

## Athena SWAN Silver Department award application



**Name of institution:** University of Nottingham  
**Date of application:** November 2013

**Department:** School of Life Sciences

**Contact for application:** Dr Tamsin Majerus

**Email:** tamsin.majerus@nottingham.ac.uk  
**Telephone:** 0115 8232041

**Departmental website address:** <http://www.nottingham.ac.uk/life-sciences>

**Date of university Bronze and/or Silver SWAN award:** Bronze 2006, 2009;  
Silver 2013

**Level of award applied for:** Silver

Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

**At the end of each section state the number of words used.**

Click [here](#) for additional guidance on completing this template.

## Abbreviations and Definitions Used in this Application

|        |   |
|--------|---|
| %F     | = Percentage Female   |
| APPLE  | = <b>A</b> cademics' and <b>A</b> dministrators' <b>P</b> rofessional, <b>P</b> ersonal and <b>L</b> eadership <b>E</b> xperience |
| AS     | = Athena SWAN   |
| BMS    | = Biomedical Sciences/ Former School of Biomedical Sciences   |
| DJ     | = Daphne Jackson  |
| ECR    | = Early Career Researcher, includes PD (as below), independent fellows and junior/new lecturers                                   |
| F      | = Female  |
| FTE    | = Full-Time Equivalent  |
| HoR    | = Head of Research  |
| HoS    | = Head of School  |
| HoT    | = Head of Teaching  |
| HR     | = Human Resources   |
| M      | = Male  |
| MOL    | = Molecular Medical Sciences  |
| PD     | = Postdoctoral researcher/postdoc = research staff = fixed-term staff   |
| PDPR   | = Personal Development & Performance Review   |
| PG     | = Postgraduate  |
| PGR    | = Postgraduate Research   |
| PGT    | = Postgraduate Taught   |
| PI     | = Principal Investigator  |
| QMC    | = Queen's Medical Centre  |
| SAT    | = Self Assessment Team  |
| SoLS   | = School of Life Sciences   |
| UG     | = Undergraduate   |
| UoN    | = University of Nottingham  |
| WAND   | = <b>W</b> omen's <b>A</b> dvancement <b>N</b> etworking and <b>D</b> evelopment  |
| WG     | = Working Group   |
| WinSET | = The University of Nottingham's <b>W</b> omen <b>i</b> n <b>S</b> cience, <b>E</b> ngineering and <b>T</b> echnology committee   |

In presenting this application we have been granted an extra 1000 words to be used throughout the application (1000 used). Where words from this allowance have been used this is indicated in brackets after the total number of words in each section.

Then ...



The Department of Zoology c. 1979

... and Now...

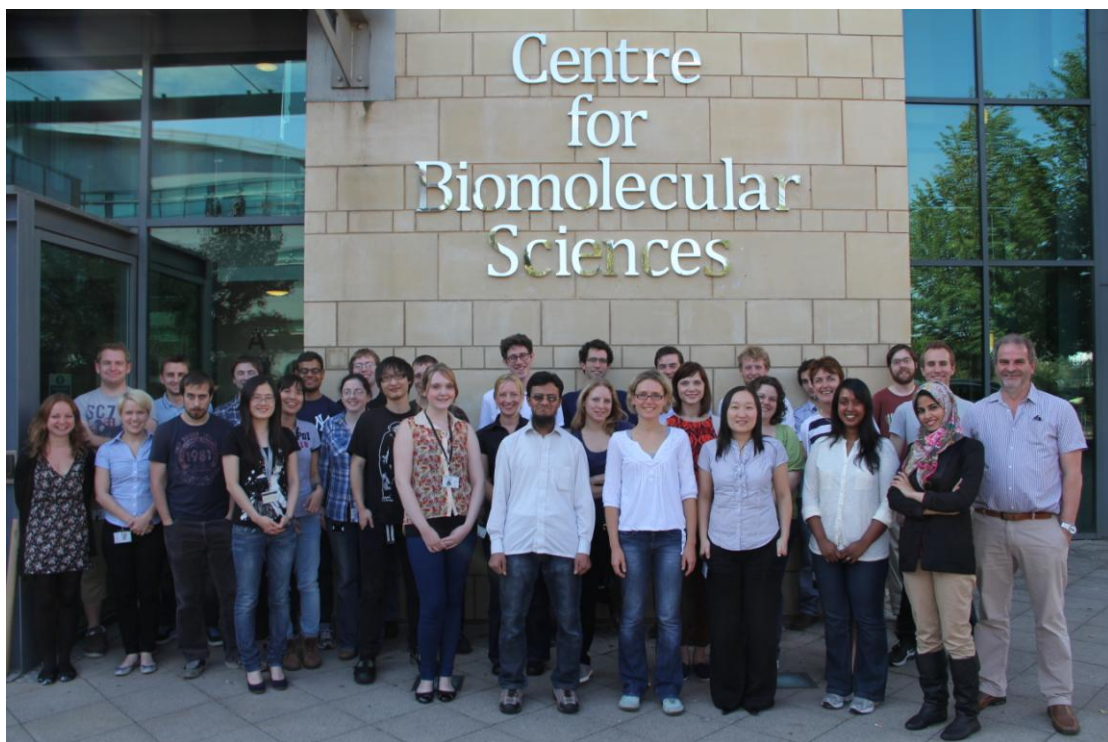


The Life Sciences Building





The Queen's Medical Centre (QMC)



The Clostridia Research Group, the largest research group in the School of Life Sciences.





Graduation Summer 2013



The School of Life Sciences Education Team

## 1. Letter of endorsement from the Head of Department – maximum 500 words

An accompanying letter of endorsement from the Head of Department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the Head of Department to confirm their support for the application and to endorse and commend any women and SET activities that have made a significant contribution to the achievement of the departmental mission.



**The University of  
Nottingham**

Our Ref: IAM/WS

Direct line +44 (0)115 8230100

E-mail: [ian.macdonald@nottingham.ac.uk](mailto:ian.macdonald@nottingham.ac.uk)

Sarah Dickinson,  
Athena SWAN Manager,  
Athena SWAN Charter,  
Equality Challenge Unit,  
Queen's House,  
55-56 Lincoln's Inn Fields,  
London WC2A 3LJ

27 November 2013

Dear Sarah

I am very pleased to fully support this application for Athena SWAN (AS) Silver status. The School of Life Sciences (SoLS) formally started on August 1 2013, but the planning started a year earlier and the incorporation of AS principles into the new School was a priority of mine from the start of this process. I am fully committed to the AS principles and will use them in SoLS to develop family friendly approaches to all of our work. I believe it is important that all staff can combine the development of their careers with fulfilling their family responsibilities. My commitment to these principles is illustrated by my membership of the SAT and is shared by the School Management Team. The AS principles were featured in our REF Environment statement.

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School of Life Sciences**

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Head of School:  
**Professor I A Macdonald**

The planning phase for SoLS involved harmonisation of practices from the original schools. It is very encouraging that the staff embraced the changes which occurred and helped substantially to incorporate AS principles into the new School. Much of the ethos that the School management aspires to was already in place in the component schools and the enthusiasm of the SAT members in developing the application and action plan has been very encouraging. This has been a very positive process with additional contributions from many staff and students in addition to the SAT.

We are making progress to address the historical academic staff gender imbalance, with an increase from 22.8% to 26.0% female, due primarily to 60.9 % female new appointments since 2011. We have also seen a year on year improvement in the postgraduate research student ratios, originally identified as a pinchpoint, from 48.5% to 57.0% female. I am determined that these improvements are sustained and there will be a further upward trajectory to achieve higher proportions of female academic staff and post-graduate research students, whilst also ensuring that highly talented individuals are attracted to work and study in SoLS.

SoLS is committed to compulsory dignity, equality and diversity training for all staff and managers, with the first session scheduled for January 2014. Training of those involved in shortlisting and interviewing will ensure they are aware of the possibility of unconscious bias and that they avoid it.

Female staff committee representation is at or above the % of female staff in SoLS. These levels will be increased further to ensure the management of SoLS benefits from the breadth of experiences and attitudes this brings, without overburdening individuals. An example of incorporation of AS principles into the working life of female academic staff is provided by Jill Barker who works 0.8FTE and has had 2 promotions (the most recent to Full Clinical Professor this year) and 2 maternity leaves in the last 4 years, showing how part-time working and career breaks are not barriers to proper recognition and promotion.

Our flagship policy 'fairness and equality for all' encapsulates my commitment to ensure that the AS principles will be applied to all categories of staff in SoLS.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ian Macdonald', with a stylized, cursive script.

Professor Ian Macdonald  
Head of School

## 2. The self-assessment process – maximum 1000 words

Describe the Self-Assessment Process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance;

In October 2011, the University announced the School of Life Sciences (SoLS) would be created, incorporating the former Schools of Biology, Biomedical Sciences (BMS) and part of Molecular Medical Sciences (MOL) and formally opening 1st August 2013. Our Self Assessment Team (SAT) includes members of the three Schools, who have been working together since 2012 and as individual Schools for several years prior to this.

The focus of our SAT and SoLS management has been to harmonise our ways of working across SoLS. SAT members from each component School worked in sub-groups to complete the Athena Good Practice Checklist and identify areas for attention. Many of our processes (e.g. promotion) follow a University or Faculty template and hence practice in the component schools was similar. Where differences occurred, we have detailed them here. In SoLS we have sought to continue the best and eliminate the poor practice, modifying and supplementing as we deemed appropriate. Areas for further improvement have been identified in our Action Plan.

At a University level, representatives from BMS, MOL, Biology and then SoLS SATs, have attended regular WinSET (Women in Science, Engineering and Technology) meetings: BMS (Chapman, Woolard) and MOL (Hardie, Fairclough) for the last two years and Biology (Sockett, Majerus) for five years. These meetings provide a focus on Athena best practice at an institutional level and monitor progress at the School level. Attendance continues for SoLS and allows Athena best practice to be disseminated back to the School, via staff meetings.

### SAT Members

| Name                  | Biography  |
|-----------------------|--|
| Dr Tamsin Majerus     | Chair and post-doc representative in Biology. Daphne Jackson Fellow, married, four children, two grand-children. Experience of part-time, job-share, flexible working, role in data capture, analysis and surveys.   |
| Professor Liz Sockett | Professor of Bacterial Genetics, married, no children, carer role for adult family members, Undergraduate Welfare Officer, role in student support, surveys and school culture. Nominated for Best All-Round Undergraduate Tutor and Postgraduate Research Supervisor of the Year in |



|                            |   |
|----------------------------|---|
|                            | University-wide awards.   |
| Dr Alistair Chambers       | Lecturer in Genetics, single parent with three children. Experience of part-time and flexible working, role in induction.   |
| Dr Alan Huett              | New lecturer, married, parent of young twins, role in induction.  |
| Professor Victoria Chapman | Professor in Neuropharmacology. Deputy Director of the Arthritis Research UK Pain Centre, two children, experience of full-time but flexible working for 15 years. Role in communication and promotion. |
| Dr Jeanette Woolard        | Lecturer in Cardiovascular Pharmacology, married, two children. Experience of part-time, flexible working, role in committees and surveys.  |
| Dr Lucy Fairclough         | Lecturer in Immunology, married, two children, part-time for six years, but now full-time, role in committees and promotion.  |
| Dr Kim Hardie              | Associate Professor in Molecular Microbiology, married, two children, role in mentoring and careers.  |
| Professor Ian Macdonald    | Head of SoLS, married with two children, two grandchildren. Oversees all areas, specific role in promotion and PDPR processes.  |
| Steve Cockbill             | SoLS School Manager, married with two children, oversees all management and financial aspects, role in committees.  |
| Dr Sonali Singh            | Postdoctoral researcher, role in fixed-term staff careers and training.   |
| Kimran Hayer               | Postgraduate student, role in student support, careers and training.  |
| Di Mitchell                | SoLS Operations Manager, formerly MOL School Manager, married with one child. Experience of part-time working, role in PDPR, maternity and flexible working.  |
| Dr Alexander Tarr          | Research staff representative, married with two children, role in fixed-term staff careers and training.  |

In addition to the SAT, many key individuals have been involved in the assessment process as part of component school SATs and/or by providing support and information to the SoLS SAT: Professor John Armour, Mrs Pam Kerr, Biology Head of School (HoS) and School Manager; Professor Steve Hill, BMS HoS; Professor Paul Williams, MOL HoS; Professor David Brook, Director of Research/workload; Drs Ben Bennett, data/IT and Ian Kerr post-graduate tutor. Over the last 18 months, these individuals have been integral in the retrieving and compiling of detailed data from component school-specific records to complement the information compiled centrally by human resources (HR). We have also sought advice and review from external

individuals experienced in Athena SWAN: Tony Stevens and Dr Helen West (UoN), Professor Ottoline Leyser (University of Cambridge), Dr Sean McWhinnie (Oxford Research and Policy) and attended the Athena 'Going for Silver' Workshop.

- b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission;

Since 2008, a subgroup of the pre-2008 Biology SAT has met monthly, with the goal of identifying areas of concern, for example the retention and career progression of post-doctoral research staff. Feed-back from discussions and actions were delivered at academic staff meetings and post-doctoral fora. As a result of this process and wider consultation, several initiatives, aimed at establishing cultural changes in current working practice to benefit female researchers and work life balance (change in the timing of seminars to be child-care friendly, post-doc symposium, new wording of academic job adverts, careers events), were established. These practices have been embedded into SoLS.

Once senior managerial positions for SoLS were confirmed, the (future) HoS, School Manager and Operations Manager (with HR focus) were recruited to the SoLS SAT. Additional postdoctoral and PhD student representatives were included to ensure that the SAT represented research staff in all areas of SoLS. Athena representatives sat on the SoLS Implementation Group to ensure that the processes and practices in place in the new School embrace Athena principles, incorporating the best practice of each component school and putting in place the foundations necessary to continue a programme of improvement in all areas.

During the development of SoLS (2012 to July 2013) the Biology, BMS and MOL HoSs and School Managers played active roles in Athena SWAN data collection, and provided insight into current practices in the Schools and opportunities available to females.

The SAT has met approximately monthly to analyse data, identify best practice in component Schools, and to develop pro-active initiatives to retain and build upon this good practice in SoLS.

Focused data-collection was undertaken to supplement that provided by HR and to address findings from the University Staff Engagement Survey. Areas of concern identified by component schools have been the focus of targeted intervention and experience gained is embedded in our good practice for SoLS. All three component Schools used surveys, captured data on work-life balance, mentoring, career progression and perceptions of gender equality, which provided crucial ground-level knowledge of the areas which need to be improved in SoLS.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

In order to efficiently monitor implementation and progress we have taken advantage of the restructuring and information gathering exercises that have been part of forming the new school, to put in place robust methods for capturing key data that will inform our picture of the areas we are seeking to improve.

The process of compiling this application highlighted areas where members of staff (both academic and administrative) were unaware of the types of information stored centrally, for example, data relating to shortlisted candidates was not routinely retained for more than 6 months. Mechanisms are now in place to ensure all such data are captured and deposited into an Athena Swan data repository (**Action 1A**), facilitating simple access, monitoring and analysis by the SAT (**Action 1B**).

Moving forward, the SAT will focus on continued implementation of our action plan. Analysis of the University's staff engagement survey (**Action 1C**) and our own internal surveys provided insights into staff workload. These results make it very clear that most staff are overstretched and making time for regular meetings, seminars and training is often low on their priority list. Successful implementation of annual careers events for postgraduates and post-doctoral researchers, bi-annual post-doc symposia and annual staff development/training events, has confirmed that fewer full or half-day events achieve better attendance and willing participation than more frequent 1-2 hour events. Bearing this in mind, the SAT will move to quarterly meetings post-submission. This will enable us to retain a comprehensive overview of working practice, implementation and the impact changes are having, without over-burdening SAT members.

1295 words (295 extra)

### **3. A picture of the department – maximum 2000 words**

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

SoLS is a new school in the Medicine Faculty of the University of Nottingham (UoN). UoN is a research-led, world-class, Russell Group member with an institutional Silver Athena SWAN award. SoLS embraces the University values, champions teaching excellence, has been commended for supporting and enhancing the student experience, listening and responding to the student voice confirmed by NSS student satisfaction scores averaging 90% since 2008.

SoLS is a vibrant, forward-looking environment for biological and biomedical research and teaching. Staff utilise top-quality research laboratories with state-of-the-art core facilities within the QMC, the Life Sciences building and the Centre for Biomolecular Sciences. SoLS provides diverse degrees from anatomy to zoology; clinical and diagnostic courses and professional pharmacy and medical qualifications. We host approximately 1000 undergraduate and 450 postgraduate students across research and taught degrees. We have around 150 academic and 100 research staff, administrative, technical and teaching support staff.

Our research covers all areas of contemporary biology and biomedicine from Neurobiology to Microbiology, Ecology to Physiology and Pharmacology and Immunology to Genetics. Our philosophy of individual research excellence, multidisciplinary and international collaboration, has been highly successful, delivering numerous research and teaching achievements.

- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Data are shown for the 2009-2013 period, from the three component Schools, as they were prior to the formation of SoLS. This avoids losing important differences in subject-specific pinchpoints masked by combining data. We also present amalgamated data that provide a SoLS base-line for future comparisons and to monitor progress against our action plan.

Key to graph labelling:

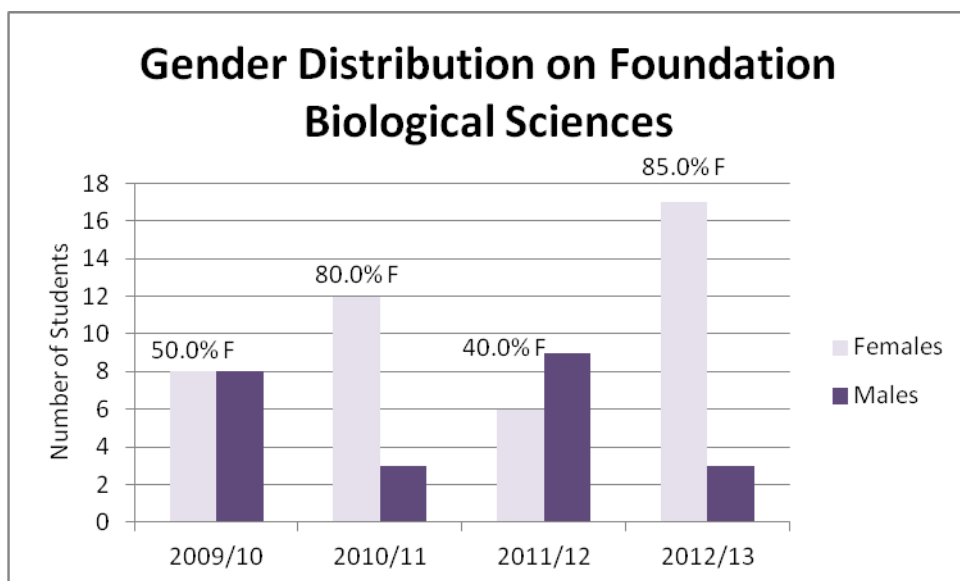
- a) Biology
- b) BMS
- c) MOL
- d) SoLS.

Benchmarking SoLS against national data cuts across a mixture of disciplines which have different gender ratios nationally. In order to reflect a realistic picture we have referred to benchmark values for several subjects, from the Athena SWAN benchmarking data 2011-12. These include 'Biological sciences', 'Biological sciences excluding Psychology', which is perhaps the most realistic benchmark, as none of the component schools include Psychology. We have also used Medicine benchmarks as parts of BMS and MOL are more fairly compared to pre-clinical medicine than Biological sciences. We aim to use benchmarks that most accurately reflect the make-up of SoLS.

