Athena SWAN Bronze department award application

Name of university: University of the West of England, Bristol

Department: Applied Sciences

Please note that the name but NOT the structure/composition of the Department will change in August 2013.

Date of application: April 2013

Date of university Bronze and/or Silver Athena SWAN award: Application for a Bronze award is submitted in April 2013.

Contact for application: Prof Aniko Varadi

Email: Aniko.Varadi@uwe.ac.uk

Telephone: 0117 328 3576

Departmental website address: http://www1.uwe.ac.uk/hls/as

A Bronze Award was achieved in the announcements following April 2013 submissions

Personal details have been removed from this version of the submission document.

No individuals will be identified without their consent or unless the relevant information is already publically available (for example, senior management).

Where tables or graphs show data arising from fewer than 5 people, data has been removed.

1. **Letter of endorsement from the head of department: maximum 500 words**

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

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

Department of

Applied Sciences

Lucy Meredith
Acting Head of Department
Department of Applied Sciences
Faculty of Health and Life Sciences
Frenchay Campus
Coldharbour Lane
Bristol BS16 1QY
Telephone   0117 328 2519
Lucy.Meredith@uwe.ac.uk

10th April 2013

Ms Sarah Dickinson
Senior Policy Adviser
Athena SWAN Charter
Equality Challenge Unit
Queen's House
55-56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Ms Dickinson

Re: Application for an Athena SWAN Silver Award

As the Acting Head of Department of Applied Sciences, I am proud to endorse this application for an Athena SWAN Silver Award. The Department of Applied Sciences has an excellent reputation for creating a positive and supportive working environment for all members of staff and particularly when it comes to recruiting, supporting and promoting women. We have ample evidence of the impact of good practice which is discussed in our application and highlighted in our two Case studies.

In line with the University's strategic role, and those of Athena SWAN, we wish to ensure there are no barriers preventing female colleagues progressing into senior academic positions, and have changed our working practices to accommodate members of staff with

caring responsibilities. This has involved the implementation of new policies to support them in building strong careers as well as mentoring and encouragement. We believe in succession planning and provide opportunities and support for females from undergraduate to post-doctoral researchers, thus ensuring a healthy cohort of female candidates for academic positions. One of our female undergraduate students, who progressed to PhD and was subsequently supported in her teaching training and research, has recently been appointed to a Lecturer - a prime example of our efforts and achievements.

Since joining the Athena SWAN charter it has had a beneficial effect across our Department, in raising awareness of gender and family issues to all staff with families and caring responsibilities. This increased awareness and engagement of our staff with the SWAN charter is exemplified by the large number of members on the self-assessment team. This application has involved active participation and support from our female and male colleagues under the excellent leadership of Professor Aniko Varadi. I am confident that this self-assessment process will help us to provide an accurate picture of how we support the research careers of our female academics, and foster a culture of continuous improvement for the future. We have already implemented a number of changes as a result of our Athena SWAN preparations for the silver award application (e.g. I started a monthly newsletter; a clearer promotion process has been developed with HR; on-going training courses are advertised better and in a more targeted way on our research centre web-sites; recognition of external activities with workload allocation has improved), which should result in a better experience for all staff and students.

As Head of Department I am committed to the implementation of changes needed to fulfil the Action Plan in this application, and a defined workload has been allocated from Departmental resources for SWAN activities. I have been, and continue to be, committed to SWAN and supporting a culture that fosters academic careers for women in science. It is my belief the actions highlighted in this application demonstrate that the Department is deserving of an Athena SWAN Silver Award.

Yours sincerely

Lucy Meredith.

Dr Lucy Meredith
Acting Head of Department Applied Sciences

* It is anticipated that the title but not composition of the department is likely to be changed in the summer of 2013. We would be grateful if you would ensure that any Athena SWAN award granted would be transferred to this new title of department on production of appropriate documentary evidence of the name change. (483 words)

2. The self-assessment process: maximum 1000 words

Describe the self-assessment process. This should include:

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

Table 1. Names, roles and experiences of work-life balance of the Department of Applied Sciences (DAS) Self-Assessment Team (SAT).

Name and Role	Details/Experience of work-life balance
Aniko Varadi Professor in Biomedical Research Athena SWAN DAS SAT Lead	Academic member of DAS for eight years starting as a Reader in 2004 and was promoted to a Professor in 2010. Serves on several committees including the University Professoriate committee. Responsible for teaching, admin and research. Provides mentorship for female academics in DAS, supports undergraduate students on the 'Graduate Futures' Award, an ILM accredited employability and enterprise award. Has been involved in the RAE2008 and now the REF2014 submission in Biosciences. Research focuses on the molecular mechanism of Type 2 diabetes. Has supervised seven PhD students to completion and continues to publish her work in this area in International journals. 45 yrs, two children born in 1997 and 2008 (two periods of maternity leave).
Jenny Ames Professor of Food and Nutritional Sciences Associate Dean of Research and Innovation, Faculty of Health and Life	Joined the Faculty of Health and Life Sciences in September 2012 and academic member of DAS. Overall responsibility in the Faculty for Research, Innovation (including knowledge exchange and impact) and Public Engagement. Chair of Faculty Research and Knowledge Exchange Committee, and Faculty REF Working Group. Member of Faculty Executive, UWE Research and Knowledge Exchange Committee, UWE REF Strategy Group and Academic Board. Member of the editorial board of the Journal of Agricultural and Food Chemistry, and the Czech Journal of Food Sciences. Editor of Food Quality and Function Section of the Polish Journal of Food and Nutrition Science. Previously Associate Dean for Research and Innovation and then Associate Dean for Innovation at Northumbria University (2009-2012) and prior to that Director of Research at Queen's University Belfast (2005-2009). Married, no children.
Lucy Meredith Acting Head of Department of Applied Sciences	Fulltime Academic at UWE since 2006 in Health and Applied Social Sciences and from January 2013 as Acting Head of Applied Sciences, a department with around 60 academic and research staff. I am currently transitioning into this role and managing a Masters programme, until a new staff is appointed in the Public and Environmental Health subject group. I have less flexibility in this role than as associate head however, I try to maintain a healthy work life balance, by keeping work to weekdays.
Olena Doran Professor in Biomedical Research Athena SWAN University Lead Director of Centre for Research in Biomedicines	Academic member of DAS since 2008, first as a Principal Lecture and Director of Research Development of the Institute of Bio-Sensing Technology, and since 2010, as a Professor in Biomedical Research and Director of Centre for Research in Biosciences. Faculty roles: member of the faculty RKE committee, REF working group, GMO committee (2009-2012), Chair of the Human Tissue Act group (2011-2012), member of HLS Executive Curriculum Development Oversight Group and other. University-wide roles: member of the Academic Board, member of RKE committee, University Athena SWAN leader and other.

	External roles: Chair of the EU working group (until 2011); leader of the UK/China Partnership, member of the Expert Panel of the EU Food Standard Agency, member of various international research committees and panels International standing in research on food quality in relation to human health. Leader of international networks and initiatives. Over £4.2 mln own research income. Involved in REF2014. 48 years old, married, 1 child (born in 2001).
Vicky Swinerd Athena SWAN Officer Equality and Diversity Unit, Human Resources	I have worked at UWE since October 2012 supporting both University and department level Athena SWAN submissions. I work 0.5 FTE with a small amount of homeworking and am able to be flexible about which days I work to fit in with my other part time job. I attend the women's forum.
Carolyn Morton Associate Head of Department for Forensic, Analytical and Chemical Sciences	Full-time Associate Head of Department/Subject Group Leader on Department Management Team since 2008, Programme Cluster Leader since 2002, Principal Lecturer since 2003. Experience as External Examiner and member of validation panels at a number of other universities, and media involvement in radio and TV re Forensic Science. Joined UWE (Bristol Polytechnic) full-time in 1984, setting up module on Forensic Science for Law students. Resigned in 1986 when 1st child born, but maintained lecturing (and module leadership) on FS module part-time. Two more children (1988 and 1990), continued part-time lecturing, increasing as children went to school (0.5FTE Associate Senior Lecturer 1995). Responsible for development of BSc Forensic Science (from 2001, Programme Leader, 0.7FTE). Still have caring responsibilities. Some flexibility re hours on campus but considerable extra work from home. Current role challenging re work/life balance.
Clare Wilkinson Senior Lecturer in Science Communication	Academic member of Science Communication Unit for five years. Prior to this contracted Research Fellow (University of Exeter and University of Plymouth) for one year following PhD. Programme Manager for PG Science Communication programmes. Research on public engagement with science funded by the ESRC, British Academy and Wellcome Trust, consultancy for ESRC/AHRC, BIS and DCSF. Publishes and presents in national and international peer reviewed conferences and journals. Supervised one PhD student to completion and currently supervising two further PhD students. Entered RAE 2008 as an Early Career Researcher. Dual Career partnership, with no children.
Ruth Morse Senior Lecturer in Biomedical Science	Academic in the Biomedical Sciences team at UWE since 2002, prior to which I gained a BSc in Biochemistry at Surrey and a PhD in Molecular Biology in Swansea, followed by an 8 year postdoctoral contract at University of Bristol, funded by the Leukaemia Research fund, developing models of the bone marrow and pioneering studies on the functionality and genotoxicity of the bone marrow due to chemotherapy exposure. Lecture at all degree levels, from first year through to masters level with expertise predominantly in human genetics and DNA damage, but also in pharmacology, immunology and cancer biology. I have endeavoured to keep my research going despite a heavy workload and to date have 5 successful PhD completions with 6 current supervisions (2 fulltime, 4 part-time). Have held roles as Faculty Ethics Chair (2006-8), member of the Human Tissue Act group (2006-8), expert member of Southwest NRES Committee, committee member of the United Kingdom Mutagenesis society and Secretary of the UK Genome Stability Network. Currently I am Programme Manager for the Professional Doctorate in Biomedical Sciences.

Chris Moore Lecturer in Physiology	Lecturer in Physiology in DAS since June of 2012. Have since that time become academic lead for TEL on FdSc project, departmental representative for simulation in learning board, co-module leader for 1st year module of 200 students, and am in the process of designing two other 30 credit modules. This is of course on top of my teaching/admin load. I have also in the past month moved into my first purchased home with my wife of two years, who is as of 31/10/2012 12 weeks pregnant with our first child. Previously worked in the anatomy department at UoB as a research technician, then assistant teacher. I am at the moment managing to only answer occasional e-mails during my home time, and am not actively engaging in out of hours work so as to start off on the right foot of work/life balance. This is however becoming more difficult as my responsibilities here increase.
Jennifer May Lecturer in Biomedical Science	Full-time undergraduate student (2003-2007) then a PhD student within DAS until 2010. After this, supported as a post-doctoral researcher for 18 months in the department via several temporary contracts through the Temporary Staff Unit, alongside which experience was gained teaching as an Associate Lecturer. Appointed as an Academic member of staff in June 2012. Currently teach at BSc and MSc level, including supervision of research projects and second supervisor for one PhD student. Also supported by the department to enable current study towards a PG-Cert in HE. Current research focuses on sensitivity and effect of chemotherapy treatment for haematological malignancies on the bone marrow stroma and has been supported by the department in applying for external funding for research.
Gareth Robinson Research Fellow Starting on Lecturer in Molecular Biology post in March 2013	Studied Pathology and Microbiology at the University of Bristol, before completing an MSc and PhD at UWE. Employed as a Postdoctoral Research Associate in DAS from 2006 and became a Research Fellow in Microbiology in 2012 with research interests in Bacterial Bioluminescence and novel biocides. Has completed Academic Development Programme leading to PG Cert in Teaching and Learning in Higher Education. Has research and teaching responsibilities including second supervision of a PhD student. Has one child born in 2009 (one period of paternity leave) who attends UWE on-site nursery.
Helen Neale Postdoctoral Research Associate	I came to UWE in 2002 as an undergraduate studying Applied Genetics. Since completing my degree in 2006 I have worked for DAS for six years, three as a PhD student and three as an internally funded post-doctoral Research Associate. I have now started a new BBSRC funded three year fixed-term contract as a post-doc in DAS, working on Molecular plant-microbe interactions and following on from research I have published previously. I supervise BSc, MSc and PhD students and am second supervisor to one PhD student. I am 28 years old, married and have a 14 month old daughter. I have recently returned from a year maternity leave. On returning I used my accrued annual leave to work part time for a month before returning to full time working
Shavanthi Rajatileka Postdoctoral Research Associate	Full time postdoctoral research associate in DAS since May 2010. This is my first postdoctoral post following my PhD; currently investigating the genetic mechanisms of white matter injury in pre-term infants. I started my post on a three year fixed term contract, but have had a 7 month extension through two internally funded funding competitions. I was awarded an early career researcher grant in April 2012 as part of SPUR4 funding scheme, through which I got funding

	for consumables for a pilot project and also a three month contract extension. In March 2013, my PI and I were awarded funding through an internal QR funding competition, which extended my contract for a further 4 months. It is very important to me to publish all my work from a project, and I feel these two contract extensions are of great benefit for me to ensure my publications can be submitted and any manuscript revisions can be completed. Through the SPUR4 funding I was able to successfully apply (one of 17 candidates) for a place on the Advanced course in Next Generation Sequencing through the Wellcome Trust Sanger Institute in Cambridge. I have also been given the opportunity to lecture on several modules to gain teaching experience. I feel this has helped enhance my CV. Where my time requires extensive reading, data analysis and manuscript writing I prefer to work from home, and my PI is very supportive of this. As part of maintaining a good work/life balance I use my UWE e-mail only for work purposes only and don't log into it after work hours or at weekends and holidays.
Louis Dwomoh Ph.D student	Full-time undergraduate student in Ghana (2006-2010) then Biomedical Scientist-Intern (2010-2011). I had a distinction in my MSc Biomedical Science programme at UWE (2011-2012 on a Commonwealth scholarship) and I am currently a PhD student (UWE Studentship since October 2012). I am working hard to become a good biomedical researcher/lecturer. As a first year student, I am much focused on my PhD but I also make time to help during UWE Open Days and teach a year-eleven pupil on Saturdays (volunteering). I am the President of the Ghanaian Students Network and I also represent postgraduate research students at the student union. The department has lots of activities/opportunities that help me to develop my management, communication and interactive skills. I currently serve as the Applied Science's PhD representative on the Faculty's Postgraduate Research Conference Planning Committee. I have always been fascinated by women in science though I was taught by only 2 females during my 4-year undergraduate education.
Alison Halliday Technician	I started at UWE with my undergraduate degree in biomedical sciences in 1999-2003. I then started working here in September 2003 as a research technician across two labs, the Bristol Genomics Research Institute and the Nuclear Science Research lab. I have always worked within the flexi-time format. In 2008 I was given the opportunity to do study for my ILM level 2 Award and Certificate in team leading. In Dec 2008 I took on the role of Radiation Protection Supervisor for the department after a colleague retired, as well as assisting in the running of the other research labs. In Jan 2012 I was given the role of Radiation Waste Advisor for the faculty. During my time at UWE I have also been involved in demonstrating student practicals as well as assisting in the occasional research project. In June 2012 I went on maternity leave for my first child and returned to work in January 2013. I was able to use holiday to return to work part time and now I am in the process of reducing my hours to a 0.8 contract. I am also hoping to get a space at UWE's on-site nursery.
Leigh Taylor Research Administrator and Team Leader in Research and Business Innovation (RBI)	Started as a clerical assistant in the Executive Office in Health and Social Care in May 1997 and moved across to the Research Office in Health & Social Care as a research administrator in 1998. My latest promotion was in 2009

	where I was promoted to Team Leader in the Research Office in Health & Life Sciences. Following the OUA I am now part of RBI and I support Post Award Research where my main role is advising staff and students on Research Governance procedures including providing advice on NHS & UWE Ethics. I lead a small team of staff which I really enjoy. I am also a Dignity at Work Advisor something that I really feel strongly about. In 2007 I completed an ILM Level 5 Diploma in Management. I have a son who is 20 and had a short period of maternity leave in 1992.

