# Department Application
## Bronze and Silver Award

## ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## ATHENA SWAN SILVER DEPARTMENT AWARDS

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

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

> Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

| Department application | Bronze | Silver |
|---|---|---|
| **Word limit** | **10,500** | **12,000** |
| *Recommended word count* | | |
| 1.Letter of endorsement | 500 | 500 |
| 2.Description of the department | 500 | 500 |
| 3. Self-assessment process | 1,000 | 1,000 |
| 4. Picture of the department | 2,000 | 2,000 |
| 5. Supporting and advancing women's careers | 6,000 | 6,500 |
| 6. Case studies | n/a | 1,000 |
| 7. Further information | 500 | 500 |

| | |
|---|---|
| **Name of institution** | University of Salford |
| **Department** | School of Environment & Life Sciences (ELS) |
| **Focus of department** | **STEMM** |
| **Date of application** | November 2017 |
| **Award Level** | **Bronze** |
| **Institution Athena SWAN award** | **Date: May 2016**     **Level: Bronze** |
| **Contact for application** <br> Must be based in the department | Dr Rachel Brenchley |
| **Email** | ███████████████ |
| **Telephone** | ████████ |
| **Departmental website** | http://www.salford.ac.uk/environment-life-sciences |

## 1.  LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

**TOTAL WORD COUNT: 10,220**

Sarah Dickinson-Hyams
Head of Equality Charters
Athena SWAN Charter
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London SE1 7SP

Professor Sheila Pankhurst
Dean of School
School of Environment & Life Sciences
University of Salford
Peel Building
Salford M5 4WT
t: 0161 295 5171
e: s.pankhurst@salford.ac.uk

21st November 2017

Dear Sarah,

This application from the School of Environment and Life Sciences (ELS) at the University of Salford (UoS) for an Athena SWAN Bronze award has my strongest support.

As Dean of School, and a member of the ELS self-assessment team (SAT), I am absolutely committed to ensuring that ELS offers an inclusive and supportive environment for all members of staff. This commitment is to promoting gender equality, and to understanding intersectionality, and addressing all facets of possible inequality in the workplace, including ethnicity, class and disability. Since joining the School in March this year, I have met with every member of staff for an individual discussion, to listen to their views, concerns and aspirations. I have also met with undergraduate and postgraduate student representatives.

My background spans industry and the third sector as well as academia, and I have been fortunate to have benefited from excellent training in leadership and management, including training in equality and diversity, and in avoiding unconscious bias in recruitment. As a scientist, wife and mother, I have experienced at first hand the tensions between career and family life; I hope that this has helped to make me a better manager, with a deeper understanding of gender equality issues and how to address these effectively.

The Athena SWAN self-assessment process for this application has been enlightening; the data show that there is good practice and also areas where we do not yet fully support our staff and students in the way that I would like. Over the last five years we have recruited a significant number of new staff, and I am happy to see that over this time our proportion of female staff has increased for most grades. Over the same time period, however, the School has had difficulty recruiting women to senior positions. Despite two welcome promotions to

professorial level this year for female colleagues, the ELS professoriate remains overwhelmingly male.

I am determined to improve this situation and have undertaken to mentor, personally, all female colleagues who aspire to promotion to reader or chair. I will also ensure that all short-lists for interview for appointments within the School include at least one female applicant.

Encouragingly, our last round of promotions to senior lecturer, in early 2017, saw equal numbers of female and male staff applying, and a more women shortlisted and promoted. Feedback suggests that awareness of Athena SWAN principles is encouraging women to seek career progression, believing that in ELS their achievements will be evaluated in an unbiased way.

The 2016 ELS Athena SWAN staff survey highlighted areas of specific concern for female staff, including the promotions procedures; performance and development review (PDR) mechanism, and recognition for their achievements.. In response, I have established a Reward and Recognition Working Group (R&RWG), to devise better support systems and to ensure that colleagues feel recognised for their work and achievements. The R&RWG will work in collaboration with our HR Business Partner to trial a new personal development review (PDR) process, with ELS leading the way at UoS to implement an improved system for appraisal and staff development from 2018.

I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

Yours faithfully,

Professor Sheila Pankhurst, PhD, FRSB

Dean of the School of Environment and Life Sciences

**Word count: 539**

## 2. DESCRIPTION OF THE DEPARTMENT

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

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Environment & Life Sciences is one of seven Schools within the University of Salford (UoS). ELS research activity is organised into two research centres: Biomedical Research Centre (BRC) and Ecosystems and Environment Research Centre (EERC) (**Figure 2.1**) each lead by a centre Director. All permanent academic staff within ELS are aligned with a research centre and are expected to contribute to both teaching and research in their respective areas. The only staff with contracts specifying either research-only or teaching-only are at the fellow/postdoctoral level (**Figure 2.2**).
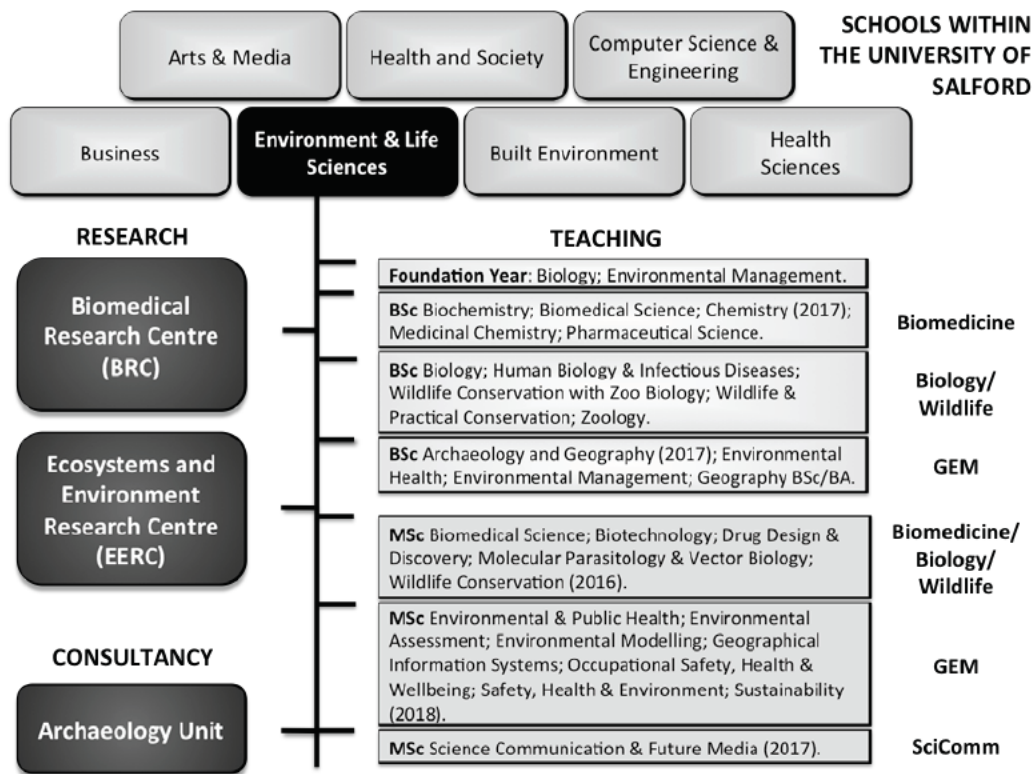


**Figure 2.1. Research and teaching areas in ELS. Degree programme names are listed and newer programmes are indicated with the year of launch in brackets, as data are not yet available for these.**

| | |
|---|---|
| **Professor/Chair and Associate Dean roles** (Professorial role includes both teaching & research) | **Grade 10** (Start of Management grades) |
| **Reader** (role includes both teaching & research) **Senior Lecturer** (role includes both teaching & research) | **Grade 9** |
| **Lecturer** (role includes both teaching & research) | **Grade 8** |
| **Teaching Fellow** (Teaching-only) **Research Fellow** (Research-only) **PDRA** (Research-only) | **Grade 7** |

**Figure 2.2 ELS career pipeline aligned to academic grades.**

ELS offers a range of undergraduate (UG) and postgraduate taught (PGT) degree programmes (**Figure 2.1**) covering the broad areas of biochemistry, biology, biomedical science, wildlife, and geography. For academic year 2016-17, 1782 students were enrolled across all UG, PGT and PGR degree courses in ELS, with female students comprising 62% of undergraduates, 55% of PGT students, and 45% of PGR students.

Our Dean of School is supported by the School Executive Group ("Exec") comprising members of staff performing specific leadership or functional roles (**Figure 2.3**). Teaching is organised into three main areas: Biomedicine; Biology/Wildlife; and Geography and Environmental Management (GEM). Each area has an Academic Lead: three to oversee the UG areas and one for the PGT programmes, and these roles report to the Dean. Academic Leads act as line managers for both the Programme Leaders, who oversee development of one or more degree programmes, and all staff who deliver teaching within that area.
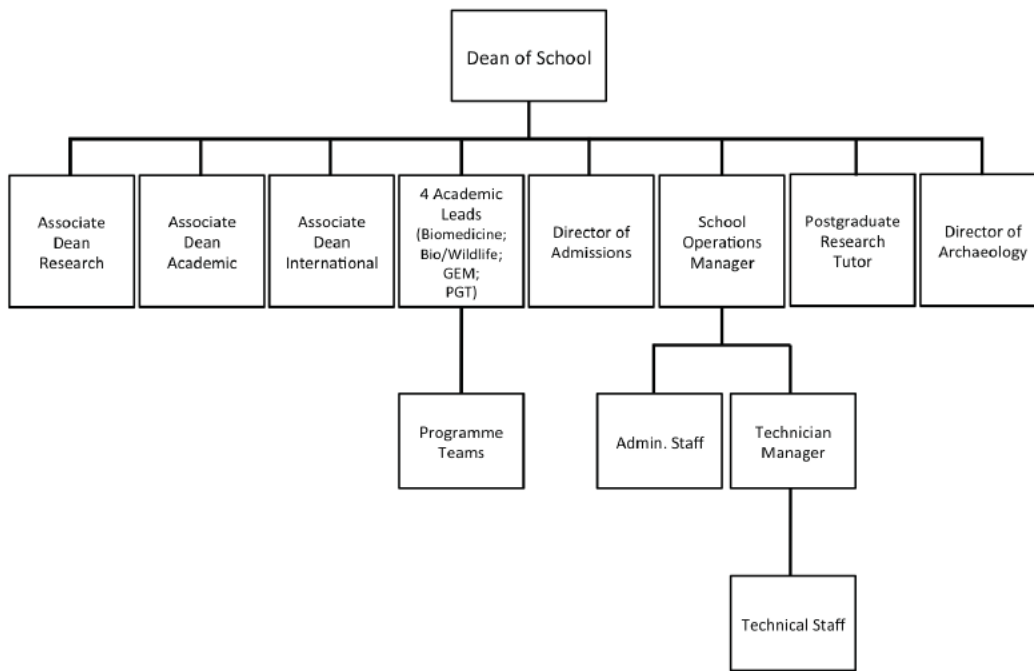
**Figure 2.3. ELS management structure.**

We have a total of 85 academic staff and 41 administrative staff. The proportion of academic staff in ELS who are female is 38% and the proportion of administrative staff who are female is 60% (**Figure 2.4**). Our PGR community comprises 99 full-time and part-time students and alongside this we currently have 13 postdoctoral researchers (PDRAs), one research fellow and two teaching fellows. The number of permanent academic staff within ELS has increased significantly from 2013-present and, at the time of this application, 36% of staff have been in post fewer than four years. This presents challenges for the School in supporting an influx of predominantly junior staff while also providing appropriate support and career development for staff considering promotion to senior levels.
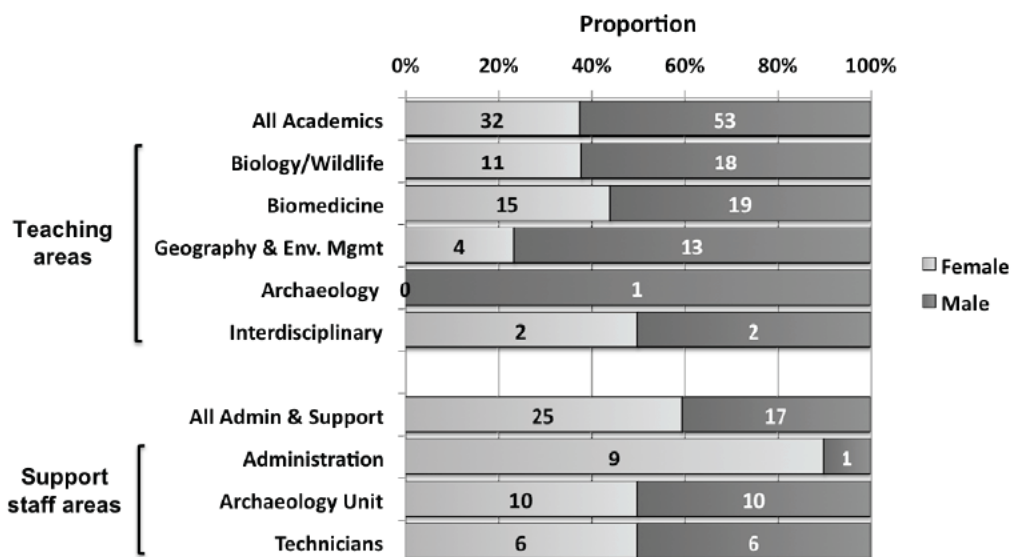
**Figure 2.4. Breakdown of all academic and support staff in ELS by gender. Numbers show staff employed in the School on 1ˢᵗ August 2017. Academic staff includes PDRAs, fellows, lecturers, senior lecturers, readers, and professors.**

ELS is located in two adjacent buildings on campus; the Peel Building (**Figure 2.5**), which has a large number of staff offices and teaching rooms, and the Cockroft Building, which houses our research and teaching labs plus staff offices. Recent investment in Cockroft lab space has also provided additional staff offices and during 2017 13 staff have relocated from Peel Building to Cockroft. As ELS expands further into Cockroft we are working towards providing more opportunities for staff networking and social activities.



**Figure 2.5. Grade II listed Peel Building.**

**Word count: 446**

**3.   THE SELF-ASSESSMENT PROCESS**

Describe the self-assessment process. This should include:

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

The Self-Assessment Team (SAT) within the School of Environment and Life Sciences (ELS) comprises 19 members of staff who represent all groups within the School (**Table 3.1**). We will monitor the composition of the SAT annually to ensure gender balance and an appropriate mix of people in different roles (**Action 3.1**). We have ensured there is diversity in terms of:

- **Gender:** 11 female; 8 male.
- **Role**: Academic/researcher (15); member of School Executive Group (4); Administration (1); HR liaison (1); technician (1); student (2).
- **Academic career stage**: PhD student (2); postdoc/fellow (1); lecturer (9); senior lecturer (2); professor (3).
- **Subject area**: Biomedicine (4); Biology/Wildlife (9); Geography (1).
- **Work-life experiences.**

**Table 3.1. Members of the ELS Self-Assessment Team.**

| MEMBER OF STAFF | JOB TITLE & KEY ROLE | WORK-LIFE EXPERIENCE |
|---|---|---|
| **Richard Armitage** | Senior Lecturer in Geographical Information Science; Academic Lead for GEM teaching area | █████████ |
| **Athar Aziz** | Lecturer in Biomedical Science | █████████ |
| **Chiara Benvenuto** | Lecturer in Zoology; Placement Tutor | █████████ |
| **Rachel Brenchley** | Lecturer in Genomics and Bioinformatics; SAT Chair | █████████ |
| **Ilaria Coscia** | Research and Teaching Fellow | █████████ |
| **Ian Goodhead** | Lecturer in Infectious Diseases | █████████ |

| | | |
|---|---|---|
| **Chloe James** | Senior Lecturer in Medical Microbiology | █████████ |
| **Zeljka Krpetic** | Lecturer in Physical Chemistry | █████████ |
| **Marija Krstic-Demonacos** | Professor of Molecular Medicine; Director of Biomedical Research Centre (BRC) | █████████ |
| **Joe Latimer** | Lecturer in Antimicrobial Resistance | █████████ |
| **Tony Libby** | School Operations Manager | █████████ |
| **Allan McDevitt** | Lecturer in Global Ecology and Conservation | █████████ |
| **Pika Miklavc** | Lecturer in Human Physiology | ███ |
| **Sheila Pankhurst** | Dean of School; Professor | █████████ |
| **Manishadevi Patel** | Specialist Biomedical & Physiology Technician; Part-time PhD student | █████████ |
| **Tim Pearson** | HR Business Partner | █████████ |
| **May Rajab** | PhD student | █████████ |
| **Mike Rogan** | Professor of Zoology | █████████ |
| **Katherine Yates** | Lecturer in Global Ecology and Conservation; NERC Knowledge Exchange Fellow | █████████ |

### (ii)    an account of the self-assessment process

The SAT Chair receives a workload allocation to perform this role and reports to School Executive Group ("Exec"). The SAT Chairs from the seven Schools report to the UoS Athena SWAN sub-committee, which oversees the implementation of

the University's bronze action plan, and also meet with each other quarterly as a group to provide updates and share best practice.

The SAT has held meetings at least quarterly since late 2014 and monthly during 2016-17. At the beginning of the process meetings focussed on activity occurring at the University level, as preparations were made for the University's submission, and also our data requirements in ELS to progress with our own self-assessment. This required close working with key individuals within HR to facilitate the production of the staff data for analysis by gender. Meetings during 2016-17 have focussed on interpreting the data collected from surveys/other feedback and formulating an action plan that addresses the main issues. The first draft action plan was produced in December 2016 and this was discussed at the January 2017 ELS Away Day, where staff provided feedback on the proposed activities.

Data analysis and drafting of the ELS application has been shared among SAT members and contributions made via collaborative document editing (Google Docs). Members have taken on responsibility for specific areas, gathered data from different University departments, and then provided interpretation of the findings and actions to incorporate into the final action plan. All meeting minutes plus other useful resources (e.g. comparative data) are available to members of ELS in the staff area on Blackboard (the University's Virtual Learning Environment).

**Table 3.2. List of data gathered for this application in addition to the staff and student data requested.**

| Description of data | Time of data collection | Organising unit |
|---|---|---|
| Best Companies Survey data for ELS. | October 2015 | UoS |
| Mini-survey after release of Best Companies results (focus on wellbeing). | July 2016 | ELS |
| ELS Athena SWAN Survey | October 2016 | ELS |
| Staff feedback on draft Action Plan during ELS Away Day. | January 2017 | ELS |
| PhD Student Experience Survey | June 2016 and 2017 | Biomedical Research Centre in ELS |
| Postdoctoral Researcher Survey | July 2017 | ELS |
| Staff focus group and individual interviews with staff about flexible working & parental leave. | July 2017 | ELS and UoS |

Our application has been facilitated by staff in Human Resources, Student Administration, and Strategy & Planning who have provided our data. Information from staff surveys and discussion groups has been used to define areas of focus for an informed action plan (**Table 3.2**). A critical review of our application and action plan has been carried out by an external consultant and we have also had constructive feedback from the Institute of Integrative Biology at the University of Liverpool, which was recently awarded an Athena SWAN Gold award. School Exec was presented with the main findings and action plan for sign-off and the application was then approved for submission by the UoS Athena SWAN sub-committee.

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

The SAT will meet quarterly from December 2017. After each meeting a progress report will be provided to the Athena SWAN Sub-committee and also to School Exec (**Action 3.2**). To monitor the success of the Action Plan, SAT will gather all staff and student data on an annual basis (October/November) and administer an Athena SWAN survey (March/April) (**Action 3.3**). To keep staff informed of all Athena SWAN activity within ELS, the SAT chair will give periodic updates at our monthly staff meeting (School Congress) and annual School Away Days (**Action 3.4**).

Recent recruitment has increased the number of staff in ELS considerably, and in 2016 nine new lecturers (five female, four male) expressed an interest in contributing to the Athena SWAN team. In order to allow contributions from interested staff, while also maintaining a SAT of manageable size, going forward the SAT will be divided into three task groups to focus on different areas of the action plan (**Figure 3.1**).

We have started to study gender in combination with residency for some analyses, as our student body comprises a large proportion of international students, especially for PGT/PGR. Our future approach is to take a fully intersectional approach to equality and diversity work in the school by formalising our data requirements from central University functions and revising our action plan annually based on this analysis. Our UG intake for 2017-18 is 38% students from a black or minority background and so it is particularly important we understand the issues that may only be visible at the intersection of gender and ethnicity (**Action 3.5**) and this will be undertaken by the Data Task Group (**Figure 3.1**). We will review our action plan annually, incorporating the results of new data analysis and staff feedback, and this process will prepare us to apply for an Athena SWAN Silver Award in 2021 (**Action 3.6**).
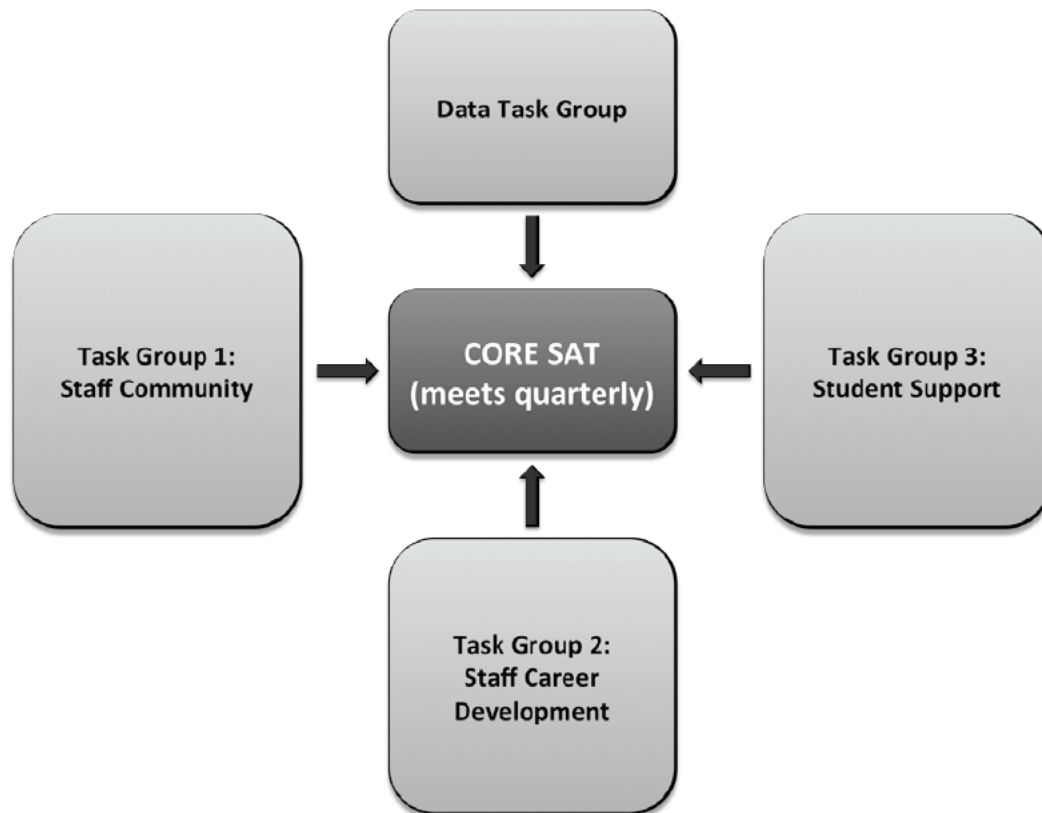
**Figure 3.1. Revised operating structure of the SAT for implementation of the bronze action plan.**

**Word count: 851**

## 4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

### 4.1. Student data
(i)　Numbers of men and women on access or foundation courses

ELS offers two Foundation Year courses as entry routes to undergraduate study: Biology with Foundation Year, and Environmental Management with Foundation Year. Students passing Foundation Year continue their studies as UG students. Both courses have seen a decrease in the proportion of female students in the most recent years (**Table 4.1**). However the numbers are not high so the proportion will be variable year on year. Our data relate to full-time students, as no part-time students were enrolled during the years analysed.

