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## **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	This document	Silver (recommended)
<b>Word limit</b>	<b>11,898</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. <i>Letter of Endorsement</i>	735	500
2. <i>Description of the department</i>	648	500
3. <i>Self-assessment process</i>	668	1,000
4. <i>Picture of the department</i>	3,081	2,000
5. <i>Supporting and advancing women's careers</i>	5,468	6,500
6. <i>Case studies</i>	903	1,000
7. <i>Further information</i>	395	500

<b>Name of institution</b>	Cardiff University
<b>Department</b>	School of Biosciences
<b>Focus of department</b>	<b>STEMM</b>
<b>Date of application</b>	November 2019
<b>Award Level</b>	<b>Silver</b>
<b>Institution Athena SWAN award</b>	<b>Date: April 2019</b> <b>Level: Bronze</b>
<b>Contact for application</b> Must be based in the department	Dr Emma Blain Dr Sarah Hall
<b>Email</b>	<a href="mailto:blain@cardiff.ac.uk">blain@cardiff.ac.uk</a> <a href="mailto:hallsk@cardiff.ac.uk">hallsk@cardiff.ac.uk</a>
<b>Telephone</b>	029 20875171 029 20875164
<b>Departmental website</b>	<a href="https://www.cardiff.ac.uk/biosciences">https://www.cardiff.ac.uk/biosciences</a>

### List of abbreviations /Glossary of terms

Throughout this document, we use the term '**School**' rather than department

AS	Academic staff
ATL	Academic Team Leader
BAME	Black, Asian and Minority Ethnic
BBSRC SWBIO	Biotechnology and Biological Sciences Research Council South West Biosciences Doctoral Training Partnership
BC	Bespoke Comparator (Universities)
BIOSI	School of Biosciences
BLS	Biomedical and Life Sciences
BSc	Bachelor of Science
CPD	Continuing Professional Development
CU	Cardiff University
CV	Curriculum Vitae
EDI	Equality, diversity and inclusion
F	Female
Fig	Figure
FPE	Full people equivalent



FTE	Full-time equivalent
HEA	Higher Education Academy
HESA	Higher Education Statistics Agency
HoS	Head of School
HR	Human Resources
IM	Integrated Masters
IT	Information Technology
JACS	Joint Academic Coding System
KIT	Keeping in touch (days)
LGBT+	Lesbian Gay Bisexual Transgender Plus
M	Males
MD	Doctor of Medicine
MPhil	Master of Philosophy
MPSS	Managerial and Professional Services staff
MRes	Master of Research
MSc	Master of Science
NERC FRESH	Natural Environment Research Council Centre for Doctoral Training in Freshwater Biosciences and Sustainability
PDR	Performance Development Review
PG	Postgraduate
PGR	Postgraduate research
PhD	Doctor of Philosophy
PS/PSS	Professional Services staff
RAE	Research Assessment Exercise
RCUK	Research Council UK
REF	Research Excellence Framework
RG	Russell Group (Universities)
RSS	Returns support scheme
SAT	Self-assessment team
SL	Senior Lecturer
STEM	Science Technology Engineering and Maths
SWE	Staff and working environment
T&R	Teaching and Research
T&S	Teaching and Scholarship
UCAS	Universities and Colleges Admission Service
UG	Undergraduate
WLM	Workload model

Boxes in this format highlight positive outcomes and significant improvements

Boxes in this format denote an activity to be implemented in our new Action Plan 2019/20

Figures that are untitled are included to illustrate examples of our culture.

- *Comparator data for the academic year 2018/19 were not available at time of writing, but our own School data for this year are included in this application.*

#### 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.



School of Biosciences  
Ysgol y Biowyddorau

Dr Ruth E Gilligan  
Assistant Director - Equality Charters  
Advance HE  
First floor, Napier House  
24 High Holborn,  
London, WC1V 6AZ

29<sup>th</sup> November 2019

Dear Dr Gilligan,

As Head of Cardiff University School of Biosciences, I enthusiastically and wholeheartedly endorse this application for renewal of our Athena SWAN Silver Award. The School has grown an excellent reputation for developing and supporting our community and, since the award of Silver status in 2016, we have significantly improved our policies and our key research and teaching outcomes.

In the last four years we have achieved even more than we set out to do in our ambitious 2016 Action Plan. In particular, I am proud to highlight our achievements in boosting the career pipeline:

- **Career prospects for T&S staff have been substantially improved:** internal promotions mean we now have six readers (67% female), and one male professor, who was the sole SL in 2016
- **More female academics have been recruited to T&R posts:** of the 18 academic staff appointed to academic positions since 2015/16, ten (55%) are female.
- **Career development of research staff has significantly improved:** we now have 30 externally-funded Fellows in post (47% female), compared to 14 in 2016 and we have established a "PostDoc Academy" to support early career researchers.
- **Career support for Professional Services staff has been strengthened:** we have established a technical staff conference, and increased opportunities for secondments and job-shadowing, as well as financial support for further study (6 staff candidates (50% female) have successfully completed PhDs, with 14 currently registered (10F; 4M), in addition to support for other training and career development opportunities.

Implementation of our *2016 Athena Swan Action Plan* has been integral to our ongoing 5-year School Strategy "*Realising Our Potential*", promoting an environment that respects diversity and removing barriers to progression by supporting an agenda of inclusivity and empowerment.

This application provides wider evidence of the success of our actions since 2016, including:

- Investing in staff and resources, facilitating a doubling in research funding since 2016/17 to £18.8M in 2018/19, with equal success for males and females.
- Introducing regular School induction and information sessions.
- Making significant investment (£100k) into the common spaces, to facilitate an inclusive environment.

#### Cardiff University

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Cardiff, CF10 3AX, Wales, UK  
Tel +44(0)29 2087 4120  
Email [MurrayJA1@cardiff.ac.uk](mailto:MurrayJA1@cardiff.ac.uk)  
[www.cardiff.ac.uk/biosciences](http://www.cardiff.ac.uk/biosciences)

#### Prifysgol Caerdydd

Adeilad Syr Martin Evans  
Rhodfa'r Amgueddfa  
Caerdydd, CF10 3AX, Cymru, DU  
Tel +44 (0)29 2087 4120  
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[www.caerdydd.ac.uk/biosciences](http://www.caerdydd.ac.uk/biosciences)

- Monitoring staff opinions regularly through our annual BIOSI staff survey, in addition to the University biennial staff survey.
- Promoting a diverse, inclusive and supportive environment with BAME and LGBT+ groups involving all levels from UG students to professors, an EDI lead and dignity advisers, disability contacts and promotion of School-funded mental health and wellbeing activities directed to both students and staff.
- Implementing a fine-grained workload model to ensure that workload is distributed fairly and equitably.

We have improved our Performance Development Review processes to provide more sustained and effective support. This has led to substantial promotion success (80%). Since 2016/17, 29 academic staff were promoted (55% female).

As a result of these changes, driven from our commitment to Athena SWAN principles, the School is in an even better place than four years ago. The most recent University survey (2017) demonstrated increased staff engagement and a 5% improvement in overall satisfaction. Our 2019 School survey confirms this upwards trajectory with significant improvements particularly in the overall perception of the School as *being free from gender bias* (35% - 2017; 70% - 2019) and in our *promotion of gender equality* (70% - 2018; 90% - 2019).

We still have more work to do and I am personally committed to continuing to drive change. Our new Action Plan demonstrates our commitment to career development of **all** staff.

- Currently, 27.5% of our professors are female; although above the Sector average this is below our overall academic staff profile of 39% female. However, 40% of our Readers are now female, indicative of a favourable upwards trajectory. We will support progression along the academic pipeline, including targeted participation in career development programmes.
- Although we have only 8% BAME academics, this is nearly twice the average in Wales (4.4%). I am keen now to effect actions addressing issues of intersectionality ("Athena SWAN PLUS"), including organizing BIOSI-led EDI outreach events.
- Support of career advancement of PS staff by increasing awareness of other development opportunities, including secondments within the wider University and our in-house research experience scheme for teaching technicians.

I will lead the School in delivering our updated Action Plan, which is embedded in our 2020-2025 School Action Plan and building a fully inclusive, equal and diverse environment for our students and staff.

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

Yours sincerely,



Jim Murray  
Head of School

(735 words)

## 2. DESCRIPTION OF THE DEPARTMENT

### Recommended word count: 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 Athena SWAN documentation and Cardiff University report data against the binary gender categories of 'male' and 'female'. We recognise that some individuals may not identify as such. Where possible, the School offers the opportunity to identify in another way or not to disclose gender; at present, numbers are small ( $n < 5$ ) and therefore cannot be included in this report. Support measures are evolving to provide an inclusive environment for non-binary or trans students and staff; we also recognise that race equality and wider inclusion intersects with gender issues and ongoing actions address this broader scope.

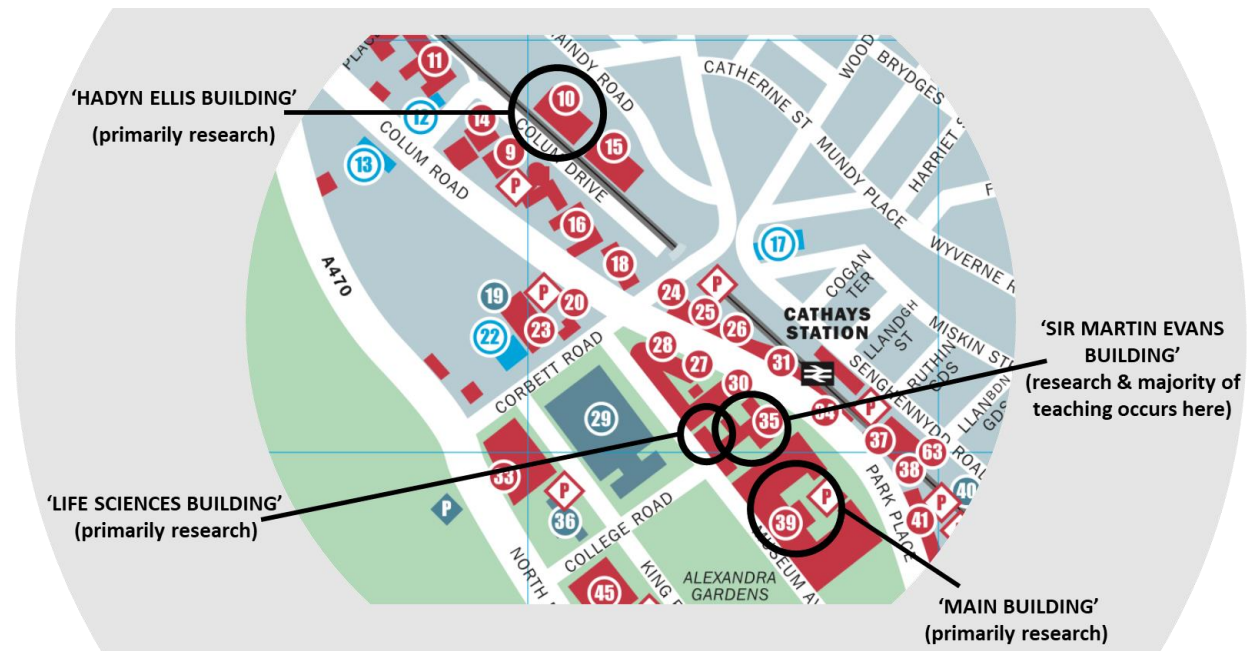
The School of Biosciences (BIOSI), Cardiff University is one of the largest UK Biosciences departments, pursuing a diverse range of internationally competitive research and providing a multidisciplinary environment for research and learning that encompasses the spectrum of contemporary biosciences.

The Athena SWAN agenda is embedded in all BIOSI activities (see **Section 5.6**). When BIOSI staff were asked to describe their understanding of the agenda, we are pleased to report that the words '**equality**', '**fairness**', '**inclusive**' and '**opportunity**' appeared most frequently (**Fig.2.1**).



**Figure 2.1: Key words used by BIOSI staff to describe their understanding of the Athena SWAN agenda** (data from our 2018 Athena SWAN staff survey). The word cloud illustrates commonly used words, with the size of the text indicating the frequency with which the word appeared ( $n > 1$ ).

- BIOSI sits within the College of Biomedical and Life Sciences (BLS) with activities at four sites (**Fig.2.2**). BIOSI is close to the railway station and the University Day Care Centre, which provides facilities for pre-school children of both students and staff.



**Figure 2.2: Map of Cardiff University Cathays campus indicating location of the four buildings that house School of Biosciences personnel. The University Day Care Centre is denoted by #41.**



*The Sir Martin Evans Building: School of Biosciences*

- BIOSI is a large school, with 198 academic staff (AS), 111 professional services (PS) staff and 1749 students (at September 2019) (**Fig.2.3**).

- Appointments between 2015/16 and 2018/19 include 16 fellows (4F; 12M), ten lecturers (9F; 1M), six senior lecturers (SL, 2F; 4M), two readers (1F; 1M) and three professors (3M), with the aim of sustaining and building our research and teaching.

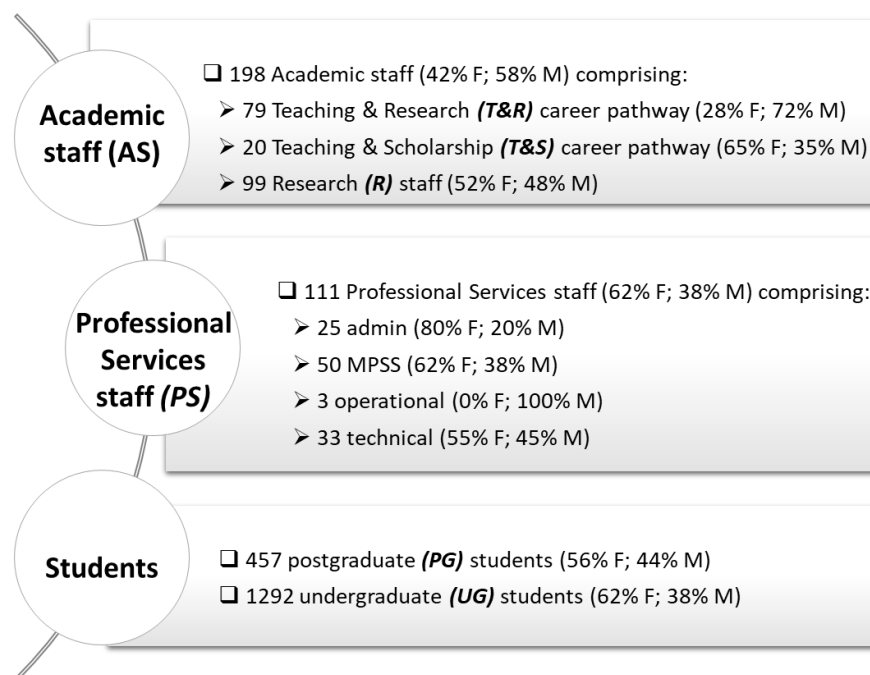


Figure 2.3: The population of the School of Biosciences (September 2019)

The evidence presented in this application focusses primarily on gender issues, but we recognise the wider landscape of intersectionality with other protected characteristics. We are embracing University-level initiatives to address intersectionality (see Section 7).

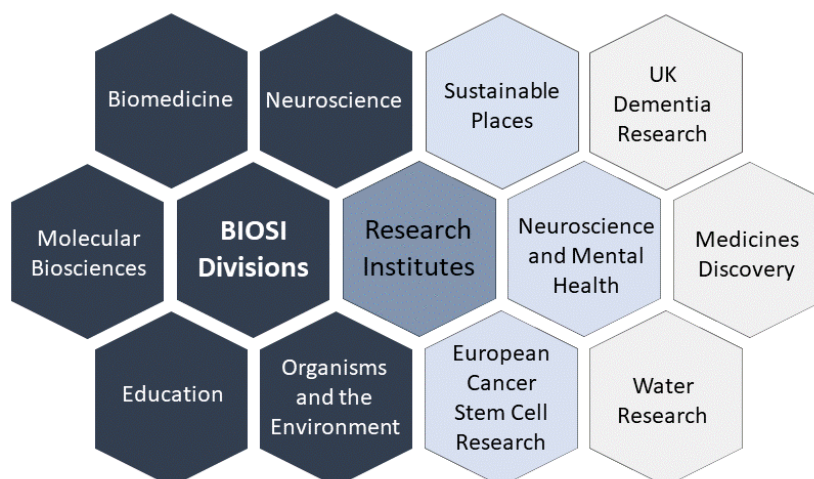
#### Research in BIOSI:

**40% of Division leads are female reflecting the gender profile of the academic cohort**

- Our research reputation is reflected in the extensive research funding that we attract annually and by our consistently high level of publications in top international journals.
- We ranked 13th in the UK in the last Research Excellence Framework (REF 2014), with 60% of our research deemed 'outstanding'.



- Our research activities are organised across five divisions (division leads 2F; 3M: **Fig.2.7**). BIOSI also leads three Research Institutes, with staff in another three University Institutes (**Fig.2.4**).



**Figure 2.4: The School is organised into five divisions, with six affiliated research institutes.**

#### Teaching in BIOSI:

**There is gender parity in delivery of teaching activities**

- Our School mission aims to *“inspire and train new generations of scientists, equipping them with the tools needed to contribute to research, the knowledge-based economy and wider society”*.
- Research-led teaching supports a suite of undergraduate and postgraduate degrees (**Fig.4.1**). Academics work in teams to deliver teaching; 31% (n=26/83) of module teams are led by females, reflecting the gender profile of the academic staff cohort (Section 4) and **demonstrating that there is no evidence of gender bias in these roles**. 52% (n=17/33) of teaching-related administrative leadership duties are led by females, reflecting greater involvement of T&S staff (**Table 2.1**). All leadership roles are credited in the Workload Model (WLM).



Table 2.1: *There is no apparent gender bias in allocation of teaching-related leadership roles (2018/19).*

	Total number	Female lead		Male lead	
		Number	%	Number	%
Module leadership	83	26	31%	57	69%
Teaching admin.	33	17	52%	16	48%

#### Management structure:

**Female and male academics and professional services staff are fully represented in managerial roles within BIOSI**

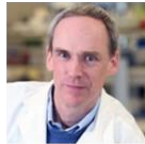
- A committee structure facilitates strategic and operational management of all school activities. **The Expanded Executive Team represents the main decision-making body in BIOSI and is gender-balanced (Fig.2.5).** Other key committees feed into this (Fig.2.6).
- Athena SWAN is a standing item on all major committees, with discussions fed back to the SAT. It also features at our all-staff away days.
- **BIOSI Executive Team (50%F; 50%M)** meets weekly to identify areas for further discussion and action.
- Clear line management structures operate for both Academic staff (Fig.2.7) and PS staff (clerical and administrative: Fig.2.8; technical: Fig.2.9).
- The Head of School (HoS) holds regular staff meetings to provide updates and a forum for feedback.

(648 words)

There is gender balance on both the BIOSI Executive Team (3F: 3M) and the Expanded Executive Team (6F: 6M)

### School of Biosciences Expanded Executive Team (meets monthly)

#### School of Biosciences Executive Team (meets weekly)



Prof. Jim Murray  
Head of School



Prof. Daniela Riccardi  
Deputy Head of School



Prof. Esh Mahenthiralingam  
Co-Director of Research



Prof. Adrian Harwood  
Co-Director of Research



Prof. Clare Hughes  
Strategic Director of  
Education



Sharon Burgess  
School Manager



Prof. Rosalind John  
Head of Biomedicine Division



Prof. Frank Sengpiel  
Head of Neuroscience  
Division



Prof. Helen White-Cooper  
Head of Molecular  
Biosciences Division



Prof. Andy Weightman  
Head of Organisms and  
Environment Division



Prof. Steve Rutherford  
Head of Education  
Division



Dr Cath Bushell  
Deputy School Manager

**Figure 2.5: There is gender balance on both the School of Biosciences Executive Team and Expanded Executive Team** (at September 2019).  
The Expanded Executive Team comprises 10 academics and two Professional Services Staff.

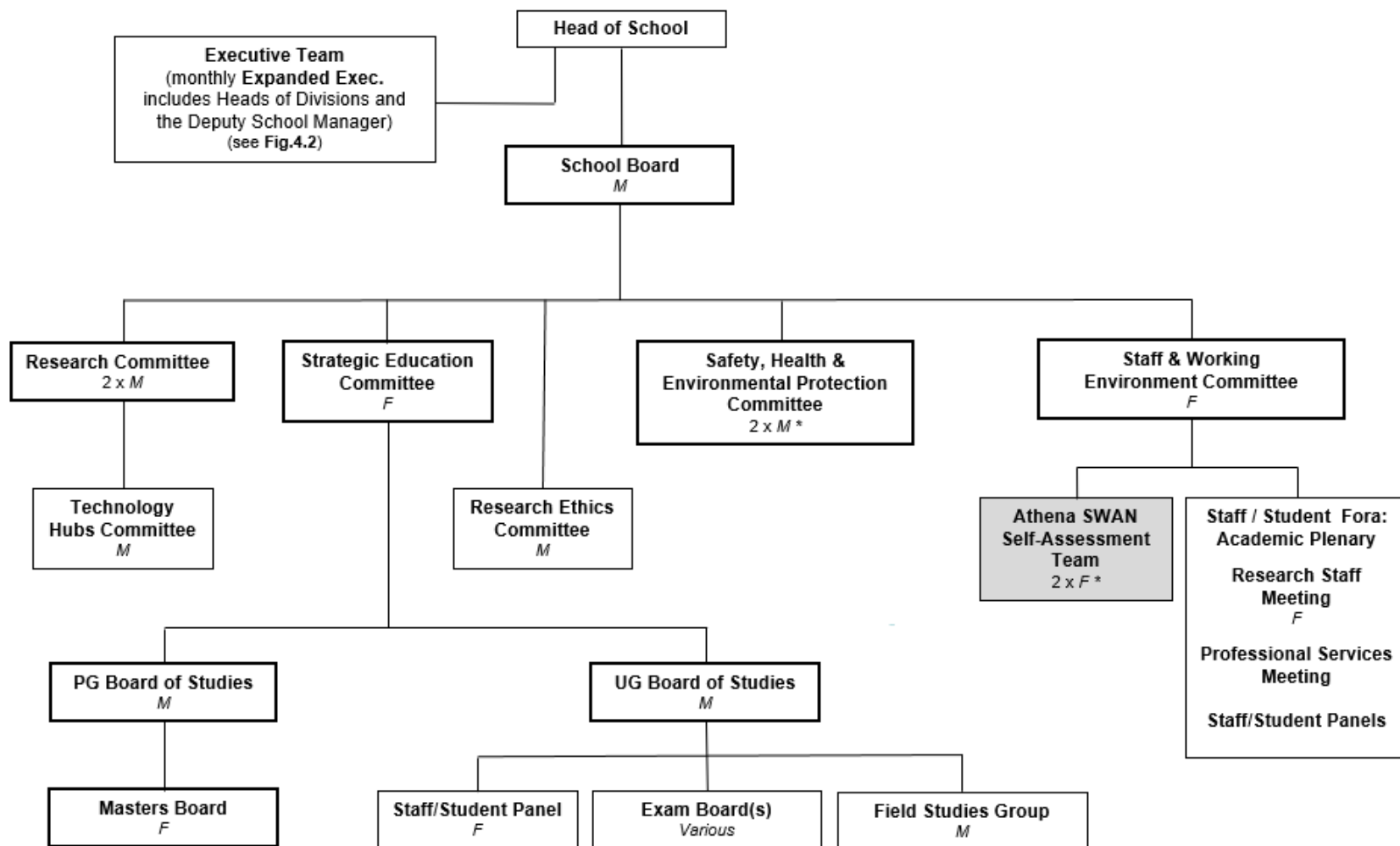
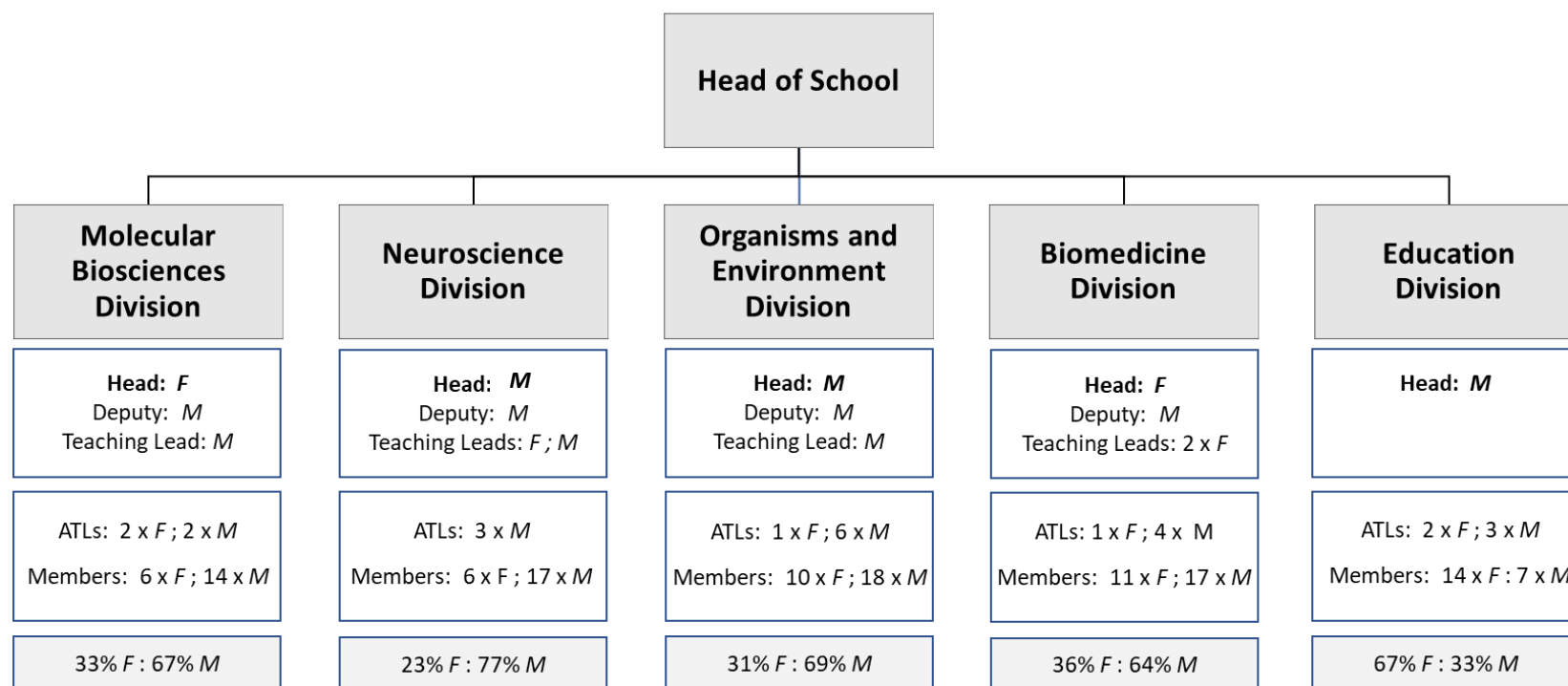


Figure 2.6: *Committee reporting structure.* Gender of the chair is shown; \* indicates co-chairs (see also Table 5.13).

## BIOSI Academic Staff Reporting Structure



**Figure 2.7: Academic Staff Reporting Structure** (at September 2019). Of the 24 Academic Team Leads (ATLs; see Section 5.2.ii for a role description), 6 are female (25%)

## BIOSI Professional Services Staff Structure: Clerical and Administrative

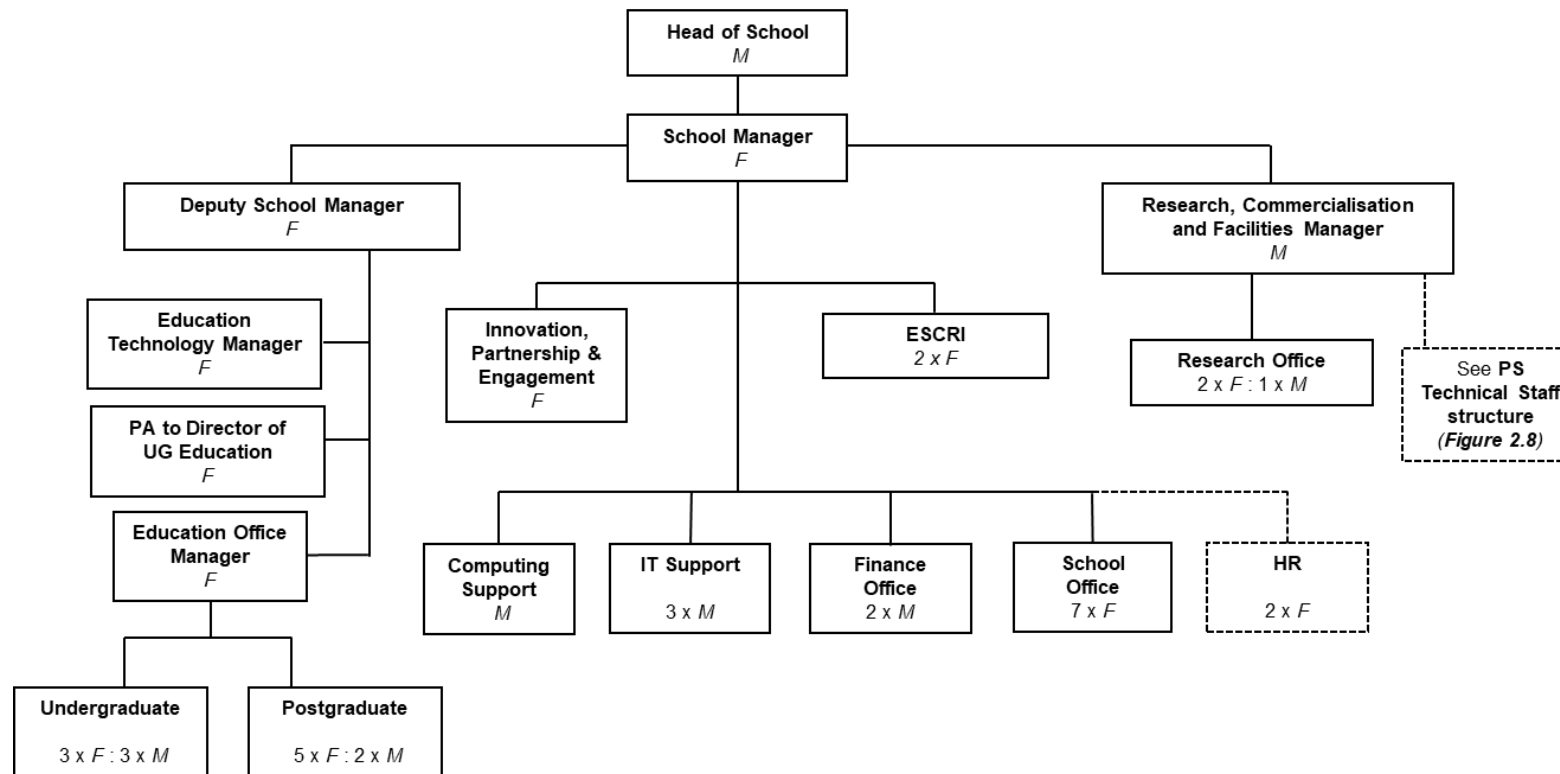


Figure 2.8: PS Clerical and Administrative Staff Reporting Structure (at September 2019).

