



Athena SWAN Silver department award application

Name of university: University of Bath

Department: Biology and Biochemistry

Date of application: 30th November 2015

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

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

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

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

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

1. Letter of endorsement from the head

of department: maximum 500 words

Professor Rod Scott
Head of Department

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Dear Athena SWAN Panel,

As Head of the Department, I enthusiastically endorse our application for an Athena SWAN Award. This application has been led by our DSAT, a dedicated team of colleagues representing a broad spectrum of roles and life experiences and has the full support of the whole Department. I have found the level of engagement across the Department very rewarding, with a 90% response rate from my academic colleagues to our DSAT staff survey, as well as good levels of engagement from other stakeholders.

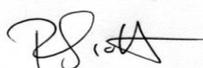
Since our previous application in 2014, we have been galvanised to make even greater efforts and are setting the bar high for ourselves. To show my personal commitment to enhancing Departmental practice, I joined our DSAT to help develop our re-submission. We were previously commended by the Athena SWAN for actions to advertise management roles and holding ballots to choose between candidates, as necessary. The effects of implementing these actions have led to a greater degree of transparency in departmental management and leadership. Membership of the Department Executive Committee (DEC) has become role- rather than grade-related (which in a male dominated department favoured males), with Directors of Teaching and Research together with the HoD and Deputy HoD now providing leadership. We created a new ex-officio DEC role of Director of Equality and Diversity, also the chair of DSAT. Equality and delivery of our Athena SWAN action plan are now standing items on the DEC agenda.

Although the gender balance of our undergraduates (50/50) is an ideal position to support the entry of women into the Biological Sciences, our top priority is to address any obstacles to the advancement of women at key transitional career points. We will measure our success in terms of an increased proportion of women holding senior academic posts within the Department. Our action plan also prioritises our aim to attract more women to apply to us for academic posts. This includes inviting applications from women whom we have proactively identified through search champions.

One of our key strengths as we move forward is that we have a higher number than the national average of female postdoctoral researchers in the Department. Mentoring these postdoctoral researchers effectively and providing training opportunities to develop their careers should secure the future pipeline of women into academic Biological Science careers. I strongly believe we have made significant progress in understanding, and addressing, the barriers, real and perceived, to career progression for women in this Department. Through our action plan we now have a series of initiatives that address these issues for the benefit of all colleagues, whether female or male.

On a personal level, as a father of two daughters, I am naturally anxious that their careers flourish and feel strongly that I should lead by example in promoting gender equality. I offer my personal commitment to the effective implementation of the action plan over the next 3 years.

Yours sincerely,



Professor Rod J Scott

Abbreviations:

DA	Department Administrator
DAP	Department Action Plan
DEC	Department Executive Committee
DE&D	Department Director of Equality and Diversity
DLTQC	Departmental Learning, Teaching and Quality Committee
DSAT	Department Self-Assessment Team
E&D	Equality and Diversity
FTC	Full time contract
HEA	Higher Education Authority
HoD	Head of Department
LTEO	Learning Teaching Enhancement Office
OEC	Open Ended Contract
PDN	Post docs Network
PDR	Postdoctoral Researcher
PG	Post Graduate
PG-Bio	Post-graduate network for PhD, MSc and MRes students in the Department
PGR	Post Graduate Researchers (PhD students)
PGT	Post Graduate Taught (MSc and MRes students)
PRES	Post Graduate Research Experience Survey
PTES	Postgraduate Taught Experience Survey
SDPR	Staff Development and Performance Review
UAP	University Action Plan
UG	Undergraduate
UoB	University of Bath
USAT	University Self-Assessment Athena SWAN Team
UE&DM	University E&D manger
WISE	Campaign to promote Women in Science technology and Engineering
WLAM	Work load allocation model

2. The self-assessment process: (maximum 1000 words)

a) A description of the department self-assessment team (DSAT)

Membership of the DSAT has been voluntary since 2013 (i.e. no one who wants to be on the team is turned away, and meetings are open to all staff). The current team includes the Head of Department (HoD), four senior members of staff, plus representatives for lecturers, teaching fellows, postdoctoral researchers (PDRs) and PhD students (Table 2.1). We formed three data analysis groups (Staff, Students and Department Culture), for comprehensive data analysis prior to evaluation by the DSAT. The contribution that DSAT members are making to the Department and its gender equality agenda is reflected in the departmental workload model (WLAM).

The DSAT is represented on the Departmental Executive Committee (DEC) by the Departmental Director of Equality and Diversity (DE&D) who currently chairs DSAT. As of January 2015, updates on DSAT progress are a permanent item on the Executive Committee agenda. The chair of the DSAT is elected by departmental vote and does not necessarily have to be the DE&D. However, the DE&D is expected to sit on the DSAT committee and play an active role in the team. The DSAT team also includes members of the University Athena SWAN team.

Table 2.1: Members of the self-assessment team, positions, duties and work life balance.

Team member	Role in DSAT Team	Role in Department	Work - life balance
Dr Adele Murrell	Chair of DSAT committee	Reader in Regenerative Medicine	Works 1.0 FTE Two adult children
	Member of the USAT	Director of Equality and Diversity Deputy Leader of Developmental and Cell Biology Research Theme (Recent experience of recruitment process)	
Mrs Anna Franklin	Administrative Support Data Coordinator	Department Administrator	Works 1.0 FTE Two children
STAFF DATA ANALYSIS			
Dr Araxi Urrutia	Previous Chair of DSAT committee	Lecturer	Works 1.0 FTE Flexible working hours One child. Dual career family.
	Member of USAT		

Dr Jean van den Elsen	Staff Data Analysis	Reader Leader of Infection and Immunity Theme Departmental Research Committee member.	Works 1.0 FTE Four children Dual career family
Dr Francoise Koumanov	Researcher Representative	Postdoctoral Research Associate Mentoring PhD and undergraduate students. Departmental Research committee member Health and Safety Committee member.	Works 1.0 FTE One child. Dual career family.
Dr Baoxiu Qi	Researcher Representative	Postdoctoral Research Associate	Works 1.0 FTE One child Dual career family
STUDENT DATA ANALYSIS			
Dr Hazel Corradi	Student data coordination Mentor coordinator	Senior Teaching Fellow and Education Project Office for the LTEO Member of the Faculty Board of Studies. (Recent experience of promotions process) PhD student	Works part time in both roles.
Hazel Roberts	PhD student Rep	PhD student	Studies full time.
Julia Tratt	PhD student Rep	PhD student final year undergraduate mentoring.	Studies full time.
Dr Paul Whitley	Student Data Analysis	Senior Lecturer. Post- graduate student admissions and Student/Staff Liaison Committee	Works 1.0 FTE Two children Dual career family
CULTURE DATA ANALYSIS			
Prof Rod Scott	Overview of existing departmental policies	Head of Department	Works 1.0 FTE Three children. Dual career family
Professor Robert Kelsh	Data Analysis	Professor Member of the Leader Developmental and Cell Biology Research Theme Departmental Research Committee.	Works 1.0 FTE Two children Dual career family.
Dr Robyn Bott	Technical Staff Representative	Health and Safety Officer	Works 1.0 FTE
Dr Stephanie Diezmann	Coordinator of staff survey	Lecturer – previously Prize Fellow (University of Bath funded independent research fellow)	Works 1.0 FTE Dual career family

b) An account of the self-assessment process:

Following our 2014 submission, in which we failed to obtain a Bronze award, the DSAT discussed the feedback with representatives from USAT. The feedback commended us for several of the initiatives that we implemented the primary shortfalls being: 1) we had not demonstrated sufficient engagement with staff in the Department and 2) our Action Plan needed to be more “SMART”. We also consulted with the Department of Pharmacy and Pharmacology, to identify good practice leading to their successful Bronze application in 2014. Revising the Action plan would be straightforward, but the DSAT agreed that increased staff engagement with the assessment process would be achieved by scheduling the resubmission for November 2015. The DSAT workplan outlining our tasks for increasing staff engagement in the run-up to submitting a new application is shown in Table 2.2. We used this workplan to focus our priorities and ticked off the milestones as we progressed. The major engagement activity was designing and conducting an internal staff survey to assess perceptions of the inclusivity of the Department’s culture, as well as identifying gender-based concerns about practices and attitudes in supporting women’s careers. We also held consultation meetings with PDRs and PhD students, to discuss current mentoring processes and further career support requirements.

In the meantime, we started implementing a number of the actions identified during the self-assessment process leading up to our 2014 application. Table 5.1 summarises the completed actions and their outcomes, and indicates how the original action plan has led to ongoing or further actions that make up our new Department Action Plan (DAP), in section 6.

The DSAT met fortnightly during term-time. Members made use of a wiki page as well as additional shared space on the University X-drive, to access the relevant data and materials. DSAT meeting agendas and minutes are available on the Department wiki pages. Each agenda includes short progress updates and the status of items on the DAP.

Consultation and feedback on this application has been provided internally by members of the USAT. External advice has been provided by Prof Fiona Karet (University of Cambridge) and Dr Anne Corcoran (The Babraham Institute), both of whom led successful applications for institutional Silver Awards.

Table 2.2: The self-assessment 2015 workplan for the Department of Biology and Biochemistry (B&B) to prepare for our Athena SWAN application

<p>Increase Departmental awareness and engagement with the Athena SWAN charter</p>	<ul style="list-style-type: none"> a. DSAT updates made a regular item on the agenda for department staff meetings b. DSAT posters for the B&B research day c. Encourage women to join WISE d. Encourage attendance of Athena SWAN lectures (Annual AS 15th May, by Prof Lesley Yellowlees and inaugural AS lecture in Dept Pharmacology and Pharmacy 5th March, by Prof Gina Rippon) e. Encourage participation in DSAT activities calling staff to vote for the DSAT chair, volunteer to analyse data and participate in surveys f. Install a staff suggestion box and promote transparency with regard to committee membership, probation and promotion processes g. Remind all staff to complete the University “Diversity in the Workplace” and “Unconscious Bias” courses and monitor compliance 	<p>✓ ✓ ✓ ✓ ✓ ✓ ✓</p>
<p>Carry out and analyse an internal staff survey</p>	<ul style="list-style-type: none"> a. Assess the perception of the current culture for inclusivity and gender bias among different job families b. Discuss these together with the Department Data among student-, staff- and culture data-analysis groups 	<p>✓ ✓</p>
<p>Compare Department Data to Athena SWAN benchmarking Data</p>	<ul style="list-style-type: none"> a. Data analysis to identify areas of concern b. Consult staff within specific job families as required to gather items for action 	<p>✓ ✓</p>
<p>Develop a draft Action Plan</p>	<ul style="list-style-type: none"> a. Specifically consider gender equality in career progression, how to recruit more women and the mentoring procedures within the Department in the Action Plan b. Consult with staff groups likely to be affected by the action items. 	<p>✓ ✓</p>
<p>Implement and assessment of Actions from our earlier Athena SWAN Bronze application (See Table 5.1)</p>	<ul style="list-style-type: none"> a. Increase female representation in positions of leadership and decision making committees (Previous DAP Item A) b. Consult with women about their experience of promotions process (previous DAP Item C) c. Appoint a mentoring coordinator and assign mentors to PDRs who are not their direct line manager 	<p>✓ ✓ ✓</p>
<p>Consultation on Athena SWAN application and Action plan</p>	<ul style="list-style-type: none"> a. Invite comments from all staff on the first full draft b. Revise for comment by the DEC. c. Discuss Action plan with DEC d. Get commitment to the Action Plan and allocation of responsibilities and resources from DEC e. Send final Action Plan and Athena SWAN Award application for review by University Equality and Diversity Manager, Chair of the USAT and Vice Chancellor Group 	<p>✓ ✓ ✓ ✓ ✓</p>
<p>Implementation and monitoring progress</p>	<ul style="list-style-type: none"> a. Start this even before the application is submitted. b. HoD will communicate imminent policy changes to all staff 	<p>✓ ✓</p>

of Action Plan	<ul style="list-style-type: none"> c. The DSAT and HoD will inform specific individuals about their responsibilities for items within the Action Plan. d. Submit yearly Equality return assessing progress against the previous Athena SWAN DAP e. DSAT to monitor timeline and refer potential problems to DEC 	<ul style="list-style-type: none"> ✓ ✓ <p>DAP6</p>
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c) Plans for the future of the self-assessment team

In line with departmental policy on committees, DSAT members can serve for a period of three years. To ensure continuity, only one third of the team members will be replaced each year.

Our DAP specifies tasks and responsibilities for DSAT members, and the outcomes that will be delivered if our interventions are successful. The current reporting mechanisms between DSAT, staff and DEC will be maintained. Since the bulk of our DAP tasks aim to support career progression and encourage women to apply for academic positions, the DSAT will involve the research theme leaders, teaching committees, postdoctoral and student bodies to organise mentoring forums, grant writing workshops, inspirational speakers and networking events. The members of the DSAT team will help to organise a ‘Women in STEM’ event as part of the university’s 50th anniversary celebrations in 2016/17 [DAP-6C.3-5]. We are also planning a “*How the Department can benefit from the talents of all*” workshop the following year [DAP-6C.6]. The DSAT will continue to meet once every month to track progress and review the impact of the DAP (DAP6A.1-3 and DAP6B). All staff will be formally updated on progress of current and future actions twice a year during scheduled Department Staff meetings and Athena SWAN forums [DAP-6C1-6].

Feedback on progress from the USAT is sought on an annual basis. This feedback is communicated to all members of staff and incorporated in the planning and implementation of subsequent actions. We will operate a continuous enhancement process, informed by the feedback that we get from our internal staff survey.

(808 words)

3. A picture of the department: maximum 2000 words

a) A pen-picture of the Department of Biology and Biochemistry (B&B)

Biology and Biochemistry (B&B) is a vibrant, research- and teaching-intensive Department within the Faculty of Science. We are internationally recognised for excellence in research and teaching, ranking 11th in the UK for undergraduate education in Biosciences (2016 Complete University Guide); with 96% Student Satisfaction according to the National Student Survey in 2015. Our annual research portfolio is worth ~£4 million, with funding provided by Research Councils, UK Charities, EU Commission and UK industry. Nearly a third (31%) of our outputs were rated world-leading, and an additional 52% were judged internationally excellent in REF 2014.

Women make up the majority (60%) of the student body and come from a wide range of backgrounds and nationalities. B&B currently¹ consists of 49 academic staff members responsible for teaching and research; 37 postdoctoral researchers (PDRs) (Fig 1); as well as 28 research support- and 8 administrative staff. Overall we have approximately 2.6 postgraduates and 16 undergraduates per academic staff member. Two thirds of the academic staff are part of a dual career family/couple, with 75% of men and 50% of women having child care responsibilities².

The gender-ratio is skewed in favour of women at postdoctoral and postgraduate level (60:40). Our academic staff ³currently numbers only 13 women, which at just under 27% is below the national average of 38% representation of women in university biosciences departments (see section 3b(vii)). Therefore the two highest priorities of our Athena SWAN Action Plan are to address the gender balance in our academic staff and to enhance our support of postgraduate students and PDRs, thereby securing the future pipeline of women in science.

¹ September 2015 staff count

² According to the DSAT staff survey, where 43/52 teaching and research staff, 15/20 technical staff, 14/37 PDRs and 45/60 PhD students responded.

³ Academic staff include teaching fellows, lecturers, readers and professors. Researchers are all postdoctoral researchers (PDRs)

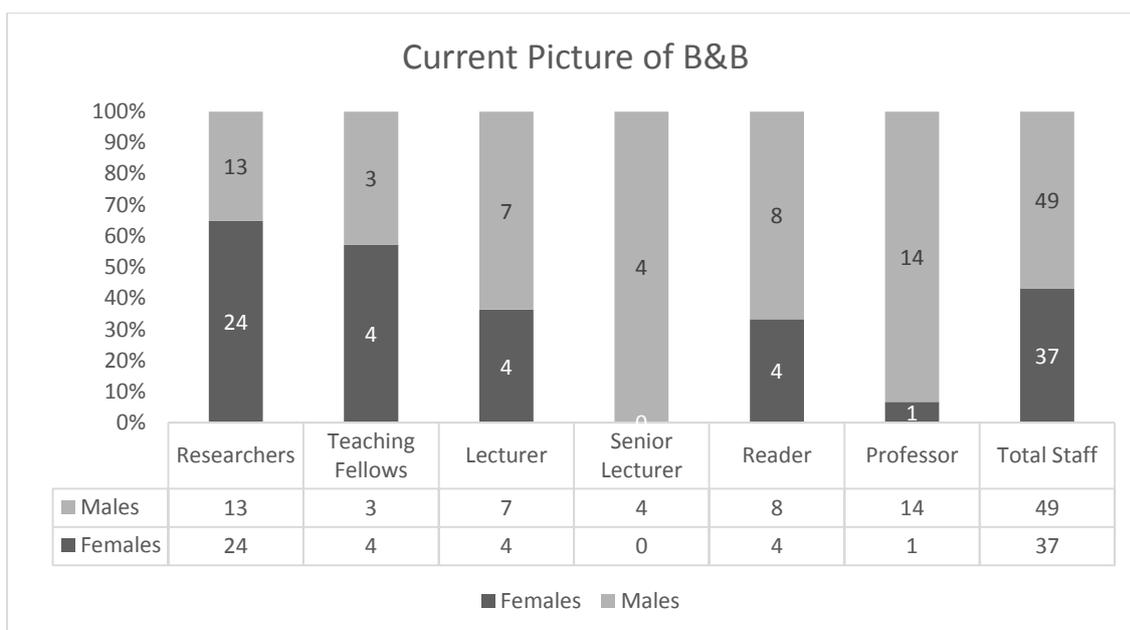


Figure 1: Current distribution (2015) of staff in Biology and Biochemistry (B&B).

The academic women in B&B are high-profile and have distinguished themselves by obtaining competitive fellowships and prizes in recognition of their research and teaching output. Our Emeritus Professor Cheryll Tickle (CBE FRS FRSE FMedSci), although now retired, remains a prominent presence in B&B as a Visiting Academic, and an excellent role model, actively inspiring our teaching and research. Professor Sue Wonnacott is the Faculty Associate Dean, and also sits on the advisory panel for the BBSRC Biosciences Skills and Careers Advisory Panel. Table 3.1 summarises the recent achievements of the women in our Department. The DSAT staff survey shows that the majority of staff perceive B&B as an inclusive, collegiate and supportive place to work. We are building on our supportive ethos and are implementing new transparent policies across the whole Department for the equal benefit of men and women.

Table 3.1: Recent Achievements of women in B&B.

Academic	Date	Prize
Dr Silvia Munoz-Descalzo Bath Prize Fellow (2013)	March 2015	<i>Science Suffrage heirloom brooch</i> . Awarded during a ceremony at the Royal Society on International Woman's Day
Dr Araxi Urrutia Royal Society Dorothy Hodgkin Research Fellow (2007),	2013	Faculty of Science <i>Recognition of Excellence</i> Award
Dr Momna Hejmadi	2015 2015	Nominated for an Innovation and Teaching Award Awarded National Teaching Fellowship
Dr Hazel Corradi	2015 2014	Nominated for an Innovation and Teaching Award Senior Fellow of Higher Education Academy

b) Data Picture of the Department

Student data

(i) Numbers of males and females on access or foundation courses. N/A

(ii) Undergraduate male and female numbers.

Women are in a majority among undergraduate students (Figure 2 and Table 3.2), inline with the national average for Biosciences degrees. Currently we have three part-time undergraduates, one of whom is a woman. We do not offer part-time courses, but accommodate students whose particular circumstances necessitate part-time study for part or all of their course. We offer four undergraduate courses with the average student numbers in the last 3 years being: Biology (68% female), Molecular and Cell Biology (50% female), Biochemistry (55% female) and, since 2013, BioMedical Sciences (72% female).