**Table 4.1. Proportion of male and female students studying full-time on Foundation Year courses.**

| | Biology | | | Environmental Management | | | Female proportion of all FY students |
|---|---|---|---|---|---|---|---|
| | Female | Male | % F | Female | Male | % F | |
| **2013-14** | 57 | 53 | 52 | 17 | 16 | 52 | 52 |
| **2014-15** | 45 | 29 | 61 | 9 | 10 | 47 | 58 |
| **2015-16** | 55 | 31 | 64 | 7 | 15 | 32 | 57 |
| **2016-17** | 36 | 43 | 46 | 8 | 13 | 38 | 44 |

(ii)     Numbers of undergraduate students by gender

**Table 4.2. Gender analysis of full-time and part-time undergraduate students for 2013-2017.**

| | Full Time | | | | Part-Time | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % F | M | % M | F | % F | M | % M | F | % F | M | % M |
| **13-14** | 754 | 59 | 532 | 41 | 2 | 40 | 3 | 60 | 756 | 59 | 535 | 41 |
| **14-15** | 775 | 59 | 537 | 41 | 3 | 43 | 4 | 57 | 778 | 59 | 541 | 41 |
| **15-16** | 820 | 60 | 539 | 40 | 3 | 27 | 8 | 73 | 823 | 60 | 547 | 40 |
| **16-17** | 838 | 61 | 525 | 39 | 4 | 80 | 1 | 20 | 842 | 62 | 526 | 38 |

We have analysed the gender balance for UG students on 13 Bachelors degrees across our three teaching areas: Biomedicine; Biology/Wildlife; and Geography and Environmental Management (GEM). For newer programmes, e.g. Chemistry, we do not yet have three year's worth of data. Total numbers of part-time students are very low, therefore, it is not informative to analyse trends by programme. Over the four-year period, the proportion of women on our undergraduate programmes has seen a 3% increase from 59-62% (**Table 4.2**)

**A**

Biochemistry | Biomedical Science | Medicinal Chemistry | Pharmaceutical Science

Degree Programme

**B**

Biology | Human Biol & Infect Diseases | Wildlife Conservn & Zoo Bio, Wildlife & Practical Conservn | Zoology
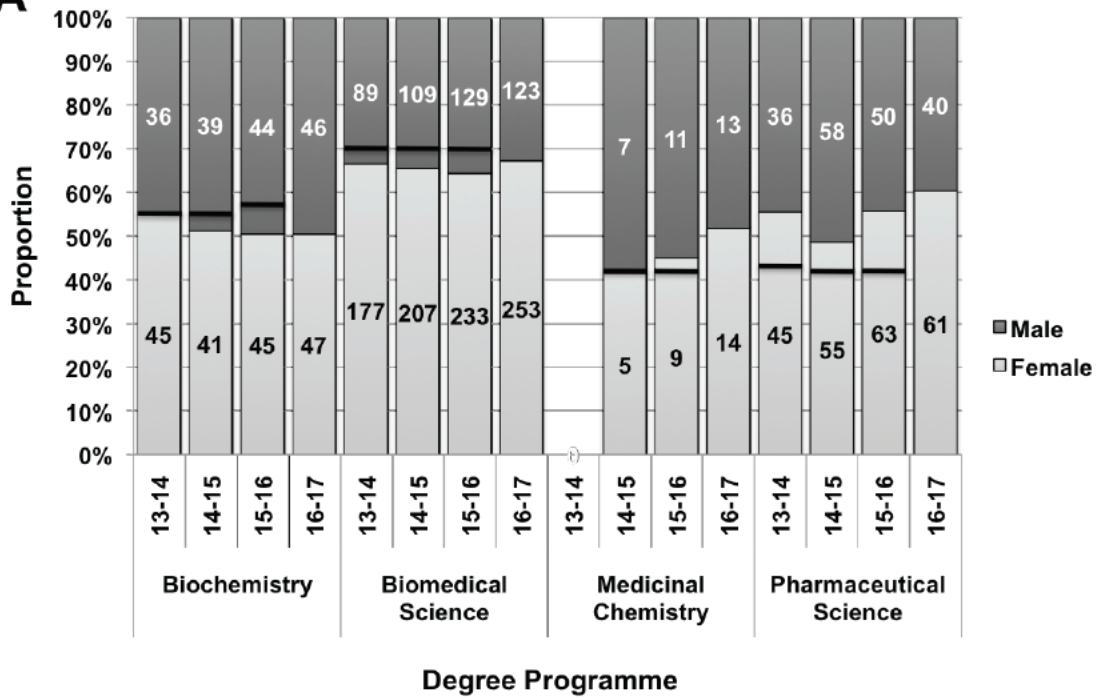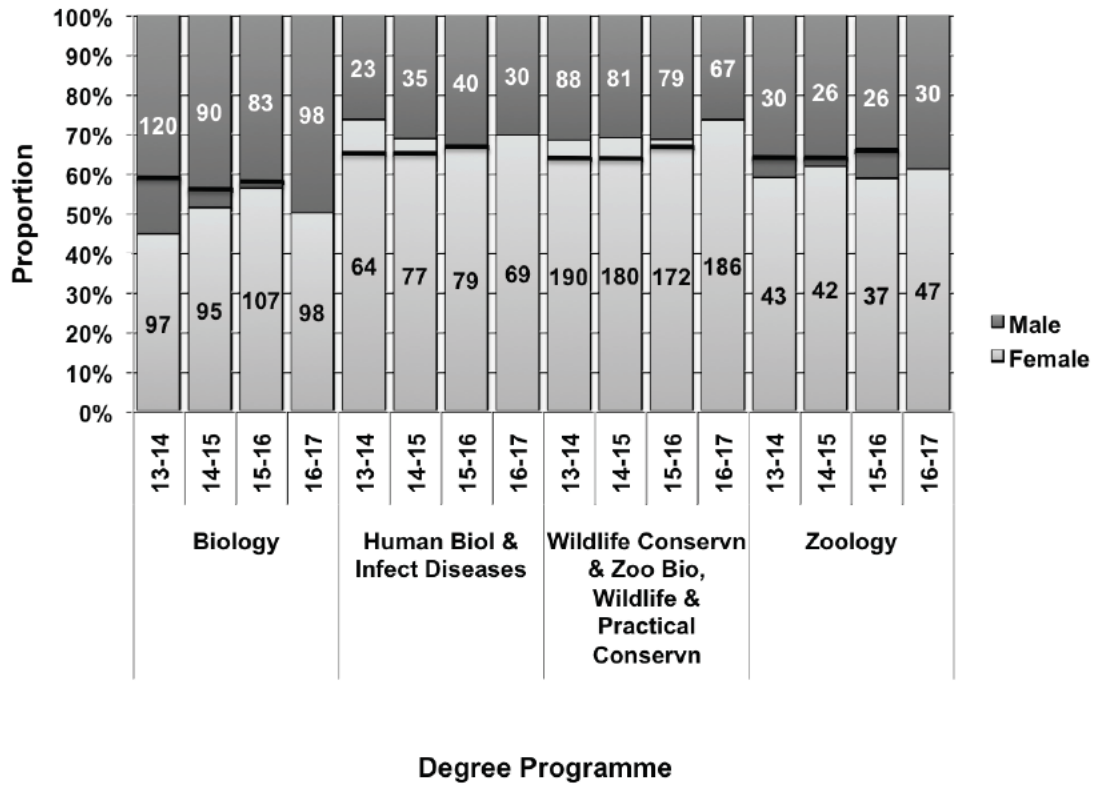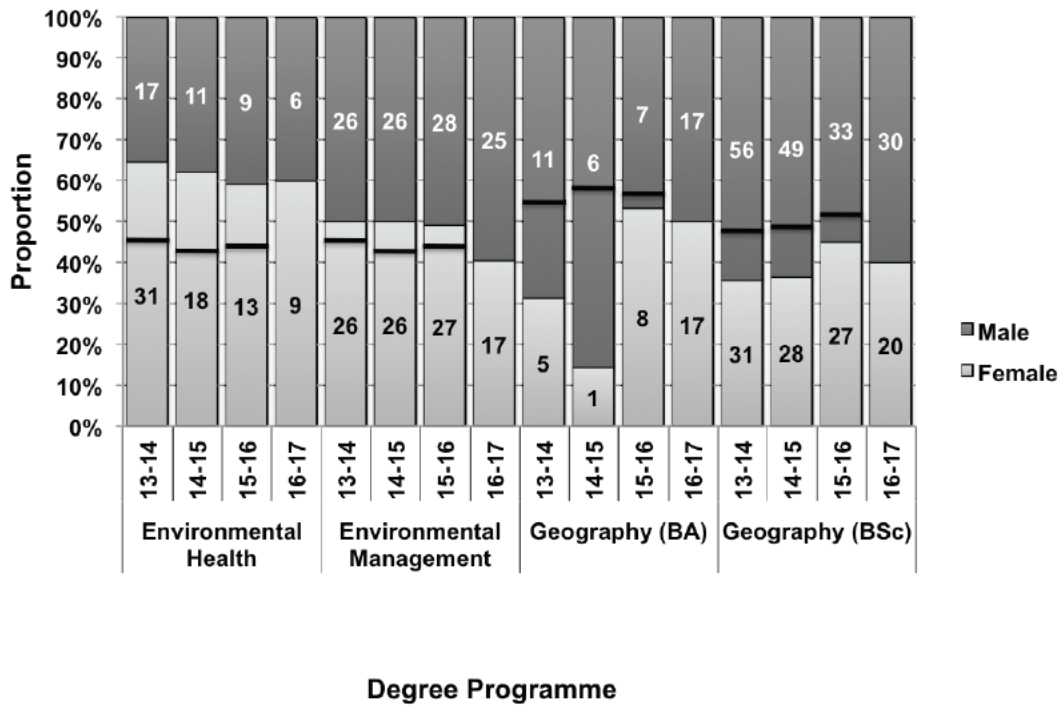
Degree Programme

**Figure 4.1. Gender analysis of full-time undergraduates in ELS shown by degree programme area. A: Biomedicine area; B: Biology/Wildlife area; C: GEM area. Black lines indicate HESA benchmarks for each subject.**

Analysis of degree programmes by gender including comparison to national benchmarking data (HESA) shows several of our UG programmes are more gender-balanced than the sector averages, e.g. Biology, Zoology, and Biochemistry. Three programmes have high proportions of female students: Biomedical Science (67% in 16-17), Wildlife (74% in 16-17), and Human Biology & Infectious Diseases (70% in 16-17) (**Figure 4.1A and 4.1B**). There are two programmes where the proportion of women is below 50%: Environmental Management (40% in 16-17), and Geography (BSc) (40% in 16-17) (**Figure 4.1C**). As there is a consistent pattern of lower female participation in the Geography BSc and our proportions here are also consistently below the national average then increasing recruitment of women to this programme is our main priority. SAT will work with Admissions Tutors for GEM programmes to ensure content and message on ELS Open Days is inclusive (**Action 4.1**) and devise new engagement activities to target women interested in Geography (**Action 4.2**).

Analysis of all applicants by degree programme and gender shows two years where male applicants were more likely ($\chi^2$, $p<0.05$) to receive offers than female applicants within the Biochemistry, Medicinal Chemistry, and Pharmaceutical Science programmes (**Table 4.3**). On the Biomedical Science programme women were more likely ($\chi^2$, $p<0.05$) to accept their offer than men for two of the years analysed. As a greater proportion of female applicants have

accepted the places we offered, this amplifies the female bias already present in the applicant pool for this programme.

**Table 4.3. UG applicants by gender between 2013-17. Cells coloured dark grey indicate statistically significant gender differences ($\chi^2$, p<0.05).**

| | | Applications | Offers | Acceptances | Proportion of applicants offered a place (%) | Proportion of applicants accepting a place (%) |
|---|---|---|---|---|---|---|
| **Biochemistry/Medicinal Chemistry/Pharmaceutical Science** | | | | | | |
| **2013-14** | Female | 102 | 84 | 28 | 82 | 33 |
| | Male | 102 | 87 | 20 | 85 | 23 |
| | **% Female** | **50** | **49** | **58** | | |
| **2014-15** | Female | 116 | 89 | 28 | 77 | 31 |
| | Male | 133 | 115 | 34 | 86 | 30 |
| | **% Female** | **47** | **44** | **45** | | |
| **2015-16** | Female | 139 | 109 | 35 | 78 | 32 |
| | Male | 138 | 120 | 30 | 87 | 25 |
| | **% Female** | **50** | **48** | **54** | | |
| **2016-17** | Female | 133 | 105 | 23 | 79 | 22 |
| | Male | 143 | 120 | 29 | 84 | 24 |
| | **% Female** | **48** | **47** | **44** | | |
| **Biology/HBID/Zoology** | | | | | | |
| **2013-14** | Female | 330 | 274 | 109 | 83 | 40 |
| | Male | 244 | 216 | 84 | 89 | 39 |
| | **% Female** | **57** | **56** | **56** | | |
| **2014-15** | Female | 360 | 325 | 126 | 90 | 39 |
| | Male | 236 | 214 | 73 | 91 | 34 |
| | **% Female** | **60** | **60** | **63** | | |
| **2015-16** | Female | 378 | 331 | 112 | 88 | 34 |
| | Male | 255 | 225 | 67 | 88 | 30 |
| | **% Female** | **60** | **60** | **63** | | |
| **2016-17** | Female | 330 | 284 | 94 | 86 | 33 |
| | Male | 245 | 197 | 68 | 80 | 35 |
| | **% Female** | **57** | **59** | **58** | | |
| **Biomedical Science** | | | | | | |
| **2013-14** | Female | 164 | 133 | 58 | 81 | 44 |
| | Male | 125 | 98 | 37 | 78 | 38 |
| | **% Female** | **57** | **58** | **61** | | |
| **2014-15** | Female | 213 | 196 | 69 | 92 | 35 |
| | Male | 164 | 143 | 37 | 87 | 26 |
| | **% Female** | **56** | **58** | **65** | | |
| **2015-16** | Female | 251 | 221 | 64 | 88 | 29 |
| | Male | 174 | 151 | 31 | 87 | 21 |
| | **% Female** | **59** | **59** | **67** | | |
| **2016-17** | Female | 299 | 260 | 88 | 87 | 34 |
| | Male | 150 | 123 | 28 | 82 | 23 |
| | **% Female** | **67** | **68** | **76** | | |
| **Geography and Environmental Management (GEM)** | | | | | | |
| **2013-14** | Female | 101 | 90 | 30 | 89 | 33 |
| | Male | 135 | 124 | 44 | 92 | 35 |
| | **% Female** | **43** | **42** | **41** | | |
| **2014-15** | Female | 105 | 96 | 31 | 91 | 32 |
| | Male | 130 | 114 | 32 | 88 | 28 |
| | **% Female** | **45** | **46** | **49** | | |
| **2015-16** | Female | 130 | 118 | 35 | 91 | 30 |
| | Male | 181 | 168 | 42 | 93 | 25 |
| | **% Female** | **42** | **41** | **45** | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **2016-17** | Female | 109 | 94 | 25 | 86 | 27 |
| | Male | 148 | 127 | 30 | 86 | 24 |
| | % Female | **42** | **43** | **45** | | |
| **Wildlife** | | | | | | |
| **2013-14** | Female | 159 | 145 | 56 | 91 | 39 |
| | Male | 77 | 71 | 24 | 92 | 34 |
| | % Female | **67** | **67** | **70** | | |
| **2014-15** | Female | 176 | 162 | 60 | 92 | 37 |
| | Male | 92 | 83 | 24 | 90 | 29 |
| | % Female | **66** | **66** | **71** | | |
| **2015-16** | Female | 232 | 207 | 67 | 89 | 32 |
| | Male | 83 | 75 | 23 | 90 | 31 |
| | % Female | **74** | **73** | **74** | | |
| **2016-17** | Female | 188 | 166 | 65 | 88 | 39 |
| | Male | 66 | 56 | 18 | 85 | 32 |
| | % Female | **74** | **75** | **78** | | |

Both female and male staff are present at Open Days to represent ELS and interact with potential applicants, and sometimes female academics are in the majority. For the two undergraduate open days in October 2016, 53% and 66% of staff volunteering were female and for October 2017 events 40% and 56% of staff were female. We will ensure this balance is monitored and continues for future events, ensuring male staff are present to engage with potential students on Biomedical Science and Wildlife programmes (**Action 4.1**). In addition, we will be reviewing our promotional material for UG degree courses to ensure gender balance in images and case studies used, and ensuring staff and students involved in student recruitment have completed unconscious bias training (**Action 4.1**).

**Table 4.4. UG degree attainment by gender.**

| | **First Class** | | | **2:I** | | | **2:II** | | | **Third Class** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | M | % F | F | M | % F | F | M | % F | F | M | % F |
| **13-14** | 59 | 22 | 73 | 89 | 47 | 65 | 53 | 24 | 69 | 14 | 25 | 36 |
| **14-15** | 64 | 36 | 64 | 79 | 55 | 59 | 49 | 23 | 68 | 6 | 5 | 55 |
| **15-16** | 46 | 32 | 59 | 69 | 48 | 59 | 41 | 30 | 58 | 10 | 10 | 50 |
| **16-17** | 57 | 31 | 65 | 81 | 57 | 59 | 69 | 35 | 66 | 9 | 6 | 60 |

In each year analysed, a greater proportion of total first class degrees have been awarded to female students (**Table 4.4**). The proportion of women awarded 2:I degrees matches the proportion of female students overall so this is not as skewed. Data on degree attainment by programme and gender (**Figure 4.4**) does not indicate any significant biases as for most programmes a similar proportion of male and female students achieve first class and 2:I degrees. Larger differences are present where numbers are small.

