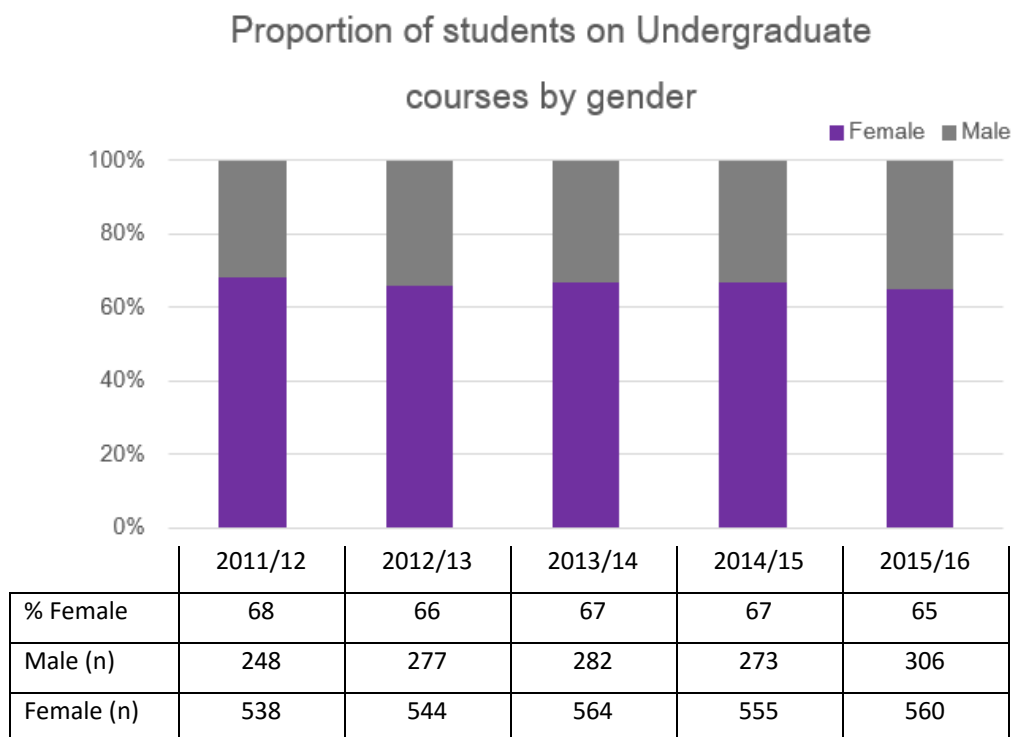
Figure 4.1 Percentage of full time students on Undergraduate courses by gender. Data table shows % in each year who are female and numbers of students by gender

Table 4.1 % female students across UG full-time courses by programme

	Programme				
	AES	**Animal**	**CPS**	**FdSci**	**Nut**
2011/12	47	77	26	74	90
2012/13	44	77	27	71	88
2013/14	49	80	31	63	88
2014/15	50	78	36	69	87
2015/16	51	78	28	66	88

Applications to our courses are predominantly female, as are offers made and acceptances (Figure 4.2). However, the percentage of applicants receiving offers is gender-equitable, as is the percentage of each gender accepting offers. High female numbers are therefore a result of higher application numbers. More applications are received from males under the CPS programme (~53%), but offers made are equitable across the genders. A slightly higher percentage of males accept which accounts for the higher percentage of males on those courses.
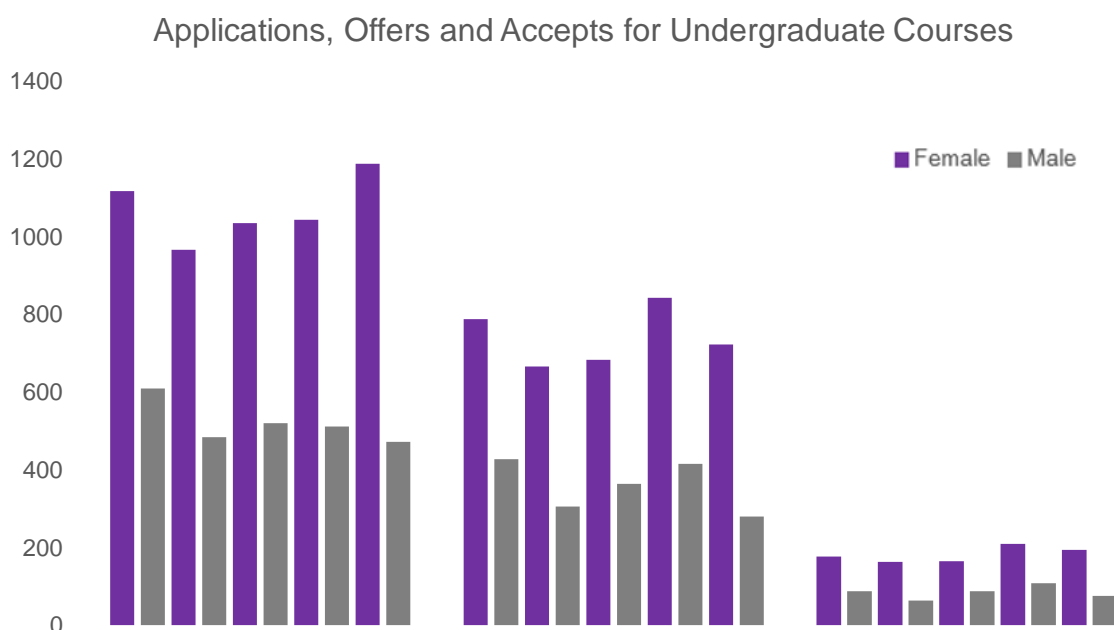
Applications, Offers and Accepts for Undergraduate Courses

	12/13	13/14	14/15	15/16	16/17		12/13	13/14	14/15	15/16	16/17		12/13	13/14	14/15	15/16	16/17
	Applications						Offers						Acceptances				
% Female	65	67	67	67	72		65	69	65	67	72		57	72	65	66	72
Male	609	484	520	512	471		427	306	363	415	279		87	64	88	107	75
Female	1117	966	1035	1044	1187		787	666	682	842	723		117	163	165	209	193

Figure 4.2 Numbers of Applications, Offers and acceptances for undergraduate SoB courses
Data table shows % each year that are female followed by numbers by gender

> **Summary: The majority of our undergraduate students are female, with figures slightly above the national benchmark.**

Attainment: On average females consistently account for 76% of 1st and 71% of 2:1 classifications attained, slightly above national benchmarks (HESA: 75% 1st; 67% 2:1) and this is largely driven by the greater number of females on the courses. Reviewing attainment within gender at SoB shows that females outperform males with, on average, 83% of females getting either a 1st or 2:1 compared to 69% males (Figure 4.3) over the past 5 years. Investigations of incoming tariff scores over the past five years indicate females have consistently higher tariff entry scores which may account for their higher achievement at UG level (Table 4.2).

Percentage (+/- sd) within gender attaining different degree classifications (2011/12-15/16)
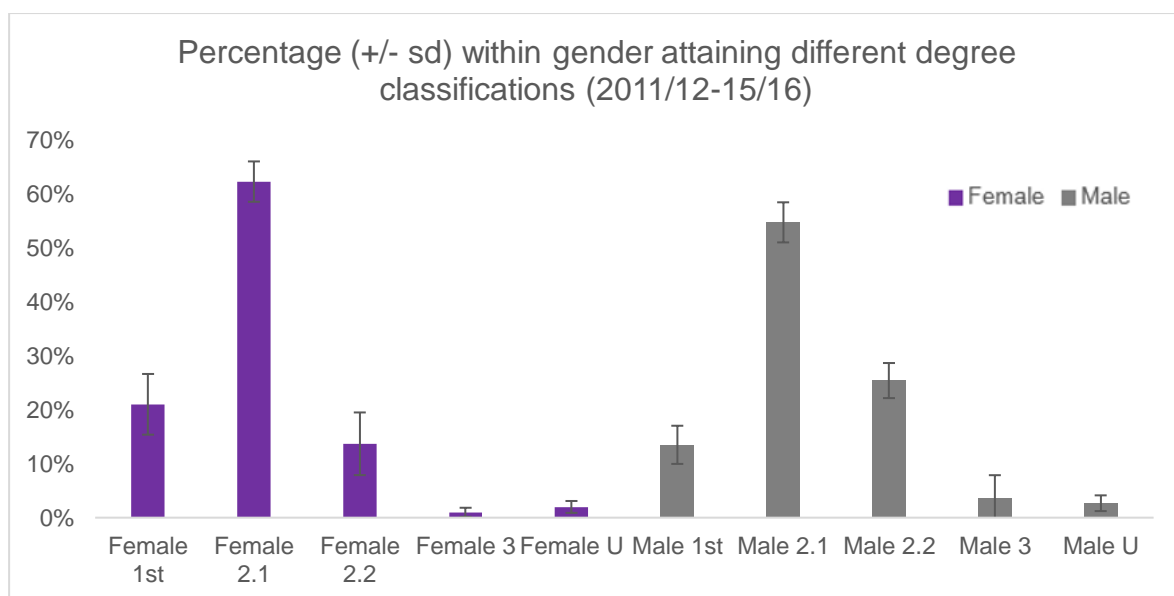
Figure 4.3 Percentage within each gender attaining different degree classification

Table 4.2 Comparison of Average UCAS Tariff scores for male and female students in SoB Data
shown reflects incoming tariff for students graduating 2012/13 onwards.

	2010/11	2011/12	2012/13	2013/14	2014/15
Female	371	383	377	388	388
Male	361	358	362	360	373

Part-time student numbers are low averaging, 6 per year over the past 5 years. They are mainly
female (80%). All these part time students, regardless of gender, have attained 2:1 degrees.

(iii)   Numbers of men and women on postgraduate taught degrees

The School offers a range of taught Masters courses within the programmes of Animal, Plant and
Crop, Food and Nutritional Sciences. 76% of these students (Figure 4.4) are female which is
higher than the national benchmarks for these subject (HESA 66%). This proportion is maintained
across full and part-time students although we noted a drop in the proportion of females on full
time courses in 15/16.

Proportion of students on PGT courses by mode of study and gender
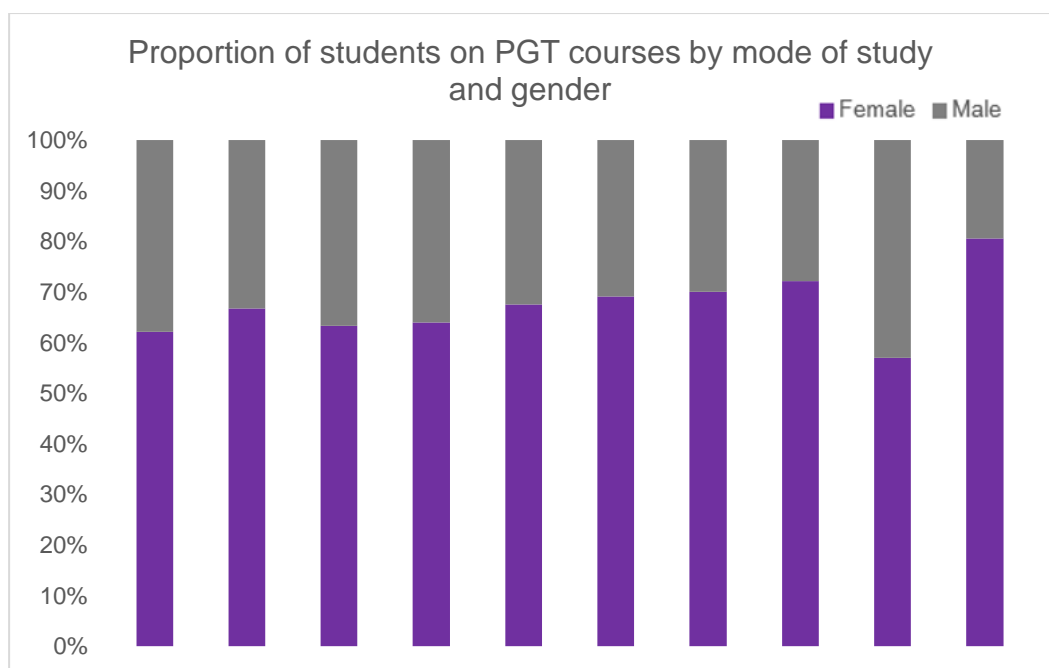
	Full	Part	Full	Part	Full	Part	Full	Part	Full	Part
	2011/12		2012/13		2013/14		2014/15		2015/16	
% female	62	67	63	64	68	69	70	72	57	81
Male(n)	42	16	40	27	38	26	24	29	37	15
Female (n)	69	32	69	48	79	58	56	75	49	62

Figure 4.4 Proportion of students on Postgraduate courses by mode of study and gender *Data table shows % each year that are female followed by numbers by gender.*

Proportions vary somewhat by programme (Table 4.3). Animal Science and Nutrition generally maintain high proportions of female students. Numbers are very low but CPS has more male students and the proportion of females has been dropping for the past five years. A new Masters in Biotechnology is recruiting for 2017/18 entry and our course director has been actively promoting the course role modelling herself as a woman in biotechnology. MSc Biotechnology applications/offers will be compared to the national benchmark (HESA 44%; **AP22**). Encouragingly, 8 (53%) out of 15 new 17/18 entrants are female students. Reviewing the data by programme also highlighted a drop in the proportion of females in 15/16 on Food Science related programmes further accounting for the overall drop observed in SoB. This is in part due to the introduction of a new full time Brewing Science course which attracts predominantly males. However, both the full and part-time Masters in Brewing have seen small increases in female numbers over the last two years. It is difficult to ascertain if the overall drop in female numbers is a one-off or trend but this will be monitored. Actions will be put in place to ensure more female role models on promotional materials for male dominated courses and further promotion of the female course directors as role models (**AP24**).

Table 4.3 Percentage (and number) of females on postgraduate taught courses by programme and mode of study

Year	Study Mode	Animal Sci	Plant & Crop Sci	Food Sci	Nutritional Sci
			Programme		
2011/12	FT		71(10)	61(60)	69(9)
	PT			46(13)	95(19)
2012/13	FT		56(10)	64(63)	55(6)
	PT			36(14)	94(34)
2013/14	FT		44(8)	70(71)	50(8)
	PT		100(2)	58(29)	85(29)
2014/15	FT	92(11)	39(7)	67(32)	65(13)
	PT		100(2)	56(32)	91(43)
2015/16	FT	71(10)	26(5)	46(21)	70(19)
	PT			70(30)	94(31)

Application data indicate a recent rise in applicants from both genders which is reflected in more offers to both genders which translate into increased accepts. Within each gender the percentage offers made, and accepts, can differ by as much as 10% but no consistent trend towards any one gender is apparent (Figure 4.5). A high proportion of females on courses is a result of higher numbers of female applicants. This trend is consistent for both HEU and OS applicants (data not shown).