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

Self-assessment process and meetings - After joining the Athena SWAN Scheme in March 2012, the University and the Faculty of Health and Life Sciences decided to submit applications for University Bronze and Department Silver awards. SAT leads for the University, Olena Doran (OD) and the Department of Applied Sciences (DAS), Aniko Varadi (AV) were appointed in March 2012. OD and AV are members of both SATs and involved in the applications at University and Department levels. In Sept. AV invited volunteers working and studying in DAS to become members of the SAT. Since then meetings were held every 4-6 weeks taking into account members' working patterns, and roles were agreed to ensure all involved could make a significant contribution to the process. The SAT now has 16 members (18% males and 82% females; see **Table 1** and **Fig. 1. Action 1.3**). The University appointed an Athena SWAN Officer, Vicky Swinerd (VS) in Oct. 2012 to support both the University and Department applications. AV and VS meet weekly/biweekly to discuss progress with the data collection, survey analysis, and prepare the agenda for DAS SAT meetings. The DAS SAT lead (AV), regularly reports to the University Athena SWAN SAT, where a Bronze Action Plan has been developed. This application is in line with the University Action Plan. (**Action 1.1**). The DAS SAT liaised with Human Resources (HR), Equality and Diversity Unit (E&DU), Corporate and Academic Services (CAS) and UWE Graduate School to secure all the necessary data and will continue to maintain these links, allowing annual monitoring of all relevant data. (**Actions 2.3; 4.3;5.2;5.3;6.1**).

Collection of evidence to support the action plan - To get a clear understanding of staff perceptions, it was agreed to circulate a questionnaire based on the ASSET-based survey. This was completed by 32% of DAS staff (45% males and 52% females 3 % not known) in Jan 2013. Key findings from this survey are included in this submission. As part of a continuing programme of employee consultation, the University undertook its biannual Staff Census in May 2012. Important factors identified through the survey are for staff to '*have time for development/CPD or scholarly activity*', the importance of '*celebrating success*', '*providing support with identifying clearer career pathways, choices and progression*' and '*regular feedback on performance*'. Initiatives designed to address these issues are identified in this submission. (**Action 1.2**).

Communication of Athena SWAN activities within the Department - This was done using various channels: an e-mail was sent to all staff in the Department in early Dec. 2012 with information on the Athena SWAN charter and an invitation to participate in the National ASSET survey; a presentation was given by the SAT lead on the Centre for Research in Biosciences annual review day in Jan. 2013; two DAS SAT members were featured in *Voice* the magazine for UWE Employees as a result of their involvement with Athena SWAN (published in Feb. 2013); UWE organised an Inclusive University Conference and

one of the Workshop topics was the Athena SWAN charter and application process (see below); all staff are continuously informed through the Department Open Forum as the Athena SWAN activities are now a regular item for discussion. The Department web page is currently under redevelopment and Athena SWAN events will be publicised on this page by May 2013 (**Action 1.1**).

Consultation with external staff - To support the preparation of the application the DAS SAT lead linked up with the SAT lead (Frankie McMillan) at the Physiology and Pharmacology Department, University of Bristol in March 2012. Their Silver SWAN Award was renewed successfully in 2012 and they shared their experiences and good practices with DAS. DAS SAT Members attended the Athena SWAN Wales & South West Regional Network meetings in Bath July 2012 (AV and OD) and in Cardiff in January 2013 (VS). The E&DU at UWE held an Inclusive University Conference in October 2012. As a part of this meeting Denise Eaton, Project Manager of Athena SWAN at Sheffield Hallam University ran a workshop focusing on their experiences of preparing for Bronze and Silver submissions. AV also attended the Athena SWAN Workshop in London on 'Going for Silver' in December 2012. All these external links helped the preparation of this application, highlighted potential problems and helped to overcome some of these difficulties. SAT members will continue to attend external Athena SWAN events. The next Athena SWAN Wales & South West Regional Network meeting will take place in Bristol on the 4th of July 2013 jointly organised by the University of Bristol and UWE (**Action 1.4**).

Consultation within the University - In addition to external contacts, several departments within the University are now preparing submissions for Athena SWAN silver awards and representatives from each submission regularly meet (every 6-8 weeks) at the University SAT meetings. Documents from the external meetings listed above are accessible on a SharePoint site providing access to all Department SAT leads to share information on new developments and good practice (**Action 1.1**). (826 words)

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

Attendance at external meetings relevant to this submission (see previous paragraph above) has been supported by DAS Staff Development fund and this support will be continued (**Action 1.4**). AV used her Scholarly activity time and Professorial time allowance for the submission of this application. However, DAS will allocate 75-workload bundles (0.75 day/week pa) for future Athena SWAN activities to ensure the implementation of the Action Plan (**Action 5.3**). The workload/time allocation for each activity will be discussed and agreed in SAT meetings. The SAT lead will have the overall responsibility to oversee the implementation of the action plan and will report on progress to the SAT. SAT meetings will take place on a 3 monthly basis from April 2013. Annual meetings will take place every April to review and revise the action plan as appropriate (140 words, section total 966 words).

3. A picture of the department: maximum 2000 words

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

DAS is part of the Faculty of Health and Life Sciences (**Fig. 1.**) and located at the main Frenchay Campus at the University of the West of England, Bristol. DAS co-hosts the internationally respected Science Communication Unit (SCU). The total number of

academic staff in DAS is 78 (60 are on permanent posts 48% females; 18 are on fixed-term posts 83% are females).
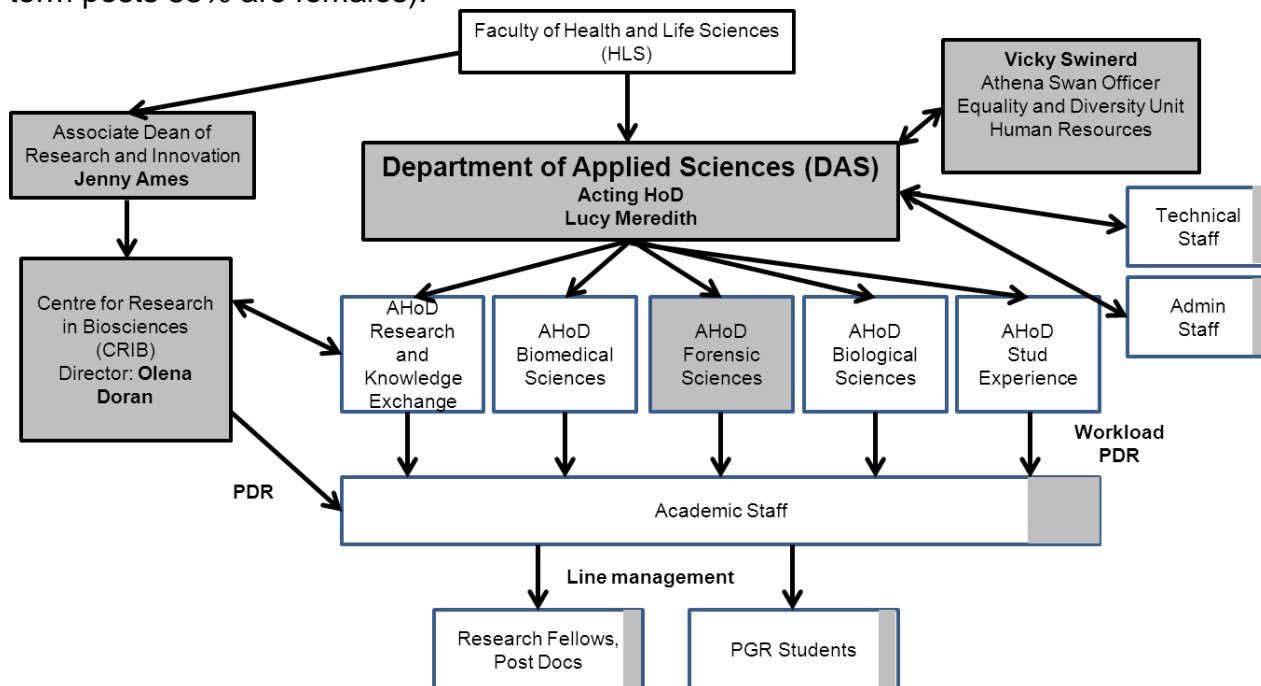

Fig. 1. Structure of DAS. The Acting Head of Department (HoD) has the ultimate line management responsibility for all academic staff. Associate HoDs (AHoD) help in the workload allocation and carry out some of the annual Personal Development Reviews (PDR = appraisal). Academics with research funding/groups line manage post-doctoral researchers. Grey shading shows representation from each group on the Athena SWAN SAT.

DAS aspires to provide a suite of excellent science-based programmes in three broad subject areas: biological and environmental sciences; biomedical and human sciences; and forensic and analytical sciences. Professional Standard Registration Board recognition and accreditation emphasises their reputation for developing both the specific and general employability skills required by the next generation of scientists, in order to solve future challenges in human health and well-being, food security and the environment. Our current undergraduate (UG) and postgraduate taught (PGT) programmes are shown on **Fig. 2**. (Note that all existing UG and PGT programmes will be reviewed and revalidated to 15/30 credits in 2013-14.).

Teaching is delivered by high quality practitioner and doctorate level staff, whose skills and knowledge are contemporary and relevant to society. Thus, many are recognised nationally and internationally as leaders in their field, undertaking high quality research and/or Knowledge Exchange that is funded by Research Councils, EU, charities and industry. Our specific focus is on excellent student experience, delivered by a practical, hands-on, learning-by-doing approach, supported by innovative pedagogy and technology enhanced learning. Teaching quality in DAS is consistently rated as excellent: NSS scores are routinely above UWE and national averages (e.g. Biosciences, 100% overall satisfaction in 2012).

Research, knowledge exchange and public engagement in the Department are very successful. At the last Research Assessment Exercise (RAE), staff were submitted in two main Unit of Assessments (UoAs); UoA12 (Allied Health Professions and Studies) and UoA16 (Agriculture, Veterinary and Food science) with some staff being submitted into UoA32 (Geography and Environmental Studies) and the Science Communication Unit submitting into UoA 66 (Communication, Cultural and Media Studies). UoAs 12 and 16

scored extremely well (4th and 6th Nationally, respectively). The QR income and reputational gain arising directly from this success is substantial. Since 2008, in preparation for the REF2014, Research Centres in DAS and in HLS have been coalesced and re-configured. The Institute of Biosensing Technology (IBST) presents a commercial business face for our biosensing expertise and the Centre for Research in Biosciences (CRIB) provides an inclusive research home for the majority of staff in the Department. Much of the Faculty's Public Engagement activities are underpinned by the work of the SCU. We have made new appointments and promotions to strengthen our research base and intend to submit to REF UoA6 Allied Health Professions, Dentistry, Nursing and Pharmacy as well as UoA3 Agriculture, Veterinary and Food Science. (460 words)
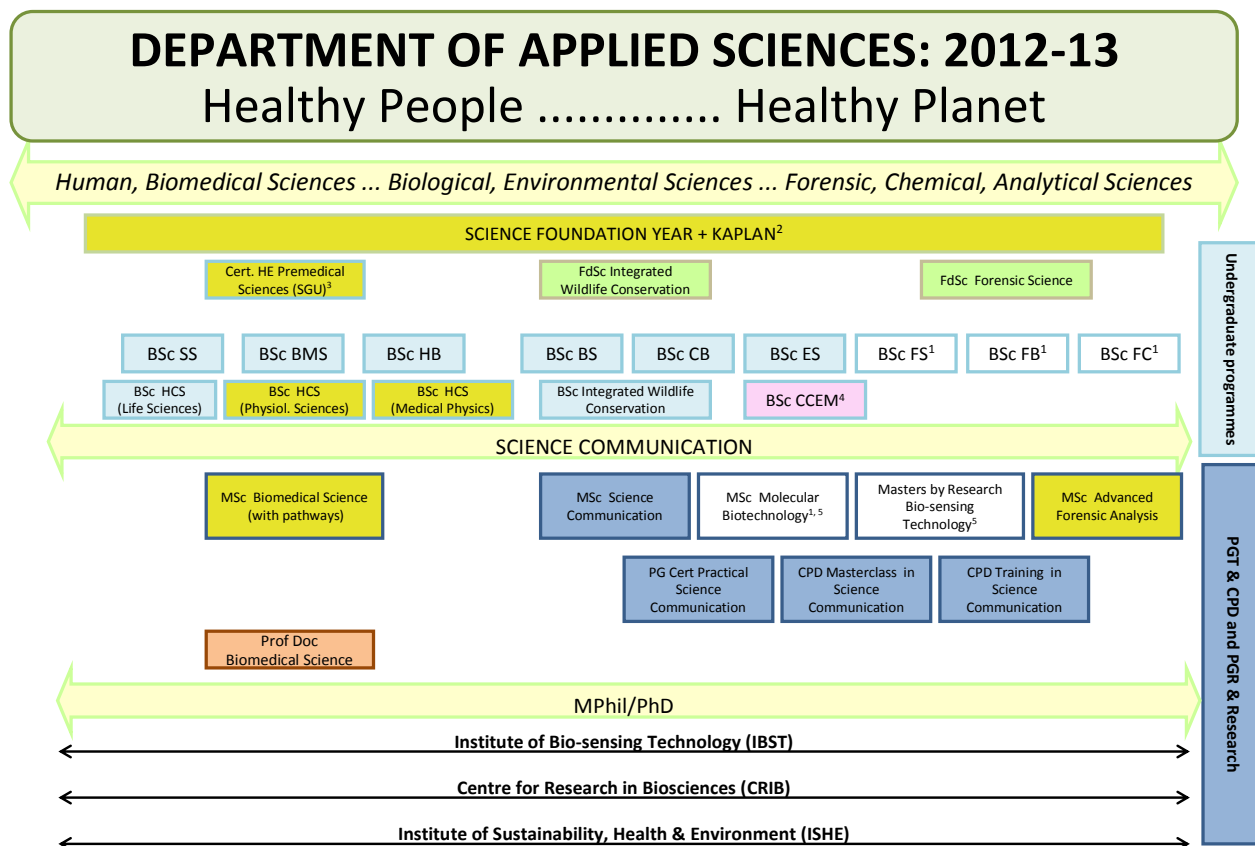

Fig. 2. DAS provision in 2012-13 and mapping to Research Centres and Institutes.
UG programmes: SS = Sports Science, BMS = Biomedical Sciences, HCS = Healthcare Science (Life Sciences, Physiological Sciences, Medical Physics), HB = Human Biology, BS = Biological Sciences, EB = Environmental Biology, CB = Conservation Biology, EC = Environmental Science, CCEM = Climate Change & Energy Management, FS = Forensic Science, FB = Forensic Biology, FC = Forensic Chemistry, Pharm Sci = Pharmaceutical Science, Psy & FS = Psychology & Forensic Science.

