

1. Letter of endorsement from the head of department (attached)

2. The self-assessment process

a) The self-assessment team

Peter Mitchell is Dean of Science (since 2010) and a Professor in Psychology (since 1999). He is a Fellow of the British Psychological Society, a Fellow of the Royal Society of Arts, former head of the School of Psychology at Nottingham's UK campus (2005-2009), he was founding head of the School of Psychology at UNMC (2009 – 2012) and is former Editor-in-Chief of the British Journal of Psychology (2007-2012). Peter is married with a child who attends preschool.

Suzanne McGowan. Associate Professor and Head of School (HoS) of Geography at UNMC, recently seconded from the UK campus where I was a WINSET committee member. Moving to Malaysia provided an opportunity for work to become a life adventure, and provided a suitable work-life balance. Strongly supportive of all staff having the time and space to live a happy life.

Andrew Morris is a pharmacist registered in the UK and Malaysia who has been HoS Pharmacy at the University of Nottingham Malaysia Campus since 2010. Andrew joined the Malaysia Campus in 2005 and became Deputy Director of Studies in 2006 and later made Associate Professor in 2008. Andrew is married with two children and a third on the way; he is a keen runner and is heavily involved in the local junior rugby club.

Wei Lin is a full time PhD student in psychology. Her research focuses on understanding how languages are represented in the reflective attention and how this would affect later storage in our long term memory. Wei Lin developed the survey of postgraduate students.

Lizzy Sheppard. SAT co-ordinator, Associate Professor and HoS Psychology at UNMC. Moved to Malaysia in 2009 to help set up Psychology, having previously completed a PhD and post-doc at the UK campus. Lizzy likes to spend free time travelling and keeping in touch with friends in other parts of the world.

Geetha Baskaran is an Assistant Professor in the School of Foundation Science. She has been an IT academic in the university for eight years. She has one primary school age daughter and a young age son. She is the Marketing Champion, Disability Liaison Officer, and Athena Swan Champion for her school. Geetha took the lead to collect data for this application. She is currently developing the WinSET Mentoring Program and Leadership Development Program for WinSET(Women in Science, Engineering and Technology).

Sandy Hwei-San Loh is currently an Associate Professor of School of Biosciences at University of Nottingham Malaysia Campus. Sandy joined Malaysia Campus in 2006 as Assistant Professor, became Associate Professor in January 2010 and appointed as Director of Biotechnology Research Centre at the same year. Sandy is Athena Swan Champion for School of Biosciences. Sandy is married with one child.

Salma Abd Kadir is the Faculty Manager with responsibility for the financial affairs of the faculty and is line manager for the faculty's administration and support staff team. Salma has been with the University since 2005.

Siu Yee received her PhD from National University of Singapore (NUS) and spent a year attachment at University of Illinois at Urbana-Champaign (UIUC). After graduated, she worked as Scientist I in Institute Materials Research and Engineering (IMRE), A*Star, before joining the University of Nottingham as an Assistant Professor. (529)

b) The self assessment process

The process started in August 2013 when the Faculty Athena SWAN Self-Assessment Team (SAT) was formed. In the early stages the required data were collected and collated, a process that was completed by early November 2013. From November onwards the team had regular monthly meetings to work through the data section by section and discussed what to include in the application and the action plan. At each meeting, immediate action points were identified - frequently these involved identifying policies or procedures which were currently unclear. A survey of postgraduate students in the Faculty was carried out as a major point of attrition for females was after PG level (A5).

The co-ordinator of the SAT is a member of the Faculty Management Group and presented a report on progress at monthly management group meetings and noted any matters requiring input/action from Faculty Management. The SAT co-ordinator also presented at Faculty staff meetings and meetings of the University Women in Science, Engineering and Technology (WinSET) group throughout this period to keep the wider community informed of our activities.

The report was prepared in Googledocs, allowing all members of SAT to read and edit the document. Members of the team could view the document online, make tracked edits and insert comments. Once the SAT were happy with the draft it was circulated to members of WinSET at the UK campus for feedback as well as all Faculty members; any comments were taken into consideration when revising the document. (245)

c) Plans for the future of the self assessment team

The SAT will remain a permanent committee in the Faculty, which will meet three times per year to monitor the implementation of the action plan as well as deal with any issues that arise (A1). We aim to collect data in the areas required for the application every year to monitor how we are doing on a yearly basis and to reduce the work required directly prior to future submissions (A3).

We aim to expand the SAT to include more students at postgraduate (PG) level as well as at least one postdoctoral researcher to represent this new category of Faculty membership (A2).

We also aim to increase the number of males in the SAT (114)

Section total currently 888

3. A picture of the department

a) A pen-picture of the department

The Malaysia Campus of the University of Nottingham (UNMC) was established in 2000 and is a branch campus of the University of Nottingham. The Faculty of Science (FOS) has existed at the campus since 2005 and currently has seven schools and departments: Pharmacy, Bioscience, Computer Science, Psychology, Biomedical Science, Geography and Foundation. Some of these schools/departments are newer than others as the University is gradually broadening the range of subjects on offer at the Malaysia Campus. This means that numbers of staff and students in the faculty are growing steadily and fluctuations in numbers from year to year are to be expected to some extent. The subjects offered at the Malaysia Campus reflect market demands which are generally for more applied and vocational subjects.

Although there are some notable differences in administrative procedures, the academic curriculum at the Malaysia Campus is identical to that offered in the UK campus. All programmes offered in Malaysia are the same as those offered in the UK and the UK is responsible for quality assurance of degrees offered in Malaysia. Students who complete degrees at the Malaysia Campus receive a University of Nottingham degree, the certificate of which is identical to that received by students who study in the UK. There is considerable bidirectional mobility between the campuses at both staff and student levels. Several schools/departments in the Faculty offer the inter-campus exchange programme which allows Malaysian students to spend one or two semesters at the UK campus. A reciprocal arrangement allows UK students to be hosted at the Malaysia Campus. We also have a 2+2 programme offered by Pharmacy, where the first two years are spent in Malaysia and the final two years in the UK. Approximately one third of students in the faculty are international, and around 40% of academic staff are international. Several staff in key positions are currently on secondment from the UK campus, both male and female.

The Faculty currently has 70 academic staff, 212 foundation, 800 undergraduate and 150 postgraduate students (mainly research). Recently we have recruited 4 postdoctoral researchers. This level of appointment is unusual in Malaysian Universities, and this matter will be discussed at various points in this application. As the Faculty is small in comparison with the corresponding Faculty in the UK or Faculties at many other Universities, this affords a great deal of interaction between members of the different schools/departments, considerably more than one might normally expect between people working in the various disparate subject areas.

The Faculty Management Group includes the heads of the various schools and departments (of which three are male and four are female) as well as the Dean (male), the Associate Dean for Research (male), Associate Dean for Teaching and Learning (female) and the Associate Dean

for Admissions, Recruitment and Marketing (female), the Faculty Manager (female) and the Technical Manager (male). While schools/departments have some autonomy in management of day-to-day affairs, much of the strategic planning, policies and budgeting are handled at Faculty level. (500)

b) Student data

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

Table 1. Number of males and females on foundation courses

	Males	Females
2010/11	28	29
2011/12	43	64
2012/13	50	125
Malaysian National data (2013)	22,418	23,236
UK national data (2011/12)	12,010	11,640

Figure 1 Percentage of males and females on foundation courses

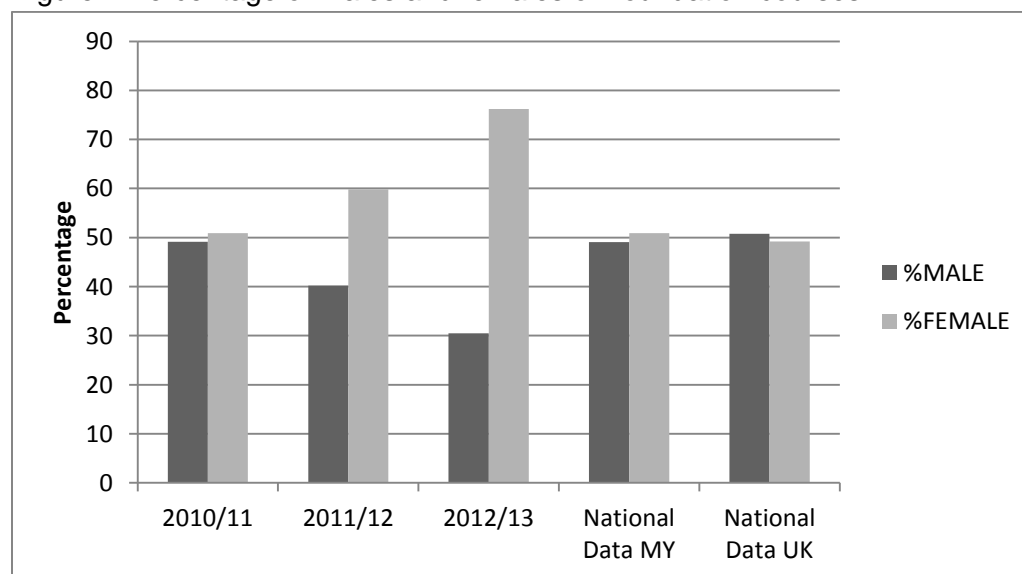


Table 1 shows the numbers of males and females registered on the Foundation in Science programme for the years 2010/11 to 2012/13. Figure 1 illustrates the same data but displays the figures as a percentage of the entire cohort. The Foundation in Science is a single programme which prepares students for entry into the range of programmes offered in FOS.

The data shows a clear progression from proportions similar to the national averages in 2010/11 to an increasing majority of female students within the Foundation programme. This change in proportions is likely due to the introduction of new schools, departments and programmes in the Faculty during this period, which the Foundation feeds into. For instance, Bachelors programmes in Biomedical sciences, Nutrition and Environmental Science were all introduced in this period and have more female than male students. (137)

(ii) Undergraduate male and female numbers – full and part-time.