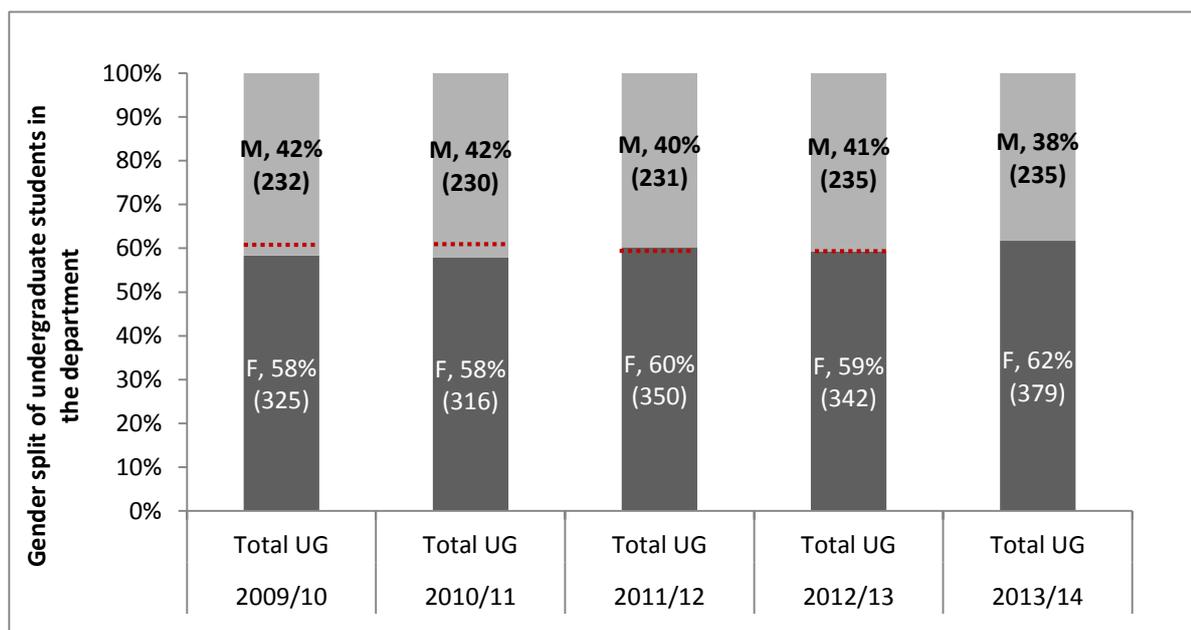


Figure 2: Undergraduate student numbers in Department of Biology and Biochemistry by gender (academic year 2009/10 -2013/14). Dotted line represents the national sector average (HESA).

At present, the gender balance of our undergraduates gives us no cause for concern. The uptake for specific courses (Biology, Biochemistry, Molecular Cell Biology and Biomedical Sciences), will be monitored and will highlight whether we need to take future action [DAP-6A.3].

(iii) Postgraduate male and female numbers completing taught courses

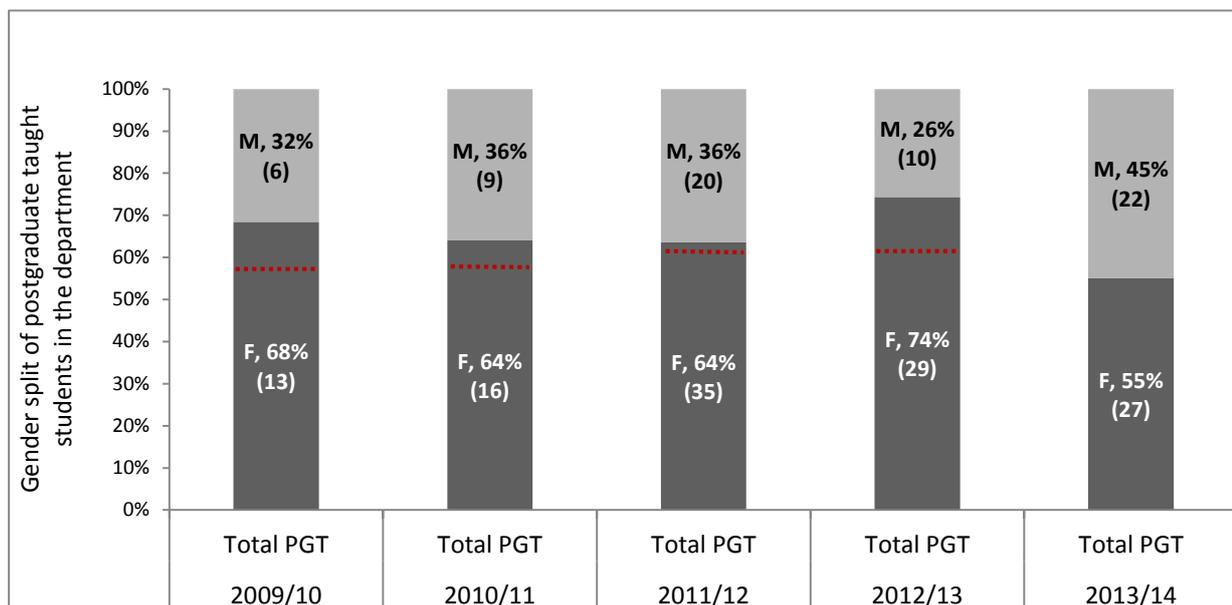


Figure 3: Postgraduate taught (PGT) student numbers in Department of Biology and Biochemistry by gender (academic years 2009/10 -2013/14; the dotted line represents the national sector average % female for that academic year (HESA).

B&B has 7 MSc courses and 7 MRes courses that combine taught and research elements. We do not offer part-time PGT courses since our taught courses have a substantial lab-based element. In 2014/15 we had three mature students with child-care responsibilities; the small size of the PGT cohort allowed us to plan their lab work and lectures with flexibility. Female intake on MSc and MRes courses has fluctuated between 55%-74% over the last five years, as shown in Fig.3, but such variation is not surprising given the relatively small cohort size. The female intake of our PGT courses has been higher than the national sector average (~60%) for at least 4 out of 5 years, indicating that B&B is viewed as a good place to study by female students. Recruitment to our PGT courses is based on merit: applicants need a 2:1 (or equivalent) in their first degree.

(iv) Postgraduate research (PGR) male and female numbers on research degrees.

Over the last 5 years we recruited ~20 PhD students/year (Table 3.3). Women represent over half of the total number of students registered for PhDs, ranging from 53% to 58% in the last 5 years (Fig. 4). Our female student intake is in line with the national sector average.

PhD candidates applying for competitive studentships funded by the MRC, BBSRC or NERC undergo rigorous interviews. For other studentships, a minimum of three staff members sit on the interview panel, one of whom is independent of the project. The PGR admissions tutor ensures that the interview panels are gender-balanced and monitors adherence to good interview practice.

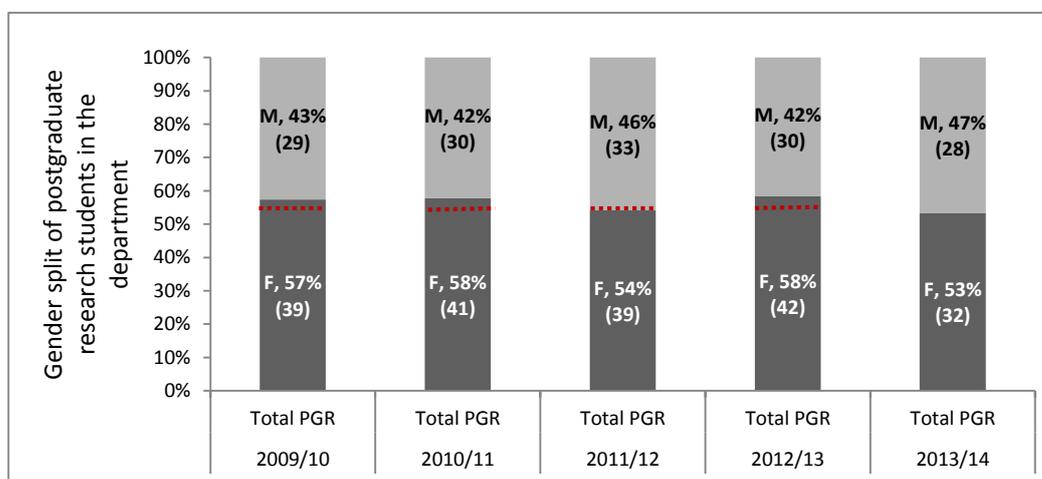


Figure 4: ‘Postgraduate research’ student numbers in Department of Biology and Biochemistry by gender (academic years 2009/10 -2013/14). The dotted line represents the national sector average for %M/F ratios (HESA).

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

The gender ratio for offers in all programmes reflects the gender ratio of the applicant pool (Table 3.3). The variation of this ratio for PGR offers can be accounted for by smaller numbers and is not systematic. The ratios of acceptances to offers are similar, up to PGT level. For PGR places, women have overall been more likely to accept offers than men. However in recent years this ratio has been falling, so it is now more similar to that of men (Fig. 5). The University decliners’ survey for 2014 indicates similar reasons (location, course specialism, insufficient funding) for declining for males and females.

Table: 3.3 Applications, offers, and acceptances for all courses in Department of Biology and Biochemistry, split by type of course and gender (academic years 2009/10 -2013/14).

	2009/10						2010/11						2011/12						2012/13						2013/14					
	Applications	%	Offers	%	Acceptances	%	Applications	%	Offers	%	Acceptances	%	Applications	%	Offers	%	Acceptances	%	Applications	%	Offers	%	Acceptances	%	Applications	%	Offers	%	Acceptances	%
Undergraduates																														
Female	651	55%	607	93%	95	16%	588	57%	542	92%	99	18%	687	57%	607	88%	128	21%	667	56%	576	86%	98	17%	795	56%	699	88%	143	20%
Male	541	45%	478	88%	73	15%	446	43%	396	89%	73	18%	512	43%	478	93%	66	14%	529	44%	400	76%	78	20%	628	44%	480	76%	70	15%
PGT																														
Female	78	54%	49	63%	17	35%	98	64%	64	65%	21	33%	211	59%	49	23%	33	67%	201	58%	115	57%	33	29%	205	58%	119	58%	30	25%
Male	67	46%	34	51%	7	21%	54	36%	29	54%	12	41%	148	41%	34	23%	18	53%	144	42%	65	45%	19	29%	147	42%	89	61%	25	28%
PGR																														
Female	85	47%	14	16%	7	50%	100	51%	20	20%	17	85%	100	48%	14	14%	14	100%	114	52%	17	15%	11	65%	79	48%	14	18%	8	57%
Male	94	53%	14	15%	10	71%	96	49%	13	14%	9	69%	108	52%	14	13%	10	71%	106	48%	17	16%	10	59%	85	52%	18	21%	12	67%

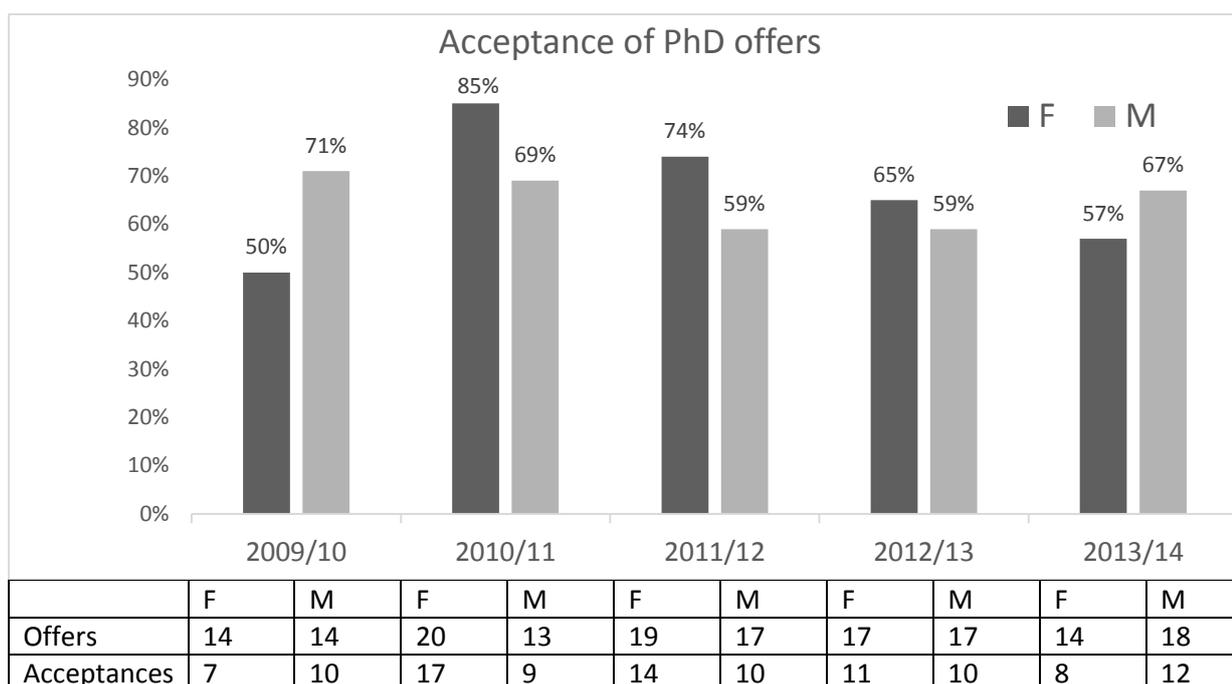


Figure 5: Year on year variation of percentages of acceptances for post graduate research (PGR positions). (%=acceptances/offers).

Applicants undertaking standard UK exams are made offers based on their predicted grades. Applications with non-standard qualifications are reviewed by B&B Admissions Tutors and offers are made after assessing their qualifications, using university guidelines.

(vi) Degree classification by gender

Degree classifications are awarded on the basis of marks achieved over the course of the degree. This is a fair and transparent process. Female undergraduate students do extremely well at the University of Bath, gaining more 1st class degrees (and fewer 2.2) than their male counterparts (Fig. 6). We find no cause for concern as both female and male student attainment is above the national average⁴. Performance will continue to be monitored by gender [DAP-6A.3]. All our PGT students in the past three years completed their degrees. For PhD students registered between 2009/10 and 2010/11, 96.4% (134/139) completed their degrees. There are 5 students still

⁴ The published figure for Biological Sciences is that 70.6% get First/2:1, whereas we have been at 93%, 92% and 92% in 2013, 2014 and 2015 respectively HESA <https://www.hesa.ac.uk/content/view/3484/#qua>

intending to submit their dissertations. Three of these are self-funded female students. We have highlighted additional academic and pastoral support for self-funded students [DAP-4A1-3].

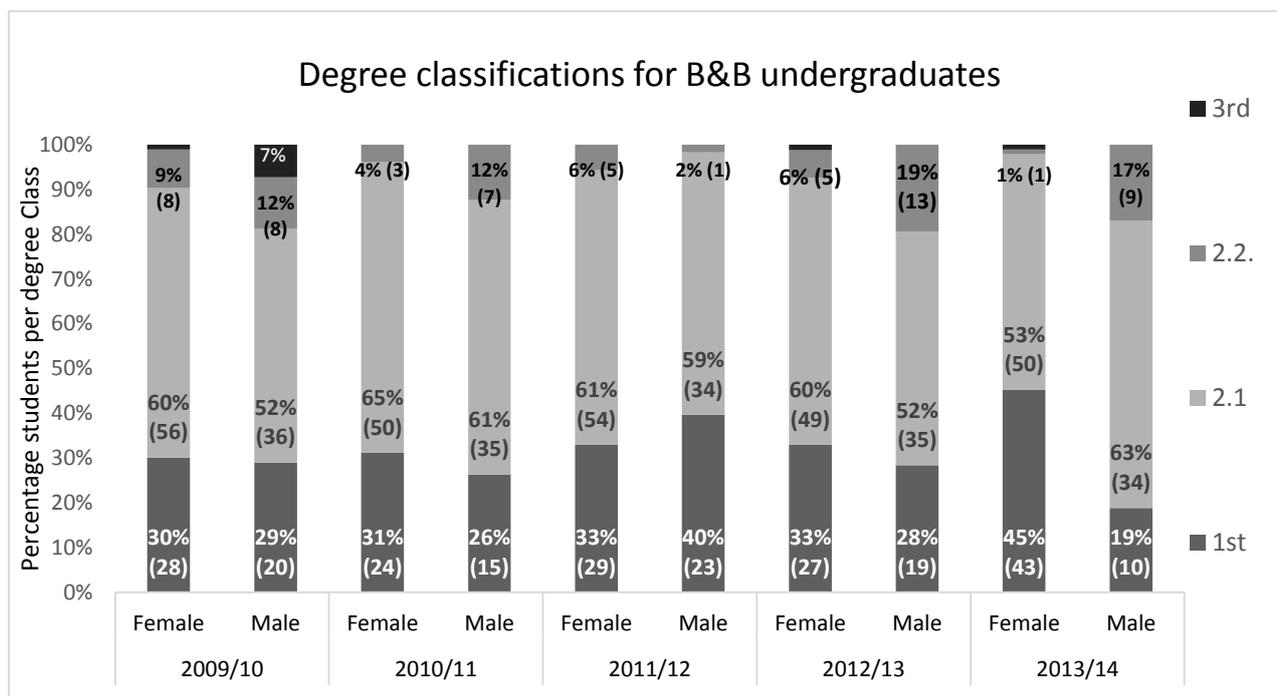


Figure 6: Degree classifications for all undergraduate courses in Department of Biology and Biochemistry, split by gender (academic years 2009/10 -2013/14).

Our academic programmes have a strong research focus. This, together with the placements that 80% of our students undertake, results in a high number of both male and female⁵ students going on to post graduate positions after graduating. The Destinations of Leavers from Higher Education (DLHE) survey⁶ shows that for 2012-13 30% of Bath students did this, compared to the national average of 20%⁷.

⁵ Statistics are not available for male/female split or whether these are STEM degrees

⁶ This survey is run by the Higher Education Statistics Agency, HESA. Academic destinations is not a category they use, so this figure was calculated manually from the raw data by counting the number students going on to either postgraduate qualifications within the discipline (e.g. PhD rather than PGCE) plus those that had obtained discipline-relevant jobs within universities that might lead to a PhD in future (e.g. a technician post).

⁷ As they do not calculate 'academic careers', this is the % for further study for 2013-14 <https://www.hesa.ac.uk/stats-dlhe> which will also include students who go on to do a PGCE and other non-discipline specific careers.

Staff data

(vii) Female:male ratio of academic staff and research staff

The staff numbers presented here include research-only (PDRs) and academic staff (teaching fellows, research-fellows, and research-and-teaching staff). The research-and-teaching staff group includes lecturers, senior lecturers, readers and professors (See Fig. 1). In the five year period assessed (2009/10 to 2013/14), the total number of academic and research staff in B&B varied from 71 to 84. During this period the percentage of women academic and research staff increased from 29% (24/84) in 2009/10 to 38% (32/84) in 2013/14. (Fig. 7).

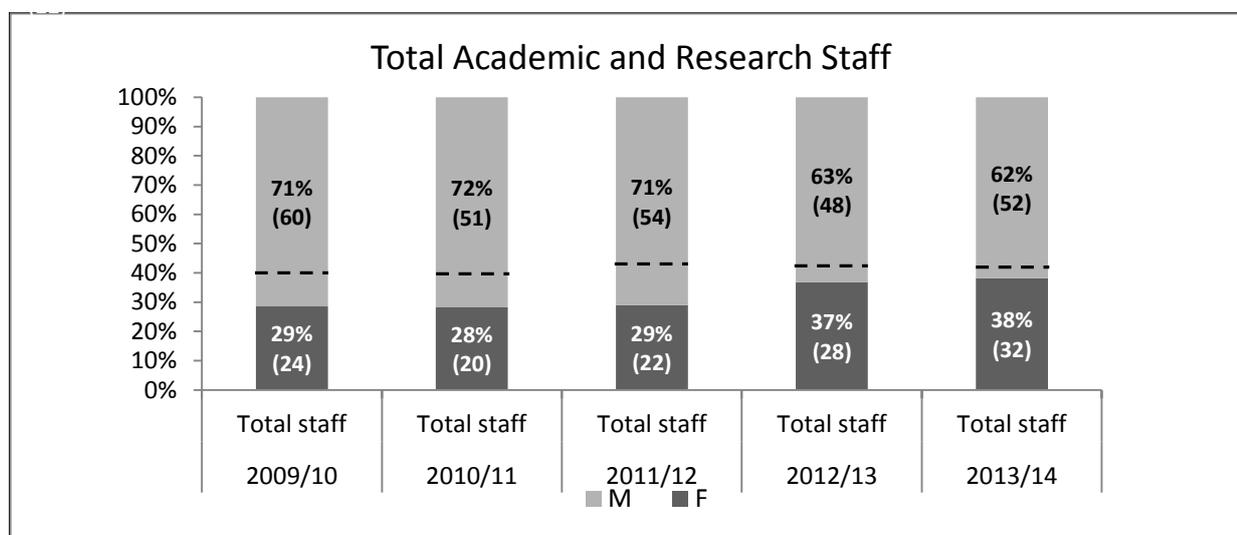


Figure 7: Total Academic and Research staff in B&B in last 5 years (July to July). Dotted line represents HESA benchmarking data⁸

PDRs are the largest staff group in B&B. The increase of women in B&B is due to the growing number of female PDRs (Fig. 8A and B). Our female PDRs have increased from 50% (14/29) in the first year analysed to 60% (21/34 and 24/40) in 2012/13 and 2013/14 (Fig. 8B). This increase underlines B&B's commitment to mentoring and training the next generation of scientists and academics (DAP-3A1-11). The university is committed to supporting research staff at Bath and have invested in several training programmes aimed at personal and career development of researchers.⁹ The growing number of female PhD and PDRs in B&B are encouraged to engage with

⁸ In 2012/13, HESA made changes to how it defined 'academic' staff. In 2011/12 there was an Activity code that denoted Academic but this was removed for 2012/13. In its place they are using a combination of Academic Employment Function and Activity Code. Although the definitions are different, in practice the output should be consistent across 2011/12 and 2012/13.