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

Student data

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

The student numbers in the past three years on the 1 year Foundation Science course increased from 25 to 109. Initially 28% of students were females which increased to 37%. This is well below the national average (NA) which is steadily ~75% (**Fig. 3.**). Given that this is a relatively new course and the first large student intake was in 2011/12 at this stage we will keep an eye on the gender balance and will collect data every year. If the trend continues for the next two years then an appropriate action will be discussed with the Course leaders/Admission officers (**Action 2.1&2.2**). See also **Fig. 7.** (106 words)
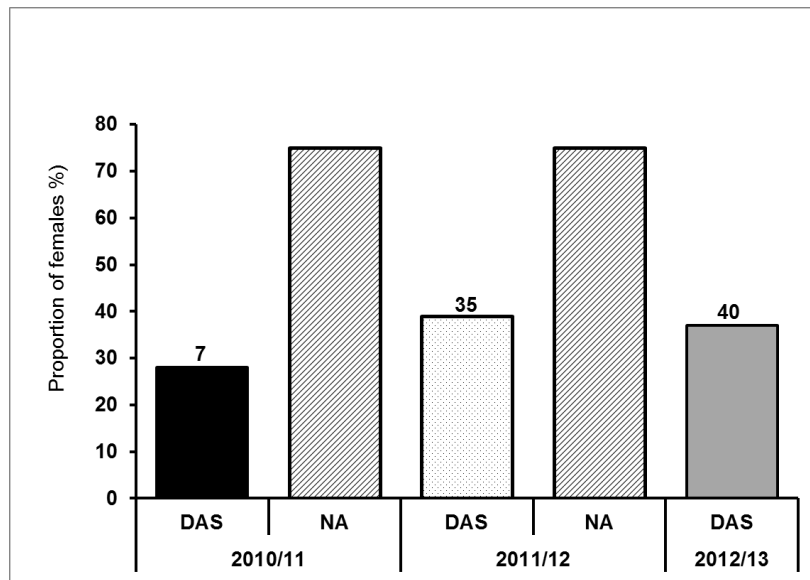

Fig. 3. Proportion of females on Access or Foundation courses (Full-time). Headcounts are indicated on the bars. DAS – Department of Applied Sciences; NA – National average.

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

DAS in the past three years ran 23 undergraduate courses. Many of these had very small number of students (<10). Therefore to make the analysis and interpretation easier programmes were matched with JACS code/subjects and those with the same codes were merged (e.g. Biomedical Sciences, Applied Biomedical Sciences, Healthcare Sciences and Applied Sciences under Biomedicine-related courses). Sector benchmarks are referred to as 'National Average' (NA). All student numbers are shown in **Table 2**. We have chosen to chart the proportion of female students only for large courses (30 or more students) which is shown in **Fig. 4**.

Course	Year	Full time			Part time			DAS Female	NA Female 1011/12
		Female	Total	% Female	Female	Total	% Female		
Applied Physiology and Pharmacology	10-11				▓	▓	▓		63 %
	11-12				▓	▓	▓		
	12-13				▓	▓	▓		
Pharmaceutical Sciences	10-11	11	23	48 %				48 %	61 %
	11-12								
	12-13	▓	▓	▓					
Health, Safety and the Environment	10-11								78 %
	11-12								
	12-13	▓	▓	▓	▓	▓	▓	▓	
Biology-related courses	10-11	82	180	46 %				46 %	59 %
	11-12	145	281	52 %				52 %	
	12-13	143	279	51 %				51 %	
Applied Genetics	10-11				▓	▓	▓		58 %
	11-12				▓	▓	▓		
	12-13				▓	▓	▓		
Applied Microbiology	10-11				▓	▓	▓		59 %
	11-12				▓	▓	▓		
	12-13				▓	▓	▓		
Sports Biology	10-11				▓	▓	▓		32 %
	11-12				▓	▓	▓		
	12-13	▓	▓	▓	▓	▓	▓	▓	
Applied Biochemistry and Molecular Biology	10-11				▓	▓	▓		57 %
	11-12				▓	▓	▓		
	12-13				▓	▓	▓		
Biomedicine-related courses	10-11	179	306	58 %	11	13	79 %	59 %	54 %
	11-12	231	415	56 %	11	15	73 %	56 %	
	12-13	233	423	55 %	7	13	56 %	55 %	
Forensic-related courses	10-11	148	249	59 %				60 %	59 %
	11-12	157	253	62 %				62 %	
	12-13	136	232	59 %				59 %	
Environmental Science-related courses	10-11	27	65	42 %				42 %	44 %
	11-12	32	85	38 %				38 %	
	12-13	30	94	32 %				32 %	
Biotechnology	10-11								49 %
	11-12				▓	▓	▓		
	12-13	▓	▓	▓					

Table 2. Proportion of females on UG courses in DAS. DAS programmes were matched with JACS code/subjects and those with the same numbers were merged (e.g. Biomedicine-related courses) and then benchmarked to sector. Grey shading indicates no entries for that mode of study on that course in the given year. Full-time equivalent (FTE) data was rounded to the nearest integer. Percentages of females are calculated from FTE values before rounding. *Note that for PT students integer figures are 0 if there is <0.5 FTE on a course. However the % is calculated using the non-integer figures (e.g. if there is one female on a course studying for only 2 days a week she is represented as '0' rather than '0.4'. If she is the only person on the course then the data is displayed as female: 0, total: 0, %female: 100 %).
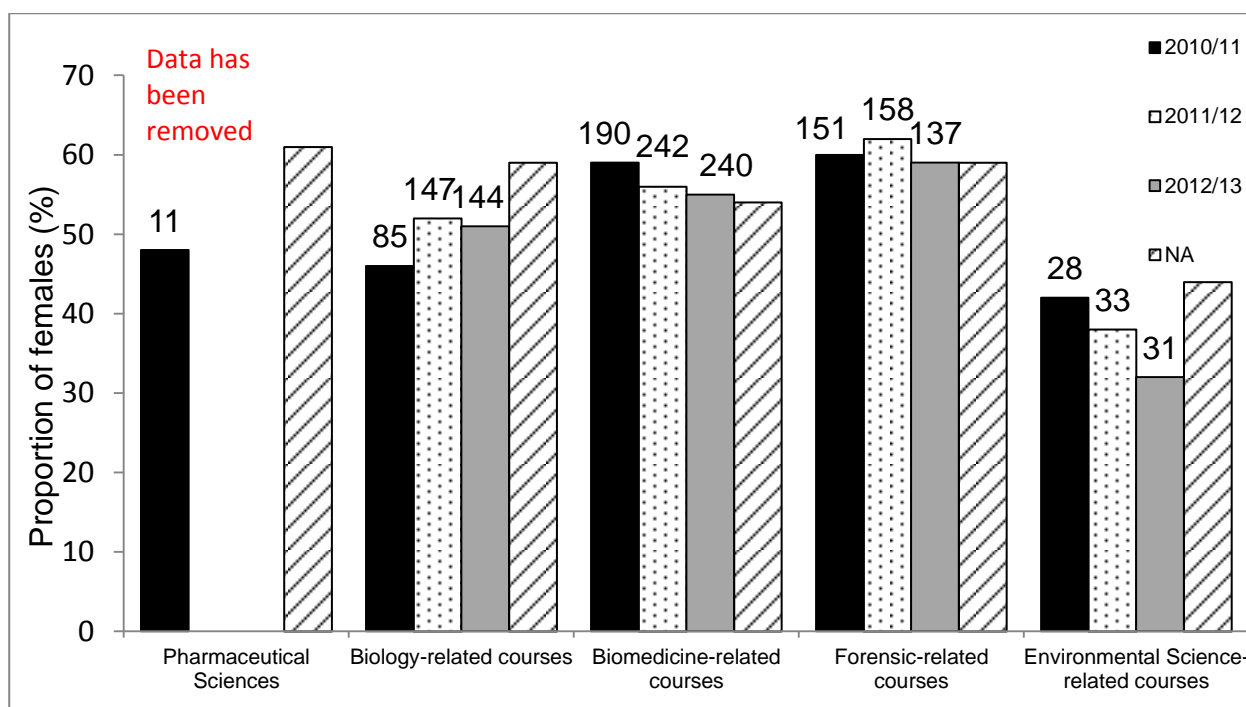
Fig. 4. Proportion of females on Undergraduate courses with >30 students. Headcounts are indicated on the bars. DAS programmes were matched with JACS code/subjects and benchmarked to sector. DAS – Department of Applied Sciences; NA – National average in 2011/12.

The majority of undergraduates are full-time home students. Over the last 3 years more females than males have enrolled. The proportion of our female students on the Biology related courses (46%, 52% and 51%) is below the national average which was consistently ~60% in the past three years (**Fig. 4.**). In contrast the proportion of female students is the same or slightly above the national average (55%) in the Biomedicine-related courses (59, 56 and 55% in the past three years). The student intake is the largest on this programme with 423 students in total which increased from 306 since 2010/11. Similarly the proportion of female students on Forensic sciences related courses are the same or slightly above (60, 62 and 59% in the past three years) the national average which decreased from 61% to 59% during this period. Two of our programmes have far fewer females than the national data, Pharmaceutical Sciences-related courses and Environmental Science-related courses (**Fig. 4.**). The former programme has discontinued but the latter will be offered in future. The national average for Environmental Science shows an upward trend from 45% to 49%. In contrast there is a decline from 42% to 32% in the same period in DAS. The ratio of female:male students will be monitored every year and programme leaders and admission tutors will be informed to be aware of the trend and if necessary introduce actions (**Action 2.1&2.2**).
It is important to highlight that 73% of our 60 part-time students are female suggesting that the flexibility of PT courses is more beneficial for female students. (358 word)

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

Five taught MSc programmes and a Professional Doctorate in Biomedical Sciences are offered in DAS (**Fig. 5.**). Generally more females than males have enrolled on our postgraduate courses in line with the national trend (64% females versus 36% males).

Until 2011 the MSc in Biomedical Sciences was available both full- and part-time but the last intake of part-time students are finishing in this academic year. Due to the restructuring of the Healthcare Sciences training routes nationally, we now only offer this programme for full-time students who are predominantly international students (significantly more men). The part-time course attracted mature students predominantly females working in NHS laboratories. The proportion of females on this course decreased from 72% to 49% which reflects on the change in the target market. We will continue to work with the International office to attract more females to this course (**Action 2.2**). The proportion of females on the Forensic, Molecular Biotechnology and Science Communication MSc are above the national average (**Fig. 5**.). The Professional Doctorate programme has a very low number of students in 2012/13 (4 in total) while we had 18 and 16 in the previous two years. This programme is offered to mature students who have support from their NHS laboratory for their study. (208 words)
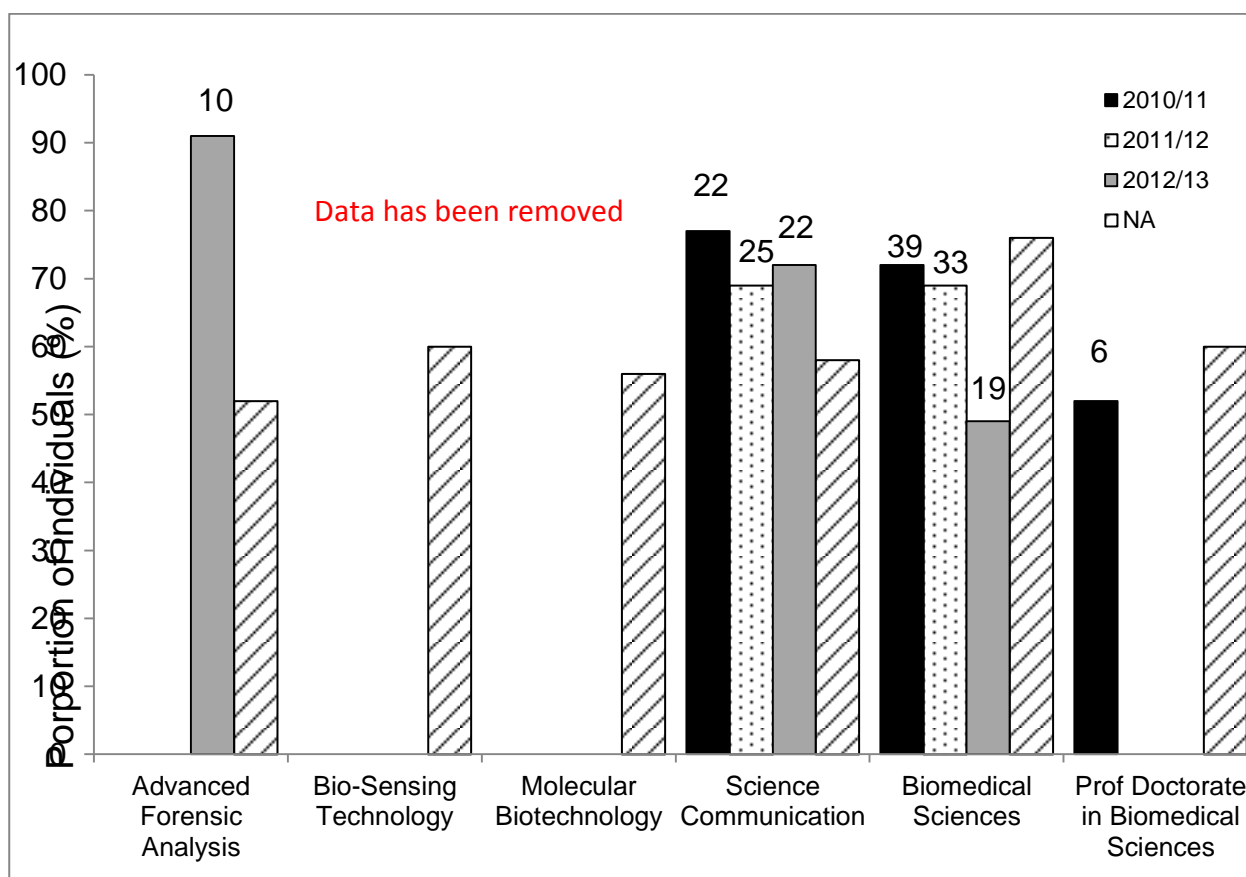

Fig. 5. Proportion of females on Postgraduate taught courses. Headcounts are indicated on the bars. DAS programmes were matched with JACS code/subjects and benchmarked to sector. NA is given for 2011/12.

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

The number of full-time PhD Research students decreased from 49 (2010/11) to 33 (2012/13). This reflects the reduction in funding nationally. The proportion of females reduced from 55% to 48% which is very close to the national average of 51% (2011/12) (**Fig. 6.**). The part-time numbers also reduced from 9 (2010/11) to 3 (2011/12). The male female ratio was 1:1 in 2010/11 and 1:2 in 2012/13, but in the latter the numbers are very

low. The PhD studentships are advertised externally; the best candidates are short-listed by the potential project supervisors and interviewed by a different expert panel. Thus, we have a very rigorous selection process in place. (108 words)
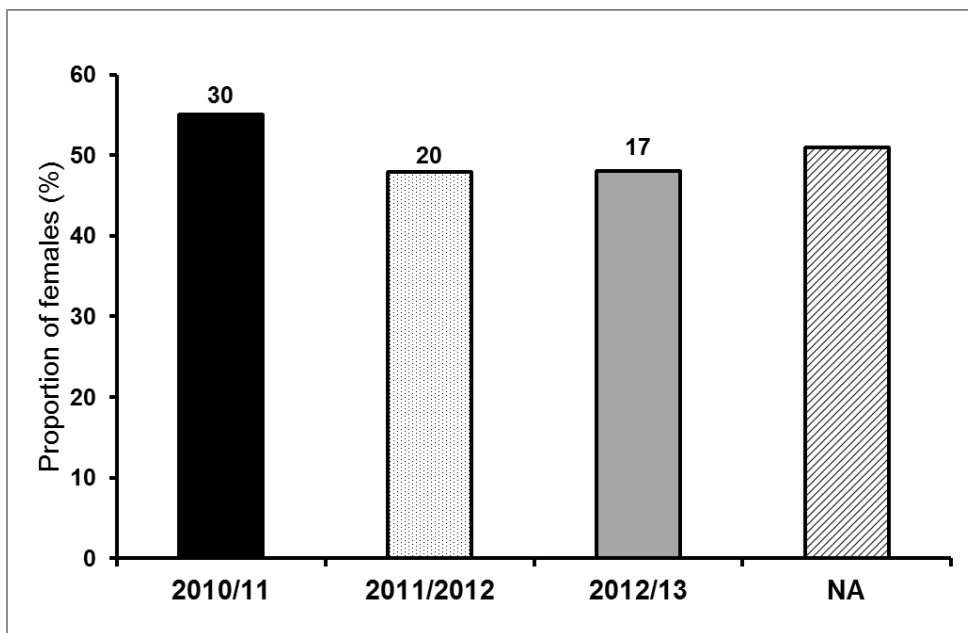

Fig. 6. Proportion of females on full-time PhD. Headcounts are indicated on the bars. NA is given for 2011/12.

