



Department Application

Bronze and Silver Award



ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Name of institution	University of Bath
Department	Biology and Biochemistry
Focus of department	STEMM
Date of application	April 2020 (Current round)
Award Level	Current: Bronze; Applying for: Silver
Institution Athena SWAN award	April 2017; Level: Bronze
Contact for application <small>Must be based in the department</small>	Adele Murrell
Email	Amm95@bath.ac.uk
Telephone	01225 383583
Departmental website	https://www.bath.ac.uk/departments/department-of-biology-biochemistry/

WORD COUNT

Department application	
Recommended Word limit for Silver	12,000
	Word Count
1. Letter of endorsement	592
2. Description of the department	361
3. Self-assessment process	1,005
4. Picture of the department	2,139
5. Supporting and advancing women's careers	6,368
6. Case studies	1,000
7. Further information	0
TOTAL	11,465

Table of Abbreviations (also provided as a separate sheet for ease of reference)

AS	Athena SWAN
ASDU	Academic Staff Development Unit
BAME	Black Asian Minority Ethnic
BAP	Bronze Action Plan
BUBS	Bath University Bioscience Society
B&B	Biology and Biochemistry
CT	Curriculum Transformation
EDI	Equality and Diversity and Inclusivity
EAP	Employee Assistance Programme (confidential counselling for staff)
CROS	Careers in Research Online Survey
CPD	Continual Professional Development Programmes for Technical Staff
DAs	Department Administrators
dHoD	Deputy Head of Department
DoS	Director of Studies
DoT	Director of Teaching
DSAT	Department Self-Assessment Team
DRSO	Department Research Staff Coordinator (for PDRAs)
DTP	Doctoral Training Programmes
FTC	Fixed Term Contract
HoD	Head of Department
HESA	Higher Education Statistics Analysis
NSFG	New Starters Focus Group
PDRA	Postdoctoral Research Associates (Researchers)
PG Bio	Postgraduate Student Network
PostDoc-Bio	Postdoctoral Network
SAP	Silver Action Plan
SDPR	Staff development and performance review
SSLC	Student Staff Liaison committee
RAG	Red, Amber, Green scoring of our Bronze Award action plan
RDU	Researcher Training Unit
RIS	Research and Innovation Support – the Dept that coordinates and supports research grants.
RPLO	Research Parental Leave Officer
PSS	Professional Support Staff
UoB	University of Bath
USAT	University Self-Assessment Team
Wiki	The Department intranet site
WLAM	Workload Allocation Model
WP	Widening Participation

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT



Professor David Tosh
Head of Department

Department of Biology & Biochemistry
Bath, BA2 7AY

Telephone +44 1225 386532

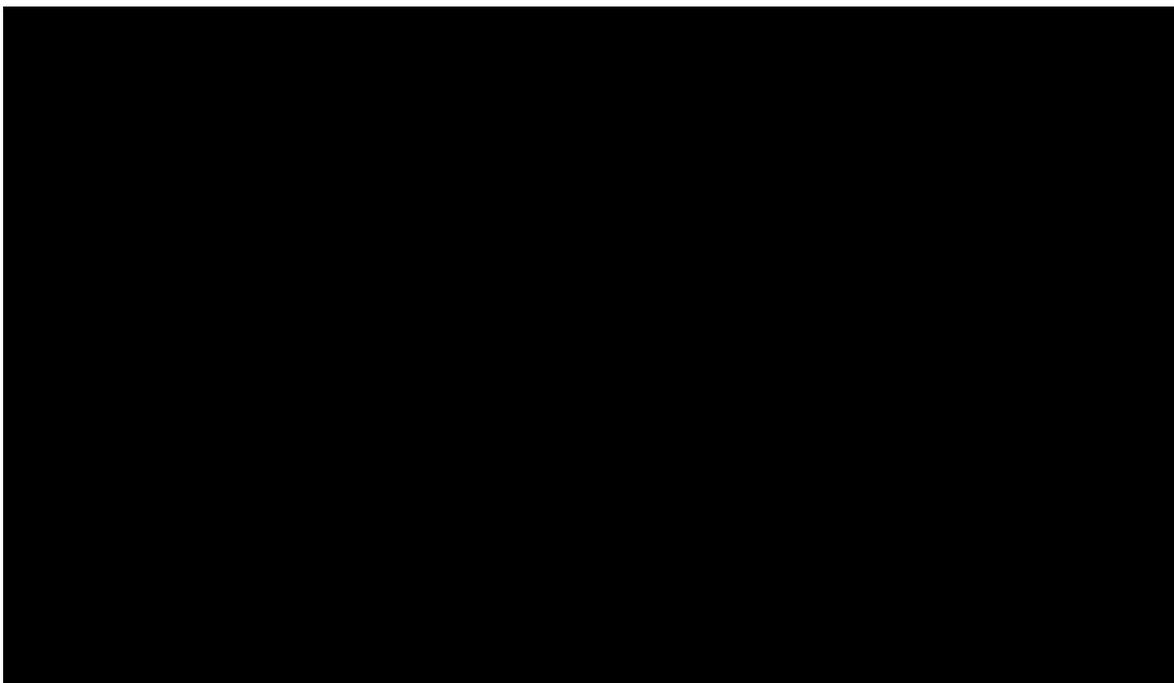
Facsimile +44 1225 386779

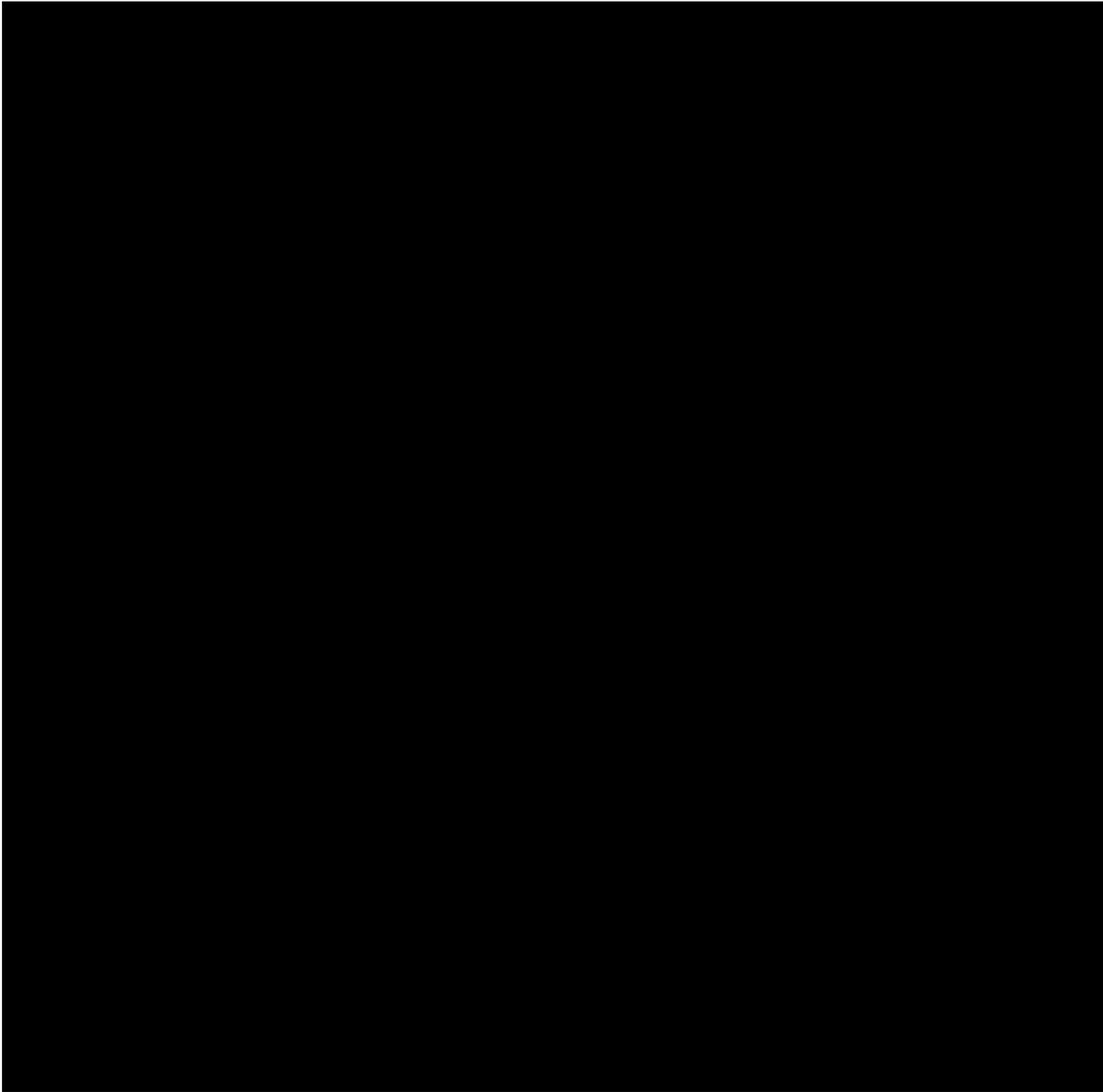
Email bssdt@bath.ac.uk

15th April 2020

Dear Mr Lush,

As Head of Department I am delighted to include my personal endorsement of our Athena SWAN submission. Gender equality is something I care about deeply. The Department's leadership has been engaged with the Athena SWAN Charter since the inception of our first Department Self-Assessment Team (DSAT) in 2013.





With thanks,

Professor David Tosh

WELCOME TO THE DEPARTMENT OF BIOLOGY AND BIOCHEMISTRY, UNIVERSITY OF BATH



2. DESCRIPTION OF THE DEPARTMENT

Biology and Biochemistry (B&B) is a vibrant, research-intensive Department within the Faculty of Science at the University of Bath. Our mission is to deliver the excellence in research and teaching for which we are internationally recognised. We are proud to be ranked number 10 in The Complete University Guide League tables for Biological Sciences.

TABLE 2.1 Snapshot of the Gender Ratio in B&B (November 2019).

	STUDENTS			ACADEMIC						PROFESSIONAL SUPPORT	
	UG	POST GRADUATE		RESEARCH ONLY	TEACHING ONLY	TEACHING-AND-RESEARCH					
	UG	PGT (MSc)	PGR (PhD)	PDRAS	Teaching	Prize Fellow & Lecturer	Senior Lecturer	Reader	Professor	Technical Support	Administrative Support
Female	508	52	60	22	3	6	4	2	3	13	5
Male	295	30	59	17	6	8	7	4	15	15	0
% Female	63%	63%	50%	56%	33%	43%	36%	33%	17%	46%	100%

Our research activities are divided into 4 themes (Cellular and Developmental Biology, Evolution; Infection and Immunity; and Medical and Industrial Biotechnology), which provides the depth for teaching Biology, Biochemistry and Biomedical UG and PGT courses. Currently, B&B has a total of 97(41%F) academic staff made up of 52(31%F) staff responsible for Teaching-and-Research; 9(33%F) Teaching-only and 39(56%F) Research-only or postdoctoral research associates (PDRAs). 63% of the UG and PGT students are women, and 50% of the PhD students are women (Table 2.1). The Department does **not** employ Professional Support Staff. We have shared access to Faculty-provided Technical Support and Administration staff who are line-managed centrally through the Faculty of Science.

We see ourselves as a friendly, diverse and inclusive community. Our undergraduates have formed a "Bath University Bioscience Society" (BUBS), our postgraduates have "PG-Bio" and our Researchers have "Postdoc-Bio" networks all of which organise social events, seminars and activities, some of which specifically promote equality diversity and inclusivity in STEM.

TABLE 2.2: Snapshot of Intersectionality of Race and Gender in B&B (November 2019).

	UG		PGT		PGR		ACADEMIC	
	Male	Female	Male	Female	Male	Female	Male	Female
BAME	41	436	14	19	14	18	5	5
White	238	60	26	35	34	35	47	35
Refused	4	2	1	2	2	0	0	0
Total	283	498	41	56	50	53	52	40
% BAME	14%	12%	34%	34%	28%	34%	10%	13%

Engaging with the Athena SWAN Charter has raised the profile of gender equality across the whole Department over the last 5 years and had the added benefit of increased communication and scrutiny of our practices. B&B was proud to obtain a Bronze Award in 2016 and *the two key impacts of our Bronze actions were an increased number of women being appointed, and an 80% promotion success of women*. We appointed 8 women to Lecturer, proleptic Fellowships, and Senior Lecturer posts compared to 3 prior to 2015. Ten women were eligible for promotion, all of whom applied and 8 of them were successful. Two of these were to Professor, which increased the percentage of female Professors to 17% compared to 7% prior to 2015. Going forward our Silver Action priorities aim to further decrease the gender gap of our Academic staff and support career progression of our Researchers.

3. THE SELF-ASSESSMENT PROCESS

(i) A description of the current self-assessment team:

The Department Self-Assessment Team (DSAT) was formed in 2013. Membership is recognised in the workload model (40 hrs for members, 100 hrs for the chair). Every academic year, the Head of Department (HoD) calls for expressions of interest from staff (all career stages) to serve on the DSAT for 3 years, with the option of a further term. Post Graduate students are invited to serve between 9-12 months. More women have expressed interest in joining the DSAT, but we are encouraged that the membership is now 50% male. DSAT members have a wide variety of experience and a commitment to staff well-being. HoDs (current and past) have been *ex officio* members of the DSAT. The DSAT chair also serves on the Department Executive Committee. During term-time the DSAT consults with undergraduate student EDI representatives. DSAT is supported by Department Administrators, Faculty Athena SWAN Champion, University Chaplain and University EDI Officer. The current Athena SWAN application has been facilitated by the generous contribution of several staff members who engaged with the DSAT, took part in workshops and surveys and helped with data analysis and writing sections of this application.

Terms of Reference for the DSAT Committee: To promote gender equality and transparency

- a) Discuss operational issues relating to gender balance and EDI
- b) Disseminate good practice information to staff and students.
- c) Make appropriate recommendations to the Department Executive Committee
- d) Coordinate the Athena SWAN application
- e) Oversee the implementation of the action plan

Table 3.1: The DSAT for the current application

Name and Title	Career Path/Contract	DSAT Role (term)
 Professor Adele Murrell	Deputy Head of Department	DSAT Chair (2015- present) Coordinate AS application Communication AS charter to Department Executive and Staff
 Professor Ed Feil	Mental Health and Wellbeing Champion	Deputy DSAT Chair (2017-2021) Implementation of Bronze Actions Analysis HESA Staff Data
 Professor David Tosh	Head of Department (2018)	<i>Ex officio</i> (since 2018) Policy Development Staff Development and Promotions Development of Silver Action Plan
 Professor Sue Wonnacott	Promotions Committee Aurora Role Model Part-Time	2019 – 2022 Analysis of Student and Academic Staff HESA Data And Staff Career Development
 Dr Tiffany Taylor	Dorothy Hodgkin's Research Fellow Parental Leave Officer Part time	2020 -2023 New Starter and Family Focus group/ Parental Leave policies Development of Silver Actions
 Professor Robert Kelsh	Director of Research Chair of Academic Assembly Accountability & Transparency working group	2015- 2020 Analysis of Career support/ Staff Culture Survey and transparency

 Dr Stephan Bagby	Reader Advocate for Recognition of Pastoral Care in STEMM	2019-2022 Analysis of UG Career Development/ Mentoring, Outreach and WP Development of Silver Actions
 Dr Marianne Harkins	Technical Manager	2020-2023 Professional Support Staff Representative Technical Staff Charter
  Dr Akello Agwa Dr Sarah Madden	Research Associates FTC	2020-2021 Post Doc Representatives Feedback on action plan
 Mr Piotr Manasterski	PhD student	2019-2020 PhD student Representative Feedback on action plan
 Dr Alan Rice	Researcher FTC	2020-2021 LGBTQ representative Feedback on action plan
  Ms Yang Ma Ms Anne Le Henaff	Administrative Support	2020 Administrative Staff Representatives Meeting Minutes Wiki Update

(ii) An account of the self-assessment process

- **DSAT Committee:** Formal meetings 4 times a year. In the run-up to Athena SWAN submission, the DSAT sits monthly. Informal meetings for event planning and focus group meetings as required (~ 2 times a year).
- **DSAT meeting topics:**
 - Analysing progress on Bronze Action Plan (BAP)
 - Improving transparency in staff recruitment, promotion and probation, and workload allocation models.
 - Examining transparency of leadership and management structure
 - Planning Departmental EDI awareness events (speakers, open day activities, career support workshops)
 - Assessing and implementing family friendly policies
 - Working with the University to promote improved staff and student mental health.
- **Minutes of DSAT meetings** are kept on the Department Wiki open to all staff. Staff can bring items for discussion to the DSAT representatives or directly to the chair.

- **Data collection and analysis**
 - Analysis of Department Staff and Student data (2015-2019) by gender and comparison to benchmarked data for the Biosciences drawn from HEIDI <https://heidi.hesa.ac.uk/>. Further data have been obtained from Oxford Research and Policy.
 - Data-collection and metrics for staff wellbeing including analysis of Department's responses to a University Staff Satisfaction survey (2016).
 - A DSAT led culture survey to monitor staff opinion and experience of EDI issues. Results are broken down by gender. We have obtained and analysed data split by gender from two DSAT Culture surveys, 2014 (Bronze Award) and 2018.

TABLE 3.2 DSAT Culture Survey 2018 Response Rate

	Number of Respondents	% of Teaching-only and Teaching-and-Research staff	% of PDRAS	% of PGR students	% of Professional Support
Men	45	82%	41%	24%	40%
Women	53	89%	42%	45%	50%
Total	98	84%	41%	34%	47%

- Data-collection on uptake of placements, academic student support and career development courses by gender (2013-2017).
- **The DSAT chair updates the Department Executive Committee.** EDI is a standing item on the Executive committee agenda (at least monthly).
- **Communication of EDI activities and Athena SWAN charter to staff.**
 - Department staff meetings (once a semester)
 - Information is included on staff induction material.
 - Information placed on notice boards/AV-monitors.
 - Consult and involve Department on Draft AS application and Action Plan
- **Evidence-based response planning**
 - Focus group meetings/consultations for maternity leave uptake and flexible working (2019)
 - Discuss Academic pipeline at PhD-student and Research staff away-days (annually)
 - Focus group meetings to evaluate induction information (annually since 2016)
 - Focus group meetings to monitor effectiveness of mentoring (biannually since 2016)
 - Planning for implementation of sustainable gender equality in teaching through Curriculum Transformation (2017-2021).
 - Collective thinking workshop on Department Culture and professional external consultations (several meetings 2019)
- **Sharing good practice** with other Departments and Athena SWAN chairs. Searching for examples of good practice that we can implement in B&B. Integration and alignment with the faculty AS champions and USAT.

Summary of progress: Our Bronze Action Plan (BAP) had 5 strategic objectives to embed the Athena SWAN charter into the Department culture and address the gender imbalance. Below we summarise the progress and key impact of our completed actions on gender equality in B&B.

Impact of Improved Recruitment Practices (Bronze actions 1A-C)

- 8 women were appointed compared to 3 appointments in the previous period (2010-2014) significantly improving the gender balance in Academic Staff.

Progress/Impact of Enhanced Career Development and In-role Support (Bronze actions 2A-G)

- 10 women applied for promotion with 80% success rate. Previously only 2 women applied
- We now have 3 female Professors, whereas prior to our Bronze award we had 1.
- Women in senior leadership roles including Deputy Head of Department, Associate Dean, University Research Committee.
- Increased uptake of paternity leave following proactive support from the HoD in raising awareness

Progress/Impact of Enhanced Career support for PDRAs (Bronze actions 3A)

- Increase uptake of training. 15 PDRAs (67% female) attended the in-house *Bath Academy for Researchers* course which had the impact of 5 PDRAs (80% female) achieving independent lecturer posts.

Progress of actions to improve Department Culture (Bronze actions 5A-C)

- Women are represented on **all** decision-making committees. The proportion of women on committees is 33% compared to 10% prior to 2015.
- 3 women were Aurora Role models for Advance HE.

(iii) Plans for the future of the DSAT

- The DSAT remit remains as outlined above while implementing the Silver Action Plan (SAP). SAP priorities are to increase the number of women in academic posts, address the gender balance in our student population and support Researchers on FTC to obtain tenured academic positions.
- The DSAT membership, will continue to rotate on a 3 year basis. The DSAT chair will step down and be succeeded by the current deputy DSAT chair. The HoD will put out an annual call for new members.
- DSAT membership will continue to be recognised in the workload model.
- Meet 4 times a year.
- Communicate progress of the SAP at Department meetings
- Hold specific focus groups, lead the culture survey, and hold staff consultations on transparency policies
- Engage with the University EDI community, The Athena SWAN Chair Network to disseminate good practice

4. A PICTURE OF THE DEPARTMENT

4.1 STUDENT DATA.

(i) Numbers of men and women on access or foundation courses: N/A

(ii) Numbers of undergraduate students by gender

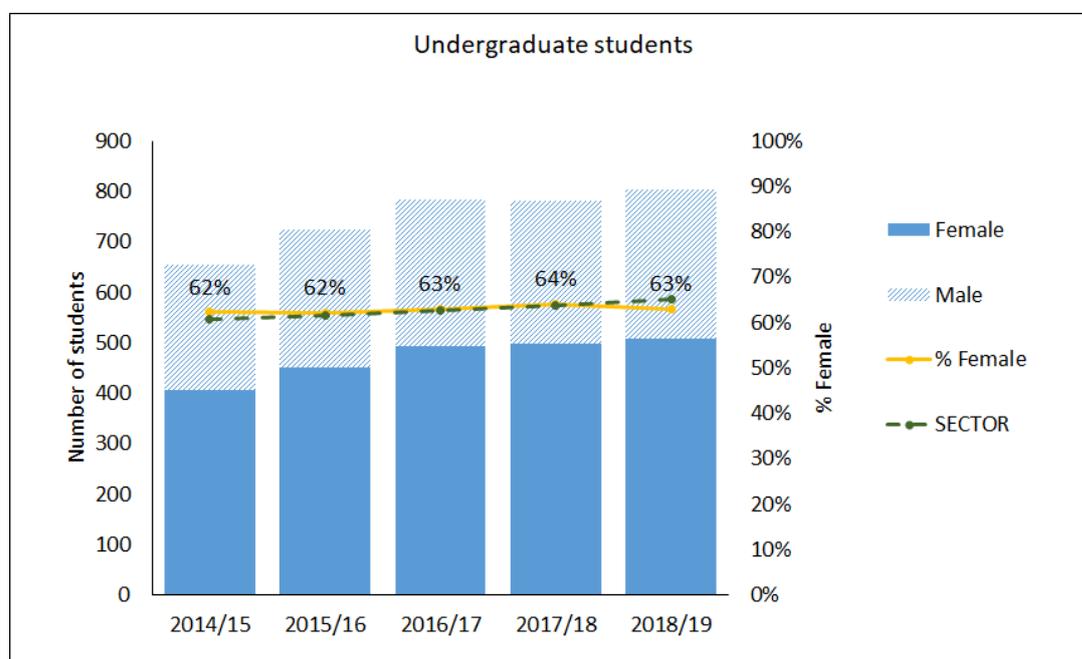


Figure 4.1: Undergraduate student numbers in Department of Biology and Biochemistry by gender

Table 4.1: Undergraduate: Applications, Offers and Acceptances

		Apps	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
2014/15	Female	1,154	827	133	72%	16%	12%
	Male	795	530	83	67%	16%	10%
	% F	59%	61%	62%			
2015/16	Female	1,502	1,242	169	83%	14%	11%
	Male	989	736	94	74%	13%	10%
	% F	60%	63%	64%			
2016/17	Female	1,240	1,071	140	86%	13%	11%
	Male	744	622	86	84%	14%	12%
	% F	63%	63%	62%			
2017/18	Female	1,170	1,022	159	87%	16%	14%
	Male	701	592	86	84%	15%	12%
	% F	63%	63%	65%			
2018/19	Female	1,109	888	143	80%	16%	13%
	Male	526	432	77	82%	18%	15%
	Non-binary	1	1	1	100%	100%	100%
	% F	68%	67%	65%			

Our undergraduate courses are either 3-year BSc(hons) or 4-year BSc(hons) with professional placement. We have seen an upward trend in female UG applications. Although the gender balance is within the national average for the sector (63%F) for Biosciences degrees (Figure 4.1), we have noticed a decline in applications from men. Our offer and acceptance rates were the same for men and women (Table 4.2).