### **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.



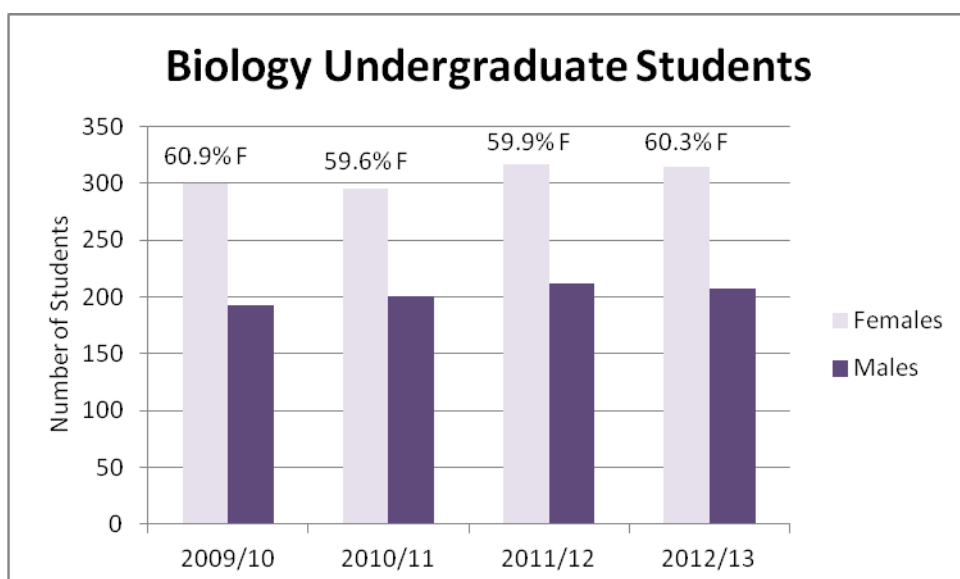


Biology has run a Foundation Year. Student numbers are small and hence the gender ratios fluctuate widely year to year, but in every case are well-above the benchmark of 28.3 percent female (%F). The primary contact for students from open days, through enquiries and on arrival, is a female member of staff. Currently the staff teaching the course are 3:2 female:male.

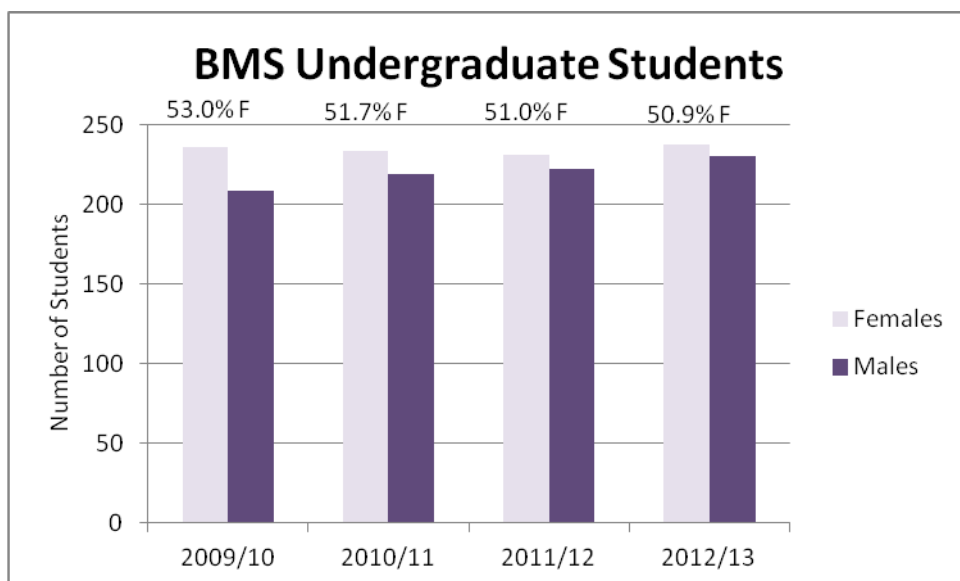
- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

Biology and BMS had undergraduate (UG) students. Over the period, Biology had 9 part-time UGs, 6 female, 3 male (66.7%F, Biological sciences part-time student benchmark 70.4%F; 50.5%F excluding Psychology). All UGs from BMS were full-time.

a)

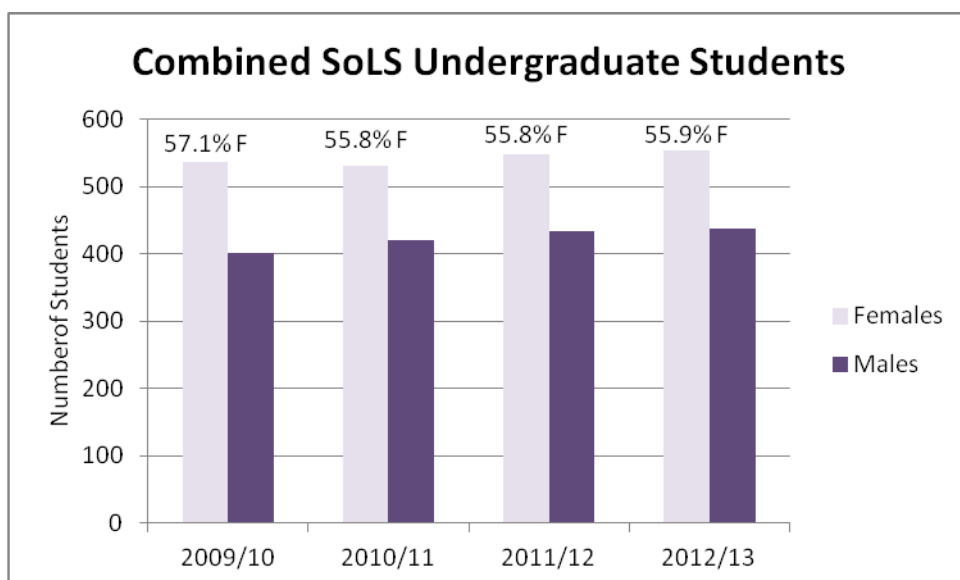


b)



c) N/A

d)

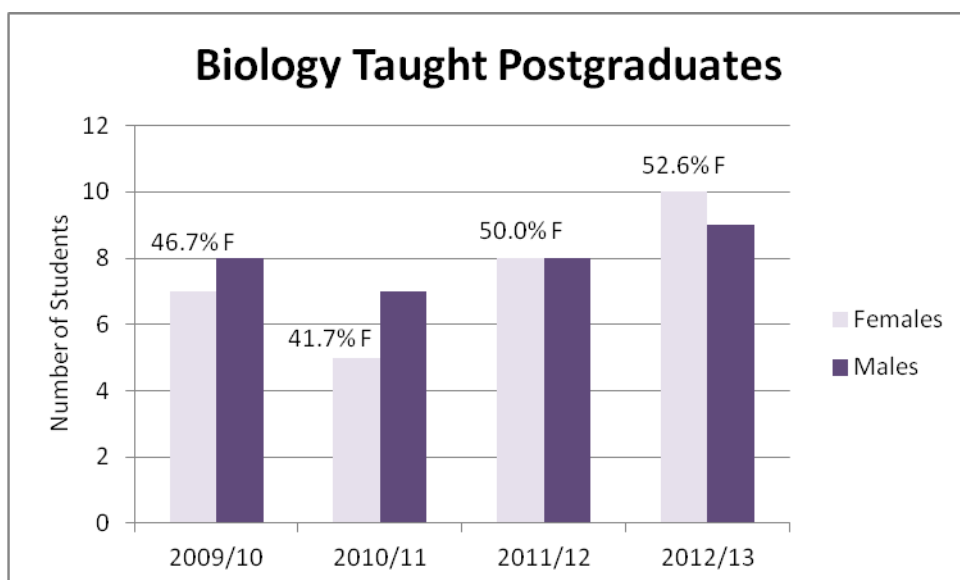


The Biology UG%F has been consistently above the benchmark for Biological Sciences (58.8%F). Overall, the SoLS UG%F is marginally below this benchmark, but well-above that when Psychology is excluded (46.2%F). Whilst clearly exceeding this latter value, the BMS intake has a lower %F than both the Biological Sciences and Medicine benchmarks (55%F pre-clinical, 56%F clinical). The female:male academic staff presence at BMS open days had not been routinely monitored. A predominance of male academic staff may have impacted upon undergraduate recruitment. This factor will be addressed for all SoLS courses (**Action 2A**).

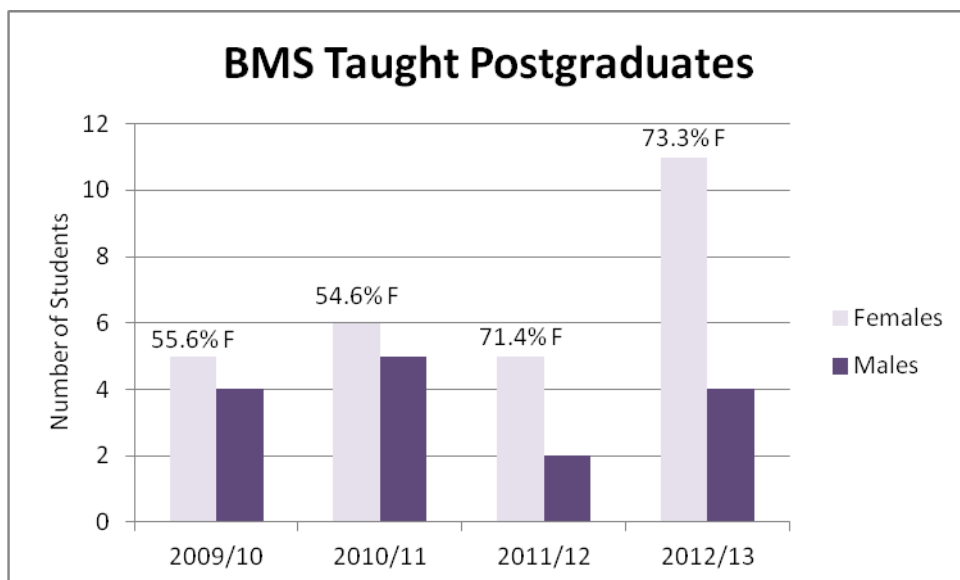
- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

All postgraduate taught (PGT) students from Biology and BMS were full-time. MOL had 152 part-time students over the period, with %F varying in successive years: 62.1%, 56.3%, 70.9% and 88.9% (average 70.4%F). The benchmarks for part-time PGT are: Biological Sciences 70.0%F; excluding Psychology 50.4%F; Medicine: Pre-Clinical 52.1%F, Clinical 58.1%F. Full-time and part-time student numbers are combined in the graphs below.

a)

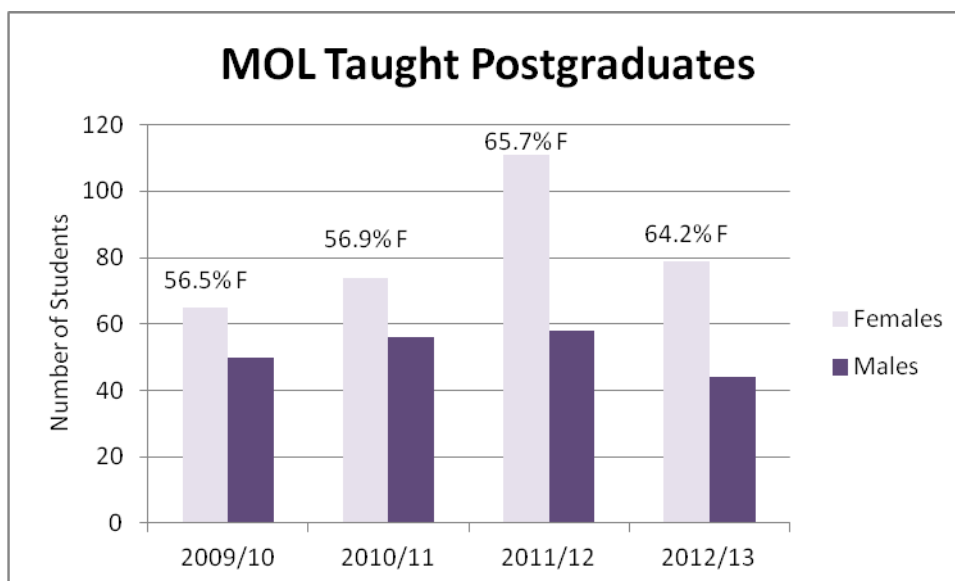


b)



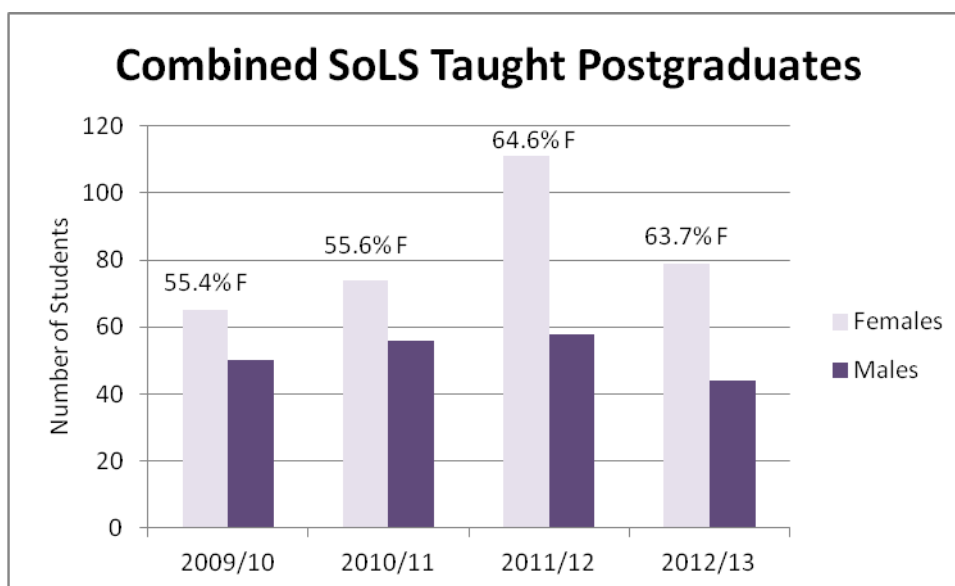
As PGT numbers for Biology and BMS are small, percentages fluctuate. Until 2010 all staff responsible for delivering the Biology course were male. A female academic course-director appointed in 2010 provides a female point of contact on open-days for applicants. Since her appointment, there has been a slight increase in %F, bringing the gender ratio just above parity (although the numbers are small). We will continue to monitor this (**Action 2B**) to see if the increase is sustained.

c)



MOL PGT students represent 82-88% of SoLS PGT population. The number and proportion of female applications, offers and acceptances has increased since 2009. This coincides with establishment of an MSc in Microbiology and Immunology in 2010. This has female co-directors. Two additional female academics run established MSc courses. All are actively involved in recruitment and the student %F data confirm their positive impact.

d)



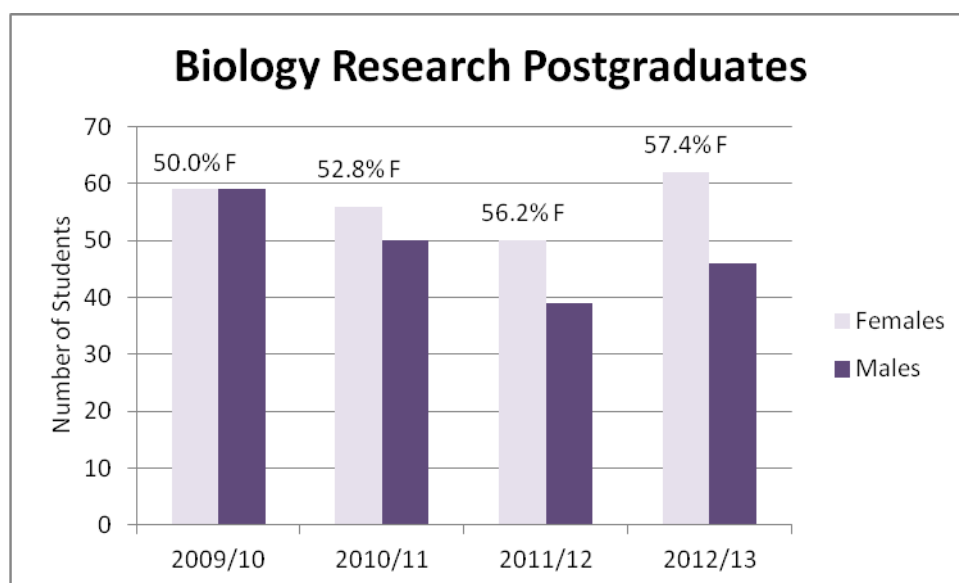
The combined SoLS PGT student population has a high %F, which is below the Biological Sciences and Clinical Medicine benchmarks (68.4%F and 69.7%F, respectively), but well above that for Biological Sciences excluding psychology (50.6%F) and roughly in line with Pre-clinical Medicine (61.5%F) and the average benchmark (62.55%F). We will continue to monitor individual courses to identify any gender specific recruitment issues, and to maintain this overall high %F (**Action 2B**).



- (iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

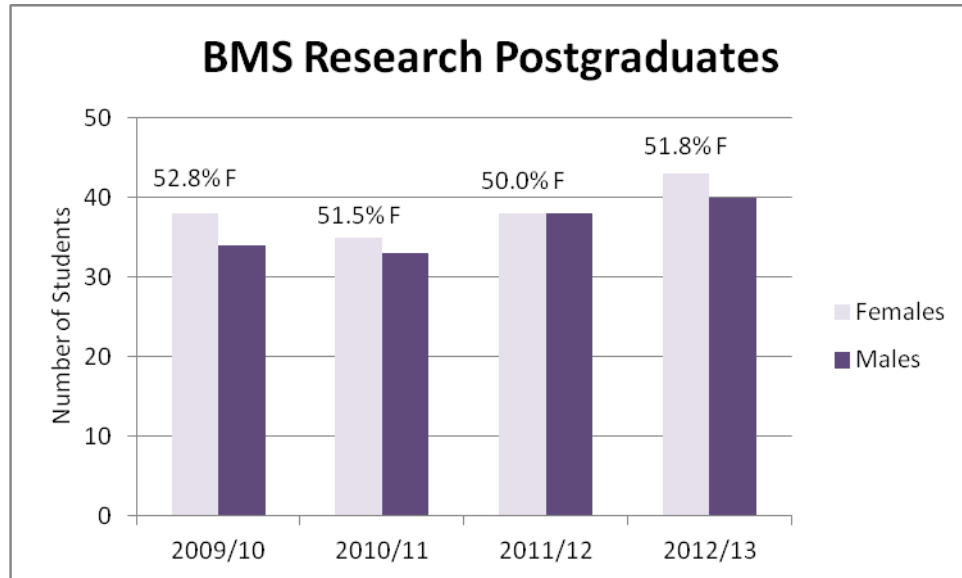
Biology had 5 part-time postgraduate research (PGR) students, all male. BMS 11 and MOL 9 part-time students, almost exactly 50:50 female:male. The numbers are too small to compare meaningfully with national values. All students are included in the graphs below.

a)



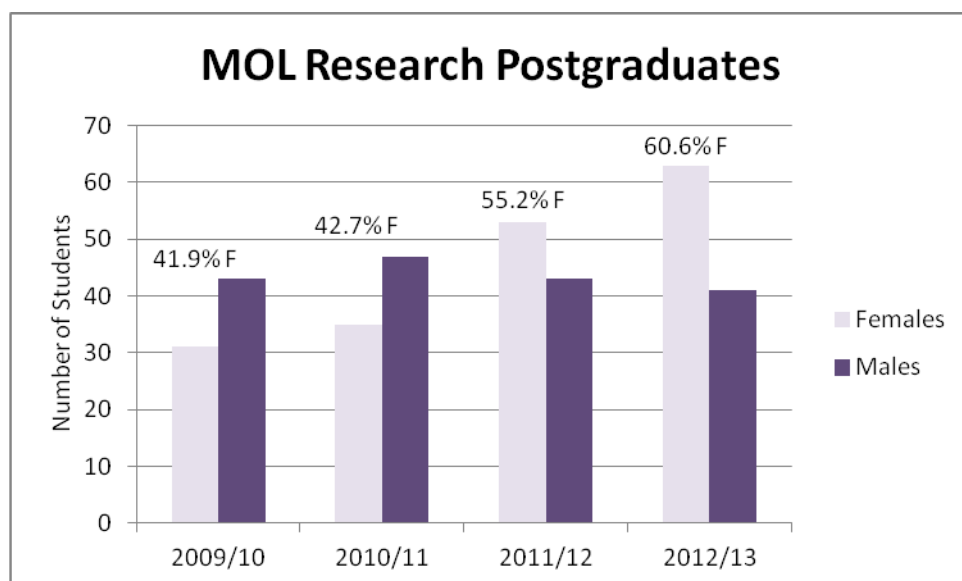
Overall numbers fell rapidly, down approximately 25% in the three years to 2011/12, due to decreases in funding from countries including Egypt, Iran, Malaysia and Pakistan, recruitment of fewer MRes students after higher UG fees and a decrease in BBSRC funded quota studentships nationally. The latter were replaced in 2012/13 with a DTP scheme where 34 studentships were shared between SoLS and 7 other Schools across the University. Each School provides rotation placements in the first year and a final placement is selected in May. Eight students selected SoLS. The PGR %F has increased year on year, raising from parity, to >57% in 2012/13.