⁹ researchers@bath courses are all mapped against the four domains of the national Researcher Development Framework: (RDF) which has been designed by policy makers in HE, staff working with researchers, academics, employers and researchers themselves

these LTEO led programmes to advance their careers and we will complement these programmes with in-house mentoring (DAPs 3-4). The DSAT has called several meetings with the post doctoral network (PDN) and is committed to working with this group to empower them to develop their careers (Section 4.1b(ii)).

The number of Teaching Fellows is small and females are in the majority (Fig 8C). These include two female senior teaching fellows on open ended contracts (OECs) and a male teaching fellow on fixed term contract (FTC). FTC teaching positions become available when staff with teaching and research contracts have money on their grants to employ a teaching fellow to take over their teaching duties (e.g. while they are on sabbatical or secondment).

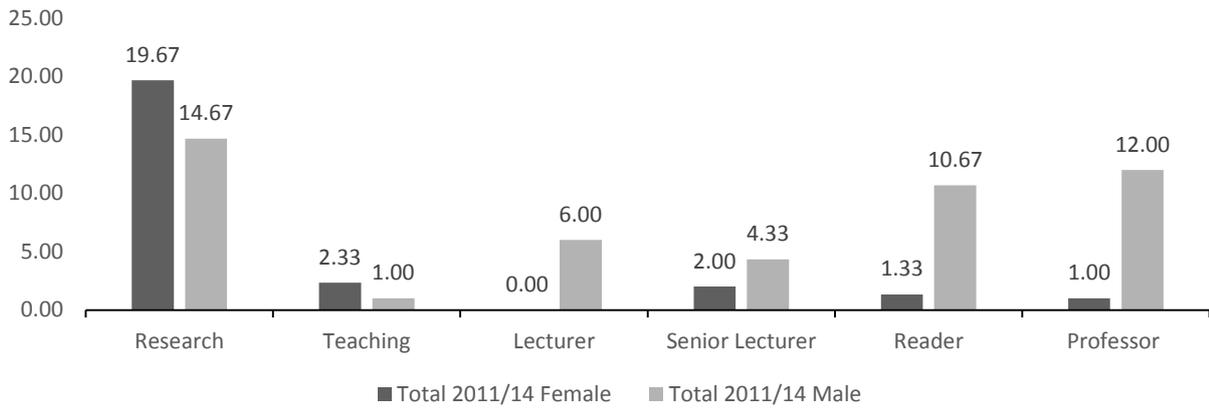
In posts with teaching-and-research duties, (i.e. academic staff on OECs), women are underrepresented (Fig. 8D). The imbalance of the male/female distribution by post is highlighted in Figure 9A and B. It is noteworthy that we have a large number of male professors, many of whom (7/13) have been in the Department for 10 years or more. The increase in male professors is due to promotions (see table 4.2), not recruitment.

Compared to other UK Biosciences Departments (data for academic year 2012/13),¹⁰ women are substantially underrepresented at lecturer and more senior academic levels (Research-and-teaching (13.5%) compared to the national average (41%), Fig. 9C). We will address the lack of women in academic posts through enhanced appointment procedures (DAP-1A) and proactive plans to attract more female applicants when posts become vacant (DAP-1B).

Compared to the national average, we seem to have a higher percentage of women in teaching-only staff (Fig. 9C). However the small numbers (5 women and 6 men) mean this is not a significant difference to the national average. We hold teaching in high esteem and it is recognised for promotion and career progression. At present, we have two senior teaching fellows in the faculty (both are women) and a male Director of Undergraduate Studies, with 'teaching-only' contracts. These are open-ended posts.

¹⁰ <http://www.ecu.ac.uk/equality-charter-marks/athena-swan/athena-swan-resources/data/>

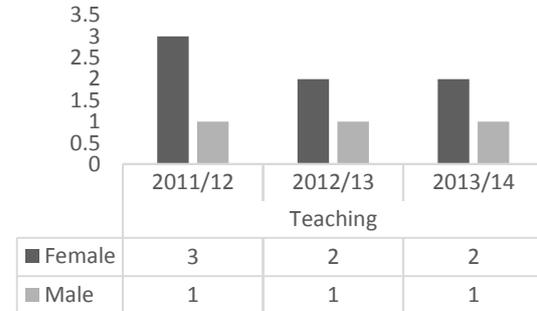
A. Female and Male Representation by Post averaged over 3-year period from 2011/12- 2013-14



B. Researchers



C. Teaching Fellows



D. Teaching and Research

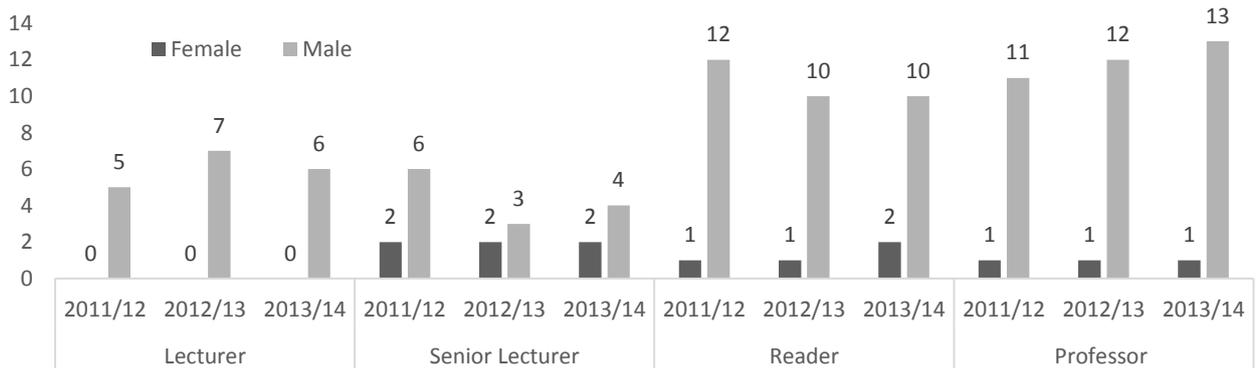
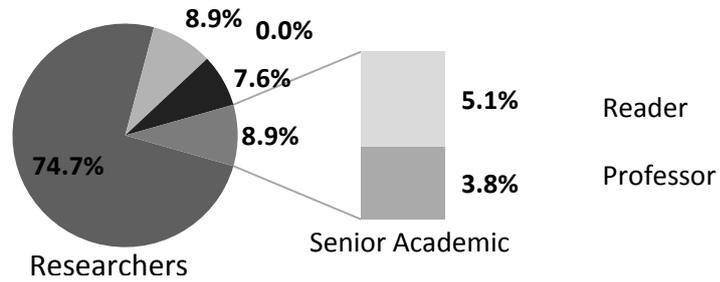
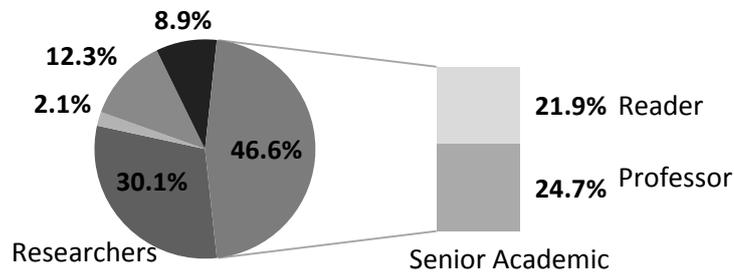


Figure 8: Breakdown of Department by gender and contract type in three year period from 2011/12-2013-14. (Trend line for women in post is shown for RDAs where the numbers are big enough. Trend lines are not shown where numbers are smaller than 3.

A. Female Distribution by Post averaged over 3-year period from 2011/12- 2013-14



B. Male Distribution by Post averaged over 3-year period from 2011/12- 2013-14



■ Research ■ Teaching ■ Lecturer ■ Senior Lecturer ■ Reader ■ Professor

C. Female representation per position

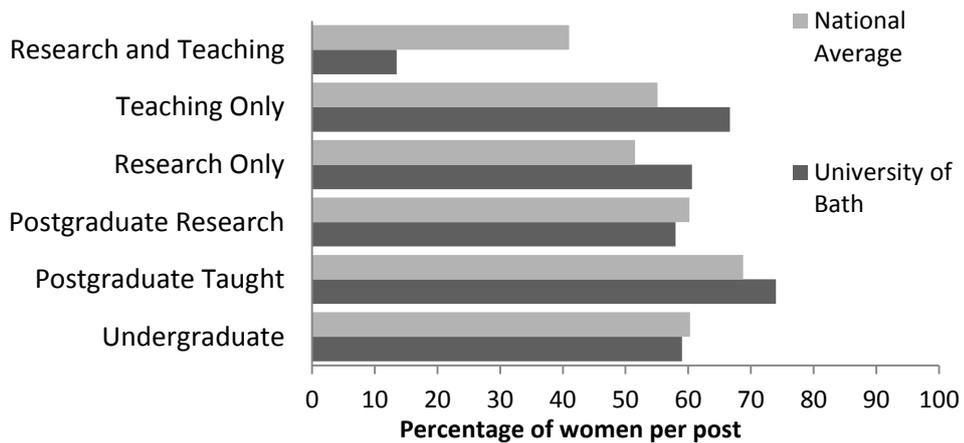


Figure 9: A), B). Pie charts showing the distribution (%) of posts by gender. C). The representation of women by post in B&B compared to the national average (data for academic year 2012/2013).

Academic staff grades of lecturer and above are employed on OECs. University Prize Fellows (introduced in 2013) start off on a two year FTC, with protected research time, after which they are translated to an OEC, with the usual probationary requirements for academic staff. We have two of these fellows, both women.

Only PDRs and teaching fellows are on FTCs. The increase in females on FTC (Fig. 10) reflects the higher number of women in PDR posts (see Fig 8B). Staff are automatically transferred to an OEC after four years of uninterrupted service.

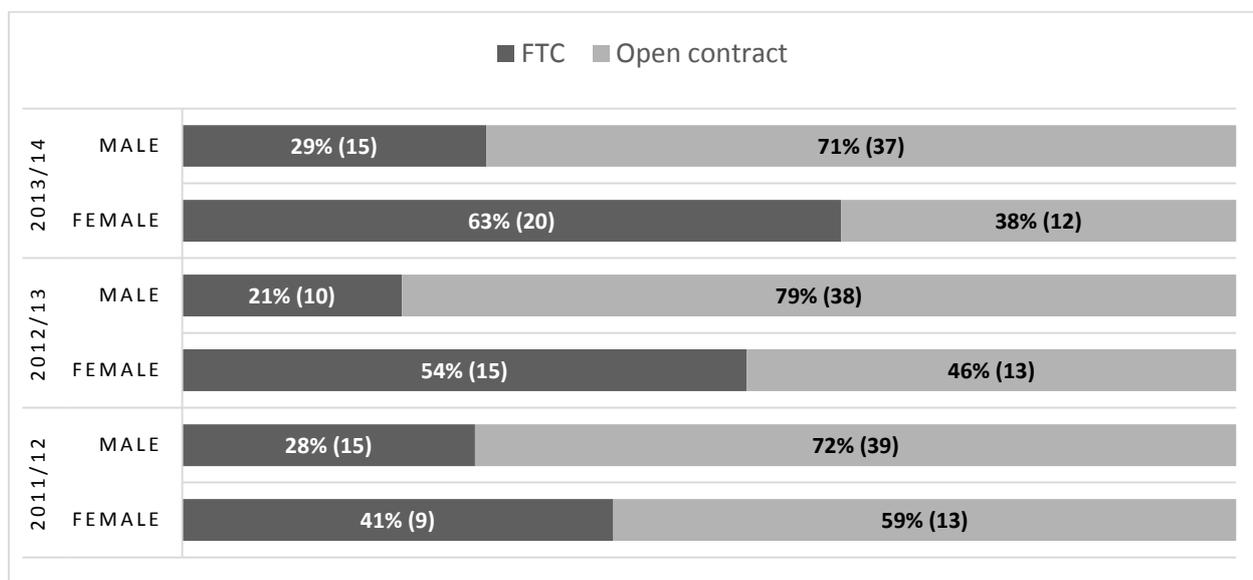


Figure 10: Ratio of women on Fixed-Term (FTC) and Open-ended (OEC) contracts. Benchmark data for 2012-13 shows 37% males and 49% females on FTCs. The skewed ratio in B&B is due to the low number of female academic staff.

(viii) Turnover by grade and gender.

Over the last three years 50 staff members left B&B, mostly PDRs (34) who left at the end of fixed-term contracts. We have no destination records for PDRs after leaving Bath, but now intend to collect this information to monitor their career progression (DAP-3A.9). Nine staff with teaching-only FTCs left B&B at the end of their contracts. Staff leavers at the lecturer, senior lecturer and reader levels (7 men) had OECs and left B&B either to retire or to move to equivalent or more senior posts at other institutions.

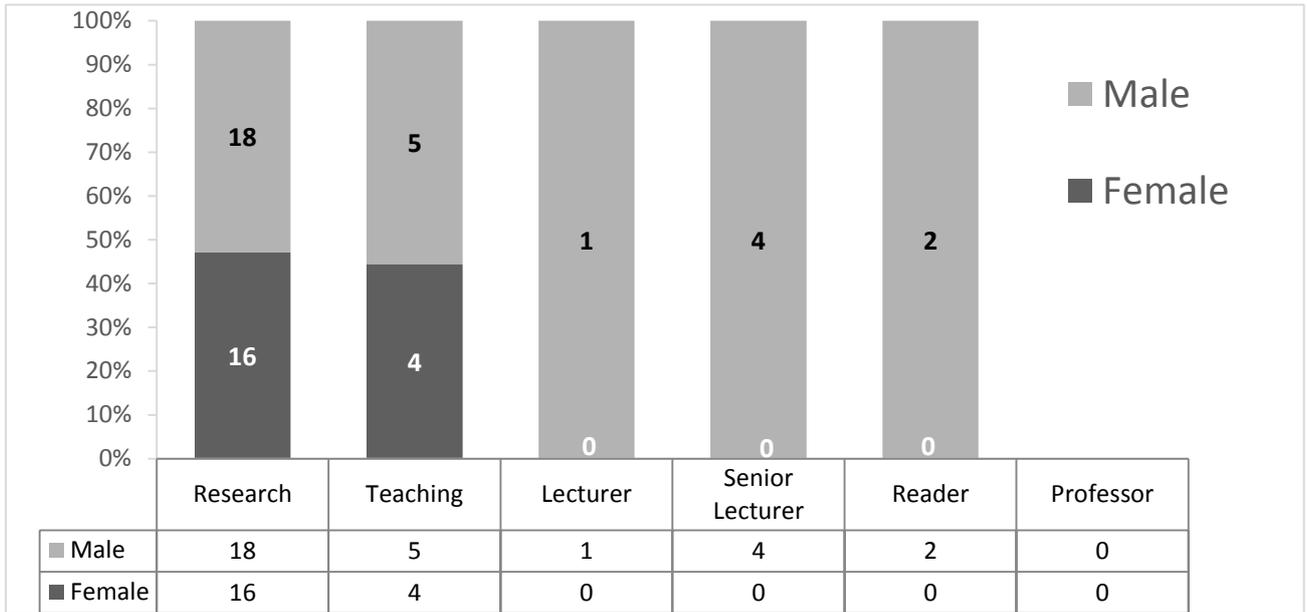


Figure 11: Representation of leavers by gender from 2009/10 to 2013/4

(2039 words)

4. Supporting and advancing women's careers: maximum 5000 words

4.1 Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following.

(i) Job application and success rates by gender and grade

Table 4.1: Application and Success Rates in B&B by gender and post

	Applications				Shortlisted				Interviewed				Offers				Appointments				Success Rate		
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%	% Female	% Male	% TOTAL
2010/11																							
Total	102	55	83	45	11	41	16	59	9	9	9	50	1	-	5	-	1	17	5	83	1	6	3
Research	89	61	58	39	10	50	10	50	8	57	6	43	1	25	3	75	1	25	3	75	1	5	3
Teaching	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-	-	-	-
Reader	13	34	25	66	1	14	6	86	1	25	3	75	0	0	2	100	0	0	2	100	0	8	5
2011/12																							
Total	231	48	248	52	38	57	29	43	36	60	24	40	12	57	9	43	9	53	8	47	4	3	4
Research	189	53	170	47	30	63	18	38	28	65	15	35	9	64	5	36	7	58	5	42	4	3	3
Teaching	26	49	27	51	6	86	1	14	6	86	1	14	3	75	1	25	2	67	1	33	8	4	6
Lecturer	16	24	51	76	2	17	10	83	2	20	8	80	0	0	3	100	0	0	2	100	0	4	3
2012/13																							
Total	139	43	183	57	29	56	23	44	26	57	20	43	10	59	7	41	8	53	7	47	6	4	5
Research	79	51	76	49	23	77	7	23	20	80	5	20	8	73	3	27	6	67	3	33	8	4	6
Teaching	9	60	6	40	2	33	4	67	2	33	4	67	1	33	2	67	1	33	2	67	11	33	20
Lecturer	46	32	99	68	2	17	10	83	2	18	9	82	0	0	2	100	0	0	2	100	0	2	1
Reader	5	71	2	29	2	50	2	50	2	50	2	50	1	100	0	0	1	100	0	0	20	0	14
2013/14																							
Total	123	34	238	66	27	40	41	60	25	40	37	60	9	45	11	55	7	44	9	56	6	4	4
Research	63	41	92	59	17	46	20	54	16	47	18	53	7	54	6	46	5	50	5	50	8	5	6
Teaching	6	43	8	57	2	50	2	50	2	50	2	50	1	50	1	50	1	50	1	50	17	13	14
Lecturer	54	28	138	72	8	30	19	70	7	29	17	71	1	20	4	80	1	25	3	75	2	2	2

Over a four year period, we appointed 54 people (Table 4.1). 44% of applicants (595/1375) and 46% of appointees (25/54) were women.

