



**School of Chemistry and
Biosciences
University of Bradford
Department Application
Bronze Award**



Department application	Bronze	Current
Word limit	10,500	
<i>Recommended word count</i>		
1. Letter of endorsement	500	507
2. Description of the department	500	499
3. Self-assessment process	1,000	1130
4. Picture of the department	2,000	1459
5. Supporting and advancing women's careers	6,000	6012
6. Case studies	n/a	
7. Further information	500	301

Name of institution	University of Bradford		
Department	School of Chemistry and Biosciences		
Focus of department	STEM		
Date of application	30 November 2017		
Award Level	Bronze		
Institution Athena SWAN award	Date: November 2015	Level: Bronze	
Contact for application <small>Must be based in the department</small>	Dr Gisela Helfer	Dr Tom Swift	
Email	g.helfer@bradford.ac.uk	t.swift@bradford.ac.uk	
Telephone	01274-232149	01274-235487	
Departmental website	http://www.bradford.ac.uk/life-sciences/chemistry-and-biosciences/		

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: **Bronze: 500 words**

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.



Professor Steven Rimmer
School of Chemistry & Biosciences
University of Bradford
Richmond Road
Bradford, BD7 1DP, UK

Bradford, 17th of November 2017

Dear Dr Gilligan,

I am delighted to support the School of Chemistry and Biosciences submission to the Athena SWAN committee. I confirm the data and text provided in the application are an honest, accurate and true reflection of the School and that in addition to University-wide policies, we are working to address challenges particularly prevalent within STEM.

I lead the School as Head of Chemistry and Biosciences, a natural progression from my originally appointed role as Head of Chemistry and Forensic Science. This larger School presents multiple opportunities to develop excellence in interdisciplinary research and teaching. In developing the School management structure (Executive and other School committees), I have demonstrated my commitment to equality and diversity by inviting and successfully recruiting diverse representation in leadership and membership. From ad hoc evidence gathered through national contacts, we believe we have successfully recruited a higher proportion of early stage female lecturers compared to other Chemistry departments, coinciding with more gender balanced interview committees. However, representation across gender and minority ethnic groups in senior roles remains concerning. Our Athena SWAN framework will support all staff to apply for career progression opportunities and we have already developed (incorporating staff feedback at an Away Day) and piloted more transparent and inclusive regrade criteria, allowing Executive committee feedback to strengthen applications. The Faculty recently adopted these criteria as good practice. To achieve the School's aim to be a leading teaching and research institution we will benchmark against other University groupings in both quality and equality & diversity performance indicators which we believe are strongly interlinked.

School success will include recognition as leading in a number of interdisciplinary research areas at the interface of molecular and life sciences and requires us to promote diversity in gender and ethnicity as well as academic specialisms. Staff and postgraduate student data collected anonymously has been fundamental in our action plan development. We recognise clearer processes are required for accessing career

breaks, have highlighted this to HR and are developing better communication through HR representation on the Equality, Diversity and Opportunities committee (EDOC). Building on the bronze application analysis, we will continue to track achievement of our SMART goals through annual staff/student surveys and continuous improvement of policies and procedures. While it is disappointing not to have already achieved equality, we plan to accelerate improvements by Athena SWAN standing items on Executive committee agenda as well as EDOC representation. The honest reflections of our staff regardless of gender, ethnicity, disability and other protected characteristics will enable SMART progress. We endeavour to ensure:

- Protected characteristics have no impact on opportunities for career progression.
- The School is open and transparent, producing excellence with procedures in place to support the diverse set of needs and circumstances of all staff.
- The School has nationally leading procedures to ensure career breaks are available and return to work is effective.

As the School grows, we will ensure that we enhance our equality and diversity opportunities. In that context I offer my enthusiastic support for this submission.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Stephen Rimmer', written in a cursive style.

Prof. Stephen Rimmer, Head of School

507 words

Abbreviations

AC	Analytical Centre
AS	Athena SWAN
AWT	Application Writing Team
BME	Black and Minority Ethnic
BMS	Biomedical Science
CDG	Career Development Group
CSS	Centre for Skin Sciences
CTG	Career Transition Group
EC	Executive Committee
EDOC	Equality, Diversity and Opportunities committee
F	Female
FLS	Faculty of Life Sciences
FT	Full Time
FTC	Fixed Term Contracts
FTE	Full-time Equivalency
HE	Higher Education
HoS	Head of School
HR	Human Resources
IBMS	Institute of Biomedical Science
KE	Knowledge Exchange
M	Male
PDR	Performance Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
PT	Part Time
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RKT	Research Knowledge Transfer
SAT	Self-Assessment Team
SCB	School of Chemistry and Biosciences
SL	Senior Lecturer
STEM	Science, Technology, Engineering and Mathematics
UG	Undergraduate
UoB	University of Bradford
WISE	Women in Science and Engineering

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words

The School of Chemistry and Biosciences (SCB) is one of four schools in the Faculty of Life Sciences (FLS) at the University of Bradford (UoB) (Fig 2.1). The School consists of 71 members of staff; 42 academic (18F, 24M), 22 professional support staff (12F, 10M) and 7 post-doctoral researchers (3F, 4M). Currently there are 22 PhD students (15F, 7M) in SCB. All academic staff contribute to taught programmes. The School is located across two nearby buildings in the City centre campus (detailed information in Section 7) teaching Chemistry (BSc/MChem) and Biomedical Science (BSc BMS) programmes. Additionally to our keystone degree programmes, SCB offers a vocation driven BSc in Healthcare Sciences (including placements in local NHS laboratories) and a fourth-year integrated MChem industrial placement. SCB's current student/staff ratio is 18.5/1.

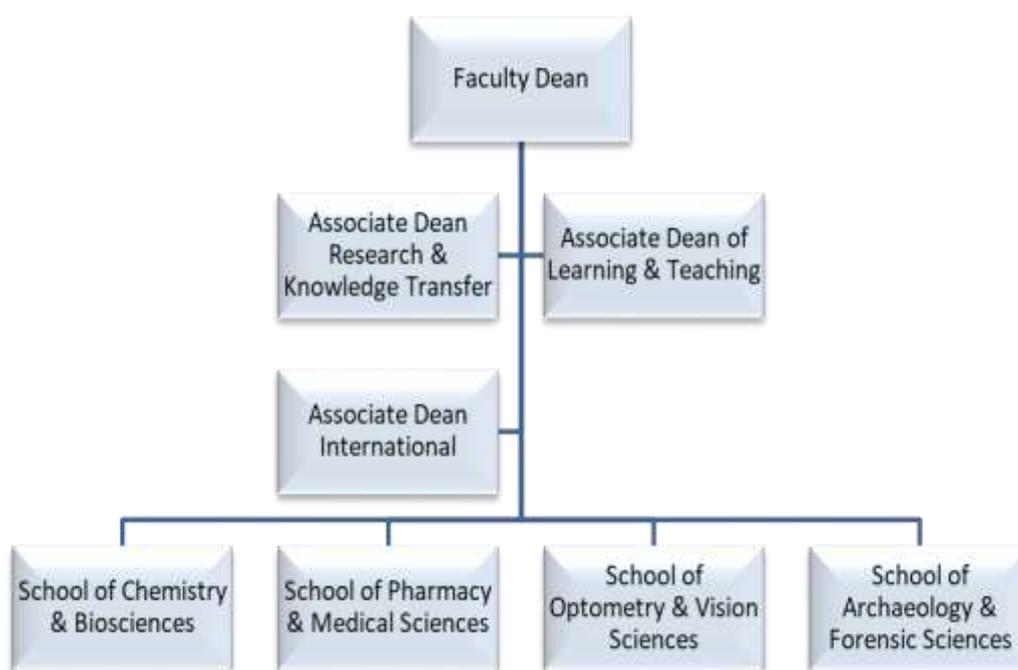


Fig 2.1: Faculty of Life Sciences (FLS) structure organogram.

SCB was formed following recent FLS restructuring (2016/17), as a result of institutional Academic Portfolio Review. The BMS and Chemistry degree programmes have a long history at Bradford (BMS will celebrate its 40th anniversary in 2018) but were previously delivered by the Schools of Medical Sciences and Chemistry & Forensic Sciences, respectively. Following a review of research practices and consultation of staff, it became clear that fundamental and applied scientists would benefit greatly from sharing an administrative framework to support their collaborative research ambitions (Fig. 2.2).

During the restructure Medical Sciences staff were consulted and offered a choice of future school destinations, either SCB or School of Pharmacy & Medical Sciences. All staff and students within FLS are situated in current School structures. This was made

possible by the continuing involvement of both Chemistry and BMS staff who have been part of the Athena SWAN (AS) process prior to Institutional submission (2015).

The School structure is designed to facilitate translational research at the interface of chemistry and biosciences. The five research themes (Fig 2.2) include the Centre for Skin Sciences (CSS) which is world-renowned for the quality of its research output. All academic staff affiliate with at least one research theme with cross-theme collaborations encouraged.

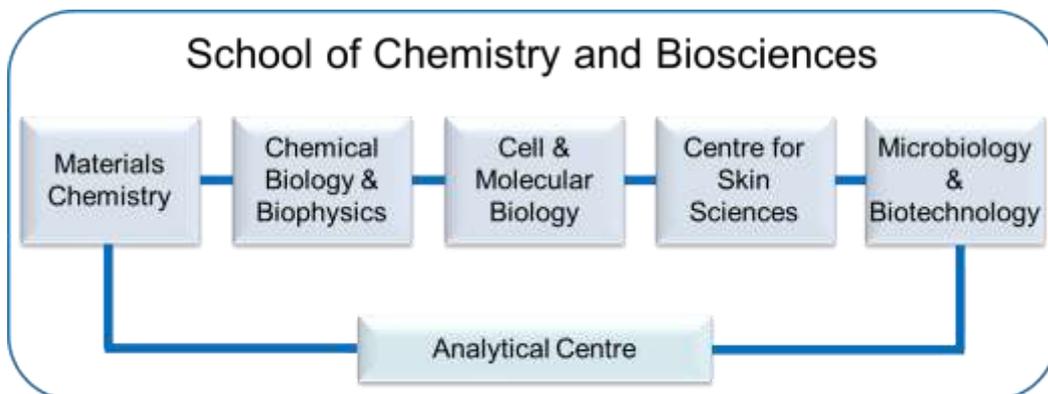


Fig 2.2: SCB research structure.

The School is led and governed by the Executive Committee (EC), chaired by the Head of School (M) and the Associate Dean for Research and Knowledge transfer (RKT) (F). Other members of the EC comprise committee chairs (2F, 4M) to operationalise and enhance teaching, research and staff well-being (Fig 2.3). This recently implemented structure has been developed from information that emerged from AS surveys and recommendations from the Self-Assessment Team (SAT). The SAT reports to EC and has representation on most other committees **[AP2.1.1]**. The EC meets monthly and information is communicated to members of staff at bi-monthly staff meetings held within core hours or via email for urgent matters. All staff and PhD students are invited to staff meetings. 19 technical staff (9F, 10M) are affiliated with the School in supporting roles although line management is at Faculty level. AS is a standing item on the agenda of every EC, School and technical services meeting and is therefore discussed at all levels within SCB.

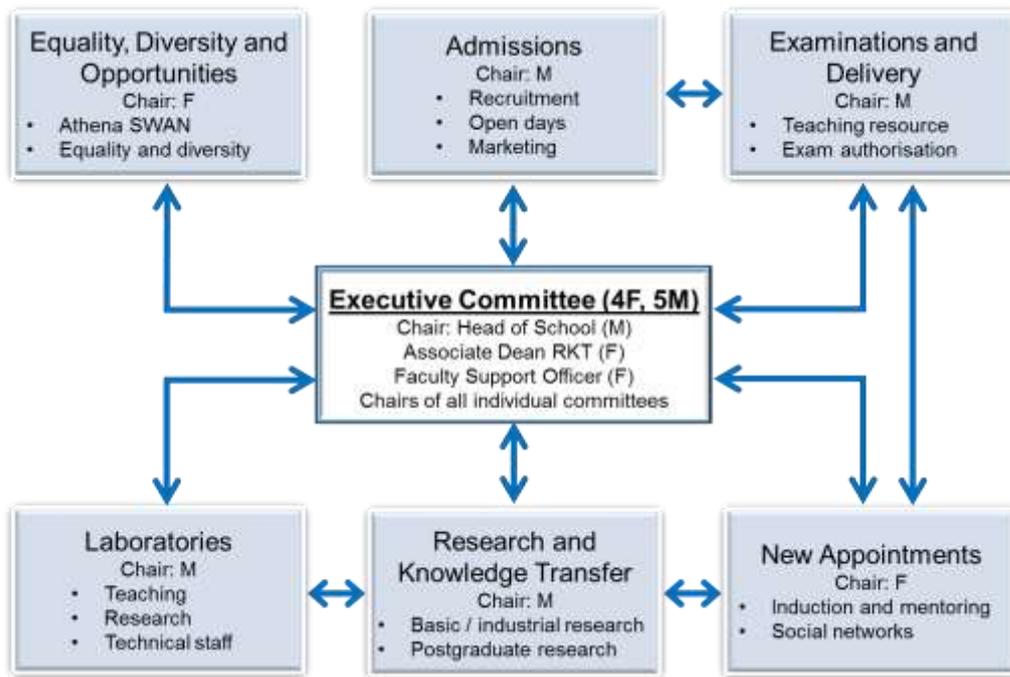


Fig 2.3: SCB committee structure.

499 words

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

Several SCB staff (including co-chair Thomas Swift) were involved in the successful 2015 UoB Athena SWAN Bronze award application. Subsequently, throughout 2016, SCB members participated in University-wide Equality and Diversity workshops led by Prof Uduak Archibong (UoB Professor of Diversity). The FLS SAT was formed in 2016 from initially six volunteer members of SCB (5F, 1M). The bi-monthly FLS Athena SWAN meetings, that discussed Faculty policies and provided guidance on the application process, also included members from the School of Pharmacy and Medical Sciences. In Nov 2016, following a University-wide AS forum, we decided the two Schools were sufficiently different to submit separate applications and individual School SATs were formed. Subsequently, SCB SAT members presented on the AS charter to SCB staff and PhD students at a School meeting inviting more members to join the team with the intention to deliver a SCB submission in 2017. The FLS SAT meetings have given the SCB SAT access to Human Resources (HR), planning, undergraduate (UG) and postgraduate (PG) administration and other University services to ensure the data in this submission are both recent and accurate. The timeline of events showing the journey of the SAT is shown in Table 3.1.

Table 3.1: Journey of the SAT and key milestones.

Date	Key milestone
Nov 2015	UoB Athena SWAN Bronze award application
Sep 2016	FLS SAT was formed with 6 meetings taking place between Jun 2016 and May 2017
Nov 2016	Institution Athena SWAN Strategic Forum; attended by 3 (2F, 1M) SCB SAT members
Nov 2016	SCB SAT was formed from FLS SAT; monthly minuted meetings commenced with 8 meetings taking place between Nov 2016 and Sep 2017
Dec 2016	Athena SWAN@UoB full day workshop 'Going for Athena SWAN Award'; attended by 4 (3F, 1M) SCB SAT members
May 2017	Core SCB SAT presented to SCB staff and students at School meeting; further members were recruited ensuring diversity in membership
May/June 2017	Staff survey
Aug 2017	Postgraduate student survey
Sep/Oct 2017	SCB facilitated 5 full-day 'draft storming sessions'

The SCB SAT consists of 7F and 5M representing the School's diversity in sexuality and gender identities, grades, full (FT) and part-time (PT) working and caring responsibilities. The SAT is formed of academics from all levels (junior 4F, 1M; senior 2F, 2M), professional support staff (1F, 1M) and a postgraduate student (M) (Table 3.2). We have invited UG and MSc students to join the SAT but this was unsuccessful. The SAT includes the Head of School (HoS) (M) and the Associate Dean RKT (F) ensuring strong links to the EC as well as the Faculty leadership team. We currently have no black minority ethnic (BME) representation on the SAT but aim to increase this by taking positive action **[AP3.1.1]**. Joint chairs Drs Gisela Helfer and Thomas Swift have overall responsibility for the application. All SAT members attend minuted monthly meetings, are actively involved in the discussions and helped shape the action plan ensuring that it is both ambitious and achievable. All data and documents are accessible on a shared drive available to SAT members only. Following staff and postgraduate student surveys, the SAT undertook in-depth data analysis to produce a draft document, which was finalised by a smaller application writing team (Table 3.2). The Faculty facilitated writing the application and action plan and the draft submission was reviewed within both Faculty and Institution providing constructive feedback.

The SAT is a recognised Committee in the SCB organisation (Fig 2.2) and reports directly to the EC via both HoS and the Chairs, as well as having representation on most other SCB committees (see **[AP2.1.1]**).

(ii) an account of the self-assessment process

Early in the self-assessment process, SAT members volunteered for membership in sub groups addressing five specified areas (Table 3.2):

- Career transition
- Career development
- Flexible working and career break
- Organisation and culture
- Quantification and data analysis

Sub-groups met on a regular basis and fed their information to the SAT via the monthly meetings. The quantification and data analysis sub-group met with HR representation to request relevant HR data and consulted AS leads within UoB and from other Universities to determine best practice.

Self-assessment activities included:

- staff survey (May/June 2017) with 80% response rate (25F, 31M, 1 non-binary)
- postgraduate student (postgrad) survey (August 2017) with 86% response rate (11F, 8M)
- interviews with staff recently on maternity/paternity leave
- interviews with former SCB staff who have left the School on leaver related issues

The staff survey identified 1 non-binary responder however to protect their anonymity we have not disaggregated their responses in this application. Action points have been

shaped by the self-assessment activities and staff and postgrad surveys will continue on an annual basis to provide success indicators on the implementation of action points **[AP3.2.1]**. The action plan is approved by the EC and will be published to all staff and students via email before the next school meeting (5 Dec 2017) **[AP3.2.2]**. The HoS has committed that contributions to the SAT will be accounted for in the Workload Model **[AP3.2.3]**.