b)



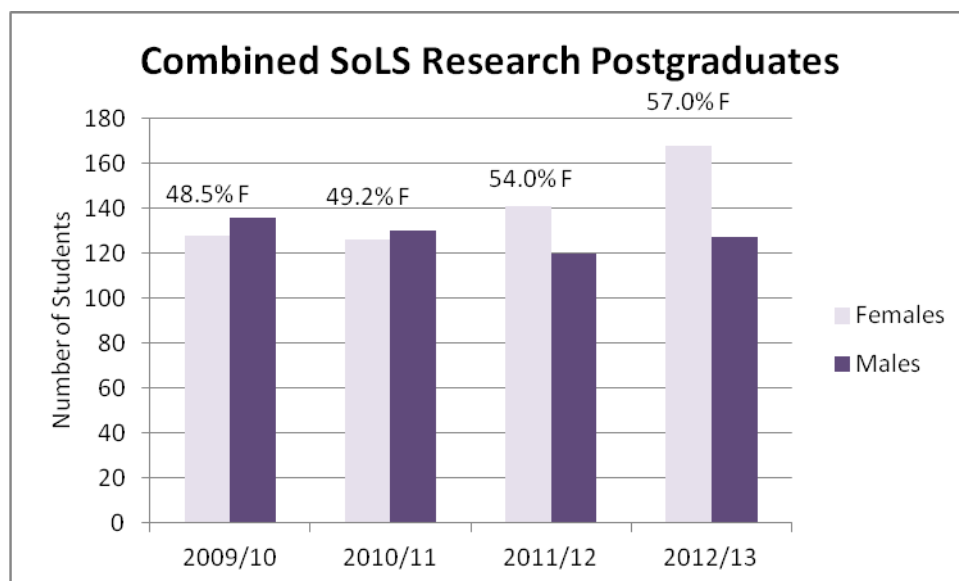
The BMS PGR population remained approximately constant in number and parity of gender.

c)

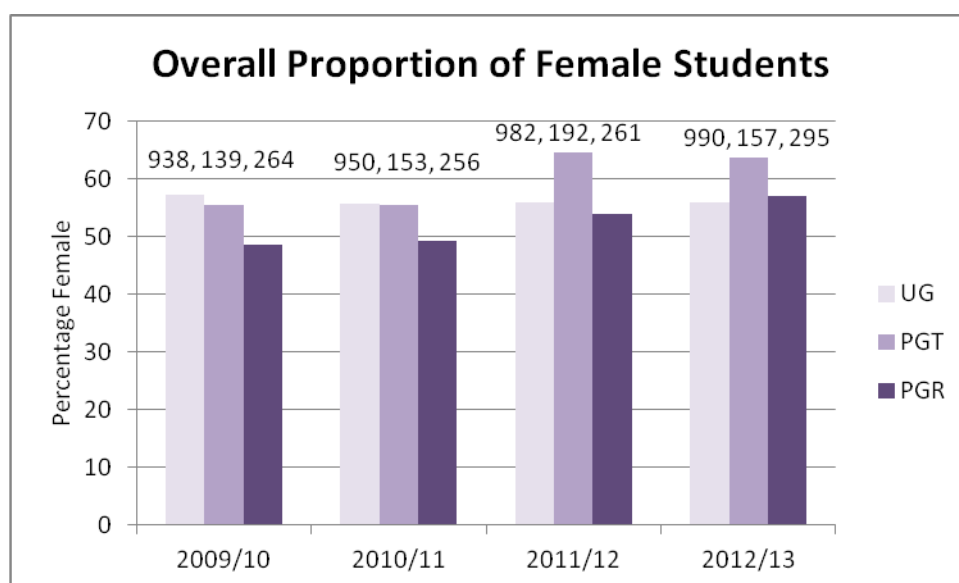


MOL PGR numbers and %F had an upward trajectory. To understand the basis for this important trend, we will collect data on the transition from PGT to PGR degrees and the potential influence of female role-models and active recruitment in retaining female students for PGR programmes (**Action 2C**).

d)



The data provide us with an encouraging baseline for SoLS, with PGR %F increasing year on year and close to the average benchmark of 57.5%F. Breaking this value down, we are below the Biological Sciences (60.4%F) and Medicine (Pre-clinical 59.5%F, Clinical 58.3%F) benchmarks but above Biological Sciences excluding Psychology (53.1%F).

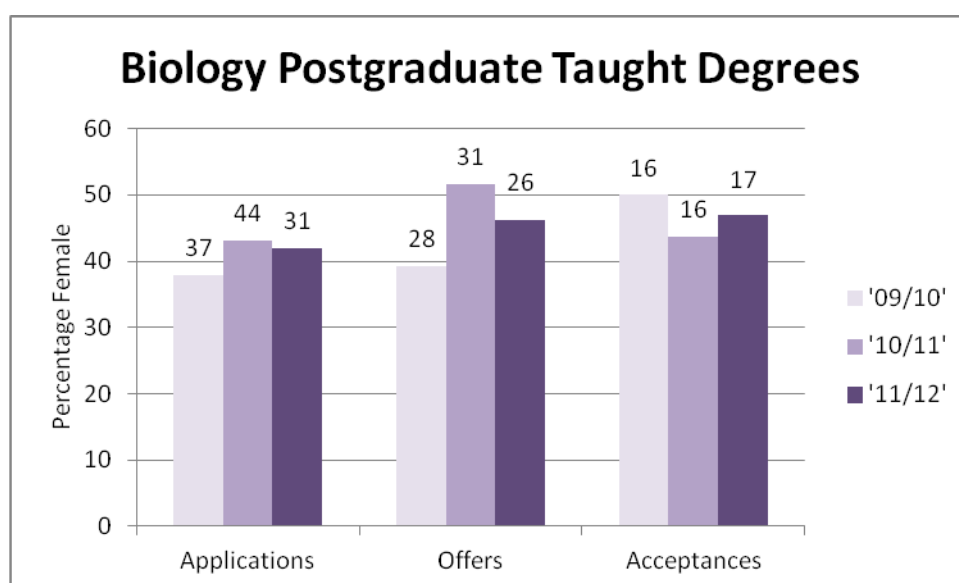
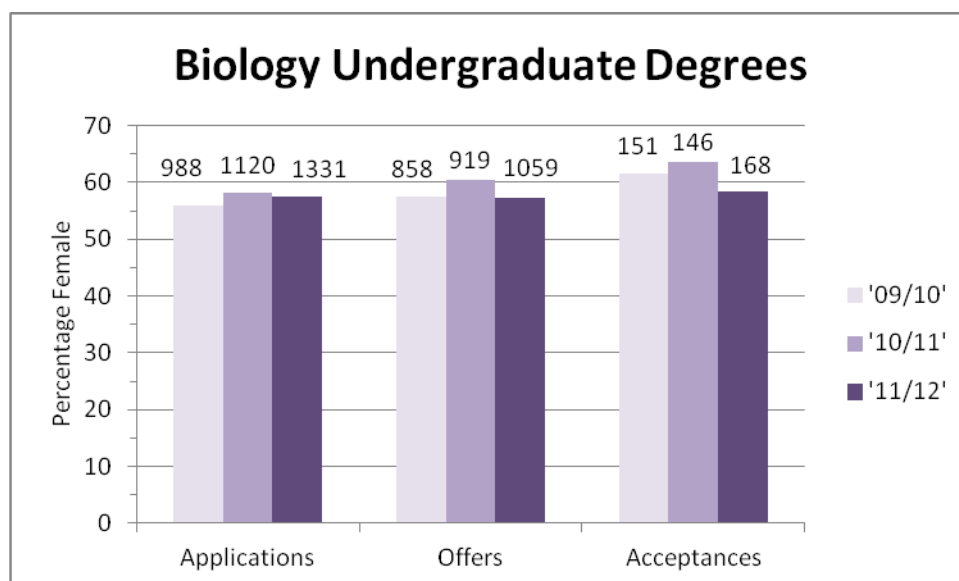


The final graph illustrates the %F across all degrees. The trend for PG degrees is increasing and is now close to the average benchmark values, demonstrating improvement over the last two years. The total numbers mask variation between courses, which is something we need to investigate fully and address any course-specific issues (**Action 2C**).

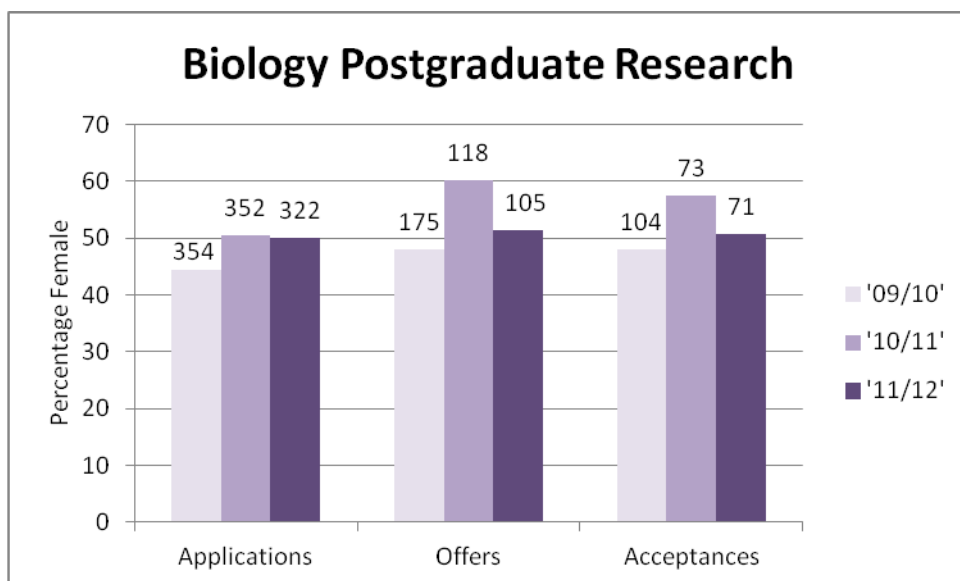
- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

In all cases, the applications/offers/acceptances %F is plotted. Numbers above the bars indicate the total number of students at each stage.

a)





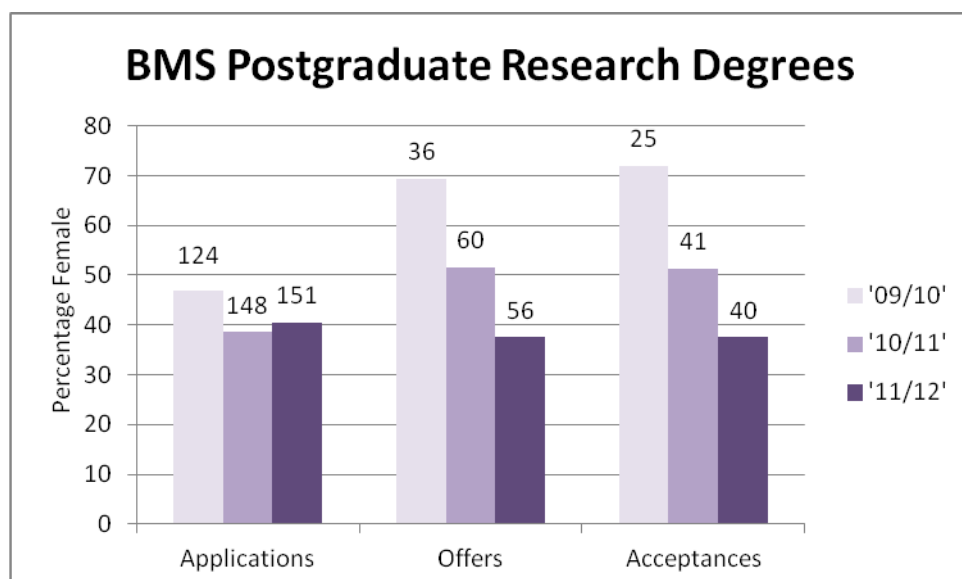
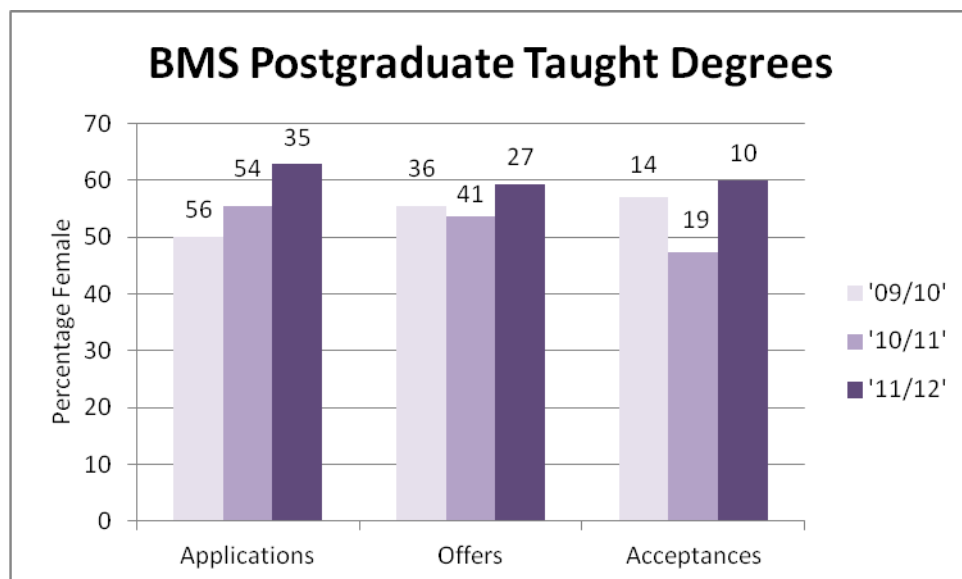
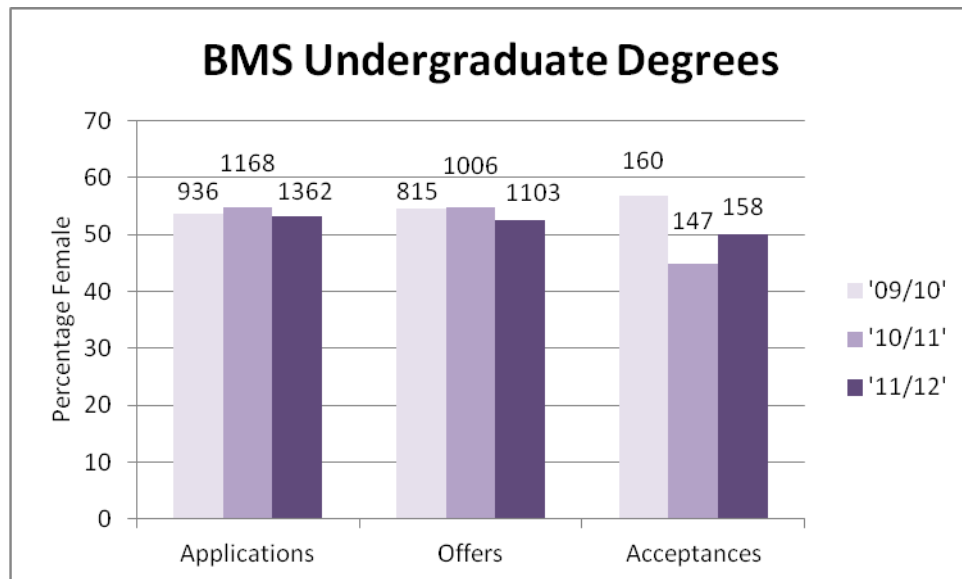


Generally, UG offers and acceptances retain the gender distribution set by the applications. However, for all degrees, where the proportion of offers made to female students is greater than the proportion of female applicants, the proportion of female acceptances also increases. This was not a deliberate strategy, as offers are made purely on merit, but it is an effect worth noting.

Steps have been made to enhance female applications. These mainly focus around increased female presence on open days, (maintaining a balance between including female speakers and demands on the limited number of female staff). In addition, large numbers of student helpers are involved in showing prospective students around. Analysis of the last 21 open days (2009-2013) found only 2 occasions where the female:male ratio of helpers was 1:1, all others there were more female than male including 17 days with  $\geq 2:1$  female:male ratio (highest 7:1).

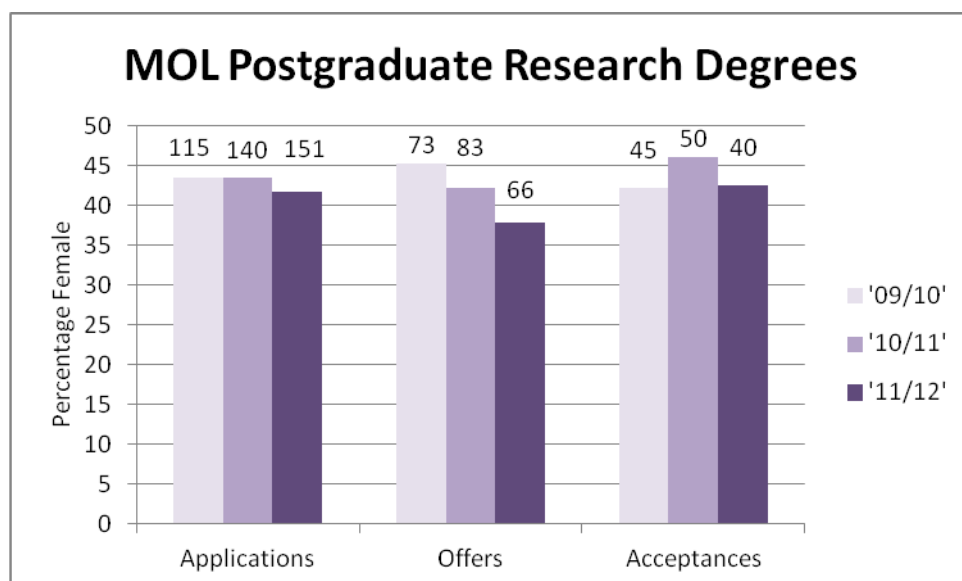
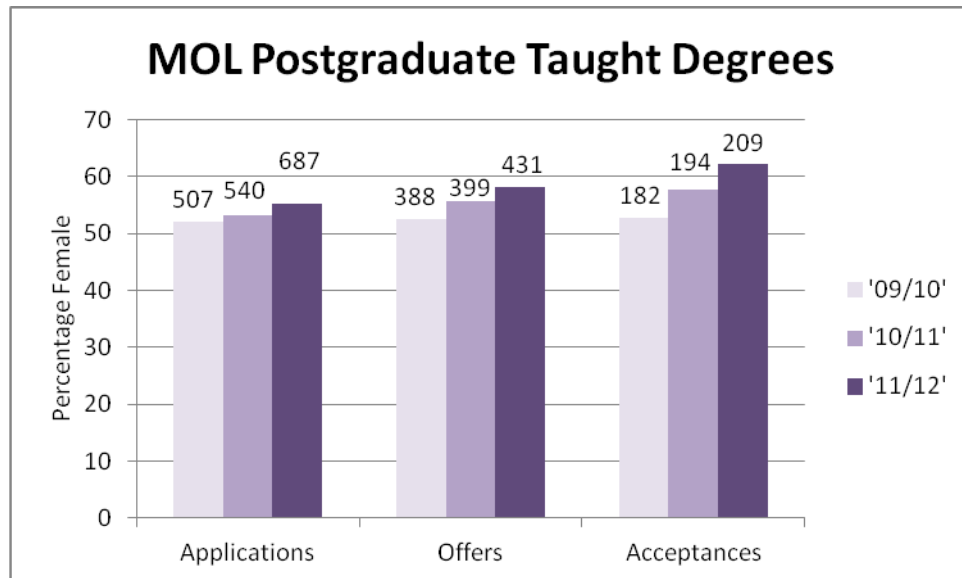
The PGT numbers are small. Acceptances have been close to gender parity despite marginally fewer female applicants.