Half of the appointees for FTC positions (53% 23/430) were women. For research-only posts women had a slightly higher success rate (4.52%; 19/420) than men (4.04%; 16/396). For teaching posts, the success rate was the same for men and women at 9.76%. The success rate of women for FTC positions increased from 1% in 2010/11 to 9% in 2013/14 (Fig.12). We notice that more women declined job offers for research-only posts than men, but at present we are not

considering a ‘decliners’ survey. We will continue to monitor this [DAP-6A.3, DAP3A.12], and focus on the career development of our current PDRs (DAP-3A), so that their success may inspire future postdoctoral applicants to Bath

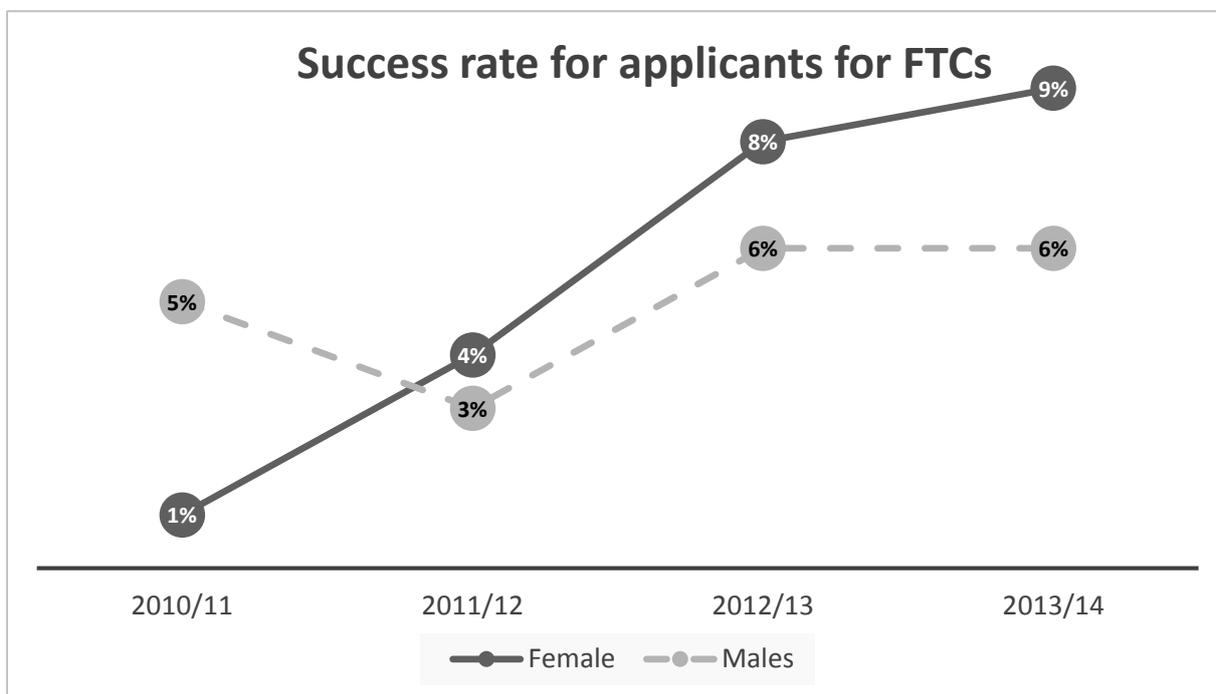


Figure 12: The success rate (appointments/applications) for fixed-term positions in B&B

For OEC positions 30% (134/449) of applicants and 18% (2/11) of appointees were women. The two appointments (one lecturer and one reader) took place in the last two academic years, and has resulted in the success rate of women applying for OEC appointments rising from 0% in 2010/11 (compared to 8% for men) to 2% in 2013/14 (similar to men) (Fig. 13). One reason for this improvement was that in 2011/12 and 2012/13, the percentages of women applying for lecturer positions were 24% and 32% of the pool, with 17% women in the shortlists (Table 4.1). Although these figures are not statistically significant (small sample size), they led to shortlists being monitored (see section 4b(i) and DAPs 1A.1-3). This had an immediate impact, so that for 5 lectureship positions in 2013/2014 female representation in the shortlists (30%) was slightly higher than their representation in the applicant pool (28%) and the overall success rate was 1.9% (1/54) for women and 2.2% (3/138) for men (Table 4.1). Women were as likely as men to accept invitations for interview and OEC job offers. With the gender gap closing for success rates, it is important to encourage more female applicants and maintain good appointment procedures.

[DAP 1A-B]

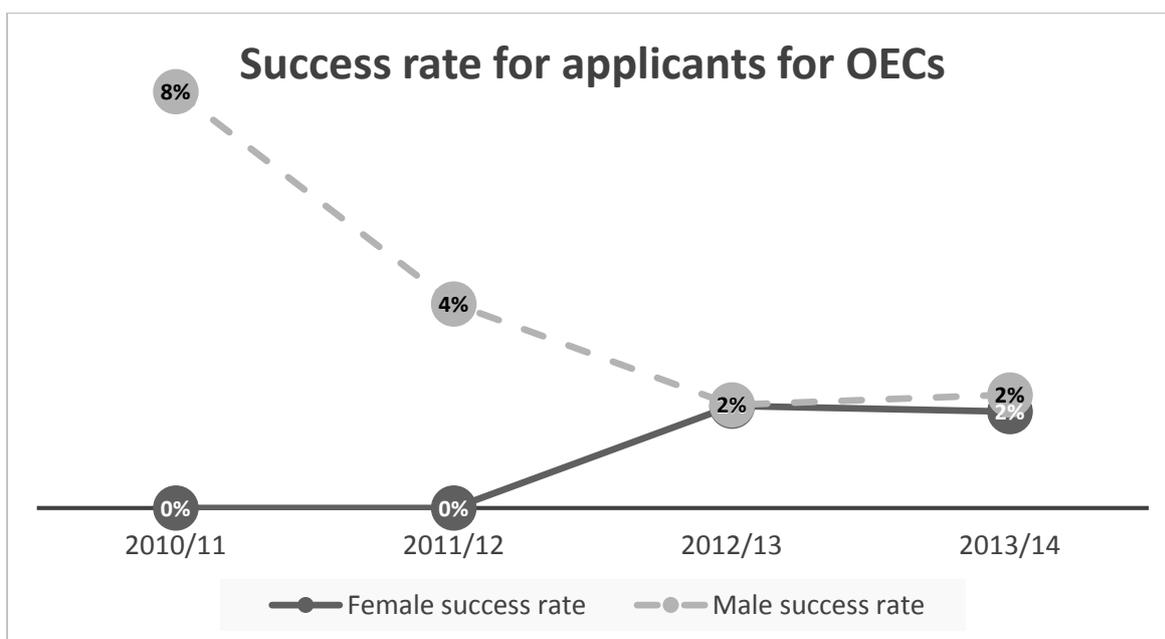


Figure 13: The success rate (appointments/applications) for open ended posts in the Department of Biology and Biochemistry

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

Between 2009/10 and 2012/13, there were 14 promotion applications with 10 being successful (86%). No women applied. In 2013, these figures were highlighted by the DSAT during a Departmental staff meeting, again with immediate impact. By 2014/15, three women had applied and were promoted (Table 4.2). These recent promotions have changed the distribution of women in senior posts, leaving a shortage at senior lecturer level (Fig. 14). It is therefore a high priority to attract more female applicants for positions as fellows and lecturers (DAP -1B), to maintain a pipeline of women for future promotion. Importantly, we will also actively encourage them to apply for promotion when appropriate (DAP 2E.1).

Table 4.2: Applications and Promotions by Grade in B&B

	Promotions/Applications by Grade
2009/10	2/2 Males to Senior Lecturer 2/2 Males to Reader
2010/11	1/1 Male to Senior Lecturer 1/1 Male to Professor
2011/12	2/2 Males to Reader 2/4 Males to Professor
2012/13	0/1 Male to Senior Lecturer 0/1 Male to Professor
2013/14	1/1 Male to Senior Lecturer 2/3 Males to Professor
2014/2015	1/1 Male to Senior Lecturer 2/2 Females to Reader 1/1 Male to Professor 1/1 Female to Senior Teaching Fellow

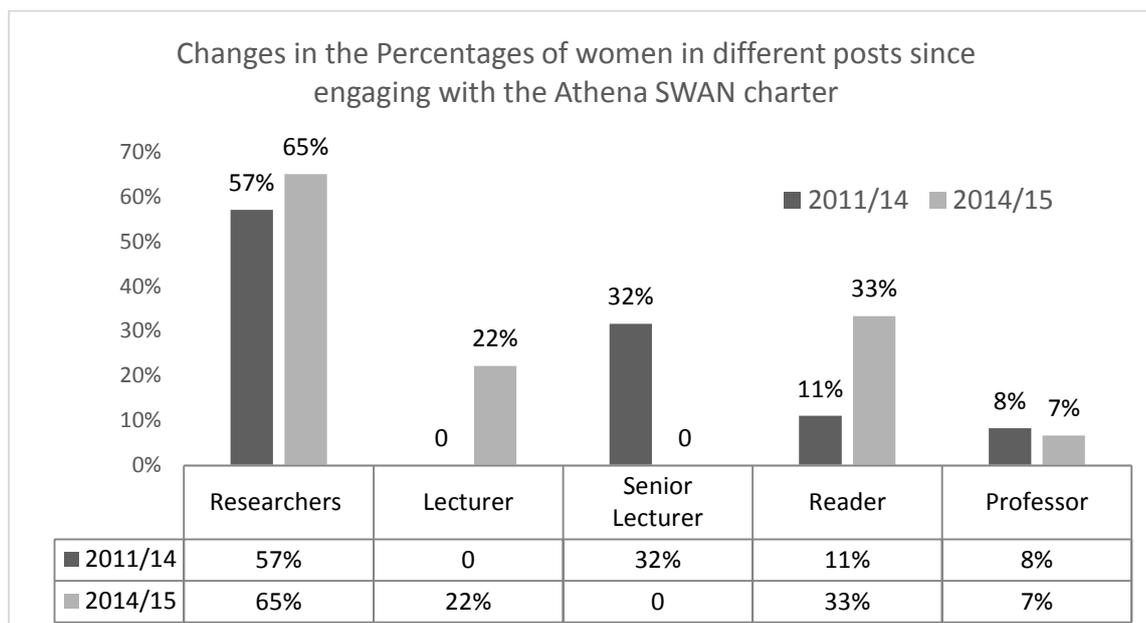


Figure 14: Changes in the proportion of women in academic roles in B&B due to promotions and recruitment since engaging with the Athena SWAN charter after 2013. Where we previously had no female lecturers, the translation of 2 prize fellows and appointment of one female has increased the percentage of women in this category. However the promotion of 2 senior lecturers to readers has left a gap to be filled by promotions to senior lecturers in future.

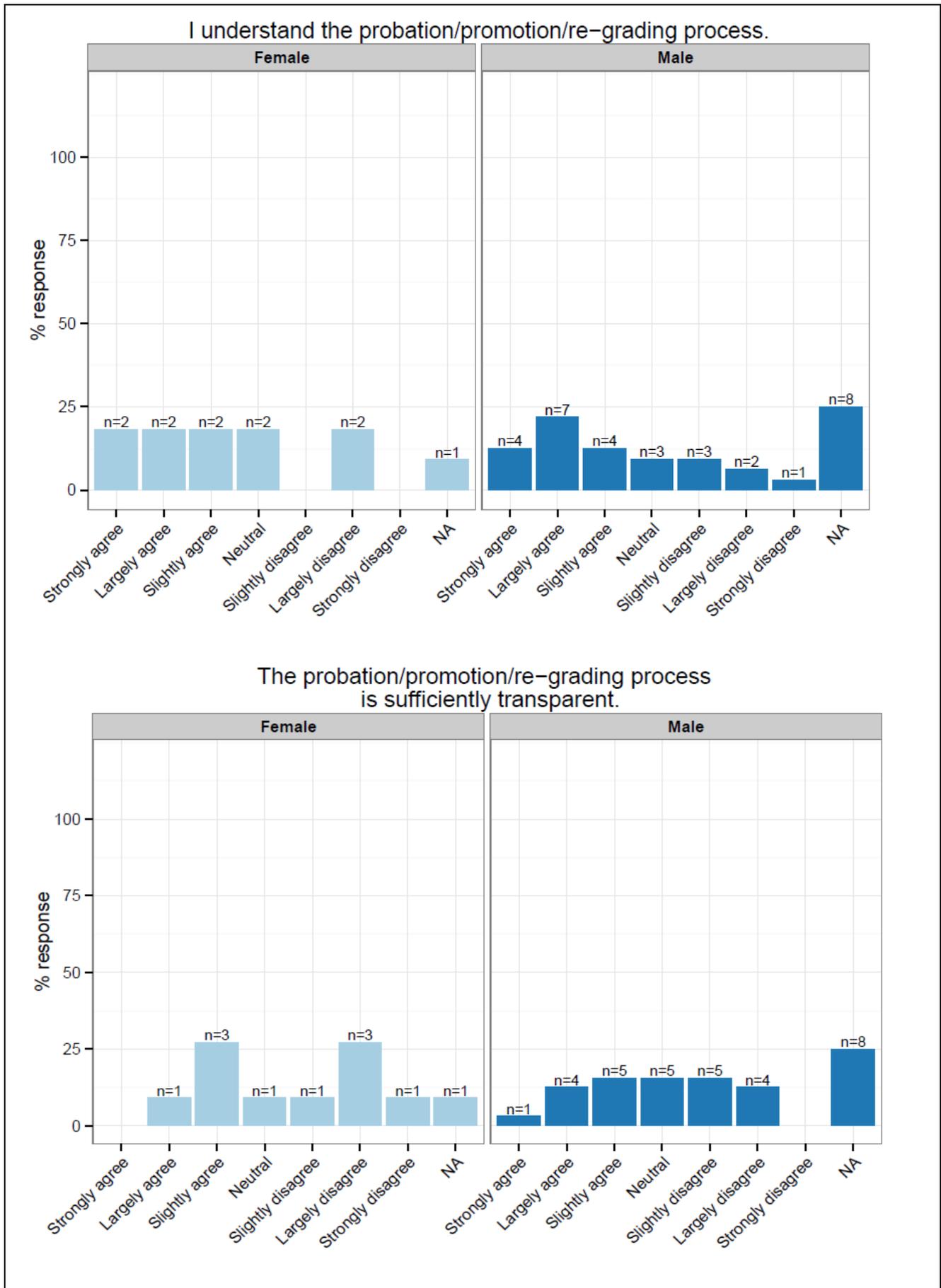


Figure 15: Staff Survey responses by Academic Staff to questions regarding promotions procedure.

In the DSAT staff survey 72 -75% of responders affirmed their understanding of the requirements for probation/promotion/regrading (Fig. 15). 45% (9/20) of men and 50% (5/10) women disagreed that the process is sufficiently transparent (Fig. 15). Feedback from promotion applicants (by email) to the DSAT chair showed no gender-specific issues. All this feedback has been taken into account to formulate transparent promotion strategies, now published on the Department Wiki.

b) Key issues are in the department for career transition of women

(i) Recruitment of staff –

Key Issue: Low number of female applicants for academic positions recruiting to lecturer and above. (DAP1B)

All staff involved in the recruitment process undertake the “*Equality and Diversity*”, “*Unconscious Bias*” and “*Recruitment and Selection for Panel & Chairs*” courses¹¹. We ensure that female academics are on every shortlisting and interview panel. Where no suitable female academics are available we enlist from another Department in the Faculty.

Additional measures to prevent gender bias, and increase objectivity and transparency of our recruitment process include:

1. Wording our advertisements to encourage female applicants: We include statements expressing B&B's positive commitment to gender equality in our adverts. Additional advice from the University's Equality and Diversity manager is sought on the wording of our advertisements¹² and job descriptions to ensure that we do not inadvertently use stereotyped generalisations that deter women [DAP1B.1]. We believe that women are put off by having to negotiate salaries and start-up packages and this information is clarified in the application packs [DAP1B2], which provide further information on work-life balance policies (flexible working hours, part time work, job sharing), paid maternity /paternity and family emergencies leave, the on-site nursery, and the childcare voucher scheme. This information is regularly updated [DAP1B.3]. We routinely

¹¹ In accordance with the *University Recruitment and Selection Code of Practice*,

¹² Gausher D, Friesen J and Kay AC (2011) Evidence that gendered wording in job advertisements exists and sustains gender inequality J. Pers Soc Psychol. 101:109-28.

advertise our academic vacancies on the WISE website, to reach a wide audience of women [DAP1B.5].

We are also redesigning the Department website¹³ so that it reflects our commitment to gender equality in career development, by highlighting the achievements and success of the women in B&B (DAP1B.4).

2.Shortlisting to limit unconscious bias: Everyone involved in the recruitment process has to acknowledge that unconscious bias exists and understand the impact of gender imbalance (DAP-1A.1). The HoD therefore briefs staff involved in recruitment about the underrepresentation of women in academic posts in B&B and ensures that women are fully represented in shortlisting panels [DAP-1A.2]. Attention is given to creating well-crafted job specifications that clearly define behavioural skills and capabilities, and the level of experience required. Clear specifications enable shortlisting panels to score applicants objectively [DAP-1A.3]. Since the proportion of women in the shortlists have improved, their success rates have increased. Candidate shortlists are approved by the Dean only when these either 1) at a minimum, reflect the gender composition of the applicant pool or 2) where this is not the case, a compelling argument for deviating from the pool ratio is presented by the chair of the shortlisting panel.

3.Pro-active Searches: Searches to identify and encourage suitable female applicants are proposed [DAP-1C]. The Research Theme Leaders will discuss upcoming vacancies with academics in their themes and identify suitable female applicants. Academic staff can act as search champions, to promote the position to suitable applicants, provide further information on the vacancy, and find out any specific needs/expectations that they may have. Pre-application communications will not form part of the interview process. To ensure transparency and fairness, the search champions will not be part of the shortlisting/interview panels and women will continue to be appointed on merit.

We expect to be able to appoint another 4 females out of the 8 vacancies that are likely to arise in the next 3 years. Although this will improve the gender balance, we still require female role models. Therefore we will recruit two female visiting academics (adjunct faculty posts) to provide short-term mentoring and inspiration to academic staff (DAP-5A.2).

¹³ The university is changing the format of its website due to go live April 2016.

(ii) Support for staff at key career transition points.

Key Issues: 1) Our key attrition point is PDR to lecturer (Fig.16). Thus we are enhancing our postdoctoral support programmes (DAP3A1-11). 2) The second issue is the historic low number of women who applied for promotion highlighting the need for supporting the career progression of women towards promotion and leadership. (DAP2A-G).

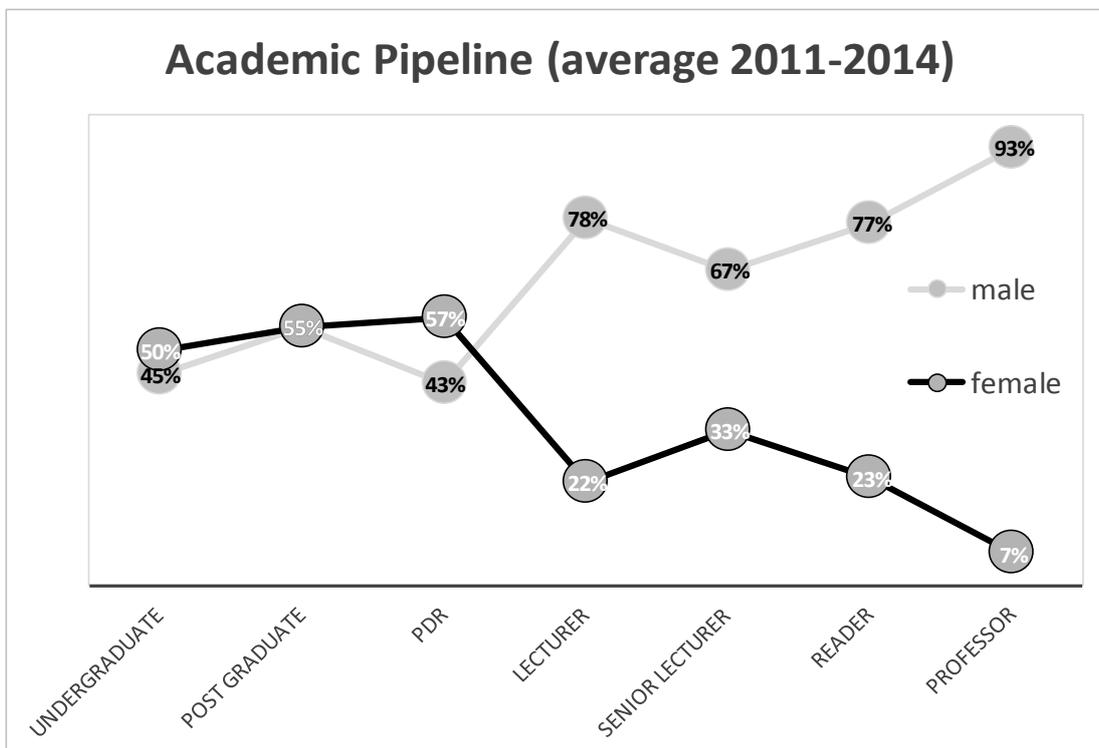


Figure 16: The academic pipeline in B&B

1. Supporting postdoctoral researchers (DAP-3)

We are increasing our support of PDRs so that they can be competitive applicants for external fellowships and even the prize fellowships at Bath. Many of our PDRs have personal fellowships and support for writing their applications starts prior to their arriving here. A new Daphne Jackson fellow that recently joined us, after a 16 year career break, praised the supportive encouragement

from her supervisors during the application process.¹⁴ in a blog for the Royal Society of Biology's "Returners to Bioscience Celebration"

PDRs are managed by their supervisors. They are encouraged to identify an additional mentor from amongst other academics in the department (DAP3A.1), and to keep personal logs of transferable-skills, laboratory management, networking activities and participation in training schemes. PDR supervisors can undergo training on how to coach PDRs¹⁵. Encouragement and uptake of this training will be recorded in the SDPR (DAP3A.11). The University's Researcher Development Unit (RDU) offers bespoke discipline-specific training events tailored to needs of PDRs. B&B will increase our use of this service (DAP3A.2-3.) and the DSAT has consulted with our researchers (male and female) to develop a support scheme to complement the University training schemes (DAP 3A.2-9). PDRs can also apply to the University for funding to attend training courses or to organise conferences, collaborative research projects, or other events, in preparation for independence. Successful applications to this fund by the PDN has previously included an R- statistics workshop. PDRs are encouraged by their supervisors to attend conferences and present their own work. Discretionary funds are available where childcare costs would otherwise preclude them from attending. The DSAT will collect data of PDR conference attendance and applications for travel grants (DAP3A.7) Greater visibility and credit to postdoctoral research will be given on the Department's revised website, which will also include a skills database (DAP3A.4-5) The external research seminar series hosted by B&B usually invites speakers who have established careers. In future we will also invite early career researchers (both genders) to visit B&B and give seminars, and encourage our PDRs to meet with the speakers during their visit (DAP 3A.6). B&B has recently secured 4 University of Bath Prize Fellowship¹⁶ positions for 2016. These are an exceptional opportunity for PDRs to develop their academic career and our PDRs are all aware of these fellowships. The DSAT will monitor progress and uptake of these actions, and will evaluate PDN destination data [DAP-3A.9]

¹⁴ <https://biochemicalsociety.wordpress.com/2015/11/10/five-things-having-a-career-break-has-taught-me/>

¹⁵ The University runs supervision and management training for supervisors aimed on how to coach PDRs. Includes the Concordat to Support the Career Development of PDRs.