Benchmarking was carried out using 2015 data from Chemistry and Biomedical Sciences departments; data were obtained with permission from relevant teams within local Universities.

Table 3.2: SAT membership.

SAT member	Job title, grade	SAT role	Description	Full-time (FT)/ Part-time (PT)	Work / Life
Dr Gisela Helfer (F)	Lecturer, Grade 8 employed since 2016	- Co-Chair - Quantification and Data analysis group - writing team	- Chair of EDOC	FT	single parent to two school-aged children
Dr Tom Swift (M)	Lecturer, Grade 8 employed since 2015	- Co-Chair - Quantification and Data analysis group - writing team	- PG student until 2016 - part of University SAT (2015)	FT	paternity leave May 17; has a new-born son
Dr Kirsten Riches-Suman (F)	Lecturer, Grade 8 employed since 2015	- Career transition group - writing team	- represents new appointees on executive committee	FT	recently got married
David Broadley (M)	PhD student enrolled in 2015/16	- Career transition group	- PhD student in CSS	FT	works flexible hours
Dr Richard Telford (M)	Senior Lecturer, Grade 10 employed since 2005	- Career development group - writing team	- promoted in 2016 - manages Analytical Centre - represents longer serving members of staff	FT	has a toddler
Dr Julie Thornton (F)	Senior Lecturer, Grade 10 employed since 1997	- Career development group	- promoted in 2003	FT (PT until 2004)	has two adult children
Dr Maria Katsikogianni (F)	Lecturer, Grade 8 employed since 2016	- Flexible working and career break group - writing team	- STEM ambassador	FT	has a school-age child

SAT member	Job title, grade	SAT role	Description	Full-time (FT)/ Part-time (PT)	Work /Life
Dr Alison Marks (F)	Lecturer, Grade 9 employed since 1998	- Flexible working and career break group	- lecturer in Chemistry	PT (0.8%FTE)	has a school-age child
Dr Juanvi Canet- Perez (M)	Senior Technician, Grade 6 employed since 2015	- Organisation and culture group	- leads a diverse group of technicians	FT	lives with his husband
Heather Reeve (F)	Technician, Grade 4 employed since 2016	- Organisation and culture group	- research technician in 2016 - now chemistry teaching and research split	FT	lives with her fiancée
Prof Anne Graham (F)	Associate Dean, Grade 11 employed since 1996	- Faculty advisor	- Associate Dean for RKT (since 2016) - Aurora role model for Leadership Foundation (2015-2017) - Dignity and Respect Support contact for Institution (since 2005)	FT	lives with her partner
Prof Stephen Rimmer (M)	Head of School, Grade 12 employed since 2015	- Representative EC member	- Head of School	FT	shared care for a school-age child

(iii) plans for the future of the self-assessment team

After submission of the application in November 2017, the SAT will transform into the Equality, Diversity and Opportunities committee (EDOC) **[AP3.3.1]** which directly feeds into the EC via the chair Gisela Helfer. The EDOC will ensure all action points from the AS application are implemented and will lead on all Athena SWAN related issues. We will begin to expand our thinking beyond gender balance considering other issues such as ethnicity, a sector wide issue in Science, Technologies, Engineering and Mathematics (STEM) also identified in our data. The EDOC will continue to meet monthly, initially including current SAT members. However, membership will be reviewed regularly to ensure a full representation of gender and ethnicity (see **[AP3.1.1]**) and we will recruit further professional support staff in preparation for a Silver award application within 3 years **[AP3.3.2]**. Co-chairs will be replaced biennially to offer new opportunities to lead the AS process and ensure that our AS journey continues **[AP3.3.3]**. Time spent on the EDOC will be recognised in the workload model (Section 5(v) and **[AP3.2.3]**). The EDOC will communicate with staff and students at the bimonthly school staff meetings or via e-mail, as appropriate. The EDOC will feed into the recently launched Faculty Equality and Diversity forum, chaired by Dr Chiemenka (F).

During the self-assessment process it became apparent that some quantitative and qualitative data were difficult to access. To improve efficiency, the EDOC will work closely with HR to ensure better data collection on a rolling basis **[AP3.3.4.]**. The EDOC will communicate with HR and other SATs within the Faculty, to standardise the process of data collection.

1130 words (1092 words text + 38 extra words SAT table)

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

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

n/a

- (ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

We have benchmarked SCB against local departments in the sector and the national averages for Chemistry and BMS courses (Fig 4.1). SCB currently hosts 701 UG students across all courses (374F, 327M) (Fig 4.2), 71% of which are BME students, which is not reflected in SCB academic staff. SCB offers programmes in BSc BMS, BSc Healthcare Science (\pm NHS placement), Integrated Science (\pm placement) [now discontinued], BSc Chemistry and MChem Chemistry (\pm industrial placement). Of these courses, only BSc Healthcare Science currently has PT students (0F, 3M). Applications, offers and enrolments on all separate courses since 2014 are indicated in Table 4.1. Data for 2017-18 are currently unavailable as students can enrol any time up to October 31st.

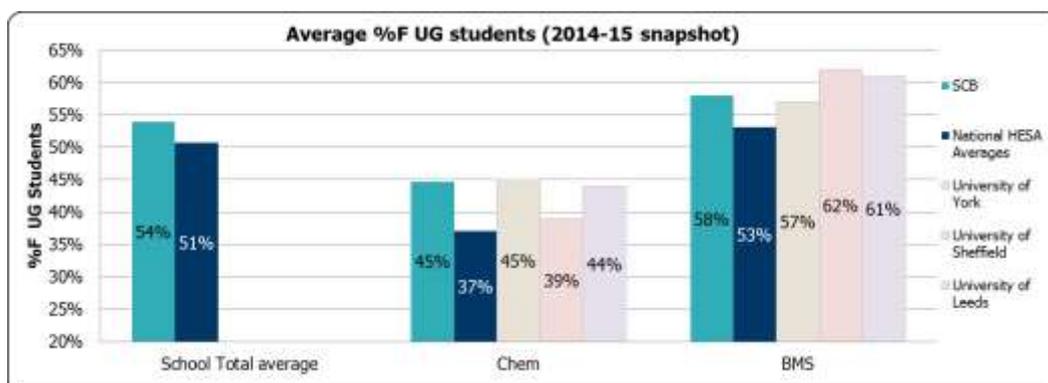


Fig 4.1: Percentage F UG intake for SCB, benchmarked against national HESA averages and local departments within the sector (Universities of York, Sheffield and Leeds).

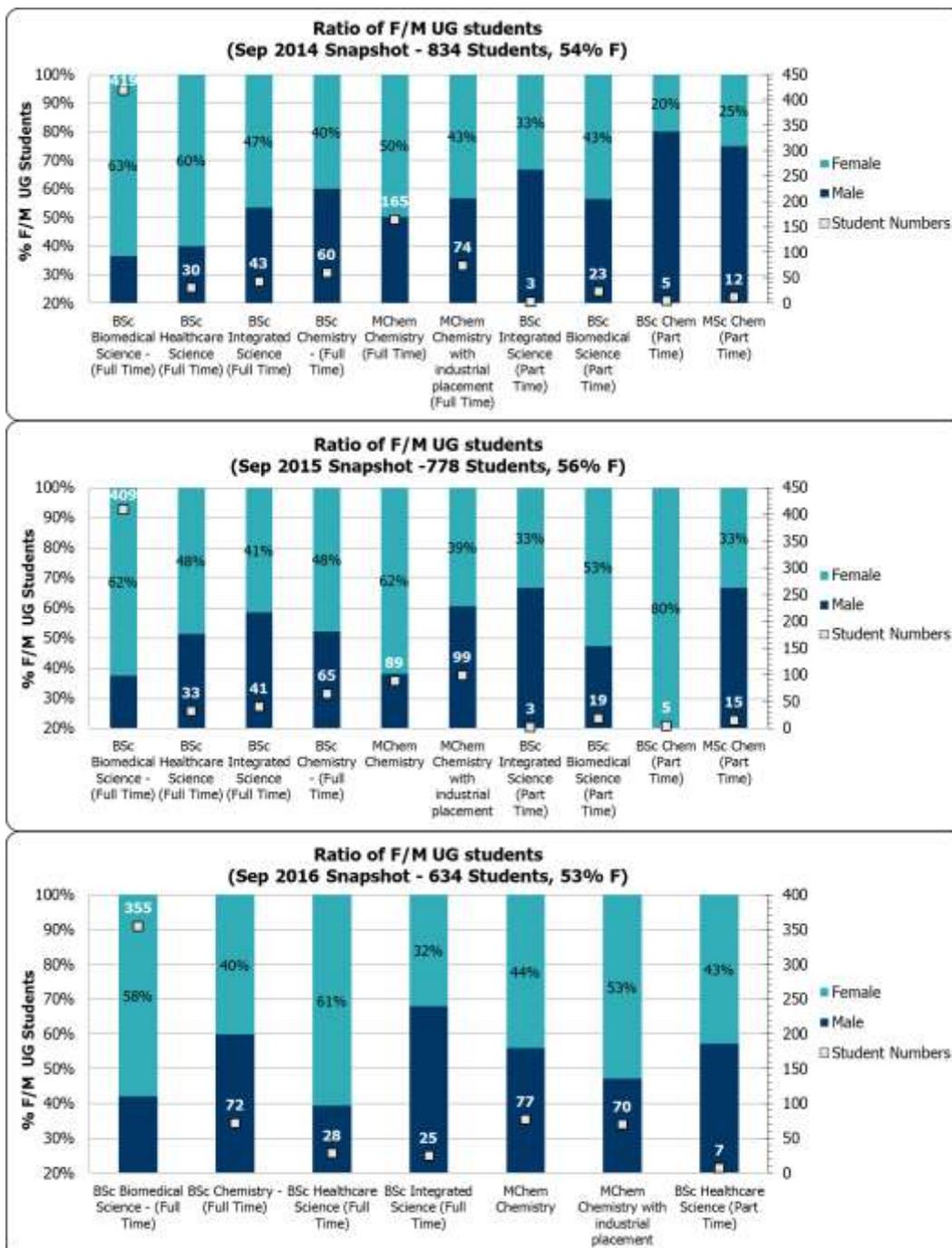


Fig 4.2: Snapshots of %F/M UG students on the courses within SCB from Sep 2014, 2015 and 2016.

Table 4.1: UG applications, offers and enrolment from 2014-2016 on all courses offered within the school.

2014-2015 Academic Year FT									
UG Course	Applied			Offered			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
BSc Biomedical Science	520	421	55%	421	351	54%	82	42	66%
BSc Chemistry	75	74	50%	52	59	47%	6	16	27%
BSc Healthcare Science	18	11	62%	6	4	60%	5	4	56%
BSc Integrated Science	39	53	42%	36	47	43%	6	7	46%
MChem Chemistry	12	27	31%	11	25	31%	5	6	46%
MChem Chemistry with industrial placement	137	182	43%	124	163	43%	16	23	41%
2015-16 Academic Year FT									
UG Course	Applied			Offered			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
BSc Biomedical Science	432	300	59%	249	170	59%	94	59	61%
BSc Chemistry	104	134	44%	93	114	45%	12	13	48%
BSc Healthcare Science	31	16	66%	14	3	82%	5	4	56%
BSc Integrated Science	46	42	52%	40	35	53%	7	6	54%
MChem Chemistry	21	9	70%	18	9	67%	5	1	83%
MChem Chemistry with industrial placement	109	131	45%	95	122	44%	24	24	50%
2016-17 Academic Year FT									
UG Course	Applied			Offered			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
BSc Biomedical Science	473	374	56%	376	297	56%	67	71	49%
BSc Chemistry	77	135	36%	66	120	36%	9	6	60%
BSc Healthcare Science	24	10	71%	6	1	86%	7	2	78%
BSc Integrated Science	29	38	43%	24	34	41%	1	5	17%
BSc Integrated Science with	3	2	60%	3	1	75%	3	0	100%

placement									
MChem Chemistry	40	53	43%	34	47	42%	8	12	40%
MChem Chemistry with industrial placement	13	31	30%	12	30	29%	0	3	0%
2016-17 Academic Year PT									
UG Course	Applied			Offered			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
BSc Healthcare Science	0	5	0%	0	3	0%	0	3	0%

When aggregated, total school intake has always been within 10% of gender parity however there are imbalances within different programmes which are continuously monitored and staff outreach activities in Schools undertaken to improve gender balance (Aspire Bradford, 2017). Over this period approximately 78% of all applicants received offers (76%F, 79%M) and conversion from offered places to enrolments was ~21% (22%F, 19%M) (Fig 4.3). Compared to established Chemistry and BMS departments (Fig.4.1) our student F/M intake ratios are equivalent or improved over the local sector, despite falling numbers of applications in recent years. SCB is committed towards encouraging equal representation on all courses [AP4.1.1].

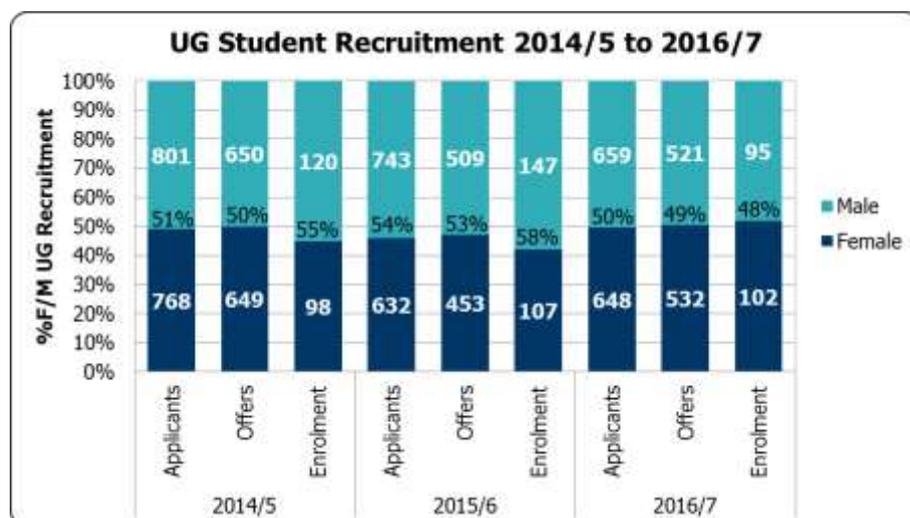


Fig 4.3: Total SCB UG student application, offers and enrolment split by gender. Numbers in bars refer to numbers of applicants, offers made or enrolments; percentages refer to %F.

Attainment of UG students is shown in Fig. 4.4, and show that in the last two years F UG students have outperformed M students achieving a higher ratio of first and upper second class/M degrees, although previously this was inverted. At the other end of the scale there are roughly equal numbers of F/M students failing, just passing or receiving ordinary degrees. SCB academic staff push all UG students to excel, regardless of gender or ethnicity [AP4.1.2].

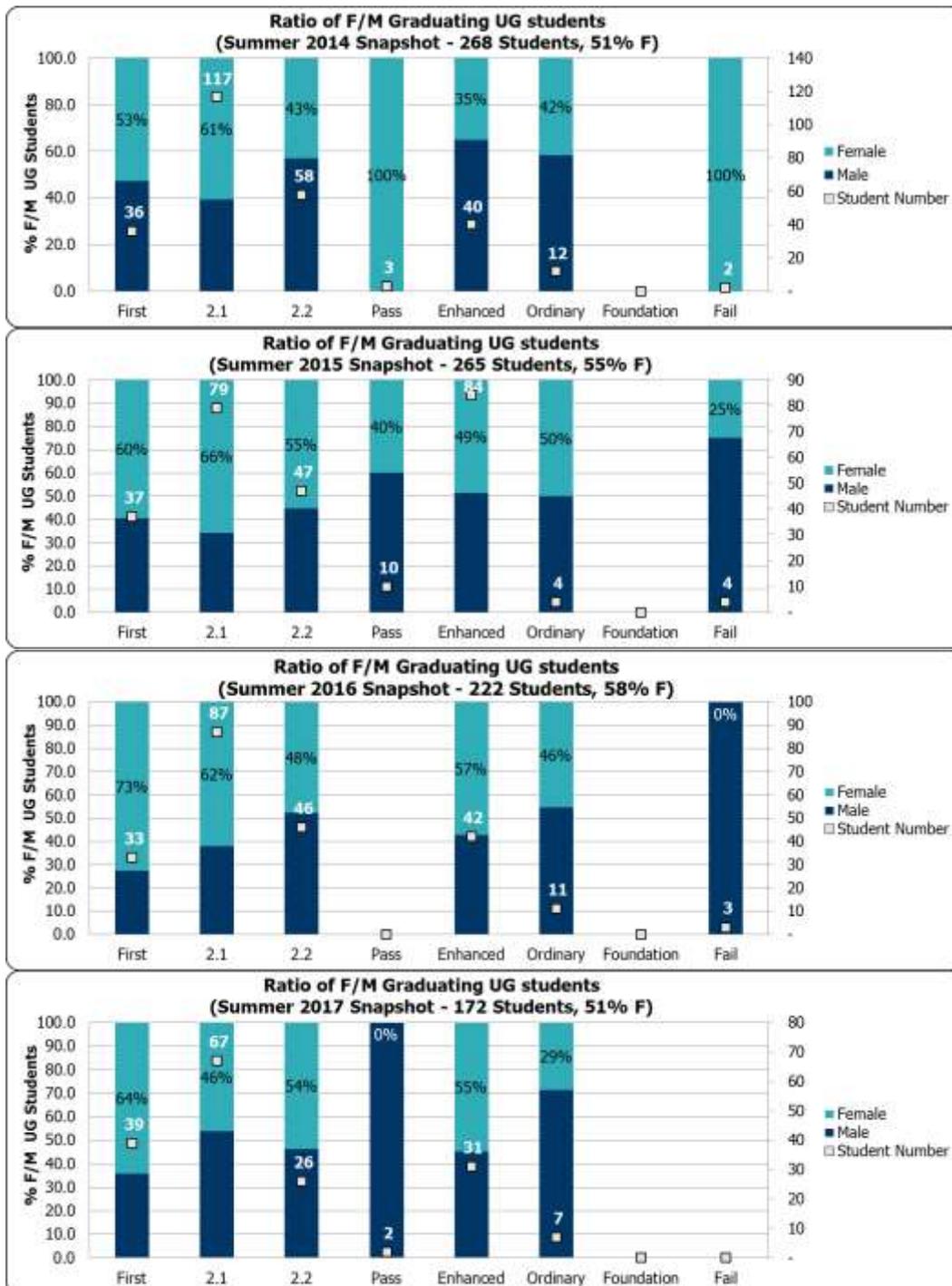


Fig 4.4: Snapshot of attainment of graduating UG students in 2015-2017 by grade. Total student numbers and %F are indicated.