Table 2 Number of undergraduate males and females on courses (full time and part-time)

	Males	Females
2010/11	158	225
2011/12	178	305
2012/13	232	402
National Data Malaysia (2013)	60,860	64,974
National Data UK (2011/12)	250,520	422,215

Figure 2. Percentage of males and females studying for undergraduate degrees (full time and part time) and national data for all science subjects (Malaysia) and same subset of science subjects (UK)

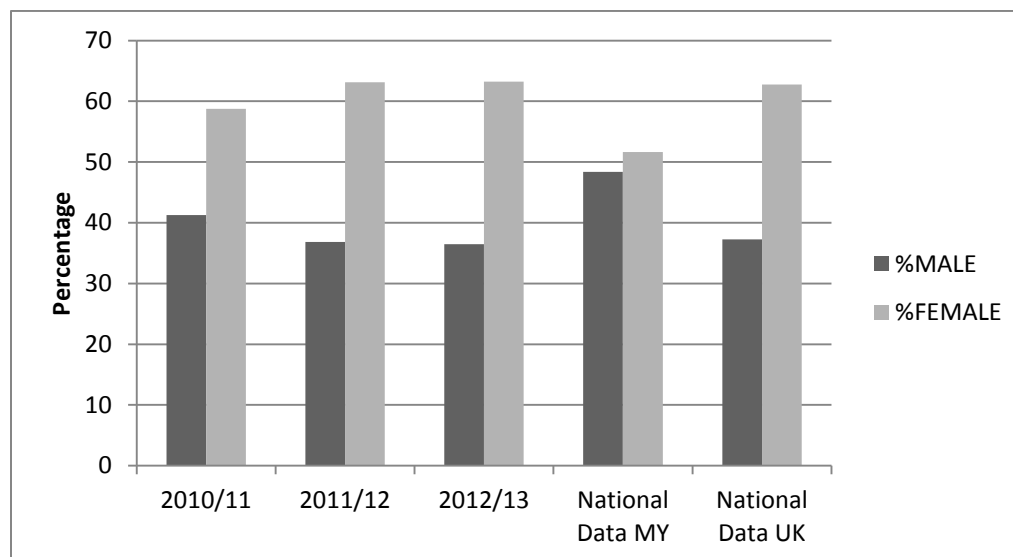


Table 2 shows the total numbers of undergraduate (UG) students studying for degree programmes in the Faculty of Science, alongside the national data from both the UK and Malaysia. Figure 2 displays the same data as percentages of the student body. The percentages are strikingly similar throughout the whole period, with larger numbers of females than males studying in the Faculty (approximately a 60:40 split). This contrasts slightly with the Malaysian national data which provided an even gender split within science subjects but is consistent with the UK data.

This difference from the Malaysian national data may partly reflect the difference between subjects taken into account in the national data, and the subjects offered in our Faculty. The national data is inclusive of a broad range of science subjects including those we offer but also several not offered by our Faculty (and notably not pharmacy), as this was the format available to us. For the UK data we were able to compare with the combined numbers for similar subjects in the UK (biological sciences, psychology, other biological sciences, computer science, physical geography and environmental science, and allied medical sciences), which may account for the similarities.

Table 3. Current numbers of males and females at UG level by school/department

	Males	Females	% female	National data UK % female
Bioscience	80	151	65.4	55.8
Biomedical science	12	27	69.2	Not available*
Computer science	123	27	18.0	16.7
Pharmacy	49	199	80.2	Not available*
Psychology	34	98	74.2	79.5

* Subjects Allied to Medicine (presumably includes Pharmacy & Biomedical Science) in UK had 81.2% females

Table 3 displays current numbers of UG males and females broken down by school, along with national data from the UK, where available. The majority of units follow the overall faculty trend with more females than males, although this is more pronounced in Psychology and Pharmacy. Computer Science is the exception, where the majority of UG students are male. It is worth noting that the 18% female students in Computer Science is just slightly higher than in UK data, suggesting the gender ratio is at least in line with UK benchmarking data for this, as well as for the other subjects. Computer Science recently appointed two female staff (an Associate Professor and a postdoctoral researcher). This increased female presence among staff may encourage more female applications in future. (323)

(iii) Postgraduate male and female numbers completing taught courses – full and part-time.

Table 4. Number of males and females completing postgraduate taught courses (full time and part time) alongside national data

	Males	Females
2010/11	2	4
2011/12	21	11
2012/13	16	11
National Data Malaysia (2013)	3,125	3,000
National Data UK (2011/12)	38,965	69,780

Figure 3. Percentage of males and females completing postgraduate taught courses

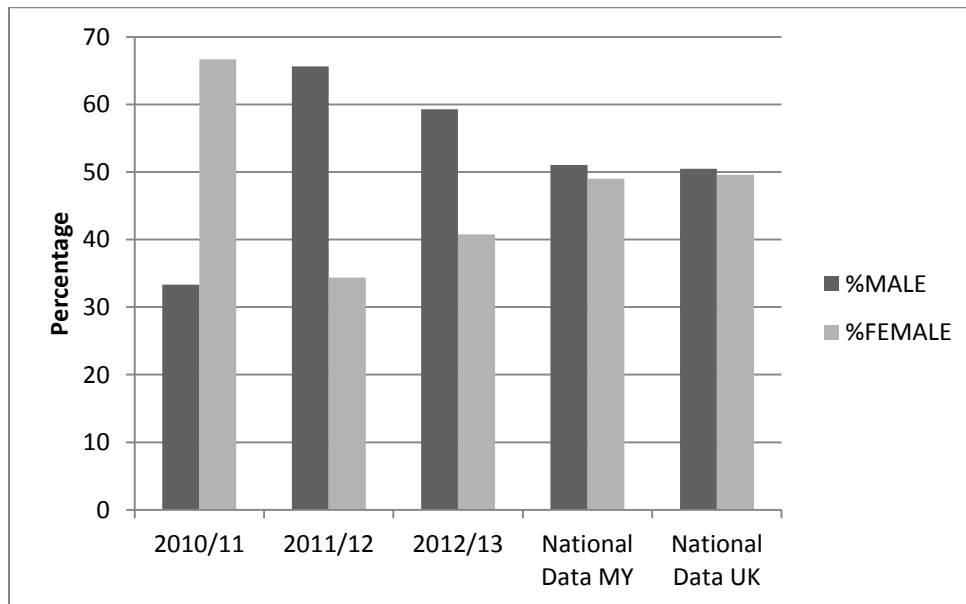


Table 4 shows the total numbers of postgraduate (PG) students studying for taught courses in FOS, alongside the national data from Malaysia and UK. Figure 3 displays the same data as percentages of the student body. Contrary to the Foundation and UG data, the data for taught

PG Masters appears to suggest that the proportions of males and females have been quite variable over the past three years, with males outnumbering females in the past two years. However, it is necessary to be cautious in interpreting these data. In 2010/11 there were only six PGs on taught courses in the Faculty so it would be unwise to draw any firm conclusions from such numbers. The two more recent intakes consisted of 20-30 individuals in total and show a trend towards a larger number of males than females. It is likely this can be explained by the subjects offered at taught postgraduate level, as the majority (around $\frac{2}{3}$) of taught PGs are in the School of Computer Science, which also recruits more males than females at UG level. With the introduction of further Masters level courses planned for 2014 (such as the MSc Psychology) we would expect to see a greater balance in males and females at this level. Moreover, we now have several Masters programmes with a part-time study option, including MSc Environmental Monitoring & Management, MSc Crop biotechnology, and MSc Crop Biotechnology & Entrepreneurship. The increased flexibility provided by these options may encourage more females to study for taught Masters degrees. (252)

(iv) Postgraduate male and female numbers on research degrees – full and part-time.

Table 5. Number of males and females completing postgraduate research degrees (full time and part time) alongside national data

	Male	Female
2010/11	16	38
2011/12	20	52
2012/13	23	66
National Data Malaysia (2013)	715	573
National Data UK (2011/12)	20910	20535

Figure 4 Percentage of males and females completing postgraduate research degrees

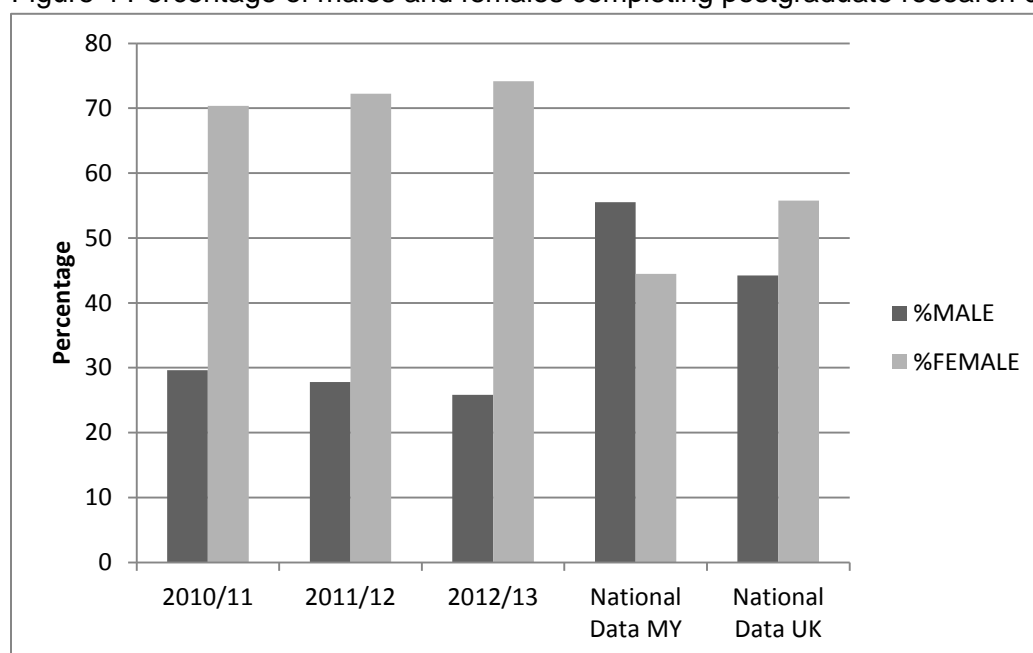


Table 5 shows the total numbers of PG students studying for research degrees in FOS, alongside the national data. Figure 4 displays the same data as percentages of the student body. The data show a similar trend over the three years whereby the majority of postgraduate research students in the Faculty are female, over 70%. This stands in contrast to the Malaysian national data which has a slightly greater proportion of males than females on research degrees, but is more similar to the UK national data (which was based taken from the subjects we offer in Malaysia only).