¹⁶ Prize fellows are competitive university- funded proleptic positions that come with 2 years protected research time.

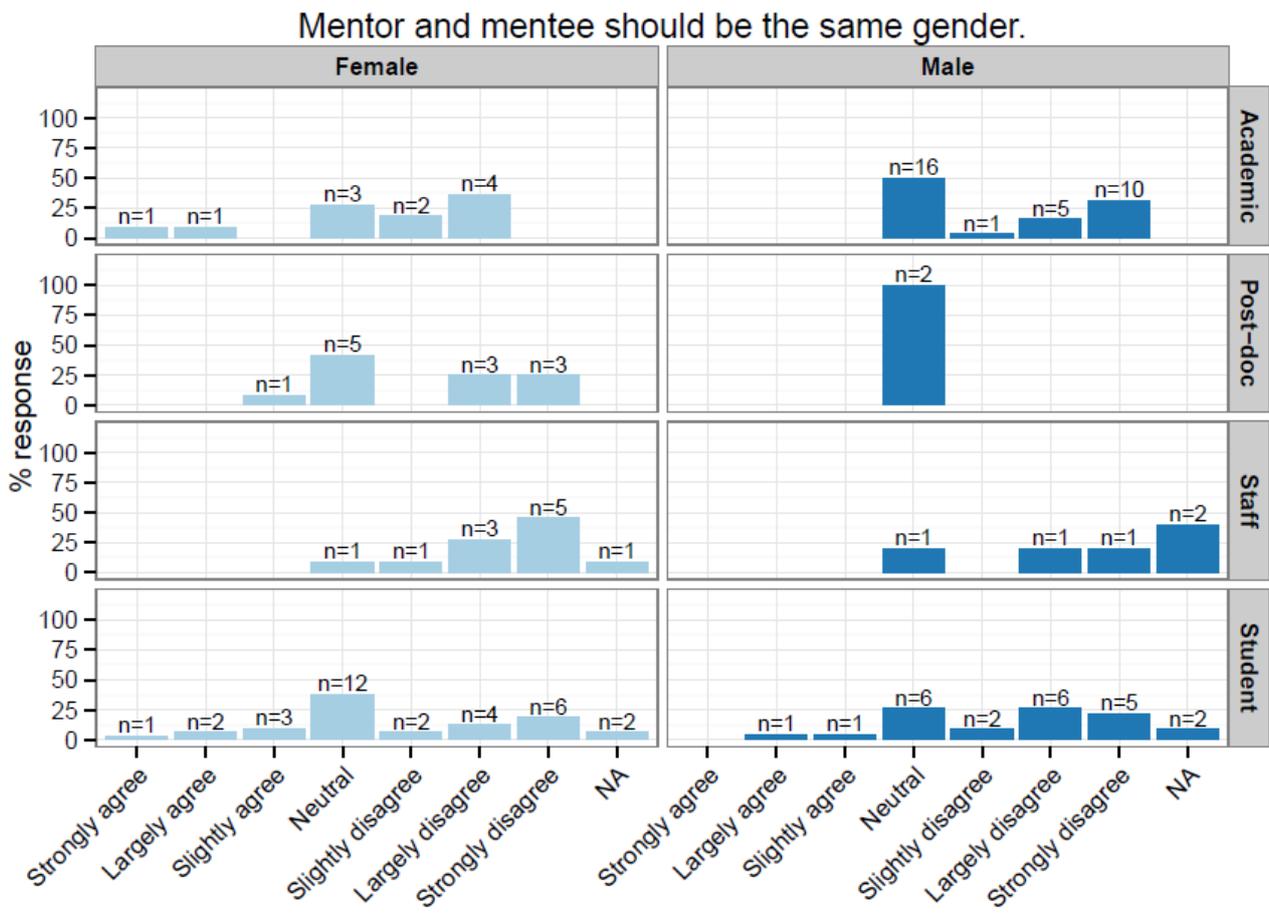


Figure 17: Opinions on whether mentors and mentees should be same gender

2. Supporting career progression of academic female staff

Teaching and Research Fellows are each assigned a mentor who is a senior academic staff member within B&B. We have not matched mentors by gender, and most of the staff in B&B do not think it is necessary to have same-sex mentor-mentees (Fig 17). Teaching- and Research Fellows have specially designed support programmes run by the University. Consultation with Research Fellows regarding probation period after translation to lectureships indicates that some staff feel as if they have been on probation for 4- years and perceive this as a hindrance to their career progression. The Department has agreed that the career development activities undertaken by Research Fellows needs to be taken into account and their probation be shortened accordingly (DAP 2B.1).

The annual staff review (SDPR) has only recently become compulsory (with a 100% uptake in 2014/15). While the SDPR is not part of the promotion procedure, the format provides assistance for reviewers to help reviewees to assess their readiness for promotion, and identify career

objectives, and personal development training needs. Reviewers have mandatory SDPR and E&D training, and are assigned to reviewees by the HoD by mutual agreement.

2.1 Leadership training: Last year three female academics were encouraged by the HoD to apply for the Aurora¹⁷ leadership programme. Two of the three applied and were successful in obtaining a place. An immediate benefit to B&B is that we now have two Aurora champions who can encourage the flow of women into senior positions by helping them to identify their leadership skills. All women who are interested in leadership roles (not only academic staff) can apply to go on the Aurora programme and attend professional development courses run by the University (DAP2G). First time lecturers are made aware during their induction that they can apply to the University's Continuing Professional Development fund to attend an EMBO leadership (or equivalent) course (DAP2A.1-2.).

2.2 Encouragement of networking and collaborations: Our female academics have as many national and international research collaborations as males in similar posts. The GW4 Alliance (the Universities of Bath, Bristol, Cardiff and Exeter) provides excellent opportunities for collaborative networking, including a GW4 Athena SWAN network. Academic staff can also apply for a range of mobility grants to establish collaborations with other institutions in part via strategic links setup through the International Relations Office and the Pro-Vice-Chancellor for Internationalisation.

2.3 Collegiate Support: Research Theme Leaders, senior academic staff and members of the Research Committee act as in-department peer reviewers to support academic staff (particularly recently recruited Research Fellows and lecturers) in writing grant applications and in responding to reviewers' comments. Within B&B we also support our colleagues with mock interviews, proof reading, and providing feedback on lecturing. All (9/9) of our recently appointed lecturers and Research fellows have successfully obtained grant funding after starting in B&B and 7/9 have acknowledged the support of senior staff.

4.2 Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances.

¹⁷ 'Aurora champions' form a community of female mentors and role models who help to develop ideas and activities for creative leadership

(i) Promotion and career development

Key Issue: Self-selection: Until 2013/14, no women had put themselves forward for promotion. Reasons given included not knowing/thinking they were ready, or being told they weren't ready by colleagues (see section 4.1a(ii)).

The University document '*Career progression in the Education and Research job family*', together with associated webpages explaining the promotions criteria and process, are detailed and transparent. Feedback on promotions process has led to the HoD reviewing the promotions application procedure, now published on the Department WIKI. Recent changes to the promotions process include utilising the SDPR for staff to plan career progression and be encouraged by their appraisers to put themselves forward for promotion. The University does not directly take outreach work into consideration, but B&B recognises UCAS and widening participation outreach activities in the WLAM. Candidates applying for promotion at all levels may consider whether their outreach activities count as evidence of impact and communication.

The HoD writes to eligible members of staff and invites promotion submissions from all who consider they meet the appropriate criteria (DAP2E.1). The HoD consults with the senior members of B&B, who have undergone E&D¹⁸ training on every application. Together they objectively assess whether an applicant meets the University criteria and give her/him feedback. Supported applications are submitted to Human Resources (HR), together with a HoD statement summarising the consultation process. The HoD presents the case to the next University Academic Staff Committee (ASC), where a decision is made. Currently, if the application is unsuccessful, feedback is provided and a personal action plan is created. Henceforth, the personal action plan will be developed prior to applying for promotion (DAP2F). If ASC's decision is negative, the personal action plan can to be updated in accordance with the feedback.

(ii) Induction and training

Key issue: The DSAT needs to collect data of uptake of staff development funds and training opportunities (DAP2A.2)

¹⁸ Marshalls on line 'Diversity in the Workplace' and Marshalls 'Unconscious Bias' is recommended for all staff and mandatory for all academic staff and anyone else with line managing responsibilities.

B&B complements the University induction process by a tour of the Department and introduction to colleagues, and key support staff. New staff are assigned a 'buddy' to help them to settle in and introduce them to colleagues in other departments involved in cross-disciplinary networks. A checklist of induction activities (reviewed annually (DAP2A)) ensures that they do not miss out on information and specific courses they may be required to attend, such as the *Equality and Diversity in the Workplace* course. The HoD has an informal one-to-one meeting to welcome them to B&B. During the induction period, most new staff make use of unofficial flexible working in order to move house, settle their children into new schools and manage changes to their domestic circumstances. Colleagues advise on schooling, childcare and local matters relating to living in Bath (such as the Residents Discovery Card).

During the probationary period newly-appointed lecturers are required to attend a series of courses tailored to their needs and aimed at aiding their professional development (*The Bath Course in Enhancing Academic Practice in Higher Education*¹⁹). There is also a central scheme (*The Bath Scheme*) to support recognition of academic teaching by the Higher Education Academy (HEA) at associate fellow, fellow and senior fellow level. Line managers, Theme leaders and mentors inform new staff about the University's range of funding schemes designed to support career progression. The Aurora champions, Woman's Tutor and members of the DSAT encourage female colleagues to avail themselves of these opportunities. During the induction period, new staff are made aware of the University's Continuing Professional Development funding schemes.

(iii) Support for female students.

Undergraduate and Master's students are assigned a personal tutor who provides pastoral care and training in written and verbal communication skills for the duration of the degree programme. The Department will, on request, pair-up female tutees with female tutors, but does not do so as a matter of policy. Students can also request to meet with our designated Woman's Tutor. PhD students each have a supervisory team; the lead supervisor who recruited the student, a second supervisor with complementary experience, and an assessor. Pastoral care is provided by their supervisors and the Director of Studies for the PhD programme.

¹⁹ An individualised work based learning course aimed at developing understanding of academic practice within a specific departmental and discipline context

The PG students have a self-organised PG network, PGBio, which runs social events, organises the peer-mentoring for new PG students, and run the annual Departmental Research Day. PGBio also chooses and invites the speaker for the Annual Inspirational Lecture, who meets with the students afterwards and talks about their research career. Female Inspirational speakers in recent years have included Judith Mank (2015) and Maria Leptin (2013). Female students take the lead in PGBio activities and promote the Athena SWAN charter. Their most recent Research Day also featured a presentation on the Athena SWAN Charter.

B&B encourages PhD students to join appropriate learned societies (by paying for memberships²⁰), through which they can obtain funds to travel to conferences. Some funds are also available from B&B. PG students have opportunities to disseminate their work to the public through the “*Images of Research Competition*”, “*Vitae Three Minute Thesis Competition*” and local science festivals. Responses to both the HEA’s Postgraduate Taught Experience Survey (PTES) and PRES 2013²¹ indicate that high numbers of our female postgraduate students intend to continue their academic career: 71% of female PGTs plan to continue to PhD, and 48% of female PGRs wishing to continue a research career in HE, compared to national averages of 44.9% (across STEM disciplines)²² and 45.8% (across all subjects)²³ respectively. Our students are offered careers advice, CV and interview coaching and a wide range of workshops on transferable skills and career management. Finally, the University has recently acquired the “SPRINT” programme²⁴ available to female undergraduates and post graduates. PGBio will encourage our female students to avail themselves of this opportunity (DAP4B.1).

²⁰ One membership to a society eg Biochemical Society; Genetic Society per student

²¹ <https://www.heacademy.ac.uk/consultancy-services/surveys>

²² https://www.heacademy.ac.uk/sites/default/files/ptes_report_2013_final_0.pdf

²³ https://www.heacademy.ac.uk/sites/default/files/resources/pres_2013_uk_report.pdf

²⁴ Sprint: Professional Development programme for Woman undergraduates and postgraduates, Partners Arup, AXA and Microsoft

Table 4.3 Male:female staff representation in departmental decision-making committees for the academic years 2011/2012 and 2012/2013.

Committee and associated Posts	2011/12		2012/13		2013/14		2014/15	
	M	F	M	F	M	F	M	F
Executive Committee (DEC) HoD (Chair), Deputy HoD, Reps from the DLTQC, S/SLC and Research committees (and DSAT since 2014);	7	1	7	1	7	1	6	1
Departmental Learning, Teaching and Quality Committee (DLTQC) Director of Teaching (Chair); Courses Director; Chairs of Teaching Fora (4); Representative of Faculty LTQC; HoD, Deputy HoD; UG Student Rep; MSc Student Rep; Mres Student Rep	7	1	6	2	6	2	6	5
UG Student-Staff Liaison Committee Director of Teaching (Chair); (Deputy Chair); Academic Staff Representative, Student Reps	2	2	3	1	2	2	2	2
PG Student-Staff Liaison Committee Director of PGR Studies; Director of Studies MSc and MRes, Student Reps	2	3	3	3	2	3	2	3
Research Committee Director of Research (Chair); Deputy Director of Research; Research Theme leaders(or Deputies); (Research Associate Rep, since 2014)	7	1	7	1	7	2	6(4) [§]	1(3) [§]
Department Self-Assessment Team (DSAT) DSAT chair; Director of Equality and Diversity; Deputy Chair; HoD, Academic Staff Reps, Research Staff Reps, Teaching Fellow Reps; Support Staff Reps and Student Reps					4	7	4	10
Health and Safety Committee HoD, Dept Safety Coordinator; PG rep; Research Staff Reps; Academic staff Rep; Technical Support staff manager and Reps;	4	6	4	5	5	5	5	5
Total % representation on all committees (Except DSAT)	68%	32%	70%	30%	69%	31%	62%	38%

§ Figures in brackets show the effects on gender balance when Research Theme leaders and Deputies alternate. For total % deputies were not counted. The UAP target is 33% minimum representation.

Table 4.4: Membership of influential Faculty/University Committees

Influential Faculty and University Committees	2011/12		2012/13		2013/14		2014/15	
	M	F	M	F	M	F	M	F*
Faculty Executive Committee	1	0	1	1	1	1	1	1
Faculty Board of Studies	-	-	1	2	2	2	2	2
Faculty Graduate School Committee	-	-	1	1	1	1	1	1
Faculty Learning, Teaching and Quality Committee	2	2	2	2	2	2	2	2
Faculty Research Committee	--	-	1	0	1	0	1	0
Graduate School Student-Staff Liaison Committee	-	-	-	-	0	1	0	1
HoD and Ads Committee	1	0	1	0	1	1	1	1
University Academic Staff Development Steering Committee	-	-	-	-	0	1	0	1
University Council	-	1	1	1	-	2	0	2
University Equality and Diversity and Athena SWAN Committee	-	-	-	-	0	2	0	2
Senate	2	1	2	2	3	2	3	2
University Senior Academic Appointments Committee	0	1	0	1	0	1	0	1
University Awards Committee	-	-	0	0	0	1	0	1

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

Fixed-term staff include PDRs, Teaching Fellows and Research Fellows (Figs. 9 and 10). The skew towards women on FTC (Fig. 10) reflects the increased number of female PDRs over recent years. Staff are automatically moved onto OEC if they are reappointed when their FTCs expire. The DSAT will continue to monitor career progression of staff on FTC (DAP6A.3).

b) Key issues in organisation and culture.

(i) Representation on decision-making committees

B&B continues to encourage female staff to join committees [DAP5B.1-2]. Membership of decision-making committees is an intrinsic part of certain posts (e.g. Director of Teaching, Director of Research, and Research Theme Lead). Since September 2013, appointments to these posts follow an open invitation to the whole Department for expressions-of-interest. A direct outcome of this practice has been greater transparency in committee appointments and women now make up 38.6%²⁵ of all committees (Table 4.3). Committee appointments are 3 year rotations.

In the DSAT staff survey we included separate questions on frequency of attending committee meetings and research seminars. The survey indicates that most people have a preference for a ratio of 1:2:1 for teaching:research:admin. Reassuringly the survey indicates that staff are actually more occupied with research than administration. However the responses also indicate that 7 men and 3 women are burdened by a high committee load (Fig. 19). B&B only has six females at senior lecturer/teaching fellow and above. Implicit or explicit requirements for minimum seniority for committee membership have been removed which has had the impact of reducing the number of senior academic women being overburdened with Department committees, while giving junior women more experience in committee membership. Student and researcher representatives are on committees where appropriate. In committees where representation of specific staff subgroups is required (e.g. Research Theme leaders and deputies on Research committee), the attendance of research theme leader and deputy theme leader can rotate. B&B monitors teaching:research:admin within the WLAM to prevent admin overload.