Summary:

- SCB UG %F are within 10% of parity
- Chemistry and BMS course UG intake close to gender parity
- Since 2015 F students received higher ratio of top grades

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

All SCB MSc courses involve both teaching and a research components. To simplify the date presentation, section (iii) refers to MSc degrees whilst (iv) refers to PhD students who are research only.

SCB currently offers five MSc courses: Analytical Sciences (Chemistry), BMS, Cellular Pathology Laboratory Practice, Materials Chemistry, Skin Sciences and Regenerative Medicine. The latter course was introduced in the 2016-17 academic year (84%F). MChem students are included in UG enrolment as this is an integrated four year course. %F students in the 3 BMS courses are higher than sector averages (Fig 4.5), which although the number vary, is consistent across recent years (Fig 4.6). MSc Analytical Sciences was the only course offered on a PT basis. Numbers of individuals who have applied for, been made offers and enrolled on the course over the past 3 academic years are indicated in Table 4.2.

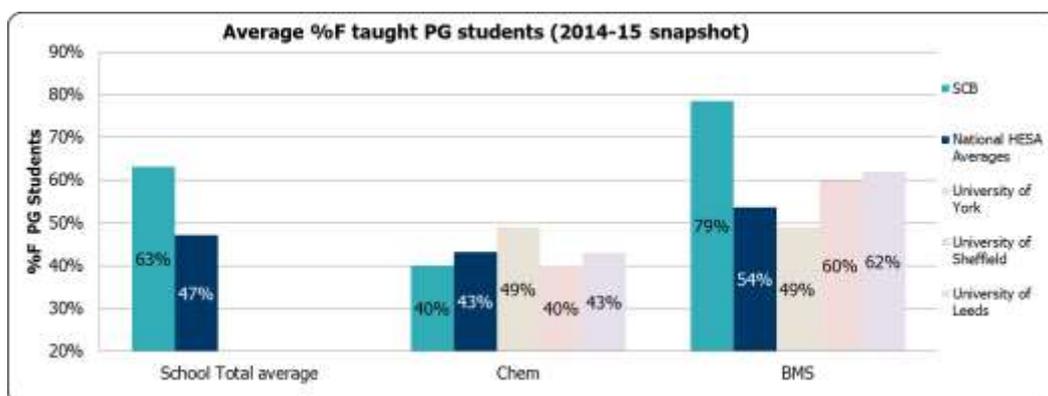


Fig 4.5: Percentage F taught PG intake for SCB, benchmarked against national HESA averages and local departments within the sector (Universities of York, Sheffield and Leeds).

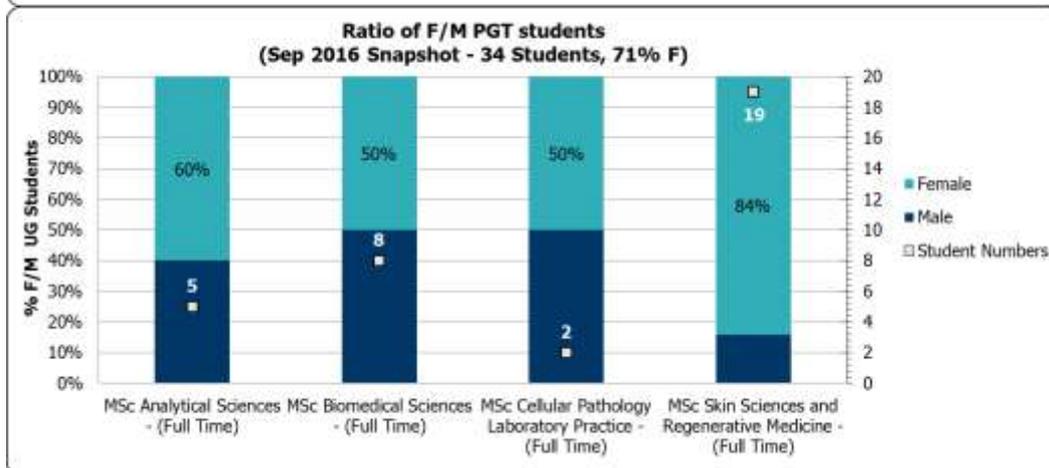
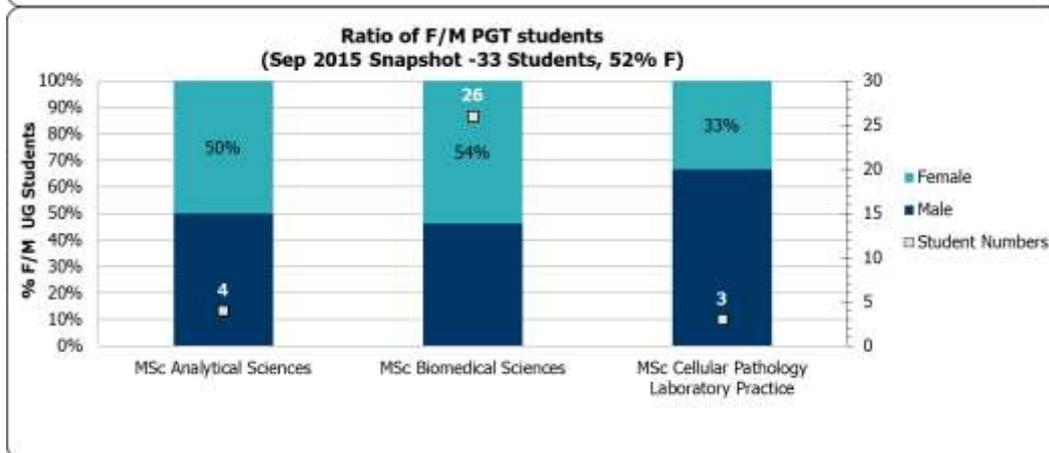
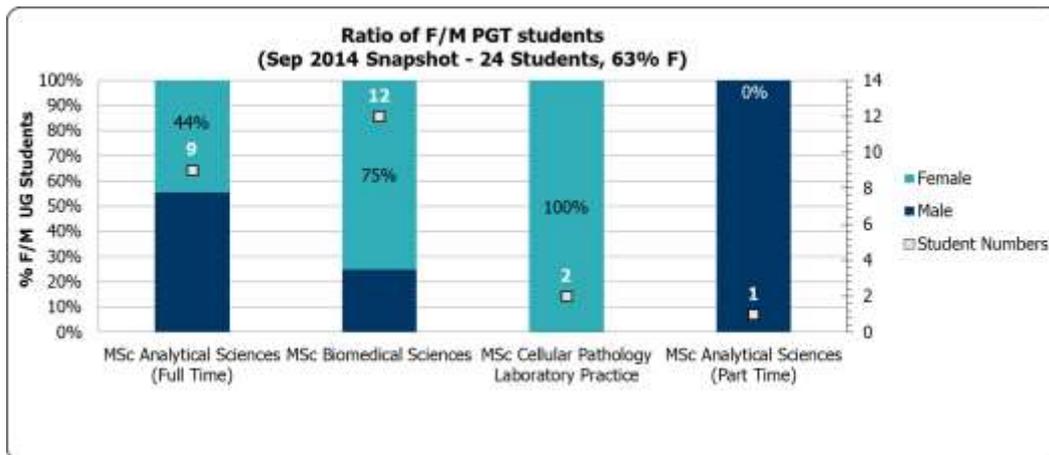


Figure 4.6: Snapshots of the %F/M taught PG students on the courses within SCB from Sep 2014, 2015 and 2016.

Table 4.2: Taught PG applications, offers and enrolment from 2014-2016 on each course offered within SCB.

2014-15 Academic Year FT									
PG Taught Course	Applied			Offered			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
MSc Analytical Sciences	33	59	36%	28	48	37%	4	5	44%
MSc Biomedical Sciences	85	93	48%	60	57	51%	9	3	75%
MSc Cellular Pathology Laboratory Practice	19	24	44%	9	0	100%	2	0	100%
2014-15 Academic Year PT									
PG Taught Course	Applied			Offered			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
MSc Analytical Sciences	2	0	100%	2	2	100%	0	0	N/A
2015-16 Academic Year FT									
PG Taught Course	Applied			Offered			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
MSc Analytical Sciences	28	33	46%	22	26	46%	2	1	67%
MSc Biomedical Sciences	88	94	48%	68	66	51%	14	12	54%
MSc Cellular Pathology Laboratory Practice	26	29	47%	17	20	46%	1	2	33%
2015-16 Academic Year PT									
PG Taught Course	Applied			Offered			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
MSc Analytical Sciences	2	0	100%	2	0	100%	0	0	N/A
2016-17 Academic Year FT									
PG Taught Course	Applied			Offered			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
MSc Analytical Sciences	34	74	32%	29	53	35%	3	2	60%
MSc Biomedical Sciences	113	126	47%	79	78	50%	4	4	50%
MSc Cellular Pathology	34	32	52%	23	24	49%	1	1	50%

Laboratory Practice										
MSc Skin Sciences and Regenerative Medicine	38	16	70%	31	11	74%	16	3	84%	
2016-17 Academic Year PT										
PG Taught Course	Applied			Offered			Enrolled			
	F	M	%F	F	M	%F	F	M	%F	
MSc Analytical Sciences	0	1	0%	0	1	0%	0	0	N/A	

SCB taught PG intake since 2014 has been predominantly female (53 to 65%F) however this arises from final student enrolments as there is more gender parity in applications and offers (44-49%F) (Fig 4.7) **[AP4.1.3]**. Conversion from offer to enrolment currently depends heavily on progression from UG courses but enhanced marketing has been agreed to increase this in the future. International students often secure a number of offers and may either choose an alternative course or defer due to funding or visa complications. During this period 90% of PGT students successfully graduated (92%F, 88%M) with no observable difference in the success rate of F/M students (Fig 4.8).

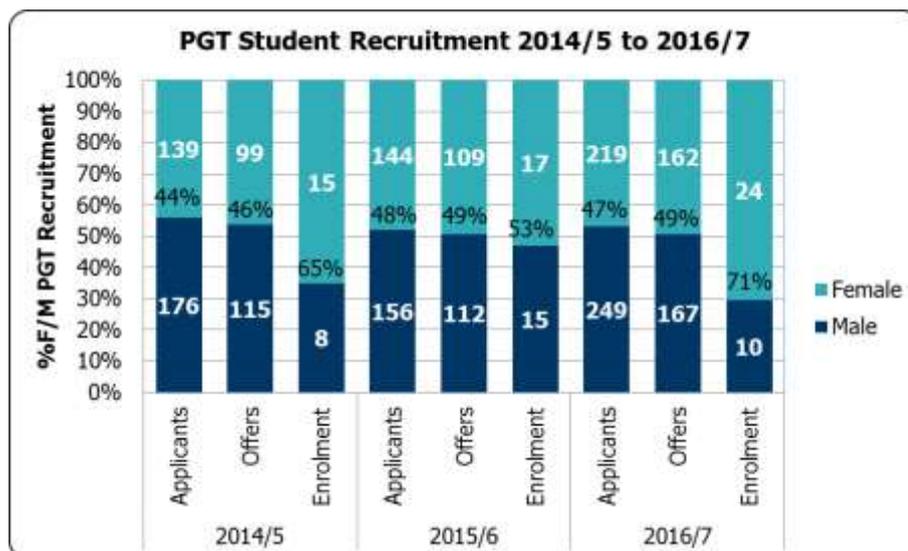


Fig 4.7: Total SCB taught PG student application, offers and enrolment split by gender. Numbers in bars refer to numbers of applicants, offers made or enrolments; percentages refer to %F.

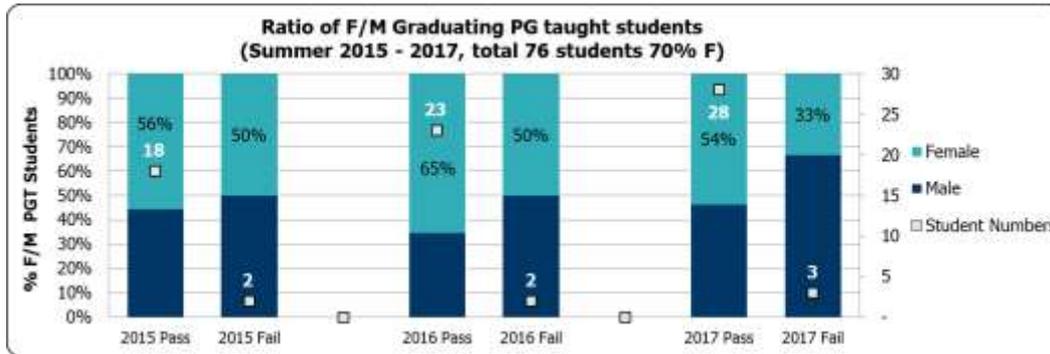


Fig 4.8: Snapshot of attainment of taught PG students in 2015-2017. Total student numbers and %F are indicated.

Summary:

- SCB %F enrolments tend to be higher but number are variable due to low number of students.
- SCB %F offers and graduations are closer to gender parity.

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

SCB currently hosts 22 PhD students (15F, 7M). 14 post-graduate research students (9M, 5F) have submitted since October 2014. All, but two students, were awarded a PhD (8M, 4F) and two did not achieve requirements for PhD approval and were awarded an MPhil (1M, 1F) (Fig 4.9 and 4.10) with the average completion time being 4.7 years (4M, 5F). We do not have data on part-time (PT) or full-time (FT) students as HR/Research Administration has not formally recorded this in a retrievable way, however data recording processes are now in place [AP4.1.4].

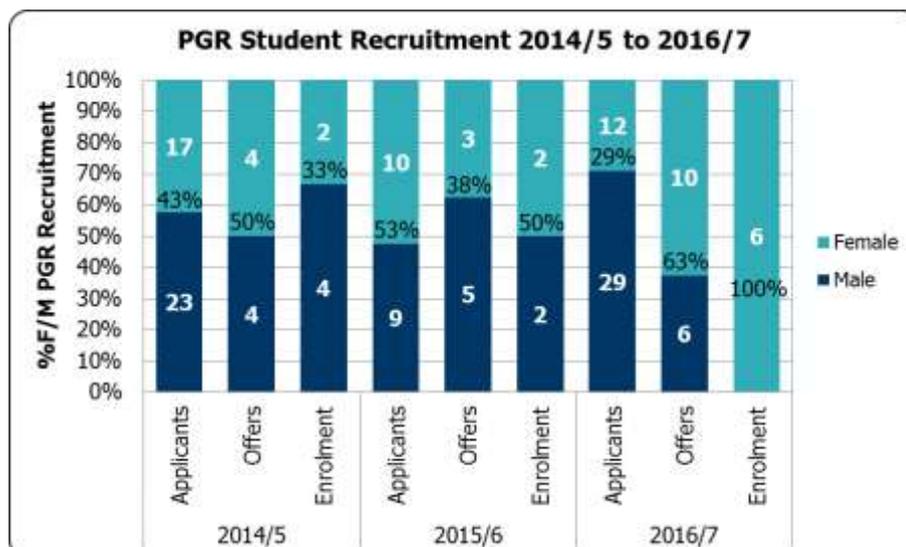


Fig 4.9: Total SCB research PG (PhD) student application, offers and enrolment split by gender. Numbers in bars refer to numbers of applicants, offers made or enrolments; percentages refer to %F.

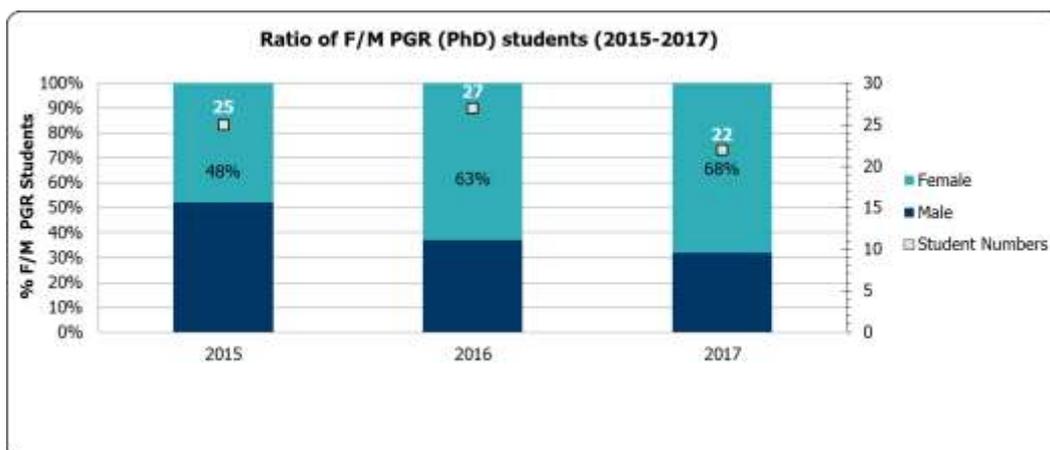


Fig 4.10: Total number of research PG (PhD) students from 2015 to 2017. Total student numbers and %F are indicated.