Applications, Offers and Acceptances for Postgraduate Taught Courses
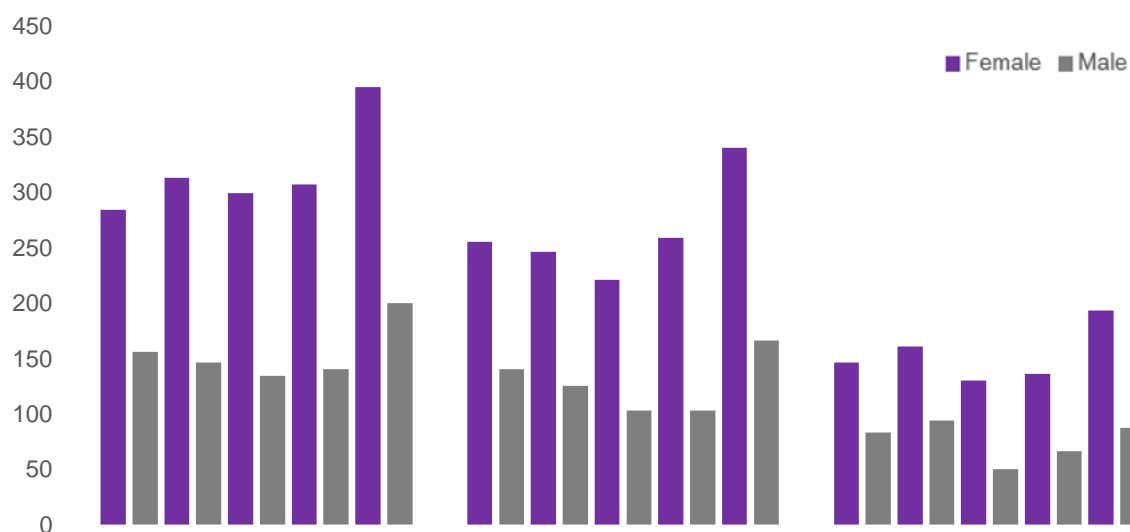
	Applications						Offers						Acceptances				
	12/13	13/14	14/15	15/16	16/17		12/13	13/14	14/15	15/16	16/17		12/13	13/14	14/15	15/16	16/17
% Female	65	68	69	69	66		65	66	68	72	67		64	63	72	67	69
Male	156	146	134	140	200		140	125	103	103	166		83	94	50	66	87
Female	284	313	299	307	395		255	246	221	259	340		146	161	130	136	193

Figure 4.5 Numbers of Applications, offers and acceptances for taught postgraduate SoB courses. Data table shows % each year that are female followed by numbers by gender

Summary: 76% of our PGT students are female, which is considerably more than the national benchmark.

Attainment Increasingly higher proportions of females are attaining PGT qualifications, a reflection of the higher numbers of females on our courses (Figure 4.6). This has brought SoB into line with national data showing 69% (HESA) of Biological Sciences postgraduates are female. In excess of 95% of students complete their course within the allotted time.

Proportion PGT completing by gender

	12/13	13/14	14/15	15/16	16/17
% Female	57	66	68	72	68
Male	43	43	43	45	41
Female	58	83	93	113	87
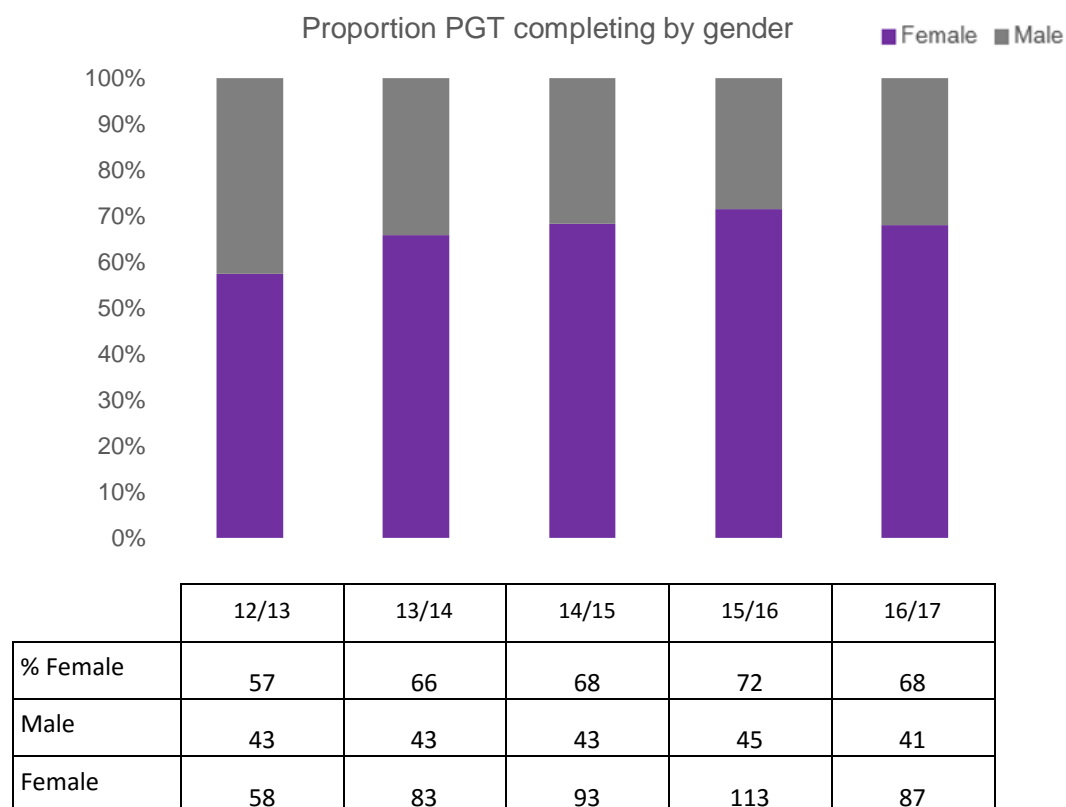
Figure 4.6 PGT completions by gender. *Data table provides % females and male and female numbers.*

(iv)   Numbers of men and women on postgraduate research degrees

Proportions of female full-time postgraduate researchers vary between 52-55% (Figure 4.7) which although considerably lower than UG and PGT figures, aligns closely to the national figures in our subject areas at PGR (HESA: 58%). To develop the talent pipeline we would like to see SoB data reach the national benchmark over the next 4 years and have identified actions to give research and academic careers a greater profile within the School, for example through our Redressing the Balance series and poster campaign. One of the milestones of our School Plan is to embed more research into year 1 and 2 undergraduate teaching to provide greater exposure at an early stage (**AP25**).
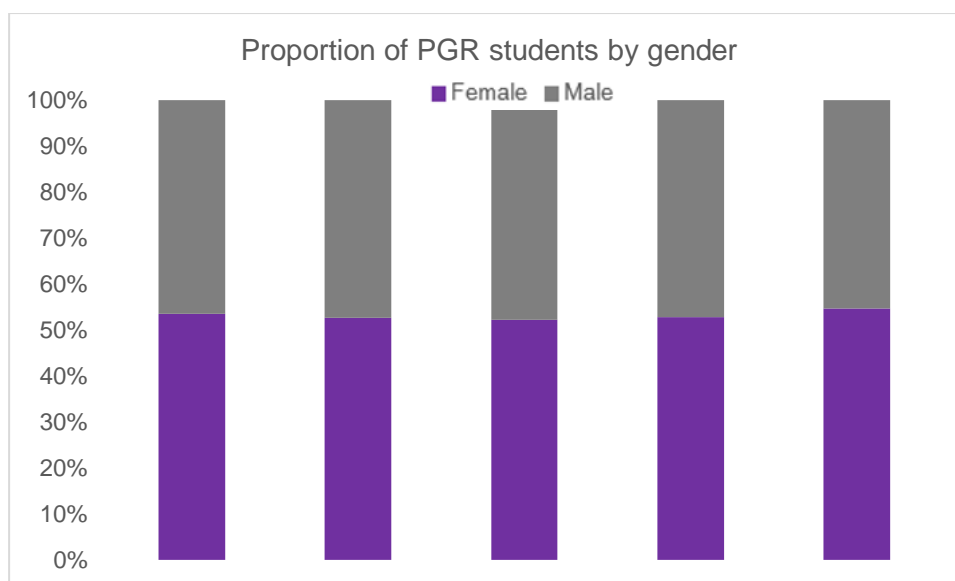
	2011/12	2012/13	2013/14	2014/15	2015/16
% Female	54	53	52	53	55
Male	72	71	75	76	72
Female	83	79	82	85	87

Figure 4.7 Proportion of PGR students by gender. Data table shows % female and numbers of males and females

PGR part-time numbers are low, but have risen in the last couple of years. Previously females dominated but the numbers of males studying part-time has recently increased (Table 4.4), reflecting increasing numbers of students taking degrees sponsored by their companies.

Table 4.4 Percentage female and numbers of part time PGR students by gender

	2011/12	2012/13	2013/14	2014/15	2015/16
% Female	100	100	80	50	33
Male (n)	0	0	1	3	6
Female (n)	5	5	4	3	3

A lower proportion of female **applications** are received at this level compared to UG and PGT (Figure 4.8) and **AP25** will address this. However, we make more offers to females which are more often accepted, meaning females have higher success rates than males (Figure 4.9). This is reflected across all programmes.
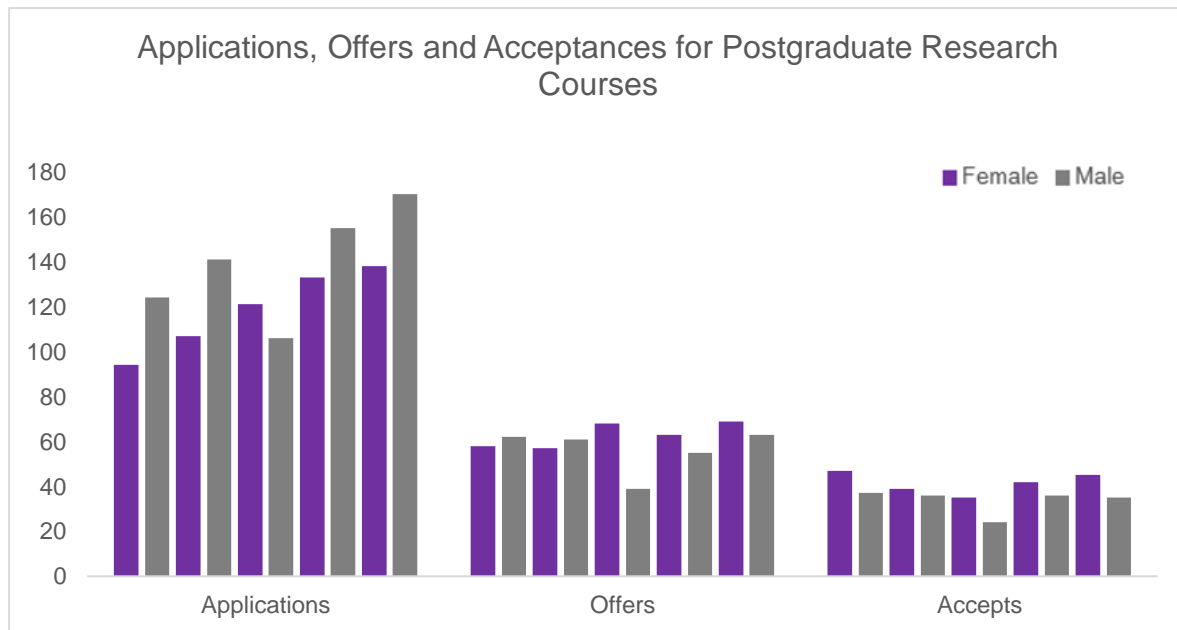
Applications, Offers and Acceptances for Postgraduate Research Courses

	12/13	13/14	14/15	15/16	16/17		12/13	13/14	14/15	15/16	16/17		12/13	13/14	14/15	15/16	16/17
	Applications						Offers						Acceptances				
% Female	43	43	53	46	45		65	66	68	72	67		64	63	72	67	64
Male	124	141	106	155	170		140	125	103	103	166		83	94	50	66	83
Female	94	107	121	133	138		255	246	221	259	340		146	161	130	136	146

Figure 4.8 Numbers of applications, offers and acceptances for postgraduate research courses

Data table shows % each year that are female followed by numbers by gender

Summary: We maintain the pipeline from taught courses to research, as females have higher success rates than males in PGR applications

Success rates from application to acceptance
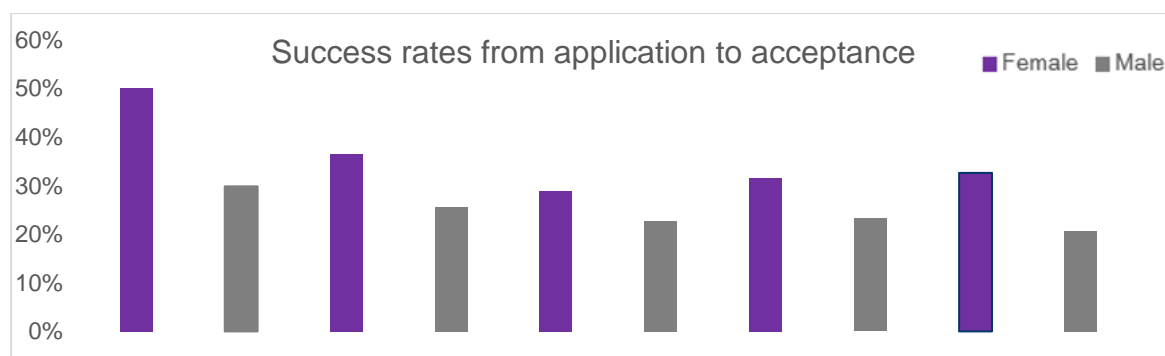
	2012/13	2013/14	2014/15	2015/16	2016/17
Female	50	36	29	32	33
Male	30	26	23	23	21

Figure 4.9 % Success rates by gender from application to acceptance for PGR courses. Data table shows percentages who apply and accept an offered place.

Full time PGR students completing in or over time by gender
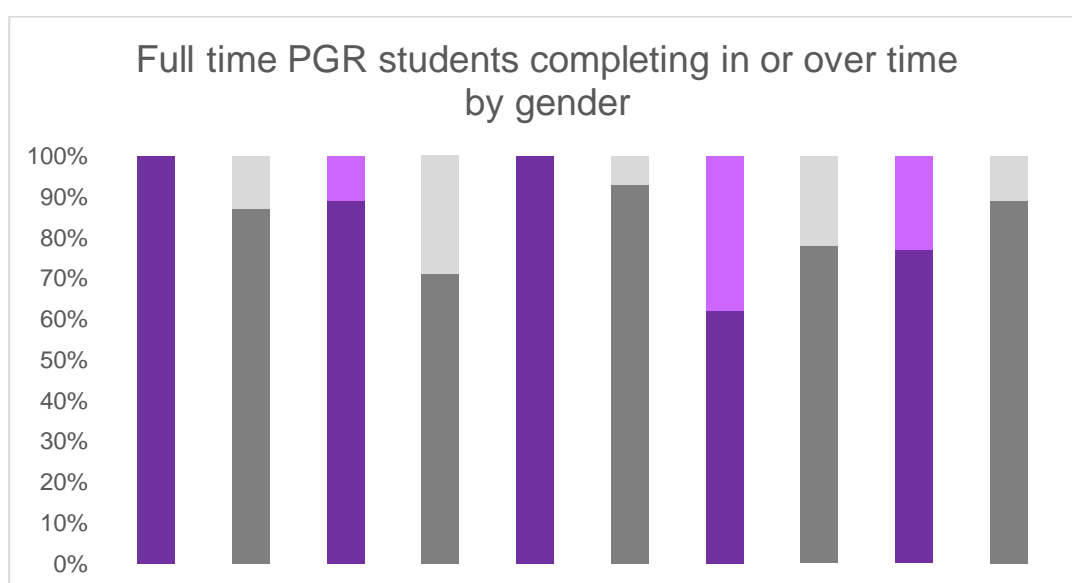
	2011/12		2012/13		2013/14		2014/15		2015/16	
	F	M	F	M	F	M	F	M	F	M
Over time	0	2	2	4	0	1	5	2	3	1
In time	16	14	17	10	7	14	8	7	10	8
% in time	100	87	90	71	100	93	62	78	77	89

Figure 4.10 Full-time PGR students completing in or over time by gender. Data table shows actual numbers and percentage completing in time.