Table 6 shows the number of males and females currently registered for research degrees broken down by department. It is clear that Pharmacy, Bioscience and Psychology are responsible for the overall Faculty trend of more females than males (which is a little more pronounced than in the benchmarking data), while Computer Science and Geography have more male research students than female, although the latter is a new school and the numbers are too small to be conclusive. In the UK benchmarking data around 24% of research students in Computer science are female so our school of Computer science has a somewhat higher percentage of PG females than average. Most schools offer the opportunity to study for research degrees on a part-time basis, enabling several students to complete their studies while caring for one or more dependent. (234)

Table 6. Current number of males and females completing research degrees by school/department

	Male	Female	% female	National data UK % female
Bioscience	13	30	70.0	57.4
Computer science	12	5	29.4	24.1
Geography	4	1	20.0	48.2
Pharmacy	5	19	79.2	N/A*
Psychology	4	16	80.0	74.6

* Subjects Allied to Medicine (presumably includes Pharmacy) in UK had 61.1% females

(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees.

Table 7a. Number of applications from male and female students (and % female) for UG, PGT and PGR courses

	UG			PGT			PGR		
	Male	Female	% Female	Male	Female	%Female	Male	Female	% Female
2010/11	105	258	71.1	44	16	23.9	12	20	62.5
2011/12	159	324	67.1	54	23	27.4	18	51	73.9
2012/13	188	403	68.2	90	30	33.3	62	47	43.1

Figure 5a. Percentage of applications from males and females at UG and PG levels

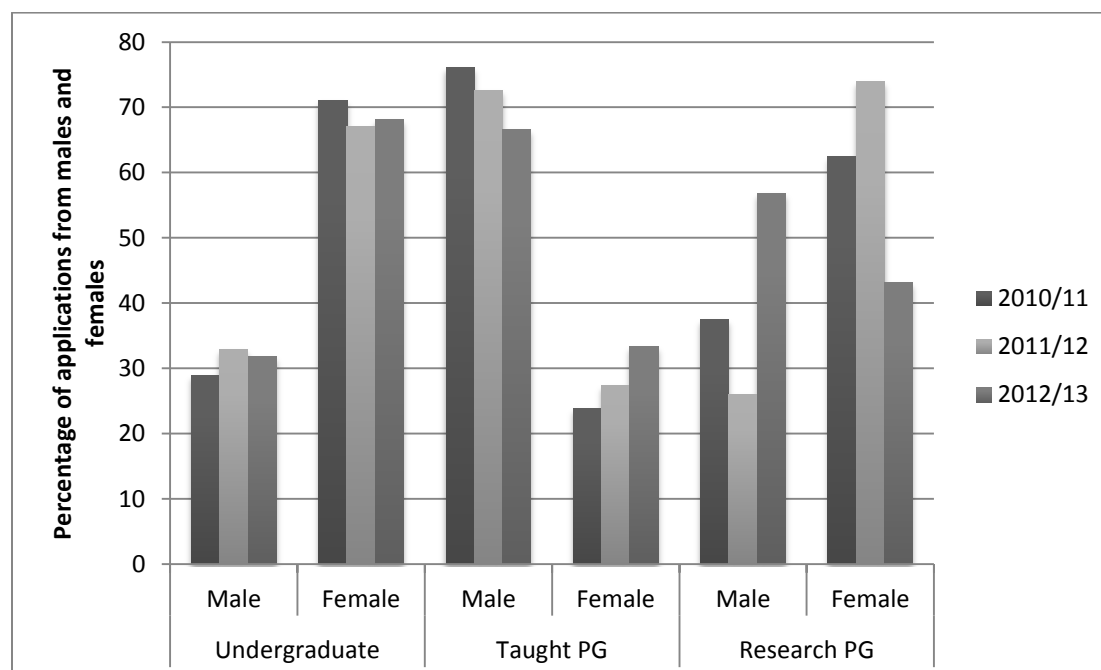


Table 7b. Number of offers to male and female students (and % female) for UG, PGT and PGR courses

	UG			PGT			PGR		
	Male	Female	% Female	Male	Female	%Female	Male	Female	% Female
2010/11	75	191	71.8	36	15	29.4	10	19	65.5
2011/12	119	228	65.7	43	20	31.7	16	43	72.9
2012/13	118	259	68.7	61	26	29.9	31	31	50.0

Figure 5b Percentage of offers in relation to applications at UG and PG levels

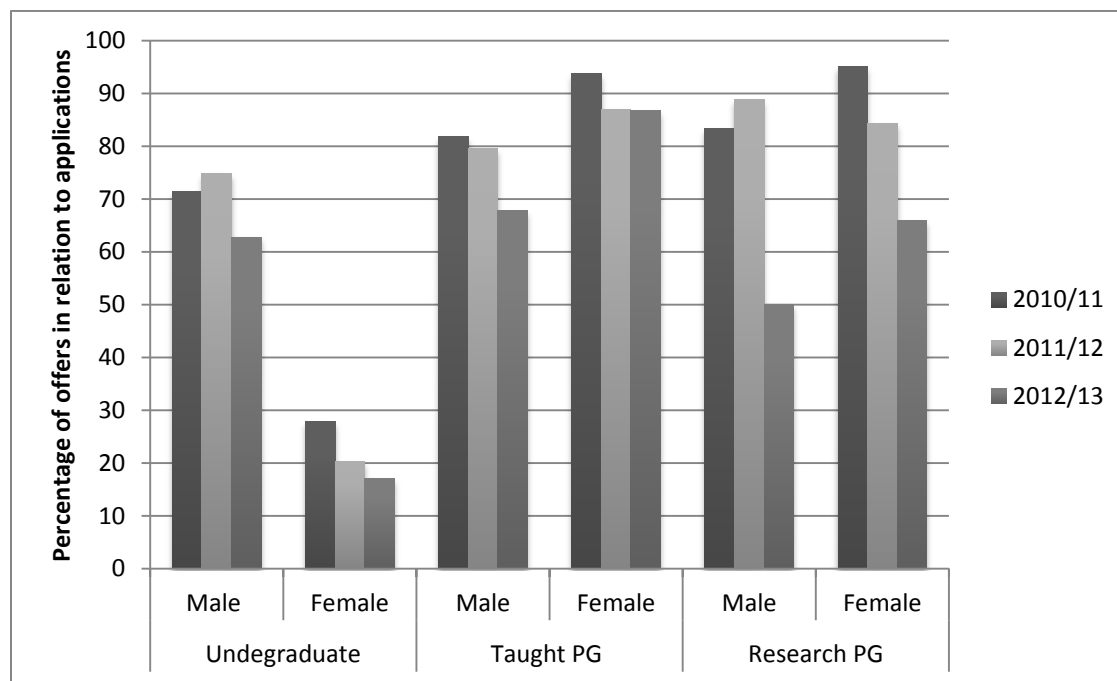
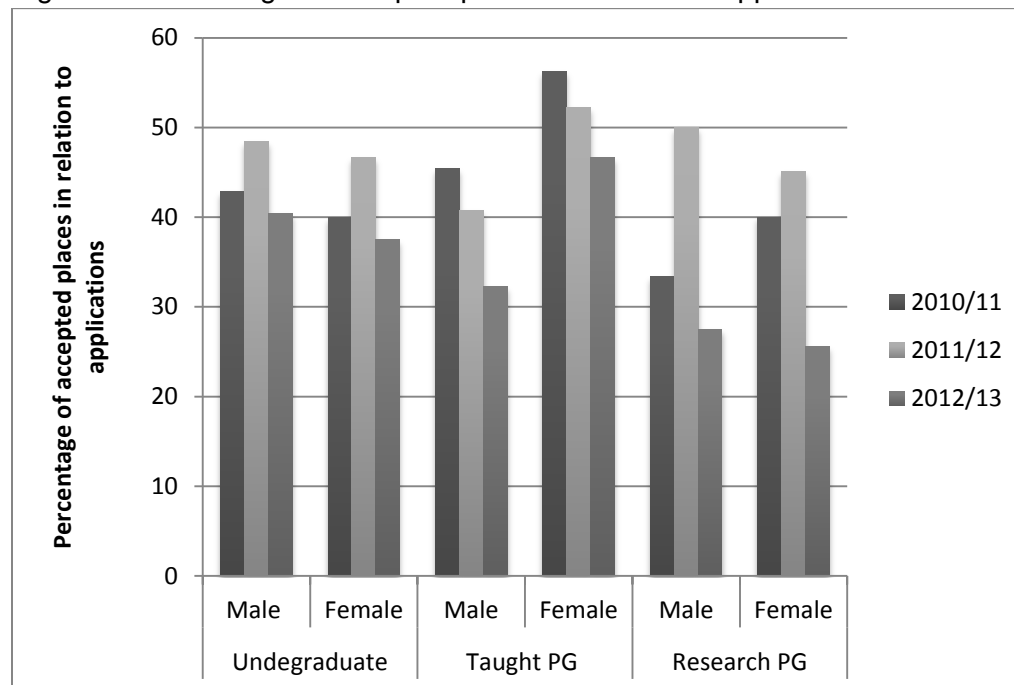


Table 7c. Number of places accepted by male and female students (and % female) for UG, PGT and PGR courses

	UG			PGT			PGR		
	Male	Female	% Female	Male	Female	%Female	Male	Female	% Female
2010/11	45	103	69.6	20	9	31.0	4	8	66.7
2011/12	77	151	66.2	22	12	35.3	9	23	71.9
2012/13	76	151	66.5	29	14	32.6	17	12	41.4

Figure 5c Percentage of accepted places in relation to applications at UG and PG levels



Tables 7a, b and c show the number of applications, offers and acceptances by male and female students at UG and PG levels. Figures 5a, b and c show the percentage of applications the percentage of offers to applications and the percentage of accepted places in relation to applications at UG and PG levels. A greater proportion of UG applications are from females as is the case for PG research degrees, apart from in the most recent year in which there was a gender balance. The reverse pattern is observed for PG taught courses whereby a greater percentage of applications come from males than females. These numbers mirror our actual student numbers, and are likely primarily explained by the differences in subjects covered at the different levels (as described above). Looking at graphs b and c, the ratios of offers to applications and applications to accepted places are very similar for males and females at all levels and across all three years. This suggests that our admissions processes are not biased towards one or other gender and that the gender differences in numbers studying for our various programmes primarily reflect differences in the numbers of applications initially received.