Summary:

- Continuous increase in %F PhD numbers over the years.

(v) Progression pipeline between undergraduate and postgraduate student levels

A progression pipeline of our students was compiled of UG, MSc and PhD students in the school as of Sep 2016. Many graduates (UG) seem to be more interested in employment than further study leading to the 95% drop in numbers progressing from UG to PGT. Our data demonstrate a respective increase in %F students compared to the UG picture (Fig 4.11). Smaller numbers of students progress to PGR study, most of who have already completed Masters study (all in Chemistry) and the F/M ratio remains similarly weighted.

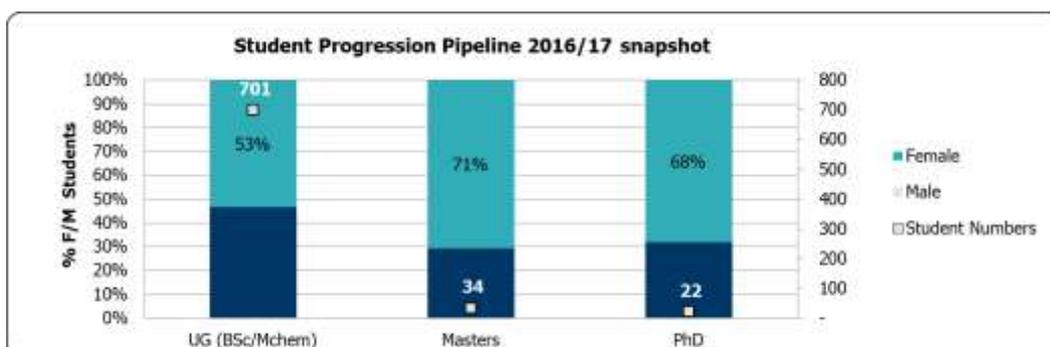


Fig 4.11: Student progression pipeline (snapshot 2016/17) demonstrating students progressing from UG, PGT (Masters) and PGR (PhD) studies. Total student numbers and %F are indicated.

To encourage academic progression, UoB offers bursaries for Bradford graduates who study MSc courses as alumni. A proportion of BSc (Hons) graduates are keen to remain in West Yorkshire for family reasons (anecdotal evidence) and the availability of MSc courses in Skin Sciences and Regenerative Medicine (SCB), Cancer Pharmacology and Cancer Drug Discovery (School of Pharmacy and Medical Sciences) is attractive to BMS

graduates who wish to undertake further specialism in areas they have studied in their final year.

4.2. Academic and research staff data

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

SCB has 49 academic and research staff (21F, 28M), and is a sector leader in its balanced ratio of F/M academics in both Chemistry and BMS (Fig. 4.12). All academic staff at Lecturer level (grade 8 and 9) and above are contracted to carry out both teaching and research at the discretion of their line manager and workload model (see Section 5.6). 2 practitioner staff (2F) are employed on a teaching only basis and all researcher grade staff are research only. However, as these numbers are small (Table 4.3) we have not separated data based on contracts for the remainder of this section. All male staff are employed full time (FT) whilst 5 female staff are employed part time (PT), 1 of which is teaching only.

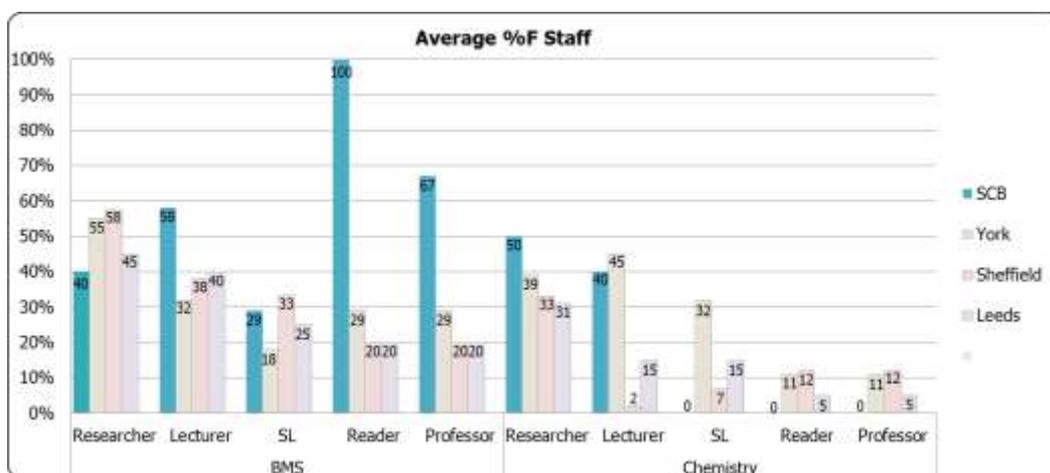


Fig. 4.12: Percentage F academic staff within SCB in all categories, benchmarked against local departments within the sector (Universities of York, Sheffield and Leeds).

Table 4.3: Grade structure within SCB and the number of academic staff on each grade in 2017.

Teaching / Research	Category and Grade	Female		Male		%F
		PT	FT	PT	FT	
Teaching only	Lecturer total	1	1	-	-	100%
	Grade 8	-	-	-	-	
	Grade 9	1	1	-	-	
Research and Teaching	Lecturer total	2	7	-	11	41%
	Grade 8	-	5	-	4	
	Grade 9	2	2	-	7	
	Senior Lecturer total	-	2	-	8	25%
	Grade 10	-	2	-	8	
	Reader total	-	1	-	1	50%
	Grade 10A	-	1	-	1	
	Professor total	2	2	-	4	50%
	Grade 11A	2	2	-	3	
	Grade 12A	-	-	-	1	
Research only	Researcher total	-	3	-	4	43%
	Grade 7	-	2	-	3	
	Grade 8	-	1	-	1	

At present there is gender parity at the Professor, Reader and Lecturer levels grade 8 (50%F). However, the number of female Senior Lecturers (SL) is very low (20%F) (Fig 4.13). The disparity of SL numbers arises due to both the relatively few appointments (only 2) at this grade since 2014 and lack of F promotion to this grade. The School recently approved clearer criteria for progression from grade 8/9 (Lecturer) to grade 10 (SL), this was drafted by EC and developed with feedback from academic staff and the process will encourage Lecturers to submit their evidence for regrade to the EC and receive feedback to strengthen applications (see section 5.3(iii)). Additionally, SL level has had decreasing female representation and dropped in 2017 due to the promotion of one female from SL directly to Professor. This staff member is represented in the institutional #thisprofcan profile wall, providing a role model for academic staff in the School [AP4.2.1]. New recruitments over the last four years have significantly increased female representation at the Lecturer level (2015-17; 32%-50%F). Meanwhile, due to fixed term contracts (FTC), the ratio at researcher level over the same period has been variable.

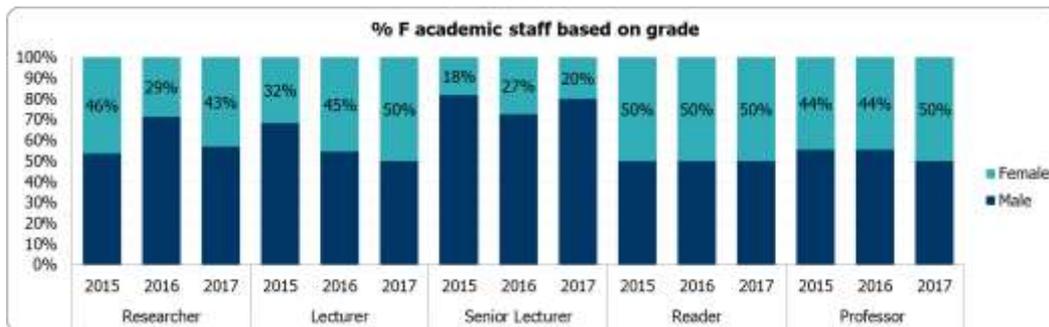


Fig 4.13: Academic pipeline from 2015-17 %F are indicated.

Summary:

- Steady rise in %F Lecturers since 2014
- Sharp drop between %F Lecturer and SL
- Equal %F at Reader and Professor levels
- %F at Lecturer, Reader and Professor level above local HE average

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

SCB contains active (both FT and PT) teaching and research staff (43 permanent, 6 FTC). Over the last three years the gender ratio of the School has improved for both permanent employees (from 32 to 42% F) and fixed-term appointees (from 44 to 50% F) (Fig 4.14). There are no staff employed within the School on zero hour contracts.



Fig 4.14: Ratio of F/M staff on permanent and temporary contracts from 2015 – 2017. Total staff numbers and %F are indicated.

Most FTC staff, with one notable professorial exception, are on lower grades (researcher, grade 6 and 7) compared to permanent staff (Fig 4.15). This is because many researcher contracts are linked to external funding sources. However, some researchers are on permanent contracts with UoB (1F, 1M).

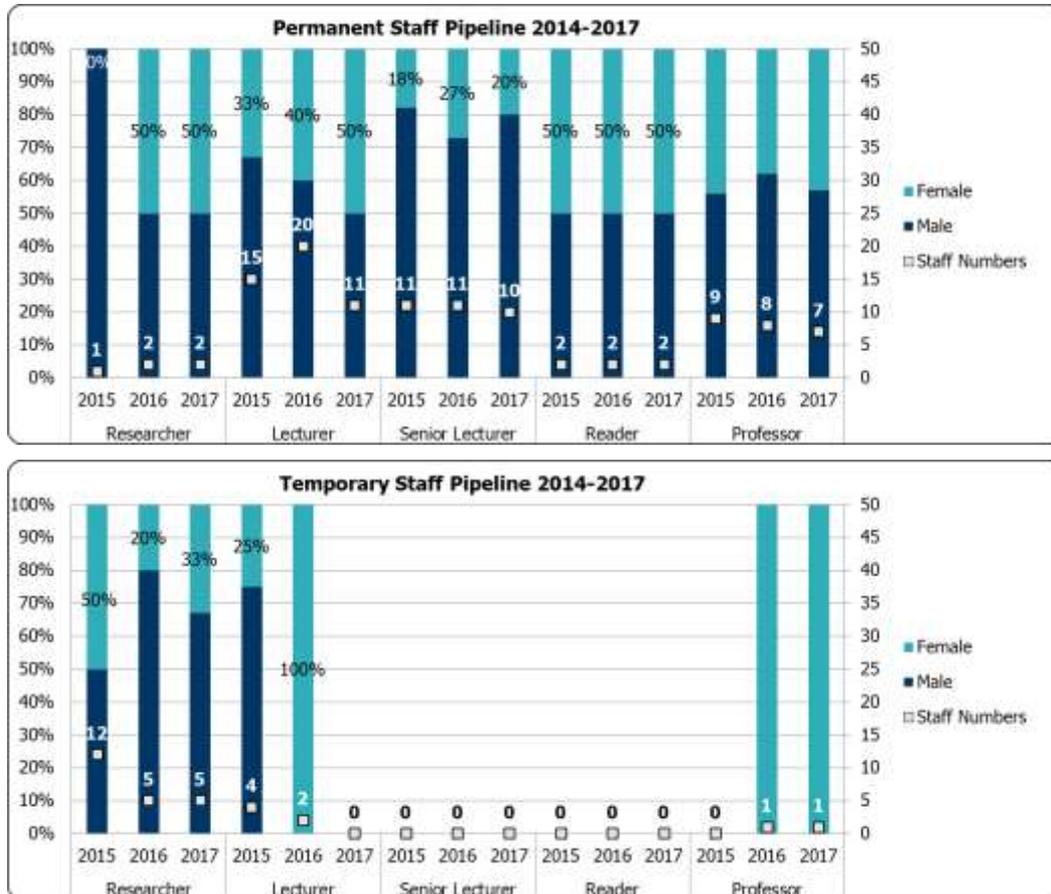


Fig 4.15: Academic pipeline for permanent and temporary staff from 2015 to 2017. Staff numbers and %F are indicated.

Institutional policy for staff coming to the end of their FTC is the opportunity for redeployment via the redeployment scheme. This happens 6 months before the contract ends and allows researchers to apply for other appropriate positions within the University at any grade. If they are appointed at one grade lower, they have the right to pay protection. Staff are also advised to visit the careers service. Over the last few years the research community in SCB has significantly grown, which will increase opportunities for redeployment of researchers on FTC contracts. The Scholl will actively review the process that promote career progression through the, usually temporary, research assistant grades and will initiate a working group aimed at providing focused support to post-graduate (and post-doctoral) researchers providing career development advice from senior colleagues [AP4.2.2].

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

In general, the number of leavers each year is low. Over the past three years, 14 academic members of staff have left the university (4F, 10M). The turnover of male staff at all grades is higher than of female staff. Although this is something we will continue to monitor, it is difficult to draw any conclusion from such low numbers over this time period. The reasons for leaving are resignation, the end of FTC, redundancy and ill health (Table 4.4). Academic staff who leave SCB are invited to complete an exit interview however completion is voluntary, thus data on staff destination after leaving are unavailable [AP4.2.3].

Table 4.4: Academic leavers by gender and reason for leaving. EC – end of contract, RS – resignation, VS – voluntary severance, IH – retirement due to ill health.

Leaving grade	Year	F Head-count	F Leavers		Total F leavers	Reasons for Leaving			
			FT	PT		EC	RS	VS	IH
Researcher	2014/15	6							
	2015/16	2	3		3	1	2		
	2016/17	3							
Lecturer	2014/15	6							
	2015/16	10							
	2016/17	11							
Senior Lecturer	2014/15	2							
	2015/16	3							
	2016/17	2		1	1		1		
Reader	2014/15	1							
	2015/16	1							
	2016/17	1							
Professor	2014/15	4							
	2015/16	4							
	2016/17	4							
Leaving grade	Year	M Head-count	M Leavers		Total M Leavers	Reasons for Leaving			
			FT	PT		EC	RS	VS	IH
Researcher	2014/15	7	1		1	1			
	2015/16	5	2		2	2			

	2016/17	4							
Lecturer	2014/15	13	1		1		1	1	
	2015/16	12	2		2		2		
	2016/17	11	2		2		1	1	
Senior Lecturer	2014/15	9							
	2015/16	8							
	2016/17	8	1		1				
Reader	2014/15	1							
	2015/16	1							
	2016/17	1							
Professor	2014/15	5							
	2015/16	5	1		1		1		
	2016/17	4		1	1				1

1459 words

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply

Job descriptions emphasise the position of the University as an equal opportunities employer. All adverts placed on 'jobs.bradford.ac.uk' have a footer stating 'Confronting Inequality: Celebrating Diversity' and contain the University badge for institutional AS Bronze award. We will improve this by including clear wording on all job descriptions emphasising the University's commitment to flexible working, equal opportunities and the principles of the Athena SWAN charter. Within the School, the proportion of F applicants has remained at ~20% over the past three years (Table 5.1, Fig 5.1). We will endeavour to increase the proportion of F applicants through additional wording **[AP5.1.1]** and through increasing the proportion of F staff on outwardly facing media (see Section 5.6(vii)). Despite this low number of applications, ~30% of applicants shortlisted for interview have been F and recent appointments have approximated gender parity.

Table 5.1: Academic staff recruitment (applications, interviews and appointments) at all grades.

Year	Activity	Female	Male	Total	%F
2014/15	Applicants	14	51	65	21%
	Interview	3	8	11	27%
	Appointed	5	4	9	56%
2015/16	Applicants	32	122	154	21%
	Interview	12	26	38	32%
	Appointed	4	5	9	44%
2016/17	Applicants	19	88	107	18%
	Interview	7	12	19	37%
	Appointed	2	1	3	67%

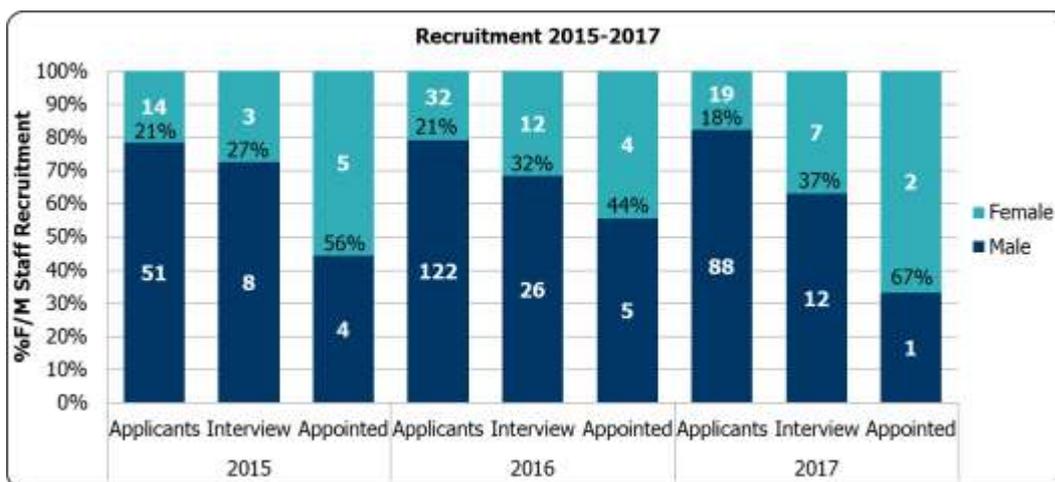


Fig 5.1: Academic staff recruitment (applications, interviews and appointments) at all grades. Total staff numbers and %F are indicated.