Completion rates: Figure 4.10 shows that most PGR students complete within allowed time (4 yrs full time, 8 years part time). No significant trends can be identified for overtime completion. There is a suggestion that fewer females complete on time than males and this will be investigated further with supportive actions implemented if there are specific issues (**AP2**).

(v) Progression pipeline between undergraduate and postgraduate student levels

Our data indicate the pipeline is maintained between UG and PGT but that there is an issue between PGT and PGR in terms of females continuing into research degrees. This reflects the national picture for Biosciences and stems from lower numbers applying at PGR. Success rates for females who do apply are higher than for males. We continue to adjust our UG curriculum to embed SoB research in key modules starting at year one at UG level to encourage more students towards an academic career. We have also introduced Career spotlight sessions, including 'Doing a PhD' (see 5.3 (iii)) and will develop other initiatives alongside this (**AP25**).

> **Update since Bronze Award: The School has introduced curriculum changes and career events to promote PhD study. Applications from females for our own PGR courses remain below males, but we have equality in PGR registrations.**

4.2.   Academic and research staff data
(i)   Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Research-only

Tables 4.5 and 4.6 show numbers of staff on full-time and part-time research-only contracts respectively. Generally, the gender proportion is similar to that at PGR. Most research-only staff are at L4 and since Bronze there has been a general increase in the proportion of females working part-time (Figure 4.11). This is generally in line with HESA benchmark data which reports 50% of research-only staff as female. SoB enables researchers to work flexibly and part-time, in support of caring responsibilities, which may account for the higher proportion of females working part time in SoB at this level.

Table 4.5 Number of full-time researchers by grade and gender

	L4A		L4		L5		L6		L7	
YEAR	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
2012	1	1	30	41	1	4	1	1	0	1
2013	0	4	30	36	1	5	0	1	0	1
2014	0	0	32	27	2	3	0	1	0	1
2015	1	1	32	31	3	3	1	1	0	1
2016	1	1	31	26	3	5	1	0	0	1

Table 4.6 Number of part-time researchers by grade and gender

YEAR	L4A Female	L4A Male	L4 Female	L4 Male	L5 Female	L5 Male	L6 Female	L6 Male
2012	2	0	4	3	0	0	0	1
2013	0	0	4	2	1	1	0	1
2014	0	0	6	1	0	1	0	1
2015	0	0	5	1	0	1	0	1
2016	0	0	3	2	0	0	0	2

	Fulltime					Part time				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Female	42	45	54	51	54	57	67	86	83	60
Male	41	36	27	31	26	3	2	1	1	2
Female	30	30	32	32	31	4	4	6	5	3
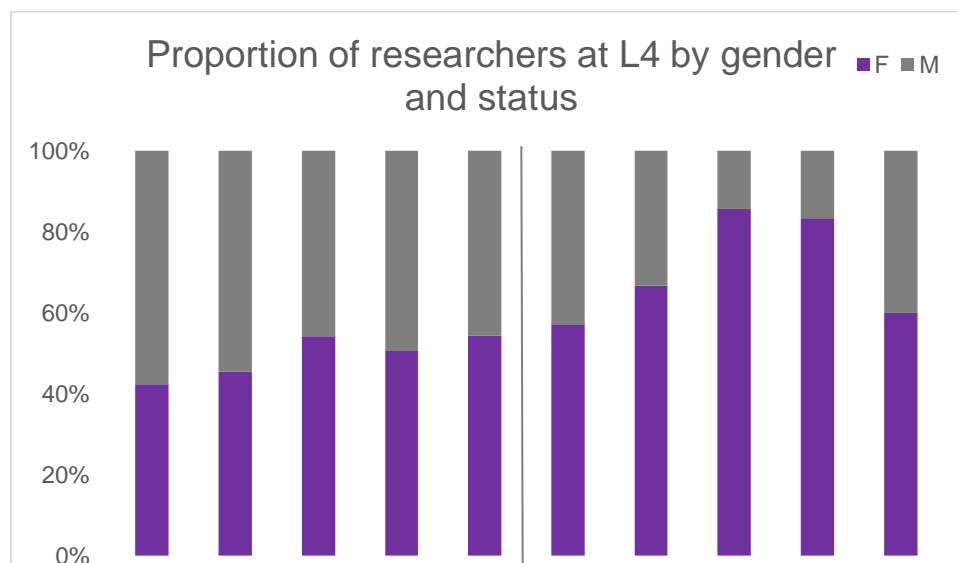
Figure 4.11 Proportion of researchers at Level 4 by gender and status. Data table shows % female and actual numbers by gender.

Research and Teaching (R&T)

It is at this level that SoB sees a series of leaks in the pipeline, with a fall in the number of women from L4 to L5. Our EDI survey in 2015 indicated that postdoc females were less likely to consider a career in academia and cited long working hours as one of the perceived barriers. HESA data indicate that nationally 52% of non-professorial R&T staff in Biosciences are female with only 18% female professors. As Figure 4.11 shows the combined proportion of females at level 5/6 in SoB has ranged between 25 and 29% in the last five years with the ratio at L6 considerably worse than at L5. This is a major concern for the School and through the EDI Committee, we have already developed ongoing actions to try and encourage more L4 to consider academic careers (**AP13**). Also, as outlined in section iii) below, attrition at L5 is an issue and more action is needed not only to encourage more females into R&T roles at L5 but to stay and be supported through promotion to L6 (**AP3**). This will feed, in time, to increasing proportions at L6 and L7. The

proportion of female professors is also below the national benchmark (~20%), but with time, the actions cited above will feed into increased females at this level.

Proportion of research and teaching staff by gender, level and year

Year	L5					L6					L7				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Female	33	31	33	39	40	17	19	19	19	18	9	13	17	12	13
Male	16	18	14	14	12	24	22	21	22	23	21	21	20	22	21
Female	8	8	9	9	8	5	5	5	5	5	2	3	4	3	3

Figure 4.11 Proportion of R&T staff by gender, by level and year. Data table shows % female and actual numbers by gender.

R&T part-time staff, although low in number, tend to be dominated by females, although the difference has narrowed since Bronze (Table 4.7).

Table 4.7 Number of part time R&T staff by level and gender

Level	L5		L6		L7	
Year	Female	Male	Female	Male	Female	Male
2012	5	0	1	1	0	0
2013	3	0	1	2	1	0
2014	3	0	0	1	1	0
2015	2	0	1	2	0	1
2016	2	1	2	1	0	2

Teaching Specialists

Since Bronze the number of full-time teaching specialists has increased and gender parity has been retained apart from in 2016 where due to promotion, an increase in females at L5 was observed (Table 4.8). Our data are in line with national benchmarks in Biosciences where 55% (HESA) of teaching specialists are female.

Table 4.8 Numbers of full time Teaching Specialist staff by level and gender

Year	L4			L5			L6			L7		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
2012	1	1	50%	2	0	100%						
2013	3	3	50%	1	0	100%						
2014	4	4	50%	1	1	50%	1	1	50%			
2015	5	5	50%	1	1	50%	1	1	50%	0	1	0%
2016	6	4	60%	4	0	100%	1	1	50%	0	1	0%

Actual numbers of teaching specialists working part-time are low with more females at L5 than males (Table 4.9). It has been apparent for several years that career progression has been a key issue for teaching specialists at UoN. Having recognised this and focused career development activity and workshops on this group since Bronze award, we have seen both males and females promoted to L5 (3 F, 1 M), L6 (3 F) and L7 (1 M) indicating the School's success through its recent EDI initiatives (Table 3.2) in supporting career advancement in this job family.

Table 4.9 Numbers of part-time Teaching specialist staff by level and gender. [1]In the spring 2017 promotion round 2 part-time females were promoted to L6.

Year	L4			L5			L6		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
2012	1		100	5	1	83			
2013	1	2	33	2	1	67			
2014	1	2	33	2	1	67			
2015	2	2	50	2		100			
2016[1]	2	2	50	5	1	83	1	0	100

Summary: The School has made good progress in the development of careers for teaching specialist academics.

Considering the whole Biosciences community from undergraduate to L7 in 2016/17 and 2013/14 when we compiled our Bronze submission, it is clear that numbers of females coming into our discipline at UG and PGT level has remained stable and we have made progress in recruiting more female PGR (Figure 4.11). We have seen a small decrease in female recruitment to L4 posts. It is encouraging that there is now a greater proportion of females at L5 reflecting promotion success, but recent departures of females to other organisations means that we have not made expected progress at L6 and L7. However, our recent promotion round which has not been included in these statistics shows a promising increase in females at L5 (two new promotions) L6 (two new promotions) and L7 (one new promotion). The L7 success had benefited from external coaching input (through targeted School support), sabbatical leave and had been nominated by the School to participate in the UoN Research Leaders Programme. Enhancing female promotions to levels 5, 6 and 7 is a key action point for the School (**AP14**). We are also pleased to report that since our figures for this submission were compiled we have appointed one new female L7 (Prof Melanie Leng) and another female L6 has applied for L7 promotion in the 2017/18 round.

Figure 4.11 Comparison of career progression pipeline (percentage females) in 2013/14 and
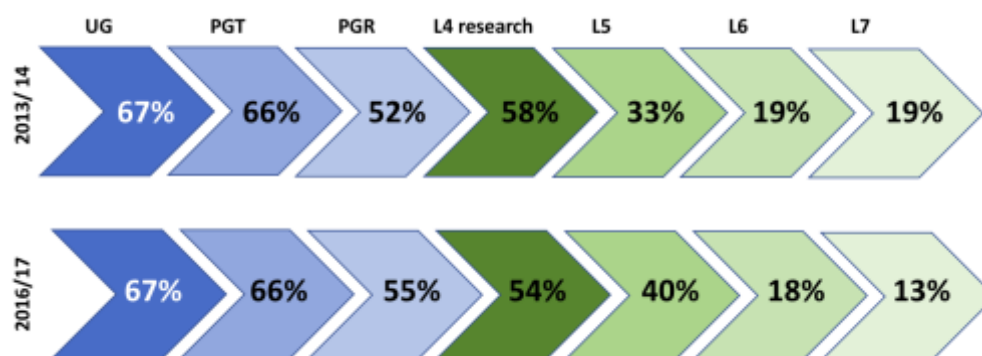
2016/17. We target having 25% level 7, 30% level 6 and 50% level 5 by 2020 (AP13&14).

> **Summary: The School has made good progress in addressing the leaky pipeline at level 5, but there is still much to do at higher levels.**

Focus groups revealed that technical staff value the permanency of contracts associated with technical posts within the School. Some have chosen to apply their skills in more focused research roles, which are often fixed-term contracts. In the past 5 years two female technical staff have taken up Research Fellow positions in the School, although one of these was originally in a research post and moved to a technical position and back again demonstrating that staff may also move from postdoc to technical roles.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

The School does not employ staff on zero-hours contracts, but does employ some staff on a casual basis (PGR students engaged as practical class demonstrators). In 2016 70% of SoB academic and research staff were permanently employed. However, 70% of those employed as 'research only' were on fixed-term contracts (typically 18-36 months).

Gender is balanced across those on fixed term contracts (53% female), and the vast majority are postdoc researchers on specific grant or fellowship funding. The School survey highlighted that there is no difference in 'sense of belonging' to the SoB across permanent and fixed term contracts nor by gender. We noted that those on fixed term contracts were encouraged by the fact SoB included the phrase that 'SoB welcomes applications from all sections of the community' on job adverts.

The only academic staff on fixed-term contracts are a few teaching specialists at Level 4. As Table 4.10 shows these are low in number and in recent years we have employed more teaching specialists on permanent contracts in order to attract and retain talented teaching specialist staff. Fixed-term appointments are now primarily used to provide cover for sabbatical or maternity leave. No gender differences are observed in these data.

Table 4.10 Number of L4 staff on teaching specialist contracts

Year	Fixed Term		Permanent	
	Female	Male	Female	Male
2012	0	1	1	0
2013	1	2	2	2
2014	1	2	3	2
2015	1	2	4	3
2016	3	1	3	3

As most staff on fixed-term contracts are postdoctoral researchers (L4) this group was examined separately (Figure 4.12). Since Bronze, there has been a general increase in the proportion of females on both fixed-term and permanent contracts. Since 2015 there have been considerably

more women than men on permanent contracts at this level. The split on fixed-term is almost at parity.

The School survey indicated that, whilst there were no gender differences, individuals (mainly postdoc researchers) on fixed term contracts were not fully aware of their career development opportunities, the policy for PDPR or availability of a leaver's meeting. This is to be addressed with the development of a School policy and training plan for L4 researchers and their line managers (**AP17**).

Proportions of Female/Male Level 4 researchers by contract type 2012-2015

year	Fixed Term Contract					Permanent Term Contract				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Female	40	42	61	48	45	52	47	35	63	72
Female (n)	21	23	27	24	20	11	8	6	10	13
Male (n)	32	32	17	26	22	10	9	11	6	5
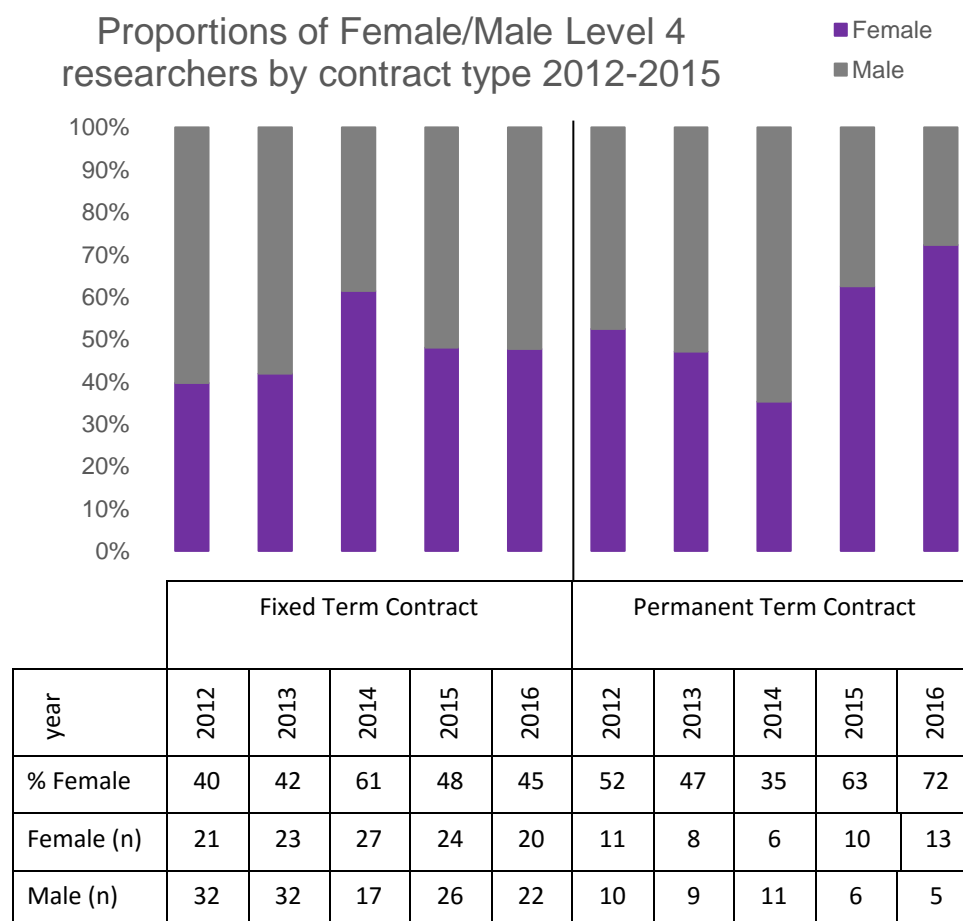
Figure 4.12 Relative proportions of females and males on fixed and permanent term contracts for the past 5 years. Data table shows % female and numbers of females and males.