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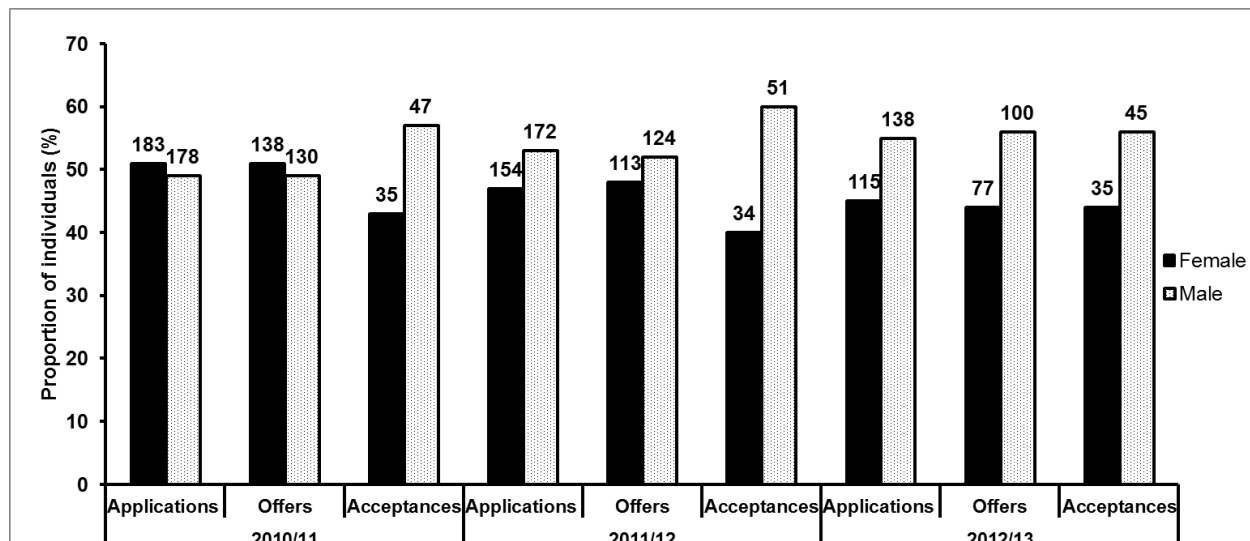

Fig. 7. Recruitment of students to Foundation Degrees. Headcounts are indicated on the bars. Data includes those with Sept. or Jan. starts only and excludes those going through clearing.
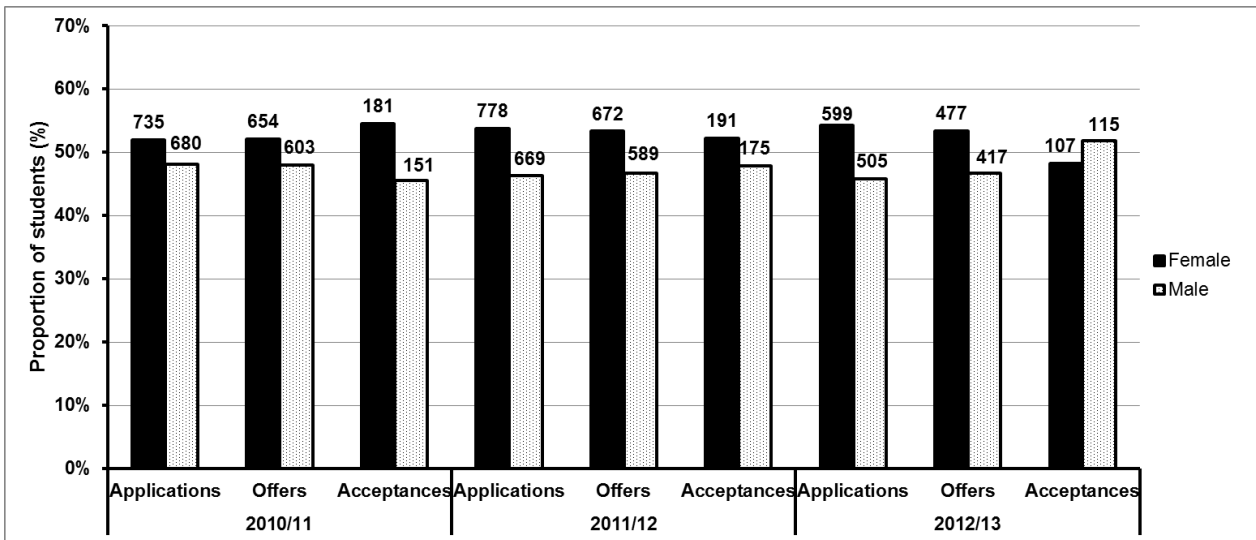
Fig. 8. Recruitment of students to UG Degrees. Headcounts are indicated on the bars. Data includes those with Sept. or Jan. starts only and excludes those going through clearing.
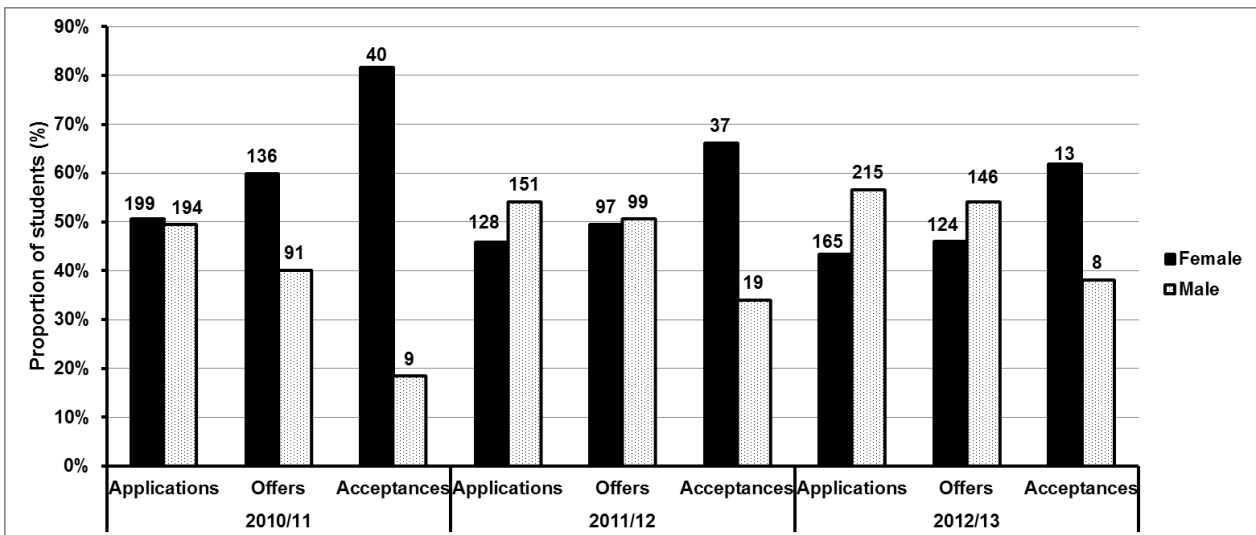

Fig. 9. Recruitment of students to PG taught degrees. Headcounts are indicated on the bars. Data for 2012/13 includes students who accepted their places by August 2012. Note that many international students accept their places just before Oct. due to frequent delays with their visa application. Hence the incomplete data.

Roughly equal proportions of females and males who apply are offered a place on our Foundation, UG and PG taught courses (**Figs. 7-9**) suggesting that the selection process is not gender biased. Fewer females applied to the Foundation courses than males and far fewer accepted the place offered to them (**Fig. 7.**) hence the lower proportion of female students on this course (**Fig. 3.**). This is likely to suggest that females consider their career options more carefully than their male colleagues. The data also indicate that prospective female Foundation applicants have a more negative perception of the course/Department than males. It is expected that a better female friendly image of DAS would improve the acceptance rate (**Action 2.1&3.7**). At University open days we will ensure that we have a gender mix of staff and undergraduate helpers. More females applied for UG courses than males (**Fig. 8**).

Data for applications and offers by gender for PG taught and PhD have not been collected systematically. We acknowledge that this information should have been collected for previous years however this was not feasible due to major University restructuring of

17

support processes and personnel and existing processes for monitoring application data for PG programmes (**Action 2.3**). The new system, now it is in place, will enable us to effectively monitor the gender and success rates of all of our postgraduate applicants. In 2010/11 more females applied and far more females accepted places than males on our PG taught courses (**Fig. 9.**). This is likely due to the availability of part-time study options. In the last two years slightly more males applied and in 2011/12 far fewer accepted a place. The 2012/13 data is incomplete, the application and offers are correct but more students accepted places on our taught courses than 21 students indicated on the graph. The Biomedical programme that attracts the largest student intake has been restructured and the target market has changed therefore we will need to monitor the data annually to get a clear trend (**Action 2.1;2.2**). In our PhD course 49 FT and 6 PT (2010/11), 39 FT and 3 PT (2011/12) and 33 FT and 2 PT (2012/13) students enrolled. Women make up almost 50% of the students on these programmes which in turn will provide a large pool of women to move on to post doc positions. (389 words)

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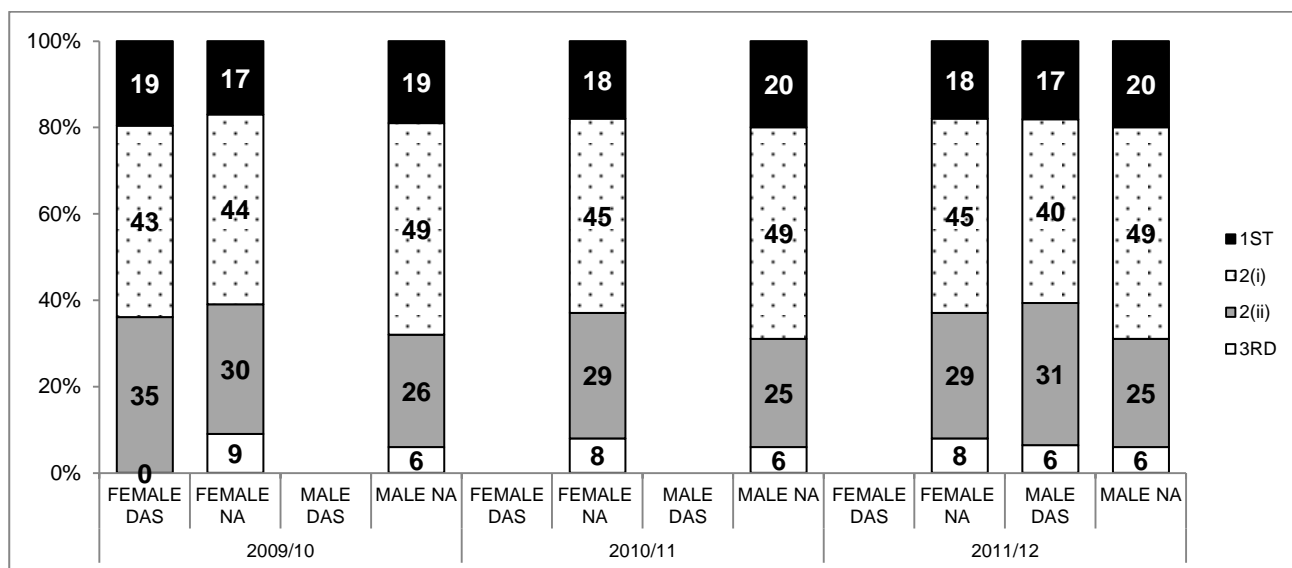
Some data has been removed

Fig. 10. Degree classification by gender.

While females obtain more 1st or 2(i) class than the national average, male students achieve the same or more frequently lower classification than the national average (**Fig. 10.**). A very small proportion of females obtain 3rd classification (less than the national average). The data are consistent with our aim to enable female students to fulfil their academic potential. Considering the recruitment data (see above) it is most likely that female students who accept a place in DAS are committed to the chosen course and they want to do it well while male students are less selective in their course choices and generally perform below the national average. We will monitor gender in relation to degree classification and will work with course leaders if disparity is observed (**Action 2.3**). (128 words)

Staff data

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

Note that the Department underwent major restructuring in 2010 and thus data from 2010 cannot directly be compared to 2011 and 2012. The staffing profile has remained stable in the last 2 years (**Table 3, Fig. 11**). Research associates on fixed-term contracts are predominantly females (>80%), 60-70% lecturers are females but less than 32% are professors (**Table 4** and **Fig. 12**.). Current staff profiles show a larger number of women in the pipeline for promotion to higher grades, i.e. the larger pool of women Lecturers and Senior Lecturers for promotion to Senior Lecturer and Associate Professor respectively (**Actions 3.3&3.4&3.5&4.2**). (97 words)

	2010		2011		2012	
	Headcount	Female %	Headcount	Female %	Headcount	Female %
DAS	46	48 %	89	61 %	76	57 %
Faculty level acad.	29	72 %	Data removed			

Table 3. Proportion of female and male academics in DAS. All statistics are headcount figures from February of the given year. Data for 2010 records hourly paid lecturers as Faculty Level Academics. In later years these staff are aggregated by department.
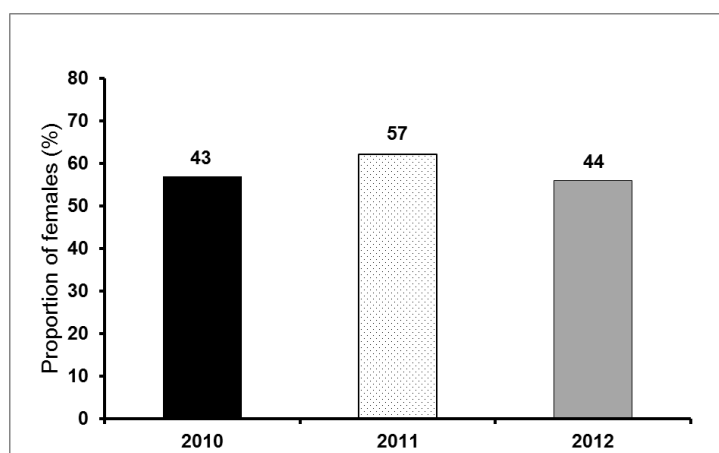

Fig. 11. Female academics in DAS. Headcounts are indicated on the bars.