(198)

(vi) Degree classification by gender

Table 8. Number of males and females obtaining each UG degree type

	1		2:1		2:2		3		Other	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2010/11	5	5	13	16	23	13	9	2	6	0
2011/12	2	11	16	16	13	18	10	2	3	0
2012/13	8	15	24	42	14	20	11	0	2	3
National Data UK (2011/12)	6165	8040	16025	24465	12735	11630	3505	2080	1420	1000

Figure 6. Degree classifications of males and females expressed as a percentage of gender

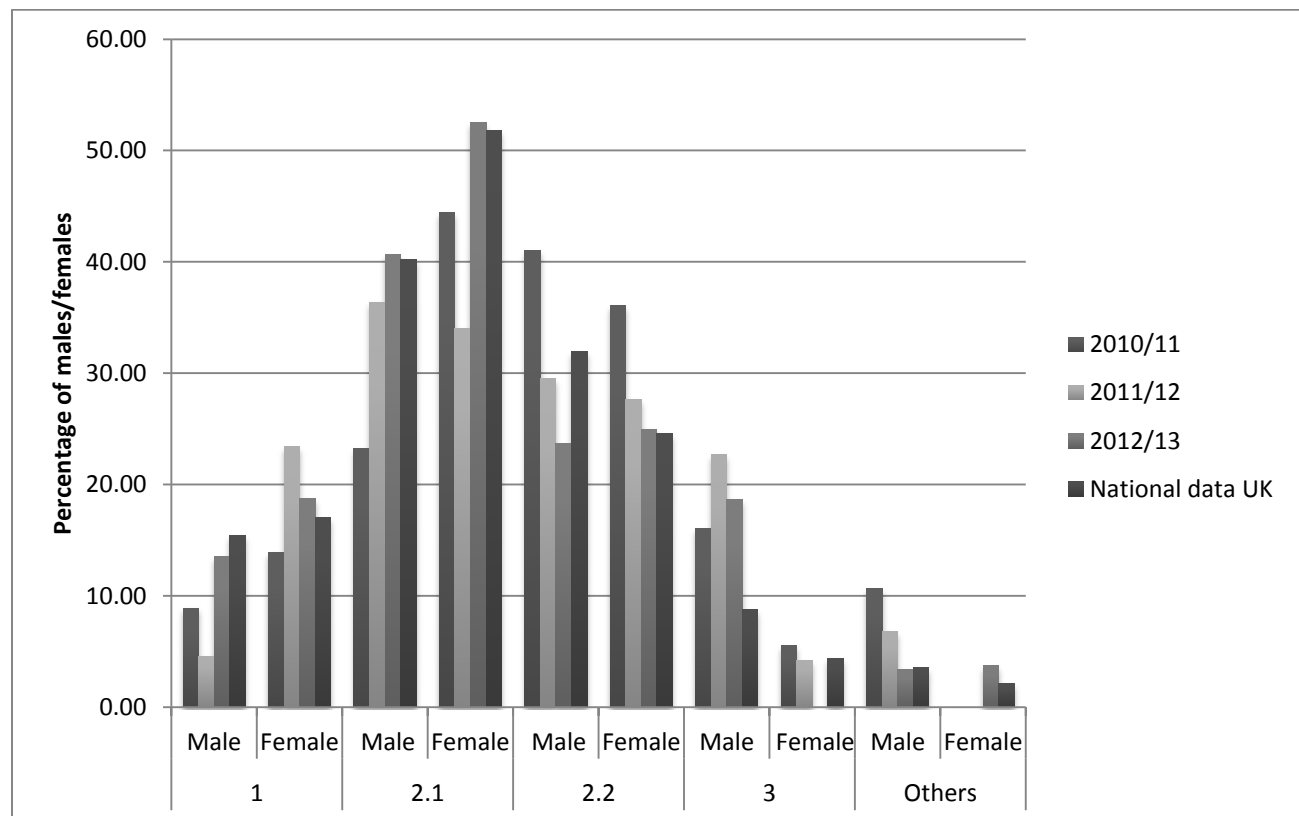


Table 5 shows the total numbers of males and females graduating with each degree classification at UG level by year. Figure 6 displays the same data but the classifications are represented as percentages of the total number of that gender graduating from degrees in the Faculty that year. It should be noted that the numbers of students graduating look small in relation to the current student numbers because students registered for the MPharm (largest UG degree course in the faculty) complete their degree and graduate in the UK, while the numbers here only show students who graduate at the Malaysia campus.

While the proportions vary somewhat between the cohorts, generally speaking we see a higher proportion of females graduating with upper second or first class honours and a higher proportion of males graduating with lower second, third class or others (typically non-honours degrees). This tendency for females to graduate with better degree classifications than males is also observed in the UK benchmarking data for the same subjects (biological sciences, computer science and psychology are included as only these schools had graduating UG students during this period). The Faculty employs a number of measures to ensure high quality and consistency in teaching and assessment including: submission of all module/programme specifications to the Teaching and Learning committee for approval, yearly module reviews, approval of exam papers by external examiners, moderation of marking and student evaluations of teaching. All of these practices aim to maintain teaching that meets the needs of our diverse student body to enable them to reach their potential regardless of gender. Note that all student work, including coursework and exam work, is assessed anonymously based on a student ID number. The examiners are therefore blind to the gender of the person who completed the work that they are assessing, thus eliminating the possibility that marking could be biased by any prejudice that the examiner might hold. (318)

Staff data

- (vii) Female: male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent).**

Table 9. Number of males and females at researcher (post-doc), Assistant Professor, Associate Professor and Professor levels

	Researcher / Post-doc		Assistant Professor		Associate Professor		Professor	
	Male	Female	Male	Female	Male	Female	Male	Female
2010/11	0	0	15	20	6	2	1	0
2011/12	3	2	18	19	7	6	2	0
2012/13	2	3	18	21	13	8	2	0

Figure 7 Percentage of males and females at researcher (post-doc), Assistant Professor, Associate Professor and Professor levels

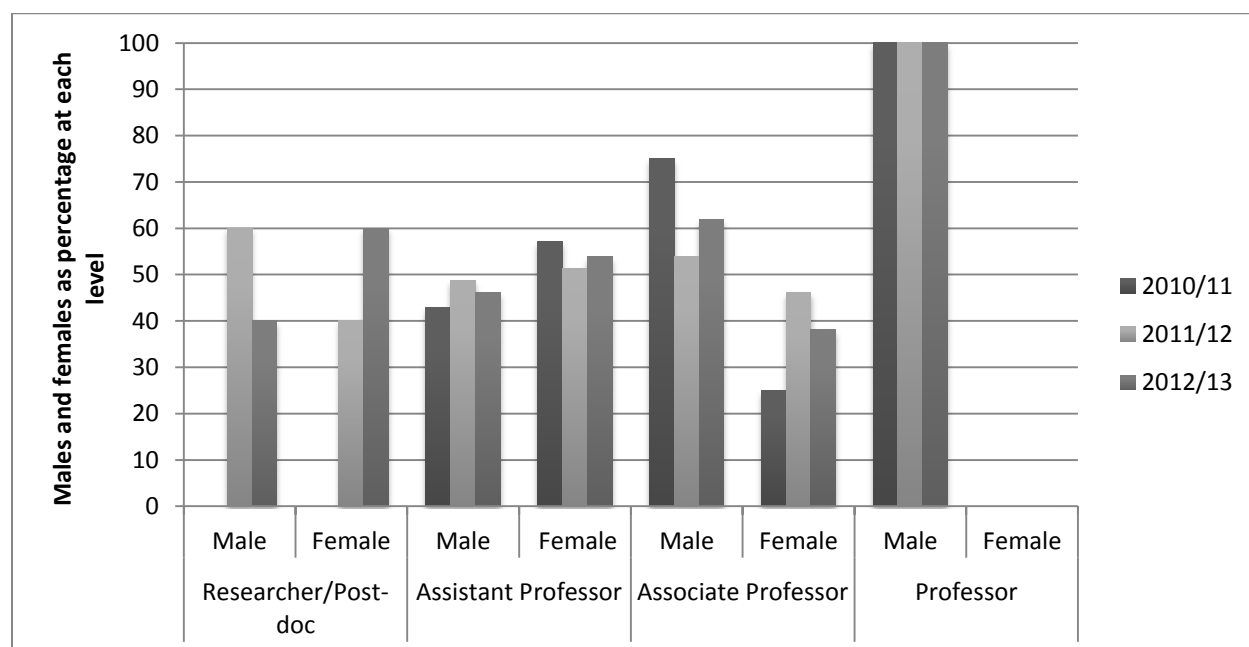


Table 9 shows the numbers of males and females at researcher, Assistant Professor, Associate Professor and Professor levels in the Faculty of Science. Figure 7 displays the same data but as percentages of the total number of individuals in the Faculty at that level. The proportion of individuals at post-doctoral or Assistant Professor levels are fairly similar for the two genders, but there is a trend towards there being a larger number of males at Associate Professor and Professorial level. Table 10 shows the current staff numbers for individual Schools/Departments and the patterns appear similar across units with the exception being Psychology which has more females as Associate Professor and a greater number of males as Assistant Professor.

The greatest discrepancy between male and female staff is in Computer Science, but this discrepancy is across levels.

Table 10. Current numbers of male and female staff by School/Department and level.

	Researcher / Post-doc		Assistant Professor		Associate Professor		Professor	
	Male	Female	Male	Female	Male	Female	Male	Female
Biomedical Science	0	0	2	4	1	1	0	0
Bioscience	0	2	1	6	7	5	0	0
Computer Science	0	1	5	1	4	1	0	0
Foundation	0	0	3	7	0	0	0	0
Geography	0	0	1	0	2	1	0	0
Pharmacy	0	0	0	3	6	2	0	0
Psychology	1	0	4	2	0	2	1	0

The proportion of females at Associate Professor level does appear to be increasing. While it is notable that all the Professors in the Faculty are male, the number is small (2) and both these individuals were on secondment from the UK campus. Another factor is that the Faculty of Science is relatively new and most of the staff (male and female) are young and early in their careers. Thus, lack of staff at Professorial level may not reflect problems with support but rather it might be characteristic of the kind of workforce we have.