Analysing proportions of "good degrees" (First or 2:I) year-on-year (**Figure 4.5**) shows a similar pattern for men and women. The proportions for female and male students achieving 2:I degrees are more changeable but there is no indication of a consistent gender bias in outcomes. Going forward we plan to use a more informative analysis to ensure neither female nor male students are underperforming by considering degree outcomes in conjunction with incoming qualifications (**Action 4.3**).
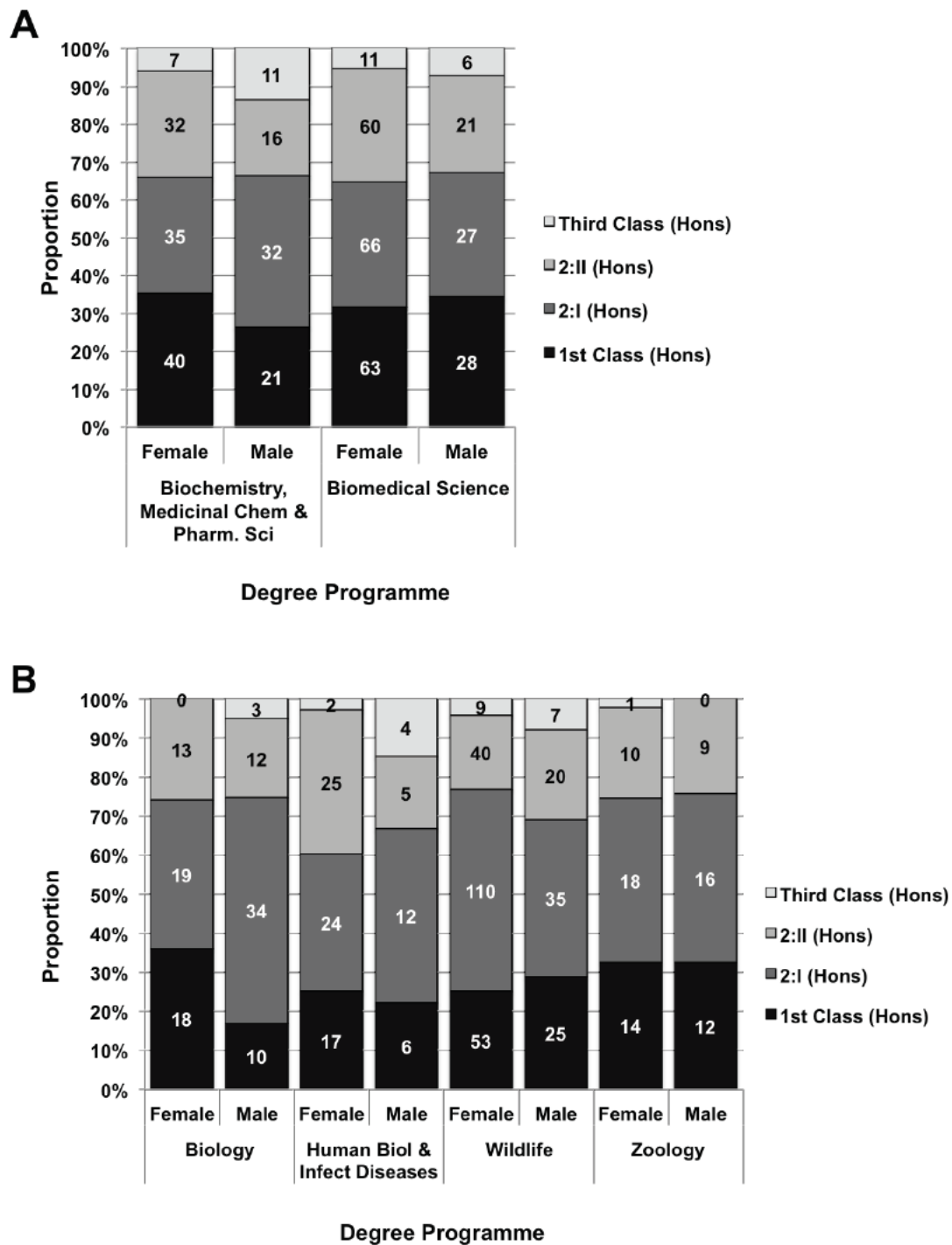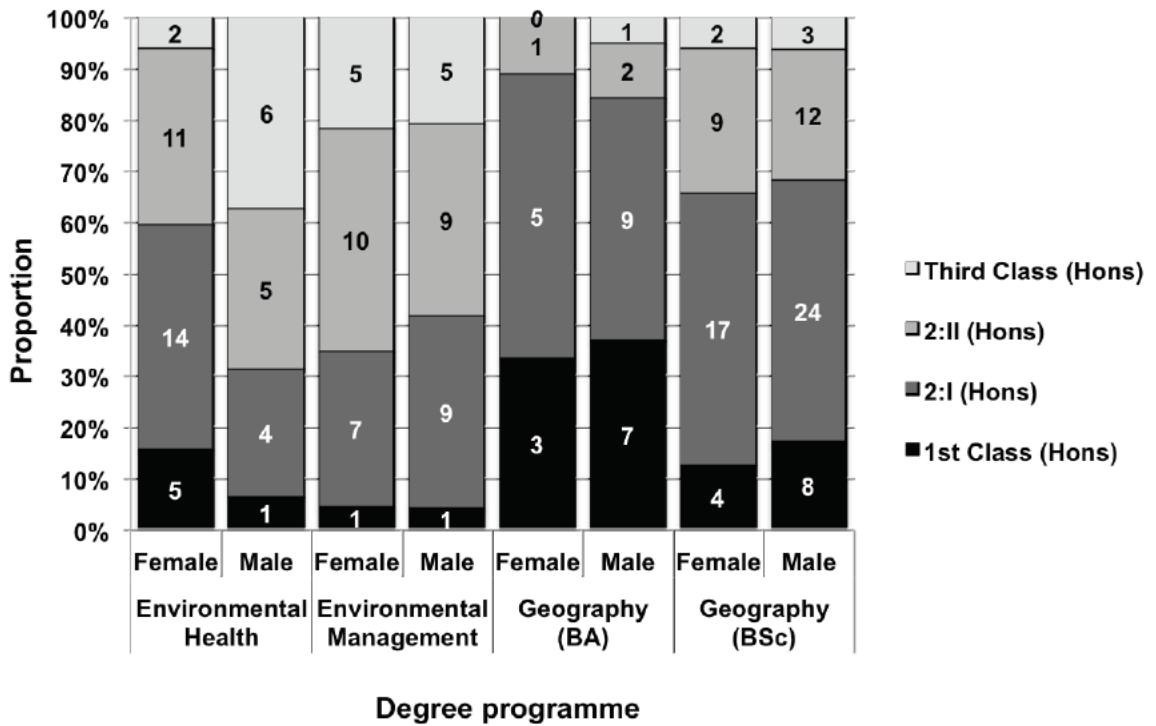
C



Figure 4.4. Undergraduate degree classification by gender for 2013-2017. A: Biomedicine area; B: Biology/Wildlife area; C: GEM area.
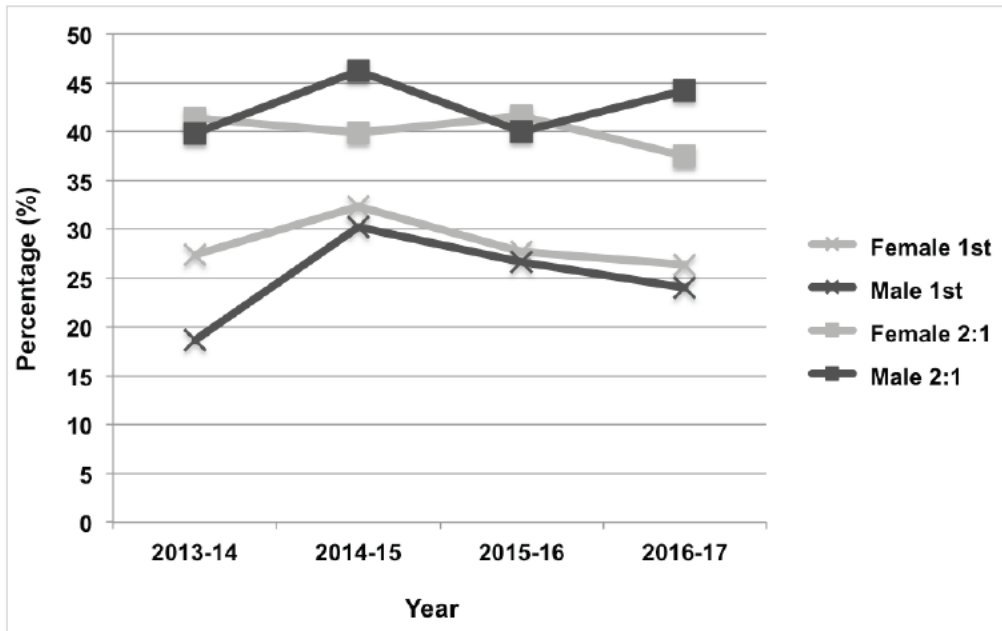


Figure 4.5. Female and male students achieving a "good" degree as proportions of total degrees awarded between 2013-17.

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

**Table 4.5. Numbers of full-time and part-time PGT students analysed by gender for 2013-17.**

|  | Full Time | | | | Part Time | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Female | | Male | | Female | | Male | | Female | | Male | |
|  | N | % | N | % | N | % | N | % | N | % | N | % |
| 13-14 | 67 | 60 | 44 | 40 | 11 | 28 | 29 | 73 | 78 | 52 | 73 | 48 |
| 14-15 | 68 | 57 | 52 | 43 | 13 | 50 | 13 | 50 | 81 | 55 | 65 | 45 |
| 15-16 | 61 | 51 | 58 | 49 | 9 | 41 | 13 | 59 | 70 | 50 | 71 | 50 |
| 16-17 | 96 | 55 | 80 | 45 | 13 | 57 | 10 | 44 | 109 | 55 | 90 | 45 |
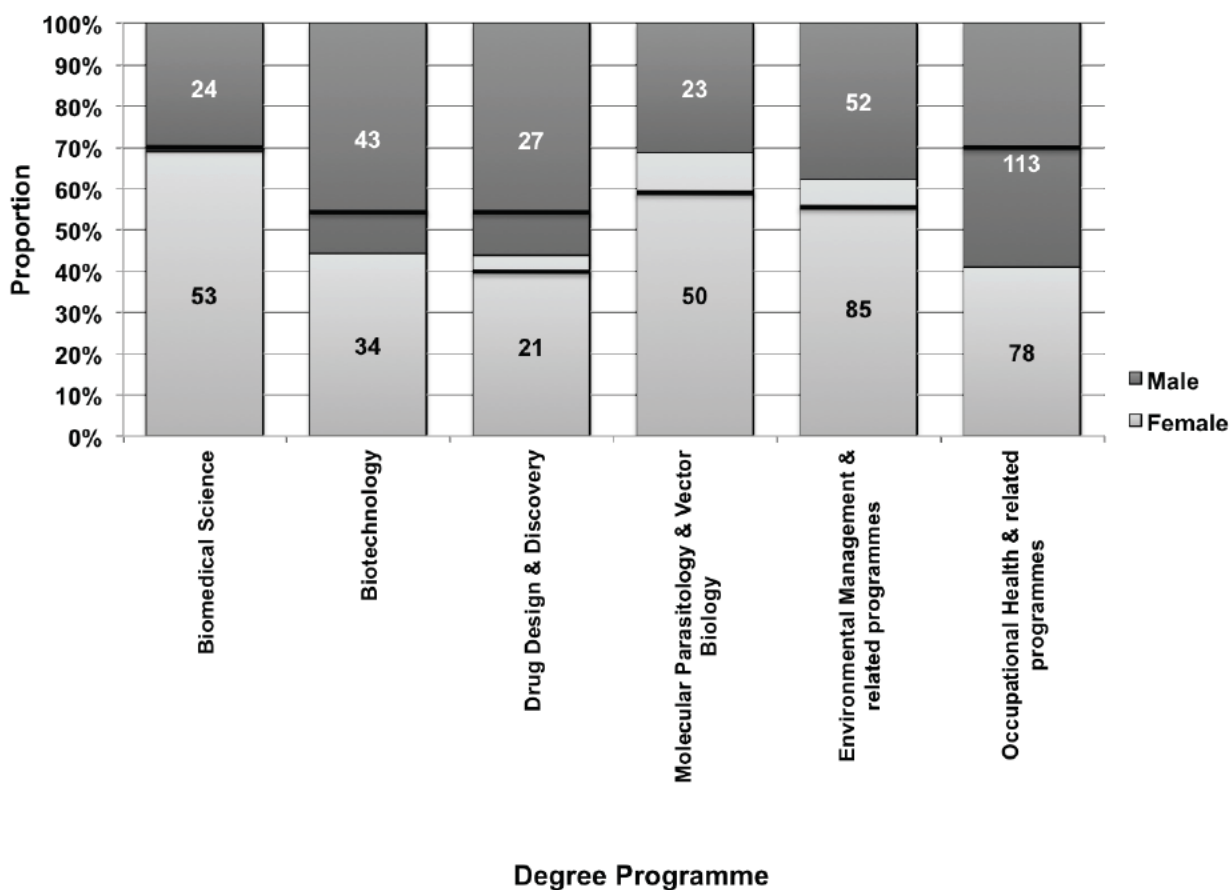


**Figure 4.6. Gender analysis of PGT students by programme area between 2013-17. FT and PT from 4 years are combined due to low numbers. Black lines on bars indicate benchmarking 2015-16 data (HESA). Drug Design & Discovery is benchmarked against both JACS C7 (higher bar; includes biochemistry) and C1 (lower bar; chemistry).**
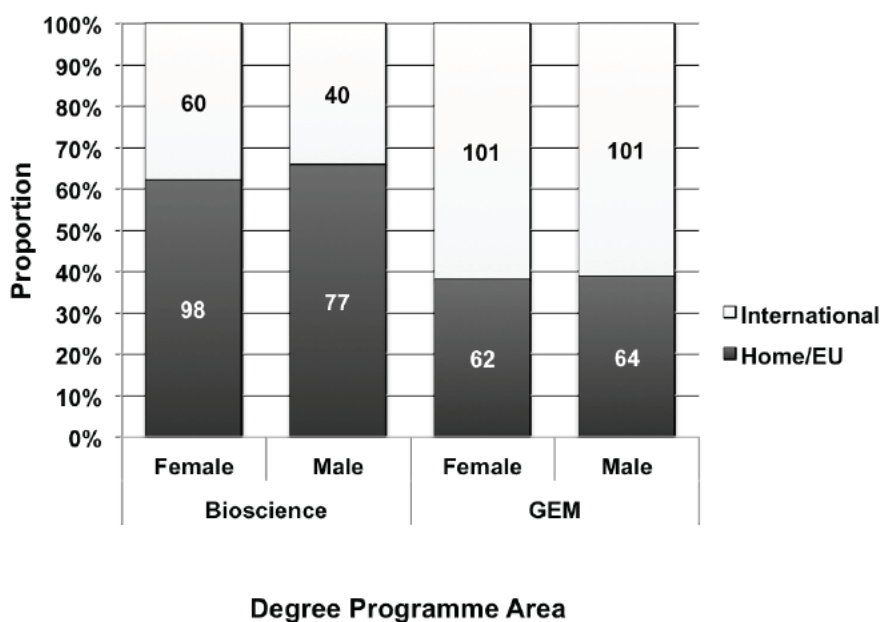
**Figure 4.7. PGT students analysed by gender, residency, and programme area. Data combined for 2013-17.**

We offer four PGT programmes in biosciences areas and five programmes in GEM. Overall our proportion of female PGT students has been between 50% and 55% over the last four years (**Table 4.5**). The proportion of female students on the Biotechnology and Drug Design & Discovery programmes is lower than the sector average, perhaps reflecting that there is not as clear a pathway between UG and PG study in these areas, whereas for the Biomedical Science and Molecular Parasitology programmes the proportion of female PGT students closely matches the proportion of female students on related UG programmes (**Figure 4.6**). The nearest benchmark for Occupational Health subjects does not quite reflect the area, and proportions are in line with proportions of female students in the Geography area at UG level. The GEM area at PG level is majority international students (62% international), which is much higher than the proportion in biosciences subjects (36% international) (**Figure 4.7**). This contributes to the male-dominated demographic for Occupational Health-related subjects.

Over the last four years more men than women have applied for our postgraduate taught courses with female applicants recently comprising 47% (2016-17) of the total. Women applying to Bioscience programmes were more likely to receive offers than men each year, although only the 2013-14 difference is statistically significant ($\chi^2$, p<0.05), and the difference in proportions has been narrowing year on year (**Table 4.6**). Women are also more likely to accept offers to Bioscience programmes than men, although the difference over the four years is not statistically significant. A lower proportion of applications to GEM programmes come from women (43% in 2016-17). However, the proportion of offers and accepts closely matches the % applicants in the last two years, and the only significant difference was seen in 2014-15.

Our plan for PGT students is to focus on increasing female student recruitment to 50% in GEM and above 55% in Biosciences through improvements to both marketing material and engagement activities (**Action 4.4**).

**Table 4.6. PGT applications data by gender between 2013-17. Cells coloured dark grey indicate statistically significant gender differences ($\chi^2$, p<0.05).**

| | | Applications | Offers | Acceptances | Proportion of applicants offered a place (%) | Proportion of applicants accepting a place (%) |
|---|---|---|---|---|---|---|
| **Bioscience (Biomedical Science; Biotechnology; Drug Design & Development; Molecular Parasitology programmes)** | | | | | | |
| **2013-14** | Female | 167 | 142 | 41 | 85 | 29 |
| | Male | 142 | 104 | 31 | 73 | 30 |
| | % Female | 54 | 58 | 57 | | |
| **2014-15** | Female | 183 | 141 | 46 | 77 | 33 |
| | Male | 163 | 116 | 27 | 71 | 23 |
| | % Female | 53 | 55 | 63 | | |
| **2015-16** | Female | 197 | 142 | 39 | 72 | 27 |
| | Male | 216 | 145 | 35 | 67 | 24 |
| | % Female | 48 | 49 | 53 | | |
| **2016-17** | Female | 232 | 173 | 60 | 75 | 35 |
| | Male | 226 | 160 | 42 | 71 | 26 |
| | % Female | 51 | 52 | 59 | | |
| **GEM (Environment and Occupational Health programmes)** | | | | | | |
| **2013-14** | Female | 231 | 211 | 41 | 91 | 19 |
| | Male | 345 | 304 | 47 | 88 | 15 |
| | % Female | 40 | 41 | 47 | | |
| **2014-15** | Female | 273 | 232 | 70 | 85 | 30 |
| | Male | 407 | 315 | 59 | 77 | 19 |
| | % Female | 40 | 42 | 54 | | |
| **2015-16** | Female | 213 | 115 | 27 | 73 | 17 |
| | Male | 304 | 217 | 40 | 71 | 18 |
| | % Female | 41 | 42 | 40 | | |
| **2016-17** | Female | 231 | 178 | 30 | 77 | 17 |
| | Male | 303 | 222 | 42 | 73 | 19 |
| | % Female | 43 | 45 | 42 | | |

Degree attainment data is variable by year with both male and female students achieving higher degree classifications relatively across different years (**Figure 4.8**). Analysing the 4 years in combination shows no difference (**Figure 4.9**). There is only a slight discrepancy between the achievement of international students compared with home/EU students (**Figure 4.10**).
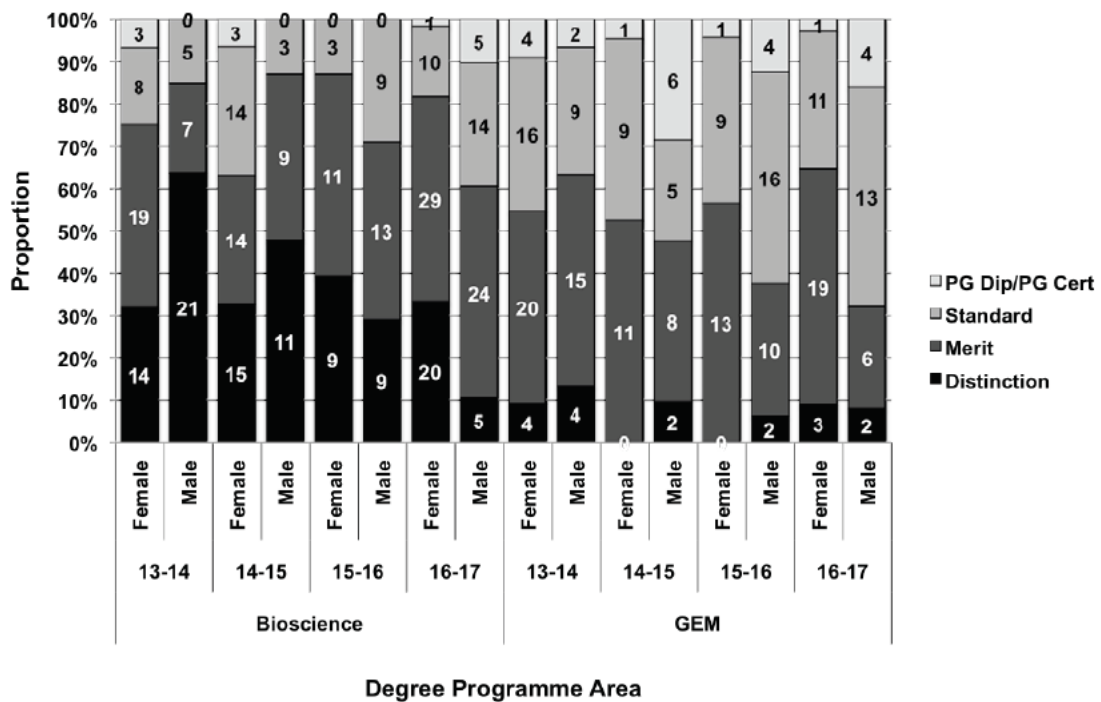
**Figure 4.8. Degree attainment for PGT students in the two main teaching areas, 2013-17. "Bioscience" combines data from 4 programmes and "GEM" combines 5 programmes.**
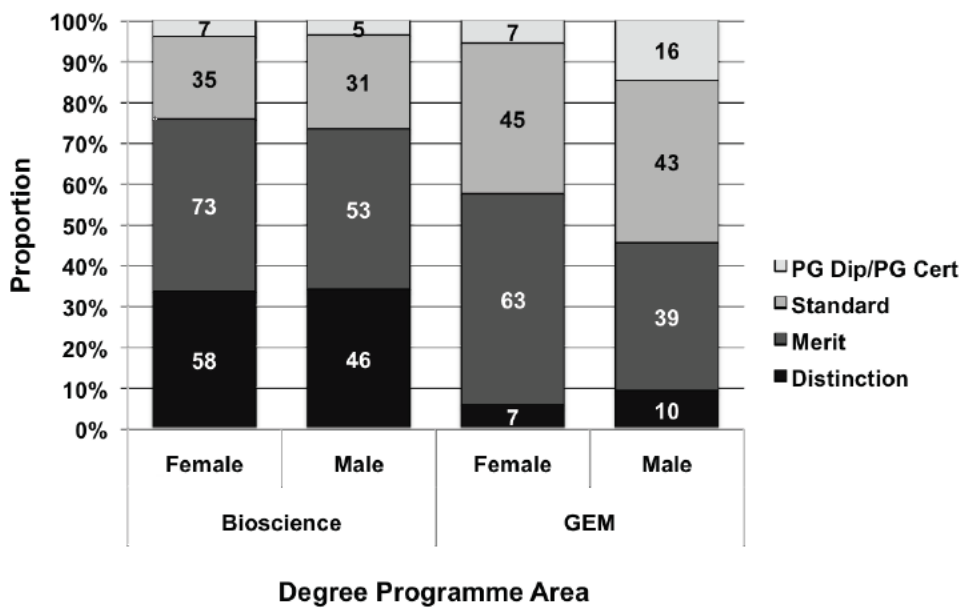


**Figure 4.9. PGT degree attainment in the two main teaching areas. Data combined across 4 years and across programme areas. "Bioscience" combines**

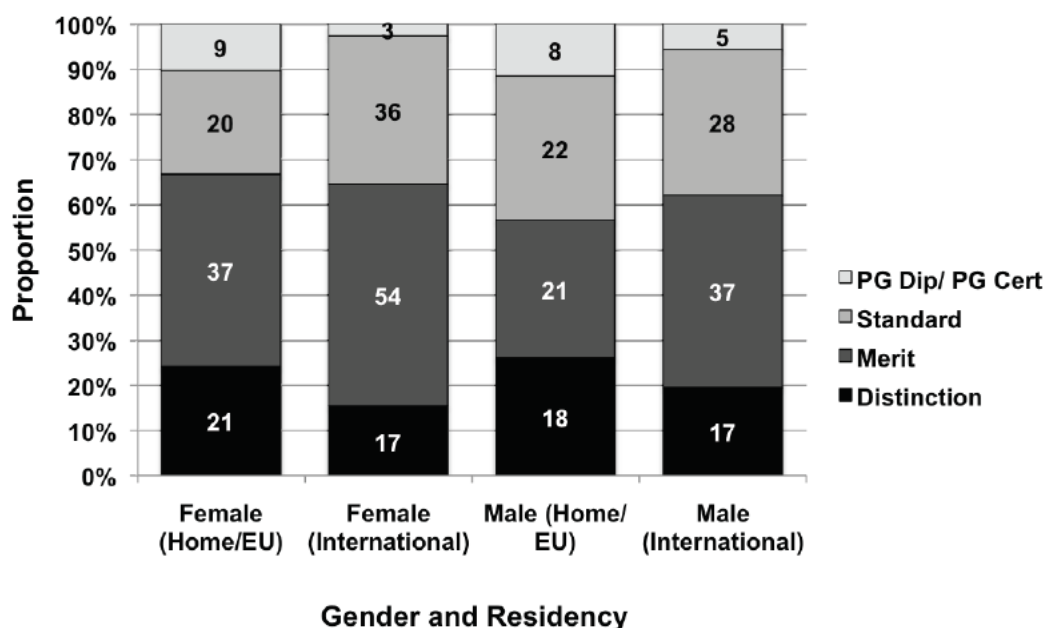**data from 4 programmes and "GEM" combines 5 programmes.**



**Figure 4.10. PGT degree attainment by gender and residency for 2013-17 combined.**

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

Our PGR population is male-dominated and has been 45% female for the last two years (**Table 4.7**). For 2013-14, 2014-15, and 2016-17 we made offers to a greater proportion of female PGR applicants than males. In each year women were less likely than men to accept offers. The gender balance of accepts varies greatly and fell to 32% female in 2015-16 having been >40% in all other years (**Figure 4.10**). The overall differences in offer and acceptance rates for women and men are not statistically significant.  The data suggest that we need to work to increase the proportion of our applicants who are female (**Action 4.5**) and gain more insight into the proportions of our male and female graduates who continue their studies elsewhere. (**Action 4.6**).