## BIOSI Professional Services Staff Structure: Technical

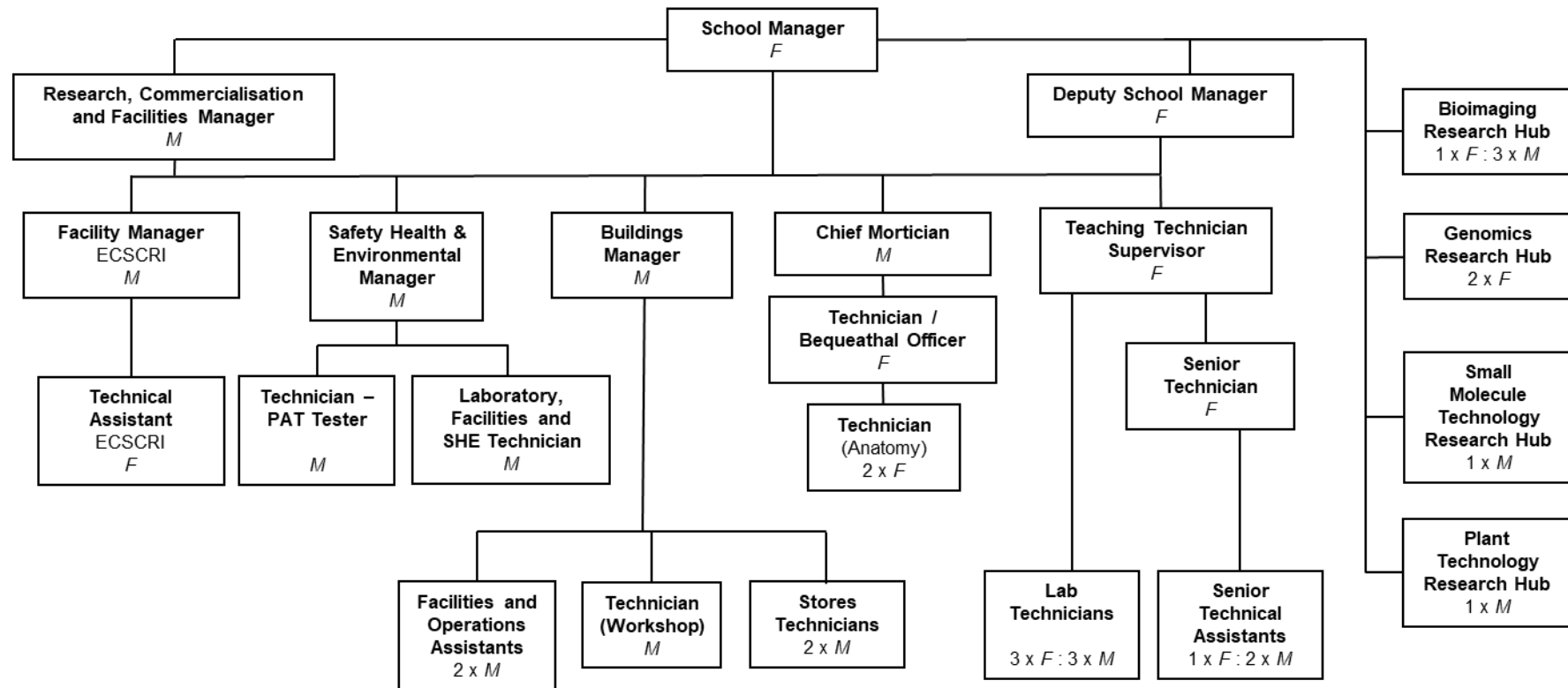


Figure 2.9: PS Technical Staff Reporting Structure (at September 2019).

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Silver: 1000 words

Describe the self-assessment process. This should include:

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

Since 2016, the SAT now includes representatives of all functions, students and ECRs, and encompasses a more diverse range of ages, nationalities and career pathways

- The BIOSI Athena SWAN Self-Assessment Team (SAT) comprises 17 members, including the Deputy HoS, representing the diversity of the School community (**Table 3.1**).
- We recognise that men comprise only 24% of the SAT. Advertisements for SAT members are worded to “*particularly welcome male applications*” and we have also targeted recruitment, but this has not yet been successful in achieving gender-balance.

➤ We will identify perceived barriers to joining the SAT amongst male and PS staff and change future recruitment to improve gender representation on the committee [Action 6.1]

- SAT members have standard three-year term of office. Committee vacancies are advertised School-wide; candidates provide an expression of interest and the SAT committee democratically elects new members.
- The focus of School activities since the last award has been to deliver our 2016 Action Plan by introducing measures that have **fostered successful transition of early career researchers into academic posts and improved career progression on the T&S pathway**. Our wider goal is to ensure equality of opportunities for all.
- The SAT supports and evaluates progress against these specific priorities, while also promoting the Athena SWAN ethos more broadly.

**Table 3.1: The School of Biosciences Athena SWAN Self-Assessment Team.** Membership is recognised as a citizenship element in the workload model.

	<b>Emma Blain</b> Co-chair of SAT Senior Lecturer in Biomedicine (T&R)		<b>Sarah Hall</b> Co-chair of SAT Reader in Biomedicine (T&S)
	<b>Sheila Amici-Dargan</b> Reader in Neuroscience (T&S)		<b>Fliss Brooks</b> HR Advisor (MPSS).
	<b>Jo Cable</b> Professor in Organisms & Environment (T&R)		<b>Karen Harvey-Cooke</b> Organisational and Staff Development Manager (MPSS).
	<b>Emily Kirkham</b> Research Assistant and part time PhD student		<b>Tamara Lechón Gómez</b> Research Associate in Molecular Biosciences
	<b>Gwyn Lewis</b> Administrator (MPSS)		<b>Isabel Martinez-Garay</b> Senior Lecturer in Neuroscience (T&R)
	<b>David McGonigle</b> Lecturer in Neuroscience (T&R) 50% BIOSI.		<b>Bev Plummer</b> Secretary of SAT Research Manager (MPPS) Part-time
	<b>Daniela Riccardi</b> Professor (T&R). Deputy Head of School and Chair of Staff and Working Environment Committee		<b>Kirsty Richardson</b> Lecturer in Biomedicine (T&S)
	<b>Michael Taylor</b> Reader in Molecular Biosciences (T&R)		<b>Stephen Turner</b> Building manager (MPSS)
	<b>Nishini Wijenayake</b> Undergraduate student	Fliss Brooks and Tamara Lechón Gómez joined the SAT in 2019, replacing <b>Rose Norton</b> , HR advisor, and <b>Rhiannon French</b> , Post-Doctoral Fellow, who both ceased employment with BIOSI	

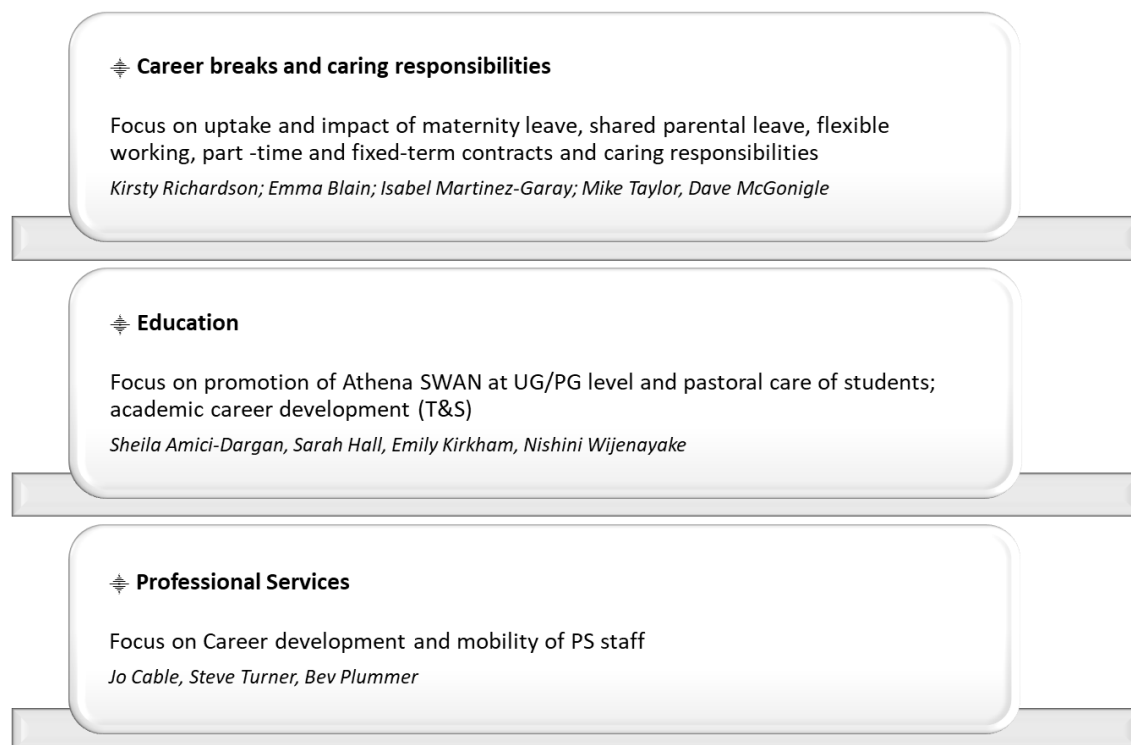


(ii) an account of the self-assessment process

- Since 2016, the SAT committee has continued to meet every two months, increasing to monthly from May 2019 to focus on our 2019 submission (**Table 3.2**). SAT working groups were also established to discuss key areas of the Athena SWAN charter (**Fig.3.1**).
- Quantitative feedback data were extracted from biennial University staff surveys. **Each year, we also hold our own BIOSI SAT Athena SWAN survey and responses were analysed quantitatively to identify key areas of concern (Section 5).**
- Student data for the assessment process were provided by the BLS College Data Analyst. Our student and staff data sets are benchmarked against the average for the **Russell Group (RG)** Universities, and also against a **bespoke comparator group (BC)** of three departments that more accurately reflect the size and discipline specificity of BIOSI: University College London, Liverpool and Edinburgh.
- Published data from HESA, UCAS and JACS annual reports were used for benchmarking undergraduate application and acceptance data, as well as academic performance data. Where possible, these resources were also used for post-graduate sector benchmarking.
- Staff data were provided by Central HR as cumulative reports based on annual periods ending on 31st July. To supplement this, a point-in-time analysis of staff numbers was carried out annually on 1<sup>st</sup> August (2016 – 2019). Sector benchmarking data for staff were obtained from published HESA data sets and benchmarked against RG universities and our BC.
- The co-Chair participated in a Royal Society of Biology *Athena SWAN Biosciences Best Practice Workshop* (2018). Consultation has taken place with other SAT teams within Cardiff University and externally, as evidenced by participation in an internal mock panel process within the BLS College, peer review by members of the previous BIOSI SAT committee and external review by School of Biological Sciences, Manchester University.
- The SAT reports to the *Staff and Working Environment Committee* (SWE) and through its Chair (also a SAT member), relays information to School Management and the HoS (**Fig.3.1**). The SWE has overall responsibility for Equality, Diversity and Inclusion (EDI) issues, personal and professional development of staff and wider issues relating to the working environment. Both SAT co-Chairs are members of the SWE committee and are conduits (BLS). Links to the University SAT are maintained through Karen Harvey-Cooke (responsible for staff EDI across the University; SAT member) and to University Management via the HoS.

**Table 3.2: Overview of our SAT committee meetings and key agenda items over the last 12 months.**

<b>Meeting Date</b>	<b>Meeting Agenda</b>
<b>Nov 4<sup>th</sup> 2019</b>	<ul style="list-style-type: none"> <li>✓ Feedback from circulation of draft version 2 (after incorporation of feedback from previous meeting)</li> <li>✓ Dissemination of External Peer Review feedback</li> </ul>
<b>Oct 7<sup>th</sup> 2019</b>	<ul style="list-style-type: none"> <li>✓ Dissemination of BLS College Internal Peer Review Panel feedback</li> <li>✓ Feedback from circulation of draft version 1</li> </ul>
<b>Sept 23<sup>rd</sup> 2019</b>	<ul style="list-style-type: none"> <li>✓ Discussion of BIOSI SWE survey results – positives and negatives of working environment that impact on Athena SWAN values</li> <li>✓ Graphical presentation of data</li> </ul>
<b>Aug 19<sup>th</sup> 2019</b>	<ul style="list-style-type: none"> <li>✓ Discussion of most effective way to present data in application document</li> </ul>
<b>June 24<sup>th</sup> 2019</b>	<ul style="list-style-type: none"> <li>✓ Preparation of questions to incorporate into BIOSI SWE survey</li> <li>✓ Working group feedback</li> </ul>
<b>May 24<sup>th</sup> 2019</b>	<ul style="list-style-type: none"> <li>✓ Discussion of BIOSI Student data along with RG and BC comparators identifying where practice has led to positive outcomes</li> <li>✓ Identifying areas requiring further data collection</li> </ul>
<b>April 1<sup>st</sup> 2019</b>	<ul style="list-style-type: none"> <li>✓ Discussion of Staff HESA benchmarking data analysis with RG and BC comparators</li> <li>✓ Identifying areas requiring further data collection</li> </ul>
<b>Feb 11<sup>th</sup> 2019</b>	<ul style="list-style-type: none"> <li>✓ Discussion of annual Athena SWAN survey results</li> <li>✓ Discussion of 'Maternity Leave' policy</li> <li>✓ Identification of universities for our bespoke comparator group</li> <li>✓ Planned activities to celebrate International Women's Day in BIOSI</li> </ul>
<b>Nov 5<sup>th</sup> 2018</b>	<ul style="list-style-type: none"> <li>✓ Instigation of working groups for data collection</li> <li>✓ Discussion of workload model tariffs for SAT members</li> <li>✓ Preparation of SAT committee composition figure</li> </ul>



**Figure 3.1: SAT 'working groups' were established to identify specific target areas for inclusion in development of the School's Action Plan.**

- **We will continue to implement annual BIOSI 'Athena SWAN' and 'Positive Working Environment' surveys and combine with biennial 'University Staff Survey' to promote the ethos of " School as a Community" by embedding a culture of inclusivity and of equality of opportunities for all [Action 7.3]**

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

**BIOSI SAT will drive the adoption of wider inclusivity principles beyond gender balance**

- Our SAT will continue to meet every two months, with a focus on collecting and analysing staff and student data annually, regularly reviewing and delivering on the objectives of the Action Plan and implementing new initiatives/examples of best practice. We will continue to circulate our annual *Athena SWAN* survey to collect evidence of successful practice and areas for improvement.

- Regular consultation with internal and external partners will be continued, including BLS College EDI fora and dialogue with our external critical friends. In December 2019, the co-chairs are meeting with the SAT Chair of an Athena SWAN Gold Award department to discuss best practice. The SAT will review its own membership annually to maintain an inclusive cross-sectional representation of BIOSI and, where necessary, recruit new members/replace outgoing committee members.

(668 words)

#### 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Silver: 2000 words

##### 4.1. Student data

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

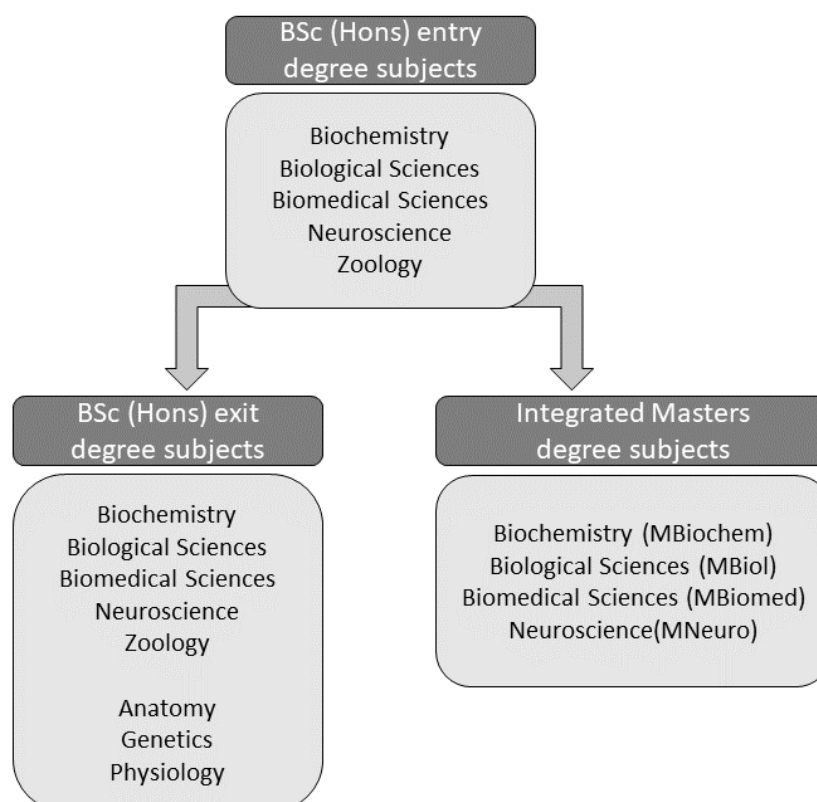
**We consistently meet or exceed national figures for female participation in undergraduate and postgraduate Bioscience degree programmes (Figs.4.6, 4.12)**

- To ensure we maintain our excellent record, all undergraduate and postgraduate admissions tutors receive EDI and unconscious bias training tailor-made for admissions. Similar training is also mandatory for all staff in BIOSI (**Fig.5.1**).
- **Our personal tutor system has been expanded to better support tutors in providing pastoral care and academic support, improving our students' experience.** Tutors have access to relevant training programmes and BIOSI has arranged 'in house' delivery of key programmes (*e.g. 'Mental health awareness'; 'Mental health first aid'* (see **Section 5.2**)). Post-graduate supervisors have additional relevant mandatory training (*e.g. 'Supervise your PhD students'*). Doctoral training programmes (*e.g. NERC FRESH, BBSRC SWBIO*) also provide specific training to supervisors and students on programme expectation.
- These measures ensure that BIOSI is a very welcoming place for all students. Annual surveys reveal consistently high agreement with this statement (92%, 94% and 100% positive responses in the last three years), well above the University average.

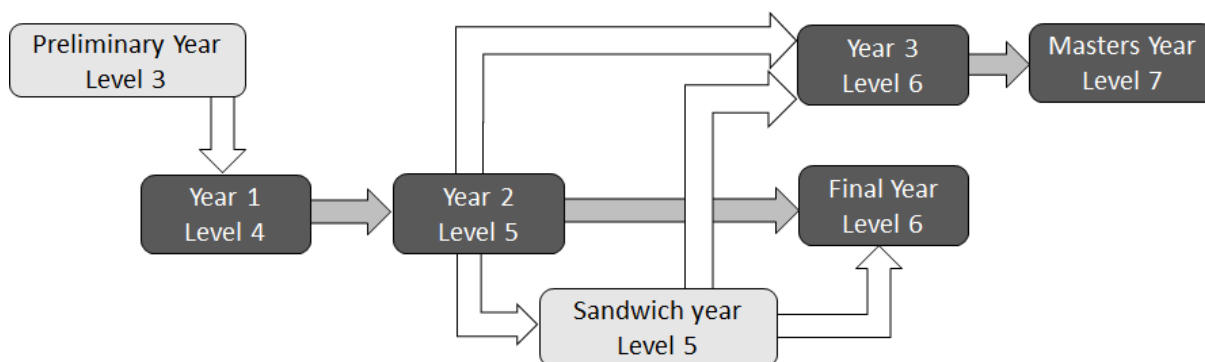
## Undergraduate degree programmes:

Recent curriculum changes have not altered the gender profile of our undergraduate student population and we continue to attract female and male students in line with sector averages

- BIOSI introduced new flexible BSc (Hons) curricula in 2015/16, offering five undergraduate entry degree programmes, with three additional exit degrees, spanning the full spectrum of our research interests (**Fig.4.1**). We also introduced four integrated Masters (IM) programmes in 2017/18, and all students achieving a mark of 60% in the early years of study (Levels 4 and 5) are eligible (**Fig.4.1**); students with extenuating circumstances are considered under separate criteria.
- All undergraduate and IM programmes are full-time study and have the option of an additional research placement ('sandwich') year (**Fig.4.2**); we also offer a preliminary year as an access route into our degree programmes (**section 4.1i**).



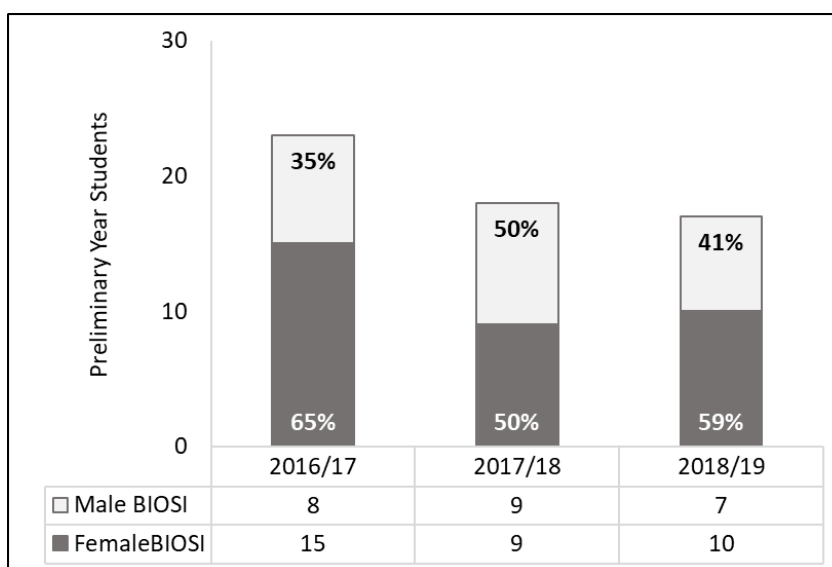
**Figure 4.1: Overview of undergraduate degree programme pathways in the School of Biosciences.** Students can transfer freely between these programmes following enrolment.



**Figure 4.2: Pathways to progression through our degree programmes.** Grey arrows indicate standard progression route; open arrows indicate optional alternative routes.

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

- Our foundation year (Level 3) allows access to students who do not have appropriate qualifications for direct entry to our degrees. It tends to attract more international and mature students, although the number entering via this route is relatively small (<5% of total year 1 intake) and the population is currently 59% female (**Fig.4.3**).



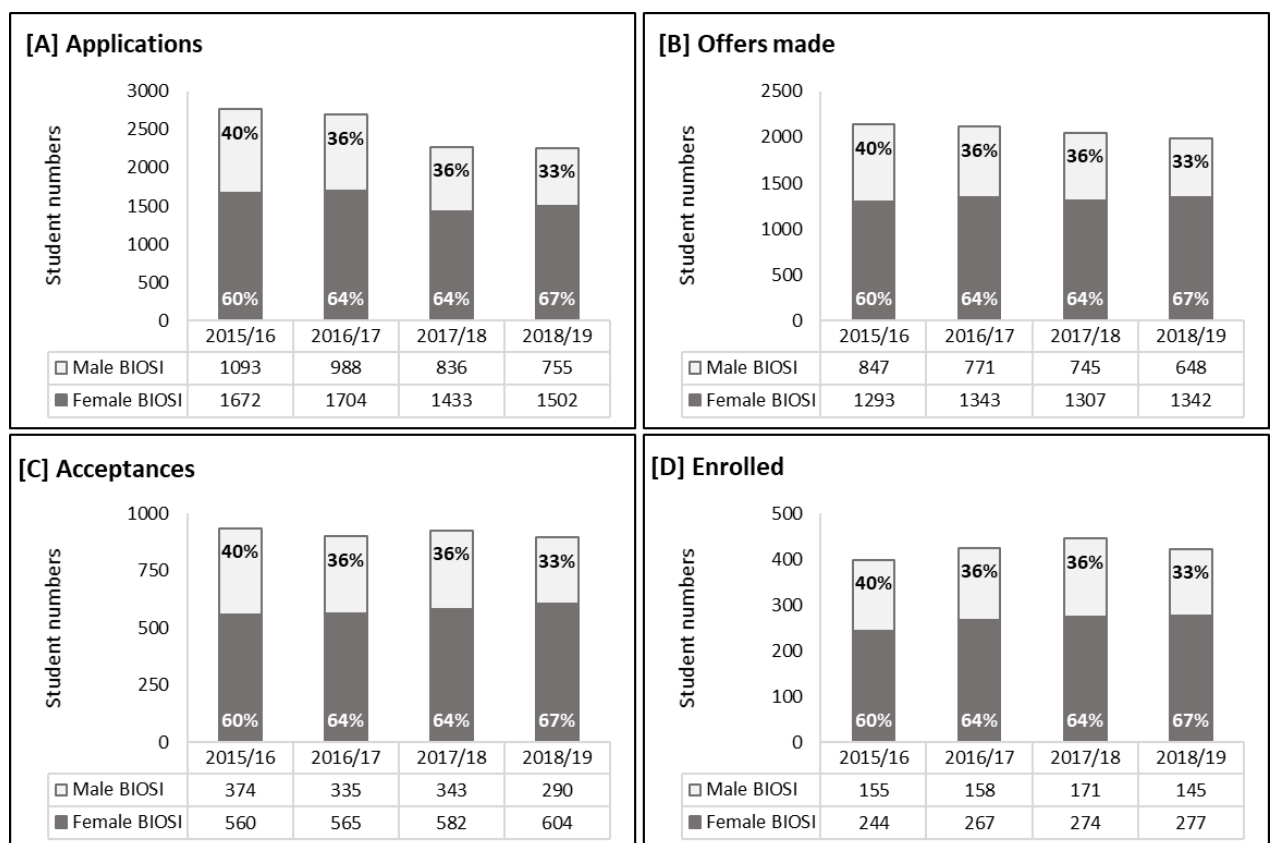
**Figure 4.3: Although numbers are small, the preliminary year tends to attract slightly more female students than males.**

(ii) Numbers of undergraduate students by gender

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

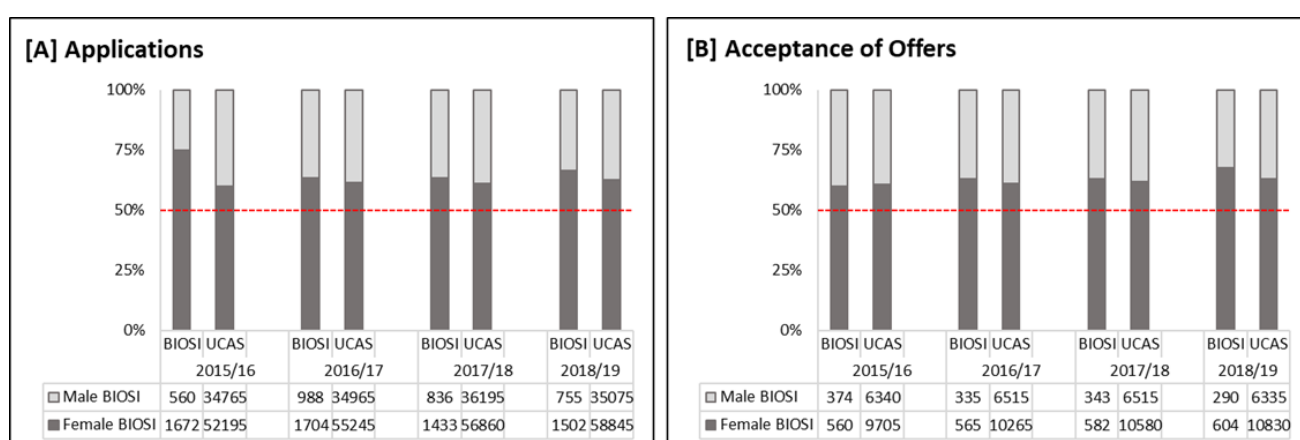
**We receive more applications from female undergraduates than males, but there is no gender bias through the process of application, acceptance and enrolment**

- Our undergraduate student population is currently 62% female and this gender distribution has remained stable since 2015/16. We consistently receive more applications from females than males; the proportions remain constant through the process of making offers, acceptance of offers and ultimately enrolment, demonstrating that there is no apparent gender bias at any stage (**Fig.4.4**).



**Figure 4.4: The gender distribution through the process of applications, offers, acceptances and enrolment remain constant.** Pathway to enrolment on undergraduate degree programmes (BSc (Hons) and integrated Masters) in the School of Biosciences. Graph shows % of total, with actual student numbers given in the table.

- Sector benchmarking data are only available for application and acceptance stages. The proportion of females is slightly higher at each stage compared to the sector averages for the relevant JACS codes (**Fig.4.5**). The success rate through the application process is similar for female and male applicants (**Table 4.1**).
- Our annual undergraduate student intake remains ~60% female, in line with sector averages (**Fig.4.6**).

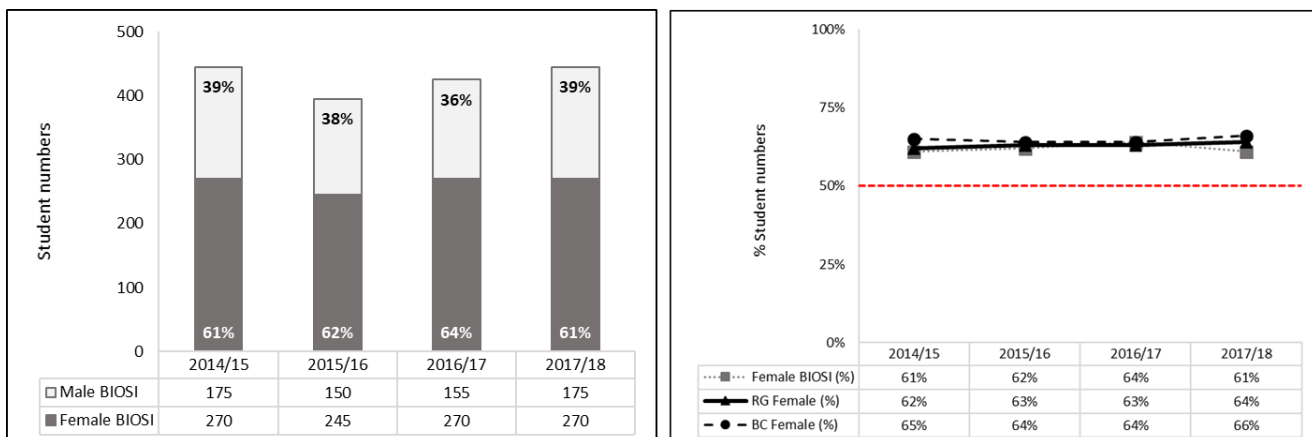


**Figure 4.5: Applications from females are slightly above sector averages [A], but the acceptance of offers reflects the applicant pool [B]. BIOSI data compared to sector averages for the same UCAS JACS codes (C0-9).**

**Table 4.1: There is no apparent gender bias in the rate of conversion of offers to enrolment on undergraduate degree programmes (Conversion = number enrolled as % number of offers)**

Year	Female applicants			Male applicants		
	Offers	Enrolled	Conversion	Offers	Enrolled	Conversion
2015/16	1293	244	19%	847	155	18%
2016/17	1343	267	20%	771	158	20%
2017/18	1307	274	21%	745	171	23%
2018/19	1324	277	21%	648	145	22%





**Figure 4.6: Gender distribution of our first-year undergraduate student cohort is comparable to the Russell Group (RG) average and our bespoke comparator (BC) group of universities.** Comparator data are not yet available for 2018-19, but the intake to the School was unchanged at 61%.

#### BSc (Hons) degree attainment:

**Our female graduate outcomes compare favourably with sector benchmarks**

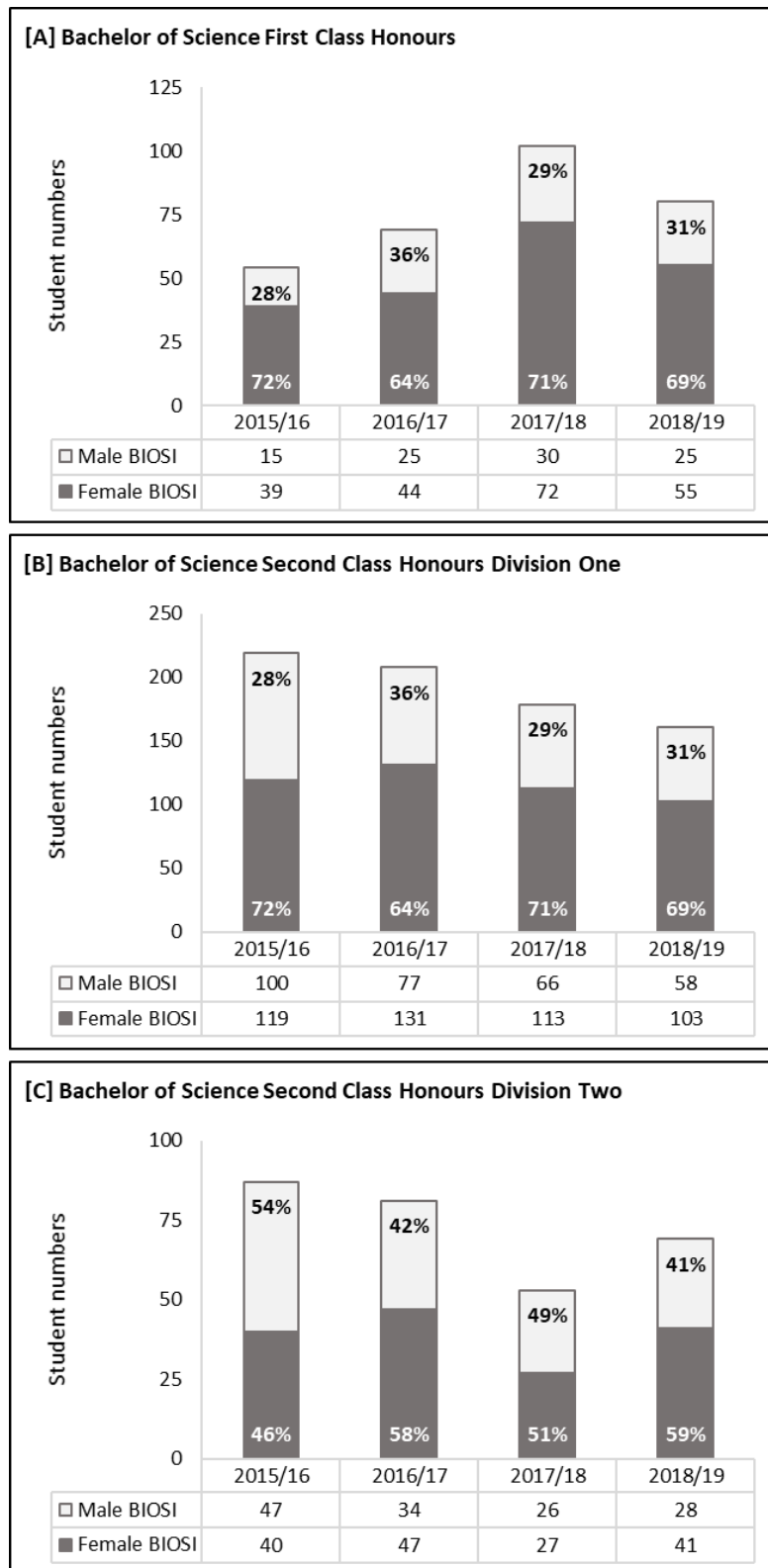
- As we have more female UG students, more of the first class and upper second class (2.1) BSc (Hons) degrees are awarded to female students. In 2018/19, 69% of first-class awards and 64% of all 2.1 degrees were awarded to female students (**Fig.4.7**)
- This performance profile is also evident across the sector, reflecting greater participation in biosciences disciplines by female students (**Fig.4.8**).