There are low numbers (1-4 per annum) of level 5 and 6 researchers on fixed-term contracts with no bias in gender ratio.

UoN and SoB are supportive of staff on fixed-term contracts at the end of their funded period of employment. Staff facing redundancy due to end of contract are able to register on the University redeployment list (6 months prior to end of contract). By registering on the list, redeployees are notified by email when vacancies which match their requirements arise, and are given the opportunity to apply for such jobs prior to them being advertised more widely. There is an expectation that such staff will be appointed to relevant vacancies provided they match the skills expectations of the role. Furthermore, individuals applying for fellowships receive mentoring support from their group leader and the SoB Research and Impact Manager. It is

recognised that a more formal support mechanism could be given and a more systematic approach is to be put in place (**AP17**).

The School considers cases and provides funding for bridging between contracts or extending employment of postdocs for a period of up to six months in order to retain talented individuals on a regular basis. For example, in 2016 a research fellow at L4 was extended for 6 months to enable her to apply for a University of Nottingham Research Fellowship with continuity of employment. These decisions are made on a business case basis and frequently supported. We will enhance awareness and regularise the process by introducing an applications process and policy to deal with such requests (**AP17**).

(iii)   Academic leavers by grade and gender and full/part-time status

Numbers of leavers each year are low (Table 4.11). The SAT identified that the data concerning reasons for leaving lack detail. Additional information would enable SoB to understand better why staff leave and we are now working with the University to improve mechanisms for collecting these data in the future and will encourage line managers to conduct exit interviews with all leavers (**AP4**).

Considering the known next destinations of staff leaving between 2012 and 2016; males at L7 tended to leave due to retirement (1 died), with just one taking up a further position (CEO at an agricultural research institution). Two females at L7 left to pursue careers in industry, or to go freelance. The majority of other leavers were at L5 with similar numbers for each gender. Reasons for males leaving tended to be promotion at another institution or retirement, whereas reasons from females were wider ranging from going freelance or to industry/3rd sector, with only one remaining in HE. Losing L5 female staff may be a contributor to the lower proportions of females at L6. We feel that this may stem from workload imbalances as a review of workload data showed that whilst females overall have lower workloads than male counterparts (females 95.62% of capacity; males 104.85%), at L25 and 6 they have greater teaching loads and take on more academic service roles than their male colleagues. This is something SoB will be addressing to reduce attrition at this level (**AP4**).

Table 4.11 Academic leavers by year, gender and level

	Gender	Level	Number
2012	Female	L7	1
	Male	L5	2
		L7	1
2013	Female	L5	2
	Male	L7	3
2014	Female	L5	2
	Male	L7	1
2015	Female	L5	1
		L7	1
	Male	L5	2
		L6	1
		L7	1
2016	Female	L5	3[1]
	Male	L5	3
		L7	2

[1] 1 of whom was part-time

Section 4: 2877 words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff
(i)   Recruitment

All vacancies in SoB are advertised via the University website and jobs.ac.uk. All adverts include the statement '*The University of Nottingham is an equal opportunities employer and welcomes applications from all sections of the community'* and our Athena SWAN Bronze award logo. In addition to job specification documents we include our 'Working at the University of Nottingham' brochure which provides information on EDI, flexible working, childcare and the University's environment. Our School survey revealed that 44% of new appointees (65% of whom were female) were encouraged to apply as SoB is an equal opportunities employer.

During 2015/16 SoB advertised 91 posts for which 481 female and 602 male candidates applied. Most recent HR data can be found in Table 5.1. Overall, despite lower female application numbers, females had a higher short-listing rate than their male counterparts in both years. In terms of offers to shortlisted candidates, females were more successful (Figure 5.1).

Table 5.1 Overall application breakdown (2015 -2016)

Element of recruitment	2015 (52 posts)	2016 (39 posts)
Female Candidates	283	198
Male Candidates	362	240
Offers to females	29	25
Offers to males	22	15
Female success rate	10.25%	12.63%
Male success rate	6.08%	6.25%

> **Update since Bronze Award:** Information about Athena SWAN and our commitment to equality is included in role profiles for all posts. We have equality in applications for level 4 and 5 posts with females having greater success in obtaining job offers.

% of applicants shortlisted by gender

% applicants that received an offer by gender

% shortlisted candidates receiving an offer

Figure 5.1 Recruitment information by gender for 2015 -2016

In terms of applications and offers by level, most posts were offered at L4 (n=70). While female applications lagged for both years, offers were higher for females at 56% in 2015 rising to 61% in 2016 (Figure 5.2). Applications for posts in L5 (n=16) showed a 10% drop in female candidates in 2016 but job offers were female-dominated at 67% in 2015 and 83% in 2016 (Figure 5.3).

Recruitment at Level 4
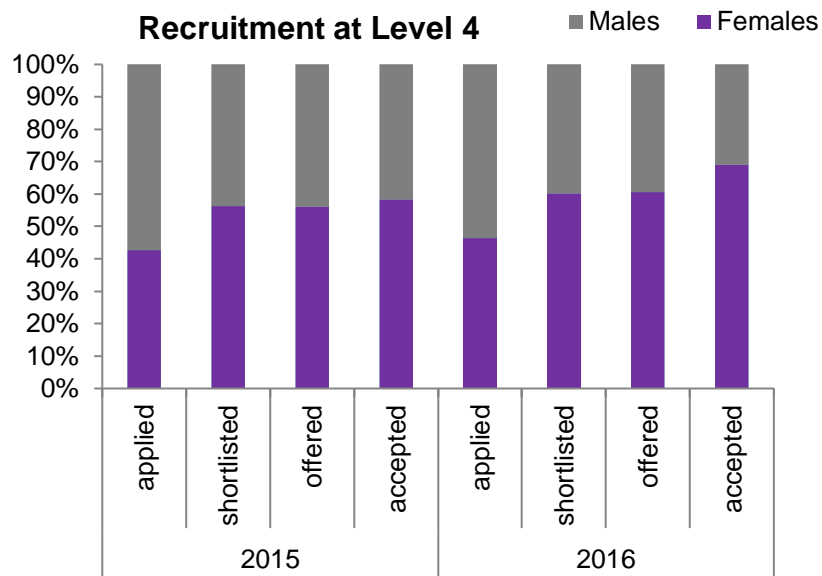
% Female	43	56	56	58	48	60	61	69
Males (n)	317	49	18	15	178	31	13	9
Females (n)	236	63	23	21	154	47	20	20

Figure 5.2 Recruitment Statistics for Level 4 for 2015 -2016 Data table shows % female and numbers of males and females

Recruitment at level 5

	applied	shortlisted	offered	accepted	applied	shortlisted	offered	accepted
			2015				**2016**	
% Female	54	55	67	67	44	67	83	83
Males (n)	39	13	3	3	57	7	1	1
Females (n)	45	16	6	6	40	14	5	5
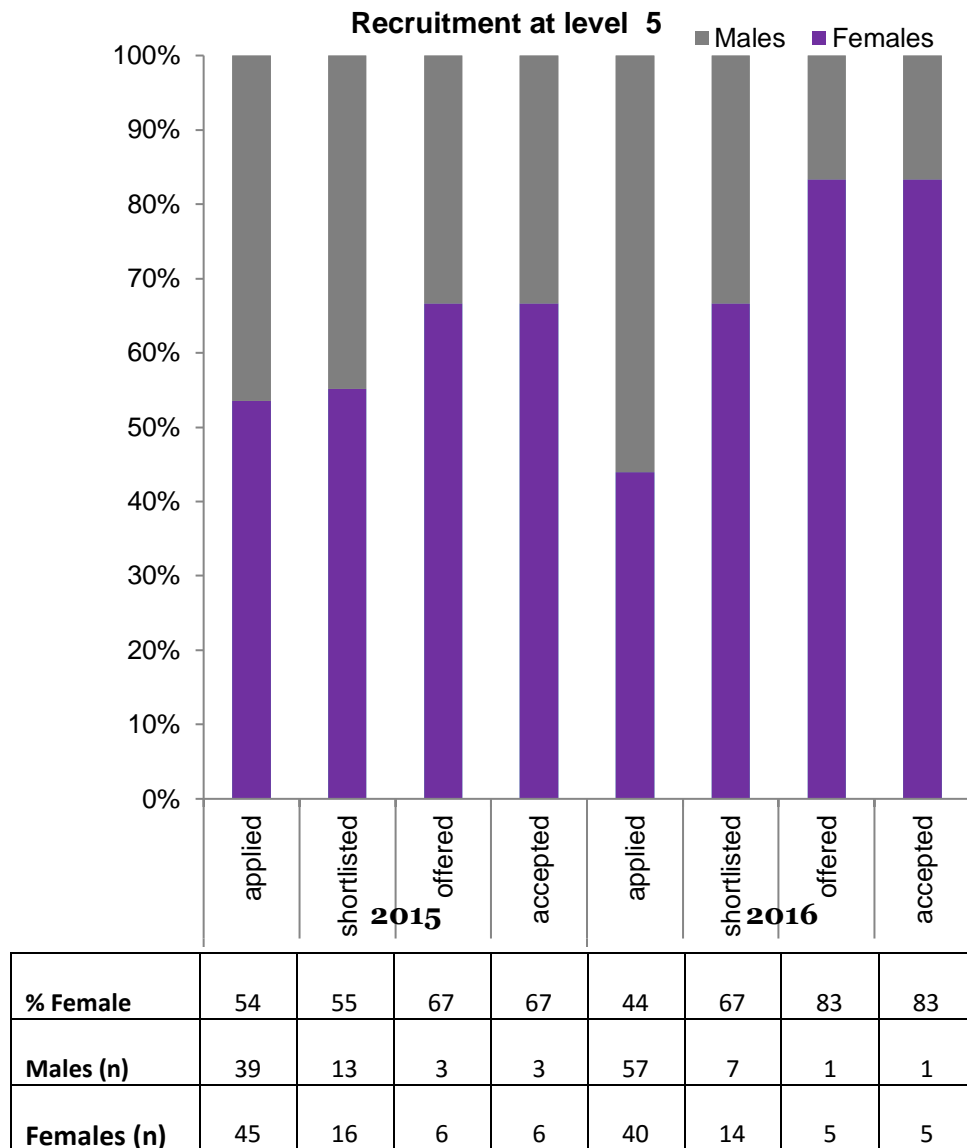
Figure 5.3 Recruitment Statistics for Level 5 for 2015 -2016 Data table shows % female and numbers of males and females

Few posts were advertised at L6 (3) and L7 (2). No females applied in 2015 for a L6 position and no candidate was successful for either of the L7 posts that were advertised. Given the small numbers, we are not able to draw any conclusions from these data and longer-term trends will need to be obtained and assessed (**AP5**).

Analysis highlighted that although a SoB policy is in place which should ensure at least one member of each gender on interview panels, in reality this was always not the case. Firm action will be taken to ensure stricter adherence in the future (**AP26**).

Summary: Despite lower numbers of applications for academic posts, women are more successful in securing appointments in the School.

(ii)   Induction

All new staff receive a welcome pack with important information regarding our University and School including direction to the University's website where staff can access a New Staff Induction workspace and an invitation to a UoN Welcome event. Within the workspace, staff can obtain further information about the Induction process.

At a School level, a personal approach is taken where line managers are responsible for induction. Since Bronze we have introduced a checklist to ensure new staff are introduced and given information on all important aspects for their new position. This requires completion within one month of appointment. Since summer 2016 the School has held a HoS welcome event every 3 months, where HoS, HoO and other senior staff give an overview of School objectives and activities, answer new starters questions and chat informally. Induction also includes the assignment of a mentor, a more senior member of staff, who offers support in the first few months of appointment and later mentors career progression.

Induction effectiveness is now monitored via the School survey. This revealed that current practices are not achieving desired outcomes as only 63% of the responding staff confirmed that they had received an induction and only 67% of those staff rated the induction as good. We recognise that whilst progress has been made since Bronze, induction processes can be improved in SoB to ensure experience is inconsistent. A new Induction working group across job families has recently been set up to this end (**AP15**).

(iii)   Promotion

Table 5.2 provides data concerning promotion applications and successes. UoN operates an annual merit-based promotions cycle. Promotion is open to all academic staff, ensuring that promotion opportunities accommodate individual career profiles and pathways, recognise achievement in research and scholarship, teaching and learning activity, and academic service. Staff nominate themselves for promotion and applications are considered first by a School promotions group, which then makes recommendations to a Faculty Committee which feeds in to the University Promotions Committee. Decisions to apply for promotion are left to individuals but encouragement to apply may come through the PDPR process or directly from the HoS/HoD. Applicants are also closely mentored by their HoD, the HoS, and/or a recently promoted colleague in preparing their case. The School survey showed that 25.4% of R&T staff had been through the promotions process between 2011 and 2016 and these staff reported having support though mentoring (58%), line managers (63%), PDPR (37%) and workshops (21%).

The HoS has advertised and run annual promotions workshops since 2012, which after work with EDI in 2015, diversified so that instead of having one event for all R&T, staff there were separate events for teaching specialist and research and teaching staff focused on promotion to levels 5, 6 and 7. Feedback from the latest round (May 2017) was overwhelmingly positive (82% of attendees said that the workshops had encouraged them to apply for promotion). Since the inception of promotions workshops, applications have increased from an average 5 to 8 per year (male) and 2 to 5 per year (female). In the latest promotion round (which does not fall within the timeframe of data presented in Table 5.2) 5 out of 5 females and 2 out of 3 males were successful. For females, this constituted a remarkable 12.5% of the academic staff. Since Bronze,

with workshop support, success rates for promotion applicants have increased from 38% to 67% (male), and from 50% to 100% (female). Numbers of females applying have increased by 150%.

Our improved support for promotion since Bronze, coupled with supportive Fellowship schemes (see 5.3iii) has helped address our leaky pipeline between L4 and L5 (increased from 33% female to 40%). In this period 3 females and 1 male were promoted to L5, compared to just one promotion from L4 to L5 in the preceding 10 years.

Update since Bronze Award: The School has established an effective annual programme of level-specific workshops to encourage applications and guide applicants through the process.

Table 5.2 promotion applications and success by level and gender 2012-2016

Year	To Level 5							
	Female				Male			
	Applications		Successes		Applications		Successes	
	FT	PT	FT	PT	FT	PT	FT	PT
2012	0	0	N/A	N/A	0	0	N/A	N/A
2013	0	0	N/A	N/A	0	0	N/A	N/A
2014	0	0	N/A	N/A	0	0	N/A	N/A
2015	1	1	1	1	1	0	1	N/A
2016	1	0	1	N/A	0	0	N/A	N/A

Year	To Level 6							
	Female				Male			
	Applications		Successes		Applications		Successes	
	FT	PT	FT	PT	FT	PT	FT	PT
2012	1	0	1	N/A	1	0	0	N/A
2013	1	1	1	0	2	0	1	N/A
2014	1	1	1	1	4	0	4	N/A
2015	1	1	0	0	1	0	1	N/A
2016	3	1	3	1	0	0	N/A	N/A

Year	To Level 7			
	Female		Male	
	Applications (all FT)	Successes	Applications (all FT)	Successes
2012	1	1	2	1
2013	0	N/A	1	1
2014	0	N/A	2	2
2015	0	N/A	1	1
2016	0	N/A	1	1

Summary: Since the inception of School promotion workshops, female success rates have risen to 100% and female applications have increased by 150%.