The low proportion of F applicants is consistent across grades – post-doctoral research staff average 24%F applicants and lecturers 23%F applicants across the previous 3 years. There were no F applications for higher grades (Senior Lecturer, Reader or Professor) over this time frame, however only one position was advertised with a single male applicant (and ultimately no appointment) (Table 5.2).

Table 5.2: Staff Appointment data 2014 – 17 broken down by grade.

Activity	Category	2014/2015			%F
		Female	Male	Total	
Applied	Researcher	14	51	65	22%
	Lecturer	0	0	0	-
	Senior Lecturer	0	0	0	-
	Reader	0	0	0	-
	Professor	0	0	0	-
	Sum	14	51	65	22%
Shortlisted	Researcher	3	8	11	27%
	Lecturer	0	0	0	-
	Senior Lecturer	0	0	0	-
	Reader	0	0	0	-
	Professor	0	0	0	-
	Sum	3	8	11	27%
Appointed	Researcher	1	1	2	50%
	Lecturer	0	0	0	-
	Senior Lecturer	0	0	0	-
	Reader	0	0	0	-
	Professor	0	0	0	-
	Sum	1	1	2	50%

Activity	Category	2015/2016			%F
		Female	Male	Total	
Applied	Researcher	2	4	6	33%
	Lecturer	31	121	152	20%
	Senior Lecturer	0	0	0	-
	Reader	0	0	0	-
	Professor	0	0	0	-
	Sum	33	125	158	21%
Shortlisted	Researcher	1	3	4	25%
	Lecturer	11	28	39	28%
	Senior Lecturer	0	0	0	-
	Reader	0	0	0	-
	Professor	0	0	0	-
	Sum	12	31	43	28%
Appointed	Researcher	1	2	3	33%
	Lecturer	3	3	6	50%
	Senior Lecturer	0	0	0	-
	Reader	0	0	0	-
	Professor	0	0	0	-
	Sum	4	5	9	44%

Activity	Category	2016/2017			%F
		Female	Male	Total	
Applied	Researcher	12	55	67	18%
	Lecturer	23	71	94	25%
	Senior Lecturer	0	0	0	-
	Reader	0	1	1	0%
	Professor	0	0	0	-
	Sum	35	127	162	22%
Shortlisted	Researcher	3	5	8	38%
	Lecturer	8	21	29	28%
	Senior Lecturer	0	0	0	-
	Reader	0	1	1	0%
	Professor	0	0	0	-
	Sum	11	27	38	29%
Appointed	Researcher	2	0	2	100%
	Lecturer	0	3	3	0%
	Senior Lecturer	0	0	0	-
	Reader	0	0	0	-
	Professor	0	0	0	-
	Sum	2	3	5	40%

Whilst only ~23% of applicants are F, the proportion of F shortlisted candidates is consistently slightly higher with an average of 30%F for researcher and 28%F for lecturer positions. With appointments, this is swayed in favour of F applicants as the proportion of F researchers appointed over the past three years is 61%. However, this is not reflected at lecturer level which is more in line with the proportion of F applicants at 25% (Table 5.2). All SCB staff on interview panels are encouraged to undertake unconscious bias training to ensure that jobs are offered on the basis of skill and not gender/other protected characteristics. This training currently has an uptake of 68% (see Section 5.3 and [AP5.3.1.]).

Altogether, the data demonstrate that, whilst our appointment processes (shortlisting and offering) do not disadvantage women, we need to work on increasing the number of female applicants to achieve gender parity as described in [AP5.1.1].

Interview panels across all grades comprised at least 25%F representation in almost all instances – from 21 panels over the past three years, only 1 had less than 25%F representation (Fig 5.2). Current SCB policy ensures that all interview panels should be at least 25%F which is an advancement on the university policy which only states that all panels should be representative of diverse perspectives and backgrounds, e.g. gender, race and disability. The inclusion of at least 25%F representation on interview panels will be enforced [AP5.1.2].

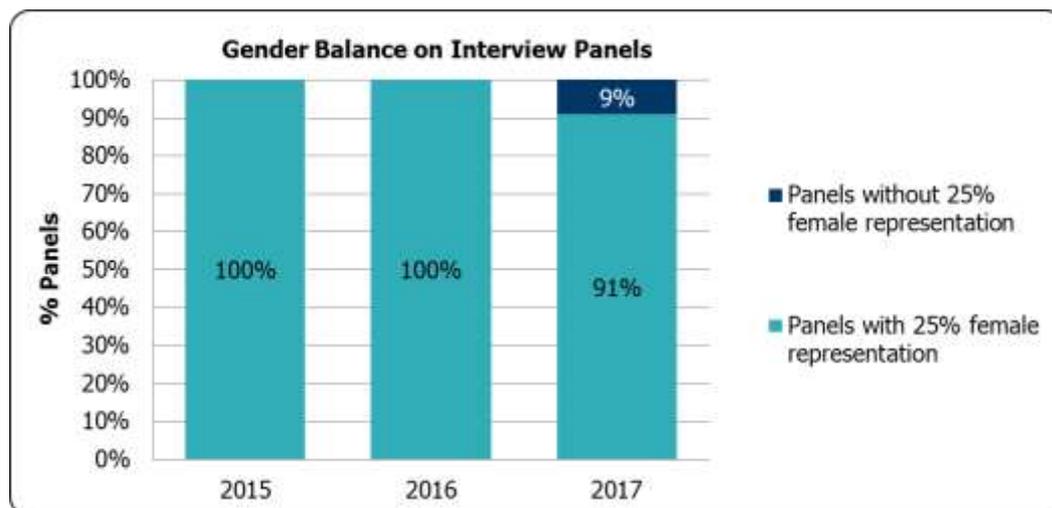


Fig 5.2: Gender balance on interview panels for 2015-2017.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All newly-appointed academic and professional support staff are invited to attend a University-level induction. These cater to a mixed audience and are generally scheduled to take place monthly; individuals are encouraged to attend the first available session after their start date. Feedback is collated at the end of each session in form of 'happy sheets' to review effectiveness. Schools are encouraged to follow this up with a local level induction; however this is not formal practice in SCB. New staff are allocated a mentor to support them in their new role and through the staff probation process.

Staff consultation through an anonymous survey revealed a differing perception to the usefulness of the University induction. Whilst most staff underwent induction, 18% did not – this was equitable between genders (16%F, 19.4%M). However, the majority of these individuals were appointed more than three years ago and University systems have improved since then. A further 18% of staff could not recall whether they had an induction (again, there was no gender split). Of those who had an induction, women were more dissatisfied with the procedure, with 31% not finding it useful, compared to 20% of men.

The University induction introduces staff to facilities and services that may be useful to them including IT, estates and library services, COSSH and risk assessments, and staff networks and common rooms. The anonymous survey demonstrated that IT services were best advertised with 76% of all respondents considering it adequately described. This was followed by library services (59%), estates services (50%) and COSSH and risk assessments (44%). Social aspects of the University were less well described with only 28% of respondents being aware of the staff common room which is located within the Richmond Building, and 24% aware of staff networks. Awareness in all categories was consistently ~10% lower in females compared to males.

Staff suggestions as to how the process could be improved included establishing a formal, University-wide induction, campus tours and appointing mentors. As these practices are already in place, we need to improve awareness of them amongst all staff. Other actions include introducing a 'buddy system' for new staff where each appointee is paired up with an experienced member for the first few weeks, more information on support networks and introducing department specific, compulsory inductions **[AP5.1.3]**.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Promotions follow strict guidelines which are readily accessible on the University website for all staff, along with grade descriptors. Regrade panels meet twice a year, with the committee dates also available on the website. Consideration as to whether an individual is ready for promotion will be made in conversation with the line manager during the annual Performance Development Review (PDR), and staff are supported through the process by their line manager and, where appropriate, senior members of staff.

For academic regrades, the person applying for promotion must complete an academic CV according to the university template. The line manager must complete a revised job description and highlight changes in duties and responsibilities, and the Dean must complete a confirmation of the business need for a higher grade. Applications for promotion to Reader or Professor must also submit an additional form with extensive information regarding their research, leadership and strategy for the future which is then externally assessed by two independent reviewers. Professorial regrades must also undertake an interview and a presentation in front of a panel including the institutional senior management team and members of the professoriate.

For support staff regrades, individuals must, in conjunction with their line manager and HR advisor, draw up a job description and compare it to HERA role descriptors, arrange for the job description to be graded by HR, complete and submit the regrading form.

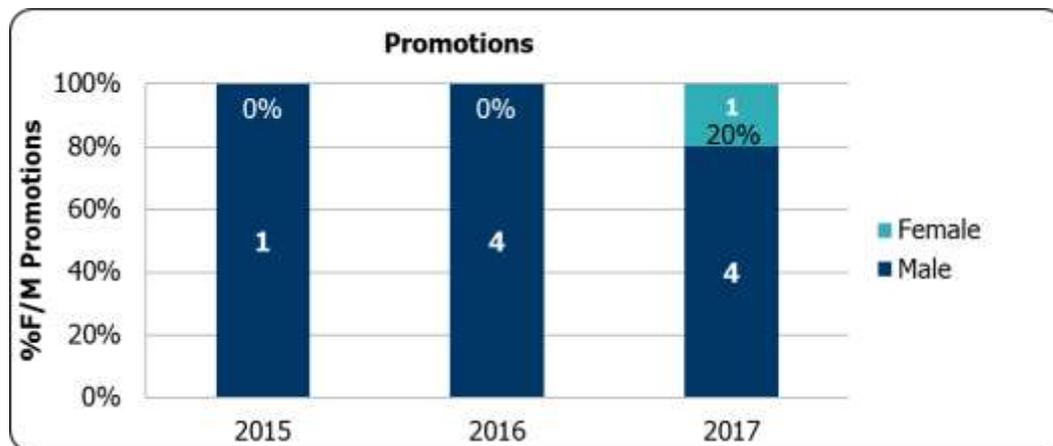


Fig 5.3: Ratio of F/M staff members applying and receiving promotions (all staff members who applied were successful). Staff numbers and %F are indicated.

Figure 5.3 demonstrates the number of staff successfully being promoted in the last 3 years; this is also a representation of the number of people who applied for promotion as the success rate was 100%. Whilst no females were promoted in 2015-16, no females applied during this timeframe. More transparent regrade criteria (lecturer to SL) will encourage applications from more F staff. The recently promoted professor (F) is line manager or mentor to 8F staff at lecturer level and will actively encourage ways to meet the progression criteria in regular one to ones **[AP5.2.4]**.

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

In REF2014, the gender split of staff eligible for submission was 38%F to 62%M, and the percentage of submitted staff was 25%F to 75%M. Only 23.5% of all eligible staff were submitted and there was a 13.2%-point gap between genders, with men more likely to be submitted than women (Table 5.3). It is worth noting that the number of submitted individuals was very small, which may be skewing the data.

In RAE2008, FTC staff were eligible for submission, giving the department a wider pool to select from. Accordingly, 54% of all eligible staff were submitted. The gender split of staff eligible for submission was 38%F to 62%M, and for submitted staff was 41%F to 59%M. There was only a 6% point gap between the proportion of eligible men and women who were submitted, with women slightly more likely to be submitted.

Table 5.3: REF2014 / RAE2008 submission data.

	Gender	No. eligible	No. submitted	% submitted
REF 2014	Male	21	6	28.6
	Female	13	2	15.4
	Total	34	8	23.5
RAE 2008	Male	31	16	51.6
	Female	19	11	57.9
	Total	50	27	54

5.2. Silver Applications Only

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The School subscribes to the central University e-learning modules for all University staff which offers an easy and flexible way for all School members (established and new) to fulfil statutory learning requirements and ensure compliance with key legislative areas. Mandatory courses for all staff are provided in the following areas: (i) Health and Safety (ii) Diversity in the Workplace (iii) Data Protection, Freedom of Information and Information Security. Additional courses on Recruitment and Selection and Unconscious Bias are provided for all staff who are involved in interview panels for the recruitment of new staff to the School. The Unconscious Bias course has had an uptake of 68% over the previous 18 months (18F, 30M) with remaining SCB members encouraged to take the course in the next 12 months **[AP5.3.1]**. An optional module in Personal Resilience is also provided through the e-learning platform.

Data taken from across the School show a similar uptake rate for female and male members of staff most recently (2017) (Figure 5.4). The data are presented for all non-mandatory training courses available across the School. 69% of School members attended some form of non-mandatory training from 2014 to 2017.

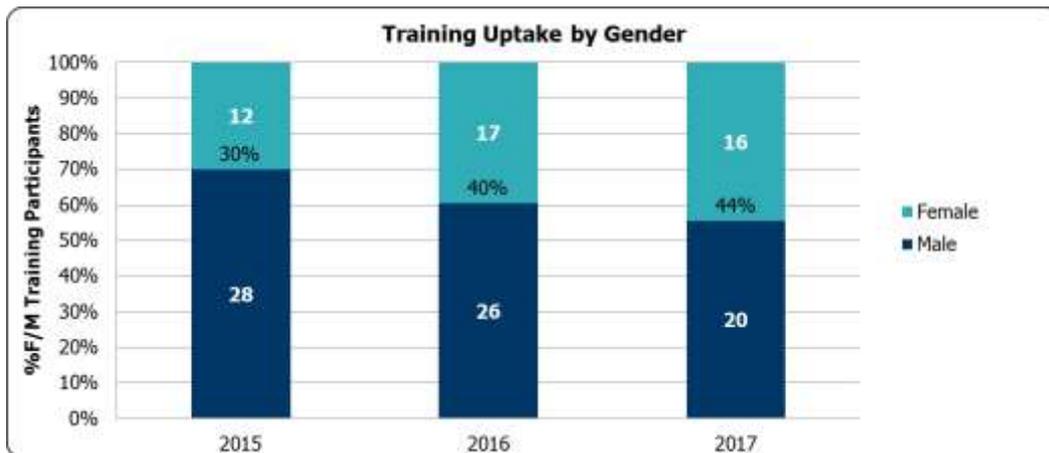


Fig 5.4: Non mandatory training uptake between 2015 – 2017. Total staff numbers and %F are indicated.

GENOVATE is a 7th Framework Programme funded project coordinated by UoB, aiming to transform organisational culture for the advancement of equality and opportunity for men and women in research and innovation. It is headed by Prof Uduak Archibong who has also been selected nationally as one of 10 Inspiring Leaders by Aurora, a women-only development programme bringing together experts from HE to address the under-representation of women in positions of leadership in the sector. Two female members of the School have attended Aurora events since 2014, and one has acted as an Aurora role model (2016, 2017). GENOVATE has run regular cafés within the University and Faculty and these were attended by SCB staff, although no numbers are available on the uptake **[AP5.3.2]**.

UoB is also part of the Women in Science and Engineering (WISE) network, enabling staff to attend courses and workshops organised by other Universities, such as courses on 'Personal Effectiveness' and 'Personal Development for Women' (The Springboard Programme) currently run by the University of Leeds **[AP5.3.3]**. Bradford Leader is a leadership training course offered by UoB for academics and professional support staff. 2 academics (1F, 1M) and 2 professional support staff (1F, 1M) have finished Bradford leader and 7 members of staff (5F, 2M) including two professional support staff (2F) have registered for the 2017/18 cohort.

(ii) **Appraisal/development review**

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

The appraisal/development review system (PDR) is an annual two-way conversation that focuses on individual performance, support, professional and career development, and progression aiming to enable all members of staff to achieve their full potential whilst working at UoB. The SCB academic process has recently been updated. Staff are appraised by their line manager or a senior academic colleague. Prior to appraisal, staff can choose to submit a self-evaluation form and prepare a summary of points for discussion. Objectives are set and agreed by both for the following year with training and development needs identified. Reviewer training is mandatory and provided centrally by University HR, and a series of 'How to' guides are provided online for both reviewers and reviewees to support and maximise the benefits of the process. All new

staff (including postdoctoral researchers) are assigned a mentor as part of the induction process. Their mentor undertakes regular meetings with them for a minimum of two years to provide a planned development framework in which to work. Mentors undergo training and are experienced in aiding with integration of new staff and ensuring the initial stages of personal development are as effective as possible.

Of 57 staff returning the staff survey, 6 (5F, 1M) have been employed for less than 1 year. Of the remaining 51 staff, 37 (15F, 22M) have undertaken a PDR in the last 12 months with 75%F and 73%M uptake, suggesting there is no significant difference between female and male participation in this process. Feedback in response to the question regarding 'anything that would benefit you and your career development' was mostly concerned with the lack of networking within the School (12F, 9M) [AP5.3.4]. Other concerns were around mentoring (7F, 5M) [AP5.3.5] and not having a formalised time allocation for grant writing (4F, 5M) (see [AP5.3.11]).

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

The academic regrading process operating within the School is in line with the centralised procedure operated through HR, whereby applications are made by individuals with support from their line managers at points in their careers where it is felt they satisfy the relevant criteria for promotion (an academic CV is submitted along with regrading forms and an 'organogram' showing contributions to the School). A recently adopted procedure, following staff feedback after an Away Day and operated through the EC, will allow individuals to submit their regrade proposals for review by members of the EC. Detailed consideration and iterative feedback is given to all submitted cases through the HoS until the case is considered strong enough to put forward to the Faculty review panel (held twice a year in March and September). It is thought that this initial level of support may encourage less experienced (e.g. postdoctoral researchers and early career academic staff) members of the School to put forward their cases more readily than previously.