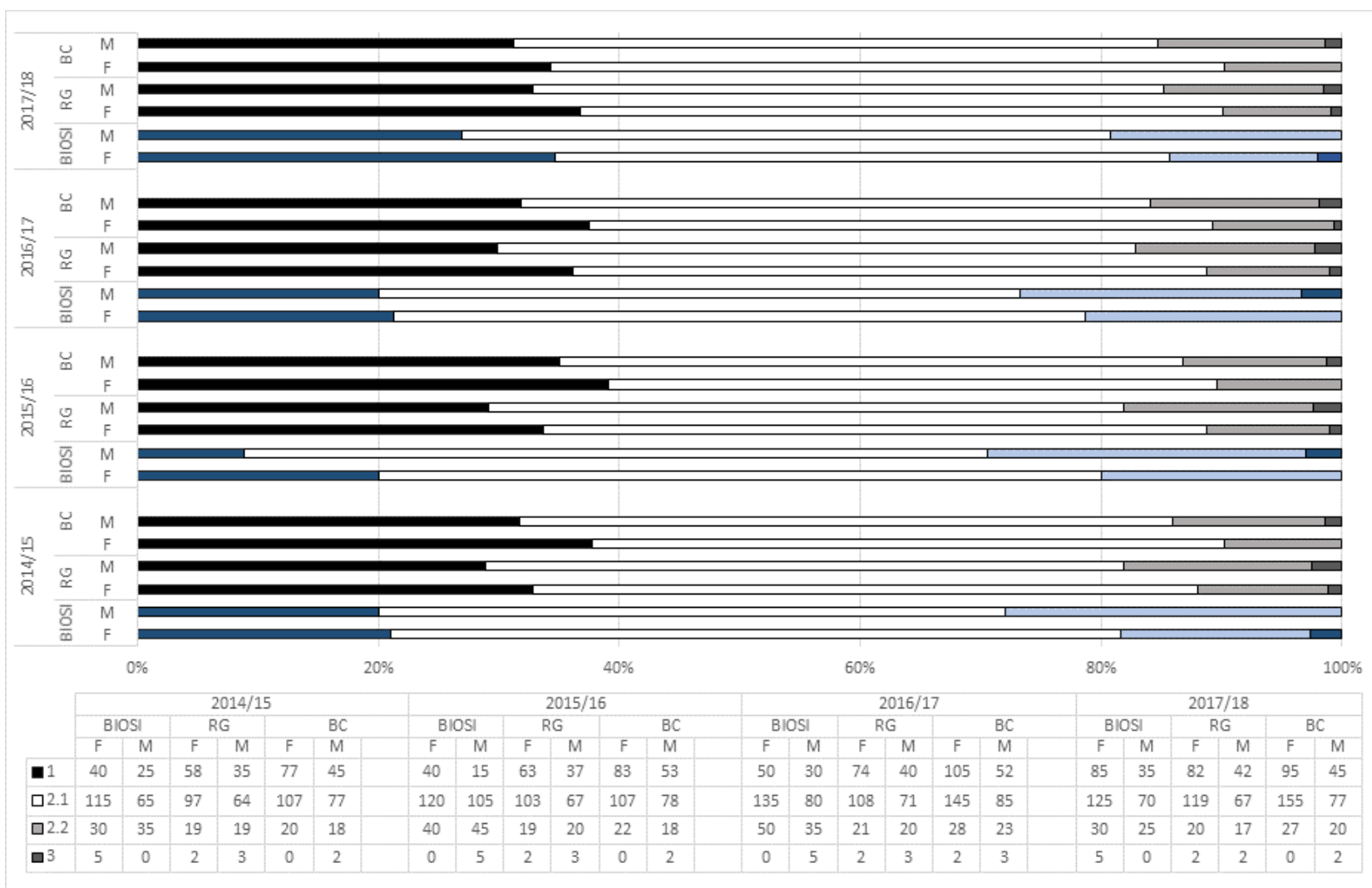
- **The proportion of first-class degrees awarded has increased since 2015/16 and is now better aligned with sector averages (Fig.4.).** This observed improvement in academic performance is associated with application of standard marking criteria.
- The general pattern of awards from BIOSI reflects national benchmarks for female students, although achievement of first-class awards remains lower than the sector average for male students.

➤ **We will work to identify why performance of male students appears variable and introduce actions to address this variability [Action 1.1]**





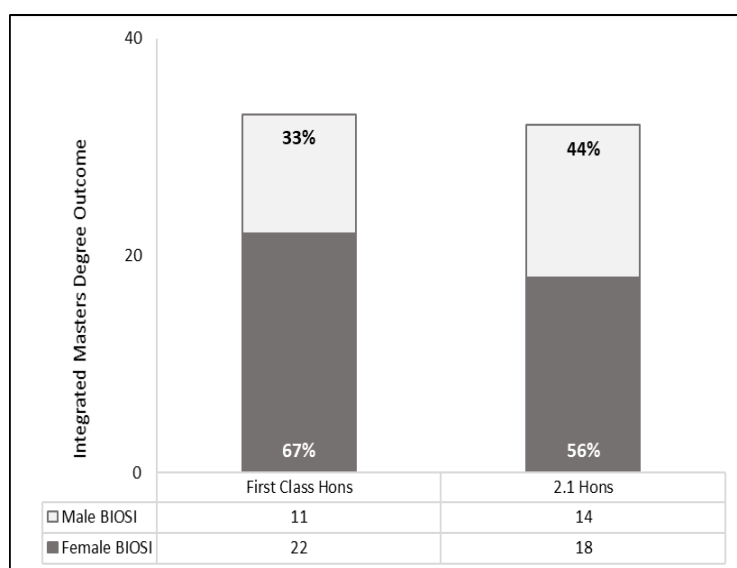
**Figure 4.7: Undergraduate degree outcomes demonstrate the gender distribution of the cohort.**



**Figure 4.8: Graduate outcomes compare favourably with sector benchmarks.** Distribution of BSc (Hons) degree awards in comparison to benchmark data from Russell Group and bespoke comparator institutions. BIOSI data are shown in blue. We have seen an improvement in proportion of first class; but some gender disparity remains.

### Integrated Masters (MBiol, MBiomed, MBiochem and MNeuro) degree attainment:

- Our IM student population is ~60% female, reflecting our undergraduate student intake and demonstrating that there is no apparent gender bias in acceptance on this programme. We have graduated two cohorts since our IM programmes were introduced in 2017/18.
- All students have achieved class 1 or 2:1 degrees (**Fig.4.9**), reflecting the selection of higher achieving students for this programme.



**Figure 4.9: All students on our IM programmes perform well.** Figures are combined data from 2017/18 and 2018/19 cohorts.

### Other academic awards:

- We celebrate outstanding academic achievement by awarding prizes for the highest mark in each year of the degree programmes. We award six prizes for Year 1; 15 for Year 2 and PT, 18 for the Final Year and two at Masters; prizes can be shared between equally deserving students.
- Since 2016, 68% (n=89/130) of prizes have been awarded to female students (**Table 4.2**), reflecting the UG student composition and showing no apparent gender bias in the award of prizes.

**Table 4.2: There is no apparent gender bias in our award of academic performance prizes (all awards 2015/16 - 2018/19)**

	Total number of prizes	Female students		Male students	
		Number awarded	% awarded	Number awarded	% awarded
<b>Level 4 (Year 1)</b>	25	15	60%	10	40%
<b>Level 5 (Year 2 &amp; PTY)</b>	41	32	78%	9	22%
<b>Level 6 (Final Year)</b>	60	40	67%	20	33%
<b>Level 7 (Masters)</b>	4	2	50%	2	50%
<b>Total</b>	<b>130</b>	<b>89</b>	<b>68%</b>	<b>41</b>	<b>32%</b>

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

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

- In 2019/20, we introduced a MSc in *Global Ecology and Conservation*.
- 16 students are currently enrolled (63%F; **Table 4.3**), reflecting the applicant pool and the wider population of graduates in the sector. We will continue to monitor this programme as it becomes established [**Action 7.1**].

**Table 4.3: Pathway to enrolment on our MSc Ecology programme, introduced 2019-20**

	Total	Female students		Male students	
		Number	%	Number	%
<b>Applications</b>	44	25	57%	19	43%
<b>Offers</b>	34	17	50%	17	50%
<b>Enrolled</b>	16	10	63%	6	37%

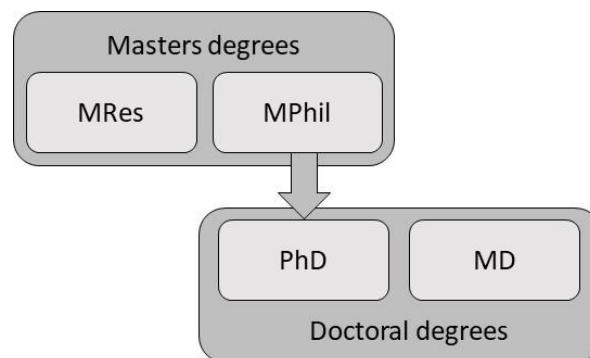
(iv) Numbers of men and women on postgraduate research degrees

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

**Successful actions to support female progression from UG to PG study have improved this pipeline.**

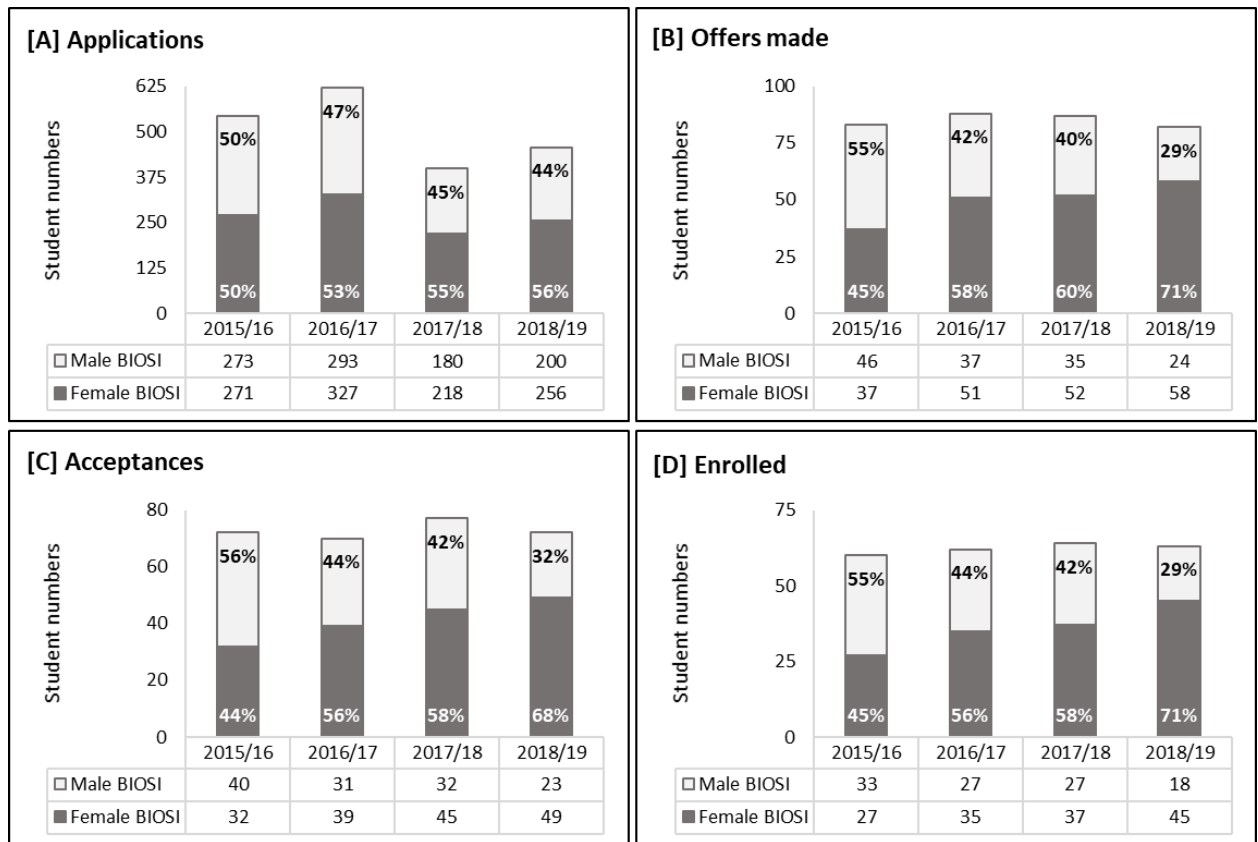
**Recruitment of female PGR students has increased since 2015/16**

- We deliver post-graduate research (PGR) degree programmes at both Masters and Doctoral level (Fig.4.10).



**Figure 4.10: Postgraduate research degree programmes (PGR) in the School of Biosciences.** Students can convert to the PhD programme from the MPhil programme.

- **We have improved the pipeline for female students from undergraduate to post-graduate study, since 2015/16. This is a direct result of actions since 2016, including improving the visibility and celebrating the success of our female academics (Section 5).**
- We have achieved an increase in the proportion of females applying for and enrolled on PGR programmes (Fig.4.11).
- We recognise that the success rate from application to acceptance on PGR programmes (principally PhD programme) is lower for males than females and will seek to address this (Fig.4.15, [Action 1.3]).

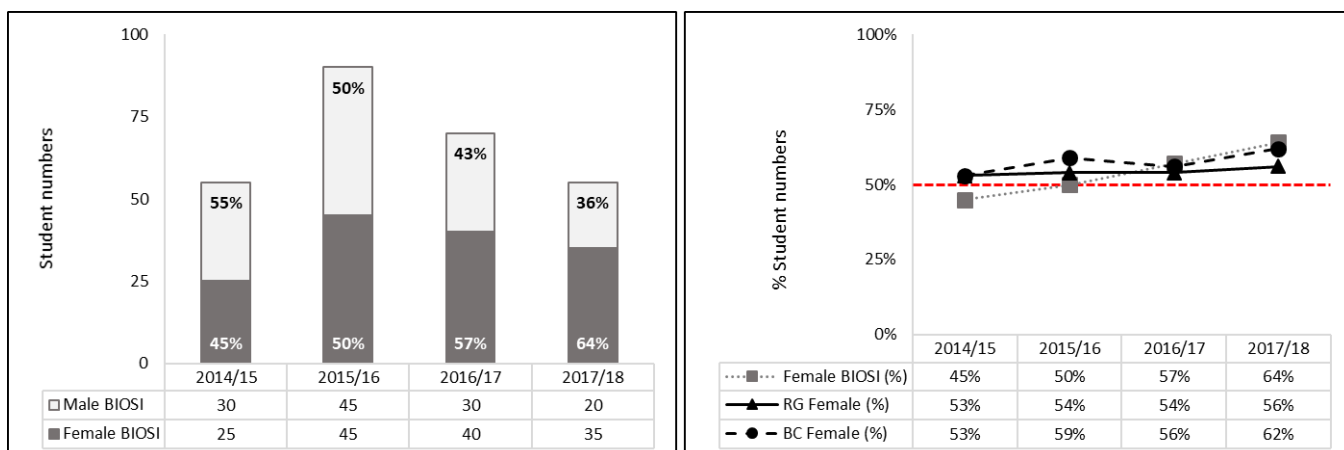


**Figure 4.11: The proportion of females at each stage of the pathway to enrolment on our PGR programmes has increased as a result of successful implementation of the previous Action Plan. The graph shows the gender distribution through the process of applications, offers, acceptances and enrolment (all data from Cardiff University records).**

- In 2017/18, the proportion of female PGR students met the average in our bespoke comparator group and exceeded the sector average, having been below these benchmarks in previous years (Fig.4.12). BIOSI currently has 457 students (56%F) across all stages of our PGR programmes.

*n.b. Differences in the accounting mechanisms used to extract data from the HESA database and internal mechanisms used to interrogate the CU database mean that there are small differences in the actual numbers generated by each of these approaches. Despite these differences, the findings are consistent using both approaches.*



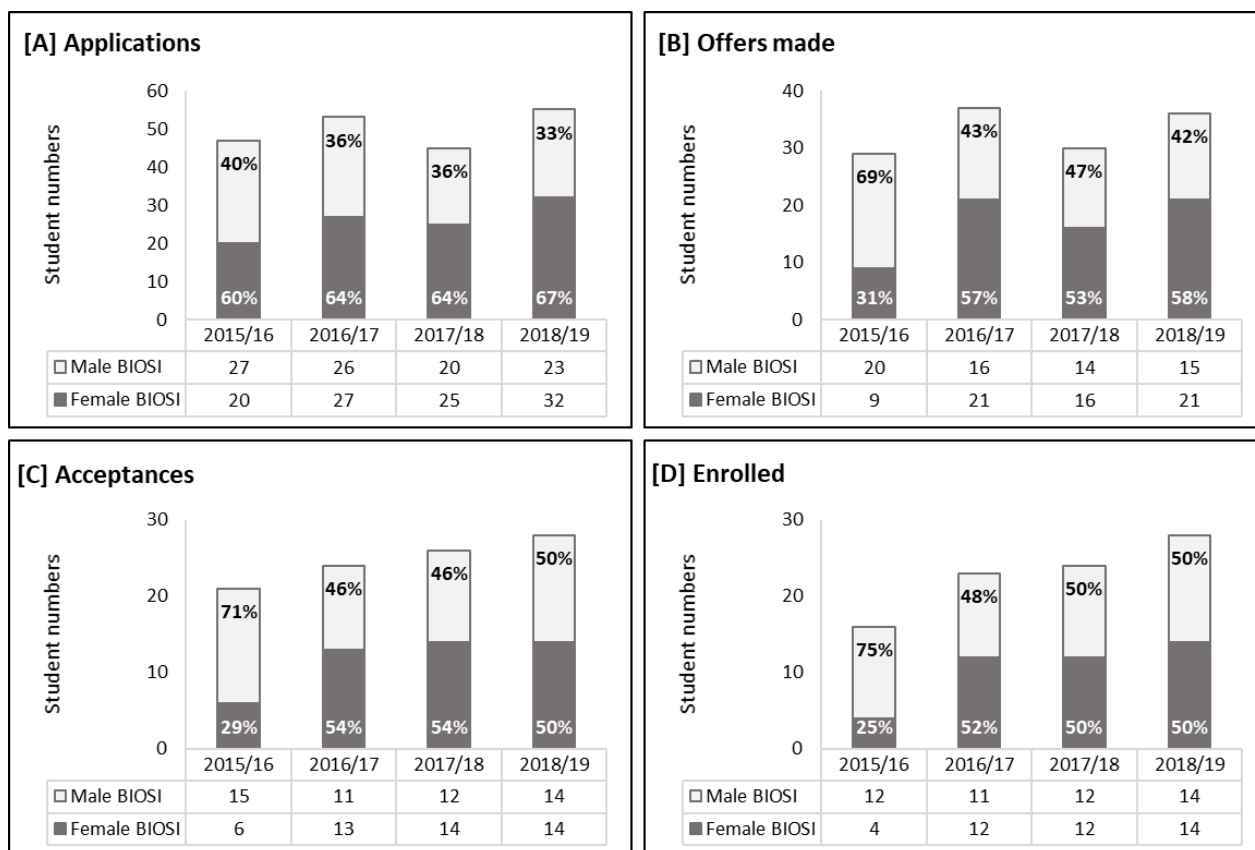


**Figure 4.12: The number of female PGR students enrolled has increased over the last four years.** Graph shows the gender distribution of our full-time postgraduate student cohort (PhD and MRes) within the School (BIOSI) compared to Russell Group (RG) average and the bespoke comparator group (BC) of universities (all data from HESA records). Comparator data are not yet available for 2018-19.

#### Master of Research (MRes) degree programme

**We have improved recruitment of female MRes students since 2015/16**

- The proportion of women applying for and enrolling on our MRes programme has increased, from 25% (n=4/16) in 2015/16 to 56% (n=14/28) in 2018/19 (Fig 4.13). **This is a successful outcome of targeted actions to improve female PGR participation.**
- Conversion rate from offer to enrolment has also improved for both genders (Table 4.4).

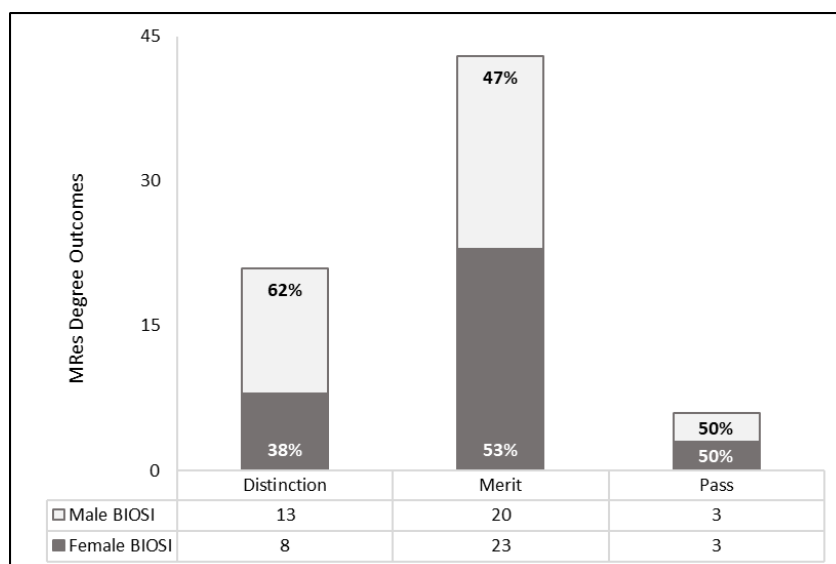


**Figure 4.13: The proportion of females at each stage of the pathway to enrolment on the MRes programme has increased.** The graph shows the gender distribution through the process of applications, offers, acceptances and enrolment (all data from Cardiff University records).

**Table 4.4: Rate of conversion of offers to enrolment on MRes degree programme has improved for women and men** (Conversion = number enrolled as % offers made). Some annual variability is apparent as a result of the small numbers involved.

Year	Female MRes applicants			Male MRes applicants		
	Offers	Enrolled	Conversion	Offers	Enrolled	Conversion
2015/16	9	4	44%	26	21	60%
2016/17	21	12	57%	21	16	69%
2017/18	16	12	75%	21	16	79%
2018/19	21	14	67%	9	7	73%

- Collectively, the proportion of women achieving distinction grade is lower than for men (**Fig.4.14**), suggesting under-performance at this highest level. However, actual numbers are low, so small changes can generate large proportional differences.



**Figure 4.14: MRes degree outcomes suggest underperformance by female students at Distinction level.**  
Combined data from the last four years (2015/16 - 2018/19)

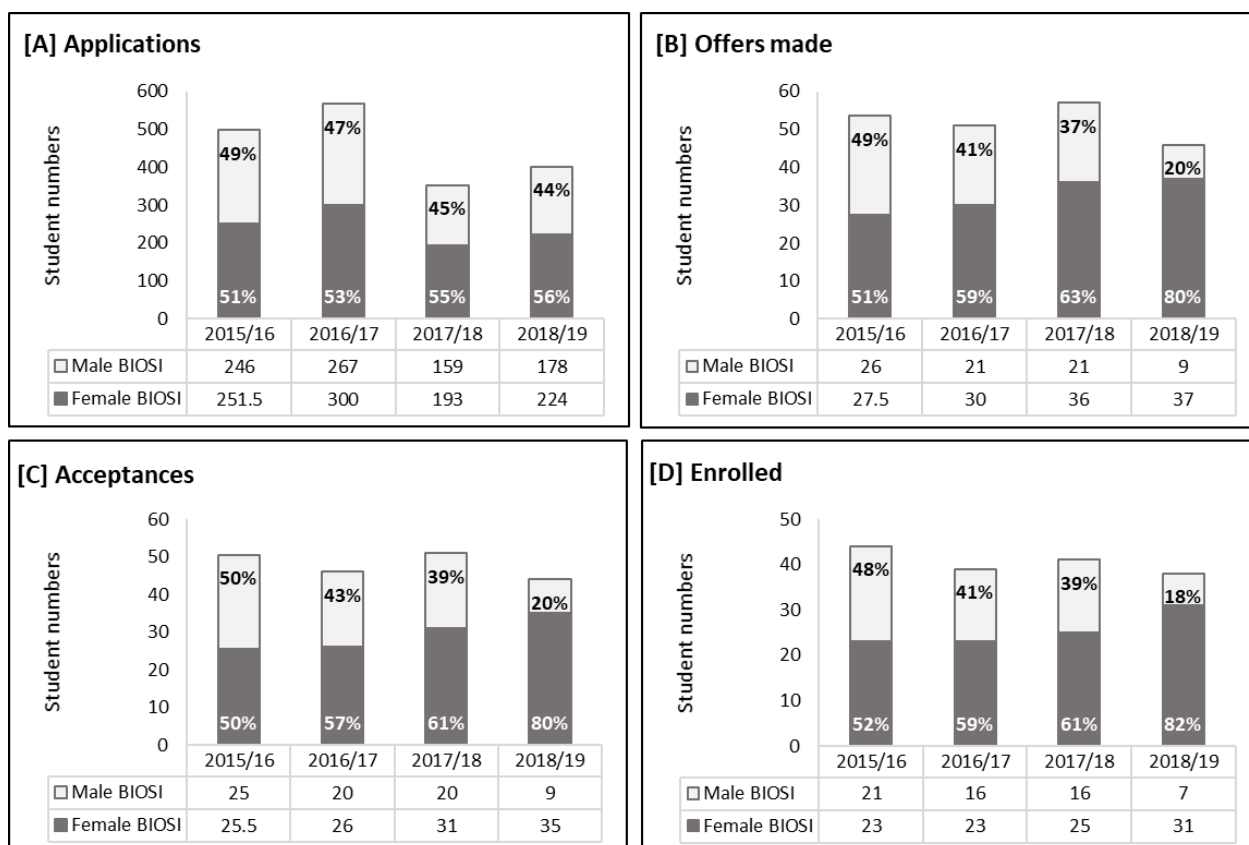
- We will review performance in individual elements of the programme to identify any gender differences and introduce actions to help students achieve their full potential [Action 1.2]

#### PhD programmes:

**Recruitment of female PhD students has increased proportionally since 2015/16**

- This year, female applicants were more successful at receiving offers for PhD studentships than previously (**Fig 4.15**). A higher number of offers were made to women in 2018/19; offer rate was 16.5% for women and 5% for men. If this continues in future, actions may be required to identify and address any gender bias in the application/interview process [**Action 1.3**].
- The PhD student pool includes students appointed through both BIOSI and University-wide processes, which may be influenced by different selection criteria.

- Conversion rate (from offer to enrolment) is consistently high and shows no apparent gender bias (Table 4.5).



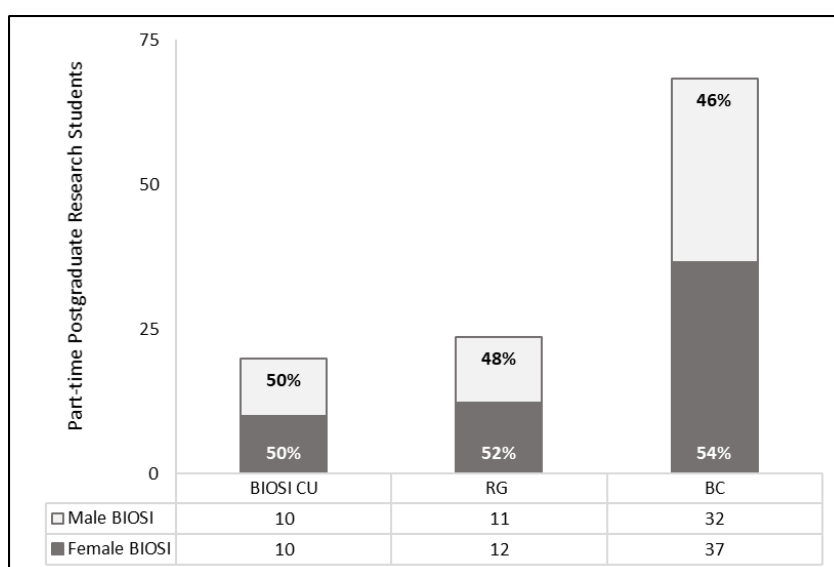
**Figure 4.15: The proportion of females at each stage of the pathway to enrolment on PhD programmes has increased.** The graph shows the gender distribution through the process of applications, offers, acceptances and enrolment (all data from Cardiff University records).

**Table 4.5: The rate of conversion of offers to enrolment on PhD degree programmes shows no apparent gender bias. Some annual variability is apparent as a result of the small numbers involved; data include part-time candidates.**

Year	Female PhD applicants			Male PhD applicants		
	Offers	Enrolled	Conversion	Offers	Enrolled	Conversion
2015/16	27.5	23	84%	26	21	81%
2016/17	30	23	77%	21	16	76%
2017/18	36	25	69%	21	16	76%
2018/19	37	21	84%	9	7	78%
<b>Total</b>	<b>130.5</b>	<b>92</b>	<b>70%</b>	<b>77</b>	<b>60</b>	<b>78%</b>

➤ We will keep the pathway to PhD enrolment under review, to identify whether the process could now be female-biased [Action 1.3]

- We have a small minority of part-time PhD students, usually staff candidates. This population mirrors that of the sector average (Fig.4.16).



**Figure 4.16: The gender composition of the part-time PGR population reflects sector averages (composite data from 2014/15-2017/18; all data from HESA records).**

#### PhD degree attainment:

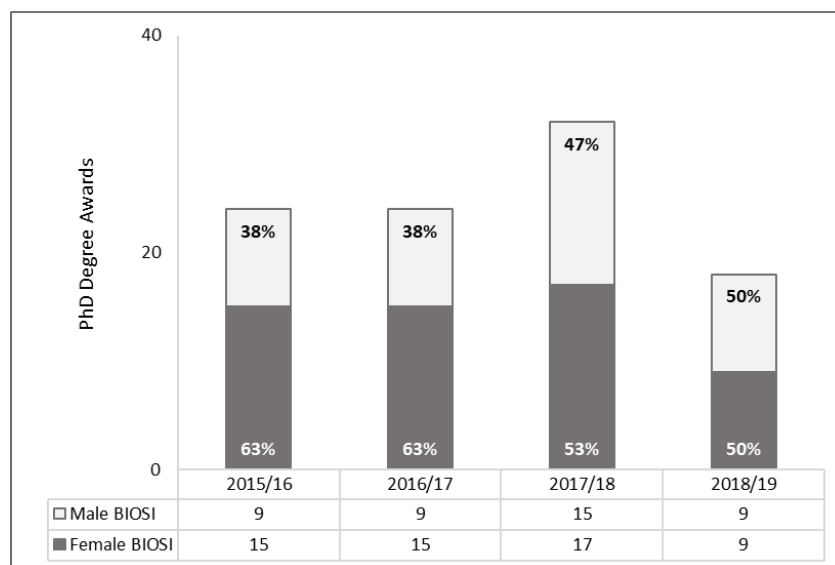
**There is no apparent gender bias in the time to submission and award of the PhD**

- Full-time PhD students are required to submit their theses within 4 years (7 years for part-time students). The rate of timely submission is high and there is no apparent gender difference (**Table 4.6**). Delayed submission is usually associated with extenuating circumstances and no candidate submitting a thesis has failed.

**Table 4.6: Rate of PhD completion within expected time is consistently high for both male and female candidates** (n.b. data include students with extenuating circumstances). (Data from BIOSI records)

Year	Female PhD candidates			Male PhD candidates		
	Number of candidates	Number completing in time	% completing in time	Number of candidates	Number completing in time	% completing in time
2015/16	18	15	83%	9	7	78%
2016/17	13	12	92%	8	6	75%
2017/18	14	9	62%	22	18	81%
2018/19	20	17	85%	17	13	75%
Total	65	53	82%	56	44	79%

- Since 2015/16, 57% ( $n=56/98$ ) of BIOSI PhDs were awarded to female students, reflecting the gender balance of the cohort. The proportion varies slightly annually because of the relatively small numbers graduating each year (**Fig.4.17**).



**Figure 4.17: Gender distribution of PhD degrees awarded reflects that of the intake cohort.**  
(Data drawn from HESA records).