(iv)   Department submissions to the Research Excellence Framework (REF)

For REF2014 SoB adhered to the UoN Code of Practice on staff selection and produced a Unit of Assessment-specific statement about selection and submission. Our stated policy was to *'select staff solely on the basis of the quality of research outputs, whilst recognising the personal circumstances of members of staff.'* Whilst for RAE2008 SoB returned almost all staff, REF2014 was a more selective exercise. A greater proportion of women were excluded from the REF2014 return, because for 2 individuals their social science focus was identified as ineligible for return in the REF panel briefing. Females were more likely to be returned with a reduced number of outputs in 2014 (Table 5.3). Reduced outputs were returned for personal circumstances including early career researcher, parental leave, part-time working, career breaks, caring responsibilities and disability.

Table 5.3. Submission of SoB staff to RAE2008 and REF2014, by gender. [*]Percentage values indicate the proportion of all returned staff (F and M combined).

	Gender	RAE2008	REF2014
Eligible staff n (%)	Female	17 (20.7)	19 (22.9)
	Male	65 (79.3)	64 (77.1)
Returned staff n (%)	Female	17 (20.9)	15 (20.9)
	Male	64 (79.1)	57 (79.1)
Reduced output returned n (%)	Female	-	7 (9.7)[*]
	Male	-	4 (5.5)[*]

46

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

All new technical and APM staff meet with the TSM or SAM respectively to receive School information, including how the team is structured, PDPR, annual leave and absence. Where appropriate, team leaders provide further induction to the role and local work area. An induction checklist is used and returned to the TSM/SAM providing a further opportunity to check staff have settled into their role and to assign a mentor to further support them. Mentoring workshops have taken place and a mentoring policy was introduced in 2014 to support technical and APM staff. The Induction working group is currently looking at how to improve induction processes across all job families. The School survey indicated that only one technician and one APM did not receive an induction on starting in the School. The induction checklist was covered over 70% (TS) to 100% (APM) of the time and between 70% (TS) and 66% (APM) felt that the induction was good to very good. 50% of APM staff found mentoring useful whereas TS were less positive. Confidence Boosting workshops were held in 2016 and received positive feedback. Although good the TSM/SAM will aim to improve induction figures to ensure 100% receive an induction, with high satisfaction. Representatives from APM and TS are currently involved in the group working to improve the induction process School-wide; they will also consider areas for improvement surrounding mentoring (**AP16**).

(ii) Promotion

Promotion is not an available route for TS and APM staff at UoN. Instead, regrading applies to the roles as opposed to the person occupying the role. We will attempt to influence policies to address this institutional inequality (**AP18**). Since 2015 SoB has supported APM/TS staff by running an annual regrading workshop to brief staff and their managers on the regrading process. This is organised by the HoO with input from HR colleagues. More females attend than males and workshop feedback indicates staff find these very useful (69% rated the format favourably and 44% said they were encouraged to apply). The School survey indicated that over 70% of APM/TS staff were aware of the regrading process and knew where to access information about it. Comments indicated that lack of awareness was because individuals were not considering an application.

Table 5.4 shows the numbers of staff applying for regrading of their role between 2014 and 2016; all were successful. Following an institutional reorganisation of administration in 2016 SoB also took the opportunity to restructure and regrade 3 positions to level 3 (from L2) and following interview the role of a fourth individual (L2) was appointed to level 3.

Table 5.4 Numbers of TS/APM staff regraded by job family, year, gender and level.

Grade	2014		2015		2016	
	Female	Male	Female	Male	Female	Male
TS staff levels						
1-2	0	0	0	0	0	1
2-3	0	0	1	0	2 (1 PT)	0
3-4	3 (1 PT)	1	1	0	0	0
4-5	0	1	0	0	1	0
APM staff levels						
1-2	0	0	0	0	0	1
2-3	0	0	2 (PT)	0	3 (1 PT)	0

5.3. Career development: academic staff

(i) Training

The University and the School offer free-to-access training courses to staff at all levels. In SoB for example there is annual training on effective personal tutoring and performance review and other training opportunities arise intermittently (e.g. research management). UoN has a Central Short Courses portfolio which offers training under 15 general headings spanning career management, EDI, learning and teaching, academic writing, research environment, IT skills and wellbeing. The School survey found that over 2014-16 65.3% of academic staff had attended University training courses, including Leadership and Management and 50.7% had attended School training. Uptake of training was greater in females than males (72% of women attended University training) and was variable between job levels (level 4 73.1; level 5 85.7%; level 6 61.1%; level 75.1%).

In addition to formal training courses academic staff also engage with formal work-shadowing or temporary stepping up to more senior roles to gain experience. 30.7% of academic staff have done this, again with females taking more opportunities (36%) than males.

We do not currently understand the effectiveness of training attended and this will now be a part of the PDPR discussion (**AP6**).

(ii) Appraisal/development review

UoN operates an annual cycle of mandatory appraisal and development review called Personal Development and Performance Review (PDPR). All staff participate, ensuring that there is no inequality in take-up by gender. All staff have a reviewer who is generally their line manager and typically from the same job family (research and teaching, teaching specialist academic, technical or administrative). Since Bronze, we changed the process so that teaching specialists (mostly female) were reviewed by senior teaching specialists with a better understanding of the challenges of the teaching role. Review meetings comprise documented discussions focused on

performance and personal development goals set the year before (spring) and less formal meetings at other times in the year. At the end of the review cycle reviewers make recommendations on pay rewards or for steps to address underperformance. All documented meetings are initially considered by the SAM, TSM and HoDs before HoS, dHoS and HoO moderate to ensure that goals for the year ahead are fair and consistent and determine the allocation of financial rewards. Working in conjunction with HR, the School carries out an equality review of rewards recommended to ensure fair distribution based on gender, ethnicity, job family and job level. No inequalities have been observed, although women in APM have been particularly successful over the last three years.

PDPR training for both reviewers and reviewees is provided centrally by the University and is followed up locally with a focused HoS forum allowing an open question and answer session for all staff. This provides local guidance for reviewers on goal setting and the nature of review conversations. Since Bronze, training events have been supported by a local School PDPR policy and guidance document made available to staff in all job families and at all levels. This document provides general guidance on performance criteria, and what to expect from the process and ensures all colleagues are equally aware of how to prepare for their review meetings.

Ahead of PDPR 2015/16 MT undertook an exercise with EDI which developed more explicit guidance about how to structure review meetings so that career development was brought to the fore; modifications to paperwork so that part-time work or career breaks during the year were explicitly stated, and discussions of promotion and regrading were made an expected element. Since Bronze, SoB has run two PDPR surveys to gain feedback on the process. Positive answers to the questions 'Did you find PDPR useful?' and 'Did you find PDPR fair?' increased from 69% and 70% in 2014/15 to 72% and 75% in 2015/16.

> **Update since Bronze Award: The School has used data from PDPR surveys to update local processes, improve focus on career development and create a more supportive system.**

(iii)   Support given to academic staff for career progression

The School puts in place a number of measures to enable academic career progression, beyond support for promotion. Since the new HoS took up his appointment, all senior roles in the School (MT membership, committee chairs, etc) have been made available to all staff through open calls. All staff are able to request work shadowing opportunities to explore these roles and in the School survey 21.1% of female academics and 8.1% of male academics reported having done so. Staff also take advantage of opportunities to act up in roles temporarily to increase their experience (21.1% of females, 18.9% of males).

Academic staff are actively encouraged through induction, the ongoing PDPR process and SoB newsletters, to participate in UoN training programmes which address all aspects of career development. Since Bronze, more female (20%) than male (11.3%) academics have attended university leadership and management programmes. Where it has been considered appropriate, the HoS and dHoS have identified individuals whose leadership skills would benefit from external coaching and a number of staff have benefited from this. A systematic focus was adopted to

develop female academics considered as promotion candidates, future committee chairs or MT members. An example of is the UoN Research Leaders Programme, which was attended this year by a L6 female from SoB who was subsequently promoted to L7.

Support for postdoctoral researchers is one of our recognised weaknesses, although there are pockets of strong developing activity. For example, our Research Strategy committee works with the local Graduate School hub to run development events for postdocs and in 2016 a SoB academic (female) was appointed Associate Faculty PVC with responsibility for developing postdoctoral training and development. UoN has strong fellowship schemes (Nottingham Research Fellowships, Ann McLaren Fellowships) which are open to internal and external candidates. Both schemes lead to a permanent tenured position at the end of five years. Applicants within the School receive mentoring from senior colleagues in preparing their cases and since Bronze, two SoB postdocs have secured these fellowships. We also have a number of postdocs who apply for prestigious external fellowships and the School provides close mentoring, mock interviews and panel meetings for candidates for Royal Society, Leverhulme and European Research Council fellowships. Successful fellows are offered tenure at the end of their externally funded projects. Overall, we recognise that support structures for this group of staff may vary across different parts of the School and that we need to harmonise these and follow best practice. Fixed contract researchers are under pressure to deliver objectives in their funded projects but also need support in developing their future career prospects. The new five-year School Plan (2016-21) has a key aim to enhance training and career advice and the HoS is establishing a new Postdoctoral and Early Career Researchers Committee which will report directly to MT (**AP17**).

> **Update since Bronze Award: The School has increased opportunities for postdocs to discuss their training and development needs. One outcome has been improved mentoring support for postdocs applying for fellowships and this has delivered some success with Royal Society and Leverhulme applications.**

(iv)   Support given to students (at any level) for academic career progression

SoB has been working with the Careers and Employability service (CES) over the past two years to put on seminars including a 'Spotlight On' talk about doing a PhD as well as involving current PhD students to talk in Spotlight sessions on different subject areas. Our new Redressing the Balance programme of talks concerning gender issues and academic careers have also targeted PhD students and have been well attended and well received by female students as well as staff in general.

Available data from those returning first destination information (2012-2015) indicates that similar numbers of each gender go on to do a PhD from our UG/PGT programmes either in SoB or externally (Table 5.5). We feel there is more support we can give to encourage more females to study for a PhD with a view to addressing the talent pipeline, and will increase our work with CES in this area (**AP27**).

Table 5.5 numbers of Taught students (UG and PGT) continuing to a PhD by year, destination, and gender

Gender	Year								
	2012-13			**2013-14**			**2014-15**		
	SoB	External	Total	SoB	External	Total	SoB	External	Total
Female	7	4	**11**	10	2	**12**	5	1	**6**
Male	8	0	**8**	10	5	**15**	2	3	**5**

(v)   Support offered to those applying for research grant applications

A grant mentoring scheme was established in 2007 originally for applications over £100K but since Bronze, has been opened for all submissions. Applications are peer reviewed internally with feedback given to applicants. The School survey indicated that 70% of academics use the scheme and 75% of those rated it favourably. The scheme advises some applicants not to submit, or delay submission of their grants. 66% of those experiencing this reported useful feedback on the decision. This latter figure needs improvement and the SAT identified that the process for supporting unsuccessful applicants could be improved (**AP10**). The School provides APM support for research grant applications and has launched a weekly Research Bulletin which informs all staff about standard and new calls. However, the need to support more staff, especially ECR, to become involved larger cross disciplinary bids was identified by the SAT and an action point recorded. The DoR will run workshops for ECRs to foster experience in grant writing (**AP10**). Longer-term planning of research has been encouraged by the addition of research plans (1-3 year and 5-10 year) as a core element of academic PDPR (**AP10**).

Table 5.6 shows the numbers of grants submitted by staff levels 4-7 from 2015. As only the principal investigator PI) on the grant can be identified it is difficult to infer much from the data as grant submission teams can often have 3 or more applicants and are often mixed-gender. Considerably more grants are submitted with male PI than female. As the numbers of individuals submitting grants as PI are better than the male:female ratio for staff with research or research and teaching contracts in the School at levels 5-7 (L4 submit few grants; 2015- 23% female; 2016 22% female), we feel that men and women are equally supported to submit PI applications and note that women are more successful.

Table 5.6 Grant applications and success rates by gender * data incomplete for 2017

Year of application	Applications submitted (n; % of all applications)		Success rate (%)		Individuals submitting as PI (n; % of applicants)	
	M	F	M	F	M	F
2015	126 (80)	31 (20)	35	51.6	41 (69)	18 (31)
2016	175 (74)	60 (26)	32	45	47 (66)	24 (33)
2017	105 (80)	27 (20)	*	*	38 (62)	23 (38)

5.4.   Career development: professional and support staff

(i)   Training

In addition to UoN courses which staff are supported to attend, in-house SoB training opportunities are available to all APM/TS staff. PDPR provides an opportunity for individual staff to highlight their training needs. The School survey showed that 57% of this staff group (48%M, 63%F) attended SoB training in the last two years. Training opportunities are cascaded by line managers and TS also have a dedicated intranet page to access information on training. The survey also investigated what barriers there might be to attending training. Lack of opportunities was cited by 30% of APM staff but around 50% said lack of time/availability of cover have prevented attendance. Higher proportions of technical staff cited lack of time and lack of opportunities as barriers. We will explore this in more detail and commit to providing more training opportunities (**AP7**).

TS who engage with teaching responsibilities are encouraged to attend the UoN Associate Teachers Programme. Where relevant, 50% of TS have had the opportunity to gain experience in in teaching in the last two years (School survey, 48%M, 44%F). Others had participated in work shadowing. We have funded opportunities for senior technical staff to gain recognised qualifications in Health & Safety, including Biosafety Practitioner. All technical staff are encouraged to work towards Professional Registration at their appropriate level (RSci Tech, RSci or Chartered Sci), as this rewards experience rather than qualifications. With 7 out of 54 core-funded technicians holding these awards, SoB is at the forefront of technical training and development in the University.

(ii)   Appraisal/development review

All APM/TS staff undertake the same PDPR process as academic staff which is held with their line manager from their own job family, with input from any academics with whom they may work closely. There is 100% uptake. SoB guidance for the process has elements specific to APM and TS staff. All reviewers must attend a reviewer training session once every 3 years and courses are available for reviewees.

(iii)   Support given to professional and support staff for career progression

SoB values the integral nature of the work of its APM and TS staff and makes good provision to support those interested in career progression. The School survey showed that over 70% APM/TS staff knew where to obtain information concerning career progression, with no gender bias observed. All APM/TS staff have the opportunity to discuss their career development at PDPR and informally at any time. Staff preparing for regrading would normally meet with their line manager on a number of occasions and would receive support with the paperwork from the manager and senior staff. Since Bronze, regrading workshops aimed specifically at APM/TS staff and led by TSM and HoO were introduced to mirror those previously offered to R&T. They

comprise both factual information about the process, and personal experience from managers and regraded staff, and have been well attended, particularly by women (2015: 7M, 16F; 2016: 4 M 12 F). Support for regrading is also provided by setting up shadowing for interested staff. This allows them to gain experience from staff working in related roles at higher levels. In the 2016 PDPR round, the six APM team leaders agreed that shadowing another administrator would be valuable and this is now in the Action Plan (**AP8**).