In the staff survey, 31 staff agreed they understand the promotions process within the School (11F, 20M), 26 staff were unsure of how the process works. Of the 31 who understood, 13 agreed that the process is fair and transparent (6F, 7M). The data suggest that female members of the School understand the promotions process less well than male members [AP5.3.6], though the gender split of staff that feel they understand the process is relatively even (46% F, 54%M).

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

Research in the Faculty of Life Sciences provides a highly supportive environment for PG students and facilitates exchange of ideas, expertise and reagents. During induction, all doctoral students complete a training needs analysis exercise with their supervisory team to identify a schedule of training throughout their research programme. This forms part of the student's Personal and Professional Development Plan and maps to The Researcher Development Framework from Vitae to ensure that our doctoral

training aligns with the principles set out in the concordat to support the career development of researchers. To this end, UoB takes a collaborative, whole-institution approach to training and development for doctoral students. All faculties and professional services come together to provide doctoral students access to a range of opportunities aimed at extending their personal transferable skills, with a view to enhancing their research experience and prospects for employment. In addition to generalised training in research design, ethics, writing skills and literature/data management, specialised content and training is made available in a range of areas aligned to Medical Research Council skill priorities, including mathematics, statistics, bioinformatics, digital healthcare, imaging and business innovation in the life sciences. Doctoral students also attend and contribute to research seminar series, journal clubs and an annual Research Open Day and doctoral student conference as part of their training and development.

SCB doctoral students have at least two supervisors providing academic guidance. In 2017, a mentoring scheme for doctoral students to provide pastoral and academic support independent of supervisors has been introduced. To measure the effectiveness of this new scheme questions will be included in the next postgrad survey [AP5.3.7].

Students at all levels can obtain career advice from the UoB careers service, however, support and advice typically comes from supervisors/mentors. In the postgrad survey, students have commented that they are satisfied with the level of training and support they receive. However, they would like to see more support to understand job opportunities outside of academia (e.g. Industry) [AP5.3.8].

Students are encouraged to take part in knowledge exchange (KE) activities. In the survey, students have commented that they are not always aware of KE activities. We will ensure that students are made aware of KE activities by adding them to the appropriate email lists [AP5.3.9].

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The University-wide RKTS department provide training to all academic staff in grant writing, resource planning and costing, research ethics, and specific funding e.g. EU Horizon 2020. RKTS provide a one-to-one service to support all staff research grant applications; advising on alignment to external funding priorities and eligibility; matching opportunities to an individual; advising on funder guidance and submission process; supporting planning and costing; and providing best practice and non-technical review of applications. All grant applications are reviewed internally by two academics before submission. RKTS also support the applicant through post-award contracting and grant maintenance through the life cycle of the award. Unsuccessful applicants are reassured and helped to strengthen applications using reviewer feedback. The workload model includes time allocation for grant writing (see [AP5.3.10]).

At a School level, research Away-days are held annually with additional bespoke seminars from researchers who have recently been awarded and/or rejected from recent grant applications with a view to share learning among all members of the School. For example, in 2016 a seminar was held by an early career researcher who was awarded a perfect triple 6 score for a Medical Research Council Young Investigator

Award application. The former Pro-vice Chancellor for Research and Knowledge transfer has introduced a training course 'Realising your Research Potential' for all academic staff across the University. Uptake was low within the School (1F in 2016) and the training scheme has discontinued since.

External funders regularly visit UoB to share their current schemes and funding policy with researchers in the School, however, there are currently no formal mechanisms for recording gender uptake of these visits **[AP5.3.11]**.

5.4. Silver Application Only

5.5. Flexible working and managing career breaks

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

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

New parent leave information is available at UoB webpage 'Family Friendly' section. Detailed information/policy for current members of staff regarding length, payments, pension, annual leave and returning to work is available to staff electronically using the HR ServiceNow web-portal system but a dedicated HR contact for SCB who provides all details of procedures specifically for the School needs to be identified **[AP5.5.1]**.

Staff are offered a one-to-one meeting with HR to discuss maternity leave options. Following line manager notification of pregnancy, detailed risk assessment of the staff member's work environment is undertaken and research and teaching commitments discussed in consultation with appropriate programme lead(s). Because no formal cover arrangements are in place during leave, procedures will be introduced ensuring staff are aware of the provisions in place to cover their leave **[AP5.5.2]**. From discussions with a mother-to-be (professional support staff), cover was recruited to include a 2.5 weeks handover period. UoB policy allows time off for antenatal appointments.

The staff survey identified 44%F academic staff believe that parental leave would damage their career, only 12%F (29%M) disagreed. The School recognises that female staff regard starting families as an inhibition to their careers and led by the HoS we will initiate a focus group to ensure that procedures are in place to both remove this perception and to ensure that all barriers in this respect are removed. This is particularly concerning for the School in the context of recent recruitment of high proportion of female staff to lecturer grades **[AP5.5.3]**.

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

Explain what support the department offers to staff during maternity and adoption leave.

Staff on parental leave may use 10 keeping-in-touch paid days to stay apprised of work developments and are also included in invitations to all social events. GENOVATE's

review on 'Maternity, paternity and parental review, University of Bradford' indicated staff found these difficult to access without childcare provision and that some staff members felt unable to make the most of the available days (see section 5.5. (iii)) despite availability of UoB nursery childcare.

During maternity leave, probationary extensions and extensions to contracts at risk of redundancy until return to work are possible with advice on all aspects provided by HR **[AP5.5.1]**. During maternity leave (paid or unpaid), staff can view and apply for all UoB job vacancies on the HR intranet page.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

The School implements University policies. Line Managers discuss support for transition back to work during keeping-in-touch days and on return, including workload/alternative working patterns. Several staff work flexibly or PT (see Section 5.5(vi)). PT work can be available for a flexible period, building up to FT gradually on a case by case basis with the line manager. There is currently no coaching program helping parents back to work after maternity/adoption leave **[AP5.5.4]**.

Risk assessments are carried out for mothers who have given birth within the last 6 months or who breastfeed. The main campus atrium has breast feeding facilities for women to express/store milk, though this and availability of play areas, nappy changing was not known by 78%F and 81%M staff (staff survey). Only 8%F and 6%M believe that the campus is child friendly.

Staff can access the UoB's recently refurbished (2014) nursery, near the main campus. The facility avoided potential closure in 2015 following consultation with staff and students, providing affordable childcare to students and staff with flexible drop off/pick up. Summer Club facilities and school holiday provision at Unique sports centre support staff with school age children. Drop in sessions for staff, students and visitors attending University conferences are also offered. UoB staff can use a salary-sacrifice Childcare Voucher scheme through HR ServiceNow (current uptake 1F, 11M).

FTC staff are expected to return to work for 3 months or to the end of their contract, whichever is sooner. For contracts that expire during the period of maternity leave, no undertaking to return is required and maternity pay under the University's Maternity Scheme will be paid until contract expiry if no new contract is available. UoB researchers can apply to the CLSM Wellcome Trust ISSF 'Support for Women Returners' scheme enabling staff returning from maternity leave/career break to apply for protected research time by providing teaching and administrative replacement cover. We will promote additional funding schemes to help staff return to research after a break of two years or more (e.g. Daphne Jackson Trust initiative) **[A5.5.5]**. Recent revisions to the UoB travel & expenses policy enable breastfeeding mothers to travel with their dependant(s), reimbursing any additional incurred costs provided the breastfeeding mother obtains line manager agreement, prior to travel **[AP5.5.6]**.

We will promote parental support network monthly coffee mornings proposed by the GENOVATE 'Maternity, paternity and parental review, University of Bradford'. There is

also scope to utilise and promote existing support mechanisms, such as the UoB's counselling service [AP5.5.7].

(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

3F members of staff took maternity leave between 2014-2017. 1 returned and another 2 are currently on maternity leave intending to return. One staff interviewee, who was about to go on maternity leave, was aware of the keep-in-touch days and was planning to make use of those. Maternity return rate is 100%,

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

SCB is committed to support staff whose partners are pregnant, recently given birth, or adopting, implementing University policy. Fathers benefit from two weeks full pay during paternity leave with the option of up to 26 weeks additional paternity leave within the first year of their child's life/adoption, provided the mother/primary adopter has returned to work leaving entitlement to maternity/adoption leave. The 10 keeping-in-touch days are available to staff on paternity leave.

From the staff survey, 5M (16%) became fathers since 2014 but only 2 took paternity leave between 2014-2017. Another father requested flexible working, particularly condensed hours to cover FT work over 4 days in 2014, but this was not approved. A reapplication in 2015 received approval for 5 months. So far, no staff have taken shared parental leave. Only 7%M academic staff agree with the statement that parental/adoption leave would damage their career, with 29%M academic staff disagreeing. To increase paternity leave uptake, better information will be provided via staff meetings and/or the SCB Away-day [AP5.5.8].

(vi) **Flexible working**

Provide information on the flexible working arrangements available.

Employees have the right to work part-time or request flexible working, i.e. job-sharing, annualised/compressed hours and re-arranged working patterns and the 2014 revised UoB policy provides a framework for managers and staff to follow when considering/making requests. PT arrangements (reversible if desired) are formalised if hours are reduced. At present, 15%F academic staff work PT, 4%F have worked PT in the past and 4%F wanted/do want to work part-time. No male member of staff currently works PT, however 3%M wanted/do want to work PT. 60%F and 71%M think that working PT would negatively affect their career. Of those who work/have worked PT, 33%F academic staff think this has negatively affected their career, whereas 56%F (60%F professional support staff) think that this has had no impact on their career. 40%F and 45%M believe it takes longer to progress if you work PT [AP5.5.9].

Flexible working with no change in hours is mostly arranged informally with line managers; 24%F and 32%M work flexibly at present, an increase on previously (16%F and 6%M). 40%F and 42%M agree that flexible working is supported and encouraged by SCB though 12%F and 10%M disagree and 16%F and 20%M believe working flexibly slows career progression. 48%F and 26%M are not aware of the flexible working policy and where to find it. We will ensure that a positive attitude to flexible working is communicated via a targeted message to all staff clarifying HR ServiceNow mechanisms for applications and monitoring applications and approvals/rejections ([AP5.5.9]). For those who work outside the normal working hours, the lone working policy and risk assessment are available through the 'Health, Safety and Wellbeing ServiceNow'.

Committee meetings are usually held between the core hours 10:00-16:00; occasionally, they take place outside of these hours to accommodate lay-member attendance. Occasional support for events is required outside core hours or at weekends due to attendance by the public or student applicants at open days. All staff are requested to support one of these events annually with the timetable set up with sufficient notice given to allow staff to plan caring arrangements, with time in lieu provided. 68%F and 55%F think meetings are scheduled in core hours with 88%F and 87%M agree all school meetings should be between these hours According to the staff survey, 56%F and 39%M think school meetings are at a time they can attend, whilst 8% of women and 16% of men think meetings are not at good times.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Staff may return PT for a flexible period and gradually increase to FT. This is decided in conversations with line managers during regular meetings. We will ensure that the possibility of changing hours after a career break is added as an item for discussion on the PDR checklist, but more importantly addressed in regular meetings with Line managers (see [AP5.5.9]). Parental leave uptake has been low in the last three years and none have transition between PT and FT roles.

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Following appropriate training (2009), a member of the School's EC (A Graham, F) has been a University Dignity & Respect contact. As a demonstration of the School's commitment to the advancement of gender equality in academia, Professor Anne Graham has participated as a role model in 2 rounds of the Leadership Foundation's Aurora Female leadership programme (2015 & 2016) and attended the Aurora annual conference in 2016. The benefits of her experiences there have fed in to her line management (6F, 1M) and mentoring (3F, 1M) and had impact within the EC and SAT committees, where her active leadership promotes the benefits of gender equality.

School meetings and the research seminar series take place at family friendly times. Social gatherings have followed School Away-days for research and teaching, these are advertised through the SCB email list well in advance to ensure they are as accessible as possible to all staff members. The School has strong links with the University's representative of the WISE network (E Brown, F) who is based in the Faculty of Engineering & Informatics. The School has committed to supporting future WISE events locally. Participation in the European Union funded GENOVATE project has been encouraged at Faculty and School level with presentations taking place at Faculty Assembly with opportunities to participate in workshops to collect data identifying barriers and successes. The SAT has developed into the EDOC, a committee which meets regularly and reports to the EC. School staff successes (in teaching and research) will be reported via the quarterly School newsletter and the details recorded in a database which will be reviewed at EDOC **[AP5.6.1]**.

(ii) **HR policies**

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The induction process directs staff to HR policies which are located on the HR 'ServiceNow' web-portal. For issues of grievance, bullying, harassment and medication, staff can contact their line manager, trade union representative or HR partner. The main policies that apply to grievance, bullying and harassment are dignity and respect policy and the disciplinary policy which all staff can access through HR 'ServiceNow'. Line managers along with HR partners will follow the policy through informal action or, if matters continue, formal procedures. No information is available on how line managers are made aware of changes to UoB policies. Any policy that has been updated is included in the weekly staff briefing and accessible on the intranet. We will ensure that staff and line managers are kept up to date with policies **[AP5.6.2]**.

(iii) **Representation of men and women on committees**

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

As outlined in Section 2 (Fig 2.3.), there are 6 committees in SCB with the chairs (2F, 4M) of each committee being part of the EC. Professional support staff have representation on 5 of the 7 committees. This structure has been recently implemented and was developed from recommendations of the SAT following staff and postgrad surveys.

On most of the committees, staff are included based on their experience and background and not their gender (Table 5.4). This is particularly obvious for the Examination and Delivery and the Laboratory Committee that are constituted by teaching and examination or laboratory roles, respectively, and appointed by the HoS. To ensure gender balance on SCB committees, membership information will be collected by the EDOC and if possible, committees will be formed by an application process including regular rotation of duties **[AP 5.6.3]**. Committee overload by gender does not appear to be an issue.

Table 5.4: Academic and support staff representation on SCB committees.

Committee	Male	Female	%F	Chair
Executive Committee	5	4	44%	M
Equality, Diversity and Opportunities	6	8	57%	F
Admissions	4	1	20%	M
Examinations and Delivery	8	2	20%	M
Laboratories	5	2	29%	M
Research and Knowledge Transfer	6	6	50%	M
New Appointments	6	8	57%	F
Average			40%	

There are only 2 female chairs, 28.5%, on the decision-making committees, which is concerning. We will address this by recommending that, where possible, each chair should appoint a deputy chair of the alternative gender. Deputy chairs will then take over the committee allowing for a regular rotation **[AP5.6.4]**.

(iv) **Participation on influential external committees**

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Opportunities on external committees are disseminated by senior management team members in the School and Faculty. All staff interested in participating in influential external committees discuss with their line manager and HoS or as part of PDR if the timing is appropriate. PDR reviewers encourage academic staff to consider appropriate opportunities when they arise. The data is collected at Faculty level and time allocations provided as part of the work load model.

To date, many of our academic staff (13F, 15M) are members or trustees of external committees ranging from the British Society for Neuroendocrinology, Royal Society of Biology, Royal Society of Chemistry and Editorial Board of Scientific Reports. To increase participation of our academic staff, we will improve awareness of these opportunities

by inviting key societies to give seminars and workshops as well as including a discussion point within PDR to discuss external opportunities. **[AP5.6.5]**.

(v) **Workload model**

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

In 2016, the decision was taken to implement a University wide workload model to provide transparency on staff activities and enable team leaders to identify opportunities for staff development. This model takes into account all teaching related duties (lectures, laboratories, workshops, exams and personal academic tutors), funded research time (staff % of FT equivalency of all projects are recorded via RKTS on grant submissions) with 10% of staff time allocated to scholarly activities. Staff research time is also entered via an algorithm recognising contribution for published outputs, grants submitted to funding bodies and other relevant outreach activities. Significant administrative responsibilities have agreed loads across the Faculty to ensure consistency. Following system review (2017), teaching loads will be allocated by module leaders directly into the system. Wherever possible, gender balance is applied to line management and mentor teams and individual staff will see their workloads as part of the PDR, with discussions taking place to redistribute elements of workload where appropriate e.g if a staff member wins substantial research funding. For promotion, staff will submit their case against the transparent criteria to the EC who make a collective decision on cases for regrade and are involved in feedback provided.

In the staff survey a significant number of staff commented that they were unsatisfied with the transparency of the workload model because this has not been distributed to staff yet. The EC have agreed to improve this in the future and aim to provide all academic staff with their own workload model **[AP5.6.6]**. The workload model currently only applies to academics and not technical support staff as they are managed on Faculty level. As a School, to allow for transparency of workload of all members of staff, the EC will work closely with the Faculty to allocate a workload model for technical support staff **[AP5.6.7]**.

(vi) **Timing of departmental meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

There is a policy in place that meetings are held between core hours of 10am and 4pm. 61% of staff agreed meetings are currently held between these times, however, 12% of staff feel that meetings are not held at a time that is possible for them to attend **[AP5.6.8]**.

The school organises formal social gatherings at an infrequent basis. Following the reorganisation and merger, many members of staff were introduced to their new colleagues at a social Christmas meal in 2016, and there have been social meals following bi-monthly staff meetings and School networking days. However, the staff

survey indicates that 60% of staff did not feel this was particularly regular. Roughly 10% of staff said they would not wish to attend social events, 40% of these were from the technical support team. 15% of staff have indicated a desire for more regular and formal networking events **[AP5.6.9]**.

(vii) **Visibility of role models**

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

SCB values many role models within the school and is learning ways to actively promote them. In addition to bi-monthly school meetings, each research group has been approached to deliver at least one seminar each semester to the school celebrating recent SCB research. For autumn 2017, 5 seminars have been organised (5M, 2F speakers) and further seminars will be organised ensuring gender balance of speakers and chairs **[AP5.6.10]**. The EC and seminar organisers have agreed that one seminar in each academic term will be hosted by EDOC and provide a platform for successful female role models **[AP5.6.11]**.