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

**The number of female graduates progressing within the School from UG to PG study has increased over the last three years**

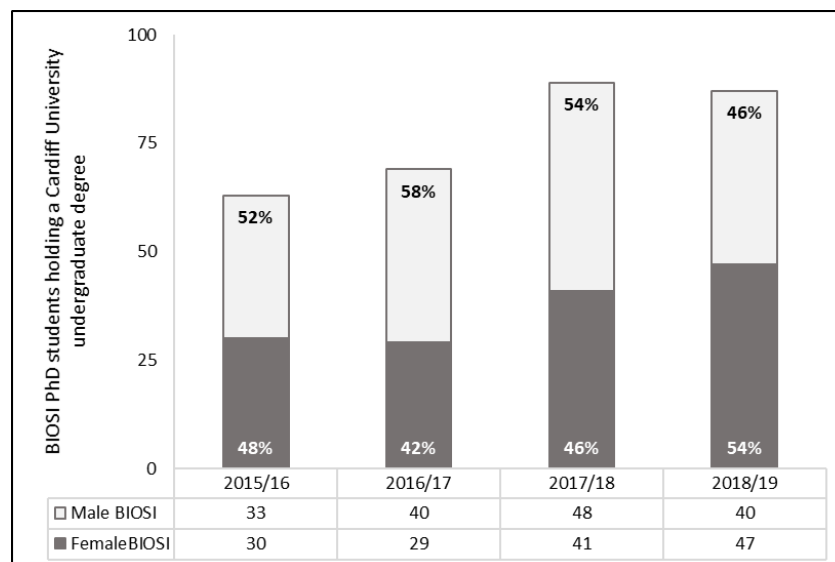
- Our pipeline from undergraduate to postgraduate study is healthy. On average, 28% of our PGR student population hold a BSc (Hons) degree from Cardiff University (**Table 4.7**). Of the most recent intake of PhD students with Cardiff degrees, 54% ( $n=47/87$ ) are female (**Fig.4.18**). Many of our BSc (Hons) graduates are accepted to postgraduate study at other institutions (no formal data held).



**Table 4.7: Over 25% of the total PGR population hold an undergraduate degree from Cardiff University.**  
Data show rolling annual numbers of students at all stages of the PGR programmes.

Year	Female PGR students			Male PGR students		
	Total enrolled	Number with CU degree	% with CU degree	Total enrolled	Number with CU degree	% with CU degree
2015/16	113	30	27%	107	33	31%
2016/17	134	29	22%	125	40	32%
2017/18	160	41	26%	135	48	36%
2018/19	190	47	25%	142	40	28%

- **This improved retention of female students demonstrates a positive impact of implementing the School Action Plan.** The most recent cohort better reflects the composition of our undergraduate student body, indicating that female and male students are now equally likely to be retained.



**Figure 4.18: More of our PGR students now hold an undergraduate BSc (Hons) degrees from Cardiff University, and the gender composition of this cohort now better reflects our UG student pool.**



- **As significant laboratory experience is one of the criteria for PhD application, the recent introduction of our IM programmes could further influence the progression pipeline and could lead to greater retention of students in the School in future. We will assess the impact of this change over the next three years to build on opportunities to retain students [Actions 7.1]**

#### **4.2. Academic and research staff data**

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

**There is gender parity in internal promotions and external recruitment to academic positions**

- Since our previous award (2015/16), the Academic staff profile has significantly changed, evidencing our commitment to promotion of existing staff and recruitment of new personnel (Fig.4.19).
- **Overall, 36 academic staff have been promoted (17F; 19M) and a further 21 were recruited to academic positions (12F; 9M) in the last 4 years.** This dynamic flux is obscured in the annual point-in-time data presented later in this section.

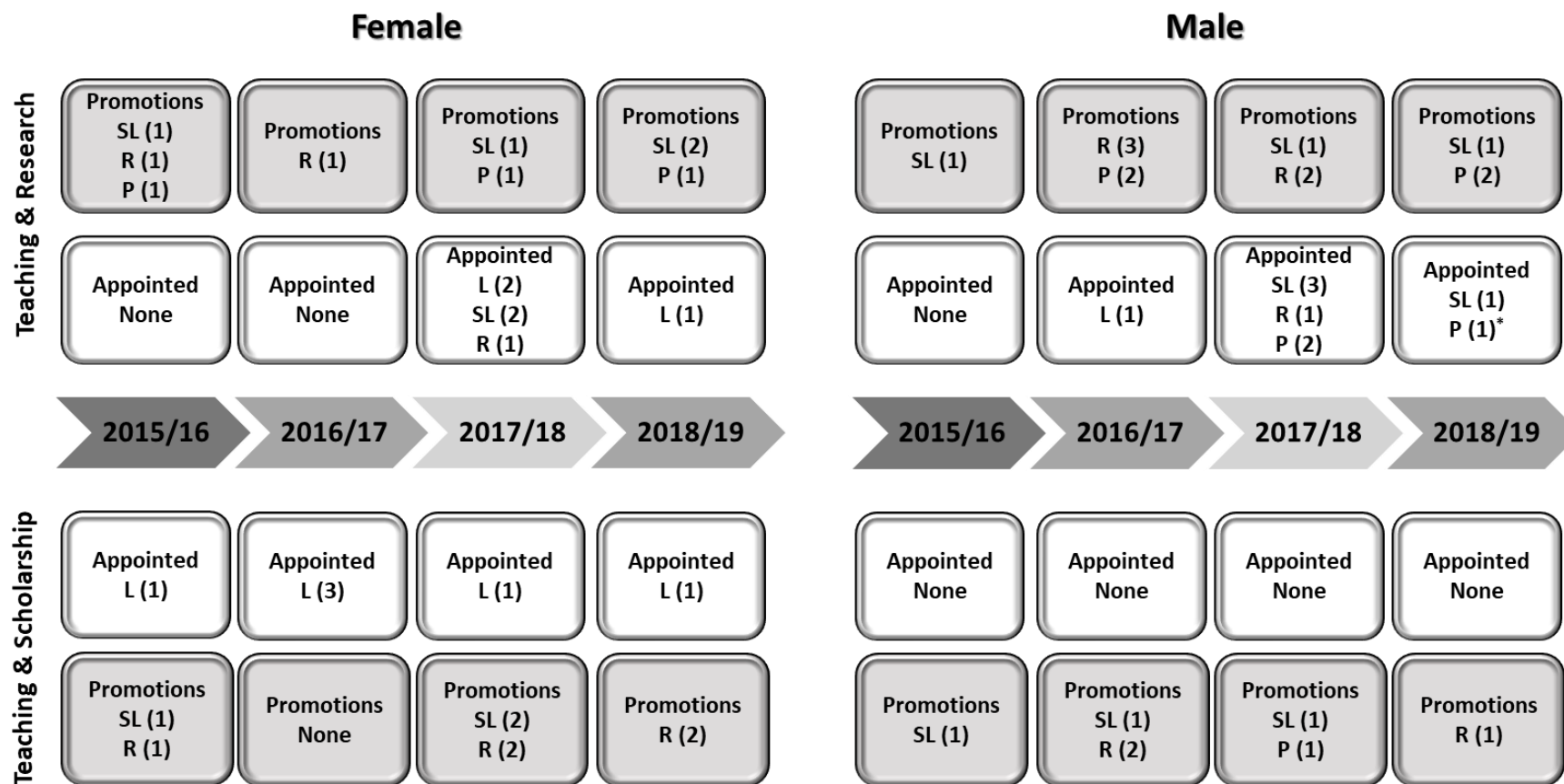
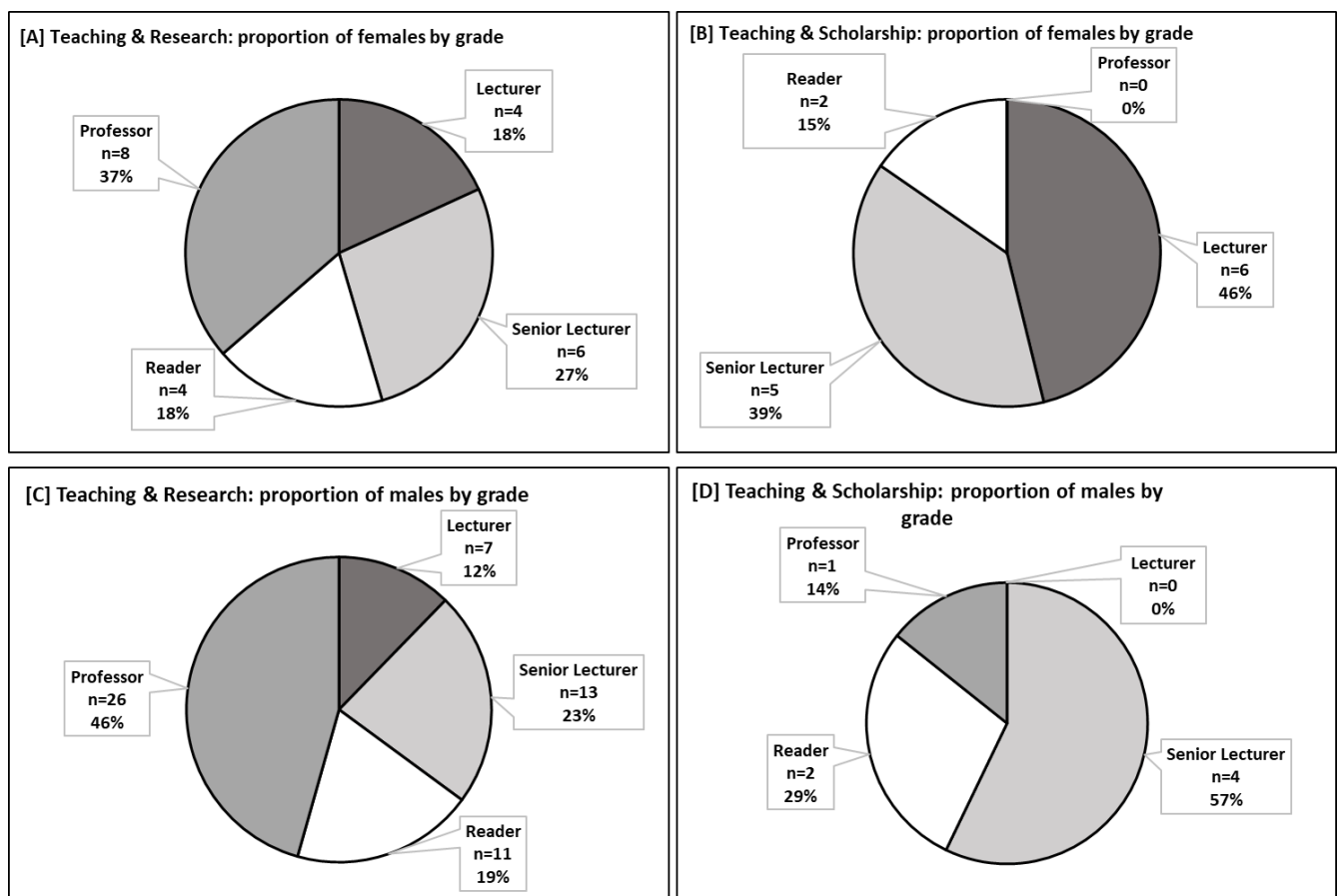


Figure 4.19: Although overall staff numbers have not altered appreciably, there has been considerable flux as demonstrated both by internal promotions and recruitment to advertised positions. [\* denotes a 0.2 FTE professorial appointment]. Since September 2019, a further three female (Disglair) lecturers have been appointed for 18 months to cover research secondments.

## Academic Pipeline:

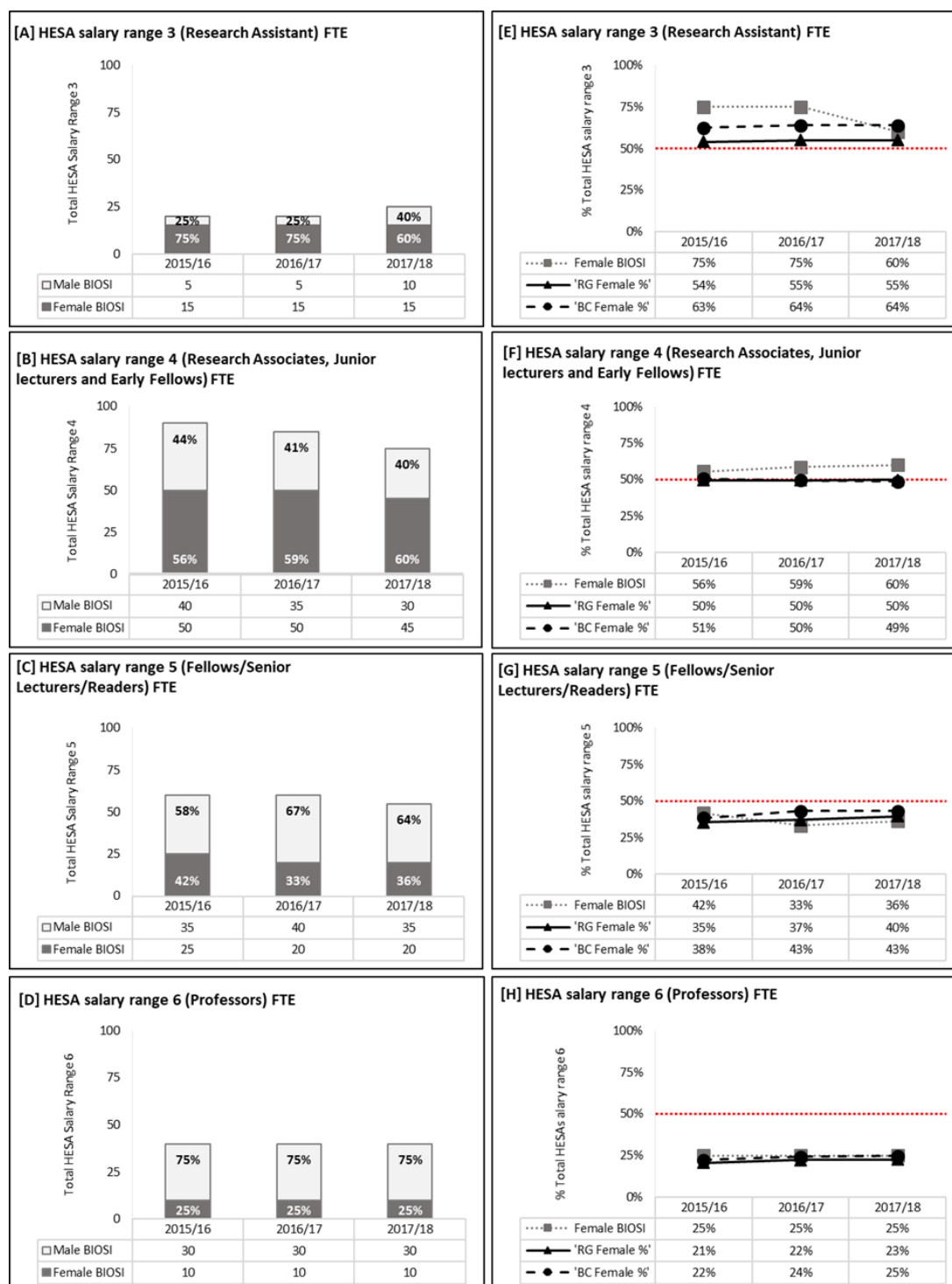
**Delivery of our 2016 Action Plan has increased the proportion of females being appointed to lectureships and improved the number of women in senior positions**

- **55% of female T&R staff now hold senior positions as Reader (18%) or Professor (37%) (Fig.4.20A). This has improved from 48% in 2016** and is now better aligned to that of male academics (65% in senior positions).
- While only two (15%) T&S females were Reader in 2018/19 (**Fig 4.20B**), recent promotions (August 2019) mean this number has now doubled (29%).



**Figure 4.20: BIOSI staff pipeline demonstrates improved parity for female and male staff on the T&R pathway.** 2019 point-in-time data for [A] T&R, and [B] T&S females, and [C] T&R, and [D] T&S males; percentage of females or males at each grade shown as a total of females or males employed on that career pathway.

- We have utilised the HESA 'salary range' benchmarks to interrogate our academic/research staff profile (Fig.4.21). BIOSI is currently in line with the sector average in all salary ranges.

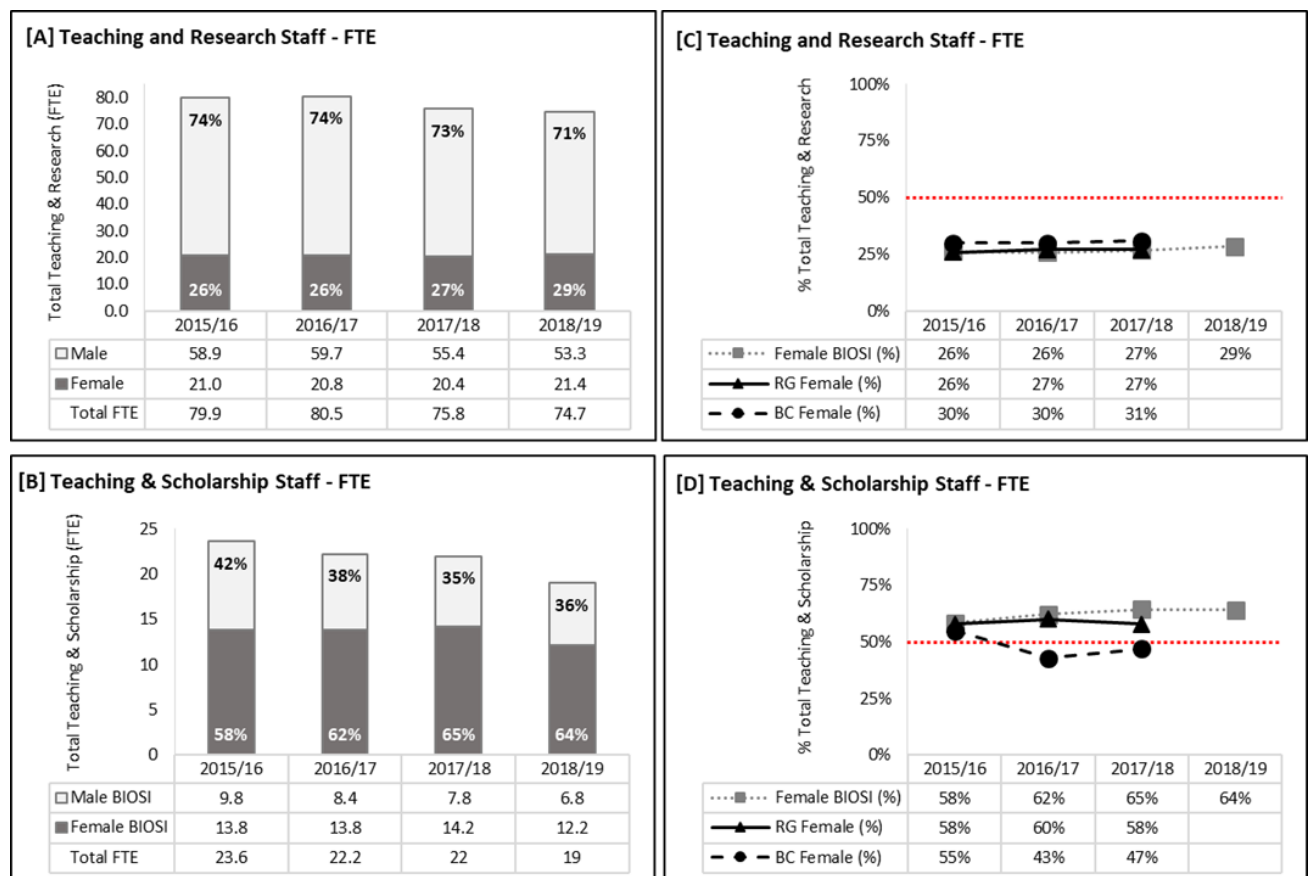


**Figure 4.21: BIOSI is in line with sector averages in all HESA salary ranges.** Point-in-time data depict total staff numbers (FTE) and percentage of staff at respective grades as censored annually at 1<sup>st</sup> August. Numbers are compared to Russell Group Universities and our Bespoke Comparators.

We have three academic career pathways: Teaching & Research (T&R), Teaching & Scholarship (T&S) and Research-only (R). Research-only staff are predominantly early career researchers.

#### Academic Staff:

- Progression from Lecturer to Professor is possible on both T&R and T&S pathways, with clear University promotion benchmarks based on excellence in research, teaching or innovation.
- The following sections give an annual point-in-time 'snapshot' of the academic staff profile (on 1<sup>st</sup> August). This displays the net effect of all recruitments, promotions and resignations.

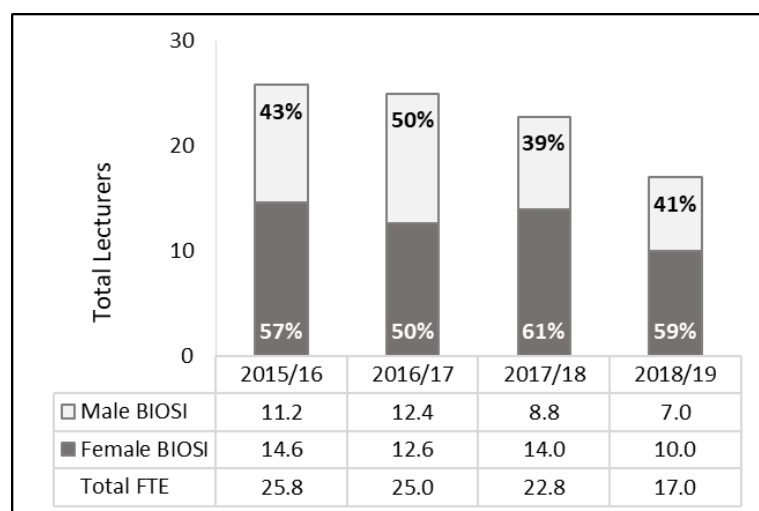


**Figure 4.22: Our gender balance is comparable with sector averages for [A] Teaching & Research staff but [B] Teaching & Scholarship pathway is primarily females. Total staff numbers (FTE) as censored annually at 1<sup>st</sup> August 2015 – 2018 by gender (percentage of total and actual numbers) and compared to Russell Group Universities and our Bespoke Comparators [C, D].**

- Gender balance in our T&R pathway (27% female in 2017/18) remains in line with sector averages (RG: 27%; BC: 31%).
- Our T&S pathway is now more female-dominated than sector averages (BIOSI: 65%; RG: 58%; B: 47%; **Fig.4.22**).

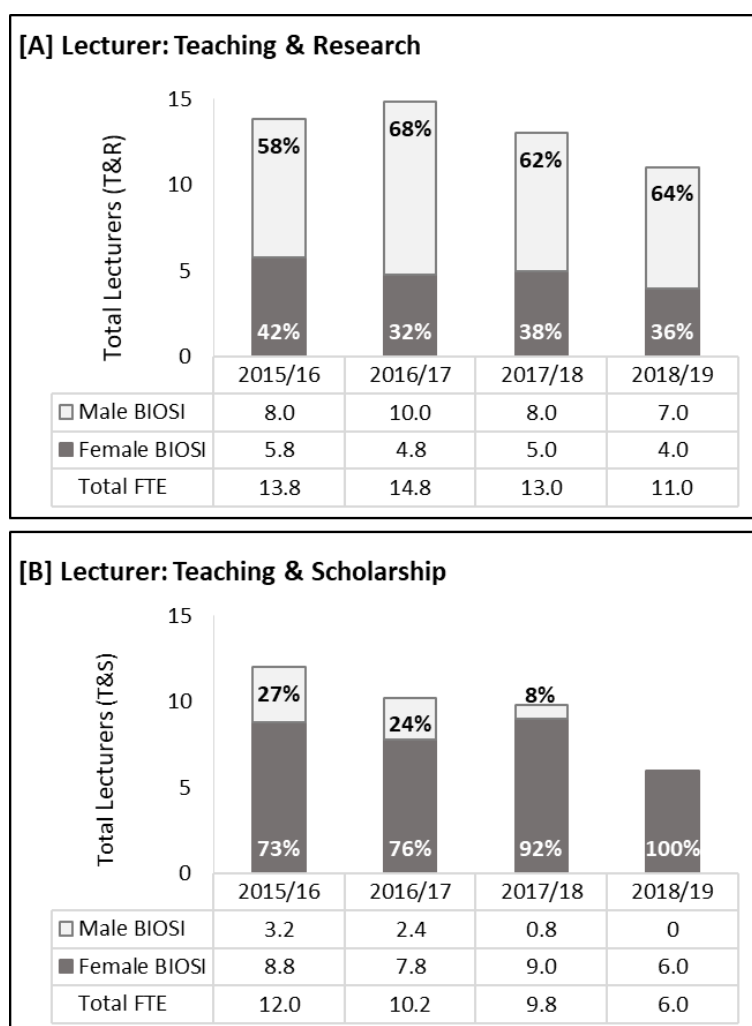
#### Lecturer:

- **Successful implementation of our 2016 Action Plan** (e.g. Section 5.3(iii)) **has resulted in an increased proportion of females being recruited as Lecturers (Fig.4.19)**. This addresses the early stages of the career progression pipeline, identified previously as a concern (2015/16).
- Recruitment has been offset by internal promotions (**Fig.4.19**), so overall the number of lecturers has decreased, but gender distribution remains ~60%F: 40%M (**Fig.4.23**).



**Figure 4.23: Overall, our lecturer profile remains 60% female:40% male. Point-in-time FTE Lecturer numbers as censused annually at 1<sup>st</sup> August 2015 – 2019 by gender (percentage of total and actual numbers).**

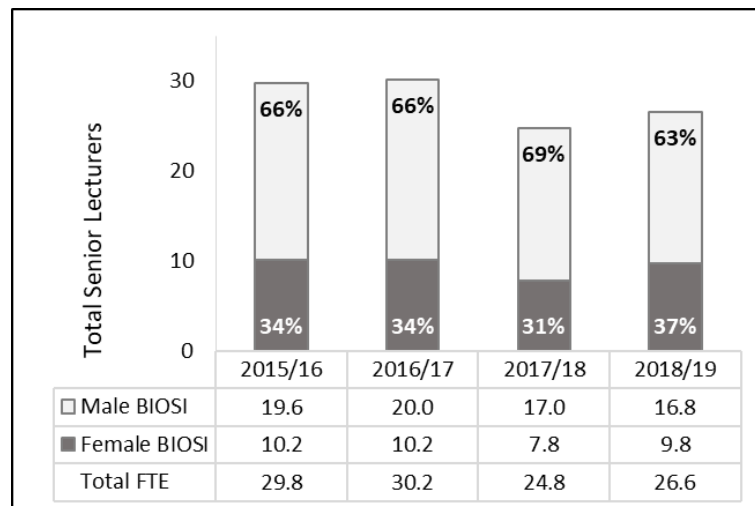
- **Actions to boost recruitment of female T&R lecturers, including language-neutral advertisements, promoting family-friendly policies and Athena SWAN principles, have been successful.** 58% (n=7/12) T&R lecturers appointed since 2015/16 were women. The cohort remains 36% female because of staff progression to SL status.
- We acknowledge gender bias in T&S lecturers. All T&S recruits since 2016 were female (**Fig.4.19**) and promotion of existing staff means that all T&S lecturers are now female (**Fig.4.24B**).



**Figure 4.24: We have greater female representation amongst our T&S lecturers than on our T&R pathway.** Point-in-time **[A] T&R** and **[B] T&S Lecturer** numbers (FTE) as censored annually at 1<sup>st</sup> August 2015 – 2019 by gender (percentage of total and actual numbers).

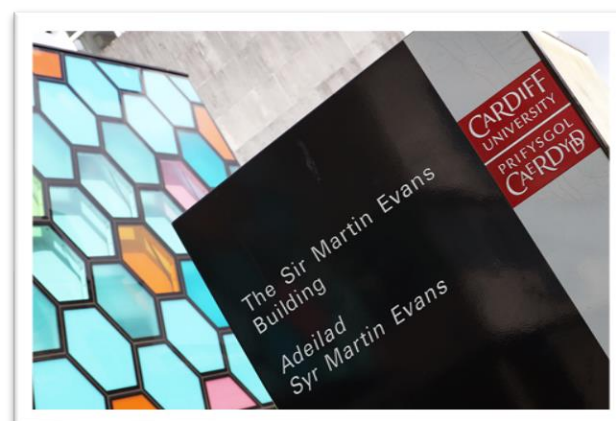
## Senior Lecturer:

- Currently 37% of all SLs are female (**Fig.4.25**).

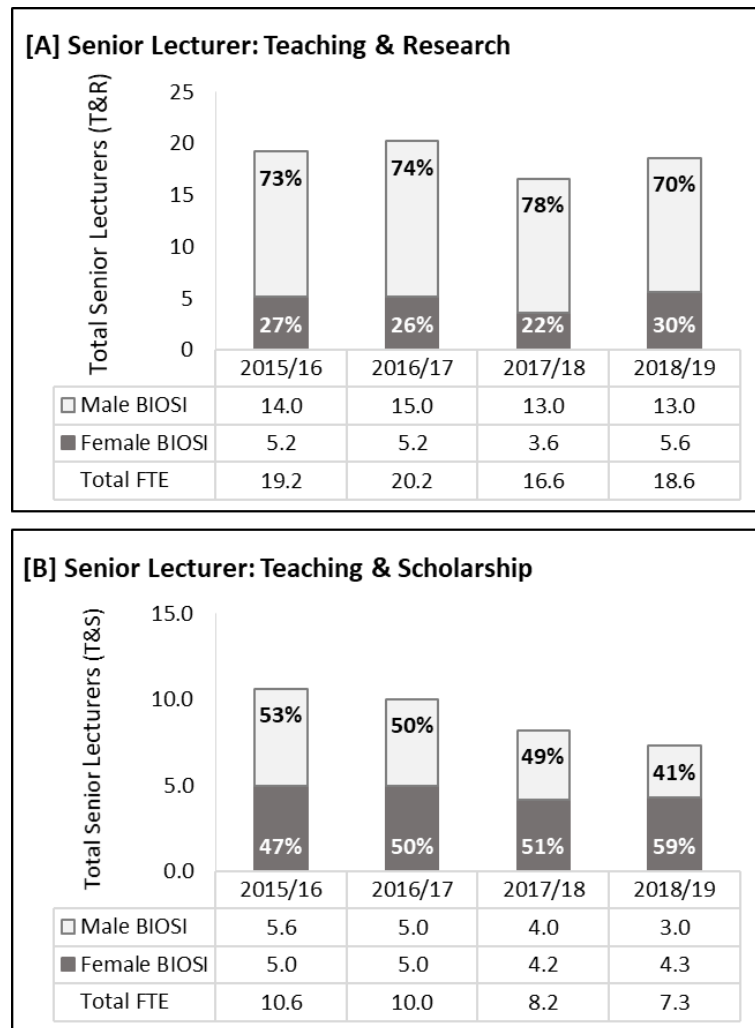


**Figure 4.25:** *We have achieved a small increase in the proportion of female Senior Lecturers. Point-in-time FTE Senior Lecturer numbers as censored annually at 1<sup>st</sup> August 2015 – 2019 by gender (percentage of total and actual numbers).*

- Career progression of T&R staff is healthy. Two of the four female lecturers appointed in 2014/15 have already progressed to SL; five other females have been promoted beyond SL, so overall there has been no significant change in SL numbers (**Fig.4.26A**).
- Promotion of T&S staff means that SL numbers have reduced accordingly (**Fig.4.26B**).