Staff are encouraged to complete ILM courses in Project Management or Team Leadership. According to the School survey 8 staff have attended UoN programmes specifically designed for APM female staff development in the last two years. TS are also encouraged to become members of relevant professional bodies (Figure 5.4) and the School survey showed more women (33%) than men (12%) had done so in the last two years.

TS are also encouraged to gain a wider viewpoint by collaborating and building links with UoN campuses in China and Malaysia and attending networking opportunities (e.g. HE Technicians Summit).

Testimonials

"I definitely appreciate our school's support to me for the work and family balance. I think there is lot of opportunities in our School for women scientists to develop their careers, whichever job families they are in. In fact, I have praised our Athena Swan Program for inspiring me to develop my career further in my file for Chartered Chemist award from Royal Society of Chemistry submitted just after the new year."

- Dongfang Li, Technical Specialist (Animal Sciences)

Figure 5.4 Testimonial from a Technical Specialist on our SoB Athena SWAN webpage

Table 5.6 Grant applications and success rates 2015-2017.

5.5.   Flexible working and managing career breaks
(i)   Cover and support for maternity and adoption leave: before leave

Once an individual is comfortable to disclose their pregnancy/adoption to their line manager the SoB HR administrator is informed and both the line manager and individual are supported to understand the relevant UoN policies, support and benefits regarding maternity/adoption and work-life balance. Information is included on the SoB Athena SWAN and UoN webpages but a face-to-face discussion with HR is also encouraged. An immediate assessment is conducted to determine what provisions are required (e.g. regular rest breaks; adjusting current working). Interviews across job families indicated this local support and flexibility was effective in preparing for maternity and adoption leave. New staff were aware of policies and confident they would receive support. Flexibility within the relevant APM, TS and academic teams means any work unable to be done by the individual is covered by colleagues, who are rewarded accordingly.

(ii)   Cover and support for maternity and adoption leave: during leave

Generally, 0.5FTE fixed term cover is put in place for those on maternity leave or, for post docs, projects are placed on hold and a no-cost extension applied for from the funder. In interviews, staff indicated that these measures were viewed as key to ensuring that duties were not unfairly passed onto other staff, and that a 'build-up' of tasks to be addressed on return was avoided. Line-managers and mothers taking leave agree the best forms of communication to be used during the leave period, before leave is taken. Keeping-in-touch days (up to 10 paid days) are a feature of both maternity and adoption leave policy, and are supported by the SoB Rest Room for nursing mothers. Interviews demonstrated that staff at all levels and job-families appreciated being 'kept-in-the-loop' as this reinforced that they are valued and that their unique contributions are missed.

(iii)   Cover and support for maternity and adoption leave: returning to work

Staff interviews confirmed that discussions with line managers take place during leave to ensure a supported transition back to work. Requests for flexible working and part-time hours are fully supported by the School. Staff also indicated that reductions of around 25-50% reduced workloads during the first semester were also common to aid transition. The period of leave/return is also taken to account in the PDPR process. Since Bronze, a Faculty of Science Care Fund to support individuals with specific costs incurred over and above normal parenting or caring costs for conference attendance or similar, has been made available.

Although staff are well supported we recognise there is room for improvement. Moving forward best practice across SoB will be used to develop a before, during and after maternity/adoption leave policy to guide line managers and individuals to ensure the best possible support is formally in place across SoB (**AP19**).

The issue of lack of childcare provision on the SB campus has been highlighted at recent Redressing the Balance fora and we have will pursue with the University's GEN committee (**AP20**).

(iv)   Maternity return rate

Table 5.7 shows the breakdown of available data concerning maternity/adoption leave in SoB. Looking at annual return data the majority of academics return and we do not have feedback on the small number (3 in the last 5 years) not returning, so this will be followed up as a future action (**AP9**).   Similarly, most APM/TS staff return to their role following leave.

Table 5.7 Numbers of women by job family going on maternity leave, numbers returning (by duration) and return rate

Year	Numbers going on Maternity/adoption* Leave		Numbers Returning from leave		Return Rate (%) (based on those returning that year)	
	Academic	APM/TS	Academic	APM/TS	Academic	APM/TS
2012	3	3	SIP 2 R18 1	SIP 1 R18 1	100	100
2013	3	2*	SIP 1 DNR 2	SIP 1 R12 1	33	100
2014	5	2	SIP 2 R12 1 DNR 1	SIP 1 DNR 1	75	50
2015	2	0	SIP 2		100	N/A
2016	5	2	SIP 6	DNR 1	100	100

*Includes 1 TS staff who took adoption leave, SIP- Still in post, DNR - did not return, R12 returned and remained in post 6-12 months, R18 returned and remained in post 12-18 months.

Numbers are low, and so trends difficult to analyse, but interviews with staff highlighted that SoB was very supportive during this time of change. Only one individual preparing for maternity leave was on a temporary contract in 2016 and she was moved onto a full-time permanent contract. She has also been supported in her application for promotion and registration as a PhD candidate.

> **SILVER APPLICATIONS ONLY**
>
> See Table 5.7 and commentary above which includes APM and TS staff.

(v) Paternity, shared parental, adoption, and parental leave uptake

There were no requests for shared parental leave between 2014-2016. UoN HR only record formal requests for paternity leave (Table 5.8) and so it is likely it is under-reported. Nevertheless, since Bronze, we have improved communication regarding paternity leave rights on our website and as a result uptake of leave increased. Figures are low for 2016 but no other male staff were known to have had children that year.

One full-time TS colleague took adoption leave in 2015 and SoB supported her requests to return at 0.6FTE for 6 months, subsequently increasing to 0.8FTE.

Table 5.8 Numbers of men formally requesting paternity leave

year	Job family		
	R&T	APM	TS
2013	1	0	1
2014	0	0	0
2015	5	1	1
2016	0	0	2

> **Update since Bronze Award: The School has increased awareness of paternity leave and has seen a modest increase in numbers of men taking up this opportunity.**

(vi)   Flexible working

In addition to University policies, since Bronze the School has implemented a flexible working policy which enables colleagues to a) request flexible start and finish times for the working day (short- or long-term, or permanent arrangements); b) work flexibly to accommodate occasional appointments or caring responsibilities; and c) be absent from work during core hours if there has been a requirement to work weekends, or into the evening. This policy was circulated to all staff when developed and is highlighted during induction. Flexible working is supported by senior management and many staff are able to work from home, if they have no teaching or other commitments that require them to be present, and are able to manage their own working hours. The culture in SoB is that this practice is accepted by all staff. Our School survey found that 21.8% of respondents had worked under a formal flexible working arrangement between 2014 and 2016. 92.3% of these colleagues felt that the arrangement had assisted them in being able to perform their roles. A selection of comments from the School survey on flexible working are shown in Figure 5.5.

Figure 5.5 Staff comments on flexible working from School Survey 2016

"My HoS understands how I organise my work and is helping me to maximise my productivity." Level 7 academic

"I work on days that revolve around the teaching requirements of the job and my child-care arrangements, which works well for me." Level 4 teaching associate.

"I can adjust my working hours to suit my family needs, but also to fit around specific meetings." Level 3 Administrator

"I can share childcare responsibilities with my partner, making life less stressful. Less stress outside work makes me better able to cope with stress in work." Level 4 researcher

"I can work flexibly to assist the needs of the University and in return on the occasional days where I may to need to work flexibly for my own reasons (late start for a child's class assembly for example) I can accommodate this. It makes for a good work / life balance." Level 3 technician

> **Update since Bronze Award: The School has increased awareness of opportunities for informal flexible working arrangements. Staff report high levels of satisfaction with these arrangements.**

(vii)   Transition from part-time back to full-time work after career breaks

We have no official policy in place for these transitions as each case is considered individually but the School adopts this approach for staff across all job families. An updated mentoring scheme (**AP16**) will put in place specialist mentors for these scenarios.

5.6.   Organisation and culture

(i)   Culture

As a School, we have fully embedded equality and diversity issues into our policies and strategies since our first AS award (2009). This is illustrated in our School Strategic plan 2016-2021, which explicitly states the vision to '*continue to foster and strengthen and environment that facilitates personal development, wellbeing of staff and equality of opportunity*'. The School plan includes explicit aims for equality and diversity and additionally embeds these priorities into other strategic aims. For example, the aim to '*support ECR and mid-career researchers to become the very best in their field*' is to be addressed by the DoR in conjunction with the EDI committee.

The EDI committee has been given greater prominence since Bronze as it has a standing item on all MT meetings. A number of initiatives have recently been established by the EDI committee and these have been fully supported and actioned by MT. Responses to our School survey show that these initiatives have been welcomed and that a majority of staff feel that they have been helpful in addressing gender imbalance issues (increased visibility campaign- 53% felt it was helpful; unconscious bias awareness sessions- 64.2%; new flexible working policy-82.3%; focusing PDPR on career development- 73.5%; redressing the balance seminars- 45.2%). Whilst MT has a good focus on equality issues, there is a need to embed them as a standing item into other key committees such as the Research Strategy Group and Learning and Teaching Strategy Committee (**AP21**).

(ii)   HR policies

Consistent application of HR policy is important to SoB and since Bronze has been improved by the appointment of two specific HR advisors. These provide a direct link for staff regarding HR policy and a means to monitor its application. UoN Dignity advisors are available to listen and help individuals develop action plans for any issues they may have and 16% of UoN trained Dignity Advisors are based in our School. Monthly meetings between HoS, HoO and SoB HR Business partner ensure SoB keep abreast of HR policies and any changes are disseminated fully via MT.

Figure 5.6 shows the number of individuals on committees by gender. Although not fully balanced across individual committees there are more females than males sitting on the School's most influential committees. Since Bronze, female committee membership has increased from 45 to 52%. This followed the introduction by EDI of a Committee policy. As more females progress to levels 6 and 7 we would hope to see more females on MT but this has already increased markedly since Bronze.
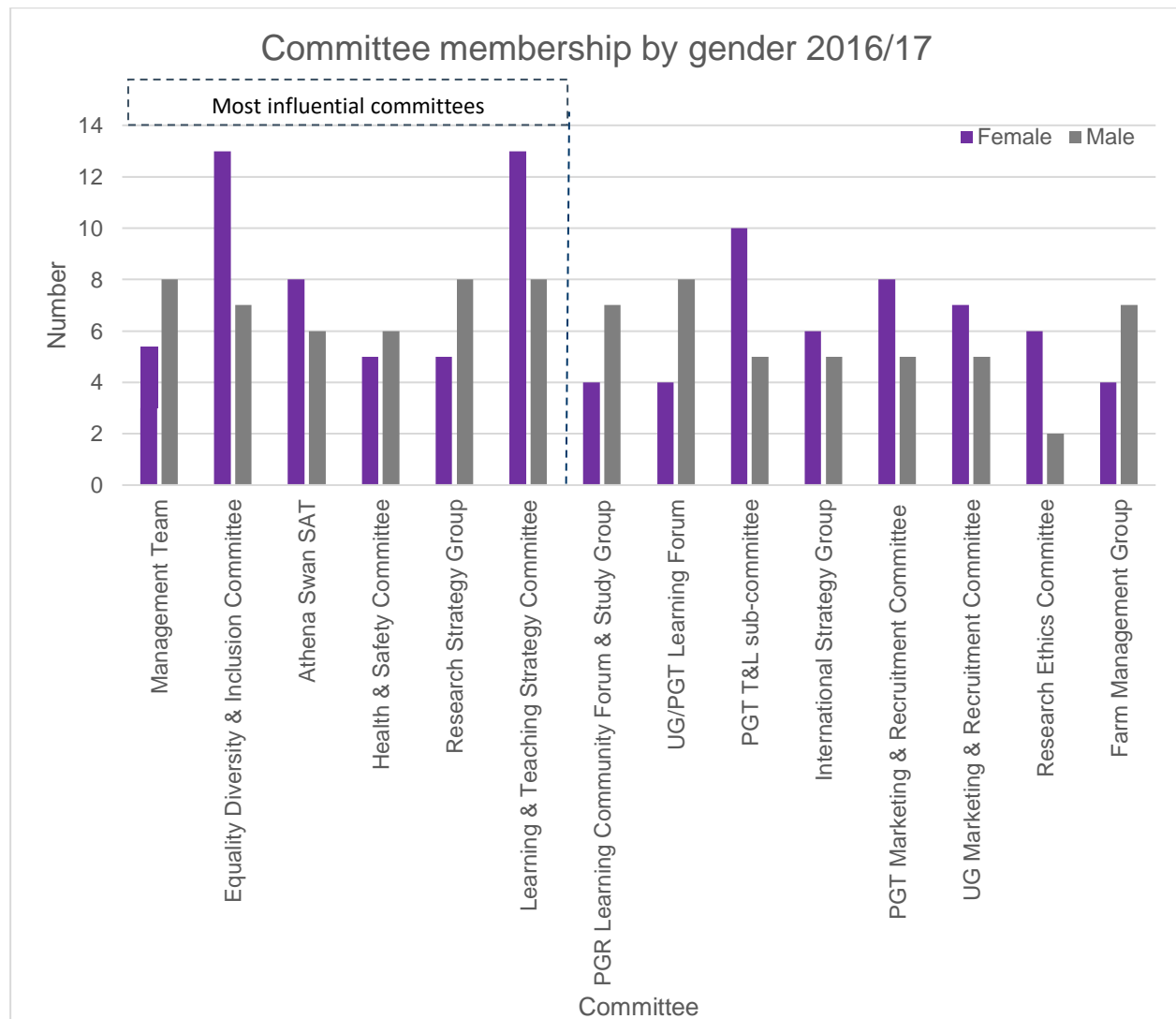

Figure 5.6 Number of SoB staff on SoB committees by gender.

Table 5.9 shows the representation on committees by job family. Committees are dominated by Research and teaching staff but have representation from other staff groups and students where appropriate.

Table 5.9 Breakdown of SoB staff by job family and gender on SoB Committees. * female Chair

Committee	Gender	R&T, R, or T	APM	TS	Students
Management Team	Female	2	2	1	
	Male	8			
Equality Diversity & Inclusion Committee*	Female	10	2		1
	Male	7			
Athena SWAN SAT	Female	5	2	1	2
	Male	4			
Health & Safety Committee	Female	1		4	
	Male			6	
Research Strategy Group	Female	3	2	1	
	Male	8	0	0	
Learning & Teaching Strategy Committee*	Female	6	2	0	
	Male	7	0	1	
PGR Learning Community Forum & Study Group*	Female	3	1	0	
	Male	7	0	0	
UG/PGT Learning Forum*	Female	3	1	0	1
	Male	8	0	0	
PGT T&L sub-committee*	Female	8	2	0	
	Male	5	0	0	
International Strategy Group	Female	6			
	Male	5			
PGT Marketing & Recruitment Committee*	Female	7	1		
	Male	5			
UG Marketing & Recruitment Committee	Female	6	1		
	Male	5			
Research Ethics Committee*	Female	6			
	Male	2			
Farm Management Group	Female	2	1	0	
	Male	2	0	4	

A SoB Committee Strategy based on AS principles across the School and the Divisions has been established. Since Bronze we have dropped the traditional approach of professorial staff chairing committees from SoB culture. Vacant posts are advertised to all staff inviting expressions of interest. Final membership decisions are made by HoS/HoO/HoD and take into account workload commitments and adjustments to workload on appointment if necessary. This approach has resulted in roles that would normally have been taken up by L7 staff being given to L5 and L6 staff (e.g. Director of Admissions, Director of Research, Director of Teaching & Learning) and non-academic staff having the opportunity to equally contribute to School committees (e.g. induction working group). Staff who may not normally put themselves forward are encouraged to consider applying, especially to secure female representation. However, care is taken to ensure female staff are not overloaded due to smaller numbers of female academic staff.