The School is also invited to (and presents at) Faculty level seminars which has historically provided a mix of speakers from each gender (in 2017 8M, 6F speakers have been scheduled). The recent promotion of 2 staff to professor (1M, 1F) and appointment of a new Chair in Skin Sciences (1M) led to an EC suggestion to organise a social event to enhance the visibility of these successful staff as role models (see **[AP5.6.9]**).

Academic staff within SCB run two parallel social media feeds @UoBBio and @UoBChem. These feeds promote research and social activities, highlighting positive role models within the school (Fig 5.5).

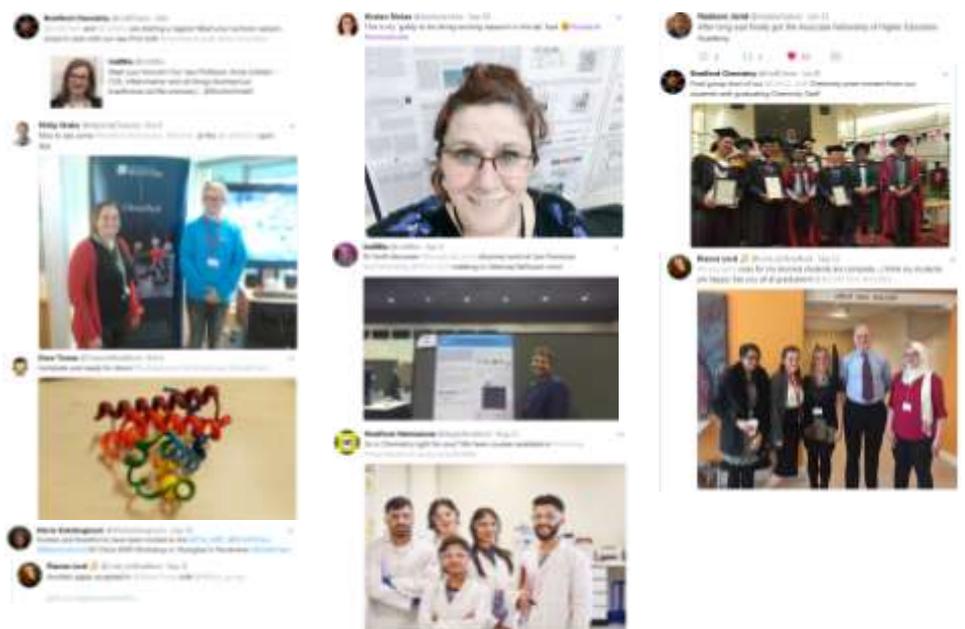


Fig 5.5: A selection of tweets and retweets by @UoBChem and @UoBBio highlighting contributions of SCB academic staff and students.

The SCB website is externally managed by the University marketing team. SCB staff have actively engaged increasing the visibility of SCB teaching and research. All School promotional material features students of mixed genders and ethnicities in all areas (Fig 5.6). Within the SCB website there is an Athena SWAN section which celebrates engagement with the Charter and promotes gender equality. SAT member link this to their staff profiles. Both SAT and HoS have encouraged all staff to upload a picture to their staff profiles (uptake 66%M, 80%F) and update them to contain all teaching, administrative responsibilities and their research portfolio [AP5.6.12].



Fig 5.6: Typical image selection from SCB website

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

In summer 2017, 20 academic staff (8F, 12M) from SCB were involved in outreach during clearing (advice to applicants, tours of facilities, making offers of places on courses), this occurs every August. During the academic year, there are four University open days plus additional school applicant experience days. All academic staff are recognised for 20 hours in the workload model to contribute to these activities. Current students are trained as ambassadors and contribute to recruitment events. Student ambassadors are reimbursed for their time on these events.

A main outreach opportunity for students within SCB is STEM with 35% of student members being on Chemistry degrees (equal F and M split). Student who undertake outreach within the University can have their hours logged onto their transcripts under the higher education achievement report scheme. These include hours given to societies/sports as executive members or volunteering such as STEM.

In the postgrad survey, students commented that they would like to be more involved in outreach activities (see **[AP5.3.10]**).

6012 words

6. SILVER APPLICATIONS ONLY

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words

Following rearrangement of FLS Schools (Fig 7.1) SCB is now the second largest School within FLS. SCB engages strongly with issues at a Faculty level, evidenced by FLS Associate Dean for Learning and Teaching (M), Associate Dean for RKT (F) and Director postgraduate research (M) being SCB academics. SCB contains UoB Analytical Centre (AC) - a research service that provides scientific analysis and also engages in commercial research and knowledge transfer activities (Fig. 7.2).

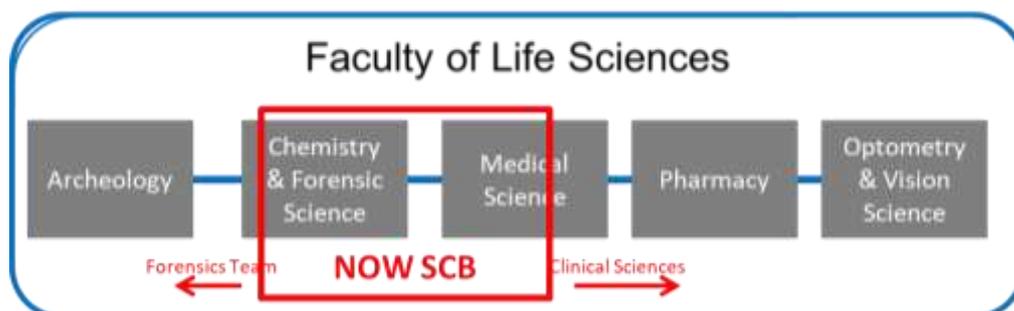


Fig. 7.1: Rearrangement of FLS to form SCB from previous structure.

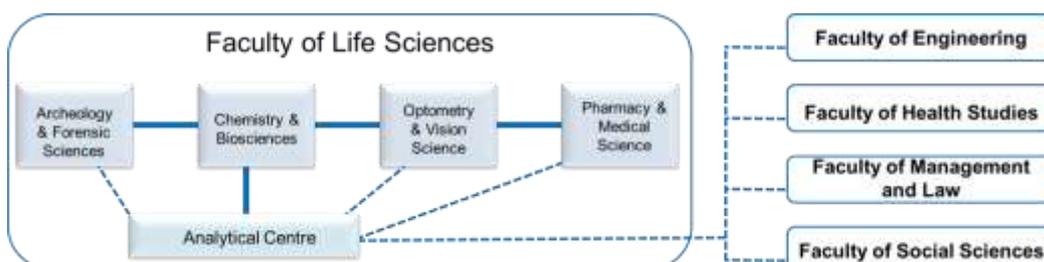
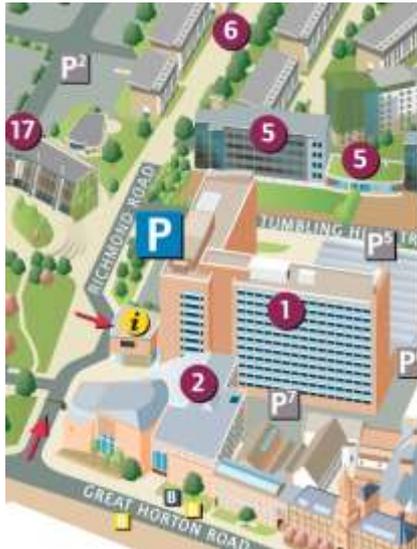


Fig.7.2: Analytical Centre offers services to all Schools within the Faculty of Life Sciences and all Faculties within UoB.

SCB is located across two buildings in the centre of the City campus (Figure 7.3), with most (80% of staff) located in the Richmond Building. This is the largest building on campus and staff are located on C floor (Administrative and technical support), G and H floor (BMS offices, teaching labs and research labs), J floor (Chemistry offices and teaching labs) and M floor (Chemistry offices and research labs). A few members of the School (~20% academic staff and ~5% technical services) have offices in the Norcroft building, located directly opposite the Richmond building, where Analytical Centre is based. The Analytical Centre currently runs open access analytical scientific equipment that is available to all members of the School on demand to facilitate their research goals.



- 1. Richmond Building
Offices, Laboratories
 - 2. Richmond Atrium
- coffee bars & social space
 - 5. Norcroft Building & Centre
- Offices, Analytical Centre
 - 6. The Green
- Student Accommodation
 - 17. STEM Centre
- Laboratories for Schools Outreach
- i. Reception*
P - Visitor only parking
P² to P⁷ - Staff and student parking
B - Bus stops

Fig 7.3: Illustrative map of the central UoB campus.

Most of FLS is also based across the Richmond and Norcroft Buildings, giving staff easy access to faculty administrative support and inter-school collaborations. Meeting and seminar rooms are located in both the Richmond and Norcroft building, and the Richmond Building is attached to a large foyer / refectory with plenty of public space for informal meetings.

The School will continue to organise annual research and teaching team building days, participation in the Faculty Research Open Day and postgraduate researcher mini-conference (held in June each year) is promoted as a development opportunity for all research active staff (including contract researchers) and MSc students.

301 words

8. ACTION PLAN

This action plan sets out activities within SCB which will address issues identified by the Bronze award self-assessment submission. Implementation of this plan will be monitored by the EDOC (former SAT, see section 3.2) who will have continued representation at the School EC. A report on progress against these action plans will be presented to the EC on an annual basis. This plan is divided into themes corresponding to criteria in the submission document.

ACTION PLAN

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
Section 2: Description of the department						
AP2.1.1	SAT Representation on all SCB committees.	SAT representative sit on 5 of the 7 school committees. Athena SWAN is on the agenda of all meetings.	Discussion with chairs of SCB committees to provide a clear line of communication.	EDOC chair	Dec 2017	Athena SWAN remains a standing item on all SCB committees. Continued representation at EC and all other committees
Section 3: Self-Assessment process						
AP3.1.1	Review of SAT (future EDOC) membership and leadership to ensure full representation including ethnicity and gender of all groups (students and staff).	There are 58%F on the SAT. There is 1 PhD student on the SAT.	Inclusion of members (students and staff) from ethnic minority background to ensure full representation through advertisement at staff meetings, Away-days and SCB newsletter.	EDOC	Nov 2018	Membership review process in place and included in EDOC planning cycle. Move towards gender and ethnicity balance of staff and student representation.
AP3.2.1	Continue staff and postgraduate student surveys on an annual basis to provide success indicators on the implementation of action points.	The staff survey carried out in May/June 2017 had high uptake (80%, 25F, 31M, 1non-binary). The postgraduate student survey carried out in Aug 2017 had high student uptake (86%, 11F,8M).	Surveys will run each May (staff) and August (students). Process will include a review of previous surveys to include specific questions to measure the	EDOC	annually	Surveys will be repeated annually and data will be analysed to give EDOC a measure of changes in school attitudes and responses. At least 80% response rate in each survey.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
			efficiency and implementation of action points.			Responses in surveys will be compared against action points.
AP3.2.2	Action plan to be circulated to all staff and students.	Action plan has been approved by the EC.	Action plan will be circulated to staff and students via email before the next staff meeting.	EDOC chair	before next staff meeting on 05 Dec 2017	Evidence that the email circulation is sent out. Reporting that staff and students have received action plan.
AP3.2.3	Ensure that SAT/EDOC membership is recognised in workload model and time spent on SAT/EDOC is taken into account.	Conversation with EC has confirmed that SAT/EDOC membership will be recognised in workload model. No formal details of hours given in writing.	Conversation with other SAT groups in University will benchmark appropriate timeframe. An alternative framework for recognition for technical staff will be implemented.	HoS EC	Dec 2017	All SAT members are acknowledged for their contribution through a framework within Academic and Technical staff workload models.
AP3.3.1	Establish EDOC standing group to ensure that our Athena SWAN journey continues and the action plan will be implemented timely and accurately.	Discussions with all current SAT members to continue their roles have already taken place.	Further recruitment to ensure continued representation across the School through advertisement at staff meetings, Away-days and SCB newsletter to all members (staff and students) in the School.	EDOC chair	Dec 2017	Action plan success will be accurately assessed. New actions will be developed. EDOC reports directly to EC and has representation on EC. EDOC will feed into the Faculty Equality and Diversity forum.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
AP3.3.2	School ambition for Silver Athena SWAN accreditation.	SAT has recommended improvements in data tracking across Faculty.	Conversations in School/Faculty whether SCB should apply for Silver AS accreditation or if other Schools in the Faculty will be prepared to contribute to a faculty-wide submission.	EDOC FLS Senior Management	Nov 2019	SCB is either part of single or Faculty wide Athena SWAN Silver submission within the next 3-5 years.
AP3.3.3	Biennial review of EDOC membership offering the opportunity for new leadership bringing new ideas.	Current SAT co-chair Dr Gisela Helfer will take over leadership of EDOC.	Establish a biennial review of EDOC leadership and membership. Arrivals of new leaders will be staggered to allow smooth transition.	EDOC chair EC HoS	Nov 2019	Leadership and membership review in place and included in EDOC planning cycle.
AP3.3.4	Enhance HR liaisons to ensure all data are both accurate and timely submitted to EDOC on a rolling basis.	SAT has identified areas where staff/student data recording by HR could be improved. These have been fed backwards with close communication with university stakeholders. David Keoghan (UoB HR Systems and Analytics) has been named as HR contact.	HR representative will be invited to join EDOC meetings to ensure lines of communication between School and University services are strong. HR will provide data on a rolling basis.	EDOC named HR contact (currently David Keoghan).	Annually	Up to date SCB specific quantitative and qualitative data readily accessible. Attendance of HR representative will be recorded in EDOC minutes.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
Section 4: A picture of the department						
AP4.1.1	Monitor gender split within undergraduate student courses for local variations to ensure student intake stays within 10% of gender parity.	SAT has analysed UG applications, offers and enrolments. SAT has benchmarked current Chemistry and BMS student bodies compared to other universities	EDOC will continue to monitor student intakes and report any persistent imbalances to the EC. If any course exceeds current levels of gender imbalance admissions tutors / programme leads will be consulted to derive any reasons / explanation and propose an action plan with corrective measures, e.g. staff outreach activities in local schools.	EDOC named HR representative Admission tutors Programme leads	annually Sep 2018, Sep 2019, Sep 2020	Student data are reported to EDOC for evaluation on an annual basis. Gender split is monitored and stays within 10% of gender parity.
AP4.1.2	Examine student attainment to ensure inclusivity across programmes.	F UG students achieve a higher ratio of first and second class degrees outperforming M UG students. Annual module reviews are sent to programme leads for review.	Programme leads will demonstrate that programmes are inclusive in course design and examine whether attainment is discriminatory. Findings will be reported to EC.	EDOC EC Programme leads	annually Sep 2018, Sep 2019, Sep 2020	Student attainment is within gender parity for first and second class degrees.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
AP4.1.3	Continue to analyse data in PG enrolment to see if variations in F/M uptake continues.	Current PG enrolments have slightly lower uptake amongst M students. Numbers of PG students are low so no action has been proposed at this time.	PG enrolment will be monitored to discover whether trend is real or specific and benchmarked across other institutions. If the trend continues admissions tutors / programme leads will be consulted as above [AP4.1.2].	EDOC	annually Sep 2018, Sep 2019, Sep 2020	Student data is reported to EDOC for evaluation on an annual basis.
AP4.1.4	Part time data for PG Research students is unknown.	SAT has communicated with PG research co-ordinator that this needs to be formally recorded.	PG co-ordinator will provide annual snapshot of current PG research students for each academic year, disclosing PT / FT data.	EDOC SCB postgraduate research co-ordinator	annually Sep 2018, Sep 2019, Sep 2020	Student data will be reported to EDOC for evaluation on an annual basis. Gender split will be analysed for PT/FT PG students.
AP4.2.1	Improve gender balance at SL level.	The number of Senior Lecturers is very low (20%). A new transparent promotion framework which identifies requirements for promotion to SL has been implemented by EC.	Recent academic recruitments have been at Lecturer grade (50%F) and it is anticipated that these staff will go through promotion process in the next years. All staff at Lecturer level will be actively encouraged to apply	HoS EC line managers	Nov 2020	SL gender parity will bring female representation in line with that at Lecturer and Reader level (50%F).

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
			<p>for promotion to SL facilitated by the newly implemented promotion framework. Discussions will take place with line managers in PDRs. Recently 1 F was promoted directly from SL to Professor and she will act as a role model for female staff in an advisory role. There are no current plans to recruit directly into SL level.</p>			
AP4.2.2	A working group will be set up to review the process that promote career progression of FTC staff.	HoS has committed to set-up a working group to investigate career progression of FTC staff.	Working group will be set up to provide focused support to post-doctoral and post-graduate researchers providing career development advice from senior colleagues. The working group will report directly to the EC.	HoS EC working group	working group to be set up by Jan 2018	Re-deployment of researchers on FTC contracts will be increased.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
4.2.3	Data on staff destination after leaving will be recorded.	The SAT has identified that data on staff destinations after leaving are unavailable.	Staff leaving SCB will be encouraged to complete the exit interview from HR in conversation with line managers before leaving. Data will be recorded and analysed by EDOC.	EDOC HR line managers	ongoing, starting with immediate effect	Staff destinations after leaving will be available and analysed.