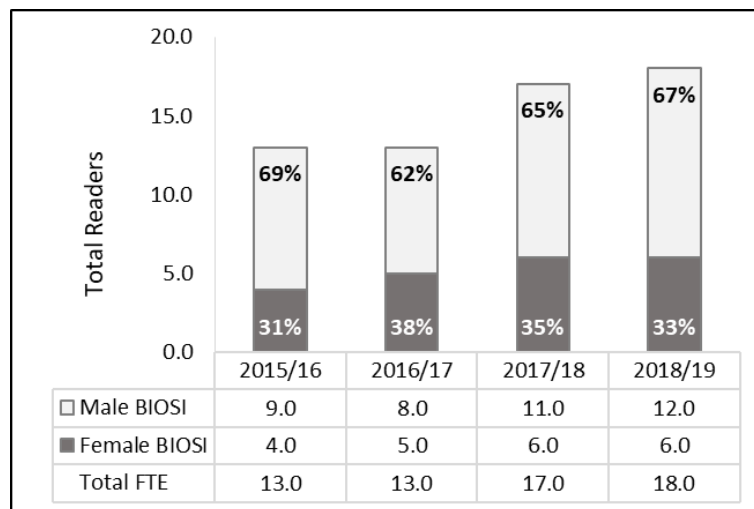




**Figure 4.26:** *We have increased representation of female Senior Lecturers on the T&S pathway, but little overall change in the T&R pathway (balanced promotions to and from SL). Point-in-time [A] T&R and [B] T&S Senior Lecturer numbers (FTE) as censused annually at 1<sup>st</sup> August 2015 – 2019 by gender (percentage of total and actual numbers).*

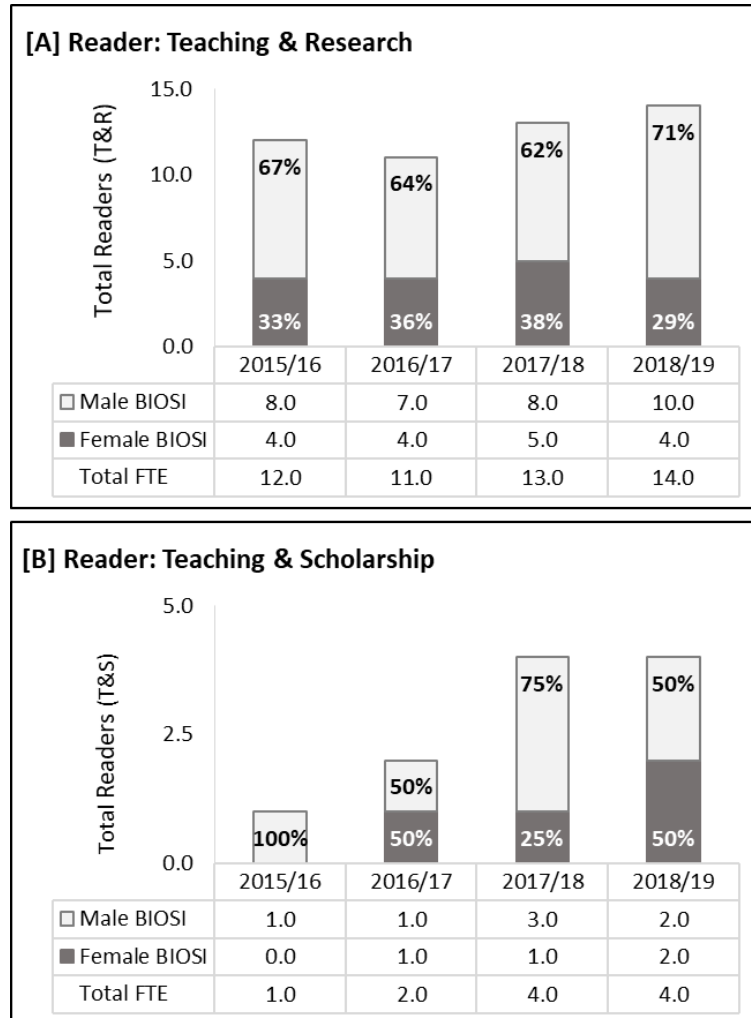
## Reader:

- The number of Readers has increased from 13 to 18 FTE since 2016 (12% to 18% of all staff; Fig.4.27).



**Figure 4.27: Total number of Readers has increased since 2015/16.** Annual point-in-time numbers (FTE) as censused at 1<sup>st</sup> August 2015 – 2019 by gender (percentage of total and actual numbers).

- Numbers of T&S Readers are small (< 5), however, there is gender parity on this pathway (Fig.4.28B). **Following the 2019 promotions, we now have six T&S Readers (4 female), increased from two in 2015 (Section 5.1).**
- On the T&R pathway, we now have 29% female Readers compared to 33% in 2015/16 (Fig.4.28A). Although overall there are now two more female Readers than in 2016, there are also an additional three male Readers; in addition, seven Readers (3F) have been promoted to Professors (Fig.4.19).

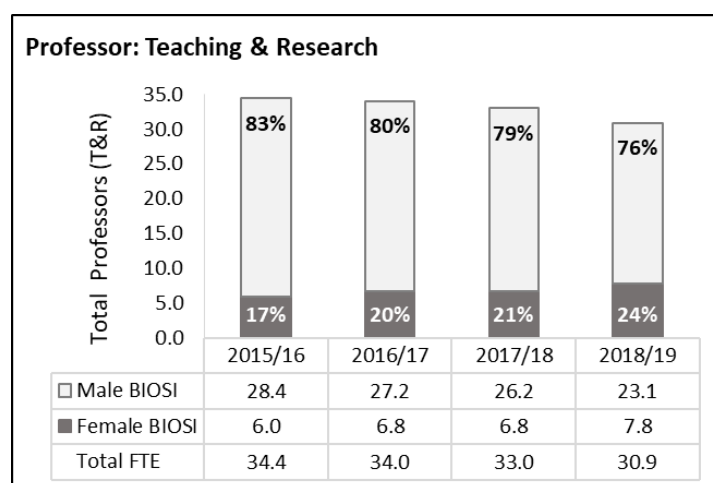


**Figure 4.28: Proportion of female T&R Readers [A] remains lower than at Lecturer level, but we have gender balance in the T&S pathway [B].** Point-in-time numbers (FTE) as censored annually at 1<sup>st</sup> August 2015 – 2019 by gender (percentage of total and actual numbers).

**Professor:**

**As a consequence of our 2016 Action Plan, the proportion of female T&R Professors has increased from 17% (2015/16) to 24% (2018/19)**

- Our actions are redressing the gender bias at Professorial status. BIOSI is now comparable to the sector average (RG: 22%; BC: 24%; **Fig.4.29**); this remains largely due to legacy imbalance in the pipeline.
- One additional woman was promoted to Professor in 2019/20 (Section 5.1iii) meaning 37% of T&R females now hold Professorial positions (**Fig.4.20A**). **Given the time it takes to progress through academic posts, we consider this figure to be positive.**
- Women appear to progress more rapidly from Reader to Professor (average transition time: 4.7 years F; 6.9 years M).



**Figure 4.29: The proportion of female T&R Professors has increased from 17% in 2016 to 24% in 2019.** Point-in-time **Professor** numbers (FTE) as censored annually at 1<sup>st</sup> August 2015 – 2019 by gender (percentage of total and actual numbers). Data are provided for T&R staff numbers only, as we have only one professorial appointment on the T&S pathway (awarded in 2018/19).

- **Improvements in the PDR process, in transparency of workload allocation and clearer promotions benchmarks for T&S staff have led to BIOSI gaining its first T&S Professor (male) in 2018/19.** As we have a higher proportion of female academics on this pathway, we would anticipate more women continuing this trajectory.
- We acknowledge that gender imbalance remains at senior levels, as a consequence of legacy; this replicates Institutional and broader sector bias. Cardiff University recognises this issue and has introduced measures to address it (see **Section 5.1(iii)**).
- Action at earlier stages of the pipeline is also required. Since the proportion of female T&R lecturers and SLs remains smaller than for males, evidence of parity at Professorial level will require time.

➤ **We will further address imbalance by supporting advancement at all levels and will interrogate recruitment of female T&R academics at Lecturer/Senior Lecturer level to ensure a pipeline for gender parity [Action 3.1]**

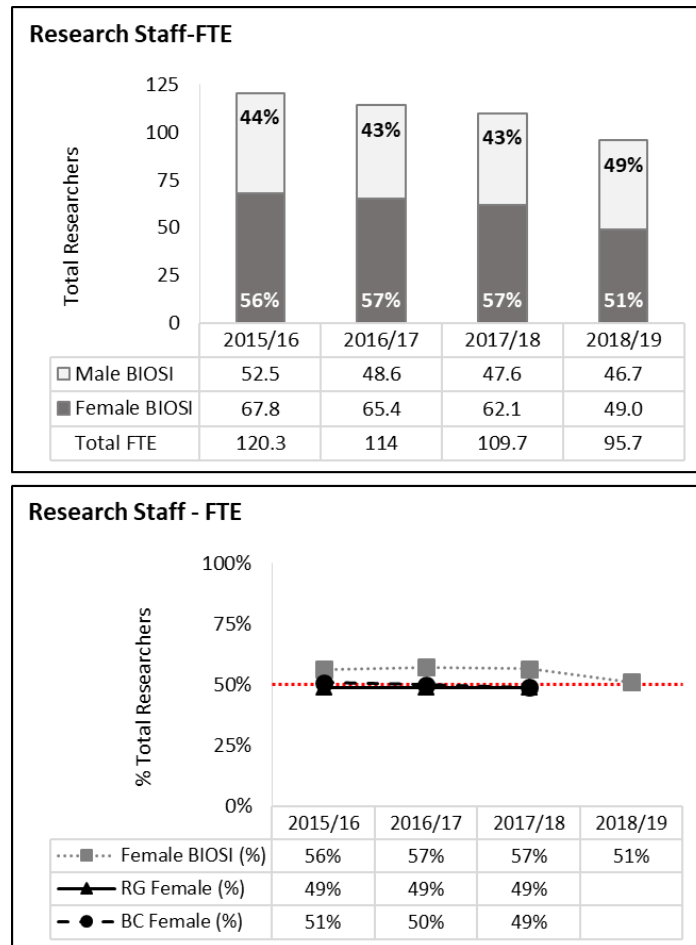
- Our spinal point system ensures that salaries are identical for men and women on the same grade. A University-wide steering group investigating Gender Pay at Professorial level did not identify any difference.
- A Professorial banding system (Band 1 – 3) was introduced in 2016 to improve transparency in salaries of external Professorial appointments versus internal promotions. Staff are now appointed on Band 1 and must demonstrate sustained and enhanced research/teaching excellence to merit further promotion.
- Three Professors (2F; 1M) applied for promotion from Band 1 to Band 2 in 2018; the two females were successful. Currently we have five female Professors on band 1 (27%) and three female Professors on band 2 (33%); band 3 Professors are all male but were appointed prior to introduction of banding.

▪ **We will implement additional actions to further support female progression to senior academic posts [Action 3.1]**

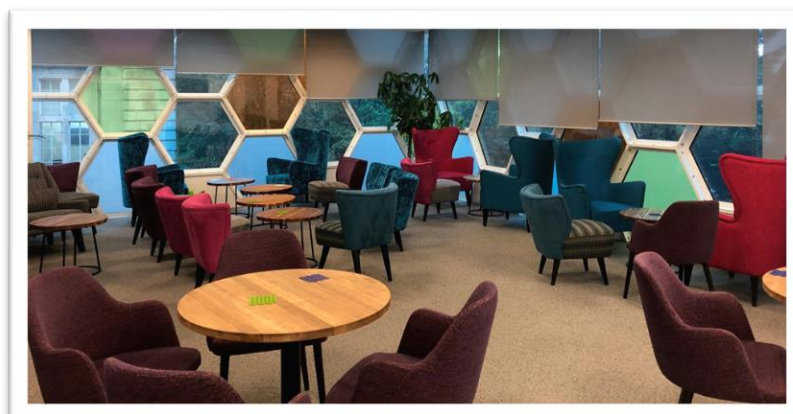
#### Research-only staff:

- We previously identified a critical juncture in the female academic pipeline at the transition from Post-doc to Lectureship. **Strategies implemented from our 2016 Action Plan have now begun to impact positively on this, providing a good foundation for future improvement in female representation across the pipeline.**
- Currently, 51% (n=49.0/95.7 FTE) of Research-only staff are female (**Fig.4.30**). **BIOSI is now in line with sector averages, having previously been slightly higher** (57% in 2016/17).
- Most of our Research staff are Post-Doctoral Research Associates (HESA Grade 6), with fewer Research Assistants (Grade 5) and Fellows (**Fig.4.31**). The Grade 6 gender profile has remained 56-59%F since 2016.

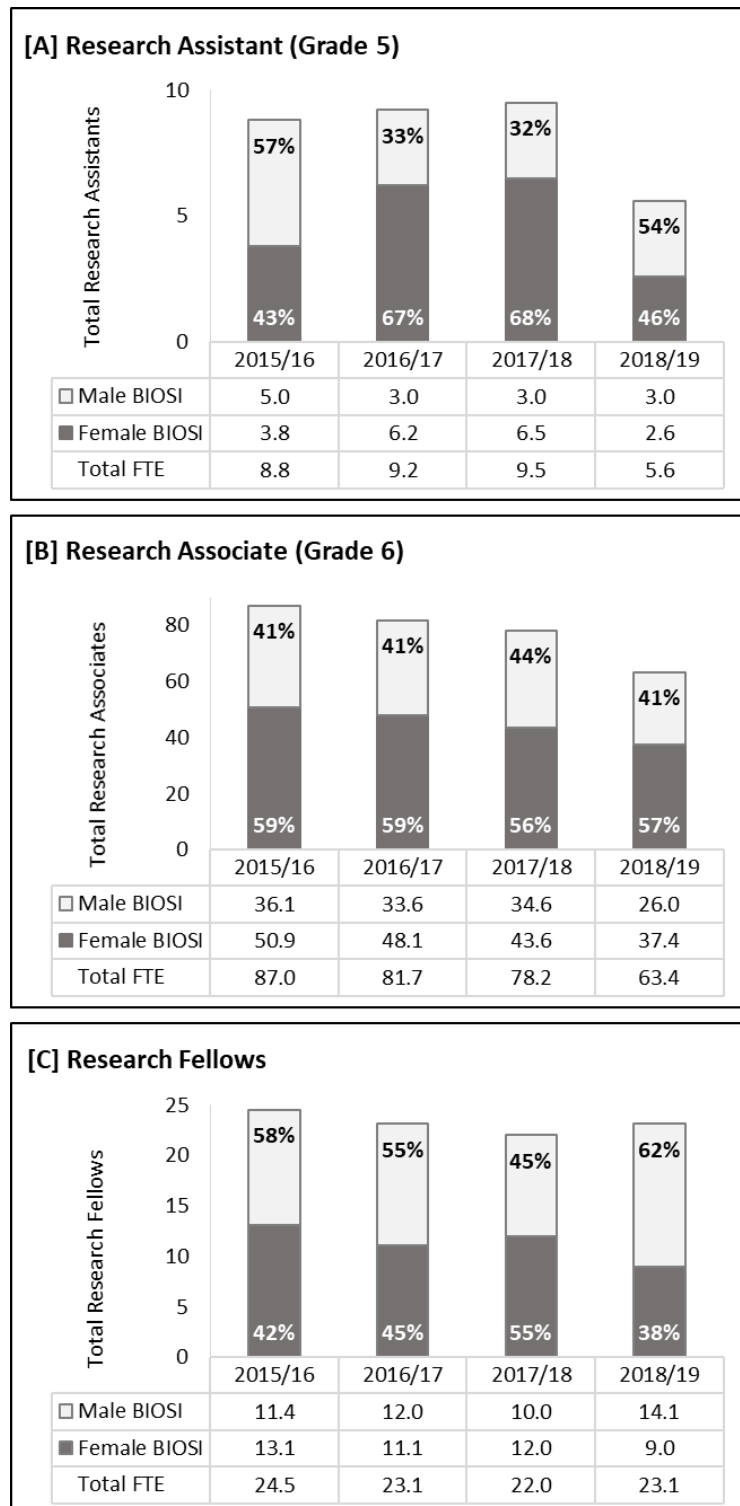
- **Training and support are still required to prevent attrition along the pipeline [Action 3.1]**
- **We will continue to encourage and mentor all interested research staff to apply for external fellowships and scrutinise applications and success rates annually [Action 2.1]**



**Figure 4.30: Overall, our research staff profile is in line with sector averages.** FTE numbers censored annually at 1<sup>st</sup> August 2015 – 2019 by gender (percentage of total and actual numbers); data are compared to Russell Group University and Bespoke comparators; fractional FTE account for part-time contracts.



*New BIOSI coffee room for all staff and PhD students*



**Figure 4.31: Most of our Research-only staff are Grade 6 or Research Fellows.** Point-in-time **Research staff** numbers censored annually at 1<sup>st</sup> August 2015 – 2019 by gender (percentage of total and actual FTE numbers).

## SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

### To improve opportunities for career development of technical staff, fees are waived for staff undertaking part-time PhD study

- Since 2015/16, six staff candidates (3F; 3M) have successfully completed a PhD, with another 14 candidates (10F; 4M) studying currently.
- Since 2018, we have introduced opportunities for teaching technicians to contribute to ongoing research, allowing technical staff to expand and develop their research expertise.
- BIOSI technicians have also established an annual University-wide Technical Staff Conference which has generated networking opportunities.



***"I had amazing CPD opportunities to gain experience in several BIOSI research labs. I enhanced my technical skills through learning new research techniques. Working independently in a research environment meant I was also able to build my confidence in managing projects and undertaking self-directed learning. This will enable me to apply for jobs at a higher grade and has inspired me to keep building my skill set."***

Teaching Technician (F)

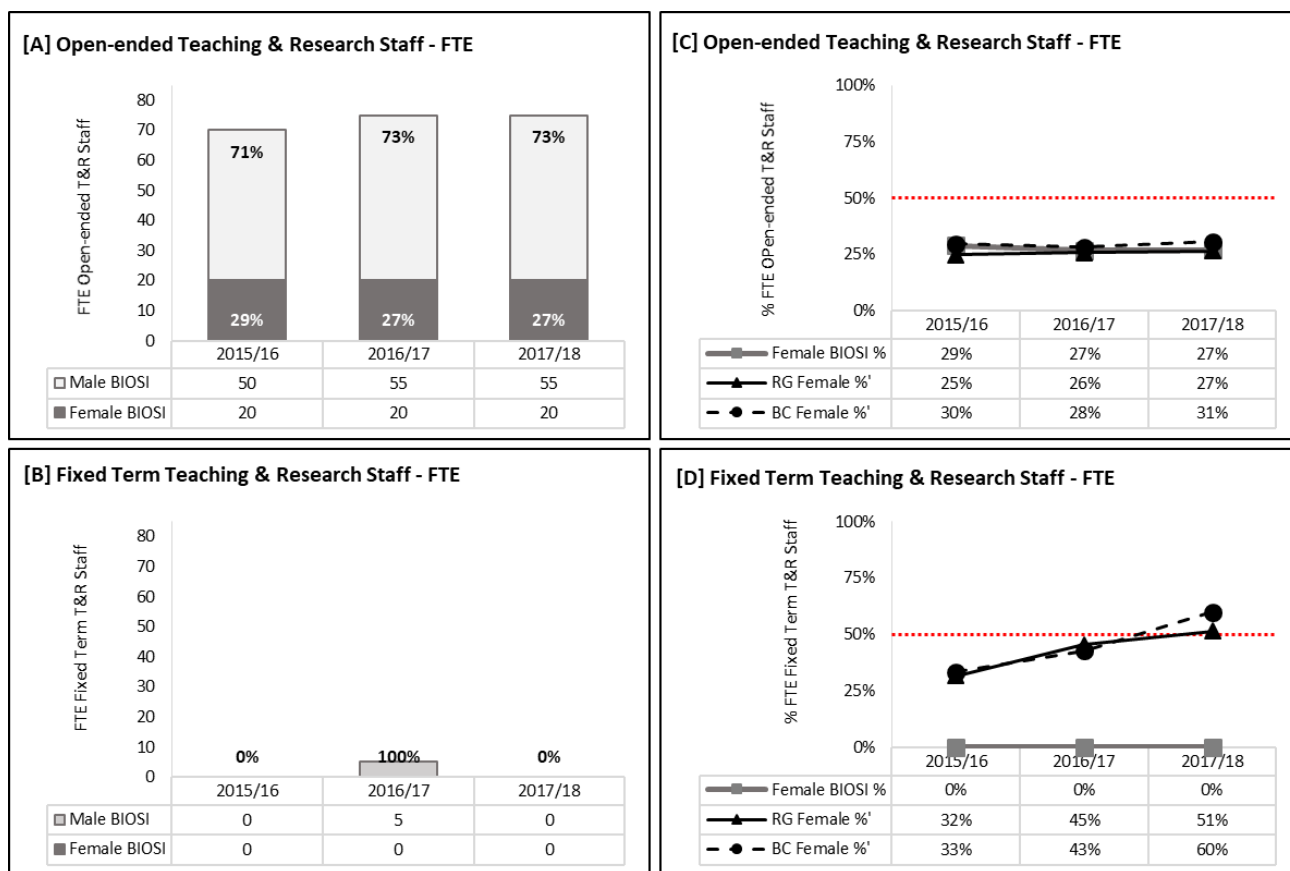


(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

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

**We do not employ staff on zero-hour contracts. We only appoint academic staff on fixed-term contracts under exceptional circumstances.**

- Academic staff are appointed on open-ended/permanent contracts or fixed-term contracts. T&R (**Fig.4.32**) and T&S staff (**Fig.4.33**) are primarily appointed on open-ended contracts. **BIOSI now only recruits fixed-term lectureships to cover maternity leave**; since 2016, three female T&S staff appointed as maternity cover have been retained on open-ended contracts. We now have no T&R staff and only one T&S lecturer on fixed-term contracts.
- T&R open-ended appointments are generally comparable to the sector average, T&S open-ended contracts are primarily female.



**Figure 4.32: All our T&R academic staff are on open-ended contracts [A] and we have no staff employed on fixed-term contracts [B]. Annual proportions and FTE numbers of Academic Teaching & Research Staff by gender. Numbers are compared to Russell Group Universities and our Bespoke Comparators [C, D].**





**Figure 4.32: All our T&S academic staff are on open-ended contracts [A] and we have no staff employed on fixed-term contracts [B] (2018/19).** Annual proportions and FTE numbers of Academic Teaching & Research Staff by gender. Numbers are compared to Russell Group Universities and our Bespoke Comparators [C, D] In 2019/20, we now have one fixed-term T&S female lecturer covering loss of staff.



**Figure 4.34: Proportion of female research staff on open-ended contracts [D] is above sector averages; fixed-term profile [B] is in line with sector.** Proportions and FTE numbers of Research Staff by gender on fixed-term or open-ended contracts. BIOSI numbers are compared to Russell Group Universities and our Bespoke Comparators.

- Research staff are appointed on fixed-term contracts with grant funding for finite projects. There is no apparent gender difference in fixed-term appointments and our data reflect sector averages (**Fig.4.34**).
- Towards the end of a fixed-term contract, staff become eligible for redeployment. University posts are advertised exclusively through redeployment before being advertised externally. Redeployment candidates meeting all essential criteria are short-listed. Pay protection is given to anyone employed at a lower grade than their redundant post. This scheme promotes retention of staff.
- BIOSI has a higher proportion of females on open-ended research-only contracts compared to sector averages. Research staff employed by the University for > 4 years transfer to 'open-ended with relevant factor' status; this grants the same employment rights as permanent staff.

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

**BIOSI staff turnover is ~10% demonstrating good retention of all staff**

- Overall, no apparent gender bias was found in staff departures (54%F; 46%M; **Table 4.8**).
- A similar proportion of female leavers (46%) were reported at University level, comparable with the sector (Advance HE: Equality Higher Education Staff Statistical Report 2018).

**Table 4.8: There is no apparent gender bias in staff departures.** Proportion of Academic and Professional Services staff leaving BIOSI by gender and career pathway, classified as Voluntary (e.g. resignation, retirement and voluntary severance) or Involuntary (e.g. redundancy, expired contract, death).

	2016-17				2017-18				2018-19			
	Academic		Prof Services		Academic		Prof Services		Academic		Prof Services	
	F	M	F	M	F	M	F	M	F	M	F	M
<b>Voluntary</b>	8	6	15	7	12	9	8	6	5	5	5	1
<b>Involuntary</b>	12	10	4	1	12	9	3	3	3	9	1	5
<b>Unknown</b>	0	1	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>20</b>	<b>17</b>	<b>19</b>	<b>8</b>	<b>24</b>	<b>18</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>14</b>	<b>6</b>	<b>6</b>

- Exit interviews will be introduced, where appropriate, to determine reasons for staff departure [Action 7.2]

(3,081 words)

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Silver: 6500 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

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

- Equality of opportunity is achieved through an unbiased advertising process (gender decoding), encouraging diversity. Central HR provides guidance on recruitment, preventing unconscious bias. We explicitly state that we will seek to meet flexible working needs expressed. **All staff involved in short-listing and recruitment undertake unconscious bias training**, which has a strong emphasis on maintaining EDI throughout, to ensure fairness and transparency. Recruitment panels are gender balanced, where possible. '*Chairing interview panels*' courses are currently being delivered within BIOS, increasing our pool of trained chairs.
- Since 2015, fewer women have applied for advertised T&R, Research-only and Senior Professorial positions (Table 5.1). **Although fewer females applied and were therefore shortlisted, women were more successful at recruitment following interview for all career pathways, except at senior level (Table 5.1).**
- We continue to receive fewer applications from females for senior positions, which resulted in no recent appointment of senior females. While there is no gender bias in applications for recent T&S positions, only females were appointed (Table 5.1).

➤ **We will interrogate recruitment data and process, with the aims of improving recruitment of women to senior positions on all pathways and redressing the gender imbalance of T&S staff**  
[Actions 3.1 & 3.2]

**Table 5.1: Total number of applications, short-listing and hiring for academic appointments** (Teaching & Research, Teaching & Scholarship, Senior (Professorial appointment) and Research only) according to gender and grade. *n.b.* Proportion shortlisted and appointed are % per gender.

		Teaching & Research		Teaching & Scholarship		Research		Senior	
		Female	Male	Female	Male	Female	Male	Female	Male
Total Applications	2015	0	0	5	6	141	116	0	0
	2016	5	4	27	22	63	77	2	5
	2017	78	148	14	16	126	282	3	13
	2018	46	63	1	1	242	272	0	0
Total Shortlisted (% shortlisted per gender)	2015	0 (0%)	0 (0%)	2 (40%)	3 (50%)	38 (27%)	20 (17%)	0 (0%)	0 (0%)
	2016	2 (40%)	2 (50%)	7 (26%)	2 (9%)	17 (27%)	13 (17%)	0 (0%)	3 (60%)
	2017	40 (51%)	61 (41%)	5 (36%)	3 (19%)	32 (25%)	66 (23%)	0 (0%)	5 (38%)
	2018	13 (28%)	17 (27%)	1 (100%)	0 (0%)	122 (50%)	43 (16%)	0 (0%)	0 (0%)
Total Appointed (% appointed from shortlisting per gender)	2015	0 (0%)	0 (0%)	1 (50%)	0 (0%)	20 (53%)	5 (25%)	0 (0%)	0 (0%)
	2016	1 (50%)	0 (0%)	0 (0%)	0 (0%)	11 (65%)	7 (54%)	0 (0%)	1 (33%)
	2017	5 (13%)	4 (7%)	1 (20%)	0 (0%)	9 (28%)	21 (32%)	0 (0%)	1 (20%)
	2018	1 (8%)	1 (6%)	1 (100%)	0 (0%)	25 (20%)	14 (33%)	0 (0%)	0 (0%)

## (ii) Induction

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

### Staff induction

- Alongside the University level induction for new starters which includes a 90-day induction checklist for ATLs, **we have introduced quarterly induction sessions**, *'There is no such thing as a silly question'*. These are mandatory for all new joiners and also open to existing staff seeking an update on the professional services and research support available to them.
- **Additionally, a bespoke School-level 'Learning and teaching orientation' day for new academic staff at all grades (and open to all staff) was introduced in September 2019.** This covered all aspects of UG and PG teaching, assessment and administration.
- All early career academics (Grade 6 lecturers) are provided with a mentor during their standard 3-year probationary period, to support teaching, scholarship and research activities. New academics also attend our University training course, *Academic Practice*. On successful completion, staff may apply to be a Fellow of the HEA and are eligible to apply for promotion.

*"I was warmly welcomed to BIOSI this year. Even before my arrival, I got support for practical aspects of living in Cardiff. Once here, key personnel introduced themselves, explaining their roles, which was extremely helpful. The induction session showed me all the friendly faces that keep BIOSI running together. This warm approach is the key to a good start for long-lasting, fruitful collaboration."*

Senior Fellow (F)

## (iii) Promotion

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

**As an outcome of our 2016 Action Plan, promotion of staff to senior T&S posts has increased (Reader: 5F, 3M; Professor: 1M). Overall, successful promotions show no apparent gender bias (47% female)**



- Staff are encouraged to discuss academic promotion criteria and benchmarks with their ATLs and attend University courses, including Promotions information sessions.
- The recent *Academic Promotions Development Programme* (inspired by the Promotions Project at The University of Tromsø - The Arctic University of Norway) is targeted at colleagues who identify as BAME and/or female and are at the transition point between Reader and Professor. The first cohort of 18 staff from across the University participated in 2018/19; including three female BIOSI members (two T&R and one T&S) who had been encouraged by BIOSI to attend.

▪ **Participation in career progression programmes and correlation with promotion outcomes will be tracked and evaluated for success. We will identify further staff members who would benefit from these programmes [Action 3.3]**

- Since 2015/16, more staff have successfully applied for promotion, irrespective of gender or career pathway (Table 5.2 and Fig.4.19).
- A successful action from our previous submission was to support T&S staff applying for promotion. 76% of T&S staff who applied for promotion since 2016 were successful (73% success rate for females).
- More T&S staff have been promoted to senior positions *e.g.* Reader (5 females, 3 males) and Professorial level (1 male) indicating that our implemented actions have impacted positively (Table 5. and Fig.4.192). Since 2019,
- Cardiff University enables Research Fellows to apply for promotion to Senior Research Fellow, and BIOSI saw one successful application (M).
- Extensive feedback is offered, by the HoS and BIOSI's Promotion Panel, to the minority of staff who are not successful in the promotion process, identifying how applications can be strengthened.

➤ **We will continue to collect promotion applications and success rates and will provide constructive feedback to unsuccessful applicants for inclusion in their PDR discussions [Action 7.1]**

**Table 5.2: Total numbers applying for promotion, and % with successful applications by gender for academic years since 2015/16.**

Year	Position	Total Applicants				Success by Gender			
		Female		Male		Female		Male	
2018/19	Personal Chair (T&R)	1	25%	3	75%	1	100%	2	67%
	Reader (T&R)	1	50%	1	50%	0	0%	0	0%
	Reader (T&S)	2	67%	1	33%	2	100%	1	100%
	Senior Lecturer (T&R)	2	50%	2	50%	2	100%	1	50%
	Senior Lecturer (T&S)	2	100%	0	0%	0	0%	-	-
	<b>Year totals</b>	<b>8</b>	<b>53%</b>	<b>7</b>	<b>47%</b>	<b>5</b>	<b>63%</b>	<b>4</b>	<b>57%</b>
2017/18	Personal Chair (T&R)	2	100%	0	0%	1	50%	-	-
	Personal Chair (T&S)	0	0%	1	100%	-	-	1	100%
	Reader (T&R)	0	0%	2	100%	-	-	2	100%
	Reader (T&S)	2	100%	0	0%	2	100%	-	-
	Senior Lecturer (T&R)	1	50%	1	50%	1	100%	1	100%
	Senior Lecturer (T&S)	2	67%	1	33%	2	100%	1	100%
	<b>Year totals</b>	<b>7</b>	<b>58%</b>	<b>5</b>	<b>42%</b>	<b>6</b>	<b>86%</b>	<b>5</b>	<b>100%</b>
2016/17	Personal Chair (T&R)	0	0%	2	100%	-	-	2	100%
	Reader (T&R)	1	20%	4	80%	1	100%	3	75%
	Reader (T&S)	0	0%	2	100%	0	0%	2	100%
	Senior Lecturer (T&S)	1	50%	1	50%	0	0%	1	100%
	<b>Year totals</b>	<b>2</b>	<b>18%</b>	<b>9</b>	<b>82%</b>	<b>1</b>	<b>50%</b>	<b>8</b>	<b>89%</b>
2015/16	Personal Chair (T&R)	2	67%	1	33%	1	50%	0	0%
	Reader (T&R)	1	50%	1	50%	1	100%	0	0%
	Reader (T&S)	1	33%	2	67%	1	100%	0	0%
	Senior Lecturer (T&R)	1	33%	2	67%	1	100%	1	50%
	Senior Lecturer (T&S)	1	50%	1	50%	1	100%	1	100%
	<b>Year totals</b>	<b>6</b>	<b>46%</b>	<b>7</b>	<b>54%</b>	<b>5</b>	<b>83%</b>	<b>2</b>	<b>29%</b>
<b>Totals by Grade 2015 - 2018</b>	Personal Chair (T&R)	5	45%	6	55%	3	60%	4	67%
	Personal Chair (T&S)	0	0%	1	100%	-	-	1	100%
	Reader (T&R)	3	27%	8	73%	2	67%	5	63%
	Reader (T&S)	5	50%	5	50%	5	100%	3	60%
	Senior Lecturer (T&R)	4	44%	5	56%	4	100%	4	80%
	Senior Lecturer (T&S)	6	67%	3	33%	3	50%	3	100%
	<b>Grand totals</b>	<b>23</b>	<b>45%</b>	<b>28</b>	<b>55%</b>	<b>17</b>	<b>74%</b>	<b>19</b>	<b>68%</b>
<b>By Career Path 2015 - 2019</b>	Teaching and Research	12	39%	19	61%	9	75%	12	63%
	Teaching and Scholarship	11	55%	9	45%	8	73%	7	78%
<b>Combined Career Path and gender 2015 - 2019</b>		<b>Total T&amp;R Applicants</b>		<b>Total T&amp;S Applicants</b>		<b>Total T&amp;R Successful</b>		<b>Total T&amp;S Successful</b>	
		<b>31</b>	<b>61%</b>	<b>20</b>	<b>39%</b>	<b>21</b>	<b>58%</b>	<b>15</b>	<b>42%</b>

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

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

**We anticipate a 100% return rate in REF 2021 for our female and male T&R staff**

- A smaller proportion of women were returned in RAE2008 and REF2014 compared to their male counterparts (**Table 5.3**). This concurs with observations at University level, where 52% of the eligible pool of females were selected compared with 67% of the eligible pool of males in REF2014.
- In REF2021, all staff with significant research activities will be required to be submitted (excluding extenuating circumstances). Considerable efforts have gone into achieving equal representation by headcount; output productivity in BIOSI is being monitored through our regular in-house rolling REF2021 exercises, to enable early intervention and provide additional support where required.