**Table 4.7. Numbers of full-time and part-time PGR students analysed by gender for 2013-17.**

|  | Full Time | | | | Part Time | | | | Total | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | F | % F | M | % M | F | % F | M | % M | F | % F | M | % M |
| 13-14 | 25 | 42 | 34 | 58 | 4 | 50 | 4 | 50 | 29 | 43 | 38 | 57 |
| 14-15 | 39 | 49 | 40 | 51 | 4 | 67 | 2 | 33 | 43 | 51 | 42 | 49 |
| 15-16 | 39 | 43 | 51 | 57 | 5 | 71 | 2 | 29 | 44 | 45 | 53 | 55 |
| 16-17 | 40 | 44 | 51 | 56 | 5 | 63 | 3 | 38 | 45 | 45 | 54 | 55 |

**Table 4.8. Applications, offers and acceptances for female and male students applying to postgraduate research degrees between 2013-17.**

| | | Applications | Offers | Acceptances | Proportion of applicants offered a place (%) | Proportion of applicants accepting a place (%) |
|---|---|---|---|---|---|---|
| **2013-14** | Female | 101 | 43 | 15 | 43 | 35 |
| | Male | 132 | 46 | 21 | 35 | 46 |
| | **% Female** | **43** | **48** | **42** | | |
| **2014-15** | Female | 145 | 54 | 25 | 37 | 46 |
| | Male | 192 | 49 | 26 | 26 | 53 |
| | **% Female** | **43** | **52** | **49** | | |
| **2015-16** | Female | 111 | 26 | 11 | 23 | 42 |
| | Male | 137 | 42 | 23 | 31 | 55 |
| | **% Female** | **45** | **38** | **32** | | |
| **2016-17** | Female | 53 | 27 | 16 | 51 | 59 |
| | Male | 87 | 33 | 23 | 38 | 70 |
| | **% Female** | **38** | **45** | **41** | | |

We advertise a number of internally funded PhD projects each year but most students will actively contact staff to organise a project matching their interests. Many students will seek out information about ELS, for example, from the School's website, to decide whether to come to Salford. We will work to increase applications from female students through improving marketing material to include case studies of female STEM students (**Action 4.5**).

Completion rate is higher for women than for men over the 4-year period analysed (**Table 4.9**). This indicates male students may benefit from extra support. Due to the high proportion of international students choosing UoS we also analysed whether completion rate varied by residency as well as gender (**Table 4.10**). Although numbers are small, the data show a pattern of poorer performance for both male and female part-time students (**Table 4.9**) and male and female international students (**Table 4.10**). The proportion of completions for international female students is similar to home/EU female students and the proportion for international male students is similar to home/EU male students. However, international students are not completing in the appropriate time frame. Our numbers of international students have been increasing at a higher rate than home students - home student numbers increased by 65% over four years whereas the increase for international students is 233% (**Figure 4.11**). Therefore, going forward, DoS will create a new role (PGR Development Officer) to support PGR students through their studies and improve completion rates across different demographics. This role with also work with Research Centre Directors and the Postgraduate Tutor to address the changing demographics of our PGR population (**Action 4.5**).

**Table 4.9. Completion rates of full-time (FT) and part-time (PT) PGR students awarded a PhD between 2012-2016 analysed by gender. (On-time completion for FT is 4 years and for PT is 7 years. Data combined due to low numbers).**

|  | Female FT | | Male FT | | Female PT | | Male PT | |
|---|---|---|---|---|---|---|---|---|
| Total Number | 21 | | 34 | | 4 | | 8 | |
| Completion rate (A+B) | 18 | 81% | 27 | 74% | 3 | 75% | 5 | 63% |
| A) Complete on time | 11 | 44% | 16 | 44% | 3 | 75% | 5 | 63% |
| B) Complete over time | 7 | 38% | 11 | 30% | 0 | - | 0 | - |
| Not completed | 3 | 19% | 7 | 26% | 1 | 25% | 3 | 38% |

**Table 4.10. Completion rates for full-time and part-time PGR students awarded a PhD between 2012-2016 analysed by gender and residency. (Data combined due to low numbers per year. "Int" = international).**

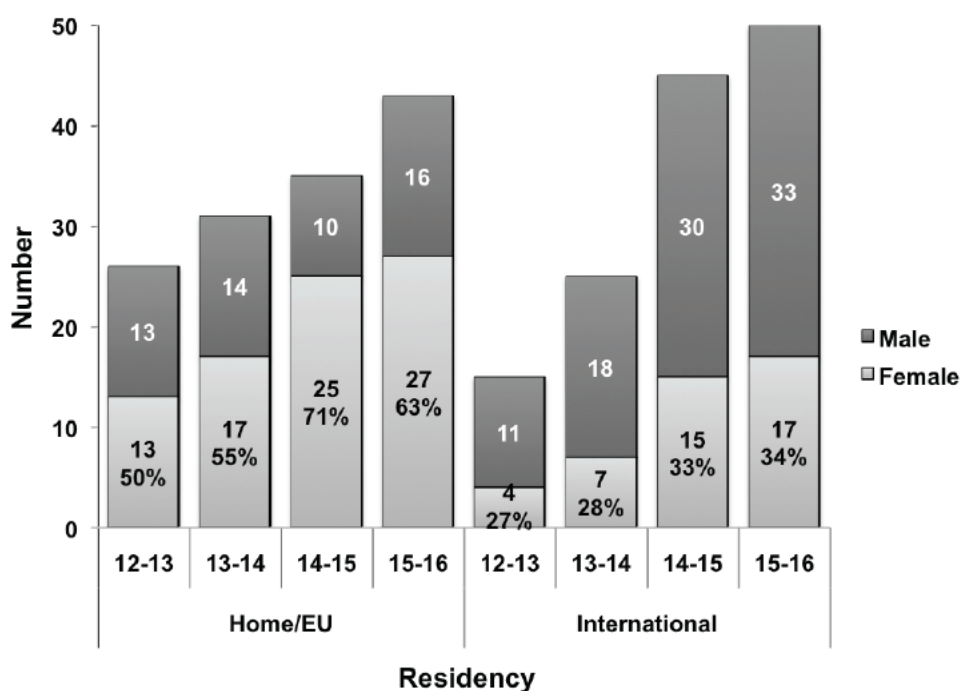|  | Female (UK/EU) | | Female (Int.) | | Male (UK/EU) | | Male (Int.) | |
|---|---|---|---|---|---|---|---|---|
| Total Number | 19 | | 6 | | 25 | | 17 | |
| Completion rate (A+B) | 16 | 84% | 5 | 83% | 19 | 76% | 13 | 77% |
| A) Complete on time | 13 | 68% | 1 | 17% | 16 | 64% | 5 | 29% |
| B) Complete over time | 3 | 16% | 4 | 67% | 3 | 12% | 8 | 47% |
| Not completed | 3 | 16% | 1 | 17% | 6 | 24% | 4 | 24% |

**Figure 4.11. PGR cohort analysed by gender and residency for 2012-16.**

**(v)    Progression pipeline between undergraduate and postgraduate student levels**

Our Masters degrees are popular with our graduates and students who have studied their BSc at UoS receive a 25% discount in fees. For the past four years the proportion of the female PGT population who were UoS graduates has been greater than the proportion of the male PGT population who previously studied here (**Table 4.11**). The proportions of male and female students progressing to PGR study are more variable due to low numbers (**Table 4.12**). However, in 16-17 the proportion of female students who had progressed internally was lower than the proportion of male students who progressed internally.

**Table 4.11. Gender analysis of student progression from UG to PGT degrees.**

| Year of entry | Female | | | Male | | | % female of all students who progress |
|---|---|---|---|---|---|---|---|
| | No. entrants | No. progressed from UG | % entrants progressed | No. entrants | No. progressed from UG | % entrants progressed | |
| 2013-14 | 78 | 23 | 29 | 53 | 9 | 17 | 72 |
| 2014-15 | 78 | 16 | 21 | 61 | 3 | 5 | 81 |
| 2015-16 | 58 | 12 | 21 | 59 | 9 | 15 | 58 |
| 2016-17 | 91 | 26 | 29 | 79 | 18 | 23 | 56 |

**Table 4.12. Gender analysis of student progression from UG or PGT to PGR degrees.**

| Year of entry | Female | | | Male | | | % female of all students who progress |
|---|---|---|---|---|---|---|---|
| | No. entrants | No. progressed from UG | % entrants progressed | No. entrants | No. progressed from UG | % entrants progressed | |
| 2013-14 | 15 | 3 | 20 | 21 | 8 | 38 | 27 |
| 2014-15 | 23 | 7 | 30 | 25 | 4 | 16 | 65 |
| 2015-16 | 11 | 7 | 64 | 22 | 10 | 45 | 59 |
| 2016-17 | 15 | 7 | 47 | 21 | 13 | 62 | 43 |
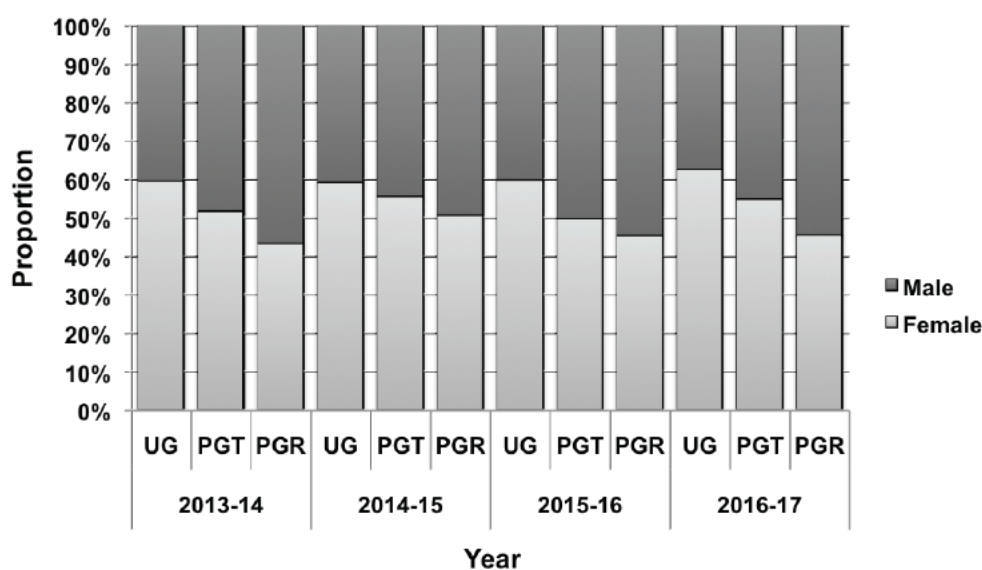


**Figure 4.12. Gender analysis of the progression pipeline from UG to PGR study over 4 years.**

Studying the pipeline of student progression between UG and PGR clearly illustrates that our proportion of female students decreases at each stage (the "leaky pipeline") (**Figure 4.12**). This is not to say that our female graduates do not pursue further study, as many do study at other institutions. However, it is clear we will need to carry out further analysis to understand the pipeline and destinations of our UG students by programme area. We will incorporate an annual process of monitoring gender differences using data from the Destinations of Leavers from Higher Education (DLHE) survey and improve our

methods for monitoring what our students go on to do after they graduate (**Action 4.6**).

## 4.2. Academic and research staff data

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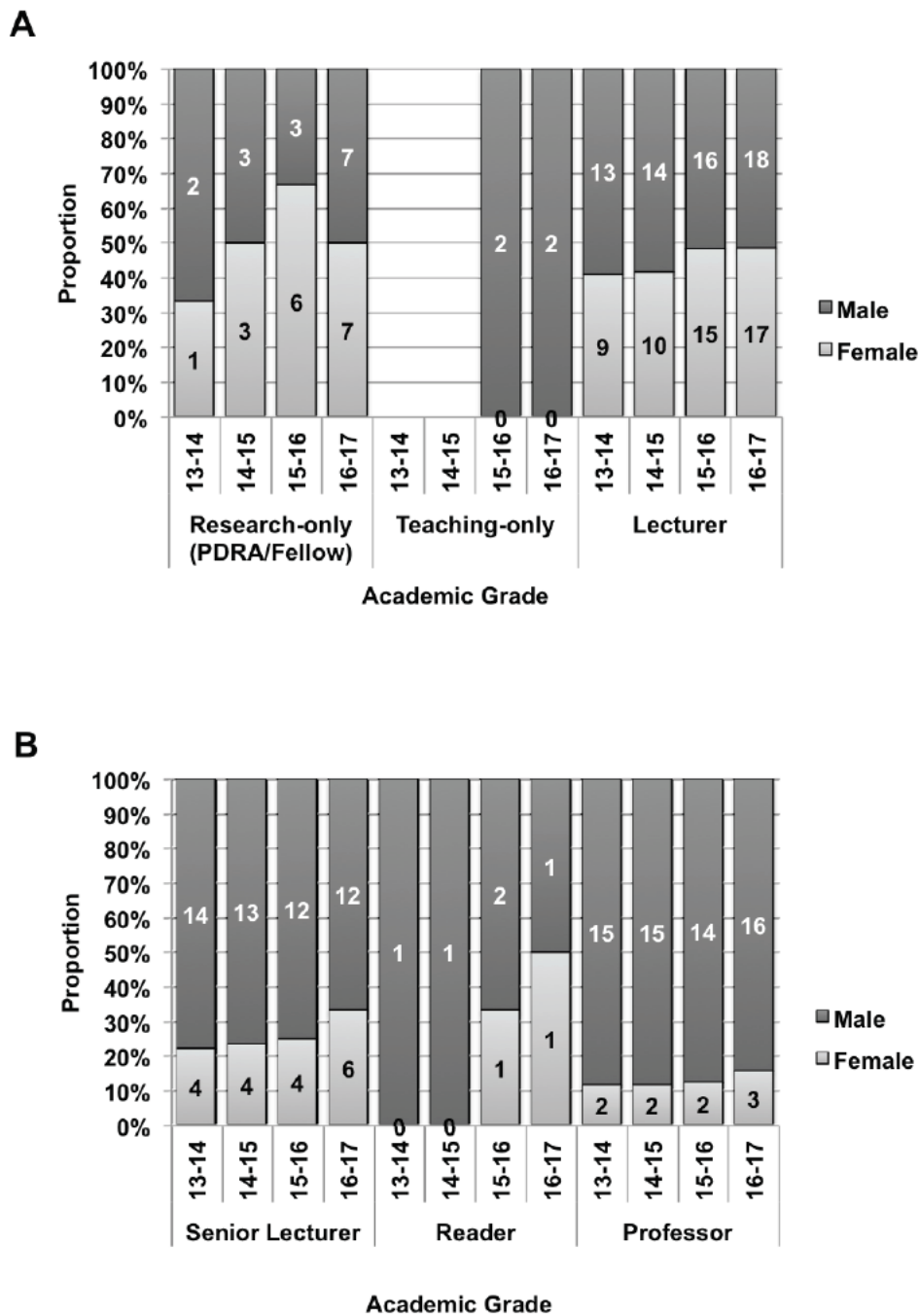
**A**



**B**



Figure 4.13. Headcount of academic staff by grade and gender for 2013-2017. A: Grades 7 and 8; B: Grades 9 and 10. There were no staff employed as Teaching Fellows between 2013-15.

Between 2013-17 the proportion of female staff has increased at all levels but only very slightly for professors (**Figure 4.13**). However, the gender profile displays a leaky pipeline in respect of female representation. As of 2017, 49% of lecturers are female. However, above lecturer level the profile is considerably less gender balanced, particularly for senior lecturers and professors, where the female proportions are 33% and 11%, respectively. Actions are planned (discussed in Section 5) to address the pipeline for women into senior positions and the recruitment of female professors (**Actions 5.1, 5.3, 5.4, 5.5**).

**Table 4.14. Headcount of academic staff from grades 7-10 analysed by gender and full/part-time contract.**

| | Male (FT) | Male (PT) | Male PT (%) | Female (FT) | Female (PT) | Female PT (%) | %F of all PT |
|---|---|---|---|---|---|---|---|
| **2013-14** | | | | | | | |
| Research | 2 | 0 | - | 1 | 0 | - | - |
| Lecturer | 13 | 0 | - | 9 | 0 | - | - |
| Senior Lecturer | 13 | 1 | 7 | 4 | 0 | - | - |
| Reader | 1 | 0 | - | 0 | 0 | - | - |
| Professor | 12 | 3 | 20 | 2 | 0 | - | - |
| Total | 41 | 4 | 9 | 16 | 0 | 0 | 0 |
| **2014-15** | | | | | | | |
| Research | 3 | 1 | 25 | 2 | 1 | 33 | 50 |
| Lecturer | 14 | 0 | - | 10 | 0 | - | - |
| Senior Lecturer | 13 | 0 | - | 4 | 0 | - | - |
| Reader | 1 | 0 | - | 0 | 0 | - | - |
| Professor | 13 | 1 | 7 | 2 | 0 | - | - |
| Total | 44 | 2 | 4 | 18 | 1 | 5 | 33 |
| **2015-16** | | | | | | | |
| Research | 3 | 0 | - | 4 | 2 | 33 | 100 |
| Lecturer | 16 | 0 | - | 15 | 0 | - | - |
| Senior Lecturer | 10 | 2 | 17 | 4 | 0 | - | - |
| Reader | 2 | 0 | - | 1 | 0 | - | - |
| Professor | 13 | 1 | 7 | 2 | 0 | - | - |
| Total | 44 | 3 | 6 | 26 | 2 | 7 | 40 |
| **2016-17** | | | | | | | |
| Research | 7 | 0 | - | 4 | 3 | 43 | 100 |
| Lecturer | 17 | 3 | 15 | 17 | 0 | - | - |
| Senior Lecturer | 11 | 0 | - | 6 | 0 | - | - |
| Reader | 1 | 0 | - | 1 | 0 | - | - |
| Professor | 14 | 2 | 13 | 3 | 0 | - | - |
| Total | 50 | 5 | 9 | 31 | 3 | 9 | 38 |

The proportion of part-time male and female academic staff has been comparable for the last three years (**Table 4.14**). However, since 2015, all PT male staff have been lecturer level or above whereas all female PT staff have been postdoctoral researchers. In contrast the majority of support staff working part-time are female (**Table 4.15**). We are planning activity around supporting

staff to work flexibly as uptake is low (**Action 5.10**; discussed in **Section 5.5**) and will incorporate information about part-time possibilities. New career support for PDRAs will be facilitated by the PGR Development Officer and this will also take into account support for PT working to help our female early career researchers (**Actions 4.5 and 5.8**; discussed in **Section 5.3 iii**).