Section 5: Supporting and advancing women's careers

Section 5.1: Career transitions

AP5.1.1	Revise the wording of job advertisements to emphasise the commitment of the University (and within that SCB) to flexible working, equal opportunities and the principles of the Athena SWAN charter.	The University jobs website contains the Athena SWAN logo and a statement of 'Confronting Inequality : Celebrating Diversity'.	A statement will be included in all job descriptions, e.g. <i>'The University of Bradford is committed to providing equal opportunities and flexible working for all employees at all levels of the organisation. We subscribe to the principles of Athena SWAN in providing a supportive and flexible working</i>	EC HR and web team	included in all SCB job descriptions by Apr 2018	Wording included in SCB job descriptions for all positions at all levels. Proportion of F applicants increased towards 50% within three years.
---------	--	--	--	-----------------------	--	--

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
			<i>environment and promoting gender equality'.</i>			
AP5.1.2	Applicant interview panels will be gender balanced to ensure that our interview panel represent our workforce.	SCB policy currently states that there should be at least 25%F on interview panels. We currently aim for this but there are no formal mechanisms to ensure that it is happening. Unconscious bias training is provided for all staff who are involved in interview panels.	Liaise with HR to ensure these data are captured and transmitted to the EDOC on a regular basis.	EDOC named HR representative	Nov 2018	HR will capture information on applicant interview panels when arranging job applicant interviews. EDOC will receive information on a rolling basis.
AP5.1.3	Improve the integration of new staff into SCB by developing a support network from induction throughout the first years of the appointee's career that facilitates their progression in all aspects of their role. Ensure that UoB induction processes and procedures are completed and followed up.	SCB has recently established a New Appointees committee to improve existing induction structures and create an inclusive environment for staff. All new members of staff will automatically be enrolled on this committee. Both HR and RKTS have presented timeline-workflow charts so that new staff can see both process for PDR and grant submissions and have a	The New Appointees committee will create job-specific new starter guides covering all aspects of their role, e.g. where to find help with research, teaching expectations and promotion criteria. A local induction will take place with an allocated 'buddy' from within their department	New Appointees committee HR Line managers	Jun 2018	Data from annual staff surveys indicating that >70% of all staff find the induction process useful, are aware of the social spaces, have found the buddy system beneficial to their integration into the School and feel that they are fully integrated into SCB both socially and professionally.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
		fuller awareness of what will be expected of them.	providing close guidance for the first months of arrival. HR will ensure that all new starters attend a compulsory University induction. Integration within SCB will be facilitated by an introduction in the new SCB newsletter and invitation to attend and present at school-wide weekly seminars.			
AP5.1.4.	Encourage more females to apply for promotion to increase gender parity in staff applying for promotion.	New documents on promotion criteria have been generated by the EC and discussed at a Staff meeting.	A new question will be included in the anonymous staff survey to determine why F staff do not apply for promotion. Line managers will speak to F staff members during PDR to encourage them to apply for promotion where appropriate and to give support during the process.	Line managers EDOC	Start Jan 2018	The number of F staff applying for promotion will increase to gender parity by 2020. New question on staff survey will demonstrate if F staff feel adequately supported.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
Section 5.3: Career Development						
AP5.3.1	Communicate the benefits of the Unconscious Bias training to all members that have not completed the module.	68% of SCB have completed the Unconscious bias training.	All members of staff will be encouraged to complete the Unconscious bias training.	EDOC	Dec 2018	90% completion of the Unconscious Bias training across all members of staff.
AP5.3.2	Monitor SCB uptake data for GENOVATE forum to increase awareness of equality and diversity issues for women and men in research and innovation.	SCB staff members have attended previous GENOVATE cafés but this was not formally recorded.	Encourage SCB staff to attend GENOVATE events through separate email invitations. Ensure uptake data are monitored for future GENOVATE events / cafés.	EDOC GENOVATE (Prof Uduak Archibong)	Jan 2018	GENOVATE uptake data will be available and assessed by gender split aiming for 50%F attendance.
AP5.3.3	Advertise WISE and other career development forums to empower female academics.	The University is part of the WISE network. 7 members of staff (5F, 2M) are registered to attend Bradford Leader an UoB initiative to provide leadership training for all members of staff.	Ensure that staff in SCB are aware of WISE events. Host seminars to raise awareness of these initiatives. Consult with other Universities to be part of regional events. Consult with UoB Equalities and Diversity Officer to identify	EDOC UoB Equality and Diversity Officer	Nov 2019	Increased number of female and male SCB staff in WISE and other career development events and training courses.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
			administration and financial support.			
AP5.3.4	Increase the amount of staff networking opportunities within SCB for local collaborations.	SCB has had several Away-days to increase staff networking. The 6 research themes have been encouraged to begin monthly seminars to increase knowledge of each other's work and provide networking opportunities.	A re-launched seminar programme will be developed to deliver weekly cross school invited seminars from the research themes. These will be scheduled to maximise attendance for staff with flexible working arrangements.	Seminar series organisers EC	Jan 2018	Register of attendance will show gender split of attendance (aiming for 50%F attendance).
AP5.3.5	Ensure that all new / returning staff are given the opportunity to enrol and engage with the mentoring process and extend this to staff at all levels for as long as staff feel it is beneficial for their career.	A mentoring system is currently in place for early career academics (grade 8/9)	Discussion with senior management around workload allocation and roll out to all new members of staff, irrespective of grade. Every member of staff has a mentor if they want one and mentors are given workload provision.	HoS, EC, line managers	annually Sep 2018, Sep 2019, Sep 2020	Annual staff survey will provide data if this has been taken up and improved.
AP5.3.6	Disseminate the newly adopted promotion support forum to encourage F	Process has been established and used in the SCB executive committee for two	Communicate the revised process to SCB staff in staff meetings and Away-	HoS Executive Committee	Jan 2018	An increased number of applications to SCB executive committee from all levels with parity across

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
	applications from across SCB.	promotion applications (2M).	days.			gender.
AP5.3.7	Review effectiveness of mentoring for PhD students providing pastoral and academic support independent of academic supervisors.	Mentoring system has started in summer 2017.	Students will receive mentors who provide pastoral and academic advice independent of PhD supervisors.	SCB postgraduate research Co-ordinator	annually Sep 2018, Sep 2019, Sep 2020	Adding a question to the postgraduate student survey will provide information on the effectiveness of the mentoring system.
AP5.3.8	Improve career development advice for students to enable them to make informed decisions about their career.	Training is available at Faculty level.	Introduce career progression seminars, invite Industrial partners, stakeholders, etc.	New Appointees Committee SCB postgraduate research co-ordinator	annually Sep 2018, Sep 2019, Sep 2020	Repeat of postgraduate student survey will show if this has improved.
AP5.3.9	Put measures in place to ensure that students are aware of KE activities.	Postgrad survey has highlighted that PhD students want to participate more in KE activities.	Supervisors and mentors will highlight KE activities. Opportunities will be highlighted at Induction. PhD students will be invited via emails when KE activities take place.	SCB postgraduate research Co-ordinator	Before new intake of PhD students Sep 2018	Increase involvement of PhD student in KE activities recorded through attendance sheets. Repeat of postgrad surveys will show if this has improved.
AP5.3.10	Explore time allocation for grant writing and advertise the support offered by the university to assist with grant writing processes	RKTS has provided a new handbook. This was highlighted in the New academic forum. Grant writing training courses are already available.	Establish a better conversation with RKTS for reporting data on grant submission of SCB academic staff.	EC Line management	annually Sep 2018, Sep 2019, Sep 2020	Time allocation in workload model. Increased grant applications and increased support for grant

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
			Potential grant submission and time allocation in the workload model will be discussed through the PDR process.			application. Repeat of Staff survey will show if this has improved.
AP5.3.11	Monitor gender balance of invited external seminar speakers and uptake by SCB staff.	The research themes have been encouraged to begin monthly seminars.	The seminar programme will be developed to deliver weekly cross-school invited seminars from the research clusters. These will be scheduled to maximise attendance for staff with flexible working arrangements. Gender balance of invited speakers and attendees' will be monitored.	Seminar series working groups	Nov 2019	Regular attendance monitoring will show uptake and analysed for gender split (aiming for 50%F attendance).
Section 5.5. Flexible working and managing career breaks						
AP5.5.1	Enhance HR liaisons to ensure that all details of procedures and policies related to maternity leave are effectively communicated.	SAT has identified areas where staff - HR communication and access regarding maternity/paternity leave could be improved.	HR will be invited to join EDOC regularly and ensure lines of communication between School and university services remain strong.	EDOC named HR contact	annually Sep 2018, Sep 2019, Sep 2020	Raise awareness of maternity/paternity and shared parental leave to above 75%. Annual staff survey outcomes will indicate raised awareness and

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
			Named HR person will be involved with the process and invited to EDOC meetings.			satisfaction regarding maternity leave and related procedures.
AP5.5.2	Prepare a Standard Operating Procedure (SOP) to increase awareness for work leave procedures.	SAT has identified that, although the role of support staff while on maternity leave is covered through recruitment, for academic staff work is reallocated informally.	An SOP will be prepared to increase awareness of the provisions that are in place to cover maternity/paternity/adoption leave.	Line management and programme leads	Sep 2018	Relevant SOP is in place and in use. Annual staff survey outcomes will indicate raised awareness and satisfaction regarding parental leave and related procedures.
AP5.5.3	Set up a working group focusing on removing the perception that career breaks are damaging.	The staff survey identified that 44%F academic believe that parental leave would damage their career.	A focus group, led by the HoS, will be commissioned to develop an action plan to ensure all barriers for female staff will be removed.	HoS EC	A focus group will be in place by Jan 2018 to report to EC in May 2018.	Follow up staff surveys will demonstrate that perception that parental leave damages career development will be removed (increase to above 50% disagree).
AP5.5.4	Ensure that all returning staff are given the opportunity to enrol and engage with the mentoring process and extend this to staff at all levels for as long as staff feel it is beneficial for their career.	A mentoring system is currently in place for early career academics (grade 8/9).	Discussion with Executive committee around workload allocation and roll out to all new members of staff, irrespective of grade, and allow extension should staff request this. Every member	EC HoS Line management	Sep 2018	Follow it up on the staff survey to measure effectiveness of mentoring process.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
			of staff has a mentor if they wish and mentors are given workload provision			
AP5.5.5	Promote funding schemes that aid staff returning from leave.	SAT has identified that staff feel that returning from paternity leave may slow down research activities. The Daphne Jackson Trust initiative and the CLSM Wellcome Trust ISSF 'Support for Women Returners' scheme are available for SCB academics.	Increase awareness of additional funding schemes by inviting speakers to promote funding schemes through the RKTS	EDOC and Line management and RKTS	Sep 2020	Increase in grant application by F returners. Increased satisfaction recorded in the next staff survey regarding funding schemes awareness.
AP5.5.6	Implement travel policy related to breastfeeding mothers travelling with their dependent(s).	SAT has identified that the UoB travel policy has been updated to enable the continuation of breastfeeding while on University business (e.g. conference attendance).	Line managers will ensure that breastfeeding mothers are aware of this policy before making any travel arrangements.	Line management and Health and Safety and Wellbeing team	Jun 2018	Increased uptake of this travel option. Maintain satisfaction (above 80%) recorded in the next staff survey regarding support following maternity/adoption leave.
AP5.5.7	Utilise and promote existing support mechanisms for new parents.	SAT has identified that parents may feel isolated and overwhelmed trying to balance work-life activities.	Line managers and mentors will ensure that staff are aware of the counselling service available at the UoB and encourage	Line management and mentors	Jun 2018	Maintain satisfaction (above 80%) recorded in the next staff survey regarding support following maternity/adoption leave.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
			networking with other parents through the University nursery			
AP5.5.8	Promote paternity and shared parental leave to increase paternity leave uptake.	SAT has identified that paternity and shared parental leave uptake is low (16%).	Line managers and mentors will ensure that fathers-to-be are aware of the paternity and shared parental leave allowance. Information will be provided via staff meetings and SCB Away-days.	Line management and mentors	Jun 2018	Increased paternity/shared parental leave. Awareness increase to above 75% recorded in the next staff survey.
AP5.5.9	Promote the School's positive attitude to part-time and flexible working patterns.	Survey suggested some staff feel part-time is not encouraged and negatively affect their career (60%F, 71&M). Survey suggested some staff are not aware of the policies regarding flexible working.	All line managers and mentors will ensure that staff receive appropriate, supportive advice during PDR. A targeted message to all staff will clarify mechanisms for applications for part-time and flexible working patterns. Applications made for informal flexible working will be recorded.	EC EDOC Line management and mentors	annually targeted message to be sent by Jan 2018	Improved responses in staff survey regarding perceptions of part-time and flexible working decrease to less than 30% of staff who believe it will negatively affect their career. Improved responses on staff survey regarding awareness of policies related to flexible working and implementation to above 75%.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
Section 5.6 Organisation and Culture						
AP5.6.1	To organise a quarterly school newsletter to report achievements of all staff and students within the school (teaching, research, outreach).	Staff have being contacted to request achievements and news for the first newsletter to be circulated in December 2017	Continued contact through the SCB distribution email list to allow achievements to be passed to the editors of the newsletter. School newsletter will be published quarterly.	Newsletter Editors EDOC	Ongoing, with Quarterly output starting in December 2017	A record of the quarterly newsletters sent to students, staff and alumni recording achievements of all staff (academic, technical support staff) and students within the school.
AP5.6.2	Staff and line managers are kept up to date with HR policies to ensure consistence in application of policies.	Line managers have been consulted regarding information in changes in policies.	Formal arrangements with HR for distributing changes in policies to all staff.	EDOC line managers named HR contact	Jan 2018	All line managers are aware of changes to HR policies and communicate changes with staff. Future staff surveys will indicate an increase of internal communication (75% and above). Future staff surveys will include question regarding effective communication.
AP5.6.3	Monitor gender balance on all decision-making committees.	Information on current committee structures has been collected.	Data about gender balance will be collected on an annual basis. Committees will be formed by application to ensure gender balance.	HoS, EDOC chair	annually	Gender parity on all decision-making committees. Accurate data collection to assess this.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
AP5.6.4	Deputy chairs of the alternative gender will be appointed on all decision-making committees to enable gender balance	Two committees (EC and EDOC) have already deputy chairs appointed.	Discussion with chairs of SCB committees to provide a clear line of action. Appoint deputy chairs of the alternative gender.	EC chairs of all committees	Jan 2018	All decision making committees will have chair and deputy chair, 1 being F and 1 being M.
AP5.6.5	Increase participation of academic staff on external committees,	Currently 13F and 15M of academic staff are on external committees. Influential Societies (e.g. Royal Society of Biology) have been invited to introduce themselves to staff and students.	Invite speakers from societies to give seminars and workshops. Disseminate opportunities to staff. Invite current staff members who are on external committees to give career development seminars to encourage participation of others.	Chair of RKT committee	Nov 2019	Increase the number of academic staff on influential external committees to above 70%.
AP5.6.6	Academic Staff will have access to a transparent and fair workload model.	Data has been collated for 2017/18.	Data will be updated every term and staff will be able to access their workload model.	HoS EC Line managers	roll-out of workload model in Dec 2017 Data updated every term.	A fair and transparent workload model will be accessible by all academic staff. In future staff surveys an increase to 70% saying the allocation of the workload is clear and transparent for academic staff.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
AP5.6.7	Technical support staff will gain access to a transparent and fair workload model.	Data has been collected that indicates that technical support staff want a fair and transparent workload allocation.	Our findings will be shared in the upcoming University-wide technical review. The School EC will work closely with the Faculty management to implement a workload model for technical support staff.	HoS EC Faculty	Nov 2020	A fair and transparent workload model will be created for technical support staff. In the survey an increase to 50% saying the allocation of the workload is clear and transparent for technical support staff.
AP5.6.8	Ensure meetings are held within core hours to allow for all staff (PT and FT) to attend.	Current University policy is followed whenever possible.	Reiterate to all line managers that meetings must occur within core hours.	EC line managers	Feb 2018	Increase staff agreeing that meetings are held between core hours to above 75%. This will be monitored in the staff surveys.
AP5.6.9	Increase in social events (e.g. Christmas meal, social meals after Away-days) that all staff can attend if they wish.	A social secretary has been appointed.	Regular social events will occur at times accessible to all staff this will include lunch time social events.	Social secretary EDOC	Nov 2018 Christmas meal 2017	Social events will increase. Attendance will be monitored. Annual staff surveys will provide feedback on the success of these (increase to above 60%).
AP5.6.10	School seminars will be led by an equal number of female and male speakers.	Seminars have been organised for autumn 2017.	Seminars will be organised for all terms with a gender balance in speakers. EDOC will collate data on speakers and chairs.	Seminar organiser EDOC	Feb 2018	Data on speakers and chairs in the seminar series will be collected ensuring gender parity.

No.	Planned Objective	Actions Already Taken	Further actions planned	Responsibility	Timeframe	Success Criteria
AP5.6.11	EDOC will host an Athena SWAN seminar per academic term to promote female role models.	EC and seminar organisers have agreed that one seminar in each academic term will be hosted by EDOC.	EDOC will identify female speakers for Athena SWAN seminars.	Seminar organisers EDOC	starting in Feb 2018 seminars will take place bi-annually.	Bi-annual Athena SWAN seminar as a platform for female role models. Increase results in the staff survey for 'enough female role models' to 75% in line with current results for male role models.
AP5.6.12	SCB website will be improved to increase visibility of teaching and research.	Staff have been requested to carry out updates to their web profile.	Academic and professional support staff will have an up-to-date profile on the SCB website. EDOC will request analytics on the website traffic to analyse visibility.	all staff EDOC	Jan 2018	Academic and professional support staff have an up-to-date website including a photograph. Increase % of staff having photographs to above 90% for both F and M. Website traffic will show improved visibility.



This guide was published in May 2015. ©Equality Challenge Unit May 2015.

Athena SWAN is a community trademark registered to Equality Challenge Unit: 011132057.

Information contained in this publication is for the use of Athena SWAN Charter member institutions only. Use of this publication and its contents for any other purpose, including copying information in whole or in part, is prohibited. Alternative formats are available: pubs@ecu.ac.uk