Some data has been removed

Role	Year	Female	Male	Total	% Female	% Male
Research Associates	2010					
	2011					
	2012					
Lecturer	2010					
	2011	20	10	30	67%	33%
	2012	10	7	17	59%	41%
Senior Lecturer	2010	13	8	21	62%	38%
	2011	13	6	19	68%	32%
	2012	15	10	25	60%	40%
Associate Professor, Associate Head of Department	2010	5	8	13	38%	62%
	2011	5	9	14	36%	64%
	2012					
Professor, Academic Director, Head of Research Centre	2010					
	2011					
	2012					

Table 4. Academic staff by role and gender in DAS. Associate Professor data includes Associate Heads of Department. Professor data includes Academic Directors and Heads of Research Centres. Note that the lecturer data includes Hourly Paid and Associate Lecturers on Fixed-term contracts.
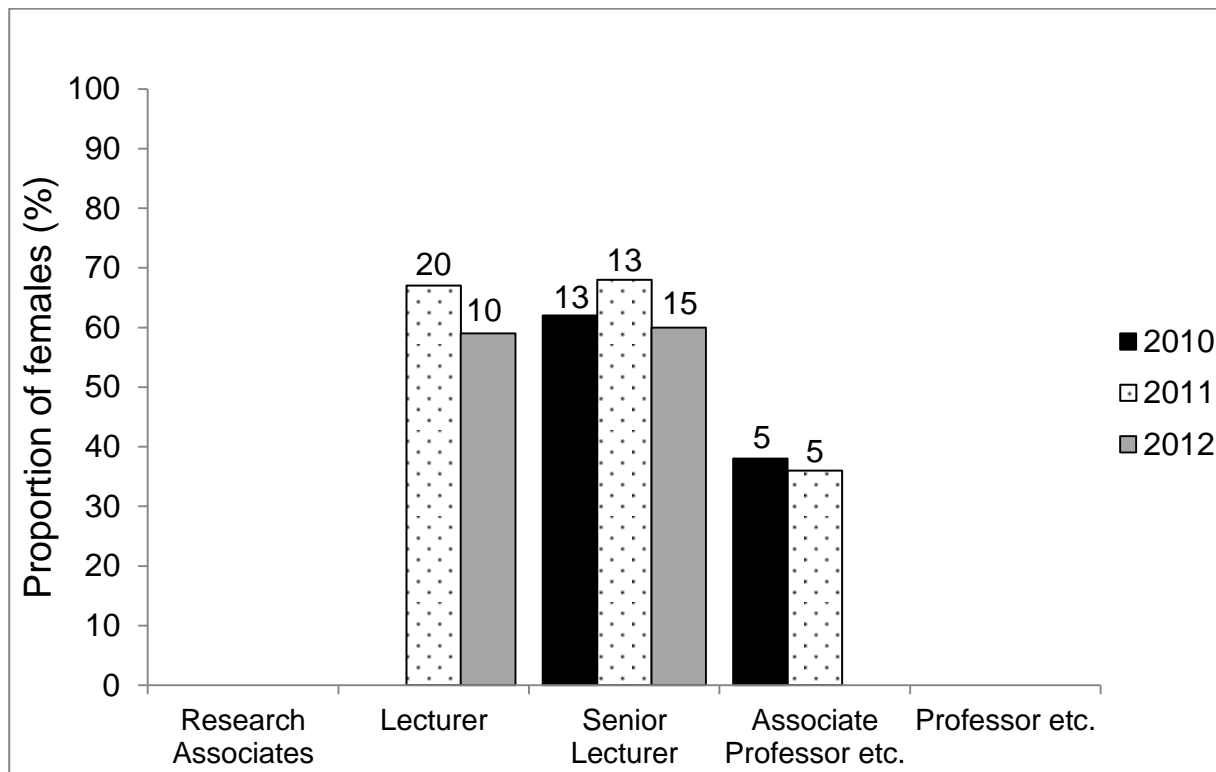
Some data has been removed

Fig. 12. Proportion of female academics by roles. Associate Professor data includes Associate Heads of Department. Professor data includes Academic Directors and Heads of Research Centres.

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

Data has been removed

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

Key career transition points

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

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

The University's HR Department was restructured in 2010/11 and due to this some of the processes relevant to data collection have changed. In the past two years records of applicants for externally advertised post were kept electronically (including data on those who applied and were rejected, who were shortlisted and rejected and who were appointed to a role without any information on whether applicants were internal or

external). HR also hold data on those who were successfully promoted/re-graded/temporarily re-graded or who went on internal secondment but they did not keep information on the unsuccessful applicants. Therefore we cannot always distinguish between a new appointment of an external candidate and an internal promotion. A new system was introduced in 2011 that will differentiate between these two cases and allow us to report them separately in future Athena SWAN applications (**Action 2.3**). We have included data from the new system for 2011/12 (**Fig. 13**.)

62% of applications for Lecturer were from female candidates, <40% for the Senior Lecturer posts, and <10% applied for a Professorial post. Almost the same proportion of females who applied were short listed suggesting that the selection process is not gender biased. The data suggests that the Department should improve its outfacing image to attract more female applications which is addressed in our Action Plan (**Action 3.7**). In addition, the Department will continue to monitor the selection data (**Action 3.1**). (232 words)
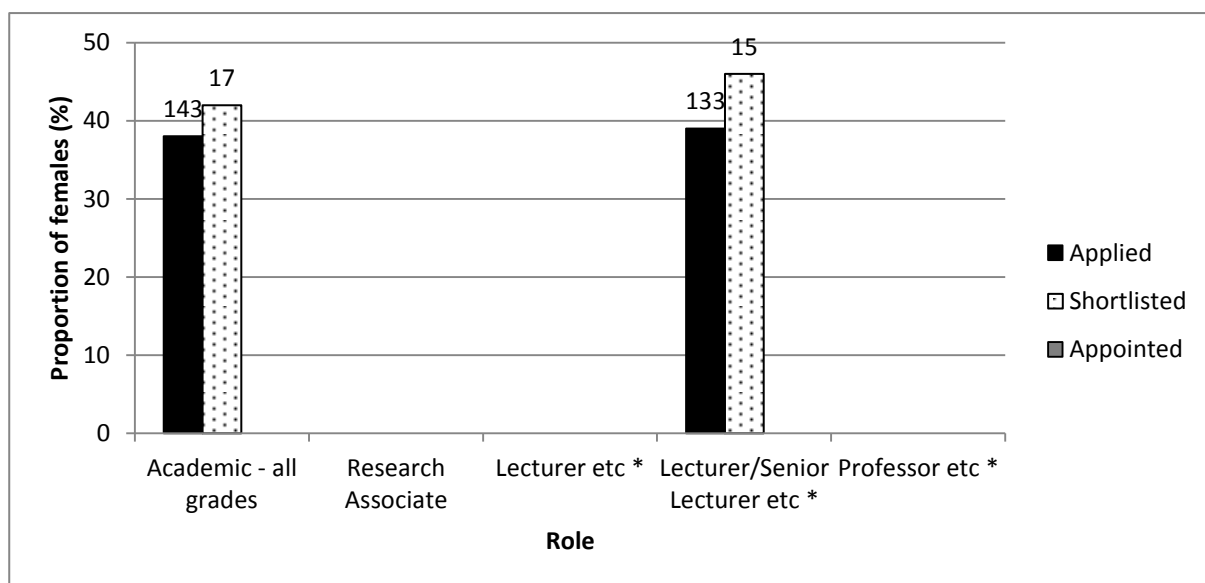
Some data removed:

Fig. 13. Recruitment of female academics by roles. Associate Professor data include Associate Heads of Department. Professor data includes Academic Directors and Heads of Research Centres.

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

Data on promotions was not available from HR and all data discussed below was gathered from records kept by our HoD (**Action 2.3**). In 2010/11 the Department underwent major restructuring ** data removed **.

Data removed

Fig. 14. Proportion of females and males in senior roles in DAS. * Other key roles, for example, Widening Participation Manager, Public Engagement Manager.

Promotions to senior academic positions are based on business case applications that are submitted and supported by the HoD. In these business case applications a role profile is drawn up and the candidate who best fits the profile is appointed. During the annual Personal Development Review (PDR) the upcoming opportunities are discussed and academics who match the role profile are encouraged to apply. ** Data removed **. The AHoD appointments as well as the 12 Programme Managers and the further 9 managerial positions (such as Widening Participation Manager, Vacation Bursaries Manager) are seen as internal promotions. All these positions were advertised principally within the Department and candidates were interviewed. ** Data removed **. Our data indicates that females are not disadvantaged when they apply for senior managerial roles (19 females *versus* 10 males on the 29 Senior posts) but they are less frequently promoted to posts that are linked to research achievements (** Data removed **) (**Actions 3.2-3.4;3.6;4.2;4.4**). DAS ASSET survey highlighted that staff are not well informed on promotion opportunities and processes (**Action 3.3**). (361 words)

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

> (i) **Recruitment of staff** – comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies.

All recruitment to the Department is in accordance with UWE policies. Specifically, all managers undergo training and are supported by the Managers' guide to recruitment and selection section of the HR website. All job advertisements include positive action statements, encouraging applications from women and other minority groups. All display the following logos: Employers Forum on Disability, Race for Opportunity, Athena SWAN, Stonewall top 100 employer. The University's recruitment site includes details of flexible working, annual leave entitlements, maternity, paternity and adoption leave and the Health and Wellbeing service. The Department/University attempts to ensure that each interview panel has a gender balance. All chairs undertake mandatory training that includes equality and diversity training. This is in addition to equality and diversity training undertaken by all staff. Appointments are based on a candidate's ability to match the skills, competencies, attributes and experience as set out in the Person Specification, which helps to ensure there is no gender bias. A job-share process and guidance document has been produced to support chairpersons. However, our recruitment statistics of female staff (**Fig. 14.**) and the gender balance on interview panels should be improved. It was highlighted in the DAS ASSET survey that 68% of selection panels are either all males or have more males on it than females (**Action 3.1&3.7**). (214 words)

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

There are two main career transition points which cause particular difficulties. The first one is the progression from a fixed-term Research Associate post to a permanent lecturer

position (**Action 3.5**). There are several initiatives that promote the career development of researchers (Research Associates, Research Fellows and Senior Research Fellows), such as the Researchers' Forum. This meets twice a year: the content alternates between suggestions for staff development and information from UWE's senior management on issues such as REF and the appraisal process. The forum has initiated training courses for early career researchers on a diverse range of topics including careers progression, presenting research papers and developing a good relationship with your Principal Investigator (PI). The forum is advertised by the Associate Dean for Research in each faculty, on the website and by email to all eligible researchers. Generally around 25-30 people of both genders from all faculties attend. ** Data removed **.

The University Strategic Research Development Fund provides a £1.5m investment in Early Career Researcher Awards. These are available to emerging Post-doctoral research associates and newly appointed lecturers in priority areas to support preliminary work to generate high quality outputs, forge external collaborations and make substantial bids for external funding. ** Data removed **. These projects can last up to a year and allow the winners to develop a novel project and gain independent research experience. Each award holder is allocated a senior researcher to oversee their project and provided with dedicated support in bidding for external funds (**Action 4.11**).

DAS staff are involved in the Women Researchers Mentoring Scheme that promotes equality and facilitates professional development (** Data removed **) (**Action 4.2**). The commitment of UWE to the Concordat to Support the Career Development of Researchers is recognised by the European Commission through the HR Excellence in Research Award granted in January 2012. We give a particularly high priority to equality and diversity and this is reflected by UWE being the third highest ranked UK University in the Stonewall Workplace Equality Index Top 100 (2013) at 45th place, having risen 30 places since 2012.

The second main key career transition point is the progression from senior lecturer to Associate Professor/Professor/Senior Manager. All staff have an annual formal appraisal Personal Development Review (PDR), which involves discussion of their work plan, progression against agreed objectives and setting objectives for the following year. The appraisal meeting also involves discussion of career aspirations and identification of courses or conferences that may be useful to achieve these aspirations (**Action 3.2&4.3&5.4**). Female academics are encouraged to join the Women Researchers Mentoring Scheme. Uptake for the second round has increased (**Action 4.2**). The ASSET-based survey highlighted that 30% of staff are not aware of training opportunities, 53% are not encouraged to apply for promotions, and 70% of staff are not aware of 'women in science' activities. Although it is not possible to submit business cases if funding is not available, academics will be supported to make their CV competitive and will be informed on upcoming initiatives, training and promotion opportunities well in advance (**Actions 1.1&3.3&3.4&4.3**).

In addition, newly appointed academic staff attend a year-long postgraduate course in effective teaching and learning (**Action 3.2**). Five DAS staff have completed these Academic Development Programmes (ADP) in the past three years: ** Data removed ** (**Action 4.10**). The ADP is a substantial course comprising a year's part time study leading to a Postgraduate Certificate in Teaching and Learning in Higher Education. ADP students are given a 20% workload reduction to allow them to complete the course. The course offers opportunities for staff to network with other new staff across the university. All staff are encouraged to use the Scholarly activity time (25 days pa) self-managed time for

research. Following this period, research progress by the staff member is reviewed and discussions about their career direction are held with their line manager. Furthermore central training courses are available for all staff. In 2011 four female post-docs attended Research skills, Career development, and Personal development training courses. ** Data removed ** All staff at I grade (Associate Professor, Assistant Head of Department etc.) or above attend a 10-day UWE Managerial training course (**Action 3.2**). (781 words)

Career development

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

(i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

DAS aims to recognize and value staff contributions across a range of professional activities, and support career enhancement and promotion pathways across internal and external facing activities. Three clear academic career pathways have been recognized by the University/Department: Teaching; Research and Management. Individual support through these pathways is provided through the Performance Development Review (PDR), which involves an opportunity for reflection and objective setting in line with individual career aims and objectives (**Actions 3.2**).

Staff are encouraged to keep up to date with their research field both in terms of delivery of teaching as well as in their research. This includes attending conferences, membership and active roles within professional bodies, as well as peer reviewing activities and editorial roles. All staff are encouraged to attend at least one national or international conference per year, relating to either teaching or research. This gives staff opportunities to network with senior staff from other universities and understand wider perspectives affecting HE (**Action 4.3&5.3**).

Opportunities for staff to carry out cross-Faculty roles are advertised as internal secondments through the University's HR website. These are beneficial for future promotion as they enable staff to see the Department in a wider context and to network with senior Faculty staff (**Action 4.4**)

Results of the ASSET-based survey highlighted that 36% of women and 10% of men stated the negative impact of absence of mentoring on their career from senior colleagues/manager. We aim to ensure that all staff feel equally encouraged by line managers, through the appraisal system as well as by developing our mentoring scheme (**Action 3.4&4.2**). (260 words)

(ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the

flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

DAS recognises that joining a new organisation is an exciting yet challenging time and the first few weeks of employment are vital to the success of that appointment. The HR website provides information to help new members of staff face these challenges, with the Head of Department and Associate Heads playing key roles in ensuring that new starters are made to feel comfortable and ease the transition into their new roles.

Planning for your new starter Information for managers on preparing for your new member of staff	Induction checklist A checklist outlining the induction programme **Health & Safety induction checklist** A checklist for health and safety induction training
About UWE Key information about UWE including the strategy, structure, departments and faculties and governance.	**Welcome fair** Book a place on the welcome fair to meet with other new starters, learn about the University as an employer and more about the benefits which are available
Probation Details of the probation process and relevant forms.	**Mentoring** Details of the mentoring and 'buddy' scheme which will offer guidance, advice and support to the new employee
My benefits Details of all the benefits available including financial, leave, wider wallet and employee support	**Travelling to UWE** Information for staff on travelling to the University and how to apply for a car parking permit
Academic development programme (ADP) Details of the programme for new academic members of staff to support probation	**UWE Manager development programme** Details of the programme that all employees with line management responsibilities are required to attend.

Table 5. Help and information available to new starters in DAS.

Induction includes a University programme run by the HR department, with an Equality&Diversity section delivered by the University Equality&Diversity Unit, a Faculty program, and also local departmental inductions. There are Faculty induction checklists for new starters. As part of this process a mentor is appointed. Mentors are chosen as people able to provide specific support the employee needs. For example, existing staff who have had success in areas such as initiating an independent research career, grant writing, publications or innovations in teaching provide mentorship to new staff in these areas. As part of normal practice female staff can request a female mentor if they wish. Success of mentorships is tracked through the appraisal system and further specific mentoring arranged through discussion. A new staff member receives considerable support from colleagues, since they are located in offices with experienced staff (**Action 3.4**).

Research academics, who have not previously supervised PhD students, attend the new PhD supervisors training course which examines good supervisory practice (**Action 4.5&5.1**). (235 words)

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

DAS supports all students independently of gender and meets their individual needs. Undergraduate and postgraduate courses are validated in part time modes, allowing students (particularly female students) to manage family commitments whilst studying for a degree. Timetables are published as far in advance as possible to enable students to arrange childcare.