**Table 4.15. Headcount of support staff analysed by gender and full/part-time contract.**

|  | Male (FT) | Male (PT) | Male PT (%) | Female (FT) | Female (PT) | Female PT (%) | %F of all PT |
|---|---|---|---|---|---|---|---|
| 2013-14 | 3 | 1 | 25 | 14 | 4 | 22 | 80 |
| 2014-15 | 4 | 1 | 20 | 14 | 4 | 22 | 80 |
| 2015-16 | 14 | 4 | 22 | 20 | 7 | 26 | 64 |
| 2016-17 | 17 | 3 | 15 | 22 | 7 | 24 | 70 |

**SILVER APPLICATIONS ONLY**
Where relevant, comment on the transition of technical staff to academic roles.

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

**Table 4.16. Headcount of research/teaching and research-only staff on open-ended and fixed-term contracts.**

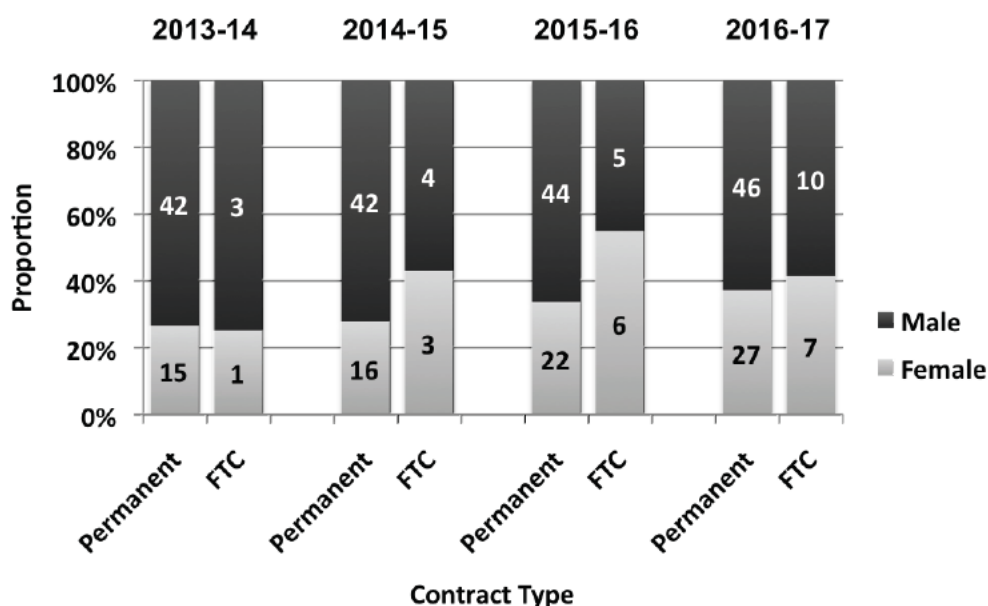| Staff | Contract | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | |
|---|---|---|---|---|---|---|---|---|---|
|  |  | F | M | F | M | F | M | F | M |
| Teaching and Research/ Teaching-only | Open-Ended | 15 | 42 | 16 | 42 | 22 | 44 | 27 | 46 |
|  | Fixed-Term | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 3 |
|  | % on FT Contracts | 0 | 2 | 0 | 2 | 0 | 5 | 0 | 7 |
| Research-only | Open-Ended | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | Fixed-Term | 1 | 2 | 3 | 3 | 6 | 3 | 7 | 7 |
|  | % on FT Contracts | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

**Figure 4.14. Headcount of academic and research staff by grade on fixed-term and permanent/open-ended contracts between 2013-17. FTC = fixed-term contract.**

The term "research staff" in ELS relates to all academic staff (lecturer, senior lecturer, reader and professor) and also PDRAs and research fellows. The numbers of staff on FTCs are very low, so it is not particularly informative to analyse trends by gender but the relative proportion of men and women on FTCs relative to permanent contracts is illustrated in **Figure 4.14.** Breaking the data into research-only compared with teaching & research staff shows that no female staff (grade 8 and above) are on fixed-term contracts (FTCs), and only a small proportion of male staff are (7% in 2016-17) (**Table 4.16**). All PDRAs are employed on FTCs. We do not use zero-hours contracts for teaching/research or research-only staff but do employ PhD students on hourly-paid contracts to carry out demonstrating to support teaching. All staff, including PDRAs, who have been employed for more than three months are eligible for redeployment when their contracts end. If there is funding available for a new project then a PDRA may be interviewed even if they meet only some of the essential criteria.

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

Over the last four years (2013-17) the number of staff leaving has been small (**Table 4.17**) and women comprise 26% of leavers (n= 17). Most women leaving were postdoctoral researchers and they left to take up PDRA positions elsewhere. One female professor left for a position in another HE institution overseas. ELS line managers already conduct exit interviews for staff leavers and the information held by HR will be analysed annually by SAT as feedback on factors in our School environment that can be improved (**Action 4.7**).

**Table 4.17. Staff reasons for leaving by grade and gender for 2013-17. Staff were on full-time contracts unless indicated.**

| Grade | Gender | Reason for leaving | Number of staff |
|---|---|---|---|
| PDRA | Female | End of fixed-term contract | 2 (1 Part-time) |
| | | Resignation | 2 (1 Part-time) |
| | Male | Resignation | 2 |
| Lecturer | Male | Resignation | 1 |
| | | End of fixed-term contract | 1 |
| | | Voluntary severance | 1 |
| Senior Lecturer/Reader | Male | Retirement | 3 |
| | | Resignation | 1 (Part-time) |
| Professor | Male | Retirement | 4 (3 Part-time) |
| | | Death in service | 1 |
| | Female | Resignation | 1 |

**Word count: 2155**

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

### 5.1. Key career transition points: academic staff
(i) Recruitment

ELS follows University procedures for all recruitment activity. A tailor-made campaign is developed for each vacancy, including advertising via press and websites and distribution of information through professional networks and social media. For senior roles we have used headhunters (e.g. recruitment of our current Dean). Headhunters are subject to procurement tendering; their focus on inclusion, equality and diversity forms part of the assessment criteria. Recruitment managers are responsible for ensuring staff involved in shortlisting and interviewing have completed training and are aware of legal obligations. Interview panels include at least one female member, and as far as practicable have gender balance.
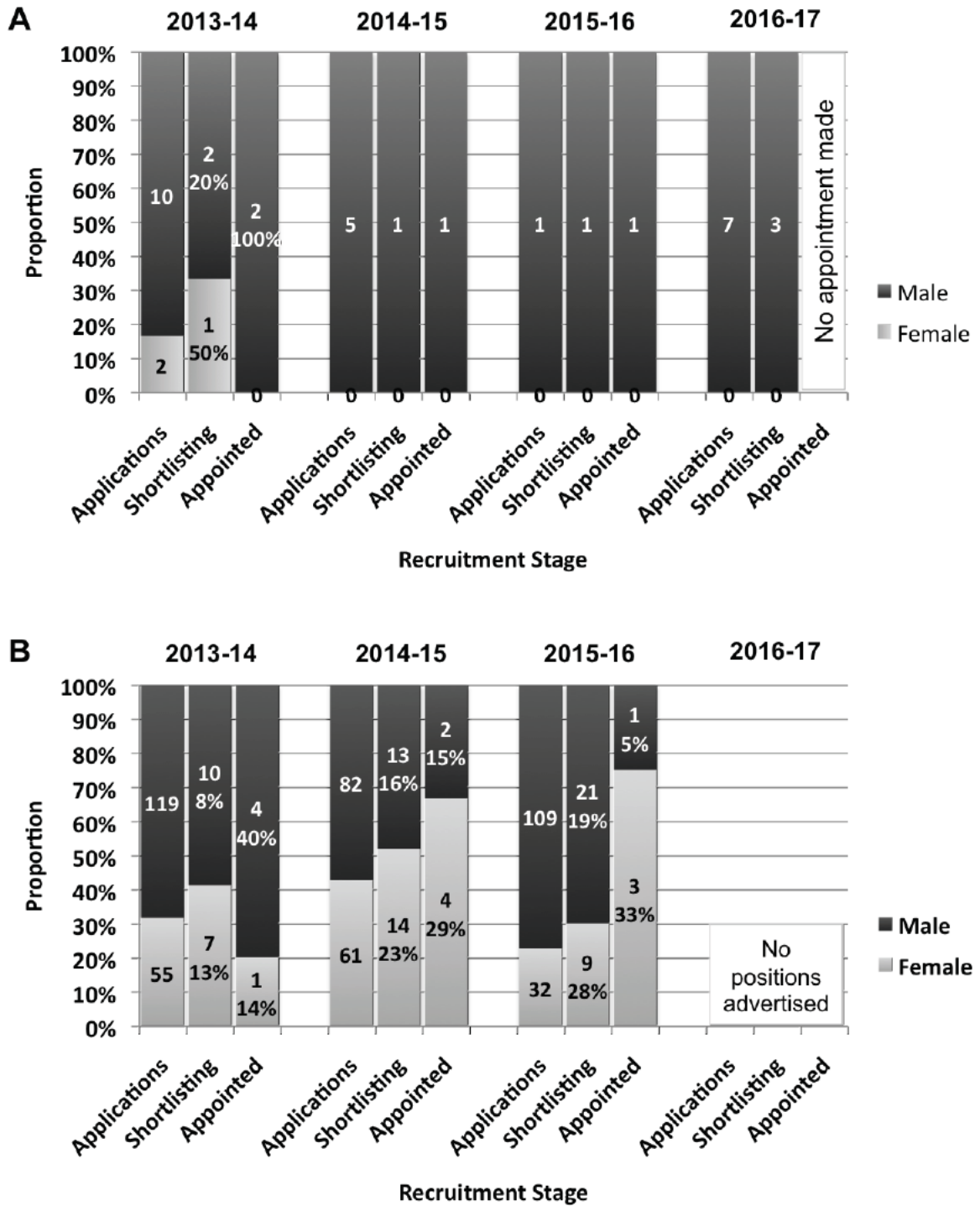
**Figure 5.1. Gender analysis of recruitment in ELS for (A) professor and (B) lecturer positions between 2013-2017. Percentages on bars indicate the proportion of applicants who were shortlisted and the proportion of shortlisted candidates who were appointed.**
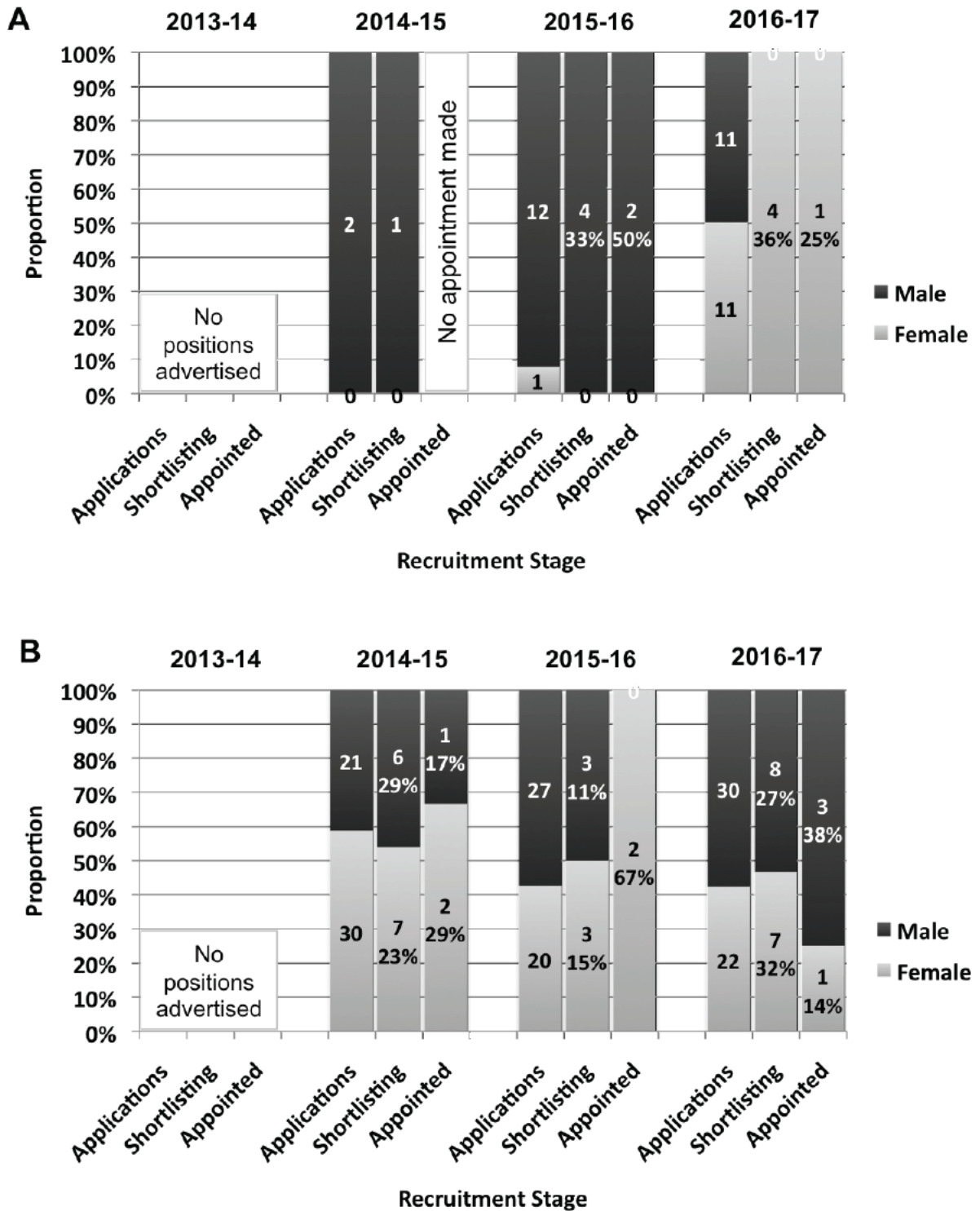
Figure 5.2. Gender analysis of recruitment in ELS for (A) teaching fellows and (B) postdoctoral research associates between 2013-2017 Percentages on bars indicate proportion of applicants who were shortlisted and proportion of shortlisted candidates who were appointed.

Since 2013 we have advertised for professors, lecturers, teaching fellows, research fellows, and post-doctoral research associates (PDRAs). We have recruited four professors, in parasitology, cancer research, translational medicine and science communication. In all cases there was difficulty attracting female applicants. The applicant pool for these positions was only 11% female, and none were filled by women (**Figure 5.1A**). Benchmarking data (HESA, 15-16) states the national proportion of female professors in the biosciences is 24%. As the proportion of women at the senior lecturer/reader level nationally will be larger, we should be attracting more female applicants to professorial positions. To address this, we will make greater use of professional networks to promote vacancies, and will ensure that all job adverts prominently state our commitment to equality and diversity, and promote our new University-wide network for senior female staff (**Action 5.1**).

Recruitment of female lecturers has been much more successful. Across all years women were more likely to be shortlisted, and between 2014-16 more likely to be appointed, than male candidates (**Figure 5.1B**). Consequently, our ratio of male to female lecturers is currently approximately 50:50. There is no evidence of gender bias at this level within our recruitment processes.

We have seen a variable proportion of female applicants to teaching fellow positions, likely due to low numbers and subject-specific differences (**Figure 5.2A**). The SAT will analyse the areas to which ELS has recruited, and work with the relevant Academic Leads to determine specific activities to increase the number of female applicants (**Action 5.1**).

Women have been successful in obtaining postdoctoral positions; over half of positions advertised were filled by women (**Figure 5.2**). The SAT will continue to monitor recruitment data annually.


(ii)    Induction

School induction is organised by our School Operations Manager (SOM) who welcomes new members of staff and introduces them to colleagues, including their mentor. The role of the mentor is as a 'buddy' supporting integration into the School and wider University. The DoS meets all new members of staff for an initial one-to-one meeting to discuss career aspirations and support needs, and introduces all new colleagues at the monthly School Congress. All staff attend face-to-face welcome sessions at University level within three months of their appointment. This includes an introduction from the Vice Chancellor, positioning the University's strategy and direction, and encouraging new colleagues to seek out opportunities to engage with this. Attendees are also introduced to the 'Salford Behaviours', which provide a framework of expected standards of behaviour for all colleagues.

A series of online training modules must be completed after joining the University, on topics such as data protection, research ethics, and equality and diversity. For the period 2014-2017 online induction was completed by 71% of new female staff and 81% of new male staff. The SAT will monitor induction completions annually and advise that probation and personal development review (PDR) processes incorporate improved monitoring of this activity (**Action 5.2**).

(iii)     Promotion

There is an annual call for applications for promotion to reader and professor. Staff are encouraged to discuss their application with the Dean before submission. Senior lectureships (SLs) are advertised internally; the selection process includes shortlisting, and ELS practice is to include a Dean from another School on the panel.

Review of promotions data since 2013 period shows relatively low applications for SL (**Table 5.1**). Until 2016, promotion to SL was central, requiring staff to compete across the institution. However, from 2016 this was delegated to Schools. Between 2012-15, 75% of ELS male applicants to SL were successful (n=4). Only one women applied, unsuccessfully. In 2016-17 three positions were advertised, and this, combined with the fact there was no round in 2015-16, contributed to a large number of applications. In the latest round an equal number of applications were received from men and women (reflecting the 50:50 ratio at lecturer level), and women were more successful in achieving promotion (2:1).

**Table 5.1. Promotions to senior lecturer analysed by gender.**

|  | Applications | | | Awarded | | | |
|---|---|---|---|---|---|---|---|
|  | Male | Female | % Female | Male | Success rate (M) | Female | Success rate (F) |
| 2012-13 | - | - | - | - | - | - | - |
| 2013-14 | 2 | 0 | 0% | 2 | 100% | - | - |
| 2014-15 | 2 | 1 | 33% | 1 | 50% | 0 | 0% |
| 2015-16 | - | - | - | - | - | - | - |
| 2016-17 | 10 | 10 | 50% | 1 | 10% | 2 | 20% |

**Table 5.2. Promotions to reader analysed by gender.**

|  | Applications | | | Awarded | | | |
|---|---|---|---|---|---|---|---|
|  | Male | Female | % Female | Male | Success rate (M) | Female | Success rate (F) |
| 2012-13 | 2 | 0 | 0% | 2 | 100% | - | - |
| 2013-14 | 0 | 0 | 0% | - | - | - | - |
| 2014-15 | 1 | 1 | 50% | 0 | 0% | 0 | 0% |
| 2015-16 | 1 | 0 | 0% | 1 | 100% | - | - |
| 2016-17 | 3 | 2 | 40% | 1 | 33% | 2 | 100% |

**Table 5.3. Promotions to professor analysed by gender.**

|  | Applications | | | Awarded | | | |
|---|---|---|---|---|---|---|---|
|  | Male | Female | % Female | Male | Success rate (M) | Female | Success rate (F) |
| 2012-13 | - | - | - | - | - | - | - |
| 2013-14 | - | - | - | - | - | - | - |
| 2014-15 | 1 | 1 | 50% | 1 | 100% | 1 | 100% |
| 2015-16 | 2 | 0 | 0 | 0 | 0 | - | - |
| 2016-17 | 5 | 0 | 0% | 2 | 40% |  |  |

Over the last five years promotion to reader has been achieved by 38% of male applicants and 100% of female applicants (**Table 5.2**). However, applicant numbers are very low, especially for women. The data for promotions to professorial level (**Table 5.3**) show that over the five years, 57% of male applicants were promoted. Before 2016-17 only one woman applied and was unsuccessful. However, in 2017 there were two successful female applicants.

To address the low proportion of senior female staff in ELS we will seek to improve the applications for senior positions externally (**Action 5.1**) and internally (**Actions 5.3, 5.4, 5.5**). Staff survey feedback (**Figure 7.2** in additional section) shows that responses from women were more positive than from men on effective career support. However, questions on promotions showed the opposite. More support is needed for all staff, as 45% of men and 48% of women disagreed with the statement "I understand the criteria for promotion". Responses to "I receive support to plan for promotion" showed the greatest difference by gender; 35% of men agreed but only 14% of women. This shows

that men, and in particular women, in ELS feel supported to develop their careers, yet this is not being followed through to help staff prepare for successful promotion applications.

We are planning three specific initiatives to improve support for women to progress to higher levels. Staff responded positively to the idea of a mentoring programme (**Action 5.3**), and a working group will be set up to address this. In 2017 the DoS mentored applicants to reader/chair positions and will continue to do this. Promotion workshops (organised by SAT chairs and HR) covering reader/chair applications have been well received; we will replicate this within ELS to focus on SL applications (**Action 5.4**), and we will embed a pro-active process to identify staff who should be encouraged to apply for promotion (**Action 5.5**).

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

There was a considerable difference in the proportion of male and female staff returned to RAE2008 (**Table 5.4**). For RAE2008 returns, ELS included at that time the Department of Housing and Regeneration, which was focussed on vocational programmes; here, staff had been recruited for experience in professional practice rather than academic research. In REF2014 the overall number of eligible female staff was still much lower than eligible male staff, but the disparity in submissions was not replicated; there was only 2% difference between the proportion of male and female staff returned. Research Centre Directors will encourage applications for study leave to complete outputs for REF2021, and monitor use of this policy (**Action 5.6**).

**Table 5.4. Gender analysis of staff returned to RAE2008 and REF2014.**

|  | RAE2008 | | | REF2014 | | |
|---|---|---|---|---|---|---|
|  | Eligible staff | Number returned | % Returned | Eligible staff | Number returned | % Returned |
| **Female** | 17 | 6 | 35% | 16 | 11 | 69% |
| **Male** | 40 | 32 | 80% | 45 | 32 | 71% |

**5.3.   Career development: academic staff**

**(i)     Training**

Staff with teaching responsibilities who do not have at least five years teaching experience are required to complete a post-graduate certificate in academic practice (PGCAP) within three years of appointment, and on completion to become Fellows of the Higher Education Academy. Undertaking PGCAP is included in workload calculations and is monitored as part of PDR: since 2012, 14 women and 13 men in ELS have successfully completed PGCAP.

All staff have access to online and face-to-face training for personal development, provided by HR and QEO. ELS has a development budget from which staff can request funds to attend workshops, conferences or training courses. Results from the ELS Athena SWAN survey 2016 showed a greater proportion of female staff (55%) than male staff (47%) experienced encouragement to take up training opportunities. Five SAT members are involved in a new working group on staff reward and recognition, initiated by the DoS. This will ensure the PDR system incorporates monitoring of requests for training, and uptake of training by staff. This information will be analysed annually to determine whether development opportunities are accessed equally by men and women (**Action 5.7**).

**(ii)    Appraisal/development review**

Every member of staff meets annually with a trained reviewer (their line manager or another senior staff member) to discuss their work and aspirations, and to set objectives. Progress is reviewed after six months and achievements are recorded in a final meeting at year-end. PDR reviewers then hold a meeting to calibrate staff performance and to identify any common issues. Between 2013-16 PDR was completed by the 95% of female staff and 91% of male staff. Data are not yet available for the 2016-17 cycle.

In the 2016 staff survey 57% of women and 45% of men disagreed with the statement 'the PDR process is effective and useful'. We will pilot a new personal development review (PDR) process in 2017/18. This will include explicit discussion about career aspirations and milestones to next stage of career for all colleagues.

The PDR process is also in place for postdoctoral researchers. However, feedback from the PDRA survey indicates this may not be meeting their needs (42% stated it was not very useful to them). The SAT will feed these perspectives into the development of the new PDR process (**Action 5.8**).