ACTION: We will increase marketing and outreach activities tailored to appeal to male applicants. This will include more male UG being recruited to participate in outreach activities and on open days (**SAP5.6**).

Instead of part-time courses, students can request a “Special Scheme of Study” that extends their programme. Such requests have been health (3 men and 2 women), family (1 woman), and sport related (1 woman).

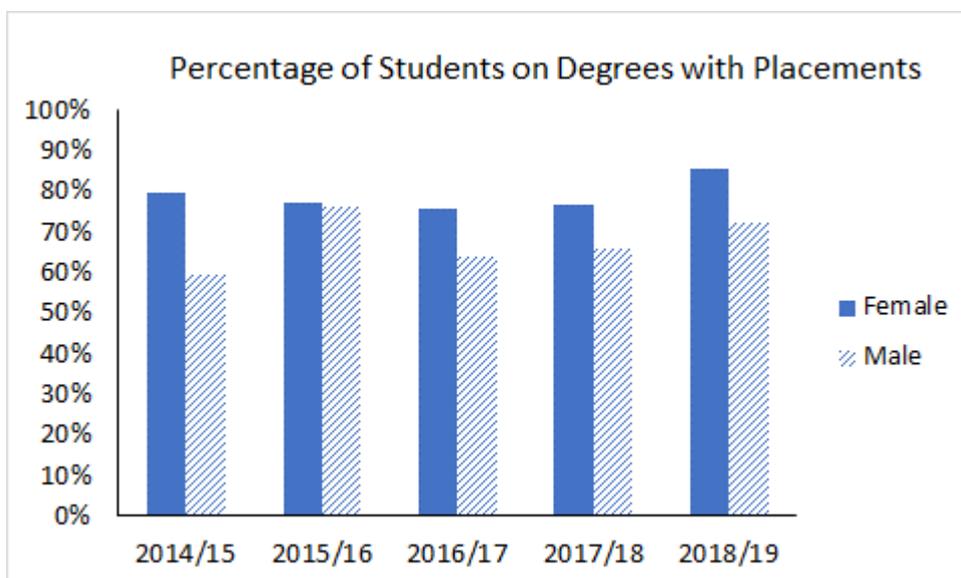


Figure 4.2: Students doing the placement course

Over the last 4 years, 80% of female and 68% of male students did professional placements (Figure 4.2). The placement experience benefits students’ academic performance and 39.3% of female and 32.3% of male students, obtained a 1st class degree (Figure 4.3). 2017/18 was unusual as 55% of our female students graduated with a 1st class degree. Similar percentages of men (55%) and women (56%) attained 2.1-degree classification and 4% of women and 10% of men attained a 2.2 degree. (Figure 4.3). Our professional placements have been cited as a factor for our graduate earning success (Institute for Fiscal Studies report, June2018). The IPWRA (Impact of course on PAYE earning 5 years after graduation) of a Bath Bioscience degree is an increase of 7.21% and 4.96% for our female and male graduates respectively. We are encouraged that our Bioscience degrees add significant value to female graduate earnings. The tendency for female UGs to achieve better grades correlates with the placement experience.

ACTION: Male UGs will be encouraged to choose the placement option and to make use of the University’s Academic Support service to improve their grades (**SAP5.5**).

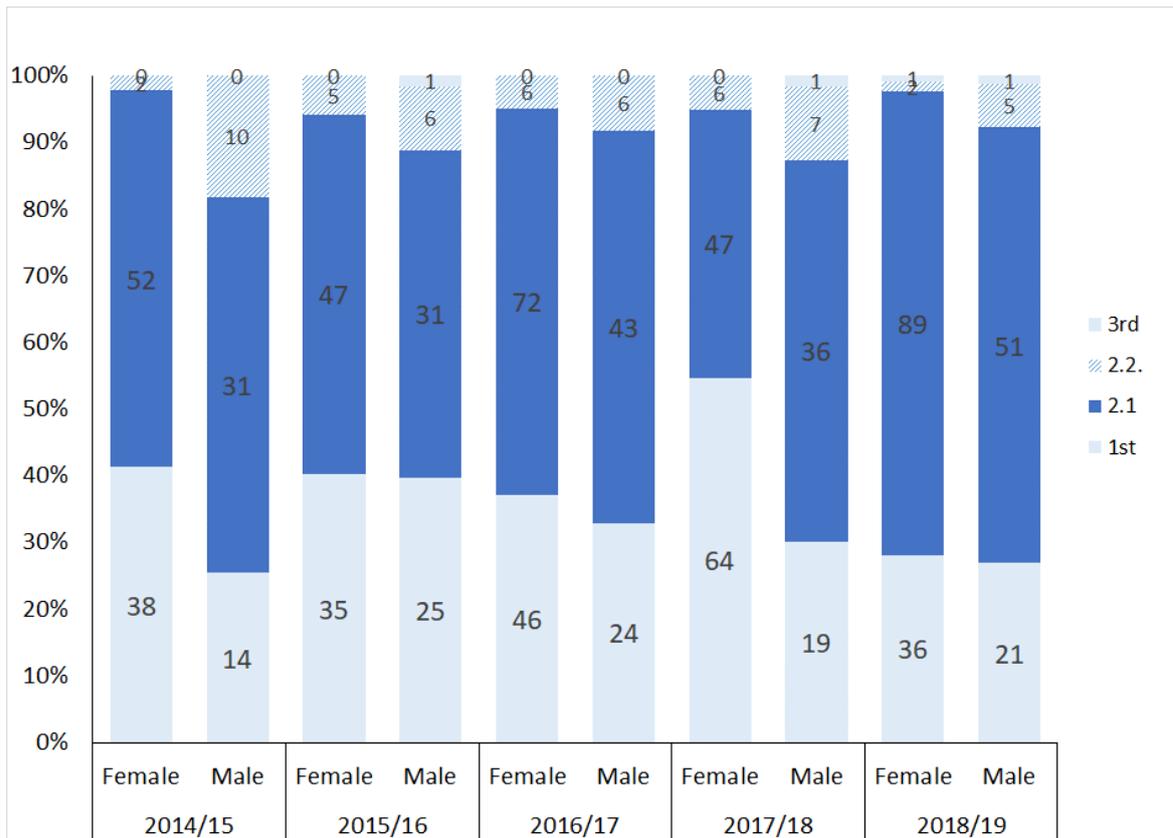


Figure 4.3: Degree Classifications of Undergraduate students. Figures in the bars are the number of students

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

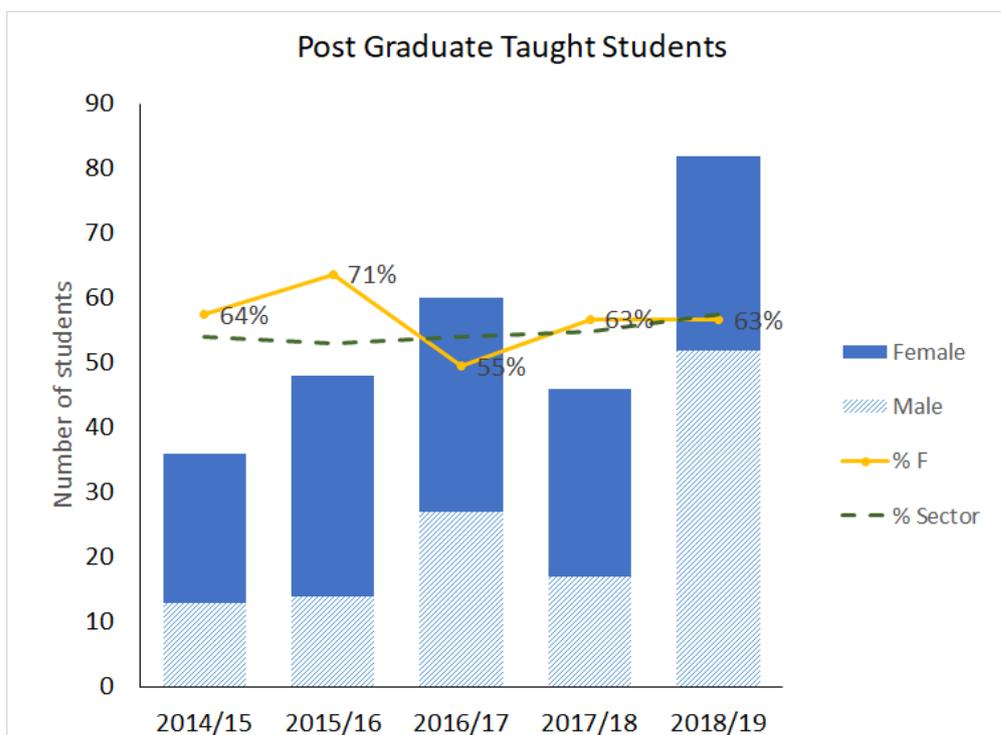


Figure 4.4: The number of Post Graduate Taught (MSc degree) students

Our PGT courses are 1-year master’s degrees. The gender ratio fluctuates around the national sector average (63%F) (Fig 4.4). Male applicants for PGT degrees are increasing. The offers and accepts have largely followed the ratios of the applications (Table 4.2). Female success rate (Offers/Apps), and their likelihood of accepting offers have been higher than for men. In the last year it has been equal. Success in recruiting overseas students, external funding and the uptake of student loans contribute to the variation of PGT numbers.

Student attainment has been good. Over the years (2013-2019), 23 females and 21 males obtained a Distinction classification in a total cohort size of 243. Merit degree classifications were awarded to 89 female and 53 male students. Considering the higher number of women on our PGT courses, their rate for obtaining Distinctions was 16% (23/144) compared to 24% (25/99) for men. The trend for an increase rate of Distinctions for male PGT students has been consistent, except for 2014/15, where 15% of the women compared to 9% of the men achieved Distinction (Figure 4.5).

ACTION: We have in the last year restructured the MSc course and will assess whether women continue to have weaker attainment. The new curriculum builds in additional academic support, specifically tailored to diverse student needs (**SAP5.2**).

Table 4.2 PGT: Applications (Apps), Offers and Acceptances

		Apps(*)	Offers	Accepts	Offers/ Apps	Accepts/ Offers	Accepts/ Apps
2014/15	Female	179	113	26	63%	23%	15%
	Male	139	75	15	54%	20%	11%
	% F	56%	60%	63%			
2015/16	Female	205	127	39	62%	31%	19%
	Male	183	89	24	49%	27%	13%
	% F	53%	59%	62%			
2016/17	Female	213	137	40	64%	29%	19%
	Male	228	123	37	54%	30%	16%
	% F	48%	53%	52%			
2017/18	Female	263	166	34	63%	20%	13%
	Male	321	176	21	55%	12%	7%
	% F	45%	49%	62%			
2018/19	Female	262	180	66	69%	37%	25%
	Male	325	225	80	69%	36%	25%
	%F	45%	44%	45%			

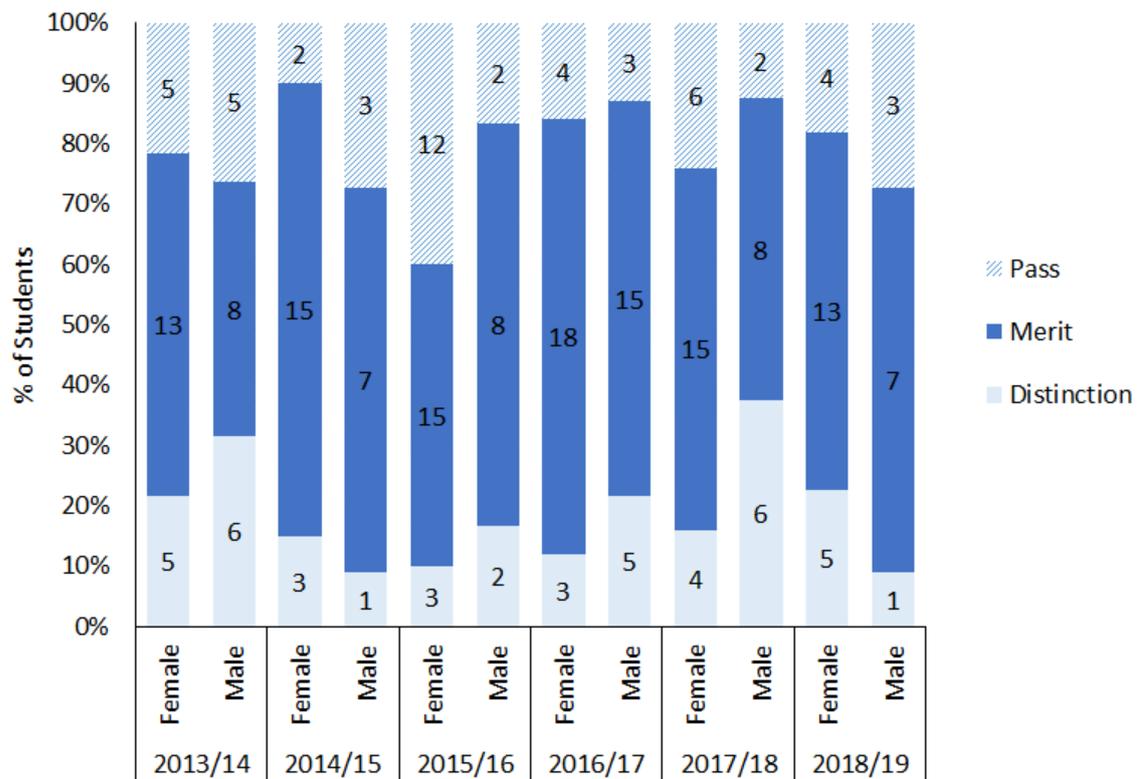


Figure 4.5 PGT Degree Classifications: % of students obtaining degrees. Figures in the bars are the actual number of students

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

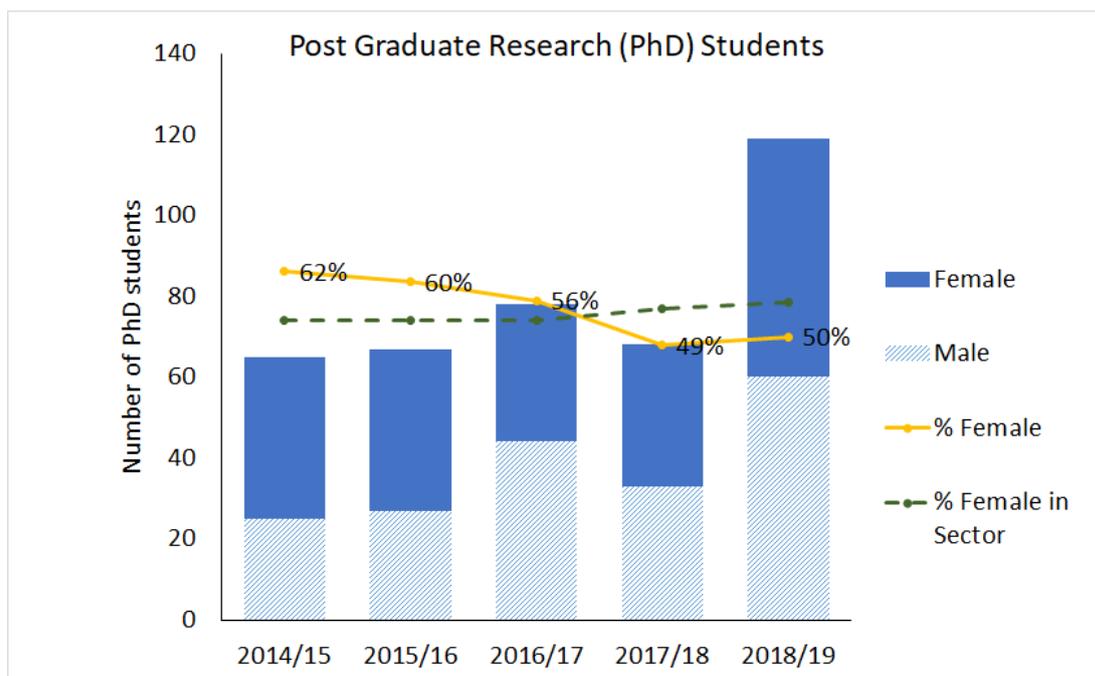


Figure 4.6: The Number of PGR (PhD students) in the Department

PGR/PhD students are recruited through UKRI DTPs, charity-, international- and University fellowships. The potential supervisors and prospective applicants jointly compete for DTPs and fellowships. Year on year, we have had 70 - 80 full-time and 3 part-time (1 female, 2 male) PhD students. The proportion of female PhD students was slightly above the national average but fell below the sector in the last 2 years (Figure 4.6). We note that while the gender ratio of applicants over this period was equal, women received 60% of the offers. However, their acceptance rate was lower (Table 4.3). **Action: (SAP5.3)** to investigate why female PhD candidates have a lower acceptance rate by collecting and analysing data on funding access and decliners interviews.

Table 4.3 PGR (PhD): Applications, Offers and Acceptances

		Apps(*)	Offers	Accepts	Offers/Apps	Accepts/Offers	Accepts/Apps
2014/15	Female	153	36	25	24%	69%	16%
	Male	150	20	14	13%	70%	9%
	% F	50%	64%	64%			
2015/16	Female	139	36	29	26%	81%	21%
	Male	155	27	24	17%	89%	15%
	% F	47%	57%	55%			
2016/17	Female	124	40	35	32%	88%	28%
	Male	98	25	24	26%	96%	24%
	% F	56%	62%	59%			
2017/18	Female	147	43	28	29%	65%	19%
	Male	152	31	22	20%	71%	14%
	% F	49%	58%	56%			
2018/19	Female	128	53	41	41%	77%	32%
	Male	127	40	37	31%	93%	29%
	% F	50%	57%	53%			

Table 4.4 summarises PGR submission rates. 84% of the women and 84% of the men completed their PhDs within the allocated 4 years. 8 students were given an extension and submitted shortly (within 2 months) after the 4-year deadline. We had 2 female students who due to a period of agreed suspension had time adjusted which meant they submitted within 4 years (counted as “Not submitted (in time))). Five students, 3 women and 2 men withdrew from their PhD for health reasons or career aspirations outside of science (counted as “Not submitted (out of time) Table 4.5). PhD students have access to academic support through the doctoral college. In our Bronze application plan (**BAP4A**), we had an action for enhanced academic support for self-funded female PhD students since they seemed more at risk for submitting out of time. During this assessment period all 8 (60% F) of our self-funded students submitted within 4 years.

Table 4.4 PGR Submission Rates

Biology & Biochemistry: PhD submission rates (*)		Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2010/11	Female	13	1	0	1	15	93%
	Male	6	3	0	0	9	100%
	% F	68%	25%	-	100%	63%	-
2011/12	Female	8	1	0	1	10	90%
	Male	7	1	0	0	8	100%
	% F	53%	50%	-	100%	56%	-
2012/13	Female	8	0	1	0	9	89%
	Male	6	0	0	0	6	100%
	% F	57%	-	100%	-	60%	-
2013/14	Female	3	1	1	1	6	67%
	Male	8	0	0	1	9	89%
	% F	27%	100%	100%	50%	40%	-
2014/15	Female	17	1	0	0	18	100%
	Male	5	0	0	1	6	83%
	% F	77%	100%	-	0%	75%	-

(*) Full time only. NB: This is a cohort analysis, which looks at the entry points rather than the year the PGR degree was completed. "Not submitted (in time)" are students that have had an agreed period of suspension, adjustment for suspension periods meant they submitted within in 4 years of registration.