**Table 5.3: School submissions to the Research Excellence Framework, presented as returned staff headcount and proportion (percentage), according to gender; <sup>1</sup> it is expected that all T&R staff will be returned for REF 2021.**

	Female T&R staff		Male T&R staff	
	Headcount	% returned	Headcount	% returned
<b>RAE 2008</b>	9	11%	39	47%
<b>REF 2014</b>	18	21%	48	56%
<b>REF 2021</b>	22	100%	57	100%

## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

#### (i) Induction

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

#### (ii) Promotion

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

#### 5.2(i) Induction

- At School-level, the induction process is the same for PS and academic staff (described in **Section 5.1(ii)**). The University provides additional induction for all new PS staff across the institution.

#### 5.2(ii) Promotion

- PS staff posts are defined by job descriptions, so progression is usually achieved by changing roles. Support for PS staff career progression is detailed in **Section 5.4(ii) & (iii)**.
- Development of internal roles and expansion of responsibilities can support regrading. **In 2018/19, five PS staff (4 F; 1 M) applied for regrading within BIOSI and all were successful.**

### 5.3. Career development: academic staff

#### (i) Training

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

- Cardiff University has developed an extensive training programme as part of the '*Cardiff Academic*' and the '*Cardiff Professional*' onto which personal objectives can be mapped for career progression (Section 5.3(i)).
- BIOSI has devised a bespoke training matrix (**Fig.5.1**), which is a key document at PDR. Some University-level training is mandatory for all staff, including EDI, and other BIOSI-specific courses are classed as '**mandatory**' or '**desirable**', depending on the staff role. Uptake of training is good (**Table 5.4**).

	UNIVERSITY MANDATORY COURSES, ALL STAFF							BIOSI-SPECIFIC COURSES							
	University induction §	BIOSI induction §	Information security*	Equality, Diversity & Inclusion*	Fire Safety Awareness*	Counter-fraud and anti-bribery*	Welsh language awareness *	Prevent duty*	Unconscious bias*	Research integrity*	Supervise PhD students §	Fundamentals of health, safety and environment §	Mental health awareness for LMs and supervisor; MHFA §	Skills for recruitment and selection §	Academic Practice (or equivalent relevant teaching experience) §
Renewal (years)			1	3	1		3				3				
Head of School															
Line managers															
Academic staff/researchers															
Technical staff															
Admin staff															
Supervisors of PG students															
Admission team															
Recruitment, selection and promotion panel members															
Panel chairs															
Grade 6 new lecturers (T&R and T&S) probation															
Academic staff who are not FHEA															
Staff working with students															
Staff with major student-facing roles															

Mandatory	Mandatory – where relevant to role	Desirable – where relevant to role	Not required
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\*: Online training

§: Classroom training

All information about University training: <https://intranet.cardiff.ac.uk/staff/your-employment/training-and-development/training-courses/mandatory-training>

Figure 5.1: BIOSI Training Matrix 2019-20.

**Table 5.4: Uptake of training available to Academic staff by gender (2016 – 2019).**

Course Name	Total	Academic Staff			
		Female		Male	
Cardiff Futures	6	5	83%	1	17%
Developing Leaders	2	1	50%	1	50%
Equality and Diversity (Online Module)	85	43	51%	42	49%
Equality and Diversity for Team Leaders and Managers	1	0	0%	1	100%
Heads of School Development Programme	1	0	0%	1	100%
Leadership / Management Training	49	18	37%	31	63%
Moving into Leadership	3	2	67%	1	33%
Practical Leadership for University Management	0	0	0%	0	0%
Professorial Leadership Programme	4	3	75%	1	25%
Understanding Unconscious Bias (Online Module)	50	21	42%	29	58%
<b>Grand Total</b>	<b>201</b>	<b>93</b>	<b>46%</b>	<b>108</b>	<b>54%</b>

- Four of the six staff completing the Cardiff Futures course have since been promoted (all F).

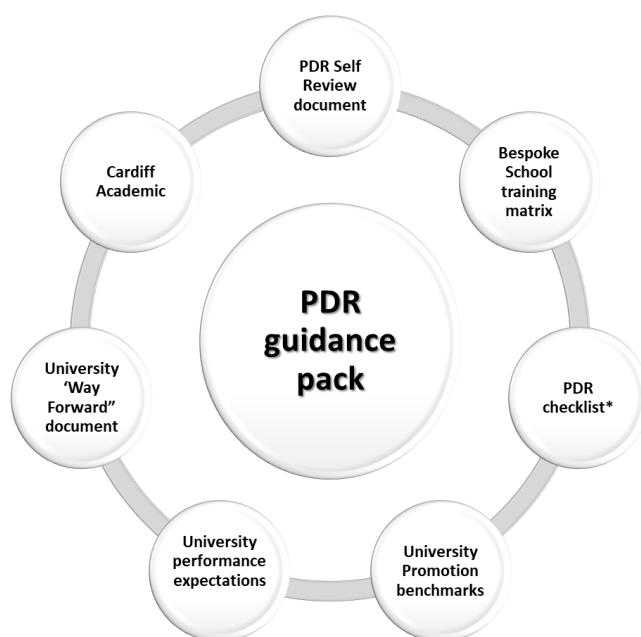
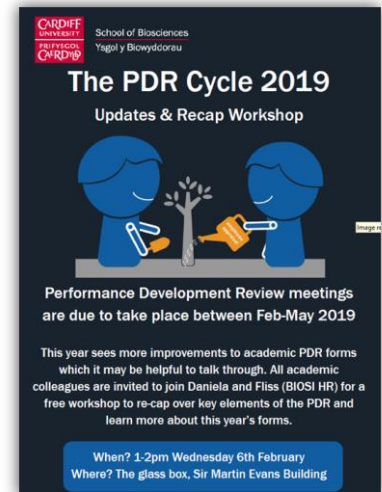


**Cardiff Futures 2019**

## (ii) Appraisal/development review

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

- A new appraisal and staff development review process was implemented University-wide in 2016/17, referred to as the 'Performance Development Review' (PDR). This provides opportunities for all staff and their line managers to reflect upon performance over the previous year and agree objectives and development plans for the forthcoming year.
- 2015 Staff Survey responses indicated that academics felt they did not receive regular feedback from their line managers; to address this issue, BIOSI identified Academic Team Leaders (ATL) who typically manage a team of 4-6 individuals. 25% (n=6/24) ATLs are female. ATLs and their individual team members have regular informal meetings throughout the year, to provide more regular feedback, or review and amend objectives, as necessary. This initiative has been successful (Table 5.7).
- 'How to get the best out of your PDR' sessions are held annually for reviewers and reviewees, as well as mandatory briefing sessions for line managers and ATLs.
- To support this process, we have created PDR guidance pack folders on our virtual learning environment and accessible to all staff (Academics: Fig.5.2; PS staff: Fig.5.10).



**Figure 5.2: Performance Development Review guidance pack for academic staff**

(\* PDR checklist prompts line managers to consider staff for recognition and reward schemes; also encourages alignment of objectives against promotion benchmarks).

- As a result of these actions, we have seen an improvement in engagement with the PDR process since 2015/16 (Table 5.6). Of 195 staff eligible for PDR in 2018/19, all but eight participated, with PS and academic staff engaging equally.

**Table 5.6: We have achieved widespread staff engagement with the Performance Development Review (PDR) process.**

Year	BIOSI % PDR complete	
	Female	Male
2018/19	94%	91%
2017/18	89%	90%
2016/17	99%	100%
2015/16	59%	60%

- The BIOSI 2019 “Positive Working Environment” survey canvassed staff feedback on the PDR process (Table 5.7); the response rate was only 34% which may be attributed to circulating the questionnaire just prior to the start of the summer break. **We will ensure future surveys are released at a more appropriate time in the calendar year.**

**Table 5.7: Academic staff find most aspects of PDR useful. Data from the BIOSI 2019 staff survey (response rate 34%).**

The PDR is useful for:	Female	Male
<i>Reflecting on activities from the last year</i>	68%	76%
<i>Discussions with my Line Manager/Supervisor</i>	79%	81%
<i>Identifying objectives for the next year</i>	71%	67%
<i>Analysing outputs for promotion application</i>	57%	50%

- We will continue to analyse staff engagement with and responses to the effectiveness of the PDR process [Action 7.1]



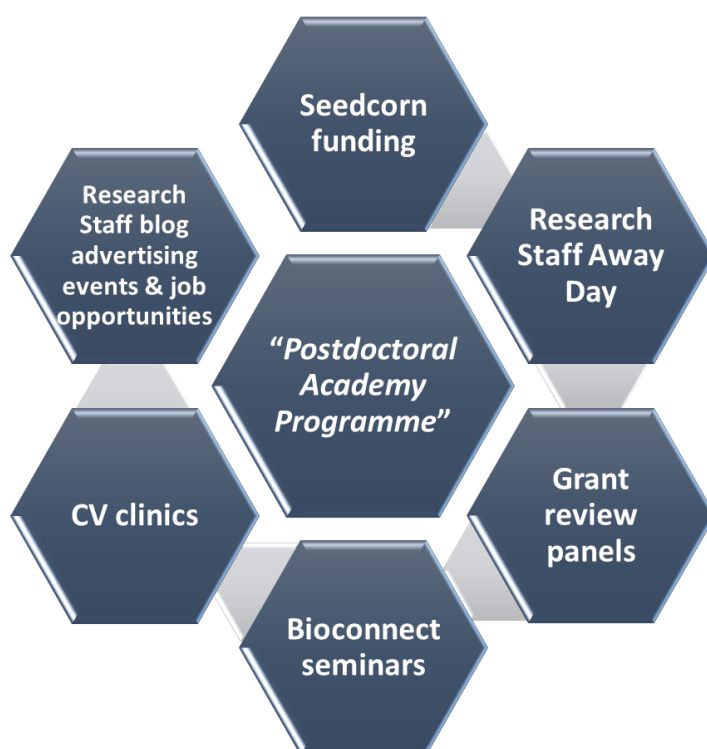
- >68% of academic staff agreed that the PDR was useful in reflecting on activities from the previous year and particularly valued discussions with their line manager (>79% agree). There was little gender difference in responses.
- 57%, irrespective of gender, felt the PDR process was less useful in relation to promotion applications. **Promotion criteria are now discussed during training sessions for line managers and are now included in the PDR guidance pack. We will continue to emphasise to line managers this important aspect of the PDR.**

➤ **Academic reviewers and reviewees will be encouraged to review promotion benchmarks and set at least two annual objectives against these [Action 3.3]**

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

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

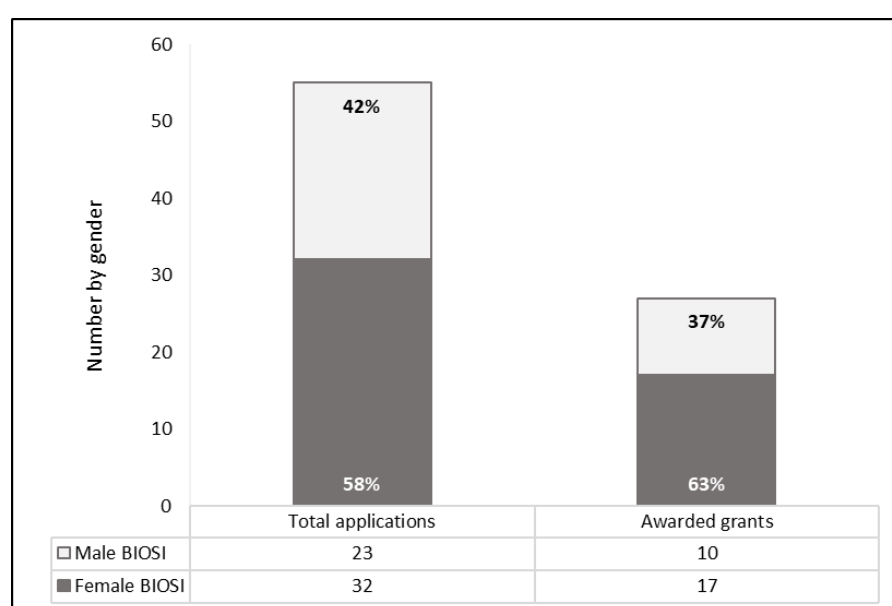
- The Staff and Working Environment Committee coordinates an annual “*Postdoctoral Academy Programme*” aimed at research staff and fellows (**Fig.5.3**). All staff who attended rated the programme as “*very good*” or “*excellent*”.



**Figure 5.3: Annual BIOSI Postdoctoral Academy Programme of activities that are offered to Research Staff.**

## BIOSI Seedcorn initiative has led to three Fellowship awards and three Lectureship appointments

- BIOSI allocates £20K annually for our Seedcorn funding scheme, providing postdoctoral research staff with opportunities to secure independent grant funding.
- The proportion of females applying for this scheme has increased from 41% in 2016/17 to 57% in 2018/19. As a result, more female researchers are successful (63%F, averaged over 4 years) and there is no evidence of gender bias (**Fig.5.4**).



**Figure 5.4: Percentage of BIOSI research staff who applied and were awarded Seed Corn funding according to gender over the last 4 years.**

- 50-60% of awardees published their data in high-impact research papers, demonstrating a tangible impact of introducing this scheme on research staff development.

➤ To sustain this positive impact on research staff career progression, BIOSI will continue to ringfence funding for the Seedcorn awards [Action 2.1]

- Cardiff University has invested in a mentoring platform and runs an academic staff mentoring scheme pairing academics (including research staff) cross-discipline. Targeted areas of support include preparing for academic promotion or Senior leadership roles, maintaining momentum over career breaks and flexible working.
- This year we have established an 'Early Career Researcher Network', which brings together PG students, PDRA and fellows, with the view of fostering collaborations, creating networking opportunities and provide informal advice, with a bespoke programme of career-specific events. This programme also includes presentations from inspiring female role-models.**

**Early Career Research Network Programme**

*All Bioconnect seminars take place on Wednesdays*

Date	Title	Venue	Time
16 October 2019	"How to create and maintain an effective University web staff profile" James Hourihan	E/1.22 & eLEAF	13:00-15:00
23 October 2019	"Clinical Innovation Hub MDT meetings & Accelerate Information Session"	C/0.13	12:00-13:00
06 November 2019	"Supervising final year project students; getting involved in teaching and e-assessment" Prof Steve Rutherford	TBC	13:10-14:00
20 November 2019	"Applying for a fellowship of the Higher Education Academy (FHEA)" Prof Steve Rutherford	TBC	13:10-14:00
27 November 2019	New staff induction: "No such thing as a silly question!" Representatives from teams	E/1.22	13:00-14:30
18 December 2019	"Female academics in leadership roles: non linear career pathways" Prof Isabelle Duranoe	TBC	13:10-14:00
TBC	"How to strengthen your links with industry" Dr Olivera Grubisha, MDI	TBC	13:10-14:00
18 March 2020	"Patenting your research" Rhian North	TBC	13:10-14:00

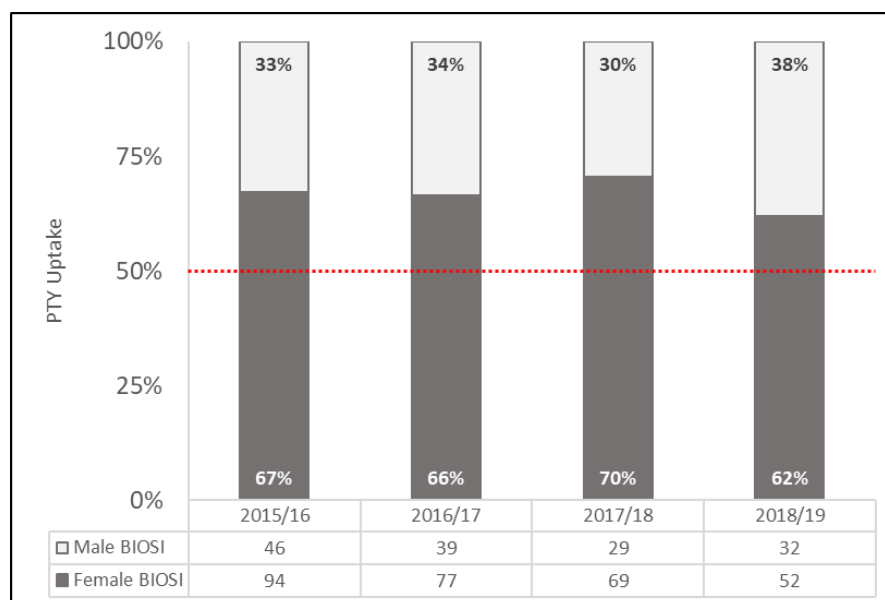
***"BIOSI provided a stimulating and inclusive environment for my transition from PDRA to independent Fellow. Staff were always willing to provide formal and informal mentoring. There was an active Research Staff Group, giving a sense of community. I had good opportunities to apply for independent funding (e.g. BIOSI Seedcorn funding) and assist in student supervision. Together, these provided experience and skills for me to secure my lectureship at Bangor University. "***

Lecturer, Bangor University (F)

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

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

- BIOSI recognises employability as an integral outcome for our graduates and has recently identified a member of academic staff as Employability Lead, to ensure a cohesive approach.
- PGR students participate in the *Early Career Researcher Network* (Section 5.3iii).
- Formal and informal careers advice is embedded through our UG degree programmes. Workshops provide support for CV writing, online applications and interview techniques. Visiting speakers and staff offer role models and evidence from their personal experiences. Personal tutors support students in identifying and applying for graduate career opportunities.
- Our degree programmes offer an optional research placement (sandwich) year (Fig.4.2), providing students with extended research experiences in an external professional environment. There is good engagement with this programme (20-25% of the cohort); 62% of sandwich students are female (Fig.5.5), reflecting the gender distribution of the student population as a whole and demonstrating that there is equal uptake of this opportunity.



**Figure 5.5: The gender distribution of students electing to complete the research placement (sandwich) year reflects the gender distribution of the whole cohort.**

*“My undergraduate placement in Spain was a great way to hone my practical skills and apply them to real-life situations. I really enjoyed working in a lab and recognised that research was a potential career path for me. After my degree, I stayed in Cardiff to do a PhD.”*

Placement student and current PhD student (F)

- BIOSI provides paid Summer research placement opportunities for undergraduates, through participation in internal programmes or with funds from external organisations. Since 2016, BIOSI staff have offered 61 University-funded placements (supervisors: 56%F, 44%M), and 64 BIOSI students (59%F, 41%M) have completed internal placements with Cardiff University, demonstrating equal opportunities through this scheme.

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

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

**There is no difference in the average number of grant applications, awards and grant income to male and female academics in BIOSI**

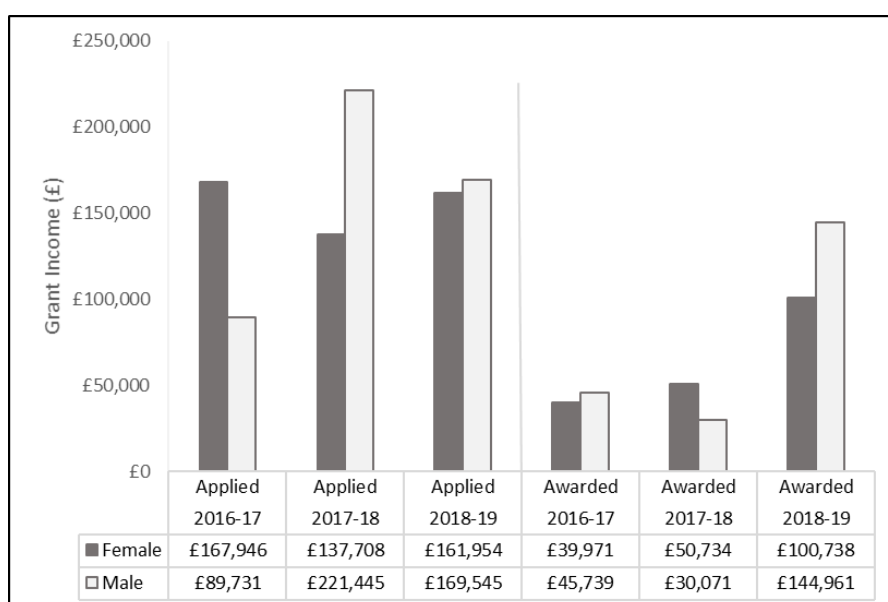
- We have implemented several strategies to support staff applying for funding. A Research Council (RCUK) “grant pitch” event, chaired by two female BIOSI professors who are current RCUK panel assessors, is scheduled in advance of every RCUK grant deadline. Staff intending to submit a grant application prepare a 10-minute presentation outlining their objectives, preliminary data, impact case, etc and constructive verbal feedback is provided.
- BIOSI has created eight central technology hubs providing access to cutting-edge research equipment and facilities to support generation of preliminary data for funding applications.

**This approach has significantly increased the success rate of Research Council funding in BIOSI over the last 3 years (Total Income: Female – £3,318,347 and Male - £9,565,346), which is commensurate with the proportion of females in BIOSI and is now above the national average**

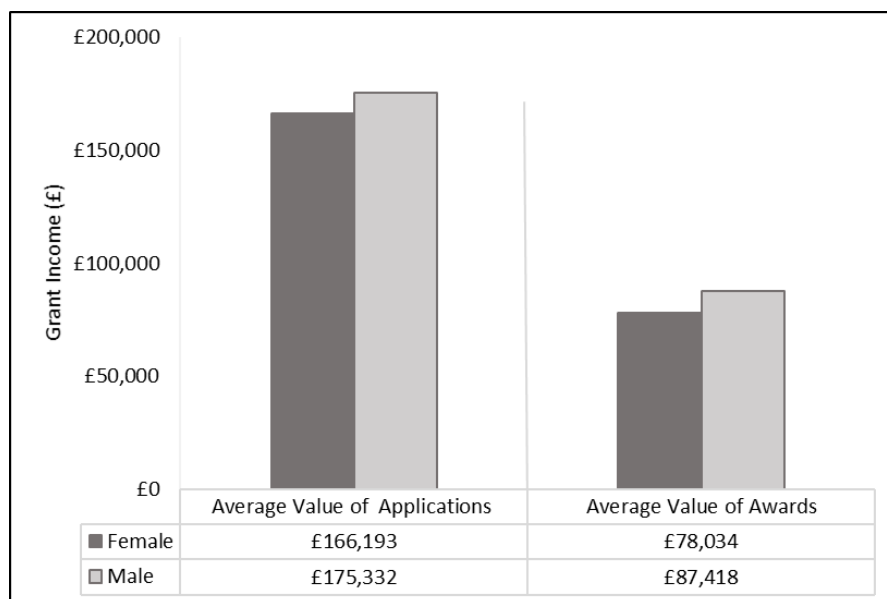
- All prospective grants are internally peer-reviewed by other academics in the specific research field and constructive written feedback is provided.
- Successful grant applications are now uploaded to our School intranet, to enable staff to identify and implement good practice in their own proposals.

**BIOSI grant income has increased by 277% in the last three years. There is no gender difference in the number of applications and size of awards.**

- BIOSI grant income has increased from £6.79M to £18.81M since 2016/17 (**Figs.5.6, 5.7**).



**Figure 5.6: No significant gender differences were observed in average grant income applied for and awarded as principal applicant.**



**Figure 5.7: No significant gender differences were observed in average grant income applied for and awarded (as either principal or co-applicant) between 2016 – 2019.**

#### 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?

###### (ii) 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.

###### (iii) 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.

### 5.4(i) Training

- A common system for training applies to both Academic and PS staff (refer to **section 5.2** for detail), aligning with '*The Cardiff Professional*'.

**Table 5.8: Uptake of training available to Professional Services staff by gender (2016 – 2019).**

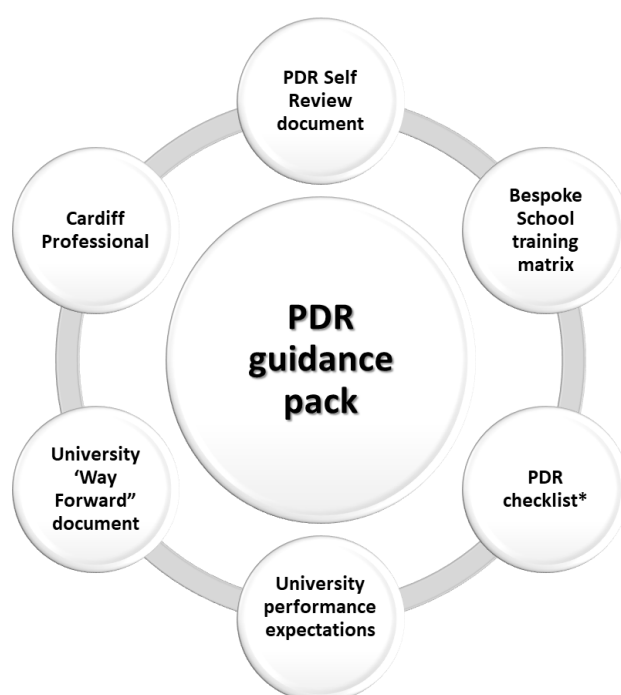
Course Name	Total	Professional Services Staff			
		Female		Male	
Cardiff Futures	1	1	100%	0	0%
Developing Leaders	6	4	67%	2	33%
Equality and Diversity (Online Module)	74	52	70%	22	30%
Leadership / Management Training	29	21	72%	8	28%
Moving into Leadership	2	2	100%	0	0%
Practical Leadership for University Management	2	2	100%	0	0%
Understanding Unconscious Bias (Online Module)	47	37	79%	10	21%
<b>Grand Total</b>	<b>161</b>	<b>119</b>	<b>74%</b>	<b>42</b>	<b>26%</b>

- Female PS staff are more likely to undertake optional training (**Table 5.8**).
- **In the 2015-19 period, two members of PS staff have completed apprenticeships (1F; 1M); both have since secured permanent contracts.**
- **BIOSI has also supported two PS staff to complete NVQ qualifications (1F; 1M).**

### 5.4(ii) Appraisal/development review

- The PDR process for PS staff parallels that for academic staff and a comparable PDR guidance pack is available (**Fig.5.8**).





**Figure 5.8: Performance Development Review guidance pack documentation for PS staff**  
(\* PDR checklist prompts line managers to consider staff for recognition and reward schemes).

- There is good engagement with the PDR (**Table 5.6**).
- Overall, a high percentage of PS staff found the PDR useful in reflecting on activities from the previous year (>76% agree) and particularly valued discussions with their line manager (>78% agree; **Table 5.9**). There was little gender difference in these responses.
- PS staff felt that the PDR was less useful in identifying skills gaps or opportunities for career progression. Such opportunities on this career pathway are reliant on job availability; training is offered to staff to improve their CVs so that when a higher-grade job is advertised, they are eligible to apply.

**Table 5.9: BIOSI 2019 staff survey feedback on the usefulness of different components of the Performance Development review process for Professional Services staff including Admin, MPSS, Technical and Operational. Data were collated from the BIOSI 2019 staff survey (response rate 34%).**

The PDR is useful for:	Female	Male
<i>Reflecting on activities from the last year</i>	76%	83%
<i>Discussions with my Line Manager/Supervisor</i>	78%	100%
<i>Identifying objectives for the next year</i>	64%	50%
<i>Identifying skill gaps for career progression</i>	39%	0%

- We will use the PDR process to highlight training and career development opportunities for PS staff [Actions 4.1 & 4.2]
- We will continue to survey opinions on the effectiveness of the PDR process, with a focus on male PSS [Action 7.1]

#### 5.4(iii) 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.

- BIOSI benefits from having HR professionals in-house, and PS staff are encouraged to speak to them about all aspects of career progression.
- Internal opportunities for development are highlighted, *e.g.* maternity vacancies can be backfilled to allow staff to 'act-up'. Secondment opportunities are also advertised.

***"The training opportunities I received during my career in BIOSI have provided me with experience and skills necessary to attain higher grades and improve my career prospects."***

MPSS, School of Biosciences (M)

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

Note: *In most cases, PS staff and academic staff data cannot be presented separately, due to small numbers*

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

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

**BIOSI commit to covering the maternity leave of all early career researchers, regardless of their funding source**

- For all staff, the local HR Advisory team ensure the employee is aware of the legal aspects of maternity/adoption leave and pay prior to the commencement of leave, as well as the best use of accrued annual leave; applicable College-wide initiatives are also highlighted.
- Once line-managers are made aware of maternity, Maternity Risk Assessments are carried out in discussion with our Health, Safety and Environment officer who can consult with central HR for further guidance on possible adjustments to the physical environment, workload and/or working pattern. All arrangements for the period before, during and after the leave are then confirmed in writing.
- Since 2016, BIOSI has implemented a new initiative for T&S staff. Maternity/adoption cover is now introduced a few months before the expected leave date, to enable the academic to conduct a 'phased handover' of teaching and administrative responsibilities; this also gives an opportunity to reduce workload in the final trimester of pregnancy. This initiative has been widely welcomed.
- Although maternity/adoption cover for T&R females has not been implemented, BIOSI have introduced a policy following leave which provides 'protected' time to re-establish research project by facilitating a phased return to teaching duties.

***"When I became pregnant, BIOSI supported me by:***

- (i) Providing regular assessments throughout my pregnancy and, as needed, giving me flexible working hours, an ergonomic chair and a parking space.***
- (ii) Helping me to choose shared parental leave as the best option for my family.***

***This gives me confidence that having a baby as an early career researcher will not adversely affect my future in science."***

Research Assistant and part-time PhD student (F)

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

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

- There are ten optional Keeping in Touch (KIT) days which can be utilised by academic and PS staff, without detriment to maternity leave entitlement.

- While on leave, all staff are invited to visit BIOSI at any time and receive invitations to any notable celebration events. Messages are sent via post and staff have an opportunity to provide an alternative e-mail address, preventing the need to check work accounts.

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

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

**BIOSI continues to pay maternity cover for an additional three months after the maternity/adoption leave, to support an effective phased return**

- On return, the line manager and staff member discuss practical arrangements *e.g.* requirements for lactation. Informal mentorship for maternity returners has also been developed in BIOSI; returning staff can be paired up with others who have recently been in the same situation to provide support and practical advice. This was previously arranged informally but has now been formalised in our '*Parental Leave and Return Advice Checklist*'.

➤ **We will formally implement the “*maternity buddy scheme*” as an additional mode of support in the transition back to work and it will be extended for adoption/parental leave returners [Action 5.2]**

- In 2019, the University introduced a Returners Support Scheme (RSS) with the aim of better supporting colleagues returning from an extended period of leave (>16 weeks). The RSS offers options for returning staff, *e.g.* support and assistance in grant writing, short-term research support, reduction in management/administrative duties for a defined period. As this is the pilot year, there are no data yet on its uptake.

***“I used annual leave to phase my return from maternity leave. Provisions were made to cover some of my teaching and pastoral duties. I was able to hand over to my replacement before I left; she debriefed me and handed things back on my return.”***

SL (T&S) (F)

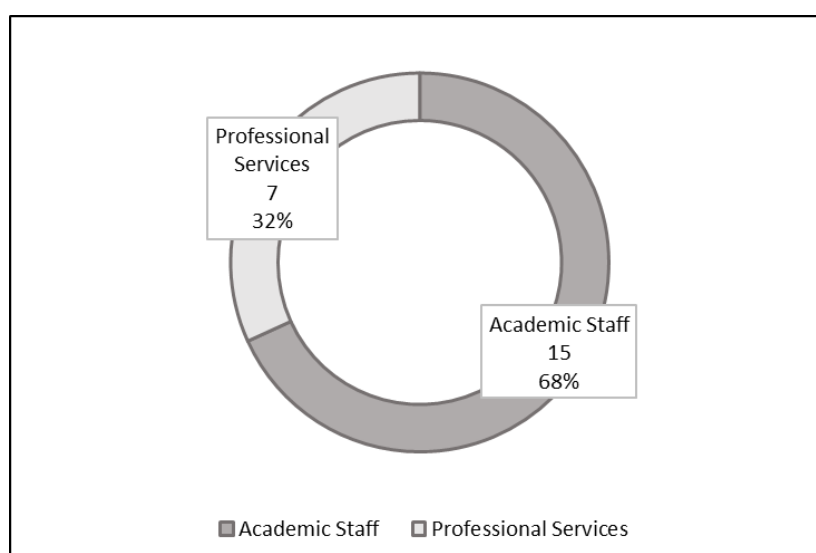
- Cardiff University Daycare Centre is available for staff and students throughout the year, and currently cares for children of five BIOSI staff. The University Daycare operates a salary sacrifice scheme allowing fees to be paid from gross salary; Government childcare vouchers can also be used.