b)



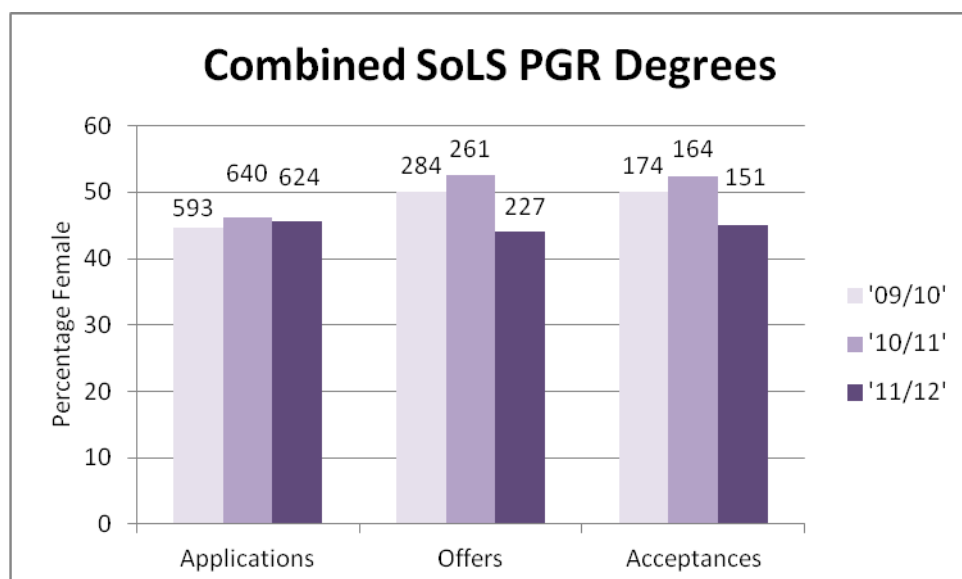
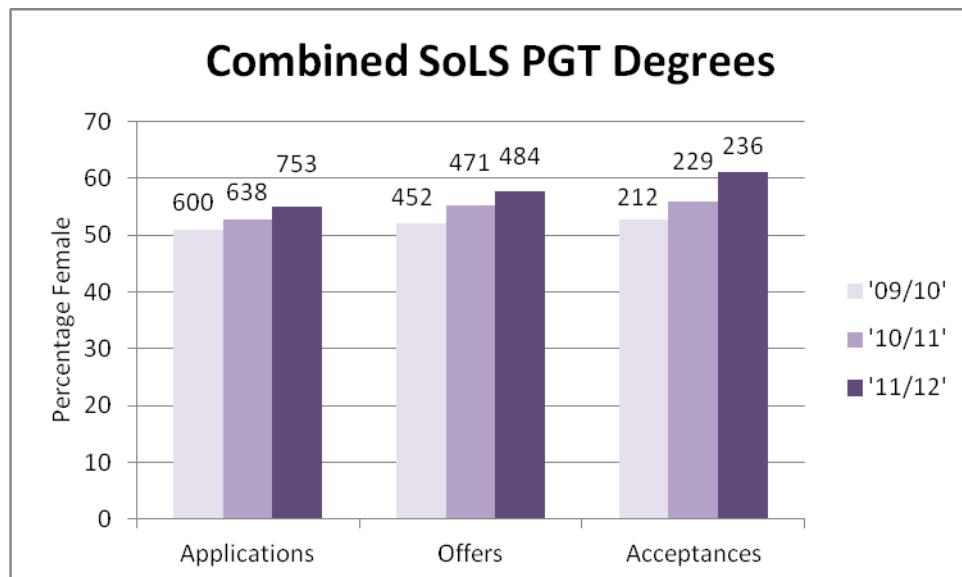
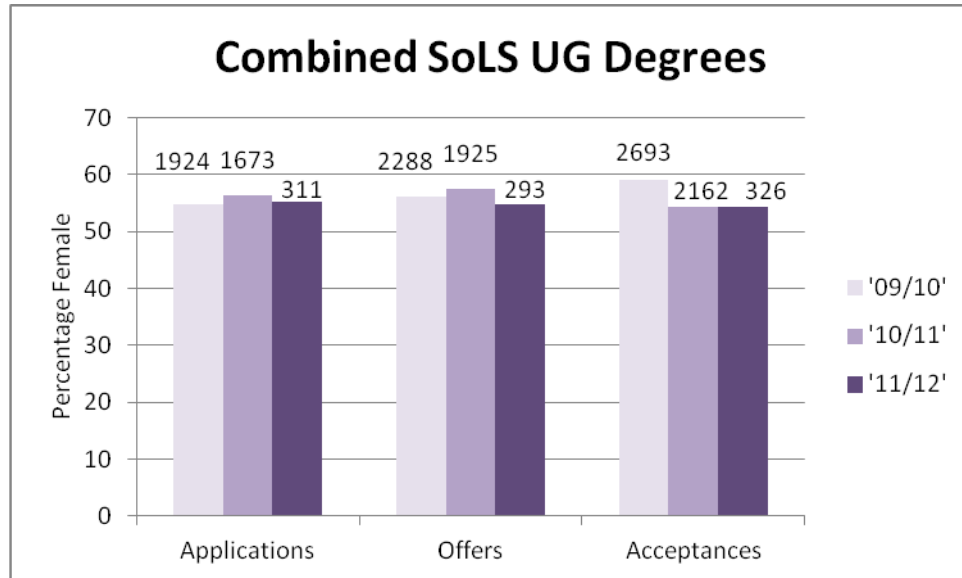
Again the BMS PGT course is small. PGR applications from female students are below 50% and recently offers and acceptances below 40%. Our investigations show that BMS had a highly male presence both on Open Days and in marketing literature. See below and **Action 2C** for our actions to address this.

c)



Ratios for MOL PGT degrees show a trend for increasing acceptance of female students. Female PGR applications and acceptances are below 50%. **Action 2C** will investigate this.

d)

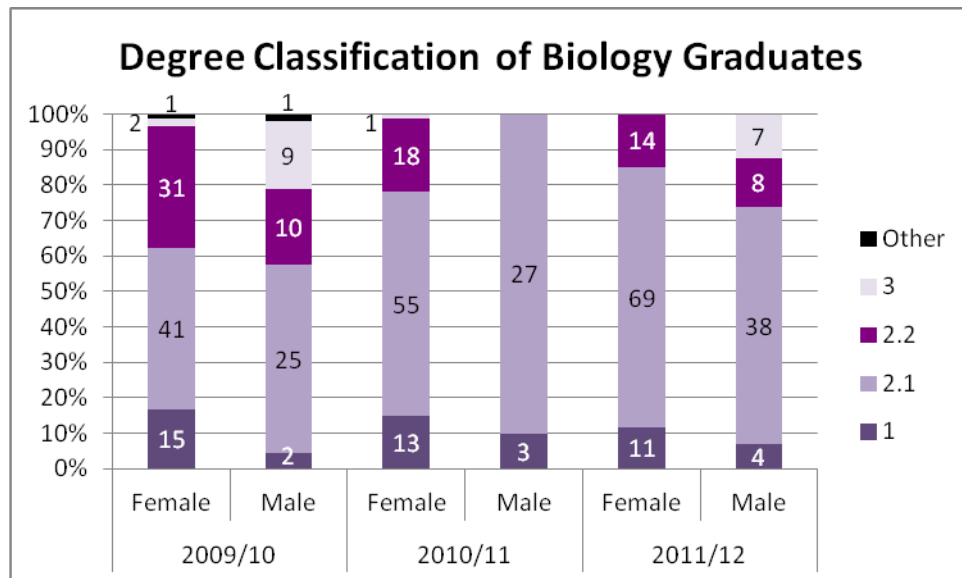




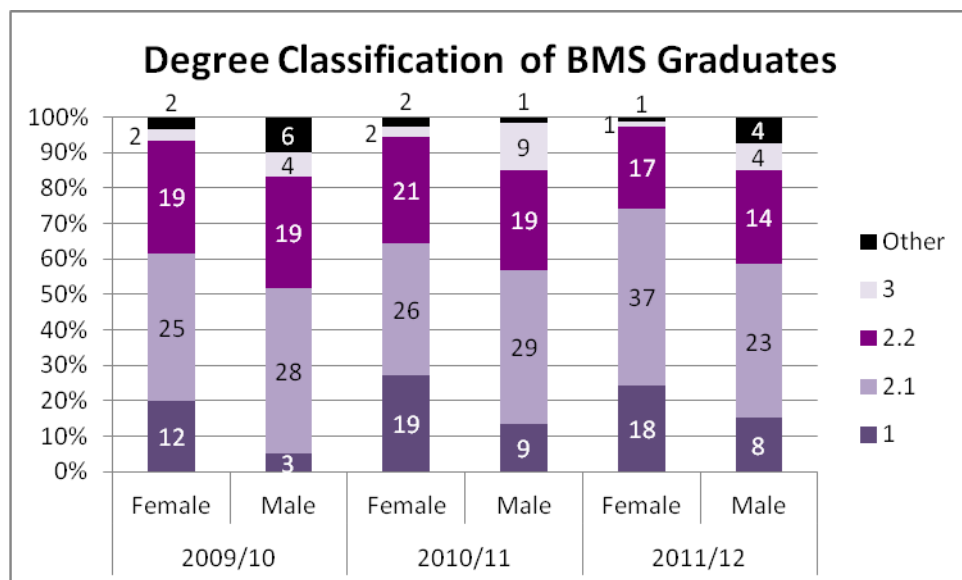
Our recruitment material now includes far more female faces. BMS 2013 Open Day had 23F:9M student helpers. Improvements are recent, so effects on our applications will be monitored and further steps implemented if numbers do not improve (**Action 2C**).

- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

a)

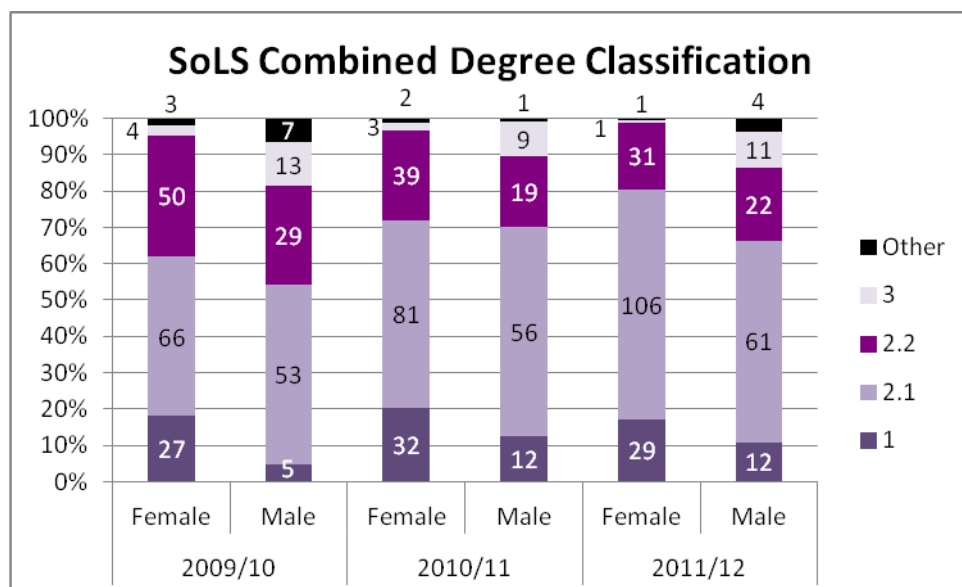


b)



c) N/A

d)



There is a consistent pattern of female students out-performing males, gaining a higher proportion of firsts (average 75.9%, biological sciences benchmark 68.1%) and a correspondingly lower proportion of thirds (average 19%, benchmark 46%).

Prizes for top performance in degrees have been awarded to more female (28, 43) than male (8, 22) students in Biology and BMS, respectively.

There are no gender differences in outcome for PGT or PGR students, with only small numbers of students failing or taking longer to complete. One female PGT student who had 2 periods of maternity during her course said:

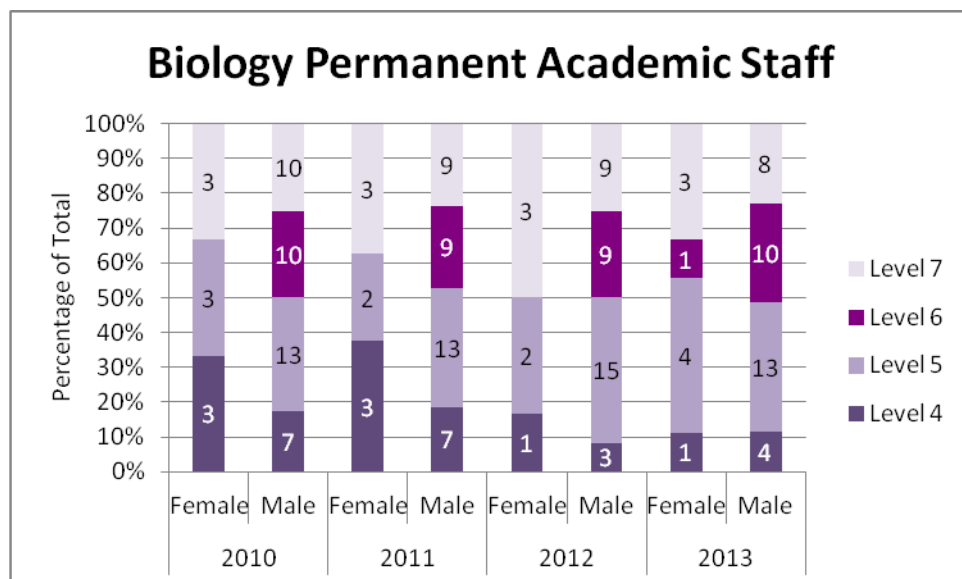
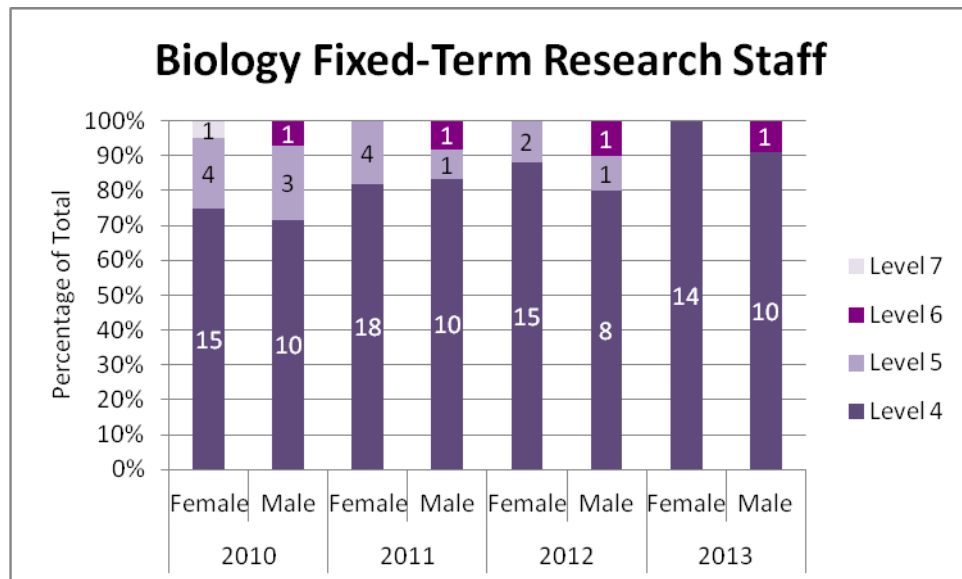
*“Without the understanding of the Head of School, support of the Welfare Officer and flexibility of the Course Director I would not have been able to continue with my course.”.*

University graduate destinations surveys indicate that the majority (88-94% 5-year average to 2012) of our graduates who were available for employment, secured employment or further study.

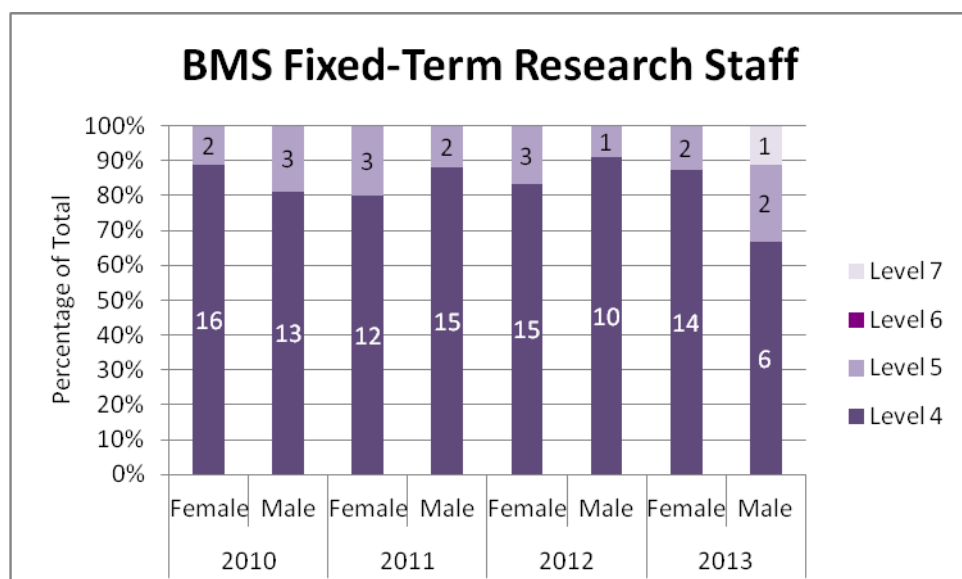
## Staff data

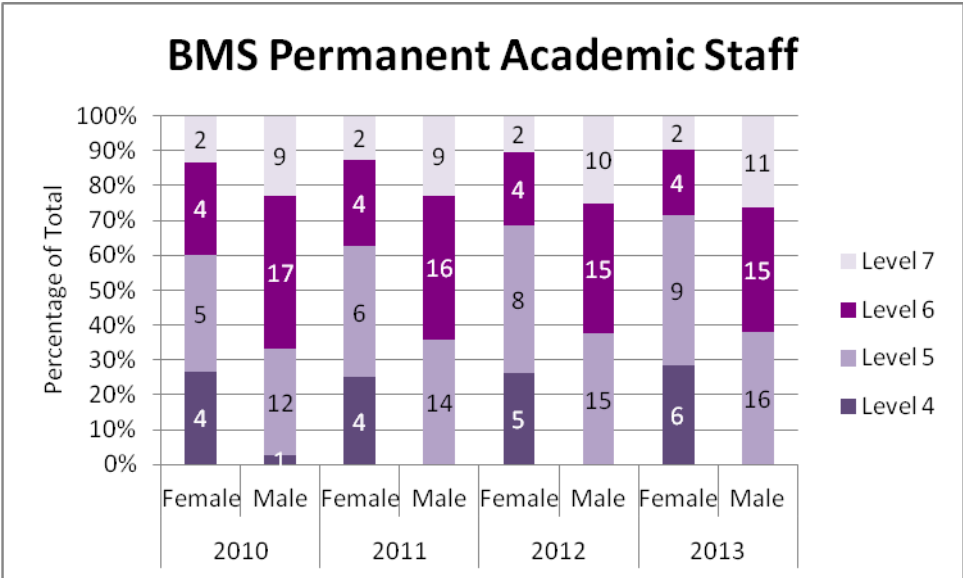
- (vii) **Female:male ratio of academic staff and research staff –** researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

a)