(v) Progression pipeline:

Our undergraduates leave Bath University with strong research skills gained from a professional placement and a final-year capstone research project. For the academic years (2013 – 2017), DLHE data from the University show 24% of our female and 27% of male graduates who responded to the leavers survey, progressed to postgraduate studies within 6 months of graduating. 12% of the women and 8% of the men embarked on PhDs, while 10% of women and 19% of men progressed to PGT degrees (Fig 4.7, Table 4.5). To benchmark this, we looked at HESA data for qualifications by subject area for 2014-2017. These indicate that 9% of women and 10% of men with Biological Science degrees go on to get PhDs. Thus, our students are within the benchmark for PGRs. For the PGT degrees, our male graduates are close to the 17% HESA benchmark, while our female graduates are below the benchmark

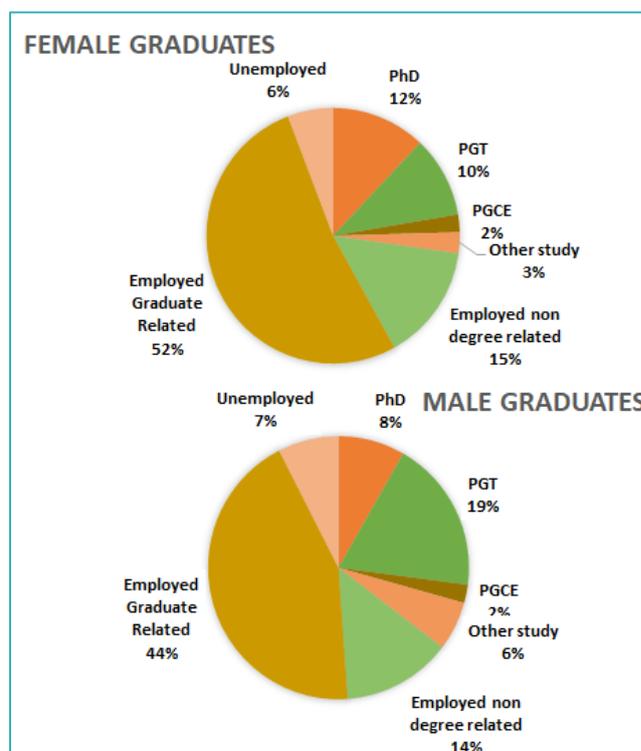


Figure 4.7 Students destinations after graduating between 2013- 2017

(10% vs 23%). Moreover, there seems to be a downward trend for students progressing to PGR degrees directly after their degrees. Given how well our undergraduates are being prepared for academic roles in STEMM, we are concerned about the downward trend for progression to PGR studies in our female graduates, especially as this does not seem to be matched by an upward trend of PGT. The lower response rate to the DLHE survey for 2016/17 may suggest an underrepresentation of the numbers of men and women progressing to postgraduate degrees in this year. Another potential reason for the reduction in PGR progression is that students may be waiting for their final year marks before applying for PhD positions thus deferring the start date of their postgraduate courses. We look forward to the new HESA Graduate Outcomes data that collects destination data 15 months after graduation. This will show whether the students who took degree related employment returned to complete Postgraduate degrees.

ACTION: We shall work with Alumni office to access to Graduate Outcome data to analyse student destinations 15 months after graduating. Further follow-up of female students who have taken up research assistant positions in academic labs may indicate whether there is a gender difference in students choosing to defer their postgraduate studies. We will also increase the visibility of female PhD students to act as role models in addition to staff (SAP5.4).

Table 4.5: Undergraduate Destinations (DLHE data)

	2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male
PGR/PhD	14	4	15	3	8	5	4	3
	19%	7%	22%	8%	11%	10%	5%	7%
			9%	10%	9%	9%	9%	10%
PGT/MSc	15	10	6	6	7	9	10	10
	21%	18%	9%	15%	10%	17%	12%	24%
			23%	17%	23%	17%	23%	17%
PGCE	6	1	3	1	1	2	1	0
	8%	2%	4%	3%	1%	4%	1%	0%
Other study	3	2	3	3	1	2	2	3
	4%	4%	4%	8%	1%	4%	2%	7%
Employed non degree related	7	8	11	9	14	7	8	2
	10%	15%	16%	23%	20%	13%	9%	5%
Employed Graduate Related	23	27	24	16	35	22	58	20
	32%	49%	36%	40%	49%	42%	67%	49%
Unemployed	4	3	5	2	5	5	3	3
	6%	5%	7%	5%	7%	10%	3%	7%
Not Responded	11	15	13	15	16	11	38	32
TOTAL	83	70	80	55	87	63	124	73

HESA Benchmark in red

Our PGT courses aim to increase academic research skills and laboratory experience. Between 2013-2016 30% of PGT students proceed to PhD studies. Data for 76 PGT leavers (67%F), show 22 women and 11 men proceeded to PhDs (Fig 4.8), which suggests that despite the lower attainment rate of distinctions for women on our PGT courses, they progress to PhDs. Adjusting for the higher number of women in the responders there is no gender difference in the rate of PGT student progression.

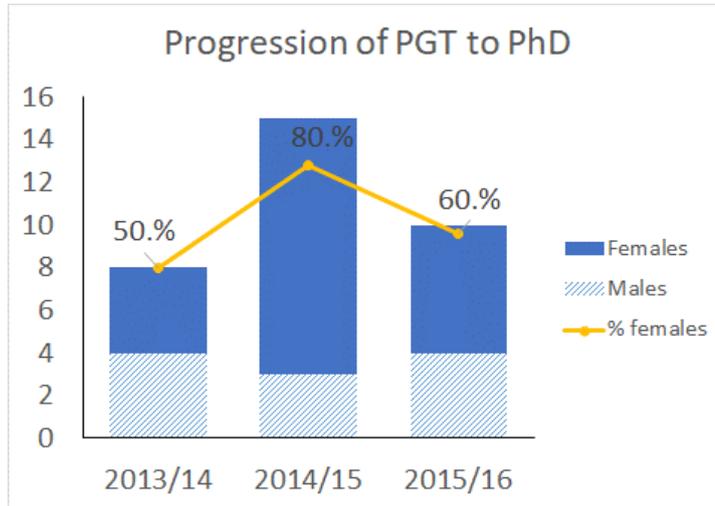


Figure 4.8: PGT students by gender that have proceeded to PhDs between 2013- 2016

ACTION: We appreciate that the data is not comprehensive and potentially biased by the response rate of the students to leavers-surveys. Progression data needs to be collected centrally. We will liaise with careers and alumni offices to improve data collection (SAP5.4).



4.2 ACADEMIC AND RESEARCH STAFF DATA

(i) Academic staff by grade contract function and gender.

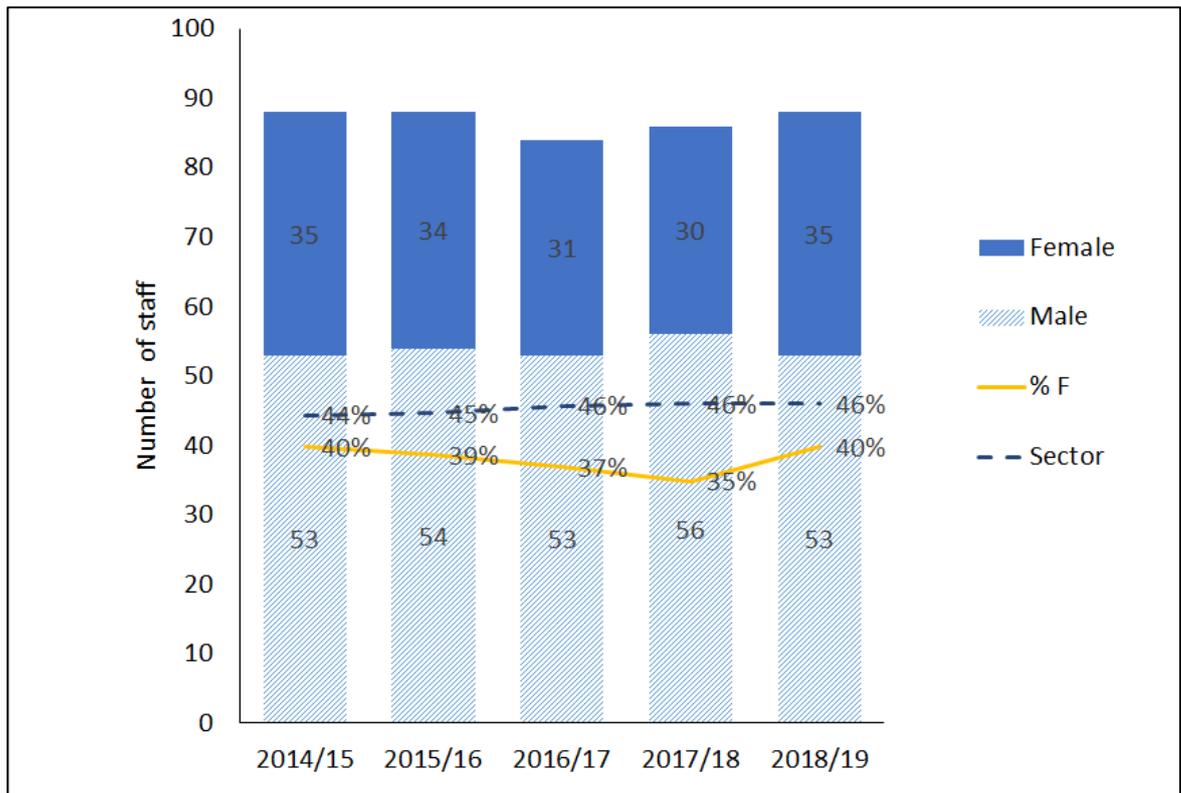
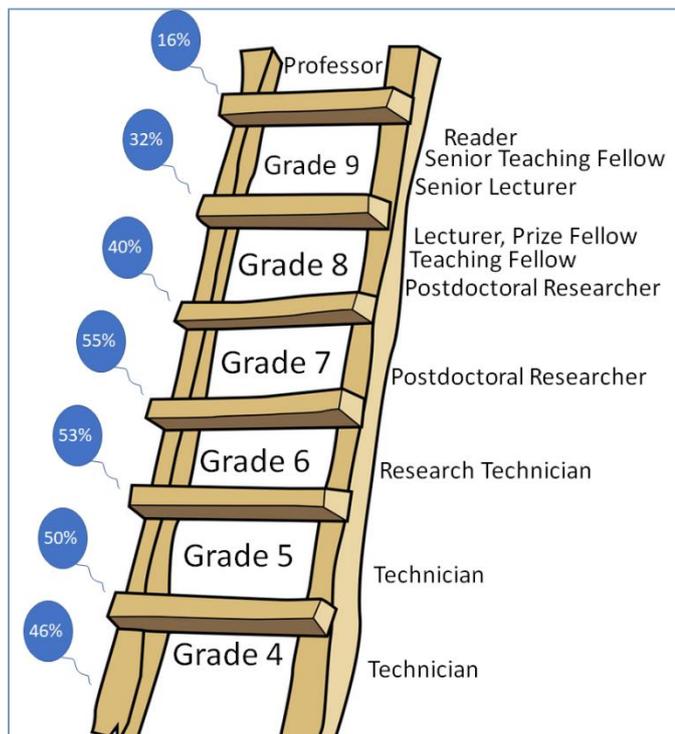


Figure 4.9: Overview of Academic Staff (Includes Teaching-only, Research-only and Teaching-and-Research). Grade ladder matched to staff roles and the percentage women at each grade.

Figure 4.9 shows that the gender ratio of all academic staff has not changed overall during the last 5 years. This is due to a decrease in the number of female Research-only staff (45% of academic staff are Research-only staff, and >50% of female academic staff are Research-only, Table 4.6 and Fig 4.10). This is particularly evident in 2016/17 and 2017/18 where the number of female Researchers dropped to 14 and brought the percentage of female academics in B&B down to 35%, which was 9% below the Sector benchmark (46%F). The gender balance in Research-only staff switched from 62% female in 2014/15 to men outnumbering women in 2017/18



before recovered to 52% in 2018/19 where it is now close to the Sector benchmark for Biosciences of 50%. Research-only staff are Postdoctoral Research Associates (PDRAs), on Grades 7-8. In the Biosciences at least 3 years of postdoctoral experience is required before a PDRA is eligible to apply for a tenured Lecturer position. Postdoctoral experience is obtained through taking up a fixed-term contract (FTC) linked to a research grant. In the last 5 years, more than half the women in the B&B were PDRAs, which also explains why more women than men were on FTC (Fig 4.11). **ACTION:** Women seem to be more employable at PDRAs level on FTC but are underrepresented at senior levels. Thus, we will enhance our career support for PDRAs to help them move onto more secure academic positions (**SAP2**).

Table 4.6 Academic Staff by Contract function

		Staff Numbers in Contract Functions			Ratio of Contract Functions Split by Gender		
		Research-only	Teaching-and-Research	Teaching-only	% Research-Only	% Teaching-and-Research	% Teaching only
2014/15	Female	23	8	5	64%	22%	14%
	Male	14	36	3	26%	68%	6%
	%F	62%	18%	63%			
2015/16	Female	20	10	5	57%	29%	14%
	Male	16	35	3	29%	65%	6%
	%F	56%	22%	63%			
2016/17	Female	17	11	3	55%	35%	10%
	Male	16	35	5	29%	63%	9%
	%F	52%	24%	38%			
2017/18	Female	14	12	6	44%	38%	19%
	Male	19	36	3	33%	62%	5%
	%F	42%	25%	67%			
2018/19	Female	18	15	2	51%	38%	5%
	Male	17	33	3	32%	62%	6%
	%F	52%	31%	40%			

We had up to 8 staff (60% female) on Teaching-only contracts during the last 5 years. Half of these were Grade 8 Lecturers (Teaching-Fellows) employed on part-time fixed-term contracts (FTCs), to cover temporary teaching needs during staff shortages (e.g. sabbaticals). Two Teaching Fellows (female) secured permanent part-time contracts in 2019. Reasons given for applying for part-time teaching contracts include “planning their career around childcare needs/ returning to academia after a career break/wanting teaching experience”. Teaching-only contracts are a recognised career pathway and we have 2 Senior Lecturer Teaching-only (50%F grade 9), the Director of Teaching (male, grade 9) and a Professor (female).

Teaching-and-Research staff (Grade 8+): percentage of female staff in Teaching-and-Research has improved from 18% to 31% during this period. We had 8 women in 2014/15 and we now have 15 (Table 4.6). This brings us closer to the sector benchmark which is now 35%F for Teaching-and-Research. We achieved this by appointing Prize Fellows, Lecturers and Senior Lecturers as a direct result of our Bronze Actions for Recruitment.

Figure 4.10 shows how the gender ratio changed in the different roles from 2014-2019. The appointment of 7 women at Grade 8 (4 Prize Fellows and 2 Lecturers), took the percentage women from 27% to 46% in this group. At the Senior Lecturer level (Grade 9) the gender ratio went from 0 to 36%. This is as a result of appointing one new female Senior Lecturer and the promotion of 3 female Lecturers. The number of male Senior Lecturers also increased due to promotions. The number of Readers (Grade 9) decreased from 13 to 7, due to promotion, retirement and resignations of both genders, but the gender ratio remained constant, with the percentage of female Readers changing only slightly 31%-33%. One woman was promoted from Senior Lecturer to Reader, one resigned and another was promoted to Professor.

26% of male academics in B&B are professors which is high compared to the Biosciences Sector (15%). The promotion of 2 women brings the percentage of female academics that are professors to 4% which is only 1% lower compared to the sector benchmark (5%F). We currently have 3 female and 15 male professors, thus 16% female. While this is still a way to go before reaching the sector average of 25% it is a substantial improvement from the 7% since our Bronze award (Fig 4.10). We attribute the promotion success to our Bronze actions for promotion.

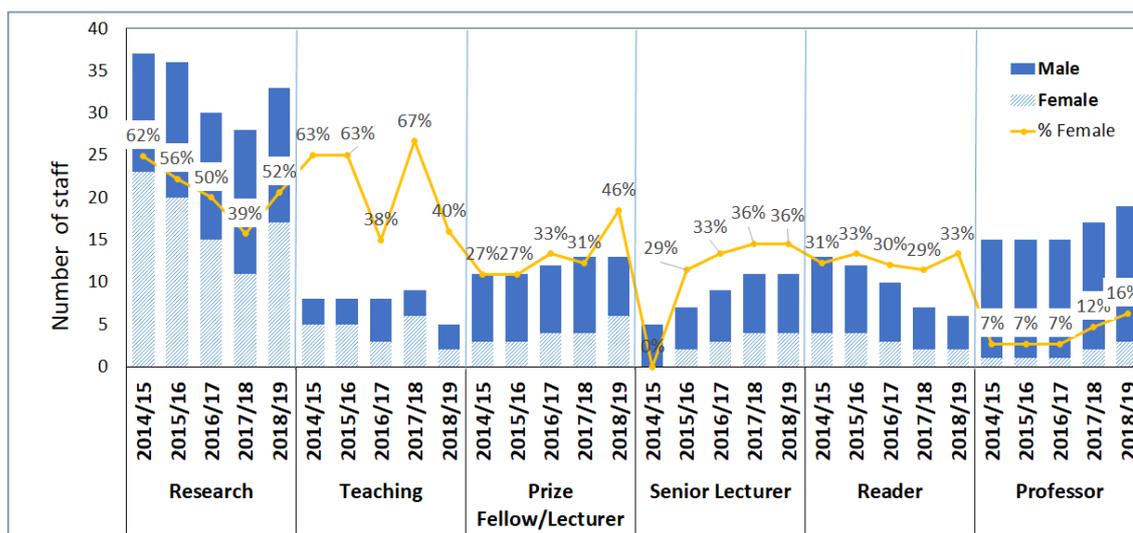


Figure 4.10: Academic staff by role, and trends for the representation of women in each role during 2014-2019.

(ii) Academic and research staff by on Full-time and Part-time contracts by gender

Just under 10% of staff work part-time (Table 4.7). 20% of the women worked part-time compared to 5% of men. Half of the people working part-time are in the Teaching-only category as described above. Other reasons for part-time work were returning from maternity leave, family commitments and flexi-retirement (see section 5.5(vi)).

Table 4.7 Academic Staff by Full-time and Part-time contracts

		Female	Male	Total	% F
2014/15	FT	30	50	80	38%
	PT	5(14%)	3(6%)	8(9%)	63%
2015/16	FT	27	52	79	34%
	PT	7(21%)	2(4%)	9(10%)	78%
2016/17	FT	25	50	75	33%
	PT	6(19%)	3(6%)	9(11%)	67%
2017/18	FT	24	54	78	31%
	PT	6(20%)	2(4%)	8(9%)	75%
2018/19	FT	29	53	82	35%
	PT	6(17%)	0	6(7%)	100%

ACTION: Despite the increased number of women appointed and the upward trajectory of Senior Lecturers and Professors, we are below the benchmark. We have 31% female representation in Teaching-and-Research category compared to 34% in the Sector for Biosciences. Priority Action for increasing the number of women in academic posts at higher grade This will be addressed through improved recruitment and post-offer (**SAP1.1-2**) and career support (**SAP4**)

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

The gender ratio during 2014-2019 for FTCs (57%F) was influenced by the number of Researchers and Teaching Fellows (Table 4.6). Most of the women in the Department are within the Research-only (PDRA) category with 50-60% of them on FTCs. This will only change when the number of women in Teaching-and Research positions increase to match the number of men. PDRAs are paid through research grants and face redundancy at the end of the grant. We implement the university FTC rules to encourage Researchers to apply for suitable up-coming vacancies in the University 6 months before their contracts expire. To ensure continuity of employment PDRAs are named on grant applications. An impact of our Bronze actions was that 4 Researchers (female) on serially renewed open-ended contracts in 2014/15 were supported to secure permanent academic positions by 2017/18. PDRAs can now apply as co-applicants on grants and will be supported to apply for independent career development fellowships (**SAP2.2**).

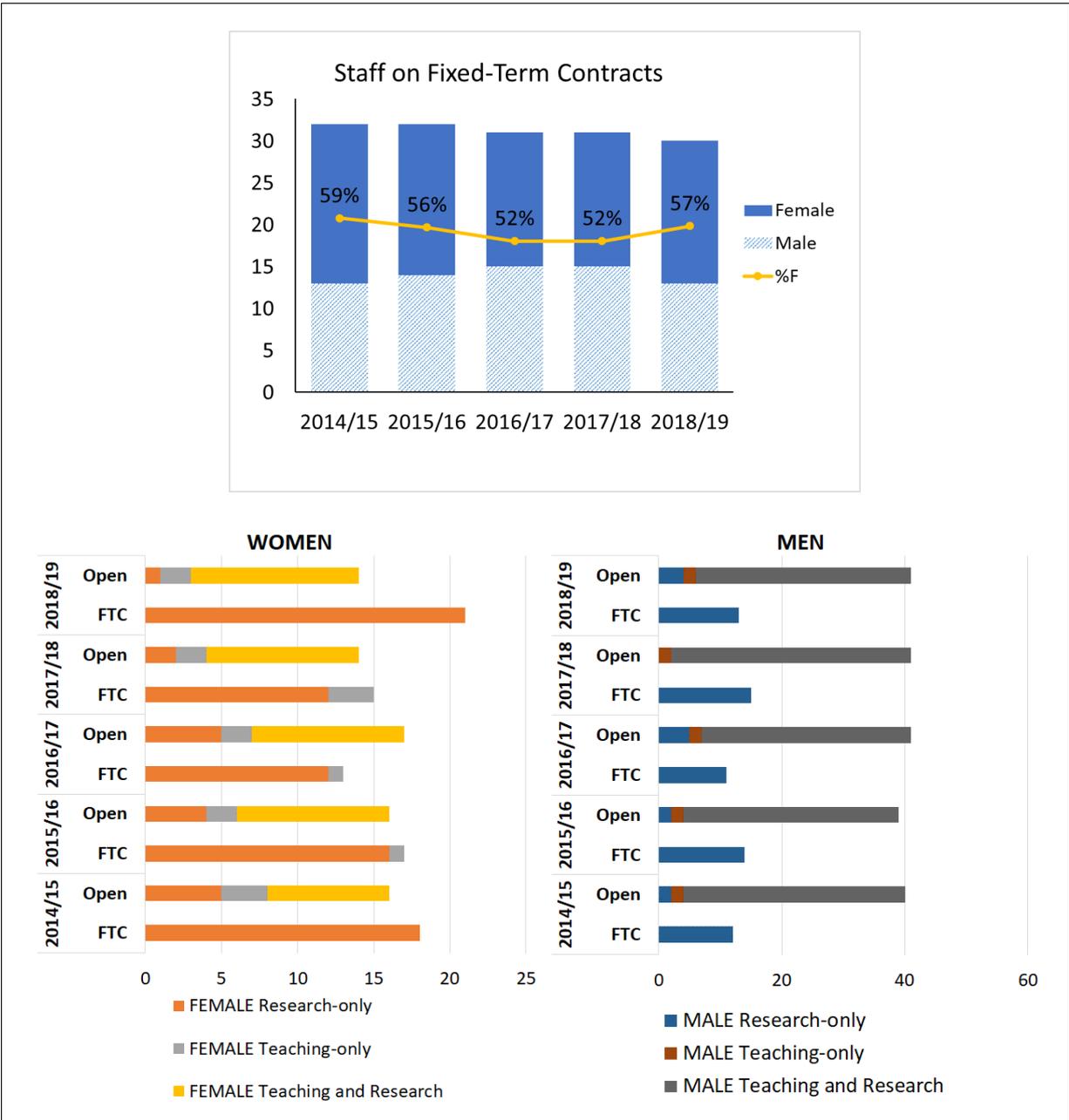


Figure 4.11: Fixed term contracts in the Department. Top panel gender ratio of all staff on fixed term contracts. Bottom two panels Numbers of staff by contract in open and fixed term contracts, separated by men and women.