There is no annual rotation of committee chairs as suggested in the Bronze action plan (Table 3.1) as this was deemed too frequent for continuity. A key step forward however has been the assignment of deputy chairs for all committees which provides development roles for staff as well ensuring committee representation across the School and Faculty as needed.

> **Update since Bronze Award: The School has established a policy for all committee chairs to have deputies and for all committee appointments to arise through open calls for interest.**

(iv)   Participation on influential external committees

Individuals across all job families are encouraged and supported by the School (including nomination for roles) in involvement as external committee members and, this is recognised as part of PDPR and workload planning. For example, a L6 colleague was supported in taking up the role of Chair of the British Dietetic Association (2015-17), with cover provided for her teaching and redistribution of her administrative roles. The School actively supports external committee engagement by nominating individuals where appropriate, e.g. a L7 colleague was nominated to join the BBSRC Pool of Experts and she is now a permanent member of a responsive mode panel. Participation in external committees is open to all and depends solely on HoS approval of requests. No requests have been refused since Bronze. The School survey found that 30 individuals participate in external committees (10 female, 1 non-binary).

(v)   Workload model

UoN has established an institution-wide academic workload model which allocates hours for staff time spent on modular teaching, student supervision, research and scholarly activity, academic service administration) and citizenship (outreach and external roles). Hours are also allocated for parental leave, study leave, secondments and training activity. SoB monitors workload data on an annual basis and since Bronze the mean hours for staff have declined when expressed as a percentage of total capacity (Table 5.10). Workloads are generally higher for men than for women, reflecting the fact that the majority of L7 (the highest loaded staff) are male. At each review of workload hours, the HoS and HoDs highlight staff with high workloads and recommend changes in teaching allocations and administrative workloads to line managers. There are examples of this having impact on specific staff, including a L6 female whose load has fallen from 136% of contracted hours in 2013/14 to 106% in 2016/17 through redistribution of a major administrative commitment to a male colleague.

Table 5.10. Average workload by gender (2013/14 to 2016/17)

Year	Workload (% of contracted fte)			
	2013/14	2014/15	2015/16	2016/17
Male	104.0	97.1	100.1	95.15
Female	97.8	103.7	91.1	90.2
Overall	**102.1**	**99.02**	**97.8**	**94.9**

(vi) Timing of departmental meetings and social gatherings

The School's policy is for departmental meetings to be held between the core hours of 10am and 4pm, with meetings held on different days of the week to enable those with caring responsibilities to attend. Since Bronze, this policy has been written into the terms of reference for all committees. However, the School survey indicated that this is an area for further improvement, as only 40% said that the policy was consistently adhered to (**AP11**).

(vii)   Visibility of role models

Role model visibility was a barrier identified to female progression in our 2015 equality workshop. The EDI committee immediately reviewed SoB web pages to check equality in our visual imagery and found that both males and females were well represented (Figure 5.7). This was not the case in terms of imagery on the Campus itself. This resulted in the new Women in Biosciences poster campaign which is growing across the Campus (see Table 3.2; Figure 5.8). Posters featuring eminent women from across our range of subject areas and showing women currently in SoB have been hung in high footfall communal areas (e.g. student amenities building). We have also named a Brewing Laboratory in honour of a female Professor and previous Head of School (Figure 5.9).
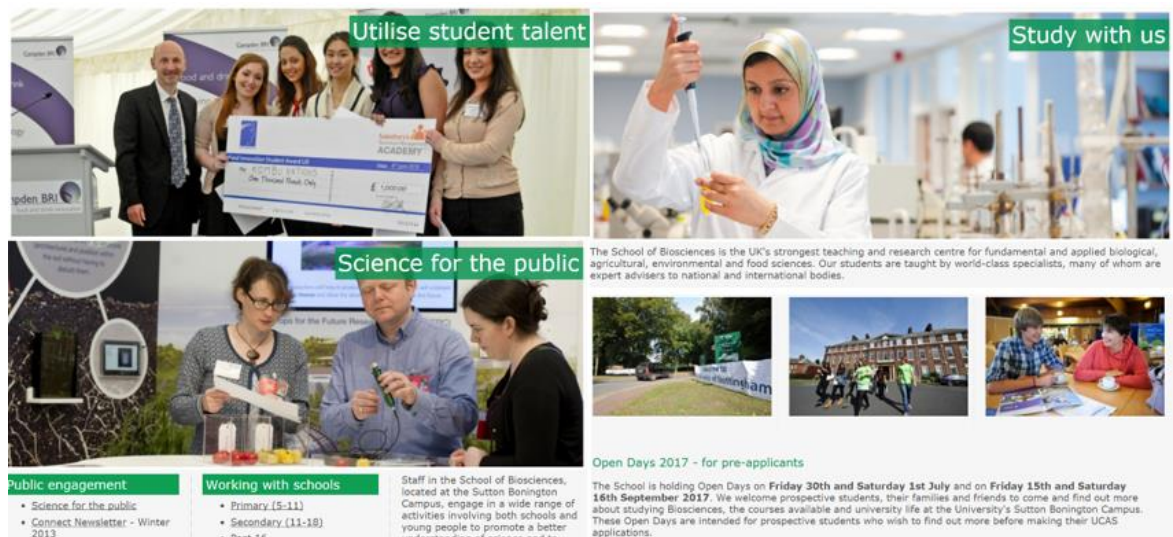
Figure 5.7 Selection of images from SoB webpages

Posters featuring academics and students from our School are placed by the main stairs leading to the refectory, which is used by all students living in Hall on our site (500 rooms)

An Inspirational Women in Biosciences poster is placed by the entrance to the student bar. Rather fittingly she is Prof Anna MacGillavray McLeod, the first ever female Chair of Brewing in the world.

An Inspirational Women in Biosciences poster hangs by the entrance to our Student Service Centre

Our Women in Biosciences Poster campaign has placed pictures of prominent women from our discipline, and pictures of successful teaching and research academics and students in areas of high visibility in the School.

We plan to increase our coverage over the next year.

Figure 5.8 The Women in Biosciences poster campaign covers areas of high footfall all over our campus.

Figure 5.9 Naming of the Prof Katherine Smart Brewing and Fermentation Suite. (Pictured: Mr A Mishra (Business Engagement), Prof J Hort (Head of ICBS), Dame J Corner (PVC), Prof S Langley-Evans (Head of School), Prof K Smart (Global Chief Brewer, ABInBev) Prof K Shakesheff PVC Science))

Inviting our own staff and students to speak as role models at our 'Redressing the Balance' fora provides an opportunity for others to meet and question 'women like them'. External speakers are also regular visitors and we maintain a balanced gender profile of presenters. We have more to do in this area and in April 2017 EDI commissioned an initiative for nominations for role models to result in interviews that will be hosted on our website and other media for use across the School. Our videos will feature women at all stages of their careers from PhD student through to L7. This project is ongoing (**AP12**).

(viii)   Outreach activities

Staff in SoB are fully engaged in a range of public and school engagement activities, including summer schools for A-level students, discovery days for primary school classes, training days for teachers, regional science festivals, local community visits and events, and public talks (Figures 5.10 and 5.11).

Figure 5.10 Outreach Officer (Susie Lydon) explaining why Leonardo da Vinci's anatomical drawings and modern techniques for imaging plants have something in common - an audience of young families, Secret Science Show, Wollaton Hall, Sept 2016.

The School survey indicated that 88% of staff (88% female:91% male) are aware of outreach opportunities, and 74% have participated (67% female:82% male). Taking into account ratios of women to men in different job families (there tends to be more incentive for R&T staff to participate than APM, for example), we discern no disparity between genders in participation (Table 5.11). Where staff identified barriers to participation, lack of time was the dominant factor. Participation in outreach is recognised as an important contribution from the individual at PDPR.

Figure 5.11 (A) Undergraduate student ambassadors with Year 12 students and on drinks factory 'field trip' Annual Food and Crops Summer School, July 2016. (B) Undergraduate NSS STEM Outreach student (Allice Foxall) and research fellow (Mandy Rasmussen) explaining to visitors why understanding how plant roots grow is important - Annual Science Festival "Science on the Park", Wollaton Hall, Nottingham, March 2017.

First year PhD students have the opportunity to participate in the UoN Science Outreach Programme. In 2016-17, 5 PhD students participated in this scheme. Masters and undergraduate students have had the opportunity to participate in the Nottingham Advantage Award in STEM

Outreach[1]. In 2016-17, 6 undergraduate students from the School were registered for this scheme.

Table 5.11 Staff awareness of and participation in outreach activities, by gender and grade

Staff group	Aware of Outreach Opportunities (%)	Participation in outreach opportunities (%)
All staff	88	64
All staff - Women	88	67
All staff - Men	91	82
APM	81	58
APM – Women	80	55
APM - Men	67	67
R&T Level 4	91	87
R&T Level 4- Women	86	86
R&T Level 4 - Men	100	89
R&T Level 5	95	79
R&T Level 5 - Women	100	71
R&T Level 5 - Men	91	82
R&T Levels 6 & 7 (combined)	81	100
Technical Level 3	81	54
Technical Level 3 - Women	83	56
Technical Level 3 - Men	75	50
Technical Level 4 & 5 (combined)	96	83

---

[1] Nottingham Advantage Award comprises additional module credits that focus on career skills, volunteering, entrepreneurship and mentoring which are recognised at graduation.

Case Study 1: Dr Judy Swift, Associate Professor in Human Nutrition, SAT member, School of Biosciences.

Following completion of my PhD in Health Psychology (UoN), I secured a full-time Lecturer position (L5 R&T) in Nutritional Sciences in SoB. After a first maternity leave, I returned part-time (0.6FTE) in 2009 but moved to back to 0.8FTE after a few months. Following a second maternity leave in 2011, I returned at my revised part-time hours. In 2013/14 I successfully applied for promotion to my current position (Associate Professor), maintaining my part-time hours.

Although there are always challenges for an academic with young children the understanding and adaptability of the SoB has meant I have been very well supported in my career. During my 11 years, I have seen considerable developments in the School. I have felt particularly supported since my second maternity leave witnessing a significant culture shift in the School as it became more open on its position on issues such as planning for maternity leave and flexible working. The School's current open, supportive and trusting culture has made me feel very supported and encouraged in my work and career progression, and the work of the EDI committee, of which I am a member, has provided a step change in clarity of policies for working in the School. Returning to work 0.8FTE following my first child enabled me to manage my work life balance as did the flexibility of when and how I worked those hours. The understanding shown and ability to continue to adjust my working pattern when my second child started school was particularly supportive given his particular care needs. Including me in the planning to find maternity cover for my second maternity leave allayed any concerns I personally had about this challenging time. I was able to negotiate a reduced workload locally on my return which helped reintegration as did the use of keeping-in-touch days which I was able to use to my own purposes for planning my return.

In addition to support for flexible working I have also benefited from active encouragement concerning promotion. Not only did the then HoS and DHoS suggest I apply, they invested significant time in coaching me and helping to put the application together. I attended what was

one of the first school promotion workshops which really helped, and I've since supported these and a number of colleagues in their applications. Although initially apprehensive about workload increases at L6, I was reassured and have experienced increase an appropriate and manageable rate. Also, it has been very constructive, with new roles that recognise my particular capabilities, such as co-coordinating the Schools Unconscious Bias awareness sessions.

As I continue to build my research portfolio, I look forward to accessing the peer review of publication scheme (which I have found extremely useful) as well as research mentoring for future grants. I feel confident that the excellent personal and professional support I have received from the SoB will continue and adapt to any changes in my circumstances.

Case Study 2: Dr Angie Swali, Assistant Professor in Food Science Teaching Specialist, School of Biosciences (currently on maternity leave).

Following completion of my PhD and a postdoc position at the University of Birmingham I was appointed to a 3- year postdoc project in Nutritional Sciences in SoB in 2008. During the latter I successfully applied for a 1-year, full time, fixed term Teaching Associate (L4) position in Food Sciences. This was made permanent in 2012 and I was promoted to Assistant Professor (L5; Teaching Specialist) in 2015. I took a year's maternity leave in 2015 and returned in 2016 reducing from full-time to my current hours of 0.6FTE. From the moment I started at Nottingham I have felt very supported by the School and my line managers in following my academic career aspirations. My postdoc manager was extremely supportive in helping me apply for fellowships and a concurrent teaching maternity cover position when the opportunity arose enabling me to gain valuable teaching experience whilst maintaining my research interests. This helped in gaining the fixed term teaching associate position during which time my new line manager supported me by securing a permanent contract for the position. Recognising my potential she also helped me take on new challenges in my role with a view to promotion. I was encouraged to apply for promotion in 2014 and found the new School promotion workshops, together with mentoring from a colleague and help from senior staff helped in attaining my promotion to my current position of Assistant Professor (Teaching Specialist). Although apprehensive when I took maternity leave in 2015, I felt very supported throughout the process. From the beginning, my line manager helped to ensure maternity cover was in place so I didn't feel too overawed by what I would come back to, and, when I was ready to, colleagues were happy to liaise with me about my return to make it feel less overwhelming. Talking to fellow staff who had been through this also helped my return to work. My HoD and HoS were very supportive allowing me to reduce my hours temporarily to 0.6FTE and ensuring I had a reduced workload on my return.

Ultimately my career aspirations are for a joint Research and Teaching Role and, helped through discussions during the PDPR process in SoB, I have been encouraged to take on research supervision within a KTP project with a view to maintaining my research expertise. This together with supportive discussions during my PDPR have meant I feel not only supported in my career aspirations but also the use of the future tense and planning for my future has made me feel less apprehensive about any impact my second maternity leave will have on my career. There are also good role models in the school which have shown me that career progression and flexible working mean a successful academic career is possible. Both good male and female role models also mean that I feel that SoB is a supportive place to work that clearly promotes Athena SWAN principles.