In 2014 the faculty will have a new Dean who is a female Professor, also on secondment from the UK campus. Having a senior female member of staff leading the faculty will provide inspiration to current female staff and will attract more high quality female staff and students to work and study with us. Further initiatives to support staff at different levels are discussed in Section 4. (298)

(viii) Turnover by grade and gender

Table 11. Number of staff leaving by grade and gender (% of grade and gender in brackets)

	Researcher/ Post-doc		Assistant Professor		Associate Professor		Professor	
	Male	Female	Male	Female	Male	Female	Male	Female
2010/11	0	0	1 (6.7)	0	0	0	0	0
2011/12	0	0	1 (5.6)	1 (5.3)	0	0	0	0
2012/13	2 (100)	0	2 (11.1)	2 (9.5)	0	0	1 (50)	0

Some of the people who left during this period (the post-docs and Professor) did so due to the end of their contract/period of secondment from the UK. Although very low the turnover of individuals who left ongoing positions was balanced for males and females and does not indicate any gender bias. Of the females who left within the period, one moved to a different faculty within the University, one moved to another University in Malaysia, and the third took up a similar position at the UK campus. Males also left for a variety of reasons, including illness and taking up employment in universities elsewhere. (105)

Current section total 2365

4. Supporting and advancing women's careers

Key career transition points

ai) Job application and success rates by gender and grade

Table 12a Number of applications at researcher (post-doc), Assistant Professor, Associate Professor and Professor levels in the Faculty of Science

	Researcher/ Post-doc		Assistant Professor		Associate Professor		Professor	
	Male	Female	Male	Female	Male	Female	Male	Female
2010/11			10	2				
2011/12			20	3				
2012/13	93	29	61	53	1	1		

Table 12b. Number of interviews at researcher (post-doc), Assistant Professor, Associate Professor and Professor levels in the Faculty of Science

	Researcher/ Post-doc		Assistant Professor		Associate Professor		Professor	
	Male	Female	Male	Female	Male	Female	Male	Female
2010/11			10					
2011/12	3	1	8	2				
2012/13	4	3	9	2				

Table 12c. Number of appointments at researcher (post-doc), Assistant Professor, Associate Professor and Professor levels in the Faculty of Science

	Researcher/ Post-doc		Assistant Professor		Associate Professor		Professor	
	Male	Female	Male	Female	Male	Female	Male	Female
2010/11	0	0	5	0	0	0	0	0
2011/12	3	0	6	8	0	0	0	0
2012/13	2	1	5	4	2	0	0	0

Tables 12a, b and c show the data available on the number of applications, interviews and appointments made at researcher, Assistant Professor, Associate Professor and Professor levels within the Faculty of Science. Gaps indicate cells where data are missing. The data are difficult to interpret as many of the Schools/Departments did not routinely retain information on applications and interviews, so the data for these sections is based on Bioscience and Psychology only. As applications and interviews are arranged by the Faculty and not through HR there was no mechanism for recording these details centrally (A4). Given the missing and incomplete data, attempts to calculate ratios of interviews to applications could lead to a picture which is misleading - hence we have chosen not to display the data in ratio format.

While caution is needed making strong interpretations of the data, it is noticeable that there were three times as many applications from males at postdoctoral level in 2012/13. If these proportions are genuine and maintained in subsequent years it could result in gender imbalance in appointments. The greater number of applications from males may relate to the distinction between local and international applications (later we review data which implies there is a tendency for male academic staff to be international and females to be local). The gender

imbalance may reflect a large number of applications from international males for these positions.

The data on the number of appointments is accurate and are therefore amenable to interpretation. Overall, a similar number of males and females have been appointed as Assistant Professors over the last two years, which is the grade at which the majority of new staff are appointed. The only individuals appointed as Associate Professors were male but the total number was only two so we should be cautious about drawing any firm conclusions from this. (310)

(ii) Applications for promotion and success rates by gender and grade

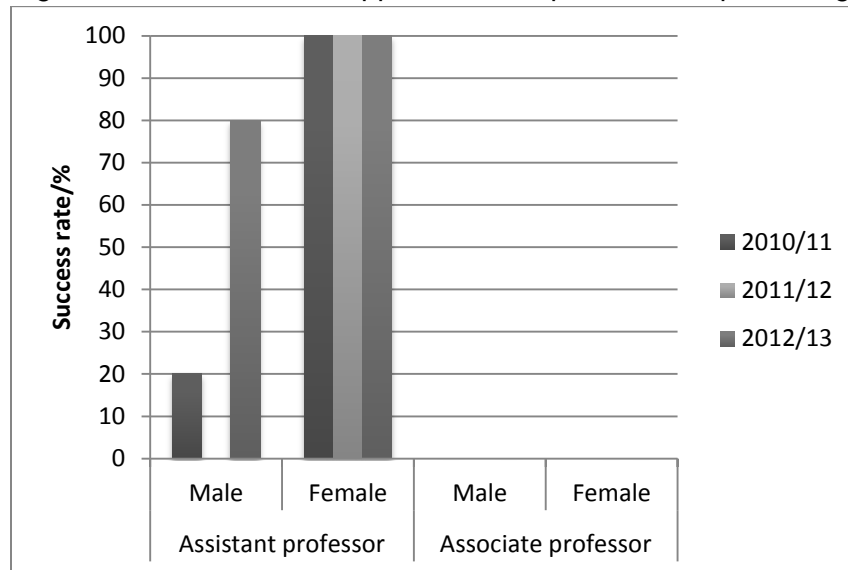
Table 13a. Number of applications for promotion at researcher (post-doc), Assistant Professor, Associate Professor levels

	Researcher / Post-doc		Assistant Professor		Associate Professor	
	Male	Female	Male	Female	Male	Female
2010/11	0	0	5	1	1	0
2011/12	0	0	1	2	0	1
2012/13	0	0	5	1	1	1

Table 13b. Number of successful promotions at researcher (post-doc), Assistant Professor, Associate Professor levels

	Researcher / Post-doc		Assistant Professor		Associate Professor	
	Male	Female	Male	Female	Male	Female
2010/11	0	0	1	1	0	0
2011/12	0	0	0	2	0	0
2012/13	0	0	4	1	0	0

Figure 8. Success rate of applications for promotion in percentage for males and females



Tables 13a and 13b show number of applications for promotion and number of successes for males and females and researcher, Assistant Professor and Associate Professor levels respectively. Figure 8 illustrates the success rate of promotion applications for male and female staff at the different levels. The researcher (post-doc) level was not included in the figure as there were no applications for promotion from staff at this level within the three year period.

For individuals at Assistant Professor level, a greater number of males than females applied for promotion over the three years - however a similar number of males and females were actually successful. This resulted in a higher success rate for female than male staff - indeed, the success rate for female staff applying for promotion to Associate Professor level was 100% throughout the period. This implies that female staff may be more cautious or conservative about applying for promotion at this level and only apply when they have a very strong case, whereas male staff at Assistant Professor level may apply before they are ready. The excellent success rate for female staff applying for promotion to Associate Professor level may also reflect good support from the Faculty for staff at this key transition point.

The Faculty introduced a new promotions committee in 2011/12 to proactively encourage staff to apply for promotion from Assistant to Associate Professor level. This committee consists of the Dean, Associate Deans and all Heads of School/Heads of Department. In July the committee meets to identify staff (through consultation with PDPR reviewers) who may be positioned to apply for promotion in the following November. Staff thus identified are asked to submit a mini-CV for consideration by the panel; all other staff in the faculty are also permitted to submit their CV if they would like to be considered by the panel. The committee then meets again to discuss the CVs and identify strong cases for promotion; these staff are duly

encouraged to submit a formal application for promotion. Mentoring and guidance is offered to these staff to ensure that their application conveys their experiences and strengths as appropriate. Those individuals who are not encouraged to apply for promotion are nevertheless given feedback on key areas to improve on to maximise their chances of promotion success in the future. The Dean also provides feedback on applications for promotion which were unsuccessful and advises on what should be addressed in future applications.

The success rates for promotion from Associate Professor to Professor level are zero for both males and females. Although the number of applications made during this period by both genders was very small, the lack of success suggests that there may be more that can be done to support staff at this transition point (A11). (463)

bi) Recruitment of staff

The Faculty policy for recruitment of staff focuses on advertising widely both locally in Malaysia and internationally through online marketing. The Faculty encourages inclusion of a statement of equal opportunities in all advertisements for recruiting academic staff. There are some key areas in which the Faculty could improve in relation to ensuring that females are attracted to apply as well as ensuring the processes meet the University's equal opportunities policies. Firstly, although some Schools do ensure that their interview panels have at least one member of each gender, others do not (A6). Second, as can be seen from the data presented in the previous section, in the past it has not been the case that we have routinely monitored equality data during the recruitment process and it will be important to do so in the future (A4). Finally, there is currently no formal training for staff who form the interview panels/selection committees at this campus. Provision of training which explicitly addresses University policy on equal opportunities and unconscious bias training would no doubt benefit staff who are invited to such panels and be an important part of their professional development (A7). If the Faculty were successful in receiving the Athena SWAN bronze award, this would be displayed in a prominent position on the website, and be mentioned in advertisements for staff (A8; see also A9). (231)

ii) Support for staff at key career transition points

Our analysis of the data suggests that up until PG research level there is a greater number of females than males but for academic staff there is a more even balance of males and females in the Faculty. This implies that one key area of attrition is at the early career level.

In order to better understand the career motivations of current PG research students in the Faculty and how these may differ by gender, we conducted an online survey of current PG research students (A5). 39 responded of which 17 were male and 22 were female and responses were distributed across the Schools and Departments in the Faculty. Of these, 59% of males and 82% of females indicated they intended to pursue a career in academia. Meanwhile 76% of males and 73% of females stated that they did not believe that their gender

had any bearing on their career progression. Interestingly, a relatively high percentage of research students of both genders (41% male; 36% female) indicated that they had caring responsibilities at the time of completing the questionnaire. Most PGs agreed that the Faculty practises flexible working hours for PGs which may particularly benefit those who have caring roles. One of the most informative responses regarding attrition was that, of those who stated they intended to continue with an academic career after their PhD, 73% of males and 72% of females stated they intended to do so overseas (outside Malaysia). They cited a range of reasons for doing so, including better pay, more opportunities for career advancement and more research opportunities. Many of them indicated they wished to take up postdoctoral research positions, which have not been widely available in Malaysia.