²⁵ Excluding the DSAT committee, which is a higher ratio of women

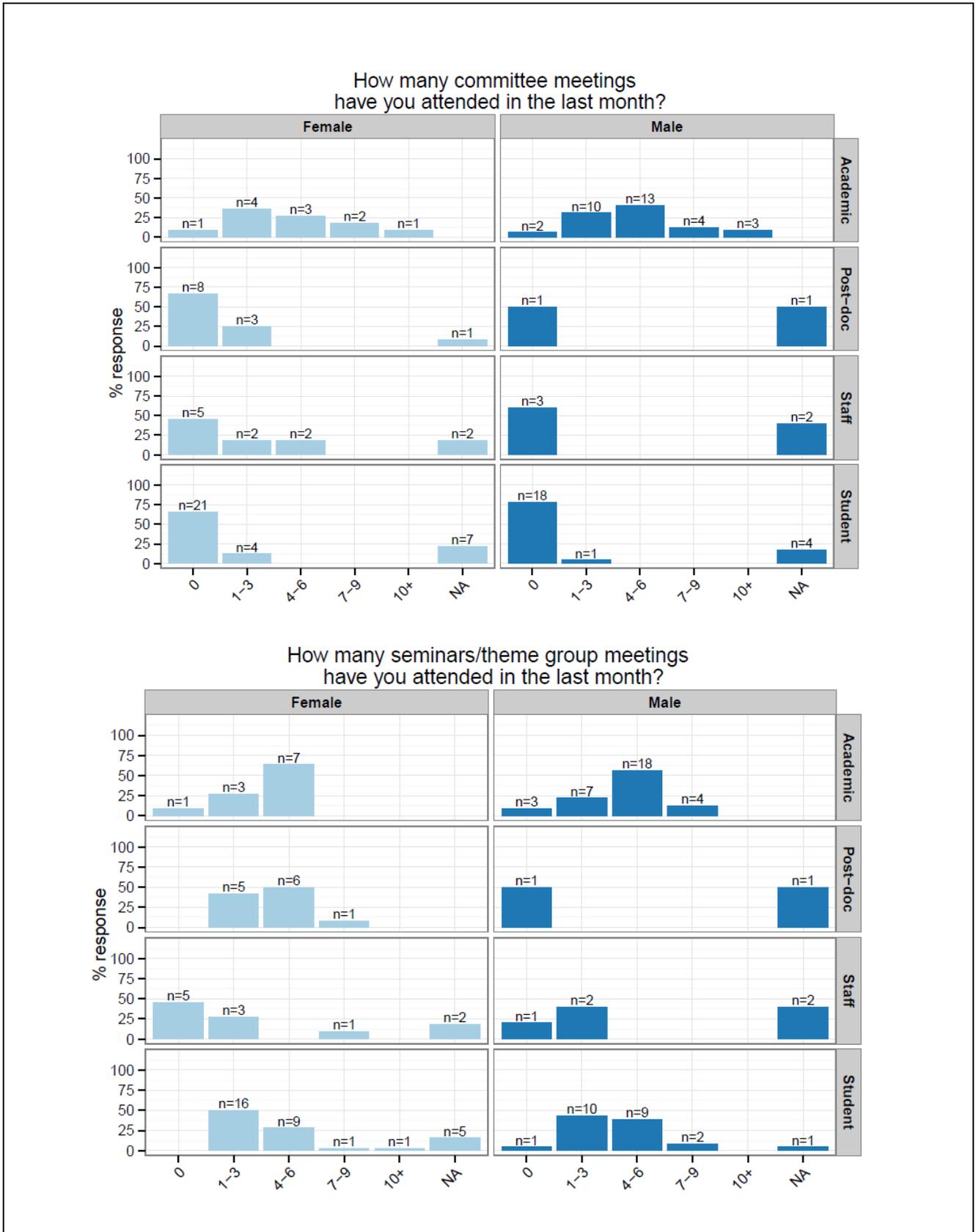


Figure 19: Survey response to meetings vs seminars and theme meetings.

(ii) Workload model.

We updated the Workload Allocation Model (WLAM) in 2013. It is used as a tool for managing workload allocations for teaching, administration, leadership, pastoral activities (such as student tutoring and formalised mentoring), as well as outreach (contribution to UCAS days, Widening participation) and equality and diversity activities (DSAT contributions, sitting on University E&D committees). It also provides protected time to be devoted to research for all academic staff. The highest WLAM hours are allocated to leadership in teaching (Directors of undergraduate teaching and post graduate studies, and admission tutors) which are meritorious posts (3 males and 2 females). Overall we strive for a balanced and collegiate approach to taking on administrative tasks. Career progression depends on what an individual has achieved, rather than committee memberships, or the WLAM hours accrued. Line managers, SDPR assessors and mentors help academic staff to assess which administrative activities are in their career interests and whether they have the right balance between research, teaching and admin activities.

The WLAM is regularly evaluated and is annually assessed for accuracy and transparency about which activities are likely to lead to career progression (DAP 5C). No key issues

(iii) Timing of departmental meetings and social gatherings.

B&B schedules staff meetings within the University's core hours of 10:00-16:00. Weekly research seminars by PhD students or invited external speakers are scheduled during lunch time. Meetings relating to the administration of B&B and teaching also occur within the University core hours. Where this is not possible, schedules are negotiated with all those involved. Infrequent events such as the Departmental Research Day, which may include extended social activities, are scheduled well in advance and in consultation with individual staff members, with the main activities taking place during core hours. The Department gathers daily for informal coffee mornings. The Friday morning coffee is organised by PG-Bio. These events do not conflict with school runs and foster cohesion. Other yearly social gatherings such as BBQs and the Christmas party occur after 17:00 but are scheduled well in advance, allowing individual members of staff to make the necessary arrangements and family members are welcome.

No key issues

(iv) **Culture –demonstrate how the department is female-friendly and inclusive.**

B&B staff are based in two adjacent buildings and form a cohesive group. This is due to a daily stream of most staff and students between the buildings. “3South” has several core facilities, teaching spaces and meeting rooms, while “4South” contains the administrative office, the staff pigeon holes and teaching labs. 4South is built around a central hexagonal space (the Pavilion) which when not used for seminars or social events, is a general break-out space, used by staff and PG students. It has an adjacent kitchenette for making coffee and heating food in a microwave. B&B has a relaxed, friendly atmosphere as illustrated by the DSAT staff survey. 132/210 members of B&B responded to our survey -- a 62% response overall and a 90% response from academics. The survey indicates that overall B&B is perceived by both sexes as friendly, supportive, inclusive and fair (Fig. 20). The DSAT used the survey to engage with all levels of staff and promote the Athena SWAN Charter. Our most recent Department Social included a prize draw, in which all responders to the DSAT survey were entered. Several conversations centred on how the Athena SWAN application had raised awareness of barriers to career progression and how some of recent changes in B&B have led to greater transparency. To maintain the good workplace relationships, the HoD has appointed arbiters to facilitate the investigation of rare dignity and respect incidents and their resolution by arbitration or where this fails via more formal departmental or University processes.

Key issue: The response rate from PDRs was disappointing low (35% overall with 12/24 women and 2/13 men responding). More actions to engage PDRs and specifically males.

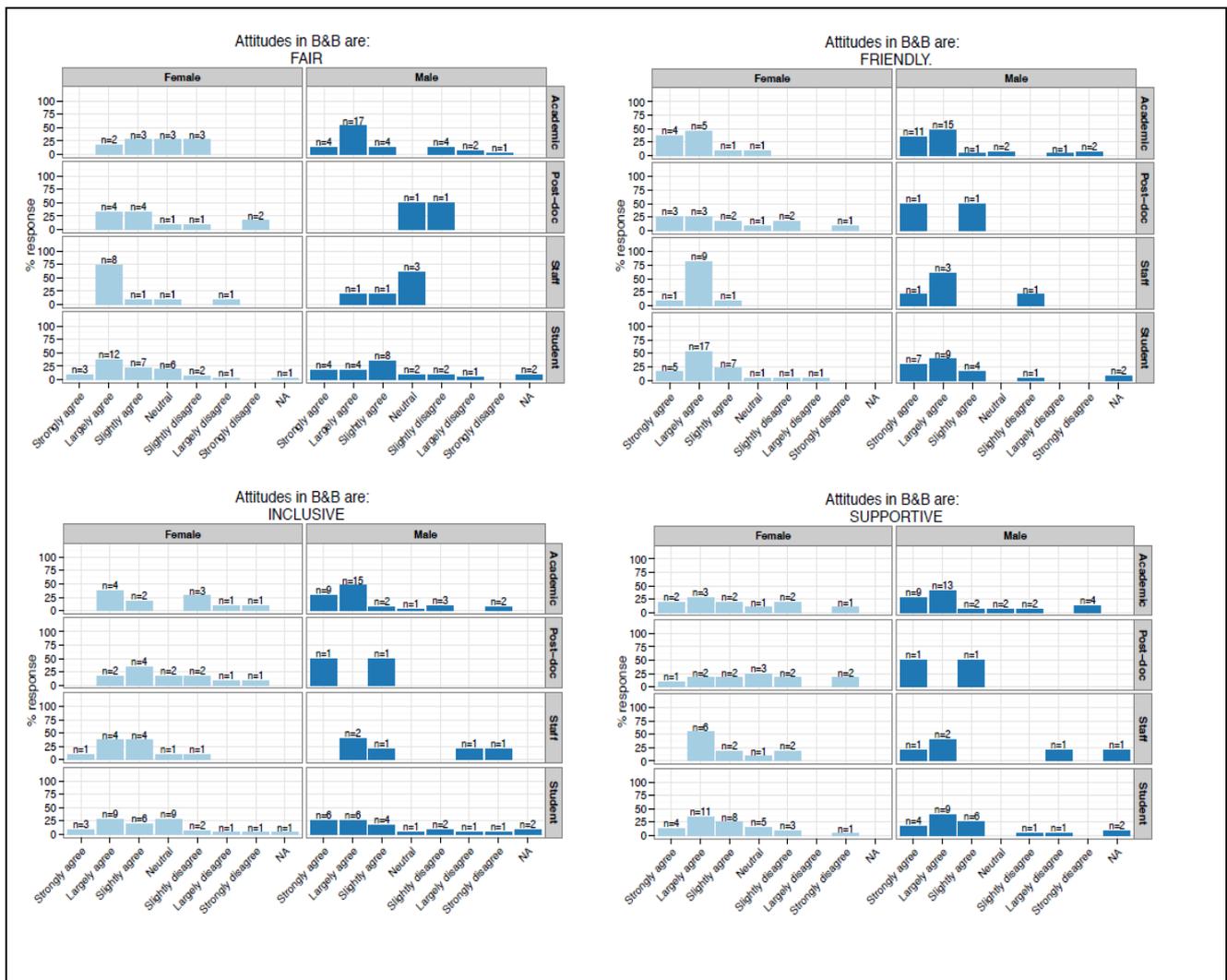


Figure 20: Responses to DSAT survey demonstrating overall satisfaction. We aim to improve on fairness, supportiveness and inclusivity.

(v) Outreach activities

Staff and students of both sexes organise and take part in outreach activities. B&B has strong ties with the local Bath Royal Literary and Scientific Institution (BRLSI). Many members of staff and students have given talks and seminars on BRLSI premises, and a full series of seminars was jointly organised to commemorate Darwin's legacy (with talks running both in B&B and at BRLSI). Our HoD, has a long-standing commitment to public engagement and runs the popular Bath Science Café - a series of monthly evening talks at the Raven, a town centre pub. Several members of staff have contributed to IGNITE Bath, a series of fast paced five-minute talks open to the general public. B&B participates in a programme of activities such as the 2-year 'On Track to Bath' Initiative, STEMM-CPD day, Uni Taster days, residential summer schools, seminars, work-

placement and shadowing opportunities in labs through the 'in2science' initiative.²⁶ Participation in outreach activities is voluntary, and there is usually a surplus of willing volunteers. The WLAM acknowledges involvement in UCAS open days and "widening participation" activities. Except for UCAS open days which require a large number of staff and which are organised on Wednesdays and occasional Saturdays, we do not monitor participation in outreach activities. Participation in UCAS activities is on a rota, taking into consideration constraints such as weekend availability. Members of staff are encouraged to upload details of their outreach activities on PURE²⁷, which will enable future monitoring of which Outreach activities are good for career progression. Some outreach activities can be used in applications for promotion as evidence of building links with external partners.

4.4 Flexibility and managing career breaks

a) Provide data for the past three years

(i) **Maternity return rate.**

Only 1 member of staff (PDR) took maternity leave in the last 5 years (in 2012/13), she has returned to work and is now on an OEC.

(ii) **Paternity, adoption and parental leave uptake.** [69]

One senior lecturer (a woman) took adoption leave in 2011/12. She is still in the department. One man (lecturer) took paternity leave in 2013/14. Most of our male staff share parenting responsibilities with their partners and have used flexible working hours to meet these commitments. We have highlighted an action to re-examine our policies on parental and paternity leave to encourage sharing of childcare responsibilities (**DAP-2D**).

²⁶ a UK-funded scheme offering 2-week lab-based placements to underprivileged A-level pupils in the local area.

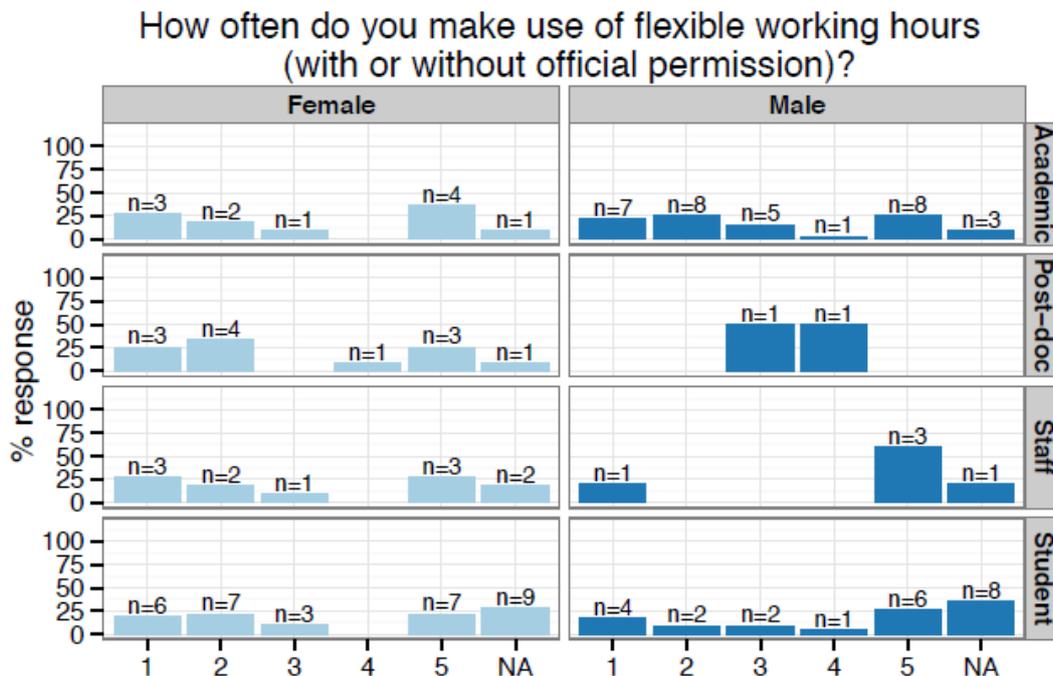
²⁷ PURE is The University data base for gathering research publications, impact and esteem activities.

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

There have been two formal applications for flexible working in the past three years, one from a female teaching fellow, and one from a male professor. Both were granted. Academic staff are permitted flexible working patterns or work remotely without the need for approval from their line manager. Thus there is no formal process to record working patterns for each member of staff. Research staff can apply for changes in their work schedule to their line manager. There are no central records of such requests, but we are not aware of any being turned down.

Staff with caring commitments are encouraged to submit an annual form indicating potential timetable constraints so that their lectures are scheduled at convenient times. We believe that the current arrangements, which have now been in place for 3 years work well, and offer flexibility for staff to arrange their work patterns around their caring commitments as needed.

The DSAT survey indicated that 50% of academic and research staff were familiar with the Department’s flexible working policy and that 57/82 respondents (academic, research support staff and PhD students) make use of informal flexible working (Fig.21).



Legend: - 1: More than once a week. - 2: Once a week. - 3: Once a month. - 4: Once every two months. - 5: Less than that.

Figure 21: Flexible working uptake. Academic and PDRs (Post-docs) have flexibility in their contracts. “Staff” are research support staff who record hours worked. Students are PGT and PGR

b) Key issues in flexibility and managing career breaks.

(i) Flexible working

All academic staff at the UoB have flexibility within their contract. Flexible working is therefore a formal right and no permission or records are required. Judging by the DSAT survey responses (Fig. 21), all academic staff make use of flexible working. For female responders, 60% (6/10) of staff used flexible working at least once a month, with three women working flexibly more than once a week. For males in this category the ratio was higher (20/29), with seven men working flexibly more than once a week. Postdoctoral female PDRs had similar flexible working to the academic men (7/11). Flexible working relies on trust and good working relationships and the flexibility is arranged around starting and leaving times. The majority of staff put in long hours and output (research, teaching and admin) is assessed by quality not hours worked. During the teaching term, leave needs to be approved by the HoD. No key issues

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

Key issue: Only one woman took maternity leave. B&B recognises the importance of having well-publicised explicit practices in place to best support members of staff returning after a career break or maternity leave. (DAP2C1-2).

The HoD, research theme leaders and teaching committee will support female staff prior to and upon returning from maternity leave. Staff are encouraged to book an appointment with a representative from HR to be informed about the university maternity package, arrangements surrounding ante-natal care (there are also university policies for husbands, civil partners/partners attending ante-natal care or adoption appointments). The Department has funds to cover teaching whilst academic staff are on maternity leave, and existing staff will also help by taking on additional lectures, tutorials and student supervisions. Cover for research will depend on the funding level of particular research projects. The Research Committee will meet with the staff member (and line manager or supervisor) prior to her going on maternity leave to discuss her research and the options for provision for research cover (possibilities include extending the grant, or employing research cover). Staff going on maternity leave are informed about and encouraged

to avail themselves of their 10 'Keeping in Touch days' to maintain contact with colleagues, stay informed about work issues, progress of projects, attend conferences or training courses and other relevant developments. Contracts for research and teaching staff returning from maternity/adoption are extended to enable them to complete the outstanding months on the original contract. We can extend this to a year, at the discretion of the HoD. Staff returning from maternity leave can apply for changes in working hours to ease transition back to work.

5076 words

5. Any other comments: maximum 500 words. (456)

While compiling data for this application and establishing what mentors and role models should be doing, the DSAT asked several women at various career levels what roles their male colleagues had played in facilitating their careers. The answers were wide-ranging, and all were able to acknowledge the support of at least one male academic in their field. Specific examples in the Department included being encouraged to apply for positions/fellowships they didn't themselves think they were ready for, and which they subsequently got. Interestingly, several of our male academics, were also able to acknowledge female supervisors to whom they owe their career success (one actually had two successive female supervisors during his postdoctoral years, one a Nobel Laureate!). The responses to an e-mail sent to all the male senior lecturers, readers and professors asking for evidence of "championing female career activities", were overwhelmingly supportive and demonstrated a willingness to be involved, by providing anecdotes of mentoring techniques that worked well (good listening, team building activities that included family, and showing faith in them). Nine male professors with careers spanning 5 or more years at Bath, have informally provided destination data about their mentees. Between them they have supervised approximately 200 PhDs and PDRs. 30% of these PhDs/PDRs have gone on to have careers in STEMM (i.e. 12% female and 18% male who are now on a tenure track or lecturer position). Per individual professor, the numbers are small, and there are likely to be discipline specific reasons why some labs show fewer people going into STEMM careers than others (i.e. a high rate of

mentees going into industry in biotechnology focused labs). However, four professors have a higher than 25% rate of female mentees transitioning to STEMM careers (Fig. 22); we will interview current and former members of their labs to identify any practices that have contributed to female career progression/attainment (DAP-3A.7).

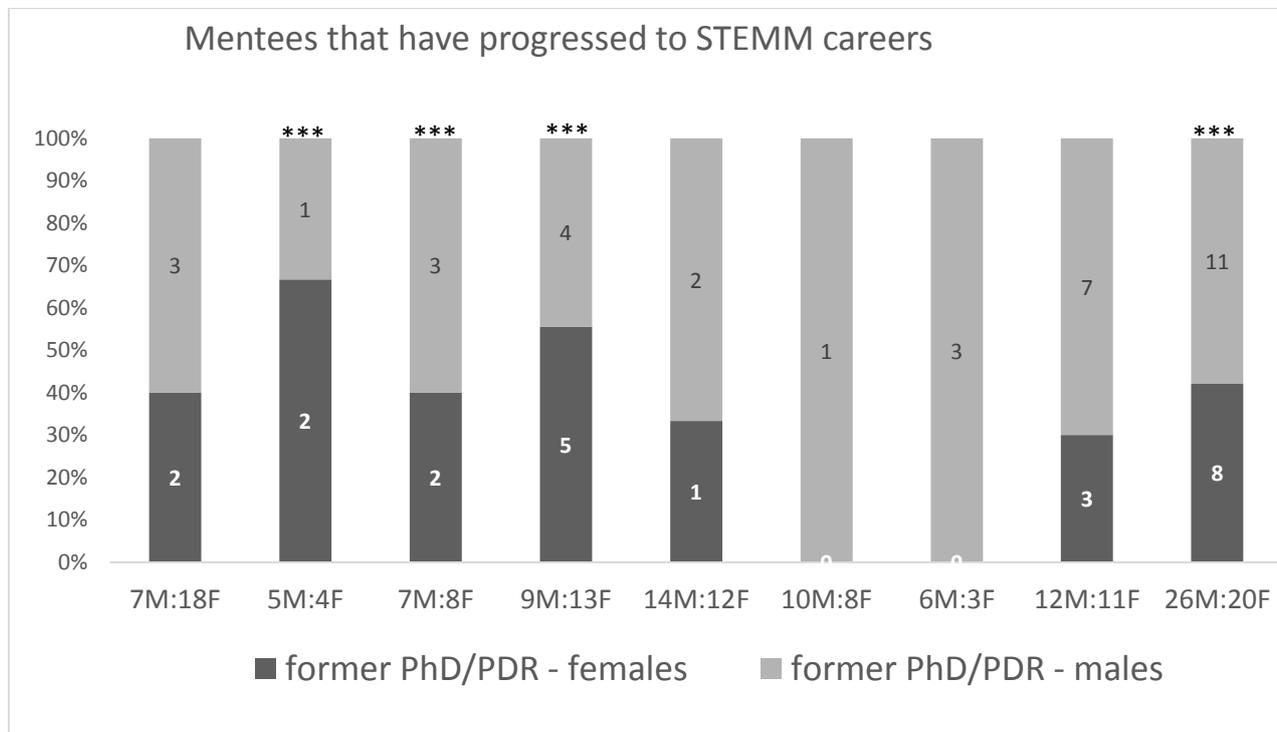


Figure 22: Male and Female former mentees (PhDs/PDRs) who have been mentored by male professoriates in B&B and gone on to have STEMM careers (i.e. currently have lecture or tenure track positions). The gender split is the % of those that have gone on to STEMM careers. Each bar represents a professor and the historical totals of males:females in their groups are given below. *** represents a high rate of success for female mentees in the lab (i.e females in STEMM/ the number of females mentored).