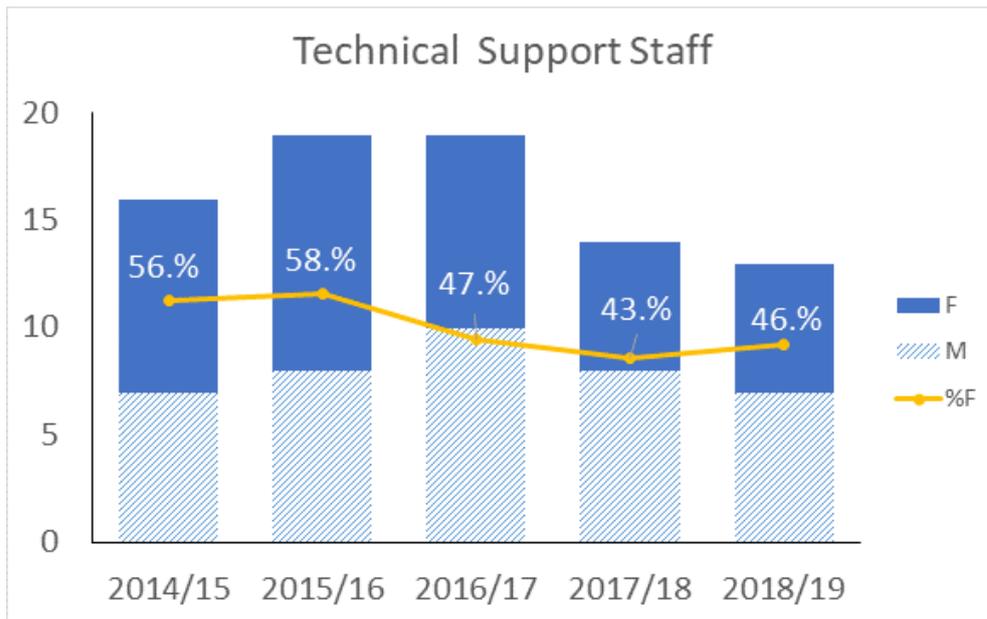


Figure 4.12: Technical Support Staff (TSS) allocated to the Department by the Science Faculty

SILVER APPLICATIONS ONLY

Comment on the transition of technical staff to academic roles.

The Science Faculty manages the TSS centrally.

- A Grade 7 PDRA (female) took up a position as a Technical Supervisor (Grade 8) and then transitioned back to an academic role as a Teaching Fellow (Grade 8) on a permanent contract.
- One Grade 6 Laboratory Technician (female) has taken a Grade 7 academic research-group associated post.
- There is a part-time PhD student (male) who has moved from a Grade 5 role in Technical Support. He is currently writing up his PhD and has secured a PDRA position in the Department
- We had one Grade 6 Laboratory Technician(male) who registered for a full-time PhD in the Department after a year. He passed his viva in Jan 2020.

Section 6 of our Action plan includes career support for Professional and Technical staff (SAP6)

(iv) Academic leavers by grade and gender

Table 4.8: Academic Leavers by Gender and Contract

		Leavers by Grade					Leavers by contract		
		Total	Research	Teaching	Lecturer	Reader	Professor	FTC	Open Ended
2014/15	Female	6	5	1	0	0	0	6	0
	Male	6	6	0	0	0	0	6	0
	% F	50%	45%	100%	-	-	-	50%	
2015/16	Female	5	5	0	0	0	0	5	0
	Male	7	5	0	0	1	1	6	2
	% F	42%	50%	-	-	0%	0%	45%	0%
2016/17	Female	9	8	0	0	1	0	8	1
	Male	8	6	1	0	0	1	7	1
	% F	53%	57%	0%	-	100%	0%	53%	50%
2017/18	Female	16	13	2	1	0	0	15	1
	Male	9	5	1	1	2	0	6	2
	% F	64%	72%	67%	50%	0%	-	71%	33%
2018/19	Female	13	9	3	1	0	0	10	3
	Male	7	3	1	0	2	1	3	4
	% F	65%	75%	75%	100%	0%	0%	77%	43%

Table 4.9 Reasons for leaving between 2014/15 – 2018/19

	Females	Males
End of FTC	44	28
Resignation	5	3
Retirement	0	4
Deceased	0	2

In 2014-2019 there were 87 leavers, 49 (56%) were women (Table 4.7). 83% of the leavers were PDRAs and Teaching Fellows who left at the end of their FTC (61%F). All the Teaching Fellows were employed part-time. Six of the PDRAs were part-time (4 women, 2 men). In 2018/19 two of leavers that resigned were PDRAs that had been employed for several years on serially renewed open-ended contracts. They were supported through our Bronze actions to successfully apply for tenured lectureships at other Universities.

Two Lecturers (female) and 4 Readers (1 woman, 3 men) resigned to take up positions at other Universities. HR conducted confidential exit interviews with these staff members. The HoD with support from the University addressed specific issues.

Action: Feedback from HR have informed our actions to improve work-life balance and Department Culture (**SAP7.1,-2, SAP7.8**).

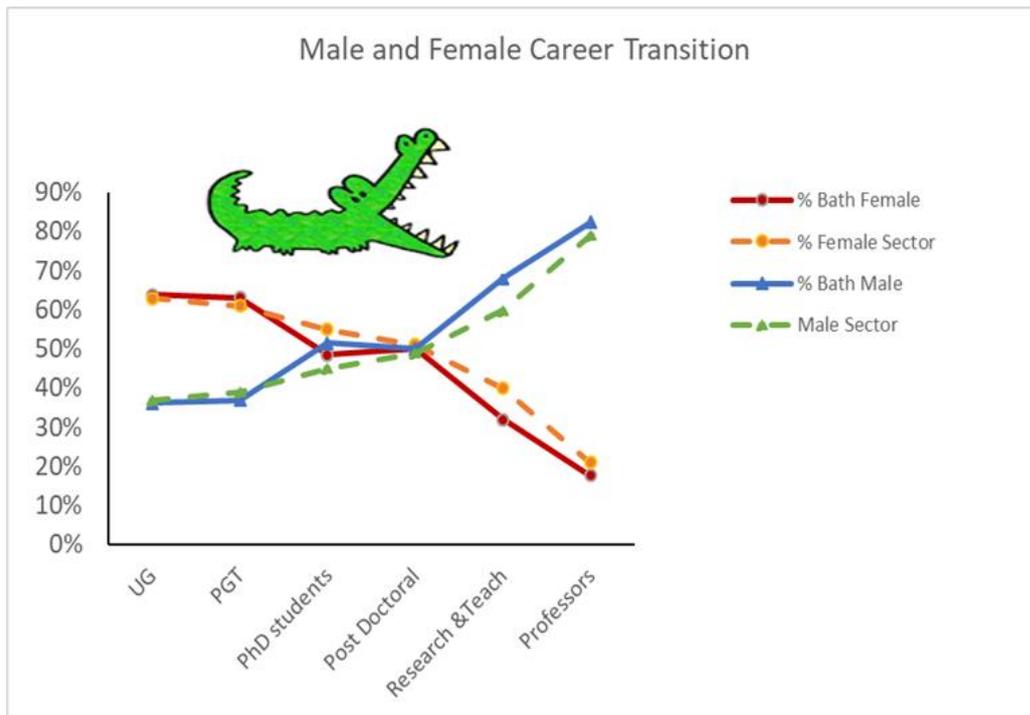


Figure 5.1: Our “Crocodile-Graph” for 2018/19 illustrating how we compare to the sector. Termed “Crocodile Graph” by a previous undergraduate. The open jaws depict the gap between male and female career transition.

5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

5.1 Key career transition points: academic staff

(i) Recruitment

Figure 5.2 summarises our 2015 Bronze Award recruitment process for Teaching-and-Research staff. We achieved our recruitment Bronze actions (**BAP1A1-5**) to ensure that shortlisting and interview committees have at least one female colleague and that the shortlisting is done on a scoring system appropriate to the job specification. These actions have increased the number of a women appointed in Teaching-and-Research. We advertised 15 academic posts for Lecturer, Senior Lecturer and Reader and made 12 appointments (4 were female). In addition, we supported 9 early career applicants (6 were female) to bid for independent fellowships. Of these, 3 were successful in getting Bath Prize Fellowships (1 male and 2 female) and 3 secured externally funded fellowships (1 male and 2 female). So, in total we employed 8 women and 10 men to our academic (Teaching- and-Research) staff. Three positions had to be readvertised after the applicants (males and females) declined job offers during the start-up negotiating phase. Feedback to the DSAT from female new starters highlighted that the negotiating process after receiving a job offer is daunting. **ACTIONS:** All prospective new starters will be introduced to our AURORA role models who have had negotiation training and can support them in this transition step to negotiate their start-up packages. (**SAP1.2**). More consideration is required to balance the workload of women who sit on the interview and shortlisting panels given the small number of female staff (**SAP7.4**).

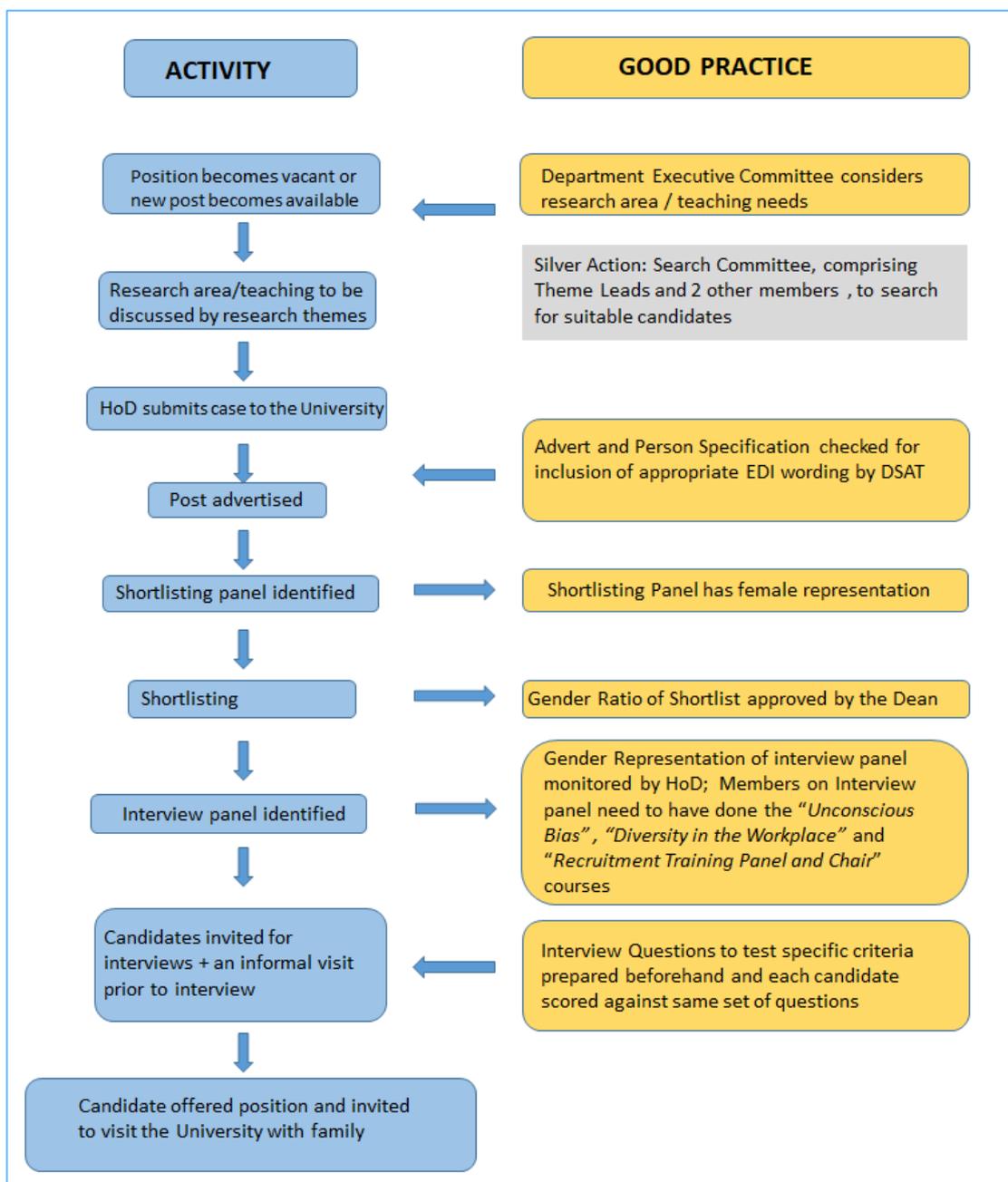


Figure 5.2: Schematic of Recruitment Process for Academic Staff

The proportion of women for Lecturer and above posts (Table 5.1) were slightly higher in the shortlists (27%-50%) than in the applicant pool (26%-36%). We were happy with the number of strong female candidates, which enabled us to shortlist on the *quality* of the application without adjusting for gender. In 2017/18 we advertised four posts at Lecturer / Senior Lecturer / Reader in a single advert. Only one woman applied for a Senior Lecturer position. However, there were candidates (both male and female) who applied at lecturer level but were suitably qualified for the Senior Lecturer post and were thus shortlisted (Table 5.1). Although the Bronze actions to improve our recruitment has had an impact in increasing the number of women appointed, fewer than 35% of our applications are from women, especially for senior positions. Thus further actions are required to increase the number in our applicant pool.

Table 5.1 Job applications and shortlisting

		APPLICANTS						SHORTLISTED							
		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor
2014/15	Female	49	49					10	10						
	Male	37	37					8	8						
	% Female	57%	57%					56%	56%						
2015/16	Female	155	99	13	33	7	3	25	15	3	3		3	1	
	Male	277	146	13	88	13	17	39	20	4	7		3	5	
	% Female	36%	40%	50%	27%	35%	15%	39%	43%	43%	30%	-	50%	17%	
2016/17	Female	107	86	16	5			27	19	6	2				
	Male	125	100	11	14			25	16	5	4				
	% Female	46%	46%	59%	26%			52%	54%	55%	33%				
2017/18	Female	83	34	11	37	1		26	8	6	8	4			
	Male	133	43	13	67	10		40	16	5	8	11			
	% Female	38%	44%	46%	36%	9%		39%	33%	55%	50%	27%			
2018/19	Female	177	130	38	9			37	26	10	1				
	Male	235	158	53	24			34	18	11	5				
	% Female	43%	45%	42%	27%			52%	59%	48%	17%				

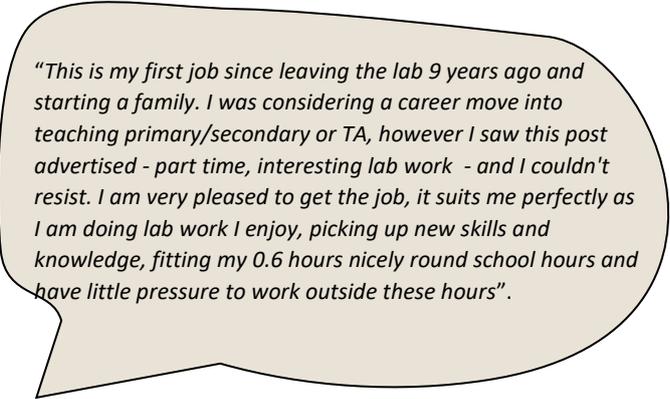
Table 5.2: New Starters

Biology & Biochemistry (Academic & Research)		NEW STARTERS							
		Total	Research	Teaching	Prize Fellows	Lecturer	Senior Lecturer	Reader	Professor
2014/15	Female	7	5	1		1	0		
	Male	8	5	0		2	1		
	% Female	47%	50%	100%		33%	0%		
2015/16	Female	8	7	1	0				0
	Male	11	9	0	1				1
	% Female	42%	44%	100%					0%
2016/17	Female	7	6	0		1			
	Male	9	6	2		1			
	% Female	44%	50%	0%		50%			
2017/18	Female	13	8	2	2	0	1	0	
	Male	13	8	1	1	2	0	1	
	% Female	50%	50%	67%		0%	100%	0%	
2018/19	Female	18	11	4	2	1	0	0	
	Male	8	3	1	0	1	2	1	
	% Female	69%	79%	80%		50%	0%	0%	

NB: Two different databases have been used to provide this data for Tables 5.1 and 5.2. New-starters data was collected from the HR database and shows the number of new appointments who started between 1st August and 31st July of the same academic year. Note that new starters for a particular year, could have applied in the previous academic year.

ACTION: To increase the number of women in our applicant pool, we will reinstate the *Search Committees* (who are independent of Shortlisting and Interview Committees). Search committees were an item on our Bronze action plan that we didn't manage to implement consistently. Since 2015, USA-lead subject resources have such as DiversifyEEB and Anne's list have emerged. These are databases that will be used by Search Committees to identify potential female candidates. We will also ensure that our adverts are placed on WISE and get staff to promote the vacancies to women on their social media networks **(SAP1.1)**.

Recruitment to Research-only posts follow the same scheme as Figure 5.2, except the HoD is not involved. Instead the line manager for the new position, who is required to have undertaken training in fair recruitment and unconscious bias, liaises with HR to write the advert and person specification. A senior member of staff guides new lecturers through the process of appointing their first Researcher.



"This is my first job since leaving the lab 9 years ago and starting a family. I was considering a career move into teaching primary/secondary or TA, however I saw this post advertised - part time, interesting lab work - and I couldn't resist. I am very pleased to get the job, it suits me perfectly as I am doing lab work I enjoy, picking up new skills and knowledge, fitting my 0.6 hours nicely round school hours and have little pressure to work outside these hours".

Quote from a recently appointed Researcher

From Tables 5.1 and 5.2 we note that Researcher applicants (PDRAs) were 45% female on average over the years, whereas the shortlists were variable (33%-59%). The gender ratio of new starters has been 50%, except 2018/19 where women represented 79% of newly appointed PDRAs. Although this has only been 1 year, we will continue to examine the gender balance of PDRA recruitment and will take further action if this trend continues.

(ii) Induction

All (100%) new starters undergo an induction process on their first day of arrival. Before the new starter arrives, the HoD/line manager sends them a welcoming email, letting them know who they will be meeting and what to expect on their first day. On arrival, they are given an "Induction tick-list", taken to the library to receive their security access card, and computer ID. The latter enables them to log onto the Department Wiki and access the Department Induction Pack **(BAP2A)**. Our Department information pack includes job specific policies (flexible working, parental leave, EDI, mandatory training etc) and relevant local information (nurseries, schools, after-school-childcare). New staff are assigned a Buddy (usually a staff member at a similar grade), who helps them navigate the Department in the first few weeks, taking them to lunch and coffee and introducing them to other colleagues. The new starter's photograph is displayed on the "Welcome to our newest staff member(s)" screen for the first 3 weeks. They are formally welcomed at the next Department Staff meeting. After a few weeks, they have a meeting with their line manager and are offered a career mentor. As part of the self-assessment process, we recently established a New Starter Focus Group (NSFG), to which all new starters are automatically enrolled for the first two years upon joining the Department. 100% of new staff said that we are a friendly and welcoming Department. However, many (30%) expressed frustrations with the information in the Induction pack being out of date. Teaching Fellows said the induction material is too

generic for part-time staff on FTC who have a shorter lead time to adapt to the Department/University before their teaching starts. The NSFG proved to be an efficient system for collecting feedback on our induction programme and the Department Administrators were able to update specific information instantly.

ACTIONS: In response to this and feedback from Post-docBio we have designed tailored induction information for Researchers and Teaching (**SAP2.1, SAP3.1**), highlighting bespoke mentoring and training schemes. We will keep the NSFG as a vehicle whereby new staff can update the induction information and participate in improving the effectiveness of the programme (**SAP4.1**).