Support for Early career researchers

One of the most notable achievements of 2013/14 was the introduction of four Faculty-funded postdoctoral research positions, a number set to grow in subsequent years (a minimum of a further two appointments is planned for 2014/15). In Malaysian Universities there are few postdoctoral researchers and the career path typically involves progression from PhD directly to lectureship. This may partially explain the attrition after PhD if some individuals do not feel ready to move straight to lectureship level and may also account for the desire expressed by many to go overseas for future employment. The introduction of these positions will bridge the gap between postgraduate research and lecturer level and may go some way towards reducing attrition in this area.

Early career researchers are eligible to join the campus Early Career Research Network, which holds regular seminars, panel discussions and workshops. This provides a forum for formal and informal discussions of the needs of people at this stage in their career, along with input from established senior researchers. Each researcher has a personal yearly pump-priming allowance. The Faculty also has a competitive pump-priming fund which is open to new researchers who have not yet received any external funding; there is also a conference fund which is open to all staff including those at post-doctoral level. The Faculty has recently introduced a mentoring scheme for new staff (A10) whereby new staff will be assigned a mentor from the Faculty but from outside their own School or Department (more details below). The rationale for this scheme is to provide support from someone who is not their immediate line manager but who can offer careers guidance and a fresh perspective.

Another possible area of attrition is between Associate Professor and Professor level. It is worth noting that neither male nor female staff have been successfully promoted to Professorial level in recent years so it is unclear whether there are any gender-specific barriers to success at this level. As mentioned before, lack of Professors of either gender is most likely due to the fact that the Faculty is relatively young and most staff are not quite ready for promotion yet. As the Faculty develops and matures over the coming years, further support for those in a position to apply for Professorship may be needed.

Support for making transition to Professor

One factor that may prevent suitable females applying for Professor level is lack of female role models, not just within the Faculty but within the campus. This is somewhat tempered by contacts with the UK campus whereby some staff would have interaction with female Professors. The recent appointment of a female Professor who will take over as Dean of Science in July 2014 should provide inspiration as well as support to female staff within the faculty who may be in a position to apply for Professorship.

The Malaysia Campus is currently introducing a Leadership Development Programme (LDP) which staff may attend for leadership training. Although this is aimed at staff at all levels who are interested in leadership, it is likely to prove particularly valuable to those aiming for Professorship. The Faculty will offer active encouragement to all staff to engage with this programme (A11) (824)

Career development

ai) Promotion and career development

All staff receive support and guidance for their career through the Performance Development and Performance Review (PDPR) process. Reviewers, all of whom are at Associate Professor level or higher, receive training on the procedures which have been recently updated by the University (A12). All staff are reviewed by someone within their own School/ Department except for Heads of Schools/Departments who are reviewed by the Dean. The main review takes place annually but reviewers are encouraged to keep in contact with reviewees and monitor their progress throughout the year to ensure that they have the best chance of meeting their development goals. Goals for the following year are selected from research, teaching and administrative areas and may include pastoral work or outreach activities, dependent on the individual's role within the Faculty. PDPR reviewers will guide reviewees to identify goals that are linked to promotion criteria. The current pool of PDPR reviewers includes 10 males and 8 females.

The process for identifying cases for promotion is described under "Key career transition points" above. Individuals who have been identified by the Faculty Committee through consultation with PDPR reviewers as well as others who wish to apply for promotion are required to prepare a full CV for consideration by the University Promotions Committee. The Faculty has a good record in supporting applications from individuals who are working flexibly or who have caring commitments.

For both PDPR and promotions procedures, the emphasis is on quality rather than quantity of work. In relation to teaching, feedback on quality of teaching obtained from student evaluations and peer observation is an important part of both the PDPR and promotions process. An outcome of "exceeds expectations" in a PDPR year is more typically returned for a few outstanding achievements (such as winning a very large grant/ publishing in the world's very

best journals/ winning an award for teaching) within the year rather than sheer volume of work completed. (317)

(ii) Induction and training

The Campus holds induction workshops for new staff several times per year, which are focused on general University administrative/HR procedures. Specific sessions on PDPR and promotions procedures are included - hence new staff are thoroughly briefed on policies relating to career advancement. Further information for new staff is provided in the Staff Handbook which is available on the University intranet. All new teaching staff are required to enrol in the Postgraduate Certificate of Higher Education (PGCHE). This gives training in teaching as well as opportunities to network and share experiences with staff from other Schools and Departments within the University.

The Faculty has its own handbook, also available on the intranet, which contains information about Faculty-specific administrative procedures and mechanisms for support. Mentoring/guidance for new staff has typically taken place informally within the various Schools and Departments within the Faculty - either via the line manager or other colleagues. However, a need for more independent career mentoring has been established - hence the introduction of a Faculty policy to assign new staff to a mentor from outside their own School/Department. A list of suitable individuals to act as mentors has been drawn up and new staff will be assigned to a mentor on a random basis. Staff will be able to request a same-sex mentor if they prefer (A10). New staff are assigned a reduced teaching/administrative load in their first year to permit time to establish their research activities as well as undergo the PGCHE training. (252)

(iii) Support for female students

Each School/Department in the Faculty has a postgraduate student advisor (PGSA) whose role is to deal with pastoral issues, as well as a Senior Tutor who leads on pastoral care for UG and PG students. In the future we will aim at school/department level to have one role filled by a male and one by a female so that PG students can get advice and mentoring from either a male or female as they prefer (A15). Both of these administrative roles are considered at PDPR and will be included in the forthcoming workload model. In spite of people acting in these support roles, a need for better mechanisms for feedback from PGs about their concerns and issues was highlighted in the survey we conducted. Several schools are now introducing Learning Community Fora which should help address the need for PGs to make their needs known (A13). The survey also showed there was also a need for more Faculty-specific information for PGs at the start of their programme of studies and a Faculty PG handbook is now being developed to offer this kind of support (A14).

Supervisors of PG students receive training sessions as part of their professional development and the UNMC Graduate School holds informal sessions for students to “meet the supervisors” to engage in discussions about supervisor and student expectations about the PhD process and

how to have a successful academic career. The Faculty hosts weekly seminars, including presentations by both external (A20) and internal speakers. All postgraduate students are required to present at these seminars at least once during their period of registration and encouraged to attend as many sessions as possible as part of their research training.

PG students are eligible to join University WinSET group, which organises regular networking events focused on enhancing careers of women in science (currently there are 14 PG student members from the faculty: 12 female, 2 male). A female member of the SAT sends emails to PG students explaining the aims of WinSET and encouraging them to join. Information about funding opportunities is disseminated by the Graduate School to PGsAs who encourage eligible students in their schools/departments to attend.

The faculty operates an “open door” policy whereby students at all levels may drop in and speak to a member of staff without appointment, if the member of staff is not otherwise engaged. All UG students have a personal tutor who is responsible for their pastoral care throughout the three years of their degree (all academic staff act as personal tutors). Students are allocated to tutors within the school/department at random but may request a female tutor if they prefer (the school/department’s Senior Tutor will reallocate students under such circumstances).

(457)

Organisation and culture

ai) Male and female representation on committees

Table 14 Number of males and females in Faculty of Science committees

	2010/11		2011/12		2012/13	
	Male	Female	Male	Female	Male	Female
Faculty Management Group*	4	1	6	3	6	6
Promotions Committee	N/A	N/A	4	2	5	5
Research*	5	1	5	1	4	2
Teaching*	N/A	N/A	N/A	N/A	3	4
Ethics	4	6	9	6	5	5
IT	8	6	8	6	8	7
Admissions, recruitment & marketing*	5	7	11	9	3	4
Safety	4	7	6	7	5	8
Space	5	2	5	2	6	3

Figure 9. Membership in committees as proportion of total numbers of males and females

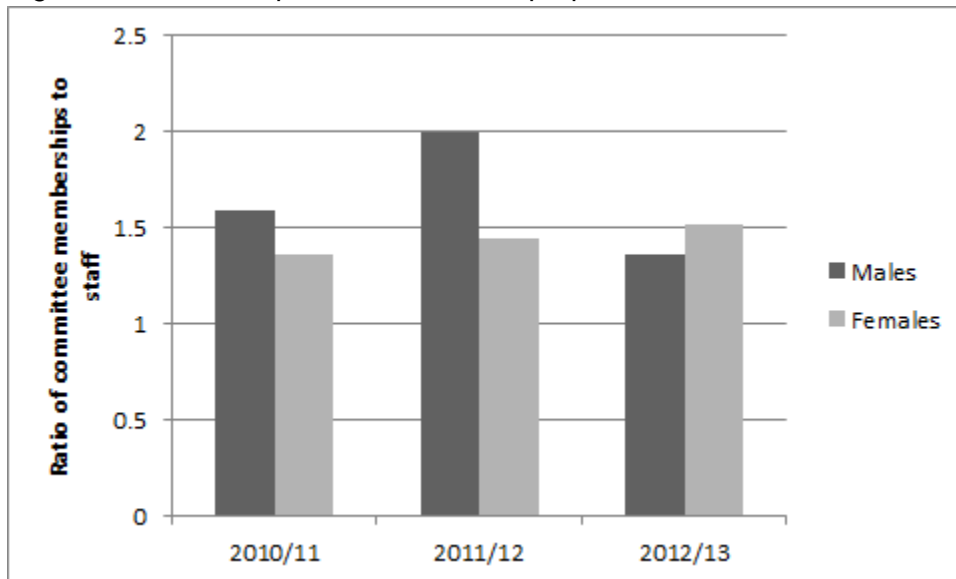


Table 14 shows the number of males and females in each of the committees (key decision-making committees *) and Figure 9 shows the total committee membership in relation to the numbers of males and females. It is clear that the total number of males and females in the various committees is similar and the proportions are also quite balanced when considered in relation to the total number of males and females in the Faculty (A16). Note that the proportions here are greater than 1, which reflects that some staff are in multiple committees. Also, some committees were only recently established resulting in data being unavailable in earlier years. In 2011/12 there was a slightly greater proportion of males than females in the committees but this was not the case in 2012/13. This change was partly due to streamlining committees down to a “core operations team,” such as the Admissions, recruitment and marketing committee, which previously had a large number of fairly peripheral members. Membership of committees is based on nominations from the Heads of Schools/Departments - each School typically has one representative on each committee. Heads of Schools will base their nominations on suitability of their staff for the role, taking account of their workload. (207)

(ii) Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts

Table 15. Numbers of males and females on fixed-term and permanent contracts

	Fixed term contracts		Permanent contracts	
	Male	Female	Male	Female
2010/11	14	11	8	15
2011/12	18	10	10	16
2012/13	23	12	12	18