The success of their mentees, (not only in STEMM careers) is the best measure of successful mentoring. Effective mentoring should be recognised in some form, and one suggestion for a STEMM-specific initiative would be national incentives (e.g. through the Royal Society, Biochemistry Society) to encourage more men to become champions in promoting the careers of their female colleagues (DAP-6C.7). At a more local level, the University introduced an annual “*Excellence in Doctoral Supervision prize*” in 2010. Since its inception, three of our male academic colleagues in B&B have been the recipients of this prize. That they were nominated for these awards on the recommendation of their students (male and female) is testament to their mentoring being appreciated.

Finally, our last Athena SWAN application identified four key areas which we have been able to address during the last 18 months. These are in Table 5.1

Table 5.1: Progress on our last Action plan

Key Area	Completed actions/ <u>Outcome</u> /Ongoing or further actions
A	Increase female representation in positions of leadership and decision making committees.
B	Increase female recruitment to lecturer and more senior positions
C	Support career progression of female members of staff and actively encourage them to apply for promotion
D	Support career progression of research staff to facilitate their transition to independent STEM positions
E	Provide pastoral support for students at all levels.
	<p><i>Administrative posts and committee membership is on merit through open calls and not restricted to senior academics.</i></p> <p><i>Three year rotation for administrative posts and committee membership WLAM takes into account committee membership and administrative duties</i></p> <p><u>We have reached 38% female representation on committees</u></p> <p><i>Leadership – Three women were encouraged by the HoD to apply to the Aurora leadership course (Two applied and were successful in gaining place). <u>Aurora champions encourage other women to take leadership roles</u></i></p> <p>Ongoing assessment of the transparency and gender balance of committee membership/leadership positions (DAP2G.1 and 5B) and further actions to provide additional role models (DAP5A).</p> <p><i>Equality and Diversity training as well as unconscious bias training is mandatory for all involved in the recruitment and shortlisting panels</i></p> <p><i>Women are represented at all stages of all the recruitment panels</i></p> <p><i>Shortlists are monitored to ensure that women are represented in same proportion as in the applicant pool</i></p> <p><i>Shortlists are approved by external chair (the Dean) only if the above representation of women is attained</i></p> <p><u>Success rate of women for academic positions is now equal to that of men and two more women were appointed to academic posts.</u></p> <p>Ongoing actions to maintain equality in success rates (DAP1A) and further actions to recruit more female applicants (DAP1B)</p> <p><i>Promotion applications no longer rely on self-selection, the HoD writes top eligible staff members inviting them to apply</i></p> <p><i>The SDPR process has become mandatory and is used to coach staff into preparing personal action plans for promotion</i></p> <p><i>Several staff are preparing Personal Action Plans for promotion</i></p> <p><u>3 women have applied and been successfully promoted.</u></p> <p>Ongoing actions to increase the transparency of promotions (DAP2E) and encouragement of staff to prepare for promotion through the SDPR process (DAP2F)</p> <p>PDR support to be increased (DAP3A.1-10 – High Priority). Further consultation with PDRs to develop tailored career support is detailed in our new action plan and application. Destination data to be collected to determine the success of these actions (DAP3A.11)</p> <p><i>Pastoral support for undergraduates has been in place for several years. PhD and Master’s degree student support has been increased (Section4.2a(iii))</i></p> <p><i>We have a designated Woman’s tutor and students may request a female tutor</i></p> <p>Further action for additional support for self-funded students who are at risk for not completing PhDs within 4 years has been highlighted (DAP4A)</p>

6. Action plan

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

Our Action plan has the following objectives for the next three years

1. Improvement of recruitment practice so that we can recruit more women
2. Enhanced career development and in-role support so that their careers thrive
3. Enhanced PDR career support to maintain the pipeline of women in STEMM
4. Maintain good PG student support
5. Sustain good organisational culture
6. Sustain Athena SWAN objectives so that all at B&B can benefit

The Milestones/effects so far are *italicised* in the table and the measurable outcomes are underlined

1. Improvement of recruitment practices and strategies to employ more women in academic posts

Priority Very High: Issues identified: The low number of females in academic posts and lack of role models: Female applicants for academic posts make up less than 30% of the pool. Recent promotions mean that we need more women in lecturer positions to ensure a future pipeline of women who can be promoted (Sections 3(viii), 4.1(a(i), 4.1b(i) ,Figs. 7-9;13. And Table 4.1).

Objective	Activity to date	Milestones/effects so far and Proposed Actions	Timeframe (Start/ End)	Responsible	Success Criteria and/or Measurable Outcome
1A To ensure fair gender representation in short lists and maintain equality in success rate for academic and research positions. (Section 4.1 b(i))	The gender-ratio of applicants and their representation in the shortlists are monitored during the recruitment process	<i>In recent years, the shortlists reflect the proportion of women in the applicant pool. The success rate of female applicants is now equal to that of men.</i>	Data collection ongoing and now routine. Data will be analysed every 2 years.	HR for collecting DSAT for analysis	<u>This data will measure the extent to which our actions are ensuring that we have fair representation of women in shortlists.</u>
	E&D ²⁸ training is required by the UoB for all staff involved in the recruitment of academic posts.	1. Ensure that only staff with completed E&D training are involved in recruitment	Implemented in 2012 and now an ongoing practice	HoD DAs	Staff involved in recruitment will be fully aware of E&D issues and the impact of gender imbalance.
	HoD, DSAT distributes a short summary of the gender imbalances in B&B to staff involved in the recruitment process	<i>Staff involved in recruitment are aware of the gender imbalance in the department</i>	Implemented in 2013 and now an ongoing practice	HoD DSAT	All staff involved in academic recruitment will acknowledge that unconscious bias exists.

²⁸ Marshall's online Equality and Diversity in the Workplace; and Unconscious Bias courses

	<p>Women academics are present on interview and most shortlisting panels since 2012</p>	<p>2 Record who is present on recruitment panels. Ensure that women are present on ALL future interview and shortlisting panels and continue monitoring fair gender representation at all stages of the recruitment process.</p>	<p>Started collecting records of recruitment panel composition in 2014, and now ongoing. Data will be analysed annually.</p>	<p>Interview and shortlisting panel chairs HoD to impose</p>	<p><u>Fair gender representation at all stages of the recruitment process.</u> When women are present on recruitment committees the chances of women being appointed are increased²⁹.</p>
	<p>Each application is seen by at least three members of the shortlisting panel and the list of essential and desirable criteria associated with the advertisement is used to score applicants.</p>	<p>3 Increase objectivity in selection panels by using a 1-3 scoring system³⁰ against essential and desirable criteria of job specification to rank candidates</p>	<p>Started in Dec 2014 and will do this for all future recruitment</p>	<p>Short listing panel chairs Theme Leaders</p>	<p><u>Greater accountability for choices made during the selection process, measured against applicant scores</u></p>
					<p><u>The proportion of women shortlisted, interviewed and appointed will be based on merit and continue to reflect their number in the applicant pool.</u></p>

²⁹ Van den Brink, Benschop and Jansen (2010) Transparency in Academic Recruitment. Organization Studies 31(11): 1459-1483

³⁰ 1.2.3 scoring system is based on "mention/evidence/output" borrowed from University of York recruitment

1B. to attract more female applicants to academic positions in B&B by advertising our family friendly supportive environment. (Section 4.1 b(i))	Statements encouraging applications from underrepresented groups and highlighting family friendly policies are included on job and PhD project adverts	<ol style="list-style-type: none"> Continue to ensure these statements are on adverts and evaluate the wording in job advertisements to avoid gendered wording.³¹ Clarify what the “start-up package” will be in the application packs³² 	From Oct 2015, every advert for recruitment will be scrutinised.	HoD and DSAT will initially scrutinise adverts, for approval by the Dean. External advice from UE&DM	We believe women are encouraged to apply to departments with well-publicised family friendly policies, and do not like having to negotiate their start-up package, so we should see <u>increased numbers of females applying to our adverts.</u> Higher visibility of the success of women in the Department should encourage others to want to join us Advertising in WISE should reach a wider audience of STEM women (<u>measurable by increased applications from women</u>)
	The Department is ‘family friendly’ and upholds the University policy on flexible working, career breaks, maternity/adoption, paternity and parental leave.	<ol style="list-style-type: none"> Ensure information on family friendly policies/flexible working /childcare/ are up to date and include this information with application packs 	Implemented in 2014 and now an ongoing practice	DAs HR	
	Female Academics in B&B are high achievers – we are currently redesigning our website to ensure that our online visual identity matches both our success and our supportive and inclusive mission.	<ol style="list-style-type: none"> Highlight the success of women in the Department on our website to promote our supportive and inclusive policies Advertise academic positions on WISE to reach a wider audience of women via the STEM network (4.1b(i)) 	To go live March 2016 and then updated monthly Dec 2015	DAs All academic staff Website managers HR DSAT to monitor	

³¹ Gausher D, Friesen J and Kay AC (2011) Evidence that gendered wording in job advertisements exists and sustains gender inequality J. Pers Soc Psychol. 101:109-28.

³² Women are likely to respond better to adverts with transparent start up packages, WISE Campaign website

<p>1.C To search for suitable female applicants, and encourage them to apply for positions in B&B.</p>	<p>Research theme leaders are aware that we have too few female applicants for academic positions (4.1b(i)).</p>	<p>1. Search Champions who are not part of the recruitment process will be identified to carry out proactive searches for potentially suitable female candidates and encourage them to apply for advertised posts.</p> <p>(Search champions will not be part of interview or short listing panels)</p>	<p>Jan 2016 – Nov 2018</p>	<p>Research Theme Leaders and Research Committee</p> <p>to identify Search champions</p>	<p><u>Increased number of women will apply to academic positions in Bath, giving us a larger number of women in the applicant pool and enabling us to appoint women on merit and ultimately redress the gender balance.</u></p>
<p>2. Enhanced Career Development and In-role support Priority High – Issues Identified: We will be recruiting more staff (see above DAP1); Few women applied for promotion prior to 2013, Staff survey indicated that staff do not feel that the promotions process is sufficiently transparent (Section 4.1a (ii); Table 4.2 4.1b(ii); Fig 16; 4.2a(i- ii)); Probation period seen as too long for Research fellows translating to lecturers (4.1b(ii));</p>					
Objective	Activity to date	Milestones/effects so far and Proposed Actions	Timeframe (Start/ End)	Responsible	Success Criteria and/or <u>Measurable Outcome</u>
<p>2.A To support staff in their first years of joining B&B so that they can build a successful career.</p>	<p>New Starters are assigned a “Buddy” to help them settle into their role in the first few months</p> <p>All new staff have a checklist of induction activities and have to complete the on line Marshall’s E&D¹ course.</p> <p>During the induction programme new staff are informed about continuing professional development training and funding</p>	<p><i>The buddy system is popular and is used in B&B at all grades and helps staff to settle in</i></p> <p>1. Ensure that induction packs are up to date and include information on the Athena SWAN and ECU charters, how to join WISE and other relevant networks for career networking</p> <p>2. Collect feedback and data on number of people who take up training opportunities and apply for professional development funding</p>	<p>Initiated 2009 and ongoing</p> <p>Initiated 2013 and ongoing</p> <p>2016 - 2019</p>	<p>Theme Leaders</p> <p>DAs</p> <p>DAs</p> <p>DAs</p> <p>DSAT to analyse</p>	<p>New staff settle in well and give good feedback about our induction process</p> <p>Annual review of information will ensure that new staff settle into their new role and know where to get support</p> <p><u>Measure of effectiveness of the induction programmes to promote courses and useful feedback to improve courses</u></p>

	At the beginning of each term, staff can request that when assigning lectures the Teaching timetables take into account personal circumstances including school runs and , caring duties during mid-term breaks	<i>The flexibility around caring duties and starting and leaving times of staff. has promoted cooperation and support between staff members</i>	Ongoing termly event.	DA's Course convenors	This has had an impact of enabling staff to plan their lectures flexibly
	Newly appointed lecturers are protected from high teaching loads during their first 2 semesters	<i>This enables new lecturers to settle in and establish their research programmes and write grants.</i> 3. Grant writing support is available to new academic staff through RIS and with research themes.	Initiated 2013 and ongoing	Theme leaders and deputies Research and teaching Committees	<u>All of the Research fellows and new lecturers appointed since 2013 have secured grant funding.</u>
2B. To provide probation support to ensure career development	Consultation with research fellows regarding probation period after translation to lectureships indicates that some staff may be on probation for 4- years (Section 4.1b(ii))	1. Fully evaluate the effects of probation after translating to lectureships and if necessary consider a process for earlier review of probation period for research fellows translating to lecturers.	March 2016 – May 2018	DSAT HoD Dean	<u>Staff will no longer be on probation for 4 consecutive years</u>
2C To formalise maternity leave support in order to ensure a good return rate	Academics are currently entitled to one term of protected research time with no teaching duties when returning from maternity leave. Staff can apply for temporary part-time	1. Formalise the Department's practices of supporting maternity leave before and upon returning (see Section 4b(ii)). 2. Get feedback from staff	May 2016 – June 2016	HoD DEC DA	<u>A good return rate after maternity leave.</u>

	schedules when returning from maternity leave	regarding maternity/paternity and parental leave support	July 2017- Nov 2017	DSAT	Improved perception of family friendly department.
2D To ensure parental leave policies encourage the sharing of childcare responsibilities	We have noticed that only one man took paternity leave in the last 4 years, and there are no records of parental leave	1. Consult with the department about parental/paternity leave policies	April 2016 – July 2016	DSAT	Clearer policies regarding parental leave <u>All men having children will take paternity leave</u>
2E. To increase transparency of the promotions procedure in order to encourage women to apply for promotion	The DSAT identified that prior to 2013, no women applied for promotion. Feedback from our previous Athena SWAN application suggested that promotions should not rely on women self-nominating. Therefore the HoD identifies and invites eligible members of staff to submit applications for promotion.	<i>Since 2014, three women applied and have now successfully been promoted</i> 1. HoD will continue to invite eligible members of staff to apply for promotion on an annual basis	Initiated in 2013 and now an ongoing annual practice	HoD Department promotions committee	The Department no longer relies on people to self-nominate for promotion. (Although, anyone who feels they meet the criteria for promotion can self-nominate)
	The HoD has written a document summarising the promotions procedure which has been circulated to all staff and which is available on the Dept Wiki. Senior members in B&B who	<i>This has increased transparency of the promotions process</i> 2. Senior members of staff must be familiar with the university	Initiated in 2014 and to be updated annually Implemented in 2015 -	HoD DAs to monitor E&D training.	Increased transparency and fairness of the process whereby the HoD supports promotions in B&B <u>More women will apply for promotion</u>

	are to be consulted on promotions must have had the E&D and Unconscious Bias training	promotions criteria		HoD and Deputy HoD to ensure familiarity with promotions criteria	
2F. To promote effective use of the annual SDPR procedure so that staff can develop a person action plan for career progression	The HoD ensures that all academic staff and researchers participate in an annual SDPR in accordance with UoB mandatory requirements	<p><i>Promotion/career development is an absolute requirement for discussion during the SDPR</i></p> <ol style="list-style-type: none"> 1. Actively encourage women who are nearing eligibility for promotion to prepare personal action plans 	<p>SPDRs compulsory since 2014/15 at UoB</p> <p>Implemented in 2014/15 to be assessed in 2018</p>	<p>HoD</p> <p>Deputy HoD</p> <p>SPDR reviewers</p> <p>HoD</p> <p>Deputy HoD</p>	<p>All staff now have a framework for discussing their career development</p> <p><u>More women will develop personal action plans to prepare for promotion. By 2018 we should have promoted 4 women improving the gender balance at senior academic level.</u></p>
	Lecturers and above are reviewed by HoD or senior academics who have mandatory E&D ¹ and SDPR training.	<p><i>Reviewers and reviewees are assigned with mutual agreement, fostering a level of trust</i></p> <ol style="list-style-type: none"> 2. Ensure line managers, SPDR appraisers and mentors are aware of what is required for promotion and encourage staff to familiarise themselves with the SDPR process 	<p>Implemented in 2014/15</p> <p>To be monitored for effectiveness in March 2018 (DAP6B.1)</p>	<p>HoD</p> <p>Deputy HoD</p> <p>DSAT</p>	<p><u>Feedback from staff and the number of promotions will be a measure of the effectiveness by which B&B uses the SDPR process to prepare staff for promotion and will indicate whether the SDPR is an equally effective annual appraisal system for both genders</u></p>

<p>2G To prepare women for leadership roles</p>	<p>Aurora leadership course – two women were sent on this course and are now ‘Aurora Champions’</p> <p>Women are encouraged by Aurora Champions, SDPR reviewers and mentors to submit expressions of interest for departmental roles, particularly leadership positions</p>	<p><i>Aurora champions encourage other women to apply to leadership courses</i></p> <p><i>80% of female academics have 1 or more department leadership roles and sit on committees³³</i></p> <p>1. Review the gender balance of leadership positions in B&B and the uptake of professional development activities by women and whether these increase their promotional prospects in B&B</p>	<p>Implemented 2014/15</p> <p>To be assessed June 2018 – Nov 2019</p>	<p>DSAT to assess</p>	<p>Aurora courses encourage leadership thinking in women who have previously not considered themselves as leaders</p> <p><u>Analysis of gender balance of department roles will show whether women continue to be fairly represented in leadership role in B&B</u></p> <p><u>Analysis of the uptake of professional development courses by women and their subsequent career progression will measure whether these courses have been beneficial</u></p>
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3. Enhanced Post-Doctoral Researcher (PDR) Career support

Priority: Very High: The majority of women within the department are post-doctoral researchers. Postdoctoral transition to research fellow and lecturer is a key attrition point identified. (Sections: 4.1b(ii);

Objective	Activity to date	Milestones/effects so far and Proposed Actions	Timeframe (Start/ End)	Responsible	Success Criteria and/or Measurable Outcome
<p>3A.To increase PDR career support so that they will be competitive</p>	<p>A mentoring coordinator has been appointed in B&B to match mentors and mentees.</p>	<p><i>Several mentors-mentees have been paired up</i></p> <p>1. Encourage PDRs to find a second mentor/champion (other than their supervisors)</p>	<p>Implemented in UoB in 2014/15 after a trial in B&B</p>	<p>Mentoring coordinator</p> <p>Supervisors</p>	<p>All PDRs will have a second mentor assigned to them within three months of starting work</p>