Support for Undergraduate Students - All undergraduate students until 2012/13 enrolled to the Graduate Development Programme (GDP). The students joined a group (10-15 students) led by an academic and in 9 sessions in the first year and 6 sessions in the second year they received information on exam preparation, time management, summer studentships, placement opportunities and training in writing CVs, cover letters etc. to develop the skills looked for by employers. The laboratory project supervisor takes responsibility for supporting third year students with their CVs and applications for jobs. Students receive training and information on placement opportunities. These activities are formally recognised and workload allocated to all staff. From the start of the 2012/2013 Academic Year all first year students have access to a designated personal tutor. The tutor is an academic member of staff who has access to information on the performance and profile of the student, allowing them to effectively support students' personal and academic development. Generally, Tutors review progress with the student, identify goals for development, and signpost students to opportunities that may help the student in their personal development.

In addition, talented DAS students are supported to apply for Summer placements funded externally by the Wellcome Trust, MRC, Biochemical Society ** Data removed **. DAS also supported undergraduate Students on the Graduate Futures programme in 2012/13 that specifically targeted students from Low Participation Neighbourhoods. 22 students from DAS participated in this personal development programme of which 70% were females (**Action 4.12**). Feed-back from Steve Vince (University Partnership Officer, Hewlett-Packard Company) external accessor on this year's cohort was the following '*It was an absolute pleasure taking part in the Graduate Futures Feedback panel and I thought that the students were all very impressive indeed. If this is the quality of the students on the Graduate Futures program then I would say that the program must be viewed as an outstanding success!*'

Support for Post-graduate students - DAS provides training, support and learning environment for its postgraduate students, and draws on the UWE Graduate School and Code of Practice for Postgraduate Research Study in this work. On enrolment, all students receive an induction session. Students study with the support of a Director of Studies and supervisory team whose composition conforms to UWE Regulatory Framework requirements. Students are integrated and integral to the research culture, are included in key research meetings and access a variety of Professorial seminars and Master classes. Students are able to attend an annual post-graduate forum similar to an academic conference so that students might gain experience in presenting their work. Internationally located students are supported through regular virtual conversations, as well as face-to-face support and delivery as part of an on-going programme of staff visits. Students are required to pass 60 Masters credits of postgraduate taught courses, which provide a broad base of relevant research skills and training. In addition, students can access research student training and support days throughout the year, run by senior research staff. Student progress is monitored annually and students are asked to rate the level of supervision they receive. These forms are scrutinised by the Faculty Research Degrees Committee who address any emergent issues and identify good practice which is disseminated across the department. All students are members of the overarching UWE Graduate School (the Director of the UWE Graduate School Dr Neil Willey is a DAS

member) which provides general and personalised advice on training needs, funding, careers and other issues (**Action 4.5-4.10&6.4**). (628 words)

Organisation and culture

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

   (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.
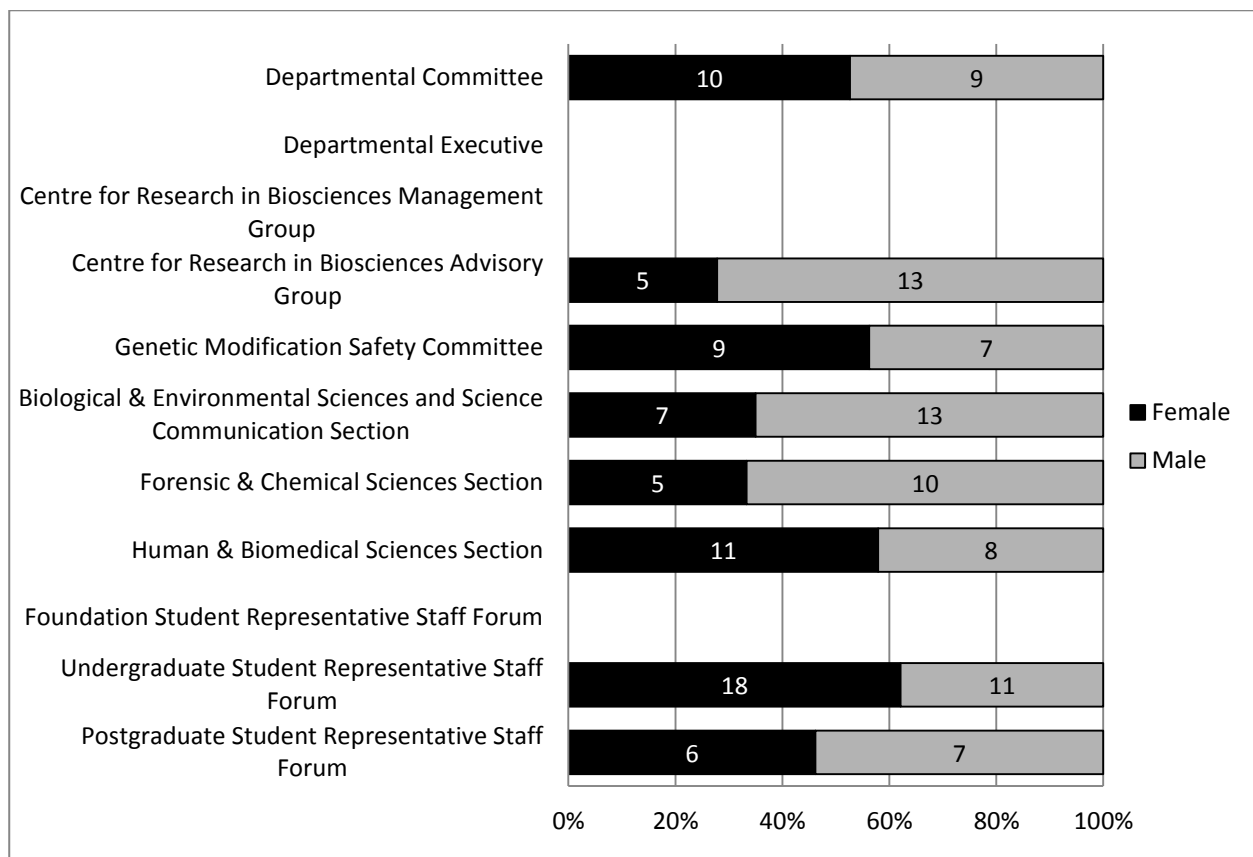
Some data has been removed

Fig. 15. Female and male representation on Departmental committees in 2011/12. Headcounts are indicated in the bars.
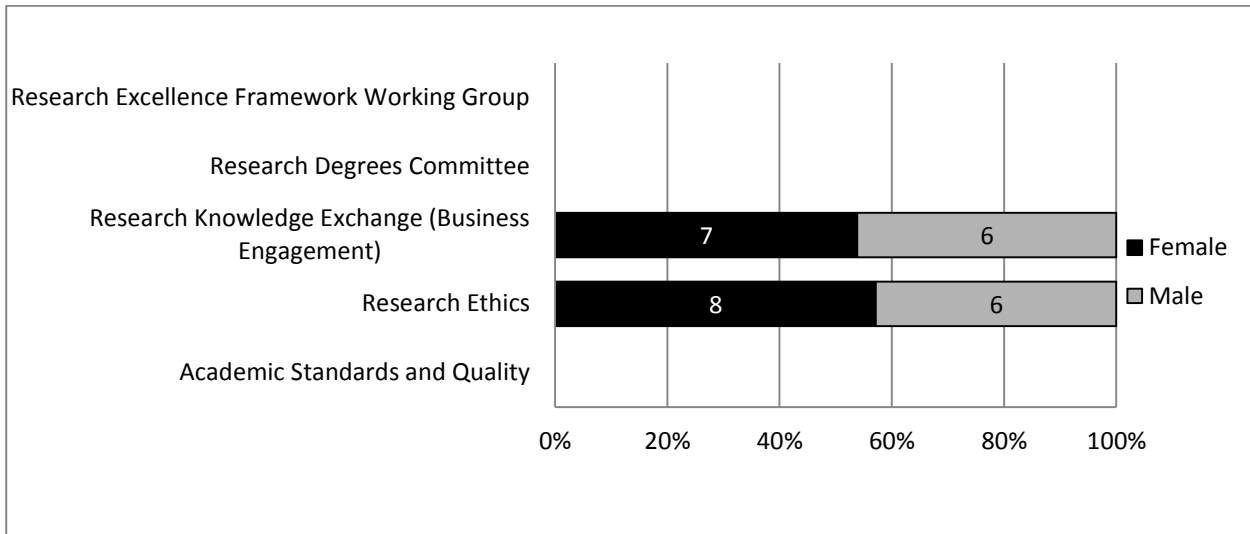
Fig. 16. Female and male representation on Faculty committees with DAS representation in 2011/12. Headcounts are indicated in the bars.

We have significant female representation on committees within DAS (**Figs. 15&16**). Departmental Executive comprises the Head and Associate Heads of Department. Departmental Committee comprises the Executive together with Programme Managers. The Open Forum and Field Board have no formal membership and any member of the Department may attend (**Action 4.4&5.2**). Student representatives self-nominate; there is an election if the number of nominations exceeds the number of positions. Student Representative Coordinators meet with interested female students individually prior to nominations to encourage them to self-nominate. Consequently 9 out of 11 student representatives in the Faculty are female. (96 words)

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.
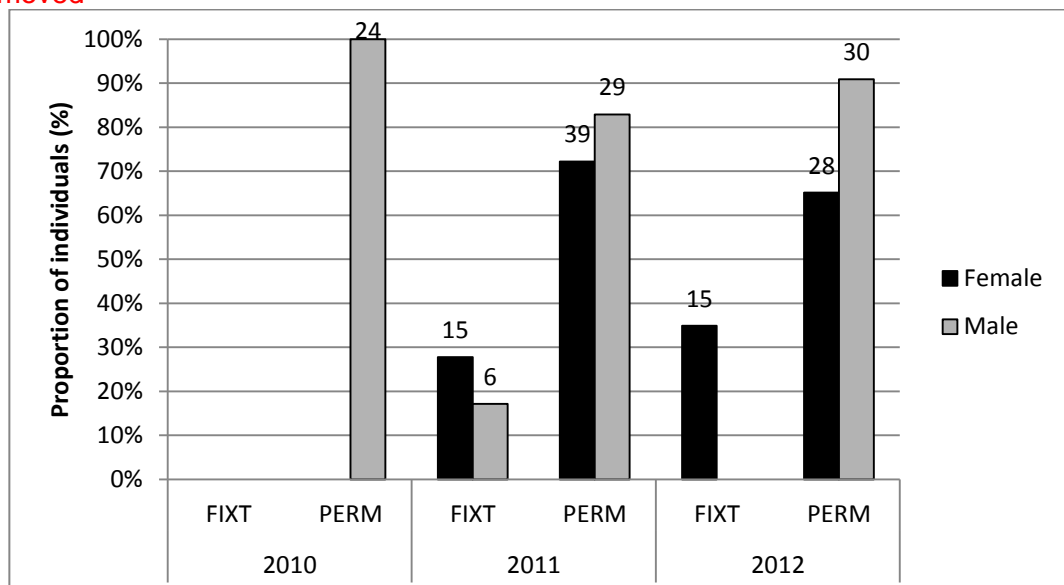
Fig. 17. Proportion of individuals on permanent and fixed-term contacts within DAS. Note that the structure of the Department was different in 2010 hence the DAS staff (top graph) and Faculty Level academics (bottom graph) are presented separately. Headcounts are indicated in the bars.

A large proportion of individuals on fixed term contracts are Research Associates ** Data removed ** (**Table 4.**). We will monitor these numbers to see if this is a continuing trend. The typical route from PhD to independent researcher is via at least 1 or, more usually, 2 or 3 Post-doctoral contracts and therefore the higher proportion of women at researcher level is seen as a larger pool of women in the pipeline for progression to independent researcher. The number of male academics on permanent contract remained the same in the past 3 years (29-31; **Fig. 17.**). The number of female academics on permanent contract was 39 in 2011 but this included 17 Hourly paid lecturers. Thus female academics on permanent contracts increased from 21 to 28 between 2011 and 2012. This was largely due to the appointment of Hourly paid lecturers to Lecturer/Senior Lecturer contracts. (152 words)

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

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

Committee membership is generally not due to selection/election of individuals but by virtue of their role (e.g. Programme Managers sit on Teaching Committee). Where decisions of roles/committee membership are made it is done on the basis of appropriateness for the position and on a basis of equalising workload between all colleagues using the workload model implemented by the Senior Management Team (see **Fig. 1.&15.**). The potential problem with the role-linked attendance on committees is that information is not disseminated effectively to all staff. Indeed the lack of communication was highlighted in both the University staff survey and in our ASSET survey (**Action 1.1**). (103 words)

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

The UWE workload model (WLM) applies to all academic staff on national academic role profiles up to and including NARP5 (Professors/Academic Directors/Directors of Research Centres or Units). The purpose of having an open and transparent WLM is to help ensure that all members of staff are treated in a fair and equitable manner consistent with contractual obligations. Importantly in order to establish transparency and equality across individuals in the department and wider University, the WLM recognises that similar activity across the University generates the same workload requirements. Workload is negotiated between individuals and Associate Heads at the start of each academic year and in future

will coincide with PDR meetings, which will allow us to better manage workload allocations to prevent overwork and create space for innovation in research and/or knowledge exchange activities. There is a process for advertising specific roles and successful applicants are normally appointed for a fixed term of three years. This provides the opportunity for a wider pool of academics to develop specific skills and experience. The current WLM however is far from perfect. There are numerous activities that are not linked to WL for example external activities, the allocated time for certain activities is substantially underestimated in the current model (**Action 5.3**). It is worth mentioning that Athena SWAN activities have been allocated with workload. The Department will run a Stress Management Improvement Tool Questionnaire in May 2013 to address some of the issues with WL. (241 words)

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

The DAS Executive meets every fortnight. Up until 2012 these meetings were scheduled for 11am-1pm on Mondays but recent schedule changes are in place to protect attendees' lunch breaks. Meetings are sometimes held at the far ends of the day but individuals' requirements are taken into account when scheduling.

The DAS Open Forum meets once every month. It is scheduled for Wednesday afternoon to allow as many academics as possible to attend. Minutes of meetings are also posted on either SharePoint or Blackboard sites.

Social gatherings - After work gatherings can be difficult for staff with childcare responsibilities. Usually staff meet at lunch time in the staff room over tea or coffee. A smaller number of staff go to the local pub on Fridays, this includes both female and male members of staff. Female staff started to meet on Saturdays at lunch time. (see next section). (147 words)

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

The questionnaire based on the National ASSET survey highlighted that all staff feel well supported by colleagues. Over 82% strongly agreed or agreed that '*my peers are supportive*' and that '*my working environment is friendly and colleagues cooperative*'. A very small fraction 1-2% felt that they are not supported by their peers. 80% are '*socially integrated*' but 12% felt the opposite. 88% of those returning from parental leave were '*supported by colleagues*' and they used this support.

DAS members used Felixstowe, a UWE restaurant, for informal social gatherings until it closed in 2010. In response to the staff survey in May, DAS acquired a new staff room in October 2012. ** Data removed ** (DAS SAT member) invited all academics, researchers, technical and admin staff in the School to join a coffee club to increase usage of the room and promote a collegiate and social ethos. Of the 56 members of coffee club the majority are academics from DAS with representatives from psychology and social sciences. The members are 24 females and 32 males. The membership fee is flexible to accommodate those working part-time. The club meets informally around 11-13.30 each day. A

Christmas Party was organised in 2012 which started in the early afternoon to include all with family responsibilities and this event was well-attended (over 50 staff) and received. To improve social integration and to nurture the existent supportive and inclusive culture in DAS the coffee club will continue to operate and further events will be organised (**Action 5.3**). ** Data removed ** (SAT member) initiated a 'Ladies that Lunch' group which meets 2-3 pm on Saturdays for Lunch. The ASSET survey will be repeated in 2015 (**Action 1.2**) and the number of those not well integrated monitored. It is expected that the 12% will be reduced now that DAS has a physical space and events organised for social interactions.