Section 6: 972 words

7. ACTION PLAN

The School of Biosciences action plan presents prioritised actions to address the issues identified in this application. Each action is cross-linked to sections of the text and has been red-amber-green coded to indicate priority (red highest priority, amber medium priority and green lowest priority). We have also grouped the actions into themes which we feel are the core issues for addressing equality issues in the School:

Understanding the Issues
Culture
Continuing Professional Development
Strategy and Policy
Equality in Recruitment

AP Ref.	Planned Action/Objective	Rationale (evidence)	Key outputs and milestones	Time Frame Start	End	Person responsible	Success criteria and outcome
			UNDERSTANDING THE ISSUES				
1	Conduct comprehensive annual School surveys to inform future actions	Limited data was available to the SAT to assess various aspects of working in the School across gender and job families	Annual School survey (to alternate between full and focused survey) with key findings reported to appropriate School committees and School Board • 2017 Full survey • 2018 Equality survey • 2019 Full survey • 2020 PDPR survey	June 2016	ongoing with review Oct each year	HoS, EDI	60% response rate to ensure reliable data available for evaluation of SoB initiatives. MT to respond to negative findings and implement appropriate actions. Closing the loop by HoS feedback to School.
2	Run focus group with PGR females to explore issues with writing their theses	Data showed that females are less likely to submit their thesis on time	Focus group to capture the student voice and understand issues that are affecting female students at the writing up stage Report to Teaching and Learning Strategy Committee	Oct 2017	Dec 2017	PGR tutor	Issues impacting write up time for females to be identified. School to generate local solutions and implement any actions needed to reduce numbers of female PGR submitting late by 25%.
3	Run focus group with L5 R&T staff to identify local priority issues	Data indicates females at L5 more likely to leave academia than males	Focus group to understand issues concerning L5 females and academic careers Report and recommendations to Management Team	Dec 2017	Mar 2018	EDI	Understanding of local pressures on early stage female academics leads to development and implementation of actions to address the issues. Reduce female L5 staff turnover by 50% by 2020.
4	a) Establish a School policy for exit interviews with staff who are leaving in order to identify any gender issues	The School lacks an understanding on why staff leave	Annual anonymised summary of reasons given to HoS and HoO for why staff leave and review with EDI Committee	Sept 2017	ongoing	HoO (Line managers complete exit interviews)	Data available concerning reasons for leaving will further inform any necessary future actions to reduce female attrition

	b) Review workload for level 5 Females	Females at L5 have higher average workloads than males which may contribute to female attrition at L5	More equitable workloads across male and female L5 staff	April 2017	Oct 2019	HoS with relevant Line managers	No evidence of gender gap in workload in any category of the workload model by end 2018
	c) Work with UoN HR to collect reasons for leaving data by School/gender and Job family	Data on reasons for leaving is only currently available for the Science Faculty as a whole	More informative data set available and provided to HoS and HoO for review Data to be provided annually	Mar 2017 Mar 2018	Mar 2018 ongoing	HoO HoO	Data available to MT on an annual basis to inform any necessary future actions
5	Collate historic and future data by gender for L6 and L7 recruitment	We currently have insufficient data to evaluate whether there are inequalities	Ongoing collection and analysis of data Annual snapshots to be provided to MT and EDI	Aug 2017	ongoing	HoO	Annual equality evaluation for L6 and L7 recruitment processes and appropriate actions by MT if issues are noted
6	Collect information on the effectiveness of training provision into PDPR	Whilst we have some data on attendance of training, we do not currently monitor effectiveness of training provision and whether it supports gender-specific needs	Better understanding of training effectiveness at individual levels across job families will enable us to improve provision. Ensure all SoB based training has evaluation data collected and recorded. Review of data annually	April 2018 April 2018	April 2019 ongoing	PDPR Reviewers HoS/TSM/ SAM EDI/TSM/ SAM	Identified gaps in SoB training provision and work with UoN Professional Development to respond to needs
7	Focus groups with APM and TS staff to identify specific training needs	School survey indicated large proportion of staff in these job families felt there was a	Identify pertinent training gap needs and ensure that we provide more events than are currently available	May 2017	Oct 2020	TSM/SAM	90% of TS/APM staff reporting satisfaction with the scope and quality of

		lack of relevant training opportunities	SoB to deliver a minimum of two training events per year for these job families				training provided by the School
8	Support career progression of APM staff through work shadowing of colleagues	Previous development reviews identified shadowing as a useful initiative within APM team leaders but uptake not universal	Shadowing will improve understanding of roles and broadening of skill sets. 100% of APM requesting work shadowing opportunities to have been given access to such shadowing by Dec 2018	May 2017	Mar 2018	SAM	90% technical and administrative staff reporting well informed about scope of team leader role in School Survey
9	Follow up those staff not returning following maternity leave	Data highlights small numbers do not return but we have no records of why this may be the case	Gain insight into why some women do not return and may highlight possible actions moving forward Review data and recommend actions	Oct 2017 Oct 2019	ongoing Oct 2019	HoO HoO/EDI	Information regarding maternity non-returners is collated and action taken if necessary
CULTURE							
10	Provide more support for grant applications and improve the feedback mentoring system for those who are not successful with grant applications	Assessment of research grant mentoring indicated little was in place for staff whose grant applications were unsuccessful and the School survey indicated more would be beneficial	Revamp of current grant mentoring system to focus support at those who need it most Improve feedback of grant mentoring scheme for applications that are unlikely to succeed Implement specific mentoring for ECR fellowship bids Develop system to follow-up on unsuccessful applications Sandpit events for ECR staff Incorporation of research plans for all staff as part of PDPR	Jun 2017 Jun 2017 Jan 2018 Jan 2018 May 2018 May 2017	Jun 2018 Jun 2018 Jan 2019 Jan 2019 May 2019 ongoing	DoR/RSG DoR/RSG DoR/RSG DoR/RSG DoR/RSG DoR/HoS	Increase number reporting useful feedback from mentors to over 75% by 2019. 20% increase in grant submissions from ECRs by 2019 90% satisfaction with research support processes from those who have access them, by 2020 School survey

11	Ensure committee meetings are held within core hours. Include this in terms of reference together with rotating the days on which meetings are held.	The School survey revealed there are still meetings not held within core hours- although against School policy	HoS to reinforce message that policy is to be applied unless meetings involve colleagues at UoN Malaysia Campus (UNMC) Committee chairs and supporting APM staff to ensure compliance All Committee, School and Divisional meetings held within core hours	April 2016	ongoing	EDI committee HoO HoS Committee chairs	100% SoB meetings held in core- hours by spring 2018
12	Increase visibility of female Role Models in SoB	EDI workshops and Redressing the Balance fora identified the need for more female role models in senior positions and driving excellence in research and teaching	Nomination and interviews with role models in School to develop promotional material to make both male and females role models more visible Continue campaign of Women in Science posters around communal areas of the School, increasing exposure of colleagues in SoB	Jun 2017 Jun 2017	Mar 2018 ongoing	EDI committee EDI committee	Publication of media for increased promotion of Role Models, on website, social media, use at Open Days, and in marketing material. Achieve 70% recognition of materials in surveys of staff and students.
			CONTINUING PROFESSIONAL DEVELOPMENT				
13	Increase number proportion of females at level 5	Data indicate drop in proportion of females at level 5 compared to L4 researchers	Continue series of initiatives: ongoing Redressing the Balance seminars, Successful Women in Biosciences poster campaign. Role modelling publication. Support for researchers to gain teaching experience and qualifications Implementation improved support for fellowship bids (as in AP10)	Jun 2017 Mar 2017	ongoing ongoing	EDI committee Postdoc Rep and HoS	Increase number of females at L5 from 8 to 12 by Dec 2020 At least 2 female postdocs taking teaching certificate or similar each year.

14	Support females in academic promotion applications	Although there has been an upsurge in promotion applications the number of females at levels 5, 6 and 7 are not yet equal with males	Continued annual delivery of level specific promotion workshops for academic staff Use of female role models (women who have been successful in gaining promotion) for workshops and mentoring at all promotion levels	May 2017	ongoing	EDI & HoS	Numbers of women at each academic level to have increased by August 2020: L5-50% of staff L6-30% of staff L7-increase from 3 female professors to 6
15	Improve induction processes	School survey highlighted induction processes were not evenly effective across the School	Set up induction working group across job families to develop new induction programme Implement recommendations from induction working group Induction programme to include training on unconscious bias and raising awareness of EDI issues School welcome presentations to include overview of School commitment to EDI and AS principles	April 2017 Dec 2017 Dec 2017 Jan 2018	Apr 2018 ongoing ongoing ongoing	HoS SAM SAM/EDI HoS/HoO	90% new staff rate induction as good or higher in School survey. 100% awareness of School commitment to EDI and AS principles in 2018 School survey.
16	a) Ensure all TS and APM staff receive induction b) Improve induction process c) Investigate issues with mentoring system	Although small numbers, some staff indicated they didn't receive an induction School survey indicated improvements could be made Despite a new mentoring policy the School survey feedback indicated not all staff rated it as successful	All staff receive induction, which draws on recommendation of current induction working group Include APM and TS representative on new induction development group Run focus groups with APM/TS to understand mentoring issues and develop action plan	Apr 2018 Apr 2017 Jun 2018	ongoing Apr 2018 Dec 2018	TSM/SAM HoS & induction working group TSM/SAM	All new staff receive an induction. Increase satisfaction scores in School survey for staff induction to above 90% rating as good or higher by 2020 Implementation of action plan to improve mentoring for TS and APM staff. Over 75% of TS and APM staff

							reporting positive mentoring experience in School survey.
			POLICY AND STRATEGY				
17	a) Develop a School policy and training plan for L4 researchers and their line managers	School survey and focus groups revealed L4 researchers are not always aware of training opportunities available to them.	Clear training plan policy developed and a training session for line managers run annually	June 2018	ongoing	EDI	100% of L4 researchers develop a training plan with their line manager within, 6 months of appointment.
	b) Establish Postdoctoral and Early Career Researchers Committee	School Survey highlighted this as an issue where line managers lacked awareness of key issues	Appointment of Chair, deputy Chair and members of new committee. Develop School policy on career development and PDPR for those on fixed-term contracts and training for line managers.	Oct 2017	Jan 2018	HoS/HoO	Committee established and providing annual report on issues to MT
	c) Improve communication regarding career opportunities and PDPR policy for those on fixed term contracts (mainly postdocs)	School Survey highlighted this as an issue where line managers lacked awareness of key issues		Jan 2018	ongoing	Postdoc and Early Career committee	2018 School survey reports 100% of those on fixed term contracts have awareness of School policy on career development opportunities and had an opportunity to discuss career development during PDPR
	d) Provide improved support for Fellowship applications	Postdoc focus groups revealed lack of awareness of support available to them	Better external facing information for relevant fellowships relevant to SoB. More systematic approach to help ECR with Fellowship applications	Jan 2018	October 2018	DoR and Research Impact Manager	20% increase in fellowship applications and 10% increase in successes compared to 2016

	e) Develop and implement a policy for postdoctoral and Early Career Researchers to apply for School bridging funds at end of contract.	Existing approach is *ad hoc* and may disadvantage some candidates	Better awareness of bridging funds as a possibility among wider SoB community. Fair and systematic approach to consider applications	Jan 2018	June 2018	HoS/HoO	100% awareness of opportunity among research staff, evidenced by School Survey 2019
18	Lobby Central University to look at promotion, rather than regrading, for APM and TS roles	There is a lack of parity between APM/TS staff and academic staff in terms of being able to apply for promotion on performance	Issue to be raised as an agenda item at Faculty EDI committee	Oct 2017	Oct 2017	EDI Chair	University EDI committee considers issue of promotion for APM/TS staff
19	Develop policy document to guide planning for before, during and after parental leave periods	Focus groups revealed provision for before, during and after maternity leave and return was not standard across the School but there were many elements of good practice	Development of School maternity planner for staff and line managers available via School Athena website	Jan 2018	May 2018	EDI committee	Policy in place and implemented. 100% of staff who have taken leave report that they received good support for this in 2020 School Survey.
20	Lobby central University for improved childcare provision on campus	Redressing the Balance fora highlighted this as a significant issue for staff and postgraduate students	Working in consultation with the other School on the Sutton Bonington site, SoB to present proposals to UoN for consideration	October 2017	October 2017	EDI committee	Gender Equality committee (GEN) considers proposals and works with SoB to address the issue
21	Ensure EDI is a standing item on all key committee agendas	Although an established standing item for MT, EDI was generally not on committee agendas	EDI becomes integrated into discussions on all committees Escalating of issues discussed via meeting minutes to EDI	Oct 2017	ongoing	HoO	All committee agendas have standing EDI agenda item and report to MT on EDI matters
EQUALITY IN RECRUITMENT							
22	Increase numbers of females applying to Biotechnology	Data show that recruitment of females	Promotional material for courses to include more images and video material featuring women.	April 17	ongoing	DoT, Course Director BSc and	Increase number of females on Biotechnology courses to at least current

	courses (BSc Biotechnology and new MSc Biotechnology)	is currently below national benchmark	More information on biotechnology careers to feature on website. Involvement of female staff and student in outreach activity.			MSc Biotechnology	National Average of 40% by 2020
23	Increase numbers of males on nutrition courses (BSc Nutrition, Nutrition and Dietetics, MSc Nutritional Sciences, Clinical Nutrition)	Data show that recruitment of males is currently below national benchmark	Promotional material to include more images and video material featuring men. More information on Nutrition careers on website. Involvement of male staff and student in outreach activity.	April 17	ongoing	DoT, Course Director Nutrition courses	Increase number of males on Nutrition courses to at least current National Average of 17% by 2020
24	Enhance use of female Role Models in promotional materials for MSc courses in Food Sciences	These courses have seen a decline in the proportion of females recruited to full time programmes	Promotional material to include more images of women, both online and in hardcopy, and video materials	April 17	Dec 17	Course Directors MSc Food Production Management, Food Engineering	Increase number of females to current National Average of 66% by Sept 2020
25	Increase number of female PGR students within School of Biosciences	Recruitment of female PGR students is below the national benchmark and this is recognised as the first stage at which our talent pipeline is leaking	Work with Careers and Employability Service to provide more Academic Careers events with a PhD/research focus including 'Spotlight on research careers', 'Introducing academic careers' and 'Thinking about a PhD'.	Oct 2017	ongoing	DoR, PGR Director, working with Careers and Employability Service	Proportion of female PGR students to be at national benchmark by Sept 2020.
			Promoting SoB Role Models publication initiative (to be used online and in HoS updates). HoS to spotlight successful women in research at all levels from PGR to L7	Oct 2017	ongoing	HoS	

						EDI	
			Highlighting successful local Women in Biosciences (poster campaign), featuring students	Oct 2017	ongoing		
			Research Showcase sessions delivered by male and female PGR and academic staff embedded in undergraduate programme for 2017/18.	Oct 2017	ongoing	DoT	
			'Celebrating women in Biosciences' event to be held on International Women's Day, with Careers and Employability Service	March 2018	March 2018	EDI	
26	Ensure good representation of males and females on interview panels for SoB staff roles	The School has no formal monitoring of the balance of males and females on interview panels for academic, APM or TS roles	Scrutiny of all proposed appointment panels to ensure that gender balance has been considered and appropriate panel membership is in place	Oct 2017	ongoing	SAM/ HoO	100% of recruitment panels will represent the gender balance for the discipline, by summer 2018. No all –male or all-female panels.
			Given that we have fewer female staff in senior roles than males, achieving equality on all panels will have an unacceptable impact on workloads, so this will be a longer-term goal				50% of panels to have equal male-female representation by 2020
27	Enhance perception of a research career as a destination for UG and PGT students. Improve numbers of female students applying for PGR courses outside the School of Biosciences.	Although there is an excellent careers programme for both UG and PGT more could be done to specifically promote	Enhance Spotlights programme to include more information and guidance on studying for a PhD and academic careers. Work with Careers and Employability Service to provide more Academic Careers events with a	Oct 2017	ongoing	HoO, DoT and Learning working with Careers and Employability Service	See 10% increase in female students applying for PhDs at UoN (and externally) by 18/19 academic year

		academic careers and encourage our students to take on the challenge of a PhD even if outside SoB	PhD/research focus including 'Spotlight on research careers'. More female students applying for PhDs <u>outside</u> the School of Biosciences 2017/18 session- additional 5% 2018/19 session- additional 10%				
28	Training of admissions tutors in unconscious bias, equality and diversity	All of our current admissions tutors for UG and PGT are currently up to date on UB and EDI training. This needs to be kept up to date and refreshed.	Repeat training for admissions team for 2018/19 session. Refresh training every 3 years. Require any new admissions tutors to be trained	Sept 2019	Dec 2020	Director of Admissions/HoO	100% of staff involved in recruitment of UG and PGT students to have received appropriate training.