(iii) Promotion

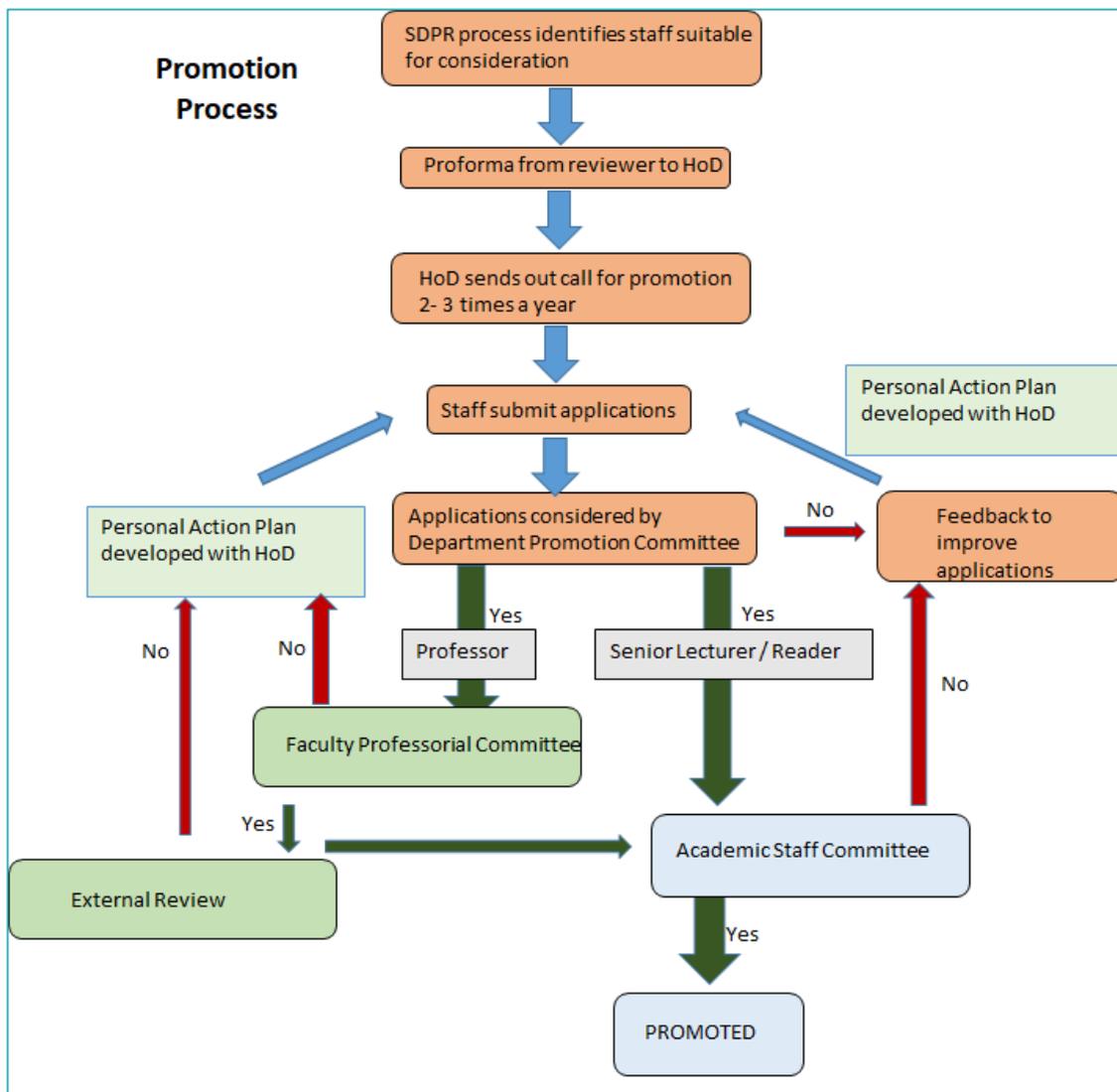


Figure 5.3: Schematic of Promotion Process in the Department

The University has clear promotion criteria that make allowances for career breaks and highlights administrative roles that merit promotion. Figure 5.3 illustrates our Department promotions procedure as published on the Wiki (updated 2019). Prior to 2015, only 2 women

had applied for promotion and it was found that women were less likely than men to put themselves forward for promotion. As a result of our Bronze actions (**BAP2E**) to highlight promotions criteria and specific invitations by the HoD reminding people to apply for promotion, *all* the women in the Department, that were eligible have applied for promotion (Tables 5.3 and 5.4) with a success rate of 80%. There were 14 promotions between 2014 – 2019, and 8 (57%) of these were women.

The HoD meets with staff members who were unsuccessful and works with them to create a personal action plan to support their career development and give them a focussed plan to resubmit.

Despite the above promotions, our DSAT culture survey indicates that opinion is still divided on the transparency of the promotions process (Fig 5.4).

ACTION: We will ensure that *all* staff are aware of the promotions criteria and utilise the SDPR process to map the pathway to promotion (**SAP4.2-3**).

Table 5. 3 Applications and promotion success by gender

	Applications				Promotions			
	Female	Male	Total	% Female	Female	Male	Total	% Female
2014/15	3	1	4	75%	3	1	4	75%
2015/16	3	1	4	75%	2	0	2	100%
2016/17	1	2	3	33%	1	1	2	50%
2017/18	1	2	3	33%	1	2	2	50%
2018/19	2	3	5	40%	1	3	4	25%
Total	10	9	19	53%	8	7	15	57%

TABLE 5.4: Academic Promotions

2014/15	1 female promoted to Senior Teaching Fellow(PT) 2 females translated to Reader (FT) 1 male promoted to Professor (FT)
2015/16	2 females promoted to Senior Lecturer (FT)
2016/17	1 female promoted to Senior Lecturer (FT) 1 male promoted to Senior Lecturer (FT)
2017/18	1 female promoted to Professor (FT) 1 male promoted to Professor (FT) 1 male promoted to Senior Lecturer (FT)
2018/19	1 female Promoted to Professor (FT) 1 male promoted to Reader (FT) 2 males promoted to Senior Lecturer (FT)

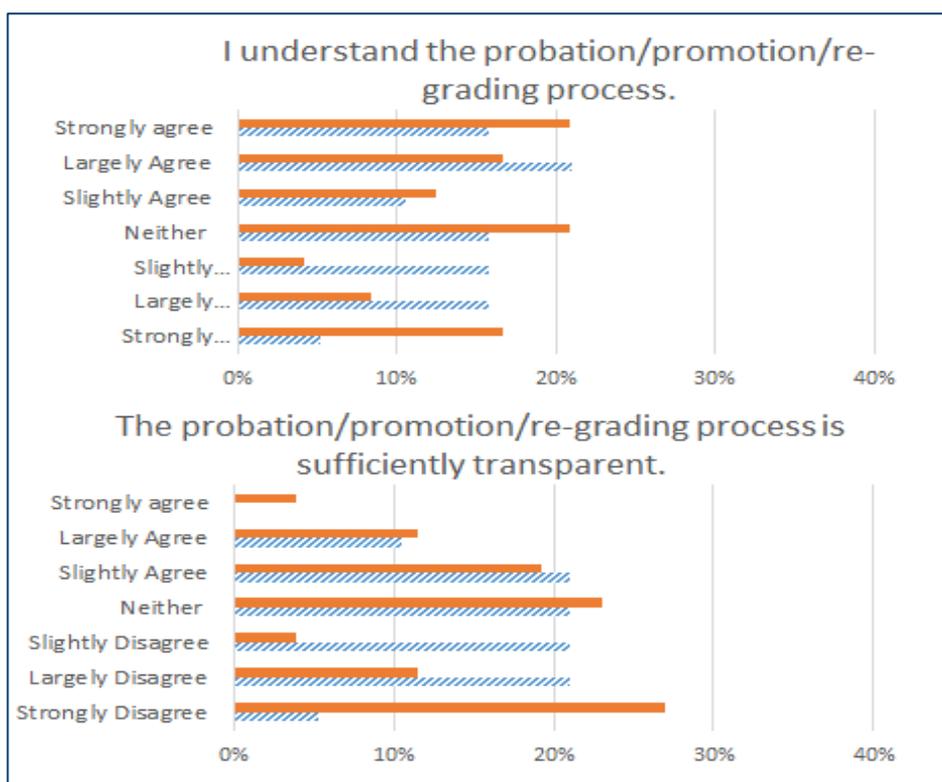


Figure 5.4: 2018 DSAT Culture survey results of staff perception of promotions 9. Solid bar (male) hatched bar (female). 47 responses to question (34%F). Response rate of eligible staff 84%.

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

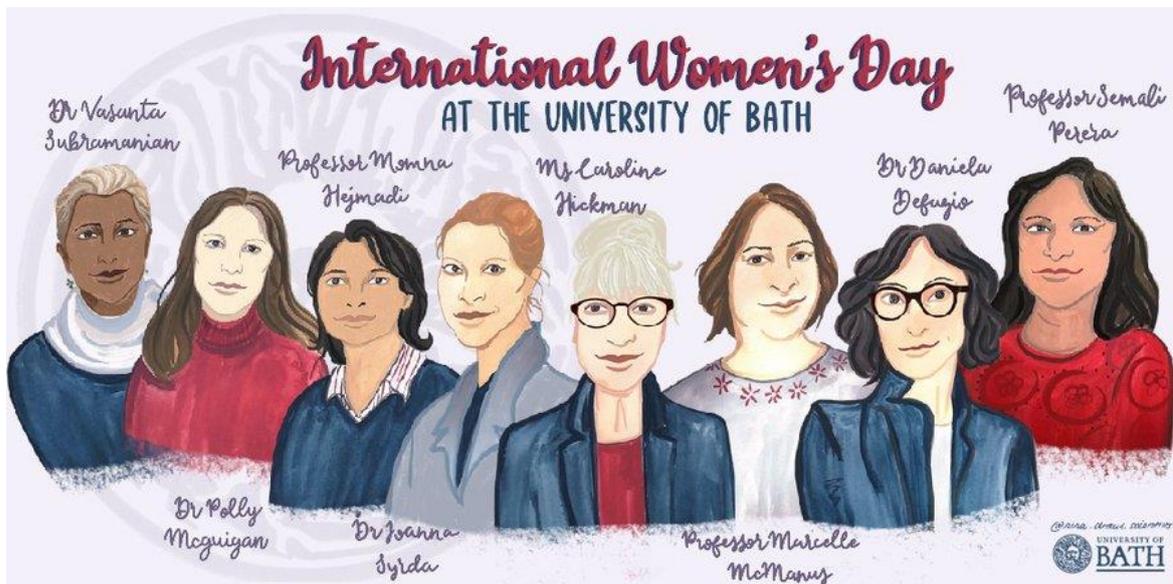
TABLE 5.5: REF submission tables for 2014 and 2021

Submitted to REF2014	Submitted to		% of eligible staff submitted
	REF	Total eligible	
Female	7	8	88%
Male	24	34	71%
Total	31	42	74%

REF 2021 (REF Ready exercise)	Female (Cat A)	Male (Cat A)
Eligible staff	13	36
% Eligible staff Returned	100%	100%
Total outputs	28	85
Average number of outputs/staff member	1.8	2.3
FTEs	12	35
output/FTE	2.4	2.4

During REF2014, decisions about staff inclusion were made centrally by the University. We returned 7 women (88% of F) and 71% of the men. Women made up 19% of staff eligible for submission and 22% of the submissions, indicating a slight bias towards their inclusion. Staff were informed whether they were to be submitted by a confidential personal letter from the HoD.

Contribution to the REF2014 was not a promotion criterion and this was made clear to staff, and the same applies for REF2021. For REF2021, *all* eligible research-active staff are being returned. The average output is 2.4 per staff member, adjusted for FTE hours.



Drs Vasanta Subramanian and Professor Momna Hejmadi from the Department among the women selected for an artistic poster to celebrate International women's day in 2020. Drawing by the artist, Nina Chhita.

SILVER APPLICATIONS ONLY

Key career transition points: professional and support staff (PSS)

(i) Induction

PSS (Technical and Administrative) are welcomed into the University and by their line manager (The Technical Manager) who takes them on a tour around the various Science Departments and buildings and introduces them to the relevant HoDs, Department Administrators and academic staff members. The induction process is the same as for the academic staff, including induction checklist, being allocated a buddy, and access to induction information on the Wiki, and having their photograph displayed on the “welcome to our newest staff member” screens. Laboratory based staff undergo a prioritised mandatory Health and Safety induction. After 6 six months, the DSAT chair asks new starters how they found the induction process.

When I arrived at the University, I was really taken by the community spirit and I enjoy being part of the bigger picture. I feel that the University has invested in me in terms of training’. ‘I was made to feel welcome and supported when I arrived at the University’

Anonymous comments from Technical Staff Member

(ii) Promotion

All PSS can apply to have their roles evaluated and be regraded or apply for higher grade roles. They are encouraged to follow a CPD programme that enhances their promotion prospects and are also eligible for Recognising Excellence Awards or Outstanding Contribution Awards which lead to a one-off payment or a permanent pay increase respectively. The Department isn't involved in promotion of PSS, but can supports their development by offering them research experience and nominating them for awards.

- Laboratory Assistants (G2) promoted to G4 and G5 Teaching Technicians (G4/G5). (1 male, 4 female / 4 full-time and 1 part-time)
- University Porters (G2) appointed as Laboratory Assistants (G2). (1 male, 1 female, both full-time, both G2 posts but considered career development since more specialised roles)
- Laboratory Assistant (G2) promoted to Research-group associated technician(G5). (1 female / part time post)
- Teaching Technician (G5) promoted to The Health & Safety Coordinator (G6) (1 female / full time)
- Administrator (G6) promoted to Senior Administrator (G7) (2 female, full-time)
- An Administrator and a Teaching Technician successfully nominated for Recognising Excellence Awards



5.2 Career development: academic staff

(i) Training

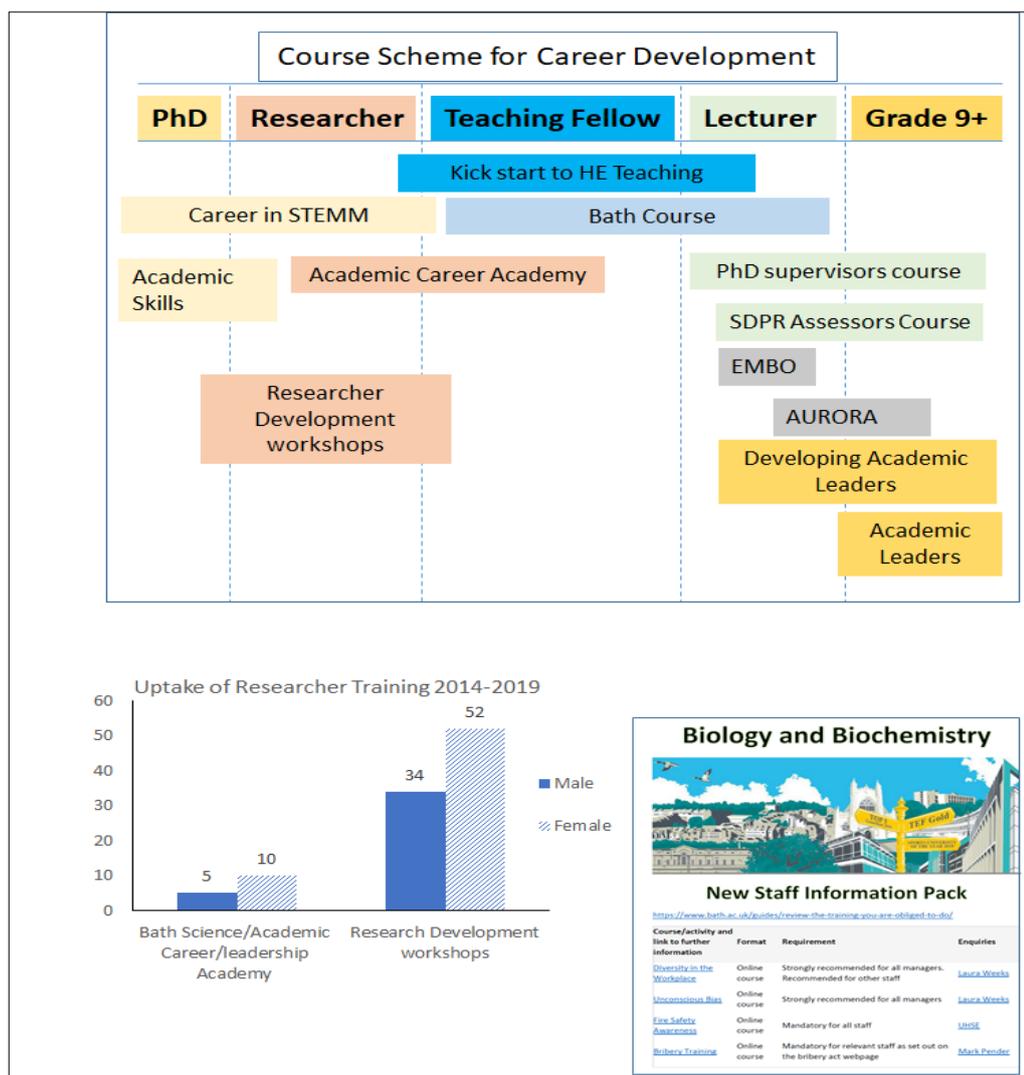


Figure 5.5 Top panel: Some of the courses relevant to career development at different stages. Most of these are run through the University. EMBO and AURORA are external courses that the University or Department will fund for staff who are eligible to attend. Bottom Left: Uptake of researcher training. Bottom Left: a page in the Staff Induction pack showing course information.

Our Induction package (Fig 5.5) and the Wiki include weblinks and information to career-related courses, as well as training in “*Diversity in the Workplace*”, “*Unconscious Bias*”, “*Recruitment and Selection*”, which is mandatory for managers and staff involved in recruitment. The HoD receives an annual “training compliance report” and reminds staff who need to complete training. 100% of the staff who manage research groups or have line-managing responsibilities have completed these courses (11 women and 24 men).

All staff are encouraged to develop new skills to support career development. The University’s Academic Staff Development and Researcher Development Units’ courses are promoted by email to academic and research staff and available on the intranet. There is also an online “*Development Toolkit*” to support professional and personal development. “*The Bath Course*”, is a work-based course to develop understanding of academic practise,

effective teaching (for Teaching Fellows and Lecturers) and research management (Lecturers). This course is a requirement for completion of probation (100% compliance) and leads to fellowship of the Higher Education Authority (HEA). Experienced academic staff, who don't have HEA fellowship can do "The Bath Scheme" to obtain the appropriate level of HEA fellowship.

Most of the staff agree that they are informed about training opportunities (Fig 5.6).

The impact of or Bronze actions to support postdoctoral staff development was that their uptake of career development courses has been excellent – especially the "*Research Development workshop*" that was attended by 80% of our PDRAs. In our DSAT culture survey 50% of female and 43% of male PDRAs said that they had attended 2 or more training events. To date 10 women and 5 males have attended "*The Academic Academy*" aimed at PDRAs who are ready to write fellowships/grant applications. 5 PDRAs (80% female) that attended this course have successfully applied for lecturer posts.

The HoD encouraged and supported 5 women (Senior Lecturer, Reader, Teaching Fellow) in the Department to attend the HE Advance Aurora course. We have 4 Aurora role models in the Department who are often called upon for leadership mentoring. Two of them have since taken leadership positions within the Department and the University. We have had 2 women and 2 men on the Developing Academic Leaders course.

Feedback from Teaching Fellows has highlighted that more time in their contract hours needs to be allocated to the Bath Course (**SAP3.2**) and other training.

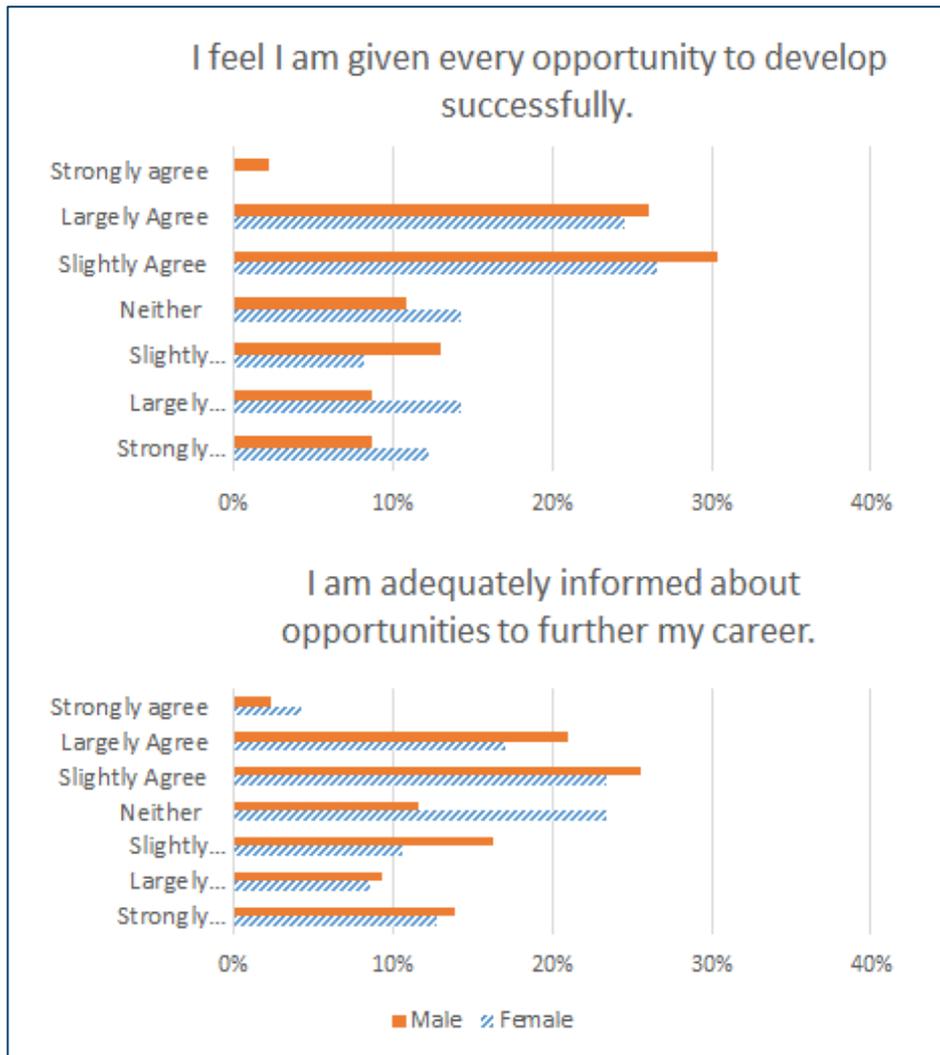


Figure 5.6: 2018 DSAT culture survey data on questions relating to staff training and development. (62 responses (40%F), 70% response rate from eligible staff.)

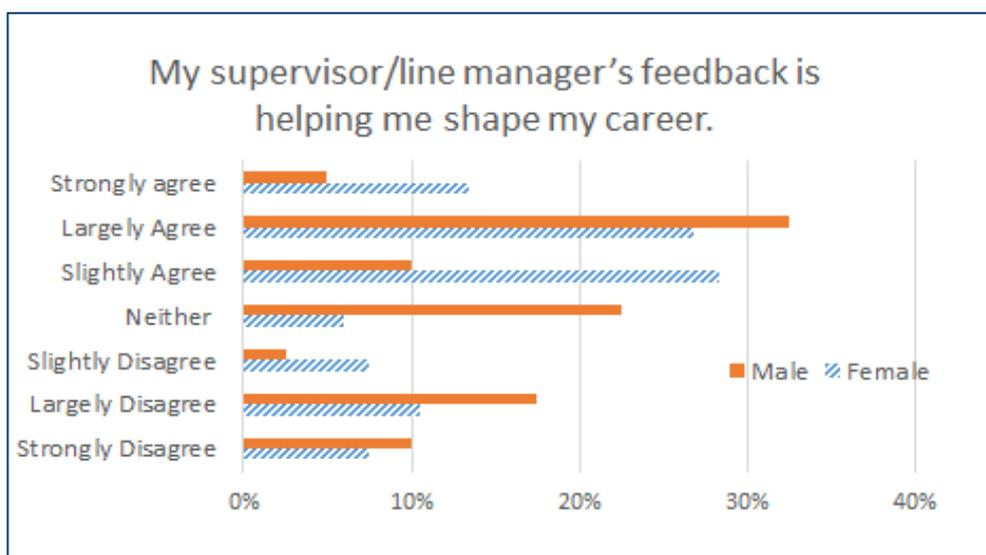


Figure 5.7: 2018 DSAT culture survey data on questions relating to career support (64 responses (43%F), eligible staff response rate 65%.)