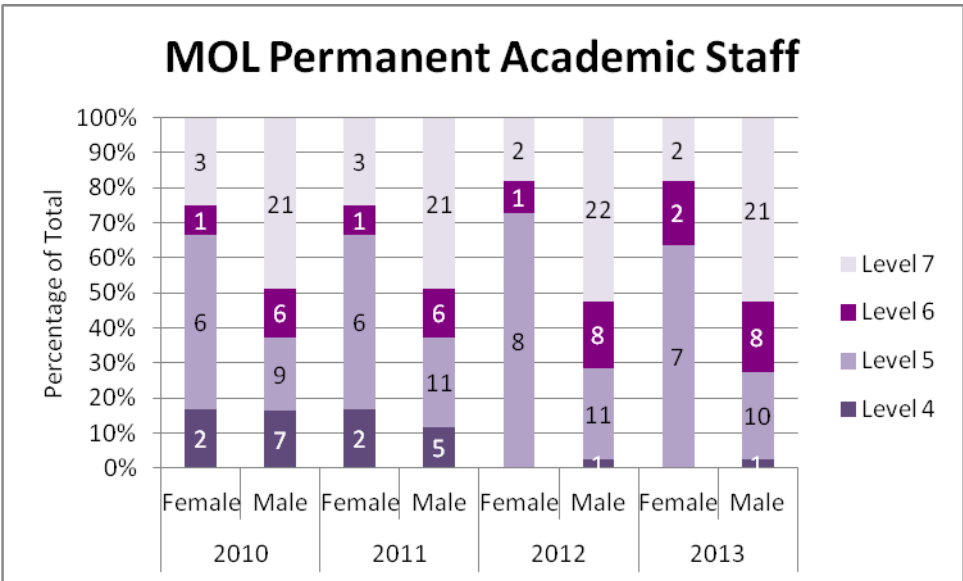
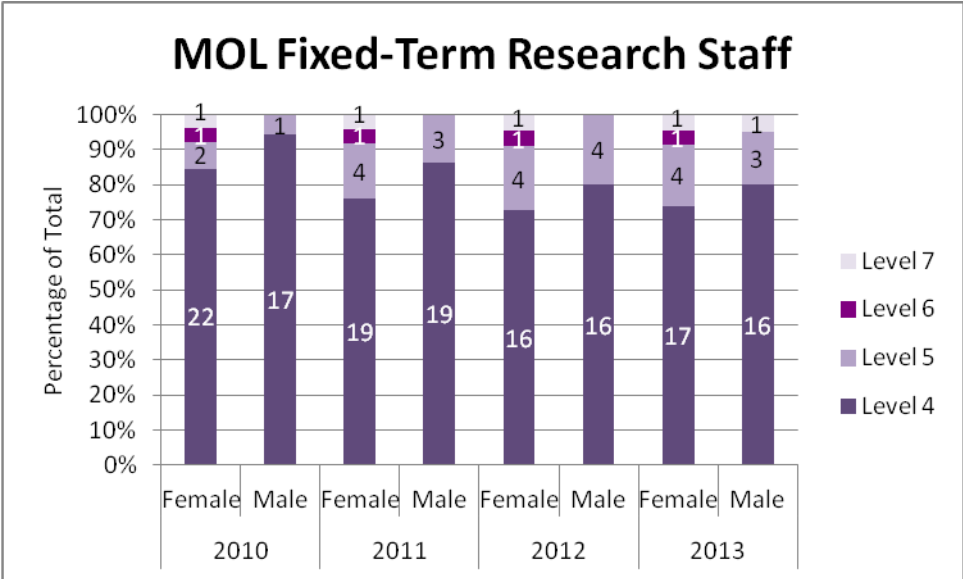


b)

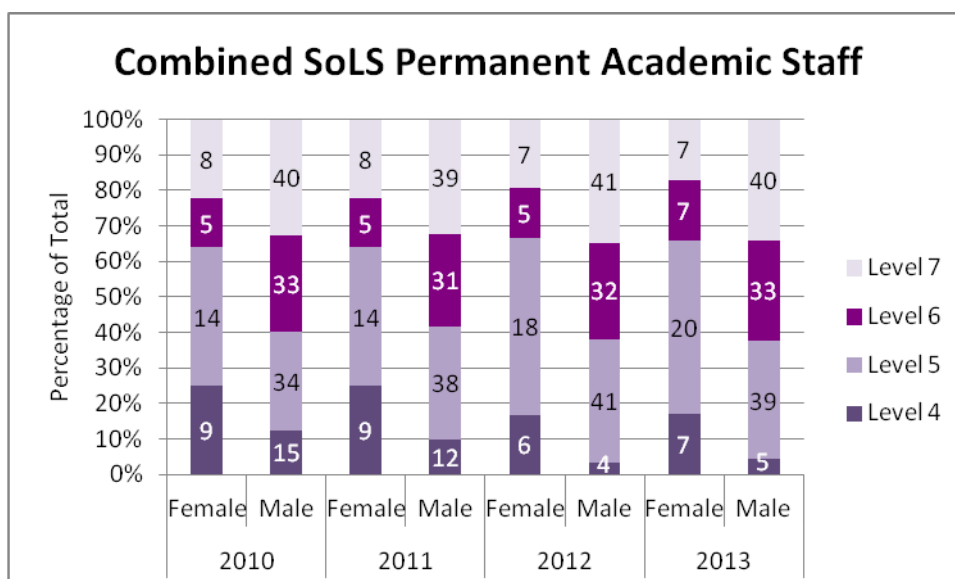
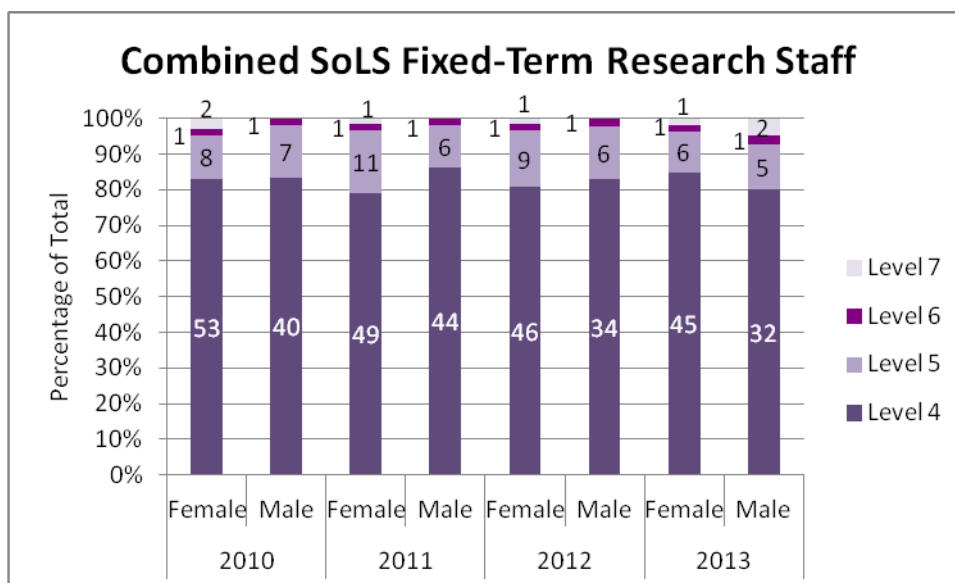




c)



d)



Two clear patterns emerge from these data. First, the majority of fixed-term research staff are level 4, maximum 4/113 individuals at level 6 or 7. Of the 4 higher-level staff, 3 were female. The nature of fixed-term positions means they offer little scope for promotion, instead career progression is by building a CV and skill-base that will develop the researcher to a point where a permanent post or fellowship becomes a realistic possibility. Hence our actions to support and develop research staff are focussed towards providing CV clinics, training concerning fellowship applications and careers events that cover both academic and non-academic career options.

Currently we have informal knowledge of destinations of fixed-term staff reaching the end of their contracts. To fully understand how effectively our training and support allows these staff to progress in STEM careers outside SoLS we plan to conduct exit interviews and keep destination records (**Action 3A**).

For permanent staff, data analysis confirmed we have fewer female staff and this becomes more evident at higher levels. SoLS data indicate there are approximately twice as many level 4 females as males and correspondingly half as many level 6 females. It also shows a 60:40 split between the lecturer levels (4/5) and the reader/associate professor/professor levels (6/7), with approximately 60% of female staff being lecturers and approximately 60% of male staff being level 6/7. This confirms female staff career progression is not comparable to male and suggests in many instances female staff are unable to make the transition to level 6 or above.

Career progression is promoted by encouraging female staff to attend training, for example the University's acclaimed APPLE and WAND schemes. In addition, a stronger focus on individual career development plans, implemented in our School PDPR process, is beginning to buck this trend. The numbers are small, but this is inevitable since the baseline number of female staff is low. Realistically this will take time to change. See also **Action 3C**.

One female academic from MOL attended the APPLE course and has since been promoted to level 6. Another attended WAND and says:

*"Attending WAND enabled me to humanise many influential faces within the UoN, making them more approachable. We have developed collaborations to secure joint research funding. WAND empowered me to investigate roles within Professional Societies where I have progressed from elected council member to chair-elect of a scientific committee. Both will improve my chances of success in a future application for promotion."*

- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

In the majority of cases turnover is due to the ending of a fixed-term contract. A small number of permanent academic staff have left during the period. In all cases bar two, they retired. The exceptions were two male staff who were offered more senior positions elsewhere.

2054 words (54 extra)



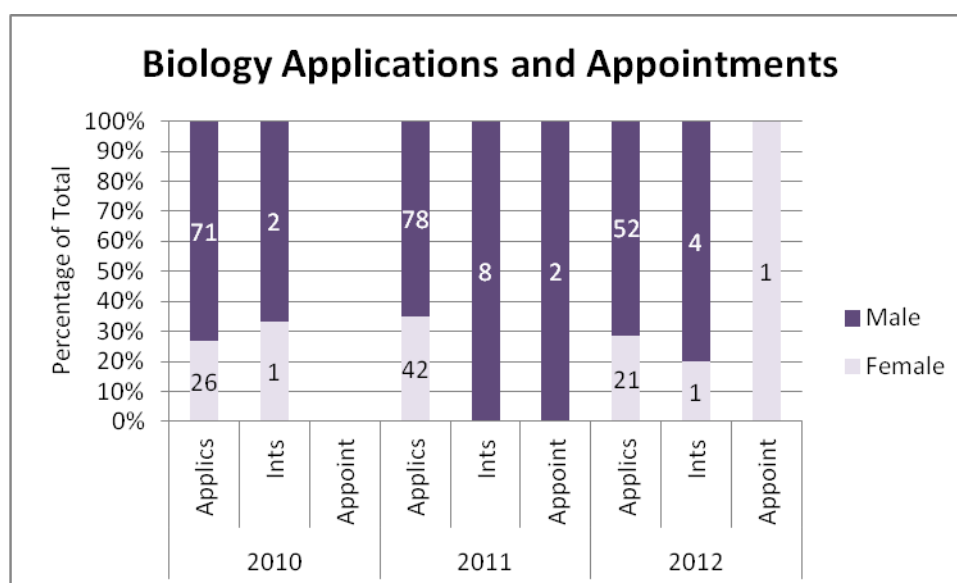
## Supporting and advancing women's careers – maximum 5000 words

### 4. Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Job application and success rates by gender and grade** – *comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.*

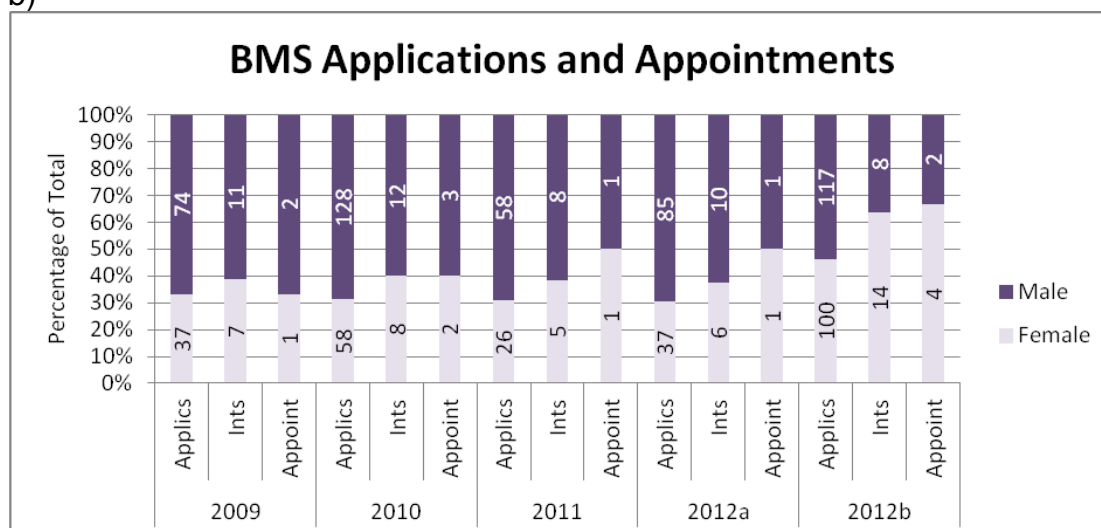
Data concerning job applications retained by HR are limited to academic positions and not split by vacancy, making analysis limited. Gender balance has not been explicitly monitored by Management historically. This will be addressed by **Action 3B**. We have reconstructed additional details of applications from our internal records. The graphs below summarise all applications, interviews and appointments by year for each component School.

a)



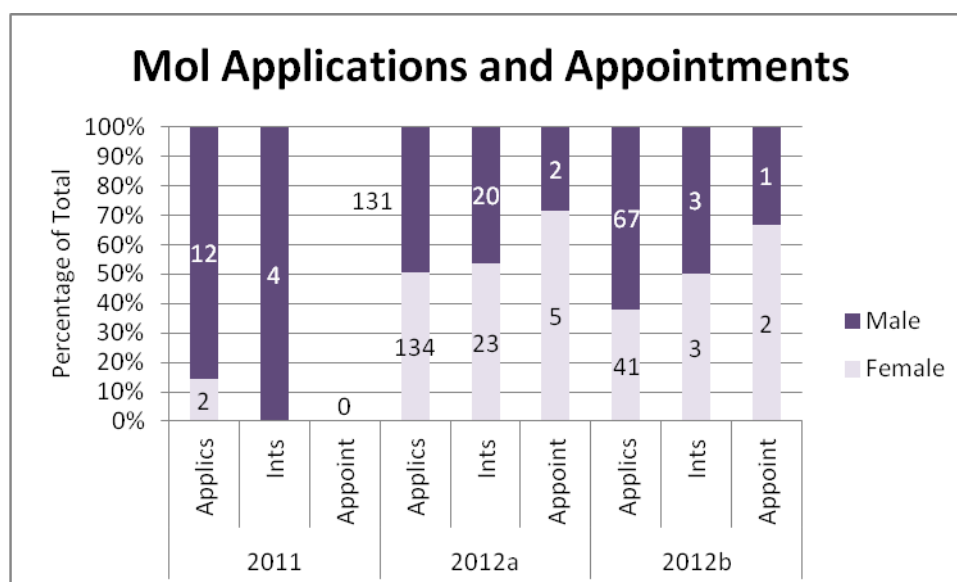
All jobs were level 5.

b)



All jobs were level 5 except 2012b which was level 4.

c)



Jobs were level 6 2011, level4 2012a and level 5 2012b.

Following the observation that the shortlist for 2 academic posts in Biology was all-male (8/8), resulting in 2 male appointments, we reviewed and reworded our advertising in 2011, specifically asking applicants to highlight their best 4 publications. This was to reduce the emphasis on numbers of publications, which can be impacted upon by career breaks, and is in line with the REF. The next post advertised used a shortlisting process which focused on the top 4 publications rather than the volume of publications. This resulted in a shortlist of 1F:4M (73 applicants). The female applicant was appointed (2012). This wording is now used in all our adverts for academic posts. Across SoLS, our appointments since 2011 have been 60.9%F demonstrating success of our recruitment approach.

- (ii) **Applications for promotion and success rates by gender and grade** – *comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.*

Analysing promotion data we found that information held by HR excluded applications from staff not progressing past the internal School selection process. This gave a biased representation of the outcome. We therefore generated our own complete data set including applications to the School internal selection committees and advised HR of the discrepancy.

Total data 2009-2013:

#### Applications

| To Level | School  | Female |       | Male                |                    |
|----------|---------|--------|-------|---------------------|--------------------|
|          |         | App.   | Prom. | App.                | Prom.              |
| 5        | Biology | 2      | 1     | 4                   | 2                  |
|          | BMS     | 3      | 1     | 1                   | 1                  |
|          | MOL     | 0      | 0     | 9                   | 4                  |
| 6        | Biology | 2      | 1     | 5                   | 3                  |
|          | BMS     | 2      | 0     | 9                   | 3                  |
|          | MOL     | 4      | 1     | 13 + 2 <sup>#</sup> | 4 + 1 <sup>#</sup> |
| 7        | Biology | 0*     | 0     | 5                   | 1                  |
|          | BMS     | 2      | 2     | 4                   | 2                  |
|          | MOL     | 1      | 0     | 3                   | 1                  |

\*No female applications to level 7 as no level 6 female staff until the promotion indicated below.

<sup>#</sup>level 6 (senior lecturer) to level 6 (Reader)

#### Biology

Success rates are proportional to applications. The number of applications to level 5 and 6 is strongly female-biased when the gender ratio of the staff at each level is considered. Approximately 86% of female staff at levels 4 and 5, 71% of level 4 males and only 37% of level 5 male staff applied for promotion.

#### BMS

Staff numbers are too small to make valid comparisons for promotion to level 5. Combining with levels 6 and 7 and considering the proportion of staff of each gender at each level, female applications are slightly higher than male (48% versus 47% respectively). Male success rates are higher than female, with the exception of level 7 where female application and success rates (see below) are twice those of the male applicants.

## MOL

Data suggest that over half of all MOL staff have applied for promotion over the period (32 applications for 54.3 staff – 3-year average). Although numbers are small for females, the proportion of female staff applying for promotion (43% versus 63% for male) and their success rates (see below) are lower than for male staff.

### Success Rates

| Promotion To Level | School  | Female | Male |
|--------------------|---------|--------|------|
| 5                  | Biology | 50%    | 75%  |
|                    | BMS     | 33%    | 100% |
|                    | MOL     | N/A    | 44%  |
| 6                  | Biology | 50%    | 60%  |
|                    | BMS     | 0%     | 33%  |
|                    | MOL     | 25%    | 30%  |
| 7                  | Biology | N/A    | 20%  |
|                    | BMS     | 100%   | 50%  |
|                    | MOL     | 0%     | 33%  |

The SAT identified inconsistencies in the promotion process between the component Schools, and that transparency of these processes needed improvement in SoLS. Anecdotally, female members of staff seemed less likely to apply for promotion, and a staff survey indicated that MOL female staff were largely unaware of how the promotion process worked.

**Action 3C** will address the need to ensure all female staff (especially those originating from MOL) are fully aware of the promotions process and criteria and gain support to build their own cases.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies

Our adverts clearly state the University's equal opportunities policy and include links to the University web pages where work-life balance information is readily available along with details about University childcare facilities. Staff are asked to suggest suitable applicants when positions become vacant and/or advise their contacts of vacancies. This widens the pool of candidates sometimes elicits applications from excellent ECRs who might not have considered themselves ready to apply. Candidates are asked to highlight their 4 best publications as 4a(i) above.

Applications are made available to all academic staff and managers via an on-line system (Vacancy Manager). Short-listing is carried out by short-listing committees. Clear reasons for in/exclusion were recorded independently/on-line by each committee member. The impact of career breaks on the publication record of candidates is taken into consideration. Candidates have an opportunity to explain any gap. Productivity is assessed pro-rata for candidates who have worked less than continuous full-time. To improve the process in SoLS we will provide mandatory E&D and unconscious bias training for all involved in short-listing and interviewing (**Action 3B**).

Academic and research staff and PGs are invited to presentations by short-listed candidates. Candidates meet the HoS, Director of Research, professorial staff of both genders and a wide range of staff of both genders, whom they have requested to meet, or who have asked to meet them.

Wherever possible academic interview panels are representative of the School gender profile, if not gender balanced. In Biology, panels were gender balanced for all academic staff appointments. In BMS, there were instances where staff availability or discipline/technology/research-specific requirements made this impossible. In MOL, unavailability of female professors meant panels were predominantly male. Nevertheless, for the last academic appointment all short-listed candidates were female. Chairs are chosen from outside the School and all trained by HR to ensure no candidates are disadvantaged. Information on the appointment process is available to all candidates and members of the panel and monitored by HR to ensure compliance.