### (iii) Support given to academic staff for career progression

The majority of academic staff in ELS are research active and research achievements are frequently recognised and shared in staff meetings and the ELS newsletter. Workshops on a variety of skills for research are provided by the UoS Research Development Team for staff and postdoctoral researchers. Staff are encouraged to publish, bid for grants and build an external profile, and workload is assigned based on research activity in the previous year. Small internal grants are available from central research support and from the ELS research groups for travel or equipment/consumables for pilot studies. Study leave of one semester or longer can be requested by staff who have been in post for longer than three years. We also provide progression opportunities to non-academic staff; the School is currently supporting a member of the technical team to complete a part-time PhD to advance her career.

We provided workshops to support staff to prepare applications for Senior Fellowship of the Higher Education Academy in 2017. We will continue to do this and monitor the outcomes (**Action 5.7**).

Mentoring is provided at various points as staff undertake new roles in ELS. All new staff are assigned a mentor for their first year in post. Undertaking the PGCAP qualification requires that a colleague acts as a mentor to support staff in developing their teaching skills. Staff who are successful at obtaining the VC's Scholarship Award, an internal research award for early-career researchers, are also supported by a research mentor. The University has an internal coaching resource, with 24 colleagues trained or currently being trained as coaches. This can be accessed via HR's Development Team, to support development.

Members of staff who were successful with promotion applications in 2017 reported they experienced informal support:

> *"I have benefitted from useful feedback on my application and was strongly encouraged by colleagues to apply this time".*

- Male member of staff who achieved promotion in 2017.

*"I found the promotions workshops very useful and timely. The excellent support and mentoring provided by the Dean of School and fellow colleagues prepared me well for the application process and is greatly appreciated".*

- Female member of staff who achieved promotion in 2017.

However, these initiatives do not provide a sustained system of support for staff at all levels. Feedback from the ELS Away Day 2017 suggests staff want and would value better mentoring. A working group will be set up to investigate requirements and pilot a new system (**Action 5.3**).

UoS has developed a comprehensive programme of researcher development: the Salford Postgraduate Research Training programme (SPoRT), which is aligned with the Researcher Development Framework (RDF) from Vitae. This supports both personal and professional development towards a research career for PGRs, postdocs and early-career lecturers. Feedback from postdocs indicates that they would benefit from additional career support and are interested in training for grant writing and lecturing. There was also the perception that their prospects were not good for progressing in academia; most had not discussed their career plans with their supervisor. Our PGR Development Officer will work with postdocs to act as a career mentor and facilitate development activities (**Action 5.8**).

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

In ELS we provide pastoral support for all UG students through the personal tutor system. Each student is assigned to a member of staff throughout their degree and they meet regularly with their tutor and other students within small groups as part of the Study Skills (1st year), Research Skills (2nd year), and Final Year Project (3rd year) modules. Students can request a change in tutor allocation and although rare this is always granted. All UG students are encouraged to consider a work placement year between levels 5 and 6 to enhance their employability. Support is provided to organise placements by academic staff acting as placement tutors. Most placements are taken on the Biomedical Science and Wildlife programmes, which are female dominated; the figures are in proportion to the relative proportion of women on these courses (**Table 5.5**).

Careers events are provided as part of the final year of all UG degrees. This involves both male and female speakers from a variety of careers (example of an event in **Figure 5.3**). All Schools have a dedicated Student Experience and Support Services Business Partner who enables embedded careers support within our programmes at all levels including PGR. Over the last four years, the proportion of students accessing this help has increased for all levels of study

(**Table 5.6**). However, for UG and PGT students, women are significantly more likely to make use of this service ($\chi^2$, p<0.05), and for PGRs men are more likely to make careers appointments. Encouraging take-up of this service will be assigned to the new PGR Development Officer.

DLHE data for 2016-17 (**Table 5.7**) indicates no gender difference in the proportion of male and female students in work or further study (0.4% difference). Our Employability Working Group will begin monitoring our student pipeline and destinations after study in more detail (discussed in Section 4; **Action 4.6**).

**Table 5.5. Numbers of male and female students taking a placement year.**

|  |  | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|---|
| **Biomedicine** | Female | 10 | 13 | 19 | 12 |
|  | Male | 8 | 6 | 7 | 9 |
|  | % Female | 56 | 68 | 73 | 57 |
| **Biology/Wildlife** | Female | 21 | 9 | 7 | 17 |
|  | Male | 9 | 2 | 6 | 5 |
|  | % Female | 70 | 82 | 54 | 77 |
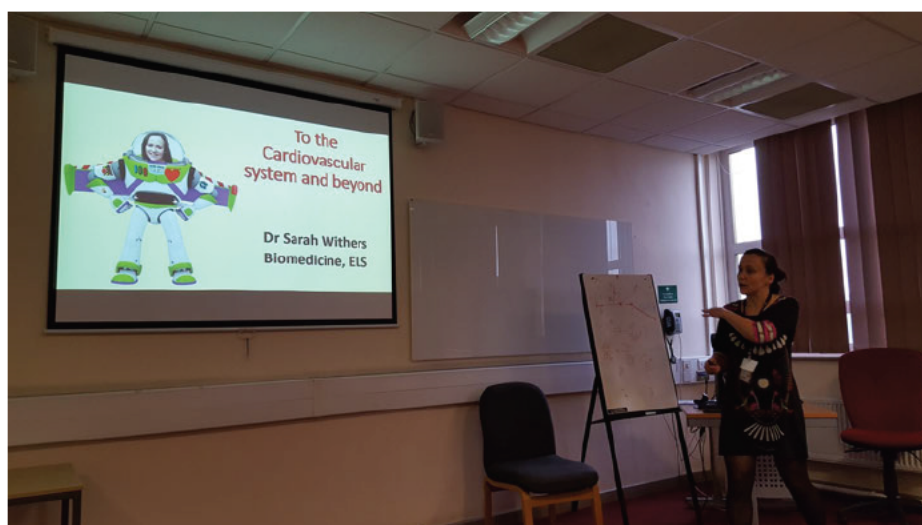


**Figure 5.3. Career's talk to Level 6 students by Dr Sarah Withers (ELS lecturer).**

**Table 5.6. Proportion of male and female students making appointments with a careers advisor. Cells coloured dark grey indicate a statistically significant difference, ($\chi^2$, p<0.05).**

|  | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **UG** | Female | 36 | 126 | 183 | 251 |
| | Male | 25 | 96 | 71 | 105 |
| | % F of all UGs | 5 | 16 | 22 | 30 |
| | % M of all UGs | 5 | 18 | 13 | 20 |
| **PGT** | Female | 13 | 27 | 42 | 55 |
| | Male | 4 | 20 | 22 | 37 |
| | % F of all PGTs | 17 | 33 | 60 | 50 |
| | % M of all PGTs | 5 | 31 | 31 | 41 |
| **PGR** | Female | 2 | 5 | 3 | 11 |
| | Male | 1 | 11 | 9 | 11 |
| | % F of all PGRs | 7 | 12 | 7 | 24 |
| | % M of all PGRs | 3 | 26 | 17 | 20 |

**Table 5.7. DLHE data for students graduating from ELS in 2016 (2017 survey).**

| | Female (N) | Female (%) | Male (N) | Male (%) |
|---|---|---|---|---|
| In work/further study | 112 | 90.3 | 80 | 89.9 |
| Not in work/further study | 12 | 9.7 | 9 | 10.1 |

We have refined our processes for supporting female students who become pregnant, including risk assessment for all laboratory activities. Both UG and PG study in ELS provides students with many opportunities to participate in fieldwork. At least one female academic, whose research is relevant to the module, attends international field sites to ensure students see female scientists as active researchers and role models.

PGRs are supported by a supervisor, co-supervisor and a personal tutor. They also have contact with the Postgraduate Research Co-ordinator and the Postgraduate Mentor. In addition to a regular schedule of meetings with supervisors, PGRs participate in the Salford Postgraduate Annual Research Conference (SPARC) where they can network with other PGRs across UoS and gain experience of presentation of their work. PGRs are encouraged to attend national and international conferences and can apply for funding from the UoS PGR Conference Fund or their respective research centre. Supervisors actively support applications for post-doctoral work.

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

Mentors provide initial guidance on relevant funding sources including internal funds. UoS has central support (the Research Development Team) to assist staff with the preparation of external funding bids for research and enterprise.

Assistance is provided on all aspects of bids, from deciding on suitable funding sources to budget preparation. A cross-University peer review system operates to critique larger grants before submission, and provides staff with feedback to improve project proposals. Staff in ELS are encouraged to discuss grant ideas and early plans with colleagues in their research centre. Staff whose bids are unsuccessful are supported to rework and resubmit to future rounds. Funds are available in ELS for attendance at workshops to support development of research skills and in 2016-17 ELS supported four members of staff (one male, three female) to attend a residential course for grant writing (Missenden Masterclass).

---

**SILVER APPLICATIONS ONLY**

**5.4.  Career development: professional and support staff**

(i)  Training

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

(vi)  Appraisal/development review

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

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

Comment and reflect on support given to professional and support staff to assist in their career progression.

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**5.5.  Flexible working and managing career breaks**

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

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

No academics have taken maternity/adoption leave within the last four years in ELS; we cannot therefore make use of recent experiences to provide feedback on our processes. HR is currently (2017) revising the UoS Pregnancy, Maternity, Adoption and Paternity Guide, to include new guidance for employees and managers. To bring together relevant information for staff in ELS, the SAT will prepare summary guidance explaining how policy is applied in ELS and describing the process of leave, with a meeting schedule and discussion topics (**Action 5.9**).

Employees who have 26 weeks service before the 15th week of pregnancy are entitled to an enhanced maternity pay package and can access health and wellbeing support through Occupational Health. Academic Leads have line management responsibility for academic staff planning to take leave, and oversee the support for the member of staff, including initial meetings and risk assessments, and the reallocation of workload. The SOM manages members of support staff through their leave. We are also supported by our HR Business Partner as another point of contact for staff.

Using recent staff sabbatical leave as a proxy, arrangements for cover are made in consultation with the line manager and colleagues, and the School provides funding for the 'buy in' of teaching and supervisory cover. The DoS and line manager meet with the member of staff before they go on leave to discuss and agree arrangements. Feedback from staff who have taken maternity leave (albeit not recently) suggested a point of difficulty is to ensure safe working in the laboratory during early stages of pregnancy, before staff may be willing to disclose this information. To support women during this time, we will also include a guide to completing your own risk assessments in our summary document (**Action 5.9**).

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

Staff are entitled to ten Keep In Touch (KIT) days during leave. We do not have data on take-up of KIT days due to the rarity of maternity leave in ELS in recent years but going forward this will be monitored (**Action 5.9**). Staff are kept in contact with School business through email, and line managers alert colleagues on leave to any promotion and training opportunities that arise. All staff on leave are welcome to attend social events.

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

UoS operates a Childcare Voucher scheme managed by Sodexo, available to all staff. Currently six men and eight women in ELS make use of this system. The University has partnered with Busy Bees to provide a nursery adjacent to our main campus. The nursery is rated "Good" by Ofsted, offers a discounted rate, and keeps up to 20 places reserved for children of University employees. Breastfeeding mothers (staff and students) have access to private, lockable spaces if they wish to express milk and there are refrigerators available for its storage.

Line managers discuss arrangements for return to work during the period of leave. Staff can discuss changes to their contracts, (e.g. full-time to part-time) or other alternatives such as using annual leave accrued while on maternity leave to facilitate a phased return to work. We do not currently have any specific support in terms of a defined reduction in workload to support staff returning to work, and in particular resuming their research. We will address this by adding

an allowance into WLBM for catch-up time for staff in their first year after leave (**Action 5.9**).

### (iv)    Maternity return rate

Three members of staff took maternity leave between 2013-17 (and our HR Business Partner took paternity leave). All three work in support roles and all returned to the role they previously held, with one electing to change from full-time to part-time. No academic staff have taken leave in the last four years.

> **SILVER APPLICATIONS ONLY**
> Provide data and comment on the proportion of staff remaining
> in post six, 12 and 18 months after return from maternity leave.

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

Paternity leave entitlement is two weeks on full pay. Between 2015-17 two male staff took paternity leave totalling 20 days. Paternity leave policies will be included in the guidance for ELS staff (**Action 5.9**). There has been no request for, or uptake, in ELS of shared parental, adoption and parental leave.

### (vi)    Flexible working

Formal flexible working in ELS has usually meant a change to a fractional contract, e.g. 0.5FTE. The number of staff formally working flexibly in ELS is low: there were only two requests for flexible working during 2013-17. These were from female members of staff with support roles; both requests were granted. The School laboratory manager recently requested to return to a full time contract following a period on 0.8 FTE. This was granted and she has reported successful transition into a higher workload.

Informally, staff often work from home or work flexibly around teaching hours (e.g. to accommodate childcare responsibilities). The requirement of the School is that the line manager knows how colleagues can be contacted whilst working from home.

The University has a Tele and Homeworking Policy that recognises academic work does not require daily attendance on campus throughout the working year. This policy, whilst helpful, dates back to 2004; the DoS will initiate a policy review, with guidance from HR, and input from ELS staff, to create a revised policy (**Action 5.10**).

Staff feedback from the ELS survey suggests there is not a particularly well informed view of flexible working opportunities, with a third of male and a third of female respondents saying they did not know if flexible working is supported.

47% of women and 35% of men agreed with the statement "working flexibly would negatively affect my career". This suggests that many staff are not fully aware of flexible working provision, and women especially do not think this is supported. The SAT will work to provide more information to staff, and guidance will be included in staff induction (**Action 5.10**). Our HR Business Partner will train line managers to support flexible working (**Action 5.10**).

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

HR supports managers in having conversations with staff returning after career breaks, with a view to incorporating flexibility where possible. In our revision of the guidance on parental leave (**Action 5.10**) we will include a specific requirement that line managers take a flexible approach and discuss the possibility of a longer, phased return to full-time work if a member of staff is considering working part-time.

### 5.6. Organisation and culture
### (i) Culture

ELS is committed to providing a positive and supportive working environment for all our staff and students and embedding the principles of the Athena SWAN Charter in all our activity. Staff responses to Athena SWAN survey questions on workplace culture showed that the majority of staff agree that they are not treated unfavourably because of their gender (90% of women, 100% of men) and the majority of staff do not feel they are treated unfavourably because of another protected characteristic (95% of women, 100% of men).
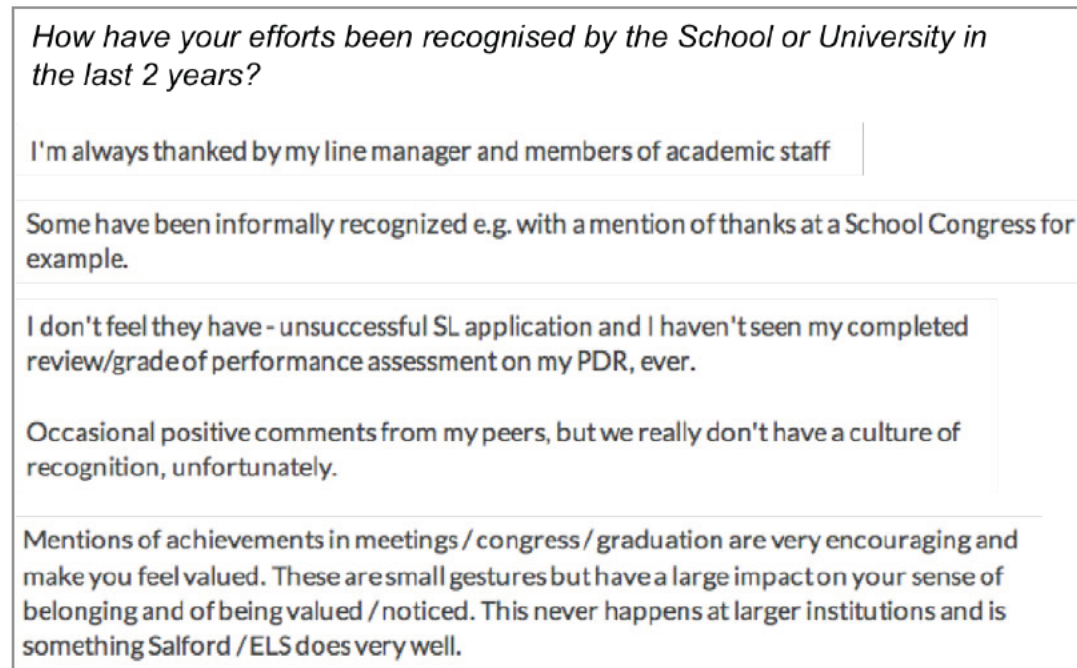
Among the School senior management team, the DoS, Associate Dean Academic and the Head of the Technician Team are female, providing senior role models. We are very pleased to see the recent increase in female staff applying for senior lecturer and professorial positions, with four successful promotions of women in 2017. With strong support from the DoS, we plan to be more pro-active in our support for staff, to build on this (**Action 5.5**).

Informal feedback to the DoS from 1:1 meetings with colleagues suggests that staff feel that the School is collegiate and friendly. As discussed in 5.1, new colleagues are introduced to the 'Salford Behaviours', which provide a framework of expected standards of behaviour for all colleagues. New colleagues can talk to their mentor or line manager if they have concerns about the behaviour of others, or in confidence to the DoS. Also discussed in 5.1, all new staff undertake equality and diversity training.

There is still work to do, however, to ensure all students who wish to can progress into an academic career, and staff can progress to senior positions. A major issue is the need to recruit more senior women. We also need to ensure all staff are supported to progress in their careers, and our action plan outlines

our strategy for improving issues in the workplace that are often constraints on women's careers, such as taking parental leave. In response to survey data (Best Companies Survey in 2015 and 2016, and Athena SWAN 2016 survey) we have begun to review our policies and working environment to address negative aspects of staff experience. One of the recently promoted female professors has been working with our post-graduate biomedical research students to support career planning; we will expand this PGR support and mentoring work into all subject areas going forward (**Action 4.5**).

Our working group on reward and recognition (R&R) was set up in July 2017, at the instigation of the DoS, to focus on two issues: appropriately rewarding staff for their efforts and redesigning the appraisal system, which some staff perceived as a "tick box" exercise of limited value. Headline data from the R&R survey, collected in the summer, suggest generally positive views with only 9/55 (16%) respondents expressing the view that their work was not valued and recognised. Verbatim comments showed a variety of responses (see selection of comments in **Figure 5.4**) This activity represents the beginning of a process of structural and cultural change within the School to ensure all talented individuals are supported to succeed.

> *How have your efforts been recognised by the School or University in the last 2 years?*
>
> I'm always thanked by my line manager and members of academic staff
>
> Some have been informally recognized e.g. with a mention of thanks at a School Congress for example.
>
> I don't feel they have - unsuccessful SL application and I haven't seen my completed review/grade of performance assessment on my PDR, ever.
>
> Occasional positive comments from my peers, but we really don't have a culture of recognition, unfortunately.
>
> Mentions of achievements in meetings / congress / graduation are very encouraging and make you feel valued. These are small gestures but have a large impact on your sense of belonging and of being valued / noticed. This never happens at larger institutions and is something Salford / ELS does very well.

**Figure 5.4. Selection of staff verbatim responses from the reward and recognition survey, 2017.**

(ii)    HR policies

Our HR Business Partner is our point of contact on the application of HR policy and sits on the School Executive. An all-staff internal communication is sent after updates to HR policy, and our HR Business Partner briefs Executive

members about any changes. We look to resolve any grievances on an informal basis in the first instance through discussions between staff and their line managers. If staff are not satisfied with the outcome they may escalate this to HR and record a formal complaint. HR monitors all officially reported cases on a monthly basis.

(iii)    Representation of men and women on committees

**Figures 5.5, 5.6, 5.7** and **Table 5.8** show good representation of both male and female staff on School and University committees. Gender balance is always considered when there is an opportunity to appoint staff to committees and working groups.



Senior roles at School and University level
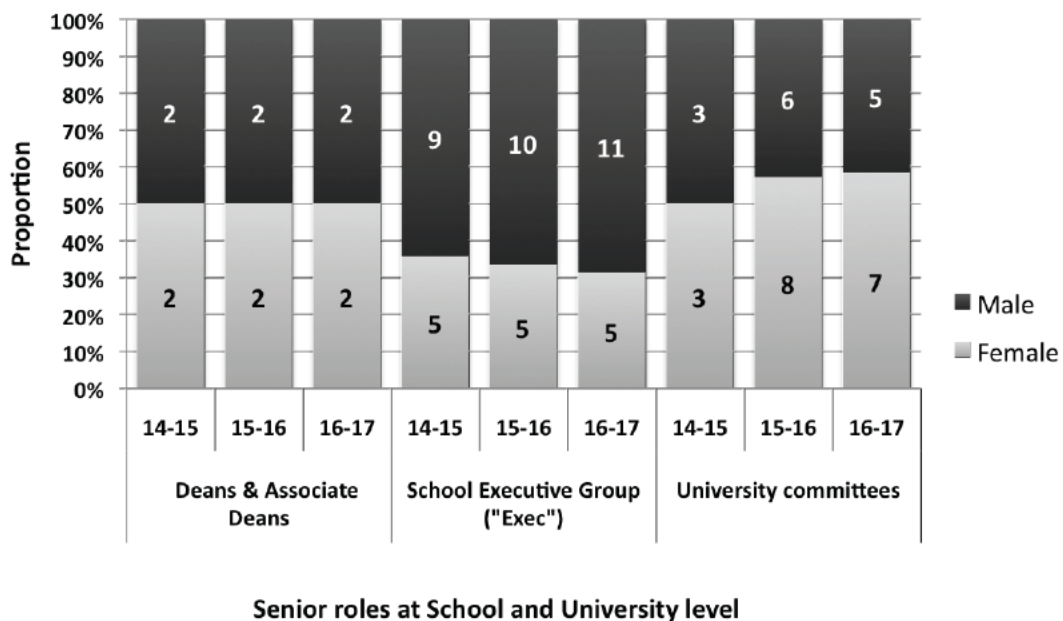
**Figure 5.5. Gender analysis of ELS management roles and University level committees.**

For the last seven years we have had 50% female representation in senior roles; our Associate Dean Academic is female, and both our previous and current DoS are female (**Figure 5.5**). Membership of the School Executive has varied from 33% to 56% female - close to the proportion of female academics in ELS (currently 38%). There are women present on all internal committees and working groups. Two working groups and the Teaching Developments Group involve the highest proportion of women (over 40% female); the Health and Safety committee has the lowest proportion (20% female) (**Figure 5.6**). Female staff appear to be contributing more than male staff to University-level committees, which will provide networking opportunities and valuable experience of University governance.