➤ **We will track the uptake and impact of the RSS to determine the success of its introduction**  
[Actions 5.1 & 7.1]

#### (iv) Maternity return rate

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

- 22 staff members have taken maternity/adoption leave over the last 3 years (**Fig.5.9**).
- 96% of staff returned and their retention has been subsequently monitored (**Fig.5.10**). The research contract for one academic (Research-only career pathway: fixed-term appointment) expired during her maternity leave so she did not return, and two PS staff resigned following completion of maternity leave.

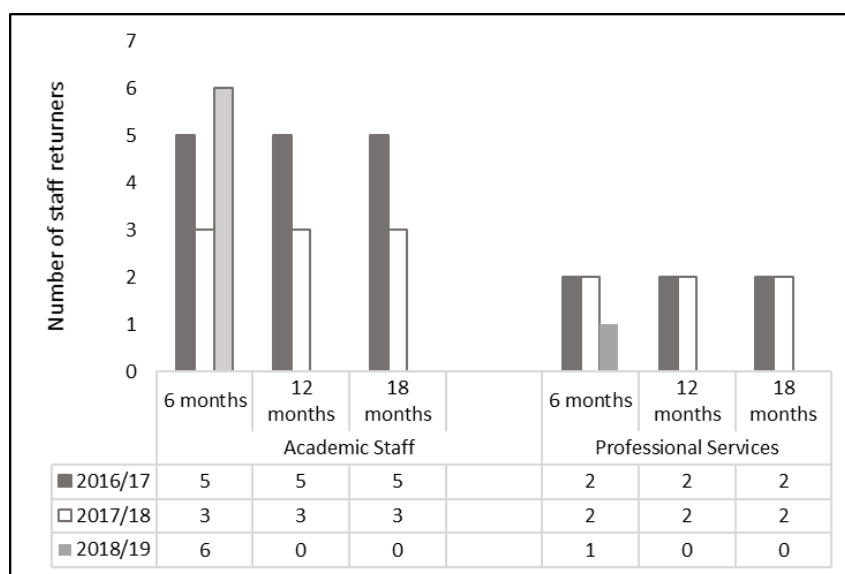


**Figure 5.9: Numbers of BIOSI staff who have taken maternity/adoption leave over the last 3 years according to career pathway.**

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

- BIOSI continues to maintain an excellent record of staff returning to work following maternity/adoption leave (**Fig.5.10**).
- Although the data are incomplete for 2018/19, of those staff who returned from Maternity/Adoption leave in 2016/17 and 2017/18, **there is a 100% retention of academic and PS staff at 18 and 12 months respectively.**



**Figure 5.10: Proportion of BIOSI staff (expressed as a percentage) remaining in post six, twelve and eighteen months after return from maternity/adoption leave according to career pathway.**

- **We will continue to review these numbers to ensure retention of staff on both career pathways, following maternity/adoption leave, and instigate exit interviews to understand reasons for departure [Action 7.1]**

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

Provide data and comment on the uptake of these types of leave by gender and grade.

Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

- Staff are made aware of paternity and shared parental leave via online information on the University webpages. Local HR also provides practical advice to assist with parental planning.
- Adoption leave is included in Maternity data since numbers are low and support is identical (Fig.5.9).
- Data for paternity and shared parental leave have been partially aggregated due to small numbers involved. Uptake of paternity leave appears low (Table 5.10), but in many cases informal working arrangements are reached with line managers enabling staff to use annual leave during the second week of paternity rather than reducing salary income.
- Currently, only a very small number of staff have utilised the shared parental leave scheme (three females: two T&S academics and one research-only staff); this is likely due to the scheme not being financially viable to many staff.
- As per University policy, BIOSI offer emergency leave in support of dependents (<5 days paid leave per annum) and parental leave (< 18 weeks unpaid leave until the child's 18<sup>th</sup> birthday). There is very little uptake of parental leave (two PS staff; M: 1 week; F: 4 weeks).

**Table 5.10:** Number of staff taking paternity or shared parental leave by academic year since 2015/16. Due to small numbers, data have been aggregated for Academic and Professional Services staff and the totals over the last 3 years presented.

	2016/17		2017/18		2018/19		Total	
	F	M	F	M	F	M	F	M
<b>Paternity</b>	0	3	0	2	0	2	0	7
<b>Shared Parental Leave</b>	1	0	1	0	1	0	3	0

➤ We will continue to review these numbers and identify ways to improve awareness of options available to parent and parents-to-be [Action 7.1]

(vi) Flexible working

Provide information on the flexible working arrangements available.

**Flexible working was identified as a strong positive in the School annual “Positive Working Environment” survey; > 83% of all staff, irrespective of gender and career pathway, agreed there was a degree of flexibility in their working hours**

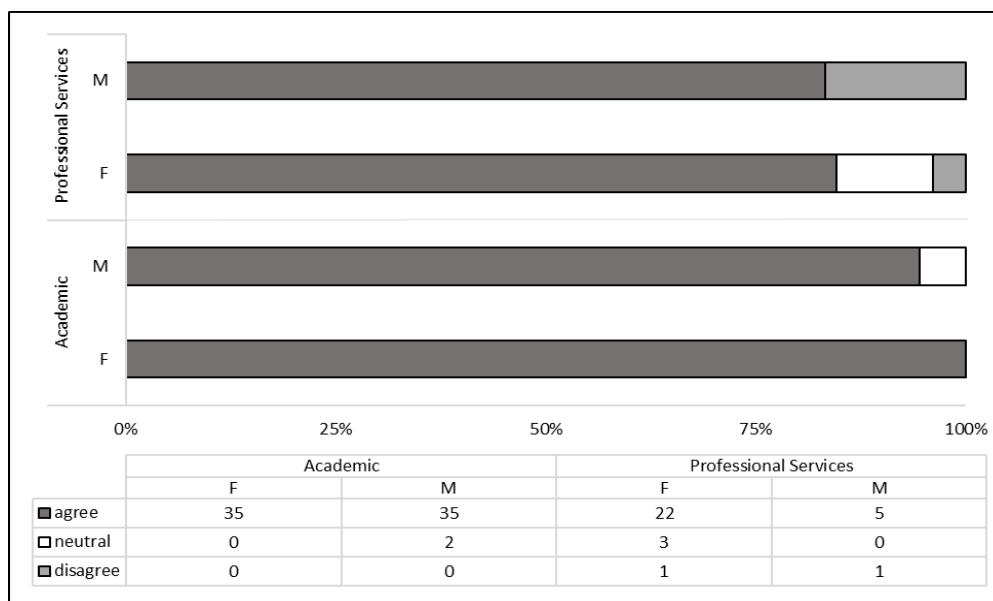
- Flexible working is available through formal and informal arrangements encompassing part-time, compressed hours, term-time working and job sharing. A 12-week trial of the new arrangement occurs prior to any formal switch.
- Information and guidelines are provided on the staff intranet (and highlighted in the staff welcome pack) and are widely advertised via BLS College communications as well as in discussion with line managers. All formal flexible working requests are considered by the HoS; a compromise is sought if it is not possible to accommodate in full and staff also have access to an appeals procedure.
- 12% of all academic staff (9% of females) and 14% of all PS staff (19% of females) currently have formal flexible working arrangements (**Table 5.11**).

**Table 5.11: Number of staff with formalised flexible working arrangements (2018/19).**

	Female employees		Male employees	
	Number	% all females	Number	% all males
<b>Academic Staff</b>	8	9%	4	4%
<b>Professional Services Staff</b>	13	19%	3	7%

- Line managers are encouraged to act flexibly where possible. The **BIOSI 2019 staff survey captured the wider extent of informal flexible working arrangements (Fig.5.9)**. Male PSS (technical & operational) perceive less flexibility reflecting their job role providing services during core hours.





**Figure 5.11: Nearly all staff agree with the statement that ‘I am given informal flexibility in my working hours’.** Data was collated from the BIOSI 2019 staff survey (response rate 34%).

- **Where possible, BIOSI also offers staff the opportunity to be appointed during term-time only;** this facilitates recruitment and retention of excellent PS staff with childcare responsibilities who might otherwise not have been able to fill their roles.

***“Flexible working has been a Godsend, allowing me to spend more time with my children, whilst managing a busy facility.”***

MPSS, School of Biosciences (M)

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

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

For details, see **Section 5.4.iii.**

*“BIOSI has supported changes in my working arrangements throughout my career. On returning from maternity leave, I was able to reduce my Lecturer contract to 0.8FTE and maintained this for 12 years. Since reverting to full-time, I have worked compressed hours, allowing me to maintain an effective work-life balance without impairing career progression.”*

Reader (T&S) (F)

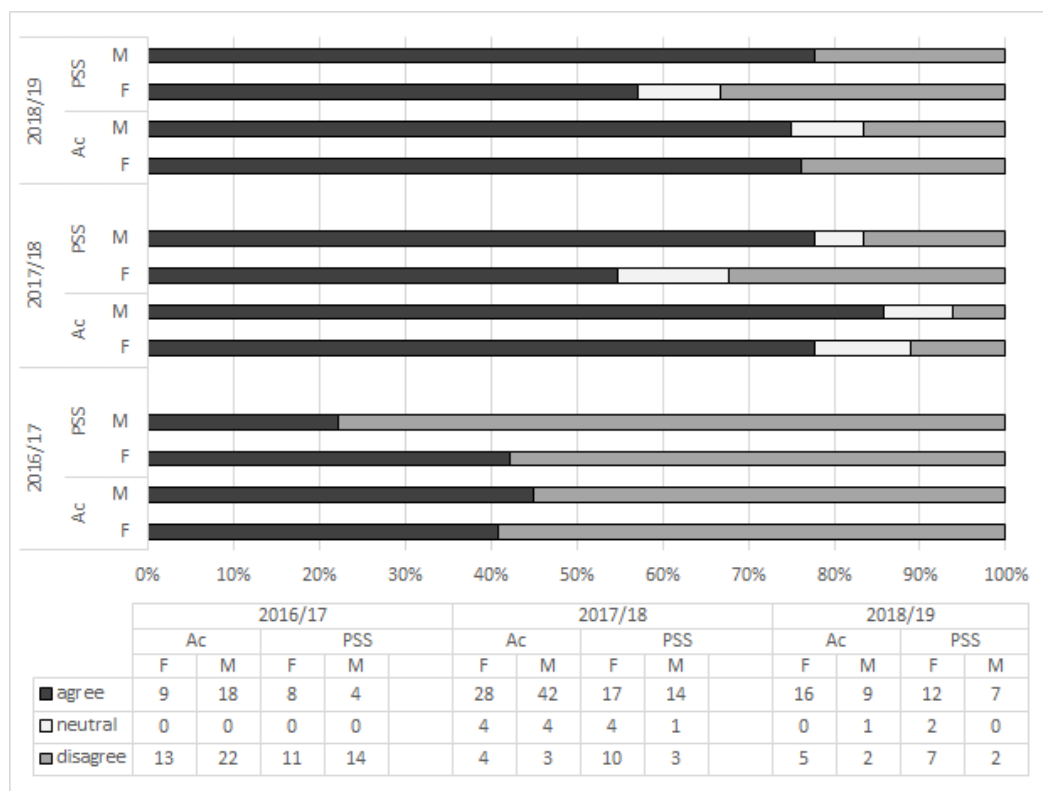
#### 5.6 (i) Organisation and Culture

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

**Positive responses for ‘BIOSI promotes gender equality’ from Professional Services staff have improved this year and are now in line with those from Academic staff**

- **Athena SWAN Charter principles are firmly embedded within BIOSI’s ethos and are a standing item on all School committee agendas, ensuring it remains a core focus.**
- Our 2016 Silver Athena SWAN award plaque is prominently positioned in the School foyer with photos of the prize-giving ceremony intermittently revolving on screens in our public spaces.
- **Our annual Athena SWAN survey is disseminated to all staff in BIOSI to capture current perceptions and identify opportunities for improvement.**
- These surveys show that BIOSI staff now have a better awareness of the extent of the Athena SWAN remit (**Fig.5.12**). More than 70% of all staff now agree that they recognise the application of the agenda to PS, as well as academic staff; this has increased from ~40% in 2016-17. However, there is less agreements from female PS staff (57% agree).

➤ **We will target specific information concerning the wider remits of Athena SWAN to female PS staff in 2019/20 [Action 6.2]**

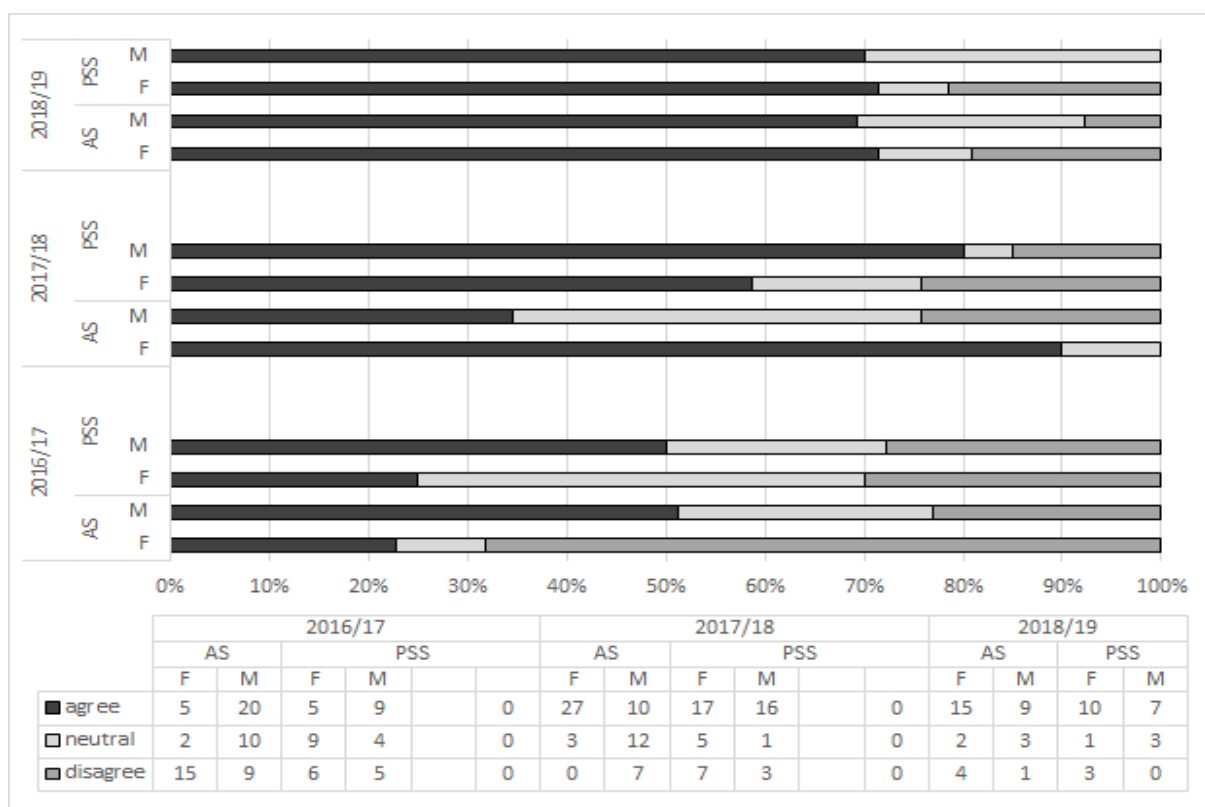


**Figure 5.12: Both academic and professional services staff are now more likely to agree that they are 'aware that AS covers all staff, including professional services.'** Data collected from annual Athena SWAN staff survey; responses from academic staff (AS) and professional services staff (PSS) are shown separately.

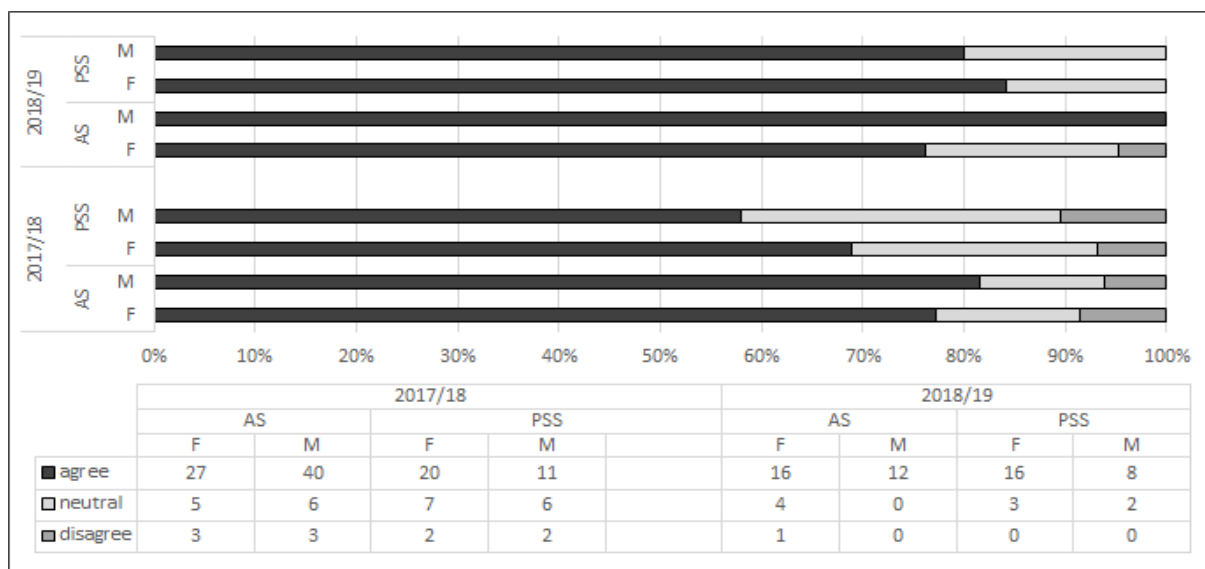
- Building on our regular Athena SWAN staff surveys and acting on direct feedback, in the last couple of years BIOSI has promoted inclusivity by:
  - Providing a large staff tearoom to facilitate interactions amongst all staff members and PhD students
  - Refurbishing existing on-site family room facilities
  - Refurbishing existing on-site 'quiet room'
  - Identifying 15 gender neutral toilets, in addition to 7 gender neutral accessible toilets, for use by all staff and students
  - Refurbishing common areas where students can relax and interact
  - Establishing BAME/LGBT+ groups with representatives from the whole School (UG students to senior academic staff)
  - Identifying diversity champions (LGBT+ and intersectional BAME/LGBT+) and dignity advisers for both staff and students

As a result of our EDI initiatives, 84% of our staff now agree that BIOSI promotes gender equality

- More staff now agree that there is gender equality in BIOSI and that our workplace is free from bias (Fig.5.13).
- More staff also agree that BIOSI promotes gender equality (Fig.5.14).

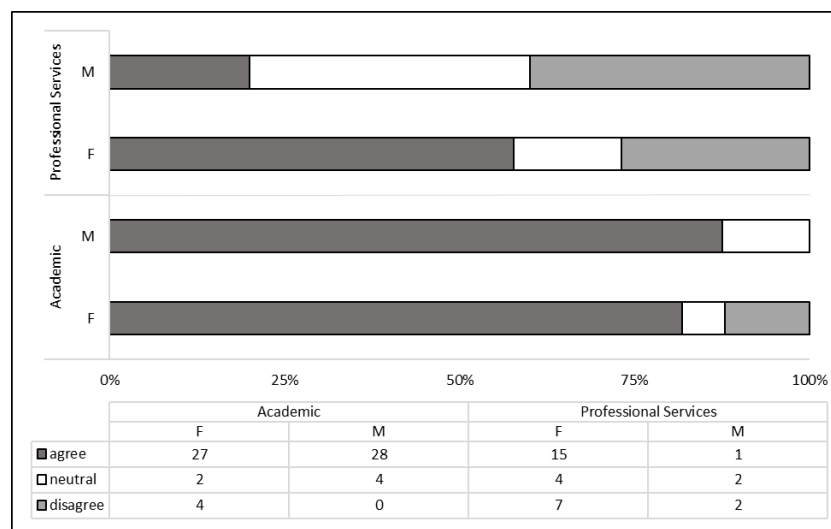


**Figure 5.13: Staff agree with statements that 'There is gender equality in BIOSI' and 'The School is free from bias'.** Data collected from annual Athena SWAN staff survey; responses from academic staff (AS) and professional services staff (PSS) are shown separately.



**Figure 5.14: Staff agree with the statement that ‘The School promotes gender equality’.** Data show responses collated from annual Athena SWAN staff survey; responses from academic staff (AS) and professional services staff (PSS) are shown separately.

- To emphasise work/life balance, most senior management and other colleagues include a statement at the end of their email signature stating ‘I do not expect a response to this email outside of your normal working hours’.
- Staff are reminded regularly of their annual leave entitlement and its full use is encouraged, to ensure mental and physical well-being.
- Our SWE committee has developed a communications strategy, to minimise the frequency of blanket emails, making better use of the shared online forum, Yammer.
- Where possible, School meetings are scheduled to begin within core hours (9:30am – 3pm) to remain inclusive to staff who have caring responsibilities, although other meetings may be arranged outside these times.
- Overall, most staff agreed with the statement that ‘the School makes every effort to hold meetings and events in ‘core hours’’. We recognise that fewer academic females (79%) agreed, compared to males (88%; **Fig.5.15**); PS staff also felt strongly that this policy was not adhered to, irrespective of gender (female: 27%; male: 50%). We will seek to address this [**Action 6.3**].



**Figure 5.15: Most staff agreed with the statement that ‘the School of Biosciences makes every effort to hold meetings and events in ‘Core’ hours’.** Data were collated from the BIOSI 2019 staff survey (response rate 34%).

- We will clarify, communicate and better enforce School policy and monitor meeting scheduling to ensure inclusivity of all staff [Action 6.3]
- We will continue to survey our staff on an annual basis to ensure promotion of best practice and to canvass where further improvements can be made [Action 7.1]

## (ii) HR policies

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

- A qualified HR Advisor and Administrator are embedded within BIOSI to enable efficient support for all staff and consistent application of HR policies. **The HR Advisor also sits on the SAT.** The HR team have been given private office space, to facilitate confidential discussion.

- Our recent staff survey highlighted the need for clearer mechanisms to report bullying. BIOSI has now appointed four dignity advisors (all female; two academic and two PS) who are key points of contact for staff to discuss bullying or harassment. In addition, documents outlining appropriate e-mail and meeting behaviours have been circulated to all staff.
- Training is given on providing advice, support and signposting the reporting process.

➤ **We will expect to see an improvement in Staff Survey responses concerning improved clarity in policies/practices concerning reporting equality, dignity at work, bullying and harassment [Action 6.5]**

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

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

**Female representation on School committees has increased from 43% to 48% since 2016, reflecting the current School composition**

- We have achieved better parity in representation of men and women on departmental committees, including diverse membership of academic and PS colleagues, and postgraduate and undergraduate students (**Table 5.12**). Committee representation by gender and career pathway has remained stable since 2016.

**Table 5.12: School committees have good gender representation in each constituency of the population.**

	2016-17				2017-18				2018-19			
	Female		Male		Female		Male		Female		Male	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Academic	47	26.0%	76	42.0%	53	29.8%	69	38.8%	58	28.3%	83	40.5%
Research	5	2.8%	4	2.2%	5	2.8%	5	2.8%	3	1.5%	2	1.0%
MPSS	20	11.0%	15	8.3%	19	10.7%	15	8.4%	24	11.7%	17	8.3%
Student	6	3.3%	8	4.4%	7	3.9%	5	2.8%	14	6.8%	4	2.0%
<b>Total</b>	<b>78</b>	<b>43.1%</b>	<b>103</b>	<b>56.9%</b>	<b>84</b>	<b>47.2%</b>	<b>94</b>	<b>52.8%</b>	<b>99</b>	<b>48.3%</b>	<b>106</b>	<b>51.7%</b>

- We now have an almost 50:50 gender composition for most key decision-making committees (Table 5.13; Fig.2.5).
- Although there are more male chairs overall, several of our committees involve a female deputy chair e.g. Executive Team.

**Table 5.13: Gender representation on School committees has improved over the past three years.**  
Gender of chairperson is designated by grey shaded box. \* Two female co-chairs.

Committee	2016/17				2017/18				2018/19			
	Female		Male		Female		Male		Female		Male	
Executive Team	2	33%	4	67%	3	50%	3	50%	3	50%	3	50%
School Board	9	36%	16	64%	12	48%	13	52%	10	43%	13	57%
Research	5	33%	10	67%	4	31%	9	69%	5	38%	8	62%
Strategic Education	6	50%	6	50%	4	67%	2	33%	3	50%	3	50%
Staff and Working Environment	9	69%	4	31%	9	75%	3	25%	11	85%	2	15%
Safety, Health & Environmental Protection	6	33%	12	67%	6	33%	12	67%	7	35%	13	65%
Technology Hubs	1	8%	11	92%	2	15%	11	85%	2	11%	16	89%
Research Ethics	5	50%	5	50%	6	55%	5	45%	5	42%	7	58%
IT Strategy	3	25%	9	75%	5	42%	7	58%	4	36%	7	64%
Athena SWAN Self- Assessment Team	12	80%	3	20%	11*	79%	3	21%	13*	76%	4	24%
Undergraduate Board of Studies	14	50%	14	50%	14	50%	14	50%	22	59%	15	41%
Postgraduate Board of Studies	3	50%	3	50%	3	50%	3	50%	6	46%	7	54%
Masters Board	3	38%	5	62%	2	29%	5	71%	4	57%	3	43%
Field Studies Group	0	N/A	0	N/A	3	50%	3	50%	3	50%	3	50%
<b>Total number and overall average</b>	<b>78</b>	<b>43%</b>	<b>102</b>	<b>57%</b>	<b>84</b>	<b>47%</b>	<b>93</b>	<b>53%</b>	<b>98</b>	<b>48%</b>	<b>105</b>	<b>52%</b>

- Holding administrative/managerial responsibilities is a benchmark for promotion. The number of females successfully being promoted in BIOSI reflects equal opportunities to sit on and chair committees.



- Committee members are appointed based on their roles and previous experience as well as the constituency they represent. Commitment to committee work is captured by the WLM, enabling duties to be distributed fairly. Typically, people sit on < 2 committees (excepting Deputy HoS).

➤ **We will continue to review gender representation on committees and identify opportunities/training for females to chair key decision-making committees [Action 6.4]**

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

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

**Considering the profile of academic staff in the School, female and male staff are equally likely to hold external positions of influence**

- Staff are encouraged to participate in influential external activities, by their Heads of Divisions, academic team leaders and/or line managers; such activities are recognised in the WLM and can be used as markers of esteem in promotion applications.
- Overall, our academics hold >75 senior external positions of influence (47% F); these include membership of influential committees and advisory bodies (**Table 5.14**). BIOSI staff also sit on Editorial Boards of >33 scientific journals.

**Table 5.14: Female and male staff are equally likely to hold influential external positions.** Overview of current committee responsibilities of BIOSI staff (2018/19); n.b. individual staff may hold more than one position.

External organisation	Total number	Female-held positions		Male-held positions	
		Number	%	Number	%
Research Councils	16	11	69%	5	31%
Learned/Scientific Societies	13	10	77%	3	23%
Conservation/Medical Charities	5	3	60%	2	40%
Government Advisory Bodies	15	3	20%	12	80%
External examiner: UG/PG	26	8	31%	18	69%
<b>TOTAL</b>	<b>75</b>	<b>35</b>	<b>47%</b>	<b>40</b>	<b>53%</b>

- **We will aim to encourage more staff, especially early career staff, to develop external networks and participate in external committee work. This will be achieved by highlighting vacancies widely via staff communication channels and using the PDR process to identify training needs and potential opportunities for individuals [Action 3.3]**

(v) **Workload model**

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

**There is no gender bias in workload distribution in BIOSI**

- A University-wide workload model (WLM) was introduced in 2016 to ensure transparency and fairness in distribution of duties, including teaching, pastoral and administrative responsibilities. The workload allocation process is complementary to the PDR and career development schemes.
- Flexibility in some of the tariffs has enabled BIOSI to re-apportion hours to specific tasks *e.g.* the SAT members have each been given additional time in 2019, in recognition of the work associated with drafting the Athena SWAN application.
- The *Staff and Working Environment* chair assesses workload distribution across the School to ensure gender parity.
- Irrespective of gender, if the workload of any individual is found to be excessive (*i.e.* far exceeding the Cardiff University standard of 1500 hours based on a 35-hour working week), it is reassessed and redistributed to staff whose activity profile is below average.
- Analysis of workload in BIOSI (2018/19) indicated that there is no significant bias according to gender or career pathway when assessing mean and median total workload (**Table 5.15**).

**Table 5.15: Total workload is evenly distributed according to gender and academic career pathway.**

	Number of Staff	Total FTE	Mean Total Workload	Median Total Workload
<b>All Academic Staff</b>	96	89.7	1635	1544
<b>Female</b>	33	30.5	1553	1514
<b>Male</b>	63	59.2	1678	1557
<b>All T&amp;R staff</b>	76	71.7	1642	1534
<b>All T&amp;S staff</b>	20	18.0	1605	1592

(vi) Timing of departmental meetings and social gatherings

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

- In our 2019 Athena SWAN questionnaire, 53% of staff reported caring responsibilities; there was no gender distinction.
- To accommodate caring responsibilities, the full calendar of committee meetings is available in advance each academic year. Important School meetings are now recorded using lecture capture software and links are released promptly to ensure information is disseminated to staff who are unable to attend.
- Meeting minutes are uploaded onto our intranet, making them available to all staff and postgraduate students.
- Departmental seminars usually occur during the lunchtime period (catered) to encourage attendance. Furthermore, social gatherings, *e.g.* retirement 'send-offs', are scheduled in the afternoon to maximise opportunities for staff participation.

➤ **We will clarify, communicate and enforce School policy on core hours [Action 6.3]**

(vii) Visibility of role models

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

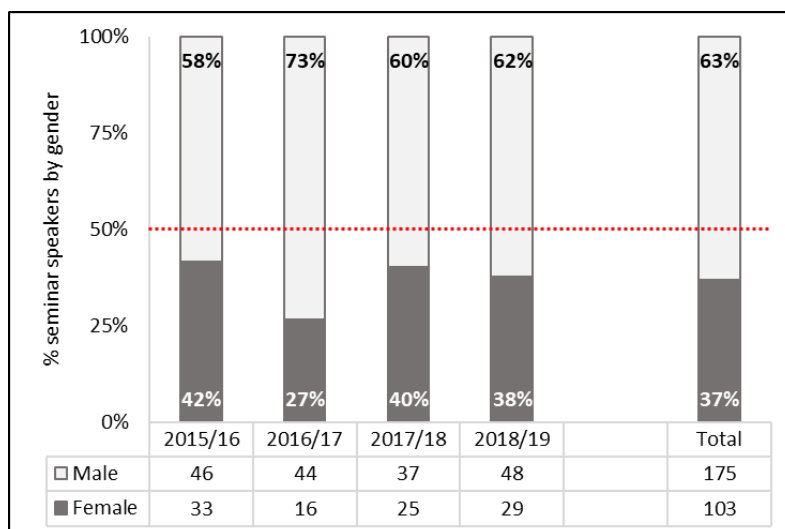
Recent initiatives have improved the visibility of female role models both within BIOSI and outside

- Events aimed at showcasing inspirational women include an annual celebration of International Women's Day (Fig.5.16).



**Figure 5.16: Celebrating International Women's Day 2018 with a poster showing all the women working in the School.**

- Gender equality is considered in seminar series organisation and we aspire to a 50:50 split in the gender of speakers. Posters advertising seminars carry a photograph of the speaker, as well as other identifying information.
  - To address speakers' gender imbalance, representation from Early Career Researchers (more likely to be female) will be sought, and gender representation monitored for balance [Action 2.1]
- The nature of some research specialities means it can be difficult to identify high-profile female scientists, hence females currently make up 37% of our invited speakers (Fig.5.17).



**Figure 5.17: Gender balance of invited speakers to divisional and plenary seminars in BIOSI reflects sector average of senior academics.**

- BIOSI endeavours to reflect the diversity of its student population in all publicity material, including UG and PG prospectuses.
- BIOSI's website has images of male and female students and academics, including different ethnicities (**Fig.5.19**), and this is also observed on our research pages.



**Figure 5.19: Pictorial representation of undergraduate students on the BIOSI webpage (Sept 2019).**

- BIOSI is active on multiple social media platforms, showcasing activities and celebrating achievements of our community. Women feature in 47% of all posts identifying gender (**Table 5.16** and **Fig.5.19**), so female role-models are visible both internally and externally.

**Table 5.16: Social media activity celebrates the activities of female staff and students.** Data collected over a recent two-month period (16/07/19 - 19/09/19).