(ii) Staff Development and Performance Review (SDPR)

All staff, except probationers are required to take part in an annual SDPR. Staff on probation meet with the HoD/line managers and complete a specialised probation review which is essentially the same as an SDPR, in essence, a reflective discussion to identify development needs and set career goals. The HoD, as line manager for academic staff, assigns/matches Reviewers (usually from the professoriate) and Reviewees. Staff can request specific Reviewers and all our female staff members have confirmed that they are comfortable with the inevitable limited opportunities to be reviewed by a female colleague. The Reviewers must complete the SDPR-course and fully understand the promotions criteria. About 80-87% of academic staff on Teaching-only and Teaching-and-Research contracts completed their SDPRs (Table 5.6). In recent years the SDPR reviews were out of term-time and fewer staff completed their SDPRs.

ACTION: Start SDPRs earlier in the year so that 100% of the staff can complete them (**SAP4.3**).

Research-only staff members had a lower uptake of SDPRs and in 2018 after staff consultation we introduced a non-line manager review for Researchers, so that they can discuss career aspirations without potential conflict of interests. This increased the uptake of SDPRs amongst Research-only staff in the last year, with 40% of the women and 50% of the men completing reviews.

"I had an SDPR and found it very helpful. The main advantage for me was that the staff member I had my SDPR with has evolved into a mentor. I have spoken to several people about their SDPRs and all seemed to have had positive experiences. One post doc said it was good in that it opened their eyes to the steps they needed to take, in addition to lab work, in order to make it to a faculty position."

Quote from female Postdoctoral representative

While most PDRAs found the review helpful, many commented that the format was too generic.

ACTION: Increase the uptake of development reviews by PDRAs and tailor the process towards supporting them in coming off FTC into permanent posts (**SAB2.3**).

Table 5.6 Uptake of SDPRs during the Academic Year

	2014/15		2015/16*		2016/17		2017/18		2018/19	
	F	M	F	M	F	M	F	M	F	M
Grade 8+Teaching-only and Teaching-and-Research	7	31	4	11	7	20	7	18	9	18
% of eligible staff	100%	100%	44%	52%	70%	95%	80%	85%	80%	85%
Grade 7-8 Research-only	4	1			2	2	3	1	8	7
% of eligible staff	13%	7%			10%	6%	21%	6%	40%	50%

*In 2015/16 there was a technical problem with uploading the completed appraisals onto iTrent.

Our **BAP2.F** had actions to utilize the SDPR process to identify career progression aspirations and to link these to individual promotion plans. We measured the impact of this in our DSAT survey with specific questions for career progression and found that while most staff agree that they are getting helpful feedback from their line managers (47% of males and 64% of females), and that they were informed and given opportunities for career development (60% males, 55% females), only a third (35% males and 30% females) agreed that career progression processes were transparent (Figures 5.4, 5.6 and 5.7). Some Departments in the University have trialled a "Career Conversation" as an alternative to the SDPR with more emphasis on development than

performance. From 2021 this is going to be rolled out across the faculty. The new format will also include work-life balance in the Career Conversation.

ACTION: In the interim, we will implement an additional proforma to record promotion-relevant conversations that can be flagged for the attention of the HoD as part of the SDPR process (**SAP4.3**).

(iii) Support given to academic staff for career progression

New Lecturers start with a low teaching load which increases to a full load over 3 years. They receive start-up funds and can bid for a University funded PhD student to establish their research. Prize fellows have a low teaching load throughout their fellowships. Our Bronze action (**BAP3A**) to implement a mentor scheme and appoint a Mentoring Co-ordinator has been achieved and is now a University-wide initiative. Responses to the DSAT culture survey indicate that 75% of female and 85% of male academic staff below Senior Lecturer grade; and 44% of female and 57% male PDRAs have mentors. Interestingly, senior staff (29% of men, 44% of women) have career mentors drawn from other Departments and outside of the University. Staff can invite their mentors/colleagues to observe their teaching and provide feedback. Staff with mentors responded 100% positive to the “my mentor’s advice is helpful/constructive” question. The impact of mentoring (**BAP3A**): 100% of new lecturers (3 females, 4 males) passed their probation. Promotion success of women as mentioned in 5.1(iii).

Early career staff (PDRAs) are encouraged to apply to observe grant panels, attend conferences and promote their research and can apply to the Department for travel funding. They can also apply to Department Seed Fund to help with their research. The University has implemented the “*Concordat to Support the Career Development of Researchers*” and introduced clear promotion criteria for PDRAs. PDRAs at grade 8/9 can now apply for their own funding on grants and are able to be Principal Investigators. So far one of our PDRAs has successfully done this, and she now has a Lecturer position in another Department. Encouraged by this success we will support more PDRAs to apply for grant funding (**SAP2.2**)

Table 5.7: “Yes” answers to “Do you have a mentor” in the 2018 DSAT Culture survey.

	PDRA	<Grade 9 Prize Fellow, Teaching Fellow, Lecturer	Grade 9+ Senior Lecturer, Reader, Professor	Total
Male	4/7(57%)	5/6 (83%)	5/17 (29%)	14/30 (47%)
Female	4/9 (44%)	6/8 (75%)	4/9 (44%)	18/26 (69%)

ACTION: Our survey data indicate that the uptake of mentoring is still quite low for PDRAs. We will continue to allocate mentors to PDRAs (**SAP2.1**).

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

Undergraduates have personal tutors who provide academic and pastoral support. Further support is available from Directors of Studies and University Academic Skills Training Unit. Tutors support UGs in applying for placements in their sandwich year. During their placement, students are visited by a member of academic staff. In their final year, project

supervisors and tutors discuss career options and support students making applications for postgraduate courses.

PGT students have access to research supervisors and personal tutors with similar pastoral support as the UGs. Their course includes research skills, paper writing, seminar presentations and project proposal writing. ‘PGBio,’ the postgraduate society, is very active and organises professional development and social events to expand the mentoring and networking opportunities for PGT and PGR students.

PhD students have access to numerous courses, including time management, resilience, mental health support, work-life balance research planning, and networking. The Doctoral College recommends that PhD supervisors use the RDF tool to do a “training needs analysis” with their PhD students. The uptake of this across the Department has varied according to the funding stream. MRC DTP students have commented that they find the form-filling aspect of RDF stressful “...I keep getting emails telling me to update my RDF forms, can this happen less frequently?..” The DSAT culture survey found that 80% of PhD students find that their supervisors support their training needs (Table 5.8, no gender difference). Data from the Doctoral college indicates that 94% of female and 75% of male PhD students from our Department attend 3 or more professional development training each year. PhD students present their work the Department at weekly seminars and take part in the annual “Three-minute Thesis Competition”.

PhD students are supported by their Research supervisors in obtaining their next employed post. Alumni data for post-PhD destinations for 115 (50%F) students from 2014- 2019 indicate that 17 women and 16 men are currently doing postdoctoral research (~30%). This is the same as figures quoted by the Royal Society based on BOS survey and HESA DLHE data.

Table 5.8: Survey response to Question on PhD skill training

My supervisor ensures I have the skills to do my PhD well				
	Males	Females	% of M	%F
Largely Agree	16	20	80%	80%
Neutral	1	1		
Disagree	3	4	15%	16%
Total Responses	20	25		



–PhD student in B&B, winner of the Three Minute Thesis 2018

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

Theme Leads help new staff identify the appropriate research funders for their research field. Staff are encouraged to start drafting a grant a year before the deadline and invited to pitch their grant to an in-house panel of experienced researchers, many of whom have experience of sitting on external grant panels. The panel provides immediate feedback on the quality and clarity of research questions. At this stage, strategic advice is offered on external competition, potential collaborations and impact. After the grant has been written, the applicant is encouraged to ask several staff members to read for further feedback for scientific rigour. For fellowship applicants, mock interviews are arranged to help them prepare and build confidence.

When grants are not funded, Research Theme leads, mentors or senior colleagues help the applicant to address the feedback in future grants. Further support depends upon whether additional data is required (Department Seed Fund, other funders, resource provision). Successful colleagues, make their grant applications available and share tips for grant writing success.

There is no significant gender difference in either grant income (Fig 5.6), application- or success rate. In our analysis of grant income, we have noticed that some of our mid-career staff have had a reduced grant success in recent years (both male and female).

ACTION: Enhanced grant application support for all staff, not only newly appointed staff (**SAP2.2; SAP4.4**).

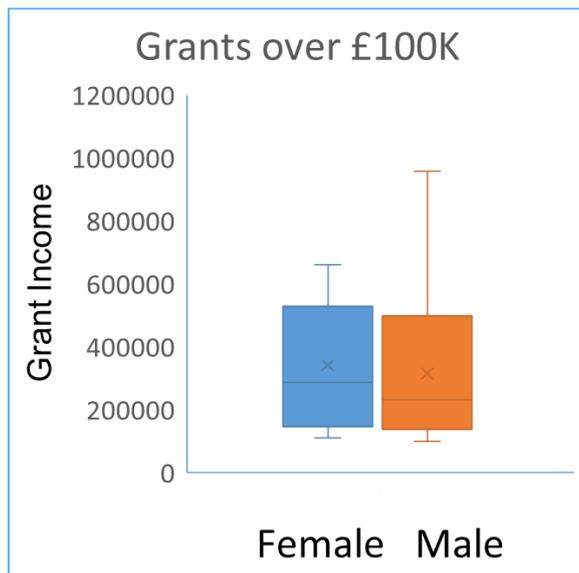


Figure 5.8: Box plot for grant income during this period from male and female staff members. The mean grant size (x) is slightly higher for females. The whiskers (vertical lines) extending from the ends of the box indicate minimum value (£100000) and maximum value. For males the maximum value is higher. The graph represents 10 women and 31 men.

SILVER APPLICATIONS ONLY

Career development: professional and support staff (PSS)

(i) Training

The University signed up to the *Technician Commitment Initiative*, which focuses on visibility, recognition, career development and sustainability. PSS have access to a bank of resources to encourage CPD and University led role-specific and self-development courses.

ACTION: We will work with the Faculty to provide training support for PSS (**SAP6.2**).

(ii) Appraisal/development review

The Department is not involved in the line-managing of PSS. We are aware that the Technical staff were offered SDPRs, but the uptake has been poor (between 3 to 6 staff per year have done this). Feedback on the SDPR was “*the process did not meet my needs*”. The Technical commitment initiative is calling for a new appraisal process focussing on the skills identified by the technical team. Administrative staff fall under a different job family and have a CPD linked appraisals. The University was awarded an Association of Administrators Mark of Excellence for its provision of CPD-appraisals.

Table 5.9: Appraisals from Professional and Support Staff uploaded to iTrent

	2014/15		2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male	Female	Male
Technical Support Staff	3	6	1	1	5	5	2	3

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

The *Technician Commitment Initiative*, has actions for promoting technical career pathways, increasing visibility and acknowledging efforts in research papers. Technical staff (46% female) have roles managing, teaching, research, workshop and health and safety support. Teaching Technicians are degree-qualified in Science subjects, the Safety Coordinator and Technical Manager have PhDs. The University offers a fee reduction for staff wishing to enrol for higher degrees. We have in the past had transfer between technical and academic staff positions, listed in section 4. Despite having no formal policy, we are eager to support PSS career development. **ACTION:** Interact with the *Technician Commitment Initiative* and work with the Faculty to promote visibility and create opportunities for Career Development (**SAB6**)

5.3 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

Professional and Support staff are line managed at Faculty level and supported during career breaks at Faculty level. Table 5.10 separately lists professional and support staff and academic staff who took maternity leave and their return rate. Career breaks in academia affect research

output and publications and this carries a penalty for academic career progression. The narrative in this section focuses on the experience of academic and research staff.

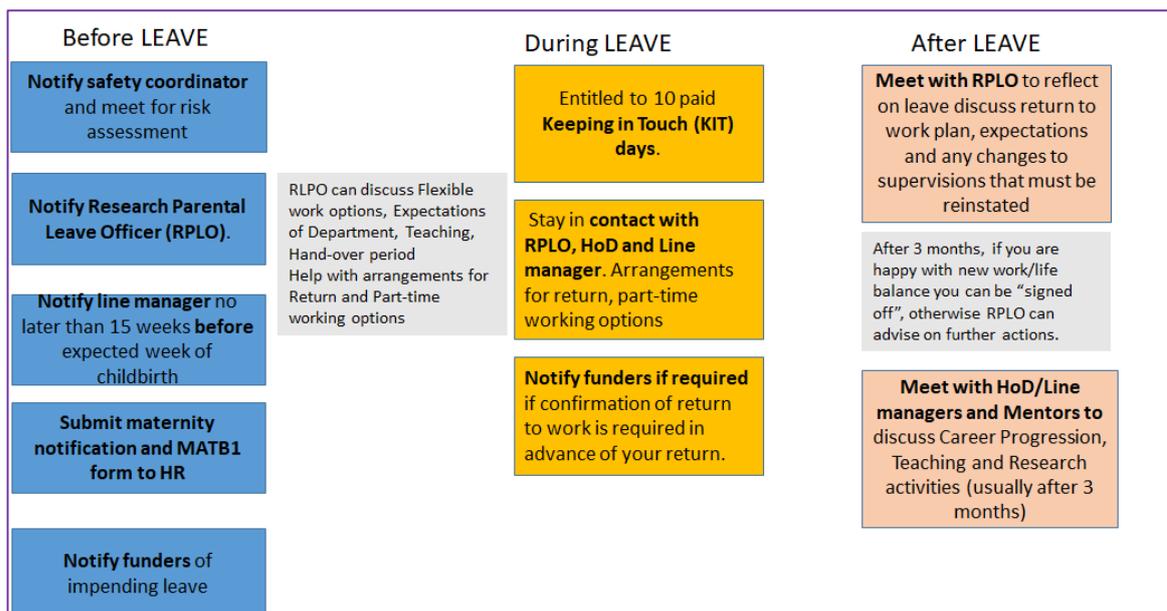


Figure 5.9: Our new maternity/paternity/parental/adoption leave support scheme

Prior to 2014, we had no support policies in place for academics taking maternity leave and no academics in the Department had taken maternity leave. In 2014, we consulted with HR and developed a support policy (**BAP2C**). Since 2015, 4 women have taken maternity leave and given feedback on our maternity policy. We held a focus group in 2019 and invited members of the Department with experience of maternity/paternity/parental leave at other universities to share their thoughts on good practice.

"the way I organised my research management during maternity leave was very much up to me"

"in contrast to other jobs, scientific research carries on while I take my parental leave and I need to keep my research group going "

"no one advised or guided me through this process"

"if my post doc went on maternity leave and the project will shut down until she came back "

"Pls on maternity leave feel overwhelmed by trying to take on too much while on mat leave.."

The conclusion of the group was that maternity leave is perceived to reduce research productivity, not only the person taking the break but often the whole research group with implications to future access to grant funding and career prospects. The knock-on effect of this perception is that staff on maternity leave feel stressed and set themselves unrealistic goals such as writing grants and papers while on leave. On the recommendation of this focus group, we appointed a *Research Parental Leave Officer* (RPLO) to help staff manage their research and mitigate the "motherhood penalty" while on leave (**SAP4.5**). The RPLO will be a member of the DSAT team and have experience of maternity leave in our Department/another institution and understand the different needs of staff on FTC and more senior posts. The RPLO needs to have personal insight into the career and research related issues that staff face when taking maternity, paternity, parental or adoption leave.

The HoD put out an open call for the role, and we have now appointed our first RPLO, who has drawn up the above outline for maternity/adoption leave (Fig 5.9), as well as other schematics for paternal and shared parental leave. Maternity/adoption leave does not affect eligibility to apply for sabbatical leave.

ACTION: These schemes will be published in our induction information as well as the Athena SWAN pages of our Department Staff Wiki (**SAP4.5**).

(i) **Cover and support for maternity and adoption leave: before leave**

Briefly, staff meet with the Health and Safety Coordinator for a risk assessment of the working environment and to make adjustments where required. The RPLO advises on MATB1 forms, potential work and research related issues, flexible working and timelines for notifying line manager/HoD, HR and grant funders, hand-over arrangements. The HoD discusses and agrees workload with the staff member and considers whether maternity cover is required and implications for research grants, PhD students and research staff. For pregnant PDRAs, the RPLO will discuss options for contract-extensions and research management. Staff will be guided to the relevant information pages on HR webpages.

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

The Department is always happy to meet a new baby. We have installed a baby changing station in the Department, which has been helpful on (keeping-in-touch) KIT days. The RPLO discusses arrangements for reasonable contact during maternity leave, effective use of KIT days and ensures that the new parent does not feel obliged to agree to too much. Staff members who were on maternity leave during this period agreed that they were kept up to date and informed about Department matters and that they were invited to key Departmental events such as the opening of our new Milner Centre for Evolution.

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

The RPLO meets with the staff member on return, to reflect on their leave and discuss expectations and flexible-working/part-time options. Returning academic and research staff have access to enhanced grant writing support, can negotiate reduced teaching hours and have priority in applying to Department research-seed funds, but we are aware that this is a limited resource. **ACTION:** We shall petition the University Alumni Office to raise dedicated funds to support women returning to work after maternity leave (**SAP4.5**).

(iv) **Maternity return rate.**

Four women (2 PDRAs, 1 Lecturer and 1 Prize Fellow) took maternity leave during this period. The PDRAs were on fixed term contracts, which were extended while they were on leave. They returned and completed their contracts. One has since had her contract renewed, the other has gone back to her home country where she is now working as a part-time Lecturer. The Lecturer and Prize Fellow, both returned after maternity leave.

Among the support staff, 4 women have taken maternity leave, 2 for the second time while in post. Three have returned part time and one is set to return in June 2020. Two women in the support team have changed their hours to fit in with childcare.

SILVER APPLICATIONS ONLY: Comment on the proportion of staff remaining in post 6, 12 and 18 months after return from maternity leave.

Table 10 summarises the staff returning after maternity leave. Everyone returned, 1 PDRA left after 3 months when her extended FTC ended and went back to her family in her home country, 1 Lecturer left after 15 months to work at another University. Research staff on FTC have taken shorter maternity leave. Professional and Support staff members are still in post more than 18 months after returning from maternity leave.

Table 5.10 Maternity Return

		Total Uptake	Returned	Time in post (months)	Length of Maternity leave
Academic and Research staff	2014/15	1	1	>18	3 months
	2016/17	1	1	3	3 months
	2017/18	1	1	15	8 months
	2018/19	1	1	>18	1 year
Professional and Support Staff	2014/15	1	1	>18	1 year
	2015/16	1	1	>18	15 months
	2016/17	1	1	>18	1 year
	2018/19	1	Set to return June 2020		

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

Nobody took shared parental or adoption leave. The University policy is 2 weeks statutory paternity leave on full pay. Prior to 2016, no-one in the Department had taken Paternity Leave. In Sept 2016, the then HoD, led by example and took two weeks paid paternity leave, followed by 2 weeks annual leave to support his partner after the birth of their child. Subsequently a Professor and a Lecturer took paternity leave in 2017 and 2018. 2 PDRA's and a PhD student have taken paternity leave in 2016 and 2018. Our courses are taught in groups, which provides flexibility for the course convenors to rearrange the teaching around short-term absences. For longer-term absences, the HoD and theme heads can arrange to cover teaching and other commitments, until the staff member returns.