All DAS members attend the Annual CRIB Review Day in January which always has time allocated (~2h) for social interactions. SCU attend the Annual SCU Research Away day, as well as six weekly team meetings and a Christmas meal which provide opportunities to socialise. The majority of academics attend the Graduation Ceremony to celebrate the success of all our undergraduate and postgraduate students. Several academics teaching on the same programme celebrate the successful end of an academic year by going out for a meal. Groups of academics organise informal meals at Christmas time. Overall the culture within DAS is inclusive of all colleagues. (411 words)

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

DAS outreach activities are part of the Faculty of Health and Life Sciences (HLS) activities for Widening Participation. HLS have numerous outreach activities aimed to raise aspiration, attainment and recruitment (such as Health and Life Sciences Taster days for year 12 students, STEM taster days for year 7/8 students (~120 students), Year 12 summer school (~100 students), Career talks, Leap in to Health Summer School). The Department appointed a WP Manager (Stuart Shales) and a Public Engagement manager (Erik Stengler) in 2012. These are recognised roles and supported with 55 workload bundles pa (137.5 hours pa). Academics involved in WP activities until now used their scholarly activity time. This will be changed with the new WP Strategic Plan 2012/13 in which all activities will be supported with allocated workload bundles. WP activities are recognised in the Personal Development Review and in promotions but in many cases these activities were not captured accurately which will be addressed in the new process **(Action 5.3)**. In 2011/12 ** Data removed ** academics were involved in WP activities. The presence of the Science Communication Unit within DAS has also resulted in engagement with national projects considering gender and science. For instance contributing to the Institute of Physics' 'Girls into Physics' project, and the UK Department for Business, Innovations and Skills' 'Science for All' strategy.

The WP Strategic Assessment/Access Agreement return for 2010/11 indicates that in 2012/13 priority should be given to work with full-time students from Low Participation Neighbourhoods (LPN). In line with this approach DAS was involved in the Graduate Futures programme in 2012/13 that specifically targeted students from LPN. 22 students from DAS participated in this personal development programme of which 70% were females. Two cohorts are planned for 2013/14 (**Action 4.12**). (291words)

Flexibility and managing career breaks

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

(i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Nine academics took maternity leave between 2009-2011 and we have a 100% return rate. None of the staff requested reduced hours. There were no PhD students who had children during the period of their PhD in the past three years. The University supports childcare vouchers, 7 females used it in 2009, ** Data removed ** (**Action 6.2-6.6**). (69 words)

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

** Data removed **. In addition when children are ill, staff have flexibility to take time off and/or work from home whenever possible. (29 words)

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

No comprehensive data is available on changes to staff contracts as these have only been monitored since August 2012 and have been monitored sporadically during this period. This has been addressed in our University-level action plan. The small amount of data collected suggests the following general principles: requests come in from faculties and a range of services, predominantly from female staff. Nearly all requests are approved and where requests are not approved an attempt is made to negotiate with the relevant manager for alternative provisions to be made to accommodate the staff member. There are no requests on record from DAS staff during this period (**Action 6.1**). UWE has an embedded culture of flexitime: no records are held centrally. Arrangements are made between staff members and relevant line managers. (129 words)

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

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

The University encourages flexible working recognising the need for all staff to balance home and work commitments and understands that flexible working is one way in which it can recruit and retain high quality motivated staff. UWE has extended the legal provision for those with caring responsibilities to all staff. The application form for contract changes, guidance for managers and information on the appeals process are available to staff on the HR intranet and via the HR Advice Line. In addition UWE non-academic staff can elect to take part in a flexitime scheme: staff must be present for core hours. Earliest and latest working times are also published on the HR intranet. Core hours exclude two hours over lunch to allow staff to take extended lunch breaks if required. Time in credit or debit can be rolled over to the next month. Flexitime is part of the induction material for new starters.

In DAS we operate an informal system, which allows staff to manage their work and home life balance; staff may work from home but must inform their manager and admin staff, especially during teaching weeks in case students need to contact them. Staff use this flexibility to manage caring duties. Staff can use their annual leave during school holiday times as long as teaching is covered. (218 words)

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

All staff eligible for maternity and adoption leave are supported by their AHoD or HoD as appropriate. Expectant mothers at all levels including PhD students carry out pregnant worker risk assessments with their line manager or PhD supervisor, to protect the safety of the mother and unborn child (particularly important for those engaged in laboratory research). Designated car park space is provided to expectant mothers within close walking distance to their offices/labs. It was highlighted during consultations that cover for teaching and research are rarely arranged much in advance which puts unnecessary stress on the expectant mother and on her research and teaching team. To address this shortcoming, appropriate cover needs to be arranged 15-11 weeks before the expected date of birth (**Action 6.5**). During maternity leave the university offers 10 paid 'keeping in touch days' which ensure staff still feel part of the team.

DAS allows returning mothers to use the annual leave that accumulates during maternity leave flexibly and return part-time for a period of ~3 months. The University's practice is that mothers are strongly encouraged to take their annual leave before their maternity leave starts. This might be helpful for some expectant mothers. However, DAS allow more flexibility. ** Data removed ** (**Action 6.6**).

** Data removed ** DAS will extend contracts by at least 9 months (if the mother takes the maximum, 12 months maternity leave). The financial implication on the Department will be minimal but the benefit for the mother's career substantial (**Action 6.3**). PhD students have standard research council maternity leave entitlements (**Action 6.4**).

DAS is sympathetic to requests to changes in working arrangements to help an individual achieve a suitable work life balance (University Action Plan). (390 words; section total: 4987)

5. Any other comments: maximum 500 words

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

We carried out an ASSET-based survey and invited all our PGR students and staff (225 individuals in total). 49% on the distribution list were PGR students (110). A large proportion of these students are working/studying off campus and because of this less than half responded. However we had good representative responses from other groups and the gender balance was almost exactly 1:1. This survey highlighted issues with the

following: (a) selection panel gender balance; (b) PDR, (c) training opportunities; (d) appropriate mentoring; (e) workload allocation; (f) awareness of women in science activities; (g) taking up external roles; (h) communication within the Department; (i) information on promotion within the Department and University. All these have been addressed in our Action Plan. (120 words)

6. Action plan

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

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

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

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

Data has been removed.

	1. Self-Assessment process							
Action	**Description of action**	**Action taken already and outcome at March 2013**	**Further action planned at March 2013**	**Progress Log**	**Responsibility**	**Timescale**	**Start date** March 2013 (unless stated differently; outcome discussed at Self Assessment Team annually).	**Success Measure**
1.1	Continue to report to and raise awareness of Athena SWAN issues in relevant planning and strategy meetings across the Department of Applied Sciences (DAS), Faculty and Institution and share good practice.	Departmental Self Assessment Team already reports to University-wide Self Assessment Team and E&DU. Athena SWAN activities at DAS and UWE were discussed in the Annual CRIB Review day (Jan. 2013) and two DAS Self Assessment Team members were featured in *Voice* (Feb. 2013) the magazine for UWE Employees.	Embed Athena SWAN issues into DAS annual planning process. Put Athena SWAN activity as an item on the DAS Forum. Design a site within the Department's web page; HoD monthly newsletter from April 2013. Include Departmental Athena SWAN update in University weekly e-newsletters and the *Voice* Magazine		HoD Self Assessment Team Lead Marketing (web site) Self Assessment Team Lead Athena SWAN Officer	March 2013 onwards Web site updated quotarely; Newsletter stars April 2013 then monthly. Every 6 month starting from March 2013	Reviewed annually.	Webpage produced and regularly updated. HoD newsletter circulated among staff at the beginning of each month. Athena SWAN developments are discussed on Department forum at least 3-times a year. A list of suggestions/actions/concerns is compiled, acted and reported at the next meeting. Athena SWAN activities included in Departmental planning documentation. Athena SWAN featured in the University press.

1.2	Ensure that feedback is collected from staff on the culture and Athena SWAN-related aspects within the department.	Findings from ASSET-based survey held in Jan. 2013, and Departmental level Staff Survey (April 2012) findings have fed into this submission.	Develop and include in the staff survey questions that are relevant to the Athena SWAN agenda. Review focus groups feedback and address anonymised feedback during Departmental and Faculty Forums.		Athena SWAN Officer Self Assessment Team Lead HoD Clare Wilkinson Self Assessment Team member to help with survey design and analysis)	ASSET-based survey to be repeated in 2015	Jan 2013 and repeat the survey biannually.	Achieve over 50% return rate form each group on the ASSET survey. Issues identified in ASSET-based surveys, focus groups & Staff Survey continue to be addressed appropriately. Decisions/ action will be communicated to staff and students.
1.3	Review membership of Self Assessment Team to ensure inclusivity and gender balance.	Membership of the Department Self Assessment Team has grown since March 2012 from four to sixteen members.	Review the membership of the Departmental Self Assessment Team on annual basis. Identify groups of staff which are underrepresented in the Self Assessment Team and to have an open call for new members.		HoD Self Assessment Team members Athena SWAN Officer Self Assessment Team Lead	Self Assessment Team Membership to be reviewed each year	Reviewed annually.	Maintain a diverse membership of Self Assessment Team; opportunities for staff to join the Departmental Self Assessment Team. Increase the proportion of male staff on Self Assessment Team from 18% to 40% (current proportion of males within the Department) by 2015.

| 1.4 | Continue networking with other Universities within the region and UK to share good practice related to University-wide and Departmental Athena SWAN activities. | We are members of the Athena SWAN Wales and South West Regional Network (meetings held in July 2012 and Feb. 2013); Self Assessment Team members were involved in the UWE Inclusive University Conference (Oct. 2012). Collaboration with University of Bristol and Sheffield Hallam University Athena SWAN Officers established. Attendance on these activities was supported by DAS Staff Development Funds. | Continue attending and contributing to Athena SWAN meetings within the region and nationally. Continue collaborating with Departments within UWE (i.e. Engineering) and University of Bristol (Department of Pharmacology and Physiology). Support attendance from DAS Staff Development Fund. Inform staff on Athena SWAN events via dedicated Departmental web site. | | Athena SWAN Officer Self Assessment Team Lead Self Assessment Team members HoD | July 2012 onwards | Reviewed annually. | At least one representative from DAS attending regional and national Athena SWAN events ~twice a year. Good practice is shared via DAS presenting at the events and the DAS staff informed about outcomes of the events increase awareness of Athena SWAN issues in the Department. Host or co-host with the University of Bristol an Athena SWAN regional meeting at UWE in 2013 to facilitate staff attendance. |

	2. Baseline Data and Supporting Evidence.							
Action	Description of action	Action taken already and outcome at March 2013	Further action planned at March 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
2.1	Review admissions practice including attendance at Open Days and agree actions as appropriate. Identify any gender inequality issues		Liaise with UWE's Central Admissions Teams to ensure that the admission process includes showcase of female students and academics.		HoD Athena SWAN Officer	Semester one 2013 then annually	Semester one 2013	Refreshed practice to showcase female students and academics. 2-3 cases/ academic year.
2.2	Work with International office on how to impact on overseas recruitment, particularly of female students. Arrange Equality and Diversity training for staff travelling to international destinations for student recruitment purposes.	Close link with International Office is in place because ~70% of our MSc students on the Biomedical Science Programme are international. DAS staffs were invited to access the E&D e-learning tool in Dec. 2012 and 25 staff completed this course.	Meetings to be arranged with International Office. Feature successful female overseas students from DAS on recruitment prospectus and web site. Encourage staff to attend E&D training (e.g. *Communication Across Cultures*).		HoD Programme Managers International office Learning and Development Centre	Sept 2013 then review annually	Sept 2013	Recruitment practices and materials which support Athena SWAN principles in place by 2014 and updated thereafter. Staffs involved in international recruitment have enhanced E&D awareness.
2.3	Collect and analyse data relevant to Athena SWAN on staff and students within the Department.	Strong links established with HR to ensure that this data is collected routinely and made available to the Self Assessment Team. (see University Action Point 1.1)	Continued liaison with HR to ensure timely and appropriate data is available and analysed. Inform and recommend changes to the Department and Faculty Executives. To identify gaps in data.		HR Athena SWAN Officer Self Assessment Team Lead HoD Graduate School	Annually from March 2013	Reviewed annually.	Data available for Athena SWAN follow-on submissions and for interim work on action plan. Maintain or increase UG key performance indicators in the Department above the national figures.

3. Key Career Transition Points, Appointments and Promotions

Action	Description of action	Action taken already and outcome at March 2013	Further action planned at March 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
3.1	Address issue of gender balance on selection panels	New HR policy is in place that academics at a lower grade can now be on panels interviewing for higher grade posts. Research and academic staff are involved in the selection process by attending presentations from short-listed candidates for academic posts.	Encourage all academic women to gain training on interviewing skills (e.g. *Recruitment and selection*, funded internally and run 2 monthly).		HoD Self Assessment Team Lead The Learning And Development Centre	December 2012 on-going	Reviewed annually.	Better representation (above 50%) of females on panels and contribution/attendance of female staff to/on research/teaching talks used as part of the selection process. Improved (80% or above) satisfaction among new arrivals related to gender balance on selection panels in the ASSET-based survey in 2015.
3.2	Ensure that all staff are regularly appraised and that this process is valuable for promotion and career development.	Personal Development Review (PDR) was introduced in 2009/2010. All academics conducting PDRs have been trained. In 2012 two female and a male academic were successfully encouraged during their PDR to apply for promotion to Professor or Associate Professor.	Monitor and encourage uptake of PDR by women in particular. Encourage attendance on PDR skills refresher courses. Develop further action based on common issues emerging through discussions at PDR.		HoD AHoD CRIBD Line managers	Since 2009/10 on-going	Reviewed annually.	By 2015 all staff are appraised annually within the Department.

3.3	Ensure that all members of staff are familiar with the criteria and procedures for promotion and encourage women with relevant profile to put themselves forward for promotion.	Internal promotions since 2010 take place through business case applications.	Continue using business case applications. Make the process more transparent using PDR meetings (see 3.2) and highlight new materials at the HR intranetto inform academics on the criteria and promotion opportunities. Use DAS Forum and Subject Group meetings to highlight upcoming opportunities.		HoD HR CRIBD SCUD	PDR since 2009/10 on-going	New materials on HR intranet from Sept 2013 on the criteria and promotion opportunities.	Clear promotion process and higher proportion of females (~60%) than of males apply for promotion which is in line with the proportion of females at lecturer and senior lecturer grades at the Department.
3.4	Mentoring for new academics and academics wishing to apply for promotion.	Newly appointed academics are mentored by a more experienced colleague during their first year. Workload (6 wlb ~ 15h pa) is allocated for this activity.	Working with newly appointed female members of staff via women mentoring and researchers mentoring schemes to enhance their CVs and encourage applying for promotion. Extend the individual mentoring from one to three years and arrange meetings every 6 month in the 2nd and 3rd years to discuss/advise on promotion. The meetings in the 2nd and 3rd years will be supported by scholarly activity time.		HoD	New staff mentoring is in place	Promotion mentoring Sept 2013.	100% of newly arrived academics are mentored for three years.