Platform	Total number of posts	Posts identifying gender	Female featured		Male featured	
			Number of posts	as % gendered posts	Number of posts	as % gendered posts
Twitter	47	41	18	44%	23	66%
Facebook	41	37	16	43%	21	67%
Instagram	15	14	9	64%	5	36%
<b>Total</b>	<b>103</b>	<b>92</b>	<b>43</b>	<b>47%</b>	<b>49</b>	<b>53%</b>

- As the impact of this form of communication is likely to increase, we will continue to monitor our social media activity to ensure the body of posts are equal, diverse and inclusive [Action 7.1]

- Our students are visible as ambassadors on Open and Visit Days throughout the year. In 2018/19, 30 UG student representatives participated (87%F).

- We will seek specifically to encourage more male and BAME students to participate in BIOSI outreach activities so that our ambassadors better reflect the diversity of the population and we recruit a diverse student cohort [Action 7.3]



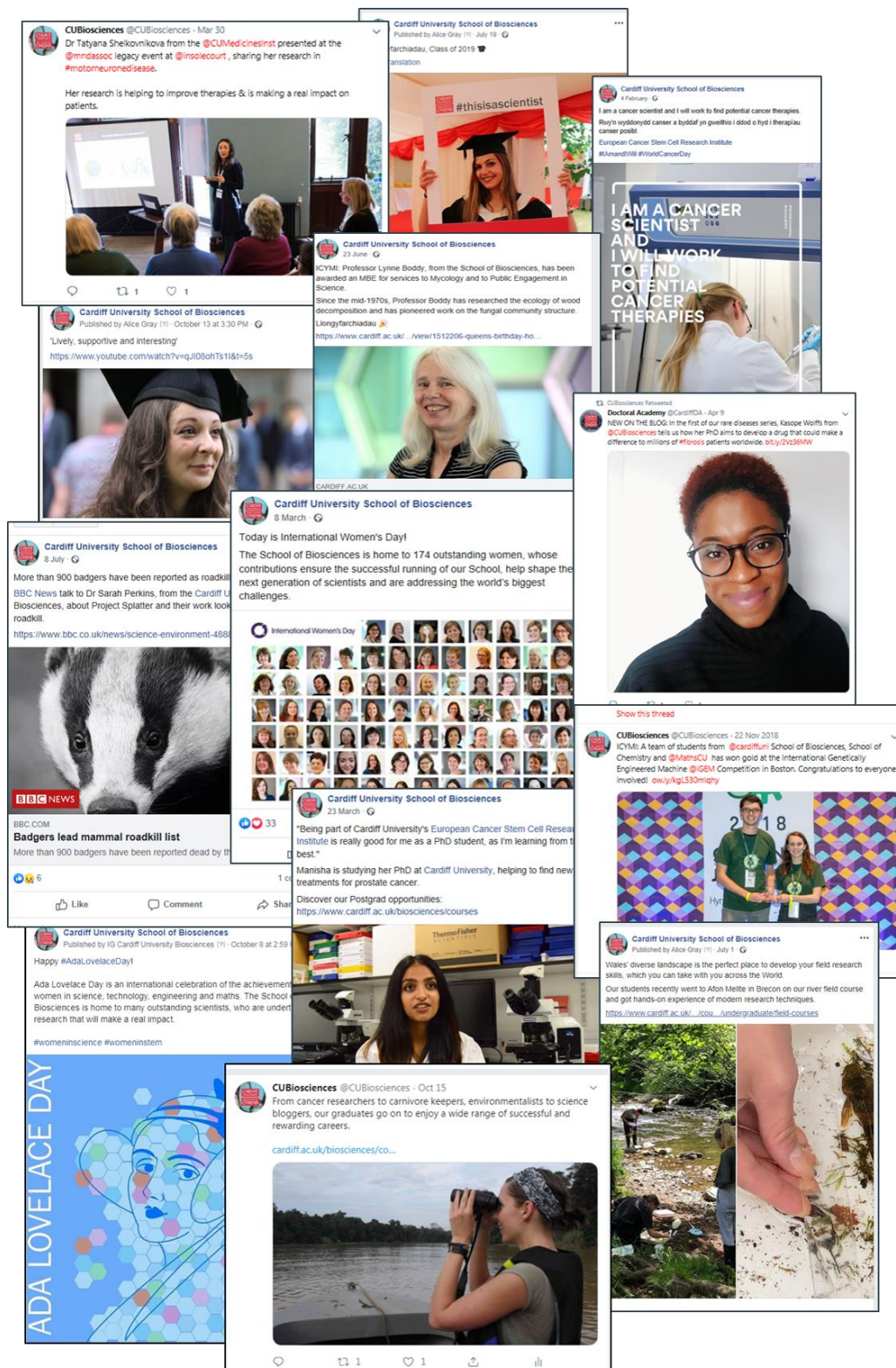


Figure 5.19: Female role models are visible in recent social media posts from the School of Biosciences.

(viii) Outreach activities

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

- We have widespread participation in outreach and engagement activities by staff and students, and this is supported by the School (**Table 5.17** and **Fig.5.20**). Many staff, both male and female, also undertake media activities on an *ad hoc* basis.
- BIOSI staff and students are also active allies in the LGBT+ and BAME communities, contributing to University-level activities and initiatives.

**Table 5.17: Overview of outreach activities involving BIOSI staff and students working together**

<b>Activities at Cardiff University</b>
Open Days and Visit Days
Widening access events <i>e.g. STEM Live!; Science in Health Live!; Brain Bee</i>
Curriculum-linked school activities <i>e.g. Welsh Baccalaureate Conference</i>
<b>External Schools Engagement (primary and secondary schools)</b>
Curriculum support/transition <i>e.g. SEREN activities; Careers and Science Days; Trio Sci Cymru</i>
Curriculum-linked school activities <i>e.g. Blood Bones and Gory Bits; Frozen Ark</i>
PCR loan box scheme
<b>General public engagement at external venues</b>
Science outreach activities <i>e.g. Otters in the City; Brain Games; Biology Week; Suppress the Mess</i>
Public lectures and local groups <i>e.g. U3A; Women's Institute; National Museum of Wales</i>
Annual events <i>e.g. Hay Festival; Greenman Festival; Festival of Nature; Eisteddfod</i>
Citizen Science Projects <i>e.g. BARC</i>
<b>Public Engagement with Specialised Groups (including Charities)</b>
Doctors Academy events
National charity activities <i>e.g. Versus Arthritis; CRUK; Alzheimer's Society; BHF</i>
Sheep Breeders' Round Table
Student Midwife events
<b>International Engagement</b>
Phoenix Project, Namibia





**Figure 5.20: Montage of outreach activities delivered by staff and students of the School.**

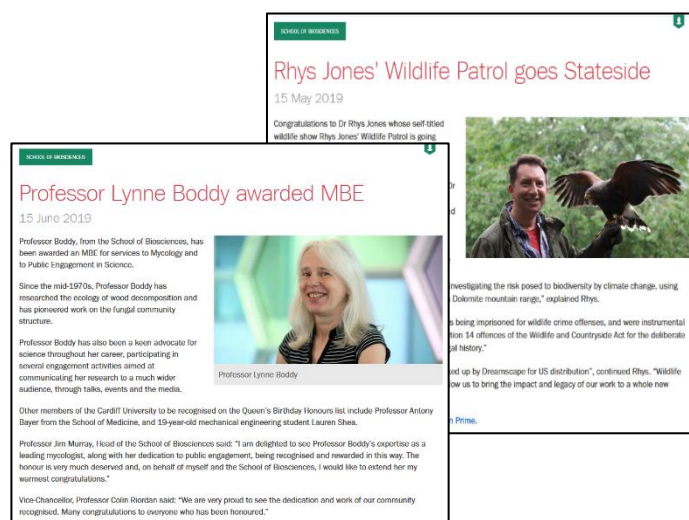
- Academic staff at all grades participate in outreach activities (**Fig.5.21**) and this is recognised formally in the WLM.
- In 2018/19, the WLM of 72% of BIOSI academic staff reported outreach activities, with an average of 23 hours/year included in their workload (**Table 5.18**).

**Table 5.18: Recognition of academic staff contribution to external outreach activities in the workload model (data from 2018/19).**

	Number participating	% population	Average time (hours)	Median time (hours)
Female	24	69%	42	21
Male	47	73%	13	5
All staff	71	72%	23	14

- Although a similar proportion of male and female staff participate in such external activities, the time commitment from females is significantly greater than for males. This is captured in the WLM, although we acknowledge that recording mechanisms could be more detailed and robust.

➤ We will create a fuller live database of external activities [Action 7.1]



**Figure 5.21: External recognition of BIOSI staff engagement activities in 2019.**

- The University promotion criteria include Outreach and Innovation benchmarks, and staff can be promoted on the grounds of excellence in this area, as evidenced in recent BIOSI promotions.

***“BIOSI recognises my experience in science communication and supports my outreach and engagement activities. This has helped promote my work internationally and support my career progression.”***

SL (T&S) (M)

- Our undergraduate students can now complete science communication research projects in their final year, involving development and evaluation of a resource or activity for an external audience. These projects are credit-bearing; staff also receive credit on the WLM for supervising projects. In 2018/19, 10 members of staff (30%F) offered science communication projects; 15 projects were completed by students (73%F). **Female participation reflects the gender balance of staff and student populations.**
- BIOSI’s Innovation and Engagement officer coordinates extracurricular internal and external outreach activities by undergraduate and postgraduate students. **Overall, the gender distribution of participants reflects that of the student population.**
- Training is available and participants are supported to become STEM ambassadors. External records indicate that we have >32 STEM ambassadors (18F: 16M; 25% staff:75% students), however, limitations in the recording mechanism mean that this is an underestimate.
- Students may use outreach activities towards completion of the *Cardiff Award*, a University-wide employability programme.

*(5,468 words)*

## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

(903 words)

## 7. FURTHER INFORMATION

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

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

**The evidence presented in this application focusses primarily on gender issues, but we recognise the wider landscape of intersectionality with other protected characteristics.** We are embracing University-level initiatives to address intersectionality:

- The Vice Chancellor references the importance of this work in his annual address to the whole University
  - The annual CU Senior Staff Away day (attended by HoS of BIOSI) includes a session on ethnicity
  - CU has recruited a Race and Religion Assurance Officer to work specifically on good practice across the University
- A successful work experience pilot for BAME students of a local high school took place in 2019

At School level we have already begun to implement change:

- We now have BAME, LGBT+ and BAME/LGBT+ points of contact for staff and students, working with the BAME Student Officer who is also based in BIOSI

- Although numbers are low (currently 7% BAME staff), we will collect EDI data for staff and students to quantify intersectionality and work to address issues specific to particular groups of individuals

Our 2019 Action Plan will continue to build on the success of our 2016 plan by prioritising two key areas:

**1. Continuing to improve the academic pipeline by better equipping early career researchers (ECRs) to become group leaders by:**

- Inviting ECRs to present at grant pitch events
- Promoting the recruitment of high-calibre female ECRs through the organisation of a Fellowship Support Programme for internal and external candidates, by advertising our 'Fellows Day' externally, and by offering the opportunity for 1:1 mentoring
- Retaining high-calibre female group leaders on Fellowships via contract extension or permanent appointments at the end of the Fellowship
- Encouraging applications from under-represented groups (female BAME T&R and male T&S academic positions) while continuing to advertise family-friendly policies and Athena SWAN principles in the context of gender-neutral language in any job adverts
- Sponsoring affiliate membership (PG) or membership (research staff) of the HEA, to increase eligibility criteria for lectureship applications
- Continuing to support female T&R staff through the academic pipeline by aligning yearly objectives against promotion benchmarks by enrolling female academics onto female leadership training events

**2. Supporting career development for PS staff by:**

- Advertising secondments and job shadowing opportunities within and outside the School
- Holding career workshops and continuing to support technical conferences to boost staff training and development
- Identifying role-specific career development opportunities at PDR aligned against personal objectives.

*(395 words)*

## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

**Our Action Plan is as presented as a table over the following 10 pages (p117-126). It addresses seven key SMART objectives:**

- **Objective 1:** Improve academic attainment at Undergraduate and Masters level
- **Objective 2:** Improve professional development opportunities for early career researchers (ECRs)
- **Objective 3:** Address legacy gender imbalance at senior level by supporting progression along the academic pipeline
- **Objective 4:** Improve career development opportunities for Professional Services (PS) staff
- **Objective 5:** Support staff during career breaks
- **Objective 6:** Continue to embed Athena SWAN principles into BIOSI life by promoting equality of opportunities for all
- **Objective 7:** 'Aiming for Gold': Identify where further improvements can be made to promote and disseminate best practice



School of Biosciences 2019-2023 Athena SWAN Action Plan							
Setting SMART objectives to achieve our goals							
Ref.	Issue identified	Planned actions/objective	Rationale	Key outputs / milestones	Timeframe for actions	Persons responsible	Success criteria and outcomes
<b>Objective 1: Improving academic attainment at Undergraduate and Masters level</b>							
<b>Action 1.1</b> page 30	Performance of male students at UG level is lower than national averages	1. Monitor year 2 and year 3 student performance in all elements of assessment to identify possible performance shortfalls 2. Introduce additional relevant support for key study skills (e.g. time management, essay writing, exam technique, building presentation confidence)	To understand which academic activities negatively impact on final year degree classification	1. Key areas of support for students identified 2. Additional appropriate support implemented via the online learning resources and the personal tutor system	1. Academic year 2019/2020 2. Academic year 2020/2021 and beyond	<b>Primary responsibility:</b> Director of UG education; year 2 and year 3 leads <b>Enablers:</b> personal tutors, module teams	Comparable performance of BIOSI UG male and female students and consistently in line with sector average by 2023
<b>Action 1.2</b> page 39	Reduced % of female MRes students achieving distinction compared to males	1. Monitor student performance in taught modules and in laboratory projects to identify areas for support 2. Investigate the impact of admissions grades for male and female students on MRes degree outcome 3. Introduce additional appropriate support where required	Identify and improve areas where female MRes students perform below distinction level	1. Key areas of support for students identified 2. Additional appropriate support implemented via the online learning resources and the personal tutor system	1. Academic year 2019/2020 2. Academic year 2020/2021 and beyond	<b>Primary responsibility:</b> Director of MRes; Director of level 7 masters programme <b>Enablers:</b> MRes project supervisors; admissions tutor	Composition of male vs female students achieving distinction to reflect the composition of the cohort by 2021
<b>Action 1.3</b> page 41	Apparent gender disparity in success rate from application to offer at the PhD level	1. Review process from application to offer for equality of opportunities for all 2. Compare success rates for PhD students directly applying to group leaders vs University-led PhD recruitment panels 3. Use information gathered to inform the recruitment process	Improve gender balance throughout the PhD application process by identifying any inconsistencies in the recruitment process	1. Enrolled PhD student population to better reflect applicant pool. 2. Better consistency between the different access routes to PhDs	Academic year 2010/2021 and beyond	<b>Primary responsibility:</b> Director of PG studies <b>Enablers:</b> communications officer; PhD supervisors	1. Gender balance offers more in line with number of PhD applications by 2021 2. Uniformity in the appointment criteria for direct applications or University-led recruitment to PhD programmes by 2021

School of Biosciences 2019-2023 Athena SWAN Action Plan: <i>Setting SMART objectives to achieve our goals</i>							
Ref.	Issue identified	Planned actions/objective	Rationale	Key outputs / milestones	Timeframe for actions	Persons responsible	Success criteria and outcomes
<b>Objective 2: Improving professional development opportunities for Early Career Researchers (ECRs)</b>							
<b>Action 2.1</b>  pages 57, 78, 104	Reduced number of female ECRs transitioning onto fellowships or lectureship positions compared to males	1. Expand our ECR Network programme bringing together PG students, research staff and Fellows with access to seed-corn funding, bespoke seminars, career development workshops, CV clinics, mock interviews, away day 2. Improve research skills by: a) inviting ECRs to present at grant pitch events; b) inviting ECRs to attend and present at a "Fellows Day"; c) providing a fellow/researcher buddy scheme; d) encouraging ECRs wanting to apply for Fellowship to attend the CBLS Early Career Fellowship support programme; e) inviting ECRs to attend mock Fellowship interview panels. 3. Extending contracts of fellows by up to 3 years to cover the duration of successful project grants or offer an open-ended contract at the end of the fellowship if a programme grant support is secured during the tenure of the fellowship 4. Support teaching qualifications (affiliate FHEA; FHEA) by developing and/or delivering teaching activities under the guidance of experienced teaching mentors 5. Mentor shortlisted fellowship candidates through the peer review process and full interview stage	Increase competitiveness of our female ECR pool by equipping them with the breadth of skills needed to secure independent group leader positions	Yearly PDR objectives to focus on increasing the success of ECR applying for careers in science by: a) focusing on high quality publications; b) providing the opportunity to gain teaching qualifications c) improving ECR interview and presentation skills for lectureship and fellowship appointments	1. Academic year 2019/2020 and beyond 2. Academic year 2019/2020 and beyond 3. Academic year 2019/2020 and beyond 4. Academic year 2020/2021 and beyond 5. Academic year 2020/2021 and beyond	<b>Primary responsibility:</b> Research Directors <b>Enablers:</b> Supervisors; grant pitch panel members; fellowship and lectureship interview panel members; Head of School	1. Number of PhD students gaining postdoc positions to increase by 10% by 2022 2. Number of ECRs with teaching qualifications to increase by 15% by 2022 3. Number of ECRs becoming group leaders with fellowships or lectureship positions to increase by 20% by 2023



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<b>Objective 3: Addressing the gender imbalance at senior level by supporting progression along the Academic pipeline</b>							
<b>Action 3.1</b>  pages 56, 57, 66	Gender imbalance in T&R staff at all levels of the academic pipeline	1. Adherence to and implementation of 'PDR checklist' to include review of promotion benchmarks and to ensure at least 2 of the yearly objectives align against these 2. ATLs and Heads of Divisions identify staff eligible for promotion 3. School to encourage staff to attend Academic Career Development and Academic Development Promotions (APD) Programmes 4. Advertise "Fellows Day" externally, invite talented female research staff and offer support for fellowship applications	Continue to increase the number of female academic staff at every level of the academic pipeline from lecturer to professor	1. ATLs initiate discussions and set objectives against promotion benchmarks 2. Larger pool of females enrolled on APD Programme 3. External attendance at Fellows Day leading to increased female applications for fellowships	1. Academic year 2019-2020 and beyond 2. Academic year 2020-2021 and beyond 3. Academic year 2020-2021 and beyond 4. Academic year 2020-2021 and beyond	<b>Primary responsibility:</b> Academic Team Leaders; <b>Enablers:</b> Heads of Divisions; Research Directors; academic staff	1. Increase in the number of female T&R senior lecturers by 1 FTE by 2021 2. Increase in the number of female T&R readers by 2 FTE by 2023 3. Increase in the number of female professors by 2 FTE by 2023
<b>Action 3.2</b>  page 66	Significantly higher number of female T&S staff than males being shortlisted and appointed at the lecturer level	1. Investigate reasons for male candidates not being shortlisted by interrogating completed shortlisting matrices and anonymising applications. 2. Using these data, address either a perceived gender bias if more males are shortlisted when anonymised OR scrutinise which aspects of essential criteria are most frequently lacking in male candidates. 3. Promote male T&S role models by having male T&S readers and professors to deliver education seminars to ECRs	Increase awareness of why male applicants have not been shortlisted and appointed for T&S lecturer posts, with the aim of harmonising the gender split throughout the recruitment process from	1. Reasons for male candidates not being shortlisted identified 2. Measures to ensure gender parity in T&S candidate appointments (e.g. gender decoding, promotion of male T&S role models) introduced if necessary	Academic year 2020/2021 and beyond	<b>Primary responsibility:</b> Strategic Director of Education; Director of UG education <b>Enablers:</b> HR; communications officer	1. Increase the quality of internal applicants leading to an increased number of shortlisted male T&S candidates by 2022 2. Number of male T&S lecturer appointments to increase to 15% by 2022

		4. Work with all ECRs within the School to provide specific development/support in areas of the essential criteria where applicants are often perceived to fall short	application through to appointment				
<b>Action 3.3</b> pages 69, 77, 102	PDR discussions don't always address career progression and promotion	1. Improve use of <i>PDR checklist</i> and <i>PDR guidance pack</i> to include promotion benchmarks 2. Academic staff and their ATLS to review promotion benchmarks in preparation for discussion at PDR meetings 3. PDR discussions to identify steps for meeting promotion benchmarks or career progression opportunities within and outside the School	1. Ensure all staff consider their eligibility for promotion on an annual basis 2. PDR discussions to clearly identify opportunities for career progression and promotion	1. At least two of the PDR objectives to map onto promotion benchmarks for staff aspiring to be promoted 2. PDR identifies specific training and development needs to improve role-specific academic performance	Academic year 2020/2021 and beyond	<b>Primary responsibility:</b> ATLS	Feedback from School survey to show 20% increase in staff agreeing that PDR discussions help career progression and promotion

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<b>Objective 4: Improving career development opportunities for Professional Services (PS) staff</b>							
<b>Action 4.1</b> page 86	At 2019 BIOSI 'Positive working environment' survey 39% of female PS staff and 0% of male PS staff found PDR discussions helpful at identifying skill gaps for career progression	1. PDR meetings to clearly identify professional development opportunities, in line with individual job aspirations 2. Where progression is desired, PDR discussions will identify skill gaps and where relevant, means of achieving these. 3. Review PDR training session for line managers and reviewees so that PDR meetings better identify and address any development needs for career progression (e.g. if transition to academic pathway is	Support PS staff's individual career aspirations, by ensuring their role remains diverse where possible and/or equip PS staff to be able to apply for jobs at higher grade or transition pathway	At least one of the yearly PDR objectives to align to individual career aspirations or personal and professional development	Academic year 2019/2020 and beyond	<b>Primary responsibility:</b> Line managers	At least 50% of staff to agree that the PDR process identifies skill gaps for career progression at 2022 BIOSI Survey

		desirable support secondments or facilitate work shadowing when possible)					
<b>Action 4.2</b> page 86	Limited career development opportunities for PS staff	1. Further increase awareness of other opportunities within the University by advertising internal development opportunities, encouraging staff to view the University Job Opportunities pages and explaining secondment opportunities. 2. Work with BLS/University to lead a half-day event with invited speakers of PS staff who have had career changes within the University. This event aims to provide greater clarity around PS career progression and dispel negative perceptions around career development. 3. Work with other Schools to share career development activities or actions for PS staff, e.g. BIOSI's recent introduction of enabling technical staff to undertake a role in research projects during Summer months	Increase the visibility of University PS staff opportunities and provide success stories of staff who have enhanced their career	1. Increase job satisfaction as evidenced by annual School survey 2. Increase number of secondments/job shadowing opportunities undertaken by PS staff	Academic year 2019/2020 and beyond	<b>Primary responsibility:</b> Line managers <b>Enablers:</b> School manager, HoS	Improved PSS job satisfaction with their role at 2023 University Staff Survey by 20%

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Ref.	Issue identified	Planned actions/objective	Rationale	Key outputs / milestones	Timeframe for actions	Persons responsible	Success criteria and outcomes
<b>Objective 5: Supporting staff during career breaks</b>							
<b>Action 5.1</b> page 89	Low awareness of arrangements for supporting staff taking any type of career break for a period of over 16 weeks	1. Increase awareness of Returner Support Scheme (RSS), which includes submission of a personalised plan to ATL, ultimately to be approved by Head of School, and monitor impact on uptake of RSS.	1. Ensure staff on long-term leave and their teams are adequately supported 2. Enable easier integration upon return	1. Positive feedback from an evaluation survey of all users of RSS	Academic year 2019/2020 and beyond	<b>Primary responsibility:</b> Line managers <b>Enablers:</b> HR, Head of Division, Director of Education, Director of	Increased awareness of RSS as evidenced by positive responses from the University (2021 and 2023) and annual BIOSI-specific staff surveys

						Research, Head of School	
<b>Action 5.2</b> page 88	Inconsistent support provided for maternity/adoption leave between T&R and T&S staff	1. <b>Action 5.1</b> (above) 2. Maternity/adoption/shared parental buddy scheme formally implemented 3. Introduction of ' <i>Parental leave and return advice</i> ' checklist for staff going on leave and their line managers 4. Formal protected research time for T&R staff when returning to work	1. Reduce teaching-related management and administrative duties for all staff returning from maternity/shared parental/adoption leave 2. RSS to provide support and assistance in grant writing, short-term research support for data generation for staff returning from maternity/shared parental/adoption leave	1. All staff going on maternity/adoption/shared parental leave to be offered a 'buddy' and provided with details of RSS in advance of their return	Academic year 2019/2020 and beyond	<b>Primary responsibility:</b> Line managers <b>Enablers:</b> local HR contact, maternity buddies	Increased awareness of RSS as evidenced by positive responses from the University (2021 and 2023) and annual BIOSI-specific staff surveys

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<b>Objective 6: Continuing to embed Athena SWAN principles into School life by promoting equality of opportunities for all</b>							
<b>Action 6.1</b> page 17	Gender imbalance on SAT committee and under-representation from PS staff	1. Identify reasons for reluctance of males to join the SAT to improve gender representation on the committee 2. Amend recruitment messaging when appointing new membership 3. Appoint PS staff as co-chair of SAT	Better representation from male staff and PS staff on SAT	Increased representation of males and PS staff to reflect School composition	Academic year 2020/2021 and beyond	<b>Primary responsibility:</b> SWAN SAT <b>Enablers:</b> line managers; PS staff	1. Increased number of male SAT members by at least 2 FTE 2. Increased number of PS staff on SAT by at least 1 FTE 3. One academic and one PS staff SWAN SAT co-chairs
<b>Action 6.2</b>	In the 2019 BIOSI ' <i>Positive Working Environment</i> '	1. Continue to raise awareness of Athena SWAN remits with female PS staff at	Female PS staff to have a better understanding of Athena SWAN	Increased female PS staff awareness of	Academic year	Primary responsibility: SWAN SAT,	Increased PSS awareness of Athena SWAN remits at

page 94	survey, ~30% female PS staff unaware that Athena SWAN remit extends to cover all staff	the upcoming School events 2. Increase female PS staff involvement in SWAN SAT and SWEC committee activities	principles and goals to promote equality of opportunity for all	Athena SWAN principles	2019/2020 and beyond	SWEC Enablers: School Manager, communication officer	annual Athena SWAN School survey to 85%
<b>Action 6.3</b>  pages 98, 103	In the 2019 BIOSI 'Positive Working Environment' survey, fewer than 30% of all staff agree that there is clarity on what constitutes 'core hours' for BIOSI meetings	1. Define 'core hours' 2. School to make every effort to start School meetings between 0930-1500	Improve work: life balance by avoiding meetings extending beyond working hours	1. Create and implement policy that School meetings are held within core hours 2. Record number of School meetings starting within and outside core hours	Academic year 2019/2020 and beyond	<b>Primary responsibility:</b> SWEC <b>Enablers:</b> Committee chairs, secretaries and members, Head of School	Increased staff awareness of core hours at annual Athena SWAN School survey to 85%
<b>Action 6.4</b>  page 101	Gender of chairperson on BIOSI committees is slightly below (31%) what would be expected given the overall number of female academic staff within BIOSI	Staff encouraged to consider committee membership at PDR and identify appropriate training required as part of career development opportunities	Ensure female representation reflects actual split within the School to avoid committee overload or under-representation	1. Increased number of female staff applying for vacant roles on committees 2. Increased number of female chairpersons of committees within the School	Academic year 2019-2020 and beyond	<b>Primary responsibility:</b> Line managers <b>Enablers:</b> School office, Executive team	Number of female chairs of committees reflects academic staff composition by 2022
<b>Action 6.5</b>  page 99	In the 2017 University Staff Survey, 10% of staff reported that they have been bullied or harassed in the last year	1. Promote University 24/7 'Care First' counselling support system 2. Training for four BIOSI Dignity Advisors to raise awareness and provide practical advice and support with the referral process	1. Improve the mechanisms for reporting bullying/harassment 2. Reduce the number of incidents of bullying/harassment	Reduction in the number of bullying/harassment reports	Academic year 2019/2020 and beyond	<b>Primary responsibility:</b> Dignity advisors <b>Enablers:</b> Head of School, local HR contact, line managers	Number of staff reporting bullying/harassment to decrease by 25% in 2021 University Staff Survey

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<b>Objective 7: 'Aiming for Gold': Identifying where further improvements can be made to promote and disseminate best practice</b>							
<b>Action 7.1</b>  pages 45, 69, 76, 86, 89, 90, 91, 98, 106, 110	Retrospective rather than real-time data monitoring and analysis for Athena SWAN silver award application does not allow for prompt intervention and actions	Improve real-time data gathering and monitoring to enable greater responsiveness  <b>ONGOING ACTION:</b> Data capturing and analysis against the action plan. Continue to monitor and review all activities included in this application	Responding to issues as they arise to enable continuous improvement where required	1. Priority datasets identified 2. Implement processes to collect and continually monitor key data 3. Record actions taken. Datasets might include: feedback from exit interviews to gain a better understanding of reasons for staff leaving the School; uptake and experience of RSS, academic performance	Academic year 2019/2020 and beyond	<b>Primary responsibility:</b> SWAN SAT, SWEC <b>Enablers:</b> Education Office, Research Office, School Office, local HR contact, Deputy School Manager, SWEC, SWAN SAT, College Data Analysts	1. Priority datasets updated in real-time and available for use from 2020/21 2. Athena SWAN 2019-2023 action plan delivered in full
<b>Action 7.2</b>  page 65	Imbalance in number of male:female applications for PS staff positions, resulting in a gender imbalance in PS staff filling technical and admin roles	1. Encourage applications for PS roles by highlighting family-friendly policies, opportunities for flexible working arrangements and career development opportunities for all candidates, regardless of gender 2. Carry out exit interviews with all staff voluntarily	Understand and address issues of gender imbalance in the number of PS staff applications which then impact on the number of staff appointed	1. Improve our understanding of positive and negative perceptions of PS staff leaving and joining the School 2. Implement evidence-based actions to encourage	Academic year 2020/2021 and beyond	<b>Primary responsibility:</b> School manager; HR <b>Enablers:</b> Communications officers; Head of School; PS staff recruitment panels	Gender balance in appointment of PSS technical and administrative staff to improve by 20% by 2023

		<p>leaving their positions within the School</p> <p>3. Survey new starters as to what attracted them to the role</p> <p><b>ONGOING ACTION:</b> review and amend communication strategies as appropriate to ensure recruitment from all genders, orientation and ethnicities</p>		<p>applications from females into technical roles and males into admin roles</p>			
<p><b>Action 7.3</b></p> <p>pages 23, 106</p>	<p>While we have made significant progress addressing issues of gender bias, there remains limited diversity amongst staff and students within the School</p>	<p><b>WHOLE SCHOOL COMMUNITY:</b></p> <p>1. Use staff opinions collected through Athena SWAN focussed sections at all staff away days and School "Athena SWAN" questionnaire to identify and inform future areas of action</p> <p>2. Organise a series of panel discussions focussed on diversity and inclusivity issues with representatives from a broad spectrum of the scientific community</p> <p><b>STUDENTS:</b></p> <p>3. Ensure School Open days provide a diverse, inclusive presence of staff and students</p> <p>4. Work with other EDI groups to organise outreach</p>	<p><b>Short-term:</b> promote the ethos of "School as a Community" by embedding a culture of inclusivity and of equality of opportunities for all. within BIOSI</p> <p><b>Longer-term:</b> Strive to better include and represent the diversity of our local community</p>	<p>1. Intersectionality data collected and presented under the Athena SWAN standing item on all School committees ("Athena SWAN PLUS")</p> <p>2. BAME/LGBT+ representatives present at Open days</p> <p>3. EDI outreach events organised and delivered within and outside the School</p> <p>4. Trial gender decoding language to improve recruitment of BAME/LGBT+ students and staff</p>	<p>Academic year 2019/2020 and beyond</p>	<p><b>Primary responsibility:</b> SWEC, SWAN SAT</p> <p><b>Enablers:</b> Outreach and Innovation officer; communication officers</p>	<p>1. University Staff and Annual School Surveys 2020-2023 to demonstrate that Athena SWAN ethos and broader EDI principles are embedded in all aspects of School life and activities, evidenced by 20% improvement in positive responses to targeted questions</p> <p>2. Delivery of two outreach events promoting EDI in STEMM to schools</p> <p>3. Deliver at least two in-house "<b>Athena SWAN PLUS</b>" events each year e.g. inviting</p>

		<p>and engagement activities for school pupils aimed at promoting a better understanding of diversity as a strength (e.g. 'Biology Rocks', DNA analysis via the PCR loan box; Stonewall Role Model Programme)</p> <p><b>STAFF:</b></p> <p>5. Improve the level and compliance of EDI training, organise inclusive intersectional events with the goal of raising awareness of the whole spectrum of diversity and inclusion by promoting our disability, wellbeing, dignity, LGTBQI+, BAME champions and initiatives</p> <p>6. Liaise with national Athena SWAN Gold departments and invite inspirational speakers to deliver Athena SWAN-themed presentations and workshops sharing good practice</p>					<p>speakers from Athena SWAN GOLD departments to share examples of best practice and establish a network of support</p>
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