Figure 10. Percentage of males and females on fixed-term and permanent contracts

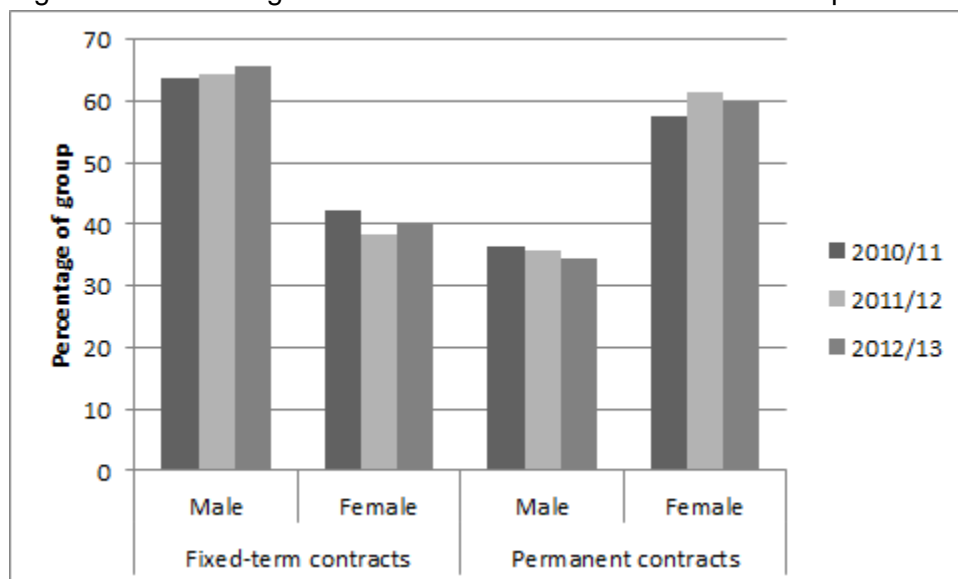


Table 15 shows the number of males and females on fixed term and permanent contracts in the Faculty and Figure 10 shows the same data expressed as a percentage of the total staff of each gender. It is evident that consistently across the three years there is a greater proportion of female staff on permanent contracts than male. In interpreting these data it is important to take into account the nature of fixed term and permanent contracts offered at the Malaysia Campus. Malaysian immigration rules do not permit foreign staff to be issued with permanent contracts, so all non-Malaysian staff will be on fixed-term contracts although in the majority of cases these are renewable. This means that the gender difference in fixed term versus permanent contracts mainly reflects the fact that a greater proportion of international staff tend to be male, especially in the most recent years. It is possible that this is because females are less willing to accept non-permanent contracts than males, perhaps due to a greater perceived need for job security. The length of contracts has recently been increased from three to five years by the University which should give a greater sense of security and may attract more female international staff. (205)

bi) Representation on decision-making committees

Although there has so far been no policy in place to ensure adequate female representation on the committees, the data suggests no gender bias in committee membership including for the most influential decision-making committees. Several of the committees in the Faculty including Teaching, ARM, Safety and Space are chaired by female members of staff and these female chairs also represent the Faculty on University level committees for the same areas. These committee roles are recognised in PDPR and promotions processes. The Faculty has a policy to rotate committee membership roughly every three years. This policy applies to both male and female staff and is necessary to minimize 'committee overload', given the relatively small number of academic staff and the large number of committees. Despite the lack of current gender bias in the committees, going forward we will actively monitor membership and identify any issues as they arise (A16). (150)

(ii) Workload model

There is currently no formal workload model used in the Faculty. UNMC is introducing a Campus Workload Model which is expected to be ready late in 2014, and staff from all Faculties, including FOS, have been consulted as part of the process. Once this is unveiled we will ensure that the model is implemented and that calculated workloads of all staff are transparent (A17). Given the different numbers of students, courses and staff in the various schools/departments it is likely there will be variations in total workloads between them. Therefore, the primary aim of the workload model would be equitable workloads within a particular school/department. Current monitoring of workload takes place within Schools and Departments where teaching hours and administrative workloads are allocated by the HoS/HoD to maintain parity as far as possible. HoS/HoDs are also responsible for rotating responsibilities so that members of staff do not get “stuck” in certain roles. As the Faculty is rapidly growing and the number of new staff each year is quite large, this affords or even necessitates fairly frequent changes to the administrative structures of the individual schools as well as the Faculty itself. The PDPR process requires discussion of administrative roles at the time of the annual review and performance in these roles is taken into account in the promotions procedures. (224)

(iii) Timing of departmental meetings and social gatherings

The majority of committee and staff meetings take place between 10am and 5pm, which fall within core working hours as determined by the institution. Timing of meetings is discussed and agreed by committee members so that a time that suits everyone is selected. Many Faculty social activities take place during the core working hours. For example, the Faculty Food Festival takes place annually before Christmas during lunchtime (12-2pm) and celebrations for other festivals/ departing members of staff typically take place mid-afternoon. .

The only meeting which does not take place within these hours is the Faculty Staff Meeting (for all staff) which currently takes place 3 times per year at 4pm which is problematic for staff with children who use the on-campus childcare facility, which requires a pick-up at around 5pm (A18). Another issue in relation to timing of meetings is that some meetings require involvement of staff from the UK campus, via video-conference. Due to the time difference, these meetings usually start at 4pm/5pm (9am in UK) and may continue as late as 8pm at night. Not all staff are required to attend these meetings and when they do occur, they are scheduled well in advance to enable those required to attend to make arrangements. If a staff member who needs to attend one of these meetings is unable to stay late at the campus (e.g. due to childcare responsibilities), wherever possible arrangements are made to attend via skype link instead, which can be done from home. (251)

(iv) Culture

The data from our survey of postgraduates suggests that the Faculty is seen as being friendly and open (80% agree or strongly agree; A5). That the culture is female-friendly is exemplified by the general level of support for the Athena SWAN application within the Faculty including from male staff, and especially from the Faculty Management Group.

Although many academic and social activities take place on a School/Department level rather than at a Faculty level, the Faculty is generally friendly and informal; interactions casually take place between staff of both genders across the Faculty at all levels. There are several social gatherings for academic and support staff including those mentioned above and the Faculty fields several sports teams which take place in campus competitions.

Offices of staff from the various schools and departments are interspersed with one another, which facilitates informal social interaction between members within the faculty. In cases where staff are required to share offices, two-person offices are allocated to same-sex pairings unless those involved are happy for mixed-gender sharing. Such an arrangement can be useful when a more experienced member of staff is paired with a new arrival and thus can offer mentoring. A case in point is Rika Imada (Female -- Teaching Coordinator and Senior Tutor for Psychology) sharing with Dan Seal (Male -- new arrival). Until the present, the Faculty has lacked any dedicated staff social space aside from a small pantry where tea and coffee making facilities are provided. This is being rectified with a new staff common room, which will foster further informal communication between staff.

The Faculty publicises achievements through the News section of the Faculty website and for journal articles through the quarterly "publication" of the Faculty journal. Every School/Department has social media pages (e.g. facebook, twitter, blog) and staff are encouraged to "like" pages of all the Schools in the Faculty, not just their own, which promotes a sense of community. (325)

(v) Outreach activities

Outreach activities are very important to our Faculty agenda and there is a firm expectation that all staff are involved in such activities throughout the year. The Faculty hosts multiple school visits throughout the year with students of different ages, although mainly at secondary age (11+). These may be hosted by either an individual school or involve several Schools/departments. The largest of these events is the annual "Sciencefest", which involves the whole Faculty opening its doors to secondary school students from multiple schools. The Faculty also participates in YES (Young Engineers and Scientists) days alongside colleagues in Engineering. The activities included in these various events are tailored to the audience but are

typically aimed at getting students interested in science and give them a flavour of what Universities do, as well as having fun.

Staff are also encouraged to visit schools to give talks on careers (in their particular discipline) or mini-lectures. Several Schools/Departments in the Faculty engage in their own programme of outreach activities with other organisations. For example, the School of Pharmacy conducts health screenings with Orang Asli (the indigenous people of Malaysia),

Participation in outreach activities which also include the Campus Open Day and visits to Education Fairs is managed within Schools/Departments on a rota basis whereby the list of events for the semester or academic year is publicised and staff are asked to select timeslots they are able to cover. Staff who are unable to attend events at weekends due to caring responsibilities are given first priority for events taking place within core working hours (such as hosting school visits). Given the rota system, the gender balance of participation at such events has not been actively monitored and it may be that sometimes this has resulted in more representation from one gender than the other. In future we will aim to monitor gender participation in such events to ensure that there are both males and females from the Faculty at outreach events (A19). Staff are required to include a section on outreach activities in their CV when applying for promotion. Likewise, outreach activities are considered during PDPR under University service. Our Admissions, Recruitment & Marketing Committee annually reviews allocations for education fairs and open days to determine whether it is the best use of staff time and to adjust activity focus accordingly. (389)

Flexibility and managing career breaks

ai) Maternity return rate

Table 16. Number of individuals taking maternity leave, paternity leave and maternity return rate

	Maternity leave	Maternity Return Rate	Paternity leave
2010/11	2	2	0
2011/12	5	5	1
2012/13	2	2	2

Table 16 displays the number of individuals from the Faculty who took maternity leave over the three years and the number who returned to work afterwards. Although the numbers are small the return rate is 100% across the three years. (40)

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

Paternity leave uptake is also included in Table 16 but we have no recorded instances of adoption leave in the Faculty during this period. Again the numbers are probably too small to discuss trends. (34)

(iii) Numbers of applications and success rates for flexible working by gender and grade

During the period covered, there were two applications for flexible working, both from female Assistant Professors. One application was in 2011/12 and one was in 2012/13 and both were successful. Again, the numbers are too small to draw any firm conclusions but suggest that flexible working may be more appealing to female staff than male staff. The small number of applications may reflect the fact that the Faculty is generally flexible in terms of hours and working from home, especially outside of term time. This enables staff who are parents or have other caring responsibilities to manage workloads without the necessity to reduce their working hours. On the other hand it is possible that the small number of applications is because individuals are not sufficiently aware of the possibility of flexible working (A23).(137)

bi) Flexible working

The number of staff currently formally working flexibly (part-time) is relatively small and this is likely to be because many staff feel able to work flexibly on an informal basis. Staff have the option to work flexibly outside of the core working hours of the day during term time and during the non-term times there are options to work away from campus. Some schools/departments aim to give staff at least one teaching-free day per week, allowing for greater flexibility on that particular day. Staff also have the option to request their teaching to take place at certain times of day. For example, those who have children in childcare may request not to have their teaching after 5pm to ensure that they are able to pick up their children. Such requests are dealt with at school/department level through discussion with the line manager and included in planning for the semester.