All staff are expected to take on administrative responsibility that contributes to the delivery of the School's various strategies. To ensure that certain individuals are not overburdened with administrative work, we will ensure monitoring of committee participation (**Action 5.11**). Ineffective monitoring of committee service has also limited our data to only the previous two years (for **Figure 5.6**).
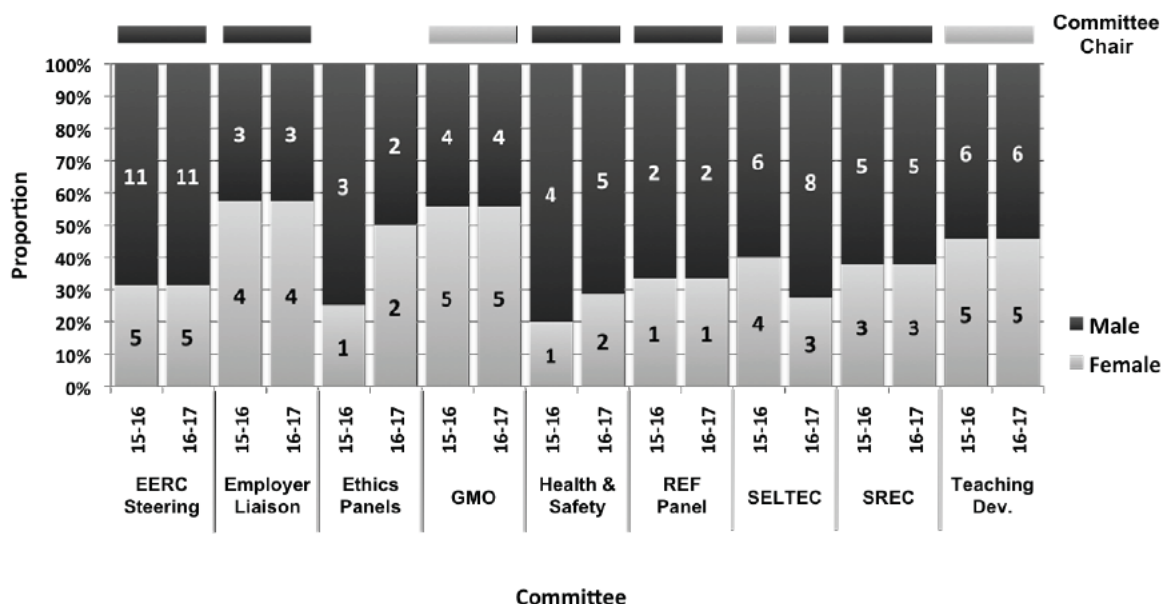


**Figure 5.6. Membership by gender for School committees and groups 2015-17. Gender of committee chairs is indicated with coloured bar above the graph. "GMO" = Genetically Modified Organisms; "SELTEC" = Student Experience, Learning, Teaching and Enhancement Committee; "SREC" = School Research & Enterprise Committee; "Teaching Dev." = Teaching Developments Group.**

**Table 5.8. Gender balance in teaching-related roles in ELS.**

| Role | Male | Female |
|---|---|---|
| Programme Leader | 7 | 4 |
| Assessments Officer | 1 | 1 |
| Retention Officer | - | 1 |
| Admissions Tutor | 3 | 2 |
| Academic Misconduct Investigator | 1 | 1 |
| Appeals Investigator | 2 | 1 |
| Programme Approval and Review Panel (University committee) | 5 | 3 |
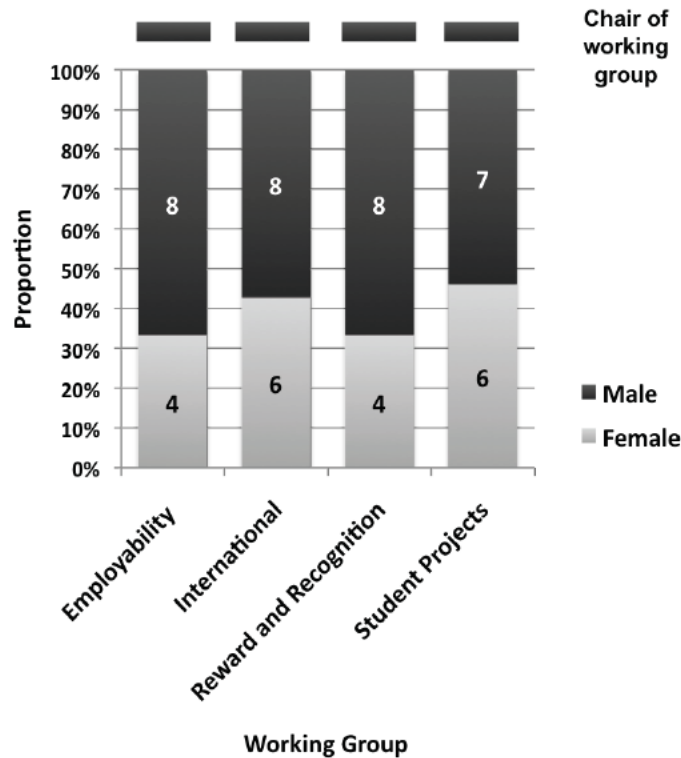
**Figure 5.7. Membership by gender for working groups formed in 2017. Gender of committee chairs is indicated with coloured bar above the graph.**

(iv)     Participation on influential external committees

Development of an external academic profile is covered in PDR, and staff are encouraged to seek opportunities such as conference organisation. Recent examples of staff taking up prominent roles include Dr Erinma Ochu's (Lecturer in Science Communication) appointment to chair the BBSRC's Bioscience for Society Strategy Advisory Panel (screenshot of internal comms in **Figure 5.8**) and Dr. Stephen Parnell's (Lecturer in Spatial Epidemiology) appointment to the European Food Safety Authority's Panel on Plant Health (**Figure 5.9**). We currently do not collate information on staff involvement in external activities and plan to gather this alongside information on internal committee service to ensure these efforts are recognised. This will also inform the SAT regarding any difference in participation for female or male staff (**Action 5.11**).
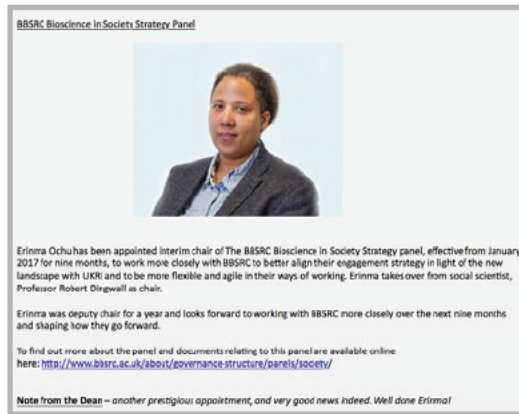
**Figure 5.8. Internal communication on Dr. Ochu's BBSRC panel appointment.**
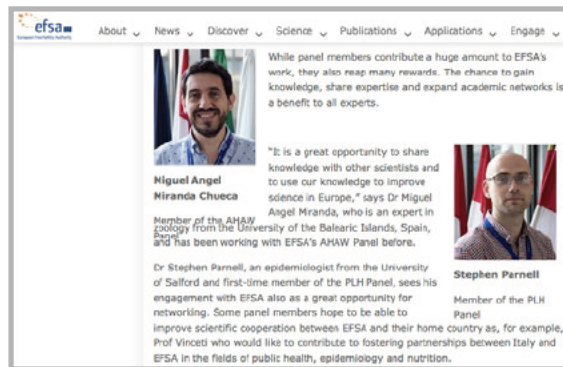


**Figure 5.9. Dr Stephen Parnell's profile on the European Food Safety Authority website.**

### (v)    Workload model

ELS uses the UoS workload balance model (WLBM). The main purpose of WLBM is to allow effective management of the academic resources of the School to deliver the best service to students, whilst achieving equity in academic workloads. The SOM compiles the WLBM data, which is then cross-checked by module leaders and line managers. There are three components to the WLBM: teaching and learning; research and enterprise; and administration and management. For the first two years of employment new staff have a proportion of protected time (approximately 20%) so that they can establish their research and develop teaching resources. There is also an enhanced allocation for teaching a module for the first time.

All administrative roles are recognised in WLBM and responsibilities are rotated every three/ four years to give staff experience in different areas and allow development of knowledge and skills required for promotion. When a position is available the DoS issues an open call for expressions of interest. Staff appointed to new roles can review their workload with their line manager to agree

redistribution of other task(s). The WLBM is transparent and published annually so that staff can identify how their contribution compares to that of others.

Staff feedback indicates a gendered difference in perception of the accuracy of WLBM; 45% of men felt their work was accurately recorded compared with 29% of women. However, a much lower proportion of male staff were happy with their work-life balance (40%, compared with 62% for women). UoS is undertaking work as part of the bronze action plan to study gender bias in WLBM and this will be taken up by the SAT when the central information and data are available.

Meanwhile, the DoS has instigated a review, led by the SOM and working with the Academic Leads, to review workload of all staff as recorded in WLBM, to redistribute tasks more equitably and also check whether there are any gendered patterns in workload (**Action 5.12**).

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

The definition of core hours for meetings is being revised across the UoS as part of the bronze action plan; we will ensure our meetings in ELS occur between 10am-4pm to allow staff with caring responsibilities to attend (**Action 5.13**).

All staff are expected to attend the monthly staff meeting or School Congress; this is held on Fridays at 1pm (lunch provided). Staff meetings are well attended and are the main mechanism for communicating current priorities for ELS and University-level strategies. School Exec meets fortnightly at 10am on Wednesdays.

Our weekly research seminar series is held on Wednesdays at 1pm. We have recently begun organising lunch-time socials before the seminars for staff to get together, in response to requests in the ELS 2016 mini-survey on wellbeing/working environment for more opportunities to socialise with colleagues. We are also running a series of Inaugural Professorial lectures, which are evening events followed by a drinks reception, encouraging networking. Feedback from the ELS Athena SWAN survey showed 70% of men and 68% of women think departmental meetings are held at a time they can attend; this is a positive aspect of the ELS staff experience.

### (vii) Visibility of role models

Our website features profiles of all academic and postdoctoral staff and our virtual learning environment (Blackboard) features a welcome video from the DoS. Our research webpages link to articles to promote ELS research, and recently this has included NIHR grant success for Professor Niroshini Nirmalan, and the award of a NERC Knowledge Exchange Fellowship to Dr. Katherine Yates (Lecturer in Global Ecology & Conservation). We also showcase student achievements, such as national recognition for BSc Zoology student Rachael

Fraser who won Best Photograph at the Jane Goodall Roots and Shoots Awards (article screenshot in **Figure 5.10**). We have analysed our seminar series speaker list by gender (**Table 5.9**), which shows that in the two years considered the proportion of female speakers was approximately 40%. However, it appears that the proportion of female speakers was lower in 16-17 so SAT will liaise with seminar organisers to increase the number of invited female speakers (**Action 5.14**).
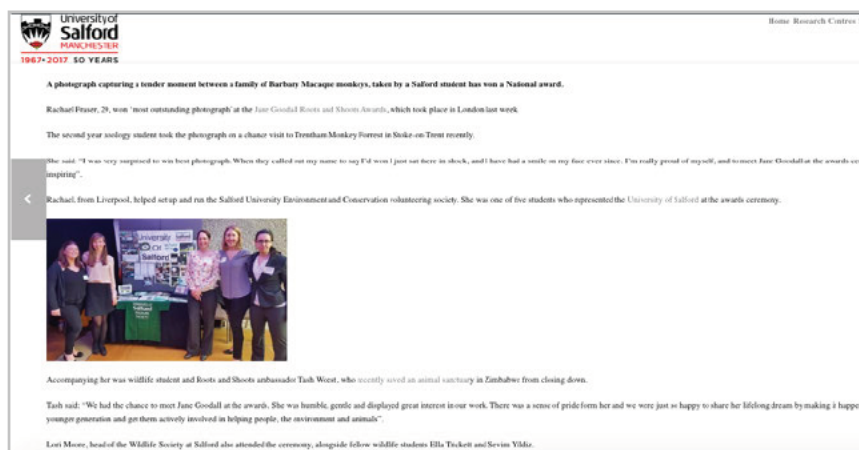


**Figure 5.10. Article on EERC website showcasing student Rachael Fraser's photography award.**

| | 2015-16 | | | | 2016-17 | | | |
|---|---|---|---|---|---|---|---|---|
| | Male (N) | Male (%) | Female (N) | Female (%) | Male (N) | Male (%) | Female (N) | Female (%) |
| Invited | 10 | 59% | 7 | 41% | 14 | 78% | 4 | 22% |
| Staff | 2 | 50% | 2 | 50% | 1 | 50% | 1 | 50% |
| PGR | 5 | 71% | 2 | 29% | 0 | 0% | 5 | 100% |
| TOTAL | 17 | 61% | 11 | 39% | 15 | 60% | 10 | 40% |

**Table 5.9. Gender analysis of speakers to the ELS Seminar Series (ELSSS).**

(viii)   Outreach activities

ELS is very active in outreach activities through engagement with schools, the community, and local and national media. We recently recruited a Chair (Prof. Andy Miah) and Lecturer (Dr. Erinma Ochu) in science/digital communication, and they have created online spaces to share our outreach work and celebrate

women in science communication. ELS is the Lead Educational Partner for Manchester Science Festival (MSF), a high-profile event that runs every October and attracts over 100,000 visitors. Over the last three years, 25 members of staff and PhD students have showcased their research at MSF's Science Jam; a weekend public engagement event held on campus. Staff also engage with events specifically for women, for example, Dr Chloe James (Senior Lecturer in Medical Microbiology) gave a talk at an event for International Women's Day 2017 at the Manchester Central Library for girls aged 11-14.

Staff feedback on recognition for outreach work was considerably less positive for women than men: only 25% of women agreed their contributions were recognised compared with 56% of men. Mostly women thought their work in this area was not recognised or didn't know if it was. The ELS WLBM has been updated recently allow staff to add these activities.

The DoS has recently introduced a weekly "Friday Global" email newsletter that is circulated to all ELS staff. This communicates news and highlights staff achievements, including outreach work. To continue to raise awareness within ELS, an Engagement and Outreach Officer will audit ongoing activity and plan an outreach activities calendar (**Action 5.15**). Data on our outreach work (**Table 5.10**) indicates that a greater proportion of male staff take part in public events and engage with the media compared to female staff, and that female staff are more engaged with schools. Media training events are held regularly and the Engagement & Outreach Officer will circulate details of training available; staff are encouraged to sign up for these activities to enable them to build their external profile (**Action 5.15**).

**Table 5.10. Number of academic staff members and PGR students involved in outreach activities 2016-17. Only 2016-17 data is presented as these activities have been more actively recorded in the last year.**

|  | Professor / Reader | | | | Lecturer /SL | | | | PGR students | | | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | M | % | F | % | M | % | F | % | M | % | F | % | M % | F % |
| **Public Engagement** | 6 | 35% | 0 | 0% | 6 | 20% | 7 | 30% | 7 | 13% | 10 | 22% | 19 | 17 |
| **Schools/ Colleges** | 1 | 6% | 1 | 33% | 3 | 10% | 4 | 17% | 1 | 2% | 3 | 7% | 5 | 8 |
| **Media** | 11 | 65% | 0 | 0% | 9 | 30% | 5 | 22% | 1 | 2% | 2 | 4% | 21 | 7 |

## 7.   FURTHER INFORMATION
### Recommended word count: Bronze: 500 words  |  Silver: 500 words

Over the last 2 years we have gathered feedback from staff in a variety of ways to understand our own community and culture. The first survey we considered about our working environment was the Best Companies Survey, carried out across UoS in 2015. Responses to selected questions are shown in **Figure 7.1**. Areas where staff provided negative responses were around work-life balance.

A follow-up survey was initiated by our previous DoS to gather anonymous verbatim comments to help interpret the findings around wellbeing (**Figure 7.2**). The majority of negative comments concerned workload around administrative tasks. In addition many requests were provided for:

- More social events with colleagues.
- Fair processes for reward and recognition.
- Flexible working.
- Managing workloads.
- More development opportunities.

We have started work in some of these areas, in particular for reward and recognition, and also provided an opportunity for socialising through weekly lunchtime socials. All of the other issues raised at that time have associated actions in our bronze action plan.

The ELS Athena SWAN survey in October 2016 provided more specific information for our action plan. Staff response rate was 32% (n=41) with 51% of responses from female staff. The findings around staff perceptions of support for promotion (**Figure 7.2**) have been a focus since the survey and multiple actions have been defined to address these issues (discussed in Sections 5.1 iii and 5.3 iii). Female staff also responded more negatively to questions on whether their work is recognized (**Figure 7.3**) with a lower proportion of women agreeing they are recognised in all the areas covered – teaching, research,

administration, and outreach. These findings lead DoS to initiate significant work to address our reward systems, recognition, and preparation for promotion through the creation of the Reward & Recognition Working Group.
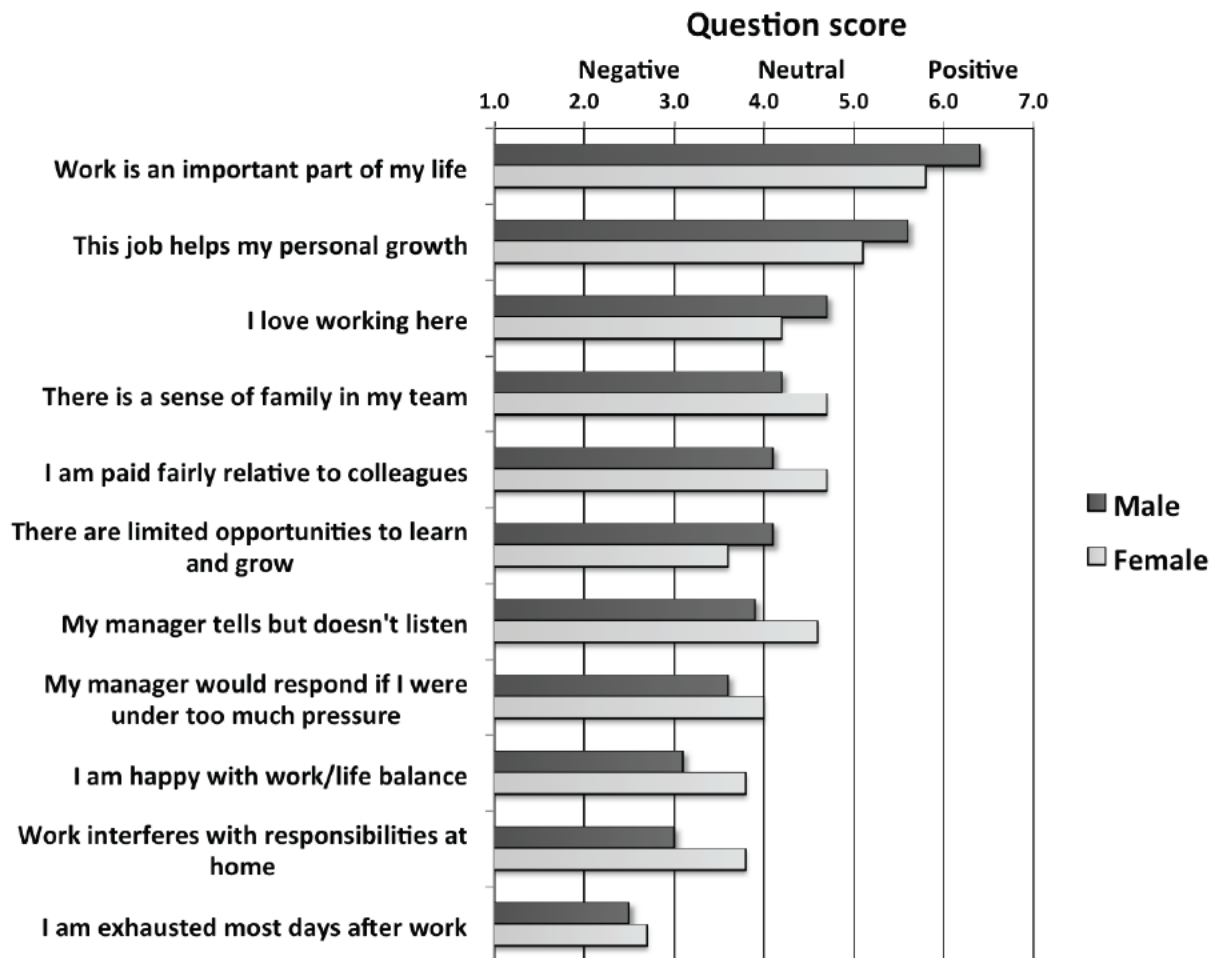
## Question score