Data from all stages of the academic and research staff appointment processes will be retained within SoLS to ensure effective monitoring of recruitment (**Action 3B**). Data will be explicitly assessed for gender balance and any imbalance used to inform modification to the process (**Action 3D**).

- (ii) **Support for staff at key career transition points** – *having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.*

We have identified three key areas of attrition:

**1. A drop in the PGR %F compared to UG/PGT**

We suspect part of this drop is due to recruitment of a high number of PGR students from abroad. Women may be less likely to want to travel/live abroad, especially if they have a young family. This will be further investigated and recruitment process modified as necessary (**Action 2C**).

**2. A considerable drop between postdoctoral researcher and lecturer**

Our postdoctoral research population has been stable between 55-58%F, in-line with our student gender ratio and well above the Biological sciences

benchmark (47.4%F). Permanent level 4 was 37-42%F, but recent male promotions mean it is currently 60%F. There is a drop to around 30%F level 5 permanent staff.

Our largest loss of female scientists across the career pipeline occurs between postdoc and lecturer, indicating two things, first, we fail to appoint from our own pool of postdoctoral researchers. Second, that we have been historically unsuccessful at recruiting females to maintain the F/M ratio in lecturer appointments.

### **3. A considerable drop between level 5 and levels 6/7**

There is a further drop to the associate professor level, with level 6 only 13-14%F. This indicates female staff are failing to progress to the highest levels.

#### **Activities to support Postdoctoral Career Development**

Schools have provided a variety of support. SoLS has retained the following main elements of career development and networking for postdoctoral researchers which have all been effective:

Bi-annual **Postdoc Forum** (MOL) and **Postdoc Coffee** (Biology) provide career advice and information on any school-related issues and networking opportunities. Only 4.5% of Biology survey respondents said sessions did not interest them/were not useful.

A bi-annual **Postdoctoral Research Symposium** provides formal presentation experience (Biology, BMS). 79% of Biology survey respondents found this useful.

Monthly **Young Researchers Forum** for informal presentation of research and networking with peers (Biology, BMS).

To enhance recruitment of talented ECRs (who may progress to permanent positions) we have also introduced an annual **Fellows day**. The first one (Sept 2013) invited two female applicants for UoN Anne McLaren and NRF fellowships to meet academics and present their research. In addition, external fellows and postdocs are invited to speak at our internal seminar series.

#### **Activities to support transitions to lecturer and professor**

We have a number of support mechanisms in place. We have improved recruitment (see 4a(i)). Promotion criteria and personal development needs are discussed at PDPR meetings at least annually, and may be discussed with mentors. Appropriate training from within the University's Professional Development Department portfolio is then selected. Many senior staff provide additional support/encouragement. Staff involved in teaching have a teaching mentor and the HoT provides training sessions on effective teaching strategies and support on teaching workload and expectations.

The APPLE scheme is particularly successful. Since this started in 2005, 65 female SoLS staff have attended courses. APPLE includes sessions on

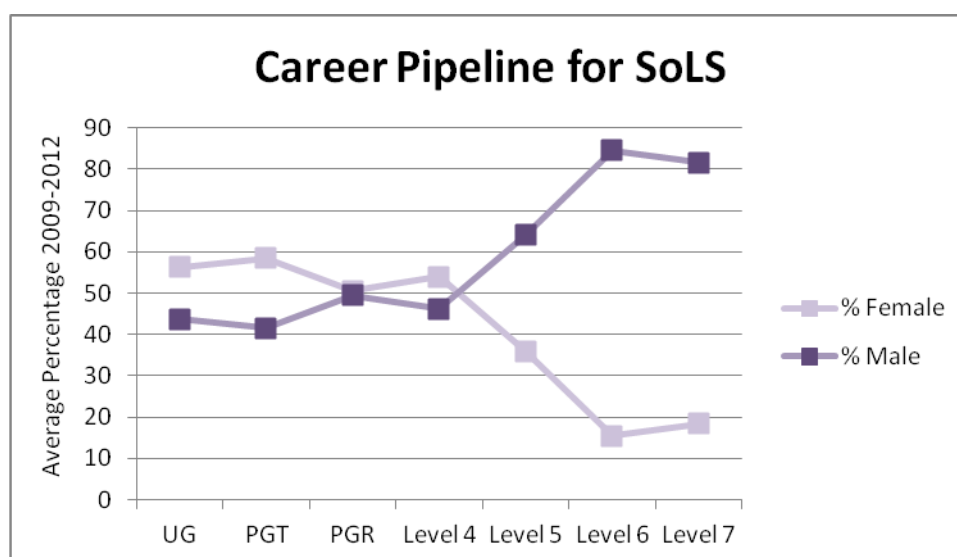
Leadership, Project Management, Line Management, Time Management and Promotion as well as sessions specifically designed for researchers to develop their CVs, assess and plan their career pathway. Many sessions run as stand-alone training and add to many courses run centrally. Workshops on 'How to get a Fellowship', CV clinics and careers sessions have been most useful to postdocs.

Professorial and postdoctoral staff have run sessions on applying for Fellowships and held careers events, which have been highly successful and received very positive feedback.

There are examples of PhD students securing postdoctoral research positions within SoLS, and postdoctoral researchers moving between groups, being appointed as senior research fellows, independent fellows and lecturers within SoLS, or other academic institutions. Thus we are having some success helping ECRs and students achieve transition in the early stages of an academic career. These data have not been routinely collected and we do not have an accurate picture of the career paths of these individuals. SoLS will implement monitoring of career paths to assess whether the measures described above are helping them to achieve timely transitions during the early stages of their academic careers (**Action 4A**).

One element that was identified as missing from School development and training opportunities, was support for academics on teaching-only contracts, or for whom teaching (as compared to research) was the major focus of their activities. To address this, the SoLS Head of Teaching (HoT) instigated a workshop (summer 2013) to support promotion via the teaching-only route. This will be repeated annually.

The career pipeline graph below illustrates that we are beginning to have some success in reducing the gap between proportions of male and female staff at the highest level. The graph uses our average values 2009-13, for each career stage.





One female SoLS professor was selected for the University Research Leadership training programme. This will provide insight and ideas for future staff development and training within the school particularly for female staff aiming for the highest levels. Analysis of staff undertaking training, found few SoLS staff have recently attended the University WAND course, which is a professional development course for professorial staff. This will be addressed as part of **Action 4A**.

APPLE sessions are successful in empowering female postdocs and academic staff to build the required skill set and research credentials to achieve promotion. What is missing is additional support for long-serving staff who have continued at level 5 and who arrived prior to the introduction of mentors and other support measures (financial and reduction in teaching load) that are systematically offered to new staff. By far the majority of these staff are men, however we now need to address this so that this group of staff are not left behind (**Action 4B**).

## 5. Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

All staff, full or part-time, fixed-term or permanent contract, have a compulsory, major annual performance/activity review, linked to salary progression. This is known as PDPR and takes into account all staff activities, including management, administration, teaching, research, tutorial and pastoral duties, open day and outreach activities. This provides an opportunity to discuss goals, training needs, work-life balance issues, publications, grant-writing activity and any other issues the individual might wish to raise. Training is provided for both appraises and appraisers. All staff have the opportunity to request an alternative PDPR reviewer. The system requires follow-ups throughout the year, with at least one defined date for a minor review, giving an opportunity to discuss issues staff may face achieving their development goals.

Our survey of Biology postdocs addressed PDPR: 50% of respondents agreed it was useful, however 18.2% did not see it as valuable/productive. To ensure that the needs of all staff are addressed, we need to improve this process, in particular the use of the personal development section. In BMS, development needs were passed onto the School Professional Development

Committee for action, moving forward we need to ensure this happens across SoLS (**Action 4C**).

The main PDPR takes place in April prior to the annual call for promotion candidates, sent by the HoS to all academic staff in September. PDPR provides a timely point of discussion about aspirations, suitability and criteria for promotion. Support in preparing promotion applications is available from the HoS as well as PDPR/line managers. Personal feedback is provided by the HoS for all candidates.

Promotion criteria depend on job/contract type, but include research, teaching, university and academic service, good citizenship (e.g. leadership, management, administration, collegiality, knowledge transfer or pastoral care within the University, outreach, grant/paper reviewing, membership of editorial boards, committees and other advisory groups).

Quality is assessed by 'Student Evaluation of Teaching' for teaching, and criteria including grant income and impact factor for research. There is an expectation of high quality across the board. These criteria now incorporate pro-rata expectations for staff working less than full-time (see below). Candidates are requested to detail any significant periods of leave or personal circumstances which they consider have had an impact on their output.

Promotion criteria are set out very clearly by the University. **Action 3C** requires PDPR reviewers ensure staff are provided with information they need, as well as advice about their individual progression towards promotion.

Translating the University policy into success in SoLS has been a challenge that we feel we are beginning to address. This can be illustrated with reference to a female academic from BMS who has been promoted twice (2010 to level 6 and 2013 to level 7) while on maternity leave (two 6 month maternity leaves (Dec 2010-June 2011 and Sept 2012-April 2013), demonstrating the process not only accounts for career breaks, but that staff maintain a good level of contact during leave periods and their progression continues to be considered throughout these periods. This member of staff returned part-time (80%FTE) after the first maternity leave and continues to work this percentage.

- (ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

New staff are given induction material, which provides basic housekeeping information and key staff roles, covers questions such as 'How can I become a committee member?', 'Can I get financial support to attend a scientific meeting?', promotes the University new staff website and includes details of SoLS-specific policies on flexible working, our core hours and dignity training.

In BMS and Biology all new staff were protected from teaching for the first year, after which teaching was phased-in over the next 2-3 years. In addition, they were provided with £18-£20K flexible funding to be spent as they wished and in most cases a studentship, underwritten by the School in the absence of external funding and newly refurbished laboratories. This package has clearly had a positive impact: almost all new lecturers have received major external awards within their first few years in post and are REF returnable. In SoLS we have continued to follow this model. Subject-specific support is provided by the broad subject-based research group colleagues.

New researchers are contacted by the postdoc forum and are invited to postdoc 'coffee' sessions. These have included advice on applying for grant funding, boosting CVs, PDPR, redundancy, feed-back on Athena SWAN and staff meetings, researchers' website, networking opportunities, training opportunities, general mentoring and support. From the Biology survey, 63.6-72.7% agreed elements were useful.

- (iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

Support is provided for all students regardless of gender, race or disability. We are aware that there are female-specific issues, in particular there may be a small number of role-models and issues students are not comfortable discussing with a male supervisor. The latter may also be true for male students.

All students have a personal tutor and second supervisor, with whom they can discuss all aspects of their work, career options, and any other issues where they need support. Alternative tutors are available on request. All can also contact independent advisors within the University. This provides alternative support for problems the student does not wish to raise with their supervisor. Mentoring for students/ECRs is something MOL has done well, with sessions targeted at these groups.

SoLS has tutors, welfare officers and postgraduate student advisors of both genders. These duties are recognised in PDPR and our workload model (see 6bii). A student support post was created early in 2013. This is a full-time academic with focus on student study needs and outreach. The SoLS Employability Partnership agreement provides delivery of careers advice for UGs and PGs (50:50 female:male staff). Childcare hardship grants for overseas PGs are available, and help with applying is given when required.

Support is well advertised for all students. We run a School induction day for all PGs including staff and students involved in student support. The Graduate

School runs induction and social sessions for PGs and produces a comprehensive handbook.

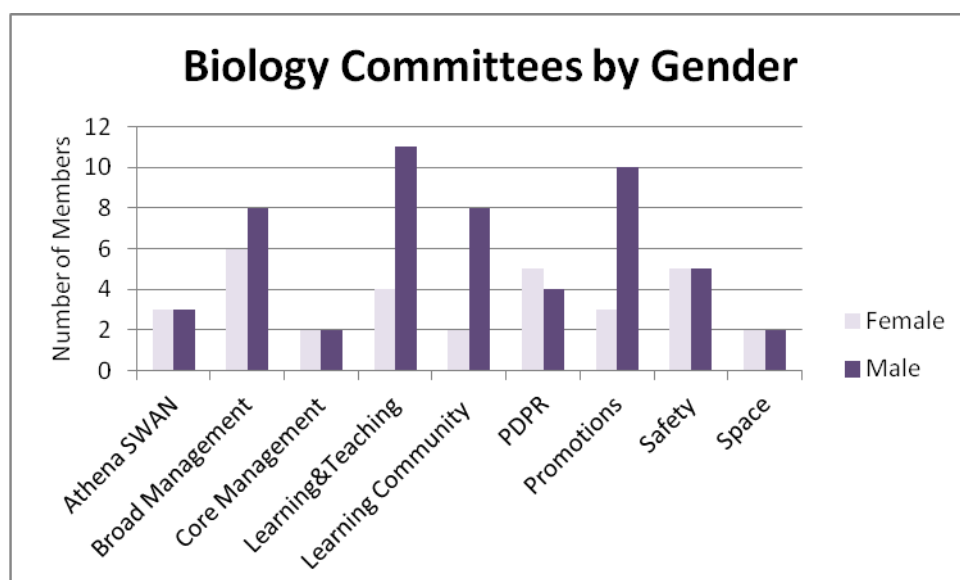
Careers sessions run by all three Schools have been well attended and received very positive feedback from ECRs and PGs. Female PGs from Biology organised their own careers event with support from a female Professor who spoke at the event.

Despite extensive advice and guidance our survey suggested that the vast majority of PGs anticipated a career in academia, which is heartening but suggests that they are not fully considering the alternatives. Tutors and supervisors tend to leave career discussions until the later stages of a PhD or postdoc. Earlier attention would ensure students and ECRs have the relevant information in a more timely fashion. This will facilitate realistic aspirations and training to fit their career goals (**Action 4D**).

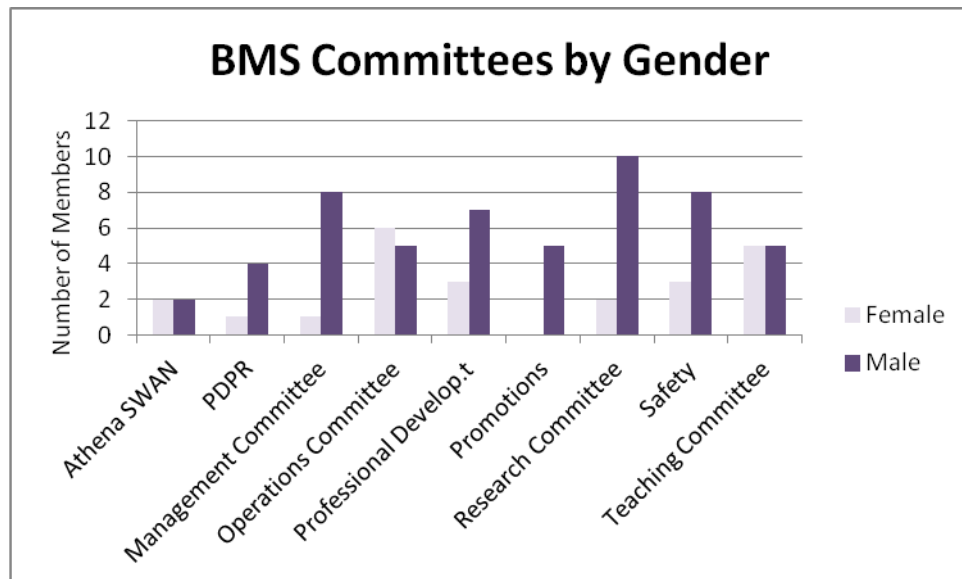
## 6. Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

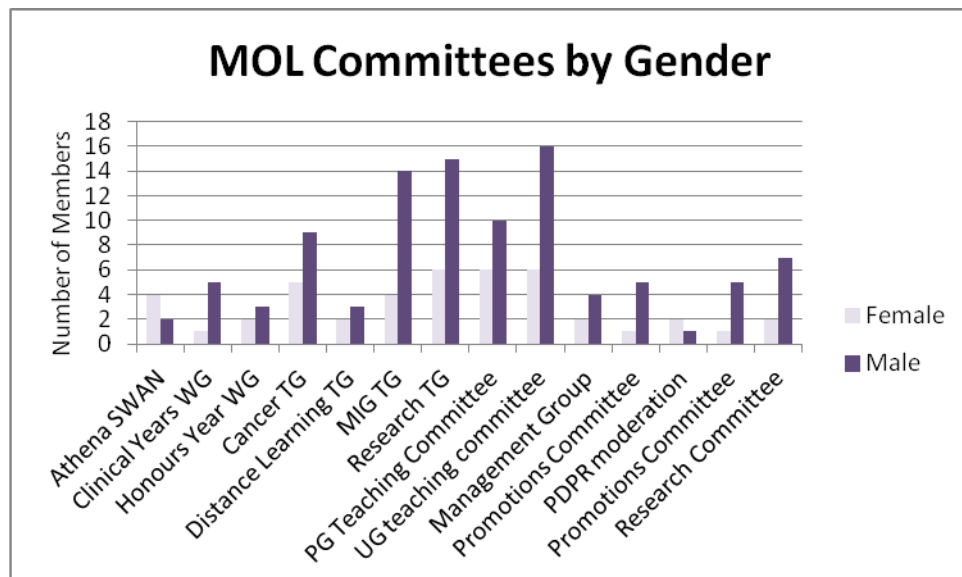
a)



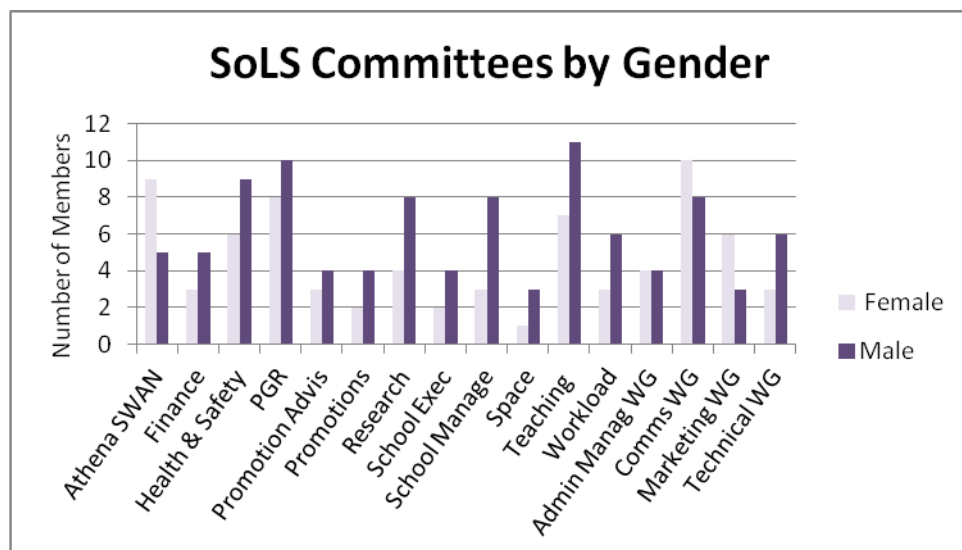
b)



c)



d)



Historically, committee membership and chairs were based on experience/seniority. As a result the numbers of female staff on committees have not always reflected overall School gender profiles. This was a clear area that needed improvement.

Analysis of committee structures across the component schools showed variations in committee make-up. Using the PDPR moderation committees as an example:

Biology: 5 professors, HoT, School Manager, technician and HR, **5F:4M**;

BMS: 3 professors, Director of Operations, HR, **1F:4M**,

MOL: HoS, School Manager, HR **2F:1M**.