3.5	Support career development and progression of post-doctoral researchers with particular focus on female progression.	Concordat to Support the Career Development of Researchers was launched in 2008. Researcher Skills Development Programme is available for all Post-docs. The Researcher's Forum provides opportunities for networking and support for career development and promotion. The Research Review and Progression Panel (RRPP) review the grades of Research Associates moving to Research Fellows, Research Fellows moving to Senior Research Fellows. In the last academic year two of our female post-docs obtained Lectureships.	Continue to provide career progression opportunities to post-doctoral researchers (i.e. professional training, gaining transferable skills, workshops, distribution of information about new positions). Investigate needs of postdocs with respect to promotion/progression via ASSET survey		HoD HR RRPP Line managers		On-going Meeting with HR in Sept. 2013 and then annually	Our postdocs continue to obtain permanent academic posts, at least one post per year. Transparent system in place for promotion of contract research staff to Research Fellow or Senior Research Fellow. All female post docs to attend at least one course a year relevant to teaching or management/super vision.
3.6	Encourage females to apply for academic jobs within the Department.	Use of positive action statements on job ads. "Demonstrated ability to work as a group/in a team/cooperatively or equivalent phrase. Promoting involvement with Athena SWAN (since January 2013).	Continue and identify new ways of encouraging applications from under- represented groups. Provide a female academic contact for enquiry if appropriate. To be implemented at next available opportunity (next vacancy).		HR E&D Unit HoD Line managers	2013	March 2013, review data annually	Positive statement encouraging female applicants is in place for all job adverts. At least one of the Departmental contacts for job enquiries is female where appropriate. By 2015 aim to have 50% of applicants females overall.

41

| 3.7 | Make the Department more attractive to female applicants by greater visibility of women among existing staff and students. | Images of UG and Post Graduate Research Students (PGR), post-docs and academics on Department homepage including female members of different categories of staff. Photos of staff are displayed in the DAS reception making female academics more visible. | Continue to increase visibility of female UG, PGR students, post-docs and academics online and replace old photos at DAS reception. | | HoD | On-going | New staff photos Sept 2013 Review data annually. | By 2015 aim to have 50% of applicants females overall. Maintain or increase our results of UG applications/acceptance of offers above the national average figures. |

	4. Career Advice and Support							
Action	Description of action	Action taken already and outcome at March 2013	Further action planned at March 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
4.1	Review outcomes of pilot PDRs with Postdocs in light of the Athena SWAN agenda.	Postdocs invited to participate in annual PDR for first time during 2011/12. Reviews undertaken during 2011/12.	Review results to identify any gender differences and develop any additional career support/training that can be put in place as SWAN activity.		HoD AHoDs to report to Self Assessment Team	annual	Review outcome of reviews in 2013/14.	100% uptake rate of PDR by male and female postdocs by 2015, Action in response to any gender-related issues emerging.
4.2	Encourage female staff to participate in the Women Researchers Mentoring Scheme (WRMS)	Women researchers were invited to participate in the Pilot of the scheme in 2011/12. The Pilot was completed and a new round started in February 2013. Three to five workload bundles (~12h pa) were allocated to the academic mentors.	Continue with this activity. To be supported as during the Pilot. Invite Dee Smart (Lead of the WRMS at UWE) to DAS Open Forum to increase staff awareness of the scheme. Include discussion of mentoring in PDR.		HoD Self Assessment Team Research and KE Committee WRMS Steering Group	annual	Review the first round in May 2013	Improved opportunities for career progression for women academics. All females eligible for promotion are aware of WRMS.
4.3	Encourage uptake of internal and external staff development courses and activities by females.	All departmental staff is currently encouraged to undertake staff development courses identified during annual PDR.	Already discussed within the PDR process but monitoring of take up to be formalised, including faculty-funded development. Invite Pam Fitzsimmons (Lead of the Learning and Development Centre, UWE) to inform staff on development opportunities run by the University.		HoD Line manager Self Assessment Team Lead	Annually	July 2013; review data annually.	Increased uptake of opportunities, particularly by women, including PT staff. Attendance of all female staff on at least one external or internal development course/event, academic/research conference per annum.

4.4	Continue to encourage women to apply for Departmental, Faculty and University roles, e.g. committee membership.	Invitation/application for these roles when they become available is communicated to all staff.	Continue informing staff on Faculty role vacancies and provide suitable workload to enable staff to take up new roles.		HoD Subject Group Leader (AHoD)		Sept 2013; review data annually.	Increase in the proportion of women from the Department in DAS, Faculty and University roles.
4.7	Encourage PGR female students from the Department to attend and present their work on the Annual Postgraduate Research Conference.	Conference held annually since 2007	To ensure that the Postgraduate Research Conferences are incorporated in Departmental and Faculty calendars. To advertise Postgraduate Research Conferences to staff and students via departmental newsletters, e-mails, PDR and to encourage female researchers to attend and present. To create opportunities for networking and to practice conference presentation (posters and papers).		AHoD RKE Director of Postgraduate Research Studies DAS Postgraduate Tutor Professional Doctorate Programme Managers Graduate School	Annual	2013/14 and on-going. Review data annually.	90% of our students to submit an abstract for a poster or talk at the Faculty PGR Conference.
4.8	Arrange PGR career support days and ensure that Athena SWAN principles are embedded in the training.	The PGR students have access to 10 training days every year which are related to their study. In 2012/13 they can also attend Researcher Skills Development Workshops.	Continue. To ensure that these days are scheduled on an annual basis and incorporated in Departmental and Faculty calendars. To embed the Athena SWAN principles in the training. To support the personal, professional and career development of female researchers at UWE.		Faculty Research Degrees Committee PhD supervisor DAS Postgraduate Tutor	Annual	2012/13 on-going; Review data annually.	All our PGR students complete the 60 credit Research Training Professional Development Module during their studies.

4.9	Annual Research Forum	Annually since 2007	Continue. To ensure that these days are scheduled on an annual basis. To create opportunities for networking. All research active female academics are encouraged to give a research talk.		CRIBD	Annual	2013/14 On going	All research active female academic staff to give a talk at least biannually.
4.10	Put opportunities in place for female PGR students and post-docs within the Department to gain teaching experience.	Agreement now reached with HR for PGR students and post-docs to be given casual teaching assistant contracts to assist with practical sessions. *Foundation in Learning and Teaching* training is offered to all employees on research staff grades. Currently six of our female postdocs and four female PhD students are involved in our teaching activities.	Offer this opportunity to PGR students and post-docs (subject to budgetary constraints) and tie in with appropriate teaching sessions. This should also include opportunities for students to receive feedback on their teaching. PGR students and post-docs and females in particular will have enhanced employability, teaching and communication skills.		HoD Supervisors Programme Managers	On-going since 2010	Review annually.	All our post-docs and PhD students are made aware of oppotuinies to participate in our teaching activities.

4.11	Encourage contract research staff to apply for internal and external funding.	There are internal funding schemes post-docs can apply for. This academic year two of our post-docs obtained funding from the University for 9 months.	Continue. Funding opportunities publicised on the Departmental monthly newsletter. Encouraging female contract researchers to apply for internal funding and write external applications. Provide training and mentoring in writing grant applications via staff development courses, researchers mentoring scheme and women mentoring scheme.		Line manager CRIBD SCUD HoD	On-going.	Review data annually.	All eligible research staff are encouraged to apply for personal fellowships. 50% of the applications submitted by females.
4.12	Support the personal development of UG students through obtaining Graduate Futures and ILM qualification.	The first such scheme was started in September 2012. Twenty two students from the Department are enrolled on the course and 70% of these students are female. ~40 hrs are allocated for this activity to the tutor from DAS.	Continue this activity. Two cohorts are planned for 2013/14. Identify any gender differences in experience. Provide development opportunities and better employment success to students from disadvantaged background. Promote these personal development opportunities to female students via e-mails and on UG Induction days.		Course tutor (Aniko Varadi) HoD	Annual course	2013/14 On-going; Review data annually.	At least 20 students to complete the course per academic year. At least 50% of these are females.

4.13	Encourage UG students to apply for Summer Research Studentships and ensure that suitable places are available within the Department.	In the past three years over five paid summer research placements were advertised for students with grades above 2:1. Although this opportunity is open to both male and female students we have a larger proportion of female students who are eligible to apply. Indeed, ~60% of placement students were females in the past.	Continue this activity.		Programme manager (Myra Conway) HoD	Annual	2013/14 applications in December, placement in June 2014. Review uptake annually.	To offer at least five research placements per academic year with at least 50% female applicants.

								5. Culture, Communications and Departmental Organization					

5. Culture, Communications and Departmental Organization

Action	Description of action	Action taken already and outcome at March 2013	Further action planned at March 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
5.1	Improve awareness of Equality and Diversity in the Department.	On-line course was distributed to staff in DAS in September 2012. Welcome and induction sessions and mentoring are in place for all new staff. Athena SWAN as agenda item on staff meetings, maintain and improve website relating to SWAN activities.	Encourage uptake of E&D e-learning modules by all the staff in the Department		HoD Line manager	05/2013-03/2014	Review completion in March 2014.	100 % completion of E&D training by staff by March 2014.
5.2	Monitor Departmental Committee memberships by gender, increase interest in uptake of committee roles by females.		Ensure appropriate gender balance wherever possible on key committees. HoD will start a monthly News Letter in April 2013 which will inform colleagues on new developments discussed/decided at various committees. Encouraging applications from females via annual PDR and mentoring schemes.		HoD AHoDs Self Assessment Team		Sept. 2013 and review data annually.	Maintain and improve gender balance on Departmental committees (~50% females overall) to ensure diversity in decision making.

5.3	Contribute to reviewing and documenting Department Workload Model to include appropriate workload for participation in Internal and External committees; Teaching load; Applications for funding for DAS; External roles; Outreach; Work supporting Athena SWAN. To ensure that males and females have the same workload allocation for similar/equal roles.	Workload tool was introduced in 2011 and consultation is continuous between the Union and University. Initial review undertaken 2012. Research time is allocated to Associate professors (1/2 day/week pa) and Professors (1 day/week pa).	Increase transparency of distribution of workload. Ensure that activities planned in this action plan are supported with appropriate workload allocation.		HoD	Annual	2013/14 onwards. Review data annually in March.	Wide uptake of new online interface and increased transparency of allocations. Workload planning to be completed by July (every year) before the new academic year commences.
5.4	Publicise and celebrate the successes of staff particular emphasis on success of women researchers and academics – (publications, Award of Grants, Nominations for awards, prizes).	Information collected monthly and posted on website.	To continue with this practice and to ensure that the successes of female staff are particularly highlighted to increase their visibility. Include promotional activities through public engagement, use local and national initiatives to promote women researchers. (It will be done via HoD News Letter, Research Centre updates, nomination for UWE better together Awards etc.)		HoD CRIBD SCUD Subject Group leader Marketing and Communications CPE Co-ordinator SCU	On-going	on-going, review progress annually	Continue with good practice and promote the achievements of women in particular. Two female academics from the Department are featured in 'In your shoes' section of the *Voice*, the magazine for UWE Employees per academic year.

5.5	Improve social aspect of Department e.g. Christmas Party for staff, summer garden party for families. Encourage the recently organised Ladies Lunch events.	Staff coffee room was established as an outcome of the staff survey in 2012. The Christmas Party was seen as positive to working culture. DAS members were involved in raising money for various charities by selling cakes in the staff room. Special Days in the year have also been celebrated with cakes. A Self Assessment Team member initiated the Ladies Lunch event which is an informal occasion for female members to meet up on a Saturday. The first event took place in December 2012.	Look to establish more department-wide events and ensure timings enable those with caring responsibilities to attend. Continue with the Ladies Lunch event, coffee club and the charity cake baking. Ensure that these events are publicised via Deparmental news letter, e-mail and Departmental web site.		HoD Self Assessment Team members	On-going	Two events per year. Review in March every year.	Two social activities per academic year with high attendance from staff (over 50%).

			5. Career breaks/flexible working					
Action	Description of action	Action taken already and outcome at March 2013	Further action planned at March 2013	Progress Log	Responsibility	Timescale	Start date	Success Measure
6.1	Monitor all requests for flexible working and ensure that all existing staff are aware of the option to request flexible working. Ensure that all staff are familiar with maternity/adoption and paternity leave policies and up-to-date information is available.	Information pack is provided during induction.	Continue to provide information to all staff via information packs, induction process, PDR and regular Departmental newsletters		HoD HR Line manager	September 2012, and annually each October	Review data annually; ASSET survey in 2015	Staffs are aware of and take up the option to request flexible working. Maintain zero complaints. (Satisfaction monitored by the ASSET survey 1.2)
6.3	Ensure that staff are supported during they maternity/adoption and paternity leave.	Staffs on maternity/paternity/adoption leave are invited to attend the Departmental away days and all social gatherings. This year, one mother on leave attended research collaborator's days and our away day using her 'keeping in touch days'. All mothers on leave attended our summer BBQ with their families.	To continue and spread the good practice across the Department Subject Groups. To invite the staff on maternity, paternity and adoption leave to Research Centres Annual events, seminars, Department Forums (in addition to existing invitations to social events).		HoD Line manager	On going	Review in March every year. Asset survey in 2015.	Staffs are supported during leave. Staff on leave (above 80%) attend annual research meetings, away days and all Departmental social events. (Satisfaction monitored by the ASSET survey; 1.2)
6.4	Extend contracts of externally or internally funded Research staff on fixed-term contract by ~9 months (if the mother takes the maximum, 12 months maternity leave).	Staffs are frequently funded from internal budget and bridging fund is available to extend contracts while grants are evaluated/waiting for funder's decision. Two female post-docs one before taking a maternity leave and one after maternity leave obtained bridging fund.	If staffs are funded internally or by charities maternity leave often results in reduced contract after the leave.		HoD Line manager HR		March 2013. Review process annually.	The working time available to complete the research is maintained.

6.5	Contribute to the Graduate School's analysis of the experience of PGR students, post-docs and contract staff taking breaks from their studies/research particularly for maternity leave and consider how best to support to maintain their studies/research.	(see 6.3) Post-doc contracts are normally extended if funded by Research Councils after their maternity leave by the length of time that they were on leave.	To develop the Graduate School Guidelines for maternity and paternity leave. To inform PGR students about the policies and guidelines via PGR progression meetings, newsletters and via e-mail.		Postgraduate Tutor Self Assessment Team Faculty Research Degree Committee Supervisors CRIBD SCUD Graduate School		April 2013, review progress annually.	Transparent and communicated process for PGR students, post-docs and contract staff who take a break from their studies/research.
6.6	Ensure that adequate cover for teaching and research is in place 15-11 weeks before the expected week of child birth. Provide lower teaching and admin load for those returning from maternity or adoption leave.		To ensure appropriate cover for both teaching and research supervision is in place well before the leave starts (~15 week prior to the expected date of birth). Appropriate workload is allocated for research supervision and teaching cover. Ensure that a two months period with lower teaching and admin load is provided on return from leave.		HoD Programme Leaders	Cover for teaching is on-going.	Cover for research Sept 2013 onwards. Review data annually.	Appropriate and timely cover for both research and teaching is in place for staff taking leave. Staffs are enabled to focus on their research for two months after a maternity/adoption leave.
6.7	Ensure that annual leave can be taken flexibly for those returning from maternity leave.	Annual leave is accumulated during maternity leave but the University policy is to take as much annual leave before maternity leave as possible.	Provide flexibility on the use of annual leave in association with parental leave. Four female academics used this option in the past and 100% of them would opt for using it again.		HoD Line manager		Sept 2013. Review data annually. Asset survey in 2015.	Staff are enabled to return to work gradually using annual leave if they request/need this.

Notes and Key to Action Plan:
AHoD – Associate Head of Department
AS Officer – Athena SWAN Officer
CRIB/D - Centre for Research in Biosciences/Director
DAS – Department of Applied Sciences
E&D – Equality and Diversity
E&DU – Equality and Diversity Unit
HLS – Health and Life Sciences
HoD – Head of Department
HR – Human Resources
ILM – Institute of Leadership and Management
PGR – Postgraduate Research PI – Principle Investigator
SAT – Self Assessment Team
SCU/D – Science Communication Unit/Director
UG – Undergraduate
UWE – University of the West of England

■	Important & urgent action is needed – requires significant input
■	Important – requires considerable input but significant progress has already been made.
■	Important - significant progress has already been made.