³³ Other than the DSAT committee

<p>applicants for independent STEMM positions</p>	<p>A PDR network (the PDN) is in existence and PDRs are represented on DSAT, and Research committees.</p> <p>PDRs have access to staff development programmes.</p> <p>UoB has a dedicated web page for researchers and PDNs can apply for funds related to career development activities</p>	<p><i>Successful applications to the university research fund for workshops and courses, e.g. running an R –statistic course</i></p> <p>2. Consult annually with PDN to plan specific training events and develop support to compliment UoB courses</p> <p>3. Run a series of annual researcher training events in the Department specifically tailored to STEM career progression</p>	<p>Implemented in 2014/15 and will be assessed in Nov 2016 and Nov 2017</p> <p>Sept 2016 and then annually</p>	<p>Research theme leaders and deputies</p> <p>PDN RDU PDN DSAT to monitor uptake</p>	<p>PDR s will be more aware and up to date of the available training opportunities</p> <p>B&B will be perceived as a good starting point for PDR career progression</p> <p>PDRs will be empowered to take control of their own development and engage with RDU of their own accord</p> <p>(The above outcomes will be assessed by DSAT survey, see DAP-6B.1)</p>
	<p>PDRs play a pivotal role in Research Themes, organising seminars and meeting with visiting speakers.</p>	<p>4. Increase exposure of PDRs research on B&B website</p> <p>5. Create an Expertise directory on Dept WIKI</p> <p>6. Include early career researchers in external seminar lists and enable PDRs to meet with them to discuss careers</p>	<p>Jan-April2016</p> <p>Jan 2016 – March 2016, then update monthly</p> <p>To be implemented in the 2016/17 seminar speaker lists</p>	<p>DAs</p> <p>PDRs</p> <p>Supervisors</p> <p>Research theme leaders, deputy theme leaders</p>	<p>PDR s will have more visibility and increased opportunities for collaboration</p> <p>Exposure to early career researchers from other institutions will enable our PDRs to benchmark their skills</p>

	<p>PDRs are encouraged by their supervisors to attend conferences and B&B has childcare funds to support PDRs who would otherwise be unable to attend</p>	<p>7. DSAT to collect data of PDR attendance at conferences and applications for travel grants from 2015/16 – 2018/19</p>	<p>June 2017</p>	<p>Supervisors to enter data on PURE; DSAT to analyse data</p>	<p>More PDRs will attend conferences and increase their networking skills</p> <p>PDRs will gain experience in grant writing applications</p>
	<p>The Department offers support to internal and external staff wishing to apply for independent research fellowships to be taken at Bath</p> <p>Academics, employing PDRs include named PDRs in their grant proposals and request the appropriate funding to support the promotion of research staff working on the grant.</p> <p>Some supervisors have a high success rate for women in their labs progressing into STEMM careers (Fig 28).</p>	<p><i>Successful applications for post-doctoral fellowships – i.e. Marie Curie Sklodowska fellowships, Daphne Jackson fellowships</i></p> <p>8. Continue to encourage and support PDRs in applying for fellowships, and lectureships. Identify which PDRs are eligible for female targeted funds and support them through the peer review system</p> <p>9. Contact current and ex members of high success supervisors to identify practices that lead to female career success</p> <p>10. Destination survey for PDRs after leaving Bath at the end of FTC, and staying in contact to monitor career progression</p>	<p>Ongoing and outcome to be evaluated annually</p> <p>Jan 2016- Nov 2017</p> <p>To be implemented Nov 2015 and updated annually</p>	<p>Supervisors</p> <p>Mentors</p> <p>Mentor coordinator</p> <p>DSAT to evaluate</p> <p>Supervisors DAs Alumni Office DSAT to evaluate</p>	<p>Our PDRs will be successful in their fellowship applications and in demand at other STEM institutions</p> <p><u>Our female PDRs will go on to have successful careers in STEMM</u></p> <p>Our successful female PDRs will become future role models</p>

	UoB has signed up to the Concordat to support PDRs and runs a “ <i>Supervising and coaching Research staff</i> ” training course	<i>Several supervisors have taken this course</i> 11. Ensure that Supervisors are aware of their responsibilities towards their Researchers by recommending that they do the course	Annually as part of the SDPR process	SDPR reviewers HoD to remind staff	Supervisors of PDRs will be aware of their mentoring and coaching obligations and will support them. Successful supervision and support will be measured by PDR output and ongoing success after FTC ends
	We have noticed an increase in females declining PDR positions in B&B (table 4.1)	12. Keep monitoring the gender ratios for postdoc acceptances	April 2016 – July 2018	DSAT	If the trend continues, implement a decliners survey

4. Maintain good Post Graduate Student support

Priority High: Issues identified: self-funded students are at risk of not completing their PhDs within 4 years (section 3b(vii)). Ongoing good practise to ensure female PhD students get a good start in their STEM careers.

Objective	Activity to date	Milestones/effects so far and Proposed Actions	Timeframe (Start/ End)	Responsible	Success Criteria and/or <u>Measurable Outcome</u>
4A To provide additional mentoring and academic support for self-funded students	We have identified that three out five students who have not submitted their PhD dissertations within 4 years are self-funded female students.	1 Provide at risk students with an extended PhD support team including the Woman Tutor if required.	Within 3 months of students starting	PGR admissions tutor Director of PG studies	At risk students will have additional academic back up and pastoral support
	The Department has policies in place that can be adapted to support PhD students with difficult circumstances, including a Woman Tutor	2 Set up regular 1:1 meetings with the Woman Tutor to identify academic issues and evaluate additional mentoring needs	As required if requested	PGR admissions tutor Woman Tutor	<u>All our students will complete their PhDs within 4 years</u> and students that are at risk will continue to receive timely pastoral support
	The UoB has an academic skills centre for researchers and students	3 Refer students to UoB academic skills centre	As required	Student supervisors	

	UoB has a hardship fund with specific eligibility criteria for UG and PG students	4 Check whether the student's circumstances makes them eligible for Student hardship funds, and assist student in making the required applications	As required	Supervisors	
4B To provide career training and support for PGs	UoB has recently purchased SPRINT programme for female UG and PG students to equip them for careers in STEM PG students are encouraged to attend conferences and to present their work	1. Encourage uptake of SPRINT <i>B&B pays for membership to one professional society for each PhD student. Students can apply to these societies for funds to attend conferences</i> <i>Students with childcare responsibilities may apply for same discretionary funds as staff when attending conferences</i>	First students to enrol on SPRINT will be 2015/16	Supervisors Mentors	This program promises to provide women with the tools to realise their ambitions The DSAT will collect feedback from students about the SPRINT course and ascertain if there are practices we can incorporate into UG and PG training programmes {DAP-6B.1}
4C To engage undergraduates with Athena SWAN charter	Athena SWAN is not consistently part of the student induction programme	1. Make female students aware of AS charter through lectures and induction literature 2. Include an undergraduate representative on the DSAT	Annually during induction week (Oct) April 2016	Student Reps Personal Tutors Admission tutors DSAT chair	Student awareness of the Equality and Diversity and the Athena SWAN charter
5. Sustain Good Organisational Culture					

Priority: Ongoing Importance. Issues identified: Lack of women in senior academic posts in B&B means we need to find external role models. Good practice with regard to committee membership needs to be sustained and transparent processes for open calls for leadership roles are required.

Objective	Activity to date	Milestones/effects so far and Proposed Actions	Timeframe (Start/ End)	Responsible	Success Criteria and/or <u>Measurable Outcome</u>
5A To provide role models for women within the Department	Following significant progress in the last three years women make up around 30-45% of the pool of external speakers.	1 Monitor frequency of female speakers and Chairs at meetings and ensure that 50% of external speakers will be female	Annual monitoring in Oct when speaker lists are drawn up	Theme Leaders Seminar organisers	<u>Gender balanced external seminar speakers</u>
	Emeritus Professor Cheryl Tickle, remains an active mentor for women in B&B as part of our visiting academic faculty.	2 Recruit two female visiting academics (adjunct faculty posts, Honorary Professors/ Visiting Professors) who will be able to provide mentoring	July 2016	Theme Leaders HoD Senior Academics	The presence of additional women in the Department will provide short term role models and gender balance.
5B. To increase transparency in committee membership	A three year rotation for administrative and committee membership is being phased in with one third of posts being rotated every year since August 2014	<i>Deputy positions for several posts have been recently created to facilitate rotation</i> <i>Open invitations of interest to fill vacant positions have been implemented from September 2013.</i> <i>This has increased transparency</i>	Implemented April 2014. Annual monitoring in April each year	Committee Chairs, HoD Deputy HoD	<u>Female committee members will represent the proportion of women eligible to sit on each committee. Medium term (next 5 years) 33% of committee members will be female</u> More staff will have committee experience

	Administrative posts and committee membership posts are not restricted to senior academics	<ol style="list-style-type: none"> 1. Ensure opportunities are transparently advertised and that committees have a gender balance 2. Continue to encourage Researchers and junior academics to become committee members, where it is relevant to their careers 	<p>Annual monitoring in April each year</p> <p>During annual SDPR and when vacancies arise</p>	<p>DSAT</p> <p>Supervisors Mentors SDPR Reviewers</p>	More transparency in B&B with regard to administrative and leadership opportunities and a better definition of which activities are good for career
5C To ensure that WLAM fairly and accurately reflects staff workloads	2013 – WLAM was updated following open consultation on how WLAM could be fair and transparent.	<ol style="list-style-type: none"> 1. Assess the accuracy of WLAM in recording what work is being done. 2. Increase the transparency with regard to taking on responsibilities that are good for career progression 	<p>Annual: next assessment in Sept 2016</p> <p>2015/6 - ongoing</p>	<p>Deputy HoD WLAM coordinator</p> <p>HoD Deputy HoD</p>	<u>WLAM will continue to be transparent and be more accurate</u>
6. Sustaining Athena SWAN objectives					
Priority Important for sustained action of the future self-assessment team (Section 2C)					
Objective	Activity to date	Milestones/effects so far and Proposed Actions	Timeframe (Start/ End)	Responsible	Success Criteria and/or <u>Measureable Outcome</u>
6A To plan for Athena SWAN renewal/next application	The DSAT established a framework for continued activity following the current Athena SWAN submission (table2.2).	<ol style="list-style-type: none"> 1. Monthly DSAT meetings 2. Design the next framework for AS award 3. Collection of Staff, and Student Data 	<p>Starting in April</p> <p>2016 after feedback from this application</p>	<p>DSAT chair</p> <p>DSAT</p>	
6B To monitor Staff engagement	Staff in B&B have been fully engaged in the current Athena SWAN application	<i>The survey was found to be a great method to not only gather additional data but</i>	March 2017 – March 2018	DSAT	

with the self-assessment process		<p><i>also as an interactive tool to get staff buy-in</i></p> <ol style="list-style-type: none"> 1. Staff survey to assess continued engagement with Athena SWAN objectives and whether our policies are working 			<p><u>Outcome: Strong application for renewal/next Athena SWAN award</u></p> <p>Continued improvement of gender balance in Department</p> <p>Self-assessment will be embedded into B&B culture</p>
6C To communicate Equality & Diversity actions to the Department	<p>WiKi pages for Athena SWAN (minutes, key issues, statistics) are updated by DAs on a monthly basis during term time</p> <p>The Athena SWAN application and source is available to staff on shared drive</p> <p>Athena SWAN and E&D updates are part of the agenda on Departmental staff meetings.</p>	<p><i>This has enabled all staff to be updated with Athena SWAN initiatives. Several staff members have responded and contributed to the DSAT after reading the WIKI pages.</i></p> <ol style="list-style-type: none"> 1. Ensure Athena SWAN Application, feedback and anonymised source data is available on shared drive 2. Ensure slides and presentations for Athena SWAN items presented during staff meetings 	<p>Maintain WIKI pages on a monthly basis</p> <p>Quarterly updates</p> <p>Quarterly updates</p>	<p>DAs DSAT chair to check for accuracy and approve minutes</p> <p>DSAT chair</p> <p>DSAT chair DAs</p>	<p>Higher awareness among all B&B staff that we can benefit from the talents of all and that we are committed to adopting Athena SWAN principles to promote gender equality and prevent the loss of women across the career pipeline.</p>
	During UoB's 50 th Year celebration (2016/17) there will be opportunities for promoting the Athena SWAN charter. We will specifically be	<i>B&B has a member on the UoB 50th Anniversary committee and funding has been approved for a Woman in STEM celebration as part of</i>	Started 2015 and begin executing April 2016 for 2016/17	DSAT 50 th Year celebration committee	The achievements of women in STEM highlighted and more women may be inspired to stay in STEM careers

	looking for inspirational speakers who can discuss obstacles they faced at major career transition points	<i>the 50th Anniversary event</i> 3. Plan activities and seminars promoting Athena SWAN charter in the Women in STEM celebrations			
	Sustained activity of the DSAT include plans for future mentoring forums and E&C workshops (Section 2c)	<i>Inspirational speakers have been identified</i> 4. Invite speakers 5. Plan future mentoring forums 6. Plan “How the Dept can benefit from the talents of all” workshop	Jan 2017 for Oct 2017 Jan 2016 Jan 2016 for 2017/8	Research Theme leaders Mentoring coordinator DSAT DAs DSAT	Increase staff engagement with the self-assessment process and commitment to cultural practices to advance equality and inclusiveness in B&B
	Males in B&B have been actively engaging with the self-assessment process and their mentoring qualities have been recognised by UoB for awards (Section 5)	<i>The DSAT chair and other staff members have initiated a discussion with the Royal Society about awards for recognising mentoring</i> 7. Campaign for national incentives for males to champion career progression of women	Initiated in 2015 - 2017	DSAT Staff who are members of learned societies such as the Biochemistry Society etc.	Department-wide understanding that gender equality is not a woman-problem but a requirement for all.

<p>6D To increase student engagement with the Athena SWAN charter</p>	<p>UG students are aware of the Athena SWAN charter through the student union and UoB initiatives</p>	<ol style="list-style-type: none"> 1. Athena SWAN presentations for student open days 2. Appoint an UG to the DSAT team 	<p>Implement 2016 for UCAS days Oct -Nov2016</p>	<p>DSAT</p>	<p>Increased awareness of equality and diversity issues in undergraduates</p>
<p>6E To include support staff in our self-assessment and gender equality activities</p>	<p>Support staff have been included in the current DSAT survey A larger proportion of support staff are women</p>	<p><i>Already have support staff representation on the DSAT team.</i></p> <ol style="list-style-type: none"> 1. Collect support staff data (along with staff data DAP-6A.3) 2. Include support staff in survey 3. Consult with support staff 	<p>Starting in April 2016 after feedback from this application</p>	<p>DSAT</p>	<p>Further buy-in into the self-assessment process by support staff</p>
<p>6F To monitor DAP and update progress</p>	<p>The DAP has been completely rewritten and revised since the last Athena SWAN application</p>	<ol style="list-style-type: none"> 4. 6 monthly Updates on DAP progress to DEC 5. Annual Athena SWAN forum to update the whole Department 	<p>Implement May 2016 Next forum Feb 2016</p>	<p>DSAT DSAT</p>	<p>Outcome: Gender equality among all staff, More PhD students and PDRs staying in STEM careers A family friendly, inclusive and supportive department with a good work-life balance Continued research and teaching excellence Transparent and fair policies where everyone thrives</p>

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals working in the department. One of these case studies should be a member of the self-assessment team, the other someone else in the department. More information on case studies is available in the guidance.

Athena Swan case study – Dr. Momna Hejmadi

Momma Hejmadi has a strong track record of sustained excellence in teaching and supporting learning at the university, and has been recognised and celebrated by her students and peers including winning each of the University's three teaching-focused awards (Mary Tasker Award for excellence in teaching, Innovations in Learning and Teaching Award and Leadership in Learning & Teaching award), being selected as a finalist for two national, discipline-based awards (Ed Wood Bioscience award and the Royal Society of Biology Teaching of the Year). In October 2015, she received the accolade of being the first female from the university to be awarded the prestigious Higher Education Academy National Teaching Fellowship. She is currently the Director of Studies for Masters Programmes in the Department, responsible for the operational and strategic management of the postgraduate taught programme portfolio. She has served on several institutional governance bodies (Senate, Council) and senior committees related to promotions, learning and teaching excellence etc.

Momma says: "I am a full-time Senior Teaching Fellow in the department of Biology and Biochemistry. I was initially appointed on a temporary one-year teaching fellowship in 1999, after funding for my post-doctoral fellowship ended. Since 2000 I have been appointed on a permanent teaching fellowship and in 2008 I was one of the first to be promoted to a Senior Teaching Fellow, following changes to the institutional career progression criteria for all academic staff. Along the way, I have raised 2 children.

As an Indian female academic, who completed her formative and professional training in India, America and the UK, the Department of Biology and Biochemistry at Bath is the one place I feel I have received the greatest level of job satisfaction and support in my chosen career. The friendly and collegiate environment is one of the main reasons I have stayed on in Bath. I have always been encouraged by male and female staff, both within the Department and the Institution, and have greatly benefitted from their support. For example, my role is teaching-intensive, but I was supported in maintaining my research interests through being a PI or Co-I on research grants and having PhD students. All my initiatives on raising the profile of teaching excellence would not have been successful without the active support of my colleagues and students. Since I began, the number of female faculty in the



department has expanded by over three-fold. I am often approached for advice by other young female undergraduates and postgraduates, who are considering careers in science, whilst combining motherhood or family commitments. Based on my own humble beginnings in India, I actively support STEMM initiatives that makes science fun, interesting and accessible to learners of all ages, particularly female students from BME or lower socio-economic backgrounds”.

Dr Araxi Urrutia (DSAT member)

I am presently a lecturer in genetics at the Department of Biology and Biochemistry and a member of the DSAT team as well as a member of the University SAT team.

I first arrived at the University of Bath in 2000 to pursue my PhD studies under the supervision of Professor Laurence Hurst. Under Professor Hurst’s excellent mentorship I was able to publish several papers which earned me awards for my work including one at the national level awarded by the Royal Institution. During my studies I was always supported by the director of studies of the PhD programme whenever I faced difficulties, a role that I know the current director of studies continues to fulfil very successfully. After concluding my studies I moved to the US for postdoctoral training but later returned to the UK and I took a three year career break to look after my son. In 2007, with the backing and support of Prof Hurst, I was able to secure a L’Oreal UK women in science fellowship and a Royal Society Dorothy Hodgkin research fellowship. At the time, I was offered a lectureship position at a different institution but I opted to start my career as an academic at Bath as I found the familiar environment a better option for me at that stage. I am fully aware of the widely perceived necessity for mobility among junior academics but I have been very fortunate in that all my colleagues who had known me as a student welcomed and treated me as a member of staff from day one and my previous PhD supervisor, while always ready to offer advice and support, has been very respectful helping me to establish an independent line of research.

The flexibility offered by my funding allowed me to return to work on a part time basis for the first three years of my fellowship facilitating a good work life balance. Having an underwriting for a lectureship position at the end of my fellowship provided me longer term job security and was very important when attracting PhD students as I built my own research group. As I transitioned into a lectureship post five years later, I was provided with high quality formal training in teaching and lab management by my institution which, along with the support of many of my colleagues who have selflessly taken time to advise me on best practice in teaching and mentoring, increased my confidence when standing in the middle of a large lecture theatre. The support by my Head of Department, mentors and other senior colleagues from the Department and outside of it allowed me to successfully conclude my three year probationary period this autumn.

In my personal experience, I have always found my colleagues to be approachable and highly supportive both within the Department’s formal mentorship and appraisal mechanisms to support junior staff but also during informal interactions in the corridors. I have had the fortune to collaborate with many academics from my department which has so far resulted in eight publications -with several additional manuscripts under review or under preparation-, the successful co-organisation of three conferences, a successful proposal to co-edit a special issue for the Royal Society Philosophical Transactions and applications for funding. I was also awarded a prestigious early career award from the Biochemical Society after being nominated by a senior member of my Department. The interaction with my colleagues has always enhanced my day to day sense of well-being and my research activity but has also provided an environment within which I have always felt confident to express my opinions and concerns on all aspects of life in the Department.

As a mentor to both male and female graduate students in my group I strive to match the level of support I enjoyed myself as a student. Although all the credit goes to them and their hard work I do take great pride in the fact that the six students who have graduated from my group so far have secured postdoctoral or professional positions in renowned research institutions or funding bodies. I appreciate how fortunate I have been through the different stages of my career so far but I am also fully aware of the barriers that many women face in pursuing a career in science within my Institution and in others. I have been a member of the University of Bath Athena SWAN self-assessment team from its inception and fostered the creation of a self-assessment team within my Department which has thrived

under the leadership of Dr Adele Murrell and to which I continue to contribute to the best of my abilities. I have also delivered short career management workshop aimed at women postgraduate students and researchers working in STEMM at two VITAE events and have imparted a similar workshop at the University of Bath for the last five years. I hope that as I progress in my career in the following years I will be able to make an ever greater contribution to make my Department my institution a better place to work for everyone.