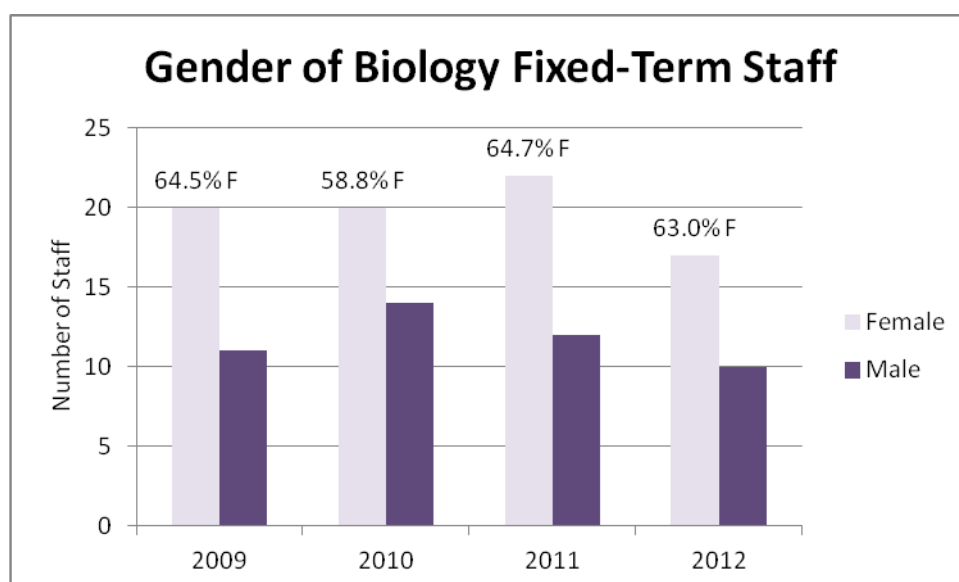
Athena SWAN committees in Biology and MOL included academic and administrative staff, postdocs and postgraduate students.

SoLS committees have %F higher than the academic staff %F. Most Working Groups (WG) have >50%F with Marketing the highest at 66.7%F. Consistent with these changes, 28.6% of committees have a female chair, in-line with the academic staff %F.

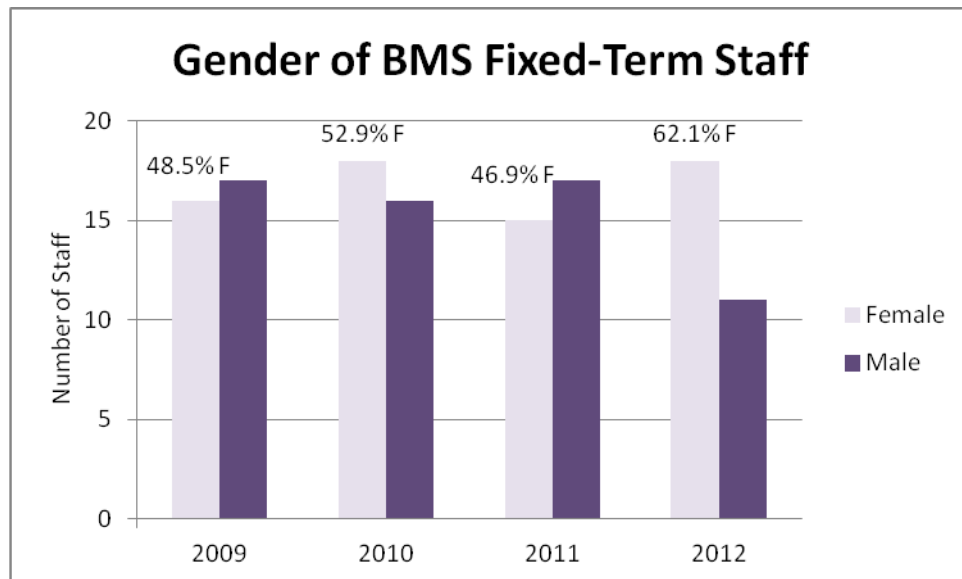
We have regular all-staff meetings as major information and decision-making points. All academic staff, senior managers, postdoc and technical staff representatives are present, and speak equally.

- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

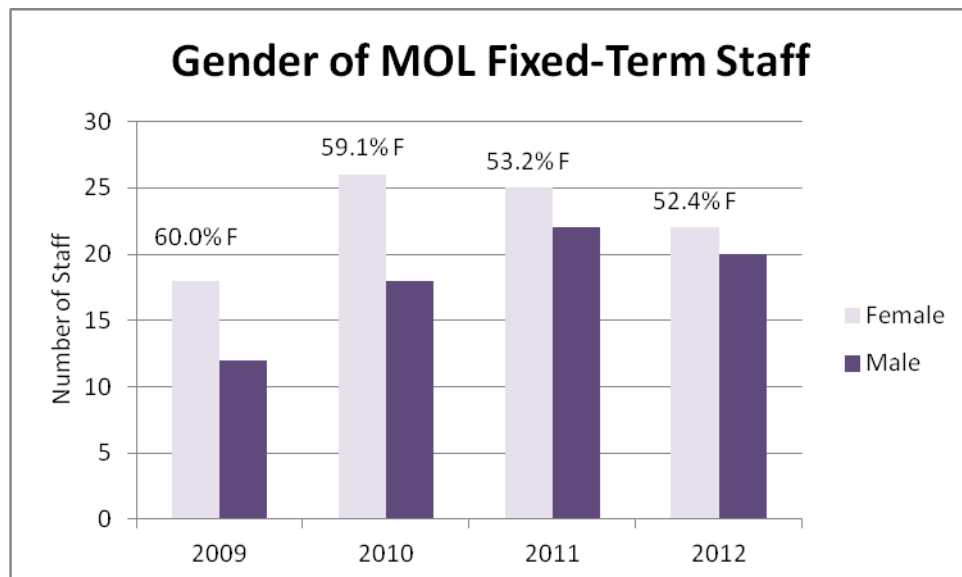
a)



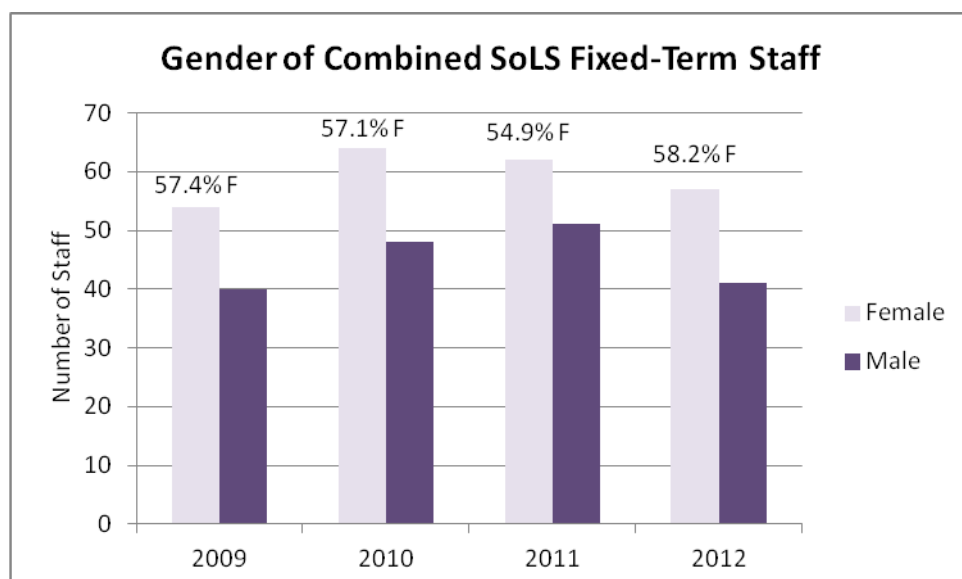
b)



c)



d)





In every case bar BMS 2011, the %F of fixed-term staff was well above the Biological sciences benchmark of 47.4%F. Inevitably there is high turnover of this group and the fluctuation in values reflects this. Turnover is driven by the three-year fixed-term nature of research posts, rather than by any gender-related factor. As with permanent academic posts, appointment is based on merit. Recruitment is in-line with the graduate %F, hence the goal is to maintain slightly more female than male postdoctoral researchers.

The majority of fixed-term staff will not progress to permanent positions at the same University, as permanent vacancies are far fewer than the number of fixed-term leavers. Although it is difficult to track their career progression, our anecdotal evidence suggests the majority of fixed-term staff continue in science-based employment of some kind. **Action 3A** will provide useful feedback on the effectiveness of our training and mentoring/support.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

The major issue affecting these areas is the relatively small proportion of (particularly, senior) female staff. As a consequence, we risk overloading these staff with committee responsibilities, with severe implications for their research and teaching success. Although administrative tasks are factored into workload models and promotion decisions, there is currently no route for academics to achieve promotion via an administrative route alone. Research and teaching success are the major reasons most staff chose an academic career. We have sought to ensure that we combine protected research time with opportunity to contribute to decision-making for all academic staff.

- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

The mechanism for selecting representatives depends on the committee in question (see above). In some cases membership is limited to professors.

Staff are actively encouraged to be involved in a variety of department/faculty/university roles. These include becoming members of Senate and Council; Research Board and Innovation Board; roles in teaching and learning networks, university research priority groups, cross-School admissions committees and involvement in various cross-discipline graduate training centres. Many of these opportunities are not limited to professors.

Steve Hill ex-BMS HoS said:

*“Committee make-up reflected the number of female professors we had at the time. Vicky [Chapman] was promoted during my headship and was protected for two years from senior administrative roles. She then joined management committee and research committee.”.*

All female professors have served on at least one decision-making committee over the period. Where membership is not limited to professors 55% of level 6 and 60% of level 5 female staff have been involved in school and/or University committees. The same is not true for male staff. With far more male staff, the level of individual opportunity decreases.

The associate professor/professorial %F within the School is lower than desired. The risk of ‘committee overload’ is an important issue (see above). SoLS has addressed this by including non-professorial representation on working groups and committees in key decision-making areas. In addition, a much higher proportion of female staff have been recruited recently (4a(i)).

To boost the experience of more junior female staff we will create an observer role (**Action 5B**), whereby lecturers attend committees for a time before being given responsibilities. This would enable them to gain a clear understanding of policies and School structure, and will ensure that the committee profile in SoLS is improved without committee overload.

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.

All administrative responsibilities, including pastoral/tutor duties, service on committees, including WinSET and Athena SWAN SAT form a formal part of appraisal and may form basis of promotion or salary increments. One example of this that started in Biology and has been extended into SoLS, is that the SAT chair has been paid 20%FTE specifically to work on Athena SWAN.

A new workload model is being developed which builds on previous workload distribution systems in the component Schools, and is based around the University’s overarching workload model. Schools are required to populate the University’s model/planner with school-specific details of teaching/deliverables. Additional activities, including research, academic service and citizenship are added for each staff member. Once complete this will inform PDPR target setting and assessment of activities and promotion applications (**Action 5A**).

Discussions around the time allocation for particular activities occur at a School level. The model uses an FTE of 36.25 hours/week, reduced for part-time and circumstances such as: PGCHE allowance, Maternity/Paternity, Secondment, Programmed Activities/Clinical Placements and Study Leave. Workload for teaching includes an allowance for preparation, delivery and assessment and this varies according to course specifics and the staff member. For example Early Career Academics are allocated twice the preparation time of their more experienced colleagues.

Academic service covers a range of activities including administration and leadership related to teaching and research, e.g. year tutors, research group leadership, committee membership, committee chair, REF co-ordinator, HoS. Activities under this section will be banded by the school.

Citizenship includes activities where academics represent the University which have been previously less prominently acknowledged than those listed above. For example: public-engagement/outreach, medical admissions, attendance at exam boards, graduation and open days.

All staff are able to see an anonymised overview of individuals' workload within the School. Currently we have no system for formal rotation of duties, nor of systematically ensuring career stage is considered, other than to limit responsibility for new/early career staff. Many of the responsibilities with the heaviest workload fall on the most senior staff. Of these, the only position with a formal tenure is HoS. Developing a system to rotate responsibility to consider career benefit and workload of the role is something we aspire to, but is a long-term goal, as we cannot start to address this until our workload model is finalised. This therefore is part of the later stage of our action plan (**Action 5B**).

- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Since 2008, we have transformed timings of departmental meetings and social gatherings to ensure activities, almost exclusively, take place during core hours (9:30am–4:00pm). Some exceptions remain, for example the annual Ransom Lecture with clinical focus, takes place at 5pm, after clinics have finished. Public lectures (e.g. inaugurals) are scheduled after core hours to encourage external participation.

Retirement/leaving celebrations are frequently mid-morning. Larger parties or post-seminar networking sessions often extend past 4pm, but all work/networking elements are finished by 5pm to allow for collection from child-care. Where gatherings are purely social and extend past 4pm, staff are encouraged to return with their children or after transporting them home. Advance notice for these events, allows alternative child-care arrangements to be made, if desired.

One exception identified recently was The Young Investigator meetings (for PGs/ECRs) which had been starting at 5:30pm. Meetings are supplemented by refreshments followed by further socialising for those interested. A new female postdoc with childcare responsibilities prompted a discussion and vote about moving to lunchtime. Some participants involved in clinical research projects are unable to break at lunchtime to attend a meeting. A compromise was reached, whereby half the meetings are now at lunchtime and half at 4pm, allowing all members to attend at least sometimes.

One core activity for most academics is teaching. The teaching timetable runs from 9am-5pm and it would not be possible to condense this without reducing student choice. However, the timetabling administration team request that staff with child-care or other personal restrictions make these known. Wherever possible, teaching carried out by these staff is then fixed within core hours.

We need continued awareness of school drop-off/pick-up times and holidays, and certain cultural needs, but generally feel this is something we do well. What is lacking is a formal process for checking that, particularly small group meetings, conform to these expectations (**Action 5C**).

- (iv) **Culture** –demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

SoLS is spread across several buildings. Ensuring staff and students feel part of a single entity has been a focus of considerable energy over the last two years. Prior to the merger, Biology and MOL were split across different sites, so to a lesser extent this has always been an issue. The successful use of communal coffee rooms, social seminars, student-focussed events (see 8) and annual whole-school staff training/development days has led to a School with a very inclusive feel to it. Respondents in the staff engagement survey agreed staff were treated fairly regardless of gender (89%) and caring responsibilities (77%).

Despite the wide range of scientific interests of its staff, there are many shared goals and productive interactions. Staff are generally considerate and caring whilst maintaining a professional and courteous approach to each other. Most people are busy, but there are numerous examples of staff going out of their way to help colleagues when things go wrong or where illness or bereavement mean someone is unavailable (e.g. see case study 1).

High standards of professional behaviour are expected of all staff. Generally, staff are aware of the importance of professional conduct in the workplace. Mediation and support structures are in place should an instance of poor or intimidating behaviour occur. Interventions, including disciplinary procedures, where needed (rarely) have been taken via HR and HoS. The HoS and School Manager have an open-door policy, for staff to air concerns. SoLS has a female Dignity advisor and there are also University advisors. We feel the

dignity policy still needs better support and publicity, both locally and centrally (**Action 5D**).

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Over 50 SoLS staff and many students, of both genders, play active roles in outreach activities aimed at the general public of all ages. This includes many activities for children, but also levels of scientific information aimed at adults. Biology and BMS had female Outreach Officers, who trained staff and students interested in participating in outreach, co-ordinated outreach events in local schools, (mainly secondary/sixth-form level) and hosted on campus. All staff and students participating in outreach training were mentored.

We also had specific grant funding for two female postdocs, sharing a 3-year post running outreach activities. This 'OPAL Project' was the 2011 runner-up in the National Lottery Best Environmental Project Award.

Outreach is formally recognised in the workload model and PDPR as citizenship. For PG students, outreach is recognised by 5 training credits (students must accumulate 24 training credits over their PhD).

## 7. Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
- (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

The Biology maternity return rate has been 100% (5 maternities). BMS and MOL (7 maternities each) both had one individual who took maternity leave and did not return to work in 2009 due to expiry of fixed-term contracts. Since then, both schools have had a 100% return rate. SoLS provides support via flexible working on return, maternity cover and research support (if applicable) both during maternity leave and on return.

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

There was only one instance of adoption leave during the period, for a level 5 female. Total paternity leave for 2009-12: Biology 2, BMS 3, MOL 6, all level 5. To the SAT's knowledge there have been no instances where there was an entitlement to either paternity or adoption leave that was not requested, and certainly no instances where either was requested but refused.

- (iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

The only central flexible working records are for unsuccessful applications. As there are no records for any of the component schools we are confident that no-one has been refused a formal application to work flexibly. This gives a nominal success rate of 100%. This figure is meaningless without numbers of applications. We are aware of formal applications for flexible working from females: a senior manager, a professor, level 4 and 5 fixed-term research staff and one male, level 5. This includes three instances of job-sharing and several requests to work fractions of full-time (50-80%) on return from maternity leave (see below) or to facilitate caring.

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Job-sharing, part-time and flexible working are well promoted in job adverts, and our induction material. The majority of flexible working is agreed informally across SoLS. School management have a good track record in accommodating flexible working, including part-time, job-sharing, flexible hours and working from home. We have a wide set of examples, mainly, but not exclusively, of female staff at all levels, including professors, of flexible working which is valued by staff and management alike. In most cases this is arranged with the PI for postdocs and HoS/School Manager for academic staff. Flexible working tends to be around varying start and finish times to allow for school drop-off/pick-up, or to avoid traffic, especially when staff travel some distance. We also have a good record in managing the run-up to, and return from, maternity leave, accommodating carer leave and flexibility to visit (unwell) family abroad.

There is no formal monitoring procedure, essentially the system relies on trust and good working relationships. Staff feel able to make requests and management feel secure in agreeing. Formal annual leave and out-of-office, for example to attend conferences, grant panels or external examining, is

monitored, but otherwise it is left to the individual to manage their own time. In considering our working practices moving forwards the SAT feels it would be useful to monitor flexible working, in particular to identify groups with low take-up, where there may be a risk of a local culture making it difficult for individuals to feel flexible working is an option (**Action 6A**).

In addition, although it appears most staff are aware of the options and most managers comfortable with current practice, we intend to provide training to help managers promote and support flexible working (**Action 6B**).

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

PDPR, the School Manager and HoS support female staff prior to, and on return from, maternity leave. Research, teaching and administrative cover are provided as necessary and flexible working supported.

Cover may be via existing staff taking on additional lectures/students or may require a teaching replacement. Two instances illustrate this. A teaching-only academic took a year's maternity leave. The school appointed a replacement, ensuring opportunity for an extended hand-over, before the existing role-holder went on leave. On her return there was also a period of overlap. The start-date of an ECR was delayed by 12 months to allow for her maternity leave to be taken with her existing employer. The (female) reserve candidate covered the maternity leave. Other examples of support include grant-writing support (see case studies) and employment of research cover to continue project work during maternity leave.

Staff on maternity leave have 10 'Keeping in Touch days' to maintain contact with colleagues, stay informed about work issues, progress of projects and other relevant developments.

Role models within SoLS, who have had experience of the issues surrounding maternity leave, frequently provide advice.

On return staff have requested changes in FTE to ease the transition back into work, for example one fixed-term postdoc returning from maternity leave has reduced to 0.6FTE for 6 months after her return.

Our practice is generally good but it is difficult to evidence with no formal monitoring of the return process. Formalising this process is important and would be useful to all concerned (**Action 6C**).

5651 words (651 extra)



## **8. 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.

SoLS working practice embeds Athena principles and our flagship policy is 'fairness and equality of opportunity for all'. Our Action Plan complements the School alignment plan. The two were developed side-by-side and have many shared goals. Primarily we strive to provide a positive and supportive working environment for all our staff and students, in order that each person can maximise their individual achievements and contribute to the success of others.

We have worked hard to boost inclusivity with a large variety of networking and socialising opportunities. All academics and their research groups are part of a broader subject-based research group, including colleagues from across SoLS, these groups meet regularly. Shared offices both for students and fixed-term staff provide a friendly and open working environment. School away-day events include training and social elements. School-wide events such as the Post-graduate Forum, where PG students present their work, followed by a barbeque are very successful and enjoyable family events. Many staff and students are joined by their partners and children. Hence there are no issues about excluding those with child-care responsibilities. There is also a Graduation Party held by the School to which students bring their parents/guests and student awards are presented. At all social events there are food and drink options to suit all cultures and dietary requirements.

Communication is key to inclusivity. School News includes details of all successes, including grants, papers, teaching awards, scientific prizes, births, weddings of any/all school members. Academic staff meetings and all-staff meetings are held to ensure developments, new appointments, student support and teaching processes and Athena SWAN actions and data are disseminated widely.

We aim for continued improvement in every area of our working practice. We have contributed to the University processes, for example, liaison with University HR has refined the ways in which data for Athena are presented, for example splitting staff data by level as well as gender; and adding extra categories to be reported centrally, such as postdoctoral/research staff job applications and appointments, (previously incomplete and where existed, only held for 6 months).