Given the diverse nature of the work carried out by the different schools and departments, it is unlikely that a one-size-fits-all formal faculty policy could be derived on flexible working so it is likely most arrangements will continue on an informal case-by-case basis. (194)

(ii) Cover for maternity and adoption leave and support on return

The University offers a maternity leave package of 60 days, which is in line with the minimum legal leave entitlement in the Malaysia Employment Act 1955. This relatively short period of statutory maternity leave may partly reflect the Malaysian culture wherein family bonds are strong and grandparents frequently act as caregivers for infants while their parents work. Nevertheless, this presents certain challenges for non-local staff as childcare facilities - including the one offered on campus - will only accept infants of three months and over. Although the University support package for maternity leavers is beyond the scope of the Faculty of Science, we will raise it as an issue with University Management Board; at the very least, maternity leave should be extended to 90 days in order to coordinate with the on-campus childcare provision (A22)

There are few formal Faculty policies on how staff are to be supported prior to and after a period of maternity leave. However, support is given on an informal basis. Staff who are due to take maternity leave will meet with their HoS/HoD and/or the Teaching Coordinator to discuss plans for covering the maternity period and what will happen when they return to work. The HoS/HoD will then make arrangements to cover the teaching and administrative responsibilities of the maternity leaver (A24). An informal survey of maternity leavers has indicated that all schools/departments offer a reduction in teaching to maternity leavers at some point but there is inconsistency in this insofar as some schools offer the reduction prior to the period of maternity leave while for others this comes into effect on return. This suggests the need for Faculty guidelines for dealing with maternity leavers, while maintaining the flexibility to provide support and assistance when it is most needed (A21). (301)

Current word count: 5311

5. Any other comments: maximum 500 words

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

Action plan

No	Action (* indicates high priority)	Description	Person responsible	Deadline	Measure of success
Future of SAT					
A1	SAT meetings	Regular meetings (3 times per year) of the SAT to review progress towards implementing the action plan. One meeting per year will be dedicated to reviewing the data for the previous year.	Athena SAT co-ordinator	Every 4 months from April 2014	Progress in implementing the Action plan Renewal of bronze award or submission for silver award (April 2017)
A2	Athena SAT recruitment drive*	This will be done by sending emails to all PGRs and advertising through the Graduate School. We will hold an informal meeting with the new post-doctoral researchers in the Faculty to explain about Athena principles, the activities of the SAT and engage their interest.	Athena co-ordinator and school/department Athena champions	July 2014	Increase the number of postgraduate students in the SAT and have at least one postdoctoral representative. Increase the number of males in the SAT
A3	Annual data collection	Collect data on all measures on a yearly basis. Staff data would be obtained from human resources, while student data will be obtained from the registry. Committee data will be recorded within the Faculty	HR Student registry Athena Champions Athena co-ordinator Faculty admin staff	Yearly, to be implemented by October	Full data sets regularly communicated to faculty members and management. Athena SWAN and progress on action plan will be standing items on agenda at all strategic Faculty meetings.
A4	Job applications data collection*	Implement system for recording equality data for all job applications and interviews	Faculty admin staff	May 2014	Have a full data set for statistics on job applicants, interviews and offers made

A5	Survey UG, postdocs and staff	We have already surveyed PG students, as a key area of attrition for female students was found to be between PG research and academic staff levels. In addition to resurveying PGs to track changes in culture, we will also survey postdocs, staff and UG students to get a clearer picture of the faculty culture, especially as the faculty expands over the coming years	SAT	May 2016	Having data from staff, post-docs and UG students on their perceptions of the culture of the faculty (especially in relation to how female-friendly it is), work-life balance and career development
Recruitment					
A6	Gender representation in interview panels	All staff recruitment interview panels to contain at least one male and one female member.	HoS/ HoD/ Faculty Manager	May 2014	Faculty processes do not result in a gender bias at any stage (i.e. ratios maintained at interview and offer stage in relation to applications received)
A7	Training for interview panels	Provide recruitment training for individuals taking part in staff interviews, including a section on equality and diversity as well as unconscious bias training. This will be compulsory for all interviewers in the Faculty	Professional Development	Dec 2015	Having a team of trained interviewers well versed in equality and diversity issues. Faculty processes do not result in a gender bias at any stage (i.e. ratios maintained at interview and offer stage in relation to applications received)
A8	Make Athena-SWAN and Equal Opportunities statements prominent on websites and	If we are successful in achieving the Athena SWAN award we would display the logo on our Faculty webpages in a prominent place.	Athena co-ordinator Faculty web committee	September 2014	Increased awareness of Athena SWAN principles in the Faculty, evidenced by surveying UG

	publicity material		Admissions, recruitment & marketing committee		and/or PG students, and staff Greater number of applications for jobs from females Greater number of PG/staff applications from individuals who need to work flexibly
A9	Biographies of female staff	We will create short biographies of female members of staff from the faculty, focusing on their career path and achievements who can act as role models to prospective students and/or staff	SAT, Faculty web committee	Jan 2015	Greater number of applications for courses, scholarships and jobs from females
Staff development					
A10	Faculty mentoring scheme for new staff*	We have already put this into motion as suitable mentors have been identified. New staff will be matched to mentors from a different school/department within the faculty. Mentors will be given training by Professional Development. Staff may request a same-sex mentor if they wish	Faculty Manager Professional development	Jan 2015	All new staff have a mentor A staff survey will be conducted to evaluate the effectiveness of the mentoring process
A11	Leadership development programme	All staff will be encouraged to join the Leadership Development Programme. Emails will be sent to all staff encouraging them to do so, and PDPR reviewers will be asked to discuss this programme with their reviewees	Dean, HoS/HoDs, Faculty PDPR reviewers	May 2014	Significant enrolment in LDP programme by female staff Greater number of female staff applying for and obtaining promotion
A12	Equal opportunities training	Training will be given for PDPR reviewers, promotions committee and other line	Professional development	May 2015	Faculty management and all those involved

		managers on equal opportunities			<p>in PDPR have an understanding of equal opportunities</p> <p>Faculty processes do not result in gender bias in promotions or “exceeds expectations” outcomes from PDPR</p>
PGR support					
A13	Postgraduate LCF	All schools/departments to implement PG Learning community forums on a regular basis. Gender representation will be monitored to ensure active female engagement with PG LCF	School/departments PG student advisors	September 2014	<p>Greater PG awareness of and attendance at LCF with good representation from female students</p> <p>Satisfaction with opportunities for giving feedback - as indexed by resurveying them</p>
A14	Postgraduate handbook	A postgraduate handbook will be developed and made available to all new PG students when they start	Faculty research committee, PG student advisors	Jan 2015	Greater PG satisfaction with induction procedures as reviewed by resurvey of PG students
A15	PG student supporting roles	Currently all schools/departments have a PG student advisor and a Senior tutor. We will aim to ensure that one of these roles is filled by a female and one by a male so PG students can gain mentoring from a same-sex member of staff	HoS/HoS	December 2015	Greater PG student satisfaction, especially among females as indexed by resurveying them
Culture					
A16	Committee membership	Actively monitor the balance of committee membership and	Chairs of all committees,	Ongoing, but	Maintained gender balance in all

		consider possible further actions if membership becomes gender imbalanced	SAT in yearly review	certainly at yearly review in November	Faculty committees
A17	Implement use of Campus workload model	The campus is currently in the process of testing a workload model which includes research teaching and administrative activities (including but not limited to committee work, and outreach activities) Once it comes into use, the output will be monitored	Workload model working group HoS/HoDs	Expected late 2014	Transparent and fair work distribution for staff in each school/department Increased staff satisfaction as indexed by further consultations with staff after implementation of model
A18	Timing of faculty staff meeting	Change the timing of Faculty staff meetings from 4pm to earlier in the day to ensure attendance of staff with caring commitments	Dean	June 2014	Attendance of staff with caring commitments at Faculty meetings
A19	Gender participation in outreach events	Previously we have not actively monitored gender balance in outreach activities. We will monitor female involvement in outreach activities including those directly and indirectly linked to student recruitment	Faculty ARM committee	Ongoing Starting from April 2014	Female representation at all Open Days and Outreach events Gender-balanced applications to Foundation and UG courses
A20	External speakers	We will monitor the gender balance of external invited speakers to the faculty. If there is a gender balance in invited speakers, we will proactively identify suitable speakers of the gender which is underrepresented and invite them to give seminars	SAT, Faculty research committee	Ongoing, starting from September 2014	Gender balance in invited seminar speakers
Flexible working and parental leave					
A21	Guidelines for dealing with maternity leavers	Guidelines will be developed for measures to be taken by schools and departments in	Faculty Management Group, SAT	March 2015	Staff taking maternity leave do not have increase

		relation to supporting maternity leavers. These will be recommendations on support which can be offered.			in workload before or after leave and are supported to maintain work-life balance after returning to work
A22	Raise maternity leave as issue*	Currently the University provides female staff with two months of maternity leave. While this is in line with legal requirements in Malaysia, this is problematic for staff as the campus childcare facility cannot take infants under three months. We will raise issue this with Management Board via our Dean	SAT, Dean	September 2015	<p>Discussion of current maternity entitlement by Management Board</p> <p>Longer term: increased maternity leave to at least three months or provision of childcare support from two months</p>
A23	Increase awareness of flexible working opportunities	Faculty Manager will distribute an email annually to raise awareness of options for flexible working	Faculty Management Group	June 2014	Greater awareness among staff of possibilities of flexible working, as indexed by responses to staff survey
A24	Keep-in-touch days	We will introduce keep-in-touch days for individuals taking maternity leave (these are not a legal requirement in Malaysia). The timetable for these will be agreed by the maternity leaver and her line manager (usually HoS/HoD) prior to taking the maternity leave	HoS/HoD	June 2015	<p>Maintain high maternity return rate</p> <p>Work-life balance for maternity leavers on return to work, as measured through survey/discussion with those returning from maternity leave</p>