Figure 7.1. ELS responses to selected questions on the Best Companies Survey, 2015, analysed by gender. Agreement with a positively-phrased question (e.g. "I love working here") results in a more positive score, whereas agreement with a negatively-phrased question (e.g. "I am exhausted most days after work) results in a more negative score.
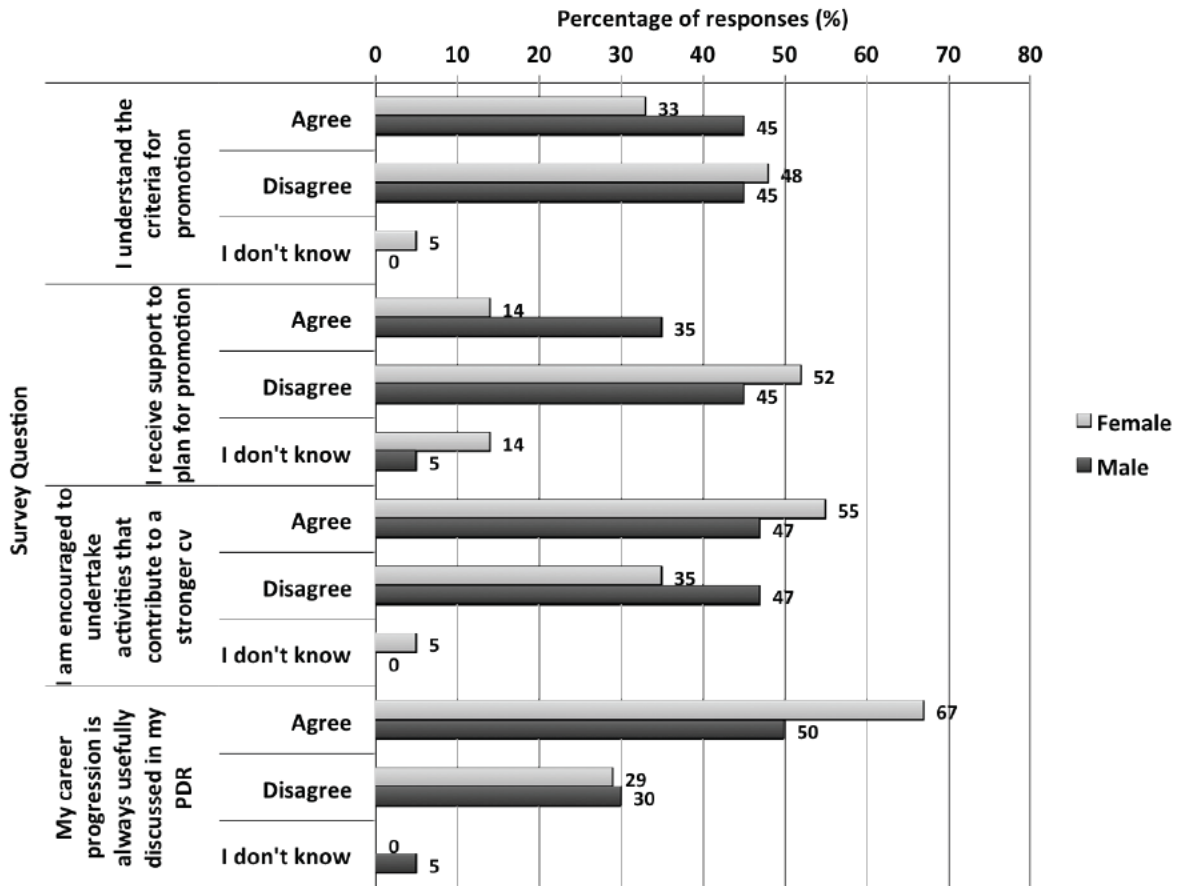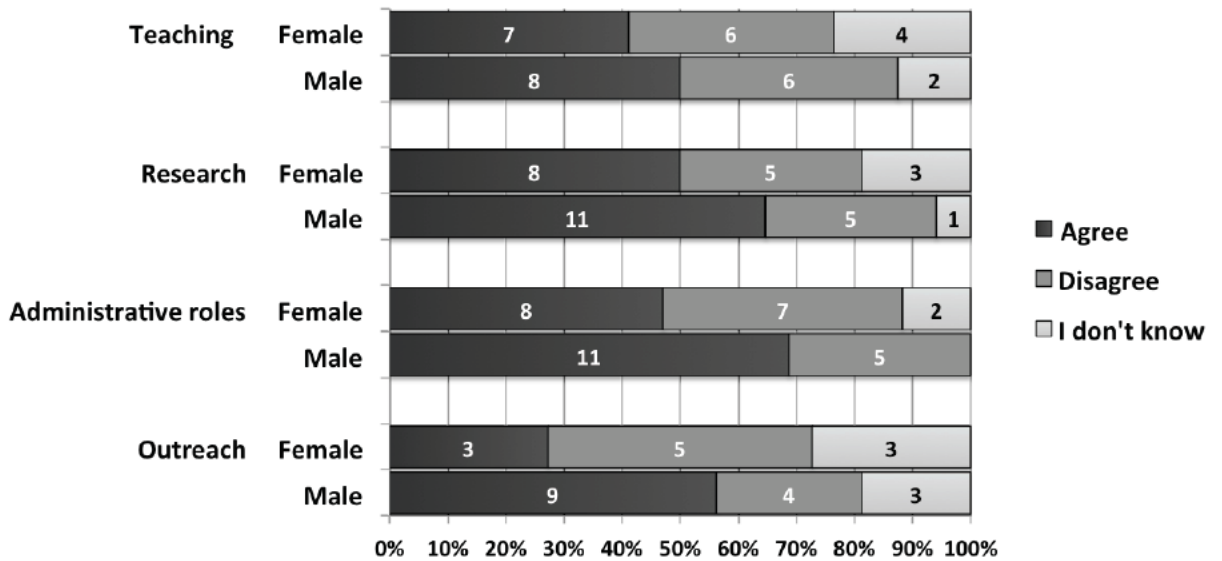
**Figure 7.2. Male and female responses to five questions on promotions and career support from the 2016 ELS Athena SWAN survey. N = 21 women, 20 men. The response "Not relevant to me" is not included.**

**Figure 7.3. Male and female responses to questions about whether contributions are recognised in four different areas. From the 2016 ELS Athena SWAN survey.**

ELS has participated in running promotions workshops in 2017 jointly with two other Schools in UoS covering applications for Reader/Chair positions and also including discussion time to collect perspectives on the promotions process (**Figures 7.4**). The success of these has indicated that internally in ELS we need to support staff in a similar manner for applications to Senior Lecturer positions.



**Figure 7.4. Promotions workshop discussion on perceived barriers to successful promotion.**

The draft action plan was produced at the end of 2016 and staff had the opportunity to discuss actions and feed back into the process at the annual ELS Away Day in 2017 (**Figures 7.5. and 7.6**). Actions were discussed by staff in groups and the feedback indicated support for many of the actions, which have been included in the final action plan:

- Promotions workshops.
- Mentoring system.
- Formally recording all outreach work.
- Advertising career development schemes
- Discussion of promotion criteria in PDR.
- Senior management identifying staff who could be ready to apply for promotion.
- Better training for PDR reviewers in mentoring.
- Improving PDR.
- Disseminating results of analyses carried out as part of the UoS bronze action plan to inform staff of progress e.g. gender pay audit.

**Figure 7.5. SAT Chair leading an Athena Swan discussion session at ELS Away Day, January 2017.**



**Figure 7.6. Staff participating in the Athena Swan discussion session at ELS Away Day, January 2017.**

**Word count: 478**

## 8.  ACTION PLAN

| Area | Action Point | Description of activity | Responsibility | Timescale | Criteria for success |
|---|---|---|---|---|---|
| | | **Section 3: The Self-Assessment Process** | | | |
| **SAT composition and reporting** | 3.1 Ensure appropriate membership on SAT by gender, role (School operations; technician; HR), and academic career stage. | Establish annual revision of the SAT membership for gender balance and number of senior staff on SAT. | SAT Chair | From January 2018 | Annual review in place to ensure that minimum 40% of SAT is male/female and minimum 3 academic staff above lecturer grade. |
| | | Nominate male PGR representative and UG representatives (male and female). | DoS | | Membership expanded to involve student representatives. |
| | 3.2 SAT reports regularly to School Executive Group (Exec). | Establish quarterly meetings of SAT. | SAT Chair | By July 2018 | Quarterly SAT meetings established and in School meeting calendar. |
| | | Quarterly report to go to Exec on progress against bronze action plan, where Athena SWAN is a permanent agenda item. | DoS to add item to future agendas / SAT Chair to provide reports<br><br>By end 2017 | Athena SWAN considered in Exec meetings evidenced by meeting minutes available for all staff on Blackboard. |

| | | | | |
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| | 3.3 Monitor impact of the bronze action plan. | Establish annual ELS Athena SWAN survey in line with UoS timing (March/April) to gather staff feedback. | SAT chair and the 3 Task Groups. | November 2018 | Annual survey in place and included in School planning cycle.<br><br>Minimum response rate to be 30%. |
| | 3.4 Raising awareness of Athena SWAN work across ELS. | Establish regular updates to the School through presentations at School Congress. | SAT Chair | By end 2018 | Two updates given in 2018.<br><br>Relevant material (slides etc.) made available to staff via Blackboard. |
| **SAT activities** | 3.5 Pilot a fully intersectional approach to the use of data for equality and diversity purposes. | SAT to determine the best way to study intersectional data, including which protected characteristics to address and feasibility of combining characteristics where numbers of students (and especially staff) may be very low. | Data Task Group | By July 2018 | List of staff and student characteristics produced for each area of study in the bronze application. |
| | | Produce a description of the data required annually about ELS from each central function in UoS. | DoS | July 2019 | Process approved by Athena SWAN sub-committee to embed in HR, Student Administration, and Planning departments for annual provision of intersectional data to ELS. |
| | 3.6 Review progress against the action plan, | Embed an annual review of bronze action plan, incorporating findings from Action 3.5. | SAT Chair | First review November 2018, annually thereafter. | Revised action plan produced. |

| | | Sections and Action Plan prepared by SAT Task Groups 1, 2 & 3 and SAT Chair. | SAT | For submission in 2021 | Application successfully submitted. |
|---|---|---|---|---|---|
| | | Approval from School and University. | Exec, DoS, and Athena Swan sub-committee | | |

| Section 4: A picture of the department | | | | | |
|---|---|---|---|---|---|
| **UG students** | 4.1 Audit the student experience of ELS recruitment to ensure gender balance in all activities. | Begin formal monitoring of male and female staff presence at Open Days and Applicant Visitor Days. | Director of Admissions | October 2018 | 40% of staff at Open Days to be female (% F for ELS is currently 38%). |
| | | Review of promotional material (written/online/presented) available to students to ensure gender balance in images/case studies. | SAT Task Group 3 | In place for student recruitment taking place in 2019-20 (2020 intake). | All promotional material to feature men and women in 50:50 ratio. |
| | | Unconscious bias training for Admissions Tutors and staff/students participating in Open Days. | HR Business Partner | | 100% of staff and 60% of students completing training. |
| | 4.2 Increase female student numbers on Geography BSc. | Develop new promotional material and engagement events to encourage women to study Geography in ELS. | Admissions Tutors and Engagement & Outreach Officer. | 2020 student intake. | Increase proportion of female students on Geography BSc to 50% (sector benchmark of 51% for physical geographical sciences). |

| | | Analyse degree class together with entrance qualifications to study UG achievement by gender. | SAT Task Group 3 | By end 2019 | SAT report provided to Exec on findings. |
|---|---|---|---|---|---|
| | 4.3 Monitor degree attainment by gender. | Embed annual process of monitoring attainment by gender at module and programme level. | Programme Leaders | By summer 2020 | Process part of annual School business for module review at end of academic year. |
| **PGT students** | 4.4. Increase recruitment of female students at PGT level. | Review marketing material (especially online) and ensure female students (home/EU and international) are represented.<br><br>Links to Action 4.6 (student pipeline) to encourage our own students to pursue further study. | PGT Programme Leaders | For September 2019 intake | Increase proportion of female applicants to 50% for GEM and 55% for Biosciences. |
| **PGR support** | 4.5 Increase proportion of female PGR applicants. | Audit marketing materials for PGR study to determine gender balance. | SAT Task Group 3 | July 2018 | Audits held to determine gender balance and report provided by SAT Task Group 3. |
| | | Produce new materials using case studies to highlight ELS as a route into STEM careers for women. Include statements in support of students who have caring responsibilities and a commitment to equality and diversity. | | By July 2019 | Statements in included in marketing materials for PG study<br><br>Increase number of women applying so that female applications are 55% of total. |

| | | Links to Action 4.6 (student pipeline) to encourage our own students to pursue further study. | | | |
| --- | --- | --- | --- | --- | --- |
| | | Create a new role (PGR Development Officer) to support PGR students and PDRAs throughout their research here and engage these communities fully in the research life of the School. | DoS | January 2018 | New role created and this position taken up by a member of staff. |
| **Student pipeline** | 4.6 Support male and female students into an academic career. | Embed annual process of monitoring student destinations by gender (from DLHE and then Graduate Outcomes survey – new version of DLHE). | Employability Working Group | From September 2018 | Annual report produced by Employability Working Group |
| | | Analyse the internal pipeline to PGR study and determine whether more targeted advertising needs to be done to UG and PGT students to encourage them to consider further study. | SAT Task Group 3 | July 2018 | Report produced on internal progression of male and female students and % studying here vs elsewhere. |
| **Exit interviews** | 4.7 Use exit interview data to determine where there are areas of poor experience. | Gather data from exit interviews using updated HR form. | SAT Task Group 1 | From November 2018 | Analysis presented with other annual data to Exec with suggestions for areas to improve. |
| **Section 5: Supporting and advancing women's careers** | | | | | |

| Recruitment | 5.1 Increase numbers of applications from women for senior positions. | Include a prominent diversity statement in ELS job adverts that describes support for women and E&D work in ELS. Specifically indicate support for senior female staff.<br><br>Embed a formal process whereby DoS prompts staff to send details of job adverts to academics in their networks and promote on social media (instead of this happening on an ad-hoc basis). | DoS | April 2018 (or in advance of next job advertised). | All future job adverts include prominent diversity statement.<br><br>Increase in number of female applicants to match national benchmarks in the research areas to which we recruit:<br>Biosciences: 24% female<br>Earth/Marine/Envmt: 22% female<br>Geography: 28% female |
|---|---|---|---|---|---|
| | | In advance of future recruitment (including PDRA/Fellow positions), undertake a review of current gender balance in the targeted research area to inform appropriate advertising strategy.<br><br>Review the ELS research webpages for the BRC and EERC and improve representation of the research activities within our School. community. | SAT Task Group 1 | From April 2019 | All recruitment strategies to incorporate information on gender balance of the research area.<br><br>Improved website to represent research activity in ELS displaying gender-balanced imagery and content. |
| | | Run unconscious bias training sessions for all staff involved in recruitment (shortlisting, interviews). | HR Business Partner | September 2019 | 100% of staff completing training. |

| | | | | | |
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| **Induction** | 5.2 Increase number of staff completing induction. | Contact new staff as the end of the probation period approaches to encourage them to complete their induction checklists. Do not allow staff to pass probation until completed forms are received. | SOM / DoS | From January 2018 | Induction process completed by 100% of new staff. |
| **Mentoring** | 5.3 Determine effectiveness of current mentoring practices and develop a new opt-out system to embed mentoring as a formal mechanism for staff support. | New working group to consider how mentoring could be more effectively used in ELS through an opt-out system. Seek staff input via survey/focus group. | DoS to nominate working group Chair and members. | Working group formed by September 2018. | Working group formed and report submitted to Exec on findings. |
| | | Review responses and create a trial system in line with staff requirements, specifically seeking internal/external senior female mentors to act as role models. | Chair of Mentoring Working Group | Devise the system and train mentors for launch September 2019. | Mentors identified (internal and external) and training completed. |
| | | Provide mandatory training to mentors, including E&D/unconscious bias training. | HR Business Partner | | |
| | | Embed annual monitoring of mentoring process including seeking staff feedback on the process. | SAT Task Group 2 | Annual monitoring in place by end 2020. | Annual review of feedback about mentoring effectiveness.<br><br>Minimum 60% of staff to perceive mentoring to be a beneficial support system. |

| | | | | | |
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| **Promotion** | 5.4 Increase staff understanding of promotions criteria and increase number of applications to Reader level from female staff. | Organise promotions workshops in advance of future rounds for Lecturer to Senior Lecturer. Gather feedback determine usefulness and make improvements for future workshops. | HR Business Partner | March 2018 | Positive feedback from staff after attending the events.

Continued trend of equal M:F applications to SL (as staff gender ratio is 50:50 at Lecturer level).

1/3rd applications for Reader/Chair positions to come from women. |
| | | Embed mentoring for promotion as a pilot mentoring activity to benefit staff applying to the next School and University promotion rounds. | DoS | Mentoring beginning 2 months in advance of next SL promotions round.

Mentoring and pro-active identification of eligible staff to begin May/June 2018 for annual Reader/Chair applications. | |
| | 5.5 Embed pro-active mechanisms to identify eligible staff. | Incorporate greater alignment between appraisal and promotions criteria so that this is explicitly discussed for staff below Professorial level. | Reward and Recognition Working Group | January/February 2018 | New PDR form produced that includes section on promotion discussions. |

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| | | PDR reviewers to discuss readiness for promotion and forward to DoS a list of staff who should be encouraged to apply in the next round.<br><br>DoS to "tap on the shoulder" and provide mentoring to staff. | PDR Reviewers<br><br>DoS | April/May 2018 | PDR reviewers and DoS complete new pro-active process. |
| **REF Returns** | 5.6 Increase awareness of study leave policy and encourage staff to use this mechanism to complete papers and grants in advance of REF2021. | Research Centres to send an annual request for study leave applications to staff and record applications received and gender balance. | Research Centre Directors | From Sept 2018 | Formal record of applications for study leave submitted from staff. |
| | | Pro-actively identify staff who could benefit from time on study leave to complete research activities (with gender balance monitored). | | Sept 2019 – November 2020 | Data on research outputs shows submission of papers and grants after leave period was taken. |
| **Staff development** | 5.7 Improve monitoring of requests for training and monitoring of uptake. | Monitor requests for development through new PDR. | PDR Reviewers | Review requests after next PDR round (TBC in 2018). | Equal uptake of development activities by M and F staff. |
| | | Organise minimum of two staff development events per year based on requests made through PDR. Monitor staff attendance and seek feedback on usefulness. | HR Business Partner | First events to run Summer/Autumn 2018 and January 2019, annually thereafter. | Positive feedback from staff attending the events. |

| | | | | | |
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| | | Follow up on impact of 2017 workshops on applying for Senior Fellowship of the Higher Education Academy – offer additional support, e.g. mentoring/application review. | Associate Dean Academic | Follow up in January 2018 to encourage submission. | Applications submitted in 2018 from individuals who attended the HEA application workshop. |
| **Postdoctoral Researchers** | 5.8 Improved appraisal and support strategy for PDRAs. | Gather feedback from PDRAs and fellows on their ELS experiences through annual consultation (revised survey with open-ended questions) with this community. | PGR Development Officer | First revised survey/consultation in September 2018. Annually thereafter. | 40% of PDRAs completing annual survey.<br><br>60% indicating the PDR process is useful.<br><br>60% responding positively to questions on career support and development opportunities. |
| | | Provide new guidance (PDRA Support) to supervisors and postdocs/Fellows detailing time allocated to career development and the internal support available in ELS for progression into a scientific career. | | Policy available April 2019. | |
| | | PGR Development Officer (role to be created as part of Action 4.5) to receive mentor training to act as a point of contact for PDRAs on career guidance. Support for part-time working is a specific focus for our PDRAs. | | September 2018 | |
| **Parental leave & flexible** | 5.9 Provide guidance on ELS interpretation of the | Record the uptake of KIT days. | SOM | Complete between January | Annual record of KIT day take-up. |

| working | parental leave policy. | Revise the process of staff support to include a documented series of meetings occurring prior to, during, and after leave, and checklist of issues for line managers to cover in the discussions. | SAT Task Group 2 | - December 2019. | New guidance produced and circulated.<br><br>Line manager training completed.<br><br>60% of staff responding positively on the annual survey regarding perception of support in ELS for parental leave. |
|---|---|---|---|---|---|
| | | Create new guidance on our processes and include information about facilities available to manage return to work with a young child (e.g. breastfeeding facilities). | | | |
| | | Provide training for line managers to raise awareness of how best to support staff on leave. | HR Business Partner | | |
| | 5.10 Increase awareness of the possibilities for flexible working and encourage requests from academic staff. | Publicise the new guide to staff at School Congress. | SAT Chair | By December 2019 | Revised policy approved and disseminated across UoS. |
| | | Initiate review of the working from home policy and seek staff input into the new policy document. | DoS to nominate reviewers to work with HR Business Partner | | |
| | | Provide new guidance to staff on examples/case studies of how flexible working policy is applied in ELS. | SAT Task Group 2 | | Guidance included in induction pack. |

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| | | Provide the new guidance as part of induction. | SOM | | Minimum 50% of M and F staff aware of support available and possibilities for flexible working. |
| | | Train line managers to promote and support the use of greater flexibility in working arrangements. | HR Business Partner | January 2019 | Increase the proportion of staff to 50% who perceive that leave would not negatively impact their careers. |
| **Committee membership** | 5.11 Monitor committee/working group participation to ensure workload is distributed evenly. | Begin annually monitoring staff membership of internal committees and working groups; University level committees; and external appointments. | Dean's Office | From summer 2018 | Representative proportion of M and F staff participating on internal committees (to match proportion of female staff in ELS - currently 38%). |
| **Workload** | 5.12 Conduct a review of workloads to address poor feedback from staff surveys. | Identify staff who's total workload units are >10% above the School median. Initiate conversations to reallocate tasks.<br><br>Check for gendered patterns in workload distribution. | DoS | From September 2018 | >50% of M and F staff perceiving WLBM accurately records work activities (as indicated in staff survey – increase from 45% M; 29% F at last survey).<br><br>No gender difference in workload distributions. |
| **Meeting times** | 5.13 Ensure caring responsibilities do not prevent staff from attending and participating in meetings. | Hold staff meetings between 10am-4pm and during term time. | All chairs of committees, working groups, and events. | From April 2018 | All meetings occurring during core hours. |

| | | | | | |
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| **ELSSS speakers** | 5.14 Ensure gender balance in research seminars. | Produce a gender-balanced speaker list to give staff & students access to more female role models. Monitor annually. | ELSSS organisers | From September 2018 | Equal proportion of M and F invited speakers. |
| **Outreach activity** | 5.15 Actively manage outreach activity: allocate adequate time; recognise efforts; and raise awareness of this work. | Create a new School role: Engagement & Outreach Officer | DoS / Exec | By September 2018 | Role created with appropriate workload. |
| | | Complete audit of the School's outreach activity and staff involved. Provide report on activity.<br><br>Feed audit data into WLBM to reflect the time spent on undertaking work in this area alongside School priorities.<br><br>Include outreach and engagement activities in the annual School calendar.<br><br>Circulate details of training available for outreach activities and monitor annual uptake. | Engagement & Outreach Officer | End of 2018 | Audit data summarised and received by Exec.<br><br>WLBM updated to reflect staff contributions.<br><br>Calendar available at the beginning of each academic year.<br><br>Staff survey indicates greater % of both M and F staff perceiving outreach work is recognised than not recognised. |