Biology held a highly successful drama for training session, focussing on key gender equality issues. This included Athena SWAN ways of working, sexual harassment and techniques to help women speak effectively. This stimulated useful discussion and addressed some areas of concern, in particular some subconscious behaviours and attitudes, as well as encouraging more gender-

free language in the workplace. This is being used as a template to provide dignity training for all academic staff in SoLS (**Action 5D**). Attendance will be compulsory and monitored. This will ensure that all staff benefit and that as a School we are all on the same page as regards expectations of professional conduct and language, in interactions and communications with both colleagues and to students.

We will use our Action Plan to fine-tune areas requiring improvement and further build on the firm foundations provided by work in the component Schools and on the harmonisation that has occurred over the last 18 months.

498 words

## **9. Action plan**

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations for the next three years.

### **Notes and Key to Action Plan:**

- Actions are numbered as referred to in the application text.
- References identify the section(s) relevant to each action.
- Actions are prioritised 1-3 where 1 is the highest priority
- Abbreviations and Definitions as listed on p2 of the application

\* Progress log column for SoLS internal use 2013-2016

|        |           | ACTION PLAN   |          | SCHOOL OF LIFE SCIENCES, UNIVERSITY OF NOTTINGHAM, 2013-2016  |   |   |            |                                 |   |               |
|--------|-----------|---|----------|---|---|---|------------|---------------------------------|---|---------------|
| Action | Reference | Description of action   | Priority | Action taken already and outcome at November 2013   | Further action planned at November 2013   | Responsibility  | Start date | Timescale                       | Success Measure   | Progress Log* |
| 1      |           | Baseline Data and Supporting Evidence   |          |   |   |   |            |                                 |   |               |
| 1A     | 2c        | Set up Life Sciences data repository to incorporate baseline staff and student data | 2        | Intranet resource and administrative support in place. Staff and student data up to and including academic year 2012-2013 added               | Addition of new data under staff student, categories as they become available. Publicise repository to SoLS staff | Athena SWAN/WinSET Officer (Tony Stevens)/HR to compile. Ben Bennett and admin team to transfer Communications committee (Vicky Chapman) to publicise | April 2014 | Bi-annually, April and November | Data sets up to date and accessible to staff in SoLS  |               |
| 1B     | 2c        | Maintain annual updates of data analysis  | 2        | Access details given to AS SAT members and administrative support staff. Analysis of data up to and including academic year 2012-13 completed | Analysis for 2013-2016 and trend analysis for period to be completed  | SAT data analysis representatives (Tamsin Majerus to lead). Report to School Executive and SAT  | May 2014   | Annually May                    | Data analysed using silver application as template for analysis categories. Trends identified and reported to SAT |               |

| Action | Reference | Description of action   | Priority | Action taken already and outcome at November 2013  | Further action planned at November 2013  | Responsibility  | Start date | Timescale  | Success Measure  | Progress Log* |
|--------|-----------|---|----------|--|--|---|------------|--|--|---------------|
| 1C     | 2c        | Analyse/monitor University staff satisfaction survey results – in particular results for academic and postdoctoral/ research staff. | 3        | Analysis of 2011-12 staff survey results completed, actions identified and passed to School Exec and SAT. These have informed the development of this plan and school processes e.g. additional information disseminated at whole school meetings, increased face-to-face meetings and focus groups provide staff opportunities to contribute to policies and decision making. | <p>Analyse SoLS results for 2012-13, 2013-14 and 2014-15 as they become available. Identify any changes/trends and/or any areas for concern.</p> <p>Areas where we fall below the benchmarks or the lowest 3 ranked areas to be passed to SAT and School Exec for follow-up and development of improvement plans</p> | SAT survey representatives (Liz Sockett, Lucy Fairclough, Jeanette Woolard and Tamsin Majerus); School staff survey representative Pam Kerr | April 2014 | April 2014-July 2014; April 2015-July 2015; April 2016-July 2016 | <p>SoLS results compare favourably with University and Happy People Benchmarks.</p> <p>Areas where we fell below the benchmarks previously, improve year on year. Where above benchmark, maintain or improve results</p> |               |

| Action | Reference | Description of action   | Priority | Action taken already and outcome at November 2013   | Further action planned at November 2013  | Responsibility  | Start date | Timescale   | Success Measure   | Progress Log* |
|--------|-----------|---|----------|---|--|---|------------|---|---|---------------|
| 2      |           | <b>UG and PG Students</b>   |          |   |  |   |            |   |   |               |
| 2A     | 3bii      | Monitor female:male staff and student presence at UG and PG Open Days | 2        | Historical details captured where records remain. Preliminary listings for 2014 Open Days completed | Make adjustments to ensure female representation to ensure it is representative of school gender profile. Ensure plans incorporate opportunity for all staff and avoid overburdening individuals | Open Day organisers – Chris Wade, Jane Arnold Plus student organisers Caroline Anderson to oversee                  | May 2014   | Ahead of open days in June and Sept. 2014-2016 years for monitoring       | Open day staff and student helper gender ratio in line with average %F for staff and UG students          |               |
| 2B     | 3biii     | PGT student recruitment   | 3        | Advertising, literature and website has had preliminary update to include more female staff         | Completion of recruitment material update. Monitor applications and gender ratio on courses. Identify any course-specific gender issues. Modify recruitment to address if necessary              | Marketing WG (Vicky Chapman to lead). Course Directors for PGT courses. SAT data analysers (Tamsin Majerus to lead) | Dec 2013   | Dec 2013-March 2014. Data analysis annually, May 2014, May 2015, May 2016 | Maintain gender ratios at or above benchmark for all courses (with allowance for courses with intake <20) |               |

| Action | Reference           | Description of action             | Priority | Action taken already and outcome at November 2013  | Further action planned at November 2013   | Responsibility  | Start date | Timescale  | Success Measure   | Progress Log* |
|--------|---------------------|-----------------------------------|----------|--|---|---|------------|--|---|---------------|
| 2C     | 3biv<br>3bv<br>4bii | Proportion of female PGR students | 2        | Advertising, literature and website have had preliminary update to include more female staff | <p>More detailed analysis for PGR recruitment data including historic data where available, plus new data from 2013-14, 2014-15 to include:</p> <ul style="list-style-type: none"> <li>- subject/supervisor effects</li> <li>- country of origin effects</li> <li>- transition from PGT to PGR.</li> </ul> <p>Produce list of factors that impact on recruitment and corresponding actions to address them as necessary</p> | PGR committee (Ian Kerr, Pam Kerr, Markus Eichorn, Amanda Losinski) | Jan 2014   | Analysis Jan 2014 - Dec 2015<br>Follow-on actions Jan – Aug 2016 | <p>Analysis of recruitment data complete.</p> <p>Potential causes of %F dropping below benchmark identified, actions in place to address these.</p> <p>Increase in %F of PGR applications in line with benchmark</p> <p>PGR gender ratios at or above benchmark</p> |               |

| Action   | Reference      | Description of action   | Priority | Action taken already and outcome at November 2013          | Further action planned at November 2013   | Responsibility   | Start date | Timescale   | Success Measure   | Progress Log* |
|----------|----------------|---|----------|--|---|--|------------|---|---|---------------|
| <b>3</b> |                | <b>Key Career Transition Points, Appointments and Promotions</b>  |          |  |   |  |            |   |   |               |
| 3A       | 3b-vii<br>6aii | <p>Instigate exit surveys of research staff at the end of fixed-term contracts.</p> <p>Develop database of destinations of fixed-term staff</p> | 3        | Anecdotal records have been captured from recent departees | <p>Design exit questionnaire to include details of destination.</p> <p>Create exit process to include completion of questionnaire.</p> <p>Contact recent departees and request completion of survey where possible.</p> <p>Analyse responses to benchmark the success of our training/staff development against destination data.</p> <p>Produce list of factors that impact on employment and implement corresponding actions to address them as necessary</p> | SAT survey representatives, PDPR reviewers, Di Mitchell, Alex Tarr | Jan 2014   | Jan 2014-Jan 2015 survey and process in place. Analysis Feb 2015-May 2015 | <p>Survey all fixed-term staff immediately prior to, or within 6 months of departure.</p> <p>Demonstrate continued employment for all postdoctoral staff.</p> <p>Maintain %F of staff continuing in academia or research in line with postdoctoral (level 4) benchmark</p> <p>Report findings to SAT and School Exec. Factors and corresponding actions fed into 4A</p> |               |

| Action | Reference  | Description of action  | Priority | Action taken already and outcome at November 2013   | Further action planned at November 2013  | Responsibility                                     | Start date | Timescale  | Success Measure   | Progress Log* |
|--------|------------|--|----------|---|--|--|------------|--|---|---------------|
| 3B     | 4ai<br>4bi | Monitor gender balance of applications and shortlisted candidates for all research and academic posts<br><br>Formalise process of postdoc appointments | 1        | Historical pooled data analysed where available. Database for storage of application and shortlisting data for future vacancies created<br><br>Established database for fixed-term appointment data | Capture details for new vacancies. Assess gender balance.<br><br>Modify advertsing further if %F of applications remains below parity (3D)<br><br>Arrange Equality and Diversity and Unconscious Bias training for all staff involved in shortlisting and interviewing<br><br>Ensure all PIs are aware of need to log details of shortlisting/interviews for postdoc positions | Shortlisting committee, Di Mitchell, Hilary Martin | Dec 2013   | Dec 2013- June 2014 establish process<br><br>Staff training before June 2014 or prior to any future shortlisting or interview activity<br><br>Monitor data 2013-2015 | 100% capture of academic staff data<br><br>All relevant staff to have attended training<br><br>100% capture of fixed-term (postdoc) staff applications data<br><br>Increase %F of applications to parity<br><br>Maintain shortlisting %F in line with %F of applications<br><br>Maintain high level of female academic appointments |               |



| Action | Reference             | Description of action                                   | Priority | Action taken already and outcome at November 2013 | Further action planned at November 2013   | Responsibility   | Start date | Timescale  | Success Measure   | Progress Log* |
|--------|-----------------------|---|----------|---|---|--|------------|--|---|---------------|
| 3C     | 3b-vii<br>4aii<br>5ai | Staff awareness of promotion process<br><br>See also 5A | 1        | Detail of current process circulated to all staff | Ensure all staff discuss promotion criteria and personal options in PDPR and complete section in form, detailing needs<br><br>Analyse data on application numbers | PDPR reviewers, Promotions committee<br><br>Data analysis SAT (Tamsin Majerus to lead) | April 2014 | Annual PDPR<br>April 2014<br>April 2015<br>April 2016<br><br>Analysis of data annually<br>Sept-Dec 2014-2015 | All staff completed promotion section of PDPR form<br><br>Proportion of female staff applying for promotion on a par with male staff for all levels |               |
| 3D     | 4bi                   | Modification of staff recruitment (if required)         | (1)      | N/A   | Dependent of outcome of 3B  | Ian Macdonald, Di Mitchell   | June 2015  | June – Sept 2015   | Increase %F of applications to parity<br><br>Maintain high level of female academic appointments  |               |

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| 4      |           | <b>Career Advice and Support</b>   |          |  |  |  |            |  |   |               |
| 4A     | 4bii      | <p>Monitor PGR, and PD/ECR academic career paths to assess need, uptake and impact of support measures.</p> <p>Ensure discussions include career overview for fixed-term postdocs (see 4D)</p> | 2        | <p>Partial implementation in place, some PGR and PD/ECRs aware of and access training and support</p> <p>Many postdocs have already participated in APPLE and other career development opportunities</p> | <p>Advertise APPLE, professional development, mentoring and careers opportunities</p> <p>Ensure all PGR, PD/ECRs are assessed and staff are aware of opportunities</p> <p>Ensure line managers actively promote relevant opportunities and students and staff participate</p> <p>Survey PGR, PD and ECRs to assess success</p> | <p>Supervisors, PIs and research group leaders plus PDPR reviewers for postdocs/ECRs</p> <p>Advertising of courses Communications and SAT training team (Kim Hardie, Sonali Singh, Kimran Hayer and Alex Tarr)</p> <p>Survey, SAT survey and training teams (Liz Sockett and Tamsin Majerus to lead)</p> | April 2014 | <p>April 2014 – May 2016 process</p> <p>Survey and analysis June – Sept 2016</p> | <p>All PD/ECRs complete section on training needs in PDPR form</p> <p>Survey responses indicate 100% feel supported and find support beneficial</p> <p>Survey responses show increase in uptake of training and increase in number of respondents who find training useful</p> <p>Both measures were at 40.9%, new target 75%</p> |               |

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| 4B     | 4bii      | Address lack of support for long-serving staff. Ensure current support is available to all staff in post prior to introduction of support measures and who have been left behind in terms of career progression | 3        | All recent appointees have mentors as do the majority of female staff | Identify and arrange mentors for all academic staff requiring them<br><br>Investigate and publicise appropriate Professional Development opportunities<br><br>Ensure development and training needs are discussed and recorded in PDPR | PDPR reviewers, Research Group Leaders<br><br>SAT induction and training teams (Alan Huett, Alistair Chambers, Lucy Fairclough and Kim Hardie)<br><br>Professional Development committee, Hilary Martin | April 2014 | April 2014 – Dec 2016 | All staff complete training and development needs section of PDPR form<br><br>All staff requiring a mentor have one |               |

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| 4C     | 5ai       | Formalise process to pass development needs from PDPR process to School Professional Development Committee for training | 1        | This process happened in BMS, but as yet has not happened in SoLS as we have not yet completed this year's PDPR process | Set-up process to collate PDPR returns and pass to Professional development committee<br><br>Needs to be prioritised and appropriate training implemented | Hilary Martin to collate returns<br><br>Professional Development committee | April 2014<br><br>June 2014 | Annually April – June 2014-2016<br><br>June 2014- June 2016 | 100% academic and research staff survey response that they are aware of professional development opportunities and have been asked about their development needs in their PDPR<br><br>All training needs addressed over 2 year period<br><br>All staff with an identified need will have undertaken the relevant training within 2 years |               |

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| 4D     | 5aiii     | Formalise career outlook/overview in tutor/supervisor meetings for PG students and in PDPR for postdocs | 3        | Discussions occur towards end of study period/period of contract | <p>Ensure all tutors, supervisors and PIs are aware of need for discussion and for it to occur throughout degree/contract</p> <p>Capture outcome of discussion in current student reporting system and on PDPR form for postdocs</p> <p>Survey to assess impact</p> | <p>PG student tutors and supervisors for students<br/>PIs for postdocs</p> <p>Caroline Anderson (students) and Ian Macdonald (postdocs) to lead</p> <p>SAT survey team (Liz Sockett to lead)</p> | <p>April 2014</p> <p>April 2014 – May 2016</p> <p>Survey and analysis June – Sept 2016</p> | <p>April 2014 – May 2016</p> <p>Survey and analysis June – Sept 2016</p> | <p>All student records contain details of career discussion</p> <p>All postdocs complete career overview section in PDPR form</p> <p>100% survey responses that they have had career discussion and that it has been beneficial in goal setting and focusing career plans</p> |               |

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| <b>5</b> |           | <b>Culture, Communications and Departmental Organisation</b>  |          |  |  |   |            |                 |   |               |
| 5A       | 6bii      | Use workload model to inform target setting in PDPR and to inform assessment of promotion applications<br><br>Follow-on from 3C | 2        | Workload model under development, due to be rolled out early in 2014, which is ahead of the University timetable as SoLS is an early adopter of the University framework | Use workload weightings of activities to generate transparent PDPR targets for staff that incorporate the many different activities in the model<br><br>Factor workload into assessment of promotion applications and advice to staff concerning promotion criteria and personal options | HoS, Di Mitchell, Del Al'aldeen David Brook | Jan 2016   | Jan – July 2016 | Workload weightings fully incorporated into PDPR targets April 2016<br><br>Workload factored into promotions criteria by start of 2016 promotions round (Sept 2016) |               |

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| 5B     | 6bi<br>6bii | Develop a system to rotate responsibility to consider career benefit and workload for all committees as well as HoS, HoR, HoT roles<br><br>Create observer role to give more junior staff committee experience | 2        | HoS rotates on 4 yearly basis<br><br>Working group and some committee membership include non-professorial staff allowing experience and insight into these roles | Assess workload and career benefit for each committee and senior role<br><br>Create process to identify staff suitable/willing/ would benefit from committee responsibility<br><br>Define appropriate rotation timeframe for each role<br><br>Designate observer position on suitable committees and identify suitable role holders | HoS and School Manager with input from Committee Chairs, HoT, HoR, Research Group Leaders and PDPR reviewers           | Jan 2016   | Jan-July 2016                                     | Committee listings to include replacements 1 year ahead of replacement date<br><br>Observers identified and attending committee meetings for all relevant committees |               |
| 5C     | 6biii       | Monitoring of small groups and meeting timings<br><br>Link with 6A   | 3        | General awareness of school drop-off/pick-up times.<br><br>Majority of lab meetings and administrative meetings take place within core hours                     | Publicity of core hours to all PIs/research group leaders<br><br>Survey staff re meeting timings to identify any being excluded due to timing or having to make regular additional arrangements in order to attend meetings outside core hours  | Communications for Publicity<br><br>Di Mitchell to lead Research Group Leaders and PIs to survey staff in their groups | June 2015  | June 2014 – Dec 2015<br><br>Survey June- Dec 2015 | 100% of staff responses agree meetings are arranged to accommodate their flexible working patterns where possible  |               |

| Action                                  | Reference | Description of action   | Priority | Action taken already and outcome at November 2013                                | Further action planned at November 2013   | Responsibility   | Start date | Timescale  | Success Measure   | Progress Log* |
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| 5D                                      | 6biv<br>8 | Ensure staff are aware of and comply with School and University dignity expectations. | 1        | Training sessions have been advertised and staff informed they will be mandatory | Schedule and carry out training.<br><br>Advertise University guidance widely  | HoS, School Manager, Di Mitchell, Liz Sockett<br><br>Communications (Vicky Chapman)  | Dec 2013   | Dec 2013 – Jan 2014  | Monitor attendance ensure is 100%.<br><br>100% survey responses agree they are aware of university procedure  |               |
| <b>6 Career breaks/flexible working</b> |           |   |          |  |   |  |            |  |   |               |
| 6A                                      | 7bi       | Flexible working, small groups, monitor<br><br>Link with 5C                           | 3        | Widespread informal flexible working in place                                    | Publicise flexible working options<br><br>Survey staff awareness of options and opinion of whether a more formal process would be beneficial for line managers and/or staff wishing to formally work flexibly | HoS, and Communications<br><br>Di Mitchell and Jeanette Woolard to lead Research Group Leaders and Pls to survey staff in their groups | June 2014  | June 2014 – Dec 2015<br><br>Survey June- Dec 2015                        | Carry out survey of staff awareness and opinions of flexible working<br><br>100% staff survey responses indicate they are aware of flexible working options and happy with their own arrangements |               |
| 6B                                      | 7bi       | Flexible working training. Formal procedure and reporting as required                 | 3        | N/A  | Following survey (6A), instigate training and formal procedure as required/appropriate  | Di Mitchell  | Jan 2016   | Training March - June 2016<br>Develop policy if required Jan – July 2016 | All staff to attend training<br>Policy in place if required for 1 Aug 2016  |               |



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| 6C     | 7bii      | Formal process around return to work and support | 1        | <p>A variety of support and flexible working processes have been in place over the last decade plus. These have operated on an individual basis. They include flexible working in run-up to leave and on return, grant-writing support on return, teaching and research replacements/ support during maternity leave and on return</p> | <p>Consult with staff who have taken maternity leave to confirm support they received and level of benefit it provided.</p> <p>Invite suggestions from all staff for measures they would consider helpful</p> <p>Consolidate existing measures with any appropriate new suggestions into formal policy</p> | <p>SAT to consult (Tamsin Majerus to lead)</p> <p>Di Mitchell and HoS to develop policy to be implemented by start of next academic year</p> | Dec 2013   | Dec 2013 – July | <p>New policy in place for 1 Aug 2014</p> <p>Staff survey responses demonstrate all relevant staff are satisfied with the consolidated measures</p> |               |