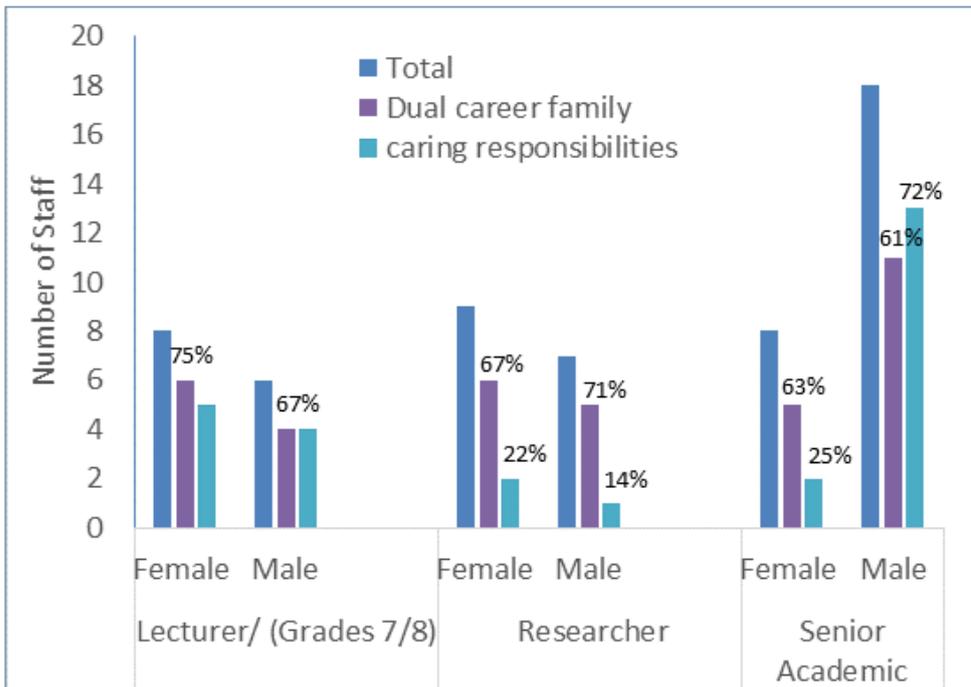


Figure 5.10 2018 DSAT Culture Survey response to questions on Dual career families and caring responsibilities. (98 responses as in table 3.2)

(vi) Flexible working

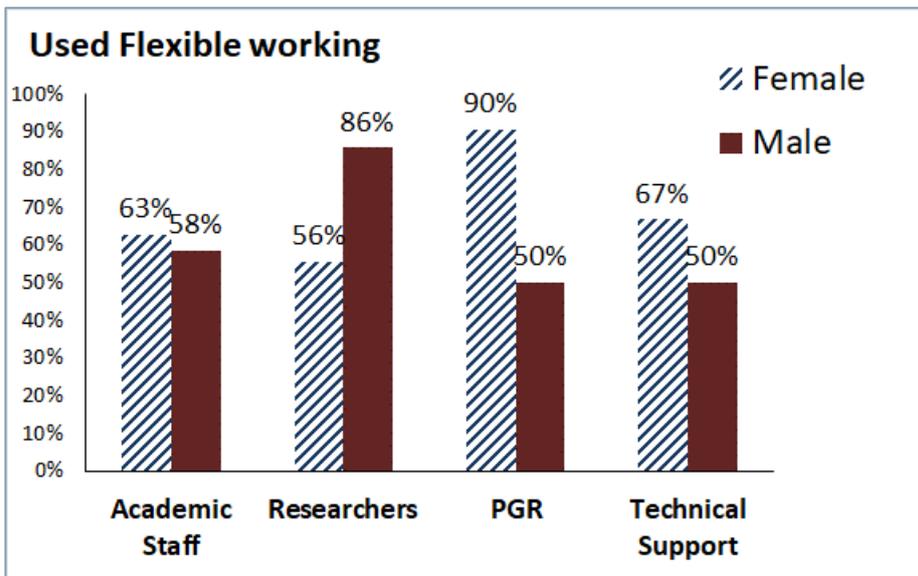


Figure 5.11 2018 DSAT Culture Survey response to informal use of flexible working options. (98 responses as in table 3.2)

The Department accommodated 5 formal requests for flexible working since 2015 (2 women, 3 men). With one exception, these have been flexible retirements. One woman changed her

working hours to 0.6FTE because of childcare responsibilities. Academic staff can request that their teaching duties are restricted to certain hours, often to facilitate arrangements around caring and childcare responsibilities. The University's central timetabling team handles these requests. The structure of our courses (3 to 5 academics are involved in teaching a course) usually allows for flexibility in arranging the teaching to accommodate people with childcare responsibilities. Flexibility is written within academic staff contracts and we don't need to record this. The DSAT culture survey shows that most staff utilise the option of flexible working hours on a regular basis (Fig 5.11)

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

So far, we have not had any requests to transition from part-time to full time, but we could easily support this for permanent staff members according to the University's Flexible Working and Leave Policy, available on the HR web pages. For staff on FTCs, transition between part-time and full-time work depends on the terms and conditions of the grant that funds them. In most cases the salary is unspent and the funding body usually grants a no-cost extension.

5.4 Organisation and culture

(i) Culture

Following our last Athena SWAN award, the Department leadership and the DSAT team has committed to our Athena SWAN cultural objectives (**BAP6B-E**). The completion of these actions had the following impacts and changes in the Department:

- Since 2014, Department Culture and EDI are agenda items in our staff meetings (twice a semester) and our Annual Department away-days, where we have engaged in activities to identify our core values, discussed expectations of mentorship, work-life balance, gender issues in career progression. In our last away-day, we addressed the Department culture and drew up our own "Professional Code of Conduct", which enshrines honesty, fairness, respect and responsible behaviour at social events on and off-site or at conferences (**SAP7.2**).
- Our DSAT culture survey indicated that 100% of staff and Postgraduates who replied knew what Athena SWAN was compared to 60% previously.
- Our Undergraduates have an awareness of Athena SWAN. Since 2017, the Bath University Bioscience Society (BUBS) organises a yearly "Women in Academia" event, in which they have asked academic women in the Department talk to about own their careers. Three women in the Department have given talks.
- BUBS informs UG students about the Athena SWAN charter. When UGs were asked in 2017 whether they had heard of Athena SWAN, 80% of students (70% female) replied "yes". A final year undergraduate replied: "*It's that crocodile graph showing how women are underrepresented in Science*".
- Since 2018, the BUBS committee has a "Welfare and Inclusivity" officer, with whom the DSAT chair meets on a quarterly basis (issues raised have not been about gender).

- PGR society organises and hosts an annual inspirational seminar speaker, supported by Department budgets. These have been high profile and gender balanced. Speakers included Hagan Bayley, Paul Nurse, Judith Armitage and Fiona Watt.
- There is a dedicated noticeboard for Athena SWAN related activities and publications on gender equality in the main corridor of the Department.

Going forward: Our crocodile still has very wide jaws, but we acknowledge this and aspire to closing the gender gap. Staff in B&B share an interest in creating a culture with family friendly policies. In our DSAT culture survey, more than 60% of staff were dual career families, 58% of the men and 36% of the women had caring responsibilities. Work-life balance is a concern amongst 27% of all staff who still feel that they don't have a healthy work-life balance (mostly male staff in the Research and Teaching category, female staff in Research-only and male and female PhD students (Figure 5.10)). The PG-BIO society organises our social events and the Friday coffee morning. The Department traditionally has a mince-pies and mulled wine end-of-year event and a Department Summer BBQ which were well attended. However, our DSAT culture survey, indicates that 80% of part-time staff find it difficult to attend social events. Thus, more inclusive policies for social events are required.

ACTION: We will establish a Social Committee to work alongside PG-BIO to oversee inclusivity at social events **(SAP7.5)**.

We strive to be a Department where everyone feels they belong and are valued. The DSAT culture survey had 40% negative responses for questions on culture, inclusivity and transparency. These issues were *not* gender specific, but the results are a concern and were discussed in confidence at the Department Executive Committee. Appropriate, specific actions were implemented.

Before Covid-19, the Department has been navigating through several uncertainties and challenges, including curriculum transformation, REF2021 submission, and a heightened awareness of student and staff mental health.

Our Silver Actions for inclusivity, prioritises staff mental health **(SAP7.1)**, which has been an issue that has directly impacted the Department culture (see next section). We look forward to improving increasing transparency and rewarding collegiate efforts to build a safe working environment where we can all thrive.

(ii) HR policies

The University has detailed policies, which it publishes in a regularly updated “*Dignity and Respect*” document on the staff website. The HoD reminds staff when these are updated. In 2017 we trialled a system whereby academic staff in the Department were asked to download the document and confirm that they had read it, by signing the first page. 100% of the staff complied within 3 months.



Since 2017, the Department has supported the University’s #NeverOK commitment. The new HoD has made it very clear in his first staff meeting that harassment or any type of discrimination including sexual, racism, ableism, ageism, homophobia and transphobia will not be tolerated. The Department Executive, line managers and supervisors must lead by example and act as role models for positive inclusive behaviour. We actively listen to staff and encourage staff to make suggestions for improved transparency and inclusivity. Staff meetings and Departmental notice boards are used to inform staff and students of Equality and Diversity resources such as Athena SWAN and ACAS websites, training courses and the University’s on-line “*Report and Support Tool*” that facilitates reporting of harassment, discrimination and assault.

[Redacted]

[Redacted]

As a result, we have a heightened awareness of bullying and harassment and understand that all parties involved in harassment cases require non-judgemental support. The HoD and dHoD developed a proforma outlining where staff can seek support that was adopted across the whole Faculty. Staff have been encouraged to make use of the University’s Employee Assistance Programme (EAP) and were supported with additional training and mentoring. We have worked with HR and external advisors to create a code of professionalism and wellbeing/belonging in the Department and will assess the effectiveness in future staff surveys.

ACTION: We have prioritised mental health and wellbeing for staff (**SAP7.1**) and students (**SAP5.1**) in the last year. Our Dignity and Respect priorities going forward aligns with our aims for compassionate and supportive staff culture (**SAP7.2**).

(iii) Representation of men and women on committees

The Department Wiki page lists the remit and composition of each committee. Committee membership is recognised in the workload allocation model. Following from our Bronze action (**BAP5B**), the HoD emails staff calling for expressions of interest (EOI) when vacancies arise for committee members. Most members sit on a committee for 3 years with the option of one renewal. Gender representation was considered when determining membership (**BAP5B**). We have almost reached our target of 33% representation of

women on our committees (Table 5.11). In addition to Department committees, we have up to 15 (40%F) staff members representing the Department on Faculty and University committees each year. However, this has led to some women experiencing committee overload and feeling pressured to be on committees just to improve the gender balance

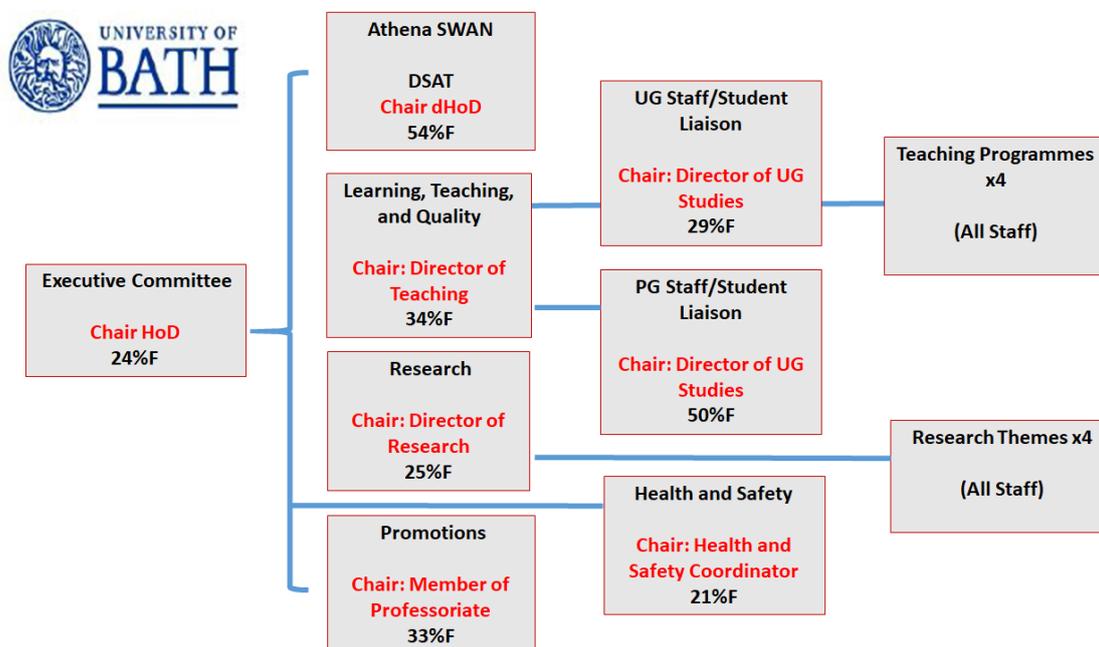


Figure 5.12: Department Decision-making committees with proportion of female members

Table 5.11: Membership of Influential Department, Faculty and University Committees

	2014/15		2015/16		2016/17		2017/18		2018/19		%F
	M	F	M	F	M	F	M	F	M	F	
Department Committees											
Department Executive Committee	5	1	5	1	4	2	4	2	4	1	24%
Department Self-Assessment Team EDI*	4	5	4	5	4	5	5	5	5	6	54%
Department Learning Teaching Quality Committee	5	3	5	2	4	2	5	3	4	2	34%
Department Research Committee	5	0	6	2	6	2	6	2	4	1	25%
Department Promotions Committee	2	1	3	1	3	1	3	2	3	2	33%
UG Student Staff Liaison Committee*	2	1	2	1	2	1	2	1	2	0	29%
PG Student Staff Liaison Committee *	2	2	2	2	2	2	2	2	2	2	50%
Department Health and Safety	3	2	4	0	4	1	4	1	4	1	21%
Faculty/University Committees**											
Faculty Board of Studies	-	-	1	2	2	2	2	1	2	1	
Faculty Learning, Teaching and Quality Committee	2	2	2	1	2	1	2	1	2	1	
Faculty Research Committee	--	-	1	0	1	0	1	0	1	0	
University Academic Staff Development Steering Committee	-	-	-	-	0	1	0	1	0	1	
Senate	2	1	2	2	3	2	3	2	3	3	
University Senior Academic Appointments Committee	0	1	0	1	0	1	0	1	1	0	

*numbers exclude student representatives. **these are members of our Dept, not total representation of committee membership

ACTION: In the immediate short term, no quota will be enforced for women to be on committees. In addition to calls for EOI for committee memberships, the HoD will use the WLAM to assess whether potentially suitable applicants are already serving on too many committees and whether there is a career benefit. More mechanisms to increase transparency of committees and improve the dissemination of information will be put into place. These include making the approved committee minutes available on the Department Wiki and using an observer system, whereby staff members can apply to observe a meeting (**SAP7.4**).

(iv) Participation on influential external committees

Participation on external committees is recognised as part of the University's promotions criteria. The HoD and Research Theme leads approach and encourage eligible members of staff to apply. Members of staff who are on these boards also encourage their colleagues to apply. Over the last four years these have included participation in grant awarding panels for the BBSRC (2 female and 3 male), NERC (2 male), MRC (1 male), Alzheimers Disease UK (2 male) and ERC (1 female). We have had Management Board members and Leads on external Doctoral Training Programmes for the BBSRC (2 male, 1 female), MRC (1 female), NERC (1 female).

(v) Workload model

The HoD has been involved in standardising the workload allocation model (WLAM) for teaching, administrative roles, research and scholarship across the University. The 2018/19 WLAM recognises EDI-, inclusivity- and WP activities and incorporates the published Athena SWAN recommendations. HoDs have oversight of the workload for their Department and uses the model to allocate teaching and admin fairly across the Department. When the HoD sends out a call for expressions-of-interest to staff for a committee or administrative role the e-mail states the number of WLAM hours allocated to the post. Staff can track their workload data on-line and must agree that it is accurate before the model is confirmed. During their SDPR, staff assess whether WLAM recognises their contributions and whether teaching/admin loads need adjusting. Workload hours is not part of the promotion criteria, and we do not encourage overwork.

Staff were divided in their perception of the fairness of WLAM – 50% of men and 43% of women feel that the model recognises their efforts (Figure 5.13). This is an improvement over our previous survey in 2014, where 70% of staff felt WLAM failed to recognise their efforts. We would like promote staff ownership of WLAM as a tool to promote a cooperative work culture without it being at the expense of work-life balance.

ACTIONS: We will hold a workshop within the Department for staff to familiarise themselves with the University's new WAMS user guide and assess what aspects of the new WLAM can be improved (**SAP7.3**). Additional actions related to the WLAM will be to encourage and award collegiality (**SAP7.6**) and encourage healthy work-life balance (**SAP7.7**).

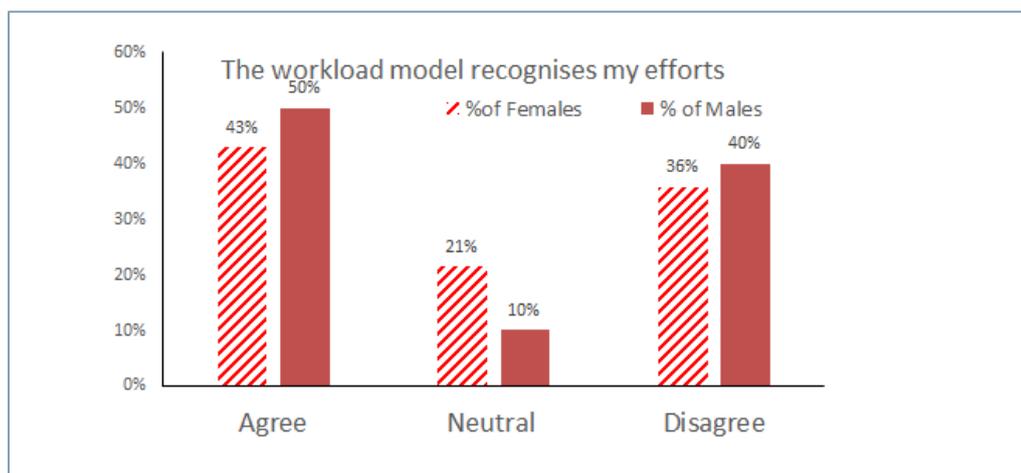


Figure 5.13 Staff perception of Workload model based on the 2018 DSAT culture survey (40 responses, (35%F), 85% of eligible staff responded).

(vi) Timing of departmental meetings and social gatherings

Academic seminars and Staff meetings are scheduled to occur within core hours (10:00 – 16:00) to ensure the widest participation of staff. Departmental Committee meetings are within core hours and arranged in advance by coordinating calendars on Outlook. Social gatherings are varied. The weekly happy hour is on Friday afternoons from 4.30pm, and in summer it is not unusual for staff to collect their children and bringing them along to the happy hour, which is held outdoors (soft drinks are always available). Coffee mornings are 10am Tuesdays and Fridays. The winter “*Mince-pies and Mulled wine*” end-of-year event and the Department “*Summer BBQ*” are held on a Wednesday or Friday and start from 3pm. Social events are arranged well in advance so that people can plan to attend.

(vii) Visibility of role models

Our women have been invited to give prestigious talks and public lectures (for example our Emeritus Professor Cheryl Tickle (FRS), was invited to speak at the University of York), and Professor Melanie Welham, an adjunct faculty member, now Chief Executive of the BBSRC was an inspirational speaker at our Annual Athena SWAN lecture in 2016. Theme leads ask staff for suggestions for speakers on our external seminar series. While the schedules are being compiled, the administrators ensure that the program is gender-balanced and if not, there is a call for more speaker suggestions. Since 2015, 50% of external seminar speakers have been women, compared to 10% prior to 2014.



Our website has a balance of images and video clips featuring our exciting research discoveries as well as photographs of staff and students. We have been successful in recruiting female students and have a gender imbalance of 67% female undergraduates.

ACTION: We will increase the visibility of male undergraduates in our promotion videos on the website (SAB5.6).

(viii) Outreach activities

Students and staff actively participate in outreach and engagement activities and regularly contribute to science festivals. “*Pint of Science*” and “*Bath Taps into Science*” are award-winning science fairs originating from the Department. Locally we link with the Bath Literary and Scientific Institution to organise public lectures, including the annual Darwin Day Lecture. Our research is often highlighted in local and national media.

OPEN DAYS: We have regular open days scheduled throughout the year (Wednesday afternoons, and two Saturdays per year). These events are managed by a dedicated team of administrators and technical support staff and are usually a lot of fun and a great success. Academic staff are on a rota to speak to prospective students at the open day events and undergraduate volunteers show them around campus. Participation in the open days is recognised in the workload model. Our survey data indicates that 92% of staff willingly participate in the open days (male:female ratio of participating staff is 60:40). On the Saturdays staff can bring their families to these events. More female than male undergraduates participate in open days. We will therefore proactively encourage our male undergraduates to help with student recruitment (SAB5.6).

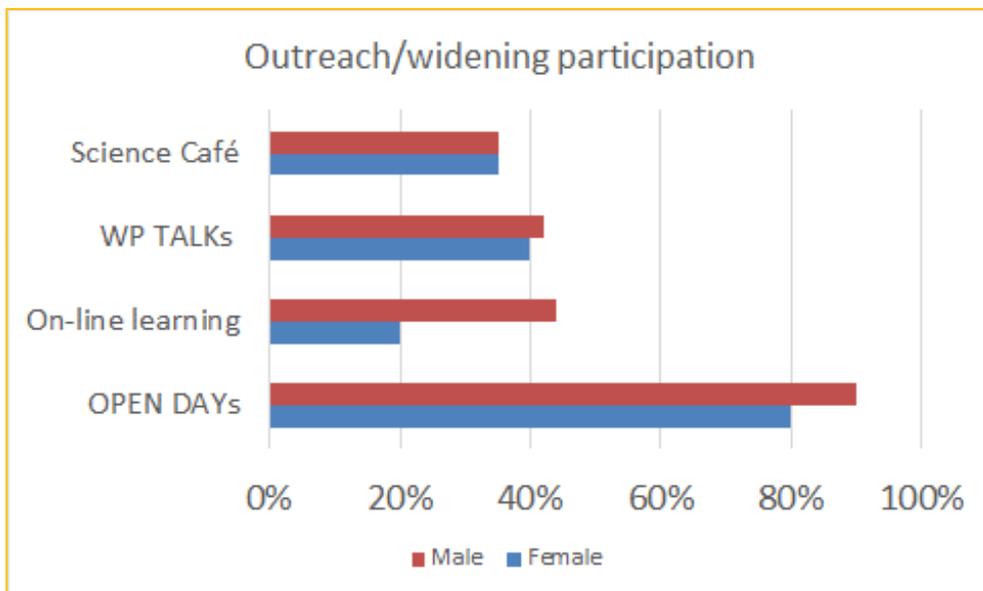


Figure 5.14: Gender ratios of staff participating in outreach and widening participation (WP) talks

WIDENING PARTICIPATION: These include giving talks at schools and 6th form colleges, career fairs and participating in the “*Bath Be Ready Programme*”. About 40% of our academic staff have participated in these activities. The University has funded a 0.5 FTE Widening Participation Officer for 2 years (in the first instance) to work in the Department. A Reader in the Department (Female) is interested in the impact of outreach

and has PhD students doing research in this area. The Department will engage with University EDI team for good practice on widening participation and include Widening Participation in our strategic planning (**SAP8.4**) to recruit a more diverse student body.



FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

SILVER APPLICATIONS ONLY

CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

[Redacted content]

[Redacted text block]

ACTION PLAN

AIM: 1 Priority High		INCREASE THE NUMBER OF ACADEMIC WOMEN IN THE DEPARTMENT Rationale: Although we have improved our recruitment process, we are still below the national average for female representation in the Department. Our target is to meet (or exceed) the National Biosciences average				
ACTION #	OBJECTIVE	ISSUE	SPECIFIC ACTIONS GOING FORWARD	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE
1.1	Attract more women to apply for academic posts in B&B	Low percentage of female applicants (30%).	<ol style="list-style-type: none"> 1. Formalise Search Committees 2. Utilise/create and use lists such as DiversifyEEB 3. Ensure that all vacancies are advertised on STEM Networks 	<p>HoD</p> <p>Director of Research DSAT chair</p>	Commence 11/2020 Review 11/2022 to assess impact	Increase female application rates to 40% by 11/2023 for all academic posts
1.2	Increase acceptance rate of academic job offers by women, through post-job offer support.	Potential new starters refused job offers at negotiation phase Feedback from women has been that the post-offer negotiations are daunting.	<ol style="list-style-type: none"> 1. Consult with HR on how to implement negotiation support for new starters 2. Introduce applicants to Aurora role models, trained in negotiation 3. Increased transparency of start-up package 	<p>HoD, dHoD,</p> <p>Aurora role models</p>	Commence 11/2020 Review 11/2022 to assess progress	90% rate of acceptances of job offers for academic staff.
AIM 2		SUPPORT POSTDOCTORAL CAREERS Rationale: 50% of the women in the Department are PDRAs FTCs. This is still the leakiest point in STEM career pipelines and a very vulnerable career stage for women.				
ACTION #	OBJECTIVE	ISSUE	SPECIFIC ACTIONS GOING FORWARD	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE
2.1	Increase the uptake of mentoring by PDRAs	Only 44% of PDRAs have mentors. Feedback from PDRAs is that induction	<ol style="list-style-type: none"> 1. Assign mentors as part PDRA induction process 	Mentoring Coordinator	For all new staff commencing 9/2020, review 9/2023 to assess impact	Staff survey will show 75% of PDRAs will have mentors and that 90% of PDRAs

		information is too generic	2. Update information with specific mentoring and training schemes in PDRA induction packs	DRSO	Commenced 9/2019 update annually	have a satisfactory induction experience.
2.2	Support PDRA fellowship and grant applications to enable progression to future independent academic positions	Low number of PDRAs have applied for fellowships and grants.	<p>1. Ensure that all PDRAs are aware of the option to be co-applicants/primary investigators on grants and send them information of upcoming grant and independent fellowship calls</p> <p>2. Grant and fellowship pitching sessions for PDRAS as well as mock Interview panels</p> <p>3. Encourage all PDRAs to attend grant writing workshops</p> <p>4. Collect data on PDRA destinations/PDRA grant outcomes</p>	<p>DRSO, Director of Research</p> <p>Director of Research</p> <p>DRSO to remind supervisors and mentors</p> <p>DSAT, RIS</p>	<p>Commence 10/2020, review annually Assess impact 10/2023</p> <p>Commence 10/2020, Quarterly call for applicants Assess impact 10/2023</p> <p>Quarterly call for applicants Assess impact 10/2023</p> <p>Commence 10/2020 Assess impact 10/2023</p>	<p>40% of PDRAs will apply for independent fellowship/co-I on grants</p> <p>2021 and 2023 Staff Surveys will indicate that >80% PDRAs value the career support that they received and >60% attended grant writing workshops</p> <p>Accurate data will enable us to assess the impact of our support</p>
2.3	Provide a platform for PDRAs to have career conversations and plan their transition from FTC to permanent posts.	Low uptake of SDPR by PDRAs.	1. Hold a workshop with PDRAs to discuss how to get the best out of development review/career conversations	PostDoc-Bio to organise	11/2020 Review 9/2021	

		Identified that PDRAs need a bespoke development review Currently no data collected on PDRA destinations upon leaving B&B	<p>2. Revise the SDPR proforma for Researchers to include career questions that prompt them to consider training needs</p> <p>3. Require supervisors to follow-up on identified PDRA training needs (assessed as part of the supervisors SDPR)</p> <p>4. Hold annual PDRA away-days to review career support, showcase examples of successful career pathways and identify gender specific barriers to obtaining tenured academic posts</p> <p>5. Record PDRA uptake of training, membership of subject-specific societies, conference participation, paper authorship, outreach and travel grant success to assess impact of above actions</p>	<p>HoD, DSAT Chair</p> <p>DRSO to remind supervisors</p> <p>DRSO and PostDoc-Bio to organise</p> <p>DRSO, DSAT chair</p>	<p>9/2020 for implementing 4/2021</p> <p>Start 9/2021, review 9/2023</p> <p>Start 5/2021, review annually</p> <p>Started 2019 Review 10/2022 and 10/2023 to assess impact</p>	<p>100% of PDRAs will do their SDPRs (career reviews)</p> <p>Staff Survey data will show >80% positive replies from PDRAs for training needs having been satisfactorily met.</p> <p>The gender balance of PDRAs obtaining tenured positions will be equal</p> <p>Data on the uptake of opportunities and research output of PDRAs will be gender balanced/reflect the gender ratio in B&B.</p>
AIM 3		SUPPORT AND DEVELOP TEACHING FELLOW CAREERS Rationale: Teaching Fellows on FTCs are expected to adapt quickly to new teaching roles and have less time to devote to career development within the role. 12% of the women in the Department were Teaching fellows on part-time FTC, compared to 1% of men				
ACTION #	OBJECTIVE	ISSUE	SPECIFIC ACTIONS GOING FORWARD	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE

3.1	Improve the quality of mentoring and induction for part-time Teaching-only contract staff to support the start of their career at Bath	Induction material is too generic for part-time Teaching Fellows who have a shorter lead time to adapt before their teaching starts	<ol style="list-style-type: none"> 1. Add a help-sheet with key information for TF 2. Assign a mentor to Teaching Fellows as part of the Induction process 3. Clarify career structure and promotions pathway for Teaching fellows in the Induction material 	<p>Director of Teaching</p> <p>Mentoring Coordinators</p> <p>Director of Teaching</p>	<p>Start 9/2020 –</p> <p>Started 9/2019 Review 10/2020, 10/2021 and 2023</p>	2021 and 2023 Staff surveys will show >80% positive results from Teaching Fellows for questions related to transparency, development, and feeling valued.
3.2	Support the training needs of Teaching Fellows on FTCs	Teaching Fellows have highlighted difficulties in fitting training into their contract hours	<ol style="list-style-type: none"> 1. Allocate more time to training in part-time FTC 2. Assess training through SDPR/probation meetings 	<p>HoD</p> <p>Director of Teaching, Mentors</p>	<p>10/2020 Review 4/2022</p>	90% of Teaching Fellows complete the Bath Course
AIM 4		SUPPORT AND DEVELOP ACADEMIC STAFF CAREERS				
Rationale: We want to be a Department where staff can grow and thrive. Such a Department will retain excellent staff.						
ACTION #	OBJECTIVE	ISSUE	SPECIFIC ACTIONS GOING FORWARD	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE
4.1	Integrate new starters into an open and transparent department culture.	30% of new starters have highlighted that induction information goes out of date very quickly.	<ol style="list-style-type: none"> 1. Enrol new staff automatically on a New starter focus group (NSFG) for 2 years. Introduce 6 monthly, post-induction briefing to assess effectiveness of induction process, information and uptake of training information 2. Engage NSFG in updating induction information 	<p>Department Administrator</p> <p>Department Administrator</p>	<p>Started in 11/2019</p> <p>First briefing 7/2020, then 6-monthly.</p> <p>Assess 2023</p>	New staff feedback will show 80% satisfaction with induction information 6 months after starting.
4.2	Clear communication of the promotions and probations processes	Our DSAT culture survey indicates that several staff still don't understand the	<ol style="list-style-type: none"> 1. Publish promotion scheme on Wiki and Department notice boards 	<p>HoD, dHoD</p> <p>HoD</p>	<p>7/2020 Update annually</p>	>80% of staff will give positive replies to understanding the promotions process

		promotions process. The gender balance in senior positions is still predominantly male	<ol style="list-style-type: none"> 2. Communicate the promotions process and criteria at staff meetings 3. Highlight promotions criteria in SDPR conversations and identify/encourage staff ready for promotion 	SDPR assessors	7/2020, then annually as updated. Reviewed 7/2023	<p>>80% of staff will agree that the promotions process is transparent and fair</p> <p>An increase in the number of female professors in the Department to 22% (in line with University target).</p>
4.3	Increased effectiveness of the Staff Review process for staff to plan personal career progression	We have <100% completion rate of SDPRs for academic staff.	<ol style="list-style-type: none"> 1. Revised SDPR forms will have an additional "career conversation proforma to be used to highlight readiness for promotion to HoD 2. Start the SDPR process earlier in the academic year and ensure that all staff upload their SDPR to the university central system 	<p>HoD</p> <p>Department Administrator</p>	<p>Start 9/2020, Review annually</p> <p>Review annually</p>	<p>Staff survey will show that >60% of staff find the SDPR process effective in providing a framework for career development</p> <p>100% of academic staff and > 80% of support staff will complete an SDPR</p>
4.4	Enhanced grant writing support for all staff	New starters have been very successful in obtaining grant funding, but several mid-career staff need additional support	<ol style="list-style-type: none"> 1. Identify staff who need grant writing support (using Dept Grant metrics) 2. Arrange grant writing retreats/sabbaticals 3. Assess Department research priorities and form research teams 4. Grant pitching panels and feedback support 5. Re-evaluate teaching load of affected staff 	<p>HoD</p> <p>HoD, Director of Research Director of Research</p> <p>Director of Research HoD,</p>	<p>Start 9/2020, Review annually</p> <p>Start 9/2021 Assess 2020 as part of REF</p> <p>Start 9/2020 – review 2023 Start 9/2020, Review annually</p>	<p>Target: 20% increase in grant applications from mid-career staff in the next 5 years</p>

					2021	
4.5	Minimising the “Parent Penalty” for staff who take career breaks	Feedback from staff show that managing research careers while on maternity/paternity or parental leave is stressful Return rate and staying in post >12 months after maternity leave is 50%	1. Appoint a RPLO to support staff through all stages of the maternity/paternity /parental leave See Fig 5.9) 2. Update induction material and staff Wiki pages 3. Petitioned for University funded initiatives and Alumni Office to support staff returning from maternity and adoption leave	Open call by HoD, RPLO RPLO DSAT chair	11/2019- 2022, reviewed 11/2022 11/2019- 2022, Start 2019-2025	Target: >90% return rate of women after leave and 80% will stay in post for >18 months. Staff survey and interviews will indicate a family friendly perception of the Department (80% of replies positive)
AIM 5		MAINTAIN GOOD STUDENT SUPPORT Rationale: A good student experience is important for future decisions to stay in STEM.				
ACTION #	OBJECTIVE	ISSUE	SPECIFIC ACTIONS GOING FORWARD	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE
5.1	Greater support for student mental health of Post graduate students	PRES survey indicates that 25/45 PGR students reported concerns about mental health. Only 50% of these students accessed support provided at UoB.	1. Work with Doctoral College to reassess student wellbeing services and arrange for resilience and well-being workshops 2. Determine whether PGR wellbeing has gender bias or diversity issues 3. More staff trained as wellbeing advisors 4. HoD to send periodic reminders to supervisors to assess whether student circumstances make them eligible for UoB hardship funds	Director of PGR, University Chaplain DSAT chair HoD and DSAT chair HoD	3/2020 – 3/2023 10/2020 – 10/2023 Review impact 2023 Review uptake 10/2023	Data will inform actions that will be implemented as appropriate. 20% increase in the number of staff members trained to recognise mental health issues in students

5.2	Address gender imbalance of PGT degree attainment	Women on PGT courses gain lower grades than men. This contrasts with our UG where women do better than men.	<ol style="list-style-type: none"> 1. Utilise curriculum transformation to produce an inclusive learning environment that supports the diverse learning needs for all our students. 2. Analyse degree attainment and the uptake of academic support tailored to PGT courses 	<p>Director of PGT studies</p> <p>DSAT, Director of PGT studies</p>	<p>Started 6/2019 to be completed 9/2021, review 2023</p> <p>1/2021-11/2023</p>	<p>Gender balance of PGT attainment will be equal.</p> <p>Data will inform actions</p>
5.3	Assess a potential trend of women being less likely to accept PhD offers in the Dept	Women received more offers, but 78% accepted their offers compared to 88% of men (Table 4.3). Several factors such as supervisor funding success and DTP programmes may affect acceptance rates	<ol style="list-style-type: none"> 1. Analyse PhD offers/ acceptance statistics in comparison to metrics such as supervisor success, types of DTP programmes and external funding access by gender 2. Decliner's survey to assess why female PhD students decline offers 	<p>DSAT chair, Director of PGR</p> <p>DSAT chair Doctoral College</p>	<p>Start 2/2021 – complete 2023</p>	<p>Data will inform actions that will be implemented as appropriate to achieve gender balance in the acceptance rates of PhD applicants.</p>
5.4	Collect progression data for PG students centrally	Possible trend of fewer female UGs progressing to PhD studies. Current data not comprehensive and potentially biased by the response rate of the students to leavers-surveys	<ol style="list-style-type: none"> 1. Liaise with Data manager, Alumni- and careers office to collect student destination data centrally, and access Graduate Outcome data for 15months after graduation 2. Increase visibility of female PhD students to encourage more women to consider research careers 	<p>DSAT Chair, Director of Teaching</p> <p>Communications Manager</p>	<p>Start 1/2021- complete 9/2023</p> <p>Start 1/2021- complete 9/2023</p>	<p>This data will enable us to analyse the success of our PGT programmes and inform future actions</p>

5.5	Encourage and support male UGs to do placements	Fewer men get First class degrees than women (attainment gap is >10%)	1. Encourage male students to apply for placements 2. Encourage male students to use student academic support services	Tutors	Start 1/2021- review 9/2023 Start 10/2020- review 6/2023	The gap between male and female attainments will reduce to less than 5%
5.6	Achieve a gender balance in our undergraduate students	We are at 68% female for UGs and increasing. Fewer men are applying to our UG courses.	1. increase marketing and outreach activities to appeal to male applicants. 2. Recruit more male UG to participate in student open days and outreach activities 3.	Communications Officer Outreach coordinator	Start 1/2021- review 1/2023 Start 10/2020- review 1/2023	
AIM6		SUPPORT PROFESSIONAL SUPPORT STAFF CAREERS				
ACTION #	OBJECTIVE	ISSUE	SPECIFIC ACTIONS GOING FORWARD	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE
6.1	Engage Professional and Technical Support Staff (PSS) with Athena SWAN	DSAT survey shows 45% of PSS are aware of Athena SWAN	1. Invite PSS staff to participate in Athena SWAN events	DSAT and Technical Manager	Started 2017 - ongoing	>80% of PSS will be aware of Athena SWAN charter
6.2	Support the University in the Technician Commitment Initiative (TCI)	<u>NEW INITIATIVE</u>	1. Regular updates from Technical manager who is invited to the Department Executive meeting 2. Identify joint actions for DSAT and Technician Commitment Initiative 3. Promote visibility of Technicians 4. Work with Faculty to support training for Professional Staff	Technical Manager Technical manager and DSAT chair Technical Manager HoD, Technical Manager	Started 9/2019 – ongoing Initiate Oct 2020- assess annually	Identified examples of joint Athena SWAN and TCI issues and sharing of good practice Increased (75-100%) use of appraisal/ development review
AIM 7		SUSTAIN AN INCLUSIVE DEPARTMENT CULTURE OF TRANSPARENCY AND FAIRNESS Rationale: Important for staff mental health				

ACTION #	OBJECTIVE	ISSUE	SPECIFIC ACTIONS GOING FORWARD	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE
7.1	Increase Mental Health support for staff and ensure that discrimination on the grounds of mental health is as unacceptable as other protected characteristics	The Department has struggled with mental health issues.	<ol style="list-style-type: none"> 1. Encourage staff to engage with the Promote-Prevent-Support initiative and develop action plans to manage stress and wellbeing 2. Encourage staff to engage in Mental Health Awareness week and “See me” initiatives 3. Encourage Wellbeing and Mental Health Awareness training for managers 4. Include information on EAP on staff Wiki and Induction material 5. Increase Peer support where required 6. Do a separate staff survey on mental health, stress, work environment to build data and inform policies 	<p>HoD, Line managers, Mental Health Champions</p> <p>Mental Health Champions</p> <p>SDPR assessors, HoD to send reminders</p> <p>Mental Health Champions</p> <p>HoD, HR</p> <p>DSAT, Dept Executive</p>	<p>Started 11/2018 - ongoing</p> <p>Started 10/2019, assessed annually</p> <p>Started 10/2019, Quarterly reminders</p> <p>Started 10/2019, bi-annually updated</p> <p>As required</p> <p>Initiate 9/2021</p>	<p>Staff survey on mental health should provide quantitative and qualitative data of support uptake.</p> <p>The data will inform future actions on staff mental health</p>
7.2	Dignity and Respect priorities:	Female staff have made complaints via the University’s Report and Support Tool about harassment	<ol style="list-style-type: none"> 1. Publish Professional Code of Conduct Reminders 2. Maintain confidentiality 3. Non-judgemental support for staff facing disciplinary action 4. Encourage all staff to attend unconscious bias 	<p>dHOD,</p> <p>HoD</p> <p>HoD</p> <p>DSAT Chair</p>	<p>Start 9/2020, then annually</p> <p>Annual reminders, and assessment</p>	<p>100% of staff will have completed the Unconscious bias</p>

			courses through targeted emails			course, not just the line managers
			5. Undertake a confidential executive review to assess whether the Professional Code has been implemented and whether it has had an impact on the number of complaints	HoD, HR representative	Implement 10/2021, complete analysis 1.2023	Reduction in number of Dignity and Respect violations. If not, further advice and HR support will be sought.
7.3	Improve staff perception of the work-load model (WLAM)	Staff are divided in their perception of the fairness of the workload model – 50% of men and 43% of women feel that the model recognises their efforts.	<ol style="list-style-type: none"> 1. Circulate the Athena SWAN “<i>Work Allocation Models</i>”¹ publication to staff and highlight the University’s 2018/19 guidelines 2. Remind staff of the University WAMS user-guide and the option to agree or decline workload. 3. Hold a workshop for staff to identify specific issues where the WLAM is inaccurate or lacking in transparency 4. Set out a clear schematic for the WLAM process on Wiki 	<p>DSAT chair</p> <p>HoD, dHoD</p> <p>DSAT to organise</p> <p>HoD</p>	<p>1/2021</p> <p>9/2020</p> <p>TBC 2021-2022, Assess impact 9/2023</p> <p>9/2021</p>	Staff Culture survey will show a 20% improvement in the perception of the transparency and fairness of the WLAM
7.4	Transparency in Committee structure and improved communications	Our committees have on average 33% female representation, but some women experiencing	1. Use the WLAM to ensure that people aren’t over committed to admin and committee work	HoD, SDPR assessors	Implemented 3/2020 – ongoing	Committee membership will continue to have female representation, but

		committee overload and feeling pressured to be on committees to improve the gender balance	<ol style="list-style-type: none"> 2. Increase transparency by publishing approved minutes on the Wiki 3. Implement a committee observer system 4. Record uptake of committee observation 	<p>Department Administrators</p> <p>HoD to announce</p> <p>Department Administrators</p>	<p>Implemented 1/2019 ongoing</p> <p>Assess for impact 10/2022</p>	there will be no quotas DSAT survey will show a 20% improvement in satisfaction for questions on the perception of transparency, feeling that their opinion matters, and effectiveness of staff communication
7.5	Ensure social events are inclusive and varied	PG-Bio has traditionally organised social events, not all staff find they can attend	<ul style="list-style-type: none"> • Consult Department on establishing a social committee • Develop guidance on inclusive practice so that all staff can attend 	<p>DSAT chair to bring to Executive and Staff meeting for discussion</p> <p>Social Committee or DSAT</p>	1/2021, if approved, establish by 4/2021, assess 4/2022	More varied social events, maintaining inclusivity, high number of staff participating.
7.6	Reward Collegiality		<ol style="list-style-type: none"> 1. Encourage staff to nominate PSS colleagues for awards 2. Highlight collegiality in SDPR and WLAM 3. DSAT culture survey to include questions for staff to evaluate their own collegiality 	<p>HoD to circulate calls</p> <p>HoD</p> <p>DSAT</p>	<p>Annually</p> <p>Annually</p> <p>Complete by 9/2023</p>	Staff responses in DSAT survey will indicate that 75% staff feel valued and collegial
7.7	Encourage healthy working practises to reduce work-place stress	In our DSAT Culture survey Work-life balance was a concern amongst 27% of all	1. Ensure that the Curriculum transformation process reduces assessment workload while still	Staff leading Curriculum transformation	2019 – 2022, assess 9/2023	80% of Staff agree that CT has led to streamlined teaching assessments and

		staff who felt that they didn't have a healthy work-life balance Work stress perceived as an underlying issue for staff retention	delivering excellence in teaching 2. Agree a Department strategy for managing student expectations, (e.g. answering student emails at midnight and weekends) 3. Adopt good practice from Gold Athena SWAN award Institutions for assessing work-life balance in more detail e.g. whether academic staff take their full leave allowance	and Director of Teaching HoD, DoS, UG Tutors DSAT to assess through added questions in survey and WLAM	2021 (Staff Away day item) Complete by 9/2023	student feedback processes Survey data will show the extent to which staff manage work-life balance and will inform future actions
AIM 8		SUSTAIN PRINCIPLES OF THE ATHENA SWAN CHARTER AND ADOPT GOOD PRACTICE. Continue to embed Equality and Diversity into the Department culture and align with the University's Equality objectives for 2019				
ACTION #	OBJECTIVE	ISSUE	SPECIFIC ACTIONS GOING FORWARD	RESPONSIBILITY	TIMESCALE	SUCCESS MEASURE
8.1	Recruit a more diverse student body and staff	UoB and the Department is below the UK benchmark % for BAME staff and students.	1. Engage with University EDI team to recruit a more diverse student body through outreach and widening participation action and improve recruitment of staff and students from under-represented group 2. Collect Intersectionality Data for staff and students	Widening Participation Officer DSAT chair Outreach team DSAT	Start 1/2020, assess 9/2023	Staff Culture survey will indicate >90% of staff have an awareness of intersectionality and BAME issues

			3. Heighten the awareness of intersectionality in the Department through courses, seminars and workshops	DSAT		
8.2	Sustain Athena SWAN principles by adopting good practice from other Departments and Universities		<ol style="list-style-type: none"> 1. Utilise the Advance HE Good Practice-Initiatives Data Bank to identify actions that we can adopt to improve gender balance 2. Apply to be a panel observer 3. Continue to embed Athena SWAN in Department Planning of research strategy and teaching 	DSAT Chair DSAT members Department Executive		



If you require a landscape page elsewhere in this document, please turn on SHOW/HIDE and follow the instructions in red. This text will not print and is only visible while SHOW/HIDE is on. Please do not insert a new page or a page break as this will mean page numbers will not format correctly.